

Manitoba Education and Early Childhood Learning

Éducation et Apprentissage de la petite enfance Manitoba

Annual Report Rapport annuel

For the year ended March 31, 2023
Pour l'exercice terminé le 31 mars 2023

2023

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.

Manitoba Education and Early Childhood Learning
Financial and Administrative Services
Unit 15, 1577 Dublin Ave, Winnipeg, MB R3E 3J5

Phone: 204-945-0668

Fax: 204-948-2851

Email: EduFinance@gov.mb.ca

Online: www.manitoba.ca/openmb/infomb

This publication is available in alternate formats, upon request.
Contact: Accessibility Coordinator, Heather Harland at: 204-232-7429



**MINISTER
OF EDUCATION AND EARLY CHILDHOOD LEARNING**

Room 168
Legislative Building
Winnipeg, Manitoba R3C 0V8
CANADA

Her Honour, the Honourable Anita R. Neville

Lieutenant-Governor of Manitoba

Room 235 Legislative Building

Winnipeg, MB R3C 0V8

May It Please Your Honour:

I have the privilege of presenting, for the information of Your Honour, the Annual Report of Manitoba Education and Early Childhood Learning for the fiscal year ending March 31, 2023.

Respectfully submitted,

Original signed by

Honourable Wayne Ewasko

Minister of Education and Early Childhood Learning





**MINISTRE
DE L'ÉDUCATION ET DE L'APPRENTISSAGE DE LA PETITE ENFANCE**

Bureau 168
Palais législatif
Winnipeg (Manitoba) R3C 0V8
CANADA

Son Honneur l'honorable Anita R. Neville

Lieutenante-gouverneure du Manitoba

Palais législatif, bureau 235

Winnipeg (Manitoba) R3C 0V8

Madame la Lieutenante-Gouverneure,

J'ai l'honneur de vous présenter, à titre d'information, le rapport annuel du ministère de l'Éducation et de l'Apprentissage de la petite enfance du Manitoba, pour l'exercice qui s'est terminé le 31 mars 2023.

Je vous prie d'agréer, Madame la Lieutenante-Gouverneure, l'expression de mon profond respect.

Original signed by

Wayne Ewasko

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





Education and Early Childhood Learning

Deputy Minister

Room 162, Legislative Building, Winnipeg, Manitoba, Canada R3C 0V8
www.edu.gov.mb.ca

The Honourable Wayne Ewasko
Minister of Education and Early Childhood Learning
Room 168, Legislative Building
Winnipeg MB R3C 0V8

Dear Minister:

I am pleased to present the 2022/23 Annual Report of Manitoba Education and Early Childhood Learning.

Respectfully submitted,

ORIGINAL SIGNED BY

Dana Rudy

Deputy Minister of Education and Early Childhood Learning





Éducation et Apprentissage de la petite enfance

Sous-ministre

Bureau 162, Palais législatif, Winnipeg (Manitoba) Canada R3C 0V8
www.edu.gov.mb.ca

Wayne Ewasko

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

Palais législatif, bureau 168

Winnipeg (Manitoba) R3C 0V8

Monsieur le Ministre,

Je suis heureuse de vous présenter le rapport annuel du ministère de l'Éducation et de l'Apprentissage de la petite enfance, du Manitoba pour l'exercice financier 2022-2023.

Je vous prie d'agréer, Monsieur le Ministre, l'expression de mon profond respect.

La sous-ministre de l'Éducation et de l'Apprentissage de la petite enfance,

ORIGINAL SIGNÉ PAR

Dana Rudy



Table of Contents

- Minister’s Letter of Transmittal 1
- Minister’s Letter of Transmittal (French) 2
- Deputy Minister’s Letter of Transmittal 3
- Deputy Minister’s Letter of Transmittal (French)..... 4
- Introduction/Introduction (French)..... 7
- Department at a Glance – 2022/23 Results 8
- Coup d’oeil sur le ministère – Résultats en 2022-2023..... 9
- Departmental Responsibilities..... 10
- Responsabilités du Ministère.....11
- Organizational Structure..... 12
- 2022/23 Key Achievement Highlights 13
- Principales réalisations en 2022-2023.....16
- Department Strategy Map.....20
 - Vision 20
 - Mission..... 20
 - Values..... 20
 - Department Balanced Scorecards Priorities and Objectives..... 20
- Schéma stratégique du Ministère 22
 - Vision 22
 - Mission..... 22
 - Valeurs 22
 - Priorités et objectifs des tableaux de bord équilibrés du Ministère..... 22
- Department Balanced Scorecards Priorities and Objectives - Details..... 24
 - Quality of Life – Improving Outcomes for Manitobans..... 24
 - Working Smarter – Delivering Client-Centred Services..... 32
 - Public Service – Delivering Client-Service Excellence..... 35
 - Value for Money – Protecting Manitoba’s Bottom Line 39
- FINANCIAL DETAILS..... 42
 - Consolidated Actual Expenditures..... 42
 - Summary of Authority 44
 - Part A: Expenditure Summary by Appropriation..... 46



- Overview of Capital Investments and Loans Activity 51
- Revenue Summary by Source 52
- Departmental Program and Financial Operating Information 55
 - Administration and Finance (Res. No. 16.1) 55
 - Student Achievement and Inclusion (Res. No. 16.2) 58
 - System Performance and Accountability (Res. No. 16.3) 65
 - Support to Schools (Res. No. 16.4) 69
 - Corporate Services (Res. No. 16.5)..... 76
 - Early Learning and Child Care (Res. No. 16.6) 82
 - Capital Funding (Res. No. 16.7) 99
 - Costs Related to Capital Assets (non-voted) (Res. No. 16.8)..... 100
- Other Key Reporting 101
 - Departmental Risk 101
 - Regulatory Accountability and Red Tape Reduction 103
 - The Public Interest Disclosure (Whistleblower Protection) Act 104
 - Equity and Diversity Benchmarks 105
- Appendices 106
 - Appendix A - Special Operating Agencies (SOA)..... 106
 - Appendix B - Other Reporting Entities 106
 - Appendix C - Statutory Responsibilities..... 107
 - Appendix D - Tables 108
- Glossary..... 111



Introduction/Introduction (French)

This Annual Report is organized in accordance with the department's appropriation structure as at March 31, 2023, which reflects the authorized appropriations approved by the Legislative Assembly.

Consistent with the Main Estimates Supplement, the annual report includes Balanced Scorecards to foster operational improvements by reinforcing transparency, urgency, alignment, and accountability. As Balanced Scorecards have now been implemented by all departments, the previous Performance Reporting in the appendix has been discontinued.

The Annual Report includes information on the department and its other reporting entities (OREs) summary financial results, provides a more detailed breakdown on any changes to its voted budget, and also reports on the department's progress of achieving diversity milestones. The tradition of providing the financial results with any associated variance explanations continues to be provided at the sub-appropriation level. Overall, the new annual report is intended to provide a more comprehensive picture of the department's financial performance.

Le présent rapport annuel est présenté conformément à la structure des postes budgétaires du ministère au 31 mars 2023, qui tient compte des crédits autorisés approuvés par l'Assemblée législative.

En cohérence avec le budget complémentaire, le rapport annuel comprend des tableaux de bord équilibrés qui favorisent l'amélioration sur le plan opérationnel en mettant l'accent sur la transparence, l'urgence, l'uniformité et l'obligation redditionnelle. Ces tableaux de bord ayant été mis en œuvre par tous les ministères, les rapports antérieurs sur la performance qui étaient inclus en annexe ont été abandonnés.

Le rapport annuel contient les résultats financiers sommaires du ministère et de ses autres entités comptables, fournit une ventilation plus détaillée des changements apportés au budget des crédits votés et rend compte des progrès du ministère en matière de diversité. Il continue de fournir les résultats financiers accompagnés d'explications sur les écarts au niveau des postes secondaires. Dans l'ensemble, le nouveau rapport annuel vise à offrir un portrait plus global de la performance financière du ministère.

Department at a Glance – 2022/23 Results

Department Name and Description	Education and Early Childhood Learning
Minister	Honourable Wayne Ewasko
Deputy Minister	Dana Rudy

Other Reporting Entities	1	Public School Divisions Manitoba has 36 school divisions and one school district. On consolidation they are reported as one Other Reporting Entity (ORE).
---------------------------------	----------	--

Summary Expenditure (\$M)	
\$3,489	\$3,639
Authority	Actual

Core Expenditure (\$M)		Core Staffing
\$2,184	\$2,142	441.35
Authority	Actual	Authority

Coup d'œil sur le ministère – Résultats en 2022-2023

Nom et description du ministère	Éducation et Apprentissage de la petite enfance
Ministre	Monsieur Wayne Ewasko
Sous-ministre	Dana Rudy

Autres entités comptables	1	<p>Division scolaires publiques</p> <p>Le Manitoba a 36 divisions scolaires et un district scolaire. Lors de la consolidation, les divisions scolaires et le district scolaire sont désignés autre entité comptable.</p>
---------------------------	----------	--

Dépenses globales (en millions de dollars)	
3 489 \$	3 639 \$
Dépenses autorisées	Dépenses réelles

Dépenses ministérielles (en millions de dollars)		Personnel ministériel
2 184 \$	2 142 \$	441.35
Dépenses autorisées	Dépenses réelles	Dépenses autorisées

Departmental 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 for K to 12 education, ensuring accountability for outcomes.

The overall responsibilities of the Minister and Manitoba Education and Early Childhood Learning include the following:

- 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 the following:

- Public school divisions

Responsabilités du Ministère

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 et à la garde de la petite enfance, ainsi qu'à l'éducation de la maternelle à la 12^e année, de manière à assurer la responsabilisation à l'égard des résultats.

Les responsabilités globales du ministre et du ministère de l'Éducation et de l'Apprentissage de la petite enfance du Manitoba comprennent :

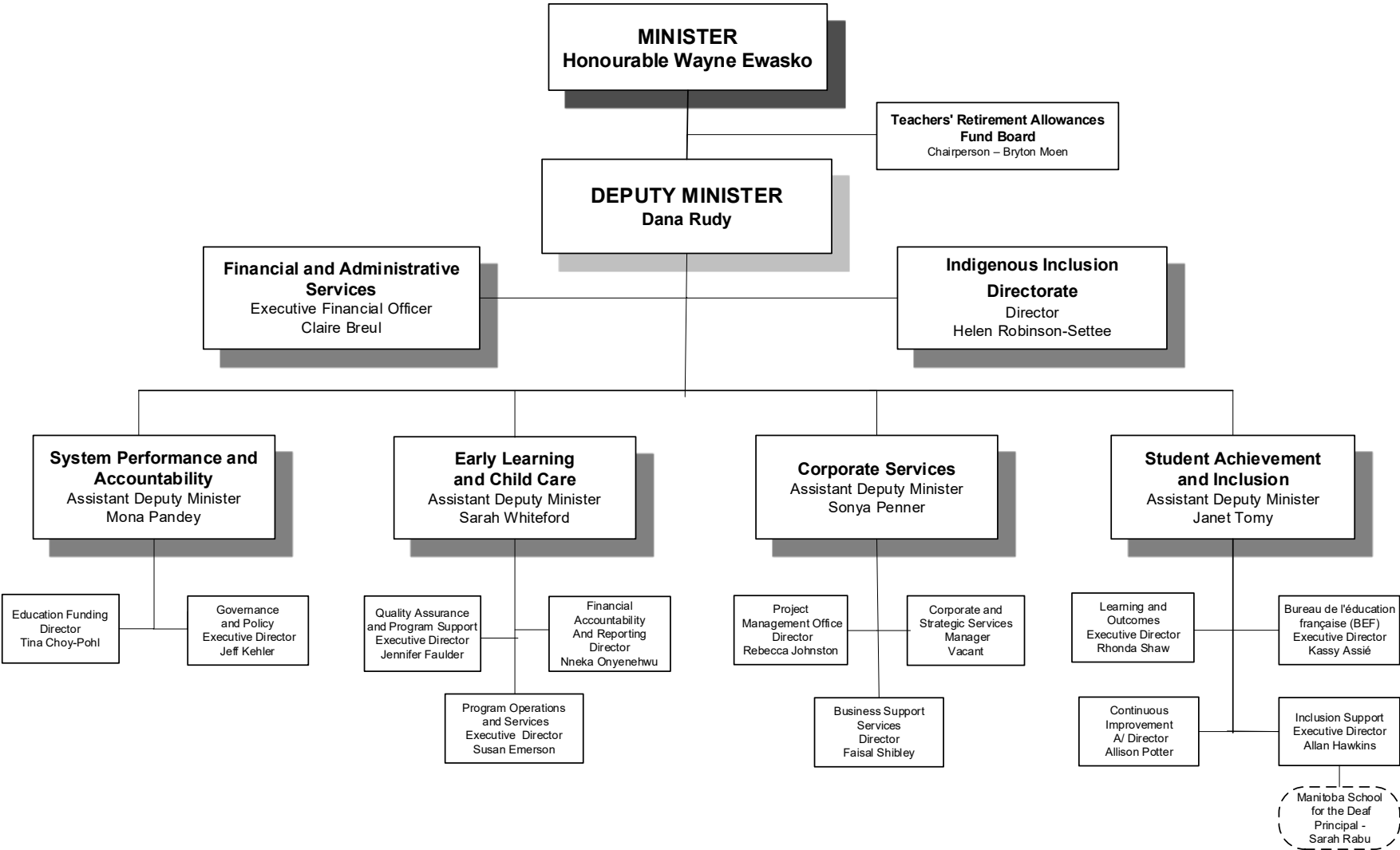
- définir l'orientation politique et les normes pour l'apprentissage et la garde de la petite enfance et l'éducation de la maternelle à la 12^e année;
- élaborer un cadre législatif, réglementaire et politiques;
- administrer le financement, les subventions et les allocations pour la garde d'enfants;
- exercer la supervision afin d'assurer le respect des politiques et des normes et veiller à l'obtention des résultats;
- élaborer et évaluer les programmes d'études afin d'appuyer la mise en œuvre et l'évaluation des résultats d'apprentissage;
- assurer la garde d'enfants et l'éducation de la maternelle à la 12^e année inclusives;
- délivrer les brevets d'enseignant, de professionnel scolaire, d'éducateur de la petite enfance et d'aides des services à l'enfance et autoriser les garderies;
- promouvoir l'éducation et les services de garde d'enfants en français (avec des responsabilités qui s'étendent de l'éducation de la petite enfance à l'enseignement postsecondaire);
- appuyer l'éducation autochtone et promouvoir la vérité et la réconciliation;
- élaborer, rechercher et évaluer les initiatives pour assurer un apprentissage de haute qualité, des résultats et le bien-être.

Le ministre est également responsable des :

- divisions scolaires publiques.

Organizational Structure

Department of Education and Early Childhood Learning as at March 31, 2023



2022/23 Key Achievement Highlights

During the fiscal year, Manitoba Education and Early Childhood Learning accomplished the following:

- Reduced average parent fees to lower than \$10 a day for children 12 and under attending licensed, funded early learning and child care centres and homes for regular periods of care. This builds upon the changes to reduce the child care subsidy thresholds that reduce parent fees to \$2 a day for more eligible Manitobans. These fees make child care significantly more affordable for Manitoba families.
- Launched a tuition reimbursement initiative for students currently enrolled in an Early Childhood Educators (ECE) training program (up to \$5,000 per year/per student), with over 652 applications approved.
- Provided \$60 million in quality enhancement grants to child care facilities to support infrastructure improvements, curriculum development and retention.
- Allocated \$37 million towards a new wage grid to increase wages for the early learning and child care workforce through increases to operating grants. Another increase was announced as part of Budget 2023 effective July 1, 2023, with an 18 per cent increase in operating grants for wages.
- Worked with community-based organizations, existing child care providers, school divisions and other partners to advance the Manitoba government's overall commitment for 23,000 new child care spaces by 2026, including the following:
 - providing new, ongoing operating grants to create close to 3,000 affordable child care spaces.
 - partnering with rural municipalities and First Nations communities to build 23 new child care centres, creating an additional 1,670 spaces.
- Advanced the Manitoba's K to 12 Education Action Plan with 60 per cent of the actions completed or underway. The department worked closely and diligently with education partners and stakeholders such as school divisions, schools, teachers, students, families, and communities to implement the priorities in the Action Plan. Manitoba remains committed to strengthening the education system and preparing students for success by investing over \$200 million in permanent operating funding in Budget 2023.
- Introduced the Framework for Learning to school and division leaders across the province, which defines Manitoba's global competencies, (citizenship, collaboration, communication, connection to self, critical thinking and creativity). The framework creates one access point for educators for curriculum, assessment, evaluation, reporting, policy, and implementation for all four provincial programs: English, Français, French Immersion, and Senior Years Technology.
- Advanced work on the development of curriculum implementation tools for literacy instruction in Kindergarten to Grade 8, including reading, writing and oral language progressions in both English and French, and enhancing the Language Arts curriculum to clearly define the knowledge, skills, and competencies that students are expected to acquire. The department also initiated work on developing guiding principles for reading instruction in Manitoba.

- Led consultations to inform the new French Immersion policy. Over 75 participants representing Early Years, Middle Years, and Senior Years attended five sessions about the new French Immersion program from urban, rural, and northern school divisions.
- Developed a Grade 9 to 12 Early Childhood Education curriculum, aligned with Early Childhood Educators standards for delivery through Technical Vocational Education programming. The curriculum will be piloted in the 2023/24 school year.
- Engage with French stakeholders to inform and co-create the development of a recruitment and retention strategy for French language teachers. The strategy was released in 2023.
- Advanced work on teacher certification and professional conduct by establishing a new unit and undertook significant consultations with the sector and the Canadian Centre for Child Protection. Bill 35: The Education Administration Amendment Act (Teacher Certification and Professional Conduct), which establishes an independent commissioner and a teacher registry, was tabled in March 2023 and received royal assent in May 2023.
- Launched *Mamàhtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy Framework*, which outlines guiding principles, strategies, and actions for achieving the intended learning outcomes for First Nations, Métis, and Inuit students, and for all students in Manitoba. Learning sessions are underway across all school divisions in Manitoba.
- Developed *Mamàhtawisiwin: The Wonder We Are Born With – Tools for Reflection, Planning, and Reporting* to ensure that the vision of Indigenous inclusive education comes to life in every classroom, school, and school division across the province.
- Invested \$1.6 million in the 2022/23 fiscal year to provide funding to all school divisions to support Elders' and Knowledge Keepers' engagement in schools, hosted a symposium to support shared learning in November 2022, and developed new guidelines for school divisions to support the Elders and Knowledge Keepers in Schools initiative.
- Launched *Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement* to remove barriers and support student success, with support from the Attendance Task Force.
- Released the Final Report of the Poverty and Education Task Force. In addition to the commitment of an ongoing review of the report's recommendations, the Manitoba government committed to reviewing in-school meal programs and partnerships, developing a clear anti-racism policy directive, and expanding the Community Schools Program.
- Implemented the Access to Menstrual Products Initiative in Manitoba Schools, in partnership with Shoppers Drug Mart Inc.
- Provided \$5.0 million to support mental health initiatives and other teacher-initiated projects through the 2022/23 Teachers' Idea Fund, with 38 projects supporting mental health and well-being and 25

projects supporting innovations across Manitoba classrooms. Intake for the 2023/24 Teachers' Idea Fund was completed, with a commitment of \$5.0 million.

- Administered the Queen's University National Health Behaviour in School-Aged Children survey for students in Grades 6 to 10, in partnership with Manitoba Mental Health and Community Wellness.
- Released the report from the Minister's Advisory Council on Inclusive Education, which includes recommendations to enhance the philosophy of inclusion across Manitoba schools.
- Renewed work with the Minister's Consultation Table for Early Learning and Child Care and the Parent Advisory Council to ensure broad sector engagement and input in planning towards improving the affordability, accessibility and quality of early learning and child care across Manitoba.
- Established the Manitoba Education Council, which brings together inter-sectoral partners to facilitate system-level planning and collaboration, focusing on student achievement and well-being. A Provincial Implementation Team comprising representatives from all school divisions was also launched.
- Established a Funding Model Review Team with representatives from a number of external organizations. Consulted and engaged with education partners and stakeholders from all 37 school divisions to improve how provincial funding is allocated. The department conducted one-to-one consultations with school divisions in the spring of 2023.
- Advanced work on the Provincial Student Information System, an integrated student information system across all school divisions and the department's information system, and established a steering committee with stakeholders. As part of this work, the department collected and validated user requirements to launch a Request for Proposals for the provincial system.
- Announced an additional \$900,000 to bolster the Intensive Newcomer Support Grant, increasing it from \$945,000 to \$1.845 million for 2022/23, to help school divisions deliver appropriate programming for newcomer students. Enhanced funding will continue into the 2023/24 school year.
- Conducted engagement sessions with students, education leaders and superintendents on remote learning opportunities in Manitoba. Their feedback is summarized in the *Provincial Online High School – What We Heard Report and Next Steps*.
- Welcomed 30 new and returning students, aged 14 to 18, from across Manitoba to the Student Advisory Council. Council members met throughout the year, and provided insights and advice to the Minister of Education and Early Childhood Learning regarding current and emerging topics that relate to K to 12 students. The council is now in its third year of operations.
- Committed an additional three new schools for a total of 23 new schools guarantee. Fourteen new schools are either in design, in construction or complete and in operation. An additional nine schools are part of the capital plan to be completed by 2027.

Principales réalisations en 2022-2023

Au cours de l'exercice financier, le ministère de l'Éducation et de l'Apprentissage de la petite enfance a accompli ce qui suit :

- Réduction des frais de garderie moyens des parents à moins de 10 dollars par jour pour les enfants âgés de 12 ans ou moins inscrits dans des centres et des maisons d'apprentissage et de garde de la petite enfance autorisés et subventionnés pendant les heures de garde régulières. Cette réduction mise sur les modifications apportées pour réduire le seuil des subventions pour les services de garde d'enfants, réduisant les frais de parents à 2 dollars par jour pour plus de Manitobains admissibles. Les services de garde d'enfants sont ainsi beaucoup plus abordables pour les familles manitobaines.
- Lancement d'une initiative de remboursement des droits de scolarité pour les étudiants actuellement inscrits à un programme de formation d'éducateurs des jeunes enfants (EJE) (jusqu'à 5 000 dollars à l'année par étudiant). Plus de 652 demandes ont été approuvées.
- Octroi de 60 millions de dollars en subventions pour l'amélioration de la qualité aux centres de garde d'enfants pour appuyer l'amélioration des infrastructures, l'élaboration des programmes d'études et le maintien en poste.
- Allocation de 37 millions de dollars pour une nouvelle grille salariale qui permettra d'augmenter les salaires des travailleurs de l'apprentissage et de la garde de la petite enfance par l'augmentation de subventions de fonctionnement. Une autre augmentation a été annoncée dans le budget de 2023. Elle est entrée en vigueur le 1^{er} juillet 2023 et a entraîné une augmentation de 18 % en subventions de fonctionnement pour les salaires.
- Collaboration avec les organismes communautaires, les fournisseurs des services de garde d'enfants existants, les divisions scolaires, et d'autres partenaires, pour faire avancer l'engagement général du gouvernement du Manitoba envers la création de 23 000 nouvelles places de garderie d'ici 2026, y compris :
 - l'octroi de nouvelles subventions de fonctionnement continues pour créer près de 3 000 places de garderie abordables;
 - la conclusion de partenariats avec des municipalités rurales et des collectivités des Premières Nations afin de construire 23 nouveaux centres de garde d'enfants, menant à la création de 1 670 places additionnelles.
- Avancement du Plan d'action pour l'éducation de la maternelle à la 12^e année du Manitoba, dont 60 pour cent des actions sont achevées ou en cours. Le Ministère a travaillé en étroite collaboration et assidûment avec les partenaires et les intervenants en éducation tels que les divisions scolaires, les écoles, les enseignants, les élèves, les familles et les collectivités afin de mettre en œuvre les priorités du Plan d'action. Le Manitoba demeure engagé à renforcer le système d'éducation et à préparer les élèves à réussir en investissant plus de 200 millions de dollars en financement de fonctionnement permanent dans le cadre du budget de 2023.

- Présentation aux dirigeants des écoles et des divisions scolaires à l'échelle de la province du Cadre de l'apprentissage qui définit les compétences générales du Manitoba, (la citoyenneté, la collaboration, la communication, la connaissance de soi, l'esprit critique et la créativité). Le Cadre sert de référence centrale pour les éducateurs en ce qui concerne les programmes d'études, l'évaluation, la production de rapports, les politiques et la mise en œuvre dans le cadre des quatre programmes provinciaux : Anglais, Français, Immersion française, et Études technologiques du secondaire.
- Avancement des travaux concernant les outils d'élaboration de programmes d'études pour l'enseignement de la littératie de la maternelle à la 8^e année, y compris la lecture, l'écriture et l'expression orale en anglais et en français, et pour améliorer les programmes de langue pour bien définir les connaissances et les compétences attendues des élèves. Le Ministère a également entamé l'élaboration de principes directeurs pour l'enseignement de la lecture au Manitoba.
- Tenue de consultations pour guider la nouvelle politique d'immersion française. Plus de 75 participants de divisions scolaires urbaines, rurales et du Nord, représentant les programmes primaire, intermédiaire et secondaire, ont assisté aux cinq séances portant sur le nouveau programme d'immersion française.
- Élaboration d'un programme d'études d'éducation de la petite enfance de la 9^e à la 12^e année, harmonisé avec les normes en matière d'éducateurs des jeunes enfants pour des programmes d'enseignement technique et professionnel postsecondaire en éducation de la petite enfance. Ce programme d'études sera mis à l'essai pendant l'année scolaire 2023-2024.
- Engagement des intervenants francophones pour guider et élaborer conjointement une stratégie de recrutement et de maintien en poste d'enseignants de langue française. La publication de la stratégie a eu lieu en 2023.
- Avancement des travaux sur les brevets d'enseignement et la conduite professionnelle en établissant une nouvelle unité. Tenue de consultations approfondies auprès du secteur et du Centre canadien de protection de l'enfance. Le projet de loi 35 : Loi modifiant la Loi sur l'administration scolaire (brevets d'enseignement et conduite professionnelle), qui établit le rôle de commissaire indépendant ainsi qu'un registre d'enseignants, a été déposé en mars 2023 et a reçu la sanction royale en mai 2023.
- Lancement de *Mamàhtawisiwin : Lancement de Mamàhtawisiwin : Les merveilles de notre héritage – Un cadre politique en matière d'éducation autochtone*, qui présente les principes directeurs, les stratégies et les actions pour l'atteinte des résultats d'apprentissage visés pour les élèves métis, inuits et des Premières Nations et pour tous les élèves au Manitoba. Des séances d'apprentissage sont en cours dans l'ensemble des divisions scolaires au Manitoba.
- Élaboration de *Mamàhtawisiwin: Les merveilles de notre héritage – Outils de réflexion, de planification et d'établissement de rapports* pour assurer la réalisation de la vision d'éducation inclusive pour les Autochtones dans toutes les salles de classe, les écoles et les divisions scolaires à l'échelle de la province.
- Investissement de 1,6 million de dollars pendant l'exercice financier 2022-2023, un financement destiné à toutes les divisions scolaires pour appuyer la participation des aînés et des gardiens du savoir dans les écoles. Tenue d'un symposium pour soutenir l'apprentissage partagé en novembre 2022. Élaboration de

nouvelles lignes directrices pour les divisions scolaires pour soutenir l'Initiative des aînés et des gardiens du savoir à l'école.

- Lancement du document *Écoles sûres et accueillantes : Directive d'orientation et plan d'action pour l'accroissement de la fréquentation et de la participation des élèves* qui vise à éliminer les obstacles et à favoriser la réussite des élèves, avec le soutien du Groupe de travail sur l'assiduité.
- Publication du Rapport final du Groupe de travail sur la pauvreté et l'éducation. En plus de l'engagement à étudier régulièrement les recommandations du rapport, le gouvernement du Manitoba s'est également engagé à étudier les programmes de repas et les partenariats dans les écoles, à élaborer une directive d'orientation claire sur l'antiracisme et à élargir le programme des écoles communautaires.
- Mise en œuvre de l'Initiative d'accès aux produits menstruels dans les écoles du Manitoba en partenariat avec Shoppers Drug Mart Inc.
- Allocation de 5 millions de dollars à l'appui d'initiatives liées à la santé mentale et d'autres projets initiés par les enseignants, par le Fonds des idées du personnel enseignant, dont 38 projets portent sur la santé mentale et le bien-être et 25 projets favorisent l'innovation dans les salles de classe du Manitoba. Les attributions du Fonds des idées du personnel enseignant de 2023-2024 a été achevées, avec un engagement de 5 millions de dollars.
- Administration du sondage national de l'Université Queen's sur les comportements de santé des enfants d'âge scolaire pour les élèves de la 6^e année à la 10^e année, en partenariat avec Santé mentale et Mieux-être de la communauté Manitoba.
- Publication du rapport du Conseil consultatif du ministre sur l'éducation inclusive, qui contient des recommandations visant à améliorer la philosophie de l'inclusion dans l'ensemble des écoles du Manitoba.
- Collaboration renouvelée avec la Table de consultation du ministre sur l'apprentissage et la garde de la petite enfance ainsi que le Conseil consultatif de parents pour assurer la participation et la contribution générales du secteur à la planification en vue d'améliorer l'abordabilité, l'accessibilité et la qualité de l'apprentissage et de la garde de la petite enfance à l'échelle du Manitoba.
- Création du Conseil de l'éducation du Manitoba, qui rassemble des partenaires intersectoriels pour faciliter la planification et la collaboration à l'échelle du système, en mettant l'accent sur le rendement et le bien-être des élèves. Une équipe de mise en œuvre provinciale, composée de représentants de toutes les divisions scolaires, a également été mise sur pied.
- Création d'une équipe chargée de l'examen du financement, composée de représentants de plusieurs organismes externes. Consultation et engagement des partenaires et des intervenants en éducation provenant de toutes les 37 divisions scolaires afin d'améliorer l'allocation du financement provincial. Le Ministère a mené des consultations individuelles auprès des divisions scolaires au printemps de 2023.
- Avancement des travaux sur le système informatique de renseignements sur les élèves de la province, un système intégré de renseignements sur les élèves de toutes les 37 divisions scolaires ainsi que le

système de renseignements du Ministère, et création d'un comité directeur avec les intervenants. Dans le cadre de ce travail, le Ministère a recueilli et validé les exigences d'utilisateurs afin de lancer un appel à propositions pour le système provincial.

- Annonce de 900 000 dollars additionnels pour augmenter le montant de la Subvention de soutien intensif aux nouveaux arrivants de 945 000 dollars à 1,845 million de dollars pour l'année 2022-2023, aidant ainsi les divisions scolaires à exécuter des programmes adaptés aux élèves nouveaux arrivants. Du financement additionnel se poursuivra pendant l'année scolaire 2023-2024.
- Tenue de séances d'engagement auprès d'élèves, de leaders en éducation et des directeurs généraux de division scolaire portant sur les possibilités d'apprentissage à distance au Manitoba. Un résumé des commentaires des participants se trouve dans le rapport *École secondaire provinciale en ligne : Ce que nous avons entendu et les prochaines étapes*.
- Accueil de 30 élèves âgés de 14 à 18 ans de partout au Manitoba, dont certains sont nouveaux et certains reviennent, au sein du Conseil consultatif des élèves. Les membres du Conseil se sont rencontrés au cours de l'année et ont communiqué des idées et des conseils au ministre de l'Éducation et de l'Apprentissage de la petite enfance concernant des sujets d'actualité et émergents touchant les élèves de la maternelle à la 12^e année. Le Conseil en est maintenant à sa troisième année d'activité.
- Engagement à bâtir 3 nouvelles écoles additionnelles pour amener le total à un engagement de 23 nouvelles écoles. Quatorze nouvelles écoles sont en cours de conception, en construction ou sont terminées et opérationnelles. Neuf autres écoles font partie du plan d'immobilisations dont l'achèvement est prévu pour 2027.

Department Strategy Map

The department strategy map lists the four government priority areas: Quality of Life, Working Smarter, Public Service, and Value for Money, with the department's objectives listed under each priority.

Vision

All Manitoba children and students succeed, no matter where they live, their backgrounds, or their individual circumstances.

Mission

To ensure responsive, equitable, and high-quality child care and learning from early childhood through to high school graduation to support all children and students to reach their full potential.

Values

- We act with integrity, accountability, and transparency.
- We respect and honour diversity, inclusion, and accessibility.
- We build trust through strong collaboration and consultation with our partners.
- We strive for excellence and sustainability through evidence-based decision-making, innovation, and continuous improvement.

Department Balanced Scorecards Priorities and Objectives

Quality of Life – Improving Outcomes for Manitobans

1. Support High-Quality Teaching and Learning
2. Advance Truth and Reconciliation
3. Ensure High-Quality, Accessible and Affordable Early Learning and Child Care
4. Improve Engagement and Well-Being

Working Smarter – Delivering Client-Centred Services

5. Foster and Advance Innovation
6. Reduce Red Tape
7. Strengthen Communication across the System
8. Increase Transparency

Public Service – Delivering Client-Service Excellence

9. Improve Employee Engagement
10. Build Our Capacity
11. Advance Inclusion
12. Strengthen Respect at Work

Value For Money – Protecting Manitoba's Bottom Line

13. Effective Stewardship of Resources
14. Balance the Budget

Schéma stratégique du Ministère

Le schéma stratégique du Ministère dresse la liste des quatre domaines prioritaires du gouvernement : qualité de vie, gestion plus ingénieuse, fonction publique et optimisation des ressources, et indique les objectifs du Ministère sous chacune de ces priorités.

Vision

Favoriser la réussite de tous les enfants et les élèves manitobains, peu importe leur lieu de résidence, leurs origines ou les circonstances entourant leur vie personnelle.

Mission

Assurer la prestation de services de garde d'enfants et d'apprentissage adaptés, équitables et de haute qualité de la petite enfance à l'obtention du diplôme d'études secondaires afin d'aider tous les enfants et les élèves à atteindre leur plein potentiel.

Valeurs

- Nous agissons avec intégrité, sens de responsabilité et transparence.
- Nous respectons et honorons la diversité, l'inclusion et l'accessibilité.
- Nous bâtissons la confiance en entretenant de solides relations de collaboration et de consultation avec nos partenaires.
- Nous recherchons l'excellence et la durabilité au moyen d'un processus décisionnel fondé sur des faits, de l'innovation et de l'amélioration soutenue.

Priorités et objectifs des tableaux de bord équilibrés du Ministère

Qualité de vie – Améliorer les résultats pour les Manitobains

1. Appuyer un enseignement et un apprentissage de haute qualité
2. Faire progresser la vérité et la réconciliation
3. Rendre l'apprentissage de la petite enfance et la garde d'enfants accessibles, abordables et de haute qualité
4. Renforcer l'engagement et le bien-être

Gestion plus ingénieuse – Fournir des services axés sur le client

5. Encourager et faire progresser l'innovation
6. Réduire la bureaucratie
7. Renforcer la communication au sein du système
8. Accroître la transparence

Fonction publique – Favoriser l'excellence du service à la clientèle

9. Accroître l'engagement des employés
10. Renforcer nos capacités
11. Favoriser l'inclusion
12. Renforcer le respect en milieu de travail

Optimisation des ressources – Protéger les résultats financiers du Manitoba

13. Gérer les ressources de manière efficace
14. Équilibrer le budget

Department Balanced Scorecards Priorities and Objectives—Details

The following section provides information on key performance measures for Manitoba Education and Early Childhood Learning for the 2022/23 reporting year. All Manitoba government departments include a performance measurement section in a standardized format in their annual reports.

Performance indicators in Manitoba government annual reports are intended to complement financial results and provide Manitobans with meaningful and useful information about government activities and their impact on the province and its citizens.

Quality of Life—Improving Outcomes for Manitobans

1. Support High-Quality Teaching and Learning

Key Initiatives

- **Emergency Management Planning:** In 2022/23, the department continued to focus on emergency management planning with education stakeholders to keep schools and child care centres safe and open, and to ensure learning continuity. This work is as a result of the recommendations of the Office of the Auditor General’s report *Department of Education and Early Childhood Learning: Leadership of the K to 12 Pandemic Response*.
- **Manitoba’s K to 12 Education Action Plan:** Manitoba’s K to 12 Education Action Plan is a five-year roadmap toward achieving the vision that all Manitoba students succeed, no matter where they live, their backgrounds, or their individual circumstances. The action plan was developed with stakeholders, building on strengths across the education system and responding to the recommendations of the Commission on K to 12 Education. Much progress has been made, with 60 per cent of the actions completed or underway. Manitoba has worked closely and diligently with education partners, school divisions, schools, teachers, school staff, students, families, and communities to advance the priorities in the action plan. Manitoba remains committed to strengthening the education system and preparing students for success by investing over \$200 million in permanent operating funding in Budget 2023.
- **Curriculum Implementation, Renewal, and Assessment:** The Framework for Learning fosters a common vision and shared understanding of teaching and learning among educators in Manitoba. It establishes a systematic, cyclical curriculum renewal process that will result in contemporary, relevant, inclusive, and responsive curricula. In 2022/23, the department held information sessions to introduce the Framework for Learning and definitions of the provincial global competencies to school and division leaders. In December 2022, the Framework for Learning website was launched. The department has also engaged with the Curriculum Advisory Panel and educator teams to inform the development of the new curriculum design as well as the renewal of the K to 10 Science and K to 12 Physical Education/Health Education curricula, with parallel yet distinct work underway for the Français, French Immersion, and English programs. A key priority focus has been placed on strengthening literacy and numeracy throughout the Manitoba curriculum.

- **High School Apprenticeship Program:** The department is committed to expanding the High School Apprenticeship Program through partnerships with employers, schools, and school divisions, and raising awareness of this unique program for high school students. In the last two years, the department has worked collaboratively with Manitoba Advanced Education and Training in the development of a series of guides for educators, students, and employers to support and promote the High School Apprenticeship Program. In October 2022, the guides were published on the department’s website and are available in English and French.
- **Minister’s Advisory Council on Inclusive Education:** The Minister’s Advisory Council on Inclusive Education was established to improve access to high-quality education for all students and to support the philosophy of inclusion. The council focused on timely access to assessments, learning supports, and clinical services for students with diverse learning needs, as well as reviewing the professional learning needs required to enhance classroom supports for all learners. The council released their final report in February 2023, *On the Path to Inclusion in Manitoba’s K to 12 Education System: Supporting our Diverse Learners in Achieving Their Full Potential*. The report lists seven recommendations that will strengthen the concept of ability, continuously improve student outcomes, ensure equity, and promote well-being and inclusion. The Student Services Inclusive Education Committee is developing an implementation plan to respond to these recommendations.
- **Provincial Remote Learning High School Programming:** In 2022/23, the department conducted engagement sessions with over 570 students, education leaders and superintendents, and their feedback is summarized in the *Provincial Online High School—What We Heard Report and Next Steps*. In the 2022/23 school year, the province provided over \$3 million to support the delivery of InformNet and the Teacher Mediated Option (TMO), programming for Manitoba students in Grades 9 to 12. In 2023/24, the department will continue to support remote learning for high school students across the province.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
1.a Four-year student tracked high school Grade 12 graduation rate	83.0%	83.0%	85.1%	82.8%
1.b Six-year student tracked high school Grade 12 graduation rate	88.3%	88.3%	89.7%	88.1%
1.c Percentage of first-time Grade 9 students who obtained an English language arts credit	88.4%	88.4%	89.3%	88.6%
1.d Percentage of first-time Grade 9 students who obtained a mathematics credit	86.6%	86.6%	87.5%	87.2%
1.e French Immersion enrolment and retention index	85.7%	85.7%	85.0%	83.8%
1.f Français enrolment and retention index	88.0%	88.0%	89.0%	86.7%

1.a Four-year student tracked high school Grade 12 graduation rate: High school graduation is generally viewed as the minimum requirement for pursuing additional education and for entry into the workforce. The measure captures the 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. Baseline uses data from the 2020/21 school year. Data in the Actual columns reflect data from the previous school year.

1.b Six-year student tracked high school Grade 12 graduation rate: High school graduation is generally viewed as the minimum requirement for pursuing additional education and for entry into the workforce. The measure captures the 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. Baseline uses data from the 2020/21 school year. Data in the Actual columns reflect data from the previous school year.

1.c Percentage of first-time Grade 9 students who obtained an English language arts credit: 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 an English language arts credit. Baseline uses data from the 2020/21 school year. Data in the Actual columns reflect data from the previous school year.

1.d Percentage of first-time Grade 9 students who obtained a mathematics credit: 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. Baseline uses data from the 2020/21 school year. Data in the Actual columns reflect data from the previous school year.

1.e French Immersion enrolment and retention index: Retaining greater proportions of students, at key grade levels, 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. Baseline uses the 2020/21 school year data. Data in the Actual columns reflect September enrolment data for that year.

1.f Français enrolment and retention index: Retaining greater proportions of students, at key grade levels, 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. Baseline uses the 2020/21 school year data. Data in the Actual columns reflect September enrolment data for that year.

2. Advance Truth and Reconciliation

Key Initiatives

- **Treaty Education:** The Treaty Relations Commission of Manitoba, in partnership with the department, has been training teachers to ensure more students and teachers learn about Treaties and Treaty Relationships. Since 2019, the department has had a funding relationship with the Treaty Relations Commission of Manitoba to further support Treaty Education. In 2022/23, in collaboration with the Treaty Education Steering Committee, the department developed the provincial plan, Treaty Education for All. These partnerships will continue, with implementation planning in the 2023/24 fiscal year.
- ***Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework:*** Manitoba Education and Early Childhood Learning is committed to strengthening the achievement and well-being of Indigenous students and furthering the Truth and Reconciliation Commission of Canada’s Calls to Action. In 2022/23, the department funded the Manitoba Rural Learning Consortium to facilitate the orientation of the Mamàhtawisiwin Policy Framework for teachers, school leaders, superintendents, and Indigenous education leaders. From October 2022 to March 2023, seven sessions were held with 155 total participants from 19 school divisions, including 89 who self-identified as front-line educators. During spring 2023, the department held five regional orientation sessions and a French session for all school divisions on the *Mamàhtawisiwin: Tools for Reflection, Planning, and Reporting* and the *Elders and Knowledge Keepers in Schools Guidelines*.
- **Elders and Knowledge Keepers in Schools Initiative:** Manitoba is committed to recognizing parents, families, and grandparents as the first teachers who carry and share teachings to support children to come to know where they come from, where they are going, why they are here, and who they are. After piloting the initiative with 11 school divisions (33 school sites), the department expanded the implementation province-wide to 37 school divisions allocating \$2.2 million in the 2022/23 school year (\$1.6 million in the fiscal year). The initiative has been guided by the Elders and Knowledge Keepers Advisory Council, comprising seven Elders and Knowledge Keepers from across Manitoba. The council has met six times since the inception of the project to the end of the 2022/23 fiscal year, and has validated the *Elders and Knowledge Keepers in Schools Guidelines*.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
2.a Graduation rate gap between Indigenous and non-Indigenous students within four years of entering Grade 9	40.2%	40.2%	38.3%	40.2%
2.b Graduation rate gap between Indigenous and non-Indigenous students within six years of entering Grade 9	30.0%	30.0%	31.4%	31.4%
2.c Percentage of teachers trained in Treaty Education	10.6%	10.6%	45.0%	15.4%

2.a Graduation rate gap between Indigenous and non-Indigenous students within four years of entering Grade 9: 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. The measure captures the 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. 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. Baseline uses data from the 2020/21 school year. Data in the Actual columns reflect data from the previous school year.

2.b Graduation rate gap between Indigenous and non-Indigenous students within six years of entering Grade 9: 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. The measure captures the 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. 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. Baseline uses data from the 2020/21 school year. Data in the Actual columns reflect data from the previous school year. Manitoba's disaggregated six-year high school graduation rate is trending upward for Indigenous and non-Indigenous students since first reported for the 2012/13 school year.

2.c Percentage of teachers trained in Treaty Education: This measure captures the Treaty Relations Commission of Manitoba's Treaty Education to K to 12 teachers, which increased by 664 teachers trained in the 2022/23 school year for a total of 2,153 teachers trained to date. Baseline uses 2021/22 school year data (1,482 to date). 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 Commission's workshop since 2019. By limiting this measure to the Commission training, the reported amount is lower than actual. In 2023/24, the department is changing this measure to report on the percentage of all current school staff that are trained by all providers, aligned with the new Treaty Education for All plan.

3. Ensure High-Quality, Accessible, and Affordable Early Learning and Child Care

Key Initiatives

- **Child Care Affordability:** The department announced a plan to achieve the commitment for \$10 per day average out-of-pocket parent fees, a full three years ahead of the target date. Manitoba reached an historic milestone by reducing all parent fees to \$10 a day for children attending regular periods of care in funded early learning and child care centres and homes, beginning April 2, 2023. These fees make child care significantly more affordable for Manitoba families. This includes the more than 37,000 funded spaces for children ages 12 weeks to 12 years old in Manitoba's early learning and child care system. In addition, Manitoba expanded its existing Child Care Subsidy Program by increasing the income eligibility thresholds by 45 per cent, targeting our initial affordability supports to those families who need it most. Manitoba also implemented a Parent Fee Advance in early 2022/23, providing licensed facilities funding to cover the reduction in parent fees.

- Child Care Spaces and Capital Program Expansion:** To improve access to high-quality and affordable early learning and child care, the department is increasing child care spaces and expanding the capital program. As of March 2023, the number of new licensed and funded child care spaces for children from birth to age 12 increased to close to 3,000. In 2022/23, the department expanded the Early Learning and Child Care Building Fund to provide capital grant funding for 60 per cent of total project costs, up from 40. Additionally, the department implemented the Ready-to-Move Child Care Centres Expansion Project in partnership with local governments and Indigenous Governing Bodies; the Renovation Expansion Grant, funding for new child care spaces; and the School-Based Child Care Expansion initiative. All capital initiatives toward zero-to-six-years spaces have been fully funded by the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement, and all new spaces opened for children seven to 12 years of age are provincially funded, as are all new child care spaces developed in new schools or those undergoing a major renovation.
- Early Childhood Educators (ECEs) Training:** In 2022/23, funding for post-secondary Early Childhood Educator and Child Care Assistant (CCA) Training Expansion was made available to support the development of expanded or new ECE/CCA training programs offered at Manitoba post-secondary institutions. Five post-secondary institutions received funding in 2022/23 to expand and develop new programming to train child care professionals (\$50,000 per post-secondary institution, for a total of \$250,000 in funding). This initiative aims to have an additional 1,000 CCAs and 2,000 ECEs trained by 2026. A new professional development day for the early learning and child care sector was also announced, enabling facilities to close for one day annually for professional development without a loss of revenue. In addition, a tuition reimbursement initiative for students currently enrolled in an Early Childhood Educators (ECE) training program (up to \$5,000 per year/per student) was launched, with over 652 applications approved.
- Early Learning and Child Care Workforce Wage Grid:** The first iteration of the Early Learning and Child Care Wage Grid was announced in July 2022, providing \$37 million to child care centres to increase wages. To support child care facilities with achieving the wage grid, a Wage Grid Operating Supplement for funded non-profit child care facilities was established, with funding increased to the revenue generated per space. The wage grid aims to support recruitment and retention in the field at a time of significant expansion in the sector. Including a second increase announced in 2023/24, there has been an 18 per cent increase in operating grants to support wages to date.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
3.a Number of licensed and funded spaces available to children from birth to age 6	23,721	23,721	25,000	24,515
3.b Average daily out-of-pocket parent fees	\$20.70	\$20.70	\$10.00	\$8.43

3.a Number of licensed and funded spaces available to children from birth to age six: This measure captures the number of spaces available to children from birth to age six in licensed and funded child care programs. Access to early learning and child care allows parents to attend educational training programs and 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. Note: Baseline was amended to 23,721 available licensed and funded spaces for children from birth to age six; the corrected baseline will be applied to forthcoming reports.

3.b Average daily out-of-pocket parent fees: This measure represents the average daily parental child care fees in Manitoba for spaces serving children from birth to six years old attending licensed non-profit child care facilities and homes. This will help expand the accessibility of safe, high-quality, and affordable child care services, particularly for low-income and middle-income households. Baseline uses the 2021/22 data. The average parent fees for child care for children from birth to age six were reduced to less than \$10/day in 2022/23 through increasing the number of families eligible for Child Care Subsidy by increasing the income threshold, and by providing a Parent Fee Advance to facilities to reduce fees while subsidy applications were processed. Note: In the 2022/23 fiscal year, the target for the average daily out-of-pocket parent fee was corrected to \$10.00 per day (instead of \$10.35 per day).

4. Improve Engagement and Well-Being

Key Initiatives

- **Poverty and Education Task Force:** The Poverty and Education Task Force was established to provide actionable recommendations to support children living in poverty and reduce barriers to their participation in learning. In February 2023, the department released the *Final Report of the Poverty and Education Task Force*. The department committed to review in-school meal programs; develop a clear anti-racism policy directive that sets expectations and guidance for all Manitoba schools; and expand the Community Schools Program by investing \$595,000 to fund five additional schools in 2023/24, for a total of 41 schools, in communities experiencing high poverty. The issue of poverty extends beyond the education system and requires a collective response. The department is working with internal and external stakeholders to gain commitments to implement strategies at the classroom, school, school division, community, and organizational levels to support students in high-poverty communities.
- **Mental Health and Well-Being in Schools:** In 2022/23, the department continued the development of targeted mental health supports and health promotion strategies. In 2022/23, the department continued to support the mental health and well-being of students and staff through the Teachers' Idea Fund. The department also continued financial support for core mental health programs, including the Care for All in Education Initiative, Sources of Strength, and Safe Talk. The Health Behaviour in School-Aged Children survey for students in Grades 6 to 10 was administered in 2022/23 as a measure of student mental health and well-being.
- **Student Presence and Engagement:** The *Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement* was released in January 2023, along with a public education media campaign ("School. Keep Going."). The public campaign provided students, parents, and caregivers with more information regarding the benefits of regular school attendance and intended to create public discussion as school divisions and schools updated their local policies. School divisions were asked to update their local policies by the end of the 2022/23 school year. The ongoing implementation of the Policy Directive and Action Plan is being coordinated by the department's new School and Community Support Unit.
- **Minister's Student Advisory Council:** The 2022/23 Student Advisory Council is composed of 30 Manitoba youth, aged 14 to 18, from across the province, and the Council presented its first annual report in

August 2022. In 2022/23, the Student Advisory Council members met four times to discuss and provide input on various topics, which helped to bring youth insights to the department and to inform several priorities in the Manitoba’s K to 12 Education Action Plan. Topics included science and physical education curriculum renewal; teacher misconduct; youth leadership and empowerment; the provincial remote learning strategy and online high school; and student engagement.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
4.a Student attendance index	13.1	13.1	10.0	17.8
4.b Number of child care provider groups that received training in the Circle of Security (COS) model*	11	-	-	11
4.c Student mental health and well-being score	-	-	-	-

*As a new measure, the department will be reporting on the number of groups of child care providers receiving training, rather than the percentage of facilities being trained. Training groups often represent staff of a number of different facilities.

4.a Student attendance index: For Grades 1 to 8, the average number of days that a student is absent in the year is calculated. For Grades 9 to 12, the average number of classes that a student misses per year is calculated, and then divided by 7.5 (estimated average course load) to obtain a proxy for the number of days that a student is absent in a year. These two measures are then combined and weighted by the number of students in the grade ranges to form the index. Lower values of the index indicate higher overall student attendance. Baseline uses data from the 2020/21 school year. Data in the Actual columns reflect data from the previous school year.

4.b Number of child care provide groups that received training in the Circle of Security (COS) model: This is a new measure and the 2022/23 fiscal year was used to gather baseline information. It measures the number of groups from child care facilities that have been trained in the Circle of Security attachment-based model, which helps caregivers to better understand and meet a child’s emotional needs. In 2022/23, 11 groups of child care providers were trained in the COS model.

4.c Student mental health and well-being score: Conducting a student’s mental health and well-being survey will help increase understanding of young people’s health and well-being. It is important that young people’s health is considered in its broadest sense, encompassing physical, social, and emotional well-being so that appropriate interventions can be considered. This measure will help to determine the mental health of students in order to target interventions. The Health Behaviour in School-Aged Children survey will be used. This measure was added in 2022/23. The survey was launched and results are expected in the 2023/24 school year. The results will be used to establish a baseline and a target for next year.



Working Smarter—Delivering Client-Centred Services

5. Foster and Advance Innovation

Key Initiatives

- **Provincial Continuous Improvement Framework:** The renewed K to 12 Framework for Continuous Improvement strengthens and builds on the use of data in planning, monitoring, and reporting on student achievement and well-being to parents and caregivers and the public. The department engaged in collaborative discussions with all 37 school divisions beginning in February 2022.
- **Teachers’ Idea Fund:** The \$25 million Teachers’ Idea Fund supports the ideas and innovations of front-line teachers, staff, and school leaders from across the province. In 2022/23, the fund supported mental health and wellness initiatives. An investment of \$3.2 million supported 38 new projects that promoted tools and supports for students as well as enhanced training, resources, and self-care for teachers and school staff. Funding of \$1.8 million was also allocated to 25 multi-year projects approved in year one. The 2023/24 intake of proposals continued to focus on mental health and wellness initiatives because of the significant interest from schools and divisional leaders across Manitoba.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
5.a Percentage of Teachers’ Idea Fund projects that can be replicated to spread innovation	94.0%	94.0%	60.0%	98.3%*

*This calculation is based on reports received at the time of submitting the Annual Report.

5.a Percentage of Teachers’ Idea Fund projects that can be replicated to spread innovation: The investment in ideas and innovations from teachers, staff, and school and divisional leaders encourages collective learning and sharing of knowledge of new and existing innovative practices in order to embed innovation and continuous improvement into K to 12 education. This measures the percentage of Teachers’ Idea Fund reports that indicate the project can be replicated within or across school divisions. The reported 2022/23 data does not include all projects as a number of them have been extended.

6. Reduce Red Tape

Key Initiatives

- **Red Tape Reduction:** Reducing red tape aims to remove regulatory requirements that are no longer achieving desired outcomes or are doing so in an inefficient manner. Regulatory requirements that result in red tape may be unclear, overly prescriptive, poorly designed, redundant, contradictory, or antiquated. Not all regulatory requirements create red tape.
- **Process Improvements:** In 2022/23, the department has taken steps to streamline processes and reduce administrative burdens. The department has worked on streamlining reporting requirements related to grants for school divisions. The department introduced an e-form for homeschooling families and is

developing e-forms for individuals to request a statement of marks and for teachers to apply for various services, such as salary reclassification and certificate replacements. In 2023/24, the department continues to move to electronic forms of submitting information and receiving services.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
6.a Reduce the per cent of regulatory requirements	0%	0.02%	-2.5%	0.03%
6.b Number of weeks to process internationally educated teacher certification applications	-	-	80% within 8 weeks	46% within 8 weeks (80% within 10 weeks)

6.a Reduce the per cent of regulatory requirements: This measure accounts for the percentage reduction of regulatory requirements undertaken by the department in a fiscal year. In the fiscal year 2022/23, which is the most recent data available, the department experienced an increase of 0.03 per cent. The total number of regulatory requirements accounted for by the department at the end of 2022/23 was 72,032. The baseline resets to zero at the beginning of every fiscal year, and the target of a 2.5 per cent reduction is applied. In 2023/24, the department will continue to work on reducing regulatory requirements in applications, forms, and policy documents.

6.b Number of weeks to process internationally educated teacher certification applications: By shortening the processing time for internationally educated teacher certification, applicants will be eligible to apply for teaching positions sooner. An increase in the number of candidates will help to ensure that the most qualified person fills teaching vacancies in Manitoba in a timely fashion. The measure formula is the number of complete internationally educated teacher certification applications that have been processed in eight weeks divided by the total number of applications times 100. In 2022/23, there was a significant increase in the number of applications and staff vacancies. As a result, 46 per cent of applications were processed within eight weeks. It took 10 weeks to process 80 per cent of the applications. Processing times vary significantly depending on the complexity of the experience of the individual seeking certification. The department will continue to streamline the process for teacher certifications.

7. Strengthen Communication across the System

Key Initiatives

- **Manitoba Education Council:** The Manitoba Education Council brings inter-sectoral partners together to facilitate system-level planning and collaboration for the K to 12 school system. In fall 2022, Manitoba issued a call for applications to parents and caregivers of students in K to 12 publicly funded schools and reached out to the education system stakeholders, Indigenous leaders, and inter-sectoral partners to

join the council. In January 2023, members were appointed to the council on a two-year term. An onboarding and orientation meeting was held in February 2023.

- Parent and Caregiver Engagement:** Manitoba Education and Early Childhood Learning is working on developing strategies to enhance school, child care, family and community partnerships and engagement. The department is updating the existing policy framework. The department has also regularly met with the Minister’s Consultation Table for Early Learning and Child Care and the Child Care Parent Advisory Committee, to provide input and recommendations on system-level planning and initiatives for the early learning and child care system.
- Provincial Student Information System (SIS):** The provincial student information system will provide timely access to student information to help inform Manitoba’s education system at the local school, divisional and provincial levels. In 2022/23, the department completed the scoping phase of the SIS, with consultations conducted with the sector. In October 2022, over 200 education leaders attended an information session, and in February 2023, the department established the SIS Steering Committee composed of various stakeholder representatives to help guide the implementation planning. The department continues to work closely with Manitoba Consumer Protection and Government Services to seek a successful vendor for the SIS.
- Department Website:** The department has improved access to information, policies, and resources about the public education system and early learning and child care by modernizing the department’s web presence. In 2022/23, the department launched a K to 12 Education Action Plan website that provides helpful information and regular updates on the plan.
- Communications and Engagement Framework:** In order to optimize communications and engagement activities with stakeholders, the department developed a *Communication and Engagement Framework*. The framework outlines principles and processes for communication and engagement and provides guidelines, templates, and tools for engaging with stakeholders and Indigenous Rights Holders. The department also established a sector relations unit to support departmental communications and engagement activities with stakeholders and partners.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
7.a Engagement Score	-	-	-	-

7.a Engagement score: Data source will be the future stakeholder engagement survey. This is a new measure, and this year will be used to collect data to establish a baseline and determine the target. The department began initial planning for the development of a provincial survey for students, their parents, school staff, and leaders regarding their school experience to inform provincial, division, and school-level plans and broader decision-making. Following the development and implementation of the survey, the results will be used to establish a baseline and a target for the following year.

8. Increase Transparency

Key Initiatives

- **Provincial Data and Performance Measurement Framework:** The framework will measure and report on all students' achievement and well-being at the provincial, school division, and school levels. Work on this action has begun in the Continuous Improvement Branch and is in the early stages of planning. As a next step, a user-friendly public platform will be created with access to information, data, and policies about the public education system.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
8.a Percentage of first-time records/data set disclosures (# of records)	40	40	44	46

8.a Percentage of first-time records/data set disclosures: Data disclosure supports public accountability and transparency as core foundational tasks for working smarter across government. This measure tracks the percentage increase in the number of unique records made available by the department for the first time, on public-facing websites: the department's webpage, InfoMB, and DataMB. Records are documents, reports, and data sets that were never posted before, excluding regular updates to existing records. The department is striving to make an annual increase of 10 per cent. Baseline uses the 2021/22 data. The data is reflected in number of records, this aligns with the formula in the 2023/24 supplement.

Public Service—Delivering Client-Service Excellence

9. Improve Employee Engagement

Key Initiatives

- **Employee Engagement Champions:** Manitoba Education and Early Childhood Learning established the Employee Engagement Champions Committee to support department-wide employee engagement, internal communications, learning, and innovations. The goal is to create a collaborative and inclusive culture where public servants feel engaged and are fully contributing to the department's objectives. The committee has divisional representation across the department, and has developed and implemented multiple initiatives such as learning sessions, employee onboarding checklists, the internal Weekly Round Up e-bulletin, and special workplace events such as Learn@Work Week, Mental Health Awareness Week, and National Public Service Week.
- **Employee Engagement Action Plans:** The department implemented branch-level employee engagement action plans to build a structured approach to support employee engagement. Employee engagement action plans outline the strategies and steps needed to address any workplace items and to boost overall satisfaction and engagement.

- **Internal Communication to All Staff:** Manitoba Education and Early Childhood Learning committed to regularly update and redevelop the department’s intranet site to improve the quality and type of information available to employees. The department also developed an internal newsletter called the “Weekly Round Up” and organized regular engagement events. In 2022/23, the department launched monthly meetings to increase communications and strategic conversations with the senior leadership team, the general management team, and all department staff through quarterly Town Hall meetings.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
9.a Percentage of branches with Employee Engagement Action Plans	92.3%	92.3%	80.0%	81.3%

9.a Percentage of branches with Employee Engagement Action Plans: Employee engagement action planning helps branches identify and prioritize actions needed to increase staff engagement. Increasing the number of completed Employee Action Plans will support efforts to increase staff engagement in their daily work. Baseline uses 2021/22 data. Department leaders track and monitor employee engagement action plans on a regular basis.

10. Build Our Capacity

Key Initiatives

- **Project Management:** Manitoba Education and Early Childhood Learning continued to develop resources and supports to help staff and leaders through transition and change. In 2022/23, the department continued the work to establish its project management office, which is designing, developing, and sharing project management and change management tools with staff and leaders across the department.
- **Employee Onboarding Process:** In 2022/23, new onboarding tools were developed and added to the department’s intranet to facilitate onboarding for new employees. In addition, the department started to plan and design a department-specific employee onboarding process. The plan will be carried out through cross-departmental collaboration with the Public Service Commission and through establishing a department-wide new onboarding series to be launched in 2023/24.
- **Annual Performance Development Conversations:** In 2022/23, the department partnered with the Public Service Commission to support leaders and managers in becoming familiar with the performance development conversation requirements and resources available via the Public Service Commission team. The department recognizes that learning and innovation are crucial aspects of the work employees do every day. Staff development and capacity building became a standing item at senior leaders meetings and branch- and unit-level meetings.
- **French Language Services Delivery Capacity:** To expand the capacity to provide services in both French and English, the department is expanding the French-speaking workforce within the department. Staff

were also encouraged to attend Active Offer training and French-language training sessions to ensure they are aware of the department’s obligation to the Francophone community. Three training sessions were held. The training ensures the department is building its internal capacity to offer services in French. This work is ongoing and will allow the department to be better placed to evaluate future needs.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
10.a Percentage of department employees with a completed annual performance development conversation	53.0%	-	60.0%	73.2%
10.b Number of designated bilingual positions successfully filled with bilingual staff	87.4%	87.4%	90.0%	89.7%

10.a Percentage of department employees with a completed annual performance development conversation: This measure tracks the percentage of department employees who have completed a formal Performance Development Conversation, including Probation/Assessment Reviews, with their supervisor each fiscal year. The Manitoba Public Service recognizes that employee performance directly impacts the quality of programs and services delivered to Manitobans. Effective performance development ensures that work expectations are met and that employees are provided with the tools necessary to support programs and services to meet the current and future needs of Manitobans. The target of 60 per cent is standard for all departments. Data for this measure is from March 31, 2023 and may not reflect the current department composition.

10.b Number of designated bilingual positions successfully filled with bilingual staff: This measure is the total number of designated bilingual positions filled. The reduction in vacancies will help improve the services and supports available to the francophone community. Baseline uses 2021/22 data.

11. Advance Inclusion

Key Initiatives

- **Learning Opportunities to Support and Foster Inclusion:** Manitoba Education and Early Childhood Learning values the diversity of its employees and comprises a large complement of many demographics. To foster inclusion, the department has delivered several Think Tank sessions about relevant topics: Indigenous Ways of Knowing, Being, and Doing in celebration of Indigenous history month; Aboriginal Languages Strategy; Learn@Work Week; Freedom of Information and Protection of Privacy Act; and the Student Advisory Council.
- **Anti-Racism Policy:** The department’s K to 12 anti-racism policy will set expectations and outlines specific guidance and information to ensure anti-racism measures are actively in place and adhered to in all Manitoba schools and school divisions. Policy development will be informed through extensive stakeholder engagement. This builds on engagement completed through other departmental initiatives,

such as the Poverty and Education Task Force, the Attendance Task Force, and Manitoba’s K to 12 Education Action Plan.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
11.a Percentage of employees participating in learning sessions facilitated on Indigenous ways of knowing, being, and doing	86.1%	-	-	86.1%
11.b Percentage of department employees who have completed mandatory diversity and inclusion training	92.0%	-	90.0%	92.35%

11.a Percentage of employees participating in learning sessions facilitated on Indigenous ways of knowing, being, and doing: This measure tracks staff participation in learning sessions facilitated on Indigenous ways of knowing, being, and doing, and a focus on Truth and Reconciliation. Providing training and teachings on Indigenous ways of knowing, being, and doing helps to build awareness and supports an inclusive and culturally safe department. This aligns with *Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework*. The 2022/23 year was used to collect data and establish a baseline for this measure.

11.b Percentage of department employees who have completed mandatory diversity and inclusion training: This measure captures the percentage of department employees who have taken mandatory accessibility and diversity and inclusion training offered through the Public Service Commission. It is expected that employees will implement course learning through their work, supporting inclusive workplaces. A 90 per cent completion rate was identified as a reasonable target for this measure. The 2022/23 year was used to collect data and establish a baseline for this measure.

12. Strengthen Respect at Work

Key Initiatives

- **Respectful Workplace Policy:** In 2022/23, Manitoba Education and Early Childhood Learning continued to promote the Respectful Workplace Policy to support safe and inclusive workplaces. Information about the policy was shared in the internal newsletter, and resources were added to the intranet site, such as the new employee onboarding checklist and internal communications on mandatory training. In 2022/23, the department organized a session for the General Management Team about available resources to champion respect in the workplace, in collaboration with the Public Service Commission. The department will continue to promote mandatory and other training to ensure a supportive and respectful workforce.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
12.a Percentage of department employees who have completed mandatory respectful workplace training	90.0%	-	90.0%	87%

12.a Percentage of department employees who have completed mandatory respectful workplace training: This measure captures the percentage of department employees who have completed the mandatory respectful workplace training offered through the Public Service Commission. Completion of the training is now an annual requirement. It is encouraged that employees will implement course learning through their work, supporting inclusive and respectful workplaces. A 90 per cent completion rate was identified as a reasonable target for this measure.

Value for Money—Protecting Manitoba’s Bottom Line

13. Effective Stewardship of Resources

Key Initiatives

- **Funding Model Review:** Manitoba Education and Early Childhood Learning established a Funding Model Review Team with representatives from several external organizations. The department also consulted and engaged with education partners and stakeholders from all 37 school divisions to determine how provincial funding is allocated to school divisions. The current model is 20 years old. The intent is to create a fair, transparent, and equitable model. The department continued consultations in spring 2023 with one-to-one consultations with each school division.
- **Financial Accountability:** In 2022/23, the department worked with school divisions to analyze financial data to better understand the cost pressures and funding needs of school divisions. Department staff also met with each school division to discuss funding they received through specific grants.
- **Early Learning and Child Care Facilities Budget Reporting:** In compliance with section 36(6) of The Community Child Care Standards, child care facilities eligible to receive grants are required to provide copies of their most recent audits, financial statements, and approved budgets to ensure effective stewardship of resources. Within 2022/23, improvement was made in terms of the number of facilities submitting financial reporting on time. The department will continue following up with facilities to report on their financial statements in a timely manner.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
13.a Paper reduction (# of packages)	3653	1755	3434	1548
13.b Proportion of staff completing Module 1 of the Comptrollership Framework training program	46.6%	46.6%	30.0%	90.7%
13.c Percentage of Early Learning and Child Care facilities that are submitting their budgets and annual financial statements on time	43.0%	-	75.0%	43.0%

13.a Paper reduction: This measure identifies the per cent reduction in the number of packages of paper consumed by the department in a fiscal year, which will indicate an overall reduction in unnecessary paper usage. It will be expressed as the per cent reduction in the number of paper packages (500 sheets) consumed by the department annually. Denominator is the number of paper packages purchased in the previous year. Numerator is the number of paper packages purchased in the previous year minus the number of paper packages purchased in current year x 100. The reduction in redundancy, waste, and inefficiency will contribute to government’s commitment to provide value for money. The department is striving for a 6 per cent reduction in 2022/23. The baseline 2019/20 data and the 2021/22 actuals were impacted by the pandemic when staff moved to a hybrid work arrangement. A reduction of 11.8 per cent was achieved in 2022/23.

13.b Proportion of staff completing Module 1 of the Comptrollership Framework training program: This measure captures the proportion of staff completing Module 1 of the Comptrollership Framework training program. Staff training on comptrollership measures the department’s commitment to increasing staff knowledge and fiscal accountability. Having a high percentage of staff who have taken the Organizational and Staff Development courses on comptrollership increases staff awareness of government practices aimed at strengthening stewardship and increases staff ability to effectively apply these practices for improved financial management and accountability. Denominator is the total number of Education and Early Childhood Learning employees for the period. Numerator is the number of current Education and Early Childhood Learning employees (excluding casuals) who have taken Module 1 of the Comptrollership Framework training program for the same period. Baseline uses the 2021/22 data. In 2023/24 the department continues to encourage staff to complete Module 1 of the Comptrollership Framework training program. Data for this measure is from March 31, 2023.

13.c Percentage of Early Learning and Child Care facilities that are submitting their budgets and annual financial statements on time: By receiving required budgets and financial statements in a timely manner, the department can analyze the information to ensure accountability of funds for child care facilities. The relative low percentage of facilities submitting their financial reports in a timely manner can be attributed to delays in receiving Audited Financial Statements from their external auditors. In addition, board approval is required for all financial reports, with most boards meeting only once a month. In 2023/24 and onwards, the department will enhance financial accountability through follow-up with the child care facilities that

require board approvals for all their financial reports. The department will continue to monitor compliance of the child care facilities with the requirements, as this is a standing condition for receiving funding.

14. Balance the Budget

Key Initiatives

- **Budget Forecasting:** Manitoba Education and Early Childhood Learning continues to ensure actual expenditures are as closely aligned as possible with budgeted expenditure amounts. In 2022/23, the department focused on the priority to reduce budget variances through more accurate and routine forecasting.

Performance Measures

Measure	Baseline	2021/22 Actual	2022/23 Target	2022/23 Actual
14.a Work within capital budget	67.1%	67.1%	100%	59.1%
14.b Work within operating budget	102.2%	102.2%	100%	98.1%

14.a Work within capital budget: This measure captures the department’s efficiency in meeting its capital expenditure commitments. Although the majority of the capital budget was committed to school division projects, the actual spend by school divisions on the approved projects at March 31, 2023 was lower than anticipated. This is primarily as a result of more time allocated for the design phase for several projects to better meet stakeholder expectations, as well as general supply chain, tendering and construction delays.

14.b Work within operating budget: This measure captures the department’s capacity to keep operating expenses within its allocated funds. Measuring the percentage of actual expenditures compared to budget provides information on key expenditure control and effective financial management.

FINANCIAL DETAILS

Consolidated Actual Expenditures

This table includes the expenditures of the department and Other Reporting Entities 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.

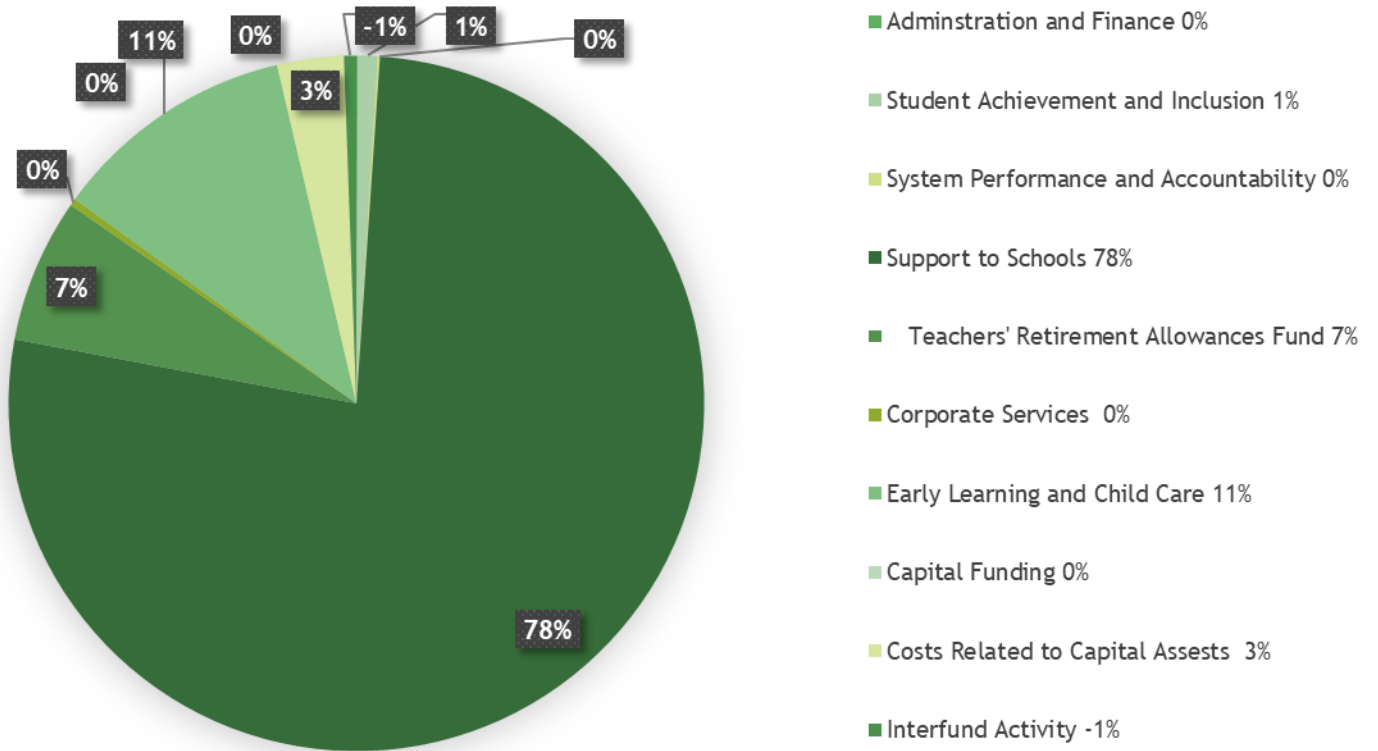
Consolidated Actual Expenditures

For the fiscal year ended March 31, 2023 with comparative figures for the previous fiscal year (\$000s)

Main Appropriations	Part A - Operating	Other Reporting Entities	Consolidation and Other Adjustments	2022/23 Actual	2021/22 Actual
Administration and Finance	2,349			2,349	2,184
Student Achievement and Inclusion	33,727			33,727	32,924
System Performance and Accountability	3,807			3,807	4,016
Support to Schools	1,531,186	2,799,295	(1,500,852)	2,829,628	2,589,489
Teachers' Retirement Allowances Fund	132,210		114,800	247,010	254,573
Corporate Services	12,341			12,341	10,091
Early Learning and Child Care	330,080		87,100	417,180	254,502
Capital Funding	96,437		(96,437)	-	-
Cost Related to Capital Assets (NV)	25	114,037		114,062	108,971
Interfund Activity			(21,000)	(21,000)	(122,608)
TOTAL	2,142,162	2,913,332	(1,416,389)	3,639,105	3,134,142

NV – Non-Voted

Percentage Distribution of Consolidated Actual Expenditures by Operating Appropriation, 2022/23 Actuals



Summary of Authority

Part A – Operating	2022/23 Authority \$ (000s)
2022/23 MAIN ESTIMATES – PART A	2,183,694
Allocation of funds from:	-
Sub-total	-
In-year re-organization from:	-
Sub-total	-
2022/23 Authority	2,183,694

Part D – Other Reporting Entities Capital Investment	2022/23 Authority \$ (000s)
2022/23 MAIN ESTIMATES – PART D	260,385
In-year re-organization from:	-
Sub-total	-
2022/23 Authority	260,385

Detailed Summary of Authority by Appropriation (\$000s)

Detailed Summary of Authority	2022/23 Printed Estimates	In-Year Re- organization	Virement	Enabling Authority	Authority 2022/23	Supplementary Estimates
Part A – OPERATING (Sums to be Voted)						
Administration and Finance	2,550				2,550	
Student Achievement and Inclusion	37,959				37,959	
System Performance and Accountability	4,062				4,062	
Support to Schools	1,446,077		111,145		1,557,222	
Teachers' Retirement Allowances Fund	138,707		(6,497)		132,210	
Corporate Services	15,211		(1,383)		13,828	
Early Learning and Child Care	435,148		(103,265)		331,883	
Capital Funding	103,922				103,922	
Subtotal	2,183,636	-	-	-	2,183,636	-
Part A – OPERATING (NV)						
Costs Related to Capital Assets	58				58	
TOTAL PART A - OPERATING	2,183,694	-	-	-	2,183,694	-
Part D – OTHER REPORTING ENTITIES CAPITAL INVESTMENT	260,385				260,385	

Part A: Expenditure Summary by Appropriation

Manitoba Education and Early Childhood Learning

Departmental Actual Expenditures

For the fiscal year ended March 31, 2022 with comparative figures for the previous year \$(000s)

Authority 2022/23	Appropriation	Actual 2022/23	Actual 2021/22	Increase (Decrease)	Expl. No.
	16-1 ADMINISTRATION AND FINANCE				
42	(a) Minister's Salary	44	43	1	
	(b) Executive Support				
654	Salaries and Employee Benefits	725	607	118	
129	Other Expenditures	79	61	18	
	(c) Financial and Administrative Services				
1,566	Salaries and Employee Benefits	1,334	1,300	34	
159	Other Expenditures	167	173	(6)	
2,550	Subtotal 16-1	2,349	2,184	165	
	16-2 STUDENT ACHIEVEMENT AND INCLUSION				
	(a) Division Administration				
338	Salaries and Employee Benefits	169	339	(170)	
141	Other Expenditures	239	94	145	
	(b) Manitoba School for the Deaf				
3,071	Salaries and Employee Benefits	2,888	2,481	407	
296	Other Expenditures	305	260	45	
80	Financial Assistance	33	2	31	
	(c) Learning and Outcomes				
4,803	Salaries and Employee Benefits	4,524	3,524	1,000	1
5,242	Other Expenditures	3,231	6,365	(3,134)	2
629	Grant Assistance	623	623	-	
	(d) Inclusion Support				
4,261	Salaries and Employee Benefits	3,852	3,491	361	
1,427	Other Expenditures	1,519	1,221	298	3
7,536	Grant Assistance	6,901	6,194	707	4
	(e) Bureau de l'éducation française				
4,530	Salaries and Employee Benefits	4,135	3,781	354	
875	Other Expenditures	1,124	952	172	5
3,865	Grant Assistance	3,586	3,006	580	6
	(f) Continuous Improvement				
813	Salaries and Employee Benefits	539	581	(42)	
52	Other Expenditures	59	10	49	
37,959	Subtotal 16-2	33,727	32,924	803	

Authority 2022/23	Appropriation	Actual 2022/23	Actual 2021/22	Increase (Decrease)	Expl. No.
16-3	SYSTEM PERFORMANCE AND ACCOUNTABILITY				
	(a) Division Administration				
737	Salaries and Employee Benefits	694	652	42	
41	Other Expenditures	107	93	14	
	(b) Governance and Policy				
2,919	Salaries and Employee Benefits	2,698	2,865	(167)	
365	Other Expenditures	308	406	(98)	
4,062	Subtotal 16-3	3,807	4,016	(209)	
16-4	SUPPORT TO SCHOOLS				
	(a) Education Funding				
1,260	Salaries and Employee Benefits	1,122	815	307	7
3,213	Other Expenditures	3,479	3,134	345	
	(b) Indigenous Inclusion Directorate				
926	Salaries and Employee Benefits	599	658	(59)	
217	Other Expenditures	464	222	242	
1,866	Grant Assistance	1,848	311	1,537	8
	(c) Schools Operating Grants				
1,508,174	Grant Assistance	1,482,146	1,527,574	(45,428)	9
	(d) General Support Grants				
36,521	Grant Assistance	36,521	36,520	1	
	(e) Other Grants				
5,045	Grant Assistance	5,007	3,268	1,739	10
	(f) Teachers' Retirement Allowances Fund				
132,210	Other Expenditures	132,210	138,873	(6,663)	11
1,689,432	Subtotal 16-4	1,663,396	1,711,375	(47,979)	
16-5	CORPORATE SERVICES				
	(a) Division Administration				
979	Salaries and Employee Benefits	666	44	622	
313	Other Expenditures	338	240	98	
	(b) Business Support Services				
2,802	Salaries and Employee Benefits	2,644	3,132	(488)	12
5,710	Other Expenditures	4,790	2,486	2,304	13
	(c) Project Management Office				
372	Salaries and Employee Benefits	2,078	1,664	414	14
3,652	Other Expenditures	1,825	2,525	(700)	15
13,828	Subtotal 16-5	12,341	10,091	2,250	

Authority 2022/23	Appropriation	Actual 2022/23	Actual 2021/22	Increase (Decrease)	Expl. No.
16-6	EARLY LEARNING AND CHILD CARE				
	(a) Division Administration				
222	Salaries and Employee Benefits	321	58	263	
23	Other Expenditures	23	-	23	
	(b) Quality Assurance and Policy Support				
2,143	Salaries and Employee Benefits	1,384	564	820	16
387	Other Expenditures	79	-	79	
	(c) Program Operations and Services				
4,026	Salaries and Employee Benefits	3,613	2,053	1,560	17
536	Other Expenditures	376	283	93	
	(d) Financial Accountability and Reporting				
1,133	Salaries and Employee Benefits	886	533	353	
638	Other Expenditures	3,746	48	3,698	18
297,046	Grant Assistance	291,954	226,379	65,575	19
25,729	Financial Assistance	27,698	24,584	3,114	20
331,883	Subtotal 16-6	330,080	254,502	75,578	
16-7	CAPITAL FUNDING				
	(a) School Divisions				
103,922	Capital Grants	96,437	95,320	1,117	
103,922	Subtotal 16-7	96,437	95,320	1,117	
16-8	COSTS RELATED TO CAPITAL ASSETS				
	General Assets				
58	Amortization Expense	25	532	(507)	
58	Subtotal 16-8	25	532	(507)	
2,183,694	Total Expenditures	2,142,162	2,110,944	31,218	

Part A: Expenditure Summary by Appropriation - Explanations

Manitoba Education and Early Childhood Learning

Departmental Actual Expenditures

For the fiscal year ended March 31, 2023 with comparative figures for the previous fiscal year \$(000s)

Explanations:

1. Increased expenditure mainly reflects greater salary costs in 2022/23 as a result of wage settlements, greater severance and vacation pay outs, and increased costs related to the Curriculum Framework project.
2. Decreased expenditure mainly relates to greater 2021/22 costs for the Manitoba Remote Learning Support Centre.
3. Increased expenditure mainly reflects 2022/23 funding to Queen's University for the Health Behaviour in School-Aged Children Survey, funding for the Manitoba Centre for Health Policy Study, and the Oxford Centre for Child Studies at McMaster University to implement the Early Development Instrument questionnaire.
4. Increased expenditure mainly reflects funding in 2022/23 for the Canadian Mental Health Association and the Summer Learning Enrichment Program (Rural and Northern), neither of which received funding in 2021/22. Variance also reflects increased 2022/23 grant funding for the Manitoba First Nations Education Resource Centre, the Youth Suicide Prevention program, and Bright Futures programs.
5. Increased expenditure in 2022/23 mainly reflects greater costs for interchanges and increased costs for computer-related expenses.
6. Increased expenditure mainly relates to increased costs in 2022/23 for the French Language Revitalization Program and the Manitoba School Improvement Program.
7. Increased expenditure mainly reflects a greater number of vacancies in 2021/22.
8. Increased expenditure mainly reflects an increase in 2022/23 grants for Elders and Knowledge Keepers paid to school divisions.
9. Decreased expenditure in 2022/23 mainly relates to the termination of Safe Schools funding to school divisions.
10. Increased expenditure mainly reflects increased activity for the Teachers' Idea Fund in 2022/23.
11. Decreased expenditure mainly reflects a lower requirement in 2022/23 for the employer's share of current service teacher contributions.
12. Decreased expenditure mainly relates to increased vacancies in 2022/23 than the prior year.

13. Increased expenditure mainly reflects increased costs in 2022/23 for: the InformNet continuing service agreement, the After School Program, scoping costs for the Schools Information System, and costs for the Brightspace license.
14. Increased expenditure mainly relates to increased staff costs in 2022/23 for the implementation of the K to 12 Action Plan.
15. Decreased expenditure mainly reflects greater operating expenditures in 2021/22 related to the implementation of the K to 12 Action Plan.
16. Increased expenditure reflects greater vacancies in 2021/22 and wage settlements in 2022/23.
17. Increased expenditure reflects greater vacancies in 2021/22 and wage settlements in 2022/23.
18. Increased expenditure mainly reflects 2022/23 costs for principal and interest, paid from Financial Assistance in the prior year, increased costs in 2022/23 for advertising and promotion, Family Dynamics, Manitoba Child Care Association IT costs, professional services, and computer charges.
19. Increased expenditure mainly reflects increased federal support for new child care programs in 2022/23 under the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement, increased expenditure for Parent Fee Support, increase for new Capital Development Investment, and various new initiatives.
20. Increased expenditure mainly reflects an increase in 2022/23 for subsidy funding provided to child care facilities.

Overview of Capital Investments and Loans Activity

	2022/23 Actual \$(000s)	2022/23 Authority \$(000s)	Variance Over/(Under) \$(000s)	Expl. No.
Part D – Other Reporting Entities Capital Investment				
Provides for the development or enhancement of strategic infrastructure, equipment, and information technology systems.				
(a) Public School Divisions	153,875	260,385	(106,510)	1

Explanation:

1. Although the majority of the budget (\$245.8M) was committed, the actual spend by school divisions on the approved projects at March 31, 2023 was \$106.5M less than anticipated, primarily as a result of delays in the design phase to better meet stakeholder expectations, issues causing project delays, and the cancellation of projects being redirected to the P3 Procurement process.

Key Results Achieved

For 2022/23 government budgeted a total of \$260.4M in K to 12 school capital investments. This continued commitment of increased funding levels has expanded the schools' capital program and further addresses critical infrastructure and program needs including:

- Continued investment in existing school infrastructure renewals to maintain health and safety, including ventilation.
- Progressed on the plan to deliver 20 new schools (expanded in March 2023 to include three additional schools for a total of 23 by 2027) including: the completion of Bison Run Elementary School in Waverley West, continuation of construction of the Waverley West High School and starting construction of a new K-8 school in Morden, as well as five more schools in design for Steinbach, Sage Creek and Northwest regions of Winnipeg.
- Continued construction and design for instructional renewal initiatives beyond core classroom areas such as science labs, arts programming, athletic programming and vocational programming.
- Continued construction and design of new major classroom additions to increase capacity of schools in established neighbourhoods to meet growing enrollment needs.

Revenue Summary by Source

Manitoba Education and Early Childhood Learning Actual Revenue

For the fiscal year ended March 31, 2023 with comparative figures for the previous fiscal year (\$000s)

Actual 2021/22	Actual 2022/23	Increase (Decrease)	Source	Actual 2022/23	Estimate 2022/23	Variance Over/(Under)	Expl. No.
Taxation							
179,784	180,344	560	Education Support Levy	180,344	180,057	287	
179,784	180,344	560	Subtotal	180,344	180,057	287	
Other Revenue							
566	580	14	Fees	580	547	33	
158	1,072	914	Sundry	1,072	554	518	1
724	1,652	928	Subtotal	1,652	1,101	551	
Government of Canada							
13,265	14,638	1,373	Minority Language Education and Second Language Instruction	14,638	10,747	3,891	2
15,550	19,918	4,368	Canada-Manitoba Early Learning and Child Care (ELCC) Agreement	19,918	24,938	(5,020)	3
59,829	196,230	136,401	Canada-Manitoba Canada-Wide ELCC Agreement	196,230	237,239	(41,009)	4
19,166	-	(19,166)	Early Childhood Workforce Funding Agreement	-	-	-	5
107,810	230,786	122,976	Subtotal	230,786	272,924	(42,138)	
288,318	412,782	124,464	Total Revenue	412,782	454,082	(41,300)	

Manitoba Education and Early Childhood Learning Actual Revenues - Explanation(s):

Other Revenue:

1. Sundry:

\$914 over 2021/22 Actual: Variance mainly relates to donated menstrual products received from Shoppers Drug Mart as part of the Access to Menstrual Products Initiative in 2022/23, distributed to school divisions and independent schools.

\$518 over 2022/23 Budget: Variance mainly relates to donated menstrual products received from Shoppers Drug Mart as part of the Access to Menstrual Products Initiative, distributed to school divisions and independent schools. Variance is partially offset by lower miscellaneous revenue for various Early Learning and Child Care programs than budgeted.

Government of Canada:

2. Minority Language Education and Second Language Instruction:

\$1,373 over 2021/22 Actual: Variance reflects the renegotiation of the agreement with the Government of Canada, which provided additional funding in 2022/23 earmarked for the enhancement of French as a second language.

\$3,891 over 2022/23 Budget: Variance mainly relates to additional revenue provided for the enhancement of French second language and French immersion programs, and additional revenues for translation services provided under the renewal of the Protocol for Agreement and Extension of Contribution Agreement for Minority Language Education and Second Language Instruction.

3. Canada-Manitoba Early Learning and Child Care Agreement:

\$4,368 over 2021/22 Actual: Variance mainly reflects an increase in earned revenue, due to an increase in allowable expenditure allocations from the Government of Canada.

\$(5,020) under 2022/23 Budget: Variance mainly relates to the carry-forward amount already recognized and accrued in 2021/22, which was also included in the 2022/23 budget moved from Families as part of the January 2022 interdepartmental reorganization.

4. **Canada-Manitoba Canada-Wide ELCC Agreement:**

\$136,401 over 2021/22 Actual: Variance reflects increased federal funding provided in 2022/23 for the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement and unearned revenue carried over from 2021/22, recognized in 2022/23.

\$(41,009) under 2022/23 Budget: Variance mainly relates to the 2022/23 carry forward amount which was budgeted at a lower amount than was actually accrued. Variance also relates to an adjustment of revenue receivable based on the final funding confirmation by the Government of Canada

5. **Early Childhood Workforce Agreement:**

\$(19,166) under 2021/22 Actual: Variance reflects new one-time federal funding provided in 2021/22 to help support recruitment and retention strategies for Early Learning and Child Care educators as part of the Early Learning Workforce Funding Annex under the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement.

Departmental Program and Financial Operating Information

Administration and Finance (Res. No. 16.1)

Main Appropriation Description

Administration and Finance

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

Administration and Finance

Sub-Appropriations	2022/23	2022/23	
	Actual \$(000s)	FTEs	Authority \$(000s)
Minister's Salary	44	1.00	42
Executive Support	804	7.00	783
Financial and Administrative Services	1,501	20.00	1,725
TOTAL	2,349	28.00	2,550

Sub-appropriation Description

Sub-appropriation 16.1.a

Minister's Salary

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

1 (a) Minister's Salary

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	Variance Over (Under) \$000	Expl. No.
Salaries and Employee Benefits	44	1.00	42	2
Total Sub-Appropriation	44	1.00	42	2

Sub-appropriation 16.1.b

Executive Support

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

1 (b) Executive Support

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	725	7.00	654	71	
(2) Other Expenditures	79		129	(50)	
Total Sub-Appropriation	804	7.00	783	21	

Sub-appropriation 16.1.c

Financial and Administrative Services

Provides leadership on financial and administrative matters for the department. 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 Results Achieved

- **Comptrollership:** Ensured that the comptrollership function of the department was appropriately maintained and met the needs for financial control and accountability, as well as the reporting, safeguarding, and protection of physical assets.
- **Resource assessment and allocations:** Provided comprehensive support services in assessing resource requirements and allocations to programs and branches, including direction and support in financial and business planning, reporting, monitoring, and control policies, processes, and procedures.
- **Financial Processes:** Coordinated the department's annual estimates and other financial processes; monitored and reported on financial performance; conducted specialized financial reviews and analyses; prepared reports to support timely financial management decisions; and provided accounting services to the department.
- **Safe Schools Fund:** Supported student learning, affording school divisions and schools the flexibility to direct funding to the areas of greatest need; provided targeted investments for students most impacted by the pandemic, with consideration for mental health and wellness, particular learning needs, and other increased risk factors.

1 (c) Financial and Administrative Services

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	Estimate 2022/23 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	1,334	20.00	1,566	(232)	
(2) Other Expenditures	167		159	8	
Total Sub-Appropriation	1,501	20.00	1,725	(224)	

Student Achievement and Inclusion (Res. No. 16.2)

Main Appropriation Description

Student Achievement and Inclusion

Provides leadership, coordination, and support for public and independent primary, elementary, and secondary education to improve lifelong learning outcomes for all students, including those with diverse learning needs in English, Français, French Immersion, and Senior Years Technology Education programs. Develops and implements a provincial policy framework, focusing on achievement, and including the following: literacy and numeracy; equity and inclusion; citizenship, sustainability, and well-being; Truth and Reconciliation; and public engagement. The division also provides leadership for inclusion and student services.

Student Achievement and Inclusion

	2022/23 Actual \$(000s)	2022/23 Authority FTEs	2022/23 Authority \$(000s)
Division Administration	408	3.00	479
Manitoba School for the Deaf	3,226	39.35	3,447
Learning and Outcomes	8,378	50.00	10,674
Inclusion Support	12,272	47.00	13,224
Bureau de l'éducation française	8,845	52.00	9,270
Continuous Improvement	598	9.00	865
TOTAL	33,727	200.35	37,959

Sub-appropriation 16.2.a

Division Administration

Provides oversight to the Student Achievement and Inclusion Division.

2 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	169	3.00	338	(169)
(2) Other Expenditures	239		141	98
Total Sub-Appropriation	408	3.00	479	(71)

Sub-appropriation 16.2.b

Manitoba School for the Deaf

Provides students who are Deaf and hard of hearing with the opportunity to attend a Junior Kindergarten to Grade 12 school in an American Sign Language milieu/environment with bimodal academic programming.

Key Results Achieved

- **Provided Driver’s Education to Students:** Partnered with Manitoba Public Insurance to offer Driver’s Z Program in American Sign Language for 10 Deaf and hard of hearing students.
- **Supported Families:** Began twice-weekly online classes for families where Deaf staff members taught parents American Sign Language. Ten families participated.
- **Business and Math Education for Students:** Initiated a new experience-based education opportunity for students in business and math. Students opened and are operating a canteen serving staff, students, and visitors, as part of a Grade 11 business and math course.

2 (b) Manitoba School for the Deaf

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2022/23	2022/23	2022/23	Over (Under)	
	\$000	FTE	\$000	\$000	
(1) Salaries and Employee Benefits	2,888	39.35	3,071	(183)	
(2) Other Expenditures	305		296	9	
(3) Financial Assistance	33		80	(47)	
Total Sub-Appropriation	3,226	39.35	3,447	(221)	

Sub-appropriation 16.2.c

Learning and Outcomes

Responsible for education policy related to K to 12 curriculum development, implementation, student 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 leads the development and implementation of Manitoba’s Framework for Learning. The Framework creates one access point for educators to find curriculum, assessment, evaluation, reporting, policy, and implementation resources for all four provincial programs.

Key Results Achieved

- **Framework for Learning:** Initiated the provincial implementation of Manitoba’s Framework for Learning with the Bureau de l’éducation française through the introduction of a new website, articulating its purpose and elements, including six provincial global competencies. This work will continue in 2023/24.

- **Framework for Learning Workshops:** Launched a series of Framework for Learning capacity-building implementation workshops and implementation support materials with designated liaisons from school divisions, funded independent schools, and other sector partners charged with championing implementation at regional and local levels. Workshops will be held throughout spring and fall 2023.
- **Curriculum Advisory Panel:** Renewed the Curriculum Advisory Panel for an additional two years and engaged with members on key topics, including the Framework for Learning curriculum structure and the renewal of the Kindergarten to Grade 12 physical education and health education curriculum, the Kindergarten to Grade 10 science curriculum and the Kindergarten to Grade 12 English language arts curriculum.
- **New Early Childhood Education Curriculum:** Developed a Grades 9 to 12 Early Childhood Education curriculum, aligned with early childhood educator standards, for delivery through technical-vocational education programming. The curriculum will be piloted in the 2023/24 school year.
- **Student Transitions to Workplace:** Published *Grade 12 Career Development: Transitioning to the Workplace, University, and College: Manitoba Curriculum Framework of Outcomes* to provide students with practical knowledge to help them successfully transition out of high school to their next stages of life.
- **High School Apprenticeship Program:** Promoted the High School Apprenticeship Program as a career pathway for students. With the Bureau de l'éducation française and Apprenticeship Manitoba, published new online resources for students, educators, and employers, and initiated a provincial multimedia campaign.
- **Career Development:** Increased the Career Development Initiative grant by \$2.0M, increasing resources available to school divisions to support students enrolling in the High School Apprenticeship Program.
- **Technical-Vocational Education:** Approved 34 grant applications for the Skills Strategy Equipment Enhancement Fund, totalling approximately \$1.5M for the 2022/23 school year. These grants support new and upgraded equipment for Technical-Vocational and Industrial Arts programs in Grades 7 to 12.
- **Newcomer Students Support:** Allocated an additional \$900,000 to the Intensive Newcomer Support grant to support school divisions. This funding responds to the sharp increase in newcomers who fled war-affected countries and are enrolling in Manitoba schools.
- **New Senior Years Provincial Evaluations:** Developed and initiated piloting of the new Grade 10 provincial evaluation of cumulative student learning to the end of Grade 9 as part of the enhanced Provincial Assessment Program. The provincial evaluation will be for English, Français, and French Immersion programs, and was developed with the Bureau de l'éducation française. The department also initiated work to resume the Grade 12 provincial tests in the 2023/24 school year.
- **National and International Assessments:** Led the provincial administration of the Pan-Canadian Assessment Program and the Trends in Mathematics and Science Study, large-scale national and international assessments.

2 (c) Learning and Outcomes

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2022/23 \$000	FTE	2022/23 \$000	Over (Under) \$000	
(1) Salaries and Employee Benefits	4,524	50.00	4,803	(279)	
(2) Other Expenditures	3,231		5,242	(2,011)	1
(3) Grant Assistance	623		629	(6)	
Total Sub-Appropriation	8,378	50.00	10,674	(2,296)	

Explanation(s):

- Under expenditure mainly reflects lower costs related to the implementation of the new Student Information System, lower costs for curriculum development related to the availability of teachers post COVID-19, and lower general operating.

Sub-appropriation 16.2.d

Inclusion Support

Responsible for matters related to students with diverse needs. The branch supports the **Philosophy of Inclusion** as a fundamental principle of the education system in Manitoba for children with diverse needs, and it works collaboratively with other government departments with a mandate that includes children and youth.

Key Results Achieved

- Appropriate Educational Programming:** Published and implemented a support document: *Supporting Inclusion: Modification and Individualized Programming in Manitoba Schools*. This document is a resource for schools and school staff to facilitate appropriate educational programming for students at all grade levels who require modification of curriculum or individualized programming.
- Student Presence and Engagement:** Published and implemented a policy directive to support student engagement and presence: *Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement*. Launched the public awareness campaign “School. Keep Going.” to provide students and parents and caregivers with more information about the benefits of regular school attendance.
- Increased Access to Menstrual Products:** Led the partnership with Shoppers Drug Mart Inc. to create and implement the Access to Menstrual Products Initiative in Manitoba schools and domestic violence shelters. This included the release of *Access to Menstrual Products Initiative in Manitoba Schools: A Resource Guide for Teachers*. Over 2 million products were distributed as part of this initiative.
- Resources for Educators:** Updated the Online Resources for Manitoba Educators website to include four video streaming platforms and two research databases for use by educators, students, and home schooling parents at school and at home.

- **Additional Resources for Students Who Are Deaf or Hard of Hearing:** Established a digital repository of 114 storybook videos with American Sign Language interpretation for use by students in Manitoba schools who communicate in American Sign Language.
- **Supported the Philosophy of Inclusion:** Completed the Minister’s Advisory Council on Inclusive Education Report: *On The Path to Inclusion in Manitoba’s K to 12 Education System: Supporting Our Diverse Learners in Achieving Their Full Potential*. The Student Services Inclusive Education Committee is providing oversight on the implementation of the report’s recommendations.

2 (d) Inclusion Support

Expenditures by Sub-Appropriation	Actual 2022/23	Estimate 2022/23		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
(1) Salaries and Employee Benefits	3,852	47.00	4,261	(409)	
(2) Other Expenditures	1,519		1,427	92	
(3) Grant Assistance	6,901		7,536	(635)	
Total Sub-Appropriation	12,272	47.00	13,224	(952)	

Sub-appropriation 16.2.e

Bureau de l’éducation française (BEF)

Develops, reviews, and administers policies, programs, priorities, and services related to all aspects of French-language education in Manitoba. Its responsibilities include curriculum development and implementation, assessment, and student achievement reporting. The Bureau de l’éducation française also administers federal agreements and programs related to French-language education and is responsible for advising the Minister on all matters related to French-language education.

Key Results Achieved

- **Increased Federal Funding:** Negotiated additional federal financial assistance, totalling \$5.2 million, to support Capital and Recruitment and Retention of French teachers projects across the province, including the following:
 - Construction of a new Division scolaire franco-manitobaine school in the Sage Creek neighbourhood of Winnipeg
 - Meeting the challenges of recruiting and retaining qualified teachers in the Division scolaire franco-manitobaine
 - Support to build capacity and retain French teachers in the Portage la Prairie School Division
- **French Language Education:** Distributed 114 bursaries to teachers seeking to upgrade their linguistic or pedagogical skills in French. Strengthened student French oral language development by having 14 French language assistants in selected Manitoba public schools through the Odyssey program.
- **Provincial Assessment Program:** Researched and developed best practices for summative assessments in Early Years, Middle Years, and Grade 10, and led the development of French language arts and French mathematics provincial evaluations for Grade 10. With the Learning

Outcomes Branch, supported the provincial administration of large-scale national and international assessments for Français and French Immersion schools.

- **Manitoba Framework for Learning:** Initiated the development of content for the Manitoba Framework for Learning specific to the Français and French Immersion programs, and developed implementation sessions for the Framework for Learning and Global Competencies for the Français and French Immersion programs.
- **School Leaders Support:** Launched two new French-language Principal Learning Networks for Français and French Immersion urban, rural, and northern school leaders, for a total of five networks coordinated and co-led by the Bureau de l'éducation française.
- **New French Immersion Policy:** Led consultations to inform the new French Immersion policy. Over 75 participants representing Early Years, Middle Years, and Senior Years from urban, rural, and northern school divisions attended five sessions about the new French Immersion policy. There were 18 divisional leaders and 43 school leaders from 19 of the 23 school divisions offering the French Immersion Program, as well as representation from educational partners. The new French Immersion policy was released in spring 2023.
- **French Immersion Leaders Support:** Offered professional learning to a cohort of approximately 20 new French Immersion leaders as part of ongoing work to support and develop educator capacity under the Strengthening French Immersion project.
- **Recruitment and Retention Strategy for French Language Teachers:** Engaged with French stakeholders to inform and co-create the development of a recruitment and retention strategy for French language teachers. The strategy was released in 2023.
- **Increased Resources for Educators:** Enhanced la Direction des ressources éducatives françaises, including the addition of 500 new digital and physical resources for the K to 12 system to the collection of teaching and learning resources. Offered virtual creative literary workshops, with authors from Québec, to 211 students in urban and rural Français and French Immersion schools.
- **Supported Educators with Increased Resources and Professional Learning:** Supported over 400 Français and French Immersion, K to 12 teachers with the integration of new media resources to support curriculum implementation. Delivered 26 professional learning workshops for 172 educators, and media centre staff responded to 135 requests for advice on resources to enhance the delivery of French courses in the English Program.
- **Streamlining Processes:** Continued work to redesign the French-language categorical grant to make it more impactful and less administratively burdensome.

2 (e) Bureau de l'éducation française

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	Estimate 2022/23 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	4,135	52.00	4,530	(395)	
(2) Other Expenditures	1,124		875	249	
(3) Grant Assistance	3,586		3,865	(279)	
Total Sub-Appropriation	8,845	52.00	9,270	(425)	

Sub-appropriation 16.2.f

Continuous Improvement

Responsible for strategic policy development, action planning, and sector engagement to advance K to 12 education's continuous improvement. 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 data and performance measurement strategy, including a public reporting framework to measure, monitor, and report on student success, well-being, engagement, and satisfaction.

Key Results Achieved

- **Strengthened Provincial, School Division, and School-Level Planning:** Engaged with school divisions to support the implementation of the K to 12 Framework for Continuous Improvement, ensuring data is used as an effective tool to inform provincial, divisional, and school-level planning to help all students succeed.
- **Learning for School Leaders Support:** Supported the ongoing work of Principal Learning Networks as they informed the development and implementation of the Provincial School Leadership Framework. The Framework builds a collective vision of school leadership in Manitoba.
- **Engaging Education Stakeholders on School Leadership:** Designed a Provincial School Leadership Framework Survey and instructional videos for parent advisory councils, the Minister's Student Advisory Council, and the education sector to provide feedback on the skills, knowledge, and behaviours of effective school leaders in the draft framework. The survey was launched in spring 2023.
- **Early Development Instrument:** Coordinated the Early Development Instrument, a questionnaire created by the Oxford Centre for Child Studies at McMaster University and completed by Kindergarten teachers focusing on age-appropriate developmental expectations in five general domains.

2 (f) Continuous Improvement

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	Estimate 2022/23 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	539	9.00	813	(274)	
(2) Other Expenditures	59		52	7	
Total Sub-Appropriation	598	9.00	865	(267)	

System Performance and Accountability (Res. No. 16.3)

System Performance and Accountability

Main Appropriation Description

Provides leadership and design for the governance structures, funding, legislation, and policy for Manitoba's K to 12 education system. Oversees the certification of teachers in Manitoba. Leads the policy and oversight for independent and international education. Designs, disburses, and ensures accountability for the operating and capital funding for Manitoba's K to 12 education system.

System Performance and Accountability

Sub-Appropriations	2022/23	2022/23	
	Actual \$(000s)	FTEs	Authority \$(000s)
Division Administration	801	8.00	778
Governance and Policy	3,006	35.00	3,284
TOTAL	3,807	43.00	4,062

Sub-appropriation 16.3.a

Division Administration

Sub-appropriation Description

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.

3 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	694	8.00	(43)	
(2) Other Expenditures	107		66	
Total Sub-Appropriation	801	8.00	23	

Sub-appropriation 16.3.b

Governance and Policy

Sub-appropriation Description

Responsible for managing the department's legislative and regulatory agenda as well as governance structures, workforce planning, and policy for Manitoba's K to 12 education system. Oversees the certification of teachers and education staff in Manitoba's K to 12 education system in accordance with legislation and the Canada Free Trade agreement. Provides leadership in developing and representing the department's policy on international education, including affiliated overseas schools, and develops policy and provides oversight to independent schools and homeschooling in Manitoba.

Key Results Achieved

- **Teacher and Clinician Applications:** Received and evaluated over 1,126 applications for teacher and clinician certification from Manitoba, Canadian, and internationally educated applicants, which represents an increase of 19 per cent compared to the previous year.
- **Providing Service for Teachers:** Processed over 2,322 requests/applications for salary re-classification, Limited Teaching Permits, and other certificate-related matters.
- **Support for Internationally Educated Teachers:** Participated as a member of the Pathways to Teach Canada Consortium that will support internationally educated teachers with a single point of entry for transcript authentication, credential evaluation, and language competency testing.
- **Supporting New Education Graduates:** Gave online and in-person presentations to approximately 1,000 Manitoba graduates and internationally educated teachers regarding the teacher certification process. These presentations help to better inform graduates of the certification process and provide a forum to directly address applicant's questions.
- **Responding to the Public:** Received and responded to over 200 queries from parents, members of the public, and other stakeholders on topics such as right/access to education, school of choice, resident pupil, student transportation, school closure, school calendar, safety and security of students, teacher conduct, adoption proceedings, custody of student, and other related matters.
- **Streamlined High School Diploma Distribution:** Used e-forms for ordering high school diplomas and shipped over 22,000 high school diplomas to schools and adult learning centres across Manitoba.
- **Providing Statements of Marks:** Received requests for and processed over 2,300 statements of high school marks. A new e-form (in both English and French) for ordering statements of high school marks was developed.
- **Certifying Bus Drivers:** Issued 266 school bus driver certificates (July 1, 2022, to May 2, 2023) and maintained an inventory of over 2,000 active school bus vehicles owned by Manitoba's school divisions.

- **Coordinated Bus Purchases:** Developed school bus vehicle specifications, facilitated the Request for Service for the coordinated Menu Bid Pricing school bus purchase process, and conducted quality control inspections of 87 new buses prior to delivery to school divisions.
- **The Community Child Care Standards Act:** Amended the Act as part of The Budget Implementation and Tax Statutes Amendment Act, 2023, to enable grants to support licensed child care centres established or maintained by municipalities and Indigenous and public sector organizations.
- **Teacher Certification and Professional Conduct:** Tabled Bill 35, The Education Administration Amendment Act (Teacher Certification and Professional Conduct), to create an independent commissioner to address teacher misconduct, and to establish a publically accessible registry of teachers.
- **Child Care Regulation:** Amended the regulation to permit a grant for capital purposes to a non-profit corporation or cooperative that has applied for but not yet received a license to operate a child care centre; to reduce parent fees to an average of \$10 per day in the regulated non-profit child care sector for children under the age of seven; and to establish three new quality enhancement grants for child care centres.
- **Child Care Worker Retirement Benefits Regulation:** Amended the regulation to increase pension reimbursement benefits for one year only; to create an additional Registered Retirement Savings Plan Grant; and to provide a \$500 reimbursement to all home-based licence holders that invested in an RRSP in 2022.
- **Funding of Schools Program Regulation:** Amended the regulation to validate funding to school divisions for the 2021/2022 school year while maintaining divisional funding despite enrolment changes due to the COVID-19 pandemic.
- **Frontier School Division School Board Election Regulation:** Amended the regulation to update the geographic boundaries of wards of the Frontier School Division for the purpose of an election of a local school committee.
- **Oversaw Independent Schools:** Monitored 67 funded and 62 non-funded independent schools—an increase of 10 new independent schools and 745 students in the 2022/23 school year—for compliance with legislation, regulation, and policy.
- **Processed Homeschooling Notifications:** Processed and reviewed homeschool educational plans and progress reports for over 4,600 homeschool students. Liaised with parents in the development of educational plans and progress reports and complying with homeschooling legislation and policy requirements.
- **Streamlined Homeschooling Notification:** Introduced e-forms for the secure online submission of annually required forms from homeschooling families and provided e-form support sessions to parents. The e-forms streamlined administrative processes and reduced processing time. Enhancements to the homeschooling database eliminated the need for paper-based forms, reduced printing and mailing costs, and increased security of personal information.

- **Oversaw Affiliated Schools:** Monitored six affiliated schools overseas that have signed agreements for the use of the Manitoba curriculum to ensure compliance with curricular and administrative requirements as set out in the Memoranda of Understanding.

3 (b) Governance and Policy

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	Estimate 2022/23 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	2,698	35.00	2,919	(221)	
(2) Other Expenditures	308		365	(57)	
Total Sub-Appropriation	3,006	35.00	3,284	(278)	

Support to Schools (Res. No. 16.4)

Main Appropriation Description

Support to Schools

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

Support to Schools

Sub-Appropriations	2022/23	2022/23	
	Actual \$(000s)	FTEs	Authority \$(000s)
Education Funding	4,601	13.00	4,473
Indigenous Inclusion Directorate	2,911	9.00	3,009
Schools Operating Grants	1,482,146		1,508,174
General Support Grants	36,521		36,521
Other Grants	5,007		5,045
Teachers' Retirement Allowances Fund	132,210		132,210
TOTAL	1,663,396	22.00	1,689,432

Sub-appropriation 16.4.a

Education Funding

Sub-appropriation Description

Designs and disburses the operating and capital funding for Manitoba's K to 12 education system and ensures accountability. This includes both the Funding of Schools Program and capital funding, with the latter in close partnership with the Department of Consumer Protection and Government Services.

Key Results Achieved

- **School Funding Financial Analysis:** Provided financial analysis related to public and independent school funding for the 2023/24 school year. The department provided a funding increase of \$100.2 million or 6.1 per cent for the education sector and included the following increases:
 - \$23.9 million for a 2 per cent Property Tax Offset Grant to public school divisions
 - \$62.9 million for operating support to school divisions, including \$5 million special needs funding
 - \$8 million for capital support to school divisions

- \$5.4 million for Independent Schools, calculated based on operating expenditures of public school divisions two years prior, as per the Letter of Comfort with the Manitoba Federation of Independent Schools

The school funding financial analysis also resulted in \$106 million in one-time funding for the 2022/23 school year being made permanent in the 2023/24 school year, to ensure funds continue to be available to school divisions in the future.

- **Analysis of Enrolment Trends:** Provided analysis of enrolment trends to support the calculation of 2023/24 school year funding. This included adjustments to enrolment for the purposes of funding. Although overall public school enrolment has returned to pre-pandemic levels, some divisions experienced an increase in enrolment over and above their 2021 adjusted enrolment (used to calculate funding for 2022/23), while others did not. As enrolment is the most significant factor in the funding formula, support is calculated using the maximum value between 2021 adjusted enrolment and 2022 actual enrolment, to ensure that no school division receives a decrease in funding for 2023/24.
- **Financial Analysis for Additional Funding:** Provided financial analysis related to the additional funding of \$7 million to school divisions for students with special needs and \$22 million to strengthen student support and learning in the 2022/23 school year. This funding is over and above funding allocated for the 2022/23 school year through the Funding of Schools Program. In addition, funding was allocated to address other needs, including the following:
 - \$77 million in one-time funding to help school divisions with financial pressures
 - \$1.6 million to expand the Elders and Knowledge Keepers in Schools initiative
- **Education Funding Model:** Continued to provide support and financial information to the Education Funding Model Review Team as they plan the redevelopment of the funding model.

4 (a) Education Funding

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2022/23 \$000	FTE	2022/23 \$000	Over (Under) \$000	
(1) Salaries and Employee Benefits	1,122	13.00	1,260	(138)	
(2) Other Expenditures	3,479		3,213	266	
Total Sub-Appropriation	4,601	13.00	4,473	128	

Sub-appropriation 16.4.b

Indigenous Inclusion Directorate

Sub-appropriation Description

In the spirit of the Truth and Reconciliation Commission of Canada, Call to Action 62(iv), the Indigenous Inclusion Directorate provides leadership and coordination of departmental initiatives that pertain to Indigenous education and training. This includes coordinating *Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework* to remove systemic barriers to Indigenous student success. The directorate collaborates with partners to undertake research, policy, and strategic initiatives that enhance Indigenous student well-being, and academic achievement and attainment, including increased access to participation in post-secondary education and the labour market. The directorate also oversees the Community Schools Program.

Key Results Achieved

In the spirit of the Truth and Reconciliation Calls to Action and *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls to Justice*, the following results were achieved.

- **Increased Funding:** Provided funding to Indigenous organizations and school divisions for a total of \$16.6 million in the following categorical grants: Indigenous Academic Achievement Grant; Building Indigenous Student Success with Parents; and Community Schools Program.
- ***Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework:*** Launched the framework with Manitoba Indigenous Truth and Reconciliation and Northern Relations, the directorate's Advisory Council, and educational stakeholders. In 2022/23, seven sessions were held in partnership with the Manitoba Rural Learning Consortium to help facilitate the orientation to the *Mamàhtawisiwin* policy framework for teachers, school leaders, superintendents, and Indigenous education leaders. In addition, three regional sessions occurred in Dauphin, Thompson, and The Pas to introduce divisions to *Mamàhtawisiwin Tools for Reflection, Planning, and Reporting* and the *Elders and Knowledge Keepers in Schools Guidelines*. Further orientation sessions are planned for the 2023/24 fiscal year.
- **Elders and Knowledge Keepers in Schools Initiative:** After piloting the initiative with 11 school divisions (33 school sites), the department expanded the implementation province-wide to 37 school divisions with \$1.6 million allocated for the 2022/23 fiscal year. In November 2022, the First Annual Elders and Knowledge Keepers in Schools Initiative Symposium was held in Winnipeg with over 230 attendees. Guidelines for working with Elders and Knowledge Keepers were also developed.
- **Treaty Education:** Collaborated with the Treaty Relations Commission of Manitoba to implement the fourth year of the five-year contract for Treaty Education. A steering committee with the education sector is working toward strategic planning for increasing the number of teachers trained as part of

a Treaty Education for All plan. The steering committee is co-chaired by Manitoba Education and Early Childhood Learning and the Treaty Relations Commission of Manitoba.

- **Manitoba Aboriginal Languages Strategy:** Renewed the partnership agreement with the University College of the North, Manitoba First Nations Education Resource Centre (MFNERC), Manitoba Education and Early Childhood Learning, and Indigenous Languages of Manitoba. Manitoba Aboriginal Languages Strategy received \$70,000 in funding to complete research for the development of the Aboriginal Languages Teaching Education Programs in Manitoba's post-secondary institutions. Partnered with the University of Winnipeg and Manitoba Aboriginal Languages Strategy to implement and publish the Manitoba School Survey and report on Indigenous Languages Teaching.
- **National Indigenous Education Plan:** Continued to work with the Council of Ministers of Education, Canada, to support the implementation of the Indigenous Education plan for 2019 to 2022 and the drafting of a new plan for 2023 to 2027. Manitoba and Saskatchewan are Ministerial leads for Indigenous Education at the Council of Ministers of Education, Canada. Manitoba is Chair of the Indigenous Education Committee, and Indigenous Inclusion Directorate is a member of the Indigenous Data and Research Subcommittee.
- **Respect in School Program:** Continued the province-wide implementation of the Respect in School Program support training for all school staff to create safer, more respectful educational environments through responding to bullying, abuse, harassment/micro-aggression, and discrimination. A provincial directive was mandated for all school staff to complete the training by February 2023. Funding was increased by \$100,000 to support the training of all school staff. Between July 2022 and April 2023, more than 28,000 school staff completed the training.
- **Duty to Consult Training:** Collaborated with Manitoba Indigenous Truth and Reconciliation and Northern Relations (IRNR) to offer a three-day Duty to Consult training. The training provided Manitoba government staff with the basic knowledge, tools, and resources required to implement Manitoba's Duty to Consult policy and framework. Continued to lead the Indigenous Engagement Plan with Indigenous leaders and organizations.
- **Advisory Councils:** The Indigenous Inclusion Directorate Advisory Council (K to 12) and the Kiskentamowin Advisory Council (post-secondary) provide advice, guidance, and recommendations to the Director. Eight meetings were held, including one joint meeting with both advisory councils.
- **Post-secondary Education Partnerships:** Coordinated the 18th annual Shawane Dagošiwīn (Aboriginal Education Research Forum). Worked with Yellowquill University College to collaborate on First Nations teacher education programming. Worked with Manitoba Advanced Education and Training on the Manitoba Collaborative Indigenous Education Blueprint, with Manitoba becoming a signatory to this work.
- **Engagement with Attendance Task Force:** Advised on a provincial *Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement*.

4 (b) Indigenous Inclusion Directorate

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	599	9.00	926	(327)	
(2) Other Expenditures	464		217	247	
(3) Grant Assistance	1,848		1,866	(18)	
Total Sub-Appropriation	2,911	9.00	3,009	(98)	

Sub-appropriation 16.4.c

Schools Operating Grants

Sub-appropriation Description

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. Provides additional 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.

Key Results Achieved

- **Funding Increase:** In February 2022, the Manitoba government communicated an \$11.1 million increase in operating support and a \$6.9 million increase to capital support, representing a 1.3 per cent or \$18 million increase in total operating and capital support to public schools for the 2022/23 school year.
- **One-Time Funding:** For 2022/23, the provincial government invested one-time funding of \$77 million to address incremental wage costs and other pressures, along with \$22 million to strengthen student support and learning. Furthermore, an additional \$7 million was provided to school divisions to support students with special needs.
- **Independent Schools Funding:** increased funding for independent schools by \$2.2 million or 2.5 per cent in 2022/23.

Sub-appropriation 16.4.d

General Support Grants

Sub-appropriation Description

Provides unconditional grant support to school divisions in accordance with formulae related to payroll tax on staff remuneration. The grant is allocated to each school division based on the amount of payroll tax paid as a percentage of total payroll tax paid by all school divisions at December 31, 2021.

Key Results Achieved

- For 2022/23, \$36.5 million was fully distributed to school divisions.

Sub-appropriation 16.4.e

Other Grants

Sub-appropriation Description

Provides grants for the Teachers' Idea Fund. Also provides payment of grants to various organizations that deliver specialized educational services or are involved in department-related projects.

Key Results Achieved

- Total funding of \$5 million was provided in 2022/23.

Sub-appropriation 16.4.f

Teachers' Retirement Allowances Fund

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

4 (c) Schools Operating Grants
 4 (d) General Support Grants
 4 (e) Other Grants
 4 (f) Teachers' Retirement Allowances Fund

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2022/23 \$000	FTE	2022/23 \$000	Over (Under) \$000	
(c) Schools Operating Grants*	1,482,146		1,508,174	(26,028)	1
(d) General Support Grants	36,521		36,521	0	
(e) Other Grants	5,007		5,045	(38)	
(f) Teachers' Retirement Allowances Fund*	132,210		132,210	0	
Total Sub-Appropriation	1,655,884	0.00	1,681,950	(26,066)	

* 2022/23 Authority increased in-year via virement transfer of \$111,145 for the Safe Schools Funding as a result of the COVID-19 pandemic and for teacher wage settlements. Part of the increased authority for Schools Operating Grants also reflects the transfer of \$6,497 in Authority from the Teachers' Retirement Allowances Fund.

1. Variance mainly reflects a contingent liability to school divisions, initially anticipated to be charged to the Ministry, but recorded as part of the consolidation adjustment done on Summary.

Corporate Services (Res. No. 16.5)

Main Appropriation Description

Provides centralized corporate support and leadership functions to the department to manage major projects and initiatives. Maintains responsibility for strategic planning, project management, and corporate business processes, and management of information systems across the department. Oversees communications and supports public correspondence, information technology, provincial student information system, and remote learning strategy. Provides oversight and coordination of departmental employee engagement strategies, professional development series, French Language Services Plan, and Accessibility Plan.

Corporate Services

Sub-Appropriations	2022/23	2022/23	
	Actual \$(000s)	FTEs	Authority \$(000s)
Division Administration	1,004	12.00	1,292
Business Support Services	7,434	35.00	8,512
Project Management Office	3,903	4.00	4,024
TOTAL	12,341	51.00	13,828

Sub-appropriation 16.5.a

Division Administration

Sub-appropriation Description

Provides overall leadership to Corporate Services Division. Responsible for divisional budget and implementation, ensuring alignment with whole-of-government priorities, and coordination of human resources for the division. Divisional and branch activities support the overall vision, mission, goals, and priorities of the department.

The Corporate Strategic Services Unit is responsible for providing advice and recommendations on department and government priorities, coordination of department-wide strategic planning and balanced scorecard/key performance indicators, internal employee engagement, and coordination of central government requests. The Sector Relations Unit is responsible for overseeing emergency management planning for the education and early child care sectors. It also provides centralized support for business continuity planning, and sector-wide engagement, coordinating department-wide public communications,

records management, public correspondence and engagement, and responses to requests regarding The Freedom of Information and Protection of Privacy Act (FIPPA).

Key Results Achieved

- **Teachers' Idea Fund:** Coordinated and led the 2022/23 Teachers' Idea Fund, that promoted mental health initiatives, with an internal and external review panel. Provided \$5.0 million to support mental health initiatives and other teacher-initiated projects through the 2022/23 Teachers' Idea Fund, with 38 projects supporting mental health and well-being and 25 projects supporting innovations across Manitoba classrooms. The Teachers' Idea Fund will continue in 2023/24, with a commitment of \$5.0 million.
- **Minister's Student Advisory Council:** Supported the Minister's Student Advisory Council to provide youth perspectives, insights, and advice for topics that are emerging for Manitoba K to 12 students.
- **Emergency Response Planning:** Continued a priority focus on developing a comprehensive emergency management program for the sector to keep schools and child care centres safe and open, ensuring continuity of learning, and better preparing the sector to respond and recover from future emergencies. The work is a direct response to the recommendations in the Office of the Auditor General's report *Department of Education and Early Childhood Learning: Leadership of the K to 12 Pandemic Response*.
- **Modernizing Department Web Presence:** Improved access to information, policies, and resources about the public education system by modernizing the department's web presence (web page, social media, interactive tools, and forms). Launched the new K to 12 Education Action Plan website that provides regular updates on the 43 action items.
- **Communications and Engagement Framework:** Developed and provided communication strategies and services to units and teams across the department to communicate effectively with internal and external stakeholders, in consultation with Communications and Engagement Division.
- **Strategic Planning and Measurement:** Led the departmental strategic planning processes, ensuring strategic alignment with central government priorities, commitments, and goals. Coordinated the performance measurement or balanced scorecard processes, which includes identifying new measures, tracking progress, raising awareness about the department plan, reporting to senior leadership, and updating the intranet dashboard with the results.
- **Intergovernmental Relations:** Oversaw K to 12 education intergovernmental relations and led the coordination and delivery of Manitoba's role with the Council of Ministers of Education, Canada (CMEC).
- **Central Government Requests:** Coordinated the delivery of central government requests such as Housebooks, Committee of Supply briefing binders, Supplement to the Estimates of Expenditure, Annual Report, and so forth.
- **Employee Engagement Champions:** Led the Employee Engagement Champions, an internal committee with department-wide representation, whose mandate is improving internal communications and providing learning and innovation opportunities. The committee coordinates Think Tanks and Town Halls, and organizes events to celebrate public service events.

- **Onboarding Program for New Employees:** Initiated the planning to enhance the onboarding process for employees through cross-departmental collaboration with the Public Service Commission.
- **Annual Performance Development Conversations:** Initiated training and raised awareness of staff and managers to complete the annual performance development conversations.
- **Accessibility Committee:** Established the department accessibility committee, which developed and oversees the department's Accessibility Plan to ensure equal access and participation for people with disabilities. The Department Accessibility Coordinator participates in the Manitoba Government Accessibility Committee.

5 (a) Division Administration

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2022/23 \$000	FTE	2022/23 \$000	Over (Under) \$000	
(1) Salaries and Employee Benefits	666	12.00	979	(313)	
(2) Other Expenditures	338		313	25	
Total Sub-Appropriation	1,004	12.00	1,292	(288)	

Sub-appropriation 16.5.b

Business Support Services

Sub-appropriation Description

Leads and coordinates a variety of central services for the department, including business analysis and information technology, translation services, and oversight of the department's web presence and web services strategy. The branch provides support for remote learning programming and the learning management system. Leads the department's planning, designing, and scoping of technology investments, such as the provincial Student Information System.

Key Results Achieved

- **Student Information System:** In 2022/23, the department completed the scoping phase of the SIS, with consultations conducted with the sector. In October 2022, over 200 education leaders attended an information session, and in February 2023, the department established the SIS Steering Committee comprised of various stakeholder representatives to help guide the implementation planning. Worked with Manitoba Consumer Protection and Government Services on the procurement process to secure a vendor.

- **Remote Learning:** Supported remote learning programming at Manitoba Remote Learning Student Centre, St. James-Assiniboia School Division (InformNet), and Pine Creek School Division (Teacher Mediated Option) for students across the province. Engaged with over 570 participants to consult on remote learning opportunities, with the findings published in the *Provincial Online High School: What We Heard Report and Next Steps*. The department continued to research the various remote learning models across Canada to inform the development of Manitoba policy, regulations, and approaches. In 2022/23, the department began work on a user-friendly website to promote high school remote learning opportunities for Manitoba students.
- **Learning Management System:** Supported the learning management system Brightspace for remote learning service providers, supported by the department's Online and Distributed Learning Unit.
- **Provincial Child Care Platform:** Launched the design and development work for a Provincial Child Care IT Platform. The project team is initiating the scoping phase for the modernization of the existing Child Care Online (CCO) and Manitoba Child Care Search (MCCS) applications into a single Provincial Child Care platform.
- **Provincial Survey Platform and Network Graphical Visualization Software Initiatives:** Initiated the capturing of benefits, cost, and reasoning for a robust Provincial Survey Platform and Network Graphical Visualization/Mapping software. This initiative is being explored as a way to assist the education system in curriculum implementation and learning and outcomes.
- **Engagement and Collaboration Platform:** Implemented multiple Smartsheet and SharePoint projects within the department for engagement and collaboration with internal and external partners.
- **French Language Service Plan:** Coordinated the response to actions outlined in the three-year French Language Services (FLS) plan. The plan is to help the department improve services provided in French. Capacity building and policy development are key areas for improvement.
- **Department's Website:** Continued development and maintenance of the department's Internet (public website), that promotes the K to 12 sector and child care sector. The website includes the K to 12 Education Action Plan website, in English and in French. Created an inventory of all web pages as part of the departmental website modernization, which will be used for the redesign of the departmental website to allow for easier navigation for users to access education, and early learning and child care information.
- **Publications and Communications:** Designed, edited, and coordinated approvals for distribution/online posting of high-profile projects (including *K to 12 Education Action Plan*, *Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework*, *Final Report of the Poverty and Education Task Force*, and new Framework for Learning) as well as other resources developed for education partners, administrators, teachers, parents, and students in accordance with departmental and professional publication standards.
- **French/English Translation:** Facilitated communication of departmental program and policy initiatives by coordinating the translation and proofreading of 815 departmental communication materials, coordinating interpretation services, and providing assistance in terminological research.

5 (b) Business Support Services

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	Estimate 2022/23 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	2,644	35.00	2,802	(158)	
(2) Other Expenditures	4,790		5,710	(920)	1
Total Sub-Appropriation	7,434	35.00	8,512	(1,078)	

Explanation(s):

1. Under expenditure mainly reflects savings related to the Schools Information System project as a result of delays in scoping activities.

Sub-appropriation 16.5.c

Project Management Office

Sub-appropriation Description

Provides project management leadership and support for the department's planning, implementation, and evaluation of large, priority initiatives, such as those in the Report of the Commission on the K to 12 Education, Manitoba's K to 12 Education Action Plan, and the Canada-Manitoba Canada-Wide Child Care Agreement, to achieve key milestones with measurable benefits. Collaborative in its approach, the program area works with all divisions, branches, and project leads in the department, as well as with sector stakeholders, and with other government partners.

Key Results Achieved

- **Project Management Support:** Continued to refine project management supports, methodologies, and tools.
- **K to 12 Education Action Plan:** Continued to lead the project management support for the 43 actions in Manitoba's K to 12 Education Action Plan and contributed to 60 per cent being either complete or underway.
- **Poverty Education Task Force:** Released the Final Report of the Poverty and Education Task Force and committed to expanding the Community Schools Program, reviewing school meal programs, and developing an anti-racism policy.
- **Early Learning and Child Care:** Began to lead the project management support for projects and initiatives specific to the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement.

5 (c) Project Management Office

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	Estimate 2022/23 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	2,078	4.00	372	1,706	1
(2) Other Expenditures*	1,825		3,652	(1,827)	2
Total Sub-Appropriation	3,903	4.00	4,024	(121)	

*2022/23 Authority decreased in-year via virement transfer of \$1,383 to Schools Operating Grants for the Safe Schools Funding program as a result of the COVID-19 pandemic and for teacher wage settlements.

Explanation(s):

1. Over expenditure mainly reflects salary costs related to the implementation of K to 12 Commission recommendations budgeted in Other Expenditures, but paid from Salaries.
2. Under expenditure mainly reflects costs for the implementation of the K to 12 Commission recommendations budgeted in Other Expenditures but paid from Salaries.

Early Learning and Child Care (Res. No. 16.6)

Main Appropriation Description

Early Learning and Child Care

Provides leadership and policy direction for Manitoba's early learning and child care system. Ensures high-quality programs through the licensing and monitoring of child care centres, and family and group child care homes. Establishes the qualifications for early childhood education training programs, and oversees the certification and classification of early childhood educators and child care assistants in Manitoba. Supports accessibility through oversight of the Inclusion Support Program and the Child Care Subsidy Program. Designs, disburses, and ensures accountability for operating and capital funding for Manitoba's early learning and child care system.

Early Learning and Child Care

Sub-Appropriations	2022/23	2022/23	
	Actual \$(000s)	FTEs	Authority \$(000s)
Division Administration	344	2.00	245
Quality Assurance and Policy Support	1,463	26.00	2,530
Program Operations and Services	3,989	54.00	4,562
Financial Accountability and Reporting	324,284	15.00	324,546
TOTAL	330,080	97.00	331,883

Sub-appropriation 16.6.a

Division Administration

Sub-appropriation Description

Provides overall leadership to the Early Learning and Child Care Division. Responsible for divisional budget development and implementation, ensuring divisional alignment with whole-of-government priorities, administration of consultative committees, and coordination of human resources for the division.

Key Results Achieved

- **Organizational Redesign:** Established a new division of Early Learning and Child Care within Manitoba Education and Early Childhood Learning, including branch structures and mandates to support delivery of key government commitments.

- **Strategic Partnerships:** Continued engagement with the Government of Canada on the execution of Manitoba’s commitments under the Canada-Manitoba Early Learning and Child Care Agreement, the Early Childhood Workforce Funding Annex, and the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement. Advanced government commitments for early learning and child care through engagement with the Minister’s Consultation Table, the Parent Advisory Committee, and the Child Care Qualifications and Training Committee.

6 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	Estimate 2022/23 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	321	2.00	222	99	
(2) Other Expenditures	23		23	0	
Total Sub-Appropriation	344	2.00	245	99	

Sub-appropriation 16.6.b

Quality Assurance and Program Support

Sub-appropriation Description

Leads the division’s strategic policy and planning initiatives and supports the development of legislation and regulations related to early learning and child care, including developing and implementing initiatives related to workforce training and certification, as well as the delivery of targeted workforce supports and programming.

Key Results Achieved

- **Government of Canada Partnership:** Continued to work with Canada on implementation of the Canada-Wide Canada-Manitoba Early Learning and Child Care (Canada-Wide) Agreement and the Canada-Manitoba Early Learning and Child Care (Bilateral) Agreement. Successfully negotiated the 2022/23 Bilateral Agreement Action Plan. Executed the remainder of the Early Childhood Workforce Funding Annex. Held the first meeting of the Canada-Manitoba Implementation Committee. Began work on the Canada-Wide Agreement Action Plan for the next three years and the Bilateral Action Plan for the next two years.
- **Manitoba’s Child Care Subsidy Program:** Continued to support facilities regarding the implementation of the expanded Child Care Subsidy.
- **Science of Early Child Development:** Funded Red River College Polytechnic to provide ongoing online access to the Science of Early Child Development, to support high-quality and inclusive services. Offered Circle of Security training to child care staff and home-based providers.

- **Wage Grid:** Implemented a wage grid for the early learning and child care workforce to increase wages across the regulated sector. Provided a one-time retroactive Wage Bridge Benefit wage supplement for the lowest-paid child care assistants and early childhood educators.
- **Early Childhood Educators Recruitment:** Implemented a number of initiatives to support recruitment of qualified Early Childhood Educator IIs and IIIs (ECE IIs and ECE IIIs) including establishing a new one-time Innovative Recruitment and Retention Grant; establishing a Tuition Reimbursement Initiative that supported 652 individuals enrolled in ECE II and ECE III diploma programs; supporting individuals to receive ECE certification through the department's Assessment Programs; and processing over 1,900 certification and classification applications for ECEs and child care assistants (CCA).
- **Early Childhood Educators Retention:** Implemented a number of initiatives to support retention of qualified Early Childhood Educator IIs and IIIs (ECE IIs and ECE IIIs) and child care assistants (CCAs), including providing \$885,527 in retirement enhancement benefits to reimburse employee pension contributions to eligible centre staff; providing a one-time increase of \$500 to RRSP contributions for eligible home-based providers; issuing 192 Staff Replacement Grants to support child care assistants (CCAs) in workplace diploma programs; and providing an Annual Training Grant to nine home-based child care providers and 324 child care assistants (CCAs) for course work required to become an ECE II.
- **Infant and Preschool Spaces:** Created more infant and preschool spaces and expanded the capital program to enhance accessibility. Provided new operating grants for 2,354 school-age child care spaces. Provided capital grant funding to create 60 new spaces—20 preschool spaces and 40 school-age spaces. Expanded access to child care spaces for children from birth to age six province-wide, in partnership with Canada under the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement. Increased child care spaces by adding shared spaces and extended hours. Provided operating grant funding for new and newly subsidized spaces. Supported new child care spaces with the Renovation Expansion Grant. Introduced a one-time Quality Early Learning and Environments Grant to help facilities ensure safe learning environments and make infrastructure improvements.
- **Stakeholders Engagement:** Engaged with the Minister's Consultation Table (MCT) composed of sector representatives and the Child Care Parent Advisory Committee (PAC) composed of parents/guardians, to inform and provide feedback on early learning and child care system improvements, provincial and federal priorities, and action plans. In collaboration with Manitoba's Social Innovation Office, coordinated a planning session with MCT focused on the early learning and child care workforce. Launched a monthly electronic newsletter distributed to sector stakeholders and expanded operational resources for facilities and boards to include webinars.
- **Continuous Improvement:** Enhanced the online Manitoba Child Care Search (MCCS) tool to improve user-experience capabilities and facility collaboration features to update and report on the implementation of initiatives such as Child Care Subsidy Advance and Parent Fee Coverage, Quality Enhancement Grants, and Shared Spaces. Enhanced child care online correspondence and reporting capabilities, including expansion of facility cultural, Indigenous, language, and program indicators, and continued developments in areas of child care subsidy application, incident tracking, and gap analysis.

6 (b) Quality Assurance and Program Support

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2022/23 \$000	FTE	2022/23 \$000	Over (Under) \$000	
(1) Salaries and Employee Benefits	1,384	26.00	2,143	(759)	1
(2) Other Expenditures	79		387	(308)	
Total Sub-Appropriation	1,463	26.00	2,530	(1,067)	

Explanation(s):

1. Under expenditure reflects savings as a result of vacancies.

Sub-appropriation 16.6.c

Program Operations and Services

Sub-appropriation Description

Leads the oversight of child care facilities across all regions of the province, to ensure high-quality early learning environments that comply with The Community Child Care Standards Act and regulations. This includes child care centres, nursery schools, and home-based child care programs. Acts as the primary point of contact for child care providers, prospective licensees, and all Manitobans requiring assistance in child care services. Assists licensed facilities in addressing barriers, allowing children of all abilities and with additional support needs to meaningfully and effectively participate in programming. Inclusive services focus on creating an environment of involvement, respect, connection, and belonging. Responsible for the development of inclusion, diversity, curricular, and program policy, and provides policy leadership for the subsidy program.

Key Results Achieved

- **Licensing and Compliance:** In April 2022, child care coordinators reinstated licensing inspections, which had been paused in response to public health orders. Additionally, the department continued to implement compliance-based licensing with the renewal of child care licences for up to three years for licence holders in good standing.
- **Quality Enhancement Grants:** Provided \$60M in one-time quality enhancement grants with funding available through the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement and provincial investments to support the principles of quality, inclusivity, and sustainability. The quality enhancement grants provided Manitoba's early learning and child care providers with the flexibility to choose and apply funding to where it is needed most so that they are better positioned to build a stronger, more responsive early learning and child care system for the future.
- **Early Learning Curriculum Framework to Support Indigenous and French Language-Focused Programming:** Supported 24 child facilities to implement Indigenous-focused cultural programming.

- **Improving Communications:** Provided online webinars and information sessions to licensed facilities, improving communications to the sector and ensuring consistent messaging province-wide.
- **Home-Based Providers Licensing Preparation:** Supported eight participants through the process of opening a home-based child care facility in partnership with the Self-Employment Program funded by Manitoba Education and Early Childhood Learning and administered by Family Dynamics. Of these, two participants have completed the licensing process and six are pending.
- **Community Organizations Funding for Services to Support Child Care Programming:**
 - Red River College (RRC) Polytechnic for the Abecedarian Support Program
 - New Directions for the Reaching Out Program
 - Immigrant and Refugee Community Organization of Manitoba (IRCOM) for the Child Development Hub
 - Family Dynamics for the Family and Child Care Resource Program
 - Manidoo Gi Mini Gonaan—Lord Selkirk Park Child Care Centre for the implementation of the Abecedarian
- **Diversity and Inclusion:** Supported children with disabilities or autism under the Dual Stream Service Model. Established a one-time Enhancing Diversity & Inclusion Grant to support facilities in advancing diversity and inclusion through enriched programming.
- **Inclusion Support Program (ISP):**
 - **Reduced Barriers for Children:** Serving 1,242 children with diagnosed disabilities or additional support needs to attend child care.
 - **Support to Staff and Facilities:** Supported 400 child care facilities participating in the Inclusion Support Program (380 centres, five homes with enhanced staffing grants, and 15 homes with guaranteed space payments). Provided behavioural interventions, strategies, and training through enhanced child development services to increase staffing capacity to 103 child care facilities, which benefited 2,421 children and 413 staff.

6 (c) Program Operations and Services

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	Estimate 2022/23 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	3,613	54.00	4,026	(413)	
(2) Other Expenditures	376		536	(160)	
Total Sub-Appropriation	3,989	54.00	4,562	(573)	

Sub-appropriation 16.6.d

Financial Accountability and Reporting

Sub-appropriation Description

Designs, disburses, and ensures accountability for the operating and capital funding for Manitoba's early learning and child care system. Provides financial management oversight for the division, including leadership of budgeting, forecasting, and reporting to support informed and effective decision-making. Develops and implements accountability mechanisms including evaluation, performance, and reporting measures for the division, child care facilities, and service providers.

Key Results Achieved

- **Annual Operating Grants:** Provided annual operating grants to 2,197 new licensed centre child care spaces and 146 new home-based family child care spaces. This means more provincially funded affordable spaces to support the growing number of children aged seven to 12 requiring child care and continued support of home-based providers.
- **Supportive Funding:** Provided other supportive funding to child care facilities. Significant investment in 2022/23 to provide high-quality, affordable, and accessible services for all families, thereby advancing Manitoba's economic outcomes as follows:
 - Pension Reimbursement to 465 centres
 - RRSP Reimbursement to 223 child care individuals within the home/group child care providers
 - Retirement Benefit to 47 centre staff and four home-based providers
 - Quality Early Learning Environments Grant to 225 centres
 - Enhancing Diversity and Inclusion Grant to 223 centres
 - Innovation Recruitment and Retention Grant to 225 centres
 - advance payment of 2023/24 Parent Fee Revenue Supplement to 600 centres and 319 home-based providers
 - Staff Replacement Grants to 191 staff in centres and one home-based provider
- **New Initiatives:** Developed robust funding models for several new grants, providing leadership for an overall responsible financial management strategy. This supported the implementation of key joint modernization initiatives implemented under the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement.
- **Financial Subsidies to Manitoba Families:** Supported an estimated 6,541 children through parent fee subsidies to attend licensed child care in every four-week period. With increased eligibility in 2022/23, this means about 2,000 additional children periodically received support to access regulated child care.

- **Financial Planning and Operations:** Authorized and processed payments to child care facilities for over 30 different initiatives, in accordance with The Community Child Care Standards Act, regulations, and policies. The department continues to deliver on operational and strategic mandates while ensuring the appropriate allocation of resources to maximize efficiency. Led financial planning, forecasting, and analysis for the annual estimates process and quarterly cash flow reporting for the division.
- **Accountability Measures:** Reviewed operating budgets and audited financial statements provided by over 1,000 licensed facilities across Manitoba to ensure that financial expenditures meet the department's requirements, needs, and expectations. The department will continue to provide more detailed review to ensure that facilities are being supported to provide important child care services within Manitoba.

6 (d) Financial Accountability and Reporting

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2022/23 \$000	FTE	2022/23 \$000	Over (Under) \$000	
(1) Salaries and Employee Benefits	886	15.00	1,133	(247)	
(2) Other Expenditures	3,746		638	3,108	1
(3) Grant Assistance	291,954		297,046	(5,092)	2
(4) Financial Assistance	27,698		25,729	1,969	3
Total Sub-Appropriation	324,284	15.00	324,546	(262)	

Explanation(s):

1. Over expenditure mainly reflects costs for principal and interest, budgeted in Financial Assistance, but paid from Other Expenditures.
2. Under expenditure mainly reflects savings resulting from a delay in the implementation of select programming under the Canada-Wide Early Learning and Child Care Agreement.
3. Over expenditure mainly relates to an increase in subsidy expenditures, partially offset by principal and interest budgeted in Financial Assistance, but paid from Other Expenditures.

CANADA-MANITOBA EARLY LEARNING AND CHILD CARE AGREEMENT 2021/22

Due to the reporting requirements of the Canada-Manitoba Early Learning and Child Care Agreement, progress is reported for the year prior to the Department of Education and Early Childhood Learning's annual reporting year.

Canada-Manitoba Early Learning and Child Care Agreement		
2021/22 Summary		
Revenue		
Annual contribution from Canada		\$15,507,923
Carry forward from previous fiscal year		\$1,099,859
Total revenue		\$16,607,782
Expenses		
Total program costs incurred		\$12,465,096
Administration Costs		
the lesser of a) or b):		
a) maximum amount (10% of contribution)	\$1,550,792	
b) actual costs claimed	\$0	\$1,550,792
Total expense		\$14,015,888
Unspent funds		\$2,591,894
Carry forward		
The lesser of a) or b):		
a) maximum amount (25% of contribution paid or payable by Canada)	\$3,876,981	
b) Unspent funds	\$2,591,894	
Total carry forward amount		\$2,591,894

ACHIEVEMENTS

Manitoba experienced considerable success with the initiatives under the original pillars in the 2017/18 to 2019/20 Action Plan, and an extension agreement was signed for 2021/22 through 2024/25.

Pillar 1: Supporting new and newly subsidized spaces

- Continued funding for 1,632 new and newly subsidized child care spaces for children from birth to six years of age from 2017/18 through 2021/22 to maintain affordable and accessible spaces for families in need.
- No new capital projects were completed under the Canada-Manitoba ELCC Agreement in 2021/22.

Pillar 2: Building sector capacity and stability

- Maintained the licence for the Science of Early Child Development Access Portal in 2021/22.
- Provided province-wide access to the Science of Early Childhood Development Access Portal—Living Textbook; 4,611 unique first-time users in 2021/22, or 16,874 unique users accessing the portal from 2017/18 through 2021/22.
- In partnership with Manitoba Child Care Association, supported the Basics of Effective Board Governance Online Training; 329 board members from 95 unique ELCC facilities were trained in 2021/22.
- The French translation of the Basics of Effective Board Governance Online Training was launched in 2021/22; and the translation of the Human Resources Manual into French was completed in 2021/22.

Pillar 3: Rural and Northern strategy

- Under the Competency Based Assessment (CBA) program in rural/northern communities, three participants were certified as ECEs in rural and northern communities in 2021/22.
- Due to demand for the CBA course, two advisors were contracted for rural/northern communities in 2021/22.

Pillar 4: Diversity and inclusion

- Supported 440 children diagnosed with disabilities or autism through the Dual Stream Service and Funding Approach model, helping children with additional support needs to attend child care.
- One hundred fifty-seven unique individuals from 59 unique facilities registered to attend the “Fulfilling Potential” workshops, resulting in 712 registrations across seven training sessions for ELCC sector staff at the CCA or ECE level.
- Twenty-nine Circle of Security Learning Groups were held for the eight-week training, with 177 participants training. Seven child care centres participated in the Leader Mentorship experience through the Attachment Based Leadership Model in 2021/22.
- Provided \$300,000 to 24 self-identified Indigenous ELCC facilities to implement an Indigenous curriculum. This included three grants at \$5,000 each, 10 grants at \$8,000 each, five grants at \$15,000 each, four grants at \$20,000 each, and two grants at \$25,000 each. This amounted to a 600 per cent increase to the Indigenous Programming Grant in 2021/22.

CANADA-MANITOBA EARLY CHILDHOOD WORKFORCE AGREEMENT 2021/22

Due to the reporting requirements of the Canada-Manitoba Early Learning and Child Care Agreement, progress is reported for the year prior to the Department of Education and Early Childhood Learning’s annual reporting year.

Canada-Manitoba Early Childhood Workforce Agreement	
2021/22 Summary	
Revenue	
Early Childhood Workforce Funding	\$19,138,887
2021/22 Retention Initiatives	\$12,672,744
Administration Costs (10%)	\$1,913,899
Total Expenditures	\$14,586,633
One-Time Carry-Forward to 2022/23	\$4,552,254

ACHIEVEMENTS

The Canada-Manitoba Early Learning and Child Care Agreement, and the Early Childhood Workforce Funding Annex were signed on February 22, 2022, allocating \$19,138,887 to support Manitoba’s recruitment and retention efforts to maintain and grow a qualified ELCC workforce. Manitoba prioritized retention strategies within the 2021/22 fiscal year.

Retirement Enhancement Benefits

- Provided \$2,944,483 in federal funding to support the Pension Enhancement Benefit; 516 child care centres received the pension enhancement benefit to reimburse employee pension contributions to a total of 6,691 eligible staff members.
- Provided \$94,000 in federal funding to support RRSP benefits; 188 home-based providers received an RRSP benefit of \$500.

Savings Investment Benefit

- 2,856 Early Childhood Educator IIs and IIIs received the Savings Investment Benefit; at an average of \$1,065 per ECE.

Wage Bridge Benefit—ECE

- A total of 1,525 frontline ECE staff, supervisors, assistant directors, and directors in child care centres received the wage bridge benefit:
 - ECE IIs received a wage increase to \$20.90 per hour; 1,123 ECE IIs
 - ECE IIIs received a wage increase to \$22.29 per hour; 182 ECE IIIs
 - ECE II supervisors received a wage increase to \$23.32 per hour; 138 ECE II supervisors
 - ECE III supervisors received a wage increase to \$23.32 per hour; 43 ECE III supervisors
 - ECE II assistant directors received a wage increase to \$23.32 per hour; 17 ECE II assistant directors
 - ECE III assistant directors received a wage increase to \$23.32 per hour; 7 ECE III assistant directors
 - ECE II directors received a wage increase to \$23.32 per hour; 9 ECE II directors
 - ECE III directors received a wage increase to \$23.32 per hour; 6 ECE III directors
- 378 home-based providers were provided an operating grant increase of 12 per cent, equal to the Wage Bridge Benefit
- 97 Nursery Schools were provided with a 12 per cent increase to operating grants, equal to the Wage Bridge Benefit

Wage Bridge Benefit—CCA

- Minimum wage of CCAs raised to \$13.11 per hour under the Wage Bridge; 960 CCAs received the Wage Bridge Benefit to \$13.11 per hour

CANADA-MANITOBA CANADA-WIDE EARLY LEARNING AND CHILD CARE AGREEMENT 2021–2022

Under the Canada-Wide Early Learning Agreement, Manitoba received \$129,109,750 in funding for the 2021–2022 Action Plan. The following initiatives were identified in the 2021–2022 Action Plan: affordability, accessibility, quality, and inclusivity. The expenditures on these initiatives totalled \$59,014,512; leaving a carry-over of \$70,095,238.

Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement 2021–2022 Summary	
Annual contribution from Canada	\$129,109,750
Annual Expenses	
<i>Affordability</i>	
Child care subsidy threshold increase	\$52,484,230

Parent fee revenue supplement	\$3,271,770
<i>Accessibility</i>	
Extended hour child care benefit	\$110,331
Shared space per diem	\$243,000
<i>Quality</i>	
Business improvement grant	\$2,356,624
<i>General Administration</i>	\$548,557
Total Annual Expenses	\$59,014,512
Total Carry Forward Amount	\$70,095,238

Affordability:

Manitoba implemented initiatives to make child care more affordable:

- Expanded eligibility for parent fee subsidy by increasing the subsidy threshold for household income by 45 per cent , increasing the number of families receiving a full or partial subsidy, and ensuring that reduced parent fees are provided first to those who need it most. Provided funding of \$52.5M to facilities.
- Provided revenue supplements to child care providers to ensure the financial stability of facilities throughout this transitional period, including a six-month subsidy advance and a three-month parent fee advance. Provided funding of \$3.3M to facilities.

Access:

Manitoba implemented initiatives to support making child care more accessible:

- Introduced an extended hour child care benefit for eligible child care facilities providing child care services outside of normal operating hours, such as evenings, weekends, holidays, and overnight. Provided funding to facilities for 187 spaces, amounting to over \$110,000 invested for families to have accessible care.
- Introduced a shared space per diem for eligible child care facilities enrolling more than one child into a full-time space. Manitoba will provide funding of \$1.3 million for 2,361 shared spaces offering part-time child care options for families in the 2022/23 year.

Quality:

Manitoba implemented an Initiative to support enhancing high-quality child care:

- Provided the Business Improvement Grant, which offered one-time funding to support business administration functions and reporting; provided up to \$2,500 to home-based providers, and up to \$5,000 to child care centres and nursery schools.

Manitoba Education and Early Childhood Learning Early Learning and Child Care Division 2022/2023 Program Statistics and Program Indicators

Centres and Homes Total Facilities and Spaces at March 31, 2023

	2022/23			Total No. of Spaces*
	No. of Centres	No. of Funded Spaces	No. of Unfunded Spaces	
Centres				
Funded Non-profit**	697	34,990	223	35,213
Unfunded Non-profit***	13	0	567	567
Unfunded For-Profit****	43	0	2,084	2,084
Total	753	34,990	2,874	37,864

	2022/23			Total No. of Spaces
	No. of Homes	No. of Funded Spaces	No. of Unfunded Spaces	
Homes				
Funded	316	2,379	0	2,379
Unfunded	88	0	670	670
Total	404	2,379	670	3,049

* Beginning with the 2020/21 Annual Report, the reporting of licensed facilities and centres was changed to include both funded and unfunded spaces for each type of child care space.

** An organization registered as a not-for-profit corporation, in receipt of provincial grants.

*** An organization registered as a not-for-profit corporation, not in receipt of provincial grants.

**** An organization not registered as a not-for-profit corporation, not in receipt of provincial grants.

Centres and Homes Total Facilities and Spaces at March 31, 2022

	2021/22			Total No. of Spaces*
	No. of Centres	No. of Funded Spaces	No. of Unfunded Spaces	
Centres				
Funded Non-profit**	633	31,927	1,728	33,655
Unfunded Non-profit***	34	0	1,386	1,386
Unfunded For-profit****	41	0	2,059	2,059
Total	738	31,927	5,173	37,100

Homes	2021/22			Total No. of Spaces
	No. of Homes	No. of Funded Spaces	No. of Unfunded Spaces	
Funded	330	2,482	6	2,488
Unfunded	103	6	756	762
Total	433	2,488	762	3,250

* Beginning with the 2020/21 Annual Report, the reporting of licensed facilities and centres was changed to include both funded and unfunded spaces for each type of child care space.

** An organization registered as a not-for-profit corporation, in receipt of provincial grants.

*** An organization registered as a not-for-profit corporation, not in receipt of provincial grants.

**** An organization not registered as a not-for-profit corporation, not in receipt of provincial grants.

Funded Centres and Homes

at March 31, 2023

	Centres		Homes		Total	
Region	No. of Spaces	No. of Homes	No. of Spaces	No. of Facilities	No. of Spaces	
Winnipeg	399	23,229	209	1,551	608	24,780
Westman	91	3,055	26	207	117	3,262
Eastman	54	2,675	24	183	78	2,858
Central	61	2,551	11	89	72	2,640
Interlake	35	1,328	34	259	69	1,587
Parkland	35	1,082	11	81	46	1,163
Northern	22	1,070	1	9	23	1,079
Total	697	34,990	316	2,379	1,013	37,369

Unfunded For-Profit Centres

at March 31, 2023

Region	Total No. of Facilities	Total No. of Spaces
Winnipeg	37	1,948
Other Regions	6	136
Total	43	2,084

Licensing Orders, Suspensions, Refusals

2022/23

Facilities	Number of Licensing Orders*	Licence Suspensions/Refusals
Non-profit centres	3	0
Commercial centres	0	0
Homes	0	0
Total	3	0

* A licensing order is issued under Section 18 of The Community Child Care Standards Act when serious violations of licensing regulations occur and corrective action is ordered.

Number of Complaints by Type of ELCC Facility

2022/23

Facilities	Number of Complaints
Licensed non-profit centres	35
Licensed commercial centres	6
Licensed home-based provider	20
Unlicensed centre	0
Unlicensed home-based provider	11
Total Unique Complaints	72

PROGRAM INDICATORS FOR EARLY LEARNING AND CHILD CARE

	2021/22	2022/23
ACCESSIBILITY		
Total number of program sites:	1,171	1,157
• number of child care centres	738	753
• number of child care homes	433	404
Program capacity (spaces)	40,350	40,913
• spaces for preschool children	26,891	27,024
• spaces for school-age children	13,459	13,889
• change in program capacity (spaces)	+1,136	+563
• change in program capacity (%)	+2.9%	+1.4%
Number of children in Manitoba 0 to 12 years¹	210,317	208,766
• preschool children (0 to 5 years)	96,304	93,018
• school-age children (6 to 12 years)	114,013	115,748
Percentage of Manitoba children for whom there was a regulated space	19.2%	19.6%
• preschool children (0 to 5 years)	27.9%	29.1%
• school-age children (6 to 12 years)	11.8%	12.0%
AFFORDABILITY		
Total number of newly created and funded child care spaces in centres through capital development²	458³	180
• new funded community-based spaces	336	64
• new funded school-based spaces	122	0 ⁴
• new funded private sector partnership spaces	0	116
Maximum daily child care fees (centre-based)⁵		
• infant	\$30.00	\$30.00
• preschool	\$20.80	\$20.80
• school-age (before school/lunch/after school)	\$10.30	\$10.30
Maximum daily child care fees (home based)⁵		
• infant	\$22.20	\$22.20
• preschool	\$18.20	\$18.20
• school-age (before school/lunch/after school)	\$10.30	\$10.30
Daily non-subsidized fee per child	\$ 2.00	\$ 2.00
Average number of children receiving subsidized child care per four-week period⁶	4,547⁷	6,541
Subsidization levels based on family net income: family examples (centre based)⁷		
• one parent, one preschool child		
- full subsidy up to	\$23,883	\$23,883
- partial subsidy up to	\$37,542	\$37,542
• two parents, two preschool children		
- full subsidy up to	\$32,705	\$32,705
- partial subsidy up to	\$60,023	\$60,023

Annual operating grant per space (for centres)		
• infant space	\$11,375	\$13,676 ⁸
• preschool space	\$ 4,180	\$5,331 ⁸
• school-age space	\$ 1,664	\$2,277 ⁸
• nursery school space (6 to 10 sessions/week)	(up to) \$ 2,090	(up to) \$2,990 ⁸
Unit Funding Rate (daily revenue generated through parent fees and operating grants per unit)	\$ 295.00	\$ 330.40

	2021/22	2022/23
Parent fees as percentage of annual centre revenue⁹		
• infant space	42%	42%
• preschool space	58%	58%
• school-age space	70%	70%
Annual operating grant funding levels for homes		
• infant space	\$2,693	\$3,709 ¹⁰
• preschool space	\$2,068	\$2,884 ¹⁰
• school-age space	\$ 880	\$1,399 ¹⁰
QUALITY		
Regulated ratios (centre-based)		
• infant	1:4	1:4
• preschool	1:8	1:8
• nursery school	1:10	1:10
• school-age	1:15	1:15
Proportion of staff required to be ECE IIs or IIIs		
• infant and preschool centres	two-thirds	two-thirds
• school-age centre and nursery school	one-half	one-half
Minimum training requirement for CCAs within first year of employment	Approved 40-hour course	Approved 40-hour course
Minimum training requirement for family child care licensees within first year of operation	Approved 40-hour course	Approved 40-hour course
Centre staff by classification		
• number of ECE IIs (diploma required for classification)	1,967	2,013
• number of ECE IIIs (post-diploma education required for classification)	786	792
Family Child Care Homes: licensee classified as ECE II or ECE III		
• number of homes	70	86
• number of home spaces	561	578
Average hourly rate of pay for trained ECE IIs¹¹	\$20.36	\$22.90 ¹²
Change in income for trained ECE IIs¹¹	1.4%	9.5% ¹²
Total income for home-based licensees¹³	\$51,400.60	\$57,637.60 ¹⁴
Change in income for home-based licensees¹³	0%	12.13% ¹⁴

Percentage of centres that are non-profit	94.4%	94.3%
Percentage of centre spaces that are non-profit	94.5%	94.5%
Number of children served under the Inclusion Support Program	1,043	1,242
Percentage of facilities participating in the Inclusion Support Program		
• centres	48%	50%
• homes	4.5%	5%

¹ Source: Statistics Canada, Labour Force Survey. Does not include persons living on reserves and other Indigenous settlements in the province, persons living in institutions, full-time members of the Canadian Armed Forces, or persons living abroad (spouse/family of military stationed abroad). Labour Force estimates are based on Census population counts.

² Spaces receiving provincial operating grant subsidy. This indicator does not include funding of (i) previously unfunded waitlisted spaces in centres, or (ii) new home-based family child care spaces. Previously stated as “Total number of funded child care spaces in centres.” In the 2022/23 Annual Report, the wording attached to this indicator was revised for clarity.

³ A number of capital projects were delayed in opening due to the COVID-19 pandemic.

⁴ Capital projects were delayed to 2023/24. The department is working with schools through Expressions of Interest to increase spaces in schools for 2023/24.

⁵ Maximum fees apply to all funded spaces.

⁶ This indicator should not be interpreted as the total number of children receiving subsidy in the fiscal year.

⁷ Child care Subsidy Program approved household net income threshold rate increase of 45 per cent effective February 6, 2022. COVID-19 recovery resulting in previous subsidized children returning to care and child care facilities re-opening or increasing capacity.

⁸ Increase to operating grant effective July 1, 2022, for implementation of wage grid. Nursery schools receive \$1,495 per space for up to five sessions plus an additional \$299 per session for six to 10 sessions, for a maximum of \$2,990 per space.

⁹ Centre revenue is made up of income from an operating grant and income from parent fees or fee subsidies on behalf of eligible families.

¹⁰ Increase to operating grant effective July 1, 2022, for implementation of wage grid.

¹¹ Based on salary analysis of ECE IIs in funded full-time centres.

¹² Increase to operating grant effective July 1, 2022, for implementation of wage grid.

¹³ Based on maximum number of licensed spaces, maximum parent fees, and maximum annual operating grant.

¹⁴ Increase to operating grant effective July 1, 2022, for implementation of wage grid.

Capital Funding (Res. No. 16.7)

Main Appropriation Description

Provides capital funding for school divisions.

Sub-Appropriation 16-7a

School Divisions

Capital grants provide for the capital expenditures of school divisions.

7 (a) Capital Funding

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(a) School Divisions	96,437		103,922	(7,485)	1
Total Sub-Appropriation	96,437	0.00	103,922	(7,485)	

1. Under expenditure relates to the value of promissory notes issued at March 31, 2022, which was lower than anticipated due to capital project delays.

Costs Related to Capital Assets (non-voted) (Res. No. 16.8)

Sub-Appropriation 16-8a

Costs Related to Capital Assets

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

8 (a) Costs Related to Capital Assets

Expenditures by Sub-Appropriation	Actual 2022/23 \$000	Estimate 2022/23 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(a) Amortization Expense	25		58	(33)	
Total Sub-Appropriation	25	0.00	58	(33)	

Other Key Reporting

Departmental Risk

Manitoba Education and Early Childhood Learning manages risk through its comptrollership framework and through a collaborative risk management approach that facilitates identification, assessment, and mitigation. Managed risks include those related to policy, operations, human resources, financial, legal, and health and safety. Risks are managed in regards to the probability of occurrence and degree of potential damage.

A continuous, proactive, and systematic process is undertaken to ensure that decisions support the achievement of organizational corporate objectives. This enterprise approach is aligned with all aspects of the Manitoba Risk Management Policy, and ensures that accidents and unexpected losses are minimized. The department must do the following: a) emphasize loss prevention, loss reduction, and risk transfer methods; b) identify risks thoroughly; c) identify strategies to mitigate or minimize risk; and d) receive appropriate approval. Specific activities are identified in the department comptrollership framework to meet risk management responsibilities, as follows:

- The Executive Management Committee (EMC) reviews departmental risks and rankings of risk priorities.
- Branches within Manitoba Education and Early Childhood Learning have developed business continuity plans.
- The department adheres to the Manitoba Risk Management Policy.
- The fraud prevention and reporting policy developed by the Insurance and Risk Management Branch, Department of Finance, is circulated within the department.
- The Financial and Administrative Services Branch's Comptrollership and Reporting Unit conducts annual transaction testing to evaluate compliance with the General Manual of Administration (GMA) and the Financial Administration Manual (FAM).
- Approved Delegation of Financial Signing Authority (DFSA) Charts are maintained to ensure appropriate authority is in place, including employing, spending, payment, and refund authorities in accordance with legislation and departmental policies.
- Staff responsibilities, including roles and authorized access within the government financial system, are assigned and reviewed to ensure appropriate segregation of duties.
- Effective human resource management—including ensuring appropriate authority and funding for full-time equivalents through the Estimates process, compliance with The Public Service Act and other pertinent legislation, effective time entry and administration of the payroll function, and regular review of human resource data within the government financial system—ensure accuracy.
- The department's internal control system is assessed and certification of adherence to those systems and of the integrity of the financial data produced by the department is provided by way of the Management Representation Letter.

In 2022/23, the department commenced work on the development and documentation of a more formalized Risk Management Plan. The department also undertook the following activities to manage its risk:

Risk	Activities taken to reduce/eliminate risk
Financial Management Risk	Established expenditure and revenue controls, including commitment accounting, cash flow variance analysis, maintenance of current DFSA charts, creation of purchase orders within the government financial system as per direction from central government, and regular oversight of transactions to ensure compliance with Manitoba government policies and processes.
Human Resource Management Risk	Controls are in place to ensure appropriate hiring and promotion, human resource data maintenance and benefits administration, and accurate timekeeping. Activities included approval of Staffing Authorization Requests, review of Position Utilization and FTE Exception reports, and review and approval of attendance reports. Participation in government-wide recruitment and retention initiatives.
Fraud Risk	Adherence to the central government Fraud Policy. Internal fraud exposure evaluations, and regular communication to all departmental staff to underline requirements regarding the roles, responsibilities, and procedures for identifying and reporting fraud.
Hazard Risk	Identification, assessment, and prioritization of risks, development of risk mitigation strategies, and development of business continuity plans.

Regulatory Accountability and Red Tape Reduction

Regulatory requirements

	April 1, 2022	March 31, 2023
Total Number of Regulatory Requirements	72,012	72,032
Net Change		19
Percentage Change		0.03%

- ‘Total number of regulatory requirements’ includes transfers of regulatory requirements in and out of the department in 2022/23.
- ‘Net change’ includes the changes (sum of decreases and increases) in regulatory requirements undertaken by the department in 2022/23 and is net of transfers of regulatory requirements in and out of the department.
- ‘Percentage change’ includes percentage changes in regulatory requirements undertaken by the department in 2022/23 and is net of transfers of regulatory requirements in and out of the department.

The Public Interest Disclosure (Whistleblower Protection) Act

The Public Interest Disclosure (Whistleblower Protection) Act came into effect in April 2007 and amended in 2018 gives employees a clear process for disclosing concerns about significant and serious matters (wrongdoing) in the Manitoba public service, and protects employees who make those disclosures from reprisal. The act builds on protections already in place under other statutes, as well as collective bargaining rights, policies, practices and processes in the Manitoba public service.

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

A disclosure made by an employee in good faith, in accordance with the act, and with a reasonable belief that wrongdoing has been, or is about to be, committed is considered to be a disclosure under the act, whether or not the subject matter constitutes wrongdoing. All disclosures receive careful and thorough review to determine if action is required under the act, and must be reported in a department's annual report in accordance with Section 29.1.

The following is a summary of disclosures received by Manitoba Education and Early Childhood Learning for fiscal year 2022/2023.

Information Required Annually (per section 29.1 of PIDA)	Fiscal Year 2022/ 2023
The number of disclosures received, and the number acted on and not acted on. Subsection 29.1(2)(a)	NIL
The number of investigations commenced as a result of a disclosure. Subsection 29.1 (2)(b)	NIL
In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations or corrective actions taken in relation to the wrongdoing, or the reasons why no corrective action was taken. Subsection 29.1(2)(c)	NIL

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 at March 31, 2023
Women	50%	75.9%
Indigenous Peoples	16%	8.3%
Visible Minorities	13%	18.6%
Persons with Disabilities	9%	8.3%

Appendices

Appendix A - Special Operating Agencies (SOA)

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.

At this time, there are no SOAs that are accountable to the Minister of Education and Early Childhood Learning.

Appendix B – 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 Other Reporting Entities (OREs) form part of the department's consolidated results:

ORE #1

Manitoba Education and Early Childhood Learning has one Other Reporting Entity: Public School Divisions. The province has 36 school divisions and one school district, but on summary they are reported as one ORE.

For more information please visit the web sites operated by each school division.

Appendix C - 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 Acts. The department of Education and Early Childhood Learning operates under the authority of the following acts of the Continuing Consolidation of the Statutes of Manitoba:

- 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 "E" of Order in Council 4/2022 and Order in Council 85/2022.

In addition, policies specific to departmental programs are documented in the General Manual of Administration and various Manitoba government catalogues and publications.

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

Table 2

**Statistics for all French-Language Programs or Courses in Manitoba , public schools only
Comparison of 2021/22 (f) and 2022/23 (e) School Years**

----- FRENCH-LANGUAGE PROGRAMS / COURSES -----						
	SCHOOL YEAR	FRANÇAIS	FRENCH IMMERSION	FRENCH COURSES (within the English Program)	TOTAL	
	-----	-----	-----	-----	-----	
Divisions/ Districts	2022/23 e	3	23	33	35	
	2021/22 f	3	23	33	35	
	Difference	-	-	-	-	
Schools	2022/23 e	27	115	363	444	
	2021/22 f	27	115	368	451	
	Difference	-	-	(5)	(7)	
Students	2022/23 e	5,979	28,022	54,402	88,403	
	2021/22 f	5,923	27,361	50,656 e	83,940 e	
	Difference	(56)	(661)	(3,746)	(4,463) -	
Grants	2022/23 e	\$ 1,701,764	\$ 6,352,170	\$ 270,243	\$ 8,324,177	
	2021/22 f	\$ 1,740,553	\$ 6,366,656	\$ 265,691	\$ 8,372,900	
	Difference	\$ (38,789)	\$ (14,486)	\$ 4,552	\$ (48,723)	

(f) indicates final data

(e) indicates non-final data

Note: School counts may include 'virtual' schools.

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

Revenue	Actual 2021-22	Budget 2022-23
Provincial Government	1,562,527,278	1,538,008,851
Federal Government	11,395,220	6,361,223
Municipal Government	972,649,324	962,432,593
Other School Divisions	13,007,278	12,271,693
First Nations	111,754,515	118,499,875
Private Organizations and Individuals	23,275,629	21,260,213
Other Sources	7,583,745	5,375,358
Total	2,702,192,989	2,664,209,806
Expenses		
Regular Instruction	1,492,245,244	1,490,666,516
Student Support Services	487,809,722	511,413,077
Adult Learning Centres	13,471,277	13,889,581
Community Education and Services	21,385,382	21,268,351
Divisional Administration	79,184,439	83,323,724
Instructional and Other Support Services	75,594,843	85,639,360
Transportation of Pupils	109,847,294	115,670,271
Operations and Maintenance	301,667,011	296,149,773
Fiscal	44,790,750	45,091,072
Total	2,625,995,962	2,663,111,725
Surplus/(Deficit)	76,197,027	1,098,081
Less: Net Transfers from (to) Capital Fund	56,985,155	14,753,732
Add: Transfers from Special Purpose Funds	0	N/A
Net Surplus/(Deficit) *	19,211,872	(13,655,651)

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

Source: FRAME Financial Statements – 2021-22
FRAME Budgets – 2022-23

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.

Appropriation – amount voted by the Legislative Assembly 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 Legislative Assembly 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.

Authority – In the financial tables throughout this report, represents the authorized votes approved by the Legislative Assembly in the Estimates of Expenditure (budget) as well as any changes (if applicable) as a result of government reorganizations, allocations from Enabling Appropriations, or and virement transfers between Main appropriations within the department. For a full reconciliation of the Printed Estimates of Expenditure to the Authority please see the Expense Summary by Appropriation report in the Report on the Estimates of Expenditure and Supplementary Information.

Balanced Scorecard – is an established integrated strategic planning and performance measurement framework. Implementation of Balanced Scorecards in the Manitoba government is a major initiative that is intended to strengthen the alignment of department level work with government priorities, improve accountability and transparency, and to deliver better outcomes for Manitobans.

Baseline - The starting data point for the performance measure.

Borrowings – Borrowings are securities issued in the name of the province to capital markets investors. Securities include debentures, treasury bills, promissory notes, medium-term notes and Manitoba Savings Bonds.

Full-Time Equivalent (FTE) – A measurement for number of positions. Every full-time regular position represents one full-time equivalent position. Other categories (ex.: term, departmental, seasonal, contract) are measured in proportional equivalents, ex: 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 (ex: 6 staff for 3 months (13 weeks) each; 2 staff for 9 months (39 weeks) each; 1 full-time and 1 half-time staff for 1 year; 3 half-time staff for 1 year; etc.).

Government Reporting Entity (GRE) – Includes core government and Crown organizations, government business entities and public sector organizations such as regional health authorities, school divisions, universities and colleges.

Grants – 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.

Gross Domestic Product (GDP) – Represents the total market value of all final goods and services produced in the Manitoba economy.

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 GBEs. Such a guarantee is provided on the Manitoba Hydro Savings Bonds.

Interfund Activity – Public Sector Accounting Standards adjustments including Health and Education Levy and Employee Pension and Other Contributions, attributed to the entire department.

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 in one of the four perspectives.

Measure – A 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.

Mission Statement – 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 an action verb such as increase, reduce, improve, or achieve. Strategy Maps are comprised entirely of objectives. “Strengthen respect in our workplace” is an example of an objective.

Other Reporting Entity (ORE) – Reporting organizations in the GRE such as Crown corporations, 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 – excludes core government.

Perspective – In balanced scorecard language, perspective refers to a category of performance objectives. The standard four perspectives are: Quality of Life, Working Smarter, Public Service and Value for Money.

Special Operating Agencies (SOA) – 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. Situated at the centre of the balanced scorecard system, all performance objectives and measures should align with the organization’s strategy.

Strategy Map – The strategy map is a one-page visual representation of what must be done well to execute strategy. Strategy maps reflect performance objectives spanning the four perspectives, combining to tell the organization’s strategic story.

Target – The target presents the desired result of a performance measure. They provide 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.

Virement – Refers to a transfer of authority between operating expenditure appropriations within a department.

Vision – The vision serves as the guiding statement for the work being done. A powerful vision provides everyone in the organization with a shared image of the desired future. It should answer why the work being done is important and what success looks like.