

Indigenous Land Acknowledgement

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

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

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

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

Reconnaissance du territoire

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

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

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

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

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**MINISTER
OF EDUCATION AND EARLY CHILDHOOD LEARNING**

Room 168
Legislative Building
Winnipeg, Manitoba R3C 0V8
CANADA

Her Honour, the Honourable Janice C. Filmon, C.M., O.M.

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, 2022.

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 Janice C. Filmon, C.M., O.M.

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 2022.

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

Original signé par

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

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 Annual Report of Manitoba Education and Early Childhood Learning for the period April 1, 2021 to March 31, 2022.

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

Monsieur 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 2021-2022.

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



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Introduction

Overview to the Annual Report

This Annual Report is organized in accordance with the department's appropriation structure as at March 31, 2022, which reflects the authorized appropriations approved by the Legislative Assembly.

Consistent with the Main Estimates Supplement, the annual report has been enhanced to include Balanced Scorecards to foster operational improvements by reinforcing transparency, urgency, alignment and accountability. As the balanced scorecards continue to be developed, reporting is included where available, with continued inclusion of previous Performance Reporting in the appendix to ensure transparency of results.

The Annual Report also, for the first time, reports 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.

Aperçu du rapport annuel

Ce rapport annuel est présenté conformément à la structure des postes budgétaires du ministère au 31 mars 2022, qui tient compte des crédits autorisés approuvés par l'Assemblée législative.

En cohérence avec le budget complémentaire, le rapport annuel a été étoffé et comprend maintenant 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 la reddition de comptes. Alors que l'établissement des tableaux de bord équilibrés se poursuit, les renseignements sont fournis quand ils sont disponibles et des rapports antérieurs sur le rendement continuent d'être inclus en annexe pour assurer la transparence des résultats.

Par ailleurs, pour la première fois, 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. On continue à 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 du rendement financier du ministère.

Department At a Glance – 2021/22 Results

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

Other Reporting Entities	1	<p>Public School Divisions</p> <p>Manitoba has 36 public school divisions and one school district. On consolidation they are reported as one Other Reporting Entity (ORE).</p>
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Summary Expenditure (\$M)	
\$3,450	\$3,338
Restated Budget	Actual

Core Expenditure (\$M)		Core Staffing
\$2,074	\$2,119	441.35
Authority	Actual	Authority

Departmental Responsibilities

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

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

- setting policy direction and standards for the early learning, child care and K to 12 education system
- developing legislation, regulation and policy
- administering funding, grants, and child care subsidy applications
- providing oversight to ensure compliance and monitoring for outcomes
- developing and evaluating curriculum and curriculum resources to support implementation and assessment of curricular outcomes
- ensuring inclusive child care and K to 12 education
- certifying teachers, school professionals, early childhood educators and licensing child care facilities
- advancing French language education and child care services (with responsibilities that also extend from early childhood education into post-secondary education)
- supporting Indigenous education and advancing Truth and Reconciliation
- researching, developing, funding and evaluating initiatives and data to improve outcomes

The listing of Legislation under the responsibility of the Minister has been provided in an Appendix.

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

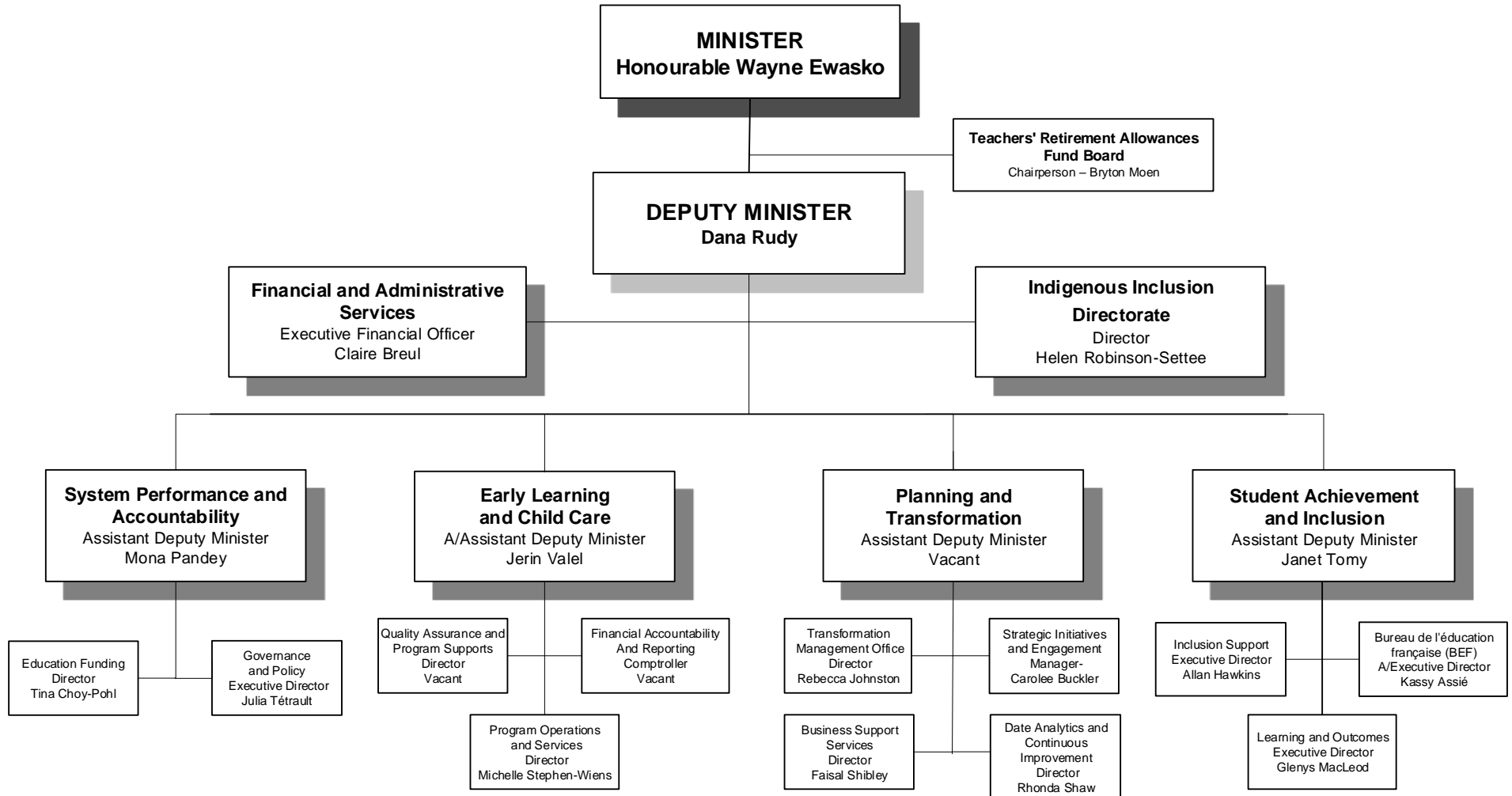
Les responsabilités globales du ministre et du ministère de l'Éducation et de l'Apprentissage de la petite enfance comprennent :

- établir l'orientation stratégique globale et les normes pour l'apprentissage de la petite enfance, la garde d'enfants et l'éducation de la maternelle à la 12^e année;
- élaborer un cadre législatif, réglementaire et politique;
- traiter les demandes de financement, de subventions et d'allocations pour la garde d'enfants;
- exercer la supervision afin d'assurer la conformité et veiller à l'obtention des résultats;
- élaborer et évaluer les programmes d'études et les ressources éducatives pour appuyer la mise en œuvre et l'évaluation des résultats d'apprentissage visés par le programme d'études;
- assurer la garde d'enfants et l'éducation de la maternelle à la 12^e année inclusives;
- délivrer les brevets et les diplômes d'enseignant, de professionnel scolaire et d'éducateur de la petite enfance et autoriser les garderies;
- promouvoir l'éducation et les services de garde des jeunes enfants en langue française (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;
- rechercher, élaborer, financer et évaluer les initiatives et les données pour améliorer les résultats d'apprentissage.

Vous trouverez en annexe la liste des lois qui relèvent du ministre.

Organizational Structure

Department of Education and Early Childhood Learning as at March 31, 2022



2021/22 Key Achievement Highlights

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

- Early Learning and Child Care became a division of the new Department of Education and Early Childhood Learning.
- Engaged thousands of education partners, administrators, teachers, parents and students to develop a K-12 Education Action Plan that was launched in April 2022. The Action Plan is focused on ensuring access to high-quality, equitable education, preparing students for their future, supporting excellence in teaching and leadership, and building a responsive public education system in Manitoba.
- Increased funding to schools and school divisions by \$380 million for 2021/22 including:
 - \$22.8 million for the Property Tax Offset Grant to school divisions to support the phase out of the education property tax;
 - \$80 million provided to school divisions to respond to financial pressures associated with incremental wage increase and COVID-19 related challenges;
 - \$20.8 million increase to the annual Funding of Schools Program, including a \$5.5 million increase toward special needs funding; and
 - \$260 million in education capital investment for schools.
- Continued to respond to the COVID-19 pandemic by allocating an additional \$63 million in 2021/22 through the Safe Schools Fund to support student and school staff mental health and well-being, safety, address learning impacts, and vaccine promotion, implement ventilation improvements projects in schools, provide personal protective equipment, and remote learning in English and French.
- Addressed the impact of the pandemic by allocating \$122.7 million for full provincial early child care operating grants, \$1.6 million for the Early Learning and Child Care Pandemic Staffing Support Benefit, and \$13.9 million for the Early Learning and Child Care COVID Parent Fee Support Grant to support licensed child care facilities to provide child care services for essential service providers and other parents requiring child care, by providing personal protective equipment, guidance, and grant funding.
- Signed the five-year Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement (2021-2025) in August 2021, with a two-year Action Plan designed to enhance affordability, accessibility, high-quality and inclusive child care services across the province with priority given to higher-need communities. Manitoba will receive \$1.2 billion over five years, with \$326.6 million allocated in the first two years.
- Signed the extended Canada-Manitoba Early Learning and Child Care Agreement (2021-2025) to continue to expand and strengthen the early learning and child care system throughout the province by enhancing affordability, accessibility, flexibility, high-quality and inclusive child care services. This agreement invests close to \$98 million in Manitoba over four years, with \$15.5 million allocated for 2021/22.
- Negotiated the Early Childhood Workforce Funding Annex 2021/22, included in the Canada-Manitoba Early Learning and Child Care Agreement, with a funding allocation of \$19.2 million to support Early Childhood Educator workforce recruitment and retention strategies, including increased wages.
- Expanded eligibility to the Child Care Subsidy Program in February 2022, investing a total of \$82.7 million to increase income thresholds under the program by 45 percent. This initiative supports a key objective of the Canada-Wide Early Learning and

Child Care Agreement to reduce child care fees by 50 per cent by 2023, with the goal of achieving an average out-of-pocket parent fee of \$10 per day by March 31, 2026.

- Started construction of two new schools in Waverley West and four others entered the design phase so that learning occurs close to home, including in Morden, Steinbach, Sage Creek (Division scolaire franco-manitobaine) and Winnipeg School Division.
- Established an Education Funding Review Team to develop a new funding model to ensure the investment in Kindergarten to Grade 12 education is equitable, fair and sustainable throughout the province. Consultations began in January 2022 for the new model expected to be in place for the 2023/24 school year.
- Invested \$275,000 in a new Elders and Knowledge Keepers in Schools Initiative, furthering the Truth and Reconciliation Commission's Calls for Action across the province. The initiative is offered in 33 schools in 11 school divisions for children to understand and embed Indigenous worldviews across curricula, instruction, assessment, and within mental health and well-being programming in Manitoba.
- Targeted community engagement on poverty and education, including a survey for high school students from across the province (grades 9 – 12), in-person engagements in Winnipeg, rural and northern Manitoba as well as virtual engagement sessions with stakeholders. These engagements inform the work of the Poverty and Education Task Force, which was established in the fall of 2021, to make actionable and informed recommendations at the classroom, school, divisional, and community level, to improve the educational experiences, outcomes and well-being of students in Manitoba. The Task Force will advance a final report in the fall of 2022.
- Implemented a new five-year, \$25-million Teachers' Idea Fund announced in March 2021 to support innovative ideas from teachers, staff and school leaders to enhance classroom supports and improve student outcomes and well-being. In 2021/22, 124 projects were underway.

Survol des réalisations clés de 2021-2022

Au cours de l'exercice financier 2021-2022, le ministère de l'Éducation et de l'Apprentissage de la petite enfance a accompli ce qui suit :

- Apprentissage et garde de la petite enfance sont devenus une division du nouveau ministère de l'Éducation et de l'Apprentissage de la petite enfance;
- mobilisation des milliers de partenaires en éducation, d'administrateurs scolaires, d'enseignants, de parents et d'élèves pour l'élaboration du Plan d'action pour l'éducation de la maternelle à la 12^e année qui sera lancé en avril 2022; le Plan d'action a pour objectif de garantir l'accès à une éducation équitable et de qualité, de préparer les élèves pour leur avenir, de promouvoir l'excellence en enseignement et en leadership et de renforcer le système d'éducation public du Manitoba;
- augmentation de 380 millions de dollars du financement accordé aux écoles et aux divisions scolaires pour l'année scolaire 2021-2022, y compris :
 - 22,8 millions de dollars aux divisions scolaires dans le cadre de la Subvention compensatoire des taxes foncières pour appuyer l'élimination progressive de l'impôt foncier pour l'éducation;
 - 80 millions de dollars octroyés aux divisions scolaires pour répondre aux pressions financières associées aux augmentations de salaire et aux défis de la COVID-19;
 - 20,8 millions de dollars d'augmentation au Programme de financement annuel des écoles, y compris une augmentation de 5,5 millions de dollars pour l'enseignement à l'enfance en difficulté;
 - 260 millions de dollars d'immobilisations en éducation pour les écoles;
- a continué à lutter contre la pandémie de COVID-19 en allouant un montant additionnel de 63 millions de dollars en 2021-2022 dans le cadre du Fonds pour la sécurité dans les écoles pour appuyer la santé mentale, le bien-être et la sécurité des élèves et du personnel scolaire, traiter les répercussions de la pandémie sur l'apprentissage, assurer la promotion de la vaccination, mettre en œuvre des projets de modernisation des systèmes de ventilation dans les écoles, offrir du matériel de protection personnelle et assurer l'apprentissage à distance en anglais et en français;
- a lutté contre les répercussions de la pandémie en allouant 122,7 millions de dollars pour la subvention de fonctionnement pour les garderies à l'échelle de la province, 1,6 million de dollars pour la prestation de soutien à la dotation en personnel pendant la pandémie de l'Apprentissage et de la garde de la petite enfance, et 13,9 millions de dollars pour la subvention Early Learning and Child Care COVID Parent Fee Support Grant pour appuyer les garderies autorisées à offrir les services de garde d'enfants aux fournisseurs de services essentiels et aux autres parents qui ont besoin de services de garde d'enfants en leur fournissant le matériel de protection personnelle, des directives et du financement;
- a signé l'Accord Canada-Manitoba sur l'apprentissage et la garde des jeunes enfants de cinq ans (2021-2026) le 9 août 2021 avec un plan d'action de deux ans destiné à accroître dans les communautés qui en ont le plus besoin partout dans la province, la qualité, l'accessibilité, la flexibilité, l'abordabilité et le caractère inclusif des services de garde d'enfants; le Manitoba recevra sur une période de cinq ans 1,2 milliard de dollars dont 326,6 millions seront alloués au cours des deux premières années;
- les gouvernements du Canada et du Manitoba ont signé l'Accord entre le Canada et le Manitoba sur l'apprentissage et la garde des jeunes enfants (2021-2025) pour continuer à élargir et à renforcer le système d'apprentissage et de garde des jeunes enfants à l'échelle de la province en améliorant la qualité, l'accessibilité, la flexibilité, l'abordabilité et le caractère inclusif des services de garde d'enfants; dans le cadre de cet accord, sur quatre ans, 98 millions de dollars ont été investis dont 15,5 millions de dollars en 2021-2022;

- la conclusion des négociations qui a donné lieu à un financement en faveur de la main-d'œuvre du secteur de la petite enfance pour 2021-2022 inclus dans l'Accord entre le Canada et le Manitoba sur l'apprentissage et la garde des jeunes enfants avec un financement de 19,2 millions de dollars pour soutenir les stratégies de recrutement et de maintien en postes d'éducateurs de la petite enfance, y compris l'augmentation des salaires;
- a élargi l'admissibilité à son Programme d'allocations pour la garde d'enfants en février 2022 en investissant un total de 82,7 millions de dollars pour relever de 45 % les seuils de revenu; cette initiative appuie l'objectif principal de l'Accord Canada-Manitoba sur l'apprentissage et la garde des jeunes enfants à l'échelle du Canada pour réduire de moitié les frais payés par les parents pour la garde des enfants d'ici 2023, dans le but de faire en sorte que les familles du Manitoba aient accès à des places réglementées pour une moyenne de 10 dollars par jour pour les parents d'ici le 31 mars 2026;
- a commencé la construction de deux nouvelles écoles à Waverley West et quatre autres écoles sont en cours de conception afin que l'apprentissage se fasse non loin de la maison, y compris à Morden, Steinbach et Sage Creek (Division scolaire franco-manitobaine) ainsi que dans la Division scolaire de Winnipeg;
- a créé l'Équipe d'examen du modèle de financement pour élaborer un nouveau modèle de financement en éducation visant à assurer l'équité et la durabilité du système d'éducation de la maternelle à la 12^e année à l'échelle de la province; les consultations ont commencé en janvier 2022 pour le nouveau modèle qui devra être en place pour l'année scolaire 2023-2024;
- a investi 275 000 dollars dans une nouvelle Initiative des aînés et des gardiens du savoir à l'école pour faire suite aux appels à l'action de la Commission de vérité et réconciliation à l'échelle de la province; cette initiative est offerte dans 33 écoles de 11 divisions scolaires pour permettre aux enfants de comprendre et d'assimiler les visions du monde autochtones dans le programme scolaire, l'apprentissage, les évaluations et les programmes de santé mentale et de bien-être au Manitoba;
- des consultations communautaires ciblées sur la pauvreté et l'éducation ont été annoncées en février 2022, y compris un sondage auprès des élèves du secondaire à l'échelle de la province (de la 9^e à la 12^e année), des séances de mobilisation en personne à Winnipeg et dans les régions rurales et du nord du Manitoba, ainsi que des séances de mobilisation virtuelles avec des intervenants; ces mobilisations éclairent le travail du Groupe de travail sur la pauvreté et l'éducation créé à l'automne 2021 afin de faire des recommandations concrètes et éclairées applicables à l'échelon de la classe, de l'école, de la division scolaire et de la collectivité, qui seront transmises au comité ministériel et qui amélioreront les expériences éducatives, les résultats et le bien-être des élèves au Manitoba; le Groupe de travail soumettra son rapport final à l'automne 2022;
- a mis en œuvre un nouveau Fonds des idées du personnel enseignant de 25 millions de dollars sur cinq ans annoncé en mars 2021 pour contribuer au financement des idées novatrices des enseignants, du personnel et de la direction scolaires afin de favoriser le soutien en salle de classe tout en améliorant les résultats et le bien-être des élèves; en 2021-2022, 124 projets étaient en cours de réalisation.

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.

Progress on performance measures achieved during the fiscal year are described in further detail following the strategy map.

The Department of Education and Early Childhood Learning was officially formed on January 18, 2022. As a result, strategic content was not developed in time for the 2021/22 Main Estimates Supplement. However, the department did produce content for the 2022/23 fiscal year which is included in the 2022/23 Supplement to the Estimates of Expenditure. The Department did develop/complete a number of key initiatives, objectives and performance measures throughout the year, which will be described in this report.

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 : la qualité de vie, la gestion plus ingénieuse, le service public et l'optimisation des ressources, et indique les objectifs ministériels sous chacune de ces priorités.

Les progrès relativement aux mesures de rendement réalisées au cours de l'exercice financier sont décrits plus en détail à la suite de ce schéma stratégique.

Le ministère de l'Éducation et de l'Apprentissage de la petite enfance a été officiellement créé le 18 janvier 2022. Par conséquent, on n'a pas pu élaborer le contenu stratégique à temps pour le budget complémentaire de 2021-2022. Cependant, le Ministère a élaboré le contenu pour l'exercice 2022-2023 et l'a intégré dans le Budget complémentaire des dépenses prévisionnelles de 2022-2023. Le Ministère a, tout au long de l'année, élaboré et réalisé un nombre d'initiatives clés, d'objectifs et de mesures du rendement qui seront décrits dans ce rapport.

Vision

Tous les enfants et les élèves manitobains réussissent, peu importe leur lieu de résidence, leur origine ou les circonstances entourant leur vie personnelle.

Mission

Veiller à un système d'éducation adapté, équitable et de haute qualité de la petite enfance à l'obtention du diplôme d'études secondaires qui aide 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 par un processus décisionnel fondé sur des données probantes, l'innovation et l'amélioration soutenue.

Priorités et objectifs des tableaux de bord équilibrés du Ministère

Qualité de vie – Améliorer les résultats pour les Manitobains

1. Appuyer l'enseignement et l'apprentissage de haute qualité
2. Faire progresser la vérité et la réconciliation
3. Veiller à l'apprentissage et à la garde de la petite enfance de haute qualité, accessibles et abordables
4. Améliorer la mobilisation et le bien-être des élèves

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. Améliorer l'engagement des employés
10. Renforcerons nos capacités de prestation
11. Favoriser l'inclusion
12. Renforcer le respect dans nos milieux de travail

Optimisation des ressources – Protéger les résultats financiers du Manitoba

13. Gestion efficace des ressources
14. Équilibrer le budget

Department Balanced Scorecards Priorities and Objectives - Details

The following section provides information on key performance measures for Education and Early Childhood Learning for the 2021/22 reporting year. 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. Some of the department's objectives are different than those identified in the 2021/22 Main Estimates Supplement to reflect the current priorities and new department composition.

Quality of Life – Improving Outcomes for Manitobans

1. Support High-Quality Teaching and Learning

Key Initiatives

Manitoba Education and Early Childhood Learning is committed to the success and well-being of all Manitoba students. The mandate outlines the department's official and fundamental responsibility. The department has implemented the following key initiatives to support its mandate during the 2021/22 fiscal year:

- **COVID-19 Response:** In 2021/22, there was a continued focus on COVID-19 response planning with public health and education stakeholders to keep schools and child care centres safe and open, and to ensure learning continuity. When pandemic restrictions required remote or blended learning, the Manitoba Remote Learning Support Centre was established to support the continuation of high-quality teaching and learning. The K to 12 Action Plan also includes a priority focus on literacy, numeracy, well-being, and Indigenous education. The centre was launched for Manitoba Kindergarten to Grade 8 English and French Immersion classroom teachers, school leaders, and parents and caregivers. Further support was provided through the InformNet virtual high school, the Teacher Mediated Option for students with low or no technology and Learn from Home School, a French Immersion virtual high school. The department will continue to collaborate with school divisions, funded independent schools, educational partners, public health officials and emergency planning agencies on long-term planning aligned with recommendations from public health and the recommendations in the Auditor General's report, *Department of Education and Early Childhood Learning: Leadership of the K to 12 Pandemic Response (March 2022)*.
- **Our Children's Success: Manitoba's Future – Report of the Commission on K to 12 Education (released March 2021):** Over the past year, the department engaged with over 20,000 Manitobans to develop Manitoba's K to 12 Education Action Plan, a guiding framework for implementing the Commission's recommendations to support improvements to high-quality teaching and learning. There were 15 regional meetings, four provincial telephone town halls and 36 stakeholder sessions. Written submissions from school divisions were also received. In addition, the Minister held 30 virtual school sessions, connecting with close to 500 teachers, staff and school leaders, had regional meetings with close to 1,000 school division leaders, principals and vice-principals, and there were more than 20 consultation sessions to determine the focus areas and priorities, including school division representatives, education stakeholder associations, parents and students. The department publically released the action plan in April 2022. The department will also continue to receive advice from eight formal advisory tables made up of more than 200 Manitobans, of which 120 are educators.
- **Curriculum Development and Assessment:** In 2021, a new Provincial Curriculum Advisory Panel was established to support the development of the new Framework for Learning, which sets clear expectations about provincial K to 12 curriculum implementation and informs the development of provincial curriculum and assessment with a distinct focus on the four official school programs: English, French, French Immersion and Senior Years Technology Education. In alignment with current research and other Canadian jurisdictions, Manitoba is shifting to a global competency approach with literacy and numeracy at its core. Work has begun on strengthening Français and French Immersion curriculum policy, implementing a cyclical curriculum renewal process with an initial focus on physical education, health education and science, and enhancing age-appropriate curriculum content on residential schools, Treaties, land-based education, Indigenous languages and Indigenous Peoples' historical and contemporary contribution. In 2022/23, the department will continue to shift the provincial assessment program to include Manitoba curriculum-based summative assessments in the Early Years, Middle Years and Grade 10. The Framework for Learning will be launched in 2022/23.

- **Framework for Educator Professional Learning:** The K to 12 Education Commission highlighted the impact and important roles teachers and principals play in student achievement and outcomes and emphasized the importance of highly trained teachers and that they, along with school leaders, continue to engage in high-quality, professional learning throughout their careers. In 2021/22, the Principal Learning Networks were established to develop a new Provincial School Leadership Framework. This intends to build system cohesion and alignment through shared understanding of what evidence-based school leadership looks like in Manitoba. Upcoming work will include creating a workforce planning framework focused on recruitment and retention of school staff in rural and northern communities, and increasing French, Indigenous and Indigenous language educators.

Measure	Baseline*	2021/22 Actual*
1.a Four-year student tracked high school Grade 12 graduation rate	82.6%	83.0%
1.b Percentage of first-time Grade 9 students who obtained an English Language Arts credit	90.0%	88.4%
1.c Percentage of first-time Grade 9 students who obtained Mathematics credit	89.4%	86.6%

*Baseline for the school year was 2019/20 – Actuals are for the school year 2020/21. The Annual Report is prepared as of March 31, 2022; results for the school year ending June 2022 are not yet available.

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. Percentage of students graduating from Grade 12 within four years of entering Grade 9. The 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. The numerator is the number among these Grade 9 students who graduated from a public or funded independent school within four years. First Nations schools administered under education agreements are not included in the calculation. The four-year high school graduation rate has increased steadily since first reported for the 2012/13 school year.

1.b Percentage of first-time Grade 9 students who obtained 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. The numerator is the number of first-time grade 9 students who obtained an English Language Arts credit. The denominator is the number of first-time grade 9 students. Since the 2010/11 school year, students have successfully obtained credits in Grade 9 English Language Arts at a consistently high rate, with minor fluctuations ranging from 88.4% to 90.2% during this time period.

1.c 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. The numerator is the number of first-time grade 9 students who obtained a mathematics credit. The denominator is the number of first-time grade 9 students. Since the 2010/11 school year, students have successfully obtained credits in Grade 9 Mathematics at a consistently high rate, with minor fluctuations ranging from 86.6% to 89.4% during this time period.

2. Advance Truth and Reconciliation

Key Initiatives

- **Mamàhtawisiwin: The Wonder We Are Born With** (Indigenous Education Policy Framework): Manitoba Education and Early Childhood Learning is committed to strengthening achievement and well-being for Indigenous students and furthering the Truth and Reconciliation Commission of Canada's calls to close the achievement gap and strengthen student pathways for Indigenous students. In 2021/22, the department developed a guiding framework in partnership with over 100 individuals from across the province, including Elders and Knowledge Keepers, students, teachers, superintendents, post-secondary students, early childhood educators and community partners. Mamàhtawisiwin: The Wonder We Are Born With was

launched in April 2022 to provide clear direction for the roles and responsibilities of those in the system to ensure inclusive Indigenous education for all and implementation will follow¹.

- **Elders and Knowledge Keepers in School Initiative:** Manitoba is committed to listening and learning from Indigenous leaders, Elders, Knowledge Keepers, and families as we work together to put Truth and Reconciliation commitments into action. In 2021/22, an Elders and Knowledge Keepers in School Initiative was piloted in 33 schools in 11 school divisions for students, educators, and families to learn about First Nations, Métis and Inuit histories, cultures, traditional values, contemporary lifestyles and traditional knowledge systems across all learning environments. In 2022/23, this initiative will be expanded to all school divisions, to support student and teacher learning to promote Indigenous ways of knowing, being and doing in curriculum, programs and strengthening parent and caregiver, family and community engagement.
- **Treaty Education:** The Treaty Relations Commission of Manitoba, in partnership with Manitoba Indigenous Reconciliation and Northern Relations and Manitoba Education and Early Childhood Learning, trained 1,022 teachers and administrators in 2021/22. In 2022/23, work will continue to ensure that more students and teachers learn about Treaties and the Treaty Relationship.

Measure	Baseline	2021/22 Actual
2.a Graduation rate gap between Indigenous and non-Indigenous students within four years of entering Grade 9*	39.9%	40.2%
2.b Percentage of teachers trained in Treaty Education**	2.9%	10.6%

*Base line is for the school year 2019/20 – Actuals are for the school year 2020/21. The Annual Report is prepared to reflect data as of March 31, 2022; results for the school year ending June 2022 are not yet available.

** Baseline is for the school year 2020/21 – Actuals are for school year 2021/22.

2.a Graduation rate gap between Indigenous and non-Indigenous students within four years of entering Grade 9: Percentage of students graduating from Grade 12 within four years of entering Grade 9. The 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. The numerator is the number among these Grade 9 students who graduated from a public or funded independent school within four years. First Nations schools administered under education agreements are not included in the calculation. Graduation rates are disaggregated by Indigenous (self-declaration) and non-Indigenous students. The four year graduation rate gap is the difference between non-Indigenous and Indigenous four-year graduation rate. 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. Manitoba’s disaggregated four-year student-tracked high school graduation rate shows a consistent increase for Indigenous and non-Indigenous students over time. The gap between the Indigenous and non-Indigenous rate is 0.3% wider in the 2020/21 school year. The Indigenous rate increased by 0.2% while the non-Indigenous rate increased by 0.5% in the same time period.

2.b Percentage of teachers trained in Treaty Education: The Treaty Relations Commission of Manitoba submits annual data to the department on the number of teachers who take the K to 12 Treaty Education professional development workshops. This aligns with the Truth and Reconciliation Call to Action #62, which calls for consultation and collaboration with Survivors, Aboriginal peoples and educators to ensure an age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada, a mandatory education requirement for K to 12 students. The numerator is the total number of teachers who took the workshop since 2019. The denominator is the estimated total number of teachers (excluding clinicians) employed in K to 12 public schools. Manitoba Education and Early Childhood Learning has signed a five-year Funding Agreement with the Treaty Relations Commission of Manitoba (TRCM) beginning in 2019 through 2024.

The 2021/22 school year marked the third year of implementation of Treaty Education in K to 12. Because of COVID, the participation rate was impacted. In 2021/22, the TRCM continued to adapt its training model to include two-day virtual professional development training sessions for school divisions, First Nations and Independent schools. A Steering Committee with Manitoba Education and Early Childhood Learning, TRCM, Manitoba Teachers Society, Manitoba Association of School Superintendents,

¹ This responds to the Call for Action No. 7, Call for Action No. 12. and Call for Action No. 62.

Manitoba School Boards Association, Manitoba First Nations Education Resource Centre and Manitoba Federation of Independent Schools has been established to support an increase of participation of teachers in Treaty Education in 2022/23.

Other Performance Measures

Measure 2.a replaces the percentage of Indigenous students graduating from Grade 12 measure from the 2021/22 Main Estimates Supplement. This stronger measures illustrates progress toward closing gaps in student outcomes between Indigenous and non-Indigenous students versus reporting on the Indigenous graduation rates without the context. High school graduation rates for Indigenous students are essential to indicate entry into the labour force and post-secondary programs. ²

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

Key Initiatives

- **Enhancing Opportunities for Early Learning and Child Care:** In 2021/22, Early Learning and Child Care became a division of the new Manitoba Education and Early Childhood Learning. The department continues the work to modernize Manitoba’s early learning and child care system to enable a continuum of accessible, affordable and quality child care options that reflects the diverse needs of families in Manitoba.
- **Federal-Provincial Child Care Agreements:** In 2021/22, the department entered into two federal-provincial agreements to enhance affordability, accessibility, high-quality and inclusive child care services across the province – the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement (2021-2025) and the extended Canada-Manitoba Early Learning and Child Care Agreement (2021-2025). These agreements will provide almost \$1.3 billion over the next five years to reduce parent fees to an average of \$10 a day, reduce waitlists and increase wages for child-care providers. Manitoba has committed to a net increase of 23,000 spaces for children under the age of 7 by 2026 and is on track to reach its commitment of reaching an average \$10 per day daycare fee by 2023. In 2022/23, the wage grid supplement will help the sector retain qualified, experienced staff and boost recruitment efforts. All funded facilities will receive a 12 per cent increase in the revenue generated per space, to support increased, equitable staff wages. In addition, the Wage Bridge Benefit provided a one-time retroactive wage supplement for the lowest-paid child-care assistants and early childhood educators during 2021/22.
- **Increasing Child Care Spaces:** Through the development of new community and school-based capital projects, the department created 458 new licensed child care spaces in centres and 233 new home-based family child care spaces. It also issued three Letters of Eligibility to corporations to support the development of 196 new child care spaces in future years, under the Child Care Centre Development Tax Credit program. The department will continue to develop more spaces in 2022/23.
- **Child Care Subsidy Program:** Manitoba expanded eligibility for the Child Care Subsidy Program in February 2022, resulting in nearly half of regulated spaces being subsidized. This will reduce out-of-pocket parent fees for families with children in regulated child care by 30 per cent on average. The Child Care Subsidy Program provides assistance to eligible families by reducing child care fees for children 12 weeks to 12 years of age. Subsidies are based on net household income and family composition, including the ages and number of children. Manitoba increased the net household income thresholds and allowable deductions for the Child Care Subsidy program by 45 per cent, which will range from an average net household income of \$23,883 to \$37,116. For a full subsidy and partial subsidy, the thresholds will range from \$37,542 to \$82,877.

Measure	Baseline	2021/22 Actual
3.a Average daily out-of-pocket parent fees	New Measure	\$20.70

3.a Average daily out-of-pocket parent fees: This measure counts average daily parental out-of-pocket child care fees in Manitoba, based on household income, that supports \$10-per-day average out-of-pocket fees for spaces serving children from zero to six years old, attending licensed non-profit child care facilities.

² Responds to Call to Action no. 9.

Other Performance Measures

Measure 3a replaces the 2021/22 child care subsidies measure in the Manitoba Families Main Estimates Supplement. The revised measure reflects the actual financial burden for parents instead of the total subsidy amount.

The performance measure, percentage of credits attained in career readiness programs, was reviewed for relevance and effectiveness and was discontinued as the objective has shifted to early learning and child care.

4. Improve Engagement and Well-Being

Key Initiatives

- **Manitoba Mental Health in Schools Strategy:** The department has prioritized mental health and well-being for all members of the school community, including students, families, teachers, school staff and school leaders. This includes helping students to build skills and give them opportunities to make positive choices that contribute to their mental, social, spiritual and physical health. It also includes ensuring access to mental health supports as needed. In 2021/22, the Canadian Mental Health Association Care for Educators site was launched, recognizing the need for teacher well-being and mental health, which directly impacts students' well-being and mental health. The Sources of Strength training was expanded to provide peer-programming training for 50 more educators. SafeTalk also provided training for 50 educators, who then trained students age 15 and over, trained teachers and parents in suicide prevention and intervention, and also provided for a centralized SafeTalk registry for easy access and resource deployment. Finally, the Kids Help Phone was expanded to include Counsellor in the Classroom programming and Manitoba-specific resource packages. The department is continuing to ensure all children and students flourish in the here and now and into the future with a strong sense of self, belonging and well-being.
- **Inclusive Education:** Manitoba Education and Early Childhood Learning is committed to creating a welcoming, safe and respectful learning environment, where all students thrive and have a sense of belonging. A Ministers' Advisory Council on Inclusive Education was established to inform timely access to assessment, learning supports and clinical services for students with diverse needs; to advise on changes to the provincial report card that includes all students; and to review professional learning needs to enhance student learning. Funding for Special Needs was also increased by \$5 million. In 2021/22, the department released Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion. As a part of the K to 12 Education Action Plan, the department will update the provincial report card to ensure it is inclusive for all learners, and implement a comprehensive and collaborative approach, among schools and families, for early and ongoing identification of learning needs and appropriate interventions to promote student achievement and well-being.

Measure	Baseline	2021/22 Actual
4.a Student mental health and well-being score	New Measure	New Measure

4.a Student mental health and well-being score: This measure will help to determine the mental health of students to target interventions. The Health Behaviour in School-aged Children survey will be used. The measure was revised mid-year as student learning behaviour does not adequately measure mental health and well-being. The new survey will launch in 2022.

Other Performance Measures

Measure 4.a replaced the 2021/22 report card learning behaviour index measure in the 2021/22 Main Estimates Supplement, as it does not adequately measure student mental health and well-being. The new survey will launch in 2022.

Working Smarter – Delivering Client-Centred Services

5. Foster and Advance Innovation

Key Initiatives

- The Teachers’ Idea Fund:** The five-year, \$25-million Teachers' Idea Fund was launched in 2021/22 to support innovative ideas from teachers, staff and school leaders to enhance classroom supports and improve student outcomes and well-being. In 2021/22, 124 projects were supported with themes targeting learning supports, models of teaching and learning, mental health and well-being, transitions in K to 12 education, and family and parent engagement for a total of \$3.2 million invested by March 31, 2022. The 2022/23 intake of proposals will emphasize mental health and well-being. This includes initiatives that focus on social and emotional learning, and provide enhanced mental health resources and support for students and staff in schools.

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

*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 with the intent 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.

Other Performance Measures

Measure 5.a replaced the 2021/22 Main Estimates Supplement measure, percentage of Teachers’ Idea Fund projects with demonstrated outcomes, as it was determined to be a more effective measure.

The 2021/22 Main Estimates Supplement measure, number of staff trained in innovation and transformation opportunities, was discontinued after a review of its effectiveness and relevance.

6. Reduce Red Tape

Key Initiatives

- Whole-of-Government Initiative:** Manitoba Education and Early Childhood Learning continued to work on the whole-of-government Initiative to Reduce Red Tape, to identify the administrative burden experienced by stakeholders in complying with provincial regulatory requirements. Work is continuing to streamline processes that will result in efficiencies to reduce the administrative burden and improve client service. Over the next year, the department is working to shorten the processing time for internationally educated teacher certification so that applicants will be eligible to apply for teaching positions sooner.
- Modernizing Child Care Legislation:** In 2021/22, the Manitoba government took steps to modernize child care legislation and regulations, supporting a modern child care system for Manitoba. Manitoba introduced Bill 9 - The Community Child Care Standards Act (Enhanced Powers Respecting Governance and Accountability) to streamline the licensing process for child care centres, strengthen provisions related to health and safety, better support inclusion and accessibility for children, and ensure financial accountability for child care subsidies. Bill 9 came into force on January 1, 2021. Subsequently, Manitoba introduced Bill 47 – The Early Learning and Child Care Act, which formally introduces the concept of early learning into legislation, and enables more responsive and flexible services to better meet the diverse needs of families and children, and the maintenance and sustainability of high standards. Bill 47 received Royal Assent in June 2021, and the new act will come into effect upon proclamation at the same time as new regulations are finalized.

Measure	Baseline	2021/22 Actual
6.a Reduce the per cent of regulatory requirements	0%	-0.02%

6.a Reduce the percentage of regulatory requirements: This measure accounts for the percentage reduction of regulatory requirements undertaken by the department in a fiscal year. In the 2021/22 fiscal year, the department achieved a negative reduction of -0.02 per cent. The total number of regulatory requirements accounted for by the department at the end of 2021/22 was 72,012, as a result of the transfer of a number of instruments resulting from the January 2022 re-organization of the department. The baseline resets to zero at the beginning of every fiscal year, and the target of a 2.5 per cent reduction is applied. Divisions and branches continue to work on the reduction or removal of regulatory requirements in applications and forms, as well as the reduction of regulatory requirements in policy documents. The measure was slightly revised mid-year from the 2021/22 Main Estimates Supplement: Number of eliminated regulatory requirements, represented now as a percentage of the department total, to reflect the percentage of reduction in regulatory requirements.

7. Strengthen Communication Across the System

Key Initiatives

- **Stakeholder Engagement:** Over the past year, engagement has taken place with students, parents, teachers and education partners with a focus on identifying shared priorities for action. The department continued public consultations and communication with over 20,000 stakeholders to develop a K to 12 Education Action Plan that will be launched in April 2022. To support the implementation of priority actions in 2022/23, the department will continue to engage with stakeholders.
- **Advisory Groups and Task Forces:** establishing and continuing engagements through the eight advisory groups and task forces to follow-up on recommendations in the Report of the Commission on K to 12 Education. This includes:
 - Attendance Task Force
 - Curriculum Advisory Panel
 - Education Funding Model Review Team
 - Indigenous Inclusion Directorate Advisory Council
 - Minister’s Advisory Council on Inclusive Education
 - Parent Engagement Task Force
 - Poverty and Education Task Force
 - Student Advisory Council

Feedback from these groups and their engagements will inform continuous improvements. To facilitate a system-wide approach to planning, an Education Council will be established in 2022/23. The council will provide strategic guidance and advice on the implementation of the action plan and will support a focused process with partners and stakeholders on the monitoring and reporting of progress.

Measure	Baseline	2021/22 Actual
7.a Number of public engagements per year versus the prior year*	New Measure	429 events

*Bulk engagements related to specific projects are counted as separate engagements. Example projects with bulk engagements include: the Funding Review Task Force, Parent Engagement Task Force, Minister’s Virtual Tours, Manitoba’s K to 12 Education Action Plan, K to 12 Framework for Continuous Improvement and the Student Information System.

7.a Number of Public Engagements per year versus the prior year. Tracking the number of opportunities for the public to participate in the transformation of education provides a measure of how many times the government involved Manitobans in decision-making—calculated by totalling the number of events held (online and in-person consultations, information sessions, surveys, town halls and workshops, open to the general public or targeted stakeholder groups).

8. Increase Transparency

Key Initiatives

- Reporting Data:** Manitoba Education and Early Childhood Learning published provincial and divisional aggregate outcomes data on the department's website, including the Financial Reporting and Accounting in Manitoba Education and Early Childhood Learning (FRAME) Reports, and Enrolment Reports.

Measure	Baseline	2021/22 Actual
8.a Number of unique records/data set disclosures	New measure	40

8.a Number of unique records and data set disclosures. This measure tracks the number of unique records: documents, reports and data sets made available by the department for the first time, on public-facing websites: the department’s webpage, InfoMB and DataMB. Data disclosure supports public accountability and transparency as core foundational tasks of working smarter across government.

Public Service – Delivering Client-Service Excellence

9. Improve Employee Engagement

Key Initiatives:

- Employee Engagement:** The engagement of our employees impacts the work we do every day at Manitoba Education and Early Childhood Learning. In 2021/22, the department created a team to help advance and promote culture where staff are engaged. The departmental team helped initiate branch-level employee engagement plans and strategies to promote staff involvement in the department’s work, and to inform planning and/or decision making. In 2022/23, the department will continue implementing Employee Engagement Plans and share best practices to ensure all staff across the department are engaged and collaborate across the divisions.

Measure	Baseline	2021/22 Actual
9.a Percentage of branches with Employee Engagement Action Plans	New measure	92.3%

9.a Percentage of branches with Employee Engagement Action Plans: Employee engagement action planning will help branches identify and prioritize actions and steps to take to increase staff engagement. Increasing completed Employee Action Plans will increase staff engagement in their daily work, and will support the department in its efforts to increase staff engagement. The measure is calculated by dividing the number of branches with employee action plans by total number of branches, then multiplied by 100.

Other Performance Measures

Measure 9.a replaces the 2021/22 Main Estimates Supplement measure, percentage of staff satisfied with department communications, as Manitoba’s Public Service Commission reports on the whole-of-government results from the Employee Perspective Program engagement survey on an annual basis.

The 2021/22 Main Estimates Supplement measure, the Employee Perspectives Program survey (satisfaction with engagement), was discontinued as Manitoba’s Public Service Commission reports on the whole-of-government results from the Employee Perspective Program engagement survey on an annual basis.

10. Build Our Capacity

Key Initiatives:

- **Employee Learning and Innovation:** Learning and innovation are crucial aspects of the work Manitoba Education and Early Childhood Learning employees do every day. Formal learning plans will continue to be encouraged, in addition to ongoing conversations and opportunities for employee development. All supervisors will lead a formal Performance Development Conversation with their employees each fiscal year.

In 2021/22 the department initiated the following opportunities for employee development:

- Launched monthly think tanks to share learning and knowledge;
- Established a senior leadership team to drive improvement in communication, learning and staff development; and
- Encouraged staff to continue accessing the Learning Fund for a variety of further professional development.

Measure	Baseline	2021/22 Actual
10.a Percentage of all Manitoba Education and Early Childhood Learning staff with formal learning plans	33.6%	50.2%*

* This figure does not include the data for Early Learning and Child Care as this division joined the department near the end of the fiscal year.

10.a Percentage of all Manitoba Education and Early Childhood Learning staff with formal learning plans. A learning plan is a document that helps employees to plan their careers in the civil service. It describes what learning is important now and in the future and helps staff work toward achieving their career goals, while helping to meet the goals of the department. The quality of this measure is expected to improve over time as a greater number of staff complete learning plans. The measure is calculated by determining the percentage of all full-time Manitoba Education staff with formal learning plans.

11. Advance Inclusion

Key Initiatives:

- **Enhancing Diversity and Inclusion:** Manitoba Education and Early Childhood Learning values the diversity of its employees and is comprised of a large complement of many demographics. The department will continue to promote mandatory and other training to ensure a supportive and inclusive workforce.

Measure	Baseline	2021/22 Actual
11.a Percentage of department employees who have completed mandatory diversity and inclusion training	New Measure	New Measure

11.a Percentage of department employees who have completed mandatory diversity and inclusion training: This measure will capture the percentage of department employees who have taken mandatory accessibility, diversity and inclusion training offered through the Public Service Commission. It is assumed that employees will implement course learning through their work, supporting inclusive workplaces. Manitoba’s Public Service Commission reports on the whole-of-government results from the Employee Perspectives Program engagement survey on an annual basis.

12. Strengthen Respect at Work

Key Initiatives:

- **Respectful Workplace:** Manitoba Education and Early Childhood Learning values the diversity of its employees and is comprised of a large complement of many demographics. The department will continue to promote mandatory and other training to ensure a supportive and respectful workforce.
- **Truth and Reconciliation Week:** The Manitoba government provided \$75,000 in funding to the National Centre for Truth and Reconciliation (NCTR) and \$50,000 to the Manitoba Museum to support Truth and Reconciliation Week 2021 events. The NCTR provided workshops and activities supported by artistic and cultural performances by First Nations, Métis and Inuit artists through Truth and Reconciliation Week. The Manitoba Museum provided programming and free admission from September 30 to October 3 to build awareness of the National Day for Truth and Reconciliation. Manitoba Education and Early Childhood Learning encouraged staff to take advantage of learning opportunities available through the week and on September 30.
- **National Indigenous History Month:** In June 2021, the Indigenous Inclusion Directorate, in collaboration with the Diversity and Inclusion Unit of the Civil Service Commission, provided professional learning sessions for National Indigenous History Month every Monday for 2 hours. All departmental staff were encouraged and invited to attend. Session topics included: Cultural Safety, Grandparents' Teachings, Treaty Education and Land Acknowledgements. Over 200 departmental staff participated.

Measure	Baseline	2021/22 Actual
12.a Percentage of department employees who have completed mandatory respectful workplace training	New Measure	New Measure

12.a Percentage of department employees who have completed mandatory respectful workplace training: This measure will capture the percentage of department employees that have completed the mandatory respectful workplace training offered through the Public Service Commission. Completion of the training is now an annual requirement, and employees have until the end of each fiscal year to complete the updated course, at which time data will be available to assess progress on this measure. It is assumed that employees will implement course learning through their work, supporting inclusive and respectful workplaces. Manitoba's Public Service Commission reports on the whole-of-government results from the Employee Perspectives Program engagement survey on an annual basis.

Other Performance Measures

Measure 11.a replaces the 2021/22 percentage of positive Employee Perspectives Program (inclusive work environment) survey. The measure was discontinued as Manitoba's Public Service Commission reports on the whole-of-government results from the Employee Perspective Program engagement survey on an annual basis.

Measure 12.a replaces the 2021/22 percentage of positive Employee Perspectives Program (respectful work environment) survey. The measure was discontinued as Manitoba's Public Service Commission reports on the whole-of-government results from the Employee Perspective Program engagement survey on an annual basis.

Value for Money – Protecting Manitoba's Bottom Line

13. Effective Stewardship of Resources

Key Initiatives:

- Stewardship:** The Department of Education and Early Childhood Learning has one of the largest budgets within government for administering K to 12 schools and child care centres. With this responsibility, the department is strengthening stewardship, increasing value for money and accountability, and improving risk management and internal controls. The department will continue to effectively and efficiently use resources and provide relevant training for oversight of funding. The department has worked on the Print Reduction initiatives and ensuring that staff complete the comptrollership framework training.
- Teacher Collective Bargaining:** Bill 45 – The Public Schools Amendment and Manitoba Teachers’ Society Amendment Act was proclaimed into force on January 31, 2022, introducing a central bargaining framework for all public school teachers (except for those employed by the Division scolaire franco-manitobaine, who will continue to bargain locally with their division). The new bargaining framework will streamline the bargaining process, allowing teachers and divisional administrators to focus more time in the classroom.
- Education Property Tax:** Manitoba Education and Early Childhood Learning is supporting the Minister of Finance in preparing to relieve property owners of the burden of education property taxes while ensuring that funding is maintained for school divisions. The 2021/22 Education Property Tax Rebate was \$310.5 million. The department also introduced a Property Tax Offset Grant of \$22.8 million, the equivalent of a two per cent special levy increase as school divisions were directed to freeze their special levy revenue.

Measure	Baseline	2021/22 Actual
13.a Paper Reduction	3,653 packages*	1,755 packages
13.b Proportion of staff completing the Comptrollership Framework training program module 1	New Measure	46.6%

*2019/20 was used as the baseline year. In 2020/21, most staff worked from home due to the pandemic, and cannot be considered as accurately representing the annual performance of the department.

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 use. It is expressed as the per cent reduction in the number of paper packages (500 sheets) consumed by the department annually. The reduction in redundancy, waste and inefficiency will contribute to the government’s commitment to providing value for money. The numerator is number of paper packages purchased in the previous year minus the number of paper packages purchased in the current year. The denominator is the number of paper packages purchased in the previous year times 100. A reduction of 52 per cent was achieved in 2021/22.

13.b Proportion of staff completing the Comptrollership Framework training program Module 1: This measures the proportion of staff completing the Comptrollership Framework training program Module 1. 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. The measure was slightly revised from the 2021/22 Main Estimates Supplement measure, Proportion of staff completing the Comptrollership Framework training program.

Other Performance Measures

The 2021/22 Main Estimates Supplement measure, the assessment of grant programs with demonstrated outcomes was not implemented due to the current funding model review and the implementation of a new model for the 2023/24 school year.

14. Balance the Budget

Key Initiatives

- New Schools:** Manitoba has committed to 20 new schools by 2027. Since 2019, six new schools have been built, including new classrooms in Brandon, Niverville and Winnipeg. In 2021/22, construction of two new schools has started in Waverley West and four others entered the design phase so that learning occurs close to home.
- Education Funding Review:** In 2021/22, the Funding Model Review Team was established to guide the development of a new education funding model. The new funding model will simplify funding to schools, better support specialized learning needs and create predictability in funding. This will promote equity and provide flexibility to address local needs. The team started consultation with school divisions and key education stakeholder organizations in January 2022.
- Departmental Financial Coordination:** The department continued to monitor and assess the department’s efficiency in meeting its budget and expenditure commitments so as not to overspend or lapse a significant portion of the budget. The department will continue to reduce budget variances through more accurate forecasting and monitoring budgets on a quarterly basis.

Measure	Baseline	2021/22 Actual
14.a Work within capital budget	100%	67.1%
14.b Work within operating budget	95.4%	102.2%

14.a Work within capital budget: This measures the department’s efficiency in meeting its capital expenditure commitments. A percentage close to 100 per cent of the budget provides confidence that school divisions were able to proceed with proposed capital projects within allocated funds, to ensure the continued healthy and safe operation of school facilities, provide for the necessary program spaces for school program delivery and to take advantage of cost-effective tender scheduling in the Manitoba marketplace.

14.b Work within operating budget: This measures the department’s capacity to keep operating expenses within its allocated funds. Measuring the percentage of actual expenditures compared to the budget provides information on key expenditure control and effective financial management. The measure is calculated by dividing Actual Part A Expenses by Budgeted Part A Expenses then multiplied by 100.

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.

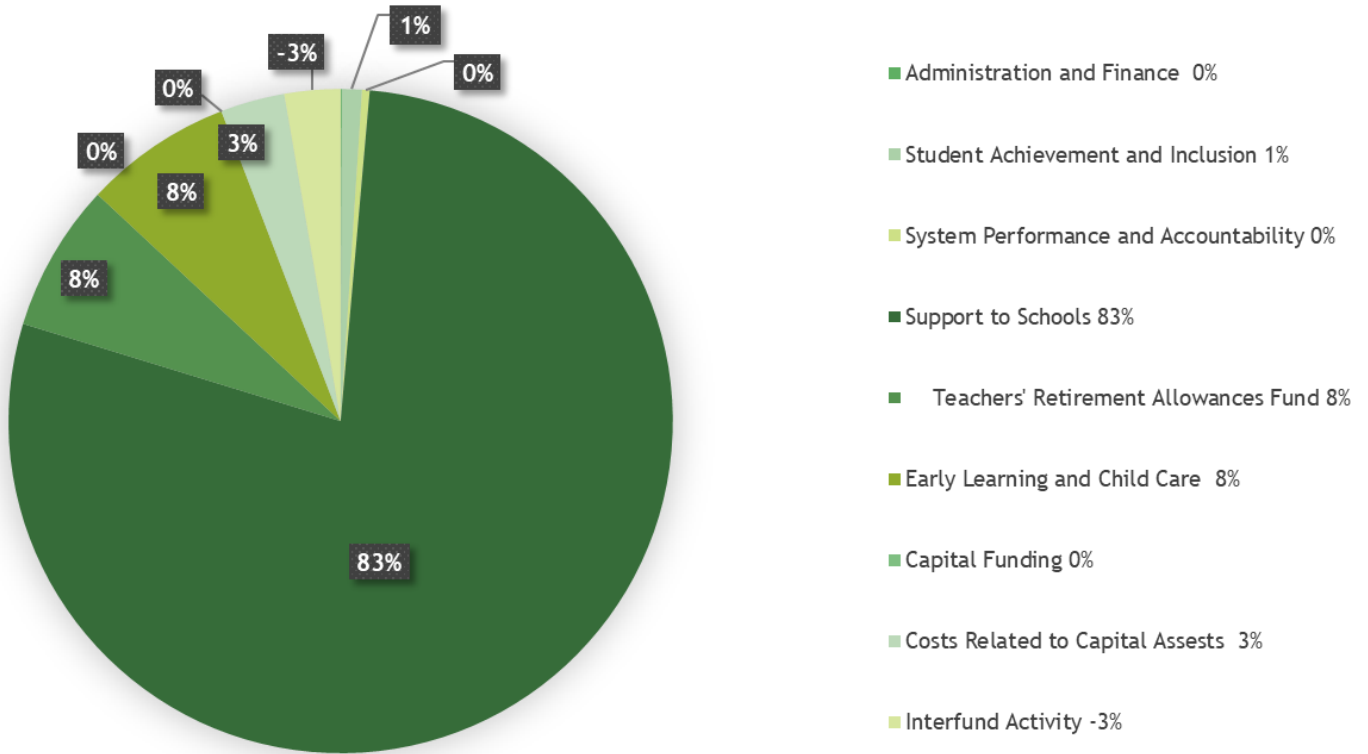
Consolidated Actual Expenditures

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

Main Appropriations	Part A - Operating	Other Reporting Entities	Consolidation and Other Adjustments	2021/22 Actual	2020/21 Actual
Administration and Finance	2,184			2,184	2,218
Student Achievement and Inclusion	34,085			34,085	33,048
System Performance and Accountability	13,175			13,175	9,402
Support to Schools	1,580,232	2,656,100	(1,470,809)	2,765,523	2,611,221
Teachers' Retirement Allowances Fund	138,873		115,700	254,573	253,127
Early Learning and Child Care	254,502			254,502	168,665
Capital Funding	95,320		(95,320)	-	-
Costs Related to Capital Assets (NV)	532	109,800		110,332	103,138
Interfund Activity			(96,100)	(96,100)	11,600
TOTAL	2,118,903	2,765,900	(1,546,529)	3,338,274	3,169,218

NV – Non-Voted

Percentage Distribution of Consolidated Actual Expenditures by Operating Appropriation, 2021/22 Actuals



Summary of Authority

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

Detailed Summary of Authority	2021/22 Printed Estimates	In-Year Re-organization	Virement	Enabling Authority	Authority 2021/22	Supplementary Estimates
Part A – OPERATING (Sums to be Voted)						
Administration and Finance	2,469				2,469	
Student Achievement and Inclusion	37,831			6,130	43,961	
System Performance and Accountability	18,220		(1,490)		16,730	
Support to Schools	1,541,773		1,183	186,227	1,729,183	
Early Learning and Child Care	-	185,757			185,757	75,000
Capital Funding	95,245		307		95,552	
					-	
Subtotal	1,695,538	185,757	-	192,357	2,073,652	75,000
Part A – OPERATING (Non-Voted)						
Costs Related to Capital Assets	8	50			58	
TOTAL PART A - OPERATING	1,695,546	185,807	-	192,357	2,073,710	75,000
Part D – GOVERNMENT REPORTING ORGANIZATION CAPITAL INVESTMENT	260,385				260,385	

Part A – OPERATING	2021/22 Authority \$ (000's)
2021/22 MAIN ESTIMATES – PART A	
	1,695,546
Allocation of funds from:	
Internal Service Adjustments	192,357
Sub-total	1,887,903
In-year re-organization from:	
Families	185,807
Sub-total	185,807
2021/22 Authority	2,073,710

Part D – Other Reporting Entity Capital Investment	2021/22 Authority \$ (000's)
2021/22 MAIN ESTIMATES – PART D	260,385
In-year re-organization from:	-
Sub-total	-
2021/22 Authority	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.

Authority 2021/22	Appropriation	Actual 2021/22	Actual 2020/21	Increase (Decrease)	Explanation Number
16-1	ADMINISTRATION AND FINANCE				
42	(a) Minister's Salary	43	42	1	
	(b) Executive Support				
646	Salaries and Employee Benefits	607	854	(247)	
129	Other Expenditures	61	55	6	
	(c) Financial and Administrative Services				
1,476	Salaries and Employee Benefits	1,300	1,109	191	1
176	Other Expenditures	173	158	15	
2,469	Subtotal	2,184	2,218	(34)	
16-2	STUDENT ACHIEVEMENT AND INCLUSION				
	(a) Division Administration				
326	Salaries and Employee Benefits	339	291	48	
141	Other Expenditures	94	52	42	
	(b) Manitoba School for the Deaf				
3,075	Salaries and Employee Benefits	2,481	2,496	(15)	
296	Other Expenditures	260	202	58	
80	Financial Assistance	2	2	-	
	(c) Learning and Outcomes				
5,723	Salaries and Employee Benefits	4,757	2,915	1,842	2
10,842	Other Expenditures	6,421	7,240	(819)	3
629	Grant Assistance	623	726	(103)	
	(d) Inclusion Support				
4,127	Salaries and Employee Benefits	3,469	3,794	(325)	
2,458	Other Expenditures	1,381	1,132	249	4
7,110	Grant Assistance	6,319	6,174	145	
	(e) Bureau de l'éducation française				
4,026	Salaries and Employee Benefits	3,732	3,493	239	
1,157	Other Expenditures	952	812	140	
3,445	Grant Assistance	3,006	3,249	(243)	
	(f) Data Analytics and Continuous Improvement				
464	Salaries and Employee Benefits	238	314	(76)	
62	Other Expenditures	11	36	(25)	
43,961	Subtotal	34,085	32,928	1,157	

Authority 2021/22	Appropriation	Actual 2021/22	Actual 2020/21	Increase (Decrease)	Explanation Number
16-3	SYSTEM PERFORMANCE AND ACCOUNTABILITY				
	(a) Division Administration				
285	Salaries and Employee Benefits	255	463	(208)	
36	Other Expenditures	30	35	(5)	
	(b) Governance and Policy				
3,121	Salaries and Employee Benefits	3,157	4,099	(942)	5
749	Other Expenditures	771	932	(161)	
	(c) Business Support Services				
2,451	Salaries and Employee Benefits	2,467	3,051	(584)	6
4,334	Other Expenditures	2,383	212	2,171	7
	(d) Planning and Transformation				
1,620	Salaries and Employee Benefits	1,601	459	1,142	8
4,134	Other Expenditures	2,511	151	2,360	9
16,730	Subtotal	13,175	9,402	3,773	
16-4	SUPPORT TO SCHOOLS				
	(a) Education Funding				
1,005	Salaries and Employee Benefits	997	989	8	
3,203	Other Expenditures	3,137	3,148	(11)	
	(b) Indigenous Inclusion Directorate				
684	Salaries and Employee Benefits	658	536	122	
248	Other Expenditures	222	146	76	
311	Grant Assistance	311	238	73	
	(c) Schools Operating Grants				
1,543,934	Grant Assistance	1,534,895	1,311,272	223,623	10
	(d) General Support Grants				
36,744	Grant Assistance	36,744	34,244	2,500	11
	(e) Other Grants				
3,245	Grant Assistance	3,268	104	3,164	12
	(f) Teachers' Retirement Allowances Fund				
139,809	Other Expenditures	138,873	123,127	15,746	13
1,729,183	Subtotal	1,719,105	1,473,804	245,301	

Authority 2021/22	Appropriation	Actual 2021/22	Actual 2020/21	Increase (Decrease)	Explanation Number
	16-5 EARLY LEARNING AND CHILD CARE				
	(a) Division Administration				
-	Salaries and Employee Benefits	58	-	58	
8	Other Expenditures	-	-	-	
	(b) Quality Assurance and Program Support				
1,073	Salaries and Employee Benefits	563	684	(121)	
247	Other Expenditures	-	235	(235)	
	(c) Program Operations and Services				
3,355	Salaries and Employee Benefits	2,054	2,265	(211)	
431	Other Expenditures	452	326	126	
	(d) Financial Accountability and Reporting				
632	Salaries and Employee Benefits	534	535	(1)	
554	Other Expenditures	48	596	(548)	
153,728	Grant Assistance	226,209	146,951	79,258	14
25,729	Financial Assistance	24,584	17,073	7,511	15
185,757	Subtotal	254,502	168,665	85,837	
	16-6 CAPITAL FUNDING				
	(a) School Divisions				
95,552	Capital Grants	95,320	86,457	8,863	16
95,552	Subtotal	95,320	86,457	8,863	
	16-7 COSTS RELATED TO CAPITAL ASSETS				
	(a) General Assets				
58	Amortization Expense	532	57	475	
58	Subtotal	532	57	475	
2,073,710	Total Expenditures	2,118,903	1,773,531	345,372	

Part A: Expenditure Summary by Appropriation - Explanations

Manitoba Education and Early Childhood Learning

Departmental Actual Expenditures

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

Explanations:

1. Increased expenditure mainly relates to fewer vacancies in 2021/22.
2. Increased expenditure mainly relates to fewer vacancies in 2021/22.
3. Decreased expenditure mainly relates to higher costs in 2020/21 for: COVID-19 promotional materials and PPE distribution costs related to COVID-19 and Distance Learning Unit Tutor Marker services.
4. Increased expenditure mainly relates to 2021/22 funding to the Canadian Mental Health Association for the Enhancing the Resilience of Educators program. Increased expenditure also reflects the reinstatement of funding for the Roots of Empathy program, which was cancelled in 2020/21 as a result of COVID-19 restrictions.
5. Decreased expenditure mainly reflects greater vacancies in 2021/22 compared to the prior year.
6. Decreased expenditure mainly reflects greater vacancies in 2021/22 compared to the prior year.
7. Increased expenditure mainly reflects increased costs in 2021/22 for the implementation of the Remote Learning Strategy, scoping costs for the Schools Information System, InformNet and Teacher Mediated Option service agreements.
8. Increased expenditure mainly reflects salary costs in 2021/22 related to the K to 12 Education Action Plan.
9. Increased expenditure mainly reflects increased costs in 2021/22 for the implementation of the K to 12 Action Plan.
10. Increased expenditure mainly relates to funding for school divisions for retroactive wages and other pressures, funding announcement, Safe Schools funding, Property Tax Offset grant (new in 2021/22) and funding for independent schools.
11. Increased expenditure reflects a hold-back for the Teachers' Idea Fund in 2020/21 that went unspent as a result of the COVID-19 impact on schools.
12. Increased expenditure mainly reflects the implementation of the Teachers' Idea Fund in 2021/22.
13. Increased expenditure mainly reflects the increased requirement in 2021/22 for the employer's share of teacher service contributions mainly related to retroactive wages resulting from wage settlements.
14. Increased expenditure mainly reflects increased federal support for new child care programs in 2021/22, including the Canada-Wide Early Learning and Child Care Agreement, Workforce Retention Agreement, Inclusion Support Program, pension support for child care workers, Parent Fee Support, and Pandemic Staffing Support Benefit.
15. Increased expenditure mainly reflects an increase in 2021/22 for subsidy funding provided to child care facilities.
16. Increased expenditure mainly reflects increased costs in 2021/22 for principal and interest.

Overview of Capital Investments and Loans Activity

	2021/22 Actual \$(000s)	2021/22 Authority \$(000s)	Variance Over/(Under) \$(000s)	Expl.
Part D – Other Reporting Entity Capital Investment				
Provides for the development or enhancement of strategic infrastructure, equipment, and information technology systems.				
(a) Public School Divisions	174,652	260,385	(85,733)	1

Explanation:

1. Although the full budget has been committed, the actual spend by school divisions on the approved projects was \$85.7M less than anticipated at March 31, 2022 primarily as a result of supply chain issues for building materials and labour shortages.

Key Results Achieved

For 2021/22 government allocated a total of \$260 million 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:

- Focused on improving ventilation in schools, while still investing in existing school infrastructure renewals to maintain health and safety.
- Progressed on the plan to deliver 20 new schools including two Waverley West schools in construction, and four schools initiated for design in Morden, Steinbach and Sage Creek and Northwest regions of Winnipeg.
- Expanded instructional renewal initiatives beyond core classroom areas such as science labs, arts programming, athletic programming and vocational programming.
- Provided 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

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

Actual 2020/21	Actual 2021/22	Increase (Decrease)	Source	Actual 2021/22	Estimate 2021/22	Variance Over(Under)	Expl. No.
TAXATION							
69,358	179,784	110,426	Education Support Levy	179,784	180,057	(273)	1
69,358	179,784	110,426	Subtotal	179,784	180,057	(273)	
OTHER REVENUE							
1,148	566	(582)	Fees	566	547	19	2
234	158	(76)	Sundry	158	54	104	
1,382	724	(658)	Subtotal	724	601	123	
GOVERNMENT OF CANADA							
10,825	13,265	2,440	Minority Language Education and Second Language Instruction	13,265	10,747	2,518	3
15,602	15,549	(53)	Canada-Manitoba Early Learning and Child Care Agreement	15,549	15,610	(61)	
	59,829	59,829	Canada-Manitoba Canada-Wide ELCC Agreement	59,829	-	59,829	4
	19,166	19,166	Early Childhood Workforce Funding Agreement	19,166	-	19,166	5
26,427	107,809	81,382	Subtotal	107,809	26,357	81,452	
97,167	288,317	191,150	Total Revenue	288,317	207,015	81,302	

Manitoba Education and Early Childhood Learning

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

Explanation Number:

Taxation:

1. **Education Support Levy:** \$ 110,426 over 2020/21 Actual

Variance reflects the mid-year transition in 2020/21 of collection of this revenue by the department as a result of the dissolution of the Public Schools Finance Board, who originally collected this revenue from municipalities to distribute to school divisions.

Other Revenue:

2. **Fees:** \$ (582) under 2020/21 Actual

Variance mainly reflects the dissolution of the Independent Study Option (ISO) program in 2021/22.

Government of Canada:

3. **Minority Language Education and Second Language Instruction:** \$2,440 over 2020/21 Actual
\$2,518 over 2021/22 Budget

Variance relates to additional revenue provided in 2021/22 for the enhancement of French second language and French immersion programs.

Variance 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.

4. **Canada-Manitoba Canada-wide Early Learning and Child Care Agreement:** \$59,829 over 2020/21 Actual
\$59,829 over 2021/22 Budget

Variance reflects new federal funding provided in 2021/22 for the Canada-Manitoba Canada-Wide Early Learning and Childcare Agreement.

Variance reflects new federal funding provided in-year for the Canada-Manitoba Canada-Wide Early Learning and Childcare Agreement.

5. **Early Childhood Workforce Agreement:** \$19,166 over 2020/21 Actual
 \$19,166 over 2021/22 Budget

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.

Variance reflects new one-time federal funding provided in-year to help support recruitment and retention strategies for Early Learning and Child Care 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 16-1

Main Appropriation Description

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

Sub-Appropriations	Actual	Authority	
	2021/2022 \$(000s)	FTEs	2021/2022 \$(000s)
Minister's Salary	43	1.00	42
Executive Support	668	7.00	775
Financial and Administrative Services	1,473	20.00	1,652
	2,184	28.00	2,469

Sub-Appropriation 16-1a/b

Executive Support

Sub-Appropriation Description

Minister's salary line provides the additional compensation to which individuals appointed to the Executive Council are entitled.

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

16-1a Minister's Salary

Expenditures by Sub-Appropriation	Actual	Authority 2021/22		Variance	Expl. No.
	2021/2022 \$(000s)	FTEs	\$(000s)	Over/(Under) \$(000s)	
Salaries and Employee Benefits	43	1.00	42	1	

16-1b Executive Support

Expenditures by Sub-Appropriation	Actual	Authority 2021/22		Variance	Expl. No.
	2021/2022 \$(000s)	FTEs	\$(000s)	Over/(Under) \$(000s)	
Salaries and Employee Benefits	607	7.00	646	(39)	
Other Expenditures	61		129	(68)	
Total Sub-Appropriation	668	7.00	775	(107)	

Sub-Appropriation 16-1c

Financial and Administrative Services

Sub-Appropriation Description

Provides leadership on financial matters for the department. The branch 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

- Ensured that the comptrollership function of the department was appropriately maintained and met the needs for financial control, accountability, and the reporting, safeguarding and protection of financial and physical assets.
- 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.
- Co-ordinated the department's annual estimates and other financial planning 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.

16-1c Financial and Administrative Services

Expenditures by Sub-Appropriation	Actual	Authority 2021/22 FTEs	2021/22 \$(000s)	Variance	Expl. No.
	2021/2022 \$(000s)			Over/(Under) \$(000s)	
Salaries and Employee Benefits	1,300	20.00	1,476	(176)	
Other Expenditures	173		176	(3)	
Total Sub-Appropriation	1,473	20.00	1,652	(179)	

Student Achievement and Inclusion 16-2

Main Appropriation Description

Provides leadership, co-ordination, and support for public and independent primary and secondary education to improve lifelong learning outcomes for all students, including those with special needs: in English, French Immersion, Français, and Senior Years Technology Education programs. Develops and implements a provincial policy framework, focusing on achievement including literacy and numeracy; equity and inclusion; citizenship, sustainability, well-being; and public engagement.

Student Achievement and Inclusion

Sub-Appropriations	Actual	Authority	
	2021/2022 \$(000s)	2021/2022 FTEs	2021/2022 \$(000s)
Division Administration	433	3.00	467
Manitoba School for the Deaf	2,743	40.35	3,451
Learning and Outcomes	11,801	62.00	17,194
Inclusion Support	11,169	46.00	13,695
Bureau de l'éducation française	7,690	52.00	8,628
Data Analytics and Continuous	249	5.00	526
Improvement	34,085	208.35	43,961

Sub-Appropriation 16-2a

Division Administration

Sub-Appropriation Description

Provides oversight to the division, Student Achievement and Inclusion.

16-2a Division Administration

Expenditures by Sub-Appropriation	Actual	Authority		Variance	Expl. No.
	2021/2022 \$(000s)	2021/22 FTEs	2021/22 \$(000s)	Over/(Under) \$(000s)	
Salaries and Employee Benefits	339	3.00	326	13	
Other Expenditures	94		141	(47)	
Total Sub-Appropriation	433	3.00	467	(34)	

Sub-Appropriation 16-2b

Manitoba School for the Deaf

Sub-Appropriation Description

Provides students who are Deaf and hard of hearing (DHH) using American Sign Language (ASL) with the opportunity to attend a pre-Kindergarten to Grade 12 (K to 12) school that provides academic programming and specialized instruction at the Manitoba School for the Deaf.

Key Results Achieved

- Staff created ASL versions of videos needed for classroom instruction. This included storybook and videos on life skills.
- Manitoba School for the Deaf continued its partnership with Manitoba First Nations Education Resource Centre (MFNERC) by hosting monthly visits by five children from northern communities.
- The school continues to host practicum students from universities and Red River College as a centre of excellence in providing an ASL milieu environment.

16-2b Manitoba School for the Deaf

Expenditures by Sub-Appropriation	Actual	Authority 2021/22 FTEs	2021/22 \$(000s)	Variance	Expl. No.
	2021/2022 \$(000s)			Over/(Under) \$(000s)	
Salaries and Employee Benefits	2,481	40.35	3,075	(594)	1
Other Expenditures	260		296	(36)	
Financial Assistance	2		80	(78)	
Total Sub-Appropriation	2,743	40.35	3,451	(708)	

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

Sub-Appropriation 16-2c

Learning and Outcomes

Sub-Appropriation Description

Responsible for education policy related to K to 12 curriculum development, implementation, student formative assessment, the Senior Years Technology Education Program and the Provincial Assessment Program. The branch researches best practices in education, and develops education policy, as well as has the oversight of an overarching framework for learning that guides curriculum and assessment development to align and deepen the professional capacity of Manitoba educators.

Key Results Achieved

- Developed six provincial global competencies to be interwoven into and across all K to 12 curriculum: Citizenship, Critical Thinking, Collaboration, Communication, Connection to Self, and Creativity.
- Established the Curriculum Advisory Panel in September 2021 to provide input into Manitoba’s curriculum (curriculum design, format, language, and organization).
- Approved 35 grant applications for the Skills Strategy Equipment Enhancement Fund totaling approximately \$1.5M for the 2021/22 school year.
- Published Buddhism: A Supplemental Resource for Grade 12 World of Religions: A Canadian Perspective was published. Development of the final supplemental resources for Indigenous Spirituality, Sikhi (Sikhism), and Christianity are nearing completion.
- Published Anti-racism: Black History and Anti-racism in Canada, a support document for educators in exploring and integrating Black history and anti-racism throughout the curriculum and their schools.
- Published Residential School Resources for Educators In response to the Calls to Action of the Truth and Reconciliation Commission of Canada.
- Three English as an Additional Language (EAL) full credit high school courses and four Literacy, Academics, and Language (LAL) half credit high school courses were developed by educator committees and will be piloted this upcoming school year.
- Offered a series of professional learning sessions for novice teachers to provide them with the knowledge, skills and tools to deliver high quality learning and supports for all learners. These sessions were designed in consideration of the unique challenges that novice teachers and teacher candidates may have faced during the last two years of COVID-19 restrictions. Sessions included a Welcome to the Profession Session, Assessment, Planning for Diversity in an Inclusive Classroom, Mental Health and Well- Being and Engagement and Relationships.

16-2c Learning and Outcomes

Expenditures by Sub-Appropriation	Actual	Authority 2021/22 FTEs	2021/22 \$(000s)	Variance	Expl. No.
	2021/2022 \$(000s)			Over/(Under) \$(000s)	
Salaries and Employee Benefits	4,757	62.00	5,723	(966)	1
Other Expenditures	6,421		10,842	(4,421)	2
Grant Assistance	623		629	(6)	
Total Sub-Appropriation	11,801	62.00	17,194	(5,393)	

1. Under expenditure mainly reflects savings as a result of vacancies.
2. Under expenditure mainly reflects the impact of COVID-19, including lapsed costs for the Curriculum Framework Project resulting from fewer meetings and contracts, fewer marking sessions, lower costs for curriculum development, and for general operating.

Sub-Appropriation 16-2d

Inclusion Support

Sub-Appropriation Description

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 works collaboratively with other government departments with a mandate that includes children and youth.

Key Results Achieved

- Published and implemented a policy directive on minimizing the use of seclusion in schools: [Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion](#).
- Led the partnership with the Canadian Mental Health Associations – Manitoba & Winnipeg, to create the [Care for All in Education Initiative](#), providing both a digital mental health and wellness resource of mental health and a dedicated team of wellness support specialists to assist in connecting the education workforce with programming and services they need.
- Coordinated the work to fully address two recommendations from the Manitoba Advocate for Children and Youth to the Department of Education and Early Childhood Learning in the special report: *The Slow Disappearance of Matthew: A Family's Fight for Youth Mental Health Care in the Wake of Bullying and Mental Illness*.
- Established and co-chaired the Minister's Advisory Council on Inclusive Education in June 2021.

16-2d Inclusion Support

Expenditures by Sub-Appropriation	Actual	Authority 2021/22 FTEs	2021/22 \$(000s)	Variance	Expl. No.
	2021/2022 \$(000s)			Over/(Under) \$(000s)	
Salaries and Employee Benefits	3,469	46.00	4,127	(658)	1
Other Expenditures	1,381		2,458	(1,077)	2
Grant Assistance	6,319		7,110	(791)	3
Total Sub-Appropriation	11,169	46.00	13,695	(2,526)	

- Under expenditure mainly relates to savings from vacancies.
- Under expenditure mainly reflects savings as a result of COVID-19 impacts, including reduced requirement for Roots of Empathy and lower general operating and travel-related costs.
- Under expenditure mainly reflects lower grant requirements for After School Leaders and Bright Futures programs as a result of COVID-19 impacts.

Sub-Appropriation 16-2e

Bureau de l'éducation française

Sub-Appropriation Description

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, student testing, and student achievement reporting. The Bureau de l'éducation française (BEF) also administers federal agreements and programs related to French-language education and is responsible for advising the Minister on matters related to French-language education.

Key Results Achieved

- Developed Manitoba Global Competencies, their definitions and descriptors, ensuring a distinct and parallel format to address the unique cultural learning needs of the Français and French Immersion programs.
- Released (2021), a support document for Français and French Immersion educators in exploring and integrating Black history and anti-racism throughout the curriculum and schools.
- In response to the Calls to Action of the Truth and Reconciliation Commission of Canada and to assist Français and French Immersion educators with their important role in raising awareness of the tragic legacy of residential schools and colonialism, the document *Pensionnats autochtones – Ressources pédagogiques (2021)* was released.
- Continued the provincial coordination of French Interactive Virtual Workshops, which offered enhanced language opportunities for K-8 Français and French Immersion students across the province.
- Coordinated, launched and co-led three French-language Principal Learning Networks for Français and French Immersion urban, rural and northern school leaders.
- Enhanced la Direction des ressources éducatives françaises (DREF), the French media centre, including the addition of 800 new digital resources for the K to 12 system to the collection of teaching and learning resources, including videos of award winning French language children's literature.
- Offered virtual creative literary workshops, with authors from Québec were offered to 497 students in urban and rural Français and French Immersion schools.
- Supported over 300 Français and French Immersion, K to 12 teachers with the integration of new media resources to support curriculum implementation.
- Delivered 25 professional learning workshops for 214 educators and media centre staff responded to 541 requests to advise on resources to enhance the delivery of French courses in the English Program.
- Negotiated additional federal financial assistance, totaling \$8.2 million, to support Capital projects across the province including:
 - Professional Upgrading of Educational Assistants to Address the Shortage of Teachers in Manitoba;
 - Creation of a Teachers' Aid Training Program at Université de Saint-Boniface ;
 - Construction of a new gymnasium and a library at École communautaire Gilbert-Rosset;
 - Expansion project at École Saint-Joachim
 - Renovation of the Education Pavilion at Université de Saint-Boniface,
 - Renovation and upgrading of the chemistry labs at Université de Saint-Boniface.
- 156 bursaries to teachers seeking to upgrade their linguistic or pedagogical skills in French.
- Strengthened student French oral language development by having 11 French Language Assistants in selected Manitoba public schools through the Odyssey program.

- To address the shortage of French teachers in Manitoba the BEF initiated the engagement and collaboration of French stakeholders to inform and co-create the development of a provincial recruitment and retention workforce strategy for French language teachers. Ongoing engagement and consultations will continue through the 2022/23 school year.

16-2e Bureau de l'éducation française

Expenditures by Sub-Appropriation	Actual	Authority 2021/22		Variance	Expl. No.
	2021/2022 \$(000s)	FTEs	\$(000s)	Over/(Under) \$(000s)	
Salaries and Employee Benefits	3,732	52.00	4,026	(294)	
Other Expenditures	952		1,157	(205)	
Grant Assistance	3,006		3,445	(439)	
Total Sub-Appropriation	7,690	52.00	8,628	(938)	

Sub-Appropriation 16-2f

Data Analytics and Continuous Improvement

Sub-Appropriation Description

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 performance measurement and analytics strategy, including a public reporting framework to measure, monitor, and report on student success, well-being, engagement and satisfaction.

Key Results Achieved

- Conducted extensive public and education sector engagement to inform the development of the K to 12 Education Action Plan.
- Engaged with school divisions to renew the K to 12 Framework for Continuous Improvement to ensure data is used as an effective tool to inform provincial, school board and school level planning in helping all children and students succeed.
- Launched Principal Learning Networks to inform the development and implementation of a Provincial School Leadership Framework.
- Developed a communications and engagement framework to guide strategic and coordinated communication and engagement with Education and Early Childhood Learning's stakeholders to inform policy development and decision making.
- Oversaw extensive consultations across the province through the Parent Engagement Task Force.

16-2f Data Analytics and Continuous Improvement

Expenditures by Sub-Appropriation	Actual	Authority 2021/22 FTEs	2021/22 \$(000s)	Variance	Expl. No.
	2021/2022 \$(000s)			Over/(Under) \$(000s)	
Salaries and Employee Benefits	238	5.00	464	(226)	
Other Expenditures	11		62	(51)	
Total Sub-Appropriation	249	5.00	526	(277)	

System Performance and Accountability 16-3

Main Appropriation Description

Provides leadership and design for the governance structures, funding, legislation, and policy for Manitoba's K to 12 education system. Provides centralized corporate support functions to the department to manage major projects. Oversees the certification of teachers in Manitoba. Leads the policy and oversight for independent and international education and maintains responsibility for management of information systems across the department.

System Performance and Accountability

Sub-Appropriations	Actual	Authority	
	2021/2022 \$(000s)	2021/2022 FTEs	2021/2022 \$(000s)
Division Administration	285	4.00	321
Governance and Policy	3,928	38.00	3,870
Business Support Services	4,850	32.00	6,785
Planning and Transformation	4,112	13.00	5,754
	13,175	87.00	16,730

Sub-Appropriation 16-3a

Division Administration

Sub-Appropriation Description

The Division Administration office provides overall leadership respecting the department's strategic and business planning process, the 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.

16-3a Division Administration

Expenditures by Sub-Appropriation	Actual	Authority 2021/22 FTEs	Variance Over/(Under) \$(000s)	Expl. No.
	2021/2022 \$(000s)			
Salaries and Employee Benefits	255	4.00	285	(30)
Other Expenditures	30		36	(6)
Total Sub-Appropriation	285	4.00	321	(36)

Sub-Appropriation 16-3b

Governance and Policy

Sub-Appropriation Description

Responsible for supporting Manitoba's K to 12 education system to have strong governance structures and practices that align with the legislative, regulatory and policy framework for K to 12 education. Conducts research and develops policy on a wide range of administration and workforce issues. Responsible for the certification of teachers, clinicians, and school bus drivers for Manitoba's K to 12 education system in accordance with legislation and the Canada Free Trade Agreement, and for ensuring a safe and efficient student transportation system. Collects and maintains student high school marks and course credits and issues provincial statements of high school marks. Provides leadership in developing and representing the department's policy on international education, including affiliated overseas schools as well as develops policy and provides oversight to independent schools and for homeschooling in Manitoba.

Key Results Achieved

- Received and responded to over 300 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.
- Participated on the provincial workforce planning committee to identify workforce challenges stemming from COVID-19 and develop appropriate strategies. The committee is a collaborative forum with representatives from Manitoba Education and Early Childhood Learning, Manitoba School Boards Association, Manitoba Association of School Superintendents, Manitoba Association of School Business Officials, and the Manitoba Teachers' Society. The committee implemented key actions to help address substitute teacher and education support staff shortages resulting from COVID-19.
- Developed and implemented a new, more efficient system for ordering, printing, and distributing high school diplomas. By introducing an online e-form for placing orders and engaging Communications and Engagement Division for procurement and printing, and Materials Distribution Agency for shipping, over 30,000 high school diplomas were successfully delivered to schools and adult learning centres in Manitoba in a more streamlined manner.
- Issued over 1,700 statements of high school marks and implemented process improvements to reduce processing times.
- Received and evaluated over 950 applications for teacher and clinician certification from Manitoba, Canadian, and internationally educated applicants, and processed over 1,500 other requests/applications for salary classification, Limited Teaching Permits, and other certificate related matters.
- As part of the Registrars for Teacher Certification Canada (RTCC), participated in the language competency pilot project to enable the validation of a profession specific language competency test and provided input as required to various projects and inquiries.
- Issued 228 school bus driver certificates and maintained an inventory of over 2,000 active school bus vehicles owned by Manitoba's school divisions.
- 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 all new buses prior to delivery to school divisions.
- Delivered training and seminars for transportation supervisors, school bus driver instructors, and school bus service technicians and assisted school divisions in developing preventive maintenance programs.
- Monitored 66 funded and 53 non-funded independent school for compliance with legislation, regulation and policy. Provided related ongoing support for teachers, school administrators, parents and school boards across their needs and functions.

- Participated in the Destination Canada Online Job Fair to provide information to up to 5,000 potential international French teachers about becoming certified in Manitoba.
- Processed and reviewed homeschool educational plans and progress reports for over 6,100 homeschool students. Liaised with parents in development of educational plans and progress reports, and complying with homeschooling legislation and policy requirements.
- Monitored six affiliated schools overseas that have signed agreements for use of the Manitoba curriculum to ensure compliance with curricular and administrative requirements as set out in the Memoranda of Understanding.
- Represented Manitoba Education and Early Childhood Learning on the Council of Ministers of Education, Canada Federal-Provincial Consultative Committee on Education-Related International Activities (FPCERIA), and Provincial/Territorial Consultative Committee on Education-Related International Activities (PTCCERIA). Liaised with the Manitoba Council for International Education, and school divisions and funded independent schools that host international students, on matters concerning these students. Responded to inquiries regarding international education-related matters.
- Proclaimed Bill 45 – The Public Schools Amendment and Manitoba Teachers’ Society Amendment Act, introducing a central bargaining framework for all public school teachers (except for those employed by the Division scolaire franco-manitobaine, who will continue to bargain locally with their division).
- Amended the Child Care regulation and Child Care Worker Retirement regulation to increase operating grants and retirement benefits for childcare facilities and workers.
- Amended the Funding of School Programs Regulation with special consideration to maintain divisional funding despite enrolment changes due to COVID-19.

16-3b Governance and Policy

Expenditures by Sub-Appropriation	Actual	Authority 2021/22		Variance	Expl. No.
	2021/2022 \$(000s)	FTEs	\$(000s)	Over/(Under) \$(000s)	
Salaries and Employee Benefits	3,157	38.00	3,121	36	
Other Expenditures	771		749	22	
Total Sub-Appropriation	3,928	38.00	3,870	58	

Sub-Appropriation 16-3c

Business Support Services

Sub-Appropriation Description

Leads and coordinates a variety of central services for Manitoba Education and Early Childhood Learning, including business analysis and information technology, project management, business continuity planning, records management, translation services, and oversight of the department’s web presence.

Key Results Achieved

- Launched scoping for a Provincial Student Information System (SIS). The SIS project team worked with education stakeholders to gather a comprehensive list of requirements. The requirements will be used for the design and implementation of the SIS system.
- Engaged with stakeholders to develop recommendations for Manitoba’s Remote Learning Strategy.
- Partnered with St. James – Assiniboia School Division to support the development of new web-based courses in French to be made available to all teachers in Manitoba through the Provincial Learning Management System, Brightspace.
- Coordinated the development of a three-year French Language Services (FLS) plan. The plan will help the department improve services provided in French. Capacity building and policy development are key areas for improvement.
- Initiated the redesign of the departmental website to allow for easier navigation for users to access education, early learning and child care information.

16-3c Business Support Services

Expenditures by Sub-Appropriation	Actual	Authority	Variance	Expl.
	2021/2022 \$(000s)	2021/22 FTEs \$(000s)	Over/(Under) \$(000s)	No.
Salaries and Employee Benefits	2,467	32.00	2,451	16
Other Expenditures	2,383		4,334	(1,951) 1
Total Sub-Appropriation	4,850	32.00	6,785	(1,935)

1. Under expenditure mainly reflects savings as a result of delays in hiring consultants for scoping of the Schools Information System project and delays in the projects under the Provincial Remote Learning Strategy.

Sub-Appropriation 16-3d

Planning and Transformation

Sub-Appropriation Description

Provides program and project management for planning, implementation, and evaluation of integrated system transformation initiatives. Collaborative in its approach, the program area works with all branches and project leads in the department, with sector stakeholders, and with other government partners. Coordinates the department’s central services and strategic initiatives, balanced scorecard and employee engagement strategy.

Key Results Achieved

- Coordinated engagements with thousands of education partners, administrators, teachers, parents and students to develop a K to-12 Education Action Plan.
- Launched the five-year \$25 million Teachers’ Idea Fund, providing funding to 124 innovative projects from teachers, staff and school leaders to enhance classroom supports and improve student outcomes and well-being. Projects focused on improving mental health, increasing literacy and numeracy skills, and incorporating land-based learning and greater cultural exposure and learning experiences.

- Established a Student Advisory Council to provide insights and advice on issues and topics that are current and emerging for K to 12 students. From across Manitoba, 30 students aged 14 to 18 provided input on topics such as poverty and education, mental health and well-being, curriculum and assessment, student presence and attendance.
- Launched a Poverty and Education Task Force to identify actionable strategies to reduce barriers to student participation and engagement in learning. The Task Force initiated a targeted engagement strategy with stakeholders, high school students and community members with lived experience in Winnipeg, rural and northern Manitoba, and established a subcommittee focusing on nutrition and food security.
- Coordinated and maintained effective federal and provincial relationships to align education priorities related to the Council of Ministers of Education, Canada, and other inter-governmental forums. This included providing support to the Minister, Deputy Minister, and other senior staff.
- Coordinated the COVID Response Planning Team and incident management structure, which met regularly to address emerging issues related to COVID-19. A collaborative approach facilitated information sharing to resolve complex or urgent matters related to policy direction and guidance protocols.
- Continued with the Notification Support Team to support school leaders with the notification of cases associated to schools. This team was available from 8 a.m. to 8 p.m., seven days per week, to support schools with complex cases. At the height of the pandemic, the Notification Support Team received an average of 540 emails and phone calls per week during the month of May 2021.
- Coordinated the distribution of rapid antigen tests, masks and personal protective equipment to schools and child care centres.
- Partnered with public health officials to provide school based COVID-19 vaccination clinics.
- Formed a centralized team to provide project management support to departmental projects and other major initiatives and began the creation of a project management toolkit and framework.
- Deployed the weekly round up email, coordinated on-line think tanks, Deputy Minister's Town halls and began revamping of the department's intranet site to boost open and transparent communication internally within the department.
- Coordinated the department's balanced scorecard, identifying new measures to be tracked in 2022/23 that reflect department priorities, activities, and restructuring with the integration of education and early childhood learning.

16-3d Planning and Transformation

Expenditures by Sub-Appropriation	Actual	Authority 2021/22		Variance	Expl. No.
	2021/2022 \$(000s)	FTEs	\$(000s)	Over/(Under) \$(000s)	
Salaries and Employee Benefits	1,601	13.00	1,620	(19)	
Other Expenditures	2,511		4,134	(1,623)	1
Total Sub-Appropriation	4,112	13.00	5,754	(1,642)	

1. Under expenditure mainly reflects delays implementing the recommendations of the K to 12 Education Commission due to the withdrawal of the Education Modernization Act that led to a review of the strategies and initiatives under the revised Education Action Plan.

Support to Schools 16-4

Main Appropriation Description

Designs, disburses, and ensures accountability for the operating and capital funding for Manitoba's K to 12 education system. Provides leadership and co-ordination of departmental initiatives that pertain to Indigenous education and training. Provides funding for the employer's share of current teacher service contributions.

Support to Schools

	Actual	Authority	
	2021/2022	2021/2022	
Sub-Appropriations	\$(000s)	FTEs	\$(000s)
Education Funding	4,134	14.00	4,208
Indigenous Inclusion Directorate	1,191	8.00	1,243
Schools Operating Grants	1,534,895	-	1,543,934
General Support Grants	36,744	-	36,744
Other Grants	3,268	-	3,245
Teachers' Retirement Allowances Fund	138,873	-	139,809
	1,719,105	22.00	1,729,183

Sub-Appropriation 16-4a

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, the latter, in close partnership with the Department of Labour, Consumer Protection and Government Services.

The objectives of the branch are to provide operating and capital funding to Manitoba's public school divisions in a timely and effective manner through the Funding of Schools Program; to provide operating funding to independent schools in order to meet government's obligations for the funding of independent schools; to provide support and assistance relative to the administration, funding, management and audits of school jurisdictions; to ensure the maintenance of a relevant financial and funding framework and appropriate financial accountability mechanisms for Manitoba school divisions; to provide accounting, financial and administrative oversight to the capital support program; and to provide funding to various educational organizations in support of educational projects; specialized educational services or activities that enhance the quality of education for K-12 students in Manitoba.

Key Results Achieved

- The branch provided financial analysis related to public school funding for the 2022/23 school year (announced February 4, 2022). This included adjustments to September 29, 2021 enrolment for the purposes of funding. The COVID-19 pandemic continued to have impacts on enrolment in public schools for the 2022/23 school year, similar to those in 2021/22. As

enrolment is the most significant factor in the funding formula, the branch adjusted September 29, 2021 enrolment to mitigate the impacts to 2022/23 school year funding. Enrolments were adjusted upwards by adding back registered homeschool students to each school division and using demographic data from Manitoba Bureau of Statistics for further adjustments, including adding Kindergarten eligible students to division enrolment counts. Similar actions were undertaken in calculating 2022/23 funding for funded independent schools.

- The branch also provided financial analysis related to additional support to school divisions that was provided in response to the financial pressures they faced in the 2021/22 school year over and above funding allocated for the 2021/22 school year through the Funding of Schools Program. In addition, funding was allocated for a number of investments including:
 - \$22.8 million for a property tax offset grant;
 - \$45 million distributed directly to school divisions and schools for providing additional staffing, addressing learning impacts and enhancing health and safety;
 - \$6.8 million for enhanced ventilation projects;
 - \$6 million for masks and personal protective equipment;
 - \$5 million for the Kindergarten to Grade 8 Remote Learning Support Centre for students who are immunocompromised; and
 - \$1 million in additional funding for staff and student mental health supports to address increased needs related to the pandemic.
 - An additional \$80 million was provided to school divisions to respond to COVID-related challenges and financial pressures associated with incremental wage increases.
- In November 2020, the Manitoba government announced plans to dissolve the Public Schools Finance Board. The Department, including the Education Funding Branch, absorbed the Board's operations at that time and continued the transition throughout 2021/22.
- In November 2021, the Manitoba government announced plans to redesign Manitoba's education funding model. The Education Funding Branch has provided support and financial information to the Education Funding Model Review Team as they plan the redevelopment of the funding model.

16-4a Education Funding

Expenditures by Sub-Appropriation	Actual	Authority 2021/22 FTEs	2021/22 \$(000s)	Variance	Expl. No.
	2021/2022 \$(000s)			Over/(Under) \$(000s)	
Salaries and Employee Benefits	997	14.00	1,005	(8)	
Other Expenditures	3,137		3,203	(66)	
Total Sub-Appropriation	4,134	14.00	4,208	(74)	

Sub-Appropriation 16-4b

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 (IID) provides leadership and coordination of departmental initiatives that pertain to Indigenous education and training including coordinating the Mamàhtawisiwin – The Wonder We Are Born With – An Indigenous Education Policy Framework to remove systemic barriers to Indigenous student success. This involves collaboration 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

- Funded the following categorical grants:
 - Indigenous Academic Achievement Grant
 - Building Indigenous Student Success with Parents
 - Community Schools Program
- Funding to support Indigenous organizations and school divisions for a total of \$14.2 million.
- In the spirit of the Truth and Reconciliation Commission of Canada Calls to Action 62(i), and 63 and the Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls to Justice 2.3, 11.1, 15.2, 16.25, and 17.24, the draft of Mamàhtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy Framework was reviewed and validated by Elders and Knowledge Keepers and educational stakeholders. 15 engagements were held this year with external stakeholders and advisory bodies.
- Supported the Indigenous Inclusion Directorate Advisory Council. The council provides advice, guidance and recommendations to the Director regarding K-12 education. Five meetings were held with the Indigenous Inclusion Directorate Advisory Council.
- Supported the Kiskentamowin Advisory Council. The council provides advice, guidance and recommendations to the Director regarding post-secondary education, training, and literacy and employment. Two meetings were held with the Kiskentamowin Advisory Council.
- In the spirit of the Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls Call to Justice 2.3, the Manitoba Aboriginal Languages Strategy partnership agreement was renewed by the University College of the North, Manitoba First Nations Education Resource Centre (MFNERC), Manitoba Education and Early Childhood Learning, and Indigenous Languages of Manitoba.
- Held Partnership, Leadership and Grandparents Council meetings virtually throughout 2021/22 to continue to support the initiatives identified in the Manitoba Aboriginal Languages Strategy work plan.
- In the spirit of the Truth and Reconciliation Commission of Canada Call to Action 62 (ii) and the Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls Call to Justice 2.3, \$70K in funding was provided to Manitoba Aboriginal Languages Strategy to support the research for the development of the Aboriginal Languages Teaching Education Programs in Manitoba's post-secondary institutions.
- Coordinated the 18th annual Shawane Dagošiwīn (Aboriginal Education Research Forum) alongside partners. The theme of the Forum was "Manifesting Authentic Stories, we Continue to Create and Share through Indigenous Research, Teaching and Community Lifeways: Virtual and Real Time". 144 attendees registered for the forum.
- Continued to work with school divisions and other partners in the collection of Indigenous identity data. The Indigenous Identity Declaration Online course for administration staff continued in 2021/22.

- In the spirit of the Truth and Reconciliation Commission of Canada Call to Action 63, continued to work with the Council of Ministers of Education, Canada to implement the Indigenous Education plan 2019-2022 and drafted a new plan for 2023-2027. Manitoba is Vice-Chair of the Indigenous Education Committee and IID is a member of the Indigenous Data and Research Subcommittee.
- Partnered with the University of Winnipeg and Manitoba Aboriginal Languages Strategy to implement the Manitoba School Survey on Indigenous Languages Teaching. Results of the survey were finalized with Indigenous education stakeholders.
- In the spirit of the Truth and Reconciliation Commission of Canada Call to Action 62 (ii), worked with Yellowquill University College to collaborate on First Nations teacher education programming. Twenty-three meetings were held with internal and external stakeholders to discuss the First Nations Teacher Education Program.
- Worked with Manitoba Advanced Education, Skills and Immigration on the Manitoba Collaborative Indigenous Education Blueprint. The blueprint focuses on improving educational outcomes for Indigenous students from early education to post-secondary and beyond graduation. Four meetings were held.
- In the spirit of the Truth and Reconciliation Commission of Canada Call to Action 62(i) and 64 and the Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls to Justice 11.1, 15.2, and 15.7, collaborated with the Treaty Relations Commission of Manitoba to implement the third year of the five-year plan for Treaty Education.
- Led the development of an Indigenous Engagement Plan with Indigenous leaders and organizations.
- Collaborated with Indigenous Reconciliation and Northern Relations (IRNR) to offer a three-day Duty to Consult training. The purpose was to provide Manitoba government staff with the basic knowledge, tools and resources required to implement Manitoba's Duty to Consult policy and framework.
- In the spirit of the Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls to Justice 15.1 and 15.5, continued the province-wide implementation of the Respect in School for all school staff. The programs support training for school staff to create safer, more respectful educational environments through responding to bullying, abuse, harassment/micro-aggression and discrimination.
- Continued to work with the Attendance Task Force to advise on a provincial Attendance Strategy.
- In the spirit of the Truth and Reconciliation Commission of Canada Calls to Action 62(i) and 63 and the Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls to Justice 2.3, 7.4, 15.2 and 17.24, launched the Elders and Knowledge Keepers in Schools pilot across 11 school divisions and 33 school sites. Expansion has been planned for the 2022/23 school year.

16-4b Indigenous Inclusion Directorate

Expenditures by Sub-Appropriation	Actual	Authority 2021/22 FTEs	2021/22 \$(000s)	Variance	Expl. No.
	2021/2022 \$(000s)			Over/(Under) \$(000s)	
Salaries and Employee Benefits	658	8.00	684	(26)	
Other Expenditures	222		248	(26)	
Grant Assistance	311		311	-	
Total Sub-Appropriation	1,191	8.00	1,243	(52)	

Sub-Appropriation 16-4c

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, along with other grants that advance specific educational priorities, on an equitable basis and in a manner that enhances the delivery of public school education. Funding for K-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

- On February 5, 2021, the Manitoba government announced a \$6.7 million or 0.5 per cent increase in base support to public schools.
- For 2021/22, the provincial government increased special needs funding by \$5.5 million to provide school divisions with additional support for students with special needs. This, along with increases to other support grants, brought the total increase in operating support for the 2021/22 school year to \$13.1 million.
- Funding for funded independent schools increased by \$2.07 million or 2.5 per cent in 2021/22.

Sub-Appropriation 16-4d

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 \$36.7 million 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, 2020.

Key Results Achieved

- For 2021/22, \$36.7 million was fully distributed to school divisions.

Sub-Appropriation 16-4e

Other Grants

Sub-Appropriation Description

Provides 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

- Manitoba launched a five-year \$25 million Teachers' Idea Fund in March 2021 that provides resources to fund the ideas and innovations of front-line teachers, staff and school leaders from across the province. In 2021/22, there were 124 projects underway with themes targeting learning supports, models of teaching and learning, mental health and well-being, school transitions in K-12 education and family and community engagement.

Sub-Appropriation 16-4f

Teachers' Retirement Allowances Fund

Sub-Appropriation Description

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

16-4c Schools Operating Grants

16-4d General Support Grants

16-4e Other Grants

16-4f Teachers' Retirement Allowances Fund

Expenditures by Sub-Appropriation	Actual	Authority 2021/22 FTEs	2021/22 \$(000s)	Variance	Expl. No.
	2021/2022 \$(000s)			Over/(Under) \$(000s)	
Schools Operating Grants	1,534,895		1,543,934	(9,039)	1
General Support Grants	36,744		36,744	-	
Other Grants	3,268		3,245	23	
Teachers' Retirement Allowances Fund	138,873		139,809	(936)	
Total Sub-Appropriation	1,713,780	-	1,723,732	(9,952)	

- Under expenditure mainly relates to lower requirement related to the 2020/21 school year Safe Schools Fund and PPE for schools. Variance also reflects an adjustment to equalization payments to school divisions, no requirement for the New School grant, and lower requirement in Other Support grants due to COVID-19.

Early Learning and Child Care 16-5

Main Appropriation Description

Provides program direction, funding, and policy development for the Early Learning and Child Care system, including licensing and monitoring for compliance of facilities, certification of the workforce, grant funding, and establishing qualifications for education and training programs.

Early Learning and Child Care

	Actual	Authority	
	2021/2022	2021/2022	
Sub-Appropriations	\$(000s)	FTEs	\$(000s)
Division Administration	58	1.00	8
Quality Assurance and Program Support	563	26.00	1,320
Program Operations and Services	2,506	54.00	3,786
Financial Accountability and Reporting	251,375	15.00	180,643
	254,502	96.00	185,757

Sub-Appropriation 16-5a

Division Administration

Sub-Appropriation Description

Provides oversight to the division, Early Learning and Child Care. The Early Learning and Child Care Division holds legislative authority to ensure the provision of safe, accessible, affordable, and high-quality child care services for families in Manitoba.

Key Results Achieved

- Classified and certified child care assistants and early childhood educators working in licensed facilities; and provided competency-based assessment and recognition of prior learning programs. Co-ordinated the Child Care Qualifications and Training Committee, which is responsible for reviewing early childhood educator training programs offered by educational institutions.
- Delivered information technology and online platforms that support the operation and reporting requirements of licensed facilities, and support parents to connect with licensed facilities province-wide.
- Led strategic multi-year planning, and new initiatives directed at system improvement and growth.
- Negotiated the Canada-Manitoba Canada-wide Early Learning and Child Care Agreement, and the extended Canada-Manitoba Early Learning and Child Care Agreement with the Government of Canada.
- Supported the transition of Early Learning and Child Care from Manitoba Families to the new department of Manitoba Education and Early Childhood Learning in January 2022.

16-5a Division Administration

Expenditures by Sub-Appropriation	Actual	Authority		Variance	Expl.
	2021/2022 \$(000s)	2021/22 FTEs	2021/22 \$(000s)	Over/(Under) \$(000s)	No.
Salaries and Employee Benefits	58	1.00	-	58	
Other Expenditures	-		8	(8)	
Total Sub-Appropriation	58	1.00	8	50	

Sub-Appropriation 16-5b

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. Provides divisional support for engagement, managing capital development programs, creating new child care centres and spaces, and planning and maintenance of the Division's information technology platforms. Provides capital funding for the construction or expansion of community-based and school-based early learning and child care centres.

Key Results Achieved

- Signed the five-year Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement (2021-2025) in August 2021, with a two-year Action Plan designed to enhance affordability, accessibility, high-quality and inclusive child care services across the province with priority given to higher-need communities. Manitoba will receive \$1.2 billion over five years, with \$326.6 million allocated in the first two years.
- Signed the extended Canada-Manitoba Early Learning and Child Care Agreement (2021-2025) to continue to expand and strengthen the early learning and child care system throughout the province by enhancing affordability, accessibility, flexibility, high-quality and inclusive child care services. This agreement invests close to \$98 million in Manitoba over four years, with \$15.5 million allocated for 2021-22.
- Negotiated the Early Childhood Workforce Funding Annex 2021-22, included in the Canada-Manitoba Early Learning and Child Care Agreement, with a funding allocation of \$19.2 million to support Early Childhood Educator workforce recruitment and retention strategies, including increased wages.
- Continued engagement with the Minister's Consultation Table (MCT) comprised of sector representatives, and the Child Care Parent Advisory Committee (PAC), comprised of parents/guardians; launched a call for interest to expand PAC members from higher-needs communities.
- Strengthened eligibility criteria for child care capital project proposals under the ELCC Building Fund to ensure new child care capital projects can be successfully licensed and opened within the expected timeframe.
- Worked collaboratively with project management officers at Manitoba Housing to support the delivery of non-profit ELCC community-based capital projects.
- Worked collaboratively with project management officers in the Department of Labour, Consumer Protection and Government Services to support the development of new non-profit ELCC school-based capital projects, and provided new operating grant funding.

- Supported the completion of seven community-based and three school-based capital projects, adding 458 new child care spaces.
- Issued three Letters of Eligibility for the capital development of 196 spaces under the Child Care Centre Development Tax Credit fostering private sector partnerships.
- Enhanced the online Manitoba Child Care Search (MCCS) tool with new features to better connect families to a child care provider that meets their needs using a variety of search filters including location, hours and availability; decommissioned the Online Child Care Registry (OCCR).
- Provided a one-time Child Care Administration and Management Software Support Benefit to 220 centres and 12 homes to cover the purchase of software or spreadsheet applications to manage waitlists, enrollment, and other administrative purposes.
- Continued the development of Child Care Online (CCO) enhancements in areas of subsidy application, payment and approvals, enhancements to support the single funding nursery school model, licensing and facility inspections, and facility reporting.
- Bill 47 – The Early Learning and Child Care Act, received Royal Assent in June 2021. The new act formally introduces the concept of early learning into legislation, and enables more responsive and flexible ELCC services to better meet the diverse needs of families and children, and the maintenance and sustainability of high standards for early learning and child care services. The new act will come into effect upon proclamation, at the same time as new early learning and child care regulations are finalized.
- Supported 23 individuals to receive ECE II classification through four streams of the ECE II Assessment Program.
- Supported 55 new participants in the ECE II Assessment program. Competency Based Assessment (CBA): 18 participants; Prior Learning Assessment (PLA): 31 participants; Modified Prior Learning Assessment (MPLA): 5 participants; Internationally Educated Qualifications (IEQ): 1 participant.
- Issued 226 Staff Replacements Grants to support CCAs in full-time day and workplace ECE diploma programs.
- Provided an Annual Training Grant to 11 home-based child care providers and 422 CCAs for course work required to become an ECE II.
- Provided logistical and analytical support to the Child Care Qualifications and Training Committee (CCQTC). As part of their legislated responsibilities, the CCQTC reviews Early Childhood Education (ECE) programs offered by Manitoba’s post-secondary institutions and recommends formal program approvals to the Minister of Education and Early Childhood Learning.
- The CCQTC recommended the approval of an additional Indigenous-focused Early Childhood Education (ECE) diploma program, increasing the total number of approved post-secondary institutions offering ECE diploma programs in Manitoba to nine.

16-5b Quality Assurance and Program Support

Expenditures by Sub-Appropriation	Actual	Authority 2021/22 FTEs	2021/22 \$(000s)	Variance	Expl. No.
	2021/2022 \$(000s)			Over/(Under) \$(000s)	
Salaries and Employee Benefits	563	26.00	1,073	(510)	1
Other Expenditures	-		247	(247)	
Total Sub-Appropriation	563	26.00	1,320	(757)	

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

Sub-Appropriation 16-5c

Program Operations and Services

Sub-Appropriation Description

Assists licensed Early Learning and Child Care (ELCC) facilities to address barriers and provides Licensing and Compliance support to over 1,170 child care facilities in the province to ensure regulatory compliance under The Community Child Care Standards Act and the Child Care Regulation. Oversees the implementation of the Inclusion Support Program.

Key Results Achieved

- Expanded eligibility to the Child Care Subsidy Program in February 2022, investing a total of \$82.7 million to increase income thresholds under the program by 45 percent, increasing the number of eligible children from 6,000 to an estimated 18,000. This initiative supports a key objective of the Canada-Wide Early Learning and Child Care Agreement to reduce child care fees by 50 per cent by 2023, with the goal of achieving an average out-of-pocket parent fee of \$10 per day by March 31, 2026.
- Continued to implement compliance-based licensing with the renewal of child care licences for up to three years for licence holders in good standing.
- Provided online webinars and information sessions to licensed facilities improving communications to the sector and consistent messaging province-wide.
- Licensed eight participants to open home-based child care facilities in partnership with the Self-Employment Program funded by Manitoba Education and Early Childhood Learning and administered by Family Dynamics.
- Supported centre directors, boards of directors and owner/operators, as well as family and group child care home providers to continue navigating changes to child care practices during the pandemic and post-pandemic recovery with circulars and directives to assist with management practices and policies.
- Served 1,043 children under the Inclusion Support Program, with a total of 364 facilities participating in the program (344 centres, five homes with enhanced staffing grants, and 15 homes with guaranteed space payments).
- Enhanced services under the dual stream service approach for the Inclusion Support Program with the addition of child development services.
- Supported child care boards of directors with the creation of new modules under the Basics of Effective Board Governance.
- Funded community organizations 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 Approach
- Enhanced culturally-relevant programming and services for Indigenous, immigrant, and refugee families to increase sector capacity.

16-5c Program Operations and Services

Expenditures by Sub-Appropriation	Actual	Authority 2021/22 FTEs	2021/22 \$(000s)	Variance	Expl. No.
	2021/2022 \$(000s)			Over/(Under) \$(000s)	
Salaries and Employee Benefits	2,054	54.00	3,355	(1,301)	1
Other Expenditures	452		431	21	
Total Sub-Appropriation	2,506	54.00	3,786	(1,280)	

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

Sub-Appropriation 16-5d

Financial Accountability and Reporting

Sub-Appropriation Description

Provides comptrollership for the division and is accountable to develop, implement, and execute the division's accountability framework through regular reporting, financial analyses, and appropriate follow-up action with both internal and external stakeholders. Ensures child care facilities meet financial reporting requirements. Maintains tracking and reporting on all financial reports and the use of public funds. Provides financial analysis, reporting, and cost projections for the Canada-Manitoba Canada-Wide ELCC Agreement and the Canada-Manitoba ELCC Agreement and Workforce Addendum. Provides day-to-day support to the program area with statistical analysis and reports.

Key Results Achieved

- Authorized and processed payments to child care facilities in accordance with The Community Child Care Standards Act, regulations, and policies.
- Assisted in the development of funding models and accountability measures that contribute to an overall responsible financial management strategy.
- Reviewed all operating budgets and audited financial statements provided by child care facilities to ensure financial expenditures meet the department's requirements, needs, and expectations.
- Provided financial planning advice to child care facilities, including facility Board of Directors to assist in meeting service delivery objectives.
- Provided financial analysis and information for the annual estimates process and prepares monthly and quarterly cash flow for the division.
- Supported an estimated 4,547 children through parent fee subsidies to attend licensed child care in every four-week period.
- Provided supportive funding to non-profit centres and home-based providers including:
 - Pension Reimbursement provided to 461 centres,
 - RRSP Reimbursement provided to 201 home-based providers,
 - Retirement Benefit to 46 centre staff and 12 home-based providers.
- Funded 458 new licensed child care spaces in centres through the development of new community and school-based capital projects, and 233 new home-based family child care spaces; and issued three Letters of Eligibility to corporations to support the development of 196 new child care spaces in future years under the Child Care Centre Development Tax Credit program.

16-5d Financial Accountability and Reporting

Expenditures by Sub-Appropriation	Actual	Authority 2021/22 FTEs	2021/22 \$ (000s)	Variance	Expl. No.
	2021/2022 \$ (000s)			Over/(Under) \$ (000s)	
Salaries and Employee Benefits	534	15.00	632	(98)	
Other Expenditures	48		554	(506)	
Grant Assistance	226,209		153,728	72,481	1
Financial Assistance	24,584		25,729	(1,145)	
Total Sub-Appropriation	251,375	15.00	180,643	70,732	

- Over expenditure mainly relates to costs for the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement and the Early Childhood Workforce Agreement which was offset by increased federal revenue

CANADA-MANITOBA EARLY LEARNING AND CHILD CARE AGREEMENT 2020/21

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		
2020/21 Summary		
Revenue		
Annual contribution from Canada		\$15,549,308
Carry forward from previous fiscal year		\$2,965,208
Total revenue		\$18,514,516
Expenses		
Total program costs incurred		\$15,859,727
Administration Costs		
the lesser of a) or b):		
a) maximum amount (10% of contribution)	\$1,554,931	
b) actual costs claimed	\$1,554,931	\$1,554,931
Total expense		\$17,414,658
Unspent funds		\$1,099,859
Carry forward		
The lesser of a) or b):		
a) maximum amount (10% of contribution paid or payable by Canada)	\$1,554,931	
b) Unspent funds	\$1,099,859	
Total carry forward amount		\$1,099,859

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 2020/21.

Pillar 1: Supporting new and newly subsidized spaces

- Completed seven capital projects resulting in the creation of 390 new infant and preschool child care spaces in underserved rural communities, and higher needs low-income communities in Manitoba.
- Provided 927 facilities with the COVID-19 Response Grant, supporting 20,388 child care spaces.
- Provided 233 non-profit child care centres funding for 10,216 spaces through the COVID-19 Response Block Grant.

Pillar 2: Building sector capacity and stability

- Provided province-wide access to the Science of Early Childhood Development Access Portal – Living Text book; 6,986 unique, first-time users accessed the portal.
- Subsidized tuition for 326 students enrolled in the Introduction to Science of Early Childhood Development course which meets the regulatory requirements for certification as a Child Care Assistant. Of the 326 students enrolled in 2020/21, 303 successfully completed the course, for a 92.9% success rate.
- Supported core professional development training – using the Circle of Security (COS) approach. 140 facilitators across 24 facilities were trained in the train the trainer model.
- Supported twelve centre directors and seven child care staff in various leadership roles to complete the Attachment Based Leadership training for a total of 19 facilitators.
- In partnership with Manitoba Child Care Association, supported the development of the Basics of Effective Board Governance Online Training; 183 board members from 143 unique ELCC facilities were trained.
- Supported French translation of the Basics of Effective Board Governance Online Training, and launched two additional training modules in both English and French.
- Provided a mentorship program for Home-Based Providers; added seven new mentees and five new mentors to support skill development and networking to reduce isolation.

Pillar 3: Rural and Northern strategy

- Under the Competency Based Assessment program in rural/northern communities, three participants were certified as ECE's in rural and northern communities. One advisor was contracted for rural/northern communities.

Pillar 4: Diversity and inclusion

- Through the Dual Stream Service and Funding Approach model, supporting Children with Additional Support Needs to attend child care, of which 568 children had diagnosed disabilities or Autism.
- Supported 421 staff from 74 facilities through online delivery of training in Applied Behaviour Analysis.
- Provided an Indigenous Programming Grant to 24 self-identified Indigenous ELCC facilities to implement an Indigenous curriculum.
- Provided grant funding to Fédération des Parents du Manitoba (FPM) to support training and professional development, under the Francophone Training Enhancement Grant.

Capital Funding 16-6

Main Appropriation Description

Provides capital funding for school divisions.

Sub-Appropriation 16-6a

School Divisions

Capital grants provide for the capital expenditures of school divisions.

16-6a Capital Funding

Expenditures by Sub-Appropriation	Actual 2021/2022 \$(000s)	Authority 2021/22 FTEs	2021/22 \$(000s)	Variance Over/(Under) \$(000s)	Expl. No.
School Divisions	95,320		95,552	(232)	
Total Sub-Appropriation	95,320	-	95,552	(232)	

Costs Related to Capital Assets (non-voted) 16-7

Sub-Appropriation 16-7a

Costs Related to Capital Assets

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

16-7a Costs Related to Capital Assets

Expenditures by Sub-Appropriation	Actual 2021/2022 \$(000s)	Authority 2021/22 FTEs	2021/22 \$(000s)	Variance Over/(Under) \$(000s)	Expl. No.
General Assets	532		58	474	
Total Sub-Appropriation	532	-	58	474	

Other Key Reporting

Departmental Risk

Education and Early Childhood Learning provides leadership in risk analysis through its comptrollership framework and by creating a risk management culture that facilitates assessment and management of risk. Risk is managed for policy, operations, human resources, financial, legal, health and safety, environment and reputation within a legislative environment, both in regards to the probability of occurrence and degree of damage and strategies for mitigating or minimizing potential situations.

A continuous, proactive, and systematic process is undertaken to ensure that decisions support the achievement of organizational corporate objectives. This enterprise approach ensures that accidents and unexpected losses are minimized.

The department manages its risks under the guidance of its comptrollership plan and all aspects of the central government Manitoba Risk Management Policy. The department must: 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 Charts (DFSA) 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 Civil 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 to 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.

Through the 2021/22 fiscal year, the department undertook the following specific activities toward managing its risks:

Risk	Activities taken to reduce / remove 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 time-keeping. Activities included approval of Staffing Authorization Requests, review of Position Utilization and FTE Exception reports, and review and approval of attendance reports.

Fraud Risk	Adherence to the central government Fraud Policy. Internal fraud exposure evaluations, 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, 2021	March 31, 2022
Total Number of Regulatory Requirements	62,021	72,012
Net Change	-	(12)
Percentage Change	-	(0.02)%

- ‘Total number of regulatory requirements’ includes transfers of regulatory requirements in and out of the department in 2021/22.
- ‘Net change’ includes the changes (sum of decreases and increases) in regulatory requirements undertaken by the department in 2021/22 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 2021/22 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 that came into effect in April 2007 and was 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 a 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 2021/2022.

Information Required Annually (per section 29.1 of PIDA)	Fiscal Year 2021/ 2022
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, 2022
Women	50%	79.1%
Indigenous Peoples	16%	8.9%
Visible Minorities	13%	18.7%
Persons with Disabilities	9%	7.3%

Appendices

Appendix A - Performance Reporting

The Performance Reporting – Indicators of Progress against Priorities is being phased out with the adoption of Balanced Scorecards. 2021/22 will be the final year for this report as Balanced Scorecards will be fully implemented and performance results fully reported.

The following section provides information on key performance measures for the department for the 2021/22 reporting year. All Manitoba government departments include performance measures in their Annual Reports to complement the financial results and provide Manitobans with meaningful and useful information about government activities and their impact on the province and its citizens.

<i>What is being measured and using what indicator?(A)</i>	<i>Why is it important to measure this? (B)</i>	<i>Where are we starting from (baseline measurements)? (C)</i>	<i>What is the most recent available data? (D)</i>	<i>What is the trend over time? (E)</i>	<i>Comments/ Recent Actions/Report Links (F)</i>
K to 12 EDUCATION					
1. Overall student learning, by measuring the high school graduation rate. ¹	A high school diploma is the foundation to further education and is typically viewed as the minimum requirement for entering the labour market.	Using the student-tracked methodology, 76.2% of students in the first-time Grade 9 cohort of September 2009 (public and funded independent schools) graduated on time in June 2013.	Using the student-tracked methodology, 81.9% of students in the first-time Grade 9 cohort of September 2015 (public and funded independent schools) graduated on time in June 2019.	The four-year “on time” student-tracked rate has trended upward since June 2013.	Manitoba’s high school graduation rates are published on: http://www.edu.gov.mb.ca/k12/grad_rates . The student-tracked rates are disaggregated by Indigenous identity and by gender. The “on time” rate improves by 3.5 percentage points after an additional two years of student tracking (i.e. the “extended time”).
		Following the first-time Grade 9 cohort of September 2009 up to June 2015 shows that 81.9% of the students graduated within six years.	Following the first-time Grade 9 cohort of September 2013 up to June 2019 shows that 85.4% of the students graduated within six years.	The six-year “extended time” rate has trended upward since June 2015.	

¹ For the purposes of calculating a student-tracked high school graduation rate, Manitoba Education and Early Childhood Learning follows cohorts of first-time Grade 9 students in public and funded independent schools for up to six years. The difference between the reported graduation rates and a 100% rate is not a measure of the drop-out rate, as the difference includes students who are continuing in public and funded-independent schools and students who have transferred out to enroll in First Nations schools (including those administered by Frontier School Division), non-funded independent schools, and Adult Learning Centres, over and above those students who have actually withdrawn from school. The student-tracked rate has been adjusted for attrition due to Statistics Canada’s estimates of population, deaths, and mobility/migration.

<p>2. Student learning as reported in national and international assessments, by measuring results from the Pan-Canadian Assessment Program (PCAP) and the Programme for International Student Assessment (PISA).²</p>	<p>Achievement results in student assessments (provincial, national, and international) measure student learning in selected areas (ex: reading, math, science). Indicators drawn from large scale national and international student assessment results provide an opportunity to compare the outcomes of student learning in Manitoba with other jurisdictions.</p>	<p><u>Reading</u> PISA 2000 (major domain) mean score: MB 529 ± 6.9 Canada 534 ± 3.2</p> <p>PCAP 2007 (major domain) mean score (rescaled): MB 477 ± 3.9 Canada 512 ± 2.3</p> <p><u>Mathematics</u> PISA 2003 (major domain) mean score: MB 528 ± 6.1 Canada 532 ± 3.6</p> <p>PCAP 2010 (major domain) mean score: MB 468 ± 4.2 Canada 500 ± 2.2</p> <p><u>Science</u> PISA 2006 (major domain) mean score: MB 523 ± 6.3 Canada 534 ± 4.0</p> <p>PCAP 2013 (major domain) mean score: MB 465 ± 3.1 Canada 500 ± 1.9</p>	<p><u>Reading</u> PISA 2018 (major domain) mean score: MB 494 ± 6.5 Canada 520 ± 3.5</p> <p>PCAP 2019 (minor domain) mean score: MB 481 ± 2.7 Canada 505 ± 1.4</p> <p><u>Mathematics</u> PISA 2018 (minor domain) mean score: MB 482 ± 7.5 Canada 512 ± 5.0</p> <p>PCAP 2019 (major domain) mean score: MB 475 ± 2.8 Canada 510 ± 1.8</p> <p><u>Science</u> PISA 2018 (minor domain) mean score: MB 489 ± 7.5 Canada 518 ± 4.0</p> <p>PCAP 2019 (minor domain) mean score: MB 493 ± 2.3 Canada 505 ± 1.1</p>	<p><u>Reading</u> PISA – 31-point decline for MB (no significant change for Canada)</p> <p>PCAP – 6-point decline for MB (slight decline for Canada)</p> <p><u>Mathematics</u> PISA – 39-point decline for MB (Canada declined by approx. 16 points)</p> <p>PCAP – 4-point decline for MB (no significant change for Canada)</p> <p><u>Science</u> PISA – 34-point decline for MB (Canada decreases by 16 points)</p> <p>PCAP – 2-point improvement for MB (Canada declined by approx. 3 points)</p>	<p>More assessment information can be found on the CMEC website at: http://www.cmec.ca/13/1/Programs-and-Initiatives/Assessment/Overview/index.html</p> <p>Information about PISA and PCAP results, including how to interpret scores (under the heading Scoring Scales) is available at www.edu.gov.mb.ca/k12/assess/results/nat_int_ern.html.</p> <p>Mathematics will be the major domain assessed in PISA 2022.</p> <p>Mathematics was the major domain assessed in PCAP 2019.</p>
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² PISA assesses 15-year-old students while PCAP assesses students in Grade 8. Both PCAP and PISA assess three domains of learning (reading, math, and science). During each assessment year, one domain is the main focus of the assessment and is called the major domain, while the other two are assessed as minor domains. Changes over time should be reported by comparison to the year in which a subject was the major domain.

EARLY LEARNING AND CHILD CARE					
Availability of child care – percentage of children age 12 and under for whom there is a regulated child care space.	The availability of regulated child care spaces is a key indicator of how Manitoba is progressing with respect to access to supports for children, families and communities.	Overall Ages 0-12: 12.4 per cent (2000/01) Preschool Ages 0-5: 21.0 per cent (2000/01) School-age Ages 6-12: 6.0 per cent (2000/01)	Overall Ages 0-12: 19.2 per cent (2021/22) Preschool Ages 0-5: 27.9 per cent (2021/22) School-age Ages 6-12: 11.8 per cent (2021/22)	There has been an increase in this indicator compared to the baseline at 2000/01.	At March 31, 2021, there were 39,214 licensed child care spaces in Manitoba. At March 31, 2022, the number of licensed child care spaces had increased by 1,136 to 40,350. ³

³. In 2021/22, Early Learning and Child Care became a division of the new department of Education and Early Childhood Learning. The department continues the work to modernize Manitoba’s early learning and child care system to enable a continuum of flexible, equitable and quality child care options that reflects the diverse needs of families in Manitoba, while also supporting economic growth and diversification. Key achievements increasing the number of licensed child care spaces during 2021/22 include:

- Funded 233 new home-based family child care spaces.
- Funded 458 new spaces in centres through the development of new community and school-based capital projects.
- Issued three Letters of Eligibility to corporations to support the development of three new child care centres in future years under the Child Care Centre Development Tax Credit program.

Appendix B - 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 C – 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 D - Statutory Responsibilities

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

- 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.

Any statute that is not assigned to a particular Minister are the responsibility of the Minister of Justice.

Appendix E – Tables

Table 1
Student Enrolment by Grades in Manitoba Public Schools

Year	Special Educati	N	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1980	3,080	1,769	14,374	15,970	15,052	15,094	15,643	15,633	15,159	15,386	15,223	15,474	16,696	15,552	14,299	204,404
1981	2,981	1,689	13,972	15,887	15,174	14,861	14,879	15,394	15,493	15,479	14,809	14,643	15,568	15,271	14,561	200,661
1982	3,111	1,780	13,915	15,399	15,198	14,962	14,787	14,967	15,295	16,093	15,135	14,799	15,400	14,275	15,405	200,521
1983	3,159	1,868	13,985	15,175	14,742	14,946	14,848	14,678	14,837	15,796	15,614	15,166	15,288	14,312	15,329	199,743
1984	2,936	1,962	14,272	15,183	14,457	14,576	14,884	14,812	14,666	15,354	15,452	15,735	15,746	14,328	15,111	199,474
1985	2,797	2,089	14,373	15,467	14,377	14,378	14,438	14,819	14,687	15,162	15,028	15,493	16,248	14,602	14,990	198,948
1986	2,488	1,991	14,676	15,505	14,640	14,301	14,286	14,479	14,827	15,094	14,958	15,187	16,083	15,162	15,381	199,058
1987	2,397	2,052	14,590	15,593	14,624	14,450	14,221	14,222	14,388	15,233	14,986	15,153	16,061	15,093	16,327	199,390
1988	2,001	2,339	14,784	15,572	14,795	14,432	14,357	14,155	14,132	14,860	14,987	15,165	15,956	14,637	16,610	198,782
1989	1,823	2,431	14,771	15,563	14,864	14,593	14,277	14,227	14,048	14,416	14,602	14,890	16,037	14,665	16,517	197,724
1990	1,843	2,377	14,926	15,510	15,018	14,613	14,442	14,236	14,123	14,326	14,183	14,577	16,075	14,726	16,611	197,586
1991	1,493	2,429	14,670	15,455	14,882	14,732	14,373	14,375	14,080	14,295	13,940	14,155	15,724	14,850	17,441	196,894
1992	1,465	2,465	14,355	15,025	14,846	14,688	14,540	14,329	14,237	14,107	14,023	14,180	15,242	14,572	18,545	196,619
1993	1,247	2,591	14,399	14,688	14,757	14,729	14,613	14,485	14,266	14,241	13,906	14,472	14,993	14,193	18,615	196,195
1994	1,329	2,541	14,487	14,751	14,364	14,553	14,610	14,448	14,370	14,215	14,073	14,268	14,798	13,939	17,941	194,687
1995	1,133	2,696	14,655	14,971	14,418	14,126	14,458	14,526	14,382	14,390	14,084	14,714	14,920	13,782	17,963	195,218
1996	1,470	2,518	14,588	15,100	14,598	14,211	14,048	14,370	14,526	14,432	14,269	14,837	14,951	13,676	17,555	195,149
1997	1,331	2,487	13,929	14,971	14,582	14,430	13,967	13,941	14,336	14,453	14,278	15,074	14,958	14,097	17,964	194,798
1998	1,242	2,461	13,928	14,436	14,647	14,431	14,289	13,848	13,969	14,348	14,279	15,122	15,155	14,197	18,739	195,091
1999	1,585	2,352	13,764	14,340	14,094	14,538	14,378	14,279	13,870	13,993	14,469	15,182	15,234	14,327	23,014	99,419
2000	1,615	2,387	13,543	14,292	13,986	14,022	14,521	14,427	14,368	13,899	13,992	15,651	15,376	14,592	25,747	02,418
2001	1,259	2,195	12,919	13,950	14,026	13,893	13,997	14,479	14,458	14,398	13,881	14,968	15,270	14,216	17,193	191,102
2002	1,309	2,325	12,338	13,360	13,767	14,017	13,891	14,005	14,573	14,524	14,346	14,746	14,791	14,385	16,840	89,217
2003	1,408	2,211	12,310	12,783	13,304	13,845	14,094	14,041	14,133	14,691	14,556	15,294	14,725	14,108	16,995	88,498
2004	1,361	2,316	12,192	12,659	12,712	13,360	13,886	14,268	14,164	14,161	14,692	15,321	15,059	14,238	16,279	86,668
2005	1,493	2,127	12,043	12,621	12,577	12,665	13,402	13,926	14,345	14,193	14,164	15,418	15,245	14,599	15,680	84,498
2006	1,330	2,142	11,873	12,463	12,509	12,539	12,687	13,393	13,968	14,298	14,254	14,969	15,337	14,672	15,751	12,185
2007	1,203	2,126	11,856	12,384	12,473	12,652	12,687	12,837	13,548	14,138	14,461	15,133	15,075	14,946	15,927	81,446
2008	1,158	2,136	11,834	12,301	12,452	12,584	12,730	12,851	12,865	13,661	14,213	15,528	15,129	14,770	15,886	180,098
2009	1,121	2,302	11,964	12,338	12,378	12,570	12,795	12,901	13,023	12,959	13,861	15,193	15,575	14,968	15,854	79,802
2010	1,084	2,296	12,051	12,506	12,455	12,549	12,766	12,964	13,016	13,132	13,189	14,944	15,320	15,256	16,447	79,975
2011	968	2,193	12,516	12,418	12,363	12,477	12,621	12,812	12,919	13,001	13,088	13,981	14,771	15,090	16,807	78,025
2012	867	2,205	13,001	12,916	12,469	12,466	12,590	12,740	12,894	12,944	13,114	13,978	14,098	14,859	17,212	78,353
2013	891	2,105	12,982	13,337	12,941	12,501	12,586	12,647	12,763	12,821	13,023	13,869	14,053	14,101	17,260	77,880
2014	945	2,100	13,262	13,391	13,403	13,032	12,606	12,691	12,765	12,772	12,939	13,783	14,020	14,096	16,572	78,377
2015	939	2,041	13,073	13,640	13,501	13,534	13,140	12,767	12,752	12,795	12,901	13,603	14,080	14,111	16,705	79,582
2016	856	2,105	13,318	13,526	13,814	13,702	13,693	13,269	12,904	12,815	13,008	13,634	13,957	14,380	16,781	81,762
2017	791	2,063	13,694	13,764	13,665	14,002	13,888	13,872	13,343	12,911	12,970	13,469	13,956	14,302	16,640	83,330
2018	692	1,977	13,797	14,046	13,871	13,822	14,098	14,006	13,933	13,403	13,031	13,432	13,903	14,106	16,884	85,001
2019	701	1,938	13,796	14,185	14,170	14,003	13,921	14,195	14,046	13,973	13,477	13,553	13,725	13,992	16,697	86,372
2020	638	1,177	12,311	13,184	13,413	13,509	13,313	13,299	13,482	13,438	13,491	13,407	13,453	13,404	16,076	77,595
2021	614	1,476	12,873	13,312	13,494	13,703	13,727	13,523	13,435	13,610	13,575	14,072	13,647	13,552	15,858	80,471

These figures are compiled on September 30th of each school year. Effective 2011, figures do not include enrolment in First Nations schools administered under educational agreements with school divisions. Source: 1980 to 1999 - Enrolment and Transported Pupils Report; 2000 to 2021 - Enrolment Report.

Table 2

Statistics for all French-Language Programs or Courses in Manitoba , public schools only
 Comparison of 2020/21 (f) and 2021/22 (e) School Years

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

	SCHOOL YEAR	FRANÇAIS	FRENCH IMMERSION	FRENCH COURSES (within the English Program)	TOTAL
Divisions/ Districts	2021/22 e	3	23	35	36
	2020/21 f	3	23	35	36
	Difference	-	-	-	-
Schools	2021/22 e	27	115	397	476
	2020/21 f	26	113	397	476
	Difference	1	2	-	-
Students	2021/22 e	5,924	27,361	53,156	86,441
	2020/21 f	5,951	27,233	48,603 e	86,203 e
	Difference	(27)	128	4,553	238
Grants	2021/22 e	\$ 1,740,553	\$ 6,317,354	\$ 265,691	\$ 8,323,598
	2020/21 f	\$ 1,724,665	\$ 6,389,954	\$ 308,002	\$ 8,422,621
	Difference	\$ 15,888	\$ (72,600)	\$ (42,311)	\$ (99,023)

(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 2020-21	Budget 2021-22
Provincial Government	1,512,230,171	1,436,176,334
Federal Government	12,369,556	5,950,353
Municipal Government	934,068,121	962,212,597
Other School Divisions	12,608,981	12,747,353
First Nations	99,046,462	110,442,985
Private Organizations and Individuals	17,140,800	20,227,769
Other Sources	7,414,568	5,521,363
Total	2,594,878,659	2,553,278,754
Expenses		
Regular Instruction	1,487,931,703	1,436,450,404
Student Support Services	475,783,622	473,189,308
Adult Learning Centres	13,553,369	13,250,194
Community Education and Services	22,764,777	21,812,326
Divisional Administration	79,173,376	77,652,162
Instructional and Other Support Services	71,484,645	83,665,277
Transportation of Pupils	100,509,409	110,629,334
Operations and Maintenance	295,983,375	284,869,083
Fiscal	43,657,404	43,773,583
Total	2,590,841,680	2,545,291,671
Surplus/(Deficit)	4,036,979	7,987,083
Less: Net Transfers from (to) Capital Fund	39,317,392	14,869,774
Add: Transfers from Special Purpose Funds	86,925	N/A
Net Surplus/(Deficit) *	(35,193,488)	(6,882,691)

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

Source: FRAME Financial Statements – 2020/21
FRAME Budgets – 2021/22

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 as well as any changes as a result of the January 18, 2022 government reorganization, allocations from Enabling Appropriations, or 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 (REESI).

Balanced Scorecard – is an integrated strategic planning and performance measurement tool.

Baseline - The current level of performance for all measures.

Cascading – This is the process of developing aligned balanced scorecards throughout an organization. Each level of the organization will develop scorecards, based on the objectives and measures they can influence from the group to whom they report. Cascading allows every employee to demonstrate a contribution to overall organizational objectives.

Consolidation Impacts – The adjustments needed to bring the revenue and expenditure of the Other Reporting Entity (ORE) into the summary budget, and to eliminate transactions between entities to avoid duplication of revenues and expenses (ex: a government grant is counted as an expenditure of core government and is eliminated from the revenue of the ORE).

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, designated departmental) 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) – Core government and the prescribed reporting organizations, such as Crown corporations, government agencies, 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.

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.

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

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 on the government Strategy Map.

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 highest category of measures that sub-measures or key performance indicators tie into). The standard four perspectives are (Financial, Client, Internal Process, and Employee Learning and Growth).

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 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. A target provides the 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 expenditure authority between operating appropriations within a department

Vision – A powerful vision provides everyone in the organization with a shared mental framework that helps give form to the often abstract future that lies ahead. Effective visions provide a word picture of what the organization intends to ultimately become — which may be 5, 10, or 15 years in the future. This statement should contain as concrete a picture of the desired state as possible, and also provide the basis for formulating strategies and objectives. The vision serves as the guiding statement for the work being done. It should answer why the work being done is important.