

2024/25



**SUPPLEMENT TO THE
ESTIMATES OF EXPENDITURE
BUDGET COMPLÉMENTAIRE**

BUDGET 2024

Manitoba Education and Early Childhood Learning
Éducation et Apprentissage de la petite enfance Manitoba

Indigenous Land Acknowledgement

We recognize that Manitoba is on the Treaty Territories and ancestral lands of the Anishinaabeg, Anishinewuk, Dakota Oyate, Denesuline and Nehethowuk peoples.

We acknowledge Manitoba is located on the Homeland of the Red River Métis.

We acknowledge northern Manitoba includes lands that were and are the ancestral lands of the Inuit.

We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, Inuit and Métis people in the spirit of truth, reconciliation and collaboration.

Reconnaissance du territoire

Nous reconnaissons que le Manitoba se trouve sur les territoires visés par un traité et sur les territoires ancestraux des peuples anishinabé, anishinewuk, dakota oyate, denesuline et nehethowuk.

Nous reconnaissons que le Manitoba se trouve sur le territoire des Métis de la Rivière-Rouge.

Nous reconnaissons que le nord du Manitoba comprend des terres qui étaient et sont toujours les terres ancestrales des Inuits.

Nous respectons l'esprit et l'objectif des traités et de la conclusion de ces derniers. Nous restons déterminés à travailler en partenariat avec les Premières Nations, les Inuits et les Métis dans un esprit de vérité, de réconciliation et de collaboration.

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**Supplement
to the Estimates
of Expenditure
2024/25**

**Budget
complémentaire
2024-2025**

**Education and Early
Childhood Learning**

**Éducation et
Apprentissage de la
petite enfance**



Minister of Education and Early Childhood Learning

Legislative Building, Winnipeg, Manitoba R3C 0V8 CANADA

I am honored to present the 2024/25 Education and Early Childhood Learning Supplement to the Estimates of Expenditure. As Minister of Education and Early Childhood Learning, I am responsible for the formulation of this Supplement and for the realization of the objectives outlined herein.

It is a privilege to serve as Minister, supported by a dedicated team of experts committed to integrity, professionalism, fiscal responsibility and fostering a promising future for all Manitobans. The results of the plans outlined in this document will be detailed in the department's forthcoming Annual Report for this year, underscoring our commitment to accountability.

Manitoba Education and Early Childhood Learning continues to make strides toward our vision that from every part of Manitoba, from every background, all children and youth matter, belong, are respected, successful, and safe. In the education system, we believe, investing in Manitoba kids is an investment in our future, we will support students at every step of their education journey from the earliest years.

In 2024/25, the department will advance our commitment to a universally accessible nutrition program in every public school which will have a profound impact on the next generation, improving educational outcomes, and helping families who are experiencing food insecurity. The Manitoba government's historic investment in school nutrition makes our province a leader in Canada. For the 2024/25 school year, the Manitoba government will invest a record \$30 million to ensure all children and youth have barrier-free access to nutritious food.

In 2024/25, we are investing \$3 million to lower early-years class sizes. Parents and educators know class sizes are too large. The department will work with educators to lower class sizes for the youngest learners, so they get more one-on-one time with their teachers and educational assistants. Manitoba Education and Early Childhood Learning is committed to increasing engagement in Science, Technology, Education, Arts and Math (STEAM) learning, and to strengthening the K-12 curriculum with a focus on math and reading as well as citizenship.

The department continues to prioritize an Indigenous-inclusive education system that supports the holistic achievements of First Nations, Métis and Inuit learners and ensures that Indigenous youth have equitable access to resources, opportunities and outcomes. In the spirit of fulfilling the Truth and Reconciliation Commission of Canada's call to action to establish senior-level positions dedicated to Indigenous content in education, Manitoba Education and Early Childhood Learning created a new assistant deputy minister position. This newly created position will help the department on a variety of Indigenous and equity-based policies and research related to Indigenous education, training, equity, and inclusion. The position will also further the priority to expand treaty education across the province through *Mamàhtawisiwin: The Wonder We Are Born With - An Indigenous Education Policy Framework*, which supports the holistic achievements of First Nations, Métis and Inuit learners by helping Manitoba educators incorporate Indigenous languages, cultures and identities into their teaching and practices.

We know that education funding must keep up with enrolment and student needs. In 2024/25, our government is increasing operating funding for public schools by 3.4 per cent, an amount higher than the provincial inflation rate. The 2024-25 funding of schools is an overall increase of \$104.2 million that includes: \$51.5 million in operating costs for public schools; \$3 million toward smaller class sizes; \$27.5 million for nutrition programming, which builds on the 2023-24 current funding for a total of \$30 million; \$11.3 million for capital support, which includes principal and interest costs related to building schools; and \$10.9 million to independent schools as per their funding agreement.

Our commitment is to improve educational development of Manitoba's children from the earliest years. In 2024/25, the department will continue to focus on early learning and child care. We are working collaboratively on a Canada-Wide Multilateral Workforce Strategy, and engaging with stakeholders on a comprehensive child care workforce strategy for the province. In partnership with Canada, Manitoba has introduced a number of initiatives aimed at supporting child care professionals, including wage supports, a training expansion strategy with universities and colleges and a tuition reimbursement program.

The department is working to ensure that parents and caregivers have access to more choices, flexibility, and affordability and to strategically attract and retain more early childhood educators in the sector. Manitoba also remains committed to enhancing diversity and inclusion within early learning environments, supporting French-language and Indigenous programming.

Manitoba is making progress on its commitment to build more child care spaces for children 0-12 and working with communities, organizations and families to explore options and meet its commitment to creating flexible child care spaces to better support parents who work shiftwork. The Manitoba government has expanded the Early Learning and Child Care capital program and is engaging with a range of public sector partners to expand child care spaces through a number of initiatives, including:

- Child Care in Schools Policy, whereby all new schools and major renovations to schools include a child care centre.
- School-based Child Care Expansion Initiative to further expand child care in schools and on school property.
- Post-Secondary Child Care Expansion Initiative to create more child care spaces on university and college campuses.
- Ready-To-Move (RTM) Child Care Initiative to create new centres in partnership with municipalities and First Nations communities.
- Renovation Expansion Grant, which allows existing non-profit centres to expand in their current facility.

We will continue to foster inclusion to ensure a welcoming, safe, and respectful learning environment where all students thrive and belong. We will combat division and anti-semitism by including mandatory Holocaust education in the K-12 Social Studies curriculum.

In every part of the province our government will ensure that all children and youth in Manitoba are safe, respected and know they belong, and we will work with communities and school divisions to ensure every family is welcome and included at their school. Diverse and unique experiences, perspectives, skills, and talents will continue to be valued, encouraged, and responded to through inclusive mindsets and practices.

Original signed by

Honourable Nello Altomare
Minister of Education and Early Childhood Learning





Ministre de l'Éducation et de l'Apprentissage de la petite enfance

Palais législatif, Winnipeg, Manitoba R3C 0V8 CANADA

C'est avec un sentiment d'honneur que je présente le budget complémentaire 2024-2025 du ministère de l'Éducation et de l'Apprentissage de la petite enfance. En tant que ministre du ministère de l'Éducation et de l'Apprentissage de la petite enfance, j'assume une responsabilité quant à la formulation du budget complémentaire et à l'atteinte des objectifs énumérés dans ce document.

C'est un privilège de servir en tant que ministre, avec le soutien d'une équipe dévouée d'experts qui accorde la plus haute importance à l'intégrité, au professionnalisme, à la responsabilité financière et à la poursuite d'un avenir prometteur au profit de l'ensemble de la population manitobaine. Soucieux de respecter notre engagement en matière d'obligation redditionnelle, nous décrirons plus amplement les résultats des plans dont fait état le présent document dans le rapport annuel que nous déposerons pour cet exercice.

Le ministère de l'Éducation et de l'Apprentissage de la petite enfance du Manitoba continue à faire de grands progrès dans la réalisation de notre vision de faire en sorte que tous les élèves et les jeunes, de partout au Manitoba et peu importe leurs origines, comptent, se sentent à leur place, soient respectés, réussissent et soient en sécurité. Dans le système de l'éducation, nous croyons qu'investir dans les enfants du Manitoba est un investissement dans notre avenir, et nous appuierons les élèves tout au long de leur parcours scolaire à partir de la petite enfance.

En 2024-2025, le Ministère fera avancer notre engagement à mettre en œuvre un programme de nutrition universel dans toutes les écoles publiques qui aura un effet considérable sur la prochaine génération, en améliorant les résultats d'apprentissage et en aidant les familles qui font face à l'insécurité alimentaire. L'investissement historique du gouvernement du Manitoba dans le programme d'alimentation dans les écoles fera de notre province le chef de file au Canada. Pour l'année scolaire 2024-2025, le gouvernement du Manitoba fera un investissement sans précédent de 30 millions de dollars pour s'assurer que tous les enfants et tous les jeunes ont accès sans obstacle aux aliments nutritifs.

En 2024-2025, nous investissons 3 millions de dollars pour réduire l'effectif des classes des années primaires. Les parents et les enseignants savent que l'effectif des classes est trop élevé. Le Ministère travaillera avec les enseignants pour réduire l'effectif des classes pour les apprenants les plus jeunes afin qu'ils aient plus de temps seul à seul avec leurs enseignants et leurs auxiliaires d'enseignement. Le ministère de l'Éducation et de l'Apprentissage de la petite enfance du Manitoba s'est engagé à augmenter l'apprentissage des sciences, de la technologie, de l'ingénierie, des arts et des mathématiques et à renforcer les programmes d'études de la maternelle à la 12^e année en portant attention aux mathématiques et à la lecture ainsi qu'à la citoyenneté.

Le Ministère continue à prioriser un système d'éducation qui favorise l'inclusion des Autochtones en appuyant les réalisations générales des apprenants des Premières Nations, Métis et Inuits et en s'assurant que les jeunes Autochtones peuvent bénéficier d'un accès équitable aux ressources, aux possibilités et aux résultats. Dans un esprit de réponse aux appels à l'action de la Commission de vérité et de réconciliation du Canada pour établir des postes de hauts dirigeants consacrés au contenu autochtones en éducation, le ministère de l'Éducation et de l'Apprentissage de la petite enfance du Manitoba a créé un nouveau poste de sous-ministre adjoint. Ce nouveau poste aidera à orienter le Ministère sur diverses politiques et recherches fondées sur l'équité autochtone en

lien avec l'éducation, la formation, l'équité et l'inclusion des Autochtones. Le poste fait avancer davantage la priorité d'élargir l'éducation sur les traités à l'échelle de la province dans le cadre de Mamàhtawisiwin : Les merveilles de notre héritage – Un cadre politique en matière d'éducation autochtone qui soutient les réalisations générales des apprenants membres des Premières Nations, Métis et Inuits en aidant les enseignants du Manitoba à intégrer les langues, la culture et les identités autochtones à leur enseignement et à leurs pratiques.

Nous savons que le financement de l'éducation doit suivre la progression des inscriptions et des besoins des élèves. En 2024-2025, notre gouvernement augmentera le financement de fonctionnement versé aux écoles publiques de 3,4 pour cent, un taux plus élevé que le taux d'inflation provincial. Le financement des écoles de 2024-2025 affiche une augmentation globale de 104,2 millions de dollars comprenant : 51,5 millions de dollars pour les coûts de fonctionnement des écoles publiques, 3 millions de dollars destinés à la réduction de l'effectif des classes, 27,5 millions de dollars pour les programmes de nutrition qui viendront s'ajouter au financement de 2023-2024 pour un total de 30 millions de dollars, 11,3 millions de dollars en aide en matière d'immobilisations comprenant les coûts du capital et des intérêts liés à la construction d'écoles et 10,9 millions de dollars aux écoles indépendantes conformément à leur entente de financement.

Nous nous engageons à améliorer le développement éducatif des enfants du Manitoba à partir de la petite enfance. En 2024-2025, le Ministère continuera à se concentrer sur l'apprentissage et la garde de la petite enfance. Nous travaillons en collaboration sur une stratégie de main-d'œuvre fédérale, provinciale et territoriale, et avec les intervenants sur une stratégie de main-d'œuvre du secteur de la petite enfance globale pour la province. En partenariat avec le gouvernement du Canada, le Manitoba a mis en place un bon nombre d'initiatives pour appuyer les professionnels de la garde de la petite enfance, y compris du soutien salarial, une stratégie d'élargissement de la formation avec les universités et les collèges et un programme de remboursement des frais de scolarité.

Nous sommes engagés à rendre la garde d'enfants plus abordable pour plus de familles du Manitoba en élargissant les frais pour la garde d'enfants de 10 \$ par jour aux enfants d'âge scolaire pendant l'été et les jours de congé. Le Ministère met tout en œuvre pour offrir aux parents et aux tuteurs un accès à des options plus nombreuses, plus souples et plus abordables ainsi que pour se positionner stratégiquement afin d'attirer et de fidéliser un plus grand nombre d'éducatrices et d'éducateurs dans le milieu de la petite enfance. Le Manitoba demeure également déterminé à améliorer la diversité et l'inclusion dans les milieux d'apprentissage de la petite enfance en appuyant l'offre de programmes anglais, français, d'immersion française et autochtone.

Le Manitoba fait des progrès dans son engagement à créer plus de places de garde d'enfants pour les enfants de 0 à 12 ans et à travailler avec les collectivités, les organismes et les familles pour explorer des possibilités et pour répondre à son engagement à créer des places de garde d'enfants flexibles pour mieux appuyer les parents qui travaillent par quart. Le gouvernement du Manitoba a élargi le programme d'immobilisation de l'Apprentissage et de la garde de la petite enfance et tient des discussions avec un grand éventail de partenaires du secteur public pour augmenter le nombre de places de garde d'enfants dans le cadre d'un nombre d'initiatives, y compris :

- la politique de la garde d'enfants dans les écoles, qui exigent que toutes les nouvelles écoles et les rénovations importantes prévoient un centre de garde de la petite enfance (7 projets en cours);
- le Projet d'agrandissement des garderies en milieu scolaire pour agrandir davantage la garde d'enfants dans les écoles et sur les lieux des écoles (36 projets);
- l'initiative du projet d'agrandissement des services de garderie d'établissement d'enseignement pour créer de nouvelles places de garde d'enfants sur les campus des universités et des collèges (9 projets);

- l'initiative des centres de garde d'enfants préfabriqués pour créer de nouveaux centres en partenariat avec des municipalités et des collectivités de Premières Nations (25 projets);
- la Subvention d'aide à l'agrandissement et à la rénovation qui permet aux centres de garde d'enfants à but non lucratif d'augmenter les places de garde d'enfants dans leur établissement actuel.

Nous continuerons à favoriser l'inclusion afin de créer des environnements d'apprentissage accueillants, sécuritaires et respectueux où tous les élèves s'épanouissent et ont un sentiment d'appartenance. Nous lutterons contre la division et l'antisémitisme en incluant un enseignement obligatoire de l'Holocauste dans les programmes d'études des sciences humaines de la maternelle à la 12^e année.

Dans toutes les régions de la province, notre gouvernement s'assurera que tous les enfants et tous les jeunes du Manitoba sont en sécurité, se sentent respectés et à leur place, et travaillera avec les collectivités et les divisions scolaires pour faire en sorte que chaque famille soit accueillie et incluse à son école. Les expériences, les perspectives, les compétences et les talents variés et uniques continueront à être valorisés, encouragés et pris en compte grâce à des mentalités et des pratiques inclusives.

Original signé par

Monsieur Nello Altomare
Ministre de l'Éducation et de l'Apprentissage de la petite enfance



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Introduction / Overview of the Supplement to the Estimates of Expenditure

The Supplement to the Estimates of Expenditure (Supplement) provides additional information to the members of the Legislative Assembly and the public in their review of the department information contained in the Summary Budget and the departmental Estimates of Expenditure for the fiscal year ending March 31, 2025.

The Supplement represents the departmental annual planning document and encapsulates the collective vision, values and strategic objectives based on the Premier's mandate letter to guide the development of departmental operational plans. The document also presents financial details that align with the Summary Budget for the department and its other reporting entities.

Departmental information aligns with the Estimates of Expenditure and details the annual appropriations of the department to be approved by the Legislative Assembly through the Appropriation Act. The financial information is meant to supplement, not replicate, the detail included in the Estimates of Expenditure. Please refer to the Estimates of Expenditure for commitment-level detail by sub-appropriation. This Supplement also contains departmental staffing and full-time equivalent (FTE) details that are not part of the Summary Budget or the Estimates of Expenditure.

The Supplement aligns the departments' work to the government's mandate and strategic priorities. Departments then create operating plans that further translate strategy into day-to-day operations. The results are shared at the end of the fiscal year in the annual report, which will be released in September 2025.

The Government of Manitoba has established a performance measurement framework (consisting of the Supplement and Annual Reports) for planning and analysis to support monitoring the results and operational improvement. The framework aims to increase transparency, accountability, and alignment of staff to identify key priorities and work toward achieving them. Department Supplements, Annual Reports, performance results and supporting management information are integral to the government's fiscal and strategic plan, and financial and performance reporting cycle.

The Supplement was revised this fiscal year to reflect government's strategic priorities and department mandate. Performance measures have been updated to align with the departments' mandate letters. Employee related measures are now tracked centrally.

Introduction / Aperçu du budget complémentaire

Le budget complémentaire fournit un complément d'information aux députés à l'Assemblée législative et au public afin de les aider à passer en revue les renseignements liés au ministère qui sont présentés dans le budget sommaire et dans le Budget des dépenses pour l'exercice se terminant le 31 mars 2025.

Le budget complémentaire est un document de planification annuelle qui résume la vision collective, les valeurs et les objectifs stratégiques établis à la lumière de la lettre de mandat reçue du premier ministre, en vue d'orienter l'élaboration des plans opérationnels du ministère. Il présente également des données financières conformes au budget sommaire du ministère et de ses autres entités comptables.

Les renseignements liés au ministère correspondent au Budget des dépenses et donnent le détail des affectations de crédits annuels du ministère que doit approuver l'Assemblée législative en vertu d'une loi portant affectation de crédits. Les renseignements financiers sont destinés à compléter et non pas à répéter l'information figurant dans le Budget des dépenses. Pour en savoir plus au sujet du niveau d'engagement par sous-crédit, veuillez vous reporter au Budget des dépenses. Le budget complémentaire contient également de l'information sur la dotation en personnel et les équivalents temps plein (ETP) du ministère, qui ne fait pas partie du budget sommaire ou du Budget des dépenses.

Le budget complémentaire permet aux ministères d'harmoniser leur travail avec le mandat et les priorités stratégiques du gouvernement. Les ministères établissent ensuite des plans opérationnels décrivant plus en détail de quelle façon ces thèmes seront intégrés aux activités quotidiennes. Les résultats seront présentés à la fin de l'exercice dans le rapport annuel, qui sera rendu public en septembre 2025.

Le gouvernement du Manitoba a établi, à des fins de planification et d'analyse, un cadre de mesure de la performance (composé du budget complémentaire et des rapports annuels) pour faciliter le suivi des résultats et de l'amélioration des activités. Ce cadre vise à favoriser la transparence et l'obligation redditionnelle, et à offrir une meilleure orientation aux membres du personnel afin que ces derniers cernent les grandes priorités et travaillent à leur réalisation. Les budgets complémentaires, les rapports annuels, les résultats en matière de performance et les renseignements de gestion connexes des ministères font partie intégrante du plan financier et stratégique du gouvernement et de son cycle de production de rapports portant sur les finances et la performance.

Le budget complémentaire a été révisé pour cet exercice, afin de tenir compte des priorités stratégiques du gouvernement et du mandat ministériel. Les mesures de la performance ont été mises à jour pour qu'elles concordent avec les lettres de mandat des ministères. Les mesures liées aux employés font maintenant l'objet d'un suivi centralisé.

Department Summary

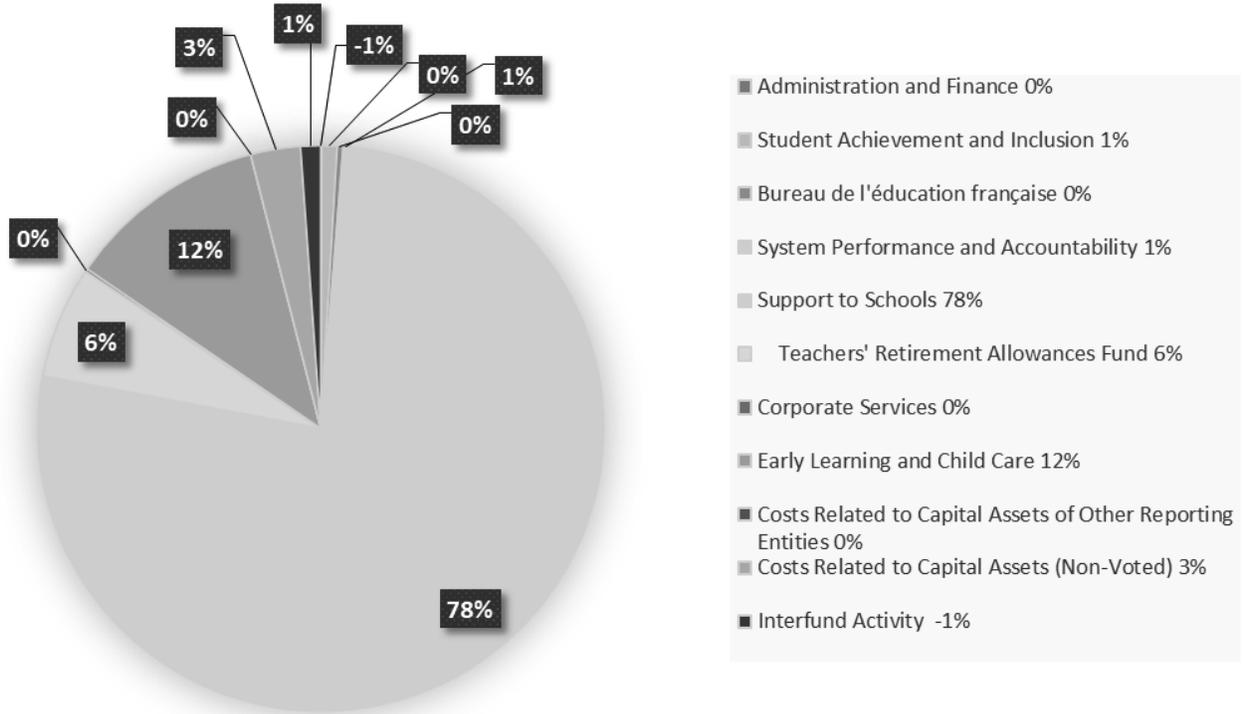
Department Description	Education and Early Childhood Learning
Minister	Honourable Nello Altomare
Deputy Minister	Brian O’Leary

Other Reporting Entities	1	<p>Public School Divisions</p> <ul style="list-style-type: none"> Manitoba has 36 public school divisions and one school district. On consolidation they are reported as one Other Reporting Entity (ORE).
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Summary Expenditure (\$M) Consolidated Core and ORE budgets that make up the department summary budget	
\$3,914	\$3,685
2024 / 25	2023 / 24

Core Expenditure (\$M) Departmental expenditures as presented in the Estimates of Expenditures		Core Staffing Department’s total FTEs	
\$2,506	\$2,390	496.35	492.35
2025 / 25	2023 / 24	2024 / 25 - FTE	2023 / 24 - FTE

Percentage Distribution of Summary Expenditures by Operating Appropriation, 2024/25



Vue d'ensemble du ministère

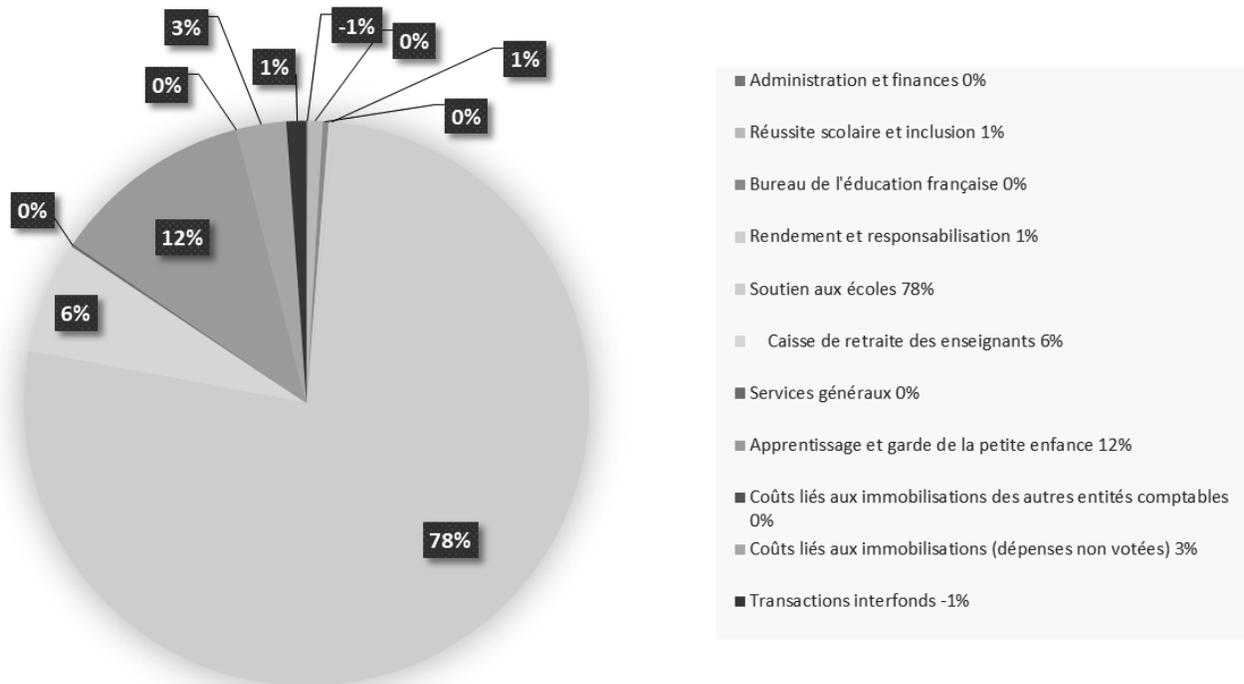
Description du ministère	Ministère de l'Éducation et de l'Apprentissage de la petite enfance
Ministre	Monsieur Nello Altomare
Sous ministre	Brian O'Leary

Autres entités comptables	1	Divisions scolaires publiques <ul style="list-style-type: none"> Le Manitoba a 36 divisions scolaires publiques et un district scolaire qui sont désignés comme « Autres entités comptables » aux fins de consolidation.
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Dépenses globales (en millions de dollars) Budgets consolidés du ministère et des autres entités comptables qui composent le budget sommaire	
3 914 \$	3 685 \$
2024-2025	2023-2024

Dépenses ministérielles (en millions de dollars) Dépenses ministérielles telles que présentées dans le Budget des dépenses		Personnel ministériel ETP totaux du ministère	
2 506 \$	2 390 \$	496,35	492,35
2024-2025	2023-2024	ETP en 2024-2025	ETP en 2023-2024

Ventilation, en pourcentage, des dépenses globales par credit de fonctionnement, 2024-2025



Department Responsibilities

The department's mandate is to set the overall strategic and operational policy direction, establish standards and allocate funding for early learning and child care, and K–12 education, ensuring accountability for outcomes of children and youth.

The overall responsibilities of the minister of Education and Early Childhood Learning include:

- set policy direction and standards for Early Learning and Child Care, and for the K to 12 education system,
- develop legislation, regulation, and policy,
- administer funding, grants, and child care subsidies,
- provide oversight to ensure compliance and monitoring for outcomes,
- develop and evaluate curriculum to support implementation and assessment of curricular outcomes,
- ensure inclusive child care and K to 12 education,
- certify teachers, school professionals, early childhood educators, and child care assistants and license child care facilities,
- advance French language education and child care services (with responsibilities that also extend from early childhood education into post-secondary education),
- support Indigenous education and advance Truth and Reconciliation, and
- develop, research, and evaluate initiatives to ensure high quality learning, achievement, and well-being.

The Minister is also responsible for:

- Public school divisions

Responsabilités ministérielles

Le Ministère a pour mandat de définir l'orientation stratégique et opérationnelle générale, d'établir des normes et d'allouer des fonds à l'apprentissage des jeunes enfants, à la garde d'enfants et à l'éducation de la maternelle à la 12^e année, de manière à assurer l'obligation redditionnelle à l'égard des résultats des enfants et des jeunes.

Les responsabilités générales du ministre de l'Éducation et de l'Apprentissage de la petite enfance comprennent les suivantes :

- établir l'orientation stratégique et les normes pour l'apprentissage de la petite enfance, la garde d'enfants et l'éducation de la maternelle à la 12^e année;
- élaborer un cadre législatif, réglementaire et politique;
- traiter les demandes de financement, de subventions et d'allocations pour la garde d'enfants;
- exercer des activités de surveillance de la conformité et des résultats;
- élaborer et évaluer les programmes d'études et les ressources éducatives pour appuyer la mise en œuvre et l'évaluation des résultats d'apprentissage;
- garantir l'offre de services inclusifs de garde d'enfants et d'éducation de la maternelle à la 12^e année;
- délivrer les brevets d'enseignant et de professionnel scolaire, les certificats d'éducateur de la petite enfance et les permis d'établissement de garde d'enfants;
- promouvoir les services d'éducation et de garde d'enfants en français (les responsabilités s'échelonnant du domaine de l'éducation des jeunes enfants à celui de l'enseignement postsecondaire);
- appuyer l'éducation autochtone et promouvoir la vérité et la réconciliation;
- élaborer, étudier et évaluer des initiatives visant à garantir un apprentissage, des résultats et un bien-être de grande qualité.

Le ministre est également responsable des entités suivantes :

- divisions scolaires publiques.

Statutory Responsibilities

Any statutes that are not assigned to a particular minister are the responsibility of the Minister of Justice, as are any amendments to those statutes.

Statutory responsibilities of the Minister of Education and Early Childhood Learning include:

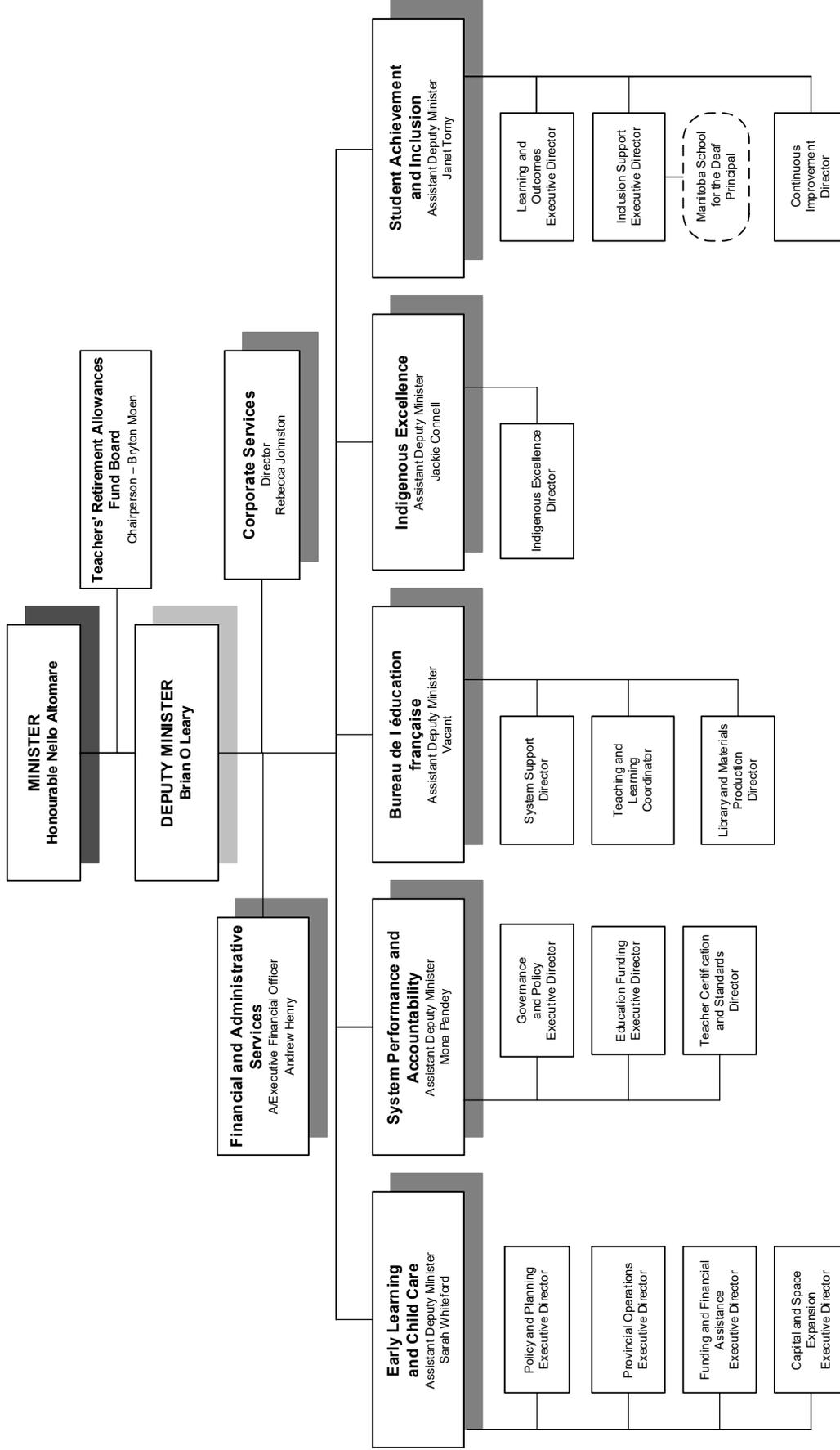
- The Community Child Care Standards Act
- The Community Schools Act
- The Early Learning and Child Care Act¹
- The Education Administration Act
- The Income Tax Act (section 7.20)
- The Property Tax and Insulation Assistance Act (Part III.2)
- The Public Schools Act
- The Teachers' Pensions Act
- The Manitoba Teachers' Society Act

As per Schedule "F" of Order in Council 352/2023.

¹ The Early Learning and Child Care Act is not in force at time of printing.

Organizational Structure

Manitoba Education and Early Childhood Learning as of April 1, 2024



Other Reporting Entities Accountable to Minister: Public School Divisions

Operating Environment and Departmental Risk

Manitoba's education and early learning and child care sector is impacted by the unique characteristics of our province, along with global and national trends, risks and events. This dynamic brings diverse perspectives and strengths to the system, and also creates a need for ongoing, impactful change to support the varied needs of children, youth and families served by the sector.

In Manitoba, like other Canadian jurisdictions, Indigenous peoples, especially youth, continue to face significant inequalities and inequities due to historical and ongoing systemic colonisation, racism, trauma and intergenerational trauma from genocidal policies such as the Residential School System.

Immigrant and refugee families who are new to Manitoba face unique challenges when accessing child care and entering the education system. Currently, impacted by the two-year war in Ukraine, 3,000 Ukrainian nationals are enrolled in Manitoba schools and many of the newcomers including refugees have a need for child care in order to go to school or have employment.

The unemployment rate in Manitoba in 2023 was one of the lowest in Canada. The tightening of the labour market has contributed to recruitment and retention challenges for the K-12 education and child care sector, as well as for the department. This is especially true in rural and northern areas, and impacts efforts to increase Indigenous teachers, Indigenous languages teachers, French language teachers, and early childhood educators. This exacerbates the longstanding issue in Manitoba of access to equitable education and services and therefore, the ability of children and youth to feel they can succeed, find their purpose in life, and achieve *Mino-pimatisiwin* (The Good Life, Ininew).

Other global issues felt in Manitoba include the overall increased cost of living in Canada, resulting in some families struggling to pay for basic expenses like nutritious meals, menstrual products, and child care. Increased costs and inflation rates also greatly impact capital initiatives, slowing down construction of new schools.

Government will dedicate resources to sustain efforts to integrate principles of Truth and Reconciliation, emphasizing *Truth*, into the policies and curriculum for both the K-12 and early learning and child care system. Embedding Indigenous ways of knowing, being and doing will strengthen our commitment to work collaboratively with First Nations, Métis, and Inuit leadership, organizations, and communities to improve outcomes for Indigenous children and provide high-quality education and early learning environments that meet the needs of Indigenous children and youth.

Further, the department has already completed or started work on a number of key initiatives that will address some of the pressures impacting education and the early learning and child care sector, including creating an equitable and predictable funding model for public schools, dedicated funding for universally accessible school nutrition programming, supporting the growth of the workforce in public schools and early learning and child care facilities, continuing to create and fund new affordable and high quality child care spaces, creating an Assistant Deputy Minister (ADM) for Indigenous Excellence and reinstating the ADM for le Bureau de l'éducation française.

For more information on key initiatives that will contribute to addressing threats and risks to the operating environment of the education and early childhood learning sector, see section 'Department Performance Measurement - Details.'

Department Performance Measurement

The departmental strategic objectives reflect the elected government priorities listed in the department mandate letters. Departments align their current work along with newly received mandate items, in their supplement. The re-introduction of mandate letters represents a renewed approach designed to align departmental efforts more closely with elected government direction. Objectives, key initiatives, and performance measures are described in more detail in the following section. The Department Strategic Objectives are:

Vision

From every part of Manitoba, from every background, all children and youth matter, belong, are respected, successful, and safe.

Mission

To ensure responsive, equitable, high-quality child care and learning that fosters belonging from early childhood through to high school graduation, and supports all children and youth to reach their full potential.

Values

- Truth and Reconciliation
- Equity, Diversity and Inclusion
- Relationships, Consultation, and Accommodation
- Learning and Continuous Improvement
- Transparency and System Accountability

Provincial Themes and Department Objectives

Lowering Costs for Families

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

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.
3. Grow the early learning and child care workforce.
4. Improve educational outcomes, support students and families and prepare Manitoba's children for the careers and challenges of the future.

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.

A Government that works for You

6. Provide predictable funding that takes into account enrolment changes and local needs to support planning.
7. Find efficiencies and enhance productivity to deliver on commitments in a responsible way.

Mesure de la performance du Ministère

Les objectifs stratégiques ministériels reflètent les priorités du gouvernement élu, qui sont décrites dans les lettres de mandat. Dans leurs budgets complémentaires, les ministères harmonisent leurs travaux en cours avec les nouveaux éléments dont la teneur leur a été communiquée dans ces lettres. Le retour des lettres de mandat représente une approche renouvelée, qui permet aux ministères de mieux adapter leurs efforts à l'orientation adoptée par le gouvernement élu. Les objectifs, les initiatives clés et les mesures de la performance sont décrits plus en détail dans la section suivante. Les objectifs stratégiques ministériels sont les suivants :

Vision

Tous les élèves, de partout au Manitoba et peu importe leurs origines, comptent, se sentent à leur place, sont respectés, réussissent et sont en sécurité.

Mission

Assurer la prestation de services de garde d'enfants et d'apprentissage adaptés, équitables et de grande qualité, depuis la petite enfance jusqu'à la fin des études secondaires, afin d'aider tous les enfants et élèves à réaliser leur plein potentiel.

Valeurs

- Vérité et réconciliation
- Équité, diversité et inclusion
- Relations, consultation et adaptation
- Apprentissage et amélioration continue
- Transparence et responsabilisation

Thèmes provinciaux et objectifs ministériels

Réduire les coûts pour les familles

1. Accroître l'accès à des programmes d'apprentissage et de garde de la petite enfance abordables, inclusifs et de grande qualité.

Faire croître notre économie

2. Veiller à ce que toutes les divisions scolaires soient en mesure d'embaucher les enseignants et les auxiliaires d'enseignement nécessaires pour répondre aux besoins des élèves, y compris en matière d'éducation en langue française.
3. Accroître la main-d'œuvre du secteur de l'apprentissage et de la garde de la petite enfance.
4. Améliorer les résultats d'apprentissage, soutenir les élèves et les familles et préparer les enfants du Manitoba aux carrières et aux défis de demain.

Des collectivités plus sûres et plus saines

5. Veiller à ce que nos écoles publiques et nos établissements de garde d'enfants soient des lieux sûrs où chaque enfant compte et dispose des moyens de réussir.

Un gouvernement qui travaille pour vous

6. Fournir du financement prévisible qui tient compte de l'évolution des inscriptions et des besoins locaux pour faciliter la planification.
7. Trouver des gains d'efficacité et améliorer la productivité afin de réaliser les engagements de manière responsable.

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%	38.0%
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%	31.0%
4.c Percentage of first-time Grade 9 students who obtained a Mathematics credit annually.	86.6%	87.2%	87.5%	87.8%
4.d Percentage of first-time Grade 9 students who obtained an English Language Arts credit annually.	88.4%	88.6%	89.3%	89.3%
4.e Four year student-tracked high school graduation rate annually.	83.0%	82.8%	85.5%	85.5%
4.f Six year student-tracked high school graduation rate annually.	88.2%	88.1%	90.2%	90.2%
4.g Number of Indigenous Teachers in School Divisions and School Districts annually.	-	-	-	New Measure

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.

Financial Details

Consolidated Expenditures

This table includes the expenditures of the department and other reporting entities (OREs) that are accountable to the Minister and aligns to the Summary Budget.

Manitoba Education and Early Childhood Learning includes one ORE:

- Public School Divisions is reported as one ORE and is mainly consolidated with the Support to Schools main appropriation.

Ministry Expenditure by Appropriation

Main Appropriations	Part A- Operating	Other Reporting Entities	Consolidation and Other Adjustments	2024/25 Summary	2023/24 Summary
	\$(000s)				
Administration and Finance	2,739			2,739	2,734
Student Achievement and Inclusion	34,528			34,528	34,653
Bureau de l'éducation française	13,470			13,470	13,467
System Performance and Accountability	13,429			13,429	14,176
Support to Schools	1,717,996	2,954,597	(1,613,819)	3,058,774	2,860,326
Teachers' Retirement Allowances Fund	148,294		108,583	256,877	233,390
Corporate Services	6,606			6,606	10,618
Early Learning and Child Care	459,506			459,506	446,527
Costs Related to Capital Assets of Other Reporting Entities	109,301		(109,301)	-	-
Costs Related to Capital Assets (Non-Voted)	58	114,037		114,095	114,723
Interfund Activity	-		(45,682)	(45,682)	(45,136)
TOTAL	2,505,927	3,068,634	(1,660,219)	3,914,342	3,685,478

Departmental Expenditures and FTEs by Appropriation and Type

This table includes the expenditures of the department and aligns to the Estimates of Expenditure.

Education and Early Childhood Learning

Department Expenditures and FTEs by Appropriation and Type

Main Appropriations	2024/25		2023/24	
	FTEs	\$(000s)	FTEs	\$(000s)
Administration and Finance	30.00	2,739	29.00	2,734
Student Achievement and Inclusion	158.35	34,528	158.35	34,653
Bureau de l'éducation française	54.00	13,470	54.00	13,467
System Performance and Accountability	68.00	13,429	68.00	14,176
Support to Schools	-	1,717,996	-	1,618,952
Teachers' Retirement Allowances Fund	-	148,294	-	143,390
Corporate Services	46.00	6,606	46.00	10,618
Early Learning and Child Care	140.00	459,506	137.00	446,527
Costs Related to Capital Assets of Other Reporting Entities	-	109,301	-	105,329
Costs Related to Capital Assets (NV)	-	58	-	58
TOTAL	496.35	2,505,927	492.35	2,389,904

NV – Non-Voted

Expense by Type

Salaries and Employee Benefits	496.35	43,753	492.35	43,513
Other Expenditures	-	174,461	-	174,452
Grant Assistance	-	2,155,379	-	2,043,577
Financial Assistance	-	22,975	-	22,975
Costs Related to Capital Assets of Other Reporting Entities	-	109,301	-	105,329
Amortization	-	58	-	58
TOTAL	496.35	2,505,927	492.35	2,389,904

Please refer to the Manitoba Estimates of Expenditure for the Reconciliation of the 2023/24 Adjusted Print.

Departmental Staffing

FTE and Salaries and Employee Benefits by Appropriation

Education and Early Childhood Learning

Full Time Equivalent (FTE) and Salaries and Employee Benefits by Appropriation

Main Appropriations	2024/25		2023/24	
	FTEs	\$(000s)	FTEs	\$(000s)
Administration and Finance	30.00	2,446	29.00	2,441
Student Achievement and Inclusion	158.35	15,212	158.35	15,212
Bureau de l'éducation française	54.00	4,925	54.00	4,922
System Performance and Accountability	68.00	6,417	68.00	6,417
Corporate Services	46.00	3,927	46.00	3,916
Early Learning and Child Care	140.00	10,826	137.00	10,605
TOTAL	496.35	43,753	492.35	43,513

Equity and Diversity Benchmarks

Manitobans are best served by a public service that is inclusive and representative of the diverse population of Manitoba at all levels of the organization, including senior management. Employment equity status is self-identified on a voluntary basis when individuals are hired into a position, or at any time during their employment with Manitoba's public service. Employment equity groups include women, Indigenous peoples, visible minorities, and persons with disabilities. This measure will capture diversity in Manitoba's public service and in senior management.

Equity Group	Benchmarks	% Total Employees as of Dec. 31, 2023
Women	50%	75.1%
Indigenous Peoples	16%	8.7%
Visible Minorities	13%	19.1%
Persons with Disabilities	9%	8.0%

Overview of Capital Investments, Loans and Guarantees

	2024/25	2023/24	Expl.
Part D – Other Reporting Entities			
Capital Investment			
Provides for the development or enhancement of strategic infrastructure, equipment and information technology systems			
Public School Divisions	160,000	260,385	1

1. Decrease reflects approved 2024/25 capital projects. Additional capital for school divisions has been budgeted in the Enabling Appropriations.

Departmental Program and Financial Operating Information – Part A Expenditure and FTEs

Administration and Finance (Res. No. 16.1)

Main Appropriation Description

Provides executive planning, management, and administrative support to the department, including policy and program direction, central comptrollership, and financial support.

Administration and Finance (16.1)

Sub-appropriations	2024/25		2023/24		Expl.
	FTEs	\$(000s)	FTEs	\$(000s)	
Minister's Salary	1.00	47	1.00	42	
Executive Support	8.00	879	8.00	879	
Financial and Administrative Services	21.00	1,813	20.00	1,813	1
TOTAL	30.00	2,739	29.00	2,734	
Expense by Type					
Salaries and Employee Benefits	30.00	2,446	29.00	2,441	1
Other Expenditures	-	293	-	293	
TOTAL	30.00	2,739	29.00	2,734	

1. Increase of 1.00 FTE and salary for a Financial Analyst position. Increase is fully offset by funding under the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement.

Sub-Appropriation Description

Minister's Salary (16.1a)

Provides for the additional compensation to which an individual appointed to the Executive Council is entitled.

Executive Support (16.1b)

Provides leadership to the Department of Education and Early Childhood Learning, from child care and early childhood through to Grade 12.

Key Objective

- To represent the corporate interests and present the department's priorities in Manitoba and beyond.
- To provide effective leadership for the achievement of high quality, affordable and accessible early childhood and K-12 programs.
- To ensure the most effective and efficient use of human, physical and financial resources available in the department.

Main Activities

- Develop strategies to ensure that the department's corporate interests and priorities are clearly identified and communicated in Manitoba and beyond.
- Provide effective and timely policy and program implementation advice to the Minister of Education and Early Childhood Learning.
- Provide effective direction and guidance to senior management respecting the use of available human, physical, and financial resources.

Expected Results

- Stakeholder and partners in Manitoba and beyond understand the department's corporate interests and priorities.
- Effective policy and programming that supports and promotes high quality education and child care and early learning opportunities for all Manitoba's children.
- Effective and efficient operation of the Department of Education and Early Childhood Learning as reflected in the results of each division in the department.

Financial and Administrative Services (16.1c)

Financial and Administrative Services provides leadership on financial and administrative matters for the department. Responsibilities include ensuring that the comptrollership function of the department is appropriately maintained and meets the needs for financial control and accountability. The branch is responsible for reporting on and safeguarding 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.

Key Objective

- To provide leadership related to financial and administrative requirements, offer support in assessing resource requirements, and lead effective comptrollership practices that meet the need for financial control, accountability, reporting and safeguarding of assets.

Main Activities

- Develop, review and evaluate administrative and financial policies for the management of the department's programs and resources, enabling effective monitoring, control and reporting that is consistent with government requirements.
- Provide direction on financial management policies, procedures and practices. Advise executive management of emerging financial and program management issues in a timely manner.
- Support the development of the department's estimates, cash flow and annual reporting requirements, and provide analytical and evaluative advice on new programming, financial proposals and ongoing operations.

Expected Results

- Financial and administrative practices that contribute to the effective and efficient operation of each program and branch within the department.
- A comptrollership function that is effective, efficient and aligned with the financial management requirements of the department and of government.
- Existing or emerging financial and program management issues are identified and addressed effectively.

Key Initiatives:

- 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.

Student Achievement and Inclusion (Res. No. 16.2)

Main Appropriation Description

The Student Achievement and Inclusion Division is responsible for leadership in the English and Senior Years Technology Education school programs of Manitoba's K–12 education system. Guided by Manitoba's philosophy of inclusion, the division leads continuous improvement through research, development, monitoring, and evaluation of provincial curriculum, assessment, policy, and standards to ensure excellence in teaching and leadership. The division is also responsible for system accountability by monitoring and reporting on student achievement and well-being of all students, including students with diverse learning needs, through the development and oversight of school division planning and reporting guidelines in the K–12 Framework for Continuous Improvement. The division develops and maintains partnerships with external organizations to support the delivery of professional learning and works collaboratively with early childhood and post secondary partners to strengthen connections and to support students and families as they move into, throughout, and beyond the K–12 education system.

Indigenous Excellence provides leadership and co-ordination for departmental initiatives in the areas of Indigenous education and training. Indigenous Excellence operates from within Education and Early Childhood Learning. The role of Indigenous Excellence is in research, policy development and strategic initiatives which is guided by the Truth and Reconciliation Calls to Action.

Student Achievement and Inclusion (16.2)

Sub-appropriations	2024/25		2023/24		Expl.
	FTEs	\$(000s)	FTEs	\$(000s)	
Division Administration	4.00	622	4.00	622	
Manitoba School for the Deaf	37.35	3,410	37.35	3,410	
Learning and Outcomes	41.00	10,313	41.00	10,438	
Inclusion Support	50.00	14,266	50.00	14,266	
Continuous Improvement	14.00	1,664	14.00	1,664	
Indigenous Excellence	12.00	4,253	12.00	4,253	
TOTAL	158.35	34,528	158.35	34,653	

Expense by Type

Salaries and Employee Benefits	158.35	15,212	158.35	15,212
Other Expenditures	-	8,482	-	8,607
Grant Assistance	-	10,754	-	10,754
Financial Assistance	-	80	-	80
TOTAL	158.35	34,528	158.35	34,653

Sub-Appropriation Description

Division Administration (16.2a)

The Student Achievement and Inclusion Division Administration office works collaboratively with the Bureau de l'éducation française division to provide oversight to the department's leadership in the four official school programs of Manitoba's K-12 education system. The office is responsible for budget development and implementation, facilitation of intra-divisional, inter-divisional and inter-departmental collaboration, and coordination of human resources for the division.

Manitoba School for the Deaf (16.2b)

The Manitoba School for the Deaf is responsible for providing Junior K to Grade 12 bilingual-bicultural educational programming in an American Sign Language milieu environment for students attending the school.

Key Objectives

- Provide high quality programming to students who are Deaf and hard of hearing (DHH) to support them in reaching their full potential with the involvement of instructional staff, school intervention services and families to facilitate the transition to post-secondary education, workplace, or community-based programs.

Main Activities

- Provide students who are Deaf and hard of hearing (DHH) with the opportunity to attend a bilingual-bicultural Junior Kindergarten to Grade 12 school that offers academic programming and specialized instruction in American Sign Language (ASL).
- Provide language intervention and Literacy Academics and Language (LAL) education in ASL and/or spoken English for students from Junior Kindergarten to Grade 12 who are language-deprived and/or late language learners.
- Establish partnerships across Manitoba with school divisions and Manitoba First Nations Education Resource Centre to support deaf and hard of hearing students and their families.
- Create and maintain resources for students and their families to learn ASL, fostering the acquisition of social skills, mental health tools, and strategies, alongside other essential concepts crucial for growth and development.

Expected Results

- Children and youth who attend the Junior K-12 program at the Manitoba School for the Deaf receive educational programming that follows the Manitoba curriculum in a cultural and linguistic environment.
- Students enrolled in bilingual-bicultural/bimodal programming progress through the grades with opportunities to develop and use both spoken English and ASL.

Learning and Outcomes (16.2c)

The Learning and Outcomes Branch is responsible for education policy related to K–12 curriculum development, implementation, student formative assessment, the Senior Years Technology Education Program, and the Provincial Assessment Program. The branch examines best practices in education and develops education policy. The branch collaborates with the Teaching and Learning Branch in Bureau de l'éducation française to ensure alignment between Manitoba's four school programs and co-leads the development and implementation of Manitoba's Framework for Learning which provides Manitoba educators one access point for curriculum, assessment, evaluation, reporting, policy and implementation.

Key Objectives

- Improve learning outcomes for all students through the development and implementation of education policies and curricula that are modern, relevant, inclusive and responsive to our complex and rapidly changing world.
- Support student learning through the development and implementation of a robust provincial assessment program that informs teacher practice and system level policy and decision-making.

Main Activities

- Enhance system cohesion by providing K to 12 educators with a single access point for provincial curriculum, curriculum implementation resources and policy related to student assessment and evaluation.
- Cyclically review curricula to ensure it is aligned with current educational research and societal trends and is responsive to the evolving provincial and global contexts.
- Provide provincial leadership by applying current research of evidence-based teaching and assessment practices in the development of curriculum implementation resources.
- Conduct ongoing research and evaluation to ensure the development and implementation of provincial assessments align with provincial curriculum and evidence-based best practices.
- Promote and expand access to quality educational opportunities in Technical-Vocational Education, Industrial Arts, Human Ecology, High School Apprenticeship, and Work Experiences Programs for senior years students.
- Collaborate with the Teaching and Learning Branch to ensure alignment between French-language programs of study and the English program.

Expected Results

- Modern provincial curriculum.
- Improved student outcomes in reading and numeracy.
- A strong, cohesive K to 12 education system for all learners.

Inclusion Support (16.2d)

The Inclusion Support Branch is responsible for all department matters related to students with diverse learning needs. The branch supports the Philosophy of Inclusion as a fundamental principle of the education system in Manitoba for children with diverse learning needs and works collaboratively with other government departments with a mandate that includes children and youth.

Key Objectives

- Support inclusive education and appropriate educational programming of students with diverse needs, including students with sensory, health and mental health needs; physical, emotional and behavioural, and cognitive (intellectual, learning) needs; and/or students experiencing barriers to success in school.

Main Activities

- Support appropriate educational programming for students with diverse learning needs, in alignment with provincial priorities, policy, standards and regulations.
- Support student inclusion in schools through administration of the Review and Reporting accountability process, funding for students with special needs, and program funding agreements with school divisions/outside agencies.
- Provide enhanced consultation services and clinical supervision for rural and northern clinicians to meet the requirements of the department's professional certification for school clinicians.
- Provide accessible materials, technology and teaching to ensure that blind/visually impaired and Deaf/hard of hearing students receive appropriate educational programming.
- Produce and update provincial regulations, standards, policies and programs that enable school divisions to create safe, caring and inclusive learning environments for students.

Expected Results

- Students have access to appropriate educational programming in their neighbourhood schools with peers of their own age.
- Reduced use of exclusionary practices, such as suspension.
- Reduced severe chronic absenteeism in Manitoba schools.

Continuous Improvement (16.2e)

The Continuous Improvement Branch is responsible for strategic policy development, action planning, and sector engagement to advance continuous improvement in the K–12 education system. The branch is responsible for the oversight and governance of the department's accountability and assurance framework for school division planning and reporting and the provincial data and performance measurement strategy, including a public reporting framework to measure, monitor, and report on student success, well-being, engagement, and satisfaction.

Key Objectives

- Enhance understanding and knowledge on the intersection of data, evidence, and planning/reporting across the Kindergarten to Grade 12 system.
- Ensure system alignment with provincial priorities, including setting measurable targets for improving student achievement and well-being by providing coordination and monitoring the implementation of the K–12 Framework for Continuous Improvement school division planning and reporting guidelines.

Main Activities

- Analyze annual school division reports on continuous improvement and engage regularly with school divisions and education partners.
- Develop data collection policies, processes, and tools, and provide data analysis support within the department and across government, to inform solutions to complex policy issues impacting student outcomes.
- Coordinate the collection, disaggregation, and analysis of provincial education achievement data.
- Implement the K–12 Framework for Continuous Improvement school division planning and reporting guidelines to inform practice, ensure accountability and improve student numeracy and literacy achievement.

Expected Results

- Increased alignment of school division planning with provincial priorities.
- Improved student achievement and well-being as evidenced by measurable targets.
- Enhanced utilization of provincial student achievement data for decision-making.

Indigenous Excellence (16.2f)

Indigenous Excellence provides leadership and co-ordination for departmental initiatives in the areas of Indigenous education and training. Indigenous Excellence operates from within Education and Early Childhood Learning. The role of the Indigenous Excellence is to lead planning, development and implementation of strategic initiatives, policies, programs and resources that directly and equitably contribute to Indigenous student success and wellness.

This is accomplished in the spirit of cooperation and consultation with many groups and individuals, such as school division administrators, early learning and child care directors, educators, students, parents/families, Indigenous leadership, community organizations and other government departments. Indigenous Excellence works in partnership with First Nations, Métis, and Inuit organizations in Manitoba. The branch's work is supported by the guidance of two advisory councils from the Indigenous community.

Key Objectives

- Research, policy development and strategic initiatives are the key objectives of the Indigenous Excellence to support Indigenous student success and wellness in school and beyond.

Main Activities

- Leads and coordinates Indigenous education initiatives.
- Works in cooperation and consultation with First Nations, Métis, and Inuit organizations and governments, families, communities, education sector, and across Manitoba government.

Expected Results

- Successful learning outcomes (attendance, achievement, graduation) for First Nations, Métis, and Inuit students and for all students in Manitoba
- Research, policies and initiatives are developed alongside caregivers, families, communities, and educational partners.

Key Initiatives

- Support universally accessible nutrition programming in every public school in Manitoba.
- Develop an anti-racism policy for the Kindergarten to Grade 12 system.
- Develop a companion guide for the provincial Student Presence and Engagement policy directive to support student belonging.
- Initiate work on the development of a comprehensive mental health in schools framework.
- Initiate work on the development of provincial guidelines for technology use in Manitoba classrooms.
- Pilot the renewed K to 10 Science and K to 12 Physical and Health Education curricula in 2024/25.
- Launch the Framework for Learning website that will provide teachers with a single, modernized online access point for all provincial curricula.
- Initiate work to renew the Grade 5 to 12 Industrial Arts curricula and the K to 12 Social Studies curriculum including mandatory Holocaust education learning outcomes.
- Continue development of a senior years Land and Treaty Relationships and Responsibilities elective.
- Continue development of a provincial data performance and measurement framework to measure and report on student achievement and well-being.
- Initiate redevelopment of the provincial assessment program.
- Continuation of Mamàhtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy Framework implementation in K-12
- Treaty Education
- System-wide progress towards the achievement of Truth and Reconciliation Calls to Action.
- Elders and Knowledge Keepers in Schools
- Consultation and implementation of Mamàhtawisiwin: The Wonder We Are Born With- An Indigenous Education Policy Framework for ELCC
- Manitoba's Aboriginal Languages Strategy
- Community Schools Program
- Building Student Success with Indigenous Parents
- Indigenous Academic Achievement grant
- Indigenous and Northern teacher, Indigenous languages teachers recruitment and retention
- Strengthen financial accountability, analytics and reporting capacity in the department and across the early learning and K to 12 education systems.
- Reduce budget variances through more accurate and routine forecasting.

Bureau de l'éducation française (Res. No. 16.3)

Main Appropriation Description

The Bureau de l'éducation française Division is responsible for leadership in the Français, French Immersion school programs, as well as French courses in the English program. The division develops, reviews, and administers policies, programs, priorities, and services related to all aspects of French-language education in Manitoba. Guided by Manitoba's philosophy of inclusion and the Standards for Appropriate Educational Programming, the Division co-leads the development and implementation of the K to 12 provincial policy framework that informs the development of French-language curriculum, curriculum implementation resources, and the provincial assessment program.

Through the Official Languages Program, the Division provides system-wide leadership and coordination to ensure francophones have the opportunity to be educated in their first language and experience cultural enrichment associated with that community; to ensure that Anglophones have the opportunity to learn French as an additional language and in so doing benefit from cultural enrichment.

The Division also leads the development and implementation of the multi-year strategy for French Language Services, in adherence to legislation and government policy.

Bureau de l'Éducation française (16.3)

Sub-appropriations	2024/25		2023/24		Expl.
	FTEs	\$(000s)	FTEs	\$(000s)	
Division Administration	2.00	173	2.00	170	
Teaching and Learning	17.00	2,485	17.00	2,485	
System Support	23.00	9,797	23.00	9,797	
Library and Materials Production	12.00	1,015	12.00	1,015	
TOTAL	54.00	13,470	54.00	13,467	

Expense by Type

Salaries and Employee Benefits	54.00	4,925	54.00	4,922	
Other Expenditures	-	2,380	-	2,380	
Grants Assistance	-	6,165	-	6,165	
TOTAL	54.00	13,470	54.00	13,467	

Sub-Appropriation Description

Division Administration (16.3a)

The Bureau de l'éducation française division administration office works collaboratively with the Student Achievement and Inclusion Division Administration office to provide oversight to the department's leadership in the four official school programs of Manitoba's K-12 education system. The office is responsible for budget development and implementation, facilitation of intra-divisional, inter-divisional and inter-departmental collaboration, and coordination of human resources for the division.

Teaching and Learning (16.3b)

The Teaching and Learning Branch of the Bureau de l'éducation française is responsible for French-language education policy related to K–12 curriculum development, implementation, and the Provincial Assessment Program. The branch collaborates with the Learning and Outcomes Branch in the Student Achievement and Inclusion Division to ensure alignment between Manitoba's four official school programs and co-leads the development and implementation of Manitoba's Framework for Learning which provides Manitoba educators one access point for curriculum, assessment, evaluation, reporting, policy and implementation.

Key Objectives

- Improve learning outcomes for students in French language programs through the development of education policies and curricula that are modern, relevant, inclusive and responsive to our complex and rapidly changing world.
- Enhance and support the capacity of educators across the province to embed goals, foundations, and principles of French language education for effective curriculum implementation and instruction.

Main Activities

- Lead the development and implementation of all Français and French immersion curricula, as well as French courses within the English program.
- Develop and monitor policies related to K–12 French-Language provincial curricula in order to meet student needs in French first language and second language learning settings.
- Conduct ongoing research and evaluation to ensure the development and implementation of provincial assessments align with provincial curriculum and evidence-based best practices.
- Design, and administer provincial assessments in Mathématiques and Français arts langagiers.
- Collaborate with the Learning and Outcomes Branch to ensure alignment between French-language programs of study and the English program.

Expected Results

- Modern provincial curriculum in French language programs.
- Improved student outcomes in reading and numeracy.
- A strong, cohesive K to 12 education system for all learners.

System Support (16.3c)

The System Support Branch provides system-wide leadership and coordination to ensure Francophones have the opportunity to be educated in their first language while experiencing the associated cultural enrichment and to ensure Anglophones have the opportunity to learn French as an additional language and benefit from cultural enrichment.

Key Objectives

- Strengthen relationships, partnerships and collaborations with school divisions and francophone educational stakeholders to support the strong and coordinated delivery of French-language education in Manitoba.

Main Activities

- Represent Manitoba in negotiations with the federal government to support minority language education.
- Collect, analyze, and report on data for student enrolment and student performance related to Français, French Immersion programs, and French courses in the English program.
- Develop and deliver professional learning opportunities for school leaders, as well as resources to support the implementation of French language programs.
- Administer grant programs to fund educational and cultural programs/activities.
- Administer bursary programs for teachers and post-secondary students, the Odyssey language-assistant program, and the Destination Clic and Explore language exchange programs for francophones and French as a second language learners.
- Develop policies, guidelines and plans to facilitate the delivery of official languages programs and services for all aspects of French-language education in collaboration with other branches, divisions and departments as well as education stakeholders and the Francophone community.

Expected Results

- Improved outcomes for students enrolled in the Français and French Immersion programs as well as in French (English Program).
- Increased capacity among school leaders to support the full implementation of French language programs of study.

Library and Materials Production (16.3d)

The Direction des ressources éducatives françaises (DREF) is responsible for providing French educational teaching resources (physical and digital), information and library services, consultations and innovative teaching practices to K-12 educators and pre-service teachers.

Key Objectives

- Strengthen implementation of the Français and French Immersion programs, as well as the delivery of French courses in the English program, through the provision of culturally-appropriate resources aligned with Manitoba curricula, as well as educational research and professional development opportunities.
- Coordinate the implementation of Manitoba's Recruitment and Retention Strategy for French Language Teachers.

Main Activities

- Research, acquire, and distribute educational resources in a variety of formats to support K-12 curriculum implementation for the Français and French Immersion programs, and Français courses (English program).
- Produce audiovisual French-language resources related to curricula that are not readily available on the market. Maintain and enhance digital resources and online services.
- Provide a Français and French Immersion outreach program targeted primarily to northern and rural areas.
- Offer professional development opportunities and other supports to K-12 educators delivering the Français and French Immersion programs, and French courses in the English program.
- Collaborate with sector partners and stakeholders to implement a variety of French language teacher recruitment and retention initiatives.

Expected Results

- Access for all educators to library and information services and educational resources, including increased access to these services and resources in northern and rural areas.
- Increase the supply of qualified French language teachers.

Key Initiatives

- Initiate work to renew the K to 12 English Language Arts curriculum for the French Immersion Program and the K to 12 Anglais curriculum for the Français Program.
- Reinstate the Assistant Deputy Minister position for Bureau de l'éducation française.
- Initiate redevelopment of the provincial assessment program.
- Launch the Framework for Learning website that will provide teachers with a single, modernized online access point for all provincial curricula.
- Implement Manitoba's Recruitment and Retention Strategy for French Language Teachers.
- Continue development of curriculum implementation resources for the delivery of French in the English Program.
- Lead negotiation and implementation of the Manitoba-Canada bilateral agreement to support French language education.

System Performance and Accountability (Res. No. 16.4)

Main Appropriation Description

The System Performance and Accountability Division is responsible for the governance structures, policies, and planning for the K–12 education system, and is responsible for the stewardship of education funding and resources, including the design of sustainable funding structures. The division oversees the requirements and certification for the teaching profession in Manitoba and leads the policy and oversight of independent and international education, home schools and remote learning. It also ensures that the K–12 education system in Manitoba is aligned and accountable in order to drive better student outcomes. The division is also responsible for working closely with the Department of Consumer Protection and Government Services on the capital program for the K-12 system.

System Performance and Accountability (16.4)

Sub-appropriations	2024/25		2023/24		Expl.
	FTEs	\$(000s)	FTEs	\$(000s)	
Division Administration	5.00	945	5.00	945	
Governance and Policy	35.00	6,634	35.00	7,381	1
Education Funding	14.00	4,660	14.00	4,660	
Teacher Certification and Standards	14.00	1,190	14.00	1,190	
TOTAL	68.00	13,429	68.00	14,176	

Expense by Type

Salaries and Employee Benefits	68.00	6,417	68.00	6,417	
Other Expenditures	-	7,012	-	7,759	1
TOTAL	68.00	13,429	68.00	14,176	

1. Reduction applied to Continuing Service Agreement for Remote Learning.

Sub-Appropriation Description

Division Administration (16.4a)

The Division Administration office provides overall leadership respecting the department’s development of legislative and regulatory initiatives and evidence-based policy formation. The office is also responsible for budget development and implementation, facilitation of intra-divisional and inter-divisional linkages, and

coordination of human resources for the division. Divisional and branch activities support the overall vision, mission, goals, and priorities of the department.

Governance and Policy (16.4b)

The Governance and Policy Branch is responsible for the design and innovation of governance structures, workforce planning, and policy for Manitoba's K–12 education system. The branch leads administrative policy for the public school system and provides regulatory oversight of the independent, international and home school systems. The branch develops policy and supports divisions in the provision of remote learning and utilization of online learning tools. The Governance and Policy Branch also has responsibility for the department's legislative agenda, including supporting program areas in progressing legislative and regulatory projects and supporting the minister as bills move through the Legislature. The branch is also responsible for developing and representing the department's policy on international education, including affiliated overseas schools.

Key Objectives

- Ensure the effective governance of the public school system.
- Oversee the independent, international, and homeschool systems.
- Support divisions in developing remote and hybrid learning opportunities.

Main Activities

- Launch the small classes initiative to ensure that Manitoba's youngest students are provided the one-on-one attention they need to succeed.
- Support independent, international, and home schools to provide quality education.
- Provides support to homeschooling parents and caregivers in the development of program outlines and progress reports and in complying with policy requirements.
- Work with program areas to ensure that programs and policies are properly authorized in law
- Review and update the Manitoba School Administration Handbook.
- Supports school divisions in the interpretation and fulfillment of K–12 education administration requirements.
- Administers the department's Learning Management System, including the delivery of training and supports.
- Issue provincial high school transcripts and maintain student records.
- Train bus driver trainers and manage centralized bus procurement to support school divisions to maintain a safe, efficient, and economical pupil transportation system.

Expected Results

- Ensure students in kindergarten to grade three are provided with adequate one-on-one educator attention to succeed.
- Increased transparency and clarity regarding administrative policies.

Education Funding (16.4c)

Designs and disburses the operating and capital funding for Manitoba's K to 12 education system and ensures appropriate accountability. The capital funding program is administered in close partnership with the Department of Consumer Protection and Government Services.

Key Objectives

- Ensure effective stewardship of resources.
- Disburse funding in accordance with regulations, agreements and established formulae.
- Design funding allocation model in alignment with government priorities.

Main Activities

- Review education funding model and key revenue drivers.
- Collaborate with educational partners and stakeholders, including with other branches, divisions, and departments, to identify issues, priorities, and potential solutions in K–12 education funding.
- Consolidate, review and report on school division and funded independent school financial information.
- Ensure that grants are paid in accordance with established formulae and timelines for both school divisions and funded independent schools.
- Issue promissory notes for long-term financing.
- Track, consolidate and forecast expenditures for capital projects.

Expected Results

- Education funding that is responsive to sector needs.
- Ensuring timely and accurate disbursement of funding.
- Ensuring accountability in the use of public funds.

Teacher Certification and Standards (16.4d)

This Branch acts as the professional certification body and regulator for the teaching profession in Manitoba. It oversees the issuance, suspension and cancellation of teacher certification, school clinician certification and limited teaching permits; and evaluates teacher classification and the recognition and collection of experience. It administers the appeal process with respect to certification, salary classification, and recognition of experience, and the process for reviewing matters of professional misconduct. Teacher Certification and Standards also provides policy support regarding professional certification, conduct and standards and makes recommendations regarding post-secondary teacher education programs.

Key Objectives

- Provide certification services to teachers and clinicians.
- Regulate the teaching profession.

Main Activities

- Recommend standards for teacher certification (professional teachers, school clinicians, specialists, and limited teaching permits).
- Develop policies and procedures to support the establishment of an independent Commissioner office to oversee issues related to teacher misconduct.

- Issue professional certification and limited teaching permits.
- Determine teachers' and clinicians' academia for salary classification purposes.
- Collect and evaluate teachers' and clinicians' experience for recognition.
- Administer appeals process for certification, salary classification, and recognition of experience.
- Address matters of professional misconduct.
- Review teacher education programs and make recommendations.

Expected Results

- Improved accountability and transparency related to educator misconduct.
- Streamlined framework for teacher certification and recognition that maintains high standards for professional teachers and clinicians and is aligned with standards in other jurisdictions.

Key Initiatives

- Ensure that our youngest learners are provided with the one-on-one attention they need to succeed through the roll out of the smaller school initiative.
- Review education funding model and key revenue drivers.
- Implement new education funding model.
- Work with other divisions to consult with Indigenous partners towards enshrining *Mamathawisiwin – The Wonder We Are Born With – An Indigenous education Policy Framework* in law.
- Establish an independent commissioner and a teacher registry to oversee matters of teacher professional conduct.
- Update the Teaching Certificates and Qualifications Regulation to ensure continued high standards for professional teachers and clinicians that are better aligned with standards in other jurisdictions.
- Reduce barriers for children to enrol in their local school.

Support to Schools (Res. No. 16.5)

Main Appropriation Description

Provides funding for schools' operating grants and for the employer's share of current teacher service contributions.

Support to Schools (16.5)

Sub-appropriations	2024/25		2023/24		Expl.
	FTEs	\$(000s)	FTEs	\$(000s)	
Schools' Operating Grants	-	1,676,430	-	1,577,386	1
General Support Grants	-	36,521	-	36,521	
Other Grants	-	5,045	-	5,045	
Teachers' Retirement Allowances Fund	-	148,294	-	143,390	2
TOTAL	-	1,866,290	-	1,762,342	

Expense by Type

Other Expenditures	-	150,769	-	145,865	2
Grant Assistance	-	1,715,521	-	1,616,477	1
TOTAL	-	1,866,290	-	1,762,342	

1. Increase in grant funding for public and independent schools.
2. Increased funding to cover employer portion of current teacher service contributions.

Sub-Appropriation Description

Schools' Operating Grants (16.5a)

Provides operating support to Manitoba's 36 public K to 12 school divisions and one special revenue school district, as well as funded independent schools, through the Funding of Schools Program, along with other grants that advance specific educational priorities, on an equitable basis and in a manner that enhances the delivery of public school education. Funding for K to 12 education is supported by a wide variety of revenue sources. Operating grants are supported by general revenues and the Education Support Levy.

General Support Grants (16.5b)

Provides unconditional grant support to school divisions in accordance with formulae related to payroll tax on staff remuneration.

Other Grants (16.5c)

Provides payment of grants to various organizations that deliver specialized educational services or are involved in department-related projects.

Teachers' Retirement Allowances Fund (16.5d)

Provides funding for the employer's share of current teacher service contributions.

Key Initiatives

- Ensure that support to schools is in alignment with change in enrolments.
- Ensure that operating grants and other supporting grants are allocated appropriately in accordance with regulations, agreements and / or established formulae.
- Monitor and forecast cash flow requirements.

Corporate Services (Res. No. 16.6)

Main Appropriation Description

Supports the department to achieve its mandate, including central government priority initiatives, through coordination and support to executive strategic planning, project management, communications and public correspondence, as well as the development, implementation, and ongoing maintenance and control of corporate policies and business processes. Provides the management and delivery of departmental shared services including business analysis, information technology, emergency preparedness and business continuity planning, and inter-governmental relations.

Corporate Services (16.6)

Sub-appropriations	2024/25		2023/24		Expl.
	FTEs	\$(000s)	FTEs	\$(000s)	
Division Administration	4.00	319	4.00	308	
Business Support Services	6.00	889	6.00	889	
Sector Relations	25.00	2,142	25.00	2,142	
Policy and Planning	11.00	3,256	11.00	7,279	1
TOTAL	46.00	6,606	46.00	10,618	

Expense by Type

Salaries and Employee Benefits	46.00	3,927	46.00	3,916	
Other Expenditures	-	2,679	-	6,702	1
TOTAL	46.00	6,606	46.00	10,618	

1. Reduction applied to information technology and project management funding.

Sub-Appropriation Description

Division Administration (16.6a)

Provides overall leadership to the Corporate Services Division and is responsible for budget development and implementation, and human resource management. Is a critical component of the departmental Executive Management Committee providing a corporate, central government, and policy lens. The divisional and branch activities support the overall vision, mission, goals and priorities of the entire department.

Business Support Services (16.6b)

Provides information and communications technology (ICT) services and business analysis support for the department. The branch provides support for the department's ICT systems/applications, development and maintenance services and, coordination of desktop, technology and software licensing services. The branch is responsible for planning departmental technology investments and the prioritization of ICT projects, in collaboration with the Digital Technology Solutions (DTS) division in Consumer Protection and Government Services.

Key Objectives

- Develop, implement, and oversee the effectiveness of departmental ICT policies and procedures.
- Coordinate the prioritization and execution of ICT projects and provide business analysis support to technology projects/initiatives.
- Support the ongoing operations of the department's major IT applications.
- Coordinate desktop, IT assets and software licensing services across the department.
- Assist in the collecting, maintaining and reporting of analytical data to assist the department in program planning, operations, and service delivery.

Main Activities

- Research industry best practices and government requirements in order to create, implement and maintain department specific ICT policies and procedures.
- Provide business analysis services, direct support to and/or liaison with DTS for the ongoing maintenance, improvement or new implementation of systems and applications (e.g. Education Information System, Child Care Online, Manitoba Child Care Search).
- Develop the annual departmental IT demand plan.
- Develop and oversee the business and administrative processes to systematically manage all IT assets in the department including but not limited to desktops, laptops, mobile devices, meeting room equipment, etc.
- Maintain an inventory of software used in the department, manage software licensing and renewals.

Expected Results

- ICT and business analysis services, tools, policies, processes and application systems that contribute to the effective and efficient operations of the department and that are compliant with government standards and central agency policies/processes (i.e. DTS).
- Purposeful and intentional investment of resources (time, money, and staff) on ICT systems and infrastructure that are aligned to the strategic direction of the department and government as well as appropriately linked to the annual Estimates process.
- Secure, reliable, and stable operation of ICT systems/ applications that meet the administrative and strategic requirements for the department by liaising with DTS.

Sector Relations (16.6c)

Responsible for leading, overseeing, and coordinating on public communication, issues management, sector engagement, business continuity and emergency preparedness. It leads, supports and oversees all external and public communications and engagement efforts within the department, including translation services, document design and production, website, newsletters, correspondence and the Student Advisory

Council. It also maintains the department's website and leads the development of the web services strategy (intranet and Internet). The branch also provides the administrative support and coordination of the work of the Minister's Student Advisory Council.

Key Objectives

- Support consistent, modern, transparent, and accessible departmental communications.
- Support effective engagement efforts with departmental partners.
- Minimize disruptions to critical and essential departmental functions and services.
- Position the department, and sectors, to prepare, respond, recover, and mitigate emergencies.

Main Activities

- Coordinate and support public communications, issues management and sector engagement activities.
- Develop and distribute departmental newsletters.
- Ongoing maintenance of the departmental internet and intranet to ensure content is relevant, up to date, and presented in a manner that is aligned to and promotes the strategic goals of the department.
- Ensures public communications materials and website content are available in English and French and meet accessibility standards.
- Lead departmental business continuity planning, including plan development, maintenance, training, and execution.
- Oversees development, implementation and maintenance of comprehensive emergency management program for the department and sector.

Expected Results

- Improved relations between the department and sector partners.
- Greater awareness of departmental initiatives, among partners and the public.
- Reduced caring and learning disruptions among children and students.
- Minimized disruption to essential and critical services.

Policy and Planning (16.6d)

Policy and Planning provides internal services to the department in the areas of department-wide strategic planning, the delivery of central government directives and priorities, project management, space planning, and corporate policy and procedure development. This area also oversees intergovernmental relations and leads the coordination and delivery of Manitoba's role with the Council of Ministers of Education (CMEC). It coordinates special initiatives that are temporary in nature and provides corporate support to the Executive Management Committee (EMC) and departmental Senior Leadership Team (SLT).

Key Objectives

- Lead departmental strategic planning and ensure alignment with central government priorities, commitments, and goals (mandate letter items, Throne Speech, Budget, etc.).
- Oversee intergovernmental relations, lead the coordination of CMEC activities and, provide policy advice and recommendations on issues that are inter and intra departmental in nature.

- Coordinate the consistent application of common business process and operating frameworks throughout the department.

Main Activities

- Strategic departmental document preparation and coordination (e.g supplement, annual report, Housebook materials, etc.).
- Develop and maintain the departmental performance measurement framework.
- Coordination of CMEC activities.
- Facilitate cross-department learning opportunities and planning sessions.
- Provide corporate support and advice to EMC and SLT.
- Develop, promote, and maintain standardized and reusable project management and change management processes and tools in order to advance departmental and government priorities.
- Develop and maintain corporate and internal standard operating procedures.
- Apply a corporate lens to space planning.

Expected Results

- The department will deliver on broader strategic goals and ensure strategic alignment with central government priorities and commitments.
- Positive change will improve overall alignment among all divisions creating a cohesive efficient department.
- A framework that supports all divisions and project teams will exist and will be used everyday, ultimately improving the probability of successful project delivery and outcomes having a positive impact on delivery of services to the sector.
- Common tools and processes based on government standards and best practices are embedded in the department to ensure compliance and consistency.

Key Initiatives

- Systemize the execution of the multiple components of the annual planning and reporting cycle including the new performance measurement framework.
- Launch the renewed business continuity planning cycle.
- Develop a comprehensive emergency preparedness program to support preparation, response, recovery and mitigation capacity.
- Strengthen the coordinated approach to corporate activities through standardized corporate operating procedures utilizing project management best practices.
- Contribute to transparency and stakeholder engagement through regular public communications and modernized web site.
- Coordinate compliance to central policies, standards or legislation (e.g. accessibility and diversity, translation, F/P/T).
- Build policy and procedure to ensure the department's input into the annual IT demand plan for the government is aligned to the overall strategic direction of the department.

Early Learning and Child Care (Res. No. 16.7)

Main Appropriation Description

The Early Learning and Child Care division provides policy leadership for Manitoba's Early Learning and Child Care (ELCC) system, ensuring high-quality, inclusive, safe, and healthy early learning environments for children. The division is responsible for policy development, funding, licensing of facilities, workforce development including certification, capital and space expansion, curriculum design, diversity and inclusion programming, and establishing qualifications for education and training programs.

Early Learning and Child Care (16.7)

Sub-appropriations	2024/25		2023/24		Expl.
	FTEs	\$(000s)	FTEs	\$(000s)	
Division Administration	5.00	441	5.00	390	
Policy and Planning	33.00	3,094	33.00	3,029	
Provincial Operations	60.00	5,274	60.00	5,274	
Funding and Financial Assistance	36.00	450,177	33.00	437,320	1
Capital and Space Expansion	6.00	520	6.00	514	
TOTAL	140.00	459,506	137.00	446,527	
Expense by Type					
Salaries and Employee Benefits	140.00	10,826	137.00	10,605	2
Other Expenditures	-	2,846	-	2,846	
Grant Assistance	-	422,939	-	410,181	3
Financial Assistance	-	22,895	-	22,895	
TOTAL	140.00	459,506	137.00	446,527	

1. Increase in Canada-Manitoba Early Learning and Child Care Agreements. Increase also reflects 3.00 FTEs related to the administration of the Child Care Subsidy program. Increase in FTEs is fully offset by funding from the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement.
2. Increase reflects 3.00 FTEs related to the administration of the Child Care Subsidy program. Increase is fully offset by funding from the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement.
3. Increase in Canada-Manitoba Early Child Care Agreements.

Sub-Appropriation Description

Division Administration (16.7a)

The Division Administration office provides overall leadership to the Early Learning and Child Care Division, and is responsible for budget development and implementation, facilitation of intra-divisional and inter-divisional linkages, and coordination of human resources for the division. Divisional and branch activities support the overall vision, mission, goals and priorities of the department.

Policy and Planning (16.7b)

The Policy and Planning branch leads the design and innovation of strategic policy and planning initiatives for Manitoba's early learning and child care system. The branch is responsible for workforce development, federal-provincial-territorial relations, and divisional leadership for engagement, communications and information technology infrastructure.

Key Objectives

- Ensure an effective legislative, regulatory and policy framework for early learning and child care.
- Strengthen the early learning and child care workforce.
- Foster collaborative partnerships with stakeholders and other levels of government.
- Provide stable and effective information technology business platforms and processes for the early learning and child care sector.

Main Activities

- Develop and maintain a legislative, regulatory and policy framework that supports effective governance and administration in the early learning and child care sector.
- Lead negotiations, planning, and reporting associated with Manitoba's bilateral agreements with Canada on early learning and child care.
- Lead the design and execution of a robust engagement strategy with the early learning and child care sector and other stakeholders.
- Develop a comprehensive strategy for recruiting and retaining early childhood educators including improved certification pathways, and a comprehensive framework for wages and benefits.
- Issue certificates for Early Childhood Educators and Child Care Assistants, and administer the Early Childhood Education Tuition Reimbursement program.
- Implement a comprehensive communication strategy including a public multi-media information campaign focused on promoting a career in early learning and child care.
- Maintain and enhance the information technology business platforms, Child Care Online and Manitoba Child Care Search.
- Oversee the data and research strategy for the division to ensure accuracy and consistency.

Expected Results

- Increased number of qualified Early Childhood Educators and Child Care Assistants working in Manitoba's early learning and child care sector.
- Positive stakeholder relationships.
- Enhanced information technology platforms and processes.

Provincial Operations (16.7c)

The Provincial Operations branch supports over 1,150+ child care facilities across all regions of the province to ensure regulatory compliance under The Community Child Care Standards Act and its regulations. Facilities include full-time child care centres, nursery schools and home-based child care program.

Key Objectives

- Ensure high-quality, inclusive, safe, and healthy early learning environments for children.

Main Activities

- Ensure licensing and compliance of early learning and child care facilities under The Community Child Care Standards Act and its regulations.
- Administer the Inclusion Support Program and child development services supporting children with a range of abilities and additional/exceptional support needs to meaningfully and effectively participate in programming and activities.
- Design programs and initiatives that support quality early learning and child care.
- Respond to inquiries from the general public and service providers.
- Lead operational policy and procedure development.
- Support the development and implementation of initiatives under Manitoba's bilateral agreements with Canada on early learning and child care.

Expected Results

- Increase in the number of facilities complying with regulations.
- Increase in the number of facilities offering diverse and inclusive programs.
- Increase in the number of Early Childhood Educators completing additional training and professional development in diversity and inclusion.
- Increase in the delivery of programs and initiatives that support quality early learning and child care.

Funding and Financial Assistance (16.7d)

The Funding and Financial Assistance branch oversees the design of funding policies and implementation of programs in Manitoba's early learning and child care system. The branch is also responsible for Manitoba's Child Care Subsidy Program, supporting licensed providers and thousands of families in accessing affordable child care. Consistent with the role and mission of the department and Manitoba's Comptrollership Framework, the branch carries out functions associated with controlling and reporting on divisional financial activities and resources, ensuring accountability and providing financial management oversight for the division.

Key Objectives

- Fund the provision of high-quality and cost-effective regulated early learning and child care.
- Ensure that resource allocation and utilization is consistent with approved budget.
- Ensure alignment of program funding with government objectives and commitments.
- Establish and maintain collaborative relationships with all stakeholders.

Main Activities

- Leads funding design and program delivery.

- Oversees data and governance of financial systems.
- Oversees development and implementation of financial policies and procedures.
- Leads annual planning and budgeting processes.
- Oversees financial and non-financial reporting on established outcomes.
- Establishes and reviews financial reporting requirements of child care facilities.

Expected Results

- Financially sustainable early learning and child care system.
- Effective and efficient management of resources.
- Transparency in reporting on outcomes and financial results.

Capital and Space Expansion (16.7e)

The Capital and Space Expansion Branch oversees Manitoba's early learning and child care capital and space expansion programs. It is responsible for delivering on Manitoba's commitment to create 23,000 new child care spaces under Manitoba's bilateral agreements with Canada on early learning and child care. Working collaboratively with internal and external partners, the branch leads capital development projects and supports all expansion proponents with wrap-around and coordinated resources to ensure on-time opening and sustainability of programs.

Key Objectives

- Increase access to affordable, high quality, inclusive child care programs.

Main Activities

- Design and implement the capital development program.
- Support all capital and non-capital space expansion projects from initiation to opening.
- Program design and budgeting.
- Project planning and management with proponents.
- Coordination with division branches to ensure licensing and compliance of new and expansion spaces.
- Meet capital commitments under the Canada-Manitoba Early Learning and Child Care agreement.

Expected Results

- Increased number of new and expanded child care spaces.
- Reduced timelines of capital and non-capital space expansion projects for initiation to opening while maintaining quality and affordability.
- More children ages 0-12 have access to quality licensed and funded early learning and child care programs.

Key Initiatives

- Improve Access and Affordability of Child Care Spaces.
- Grow and Support Early Learning and Child Care Professionals.
- Enhance Access to Culturally Appropriate and Inclusive Early Learning Environments.
- Build a Stable and Resilient Early Learning and Child Care System.

Costs Related to Capital Assets of Other Reporting Entities (Res. No. 16.8)

Main Appropriation Description

Provides for funding to school divisions for principal repayment on approved capital borrowing, equipment purchases, and other capital expenditures.

Cost Related to Capital Assets of Other Reporting Entities (16.8)

Sub-appropriations	2024/25		2023/24		Expl.
	FTEs	\$(000s)	FTEs	\$(000s)	
School Divisions	-	109,301	-	105,329	1
TOTAL	-	109,301	-	105,329	
Expense by Type					
Grant Assistance	-	109,301	-	105,329	1
TOTAL	-	109,301	-	105,329	

1. Increased requirement for principal repayment on borrowing for school division capital projects.

Sub-Appropriation Description

School Divisions (16.8a)

Capital grants provided for principal repayment on capital borrowings for school divisions, as well as school division equipment purchases and other school division capital expenditures.

Costs Related to Capital Assets (non-voted)

Sub-Appropriation (16.9a)

Costs Related to Capital Assets

Provides for the amortization expense related to the department's capital assets.

Costs Related to Capital Assets (Non-Voted)

Sub-appropriations	2024/25		2023/24		Expl.
	FTEs	\$(000s)	FTEs	\$(000s)	
Costs Related to Capital Assets	-	58	-	58	
TOTAL	-	58	-	58	
Expense by Type					
Amortization	-	58	-	58	
TOTAL	-	58	-	58	

Appendices

Appendix A - Other Reporting Entities

Other Reporting Entities (OREs) are accountable to the Minister. OREs are directly or indirectly controlled by government as prescribed by the Public Sector Accounting Board.

The following OREs form part of the department's consolidated results:

Public School Divisions

- The department provides operating and capital grants to public school divisions (PSD) to support K to 12 education. The PSD are reported on Summary as one Other Reporting Entity.
- The PSD are comprised of 36 public school divisions, and the School District of Whiteshell. PSD are public bodies that provide education services (pre-K to 12) to residents within their geographic location in accordance with The Public Schools Act (PSA).

Glossary

Alignment – The process of enabling all employees to see how their day-to-day actions are consistent with the values of the organization and how living those values is contributing to overall success. Creating alignment ensures employees are working toward the common goal, or vision.

Annual Report – Departmental annual reports are a supplement to the public accounts and provide variance explanations and background information to support the public accounts. Annual reports are either released (if the Legislature is not in session) or tabled in the Legislature (if in session) by September 30 following the fiscal year end.

Appropriation – amount voted by the Legislature approving the maximum amount that may be expended on a specific program or major activity during a fiscal year.

Main Appropriation – the total amount of each resolution passed by the Legislature as reported in the printed estimates of expenditure.

Sub Appropriation – the total amounts applicable to the various breakdowns of the main appropriations in the printed estimates of expenditure.

Full-Time Equivalent (FTE) – This is a measurement for number of positions. Every full-time regular position represents one full-time equivalent position. Other categories (e.g., term, departmental, seasonal, contract) are measured in proportional equivalents, e.g.: a program with a vote of 1.50 term FTE could hire staff in any combination that results in a total of one-and-one-half years - or 78 weeks - of employment such as six staff for three months or 13 weeks each; two staff for nine months or 39 weeks each; one full-time and one half-time staff for one year; three half-time staff for one year).

Government Reporting Entity (GRE) – This list includes core government and Crown corporations and other government agencies, government business entities and public sector organizations such as regional health authorities, school divisions, universities and colleges.

Grants – These refer to public money provided to an individual, organization or another government to assist in attaining their objectives and for which the government does not receive a good or service.

Guarantees – The province, in the normal course of business, may provide a guarantee to honour the repayment of debt or loans of an organization, primarily Government Business Enterprises. Such a guarantee is provided on the Manitoba Hydro Savings Bonds.

Key Initiatives – These are the specific programs, activities, projects, or actions an organization will undertake to meet performance targets. Initiatives are often projects or events that aim to improve a process or an outcome.

Key Performance Indicator (KPI) – KPIs refer to an ultimate result for which the department is responsible for monitoring and reporting, but for which given its complexity, it has only partial direct influence over. Departments may identify certain performance measures as KPIs.

Mission – A mission statement defines the core purpose of the organization — why it exists and reflects employees' motivations for engaging in the organization's work. Effective missions are inspiring, long-term in nature, and easily understood and communicated.

Objective – The objective is a concise statement describing the specific things an organization must do well to execute its strategy. Objectives often begin with a verb such as increase, reduce, improve, or achieve.

Other Reporting Entities (ORE) – OREs are entities in the GRE such as Crown corporations and other government agencies, government business entities and public sector organizations such as regional health authorities, school divisions, universities and colleges that are directly or indirectly controlled by the government, as prescribed by Public Sector Accounting Board – and excludes core government.

Performance Measure – A performance measure is a standard used to evaluate and communicate performance against expected results. Measures are normally quantitative in nature, capturing numbers, dollars, percentages, and so on. Reporting and monitoring measures helps an organization gauge progress toward effective implementation of strategy.

Performance Results – These are the most important outcomes the departments want to achieve by reaching their objectives. Performance results represent the essence of the outcomes the department seeks to achieve.

Special Operating Agencies (SOA) – SOAs are service operations within departments granted more direct responsibility for results and increased management flexibility needed to reach new levels of performance. SOAs embrace market disciplines of the private sector while adhering to the public policy imperatives of government. Annual business plans define financial goals and performance targets. SOAs have the ability to raise capital outside of the Consolidated Fund.

Strategy – This represents the broad priorities adopted by an organization in recognition of its operating environment and in pursuit of its mission. All performance objectives and measures should align with the organization's strategy.

Target – The target presents the desired result of a performance measure. It provides organizations with feedback about performance.

Values – Values represent the deeply-held beliefs of the organization, which are demonstrated through the day-to-day behaviours of all employees. An organization's values make an open proclamation about how it expects everyone to behave. Values should endure over the long-term and provide a constant source of strength for an organization.

Vision – A powerful vision provides everyone in the organization with a shared mental framework that helps give form to the future that lies ahead. This statement should contain a concrete picture of the desired state, and provide the basis for formulating strategies and objectives. The vision serves as the guiding statement for the work being done. It should answer why the work being done is important.