

Manitoba's Report on Poverty and Education

Background

- Creation of the Provincial Task Force on Poverty and Education was one of the recommendations in the final report of the Commission on Kindergarten to Grade 12 Education.
- Formation of the Task Force was also a commitment made in Manitoba's K to 12 Action Plan.
- Manitoba Education and Early Childhood Learning launched the task force in the fall of 2021; key responsibilities being to examine how poverty affects school outcomes for students and to put forth actionable advice in the areas of:
 - Food access and security
 - Access to technology, transportation and other socio-economic barriers to participation
 - Outcomes and continuity of education for children in care
- The Task Force is made up of 23 members representing students, parents, teachers, school leaders, stakeholder organizations, community groups, the City of Winnipeg and the Manitoba Government (membership list in Appendix).

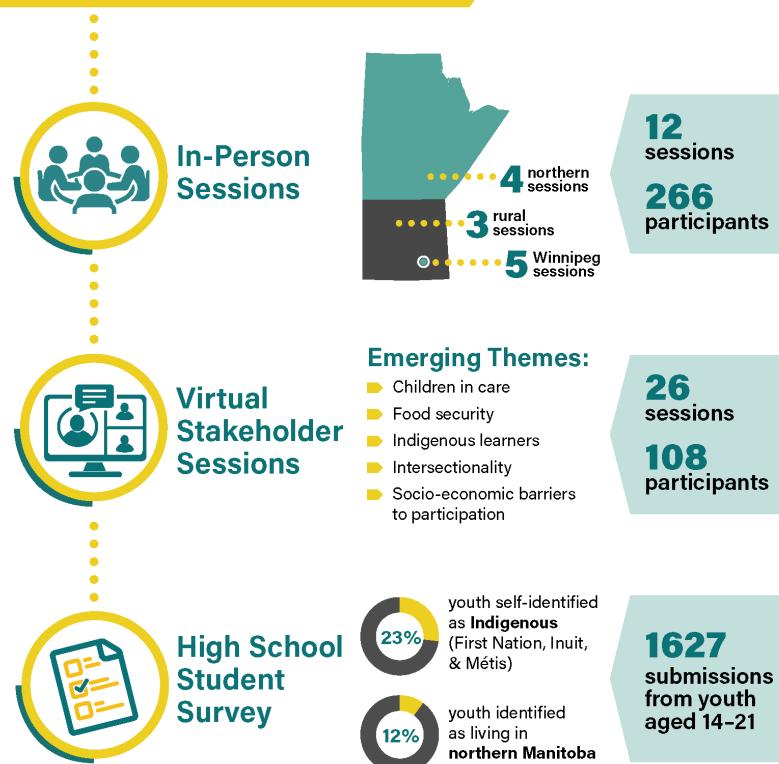
Task Force Members

Jordan Bighorn
Brenda Brazeau
Chris Brens/Tanis Knowles Yarnell
Kamryn Brown
Jackie Connell (Project Lead)
Pauline Clarke
Davin Dumas
Fadi Enab
Meaghan Erbus
Rob Fisher
Sarah Gazan
Reg Klassen
Dilly Knol (Task Force Co-chair)
Nathan Maertins
Tammy Mitchell
Michael Redhead Champagne
Dana Rudy (Task Force Co-chair)
Rhonda Taylor (Food Security Sub-Committee)
Kathy Valentino
Janelle Wotton
Heidi Wurmann

CEDA Pathways
Manitoba Association of Parent Councils
City of Winnipeg
Minister's Student Advisory Council Member
Assistant Superintendent, Frontier School Division
Manitoba Association of School Superintendents
Manitoba First Nations Education Resource Centre
University of Winnipeg—Urban and Inner City Studies
Harvest Manitoba
Council of School Leaders (The Manitoba Teachers' Society)
The Manitoba Teachers' Society
Frontier School Division
Andrews Street Family Centre
The Winnipeg Chamber of Commerce
River East Transcona School Division
North End Community Renewal Corporation, Fearless R2W
Manitoba Education and Early Childhood Learning
Career Trek
Association for Manitoba Municipalities
Child Nutrition Council of Manitoba
Manitoba Families

Engagement Work

POVERTY AND EDUCATION TASK FORCE *Engagement*



This infographic captures initial findings; it is not meant to be a comprehensive summary of all engagement(s).

In-Person Sessions

POVERTY AND EDUCATION TASK FORCE *Engagement*

IN-PERSON Sessions

12 sessions **266** participants



What we heard



- NORTHERN** communities need
- access to affordable food
 - affordable transportation
 - more opportunities for youth
 - more programs for children in care
 - supports for Indigenous youth

4
sessions
73
participants

- RURAL** communities need
- healthy and accessible meal programs
 - mental health supports
 - transportation
 - more access to programs in their communities
 - supports to help youth find employment

3
sessions
75
participants

- URBAN** communities need
- healthy meal programs
 - mental health supports
 - transportation

5
sessions
118
participants

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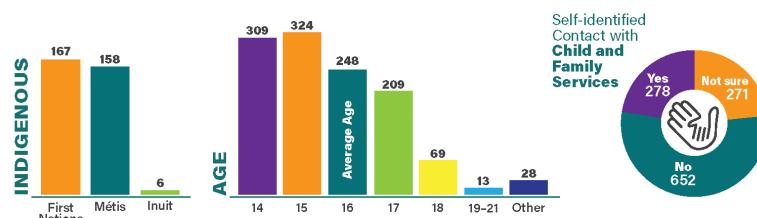
High School Student Survey

POVERTY AND EDUCATION TASK FORCE *Engagement*

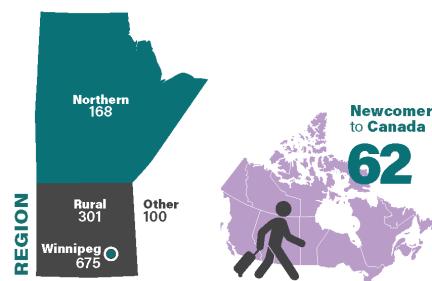
High School Student SURVEY

1627 total submissions

Who am I?



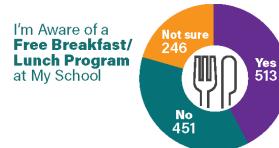
Where am I from?



My School

26 Number of School Divisions that Participated

I'm Aware of a Free Breakfast/Lunch Program at My School



Top 5 OVERALL

FACTORS PREVENTING students from attending school and doing well

- 1 Not enough food
- 2 Anxiety/ sadness
- 3 No money for bus
- 4 No winter clothes
- 5 No safe place to live

FACTORS SUPPORTING students living in poverty

- 1 Free lunch/ breakfast
- 2 Free technology
- 3 Relationships with staff
- 4 Safe school
- 5 Staff who understand racism

Top 5 NORTHERN Students

FACTORS PREVENTING students from attending school and doing well

- 1 Anxiety/ sadness
- 2 No money for bus
- 3 Negative experiences at school
- 4 No winter clothes
- 5 No safe place to live

FACTORS SUPPORTING students living in poverty

- 1 Free lunch/ breakfast
- 2 Safe school
- 3 Relationships with staff
- 4 Free technology
- 5 Staff who understand racism

Top 5 RURAL Students

FACTORS PREVENTING students from attending school and doing well

- 1 Not enough food
- 2 Anxiety/ sadness
- 3 No safe place to live
- 4 No winter clothes
- 5 Responsibilities outside of school

FACTORS SUPPORTING students living in poverty

- 1 Free lunch/ breakfast
- 2 Free technology
- 3 Safe school
- 4 Mental health programs
- 5 Daycare

Top 5 INDIGENOUS Students

FACTORS PREVENTING students from attending school and doing well

- 1 Not enough food
- 2 Anxiety/ sadness
- 3 No safe place to live
- 4 No winter clothes
- 5 Responsibilities outside of school

FACTORS SUPPORTING students living in poverty

- 1 Free lunch/ breakfast
- 2 Relationships with staff
- 3 Staff who understand racism
- 4 Free technology
- 5 Safe school

Top 5 NEWCOMER Students

FACTORS PREVENTING students from attending school and doing well

- 1 Not enough food
- 2 Anxiety/ sadness
- 3 No money for bus
- 4 No winter clothes
- 5 Negative experiences at school

FACTORS SUPPORTING students living in poverty

- 1 Free technology
- 2 Free or discounted transportation
- 3 Safe school
- 4 Relationships with staff
- 5 Free lunch/ breakfast

Top 5 WINNIPEG Students

FACTORS PREVENTING students from attending school and doing well

- 1 Not enough food
- 2 No money for bus
- 3 No winter clothes
- 4 No safe place to live
- 5 Anxiety/ sadness

FACTORS SUPPORTING students living in poverty

- 1 Free lunch/ breakfast
- 2 Safe school
- 3 Relationships with staff
- 4 Free technology
- 5 Staff who understand racism

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Virtual Stakeholder Sessions

POVERTY AND EDUCATION TASK FORCE *Engagement*

VIRTUAL Stakeholder Sessions

26 sessions **108** participants organizations and/or intra-department government



What we heard

SUCCESSFUL program examples

- ▶ Morningstar Program
- ▶ Wayfinders
- ▶ The Boys and Girls Club of Winnipeg
- ▶ CEDA Pathways
- ▶ Indigenous cultural programming
- ▶ Cultural programming
- ▶ Parent-child coalitions
- ▶ Winnipeg Aboriginal Sport Achievement Centre
- ▶ Manitoba Aboriginal Head Start
- ▶ Children of the Earth High School

What makes them **SUCCESSFUL?**

- ▶ Holistic in nature
- ▶ Leveraging of broader community supports
- ▶ Centred around families
- ▶ Community hub/intersectoral in nature
- ▶ Partnerships among governments, schools, and community

Actionable Solutions

Food Access and Security

- ▶ Collaboration
- ▶ Meals for the weekend
- ▶ Equity-based food program
- ▶ Food sovereignty
- ▶ Offer cultural foods
- ▶ Focus on food literacy and health

Indigenous Learners

- ▶ Collaborate
- ▶ Meals for the weekend
- ▶ Equity-based food program
- ▶ Offer cultural foods
- ▶ Culturally relevant curriculum and programming

Youth in Care

- ▶ Student-parent support worker (SPSW)
- ▶ Academic, financial, social, and one-to-one supports
- ▶ One student, one school, one year
- ▶ Recruit mentors that walk the path with students in care
- ▶ Provide transportation
- ▶ Supports for youth aging out of care

Socio-economic Barriers to Participation

- ▶ Transportation
- ▶ Child care

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Alignment to:

Manitoba's K to 12 Education Action Plan

Pillar 2 - Student Engagement and Well Being

Respond to diverse life experiences, engage students, promote well-being, support successful transitions and leverage inter-sectoral partnerships

Action: Establish a Poverty and Education Task Force to identify actions to remove barriers to participation and engagement in learning

Mamàhtawisiwin – Indigenous Education Policy Framework Directives

- Authentic Involvement
- Putting Students at the Centre
- Understanding Worldviews, Values, Identities, Traditions and Contemporary Lifestyles
- Inclusive and Culturally Safe Learning Environment

Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement

This policy directive and related action plan have been created to provide leadership and support to Manitoba Education and Early Childhood Learning, school divisions, school leaders, educators, and other partners to foster student presence and engagement in Manitoba schools. Strong connection to the barriers of participation and recommendations of the Poverty and Education Task Force.

Alignment Continued

Report of the Commission on K to 12 Education

44. Establish a working group composed of representatives from Manitoba Education, school divisions (school boards, senior administration and teachers), parents, and students, to enhance current response to the impact of poverty in the school context to supporting alignment with the provincial poverty reduction strategy.
45. Improve access to nutritious food for Manitoba students and expand health-promoting meal programs in Manitoba schools through enhanced partnerships and coordination among organizations such as the Child Nutrition Council of Manitoba, the Manitoba Teachers' Society, and governments, school divisions, communities, businesses, and industry to leverage local and provincial resources.
46. Work with the City of Winnipeg, other municipal governments in the province, and any other interested parties to remove transportation barriers (e.g., public transit fees) for students, including legislative provisions, to attend school and participate in after-school extracurricular activities.
47. Require school divisions to develop improvement plans to specifically address the needs of their lowest performing schools that are most affected by poverty.

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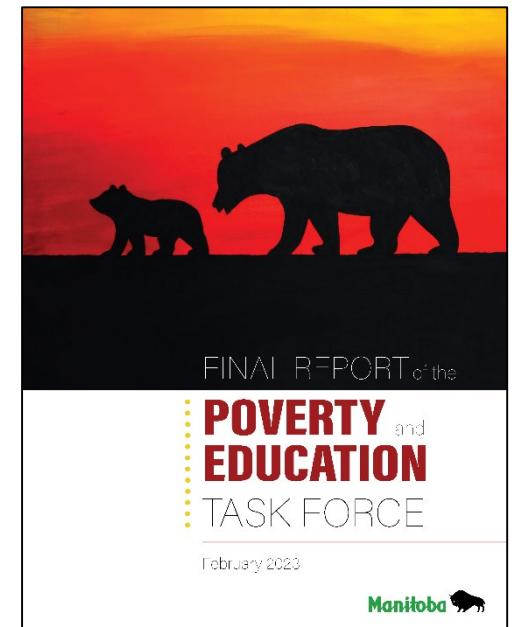
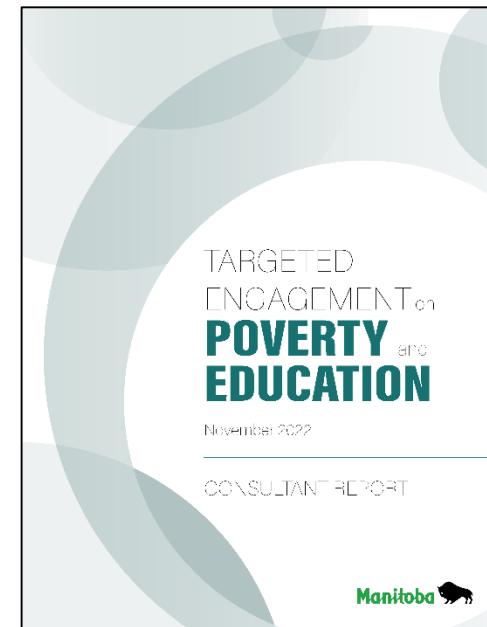
The findings of the report are based on:

- a review of current literature
- a scan of other jurisdictions across Canada
- review of recommendations from existing research
- Manitoba government press releases and communication materials
- relevant government documents and reports
- **In person sessions with youth**
- **A provincial high school survey**
- **Virtual stakeholder sessions**
- Ongoing feedback and conversations with Task Force Members

Contributions to Final Report

Two foundational outputs from the work

- Consultant Report (summary of engagements)
https://www.edu.gov.mb.ca/k12/action_plan/docs/petf_consultant_report_eng.pdf
- Final Report
https://www.edu.gov.mb.ca/k12/action_plan/docs/petf_final_report_eng.pdf



Themes and Recommendations

The recommendations of the report are organized by the following themes:

- 1. Food Security and Nutrition:** Enhance food security and increase access to nutritious food for students living in poverty.
- 2. Mental Health:** Support the mental health and well-being of students living in poverty.
- 3. Racism and Discrimination:** Ensure a culturally safe, anti-racist, and inclusive learning environment for students living in poverty.
- 4. Transportation:** Enhance transportation accessibility for students living in poverty.
- 5. Technology:** Support digital equity through accessibility for students living in poverty.
- 6. Supports for Indigenous Students:** Ensure an Indigenous-inclusive education system that is reflected across the curriculum, programming, policy, and education workforce.
- 7. Supports for Children in Care:** Enhance the well-being of children in care who live in poverty, including a focus on ensuring service coordination and cultural supports.
- 8. Intersectoral/Holistic Approach:** Provide holistic services and supports for students living in poverty.
- 9. Equity in Education:** Apply an equity lens to planning at the school, division, and provincial levels.

Implementation and Communication – Next Steps

- Will involve calling on all educational partners to review the report and to examine opportunities to implement strategies at the classroom, school, community, and organizational level to reduce the impacts of poverty on education.
- Opportunity to participate in a report back.
- Includes ongoing working with other government departments as relevant (both in and outside of Manitoba Education and Early Childhood Learning).

Task Force Contributions / Conclusion

The Task Force members have been invaluable in advancing this priority work through their tremendous contributions.

Members identified many intersectoral practices already happening in Manitoba and that collaborative actions and solutions are needed for the best outcomes for the children who need them the most.

Members also worked with the project team to identify recommendations contained in this report.

We are thankful to the hundreds of students and community members who took the time to participate in the engagement and sessions and high school student survey. Hearing the voices of those who are most directly impacted by poverty was the most valuable part of this work.





Thank
you