

Manitoba Education and Advanced Learning

**Annual Report
2015-2016**



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**MINISTER
OF EDUCATION AND TRAINING**

Room 168
Legislative Building
Winnipeg, Manitoba, Canada
R3C 0V8

Her Honour the Honourable Janice C. Filmon, C.M., 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 and Advanced Learning for the fiscal year ending March 31, 2016.

Respectfully submitted,

Original Signed by:

Honourable Ian Wishart





Education and Training
Deputy Minister

Room 162, Legislative Building, Winnipeg, Manitoba, Canada R3C 0V8

Honourable Ian Wishart
Minister of Education and Training
Room 168, Legislative Building
Winnipeg MB R3C 0V8

Dear Minister:

I am pleased to present the Annual Report of Manitoba Education and Advanced Learning for the period April 1, 2015 to March 31, 2016.

Respectfully submitted,

Original Signed by:

Bramwell Strain
Deputy Minister



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Preface

Report Structure

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

Mandate

In 2013/14, the Department of Education and Advanced Learning was established. The Department integrated the former Department of Education and several program areas under the former Department of Advanced Education and Literacy.

The Department of Education and Advanced Learning is responsible for:

- Early childhood education,
- Schools, Kindergarten to Grade 12, and
- Post-secondary education.

The Department's fundamental responsibility is to provide direction and allocate resources in support of Kindergarten to Grade 12 (K-12) education in public and funded independent schools and for setting priorities and allocating funds for the post-secondary education system and student financial assistance.

The Department endeavours to facilitate high quality, affordable, and accessible learning opportunities for all Manitobans with a view to supporting seamless and coherent links across the education, learning and training systems while also facilitating the contribution of these systems to Manitoba's economic, cultural and social goals.

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

Education and Advanced Learning represents the Province in negotiations with the federal and other provincial and territorial governments, and works closely with other government departments in Manitoba to support province-wide strategic priorities and promote a unified direction for education and training in Manitoba.

Education and Advanced Learning is responsible for the overall legislative and regulatory structure for elementary, secondary and post-secondary education. It provides policy direction on administrative matters of the education system under authority of the following Acts of the Consolidated Statutes of Manitoba:

- *The Advanced Education Administration Act*
- *The Brandon University Act*
- *The Colleges Act*
- *The Community Schools Act*
- *The Degree Granting Act*
- *The Education Administration Act*

- *The International Education Act*
- *The Manitoba Teachers' Society Act*
- *The Manitoba Institute of Trades and Technology Act*
- *The Private Vocational Institutions Act*
- *The Property Tax and Insulation Assistance Act (Part III.2)*
- *The Public Schools Act*
- *The Public Schools Finance Board Act*
- *The Student Aid Act*
- *The Teachers' Pensions Act*
- *The Université de Saint-Boniface Act*
- *The University College of the North Act*
- *The University of Manitoba Act*
- *The University of Winnipeg Act*

Responsibilities

Manitoba Education and Advanced Learning has primary responsibility to:

- support and facilitate quality teaching and learning at all levels of education in Manitoba;
- delineate roles and responsibilities across the education system; and
- implement and share research-informed effective practices as part of the commitment to a quality education system.

Programming and Services Overview

For the year ending March 31, 2016, the programs and services of the Department were budgeted under the following main appropriations: Administration and Finance, School Programs, Bureau de l'éducation française, Education and School Tax Credits, Support to Schools, Advanced Learning, Manitoba Student Aid, Capital Funding and Costs Related to Capital Assets.

Corporate Initiatives

I. 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 coordinates the development and implementation of the Manitoba First Nations, Métis and Inuit Educational Policy Framework to remove systemic barriers to Aboriginal student success. This involves collaboration with partners to undertake research, policy and strategic initiatives to increase Aboriginal student achievement and to promote cultural awareness and competency so that all Manitoba students and teachers learn about First Nations, Métis and Inuit peoples' historical and contemporary perspectives.

The Directorate's objectives are to ensure an integrated approach to Aboriginal education and training within Manitoba Education and Advanced Learning in collaboration with the Departments of Manitoba Aboriginal and Northern Affairs and Jobs and the Economy.

II. Elementary and Secondary Schools

In Manitoba, 36 school divisions, 1 special revenue school district and 59 independent schools receive funding from the Province. In the 2015/16 fiscal year, government support to school divisions, independent schools, educational organizations, and the Teachers' Retirement Allowances Fund totaled \$1,382.4 million; comprised of \$1,318.9 million in 16-5, Support to Schools, and \$63.5

million in 16-8, Capital Funding. In addition, \$177.8 million through the Education Support Levy and Public Schools Finance Board surplus was provided in support of school divisions.

For the 2015/16 school year, a funding increase of 2.0% or \$25.0 million was announced to support school divisions, with a subsequent increase of \$3.0 million for the K-3 Smaller Classes initiative.

Public school enrolment on September 30, 2015 was 183,304 pupils. Of this total, 120,676 were in Kindergarten to Grade 8; 59,407 were in secondary grades (Grade 9 to Grade 12); 2,282 were nursery pupils; and 939 were not in any grade.

There were 14,214 pupils attending funded independent schools on September 30, 2015. Funding to independent schools for eligible pupils is available for instruction and services, special needs and curricular materials.

III. Post-Secondary Education

The Advanced Learning Division (ALD) provides recommendations on new programs and allocates financial resources to Manitoba's public universities and community colleges. The Division also coordinates post-secondary programs and policy development.

ALD allocates funds to Manitoba's seven public post-secondary institutions:

- University of Manitoba
- University of Winnipeg
- Brandon University
- Red River College
- Assiniboine Community College
- University College of the North
- Université de Saint-Boniface (including École technique et professionnelle)

ALD also provides grants to:

- Canadian Mennonite University
- some private religious institutions
 - Steinbach Bible College
 - Providence University College and Seminary
 - William and Catherine Booth University College

In 2015/16 at the universities, there were 45,457 undergraduate and graduate (combined) students enrolled in Regular Session. For 2014/15, 17,417 students were enrolled at colleges. College enrolment numbers for 2015/16 will be available in the fall of 2016. Total grant funding for post-secondary education in Manitoba was \$682.9 million in 2015/16.

ALD also administers *The Private Vocational Institutions Act* and Regulations, through the Private Vocational Institutions (PVI) Office. The PVI Office provides consumer protection by registering PVIs in the province and monitoring institutions for compliance.

Manitoba Student Aid (MSA) provides supplemental financing to students who might not be able to afford a post-secondary education on their own. MSA administers the Canada Student Loans Program (CSLP) and the Manitoba Student Aid Program, offering a variety of loans, grants and bursaries as well as other targeted support.

MSA support is available to qualifying Manitoba residents studying both inside and outside of the province at designated institutions. Students are individually assessed to determine their financial need as well as their eligibility for the various supports provided by MSA.

In the 2015/16 program year, MSA provided \$34.7 million in provincial loans and \$18.0 million in provincial grants and bursaries to approximately 11,800 Manitoba students. Approximately

15,000 applications for Canada Student Loans and Manitoba Student Loans were processed in 2015/16.

IV. International Education

International education is key to Manitoba's efforts to promote a socially and culturally diverse learning environment. International students make significant economic contributions to the province.

2015 data indicates there are over 10,200 international students in Manitoba, of which over 8,300 are post-secondary, primarily from China, Nigeria, India, Pakistan and South Korea. The annual economic impact of these international students to the Manitoba economy is over \$320 million and 1,640 jobs.

V. Student Achievement Support Unit

The Student Achievement Support Unit was established in the fall of 2014 to increase student achievement specifically in the areas of literacy and numeracy.

Regional sessions to build educator capacity to analyse, interpret and utilize data were held across the province. In fall 2015, follow up 2-day workshops, *Got Data? Now What?* were attended by 29 school divisions as well as department staff. In January 2016 a subsequent follow-up workshop was held for 14 school and school division teams to further expand their capacity.

The Student Achievement Provincial Advisory Committee (SAPAC) and the Student Achievement/Data Working Group (SADWG) met regularly throughout 2015/16 and worked collaboratively throughout the year to provide feedback and advice on the development of a framework for continuous improvement, a new process for annual school division reporting and planning intended to:

- Focus on examining and analyzing disaggregated student achievement data
- Address the provincial priority areas of literacy and numeracy
- Incorporate planning and reporting for the following grants
 - Aboriginal Academic Achievement
 - English as an Additional Language
 - Literacy and Numeracy
- Assess, monitor and report progress

Throughout 2015/16, SASU worked with SADWG and Department staff to ensure that school divisions will be able to electronically provide the Department with report card data on an annual basis. The review and analysis of this data will provide the Department and school divisions with a greater understanding of student achievement and inform the development of future support initiatives.

SASU also coordinated several Department workshops for school principals designed to increase their capacity to support teachers and provide instructional leadership in the area of numeracy. In addition, three editions of the Numeracy Counts newsletter were provided to school divisions. These newsletters have been developed to bring clarity and deeper understanding in key areas of numeracy, specifically for K-8 instruction.

VI. Education for Sustainable Development

Education for Sustainable Development (ESD) empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations.¹ Manitoba Education and Advanced Learning's ESD priority action areas include: a) to establish ESD school plans or embed ESD in existing school plans in every school by 2019; b)

¹ UNESCO. UNESCO Roadmap for Implementing the Global Action Programme on Education for Sustainable Development, 2014.

to promote the introduction of ESD into teacher education; c) to reorient technical vocational education and training (TVET) to be in support of sustainable development and transition to a green economy; and d) to strengthen climate change education. Along with the Department, the active participation and cooperation of a broad range of educational stakeholders have been leading the effort to encourage and implement ESD in schools across the province.

Préface

Structure du rapport

Le rapport annuel est organisé selon la structure des crédits du ministère de l'Éducation et de l'Enseignement supérieur du Manitoba. Il reflète les crédits autorisés au Ministère et approuvés par l'Assemblée législative. Le rapport contient de l'information sur les objectifs du Ministère et les résultats réels obtenus par affectation et sous-poste. Les renseignements sur le rendement financier sont accompagnés d'explications relatives aux écarts dans les dépenses et les recettes, ainsi que d'un tableau chronologique quinquennal redressé illustrant les dépenses et les effectifs du Ministère.

Mandat

Le ministère de l'Éducation et de l'Enseignement supérieur a été créé en 2013 - 2014 en intégrant l'ancien ministère de l'Éducation et plusieurs secteurs de programmes relevant de l'ancien ministère de l'Enseignement postsecondaire et de l'Alphabétisation.

Le ministère de l'Éducation et de l'Enseignement supérieur est responsable :

- de l'éducation de la petite enfance;
- des écoles de la maternelle à la 12^e année;
- de l'enseignement postsecondaire.

Le Ministère a pour responsabilité fondamentale de donner des instructions et d'octroyer des ressources pour appuyer l'éducation de la maternelle à la 12^e année (M - 12) dans les écoles publiques et les écoles indépendantes subventionnées, ainsi que d'établir des priorités et de répartir les fonds affectés par le gouvernement à l'éducation postsecondaire et à l'aide financière aux étudiants.

Le Ministère s'emploie à offrir à toute la population manitobaine une éducation de grande qualité, abordable et accessible en vue d'encourager l'établissement de liens harmonieux et cohérents au sein des systèmes d'éducation, d'apprentissage et de formation tout en favorisant aussi la contribution de ces systèmes aux objectifs économiques, culturels et sociaux de la province.

En plus de la définition des objectifs globaux en matière d'éducation, le Ministère est responsable du cadre législatif et réglementaire régissant les systèmes d'éducation de la maternelle à la 12^e année et de l'enseignement postsecondaire.

Le Ministère de l'Éducation et de l'Enseignement supérieur représente la Province dans les négociations avec le gouvernement fédéral et les autres ordres de gouvernement provinciaux ou territoriaux et travaille étroitement avec les autres ministères du Manitoba pour appuyer les priorités stratégiques à l'échelle de la province et favoriser une orientation unifiée en matière d'éducation et de formation professionnelle au Manitoba.

Le Ministère est responsable du cadre législatif et réglementaire régissant les systèmes d'éducation de la maternelle à la 12^e année et de l'enseignement postsecondaire. Le Ministère est aussi chargé d'établir une orientation politique pour les questions administratives liées au système d'éducation, en vertu des lois codifiées du Manitoba énumérées ci-dessous :

- *Loi sur l'administration scolaire*
- *Loi sur l'Université de Brandon*
- *Loi sur les collèges*
- *Loi sur les écoles communautaires*
- *Loi sur l'attribution de grades*

- *Loi sur l'administration scolaire*
- *Loi sur l'éducation internationale*
- *Loi sur l'Association des enseignants du Manitoba*
- *Loi sur le Manitoba Institute of Trades and Technology*
- *Loi sur les établissements d'enseignement professionnel privés*
- *Loi sur l'aide en matière de taxes foncières et d'isolation thermique des résidences (Partie III.2)*
- *Loi sur les écoles publiques;*
- *Loi sur la Commission des finances des écoles publiques*
- *Loi sur l'aide aux étudiants*
- *Loi sur la pension de retraite des enseignants*
- *Loi sur l'Université de Saint-Boniface*
- *Loi sur le Collège universitaire du Nord*
- *Loi sur l'Université du Manitoba*
- *Loi sur l'Université de Winnipeg*

Responsabilités

La principale responsabilité du Ministère de l'Éducation et de l'Enseignement supérieur est de :

- appuyer et favoriser l'enseignement et l'apprentissage de qualité à tous les niveaux de l'éducation au Manitoba;
- délimiter les rôles et les responsabilités au sein du système de l'éducation;
- mettre en œuvre et partager des pratiques exemplaires de recherche dans le cadre de l'engagement pour un système d'éducation de qualité.

Aperçu des programmes et des services

Pour l'exercice terminé le 31 mars 2016, le budget des programmes et des services du Ministère a été réparti dans les postes principaux suivants : administration et finances, programmes scolaires, Bureau de l'éducation française, crédits d'impôt en matière d'éducation et de taxes scolaires, appui aux écoles, enseignement postsecondaire, Aide aux étudiants du Manitoba, Subventions en capital; et Coûts liés aux immobilisations.

Initiatives ministérielles

I. Éducation des Autochtones

Le mandat de la Direction générale de l'éducation des Autochtones (DGEA) est d'assurer la direction et la coordination des initiatives ministérielles qui se rattachent à l'éducation et à la formation professionnelle des Autochtones. La DGEA coordonne l'élaboration et la mise en œuvre du Cadre stratégique sur l'éducation des Premières Nations, des Métis et des Inuits du Manitoba afin de supprimer des obstacles systémiques au succès des étudiants autochtones. Dans ce cadre, elle collabore avec des partenaires pour mener des recherches, élaborer des politiques et des initiatives stratégiques pour l'amélioration de la réussite scolaire des élèves autochtones et favoriser la sensibilisation culturelle et la compétence afin que tous les élèves et les enseignants du Manitoba en apprennent sur l'histoire et les perspectives des Premières Nations, des Métis et des Inuit.

Les objectifs de la DGEA sont de veiller à ce qu'il y ait une approche intégrée de l'éducation et de la formation professionnelle des Autochtones, des Métis et des Inuit au sein du ministère de l'Éducation et de l'Enseignement supérieur en collaboration avec le ministère des Affaires autochtones et du Nord et le ministère de l'Emploi et de l'Économie.

II. Écoles primaires et secondaires

Le Manitoba compte 36 divisions scolaires, un district scolaire ayant un financement particulier et 59 écoles indépendantes qui reçoivent des fonds de la Province. Au cours de l'exercice 2015 - 2016, le gouvernement a versé un total de 1 382,4 millions de dollars aux divisions scolaires, aux écoles indépendantes, aux organismes à caractère éducatif et à la Caisse de retraite des enseignants, soit 1 318,9 millions au poste 16-5, Soutien aux écoles, et 63,5 millions au poste 16-8, Financement des immobilisations. De plus, 177,8 millions de dollars étaient accordés dans le cadre de la taxe d'aide à l'éducation et du surplus de la Commission des finances des écoles publiques en soutien aux divisions scolaires.

Pour l'année scolaire 2015 - 2016, des fonds additionnels de l'ordre de 2 % ou 25 millions de dollars ont été annoncés au soutien des divisions scolaires, avec une augmentation de 3 millions de dollars pour l'Initiative de réduction de l'effectif des classes de la maternelle à la 3^e année.

Le 30 septembre 2015, 183 304 élèves étaient inscrits dans les écoles publiques dont : 120 676 de la maternelle à la 8^e année, 59 407 au secondaire (9^e à 12^e année), 2 282 en prématernelle et 939 qui n'étaient dans aucune année d'études.

Toujours en date du 30 septembre 2015, 14 214 élèves fréquentaient des écoles indépendantes subventionnées. Le financement des écoles indépendantes pour les élèves admissibles est offert à des fins pédagogiques et de prestation de services, pour l'enfance en difficulté et pour l'acquisition de documents pédagogiques.

III. Enseignement postsecondaire

La Division de l'enseignement supérieur fournit des recommandations relatives aux nouveaux programmes et accorde des ressources financières aux universités publiques et aux collèges communautaires du Manitoba. Elle coordonne aussi les programmes postsecondaires et l'élaboration des politiques.

La Division de l'enseignement supérieur est responsable de l'attribution de fonds aux sept établissements d'enseignement postsecondaire publics de la province :

- Université du Manitoba
- Université de Winnipeg
- Université de Brandon
- Red River College
- Assiniboine Community College
- Collège universitaire du Nord
- Université de Saint-Boniface (y compris l'École technique et professionnelle)

Elle fournit aussi des subventions à :

- Canadian Mennonite University
- certains collèges confessionnels privés
 - o Steinbach Bible College
 - o Providence University College and Seminary
 - o William and Catherine Booth University College

En 2015 - 2016, les universités comptaient 45 457 étudiants de premier cycle (combiné) inscrits aux sessions régulières. Pour 2014 - 2015, 17 417 élèves étaient inscrits aux collèges. Les nombres des inscriptions aux collèges de 2015 - 2016 seront disponibles à l'automne 2016. Le montant total de la subvention à l'enseignement postsecondaire au Manitoba était de 682,9 millions en 2015 - 2016.

La Division de l'enseignement supérieur administre aussi la Loi sur les établissements d'enseignement professionnel privés et ses règlements dans le cadre de la Section de l'administration des établissements d'enseignement professionnel privés qui assure la protection des consommateurs en enregistrant les établissements d'enseignement professionnel privés dans la province et en veillant à la conformité des établissements.

L'Aide aux étudiants du Manitoba fournit une aide supplémentaire aux étudiants qui ne pourraient normalement pas se payer des études postsecondaires par leurs propres moyens. L'Aide aux étudiants du Manitoba administre le Programme canadien de prêts aux étudiants (PCPE) et le Programme d'aide aux étudiants du Manitoba (PAEM) en versant divers prêts, subventions et bourses, ainsi que d'autres aides ciblées.

Les aides financières de l'Aide aux étudiants sont destinées aux résidents manitobains admissibles qui étudient dans des établissements désignés à l'intérieur ou à l'extérieur de la province. Les étudiants sont évalués individuellement afin de déterminer leurs besoins financiers et leur admissibilité aux différentes aides offertes par l'Aide aux étudiants du Manitoba.

Au cours de l'année de programme 2015 - 2016, l'Aide aux étudiants du Manitoba a offert 34,7 millions de dollars en prêts et 18 millions de dollars en subventions et en bourses à environ 11 800 étudiants manitobains. Environ 15 000 demandes de prêts aux étudiants du Canada et de prêts étudiants du gouvernement du Manitoba ont été traitées en 2015 - 2016.

IV. Éducation internationale

L'éducation internationale est prime aux efforts du Manitoba pour la promotion d'un environnement d'apprentissage socialement et culturellement diversifié. Les étudiants internationaux font une contribution économique importante à la province.

Les données de 2015 indiquent qu'il y a plus de 10 200 étudiants internationaux au Manitoba, en grande partie de la Chine, du Nigeria, de l'Inde, du Pakistan et de la Corée du Sud, dont plus de 8 300 sont à l'enseignement supérieur. Les retombées économiques annuelles de ces étudiants internationaux sur l'économie manitobaine sont de plus de 320 millions de dollars et 1 640 emplois.

V. Section d'appui à la réussite scolaire

La Section d'appui à la réussite scolaire a été créée à l'automne 2014 en vue d'améliorer la réussite scolaire, surtout dans les domaines de la littératie et de la numératie.

Des séances régionales pour augmenter les capacités des enseignants à analyser, interpréter et utiliser les données ont été organisées à l'échelle de la province. À l'automne 2015, 29 divisions scolaires, ainsi que des membres du personnel du Ministère, ont participé à des ateliers de suivi de 2 jours, *Got Data? Now What?* En janvier 2016, un autre atelier de suivi a été organisé pour les 14 équipes des écoles et de divisions scolaires pour augmenter leurs capacités.

Le Comité consultatif provincial sur la réussite scolaire et le Groupe de travail sur la réussite et les données scolaires se sont réunis régulièrement pendant l'année 2015 - 2016 et ont travaillé en collaboration pour fournir des commentaires et des conseils sur l'élaboration d'un cadre d'amélioration continue — un nouveau processus de planification et de communication de rapports des divisions scolaires — devant permettre:

- d'examiner et d'analyser les données ventilées relatives à la réussite scolaire des élèves;
- de trouver des solutions en littératie et en numératie, domaines prioritaires du gouvernement provincial;
- d'inclure les plans et les rapports des subventions suivantes :
 - Subvention favorisant la réussite scolaire chez les élèves autochtones;

- Anglais langue additionnelle;
- Littérature et Numératie;
- d'évaluer leurs progrès, d'en assurer le suivi et d'en faire rapport.

Au cours de l'année 2015 - 2016, la Section d'appui à la réussite scolaire a travaillé avec le Groupe de travail sur la réussite et les données scolaires et des membres du personnel du Ministère afin de s'assurer que les divisions scolaires seront en mesure de fournir au Ministère électroniquement et annuellement les données relatives au bulletin scolaire. L'examen et l'analyse de ces données permettront au Ministère et aux divisions scolaires d'avoir une meilleure compréhension des résultats des élèves et des renseignements importants pour l'élaboration d'initiatives d'appui futures.

La Section d'appui à la réussite scolaire a également coordonné plusieurs ateliers du Ministère pour les directeurs d'école afin d'améliorer les capacités de ces derniers à appuyer les enseignants et à fournir la direction pédagogique en matière de numératie. De plus, trois numéros du bulletin d'information *La numératie, ça compte* ont été offerts aux divisions scolaires. Ces bulletins d'information ont été produits pour apporter de la clarté et plus de compréhension dans les domaines clés de la numératie, particulièrement dans l'enseignement de la maternelle à la 8^e année.

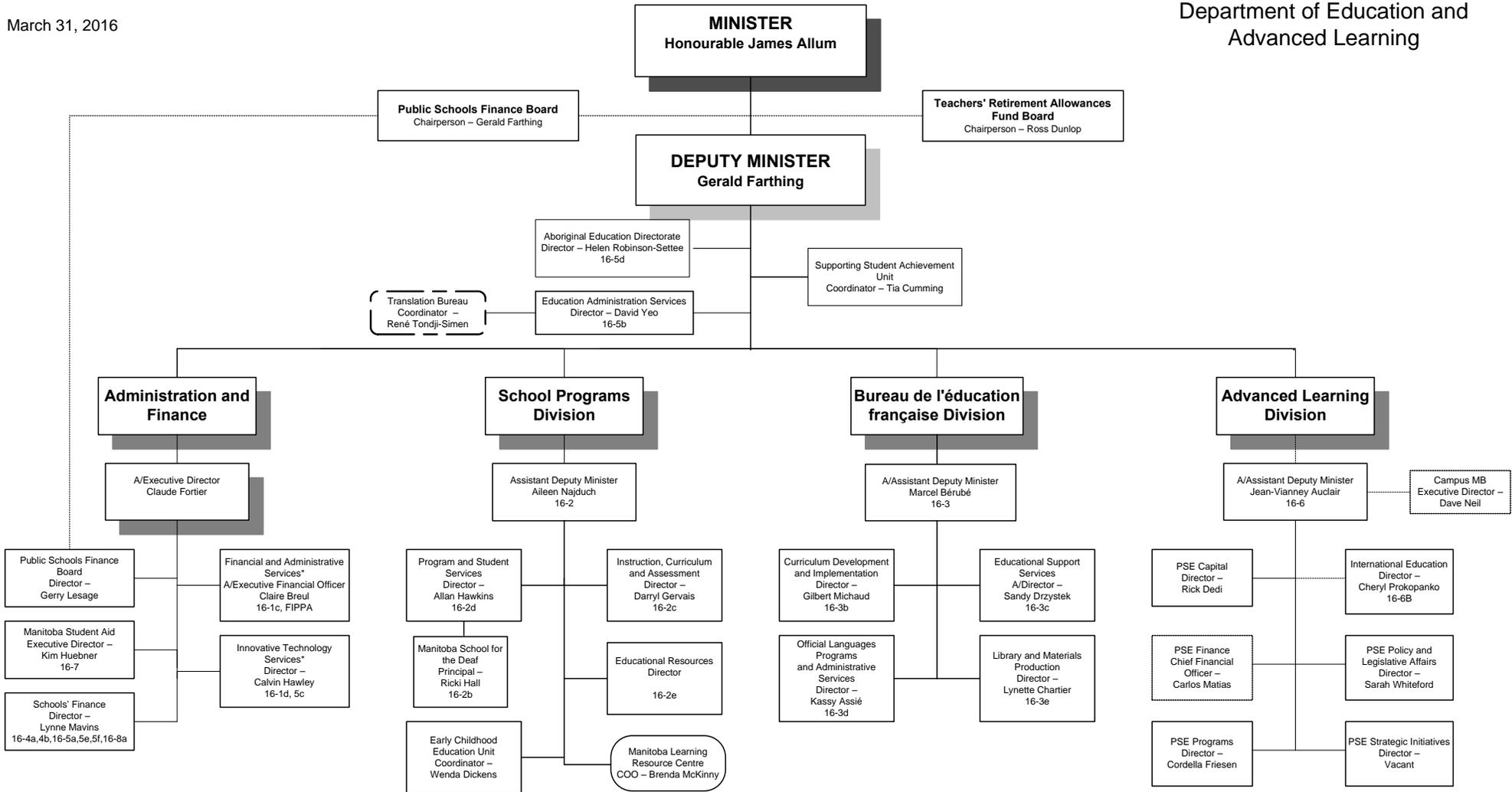
VI. Éducation au développement durable

L'Éducation au développement durable (EDD) « permet aux apprenants de prendre des décisions éclairées et de poser des gestes responsables qui tiennent compte de l'intégrité de l'environnement, de la viabilité économique et d'une société juste tout en respectant la diversité culturelle »¹. Les axes d'action prioritaires de l'EDD du ministère de l'Éducation et de l'Enseignement supérieur du Manitoba comprennent : a) l'élaboration des plans d'école de l'EDD ou l'enchâssement de l'EDD dans les plans d'école existant, dans chaque école d'ici 2019; b) la promotion de l'introduction de l'EDD dans l'éducation des enseignants; c) la réorientation de la formation technique et professionnelle pour appuyer le développement durable et la transition vers l'économie verte et d) le renforcement de l'éducation au changement climatique. Ensemble avec le Ministère, un groupe d'intervenants de divers milieux a, par sa participation et sa collaboration actives, guidé les efforts pour encourager et mettre en œuvre l'EDD dans les écoles à l'échelle de la province.

¹ UNESCO : *Feuille de route pour la mise en œuvre du Programme d'action global pour l'Éducation en vue du développement durable*, 2014.

March 31, 2016

Department of Education and
Advanced Learning



*Provides services to the Department of Multiculturalism and Literacy

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 and Advanced Learning (EAL). 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, Financial and Administrative Services, Innovative Technology Services and International Education.

The Administration and Finance Division maintains responsibility for management of 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 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	37	1.00	37	0	
Total Sub-Appropriation	37	1.00	37	0	

1 (b) Executive Support

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	686	9.00	714	(28)	
Other Expenditures	154		165	(11)	
Total Sub-Appropriation	840	9.00	879	(39)	

Financial and Administrative Services

Financial and Administrative Services provides leadership on financial and administrative matters for Manitoba Education and Advanced Learning and for Manitoba Multiculturalism and Literacy. Responsibilities include ensuring that the comptrollership functions of both departments 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 performance; 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, as well as 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.

1 (c) Financial and Administrative Services

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	941	13.00	1,066	(125)	
Other Expenditures	124		146	(22)	
Total Sub-Appropriation	1,065	13.00	1,212	(147)	

Innovative Technology Services

The Innovative Technology Services (ITS) Branch provides services across Manitoba Education and Advanced Learning (EAL) to improve program efficiency and accountability through the use of information technology. In addition, ITS is responsible for overseeing the departmental computing environment including information databases, customized applications and backup/recovery services for program requirements outside the scope of the managed desktop environment.

ITS supports the technology and innovation needs of the departments of Manitoba Education and Advanced Learning and Multiculturalism and Literacy. The Branch facilitates Project Management services so that both business and information technology projects are conducted employing a rigorous, internationally accepted standard for the management of projects. ITS represents the department to central units such as Business Transformation and Technology.

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

ITS works closely with all areas within the Department 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 the department.

Sustainable Development

ITS 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. It should be noted that the Manitoba government recognizes the value of education and collaboration alternatives that result from improved network services such as video conferencing. ITS is working with other branches and departments in the implementation of collaborative network tools that will enhance pedagogical and administrative environments in rural communities.

1 (d) Innovative Technology Services

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	220	2.00	210	10	
Other Expenditures	59		55	4	
Total Sub-Appropriation	279	2.00	265	14	

School Programs

The mandate of the School Programs Division (SPD) is to provide leadership and support for Manitoba's Early Childhood and K-12 educational system through the development and implementation of a policy and program framework for the 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; Educational Resources 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 co-ordination regarding 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 2015/16	Estimate 2015/16		Variance	Expl. No.
	\$000	FTE	\$000	Over (Under) \$000	
Salaries and Employee Benefits	298	4.00	332	(34)	
Other Expenditures	75		47	28	
Total Sub-Appropriation	373	4.00	379	(6)	

Manitoba School for the Deaf

The Manitoba School for the Deaf (MSD) provides the only American Sign Language milieu environment in Manitoba for students who are Deaf/Hard of Hearing (DHH). Students who are DHH and eligible to attend public schools in Manitoba may instead choose to attend MSD which offers a Junior K-12 program and provides an ASL – English bilingual/bicultural environment. Additionally, MSD programming is accessed by families who live in First Nations Communities in collaboration with the Education Authority and the federal government. MSD had 60 students enrolled in 2015/16 which has been a consistent number over the past several years. Teachers and educational assistants provide on-site educational programming using the Manitoba provincial curriculum leading to a Manitoba diploma. Since 2011/12, MSD has also offered early years language intervention using a Bilingual-Bimodal approach. This early intervention gives students the opportunity to develop both spoken English and ASL to build a strong language base.

Key Accomplishments

- Delivered year five of the Bilingual-Bimodal classroom where multi-age classes of DHH and hearing children attend early years programs. The students were given access to ASL and spoken language for instruction. This allowed the school to be responsive to children's' learning

and communication needs. The focus of early language development was enhanced by having children communicate with a larger group of peers in the classroom and using different modes of communication for instruction and social interaction.

- Continued partnership with St. James-Assiniboia School Division that included: having MSD students attend classes that are not offered at MSD with the support of an ASL-English interpreter; sharing a psychologist position, and sharing facilities (such as the gymnasium).
- Continued school-based activities including the Robotics Club, the Drumming Club, gardening, mime, sports intramurals, and numerous Student Parliament activities. Parents are involved through many activities including Greet the Teacher Night, the holiday concert, regular parent-teacher meetings, and Advisory Council for Student Leadership (ACSL) meetings.
- Maintained its designation as an Environmental Green School through ongoing efforts in environmental awareness, recycling projects, and maintaining a video conferencing classroom, which allowed MSD to consciously reduce its carbon footprint while still maintaining contact with and service to schools. This included providing training via videoconferencing as well as maintaining contact with schools through a video phone booth, which allows “one-to-one” communication with the added benefit of being accessible for students and staff who are Deaf.
- Hosted a Networking Day, where students, parents, resource teachers, interpreters, and other school staff members attended professional development opportunities, socialized with others in the field and became familiar with MSD and its educational program.
- Continued partnership with the Society for Manitobans with Disabilities (SMD) by hosting the annual ASL Immersion which ran for a week in the summer.
- Focused on research by having staff at MSD participate in the Cochlear Implant Research network and by maintaining data on the outcomes of students in the Bilingual-Bimodal programs.
- Continued staff development with a priority of building strong skills for staff that teach students at MSD, and expanded approaches to being responsive to students with a wide range of educational and communication needs. This included responding to the needs of students with cochlear implants, multiple coexisting needs, and those who are new Canadians.
- Consulted with parents and key partners (e.g., school divisions, the University of Manitoba, SMD and the Central Speech and Hearing Clinic (CSHC)), on the future direction of educational programming. MSD continued to be responsive to the changing expectations of families while maintaining the support needed for Deaf students who learn best in an ASL environment or with ASL support.
- Two staff continued their training to become auditory-verbal therapists so they can better support students at MSD and in the province who are using this communication approach.

2 (b) Manitoba School for the Deaf

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	3,098	42.85	3,070	28
Other Expenditures	270		381	(111)
Total Sub-Appropriation	3,368	42.85	3,451	(83)

Instruction, Curriculum and Assessment

The mandate of the Instruction, Curriculum and Assessment Branch (ICAB) is to articulate the K-12 English program and policy framework that is the basis of teaching, learning and assessment in Manitoba schools. The branch develops provincial curricula, administers provincial assessments, supports effective communications to parents about student progress through the provincial report

card, and facilitates the acquisition of credits within a policy framework leading to high school graduation.

Organization of the Instruction, Curriculum and Assessment Branch

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

- Development Unit
- Learning Resources Unit
- Assessment Unit
- Learning Support and Technology Unit
- Distance Learning Unit
- Finance and Administration Unit
- Independent Education Unit
- Early Childhood Education Unit

The Development Unit (DU) is responsible for the development and implementation of provincial curricula for the English Program and the Senior Years Technology Education Program, including curricula for compulsory and optional subject areas. In addition, the Unit develops distance learning courses for grades 9 to 12, provides expert advice and services to other departments and external groups in the areas of curriculum development, curriculum implementation and cross-curricular initiatives.

The Learning Resources Unit (LRU) is responsible for identifying quality learning resources and classroom assessment tools that support the teaching of Manitoba K-12 curricula.

The Assessment Unit (AU) is responsible for the development and implementation of provincial classroom-based assessment policies at Grades 3, 7 and 8, the development and implementation of provincial Grade 12 tests in English Language Arts and Mathematics (mandatory for the majority of students) and the development and implementation of the provincial report card (in collaboration with the Bureau de l'éducation française). Staff members from the Unit coordinate Manitoba's participation in national and international assessment programs.

The Learning Support and Technology Unit (LSTU) is responsible for providing leadership and support to curriculum consultants, classroom teachers, educational communities and stakeholders in the integration of cross-curricular skills, knowledge, attitudes, technologies and essential learning that will help engage and prepare students to be contributing members of their local and global communities. Staff in LSTU develop web-based courses (WBC) and support the school divisions in the implementation of WBC. LSTU also oversees and promotes technology education and career-based education.

The Distance Learning Unit (DLU) provides direct service to students and collaborates with school divisions and other educational stakeholders to ensure that all Manitoba students have access to quality distance learning courses. The Unit also issues credits and diplomas for distance learners not registered in a provincial school.

The Finance and Administration Unit (FAU) provides financial management services to the Branch and coordinates reporting processes in response to government requirements.

The Independent Education Unit (IEU) is responsible for ensuring the over 19,000 students enrolled in funded and non-funded independent schools, and students who are home-schooled, receive an education equivalent to that of students enrolled in public schools. The Unit monitors and supports independent and affiliated overseas schools, and processes and evaluates homeschooling education plans and progress reports.

The Early Childhood Education Unit (ECEU) promotes and supports early childhood education in the K-12 school system. The Unit collaborates with school divisions, other government departments, educational stakeholder groups and parents to promote developmentally-appropriate practices that help children to be successful when they enter school. The Unit coordinates the collection and dissemination of provincial education data and statistics for federal data collections; and provides research and statistical analysis support to the department and school divisions upon request.

The following information highlights the major activities within ICAB.

Aboriginal Education

- Supported the Advocacy and Public Information Project (APIP), initiated by the Assembly of Manitoba Chiefs (AMC) Secretariat to provide healing and reconciliation amongst youth and inter-generational survivors of residential schools.
- Supported *It's Our Time*, an initiative to develop an education toolkit intended as a resource for First Nations and non-First Nations educators and students. The proposed toolkit would provide foundational awareness of First Nations issues in Canada from a First Nations perspective. A prototype toolkit was developed by the Assembly of First Nations (AFN). Regional kits are being developed in co-ordination with the AFN. In Manitoba, the initiative is led by Manitoba Aboriginal and Northern Affairs (MANA).
- Supported the Legislative Assembly of Assiniboia (LAA) initiative. Led by MANA, in partnership with The Manitoba Métis Federation, a resource was developed to support teaching and learning in Social Studies about the LAA, the government formed by the Métis of Manitoba in 1870 during the Red River Resistance. Professional learning sessions related to LAA are ongoing.
- Initiated and responded to requests for professional learning opportunities for teachers, administrators and parents including sessions on the Treaty Education Initiative in cooperation with the Treaty Relations Commission of Manitoba. Also delivered sessions in Aboriginal awareness, anti-racism and intercultural education, international language programming, EAL programming and school and divisional literacy planning.
- Provided workshops related to Aboriginal Perspectives including: *Grade 12 Current Topics in FNMI Studies, From Apology to Reconciliation, Sustainability and Social Justice*, and a presentation on Aboriginal Perspectives to Aboriginal Academic Achievement (AAA) teachers.
- Coordinated Education Day for Manitoba students and teachers in conjunction with the National Centre for Truth and Reconciliation.

Arts Education

- Revised and expanded the K-12 Arts Education website to include 9-12 Dance, Dramatic Arts, Music, and Visual Arts.
- Offered professional learning sessions and consultative support for the implementation of the new Grades 9-12 Dance, Dramatic Arts, Music and Visual Arts Curriculum Frameworks and on-going implementation of the K-8 curriculum.
- Developed implementation resources for K-12 Arts Education, including implementation of the Truth and Reconciliation Commission's Calls to Action through collaboration and liaison with the Division du Bureau de l'éducation française (BEF), provincial arts associations and organizations, Manitoba Teachers' Society Special Area Group Educators, and Manitoba universities.
- Provided leadership and support for the Arts Education Steering Committee and representation on provincial and national Arts Education committees.

- Continued collaboration with the Manitoba Music Educators' Association to produce and direct the annual *Celebrating Music in Manitoba Schools Month Concert Series* held at the Legislative Building.
- Administered funding of the Manitoba Music Month Grants in support of curricular-based music education to 36 schools across Manitoba and the Manitoba Arts Council ArtsSmarts Program.

Assessment

- Provided ongoing support for the provincial report card, including by-request professional learning and ongoing review and updating of the policy and support document and a business rules document.
- Provided support to teachers, schools and divisions for the Grade 3 and 4 Assessment in reading and numeracy, and the Middle Years Assessment in mathematics, engagement with school, reading and writing.
- Developed and administered provincial tests in Grade 12 English Language Arts and in Grade 12 Pre-Calculus Mathematics/Mathématiques pré-calcul, Applied Mathematics/Mathématiques appliqués, and Essential Mathematics/Mathématiques au quotidien in June 2014 and January 2015.
- Provided statistical and research support in relation to results from national and international assessments.
- Facilitated Manitoba's participation in PISA (Programme for International Student Assessment; 15-year-olds; 89 schools) and TIMSS (Trends in International Mathematics and Science Study, Grades 4 and 8; 16 schools), and in field trials for PCAP (pan-Canadian Assessment Program; Grade 8) and PIRLS (Progress in International Reading Literacy Study; Grade 4) in the Spring of 2015.
- Represented the Department at the national level in relation to the co-ordination of national and international assessments.

Career Development/Dual Credits

- Worked with school divisions on creating Career Development plans related to the Career Development Initiative and participated in the new Career Development Professional Learning Group.
- Continued to sponsor Take Our Kids to Work (TOKW) program for Grade 9 students, participated in the Rotary Career Symposium and the Brandon Career Symposium, and facilitated the support and training for Career Cruising – an online career development tool available to all Manitoba schools and students.
- Released draft curricula for two paid work credits for grade 11 and 12 students who have put career development principles in action.
- Initiated development of two unpaid career exploration credits for students exploring career opportunities in a volunteer capacity.
- Initiated development of a new school division reporting and planning process describing how they will engage students from grades 7-12 in career development planning.
- Provided funding for school divisions to hire Career Development Coordinators to help connect students with local employers for career exploration opportunities.
- Led the Dual Credits pilot project with six school divisions to explore ways to expand dual credit offerings in high school and develop associated policy guidelines.

Cross-Curricular

- Developed a set of teacher resources, Curriculum Essentials that provides a quick overview of Manitoba curricula for Mathematics, Social Studies and Science in Grades 1 to 8. The resources help teachers manage and organize outcomes, see links between curriculum areas, and maintain a strong focus on foundational learning. The resources identify the

concepts, skills, processes, practices and competencies that are foundational to subsequent learning, facilitate planning with a focus on literacy and numeracy, and highlight links to the Provincial Report Card categories. The interactive version is available on the government website; a print version was distributed to schools and is now available from Manitoba Text Book Bureau (MTBB).

Data Collection and Analysis

- Provided research, data management, and statistical analysis support on specific projects to the School Programs Division (ex: Attendance Initiative, Reading Apprenticeship, Tell Them From Me, Mathematics Professional Learning Project, annual reporting on high school graduations rates and credit attainment rates, and situation-specific reporting on course registrations, marks/credits, and provincial assessments), other branches within the Department (ex: Student Achievement Support Unit and Bureau de l'éducation française), and external stakeholders such as schools, school divisions, and education organizations.
- Assisted with the collection and dissemination of provincial education data and statistics for federal data collections (ex: pan-Canadian high school graduation rates for the Council of Ministers of Education, Canada (CMEC), Network on System Level Indicators (NESLI) survey on teachers' salaries and working time, Joint Eurydice-OECD survey on instruction, and Elementary Secondary Education Survey (ESES)).
- Conducted professional development sessions with department staff and school division staff on the importance of gathering meaningful data, data analysis, and critical interpretation of results with a view to informing educational decision making and action. These sessions were provided to help attendees build skills relating to use of the *K-12 Framework for Continuous Improvement: School Planning and Reporting*.

Distance Learning

- Registered 2,786 students in the Independent Study Option (ISO) from April 1, 2015 to March 31, 2016, the majority being of grade 11 or 12 age or older. During this same period, 1,234 credits (44%) were issued. ISO provides students with access to a variety of senior years' print-based distance learning courses that allow them to be eligible to attain their Manitoba High School or Mature Student Diploma and/or to continue into post-secondary education. The majority of students are attending a Manitoba High School. Home Schooling students seeking a Manitoba High School Diploma and adult learners also register for ISO courses.
- Continued development work on 15 ISO courses.
- Issued 3 Manitoba Mature Student High School Diplomas and 9 Manitoba High School Diplomas between April 1, 2015 to March 31, 2016.
- Transitioned the administration and management of the Teacher Mediated Option (TMO) program, on a three year pilot project basis, to the TMO Consortium in January 2015; the consortium consists of six rural school divisions. During the 2015/16 school year, 421 course registrations were processed from 23 schools and 6 divisions with access to 19 Grade 9 through 12 courses. Average completion rate was 95%, using teleconferencing technologies to attain course credits towards their Manitoba High School Diploma.
- Continued with the development of web-based courses in 2015/16 including: Accounting 30S, Law 40S, Science 20S, Agriculture 30S, ELA Literary Focus 40S and Global Issues: Citizenship and Sustainability 40S (a limited version has been released).
- Created a framework for virtual collegiates to operate in Manitoba through Memorandums of Understanding (MOUs). It is anticipated that the creation of virtual collegiates will provide greater educational opportunities and more equitable access to students from across the province. An MOU with InformNet (St. James-Assiniboia and Pembina Trails School Divisions) was signed in January 2016. InformNet will begin operating under the MOU in September of 2016.

Diversity Education

- Published a draft of *Responding to Religious Diversity: a Handbook for Administrators* to help schools and school divisions make decisions regarding accommodations for religious reasons.
- Developed a framework for the Grade 12 World Religions course. The course was piloted with the development team in the 2015/16 academic year and is available in draft form for voluntary implementation for 2016/17.
- Developed a draft anti-bullying resource in partnership with the Aboriginal Education Directorate and educational partners
- Developed LGBTQ resources in consultation with stakeholders and released them for use by schools and school divisions.
- Published an interactive pdf version of *Life after War* on the department website. New narratives of refugees from other backgrounds are being developed.

Early Childhood Education

- Worked with other government branches, departments and external education agencies and organizations to share information and collaborate in the area of early childhood development. Collaborated with Healthy Child Manitoba, Program and Student Services Branch, Children's disABILITY Services and Manitoba Early Learning and Child Care on the protocol document: *Protocol for Early Childhood to School for Children with Additional Support Needs*, which was released in 2016.
- Released the Kindergarten support document (*A Time for Learning, A Time for Joy*) that promotes play-based developmentally appropriate practices in Kindergarten classrooms. Training and information sessions were held across the province for approximately 700 teachers and division and school administrators to support the implementation of the Kindergarten document.
- Worked with the Manitoba First Nations Education Resource Centre (MFNERC) to strengthen Early Literacy instruction in First Nations schools and support Reading Recovery training in First Nations communities; and to offer Kindergarten training to First Nations teachers.
- Represented Manitoba Education and Advanced Learning on the Healthy Child Provincial Advisory Committee and the Manitoba Early Learning Child Care Commission Advisory Committee; acted as the Department contact for the implementation of the Early Development Instrument (EDI), and other early childhood-focused committees and initiatives.
- Worked with schools and divisions to promote the importance of developmentally appropriate practices and play-based learning through a number of workshops on literacy and numeracy in early years classrooms, and the importance of play.

Education for Sustainable Development (ESD)

- Continued to implement ESD for K-12 education by providing professional development sessions, workshops and resources for schools and school divisions and gathering information about ESD activities in the schools.
- Promoted the following areas as ESD priority actions: 1) to ensure that there is an ESD school plan in every school by 2015; 2) to promote the introduction of ESD into teacher education; and 3) to re-orient technical and vocational education and training in support of sustainable development and the transition to a green economy.
- Partnered with Manitoba Hydro to provide 20 awards for ESD grants for the 2016-2018 school years.
- Continued implementation of the Eco-Globe Schools annual recognition program, posting those recognized schools on the ESD website.
- Funded ArtsJunktion in 2016/17 to provide teacher workshops incorporating ESD.

- Provided a grant to FortWhyte Alive to further integrate sustainable development into their programs and to assist teachers in finding ways to use the outdoors/natural environment as an important component of their teaching strategies.
- Provided financial support to FortWhyte Alive and Red River College to offer a one week Forest School Practitioner training program for teachers and early childhood educators, and represented the Department on FortWhyte Alive's Forest School Advisory Committee.
- Provided support for youth involvement in ESD activities such as: Envirothon and Youth Engaging and Sustainability (YES).
- Participated in the Manitoba Education for Sustainable Development Working Group (MESDWG).

English as an Additional Language (EAL)

- Provided professional learning specifically focused on EAL students in early and middle years classrooms and Senior Years content classes, especially in the area of academic language and literacy.
- Participated in the Interdepartmental Working Group on Syrian Refugees to ensure families received the emotional, social and educational support needed upon arrival. The particular focus was to ensure school divisions were prepared to effectively receive, assess, place and provide initial programming and social-emotional supports for refugee students.
- Administered one-time contingency funding to support school divisions with the unanticipated and unbudgeted resource needs due to the rapid influx of Syrian refugee students in the middle of the school year.
- Supported divisions and schools, especially in rural and northern areas, in formalizing their planning and reception protocols for EAL and increasing local capacity for welcoming and meeting the needs of EAL learners and families, with particular focus on refugee students.
- Supported newcomer settlement agencies in strengthening their resources for after-school homework programs and providing initial supports for government-assisted refugee students before they entered school.
- Provided a series of professional learning workshops for educators across the province related to refugee students and made resources available. Video clips were created to allow for continuous professional learning. These, and several other resources, were posted on Maple.
- Continued to participate on an interdepartmental working group on meeting interpreting needs within all sectors of government; collaborated with Language Access Interpreter Service (LAIS) of the Winnipeg Regional Health Authority to develop and deliver an interpreters' training module specific to educational issues; drafted guidelines for the use of qualified interpreters in school settings; collaborated with a school division, LAIS, and the Settlement Branch on a pilot project on the use of trained interpreters for high-stakes situations in schools (provided one-time funding support)

English Language Arts/Literacy

- Continued with the Revision to Kindergarten to Grade 12 English Language Arts curricula in consultation with stakeholders. Kindergarten to Grade 8 was piloted starting in September 2015. Voluntary implementation of Kindergarten to Grade 8 will take place in September 2016 with system-wide implementation of Kindergarten to Grade 8 taking place in September 2017.
- Continued the roll out of the Reading Apprenticeship program as part of a multifaceted provincial implementation.
- Provided professional learning opportunities and support in the areas of the English Language Arts curriculum, Literacy Planning, Quality Literature (early and middle years), Literacy Learning within Middle High School Disciplines (Reading Apprenticeship), Reading is Thinking, Making Meaning of Digital Text.

- Supported initiatives in low socioeconomic schools, including the Regie Routman in Residence project in 24 schools that focuses on teacher professional development in the area of writing instruction, and the Families and Schools Together program in five school divisions.

Independent Education

- Monitored 60 funded independent schools, plus 4 schools on the three-year waitlist for funding, 45 non-funded independent schools and 7 affiliated overseas schools in China, South Korea, Japan, Thailand, Bangladesh, and Egypt for compliance with administrative and program requirements. Provided ongoing support for school administration, governance, curriculum, resources, instruction and assessment.
- Provided professional learning workshops for teachers, school administrators, parents and school boards.
- Collaborated with International Education Branch to develop and renew Memorandums of Understanding for proposed and current affiliated overseas schools.
- Processed and evaluated educational plans and progress reports from the families of over 3,250 home schooled students; communicated with homeschooling families and visited home schools as necessary.
- Networked with community organizations including Manitoba Federation of Independent Schools, the Manitoba Catholic Schools, the Manitoba Association of Christian Home Schools, the Manitoba Association for Schooling at Home, and Manitoba Association of Parent Councils (MAPC).
- Communicated with Hutterian communities and school divisions on issues of the education of Hutterian students.
- Revised websites for homeschooling and graduation requirements.

International Languages

- Developed a support document on the recognition of external language credentials and distributed it to the field.

Learning Support and Technology

- Coordinated projects that focus on engaging students in learning to think critically, creatively and ethically with information and communication technology as identified in Literacy with ICT Across the Curriculum (2006).
- Worked with a committee of educators from across the province on refreshing the Literacy with ICT Continuum. The refreshed continuum will be released in draft form in fall of 2016.
- Designed and provided online Professional Learning opportunities to educators at a distance, using a variety of information and communication technologies. Methodologies such as video streaming, web conferencing and other online tools were used to extend the learning and communication following face to face sessions.
- Facilitated the administration of Tell Them From Me (TTFM) survey that included 37 out of 37 school divisions, where approximately 88,400 Grade 4 to 12 students participated from 551 schools. TTFM allows schools to gather data related to bullying and school safety.
- Trained approximately 100 teachers in the use of the *Blackboard Learn*, including the pedagogy of online and blended learning between September 2015 and March 2016.

Low Socio-Economic Communities Strategy (SES)

- Supported partners and stakeholders in providing summer learning loss programming, through funding to the Boys and Girls Clubs of Winnipeg, Frontier College, University College of the North, NYESS Coalition and Pembina Trails School Division.
- Supported Elmwood Schools' Model Student Success Program that provides resources and support for other divisions developing similar programming

- Participated in the youth homelessness summit led by the Social Planning Council of Manitoba.
- Worked with Hanover School Division and Landmark School to provide support for school improvement process.
- Participated with the Educational Equity Project Coalition (MASS, MTS, etc.) with a focus on examining the practice of school divisions around supporting low income students.
- Worked with the Aboriginal Education Directorate to strategize transition support programming for students transitioning from First Nations to public school systems.
- Worked with Manitoba Rural Learning Consortium to develop tools and processes to support school improvement within low socioeconomic communities and to evaluate impact of programming on school improvement around math and literacy.

Mathematics

- Began development of exemplars for numeracy planning as part of the efforts to revise the divisional planning process and place a greater emphasis on use of data to support decision making around increased student achievement.
- Published the *Glance Across the Grades* document, which looks at targeted learnings in all four strands of the curriculum and shows the development of concepts from Kindergarten through Grade 9.
- Coordinated teacher inquiry projects in mathematics in collaboration with the Manitoba Education Research Network (MERN) and the faculties of education.

Science

- Continued with renovations of science labs announced in the Science Education Action Plan throughout the province. Curriculum consultants worked with the Public Schools Finance Board (PSFB) reviewing blueprints, making recommendations on new lab designs and consulting schools on the purchase of enriching, engaging technologies for science.

Social Studies

- Continued to implement geographic literacy skills for K-12 education by providing professional development sessions, workshops and resources for schools and divisions as well as supporting GIS Day activities in Manitoba
- Provided leadership to and co-ordination of the Manitoba UNESCO Associated Schools Project Network.
- Promoted and provided information workshops for schools, university teacher- training and school divisions about topics in Manitoba Social Studies curricula such as ecological literacy, War and Remembrance, Peace Education, Human Rights, Métis Rights, and Women's Rights.

Technology Education (Vocational, Industrial Arts, Home Economics)

- Provided consultation services to the Public Schools Finance Board (PSFB) and school divisions regarding technical vocational program facility planning and equipment layout and created equipment list requests for PSFB approval.
- Continued a partnership between School Programs Division and the Construction Safety Association of Manitoba to provide Manitoba schools with access to an online Workplace Hazardous Materials Information System (WHMIS) training and certification program. Verified and approved unit-credit funding support and the categorical program grant.
- Adjudicated and supported the Skills Strategy Equipment Enhancement Fund, awarding grants to 40 schools to purchase equipment to support Technical Vocational and Industrial Arts programming.

- Provided consultation services and programming advice to the Technical Vocational Leadership Council, which consists of principals of regional and other vocational high schools.
- Provided consultation services to Public Schools Finance Board (PSFB) and school divisions regarding the Skill Build Shops Fund.
- Continued to support and promote the High School Apprenticeship program.
- Provided oversight and approval of school division expenditures for the Technology Education Equipment Replacement Grant.
- Completed and implemented final curriculum for the following Technical Vocational Education subject areas in Manitoba schools in September 2015: Interactive Digital Media, Broadcast Media, Fashion Design and Technology, Graphic Design, Mining Engineering Technology, Sound Engineering, Networking and Cyber Security, and Photography Development
- Completed drafts of frameworks of outcomes for the following subject areas: Carpentry, Cabinet and Furniture Making, Sustainable Energy. These curricula will be implemented in September 2016.

2 (c) Instruction, Curriculum and Assessment

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	7,339	104.00	8,559	(1,220)	1
Other Expenditures	3,755		3,111	644	2
Assistance	914		933	(19)	
Total Sub-Appropriation	12,008	104.00	12,603	(595)	

1. Under expenditure mainly reflects savings resulting from vacancies, costs for secondments budgeted in Salaries, but paid from Other Expenditures, savings related to Voluntary Reduced Workweek (VRW) and to a lower than anticipated requirement for casual staff and markers.

2. Over expenditure mainly reflects costs for secondments budgeted in Salaries, but paid from Other Expenditures, costs for Syrian Refugee Support, and for the Community Education Development Association (CEDA) – Pathway to Education program.

Program and Student Services

The mandate of the Program and Student Services Branch (PSSB) is to work inter-departmentally, with educators and with families to promote and support the effective development and implementation of provincial policies, programming and planning, and priority initiatives that support the educational success for students with exceptional learning needs in the K-12 educational system in Manitoba. The Branch provides leadership within the department in working with school divisions and communities to implement the Appropriate Educational Regulations.

Branch-wide

- Implemented the recommendations from the Office of the Auditor General (2012) related to students with special needs.
- Met regularly with the Student Services Inclusive Education Advisory Committee.
- Led a Task Force on Special Needs Funding and submitted a report with recommendations in November 2015. The task force continued to meet during 2015/16 to implement the

recommendations which included revising the Individualized Educational Plan – Report (IEP-R), providing input into a new funding formula to replace individual student applications, and updating the review and reporting process in the context of a formula grant.

- Participated on the Improving Educational Outcomes for Children in Care Task Force led by The University of Winnipeg and co-led an interdepartmental working group to implement each of the recommendations in the Task Force's final report submitted in January 2016.
- Participated in the inter-departmental initiatives related to Inclusion, Diversity, Mental Health, and Healthy Children and Youth.
- Participated with partners in Healthy Child Manitoba to develop protocols that provide direction on matters that have a cross-jurisdictional focus such as school safety, mental health, children in care, and youth involved in justice. Key protocols under development during 15/16 were the Wraparound Protocol for youth with profound emotional behavioural disorders and the Complex Placement Protocol for youth with profound complex needs.
- Represented the department on the intergovernmental committee working on Jordon's Principle.
- Communicated and collaborated with school divisions on a regular basis in support of initiatives that were a priority for both school divisions and the Department. Priorities included integration of Aboriginal perspectives, increased involvement of families, and community, appropriate educational programming, supporting children and youth with mental health concerns, safe and caring schools, the reduction of bullying behaviours and school-wide behaviour management.

The Branch is organized into three units:

The Student Services Unit (SSU) provides support to school divisions and funded independent schools in the provision of appropriate educational programming. The Unit works with school divisions, community partners, and partner departments to meet the needs of students who have exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic, or special health-care needs. This includes administering special needs funding to students requiring extensive support with educational programming. The Unit also provides information and assistance to school divisions, including funded independent and band-operated schools, to ensure the Department's appropriate educational programming standards, policies, and guidelines are effectively implemented.

Deaf and Hard of Hearing Services Unit (DHH) includes oversight of the Manitoba School for the Deaf (MSD) and the Consultant Outreach Team (COT). The COT provides consultative support, resources, and information to school divisions and funded independent schools with respect to educational programming, standards, policies, and guidelines for students who are DHH and particularly students who attend school in rural or northern Manitoba. Staff collaborate with divisions and partner organizations such as the Society for Manitobans with Disabilities (SMD) and the Central Speech and Hearing Clinic (CSHC) to support students. The Unit also supports the various departmental priorities through collaboration with other departments and the Manitoba First Nations Education Research Centre (MFNERC). The Unit provides support for DHH Aboriginal students who live in rural and northern communities or attend the School for the Deaf. In collaboration with Indigenous and Northern Affairs Canada, the DHH Unit also supports DHH students living in First Nations Communities on a limited basis.

The Financial and Administration Unit provides administrative support and financial management services to the Branch and co-ordinates reporting processes in response to government requirements.

The following information highlights the major activities of each unit:

Student Services Unit

- Continued the leadership role within the Department in working with school divisions and communities to implement appropriate educational regulations and standards through consultation, in-servicing, providing supportive tools and the Review and Reporting Process.
- Administered the Special Needs Categorical Funding process for students requiring extensive support in educational programming. The student-specific application process and the review of applications continued to have the goals of portability and maximum/multi-year funding.
- Provided professional development opportunities on an ongoing basis in areas that included:
 - Student Services Planning & Administration, individual educational planning, policy implementation;
 - The Special Needs Funding Process;
 - core competency areas of special education/appropriate educational programming, resource support, academic achievement for students, transition planning;
 - positive behaviour planning, classroom behaviour management, autism, mental health and severe and complex behaviour management;
 - annual orientation for Student Services Administrators, principals, and resource teachers;
 - counselling, speech language, psychology, and social work leadership and practice;
 - specific learning disability areas;
 - wrap-around planning and complex programming support;
 - planning for Positive Mental Health;
 - inclusive schools and teaching practice including co-teaching and universal design;
 - Education/Family Services Protocol for students in care transitioning to school;
 - Applied Suicide Intervention Training (ASIST) and SafeTALK; and
 - new policy and support documents.
- Expanded and enhanced the assistive technology resources available to support students with learning, sensory, and communication disabilities.
- Led a number of initiatives in Safe and Caring Schools, Attendance, Northern Learning Resource Center, and Student Services to support inclusive and positive schools.
- Held the Annual Summer Institute for educators in current student services topics.
- Provided clinical supervision on request for speech/language pathologists, social workers, and psychologists employed by school divisions in rural and northern Manitoba.
- Provided school division student-specific consultations for children with a broad range of special needs including those with severe multiple disabilities, autism, emotional/behavioural disorders, challenging behavior, and extensive learning and communication disorders.
- Provided itinerant support to blind/visually impaired students in their local schools across the province. Services were provided in collaboration with the local school team and included direct teaching, modeling lessons, specialized teaching (Braille), supporting the Individual Education Planning process, academic programming, as well as providing workshops, and consultative support to educators.
- Provided a lending library of specialized assistive technology for schools programming for students with a wide range of special needs.
- Worked collaboratively with the departments of Justice, Family Services, and Health, Healthy Living and Seniors on a number of interdepartmental initiatives and frameworks supporting children and youth. Met regularly with the 37 School Division Student Services Administrators to share information, consult, and plan on future initiatives.
- Released the document *Supporting Inclusive Schools: Addressing the Needs of Students with Learning Disabilities* and provided professional learning opportunities on request.
- Facilitated the implementation of the suicide prevention protocol.
- Provided inter-departmental training sessions and ongoing support for Planning and Support Protocol for Children in Care, Wraparound Planning Process, and School Based Suicide Prevention.

Deaf and Hard of Hearing Services Unit

- Provided consultative and specialized direct support to students who are Deaf and Hard of Hearing (DHH) in their local schools. Services were provided in collaboration with the local school team and included direct instruction/therapy, modeling lessons, supporting the Individual Education Planning process, academic/social emotional/self-advocacy programming, as well as providing workshops, and consultative support to educators.
- Provided support, on request, to teams involved with students who are DHH. This service included supporting schools in meeting individualized goals as identified by school teams (academic, communication, English ASL, auditory skills, self advocacy, and identity).
- Provided, on request, assessment of division staff interpreting skills to assist human resources departments with their hiring and placement process.
- Provided assessment of high school students' American Sign Language (ASL) skills for the ASL Challenge Credit.
- Supported the Canadian Association of Educators of the Deaf and Hard of Hearing in providing a professional development opportunity for professionals and organizations in the field.
- Hosted its "Forum on Deaf and Hard of Hearing Education in Manitoba"; which is an opportunity for professionals working within the field to share information regarding programs and projects, discuss research, and network.
- Continued leading and working with the Provincial Inclusive Education Committee (which has representation from Manitoba Education and Advanced Learning, Central Speech and Hearing Clinic (CSHC), Society for Manitobans with Disabilities (SMD), and Teacher of the Deaf Network) to collaborate on professional development opportunities for Manitoban teachers working with students who are DHH.
- Revised the *Educators' Resource Guide: Supporting Students Who Are Deaf and/or Hard of Hearing* and the *Deaf and/or Hard of Hearing Toolkit: Guide to Resources*. The revised documents will be posted online by December 2016.
- Continued to provide learning opportunities/workshops/presentations to schools, school divisions, university classes and community groups.
- Chaired a Cochlear Implant Research Committee with representation from the service providers in Education and Advanced Learning, Family Services, and Health, Healthy Living and Seniors.
- The Consultant Outreach Team (COT) members and resource staff from MSD provided specialized services including teacher of the DHH, psychology, social work, audiology, speech language pathology, reading clinician, ASL specialist, spoken language specialist, and ELA support for students who are DHH and attending schools in their home community. Spoken Language Consultants were recently added to this team and they will provide support to students who receive Auditory Verbal Therapy and/or require intensive auditory and speech language support.

Rural and Northern Initiatives

- Continued to provide enhanced support to rural and northern school divisions to provide enhanced training in learning disabilities, programming, and support in adaptive technology, student-specific consultation, clinical supervision, and resources.
- Hosted professional development sessions for 249 participants at the newly re-opened Video Conferencing/Northern Support Centre in The Pas in 2015/16.
- Utilized the video conferencing classrooms at 1181 Portage Avenue and in school divisions to provide professional learning opportunities for teachers, clinicians, educational assistants, and other professionals, as well as provide case conferencing with specialists from PSSB around student-specific planning.
- Administered the Rural and Northern Bursary in order to support school divisions in the recruitment and retention of clinicians such as psychologists and speech language pathologists in hard to fill areas.

- Increased the Branch’s capability to provide professional learning opportunities in a variety and/or combination of methods including online courses, video-conference, u-stream, summer institutes, and in-person; this applied especially with school teams in rural and northern schools/divisions. Educators and clinicians from across the province regularly participated in a series of workshops in the area of Mental Health either in person, via video conferencing, and/or through u-stream.
- Continued the Access Technology initiative by providing rural and northern school divisions access to adaptive equipment and software for short-term loan.

Special Initiatives

- Continued to oversee the educational programming in place for students in in-patient treatment facilities.
- Through a Letter of Agreement with Nunavut three staff – a Consultant for the Deaf/Hard of Hearing, a Consultant for the Blind, and a Consultant for Autism travelled to Nunavut to support several students in their home communities.

Document Production

- Continued development of in-progress documents: *Whole-School Approach to Safe and Caring Schools*, Support Document on Learning Disabilities, and the Fair Assessment Guide for blind/visually impaired students.
- Revised: The Standards for Student Services, the formal Dispute Resolution process, Whole School Approach to Safety and Belonging, and Addressing the Needs of Students with Learning Disabilities documents.

Inter-departmental Co-ordination of Services

- Continued staff involvement in several inter-agency projects including:
 - Transition Planning for Youth aged 16-21;
 - Specialized Services for Children and Youth;
 - Fetal Alcohol Spectrum Disorder (FASD) Strategy Steering Committee;
 - The Provincial Advisory Committee on Child Abuse;
 - The Multi-jurisdictional Implementation Team (sexually-exploited children);
 - Consultation Committee on Education for Children who are Deaf and Hard of Hearing;
 - Children’s Therapy Initiative;
 - Canadian Association of Educators of the Deaf and Hard of Hearing;
 - The Manitoba Association of Visual Language Interpreters;
 - Autism Steering Committee;
 - Transforming Futures – Red River College;
 - Mental Health Strategic Plan Working Group; and
 - Jordan’s Principle Working Group.
- The Branch continued its involvement at inter-departmental levels and provided leadership to facilitate service co-ordination of children with multi-dimensional service needs, and their families, receiving services from several departments and/or agencies. The various working groups continued to collaborate to ensure service systems delivered co-ordinated services and utilized resources in an integrated manner when serving children and their families with complex service needs including:
 - Disabilities Issues Office – Accessibility Action Plan;
 - Inter-departmental co-ordination of services for children and adolescents with severe to profound emotional/behavioural disorders and mental health;
 - Healthy Child Manitoba – Interdepartmental Planning and Coordination Committee, with a focus on the following strategies: FASD, Autism, Mental Health, Sexually Exploited Youth, Domestic Violence, and specific initiatives such as PAX and COACH;
 - Children’s Therapy Initiative; and
 - The Unified Intake and Referral System (URIS).

2 (d) Program and Student Services

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	3,455	47.00	3,908	(453)	
Other Expenditures	750		974	(224)	
Assistance	132		130	2	
Total Sub-Appropriation	4,337	47.00	5,012	(675)	

Educational Resources

The mandate of the Educational Resources Branch is to provide support to the School Programs Division, other areas within Manitoba Education and Advanced Learning, other departments, educators and students through the production and distribution of print and non-print educational resources. The Branch ensures educator access to resources through the Manitoba Education Resources Library, the K-12 website, and student access to the alternative format material collection for those who are blind or visually impaired.

The Branch is organized into three units:

- The Media Production Services Unit (MPSU)
- The Library Resources Unit (LRU) (Manitoba Education Resources Library)
- Document Production Services Unit (DPSU)

The Media Production Services Unit (MPSU) provides support and services to Manitoba K-12 educators, students and departmental staff with the following activities:

- Produced multimedia projects to support the Manitoba curriculum, for multi-channel distribution including:
 - 124 titles, 603 tactile drawings, and 5,259 worksheets in Braille
 - 99 titles in Electronic Text
 - 161 titles in Large Print
 - 83 titles in Audio Book format
 - Documents as required to support the Independent Study Option Distance Learning Courses
- Produced, catalogued, and circulated alternate format materials in Braille, tactile drawings, large print, e-text and audio books, for K-12 and post-secondary students in Manitoba who are print disabled.
- Circulated 3,402 Alternate Format resources to 451 students in Manitoba, added 470 resources to the Alternate Format Collection catalogue.
- Led, produced, and supported the development and maintenance of the Education (English) websites, which provide information, resources and services to departmental staff and the educational community.
- Administered the Workshop Registration System (WRS), a single point of on-line registration for a wide range of professional learning opportunities offered by Manitoba Education and Advanced Learning.
- Implemented the Universal English Braille (UEB) Code, a revised Braille code for visually impaired students.

- Worked inter-provincially to share resources, reduce costs, and research best practices for the benefit of students with print disabilities in Manitoba. Inter-library loans resulted in cost savings for Manitoba and Canadian jurisdictions: Manitoba borrowed 134 titles (an equivalent of \$214,882) and loaned 69 titles (an equivalent of \$79,220) in alternate formats.
- Provided the Vision Screening program to 26 school divisions and 8 funded independent schools.
- Introduced a new online service in June 2014 for authorized resource teachers who are now able to directly download titles in MP3 audio file format. Approximately 540 MP3 titles were downloaded between April 2015 and March 2016.
- Catalogued and physically processed resources (ex: DVDs, kits, books, CDs, streamed video, eBooks) for the Library Resources Unit. Entered and processed 1,626 new resources and 3,742 new copies in the catalogue.
- Provided online customized cataloguing records to Manitoba school libraries via WebExport.

The Library Resources Unit (LRU) (Manitoba Education Resources Library) provides Manitoba Kindergarten through Grade 12 educators, early childhood educators, post-secondary education students, homeschooling parents, and departmental staff with curriculum implementation support materials and resources. The Library acquires various categories of resources in all types of formats to meet the needs of Manitoba educators with particular emphasis on student resources and classroom use. The Library provides resources for the encouragement of knowledge growth as well as the development of educational practice and standards. The following data and services describe the range of LRU activities:

- Registered 1,250 new patrons.
- Loaned 95,928 resources from the main collection, including renewals.
- Fielded 5,945 resource requests.
- Presented 58 library orientation sessions, prepared 4 library displays and made 1 conference presentation.
- 37,872 visits to the Library's website, including 2,659 visits to the Library's online video streaming resources.
- 321,000 visits to the Library's catalogue.
- Added the CBC Curio package to the Library's online video streaming collection.
- Added 32 new video streaming programs, 177 audio eBooks and 216 eBooks to the Library's online collection.
- Upgraded Online Catalogue and website to have a more user-friendly design for searching electronic resources such as eBooks and video streaming.

The Document Production Services Unit (DPSU) responds to the priorities of the School Programs Division, the Bureau de l'éducation française and the Aboriginal Education Directorate. Staff are responsible for those tasks and functions that relate to bringing documents (print and electronic) to final form; in 2015/16 DPSU did the following:

- edited and designed quality provincial resources (print, electronic, accessible) produced by the School Programs Division, in accordance with departmental and professional publication standards
- coordinated copyright clearance procedures in accordance with copyright legislation and agreements and serve as a resource to department staff on copyright issues
- processed and responded to copyright permission requests from other provinces, departments and the public
- focused on improving the accessibility of documents
- served as departmental representative for communicating with Communications Services Manitoba

The English and French resources (print and online) produced by DPSU in 2015/16 included the following:

- 60 Curriculum Support materials (documents, posters, brochures)
- 3 Policy documents
- 5 Independent Study Option courses
- 9 Newsletters and Monographs
- 19 Provincial Test Support documents
- 16 Provincial Applied Mathematics Achievement Test documents
- 16 Provincial Essential Mathematics Achievement Test documents
- 24 Provincial Pre-Calculus Mathematics Achievement Test documents
- 18 Provincial English Language Arts Test documents
- 119 Scannable Feedback Forms, Surveys, Marker, and Scoring Sheets

2 (e) Educational Resources

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	3,068	55.00	3,455	(387)	1
Other Expenditures	687		721	(34)	
Total Sub-Appropriation	3,755	55.00	4,176	(421)	

1. Under expenditure mainly reflects savings resulting from vacant positions.

Manitoba Text Book Bureau

The Manitoba Learning Resources Centre (formerly known as the Manitoba Text Book Bureau) operates as a Special Operating Agency. It receives no financial support from the Department and therefore is not required to provide financial information for the Education and Advanced Learning Annual Report. It produces its own annual report under a separate cover.

The most recent Manitoba Text Book Bureau Annual Report can be found at:
http://www.edu.gov.mb.ca/annual_reports.html

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 made up of four branches: Curriculum Development and Implementation Branch, Educational Support Services Branch, Official Languages Programs and Administrative Services Branch, and Library and Materials Production Branch. 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 Université de Saint-Boniface.

It should be noted that in the 2015/16 school year, 5,626 Francophone, 23,547 French Immersion, and 58,012 Basic French students benefited from the services of the BEF Division.

Division Administration

The Division Administration Office provides leadership with respect to the development, implementation and review of policies and programs related to French-language education in Manitoba. The activities of this office include the coordination of policies, program developments and implementations, and budget developments; facilitation of intra-divisional and interdepartmental linkages; and collection and analysis of information in support of departmental and divisional priorities.

In 2015/16, the BEF Division's initiatives have addressed the following priorities:

- Improving the academic performance of students enrolled in the Français and French Immersion programs in the area of literacy and numeracy;
- Supporting the full implementation of the French Immersion program in Manitoba by conducting a Review of French Language Education;
- Supporting and guiding the DSFM with respect to *The Public Schools Act* and its regulations;
- Improving the teaching and learning of Basic French.

The BEF is the lead for the Department to implement a strategy on rural education and a strategy focusing on science education. The Department continues to work with school divisions to implement various measures designed to provide enhanced support in these two areas.

3 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	168	2.00	190	(22)	
Other Expenditures	250		250	0	
Total Sub-Appropriation	418	2.00	440	(22)	

Curriculum Development and Implementation

The Curriculum Development and Implementation Branch develops and supports implementation of French as a First Language (FL1), French as a Second Language – Immersion (FL2–I) and Basic French curricula. The Branch 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.

In addition to these two principal mandates, the Branch fulfills other standing and occasional responsibilities, including the following:

- developing curriculum supplements to support instruction, learning and assessment;
- collaborating with the School Programs Division on the development and implementation of curriculum, support and 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 (ICT) in Manitoba schools;
- developing and maintaining the French version of the Department of Education and Advanced Learning's website;
- developing distance learning courses (in hard-copy and electronic formats); and
- developing policy documents.

The Branch supports the Educational Support Services Branch and Instruction, Curriculum and Assessment Branch in the development and implementation of assessment instruments (for learning assessment in *Lecture*, Grade 12 *Français* FL1 and FL2–I, *Notions de calcul*, and Grade 12 *Mathématiques*, *Anglais* and English Language Arts – Immersion).

The Branch also consults with school administrators and teachers on its 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 and those for Mathematics at the Western and Northern Canadian (WNCP) level with British Columbia, Alberta, Saskatchewan, the Yukon, the Northwest Territories and Nunavut. Recent development work on new *Anglais*, English LA – Immersion, *Français* FL1, *Français* FL2–I curricula was informed by work done at the WNCP level. Curricula for Social Studies, Physical Education/Health Education, Arts Education and French (English Program) have been developed at the provincial level.

Work related to curriculum development and/or implementation continued in all school subjects. As well, in 2015/16, the Branch has continued to support implementation of the new provincial report card through the development of learner profiles in Mathematics. In-servicing of this resource will take place in the 2016/17 school year.

Branch staff also worked with the Student Achievement Support Unit as it worked with school divisions to move towards a new planning and reporting process. This was done through template development for reporting activities, discussions and reflections related to literacy, numeracy, aboriginal student achievement, and the study of provincial data.

BEF has also worked on other projects during the 2015/16 school year:

- Support initiatives as they relate to department priorities, particularly in the area of student achievement in literacy and numeracy.
- Supporting teachers by mapping out foundational learnings and priority areas in the provincial curriculum.

- Supporting students and their parents by introducing new homework supports.
- Support new initiatives as they relate to career development and skills and trades opportunities for students.

Anglais and English Language Arts–Immersion

Work on the new Anglais and English Language Arts-Immersion curricula began late in the 2013/14 school year. In 2015/16, the curriculum consultant continued to collaborate with the Instruction, Curriculum and Assessment Branch (ICAB) consultants to develop the new English Language Arts (ELA) curriculum. The Anglais and ELA-Immersion consultant worked with ELA consultants from ICAB and BEF's Français consultants to ensure Language Arts curricula had similarities and coherences where applicable. The consultant is now focussing her attention on piloting the new Anglais (Grades 4-8) and English Language Arts-Immersion (Grades 1-8) curricula in the 2016/17 school year.

The Branch has worked closely with the Division scolaire franco-manitobaine (DSFM) to develop programming in the areas of literacy, academic learning, language learning and numeracy for refugee newcomer students with little or no schooling in Grades 5-12. As a result of this collaboration, the *Cours d'actualisation scolaire pour les apprenants nouveaux arrivants (CASANA)* framework is in its final stages of editing and will be launched in September 2016. The framework focuses on literacy (language arts infused with science and social studies) and numeracy. The framework addresses the needs of newcomer students with interrupted schooling in both the Français and French Immersion Programs.

The Branch's consultant collaborated with the School Programs Division to support K–12 curriculum development and implementation for English as an Additional Language (EAL) and for newcomer students in FL1 and FL2-I schools. The Branch continues to contribute to the development of practices and guidelines related to EAL and Intensive Newcomer Support.

Requests to support newcomer students to the French Immersion program with both the English and French languages were continuously received from school divisions across Manitoba. Since the need for support varies throughout the province, the consultant has responded to these requests on an individual basis. In the 2015/16 school year, efforts were made to adapt the document *L'accueil, l'accompagnement et la mise à niveau scolaire des apprenants nouveaux arrivants dans les écoles offrant le programme français* to reflect the particular needs and context of the French Immersion Program with regard to newcomer students.

Arts Education

During the 2015/16 school year, the Arts Education curriculum consultant provided pedagogical support and workshops to teachers, school administrators and divisional curriculum consultants as required for K to 12 Dance, Drama, Music and Visual Arts.

The final versions of the Dance, Dramatic Arts, Music and Visual Arts frameworks were posted on the department's website for use in system-wide implementation. During the 2015/16 school year, the BEF supported this implementation with the help of Grades 9-12 Curriculum Frameworks Implementation Committees that developed rich and engaging workshops to support this implementation.

The curriculum consultant also continued to develop materials to support the implementation of the K-12 frameworks. A curriculum "at-a-glance" poster was printed and sent to schools offering the French and French Immersion programs. Professional development orientation sessions will be announced for the 2015/16 school year. The development of an Arts Education administrator's guide continued in 2015/16 and will be available during the upcoming school year.

In co-operation with the School Programs Division, the BEF was involved in the organization of the *Celebrating Music in Manitoba Schools* project. A Music Month concert was held in French at the Legislative Building in the spring. Participating FL1 and FL2-I schools presented a number of French musical compositions.

French (English Program) (FL2–B)

The curriculum consultants continued to support the implementation of the *Manitoba Curriculum Framework of Outcomes for French: Communication and Culture, Grades 4-12*. Professional learning sessions in support of this implementation were given throughout the province. The document is available on the French (English Program) webpage of the department's website.

A number of workshops, which focused on the literacy-based approach to teaching and learning French with the integration of culture, were provided to K–12 teachers throughout the province. Upon request, sessions tailored to meet specific needs were offered in various school divisions and independent schools. The summer institute was held in Winnipeg in the summer of 2015 offering approximately 35 educators professional learning related to the literacy-based approach to teaching and the importance of integrating French culture in their teaching practices.

The curriculum consultants published the revised support document *En route vers le succès langagier* to align it with the outcomes and the literacy-based approach in the new framework. During the 2015/16 school year, consultants focussed their attention on the K-3 framework of outcomes, *Cadre des résultats d'apprentissage M à 3 (Français pour les jeunes débutants)*. Publication of this document is planned for 2016/17.

BEF supported the implementation and continued success of the Intensive French (IF) approach in several school divisions. The participating divisions offer Intensive French, Enhanced French or both. The following support was offered by the BEF for those school divisions involved or interested in either Intensive or Post-intensive French: classroom visits, professional development, review of support materials and current resources and meetings with divisional administration. In addition, promotional and informative presentations were made to parent and student groups. The curriculum consultant helped in the assessment and evaluation of student progress.

The curriculum consultants supported the development of the French surveys and reports for the review of French language education in Manitoba.

As in the past, the curriculum consultants continued to work collaboratively with partners such as: curriculum consultants from school divisions, universities, the Manitoba Association of Teachers of French (MATF), Canadian Parents for French (CPF) and the Canadian Association of Second Language Teachers (CASLT).

French as a First Language (FL1)

Through close collaboration with the DSFM, the K-8 curriculum consultant has developed a K-12 curriculum model that underpins the new Français FL1 curriculum. The new curriculum has been inspired by the Ontario, New Brunswick and WNCP work in this area. Piloting of the new curriculum was undertaken in the 2015/16 school year. The K-8 curriculum will be published and implemented throughout the DSFM in the 2016/17 school year.

The Grades 9-12 curriculum consultant continued development work on the Grades 9-12 curricula which will be piloted in the 2016/17 school year. The consultant also continued to support teachers in the implementation of existing Français FL1 curriculum and, in partnership with the assessment consultants, worked to promote effective classroom-based assessment and communication practices that maximize learning for all students.

The K-8 curriculum consultant began preparing for the development of grading profiles which will help teachers with assessment and reporting of student progress on the provincial report card. Work is ongoing and will continue into the 2016/17 school year.

The BEF consultants provided pedagogical support to the DSFM teachers when requested. Branch staff worked closely with Healthy Child Manitoba to provide the DSFM with a French version of the Early Development Instrument (EDI) results.

Français (French Immersion)

New curricula have been developed for Français (French Immersion). The consultants developed a K-12 model that underpins the new Français (French Immersion) curriculum inspired by a competency-based approach. The new curriculum is based on the WNCP work in this area, in which Manitoba was the lead. The new K-8 curriculum was piloted in the 2015/16 school year and will see voluntary implementation by schools in the 2016/17 school year. Work continued on the Grades 9-12 curricula in 2015/16 and the Grades 9-10 curricula will be piloted in 2016/17.

The BEF consultants provided pedagogical support and professional development to teachers, school administrators and divisional curriculum consultants by responding to requests from the field.

The Grades 9-12 curriculum consultant continued to support the implementation of the existing Français (FL2-French Immersion) curriculum and, in partnership with the Assessment consultants, promoted effective classroom-based assessment practices. The K-8 curriculum consultant began work on the development of grading profiles to help teachers with assessment and reporting of student progress on the provincial report card. Work is ongoing and will continue into the 2016/17 school year.

Mathematics

Development and distribution of the curriculum essentials documents *Survol des programmes d'études*, resources designed to provide a “quick start” to the curriculum, were completed in 2015/16. These documents present the big ideas and the foundational processes, practices and skills to help educators manage and organize outcomes and plan with a focus on foundational learnings. Another resource called *Mon apprentissage chez moi* was developed and posted online in 2015/16. This resource, developed to support students with their homework, offers numerous videos and interactive websites that explain Mathematics concepts and processes.

Work was completed on developing learner profiles and exemplars to support teachers as they assess student work and report on student achievement in the provincial report card.

The Branch continued its partnership with the DSFM, providing K-9 and Grade 10-12 *Mathématiques au quotidien* teachers with several workshops and training sessions for the PRIME diagnostic resource. These sessions are part of a larger in-service training program for all K-9 and *Mathématiques au quotidien* teachers in the DSFM that aim to improve teachers' understanding of Mathematics.

On request, workshops were offered to French Immersion teachers. The Branch continued its support of numeracy in the Pembina Trails School Division, some schools from the Winnipeg School Division, the Seven Oaks School Division and other K-8 schools (including pre-service teachers from USB) with several workshops and training sessions. The Branch was asked to offer similar workshops in northern Manitoba through its Collabaunord project. These workshops were also based on the PRIME diagnostic resource, with a focus on a better understanding of Mathematics concepts and best practices in Mathematics teaching.

Both Mathematics consultants worked to offer collaborative professional learning sessions that focussed on ways to improve student learning and achievement in Mathematics at Grades 7-9. School division teams composed of educators responsible for teaching Grades 7-9 Mathematics attended and worked towards common planning with a focus on diagnosing and remediating gaps in student understanding.

In 2015/16, the Senior Years Mathematics consultant worked on a pilot project to study the interest in and use of an after school phone/chat tutoring service for Mathematics. The service was offered to Grade 7 and 9 students of two school divisions. Data has been gathered and is being interpreted. The Senior Years Mathematics consultant also continued to develop distance learning courses for both FL1 and FL2-I students.

The BEF continued to work closely with ICAB on the implementation of Mathematics assessments for Grade 3 and for the Middle Years. The Branch and ICAB also developed and published a new mental Mathematics document, *Calcul mental, Mathématiques au quotidien 10^e année*, which was made available to the field in the 2015/16 school year. The Branch also worked on the development of provincial tests for the Grade 12 Mathematics courses.

Physical Education/Health Education (PE/HE)

The BEF's PE/HE curriculum consultant has continued to play a lead role in department initiatives to promote safe and caring schools, particularly in support of the anti-bullying action plan and Bill 18, *The Public Schools Amendment Act (Safe and Inclusive Schools)* which was passed in the Manitoba Legislature on September 13, 2013.

Activities conducted in 2015/16 which resulted from the department's anti-bullying action plan and the amendment to *The Public Schools Act* included:

- Development by an interdepartmental working group of a draft document suggesting guidelines for school divisions and schools to support transgender and gender diverse students;
- Creation of a funding grant for the Rainbow Resource Centre to support LGBTQ equity and inclusion efforts in Manitoba schools.

The BEF PE/HE curriculum consultant also worked with the Distance Learning Unit in updating the French exams and course content of the Grade 12 PE/HE Independent Study Option.

The BEF also partnered with other departments in promoting active and healthy lifestyles and school health. The PE/HE curriculum consultant was actively involved in supporting the Healthy Schools Initiative (with Health, Healthy Living and Seniors).

The BEF PE/HE curriculum consultant collaborated with the Manitoba Physical Education Supervisors Association and the Manitoba Physical Education Teachers' Association to develop a planning tool to further facilitate planning, assessment and reporting of student learning in this subject area.

The BEF was represented on a regular basis at conferences and meetings of the Joint Consortium for School Health (School Health Coordinators' Committee), the Manitoba Physical Education Supervisors Association, the Manitoba Physical Education Teachers' Association, the Manitoba High Schools Athletic Association, the Manitoba Primary Prevention Syndicate and the Physical Activity Coalition of Manitoba.

Science

The Branch's Science consultant continued to develop new Science curricula consistent with the Pan-Canadian Common Framework. Development work on implementation documents for *Chimie 40S* and *Biologie 40S* continued during 2015/16 with a final version of each being prepared for release in the fall of 2016.

Together with the School Programs Division, the BEF continues to develop initiatives aimed at connecting students and scientists. The Scientists in the Classroom grant program provides teachers with up to \$1,000 to give students an opportunity to make connections with people working in the science field.

The Branch has also worked with the School Programs Division to implement a 3-year pilot project, Reading Apprenticeship, which focuses on reading in content areas at the Middle and Senior years levels. This implementation was completed during the 2013/14 school year. A new 3-year intensive model with 5 school divisions was launched in 2014/15 and will continue in 2016/17. The BEF's science consultant continues to take a leadership role in the Reading Apprenticeship project as this model was translated and offered to 9 high schools in the DSFM in the 2013/14 school year. This project continued throughout the 2014/15 school year and entered its final year in 2015/16.

The *Survol des programmes d'études – Science de la nature (Curriculum Essentials)* documents were published to support teaching, planning and assessment for Grades 1-8 teachers. The resources are designed to provide a "quick start" to the curriculum and were completed in 2015/16. These documents present the big ideas and the foundational processes, practices and skills to help educators manage and organize outcomes and plan with a focus on foundational learnings.

The consultant continued to sit on the CurioCity/CurioCité Educator Advisory Panel for Let's Talk Science.

Social Studies

In collaboration with ICAB, and in consultation with teachers in English, Français and French Immersion schools, the social studies consultant has finished the development of a new Framework of Outcomes for the optional Grade 12 Law course. This new curriculum will be implemented starting in the 2016/17 school year. In addition, the social studies consultant continued work on the translation and adaptation of a French language version of the optional *Grade 12 Current Topics in First Nations, Métis, and Inuit Studies* Foundation for Implementation document.

The *Survol des programmes d'études – Sciences humaines (Curriculum Essentials)* documents were published to support teaching, planning and assessment for Grades 1-8 teachers. The resources are designed to provide a "quick start" to the curriculum and were completed in 2015/16. These documents present the big ideas and the foundational processes, practices and skills to help educators manage and organize outcomes and plan with a focus on foundational learnings.

The Branch collaborated with the Department of Aboriginal and Northern Affairs in the development of a bilingual educational resource regarding the *Legislative Assembly of Assiniboia (1870)*. The resource, including an interactive website for students and a teacher's guide, was made available to schools in December of 2015.

The Branch continues to collaborate with the Treaty Relations Commission of Manitoba and the National Centre for Truth and Reconciliation in providing support for teaching and learning about treaties, residential schools, Aboriginal perspectives and reconciliation in Manitoba schools. The social studies consultant also plays an ongoing consultative and collaborative role with the Canadian Museum for Human Rights as it develops its educational programming.

The Branch continues to work in collaboration with the School Programs Division (SPD), the Manitoba School Improvement Program (MSIP) and MERN (Manitoba Education Research Network) in an action-research project to support teachers seeking innovative ways of incorporating citizenship and sustainability themes in Social Studies classrooms.

To support curriculum implementation, the Social Studies consultant continues to offer professional learning sessions on themes related to the Social Studies curriculum, including historical thinking, citizenship, global issues and the integration of Aboriginal perspectives. The branch also works closely with Université de Saint-Boniface Education professors to ensure that future teachers learn about important themes related to Kindergarten to Grade 12 Social Studies.

The consultant continues to serve as liaison to participating French Immersion and Français schools in the activities of the UNESCO Associated Schools Project Network and was actively involved in planning and organizing the UNESCO national student conference held in Winnipeg April 24-26, 2016.

Special Projects

Work on several Career Development options moved ahead in the 2015/16 school year in order to make high school a place where students can begin career exploration. The special projects coordinator contributed to the ongoing development of three new career development credits for high school: credit for employment; a student directed career exploration course and a work experience credit. These options will be available to the field in 2016/17 school year.

Workshops were offered to teachers and guidance counsellors in support of the implementation of career development programming and available resources. In addition, a French language session on the electronic Career Cruising service was offered to the education community and to government and non-government agencies working with youth and adults.

The special projects coordinator registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) developed by Français and French Immersion schools. The Branch also supports schools that develop SICs by providing technical assistance.

A close partnership has been established with the Division scolaire franco-manitobaine to support the development of a technology education program. During the 2015/16 school year, the consultant worked with the DSFM consultant to consolidate programming offered to DSFM students in the areas of the trades at the Manitoba Institute of Trades and Technology (MITT); to develop French curriculum in the Graphic Arts/Print Media area; and to support planning and eventual implementation of a Culinary Arts program in the DSFM.

The consultant participated in the following initiatives:

- Reviewing grant applications for career development and technology education;
- Supporting the Learning to Age 18 Regulation implementation; and
- “Focus on the Future” (school division reporting and planning process for career development, technology education and the Learning to Age 18 grants).

Information and Communication Technology (ICT)

The BEF continues to provide some support to colleagues and educators by sharing expertise in various areas related to the infusion of technology in teaching practices.

In particular, one project continued to move forward over the course of the 2015/16 school year. BEF was involved in the review of the Literacy with ICT Across the Curriculum. This review of the

continuum will integrate Grades 9-12 to the existing K-8 continuum. Work is ongoing and will continue into 2016/17.

The Curriculum Information for Parents Website continues to be updated as new curriculum rolls out. The web team also programmed and designed the My Learning at Home/*Mon apprentissage chez moi* websites which were developed and posted online in 2015/16. Finally, the branch continues to support users of the Maple (*Forem*) website.

Professional development

The *Coup d'œil sur l'année* website allows school personnel to register for many of the workshops offered by the branch. The online registration is supported by branch employees who maintain the website, promote the professional learning workshops, and handle all related communication with the education community.

The Branch also continued to respond to requests from schools and school divisions for support. Branch consultants provided professional learning workshops related to curriculum assessment and implementation in consultation with the DSFM, French Immersion and French divisional consultants and educators in 2015/16.

The Branch continues to support the *Collabaunord* initiative in providing professional learning to French Immersion schools and English Program schools offering French courses in northern and northwestern Manitoba. The goals are to build communities of professional learners, foster closer co-operation between schools in these regions, and give new momentum to the French Immersion program and Basic French courses. The project continued in 2015/16 with visits by branch curriculum consultants to Swan River, Dauphin, The Pas and Flin Flon.

Sustainable Development

The Branch continued to offer interdisciplinary workshops to schools on the topic of Education for Sustainable Development (ESD) as requested by schools. The Branch supports ongoing education for sustainable development projects (ex: grant and recognition programs, ESD leadership committee, ESD publications and website as well as professional development).

The BEF continues to collaborate with the School Programs Division on ESD hydro grants and categorical grant reporting as well as the Eco-Globe Schools recognition program. The Branch continues to add educational resources to the French ESD website and responds to schools' questions about integrating ESD into teaching and learning. Schools were informed of the newly released 2nd edition of the *Guide pour l'aménagement d'écoles durables au Manitoba* in 2015/16, and the Branch offered ongoing support to schools in developing ESD plans.

The Branch continues to strive to effectively incorporate the concept of sustainable development into its annual planning process. By reducing the use of paper and other office supplies, the Branch is working towards 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 cycling, car-pooling, public transit, walking, etc. 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.
	2015/16 \$000	FTE	2015/16 \$000	Over (Under) \$000	
Salaries and Employee Benefits	1,074	15.50	1,464	(390)	1
Other Expenditures	559		275	284	2
Total Sub-Appropriation	1,633	15.50	1,739	(106)	

1. Under expenditure mainly relates to costs for secondments budgeted in Salaries but paid from Other Expenditures and savings as a result of vacancies and Voluntary Reduced Workweek.

2. Over expenditure mainly reflects costs for secondments budgeted in Salaries but paid to the school divisions from Other Expenditures.

Educational Support Services

On an ongoing basis, the Educational Support Services Branch is responsible for the following activities related to French-language education in Manitoba:

- To collect data annually from school divisions and schools offering French-language education in order to identify trends related to French-language education in Manitoba;
- To develop and implement policies and guidelines to promote, support and ensure continued progress with respect to French-language education in Manitoba based on observed trends and in collaboration with the school community and education stakeholders;
- To develop and implement the Department's assessment policies and related projects for school divisions and schools offering French-language education, as well as other assessment projects;
- To review issues within the scope of *The Public Schools Act* with respect to French-language education in Manitoba in order to support the school community in interpreting and enforcing this legislation.

In 2015/2016, the Educational Support Services Branch maintained or initiated the following activities:

Statistical analysis

The Branch

- Collected and analyzed data on student enrolment and other pertinent educational variables for both Français and French Immersion Programs, as well as for French courses within the English program. This data was used to determine the French-language education categorical grant for each school division, to create performance indicators required in the analysis of accountability measures for the French Language Education Review, and to provide stakeholders with various trends and detailed information on numerous issues related to French-language education in Manitoba. More specifically, French Immersion enrolment data, broken down by grade and entry point, was provided to the national office of Canadian Parents for French (CPF). Enrolment data by grade and gender for Français schools, French Immersion schools and French courses was provided to Statistics Canada. The Branch also carried out a number of statistical analyses in response to a variety of special requests and worked closely

with branches within the BEF division to efficiently tailor target mailings to specific client groups within the educational system.

- Established statistics on student performance in French literacy at Grades 3, 8 and 12 for the Français Program and at Grades 4, 8 and 12 for the French Immersion Program. Schools and school divisions were provided with reports on their students' performance, which also included provincial averages and/or pass rates for Grade 12. Provincial results are posted on the Department's website.

Promotion and provision of support services for the implementation of policies and guidelines

- Three one-day meetings were held with educational partners and divisional consultants responsible for the French Immersion Program and French courses (English program). These meetings focused on
 - Guiding students in discovering the importance of French in their lives and improving the learning of French and the learning in French;
 - Determining the potential impact of the French Language Education Review for both the French Immersion Program and the French Courses within the English program.
- Presentations of the critical thinking skills project, *Touchstones Discussion Project*, were given at the Conférences d'automne held in October 2015 in Winnipeg. Workshops were also provided on the assessment of oral language at that time. Several other presentations took place upon request from schools or school divisions.
- *The French Language Education Review* continued in 2015/16. All superintendents and school administrators offering the French Immersion Program received a Divisional profile reflecting the results of the electronic questionnaire they completed. All responses have been collated and compiled in a provincial profile that was released. Each school division offering French courses in the English Program were also sent an electronic questionnaire and were asked to provide a divisional response regarding programming for French courses. A provincial report is currently being developed. The reports will be presented publicly in the fall of 2016.
- The Branch continued working with northern Manitoba school divisions (Collabunord) in order to further implement their strategic plan for French-language education in their schools. The Branch also participated in a meeting with the Association manitobaine des directrices et des directeurs des écoles d'immersion française (Manitoba Association of Immersion Principals) and also sat on the French For Life steering committee supporting the work of CPF-MB. The Branch addressed the concerns of parents, educators and educational partners on a one-to-one basis, including offering presentations throughout the year to parents, teachers and school boards from various school divisions in support of their work in French as a Second Language.

Develop, co-ordinate and support the implementation of projects related to the provincial assessment program as well as strategic practices and educational resources to promote student literacy

The Branch

- developed and administered the Français Language Arts Grade 12 standards tests for both the Français and the French Immersion Programs. A total of four tests were developed, and four tests were administered.
- provided support to schools with respect to the assessment of:
 - reading in French at the beginning of Grade 3 in the Français Program and at the beginning of Grade 4 in the French Immersion Program;

- reading comprehension and expository writing in French at mid-Grade 8 for both Français and French Immersion Programs;
- student engagement at mid-Grade 7 for both Français and French Immersion Programs.
- reviewed the Grades 1 to 6 criteria for assessment in Mathematics.
- offered workshops on French speaking skills practice and related assessment tools for the French Immersion program.
- gave workshops related to assessment practices upon request from the field.

Manitoba's Celebration of Excellence in Teaching - Minister's Awards

The Branch promoted the 2015/16 *Excellence in Teaching - Minister's Awards* program, selected recipients and organized the awards' ceremony.

Enforcement of and adherence to *The Public Schools Act* in the school community

The Branch reviewed issues related to *The Public Schools Act* involving Français and French Immersion schools.

Sustainable Development

The Branch continues to work with the School Programs Division on the maintenance and enhancement 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. In addition, e-mail is used for communications with committee members and schools.

Most published documents are posted on the Department's website and a letter is sent to the field informing them of such. 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 cycling, car-pooling, public transit, walking, etc. In addition, in an effort to limit travel, most of the Branch's meetings were held at the Robert Fletcher Building. Information and communication technology (audio- and video-conferencing) is favoured whenever possible in order to minimize travel.

3 (c) Educational Support Services

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	\$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	1,048	14.50	1,360	(312)	1
Other Expenditures	311		168	143	
Total Sub-Appropriation	1,359	14.50	1,528	(169)	

1. Under expenditure mainly relates to costs for secondments budgeted in Salaries but paid from Other Expenditures, vacancies, lower casual staff requirement than budgeted and savings as a result of Voluntary Reduced Workweek.

Official Languages Programs and Administrative Services

The *Official Languages Programs and Administrative Services Branch* is responsible for the preparation, the coordination and the administration of the BEF's budget, as well as for the provision of administrative and secretarial services to all branches of the BEF. The Branch is also responsible for the administration of the *Canada-Manitoba Agreement for Minority-Language Education and Second-Language Instruction 2013/14 to 2017/18* that was signed on March 5, 2014.

In 2015/16, Canada's financial contribution to Manitoba's action plan was \$12.3 million. In addition, the Branch has negotiated \$2.1 million dollars in supplementary funding for the following capital projects: *Expansion of École Noël-Ritchot* (Division scolaire franco-manitobaine) and Collaborative Learning Spaces (Université de Saint-Boniface).

Within the framework of the agreement, the Branch works in partnership with CMEC (Council of Ministers of Education, Canada) on the implementation of the *Odyssey, Explore* and *Destination Clic* Programs. These national programs are fully funded by the Department of Canadian Heritage.

In 2015/16:

- Under the *Odyssey Program*, 13 post-secondary students from outside the province were hired to work as French Language Assistants in selected Manitoba public schools. In return, four English post-secondary students from Manitoba were assigned similar positions in Quebec.
- Through the *Destination Clic Program*, 38 francophone students from Grades 8 and 9 spent three weeks in Quebec. This program offers francophone students residing outside of Quebec cultural discoveries, exciting experiences, and opportunities to meet new friends while exploring another francophone region of Canada.
- Under the *Explore Program*, 159 students (from Grades 11 and 12 as well as university students) from other Canadian provinces came to Manitoba to study French or English as a Second Language, and 193 students from Manitoba went to Quebec and other provinces for summer courses to improve their French and broaden their knowledge of the French culture.

The Branch has continued to offer the *French Second Language Revitalization Program* and the *Program for the Enrichment of French in Education*. These programs aim to strengthen existing initiatives, as well as to address emerging needs of French-language education in Manitoba. In 2015/16, \$2.8 million was awarded to 61 organizations (school divisions, universities, independent schools and Non-Government Organizations) to support the development and/or the implementation of 182 educational or cultural projects.

The Branch remains involved in the *Manitoba-Québec Agreement for Co-operation and Exchange*. In 2015/16, the Branch has participated in the funding of six projects. In addition, 11 students from Manitoba were paired with 11 students from Québec for a Student-exchange program consisting of a three-month stay in each province.

The Branch's Bursary Program continued to provide financial assistance to teachers and students registered in French post-secondary institutions. In 2015/16, a total of 503 bursaries were awarded to students. A total of 161 bursaries were awarded to French Immersion and basic French teachers who seek to upgrade their linguistic or pedagogical skills through summer courses at the USB or other Canadian post-secondary institutions.

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 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	1,004	16.00	954	50	
Other Expenditures	702		729	(27)	
Assistance	3,120		3,356	(236)	
Total Sub-Appropriation	4,826	16.00	5,039	(213)	

Library and Materials Production

The French Library and Materials Production Branch (DREF) is the only media centre in the province that offers French educational resources, in various formats, along with information and library services to the educators responsible for the delivery of the Français and French Immersion programs, and French courses (English program). DREF's clientele includes: K-12 teachers, pre-service teachers, curriculum consultants, departmental staff, and parents enrolled in the French Home Schooling program. Secondly, its production centre supports BEF's assessment unit and also develops digital resources to support the delivery of various curricula. Finally, through its library outreach program, the Branch delivers its services on site to rural and northern Français and French Immersion schools.

The objectives of the Branch fall under 3 categories:

- Library and information services
Offer updated library and information services for the K-12 community by: providing current French educational resources in a variety of formats; transforming the Branch's services to best meet the needs identified in the field, maximizing the Branch's financial and human resources and subsequently supporting schools and school divisions.
- Production centre
Maintain a viable production centre that will: support the development and production of Grade 12 provincial standardized tests, and allow for the creation of customized educational resources, in collaboration with various educational partners, when these resources are not available on the market.
- Library outreach program
Provide an effective and sustainable library outreach program, in the rural and northern regions, that supports teachers of the Français and French Immersion programs. Frequently these educators require much support because they are: new to the profession, are the only ones teaching the program at their grade level and/ or are required to teach multiple grade levels; and frequently feel isolated.

The library's primary purpose is to circulate the tens of thousands of print and non-print resources in its collection, and to provide library and information services. The library provides services to support the implementation of the K-12 curricula, and research in education and professional learning.

In 2015/16, the primary focus of the media centre was the continued promotion of its educational platform and integrated library system, to teach educators how to access the most pertinent online French resources and how to maximise the functionalities of the system available to them. The platform offers educators across the province access to thousands of streamed videos, teacher guides, and other digital content. TFO (Ontario's French Educational Television Network), ONF (French wing of the National Film Board), Radio-Canada, eduMedia and local producers Les Productions Rivard are the major contributors of these most current and content rich French resources.

In 2015/16, 63,384 physical resources were borrowed and the number of videos and digital resources viewed closely matched those of the physical loans. DREF has nearly doubled the use of its resources due to the availability of digital content. The reference desk answered 1,914 reference requests, and introduced clients to the online digital content. Clients used the online reservation service to make a number of additional requests and to reserve 6,552 items. The circulation desk prepared 4,940 packages of resources, 1,905 of which were sent out via Canada Post and 3,035 by divisional courier. The technical service unit recorded 2,314 acquisitions (not including digital resources).

The library personnel provided support services to school libraries, including assistance in the selection of educational materials. It also offered consultations on issues such as cataloguing. Through the Web Export service, customized bibliographic records were delivered to several school libraries in Manitoba, therefore saving these same schools precious time and personnel.

The library coordinator and the librarian for the French (English program) provided a total of: 35 workshops/presentations; 24 resource displays; 19 tours of DREF; and book animations to 8 schools. Approximately 650 educators and 1,260 students received support.

The reading clubs' initiative, aimed at promoting French literature from Kindergarten to Grade 8, for the Français and French Immersion schools, received 7,217 participation ballots. Thanks to the support of three community sponsors, monthly draws were held and prizes were awarded.

In order to encourage students taking French courses in the English program, an initiative entitled *Le Passeport Culturel* was developed and promoted. A total of 383 students participated in various cultural activities and prizes were awarded.

In partnership with Communication Jeunesse (a national cultural organisation based in Montreal whose purpose is to promote quality children's literature), the DREF welcomed an author in November. Eight presentations in 4 different schools were given and approximately 180 students and 8 teachers participated.

The *Manitoba-Québec Agreement for Co-operation and Exchange* provided a second opportunity for an author to visit schools in Manitoba. The author visited 10 Français and French Immersion schools for a total of 14 literary presentations, delivered to approximately 360 students and 11 educators. Québec reciprocated by inviting a francophone author from Manitoba to tour schools in that province.

Production Centre

The centre provided assistance in the development and production of the provincial Grade 12 standardized tests. It responded to a total of 26 requests for DVDs and 9 requests for audio CDs. A total of 292 DVDs, and 200 CDs were produced. Furthermore, the Français schools who participated in the yearly media creation contest were offered learning sessions and troubleshooting support.

Library Outreach Program

Via the library outreach program, the two teacher coordinators made 98 school visits. The visits accounted for 116 days spent in schools, mostly in the rural and northern areas, and 30 days spent at DREF with teachers. Approximately 1,100 educators received support. The teacher coordinators also gave mini workshops; promoted resources at the *Éducatrices et éducateurs francophones du Manitoba* fall conference; offered 488 consultations either by phone or email; and conducted 459 presentations of DREF's educational portal. During the various visits, an emphasis was placed on the integration of new media in curriculum delivery, including how to access online video streaming from major educational portals such as IDÉLLO (Groupe Media TFO), curio.ca of Radio-Canada and l'ONF (French wing of the NFB), all accessible at no charge via DREF's portal <https://dref.mb.ca>.

Sustainable Development

The Branch continued to incorporate the concept of sustainable development into its annual planning process. Digital educational resources were further incorporated into the integrated library system, in order to facilitate access, reduce client wait time, and further reduce paper, postage, and costs that would normally be incurred if mailing physical resources. Late slips, overdue notices, invoices, and various communications to clients continued to be sent out by e-mail, therefore eliminating to a large extent the amount of paper and envelopes required.

In order to best respond to curricula requirements, support the local economy, and build capacity for specialized skills, a new project with our local French producer Les Productions Rivard and Heritage Canada was developed. One hundred new video clips were produced. Wherever possible, the Branch placed its purchase orders and requests for services with local Francophone businesses and bookstores.

To continue supporting teachers in the area of French literacy, a project was initiated with *La Fédération Canadienne des enseignantes et enseignants* (French wing of the Canadian Teachers Federation). The resulting teacher guides and videos were posted online.

Recycled paper and printer cartridges continued to be used. Electronic communication and conference calls were encouraged whenever possible, to reduce travel expenses.

3 (e) Library and Materials Production

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	660	12.00	656	4	
Other Expenditures	160		161	(1)	
Total Sub-Appropriation	820	12.00	817	3	

Education and School Tax Credits

Education Property Tax Credit

The Education Property Tax Credit provides income-related assistance to homeowners and tenants based on occupancy costs and income. Most homeowners receive the basic \$700 credit as a reduction on the municipal property tax statement. This is known as the Education Property Tax Credit Advance. Tenants and homeowners who have not received the Advance, and anyone who is entitled to an additional, income-tested amount, can claim this refundable credit on their annual income tax return. The objectives of the credit are to provide income tax relief to all Manitobans, and to provide an additional tax reduction for those with lower incomes.

4 (a) Education Property Tax Credit

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Education Property Tax Credit	350,217		355,798	(5,581)	1
Total Sub-Appropriation	350,217	0.00	355,798	(5,581)	

1. Under expenditure mainly relates to the Education Property Tax Credit and reflects a lower than anticipated uptake through the income tax system, partly offset by a higher than anticipated uptake for the Seniors' School Tax Credit Rebate (SSTR) for the 2015 tax year.

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 over 55 years of age.

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

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
School Tax Assistance for Tenants and Homeowners (55+)	1,191		510	681	1
Total Sub-Appropriation	1,191	0.00	510	681	

1. Over expenditure mainly reflects a greater than budgeted uptake through the income tax system for the 2014 taxation year.

Support to Schools

Schools Finance

The objectives of the 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 that enhance the quality of education for K-12 students in Manitoba.

The Branch released the public school FRAME report for the 2013/14 financial statements and 2015/16 budget, and the September 30, 2015 Enrolment Report. The Branch also released the independent school FRAME report for the 2013/14 financial statements.

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

The Branch provided financial analysis in the areas of public school funding for the 2016/17 school year (announced January 5, 2016) 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 2014/15 school year were completed.

Government approved \$202.7 million in 2015/16 capital authority to meet the financing requirements for previously approved and ongoing school capital projects and programs. For the fiscal year ended March 31, 2016, 93 debentures/promissory notes were issued for a total of \$136.9 million for both new and previously approved projects including \$5.1 million for Family Choices.

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 use of recycled paper and recycled toner cartridges in the fax machine and printers, as well as recycling the empty toner cartridges. The Branch makes an effort to re-use supplies where possible, such as old file folders and binders. Staff also make use of alternative communication tools to reduce the amount of paper used. For example, information on Summary Budgeting and Reporting is 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; property assessment and Education Support Levy calculations are e-mailed 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 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	1,147	14.50	1,174	(27)	
Other Expenditures	87		91	(4)	
Property Assessment	2,839		2,839	0	
Total Sub-Appropriation	4,073	14.50	4,104	(31)	

Education Administration Services

The mandate of the Education Administration Services Branch (EAS) is accomplished through the work of the following five areas:

- Administration Services: maintains an effective legislative, regulatory and policy framework for K-12 and post-secondary education; coordinates and communicates both legislation and regulation review and revision and new or amended educational administration requirements; supports the class size initiative for all Kindergarten to Grade 3 public schools; and provides support to educational statutory and non-statutory boards and commissions.
- Pupil Transportation: ensures a safe, efficient and economical pupil transportation system.
- Professional Certification: certifies a qualified teaching force for Manitoba's schools.
- Student Records: collects and maintains a comprehensive database on Senior Years students' final marks for the Province and issues official transcripts based on these records.
- Translation Services: provides and coordinates translation and French Languages Services for Manitoba Education and Advanced Learning.

Administration Services

Administration Services coordinates the development and revision of K-12 and post-secondary education legislation as defined by the statutes for which the Minister of Education and Advanced Learning has responsibility for.

The Branch fulfills an advisory and consultative support role to the Department, school divisions, schools, and the public on matters related to education administration, legislation and their supporting regulations and on the education system in general.

Administration Services provides research, information and prepares correspondence for the Minister and Deputy Minister on a wide array of topics related to educational administration (including the provincial school calendar).

Administration Services supports the effective alignment of capital and operating requirements related to K-3 class size initiative.

The branch also coordinates appointments to a number of statutory and non-statutory boards and commissions. Please refer to the section on Statutory Boards and Commissions for more details.

Major Activities and Key Accomplishments during 2015/16:

- Effective support to the Minister and Deputy Minister concerning educational administration policy implementation considerations and the development of statutes, regulations and policies. 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.
- Increased Manitoba Education Research Network (MERN) engagement with education stakeholders to support research activities, which promotes educational quality in Manitoba's schools.
- Effective administrative support to the K-3 class size initiative. EAS coordinated the review and assessment of operating and capital funding needs.

Pupil Transportation

The Pupil Transportation Unit (PTU) supports the safe, efficient, and economical operation of the pupil transportation (school bus) system in Manitoba. It operates out of offices in Winnipeg and Brandon.

PTU maintains an inventory of school bus vehicles owned and contracted by Manitoba's school divisions. As of March 2016, there were 2,059 school buses in service.

Each year PTU performs rotational audits of a number of school divisions to ensure their transportation systems are in compliance with *The Public Schools Act* and its regulations, local policy, and with best practices for the safe transportation of students. Upon completion of an audit, PTU provides the school division with an Evaluation Report which identifies its strengths and areas of concern. Where policy and practices may be lacking, corrections or adjustments for compliance are suggested. Follow-up communication with the school division one year after issuance of the Evaluation Report ensures that appropriate actions have been taken.

PTU provides training and seminars for transportation supervisors, school bus driver instructors, and school bus service technicians. The Unit assists school divisions in developing preventive maintenance programs.

The Unit arranges the central tender purchase of new school buses and invites school divisions to participate in that process; develops school bus vehicle purchase specifications; and performs quality control inspections of new buses prior to acceptance of delivery to ensure, through quality control initiatives, that manufacturers' school bus units meet requirements. In addition, pilot model reviews and plant audits are conducted at manufacturing plant locations.

PTU acts as liaison between school bus manufacturers and school divisions with respect to defective equipment/warranty issues. Information collected about defective parts or manufacturing is collated and stored in a database which is then shared with manufacturers.

PTU receives reports of all school bus accidents in Manitoba whether major or minor and will investigate serious accidents or those resulting in major injuries.

Major Activities and Key Accomplishments during 2015/16:

- PTU acts as a resource to school division pupil transportation operations on driver and ridership training through inservicing, information on the Unit's website, and through its group emailing.

- PTU maintains a registry of all certified school bus operators, and continues to issue School Bus Operator's Certificates to newly qualified school bus drivers trained by certified instructors. In 2015, 328 certificates were issued.
- In order to enhance preventive maintenance initiatives, school bus service technician training seminars are conducted annually on a range of topics. The first ever Canadian run Thomas Built Bus Institute, which is factory training, was held in Winnipeg. Approximately 75 service technicians attended this school bus maintenance session.
- A School Bus Driver Instructor Course was held in the Fall of 2014. In total, 14 individuals successfully completed the three phases of training and are now certified as School Bus Driver Instructors.
- PTU staff continue in-servicing to highlight improved attention to school loading zone procedures.
- Three school bus transportation audits were conducted in 2015/16.
- PTU's Senior Field Officer is an active member of the Canadian Standards Association's (CSA) D250 Technical Committee on School Buses. The current draft version of The School Buses Standard D250-16, which now includes specifications for Transportation of Persons with Physical Disabilities (extracted from CSA Standard D409), as well as the inclusion of Multi-Function School Activity Buses (D270) is set to be published with an effective date of November 2016.
- 21 of 37 school divisions participated in the 2015 centralized school bus tender process, leading to the purchase of 60 school buses.
- All new school buses, whether purchased through the central tender process or outside of it, are subject to a final acceptance inspections performed by PTU inspectors prior to entering into service. In 2015, a total of 119 new school bus vehicles were inspected. The Unit communicates with staff from Manitoba Public Insurance (MPI) and Manitoba Infrastructure with regard to the annual inspection of 10% of Manitoba's school bus fleet.

Professional Certification

The Professional Certification Unit ensures a qualified teaching force through certification of professional personnel (teachers, clinicians, coordinators and principals) in Manitoba's school system. Assessment of education credentials to certify professional personnel in the school system and evaluation of approved work experience for salary classification are conducted for applicants from either in or out-of-province.

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 Unit conducts and manages an annual collection of educational and other information from schools and divisions, and produces an annual comprehensive provincial directory of all schools and school divisions in Manitoba.

The Unit also administers the Teacher Education and Certification Committee (TECC) and provides assistance to the Certificate Review Committee (CRC). Please refer to Statutory Boards and Commissions below for more details.

Major Activities and Key Accomplishments during 2015/16:

- The Unit processed about 2,900 requests for certification and other services, including requests from outside the Province, during 2015/16 fiscal year. Teaching certificates were issued to 660 education graduates. Another 260 Canadian applicants were certified through the Agreement on Internal Trade (AIT) and 91 Internationally Educated Teacher applicants were also certified. In addition, 96 School Clinician certificates, 114 Special Education certificates, 12 Special Education Coordinator certificates, 113 Level 1 School Administrator and 25 Level 2 Principal Certificates were granted among other teacher certification services. The Unit processed 305 statements of standing, 370 reclassifications, 184 duplicate certificates requests, 267 name changes and 353 limited teaching permits.
- Timely and accurate production of an annual comprehensive provincial directory of all schools and school divisions in Manitoba identifying the number of teachers and students in each school, the program offerings and contact information, as well as provision of school-based data to other departmental branches and to external users.
- The Unit responded to over 11,000 queries received from within Manitoba plus approximately 8,000 calls from outside Manitoba and Canada.
- The Unit also coordinates a teacher exchange program. Six applications were processed but no match was found.

Student Records

The Student Records Unit collects and maintains records of Senior Years students' final marks for the Department and issues official transcripts upon request based on these records.

The Unit supports the student registration system by assigning Manitoba Education numbers to students entering the Province/school system during the school year and after September 30.

Major Activities and Key Accomplishments during 2015/16:

- A total of 2,038 regular high school transcripts in response to requests were issued during 2015/16 fiscal year.
- The Unit collected high school credits for over 65,000 students. It also maintains over 180,000 student identification numbers (MET#).

Translation Unit

The Translation Unit ensures compliance with Government policy on French Language Services (FLS), provides support in the production of bilingual publications and coordinates departmental translation requests for Manitoba Education and Advanced Learning.

Throughout the 2015/2016 fiscal year, the Department of Education and Advanced Learning continued its effort to advance the implementation of FLS by ensuring that all print materials, websites, special events and promotional campaigns, were accessible in both official languages to better serve bilingual clientele.

Major Activities and Key Accomplishments during 2015/16:

- The Translation Unit facilitated communication of departmental program and policy thrusts by coordinating the translation and proofreading of numerous documents including: curriculum documents, distance learning material, funding material, Public Schools Finance Board material, FRAME Report material, Manitoba Public Schools Enrollment report material, Manitoba Student

Aid material, Early Years Education material, Provincial Standard Tests material, Education Manitoba articles, Handbook for professional certification, documents such as: “Guide for sustainable Schools in Manitoba” or “Supporting Inclusive Schools: Addressing the Needs of Students with Learning Disabilities” and Manitoba Teaching Excellence Awards materials, “Protocol for Early Childhood Transition to School for Children With Additional Support Needs..

- To fulfill the mandate of the French Language Services Policy, the FLS Coordinator advised departmental staff on the FLS Policy and on the designation of bilingual positions issues. The FLS staff supported these efforts by providing departmental staff with the necessary tools to improve existing services. The following are a few examples of the help provided by the FLS staff:
 - advising departmental staff of the FLS Policy and other services available to them to support the FLS Policy;
 - ensuring that web-based public information was updated and accurate in both official languages;
 - encouraging employees who expressed an interest in taking or continuing French language training by providing them with the appropriate training information and opportunities;
 - offering training sessions on the Active Offer to staff of Manitoba Education and Advanced Learning in order to better serve their bilingual clientele and to make bilingual services more visible.

Statutory Boards and Commissions

The Education Administration Services Branch coordinates appointments to a number of statutory and non-statutory boards and commissions that are convened by legislation under *The Public Schools Act*, *The Education Administration Act* and other statutes for which the Minister of Education and Advanced Learning has responsibility. It also 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 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.

The Committee did not meet in the 2015/16 meeting term as a result of the focus of the educational organizations on developing and approving new Field-led courses to support the implementation of the new *Certificate in School Leadership*, the provincial election and the retirement of the Program Coordinator of the Professional Certification Unit in April 2016 who is the Secretary to the Committee.

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 in 2015/16.

Certificate Review Committee

The Certificate Review Committee, established under s. 5 of *The Education Administration Act*, investigates and reports on cases in which a teacher’s certificate is to be reviewed for cause. The Committee hears cases in which a teacher’s or clinician’s credentials are referred for review by the Minister of Education and Advanced Learning and subsequently the Minister will then make decisions with respect to continued certification. The Committee did not meet in 2015/16.

Board of Reference

The Board of Reference, established under s. 8 of *The Public Schools Act*, decides on matters related to the alteration, formation and dissolution of school division/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 four (4) hearings during the 2015/16 fiscal year.

Advisory Board

The Advisory Board, established under sections 10-17 of *The Education Administration Act*, is authorized to make regulations with respect to religious exercises/patriotic observances and considers other matters as maybe referred to it by the Minister of Education and Advanced Learning. The Board did not meet in 2015/16.

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. 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 and teleconferencing.

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. With respect to Manitoba's Aboriginal Procurement Initiative, the Branch will, where possible, purchase goods and services from Aboriginal vendors in an effort to increase their participation and to support community economic development.

5 (b) Education Administration Services

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	1,653	26.50	1,756	(103)	
Other Expenditures	419		413	6	
Total Sub-Appropriation	2,072	26.50	2,169	(97)	

Schools Information System

The Schools Information System (SIS) provides project management, consulting and business analysis support for technology and innovation initiatives related to the K-12 administrative environment. The primary application within the Schools Information System is the Education Information System (EIS). EIS consists of 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 Innovative Technology Services (ITS) Branch manages the Schools Information System.

EIS Collection, the software collection tool developed by ITS 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 Director of the Innovative Technology Services Branch works closely with the Manitoba Association of Education Technology Leaders (MAETL), comprised of representatives from school divisions in Manitoba, and the Manitoba Association of School Superintendents (MASS) ICT Committee, 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 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.

ITS continues to enhance the web-based applications for collection of assessment results regarding Early and Middle Years Assessment and Provincial Test Student Registration. In addition to the EIS, ITS manages 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 the Bureau de l'éducation française.

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.

Sustainable Development

The Branch supports a culture that recognizes and supports sustainable development practices. The Branch promotes the use of recycled paper and toner cartridges along with the recycling of discarded paper. It should be noted that the Manitoba government recognizes the value of education and collaboration alternatives that result from improved network services such as video conferencing. SIS is working with other branches and Manitoba departments in the implementation of collaborative network tools that will enhance pedagogical and administrative environments in rural communities.

5 (c) Schools Information System

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2015/16 \$000	FTE	2015/16 \$000	Over (Under) \$000	
Salaries and Employee Benefits	231	3.00	257	(26)	
Other Expenditures	26		26	0	
Total Sub-Appropriation	257	3.00	283	(26)	

Aboriginal Education Directorate

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and coordination for departmental initiatives that pertain to Aboriginal education and training. AED works to ensure an integrated approach to Aboriginal education and training within Manitoba Education and Advanced Learning, and in collaboration with the departments of Aboriginal and Northern Affairs (ANA) and Jobs and the Economy (JEC). AED coordinates the development and implementation of the Manitoba First Nations, Métis and Inuit Educational Policy Framework to remove systemic barriers to Aboriginal student success. This involves collaboration with partners to undertake research, policy and strategic initiatives to increase Aboriginal student achievement and to promote cultural awareness and competency so that all Manitoba students and teachers learn about First Nations, Métis and Inuit peoples' historical and contemporary perspectives.

AED manages and coordinates the Aboriginal Academic Achievement (AAA) Grant with a particular focus on numeracy and literacy integrated with Aboriginal perspectives.

AED co-ordinates 38 Building Student Success with Aboriginal Parents (BSSAP) sites to increase parental and community involvement.

A Community Schools Unit established within the Aboriginal Education Directorate under the *Community Schools Act* oversees 29 community schools under the Community Schools Program as well as supports 15 schools within the Community Schools Network. The Community School Advisory Committee was formed and held 3 meetings in 2015/16.

The Community School Unit held a Professional development opportunity for Community Connectors, Principals, and Community Schools Network that was attended by over 110 participants. A series of three day full workshops were delivered by ProActive Information Services Inc. These Data Collection workshops were delivered in Thompson and Winnipeg. A two day training session for Community Connectors on the Handle with Care Program, was also offered in 2015/16.

A family Community Resource Coordinator position was also created in 2015/16. This position serves in a cluster of community schools (three per cluster). Two Coordinators were hired - one in Thompson Mystery Lake School Division and the other in the Louis Riel School Division.

AED partners with educational stakeholders to make Aboriginal education more inclusive and culturally relevant for all students. It also promotes Aboriginal teacher education. Implementation of *A Journey from Cultural Awareness to Cultural Competency* Training Manual and Kit continued in the 2015/16 school year.

Several hundred participants throughout the province including parents, educators, Elders and community members attended cultural and anti-racist education workshops during 2015 and 2016. These included *A Journey from Cultural Awareness to Cultural Competency* training sessions to schools divisions, educators, post-secondary institutions, parents, government departments and community agencies. AAA Grant Support Document regional sessions and BSSAP workshops about Anti-racism were held in collaboration with educational stakeholders. Two Anti-racism resource documents were developed for teachers and parents.

The work of AED is supported by the Aboriginal Education Directorate Advisory Council. This Council provides advice, guidance and makes recommendations on matters as they relate to initiatives and action areas within K-12 education with regards to Aboriginal people. This Council includes an Elder as well as community and educational representatives from across the province.

AED is also supported by the Advanced Education Training and Literacy Aboriginal Advisory Council (AETLAAC). This Council provides advice, guidance and makes recommendations regarding post-secondary education, training, literacy and employment as it relates to Aboriginal people. This Council is comprised of an Elder, post-secondary, business and community representatives.

AED coordinated the development of the Manitoba First Nations, Métis and Inuit Educational Policy Framework and its related draft legislation. This process included consultation with Aboriginal organizations and education partners.

A Manitoba Aboriginal Languages Strategy (MALS) partnership agreement was developed and signed by various partners including University College of the North, Manitoba First Nations Education Resource Centre, Aboriginal Education Directorate and Aboriginal Languages of Manitoba. A partnership agreement was signed by all the MALS partners to support the initiatives identified in the workplan.

Directorate staff participated in the planning and implementation of Aboriginal-focused research both inter-departmentally and with external agencies. In 2015/16, this included celebrating the twelfth annual Shawane Dagoosiwon (Aboriginal Education Research Forum). In addition, AED collaborated with the Manitoba Indigenous Education Research Group which is part of the Manitoba Education Research Network to organize 3 Bear Pit Sessions, publish 1 monograph and 2 occasional papers and 2 forums (urban and northern).

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 achievement.

The Directorate continues to work with the Council of Ministers of Education, Canada (CMEC) on its Aboriginal Education Action Plan to strengthen self-identification and co-ordinate what and how data is collected and shared. In addition, the branch was a member and participated in the June 2015 Aboriginal Educators' Symposium.

The Directorate is developing an Aboriginal Teacher Education Strategy to increase the number of Aboriginal teachers in Manitoba.

The Directorate works with post secondary institutions to support Aboriginal initiatives and programs that support student success.

AED and Adult Learning and Literacy coordinate the networking of the Aboriginal Adult Learning Circle through the Aboriginal component of the Adult Literacy Strategy.

Directorate staff continue to collaborate with education stakeholders such as Manitoba School Boards Association, Manitoba Association of School Superintendents, Manitoba Teachers Society, Council of School Leaders, Manitoba Association of Parent Councils and Manitoba School Business Officials regarding a variety of planning professional learning sessions.

Directorate staff consults and collaborates on an ongoing basis with various Aboriginal organizations including the Assembly of Manitoba Chiefs, the Manitoba Métis Federation, the Aboriginal Council of Winnipeg, The Manitoba First Nations Education Resource Centre, grassroots organizations and educational stakeholders such as the Aboriginal Circle of Educators.

Manitoba Education and Advanced Learning participated with Western and Northern Canadian Protocol (WNCP) partners to continue implementation of the Aboriginal Languages and Cultures website. Manitoba Education and Advanced Learning continues to participate on the WNCP First Nations, Métis & Inuit Education Directors' Committee.

AED website profiles Manitoba Aboriginal educators, and highlights various policy and research documents and information on First Nations, Métis and Inuit strategic initiatives.

AED continues to support the implementation of The Paul Martin Aboriginal Education Initiative's Aboriginal Youth Entrepreneurship Program. The program is designed to improve students' proficiency in business mathematics, English, account marketing, and information and communications technology while supporting the acquisition of leadership skills with the larger purpose of encouraging Aboriginal youth to remain in school and develop the attitudes, knowledge, and skills necessary to achieve success in secondary school, post-secondary education or vocational training in the workplace and daily life.

AED works with the Centre for Aboriginal Human Resource Development (CAHRD) to support the implementation of the Shine On Initiative, which has been designed to increase student engagement, high school graduation rates and post-secondary participation rates for Aboriginal and inner city students. The initiative helps to build strong relationships between the CAHRD, inner city

schools and educators to provide students with increased awareness of career development opportunities.

The Directorate co-ordinates the province-wide implementation of the Respect In School (RIS) Initiative. RIS is a bilingual on-line curriculum program intended to help create safer, more respectful educational environments by providing staff and volunteers with the information to understand and respond to incidents of bullying, abuse, harassment and neglect.

Sustainable Development

Aboriginal worldviews are incorporated and respected in the development and implementation of curriculum, instruction, assessment and professional learning. These worldviews form the foundation for living in harmony with oneself, others and all of Creation.

AED staff are committed to the reduction of the carbon footprint. Branch activities are coordinated within sustainable development and procurement guidelines by the purchase and use of recycled paper, recycled office supplies, where possible, and the recycled toner cartridge program. AED encourages environmentally friendly practices in all daily operations. AED staff pick traditional medicinal plants for meetings, ceremonies and gift giving as an alternative to purchasing them. AED promotes and encourages picking plants at the ground level as to not injure the growth cycle of the plant and sustain, with honour, the environment they live in.

5 (d) Aboriginal Education Directorate

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2015/16 \$000	FTE	2015/16 \$000	Over (Under) \$000	
Salaries and Employee Benefits	649	9.00	793	(144)	
Other Expenditures	413		306	107	
Total Sub-Appropriation	1,062	9.00	1,099	(37)	

Schools Grants

Operating Grants

The objective is to provide operating support to Manitoba's 36 public K-12 school divisions and one special revenue school district 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 2015/16 school year increased by 2.0% or \$25 million from \$1,246.8 million in 2014/15 to \$1,271.8 million in 2015/16. Funding is supported by general revenues, the Education Support Levy and Public Schools Finance Board accumulated surplus.

Funding to independent schools for the 2015/16 school year increased by 5.3% or \$3.6 million from \$68.8 million to \$72.4 million.

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 2014 calendar year, as reported to Manitoba Finance, was paid to school divisions. Funding increased to \$35.1 million in 2015/16 from \$34.0 million in 2014/15 due to an increase in payroll costs from 2013 to 2014.

Other Grants

The objective is to provide financial support to educational organizations.

During 2015/16, grants totalling \$1.6 million were paid to 7 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 (e) Schools Grants

5 (f) Other Grants

5 (g) Teachers' Retirement Allowances Fund

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Variance Over (Under) \$000	Expl. No.
(e) Schools Grants				
- Operating Grants	1,100,252	1,099,674	578	
- General Support Grants	34,443	35,050	(607)	
(f) Other Grants	1,562	1,577	(15)	
(g) Teachers' Retirement Allowances Fund	182,630	178,643	3,987	
Total Sub-Appropriation	1,318,887	0.00 1,314,944	3,943	

Advanced Learning Division

Advanced Learning Division (ALD) provides recommendations on new programs and allocates financial resources to Manitoba's public universities and community colleges. The Division also co-ordinates post-secondary programs and policy development.

The division's responsibilities include:

- allocate financial resources to Manitoba's public universities, community colleges and private religious colleges
- plan and co-ordinate the development of a post-secondary education system that promotes excellence and accessibility
- support the co-ordination and integration of services and facilities
- promote fiscal responsibility

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; collection and analysis of information in support of divisional priorities and goals.

6 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	1,523	19.00	1,473	50	
Other Expenditures	246		262	(16)	
Total Sub-Appropriation	1,769	19.00	1,735	34	

International Education

The International Education Branch (IEB) is responsible for implementing the International Education Strategy of the Province of Manitoba by:

- developing legislation, regulation, and policy to govern the international education sector;
- collaborating with federal government partners, interprovincial counterparts, and the provincial sector council (Manitoba Council for International Education MCIE);
- responding to inquiries from international students, institutional partners and the general public;
- coordinating student recruitment initiatives, providing marketing assistance and promoting Manitoba as a destination of choice for international education;
- developing partnerships that lead to the export of Manitoba's educational services and products from Kindergarten to post-secondary.

In June 2015, Manitoba released a *Post Secondary Education Strategy* that included a commitment to develop a new international education strategy in collaboration with education stakeholders.

International student enrolment in Manitoba continues to grow, despite a highly competitive global and pan-Canadian environment. The estimated number of international students in Manitoba in 2015

is over 10,200. The estimated economic impact on Manitoba from international students is now more than \$320 million annually¹ making it one of Manitoba's top 20 export commodities.

International Education Act (IEA)

Manitoba is the first and only province with legislation designed to protect the safety and welfare of international students. The International Education Act (IEA) also maintains the educational reputation of the province by monitoring the integrity of Manitoba institutions that provide education and training to international students.

An IEA Working Group of representatives from designated education providers developed a Code of Practice and Conduct. This Code formed the basis of the Ministerial Regulation proclaimed in 2016. As part of Manitoba's *International Education Act*, educational institutions must follow the Code of Practice and Conduct, as well as comply with IRCC's regulatory changes.

Marketing and Promotions

IEB continues to promote Manitoba as a source of affordable and high-quality education. Its website offers user-friendly services, including marketing materials, research, events and travel applications. The site not only targets international students, but also provides information on international mobility opportunities for Manitoba students, faculty, international education administrators and the public.

In 2015/16, IEB coordinated Manitoba missions to Philippines/Malaysia/Singapore (January 2016), to Brazil/Peru/Ecuador/Chile (September/October 2015) and to NAFSA (Boston, May 2015). The IEB continually updates its online presence to promote Manitoba's education opportunities.

Affiliated Schools Overseas

IEB continually analyzes new proposals to establish Manitoba-affiliated schools overseas, and develops Memorandums of Understanding that are reviewed and approved by Cabinet. These affiliated schools employ Manitoba teachers to teach the Manitoba curriculum, and Manitoba principals who supervise the accumulation of credits, resulting in a Manitoba Grade 12 diploma for successful overseas students. Manitoba provides ongoing oversight for six affiliated schools: two in China and one each in Egypt, Bangladesh, South Korea, Thailand and Brazil.

Collaboration on International Education

Through the Council of Ministers of Education Canada (CMEC), Manitoba participates in discussions with other provinces, territories and the federal government (Global Affairs Canada) on pan-Canadian efforts to promote Canada as an international destination for education. IEB is a member of the Consultative Committee on Education-Related International Activities, F-P/T and P/T Canada Brand and the Strategic Market Engagement working groups.

Capacity Building

IEB's efforts to build provincial capacity for international education continue. The Branch held meetings, presentations, and consultations with Manitoba educational institutions to share information on international education. Work on expanding institutional capacity continues through professional development sessions such as seminars on IRCC changes to immigration processes, and International Experience Canada youth mobility. IEB supports and collaborates with the local

¹ Canada's International Education Strategy (page 8): Estimated expenditure by international students based on average annual expenditure of \$31,720 per international student (all study levels) on tuition, books, accommodation, meals, transportation, and discretionary spending, as indicated in *International Education in Canada - An Update* by Roslyn Kunin & Associates, Inc., released in May 2012 and commissioned by Global Affairs Canada. <http://international.gc.ca/global-markets-marches-mondiaux/assets/pdfs/overview-apercu-eng.pdf>

Manitoba Council on International Education (MCIE) to outline best practices in international student services and recruitment, and on the use of student recruitment agents. IEB and MCIE collaborate to offer FAMILIARIZATION TOURS to foreign agents, journalists, counselors, and principals, as well as to celebrate International Education Week at the Legislature with the Minister presenting the International Student Awards.

Efforts to build international education capacity in Manitoba continue to succeed, as each year more institutions provide international programming and more international students choose to study in Manitoba. Manitoba has experienced consistent growth in international student enrolment. Between 2005 and 2015, total international student enrolment more than doubled, increasing from 4,941 to more than 10,200 students in the K-12 (10.4%), language (7.6%), and post-secondary (82.0%) sectors. The largest source countries for all international students to Manitoba are currently the People's Republic of China, followed by Nigeria, India, Pakistan and South Korea.

6 (b) International Education

Expenditures by Sub-Appropriation	Actual 2015/16	Estimate 2015/16		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	402	4.00	389	13	
Other Expenditures	117		206	(89)	
Total Sub-Appropriation	519	4.00	595	(76)	

Support for Universities and Colleges

In 2015/16, the division allocated \$501.6 million in grants to the University of Manitoba, the University of Winnipeg, Brandon University, Université de Saint-Boniface and the University College of the North. \$9.8 million of this amount was included under Capital Funding. ALD also allocated \$6.1 million in grants to the Canadian Mennonite University, Providence University College and Seminary, William and Catherine Booth University College and the Steinbach Bible College. Total average enrolment at these four institutions is approximately 1,500 full-time and part-time students, enrolled in regular session.

In 2015/16, the division allocated \$141.0 million in grants to Red River College, Assiniboine Community College and the École technique et professionnelle, of which \$1.8 million was included under Capital Funding. The amount above includes funding previously provided under the College Expansion Initiative.

In addition to operating and capital grants, ALD allocated \$0.1 million to stimulate change and reward innovative developments from the System Restructuring Envelope. In 2015/16, the division allocated \$11.0 million in support to the Access program.

Access Program

The Access program provides post-secondary educational opportunities to Manitoba residents from under-served groups. The program is aimed at improving their access to, and success in, Manitoba's public post-secondary institutions.

ALD provides co-ordination and administrative support for the Access program. The program and its services are offered at University of Manitoba, University of Winnipeg, Red River College and University College of the North. Manitoba Student Aid provides financial support to some of the students enrolled in these programs.

The Access program provides funding to these institutions for special programs targeting individuals who have faced barriers to post-secondary education. As of September 2015, enrolments for 2015/16 were 1,047. Individuals served by these special programs include Aboriginal, people with disabilities, single parents and immigrant and refugee students.

Advanced Education and Training Assistance

The Advanced Learning Division provides grant funding in support of Inter-provincial Training Agreements. These grants enable Manitoba students to study elsewhere in professions where provincial demand has been identified and training is not available in Manitoba. At present, programs being funded include Veterinary Medicine at the University of Saskatchewan, Optometry at the University of Waterloo and Nuclear Medicine at the Southern Alberta Institute of Technology.

6 (c) Support for Universities and Colleges

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2015/16 \$000	FTE	2015/16 \$000	Over (Under) \$000	
Operating Grants and Strategic Initiatives	654,254		656,254	(2,000)	1
Access Programs	11,022		11,022	0	
Advanced Education and Training Assistance	6,016		6,091	(75)	
Total Sub-Appropriation	671,292	0.00	673,367	(2,075)	

1. Under expenditure mainly reflects lower costs for principal and interest related to delays in funding university capital projects, savings related to a delay in implementing Transforming Futures programming at Red River College and savings for unrealized operating support costs for the Industrial Skills and Trades Training Centre at the University College of the North (UCN). Variance is partly offset by costs for science lab upgrades at Université de St. Boniface and at UCN, costs for a comprehensive risk assessment at UCN, and costs for the Internationally Educated Engineers Qualification program at the University of Manitoba.

Manitoba Student Aid

The Manitoba Student Aid Branch, through the administration of the Canada Student Loans Program (CSLP) and the Manitoba Student Aid Program, provides financial assistance for educational purposes to post-secondary students whose finances limit their educational opportunities.

Manitoba Student Aid (MSA) is a needs-based program. It is designed to add to, not replace, the resources available to post-secondary students. The cost of a post-secondary education is considered to be the primary responsibility of students and their immediate families. Assistance is based on an assessment comparing the applicant's allowable educational costs to his/her available resources.

The Student Aid Act, enacted in 2001, requires a high degree of accountability for the Student Aid Program, and ensures that the key principles of accessibility and affordability are a central part of the post-secondary education system in Manitoba.

Loans, Grants, Bursaries and Awards

Student Loans of up to \$350 per week are available through a 60/40 federal/provincial cost-sharing arrangement. The maximum Canada Student Loan (CSL) is \$210 per week of study and the maximum Manitoba Student Loan (MSL) is \$140 per week of study. One common assessment process determines both CSL and MSL awards and any non-repayable assistance for which students are eligible. This makes it possible for students to have a complete financial picture of the resources available to them.

The Manitoba Bursary helps qualifying Manitoba students studying at the college or undergraduate level in Canada, as well as Manitoba students studying at private vocational institutions in Manitoba. The mandate of the Manitoba Bursary is to help provide affordable post-secondary education by paying down Manitoba Student Loan debt. In 2015/16, approximately 3,500 students received a Manitoba Bursary.

Other Manitoba Bursary sub-programs have been developed to make post-secondary education accessible and affordable for targeted groups of students. These sub-programs include the Rural/Northern Bursary and the Student Success Grant.

The Rural/Northern Bursary assists students who relocate or commute from northern and rural communities to attend school. In 2015/16, 1,271 students received a Rural/Northern Bursary for a total of \$713,700.

The Student Success Grant was designed to help students whose financial need exceeded the maximum funding available from the Manitoba and Canada Student Loan programs. In 2015/16, 403 students received Student Success Grants for a total of \$767,523.

Canada Student Grants, introduced in 2009/10, are administered by MSA and provide non-repayable support to qualifying students. MSA manages the following Canada Student Grant programs on behalf of the federal government:

- Persons with Permanent Disabilities, \$2,000;
- Services and Equipment for Persons with Permanent Disabilities, up to \$8,000;
- Persons from Low-income Families, \$250 per month of study;
- Persons from Middle-income Families, \$100 per month of study;
- Persons with Dependents, \$200 per month of study, per child under age 12.

Part-time students are also eligible for some Canada Student Grants. Part-time low-income students receive up to \$1,200 per school year; while Part-time Students with Dependents are eligible for up to \$60 per week of study, depending on the number and age of children.

MSA also manages targeted programs such as the student-funding component of the ACCESS Bursary and the Prince of Wales/Princess Anne Award for Indigenous students.

Additional Student Financial Assistance Programs

In addition to providing grants, bursaries and awards, MSA is responsible for funding or managing programs not directly related to traditional student aid.

In 2015/16, MSA continued to support Graduate Scholarships that support research-based studies attracting and retaining the highest quality students, within and outside the province. This scholarship provides Masters students with \$15,000 per year for up to two years. In 2015/16, the program assisted 145 Masters students and 52 Doctoral students. A recent amendment to the guidelines for 2016 allowed the utilization of provincial funding to support only students pursuing masters programs.

Each year, through the Manitoba Scholarship and Bursary Initiative, MSA provides \$4.8 million in grants to match private donations made toward scholarships and bursaries at Manitoba's public post-secondary institutions.

Since 2000, MSA has supported the Fly Higher Aboriginal Education Awards. These awards are funded through the Manitoba Scholarship and Bursary Initiative in partnership with the Business Council of Manitoba (BCM) and the governments of Canada and Manitoba. Up to \$150,000 per year, raised by BCM through private donations from its members is matched by the provincial government totalling \$300,000. Any funds raised over awarded amounts are held in endowment. This partnership aims to increase Indigenous participation in post-secondary education and increase opportunities for employment.

MSA manages the Educational Assistance Option of the Medical Student/Resident Financial Assistance Program (MSRFAP) on behalf of Manitoba Health, Healthy Living and Seniors. This option provides financial assistance, in the form of a conditional return of service grant, to students and residents studying medicine in Manitoba, as well as Manitoba students who receive their medical education in French, at the University of Ottawa. Eligibility extends to Manitoba's medical doctors, who have graduated from the University of Manitoba and are now taking approved, post-graduate medical programs at other universities. Once they have completed their training, the program participants commit to working in Manitoba for a specific period of time, for each grant they receive, or repay the money with interest. Awards of \$12,000 to \$50,000 are offered under the MSRFAP and can vary based on area of specialization or the location of the return of service. In 2015/16, 217 students received a total of \$4.0 million in conditional grants.

Through the Aboriginal Medical Student Financial Assistance Program, MSA provides \$7,000 to Indigenous medical students for each year of undergraduate training. The grant for year one must be taken in order to access grants in years two, three or four. The return-of-service commitment for each grant is six months. In 2015/16, 23 students received a total of \$161,000 in conditional grants.

The Nurse Practitioner Education Grant provides a \$10,000 grant for nurse practitioner graduates who commit to one year of service in a rural Manitoba community. In 2015/16, 17 students received awards.

Designation

Designation is the process by which institutions obtain the recognition that allows their students to be eligible to apply for government student loans. As student loans are supported by taxpayers, institutions are now held accountable for the management of these funds and for improving students' success through reviews of graduation and repayment rates.

In the fall of 2004, provincial/territorial governments, and the federal government, established the Pan-Canadian Designation Framework. This national strategy strengthens student consumer protection, improves student loan repayment rates and helps students make informed choices about post-secondary education.

To ensure compliance with the national strategy, the Manitoba government maintains Memoranda of Understanding (MOU) with all of the designated educational institutions located in Manitoba. As at March 31, 2016, Manitoba has designated 55 institutions in the province and more than 1,000 institutions throughout the world.

Direct Service Delivery

MSA has an interactive online application and website to provide students greater access 24/7. The online application MySAO (My Student Aid Online) uses technology to interact with applicants, determine the information required and guide them to complete their application. Students applying online are mailed a Notice of Assistance letter, which indicates the approximate amount of financial assistance they will receive (CSL and MSL awards). Roughly 90% of applications were submitted through the internet in 2015/16. The MySAO application process contributes to MSA's sustainable development activities by decreasing the processing of hard copy documents. With the online program, students can find out their MSL account balance, identify any outstanding information required to process the application, and update their application with revised information.

For the 2015/16 program year, MSA processed 14,942 applications for CSLs and MSLs. MSA also processed 680 applications for Part-time CSLs. Approximately 39,000 requests for information and assistance were handled over the telephone. Services were also provided in-person to an additional 18,000 current and potential applicants. The Exceptional Review (Appeal) Committee reviewed 412 appeals.

MSA's Student Advisors provide one-on-one interaction with students, including those with high financial or other special needs. Advisors also promote program awareness, help reduce student loan default rates and liaise with Manitoba post-secondary institutions. Student Advisors also work specifically with under-represented groups, within the Indigenous community, as well as with the ACCESS program administrators, to remove barriers to post-secondary education.

The Loan Services Unit manages the MSL portfolio including the disbursement and collection of direct-financed loans. The Loan Services Unit also manages the administration of the Repayment Assistance Plan. This plan supports borrowers having difficulty in meeting their repayment obligations, and minimizes overall government risk and loan defaults. MSA also continues to manage the portfolio of MSLs issued prior to August 2001, including the administration of interest subsidy, provision for loss and risk premium payments.

Sustainable Development

MSA supports sustainable development by purchasing recycled paper, toner cartridges and other environment-friendly supplies. Where possible, the use of duplex copying is encouraged. In addition, MSA encourages students to apply online using MySAO, which reduces paper use.

7 (a-b) Manitoba Student Aid

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
(a) Salaries and Employee Benefits	3,403	57.00	3,507	(104)	
(b) Other Expenditures	1,134		1,193	(59)	
Total Sub-Appropriation	4,537	57.00	4,700	(163)	

7 (c) Manitoba Bursaries and Funds

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
(1) Manitoba Bursary Fund	10,540		10,540	0	
(2) Manitoba Scholarship and Bursary Initiative	4,864		4,875	(11)	
(3) Medical Student/Resident Financial Assistance	4,146		4,957	(811)	1
(4) Manitoba Graduate Scholarships	2,250		2,250	0	
(5) Loans and Bursaries	2,402		2,631	(229)	
(6) Aboriginal Medical Student Scholarship	161		210	(49)	
(7) Nurse Practitioner Grants	170		178	(8)	
(8) Less: Recoverable from Health, Healthy Living and Seniors	(4,232)		(5,037)	805	2
Total Sub-Appropriation	20,301	0.00	20,604	(303)	

- Under expenditure mainly reflects fewer applicants for Medical Student/Resident Financial Assistance than budgeted.*
- Variance mainly reflects a reduction in the recovery from the Department of Health, Healthy Living and Seniors due to fewer applicants for the Medical Student/Resident Assistance than anticipated.*

7 (d) Canada Student Grants

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Canada Student Grants	894		1,350	(456)	1
Total Sub-Appropriation	894	0.00	1,350	(456)	

- Under expenditure reflects fewer applicants than anticipated. Under expenditure results in a corresponding reduction in Government of Canada revenue.*

7 (e) Student Loan Administration and Interest Relief

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Student Loan Administration and Interest Relief	5,492		6,379	(887)	1
Total Sub-Appropriation	5,492	0.00	6,379	(887)	

1. *Under expenditure mainly reflects a lower requirement than budgeted for the grant expense portion of interest-free loans, partly offset by additional expenditures related to the provision for loss requirement.*

7 (f) Tuition Fee Income Tax Rebate Advance

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Estimate 2015/16 \$000	Variance Over (Under) \$000	Expl. No.
Tuition Fee Income Tax Rebate Advance	4,245		5,273	(1,028)	1
Total Sub-Appropriation	4,245	0.00	5,273	(1,028)	

1. *Decrease reflects a lower volume of claims in 2015/16 than budgeted.*

Capital Funding

School Divisions

Capital grants provide for the capital expenditures of school divisions. Additional information on the grants may be found in The Public Schools Finance Board Annual Report.

Universities

Funding from Capital Grants contribute to universities' capital expenses. The department is responsible for distributing major capital grants at the universities. The allocation by universities is determined to government budget approval process.

Colleges

Funding from Capital Grants contribute to community colleges' capital expenses. Manitoba Infrastructure (MI) has responsibility for funding Major Capital projects at Assiniboine Community College (ACC) and at the University College of the North (UCN). College projects are considered by MI concurrently with the requests from other government departments. In 2015/16, transfer of ownership of capital assets was provided to Red River College (RRC). On a go forward basis major capital grants will be funded similar to universities.

8 (a-c) Capital Funding

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	Variance Over (Under) \$000	Expl. No.
(a) School Divisions	63,478		63,479	(1)
(b) Universities	9,754		9,754	0
(c) Colleges	1,817		1,817	0
Total Sub-Appropriation	75,049	0.00	75,050	(1)

Costs Related to Capital Assets

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

9 (a-b) Costs Related to Capital Assets

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(a) Amortization Expense	694		695	(1)	
(b) Interest Expense	6,827		739	6,088	1
Total Sub-Appropriation	7,521	0.00	1,434	6,087	

- Increase reflects costs for the write-down of a portion of the asset under construction (AUC) component of the Student Financial Assistance Information System (SFAIS) to reflect the salvageable value of the AUC as per an external valuation.*

PART B – CAPITAL INVESTMENT

Capital Investment

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 and Advanced Learning

Expenditures by Sub-Appropriation	Actual 2015/16 \$000	Estimate 2015/16 FTE	\$000	Variance Over (Under) \$000	Expl. No.
Capital Investment	0		100	(100)	1
Total Sub-Appropriation	0	0.00	100	(100)	

1. *Under expenditure relates to the new Student Financial Assistance Information System (SFAIS) project, which was originally expected to begin in January 2016 but due to delays will begin in the 2016/17 fiscal year.*

Financial Information

Department of Education and Advanced Learning

Reconciliation Statement
(\$000s)

DETAILS	2015/16 ESTIMATES
2015/16 Main Estimates	\$2,505,431
Transfer from: Enabling Appropriations	1,540
2015/16 Estimate	\$2,506,971

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2016, with comparative figures for the previous fiscal year (\$000s)

Estimate 2015/6	Appropriation		Actual 2015/16	Actual 2014/15	Increase (Decrease)	Explanation Number
Education and Advanced Learning (16)						
	16-1	Administration and Finance				
37	(a)	Minister's Salary	37	37	0	
	(b)	Executive Support				
714		- Salaries and Employee Benefits	686	712	(26)	
165		- Other Expenditures	154	153	1	
	(c)	Financial and Administrative Services				
1,066		- Salaries and Employee Benefits	941	978	(37)	
146		- Other Expenditures	124	111	13	
	(d)	Innovative Technology Services				
210		- Salaries and Employee Benefits	220	171	49	
55		- Other Expenditures	59	73	(14)	
2,393		Total 16-1	2,221	2,235	(14)	

**Manitoba Education and Advanced Learning
Expenditure Summary**

For the fiscal year ended March 31, 2016, with comparative figures for the previous fiscal year (\$000s)

Estimate 2015/6	Appropriation	Actual 2015/16	Actual 2014/15	Increase (Decrease)	Explanation Number
	16-2 School Programs				
	(a) Division Administration				
332	- Salaries and Employee Benefits	298	307	(9)	
47	- Other Expenditures	75	53	22	
	(b) Manitoba School for the Deaf				
3,070	- Salaries and Employee Benefits	3,098	3,067	31	
381	- Other Expenditures	270	345	(75)	
	(c) Instruction, Curriculum and Assessment				
8,559	- Salaries and Employee Benefits	7,339	7,591	(252)	
3,111	- Other Expenditures	3,755	3,345	410	
933	- Assistance	914	966	(52)	
	(d) Program and Student Services				
3,908	- Salaries and Employee Benefits	3,455	3,553	(98)	
974	- Other Expenditures	750	782	(32)	
130	- Assistance	132	121	11	
	(e) Educational Resources				
3,455	- Salaries and Employee Benefits	3,068	3,308	(240)	
721	- Other Expenditures	687	701	(14)	
-	(f) Manitoba Text Book Bureau*	-	-	-	
25,621	Total 16-2	23,841	24,139	(298)	

* The Manitoba Text Book Bureau (MTBB) operates as a Special Operating Agency and receives no financial support from the Department. MTBB financial information is therefore excluded from Education and Advanced Learning's Annual Report.

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2016, with comparative figures for the previous fiscal year (\$000s)

Estimate 2015/6	Appropriation	Actual 2015/16	Actual 2014/15	Increase (Decrease)	Explanation Number
	16-3 Bureau de l'éducation française				
	(a) Division Administration				
190	- Salaries and Employee Benefits	168	193	(25)	
250	- Other Expenditures	250	248	2	
	(b) Curriculum Development and Implementation				
1,464	- Salaries and Employee Benefits	1,074	983	91	
275	- Other Expenditures	559	650	(91)	
	(c) Educational Support Services				
1,360	- Salaries and Employee Benefits	1,048	909	139	
168	- Other Expenditures	311	486	(175)	
	(d) Official Languages Programs and Administrative Services				
954	- Salaries and Employee Benefits	1,004	997	7	
729	- Other Expenditures	702	650	52	
3,356	- Assistance	3,120	3,113	7	
	(e) Library and Materials Production				
656	- Salaries and Employee Benefits	660	649	11	
161	- Other Expenditures	160	166	(6)	
9,563	Total 16-3	9,056	9,044	12	

**Manitoba Education and Advanced Learning
Expenditure Summary**

For the fiscal year ended March 31, 2016, with comparative figures for the previous fiscal year (\$000s)

Estimate 2015/6	Appropriation		Actual 2015/16	Actual 2014/15	Increase (Decrease)	Explanation Number
	16-4	Education and School Tax Credits				
355,798	(a)	Education Property Tax Credit	350,217	339,536	10,681	1
510	(b)	School Tax Assistance for Tenants and Homeowners (55+)	1,191	509	682	2
356,308		Total 16-4	351,408	340,045	11,363	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2016, with comparative figures for the previous fiscal year (\$000s)

Estimate 2015/6	Appropriation	Actual 2015/16	Actual 2014/15	Increase (Decrease)	Explanation Number
	16-5 Support to Schools				
	(a) Schools Finance				
1,174	- Salaries and Employee Benefits	1,147	1,150	(3)	
91	- Other Expenditures	87	85	2	
2,839	- Property Assessment	2,839	2,990	(151)	
	(b) Education Administration Services				
1,756	- Salaries and Employee Benefits	1,653	1,818	(165)	
413	- Other Expenditures	419	495	(76)	
	(c) Schools Information System				
257	- Salaries and Employee Benefits	231	251	(20)	
26	- Other Expenditures	26	25	1	
	(d) Aboriginal Education Directorate				
793	- Salaries and Employee Benefits	649	688	(39)	
306	- Other Expenditures	413	320	93	
	(e) Schools Grants				
1,099,674	- Operating Grants	1,100,252	1,074,090	26,162	3
35,050	- General Support Grants	34,443	33,732	711	
1,577	(f) Other Grants	1,562	1,561	1	
178,643	(g) Teachers' Retirement Allowances Fund	182,630	166,874	15,756	4
1,322,599	Total 16-5	1,326,351	1,284,079	42,272	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2016, with comparative figures for the previous fiscal year (\$000s)

Estimate 2015/6	Appropriation	Actual 2015/16	Actual 2014/15	Increase (Decrease)	Explanation Number
	16-6 Advanced Learning				
	(a) Division Administration				
1,473	- Salaries and Employee Benefits	1,523	1,588	(65)	
262	- Other Expenditures	246	277	(31)	
	(b) International Education				
389	- Salaries and Employee Benefits	402	373	29	
206	- Other Expenditures	117	126	(9)	
	(c) Support for Universities and Colleges				
656,254	- Operating Grants and Strategic Initiatives	654,254	635,886	18,368	5
11,022	- Access Program	11,022	10,753	269	
6,091	- Advanced Education and Training Assistance	6,016	5,883	133	
675,697	Total 16-6	673,580	654,886	18,694	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2016, with comparative figures for the previous fiscal year (\$000s)

Estimate 2015/6	Appropriation		Actual 2015/16	Actual 2014/15	Increase (Decrease)	Explanation Number
	16-7	Manitoba Student Aid				
3,507	(a)	Salaries and Employee Benefits	3,403	3,446	(43)	
1,193	(b)	Other Expenditures	1,134	1,125	9	
	(c)	Manitoba Bursaries and Funds				
10,540		- Manitoba Bursary Fund	10,540	10,320	220	
4,875		- Manitoba Scholarship and Bursary Initiative	4,864	4,875	(11)	
4,957		- Medical Student/Resident Financial Assistance	4,146	3,654	492	6
2,250		- Manitoba Graduate Scholarships	2,250	2,239	11	
2,631		- Loans and Bursaries	2,402	2,631	(229)	
210		- Aboriginal Medical Student Scholarship	161	189	(28)	
178		- Nurse Practitioner Grants	170	180	(10)	
(5,037)		- Less: Recoverable from Health, Healthy Living and Seniors	(4,232)	(3,784)	(448)	
1,350	(d)	Canada Student Grants	894	903	(9)	
6,379	(e)	Student Loan Administration and Interest Relief	5,492	2,104	3,388	7
5,273	(f)	Tuition Income Tax Rebate Advance	4,245	3,941	304	
38,306		Total 16-7	35,469	31,823	3,646	

**Manitoba Education and Advanced Learning
Expenditure Summary**

For the fiscal year ended March 31, 2016, with comparative figures for the previous fiscal year (\$000s)

Estimate 2015/6	Appropriation	Actual 2015/16	Actual 2014/15	Increase (Decrease)	Explanation Number
	16-8 Capital Funding				
63,479	(a) School Divisions	63,478	58,827	4,651	8
9,754	(b) Universities	9,754	9,604	150	
1,817	(c) Colleges	1,817	1,817	0	
75,050	Total 16-8	75,049	70,248	4,801	

**Manitoba Education and Advanced Learning
Expenditure Summary**

For the fiscal year ended March 31, 2016, with comparative figures for the previous fiscal year (\$000s)

Estimate 2015/6	Appropriation		Actual 2015/16	Actual 2014/15	Increase (Decrease)	Explanation Number
	16-9	Costs Related to Capital Assets				
695	(a)	Amortization Expense	694	695	(1)	
739	(b)	Interest Expense	6,827	746	6,081	9
1,434		Total 16-9	7,521	1,441	6,080	
2,506,971		Total - Education and Advanced Learning	2,504,496	2,417,940	86,556	

**Manitoba Education and Advanced Learning
Expenditure Summary**

For the fiscal year ended March 31, 2016 with comparative figures for the previous fiscal year (\$000s)

Explanation Number:

1. Increased expenditure mainly reflects the full-year impact of the Seniors' School Tax Rebate, implemented in-year in 2014/15.
2. Increase is due to a higher uptake in 2015/16 than in the previous year.
3. Increased expenditure mainly relates to the Schools Finance Program reflecting: increase in the funding announcement to School Divisions; increase in funding support in 2015/16 for the Class Size Initiative, for the Division Scolaire Franco-Manitobaine, Refugee Support to School Divisions, The Manitoba Institute of Trades and Technology (MITT), Career Development, Special Projects for Education - Student Achievement, Frontier School Division, Dual Credit, Community Schools-Pilot Project, Nursing Supports, Breakfast Program, Central Speech and Hearing, Autism Supports for St. Amant; partially offset by a reduction in funding support including: decrease in funding for new schools, decrease in funding for Special projects for education success, reduction in costs for Institutional Programs.
4. Increased expenditure reflects increased payments in 2015/16 for the employer's portion of current service contributions as the result of the 0.5% contribution increase, COLA increases for payments to retired teachers, and a change in the calculation whereby contributions are based on the number of pensionable days paid in each month rather than the number of pay periods in a year.
5. Increased expenditure mainly reflects approved increase in funding requirements for post-secondary institutions in 2015/16, increased payments for principal and interest in 2015/16, partly offset by costs in 2014/15 for a Phase III Study at Assiniboine Community College (ACC), and a reduction in 2015/16 funding requirements for system restructuring, and for programming in support of the Visually Impaired.
6. Increased expenditure reflects an increase in the number of applicants for Medical Student/Resident financial assistance in 2015/16.
7. Increase reflects 2015/16 costs related to the grant expense component of interest-free loans, partly offset by additional costs for the provision for loss requirement in 2015/16.
8. Increased expenditure reflects greater debenture principal in 2015/16 and an increase in the Skills Strategy Enhancement Fund in 2015/16.
9. Increased expenditure mainly relates to costs for the write-down of a portion of the asset under construction (AUC) component of the Student Financial Assistance Information System (SFAIS) in 2015/16.

**Manitoba Education and Advanced Learning
Revenue Summary**

For the fiscal year ended March 31, 2016 with comparative figures for the previous fiscal year (\$000s)

Actual 2014/15	Actual 2015/16	Increase (Decrease)	Source	Actual 2015/16	Estimate 2015/16	Variance	Expl. No.
TAXATION							
-	-	-	Total	-	-	-	
OTHER REVENUE							
816	802	(14)	Fees	802	763	39	
1,484	829	(655)	Sundry	829	793	36	1
2,300	1,631	(669)	Total	1,631	1,556	75	
GOVERNMENT OF CANADA							
1,208	1,223	15	Canada Student Loan Act Service Fee	1,223	1,223	0	
1,036	894	(142)	Canada Student Grants	894	1,350	(456)	2
2,000	2,000	-	Minority Language Education Agreement	2,000	2,000	-	
10,238	10,238	-	Minority Language Education and Second Language Instruction	10,238	10,226	12	
16	-	(16)	Educating for Action Pilot Project	-	-	-	
-	3,073	3,073	Canada-Manitoba Infrastructure Secretariat - Active Living	3,073	-	3,073	3
-	-	0	Reconciliation (Reorg)	-	-	-	
14,498	17,428	2,930	Total	17,428	14,799	2,629	
16,798	19,059	2,261	Total – Education and Advanced Learning	19,059	16,355	2,704	

Manitoba Education and Advanced Learning
Five Year Expenditure and Staffing Summary by Main Appropriation

For the fiscal years ended March 31, 2012 to March 31, 2016

Main Appropriation	2011/12		2012/13		2013/14		2014/15		2015/16	
	FTE	\$000								
16-1 Administration and Finance	31.00	2,712	29.00	2,399	29.00	2,423	25.00	2,235	25.00	2,221
16-2 School Programs	267.77	23,320	269.77	25,124	262.75	25,077	257.05	24,139	252.85	23,841
16-3 Bureau de l'éducation française	62.00	9,372	62.00	9,359	62.00	9,378	61.00	9,044	60.00	9,056
16-4 Education and School Tax Credits		314,122		315,754		324,198		340,045		351,408
16-5 Support to Schools	56.00	1,209,085	56.00	1,240,414	55.00	1,265,539	55.00	1,284,079	56.00	1,326,351
16-6 Advanced Learning	21.00	585,242	21.00	615,146	20.00	637,915	23.00	654,886	23.00	673,580
16-7 Manitoba Student Aid	62.25	32,071	62.25	31,577	61.25	31,990	58.25	31,823	57.00	35,469
Sub-total	500.02	2,175,924	500.02	2,239,773	490.00	2,296,520	479.30	2,346,251	473.85	2,421,926
16-8 Capital Funding		61,263		61,289		64,511		70,248		75,049
16-9 Costs Related to Capital Assets		1,131		1,584		1,541		1,441		7,521
Total - Education and Advanced Learning	500.02	2,238,318	500.02	2,302,646	490.00	2,362,572	479.30	2,417,940	473.85	2,504,496

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

Performance Reporting

Performance Reporting Table

The following section provides information on key performance measures for the Department for the 2015/16 reporting year. All Government of Manitoba departments include performance measures in their Annual Reports to complement the 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

<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 2015/16 result or what is the most recent available data? (D)</i>	<i>What is the trend over time? (E)</i>	<i>Comments/ Recent Actions/Report Links (F)</i>
1. Overall student learning, by measuring the high school graduation rate. ¹	A high school diploma is the basic foundation to further education and is typically viewed as the minimum requirement for entering the labour market.	For the school year ending June 2002, the proxy cohort graduation rate was 71.1% (public and funded independent schools). For the school year ending June 2013, the on-time student tracked high school graduation rate was 76.2% (public and funded independent schools).	For the school year ending June 2015 the proxy cohort graduation rate was 86.1% (public and funded independent schools). For the school year ending June 2015, the on-time, 4-year student tracked high school graduation rate was 77.3% (public and funded independent schools).	The proxy rate continues to trend upward, however the 2015 rate is a slight decrease from the 2014 rate. The student tracked rate was published for the first time in January 2016. While there was an increase between the June 2013 and 2014 rates, the June 2015 did not vary from the June 2014 rate.	Both the proxy cohort and the student tracked graduation rates are presented on the department website: http://www.edu.gov.mb.ca/k12/grad_rates/index.html The student tracked rate is also disaggregated for self-declared Aboriginal identity and gender. Extended year rates that follow students for 1 and 2 additional years are also available. There is also ongoing work to produce a comparable pan-Canadian student tracked high school graduation

¹ The Manitoba high school graduation rate is the ratio of the total number of graduates reported by public and funded independent high schools at the end of every academic year to the total Grade 9 enrolment in these schools four years prior to the year of graduation. It is important to note that the difference between the graduation rate and 100% is not a measure of the drop-out rate, as the difference includes students who are continuing in public and funded-independent schools and require more than four years to gain the credits needed to graduate, students who have transferred out to enroll in First Nations schools, non-funded independent schools and Adult Learning Centres, students who have left the province, and students who have withdrawn from school.

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 2015/16 result or what is the most recent available data? (D)	What is the trend over time? (E)	Comments/ Recent Actions/Report Links (F)
					rate through collaboration with the Council of Ministers of Education, Canada (CMEC)
2. Student learning as reported in national and international assessments, by measuring results from the Pan-Canadian Assessment Program (PCAP) and the Programme for International Student Assessment (PISA). ²	Achievement results in student assessments (provincial, national, and international) measure student learning in selected areas (ex: reading, math, science). Indicators drawn from large scale national and international student assessment results provide an opportunity to compare the outcomes of student learning in Manitoba with other jurisdictions.	<p><u>Reading</u> PCAP 2007 (major domain) - mean score (rescaled) MB (477 ± 3.9), Canada (512 ± 2.3)</p> <p>PISA 2000 (major domain) - mean score MB (529 ± 7.0), Canada (534 ± 3.1)</p> <p><u>Mathematics</u>³ PCAP 2010 (major domain) - mean score: MB (468 ± 4.2), Canada (500 ± 2.2)</p> <p>PISA 2003 (major domain) - mean score MB (528 ± 6.2), Canada (532 ± 3.6)</p> <p><u>Science</u> PCAP 2013 (major domain) - mean score: MB (465 ± 3.1), Canada (500 ± 1.9)</p>	<p><u>Reading</u> PCAP 2013 (minor domain) - mean score: MB (469 ± 2.9), Canada (508 ± 2.0)</p> <p>PISA 2012 (minor domain) - mean score MB (495 ± 6.6), Canada (523 ± 3.8)</p> <p><u>Mathematics</u> PCAP 2013 (minor domain) - mean score: MB (471 ± 3.3), Canada (507 ± 2.0)</p> <p>PISA 2012 (major domain) - mean score MB (492 ± 5.8), Canada (518 ± 3.6)</p> <p><u>Science</u> PCAP 2013 (major domain) - mean score: MB (465 ± 3.1), Canada (500 ± 1.9)</p>	<p><u>Reading</u> PCAP – 8 point decline for MB (No significant change for Canada)</p> <p>PISA – 34 point decline for MB (Canada declined approx. 11 points)</p> <p><u>Mathematics</u> PCAP – No significant change for MB (Canada improved approx. 7 points)</p> <p>PISA – 36 point decline for MB (Canada declined approx. 14 points)</p> <p><u>Science</u> PCAP – Science became the major domain for the first time in PCAP 2013.</p>	<p>More assessment information can be found on the CMEC website at: http://www.cmec.ca/131/Programs-and-Initiatives/Assessment/Overview/index.html</p> <p>Manitoba is committed to providing quality education for all Manitoba students. In partnership with school divisions, Manitoba has undertaken a range of initiatives to support student achievement and excellence. For example, Manitoba has committed to small class sizes in K-3, hiring new teachers, updating science labs, literacy/numeracy initiatives, and updating mathematics, science and language arts curriculums.</p>

² PCAP assesses students in Grade 8 (PCAP 2007 assessed 13 year olds so the results for reading have been rescaled to enable comparison with PCAP 2010). PISA assesses 15 year old students. For both PCAP and PISA, three domains of learning (reading, math, and science) are assessed. In each assessment year, one domain is the main focus of the assessment (the “major domain”) while the others are assessed as “minor domains”.

³ This mathematics baseline was updated to PCAP 2010 (when mathematics was the major domain for the first time) and the science baseline was updated to PCAP 2013 (when science was the major domain for the first time). Changes over time should be reported by comparison to the year in which a subject was the major domain because this is when the assessment involves a large number of items with broad coverage of the sub-domains in the subject.

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 2015/16 result or what is the most recent available data? (D)	What is the trend over time? (E)	Comments/ Recent Actions/Report Links (F)
		PISA 2006 (major domain) - mean score MB (523 ± 6.4), Canada (534 ± 4.0)	PISA 2012 (minor domain) - mean score MB (503 ± 6.4), Canada (525 ± 3.8)	PISA – 20 point decline for MB (Canada declined approx. 9 points)	PISA 2015 results -15 year olds, Science (major domain), will be available December 2016. PCAP 2016 major domain will be Reading.
3. Access to post-secondary education and training by measuring enrolments in universities and colleges.	Post-secondary education is strongly connected to economic and social benefits for individuals and society. Participation in university and college is a measure of access to learning opportunities.	1999/00 University enrolment ⁴ Full-time 22,410 Part-time <u>8,255</u> Total 30,665 1999/00 College enrolment ⁵ Full-time 10,452 Part-time <u>597</u> Total 11,049	2015/16 (Preliminary) University enrolment ⁴ Full-time 35,268 Part-time <u>10,189</u> Total 45,457 2014/15 College enrolment ⁵ Full-time 15,875 Part-time <u>1,542</u> Total 17,417	Enrolment slightly increased between 2014/15 and 2015/16. Between 1999/00 and 2015/16 total university enrolment increased by 48%. Enrolment slightly increased between 2013/14 and 2014/15. Between 1999/00 and 2014/15, enrolment at colleges increased by 58%.	Many factors impact enrolment trends: demographics, labour market conditions, retention and attrition, and participation rates of age cohorts and of under-represented groups. The traditional age cohort for post-secondary students (18-24 year olds) is declining as displayed in enrolments, which are expected to track these demographic changes.

⁴ Includes undergraduate and graduate students in regular session only (September to April).

⁵ Includes regular programs and apprenticeship. Does not include continuing education, distance education and contract training. College figures are for 2014/15, as 2015/16 data are not yet available due to the continuous intake of students during the year (July to June).

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 2015/16 result or what is the most recent available data? (D)	What is the trend over time? (E)	Comments/ Recent Actions/Report Links (F)
4. Student success in education and training by measuring graduations/ credentials received from universities and colleges.	To fully realize the benefits of education and training, it is important that individuals successfully complete their programs.	1999 University Graduates ⁶ Bachelor Degree 4,460 Master's Degree 578 Doctoral Degree 67 Medicine & Dentistry 121 Certificate/Diploma 215 Total 5,441 1999/2000 College Graduates ⁵ Diploma 1,325 Certificate 1,510 Total 2,835	2015 (Preliminary) University Graduates ⁶ Bachelor Degree 5,993 Master's Degree 885 Doctoral Degree 143 Medicine & Dentistry 177 Certificate/Diploma 446 Total 7,644 2014 College Graduates ⁵ Diploma 2,050 Certificate 2490 Degree 144 Total 4,684	From 1999 to 2015, the total number of university credentials granted increased by 40%. From 1999 to 2014, the number of college graduates (diploma certificate, and degree) increased by 65%.	
5. Affordable education by measuring the cost of post-secondary education to students, uptake of government student loans and bursaries, and the debt load of students accessing financial assistance.	The cost of post-secondary education to students is a key indicator of affordability of post-secondary education.	1999/00 university tuition (weighted average) for Arts and Sciences was \$3,192 1999/00 college tuition (un-weighted average) was \$1,435	2015/16 university tuition (weighted average) for Arts and Sciences was \$3,520 2015/16 college tuition (un-weighted average) was \$2,225	Tuition was reduced by 10% in 2000/01 and frozen until 2009/10. Tuition increases for 2015/16 were limited to 1.9%. College tuition increases for 2015/16 were limited to \$150.	Manitoba's university tuition is the third lowest in the country, after Québec and Newfoundland. Manitoba's college tuition is the second lowest in Canada after Newfoundland (excluding Québec).

⁶ University and college graduates are reported in the calendar year of graduation. College graduates include base-funded only from regular day programs and full-time regional centre programs (apprenticeship, non-program, non-award, mature high school diploma is not included).

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 2015/16 result or what is the most recent available data? (D)	What is the trend over time? (E)	Comments/ Recent Actions/Report Links (F)
	Providing financial assistance to students increases access to post-secondary education and increases the chance of successful completion.	1999/00: Number of recipients of major student loans and bursaries: - Canada Student Loans: 10,328 - Manitoba Student Loans: 10,112 - Manitoba Bursary: (for 2000/01) 1,961 - Canada Millennium Scholarship Bursary: 3,516	2015/16: Number of recipients of major student loans and bursaries: - Canada Student Loans: 10,270 - Manitoba Student Loans: 10,332 - Manitoba Bursary: 3,366	While the number of borrowers has been relatively steady over most of the past ten years, the 2015/16 program year saw an increase of 11% in the number of borrowers.	The increase in the number of borrowers could be due to a number of factors, including steps taken to improve access to the program and promotional activities undertaken by the federal government. In addition to student loans, \$35.4 M ⁷ was awarded in the form of non-repayable assistance in 2015/16.
	Student debt is kept to a minimum by providing a mix of loans, grants, bursaries, scholarships and other awards.	1999/00 average student debt levels after remission for: - Students in the last year of a Non-professional Four Year University Program: \$18,744 - Students in last year of any program: \$12,555	2015/16 average student debt levels after remission for: - Students in the last year of a Non-professional Four Year University Program: \$20,706 - Students in last year of any program: \$15,803	Debt levels have remained comparable across baseline, particularly when considered in light of adjustments to the rate of inflation and commensurate increases in the general cost of living across this period.	Although student debt has been trending upward nationally, Manitoba student debt levels remain among the lowest in Canada.

⁷ More funding in 2015/16 was provided to students from the federal Canada Student Grant Program and the Department issued more dollars, on behalf of Health, Healthy Living and Seniors to students in the Medical Resident Student Financial Assistance Program.

The Public Interest Disclosure (Whistleblower Protection) Act

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 whether 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 and Advanced Learning and the Manitoba Text Book Bureau for fiscal year 2015/16:

Information Required Annually (per Section 18 of The Act)	Fiscal Year 2015/16
The number of disclosures received, and the number acted on and not acted on. <i>Subsection 18(2)(a)</i>	NIL
The number of investigations commenced as a result of a disclosure. <i>Subsection 18(2)(b)</i>	NIL
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>	NIL

Appendices

Table 1
Student Enrolment 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
2008	1,158	2,136	11,834	12,301	12,452	12,584	12,730	12,851	12,865	13,661	14,213	15,528	15,129	14,770	15,886	180,098
2009	1,121	2,302	11,964	12,338	12,378	12,570	12,795	12,901	13,023	12,959	13,861	15,193	15,575	14,968	15,854	179,802
2010	1,084	2,296	12,051	12,506	12,455	12,549	12,766	12,964	13,016	13,132	13,189	14,944	15,320	15,256	16,447	179,975
2011	968	2,193	12,516	12,418	12,363	12,477	12,621	12,812	12,919	13,001	13,088	13,981	14,771	15,090	16,807	178,025
2012	867	2,205	13,001	12,916	12,469	12,466	12,590	12,740	12,894	12,944	13,114	13,978	14,098	14,859	17,212	178,353
2013	891	2,105	12,982	13,337	12,941	12,501	12,586	12,647	12,763	12,821	13,023	13,869	14,053	14,101	17,260	177,880
2014	945	2,100	13,262	13,391	13,403	13,032	12,606	12,691	12,765	12,772	12,939	13,783	14,020	14,096	16,572	178,377
2015	939	2,041	13,073	13,640	13,501	13,534	13,140	12,767	12,752	12,795	12,901	13,603	14,080	14,111	16,705	179,582

These figures are compiled on the 30th of September each year. Effective 2011, figures do not include enrolment in First Nation schools administered under educational agreements with school divisions. Source: 1980 to 1999 - Enrolment and Transported Pupils Report; 2000 to 2015- Enrolment Report.

Table 2

Statistics for all French-Language Programs or Courses in Manitoba , public schools only,
Comparison of 2014-2015 (f) and 2015-2016 (f) School Years

----- FRENCH-LANGUAGE PROGRAMS / COURSES -----

	SCHOOL YEAR	FRANÇAIS	FRENCH IMMERSION	FRENCH COURSES (within the English Program)	TOTAL
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Divisions/ Districts	2015-2016 f	4	22	36	37
	2014-2015 f	4	22	36	37
	Difference	--	--	--	--
Schools	2015-2016 f	27	107	410	479
	2014-2015 f	27	107	413	482
	Difference	--	--	(3)	(3)
Students	2015-2016 f	5,626	23,547	58,012	87,185
	2014-2015 f	5,530	22,725	58,004	86,259
	Difference	96	822	8	926
Grants	2015-2016 f	\$1,528,919	\$5,371,034	\$309,771	\$7,209,724
	2014-2015 f	\$1,492,947	\$5,210,046	\$324,695	\$7,027,688
	Difference	\$35,972	\$160,988	(\$14,924)	\$182,036

(f) indicates «final data»

Table 3**School Divisions' Comparative Statement of Operating Fund Revenue and Expenses**

Revenue	Actual 2014-15	Budget 2015-16
Provincial Government	1,392,707,096	1,404,318,092
Federal Government	5,402,800	4,648,364
Municipal Government	671,491,509	737,428,941
Other School Divisions	12,596,678	11,264,204
First Nations	89,925,258	92,101,357
Private Organizations and Individuals	22,947,010	18,392,837
Other Sources	8,447,907	4,636,133
Total	2,203,518,258	2,272,789,928
Expenses		
Regular Instruction	1,209,868,334	1,254,429,643
Student Support Services	391,184,959	411,571,072
Adult Learning Centres	11,399,237	8,953,837
Community Education and Services	22,228,311	22,542,760
Divisional Administration	73,980,117	77,303,512
Instructional and Other Support Services	73,123,245	78,573,658
Transportation of Pupils	94,740,159	97,408,178
Operations and Maintenance	243,430,793	260,364,984
Fiscal	36,963,261	38,911,438
Total	2,156,918,416	2,250,059,082
Surplus/(Deficit)	46,599,842	22,730,846
Less: Net Transfers from (to) Capital Fund	67,571,224	27,042,344
Add: Transfers from Special Purpose Funds	75,528	N/A
Net Surplus/(Deficit) *	(20,895,854)	(4,311,498)

* Excludes non-cash adjustment for non-vested sick leave liability

Source: FRAME Financial Statements – 2014-15
FRAME Budgets – 2015-16

**Table 4
Student Aid Program Awards
August 1, 2015 to July 31, 2016**

Total Award Amounts														
Institution	No. of Students with Processed Applications *	No. of Students Receiving Awards*	CSL	MSL	PWPA	AB	CSGP	RN	SSG	AMSFAP	NPEG	MSRFAP	Total	MB**
University of Manitoba	4,931	4,068	13,676,695	10,596,751	91,750	785,146	6,452,950	300,600	196,523	161,000	100,000	3,715,000	36,076,415	1,590,800
College St. Boniface	176	146	527,599	421,594	3,000		300,667	8,400	43,933				1,305,193	161,404
Red River College	1,891	1,546	4,981,481	3,591,293	45,500	518,218	2,506,181	77,100	150,268				11,870,041	1,023,391
University of Winnipeg	1,754	1,447	4,858,653	3,640,705	49,750	505,153	2,451,644	60,900	225,808				11,792,613	995,882
Assiniboine Community College	341	263	822,264	624,313	13,250		465,137	47,700	27,080				1,999,744	216,363
Brandon University	605	533	1,971,401	1,577,856	18,500		966,145	109,800	103,208				4,746,910	660,781
University College of the North	157	132	508,410	349,640	19,500	80,554	381,667	18,900	20,703				1,379,374	140,299
Other Manitoba Public Institutions	257	205	786,471	547,692	4,000		139,700	25,800					1,503,663	193,829
Other In-Province	1,973	1,639	9,508,729	5,762,965	45,250		1,388,127	64,500					16,769,571	2,768,786
Canada	1,685	1,457	8,712,772	5,988,006	34,750		1,907,832				70,000	324,000	17,037,360	2,009,961
Elsewhere	350	315	2,530,756	1,642,841	1,250		475,475						4,650,322	40,317
Total	14,120	11,751	48,885,231	34,743,656	326,500	1,889,071	17,435,525	713,700	767,523	161,000	170,000	4,039,000	109,131,206	9,801,813

Number of Students Receiving Awards

Institution	CSL	MSL	PWPA	AB	CSGP	RN	SSG	AMSFAP	NPEG	MSRFAP	MB
University of Manitoba	3,609	3,579	367	106	3,275	532	124	23	10	200	716
College St. Boniface	134	133	12	0	121	14	17				53
Red River College	1,344	1,260	182	58	1,125	140	64				374
University of Winnipeg	1,313	1,255	199	45	1,171	104	109				379
Assiniboine Community College	210	207	53	0	192	89	8				77
Brandon University	479	488	74	0	437	189	71				239
University College of the North	109	101	78	13	119	33	10				43
Other Manitoba Public Institutions	186	186	16	0	69	47	0				74
Other In-Province	1,587	1,433	181	0	606	123	0				943
Canada	1,418	1,416	139	0	963	0	0		7	17	599
Elsewhere	314	306	5	0	200	0	0				12
Total	10,703	10,364	1,306	222	8,278	1,271	403	23	17	217	3509

* Numbers do not include MSRFAP students

** MB figures are preliminary as of July 31/16. Drop-offs are expected and will fall within the MB budget.

CSL - Canada Student Loans (full and part time) - up to \$210/week

MSL - Manitoba Student Loans - up to \$140/week

PWPA - Prince of Wales and Princess Anne Awards - non-repayable, \$250 for Aboriginal students with at least \$1 assessed need

AB - Access Bursary - non-repayable, for students in the ACCESS program, replaces MSL

CSGP - Canada Student Grants (full and part time) - non-repayable federal grants

RN - Rural/Northern Bursary, \$600 for students from Rural/Northern Manitoba areas attending Manitoba schools.

SSG - Student Success Grant, up to \$5000, to cover unmet need of students attending Manitoba public schools

MSRFAP - Medical Student/Resident Financial Assistance Program - conditional grants of \$15,000 and \$20,000 for medical students and residents, recoverable from the Department of Health

NPEG - Nurse Practitioner Education Grant - conditional grant of \$10,000 for Nurse Practitioner students or recent graduates, recoverable from the Department of Health

AMSFAP - Aboriginal Medical Student Financial Assistance Program - conditional grants of \$7,000 for 7 months of service from Manitoba Student Aid

MB - Manitoba Bursary - used to remit loans, \$100 minimum, \$4000