

# Department Performance Measurement - Details

## Lowering Costs for Families

### 1. Increase access to affordable, inclusive, and high-quality early learning and child care programs.

#### Key Initiatives

- **Early Learning and Child Care Affordability:** Maintain the maximum regulated daily parent fees at \$10 per day for regular periods of care in licensed and funded child care facilities. Continue providing facilities with the Reduced Parent Fee Revenue Grant to ensure facilities do not experience a loss in revenue due to this affordability initiative.
- **Early Learning Curriculum Framework:** Continue to develop an updated early learning curriculum framework that integrates Indigenous perspectives and supports culturally safe and inclusive programming. Early learning and child care programs foster the social, emotional, physical and cognitive development of children through strong curriculum that is updated to reflect new and emerging evidence-based practice information.
- **Child Care Space Expansion:** Aligning with the 2023 Ministerial Mandate Letter, Manitoba has committed to creating 23,000 new child care spaces for children under the age of seven under the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement. In 2024/25, the department will further progress toward meeting this commitment through the development of net new capital child care spaces in partnership with community partners, municipalities, Indigenous governing bodies, school divisions and post-secondary institutions.
- **Sustainable funding increases to core operating grants:** In 2024/25, the department will increase base operating grants to child care facilities by five percent to support existing child care providers in maintaining high-quality programs. This initiative is aligned with the 2023 Ministerial Mandate Letter.

#### Performance Measures

Measure	2023/24 Target	2024/25 Target
1.a Number of spaces in licensed and funded child care facilities for children ages 0-12 annually	-	New Measure

**1.a Number of spaces in licensed and funded child care facilities for children ages 0-12 annually:** The department previously reported the number of spaces in licensed and funded child care facilities for children ages 0-6. This new measure captures the number of spaces available to children aged 0-12. Access to early learning and child care allows parents to attend educational training programs, to access services and supports, and to participate in the labour market. The availability of high-quality learning environments supports positive early childhood development and increases the school readiness of children transitioning into kindergarten.

# Growing Our Economy

## 2. Work to ensure all school divisions are able to hire the teachers and educational assistants necessary to support student needs, including French-language education.

### Key Initiatives

- Return to smaller class sizes for the youngest learners:** Allocate \$3 million in funding and work with school divisions to roll out the first phase of the smaller class size initiative to support the youngest learners in our schools. This initiative aligns with 2023 Ministerial Mandate Letter Initiatives , and will focus on ensuring that classroom student educator ratio allows for more one-on-one support for K-3 students. School divisions will be required to publicly report on class sizes in grades 1 to 8.
- Workforce Planning Framework:** Coordinate the development of a workforce planning framework focused on the recruitment and retention of teachers and other school staff in rural and northern communities and increase French, Indigenous and Indigenous languages educators. In 2024/25, the department will continue to review the Teacher Certificates and Qualifications regulation and consult with the sector to make further updates to modernize the certification process and ensure that Manitoba’s teacher certification and classification system address labour market needs and is in alignment with practices in other Canadian jurisdictions. The department will also continue to participate in the Workforce Planning Committee, which brings together stakeholders from across the sector to address workforce challenges.
- Teacher Registry and Independent Commissioner:** Establish an independent Commissioner to investigate and respond to complaints and reports of teacher misconduct, and develop a public registry of teachers to provide information on the status of a teacher’s certificate. These measures will improve accountability and transparency to support the K to 12 educators’ workforce sector.
- Recruitment and Retention of French Language Teachers:** Implement Manitoba’s Recruitment and Retention Strategy for French Language Teachers: Moving to Action (2023), the strategy to address the shortage of French-speaking teachers for the Français and French Immersion programs in Manitoba. Initial work will include consultations with stakeholders and partners, including the Université de Saint-Boniface, regarding specific initiatives outlined in the Strategy’s implementation plan.

### Performance Measures

Measure	2023/24 Target	2024/25 Target
2.a Total number of teachers certified annually	-	New Measure

**2.a Total number of teachers certified annually:** This measure will indicate the number of newly qualified teachers that are available for school divisions and other employers to hire. The number of teachers certified provides information about the number of newly certified teachers eligible for employment in Manitoba. The total number of teachers certified each year will be provided.

**Note:** This measure will include Manitoba graduates, internationally educated teachers, and teachers applying for certification from other Canadian jurisdictions.

### 3. Grow the early learning and child care workforce.

#### Key Initiatives

- Roadmap for recruiting and retaining early childhood educators:** One of the Ministerial Mandate Letter initiatives is to develop a comprehensive strategic roadmap for the recruitment and retention of Early Childhood Educators. This roadmap will outline objectives, targets, progress to date, and planned initiatives to attract and retain skilled professionals in the early learning and child care field.
- Early Learning and Child Care Competencies and Certification Review:** Complete the review of certification standards and processes for Early Childhood Educators and Child Care Assistants to support high-quality and inclusive services. As the landscape of early learning and child care continues to evolve, it is essential to ensure that child care professionals are supported with leading practice skills and competencies to meet the diverse needs of children and families. The primary objective of this project is to enhance certification processes and competencies, aligning them with current educational needs and professional standards.
- Early Childhood Education and Child Care Assistant Training Expansion:** Continue to support the multi-year expansion strategy for Early Childhood Education and Child Care Assistant training in partnership with Manitoba’s post-secondary institutions. The Manitoba government will also continue to provide tuition reimbursements for students in approved Early Childhood Education programs.
- Develop a Framework for Wages and Benefits in Early Learning and Child Care:** Work with a consultant to conduct market research, facilitate consultations with sector stakeholders, and develop a sustainable, comprehensive framework for wages and benefits in the child care sector in Manitoba. The proposed framework for wages and benefits will align with the employee structures of child care facilities, support competitive wages and benefits, and ensure funding for these wages and benefits can be provided equitably to facilities.

#### Performance Measures

Measure	2023/24 Target	2024/25 Target
3.a Total number of early childhood educators (ECE II and IIIs) working in Manitoba’s child care sector annually.	New Measure	3,800

**3.a The total number of early childhood educators (ECE II and IIIs) working in Manitoba’s child care sector annually:** Expanding the early learning and child care workforce supports the efforts to strengthen the sector by encouraging more individuals to pursue a career and obtain specialized post-secondary education in early childhood education. As the number of trained professional ECEs grows, more children will have access to child care spaces with programming that is safe, play-based, and developmentally appropriate. The formula is based on using classified counts by employment status of classified workforce made up of ECE IIs and ECE IIIs in the early child care sector at a given time.

## 4. Improve educational outcomes, support students and families and prepare Manitoba's children for the careers and challenges of the future.

### Key Initiatives

- **Assistant Deputy Minister for le Bureau de l'éducation française:** The 2023 Speech from the Throne and the 2023 Ministerial Mandate Letter announced that the Manitoba government would reinstate the Assistant Deputy Minister position for the Bureau de l'éducation française to support French-language education in Manitoba. The Assistant Deputy Minister will provide leadership for the development, review and administration of policies, programs, priorities and services related to all aspects of French-language education in Manitoba, including the enhancement of the Francophone community and the expansion of the French second language community. They will also work to create structures to allow for effective collaboration across divisions and departments, as well as with community, in order to advance the entire French-language education continuum.
- **Create an Assistant Deputy Minister for Indigenous Excellence in Education:** The 2023 Speech from the Throne announced that the Manitoba government would appoint an Assistant Deputy Minister for Indigenous Excellence in Education to support Indigenous learning and ensure that Indigenous student achievement is a pillar of Manitoba's education system. In 2024, the Manitoba government announced that the new Assistant Deputy Minister of Indigenous Excellence in Education will provide advice to government on a variety of Indigenous and equity-based policies and research related to Indigenous education and training. The department is placing an emphasis on teacher recruitment and retention in northern Manitoba and consultations on an Indigenous policy framework for early learning and child care.
- **Supporting STEAM Education:** Develop provincial guidelines for a common understanding of STEAM as an approach to enhancing interdisciplinary learning and support K to 12 educators in identifying opportunities for students to engage in STEAM learning. This initiative also aligned with 2023 Ministerial Mandate Letter commitment to increase STEM programming at high schools.
- **Curriculum Development and Renewal:** In alignment with the 2023 Ministerial Mandate Letter to strengthen the K to 12 curriculum with a focus on math and reading outcomes along with citizenship, the department is finalizing updates to the K to 10 Science and K to 12 Physical and Health Education curricula for pilot implementation in 2024/25. Beginning with English and French Language Arts and other core subjects, work is underway to restructure curriculum in a consistent format that will be available to Manitoba teachers via a single, modernized, online access point in 2024/25. Additional upcoming curriculum renewal work will include renewal of the Grades 5 to 12 Industrial Arts curriculum, the K to 12 Social Studies curriculum, the K to 12 English Language Arts curriculum for the French Immersion Program and the K to 12 Anglais curriculum for the Français Program. Additional work will include a consideration of opportunities to strengthen student learning with a focus on Holocaust education.
- **Manitoba's Aboriginal Languages Strategy:** Advance Manitoba's Aboriginal Languages Strategy to strengthen Indigenous education, Indigenous languages and Indigenous ways of being, knowing and doing.. Manitoba is a signatory partner to the Manitoba Aboriginal Languages Strategy with the University College of the North, Manitoba First Nations Education Resource Centre, and Indigenous Languages of Manitoba Inc. The department continues to meet and work with the Partnership, Leadership and Grandparents Councils to support the identified initiatives and research on Indigenous education and Aboriginal Languages teaching and programs. In 2023/24, a \$70K contract with the

University of Manitoba, on behalf of the Manitoba Aboriginal Languages Strategy, is supporting a strategic action plan for the development of an Aboriginal Languages Teacher Education Programs in Manitoba.

- **Community Schools Program:** Expand the Community Schools program as places of integrated education, public health, social and recreational programming. Community schools support key educational goals, such as student-school readiness, attendance, family-student-community engagement in learning, well-being and academic success. The community school philosophy enhances the capacity of schools as hubs within communities to strategically gather and deploy school-community services and resources in ways that attain better outcomes for students. At the same time, community schools also help to promote child, family and neighbourhood safety and prevent the number of children going into care. As of 2024 the program receives \$3.5 million in funding and includes 41 northern, rural and urban schools serving approximately 8,700 students. In September 2024, the Community Schools Program will increase to 48 sites with a new \$560,000 investment to add seven schools from across the province to the program. The program will expand the scope of programming currently offered, helping to extend the benefits of resources and services to more than 10,000 children.
- **Provincial Data and Performance Measurement Framework:** Continue development of a provincial data performance and measurement framework to measure and report on student achievement and well-being at the provincial, school division and school levels. This initiative is part of the department's commitment to ensure responsive, equitable and high-quality learning from early childhood through to high school graduation to support all children and youth to achieve a sense of belonging and to reach their full potential. Related priorities include renewing the K to 12 Framework for Continuous Improvement, creating an Education Data Dashboard that leverages existing data and systems and links students throughout their educational careers, and exploring a provincial survey for student mental health and well-being.
- **Renew the Framework for Continuous Improvement:** Strengthen the processes through which schools and school divisions assess, monitor, and report on student achievement to parents/caregivers and the public through the renewal of the Framework for Continuous Improvement. The renewal of the Framework is a collaborative effort aimed at advancing system-wide cohesion and proficiency in effective reporting and planning at the provincial, school division and school level.
- **Building Student Success with Indigenous Parents:** The Building Student Success with Indigenous Parents (BSSIP) grant program has increased to \$1 million annually. Manitoba Education and Early Childhood Learning is adjusting the BSSIP program to place a targeted focus on high-need early and middle years schools, with an emphasis on parental engagement in literacy and numeracy strategies. School selection will be based on socio-economic indicators, school migrancy rates, and Indigenous (self-declared) student enrollment. Starting in 2024/25 each of the 50 qualifying sites will receive \$20,000. Funding supports strategies to improving academic achievement of Indigenous students as a priority in school and divisional plans; involve Indigenous parents and organizations; reflect coherence with the Indigenous Academic Achievement grant; and support overall school planning and programming.

## Performance Measures

Measure	2021/22 Actual	2022/23 Actual	2023/24 Target	2024/25 Target
4.a Graduation rate gap between Indigenous and non-Indigenous students within four years of entering Grade 9 annually.	40.2%	40.2%	38.0%	<b>38.0%</b>
4.b Graduation rate gap between Indigenous and non-Indigenous students within six years of entering Grade 9 annually.	30.0%	31.4%	31.0%	<b>31.0%</b>
4.c Percentage of first-time Grade 9 students who obtained a Mathematics credit annually.	86.6%	87.2%	87.5%	<b>87.8%</b>
4.d Percentage of first-time Grade 9 students who obtained an English Language Arts credit annually.	88.4%	88.6%	89.3%	<b>89.3%</b>
4.e Four year student-tracked high school graduation rate annually.	83.0%	82.8%	85.5%	<b>85.5%</b>
4.f Six year student-tracked high school graduation rate annually.	88.2%	88.1%	90.2%	<b>90.2%</b>
4.g Number of Indigenous Teachers in School Divisions and School Districts annually.	-	-	-	<b>New Measure</b>

**4.a Graduation rate gap between Indigenous and non-Indigenous students within four years of entering Grade 9 annually:** The department is committed to advance Truth and Reconciliation by narrowing the academic achievement gap between Indigenous and non-Indigenous students and strengthen student pathways to success. Percentage of students graduating from Grade 12 within four years of entering Grade 9. Denominator is the number of first-time Grade 9 students in public and funded independent schools from the period four years prior to a given school year, adjusted by attrition. Numerator is the number among these Grade 9 students who graduated from a public or funded independent school within four years. First Nations schools administered under education agreements are not included in the calculation. Graduation rates are disaggregated by Indigenous (self-declaration) and non-Indigenous students. The four-year graduation rate gap is the difference between non-Indigenous and Indigenous four-year graduation rates. The table reflects the percentage gap in high school graduation rates between Indigenous and non-Indigenous students within four years of entering Grade 9. School year data reflects actual data from the previous year.

**4.b Graduation rate gap between Indigenous and non-Indigenous students within six years of entering Grade 9 annually:** The department is committed to advancing Truth and Reconciliation by narrowing the academic achievement gap between Indigenous and non-Indigenous students and strengthening student pathways to success. Percentage of students graduating from Grade 12 within six years of entering Grade 9. Denominator is the number of first-time Grade 9 students in public and funded independent schools

from the period six years prior to a given school year, adjusted by attrition. Numerator is the number among these Grade 9 students who graduated from a public or funded independent school within six years. First Nations schools administered under education agreements are not included in the calculation. Graduation rates are disaggregated by Indigenous (self-declaration) and non-Indigenous students. The six-year graduation rate gap is the difference between non-Indigenous and Indigenous six-year graduation rates. The table reflects the percentage gap in high school graduation rates between Indigenous and non-Indigenous students within six years of entering Grade 9. School year data reflects actual data from the previous year.

**Note:** Target calculations assume that the non-Indigenous rate will rise to 98% by June 2028 and that Indigenous students will account for 23% of the school population (currently 20-21%). Trend is based on a weighted average of credit attainment rates from June 2013 to June 2017.

**4.c Percentage of first-time Grade 9 students who obtained a mathematics credit annually:** Grade 9 credit attainment is a determinant of a student's likelihood of successfully completing high school. Grade 9 is the first year in Manitoba schools when students must pass core courses toward earning their high school diploma. Mathematics in Grade 9 is required for students in all programs in order to obtain a Manitoba high school diploma. Both public school and funded independent school students are measured. Denominator is the number of first-time Grade 9 students. Numerator is the number of first-time Grade 9 students who obtain a mathematics credit.

**4.d Percentage of first-time Grade 9 students who obtained an English language arts credit annually:** Grade 9 credit attainment is a determinant of a student's likelihood of successfully completing high school. Grade 9 is the first year in Manitoba schools when students must pass core courses toward earning their high school diploma. This credit is required for students in English, Français, and French Immersion programs for a high school diploma in public and funded independent schools. Denominator is the number of first-time Grade 9 students. Numerator is the number of first-time Grade 9 students who obtain English Language Arts credit. Baseline uses the 2020/21 school year data. School year data reflects actual data from the previous year.

**4.e Four year student tracked high school Grade 12 graduation rate annually:** High school graduation is generally viewed as the minimum requirement for pursuing additional education and for entry into the workforce. Percentage of students graduating from Grade 12 within four years of entering Grade 9. Denominator is the number of first-time Grade 9 students in public and funded independent schools from the period four years prior to a given school year, adjusted by attrition. Numerator is the number among these Grade 9 students who graduated from a public or funded independent school within four years. First Nations schools administered under education agreements are not included in the calculation. School year data reflects actual data from the previous year.

**4.f Six year student tracked high school Grade 12 graduation rate annually:** High school graduation is generally viewed as the minimum requirement for pursuing additional education and for entry into the workforce. Percentage of students graduating from Grade 12 within six years of entering Grade 9. Denominator is the number of first-time Grade 9 students in public and funded independent schools from the period six years prior to a given school year, adjusted by attrition. Numerator is the number among these Grade 9 students who graduated from a public or funded independent school within six years. First

Nations schools administered under education agreements are not included in the calculation. School year data reflects actual data from the previous year.

**4.g Number of Indigenous Teachers in School Divisions and School Districts annually:** The measure will identify the percentage of Indigenous teachers per school division/district. This measure intends to increase in the number of Indigenous teachers to be representative of the number of Indigenous students (based on the voluntary Indigenous Identity Declaration for Indigenous students) in all k-12 public school divisions and school districts. The measure formula is the number of self-declared Indigenous teachers as reported per school division and district / total reported number of teachers employed per school division and district. Data will be collected through school division/districts reporting to department through their Continuous Improvement annual reports (October 31 annually. Starting October 2024 as voluntary and implementing mandatory reporting for October 2025). This is a new measure; a target will be set following baseline data analysis in 2025.

## Safer, Healthier Communities

### 5. Ensure our public schools and child care centres are safe places where every child matters and every child is set up for success.

#### Key Initiatives

- **Universally Accessible Nutrition Program:** Establish a universally accessible school nutrition program for the 2024/25 school year, to ensure that healthy food is available in every public school for every student who needs it. This initiative fulfills the commitment in the 2023 Ministerial Mandate Letter. In 2024/25, \$30 million will be invested in the program, divided among several funding streams: \$15 million directly to school divisions for local school nutrition programs; \$6 million for public schools in communities with the highest socio-economic need; and \$9 million in grants for nutrition programming available on an application basis that includes expanding support for the Child Nutrition Council of Manitoba.
- **Treaty Education:** Expand Treaty Education across the province to ensure that more children, students, teachers and early childhood educators learn about Treaties and the Treaty Relationship under the objective of advancing Truth and Reconciliation. In 2019, Manitoba Education and Early Childhood Learning committed \$1.25 million over five years (\$250K per year) to the Treaty Relations Commission of Manitoba. We are completing year five of a teacher-training plan for all Kindergarten to Grade 12 teachers and students in Manitoba to learn about Treaties and the Treaty Relationship. Treaty Education for All, developed with the Treaty Education Steering Committee, co-chaired by the Treaty Relations Commission of Manitoba and the department, requires all Kindergarten to Grade 12 teachers and school staff to complete Treaty Education training by December 31, 2025. Treaty Education aligns with the Truth and Reconciliation Commission (TRC) Call to Action #62i: “We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.”



- System-wide progress towards the achievement of Truth and Reconciliation Commission Calls to Action:** Measure system-wide progress towards the achievement of the Truth and Reconciliation Calls to Action. The department published a supplement to *Mamàhtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy Framework, Tools for Reflection, Planning, and Reporting*. The supplement supports the implementation of the Mamàhtawisiwin priorities and strategic actions for schools and divisions/districts and the system-wide measurement of progress towards the achievement of Truth and Reconciliation Calls to Action. The implementation of Mamàhtawisiwin is an essential part of responding to the Truth and Reconciliation Commission’s Calls to Action and must consider the diversity of Indigenous Peoples and the ongoing history of colonization. The tools are linked to school division Annual Reports on Continuous Improvement as part of the K to 12 Framework for Continuous Improvement. The tools are designed to provide educators, support staff, and administrators with opportunities for reflection, planning and reporting in relation to the policy directions of Mamàhtawisiwin: (1) Authentic Involvement; (2) Putting Students at the Centre; (3) Understanding of World Views, Values, Identities, Traditions, and Contemporary Lifestyles; and (4) Inclusive and Culturally Safe Learning Environment.
- Anti-Racism Policy:** Continue work on the development of a Kindergarten to Grade 12 provincial anti-racism policy through engagement sessions with key stakeholders, including educators from across the province, subject matter experts and community organizations. An anti-racism policy will build on and will be reflective of the department’s commitment to creating school environments where all children and youth belong, and are respected, successful and safe.
- Emergency Management Program:** The department continues to lead the development of a comprehensive emergency management program in response to the Office of the Auditor General’s April 2022 recommendations. The program will ensure that the department, along with all system partners, have the appropriate tools, guidelines, and processes in place to plan for, respond to, recover from, and mitigate against future emergencies. Recently recruited emergency management professionals will lead the development, operationalization, and maintenance of a system-wide, comprehensive, and cohesive emergency management program at both the department and sector levels.
- Supporting Student Belonging:** Renew and develop provincial policy documents that enhance students’ sense of safety, well-being, and belonging in schools. In 2024/25 the department will undertake a number of initiatives to support student well-being, including development of a comprehensive new mental health in schools’ framework. The department will also update the provincial code of conduct on behaviour intervention and response and will create a companion guide to accompany the provincial Student Presence and Engagement policy directive that will focus on student belonging, relationships, and student engagement.
- Indigenous Academic Achievement Grant:** The Indigenous Academic Achievement (IAA) Grant is a supplemental fund provided to assist school divisions with current programming and new initiatives to improve academic success for Indigenous students. The grant is an important part of Manitoba Education and Early Childhood Learning’s emphasis on Indigenous education. Indigenous Excellence administers the IAA funds and is planning updates to align the grant to the Mamàhtawisiwin Policy Framework. Each school division must include information on the IAA grant in its planning and reporting process. The complete report and plan is required by October 31 annually.
- Elders and Knowledge Keepers in Schools:** Elders and Knowledge Keepers in Schools supports students, educators, and families to learn First Nations, Métis and Inuit histories, cultures, traditional

values, contemporary lifestyles and traditional knowledge systems across all learning environments through Authentic Involvement; one of the four policy directives articulated in Mamàhtawisiwin. Students will have the opportunity to participate in and learn about cultural teachings, experiences and Indigenous languages. Elders and Knowledge Keepers in schools will support development and delivery of Indigenous worldviews by sharing traditional knowledge, teaching practices and protocols to enhance the connection between families and schools. They will also provide supports to create a culture of understanding and respect. \$1.6M in funding is provided annually to support school divisions. The Elders and Knowledge Keepers Guidelines are currently being adapted for the Early Learning and Child Care Sector. Meetings with the Elders and Knowledge Keepers Advisory Council will begin working on the adaptation in March 2024.

- Partnership with the Canadian Centre for Child Protection to implement a comprehensive training and support program across the ELCC sector:** Canada and Manitoba have partnered with the Canadian Centre for Child Protection (C3P) to create the most comprehensive model for early childhood educators to help detect and prevent child abuse in Canada. This new initiative will provide the most in-depth training, policies and age-appropriate curriculum for safeguarding children in Canada. Early learning and child care professionals and students in post-secondary Early Childhood Educator programs will receive access to mandatory online training as well as a suite of supporting digital and print resources to identify and act on possible child abuse.
- Consultation on Mamàhtawisiwin Indigenous Policy Framework for ELCC:** Consult with early learning and child care partners to develop an Indigenous learning framework for early learning and child care, building from *Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework*. The framework will include Manitoba Aboriginal Languages Strategy, Treaty Education for All, Land-Based Education, Indian Residential Schools, and Elders and Knowledge Keepers.

## Performance Measures

Measure	2021/22 Actual	2022/23 Actual	2023/24 Target	2024/25 Target
5.a Percentage of teachers trained in Treaty Education annually.	10.6%	15.4%	45.0%	100%
5.b Percentage of Grade 1 to Grade 8 students with unexcused absences for 20 percent or more of student’s total instructional days annually.	-	-	-	New Measure
5.c Percentage of Grade 9 to Grade 12 students with unexcused absences for 20 percent or more of student’s total instructional days annually.	-	-	-	New Measure
5.d Percentage of French Immersion enrolment and retention index annually	85.7%	83.8%	85.0%	85.0%
5.e Percentage of Français enrolment and retention index annually.	88.0%	86.7%	85.0%	85.0%

**5.a Percentage of teachers trained in Treaty Education annually:** The Treaty Relations Commission of Manitoba submits annual data to the department on the number of teachers who take the K to 12 Treaty

Education professional development workshops. This aligns with the Truth and Reconciliation Call to Action 62, which calls for the consultation and collaboration with Survivors, Aboriginal peoples, and educators, to ensure age-appropriate curriculum on residential schools, Treaties, and Aboriginal Peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. The denominator is the estimated total number of teachers (excluding clinicians) employed in K to 12 public schools. The numerator is the total number of teachers who have taken the workshop since 2019.

**5.b Percentage of Grade 1 to Grade 8 students with unexcused absences for 20 percent or more of student's total instructional days annually:** This measure will reduce the proportion of students with unexcused absences for 20 percent or more of their instructional days (i.e., severe chronic absenteeism). The measure will inform the implementation and monitoring of the [Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement](#), launched by the department in January 2023. This measure will identify the percentage of Grade 1 to Grade 8 students with unexcused absences for 20 percent or more of student's instructional days, from the beginning of the school year in September, to January 31 of the same school year. The denominator is the total number of unique Grade 1 to 8 students registered in the Education Information System (EIS) as of January 31 of the school year. and the numerator is the total number of unique Grade 1 to 8 students with unexcused absences for 20 percent or more of their instructional days, from the beginning of the school year in September to January 31 of the same school year.

**5.c Percentage of Grade 9 to Grade 12 students with unexcused absences for 20 percent or more of student's total instructional days annually:** This measure will reduce the proportion of students with unexcused absences for 20 percent or more of their instructional days (i.e., severe chronic absenteeism). The measure will inform the implementation and monitoring of the [Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement](#), launched by the department in January 2023. This measure will identify the percentage of Grade 9 to Grade 12 students with unexcused absences for 20 percent or more of student's instructional days, from the beginning of the school year in September, to January 31 of the same school year. The denominator is the total number of unique Grade 9 to 12 students registered in the Education Information System (EIS) as of January 31 of the school year. and the numerator is the total number of unique Grade 9 to 12 students with unexcused absences for 20 percent or more of their instructional days, from the beginning of the school year in September to January 31 of the same school year.

**5.d Percentage of French Immersion enrolment and retention index annually:** Retaining greater proportions of students, at key grade intervals, will greatly improve the availability and the level of French language education in Manitoba. The key grade levels are Grades 3, 7 and 10, and for each, a cohort of first-time students is established. The cohort is followed to see how many students are still enrolled in the program two years later and a percentage is calculated. The index is the average of the three percentages.

**5.e Percentage of Français enrolment and retention index annually:** Retaining greater proportions of students, at key grade intervals, will greatly improve the availability and the level of French language education in Manitoba. The key Grade levels are Grades 3, 7 and 10, and for each, a cohort of first-time students is established. The cohort is followed to see how many students are still enrolled in the program two years later and a percentage is calculated. The index is the average of the three percentages.

# A Government that Works for You

## 6. Provide predictable funding that takes into account enrolment changes and local needs to support planning.

### Key Initiatives

- Bring in new P3 accountability legislation to protect schools:** This initiative falls under the purview of the Department of Consumer Protection and Government Services.
- Funding Model Review:** Continue to work on a new funding model for the K to 12 public school system. Over the last two years, the department consulted with stakeholders and education partners, completed background research and drafted the framework for the new model. In 2024/25, the department will resume consultations with the sector to support the development of a new model. The new model will ensure funding is allocated to school divisions based on enrolment and student needs. A new education funding model will provide stable, predicable funding to public school divisions that will keep up with enrolment and student needs.

### Performance Measures

Measure	2023/24 Target	2024/25 Target
6.a Ratio of average 3-year funding increase to enrolment increase in Manitoba	-	New Measure

**6.a Ratio of average 3-year funding increase to enrolment increase in Manitoba:** This measure will track 3-year average funding increase compared to enrolment increase in Manitoba publicly funded school divisions. This will ensure funding increases that are highly correlated with enrolment increases allowing school divisions to more effectively allocate resources (human and physical) to deliver programming to maximize student outcomes. Eligible enrolment is a major variable in the Funding of Schools formula. Maintaining funding increases in line with enrolment growth would allow school divisions to provide quality education for all student.

## 7. Find efficiencies and enhance productivity to deliver on commitments in a responsible way.

### Key Initiatives

- Grant Accountability:** Continue to administer grant funding effectively by monitoring and assessing the usage of funded resources to ensure accountability, efficient allocation, and compliance with government requirements.