

Manitoba Education and Early Childhood Learning

Éducation et Apprentissage de la petite enfance Manitoba

Annual Report Rapport annuel

**For the year ended March 31, 2025
Pour l'exercice terminé le 31 mars 2025**

LAND ACKNOWLEDGEMENT

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

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

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

RECONNAISSANCE TERRITORIALE

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

Nous reconnaissons que le Manitoba se situe sur le territoire national 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.

Annual Report

2024-25

Manitoba Education and Early Childhood Learning

Rapport annuel

2024-2025

Éducation et Apprentissage de la petite enfance

Manitoba

Manitoba Education and Early Childhood Learning
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Minister of Education and Early Childhood Learning

Legislative Building, Winnipeg, Manitoba R3C 0V8 CANADA

Her Honour the Honourable Anita R. Neville, P.C., 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, 2025.

Respectfully submitted,

Original signed by

Honourable Tracy Schmidt
Minister of Education and Early Childhood Learning





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

Palais législatif, Winnipeg (Manitoba) R3C 0V8 CANADA

Son Honneur l'honorable Anita R. Neville, P.C., 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 l'Education et de l'Apprentissage de la petite enfance du Manitoba pour l'exercice qui s'est terminé le 31 mars 2025.

Le tout respectueusement soumis,

Original signé par

Tracy Schmidt

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



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

Honourable Tracy Schmidt
Minister of Education and Early Childhood Learning
Room 168 Legislative Building
Winnipeg, MB R3C 0V8

Madam:

I am pleased to present for your approval the 2024-25 Annual Report of Manitoba Education and Early Childhood Learning.

Respectfully submitted,

Original signed by

Mona Pandey
Deputy Minister of Education and Early Childhood Learning





**Éducation et Apprentissage de la petite enfance
Sous -Ministre**

Bureau 162, Palais législatif, Winnipeg (Manitoba) R3C 0V8 CANADA
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Tracy Schmidt

Ministre de l'Education et de l'Apprentissage de la petite enfance
Palais législatif, bureau 168
Winnipeg (Manitoba) R3C 0V8

Bonjour,

J'ai le plaisir de soumettre à votre approbation le rapport annuel du ministère de l'Education et de l'Apprentissage de la petite enfance pour l'exercice 2024-2025.

Le tout respectueusement soumis,

Original signé par

Mona Pandey
Sous-ministre de l'Education et de l'Apprentissage de la petite enfance



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Introduction/Introduction (French)

This Annual Report fulfills the department reporting requirements described in The Financial Administration Act. The annual report is organized in accordance with departments' appropriation structure as at March 31, 2025, which reflects the authorized appropriations approved by the Legislative Assembly.

Consistent with the Supplement to the Estimates of Expenditure, the annual report includes the Manitoba government performance measurement to foster operational improvements by reinforcing transparency, urgency, alignment and accountability. Performance measurement aligns the departments' work to the government's mandate and strategic priorities. Departments then create operating plans that further translate strategy into day-to-day operations.

The annual report includes information on the department and its Other Reporting Entities (OREs) summary financial results, provides a more detailed breakdown of any changes to its voted budget and also reports on the department's progress in achieving diversity milestones. The financial results and associated variance explanations continue to be provided at the sub-appropriation level. The annual report provides a comprehensive picture of the department's financial performance.

Le présent rapport annuel répond aux exigences ministérielles en matière de rapports qui sont décrites dans la Loi sur la gestion des finances publiques. Il est présenté conformément à la structure des postes budgétaires du ministère au 31 mars 2025, qui tient compte des crédits autorisés ayant été approuvés par l'Assemblée législative.

En cohérence avec le budget complémentaire, le rapport annuel comprend la mesure de la performance du gouvernement du Manitoba, qui favorise l'amélioration sur le plan opérationnel en mettant l'accent sur la transparence, l'urgence, l'uniformité et la reddition de comptes. La mesure de la performance permet d'harmoniser les travaux des ministères avec le mandat et les priorités stratégiques du gouvernement. Les ministères élaborent ensuite des plans opérationnels qui intègrent ces thèmes aux activités quotidiennes.

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

Department At a Glance – 2024-25 Results

Department Name & Description	Education and Early Childhood Learning
Minister	Honourable Tracy Schmidt
Deputy Minister	Mona Pandey (Appointed August 25, 2025)

Other Reporting Entities	1	Public School Divisions • Manitoba has 36 school divisions and one school district. On consolidation they are reported as one Other Reporting Entity (ORE).
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Summary Expenditure (\$M)	
\$3,896	\$3,914
Authority	Actual

Core Expenditure (\$M)	Core Staffing
\$2,506	\$2,450
Authority	Actual

Coup d'œil sur le ministère – Résultats en 2024-2025

Nom et description du ministère	Éducation et Apprentissage de la petite enfance
Ministre	Madame Tracy Schmidt
Sous-ministre	Mona Pandey (Nommée le 25 août 2025)

Autres entités comptables	1	Division scolaires publiques • Le Manitoba a 36 divisions scolaires et un district scolaire. Lors de la consolidation, les divisions scolaires et le district scolaire sont désignés autre entité comptable.
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Dépenses globales (en millions de dollars)	
3 896 \$	3 914 \$
Dépenses autorisées	Dépenses réelles

Dépenses ministérielles (en millions de dollars)	Personnel ministériel	
2 506 \$	2 450 \$	
Dépenses autorisées	Dépenses réelles	Dépenses autorisées

Departmental Responsibilities

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

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

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

The minister is also responsible for:

- Public school divisions

Appendix C – Statutory Responsibilities lists acts under the minister's responsibility.

Responsabilités ministérielles

Le ministère a pour mandat de définir l'orientation stratégique et opérationnelle générale, d'établir des normes et d'allouer des fonds à l'apprentissage et à la garde des jeunes enfants ainsi qu'à l'éducation de la maternelle à la 12e année, tout en rendant compte des résultats obtenus chez les enfants et les jeunes.

Les responsabilités générales de la personne occupant le poste de ministre et du ministère de l'Éducation et de l'Apprentissage de la petite enfance comprennent les suivantes:

- établir l'orientation stratégique et les normes pour le système d'apprentissage et de garde des jeunes enfants ainsi que pour le système d'éducation de la maternelle à la 12e année;
- élaborer des lois, des règlements et des politiques;
- administrer les financements, les subventions et les allocations pour la garde d'enfants;
- exercer des activités de surveillance de la conformité et des résultats;
- élaborer et examiner des programmes d'études pour appuyer la mise en œuvre et l'évaluation des résultats d'apprentissage;
- garantir l'offre de services inclusifs de garde d'enfants et d'éducation de la maternelle à la 12e année;
- délivrer les brevets d'enseignement et de spécialiste scolaire, les certificats d'éducateur des jeunes enfants et d'aide des services à l'enfance ainsi que les permis d'établissement d'aide à l'enfant;
- promouvoir les services d'éducation et de garde d'enfants en français (ce qui comprend des responsabilités allant de l'éducation des jeunes enfants à l'enseignement postsecondaire);
- appuyer l'éducation autochtone et promouvoir la vérité et la réconciliation;
- élaborer, étudier et évaluer des initiatives pour assurer la qualité de l'apprentissage, des résultats et du bien-être des élèves.

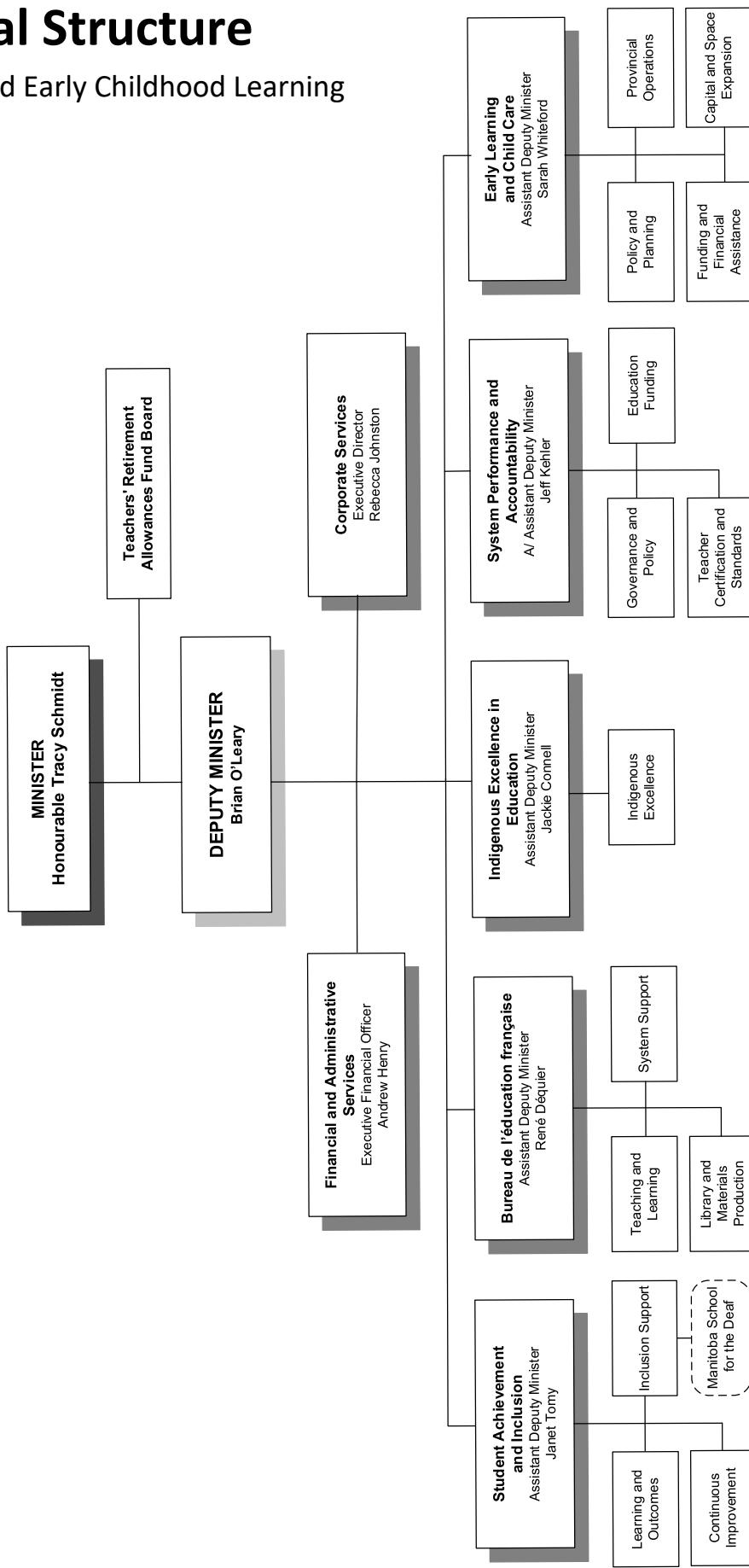
La personne occupant le poste de ministre est aussi responsable des entités suivantes:

- divisions scolaires publiques

L'annexe C portant sur les responsabilités législatives dresse la liste des lois qui relèvent de la personne occupant le poste de ministre (en anglais seulement).

Organizational Structure

Manitoba Education and Early Childhood Learning
as of March 31, 2025



Other reporting entities accountable to Minister: Public School Divisions

Operating Environment and Departmental Risk

Manitoba Education and Early Childhood Learning responded to the province's rapidly shifting social, demographic and economic landscape by converting pressing challenges into opportunities for lasting system change.

Beginning with Truth and Reconciliation, the department continued work to accelerate the inclusion of Indigenous languages, land-based learning and culturally safe pedagogies across the K to 12 and early learning continuum, ensuring that First Nations, Inuit and Red River Métis children see their identities and histories honoured in every classroom and facility.

Additionally, the department began development of Anti-Racism strategic initiatives including providing anti-Islamophobia education resources to schools in commitment to reinforcing a system where educators and youth feel supported in combatting hate in all its forms. In commitment to learning the lessons of history so that they cannot be repeated, the department provided schools with Holocaust education materials. The department is strengthening and reinforcing a system where educators and youth have a sense of belonging and safety.

The department is committed to ensuring every public school is safe and inclusive. In 2024-25, amendments to The Education Administration Act came into force, introducing a new framework for addressing teacher professional conduct matters.

Rising food costs have made it more difficult for families to consistently provide nutritious meals, creating barriers to learning and well-being for many students. Schools have increasingly become a critical point of support in addressing food insecurity. To ease the burden, the department rolled out a universal school nutrition program that now supports a daily healthy meal for every child who needs one, ensuring no student has to learn on an empty stomach.

To address child care access, the department initiated and completed new child care capital projects, including in rural and Indigenous communities. From the start of the Canada-Wide Agreement in 2021-22 to the end of 2024-25, more than 4,300 new child care spaces were opened and over 5,750 were in development, bringing the department nearly halfway to its target. Manitoba also expanded its affordability supports by introducing Real \$10 a Day Child Care, extending the program for school-age care on non-school days, including in-service days.

Tight provincial labour-market conditions continued to strain recruitment efforts for Manitoba's schools. In response, amendments were made to the requirements for teacher certification to address ongoing teacher shortages, encouraging prospective teachers from diverse backgrounds to pursue a career in the K to 12 sector.

Collectively, these initiatives demonstrate how Manitoba Education and Early Childhood Learning leveraged its operating environment to advance Truth and Reconciliation, address affordability challenges, modernize funding, and grow child-care capacity—laying the groundwork for even stronger outcomes in 2025-26 and beyond.

2024-25 Key Achievement Highlights

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

- Opened or committed 11,000 new child care spaces for children ages 0-6 and 4,900 school-age spaces, totaling over 15,900 new child care spaces throughout Manitoba since the start of the Canada-Wide Early Learning and Child Care Agreement in 2021-22. Successfully negotiated extensions of the Canada-Manitoba Early Learning and Child Care Agreements, for a total commitment of an additional \$1.9 billion over five years ending March 31, 2031.
- Implemented a \$30M universal school nutrition program to ensure that healthy food was available in every public school for every student who needed it, and introduced amendments to The Public Schools Act making the program mandatory in every public school.
- Renewed the Canada-Manitoba Agreement on Minority-Language Education and Second Official-Language Instruction 2024-25 to 2027-28. In the 2024-2025 fiscal year, the total cost of initiatives supported by the bilateral agreement amounted to \$48 million, with Canada contributing \$18 million and Manitoba \$30 million.
- The four-year renewal of the Canada-Manitoba Agreement on Minority-Language Education and Second Official-Language Instruction will enable the implementation of Manitoba's multi-year action plan, which is estimated to cost \$198 million. Canada will contribute \$72 million, and Manitoba will contribute \$126 million.
- Brought into force amendments to The Education Administration Act to establish a new framework for addressing teacher misconduct that enhances transparency and accountability. Key pillars of this framework were also established, including the creation of a public, online registry of certified teachers and school clinicians that provides information on the certificate status of teachers, and the office of the independent Commissioner of Teacher Professional Conduct.
- Announced an additional \$59.2 million investment in K to 12 education for the 2025-26 school year, representing a 3.4% increase in overall funding for public schools. This has reduced class sizes and ensured that students get the help they need to succeed.
- Expanded the Community Schools Program from 41 to 48 schools, investing an additional \$560K into the program (for a total of \$3.86M).
- Announced an expansion of an additional five schools in the Community Schools Program in 2025-26 to make sure students from high poverty communities have the supports they need to succeed.
- Expanded \$10 per day maximum regulated daily parent fees to include school age care on non-school days.
- Invested \$124.2 million in the construction of five new schools in fiscal year 2024-25, including \$4.6 million in federal funding, to support enrolment growth and improve access to education and early learning and child care. This includes the opening of École Discovery Trails, a new Kindergarten to Grade 8 school with an on-site child care centre in Morden, Manitoba, delivered in collaboration with Manitoba Public Service Delivery.
- Implemented Grade 9 to 12 English as an Additional Language and Literacy, Academics and Language Literacy courses. Piloted the renewed Kindergarten to Grade 10 Science curriculum and the Early Childhood Education program curriculum in preparation for provincial implementation in 2025-26.

- Initiated the renewal of the compulsory Kindergarten to Grade 11 Social Studies curriculum and developed implementation resources to support Holocaust education. Continued work creating access to an anti-Islamophobia tool kit for classroom teachers, renewing the Applied Technology curriculum (formerly Industrial Arts) and refining the Kindergarten to Grade 12 Physical and Health Education and Kindergarten to Grade 12 English Language Arts curricula.
- Initiated the development of Indigenous languages and land-based learning curriculum frameworks to support Indigenous languages and land-based learning in K to 12 education.
- Initiated the development of an Indigenous languages strategy to support long term sustainability of Indigenous languages learning and opportunities for fluency development in K to 12 education.
- Released the Framework for Learning website, an updated online portal providing Kindergarten to Grade 12 educators with access to curriculum, assessment, evaluation, reporting, policy, and implementation resources for the four provincial school programs: English, French Immersion, Français, and Senior Years Technology Education.
- Amended regulations for Teaching Certificates and Qualifications to update it and bring certification eligibility requirements into greater alignment with other provincial jurisdictions. In 2024-25, a greater proportion of applicants who were internationally educated were eligible for certification because of these changes.
- Advanced the renewal of the Kindergarten to Grade 12 Framework for Continuous Improvement school division planning and reporting guidelines by establishing a provincial working group. The department met with 37/37 school divisions to gather data regarding planning, implementation, monitoring, and reporting processes to inform the renewal of the Framework.
- Introduced Bill 20, The Community Child Care Standards Amendment and Education Administration Amendment Act, which will require Manitoba to establish First Nations, Inuit and Métis ELCC and Education policy frameworks to support positive outcomes for Manitoba children.
- Continued to implement Manitoba's Recruitment and Retention Strategy for French Language Teachers and extended the strategy to 2028 to leverage federal funding opportunities.
- The Manitoba government, in partnership with Shoppers Drug Mart, distributed 2.4 million menstrual products to schools and gender-based violence agencies.
- Initiated the development of an Indigenous, Northern and Indigenous languages teacher recruitment and retention strategy.
- Continued implementation of Treaty Education for All to ensure that teachers, school staff, and students understand the original spirit and intent of the treaties and Treaty relationships as we walk on a shared journey towards Truth and Reconciliation.
- Introduced amendments to The Public Schools Act to require all divisional staff and volunteers to complete approved sexual abuse prevention programs, as well as for coaches and sport volunteers to complete approved sport-focused abuse prevention programs.
- Introduced amendments to The Public Schools Act and The Municipal Councils and School Boards Elections Act to enhance the transparency of school board elections with campaign financing requirements and to enable all Manitobans who live on reserve to vote in a school board election.
- Launched Manitoba's Kindergarten to Grade 12 Education Data Dashboard, enabling the exploration of high school graduation rates and student achievement statistics through a modern, dynamic, and user-friendly interface.

Principales réalisations en 2024-2025

Au cours de l'exercice, le ministère de l'Éducation et de l'Apprentissage de la petite enfance a accompli les réalisations suivantes.

- Ouverture, ou promesse d'ouverture, de plus de 15 900 nouvelles places de garde d'enfants au Manitoba, dont 11 000 pour les enfants de 0 à 6 ans et 4 900 pour les enfants d'âge scolaire, depuis l'entrée en vigueur de l'Accord entre le Canada et le Manitoba sur l'apprentissage et la garde des jeunes enfants à l'échelle du Canada en 2021-2022. Négociation réussie de prolongations des accords conclus entre le Canada et le Manitoba sur l'apprentissage et la garde des jeunes enfants, ce qui a porté l'engagement total à 1,9 milliard de dollars supplémentaires sur cinq ans, soit jusqu'au 31 mars 2031.
- Mise en œuvre d'un programme universel d'alimentation dans les écoles, doté de 30 millions de dollars, afin d'offrir des aliments sains à tous les élèves qui en ont besoin dans chaque école publique; modification de la Loi sur les écoles publiques afin de rendre le programme obligatoire dans tous les établissements scolaires du secteur public.
- Renouvellement de l'Entente Canada-Manitoba relative à l'enseignement dans la langue de la minorité et à l'enseignement de la seconde langue officielle pour la période allant de 2024-2025 à 2027-2028. Au cours de l'exercice 2024-2025, le coût des initiatives soutenues par cette entente bilatérale a totalisé 48 millions de dollars, la contribution du Canada s'élevant à 18 millions de dollars et celle du Manitoba, à 30 millions de dollars.
- Renouvellement quadriennal de l'Entente Canada-Manitoba relative à l'enseignement dans la langue de la minorité et à l'enseignement de la seconde langue officielle, qui permettra au Manitoba de mettre en œuvre son plan d'action pluriannuel, estimé à 198 millions de dollars. La contribution du Canada s'élèvera à 72 millions de dollars et celle du Manitoba, à 126 millions de dollars.
- Entrée en vigueur des modifications à la Loi sur l'administration scolaire, qui établissent un nouveau cadre pour le traitement des cas d'inconduite professionnelle des enseignants afin de renforcer la transparence et la reddition des comptes. Ces modifications définissent également les principaux piliers de ce cadre, dont la création d'un registre public en ligne des enseignants et des spécialistes scolaires titulaires d'un brevet (où figurent des renseignements sur la validité de leur brevet) et du bureau d'un commissaire indépendant à la conduite professionnelle des enseignants.
- Annonce d'un investissement supplémentaire de 59,2 millions de dollars dans le système d'éducation de la maternelle à la 12^e année pour l'année scolaire 2025-2026 (soit une hausse de 3,4 % du financement global des écoles publiques), ce qui a permis de réduire la taille des classes et d'offrir à chaque élève l'aide dont il a besoin pour réussir.
- Élargissement du Programme des écoles communautaires de 41 à 48 écoles grâce à un investissement supplémentaire de 560 000 \$, ce qui porte le financement total de ce programme à 3,86 millions de dollars.
- Annonce d'un nouvel élargissement du Programme à cinq écoles en 2025-2026 afin d'offrir aux élèves des milieux très pauvres le soutien dont ils ont besoin pour réussir.
- Élargissement du plafond fixé à 10 \$ par jour applicable aux frais parentaux réglementés afin d'y inclure les services de garde d'enfants d'âge scolaire rendus pendant des jours sans école.
- Investissement de 124,2 millions de dollars dans la construction de cinq nouvelles écoles au cours de l'exercice 2024-2025, dont 4,6 millions de dollars en financement fédéral, pour répondre à la hausse des

inscriptions et améliorer l'accès à l'éducation ainsi qu'aux services d'apprentissage et de garde des jeunes enfants. Cette réalisation comprend l'ouverture, à Morden, au Manitoba, de la nouvelle École Discovery Trails accueillant des élèves de la maternelle à la 8^e année et dotée d'une garderie, en collaboration avec le ministère de la Prestation des services publics.

- Mise en œuvre de deux nouveaux cours (anglais comme langue additionnelle ainsi que littératie, apprentissages scolaires et langue) pour les élèves de la 9^e à la 12^e année. Mise à l'essai du nouveau programme d'études en sciences de la nature (de la maternelle à la 10^e année) et du programme d'éducation de la petite enfance en prévision d'une mise en œuvre à l'échelle provinciale en 2025-2026. Premières étapes du renouvellement du programme obligatoire d'études en sciences humaines (de la maternelle à la 11^e année) et élaboration de ressources en vue de la mise en œuvre du programme d'éducation sur l'Holocauste. Poursuite du travail pour fournir une trousse d'outils de lutte contre l'islamophobie aux enseignants travaillant en classe, renouveler le programme d'études en technologie appliquée (anciennement « arts industriels ») et peaufiner le programme d'éducation physique et d'éducation à la santé et le programme d'anglais pour les élèves de la maternelle à la 12^e année.
- Premiers travaux d'élaboration de programmes d'études cadres en langues autochtones et en apprentissage par le contact avec la terre pour soutenir les apprentissages des élèves de la maternelle à la 12^e année dans ces deux domaines.
- Premières étapes de l'élaboration d'une stratégie sur les langues autochtones afin de renforcer l'apprentissage de ces langues à long terme chez les élèves de la maternelle à la 12^e année et d'offrir à ces enfants et jeunes davantage d'occasions de les utiliser pour en venir à les parler couramment.
- Publication du site Web du Cadre de l'apprentissage, un portail en ligne actualisé qui permet aux enseignants de la maternelle à la 12^e année d'accéder à des ressources relatives aux programmes d'études, à l'évaluation, à la communication des résultats ainsi qu'aux politiques et à la mise en œuvre des programmes d'études pour les quatre programmes scolaires de la province, à savoir l'anglais, le français, l'immersion française et les études technologiques au secondaire.
- Modification de la réglementation relative aux brevets d'enseignement et à la compétence des enseignants afin de l'actualiser et de mieux harmoniser les critères d'admissibilité à l'obtention d'un brevet d'enseignement avec ceux des autres provinces, ce qui a permis à une plus grande proportion de candidats formés à l'étranger de devenir admissibles au brevet d'enseignement en 2024-2025.
- Établissement d'un groupe de travail provincial chargé de faire progresser le renouvellement des lignes directrices régissant la planification et la production de rapports par les divisions scolaires du Cadre pour l'amélioration continue de la maternelle à la 12^e année. Tenue de rencontres avec les 37 divisions scolaires pour recueillir des données au sujet de leurs processus de planification, de mise en œuvre, de suivi et de production de rapports afin d'éclairer le renouvellement du Cadre.
- Dépôt du projet de loi 20, Loi modifiant la Loi sur la garde d'enfants et la Loi sur l'administration scolaire, qui exigera que le Manitoba établisse des cadres stratégiques portant, respectivement, sur l'apprentissage et la garde des jeunes enfants des Premières nations, des Inuits et des Métis et sur la sensibilisation à ces peuples afin de favoriser l'épanouissement des enfants du Manitoba.
- Poursuite de la mise en œuvre de la Stratégie de recrutement et de rétention des enseignants de langue française du Manitoba; prolongation de cette stratégie jusqu'en 2028 pour tirer parti des possibilités de financement fédéral.
- Distribution par le gouvernement du Manitoba, en partenariat avec Shoppers Drug Mart, de 2,4 millions de produits d'hygiène menstruelle aux écoles et aux organismes de lutte contre la violence fondée sur le sexe.

- Premiers travaux d'élaboration d'une stratégie pour favoriser le recrutement et le maintien en poste des enseignants d'ascendance autochtone, originaires des régions nordiques et locuteurs de langues autochtones.
- Poursuite de la mise en œuvre du plan Éducation sur les traités pour tous afin de s'assurer que les enseignants, le personnel scolaire et les élèves comprennent l'importance de l'esprit et de l'intention d'origine des Traités et des relations découlant des Traités, tandis que nous poursuivons notre cheminement commun vers la vérité et la réconciliation.
- Dépôt de modifications à la Loi sur les écoles publiques pour exiger que tous les membres du personnel et bénévoles des divisions suivent un programme approuvé de prévention des agressions sexuelles et que les entraîneurs et bénévoles assignés à des activités sportives suivent un programme approuvé de prévention des agressions dans les activités sportives.
- Dépôt de modifications à la Loi sur les écoles publiques et à la Loi sur les élections municipales et scolaires pour améliorer la transparence des élections scolaires grâce à l'établissement d'exigences applicables au financement des campagnes et permettre à tous les adultes résidents d'une réserve de participer à l'élection des commissaires d'école.
- Lancement du tableau de bord sur les données en éducation de la maternelle à la 12^e année du Manitoba qui fournit, grâce à une interface moderne, dynamique et conviviale, des statistiques sur la réussite scolaire et sur les taux d'obtention du diplôme d'études secondaires.

Department Performance Measurement

The departmental objectives reflect the elected government priorities listed in the department mandate letters. The government identified five provincial themes: Lowering Costs for Families, Rebuilding Health Care, Growing Our Economy, Healthier Families and Safer Communities and A Government that Works for You, with the department's objectives listed under each of the themes.

Vision

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

Mission

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

Values

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

Provincial Themes and Department Objectives

Lowering Costs for Families

1. Increase access to affordable, inclusive, and high-quality early learning and child care programs.
2. Ensure that all students have access to nutritious food through a universal school nutrition program.

Growing Our Economy

3. Work to ensure all school divisions are able to hire the teachers and educational assistants necessary to support student needs, including French-language education.
4. Grow the early learning and child care workforce.
5. Improve educational outcomes, support students and families and prepare Manitoba's children for careers and challenges of the future.

Healthier Families and Safer Communities

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

A Government that Works for You

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

Mesure de la performance du ministère

Les objectifs ministériels reflètent les priorités du gouvernement élu, qui sont décris dans les lettres de mandat. Le gouvernement a désigné cinq thèmes provinciaux (Réduire les coûts pour les familles, Rebâtir le système de soins de santé, Faire croître notre économie, Des familles plus en santé et des communautés plus sûres et Un gouvernement qui travaille pour vous) sous lesquels sont répertoriés les objectifs ministériels.

Vision

Faire en sorte que tous les élèves et les jeunes, où qu'ils vivent au Manitoba et quelles que soient leurs origines, soient reconnus, inclus, respectés, soutenus dans leur réussite et en sécurité.

Mission

Assurer l'exécution de programmes d'apprentissage et de garde d'enfants équitables, adaptés aux besoins et de grande qualité, qui favorisent le sentiment d'appartenance depuis la petite enfance jusqu'à la fin des études secondaires et qui aident tous les enfants et les jeunes à réaliser leur plein potentiel.

Valeurs

- Vérité et réconciliation
- Équité, diversité et inclusion
- Relations, consultation et adaptation
- Apprentissage et amélioration continue
- Transparence et reddition des comptes au sein des systèmes

Thèmes provinciaux et objectifs ministériels

Réduire les coûts pour les familles

1. Accroître l'accès à des programmes d'apprentissage et de garde de la petite enfance abordables, inclusifs et de grande qualité.
2. Veiller à ce que tous les élèves aient accès à des aliments nutritifs offerts dans le cadre d'un programme universel d'alimentation dans les écoles.

Faire croître notre économie

3. Veiller à ce que toutes les divisions scolaires soient en mesure d'embaucher les enseignants et les auxiliaires d'enseignement dont elles ont besoin pour répondre aux besoins des élèves, y compris en matière d'éducation en langue française.
4. Accroître les effectifs dans le secteur de l'apprentissage et de la garde des jeunes enfants.

5. Améliorer les résultats d'apprentissage, soutenir les élèves et les familles et préparer les enfants du Manitoba aux carrières et aux exigences de demain.

Des familles plus en santé et des communautés plus sûres

6. Veiller à ce que nos écoles publiques et nos garderies soient des lieux sûrs où chaque enfant est reconnu et préparé à réussir.

Un gouvernement qui travaille pour vous

7. Fournir un financement prévisible qui tient compte de l'évolution des inscriptions et des besoins locaux afin de faciliter la planification.
8. Trouver des gains d'efficacité et améliorer la productivité afin de donner suite à nos engagements de manière responsable.

Department Performance Measurement - Details

The following section provides information on key performance measures for Manitoba Education and Early Childhood Learning for the 2024-25 reporting year. All Manitoba government departments include a performance measurement section in a standardized format in their annual reports.

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

Lowering Costs for Families

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

Key Initiatives

- **Early Learning and Child Care Affordability:** In the 2024-2025 fiscal year, the department invested \$71.6M to maintain and expand the \$10 per day maximum regulated daily parent fees for regular periods of care in licensed and funded child care facilities, including school-age children on non-school days. The Child Care Subsidy program continued to further reduce parent fees for eligible families to ensure cost is not a barrier to high quality early learning and child care.
- **Early Learning Curriculum Framework:** Initiated research on the Early Learning Curriculum Framework redevelopment, to lay the foundation to renew and enhance the current framework. The project is intended to ground the framework in current research, reflective of the diverse population that it serves, and inclusive of the needs and aspirations of children and families.
- **Child Care Space Expansion:** Provided capital grant funding to create new spaces, supporting increased access across Manitoba. In 2024-25, Manitoba committed over \$68.1 million towards capital space development. Manitoba has continued to invest in new spaces through partnerships with public sector bodies such as municipalities, Indigenous governing bodies, school divisions, public post-secondary institutions, and health facilities, as well as non-profit child care providers.
- **Sustainable Funding for Child Care:** Provided a five percent increase to base operating grant rates targeted to support facilities with operational expenses, administrative costs and quality programming support.

Performance Measures

Measure	2024-25 Target	2024-25 Actual
1.a Number of spaces in licensed and funded child care facilities for children ages 0-12 annually	-	40,763

1.a Number of spaces in licensed and funded child care facilities for children ages 0-12 annually: This measure captures the number of spaces available to children aged 0-12 on March 31 annually. The department previously reported the number of spaces in licensed and funded child care facilities for children ages 0-6. Access to early learning and child care allows parents to attend educational training programs, to access services and supports, and to participate in the labour market. The availability of high-quality learning environments supports positive early childhood development and increases the school readiness of children transitioning into kindergarten. This was a new measure in 2024-25, this year was used to evaluate and establish a target.

2. Ensure that all students have access to nutritious food through a universal school nutrition program.

Key Initiatives

- **Universal School Nutrition Program:** Established a universal school nutrition program for the 2024-25 school year to ensure healthy food was available in every public school for every student who needed it. In 2024-25, a total of \$30M was invested into the program, divided among several funding streams: \$15M directly to school divisions for local school nutrition programs; \$6M for public schools in communities with the highest socio-economic need; and \$9M in grants for nutrition programming available on an application basis that included expanding support for the Child Nutrition Council of Manitoba. This initiative fulfilled the commitment in the 2023 Ministerial Mandate Letter. Manitoba also received \$3.8M in 2024-25 under the National School Food Program which included cost-sharing the expansion of Harvest Manitoba's Meals2Go program and the expansion of school nutrition programs in 37 schools with higher socioeconomic needs. In March 2025, the Manitoba government introduced the Public Schools Amendment Act (commonly referred to as 'Nello's Law') to ensure that every public school provided a free nutrition program consisting of meals and snacks to students every school day.
- **Child Nutrition Council of Manitoba:** Signed a three-year funding agreement with Child Nutrition Council of Manitoba in 2024 for \$4.9M per year to provide grants to schools as well as education and outreach support to school divisions. The agreement aims to improve the nutritional health and well-being of Manitoba school children.

Growing Our Economy

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

Key Initiatives

- **Return to Smaller Class Sizes for the Youngest Learners:** Worked with school divisions to continue rolling out the smaller class size initiative to support the youngest learners in our schools. This initiative aligns with the 2023 Ministerial Mandate Letter, and focuses on ensuring that the classroom student educator ratio allows for more one-on-one support for K to 3 students. School divisions have been directed to report on average class sizes in grades Kindergarten to 8 to the department. In the 2024-25 school year, average reported class sizes for Kindergarten to Grade 3 ranged from 14.6 (Kindergarten) to

18.4 (Grade 3) students. Most of these early years classes—around 74%—had 20 or fewer students, while 26% had more than 20. For grades 4 to 8, reported class sizes were slightly larger, averaging between 18.5 (Grade 5) and 20.1 (Grade 8) students. In this group, approximately 89% of classes had 25 or fewer students, with only 11% exceeding that number.

- **Workforce Planning Framework:** In complement to initiatives such as the Recruitment and Retention Strategy for French language teachers, began participating in the Pathways to Teach Canada portal for Canada wide credential assessment and language competency testing. The implementation of Pathways to Teach Canada was designed to remove barriers to internationally educated teachers and streamline the certification application process. The regulatory amendment included language competency testing to ensure that internationally educated teachers who have completed their teacher preparatory program in a language other than English and French have the language proficiency required to meet the employers needs.
- **Teacher Registry and Independent Commissioner:** On January 6, 2025, amendments to The Education Administration Act were proclaimed establishing the office of the Commissioner of Teacher Professional Conduct to investigate and respond to complaints and reports of teacher misconduct. In addition, a public online registry of certified teachers was created to provide information on the status of a teacher's or clinician's certificate. These measures will improve accountability and transparency to support the K to 12 educators' workforce sector. Following consultations with sector partners, the Teaching Certificates and Qualifications Regulation was amended to remove teachable and breadth requirements; make mandatory the completion of sexual abuse prevention training prior to certification; establish the authority to enable language proficiency testing; create a salary classification table exclusively for school clinicians; and generally bring the certification eligibility requirements into greater alignment with other Canadian jurisdictions.
- **Recruitment and Retention of French Language Teachers:** Continued to implement Manitoba's Recruitment and Retention Strategy for French Language Teachers to address shortage of French language educators. Extended the strategy to 2028 to align with federal funding opportunities and leveraged federal funds to support Recruitment and Retention Initiatives.
- **Indigenous, Northern and Indigenous Languages Teacher Recruitment and Retention:** Initiated the development of an Indigenous, Northern and Indigenous Languages Teacher Recruitment and Retention Strategy to address key areas of teacher shortages. The strategy will align with the Truth and Reconciliation Commissions Calls to Action, specifically Calls 14 and 62, to ensure that all children have equitable access to a culturally appropriate, quality education delivered by a certified teacher no matter where they live.
 - Started engagements to inform the strategy development by facilitating conversations with Advanced Education and Training, Indigenous Rights Holders, school divisions, educational institutions and stakeholders, and community with a focus on developing a collaborative, Manitoba approach to policy and recruitment and retention strategy development.
 - Provided \$120K in funding to the University of Winnipeg to support Teaching Indigenous Languages for Vitality. The Teaching Indigenous Languages for Vitality Certificate enhances the effectiveness of Indigenous languages teaching and learning through training current and future Indigenous languages teachers in effective and culturally nourishing pedagogies.

Performance Measures

Measure	2024 Target	2024 Actual
2.a Total number of teachers certified annually	-	785

2.a Total number of teachers certified annually: This measure indicates the number of newly qualified teachers that are available for school divisions and other employers to hire. The number of teachers certified provides information about the number of newly certified teachers eligible for employment in Manitoba. The total number of teachers certified each year is be provided. This was a new measure in 2024, this year was used to evaluate and establish a target.

Note: This measure includes the number of permanent certificates issued to Manitoba graduates, internationally educated teachers, and teachers applying for certification from other Canadian jurisdictions each calendar year.

4. Grow the early learning and child care workforce.

Key Initiatives

- **Recruiting and Retaining Early Childhood Educators:** Initiated consultations on the recruitment and retention of Early Childhood Educators. Initiatives undertaken to date have supported the growth of the profession with a net increase of 177 Early Childhood Educators from 2023-24 to 2024-25.
- **Early Learning and Child Care Certification and Career Pathways:** Undertook preliminary research into certification and classifications, identifying opportunities that might strengthen practice and career pathways. As the landscape of early learning and child care continues to evolve, it is essential to ensure that child care professionals are supported with leading practice skills and competencies to meet the diverse needs of children and families.
- **Early Childhood Education and Child Care Assistant Training Expansion:** Continued implementation of a multi-year training expansion strategy for Early Childhood Educators and Child Care Assistants, in partnership with post-secondary institutions. In 2024–25, a new Early Childhood Educator III program was launched in Northern Manitoba through the training expansion. Under the Tuition Reimbursement Initiative, Manitoba provided \$2.5 million to support 621 students enrolled in early childhood education programs.
- **Increased Wages and Benefits in Early Learning and Child Care:** Effective July 1, 2024 the Wage Grid rates were increased by 2.75 per cent. The Wage Grid Supplement was also increased proportionally and distributed to all funded child care facilities as part of the Operating Grant to support the implementation of increased wages. Increases to wages also support higher contributions to pension plans that all funded facilities are required to provide to their employees.

Performance Measures

Measure	2024-25 Target	2024-25 Actual
3.a Total number of early childhood educators (ECE II and IIIs) working in Manitoba's child care sector annually	3,800	3,655

3.a Total number of early childhood educators (ECE II and III) working in Manitoba's child care sector annually: Expanding the early learning and child care workforce supports the efforts to strengthen the sector by encouraging more individuals to pursue a career and obtain specialized post-secondary education in early childhood education. As the number of trained professional ECEs grows, more children will have access to child care spaces with programming that is safe, play-based, and developmentally appropriate. This formula is based on using classified counts by employment status of classified workforce made up of ECE IIs and IIIIs in the child care sector at any given time. While Manitoba did not achieve its target, there was an increase of 177 ECEs working in Manitoba in 2024-25 compared to 2023-24. The department is continuing to implement initiatives to further enhance recruitment and retention of ECEs in Manitoba.

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

Key Initiatives

- **Assistant Deputy Minister for le Bureau de l'éducation française:** In August 2024, the reinstated position of Assistant Deputy Minister for the Bureau de l'éducation française (BEF) was filled, and BEF again became a division within the department. The new Assistant Deputy Minister is responsible for supporting French language education in Manitoba and has played a key role in reestablishing links with francophone and education partners across the continuum of education. A particular area of focus has been on successfully implementing the Recruitment and Retention Strategy for French Language Teachers through partnerships, such as the creation of a committee with the Manitoba Association of School Superintendents and ongoing work with Université de Saint-Boniface. BEF has remained well positioned to support and administer all aspects related to French language education in Manitoba including the enhancement of the Francophone community and the expansion of the French language community.
- **Create an Assistant Deputy Minister for Indigenous Excellence in Education:** Fulfilled the 2023 Throne Speech commitment and announced a new Assistant Deputy Minister of Indigenous Excellence in Education to provide advice to government on a variety of Indigenous and equity-based policies and research related to Indigenous education and training. The establishment of the Assistant Deputy Minister for Indigenous Excellence in Education ensures that Indigenous student achievement is a pillar of Manitoba's education system.
- **K to 12 Indigenous Languages Strategy:** Initiated the development of a K to 12 Indigenous Languages Strategy to support Indigenous languages learning and fluency development in K to 12 education. Established a cross departmental committee with Justice, Families, Advanced Education and Training, Sports Culture, Heritage and Tourism and the Manitoba Indigenous Reconciliation Secretariat to ensure a whole of government approach to Indigenous languages revitalization and preservation. Further, began conversations with local and global Indigenous languages revitalization leaders in the areas of K to 12 education to inform the strategy development including leaders in Manitoba, Ontario, Wisconsin, and Hawaii. In March 2025, Manitoba introduced The Public Schools Amendment Act on Indigenous Languages of Instruction to address systemic barriers to Indigenous Immersion programming. Prior to the legislation, school divisions could only offer bilingual Indigenous languages programming, up to 50% of instructional time. This amendment will allow for school divisions to offer Indigenous languages immersion programming furthering the opportunities for fluency development in K to 12 education. In addition, provided community funding to support localized Indigenous languages revitalization initiatives including:
 - \$32.5K to Misipawistik Cree Nation to support their language programming at family camps

- \$25K to Norway House Cree Nation to support their Summer Cree Language Program
- \$10K to support the Ininimotan Language Nest at St. John's Library

- **Universal Implementation of Early Reading Screening Tools:** The department initiated policy development on the universal implementation of early reading screeners in Manitoba school divisions. Beginning in fall 2025 school divisions will commence piloting of evidence-based, early reading screening tools to help identify students who may be at risk of future reading difficulties, including reading disabilities.
- **Supporting STEAM Education:** Advanced work to build a shared understanding of STEAM as an approach to interdisciplinary learning by intentional incorporation of opportunities for authentic, integrated STEAM learning in curriculum development and renewal, including the renewed Kindergarten to Grade 10 Science curriculum and the renewal of the Applied Technology curriculum (formerly Industrial Arts). Initiated the renewal of the Literacy with Information and Communication Technology continuum to support the development of digital literacy and critical thinking skills in a technology-rich environment.
- **Curriculum Development and Renewal:** Advanced the implementation of a consistent, cyclical process for curriculum renewal based on updated design specifications. Piloted the Kindergarten to Grade 10 Science curriculum, the first curriculum renewed through this process and design structure. Published four restructured curricula on the Framework for Learning website: Arts Education, French for the English Program, Mathematics, and Social Studies. To broaden opportunities for full year Grade 9 mathematics instruction and to prepare students for life after school, the department initiated work to create two new mandatory Grade 9 mathematics courses with financial literacy included within. Piloting is projected to begin in the 2026-27 school year.
- **Manitoba's Aboriginal Languages Strategy:** Advanced Manitoba's Aboriginal Languages Strategy to strengthen Indigenous education, Indigenous languages and Indigenous ways of knowing, being, and doing. In 2024-25, the Manitoba Government (on behalf of the Manitoba Aboriginal Languages Strategy) entered into a \$70K funding agreement with the University College of the North to support the Manitoba Aboriginal Languages Symposium held in Thompson. Manitoba is a signatory partner to the Manitoba Aboriginal Languages Strategy.
- **Community Schools Program:** Expanded the Community Schools program as places of integrated education, public health, and social and recreational programming. In 2024-25, Manitoba invested an additional \$560K into the program (for a total of \$3.86M) to add seven additional schools and expand the Community Schools program from 41 to 48 schools. Community Schools support key educational goals, such as student-school readiness, attendance, family-student-community engagement in learning, well-being and academic success. With this expansion to 48 schools, the Community Schools program increased the scope of programming currently offered in Manitoba and helped to extend benefits of resources and services to more than 10,000 children.
- **Provincial Data and Performance Measurement Framework:** Advanced development of a structured framework to measure and report on student achievement and well-being, including Manitoba's provincial assessment program. Continued work to standardize data collection, tracking, and reporting processes in alignment with the government's mandate to set metrics and measurable goals through the development of a Data Governance Framework. This work supports data-informed decision-making and strengthens alignment and consistency across the education system.
- **Renewed the Framework for Continuous Improvement:** Drafted a renewed framework in collaboration with school divisions, informed by research, best practices, and input from education

partners. Engaged in meaningful discussions to identify shared values and effective practices for continuous improvement. The renewed framework will guide implementation from division to school level planning, implementing, monitoring and reporting processes, promoting system-wide cohesion and alignment.

- **Building Student Success with Indigenous Parents:** 50 qualifying high-need early and middle years schools received \$20K in BSSIP funding (for a total of \$1M annually). School selection was based on socio-economic indicators, school migrancy rates, and Indigenous (self-declared) student enrollment. BSSIP funding supported strategies to (1) improve academic achievement of Indigenous students as a priority in school and divisional plans, with an emphasis literacy and numeracy strategies, (2) involve Indigenous parents, families, and caregivers in school programs and activities, (3) reflect coherence with the Indigenous Academic Achievement grant, and (4) support overall school planning and programming.
- **Curriculum Development and Renewal in Français and French Immersion Programs:** Supported curriculum development in the Français, French Immersion programs, and through French courses in the English program, including the grade 1 to 8 English Language Arts curriculum for the French Immersion Program, the grade 4 to 8 Anglais curriculum for the Français Program and the K to 8 Français curriculum for the French Immersion Program. In collaboration with the Learning and Outcomes Branch, started the development of the K to 11 Social Studies curriculum.

Performance Measures

Note: Actuals reflect the most recent available data by school year

Measure	2022-23 Actual	2023-24 Actual	2024-25 Target	2023-24 Actual
4.a Graduation rate gap between Indigenous and non-Indigenous students within four years of entering Grade 9 annually.	40.2%	40.6%	38.0%	36.5%
4.b Graduation rate gap between Indigenous and non-Indigenous students within six years of entering Grade 9 annually.	31.4%	29.3%	31.0%	30.9%
4.c Percentage of first-time Grade 9 students who obtained a Mathematics credit annually.	87.2%	87.5%	87.8%	86.9%
4.d Percentage of first-time Grade 9 students who obtained an English Language Arts credit annually.	88.6%	89.0%	89.3%	87.7%
4.e Four year student-tracked high school graduation rate annually.	82.8%	82.6%	85.5%	83.1%
4.f Six year student-tracked high school graduation rate annually.	88.1%	89.2%	90.2%	88.5%

4.a Graduation rate gap between Indigenous and non-Indigenous students within four years of entering Grade 9 annually: The department is committed to advancing Truth and Reconciliation by narrowing the academic achievement gap between Indigenous and non-Indigenous students and strengthening student pathways to success. The four-year graduation rate is calculated annually using 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, as the denominator. The numerator is the number of students from this cohort who graduated from a public or funded independent school within four years. Graduation rates are disaggregated by Indigenous (self-declaration) and non-Indigenous students. This measure reflects the percentage gap in graduation rates between Indigenous and non-Indigenous students within four years of entering Grade 9. First Nations schools administered under education agreements are not included in the graduation rate calculation. A lower value is better for this measure as a smaller number indicates that the graduation rate gap between Indigenous and non-Indigenous students is narrowing. The gap between the Indigenous and non-Indigenous rate decreased by 4.1 percentage points in the 2023-24 school year; the Indigenous graduation rate increased by 3.8 percentage points while the non-Indigenous rate decreased by 0.3 percentage points in the same period.

4.b Graduation rate gap between Indigenous and non-Indigenous students within six years of entering Grade 9 annually: The department is committed to advancing Truth and Reconciliation by narrowing the academic achievement gap between Indigenous and non-Indigenous students and strengthening student pathways to success. The six-year graduation rate is calculated annually using the number of first-time Grade 9 students in public and funded independent schools from the period six years prior to a given school year, adjusted by attrition, as the denominator. The numerator is the number of students from this cohort who graduated from a public or funded independent school within six years. Graduation rates are disaggregated by Indigenous (self-declaration) and non-Indigenous students. This measure reflects the percentage gap in graduation rates between Indigenous and non-Indigenous students within six years of entering Grade 9. First Nations schools administered under education agreements are not included in the graduation rate calculation. A lower value is better for this measure as a smaller number indicates that the graduation rate gap between Indigenous and non-Indigenous students is narrowing. The gap between the Indigenous and non-Indigenous rate increased by 1.6 percentage points in the 2023-24 school year; the Indigenous graduation rate decreased by 1.9 percentage points while the non-Indigenous rate decreased by 0.3 percentage points in the same period.

4.c Percentage of first-time Grade 9 students who obtained a Mathematics credit annually: Grade 9 credit attainment is a determinant of a student's likelihood of successfully completing high school. Grade 9 is the first year in Manitoba schools when students must pass compulsory courses toward earning their high school diploma. Grade 9 Mathematics is one of the required courses for students in English, Français, and French Immersion programs. Both public school and funded independent school students are included in this measure. The denominator is the number of first-time Grade 9 students, and the numerator is the number of first-time Grade 9 students who obtained a Mathematics credit. The percentage of students who successfully obtained credits in Grade 9 Mathematics remains stable, reflecting the pre-pandemic rate in the 2018-19 school year, and with minor fluctuations ranging from 86.6% to 87.5% during the post-pandemic school years (2020-21 to 2023-24).

4.d Percentage of first-time Grade 9 students who obtained an English Language Arts credit annually: Grade 9 credit attainment is a determinant of a student's likelihood of successfully completing high school. Grade 9 is the first year in Manitoba schools when students must pass compulsory courses toward earning their high school diploma. Grade 9 English Language Arts is one of the required courses for students in

English, Français, and French Immersion programs. Both public school and funded independent school students are included in this measure. The denominator is the number of first-time Grade 9 students, and the numerator is the number of first-time Grade 9 students who obtained an English Language Arts credit. The percentage of students who successfully obtained credits in Grade 9 English Language Arts remains stable, comparable to the pre-pandemic rate in the 2018-19 school year, and with minor fluctuations ranging from 87.7% to 89.0% during the post-pandemic school years (2020-21 to 2023-24).

4.e Four year student-tracked high school graduation rate annually: High school graduation is generally viewed as the minimum requirement for pursuing additional education and for entry into the workforce. The four-year graduation rate is calculated annually using 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, as the denominator. The numerator is the number of students from this cohort 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 continued to increase steadily since first reported for the 2012-13 school year.

4.f Six year student-tracked high school graduation rate annually: High school graduation is generally viewed as the minimum requirement for pursuing additional education and for entry into the workforce. The six-year graduation rate is calculated annually using the number of first-time Grade 9 students in public and funded independent schools from the period six years prior to a given school year, adjusted by attrition, as the denominator. The numerator is the number of students from this cohort who graduated from a public or funded independent school within six years. First Nations schools administered under education agreements are not included in the calculation. The six-year high school graduation rate has continued to increase steadily since first reported for the 2015-16 school year.

Measure	2022-23 Actual	2023-24 Actual	2024-25 Target	2024-25 Actual
4.g Number of Indigenous Teachers in School Divisions and School Districts annually.	-	-	-	-

4.g Number of Indigenous Teachers in School Divisions and School Districts annually: The measure identifies the percentage of Indigenous teachers per school division/district. This measure intends to increase in the number of Indigenous teachers to be representative of the number of Indigenous students (based on the voluntary Indigenous Identity Declaration for Indigenous students) in all K to 12 public school divisions and school districts. The measure formula is the number of self-declared Indigenous teachers as reported per school division and district / total reported number of teachers employed per school division and district. This was a new measure in 2024-25. A data collection process was being established in 2024-25, data will be available in 2025-26.

Healthier Families and Safer Communities

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

Key Initiatives

- **Treaty Education:** Increased funding from \$205K to \$350K to the Treaty Relations Commission of Manitoba to (1) deliver Treaty Education to school administrators, teachers, and school staff, (2) support division/district implementation through Catalyst Teacher training, and (3) ensure Treaty Education for K to 12 students. Hired a Treaty Education Consultant to provide direct support to school divisions. All Kindergarten to Grade 12 teachers and school staff must complete Treaty Education training by December 31, 2025. This training was created by the Treaty Relations Commission of Manitoba (TRCM) in collaboration with the TRCM Steering Committee (which is co-chaired by the TRCM and Indigenous Excellence in Education).
- **System-wide progress towards the achievement of Truth and Reconciliation Commission Calls to Action:** Fulfilled Call to Action #62iv with the establishment of the Assistant Deputy Minister of Indigenous Excellence in Education. In alignment with Call to Action #62iv, Indigenous Excellence in Education hired a consultant in September 2024 to lead the development of an Indigenous Language Curriculum Framework and a Land-Based Learning Curriculum Framework. In recognition of the importance of protecting Indigenous education and language rights, Indigenous Excellence in Education also hired a consultant to lead the development of an Indigenous, Northern and Indigenous Languages Teacher Recruitment and Retention Strategy. In March 2025, Manitoba introduced The Public Schools Amendment Act on Indigenous Languages of Instruction to address systemic barriers to Indigenous Immersion programming. Prior to the legislation, school divisions could only offer bilingual Indigenous languages programming up to 50% of instructional time. This amendment will allow for school divisions to offer Indigenous languages immersion programming furthering the opportunities for fluency development in K to 12 education. As well, in March 2025 the Manitoba government introduced The Community Childcare Standards Amendment and Education Administration Amendment Act, mandating Indigenous policy frameworks from childcare centres to Grade 12 learning environments. These policy frameworks are to support the learning and development of First Nations, Inuit and Métis children and ensure that all Manitoba children are educated about Truth and Reconciliation, Treaties, ongoing impacts of colonization, and the contributions of First Nations, Inuit and Red River Métis peoples.
- **Anti-Racism Policy:** In February 2025, Indigenous Excellence in Education hired an Anti-Racism and Equity Coordinator to lead the development of a Kindergarten to Grade 12 provincial anti-racism policy directive. An anti-racism policy directive will build on and reflect the department's commitment to create school environments where all children and youth belong, are respected, successful and safe.
- **Indigenous Academic Achievement Grant:** Provided \$10M in funding to assist school divisions with current programming or the implementation of new programs that target academic success for Indigenous students. Indigenous Academic Achievement (IAA) plans received from school divisions are expected to be in alignment with Manitoba's Indigenous Education Policy Framework. The IAA grant is an integral component of Manitoba Education and Early Childhood Learning's emphasis on Indigenous education.
- **Elders and Knowledge Keepers in Schools:** Allocated a total of \$2.175M to school divisions for the 2024-25 school year to support Elders and Knowledge Keepers in Schools. Elders and Knowledge

Keepers in Schools supported students, educators, and families in learning about First Nations, Inuit and Red River Métis and histories, cultures, traditional values, contemporary lifestyles and traditional knowledge systems across all learning environments. Students will have the opportunity to participate in and learn about cultural teachings, experiences and Indigenous languages.

- **Partnership with the Canadian Centre for Child Protection to implement a comprehensive training and support program across the ELCC sector:** Implemented mandatory child abuse prevention training for Early Childhood Educators, Child Care Assistants, early childhood education students, and volunteers. All child care professionals are required to complete the training to be equipped with the knowledge and tools to identify and prevent child sexual abuse. All staff working in child care facilities were required to complete the training by March 31, 2025. To support this initiative, printed resource kits were provided to all licensed child care facilities.
- **Consultation on a First Nations, Inuit and Métis Policy Framework for ELCC:** An Indigenous Policy Framework for ELCC will be developed to ensure First Nations, Inuit and Metis children and families have access to culturally safe, inclusive and supportive early learning environments. Introduced Bill 20, The Community Child Care Standards Amendment and Education Administration Amendment Act, which will require Manitoba to establish First Nations, Inuit and Métis ELCC and Education policy frameworks. The department also initiated consultations by hosting a two-day regional consultation in The Pas with Indigenous child care professionals to inform the framework.
- **Emergency Management Program:** The department continued to lead the development of a comprehensive emergency management program in response to the Office of the Auditor General's April 2022 recommendations. The program will better position the department along with sector partners to prepare for, respond to, recover from, and mitigate against future emergencies. Post launch, department staff will continue to expand emergency management capabilities by building awareness and understanding through training and exercising, and relationship building, to ensure program sustainability.
- **Supporting Student Belonging:** Continued the development of a comprehensive mental health in schools framework and policy support document for life promotion, self-harm and suicide prevention. A renewal of several departmental policy and guidance documents has been initiated, to reflect current research and best practises, with updates expected to be released in 2025-26 and 2026-27. The Provincial Code of Conduct on Behaviour Intervention and Response was revised in 2024-25 was released spring 2025.

Performance Measures

Measure	2022-23 Actual	2023-24 Actual	2024-25 Target	2024-25 Actual
5.a Percentage of teachers trained in Treaty Education annually.	15.4%	25.0%	100%	29.0%

5.a Percentage of teachers trained in Treaty Education annually: The Treaty Relations Commission of Manitoba submits annual data to the department on the number of teachers who take the K to 12 Treaty Education professional development workshops. This aligns with the Truth and Reconciliation Call to Action 62, which calls for the consultation and collaboration with Survivors, Aboriginal peoples, and educators, to ensure age-appropriate curriculum on residential schools, Treaties, and Aboriginal Peoples' historical and contemporary contributions to Canada, a mandatory education requirement for Kindergarten to Grade 12 students. The denominator is the estimated total number of teachers (excluding clinicians) employed in

school divisions. The numerator is the total number of teachers who have taken the workshop since 2019. This data collection does not currently include teachers trained by Treaty Education Catalyst Teachers in schools divisions. Reports on teachers trained by Catalyst Teachers in school divisions will be available fall 2025.

Performance Measures

Note: Actuals reflect the most recent available data by school year

Measure	2022-23 Actual	2023-24 Actual	2024-25 Target	2023-24 Actual
5.b Percentage of Grade 1 to Grade 8 students with unexcused absences for 20 percent or more of student's total instructional days annually.	-	-	-	5.0%
5.d Percentage of French Immersion enrolment and retention index annually.	83.8%	85.1%	85.0%	86.1%
5.e Percentage of Français enrolment and retention index annually.	86.7%	85.4%	85.0%	88.4%

5.b Percentage of Grade 1 to Grade 8 students with unexcused absences for 20 percent or more of student's total instructional days annually: This measure tracks the proportion of students who experience severe chronic absenteeism and informs the implementation and monitoring of the Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement (2023). Identified is the percentage of students in Grades 1 to 8 with unexcused absences for 20 per cent or more of their instructional days, from the beginning of the school year in September to April 15 of the same school year. The numerator is the total number of unique Grade 1 to 8 students with unexcused absences for 20 per cent or more of their instructional days, from the beginning of the school year in September to April 15 of the same school year. The denominator is the total number of unique Grade 1 to 8 students registered in public schools as of April 15 of the school year. This was a new measure in 2024-25, this year was used to evaluate and establish a target.

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

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

Other Performance Measures

5.c Percentage of Grade 9 to Grade 12 students with unexcused absences for 20 percent or more of student's total instructional days annually: This inaugural measure did not accurately capture the intended outcome. The department continues to internally develop this measure and will consider introducing a public measure at a later stage.

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

Key Initiatives

- **Bring in new P3 accountability to protect schools:** This initiative falls under the purview of the Department of Public Service Delivery.
- **Funding Model Review:** Continued to improve the formula for the K to 12 public school system. For the 2025-26 school year, the department made allocation improvements to the English as an Additional Language grant, enrolment calculations using the best of the most current three years of actual enrolment, and guaranteed school divisions receive at least 101 per cent of the amount received in 2024-25. In 2025-26, the department will reconstitute the Funding of Schools Program Advisory Committee to identify opportunities to improve the way K to 12 education is funded in Manitoba. These improvements will provide stable, predictable funding to public school divisions that will keep up with enrolment and student needs.

Performance Measures

Measure	2022-23 Actual	2023-24 Actual	2024-25 Target	2024-25 Actual
6.a Ratio of average 3-year funding increase to enrolment increase in Manitoba	-	-	-	2.4

6.a Ratio of average 3-year funding increase to enrolment increase in Manitoba: This measure tracks 3-year average funding increase compared to enrolment increase in Manitoba publicly funded school divisions. This ensures funding increases are highly correlated with enrolment increases allowing school divisions to more effectively allocate resources (human and physical) to deliver programming to maximize student outcomes. Eligible enrolment is a major variable in the Funding of Schools formula. Maintaining funding increases in line with enrolment growth allows school divisions to provide quality education for all students. This was a new measure in 2024-25, this year was used to evaluate results and establish a target.

A Government that Works for You

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

Key Initiatives

- **Grant Accountability:** The department continued to administer grant funding effectively by monitoring and assessing the usage of funded resources to ensure accountability, efficient allocation, and compliance with government requirements.
- **Reduced Wait Times for Operating and Start-Up Funding:** Streamlined the approval process to help new or expanding child care homes and centres receive operating and start-up funding in a timelier manner, reducing financial risk for operators and affordability for parents. A formal process was implemented to ensure standard timelines for funding approval.

FINANCIAL DETAILS

Consolidated Actual Expenditures

This table includes the expenditures of the department and Other Reporting Entities (OREs) that are accountable to the minister and aligns to the Summary Budget.

Manitoba Education and Early Childhood Learning includes the following OREs:

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

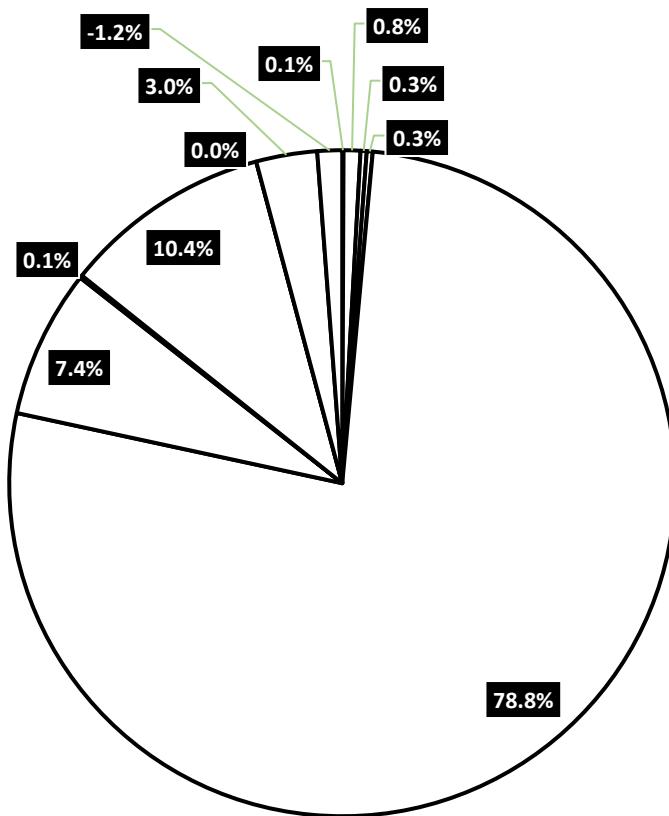
Consolidated Actual Expenditures

For the fiscal year ended March 31, 2025, with comparative figures for the previous fiscal year \$(000s)

Main Appropriations	Part A - Operating	Other Reporting Entities	Consolidation and Other Adjustments	2024-25 Actual	2023-24 Actual
Administration and Finance	2,517			2,517	2,560
Student Achievement and Inclusion	32,699			32,699	29,951
Bureau de l'éducation française	11,897			11,897	9,863
System Performance and Accountability	11,587			11,587	11,824
Support to Schools	1,721,109	2,999,027	(1,635,844)	3,084,292	2,949,452
Teachers' Retirement Allowances Fund	150,463		138,400	288,863	232,480
Corporate Services	5,192			5,192	7,212
Early Learning and Child Care	405,931			405,931	375,974
Costs Related to Capital Assets of Other Reporting Entities	108,113		(108,113)	-	-
Cost Related to Capital Assets (NV)	4	118,718		118,722	114,269
Interfund Activity			(48,100)	(48,100)	(84,696)
TOTAL	2,449,512	3,117,745	(1,653,657)	3,913,600	3,648,889

NV – Non-Voted

**Percentage Distribution of Consolidated Actual Expenditures
by Operating Appropriation,
2024-25, Actuals**



0.1%	Administration and Finance
0.8%	Student Achievement and Inclusion
0.3%	Bureau de l'éducation française
0.3%	System Performance and Accountability
78.8%	Support to Schools
7.4%	Teachers' Retirement Allowances Fund
0.1%	Corporate Services
10.4%	Early Learning and Child Care
0.0%	Costs Related to Capital Assets of Other Reporting Entities
3.0%	Costs Related to Capital Assets (NV)
-1.2%	Interfund Activity

Summary of Authority

Part A - Operating	2024-25 Authority \$(000s)
2024-25 MAIN ESTIMATES - PART A	2,505,927
Allocation of funds from:	
	Subtotal
In-year re-organization from:	
	Subtotal
2024-25 Authority	2,505,927

Part D – Other Reporting Entities Capital Investment	2024-25 Authority \$ (000s)
2024-25 MAIN ESTIMATES – PART D	160,000
In-year re-organization from:	
Enabling Appropriations - Other Reporting Entities Capital Investment - Contingencies	58,462
	Subtotal
	58,462
2024-25 Authority	218,462

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

Detailed Summary of Authority	2024-25 Printed Estimates	In-Year Re-organization	Virement	Enabling Authority	Authority 2024-25	Supplementary Estimates
Part A – OPERATING (Sums to be Voted)						
Administration and Finance	2,739				2,739	
Student Achievement and Inclusion	34,528		(587)		33,941	
Bureau de l'éducation française	13,470				13,470	
System Performance and Accountability	13,429		(500)		12,929	
Support to Schools	1,717,996		6,686		1,724,682	
Teachers' Retirement Allowances Fund	148,294				148,294	
Corporate Services	6,606				6,606	
Early Learning and Child Care	459,506		(5,599)		453,907	
Costs Related to Capital Assets of Other Reporting Entities	109,301				109,301	
Subtotal	2,505,869	-	-	-	2,505,869	-
Part A – OPERATING (NV)	58				58	
TOTAL PART A - OPERATING	2,505,927	-	-	-	2,505,927	-
Part D – OTHER REPORTING ENTITIES CAPITAL INVESTMENT	160,000			58,462	218,462	

NV – Non-Voted

Part A: Expenditure Summary by Appropriation

Departmental Actual Expenditures

For the fiscal year ended March 31, 2025, with comparative figures for the previous fiscal year \$(000s)

Authority 2024-25	Appropriation	Actual 2024-25	Actual 2023-24	Increase (Decrease)	Expl. No.
16-1 ADMINISTRATION AND FINANCE					
	(a) Minister's Salary				
47	Salaries and Employee Benefits	47	50	(3)	
	(b) Executive Support				
745	Salaries and Employee Benefits	897	849	48	
134	Other Expenditures	91	89	2	
	(c) Financial and Administrative Services				
1,654	Salaries and Employee Benefits	1,350	1,439	(89)	
159	Other Expenditures	132	133	(1)	
2,739	Subtotal 16-1	2,517	2,560	(43)	
16-2 STUDENT ACHIEVEMENT AND INCLUSION					
	(a) Division Administration				
481	Salaries and Employee Benefits	461	381	80	
141	Other Expenditures	53	119	(66)	1
	(b) Manitoba School for the Deaf				
3,044	Salaries and Employee Benefits	3,151	2,940	211	
286	Other Expenditures	463	384	79	
80	Financial Assistance	15	39	(24)	

Authority 2024-25	Appropriation	Actual 2024-25	Actual 2023-24	Increase (Decrease)	Expl. No.
(c) Learning and Outcomes					
4,238	Salaries and Employee Benefits	4,170	4,043	127	
4,963	Other Expenditures	4,014	3,143	871	2
525	Grant Assistance	520	517	3	
(d) Inclusion Support					
4,817	Salaries and Employee Benefits	4,744	4,543	201	
1,743	Other Expenditures	1,507	1,481	26	
7,706	Grant Assistance	7,476	7,219	257	
(e) Continuous Improvement					
1,337	Salaries and Employee Benefits	1,156	877	279	3
327	Other Expenditures	359	92	267	4
(f) Indigenous Excellence					
1,295	Salaries and Employee Benefits	1,030	855	175	
542	Other Expenditures	1,164	905	259	5
2,416	Grant Assistance	2,416	2,413	3	
33,941	Subtotal 16-2	32,699	29,951	2,748	

16-3 BUREAU DE L'ÉDUCATION FRANÇAISE

(a) Division Administration					
151	Salaries and Employee Benefits	172	152	20	
22	Other Expenditures	7	-	7	
(b) Teaching and Learning					
2,192	Salaries and Employee Benefits	1,471	1,495	(24)	
293	Other Expenditures	901	536	365	6
(c) System Support					
1,728	Salaries and Employee Benefits	1,795	1,809	(14)	
1,904	Other Expenditures	892	656	236	
6,165	Grant Assistance	5,467	4,131	1,336	7

Authority 2024-25	Appropriation	Actual 2024-25	Actual 2023-24	Increase (Decrease)	Expl. No.
	(d) Library and Materials Production				
854	Salaries and Employee Benefits	1,039	901	138	
161	Other Expenditures	153	183	(30)	
13,470	Subtotal 16-3	11,897	9,863	2,034	
	16-4 SYSTEM PERFORMANCE AND ACCOUNTABILITY				
	(a) Division Administration				
560	Salaries and Employee Benefits	457	250	207	8
385	Other Expenditures	330	60	270	9
	(b) Governance and Policy				
3,338	Salaries and Employee Benefits	3,016	3,044	(28)	
2,796	Other Expenditures	2,122	2,227	(105)	
	(c) Education Funding				
1,447	Salaries and Employee Benefits	1,267	1,191	76	
3,213	Other Expenditures	3,125	3,148	(23)	
	(d) Teacher Certification and Standards				
1,072	Salaries and Employee Benefits	1,094	686	408	10
118	Other Expenditures	176	1,218	(1,042)	11
12,929	Subtotal 16-4	11,587	11,824	(237)	

16-5 SUPPORT TO SCHOOLS

	(a) Schools' Operating Grants				
1,680,641	Grant Assistance	1,681,421	1,571,867	109,554	12
2,475	Other Expenditures	2,375	2,475	(100)	
	(b) General Support Grants				
36,521	Grant Assistance	36,521	36,521	-	

Authority 2024-25	Appropriation	Actual 2024-25	Actual 2023-24	Increase (Decrease)	Expl. No.
	(c) Other Grants				
5,045	Grant Assistance	792	5,045	(4,253)	13
	(d) Teachers' Retirement Allowances Fund				
148,294	Other Expenditures	150,463	138,180	12,283	14
1,872,976	Subtotal 16-5	1,871,572	1,754,088	117,484	

16-6 CORPORATE SERVICES

	(a) Division Administration				
296	Salaries and Employee Benefits	361	391	(30)	
23	Other Expenditures	34	29	5	
	(b) Business Support Services				
682	Salaries and Employee Benefits	732	684	48	
207	Other Expenditures	182	227	(45)	
	(c) Sector Relations				
1,992	Salaries and Employee Benefits	2,379	1,939	440	
150	Other Expenditures	182	198	(16)	
	(d) Policy and Planning				
957	Salaries and Employee Benefits	876	2,013	(1,137)	15
2,299	Other Expenditures	446	1,731	(1,285)	16
6,606	Subtotal 16-6	5,192	7,212	(2,020)	

16-7 EARLY LEARNING AND CHILD CARE

	(a) Division Administration				
418	Salaries and Employee Benefits	522	479	43	
23	Other Expenditures	68	25	43	17

Authority 2024-25	Appropriation	Actual 2024-25	Actual 2023-24	Increase (Decrease)	Expl. No.
(b) Policy and Planning					
2,707	Salaries and Employee Benefits	2,736	2,302	434	
387	Other Expenditures	233	96	137	18
(c) Provincial Operations					
4,738	Salaries and Employee Benefits	4,678	3,925	753	19
536	Other Expenditures	787	571	216	20
(d) Funding and Financial Assistance					
2,463	Salaries and Employee Benefits	2,697	2,142	555	21
1,880	Other Expenditures	3,303	3,714	(411)	
417,340	Grant Assistance	379,653	348,108	31,545	22
22,895	Financial Assistance	10,529	14,131	(3,602)	23
(e) Capital and Space Expansion					
500	Salaries and Employee Benefits	685	459	226	24
20	Other Expenditures	40	22	18	25
453,907	Subtotal 16-7	405,931	375,974	29,957	

**16-8 COSTS RELATED TO CAPITAL ASSETS OF
OTHER REPORTING ENTITIES**

(a) School Divisions					
109,301	Grant Assistance	108,113	105,207	2,906	26
109,301	Subtotal 16-8	108,113	105,207	2,906	

**16-9 COSTS RELATED TO CAPITAL ASSETS
(NON-VOTED)**

(a) General Assets					
58	Amortization	4	2	2	
58	Subtotal 16-9	4	2	2	

2,505,927	Total Expenditures	2,449,512	2,296,681	152,831	
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Explanation(s):

1. Decreased expenditure mainly relates to costs for a secondment in 2023-24 paid from other expenditures.
2. Increased expenditure mainly reflects greater administrative costs in 2024-25 for the provincial assessment program due to an increase in the number of registrants for pilot tests, increased costs in 2024-25 for secondments, and increased contract costs to provide access to Online Resources for Manitoba Educators (ORME).
3. Increased expenditure mainly due to a reduction in the number of vacancies in 2024-25 and increased salary costs as a result of the new collective agreement.
4. Increased expenditure mainly relates to costs for seconded positions in 2024-25.
5. Increased expenditure mainly reflects 2024-25 costs for secondments and advertising to promote awareness of the universal school nutrition program.
6. Increased expenditure mainly reflects 2024-25 costs for secondments and costs for the development and implementation of language programs.
7. Increased expenditure mainly relates to funding in 2024-25 for the Post Secondary Project, French Language Revitalization, costs for the Program for the Enrichment of French in Education (PEFE), and greater student bursary requirement than the prior year.
8. Increased expenditure mainly relates to costs in 2024-25 for additional positions, and costs for the new collective agreement.
9. Increased expenditure mainly reflects maintenance and repair costs in 2024-25 and costs related to the development of the education funding model.
10. Increased expenditure reflects a reduction in the number of vacancies in 2024-25, increased salary costs resulting from the new collective agreement and costs in 2024-25 for STEP students.
11. Decreased expenditure mainly reflects a provision for potential claims related to teacher certification matters recognized in 2023-24.
12. Increased expenditure mainly relates to the 2024-25 funding of schools program and includes an increase in operating grants based on enrolment, costs for the new universal school nutrition program, additional operating support grants, 2024-25 funding to independent schools, increases in the strengthening student support grant, the property tax offset grant, and various other support grants.
13. Decreased expenditure mainly reflects the discontinuation of the Teachers' Idea Fund.
14. Increased expenditure reflects the 2024-25 requirement for the employer's share of current teacher service contributions, increased due to the settlement of a province-wide collective agreement for teachers.
15. Decreased expenditure mainly reflects the discontinuation of the K to 12 Action Plan and fewer STEP students in 2024-25.
16. Decreased expenditure mainly reflects the discontinuation of the plan to develop a new Schools Information System (SIS) and the discontinuation of the K to 12 Action Plan.
17. Increased expenditure mainly reflects costs in 2024-25 related of the Provincial/Territorial Ministers Most Responsible for ELCC Forum, which is fully offset by revenue contributions from Provinces and Territories.

18. Increased expenditure reflects increased costs in 2024-25 for the ECE II Competency Based Assessments (CBA) program and an increase in operating costs.
19. Increased expenditure mainly due to a reduction in the number of vacancies in 2024-25.
20. Increased expenditure mainly reflects increased costs in 2024-25 for the Family Dynamics program.
21. Increased expenditure mainly due to a reduction in the number of vacancies in 2024-25.
22. Increased expenditure mainly reflects increased federal support for new and existing child care programs in 2024-25 under the Canada-Manitoba Early Learning and Child Care (ELCC) Agreement and the Canada-Manitoba Agreement.
23. Decreased expenditure reflects reduced subsidy funding requirement for child care facilities in 2024-25 following the introduction of the \$10/day parent fee program.
24. Increased expenditure reflects a reduction in the number of vacancies in 2024-25.
25. Increased operating costs associated with increased staff in 2024-25.
26. Variance mainly reflects increased 2024-25 costs for promissory notes and debenture principal.

Overview of Capital Investments, Loans and Guarantees

Part D – Other Reporting Entities Capital Investment	2024-25	2024-25	Variance	Expl. No.
	Actual	Authority	Over/(Under)	
Provides for the development or enhancement of strategic infrastructure, equipment, and information technology systems.				
(a) Public School Divisions	218,462	218,462		

Revenue Summary by Source

Departmental Actual Revenue

For the fiscal year ended March 31, 2025, with comparative figures for the previous fiscal year \$(000s)

Actual 2023-24	Actual 2024-25	Increase/ (Decrease)	Expl. No.	Source	Actual 2024-25	Estimate 2024-25	Variance Expl. Over/(Under)	Expl. No.
Taxation								
180,093	180,052	(41)		Education Support Levy	180,052	180,057	(5)	
180,093	180,052	(41)		Subtotal	180,052	180,057	(5)	
Other Revenue								
514	626	112		Fees	626	598	28	
4,082	1,175	(2,907)	a	Sundry	1,175	553	622	
4,596	1,801	(2,795)		Subtotal	1,801	1,151	650	
Government of Canada								
14,831	16,133	1,302		Minority Language Education and Second Language Instruction	16,133	14,624	1,509	
19,436	21,535	2,099	b	Canada-Manitoba Early Learning and Child Care Agreement	21,535	21,592	(57)	
190,452	210,706	20,254	c	Canada-Manitoba Canda-Wide ELCC Agreement	210,706	343,631	(132,925)	1
-	3,807	3,807	d	National School Food Program	3,807		3,807	2
224,719	252,181	27,462		Subtotal	252,181	343,631	(129,118)	
409,408	434,034	24,626		Total Revenue	434,034	561,055	(127,021)	

Explanation(s):

- a) Variance mainly reflects net proceeds collected in 2023-24 from the sale of the Allard School shared with the St. James School Division, revenue collected in 2023-24 related to overpaid tariffs, per Federal Court of Canada decision on Alberta et al v. Access Copyright for copyright fees paid by the department on behalf of the Council of Ministers of Education Canada. Variance is partially offset by revenue in 2024-25 related to donated products, received by MDA from Shoppers Drug Mart as part of the Menstrual Product/Dispensers in Schools initiative transferred to Manitoba Education and Early Childhood Learning to be distributed and treated as grants to school divisions and independent schools, increased revenues in 2024-25 from Provincial and Territorial partners for the Provincial Territorial Ministers Most Responsible for Early Learning and Child Care Forum (PT MMR-ELCC), and greater revenue collected in 2024-25 related to the Child Care Sustainability Trust Fund as a result of higher interest rates earned on the Fund.
- b) Variance reflects an increase in revenue from the federal government in 2024-25 for the Canada-Manitoba Early Learning and Child Care Agreement compared to the prior year.
- c) Variance mainly reflects an increase in revenue earned in 2024-25 under the Canada-Manitoba Canada-Wide Early Learning and Child Care Agreement compared to the prior year, and revenue for the new Infrastructure Fund Agreement.
- d) Variance reflects new Government of Canada revenue in 2024-25 for the National School Food Program.

1) Variance reflects a lapse in Part D capital expenditures due to project delays, surplus revenue budget due to lower 2024-25 Part D expenditure authority than requested, and revenue for completed projects recorded outside of the accounting system. Variance also reflects lapsing Part A funds related to the timing of the approval of the Canada-Wide Action Plan, resulting in lower than budgeted revenue. This is partially offset by increased revenue related to Part A Capital Development expenditures for child care centres, and unbudgeted expenditures related to the Infrastructure Fund. Reduced revenue is offset by corresponding reductions in grant expenditures.

2) Variance reflects new Government of Canada revenue in 2024-25 for the National School Food Program.

Departmental Program and Financial Operating Information

Administration and Finance (Res. No. 16.1)

Main Appropriation Description

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

Sub-Appropriations	2024-25	<u>2024-25 Authority</u>	
	Actual \$(000s)	FTEs	\$(000s)
Minister's Salary	47	1.00	47
Executive Support	988	8.00	879
Financial and Administrative Services	1,482	21.00	1,813
TOTAL	2,517	30.00	2,739

Sub-Appropriation 16.1.a

Minister's Salary

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

1 (a) Minister's Salary

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	Expl. No.
	2024-25 \$(000s)	FTEs	\$(000s)	Over/(Under) \$(000s)	
Salaries and Employee Benefits	47	1.00	47	-	-
Total Sub-Appropriation	47	1.00	47	-	-

Sub-Appropriation 16.1.b

Executive Support

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

1 (b) Executive Support

Expenditures by Sub-Appropriation	Actual	Authority 2024-25		Variance	Expl. No.
	2024-25	FTEs	\$ (000s)	Over/(Under)	
	\$ (000s)			\$ (000s)	
Salaries and Employee Benefits	897	8.00	745	152	
Other Expenditures	91		134	(43)	
Total Sub-Appropriation	988	8.00	879	109	

Sub-Appropriation 16.1.c

Financial and Administrative Services

Financial and Administrative Services provides leadership on financial and administrative matters for the department. Responsibilities include ensuring that the comptrollership function of the department is appropriately maintained and meets the needs for financial control and accountability. The branch is responsible for reporting on and safeguarding financial and physical assets. The branch also provides comprehensive support services in assessing resource requirements and allocations to programs and branches, including direction and support in financial and business planning, reporting, monitoring, and control policies, processes, and procedures.

Key Results Achieved

- Accountability:** Worked to strengthen financial accountability and reporting capacity in the department and across the early learning, child care and K to 12 education sectors.
- Comptrollership:** Ensured that the comptrollership function of the department was appropriately maintained and met the needs for financial control and accountability, as well as the reporting, safeguarding, and protection of physical assets.
- Resource assessment and allocations:** Provided comprehensive support services in assessing resource requirements and allocations to programs and branches, including direction and support in financial and business planning, reporting, monitoring, and control policies, processes, and procedures.
- Financial Processes:** Coordinated the department's annual estimates and other financial processes; monitored and reported on financial performance; conducted specialized financial reviews and analyses; prepared reports to support timely financial management decisions; and provided accounting services to the department. Conducted transaction testing to evaluate compliance with the General Manual of Administration and the Financial Administration Manual.

1 (c) Financial and Administrative Services

Expenditures by Sub-Appropriation	Actual	Authority 2024-25		Variance	Expl. No.
	2024-25	FTEs	\$ (000s)	Over/(Under)	
	\$ (000s)			\$ (000s)	
Salaries and Employee Benefits	1,350	21.00	1,654	(304)	
Other Expenditures	132		159	(27)	
Total Sub-Appropriation	1,482	21.00	1,813	(331)	

Student Achievement and Inclusion (Res. No. 16.2)

Main Appropriation Description

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

Sub-Appropriations	2024-25 Actual \$(000s)	2024-25 Authority FTEs	\$(000s)
Division Administration	514	4.00	622
Manitoba School for the Deaf	3,629	37.35	3,410
Learning and Outcomes	8,704	41.00	9,726
Inclusion Support	13,727	50.00	14,266
Continuous Improvement	1,515	14.00	1,664
Indigenous Excellence	4,610	12.00	4,253
TOTAL	32,699	158.35	33,941

Sub-Appropriation 16.2.a

Division Administration

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

2 (a) Division Administration

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	Expl. No.
	2024-25	FTEs	\$ (000s)	Over/(Under)	
	\$ (000s)			\$ (000s)	
Salaries and Employee Benefits	461	4.00	481	(20)	
Other Expenditures	53		141	(88)	1
Total Sub-Appropriation	514	4.00	622	(108)	

Explanation(s):

1. Under expenditure mainly reflects lower costs for travel and for contracted services.

Sub-Appropriation 16.2.b

Manitoba School for the Deaf

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

Key Results Achieved

- **Expanded American Sign Language (ASL) learning opportunities:** Extended ASL instruction across Early, Middle, and Senior Years to support consistent language development and cultural enrichment throughout students' educational journeys.
- **Strengthened connections with the Deaf and hard of hearing community:** Continued outreach and engagement through partnerships and initiatives, including the American Sign Language Immersion Program, Fun and Sign initiative, and ASL Summer Camp, delivered in collaboration with Manitoba Possible.
- **Increased work experience opportunities for students:** Developed new and expanded partnerships with Winnipeg employers to provide students with hands-on work experience, including opportunities to teach ASL in workplace settings. Participated in the Week Without Walls program and broadened volunteer placements focused on event operations and community engagement.

2 (b) Manitoba School for the Deaf

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	Expl. No.
	2024-25	FTEs	\$ (000s)	Over/(Under)	
	\$ (000s)			\$ (000s)	
Salaries and Employee Benefits	3,151	37.35	3,044	107	
Other Expenditures	463		286	177	1
Financial Assistance	15		80	(65)	2
Total Sub-Appropriation	3,629	37.35	3,410	219	

Explanation(s):

1. Over expenditure reflects costs for a secondment and greater costs than budgeted for ASL interpreters based on need.
2. Under expenditure mainly reflects savings related to transportation.

Sub-Appropriation 16.2.c

Learning and Outcomes

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

Key Results Achieved

- **Launched a centralized platform for curriculum access and implementation:** Released the Framework for Learning website, a modernized online portal providing Kindergarten to Grade 12 educators with access to curriculum, implementation resources, and policies related to assessment, evaluation, and reporting. The platform introduces a consistent Kindergarten to Grade 12 curriculum structure and supports the ongoing revitalization of provincial curriculum. Developed key resources and engaged with school division liaisons to build understanding of foundational elements, including Manitoba's six Global Competencies, to support local implementation.
- **Promoted Holocaust education:** Partnered with the Jewish Heritage Centre of Western Canada to develop new Holocaust education resources aligned with the Kindergarten to Grade 11 Social Studies curriculum.
- **Enhanced Technical-Vocational Education through equipment funding:** Approved 25 grant applications through the Skills Strategy Equipment Enhancement Fund, totaling approximately \$1.5 million for the 2024-25 school year. These grants support the purchase of new and upgraded equipment for Technical-Vocational and Applied Technology programs in Grades 7 to 12.
- **Supported career development through apprenticeship opportunities:** Distributed \$2 million in grant funding to support the implementation of the High School Apprenticeship Program across Manitoba. Educators collaborated with students and employers to establish apprenticeship placements, helping students gain employment skills and prepare for post-secondary pathways.
- **Advanced media literacy education:** Initiated the development of a new media literacy curriculum implementation resource to equip students with the skills to critically navigate digital information and use technology safely and responsibly. This resource is being developed in collaboration with the Winnipeg Free Press and Winnipeg School Division.
- **Released enhanced guidelines for cell phone use in schools:** Published guidelines requiring school divisions and funded independent schools to implement policies restricting student cell phone use

during school hours, except when directed by teachers for educational purposes, to minimize distractions and support focused learning environments.

- **Continued development of anti-Islamophobia education resources:** Continued engagement with the Islamic community to co-develop a toolkit that enhances understanding of Muslim faith and culture, for use in Manitoba schools and classrooms.
- **Continued development of Senior Years provincial assessments:** Advanced the development and implementation of Grade 12 Provincial Tests in English Language Arts and Mathematics for the English, Français, and French Immersion programs.
- **Led participation in national and international assessments:** Coordinated the provincial administration of the Programme for International Student Assessment and the field test for the Progress in International Reading Literacy Study, contributing to large-scale international education data collection.

2 (c) Learning and Outcomes

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	
	2024-25 \$(000s)	FTEs	\$(000s)	Over/(Under) \$(000s)	Expl. No.
Salaries and Employee Benefits	4,170	41.00	4,238	(68)	
Other Expenditures	4,014		4,963	(949)	1
Grant Assistance	520		525	(5)	
Total Sub-Appropriation	8,704	41.00	9,726	(1,022)	

Explanation(s):

1. Under expenditure mainly reflects lower program costs for projects, moved to the next fiscal year.

Sub-Appropriation 16.2.d

Inclusion Support

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

Key Results Achieved

- **Supported educators and students with accessible alternate format materials, special learning equipment and digital resources:** Loaned 2,458 titles in various alternate formats (braille, large print, e-text and audio) to students with perceptual disabilities attending Kindergarten to Grade 12 schools. Produced 316 titles in alternate formats and loaned 719 pieces of special learning equipment to students who are blind/visually impaired. Responded to 297 requests for titles in alternate formats for students with perceptual disabilities attending Manitoba post-secondary institutions. The Online Resources for Manitoba Educators website facilitated 43,840 sessions and 594,509 queries/searches

through the digital research databases. Enabled access to 147,888 educational videos through multiple video streaming platforms.

- **Provided consultative services to educators and students:** Delivered consultative services to 412 students who are Deaf or hard of hearing and 382 with visual impairment attending Manitoba schools.
- **Supported the Philosophy of Inclusion:** Published Educational Assistants in Manitoba Schools (2024) to elaborate on the role of educational assistants as one resource from a continuum of available resources and supports in inclusive schools and classrooms, in alignment with the Standards for Appropriate Educational Programming (2022). The Student Services Inclusive Education Committee, with membership of key education partners, met quarterly to follow up on recommendations within On the Path to Inclusion in Manitoba's Kindergarten to Grade 12 Education System: Supporting Our Diverse Learners in Achieving Their Full Potential (2022).
- **Expanded access to digital assessment tools:** Provided all school divisions with unlimited access to the Pearson Digital Assessment Library for Kindergarten to Grade 12. All 37 school divisions accessed the unlimited digital administration and/or scoring services in 2024-25, for a total of 2,534 reports and 31,142 subtest usages. The total reports used represents a 34 per cent increase over 2023-24.
- **Monitored the use of suspension and expulsion:** Implemented a new data reporting requirement in the 2024-25 school year, requiring school divisions to submit annual suspension and expulsion data in accordance with Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension.
- **Strengthening delivery of appropriate educational programming:** Produced and delivered updated materials for Train the Trainer: Supporting Appropriate Educational Programming in Manitoba to student services administrators/team members who are responsible for training school division staff in the planning, sustaining and strengthening of appropriate educational programming.

2 (d) Inclusion Support

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	Expl. No.
	2024-25	\$ (000s)	FTEs	\$ (000s)	
Salaries and Employee Benefits	4,744	50.00	4,817	(73)	
Other Expenditures	1,507		1,743	(236)	
Grant Assistance	7,476		7,706	(230)	
Total Sub-Appropriation	13,727	50.00	14,266	(539)	

Sub-Appropriation 16.2.e

Continuous Improvement

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

Key Results Achieved

- **Renewed the Framework for Continuous Improvement:** Collaborated with school divisions and a renewed working group to develop shared understandings and refine key elements of the planning and reporting framework. Supported school divisions and schools in strengthening alignment, cohesion, and processes for identifying priorities.
- **Advanced the Manitoba School Leadership Framework:** Promoted coherence and capacity-building across the education system through coordinated implementation efforts. Delivered overview sessions to align with departmental initiatives and foster leadership development. Established a working group to create school-level continuous improvement planning, implementing, monitoring and reporting guidelines aligned with the renewed Kindergarten to Grade 12 Framework for Continuous Improvement.
- **Modernized access to graduation and achievement data:** Launched the first iteration of the Manitoba Kindergarten to Grade 12 Education Data Dashboard, providing public access to high school graduation rates and student achievement data. Enhanced the use of data to support student learning, well-being, and evidence-informed decision-making across the education system.
- **Developed the Provincial Data and Performance Measurement Framework:** Initiated a comprehensive data catalogue and Data Governance Framework. Established a Data Governance Committee to lead efforts on data quality, stewardship, and accessibility. Focused on finalizing the framework and setting timelines for school division data collection and reporting to support consistent provincial performance measurement.
- **Reported on school nutrition programs:** Completed the annual report on nutrition programs across Manitoba schools. Collected mid-year provincial data on the newly implemented universal school nutrition programs to evaluate progress and inform planning for the 2025-26 school year.
- **Supported student presence and engagement through data:** Continued data collection on students experiencing severe chronic absenteeism from 37/37 school divisions to support implementation of Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement (2023).
- **Established baseline data on exclusionary practices:** Collected and analyzed Manitoba's first province-wide data set on school suspensions and expulsions. This data provides a baseline to evaluate interventions supporting A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension (2023).

2 (e) Continuous Improvement

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	
	2024-25	\$ (000s)	FTEs	\$ (000s)	Over/(Under)
	\$ (000s)				Expl. No.
Salaries and Employee Benefits	1,156	14.00		1,337	(181)
Other Expenditures	359			327	32
Total Sub-Appropriation	1,515	14.00		1,664	(149)

Sub-Appropriation 16.2.f

Indigenous Excellence in Education

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

This is accomplished in the spirit of cooperation and consultation with many groups and individuals, such as school division administrators, early learning and child care directors, educators, students, parents/families, Indigenous leadership, community organizations and other government departments. Indigenous Excellence works in partnership with First Nations, Inuit and Métis organizations in Manitoba.

Key Results Achieved

- Oversaw implementation of the \$30M Universal School Nutrition Program.
- Initiated development of key strategic priorities including:
 - The Indigenous, Northern and Indigenous Languages Teacher Recruitment and Retention Strategy
 - The K to 12 Indigenous Languages Strategy
 - Anti-Racism and Equity in K to 12 Education
 - Indigenous Languages and Land-based Learning Curriculum Framework development
- Provided funding for Indigenous languages community initiatives in including:
 - \$120K to the University of Winnipeg's Teaching Indigenous Languages for Vitality Program;
 - \$32.5K to Misipawistik Cree Nation to support their language programming at family camps;
 - \$25.5K to Norway House Cree Nation to support their Summer Cree Language Program;
 - \$10K to support the Ininimotan Language Nest at St. John's Library;
 - \$70K to the University College of the North to support the annual Manitoba Aboriginal Languages Strategy Symposium.
- Oversaw the distribution of 2.4 million menstrual products to schools and gender-based violence agencies.
- Continued implementation of Treaty Education for All with \$350K in funding provided to the Treaty Relations Commission of Manitoba, including training of pre-service teachers in post secondaries in Manitoba.
- Continued implementation of student attendance and absenteeism supports including divisional data collection on student absenteeism.
- Continued implementation of the Indigenous Education Policy Framework and the Elders and Knowledge Keepers in Schools Initiative with direct one-on-one supports to school divisions in implementation and best practices.
- Funded \$13.18M directly to school divisions to support Indigenous excellence through the Indigenous Academic Achievement Grant, the Elders and Knowledge Keepers in Schools Grant, and the Building Student Success with Indigenous Parents Grant.

- Expanded the Community Schools Program by \$560K to support an additional seven schools to become Community Schools.
- Continued collaboration with Indigenous governing and organization partners to support Indigenous excellence in education including:
 - The Manitoba Métis Federation to support the implementation of the K to 12 Red River Métis Education Strategy
 - Southern Chiefs' Organization to support First Nations student achievement and opportunities.
 - The Manitoba First Nations Education Resource Centre to align provincial projects to First Nations led education.

2 (f) Indigenous Excellence

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	
	2024-25	FTEs	\$ (000s)	Over/(Under)	Expl. No.
	\$(000s)			\$(000s)	
Salaries and Employee Benefits	1,030	12.00	1,295	(265)	
Other Expenditures	1,164		542	622	1
Grant Assistance	2,416		2,416	-	
Total Sub-Appropriation	4,610	12.00	4,253	357	

Explanation(s):

1. Over expenditure mainly reflects costs for secondments, advertising for the Universal School Nutrition Program, and costs for the relocation of the Indigenous Excellence office.

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

Main Appropriation Description

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

Through the Official Languages Program, the division provides system-wide leadership and coordination to assist in providing Francophones with the opportunity to be educated in their language, and to assist in providing opportunities for Anglophone to learn French with programs that aim to achieve results equal to those of the English program. This work involves identifying gaps that occur due to the minority official language context as well as strategies to address these gaps.

The division also leads the development and implementation of Manitoba Education and Early Childhood Learning's multi-year strategy for French Language Services, in adherence with legislation and government policy.

Sub-Appropriations	2024-25 Actual \$(000s)	2024-25 Authority FTEs	\$(000s)
Division Administration	179	2.00	173
Teaching and Learning	2,372	17.00	2,485
System Support	8,154	23.00	9,797
Library and Materials Production	1,192	12.00	1,015
TOTAL	11,897	54.00	13,470

Sub-Appropriation 16.3.a

Division Administration

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

Key Results Achieved

- Created a provincial committee in collaboration with Manitoba Association of School Superintendents (MASS) to build a shared understanding of, and to provide feedback and recommendations for effective French language education.

3 (a) Division Administration

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	Expl. No.
	2024-25	FTEs	\$ (000s)	Over/(Under)	
	\$ (000s)			\$ (000s)	
Salaries and Employee Benefits	172	2.00	151	21	
Other Expenditures	7		22	(15)	
Total Sub-Appropriation	179	2.00	173	6	

Sub-Appropriation 16.3.b

Teaching and Learning

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

Key Results Achieved

- Provincial Assessment Program:** Developed and implemented Grade 12 Provincial Tests for French Language Arts for the Français and French Immersion programs.
- Technical-Vocational Education:** Collaborated with the Learning Outcomes Branch to support curriculum development and renewal for Industrial Arts and Early Childhood Education. Developed French High School Apprenticeship Program resources and supported the implementation of STEAM (science, technology, arts, engineering and mathematics) in the Division scolaire franco-manitobaine.
- Curriculum Development:** Continued development of the grade 1 to 8 English Language Arts curriculum for the French Immersion Program, the grade 4 to 8 Anglais curriculum for the Français Program and the K to 8 Français curriculum for the French Immersion Program. In collaboration with the Learning and Outcomes Branch, started the development of the K to 11 Social Studies curriculum.
- Curriculum Implementation:** Supported the pilot phase of the renewed K to 10 Sciences de la nature curriculum.
- Manitoba Framework for Learning Website:** In collaboration with Learning and Outcomes Branch, continued to develop the Framework for Learning portal that will provide teachers with a single, modernized online access point for all provincial curricula.

- **Support for the Implementation of the Manitoba Framework for Learning:**
 - Offered a series of professional learning sessions to 57 French Immersion leaders and teachers, as part of a two-year project to support the implementation of the Framework for Learning within the French Immersion Program.
 - Offered targeted professional learning to schools and school divisions to support them in working with their staff and communities.
 - Developed educational resources and tools for school leaders to support the full implementation of the French Immersion Program.

3 (b) Teaching and Learning

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	
	2024-25 \$(000s)	FTEs	\$(000s)	Over/(Under) \$(000s)	Expl. No.
Salaries and Employee Benefits	1,471	17.00	2,192	(721)	1
Other Expenditures	901		293	608	2
Total Sub-Appropriation	2,372	17.00	2,485	(113)	

Explanation(s):

1. Under expenditure mainly reflects savings related to secondments and vacancies.
2. Over expenditure mainly reflects costs for secondments.

Sub-Appropriation 16.3.c

System Support

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

Key Results Achieved

- **Strategic Partnerships:** The Canada-Manitoba Agreement for Minority-Language Education and Second-Language Instruction has been renewed for the 2024-25 to 2027-28 period. This supports the government of Manitoba's commitment to the Official Languages programs. This enables ongoing collaborations with public and independent schools, post-secondary institutions, and non-governmental organizations to develop and implement innovative educational and cultural programs and address specific needs in French-language education in Manitoba.
- **Bursaries for Teachers and Post-secondary Students:** Provided a total of \$350K in financial assistance as follows:
 - 111 bursaries to teachers seeking to improve French linguistic or pedagogical skills.

- A total of 441 bursaries were offered to students to encourage them to pursue their post-secondary studies in French (407 studied in various programs at the Université de Saint-Boniface, 34 studied outside of the province in programs that are not offered in French in Manitoba.)
- **Language Learning and Exchange Programs:** Continued to provide the 'Explore', 'Destination Clic' and 'Odyssey' programs, which were designed to promote learning of Canada's two official languages and highlight their cultural richness. As part of the Explore Programme, 126 Anglophone learners travelled outside Manitoba to study French, while 93 Francophone learners came to Manitoba to study English at the University of Manitoba and the University of Winnipeg. As part of the Destination Clic programme, 46 francophone students in grades 8 to 10 travelled to another francophone region of Canada. The aim of the trip was to facilitate cultural experiences and enriching adventures. As part of the Odyssey programme, 24 French language assistants were placed in rural and urban public schools.
- **French Second Language Revitalization Program (FSLRP) and Program for the Enrichment of French in Education (PEFE):** Continued to offer the FSLRP and the PEFE programs to strengthen existing initiatives, as well as to address emerging needs of French-language education in Manitoba. In 2024-25, \$3 million was awarded to 58 organizations (school divisions, universities, independent schools and non-government organizations) to support the development and/or the implementation of 172 educational or cultural projects.
- **French Immersion Leaders Support:** Offered a year-long series of professional learning sessions to two cohorts of 36 new French Immersion school leaders, as part of ongoing work to support and develop educator capacity. Offered targeted professional learning to schools and school divisions to support them in working with their staff and communities. Offered five professional learning sessions with a focus on specific themes to all Manitoba French Immersion school leaders, regardless of years of experience. Thirty-one school leaders not part of the New French Immersion Leader Cohorts attended at least one session, with several attending more than one session.
- **French-Language Services:** A full-time French-Language Services Coordinator has been hired to support Manitoba Education and Early Childhood Learning in its effort to fulfill the mandate of the Francophone Community Enhancement and Support Act. The coordinator is responsible for the overall implementation of French-language services in the department.

3 (c) System Support

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	
	2024-25	\$ (000s)	FTEs	\$ (000s)	Over/(Under)
	\$ (000s)				Expl. No.
Salaries and Employee Benefits	1,795	23.00		1,728	67
Other Expenditures	892			1,904	(1,012) 1
Grant Assistance	5,467			6,165	(698) 2
Total Sub-Appropriation	8,154	23.00		9,797	(1,643)

Explanation(s):

1. Under expenditure mainly reflects savings as some projects were moved to the next fiscal year.

2. Under expenditure mainly relates to delays in French as a Second Language programing due to the timing of the Memorandum of Understanding between the province and the federal government.

Sub-Appropriation 16.3.d

Library and Materials Production

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

Key Results Achieved

- **Increased Resources for Educators:** Enhanced la DREF's collection of teaching and learning resources with the addition of 1096 new digital and physical K to 12 resources that reflect priorities (Indigenous Education, 2SLGBTQI+, health and wellness, verbal communication, and francophone culture). Designed a virtual library to increase access to French literature for teachers and students throughout the province. Offered virtual creative literary workshops with francophone authors to 444 students in Français and French Immersion schools. Supported over 1300 K to 12 Français, French Immersion, and French (English Program) teachers with lesson planning and the integration of digital resources.
- **Manitoba's Recruitment and Retention Strategy for French Language Teachers:** The implementation of the strategy is ongoing. The following projects have been initiated: Promoting existing financial assistance programs; market study on alternative Bachelor of Education program delivery; promotion of Université de Saint-Boniface Bachelor of Education; promotion of rural practicum placements; training for school administrators on supporting new, internationally educated teachers; orientation and support programs for new and internationally educated teachers.

3 (d) Library and Materials Production

Expenditures by Sub-Appropriation	Actual	Authority 2024-25		Variance	
	2024-25	FTEs	\$(000s)	Over/(Under)	Expl. No.
	\$(000s)			\$(000s)	
Salaries and Employee Benefits	1,039	12.00	854	185	
Other Expenditures	153		161	(8)	
Total Sub-Appropriation	1,192	12.00	1,015	177	

System Performance and Accountability (Res. No. 16.4)

Main Appropriation Description

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

Sub-Appropriations	2024-25 Actual		<u>2024-25 Authority</u>	
	\$ (000s)	FTEs	\$ (000s)	
Division Administration	787	5.00	945	
Governance and Policy	5,138	35.00	6,134	
Education Funding	4,392	14.00	4,660	
Teacher Certification and Standards	1,270	14.00	1,190	
TOTAL	11,587	68.00	12,929	

Sub-Appropriation 16.4.a

Division Administration

The Division Administration office provides overall leadership respecting the department's development of legislative and regulatory initiatives and evidence-based policy formation. The office is also responsible for budget development and implementation, facilitation of intra-divisional and inter-divisional linkages, and coordination of human resources for the division. Divisional and branch activities support the overall vision, mission, goals, and priorities of the department.

4 (a) Division Administration

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	Expl. No.
	2024-25	\$ (000s)	FTEs	\$ (000s)	
Salaries and Employee Benefits	457	5.00	560	(103)	
Other Expenditures	330		385	(55)	
Total Sub-Appropriation	787	5.00	945	(158)	

Sub-Appropriation 16.4.b

Governance and Policy

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

Key Results Achieved

- **Policy and communication:** Prepared responses to the sector and the public on numerous educational matters. Also, developed sector guidance and provided advice to school divisions, districts and independent schools.
- **Legislative and regulatory amendments:** Provided support for nine bills that were either introduced or passed in 2024-25. These bills create a more inclusive, equitable, safe, and supportive education system in Manitoba. They enhance access to school governance for Indigenous communities, ensure universal access to school nutrition, promote Indigenous language instruction, improve student safety, and strengthen transparency and accountability in school trustee elections.
- **Legal and regulatory support:** Provided support on legal matters, and provided interpretation, policy support and guidance on matters related to legislation and regulation to internal and external stakeholders.
- **Guidance on Bill 21:** Worked with school divisions and the Manitoba Association of School Superintendents to develop a guidance document and help implement the expanded definition of resident pupil introduced through the passing of Bill 21, The Public Schools Amendment Act.
- **Independent Schools Oversight:** Monitored and supported 69 funded and 65 non-funded independent schools. Manitoba gained two new independent schools and total independent school enrolment increased by 1,038 students or 5.5% in the 2024-25 school year.
- **Homeschooling Notifications:** Reviewed homeschool educational plans and progress reports for over 5,199 homeschool students. Over 5,199 students enrolled in homeschool for the 2024-25 school year – an increase of 91 students or 1.8%.
- **Manitoba Affiliated School Overseas Program Oversight:** Monitored and supported five Manitoba Affiliated School Overseas Program schools.
- **Online High School:** The department administers and managers a Learning Management System that supports divisions in delivering online high school courses. The department continues to subsidize tuition for students who take online courses through Inform Net and the Teacher-Mediated Option. In 2024-25, Inform Net provided 3294 course seats and the Teacher-Mediated Option provided 881 course seats to students across Manitoba.

- **High School Diplomas:** Printed and distributed approximately 30,000 high school diplomas to schools and adult learning centres across Manitoba.
- **Statements of High School Marks:** Received requests for and processed over 3,300 statements of high school marks.
- **Certifying School Bus Drivers:** Issued 348 school bus driver certificates and maintained an inventory of over 2,000 active school bus vehicles owned by Manitoba school divisions and contractors.
- **School Bus Driver Instructor Training:** Certified 14 new instructors from public school divisions, private contractors, and First Nations communities. This brings the total number of school bus driver instructors in the province to over 110.
- **Bus Purchase Coordination:** Developed school bus vehicle specifications and facilitated the process for coordinated school bus pricing and purchasing. Also, conducted quality control inspections of 115 new buses prior to delivery to school divisions.

4 (b) Governance and Policy

Expenditures by Sub-Appropriation	Actual	Authority 2024-25		Variance	
	2024-25	FTEs	\$ (000s)	Over/(Under)	Expl. No.
	\$(000s)			\$(000s)	
Salaries and Employee Benefits	3,016	35.00	3,338	(322)	
Other Expenditures	2,122		2,796	(674)	1
Total Sub-Appropriation	5,138	35.00	6,134	(996)	

Explanation(s):

1. Under expenditure mainly reflects lower funding requirements for the Remote Learning program and lower maintenance agreement costs for the Learning Management System for teachers.

Sub-Appropriation 16.4.c

Education Funding

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

Key Results Achieved

- **School Funding Financial Analysis:** Provided financial analysis related to school funding for the 2025-26 school year (announced February 10, 2025). The total funding increase to the education sector is \$67.0 million, which includes a funding increase of \$59.2 million to public schools in the province and \$7.8 million for independent schools. The department calculated the funding increase of \$59.2 million or 3.4% for public schools as follows:
 - \$53.1 million in operating support
 - \$6.0 million in capital support

- Used the best of the most current three years of actual enrolment for funding to provide predictability and responsiveness to growing school divisions, and protection to school divisions experiencing declining enrolment.
- **Financial Analysis for Expanded Initiatives:** Significant investment towards three new initiatives for the 2025-26 school year:
 - Expansion of the Community Schools Program to an additional five schools.
 - Continued funding of \$30 million for a universal school nutrition program available to every public school in Manitoba.
 - Continued funding of \$3 million for lower class sizes to allow our youngest learners to get the attention and support they need to acquire the foundational skills and knowledge necessary to succeed.

4 (c) Education Funding

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	
	2024-25	FTEs	\$ (000s)	Over/(Under)	Expl. No.
	\$(000s)			\$(000s)	
Salaries and Employee Benefits	1,267	14.00	1,447	(180)	
Other Expenditures	3,125		3,213	(88)	
Total Sub-Appropriation	4,392	14.00	4,660	(268)	

Sub-Appropriation 16.4.d

Teacher Certification and Standards

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

Key Results Achieved

- Brought into force amendments to The Education Administration Act to establish a new framework for addressing teacher misconduct that emphasizes accountability and transparency.
- Effective January 6, 2025, established the office of an independent Commissioner of Teacher Professional Conduct responsible for investigating and responding to complaints and reports of teacher misconduct. The branch also established a public, online public registry of certified teachers and school clinicians, that provides information on the certificate status of teachers and clinicians certified as at 1960, and of any teachers subject to certificate discipline beginning in 1990.

- Following a process of stakeholder consultation, amended the Teaching Certificates and Qualifications Regulation to update and bring certification eligibility requirements into greater alignment with other provincial jurisdictions. More internationally educated teachers are now eligible for certification because of these changes.
- Joined eight other provinces and territories in offering a single entry point for internationally educated teachers, interested in teaching in Canada, to have their credentials and language competency assessed for teacher certification eligibility.
- Received 1142 applications for teacher and clinician certification from Manitoban, Canadian and internationally educated applicants.
- Processed 2622 requests and applications for salary reclassification, specialist certificates, Limited Teaching Permits and other certificate related matters.

4 (d) Teacher Certification and Standards

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	
	2024-25	FTEs	\$ (000s)	Over/(Under)	Expl. No.
	\$ (000s)			\$ (000s)	
Salaries and Employee Benefits	1,094	14.00	1,072	22	
Other Expenditures	176		118	58	1
Total Sub-Appropriation	1,270	14.00	1,190	80	

Explanation(s):

1. Over expenditure reflects greater operating costs to support program needs and costs for the new Office of the Commissioner of Teacher Professional Conduct.

Support to Schools (Res. No. 16.5)

Main Appropriation Description

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

Sub-Appropriations	2024-25 Actual \$(000s)	2024-25 Authority FTEs	\$(000s)
Schools' Operating Grants	1,683,796	-	1,683,116
General Support Grants	36,521	-	36,521
Other Grants	792	-	5,045
Teachers' Retirement Allowances Fund	150,463	-	148,294
TOTAL	1,871,572	-	1,872,976

Sub-Appropriation 16.5.a

Schools' Operating Grants

Provides operating support to Manitoba's 36 public K to 12 school divisions and one special revenue school district 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. Also provides operating support to funded independent schools. Funding for K to 12 education is supported by a wide variety of revenue sources. Operating grants are supported by general revenues, which includes the Education Support Levy.

Sub-Appropriation 16.5.b

General Support Grants

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

Sub-Appropriation 16.5.c

Other Grants

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

Sub-Appropriation 16.5.d

Teachers' Retirement Allowances Fund

Provides funding for the employer's share of current teacher service contributions, required to meet government's obligations under the Teachers' Pension Act.

5 (a) Schools' Operating Grants

5 (b) General Support Grants

5 (c) Other Grants

5 (d) Teachers' Retirement Allowances Fund

Expenditures by Sub-Appropriation	Actual	Authority 2024-25		Variance	Expl. No.
	2024-25	FTEs	\$(000s)	Over/(Under)	
	\$(000s)			\$(000s)	
(a) Schools' Operating Grants	1,683,796		1,683,116	680	
(b) General Support Grants	36,521		36,521	-	
(c) Other Grants	792		5,045	(4,253)	1
(d) Teachers' Retirement Allowances Fund	150,463		148,294	2,169	2
Total Sub-Appropriation	1,871,572	0.00	1,872,976	(1,404)	

Explanation(s):

1. Under expenditure mainly reflects a reduction related to the Teachers' Idea Fund.
2. Over expenditure is mainly due to the province-wide collective agreement for teachers.

Corporate Services (Res. No. 16.6)

Main Appropriation Description

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

Sub-Appropriations	2024-25 Actual \$(000s)	2024-25 Authority	
		FTEs	\$(000s)
Division Administration	395	4.00	319
Business Support Services	914	6.00	889
Sector Relations	2,561	25.00	2,142
Policy and Planning	1,322	11.00	3,256
TOTAL	5,192	46.00	6,606

Sub-Appropriation 16.6.a

Division Administration

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

6 (a) Division Administration

Expenditures by Sub-Appropriation	2024-25 \$(000s)	Authority 2024-25		Variance	
		FTEs	\$(000s)	Over/(Under) \$(000s)	Expl. No.
Salaries and Employee Benefits	361	4.00	296	65	
Other Expenditures	34		23	11	
Total Sub-Appropriation	395	4.00	319	76	

Sub-Appropriation 16.6.b

Business Support Services

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

Key Results Achieved

- **IT Demand and Capital Planning:** Executed a department-wide IT demand and capital planning process to systematically collect and submit initiatives aimed at addressing problem-solving, risk mitigation and process improvements by collaborating with Digital and Technology Solutions (DTS).
- **Application Enhancements:** Collaborated across divisions to identify and implement application improvements that added efficiency or new functionalities.
- **IT Asset and Software Management:** Developed and managed processes for ICT asset oversight and software licensing to ensure compliance and operational effectiveness.
- **Continued ICT Support and Business Analysis:** Continued delivering ICT support and services to both the department and external partners, including business requirements analysis and business case development.

6 (b) Business Support Services

Expenditures by Sub-Appropriation	Actual	Authority 2024-25		Variance	Expl. No.
	2024-25	\$ (000s)	FTEs	\$ (000s)	
Salaries and Employee Benefits	732	6.00	682	50	
Other Expenditures	182		207	(25)	
Total Sub-Appropriation	914	6.00	889	25	

Sub-Appropriation 16.6.c

Sector Relations

Leads, oversees, and coordinates emergency preparedness planning for the department and sectors as well as business continuity planning for the department. The branch supports external and public communications and engagement efforts within the department which includes translations services, document design and production, and the coordination of departmental newsletters. The branch also maintains the department's website and coordinates web modernization efforts as managed by the Communication and Engagement Division in Manitoba Finance. The branch provides administrative support and coordination of the work of the Minister's Student Advisory Council.

Key Results Achieved

- **Emergency Management Program:** Continued development of the comprehensive emergency management program, to improve departmental and sectoral capabilities to prepare for, respond to, recover from, and mitigate against future emergencies.
- **Business Continuity Planning:** Continued development of departmental business continuity plans to minimize the impacts of potential disruptions to critical department functions.
- **Department's Internet Site:** Continued to improve public and sector access to information through ongoing review and revision of policies, resources, and the department's web presence. Ensures content is relevant, up to date, and aligns and promotes strategic departmental goals.
- **Departmental communications and engagement:** Coordinated and supported communications, issues management, and sector engagement activities. Includes continued development and distribution of quarterly departmental newsletters, document production for the K to 12 sector, provision of resources as per language and accessibility standards.

6 (c) Sector Relations

Expenditures by Sub-Appropriation	2024-25 \$(000s)	Actual	<u>Authority 2024-25</u>		Variance	Expl. No.
		FTEs	\$(000s)	Over/(Under) \$(000s)		
Salaries and Employee Benefits	2,379	25.00	1,992	387		
Other Expenditures	182		150	32		
Total Sub-Appropriation	2,561	25.00	2,142		419	

Sub-Appropriation 16.6.d

Policy and Planning

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

Key Results Achieved

- **Performance Measurement:** Coordinated and executed on delivery of the department performance measurement program, including the development of the annual plan and annual report.
- **Strategic Alignment:** Successfully developed and coordinated key departmental documents and frameworks, ensuring alignment with mandated government-wide priorities and commitments.
- **Enhanced Organizational Cohesion:** Facilitated cross-departmental collaboration and learning, resulting in improved integration and efficiency across all divisions. Including a focus on engagement with the Central engagement survey tool.

- **Standardized Tools and Processes:** Implemented reusable project and change management tools and SOPs, fostering consistency, compliance, and improved project outcomes. Developed a Department Management System to introduce improved control and effective management of corporate documentation, policies, guides, and frameworks.
- **Strengthened Corporate Capacity:** Provided strategic support to executive leadership, advanced CMEC coordination, and applied a corporate lens to space and performance planning.

6 (d) Policy and Planning

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	
	2024-25	FTEs	\$ (000s)	Over/(Under)	Expl. No.
	\$ (000s)			\$ (000s)	
Salaries and Employee Benefits	876	11.00	957	(81)	
Other Expenditures	446		2,299	(1,853)	1
Total Sub-Appropriation	1,322	11.00	3,256	(1,934)	

Explanation(s):

1. Under expenditure mainly reflects savings related to the discontinuation of plans to develop a new Schools Information System.

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

Main Appropriation Description

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

Sub-Appropriations	2024-25 Actual \$(000s)	2024-25 Authority	
		FTEs	\$(000s)
Division Administration	590	5.00	441
Policy and Planning	2,969	33.00	3,094
Provincial Operations	5,465	60.00	5,274
Funding and Financial Assistance	396,182	36.00	444,578
Capital and Space Expansion	725	6.00	520
TOTAL	405,931	140.00	453,907

Sub-Appropriation 16.7.a

Division Administration

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

7 (a) Division Administration

Expenditures by Sub-Appropriation	2024-25 \$(000s)	Actual	<u>Authority 2024-25</u>		Variance
		FTEs	\$(000s)	Over/(Under) \$(000s)	Expl. No.
Salaries and Employee Benefits	522	5.00	418	104	
Other Expenditures	68		23	45	1
Total Sub-Appropriation	590	5.00	441	149	

Explanation(s):

1. Variance reflects operating expenditures for the Provincial/Territorial Ministers Most Responsible for Early Learning and Child Care (PT MMR-ELCC) Forum, which is fully offset by revenue from the Contribution Levy charged to provinces and territories.

Sub-Appropriation 16.7.b

Policy and Planning

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

Key Results Achieved

- **Extensions to the Canada-Manitoba ELCC agreements:** Successfully negotiated extensions of the Canada-Manitoba Early Learning and Child Care Agreements, for a total commitment of an additional \$1.9 billion over five years ending March 31, 2031.
- **Canada-Manitoba ELCC Infrastructure Fund Action Plan:** Negotiated and signed the Canada-Manitoba Early Learning and Child Care Infrastructure Fund Action Plan. The Action Plan details an investment of \$21M over three years, that will create 324 new child-care spaces in three health-care facilities across Manitoba. This initiative is designed to support flexible child care services for health-care professionals and local communities.
- **\$10 a Day Child Care:** Maximum parent fees for child care fees were maintained at \$10 a day for children enrolled in infant, nursery and preschool programs for regular hours of care (4 to 10 hours) at licensed non-profit child care facilities. In December 2024, child care parent fees were further reduced to \$10 a day for school-age children on non-school days.
- **Training and support for the early learning and child care workforce:** In May 2024 the governments of Canada and Manitoba partnered with the Canadian Centre for Child Protection to offer child abuse prevention training to all early childhood education professionals and volunteers across Manitoba. This mandatory training is available at no cost to all sector staff, volunteers and post-secondary early childhood education students.
- **Intergovernmental relations:** Manitoba assumed the role of co-chair for the Federal-Provincial-Territorial Forum of Ministers Most Responsible of Early Learning and Child Care and the role of Chair for the Provincial-Territorial Forum of Ministers Most Responsible for Early Learning and Child Care. Working with Intergovernmental Affairs, the branch supported the involvement of senior officials, the Deputy Minister, and the Minister in these forums. This included an in-person meeting in November 2024, where ministers reviewed progress in early learning and child care, discussed a draft Workforce Strategy focused on recruitment, retention, and recognition, and considered the long-term sustainability of the Canada-Wide System.
- **Minister's Consultation Table:** Supported the Minister's Consultation Table comprised of sector representatives to inform and provide feedback on early learning and child care system improvements, provincial and federal priorities, and action plans.

- **Child care information technology applications:** Enhanced Child Care Online correspondence and reporting capabilities, including advancements to support the implementation of \$10 a day child care and automated payments for the Reduced Parent Fee Revenue Grant for school-age children on non-school days. Updates made to Manitoba Child Care Search to improve public search and map functionalities, as well as the addition of a new feature that allows licensed facilities to identify employment opportunities they may have available as an Early Childhood Educator and/or Child Care Assistant.
- **Information technology renewal project:** In collaboration with the department of Innovation and New Technology continued to explore early learning and child care system enhancements and integration of Child Care Online (CCO) and Manitoba Child Care Search (MCCS) with key users through the CCO-MCCS Child Care Modernization Project.

7 (b) Policy and Planning

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	
	2024-25	FTEs	\$ (000s)	Over/(Under)	Expl. No.
	\$(000s)			\$(000s)	
Salaries and Employee Benefits	2,736	33.00	2,707	29	
Other Expenditures	233		387	(154)	
Total Sub-Appropriation	2,969	33.00	3,094	(125)	

Explanation(s):

1. Variance reflects lower operating expenditure requirement.

Sub-Appropriation 16.7.c

Provincial Operations

The Provincial Operations branch provides support to nearly 1,200 early learning and child care facilities, which include full-time child care centres, nursery schools, and home-based providers. Its goal is to promote high-quality, inclusive, safe, and healthy early learning environments. The branch serves as the primary contact point for child care providers, prospective licensees, and all Manitobans seeking assistance with child care services. It issues licenses to facilities and ensures they comply with The Community Child Care Standards Act and its regulations. Additionally, the branch implements programs and initiatives that enhance the quality of early learning and child care through curricular and policy development. It also delivers the Inclusion Support Program, which helps child care facilities address barriers, enabling children with diverse abilities and additional support needs to engage meaningfully in programming and activities alongside their peers.

Key Results Achieved

- **Licensing and compliance:** Licensed a total of 27 new home-based facilities and 32 new centres, including 17 Capital projects and 15 non-capital facilities.

- **Inclusion support program:** Reduced barriers through funded supports for 1,393 children with additional support needs, enabling their participation in licensed child care across 463 facilities (centres, nurseries and child care homes). Increased the capacity of child care educators, assistants and home providers by providing behavioural interventions, strategies and training/workshops through enhanced child development services to 240 child care facilities, which benefited 8,706 children and 1,677 staff.
- **Outdoor education initiatives:** Invested nearly \$4.5 million in one-time grants to 290 licensed child care facilities to support essential improvements aimed at enhancing existing outdoor and land-based programming or developing new outdoor education initiatives.
- **Funding to support inclusive and quality programming:** Supported a range of new and ongoing initiatives and services to enhance quality child care programming, including:
 - Abecedarian Support, Training and Research, Red River College Polytechnic
 - Abecedarian Approach (Manidoo Gi-Miini Gonaan, Morrow Ave – Rene Deleurme, Children of the Universe, Thrive Child Care, and Early Learning and Child Care Thompson Inc.)
 - The Child Care Sustainability Trust
 - Science of Early Childhood Development, Red River College Polytechnic
 - Francophone Governance and Inclusion Grant, Fédération des parents de la francophonie manitobaine
 - Early Child Development Hub, Immigrant and Refugee Community Organization of Manitoba
 - Child Care Attachment and Relationship Education (CARE), New Directions
 - Inclusion Workshop Series, Manitoba Inclusion Committee
 - ToyBox Project, University of Winnipeg
 - Family and Child Care Resource Program, Family Dynamics

7 (c) Provincial Operations

Expenditures by Sub-Appropriation	Actual	Authority 2024-25		Variance	Expl. No.
	2024-25	FTEs	\$ (000s)	Over/(Under)	
	\$(000s)			\$(000s)	
Salaries and Employee Benefits	4,678	60.00	4,738	(60)	
Other Expenditures	787		536	251	1
Total Sub-Appropriation	5,465	60.00	5,274	191	

Explanation(s):

1. Variance reflects expenditures for the Family Dynamics program which was previously paid from Grant Assistance.

Sub-Appropriation 16.7.d

Funding and Financial Assistance

The Funding and Financial Assistance branch oversees the design of funding policies and implementation of programs in Manitoba's early learning and child care system. The branch is also responsible for Manitoba's Child Care Subsidy Program, supporting licensed providers and thousands of families in accessing affordable child care. Consistent with the role and mission of the department and Manitoba's

Comptrollership Framework, the branch carries out functions associated with controlling and reporting on divisional financial activities and resources, ensuring accountability and providing financial management oversight for the division.

Key Results Achieved

- **Operating grants and increase:** Provided \$229 million in annual operating grants to support over 40,000 child care spaces in centres and homes. This includes a 5% increase to base operating grants and a 2.75% increase dedicated to support the Wage Grid Supplement in 2024-25.
- **Additional funding for workforce and facility supports:** Significant investments were continued in 2024-25 to support the early learning and child care workforce and in supporting child care facilities in transitioning to the new automated process for payment of the Reduced Parent Fee Revenue Grant, as follows:
 - Pension Contribution Reimbursement Grant to 456 centres, covering the 4% employer contribution to their registered pension plan.
 - RRSP Reimbursement to 206 individuals within the home/group child care providers.
 - Retirement Benefit to 55 centre staff and 6 home-based providers.
 - Reduced Parent Fee Revenue Grant to 725 centres and 350 home-based providers.
 - Transition Grants to 379 centres and 322 home-based providers.
 - Staff Replacement Grants to 412 staff in centres and 5 home-based providers.
- **Child care subsidy to Manitoba families:** Supported an estimated 5,118 children per four-week period to attend licensed child care through parent fee subsidies.
- **Financial planning and operations:** Authorized and processed payments to child care facilities for over 30 different initiatives, in accordance with The Community Child Care Standards Act, regulations, and policies. The department continues to deliver on operational and strategic mandates, while ensuring the appropriate allocation of resources to maximize efficiency. Led financial planning, forecasting, and analysis for the annual estimates process and quarterly cash flow reporting for the division.
- **Accountability measures:** Reviewed operating budgets and audited financial statements provided by over 1,100 licensed facilities across Manitoba to ensure that financial expenditures meet provincial requirements. The department will continue to provide more detailed review to ensure that facilities are being supported in providing child care services within Manitoba.

7 (d) Funding and Financial Assistance

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	
	2024-25 \$(000s)	FTEs	\$(000s)	Over/(Under)	Expl. No.
				\$(000s)	
Salaries and Employee Benefits	2,697	36.00	2,463	234	
Other Expenditures	3,303		1,880	1,423	1
Grant Assistance	379,653		417,340	(37,687)	2
Financial Assistance	10,529		22,895	(12,366)	3
Total Sub-Appropriation	396,182	36.00	444,578	(48,396)	

Explanation(s):

1. Variance reflects program costs budgeted in Grant Assistance but paid from Other Expenditures.
2. Under expenditure mainly reflects lower than budgeted expenditure requirement for the Canada-Manitoba Canada-Wide and the Canada-Manitoba ELCC Agreements, for which there are corresponding reductions in revenue. Variance also reflects lower costs than budgeted for Provincial Grants, partly offset by costs for the Canada-Manitoba Infrastructure Agreement.
3. Under expenditure reflects reduced subsidy cost requirements due to reductions in the daily parent fee to \$10 day.

Sub-Appropriation 16.7.e

Capital and Space Expansion

The Capital and Space Expansion Branch oversees Manitoba's early learning and child care capital and space expansion programs. It is responsible for delivering on Manitoba's child care space expansion commitments. Working collaboratively with internal and external partners, the branch leads capital development projects and supports all expansion proponents creating child care spaces for children 0 to 12 with wrap-around and coordinated resources to ensure on-time opening and sustainability of programs.

Key Results Achieved

- **Increased number of new and expanded child care spaces:** Since the start of the Canada-Wide Early Learning and Child Care Agreement in 2021-22 until the end of the 2024-25 fiscal year, Manitoba opened or committed 11,000 new infant and preschool child care spaces for children ages 0-6 and over 4,900 school-age spaces, totaling over 15,900 new child care spaces throughout Manitoba. As of March 31, 2025, more than 8,050 of these spaces were open and operational (nearly 4,200 spaces for children ages 0-6 and nearly 3,900 spaces for children ages 7-12).
- **Reduced timelines of capital and non-capital space expansion projects for initiation to opening while maintaining quality and affordability:** Wait times for approval of start-up and operating grants were reduced from an average of five months in 2023-24 to one month in 2024-25, accelerating access to new affordable child care spaces for families across Manitoba while reducing the risk of financial strain experienced by facilities.
- **More children ages 0-12 have access to quality licensed and funded early learning and child care programs:** Manitoba continued to work toward expanding access by initiating 23 capital projects and expanding the scope of 1 existing project through the commitment of over \$68.1 million in capital grant funding in 2024-25. This includes 16 projects in partnership with school divisions, 2 projects with post-secondary institutions, 3 projects with health care facilities, and 3 projects with non-profit child care providers. As well, 17 capital child care centres were completed, licensed and opened. This includes 2 projects funded through the Child Care Centres in Schools Policy, 10 through the Municipalities and Indigenous Governing Bodies Child Care Initiative, 4 through the ELCC Building Fund, and 1 through the Child Care Renovation Expansion Grant.

7 (e) Capital and Space Expansion

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024-25</u>		Variance	Expl. No.
	2024-25	FTEs	\$ (000s)	Over/(Under)	
	\$ (000s)			\$ (000s)	
Salaries and Employee Benefits	685	6.00	500	185	
Other Expenditures	40		20	20	
Total Sub-Appropriation	725	6.00	520	205	

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

Main Appropriation Description

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

Sub-Appropriations	2024-25 Actual	<u>2024-25 Authority</u>	
	\$(000s)	FTEs	\$(000s)
School Divisions	108,113	-	109,301
TOTAL	108,113	-	109,301

Sub-Appropriation 16.8.a

School Divisions

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

8 (a) Cost Related to Capital Assets of Other Reporting Entities

Expenditures by Sub-Appropriation	Actual	<u>Authority 2024- 25</u>		Variance	Expl. No.
	2024-25 \$(000s)	FTEs	\$(000s)	Over/(Under) \$(000s)	
School Divisions - Capital Grants	108,113		109,301	(1,188)	
Total Sub-Appropriation	108,113	-	109,301	(1,188)	

Costs Related to Capital Assets (Non-Voted) (Res. 16.9)

Main Appropriation Description

The appropriation provides for the amortization expense related to capital assets.

Costs Related to Capital Assets

Sub-Appropriations	2024-25 Actual \$(000s)	2024-25 Authority	
		FTEs	\$(000s)
General Assets	4	-	58
TOTAL	4	-	58

9 (a) Cost Related to Capital Assets (Non-Voted)

Expenditures by Sub-Appropriation	Actual	Authority 2024-25		Variance	Expl. No.
	2024-25	FTEs	\$(000s)	Over/(Under)	
	\$(000s)			\$(000s)	
General Assets - Amortization	4		58	(54)	1
Total Sub-Appropriation	4	-	58	(54)	

Explanation(s):

- Under expenditure reflects lower cost for amortization than budgeted.

Other Key Reporting

The Public Interest Disclosure (Whistleblower Protection) Act

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

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

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

The following is a summary of disclosures received by Manitoba Education and Early Childhood Learning for fiscal year 2024-25.

Information Required Annually (per section 29.1 of PIDA)	Fiscal Year 2024-25
The number of disclosures received, and the number acted on and not acted on. Subsection 29.1(2)(a)	2
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. The statistic reflects employment equity representation at the department level.

Equity Group	Benchmarks	% Total Employees as at March 31, 2025
Women	50%	74.6%
Indigenous Peoples	16%	8.3%
Visible Minorities	13%	20.5%
Persons with Disabilities	9%	8.5%

Appendices

Appendix A - Special Operating Agencies (SOAs)

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.

No SOAs are accountable to the Minister of Education and Early Childhood Learning.

Appendix B – Other Reporting Entities

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

The following Other Reporting Entities (OREs) form part of the department's consolidated results:

ORE #1

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

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

Appendix C - Statutory Responsibilities

Any statutes that are not assigned to a particular minister are the responsibility of the Justice Minister, as are any amendments to acts. Manitoba Education and Early Childhood Learning operates under the authority of the following acts of the Continuing Consolidation of the Statutes of Manitoba:

- The Community Child Care Standards Act
- The Community Schools Act
- The Early Learning and Child Care Act
- 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' Pension Act
- The Manitoba Teachers' Society Act

As per Schedule “F” of Order in Council 352/2023

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

Appendix D – Tables

Table 1

Special Education	N	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year															
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
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
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
1983	3,159	1,868	13,985	15,175	14,742	14,946	14,848	14,678	14,837	15,796	15,614	15,288	14,312	15,329	19,743
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
1985	2,797	2,089	14,373	15,467	14,377	14,378	14,438	14,819	14,587	15,162	15,028	15,493	16,248	14,602	14,990
1986	2,488	1,991	14,676	15,505	14,647	14,301	14,286	14,479	14,827	15,094	14,958	15,183	16,083	15,162	15,381
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
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
1989	1,823	2,431	14,771	15,563	14,864	14,593	14,277	14,048	14,416	14,602	14,890	16,037	14,665	16,517	19,474
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
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
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
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
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
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
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
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
1998	1,242	2,461	13,928	14,436	14,647	14,431	14,848	13,848	13,969	13,348	14,279	15,122	15,155	14,197	18,739
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	19,419
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	20,418
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
2002	1,309	2,325	12,358	13,360	13,767	14,017	13,891	14,005	14,573	14,524	14,346	14,746	14,791	14,385	16,840
2003	1,408	2,211	12,310	12,783	13,304	13,845	14,094	14,041	14,133	14,691	14,556	14,294	14,725	14,108	16,995
2004	1,361	2,316	12,192	12,659	12,712	13,360	13,886	14,268	14,164	14,692	15,321	15,059	14,238	16,279	18,668
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	18,498
2006	1,330	2,142	11,873	12,463	12,509	12,539	12,687	13,333	13,968	14,298	14,254	14,969	15,337	14,672	18,185
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
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	18,498
2009	1,121	2,302	11,964	12,338	12,378	12,570	12,795	12,901	13,023	12,959	13,861	15,575	14,968	15,886	18,098
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	18,146
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
2012	867	2,205	13,001	12,916	12,466	12,590	12,740	12,894	12,944	13,114	13,978	14,098	14,859	17,212	18,353
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
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	18,337
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
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
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
2018	692	1,977	13,797	14,046	13,871	13,822	14,098	14,006	13,933	14,043	13,931	13,432	13,903	14,106	16,884
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
2020	638	1,177	12,311	13,184	13,413	13,509	13,313	13,482	13,438	13,491	13,407	13,453	13,404	16,076	17,595
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	18,0,471
2022	599	1,539	12,923	13,867	13,847	14,129	14,217	14,245	13,938	13,739	14,000	14,338	14,416	14,010	16,234
2023	619	1,530	13,329	13,787	14,269	14,371	14,551	14,663	14,657	14,196	14,827	14,901	14,903	16,546	19,1,229
2024	502	1,462	12,982	14,103	14,235	14,670	14,737	14,908	14,917	14,906	14,503	14,832	15,386	15,381	19,5,266

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 2024 - Enrolment Report.

Table 2
French-Language Programs/Courses

	SCHOOL YEAR	FRANÇAIS	FRENCH IMMERSION	FRENCH COURSES (within the English Program)	TOTAL
Divisions/ Districts	2024-25 e	3	23	32	34
	2023-24 f	3	23	33	35
	Difference	-	-	(1)	(1)
Schools	2024-25 e	27	116	349	431
	2023-24 f	27	114	358	438
	Difference	-	2	(9)	(7)
Students	2024-25 e	6,554	28,903	54,650	90,107
	2023-24 f	6,301	28,355	54,781	89,437
	Difference	253	548	(131)	670
Grants	2024-25 e	\$ 1,764,006	\$ 6,675,619	\$ 262,968	\$ 8,702,593
	2023-24 f	\$ 1,709,140	\$ 6,518,521	\$ 269,732	\$ 8,497,393
	Difference	\$ 54,866	\$ 157,098	\$ (6,764)	\$ 205,200

(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 2023-24	Budget 2024-25
Provincial Government	1,878,073,128	1,684,968,798
Federal Government	21,599,344	16,176,199
Municipal Government	758,166,844	1,153,671,863
Other School Divisions	12,646,067	13,196,312
First Nations	129,522,025	134,480,985
Private Organizations and Individuals	34,183,176	25,230,486
Other Sources	24,437,284	9,586,656
Total	2,858,627,868	3,037,311,299
Expenses		
Regular Instruction	1,565,861,046	1,664,837,631
Student Support Services	555,112,304	591,512,708
Adult Learning Centres	13,314,942	13,080,145
Community Education and Services	23,922,706	22,388,017
Divisional Administration	89,560,049	93,090,047
Instructional and Other Support Services	92,938,699	111,567,572
Transportation of Pupils	122,927,202	132,162,217
Operations and Maintenance	310,416,499	329,970,847
Fiscal	48,375,560	50,997,398
Total	2,822,429,007	3,009,606,582
Surplus/(Deficit)	36,198,861	27,704,717
Less: Net Transfers from (to) Capital Fund	43,594,893	24,289,010
Add: Transfers from Special Purpose Funds	116,220	N/A
Net Surplus/(Deficit) *	(7,279,812)	3,415,707

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

Source: FRAME Financial Statements – 2023-24
FRAME Budgets – 2024-25

Table 4

Manitoba Education and Early Childhood Learning
Manitoba Early Learning and Child Care Division
2023-24 Program Statistics and Program Indicators

Centres and Homes**Total Licensed Facilities and Spaces**

at March 31, 2025

Centres	2024-25				Total No. of Licenced Spaces ⁴
	No. of Centres	No. of Funded Spaces	No. of Unfunded Spaces		
Funded Non-Profit ¹	730	38,056	92		38,128
Unfunded Non-Profit ²	5	0	193		193
Unfunded For-Profit ³	45	0	2,224		2,224
Total	780	38,056	2,511		40,545

Homes	2024-25				Total No. of Licenced Spaces ⁴
	No. of Homes	No. of Funded Spaces	No. of Unfunded Spaces		
Funded	344	2,623	8		2,635
Unfunded	59	0	455		469
Total	403	2,623	463		3,104

¹ An organization registered as a non-profit corporation in receipt of provincial grants.² An organization registered as a not-for-profit corporation, not in receipt of provincial grants.³ An organization not registered as a not-for-profit corporation, not in receipt of provincial grants⁴ Difference may exist between total licensed spaces and the sum of funded and unfunded spaces

Centres and Homes

Total Licensed Facilities and Spaces

at March 31, 2024

Centres	2023-24				Total No. of Licenced Spaces
	No. of Centres	No. of Funded Spaces	No. of Unfunded Spaces		
Funded Non-Profit ¹	712	36,541	23		36,564
Unfunded Non-Profit ²	6	0	233		233
Unfunded For-Profit ³	41	0	2,023		2,023
Total	759	36,541	2,279		38,820

Homes	2023-24				Total No. of Licenced Spaces
	No. of Homes	No. of Funded Spaces	No. of Unfunded Spaces		
Funded	330	2,509	6		2,515
Unfunded	70	0	535		535
Total	400	2,509	541		3,050

¹ An organization registered as a non-profit corporation in receipt of provincial grants.

² An organization registered as a not-for-profit corporation, not in receipt of provincial grants.

³ An organization not registered as a not-for-profit corporation, not in receipt of provincial grants

Funded Centres and Homes

at March 31, 2025

Region	Centres		Homes		Total	
	No. of Centres	No. of Spaces	No. of Homes	No. of Funded Spaces	No. of Facilities	No. of Spaces
Winnipeg	408	24,527	232	1,759	640	26,286
Westman	92	3,356	28	224	120	3,580
Eastman	62	3,184	30	228	92	3,412
Central	70	3,056	9	81	79	3,137
Interlake	41	1,703	33	243	74	1,946
Parkland	35	1,130	12	88	47	1,218
Northern	22	1,100	0	0	22	1,100
Total	730	38,056	344	2,623	1074	40,679

Unfunded Non-Profit Centres

at March 31, 2025

Region	Total No. of Facilities	Total No. of Unfunded Spaces
Winnipeg	3	153
Other Regions	2	40
Total	5	193

Licensing Orders, Suspensions, Refusals

2024-25

Facilities	Number of Licensing Orders*	Licence Suspensions/Refusals
Non-profit centres	0	0
Commercial centres	0	0
Homes	0	2
Total	0	2

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

Number of Complaints by Type of ELCC Facility

2024-25

Facilities	Number of Complaints
Licensed non-profit centres	79
Licensed commercial centres	4
Licensed home-based provider	17
Unlicensed centre	0
Unlicensed home-based provider	20
Total Unique Complaints	120

* Beginning in 2024-25 the department is reporting on investigated and closed complaints.

PROGRAM INDICATORS FOR EARLY LEARNING AND CHILD CARE

	2023-24	2024-25
ACCESSIBILITY		
Total number of program sites:	1,159	1,183
• number of child care centres	759	780
• number of child care homes	400	403
Program capacity (spaces)	41,870	43,649
• spaces for preschool children	27,702	29,060
• spaces for school age children	14,168	14,589
• change in program capacity (spaces)	+957	+1,779
• change in program capacity (%)	+2.3%	+4.2%
Number of children in Manitoba 0 to 12 years¹	208,363	207,336
• preschool children (0 to 5 years)	90,168	89,895
• school age children (6 to 12 years)	118,195	117,441
Percentage of Manitoba children for whom there was a regulated space	20.1%	21.1%
• preschool children (0 to 5 years)	30.7%	32.3%
• school age children (6 to 12 years)	12.0%	12.4%
AFFORDABILITY		
Total number of child care spaces approved for funding	2,555	2,656
• spaces for infant children	379	417
• spaces for preschool children	1,119	1,488
• spaces for nursery children	New Measure	143
• spaces for school age children	1,042	608
Maximum daily child care fees (centre-based)²		
• infant	\$10.00	\$10.00
• preschool	\$10.00	\$10.00
• school age (before school/lunch/after school)	\$10.00	\$10.00
Maximum daily child care fees (home based)²		
• infant	\$10.00	\$10.00
• preschool	\$10.00	\$10.00
• school age (before school/lunch/after school)	\$10.00	\$10.00
Daily non-subsidized fee per child	\$ 2.00	\$2.00
Average number of children receiving subsidized child care per 4-week period³	6,343	5,118
Subsidization levels based on family net income: family examples (centre based)⁴		
• one parent, one preschool child		
- full subsidy up to	\$23,883	\$23,883

- partial subsidy up to		\$37,542		\$37,542
• two parents, two preschool children				
- full subsidy up to		\$32,705		\$32,705
- partial subsidy up to		\$60,023		\$60,023
Annual operating grant per space (for centres)	April 1, 2023 to June 30, 2023⁵	July 1, 2023 to March 31, 2024⁵	April 1, 2024 to June 30, 2024⁶	July 1, 2024 to March 31, 2025⁶
• infant space	\$13,931	\$15,267	\$15,957	\$16,610
• preschool space	\$5,424	\$6,090	\$ 6,344	\$ 6,667
• school age space	\$2,314	\$2,669	\$ 2,769	\$ 2,940
• nursery school space (6 to 10 sessions/week)	(up to) \$3,037	(up to) \$3,558	(up to) \$ 3,683	(up to) \$ 3,933
Unit Funding Rate (daily revenue generated through parent fees and operating grants per unit)	\$ 333.29	\$ 353.80	\$361.86	\$371.81
Parent fees as percentage of annual centre revenue⁷				
• infant space		11%		11%
• preschool space		23%		22%
• school age space		55%		50%
Annual operating grant funding levels for homes	April 1, 2023 to June 30, 2023⁸	July 1, 2023 to March 31, 2024⁸	April 1, 2024 to June 30, 2024⁹	July 1, 2024 to March 31, 2025⁹
• infant space	\$ 3,769	\$ 4,356	\$ 4,519	\$ 4,802
• preschool space	\$ 2,930	\$ 3,402	\$ 3,527	\$ 3,754
• school age space	\$ 1,419	\$ 1,718	\$ 1,771	\$ 1,915
QUALITY				
Regulated ratios (centre based)				
• infant		1:4		1:4
• preschool		1:8		1:8
• nursery school		1:10		1:10
• school age		1:15		1:15
Proportion of staff required to be ECE IIs or IIIs				
• infant and preschool centres	two-thirds		two-thirds	
• school age centre and nursery school	one-half		one-half	
Minimum training requirement for CCAs within first year of employment		Approved 40-hour course		Approved 40-hour course
Minimum training requirement for family child care licensees within first year of operation		Approved 40-hour course		Approved 40-hour course
Center staff by classification				
• number of CCAs		5,288		5,760
• number of ECE IIs (diploma required for classification)		2,395		2,604

• number of ECE IIIs (post-diploma or degree required for classification)	985	999
Family and Group Child Care Homes: licensee classified as ECE II or ECE III¹⁰		
• number of homes	82	100
• number of home spaces	645	806
Average hourly rate of pay for CCAs¹¹	\$17.59	\$18.16
Average hourly rate of pay for trained ECE IIIs¹²	\$24.71	\$25.71
Average hourly rate of pay for trained ECE IIIs¹³	\$32.52	\$34.34
Change in income for trained ECE IIIs¹⁴	7.9%	4.1%
Total income for home-based licensees¹⁵	\$60,671.10	\$62,910.36 ¹⁶
Change in income for home-based licensees¹⁵	8.18%	3.69% ¹⁶
Percentage of centres that are non-profit	94.6%	94.2%
Percentage of centre spaces that are non-profit	94.8%	94.5%
Number of children served under the Inclusion Support Program	1,262	1,393
Percentage of facilities participating in the Inclusion Support Program		
• Centres	51%	58%
• Homes	6%	3%

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

² Maximum fees apply to all funded spaces.

2023-24: Rates provided for infant and preschool age child are for regular hours of care (4-10 hours per day). Rates provided for school age child is for 3 periods of care (before school/lunch/after school).

2024-25: From April 1, 2024, to December 7, 2024, rates provided for infant and preschool age child are for regular hours of care (4-10 hours per day) and rates provided for school age child was for 3 periods of care (before school/lunch/after school). Effective December 8, 2024, rates provided were extended to include school age children on non-school days.

³ This indicator should not be interpreted as the total number of children receiving subsidy in the fiscal year.

⁴ Each subsidy application is assessed on a case-by-case basis by taking into account their family's unique situation.

⁵ 2023-24 Increase in operating grant implemented in two steps.

Step 1 - April 1, 2023 to June 30, 2023 with a 5% increase in operating grant. Nursery schools receive \$1,518 per space for up to five sessions plus an additional \$304 per session for six to 10 sessions, for a maximum of \$3,037 per space.

Step 2 - July 1, 2023 to March 31, 2024 which adds a 2.75% increase in the wage grid. Nursery schools receive \$1,778 per space for up to five sessions plus an additional \$356 per session for six to 10 sessions, for a maximum of \$3,558 per space.

⁶ 2024-25 Increase in operating grant implemented in two steps.

Step 1 - April 1, 2024 to June 30, 2024 with a 5% increase in operating grant. Nursery schools receive \$1,841 per space for up to five sessions plus an additional \$368 per session for six to 10 sessions, for a maximum of \$3,683 per space.

Step 2 - July 1, 2024 to March 31, 2025 which adds a 2.75% increase in the wage grid. Nursery schools receive \$1,966 per space for up to five sessions plus an additional \$393 per session for six to 10 sessions, for a maximum of \$3,933 per space.

⁷ Centre revenue is made up of income from an operating grant and income from parent fees or fee subsidies on behalf of eligible families and the parent fee revenue supplement.

⁸ 2023-24 Increase in operating grant implemented in two steps.

Step 1 - April 1, 2023 to June 30, 2023 with a 5% increase in operating grant and

Step 2 - July 1, 2023 to March 31, 2024 which adds a 2.75% increase in the wage grid.

⁹ 2024-25 Increase in operating grant implemented in two steps.

Step 1 - April 1, 2024 to June 30, 2024 with a 5% increase in operating grant and

Step 2 - July 1, 2024 to March 31, 2025 which adds a 2.75% increase in the wage grid.

¹⁰ The increase in the number of licensed homes with ECE II or III classifications, along with the increase in ECE IIs and IIIs employed in centres, does not directly reflect the net increase in the total number of employed ECEs in Manitoba. This is because the totals do not account for ECE movement between homes, centres, and nursery schools—or any combination thereof.

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

¹² Based on salary analysis of ECE IIs in funded full-time centres.

¹³ Based on salary analysis of ECE IIIs in funded full-time centres.

¹⁴ Based on salary analysis of ECE IIs in funded full-time centres.

¹⁵ Based on maximum number of licensed spaces, maximum parent fees, and maximum annual operating grant

¹⁶ Increase to operating grant effective April 1, 2024 and subsequent increase on July 1, 2024 for implementation of wage grid.

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

Other Reporting Entity (ORE) – These are reporting organizations in the Government Reporting Entity (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 the Public Sector Accounting Board (excludes core government).

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

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

Provincial Themes: Provincial themes are the overarching strategic priorities that align departmental activities with government's direction.

Special Operating Agencies (SOAs) – These are service operations within departments that are 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 pursuit of its mission. All performance objectives and measures should align with the organization's mandate and strategy.

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

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

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

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