

Education and Training

Financial and Administrative Services Branch
15 – 1577 Dublin Avenue, Winnipeg, Manitoba, Canada R3E 3J5

JUN 29 2016

Dear

Re: Your Request for Access to Information Under Part 2 of *The Freedom of Information and Protection of Privacy Act*: Our File No. 2016 - E 011

On May 17, 2016, Manitoba Education and Training received your request for access to the following information:

"All materials provided to the current Minister of Education and Training, since the most recent provincial election, including but not limited to: advisory and briefing notes, house books and house preparation materials related to the transition of government."

On May 17, 2016, you clarified your request with the Information and Privacy Policy Secretariat (IPPS) to the following:

"All transition binder prepared by the department and provided to a new Minister upon appointment that describes the department structure, responsibilities, priorities and critical issues, as well as any advisory notes, briefing notes or other materials provided to the minister by the date of the access request."

I am pleased to inform you that your request for access to these records has been granted in part.

Access to certain information within the records you requested is refused, as this information falls within the following exceptions to disclosure in *The Freedom of Information and Protection of Privacy Act*:

- 17(1)** The head of a public body shall refuse to disclose personal information to an applicant if the disclosure would be an unreasonable invasion of a third party's privacy.
- 17(3)** In determining under subsection (1) whether a disclosure of personal information not described in subsection (2) would unreasonably invade a third party's privacy, the head of a public body shall consider all the relevant circumstances including, but not limited to, whether...
 - (i)** the disclosure would be inconsistent with the purpose for which the personal information was obtained.

21(1) The head of a public body may refuse to disclose information to an applicant if disclosure could reasonably be expected to harm relations between the Government of Manitoba or a government agency and any of the following or their agencies:

(c) a local public body

23(1) The head of a public body may refuse to disclose information to an applicant if disclosure could reasonably be expected to reveal

(a) advice, opinions, proposals, recommendations, analyses or policy options developed by or for the public body or a minister;

(f) information, including the proposed plans, policies or projects of a public body, the disclosure of which could reasonably be expected to result in disclosure of a pending policy or budgetary decision.

As required by subsection 7(1) of the Act, we have severed information that is exempted from disclosure and have provided you with as much information as possible. Copies of the records that are accessible under the Act are enclosed.

Subsection 59(1) of *The Freedom of Information and Protection of Privacy Act* provides that you may make a complaint about this decision to the Manitoba Ombudsman. You have 60 days from the receipt of this letter to make a complaint on the prescribed form to:

Manitoba Ombudsman
750-500 Portage Avenue
Winnipeg, MB R3C 3X1
Phone 204-982-9130
1-800-665-0531

In the interest of the Manitoba Government's commitment to openness and transparency, this response letter along with the responsive records will be made available on our proactive disclosure website. Any personal or other confidential information belonging to you or a third party will be removed prior to disclosure.

If you have any questions with respect to our response, please contact Jodi MacDonald, Access and Privacy Coordinator at 204-945-5310.

Sincerely,


Claire Breul
A/Access and Privacy Officer

Attachment

IMMIGRATION AND ECONOMIC OPPORTUNITIES DIVISION
PROPOSED BRIEFING SCHEDULE

The Department proposes the following briefing schedule for the Minister:

1. As soon as possible, a briefing with the Deputy Minister to become acquainted, provide briefing materials to the Minister and Special Assistant, and determine the Minister's availability for further briefings.
2. Introductions between the Minister and Deputy Minister and their respective staffs, and discussion of administrative procedures between the two offices as necessary.
3. Topic-specific briefings with the Deputy Minister (and relevant ADMs/Executive Directors if desired by the Minister) to discuss the Department's most pressing issues, including:
 - Incoming Provincial Co-Chair of the FPT Forum of Ministers Responsible for Immigration (see Tab 5)
4. Further meetings with the Deputy Minister and Department staff as requested by the Minister.

**IMMIGRATION AND ECONOMIC OPPORTUNITIES DIVISION
DIVISIONAL RESPONSIBILITIES**

The Immigration and Economic Opportunities Division (IEO) is responsible for promoting Manitoba as a destination of choice for immigrant entrepreneurs and skilled workers to support the province's economic development objectives, through the Manitoba Provincial Nominee and Manitoba Start programs.

IEO's central support services in the areas of finance and administration are provided under a shared service arrangement currently with Manitoba Growth, Enterprise and Trade.

IMMIGRATION AND ECONOMIC OPPORTUNITIES DIVISION ORGANIZATIONAL STRUCTURE

IMMIGRATION AND ECONOMIC OPPORTUNITIES (IEO) DIVISION

Corporate Services Branch provides central support services in the areas of: immigration policy and legislative analysis; program development; labour market analysis; research and evaluation; federal/provincial relations, at both the multilateral and bilateral levels; interdepartmental coordination to support refugee settlement; and, financial administration duties in coordination with Shared Financial Services.

Immigration and Employment Programs Branch (IEPB) is responsible for: the Manitoba Provincial Nominee Program (MPNP); the delivery of the MPNP Skilled Worker category; and, the Manitoba Start Program and other employment supports, for the labour market integration and career development of immigrant newcomers.

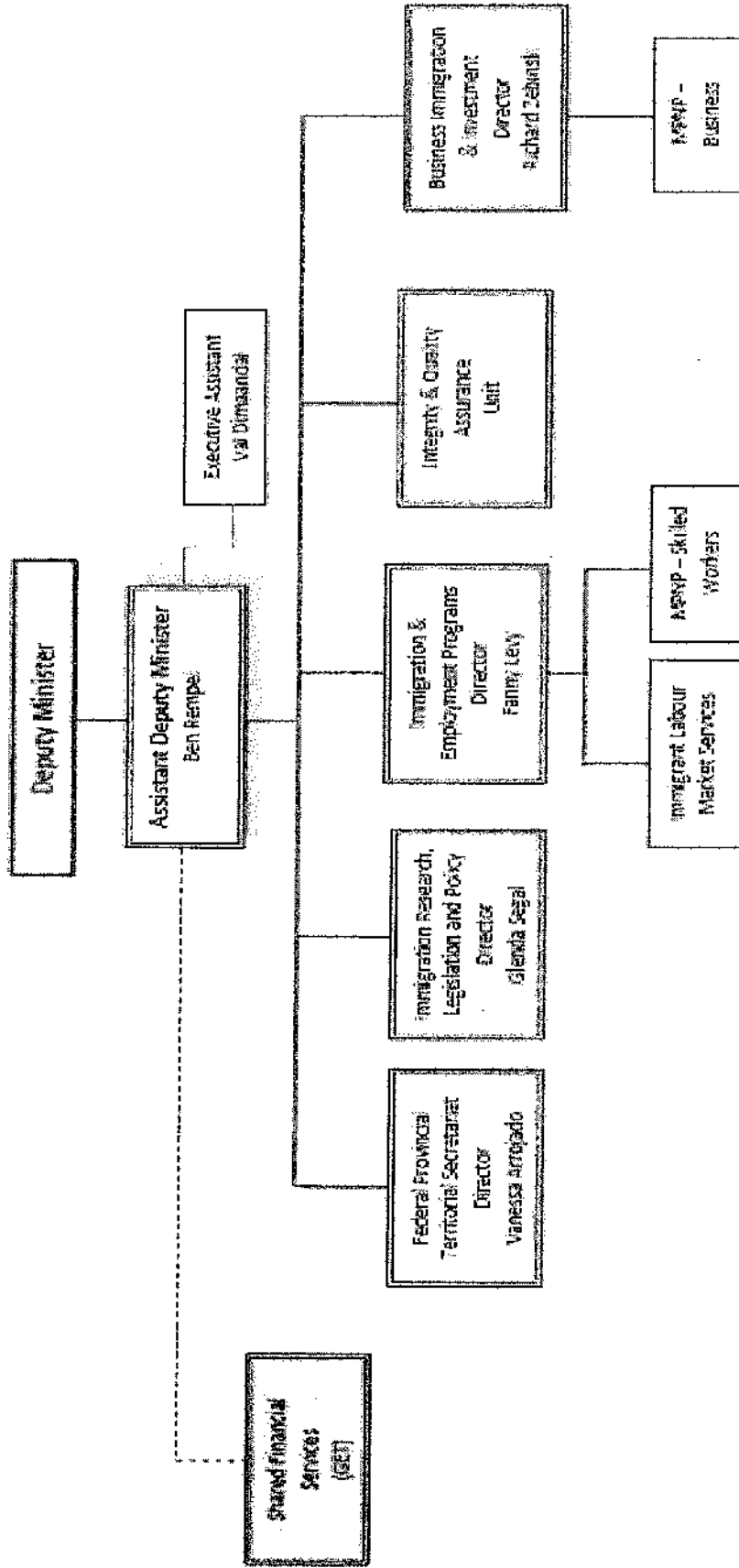
Business Immigration and Investment Branch (BIIB) is responsible for the business category of the MPNP (PNP-B) and supports the management of the Manitoba Opportunities Fund as a revenue resource for economic development in Manitoba.

Integrity and Quality Assurance Unit is responsible for risk mitigation, fraud detection, and compliance monitoring for both the MPNP skilled worker and business categories, consistent with the requirements of the Canada Manitoba Immigration Agreement, as well as the Province's integrity and quality assurance standards and protocols.

Ben Rempel, Assistant Deputy Minister, IEO Division - After working overseas and with the University of Manitoba in the area of international education, Mr. Rempel started working with the Province of Manitoba in 2002 as an immigration officer with the MPNP. During his employment with the MPNP, Mr. Rempel worked with the federal government to develop an immigration strategy for international students, and also worked as a senior program officer, strategic initiatives consultant and immigration director, before becoming ADM for immigration in 2007.

**MANITOBA EDUCATION AND TRAINING
IMMIGRATION AND ECONOMIC OPPORTUNITIES DIVISION**

ORGANIZATION CHART



**IMMIGRATION AND ECONOMIC OPPORTUNITIES DIVISION
STRATEGIC PRIORITIES**

LEAN / Operational Excellence

The Immigration and Economic Opportunities Division continues to implement a continuous improvement program, called Operational Excellence, to improve the services we deliver to the public, engage staff to drive positive changes in the work they do, and provide opportunities for cross-branch growth and improvement. Operational Excellence is being embedded as a long-term philosophy of teambuilding, discussion and learning. The initiative aligns with the Manitoba Government's Lean Action Plan, the elements of a highly effective civil service, and includes central government's enterprise approach to talent management and development. Ongoing development of the Operational Excellence Program is a divisional priority for 2016/17.

IMMIGRATION AND ECONOMIC OPPORTUNITIES (IEO) DIVISION

Incoming Provincial Co-Chair of the FPT Forum of Ministers Responsible for Immigration

Effective April 1, 2016, for a two-year term, Manitoba will assume the role as the Co-Chair of the Federal/Provincial/Territorial Forum of Ministers Responsible for Immigration, including the management of the PT Secretariat, the costs of which are shared among the provinces and territories through annual contributions. Through this co-chair role at the Minister, Deputy Minister and Assistant Deputy Minister levels, Manitoba has the unique opportunity to establish a direct and positive working relationship with the federal government on shared immigration priorities. Manitoba's Immigration Minister could also be asked to co-chair a teleconference of FPT Ministers as soon as May 2016 to review priorities and planning directions.

Renewal of Canada Manitoba Immigration Agreement (CMIA)

The CMIA provides the framework for the development and delivery of the Manitoba Provincial Nominee Program (MPNP) and ensures that any criteria or policy changes to the MPNP are negotiated with, and agreed to, by Immigration, Refugees and Citizenship Canada (IRCC). The current CMIA was last renewed in 2003 and should be renewed in 2016/17 to incorporate Manitoba's current immigration policy and program priorities/objectives into the federal template and the provisions negotiated by other provinces/territories in more recent bilateral immigration agreements.

FINANCIAL OVERVIEW

DETAILS OF ESTIMATED REVENUE FOR THE FISCAL YEAR ENDING MARCH 31ST, 2017 DEPARTMENT OF LABOUR AND IMMIGRATION

SERVICE	ESTIMATES OF REVENUE 2016/17 \$ (000s)	ESTIMATES OF REVENUE 2015/16 \$ (000s)
1. TAXATION:		
2. OTHER REVENUE:		
a) Cost Recovery from Workers Compensation Board	9,846	10,169
b) Fees	628	618
c) Sundry	440	443
3. GOVERNMENT OF CANADA:		
i. Labour and Immigration		
1. CIC Funding Agreement for Settlement Services	-	-
2. ESDC Funding Agreement for Qualifications Recognition	-	57
3. Flin Flon Inspection Agreement	<u>185</u>	<u>185</u>
Total Government of Canada (Labour and Immigration)	<u>185</u>	<u>242</u>
Total Department of Labour and Immigration	<u>11,099</u>	<u>11,472</u>

SPECIAL OPERATING AGENCIES

SERVICE	ESTIMATES OF REVENUE 2016/17 \$ (000s)	ESTIMATES OF REVENUE 2015/16 \$ (000s)
1. TAXATION:		
2. OTHER REVENUE:		
c. Special Operating Agencies Revenue Sharing (1) Office of the Fire Commissioner	<u>750</u>	<u>750</u>
Total Other Revenue (Special Operating Agencies Revenue Sharing)	<u>750</u>	<u>750</u>
3. GOVERNMENT OF CANADA:		
Total Special Operating Agencies	<u>750</u>	<u>750</u>

**IMMIGRATION AND ECONOMIC OPPORTUNITIES (IEO) DIVISION
BROAD POLICY OR FINANCIAL PRESSURES**

Financial Pressures

The Immigration and Economic Opportunities Division receives \$4,142.0, approximately 45 per cent of its overall budget, through Enabling Vote funding. The Enabling Vote funding is essential for the Department to continue fund priority immigration projects and public commitments including the Manitoba Start Program, the Recognition Counts! Micro Loans for Skilled Immigrants Program and the Provincial Nominee Program online application and skills matching tool. In addition, the Enabling Vote funding provides \$827.0 that is needed for salary expenditures for the Division in 2015/16, as this is not included in Labour and Immigration's Printed Vote.

IMMIGRATION AND ECONOMIC OPPORTUNITIES (IEO) DIVISION

The following funding commitments by LIM for 2016/17 have been communicated publicly related to Manitoba's increased intake of refugees under the federal response to the Syrian Refugee Crisis:

Manitoba Interfaith Immigration Council Inc. (Welcome Place)-staffing	\$110.0
Mount Carmel Clinic- refugee mental health	75.0
Manitoba Immigrant and Refugee Settlement Sector Association (MIRSSA)- Community-based Resettlement Coordinator	30.0 (total is \$70.0 with \$40.0 recoverable from Housing and Community Development)

In addition, Treasury Board approved \$225.0 to be tendered in 2016/17 for a service partnership to provide language training and literacy supports in connection with labour market services for high needs refugees.

IMMIGRATION AND ECONOMIC OPPORTUNITIES DIVISION
LIST OF COMMUNITY CONTACTS

Employer Contacts

Manitoba Chambers of Commerce
Winnipeg Chamber of Commerce
Manitoba Construction Sector Council
Manitoba Business Council
Manitoba Employers Council
Canadian Federation of Independent Business
Canadian Manufacturers & Exporters Manitoba
Manitoba Association of School Trustees
Manitoba Heavy Construction Association Inc.
Manitoba Home Builders Association
Manitoba Hotel Association
Manitoba Restaurant Association
Manitoba Trucking Association
Retail Council of Canada
Winnipeg Regional Health Authority
Regional Health Authorities of Manitoba
Manitoba Pension Plan Sponsors and Administrators
Canadian Bankers Association

Immigration Promotion / Service Provider Contacts

Information and Communication Technologies Association of Manitoba
Manitoba Food Processors Association
Cities of Winnipeg, Brandon, Steinbach, Morden, Winkler, Altona, Portage la Prairie,
Neepawa, Dauphin, Russell, Thompson
Employment Solutions for Immigrants (ESI Inc.)
SEED Winnipeg
Manitoba Immigrant Interfaith Council/Welcome Place (MIIC)
Manitoba Immigrant and Refugee Settlement Services Association (MIRSSA)
Manitoba English as an Additional Language Organization (MEALO)
Société franco-manitobaine (SFM)
World Trade Centre Winnipeg (WTC)
Jewish Federation of Winnipeg
Islamic Social Services Association (ISSA)

Other Contacts

Association of Manitoba Municipalities
Manitoba Heavy Construction Association
Certified General Accountants Association of Manitoba
Certified Technicians and Technologists Association of Manitoba
College of Licensed Practical Nurses of Manitoba

College of Physicians and Surgeons of Manitoba
College of Registered Nurses of Manitoba
Law Society of Manitoba
Manitoba Dental Association

IMMIGRATION AND ECONOMIC OPPORTUNITIES DIVISION
STATUTORY RESPONSIBILITIES

IMMIGRATION AND ECONOMIC OPPORTUNITIES (IEO) DIVISION

Manitoba Advisory Council on Citizenship, Immigration and Multiculturalism Act

DEPARTMENT OF LABOUR AND IMMIGRATION
SCHEDULED EVENTS – WITHIN 30 DAYS

None within next 30 days

DEPARTMENT OF LABOUR AND IMMIGRATION
ACRONYMS

IMMIGRATION AND ECONOMIC OPPORTUNITIES (IEO) DIVISION

BIIB- Business Immigration and Investment Branch
CBSA – Canada Border Services Agency
CMIA – Canada-Manitoba Immigration Agreement
EAL – English as an Additional Language
EOI – Expression of Interest
ESDC – Employment and Social Development Canada
FLMM – Forum of Labour Market Ministers
FPT- Federal/Provincial/Territorial
FQR- Foreign Qualifications Recognition
FSW – Federal Skilled Worker
GAR- Government Assisted Refugee
IELTS – International English Language Test System
IEAs – Internationally Educated Applicants
IEO – Immigration and Economic Opportunities Division
IEPs – Internationally Educated Professionals
IEPB- Immigration and Employment Programs Branch (IEPB)
IRAES – Immigrant Referral, Assessment and Employment Supports database
IRCC – Immigration, Refugees and Citizenship Canada (formerly CIC)
IRCOM – Immigrant and Refugee Community Organization of Manitoba
IRPA – *The Immigration and Refugee Protection Act*
LFS- Labour Force Survey
LMI – Labour Market Information
LMIA – Labour Market Impact Assessment
MACCIM- Manitoba Advisory Council on Citizenship, Immigration and Multiculturalism
MIRSSA – Manitoba Immigrant and Refugee Settlement Sector Association
MEALO – Manitoba English as and Additional Language Organization
MOF – Manitoba Opportunities Fund
MPNP – Manitoba Provincial Nominee Program
NOC – National Occupation Code
OMFC – Office of the Manitoba Fairness Commissioner
PNP- Provincial Nominee Program
PSR- Privately Sponsored Refugee
PT – Provincial/Territorial
QR – Qualifications Recognition
RAP – Refugee Assistance Program
TFWP – Temporary Foreign Worker Program
WRAPA – *The Worker Recruitment and Protection Act*

IMMIGRATION AND ECONOMIC OPPORTUNITIES DIVISION
BOARDS AND COMMITTEES

**Manitoba Advisory Council on Citizenship, Immigration and Multiculturalism
(MACCIM) (Chair: Christine Semaniuk)**

The MACCIM provides information, advice and recommendations to government on matters relating to citizenship and immigration (eg, immigration promotion, the settlement and integration of immigrants, etc.) and matters relating to multiculturalism such as intercultural relations and ethnic and linguistic diversity.

Executive Briefing Note (immigration excerpt)

IMMIGRATION and ECONOMIC OPPORTUNITIES DIVISION

1. Department responsibilities

The Immigration and Economic Opportunities Division (IEO) is responsible for promoting Manitoba as a destination of choice for immigrant entrepreneurs and skilled workers to support the province's economic development objectives through the Manitoba Provincial Nominee and Manitoba Start programs. Support services in the areas of finance and administration and information technology are provided under a shared service arrangement currently with Manitoba Growth, Enterprise and Trade.

2. Items requiring immediate decisions/action - NIL

3. Pressures - NIL

4. Priority issues:

a) Incoming Provincial Co-Chair of the FPT Forum of Ministers Responsible for Immigration

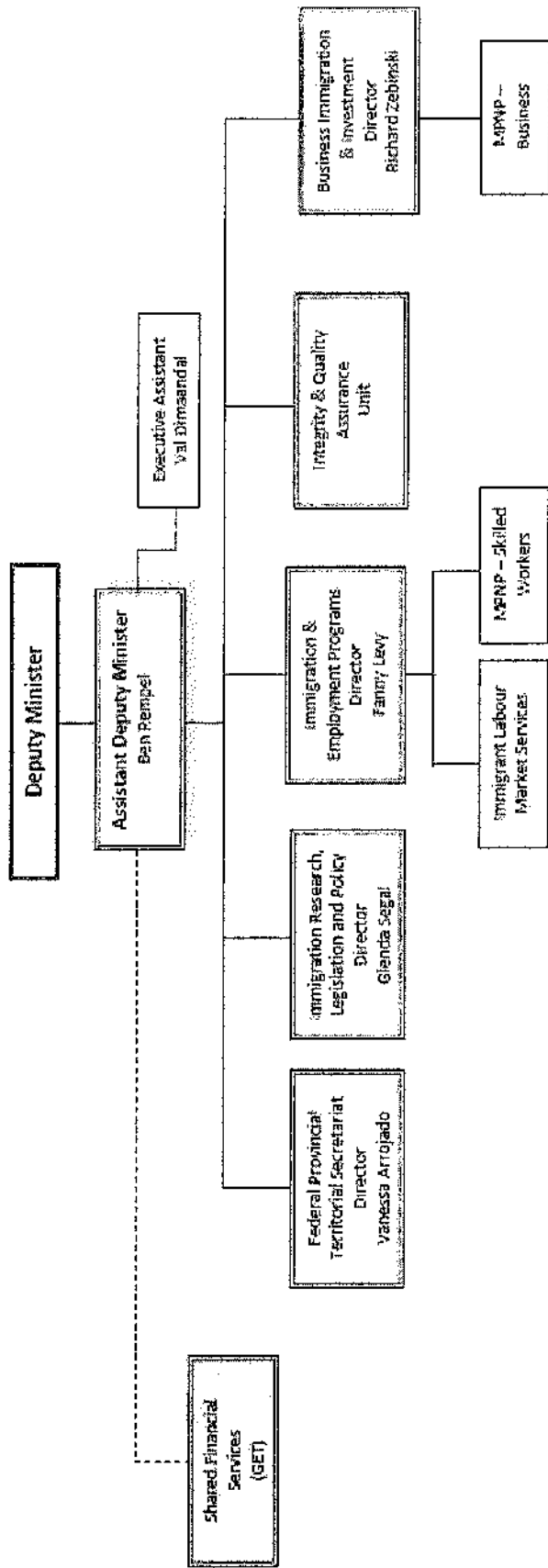
Effective April 1, 2016, for a two-year term, Manitoba will assume the role as the Co-Chair of the Federal / Provincial / Territorial Forum of Ministers Responsible for Immigration, including the management of the PT Secretariat. Through this co-chair role at the Minister, Deputy Minister and Assistant Deputy Minister levels, Manitoba has the unique opportunity to establish a direct and positive working relationship with the federal government on shared immigration priorities.

Options:

- Manitoba's Minister responsible for Immigration could be asked to co-chair a teleconference meeting of FPT Ministers as soon as May 2016 to review priorities and planning directions.

**MANITOBA EDUCATION AND TRAINING
IMMIGRATION AND ECONOMIC OPPORTUNITIES DIVISION**

ORGANIZATION CHART



**IMMIGRATION AND OPPORTUNITIES DIVISION
MINISTERIAL BRIEFING**

TABLE OF CONTENTS

1. *Proposed Briefing Schedule*

Organization:

2. Divisional responsibilities
3. Organizational structure
4. Organization chart

Strategic Overview:

5. Strategic priorities
6. Financial overview
7. Broad policy or financial pressures
8. List of community contacts
9. Statutory responsibilities of the Minister
10. Scheduled events – 30 days
11. Acronyms
12. Boards and Committees

BRIEFING MATERIALS

Labour and Immigration

SUBJECT: Canada-Manitoba Immigration Agreement (CMIA)

ISSUE:

- The CMIA defines the respective roles and responsibilities of Canada and Manitoba relating to immigrants and temporary residents to Manitoba under the federal *Immigration and Refugee Protection Act (IRPA)* and was last renewed in 2003.
- The new federal government has indicated a readiness to negotiate the renewal of the agreement's general provisions as well as specific annexes related to the Provincial Nominee Program (PNP) and information-sharing arrangements.
- Manitoba has the opportunity to update the Province's immigration priorities, including enhancements to the Manitoba PNP and information-sharing arrangements, by engaging Immigration, Refugees and Citizenship Canada (IRCC) in negotiations towards the renewal of the CMIA.

CRITICAL BACKGROUND:

- The CMIA was first signed in 1996 to provide a framework for shared responsibility and cooperation between Canada and Manitoba on immigration. The Agreement was amended in 1998 with the signing of two addenda on Provincial Nominees and Settlement Services.
- In 2003, the CMIA was renewed to include a new annex covering the Provision of Data on Immigrant Landings, along with revised General Provisions and annexes on Immigrant Settlement Services and Provincial Nominees.
- General Provisions: The General Provisions sought to foster an effective partnership between Canada and Manitoba for the promotion, recruitment, selection, admission, and funding of settlement and integration of immigrants to the province.
- Provincial Nominees: This Annex defined the roles and responsibilities of Canada and Manitoba in relation to the operation of Manitoba's Provincial Nominee Program as provided for by the Provincial Nominee Class in the IRPA and its regulations.
- Information sharing: This Annex provided Manitoba with information to enable program evaluations with a view to informing program and policy development.
- Immigrant Settlement Services: The purpose of this Annex was to maintain Manitoba's primary responsibility for the design, administration, delivery, and evaluation of settlement and integration services with respect to immigrants and refugees in the province of Manitoba. This annex was terminated by Citizenship and Immigration Canada (CIC) on April 12, 2012.

- The 2003 CMIA was also a 5 year, open-ended agreement which does not expire and had been scheduled for review in 2008.
- CIC delayed the review process pending approval of new agreement templates it had been developing. In addition, consensus has been lacking among jurisdictions around changes to the temporary foreign worker program, settlement partnerships and other areas.

•

21(1)(c)

•

21(1)(c)

•

21(1)(c)

- Jurisdictions like Ontario and New Brunswick are undertaking public consultations with key stakeholders to inform proposed changes to their provincial nominee programs.

Contact: Ben Rempel

Date: April 20, 2016

BRIEFING MATERIALS

Labour and Immigration

SUBJECT: Federal/Provincial/Territorial (FPT) Immigration Relations and Priorities

ISSUE:

- Effective April 1st, 2016, Manitoba is the new co-chair of the FPT Forum of Ministers Responsible for Immigration with the opportunity to develop a direct and constructive working relationship with the federal government on shared immigration priorities.

CRITICAL BACKGROUND:

- Immigration in Canada is an area of concurrent jurisdiction between FPT governments under the *Constitution Act, 1867*. As a result, Provinces and Territories (PTs) have taken on greater roles in managing and shaping Canada's immigration programs.
- On April 1, 2016, Manitoba assumed the co-chair role for the FPT Forum of Ministers Responsible for Immigration for a two-year term. FPT meetings and/or teleconferences are to be co-chaired by Manitoba's Minister and the federal Minister.
- The context and strategic priorities for FPT work on immigration and integration matters is set by the Forum of Ministers Responsible for Immigration (FPT Ministers' Table) including defining and implementing common goals for inter-jurisdictional cooperation within a Joint Vision Action Plan for Immigration in Canada.
- Manitoba, as the new co-chair for the FPT Forum of Ministers Responsible for Immigration, has the opportunity to move the national immigration agenda forward, by creating and leveraging consensus among Province's and Territories (PT) around shared priorities such as immigration levels planning, Provincial Nominee Programs, the Temporary Foreign Worker Program, as well as improving the settlement and integration of refugees.
- Current FPT priorities approved by FPT ministers in the *2016-2019 Vision Action Plan* for implementation over the next three years include:
 - developing a *Multi-year Levels Planning Framework* for 2017 and beyond, including more formalized partnership supporting joint FPT levels planning and approaches to public consultations.
 - implementing an updated *Helping Immigrants Succeed Action Plan* to improve settlement outcomes for newcomers in the areas of: Employment/Foreign Qualification Recognition; Official Languages for Newcomers outside the Labour Force; and Social Connections.
- PTs have generally supported these priorities but continue to emphasize the importance of increasing economic immigration, flexibility and growth for PNPs, better information sharing in refugee resettlement, and longer-term commitments by the federal government to supporting refugee integration and reducing their impact

and provincially-funded services.

- Manitoba is supported in its co-chair role by a dedicated “PT Secretariat”, funded by PTs for two years, which coordinates the multilateral collaboration and communication among PT ministries responsible for immigration, provides support to all the immigration working groups and tables, as well as strategic policy analysis and development related to immigration issues.
- The PT Secretariat is currently in the process of confirming PT priorities and consensus around meeting and teleconference scheduling for 2016-17, including interests in the the following meetings under consideration:
 - FPT Immigration Ministers’ meeting in Winnipeg in fall 2016 – Ministers’ meetings are generally held twice per year with a rotation for the location between Ottawa and the co-chair’s province;
 - FPT Immigration and Francophonie Ministers’ `summit` in New Brunswick in winter 2016 – this is a request of the New Brunswick Minister with agreement from IRCC, to be held before the end of December 2016;
 - FPT Immigration Ministers’ overseas mission to India in November 2016 – this proposal came from IRCC Minister McCallum at the last Ministers’ meeting;
 - Minister, Deputy Minister, Assistant Deputy Minister, PT and FPT teleconferences scheduled as needed.

Contact: Ben Rempel

Date: April 15, 2016

BRIEFING MATERIALS

Labour and Immigration

SUBJECT: Implementing the Recommendations of the Office of Auditor General (OAG) Report on the Manitoba Provincial Nominee Program for Business (PNP-B)

ISSUE:

- In 2013, the Office of Auditor General (OAG) issued a report based on the Manitoba Provincial Nominee Program for Business (PNP-B) providing 13 recommendations to improve the PNP-B application assessment policies and procedures, the functions of the Business Settlement Office (BSO), and the measurement of PNP-B outcomes.
- In late May 2016, the OAG will forward the *Follow-Up Of Previously Issued Recommendations* report to the Speaker to be tabled in the Legislature, indicating that, as of June 2015, 10 of 13 OAG recommendations had been implemented and considered resolved, with three remaining listed as 'work in progress'.
- The remaining recommendations involve the monitoring and tracking by the Business Settlement Office of business nominees who have received permanent visas, and Labour and Immigration (LIM) continues to make progress with their implementation through formalized information-sharing arrangements and structural changes for improving integrity and quality assurance across all immigration programs.

CRITICAL BACKGROUND:

- The first follow-up on the OAG Report occurred in May 2015 by which time the responsibility for implementing most of the recommendations had transferred with the PNP-B to LIM, except for responsibility for the BSO which was transferred to *Entrepreneurship Manitoba (EM)*, a Special Operating Agency (SOA) within Manitoba Jobs and the Economy (JEC), with a separate management structure.
- As a result of the transfer of PNP-B to LIM, the department with lead responsibility for the Manitoba Provincial Nominee Program (MPNP), improvements were made to better integrate the MPNP business and skilled worker categories, including more consistent quality assurance standards, which facilitated the implementation of 10 out of 13 OAG recommendations the OAG now considers resolved.
- As of June 30, 2015, there were 3 remaining recommendations listed as 'work in progress' within the responsibility area of the BSO:
 1. Recommendation 10: The Program:
 - a) monitor nominees to ensure they comply with the *Deposit Agreement*, including semi-annual reporting.
 - b) develop a process to follow up on nominees who do not comply with the *Deposit Agreement*.
 2. Recommendation 11: The Program formalize arrangements with other departments and agencies to obtain and share personal information on landed nominees.
 3. Recommendation 12: The Program assess its long-term performance by developing a tracking mechanism and regularly monitoring whether

nominees continue to live and operate a business in Manitoba after their deposit is returned.

- For these recommendations that remain a 'work in progress', the OAG commented that:
 - *"The program is working to resolve certain logistical roadblocks to the effective sharing of information between departments. The Program advised that once arrangements are formalized with other departments, better tracking mechanisms can be put in place."*
- LIM is currently working with the BSO and Civil Legal Services to draft a Memorandum of Understanding (MOU) with Manitoba Health for the exchange of personal information to assist in determining the residency of provincial nominees to Manitoba for a minimum of three years from their date of entry as a basis for assessing their retention in the province.
- The BSO was unable to make progress in pursuing a similar MOU with Manitoba Public Insurance (MPI) which declined BSO's request to participate in such discussions.
- LIM is also working with the BSO and Civil Legal Services, to explore arrangements with third party credit reporting agencies that could support the exchange of personal financial information of provincial nominees to Manitoba sufficient to verify their place of residence within Canada.
- A MOU with Manitoba Health would likely be implemented on a 'pilot basis' with a small number of business nominees and, if successful, could (along with a potential formal arrangement with third party credit reporting agencies) could assist Manitoba to implement Recommendation 11 of the OAG Report.
- LIM is in process of implementing Recommendation 10, improved proactive monitoring of nominee compliance with deposit agreements, and Recommendation 12, improved long-term performance evaluation through:
 1. the consolidation of a dedicated Integrity and Quality Assurance Unit (IQUA),
 2. improved decision-making checks and balances for deposit return and release, and
 3. increased integration of the skilled worker and business nominee processes and procedures.
- Although currently, integrity and quality assurance functions are conducted separately by the MPNP for Skilled Workers (within LIM) and the BSO (within EM), these will be consolidated within one central unit to ensure that common standards are implemented for all immigration processes, including the evaluation of long-term nominee economic performance in Manitoba, as required by Recommendation 12.
- A consolidated IQUA will also review all BSO recommendations for deposit return or refund for business nominees to ensure that they meet the highest standards for compliance and program integrity.
- Finally, the pending complete physical co-location of the MPNP, skilled worker, and business categories, along with the BSO, will ensure long-term program performance improvements by better integrating standard processes and procedures and a common corporate culture consistent with the Province's broader immigration priorities.

Contact: Ben Rempel

Date: April 18, 2016

Executive Briefing Note

HEALTHY CHILD COMMITTEE OF CABINET- HEALTHY CHILD MANITOBA OFFICE/ DEPARTMENT OF CHILDREN AND YOUTH OPPORTUNITIES

1. Department responsibilities

Built on the foundations of the Children and Youth Secretariat (1994-2000), the Healthy Child Committee of Cabinet (HCCC) was announced in 2000 and legislated in 2007 under *The Healthy Child Manitoba Act* (HCMA). HCCC leads the province's long-term, whole-of-government, evidence-based prevention and early intervention strategy to achieve the best possible outcomes (physical and emotional health, safety and security, successful learning, social engagement and responsibility) for children and youth (prenatal-adulthood), assisted by the Healthy Child Deputy Ministers' Committee (HCDMC) and the Healthy Child Manitoba Office (HCMO) as HCCC staff and secretariat, in collaboration with community partners. The Secretary to HCCC also serves as the CEO of HCMO. By statute, the HCCC Chair and the HCDMC Chair must be from different departments, reflecting the cross-departmental nature of HCMA and the Healthy Child Manitoba Strategy.

HCMO chairs or co-chairs major cross-departmental strategies to improve outcomes for young people, including Early Childhood Development (ECD), Fetal Alcohol Spectrum Disorder (FASD), and Child and Youth Mental Health (CYMH), all designed, implemented, and evaluated in partnership with stakeholders and major service delivery systems for families (e.g., health, early learning and child care, schools, social services) across the province.

In 2012, the Department of Children and Youth Opportunities (CYO) was established, including HCMO, Crime Prevention (coordinating and implementing policies and programs to keep kids out of crime), MB4Youth (delivering 20+ employment, career development, mentorship, leadership, and after-school programs for youth ages 10-29 years), and Recreation and Regional Services (supporting the recreation delivery system at local, regional, and provincial levels). Since then, the CYO Minister has been the Chair of HCCC. Previous chairs have included Ministers responsible for family services and healthy living.

2. Items requiring immediate decisions/action

Under cross-departmental strategies noted above (ECD, FASD, CYMH), several programs are currently being delivered, providing frontline services to vulnerable families, including pregnant women, infants, preschoolers, school-age children, and youth. The status of these cross-departmental strategies merit immediate executive decisions (within 30 days) to provide sufficient time for HCCC partner departments to coordinate preliminary Estimates requests accordingly for the 2016 Budget.

**This document is a Cabinet confidence as defined in
subsection 19(1) of *The Freedom of Information and Protection of Privacy Act***

3. Pressures

The provincial government faces several immediate financial pressures:

- Ongoing need to respond to the **suicide state of emergency in Pimicikamak (Cross Lake Cree Nation)** with \$500K in CYO funding identified for child and youth mental health, crisis, and recreation support services. Crisis services have been introduced, but decisions are needed for interim planning and sustainability.
- Ongoing need to support transition of **refugees from the crisis in Syria** (please see Executive Briefing from Manitoba Labour and Immigration), including support services for child and youth mental health, recreation, and youth employment. Services have been introduced but decisions are needed regarding sustainability.
- Previous commitment to match up to \$1.5M per year over 5 years (\$7.5M) raised by **private sector and philanthropic donors to the United Way of Winnipeg (UWW)**, to strengthen the 24 UWW-funded **Family Resource Centres**. UWW is anxious to sign a memorandum of agreement to reflect the commitment. Fund-raising is already underway, led by prominent business community members.

4. Priority issues

- **Synopsis of issue:** Preventing mental illness/suicide and promoting mental health in children and youth, especially in vulnerable communities (e.g., Syrian refugees, Pimicikamak, Northern RHA, children and youth with complex needs)
- **Options for moving forward with the issue:**

19(1)(b)

23(1)(a)(f)

- **Synopsis of issue:** Preventing immediate and lifelong negative health, education, and social outcomes, including low birth weight and infant mortality, child apprehension by Child and Family Services (CFS), and Fetal Alcohol Spectrum Disorder (FASD); and promoting healthy Early Childhood Development (ECD: pregnancy through preschool), especially in vulnerable communities and populations. It is well-established that the most cost-effective public investments are those that are made very early in life to set a foundation for lifelong success.
- **Options for moving forward with the issue:**

19(1)(b)

23(1)(a)(f)

5. Organizational chart (attached)

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

(page 2 of 2)

**HEALTHY CHILD COMMITTEE OF CABINET (HCCC) AND
DEPARTMENT OF CHILDREN AND YOUTH OPPORTUNITIES (CYO)
HCCC CHAIR AND CYO MINISTERIAL BRIEFING**

Table of Contents

Proposed Briefing Schedule2

Organization

1. Department Responsibilities 3
2. Organizational Structure 4
3. Organization Chart..... 7

Strategic Overview

1. Strategic Priorities..... 8
2. Financial Overview..... 10
3. Broad Policy and Financial Pressures 13
4. List of Community Contacts 14
5. Statutory Responsibilities to the Minister / Legal Framework..... 16
6. Scheduled Events Within 30 Days 17
7. Acronyms..... 19

Proposed Briefing Schedule

a. Healthy Child Committee of Cabinet (HCCC) Briefing

Staff to attend: Jan Sanderson, Rob Santos

- HCCC legislative framework (*The Healthy Child Manitoba Act*), structures (HCCC, HCDMC, HCMO, PHCAC, PCCs)
- Cross-departmental priorities

b. Healthy Child Manitoba Office (HCMO) Briefing

Staff to attend: Jan Sanderson, Rob Santos, Susan Tessler, Holly Gammon, Steve Feldgaier, Leanne Boyd

- HCMO-led (or co-led) priority strategies, programs, and initiatives

c. Crime Prevention Briefing

Staff to attend: Todd Clarke, Jan Sanderson, Rob Santos

d. MB4Youth Briefing

Staff to attend: Annette Willborn, Greg Kristalovich, Jan Sanderson, Rob Santos

- Youth Services and Youth Employment Partnerships
- Youth Engagement

e. Recreation and Regional Services Briefing

Staff to attend: Annette Willborn, Jan Sanderson, Rob Santos

f. Financial Briefing

Staff to attend: Dave Paton, Jeff Conquergood, Jan Sanderson, Rob Santos

Organization

1. Department Responsibilities

Built on the foundations of the Children and Youth Secretariat (1994-2000), the Healthy Child Committee of Cabinet (HCCC) was announced in 2000 and legislated in 2007 under *The Healthy Child Manitoba Act* (HCMA). HCCC leads the province's long-term, whole-of-government, evidence-based prevention and early intervention strategy to achieve the best possible outcomes (physical and emotional health, safety and security, successful learning, social engagement and responsibility) for children and youth (prenatal-adulthood), assisted by the Healthy Child Deputy Ministers' Committee (HCDMC) and the Healthy Child Manitoba Office (HCMO) as HCCC staff and secretariat, in collaboration with community partners. The Secretary to HCCC also serves as the CEO of HCMO. By statute, the HCCC Chair and the HCDMC Chair must be from different departments, reflecting the cross-departmental nature of HCMA and the Healthy Child Manitoba Strategy.

HCMO chairs or co-chairs major cross-departmental strategies to improve outcomes for young people, including Early Childhood Development (ECD), Fetal Alcohol Spectrum Disorder (FASD), and Child and Youth Mental Health (CYMH), all designed, implemented, and evaluated in partnership with stakeholders and major service delivery systems for families (e.g., health, early learning and child care, schools, social services) across the province.

In 2012, the Department of Children and Youth Opportunities (CYO) was established, including HCMO, Crime Prevention (coordinating and implementing policies and programs to keep kids out of crime), MB4Youth (delivering 20+ employment, career development, mentorship, leadership, and after-school programs for youth ages 10-29 years), and Recreation and Regional Services (supporting the recreation delivery system at local, regional, and provincial levels). Since the establishment of the department, the CYO Minister has been the Chair of HCCC. Previous chairs have included Ministers responsible for family services, health, and healthy living.

2. Organizational Structure

Branch Descriptions

a. **Healthy Child Manitoba Office (Assistant Deputy Minister: Rob Santos, Executive Director: Susan Tessler)**

The Healthy Child Manitoba Office (HCMO) serves as the Secretariat to the Healthy Child Committee of Cabinet (HCCC) and facilitates the development of child-centred public policy as legislated by *The Healthy Child Manitoba Act*. Emphasis is placed on aligning the efforts of multiple departments and sectors to provide evidence-based initiatives which strengthen families and support healthy child development, thereby improving outcomes and preventing the need for more costly, down-stream interventions. HCMO oversees the research, development, delivery and evaluation of a continuum of child and family supports, from the prenatal period to transition to adulthood. Initiatives may be universal in scope, providing a platform for healthy development for all children, or targeted to meet the needs of families facing multiple challenges. Healthy Child Manitoba objectives are met with the support of a province-wide network of 24 Parent/Child Coalitions and with input from the Provincial Healthy Child Advisory Committee.

b. **MB4Youth (Executive Director: Annette Willborn)**

MB4Youth strives to ensure that every youth in Manitoba will have access to supports and opportunities to maximize their potential to achieve success in school, work and in the community and experience a positive transition to adulthood. MB4Youth works in partnership with an extensive network of community organizations, youth serving agencies, educators and businesses. Project and annual operating grants, wage subsidies and placement programs provide employment, career development, mentorship and after school programs targeted for students and youth ages 10-29.

c. **Crime Prevention (Executive Director: Todd Clarke)**

The Crime Prevention Branch is responsible for the coordination and implementation of evidence-based crime prevention policies and programs to help keep kids out of crime. The Branch aims to prevent criminal behavior before it takes root by targeting factors that put individuals, families and community at risk, such as exposure to family violence, lack of access to resources, school problems or drug and alcohol abuse, and by focusing positively on the inherent strengths of those within our communities. By utilizing community partnerships and collaborating across multiple departments, governments, and non-government sectors, the Crime Prevention Branch continues to explore how to better meet the needs of the community and implement evidence-based programming to help prevent individuals from being victimized or coming into contact with the law as offenders. Funded initiatives span the spectrum of prevention from universal programs to targeted interventions that meet the needs of children, youth and families facing multiple challenges and barriers in their lives.

- d. Recreation and Regional Services (Executive Director: Annette Willborn)**
Recreation and Regional Services works to improve individual and community well-being by supporting and strengthening the recreation delivery system at the local, regional and provincial levels. With a provincial office in Winnipeg and seven regional offices located in six regions across the province, the Branch provides programs and consultation services for recreation commissions and organizations to ensure that recreation and sports programs are developed or improved. The Branch helps ensure that people of all ages and cultures have opportunities for meaningful leisure pursuits and that investment in community facilities are protected through efficient operations and well-rounded programs that meet community needs.
- e. Finance and Administration (Executive Director: Dave Paton)**
Administration and Finance provides financial and information technology services to the department, in accordance with *The Financial Administration Act* and policy directives issued by Treasury Board, the Provincial Comptroller and Business Transformation and Technology. The division also provides corporate services in response to statutory requirements governing applications under FIPPA and appointments to the department's boards and agencies.

Brief Biographies of Executive Management Committee

Jan Sanderson

Deputy Minister, Children and Youth Opportunities; CEO of Healthy Child Manitoba; Secretary to Healthy Child Committee of Cabinet

Jan worked for the Province of Saskatchewan for nine years before joining the Province of Manitoba in 1989. She spent ten years with the Civil Service Commission, serving as coordinator of executive development, manager of employment services, and labour relations officer. She then worked for two years as the director of human resources for Manitoba Health and Family Services, before becoming CEO of Healthy Child Manitoba (HCM) and Secretary of the Healthy Child Committee of Cabinet (HCCC). Jan became Deputy Minister of Manitoba Healthy Living, Youth and Seniors in 2009 while retaining her HCCC and HCM roles. In 2012 she transitioned into her current role as Deputy Minister of the Department of Children and Youth Opportunities. Jan holds a Bachelor of Arts and Masters of Public Affairs from the University of Winnipeg.

Dr. Rob Santos

Assistant Deputy Minister, Healthy Child Manitoba Office and Children and Youth Opportunities; Associate Secretary to Healthy Child Committee of Cabinet

Rob began working for the province in 1998 as a research and evaluation consultant for the Manitoba Children and Youth Secretariat. He has been with Healthy Child Manitoba since 2001, serving as a pre-doctoral intern, senior policy analyst, senior policy advisor, scientific director, Associate Secretary to Healthy Child Committee of Cabinet, and Executive Director of Science and Policy. Rob has served as Assistant Deputy Minister of HCMO/CYO since 2015 in addition to his role as Associate Secretary to HCCC. Rob has also worked as an assistant

professor in the Faculty of Health Science at the University of Manitoba since 2006 and as a research scientist at the Manitoba Centre for Health Policy since 2008. Rob holds a Bachelor of Arts, Master of Arts (Psychology), and PhD in Clinical Psychology, all from the University of Manitoba.

Todd Clarke

Executive Director, Crime Prevention, Children and Youth Opportunities

Todd worked for the Province of Alberta for seven years and the City of Calgary for five years before joining the Province of Manitoba in 2006. He worked in the Department of Justice for six years, serving as a probation officer, area director of community and youth corrections, and acting executive director of youth correctional services. Todd has been the Executive Director of the Crime Prevention Branch of CYO since the department was formed in 2012. Todd holds a Bachelor of Arts from Brandon University and a Bachelor of Social Work from the University of Calgary

Dave Paton

Executive Director, Administration and Finance, Children and Youth Opportunities

Dave is a career employee of the Province of Manitoba, serving as an executive financial officer since 1990. He is responsible for managing financial, information technology and human resource services to diverse program areas, and has experience in leading or participating in corporate financial and comptrollership initiatives, leading the development of business plans and undertaking program reviews, budget analysis and economic impact analysis.

Susan Tessler

Executive Director, Programs and Administration, Healthy Child Manitoba Office, Children and Youth Opportunities

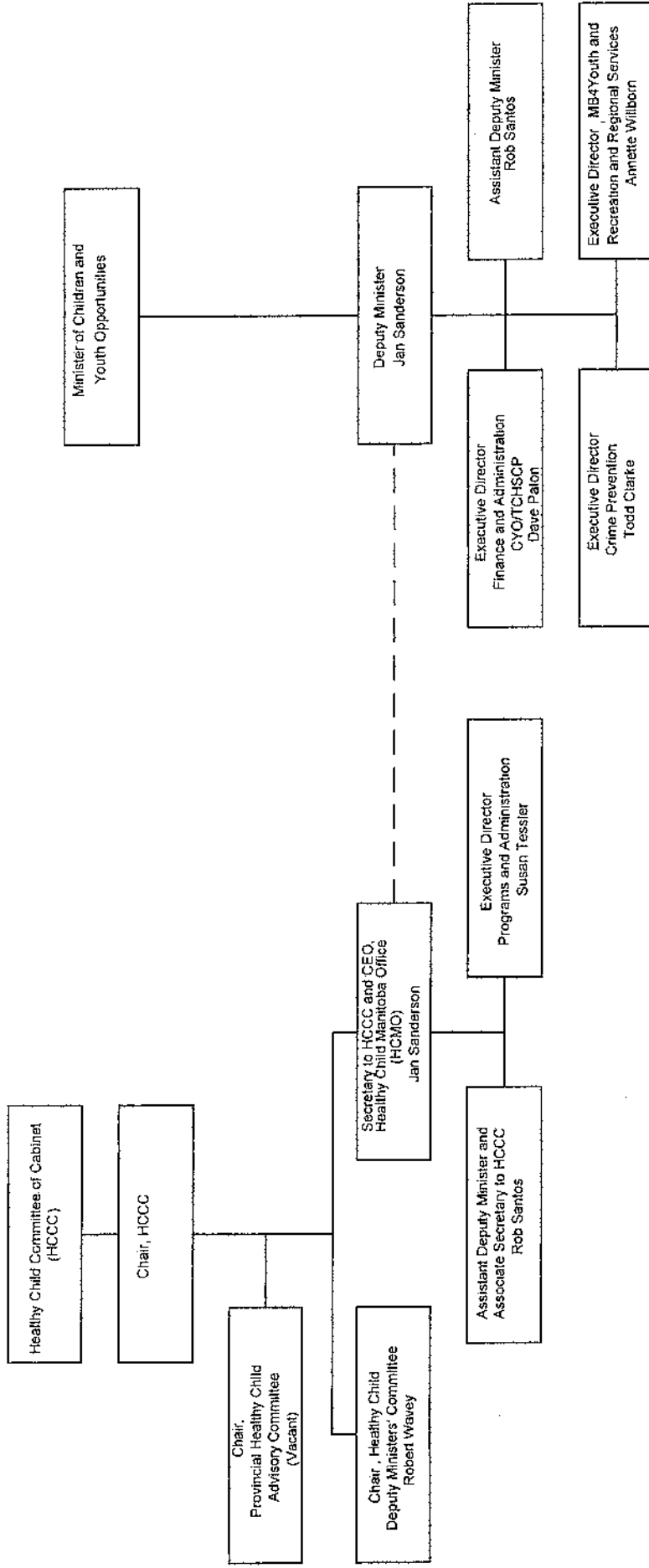
Susan has worked for the Province of Manitoba since 1990, serving as a child day care program specialist for Manitoba Family Services and a senior policy analyst for Manitoba Intergovernmental Affairs before joining the Healthy Child Manitoba Office (HCMO) in 2001. At HCMO Susan served as the Director of Policy, Program Development and Implementation for seven years before starting her current position in 2009. Susan holds a Bachelor of Arts from the University of Manitoba.

Annette Willborn

Executive Director, MB4Youth and Recreation & Regional Services, Children and Youth Opportunities

Annette worked for the YMCA-YWCA of Winnipeg for ten years before joining the Province of Manitoba in 1997. She served as a recreation consultant and division management consultant for Manitoba Culture, Heritage and Citizenship, director of women's health for Manitoba Health, and director of recreation and regional services for Manitoba Culture, Heritage and Tourism before starting her current position in 2009. Annette holds a Bachelor of Arts from the University of Waterloo.

3. Organization Chart



Strategic Overview

1. Strategic Priorities

Children and Youth Opportunities prioritizes prevention by delivering evidence-based programs and supports to children and families throughout childhood and adolescence. By reaching children and families early in life, it is possible to help ensure immediate well-being for all Manitobans in the short-term and achieve a healthier society in the long-term, including cost-savings derived from less expensive investments in health, justice, and other downstream areas of intervention.

CYO works in partnership with government departments, educational institutions, businesses, community organizations and citizens to create opportunities, maximize potential and promote positive development, engagement and contribution amongst Manitoba's children and youth. CYO focuses on evidence-based policies, programs and systemic change within the department, across government, and in the community.

There are two sets of interrelated cross-departmental and departmental strategic priorities for Manitoba's children and youth:

1. Healthy Child Committee of Cabinet (HCCC)/Healthy Child Manitoba Office (HCMO) – Cross-Departmental Strategic Priorities:

- i. **Improve Early Childhood Development (ECD):** Ensure children ages prenatal-5 years are physically and emotional healthy, safe and secure, successful at learning, and socially engaged and responsible (i.e., the four outcome goals under *The Healthy Child Manitoba Act*).

Background: Over the past two decades, beginning with the Manitoba Children and Youth Secretariat (CYS: 1994-2000), and continued through HCCC and HCMO, improving the lives of children from prenatal through preschool years (Early Childhood Development) has been the top cross-departmental priority regarding Manitoba's young people. The Province continues to be recognized as a national leader in ECD.

- ii. **Improve Middle Childhood and Adolescent Development (MCAD):** Ensure children ages 6-18 years are physically and emotionally healthy, safe and secure, successful at learning, and socially engaged and responsible.

Background: MCAD is identified as a priority in the Healthy Child Manitoba Strategy and is achieved primarily through partnerships with community-based agencies and partner departments.

- iii. **Reduce the social and economic impact of Fetal Alcohol Spectrum Disorder (FASD):** Prevent babies from being born with FASD by providing mothers with the information and support they need, providing support to people and families living with FASD, and contributing to a growing body of knowledge on effective approaches to prevention and intervention.

Background: FASD has been a cross-departmental priority since 1998, led by CYS/HCMO. Manitoba was an early founding partner and leader in the Canada Northwest FASD Partnership (BC, AB, SK, MB, YK, NWT, NU) to strengthen FASD policy and practice across jurisdictions.

- iv. **Promote child and youth mental health (CYMH) and reduce the prevalence of mental illness:** Build awareness and understanding and reduce stigma around mental health issues, while also strengthening all the systems that contribute to better mental health for children and youth.

Background: Improving CYMH has been an ongoing CYS/HCCC priority over the past two decades. CYMH has been a formal HCCC priority/agenda item for the past seven years, during which a near-total consensus of stakeholders across sectors and systems urgently requested that Manitoba provide leadership for a province-wide, whole-of-government CYMH strategy. Currently, the CYMH strategy is co-led by HCMO and the Department of Health, Healthy Living and Seniors (HHLS), supported by a standing CYMH Assistant Deputy Ministers' Committee and an external Oversight Committee for CYMH (see section 4 below).

- v. **Align and integrate children's services to improve access and effectiveness:** Enhance collaboration between provincial departments, governments, and other stakeholders to ensure programs and services are effectively integrated to best serve children and families.

Background: Aligning and integrating children's services has been the primary purpose of the HCCC since its establishment in 2000, and was a key goal of the Children and Youth Secretariat (1994-2000) before HCCC. *The Healthy Child Manitoba Act*, passed in 2007, identifies collaboration both within and outside government as necessary to achieving the goals of the Healthy Child Manitoba Strategy. Integration of services has also been a major theme resulting from reviews of the child welfare system.

2. Children and Youth Opportunities (CYO) – Departmental Strategic Priorities:

- i. **Support healthy prenatal and Early Childhood Development (ECD)**
Department lead: Healthy Child Manitoba Office
- ii. **Strengthen after-school programming**
Department leads: Crime Prevention, MB4Youth, and Recreation and Regional Services.
- iii. **Promote youth participation in career exploration, job readiness, employment and mentoring**
Department lead: MB4Youth.
- iv. **Provide prosocial opportunities for high-risk children and youth**
Department lead: Crime Prevention

2. Financial Overview

2016/17 Estimates Request

2015/16 Printed Estimates	49,659	
Summary of 2016/17 Estimates Requests:		Notes
Prevention Initiatives (CYO)	40,460	1
Child and Youth Mental Health Strategy - Year 2	2,355	2
Recreation Opportunities Program	599	3
Lighthouses	488	4
After School Leaders Program	60	5
Urban and Hometown Green Team (Minimum Wage Increase)	-	6
	Sub-total	43,962
2016/17 Total Estimates Request	93,621	

Notes

1. Prevention Initiatives: A 3-year plan to enhance proven Early Childhood Development (ECD) and Prevention programs with 12 initiatives totaling \$91,083 (2016/17-2018/19), including 6.00 incremental FTEs and \$40,460 in 2016/17. This plan reflects overwhelming scientific and economic research which supports strategic investment in early years to improve quality of life, educational outcomes, employment and lifelong health outcomes.

2. Child and Youth Mental Health (CYMH) Strategy – Year 2: Annualization requirement for year 2 implementation (incremental expenditure of \$2,355 in 2016/17), continuing the Province's commitment to a multi-year strategy to enhance mental health support for children and youth.

3. Recreation Opportunities Program (ROP): Proposed ROP funding formula renewal to update program guidelines and provide increased financial support for recreation delivery in 84% (increase from 69%) of Manitoba's rural and northern municipalities. Program would be expanded to serve Indigenous communities. This plan follows commitments outlined in Manitoba's Policy for Recreation Opportunities.

4. Lighthouses: Program offers positive adult role models and mentors within a safe and supervised environment and operates in many communities throughout Manitoba. Proposed increase is to enhance the on-site programming to 71 current sites, including 36 sites located in rural, remote and northern areas.

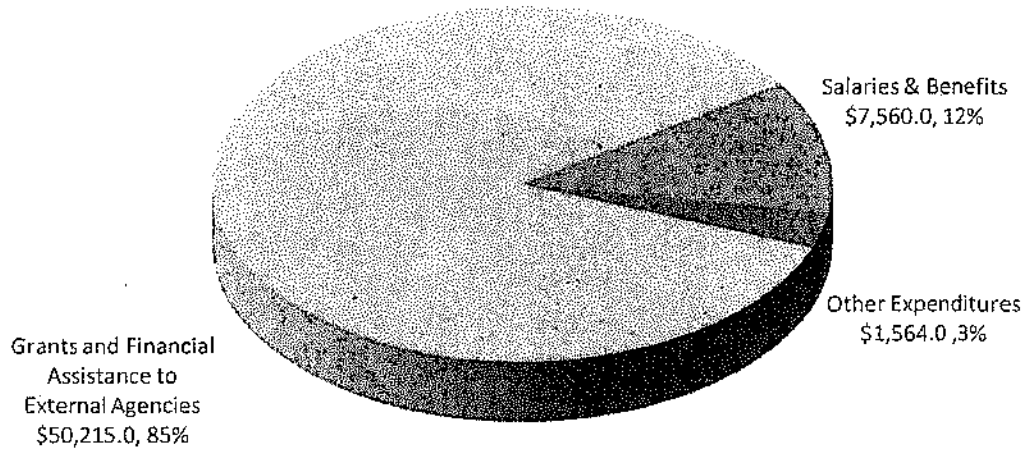
5. After School Leaders (ASL) Program: Offers career-oriented activities in the after-school period for youth aged 14-18 years, who may experience multiple barriers to reaching their potential. Proposed increase is to support the costs of expanding programming to northern Manitoba.

6. Urban and Hometown Green Team: Offers summer employment opportunities for youth aged 15-29 years. The proposed increase is to offset the new minimum wage rate. Funding for the increase was found from within existing resources.

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

Children and Youth Opportunities

2015/16 Approved Budget \$59,339.0*



Grants and Financial Assistance to External Agencies

- Annual budget \$50,215.0 in total (Including allocation for Children and Youth Mental Health Strategy \$2,000.0)
- Supporting 945 organizations
- Delivering 87 programs

Salaries & Benefits

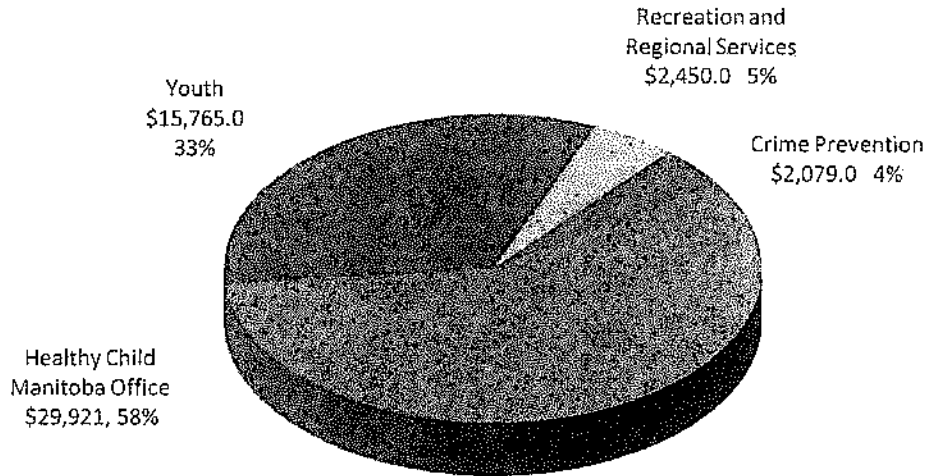
- Annual budget \$7,560.0 in total
- 194.25 FTE incl. 99.75 FTE STEP students
- Vacancy Rate: 11% as at Feb29, 2016

Other Expenditures

- Annual budget \$1,564.0 in total
- Supporting core operations that include transportation, communications, supplies and services, etc.
- Supporting program operations that include training, professional development, transportation, communication, supplies and services, etc.

*Includes \$9,680.0 of funds recovered from other departments

Children and Youth Opportunities
2015/16 Grants & Financial Assistance Allocations By Branch
\$50,215.0*



Healthy Child Manitoba Office
(31 FTE)

- \$29,921.0 grants
- Supporting 109 organizations
- Major granting areas:
 - Families First \$10,520.9
 - Healthy Baby \$4,509.4
 - FASD Prevention \$2,373.0
 - Parent Child Coalitions \$2,478.0
 - Middle Childhood Program \$2,559.0
 - Children and Youth Mental Health Strategy \$2,000.0
 - Others \$5,480.7

Youth
(23.0 FTE)

- \$15,765.0 grants
- Supporting 791 organizations
- Major granting areas:
 - After School Manitoba \$5,091.0
 - Youth Works Student and Youth Employment Opportunities \$6,056.0
 - Youth Employment Supports and Training \$4,618.0

Recreation and Regional Services
(23.5 FTE)

- \$2,450.0 grants
- Supporting 81 organizations
- Major granting areas:
 - Recreation Opportunities Program \$616.4
 - Recreation Programming for High Needs Communities \$500.0
 - Boys and Girls Clubs of Winnipeg \$474.0
 - Neighbourhoods Alive – Enhanced Recreation Services \$100.0
 - Others \$759.6

Crime Prevention
(9 FTE)

- \$2,076.0 grants
- Supporting 77 organizations
- Major granting areas:
 - School Resource Officer Program \$546.0
 - Lighthouses 71 sites across Manitoba \$852.0
 - Others \$678.0

*Includes \$9,680.0 of funds recovered from other departments

3. Broad Policy or Financial Pressures

Policy Pressures

a. Pimicikamak (Cross Lake Cree Nation) Suicide Crisis

Ongoing need to respond to the suicide state of emergency in Pimicikamak (Cross Lake Cree Nation) with \$500K in CYO funding identified for child and youth mental health, crisis, and recreation support services. Crisis services have been introduced, but decisions are needed for interim planning and sustainability.

b. Transition of Syrian Refugees

Ongoing need to support transition of refugees from the crisis in Syria (please see Executive Briefing from Manitoba Labour and Immigration), including support services for child and youth mental health, recreation, and youth employment. Services have been introduced but decisions are needed regarding sustainability.

In addition to these immediate pressures, the Healthy Child Committee of Cabinet has directed that strategic focus be placed on preventative measures that will strengthen families and reduce the need to place children in the care of Child and Family Services. Concentrated attention is being given to:

- Identifying, strengthening and expanding existing programs proven to reduce child neglect and maltreatment (as seen in 2016/17 Estimates)
- Aligning the expertise and resources of public health, social services, and child welfare to support families pre- and post-natally to improve birth outcomes, reduce infant mortality, and promote family success

Financial Pressures

a. Funding Commitment with the United Way of Winnipeg

A public commitment was made to match up to \$1.5M per year over 5 years (\$7.5M) donated by private sector and philanthropic donors to the United Way of Winnipeg (UWW), with the intent to use the funds to strengthen the 24 UWW-funded Family Resource Centres. UWW is anxious to sign a memorandum of agreement to reflect the commitment. Fund-raising is already underway, led by prominent business community members.

b. Funding for the Families First Home Visiting Program

The provincial Families First home visiting program has been independently evaluated and found to reduce child maltreatment by 41% and CFS apprehensions by 25%. The program is funded by Healthy Child Manitoba and delivered by the regional health authorities. The current level of funding is insufficient to meet the number of new parents being screened as high-risk. The return on investment for Families First is much better in the short- and long-term than other more costly, reactive alternatives, such as child apprehension. Strengthening the program to effectively meet the need across the province requires a multi-pronged approach.

4. List of Community Contacts

CYO and HCMO work with all of Manitoba's major stakeholders (local, regional, provincial) and service delivery systems (e.g., health, early learning and child care, education, social services, justice) that are directly involved in the lives of children and youth (and their families and communities), as well as other levels of government (e.g., Aboriginal, federal, municipal) and national/international partners/organizations (e.g., academic, professional).

By statute, the **Provincial Healthy Child Advisory Committee (PHCAC)** is to advise HCCC and HCMO about any matter relating to the HCM Strategy and assist in identifying and assessing community strengths and needs relating to children and their families (*The Healthy Child Manitoba Act*, section 21). PHCAC includes representation of Manitoba's various regions and cultural diversity (including Indigenous and Francophone), parents (of children under age 18 years), expertise in prevention/early intervention, child development, research and evaluation, as well as the province's Parent-Child Coalitions.

NOTE: An important Ministerial priority for 2016/17 is to appoint a new Chair for PHCAC (previous Chairs: Strini Reddy, 2001-2012, Jamie Wilson, Treaty Relations Commissioner, 2012-2015; Current Vice-Chair/Acting Chair: Pat Wege).

CURRENT PHCAC MEMBERS (as of February 2016)

Acting Chair/Vice Chair: Manitoba Child Care Association (Pat Wege)
Big Brothers Big Sisters-Morden/Winkler (Michael Penner)
Canadian Mental Health Association-Manitoba/Winnipeg (Marion Cooper)
Coalition of Youth Serving Agencies (Ron Brown)
Community Action Programs for Children (Sharon Taylor)
Council of School Leaders (Stephen Jaddock)
First Nations of Northern MB Child and Family Services Authority (Mary Werba)
General Child and Family Services Authority (Patti Cox)
Manitoba Adolescent Treatment Centre (Marg Synsyhyn)
Manitoba Association of Parent Councils (Judith Cameron)
Manitoba Association of School Superintendents (Roza Gray)
Manitoba Centre for Health Policy (Dr. Mariette Chartier)
Manitoba Clinic (Dr. David Connor)
Manitoba First Nations Education Resource Centre (Sheila Murdock)
Manitoba School Boards Association (Josh Watt)
Office of the Children's Advocate (Corey La Berge)
Red River College-Department of Community Services (Janet Jamieson)

Southern First Nations Network of Care (Jolene Cameron)
Student Services Administrators' Association of Manitoba (Michelle Marriott)

PHCAC members representing Manitoba's Parent-Child Coalitions:

Assiniboine North Parent-Child Coalition (Antoinette Gravel-Ouellette)
Brandon Healthy Families Team (Veronica Adams)
Churchill Parent-Child Coalition (Echo Finlay)
Federation des parents du Manitoba (Chantal Tackaberry)
Nor-Man Regional Parent-Child Coalition (Renne Kastrukoff)
River East Transcona Parent-Child Coalition (Kim Campbell)

Ex-officio PHCAC members:

Manitoba Aboriginal and Northern Affairs (Kim McPherson)
Manitoba Children and Youth Opportunities (Todd Clarke)
Manitoba Education and Advanced Learning (Wenda Dickens)
Manitoba Family Services (Marg Ferniuk, Bobbie Pompana, Jennifer Rattray)
Manitoba Health, Healthy Living and Seniors (Claire Betker, Debbie Nelson)
Public Health Agency of Canada (Kimberley Resch)
Winnipeg Regional Health Authority (Darlene Girard)

PHCAC staff from HCCMO: Shelley Jonasson, Rob Santos, Jan Sanderson

Since 2012, HCCC and HCCMO have received advice from an external **Oversight Committee for Child and Youth Mental Health (OCCYMH)** to guide the development, implementation, and evaluation of the Provincial CYMH Strategy. OCCYMH comprises leaders from provincial Indigenous (First Nations, Inuit, Métis) organizations and provincial child welfare, education, justice, mental health, and public health systems. OCCYMH is currently co-chaired by the Executive Director of the Manitoba Association of School Superintendents (representing the education system, endorsed by the Manitoba School Boards Association, the Manitoba Teachers' Society, and the Manitoba Association of School Business Officials), the past CEO of the Manitoba Adolescent Treatment Centre (MATC) (representing the CYMH service delivery system), and the Associate Secretary to HCCC (representing HCCC partner departments).

5. Statutory Responsibilities of the Minister / Legal Framework

Under *The Healthy Child Manitoba Act*, by statute:

- The Minister responsible for *The Healthy Child Manitoba Act* is the Chair of the Healthy Child Committee of Cabinet (HCCC), as determined by Order in Council.
- HCCC consists of Ministers responsible for policies, programs, or services that directly impact the lives of children, as determined by Order in Council.
- HCCC is to meet at least five times each year, at the call of the Chair.
- The HCCC Chair appoints a Chair of the Healthy Child Deputy Ministers' Committee (HCDMC), who must not be the Deputy Minister of the same department as the HCCC Chair (current HCDMC chair is the Deputy Minister of Aboriginal and Northern Affairs)
- The HCCC Chair is to appoint members of the Provincial Healthy Child Advisory Committee (PHCAC) and designate one member as Chair and another member as Vice-Chair (to act if the Chair is absent or unable to Act). At least 6 PHCAC members must be chosen from a list of persons recommended by Parent-Child Coalitions (PCCs). Appointments are 3 years (renewable).
- The HCCC Chair (or his or her designate) is to meet at least once each year with the Chair of PHCAC.
- Every 5 years following the 2007 proclamation of *The Healthy Child Manitoba Act*, the HCCC Chair must table in the Legislative Assembly a report on the status of Manitoba's children in relation to achieving the outcomes of the Healthy Child Manitoba Strategy (next report due December 2017).
- The HCCC Chair must table in the Legislative Assembly an annual report on the activities of the Healthy Child Manitoba Office (HCMO).

6. Scheduled Events Within Thirty Days

a. Greetings at Healthy Baby Provincial Meetings

Date: May 2, 2016

Time: 9:00 a.m.

Location: 1715 Wellington Avenue

Description: An annual two-day event which brings together Healthy Baby service providers including program coordinators, public health nurses, and community nutritionists from Healthy Baby sites across the province.

b. Greetings at the Rotary Career Symposium's Wine and Cheese Event

Date: May 3, 2016

Time: 5:30-7:30 p.m.

Location: 295 York Avenue

Description: The Rotary Career Symposium seeks to explore new and innovative ways of connecting the education sector and young adults with Manitoba's labour force and economy. The Minister has been asked to bring greetings at the Reception and Exhibitors Awards Ceremony Wine & Cheese event.

7. Acronyms

ASN	After School Network
ASL	After School Leaders
CBO	Community-based Organization
CFS	Child and Family Services
CP	Crime Prevention
CSP	Community Support Programs (Healthy Baby)
CTC	Communities That Care
CYCN	Children and Youth with Complex Needs
CYMH	Child and Youth Mental Health Strategy
CYO	Children and Youth Opportunities
CYR	Community Youth Recreation Fund
CYS	Children and Youth Secretariat
DART	Dauphin At-Risk Teens
ECD	Early Childhood Development
ECDIF	Early Childhood Development Innovation Fund
ECE	Early Childhood Education
EDI	Early Development Instrument
EIA	Employment and Income Assistance
ELCC	Early Learning and Childcare
FASD	Fetal Alcohol Spectrum Disorder
FF	Families First
FJF	First Jobs Fund
FJS	First Jobs Strategy
FRC	Family Resource Centre
FRP	Family Resource Programs
GAIN	Gang Action Interagency Network
GAP	Gang Awareness for Parents
GT	Green Team
HB	Healthy Baby
HCCC	Healthy Child Committee of Cabinet
HCMA	<i>The Healthy Child Manitoba Act</i>
HCDMC	Healthy Child Deputy Ministers' Committee
HCM	Healthy Child Manitoba
HCMO	Healthy Child Manitoba Office
HEAT	Help Eliminate Auto Theft
HFV	High-Fidelity Wraparound
HGT	Hometown Green Team
HV	Home Visitors

IOT	Intervention and Outreach Team (Mental Health)
IRCOM	Immigrant and Refugee Community of Manitoba
LSP	Lord Selkirk Park
MCAD	Middle Childhood and Adolescent Development
MCHP	Manitoba Centre for Health Policy
MP	Mothering Project
MPB	Manitoba Prenatal Benefit
MRSS	Ministers Responsible for Social Services
OCA	Office of the Children's Advocate
OCCYMH	Oversight Committee for Child and Youth Mental Health
PCC	Parent-Child Coalitions
PDRE	Policy Development, Research and Evaluation
PHCAC	Provincial Healthy Child Advisory Committee
PHN	Public Health Nurse
PIIPC	Partners in Inner-city Integrated Prenatal Care
PNC	Prenatal Care
RHA	Regional Health Authority
ROC	Recreation Opportunities for Children
ROE	Roots of Empathy
ROP	Recreation Opportunities – Partners in Leisure
RRS	Recreation and Regional Services
SES	Socioeconomic Status
SESS	<i>Starting Early, Starting Strong: Manitoba's Five Year Plan for Early Childhood Development</i>
SOE	Seeds of Empathy
SRO	School Resource Officer
SSM	Safe Schools Manitoba
STAR	Southwest Teens At-Risk
START	Selkirk Team for At-Risk Teens
TC	Teen Clinic
TF	Towards Flourishing
TRY	Training Resources for Youth (TRY) – Project VIP
UGT	Urban Green Team
YARN	Youth At-Risk North
YRC	Youth Resource Centre
YSPS	Youth Suicide Prevention Strategy

**HEALTHY CHILD COMMITTEE OF CABINET-HEALTHY CHILD MANITOBA OFFICE/
DEPARTMENT OF CHILDREN AND YOUTH OPPORTUNITIES
URGENT ISSUES**

Index of Urgent Issues:

Issue	Timeline for action	Page #
Child and Youth Mental Health	Budget 2016	2
Early Childhood Development	Budget 2016	3

Issue Overview

Issue: Child and Youth Mental Health (CYMH)

Preventing mental illness/suicide and promoting mental health in children and youth, especially in vulnerable communities (e.g., Syrian refugees, Pimicikamak/Cross Lake Cree Nation, Northern RHA, children and youth with complex needs)

Current Status: Building on provincial strategic plan for mental health (all age groups) released by the Minister of Health in 2011, and a near-total consensus of stakeholders across sectors and systems, in 2015 Manitoba announced \$2M in new funding for the first year of a multi-year, province-wide, whole-of-government CYMH strategy, developed with stakeholders and endorsed by the external Oversight Committee for Child and Youth Mental Health (OCCYMH: see section 4 above in Ministerial Briefing for description of OCCYMH). On behalf of Healthy Child Committee of Cabinet (HCCC) partner departments, the CYMH Strategy is co-chaired by the Healthy Child Manitoba Office (HCMO) and Manitoba Health, Healthy Living and Seniors (HHLS).

An additional \$2M for Year 2 of the CYMH Strategy has been requested for the 2016/17 Estimates. These incremental funds provide annualization of Year 1 initiatives (including a new Intervention and Outreach Team for the highest-needs children and youth with complex needs served by multiple departments) and continued CYMH support for Syrian refugees.

NOTE: The above does not include continuation of one-time CYO funding support of \$500K for Pimicikamak (Cross Lake Cree Nation) for CYMH, crisis, and recreation support services. Decisions are needed for interim planning and sustainability.

Options:

19(1)(b)

23(1)(a)(f)

Contact: Jan Sanderson, Secretary to HCCC, 204-945-6707

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

(Page 2 of 3)

Issue Overview

Issue: Early Childhood Development (ECD)

Preventing immediate and lifelong negative health, education, and social outcomes, including low birth weight and infant mortality, child apprehension by Child and Family Services (CFS), and Fetal Alcohol Spectrum Disorder (FASD); and promoting healthy ECD (pregnancy through preschool), especially in vulnerable communities and populations. It is well-established that the most cost-effective public investments are those that are made very early in life to set a foundation for lifelong success.

Current Status: Over the past two decades, Manitoba has been nationally recognized as a leader in ECD policy, programs, research, and evaluation. Building on ECD initiatives beginning in 1998 that were eventually delivered province-wide with demonstrated evaluation evidence of effectiveness, in 2015 the Province formally announced a multi-year, province-wide, whole-of-government ECD Strategy comprising these and other successful initiatives, developed with stakeholders and endorsed by the legislated Provincial Healthy Child Advisory Committee (PHCAC, see section 4 above in Ministerial Briefing for description of PHCAC).

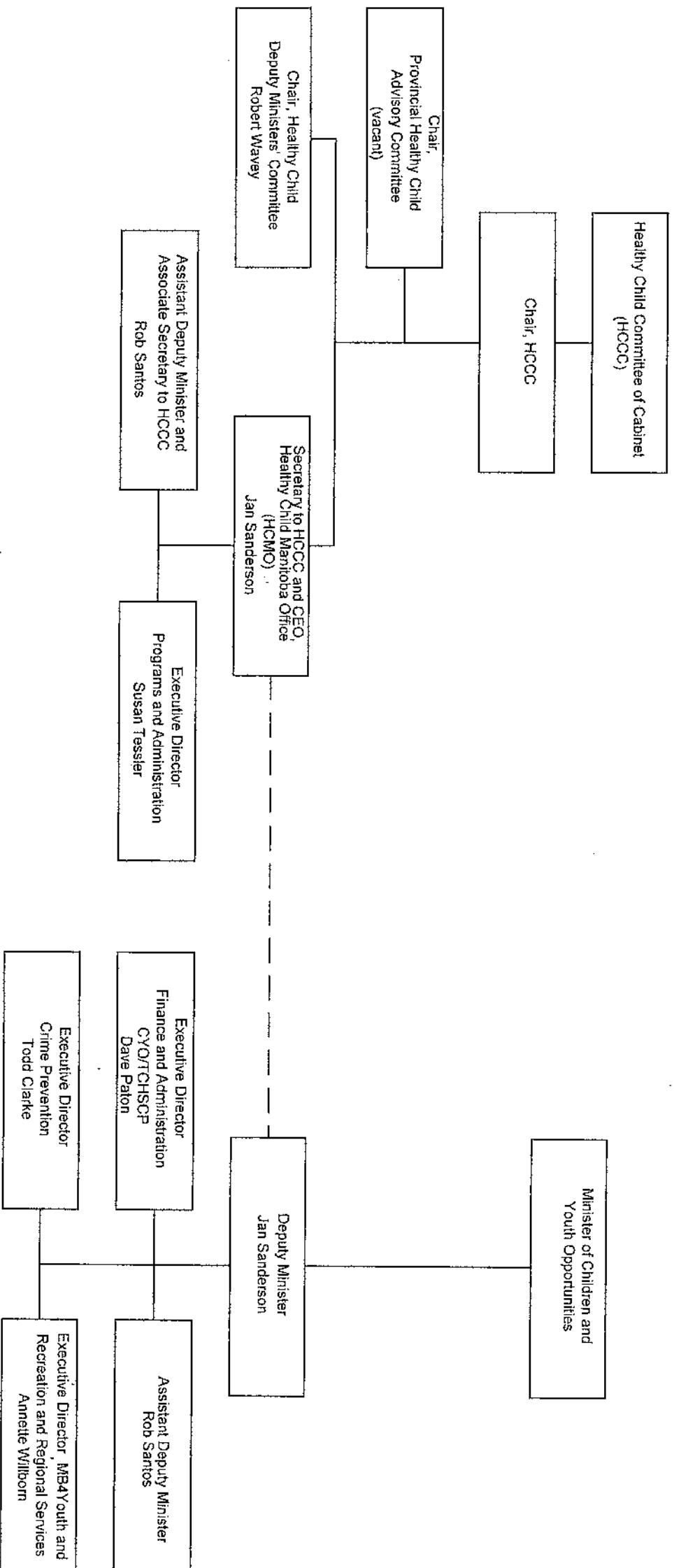
19(1)(b)

23(1)(a)(e)

Contact: Jan Sanderson, Secretary to HCCC, 204-945-6707

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act* (Page 3 of 3)

Healthy Child Committee of Cabinet (HCCC) and Department of Children and Youth Opportunities (CYO) Organizational Chart (April 2016)



ACRONYMS

ASM	After School Manitoba
ASN	After School Network
ASL	After School Leaders
CBO	Community-based Organization
CFS	Child and Family Services
CP	Crime Prevention
CSP	Community Support Programs (Healthy Baby)
CTC	Communities That Care
CYCN	Children and Youth with Complex Needs
CYMH	Child and Youth Mental Health Strategy
CYO	Children and Youth Opportunities
CYR	Community Youth Recreation Fund
DART	Dauphin At-Risk Teens
ECD	Early Childhood Development
ECDIF	Early Childhood Development Innovation Fund
ECE	Early Childhood Education
EDI	Early Development Instrument
EIA	Employment and Income Assistance
ELCC	Early Learning and Childcare
FASD	Fetal Alcohol Spectrum Disorder
FF	Families First
FJF	First Jobs Fund
FJS	First Jobs Strategy
FRC	Family Resource Centre
FRP	Family Resource Programs
GAP	Gang Awareness for Parents
GT	Green Team
HB	Healthy Baby
HCCC	Healthy Child Committee of Cabinet
HCMA	<i>The Healthy Child Manitoba Act</i>
HCDMC	Healthy Child Deputy Ministers' Committee
HCM	Healthy Child Manitoba
HCMO	Healthy Child Manitoba Office
HEAT	Help Eliminate Auto Theft
HFW	High-Fidelity Wraparound
HGT	Hometown Green Team
HV	Home Visitors

IOT	Intervention and Outreach Team (Mental Health)
IRCOM	Immigrant and Refugee Community of Manitoba
LSP	Lord Selkirk Park
MCHP	Manitoba Centre for Health Policy
MP	Mothering Project
MPB	Manitoba Prenatal Benefit
MRSS	Ministers Responsible for Social Services
OCA	Office of the Children's Advocate
PCC	Parent-Child Coalitions
PDRE	Policy Development, Research and Evaluation
PHCAC	Provincial Healthy Child Advisory Committee
PHN	Public Health Nurse
PIIPC	Partners in Inner-city Integrated Prenatal Care
PNC	Prenatal Care
RHA	Regional Health Authority
ROC	Recreation Opportunities for Children
ROE	Roots of Empathy
ROP	Recreation Opportunities – Partners in Leisure
RRS	Recreation and Regional Services
SES	Socioeconomic Status
SESS	<i>Starting Early, Starting Strong: Manitoba's Five Year Plan for Early Childhood Development</i>
SOE	Seeds of Empathy
SRO	School Resource Officer
SSM	Safe Schools Manitoba
STAR	Southwest Teens At-Risk
START	Selkirk Team for At-Risk Teens
TC	Teen Clinic
TF	Towards Flourishing
TRY	Training Resources for Youth (TRY) – Project VIP
UGT	Urban Green Team
YARN	Youth At-Risk North
YRC	Youth Resource Centre
YSPS	Youth Suicide Prevention Strategy

BRIEFING MATERIALS

Children and Youth Opportunities

Table of Contents

Introduction.....	1.0
2. Strategies	
Early Childhood Development	2.1
Fetal Alcohol Spectrum Disorder	2.2
Child and Youth Mental Health	2.3
Policy Development, Research & Evaluation.....	2.4
3. Early Childhood Development (Prenatal – 6 years old)	
Manitoba Prenatal Benefit.....	3.1
Healthy Baby Community Support Programs	3.2
InSight.....	3.3
The Mothering Project.....	3.4
Partners in Inner-city Integrated Prenatal Care.....	3.5
Families First.....	3.6
ECD Hubs	3.7
Early Childhood Development Innovation Fund.....	3.8
4. School Aged (6-18 years old)	
Support for Syrian Refugee/Newcomer Families	4.1
After School Leaders	4.2
5. Youth (12-29 years old)	
Green Team.....	5.1
Youth Job Readiness.....	5.2
Communities That Care	5.3
Teen Clinics	5.4

5. Cross-Departmental Pressures

Aboriginal and Northern Affairs - Cross Lake.....6.1
Child and Family Services6.2
Children and Youth with Complex Needs6.3

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Introduction and Overview: HCCC/HCMO and CYO Briefing Materials

ISSUE:

Improving outcomes for children and families through cross-departmental leadership

CRITICAL BACKGROUND:

Background

- Established by Premier Filmon, the Manitoba Children and Youth Secretariat (CYS: 1994-2000) originally comprised of four departments (Health, Education, Family Services, Justice), eventually growing to eight (adding Culture, Heritage and Citizenship; Housing; Northern and Native Affairs; Urban Affairs). Emphasizing evidence-based prevention and early intervention, the Secretariat led cross-departmental initiatives (Early Childhood Development/ECD, Fetal Alcohol Spectrum Disorder/FASD), initiated groundbreaking pilot programs, and established central research/evaluation capacity to inform Ministers.
- Established by Premier Doer, the Healthy Child Committee of Cabinet (HCCC: 2000-present) originally comprised of five Ministers (Health, Education, Family Services, Justice, Aboriginal and Northern Affairs), eventually growing to ten (adding Healthy Living, Housing and Community Development, Jobs and the Economy, Labour and Immigration, and chaired by the Minister of Children and Youth Opportunities created in 2012). The Secretariat (Healthy Child Manitoba Office) continues to lead cross-departmental initiatives/strategies (e.g., ECD, FASD, Child and Youth Mental Health/CYMH); innovate, incubate, and evaluate promising programs in partnerships; and lead central research and data initiatives at key developmental stages in the lives of children (pregnancy, birth, Kindergarten, middle childhood, youth), providing results to inform Treasury Board resource allocation and Cabinet decision-making.
- In 2007, the Legislative Assembly proclaimed *The Healthy Child Manitoba Act*, with all parties prioritizing Manitoba's children and youth (prenatal-adulthood) by making statutory the cross-departmental leadership/accountability structures described above. To date, this legislation remains unique in Canada.

Current Status

- The briefing materials that follow this introduction/overview are organized first by major cross-departmental strategies (ECD, FASD, CYMH), as well as

- developmentally in ages and stages, from Early Childhood Development (prenatal-age to 5 years), through School-Age (ages 5-18 years) and Youth (ages 12-29 years). Current cross-departmental policy pressures are noted.
- Over the past two decades, the Secretariat has been collecting data and evaluating major programs together with partners, including independent academic experts (e.g., Manitoba Centre for Health Policy, established 1990). This has recently produced new evidence of strong value-for-money results in preventing misery outcomes, with significant returns on investment.
 - For example, the Healthy Baby - Manitoba Prenatal Benefit (MPB) prevents low birth weight births by 21% and preterm births by 17.5%, and reduces hospital length of stay (by 500 days/year, if all 2000 pregnant women on income assistance received the MPB: currently, the MPB does not reach 26% of eligible pregnant women on IA). The Partners in Inner-City Integrated Prenatal Care (PIIPC) pilot in Winnipeg reached an ultra-high-risk group of pregnant women and reduced preterm births by 24% and LBW births by 35% (compared to their previous pregnancies), prevented preterm births by 69% and neonatal intensive care unit (NICU) admissions by 81% (compared to similar women without prenatal care). The cost of a preterm birth is \$10,725 (vs. \$1,220 for normal newborn). The cost per NICU admission is \$10,942 (hospital costs only, not including physician costs).
 - Manitoba's Families First home visiting program (initiated in 1998) reduces the rate of CFS apprehensions by 25% by age 1 year and child abuse injury hospitalizations by 41% by age 3 years. PIIPC prevented CFS apprehensions by 21% by age 1 year. The cost of CFS child maintenance is ~\$39,000 per child per year (total \$500M spent annually).
 - Based solely on the costs of low birth weight births, preterm births, and CFS apprehensions, and their current levels of service delivery reach, two prevention programs (that began in 1998), Healthy Baby (formerly Women and Infant Nutrition/WIN) and Families First (formerly BabyFirst) alone have averted over \$103 million in these misery costs. These service delivery levels have remained unchanged over the past 15+ years, with considerable numbers of eligible families continuing to remain unreached and unserved.

Emerging Issues

- Preventing immediate and lifelong negative health, education, and social outcomes, including low birth weight and infant mortality, child apprehension by Child and Family Services (CFS), FASD, and promoting healthy Early Childhood Development (ECD), especially in vulnerable communities and populations. It is well-established that the most cost-effective public investments are those that are made very early in life to set a foundation for lifelong success.

- Preventing mental illness/suicide and promoting mental health in children and youth, especially in vulnerable communities (e.g., Syrian refugees, First Nation communities, children and youth with complex needs).
- Strong public support (including business, philanthropic leaders/partners) for the importance of both ECD and Child and Youth Mental Health (CYMH)
- A growing awareness that protecting the most vulnerable and enhancing their outcomes requires shared information, commitment and resources (e.g., through the new *Protecting Children Act*), intensity of support during the early years (e.g., through the new *Read to Succeed* initiative), and a commitment to measurement and value for investment.

Contact: Jan Sanderson, Deputy Minister and Secretary to HCCC, 945-6707
Dr. Rob Santos, ADM / Associate Secretary to HCCC, 945-8670/782-4282

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)/
Department of Children and Youth Opportunities (CYO)

SUBJECT: Manitoba's Early Childhood Development (ECD) Strategy

ISSUE:

- The Government of Manitoba invests in Early Childhood Development (ECD) based on established evidence and widespread recognition that quality early intervention is cost-efficient and results-effective. The *Starting Early, Starting Strong* (SESS) plan is Manitoba's five-year action plan for ECD.

CRITICAL BACKGROUND:

Background

- Over the past two decades there has been an explosion of breakthrough research on early brain development and the incredible opportunity the early childhood development (ECD) period (prenatal through age 5 years) provides to influence positive short and long term outcomes for children (up to 40 years later in adulthood). Everything we want for our children, good physical and mental health, school success, friendships, resilience, optimism, are deeply rooted in their early experiences. Effective early childhood development (ECD) sets the trajectory for school readiness when starting in Kindergarten, which maximizes the impact of subsequent public school and post-secondary investments, while minimizing the need for costly intervention; improves short term and life-long physical and emotional health, reducing pressure on the health system when children are adults; improves likelihood of connection to employment and reduces likelihood of criminal involvement. In short, early childhood investments pay personal and societal dividends for a lifetime. It is this evidence that has led economists, including Nobel Laureate James Heckman to join scientists, physicians and child advocates in the simple message: "in an era of tight government budgets....the best evidence supports the policy prescription: invest in the very young..." (Heckman)
- The late Dr. Fraser Mustard is recognized internationally as a scientific leader in the field of ECD. It was Dr. Mustard's visit to Manitoba in 1997, at the invitation of the government, that set the groundwork for concentrated, multi-sectoral attention to early childhood development in the province, led by the Children and Youth Secretariat (1994-2000) and the Healthy Child Committee of Cabinet (2000-present). Over the past two decades, the value of investing early has

been recognized by leaders in the business, education, social service and health sectors. In 2014, the work to date and the commitment to ECD was reflected in the release of a provincial ECD strategy – *Starting Early, Starting Strong*. The strategy coordinates cross-departmental efforts to ensure maximum efficiency of ECD work, and identifies the needs of vulnerable children, families and communities for early intervention.

Current Status

- The SESS plan reflects many program initiatives across the province, delivered by multiple governments and agencies. This work falls under four strategic priority building blocks: 1) promoting healthy starts; 2) supporting strong and nurturing families; 3) fostering safe, secure and supportive environments; and 4) strengthening communities. Many of these investments are profiled in the Early Childhood Development section of these briefing materials.
- Two sets of province-wide data provide us with broad information on how our children are doing: (1) at birth (Families First Screen collected by public health nurses) and as they start school at age 5 years (Early Development Instrument completed by Kindergarten teachers). These data contribute to our understanding of the effectiveness of strategic ECD investments.

Emerging Issues

- Emerging data indicates that issues of concern, such as poor outcomes in Grade 8 reading, math, and science (2015 PCAP report), originate prior to starting school, and can be traced back to early childhood outcomes as measured by the Early Development Instrument (EDI). This may warrant consideration of approaches which enhance school-based programming and early childhood opportunities.
- Recent results from independent research by Manitoba Centre for Health Policy reveals that certain current investments have tremendous potential to strengthen families and reduce CFS involvement, if optimally delivered. This may warrant consideration of the redistribution of investments to maximize the reach of the most effective programs.

Contact: Terra Johnston, Ph: 204-945-0177

Date: April 27, 2016

APPENDIX

The SESS Plan: Tracking our Progress

New / Enhanced Initiative	Lead Department	Partner Departments	Current Status
<i>Healthy Starts: a healthy start in life literally shapes the early development of a child's brain and sets the course for the future health, well-being and learning.</i>			
Manitoba Prenatal Benefit: over the next five years our target is to reach 20,000 pregnant women	Children and Youth Opportunities		Program is established, and will continue to be enhanced
Northern Foods – launch program to subsidize cost of milk, fruit and vegetables in 10 northern communities	Health / Healthy Living	ANA	AFFIRM was launched in October, 2015 – (Affordable Food in Remote Manitoba). Subsidy is available in seven of the ten participating communities. Plans to launch the subsidy program in the remaining three communities are underway.
Promote practices in child care settings that help to establish life-long healthy eating habits and enhance readiness to learn	Health / Healthy Living	FS, ELCC	This program, which includes a website, a help line to a dietician, and a guide book) was launched in September 2015.
Create a 24/7 phone line to connect pediatricians with family physicians in rural and isolated communities	Health / Healthy Living		Program is established
Continue to expand and support initiatives that link Manitoba families to primary care, including continued investment in Family Doctor Finder Program, QuickCare Clinics, mobile clinics, as well as hiring additional health professionals and supporting the development of multi-disciplinary My Health Teams across the province	Health / Healthy Living		Program is established, and will continue to be enhanced
Improve and expand maternal care facilities	Health / Healthy Living		Programs are established, and will continue to be enhanced

New / Enhanced Initiative	Lead Department	Partner Departments	Current Status
Strengthen Manitoba's midwifery program	Health		Program is established, and will continue to be enhanced
Establish a cross-departmental committee to explore the feasibility of implementing a province-wide Early Years Developmental Screening Program	Health & Children and Youth Opportunities	Family Services; Early Learning and Child Care; Education and Advanced Learning (Early Childhood Education Unit)	Working group is established, exploration of feasibility underway
<i>Strong and Nurturing Families: positive parenting, secure attachment, and attentive and loving care-giving are essential for healthy development. A child's brain is activated by these early nurturing relationships, and becomes wired for lifelong learning</i>			
Launching a broad range of new parenting resources	Children and Youth Opportunities		In progress
Updating our online resources, increasing visits to ParentZone and calls to the Manitoba Parent line by 25% over next 2 years	Children and Youth Opportunities		In progress
Developing a new range of culturally appropriate parenting resources (p. 8)	Children and Youth Opportunities		In progress
Open the doors of SSCY by spring 2016	FS		Services will begin moving into SSCY on April 2016; full occupancy expected by July 2016. Services available to the public by May 2016. Services include licensed child care, a family resource centre, central intake, co-located agencies (WRHA, homecare, child health, SMD, St. Amant, Children's disabilities, community respite).
Draw on the lessons learned from the Towards Flourishing, including mental health	Children and Youth	Health / Healthy Living	Sustainability funding is now secured under the Child &

New / Enhanced Initiative	Lead Department	Partner Departments	Current Status
promotion with mothers and families	Opportunities		Youth Mental Health Strategy
Draw on the lessons learned from the Partners for Integrated Inner-city Prenatal Care, including creative outreach	Health / Healthy Living	Children and Youth Opportunities	The WRRHA has confirmed funds for the 2015/16 fiscal year. We need to continue to explore how to sustain this initiative going forward. There is a research project underway in the North to determine how this model could potentially be expanded in a Northern community setting.
Strengthen standards in early learning through a new play-based framework	Education, (Early Childhood Education Unit)	Family Services; Early Learning and Child Care; Children and Youth Opportunities	Resource has been completed and is available on-line.
<i>Safe, Secure and Supportive Environments: toxic stressors in early life are damaging to brain development and hinder the potential of children. Children need safe, secure and supportive environments in order to grow and thrive.</i>			
Adapt best practice programming content into multi-media parenting resources in partnership with Red River College	Children and Youth Opportunities	Family Services; Early Learning and Child Care; Children and Youth Opportunities	Six Abecedarian videos are now available to the public from the ParentZone website: http://www.manitobaparentzone.ca/en/videos/index.html
Develop early childhood hubs, including one in the LSP community and one in the IRCOM2 site	Children and Youth Opportunities	Family Services; Early Learning and Child Care; Children and Youth Opportunities; Health / Healthy Living	Developmental funding (35.0) has flowed to IRCOM2 to further the development of their ECD Hub. With the opening of SSCY in 2016, this can also be considered a Hub for children with additional support needs.
Explore and pilot new integrated service delivery models to better meet the needs of Manitoba's Families	Children and Youth Opportunities	Family Services; General Authority	Gimfi pilot is in progress (phase 2)

New / Enhanced Initiative	Lead Department	Partner Departments	Current Status
<p>Enhance child care: add 5,000 new and newly funded spaces; invest \$25 million to build and expand centres in schools; create spaces in newly built and renovated schools; increase supports to home-based care; support higher wages for ECEs; establish a Commission. Long term strategy to use Commission report to create universally accessible early learning and child care</p>	<p>Family Services; Early Learning and Child Care</p>		<p>In progress, part of new family choices plan. Development of work plan for long term strategy based on Commission underway.</p>
<p>Strong Communities: The well-being of young children is a shared responsibility and a shared benefit. Manitoba is committed to supporting sustainable and strong communities through investments in community capacity building and training, partnership development, public education, and knowledge sharing.</p>			
<p>Identify new and unique opportunities to expand the circle of support for ECD, including the business community, universities, and colleges</p>	<p>Children and Youth Opportunities</p>		

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Provincial FASD Strategy

ISSUE:

- Fetal Alcohol Spectrum Disorder (FASD) refers to the range of effects that can occur in an individual when alcohol is consumed during pregnancy. The effects can include lifelong physical, mental, cognitive and behavioural disabilities.
- It is the leading cause of developmental and cognitive disabilities in Canada. It is estimated that the lifetime direct and indirect medical costs associated with FASD at the individual level is \$1 million per case. With an estimated 4,000 new cases per year, this translates to \$4B annually. (MotherRisk, Hospital for Sick Children)
- The FASD Interdepartmental Committee (FASD-IC) has prioritized five goals to strategically build on the Provincial FASD Strategy in a coordinated, comprehensive and integrated manner. These goals address both the need to reduce the number of alcohol exposed pregnancies as well as the need to increase access to assessment, intervention and support for individuals, families and communities living with this disability. The five goals are:
 - Manitobans understand alcohol use during pregnancy can cause FASD, FASD is a life-long disability and prevention is a shared responsibility.
 - All girls and women of childbearing age are provided with the information, support and services they need prior to conception, during pregnancy and post partum related to alcohol use.
 - Children, youth and adults suspected of, or living with, FASD and their caregivers are provided with assessment, diagnosis, support and other necessary services to meet their needs.
 - FASD supports and services are informed by strong research, evaluation and stakeholder input.
 - Service providers understand the impact of FASD on the lives of those they serve and use best practices approaches in their work.

CRITICAL BACKGROUND:

Background

- In March 2004, the Healthy Child Committee of Cabinet (HCCC) called for the establishment of a FASD Interdepartmental Committee (FASD-IC) to develop a systematic plan to provide options and guide government decision-making on FASD issues.
- Concurrently, reviews of the child welfare system (*Honouring Their Spirits and Strengthening the Commitment*) made specific FASD recommendations designed to address this issue within the child welfare context.

- On April 13, 2007, the Province of Manitoba announced a coordinated, multi-year, multi-system strategy to address FASD in Manitoba. The provincial investment in FASD specific programming was \$7.7 million at that time.

Current Status

- Since the 2007 Strategy announcement significant progress has been made; several programs have been expanded, including the InSight Mentoring prevention program (see note in the ECD section) and many new initiatives have been implemented bringing the current total annual investment to just over \$14.0 million.
- An evaluation framework has been developed to evaluate the outcomes of the Provincial FASD strategy. It includes two components which are well underway: the collection of common data elements from programs falling under the FASD strategy; and a series of individual evaluations of programs falling within the strategy.
- The current interdepartmental partnership includes: Children and Youth Opportunities/ Healthy Child Manitoba Office, chair; Justice, Aboriginal and Northern Affairs; Education and Advanced Learning; Family Services; Health, Healthy Living and Seniors; Housing and Community Development; and Jobs and the Economy.
- In 2015, the FASD-IC engaged in 22 community conversations across Manitoba to understand the top priorities for FASD from the community's perspective.
- Top priorities include: reassessment and adult diagnosis; improving system clarity within mental health; increasing prevention and education messaging in schools; securing and maintaining appropriate housing; training across and between systems; and service navigation.
- Subcommittees are established to address all the priorities with short and long term goals in place. A comprehensive training initiative is underway.
- One of the recommendations of the Truth and Reconciliation Commission (TRC) is "Supporting First Nations, Inuit, and Metis peoples in implementing evidence-based, culturally appropriate and community-driven responses to FASD must remain a high priority for Canadians." In response, HCMO has planned an Elder's Gathering on June 8, 2016. It will bring FASD program staff and Indigenous leaders from across Manitoba together to share knowledge and exchange ideas on how to increase our support to children and families affected by FASD in a more culturally relevant manner.

Emerging Issues

- With increased awareness, prevention and diagnostic services in rural communities, there is a growing need for broad based FASD programs to support families in getting assessments, understanding the disability, advocating with schools and seeking out services.
- Emerging evidence indicates that a high percentage of those involved in the criminal justice system have FASD (e.g., A recent study showed 17.5% of those

involved in the Yukon Justice system have FASD). Efforts are underway nationally to make changes to the Criminal Code. In Manitoba, a local justice group has developed an FASD Court proposal. This aligns with recommendation #34 of the TRC report, "We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with FASD."

- A growing and persistent community concern is the lack of diagnostic services for adults.

Contact: Holly Gammon - 204-945-2215

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)
Manitoba Health, Healthy Living and Seniors (MHHLS)

SUBJECT: Strengthening Child and Youth Mental Health

ISSUE:

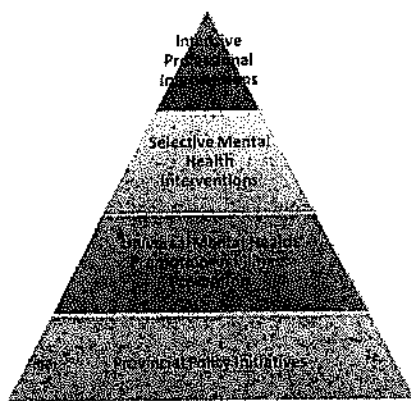
- Investment in the continuum of mental health supports from promotion/prevention to intensive treatment for children and youth is a critical priority.
- The mental health of children and youth has been a priority for government administrations from 1994-present. In 1994, the Child and Adolescent Mental Health Division was directed to create a new cross-departmental structure to develop, implement, and evaluate the continuum of mental health services/supports for children and youth, i.e., the Children and Youth Secretariat (to 2000). The Healthy Child Committee of Cabinet (HCCC) continued this priority (2000-present).
- In May 2015, HCCC formalized this work with the Child and Youth Mental Health (CYMH) Strategy and committed funds to a multi-year, interdepartmental plan to develop and evaluate new/ existing resources across the continuum from prevention/promotion to intensive treatment. Year 1 supported universal initiatives, selected interventions for at risk children and youth, and intensive clinical supports for the most vulnerable. To inform the Strategy, province-wide discussions with youth, parents and other stakeholders were conducted; a final report will be available in fall 2016.

CRITICAL BACKGROUND:

Background

- 75% of mental illnesses have their onset before the age of 24.
- At least one in five Manitoba children at age five has social and emotional problems, impacting their school readiness.
- Almost one in four Manitobans aged 10 and older has a diagnosed mood or anxiety disorder.
- Since 2007, there has been a 50% increase in Emergency Department visits by children and youth with mental health problems and illnesses, and a 42% increase in hospitalization of this population.

- Evidence shows a high return on investment (ROI) for CYMH. Depression and anxiety treatment results in ROI ranging between 2.3 to 3.0 to 1 for economic returns, and 4 to 5.3 to 1 for economic and social returns.
- In 2009, *Reclaiming Hope: Manitoba's Youth Suicide Prevention Strategy* was established with a focus on reducing risk factors (lack of access to mental health services) and increasing protective factors (recreation and mentorship). This work is ongoing and co-led by MHHLS, Healthy Child Manitoba Office (HCMO) and Education and Advanced Learning (EAL).
- In 2012, the Manitoba Association of School Superintendents (MASS) presented to HCCC the *Mental Health Framework for Students*, which highlights the growing pressures related to the number and severity of mental health issues in schools. HCCC unanimously accepted their recommendation that a cross-departmental provincial strategy on child and youth mental health be developed. The mental health of children and youth was made a standing item for future meetings.
- The Office of the Children's Advocate (OCA) and the Hughes Commission (Phoenix Sinclair) have identified mental health as an urgent issue, particularly for children and youth in the care of child welfare.
- The CYMH Strategy is steered by the cross-sectoral Oversight Committee for Child and Youth Mental Health; co-chairs include representatives on behalf of MASS, Manitoba Adolescent Treatment Centre, and HCCC.
- The CYMH Strategy interconnects evidence-based programs/initiatives at four 'tiers' across Manitoba, including in Indigenous communities. Foundational components in Year 1 included:



- **Provincial Policy:** CYMH Asset Mapping - provincial blueprint of mental health assets (including workforce), informed by public consultations (World Cafes) and best evidence (see Appendix).
- **Universal:** Evidence-based promotion programs such as Roots/Seeds of Empathy (increase empathy, decrease bullying), Towards Flourishing (maternal depression), PAX (mental health promotion), StressHacks.ca (provincial CYMH website)
- **Selective:** Mental health services in Teen Clinics, a mental health nurse at R.B. Russell school, and mental health supports for refugees
- **Intensive:** Interventions for children with complex needs who are multi-system users, such as High Fidelity Wraparound (service integration), COACH (off-site academics/intervention, mentors), Intervention and Outreach Team (IOT, wraparound, clinical for most vulnerable children/youth in care), Emergency Department Violence Intervention Program (EDVIP, clinical intervention/mentor

for victims of violence), and Northern Suicide Assessment and Discharge Protocol (suicide prevention).

Current Status

- \$2 million was allotted in Year One of the CYMH Strategy for initiatives in the four tiers noted above. In some cases, partial funding was provided to support mid-year start-up. Annual costs for these initiatives will need to be considered in 16/17 Estimates planning.
- A final report of the Year One consultation and cross-sector service mappings expected in Fall 2016. (Appendix)

Emerging Issues

- Reports from the Office of the Children's Advocate and media coverage of the child welfare system have drawn attention to children /youth in care with complex mental health, behavioural and emotional needs. CYMH-related initiatives include intensive interventions for these children/youth.
- The recent suicide crisis in Pimicikamak Cree Nation (Cross Lake) highlights the need for cross-jurisdictional collaboration to support isolated, challenged communities to develop comprehensive plans to address mental health issues and underlying causes.

Contact: Leanne Boyd, Director, PDRE, Healthy Child Manitoba, 945-5447
Marcia Thomson, ADM, Healthy Living and Seniors, MHLS, 786-3908

Date: April 27, 2016

APPENDIX: Child and Youth Mental Health Strategy Year 1 Asset-Mapping

- In May 2015, HCCC announced the Child and Youth Mental Health (CYMH) Strategy, a multi-year, interdepartmental plan to develop and evaluate new/ existing resources across the continuum from prevention/promotion to intensive treatment. Year 1 (2015-16) of the CYMH Strategy included a province-wide Asset-Mapping to identify strengths and gaps in the child and youth mental health delivery system. The recommendations from the Asset Map will inform the Strategy to improve mental wellbeing of children and youth.
- Workforce data were collected from departments and their agencies / organizations (HHLS, EAL, FS, Justice)
- Provincial data on mental health assets were gathered from youth, community members, service providers and key stakeholders through: 1) World Cafés (public discussions), 2) online surveys, 3) interviews, and 4) document reviews. Data was collected from October 2015 to February 2016 in rural, remote, urban and Indigenous communities.
- 697 youth (including youth in care of child welfare) participated in the World Cafés or by survey. 489 parents, caregivers, community members, service providers, and stakeholders participated in the World Cafés or by survey. 120 First Nation community members participated in World Cafés. 40 interviews were conducted with key stakeholders.

Current Status

Analysis of the data is ongoing, though broad themes have emerged for each tier:

- **Provincial Policy Tier:** 1) improve mental health literacy of workforce, 2) workforce development and 3) improve collaboration among systems and departments/agencies.
- **Universal Tier:** 1) promote community/business involvement and 2) prevention programs in the school (e.g., mental health literacy skill building).
- **Selective Tier:** 1) early support/prevention for families, 2) more counselling services and 3) transition to adulthood, especially for youth in the care of child welfare.
- **Intensive Tier:** 1) more community-based clinicians and 2) improve communication across systems and departments/agencies.
- **Youth priorities** are: 1) have someone to talk to (counselling/support), 2) prevention programs in the school and 3) increase mental health literacy/reduce stigma.
- **First Nations Youth priorities** for themselves and their communities are: 1) positive activities, 2) safe places and 3) more/better opportunities for involvement/leadership.

- **Other key themes:**
 - Equitable access to intensive intervention services/supports: many services/supports are concentrated in urban areas.
 - The importance of prevention and early intervention to improve outcomes and reduce the need for costly intensive interventions.
 - The negative impact of poverty and inequity.
 - The education system is the primary provider of child and youth mental health services; schools are the key location to start or further develop collaborative service hubs.
 - Final Asset-Mapping report with recommendations anticipated for Fall 2016.

Emerging Issues

- Communicating findings of the final report to stakeholders and the public (Fall 2016).

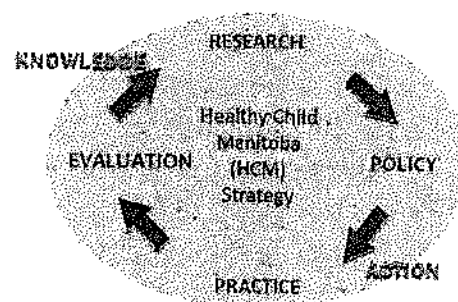
BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Research and Evaluation

ISSUE:

- **Research and Evaluation is embedded in the Healthy Child Manitoba Strategy to promote the best possible outcomes for children and youth.**
- Programs based on evidence are more likely to have positive outcomes for children, youth and families. Many well-intentioned programs (not based on evidence) have been found to have no benefits for children and youth, and some have been found to cause unintended harm.
- Evaluations confirm whether programs and policies that are implemented in Manitoba are effective for children, youth and families.
- Gathering data is important for learning what is needed for children and youth. This data provides evidence that supports decision making.
- The diagram on the right shows how research influences policy and practice, and how evaluation provides evidence on how well programs and services are working.



CRITICAL BACKGROUND:

Background

- The Policy Development, Research and Evaluation (PDRE) unit was established in 1998 under the Children and Youth Secretariat, and continued by Healthy Child Manitoba. *The Healthy Child Manitoba Act (HCMA)*, proclaimed in 2007, establishes research and evaluation as a core component of the Healthy Child Manitoba strategy.
- PDRE works with cross-sectoral partners to (a) inform and support Healthy Child Committee of Cabinet policy accountability, and (b) build whole-of-government and community capacity for research and evaluation, through all stages: consultation, development, evaluation implementation, analysis, and knowledge exchange public reporting.

Current Status

- Programs initiated through the Healthy Child Manitoba Office are selected based on evidence (outside evaluations) and confirmed by in-house evidence (HCMO/partner evaluations). New programs and initiatives are evaluated, using best practice methodologies to determine if programs benefit children, youth and families, and are cost-effective.
 - HCMO-led programs that have been proven to have positive outcomes include Healthy Baby (Community Programs and Prenatal Benefit), Families First and Towards Flourishing, Roots of Empathy, Abecedarian, PAX Good Behaviour Game, to name a few. Ongoing evaluations of these programs continue to measure long-term outcomes.
 - Current and upcoming evaluations are being conducted for current and new initiatives.
- PDRE staff participates on several committees and working groups (inter-departmental, cross-sectors, provincial, national and international) in the areas of data quality/collection, shared reporting, program and policy planning, etc. and national partners that also connect with HCMO.
- The Manitoba Centre for Health Policy (MCHP) is a key partner with HCMO. Funded by Manitoba Health, MCHP provides one of its annual “deliverables” to Healthy Child Committee of Cabinet each year on the well-being of children, youth and families. MCHP maintains an extensive data repository, drawn from multiple provincial departments, which enables them to track the health and wellbeing of children and youth, as well as the impact of cross departmental strategies. HCMO partners with MCHP and other academic organizations on research studies.
- PDRE oversees the report on the Status of Manitoba’s Children and Youth, which the minister responsible for HCCC/HCMO must table every five years in the Legislature. The next status report is due December 2017.
- Several population-based surveys are administered by HCMO through partnerships with departments and organizations. These surveys are collected at key times in the lives of children (pregnancy, birth, school entry, Kindergarten, middle childhood, youth) and provide information to parent child coalitions, school divisions/schools, health authorities, community organizations and agencies for multiple purposes: to inform policy decisions including new initiatives and strategies; for project planning; as indicators in official reports; and as data for research and evaluation.

- Data Collection is integral to the Provincial Evaluation Strategy. Forms and questionnaires are used to collect information for evaluations, program monitoring, initiatives and public reporting. Over 48,000 data forms are processed per year through the secure HCMO Data Centre. Data are verified, cleaned and prepared for evaluations and reporting. Data security is of utmost importance with strict adherence to the privacy and confidentiality Acts (FIPPA, PHIA and HCMA).

Contact: Leanne Boyd, Director, PDRE, HCMO, 945-5447

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: The Manitoba Prenatal Benefit (MPB)

ISSUE:

- Because a woman's good health is essential to the good health of her baby, pregnant women who receive support to eat well and receive regular prenatal care are less likely to have complications during pregnancy, and more likely to give birth to a healthy baby. Since the launch of the MPB in 2001, the benefit amount and the income threshold amounts (eligibility criteria) have not increased effectively, decreasing the uptake of financial support to pregnant women who could benefit.

CRITICAL BACKGROUND:

Background

- The MPB was adapted from the former Women and Infant Nutrition (WIN) Benefit and modeled financially after the National Child Benefit (NCB). It is a financial benefit to help low income women with the nutritional costs associated with pregnancy. Families with a net household income less or equal to \$32,000 are eligible after confirmation of pregnancy with monthly amounts provided on a sliding scale to a maximum of \$81.41. The prenatal benefit also acts as a mechanism to identify low-income women early in their pregnancy and, with their consent, proactively connect them to health and community resources in their community. Current funding is \$1,779.0.
- A nutritious diet is directly linked to a higher chance of a normal birth-weight, improving fetal brain development, and reducing the risk of many birth defects. Maternal nutrition will influence the course of the pregnancy, fetal development and the child's health in its early development and throughout every stage of development.
- Equally as important as the financial support, the MBP acts as an early identification of a pregnancy that has a heightened potential for multiple risk factors. In order to receive the benefit, women must have proof of pregnancy from a recognized health provider, providing motivation to seek early prenatal care. The application for the benefit contains an informed consent form which allows HCMO to advise community health services and/or Healthy Baby community support programs of the pregnancy as a further means of supporting healthy pregnancies. Referrals are made to both provincial and federal on and off reserve prenatal programs and health agencies. In 2014/15, 72% of MPB applicants provided consent to be referred.

- In 2010, the Manitoba Centre for Health Policy (MCHP) evaluation of the Healthy Baby program reported that receipt of the MPB was associated with a reduction in low birth weight and preterm births, and an increase in breastfeeding initiation. These positive birth outcomes were reconfirmed by MCHP in 2015: The MPB prevents low birth weight births by 21% and preterm births by 17.5 %, and reduces hospital length of stay (by 500 days/year, if all 2000 pregnant women on income assistance received the MPB). Currently, the MPB does not reach 26% of eligible pregnant women on income assistance.

Current Status

- The MPB is available to all income-eligible pregnant women who live in Manitoba, including women who live in First Nation communities.
- The MPB reaches the majority of low-income women (close to 1/3 of all births are to women who received the MPB during pregnancy).
- In the 2015/16 fiscal year, 3,592 women received the benefit. Of the 3,592 approved applicants, 1,870 were receiving income assistance, 339 were newcomers to Canada, and 1,423 had incomes under \$21,744.00 (eligible for full benefit - \$81.41).
- In order to receive the benefit, women must have proof of pregnancy from a recognized health provider – providing motivation to seek early prenatal care.

Emerging Issues

- The uptake of the MPB has been gradually decreasing. The income criteria to determine eligibility for the benefit has not kept pace with the annual rate of inflation which has resulted in a decrease in the number of women who are eligible to apply. In 2001/02, 5,117 women applied for the benefit in comparison to 4,236 women who applied in 2015/16. This is not an indication of fewer women needing the benefit, but fewer women being eligible.
- The MPB has not kept up with the increased cost of food. The full benefit of \$81.41 does not have the same buying power it had in 2001.

Contact: Susan Tessler, Executive Director, Healthy Child Manitoba, 945-1275

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO) and
Manitoba Health, Healthy Living and Seniors (MHLS)

SUBJECT: Healthy Baby Community Support Programs

ISSUE:

- Over 100 Healthy Baby Community Support Programs are helping pregnant women and new parents get connected to parenting resources, maternal health care and social support. However, many programs are facing operating challenges and service reductions.

CRITICAL BACKGROUND:

Background

- Building on the previous Women and Infant Nutrition (WIN), the Healthy Baby program was launched in 2001 as a two part program consisting of the Manitoba Prenatal Benefit (MPB) and Healthy Baby Community Support Programs (CSPs) with the goals of: promoting and supporting healthy pregnancies, healthy birth-weights and healthy infant development; reaching and supporting pregnant women and new parents who may be isolated and/or disadvantaged due to low income and/or other reasons; improving nutrition during pregnancy; improving breastfeeding initiation and duration; increasing connection to social supports; and increasing parental knowledge and awareness in the areas of nutrition, health, infant development.
- CSPs are delivered through community-based partners and offer voluntary free drop-in group sessions designed to assist pregnant women and new parents with children up to the age of one with practical information and resources on maternal/child health issues, prenatal/postnatal and infant nutrition, breastfeeding, healthy lifestyle choices, parenting ideas, infant development and strategies to support the healthy physical, cognitive and emotional development of children.
- CSPs offer practical supports such as milk coupons (during pregnancy and up to six months after birth) and bus tickets (where available) to attend programs.
- In 2010, the Manitoba Centre for Health Policy (MCHP) evaluation report found positive associations for women who were involved in the Healthy Baby program. Participation in the community support programs was associated with increases in adequate prenatal care and decreases in inadequate prenatal care, as well as an increase in breastfeeding initiation. In 2013, MCHP reconfirmed the positive outcomes associated with CSP involvement.
- Evaluation results of the programs over time have consistently shown high satisfaction levels. Participants have indicated that participation in programs have helped them feel more confident about taking care of their baby, learn more about

nutrition for themselves and their babies, and feel less alone through the social support gained through meeting other mothers.

- Program funding to agencies has remained virtually static for the last 15 years with a few nominal increases. This has resulted in organizational deficits (many due to collective agreement increases), operational reductions and impacts to service delivery such as site closures and reduction in frequency of services. Funding pressures have led some agencies to reduce staffing; cut program resources; physically relocate due to increased rental and utility costs for space; reduce the frequency of sessions; and close sites. Over 80% of programs have had to reduce costs related to food for participants from a more substantial meal to a snack.
- Winnipeg programs benefit from professional health support at programs provided by the Winnipeg Regional Health Authority (Public Health Nurses and Registered Dietitians/Community Nutritionists); however, the provision of professional health support outside of Winnipeg is inconsistent. As well, programs outside Winnipeg are offered less frequently than in Winnipeg creating barriers to forming relationships with participants, reducing social isolation, and optimizing health outcomes for families.

Current Status

- Grant funding for all Healthy Baby programs in 2015/16 is \$2,366.2.
- The program is universal in nature; however the over 100 sites in Manitoba are mainly situated in neighborhoods/communities where women may be disadvantaged and/or isolated due to low income or other reasons. While all programs follow established curriculum guidelines, they are also responsive to the needs of their community. For example, programming in the Central Park area draws large numbers of newcomers and requires unique approaches, including the presence of translators and the use of pictorial resources.
- In rural and northern locations, Healthy Baby is offered in over 80 communities by 9 organizations (5 RHAs and 4 agencies); and in Winnipeg, 16 agencies provide service at 29 sites throughout the city. On an annual basis approximately 3,700 new families attend Healthy Baby programs.
- The service delivery model in Winnipeg offers weekly programs, which include health professionals and has dedicated outreach workers in 8 of 29 sites. In rural and northern locations, programs occur on a monthly or bi-monthly basis, and the majority does not have the benefit of committed health professionals or outreach workers. Programs are offered primarily as “mixed group” sessions where both prenatal and postnatal participants attend the same session.
- HCMO and Public Health Agency of Canada (PHAC) jointly fund two community organizations to deliver an integrated federal/provincial CPNP/HB program (Canada Prenatal Nutrition Program/Healthy Baby). Joint programs have similar goals and objectives however there are distinctions in program funding, operational requirements and specific program priorities.

- Since 2010, HCMO has partnered with approximately 14 organizations (e.g., CancerCare, Women's Health Clinic, WRHA, Canadian Red Cross, Children's Allergy and Asthma Education Centre) to develop over 30 evidenced based educational resource kits which are used as teaching tools in Healthy Baby programs and by other health and social services providers.

Emerging Issues

- Research shows that Manitoba has the highest infant mortality and highest number of children in care up to the age of one; programs like Healthy Baby and Families First, which focus on prevention from conception to the early years, are well positioned to be part of intersectoral efforts to reduce the high rates of infant mortality and children coming into the care of Child and Family Services.
- MCHP reviews indicate that some of the most marginalized women who are most at risk for poor prenatal care and poor birth outcomes are not accessing Healthy Baby sites. A recent inner-city research initiative, Partners in Inner-City Prenatal Care (PIIPC) addressed this issue through concentrated, deliberate out-reach to high risk women and a series of creative initiatives to engage them with programming. The results were very positive.
- PIIPC reduced preterm 6 months by 24% and low birth weight births by 35% (compared to their previous pregnancies) and prevented preterm births by 69% and neonatal intensive care unit (NICU) admissions by 81% (compared to similar women without prenatal care. PIIPC also prevented CFS apprehensions by 21% by age 1 year.
- Efforts are underway to identify funding to retain the most successful components of the research project and embed them in services in Winnipeg's inner-city. The groundwork is currently being laid for a similar research project in Thompson.

Contact: Susan Tessler, Executive Director, Healthy Child Manitoba, 945-1275

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: InSight Mentor Program

ISSUE:

- The prevention of Fetal Alcohol Spectrum Disorder (FASD) is a complex issue. Women who are most likely to drink during pregnancy are faced with multiple personal and systemic barriers. FASD prevention requires a holistic approach to supporting women towards health and well-being in all areas of life.

CRITICAL BACKGROUND:

Background

- In Canada, the incidence of Fetal Alcohol Spectrum Disorder (FASD) is estimated to be 1 in 100 live births. FASD is the leading cause of developmental and cognitive disabilities in Canada. A new study has estimated lifetime direct and indirect medical costs associated with FASD at the individual level at \$1 million per case. With an estimated 4000 new cases yearly, this translates to \$4 billion annually.
- The InSight program in Manitoba was replicated from the Parent-Child Assistance Program (P-CAP) model which demonstrated significant success in the prevention of FASD in Seattle, Washington. InSight was implemented in Manitoba in 1998
- The program supports women for up to 3 years. InSight can serve 240 women at a time at its seven locations throughout Manitoba. InSight receives 100 referrals a year, many of which cannot be accommodated.
- InSight is a flagship program in the Interdepartmental Provincial FASD Strategy, announced in 2007.
- FASD is often described as “a 100% preventable disability.” This public education approach seriously overlooks the major challenges (previous trauma, sexual and physical abuse, CFS involvement, addictions, homelessness) many disadvantaged women face in trying to achieve a healthy, alcohol-free pregnancy. The InSight Mentor Program is an evidence-based FASD prevention program, providing trauma-informed intensive case management services to women who are pregnant or recently postpartum, use substances, and are ineffectively connected to support services.
- InSight offers participants a three year relationship with a professional mentor who provides practical support, advocacy and connection to community resources, and caring support for women to reach their goals. Participants in the program have self-identified goals such as seeking addiction treatment and support, housing, education, employment, keeping or regaining custody of their children, addressing legal issues, contraception and family planning, and participating in cultural activities.

- InSight is funded by Healthy Child Manitoba and through grants to community based service providers. It is available in six communities across the province (Portage la Prairie, Dauphin, The Pas, Flin Flon, Thompson, and two sites in Winnipeg), serving up to 234 women and their families at a time.
- The Healthy Child Committee of Cabinet commissioned the Manitoba Centre for Health Policy (MCHP) to complete a report evaluating the long-term outcomes of the InSight Mentor Program. The report was released October 8, 2015 and found that:
 - The program successfully engages the intended population. Women in the program began using substances at an early age, had high rates of mental health issues, and high rates of social support needs such as housing, food security, safety, and financial security.
 - Overall, the program makes a positive difference in the lives of participants.
 - The most positive findings were a significant increase in access to prenatal care, a decrease in substance use both during and after pregnancy, an increase in contraception use, and increased service utilization.
 - There were also some mixed findings. The report found that the positive gains made during the program were not sustained after program exit. In addition, women reported increased feelings of social isolation after the program ended.

Current Status

- The InSight program received funding of \$1,354.3 in 2015/16.
- Most InSight locations are in a precarious financial position. Program funding has not kept pace with collective agreements, creating deficits for most sites. Programming costs have needed to decrease as salary costs have increased.
- In response to the 2015 MCHP evaluation results, HCM is currently exploring the possibility of developing after-care services to support women after they complete the program.
- The two Winnipeg program locations have been at capacity with wait lists, or turning away referrals, for several years.

Emerging Issues

- InSight programs across Manitoba are facing service and staffing reductions. The Dauphin InSight site has already been forced to reduce its two mentor positions to 0.8 EFT, reducing their client capacity by 20%. It is anticipated that without a funding increase in 2016/17, InSight will be forced to further reduce service.
- Volume pressures in Winnipeg are continuing to rise; Brandon has been identified as a region with significant FASD issues that requires service; and a much-needed after-care component is an identified gap in service that, if met, would help ensure women's gains from the program were sustained over time.

Contact: Susan Tessler, Executive Director, Healthy Child Manitoba, 945-1275

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Mothering Project/ Manito Ikwe Kagiikwe

ISSUE:

- Women who are street-involved and/or using drugs or alcohol tend not to seek prenatal health care and other services due to fear of apprehension of their children. However, research shows that prenatal care is a protective factor for them and their babies.

CRITICAL BACKGROUND:

Background

- In 2008, Mount Carmel Clinic decided to end funding for their Day Hospital for Children program in order to divert funds towards a service that could serve a larger cross section of the community. A community needs assessment conducted by the Mount Carmel Clinic provided direction for what would become the Mothering Project (MP).
- MP opened its doors in April 2013 and in its first year of operations received 178 referrals, filled to capacity with 45 women in the program, and had a wait list of 19 women; this indicated significant community need and acceptance of the program. Since that time, they have consistently been working at or above program capacity.
- MP is a unique program in Manitoba; however, services have been modeled after other successful programs in Canada such as Sheway in Vancouver and Breaking the Cycle in Toronto.
- MP offers a single access site located in Mount Carmel Clinic for women who are pregnant or have a child under 3 years old, use substances, and are affected by systemic marginalization. Program goals are to support women's health and wellness, healthy pregnancies, children's health and development, to keep families together, and to provide support to the children and families of program participants. MP currently has capacity to serve 45 families at one time.
- The program has an evidence-based philosophy of care, using approaches that are women centred, trauma informed, culturally safe, have a harm reduction focus and are supportive of all types of mothering, overseen by a Women's Advisory Committee of program participants.
- MP offers outreach services, weekly drop-in programs, access to prenatal care on-site, individual support and case management support, a food security program, traditional ceremony and access to elders, parenting supports, and space for family visits. The drop-in programs offer a healthy meal and snack, support for mother-child attachment, onsite elders to provide teachings and counsel, games, traditional crafting, etc.
- MP has partnered with the First Nation, Inuit and Metis section of the School of

Medicine at the University of Manitoba on an evaluation report. Some early outcomes include:

- 36% of women report abstaining from substance use and a further 47% report using harm reduction measures to reduce use.
- 100% of women have received adequate prenatal care onsite.
- 37% of women are parenting their children full time and an additional 33% of participants are working on a reunification plan.
- 83% of women have regular visits with their children in CFS care.
- MP is working in partnership with the Manitoba Research Alliance on a cost-benefit analysis of the program. The first phase of this is complete and showed a cost savings for the CFS and EIA systems. Specifically, it showed that the cost to support an infant in CFS care for a year is 5.5 times greater than the cost to provide the MP program. Even considering the increased cost to EIA of a mother keeping her child (increased support payments), the program paid for itself in 2014 based on the number of children who remained with their mother.

Current Status

- The resources currently used to deliver programming are: 2.6 FTE outreach workers, 0.6 FTE family support worker, 1.0 FTE clinical team lead, 0.8 FTE Program Manager, with a programming budget of \$30.0.
- HCMO provides \$70.0 annually to support the Program Manager position and the remaining funds (approximately \$422.0) are provided by the Winnipeg Regional Health Authority.
- MP has recently begun a partnership with the Child Development Clinic to provide developmental assessments in-house for participants' children.
- Manitoba Early Learning and Child Care has committed to providing \$500.0 annually to support a 24 space infant centre onsite at MP for exclusive use by their program participants. The Mount Carmel Clinic Foundation is on track to raise \$1.4 million in private donations to support the capital costs of the centre. Construction has begun with an opening targeted for spring 2016.

Emerging Issues

- MP states that they have 1/3 of the staffing needed to be able to meet the goals of the program and participants. MP would like to enhance programming and expand their services to 50 more families. Identified additional staffing to meet these needs would be 2 outreach workers, 2 family support workers, 1 cultural worker, 1 indigenous trauma worker, 1 social worker, and a drug & alcohol counselor. Thanks to the capital project, they have the space to accommodate the team size that is required.
- When the Early Learning & Child Care centre opens, MP will exceed the minimum requirements of the ECD Hub model, which could be further developed based on community need.

Contact: Susan Tessler, Executive Director, Healthy Child Manitoba, 945-1275

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Partners in Inner City Prenatal Care (PIIPC)

ISSUE:

- Prenatal care is critically important for the well being of a pregnant woman and the health of the fetus. Substantial evidence exists which links prenatal care to improved birth outcomes. Low-income women who are at greatest risk for poor birth outcomes typically receive the poorest prenatal care.

CRITICAL BACKGROUND:

Background

- Partners in Inner-city Integrated Prenatal Care (PIIPC) was a research demonstration project (2012-2015) consisting of four inter-related prenatal initiatives that aim to reduce inequities in the use of prenatal care in the Winnipeg Health Region, described below. Since the funding ended, the project has continued in a reduced capacity to offer support to prenatal women.
- The Manitoba Centre for Health Policy 2012 report, *Perinatal Services and Outcomes in Manitoba*, noted that women who live in poverty in northern regions or inner-city areas of Winnipeg are more likely to have less healthy pregnancies and deliveries. Their babies are also more likely to have serious health problems, impacting on the quality of their lives and resulting in life-long costly involvement with the health system. The study found “Babies were more likely to die before their first birthday if their mothers were younger than 25, had low incomes or education, smoked, had inadequate prenatal care, or did not breastfeed.”
- According to Statistics Canada, Manitoba had the highest rate of infant mortality (7.7 per 1,000 live births) among the provinces in 2011; only Nunavut had a higher infant mortality rate. Canada’s national rate in the same year was 4.8.
- The PIIPC project was developed in response to research findings that showed that:
 - Manitoba has the highest proportion of women who report not getting early prenatal care (PNC);
 - Teenagers, women with multiple pregnancies, and First Nations women in Manitoba were much more likely to receive inadequate PNC; and,
 - In Winnipeg, the areas of Downtown (15.1%), Point Douglas (21.1%) and Inkster (11.5%) have higher than average rates of inadequate PNC compared to the rest of Winnipeg (7.9%).

- The research team was led by Dr Maureen Heaman, Principal Investigator, University of Manitoba, and Lynda Tjaden, former Director of Public Health, WRHA. The 3-year PIIPC project was funded by the Canadian Institutes of Health Research (\$400,000), with partnership funding from Manitoba Health Research Council, Winnipeg Regional Health Authority (WRHA) and Healthy Child Manitoba.
- PIIPC comprised of four initiatives: (1) incorporating midwifery care at existing Healthy Baby community support groups in inner-city; (2) expanding existing mobile van services (Street Connections) to proactively offer pregnancy tests and link pregnant, marginalized women to appropriate health care providers; (3) connecting to a PNC provider (a welcoming staff person, offer of a snack, priority testing and services, and respect for the complexity of their situations) through Women's Hospital, Health Sciences Centre, and the midwifery program at Mount Carmel Clinic and Downtown Access Centre; and (4) implementing a social marketing campaign (e.g., bus shelter posters, website, brochures, posters, Facebook video) to promote the importance of PNC and provide information on where women can receive PNC.
- The preliminary evaluation results of the PIIPC project have demonstrated the following about the target population:
 - Women are accessing prenatal care earlier;
 - Women are attending more prenatal care visits;
 - PIIPC reduced preterm births by 24% and low birth weight births by 35% (compared to their previous pregnancies) and prevented preterm births by 69% and neonatal intensive care unit (NICU) admissions by 81% (compared to similar women without prenatal care. PIIPC also prevented CFS apprehensions by 21% by age 1 year.
- The Canadian Institute for Health Information (CIHI) 2009 Report "Too Early, Too Small," suggests that the average hospital costs for a preterm birth are about nine (9) times the cost of that of a normal birth. There are also the continuing costs of providing care to preterm infants after the initial birth hospitalization which is related to respiratory problems, developmental delays, hearing and vision problems and life-long health challenges.

Current Status

- After funding lapsed in March 2015, the project partners worked to develop a plan to ensure that some of the PIIPC services would be sustained in the short term. The WRHA has since approved interim funding for a Coordinator position at the outpatient clinic in Women's Hospital for the 2016 fiscal year. There is also a small amount of in-year funding available to pay for incentives and facilitators (e.g., bus tickets, meal vouchers) to remove barriers and encourage women to access services. None of the other components have secured funding at this time.
- A new northern prenatal care research project has received \$60.0 in initial funding to undertake a prenatal care study in northern Manitoba.

Emerging Issues

- Important lessons have been learned from PIIPC. Discussions are underway with community partners and health providers in Winnipeg to determine how best to sustain the progress made and embed improvements in the systems serving marginalized families.

Contact: Susan Tessler, Executive Director, Healthy Child Manitoba, 945-1275

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Families First

ISSUE:

- Only a handful of programs are conclusively known to prevent child maltreatment and child apprehensions. Families First is a proven, cost-effective prevention program that achieves these objectives by promoting healthy early childhood development and effective parenting with vulnerable populations. However, its potential impact is limited by a number of challenges.

CRITICAL BACKGROUND:

Background

- Families First is an evidence-based, community-based home visiting program, funded by Healthy Child Manitoba and delivered through the Regional Health Authorities. Using a universal screening process at birth to identify the most vulnerable families, it provides participating families with intensive support to enhance skills in the areas of infant/child attachment, effective parenting, healthy growth and development, and in developing healthier family functioning. Home visitors, supervised by public health nurses receive specialized training in order to develop strong healthy relationships to meet the needs of participating overburdened families.
- Families First was piloted in 1998 and based on positive results expanded to provincial delivery in 1999, under the title of Baby First.
- The program (both screening and home visiting) has been evaluated from 1999 to present. Families First has been shown through evaluation to significantly affect important outcomes for participants, known to improve immediate and long term health and development.
- HCMO's 2010 evaluation of the program showed these results:
 - Increased positive parenting and decreased hostile parenting,
 - Improved parental well-being including maternal sense of purpose in life, environmental mastery and self-acceptance,
 - Increased social support,
 - Increased neighbourhood cohesion (feeling connected to neighbourhood).
- Manitoba Centre for Health Policy's (MCHP) 2013 PATHS Equity for Children research (as yet unpublished) indicates that the programs:
 - Reduces the rate of Child and Family Services (CCFS) apprehensions by 25% by age 1 year,

- Reduces the rate of child abuse injury hospitalizations by 41% by age 3 years,
- Increases rates of childhood immunization by age 1 by 6% at year 1 and 10% by age 2.
- Over the MCHP seven-year study period from 2002-2009, 4,575 children were recorded as having been in the program. All participating families would have benefited from the positive effects noted above, with 139 children prevented from being taken into care. Another 5,185 vulnerable families did not participate in the program in this time frame, representing a missed opportunity to those families and 158 children who could have been prevented from going into care if they had been in the program.

Current Status

- Families First is delivered through the public health system of the five RHAs. Approximately 42.9 public health nurses and 146.2 home visitors serve approximately 1500 families across Manitoba annually.
- HCMO provides the base budget for Families First (\$10,520.9). In past years, HCMO struggled to keep pace with RHA collective agreements. Since 2010, Manitoba Health has funded negotiated salary increases for staff in the Families First program through RHA global funding.

Emerging Issues

- There are 4 main challenges currently facing the Families First program:
 1. Since 2012/13 when the Families First budget was reduced by \$1.0M through Estimates the funding allocation has been insufficient to meet the actual costs to RHAs of operating the program;
 2. Volume issues currently exist in a number of regions with a growing number of RHAs reporting their inability to serve families screened in as vulnerable and eligible for the program. Running a wait list in this program is not practical as the opportune moment for connection is at the birth of the child or in some cases, during the prenatal period;
 3. Low wages of home visitors lead to recruitment and retention issues which impact program quality by disrupting home visitor relationships with families. Up to 40% of families are lost through attrition when relationships change;
 4. Ongoing recruitment puts increasing demand on limited training resources both in terms of trainer availability and accessibility to required training spots.
- The program's potential is increasingly compromised by the issues related to funding, service demands, recruitment and retention, and training. Low salaries for Home Visitors contribute to staff turnover. This in turn puts increased pressures in other areas such as human resources, operational costs related to centralized training of new staff, gaps in service to families while positions are

vacant, and inability to support new admissions to program because caseloads are full.

- Recent analysis has determined that 30% of children taken into care by CFS are apprehended in the first year of life. Identifying these families early in the prenatal period and offering intensive supports, including Families First, may be an approach worth piloting along with rigorous evaluation.
- Families First is not reaching all families who could benefit. This is partially due to the challenges listed above. However, community partners have also indicated that some of the most at-risk families avoid connecting to programming and try to "stay off the radar." For this reason, HCM is currently partnering with the CFS Branch of Family Services and two Indigenous-based organizations in Winnipeg's inner-city to test the effectiveness of placing Families First home visitors within their organizations and proactively seeking out the most marginalized families. The project is in its early phase and is funded by Family Services.

Contact: Susan Tessier, Executive Director, Healthy Child Manitoba, 945-1275

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Early Childhood Development (ECD) Hubs

ISSUE:

- Children's development depends critically on the quality of stimulation, support, nurturing and nutrition experienced in their family, neighbourhood, and care environments. An ECD hub model, which includes holistic, integrated services, has been shown to help meet families' needs and support children's development.

CRITICAL BACKGROUND:

Background

- Research indicates that children from lower income areas have poorer outcomes than children from higher income areas and that this inequality tends to remain consistent over time. Children and families living in disadvantaged circumstances face significant barriers in accessing the supportive services that they need to flourish.
- The ECD hub model supports greater integration of services for vulnerable families, with an emphasis on prevention. This has been a recurring theme in several reviews of the child and family services system, including the *Commission of Inquiry into the Circumstances Surrounding the Death of Phoenix Sinclair* (see Recommendation 60), and the *AMR Options for Action* implementation report (see p. 170-178).
- One hub in Manitoba, Manidoo Gi Miini Gonaan's Lord Selkirk Park (LSP) site, has implemented the Abecedarian Approach in its child care centre since it began operations in 2012. The approach utilizes a variety of components and includes the active involvement of parents in the use of learning games. The Abecedarian Approach is evidence-based, having demonstrated short and long-term outcomes for participating children and their families in over 30 rigorous evaluations. Research demonstrates that the greatest benefits are experienced by children from vulnerable, low-income families. As such, the program may assist in closing the persistent school achievement gap typically found between low SES students and their middle-class colleagues.
- Outcomes found from the original Abecedarian Study that began in 1972 in North Carolina include:

- Children were more likely to have: increases in intelligence (IQ), better reading and math skills, a sense of control over academics and learning (i.e., self-regulation), social competence, graduate from high school and from university, full-time employment for longer periods of time, and delayed parenthood.
- Participating children were less likely to: repeat a grade in school, require special education placements, become pregnant as teenagers, suffer from depression (i.e., improved mental health), smoke or use drugs, use social assistance, and have risk factors for cardiovascular and metabolic diseases.
- In addition, the mothers of these children were more likely to have followed through with education and employment opportunities.
- Outcomes of the LSP Child Care Centre's use of the Abecedarian Approach are being evaluated using a longitudinal randomized controlled trial. While this will require many years of data, early results indicate considerable gains in children's early language development after two years in the enriched program, compared to no gains for children in the control group. These results alone set a solid foundation for early school learning and achievement.

Current Status

- To date, Manitoba has designated two sites as ECD Hubs – Manidoo's LSP site and IRCOM Isabel (set to phase in operations between June and September 2016). Hub sites include licensed child care, family support programming and outreach capacity, and are responsive to the communities they serve.
- The LSP site is provincially funded by Children and Youth Opportunities (HCMO), Family Services (Early Learning and Child Care) and Housing and Community Development (Neighbourhoods Alive! and Tenant and Agency Services). ELCC funding supports the Child Care Centre, Manitoba Housing funding supports the Family Resource Centre, and HCMO funding (\$362.0) supports the enriched Abecedarian programming. .
- From the outset, HCMO has funded Red River College (RRC) to provide Abecedarian training, mentoring and professional development opportunities for LSP staff. In addition, RRC has trained eight other child care centres in Abecedarian-Inspired Practice, a less resource-intensive version of the Approach.
- IRCOM has selected the Abecedarian Approach to be used within its new child care program; as such training will be required once hub staff have been hired.

Emerging Issues

- To date, the only two ECD hub centres are located in Winnipeg's inner-city. There are several high need communities across the province with large

populations of pre-school children at risk of entering the school system without the foundation needed to thrive. They will require intensive, expensive educational supports which typically are not sufficient to close the learning gap. Consideration could be given to piloting one rural and one Northern ECD Hub over the next two fiscal years.

- The current level of funding to Red River College supports ongoing mentoring of staff at the LSP centre. However, there is no funding available to similarly support staff at the new IRCOM hub or the other child care centres that are incorporating Abecedarian principles and tools into their early learning and child care programs.

Contact: Susan Tessler, Executive Director, Healthy Child Manitoba, 945-1275

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Early Childhood Development Innovation Fund (ECDIF)

ISSUE:

- Two significant initiatives are dependent upon provincial funding to the ECDIF managed by the United Way of Winnipeg. A decision regarding support will be needed as soon as possible to enable work to continue. Funding details would then be addressed in the 16/17 Estimates process.

CRITICAL BACKGROUND:

1. *Boldness Project*

1.1 *Background*

- In November 2013 the Province co-hosted an Early Childhood Development (ECD) summit, which brought together the business, community and philanthropy sectors to discuss and publically endorse the importance of strategic investment in the early years (pregnancy through preschool).
- At the event, government, business, and philanthropy, joined in announcing for creation of the Early Childhood Development Innovation Fund. The province committed \$500.0 annually, for two years to support an initial pilot project, leveraging matching funds from the national McConnell Family Foundation. The creation of ECDIF addressed an expressed need from the business community for a mechanism for private sector investment to support innovation in the field of ECD. The United Way agreed to administer the fund and participate in further fund-raising.
- The initial funding was committed to the support of the Boldness Project, in Point Douglas, a community-based initiative committed to the Bold Goal that:

Children and families in Point Douglas will experience dramatically improved well-being in all aspects of self; physical, emotional, mental and spiritual being.

1.2 *Current Status*

- Using social innovation methodology, Indigenous approaches and knowledge, scientific expertise and on-going community input, the Boldness team is designing and developing a six-year ECD strategy that will help young children in

Point Douglas develop the tools to succeed in life. At the same time, they intend to "change the narrative about Point Douglas."

- ECDIF resources are drawn on to fund a small local team, community engagement, innovation sessions, evaluation design and development and testing of Proofs of Possibility (i.e. innovative ideas identified by the community as being key to the success of their children). Five Proofs of possibility are currently in varying stages of development and testing. ECDIF resources are available to support proto-typing of services and system changes. Those that are proven successful will be considered for full development and delivery. In addition to the contributions from the Province and McConnell, the Boldness Project has raised in excess of \$500.0 in external funding which is held in the ECDIF.

1.3 Emerging Issues

- The ECDIF currently has sufficient funding to support the activities of the team and the current level of proto-typing. However, this year's objective is to move forward aggressively on a comprehensive approach, integrating several prototypes.
- The community team is preparing a detailed plan for 2016/17 for consideration by their stewardship committee and presentation to the Province and
This will require provincial support to proceed.

19 (1)(b)

23 (1)(a)(f)

2. United Way of Winnipeg Family Resource Centre Strategy

2.1 Background

- A second initiative, potentially to be funded through a creative partnership, is the **United Way's Family Resource Centre Strategy**. A group of Senior United Way volunteers spent much of 2015 considering how they might best contribute to reducing the number of children being apprehended into the CFS system. The United Way and their partners believe that by strengthening existing Family Resource Centers to provide sustained, accessible quality parenting and early childhood support they can strengthen families, decrease the need for apprehensions and increase children's school readiness.
- Stable, sustained FRC's would also provide the family supports and community connections that allow parents to transition from income assistance to employment.

2.2 Current Status

- Funding is a perennial challenge for most FRCs. The United Way currently funds 24 FRCs in Winnipeg. The objective of their initiative is to stabilize funding at a reasonable level, expand operating hours and ensure quality, culturally appropriate programming base on community need. It is recognized that some centers will need more support than others. All 24 will benefit from the creation of an FRC network and potentially centralized services (as financial services and Human Resources).

2.3 Emerging Issues

-

19(c)(b)

23(d)(a)-(f)

-

Contact: Jan Sanderson, Deputy Minister, 945-6707

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Supporting Syrian Refugee and Newcomer Families

ISSUE

There is a need to identify/develop family supports to augment immigration services, in light of the volume and needs of the Syrian and other refugees arriving in Manitoba.

CRITICAL BACKGROUND

Background

- Over the coming months, Manitoba is expected to receive 1,500 to 2,000 Government Assisted Refugees (GARS) affected by the crisis in Syria in support of the national plan to resettle 25,000 GARS across Canada. The majority of the refugees that have arrived to date and will be arriving will be placed in Winnipeg, first in temporary accommodation and later in permanent housing. As of March 1, 2016, 60% of the refugees who have landed are children under the age of 18: 20% age 0-4; 20% age 5-9; 14% age 10-14; 6% age 15-17.
- Through the mechanisms set up by Labour and Immigration Manitoba (LIM) and the Emergency Measures Organization (EMO) to respond to the arrival of Syrian refugees in Manitoba, a number of departments and organizations are collaborating to meet priority needs. Summer and after school recreation programming for the children and youth was identified early on as a gap needing to be addressed.
- .
- The Recreation and Regional Services Branch (RRS) branch of CYO received a proposal from the Social Planning Council of Winnipeg (SPCW) to support Immigration Partnership Winnipeg (IPW) to develop and implement a 2016 summer recreation and 2016/17 after school program support plan for Syrian refugee children and youth.
- IPW has been facilitating a link between ethnocultural and faith groups supporting the Syrian refugees. In partnership with the Indian and Metis Friendship Centre, IPW has also been involved in organizing a welcoming and cross cultural sharing between refugees and the Indigenous community and engaging the city of Winnipeg in the welcoming of refugees and providing an opportunity for private sponsorship groups to connect with ethnocultural and faith groups.

Current Status

- One-time 2015/16 fiscal year funding of \$40.0 was approved and has been provided to the SPCW/IPW. Departmental staff are working with a diverse group of stakeholder organizations and government agencies to:
 - To develop and implement a 2016 summer recreation and 2016/17 after

school program support plan for Syrian refugee children and youth in consultation with stakeholder organizations.

- o To identify and make use of existing summer and after school programs that have the capacity to serve refugee children and youth.
- o To provide cultural competency training for agencies providing recreation opportunities for Syrian refugee children and youth in partnership with Manitoba Association of Newcomer Servicing Organizations (MANSO).

Emerging Issues

- It is anticipated that a request for further funding support may be submitted by SPCW in the coming months.
- Recent discussions with agencies serving the refugees have revealed further challenges requiring attention. Many Syrian women who have arrived are pregnant and/or have young babies, and need prenatal and postnatal services and support. Literacy in first language and English language levels are generally low. Pressure to access affordable housing for a substantial number of large families has led to families being settled in areas of Winnipeg that typically have not received refugees. Capacity is limited in provincial programs such as Healthy Baby Community Support Programs and Families First Home Visiting Program to accommodate language and cultural differences.
- Lack of child care is a significant issue, and many women are not attending orientation and EAL classes in order to care for their young children. The women therefore receive limited information and are isolated, impacting mental health and their ability to adapt and cope.
- Given the high proportion of preschool children, there is an increased need for culturally sensitive workshops regarding parent education and safety, and for programming that supports healthy early child development and preparation to enter school. Capacity of parent-child programs offered through local Parent Child Coalitions and Family Resource Centres to accommodate language and cultural differences is limited in many communities. The Healthy Child Manitoba office will collaborate with community agencies to identify potential solutions utilizing existing services and resources.

Contact: Annette Willborn, Executive Director, MB4Youth/RRS, 945-0371
Catherine Cooke, 945- 2537

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: After School Leaders (ASL)

ISSUE:

- Potential expansion of the program to two additional program sites.

CRITICAL BACKGROUND:

Background

- Based on the successful After School Matters program in Chicago, ASL offers positive activities in the after-school period for students ages 14-18 who may experience multiple barriers to reaching their potential. Participation in the program assists youth to explore career options and identify an area that taps their potential and passion within the areas of arts, science, technology, sports and communication.
- The goals of the ASL program are to: engage youth in career exploration, promote high school completion, promote positive youth development, reduce behavior problems, and contribute to safe neighborhoods.
- ASL is offered in 2 sessions during the school year: October-January and March-June. ASL programs have the capacity to serve between 15-30 students/session and organizations are eligible for up to \$30.0 to support program expenses. Approximately 7- 8 program sites are offered during each school year session. A reduced summer session is offered at 1-2 sites.
- The ASL Summer Work Experience was introduced in 2015. From the inception of the ASL program, a work experience component was envisioned as an important component. In the summer of 2015 the Province and its community partner organizations delivered the pilot ASL Summer Work Experience Program (SWEP). MB4Youth provided funding to support the wages for 13 youth, while organizations provided positions and supervision for the youth. The SWEP gave youth the opportunity to apply and interview for and participate in structured work placements throughout the summer months (June-August).

Current Status

- The ASL program is currently in its ninth session with seven program sites in Winnipeg and one in Brandon. All sites for the spring session will be completed by June 17, 2016. The sites for the fall 2015 and spring 2016 sessions are listed on the following page:

Fall 2015	Spring 2016
Just TV – Music Production and Cinematography	Just TV – Music Production and Cinematography
Manitoba Theatre for Young People –	Manitoba Theatre for Young People – Making a Web Series
Red River College – Culinary Arts Training, Graphic Novel Creation, Biotechnology	Red River College – Culinary Arts Training, Graphic Novel Creation, Biotechnology
The Winnipeg Repair Education and Cycling Hub (WRENCH) – Youth Cycle Builders	The Winnipeg Repair Education and Cycling Hub (WRENCH) – Youth Cycle Builders
Ka Ni Kanichihk – The Sacred Hoop (Culinary Arts)	Ka Ni Kanichihk – The Sacred Hoop (Broadcasting Program)
Assiniboine Community College (Brandon) – Making a Web Series	Assiniboine Community College (Brandon) – Culinary Arts Training
Graffiti Art Programming Inc. – Hip Hop Studio	
CanU – CanU Agri-Grow	

- Updates to the ASL website are in process and will include videos, photos, youth friendly language, and an online PDF registration form and process.
- The 2016 Summer Work Experience Program will begin in May. It is anticipated that approximately 15 youth will participate in the program this summer.

Emerging Issues

- The program is available in Winnipeg with one program site in Brandon. There is an interest in expanding the program to other rural and northern communities; however, program capacity has not allowed for such expansion without reducing programs offered at existing sites.

Contact: Annette Willborn, Executive Director, MB4Youth/RRS, 945-0371

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Urban and Hometown Green Team Programs (GT)

ISSUE:

- Year-over-year pressure on the program allocation from increased applications, number of positions and hours/position requested, and increases to the minimum wage.

CRITICAL BACKGROUND:*Background*

- Green Team creates summer employment opportunities for youth aged 15-29. The department provides funding to Winnipeg and rural non-profit organizations and municipal governments who initiate a variety of community development projects which employ youth aged 15-29 years.
- Program pressures occur because most organizations re-apply from year to year, with projects that fit the criteria and provide solid employment opportunities. This leaves little or no flexibility to accept new employers. In 2016, 27 new organizations applied for funding. In comparison, only 16 organizations funded in 2015 did not re-apply.
- Since program funding is based on the minimum wage, pressure on the GT programs also occurs when the minimum wage increases.

Current Status

- For the 2016 GT programs, \$100.0 has been reallocated internally through reductions in other program areas to offset the October 2015 increase to minimum wage. Although reducing service in other program areas, the reallocation ensures that the program will maintain approximately the same level of funding to organizations in 2016/17 as in 2015/16. This helps ensure organizations can support the same number of positions and average number of hours per position.
- Most organizations which are accepted as employers do not receive the full number of youth or the full hours they requested. For example, although organizations were technically eligible for up to 480 hours per position (12 weeks), an average of 312 hours per position (7.8 weeks) was approved in 2016. In addition, approximately 32% of positions requested were declined.

- 2016 GT Approval Summary: 525 projects approved; 1,215 positions approved; and an average of 312 hours approved per position.

Emerging Issues

- Addressing pressure on the GT programs is an annual issue. Various scenarios are assessed and recommendations made to the Minister. Over the years, a variety of approaches have been taken including: reallocating funds internal to the department, securing new funding through the Estimates process, restricting applications to those that were approved in the previous year, reducing the number of positions and/or hours/position approved.
- Options for managing the 2017 program will be submitted to the Minister by the end of August 2016 as decisions will be needed by early November 2016 in order to communicate with potential employers.

Contact: Annette Willborn, Executive Director, MB4Youth/RRS, 945-0371

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Youth Job Readiness Programming

ISSUE:

- Funding Pressures on Youth Job Readiness Programs

CRITICAL BACKGROUND:

Background

- In partnership with over 50 not-for-profit, social enterprise and youth-serving agencies across Manitoba, the MB4Youth Branch provides grant funding to agencies that deliver a range of job readiness programming to at-risk and marginalized youth facing barriers to labour market participation.
- Targeted client populations include Indigenous youth; refugee, war-affected and newcomer clients; persons with disabilities; and youth facing financial, academic, social, historical and systemic barriers to employment.
- The Partners with Youth Rural and Urban grant program (\$1,825.0) provides funding to youth-serving agencies that deliver job readiness programming to youth ages 15-29 including life skills, pre-employment supports, job search assistance, literacy and numeracy, employability training, skills development, coaching, mentorship, apprenticeship, vocational instruction, and work placements. It is anticipated that over 1,000 youth will be assisted through Partners with Youth programs in 2016/2017.
- The First Jobs Fund (\$1,500.0) provides grant funding to not-for-profit and social enterprise organizations to help youth find their first job through programming designed to address barriers to employment and help youth develop the skills, abilities and confidence necessary to enter and succeed in the workforce. Supported programming also includes job readiness training, employee wage subsidies, workplace mentorship, and job coaching.
- Over 400 youth will be assisted by First Job Fund programming in 2016/2017. Program outcomes include career development workshops, summer work placements, job coaching, literacy and numeracy training, employment assistance for newcomers and refugees, and industry-specific training in the areas of food services, hospitality and recreation.
- In addition to Partners with Youth and First Jobs Fund programming, CYO also contracts with community organizations such as New Directions for Children, Youth Adults and Families (New Directions); Newcomer Employment Education Development Services (NEEDS); Career Trek; and the Manitoba Institute of

Trades and Technology (MITT) to provide specialized programming to immigrant and refugee youth, high-risk offenders, and youth pursuing carpentry/construction trades accreditation.

Current Status

- The Partners with Youth Rural and Urban grant program is currently providing funding of \$1,729.0 in fiscal year 2016/2017 to 33 organizations with an anticipated client service volume of over 1000 youth.
- The First Jobs Fund is presently providing funding of \$1.35 million in fiscal year 2016/2017 to 13 youth-serving agencies with a projected client service volume of 400 youth.
- The programming offered is consistent with recommendations from the business community conducted by the Winnipeg Poverty Reduction Council. The business sector expressed a strong interest in providing opportunities, particularly for Indigenous youth, but also indicated that as businesses, they aren't in a position to provide pre-employment supports. Programs such as those above provide those supports, as well as assist in a transition phase to employment.

Emerging Issues

- Funding applications to the Partners with Youth and First Jobs Fund continue to exceed budget capacity.
- With \$875.0 in First Job Fund grant commitments for fiscal year 2016/2017, a balance of \$625.0 remains for new and/or returning project approvals. As of April 20, 2016, the department has received \$1,004.0 in new applications for fiscal year 2016/2017 First Jobs Fund projects. It is anticipated that agencies currently receiving First Jobs funding will subsequently reapply for continued funding, further reducing budget capacity for new programming in 2016/2017 and beyond.
- Proposed options for consideration by the Minister to address these funding pressures will be submitted by the beginning of June 2016.

Contacts: Annette Willborn, Executive Director, MB4Youth/RRS, 945-0371

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Communities That Care

ISSUE:

- Addressing at-risk youth behaviours at the local level benefits from using a structured community development approach that identifies and implements evidence-based programming.

CRITICAL BACKGROUND:

Background

- Communities that Care (CTC) is a multi-disciplinary approach to mobilization and community development surrounding youth. CTC uses research-based predictors of problem behaviours and positive youth outcomes, risk factors and tested effective programs, policies and practices to direct a community's mobilization efforts in an organized and structured way.
- Evaluation and research on CTC suggests that communities that engage in the formal CTC process see more successful outcomes from prevention based programming and significant declines in target risk factors than communities that implement evidence based programs without a formal CTC structure in place.
- A randomized control trial (RCT) and cost benefit analysis of CTC in the US indicates that CTC significantly prevented the initiation of cigarette smoking, alcohol use, and delinquency in Grade 8 youth (CTC youth were 33% less likely to start smoking cigarettes, 32% less likely to start drinking and 24% less likely to start engaging in delinquent behaviours). These reductions have long-term financial benefits: \$812 per youth related to the prevention of cigarette smoking and \$4,438 per youth related to delinquency prevention. CTC is estimated to generate \$5.30 in savings per dollar invested.

Current Status

- CTC has been active in Manitoba since 2010. There are 3 communities actively involved in CTC in Manitoba: Swan River, Sagkeeng First Nation and Elmwood (Winnipeg). Current funding is \$148.9.

Emerging Issues

- The current level of funding supports a coordinator (seconded) who facilitates the CTC planning process with the communities. However, there is no funding

available to support the introduction of programming once the community plan is established.

- The CTC model could be a useful approach in isolated First Nation communities with significant challenges facing youth. This application of the model in these situations would need to be carefully evaluated to determine effectiveness and appropriateness.

Contact: Steven Feldgaier, Director, Healthy Child Manitoba, 945-3084

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Teen Clinics

ISSUE:

- Access to youth-friendly integrated primary care and mental health services.

CRITICAL BACKGROUND:

Background

- Evidence suggests that youth prefer teen centered health services which provide low-barrier access to services and give young people opportunities to learn about the health issues that concern them, identify strategies for maintaining good health and access health promotion tools and resources.
- Healthy Child Manitoba (HCM) supports teen clinics to ensure young people in Manitoba have access to health services that are accessible and appropriate to their needs and provide young people with accurate, non judgmental information, respectful care that acknowledges the diversity of cultures and values of all young people, and recognizes gender specific needs. Teen Clinics operate on the core principles of choice, confidentiality, accessibility, harm reduction and cultural safety.
- Healthy Child Manitoba works to increase the sexual and reproductive health and wellness of young people in Manitoba through the implementation of teen clinics and by supporting community-based programs which promote healthy sexuality.
- Adolescent pregnancy is associated with several negative outcomes both for adolescents and for children born to teen parents. Adolescents who become pregnant during their teens are at increased risk of medical complications such as premature labour, and social consequences such as school interruptions, lower graduation rates, poverty and reliance on income assistance. Children born to teen parents are at higher risk for low birth weights, pre-term delivery, neo-natal mortality, and later health, social and emotional problems including involvement with the child and family services system.
- Rates of teen pregnancy in Manitoba have decreased from 60.7 per 1000 in 1999-2000 to 34.7 per 1000 in 2013/14.
- The need for brief, early mental health support in Teen Clinics has been identified as a gap in the Teen Clinic service delivery model. Newer Teen Clinic initiatives have added mental health workers to their service delivery, however integrated mental health services are not available in 22 of the 37 Teen Clinics in Manitoba.
- Teen Clinics are typically staffed by primary health care providers (nurse, nurse practitioner, physician); some in Winnipeg and Selkirk also incorporate a volunteer health educator. They operate on a limited but regularly scheduled basis each week, located in schools or community clinics. A training program for teen clinic volunteers was developed in partnership with HCMO, Winnipeg Regional Health

Authority, Klinik, Interlake-Eastern Regional Health Authority, Youville Centre and Mount Carmel Clinic; it is entering its tenth year in 2016.

- HCMO supports all Teen Clinics in Manitoba through the Teen Services Network (TSN), a network of service providers working in Teen Clinics and in youth health promotion programs. HCMO provides policy, administrative, professional development and resource supports to the TSN.

Current Status

- There are currently 37 Teen Clinics in Manitoba. HCMO funds twelve (12) of these in whole or in part. Current HCMO funding supporting teen clinics is \$476.6. The remaining Teen Clinics are funded through Regional Health Authorities (RHAs) and community health agencies. Three RHAs receive dedicated teen clinic funding (for three clinics) from Manitoba Health as part of their global funding allocation.
- As a result of the new Child and Youth Mental Health Strategy, funding was identified to support two initiatives to increase capacity for mental health services in Teen Clinics:
 - The development of a Mental Health toolkit for Teen Clinics in Manitoba aimed at increasing capacity of providers working in current and future Teen Clinics.
 - Support for a Mental Health Counsellor to provide direct service in 4 Teen Clinics in Winnipeg. A Teen Clinic Counsellor was hired in February 2016.

Emerging Issues

- There are several high needs areas in the province that are not currently serviced by Teen Clinics. HCMO receives regular requests for support both in funding and development of Teen Clinic initiatives for under-serviced communities and regions.
- The cost of supplies and collective agreements for nurses and physician billing have increased steadily and created funding challenges.
- Adolescence is a critical period of transition, which results in greater vulnerability to issues such as anxiety, depression, addictions and early signs of mental illness. The ability to provide early, brief intervention mental health services at Teen Clinic is important to prevent longer term mental health problems and illnesses and identify the need for more in-depth mental health supports. There remain 22 existing Teen Clinics that do not offer integrated primary care and mental health services, yet all clinics continue to see youth who present with mental health needs.

Contact: Susan Tessler, Executive Director, Healthy Child Manitoba, 945-1275

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)
Aboriginal and Northern Affairs (ANA)

SUBJECT: Cross Lake/Pimicikamak Cree Nation

ISSUE:

- Community has declared a state of emergency due to high rate of youth suicides

CRITICAL BACKGROUND:

Background

- Pimicikamak Cree Nation (PCN) is a self-governing indigenous nation of 8,391 (5,876 on reserve) whose traditional territory lies in the boreal forest of the Canadian Shield north of Lake Winnipeg. PCN has a traditional form of government wherein four councils (Executive, Elders' Women and Youth) operate on a consensus basis. The Incorporated Community of Cross Lake (ICCL) is a separate community situated on provincial crown land governed by the Northern Affairs Act (1970). The current population is 388.
- The community has a strong Christian tradition. In addition, there are a growing number of people adopting traditional indigenous practices and culture.
- On March 10, 2016, Acting Chief Shirley Robinson declared a state of emergency after the deaths of six people by suicide since December 12, 2015. Four were youth from the local high school, one was a young man from the neighbouring community of Norway House whose mother is from Pimicikamak and the sixth was a young mother of three children.
- An additional 170 students at the local high school were placed on a suicide watch.
- Anecdotally, several of the youth involved are linked to the LGBTTQIA* community.
- Recreation opportunities for youth are limited due to a lack of facilities in the community.
- The ICCL offers a Cadet program once per week for youth ages 12-17. Approximately 40 youth attend from both the First Nation and Incorporated Community.
- The ICCL offers a drop in recreation program twice per week for children ages 6-18. Approximately 40 children attend from both the First Nation and Incorporated Community.

Current Status

- The primary focus of PCN and requests for assistance are related to three areas: mental health supports, local crisis supports, and immediate recreational needs of the community.

- A working group comprised of representatives from Pimicikamak, First Nations Inuit Health Branch (FNIHB), Manitoba Health, Aboriginal and Northern Affairs, and Children and Youth Opportunities was established to develop an immediate mental health crisis response.
- Additional mental health workers have been engaged to provide 24-hour services in the community during the current crisis. A longer-term plan to support the community includes the establishment of a 24-hour crisis line.
- Concurrently, a working group comprised of Pimicikamak community members, staff from Aboriginal and Northern Affairs, Aboriginal Affairs Secretariat, Manitoba Hydro and Children and Youth Opportunities met to discuss the current situation in Pimicikamak and develop a youth recreation plan for the community.
- Treasury Board approved \$500.0 from Children and Youth Opportunities to provide support to the community (\$300.0 to support an emergency call centre/crisis unit and \$200.0 to support interim youth programming). These funds have been provided to the community.
- 19(1)(b), 21(1)(c)

23(1)(a)(f)
- Children and Youth Opportunities provided \$3.5 in funding to support 30 youth and adult supervisors to attend the Hope North Suicide Prevention Conference in Thompson April 13-15, 2016.

Emerging Issues

- Children and Youth Opportunities staff traveled to Cross Lake on March 15, 2016, to attend a multi-stakeholder meeting which included Pimicikamak officials, federal and provincial officials and community residents.
- Of the \$200.0 in youth program funding from Children and Youth Opportunities, \$75.0 was provided to the International Children's Festival to deliver a one-week circus Northern CAMP from April 4-8, 2016.
- Children and Youth Opportunities staff will return to Cross Lake on May 16, 2016, to meet with the Pimicikamak Youth Council and work on a youth programming strategy for the community. Information has been provided on evidence-based programming that may be of interest.
- The actions to date were driven by the crisis and have alleviated the immediate situation. A long term strategy is needed for this community and others. This will require cross-departmental and cross-jurisdictional collaboration, to support a strategy developed by the community.
- Manitoba engages with PCN primarily through Aboriginal and Northern Affairs related to implementation of the Northern Flood Agreement. 21(1)(c)

Contact: Todd Clarke, Executive Director, Crime Prevention, 945-6884
Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Child and Family Services (CFS) - Cross-Departmental Support
and Collaboration

ISSUE:

- The growing number of children being apprehended by the CFS system

CRITICAL BACKGROUND:*Background*

- A recent HCCC-commissioned Manitoba Centre for Health Policy (MCHP) released in summer 2015 reported that Manitoba has one of the highest CFS apprehension rates in Canada, the majority of children in care are Indigenous, and that 33% of all children in care were apprehended before age 1 year.
- The MCHP report focused on the educational outcomes of children in care, adding to and confirming other evidence of the poor lifelong outcomes in their physical and mental health, safety and security, learning success, and social engagement and responsibility.
- There are over 10,000 children in care in Manitoba, with provincial child maintenance budget expenditures of \$500 million annually.
- The Hughes Commission (inquiry into the death of Phoenix Sinclair) report and subsequent AMR report have provided recommendations to the Province, focused on prevention as the best protection, and the need for cross-sectoral collaboration and integration of services for the province's most vulnerable children.
- Manitoba's Office of the Children's Advocate has recently provided recommendations regarding one of the most vulnerable subgroups of children in care: children and youth with complex needs (CYCN).

Current Status:

- There is widespread recognition that solutions do not lie with CFS alone.
- For the past several years, the Healthy Child Committee of Cabinet (HCCC) and the Healthy Child Deputy Ministers' Committee (HCDCM) have been focusing on cross-departmental support to the Department of Family Services regarding CFS and children in care.

- Following HCCC direction, HCDMC renewed its long-standing commitment for joint meetings with the CEOs of the four CFS Authorities (Metis, Northern, Southern, General) to improve cross-departmental action and outcomes for children involved with CFS.
- These recent meetings have produced the strongest relationships to date between the Province and CFS Authorities. Two priorities have been jointly identified for ongoing collaborative work: (1) Improving prevention during pregnancy and the first year of life and (2) Improving child and youth mental health (CYMH) with special attention to children and youth with complex needs (CYCN). Related work is now underway in reducing barriers to school enrolment for CFS-involved children (led by the Department of Education) and improving access to addictions services for families at risk (led by the Department of Health)
- Long-standing work across HCCC partner departments to develop and disseminate interdepartmental protocols to improve collaboration across service delivery systems for children and youth (e.g., health, education, CFS, justice) and several committees focused on CYCN provide structures and processes to support Provincial-CFS Authority collaboration.
- The current positive partnership between HCCC departments/service delivery systems and the four CFS Authorities can provide opportunities to strengthen and implement the new *Protecting Children Act*.

Contact: Jan Sanderson, Deputy Minister, Healthy Child Manitoba, 945-6707

Date: April 27, 2016

BRIEFING MATERIALS

Healthy Child Committee of Cabinet (HCCC) / Healthy Child Manitoba Office (HCMO)
and Department of Children and Youth Opportunities (CYO)

SUBJECT: Children and Youth with Complex Needs

ISSUE:

- The best possible outcomes for all of Manitoba's children (physically and emotionally healthy, safe and secure, successful at learning, and socially engaged and responsible) is the goal of Healthy Child Committee of Cabinet (HCCC)/Healthy Child Manitoba (HCM) (2000-present) and its precursor, the Child and Youth Secretariat (1994-2000).
- Children and youth with complex needs (CYCN) have challenges in more than one system, and their vulnerability requires additional coordination by departments/agencies to help them achieve their best possible outcomes. HCM and HCCC departments partner to meet these complex needs which cross multiple systems (e.g., education, mental and physical health, child welfare, justice).

CRITICAL BACKGROUND:

Background

- CYCN face challenges in more than one system and require additional coordination between departments/agencies. These children/youth are typically involved in child welfare, sporadically (or not at all) in school, have regular encounters with youth justice or pre-criminal involvement, present in emergency departments with injuries often related to violence and/or use mental health crisis services.
- Reports from the Office of the Children's Advocate, the Hughes Commission (Phoenix Sinclair Inquiry), Manitoba Association of School Superintendents, and others have indicated a growing complexity of needs among children and youth and an increasing difficulty in addressing them.
- In response to a request from the General Child and Family Services Authority in 2012, Healthy Child Manitoba formed what is now known as the Children and Youth with Complex Needs Policy Committee. The cross-departmental/cross-sectoral committee makes decisions on high level policy related to CYCN. The Committee has three reporting Task Groups (TG) that coordinate work on:
 - High Fidelity Wraparound (HFW): HFW is an evidence-based approach to integrating services for vulnerable children and youth. Evidence indicates HFW reduces cost and improves outcomes for children and youth.

- Protocols: HCCC protocols direct coordinated approaches to cross-cutting issues, including the sharing of information across systems in the best interests of the child. CYCN Protocol TG drafts HCCC protocols related to CYCN.
- CYCN Initiatives: works on new and emerging issues, including the evaluation of programs for effectiveness.
- CYCN, most of whom have mental health needs, are supported by the cross-departmental, multi-year Child and Youth Mental Health (CYMH) Strategy (including intensive tier approaches: COACH Expansion, Intervention and Outreach Team, Emergency Department Violence Intervention Program, High Fidelity Wraparound).
- HCM, evidence-based programs, including Towards Flourishing, Roots/Seeds of Empathy and PAX, address behavioural, emotional, academic, justice challenges for all children and youth, including CYCN.

Current Status

- The Intervention and Outreach Team (IOT), funded through the CYMH Strategy and awarded through tender to NorWest Co-op Community Clinic, is in its early stages. Every year, IOT will clinically treat and provide HFW for 15 of the most complex children and youth in the care of child welfare with the goal of reducing cost and improving outcomes. HCM is leading the randomized controlled trial evaluation of IOT.

Emerging Issues

- Partial year funding was authorized in 2015/16. Issues related to the annualization of funding will need to be discussed during the Estimates process.
-

1909(b)

Contact: Leanne Boyd, Director, Healthy Child Manitoba, 945-5447

Date: April 27, 2016

**Education and Training
Advisory Note for the Minister**

Branch: MB4Youth

Date: May 5, 2016

New:

Updated:

Subject: Funding Pressures on Youth Job Readiness Programs

Background:

- In partnership with over 50 not-for-profit, social enterprise and youth-serving agencies across Manitoba, MB4Youth provides grant funding to agencies that deliver a range of job readiness programming to at-risk and marginalized youth facing barriers to labour market participation.
- Targeted client populations include Indigenous youth; refugee, war-affected and newcomer clients; persons with disabilities; and youth facing financial, academic, social, historical and systemic barriers to employment.
- The Partners with Youth Rural and Urban grant program (\$1,825.0) provides annual grant funding to youth-serving agencies that deliver job readiness programming to youth ages 15-29 including life skills, pre-employment supports, job search assistance, literacy and numeracy, employability training, skills development, coaching, mentorship, apprenticeship, vocational instruction, and work placements. It is anticipated that over 1,000 youth will be assisted through Partners with Youth programs in 2016/2017.
- The First Jobs Fund (\$1,500.0), which launched in October 2015, provides grant funding to not-for-profit and social enterprise organizations to help youth find their first job through programming designed to address barriers to employment and help youth develop the skills, abilities and confidence necessary to enter and succeed in the workforce. Supported programming also includes job readiness training, employee wage subsidies, workplace mentorship, and job coaching.
- Over 400 youth will be assisted by First Job Fund programming in 2016/2017. Program outcomes include career development workshops, summer work placements, job coaching, literacy and numeracy training, employment assistance for newcomers and refugees, and industry-specific training in the areas of food services, hospitality and recreation.
- In addition to Partners with Youth and First Jobs Fund programming, MB4Youth also contracts with community organizations such as New Directions for Children, Youth Adults and Families (New Directions);

Newcomer Employment Education Development Services (NEEDS); Career Trek; and the Manitoba Institute of Trades and Technology (MITT) to provide specialized programming to immigrant and refugee youth, high-risk offenders, and youth pursuing carpentry/construction trades accreditation.

Current Status:

- The Partners with Youth Rural and Urban grant program is currently providing funding of \$1,729.0 in fiscal year 2016/2017 to 33 organizations with an anticipated client service volume of over 1000 youth.
- The First Jobs Fund is presently providing funding of \$1.35 million in fiscal year 2016/2017 to 13 youth-serving agencies with a projected client service volume of 400 youth.

Future Status:

- Funding applications to the Partners with Youth and First Jobs Fund continue to exceed budget capacity.
- With \$875.0 in First Job Fund grant commitments for fiscal year 2016/2017, a balance of \$625.0 remains for new and/or returning project approvals. As of April 20, 2016, MB4Youth has received \$1,004.0 in new applications for fiscal year 2016/2017 First Jobs Fund projects. It is anticipated that agencies currently receiving First Jobs Funding will subsequently reapply for continued funding, further reducing budget capacity for new programming in 2016/2017 and beyond.
- Proposed options for consideration by the Minister to address these funding pressures will be submitted by the beginning of June 2016.

Cautionary Note:

- N/A

Prepared by: Greg Kristalovich
Program Manager
(204) 945-3755

Contact: Annette Willborn
Executive Director
(204) 945-0371

**Education and Training
Advisory Note for the Minister**

Branch: MB4Youth

Date: May 5, 2016

New:

Updated:

Subject: Bright Futures Fund (BF) – Streamlining Administration of Scholarships

Background:

- The BF Fund was established in 2008 to enable community organizations and partner schools to implement programming to improve high school graduation rates and to increase access to and retention in post-secondary education for disadvantaged, under-represented, and low-income students.
- While each of the 10 programs funded through BF have the goals of improving high school and post-secondary success rates, each approach is different. The community-based program criteria of the fund has allowed communities to develop specific, targeted programs that meet the unique needs of the students and communities they serve.
- One component common to most of the programs is that participants are eligible to receive post-secondary bursaries upon successful completion of the program. Currently, each organization has developed its own mechanism for administering the bursaries.

Current Status:

Bright Futures Funded Programs

Program	Organization	Number of Participants
Bursary Management for CSI Students (a program to address summer learning loss for students in grades 1-6)	SEED Winnipeg	+720 parents/guardians
Wonder of Work (Westman); Wonder of Work (Winnipeg); Children Rising; Children Rising NORMAN	Car�er Trek Inc.	750 students aged 10-18 No Bursary Component
Pathways to Education Winnipeg	Community Education Development Association	330 students aged 14-19
Medical Careers Exploration Program	Pan Am Clinic Foundation	74 students aged 14-18

Peaceful Village	Manitoba School Improvement Program	475 students aged 14-21
You Can Do It! Learning Account Awards*	Winnipeg Foundation	320 students aged 11-18
Homework Education for Youth (HEY)**	Immigrant and Refugee Community Organization of Manitoba	45 students aged 14-21 No Bursary Component
CSI and Power Up!	Boys and Girls Clubs of Winnipeg	1090 students aged 7-18
Wayfinders	Seven Oaks School Division	315 students aged 14-18
Total Number of Participants		4,119

* Funding has been paused for the 2015/16 program year

** With a portion of the uncommitted funds resulting from the point above, one-time funding in the 2015/16 program year has been provided to HEY.

Future Status:

- To build efficiency and consistency in the administration of the bursary component of the program, discussions with the Winnipeg Foundation are underway. Options for consideration by the Minister will be presented in the coming weeks.
- Re-starting the You Can Do It! Learning Account Awards will form part of the discussion with the Winnipeg Foundation and considerations related to that program, as well as the HEY program will be included in the options for consideration.

Cautionary Note:

- N/A

Prepared by: Jackie Van Drunen
A/Program Manager
945-5976

Contact: Annette Willborn
Executive Director
945-0371

Executive Briefing Note

EDUCATION AND TRAINING – Workforce Development Division

1. Department/Division Responsibilities:
 - A. Strategic Policy and Divisional Services
 - B. Apprenticeship Manitoba
 - C. Industry, Training and Employment Services
2. Items Requiring Immediate Decisions/Action
 - Federal/Provincial Labour Market Agreements
3. Pressures

Federal/Provincial Labour Market Agreements

Federal election commitments were made to increase funding to provinces and territories (P/Ts) through labour market agreements by \$700M annually. This may include changes to Labour Market Development Agreements (LMDAs) and the Canada Job Fund (CJF). Increasing funding and flexibility under the agreements is key to meeting Manitoba's labour market needs. The federal budget emphasized collaborative consultation with P/Ts for improved agreements going forward.

(millions)	Election Commitment 2016/17	Total Budget 2016/17	Manitoba 2016/17	Election Commitment Full Implementation	Manitoba full implementation
LMDA	\$125.0	\$125.0	\$2.75	\$500.0	\$11.0
CJF	\$200.0	\$50.0	\$1.80	\$200.0	\$7.2
Total	\$325.0	\$175.0	\$4.55	\$700.0	\$18.2

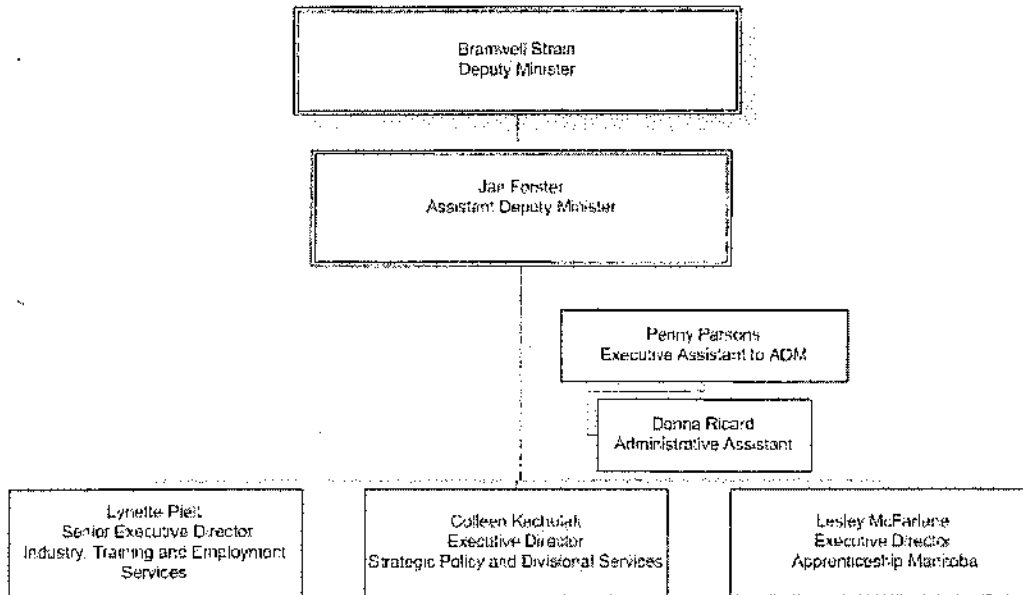
4. Priority Issues

Federal/Provincial Labour Market Agreements

Consultations with Canada on a "re-tooled" LMDA and CJF may commence soon; ^{23(1)(a)} ministers responsible for the Forum of Labour Market Ministers will be meeting face-to-face. Discussions on advancing Labour Market Agreements will be on the agenda. ^{23(1)(a)}

5. Organizational Chart

**MANITOBA EDUCATION AND TRAINING
WORKFORCE DEVELOPMENT DIVISION**



May 10, 2016

Manitoba Education and Training

Ministerial Briefing May 2016

Contents

Proposed Briefing Schedule	3
Organization	3
Department Responsibilities.....	3
Organizational Structure.....	4
Key Personnel.....	4
Organization Chart.....	10
Strategic Overview	11
Strategic Priorities.....	11
Financial Overview.....	12
Broad Policy or Financial Pressures.....	17
Community Contacts.....	21
Statutory Responsibilities of the Minister / Legal Framework.....	25
Scheduled Events.....	27
Acronyms.....	29
Index of Urgent Issues	34

Proposed Briefing Schedule

The order of briefings will take place by order of priority of those issues identified in the Executive briefing note. All other briefings will be in order of priority by urgent items identified in the Ministerial briefings.

Organization

1. Department responsibilities

- The Workforce Development Division

2. Organizational structure

WORKFORCE DEVELOPMENT DIVISION provides labour market programming for Manitobans. The Division designs and implements a broad range of programs and services by working with individuals, employers and communities to connect Manitobans to independence and sustainable employment. Programs and services are delivered through Industry, Training and Employment Services, and Apprenticeship Manitoba.

Key Personnel

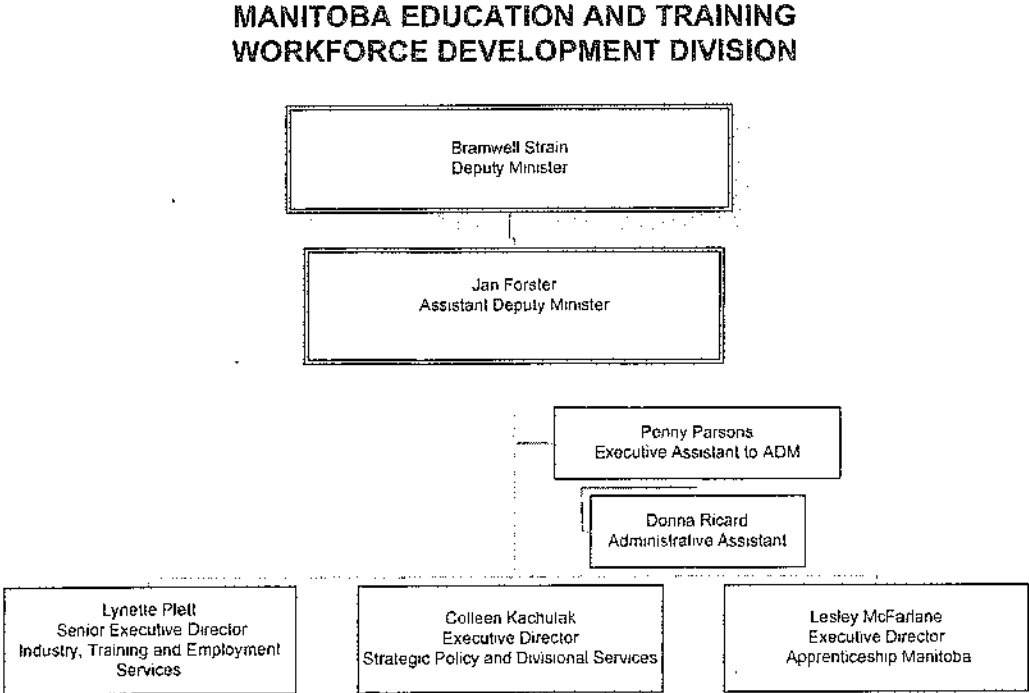
Jan Forster, Assistant Deputy Minister (Workforce Development and Income Support)

Jan began her career with the Province of Manitoba in 1997 when hired through the Management Internship Program. She has responsibility for Industry, Training and Employment Services, Apprenticeship, Employment and Income Assistance, MarketAbilities/Vocational Rehabilitation, as well as other income supplements and labour market services. Jan oversees Manitoba's activities in the Labour Market Agreement for Persons with Disabilities (LMAPD) in addition to the Labour Market Development Agreement (LMDA) and the Canada Job Fund.

Prior to working at Jobs and the Economy, Jan led the Manitoba Consumer Protection Office, and was responsible for the administration of a number of consumer protection statutes and regulations to ensure the effective and fair operation of the Manitoba marketplace for business and consumers. Among Jan's duties included administering Manitoba's payday lending laws and promotion of financial literacy.

Jan also spent many years working in the department of Family Services, leading strategic policy, federal-provincial relations, and poverty reduction work. She has a Master's degree in Public Administration and a Bachelor of Arts degree in Political Science.

3. Organization chart



May 10, 2016

Strategic Overview

1. Strategic priorities

Priority 1: Labour Force Development – Ensures Manitoba has a skilled, adaptable, and productive workforce that supports its social and economic goals and meets emerging labour market needs.

Delivers a broad range of programs and services through partnerships aimed at individuals, employers, and organizations to meet labour market needs and improve Manitoba's competitiveness in the global economy.

Priority 2: Business Investment and Entrepreneurship – Promote business investment, competitiveness and productivity.

Supports investment and entrepreneurship, in partnership with stakeholders, through a variety of initiatives, programs and services that focus on labour market and entrepreneurial development, access to capital, and productivity.

Priority 3: Improved Service Delivery – Modernization and enhanced integration, availability and accessibility of services.

Implements a variety of internal and external initiatives to deliver more effective and efficient services.

Priority 4: Trade Development – builds Manitoba's international business activity including trade and investment promotion.

Support Manitoba businesses to become export ready and to diversify into domestic and international markets by delivering targeted programs and services. It promotes the Province as a destination for investment to increase foreign direct investment and employment in the Province. Manitoba's participation under international and internal trade agreements is also supported.

Priority 5: Increase EIA Participants Involvement in the Labour Market and Reduce the Incidence and Depth of Poverty.

Provides EIA participants with the training and employment support they require to achieve employment and financial independence to reduce poverty and alleviate the impact of low-incomes on Manitobans. This priority is committed to strengthening community partnerships; increasing its capacity and opportunities for involvement.

Priority 6: Research, Innovation and Commercialization – assist Manitoba researchers and entrepreneurs in successfully taking their innovations from idea to market.

Works to build our province's capacity in leading-edge research; spur the commercialization of those discoveries into innovative new products, processes or services; and drive the ongoing growth and development of Manitoba's knowledge-based industries and companies.

2. Financial overview

APPROPRIATION	ESTIMATES OF EXPENDITURE 2016/17 \$ (000s)	CHANGE FROM 2015/16 %	ESTIMATES OF EXPENDITURE 2015/16 \$ (000s)*
JOBS AND THE ECONOMY (10)			
PART A - OPERATING			
1. Administration and Finance	5,053	-	5,053
2. Business Services	28,908	-	28,908
3. Workforce Development and Income Support	711,609	15.2	617,851
4. International Relations and Trade	3,297	-	3,297
5. Costs Related to Capital Assets	1,628	(14.5)	1,905
TOTAL PART A - OPERATING	750,495	14.2	657,014
SUMMARY OF PART A - OPERATING			
Operating Expenditures	748,867	14.3	655,109
Capital Grants	-	-	-
Costs Related to Capital Assets			
General Assets	1,628	(14.5)	1,905
Infrastructure Assets	-	-	-
TOTAL PART A - OPERATING	750,495	14.2	657,014

**DETAILS OF ESTIMATED REVENUE
FOR THE FISCAL YEAR ENDING MARCH 31ST, 2017
DEPARTMENT OF JOBS AND THE ECONOMY**

SERVICE	ESTIMATES OF REVENUE 2016/17 \$ (000s)	ESTIMATES OF REVENUE 2015/16 \$ (000s)
1. TAXATION:	-	-
2. OTHER REVENUE:		
a. Cost Recovery from Municipalities	1,378	1,378
b. Fees	495	495
c. Income Assistance Recoveries	6,910	6,910
d. Levy for Local Government Welfare Purposes in Unorganized Territory	210	210
e. Sundry	7,815	6,679
Total Other Revenue (Jobs and the Economy)	<u>16,808</u>	<u>15,672</u>
3. GOVERNMENT OF CANADA:		
j. Jobs and the Economy		
1. Canada-Manitoba Job Fund Agreement	17,937	17,938
2. Canada-Manitoba Labour Market Development Agreement	49,168	48,792
3. Targeted Initiatives for Older Workers	507	507
4. Canada-Manitoba Labour Market Agreement for Persons with Disabilities	4,507	4,507
Total Government of Canada (Jobs and the Economy)	<u>72,119</u>	<u>71,744</u>
Total Department of Jobs and the Economy	<u><u>88,927</u></u>	<u><u>87,416</u></u>

**DETAILS OF ESTIMATED REVENUE
FOR THE FISCAL YEAR ENDING MARCH 31ST, 2017
DEPARTMENT OF JOBS AND THE ECONOMY
SPECIAL OPERATING AGENCIES**

SERVICE	ESTIMATES OF REVENUE 2016/17 \$ (000s)	ESTIMATES OF REVENUE 2015/16 \$ (000s)
1. TAXATION:	-	-
2. OTHER REVENUE:		
a. Special Operating Agencies Revenue Sharing		
(1) Entrepreneurship Manitoba	2,500	2,500
(2) Industrial Technology Centre	100	100
3. GOVERNMENT OF CANADA:		
Total Special Operating Agencies	<u>2,600</u>	<u>2,600</u>

RES. NO.	APPRO. NO.	SERVICE	ESTIMATES OF EXPENDITURE 2016/17 \$ (000s)	ESTIMATES OF EXPENDITURE 2015/16 \$ (000s)
10.1	1.	ADMINISTRATION AND FINANCE	5,053	5,053
	(a)	Minister's Salary	37	37
	(b)	Executive Support		
	(1)	Salaries and Employee Benefits	718	718
	(2)	Other Expenditures	73	73
		Subtotal (b)	791	791
	(c)	Financial and Administrative Services		
	(1)	Salaries and Employee Benefits	2,030	2,030
	(2)	Other Expenditures	284	284
			2,314	2,314
	(3)	Less: Recoverable from Mineral Resources	(150)	(150)
		Subtotal (c)	2,164	2,164
	(d)	Policy, Planning and Co-ordination		
	(1)	Salaries and Employee Benefits	839	839
	(2)	Other Expenditures	183	183
		Subtotal (d)	1,022	1,022
	(e)	Manitoba Bureau of Statistics		
	(1)	Salaries and Employee Benefits	993	993
	(2)	Other Expenditures	106	106
			1,099	1,099
	(3)	Less: Recoverable from other appropriations	(60)	(60)
		Subtotal (e)	1,039	1,039
10.2	2.	BUSINESS SERVICES	28,908	28,908
	(a)	Industry Development		
	(1)	Financial Services		
	(a)	Salaries and Employee Benefits	1,053	1,053
	(b)	Other Expenditures	213	213
	(c)	Business Financial Support	11,197	11,197
			12,463	12,463
	(d)	Less: Interest Recovery - Business Financial Support	(8,810)	(8,810)
		Subtotal (1)	3,653	3,653
	(2)	Commercialization Support for Business	5,075	5,075
		Subtotal (a)	8,728	8,728
	(b)	Industry Consulting and Marketing Support		
	(1)	Salaries and Employee Benefits	734	734
	(2)	Other Expenditures	191	191
	(3)	Grant Assistance	33	33
		Subtotal (b)	958	958
	(c)	Science, Innovation and Business Development		
	(1)	Salaries and Employee Benefits	1,350	1,350
	(2)	Other Expenditures	388	388
	(3)	Research Manitoba	17,116	17,116
			18,854	18,854
		Less: Recoverable from Urban Development		
	(4)	Initiatives	(750)	(750)
		Subtotal (c)	18,104	18,104
	(d)	Interactive Digital Media Tax Credit	1,000	1,000
	(e)	Industrial Technology Centre	730	730
	(f)	Entrepreneurship Manitoba	-	-
	(g)	Economic Development Initiatives	470	470
	(h)	Less: Recoverable from other appropriations	(1,082)	(1,082)
10.3	3.	WORKFORCE DEVELOPMENT AND INCOME SUPPORT	711,609	617,851
	(a)	Divisional Support		
	(1)	Salaries and Employee Benefits	651	651
	(2)	Other Expenditures	222	222
		Subtotal (a)	873	873

	(b)	Apprenticeship Manitoba		
		(1) Salaries and Employee Benefits	4,045	4,045
		(2) Other Expenditures	1,475	1,475
		(3) Training Support	18,810	18,810
			<u>24,330</u>	<u>24,330</u>
		Less: Recoverable from the Canada-Manitoba		
	(4)	Labour	(2,237)	(2,237)
		Market Development Agreement		
		Subtotal (b)	<u>22,093</u>	<u>22,093</u>
	(c)	Industry, Training and Employment Services		
		(1) Salaries and Employee Benefits	8,049	7,813
		(2) Other Expenditures	829	829
		(3) Training Support	20,075	17,575
		(4) Youth Jobs Strategy	1,640	1,640
		Subtotal (c)	<u>30,593</u>	<u>27,857</u>
	(d)	Canada-Manitoba Labour Market Development Agreement		
		(1) Salaries and Employee Benefits	7,560	7,560
		(2) Other Expenditures	564	564
		(3) Training Support	43,090	42,714
		Subtotal (d)	<u>51,214</u>	<u>50,838</u>
	(e)	Industry and Labour Force Investment Fund	4,500	2,600
	(f)	Canada-Manitoba Job Fund Agreement		
		(1) Salaries and Employee Benefits	893	893
		(2) Other Expenditures	542	542
		(3) Training Support	16,502	16,502
		Subtotal (f)	<u>17,937</u>	<u>17,937</u>
	(g)	Employment, Income and Rental Assistance		
		(1) Salaries and Employee Benefits	3,088	3,088
		(2) Other Expenditures	4,397	2,925
		(3) Program Support		
		(a) Employment, Income and Rental Assistance	472,102	385,903
		(b) Health Services	66,871	66,523
		(c) Income Assistance for Persons with Disabilities	25,709	25,186
		(d) Market ABILITIES	9,495	9,329
		(e) 55PLUS	4,932	4,932
		(f) Building Independence	3,908	3,870
		(g) Manitoba Child Benefit	4,154	4,154
		Subtotal (3)	<u>587,171</u>	<u>499,897</u>
		Subtotal (g)	<u>594,656</u>	<u>505,910</u>
	(h)	Less: Recoverable from the Canada-Manitoba Job Fund	(10,257)	(10,257)
		Agreement		
10.4	4.	INTERNATIONAL RELATIONS AND TRADE	<u>3,297</u>	<u>3,297</u>
	(a)	International Relations		
		(1) Salaries and Employee Benefits	903	903
		(2) Other Expenditures	380	380
		(3) Grant Assistance	20	20
		Subtotal (a)	<u>1,303</u>	<u>1,303</u>
	(b)	Manitoba Trade		
		(1) Salaries and Employee Benefits	1,905	1,905
		(2) Other Expenditures	1,089	1,089
		Less: Recoverable from Urban Development		
		(3) Initiatives	(1,000)	(1,000)
		Subtotal (b)	<u>1,994</u>	<u>1,994</u>
10.5	5.	COSTS RELATED TO CAPITAL ASSETS	<u>1,628</u>	<u>1,905</u>
		Provides for costs related to capital assets.		
	(a)	Amortization Expense	1,145	1,346
	(b)	Interest Expense	483	559
		TOTAL PART A - OPERATING	<u><u>750,495</u></u>	<u><u>657,014</u></u>

3. Broad policy or financial pressures

FINANCIAL PRESSURES:

Federal/Provincial Labour Market Agreements

- Federal election commitments were made to increase funding to provinces and territories through labour market agreements by \$700M annually. This may include changes to Labour Market Development Agreements and the Canada Job Grant. Manitoba could expect an increase of up to \$18.2M in their labour market funding when fully implemented. The federal government's 2016 budget partially met election commitments, and Manitoba expects to receive approximately \$4.6M in additional funding in 2016/17. Increased funding and flexibility is key to meeting Manitoba's labour market needs. Despite 16/17 federal increases, federal funding is still lower than 2008 and there are increasing pressure to meet labour market demands.

- 19(1)(b)
23(1)(a)(f)

- 19(1)(b)
23(1)(a)(f)

- 19(1)(b)
23(1)(a)(f)

- 19(1)(b)
23(1)(a)(f)

•

19(1)(b)

23(1)(a)(f)

POLICY PRESSURES:

•

19(1)(b)

23(1)(a)(f)

•

19(1)(b)

23(1)(a)(f)

•

19(1)(b)

23(1)(a)(f)

4. List of community contacts

- Alliance of Manitoba Sector Councils
- Apprenticeship and Certification Board and Provincial Advisory Councils
- Arts and Cultural Industries Association of Manitoba Inc.
- Assembly of Manitoba Chiefs Secretariat Inc. (Eagle Urban Transition Centre)
- Association of Manitoba Municipalities
- Behavioural Health Foundation
- Brandon Energy Efficiency Program (BEEP)
- Building Urban Industrial for Local Development (BUILD)
- Business Council of Manitoba
- Campus Manitoba
- Canadian Agri-Food Trade Alliance
- Canadian Centre for Policy Alternatives
- Canadian Generic Pharmaceutical Association
- Canadian Manufacturers & Exporters (CME)
- Carberry and District Development Corporation
- Career Trek
- Cathedral Group
- CCEDNet – Canadian Community Economic Development Network
- Chambers of Commerce
- Change Talk Association
- Communities Economic Development Fund
- Community Employment and Resource Centre (CERC)
- Community Futures
- Composites Innovation Centre
- Construction Association of Rural Manitoba (CARM)
- Corporation de Developpement Communautaire Lourdeon, Community Development Corporation
- Council of Canadians
- Eastman - Association for Community Living (ACL)
- Economic Development Council for Manitoba Bilingual Municipalities (CDEM)
- Economic Development Winnipeg
- Edge Skills Centre Inc
- Education and Employment Preparation Services
- Employment centres
- Entrepreneurship Manitoba
- Essentials Skills Manitoba
- Family Dynamics

- Festival du Voyageur Inc.
- Fieldstone Ventures Education and Training Centre
- Film Training Manitoba Inc.
- FireSpirit
- Food Development Centre
- Friendship Centres, Family Resource Centres
- Futurpreneur Canada
- Gateway Counselling Services
- Genome Prairie
- Horizons Management System Inc.
- Immigrant Centre Manitoba Inc.
- Incorporated Community of Cross Lake
- Indigenous Leadership Development Institute Inc
- Industrial Technology Centre
- Information and Communication Technologies Association of Manitoba
- Innovate Manitoba
- International Centre for Infectious Diseases
- Job seekers
- Jobworks Employment Education Programs
- Joint Community and Government Members Committee on Disability-Related Employment and Income Assistance Issues
- JUST Training Corporation
- Ka Ni Kanichihk Inc.
- Knox United Church
- Labour Groups, Manitoba Federation of Labour, Unions
- Life Science Association of Manitoba
- Make Poverty History
- Manitoba Aerospace Human Resources Council
- Manitoba Agri-Health Research Network
- Manitoba Association of Friendship Centres
- Manitoba Aviation Council
- Manitoba Businesses (small, medium, and large)
- Manitoba Construction Sector Council
- Manitoba Customer Contact Association
- Manitoba Dental Association
- Manitoba Environmental Industries Association
- Manitoba Federation of Labour
- Manitoba Federation of Non-Profit Organizations
- Manitoba Food Processors Association
- Manitoba Funeral Services Association

- Manitoba government departments seeking Labour Market Information and/or guidance with labour mobility obligations
- Manitoba Hydro
- Manitoba Inuit Association
- Manitoba Keewatinowi Okimakanak Inc.
- Manitoba Liquor and Lotteries
- Manitoba Metis Federation, Wabowden Local
- Manitoba Music Industry Association
- Manitoba Print Industries Association
- Manitoba Public Insurance
- Manitoba secondary and post-secondary students
- Manitoba Securities Commission
- Manitoba Start
- Manitoba Technology Accelerator
- Manitoba Tourism Education Council
- Minister's Advisory Council on Workforce Development
- Multi-Sector Committee on Employment for Persons with Disabilities
- National Research Council – Industrial Research Assistance Program
- Ndinawemaaganag Endaawaad Inc. (Ndinawe)
- Network 4 Change
- New Media Manitoba
- North End Community Renewal Corporation
- Northern Manitoba Sector Council
- Northwest Manitoba Community Futures Development Corporation
- Opening Doors to Success Inc.
- Opportunities for Employment
- Opticians of Manitoba
- Orthopaedic Innovation Centre
- Osborne Village Resource Centre
- Pluri-Elles Manitoba
- Portage Learning & Literacy Centre
- Prairie Skills Inc.
- Premier Personnel Corporation
- Qnet
- Reaching Equality Employment Services
- Regional Employment Resource Centre
- Research Manitoba
- Richardson Centre for Functional Foods and Nutraceuticals
- Rx&D
- S.A.M Inc
- Samaritan House Ministries Inc

- Sara Riel
- Segue Career Options Inc.
- Selkirk & District Community Learning Centre Inc.
- Skills Canada Manitoba
- Smartpark – University of Manitoba
- Social Planning Council
- Social Skills Inc
- Start-Up Winnipeg
- St-Pierre en Boom
- Stu Clark Centre for Entrepreneurship – University of Manitoba
- Supply Management Five (SM5)
- Swan River Parks and Recreation
- Taking Charge!
- Technology Transfer Office – University of Manitoba
- The Canadian Institute for Blind (CNIB) .
- The EIA Advocates Network
- The Eureka Project – University of Manitoba
- The Manitoba Chambers of Commerce
- The Momentum Centre
- The Red Road Lodge
- The Salvation Army Weetamah Community Services
- Thicket Portage Community Council
- Town of Swan River
- TRTech
- Urban Circle Training Centre
- Virden Employment Skills Centre Inc.
- Walker Business Services
- Western Economic Diversification Canada
- Westlake Employment Skills & Services Centre Inc
- Westman Immigrant Services Inc.
- Winnipeg Transition Centre Inc.
- Wood Manufacturing Council
- Workplace Education Manitoba
- Yellowhead Regional Employment Skills & Services Inc
- Yes! Winnipeg
- YMCA - YWCA of Winnipeg, YWCA Thompson, Thompson Boys & Girls Club Inc.
- Youth Employment Services

5. Statutory responsibilities of the Minister / Legal framework

The Advisory Council on Workforce Development Act	A 6.5
The Apprenticeship and Certification Act.....	A 110
The Apprenticeship Employment Opportunities Act (Public Works Contracts)..	A110.5
.....	
The Certified Occupations Act.....	C48
The Education Administration Act (clause 3(1)(h), as it relates to training)..	E 10
The Labour Administration Act	
(as it relates to certain training programs).....	L 20

6. Scheduled events - 30 days

Date/ Time/ Location	Description of the Event	Additional Details
May 2, 2016 6pm-8pm May 3, 2016 9am-3pm May 4, 2016 9am-3pm Winnipeg	Winnipeg Rotary Career Symposium This is largest career symposium in the province providing a central forum for youth, adults, parents, educators, career seekers to receive job and educational information. A number of speaker information sessions and hand-on activities are also offered.	The Department has contributed \$47,952 towards participating in the event. There is no expectation for the Minister to attend.
End of May / early June 2016 Location to be determined	Forum of Labour Market Ministers (FLMM) Ministers Meeting The meeting usually takes place over two days. The first day is for Provincial and Territorial Ministers only, and the second day is for Federal-Provincial-Territorial Ministers.	There is an expectation that the Minister attend the meetings. Anticipated agenda items for the upcoming meeting may consist of topics related to the new federal government's priorities including reviewing and expanding bi-lateral labour market agreements, particularly changes to Labour Market Development Agreements, Labour Market Agreements, and the Canada Job Grant. Announcements in the upcoming 2016-2017 Federal Budget to be released on March 22 nd 2016 may also influence the discussions of this meeting. Last year's meetings took place in Quebec City on July 7 and 8, 2015.

7. Acronyms

ACC – Assiniboine Community College
ACIS - Apprenticeship and Certification Information System
AD – Anti-dumping Duty
AGM – Annual General Meeting
AIP – Agreement in Principle
AIT – Agreement on Internal Trade
ALC – Adult Learning Centres
AMM – Association of Manitoba Municipalities
ASEAN – Association of Southeast Asian Nations
BCM – Business Council of Manitoba
BEEP – Brandon Energy Efficiency Program
BRIC – Brazil, Russia, China and India
BU - Brandon University
BUILD – Building Urban Industries for Local Development
CAF – Canadian Apprenticeship Forum
CAHRD – Centre for Aboriginal Human Resource Development
CCDA – Canadian Council of Directors of Apprenticeship
CCEDNet – Canadian Community Economic Development Network
CDEM – Economic Development Council for Manitoba Bilingual Municipalities
CECR - Centres of Excellence for Commercialization and Research
CETA – Canada/European Union Comprehensive Economic and Trade Agreement
CFI – Canada Foundation for Innovation
CFREF - Canada First Research Excellence Fund
Ch.7 – Chapter 7 (Labour Mobility) of the Agreement on Internal Trade
CIC - Composites Innovation Centre
CIHR – Canadian Institutes for Health Research
CIT – Committee on Internal Trade
CJEPA – Canada/Japan Economic Partnership Agreement
CJF – Canada Job Fund
CKFTA – Canada/South Korea Free Trade Agreement
CME – Canadian Manufacturers and Exporters
CMJG – Canada-Manitoba Job Grant
COF – Council of the Federation
CVD – Countervailing Duty
EAL - English as an Additional Language
EAP – Economic Action Plan
EAS – Employment Assistance Services
EDC – Export Development Canada

EDW – Economic Development Winnipeg
EI – Employment Insurance
EIA - Employment and Income Assistance
EPIWG – Economic Productivity and Innovation Working Group (Council of the Federation)
ESDC – Employment and Social Development Canada
ETA – Employment and Training Assessment
EU – European Union
FDC – Food Development Centre
FIPA – Foreign Investment Promotion and Protection Agreements
FIPPA – Freedom of Information and Protection of Privacy Act
FLMM – Forum of Labour Market Ministers
FPT – Federal, Provincial and Territorial
G2G – Government to Government Dispute Resolution Procedures
GA – General Assistance
GATS – General Agreement on Trade in Services
GATT – General Agreement on Tariffs and Trade
GC – Genome Canada
GP – Genome Prairie
HSAP – High School Apprenticeship Program
IAPD – Income Assistance for Persons with Disabilities
IBEW – International Brotherhood of Electrical Workers
ICM - Integrated Case Management
ICT – Information and Communication Technologies
ICTAM - Information and Communication Technologies Association of Manitoba
IDM – Interactive Digital Media
ILFIF – Industry and Labour Force Investment Fund
ISA – Information Sharing Agreement
ISED – Innovation, Science and Economic Development Canada
ITC – Industrial Technology Centre
ITES – Industry, Training and Employment Services
ITR – Internal Trade Representative
ITS – Internal Trade Secretariat
JRS – Job Referral Services
LFS – Labour Force Survey
LICO – Low Income Cut-Offs
LMA – Labour Market Agreement
LMAPD – Labour Market Agreement for Persons with Disabilities
LMCG – Labour Mobility Coordinating Group, a working group under the direction of the FLMM

LMDA – Labour Market Development Agreement
LMI – Labour Market Information
LMI Council – Labour Market Information Council, a national body under development for the coordination of collection, analysis and distribution of LMI.
LPN – Licensed Practical Nurses
LSAM - Life Sciences Association of Manitoba
MACWD – Minister’s Advisory Council on Workforce Development
MAHRN - Manitoba Agri-Health Research Network
MBM – Market Basket Measure
MCB – Manitoba Child Benefit
MFL – Manitoba Federation of Labour
MIDMTC - Manitoba interactive Digital Media Tax Credit
MITT - Manitoba Institute of Trades and Technology
MJSD – Manitoba Jobs and Skills Development Centres
MMR – Median Market Rents
MOU – Memorandum of Understanding
MRSS – Ministers Responsible for Social Services
MTA - Manitoba Technology Accelerator
NAFTA – North American Free Trade Agreement
NAICS – North American Industry Classification System
NASCO – North American Strategy for Competitiveness
NCE - Networks of Centres of Excellence
NML –National Microbiology Laboratory
NMM - New Media Manitoba
NMSC – Northern Manitoba Sector Council
NOA – National Occupational Analysis
NOC – National Occupational Classification
NPO – Non-Profit Organization
NRC –IRAP - National Research Council – Industrial Research Assistance Program
NSERC - Natural Sciences and Engineering Research Council of Canada
NWPTA – New West Partnership Trade Agreement
OFE – Opportunities for Employment
OIC - Orthopaedic Innovation Centre
P2G – Person to Government Dispute Resolution Procedures
R&D – Research and Development
RCFFN - Richardson Centre for Functional Foods and Nutraceuticals
RRC – Red River College
S&T – Science and Technology
SAMIN – Social Allowances Management Information Network

SIBD – Science, Innovation and Business Development Division, Jobs and the Economy
SIMTReC - Structural Innovation and Monitoring Technologies Inc.
SLA – Softwood Lumber Agreement
SME – Small and Medium-Sized Enterprises
SR&ED - Scientific Research and Experimental Development Tax Incentive Program
SRDC – Social Research and Demonstration Corporation
SSAB – Social Services Appeal Board
SSHRC – Social Sciences and Humanities Research Council
STEM - Science, Technology, Engineering and Mathematics
STI – Science, Technology and Innovation
TIOW – Targeted Initiative for Older Workers
TISA – Trade in Services Agreement
TPP – Trans Pacific Partnership Agreement
TRIPS - Trade Related Aspects of Intellectual Property Rights
TTO – Technology Transfer Office, University of Manitoba
UCN – University College of the North
UofM - University of Manitoba
UofW - University of Winnipeg
WDIS – Workforce Development and Income Support Division
WED - Western Economic Diversification Canada
WEM - Workplace Education Manitoba

URGENT ISSUES

Executive Briefing Issues (Premier's Note) and Ministerial Briefing Issues

Issue: Federal/Provincial Labour Market Agreements (April/May 2016)

Issue overview:

- Consultations with Canada on a "re-tooled" Labour Market Development Agreements (LMDA) and Canada Job Fund (CJF) may commence soon; Manitoba is advocating for increased flexibility and funding. Ministers responsible for the Forum of Labour Market Ministers (FLMM) will be meeting face-to-face. Discussions on advancing Labour Market Agreements will be on the agenda.

Current status:

- Federal election commitments were made to increase funding to provinces and territories (P/Ts) through labour market agreements by \$700M annually. This may include changes to the LMDA and the CJF. Increasing funding and flexibility under the agreements is key to meeting Manitoba's labour market needs. The federal budget emphasized collaborative consultation with P/Ts for improved agreements going forward.

(millions)	Election Commitment 2016/17	Total Budget 2016/17	Manitoba 2016/17	Election Commitment Full Implementation	Manitoba full implementation
LMDA	\$125.0	\$125.0	\$2.75	\$500.0	\$11.0
CJF	\$200.0	\$50.0	\$1.80	\$200.0	\$7.2
Total	\$325.0	\$175.0	\$4.55	\$700.0	\$18.2

- The FLMM Secretariat, on behalf of provincial/territorial Deputy Ministers, submitted the Final Report on the Year Two Review of the Canada Job Grant to Ministers and the federal government, accompanied by a letter outlining options for moving forward with the Grant.

23(1)(a)(f)

-

19(1)(b)

Options:

1.

19(1)(b) 23(1)(a)(f)

2.

Contact: Jan Forster, Workforce Development and Income Support, 204-945-3990

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Transitioning Clients to Sustainable Employment

ISSUE:

- Since moving the responsibility for EIA into Jobs in the Economy, a significant effort has been put into expanding and strengthening supports for EIA clients to successfully prepare for, find and keep jobs. A vision for streamlining and modernizing the EIA program has been guiding the work.
- While significant improvements have been made to strengthen employment outcomes for EIA participants, there is more work to do.

CRITICAL BACKGROUND:

- There is a substantial recidivism with EIA, as data shows that over 70% of EIA clients who close their files will eventually come back on the caseload. Recent evidence indicates that those who close their EIA file to employment within the first 12 months of their first time on income assistance are generally able to remain independent of EIA.
- In 2012, the Province merged its income support programs with workforce development services for individuals and employers. Jobs and the Economy and Family Services share responsibility for EIA programs.
- Jobs and the Economy adopted a strategy to promote employment and modernize EIA. A new continuum of services continues to be refined to ensure clients receive the supports they need.
- The introduction of a common employment and training readiness assessment is helping to identify client strengths, work readiness and service needs.
- A significant focus on assessing the Workplace Essential Skills of clients and then training to close gaps on Essential Skills has proven positive.
- The program has undertaken evaluations to ensure data can inform program change.
- There has been a pilot to utilize motivational interviewing techniques to encourage clients to take positive steps towards employment. The evaluation has demonstrated positive results.
- Plans are underway to deliver literacy programming to EIA clients at 111 Lombard in order to promote employment.
- The EIA program is trying to focus on individual's capacity to work, as opposed to traditional case categories; however, the case categories are still largely determining service responses.
- Since 2013, single parents with children under 6 have been actively engaged in planning for work, and the number of single parents on the caseload is the lowest in 25 years. The approach has focused on peer success stories, encouragement and showing parents how they can provide a brighter future for their families with innovative communication.
- The General Assistance population (single individuals) is consistently growing. Many of these individuals have substantial barriers to work, such as addictions

and mental health concerns. Efforts are made to address underlying concerns prior to moving individuals towards employment.

- The Manitoba Works program provides wrap-around support to EIA clients with some barriers to work. The evaluation is showing positive results.
- An independent review of the funded third party community agencies has recently been undertaken. This information can be used to shift programming to ensure more value for money and improved employment outcomes for clients.
- The Rewarding Work Health Plan, which provides drug, dental, and optical coverage for up to two years to all EIA participants who leave EIA for employment and training, was implemented in January 2016 for those on General Assistance.
- A new Job Centre is being staffed by Training and Employment Services staff as well as Family Services workers, with tailored tools, supports, and services. New work-ready applicants to EIA will be provided a diversion option, in which they will still be provided short-term benefits while they seek employment. The Job Centre will also assist existing clients ready for employment.
- A group of community stakeholders is currently consulting on the potential for a separate, pension-like program for persons with severe and prolonged disabilities. A focused effort for employment for persons with disabilities would need to be introduced in conjunction with this type of pension.
- A regulation put in place in 2013 indicates that a community committee is to provide advice to the province on employment for EIA clients. This committee has not met for several years.
- There have been recent efforts to simplify and streamline EIA processes, such as centralizing the disability health supports, and the Lean Intake project. There is significant potential to further streamline and modernize EIA in order to have efforts focused on promoting employment and positive outcomes for clients.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990

Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: EIA Lean Intake and Job Centre

ISSUE:

- Jobs and the Economy and Family Services have been working together on two related initiatives that aim to improve services as well as increase employment outcomes and case closures of General Assistance clients.
- A new, lean model for EIA intake has recently been designed by staff in both departments, with Lean facilitation done by MNP (successful proponent in tender). The new design has not yet been implemented as the departments do not have the existing staff capacity to manage the roll out. A request to extend several FTEs to manage the project has been put forward.
- The Lean intake design would more quickly assess individuals for employment readiness, and clients with the capacity to work would be provided employment supports more rapidly. Vulnerable EIA applicants with other life challenges (e.g. mental health, housing, etc) would also be more quickly and consistently referred to appropriate supports. Intake throughout the province would be more consistent, fair and quick, and staff time would be more value-added.
- The new model envisions increased capacity for on-line and telephone application, providing clients who can help themselves the opportunity to do some self service, eliminating administrative steps and reducing wait-times.
- Consideration could also be given to centralizing all Winnipeg intake in one location, in order to most efficiently and accurately assess client needs and ensure that services and benefits are appropriate and consistent
- In addition, the two departments have been developing a new "Job Centre" adjacent to the EIA office on Rorie Street, in order to divert some EIA applicants from coming onto the program. Clients assessed as ready to work would be referred to the Job Centre where they would be connected to employment or short term job preparation programs. Existing clients ready for employment will also be referred to the Centre.
- The staffing of the Job Centre is just getting underway, with much of the work flow process as yet undefined. The plan is for Jobs and the Economy (via the Training and Employment Services unit) and Family Services staff to both support the new operation. There may not be sufficient Training and Employment Services staff to assist clients.

CRITICAL BACKGROUND:

- The current intake process onto EIA is very complicated and administratively burdensome. The processes are not consistent across the province. There is a long wait time for applicants in Winnipeg to actually come onto the program.
- A new Employment and Training Readiness Assessment was adopted in 2013, however, it is not yet being used consistently or appropriately given that service delivery staff are stretched with high caseloads.

- The caseload of General Assistance clients (single adults who are not disabled) has been growing steadily since 2007. Although General Assistance participants have work expectations, significant numbers have substantial barriers to employment such as addictions, undiagnosed mental health challenges, etc.
- EIA does have the ability to defer work expectations where barriers may preclude employment or to work with clients to establish employment action plans focusing on addressing barriers to employment (e.g., attending addictions programming or seeking medical assessment).

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990

Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Assured Income Program for Persons with Severe and Prolonged Disabilities: Advisory Group

ISSUE:

- An advisory group is developing recommendations, through focused research and community consultations,
 - on detailed design options for a provincial assured income program for persons with severe and prolonged disabilities, and
 - to modernize Employment and Income Assistance (EIA) available to persons with disabilities to focus more on their capacity for work and community participation.
- An initial report of the consultation group's recommendations was accepted in December 2015 by the Premier's Council on Poverty, Education and Citizenship.
- The group is developing plans for a broad community/stakeholder consultation on an assured income program and potential changes to EIA. The advisory group is intending to launch consultations by May 24, 2016 with a final report and recommendations due to government by November 2016. Government direction on proceeding with this consultation will be needed.

- The advisory group is co-chaired by two representatives from the Premier's Council on Poverty, Education and Citizenship with the support of a consultant (7(1) (7(3)(i))) who has been contracted by Jobs and the Economy, for the Phase 2 period April 1 to October 31, 2016. (7(1) (7(3)(i))) was also contracted to lead the initial consultations leading to the recommendations in 2015.
- Government is represented on the group by two staff in Jobs and the Economy, one in the Disabilities Issues Office and one in Health and Healthy Living.
- A research plan is under development and is intended to address design options such as:
 - Programmatic definitions of disability;
 - Intake and assessment processes;
 - Income benefit levels and structures;
 - Coverage of medical, disability and extraordinary costs;
 - Employment expectations, planning, supports and incentives; and
 - Service delivery.

CRITICAL BACKGROUND:

- For the last decade or longer, the Government of Manitoba has been exploring options to improve income support programming for persons with severe and prolonged disabilities.
- The Department previously estimated that fully implementing such a program with benefit levels equivalent to Old Age Security/Guaranteed Income Supplement levels for 6,000 individuals would cost an estimated \$39 million. A fully informed estimate will only be possible when the parameters of the proposed new program are more

fully developed. Further, this estimate is likely quite low, as a similar program in Saskatchewan has been implemented with caseloads far exceeding this estimate as well as Saskatchewan's expectations for take up of the new program. Saskatchewan officials have indicated that reason for this is in part that many new clients have come forward to apply to the program who were not previously known to their income support system.

- The consultation group supported the development of a pension-like income program for persons with severe and prolonged disabilities, similar to what exists in Alberta and Saskatchewan. The group came to the conclusion that EIA, which is intended to be a short-term program of last resort, is not designed to meet the needs of this population. The group felt that a universal guaranteed annual income program would be a more equitable option for all people facing significant barriers to self-sufficiency, but a program focused on persons with disabilities would be a realistic first step towards this overarching goal.
- The consultation group recommended that the new program for persons with severe and prolonged disabilities:
 - Adopt a more inclusive definition of disability reflecting the capacity of persons with disabilities and the barriers they face in attaining social and economic self-sufficiency.
 - Base eligibility on a functional assessment administered by experts external to the program.
 - Be stand-alone and separate from EIA, in terms of operations, legislation and overall program philosophy and approach.
 - Provide supplementary coverage of disability-related costs not covered by other programs or move coverage of supplementary disability-related costs to other universal programs.
 - Recognize and provide support for employment and community participation based on an individual's capacity, as well as increase employment incentives, such as increased or annualized income exemptions.
 - Provide a meaningful role for the disability community in program design, ongoing monitoring and regular assessment.
- The consultation group also recommended that the Government pursue options for modernizing EIA for persons with disabilities as follows:
 - A revision to the EIA definition of disability to more accurately reflect the capacities and interests of persons with disabilities and the barriers they face in attaining social and economic self sufficiency.
 - Eligibility for the disability category be based on a functional assessment similar to what is being proposed for the pension-like program.
 - The introduction of employment planning and support for persons with disabilities, including the potential for increased employment incentives, such as increased and /or annualized income exemptions.
 - Benefit levels and conditions and expectations on current EIA participants in the disability category be grand-parented to ensure they are not disadvantaged by any changes.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990

Date: April 18, 2016

BRIEFING MATERIALS

JOB AND THE ECONOMY

SUBJECT: Minister's Advisory Council on Workforce Development

ISSUE:

- The Advisory Council on Workforce Development is a legislated advisory body of a minimum of seven members. The Council currently has three vacancies and the terms of several members have expired. Decisions on the renewal and appointment of new members are required.
- The next scheduled meeting is on May 10, 2016.

CRITICAL BACKGROUND:

- *The Advisory Council on Workforce Development Act* (S.M.2008, chapter 22) came into force on June 12, 2008.
- Building on the Sector Council Strategy, the purpose of the Act is to facilitate and encourage the cooperative participation of employers and employees in the development of government policies and strategies for developing Manitoba's workforce.
- The Minister's Advisory Council on Workforce Development provides information and advice to government about workforce trends, initiatives, policies and strategies for developing Manitoba's workforce.
- In accordance with current legislation, the Council shall include a minimum of seven and no more than 10 members, a majority of whom are to be representatives of sector councils.
- Members are typically appointed to three-year terms, however there is no limit to the number of terms a councillor may be appointed. When a member's term expires, the member remains on the council until a decision is made to renew or revoke the appointment.
- Composition of the Council includes business, education and labour with government representation at a Deputy Minister level from departments that have vested interest in workforce development.
- The Council regularly meets and works collaboratively with the Premier's economic development councils, and other councils with labour market interests.
- Bill 12 - *The Advisory Council on Workforce Development Amendment Act* received first reading on December 2, 2015. This Bill proposed to modernize the council by expanding and further defining its role and scope to better reflect the needs of government and Manitoba's diverse workforce and industries. The Bill did not proceed to second reading due to time limitations.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990

Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Federal/Provincial Labour Market Agreements

ISSUE:

- Federal election commitments were made to increase annual funding to provinces and territories (P/Ts) through the Labour Market Development Agreement (LMDA) by \$500M (\$125M in 16/17) and a new training investment of \$200M for non-LMDA.
- Budget 2016 commits to a one year top-up of \$125M under the LMDA and \$50M under the Canada Job Fund Agreement. Of this, Manitoba will receive an additional \$4.6M in 2016/17 for a total of \$65M.
- Canada has committed to stakeholder consultations in partnership with provinces and territories to inform future investments and potential changes to the Agreements. Consultations are expected to be conducted over the summer of 2016.
- Manitoba's LMDA and Job Fund allocations have been declining or remained flat despite ongoing demand for skilled labour and a stable pool of Manitobans requiring training. Administration funding has not increased agreement despite growing costs.
- Restricted flexibility in agreement parameters has further increased pressures on provincial programming. Increased and stable, predictable funding along with greater flexibility under the Agreements is key to meeting Manitoba's labour market needs.

CRITICAL BACKGROUND:

- Manitoba received \$61.0M under the LMDA and Job Fund in 2015/16. This funding supports the unemployed, new entrants, and existing workers to prepare for, find, retain, and/or advance in employment.
- In November 2015, Canada indicated its intention to "rationalize and expand" bi-lateral labour market agreements to improve access to quality job training. This will involve identifying changes to and re-negotiating existing agreements.
- Canada has proposed changes to the Canada Job Grant (under the Job Fund) in response to a pan-Canadian review of early implementation. Canada intends to negotiate bi-laterally but there is the potential for a common P/T agenda.
- The national LMDA allocation has remained at \$1.95B since devolution in 1997, only half of the maximum amount available to be allocated annually under the *Employment Insurance (EI) Act*. Canada has the ability to increase the LMDA allocation without increasing EI premiums but has historically chosen not to do so.

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Forum of Labour Market Ministers (FLMM) Meeting

ISSUE:

- A meeting of Federal/Provincial/Territorial (F/P/T) Ministers in the Forum of Labour Market Ministers (FLMM) is expected to take place in late spring of 2016. There is a possibility the meeting could occur in the fall of 2016.
- Current FLMM priorities expected to form the agenda include:
 - Labour Market Information (LMI) and the establishment of a LMI Council;
 - Foreign qualifications recognition (FQR);
 - Labour Mobility;
 - Apprenticeship harmonization; and
 - Bi-lateral labour market agreements, including the Canada Job Grant.
- Recent federal election and budget commitments related to labour market agreements, consultations and collaboration, Employment Insurance (EI) reform, youth employment programming, and apprenticeship are likely to be on the agenda.
- Provinces and territories (P/Ts) have the opportunity to discuss and gain consensus on a common agenda/approach for advancing these critical issues prior to meeting with the federal Minister.

CRITICAL BACKGROUND:

- The FLMM is a pan-Canadian body established in 1983 to promote discussion and cooperation on common labour market matters. The FLMM represents all F/P/T governments across Canada and engages in work at the Minister, Deputy Minister, and (senior/working) official level.
- Work of the FLMM may be coordinated with other F/P/T or P/T bodies including the Council of Ministers of Education, the Ministers Responsible for Social Services, as well as the Canadian Council of Directors of Apprenticeship.
- Since 2013, a P/T-only body of the FLMM has been in place to identify and advance common interests. Ministers meetings typically include a P/T and F/P/T agenda.
- FLMM Ministers last met face to face in July 2015 in Québec City. The meeting focused on improving labour market information, harmonizing apprenticeship training in Red Seal trades, improving foreign qualification recognition, and progress on the Canada Job Grant.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990
Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Canada Job Grant

ISSUE:

- While Manitoba has successfully implemented the new Canada Job Grant to help meet employer needs to strengthen the workforce, the Job Grant has limitations.
- In each of the first two years of implementation, Manitoba has experienced requests for support that exceed the annual allocation for the Grant.
- The Job Grant is a new program that does not come with an associated funding increase. This is impacting human and financial resources for other program priorities. The allocation level and remaining restrictive eligibility parameters will continue to create budget pressures on other program areas.

CRITICAL BACKGROUND:

- Manitoba was the first jurisdiction in Canada to launch the Job Grant in July 2014. To date, Manitoba has awarded 211 grants (47 with total expenditure of \$1.4M in 2014/15 and 164 with a total expenditure of \$3.4M in 2015/16) to train over 5,085 individuals. The majority of the grants have supported employed individuals in their existing job.
- Grants have been awarded to employers in most economic sectors, with the highest proportion in manufacturing, retail, and other services. Approximately 60% of grants have been awarded in Winnipeg, 35% in rural communities and 5% in northern communities. Approximately 50% of all grants awarded were under \$10,000.
- Manitoba contributed to a pan-Canadian Year Two Review of the Canada Job Grant in 2015/16. Canada recently proposed changes to the Grant that include:
 - freezing the investment target at 2015/16 levels for the duration of the agreement. This will reduce Manitoba's 2016/17 target from \$6.4M to \$3.9M.
 - removing the requirement for an employer contribution for training unemployed individuals;
 - including travel for trainers and trainees as eligible costs; and
 - removing penalties for not meeting Grant investment targets to date and reconsidering penalties in future years.
- Canada's proposed changes do not fully address all the recommendations in the Year Two Review, including considering removing funding targets, increasing administration, and allowing activities such as in house training and human resource management planning to be eligible activities under the Grant.
- These issues will be the subject of further multilateral discussions and bilateral negotiations.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990

Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Federal Engagement on Potential Manitoba Aerospace Training Initiative

ISSUE:

- Manitoba has been in negotiations with the Government of Canada to partner on a bilateral Aerospace Training and Technology Development Initiative that would see Canada provide Manitoba with \$20 million over four years to enhance the aerospace workforce, promoting long term competitiveness and economic development.
- This initiative would provide some redress to the loss of aerospace jobs in Manitoba stemming from the history with Air Canada and AVEOS, and would also help to reinforce a strong aerospace industry outside of eastern Canada.
- Although there was a verbal agreement by staff in the Prime Minister's Office to the \$20 million agreement, the discussions stalled as federal officials were not able to identify a suitable funding mechanism to transfer the funds. Timing of the election, the Manitoba agreement with Air Canada, as well as the pending federal budget may have played a part in the curtailing progress on the agreement.
- Manitoba had provided Canada with a proposal; there may be opportunity to renew discussions on the potential initiative. Manitoba has a competitive aerospace industry, the largest in Western Canada, and directly employs more than 5,400 people.

CRITICAL BACKGROUND:

- After the 2012 bankruptcy and closure of the AVEOS Fleet Performance, who was providing aircraft maintenance for Air Canada, Quebec filed a lawsuit alleging Air Canada violated the Air Canada Public Participation Act. The Act requires the company to retain maintenance work in Montreal, Winnipeg and Mississauga. Manitoba supported the Quebec action and was formally recognized in the Quebec Court. The courts ruled in favour of the Quebec government.
- In February 2016, Air Canada and Bombardier announced an agreement for Air Canada to purchase a large number of C Series Air Craft. Quebec also announced a 20 year contract for maintenance work on the new Air Canada C Series planes, securing significant jobs for that province. In exchange, Quebec announced it would drop the lawsuit.
- Manitoba had also been negotiating with Air Canada, and in March 2016 signed an agreement that indicates the airline will undertake certain actions, primarily with sub contractors, that will lead to establishing a Western Canada Centre of Excellence for aircraft maintenance. The agreement includes the creation of 150 new jobs being created in Manitoba. For example, Air Canada will sublease at attractive rental rates hangar space to Cargojet, enabling Cargo Jet to establish heavy maintenance operations in Manitoba. In return, Manitoba agreed to not pursue legal challenges to Air Canada in regards to the Air Canada Public Participation Act.
- The federal government has recently introduced legislation to amend the Act.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990
Bob Manson, Industry Consulting, 204-945-8741

Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Apprenticeship Programs and Initiatives

ISSUE: Investments and Growth in Apprenticeship

- Manitoba has nearly 11,000 active apprentices working in over 55 trades, with over 2,700 new apprentices registered last year alone.
- The Department has been actively introducing innovative new programming to attract individuals further from the labour market to apprenticeship opportunities and careers in the trades.
- This includes grants and tax credits, legislation, the Building for Tomorrow Youth Camps and the Gateway Initiative. Many of these programs are expected to be offered again in 2016/17.

CRITICAL BACKGROUND:

- Recent commitments to support apprentices;
 - Adding 200 apprenticeship seats in Manitoba colleges
 - Funding to help apprentices become certified journeypersons has increased.
- Recent initiatives to increase apprenticeships with employers;
 - Manitoba's *New Employer Hiring Grant*, launched in 2014, rewards businesses for hiring apprentices for the first time with a \$1,000 bonus;
 - Employers can also claim up to \$5,000 in wages for apprentices and newly certified journeypersons under the *Paid Work Experience Tax Credits*;
 - Since 2014, *The Apprenticeship Employment Opportunities Act (Public Works Contracts)* has ensured that all major government building projects support apprenticeship opportunities.

Building for Tomorrow Youth Camps

- Building for Tomorrow Youth Camps provide youth (aged 13-16) with the opportunity to learn about careers and training in the skilled trades while they are beginning to make education and career choices.
- Youth from across Manitoba are being exposed to skilled trades in government-sponsored summer camps that offer fun opportunities for hands-on learning in a variety of trades.
- The camps have been offered in conjunction with numerous service providers over the past two summers and have served approximately 340 young Manitobans to date.
- This program helps young people from underrepresented groups, including Indigenous persons, new Canadians, women and persons with disabilities, see the skilled trades as a viable and rewarding career option and will help ensure that Manitoba is prepared to meet the demand for skilled workers well into the future.

The Gateway Initiative - Engaging Under Represented Groups

- The Gateway Initiative is designed to expand opportunities for Manitobans to gain the exposure, confidence and skills required to be successful in apprenticeship training programs.
- Programs under the Gateway Initiative address barriers to accessibility in apprenticeship programming, including challenges associated with rural and remote training, assisting apprentices in connecting with an employer and providing early engagement in skills training and career opportunities.
- The Northern Construction Trades Training Program is in its second year of delivery, providing over 30 northern residents the training necessary in the trades of Industrial Electrician, Industrial Mechanic and Steamfitter-Pipefitter to obtain sustainable employment with northern industry and Hydro construction projects.
- Last year, two co-operative programs engaged over 30 Manitobans in technical and paid on-the-job training to help them enter careers in the trades of electrician and carpenter.
- In 2015, Manitoba launched a pilot program designed to increase female representation among vocational instructors. The program offers sponsorship to ten female journeypersons to complete the accelerated Vocational Education Diploma at Red River College.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990

Date: April 18, 2016

Departmental Preparedness – Briefing Materials

Workforce Development and Income Support Division - Index

1. Transitioning Clients to Sustainable Employment
2. EIA Lean Intake and Job Centre
3. Assured Income for Persons with Disabilities
4. Minister's Advisory Council on Workforce Development
5. Federal Provincial Labour Market Agreements
6. FLMM Minister Meeting
7. Canada Job Grant
8. Federal Engagement on Potential Manitoba Aerospace Training Initiative
9. Apprenticeship Programs and Initiatives
10. Apprenticeship Seat Costs
11. Apprenticeship Issues – Canadian National Railway
12. Apprenticeship Issues – Carpenter Apprentice Wages
13. Apprenticeship Issues – Insulator (Heat and Frost) Apprentice Progression
14. Apprenticeship Issues – Powerline Technician
15. Women in the Trades -- New Office to Advance Tradeswomen Manitoba
16. Atlantic Workforce Partnership – Apprenticeship Management System
17. Certified Occupations Board
18. Industry Expansion Program
19. Manitoba Works!

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Apprenticeship Seat Costs

ISSUE:

- Apprenticeship Manitoba provides funding to its three primary training providers, Red River College (RRC), Assiniboine Community College (ACC) and University College of the North (UCN) for the provision of apprenticeship technical training.
- During recent discussions between Education and Advanced Learning as well as with Apprenticeship Manitoba, the colleges have indicated that the current funding being provided is not covering the costs they incur providing apprenticeship technical training, and in particular have emphasized the negative impact of course cancellations.
- Apprenticeship Manitoba has reviewed the formula that is currently in place and has initiated a series of meetings with the colleges to explore their concerns further and discuss options for resolution. Seat costs for 2016/17 are due to the colleges in June 2016.

CRITICAL BACKGROUND:

- Since 1999, Apprenticeship Manitoba has had three separate Memoranda of Understanding (MOUs) for the provision of apprenticeship technical training with RRC, ACC and UCN. Through these MOUs, Apprenticeship Manitoba has the ability to arrange for technical training in the trades with the colleges, which have the resources, facilities, and expertise that meet and exceed Apprenticeship Manitoba's standards.
- Under the MOUs:
 - Apprenticeship Manitoba is responsible for notifying the colleges of the number of classes required to train apprentices, prescribing program standards and curriculum, and paying the full costs of technical training.
 - RRC, ACC and UCN are responsible for developing course and unit outlines, providing suitable learning facilities and tools, and arranging for qualified instructors to deliver technical training according to accreditation standards set by Apprenticeship Manitoba.
- The MOUs also specify that Apprenticeship Manitoba must provide at least five weeks notice if it wishes to cancel a class listed or negotiate placement of an additional class on the annual class schedule.
- To date the colleges have never refused to offer a requested class of technical training. However, during recent discussions with Apprenticeship Manitoba they have indicated that they may not be able to be as flexible as they have been in the past due to financial concerns.
- The colleges have indicated that the costs of implementing curriculum changes, whether based on updates to e.g. Canadian Electrical Code or those required by the Interprovincial Harmonization initiative, also increase their costs and RRC has requested additional funding to support this implementation. However, curriculum updates are covered under the "adjustment" portion of the funding formula.

- The MOUs include a clause extending the 'right of first refusal' to the colleges for apprenticeship technical training as new programs are developed or existing programs are revised or transferred among training providers. Therefore unions and other training providers outside of the three colleges are required to work with the colleges if they wish to provide technical training. While not legally binding, this has been the practice to date. For example, RRC is the official training provider for the Crane trades; however, they do this by contracting with the Operating Engineers Training Institute of Manitoba.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990
Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Canadian National Railway

(CN) Course Cancellations

ISSUE:

- In collaboration with CN, the department has created a flexible technical training schedule that provides technical training classes exclusively for CN employees, particularly for the trades of Railway Car Technician and Diesel Engine Mechanic.
- The demand for skilled employees occasionally requires that technical training courses be postponed to ensure production quotas are met. Manitoba will continue to work with employers like CN to improve and develop efficient training models to meet the province's demand for skilled labour while minimizing course cancellations.
- In 2015-2016 a total of four Railway Car Technician and Diesel Engine Mechanic technical training courses were cancelled, resulting in significant financial costs to the department.

CRITICAL BACKGROUND:

- To date, Apprenticeship Manitoba's accommodations made for CN have proven to be an effective method of providing employees with a pathway to certification in the skilled trades, while minimizing the impact of releasing employees for technical training.
- Apprenticeship Manitoba has negotiated agreements with Red River College, Assiniboine Community College and University College of the North, that allow for the cancellation of technical training courses at no charge with a minimum of 36 days advance notice. Apprenticeship Manitoba was unable to provide adequate advance notice of course cancellations to avoid financial penalty in these four cases because CN failed to notify the branch that no apprentices would be registering for these courses until the last minute.
- Apprenticeship Manitoba will now require a class list and personal contribution fees to be paid in full a minimum of six weeks prior to the start of courses offered to apprentices employed at CN.
- CN has paid for eight positions, but is still determining the apprentices that will fill these spaces. This agreement was accepted by Apprenticeship Manitoba.

CN Layoffs

ISSUE:

- In January 2016, CN issued a layoff notice to 37 level one and two Railway Car Technician apprentices. These apprentices were forced to put their practical training on hold until they are able to resume their position with CN.
- Although the practical training component of these apprenticeship programs is on hold, Apprenticeship Manitoba has offered to allow apprentices to continue their technical training.

- The department has worked with these apprentices to explore opportunities for them to continue their technical training in the coming weeks, so that they can continue to increase their skills and progress in their apprenticeship. None of the affected apprentices have agreed to further technical training until they resume work with CN.

CRITICAL BACKGROUND:

- On January 25, 2016, CN issued a layoff notice to 37 Railway Car Technician apprentices, effective January 29, 2016.
- CN currently employs 245 Railway Car Technician apprentices and 173 Diesel Engine Mechanic apprentices.
- Apprenticeship Manitoba worked with CN to explore opportunities for the affected apprentices to take advantage of empty seats in upcoming technical training courses so that they can progress to the next level technical training.
- Apprenticeship Manitoba staff has been in communication with the affected apprentices to determine if they would like to continue with technical training. Each of the apprentices declined the offer to continue with technical training until they are back with CN.

ISSUE:

- 19(1)(b)
- 21(1)(c)
- through the Apprenticeship and Certification Appeal Board.

CRITICAL BACKGROUND:

- As part of a continued effort to pursue fairness, all apprentices and Trades Qualification applicants have the right to present their case to the Apprenticeship and Certification Appeal Board.
- The Appeals Board has specifically been designed to operate independently from the Apprenticeship and Certification Board and Apprenticeship Manitoba.
- The department has invited individuals to take advantage of this process.
- 19(1)(b)
- 21(1)(c)

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Apprenticeship Issues - Carpenter Apprentice Wages

ISSUE:

- As a part of the standard process for updating trade regulations, the Carpenter Provincial Advisory Committee met in late 2015 to review the contents of the current trade regulation and develop recommendations to put forward to industry for consultation.
- One of the recommendations put forward by the Provincial Advisory Committee (committee) is to allow apprentices currently in the system to continue receiving current minimum wage rates while implementing new (lower) minimum wage rates for future apprentices. These proposed wage rate changes were part of the recent public consultation on the regulation and technical training.
- The industry consultation indicated general opposition to the committee's proposed wage rates. The committee will reconvene to consider other options and proposals prior to moving its recommendations forward to the Board for approval.

CRITICAL BACKGROUND:

- The process for setting apprentice minimum wages, like other aspects of the apprenticeship system, is designed to be industry-led.
- The Carpenter Provincial Advisory Committee – which is made up of an equal number of representatives of employers and employees - is responsible for working on behalf of industry to recommend changes to the trade regulation, including apprentice minimum wage rates.
- For years, industry stakeholders have been expressing concern that minimum wages for Carpenter apprentices have reached unsustainable levels due to regular increases to the provincial minimum wage rate. Under the current trade regulation, some fourth level carpenter apprentices are entitled to higher wages than carpenter journeypersons.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990
Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Apprenticeship Issues - Insulator (Heat and Frost) Apprentice Progression

ISSUE:

- The trade of Insulator (Heat and Frost) has been experiencing challenges with apprentices advancing to certification due to low enrollment in technical training sittings. As a result, there are currently a significant number of apprentices who may possess sufficient on-the-job experience to qualify as a journeyperson but who lack the required technical training.

CRITICAL BACKGROUND:

- Apprenticeship Manitoba is currently working with industry stakeholders to explore the possibility of developing a process to fast-track select apprentices to challenge the Red Seal certification exam. As a part of this process, a condensed exam preparation course may be offered to qualifying apprentices to provide them with technical training upgrading to round out their experience and help them succeed on the certification exam.
- Costing sheets were sent out to union and non-union participants and are yet to be returned and approved. Both union and non-union participants have indicated that the costing sheets will be returned shortly.
- The department is currently working closely with the Insulator industry to look at different options for getting Insulator apprentices into a technical training program and through to certification.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990
Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Apprenticeship Issues - Powerline Technician

ISSUE:

- Apprenticeship Manitoba is working with the Manitoba Federation of Labour (MFL), International Brotherhood of Electrical Workers Local 2085 (IBEW) and Manitoba Hydro to designate Powerline Technician as a voluntary trade.
- A draft trade regulation was approved by the Apprenticeship and Certification Board (Board) at its January 6, 2016 meeting.
- The IBEW and the MFL have vocalized strong concerns regarding provisions specific to Manitoba Hydro within the trade regulation for task-based supervisory ratios and allowances for fourth-level apprentices to undertake limited supervisory duties.
- In response to the MFL and IBEW's concerns, the Minister has directed the Board to undertake further industry consultation (following the 90-day election blackout) to allow more time for discussion and feedback from broader industry.
- Department staff continue to work with Manitoba Hydro, MFL and IBEW to continue regulatory discussions and build mutual understanding of safety and training requirements for the trade.

CRITICAL BACKGROUND:

- The MFL and IBEW have indicated general support for Powerline Technician as a designated trade in Manitoba under a 1:1 – one apprentice to one journeyman – supervisory ratio only.
- The trade regulation as proposed provides for expanded, task-based supervisory ratios for personnel employed by Manitoba Hydro. All other workers within the Powerline Technician trade would be required to observe a 1:1 supervisory ratio.
- Manitoba Hydro has clearly expressed that maintaining the integrity and structure of its current training program is of paramount importance. Manitoba Hydro has been prescriptive with respect to the terms of their participation in a Powerline Technician apprenticeship program, including in regard to the process for the development of the regulation and the governance structure of the proposed trade.
- The value of a Powerline Technician Apprenticeship program would be significantly reduced without Manitoba Hydro's participation, as Manitoba Hydro employs the vast majority of workers in the industry. Manitoba Hydro is also currently the only training provider equipped and able to deliver the capital intensive technical training for Powerline Technician.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990

Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Women in the Trades - New Office to Advance Tradeswomen Manitoba

ISSUE:

- In the 2015 Speech from the Throne, government made a commitment to double the number of women apprentices in the skilled trades by 2020.
- In response, the Departments of Jobs and Economy and Family Services have prepared a high-level strategy to advance the participation of women in non-traditional trades.
- One key aspect of this strategy is the creation of an Office to Advance Tradeswomen Manitoba.
- Pending central government approval, the Office could be implemented in 2016/17.

CRITICAL BACKGROUND:

- Though female participation in the apprenticeship system is low overall (particularly in northern Manitoba), women have traditionally been overrepresented in a small number of service industry trades (Hairstylist, Esthetician, Electrologist and Cook). These four 'traditional' trades accounted for approximately 78% of all female apprentices in 2014/15.
- Among all other trades (referred to as 'non-traditional trades') in the construction, manufacturing and transportation sectors, females accounted for less than 4% of all apprentices in 2014/15, meaning that women were outnumbered by men by approximately 30:1.
- The lack of female participation in the non-traditional trades is a trend that is not unique to Manitoba.
- Increasing the presence of women in non-traditional trades (such as welder, automotive painter, among others) is integral to meet the ongoing and future skilled labour demands in Manitoba.
- Women apprentices account for less than 11% of all active apprentices in the province.
- The Government of Manitoba has already begun to lay the groundwork to foster change by delivering forums and targeted pilot programs but more work is needed to address the gender-specific barriers that still exist in the workforce.
- The proposed Office to Advance Tradeswomen Manitoba builds on existing and successful models in other provinces (e.g. Newfoundland and Labrador) and would provide the following supports:
 - For women: coaching and mentoring opportunities, advocacy, employer matching and other targeted supports and activities
 - For employers: education, training and assistance to address workplace barriers to recruiting and retaining women in the trades
 - Information and analysis on women in non-traditional trades

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Atlantic Workforce Partnership - Apprenticeship Management System

ISSUE:

- Apprenticeship Manitoba currently uses the Apprenticeship and Certification Information System (ACIS) to administer and track nearly 11,000 registered apprentices throughout their apprenticeship and certification program. It is an essential tool for client management.
- ACIS, which was implemented in October 1999 and developed in partnership with New Brunswick and Nova Scotia, is nearing its end of life in terms of functionality and technological viability and requires a contingency plan for replacement.
- Like the Atlantic provinces, Manitoba requires a system with increased functionality, improved client self-service options, enhanced reporting and data tracking functions.
- Last year, Manitoba joined the Atlantic Workforce Partnership – a pooling of resources and best practices between New Brunswick, Nova Scotia, Newfoundland and Labrador, and Prince Edward Island to address common workforce and economic development challenges – to develop a replacement for ACIS called the Apprenticeship Management System to leverage access to shared resources and programming options.

CRITICAL BACKGROUND:

- The Apprenticeship Management System will be a shared IT system across the five provinces (NL, NS, NB, PE and MB).
- This apprenticeship management system is a logical successor to ACIS. It will provide Manitoba with the opportunity to enhance client service. Key features include enhanced reporting capabilities between jurisdictions, extended functionality to apprentices and employers (such as online forms and payment processing), flexibility to effectively respond to current and emerging labour market needs and training requirements, integration with related programs, and greater efficiencies.
- The system will facilitate the mobility of apprentices across jurisdictions that implement it and further advance Canadian harmonization goals and best practices.
- Implementation will begin in 2016/17, following necessary provincial approvals. In January 2015, Apprenticeship Manitoba was granted approval-in-principle by Cabinet to join the Atlantic Workforce Partnership to develop a replacement for ACIS. A Treasury Board submission will be put forward to formally request required funds, pending final confirmation of requirements.
- Through a Request for Proposal (RFP) process, Manitoba and the Atlantic Workforce Partnership have identified a successful vendor.
- Employment and Social Development Canada (ESDC) has committed a significant amount of funding for this project. The remaining balance will be cost-shared among the five provinces (NB, NS, NL, PE and MB).

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990

Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Certified Occupations Act

ISSUE:

- *The Certified Occupations Act* came into effect in November 2015 providing a legislative framework for establishing competency-based, flexible training models for occupations that do not fit the traditional apprenticeship model.
- The Department is currently working to support the Certified Occupations Board and the Manitoba Trucking Association to designate Commercial Truck Driver as the first certified occupation.

CRITICAL BACKGROUND:

- *The Certified Occupations Act* came into effect on November 5, 2015 and is designed to provide flexibility for industry sectors looking for a model of standardized training for professions that do not fit the traditional apprenticeship model.
- In June 2015, the Department announced that Commercial Truck Driver would be the first occupation certified under the new *Certified Occupations Act*. This plan was endorsed by Terry Shaw, Executive Director of the Manitoba Trucking Association who also requested that the Department provide funding for professional truck driver training.
- The Board established under the *Certified Occupations Act*, has recently been constituted, but has not yet met.
- The Certified Occupations Board consists of the following members;
 - Ron Koslowsky (Chair), Manitoba Vice President of the Canadian Manufacturers and Exporters
 - Heather McCormick, Co-Founder, Manitobah Mukluks; Director, Education and Training, Centre for Aboriginal Human Resource Development (Neeginan College)
 - John Doyle, Former Research and Communications Coordinator, Manitoba Federation of Labour
 - Kathy Knight, Chief Executive Officer, Information and Communications Technologies Association of Manitoba
 - Terry Shaw, Executive Director, Manitoba Trucking Association
 - William (Bill) Gardner, Chair, Manitoba Employers Council; Co-Chair, provincial Management Caucus, Labour Management Review Committee
 - Patricia Turner, President, E.T. Development; Board Chair, First Peoples Economic Growth Fund
- The Certified Occupations Board will hold its inaugural meeting in late May or June 2016.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990

Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Industry Expansion

ISSUE:

- The Industry Expansion Program is a key incentive to support Manitoba's competitive position in attracting, retaining and expanding business and industry. Manitoba's contribution is often a small percentage of the overall investment in a project, but can be a critical factor in a company's decision to implement an expansion or retain their presence in the province.
- Ongoing demand is expected to continue as the pressures of the global economy, a tight labour market and competition for skilled labour persist.
- Manitoba currently has agreements in place with six companies to hire and train a total of 1,645 new employees and 1,555 existing workers. Agreements range from three to seven years in duration with annual commitments in FY2016/17 of \$3,314,893, FY2017/18 of \$2,857,875, and FY18/19 of \$366,970. To date, Manitoba's contribution over these seven years is \$11,443,773 with an employer contribution of \$6,462,392 cash and \$22,829,768 in-kind.
- Employers currently funded under the program include Canada Goose, Inc., Loewen Windows, Motor Coach Industries, Price Industries Ltd., Standard Aero and SkipTheDishes Inc., which represent the clothing, construction, transportation, air distribution systems, aerospace and information technology and logistics industries.
- Discussions are also occurring with approximately 11 additional companies that have identified the need for assistance with their expansion plans.

CRITICAL BACKGROUND:

- Companies that are considering locating, expanding or otherwise investing in their operations in Manitoba cite the availability of a skilled and adaptable workforce and the level of support available from the Province to train and develop new and existing workers to meet job requirements as critical factors in their decision-making process.
- Manitoba's success in attracting and retaining businesses is quite good despite other provinces often offering higher levels of support to attract companies to locate to, or expand in their jurisdictions. While Manitoba's contribution is often a small percentage of the overall investment, the Province's demonstration of providing a more tailored approach and longer-term commitment to assist companies to meet their workforce training and development needs often tips the scales in favour of locating to or remaining in Manitoba rather than another jurisdiction.
- Investing in training ensures that growing companies have a workforce with the skills and knowledge required to support their business objectives. In many cases, companies have hired new employees from under-represented groups to fill new

positions or positions that have become available due to the advancement of up-skilled existing workers.

- Companies locating to Manitoba or expanding their workforce typically hire multiple new employees rather than one or two at a time. Similarly, companies that are retooling usually must train a large percentage of their workforce in a relatively short, intensive time period so that they can ramp up the skills of new or existing employees rapidly to maintain and ultimately improve productivity levels. This training is most often delivered internally by company employees who are familiar with the job requirements, tools and equipment and procedures.
- The Canada-Manitoba Job Grant can only be used to fund training delivered by an external third party provider making any in-house training ineligible for support. These activities must now be funded primarily from provincial or Labour Market Development Agreement resources.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990

Date: April 18, 2016

BRIEFING MATERIALS

JOBS AND THE ECONOMY

SUBJECT: Manitoba Works! Co-operative Work Experience Program

ISSUE:

- The Manitoba Works! Co-operative Work Experience Program is an innovative service model designed to assist those with minimal to no previous work experience find and maintain meaningful employment and transition off of social assistance.
- Jobs and the Economy launched the Manitoba Works! Program as a pilot from November 2013 to January 2016. The program was piloted in Winnipeg at three sites: Opportunities for Employment, The Momentum Centre, and Reaching E-Quality Employment Services. A fourth pilot with FireSpirit Inc. was launched in The Pas.
- In total, over 300 individuals with significant barriers to employment benefited from the pilot, including over 110 individuals who obtained employment upon completion. Moreover, there have been over 100 EIA case closures, resulting in reduced expenditures to the EIA program.
- Manitoba Works! was recently renewed at the three Winnipeg-based projects in February 2016. The Winnipeg renewals will serve 172 individuals in total from February 2016 to March 2018 at a total maximum cost of \$2,943,638. Each of these projects are either currently recruiting clients or in the early stages of programming.
- The FireSpirit Inc. renewal project launched in May 2015 and will run through April 2016 at a total maximum cost of \$379,031. To date, 66 participants have benefited from this project.
- Participants have included youth, Indigenous persons, persons with disabilities and Employment and Income Assistance (EIA) recipients, including parents with young children.
- Many participants face serious barriers to employment, including undiagnosed mental health disorders such as anxiety, homelessness, domestic violence, addictions, CFS related issues, among others.

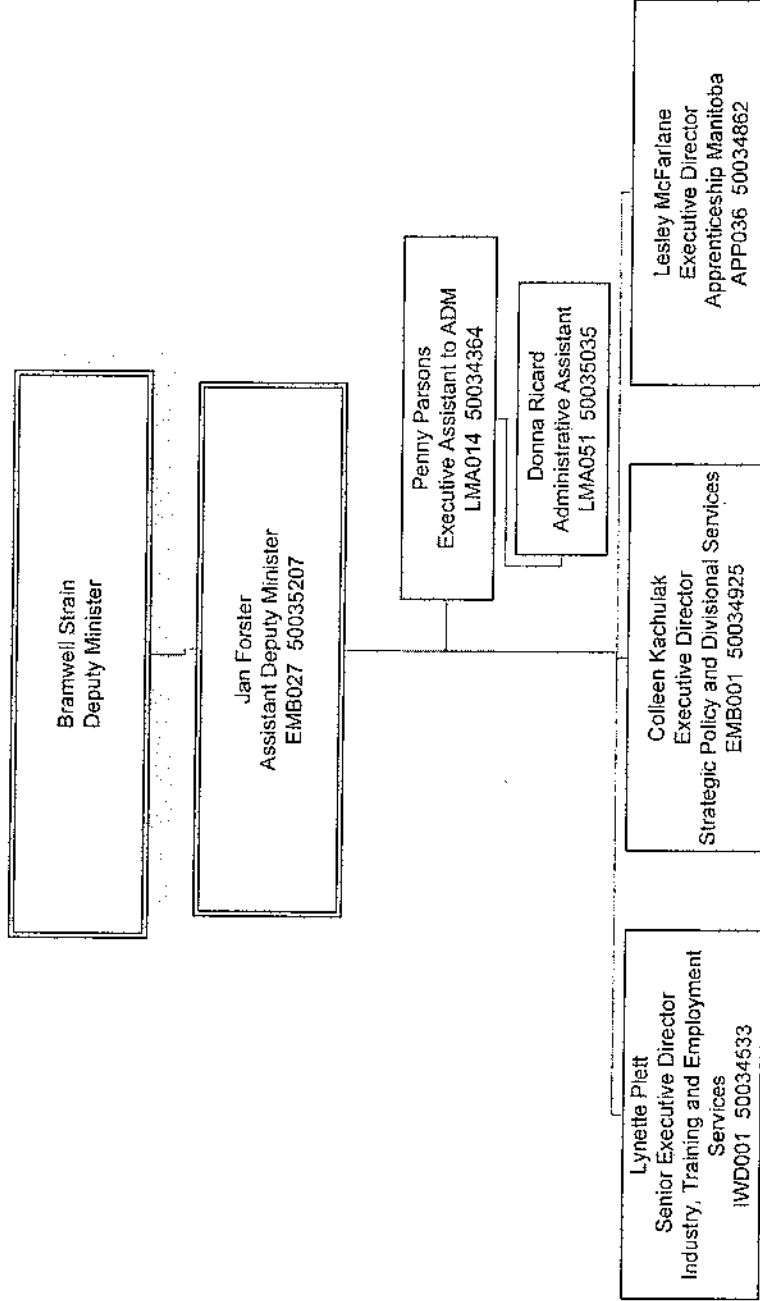
CRITICAL BACKGROUND:

- Delivered through community-based organizations, each Manitoba Works! project incorporates pre-employment training, Essential Skills training and career exploration, followed by a paid co-operative work-experience of up to six months.
- A defining feature of this model is the integration of comprehensive 'wrap around' supports for the individual, while ensure employers have the internal human resource capacity to effectively train and support participants.
- An evaluation is underway to test the model in the real-world setting of Manitoba's new and evolving employment service continuum, assessing the efficacy of the interventions in improving labour market success of individuals who are in receipt of EIA and have complex needs. Data and information derived from this research will help inform future program development.

Contact: Jan Forster, Workforce Development and Income Support Division, 204-945-3990

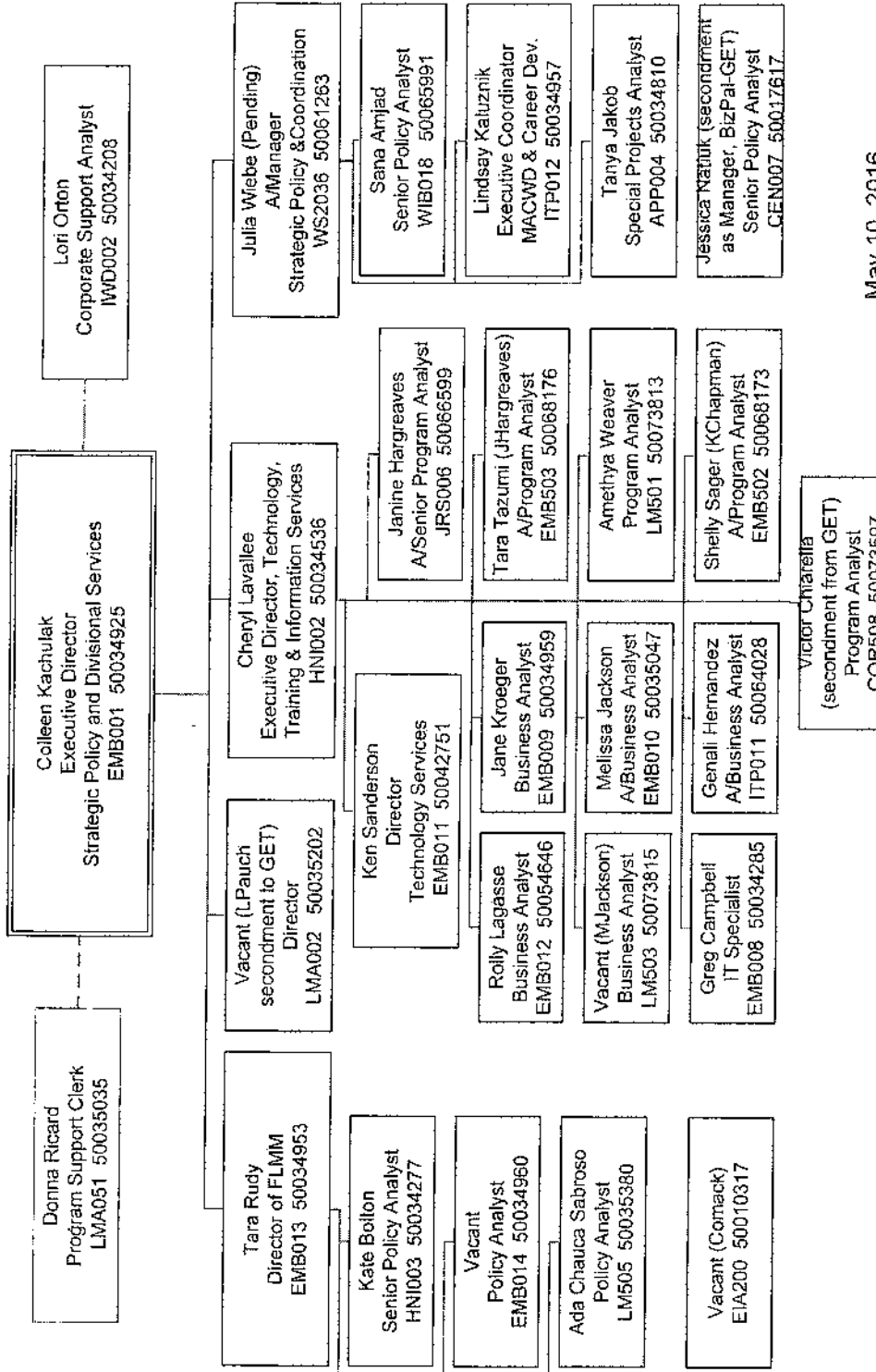
Date: April 18, 2016

**MANITOBA EDUCATION AND TRAINING
WORKFORCE DEVELOPMENT DIVISION**



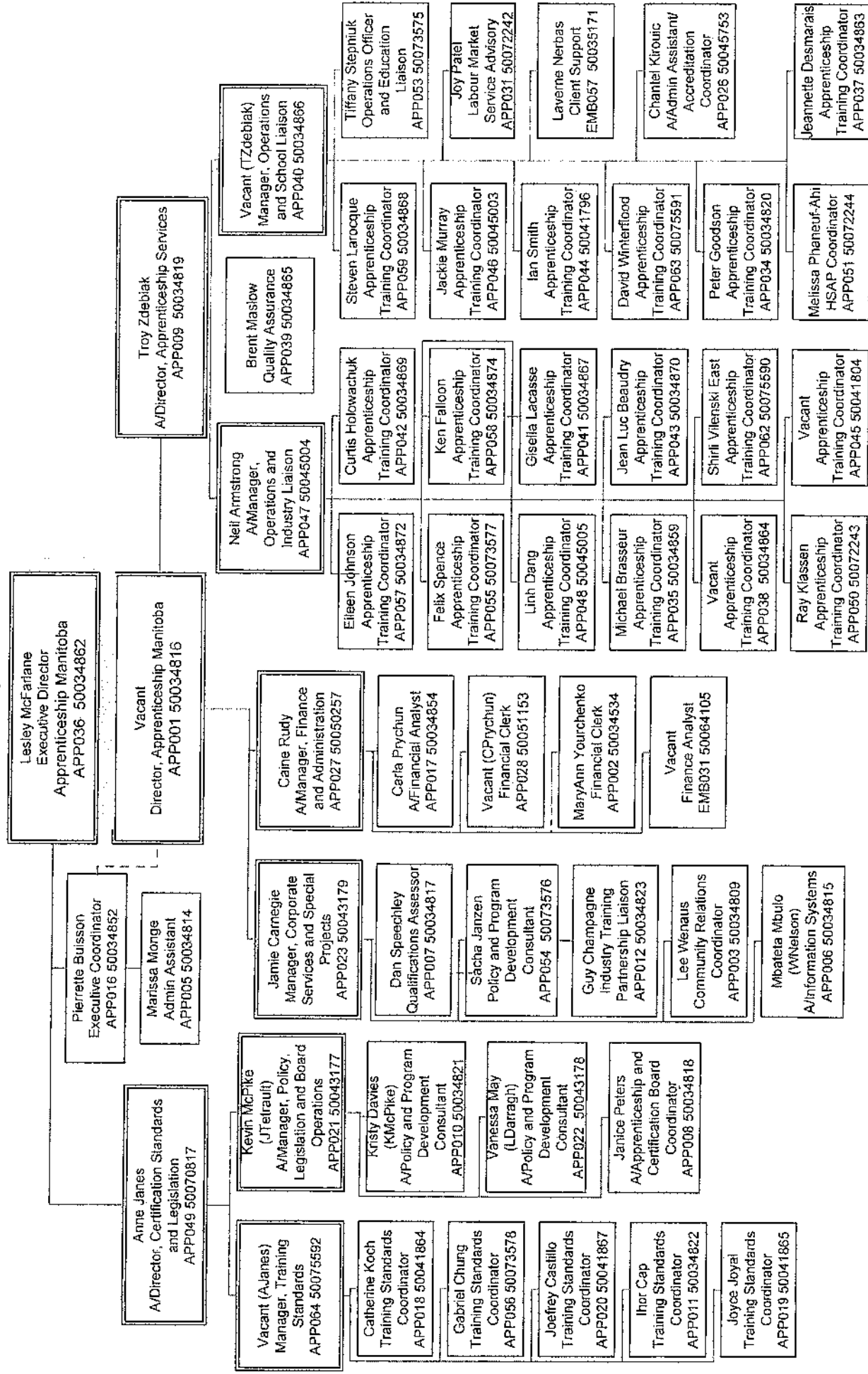
May 10, 2016

**MANITOBA EDUCATION AND TRAINING
WORKFORCE DEVELOPMENT DIVISION
Strategic Policy and Divisional Services**



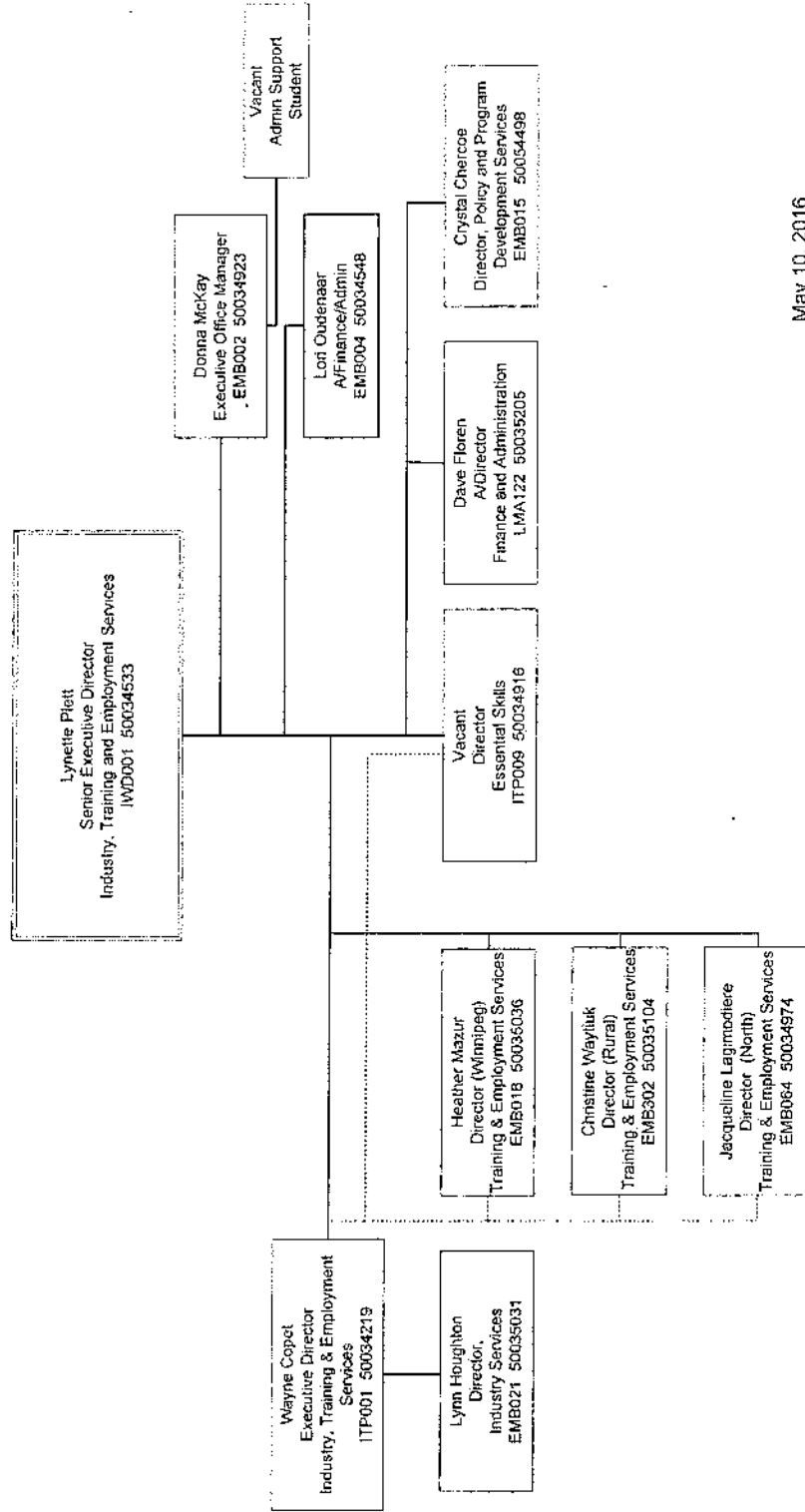
May 10, 2016

**MANITOBA EDUCATION AND TRAINING
WORKFORCE DEVELOPMENT DIVISION
Apprenticeship Manitoba**



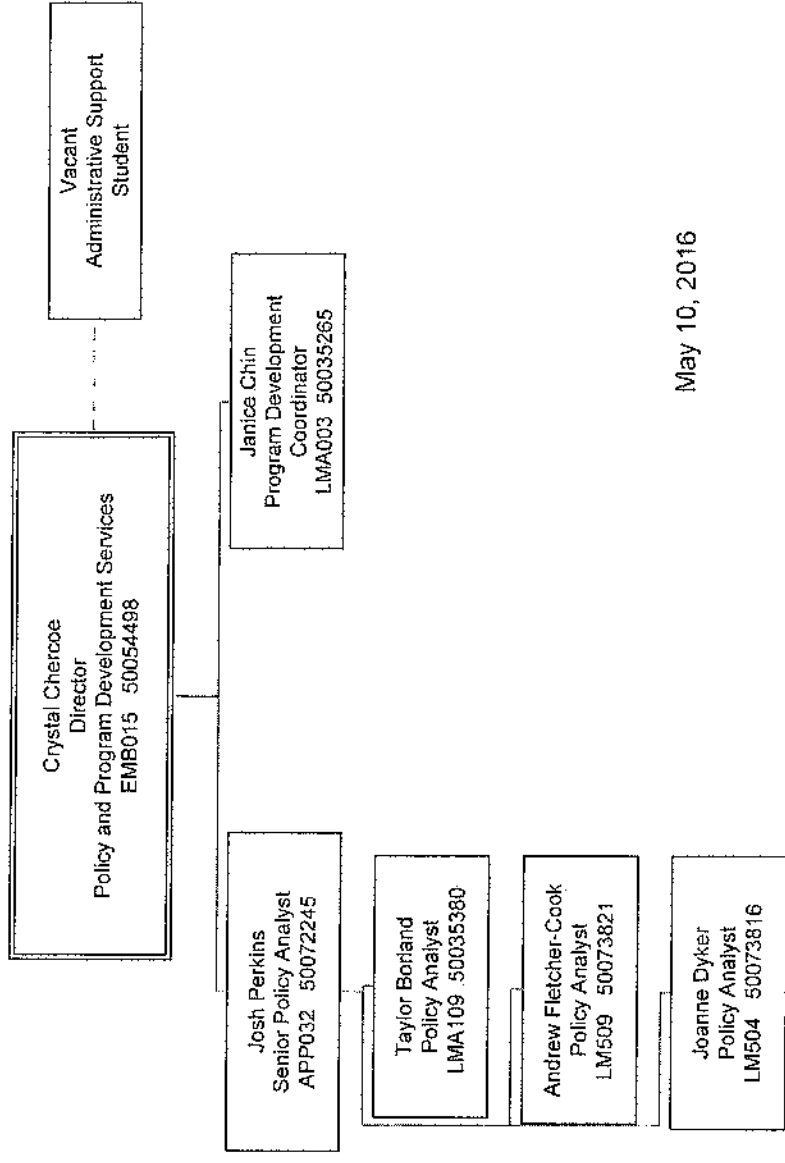
May 10, 2016

**MANITOBA EDUCATION AND TRAINING
WORKFORCE DEVELOPMENT DIVISION
Industry, Training and Employment Services**



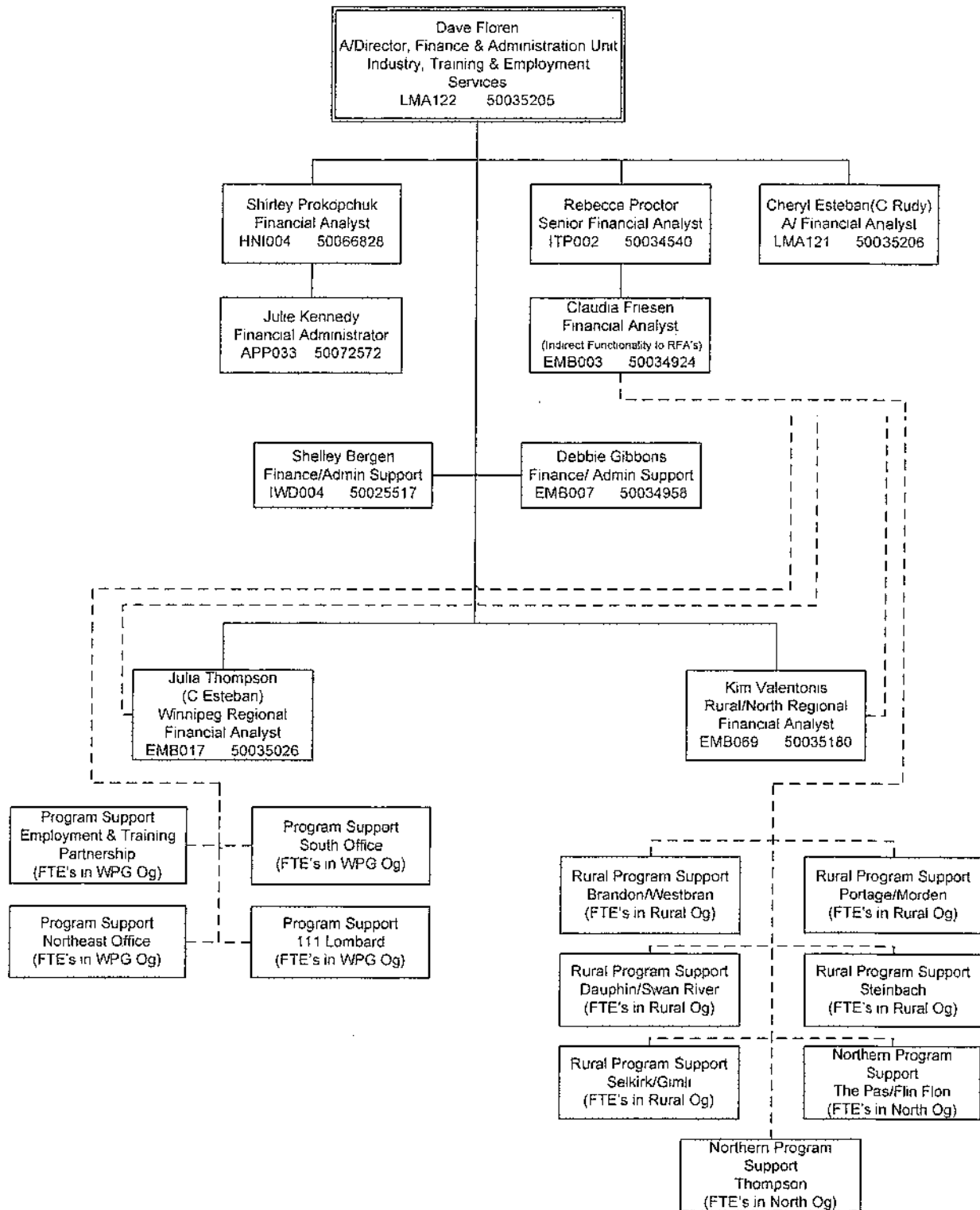
May 10, 2016

**MANITOBA EDUCATION AND TRAINING
WORKFORCE DEVELOPMENT DIVISION
Industry, Training and Employment Services:
Policy and Program Development Services**



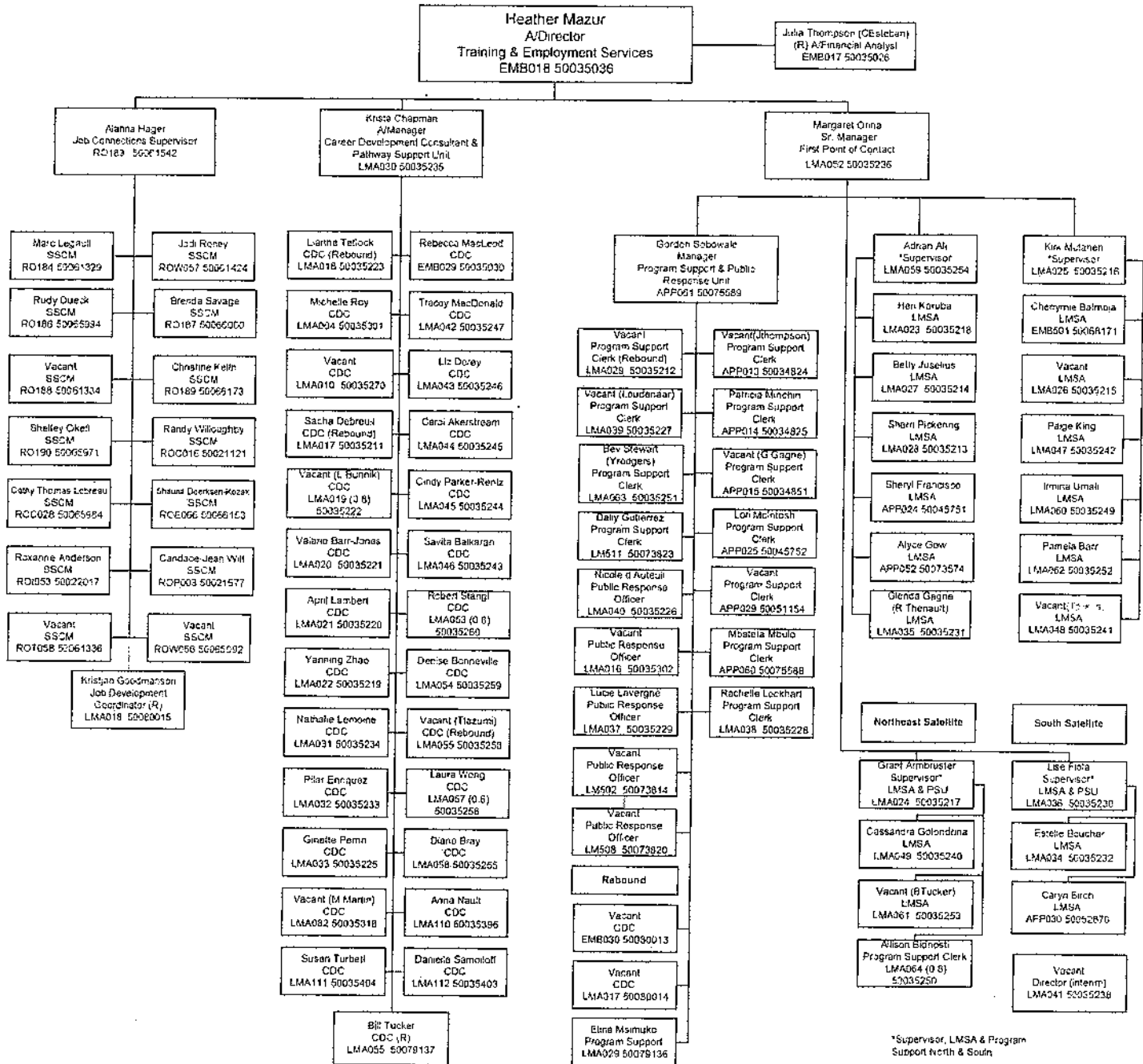
May 10, 2016

**MANITOBA EDUCATION AND TRAINING
WORKFORCE DEVELOPMENT DIVISION
Industry, Training and Employment Services:
Finance and Administration Unit**



MANITOBA EDUCATION AND TRAINING WORKFORCE DEVELOPMENT DIVISION

Training and Employment Services – Winnipeg Services



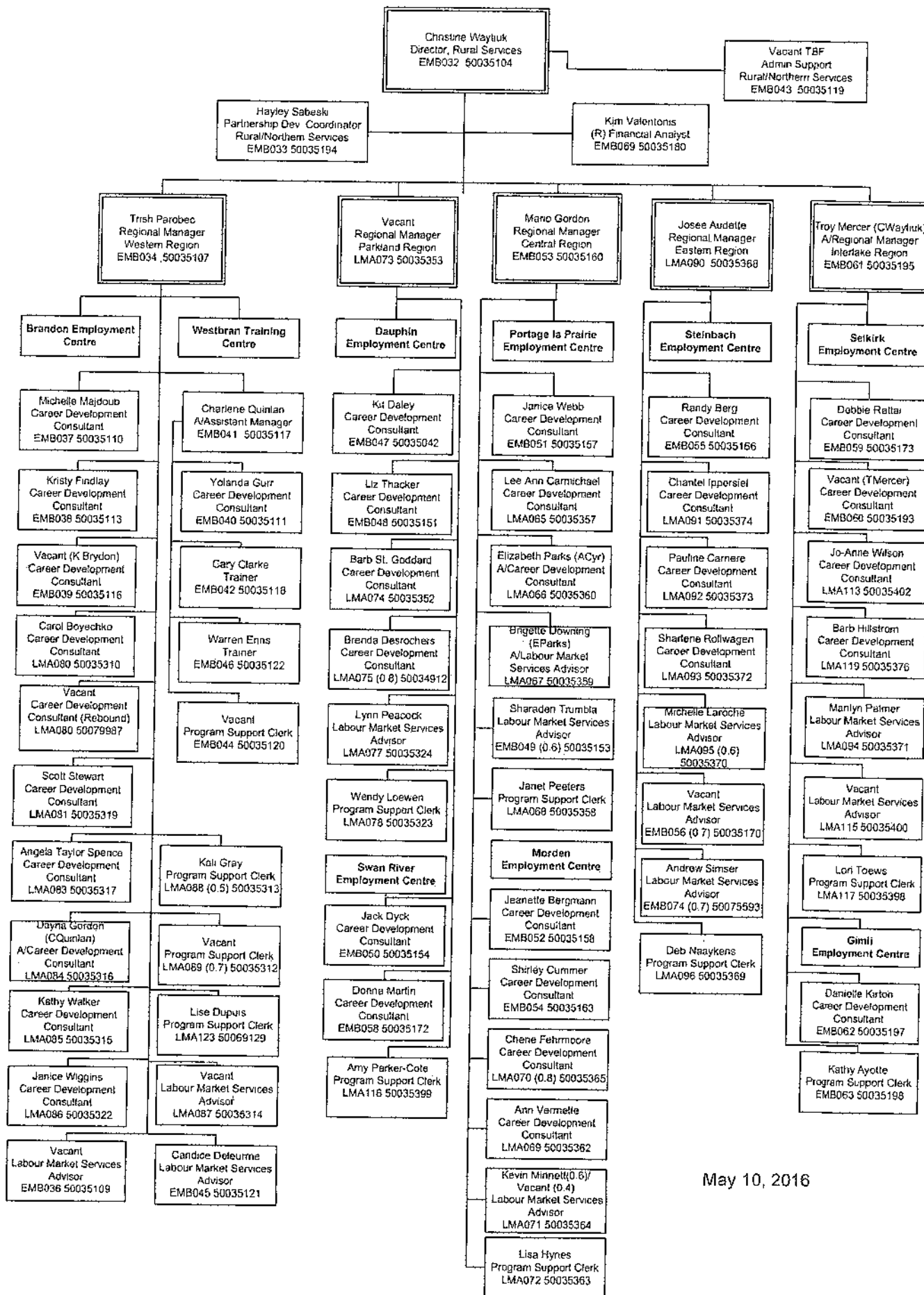
¹Partnership Development Coordinator (PDC)
²Career Development Consultant (CDC)
³Labour Market Service Advisors (LMSA)
⁴Social Services Case Manager (SSCM)
 Blue Note: Rebound (double-bunk)

May 10, 2016

*Supervisor, LMSA & Program Support North & South

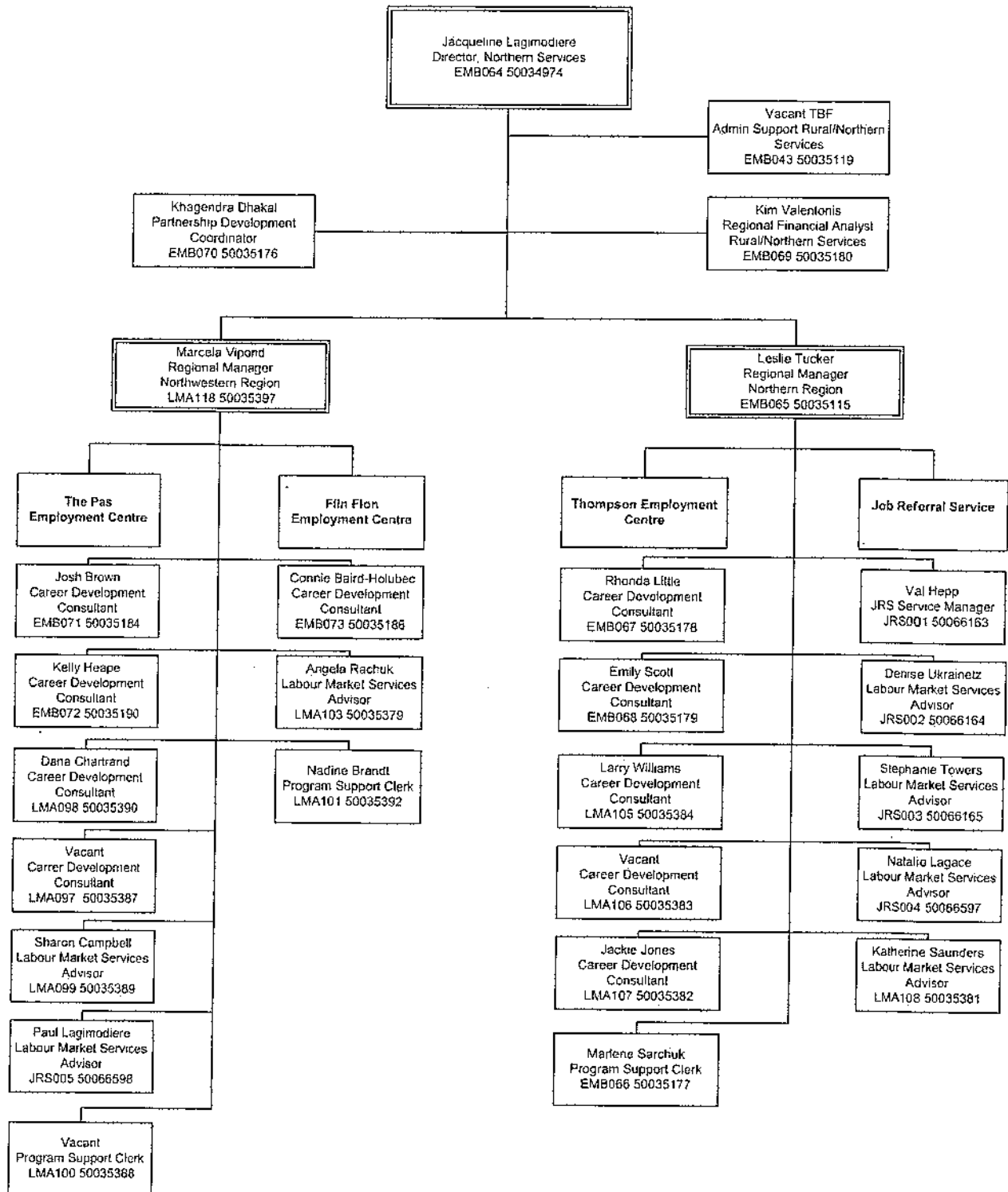
WORKFORCE DEVELOPMENT DIVISION

Training and Employment Services – Rural Services



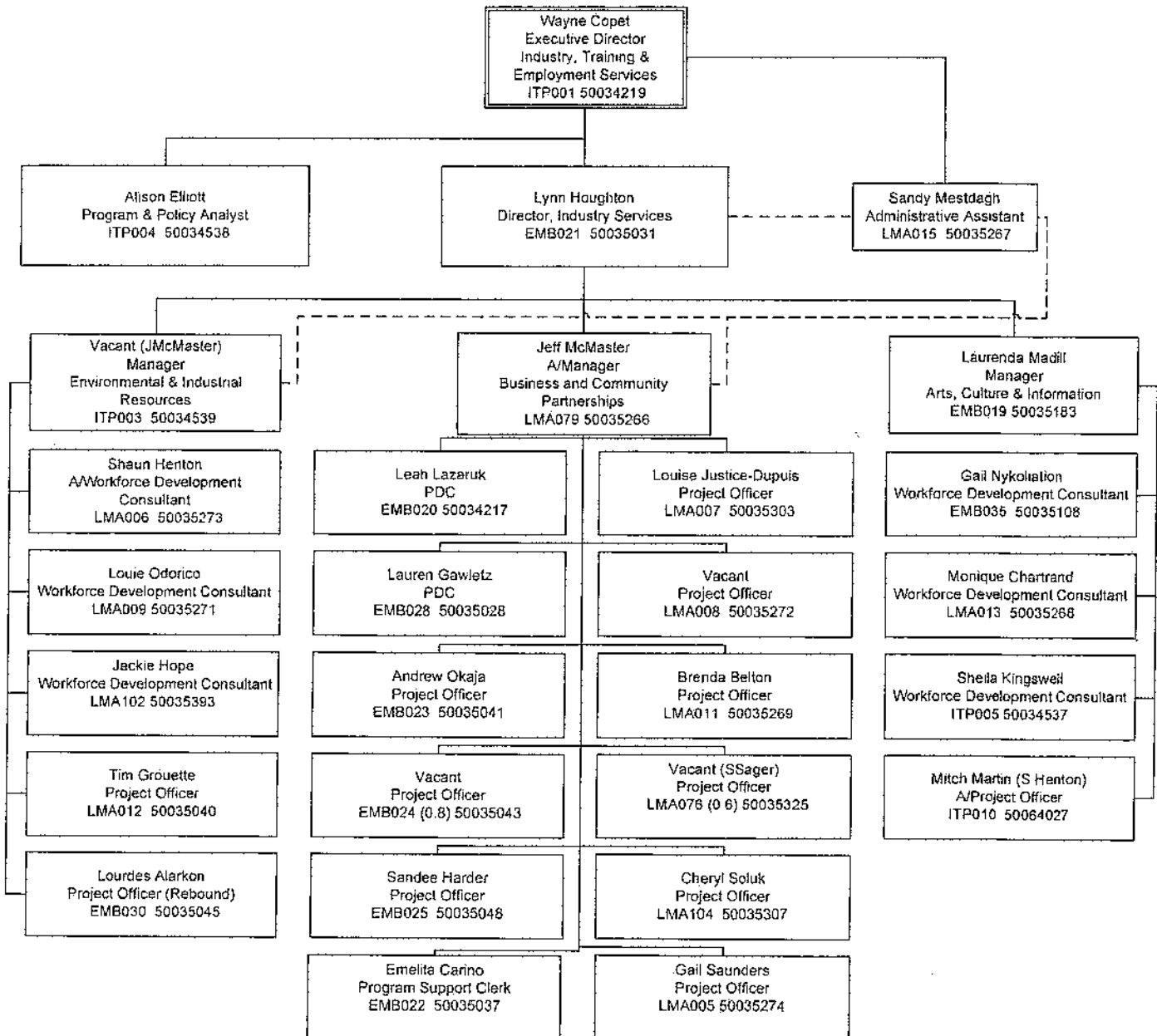
May 10, 2016

**MANITOBA EDUCATION AND TRAINING
WORKFORCE DEVELOPMENT DIVISION
Training and Employment Services – Northern Services**



May 10, 2016

**MANITOBA EDUCATION AND TRAINING
WORKFORCE DEVELOPMENT DIVISION
Industry Services**



May 10, 2016

MULTICULTURALISM AND LITERACY MINISTERIAL BRIEFING

Table of Contents

<i>Proposed Briefing Schedule</i>	2
<i>Organization</i>	
1. Department responsibilities	3
2. Organizational structure	4
3. Organization chart	6
<i>Strategic Overview</i>	
1. Strategic priorities	7
2. Financial overview	8
3. Broad policy or financial pressures	9
4. List of community contacts	11
5. Statutory responsibilities of the Minister / Legal framework	12
6. Scheduled events - 30 days	13
7. Acronyms	14
<i>Index of Urgent Issues</i>	15
1. Funding Pressures on Adult Learning Centres	16
2. Funding Pressures on Adult Literacy Programs	17
3. Funding for Westgrove Learning Centre, Family Dynamics Inc.	18

Proposed briefing schedule

Meeting to provide an introduction to the department – 2 hours

- *Overview of the Department – 30 minutes*
- *Overview of the Multiculturalism Secretariat – 30 minutes*
- *Overview of Adult Learning and Literacy – 1 hour*

Organization

1. Department responsibilities

The department works to enhance access to educational and economic opportunities while supporting successful social integration and celebrating cultural diversity. In partnership with ethnocultural communities, other levels of government and various partners, the department works to create opportunities to promote awareness of our province's rich cultural diversity and build capacity within ethnocultural communities in support of community development and social integration.

Together with relevant stakeholders, the department provides Manitobans with high quality, relevant, affordable and accessible learning opportunities; supports seamless and coherent links across the learning systems; supports increased adult literacy skills in the province; and provides leadership and facilitates the contribution of the adult learning system to Manitoba's economic and social goals.

The overall responsibilities of the Minister and the department include:

- promoting multiculturalism and the integration of diverse groups and individuals into the rich fabric of Manitoba;
- fostering partnerships between government and ethnocultural communities in order to facilitate the social and economic integration of newcomers;
- supporting the operation of adult learning centres to deliver provincial curriculum to adult students enabling them to obtain a high school diploma, improve their employment prospects and qualify for post-secondary enrolment;
- supporting agencies that provide literacy programming for adults seeking to improve their literacy skills in order to enhance their employment, education, training and personal literacy-related goals;
- implementing an adult literacy strategy to address the need for higher adult literacy levels in Manitoba; and
- participating in corporate and cross-departmental initiatives that contribute to Manitoba's economic and social goals including the Aboriginal Education and Employment Action Plan, the Career Development Initiative, the Adult Literacy Strategy, the ALL Aboard poverty reduction and social inclusion strategy, and the *Growing Through Immigration* strategy.

2. Organizational structure

The department is comprised of two main program areas, the Multiculturalism Secretariat and Adult Learning and Literacy. The Deputy Minister and Assistant Deputy Minister services are provided by Manitoba Tourism, Culture, Heritage, Sport and Consumer Protection. Support is provided through Manitoba Education and Advanced Learning in the areas of financial and administrative services.

- The Multiculturalism Secretariat is committed to the development of multiculturalism and positive intercultural relationships that strengthen civic, economic and social participation by all Manitobans. The secretariat's activities include the facilitation of community and government and non-government planning partnerships, administration of the Multiculturalism Act, management of the Ethnocultural Community Support Program, consultation with other Manitoba government departments and agencies, and coordination of the department's participation in multiculturalism-related events and activities. The secretariat also provides expertise and specialized research and analysis consulting to internal and external stakeholders.
- The objectives of the secretariat are to:
 - demonstrate the benefits of diversity;
 - promote equality of opportunity for all in our community; and
 - increase partnerships among communities as well as within government and non-governmental agencies.
- **Adult Learning and Literacy (ALL)** is committed to strengthening individual, social, and economic advancement through adult education. Higher literacy skills are associated with improved financial well-being and better health outcomes for individuals and families. Additionally, strong literacy skills help position Manitoba's adults to take full advantage of current and future employment opportunities. The branch supports adult programming and initiatives that allow Manitobans to improve their ability to understand and use printed information in daily activities at work, at home and in the community, and to obtain high school credits that lead to a high school diploma, post secondary education and/or employment opportunities.
- A core objective of ALL is to develop the capacity within the province to respond to the needs of the non-sequential adult learner with flexible, effective and efficient programming. Three programs are available in Manitoba to meet these objectives: the Adult Learning Centres (ALCs) Program, the Manitoba Adult Literacy Program (MALP), and the GED Testing Service.
- The branch strives to improve the transition of adult learners from ALPs to ALCs through co-located programming, and from ALCs to post-secondary education through dual credits, and to employment through Recognition of Prior Learning (RPL) credits and pilot programs, including the new Literacy on Lombard wrap-around program that is co-located with the Manitoba Jobs Skills

Development Centre. ALL staff provide advice to ALC and ALP programs to ensure that they are in compliance with the *Adult Literacy Strategy* and *Adult Learning Centres Acts*, and to assist them in adapting curriculum to meet the diverse needs of adult learners. They also provide professional development workshops and facilitate networking opportunities for ALC and ALP educators and other adult education stakeholders throughout the province.

Department leadership is provided by:

- **Terry Goertzen**

Terry Goertzen serves as the Deputy Minister for both the departments of Multiculturalism and Literacy and Tourism, Culture, Heritage, Sport and Consumer Protection. His prior civil service career included positions as the Director of Public Affairs in the Winnipeg Regional Health Authority, Executive Director of Workforce Policy and Planning acting Director of Mental Health in the Health Department, and Assistant Deputy Minister for Health Workforce. In April 2012, he was appointed Assistant Deputy Minister for Public Health and Primary Health Care, responsible for Federal-Provincial Relations in Health.

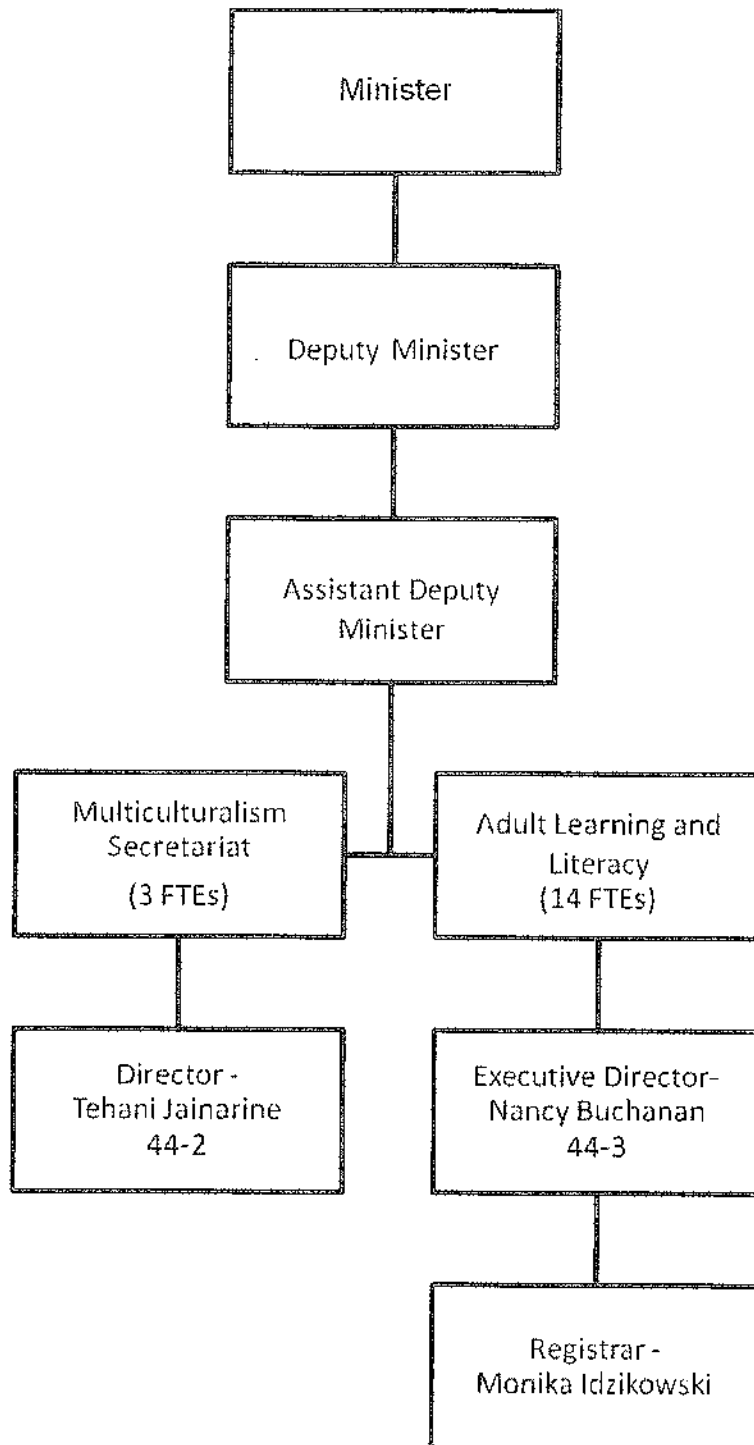
With a Bachelor of Education from the University of Winnipeg, Mr. Goertzen was a high-school teacher and spent his early career as a communications professional. He served as Director of Public Affairs for the City of Winnipeg and prior to that, was the Publicist for the Royal Manitoba Theatre Centre.

- **Veronica Dyck, B.Ed, M.Ed**

Veronica Dyck is Assistant Deputy Minister for Multiculturalism and Literacy as well as for the Culture and Heritage Programs Division with Tourism, Culture, Heritage, Sport and Consumer Protection (TCHSCP). Her previous work in government included: Executive Director of the MB4 Youth Division; Policy Consultant to the Aboriginal Education Directorate for Manitoba Education, Citizenship and Youth; and Manager of the Implementation Team that officially established the University College of the North in Manitoba.

Ms Dyck holds both a Bachelor and Masters in Education. She worked as a High School educator for 14 years in Seven Oaks School Division where she lead the development of Aboriginal focussed credits, professional development activities and the establishment of the first Aboriginal Parents Advisory Council.

3. Organization chart



Strategic Overview

1. Strategic priorities

Increased enrollment in provincially funded adult literacy programs in Manitoba

- Consistent with the Manitoba Adult Literacy Strategy, Adult Learning and Literacy is tasked with improving adult literacy rates in Manitoba, through increasing enrollment in high-quality, provincially-funded literacy programming to assist learners to gain or improve employment, access education or training opportunities, and address personal literacy needs that support their full engagement in society. ALL provides leadership and direction for Manitoba's adult literacy policy and initiatives.

Growing number of learners in adult learning centres, number of courses completed and number of high school diplomas earned

- Adult Learning and Literacy (ALL) plays a key role in supporting career development and transitions within target populations by improving access to post-secondary education and the job market. In addition, ALL works to mobilize community and government engagement in adult education and in supporting adult learners.

Establishing and strengthening multi-departmental approaches to supporting learners to transition into continuing employment and/or employment

- Many adult learners receive services through a variety of departments including Jobs and the Economy, Family Services, Housing and Community Development. A coordinated approach to supporting adult learners, may increase learner success rates, assist them to complete their programs sooner, prepare them with essential skills training, and support their transition from literacy or high school programming to post-secondary education and/or employment.

Increased public appreciation and support for cultural diversity

- The Multiculturalism Secretariat is tasked with supporting initiatives that build public appreciation and support for diversity. Particular emphasis is placed on building public commitment and engagement in combating racism, and on enhancing intercultural/interfaith relations.

Increased opportunities for multicultural populations to participate fully in the social and economic life of the province

- Part of the Multiculturalism Secretariat's mandate is to assist citizens within ethnocultural communities to access relevant government programs and services. This includes sensitizing departments and agencies to the barriers faced by citizens from ethnocultural communities in accessing government programs and services.

2. Financial overview

Department of Multiculturalism and Literacy 2016/17 Estimates

2015/16 Printed Vote	21,572
2015/16 Adjusted Vote Transfers	NIL
2016/17 Increases/(Decreases)	Requested
Multiculturalism Secretariat:	
- Increase in funding to provide for the Reconciliation and Relationship Building Initiative.	100
Total Multiculturalism Secretariat	100
Adult Learning and Literacy:	
<i>Adult Learning Centres</i>	
- Annualization (30%) of approved 2015/16 funding for Adult Learning Centres	140
- Pro-rated 2% increase required for the 2016/17 strengthen programming and to accommodate negotiated salary increases and administrative costs	242
<i>Total Adult Learning Centres</i>	<i>382</i>
<i>Adult Literacy Program</i>	
- Annualization (30%) of approved funding for the Adult Literacy pilot program at 111 Lombard Avenue in Winnipeg.	137
- Pro-rated 2% increase required for the 2016/17 strengthen programming and to accommodate negotiated salary increases and administrative costs	50
<i>Total Adult Literacy Program</i>	<i>187</i>
Total Adult Learning and Literacy	569
Total 2016/17 Increases/(Decreases)	669
Proposed 2016/17 Estimates	22,241

3. Broad policy or financial pressures

a) Scope of the Multiculturalism Secretariat's Mandate vs. Its Resources

The Multiculturalism Secretariat's mandate, as set forth in the Manitoba Multiculturalism Act, is wide. It preserves, enhances, promotes and shares Manitoba's rich and diverse cultural heritages; supports and encourages heritage language retention; encourages the development of partnerships between cultural communities to foster cross-cultural understanding, harmony and equality; assists efforts towards anti-racism and successful integration; provides statistical data, research and trends analysis to internal and external government departments; and contributes to academic research on multiculturalism, diversity and, the economic contributions of the ethnocultural community. There is no alternative source internal or external to government that provides financial support, human resources, research/analysis and expertise to and on Manitoba's ethnocultural and interfaith communities.

The secretariat's success necessitates reliance on forming and leveraging partnerships with organizations both internal and external to government. These include ethnocultural communities, youth organizations, business, and federal, provincial, and municipal governments. The absence of these strong relationships with all of these types of organizations results in risk to the secretariat's ability to achieve expected deliverables and outcomes.

Based on existing data, the number of ethnocultural organizations and faith-based groups are increasing in Manitoba due to rising immigration. At the same time, incidents of hate-motivated crime and negative attitudes towards immigrants/aboriginal peoples/faith-based groups are also increasing. As these pressures continue to grow, the current size of the secretariat makes it more and more challenging to maintain the level of support and positive impacts currently provided.

b) Organizational Capacity of Adult Learning Centres and Adult Literacy Programs

For many adult learning centres (ALCs) and adult literacy programs (ALPs), the challenge is to address increasing basic costs, including salaries and other operating expenses such as facilities, utilities, supplies and materials, and resources. These expenses increase annually even when programming is not expanding. Salaries account for over 83% of expenditures, and they increase regularly due to negotiated increases in collective agreements and salary increments that are based on years of experience and level of education. The majority of ALCs are operated under school divisions or colleges' collective agreements so salaries and operating costs have steadily increased; however, the operating grants from ALL remained status quo for three years prior to 2015/16. Even with a 2.5% increase in 2015/6, ALCs and ALPs have reduced support staff, student supports, and professional development in addition to decreasing courses offered, and reducing hours in order to mitigate the impact of

previous years' status quo funding. Learners will have to wait longer before space is available for them to enroll in programs.

In addition, growing numbers of Aboriginal Manitobans are increasingly seeking access to adult learning and literacy programs. Currently, 44 per cent of adult literacy learners declare Aboriginal status, and 46 per cent of learners enrolled at adult learning centres self-identify as Aboriginal. The number of Aboriginal learners achieving a high school diploma has increased by 12 per cent since 2005/06.

Lack of annual increases to ALC and ALP funding at the same levels as in the K to 12 education (16 consecutive years of funding at or above the rate of economic growth) prevents ALCs and ALPs from making further progress in addressing the access and retention levels of under-represented groups of learners.

The funding divide between the K to 12 education system and the adult learning centre system continues to grow. Both systems offer department-developed high school curriculum, hire Manitoba qualified teachers, and deliver Manitoba high school diplomas but there is a substantial discrepancy in the funding of resources to support the educational and support services needed for adults' successful return to learning.

c) Need to Revitalize the Adult Literacy Strategy

The Adult Literacy Strategy was implemented in 2009. In Manitoba, adult literacy refers to the skill base that enables people to participate in and adapt to change in the workplace, the home and community life. It provides a foundation for further learning and includes: reading, writing and document use; numeracy skills; and thinking skills to learn and to solve problems. While Multiculturalism and Literacy is responsible for the act, there are other departments with responsibility for adult literacy and learning, including Jobs and the Economy and Family Services.

Based on the changes in federal immigration funding to the province, the changing and diverse needs of adult learners and the financial challenges faced by literacy and adult learning programs, conducting a review will enable the department to realign priorities and to focus its limited resources on approaches that have the greatest impact for learners.

4. List of community contacts

Adult Secondary Education Council (ASEC)

- ASEC is the professional organization of adult educators in Manitoba. Members of the Board meet with the Minister on an annual basis. They hold two conferences per year to provide opportunities for adult educators to network and participate in professional development workshops.

5. Statutory responsibilities of the Minister / Legal framework

The Adult Learning Centres Act

This act sets out the terms and conditions under which an adult learning centre is registered by the province and requirements regulations for its operations.

The Adult Literacy Act

In the context of the Adult Literacy Strategy, this act sets out the terms and conditions under which an adult literacy program can operate.

The Manitoba Multiculturalism Act

This act sets out Manitoba's multiculturalism policy and the mandate of the Minister responsible for multiculturalism. In addition, it established the Multiculturalism Secretariat.

6. Scheduled events - 30 days

Nil

7. Acronyms

Adult Learning and Literacy (ALL)
Adult learning centres (ALCs)
Adult literacy programs (ALPs)
Adult Secondary Education Council (ASEC)
Citizenship and Immigration Canada (CIC)
Council of the Federation (COF)
Council of Minister of Education, Canada's (CMEC)
Education and Advanced Learning (EAL)
Employment Insurance (EI)
Employment and Income Assistance (EIA)
English as a Second Language (ESL)
Ethnocultural Community Support Program (ECSP)
Labour Market Agreement (LMA)
Manitoba Association for Rights and Liberties (MARL)
Manitoba Adult Literacy Learner Assessment processes (MALLA)
Manitoba Adult Literacy Program (MALP)
Manitoba Advisory Council on Citizenship, Immigration and Multiculturalism (MACCIM)
Programme for the International Assessment of Adult Competencies (PIAAC)
Recognition of Prior Learning (RPL)
Truth and Reconciliation Commission (TRC)

Executive Briefing Note

MULTICULTURALISM AND LITERACY

1. Department responsibilities

Multiculturalism and Literacy's vision is a province where adult learners and all citizens have opportunities to contribute meaningfully to the social and economic life of the province and benefit from the quality of life in their communities. Its mission is that, together with its partners and stakeholders, the department contributes to a vibrant and prosperous Manitoba by:

- nurturing the unique contributions that cultural diversity can make to the well-being of Manitobans;
- providing relevant, affordable, accessible and high quality learning opportunities for adults in Manitoba; and
- providing leadership to the adult learning system to facilitate its participation in Manitoba's economic and social goals.

The Multiculturalism Secretariat is committed to the development of multiculturalism and positive intercultural relationships that strengthen civic, economic and social participation by all Manitobans. The secretariat's activities include the facilitation of community and government and non-government planning partnerships, administration of the Multiculturalism Act, management of the Ethnocultural Community Support Program, consultation with other Manitoba government departments and agencies, and coordination of the department's participation in multiculturalism-related events and activities. The secretariat also provides expertise and specialized research and analysis consulting to internal and external stakeholders.

The Multiculturalism Secretariat is a steward in supporting accessible, high-quality programming and research and analysis that contributes to the province's overall policy priorities. In Manitoba, there are approximately 250 active ethnocultural organizations, 148 different languages spoken and 150 different countries represented. The work of the secretariat provides support to approximately 48% of these organizations for programming that contributes to intercultural relations building, promotion of Canadian values and social, civic and economic integration of citizens.

The objectives of the secretariat are to:

- demonstrated the benefits of diversity;
- promote equality of opportunity for all in our community; and
- increase partnerships among communities as well as within government and non-governmental agencies.

Adult Learning and Literacy (ALL) supports adult programming and initiatives that allow Manitobans to improve their ability to understand and use printed information in daily activities at work, at home and in the community and obtain high school credits that lead to a high school diploma, post secondary education and/or employment opportunities.

A main objective is to develop the capacity within the province to respond to the needs of the non-sequential adult learner with flexible, effective and efficient programming. Three programs are available in Manitoba to meet these objectives: the Adult Learning Centres (ALCs) Program, the Manitoba Adult Literacy Program, and the GED Testing Service.

ALL strives to improve the transition of adult learners from adult literacy programs (ALPs) to ALCs, and from ALCs to post-secondary education. ALL staff provide professional development workshops and networking opportunities for ALC and ALP educators and other adult education stakeholders. They also help develop and obtain materials appropriate for adult learners. ALL staff provide service to the entire province.

2. Items requiring immediate decisions/action

The Council of the Federation Literacy Award (Issue sheet attached).

3. Pressures

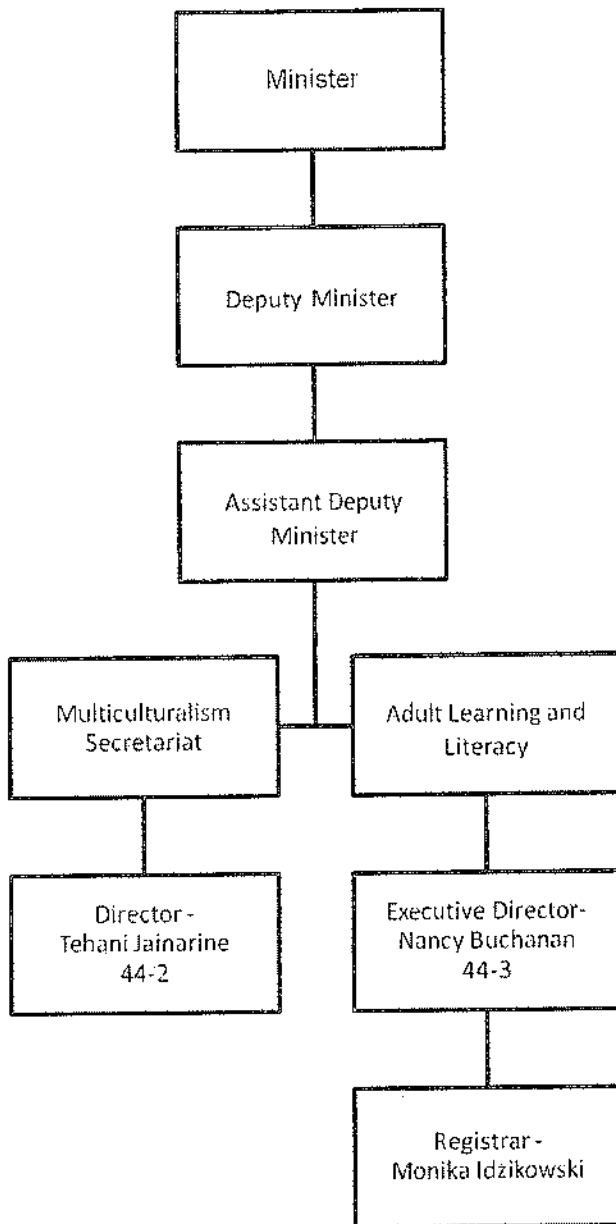
Not applicable.

4. Priority issues

- **Synopsis of issue**
- **Options for moving forward with the issue**

Not applicable.

5. Organizational chart



BRIEFING MATERIALS

MULTICULTURALISM AND LITERACY

SUBJECT: Organizational Capacity of Adult Learning Centres (ALCs) and Adult Literacy Programs (ALPs)

ISSUE: Financial Pressures Prevent ALCs and ALPs from Delivering Necessary Services

CRITICAL BACKGROUND:

Adult education is key to building strong people for a strong economy and can contribute to better health for learners and their families. Higher educational achievement enables people to participate more effectively in the workplace, which leads to improved productivity and less reliance on income support.

The link between income and health is well-documented. Income provides the prerequisites for health such as shelter, food, warmth, and the ability to participate in society. Living in poverty can cause stress and anxiety, which damage people's health, and restricts peoples' choices, resulting in a sense of disempowerment. Research studies in Manitoba have documented that those with the highest levels of literacy proficiency are more likely to have high wages, to be employed and to report being in good to excellent health.

The Adult Learning Centres Act (2003) established a unique education structure to provide high quality programming to meet the needs of adult learners. Although adult learning centres are inter-connected with secondary and postsecondary education, they are unique in that they provide a bridge for a large group of learners who, for a variety of reasons, have had their learning interrupted and were unable to follow a linear education-to-employment path. Approximately 8,000 learners register for courses at adult learning centres in Manitoba each year. Many of these are students who:

- want to complete requirements for a secondary school diploma in order to pursue post-secondary education or apprenticeship and training, or to obtain or upgrade employment;
- are Indigenous people seeking to upgrade their skills in culturally appropriate settings;
- receive employment and income assistance and want to move towards self-sufficiency and to participate more fully in the economy of their community; or
- are experienced workers who wish to upgrade or learn new skills in order to participate in changing industry standards.

Students in adult learning centres (ALCs) are taking responsibility for their futures and are actively engaged in creating better outcomes for their families.

In spite of the critical bridging role that adult education performs, it does not receive resources that are equitable with the K-12 and post-secondary education systems. This is in spite of the fact that the majority of ALCs are operated under school divisions' or post-secondary institutions' collective agreements resulting in the steady increase of salaries and operating costs. However, operating grants from Adult Learning and Literacy remained status quo for three years prior to 2015/16. Even with a 2.5% increase in 2015/16, ALCs have been forced to reduce support staff, student supports, and professional development for educators in addition to decreasing course offerings, and reducing hours in order to mitigate the impact of previous years' status quo funding. Resources to develop pilot programs to support innovative programming approaches, such as improved linkages with the workplace through cooperative and supportive work placements, are non-existent.

The lack of annual increases to ALC funding consistent with the levels of the K-12 education system (16 consecutive years of funding at or above the rate of economic growth) prevents ALCs from making further progress in addressing the access and retention levels of under-represented groups of learners. In spite of the fact that both systems offer department-developed high school curriculum, hire Manitoba qualified teachers, and prepare learners for Manitoba high school diplomas, a funding divide continues to grow resulting in insufficient resources to support the educational services needed for adults to succeed in their return to learning.

Adult Education, which is defined as participation in learning beyond school leaving age, should be a significant policy objective. Stakeholders in adult education require a commitment from government that recognizes and values the unique role of adult education in the continuum of publicly funded education in Manitoba.

Contact: Veronica Dyck, Assistant Deputy Minister
Phone: 204-945-4078

BRIEFING MATERIALS

MULTICULTURALISM AND LITERACY

SUBJECT: Manitoba Adult Literacy Strategy

ISSUE: Revitalizing the Adult Literacy Strategy

CRITICAL BACKGROUND:

The Adult Literacy Strategy was implemented in 2009 through *The Adult Literacy Act*. In Manitoba, adult literacy refers to the skill base that enables people to participate in and adapt to change in the workplace, the home, and community life. It provides a foundation for further learning and includes: reading, writing and document use, numeracy skills, and thinking skills to learn and to solve problems.

The *Act* mandates the development of a provincial adult literacy strategy to ensure all Manitobans have the literacy skills to fully participate in and benefit from the province's social and economic systems. While Multiculturalism and Literacy is responsible for the *Act*, there are other departments, including Jobs and the Economy and Family Services, that provide programs and services that are critical in supporting clients with literacy and learning needs.

A number of important trends have emerged over the past few years that point to a need to better understand the changing needs of adult literacy learners in Manitoba. Forty-four per cent of adult literacy learners declare Aboriginal status. It is critical that they receive the kinds of supports and culturally appropriate programming that best meet their needs in order to achieve success and transition to continuing education or employment.

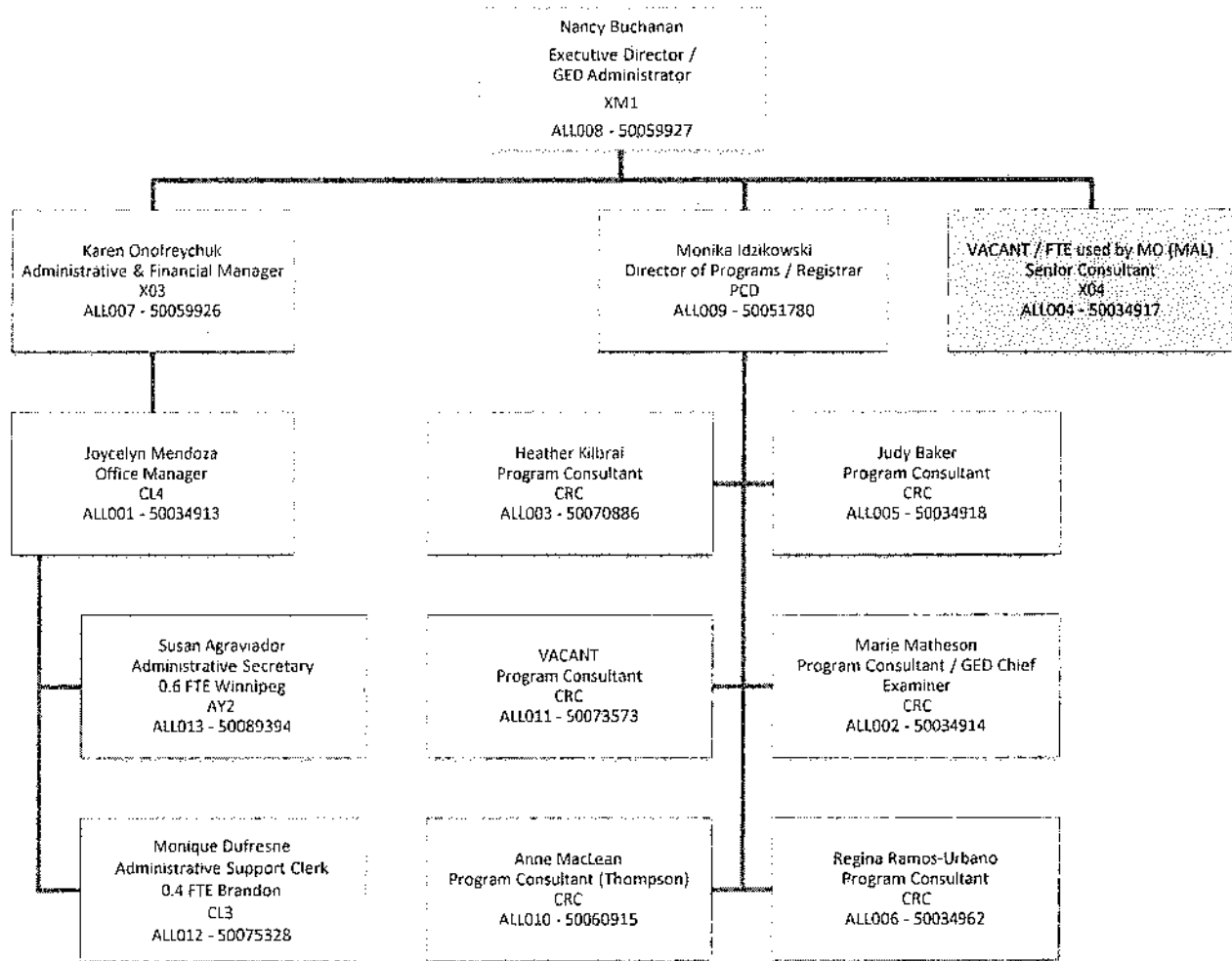
In 2014/15, 13 per cent of learners in adult literacy programs self-identified as recent immigrants, while 27 per cent of learners self-identified as speakers of English as an additional language (EAL). Changes to federal immigration funding to the province has resulted in reduced language programming for immigrant residents who turn to literacy and learning programs for language assistance. However, the purpose of literacy and EAL programs are very different and the methods and instruction appropriate for immigrant learners who have limited or no literacy in their first language are not suited for learners who are highly literate in their first language. Adult Learning and Literacy (ALL) is not resourced to fund or support EAL programming.

Another emerging trend is the need for and development of integrated programming and wrap-around supports for literacy learners who will be transitioning to the labour market. Thirty-four per cent of literacy learners report that they are receiving employment and income assistance (EIA) supports. ALL is currently developing a pilot program in partnership with Jobs and the Economy to provide wrap-around services and supports to EIA recipients enrolled in full-time literacy programming at the Manitoba Jobs and Skills Development Centre. Supports include job search, apprenticeship advising, skill training, career development resources, and essential skills training.

The need for integrated and coordinated programs for pre-literacy learners has also emerged. The Manitoba Adult Literacy Program model of literacy provision focuses on improving the literacy and numeracy skills of adults to meet employment, training, and/or personal literacy-related goals. Anti-poverty advocates have identified the need to operate literacy programs within low-income housing developments. They argue that easily accessible foundational literacy programming would meet the needs of low-income Manitobans with the lowest levels of literacy and that literacy programming should be expanded to serve residents living in Manitoba Housing developments. Currently, the model proposed by anti-poverty advocates is not eligible for funding through the Manitoba Adult Literacy Program as it focuses on the development of life skills rather than on achieving educational outcomes that enable participants to transition to continuing education or training pathways.

The context of adult literacy and learning in Manitoba has evolved since 2009. Changes in federal immigration funding, the changing and diverse needs of adult learners and the financial challenges faced by literacy and adult learning programs suggest the need to revisit and re-vitalize the strategy.

Contact: Veronica Dyck, Assistant Deputy Minister
Phone: 204-945-4078



**Multiculturalism and Literacy
FAST FACTS
2015-16**

PROGRAM/PROGRAM AREA NAME: Adult Learning Centres

ANNUAL BUDGET – 2015-16:

- \$17,315.00.00, which includes:
 - \$17,219.00 in school-year operating grants for 39 registered ALCs (three ALCs are registered but not funded);
 - \$220.3 in program supports including: core funding for Louis Riel Institute (\$189.6); support for Career Cruising (\$25.0); ALC program supports (\$5.7).

BRIEF PROGRAM DESCRIPTION:

- Adult Learning and Literacy (ALL) registers and funds agencies to administer the operation of adult learning centres (ALCs) to deliver provincial high school curriculum to adult learners.

GOALS OF THE PROGRAM:

- To help Manitoba adults to obtain a high school diploma or high school credit courses.
- To help Manitoba adults to improve their employment options and skills.
- To help Manitoba adults to qualify for post secondary enrolment.

NUMBER OF CLIENTS SERVED ANNUALLY:

** Please note that these numbers are included in the forthcoming Manitoba Adult Literacy Strategy Annual Report and are considered confidential until the report is tabled.*

For 2014-15:

- 19,000
-
-

DELIVERY MODEL:

- Annual application for registration and funding
- Credit courses taught at registered ALCs have the same rigour and meet the same requirements as courses taught in Manitoba's high school system. They are taught by Manitoba-certified teachers and follow *Manitoba Curriculum Frameworks* with the same learning outcomes. Graduation requirements are also the same as in the high school system.

CHALLENGES/ISSUES:

- Of the 39 funded ALCs, 30 ALCs are part of collective bargaining units through school divisions or colleges. As collective agreements continue to be finalized, it is anticipated there will be further two per cent increases to salaries for the 2015-16 and the 2016-17 fiscal years and a three per cent increase for 2017-18.
- Rising fixed costs and pressures to review in-kind cost contributions from school divisions and colleges pose ongoing challenges for programs to maintain current level of service.
- \$412.0 of the ALC allocation is available through an adjusted vote transfer from Jobs and the Economy (JEC) approved through the previous Labour Market Agreement. For 2015-16, ALL is directed to work with JEC to explore how to utilize the Canada Jobs Grant for the \$412.0 in operating grants for ALCs.

FUNDING HISTORY:

Year	Total Operating Grants	Notes
2010-11	\$16,453,700.00	funding for two ALCs discontinued
2011-12	\$16,678,900.00	funding for one ALC discontinued; reduction to one ALC; one ALC at 0%; increases for all other ALCs
2012-13	\$16,891,000.00	0% for six ALCs; one ALC requested reduction; increases for all others
2013-14	\$16,804,900.00	funding to three ALCs decreased; 0% for remaining ALCs
2014-15	\$16,804,900.00	0% for all ALCs
2015-16	\$17,218,860.00	Reduction to two ALCs, 0% to two ALCs, increases for all other ALCs

FUNDED PROGRAMS (see attached)

**Multiculturalism and Literacy
FAST FACTS
2015-16**

PROGRAM/PROGRAM AREA NAME: Manitoba Adult Literacy Program (MALP)

ANNUAL BUDGET – 2015-16:

- \$2,686.0 plus an additional \$300.0 from Manitoba Opportunities Fund (MOF) through an enabling vote for capacity building of agencies to meet programming hours and weeks required by legislation. This was first approved in 2011-12 and has been renewed annually since then.
- \$2,650.8 is allocated to operating grants for existing agencies, which represents a 2.5% increase in operating grants. A total of \$125.2 is allocated to support Capacity Building at MALP funded agencies. A \$210.0 increase to the MALP allocation is to fund a new, full-time, wrap around adult literacy model, with program development from March to August 2016, and a start date of September 2016. It is anticipated that of the \$210.0, \$15.0 will be expended before the end of 2015-16 fiscal year to facilitate program planning.

BRIEF PROGRAM DESCRIPTION:

- The Manitoba Adult Literacy Program provides funding, training and other supports to agencies that offer literacy programs to adults seeking to improve their literacy skills.

GOALS OF THE PROGRAM:

- To provide Manitobans with literacy skills to achieve their economic, educational and personal literacy-related goals.

NUMBER OF CLIENTS SERVED ANNUALLY:

- For 2014-15, 2,228 adults enrolled.

DELIVERY MODEL:

- Not-for-profit corporations, libraries, and registered adult learning centres are eligible to apply for funding. Funding is granted on an annual basis.
- Instruction and assessment is conducted within the context of the Manitoba Stages Framework. Stage 1 represents a range of skills up to approximately grade 4, Stage 2 approximately grade 7 and Stage 3 approximately grade 9.

WHAT'S NEW?

- **New Adult Literacy Program.** A new, full-time, program with wrap-around services and supports is to be funded for approximately 45 EIA participants annually. This program is anticipated to start in September 2016.

CHALLENGES/ISSUES:

- MALP funded agencies are to have all instructional staff meet the requirements of the new credential for adult literacy instructors for 2016-17. Currently, only one staff person is required to hold the credential. ALL provides bursaries to instructors to address increased training costs to meet this requirement.
- **The Manitoba Adult Literacy Learner Assessment (MALLA) processes.** MALP-funded agencies were required to implement MALLA processes beginning in 2014-15, conducting prescribed assessment processes at intake, ongoing, and exit for all learners. Agencies may experience a decrease in enrollments or increase in waitlists to accommodate this requirement.

FUNDING HISTORY:

- 2011-12 – \$2,506 + \$300.0 MOF (36 agencies received operating grants of \$2,576.6)
- 2012-13 – \$2,506 + \$300.0 MOF (36 agencies received operating grants of \$2,642.6)
- 2013-14 – \$2,476 + \$300.0 MOF (34 agencies received operating grants of \$2,586.2)
- 2014-15 – \$2,476 + \$300.0 MOF (34 agencies received operating grants of \$2,586.2)
- 2015-16 – \$2,686 + \$300.0 MOF (33 agencies to receive operating grants of \$2,650.8, representing a 2.5% increase in operating grants + \$210.0 for new full-time, wrap around adult literacy model.)

FUNDED PROGRAMS (Attached)

Adult Learning Centres in Manitoba

How is funding for adult learning centres determined?

- The Adult Learning Centres Act allows for an ALC to be operated by a recognized educational institution (REI):
 - School division
 - Private school
 - University or college
 - Regional vocational school
 - Manitoba Institute for Trades and Technology
- Or an ALC can be operated in a partnership between an REI and
 - a not-for-profit corporation;
 - a correctional facility;
 - a First Nation band council; or
 - a training centre operated by a union, as defined in *The Labour Relations Act*, on a not-for-profit basis.
- The Act requires registered adult learning centres to apply for registration on an annual basis. ALCs also apply for renewal of funding annually. These applications are evaluated on the following basis:
 - The application that the ALC has submitted is reviewed for completeness and whether it meets the requirements of the Act.
 - The statistical reports on enrolments, course completions, and learner demographics that the ALC has submitted are analyzed.
 - The cash flow reports and financial statements that the ALC has submitted are analyzed.
 - Reports from the program visits and inspections by Adult Learning and Literacy (ALL) staff are analyzed.
 - The feedback from learners that the ALC has submitted is analyzed.
- The criteria that is used to register an ALC and to determine grant allocations are:
 - Does the adult learning centre comply with the requirements of the ALC Act, including:
 - Does the ALC provide an education program that meets the purpose of an ALC
 - Does the ALC demonstrate evidence that there is a need for the centre;
 - Does the ALC demonstrate evidence that the educational program is responsive to learner needs;
 - Does the ALC have sufficient financial resources to support its operation;
 - Does the ALC employ a qualified education director and teaching staff;
 - Does the ALC have an acceptable enrolment policy;
 - Does the ALC have appropriate facilities;
 - And, if the ALC is operated in a partnership, is the partnership agreement acceptable.
 - Is there evidence that the program is effective?
 - Does the program adhere to sound adult learning principles?
 - The Department also analyses needs on a regional and provincial basis to determine areas of greatest need; and whether a program aligns with the strategic priorities of the Department and government.
- Applications for new adult learning centres are evaluated on whether the applicant has conducted a community needs assessment and submitted an application that meets the requirements of the Adult Learning Centres Act.

What is the impact of a 2.5% increase in funding on Adult Learning Centres?

- For 2015/16, my government's commitment to Adult Learning Centres is \$17.3 million. We were able to increase ALC operating grants by 2.5%.
- This increase will support cost of living increases.
- Course completions at ALCs have decreased from 12,255 (2012/13) to 11,752 (2013/14). Enrolments at ALCs from 2012/13 to 2013/14 remain stable. ALCs are focusing on core programming/courses for adult learners to complete their studies to move on to employment or further education.

- ALCs are also exploring the delivery of online courses, and the coordination of course delivery between programs as another option to meet the needs of learners, and create flexibility in the system.
- Departmental staff will continue to work with ALCs as they explore how they may want to adjust allocations to arrive at the best possible solutions.

What are the factors that affect enrolments at ALCs?

- ALCs in most regions are reporting that strong economic growth and low unemployment rates are creating conditions for lower learner enrolment numbers.
- ALCs continue to focus on quality programming, rather than on merely quantity of learners, and so on meeting the needs of learners as mandated under *The Adult Learning Centres Act*. ALCs continue to develop strong partnerships within the communities.
- Lower enrollment numbers are evident in areas where census data show declining population.
- Particular circumstances can affect ALCs enrolment numbers. Examples include a continued trend toward using more effective classroom-based delivery model, error in reporting, and limiting the number of underage learners as per policy guidelines.
- The proportion of youth graduating from secondary schools is increasing, with a possible correlating decrease in enrollment at ALCs.

What was the total number of ALC high school graduates?

- In 2012/13, there were 1,425 graduates. In 2013/14, there was a small decrease in the total number of graduates to 1,329.
- Not all learners attend ALCs to obtain a high school diploma. In 2013/14, learners completed 11,752 individual courses to meet pre-requisites for post secondary programs and/or for employment purposes.

How are the ALCs providing support to the Aboriginal learners?

- In 2013/14, 47%, or 3,952 learners enrolled at adult learning centres self-identified as Aboriginal. There was a slight increase in the number Aboriginal graduates from 562 in 2012/13 to 568 in 2013/14.
- ALC teachers are participating in the Circle of Aboriginal Adult Educators which focuses on enhancing and developing programming and curricula for adult learners that is culturally, regionally, and educationally appropriate for Aboriginal learners.

What are post diploma course credits?

- All high school graduates in Manitoba may take up to four credit courses tuition free. These courses are taken as preparation for post-secondary education, training or employment goals. In 2013/14, adult learning centres issued 1,852 post-diploma course credits.

Manitoba Adult Literacy Programs (MALP)

How is funding for adult literacy programming determined?

For new applicants

- *The Adult Literacy Act* permits not-for-profit agencies, libraries and registered adult learning centres to apply for funding.
- New applications are evaluated based on a community needs assessment and an application, and whether there is sufficient funding to support a new agency to deliver programming. We also have established criteria about an agency's financial and educational accountability. These criteria include the following:
 - Does the agency have a mandate to deliver literacy programming?
 - Does the agency have a strong organizational structure and sound financial management?
 - Does the agency have strong community connections for referral of learners to and from other service providers?
 - Does the agency have the capacity to deliver an effective educational program that includes learner assessments, instruction, and record keeping?
 - Does the agency have appropriate space, equipment and technology to deliver the adult literacy program?

For existing agencies

- Applications for renewal of funding from existing agencies are evaluated on the following basis:
 - An application submitted annually.
 - Statistical reports on enrolment, completion rates and learner demographics submitted twice a year.
 - Cash flow reports and financial statements submitted twice a year.
 - Program visits by Adult Learning and Literacy (ALL) staff.
 - Whether the instruction and assessment of learners is according to the department's Manitoba Stages Framework.
 - Feedback from learners that is submitted annually.
- Grant allocations are based on:
 - Evidence of program effectiveness;
 - The program's adherence to sound adult learning principles;
 - Whether the hours of instruction are accessible to the learner;
 - An analysis of regional and provincial areas of greatest need; and
 - Whether the programming aligns with the strategic priorities of the department.

What is the new wrap around model for adult literacy that was announced in the 2014 Speech from the Throne?

- Our government supports Manitobans on social assistance to get the training they need for employment. Many of these adults require full-time adult literacy programming to help them move to employment.
- My department is working with our community partners to provide adult literacy programming out of the Manitoba Jobs and Skills Development Centre in downtown Winnipeg.
- This new program will be delivered in a one-stop model that includes job search, apprenticeship, skills training and career development resources along with full-time adult literacy programming.

What is the impact of Budget 2015 on MALP funded agencies?

- Budget 2015 expands support for Adult Literacy Programs (ALPs). My department was able to increase operating grants to agencies by a total of 2.5%. This increase will support cost of living increases.
- Adult literacy programs (ALPs) will continue to focus on core programming that increases adults' skills in reading, writing and numeracy. ALPs provide a minimum of six hours of instruction weekly for 26 weeks during a program year.
- It is expected that a learner attending on a regular basis could increase his or her literacy skills approximately one stage level (two to three grade levels) in this time frame.

What are the factors that affect enrolments at ALPs?

- ALPs focus on quality programming, rather than on the quantity of learners. ALPs focus on programming that meets the needs of the learners as mandated under *The Adult Literacy Act* so that learners can make significant literacy level progress.
- ALPs in most regions are reporting that strong economic growth and low unemployment rates are creating conditions for lower learner enrolment numbers.

How do we know whether funding for adult literacy programming improves literacy levels?

- ALL MALP-funded agencies conduct instruction and assessment of learners within the context of the Manitoba Stages Framework.
- The learning outcomes of the Framework are aligned with the essentials skills and correlated with the learning outcomes of Manitoba's English Language Arts curriculum.
- All MALP-funded agencies are required to implement new Manitoba Adult Literacy Learner Assessment (MALLA) processes for the 2014/2015 program year. The MALLA processes will provide more consistent and reliable information about adult literacy levels of learners and their progress.
- The collection of this new statistical data will be for the 2014/15 program year.

What is the government doing to assist Adult Literacy Programs to implement the new Manitoba Adult Literacy Learner Assessment (MALLA) processes?

- In 2013/14, department staff delivered MALLA training in The Pas, Brandon, and Winnipeg. Each agency that receives MALP funding was required to have a least one person complete the training by June 30, 2014. The department continued training in 2014/2015 and supported individuals in the training sessions by reimbursing agencies for travel and accommodations costs.
- Adult Learning and Literacy intends for the newly developed assessment tools and processes to support:
 - Adult literacy learners to move with greater ease within and between literacy programs as well as to employment and other learning settings;
 - Adult literacy instructors to develop more effective learning and instructional plans;
 - Agencies to report adult learner' literacy level progress more accurately and more consistently across Manitoba;
 - Adult Learning and literacy to better account for adult literacy funding in the province.

GED Testing in Manitoba

What is the status of GED testing in Manitoba?

- In Manitoba, annually approximately 250 adults write four multiple-choice tests and one writing test to obtain a high school equivalency certificate. The tests are paper-based and can be written at various sites throughout the province.
- In March 2011, GED Testing Service (GEDTS) in the United States became a new business venture owned by the American Council on Education and Pearson VUE. They developed a new test for the United States that has been administered starting January 2014. The new test is only delivered on computer and only at Pearson VUE approved testing centres.
- A new GED test for Canada has not yet been developed. The 2002 paper-based version of the GED tests has been adapted for computer testing in Canada.
- In Manitoba, computer-based testing is administered at the Pearson VUE computer lab at Manitoba Institute for Trades and Technology. In 2014, four test takers wrote the GED tests on computer.

Manitoba Adult Literacy Strategy

What are Manitoba's adult literacy rates?

- In 2003, Canada participated in the (OECD) Organization for Economic Co-operation and Development's International Adult Literacy and Skills Survey (IALSS). IALSS measured literacy, numeracy and problem solving skills. Canada's performance was in the middle compared with other countries. Manitoba was generally situated at the Canadian average.
- The IALSS results indicated that approximately 40% of Manitoba's working age adults had literacy scores below the level considered a minimum for full participation in a knowledge-based economy and society.
- In 2011/12, Manitoba participated in the latest international assessment of adult skills and competencies, the Programme for the International Assessment of Adult Competencies (PIAAC).
- PIAAC measures the skills and abilities of the Canadian population aged 16 to 65 in three areas: literacy, numeracy and problem solving in a technology rich environment. Preliminary results for Manitoba indicate that our scores are not different from the Canadian average in all three domains.

What has the government done about low literacy rates in Manitoba?

- In 2008, the government held consultations on adult literacy throughout Manitoba and published a report.
- In 2009, Manitoba passed the Adult Literacy Act. It was the first and continues to be the only Canadian jurisdiction with legislation specific to adult literacy.
- The Adult Literacy Act established the Manitoba Adult Literacy Program as a component of an adult literacy strategy for Manitoba.
- The work of many government departments and many non-government organizations support activities and programs for adults with low literacy levels. Multiculturalism and Literacy, through the Manitoba Adult Literacy Program provides operating grants of approximately \$2.6 million annually to organizations throughout Manitoba to provide adult literacy programming for almost 2,300 learners.

What is Manitoba's Adult Literacy Strategy?

- There are five components of the Manitoba Adult Literacy Strategy:
 - **The Manitoba Adult Literacy Program focus.** *The Adult Literacy Act* names the Manitoba Adult Literacy Program (MALP) as a component of the provincial adult literacy strategy.
 - **Adult Learning Centres focus.** Strategy activities for this component focus on encouraging programming at adult learning centres (ALCs), and in partnership with other education and training institutions, to support adult learners to improve their literacy skills in order to participate more successfully in further education and training.
 - **Workforce Development / Employment focus.** This component of the strategy focuses on activities that streamline services for adult learners with employment-related goals. In the 2013-14 program year, 33 percent (743) of learners enrolled in adult literacy programs and 40 percent (3,363) of adults enrolled at adult learning centres were employed on a part-time or full-time basis.

- **English as an Additional Language / Immigrant focus.** This component of the strategy focuses on streamlining access to education and training programs for adult learners who seek to improve their language and literacy skills to achieve their economic, educational and personal goals.
- **Aboriginal focus.** The Aboriginal component of the strategy focuses on enhancing and developing programming and curricula for adult literacy programs and adult learning centres that are culturally, regionally and educationally appropriate for Aboriginal adult learners. In the 2013/14 program year, 40 percent (900) of learners enrolled in adult literacy programs and 47 percent (3,952) of adults enrolled at adult learning centres self-identified as Aboriginal.

Why did the government announce a new credential for adult literacy instructors in the 2013 Speech from the Throne?

- The new credential for adult literacy instructors will ensure that all learners enrolled at agencies funded by the Manitoba Adult Literacy Program will receive instruction from instructors who have the necessary knowledge and skills to support learners to increase their literacy levels.
- The credential will provide adult literacy instructors with recognition for the training and professional development they are required to take.
- The credential is based on The Manitoba Competency Standard for Adult Literacy Instructors. The Manitoba Competency Standard for Adult Literacy Instructors has been developed over a number of years in consultation with the adult literacy field. The Standard is grounded in essential skills profiles of adult literacy instructors and coordinators. The Standard defines what instructors must know and be able to do to be effective in their role.

What is the government doing to assist adult literacy instructors to achieve the requirements of the new credential for adult literacy instructors?

- Multiculturalism and Literacy, in partnership with the University of Manitoba Extended Education Division, developed an online course that forms part of the requirement for the new credential. The online course called ***Adult Literacy: From Theory to Practice*** was first offered in January 2014.
- A bursary has been made available in 2013/14 and 2014/15 to adult literacy instructors who register in the course, *Adult Literacy: From Theory to Practice*.
- Multiculturalism and Literacy through the Adult Learning and Literacy Division also provides specific adult literacy training throughout Manitoba that meets the requirements of the new credential.

What is the government doing to assist Adult Literacy Programs to implement the new Manitoba Adult Literacy Learner Assessment (MALLA) processes?

- Each agency that receives MALP funding was required to have a least one person complete the training by June 30, 2014. In 2013/14, department staff delivered MALLA training in The Pas, Brandon, and Winnipeg. In 2014/15, department staff offered training in Winnipeg. The department supported individuals in the training sessions by reimbursing agencies for travel and accommodations costs.

- Adult Learning and Literacy intends for the newly developed assessment tools and processes to support:
 - Adult literacy learners to move with greater ease within and between literacy programs as well as to employment and other learning settings;
 - Adult literacy instructors to develop more effective learning and instructional plans;
 - Agencies to report adult learner' literacy level progress more accurately and more consistently across Manitoba;
 - Adult Learning and literacy to better account for adult literacy funding in the province.

Adult Learning and Literacy Overview

Adult Learning and Literacy (ALL) supports adult programming and initiatives that allow Manitobans to improve their ability to understand and use printed information in daily activities at work, at home and in the community and obtain high school credits that lead to a high school diploma, post secondary education and/or employment opportunities. One of ALL's main objectives is to develop the capacity within the province to respond to the needs of the non-sequential adult learner with flexible, effective and efficient programming. Three programs are available in Manitoba to meet these objectives: the Adult Learning Centres (ALCs) Program, the Manitoba Adult Literacy Program, and the GED Testing Service. In addition, ALL strives to improve the transition of adult learners from adult literacy programs (ALPs) to ALCs, and from ALCs to post-secondary education. ALL staff provide professional development workshops and networking opportunities for ALC and ALP educators and other adult education stakeholders. They also help develop and obtain materials appropriate for adult learners. ALL staff provide service to the entire province

The **Adult Learning and Literacy (ALL) Branch** administers and supports the development and delivery of adult focused programming through adult learning centres and adult literacy programs in Manitoba. Programming is designed to enable Manitobans to improve their ability to understand and employ printed information in daily living activities at work, at home, and in the community and to obtain high school credentials so they can access higher education and/or better employment opportunities.

For many individuals, a commitment to improving their literacy skills is a pathway to achieving their dreams and aspirations for their future. Higher literacy skills and the successful completion of a high school diploma are associated with improved financial well-being and better health outcomes for individuals and families. Strong literacy skills and completion of high school credentials help position Manitoba's adults to take full advantage of current and future employment opportunities. Additionally, a high school diploma allows adults the opportunity to access post-secondary training, whether college or university.

Adult Literacy Programs (MALPs)

ALL provides MALP funding and support for agencies to offer tuition-free literacy programming to improve the literacy and numeracy skills of adults to meet employment, training, or personal literacy-related goals. A focus is placed on improving literacy rates of Indigenous people and other under-represented groups. Not-for-profit corporations, libraries, and adult learning centres registered under *The Adult Learning Centres Act* are eligible to apply for MALP funding. In 2014-15, ALL funded 33 agencies to deliver programs to 2,228 learners. Of these, 12 agencies receive funding to provide literacy instruction as part of a continuum within adult learning programming. One agency provides francophone adult literacy programming at nine locations and two agencies provide programming in correctional institution settings.

Adult Learning Centres (ALCs)

Adult learning centres in Manitoba deliver tuition-free high school credits and upgrading courses that may lead to a Manitoba high school diploma. Credit courses are taught by registered Manitoba certified teachers and follow Manitoba Curriculum Frameworks with graduation requirements being the same as in the high school system. *The Adult Learning Centres Act (2003)* and general regulation establish legislative and accountability standards that operators of adult learning centres must meet to ensure public monies are well spent and adult learners are well served. Recognized education institutions (REIs) and specified organizations in partnership with REIs are eligible to apply to register and operate an adult learning centre. Organizations delivering adult learner centre programming are required to register annually and are identified as certified adult learning and literacy centres. In 2014-15, 42 registered adult learning centres and 39 ALCs received ALL funding. Forty-two registered ALCs delivered programming at 85 locations across Manitoba for 8,153 adult learners in 2014-15.

The Manitoba Adult Literacy Strategy

As identified in the *Adult Literacy Act (2009)*, Multiculturalism and Literacy is responsible for the development, implementation and evaluation of a provincial Adult Literacy Strategy. In Manitoba, adult literacy refers to the skill base that enables people to participate in and adapt to change in the workplace, the home and community life. It provides a foundation for further learning and includes: reading, writing and document use; numeracy skills; and thinking skills to learn and to solve problems.

Early Decisions

Adult Learning and Literacy (ALL)

Operating grants to Adult Learning Centres (ALCs) and Adult Literacy Programs (ALPs) follow an annual funding cycle. Funding recommendations for the ALCs are typically provided to the Minister in March in order to receive Treasury Board and Cabinet approval in sufficient time to notify organizations of their allocations for the following program year by the end of April. ALPs are approved on the same schedule but authority to approve the grants is held by the Minister.

Scheduling of the General Election and the 'dropping of the writ' disrupted the approvals cycle and required the department to obtain Treasury Board approval to delegate authority to the Deputy Minister to approve the 2016-17 funding allocation to ALCs and ALPs. Commitment letters will be forwarded for the Minister's consideration in May.

Recent Departmental Highlights and Accomplishments

Adult Learning and Literacy Branch:

- Supported the operation of adult learning centres to steadily increase the graduation rate for Aboriginal learners. Since 2005-06, the graduation rate for Aboriginal learners has increased by 12 percent.
- Piloted four full-time literacy programs for adult learners who were receiving Employment Insurance benefits to improve their employment prospects. The lessons learned from these pilot programs will help to inform the development of the new Adult Literacy on Lombard program.
- Supported the development of the Adult Literacy on Lombard program that will offer literacy and high school credit programs for Employment Insurance recipients who are able to participate in full-time literacy programming. Located at the Manitoba Jobs and Skills Development Centre (111 Lombard Street), learners will benefit from a model of wrap-around support services including job search, essential skills training, and career development resources. The program will begin operation in September 2016.
- Provided professional development opportunities for adult literacy practitioners throughout Manitoba by delivering the **Manitoba Adult Literacy Learner Assessment (MALLA)** training in Brandon, Thompson, and Winnipeg.
- In partnership with Aboriginal Directorate, Manitoba Education, Adult Learning and Literacy provided A Journey from Cultural Awareness to Cultural Competency training to members of the Circle of Aboriginal Adult Educators and other adult educators and instructors in Winnipeg and surrounding area. Sixteen staff from 11 adult learning centres and literacy programs participated in the four day train-the-trainer model.
- For the first time, Adult Learning and Literacy delivered the required Level One, Instructor credential course, **Manitoba Stages Framework: What does it mean?/Introduction to Stage Level Increments** entirely online using Blackboard Learn. The online format enabled 15 adult literacy program staff and instructors from across the province to access and complete the training in a convenient and cost effective manner.
- In 2014-15, for the first time, adult learning centre teachers were nominated for and received the Manitoba Excellent in Teaching Award. Educators from Kelsey Learning Centre received the award of Teaching Excellence – Team collaboration.

Significant Clients – Adult Learning and Literacy

External Stakeholders

- Approximately 10,000 adult learners enrolled annually in registered Adult Literacy Programs and Adult Learning Centres (2,228 learners in Adult Literacy Programs, 8,153 learners in Adult Learning Centres in 2014-15).
- Educators, literacy practitioners and support staff serving learners in seventy-two provincially funded adult literacy programs and adult learning centres.
- Recognized Education Institutions (REIs) (i.e. Red River College, University of Winnipeg, University College of the North, school divisions)
- Not-for profit organizations that partner with REIs to deliver adult learning and literacy programs (Urban Circle Training Centre Inc., Sunrise Adult Learning Centre)
- Aboriginal organizations, immigrant organizations, Franco-manitoban organizations, and representatives of correctional facilities.

Internal Stakeholders

ALL works closely with staff of Education and Advanced Learning on matters of education policy and curriculum, and strengthening educational pathways. The branch also works in collaboration with Jobs and the Economy to support learners to prepare for potential employment.

ALL participates in the following Council of Ministers of Education, Canada (CMEC) subcommittees: Adult Literacy Subcommittee, Federal Provincial Territorial (FPT) Working Group on Adult Literacy and Essential Skills, Literacy Expert Advisory Group, and Programme for the International Assessment of Adult Competencies (PIAAC) Coordinators Committee.

ALL also participates in the GED Canadian Jurisdiction Coordinators committee.

Key Organizations

- Adult Secondary Education Council (ASEC)
 - ASEC is the professional organization of adult educators in Manitoba. Members of the board meet with the Minister on an annual basis. They hold two conferences per year to provide opportunities for adult educators to network and participate in professional development workshops. In 2015-16, ALL provided a grant in the amount of \$2.0 to support ASEC in delivering professional development to the field.
- Circle of Aboriginal Adult Educators
 - The Circle of Aboriginal Adult Educators was initiated as part of the Aboriginal component of the Manitoba Adult Literacy Strategy. The purpose of the Circle of Aboriginal Adult Educators is to provide guidance for the development of programming and curricula for use by all adult educators and for all adult learners in adult literacy programs and adult learning centres. Members of the Circle of Aboriginal Adult Educators participate in professional development with Aboriginal colleagues from the Kindergarten to Grade 12 education system through the annual Aboriginal Education Conference. They also meet as to share best practices in teaching adult Aboriginal learners.

2.1 STAFFING

As of April 2016

ADULT LEARNING AND LITERACY BRANCH

Managerial					
FTE#	EMPLOYEE NAME	SY	POSITION TITLE	LOCATION	CLASS
ALL008	Buchanan, Nancy	1.0	Executive Director	Winnipeg	XM1
Sub-Total		1.0			
Professional/Technical					
ALL002	Matheson, Marie	1.0	Program Consultant/GED Chief Examiner	Brandon	CRC
ALL003	Kilbrai, Heather	1.0	Program Consultant	Winnipeg	CRC
ALL004	Vacant (Note 1)	1.0	Senior Consultant	Winnipeg	XO4
ALL005	Baker, Judy	1.0	Program Consultant	Winnipeg	CRC
ALL006	Ramos-Urbano, Regina	1.0	Program Consultant	Winnipeg	CRC
ALL007	Onofreychuk, Karen	1.0	Administrative and Financial Manager	Winnipeg	XO3
ALL009	Idzikowski, Monika	1.0	Director of Programs/Registrar	Winnipeg	PCD
ALL010	Maclean, Anne	1.0	Program Consultant	Thompson	CRC
ALL011	Vacant	1.0	Program Consultant	Winnipeg	CRC
Sub-Total		9.0			
Administrative Support					
ALL001	Mendoza, Joycelyn	1.0	Office Manager	Winnipeg	CL4
ALL012	Dufresne, Monique	0.4	Administrative Support Clerk	Brandon	CL3
	Agraviador, Susan	0.6	Administrative Secretary	Winnipeg	AY2
Sub-Total		2.0			
TOTAL		12.0			

MULTICULTURALISM AND LITERACY TRANSITION MATERIALS

EXECUTIVE BRIEFING MATERIAL

- Urgent Issues – Council of the Federation Award 1.

MINISTER'S BRIEFING MATERIAL

- Proposed Briefing Schedule 2.
- Organization
 - Department Responsibilities
 - Organizational Chart
 - Organizational Structure3.
- Strategic Overview
 - Strategic Priorities4.
- Financial Overview 5.
- Policy or Financial Pressures 6.
- Community Contacts 7.
- Scheduled Events 8.
- Statutory Responsibilities 9.
- Acronyms 10.
- Urgent Issues
 - Funding Pressures on Adult Learning Centres
 - Funding Pressures on Adult Literacy Programs
 - Funding for Westgrove Learning Centre, Family Dynamics Inc.11.
- Medium and Long Term Issues
 - Manitoba Adult Literacy Strategy
 - Organizational Capacity of Adult Learning Centres and Adult Literacy Programs

ADM BRIEFING MATERIALS

- Financial and Staffing Overview 12.
- Divisional Overviews and Statutory Responsibilities
 - Multiculturalism Secretariat 13.
 - Adult Learning and Literacy 14.15.
- Significant Clients 16.
- Early Decisions 17.
- Upcoming Meetings and Events 18.
- Recent Highlights and Accomplishments 19.

GRANTS PAID 20.

DEPARTMENTAL PLAN 21.

DEPARTMENT ACTION PLAN – DRAFT 22.

BRIEFING NOTES

- MS – Ethnocultural Community Support Program Fast Facts 23.
- MS – Resettlement of Syrian Refugees 24.
- ALL – Adult Learning Centres Fast Facts 25.
- ALL – Adult Literacy Programs Fast Facts 26.
- ALL – Brandon Literacy Council Review 27.
- ALL – Centre for Aboriginal Human Resource Development (CAHRD) and Technology Education 28.
- ALL – Literacy at Lombard Pilot 29.
- ALL – Westgrove Learning Centre 30.

Upcoming Meetings and Events

Recommended Early Introductory Meetings

Adult Secondary Education Council (ASEC) – Jerilyn Ducharme, President

**Education and Training
Advisory Note for the Minister**

Branch: Adult Learning and Literacy

Date: May 5, 2016

New:

Updated:

Subject: Early Decision – Approval for 2016/17 expenditures for Manitoba Adult Literacy Program (appropriation (44-3D))

Background:

- Grants to ALPs provide funding and support for agencies to offer tuition-free programming to improve the literacy and numeracy skills of adults to meet employment, training, or personal literacy-related goals.
- Agencies that are funded in whole or in part by the MALP (appropriation 44-3D) must meet the requirements of the Adult Literacy Act and Regulation, the criteria for funding and the policies and procedures established by Adult Learning and Literacy (ALL).
- Consistent with the annual funding cycle, ALL reviewed requests for registration and funding for the 2016/17 school year in March.
- Scheduling of the General Election and the 'dropping of the writ' disrupted the approvals cycle and required the department to obtain Treasury Board approval to delegate authority to the Deputy Minister to approve the 2016-17 funding allocation to Adult Literacy Programs to a maximum of 19(1)(b) 23(1)(a)(f)

Current Status:

- ALL requires an early decision regarding the 2016/17 funding allocation to ALCs in order to prepare commitment letters for the organizations.
- Two options for consideration are:
 - 19(1)(b) 23(1)(a)(f)
 -

Future Status:

- Upon confirmation of the 2016/17 funding for ALCs, letters will be prepared for the Minister's signature.
- A detailed letter from the Registrar will follow that includes the funding terms and conditions, registration terms and conditions, and a financial reporting package. Usually organizations submit their revised budgets to ALL for approval in mid-May.
- Annual funding agreements between Manitoba and the ALPs are finalized in July.

CAUTIONARY NOTE:

- Several ALPs have contacted ALL inquiring about the status of 2016/17 funding for their programs.

Contact: Nancy Buchanan
Executive Director
204-945-4399

Education and Training Advisory Note for the Minister

Branch: Adult Learning and Literacy
 Date: May 5, 2016 New: Updated:

Subject: Early Decision – Approval for 2016/17 expenditures for Manitoba Adult Learning Centres Program (appropriation (44-3C))

Background:

- Grants to ALCs provide educational programming that enables adults to obtain recognized high school credits to pursue further education, training and employment opportunities.
- In March 2016, Adult Learning and Literacy (ALL) reviewed requests for registration and funding for the 2016/17 school year from existing ALC programs in accordance with Sections 3, 5 and 8 of the ALC Act.
- Funding of ALCs follow an annual cycle. ALCs that are operated by school divisions are required by their staff contracts to inform teachers by April 29, 2016 regarding any changes for 2016/17 school year. ALL funding is usually approved by mid-April to enable ALC operators to meet their contractual obligations. Organizations normally receive the funding approval letter from the Minister the third week of April.
- Scheduling of the General Election and the 'dropping of the writ' disrupted the approvals cycle and required the department to obtain Treasury Board approval to delegate authority to the Deputy Minister to approve the 2016-17 funding allocation to Adult Learning Centres to a maximum of 19(1)(b) 23(1)(a)(f)

Current Status:

- ALL requires an early decision regarding the 2016/17 funding allocation to ALCs in order to prepare commitment letters for the organizations.
- Two options for consideration are:
 - 19(1)(b)
 - 23(1)(a)(f)

Future Status:

- Upon confirmation of the 2016/17 funding for ALCs, letters will be prepared for the Minister's signature.
- A detailed letter from the Registrar will follow that includes the funding terms and conditions, registration terms and conditions, and a financial reporting package. Usually organizations submit their revised budgets to ALL for approval in mid-May.

- Annual funding agreements between Manitoba and the ALCs are finalized in July.

CAUTIONARY NOTE:

- Several ALCs have contacted ALL inquiring about the status of 2016/17 funding for their programs.

Contact: Nancy Buchanan
Executive Director
204-945-4399

**Education and Training
Advisory Note for the Minister**

Branch: Adult Learning and Literacy

Date: May 5, 2016

New:

Updated:

Subject: The Council of the Federation (COF) Literacy Award

Background:

- In July 2004, Premiers created the Council of the Federation (COF) Literacy Award to recognize outstanding achievement, innovative practice and excellence in literacy. Beginning in 2005, 14 medallions and certificates are presented, one in each province and territory (PT). As Canada's only bilingual province, New Brunswick presents an award in both official languages.
- The COF Literacy Award for Manitoba recognizes achievement in adult literacy and highlights Manitoba's recognition of the importance of adult literacy and essential skills as the foundation for a dynamic society and economy.
- The Adult Learning and Literacy (ALL) Branch of Multiculturalism and Literacy is responsible for the identification of and process for awarding the COF Literacy Award to a Manitoba adult literacy learner. The process is as follows.
 - In early April, ALL distributes a memorandum to the literacy field across Manitoba to announce the COF Literacy Award Call for Nominations in Manitoba. The call is also posted on the Manitoba Government website and linked to the COF website.
 - An adjudication committee composed of representatives from ALL and the literacy field reviews the nominations and submits the name of award recipient to the COF Secretariat in early July.
 - A news release announcing the winners from across Canada is released by the COF Secretariat (Ottawa) on September 8, 2016.
 - The recipient of the award in Manitoba receives a medal, a certificate and a monetary award. COF contributes \$300.00. Manitoba has matched the COF contribution for a total annual award of \$600.00.
- The Premier of Manitoba hosts an event and presents the award to the recipient in September or October. The event is attended by representatives of the literacy field and literacy learners.

Current Status:

Due to the timing of the 2016 Manitoba General Election, the distribution of the COF Literacy Award Call for Nominations has been postponed until after the election. Staff request approval to distribute the call as soon as possible in order to allow the literacy community to respond in enough time to select a winner. The proposed deadline is May 31, 2016.

Future Status:

The Minister confirms that the Premier continues to support the Council of the Federation Literacy Award and host the event where the award is presented to the recipient.

Cautionary Note:

If Manitoba does not support the award, it will make this province the only jurisdiction that does not participate.

Contact: Nancy Buchanan
Executive Director
204-945-4399

**Education and Training
Advisory Note for the Minister**

Branch: Adult Learning and Literacy

Date: April 25, 2016

New:

Updated:

Subject: Funding for 18(1)(b)

Background:

- The Manitoba Adult Literacy Program (MALP) is available for agencies to offer adult literacy program provided that:
 - the agency has a mandate to provide adult literacy programming;
 - the agency is able to offer learners a minimum of six hours of programming a week over a minimum of 26 weeks; and
 - the program uses the Manitoba Stages Framework for assessment and instruction of learners.
- Programming at the 18(1)(b) housing development was supported by the province on a pilot basis (2009-10 to 2012-13) to explore structured adult literacy programming that met the criteria of MALP for this population. Funding was conveyed through the 18(1)(b)
- It became evident through low learner enrolment and participation that most learners at this location were not ready to commit to the structured format of MALP. Thus funding for the program was not continued beyond the pilot.
- The 18(1)(b) community has continued to offer literacy programming to their clients. In addition, the range of instruction and supports includes English as an Additional Language (EAL) support, high school level course upgrading, Mature High School Diploma courses, literacy Stages certificates, and GED preparation. Life skills supports and some aspects of basic literacy programming are also provided. Some students complete credits for their Mature High School Diploma through online courses offered by 18(1)(b)
- In April 2014, Adult Learning and Literacy (ALL) met with 17(1) 17(3)(1) and representatives from 18(1)(b) to discuss the report published by the Canadian Centre for Policy Alternatives, The First Rung on the Ladder: Community-Based Literacy Programming in Public Housing. The report argues the importance of investing in adult pre-literacy and literacy programming in housing developments.
- 18(1)(b) did not apply for MALP funding for 2015-16 as the agency found an alternative source of funding to support their program.
- In March 2015, 18(1)(b) submitted a pre-application for MALP funding for the consideration of funding for 2016-17. The pre-application made a case for literacy programming that supports residents to be able to read to their children, and to read notes that their children bring home from their schools. The MALP model of literacy provision focuses on improving the literacy and numeracy skills of adults to meet

employment, training, and/or personal literacy-related goals. Due to the complex set of learner issues conveyed in their application, and the agency's focus on literacy instruction for personal development, ALL staff felt the MALP model of literacy provision was not an appropriate model for this location/agency. The ALL assessment noted that, due to the complex needs of the learners, the proposal fell outside of the scope of ALL's MALP funding. ALL verbally advised 18(1)(b), that a pre-application would not be approved.

- ALL recommended that an alternate model of literacy/life-skills provision be explored to better serve the needs of learners in Manitoba Housing developments. This new model would likely require a multi-departmental approach to programming to ensure the model of provision is sustainable and meets the diverse needs of adults living in these developments.
- Efforts were pursued with other relevant departments (21(1)(c)) to consider supporting the current model given its focus on high need areas and vulnerable persons. Departments determined that there was no capacity to provide support beyond current levels.

Current Status:

- ALL has suggested that 18(1)(b) pursue partnerships with another adult literacy program to strengthen program capacity and delivery. Currently 18(1)(b) is exploring a partnership with

Future Status:

- 19(1)(b)
23(1)(a)(f)

Options:

1. 19(1)(b)
23(1)(a)(f)
- 2.

Cautionary Note:

The proposal to operate a literacy program within a low-income housing development is advocated by anti-poverty groups that argue that easily accessible foundational literacy programming would meet the needs of low-income Manitobans with the lowest levels of literacy. They propose that literacy programming should be expanded to serve residents living in Manitoba Housing developments.

Contact: Nancy Buchanan
Executive Director
204-945-4399

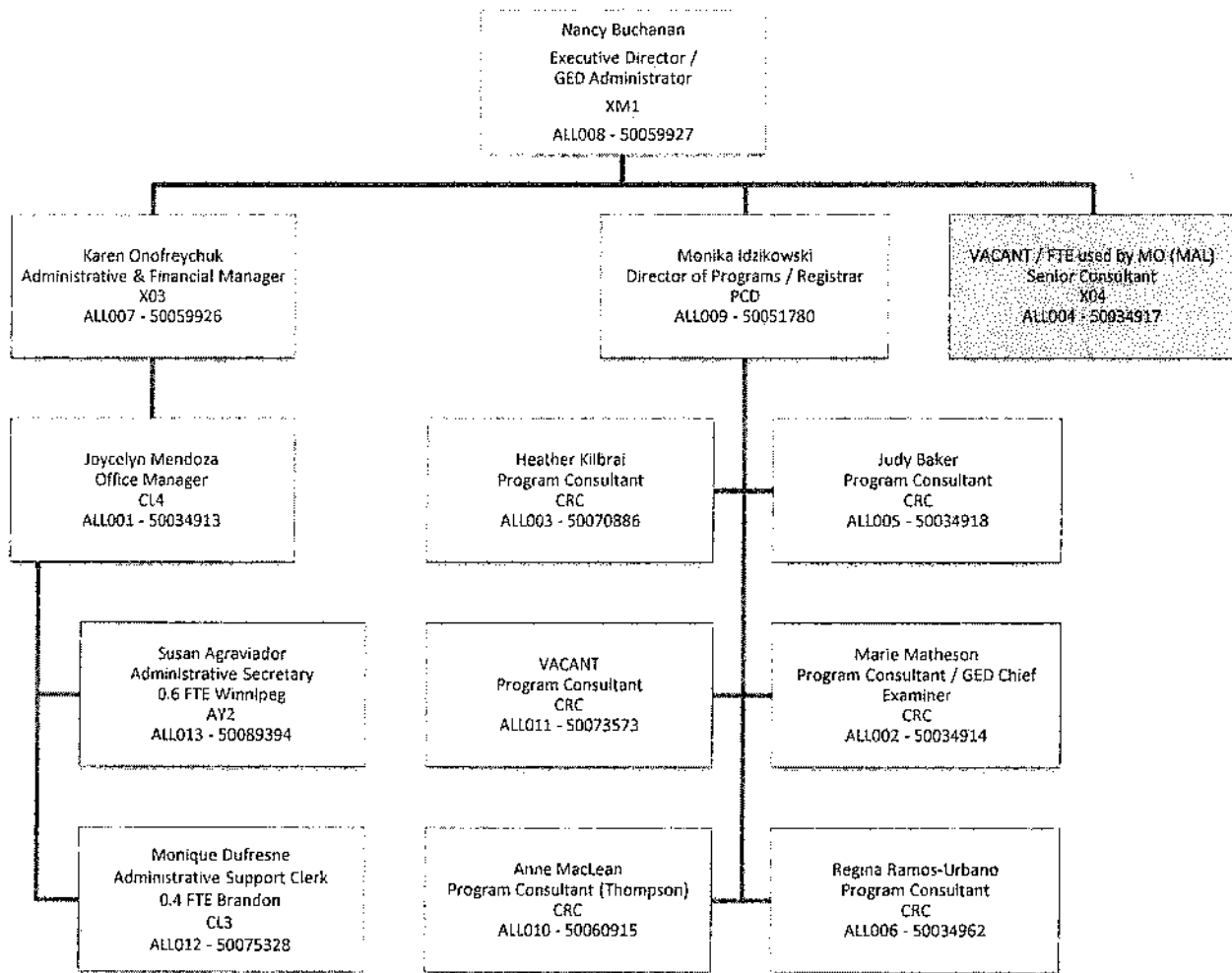


TABLE OF CONTENTS

EXECUTIVE SUMMARY

- | | |
|-------------------------------|---|
| 1. EXECUTIVE SUMMARY | 1 |
| 2. PROPOSED BRIEFING SCHEDULE | 4 |

ORGANIZATION

- | | |
|--------------------------------|----|
| 1. DEPARTMENT RESPONSIBILITIES | 5 |
| 2. ORGANIZATIONAL STRUCTURE | 7 |
| 3. ORGANIZATION CHART | 10 |

STRATEGIC OVERVIEW

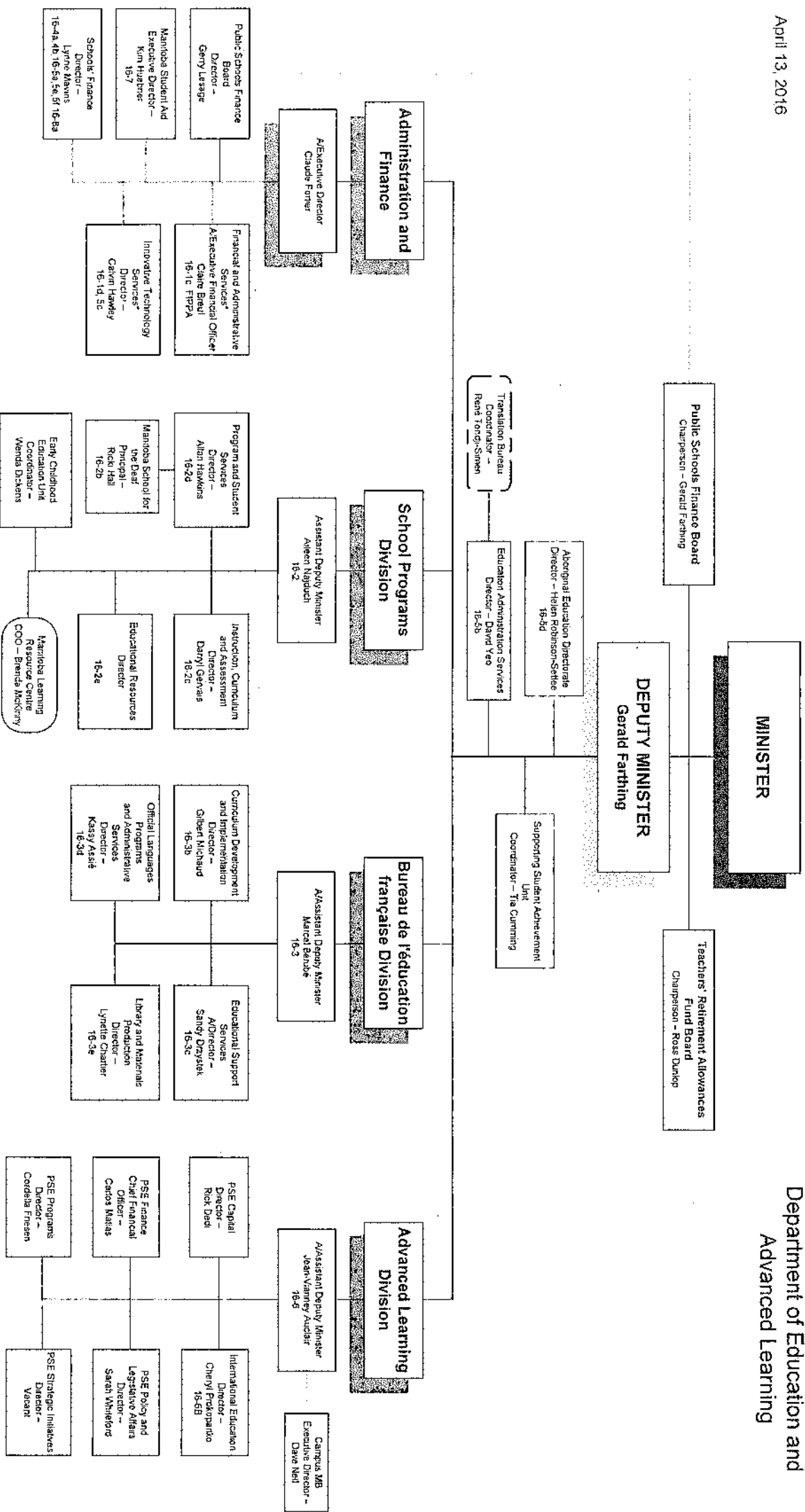
- | | |
|--|----|
| 1. STRATEGIC PRIORITIES | 11 |
| 2. FINANCIAL OVERVIEW | 13 |
| 3. BROAD POLICY OR FINANCIAL PRESSURES | 15 |
| 4. LIST OF COMMUNITY CONTACTS | 17 |
| 5. STATUTORY RESPONSIBILITIES | 19 |
| 6. SCHEDULED EVENTS | 21 |
| 7. ACRONYMS | 26 |

URGENT ISSUES

- | | |
|--|----|
| 1. FUNDING OF SCHOOLS | 27 |
| 2. NEW SCHOOLS AND INFRASTRUCTURE REPAIRS | 28 |
| 3. ABORIGINAL AND NON-ABORIGINAL STUDENT ACHIEVEMENT | 29 |
| 4. FUNDING OF POST-SECONDARY EDUCATION | 30 |
| 5. FRONT AND CENTRE CAMPAIGN | 31 |
| 6. POST-SECONDARY CAPITAL PROJECTS | 33 |
| 7. STUDENT FINANCIAL ASSISTANCE INFORMATION SYSTEM | 34 |

April 13, 2016

Department of Education and
Advanced Learning



*Provides services to the Department of Multiculturalism and Literacy

**EDUCATION AND ADVANCED LEARNING
MINISTERIAL BRIEFING**

2. PROPOSED BRIEFING SCHEDULE

The following table lists major department briefings that will be required between April 20th and May 30th, 2016 for the Minister. Deputy Minister will meet with the Minister to determine the sequence of the briefings. Briefing notes will be prepared for each of the items below and sent in advance of the meeting.

Major Briefings	Minister Briefing Schedule
FUNDING	
Funding of Schools	TBD
Funding of New Schools/Infrastructure Repairs	TBD
Funding of Post-Secondary Education	TBD
Post-Secondary Capital Requests	TBD
DEPARTMENT PRIORITIES	
Student Achievement in Literacy and Numeracy	TBD
Aboriginal Education	TBD
Effective Transition to Post-Secondary Education and the World of Work	TBD
Post-Secondary Education Strategy	TBD
Education for Sustainable Development	TBD
OTHER MATTERS	
Special Education	TBD
Syrian Refugees	TBD
Legislation	TBD
Student Financial Assistance Information System	TBD
Appointments to Boards	TBD
Children in Care	TBD
Closure of Schools	TBD
Modernization of the Manitoba Public Schools Act	TBD

**Executive Briefing Note
Education and Advanced Learning**

1. Department responsibilities

The department's fundamental responsibility is to provide direction and allocate resources in support of Kindergarten to Grade 12 (K-12) education in public and funded independent schools and for setting priorities and allocating funds for the post-secondary education system and student financial assistance. The department is also responsible for the overall legislative and regulatory structure governing the K-12 education and post-secondary education systems.

2. Items requiring immediate decisions/action

No immediate decisions required by Cabinet at this time.

3. Pressures

Funding of Schools: School divisions have used the public school funding (\$1.3 billion) announced on January 5, 2016 to set their 2016/17 budgets and, as of March 15th, have sent to each municipality the amount of property tax (Special Levy) to be raised on their local ratepayers. There is a growing call for a new funding formula. For example, 22 out of 37 school divisions in 16/17 are receiving the formula guarantee (\$26.1M).

New Schools and Infrastructure Repairs: There is tremendous pressure for maintaining existing infrastructure and for building new schools. The Public Schools Finance Board has identified the need for seven new schools or major additions/renovations for classroom space based on projected student enrolment. The estimated project cost for all seven new schools or major additions/renovations is \$230M (one-time) and the ongoing infrastructure renewal cost is \$20M (per-year) which is considered to be much lower than it should be.

Aboriginal and non-Aboriginal Student Achievement: In addition to overall concerns about student achievement in literacy and numeracy, recommendations from the Manitoba Auditor General have highlighted considerable concern and awareness regarding Aboriginal student achievement and outcomes. The Student Achievement Support Unit was established to focus on increasing student achievement in literacy and numeracy.

Funding of Post-Secondary: Government announced on January 7, 2016 that it would provide 709.3M in funding to the post-secondary education system. This represents an increase of funding of 2.5% to universities and of 2% to colleges from 2015/16. Although the increase was welcomed, post-secondary institutions have indicated the cap on tuition increases prevents them from raising sufficient revenue to offset their increasing costs.

University of Manitoba (UM) Front and Centre Fundraising Campaign: UM launched a new \$500.0M fundraising campaign in 2015. The province announced in October 2015 as well as in January 2016 its commitment to provide \$150.0M towards the campaign. The budget appropriations of several of these initiatives have yet to be approved.

Capital Projects Post-Secondary: The province is engaged in several major post-secondary capital projects involving primarily \$100M

21(1)(e) budget
appropriations have yet to be determined and potential contributions from the government of Canada are pending.

19(1)(b)

4. Priority issues

Synopsis: The department established five strategic priorities for the 2015/16 department plan which are outlined below. Each priority area has an action plan and associated deliverables.

Option for moving forward: Continue with these five priorities and advance the implementation of the deliverables.

1. *Student Achievement in Literacy and Numeracy:* Performance on recent pan-Canadian and international assessments and the examination of provincial student achievement data has highlighted the need to increase student achievement, specifically in the areas of literacy and numeracy. School Divisions will be required to track, plan and report on progress made related to specific student achievement data.
2. *Aboriginal Education:* Manitoba's Indigenous population is one of the fastest growing populations. There are two key areas of focus: 1) strengthening Aboriginal student achievement in literacy and numeracy and 2) ensuring all Manitoba students, particularly Aboriginal Students, learn about the histories, languages and cultures of Aboriginal peoples.
3. *Effective Transition to Post-secondary Education and the World of Work:* Measures are being put into place that will enable all students to access a range of career exploration activities, including paid work experiences; and opportunities for students to access post-secondary courses and Level 1 Apprenticeship while still in high school.
4. *Manitoba's Post-Secondary Education Strategy: A Partnership for Excellence and Student Success* was released on June 23, 2015. Input was sought from the Minister's Advisory Committee on Advanced Education. Among some of the specific commitments are the establishment of a Manitoba Coalition for Indigenous Education, a careers website, an on-line credit transfer portal, and new provincial awards to promote teaching excellence and innovation in post-secondary education.
5. *Education for Sustainable Development (ESD):* Manitoba is considered a world leader in ESD. ESD is integrated into all K-12 curricula. Specific commitments found in *Tomorrow Now, Manitoba's Green Plan, and Manitoba's Climate Change and Green Economy Action Plan* include ESD plans in every school by 2019, strengthening climate change education, strengthening technical and vocational education in support of sustainable development, and promoting the extension of ESD in teacher education.

5. Organizational chart

See Appendix A

Education and Advanced Learning Ministerial Briefing

1. DEPARTMENT RESPONSIBILITIES

Mandate

The department's fundamental responsibility is to provide direction and allocate resources in support of Kindergarten to Grade 12 (K-12) education in public and funded independent schools and for setting priorities and allocating funds for the post-secondary education system and student financial assistance.

The department endeavours to facilitate high quality, affordable, and accessible learning opportunities for all students in K to 12 and post-secondary institutions with a view to supporting seamless and coherent links across the education, learning and training systems.

In addition to identifying broad educational goals, the department is also responsible for the overall legislative and regulatory structure governing the K-12 education and post-secondary education systems.

Manitoba Education and Advanced Learning represents the Province in negotiations with the federal and other provincial governments, and works closely with other government departments in Manitoba to support province-wide strategic priorities and promote a unified direction for education and training in Manitoba.

Vision

That every student will complete their course of studies with a profound sense of accomplishment, hope and optimism.

Mission

To ensure that all Manitoba's students have access to an array of educational and training opportunities such that every student experiences success through relevant, engaging and high quality education and training that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.

Overarching Goals

Broad and longer term goals are:

1. To ensure that education practice and policy in Manitoba is guided by the principle of inclusion.
2. To significantly increase achievement levels of those students who have been historically less successful.
3. To continue to increase the overall provincial graduation rate.
4. To ensure education in Manitoba supports students experiencing and learning about what it means to live in a sustainable manner.

Priority Action Areas

Five priority areas identified to support these goals are:

1. Student Achievement in Literacy and Numeracy
2. Aboriginal Education
3. Effective Transition to Post-Secondary Education and the World of Work
4. Implementation of Manitoba's Post-Secondary Education Strategy
Education
5. Education for Sustainable Development

Education and Advanced Learning Ministerial Briefing

2. ORGANIZATIONAL STRUCTURE/DESCRIPTION

Please see the organizational chart for the structure. The following is a brief description of the department's organizational areas and a biography of key personnel for each.

Aboriginal Education Directorate (AED)

The mandate of Aboriginal Education Directorate is to provide leadership and coordination for departmental initiatives within Aboriginal Education. The Directorate works closely with Manitoba Aboriginal and Northern Affairs to ensure that the Province's education and training systems are responsive to Aboriginal peoples. This includes collaboration in the areas of policy development, strategic initiatives and research that have a strong emphasis on cultural awareness and cultural competency.

Biography of Key Personnel

Helen Robinson-Settee is the Director of the Aboriginal Education Directorate. She has been with the Directorate since 1999 as a consultant and acting Director as of 2002, she was hired as Director in 2006. Helen is an Anishinaabe woman originally from Dauphin River First Nation in Manitoba. She completed her Bachelor of Education at Winnipeg Education Centre (University of Manitoba) specializing in Aboriginal Languages and Inner-city Education in 1987. Helen also holds a Master of Education Degree from the University of Manitoba.

Education Administration Services (EAS)

Education Administration Services Branch coordinates the revision of K-12 and post-secondary education legislation as defined by the statutes for which the Minister of Education and Advanced Learning is responsible. The Branch fulfils an advisory and consultative support role to the department, school divisions, schools and the public on matters related to education administration policy, legislation, and their supporting regulations and on the K-12 education system in general.

Biography of Key Personnel

David Yeo is Director of the Education Administration Services Branch, and the proud Dad of an amazing high school age daughter. Raised in rural Manitoba, he began his career with Education in 1989, serving in the capacities of Administrative Officer, Assistant Director and, for the past 13 years, Director. He holds a Ph.D. in Educational Administration from the University of Manitoba, with his doctoral dissertation an examination of agenda setting and the politics of policy choice in the public sector.

Student Achievement Support (SASU)

The Student Achievement Support Unit provides leadership, coordination and support for the implementation of the new school division planning process. School divisions will be required to track, plan and report on progress made related to specific student achievement data. The focus of the unit is on examining instructional strategies, using data to inform practice, tracking student achievement, and developing instructional leadership and teacher capacity. In addition, the Unit focuses on the examination and analysis of disaggregated student achievement data to

better understand trends and patterns to increase student achievement for all students and specifically for First Nations, Métis and Inuit students.

Biography of Key Personnel

Tia Cumming is the coordinator of the Student Achievement Support Unit (SASU). She has been with the department for 4 years. In early 2012, she started as a coordinator of the Smaller Classes Initiative, and in late 2014 she added the role of coordinator of SASU. Prior to her secondment to the department, Tia served in different teaching and leadership roles in the Louis Riel School Division, with her last position as the principal of the Rene Deleurme Centre. She has a Masters of Education Degree in Educational Administration from the University of Manitoba.

Administration and Finance

The Administrative and Finance Division provides executive management, planning and policy, central controllership and overall administration support services to Education and Advanced Learning. In addition, it ensures the development of effective management practices related to comptrollership and human resource development. Included in this division is the office of the Minister and Deputy Minister, Financial and Administrative Services, and Innovative Technology Services, Schools Finance, Manitoba Student Aid and administrative matters related to the Public Schools Finance Board.

Biography of Key Personnel

Claude Fortier is the Acting Executive Director of the Administration and Finance Division. He is a Chartered Professional Accountant and has been with the department for over 25 years. Claude began his career as a financial analyst and has since held a number of financial positions throughout his tenure with the department. He has served for over 10 years as the department's Executive Financial Officer and for the past year and a half in his current role as Acting Executive Director.

Schools Program Division (SPD)

The mandate of the Schools Program Division (SPD) is to promote leadership and support for Manitoba's Early Childhood and K-12 education system through the development and implementation of policy and program framework for the school system. This mandate is achieved through the work of the Division Administration office;

Manitoba School for the Deaf; Instruction Curriculum and Assessment Branch; Program and Student Services Branch; Educational Resources Branch; and the Manitoba Text Book Bureau.

Biography of Key Personnel

Aileen Najduch is the Assistant Deputy Minister, School Programs Division. She has been with the department for 20 years. Starting as a curriculum consultant, she progressed to positions of increasing complexity and responsibility, serving as Acting Coordinator of the Development Unit, Director of the Instruction, Curriculum and Assessment Branch, and eventually to her current role as ADM, a position she has held for 7 ½ years. Aileen has a Masters of Education Degree from the University of Manitoba.

Bureau de l'éducation française (BEF)

The mandate of BEF Division is to develop evaluate and administer policies and programs relating to French-language education. The Division is made up of four branches: Curriculum Development and Implementation Branch; Education Support Services Branch; Official Languages Programs and Administrative Services Branch; and Library and Materials Production Branch.

Biography of Key Personnel

Marcel Bérubé is the Acting Assistant Deputy Minister (Jan, 2016), Bureau de l'éducation française. Prior to this position, Marcel held the following positions at the department: Director, Support Services Branch; and Special Project Coordinator and Curriculum Writer. He previously was a teacher and school administrator in Swan Valley School Division, Division scolaire franco-manitobaine and Seven Oaks School Division. Marcel taught also at the Collège universitaire de Saint-Boniface. He holds a Master of Education Degree from University of Manitoba.

Advanced Learning Division (ALD)

In June 2014, the Council of Post-Secondary Education was dissolved and Advanced Learning Division was created within the department of Education and Advanced Learning. ALD provides recommendations on new programs and allocates financial resources to Manitoba's public universities and community colleges. The Division also coordinates post-secondary programs and policy development.

Biography of Key Personnel

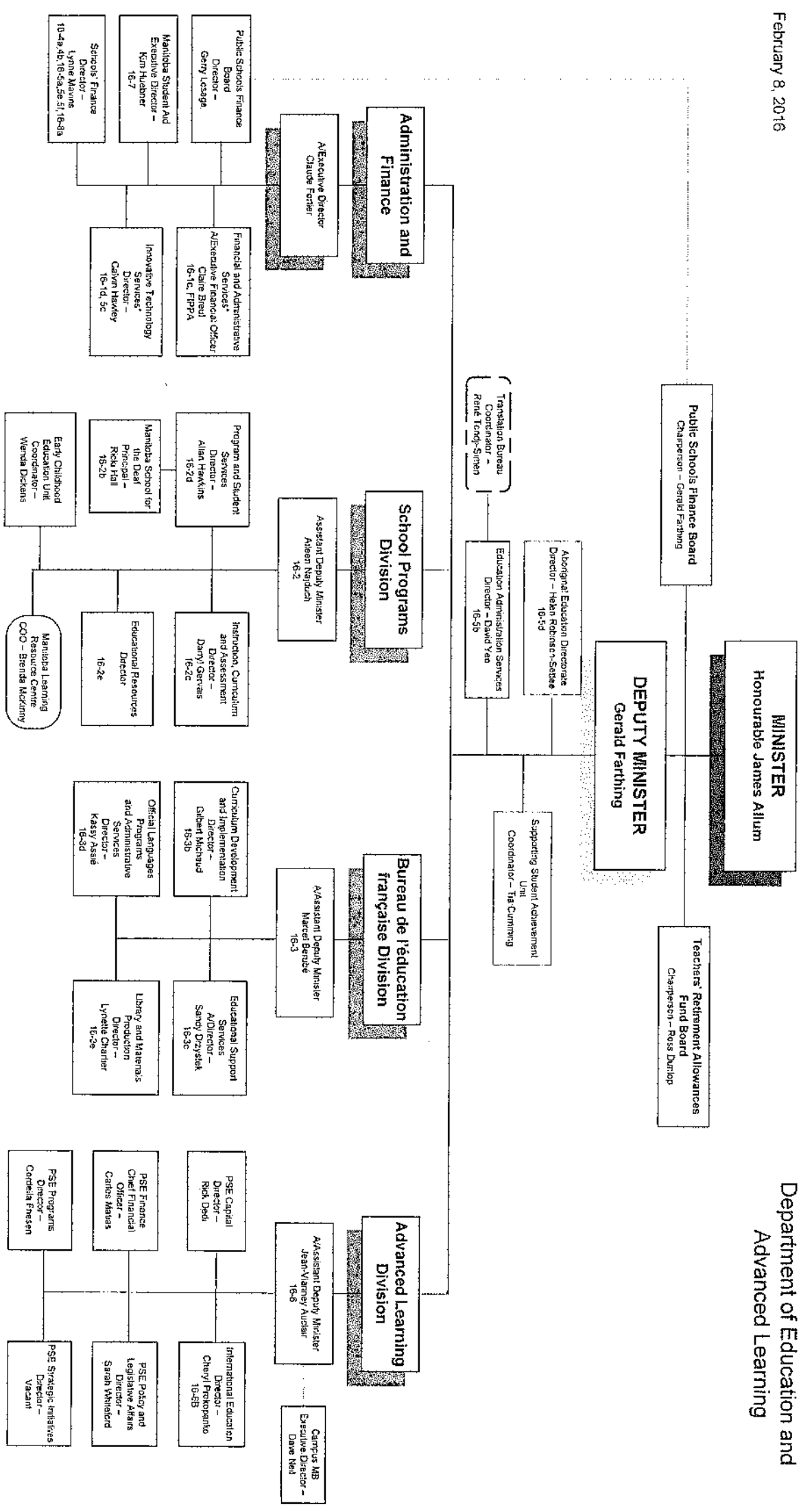
Jean-Vianney Auclair is the Acting Assistant Deputy Minister (Jan, 2016) for the Advanced Learning Division of the department. Prior to accepting this position, he was Assistant Deputy Minister at the Bureau de l'éducation française Division since 2005. He started working for the Manitoba Government in 1989 as a science curriculum consultant in the department. He later became Director for the Curriculum Development and Implementation Branch. Jean-Vianney holds a Master of Education Degree and is currently a PhD Candidate at the University of Manitoba.

EDUCATION AND ADVANCED LEARNING MINISTERIAL BRIEFING

February 8, 2016

3. ORGANIZATIONAL CHART

Department of Education and
Advanced Learning



EDUCATION AND ADVANCED LEARNING MINISTERIAL BRIEFING

1. STRATEGIC PRIORITIES

The department established five strategic priorities for the 2015/16 department plan which are outlined below. Each priority area has an action plan and associated deliverables.

1. *Student Achievement in Literacy and Numeracy:* Performance on recent pan-Canadian and international assessments and the examination of provincial student achievement data has highlighted the need to increase student achievement, specifically in the areas of literacy and numeracy. The Student Achievement Support Unit was established to provide leadership, coordination and support for the implementation of the new school division planning process. School divisions will be required to track, plan and report on progress made related to specific student achievement data. The focus of the unit is on examining instructional strategies, using data to inform practice, track student achievement, and develop instructional leadership and teacher capacity. In addition, the Unit will focus on the examination and analysis of disaggregated student achievement data to better understand trends and patterns to increase student achievement for all students and specifically for First Nations, Métis and Inuit students.
2. *Aboriginal Education:* Manitoba's Indigenous population is one of the fastest growing populations. There are two key areas of focus: 1) strengthening Aboriginal student achievement in literacy and numeracy and 2) ensuring all Manitoba students, particularly Aboriginal Students, learn about the histories, languages and cultures of Aboriginal peoples. These two key areas of focus are embedded in the new-four point plan for First Nations, Métis and Inuit education which was introduced in the fall of 2015 to place an increased focus on the academic achievement of Aboriginal students. The plan includes the development of a First Nations, Métis and Inuit Policy Framework to ensure all Manitoba students learn about the histories, cultures, traditional values, contemporary lifestyles and traditional knowledge of Indigenous peoples; the legacy of residential schools and the significance of treaties; updating provincial curricula to reflect Indigenous histories and perspectives; and working with post-secondary institutions to develop a strategy for introducing more Indigenous content into Bachelor of Education courses to support teachers to help students meet learning outcomes.

3. *Effective Transition to Post-secondary Education and the World of Work*: Measures are being put into place that will enable all students to access a range of career exploration activities, including paid work experiences; and opportunities for students to access post-secondary courses and Level 1 Apprenticeship while still in high school. Among some of the specific initiatives are the establishment of the First Year Now Initiative (Dual Credits), establishment of a Trades and Technology Network, establishment of an Advisory Committee on the High School Apprenticeship Program, and implementation of the Skill Build Shops Fund and the Skill Strategy Equipment Enhancement Fund to build, expand and upgrade trades and skills shops in high schools.

4. *Manitoba's Post-Secondary Education Strategy: A Partnership for Excellence and Student Success* was released on June 23, 2015. Input was sought from the Minister's Advisory Committee on Advanced Education. The Strategy is built around five strategic priorities: 1. Raise Indigenous Post-Secondary Education Participation to the Provincial Average; 2. Transition Supports for all High School Students; 3. A Pathways Approach: Multiple Routes to Advanced Education Credentials; 4. Manitoba Leadership in Teaching Innovation, Research and Student Experience; and 5. Building an Integrated, Collaborative Education System. The Strategy contains some specific commitments while providing a broad, comprehensive framework for development of further actions. Among some of the specific commitments are the establishment of a Manitoba Coalition for Indigenous Education, a careers website, an on-line credit transfer portal, and new provincial awards to promote teaching excellence and innovation in post-secondary education.

5. *Education for Sustainable Development (ESD)*: Manitoba is considered a world leader in ESD. ESD is integrated into all K-12 curricula and new courses have been developed to allow students to explore ESD issues in depth. Specific commitments found in *Tomorrow Now, Manitoba's Green Plan*, and *Manitoba's Climate Change and Green Economy Action Plan* include ESD plans in every school by 2019, strengthening climate change education, strengthening technical and vocational education in support of sustainable development, and promoting the extension of ESD in teacher education. This priority area aligns with the United Nations Education and Scientific Cultural Organization's Global Action Programme on ESD and the United Nations Economic Commission for Europe's Strategy for ESD. Along with the department, the active commitment of a broad range of educational stakeholders has been leading the effort to implement ESD in schools across the province.

**Education and Advanced Learning
Ministerial Briefing
2016/17 Estimates**

2. Financial Overview

2015/16 Printed Vote 2,505,431

2015/16 Adjusted Vote Transfers NIL

2016/17 Increases/(Decreases)	Requested
Miscellaneous:	
Departmental Salary/Operating Adjustments	281
Increase for TRAF (Teachers' Retirement Allowances Fund)	7,900
Council of Ministers of Education Canada (CMEC) Aboriginal Education contribution increase	100
Increase of 1.00 FTE funding for a new Coordinator to oversee the newly approved Manitoba Coalition for Indigenous Education (includes operating cost requirements of \$10.0).	103
Total Miscellaneous Adjustments	8,384
Funding of Schools Program¹:	
<i>Operating and Capital</i>	
- Special Needs – Level 2 & 3 (3% rate increase)	1,086
- Special Needs – Coordinator/Clinician (7% rate increase for Mental Health – in last 2 options)	679
- English as an Additional Language (volume and \$0.3M INS increases)	398
- Literacy and Numeracy (5.3% rate increase – in last 2 options)	1,596
- Aboriginal Academic Achievement (Formula increase)	686
- Equalization	9,920
- 0% Formula Guarantee	772
- Volume (no grant updates)	4,800
- Skills Strategy Equipment Enhancement Fund	(1,400)
- PSFB Administration	118
- Debt principal and interest	6,020
<i>Total Operating and capital</i>	<i>24,675</i>
<i>Other Support</i>	
- New Schools grant	1,020
- Frontier operating grant	(527)
- Community Schools Program	510
- Winnipeg Students at Risk	630
- MITT Program Grant	328
- DSFM Special Grant	1,319
- Nutrition program	350
- Student Achievement Fund	774
- Task Force on Special Needs	150
- Pathways to Education	85
- Transition to Post-secondary education	200
- First Nation Transition Funding	500
- MITT program growth	525
- Other grants	562
<i>Total – Other Support</i>	<i>6,425</i>
Funding Announcement	31,100
- Smaller Classes Initiative	3,009
- Less: Education Support Levy	(8,578)
- Add: PSFB Surplus Reduction	3,000
- Independent Schools	2,265
- General Support Grant	600
Total Funding of Schools Program	31,396
Education and School Tax Credits:	
- Education Property Tax Credit (EPTC) program	
• Seniors School Tax Credit Rebate	19,350
• EPTC annual volume adjustments	3,174
Total Education Property Tax Credit Program	22,524
- School Tax Assistance for Tenants and Homeowners (55+) program	274
Total Education and School Tax Credits	22,798

2016/17 Increases/(Decreases)	Requested
Advanced Learning Division:	
<i>Support for Universities and Colleges:</i>	
- Base increase of 2.5% for University Operating Grants	12,171
- Base operating grant adjustment for the University of Winnipeg (UW)	1,500
- Base increase of 2.0% for College Grants	2,877
- Principal & Interest payments for Universities	6,486
- Base operating grant adjustment related to federal grant portion of funding to Université de Saint-Boniface (on \$2M Federal Grant)	50
- Internationally Educated LPN program seat expansion	450
- University of Manitoba (UM) Masters of Social Work in Indigenous Knowledge program	585
- Manitoba Transfer Credit Portal	440
- UM Internationally Educated Engineers Qualification (IEEQ) program	208
- RRC Primary Care Paramedic program	83
- Data Management Strategy	100
- Premier's Chair and Awards in Post-Secondary Teaching Excellence and Innovation	80
- Bachelor of Mid-wifery program at UM and University College of the North (UCN) seat expansion	844
- Institutional Indigenization Activities (\$50.0 per Institution)	350
- Brandon University (BU) Métis Studies Program	150
- UCN IT Risk Assessment	400
- BU and Assiniboine Community College (ACC) Hybrid Business Pathway	420
Total Support for Universities and Colleges	27,194
<i>Other Post-Secondary</i>	
- Increase of 2.5% for Access Programs	276
- Advanced Education and Training Assistance	175
Total Other Post-Secondary	451
Total Advanced Learning	27,645
Manitoba Student Aid:	
- Provision for Loss requirement	8,238
- Legal fees related to the SFAIS litigation	163
- Tuition Fee Income Tax Rebate Allowance	137
Total Manitoba Student Aid	8,538
Total 2016/17 Increases/(Decreases)	98,761
Proposed 2016/17 Estimates	2,604,192 ²

Notes:

1. Requested amount for the Funding of Schools Program (\$31,396) reflects the final iteration of the Departmental Submission and differs from the original request of \$37,794 included in the Preliminary Estimates (See additional details below).

Funding of Schools Request - (Preliminary Estimate):	
- Schools Operating Grants increase of 2% economic growth model and estimated independent schools increase.	32,724
- Estimated increase for General Support based on the 2015 calendar year payroll costs.	600
- Increase in Capital Funding to School Divisions for debt principal costs	4,470
Total 2016/17 Funding of Schools Preliminary Estimates Request	37,794

2. Variance from the Preliminary Estimates request of \$2,610,590 reflects changes to the Funding of Schools Program.

EDUCATION AND ADVANCED LEARNING MINISTERIAL BRIEFING

3. BROAD POLICY OR FINANCIAL PRESSURES

Children in Care: In June 2015, the Manitoba Centre for Health Policy released “The Educational Outcomes of Children in Care in Manitoba” which included statistics such as the fact that the graduation rate for children in care is 33% compared to 89% for children who had never come in contact with the child welfare system. The subsequent Task Force on the Educational Outcomes of Children in care made a number of recommendations for actions, all of which were accepted by government. The departments of Family Services and Education and Advanced Learning must work together to implement the recommendations, including developing an inter-departmental information sharing protocol, implementing the recent Customary Care legislation, undertaking research/evaluation/data gathering activities, and implementing a new joint appointment Liaison position to assist in ensuring established procedures are followed to register and begin programming for students as they enter a new school, and helping to address challenges that arise.

Task Force on Special Needs Funding: As the result of concerns raised by educational partners, including parents, about the existing model of Special Needs Funding Levels 2 and 3 (low incidence categorical grants for students with severe to profound disabilities), implemented over 32 years ago, a Task Force on Special Needs Funding was established by the Minister of Education and Advanced Learning. The Task Force was established in March 2015 to explore potential changes, improvements, and/or alternative models for funding.

On January 7, 2016, Education and Advanced learning Minister, James Allum announced that the province will implement the recommendations of the Task Force on Special Needs Funding including the development of a model that reduces application paperwork and moves away from the labelling of students for funding purposes.

Currently the Task Force is reviewing funding models that are formula-based for Level 2 and 3, excluding complex interdepartmental applications for L3 Health Care and L3 Emotionally Behavioural Disorders, which will continue to be application-based. The objective is to have a model in place for the 2017/18 school year which divisions can adopt on a voluntary basis. As 2017/18 funding will be announced in January 2017, the Task Force must make a recommendation to government which will be included in the estimates process for the fall of 2016. Mandatory implementation of the model for all school divisions will occur in the 2018/19 school year.

In the interim, for the 2016-17 school year, no funding applications are required for students previously approved for special needs Level 2 or 3 funding whose funding ends on June 30, 2016, and who continue to meet eligibility criteria as previously submitted. Instead, a list of students, signed by the school principal and student services administrator, certifying that these students continue to meet the Level 2 and 3 eligibility criteria previously submitted, including enrolment and attendance. The only applications submitted would be those with no previous funding (kindergarten, new to

the province, newly diagnosed disability) and those who require multi-system planning due to complex health care or extreme emotional behavioural concerns.

19(1)(b)
18(1)(b)
23(1)(a)(e)

23(1)(a)(e)

Syrian Refugees - In November 2015, the Manitoba government announced a comprehensive strategy to welcome 1,500 to 2,000 refugees displaced by the crisis in Syria, coordinated through an interdepartmental group that includes Education and Advanced Learning. As of March 18, 2016, 926 individuals had arrived, mainly as federal government-assisted refugees. Sixty percent of the refugees are under the age of 17; as of March 18, almost 300 students had been registered in schools. Most students have significantly disrupted education, and speak little or no English or French on arrival. Social-emotional needs are high. Due to housing availability, students are mainly concentrated in the inner city, but private sponsorships are also bringing refugee students into communities around the province. Education and Advanced Learning has worked closely with school divisions to support their work with this unanticipated surge of students with high needs. Immediate contingency funding of over \$1,000,000.00 was provided to school divisions for the remainder of 2015/2016 through the Syrian Refugee Education Response funding, with increases to the existing Intensive Newcomer Support Grant announced for 2016/2017. The department has encouraged the strengthening of policies and protocols to register, welcome, assess, and provide appropriate educational and social-emotional supports for the new students. Professional learning was provided to build capacity within the educational community across the province.

The department has also worked closely with community and settlement agencies to help support initial transition to school programming and after-school homework and cultural orientation programs. Significantly higher numbers of Syrian and other refugee students are expected to continue to arrive under the current federal immigration levels; this will require department attention to ensure that all of them have access to appropriate educational opportunities and the wrap-around supports needed to help them thrive in their new setting.

**EDUCATION AND ADVANCED LEARNING
MINISTERIAL BRIEFING**

4. LIST OF COMMUNITY CONTACTS

EDUCATIONAL ASSOCIATIONS	
COSL	<p>COUNCIL OF SCHOOL LEADERS (COSL) Maxine Geller, Chair Person 204 – 2639 Portage Avenue. Winnipeg MB R3J 0P7 Phone: 204-837-3044 Fax: 204-831-0877</p> <p style="text-align: right;">E-mail: cosl@mbteach.org www.cosl.mb.ca</p>
MAPC	<p>THE MANITOBA ASSOCIATION OF PARENT COUNCILS Naomi Kruse, Executive Director 1005 - 401 York Avenue. Winnipeg MB R3C 0P8 Phone: 204-956-1770 Fax: 204-956-7780</p> <p style="text-align: right;">E-mail: nkruse@mapc.mb.ca www.mapc.ca</p>
MASBO	<p>THE MANITOBA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS Roy Seidler, Executive Director Box 547, Morris MB R0G 1K0 Phone: 204-254-7570 Fax: 204-254-3606</p> <p style="text-align: right;">E-mail: roymasbo@mymts.net www.masbo.ca</p>
MASS	<p>THE MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS Executive Director, Ken Klassen 375 Jefferson Avenue. Winnipeg MB R2V 0N3 Phone: 204-487-7972 Fax: 204-487-7974</p> <p style="text-align: right;">E-mail: ken.klassen@7oaks.org www.mass.mb.ca</p>
MFIS	<p>THE MANITOBA FEDERATION OF INDEPENDENT SCHOOLS INC. Lawrence Hamm, Board Chair 630 Westminster Avenue. Winnipeg MB R3C 3S1 Phone: 204-783-4481 Fax : 204-774-5534</p> <p style="text-align: right;">E-mail: lawrence.hamm@wmems.ca www.mfis.ca</p>
MFNERC	<p>Manitoba First Nations Education Centre Lorne Keeper, Executive Director 2-1100 Waverley St. Winnipeg MB R3T 3X9 Phone: (204) 594-1290 Fax: (204) 942-2490</p> <p style="text-align: right;">E-mail: lornek@mfnerc.com http://mfnerc.org</p>
MSBA	<p>THE MANITOBA SCHOOL BOARDS ASSOCIATION (formerly MAST) Josh Watt, Executive Director 191 Provencher Blvd. Winnipeg MB R2H 0G4 Phone: 204-233-1595 Fax: 204-231-1356</p> <p style="text-align: right;">E-mail: jwatt@mbschoolboards.ca www.mbschoolboards.ca</p>
MSIP	<p>MANITOBA SCHOOL IMPROVEMENT PROGRAM Daniel Sawka, Executive Director Bannatyne Avenue, Winnipeg MB R3A 0E3 Phone: 204-949-1856</p> <p style="text-align: right;">E-mail: dswaka@msip.ca201-357 www.msip.ca</p>
MTS	<p>THE MANITOBA TEACHERS' SOCIETY Norm Gould, President 191 Harcourt Street, Winnipeg MB R3J 3H2 Phone: 204-888-7961 Fax: 204-831-0877</p> <p style="text-align: right;">E-mail: ngould@mbteach.org www.mbteach.org</p>
SSAAM	<p>STUDENT SERVICES ADMINISTRATORS' ASSOCIATION OF MANITOBA Rochelle Rands, President c/o The Portage la Prairie School Division 535 – 3rd Street N.W. Portage la Prairie MB R1N 2C4 Phone: 204-268-6535 Fax: 204-268-6545</p> <p style="text-align: right;">E-mail: ssaamexec@gmail.com www.ssaam.mb.ca</p>

MCCA	Manitoba Child Care Association Pat Wege, Executive Director 2nd Floor – 2350 McPhillips Street, Winnipeg, MB R2V 4J6 Phone: 204-586-8587	E-mail: patwege@mccahouse.org www.mccahouse.org
CPF - MB	Canadian Parents for French - Manitoba Catherine P. Davies, Executive Director 101-475 Provencher Blvd, Winnipeg, MB R2J 4A7 Phone: 204.222.6537	E-mail : cdavies@cpfmb.com www.mb.cpf.ca
UNIVERSITY PRESIDENTS		
BU	BRANDON UNIVERSITY Dr. Gervan Fearon, President and Vice-Chancellor 270-18 th Street. Brandon MB R7A 6A9 Phone: (204) 727-7427	E-mail: fearong@brandonu.ca www.brandonu.ca
UM	UNIVERSITY OF MANITOBA Dr. David Barnard, President & Vice-Chancellor Room 202 Administration Building. Winnipeg MB R3T 2N2 Phone: (204) 474-9345	E-mail: david.barnard@umanitoba.ca www.umanitoba.ca
USB	UNIVERSITÉ DE SAINT-BONIFACE Dr. Gabor Csepregi, President 200, avenue de la Cathédrale. Winnipeg MB R2H 0H7 Phone: (204) 237-1818 ext.420	E-mail: gcsepregi@ustboniface.mb.ca www.ustboniface.ca
UW	THE UNIVERSITY OF WINNIPEG Dr. Annette Trimbee, President and Vice-Chancellor 515 Portage Avenue. Winnipeg MB R3B 2E9 Phone: (204) 786-9214	E-mail: a.trimbee@uwinnipeg www.uwinnipeg.ca
COLLEGE PRESIDENTS		
ACC	ASSINIBOINE COMMUNITY COLLEGE Mr. Mark Frison, President and CEO 1430 Victoria Avenue East. Brandon MB R7A 2A9 Phone: (204) 725-8700 ext 6610	E-mail: frisonm@assiniboine.net www.assiniboine.net
UCN	UNIVERSITY COLLEGE OF THE NORTH Mr. Konrad Jonasson, President and Vice-Chancellor 55 UCN Drive. Thompson MB R8N 1L7 Phone: (204) 677-6393	E-mail: kjonasson@ucn.ca www.ucn.ca
RRC	RED RIVER COLLEGE Mr. Paul Vogt, President & CEO Room C718 - 2055 Notre Dame Ave. Winnipeg MB R3H 0J9 Phone: (204) 632-2360	E-mail: pevogt@rrc.ca www.rrc.ca
MITT	MANITOBA INSTITUTE OF TRADES AND TECHNOLOGY Mr. Paul Holden, President and CEO 2nd Floor, 14 Fultz Boulevard. Winnipeg MB R3Y 0L6 Phone (204) 989-6509	E-mail: paul.holden@mitt.ca www.mitt.ca

EDUCATION AND ADVANCED LEARNING MINISTERIAL BRIEFING

5. STATUTORY RESPONSIBILITIES OF THE MINISTER

The Minister of Education and Advanced Learning is responsible for the following statutes:

The Advanced Education Administration Act (A 6.3): The Act provides for the role of the Minister to facilitate the development of a post-secondary education system in Manitoba. The Act allows for the Minister to collect student-level information, approve post-secondary programs and to control university tuition and fees.

The Brandon University Act (B 90): The Act establishes Brandon University and provides for a board of governors, senate, chancellor and president, and sets out the powers and duties of each.

The Colleges Act (C150.1): The Act provides the legislative framework for the establishment of colleges, their mandates, governance structures and accountabilities to government. The only college currently established under this act is Assiniboine Community College.

The Community Schools Act (C168): The Act facilitates the implementation of the community school philosophy and model that recognizes that schools are an integral part of the community and establishes the Community Schools Program.

The Degree Granting Act (D25): The Act restricts the authority to grant degrees to institutions expressly authorized to do so either by an Act of the Legislature or through regulation. The Act also requires that the Minister approve the use of the terms 'university' or 'varsity' in any business, advertising, thing, place or building.

The Education Administration Act (E10): The Act generally outlines the responsibility of the Minister for the supervision, control and direction of all public schools and all other schools. The Act sets out certain powers of the Minister and authority to make certain regulations.

The International Education Act (I75): The Act governs the type of educational providers that can enroll international students, and sets out the duties of these providers. The Act also outlines the responsibilities of persons who recruit international students.

The Manitoba Institute of Trades and Technology Act (T130): The Act establishes the mandate and powers of MITT, of its governing board, the appointment of a president, and its responsibilities for financial matters.

The Private Vocational Institutions Act (P137): The Act provides for the registration of Private Vocational Institutions and their programs. The Act also creates protections for students through the establishment of a Training Completion Fund.

The Property Tax and Insulation Assistance Act [Part III.2] (P143): The Act provides regulatory authority to the Lieutenant Governor in Council to make a regulation allowing the continued participation of a local government district in the school tax reduction program.

The Public Schools Act (P250): The Act generally outlines powers and duties of school boards and deals with the day-to-day operational aspects of the school system.

The Public Schools Finance Board Act (P260): The Act establishes the duties and the powers of The Public Schools Finance Board responsible for administering the capital support program.

The Red River College Act (R31): The Act establishes Red River College as a public college and provides for a board of governors and clarifies the duties and powers of the Board and its subcommittees.

The Student Aid Act (S211): The Act establishes the Manitoba Student Aid Program. The Act sets out the scope of the program, inclusive of loans, bursaries and other awards to ensure that post-secondary education is accessible and affordable.

The Teachers' Pension Act (T20): The Act establishes the Teachers' Retirement Allowances Fund, its board, eligibility for pension membership, and the obligations of employers and employees to contribute to the fund.

The Teachers' Society Act (T30): The Act modernizes the legislation constituting The Manitoba Teachers' Society, the representative organization of teachers in the province. The Society is given a comprehensive set of by-law powers to deal with its own governance and operations.

The Université de Saint-Boniface Act (U50) : The Act establishes the Université de Saint-Boniface. Provides for a board of governors, senate, chancellor and president, and sets out the powers and duties of each.

The University College of the North Act (U55): The Act establishes the University College of the North and provides for a governing council, learning council, council of elders, chancellor and president, and sets out the powers and duties of each.

The University of Manitoba Act (U 60): The Act establishes the University of Manitoba and provides for a board of governors, senate, chancellor and president, and sets out the powers and duties of each.

The University of Winnipeg Act (R70): The Act establishes the University of Winnipeg and provides for a board of regents, senate, chancellor and president, and sets out the powers and duties of each.

**EDUCATION AND ADVANCED LEARNING
MINISTERIAL BRIEFING**

6. SCHEDULED EVENTS

The following are a list of scheduled events between April 20th and May 30th, 2016 for Minister's consideration to attend.

Event	Date and Time	Location	Description
UNESCO Associated Schools Project Network (ASPnet) Schools Conference	Date: April 24-26, 2016 Time: TBD	Canadian Museum for Human Rights (CMHR); Thunderbird House and Hotel Fort Garry	The Minister may be invited to attend by the organization.
Manitoba Association of Parent Council (MAPC) Annual General Meeting	Date: May 6, 2016 Time: 4:30pm - 9:30pm Date: May 7, 2016 from Time: 8:30am - 4:30 pm	Canad Inns Destination Centre, Polo Park	MAPC is holding their Annual General Meeting with the theme, Embracing Diversity and Inclusion in Manitoba Schools. Expectation of the Minister: The Minister will be invited to attend and bring greetings at the Banquet on May 6 and respond to questions from parents at the Question and Answer session on May 7.
Rotary Career Symposium	Date: May 3 rd , 2016 Time: 11:30am- 12:00pm	Rotary Career Symposium RBC Convention Centre 375 York Avenue	The Rotary Career Symposium showcases leading industries, employment and educational opportunities in Manitoba and beyond, to help expand career possibilities.
Rotary Career Symposium Reception	Date: May 3 rd , 2016	DT Urban Kitchen & Oyster Bar	Expectation of the Minister: The Minister is invited to do a walk through the 3 rd floor of the RBC Convention Centre to see the

			<p>exhibits and chat with students, educators, exhibitors, Rotarians and other dignitaries (upon arrival please ask for Lucy Vogrig or Rae-Lynn Rempel or Ruth Stargarter).</p> <p>RCS Reception for all dignitaries including government officials, business, industry, post-secondary institution exhibitors and employment service providers.</p> <p>Expectation of the Minister: The Minister would be invited to bring greetings at the beginning of the reception.</p>
Music Month Concert #1	<p>Time: 3:30pm - 5:00pm</p> <p>295 York Avenue</p>	<p>Date: May 2, 2016 Time: 11:30am – 12:30pm (National Music Monday)</p>	<p>All concerts held on the Grand Staircase at the Manitoba Legislative Building</p> <p>Since 2004, the Minister of Education or delegate has acted as Master of Ceremonies for the <i>Music Month: Celebrating Music in Manitoba Schools</i> public Concert Series held at the Legislative Building over 4 noon hours. Five Manitoba school groups chosen from Kindergarten to Grade 12 school applicants perform on the Grand Staircase at each of the four concerts.</p> <p>Expectation of the Minister: The Minister or delegate is expected to provide welcome and opening remarks and to introduce each school group performance with remarks.</p>
Music Month Concert #2 (French)		<p>Date: May 11, 2016 Time: 11:30am – 12:30pm</p>	
Music Month Concert #3		<p>Date: May 18, 2016 Time: 11:30am – 12:30pm</p>	
Music Month Concert #4		<p>Date: May 25, 2016 Time: 11:30am – 12:30pm</p>	<p>Concerts are scheduled from 11:30-12:30 pm. For 2016 all</p>

<p>The Manitoba Association for Distributed Learning and Training (MADLaT) Conference 2016</p>	<p>Date: May 12 -13, 2016 Time: TBD</p>	<p>Red River College, Roblin Centre Campus 160 Princess Street, Winnipeg</p>	<p>concerts are scheduled in May due to the April 2016 election. MADLaT hosts an interdisciplinary forum for educators, trainers and technology specialists involved in technology teaching, training and learning. Expectation of the Minister: Following the election, MADLaT will send an invite to the Minister of Education to participate on a panel.</p>
<p>A meeting of the Student Achievement Support Unit, School Programs Division, Bureau d'Education Français and the Aboriginal Education Directorate with MASS members. Event is part of MASS AGM</p>	<p>May 20, 2016 8:30 a.m. – 11:30 a.m.</p>	<p>TBD</p>	<p>The purpose of the meeting will be to introduce school division superintendents and their planning teams to the newly developed school division reporting and planning process (Continuous Educational Improvement Framework and Support document). Expectation of the Minister: The Minister is invited to provide comments about the new process and specifically to address the collective responsibility of the education system to focus on increasing student achievement in the areas of literacy and numeracy. The Minister's Awards recognize educators in four categories: Teaching Excellence (Early Years, Middle Years, and Senior Years), Outstanding New Teacher, Team Collaboration, and Outstanding School Leader.</p>
<p>Manitoba's Celebration of Excellence in Teaching Awards - Minister's awards reception</p>	<p>Date: May 13, 2016 Time: 1:45pm - 3:30pm</p>	<p>Golden Boy dining room, Legislature</p>	<p>The Minister's Awards recognize educators in four categories: Teaching Excellence (Early Years, Middle Years, and Senior Years), Outstanding New Teacher, Team Collaboration, and Outstanding School Leader.</p>

			<p>Expectation of the Minister: It is expected for the Minister to provide the welcome address and present the awards.</p>
<p>Manitoba Council for International Education (MCIE) – Canada’s Heart Beats Familiarization Tour</p>	<p>Date: May 16, 2016 Time: 7:00 pm</p>	<p>Fort Gibraltar Maison Chaboulliez</p>	<p>MCIE – 15 International Education Agents from around the world. These representatives will be in Winnipeg and the surrounding area doing cultural activities, and then meeting representatives from MCIE’s member schools.</p> <p>Expectation of the Minister: To bring greeting at the Dinner.</p>
<p>Manitoba Teacher’s Society (MTS) 97th Annual General Meeting</p>	<p>Date: May 26 & 28, 2016 Time: TBD</p>	<p>Fairmont Hotel</p>	<p>Annual General Meeting (AGM) of MTS.</p> <p>Expectation of the Minister: Historically the Minister is requested to speak at the MTS AGM although an invitation from MTS has not been received at this time.</p>
<p>Shawane Dagoiwin - Aboriginal Education Research Forum</p>	<p>Date: May 26 & 27, 2016 Time: 8:30am – 4:00pm</p>	<p>Louise Riel School Division, Legacy Centre, 900 St Mary’s Road</p>	<p>Shawane Dagoiwin (Aboriginal Education Research Forum) is a forum that has been held annually since 2005 in Winnipeg which offers opportunities that provide a shared understanding of research pertaining to the interests of Aboriginal peoples and communities.</p> <p>Expectation of the Minister: Minister will be invited to bring greetings.</p>

**EDUCATION AND ADVANCED LEARNING
MINISTERIAL BRIEFING NOTE**

7. ACRONYMS

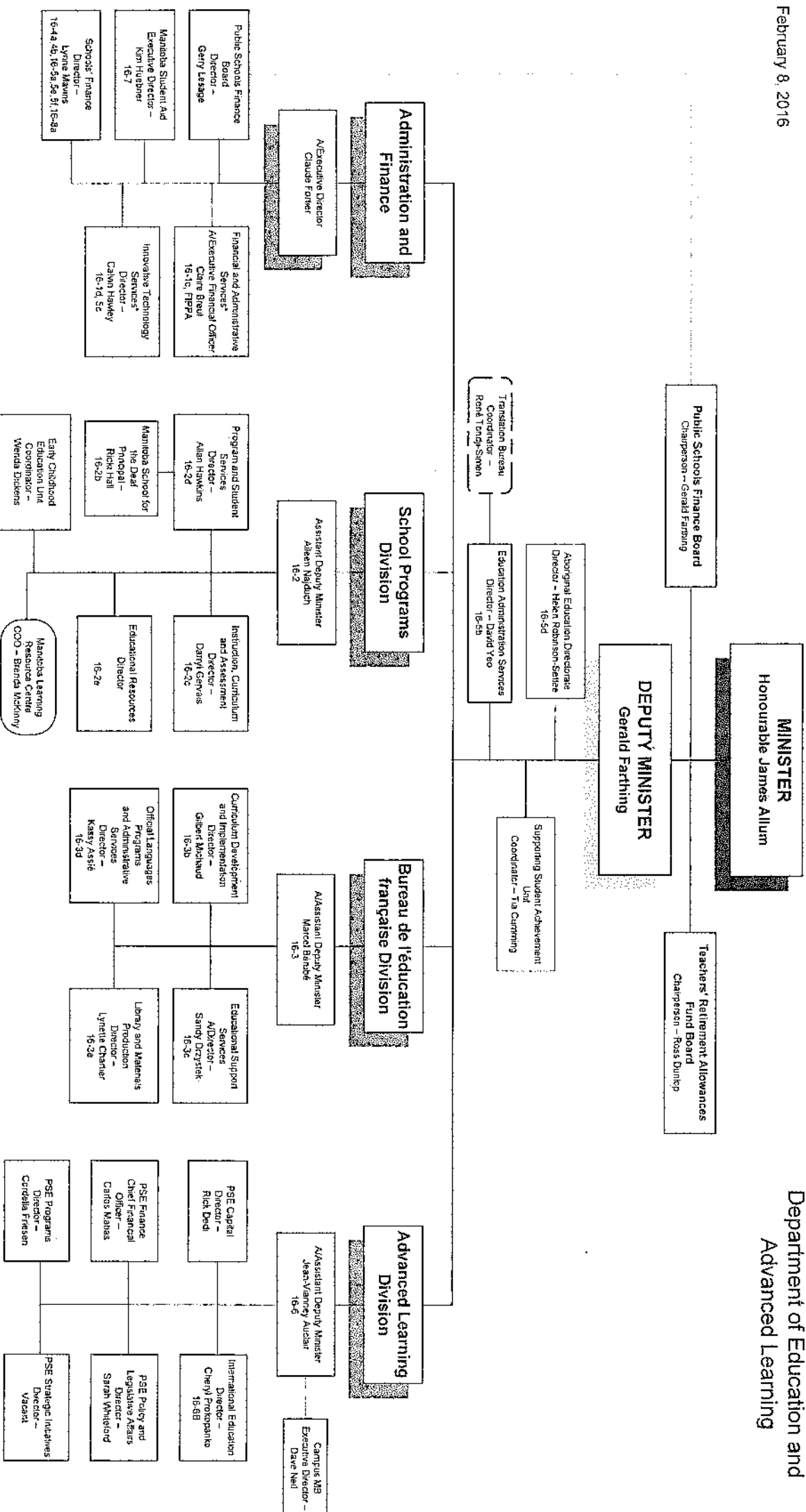
Acronym	Meaning
AAA	Aboriginal Academic Achievement (Grant)
ABA	Applied Behavioral Analysis (Autism Treatment)
ACC	Assiniboine Community College
ACDME	Advisory Committee of Deputy Ministers of Education (part of CMEC)
ACE	Aboriginal Circle of Educators
ACSL	Advisory Council on School Leadership
AEDAC	Aboriginal Education Directorate Advisory Council
AETLACC	Aboriginal Education Training and Literacy Aboriginal Advisory Council
AID	Aboriginal Identity Declaration
AMC	Assembly of Manitoba Chiefs
BSSAP	Building Student Success with Aboriginal Parents
BU	Brandon University
CHEE	Centre for Health, Environment & Energy – Assiniboine Community College
CMB	Campus Manitoba
CMEC	Council of Ministers of Education, Canada
CMU	Canadian Mennonite University
COSL	Council of School Leaders
CSHC	Central Speech and Hearing Clinic
CSP	Community Schools Program
CPF	Canadian Parents for French
DSFM	Division scolaire franco-manitobaine
EAA	Education Administration Act
EAL	English as an Additional Language
EDI	Early Development Instrument
EFM	Éducatrices Et Éducateurs Francophones Du Manitoba
ESD	Education for Sustainable Development
FL1	French as a First Language (français)
FL2	French as a Second Language (immersion)
FNMI	First Nations, Métis and Inuit
FOREM	Forum pour les éducatrices et éducateurs de Manitoba (The French version of Maple)
FRAME	Financial Reporting and Accounting in Manitoba Education
HSAP	High School Apprenticeship Program
IEP	Individualized Education Plan
INAC	Indigenous and Northern Affairs Canada
INS	Intensive Newcomer Support (Grant)
ISTTC	Industrial Skills Trade Training Centre – UCN & Mystery Lake SD
MALS	Manitoba Aboriginal Languages Strategy

Acronym	Meaning
MAPC	Manitoba Association of Parent Councils
MAPLE	Manitoba Professional Learning Environment www.mapleforem.ca
MASBO	Manitoba Association of School Business Officials
MASS	Manitoba Association of School Superintendents
MCCA	Manitoba Child Care Association
MCHP	Manitoba Centre for Health Policy
MEAC	Mathematics Education Advisory Committee
MERN	Manitoba Education Research Network
MESDWG	Manitoba Education for Sustainable Development Working Group
MFEAT	Manitoba Families for Effective Autism Treatment
MFIS	Manitoba Federation of Independent Schools
MFNERC	Manitoba First Nations Education Resource Centre Inc.
MIA	Manitoba Inuit Association
MKO	Manitoba Keewatinowi Okimakanak
MMF	Manitoba Metis Federation
mRLC	Manitoba Rural Learning Consortium
MSBA	Manitoba School Boards Association
MSD	Manitoba School for the Deaf
MSIP	Manitoba School Improvement Program
MTS	Manitoba Teachers' Society
NCTR	National Centre for Truth and Reconciliation
PCAP	Pan Canadian Assessment Program
PCEIP	Pan Canadian Education Indicators Program (CESC program-CMEC & Stats Canada)
PISA	Programme for International Student Assessment
PSA	Public Schools Act
PSR	Privately Sponsored Refugees
PVI	Private Vocational Institution
RRC	Red River College
SAGE	Special Area Group of Educators (SAGE day- MTS' annual fall Prof. Dev. day)
SSAAM	Student Services Administrators' Association of Manitoba
SYAO	Senior Years Apprenticeship Option
TECC	Teacher Education Certification Committee
TEI	Treaty Education Initiative
TRAF	Teachers' Retirement Allowances Fund
TRC	Truth and Reconciliation Commission (of Canada)
TRCM	Treaty Relations Commission of Manitoba
TTFM	Tell Them From Me (survey)
TVE	Technical Vocational Education
UCN	University College of the North
UM	University of Manitoba
USB	Université de Saint-Boniface
UW	University of Winnipeg
WISDOM	Winnipeg Indigenous School Division of Manitoba (concept name)

EDUCATION AND ADVANCED LEARNING
MINISTERIAL BRIEFING

February 8, 2016

Department of Education and
Advanced Learning



*Provides services to the Department of Multiculturalism and Literacy
Cabinet confidence as defined in subsection 19(1) of The Freedom of Information and Protection of Privacy Act

**EDUCATION AND ADVANCED LEARNING URGENT ISSUE:
1. FUNDING OF SCHOOLS (FSP)**

ISSUE:

There is a growing call for a new funding formula for schools.

CURRENT STATUS:

School divisions have used the public school funding announced on January 5, 2016 to set their 2016/17 budgets and, as of March 15th, have sent to each municipality the amount of property tax (Special Levy) to be raised on their local ratepayers.

Equalization support provides a measure of taxpayer equity in the FSP and is based on an assessment per pupil methodology. In 2014, and reaffirmed in 2015, the Advisory Committee on the Funding of Schools Program recommended that the assessment per pupil methodology be replaced with a uniform mill rate methodology as a fairer way to allocate Equalization support to school divisions.

The Formula Guarantee ensures that every division receives at least the amount of funding provided in the prior year regardless of changes in enrolment levels or property assessment values. This essentially renders the funding formula for Base, Categorical and Equalization grants ineffective. Of the 37 school divisions and districts in the province, 22 divisions are receiving the Guarantee in 2016/17 totaling \$26.1 million.

The Funding of Schools, introduced in 2002/03, has been now been in place for 15 years. As educational priorities have evolved, it may be time to review the existing formula guarantee to determine the changes needed to best meet the current requirements of school divisions.

OPTIONS:

1. 19(1)(b)
2. 23(1)(a)(f)
- 3.
- 4.

Contact: Lynne Mavins, Director, Schools Finance Branch, (204) 945-4061

**EDUCATION AND ADVANCED LEARNING URGENT ISSUE:
4. FUNDING OF POST-SECONDARY EDUCATION (PSE)**

ISSUE:

Post-Secondary Institutions have indicated the cap on tuition increases to inflation prevents them from raising sufficient revenue to offset their increasing costs. Government provides grant funding to the Province's seven public Post-Secondary Institutions and provides a funding contribution to four private religious institutions.

CURRENT STATUS:

Government announced on January 7, 2016 that it would provide \$709.3M in funding to the post-secondary education system. This represents an increase in funding of 2.5% to universities and of 2% to colleges from 2015/16.

During the 2016/17 Estimates process, the post-secondary system requested an increase of \$44.8 million. This included a request of 230(1)(f) from 210(1)(c) support growth of the institution. With the removal of 210(1)(c) request, the total request for the system was approximately 230(1)(f)

210(1)(c)

210(1)(c)

Currently, university tuition is regulated by legislation at the rate of inflation (CPI). Tuition revenue for universities in 2015/16 is estimated at \$197.0M. An increase of 1% in tuition results in additional revenue of \$1.97M generated. College tuition is not regulated by legislation. For 2016/17, Government decision was made to allow Colleges to raise tuition fees by \$150.0 per program. College tuition revenue in 2015/16 is estimated at \$28.2M. Every 1% increase in tuition results in additional revenue of \$0.28M. Both university and college revenue increases assume constant enrolment.

OPTIONS:

1. Maintain the inflationary cap on tuition increases
2. Remove the cap on tuition increase
3. Increase the cap on tuition

Contact: Jean-Vianney Auclair, ADM, Advanced Learning Division
204-945-1840

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

**EDUCATION AND ADVANCED LEARNING URGENT ISSUE:
3. ABORIGINAL AND NON-ABORIGINAL STUDENT ACHIEVEMENT**

ISSUE:

Performance on recent pan-Canadian and international assessments and the examination of provincial student achievement data has highlighted the need to increase student achievement, specifically in the areas of literacy and numeracy, in particular for Aboriginal students. This is the challenge facing the education system.

CURRENT STATUS:

The Student Achievement Support Unit (SASU) was established with the responsibility for monitoring and increasing student achievement in literacy and numeracy. As part of the SASU action plan, school divisions must explicitly use data and include numeracy and literacy as priority areas in their annual plans.

A K-12 Framework for Continuous Educational Improvement has been developed which will require school divisions to track, plan and report on progress made related to specific student achievement data. School divisions will now be required to set and report on targets and performance measures for student achievement in the areas of numeracy and literacy for all students and specific for Aboriginal students.

In January 2016 the Office of the Auditor General of Manitoba released "Improving Educational Outcomes for Kindergarten to Grade 12 Aboriginal students." The Report confirms that Aboriginal students (self-declared) are performing significantly lower than non-Aboriginal students in the areas of literacy and numeracy.

The following implementation plan has been established:

Fall 16/17

- Reporting: optional implementation, school divisions may choose to report on 15/16 outcomes using the new framework or the present process (template).
- Planning: school divisions will use the present planning process (template).

Fall 17/18

- Reporting: full implementation, all school divisions will be required to report on 16/17 outcomes using the new framework.
- Planning: full implementation, all school division will be required to ensure their divisional plans meet the requirements outlined in the framework.

An initial meeting to inform school divisions of the framework and data reports has been scheduled for early May.

OPTIONS:

1. 19(1)(b)
23(1)(a)

2

Contact: Tia Cumming, Coordinator, Student Achievement Support Unit
204-945-8417

**EDUCATION AND ADVANCED LEARNING URGENT ISSUE:
5. FRONT AND CENTRE CAMPAIGN, UNIVERSITY OF MANITOBA**

ISSUE:

The University of Manitoba (UM) launched a new \$500.0M+ fundraising campaign on October 3, 2015 as part of the University of Manitoba's 2015 Homecoming week.

CURRENT STATUS:

The University of Manitoba requested Government contribute \$150M towards the campaign.

The department received Treasury Board approval-in-principle to contribute \$150,0M towards this campaign and for the department to proceed with negotiations with UM on initiatives to fund that support Government objectives as well as the determination of funding between operating and capital.

The province announced in October 2015 as well as in January 2016 its commitment to provide \$150.0M towards the campaign over a 7-year period.

At its December 23rd, 2015 meeting Cabinet approved initiatives to be supported through government's commitment (see Appendix A).

Cabinet directed the department to proceed to Treasury Board to seek approval for the Province's contribution to University of Manitoba's Front and Centre campaign inclusive of the approved endorsed list of campaign initiatives.

The budget appropriations related to the funding of these initiatives, however have yet to be determined and will include capital funding (Loan Act Support). Non-capital contributions will also be provided over a 7- year period.

OPTIONS:

1. Government may wish to review its commitments to the University of Manitoba Front & Centre campaign.

Contact: Jean-Vianney Auclair, ADM, Advanced Learning Division
204-945-1840

TABLE OF CONTENTS

1. DEPARTMENT PLAN AND FUNDING K-12 SCHOOLS

DEPARTMENT PLAN 2015/16	1
EDUCATION AND ADVANCED LEARNING PRIORITY ACTIONS	15
2016/17 FUNDING TO PUBLIC SCHOOLS	16
APPENDIX A 2016/17 FUNDING TO PUBLIC SCHOOLS PRESENTATION TO STAKEHOLDERS	17
APPENDIX B CHANGE IN TOTAL SUPPORT TO PUBLIC SCHOOLS (2015/16 TO 2016/17)	20
APPENDIX C FUNDING OF SCHOOLS BY PROGRAM AREA	21
APPENDIX D HISTORICAL FUNDING OF SCHOOLS CHART	23

2. FUNDING PUBLIC SCHOOLS FINANCE BOARD CAPITAL

PUBLIC SCHOOLS FINANCE BOARD – CAPITAL PLAN SUBMISSION	24
2016/17 MULTI-YEAR CAPITAL PLAN	25

3. FUNDING POST-SECONDARY EDUCATION (PSE) OPERATING AND CAPITAL

2016/17 FUNDING OF POST-SECONDARY INSTITUTIONS	28
APPENDIX A PSE OPERATING COSTS 20/16/17	29
APPENDIX B PERCENTAGE OF PSE EXPENDITURES PAID BY TUITION	30
APPENDIX C - PSE CAPITAL SUMMARY	31

4. HISTORICAL DEPARTMENT BUDGET

EDUCATION AND ADVANCED LEARNING HISTORICAL DEPARTMENT INTERNAL BUDGET (1999/00 - 2015/16)	32
APPENDIX A EAL HISTORICAL DEPARTMENT INTERNAL BUDGET (199/00 – 2015/16)	33

5. BRIEFING NOTES

K-12 EDUCATION	
STUDENT ACHIEVEMENT IN LITERACY	34
STUDENT ACHIEVEMENT IN NUMERACY	36
LARGE SCALE ASSESSMENTS	38
PROVINCIAL REPORT CARD	40
SMALLER CLASSES INITIATIVE	42
FUNDING FOR STUDENTS WITH SPECIAL NEEDS	44
ABORIGINAL EDUCATION- OAG REPORT	46
APPENDIX A RECOMMENDATIONS BY OAG	48
APPENDIX B EXECUTIVE SUMMARY RESPONSE	50
APPENDIX C RESPONSES BY THE MINISTRY OF EDUCATION	55
APPENDIX D MANITOBA EDUCATION WEBSITE DATA	63
SCHOOL CLOSURES	75
MODERNIZING PUBLIC SCHOOLS ACT	77
LEGISLATION OUTSTANDING FROM LAST SESSION	79
SYRIAN REFUGEES	81
EDUCATIONAL OUTCOMES OF CHILDREN IN CARE	83
ABORIGINAL EDUCATION STUDENT TRANSITION FUND	85

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Aboriginal Education-Student Transition Fund

ISSUE:

- In January 2016 Manitoba Education and Advanced Learning announced a new \$500,000 fund to provide transition supports for students leaving First Nations Schools to attend public schools.

CRITICAL BACKGROUND:

- In Manitoba, only 22 of 63 First Nations provide educational programming to Grade 12. Consequently, many First Nations students living on reserves must attend provincial schools to complete their high school education. A significant number of First Nations students may also transition into provincial schools for a variety of other reasons beyond the unavailability of high school programming.
- First Nation students may experience a variety of challenges when transitioning to provincial schools. This includes students feeling culturally displaced and socially isolated. Students may experience stereotyping and racism. They may also need to adjust or adapt to different learning environments, expectations and experiences.
- The Transition Fund will help students to better adjust culturally, socially and academically to new learning environments and experiences within the public education system. It will further assist schools to create welcoming and supportive places of learning where students feel respected, safe and engaged. The Transition Fund will place a particular emphasis on supporting the academic achievements of students.
- The Transition Fund responds to the Truth and Reconciliation Commission's *Call to Action*, which recommended more targeted funding for Aboriginal students in public schools, and Manitoba's Office of the Auditor General report, *Improving Education Outcomes for Kindergarten to Grade 12 Aboriginal Students*, which called for more support for First Nations students transitioning to public schools.
- As of September 30, 2015, departmental records indicate that there were 2478 of students from First Nation communities attending public schools. This number excludes students attending First Nation schools administered under agreement with the Frontier and Park West School Divisions.

2015/16 DEPARTMENT PLAN TEMPLATE

Department Name: Manitoba Education and Advanced Learning

DEPARTMENT PLAN

Refer to the Instructions for detail on requirements in each section.

A. INTRODUCTION

Department Vision and Mission Statements (Values Statement optional) (*maximum 1 page*)

Mandate

The department's fundamental responsibility is to provide direction and allocate resources in support of Kindergarten to Grade 12 (K-12) education in public and funded independent schools and for setting priorities and allocating funds for the post-secondary education system and student financial assistance.

The department is also responsible for the overall legislative and regulatory structure governing the K-12 education and post-secondary education systems.

Vision

That every student will complete their course of studies with a profound sense of accomplishment, hope and optimism.

Mission

To ensure that all Manitoba's students have access to an array of educational and training opportunities such that every student experiences success through relevant, engaging and high quality education and training that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.

B. STRATEGIC CONTEXT (*maximum 2 pages*)

The department endeavours to facilitate high quality, affordable, and accessible learning opportunities for all students in K to 12 and post-secondary institutions with a view to supporting seamless and coherent links across the education, learning and training systems.

Economic, social, demographic or ecological factors

EAL maintains a focus on those factors and trends that may impact the context of academic preparedness and educational attainment of learners in Manitoba. The following current factors and trends are particularly important:

- Socio-economic circumstances, especially low income.
- Manitoba's young and growing Aboriginal population.
- Educational needs of newcomers.
- Students with emotional, cognitive, physical and other life challenges.
- The need to educate students for a sustainable future.
- The education and training opportunities needed for students to take advantage of labour market opportunities.

- We live in an increasingly globalized, competitive, and knowledge intensive economy in which information technologies and digital resources are pervasive in personal and workplace settings.

Challenges/risks

1. Increasing student achievement in numeracy and literacy.
2. Providing more quality opportunities for secondary students to transition to post secondary education and the labour market through career awareness, programming and by connecting learning to the world of work.
3. Increasing Aboriginal school graduation rate.
4. Ensuring an integrated, collaborative and co-ordinated post-secondary education system.
5. Enhancing education for sustainable development through the integration of climate change education into all curricular areas and at all levels.

Opportunities

- Create more educational pathways through the establishment of new and innovative partnerships, strategies and initiatives between the K to 12 and post-secondary systems and between the public and private sector.

Key relationships

- The department's key relationships are with school divisions and post-secondary institutions. The department also works with a large number of other educational partners and stakeholders including educational organizations, Aboriginal organizations and other government departments and agencies.

C. PRIORITIES – OBJECTIVES – KEY ACTIONS – PERFORMANCE MEASURES

Priority 1: Student achievement in literacy and numeracy

Links to which overall government priority?

The Manitoba Government announced a five point action plan in 2014 to close the student achievement gap < <http://news.gov.mb.ca/news/index.html?item=32874>> with a strong focus on literacy and numeracy.

Performance Measure relating to Priority 1

As detailed in Appendix A:

- The percentage of first time grade 9 students who receive a compulsory credit in grade 9 mathematics as of the end of that grade 9 year.

Other Measures:

- The percentage of students "meeting expectations", "approaching" and "needing on-going help" in the grades 3/4.
- The number of divisions that identify qualitative and quantitative sources of baseline student data in numeracy and literacy in school division plans.
- The pass rate of grade 12 students on grade 12 English Language Arts and Mathematics tests.

numeracy achievement.

3. Ensure school division plans include quantitative and qualitative data in order to monitor ambitious and realistic goals for student learning in literacy and numeracy.

Priority 2: Effective transition to post-secondary education and the world of work.

Links to which overall government priority?

Commitments made in this area through The Speech From the Throne in 2013 <http://www.gov.mb.ca/thronespeech/thronespeech_2013.html> and 2014, http://www.gov.mb.ca/asset_library/en/thronespeech/throne_speech_2014.pdf>, *Manitoba's Post-Secondary Education Strategy – A Partnership for Excellence and Student Success* (released June 2015) <http://www.edu.gov.mb.ca/edu/docs/post_sec_strategy.pdf> and the New First Jobs Strategy announced June 26, 2015 <<http://news.gov.mb.ca/news/index.html?archive=&item=35354>>

Performance Measure relating to Priority 2

As detailed in Appendix A:

- Increasing number of students participating in the High School Apprenticeship Program

Other:

- Increasing number of vocational programs accredited by Apprenticeship Manitoba available in high schools.
- Increasing number of dual credits awarded to high school students.
- Increasing number of credits earned through career exploration, co-operative education, work placements and paid work experiences.

State high-level objectives and key actions for this priority

Objective 2.A

Ensure that all Manitoba students have the opportunity to access career exploration activities, including paid work experiences, and post-secondary courses while still in high school

Key Actions

1. Initiate a pilot project with school divisions (rural and urban) and post-secondary partners to increase opportunities for students to earn dual credits - post-secondary credits - while still in high school (First Year Now).
2. Implement the new *Focus on the Future* Planning and Reporting template that requires school divisions to develop and report on an integrated and comprehensive career development and technical vocational education plan that includes opportunities for all students to develop an individual career plan.
3. Support the establishment of Career Coordinators within school divisions/divisional consortia who will assist in connecting students with local employers for career exploration opportunities so that students will be able to access a wider range of career exploration opportunities, including cooperative education, work placements and credit for paid work.

State high-level objectives and key actions for this priority

Objective 1.A

Establish policy direction

Key Actions

1. Revise the school division reporting/planning process, in collaboration with the Student Achievement Data Working Group (SADWG) and the Student Achievement Provincial Advisory Committee (SAPAC), to ensure the process is purposeful, meaningful and establishes shared responsibility for increased student achievement in literacy and numeracy.
2. Identify additional and critical student achievement data to be shared with school divisions across the province.
3. Plan for the public release of student achievement data: identify the critical data, establish publication format, and develop communication plan for the dissemination of data.

Objective 1.B

Enhance educator capacity

Key Actions

1. Develop a provincial network of school and school division administrators to support their professional growth as instructional leaders in the areas of literacy and numeracy. The leaders will provide input to guide the department's efforts to support school divisions in their efforts to increase student achievement in literacy and numeracy.
2. Provide professional development to increase teachers' and school leaders' curriculum literacy in Math and Language Arts to ensure planning and practice reflects quality instructional practices, assessment and evaluation, including provincial assessments and report cards.
3. Continue long-term partnership with data specialist (70) (7(3)(c)) to extend professional development for department staff, and school and school division teams in order to increase capacity for interpretation and application of data to inform school division reporting and planning and increase student achievement.

Objective 1.C

Increase data decision making to support continuous improvement in literacy and numeracy

Key Actions

1. Develop and support the implementation of additional tools and supports for educators to improve the quality and consistency of provincial literacy and numeracy student achievement data derived from provincial report cards and assessments.
2. Identify and utilize provincial indicators to measure and track improvement in literacy and

Objective 2.B
Increase access to vocational/technical training including accredited programs.
Key Actions
<ol style="list-style-type: none"> 1. Continue to implement the Skill Build Shops Fund and the Skill Strategy Equipment Enhancement Fund to build, expand and upgrade trades and skills shops in high schools. 2. Link and prioritize capital and operating funding for vocational facilities and programming to accreditation by the Apprenticeship Branch. 3. Form a new Trades and Technology Network to facilitate greater collaboration between Manitoba's four colleges and improve responsiveness to employers' needs.

Objective 2.C
Increase participation in the High School Apprenticeship Program
Key Actions
<ol style="list-style-type: none"> 1. Establish an advisory committee comprised of representatives from labour and business to provide advice regarding how to increase the number of students in the High School Apprenticeship Program. 2. Identify and address barriers to participation in the High School Apprenticeship Program. 3. Collaborate with school divisions and the Apprenticeship Branch to promote the High School Apprenticeship Program to students and parents.

<p>Priority 3: Aboriginal Education</p> <p>Links to which overall government priority?</p> <p>Manitoba Education is committed to First Nations, Métis, and Inuit educational and student success through collaboration and consultation with Aboriginal students, parents, communities, education authorities, school boards, government and other relevant partners.</p> <p>Government committed to a new four-point plan for indigenous education based on recommendations from the Truth and Reconciliation Commission. The four-point plan includes:</p> <ul style="list-style-type: none"> ◦ release a new First Nation, Métis and Inuit Education Policy Framework document, which will ensure all Manitoba students learn about the histories, cultures, traditional values, contemporary lifestyles and traditional knowledge of Indigenous peoples, the legacy of residential schools and the significance of treaties; ◦ introduce legislation this fall to enshrine the new policy framework, and include a requirement for it to be reviewed and renewed every three years; ◦ update the current provincial curriculum to reflect Indigenous history and perspectives; and ◦ work with post-secondary institutions to develop a strategy for introducing more Indigenous content into bachelor of education courses to support teachers to help students meet the learning outcomes set out in the new policy framework. <p>< http://news.gov.mb.ca/news/index.html?item=35275&posted=2015-06-21> and released the draft of the First Nation, Métis and Inuit Education Policy Framework <http://www.edu.gov.mb.ca/aed/fnmi_framework/document.pdf></p>

Performance Measure relating to Priority 3

as detailed in Appendix 'A':

- Proportion of Aboriginals who have attained a university or college credential.

Other:

- The percentage of students "meeting expectations", "approaching" and "needing on-going help" in the grades 3/4.
- The percentage of students who receive credit in grade 9 mathematics the first time the course is taken.
- Increased number of students earning the regular number of credits in grade nine.
- Increased high school graduation rate.

State high-level objectives and key actions for this priority

Objective 3.A

Increase Aboriginal student academic achievement

Key Actions

1. Implement the revised Aboriginal Academic Achievement Grant that will have a strong focus on numeracy and literacy.
2. Provide targeted funding and programming support for in-school and after-school tutoring.
3. Provide in partnership with Manitoba First Nation Education Resource Centre and Aboriginal Affairs and Northern Development Canada, joint professional development in First Nation schools.

Objective 3.B

Enhance initiatives that help Aboriginal and non-Aboriginal students, educators and communities become better informed about histories, cultures, traditional values, contemporary lifestyles and traditional knowledge of Indigenous people.

Key Actions

1. Develop and implement the First Nation, Métis and Inuit Legislation.
2. Develop and implement the First Nation, Métis and Inuit Policy Framework.
3. Update provincial curriculum to further reflect Aboriginal perspectives and continue to provide in-service professional development for teachers and school administrators.

Objective 3.C

Increase access to and success in adult learning, post-secondary education and training.

<p>Key Actions</p> <ol style="list-style-type: none"> 1. Realign and expand the Access program to better meet Aboriginal students needs. 2. Promote awareness of pathways to post-high school career and learning options for Aboriginal students with a focus on middle years to Grade 12. 3. Identify and share successful transition strategies from secondary to post-secondary education.
--

<p>Objective 3.D</p>
<p>Increase student, family and community engagement and educational stewardship</p>
<p>Key Actions</p> <ol style="list-style-type: none"> 1. Collaborate with First Nation, Métis and Inuit organizations, schools and school divisions to incorporate strategic initiatives/activities that will infuse First Nation, Métis and Inuit perspectives into the curriculum and learning. 2. Develop a provincial support document focused on anti-racist education for critical conversations with and for teachers and an accompanying parent companion document. 3. Implement with community and educational partners, the Manitoba Aboriginal Languages Strategy.

<p>Priority 4: Implementation of Manitoba's Post-Secondary Education Strategy</p> <p>Links to which overall government priority?</p> <p>Post-secondary education, in particular, is a key component of the Province's Steady Growth/Good Jobs strategic direction and will contribute to the provincial target of adding 75,000 skilled workers to the economy. In 2015, the Government released Manitoba's Post-Secondary Education Strategy <http://www.edu.gov.mb.ca/edu/docs/post_sec_strategy.pdf ></p> <p>Government is committed to a new four-point plan for indigenous education based on recommendations from the Truth and Reconciliation Commission. <http://news.gov.mb.ca/news/index.html?item=35275&posted=2015-06-21> and has released a draft of the First Nation, Métis and Inuit Education Policy Framework <http://www.edu.gov.mb.ca/aed/fnmi_framework/document.pdf></p> <p>Performance Measure relating to Priority 4</p> <p>As detailed in Appendix 'A':</p> <ul style="list-style-type: none"> - Number of graduations/credentials received from universities and colleges. <p>Other:</p> <ul style="list-style-type: none"> - Access to post-secondary education and training. - Measures specific to key objectives and actions within the new Post-Secondary Education Strategy are being developed (e.g. measure of Indigenous post-secondary education participation and attainment, enhanced online course development through the "hub" approach, increased credit transfer and flexibility of pathways for student mobility).

State high-level objectives and key actions for this priority

Objective 4.A
Raise Indigenous post-secondary education participation and completion to the provincial average
Key Actions
<ol style="list-style-type: none">1. Initiate and support the convening of a new Manitoba Coalition for Indigenous Education to advance the goal of raising Indigenous participation and attainment rates to the provincial average.2. Support and extend the Council of Presidents of Universities in Manitoba (COPUM) led "blueprint" initiative on post-secondary Indigenization to all institutions.

Objective 4.B
Transition supports for all high school students
Key Actions
<ol style="list-style-type: none">1. Hire dual credit coordinator for the post-secondary sector to promote and coordinate efforts to expand dual credit opportunities for high school students. Supports the First Year Now pilot.2. Establish a committee with representation from post-secondary institutions and high schools to share information on current measures in place in high schools, colleges and universities to support students to successfully transition to post-secondary institutions and work collaboratively to enhance and expand measures to ensure student success.3. Collaborate with Jobs and the Economy in new website development to ensure that information about post-secondary education opportunities is readily accessible for career and post-secondary education planning.

Objective 4.C
A "Pathways Approach:" Multiple routes to advanced education credentials
Key Actions
<ol style="list-style-type: none">1. Establish a student advocate position within Campus MB to provide confidential advice to students who have questions and concerns about the assessment of post-secondary credit transfer at Manitoba's universities and colleges.2. Continue work to implement an online credit transfer portal through Campus MB to create a more transparent system for prior learning recognition and credit transfer.3. Develop a new International Education Strategy in collaboration with education stakeholders.

Objective 4.D
Manitoba leadership in teaching innovation, research and student experience

<p>Key Actions</p> <ol style="list-style-type: none"> 1. Develop and implement a proposed Premier's award for teaching excellence in the post-secondary education sector. 2. Implement an "open textbook policy" to ensure Manitoba takes advantage of opportunities in the area of Open Education Resources. The department will support a pilot project, in collaboration with British Columbia, to provide access to free textbooks under Creative Commons licensing. 3. Develop and implement a "hub" of resources for online course design, development and delivery.
--

<p>Objective 4.E</p>
<p>Building an integrated, collaborative education system</p>
<p>Key Actions</p> <ol style="list-style-type: none"> 1. Continue to support the new Minister's Advisory Committee on Advanced Education as a key mechanism for the development of an integrated, collaborative post-secondary education system. 2. Strengthen existing and develop new data management capacities across the education system to ensure that the department, institutions, and the Minister's Advisory Committee, have access to improved data and information on education pathways, trends and outcomes. 3. Allocate discretionary funding in a way that promotes and supports integration and collaboration.

<p>Priority 5: Education for Sustainable Development</p> <p>Links to which overall government priority?</p> <p>ESD is embedded in Manitoba Education and Advance Learning's Mission Statement: To ensure that all Manitoba's students have access to an array of educational and training opportunities such that every learner experiences success through relevant, engaging and high quality education and training that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.</p> <p>ESD priorities outlined below align with Tomorrow Now: Manitoba's Green Plan http://www.gov.mb.ca/conservation/tomorrownowgreenplan/pdf/tomorrownow_v2.pdf, UNECE ESD Future Strategy, UNESCO Global Action Program on ESD http://unesdoc.unesco.org/images/0023/002305/230514e.pdf and will help to ensure ESD is embedded in the forthcoming Climate Change and Green Economy Strategy of Manitoba http://www.mddelcc.gouv.qc.ca/sommetClimat2015/fiches_en/Manitoba.pdf.</p>
<p>Performance Measure relating to Priority 5</p> <p>As detailed in Appendix A:</p> <ul style="list-style-type: none"> - Number of schools with ESD plans in place

Other:

- Number of schools achieving different levels in the Eco Globe system

State high-level objectives and key actions for this priority

Objective 5.A

Encourage whole institution approaches by establishing ESD school plans or embedding ESD in existing school plans in every school by 2019

Key Actions

1. Continue to offer professional development to school leaders and educators on the development of their ESD school plan and/or embedding ESD into their existing school plan.
2. Increase the number of schools achieving Eco Globe recognition.
3. Monitor and report on progress to achieve the goal of every school having an ESD school plan or ESD embedded into existing school plans, annually.

Objective 5.B

Promote the extension of education for sustainable development in teacher education and in training of all educators

Key Actions

1. Provide support to the University of Manitoba Sustainability Summer Institute for pre-service and in-service educators, the University of Winnipeg Post Baccalaureate Diploma in ESD and professional development sessions for faculty who work with pre-service and in-service teachers to help with curriculum integration of ESD priorities.
2. Conduct, in 2016, an ESD workshop for Deans of Faculties of Education and their respective Presidents to build further capacity towards incorporating ESD into teacher education and training.
3. Work in partnership with the Earth Council and Learning for a Sustainable Future to provide webinars and workshops for educators on both content and pedagogy for ESD; and explore opportunities that may exist for collaboration between faculties of education in Manitoba and Cape Breton University's M.Ed. (Sustainability, Creativity and Innovation).

Objective 5.C

Strengthen technical and vocational education and training in support of sustainable development and the transition to a green economy

Key Actions

1. Continue to integrate sustainable development into the TVE curriculum, during the curriculum revitalization stage.
2. Adjust the criteria for the Skills Strategy Equipment Enhancement Fund, in order to ensure programming is relevant to future and current labour market needs and to the Green Economy.
3. Establish the Committee on Sustainable Energy Skills to better connect students from the W.C. Miller Sustainable Energy Program with pathways for further education and work with

a view, for possible expansion to other schools.

Objective 5.D

Strengthen climate change education

Key Actions

1. Develop an "at-a-glance" Climate Change resource for teachers and other interested stakeholders identifying where climate science, climate change, and associated issues of sustainability of Earth's systems occur within Manitoba curriculum and in partnership with Climate Change Connection, create a Climate Change Resource.
2. Continue to show leadership in designing new school (K-12) buildings, and retrofitting existing school buildings, so that they are achieving a high level of energy performance.
3. Revise the document *Making a Living, Sustainably - Green Jobs and Sustainable Careers Guide* for use by educators in both high school and post-secondary institutions.

D. DEPARTMENTAL CAPACITIES (maximum 1 page)

1. People, knowledge and skills capacity that enables the department to achieve its priorities:

The department has a well educated and committed staff complement. Efforts are on-going to locate staff where they will be the most effective. Professional learning is encouraged and supported.

2. Information and communications technology and tools capacity that enables the department to achieve its priorities:

A sound and modern information technology environment is important for the department to do its work efficiently and effectively. Robust and flexible technology tools and operating environments are needed to support the collection, analysis and management of data and support the implementation of programming.

The department is currently engaged in the planning and /or execution of a number of key information technology initiatives that will improve the department's ability to plan for, and implement educational policy and programming.

3. Communicating the department plan to staff:

The EAL Senior Management Team is responsible for communication and dialogue with all staff regarding this *Department Plan*. All senior managers were consulted and have served to inform the development of the present document.

E. STRATEGIC IMPROVEMENTS (maximum 1 page)

1. Processes, programs and services targeted for improvement:

- Finance and Accounting of EAL has worked towards strengthening SOA accountability and compliance with key government practices and policies.
- Operationalization of the new Programs of Study Regulation through the development of processes by which universities and colleges will propose new, amended or terminated programs.
- Where possible, Lean thinking, principles, and practices are being applied across the department.
- Some branches of the department have been reorganized and staff has been reassigned

to create efficiencies and make better use of human resources.

- The establishment of the Student Achievement Support Unit has been created to ensure a focus on increasing student achievement in literacy and numeracy.
- ITS is developing a formal process through which requests for ICT services and projects from within the department can be more appropriately requested, assessed and managed.
- ADMs and Deputy are participating in the government-wide Enterprise Talent Management Program to support ADM development and address successions risks.

2. Program and service review and evaluation:

- Provide support for the Office of the Auditor General in a review of the Aboriginal Education Initiative and an institutional review of boards and post-secondary governance, as recommendations may support increased effectiveness and efficiency.
- In partnership with the Delivery Unit, intensive work is being carried out to develop a process for delivering results related to improving the achievement of students in the areas of literacy and numeracy.
- Data management systems improvement are intended to increase the availability of quality data/information to support decision-making. To support the potential usefulness of department data for research and evaluation, the department is also exploring strengthening its relationship with the Manitoba Centre for Health Policy (with respect to post-secondary education data); and developing a process and identifying the technology for collecting report card data at the K-12 level.

CONTACT INFORMATION

Department Contact for this document:

Name: Gerald Farthing

Position: Deputy Minister

Telephone:

Approved: _____
Deputy Minister's Signature

Alternate Department Contact:

Name: Carolee Buckler

Position: Senior Policy Advisor

Telephone: 204 945-1618

Discussed with the Minister: Yes

Priority Number	Objective supported by this measure	What is being measured? (A)	How is it being measured (name of indicator)? (B)	Why is it important to measure this? (C)?	What is the starting point? (baseline data and year) (D)	What is the most recent available data? (E)	What is the trend over time? (F)	Note existing Target and Timeframe, if applicable	Is target a commitment? (Y/N) Indicate source of commitment
			Data gathered through responses to an annual ESD school plan survey sent to school divisions and verified by each school.	learning approaches, facilities, operations, professional development and community interaction. This measure will provide a baseline in order to begin to identify the extent of ESD integration into our schools in Manitoba.					a sustainability school plan in every school by 2015." Note the target date has been extended to 2019 to align with the United Nations Economic Commission for Europe's revised target date.

Notes:

Column A – Describe the output or outcome being measured.
 Column B – State the indicator to be used to measure, indicate or point out the state or level of the output or outcome for the objective.
 Column C – How does the measure show progress? Measures could link to more than one priority for the department. Some indicators may be lagging (describing outcomes after the fact) and others may be leading (a preview of possible outcomes, which may allow time for the department to adjust).
 Column D – This is the starting point of this measure (or closest available). This is the baseline.
 Column E – Sometimes measures may be available only after a certain period of time has elapsed. Measures directly applicable to activities in the current fiscal year may not yet be available, meaning that the next best available information should be used, with its date included.
 Column F – Indicate direction, using words such as “stable”, “increasing”, “decreasing”, “improving”, “worsening”, “variable”, or “no trend yet established”. Also, indicate the point in time from which the measure starts. Use trend history (where consistent historical data are not yet available, indicate as such or advise that it is new).

Priority Number	Objective supported by this measure	What is being measured? (A)	How is it being measured (name of indicator)? (B)	Why is it important to measure this? (C)?	What is the starting point? (baseline data and year) (D)	What is the most recent available data? (E)	What is the trend over time? (F)	Note existing Target and Timeframe, if applicable	Is target a commitment? (Y/N) Indicate source of commitment																																						
4. Implementation of Manitoba's Post-Secondary Education Strategy	Building an integrated, collaborative education system (4E)	Student success in education and training by measuring graduations/credentials received from universities and colleges.	Graduation credentials received by measuring number of credentials issued to graduates from universities and colleges.	To full realize the benefit of education and training, it is important that individuals successfully complete their programs.	<p>1999 University Graduates³</p> <table border="1"> <tr><td>Bachelor Degree</td><td>4,460</td></tr> <tr><td>Master's Degree</td><td>578</td></tr> <tr><td>Doctoral Degree</td><td>67</td></tr> <tr><td>Medicine & Dentistry</td><td>121</td></tr> <tr><td>Certificate/Diploma</td><td>215</td></tr> <tr><td>Total</td><td>5,441</td></tr> </table> <p>1999/2000 College Graduates³</p> <table border="1"> <tr><td>Diploma</td><td>1,279</td></tr> <tr><td>Certificate</td><td>1,578</td></tr> <tr><td>Total</td><td>2,857</td></tr> </table>	Bachelor Degree	4,460	Master's Degree	578	Doctoral Degree	67	Medicine & Dentistry	121	Certificate/Diploma	215	Total	5,441	Diploma	1,279	Certificate	1,578	Total	2,857	<p>2014 University Graduates³</p> <table border="1"> <tr><td>Bachelor Degree</td><td>5,816</td></tr> <tr><td>Master's Degree</td><td>866</td></tr> <tr><td>Doctoral Degree</td><td>142</td></tr> <tr><td>Medicine & Dentistry</td><td>143</td></tr> <tr><td>Certificate/Diploma</td><td>424</td></tr> <tr><td>Total</td><td>7,391</td></tr> </table> <p>2013 College Graduates³</p> <table border="1"> <tr><td>Diploma</td><td>1,979</td></tr> <tr><td>Certificate</td><td>2,383</td></tr> <tr><td>Degree</td><td>150</td></tr> <tr><td>Total</td><td>4,512</td></tr> </table>	Bachelor Degree	5,816	Master's Degree	866	Doctoral Degree	142	Medicine & Dentistry	143	Certificate/Diploma	424	Total	7,391	Diploma	1,979	Certificate	2,383	Degree	150	Total	4,512	<p>From 1999 to 2014, the total number of university credentials granted increased 36%.</p> <p>From 1999 to 2013, the number of college graduates (diploma certificate, and degree) increased by 58%.</p>		<p>Contributes to the commitment to adding <u>75,000 skilled workers</u> to the economy in the Province's Steady Growth/Good Jobs strategic direction and to commitments in the Post-Education Strategy.</p>
Bachelor Degree	4,460																																														
Master's Degree	578																																														
Doctoral Degree	67																																														
Medicine & Dentistry	121																																														
Certificate/Diploma	215																																														
Total	5,441																																														
Diploma	1,279																																														
Certificate	1,578																																														
Total	2,857																																														
Bachelor Degree	5,816																																														
Master's Degree	866																																														
Doctoral Degree	142																																														
Medicine & Dentistry	143																																														
Certificate/Diploma	424																																														
Total	7,391																																														
Diploma	1,979																																														
Certificate	2,383																																														
Degree	150																																														
Total	4,512																																														
5. Education for Sustainable Development (ESD)	All objectives	All schools have ESD school plans in place or ESD embedded into existing plans.	Number and percent of schools with ESD school plans or ESD embedded into existing plans.	ESD school plans represents a higher level of ESD integration whereby, ESD is embedded in curriculum,	As this is a new measure, the starting point is the data from the 2014 ESD school plan survey results.	As of 2014, 31% of the 754 (funded and publically independent) schools have ESD school plans in place.	New, no trend available yet.		<p>Tomorrow Now: Manitoba's Green Plan includes a commitment "to encourage</p>																																						

³ University and college graduates are reported in the calendar year of graduation. College graduates include those from regular day programs and full-time regional centre programs (apprenticeship is not included).

Priority Number	Objective supported by this measure	What is being measured? (A)	How is it being measured (name of indicator)? (B)	Why is it important to measure this? (C)?	What is the starting point? (baseline data and year) (D)	What is the most recent available data? (E)	What is the trend over time? (F)	Note existing Target and Timeframe, if applicable	Is target a commitment? (Y/N) Indicate source of commitment
provide students with multiple pathways to effectively transition to post-secondary education and the world of work.	(HSAP).	Manitoba as participating in HSAP.	accessing pathways that will allow them to successfully transition to post-secondary training and meaningful employment.	Proportion of Aboriginals ¹ who have attained PSE in 2008 College ² : 30% University: 11%	Proportion of Aboriginals who have attained PSE in 2013 College: 33% University: 11%	Slight increase in college attainment. Stable university attainment.			the Throne in 2013, The Speech From the Throne in 2014, Manitoba's Post-Secondary Education Strategy – A Partnership for Excellence and Student Success (released June 2015) and the New First Jobs Strategy announced June 26, 2015
3. Aboriginal Education	All objectives	Aboriginal success in PSE by measuring the proportion of Aboriginals that have attained a college or university credential	Proportion of Aboriginals who have attained a university or college credential.	To measure the success of initiatives included under this priority area.	Proportion of Aboriginals ¹ who have attained PSE in 2008 College ² : 30% University: 11%	Proportion of Aboriginals who have attained PSE in 2013 College: 33% University: 11%	Slight increase in college attainment. Stable university attainment.		Contributes to the commitment to adding 75,000 skilled workers to the economy in the Province's Steady Growth/Good

¹ Off-reserve Aboriginals, aged 25 to 64 (Source: Labour Force Survey)

² Trades credentials attainment is included in College attainment.

Appendix A – Department Plan Performance Measures

Non-shaded areas (columns A to F) will be appropriate for including in the department's 2015/16 Annual Report

Priority Number	Objective supported by this measure	What is being measured? (A)	How is it being measured (name of indicator)? (B)	Why is it important to measure this? (C)?	What is the starting point? (baseline data and year) (D)	What is the most recent available data? (E)	What is the trend over time? (F)	Note existing Target and Timeframe, if applicable	Is target a commitment? (Y/N) Indicate source of commitment
1. Focus on literacy and numeracy	All Objectives	Success in grade 9 mathematics.	The percentage of first time grade 9 students who receive a compulsory credit in grade 9 mathematics as of the end of that grade 9 year. * The first time grade 9 cohort is composed of students from public schools, funded independent schools and First Nations schools administered by Frontier School Division.	Success in grade 9 math is a predictor of success in later years. Identifying student needs is an essential component to effective instruction and to ensuring that learning gaps are addressed.	2009-10: 86 percent ** This percentage may include students who attained the credit prior to entering grade 9 for the first time (e.g., summer school, accelerated students)	2013-14: 88 percent ** This percentage may include students who attained the credit prior to entering grade 9 for the first time (e.g., summer school, accelerated students)	Slight increase		Commitments to closing <u>the student achievement gap</u> with a strong focus on literacy and numeracy. Manitoba is committed to providing quality education for all Manitoba students. In partnership with school divisions, Manitoba has undertaken a range of initiatives to support student achievement and excellence.
2. Promote career planning, education and training opportunities that	All objectives	Student participation in the High School Apprenticeship Program	Number of students registered with Apprenticeship	Participation in these opportunities will help to ensure students are	2013-14 494 new HSAP registrations	2014-15 585 new HSAP registrations	Increase		Commitments in this area through <u>The Speech From</u>

Education and Advanced Learning Priority Actions

- Below is a list of major departmental actions that take place each year.

Actions	Status
1. Department Plan	<ul style="list-style-type: none"> • Completed and sent to Treasury Board (TB) for 2015/16 • Process to develop the 16/17 Department Plan takes place in the Spring with submission in early Fall
2. Estimates Submission	<ul style="list-style-type: none"> • 2016/17 Estimates submitted to TB, review minutes received and is pending budget approval • Treasury Board call for Preliminary Estimates normally takes place September/October of each year. • Estimates decisions are normally released January/February of each year with plans for a Spring budget
3. Supplementary Information for Legislative Review (SILR)	<ul style="list-style-type: none"> • Budget pending • The SILR is due immediately following the tabling of the budget
4. Omnibus – Department's Major Program Area Pressures	<ul style="list-style-type: none"> • 2016/17 Omnibus (departmental submission) went to Priorities and Planning, Nov 2nd • Minutes reaffirm commitment for funding of schools at economic growth and direction was received for PSE funding • Omnibus is submitted in advanced of the call for the preliminary estimates in order to receive direction from Government
5. Funding of Schools by School Division	<ul style="list-style-type: none"> • Funding of Schools 2016/17 was approved by TB and is pending budget approval • Funding of Schools Estimates are submitted in November/December of each year
6. Public Schools Finance Board (PSFB) Capital Program	<ul style="list-style-type: none"> • PSFB Capital Program was approved by TB • Submitted in December/January of each year
7. PSFB 3 Year Capital Plan 2016/17	<ul style="list-style-type: none"> • PSFB 3 Year Capital Plan 2016/17 was approved by TB
8. Funding of Post-Secondary Institutions	<ul style="list-style-type: none"> • Funding of Post-Secondary Institutions 2016/17 was formally submitted to estimates, approved by TB and is pending budget approval • Submitted each year in September/October to obtain direction on what to include in the preliminary estimates
9. Capital Submission - Post-Secondary Institutions	<ul style="list-style-type: none"> ➤ Approved by TB and is pending budget approval ➤ Submitted each year in September/October to obtain direction on what to include in the preliminary estimates
10. Annual Report	<ul style="list-style-type: none"> ➤ Work begins Spring 2016 ➤ Due September 30, 2016

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- 2016/17 Funding of Public Schools

ISSUE:

- 2016/17 Funding to Public Schools – Passing the Provincial Budget

CRITICAL BACKGROUND:

- The Funding of Schools Program (FSP) is established by the provincial Government in The Public Schools Act, and the Funding of Schools Program Regulation (M.R. 259/2006). The FSP comprises operating and capital support for public school divisions in Manitoba and is administered by the Schools' Finance Branch (operating) and the Public Schools Finance Board (capital).
- The Estimates for the Funding of Public Schools is started in the fall and the department goes to Government for decisions in December. Funding of Public Schools is announced in January of each year. Immediately prior to the public announcement, the Deputy Minister meets with the stakeholder groups to provide details on the announcement (See Appendix A for 2016/17 Funding of Public Schools Presentation to Stakeholders).
- On the day of the funding announcement (immediately after the news release) school divisions receive the news release, funding booklet, and their calculation of the funding as it pertains to their own division.
- School divisions are required to have public consultations prior to finalizing their budgets. School divisions must set their local tax (Special Levy) by March 15 of each year and submit their budgets to the department by March 31st of each year.
- Included as attachments are the Change in Total Support to Public Schools from 2015/16 to 2016/17 (Appendix B) and 2016/17 Funding Announcement Summary of Initiatives (Appendix C) for your information.

Contact: Lynne Mavins, Director, Schools Finance (204) 945-4061

Date: April 22, 2016

Appendix A
2016/2017 FUNDING TO PUBLIC SCHOOLS
PRESENTATION TO STAKEHOLDERS
January 4, 2016

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

**Funding to Public Schools
2016/2017 School Year
\$ Millions**

2015/2016 Funding	Operating Increase (1)	Capital Increase⁽²⁾	Total Increase	2015/2016 Announcement	% Increase
\$1,274.7	\$26.8	\$5.7	\$32.5	\$1,307.2	2.55%

⁽¹⁾ Operating funding includes direct operating grants to school divisions through the Funding of Schools Program and other grants in support of school division operating costs.

⁽²⁾ Capital and other funding includes debt-servicing principal and interest costs on previously issued debentures for school construction, capital grants, PSFB administration costs and note interest on temporary borrowings.

**REVISIONS
2016/2017 Funding of Schools Program**

- Special Needs Level 2 and 3 grant rates are increased 3%. The Level 2 rate increases from \$9,220 to \$9,500 per eligible K-12 pupil. The Level 3 rate increases from \$20,515 to \$21,130 per eligible K-12 pupil.
- Special Needs Coordinator/Clinician grant rate for divisions south of the 53rd parallel increases from \$70 to \$75 per pupil. For Frontier School Division and school divisions north of the 53rd parallel the rate increases from \$105 to \$112 per pupil
- The Intensive Newcomers Support (INS) portion of English as an Additional Language funding increases \$300,000 from \$605,000 to \$905,000. Of that total, \$845,000 is available for INS project funding and \$60,000 is available for application-based contingency grants for school divisions experiencing high numbers of late enrolment EAL learners with disrupted learning/low literacy backgrounds.
- The Literacy and Numeracy grant rate increases from \$76 to \$80 per eligible K-12 pupil.
- The Aboriginal Academic Achievement grant pool increases from \$8.5 million to \$9.0 million.
- Equalization Support is calculated using the 2016 assessment for all divisions and the maximum assessment per pupil used to determine the 2016/2017 equalization

factor is set at \$628,330. The percentage of unfunded expenditures is maintained at 66% and the Additional Equalization is maintained at the 2015/2016 amount.

- Formula Guarantee is maintained at 0%.

**2016/2017 Other Grants
(not part of the Funding of Schools Program)**

- Support for community schools funded through the Community Schools Program increases to \$100,000 per school.
- A new \$500,000 First Nation Transition grant is introduced help First Nations students better adjust to a new learning environment in the public school system. Further information on this initiative will be forthcoming from the Aboriginal Education Directorate.
- A new \$200,000 Transition to Post-Secondary grant is introduced to offset application fee costs for students in low-income communities applying for post-secondary education. Further information on this initiative will be forthcoming from Instruction, Curriculum and Assessment branch of the School Programs Division.
- The Student Achievement Fund increases to \$1.85 million to support focused efforts to increase student academic achievement and educational success through special initiatives to develop critical skills particularly in the areas of numeracy and literacy, support career development, and promote student well-being within safe and inclusive school environments.
- The Nutrition Program increases by \$0.35 million to \$1.0 million. Funds will be used to engage with high-needs schools not currently offering a nourishment program, and increase funding to existing programs that have the capacity and ability to either make the program available to more students and/or provide food on more days.

APPENDIX B: CHANGE IN TOTAL SUPPORT TO PUBLIC SCHOOLS
from 2015/16 to 2016/17
Including D-Grant and Special Grants
excludes Class Size Operating Grant

	\$ Change	% Change
Beautiful Plains School Division	260,771	2.7%
Border Land School Division	0	0.0%
Brandon School Division	2,388,262	5.2%
Division Scolaire Franco-Manitobaine	2,387,144	4.9%
Evergreen School Division	0	0.0%
Flin Flon School Division	270,458	3.2%
Fort La Bosse School Division	0	0.0%
Frontier School Division	1,474,596	3.5%
Garden Valley School Division	100,913	0.4%
Hanover School Division	1,618,440	3.4%
Interlake School Division	0	0.0%
Kelsey School Division	410,434	3.0%
Lakeshore School Division	0	0.0%
Lord Selkirk School Division	0	0.0%
Louis Riel School Division	2,923,140	4.1%
Mountain View School Division	0	0.0%
Mystery Lake School District	3,428,797	12.4%
Park West School Division	0	0.0%
Pembina Trails School Division	0	0.0%
Pine Creek School Division	0	0.0%
Portage La Prairie School Division	48,621	0.3%
Prairie Rose School Division	0	0.0%
Prairie Spirit School Division	0	0.0%
Red River Valley School Division	0	0.0%
River East Transcona School Division	0	0.0%
Rolling River School Division	0	0.0%
Seine River School Division	1,027,372	3.7%
Seven Oaks School Division	3,651,745	5.3%
Southwest Horizon School Division	0	0.0%
St. James-Assiniboia School Division	0	0.0%
Sunrise School Division	0	0.0%
Swan Valley School Division	0	0.0%
Turtle Mountain School Division	0	0.0%
Turtle River School Division	0	0.0%
Western School Division	325,325	3.3%
Winnipeg School Division	1,369,091	0.7%
Whiteshell School District	0	0.0%
Total excl Whiteshell	21,685,110	2.0%
Total incl Whiteshell	21,685,110	2.0%
Other support, TIG, Capital, P & I	10,876,779	5.2%
Total announced funding	32,561,889	2.55%

Appendix C
2016/17 Funding Announcement Summary of Initiatives

School Year 2016/17	Announced January 5, 2016
Special Needs – Level 2 & 3 (3% rate increase)	1,676.5
Special Needs – Coordinator/Clinician (7% rate increase for Mental Health – in last 2 options)	958.2
English as an Additional Language (volume and \$0.3M INS increases)	758.1
Literacy and Numeracy (5.3% rate increase – in last 2 options)	780.6
Aboriginal Academic Achievement (Formula increase)	493.4
Equalization	5,312.3
0% Formula Guarantee	3,848.4
Volume (no grant updates)	5,697.2
Skills Strategy Equipment Enhancement Fund	(1,400.0)
PSFB Administration	117.8
Debt principal and interest	7,028.9
Total FSP – operating and capital	25,271.3
New Schools grant	1,020.0
Frontier operating grant	(945.0)
Community Schools Program	800.0
Winnipeg Students at Risk	900.0
MITT Program Grant	149.5
DSFM Special Grant	2,041.6
Nutrition program	350.0
Student Achievement Fund	1,028.8
Task Force on Special Needs	150.0
Pathways to Education	85.0
Transition to Post-secondary education	200.0
First Nation Transition Funding	500.0
MITT program growth	750.0
Rainbow Resource Centre ⁽¹⁾	0.0
Beautiful Plains special grant ⁽²⁾	0.0
Other grants	260.7
Total – Other Support	7,290.6
Funding Announcement	32,561.9
Smaller Classes Initiative	3,000.0
Total FSP and Other Support	35,561.9

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

Appendix C
2016/17 Funding of Schools Announcement Summary

School Year:

	Announced January 5, 2016	Post-Announcement Adjustments
Special Needs – Level 2 & 3 (3% rate increase)	1,676.5	
Special Needs – Coordinator/Clinician (7% rate increase for Mental Health – in last 2 options)	958.2	
English as an Additional Language (volume and \$0.3M INS increases)	758.1	
Literacy and Numeracy (5.3% rate increase – in last 2 options)	780.6	
Aboriginal Academic Achievement (Formula increase)	493.4	
Equalization	5,312.3	
0% Formula Guarantee	3,848.4	
Volume (no grant updates)	5,697.2	
Skills Strategy Equipment Enhancement Fund	(1,400.0)	
PSFB Administration	117.8	
Debt principal and interest	7,028.9	
Total FSP – operating and capital	25,271.3	
New Schools grant	1,020.0	
Frontier operating grant	(945.0)	
Community Schools Program	800.0	
Winnipeg Students at Risk	900.0	
MITT Program Grant	149.5	
DSFM Special Grant	2,041.6	
Nutrition program	350.0	
Student Achievement Fund	1,028.8	
Task Force on Special Needs	150.0	
Pathways to Education	85.0	
Transition to Post-secondary education	200.0	
First Nation Transition Funding	500.0	
MITT program growth	750.0	
Rainbow Resource Centre ⁽¹⁾	0.0	75.0
Beautiful Plains special grant ⁽²⁾	0.0	330.0
Other grants	260.7	(405.0)
Total – Other Support	7,290.6	0.0
Funding Announcement	32,561.9	
Smaller Classes Initiative	3,000.0	
Total FSP and Other Support	35,561.9	

(1) Rainbow Resource Centre – \$75.0 transferred from Frontier Tuition Fees grant.

(2) Beautiful Plains special grant – \$168.0 transferred from Student Success funding and \$162.0 transferred from School Matters funding.

2016/17 Funding Summary

Fiscal Year:

	Announced	Less \$4M Target Reduction	Reduced Funding
Special Needs – Level 2 & 3 (3% rate increase)	1,085.8		1,085.8
Special Needs – Coordinator/Clinician (7% rate increase for Mental Health – in last 2 options)	678.9		678.9
English as an Additional Language (volume and \$0.3M INS increases)	398.1		398.1
Literacy and Numeracy (5.3% rate increase – in last 2 options)	1,596.2		1,596.2
Aboriginal Academic Achievement (Formula increase)	685.5		685.5
Equalization	9,926.3		9,926.3
0% Formula Guarantee	767.0		767.0
Volume (no grant updates)	4,800.1		4,800.1
Skills Strategy Equipment Enhancement Fund	(1,400.0)		(1,400.0)
PSFB Administration	117.8		117.8
Debt principal and interest	6,019.8		6,019.8
Total FSP – operating and capital	24,675.5		24,675.5
New Schools grant	1,020.0		1,020.0
Frontier operating grant	(527.1)		(527.1)
Community Schools Program	472.5		472.5
Winnipeg Students at Risk	630.0		630.0
MITT Program Grant	327.7		327.7
DSFM Special Grant	1,319.2	(2,400.0)	(1,080.8)
Nutrition program	350.0	(105.0)	245.0
Student Achievement Fund	773.6		773.6
Task Force on Special Needs	150.0	(45.0)	105.0
Pathways to Education	85.0		85.0
Transition to Post-secondary education	200.0		200.0
First Nation Transition Funding	500.0	(150.0)	350.0
MITT program growth	525.0		525.0
Rainbow Resource Centre ⁽¹⁾	75.0		75.0
Beautiful Plains special grant ⁽¹⁾	330.0		330.0
Other grants	194.1		194.1
Total – Other Support	6,425.0	(2,700.0)	3,725.0
Funding Announcement	31,100.5	(2,700.0)	28,400.5
Smaller Classes Initiative	3,009.0		3,009.0
Total FSP and Other Support	34,109.5	(2,700.0)	31,409.5
Less: Education Support Levy	(8,577.8)	(0.4)	(8,578.2)
Add: PSFB Surplus Reduction	3,000.0	1,300.0	1,700.0
Independent Schools	2,265.2		2,265.2
General Support Grant	600.0		600.0
Total Appropriations	31,396.9	(4,000.4)	27,396.5

(1) The Rainbow Resource Centre and Beautiful Plains grants were approved after the January 5, 2016 public school funding announcement using funds transferred from existing grants.

Appropriation:

	Announced	Less \$4M Target Reduction	Reduced Appropriation
16-5e-1 Program Operating Support			
- Public schools	25,464.6	(4,000.4)	21,464.2
- Independent Schools	2,265.2		2,265.2
Total 16-5e-1	27,729.8	(4,000.4)	23,729.4
16-5e-2 General Support Grant	600.0		600.0
16-8a Capital Grants	3,067.1		3,067.1
Total Increase	31,396.9	(4,000.4)	27,396.5

Public School Funding History

Year	Provincial funding	\$ Increase	% Increase
2016/17	\$1,307.2 million + \$3M Class Size Increase	\$32.5 million + \$3.0 million	2.55% (announced)
2015/16	\$1,271.8 million + \$3M Class Size Increase	\$25.0 million + \$3.0 million	2.0% (announced)
2014/15	\$1,240.3 million + \$3M Class Size Increase	\$24.4 million + \$3.0 million	2.0% (announced)
2013/14	\$1,211.5 million + \$4M Class Size Increase	\$27.2 million + \$4.0 million	2.3% (announced)
2012/13	\$1,182.6 million + \$3M Class Size Increase	\$25.5 million + \$3.0 million	2.2% (announced)
2011/12	\$1,134.7 (announced) + \$21.7 million Tax Incentive Grant Increase	\$30.0 million + \$21.7 million	2.7% (announced)
2010/11	\$1,094.1 (announced) + \$10.6 million Special Grant Fund	\$31.3 (announced) + \$10.6 million	2.95% (announced)
2009/10	\$1,062.8 million	\$53.1 million	5.25%
2008/09	\$1,009.7 million	\$53.5 million	5.6%
2007/08	\$956.2 million	\$30.3 million	3.3%
2006/07	\$926.0 million	\$25.6 million	2.8%
2005/06	\$903.3 million	\$25.0 million	2.8%
2004/05	\$878.4 million	\$17.6 million	2.0%
2003/04	\$860.9 million	\$23.8 million	2.8%
2002/03	\$838.6 million	\$16.0 million	2.2% (operating only announced) 1.9% overall
2001/02	\$822.7 million	\$22.6 million	2.8%
2000/01	\$811.0 million (announced) Restated to \$800.0 to exclude Adult Learning Centres	\$29.7 million (announced) -\$11.0 million	3.8% (announced)
1999/00	\$779.0 million	\$17.7 million	2.3%
1998/99	\$761.6 million	\$16.7 million	2.2%
1997/98	\$746.5 million (announced) Restated to \$744.9 million due to funding transfer to St. Amant in 1998/99	\$0.0 million	0.0%
1996/97	\$745.0 million	-\$15.0 million decrease	-2.0% decrease
1995/96	\$760.0 million	\$1.9 million	0.0%
1994/95	\$758.1 million	-\$20.5 million decrease	-2.6% decrease
1993/94	\$777.7 million	-\$14.3 million decrease	-2.0% decrease
1992/93	\$794.0 million	\$23.6 million	3.0%
1991/92	\$772.0 million	\$16.0 million	2.0%
1990/91	\$754.9 million	\$33.3 million	4.6%

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Public Schools Finance Board – Capital Plan Process

ISSUE:

- Public Schools Finance Board – Capital Plan Approval Process

CRITICAL BACKGROUND:

- The Public Schools Finance Board (PSFB) is the provincial statutory agency responsible for financing major capital projects in Manitoba school divisions and managing the annual Public Schools Capital Program.
- The PSFB is governed by *The Public Schools Finance Board Act* and *The Public Schools Act*.
- School divisions annually submit their five year capital plan requests to PSFB.
- PSFB assess and prioritize capital project requests based on demonstrated instructional space needs and building condition.
- A list of selected multi-year major capital projects is recommended to the PSFB Board with high level estimates.
- PSFB Board submits recommended multi-year major capital project requests to Treasury Board.
- PSFB receives a Treasury Board minute of approved multi-year major capital project requests that formulates PSFB's major capital budget. See attached appendix A 2016/17 Multi-Year Capital Plan.
- The Minister announces approved major capital projects.
- The PSFB and the school division finalize a detailed scope of work and begin design.
- The project is formally announced by Ministerial Award once an acceptable scope of work and schematic design is approved by PSFB.

Contact: Gerard Lesage, Executive Director, PSFB (204) 945-2907

Date: April 22, 2016

	A	B	C	D												J	K	
				Debt Maturity Schedule														
1	APPENDIX A - 2016/17 MULTI-YEAR CAPITAL PLAN	Ongoing / New	Previously Debentured Costs	Debt Maturity Schedule												TOTAL 15/16 - 20/21	Comment Status	
				15/16	16/17	17/18	18/19	19/20	20/21	20/21	20/21	20/21	20/21	20/21	20/21			
2	\$000s																	
3	(Public Schools Finance Board)																	
4	April 5, 2015																	
5																		
6																		
7																		
8	Ongoing/Approved Projects																	
9	Infrastructure Renewal - Ongoing		94,369	47,634	37,367	6,192											91,192	
10	Infrastructure Renewal - New		-	-	* 16,000	* 46,300	46,300	46,300	46,300	46,300	46,300	46,300	46,300	46,300	46,300	46,300	201,200	
11	Mechanical systems replacement - Ongoing	O	34,063	13,655	10,248	0	0	0	0	0	0	0	0	0	0	0	23,903	
12	Mechanical systems replacement - New	N	0	0	5,000	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	59,400	Jan 15 ltr from PSFB PS16-00006
13	Roofing & Shelter systems replacement - Ongoing	O	31,289	12,606	7,605	135	0	0	0	0	0	0	0	0	0	0	20,345	
14	Roofing & Shelter systems replacement - New	N	0	0	5,000	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	56,000	Jan 15 ltr from PSFB PS16-00006
15	Structural systems renewal - Ongoing	O	23,608	14,820	11,875	3,982	0	0	0	0	0	0	0	0	0	0	30,677	
16	Structural systems renewal - New	N	0	0	5,000	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	55,600	Jan 15 ltr from PSFB PS16-00006
17	Access Program - Ongoing	O	5,410	6,553	7,639	2,075	0	0	0	0	0	0	0	0	0	0	16,267	
18	Access Program - New	N	0	0	1,000	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	30,200	Jan 15 ltr from PSFB PS16-00006
19	Instructional Renewal - Ongoing	O	30,653	24,355	41,204	8,789	0	0	0	0	0	0	0	0	0	0	74,348	
20	Instructional Renewal - New	N	0	0	130	17,565	34,600	29,300	23,405	23,405	23,405	23,405	23,405	23,405	23,405	23,405	105,000	
21	Science lab renewal - Ongoing	O	14,112	7,668	3,220	0	0	0	0	0	0	0	0	0	0	0	10,888	
22	Science lab renewal - New	N	0	0	0	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	25,000	Jan 12 News Release
23	Gymnasium - Ongoing	O	16,541	10,221	15,000	8,239	0	0	0	0	0	0	0	0	0	0	33,460	Jan 18 Minister ltr PS16-00009
24	Gymnasium - New (Active School Fund)	N	0	0	130	3,815	20,850	15,550	9,655	9,655	9,655	9,655	9,655	9,655	9,655	9,655	50,000	Jan 13 News Release + Jan 18 Minister ltr PS16-00060
25	Vocational (Industrial Arts/Shops) - Ongoing	O	0	6,466	22,984	550	0	0	0	0	0	0	0	0	0	0	30,000	Feb 3 PSFB Instruction ltr
26	Vocational (Industrial Arts/Shops) - New	N	0	0	0	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	30,000	Jan 14 News Release + Jan 18 Minister ltr PS16-00060
27	Portables/Modular classrooms/Links - Ongoing	O	4,777	2,929	0	0	0	0	0	0	0	0	0	0	0	0	2,929	Feb 3 PSFB Instruction ltr
28	Portables/Modular classrooms/Links - New	N	0	0	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	18,750	Annual Regular Programming
29	One time special authority	O	1,211	1,463	0	0	0	0	0	0	0	0	0	0	0	0	1,463	Not announced

5	A	B	C	D	E	F	G	H	I	J	K	Comment Status									
													Description	Ongoing / New	Previously Debentured Costs	Debenture Cashflow					TOTAL 15/16 - 20/21
																15/16	16/17	17/18	18/19	19/20	
30	Childcare Centres - Ongoing **	O	14,708	6,681	12,611	12,500	1,000	0	0	32,792		Jan 19 Joint Minister Letter M16-00010									
31	Childcare Centres - New **	N	0	0	160	8,810	6,730	6,250	3,050	25,000											
32	20K3 - Ongoing	O	1,495	10,461	18,150	6,000	5,104	0	0	39,715											
33	20K3 - New	N	0	0	0	2,400	1,440	960	0	4,800		Jan 15 News Release									
34	Major Capital Projects - Ongoing (line 54)	O	118,110	44,030	68,812	15,850	16,530	9,885	0	155,107											
35	Major Capital Projects - New (line 72)	N	0	0	3,025	6,250	9,900	6,075	0	25,250											
36	Special Needs-Life Skills - Ongoing	O	0	0	0	0	0	0	0	0											
37	1 - Special Needs-Life Skills - New	N	0	0	0	295	4,900	3,350	1,455	10,000		Jan 7 News Release Jan 18 Minister Ltr PS16-00060 Feb 3 PSFB Instruction Ltr									
38	Arts, Music & Theatre - Ongoing	O	0	0	0	0	0	0	0	0											
39	2 - Arts, Music & Theatre - New	N	0	0	135	2,585	7,645	8,315	1,320	20,000		Jan 18 Minister Ltr PS16-00060 Feb 3 PSFB Instruction Ltr									
40	School Safety and Access - Ongoing	O	0	0	0	0	0	0	0	0											
41	3 - School Safety and Access - New	N	0	0	0	2,500	2,500	2,500	2,500	10,000		Jan 18 Minister Ltr PS16-00060 Feb 3 PSFB Instruction Ltr									
42	Play Structures, Green Space & Outdoor Education - Ongoing	O	0	0	0	0	0	0	0	0											
43	4 - Play Structures, Green Space & Outdoor Education - New	N	0	0	0	2,500	2,500	2,500	2,500	10,000		Jan 18 Minister Ltr PS16-00060 Feb 3 PSFB Instruction Ltr									
44	UCV/Mystery Lake SD-Vocational - Ongoing	O	0	0	0	0	0	0	0	0		Nov 27, 2015 News Release Jan 15 PSFB Ltr PS16-00016									
45	5 - UCN/Mystery Lake SD-Vocational - New	N	0	0	0	700	7,200	4,200	2,400	14,500											
46	Technology Education - Ongoing	O	0	0	0	0	0	0	0	0											
47	6 - Technology Education - New	N	0	0	0	2,500	2,500	2,500	2,500	10,000		Jan 18 Minister Ltr PS16-00060 Feb 3 PSFB Instruction Ltr									
48	Green Schools - Ongoing	O	0	0	0	0	0	0	0	0											
49	7 - Green Schools - New	N	0	0	0	2,500	2,500	2,500	2,500	10,000		Jan 18 Minister Ltr PS16-00060 Feb 3 PSFB Instruction Ltr									
50	Skills Strategy Equipment Enhancement Fund - Ongoing	O	0	0	0	0	0	0	0	0											

5	A	B	C	D							J	K
				Debt Cashflow								
6	Description	Ongoing / New	Previously Debentured Costs	15/16	16/17	17/18	18/19	19/20	20/21	TOTAL 15/16 - 20/21	Comment Status	
7				15/16	16/17	17/18	18/19	19/20	20/21	TOTAL 15/16 - 20/21		
54	Major Capital Projects - Ongoing (line 34) Sub Total			44,030	68,812	15,850	16,530	9,885	0	155,107		
55	1- DCFM - École Communautaire la Voie du Nord - New School K - 12	O	4,946	3,100	4,500	0	0	0	0	7,600		
56	2- DCFM - École Noël-Richot - Addition & Renovation K - 8	O	0	50	595	5,950	3,570	1,785	0	11,950		
57	3- DCFM - École Taché - Addition & Renovation K - 6	O	2,181	1,255	0	0	0	0	0	1,255		
58	4- Garden Valley - Northlands Parkway Collegiate - New School 9 - 12	O	35,177	336	0	0	0	0	0	336		
59	5- Hanover - SRSS - Addition & Renovation 9 - 12	O	34,111	350	0	0	0	0	0	350		
60	6- Interlake - Woodlands School - Replacement School K - 8	O	7,811	1,410	0	0	0	0	0	1,410		
61	7- Louis Riel - Sage Creek School - New School K-8	O	882	6,468	22,018	500	0	0	0	28,985		
62	8- Mountain View - Mackenzie Middle School - Renovation 5 - 8	O	0	3,000	6,100	300	0	0	0	9,400		
63	9- Pembina trails - R.H.G. Bonnycastle School - Addition - Termination costs	O	788	2,956	0	0	0	0	0	2,956		
64	10- Pembina Trails - South Pointe School - New School K-8	O	0	16,991	21,500	500	0	0	0	38,991		
65	11- Red River Valley - Morris School New Autobody Welding Facility	O	3,560	414	0	0	0	0	0	414		
66	12- Seven Oaks - Amber Trails School - New School K-8	O	23,370	500	0	0	0	0	0	500		
67	13- Seven Oaks - École Rivière Rouge - New School K - 5	O	741	7,000	11,759	500	0	0	0	19,259		
68	14- Swan Valley - SVRS - New Heavy Duty Mechanic Shop	O	4,544	200	0	0	0	0	0	200		
69	15- MITT - Construction & Manufacturing - Welding	O	0	0	1,800	2,700	0	0	0	4,500		
70	16- Winnipeg - Waterford Green - New School K - 8	O	0	0	540	5,400	12,960	8,100	0	27,000		
71												
72	Major Capital Projects - New (line 35) sub total				3,025	6,250	9,900	6,075	-	25,250		
73	1- Brandon - Southeast - New School K-8	N	0	0	375	3,750	9,000	5,625	-	18,750	Jan 15 PSFB Ltr PS16-00013	
74	2- Interlake - Former Woodlands School - Demolition	N	0	0	300	-	-	-	-	300	Jan 15 PSFB Ltr PS16-00015	
75	3- Frontier - Former Elementary in Churchill - Demolition	N	0	0	1,000	-	-	-	-	1,000	Jan 15 PSFB Ltr PS16-00014	
76	4- Louis Riel - École Guyot - Addition K - 6	N	0	0	150	1,500	900	450	-	3,000	Jan 18 Min Ltr PS16-00012	
77	5- River East Transcona - Dr. F.W.L. Hamilton School - Addition K - 5	N	0	0	900	1,000	-	-	-	1,900	Jan 18 Min Ltr PS16-00012	
78	6- Southwest Horizon - Pierson School - Renovation K - 12	N	0	0	300	-	-	-	-	300	Jan 18 PSFB Ltr PS16-00017	

	A Description	B Ongoing / New	C Previously Debentured Costs	D Debiture Cashflow							J TOTAL 15/16 - 20/21	K Comment Status
				D	E	F	G	H	I			
				15/16	16/17	17/18	18/19	19/20	20/21			
51	8 - Skills Strategy Equipment Enhancement Fund - New	N	0	1,400	1,400	1,400	1,400	1,400	1,400	1,400	7,000	Policy Change, Funding Long-Term vs Grants
52	TOTAL		265,323	202,744	149,386	156,499	129,785	93,080	869,047			
53	*TB multi-year approval for infrastructure only 2016/17 & 2017/18 **Childcare centre projects are debenture financed through the PSEB who then recovers the principal and interest from the Family Choices Fund (Department of Family Services).											

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- 2016/17 Funding of Post-Secondary Institutions

ISSUE:

- 2016/17 Funding to Post-Secondary Institutions – Passing the Provincial Budget

CRITICAL BACKGROUND:

- The estimates process for the funding of Post-Secondary Institutions begins in the Fall of each year. Department officials meet with each institution to identify their operating needs for the future year. This process helps form the department's submission for government approval. This approval occurs late Fall early Winter.
- The funding for Post-Secondary Institutions was announced on January 7, 2016. Please see appendix A for summary of approvals.
- On the day of the funding announcement institutions were provided with a funding letter identifying government approvals for the future year. This letter identified base operating grant increases, capital funding and any new funding to be provided. This letter also included a covenant that funding was subject to passage of the appropriation act, 2016.
- Note: Historically, funding for post-secondary institutions has occurred the day the budget is announced. For 2016/17, funding was announced during the same period as Public Schools announcement (early January). The early announcement helps the institutions plan their future year budget more effectively.
- Please see Appendix B for a breakdown of tuition revenue as a percentage of operating expenditures by institution and Appendix C for a summary of Post-Secondary Institutions capital by institution and by category.

Contact: Jean-Vianney Auclair, A/Assistant Deputy Minister, Advanced Learning Division (204) 945-1840

Date: April 22, 2016

Appendix C - PSE Capital Summary

Institution (in 000s)	Total Request	2016/17 Request	2017/18 Request	2018/19 Request	Future Years
University of Manitoba	1,083,770.0	195,533.3	165,763.3	172,333.3	550,140.0
University of Winnipeg	33,024.8	33,024.8	-	-	-
Brandon University	124,422.9	124,422.9	-	-	-
University College of the North	60,912.3	58,076.3	700.0	712.0	1,424.0
Universite de Saint-Boniface	11,505.0	7,355.0	1,300.0	2,250.0	600.0
Red River College	356,300.0	356,300.0	-	-	-
Assiniboine Community College	99,548.5	1,298.5	-	-	98,250.0
	1,769,483.5	776,010.8	167,763.3	175,295.3	650,414.0

Category (in 000s)	Total Request	2016/17 Request	2017/18 Request	2018/19 Request	Future Years
Infrastructure Renewal Projects- Building Envelope & Structural Systems Renewal	161,314.5	11,914.5	9,210.0	8,710.0	131,480.0
Infrastructure Renewal Projects- Mechanical and Electrical System Replacement	161,777.3	21,657.3	14,520.0	12,840.0	112,760.0
Major Capital-Renovation, Adaptive or Replacement	462,220.8	270,020.8	34,800.0	36,800.0	120,600.0
Major Capital-New Construction	926,097.8	431,481.1	106,233.3	114,933.3	273,450.0
Other	58,073.1	40,937.1	3,000.0	2,012.0	12,124.0
	1,769,483.5	776,010.8	167,763.3	175,295.3	650,414.0

*other includes: Wayfinding, Oil spill research lab, parking lots, video conferencing, IT infrastructure, etc.

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Education and Advanced Learning – Historical Department Internal Budget (1999/2000 to 2015/16)

ISSUE:

- Education and Advanced Learning – Historical Department Internal Budget (1999/2000 to 2015/16)

CRITICAL BACKGROUND:

- Attached as an Appendix is a table with the department's historical budget including Full-time Equivalent (FTEs). In order to make year over year comparisons meaningful, adjustments to the previous fiscal years' estimates figures were made. These adjustments reflect organizational changes, as well as any other adjustments that were required to provide comparability.
- Since 1999/2000, the department's FTEs have decreased by 85.60 or 15% (from 556.45 in 1999/2000 to 470.85 in 2015/16).
- Increases to the department's salary budget are mainly due to general increases approved as part of the collective agreement process, increases to employee benefits, reclassification of positions, and merit increments.
- The department's Operating budget has decreased by nearly 60% (from \$23,909 in 1999/2000 to \$9,679 in 2015/16).

Contact: Claude Fortier, Executive Director, Administration and Finance (204)945-1117

Date: April 22, 2016

APPENDIX A EDUCATION AND ADVANCED LEARNING (Budget amounts reflect adjustments for transfers)		1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
FTEs		556.45	509.89	511.39	522.14	526.14	505.14	497.14	497.14	498.14	497.02	500.52	499.02	499.02	499.02	491.02	479.30	470.85
Salaries & Employee Benefits		30,434	25,497	27,571	29,172	30,487	30,860	32,227	32,584	34,303	35,353	37,644	36,104	34,469	34,788	35,971	35,900	35,324
Other Expenditures		23,909	19,438	15,409	13,085	14,883	14,101	14,129	14,323	15,415	15,566	13,525	11,592	11,514	11,493	10,379	9,656	9,679
Assistance		1,048,263	1,153,112	1,215,702	1,238,695	1,299,348	1,341,065	1,410,268	1,481,629	1,587,042	1,696,640	1,799,688	1,856,959	1,966,703	2,034,586	2,086,751	2,143,037	2,204,002
Other Items		111,733	120,475	131,875	136,771	147,346	161,908	184,647	199,242	177,123	204,269	201,147	205,322	211,216	217,469	225,022	239,190	256,426
Subtotal		1,214,339	1,318,521	1,390,557	1,417,723	1,492,064	1,547,935	1,641,270	1,727,778	1,813,883	1,951,827	2,052,004	2,109,977	2,223,903	2,298,335	2,358,123	2,427,783	2,505,431

NOTE: TRAF, Property Assessment, and Interest Expense are excluded from Other Expenditures & reflected under "Other Items". "Other Items" include: TRAF, Property Assessment, Amortization, Interest, & Capital Funding

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Student Achievement in Literacy.

ISSUE:

- Efforts to increase student achievement in literacy

CRITICAL BACKGROUND:

- Implementation of a new Provincial Report Card began in 2013/2014 and includes mandatory reporting of the following elements of English language arts (grade 1 to 8):
 - Comprehension: -Reading
-Listening and Viewing
 - Communication: -Writing
-Speaking and Representing
- The Manitoba Government announced a five-point action plan in October 2014 to close the student achievement gap, with a strong focus on literacy and numeracy. The action plan addresses:
 - 1) teacher education (science and math),
 - 2) early years (disadvantaged students; test preparation),
 - 3) fundamental skills (basic skills, conceptual understanding, problem solving, essential learning),
 - 4) student and parent supports (online curricula, tutoring, instructional resources), and
 - 5) accountability (divisions to set goals, track progress).
- In regards to Action 3) Fundamental Skills - includes continuing the implementation of revisions to strengthen the provincial math and language arts curriculum to ensure an appropriate balance between basic skills, conceptual understanding and problem-solving.
- Revisions to Manitoba's English language arts (ELA) curriculum began in January 2014, with the following development and implementation schedule:
 - Voluntary and System-wide Implementation for the new K-8 curriculum Fall 2016 and Fall 2017 respectively.
 - Staged implementation of grades 9-12, with province-wide implementation of grades 9-10 in Fall 2019, and grades 11-12 in Fall 2020.
**Note: Implementation of grade 12 curriculum must include a new Grade 12 Provincial Achievement Test.*

- The new ELA curriculum will include the following features:
 - high expectations for achievement in the areas of reading and writing
 - explicit links to and supports for the provincial report card
 - strong correlations with reading expectations contained in national and international assessments
 - a clear, manageable structure
 - connections to the recommendations of the Truth and Reconciliation Commission of Canada

- In support of Action 5) Accountability - the Student Achievement Support Unit (SASU) was established to promote academic excellence, with a focus on literacy and numeracy; Collaborate with school divisions to develop plans that support the effective implementation of curriculum and quality instructional practices to increase student achievement; Work with school divisions to identify common data sources to monitor student achievement and to address known achievement gaps; and Increase accountability and transparency pertaining to student achievement and foster collective responsibility for all students' achievement.

- Other supports related to increasing student achievement in the area of literacy:
 - *Literacy and Numeracy Grant* – provided to improve literacy and numeracy achievement for students.
 - *Reading is Thinking* – additional high school credits design to assist students in improving their academic reading skills in grades 9 and 10, in order to increase success in high school
 - *Reading Apprenticeship* – evidence-based teacher professional development approach focused on supporting reading instruction in middle years and senior schools, shown to significantly impact student engagement and achievement in reading and writing across content areas.
 - *English as an Additional Language (EAL)* – is provided to support students with limited proficiency in the English language who are receiving the EAL curriculum, instruction and related services
 - *Aboriginal Academic Achievement (AAA)* – of which 50% or more of the allocation must be used for initiatives to support Aboriginal student achievement in literacy and numeracy.

Contact:	Aileen Najduch, ADM, Schools Program Division	204-945-7935
	Tia Cumming, Coordinator, SASU	204-945-8417
	Marcel Bérubé, A/ADM, BEF	204-945-8797
Date:	April 18, 2015	

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Student Achievement in Numeracy.

ISSUE:

- Increasing student achievement in Numeracy.

CRITICAL BACKGROUND

- Manitoba students' performance on recent pan-Canadian and international assessments highlighted the need for all educational partners to focus on improving student achievement, particularly in the area of numeracy and literacy.
- The Student Achievement Support Unit (SASU) was established in fall 2014 to promote academic excellence, with a focus on literacy and numeracy.

Mathematics Curriculum

- The Kindergarten to Grade 8 Curriculum revisions clarified the expectations in the area of number sense, which includes counting, math facts, and using standard algorithms. The changes (implemented in September 2013) reflected a balance between the development of student procedural thinking, conceptual understanding, and problem solving. The revisions made in consultation with stakeholders including mathematics and education professors, teachers and The Western Initiative for Strengthening Education in Math (WISE Math) group.
- Benchmark expectations related to recall of basic facts have been inserted and highlighted throughout the curriculum.
- Curriculum revisions ensure educators understand when, and for which curriculum outcomes, technology should be used by students and when students should employ mental computation, reasoning, and estimation skills.
- Grade 9 to Grade 12 Curriculum revisions were made to ensure that the transition from Grade 8 to high school would be developmentally appropriate and ensure students have the knowledge and understanding to succeed in subsequent studies.

Teacher Professional Learning and Supports

- **A number of resources have been developed to support teachers in their understanding of the curriculum and to develop strategies to inform their instructional practices:**

- *Curriculum Essentials* was developed in December 2015 to provide a concise overview of the Manitoba curriculum for Mathematics Grades 1–9 teachers..
- *The Glance Across the Grades* and the *Math Profiles* documents help teachers differentiate teaching and gain a better perspective on curriculum outcomes and the assessment of student learning.
- *Mental Math: Grade 9* is a complement to the Mathematics curriculum and is intended to help students develop strategies to perform mental calculations.
- Professional Resources and Instruction for Mathematics Educators (PRIME) a training tool to enhance teachers' understanding of mathematics instruction (K-9) has been implemented in the division scolaire franco-manitobaine (DSFM)
- Numeracy *Counts* newsletters, a new monthly e-publication for principals/vice-principals and teachers, were distributed province-wide.

Students and Parents

- **Resources have been developed to strengthen parent and student understanding of the curriculum and increase student success:**
 - Pilot Online Tutoring Services project was initiated to provide more supports for parents and grades 7-9 students in DSFM and Pembina Trails school divisions.
 - Parent website, *My Child in School: A Resource for Parents*, fall 2014, which includes additional supports for parents to help them understand the curriculum and what they can do to support their children.
 - *My Learning at Home* website, September 2015, which allows Grade 5-8 students to find videos, animations and interactive websites to help them understand or deepen their understanding of many concepts in mathematics and science.

Moving Forward

- 19(1)(b) 23(1)(a)

School Division Planning and Reporting

- 19(1)(b)
23(1)(a)

Contact: Aileen Najduch, ADM, School Programs Division 945-7935
Date: April 21, 2016

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Large-Scale Assessments – Pan-Canadian Assessment Program (PCAP), Programme for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS), and Trends in International Mathematics and Science Study (TIMSS)

ISSUE:

- Current and upcoming publications and key results.

CRITICAL BACKGROUND:

- The table below summarizes the schedule for Manitoba's participation in these assessments and for the publication of reports.

	PISA	TIMSS*	PCAP	PIRLS*
Writing Timeframe	Completed Spring 2015	Completed Spring 2015	April 25 – May 20, 2016	April 11 – May 13, 2016
Target Population	15 Year Olds	Grades 4 & 8 students	Grade 8 students	Grade 4 students
Area(s) Assessed	Major Domain: Science Minor Domains: Reading & Math	Math and Science	Major Domain: Reading Minor Domains: Math & Science	Reading Literacy
Report Expected	December 2016	December 2016	November 2017	December 2017
Next administration	Spring 2018, Major domain: Reading (3-year cycle with rotating major domain)	Spring 2019 (4-year cycle)	Spring 2019 Major domain: Mathematics (3-year cycle with rotating major domain)	Spring 2021 (a 5-year cycle)

* Manitoba participates only as part of the Canadian sample for these assessments. For these assessments, 8 classrooms are selected per assessment, per grade, and no provincial-level results are published.

- PISA and PCAP have been paper-and-pencil tests (PISA computer-based starting 2015; PCAP converting in 2019). Each assess a range of content and skills within a domain; for reading, these include basic understanding, inference, and analysis and personal response to various kinds of text. Math and Science are assessed comprehensively across the content of these domains when they are the focus of study. The test questions are generally based on a scenario that must be read and understood (invoking reading skills regardless of the domain), and response types range from multiple choice and short answer (most are of these types) to written explanations.
- The most recent publication of results for PISA (an initiative of the Organization for Economic Cooperation and Development (OECD); 15 year-olds; since 2000; 3-year cycle) was based on PISA 2012 in the main domain of Mathematics.
 - Canada performed well among OECD countries.

- Manitoba scores were near the OECD average in all domains, and below the Canadian mean.
 - 79% of Manitoba students performed at or above the expected level in Mathematics, compared to 77% for the OECD overall and 86% for Canada.
- The most recent publication of provincial results from these assessments was for PCAP (an initiative of the Council of Ministers of Education, Canada; Grade 8; since 2007; 3-year cycle) released in October 2014, with a focus on Science.
 - Manitoba scored below the Canadian mean, but similarly to other provinces in that 86% of students exhibited at least basic proficiency in Science (ranged from 86% to 94% across provinces; Canadian average – 91%).
 - A contextual report associating student and school factors (collected through questionnaires) with PCAP Science scores was since released. The data are currently undergoing further analyses in the department for discussion of provincial level contextual factors. The factors includes the proportions of selected students who end up participating (as provincial scores are generally close, differences in this can affect the interpretation of rankings), and demographic factors such as immigrant status, Aboriginal status and socio-economic status. Other student, teacher and school factors may be studied in terms of the relationship with PCAP Science score.
 - In a response to PCAP results, the Minister released a 5-point action plan on October 7, 2014. It addresses teacher education (science and math), early years (disadvantaged students; test preparation), fundamental skills (basic skills, conceptual understanding, problem solving, essential learning), student and parent supports (on-line curricula, tutoring, instructional resources), and accountability (divisions to set goals, track progress).
 - Preparation sessions have been provided for schools selected for these assessments to build understanding of their nature, purpose and importance, and to provide resources and opportunity for schools to familiarize the selected (randomly) students with the nature of the assessment.
 - As indicated in the table, the next provincial-level release of results will occur this December 2016 for PISA in the main domain of Science. Scores for Mathematics and Reading will also be provided, but with less detailed analyses. This release will draw significant media attention. Typically ministries have access to results, under moratorium, about 10 days in advance of release.

Contact: Ken Clark, Coordinator, Instruction, Curriculum and Assessment Branch
204-945-3666

Date: April 18, 2016

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Provincial Report Card.

ISSUE:

- Continuous Improvement of the Provincial Report Card.

CRITICAL BACKGROUND:

- The report card was developed with the following goals:
 - Provide parent-friendly, plain language (to assist parents with low language skills).
 - Help parents to be full educational partners.
 - Allow for enriched teacher comments.
 - Identify for parents a child's areas of strength as well as areas where extra help is needed.
 - Consult with parents, educators and stakeholders.
- Development was undertaken in consultation with the Manitoba Association of Parent Councils, the Manitoba School Boards Association, the Manitoba Association of School Business Officials, the Manitoba Teachers' Society, and the Manitoba Association of School Superintendents. Following a limited pilot (13 school divisions) to collect feedback and make final revisions, optional implementation took place in 2012/13 (35 school divisions opted in), with mandatory implementation starting in 2013/2014. Features of the report card:
 - Clear distinction between, and separate reporting of, academic achievement and student behaviour/learning behaviour.
 - For academic achievement a readily interpretable 1-4 achievement scale is used at Grades 1-8, with introduction of percentage grades at Grades 7 and 8, and exclusively percentage grades at high school.
 - For learning behaviours, a consistency scale is used to report on
 - Personal Management Skills - uses class time effectively; works independently; completes homework assignments on time;
 - Active Participation in Learning – participates in class activities; self-assess; sets learning goals;
 - Social Responsibility – works well with others; resolves conflicts appropriately; respects self, others and the environment.
 - Clear focus on reading, writing and on mathematical knowledge and skills.

- Guidelines provided for writing teacher comments that are specific to the student – strengths, challenges, and next steps.
- School divisions produce the provincial report cards using their student information systems (SIS) and there are multiple SIS vendors used in Manitoba. A considerable investment of time and resources was required to work with the vendors to implement the needed structural changes and with divisional staff as well as teachers to implement the changes. Parent brochures for the report card are posted in 19 languages.
- The department is undertaking the collection and analysis of report card data, to begin at the end of this school year (2015/2016), to facilitate planning and support student learning. The department has collected high school marks for many years – the collection of subject grades from Grades 1 to 8 is a new initiative. The technical requirements have been developed and communicated to SIS vendors through school divisions, and work is well underway.
- The new school division reporting and planning process will require school divisions to utilize multiple disaggregated data sources, including report card data, to report progress, set targets and develop plans to address achievement gaps and ensure high levels of achievement for all students in literacy and numeracy.
- This data collection and the elements of the report card having an impact on assessment and grading have led to discussions with division administrators and the development of support documents and workshops to assist teachers in grading more consistently. For example, the series of documents 'Curriculum Essentials' have been developed, profiles describing what student achievement looks like in mathematics (applicable to Grades 1 to 8) have been posted online and will be presented in workshops early in the 2016/2017 school year. The new English language arts and French language arts curricula will also include descriptors to support consistency in grading.

Contact: Aileen Najduch, ADM Schools Program Divisions 204-945-7935
 Tia Cumming, Coordinator, SASU 204-945-8417
 Marcel Bérubé, A/ADM, BEF 204- 945-8797

Date: April 18, 2016

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Smaller Classes Initiative.

ISSUE:

- This key initiative gives students more direct teacher attention and support to ensure a strong foundation for learning as they begin their school experience.

CRITICAL BACKGROUND

- On September 2, 2011 Government announced an initiative to limit Kindergarten-Grade 3 classes to a maximum of 20 students in all K-3 public schools in the province.
- An Oversight Committee (OC) was established to provide assistance and recommendations to the department on this project. The committee had representatives from the Manitoba Teachers Society (MTS), Manitoba Association Parent Councils (MAPC), Manitoba School Boards Association (MSBA), Manitoba Association of School Superintendents (MASS), Manitoba Association of School Business Officials (MASBO) and the department.
- MTS and MAPC expressed support for this initiative. Most parents would also appear to support lower class sizes. MSBA is also supportive of the initiative, although it has expressed concerns about short and long-term funding for its implementation.
- The Smaller Classes Initiative began in June 2012 with the initial funding provided to school divisions on a per capita eligible K-3 student basis.
- It is anticipated the initiative will add an estimated 300 teachers at a cost of \$20 million annually. It will also cost an estimated \$85 million to make the necessary classroom and school expansions. The plan will be fully implemented by September 2017.
- To date, the total headcount of teachers hired in the first four years of the initiative through the combination of provincial initiative funding and school division funds is 382 teachers.
- The total headcount of teachers hired exclusively through provincial funding is 266 teachers.

- On January 15, 2016, government announced an additional \$3 million in operating funding to support the hiring of 50 full-time equivalent teachers.
- There are 425 more K- 3 classes since the onset of the Smaller Classes Initiative.
- 92.5% of K-3 classes have 23 or fewer students. There are 828 more classes in this category than prior to the initiative
- 67.6% of K-3 classes have 20 or fewer students. There are 804 more classes in this category than prior to the initiative.
- 7.5% of K-3 classes have more than 24 students. There are 403 fewer K-3 classes in this category than prior to the initiative. This represents a 64% decrease.
- Since the start of this initiative, government has invested \$44.3 million to build or renovate 76 new classroom spaces in 31 schools to reduce class sizes across the province.
- Bill 2, The Public Schools Amendment Act (Small Classes for K to 3), was introduced on November 24, 2014. It would have amended *The Public Schools Act* to set class size limits in public schools for Kindergarten to Grade 3 classes, with all school divisions to be in compliance by September 2017.
- Bill 2 received 2nd Reading on November 30, 2015 but proceeded no further. It would need to be reintroduced in the next Legislative Session, if that is government's intention.

Contact: Tia Cumming, Coordinator, Student Achievement Support Unit
 204 945 8417
 David Yeo, Director, Education Administration Services
 204-945-8664

Date: April 18, 2016

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Funding for Students with Special Needs.

ISSUE:

- Changing the funding model for Special Needs Funding Levels 2 and 3 (low incidence categorical grants for students with severe to profound disabilities).

CRITICAL BACKGROUND:

- As the result of concerns raised by educational partners, including parents, about the existing model of Special Needs Funding Levels 2 and 3 (low incidence categorical grants for students with severe to profound disabilities), implemented over 32 years ago, a Task Force on Special Needs Funding was established by the Minister of Education and Advanced Learning.
- The Task Force was established in March 2015 to explore potential changes, improvements, and/or alternative models for funding that would address the stakeholder concerns such as negative labelling of students for the purposes of submitting a funding application that would meet government criteria, the amount of time the funding application process takes for both the school division and departmental staff, and the perception of lack of transparency of the approval process.
- The Task Force included representation from the Manitoba Teachers' Society, Manitoba Association of School Superintendents, Manitoba School Boards Association, Manitoba Association of School Business Officials, Manitoba Association of Parent Councils, Student Services Administrators' Association of Manitoba, and four school divisions (Brandon, Winnipeg, Frontier, and Western).
- The Task Force achieved a consensus on the desired changes to the special needs funding process, and recommendations to government included:
 - increase overall funding for students with special needs;
 - expand the Special Needs Coordinator/Clinician grant to provide additional support in the area of mental health; and
 - explore a formula based on data that would replace the current Special Needs Grant and leave the Student Services Grant as is (excluding complex, interdepartmental applications for Level 3 Health Care and Level 3 Emotionally Behavioural Disorders) to determine if an acceptable formula can be created to

replace the current application-based Special Needs Funding model.

- On January 7, 2016, Education and Advanced Learning Minister, James Allum announced that the province will implement the recommendations of the Task Force on Special Needs Funding including the development of a model that reduces application paperwork and moves away from the negative labelling of students for funding purposes.
- The Task Force continues to meet to work on exploration of a potential funding formula, as well as development of resources to support schools, school divisions, parents and teachers in the move away from application-based funding. It has stressed the importance of all of its member organizations being consistent in the messaging and information each provides to its constituents. Extensive consultation has taken place to date and will continue during implementation of any changes.

- 19(1)(b)
23(1)(a)(e)

- In the interim, for the 2016/2017 school year, no funding applications are required for students previously approved for Special Needs Level 2 or 3 Funding whose funding ends on June 30, 2016, and who continue to meet eligibility criteria as previously submitted. Instead, a list of students, signed by the school principal and student services administrator, certifying that these students continue to meet the Level 2 and 3 eligibility criteria previously submitted, including enrolment and attendance. The only applications submitted would be those with no previous funding (kindergarten, new to the province, newly diagnosed disability) and those who require multi-system planning due to complex health care or extreme emotional behavioural concerns.

- 19(1)(b)
23(1)(a)

Contact: Allan Hawkins, Director, Programs and Student Services 204-945-7911
Date: April 18, 2016

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

Subject:

- Aboriginal Education - Office of the Auditor General (OAG) Report.

ISSUE:

- In January 2016 the Office of the Auditor General (OAG) of Manitoba released "*Improving Educational Outcomes for Kindergarten to Grade 12 Aboriginal students - January 2016*".

CRITICAL BACKGROUND:

- In September 2014, Office of the Auditor General indicated their intention to undertake a value for money audit of Aboriginal Education Initiatives in Manitoba.
- In November 2014, Office of the Auditor General concluded to proceed with the Audit of Aboriginal Education Initiatives and in December 2014, OAG staff met with senior staff from the department to present and review its Audit Plan.
- The Audit was conducted between January – October, 2015 and the final OAG Report was released in January 2016 containing 19 recommendations (see Appendix A) and indicating:
 1. The department's planning, monitoring, and reporting processes were not adequately supporting its efforts to improve educational outcomes for Aboriginal students.
 2. There were gaps in the department's support for the delivery of Aboriginal education initiatives in school divisions.
- The Audit Approach and Criteria included the following areas:
 - Strategic Planning and Performance Management with a focus on:
 - Strategic Planning and Direction
 - Indigenous Student Self-Identification
 - Performance Tracking and Reporting
 - Delivery of Aboriginal Education Initiatives with a focus on:
 - Transition Coordination
 - Funding
- The department provided an overall summary response to the OAG which is located in the beginning of the Report (see Appendix B). The department also provided a response to each report recommendation indicating our intent to address each of the OAG's recommendations (See Appendix C). The department's responses appear where each of the OAG recommendations appears in the Report.

- Prior to and subsequent to the Audit, the department had already embarked on a number of initiatives, that when completed, will respond to a significant number of recommendations contained in the report.
- In support of the department's commitment to be more transparent with the use and sharing of data, and to publish more data publicly, a new Graduation Rate and Student Success website (see Appendix D) was developed and released in early January which included:
 - disaggregation of Manitoba's proxy cohort graduation rate for male/female students and for non-Aboriginal/self-declared Aboriginal students
 - a new student tracked high school graduation rate also disaggregated for male/female and non-Aboriginal/self-declared Aboriginal students
 - successful Grade 9 credit attainment statistics for Mathematics and English Language Arts, disaggregated for male/female and non-Aboriginal/self-declared Aboriginal students as well as by region (urban, rural, north) and by program (English, French Immersion and Français)
- The department accepted all of the recommendations contained in the Office of the Auditor General's Report and is in the process of developing a system to track progress and the status of each of the recommendations.

Contact: Helen Robinson-Settee, Director, Aboriginal Education 204-945-4763

Date: April 16, 2016

Appendix A

Recommendation by OAG

Planning

1. We recommend that the Department adopt a unified and coordinated approach to improving educational outcomes for K-12 Aboriginal students, ensuring that it engages all key partners and prevents any unnecessary duplication of effort across the Province's different plans and initiatives.
2. We recommend that the Department provide leadership and develop mechanisms to ensure a greater focus on planning and implementing initiatives to improve educational outcomes for K-12 Aboriginal students, and that it clearly define and communicate responsibilities and accountabilities for achieving results to all parties, including the Directorate and school divisions.
3. We recommend that the Department ensure that its implementation plan for improving educational outcomes for K-12 Aboriginal students is based on a comprehensive understanding of the related key initiatives already underway in government departments and school divisions, both to avoid possible duplication of effort and to identify gaps where additional supports are needed.
4. We recommend that the Department identify the key barriers to success faced by Aboriginal students in Manitoba, assess whether each of these barriers and the Department's objectives and intended outcomes for Aboriginal students are being sufficiently addressed by current initiatives, and take steps to remedy gaps.
5. We recommend that the Department set specific and measurable short- and long-term targets for improving educational outcomes for K-12 Aboriginal students.
6. We recommend that the Department align the total funding for improving educational outcomes for K-12 Aboriginal students with the Department's stated goals, objectives, intended outcomes, and targets for these students.

Monitoring and Public Reporting

7. We recommend that the Department monitor and report on the results of key initiatives related to improving educational outcomes for K-12 Aboriginal students using quantified output and outcome measures (whenever possible), and that it regularly review and update its implementation plans to reflect what is found to be effective.
8. We recommend that the Department conduct more evidence-based evaluations of the programs and projects designed to improve educational outcomes for K-12 Aboriginal students, and use the results to inform planning and funding decisions.
9. We recommend that the Department regularly monitor performance data showing the level of progress being made towards all of its publicly stated intended outcomes for K-12 Aboriginal

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

students and that it share this data with those accountable for achieving results.
10. We recommend that the Department disaggregate and analyze Aboriginal student achievement data by First Nation, Métis, and Inuit student identifiers to better understand trends and to develop appropriate student supports.
11. We recommend that the Department analyze Aboriginal student achievement data by school division in order to identify those with better results and the underlying successful practices that could be applied more broadly across all divisions.
12. We recommend that the Department publicly report annual measured results showing its progress in achieving its stated goals and intended outcomes for K-12 Aboriginal students.
13. We recommend that the Department take steps to ensure that all schools give parents an annual opportunity to declare their children's Aboriginal identity.
Supporting school division delivery of Aboriginal education initiatives
Funding
14. We recommend that the Department allocate Aboriginal education funding to school divisions where it is most needed, using a process that considers measured outcomes for Aboriginal student achievement and the estimated Aboriginal student population.
15. We recommend that the Department communicate all AAA and BSSAP funding requirements to school divisions, and that it demonstrate through a documented review that all requirements are met before funding is released.
Transition and other supports
16. We recommend that the Department issue guidance detailing best practices for achieving successful transitions for First Nations students.
17. We recommend that the Department issue guidance to help school divisions and First Nations develop education agreements that support First Nations students transitioning from on-reserve to provincial schools.
18. We recommend that the Department promote use of its Manitoba Professional Learning Environment (MAPLE) website to share resources and practices found to be effective in improving educational outcomes for K-12 Aboriginal students.
19. We recommend that the Department develop a process to ensure that all curricula documents include ideas to help teachers incorporate Aboriginal perspectives into lesson plans and teaching methods.

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

Appendix B: Executive Summary

Response from Manitoba Education and Advanced Learning

Manitoba Education and Advanced Learning (Department) supports and accepts all of the recommendations contained in the Office of the Auditor General's (OAG) report. The Department has already begun a number of initiatives that, when completed, will respond to a significant number of these recommendations. Manitoba Education and Advanced Learning appreciates the attention the Office of the Auditor General is bringing to the Department's efforts to improve educational outcomes for Aboriginal students and we look forward to continuing our work to ensure that Aboriginal students, along with all students in Manitoba schools, receive a quality education.

Manitoba Education and Advanced Learning values the perspective provided by First Nations, Métis and Inuit partner organizations, Elders, various Royal Commissions and research studies, and the Truth and Reconciliation Commission Call to Action on the steps that need to be taken to ensure the best education for Aboriginal students. These voices have emphasized that improving education is the best way to address the marginalization attributed to the impacts of colonialism, racism, and residential schools, alleviate poor economic and living conditions, and enhance the prospects of Aboriginal peoples. The Department has already taken steps, and will continue to do so, to ensure that students in Manitoba schools learn about our shared histories and help move society forward towards reconciliation. Disparity in educational outcomes between Aboriginal and non-Aboriginal students remains one of the province's and country's greatest challenges. In Manitoba, Aboriginal education has been and continues to be both a Departmental and provincial priority.

The recommendations contained in this report provide helpful advice and build on the Department's current work and relationships to guide on-going efforts to develop a public education system that increases student success, post-secondary participation and educational attainment for Aboriginal students.

The Department has provided a response to each of the recommendations in the OAG report and the following is a summary of those responses, as they were presented in the OAG report.

Response to Recommendations

On Planning

The Government of Manitoba has publically committed to doing more for Aboriginal children and youth, particularly in light of the Truth and Reconciliation Commission Call to Action. On June 21, 2015, government announced a new-four point plan for First Nations, Métis and Inuit education focused on increasing the academic achievement of Aboriginal students. This plan included:

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

- development of an First Nations, Métis and Inuit Education Policy Framework, which will ensure all Manitoba students learn about the histories, cultures, traditional values, contemporary lifestyles and traditional knowledge of Aboriginal peoples, the legacy of residential schools and the significance of treaties
- introducing legislation to enshrine the policy Framework and include a requirement for it to be reviewed and renewed every three years
- updating provincial curricula to reflect Aboriginal histories and perspectives
- working with post-secondary institutions to develop a strategy for introducing more Aboriginal content into Bachelor of Education courses to support teachers to help students meet learning outcomes.

Moving forward, *The First Nations, Métis and Inuit Education Policy Framework* will incorporate the Department's previous *Aboriginal Education and Employment Action Plan: Bridging Two Worlds* and outline key initiatives to be taken that are intended to ensure all students and teachers learn about Aboriginal histories and increase Aboriginal student success, post-secondary participation and educational attainment. In collaboration with educational partners, First Nations, Métis and Inuit partners and Elders, an initial draft of the education policy *Framework* has been developed. Once completed and implemented, it will introduce a more refined, integrated approach to planning, assessing and publicly reporting on the impact of the Department's efforts on Aboriginal education. The Framework will take effect at the start of the 2016-17 school year. It is intended to be a living document and includes a requirement that it be reviewed and renewed every three years. First Nations, Métis and Inuit partners are assured a significant role in that renewal process.

One of the key strategic priorities of Manitoba's recently announced *Post-Secondary Education Strategy: A Partnership for Excellence and Student Success* is improving education outcomes for Indigenous students. A new Manitoba Coalition for Indigenous Education will be formed to advance the goal of raising Indigenous post-secondary participation and attainment rates to the provincial average. The Coalition will provide a single and coherent focus to the work of the Department, including building on effective early years, middle years and high school programming that contributes to Indigenous students' postsecondary success.

Prior to the beginning of the audit, the Department revised the Aboriginal Academic Achievement Grant to include a strong focus on literacy and numeracy, which forms the foundation for student academic success. As part of this reorientation, the Department has worked with educational partners to develop a school division planning and reporting process that requires school divisions to identify key indicators of Aboriginal students' success, including methods for reporting on those indicators. School divisions are required to identify and utilize relevant data, to track student achievement on meeting stated outcomes, and to share this data with the Department. This data, along

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

with other sources of information, will enable the school divisions and the Department to better understand the contexts, programming and resources that contribute to student academic success. It will also help to better inform policy, programming and funding directions.

On Monitoring and Public Reporting

The ability to collect reliable First Nation, Métis and Inuit self-declaration data is essential for determining the effectiveness on educational and associated initiatives for Aboriginal students. The Department has been working with school divisions to provide parents and guardians of Aboriginal students with opportunities to declare their children's Aboriginal identities. The increased focus on the use of data in educational planning and decision making and closing student achievement gaps has resulted in the Department developing additional ways to calculate graduation rates. This student-tracked rate allows us to examine graduation rates for sub-populations of students, including those who self-declare as Aboriginal. Beginning in 2013, data became available that allowed for the calculation of a student-tracked graduation rate. This Aboriginal identity information helps to guide planning and programming that is based on evidence of successes and challenges.

In collaboration with The Council of Ministers of Education Canada, the Department has been working to develop and adopt a harmonized approach to self-identification of Aboriginal students and the reporting of graduation rates of all students that is comprehensive and comparative. This harmonized self-identification approach has been shared with school divisions. Moving forward, the Department will continue to work with school divisions to ensure that Aboriginal families understand the reasons for collecting this identity declaration information and that parents and guardians have an annual opportunity to declare their children's identities.

The Department will analyze school division Aboriginal student achievement data with a view towards identifying divisions with (evidence of) higher rates of student success and engage in discussions with those divisions to determine the reasons for those potentially promising educational practices.

On Supporting School Division Delivery of Aboriginal Education Initiatives

Healthy families and living conditions, stable housing and secure employment all help to contribute to successful education outcomes. It has been well-documented that Aboriginal families and communities have been significantly harmed by the impact of colonialism policies, in particular residential schools. In response to these impacts, Manitoba Education and Advanced Learning continues to work collaboratively with other government Departments to help support families and communities in enhancing educational outcomes for Aboriginal students.

Targeted funding and programming supports an extensive range of in-school, after-school and evening learning activities. The Department is also working with schools and

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

various community partners to find ways of offering summer learning programs, including those with literacy and numeracy emphasis and a parent component. Such programs help to prevent learning loss and provide parents with the knowledge and skills to better support child wellbeing, school readiness, attendance, student success, and school transitions.

The Department commits to undertaking a review of the funding it provides that is specific to Aboriginal students to ensure the terms of reference and reporting requirements are in line with identified priorities, and review whether the manner in which other grants provided to divisions to improve Aboriginal academic achievement are appropriately dispersed.

The Department acknowledges that First Nations students transferring from their home communities to the public school system may require more supports to help them better adjust culturally, socially and academically to a new learning environment and ensure they feel respected, safe and engaged. In 2016-2017 the Department will introduce a new First Nations Transition Fund to support students and schools with the transition process.

In 2012, the Department released *From Apology to Reconciliation: A Resource Guide for Teachers of Grades 9 and 12 Social Studies in Manitoba*. This guide and DVD help social studies teachers address the topic of residential schools in a deeper and more meaningful, Manitoba-based context. The Department also supported the Treaty Relations Commission of Manitoba in the development of Treaty Education Kits and Teacher Guides to support the teaching of treaties in the Social Studies curriculum. Furthermore, joint professional development in First Nations schools focusing on English Language Arts is currently taking place as a result of a partnership between the Department, Manitoba First Nations Education Resource Centre, and Indigenous and Northern Affairs Canada.

Aboriginal languages are a significant feature of learning opportunities and experiences that help to engage, honor and respect Aboriginal students. Consequently, in September 2015, in recognition of the prominent relationship between language and culture in nurturing emotional, physical and spiritual student wellbeing, Manitoba Education and Advanced Learning, First Nations, Métis and Inuit groups, post-secondary institutions and school boards established the Manitoba Aboriginal Languages Strategy to "protect and promote" Aboriginal languages.

Conclusion

Manitoba Education and Advanced Learning acknowledges its responsibility to continue to work collaboratively with educational and First Nations, Métis, and Inuit partners to enhance learning opportunities and experiences that engage, challenge and respect Aboriginal students. It also acknowledges its responsibility to ensure that all Manitoba

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

students and teachers learn about the histories, cultures, contemporary lifestyles, traditional values and traditional knowledge of Aboriginal peoples. The recommendations contained in this report will build on the Department's current work and relationships to guide its on-going efforts to develop a public education system that increases student success, post-secondary participation and educational attainment for Aboriginal students.

Recommendation by OAG	Ministry Response
<p>Planning</p>	
<p>1. We recommend that the Department adopt a unified and coordinated approach to improving educational outcomes for K-12 Aboriginal students, ensuring that it engages all key partners and prevents any unnecessary duplication of effort across the Province's different plans and initiatives.</p>	<p>The Department is committed to adopting a unified, coordinated approach that will be embodied in <i>The First Nations, Métis and Inuit Education Policy Framework</i>. This framework will incorporate the department's previous <i>Aboriginal Education and Employment Action Plan: Bridging Two Worlds</i> and outline key initiatives that are intended to ensure all students and teachers learn about Aboriginal histories and increase Aboriginal student success, post-secondary participation and educational attainment. The Government of Manitoba has also introduced legislation to enshrine the requirement for this framework, along with a requirement to renew it every three years to ensure that it remains current and relevant.</p> <p>Additionally, a new Manitoba Coalition for Indigenous Education consisting of Aboriginal partners, post-secondary institutions, education, business, labour and community leaders, will be formed to advance the goal of raising Indigenous post-secondary participation and attainment rates to the provincial average. The Coalition will encompass efforts currently underway at all levels – from early childhood to adult education – to address barriers to educational success.</p>
<p>2. We recommend that the Department provide leadership and develop mechanisms to ensure a greater focus on planning and implementing initiatives to improve educational outcomes for K-12 Aboriginal students, and that it clearly define and communicate responsibilities and accountabilities for achieving results to all parties, including the Directorate and school divisions.</p>	<p>The Department will continue to provide leadership and strengthen its approach to planning and implementing initiatives that improve Aboriginal student achievement. <i>The First Nations, Métis and Inuit Education Policy Framework</i> will include new expectations and responsibilities for the Department regarding planning, assessing and publicly reporting on Aboriginal education. This includes developing and establishing detailed terms of reference and, in consultation with school divisions, setting clear divisional roles and responsibilities for</p>

Recommendation by OAG	Ministry Response
<p>3. We recommend that the Department ensure that its implementation plan for improving educational outcomes for K-12 Aboriginal students is based on a comprehensive understanding of the related key initiatives already underway in government departments and school divisions, both to avoid possible duplication of effort and to identify gaps where additional supports are needed.</p>	<p>improving educational outcomes for K-12 Aboriginal students.</p> <p>The Department meets regularly with a variety of partners such as Healthy Child Committee of Cabinet, Manitoba First Nations Education Resource Center, Treaty Relations Commission of Manitoba and the Aboriginal Education Directorate Advisory Council to share and discuss the range of programs and initiatives in the province that are necessary for improving educational outcomes for Aboriginal students as well as to identify gaps where additional supports may be needed.</p> <p>To further support these efforts, the Department will develop new resources that identify and summarize key programs, actions, and initiatives, delivered by the Department, government, school divisions, Aboriginal organizations and community partners that impact K-12 Aboriginal students. Once developed, these resources will be used to inform Department planning and implementation. They will also be communicated to school divisions and other partners through correspondence, provincial gatherings, and workshops, thereby, decreasing the likelihood of duplication of efforts and increasing the opportunity for education partners and divisions to learn from existing promising practices and programs.</p>
<p>4. We recommend that the Department identify the key barriers to success faced by Aboriginal students in Manitoba, assess whether each of these barriers and the Department's objectives and intended outcomes for Aboriginal students are being sufficiently addressed by current initiatives, and take steps to remedy gaps.</p>	<p>The Department has been using a variety of sources of information and research studies to identify barriers to Aboriginal students success. It has been an active supporter of research, including Making Education Work a five year, \$6 million research project jointly funded by the Province of Manitoba and the Canada Millennium Scholarship Foundation. The project was intended evaluate whether the provision of additional in-school supports and services would assist Grade 10 to 12 Aboriginal students in staying in school, meeting graduation requirements and entering a post-secondary program.</p> <p>The Department further supports various research forums such as</p>

Appendix C: Responses by the Ministry of Education to the OAG Report on Aboriginal Education in Manitoba

Recommendation by OAG	Ministry Response
	<p>Shawane Dagoosiwin Aboriginal Education Research Forum that provide opportunities for a shared understanding of research pertaining to the interests of Aboriginal peoples and communities. The Department sits at various provincial and national working tables to help to identify effective programming to address barriers to student learning and success.</p> <p>Going forward, as part of The Manitoba First Nations, Métis, Inuit Education Policy Framework, the Department will use provincial assessment data to complement other sources of research and information to identify barriers and work further with our partners to develop potential solutions.</p>
<p>5. We recommend that the Department set specific and measurable short- and long-term targets for improving educational outcomes for K-12 Aboriginal students.</p>	<p>In fall 2014, the Department reorganized staff and resources to create the Student Achievement Unit to work directly with school divisions to develop divisional and school plans that address academic achievement for all students. Building on the work of this unit, the Department will work with school divisions, education and Aboriginal partners to identify realistic and meaningful short and long term targets for improving educational outcomes for K-12 Aboriginal students.</p>
<p>6. We recommend that the Department align the total funding for improving educational outcomes for K-12 Aboriginal students with the Department's stated goals, objectives, intended outcomes, and targets for these students.</p>	<p>As part of the Funding of Schools package for the 2015/16 school year, the Department changed the terms and reporting requirements for the Aboriginal Academic Achievement Grant, directing that at least 50% of the funding be targeted to improving literacy and numeracy for Aboriginal students. The remainder of the funding must be allocated toward culturally appropriate learning that otherwise supports the academic success of Aboriginal students. The Department commits to undertaking a similar review of the Building Student Success with Aboriginal Parents grant to ensure its terms of reference and reporting</p>

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

Recommendation by OAG	Ministry Response
<p>Monitoring and Public Reporting</p> <p>7. We recommend that the Department monitor and report on the results of key initiatives related to improving educational outcomes for K-12 Aboriginal students using quantified output and outcome measures (whenever possible), and that it regularly review and update its implementation plans to reflect what is found to be effective.</p>	<p>requirements are in line with identified priorities.</p> <p>The Department provides leadership and direction to school divisions regarding reporting requirements and outcome measures. The Department will work with school divisions to develop new reporting tools to improve transparency and accountability, at the same time as developing realistic and meaningful targets. Reviewing and updating the school system about effective programs and initiatives will be part of the regular renewal and reevaluation process for The First Nations, Métis and Inuit Education Policy Framework.</p> <p>The Department is also committed to working with school divisions and Aboriginal educational stakeholders to use various planning and reporting processes to monitor and assess the impact of key initiatives on outcomes for K-12 Aboriginal students and use this and other sources of information (quantitative and qualitative) to inform policy, programming and funding directions.</p>
<p>8. We recommend that the Department conduct more evidence-based evaluations of the programs and projects designed to improve educational outcomes for K-12 Aboriginal students, and use the results to inform planning and funding decisions.</p>	<p>As a member of the Council of Ministers of Education Canada, Manitoba plays a lead role in strengthening the capacity for evidence-based decision making through actions that include: (a) establishing an approach to encourage Aboriginal students to self-identify, (b) coordinating common data and indicator definitions, and (c) initiating parallel data-collection procedures.</p> <p>A number of funding agreements with school divisions currently include a divisional requirement to evaluate the impact of programs on Aboriginal students and these will be strengthened.</p> <p>The Department has already started to improve monitoring and assessment and evaluation processes to ensure the educational</p>

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

Appendix C: Responses by the Ministry of Education to the OAG Report on Aboriginal Education in Manitoba

Recommendation by OAG	Ministry Response
	<p>outcomes continue to inform planning, implementation and action including funding decisions. Furthermore, in response to the recommendation, the Department will work with its partners to conduct more evidence-based evaluations of programs and projects designed to improve education outcomes for Aboriginal students.</p>
<p>9. We recommend that the Department regularly monitor performance data showing the level of progress being made towards all of its publicly stated intended outcomes for K-12 Aboriginal students and that it share this data with those accountable for achieving results.</p>	<p>The Department will track and monitor performance indicators specified in <i>the First Nations, Métis and Inuit Education Policy Framework</i> to assess the impact of initiatives on Aboriginal students.</p> <p>The Department will also prepare and publicly release (annual) key indicators of student achievement including reporting on Aboriginal achievement.</p>
<p>10. We recommend that the Department disaggregate and analyze Aboriginal student achievement data by First Nation, Métis, and Inuit student identifiers to better understand trends and to develop appropriate student supports.</p>	<p>Moving forward, the Department will disaggregate and analyze Aboriginal student performance data by First Nation, Métis and Inuit student identifiers to better comprehend issues, trends and patterns and where necessary to develop appropriate student supports for First Nation, Métis and Inuit students.</p>
<p>11. We recommend that the Department analyze Aboriginal student achievement data by school division in order to identify those with better results and the underlying successful practices that could be applied more broadly across all divisions.</p>	<p>The Department will analyze school division Aboriginal student achievement data with a view towards identifying divisions with (evidence of) higher rates of student success and engage in discussions with those divisions to determine the reasons for those potentially promising educational practices. This will build on the Department's commitment to develop and share resources that outline existing programs and initiatives and offers qualitative assessments of their effectiveness.</p>
<p>12. We recommend that the Department publicly report annual measured results showing its progress in achieving its stated goals and intended outcomes for K-12 Aboriginal students.</p>	<p><i>The First Nations, Métis, and Inuit Education Policy Framework</i> will include a 3-year reporting cycle on the progress of its activities and intended outcomes. The Department will track and monitor performance indicators specified in the <i>Framework</i> to assess the</p>

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

Recommendation by OAG	Ministry Response
<p>13. We recommend that the Department take steps to ensure that all schools give parents an annual opportunity to declare their children's Aboriginal identity.</p>	<p>impact of initiatives on Aboriginal students. The Department will also prepare and publicly release (on an annual basis) key indicators of student achievement including reporting on Aboriginal student achievement. The Department will require that all school divisions provide parents an opportunity to declare their children's identity on an annual basis, and incorporate the <i>Aboriginal Identity Self-Declaration</i> on their main student registration form.</p>
<p>Supporting school division delivery of Aboriginal education initiatives</p> <p>Funding</p>	
<p>14. We recommend that the Department allocate Aboriginal education funding to school divisions where it is most needed, using a process that considers measured outcomes for Aboriginal student achievement and the estimated Aboriginal student population.</p>	<p>The Department commits to undertaking a review of the <i>Building Student Success with Aboriginal Parents</i> grant to ensure its terms of reference and reporting requirements are in line with identified priorities, and review whether the manner in which other grants provided to divisions to improve Aboriginal academic achievement are appropriately dispersed. Additionally, Aboriginal education academic achievement will become a key part of the divisional planning process and these plans will help inform programming and funding decisions.</p>
<p>15. We recommend that the Department communicate all AAA and BSSAP funding requirements to school divisions, and that it demonstrate through a documented review that all requirements are met before funding is released.</p>	<p>The Department is working directly with school divisions to develop divisional and school plans that address key priorities, in particular, academic achievement. The Department is committed to providing direct support to school divisions in the planning and monitoring process so that AAA and BSSAP are in line with funding requirements</p>

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

Appendix C: Responses by the Ministry of Education to the OAG Report on Aboriginal Education in Manitoba

Recommendation by OAG	Ministry Response
<p>and timelines. Furthermore, documented reviews will take place to ensure desired outcomes are met.</p>	
<p>Transition and other supports</p>	
<p>16. We recommend that the Department issue guidance detailing best practices for achieving successful transitions for First Nations students.</p>	<p>The Department is establishing a new First Nations Transition Fund to help assist students moving from First Nations schools to Manitoba public schools. The Department will work directly with school divisions and First Nations education partners to ensure this fund helps address barriers faced by transitioning First Nations students.</p>
<p>17. We recommend that the Department issue guidance to help school divisions and First Nations develop education agreements that support First Nations students transitioning from on-reserve to provincial schools.</p>	<p>Initiatives to develop education agreements between First Nations and school divisions needs to come from the local level and be based on local circumstances. The Department will support the development of these partnership agreements, upon request, and consult with school divisions and First Nations to determine the types and forms of guidance and resources they require in developing the partnership agreements.</p>
<p>18. We recommend that the Department promote use of its Manitoba Professional Learning Environment (MAPLE) website to share resources and practices found to be effective in improving educational outcomes for K-12 Aboriginal students.</p>	<p>The Department will explore ways to take better advantage of the MAPLE website to share resources and practices found to be effective in improving educational outcomes for K-12 Aboriginal students.</p>
<p>19. We recommend that the Department develop a process to ensure that all curricula documents include ideas to help teachers incorporate Aboriginal perspectives into lesson plans and teaching methods.</p>	<p>The Department has worked with the Treaty Relations Commission of Manitoba and other Aboriginal education partners to revise the Social Studies curriculum and other curricula resources to include a significant focus on Aboriginal histories, cultures, traditional knowledge and perspectives. New resources are being developed with partners to assist classroom teachers to effectively deliver this content in the classroom. Additionally, the Government of Manitoba has introduced legislation that includes a requirement that the new First</p>

This document is a Cabinet confidence as defined in subsection 19(1) of *The Freedom of Information and Protection of Privacy Act*

Appendix C: Responses by the Ministry of Education to the OAG Report on Aboriginal Education in Manitoba

Recommendation by OAG	Ministry Response
	<p>Nations, Metis and Inuit Education Policy Framework include “criteria for ensuring the curriculum reflects the perspectives of First Nations, Metis and Inuit peoples.”</p> <p>Work on the Framework is underway and will describe the process for ensuring that the curriculum development activities support the integration of Aboriginal perspectives into teaching.</p>

Manitoba Education

High School Graduation Rates and Student Achievement Statistics

Manitoba Education and Advanced Learning is committed to increasing high school graduation rates and student success across the province. To understand where we are making progress and where improvement is still needed, we need to examine our data on student achievement in a variety of ways.

High School Graduation Rates

High school graduation is generally viewed as the minimum requirement for pursuing additional education and for entry into the world of work.

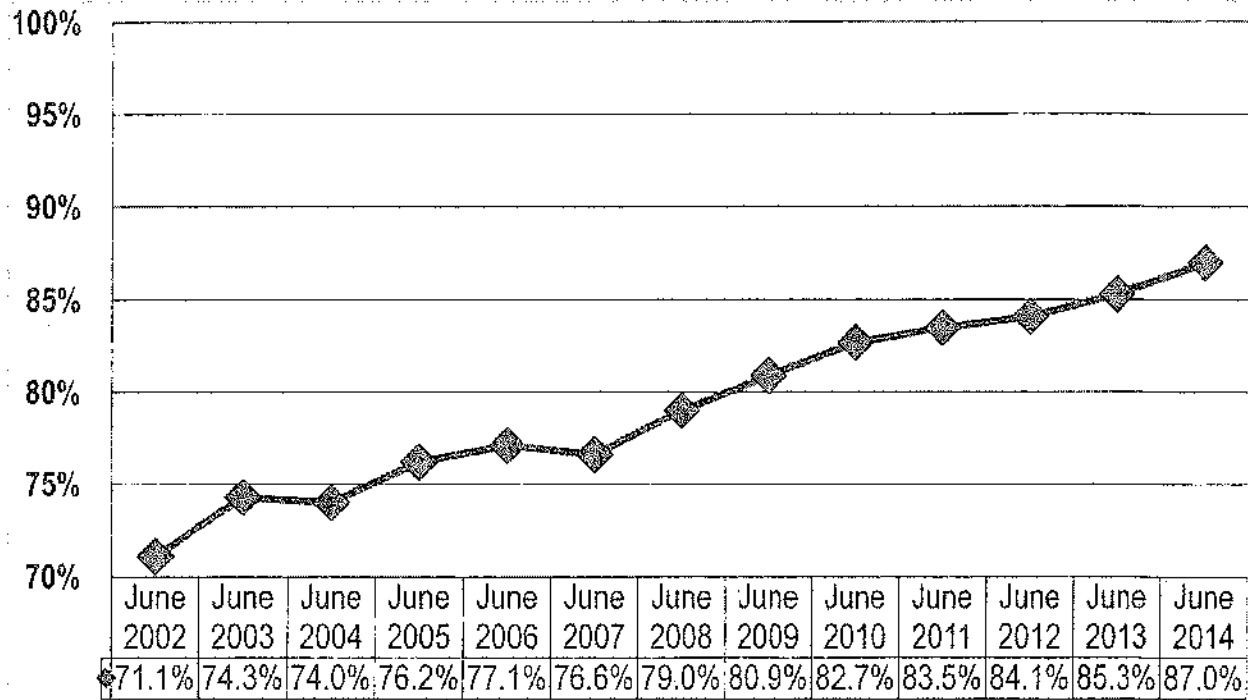
There are many ways to calculate rates for successfully completing high school. Manitoba's high school graduation rate for 2002 onwards has been obtained by dividing the number of graduates in a given year by the number of Grade 9 students four years earlier. This is considered a **proxy cohort** method.

With recent improvements in our provincial data collection processes, we are now also able to follow individual students as they progress through high school. This new **student-tracked** method allows us to more accurately understand how long it takes for individual students to graduate and to help us better identify certain achievement gaps, such as those between male and female students and between non-Aboriginal and self-declared Aboriginal students.

Manitoba's Provincial High School Graduation Rate (proxy cohort)

Manitoba's provincial (proxy cohort) high school graduation rate for June 2014 is 87.0%. This is an increase of 1.7 percentage points from June 2013. Between June 2002 and June 2014, Manitoba's high school graduation rate has increased 15.9 percentage points.

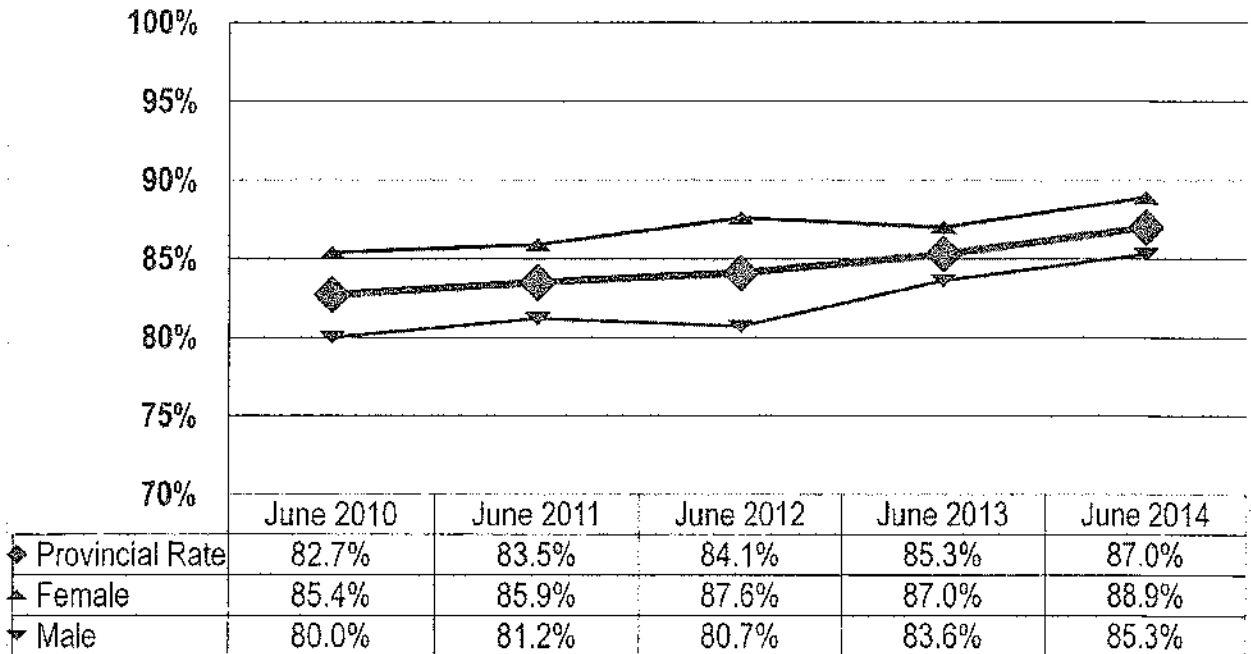
Manitoba's Proxy Cohort High School Graduation Rate, Provincial Overall, 2002-2014



Note: Includes only students from public and funded independent schools. Does not include students from non-funded independent schools, or those in schools that do not fall under the Public Schools Act, such as First Nations schools (including those administered by Frontier School Division under educational agreements), or Adult Learning Centres.

Manitoba's Proxy Cohort High School Graduation Rate, Male and Female Students, 2010-2014

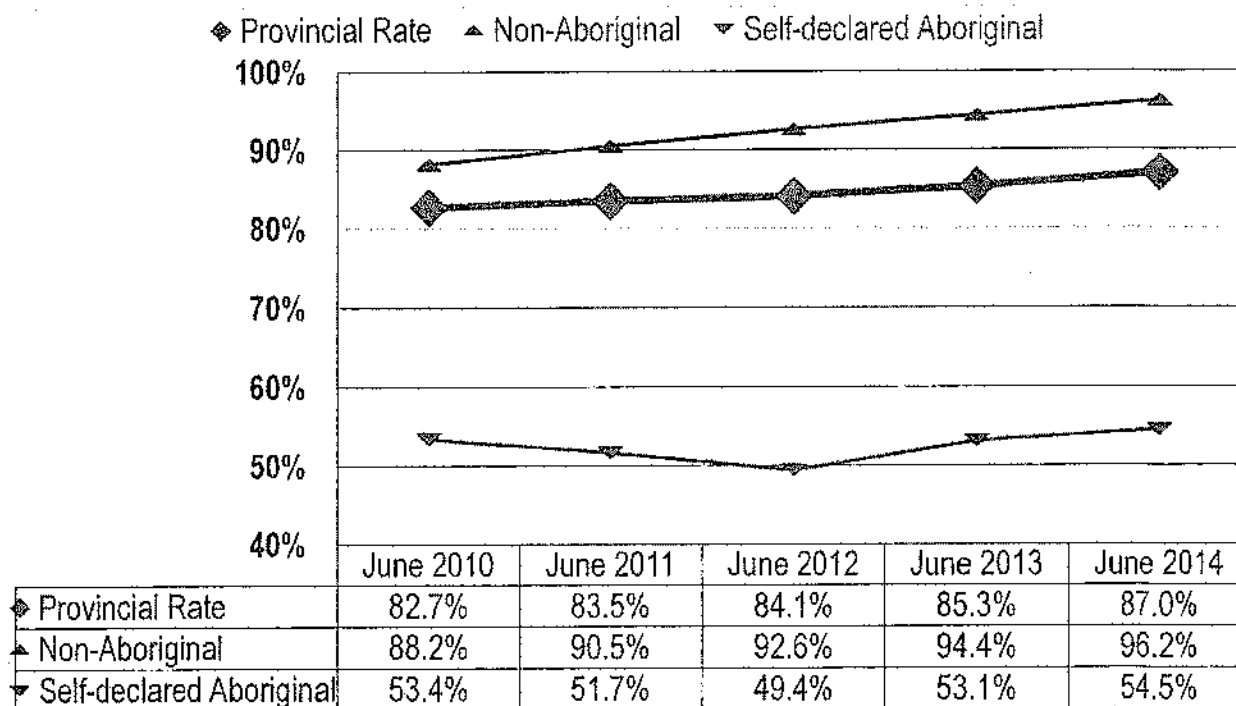
◆ Provincial Rate ▲ Female ▼ Male



Note: Includes only students from public and funded independent schools. Does not include students from non-funded independent schools, or those in schools that do not fall under the Public Schools Act, such as First Nations schools (including those administered by Frontier School Division under educational agreements), or Adult Learning Centres.

Manitoba's Proxy Cohort High School Graduation Rate, Non-Aboriginal and Self-Declared Aboriginal Students, 2010-2014

Every year, the department asks school divisions and schools to include the Aboriginal self-declaration form with the school registration forms so that all new and continuing students are given an opportunity to declare their identity annually. Students categorized as non-Aboriginal include those who have not self-declared their Aboriginal identity. More information about Manitoba's voluntary Aboriginal self declaration can be found on the [Aboriginal Education Directorate](#) Web site.



Note: Includes only students from public and funded independent schools. Does not include students from non-funded independent schools, or those in schools that do not fall under the [Public Schools Act](#), such as First Nations schools (including those administered by Frontier School Division under educational agreements), or Adult Learning Centres.

More about Manitoba's Proxy Cohort High School Graduation Rate

Manitoba's proxy cohort high school graduation rate is comprised of the ratio of the total number of graduates reported by public and funded independent high schools at the end of every academic year to the total Grade 9 enrolment in these schools four years prior to the year of graduation. It does not include students from non-funded independent schools, First Nations schools (including those managed by Frontier School Division under educational agreements) or Adult Learning Centres.

The graduates in a given year do not all necessarily come from the same group of Grade 9 students; they may include those who have entered the provincial system after Grade 9 and those who have taken longer than the typical four years to complete the requirements for graduation. It is also important to note that this method is not a calculation of a four-year sequential graduation rate, nor an individual student-tracked rate that follows students as they move from Grade 9 to graduation.

The calculation of the annual proxy cohort graduation rate does not account for students who are continuing in public and funded independent schools and require more than four years to gain the credits needed to graduate, students who have transferred out of public and funded independent schools to enroll in First Nations schools, non-funded independent schools and Adult Learning Centres, students who have left the province, and students who have withdrawn from school.

Manitoba’s NEW Student-Tracked High School Graduation Rate

The increased focus on the use of data in educational planning and decision making and in closing student achievement gaps has resulted in the need for governments to develop more accurate ways of understanding students’ progression through their education systems, particularly those students who have been less successful. Identifying and understanding gaps has been heightened with the Truth and Reconciliation Commission’s (TRC) call to eliminate education and employment gaps between Aboriginal and non-Aboriginal Canadians.

High school graduation in Manitoba typically occurs within four years of beginning Grade 9. This is referred to as “on-time” graduation. For some students, and for a variety of reasons, taking more time to obtain their credits for graduation could make the difference between successfully completing high school or not. This persistence to graduation is referred to as “extended-time” graduation.

Since June 2013, the department has had the necessary data to calculate a student-tracked graduation rate, beginning with those students who started Grade 9 in September 2009. In the 2009/2010 school year the department moved from a paper-based survey to an electronic collection of high school graduation data, which allows us to know exactly when individual students graduate.

Manitoba’s four-year **student-tracked** high school graduation rate for 2013 is 76.2%. For non-Aboriginal students the rate is 83.5% and for self-declared Aboriginal students it is 46.9%. As would be expected, the five-year “extended-time” rate is higher at 80.5 overall, 87.5% for non-Aboriginal students and 52.8% for self-declared Aboriginal students. Additional “extended-time” rates will be reported as data becomes available.

Manitoba's Four-Year Student-Tracked High School Graduation Rate

Grade 9 Enrolment	Four-Year Graduation	Provincial	Male	Female	Non-Aboriginal			Self-Declared Aboriginal ^a		
					Overall	Male	Female	Overall	Male	Female
September 2009	June 2013	76.2%	73.4%	79.0%	83.5%	80.3%	86.9%	46.9%	45.0%	48.8%
September 2010	June 2014	77.3%	74.9%	79.7%	84.7%	81.5%	88.3%	47.3%	46.6%	47.9%

Note: Includes only students from public and funded independent schools. Does not include students from non-funded independent schools, or those in schools that do not fall under the Public Schools Act, such as First Nations schools (including those administered by Frontier School Division under educational agreements), or Adult Learning Centres.

a. Every year, parents of new or continuing students are given the opportunity to indicate if they are declaring their child’s Aboriginal identity for the first time, or altering their child’s previously declared identity, or confirming that a previous declaration has been made.

Manitoba's Five-Year Student-Tracked High School Graduation Rate

Grade 9 Enrolment	Five-Year Graduation	Provincial	Male	Female	Non-Aboriginal			Self-Declared Aboriginal ^a		
					Overall	Male	Female	Overall	Male	Female
September 2009	June 2014	80.5%	78.1%	82.9%	87.5%	84.4%	90.2%	52.8%	51.0%	54.5%

Note: Includes only students from public and funded independent schools. Does not include students from non-funded independent schools, or those in schools that do not fall under the Public Schools Act, such as First Nations schools (including those administered by Frontier School Division under educational agreements), or Adult Learning Centres.

a. Every year, parents of new or continuing students are given the opportunity to indicate if they are declaring their child's Aboriginal identity for the first time, or altering their child's previously declared identity, or confirming that a previous declaration has been made.

More about Manitoba's Student-Tracked High School Graduation Rate

To determine Manitoba's student-tracked high school graduation rate, the department follows individual students in public and funded independent schools from Grade 9 and calculates the percentage who graduate within a certain period of time. It does not include students from non-funded independent schools, First Nations schools (including those administered by Frontier School Division under educational agreements), or Adult Learning Centres.

To improve accuracy, this method includes adjustments for moving out of the province, deaths, and for the proportion of school age children not enrolled in public and funded independent schools. The calculation of the student-tracked graduation rate does not account for students who have transferred out of public and funded independent schools to enroll in First Nations schools, non-funded independent schools, and Adult Learning Centres, and students who have withdrawn from school.

This method also allows the department to disaggregate graduation rates for male and female students as well as for self-declared Aboriginal students and non-Aboriginal students.

Other High School Completion Rates


Many methods of calculating high school completion rates exist at the international, national, and provincial levels. The key differences between the various rates lie in the determination of the group of students to be counted, the timeframe, and who is considered a graduate.

Manitoba Centre for Health Policy

In its 2012 report *How are Manitoba's Children Doing?*, the MCHP calculated **high school completion rates** using what they call cross-sectional and cohort methods. Their cross-sectional rate (80.8% in 2010) simulates Manitoba's proxy cohort rate (82.7% in 2010). The MCHP methods determine graduates by counting credits obtained through high school and in Grade 12.

Pan-Canadian Education Indicators Program (PCEIP)

The PCEIP is a joint venture between the Council of Ministers of Education Canada and Statistics Canada that produces two proxy measures for upper secondary (high school) graduation

Detailed information about these pan-Canadian rates can be found in section A2 of Education Indicators in Canada: An International Perspective, 2014 ( 1.69 MB).

Upper secondary graduation rate (78% for Manitoba in 2011) is an estimate of the probability that a person will graduate from high school during his or her lifetime while **successful completion of upper secondary programs in public schools** (74% for Manitoba in 2011) is an estimate of the effectiveness of Canada's provinces in producing graduates from their public school systems within a three-year period, that is, Grades 10 to 12 (Grades 9 to 11 in Quebec). The biggest difference between the PCEIP public school rate and the Manitoba provincial proxy rate is the student population included. The PCEIP rate does not include Manitoba's funded independent schools which account for approximately 12% of Manitoba graduates each year.

In addition to the PCEIP upper secondary graduation rates, Manitoba is actively engaged in the full scope of the program's indicator work. This includes continuous improvements to pan-Canadian graduation rates, and the adoption of a harmonized pan-Canadian approach for the self-declaration of Aboriginal students.

Western Provinces

Provincial graduation rates across Canada are calculated using a variety of methods, such that no two provinces or territories calculate in precisely the same way. The composition of the cohorts, what qualifies a student to be counted as a graduate, and the timeframes used for the calculation vary across the country. Therefore, caution is needed if attempting to make comparisons between provinces.

Western Provinces			
Province	Latest Reporting Period	Coverage	High School Completion/Graduation Rate
British Columbia ^a	2014/2015	6-year rate (from Grade 8)	All students: 83.9% Aboriginal: 63.0%
Alberta ^b	2012/2013	3-year rate (from Grade 10)	All students: 74.9% First Nations, Métis and Inuit: 43.6%
Saskatchewan ^c	2010/2011	3-year rate (from Grade 10)	Overall provincial: 72.3% Self-identified Aboriginal: 32.7%
		5-year rate (from Grade 10)	Overall provincial: 81.1% Self-identified Aboriginal: 48.1%

a. British Columbia – Provincial Reports and Six-Year Completion and Grade 12 Graduation Rates - 2014/15 Province – Public and Independent Schools Combined (

 12 KB)

b. Alberta – What the Numbers Tell Us

c. Saskatchewan – Saskatchewan Education Indicators Program and Saskatchewan Education 2011 Indicators Brief

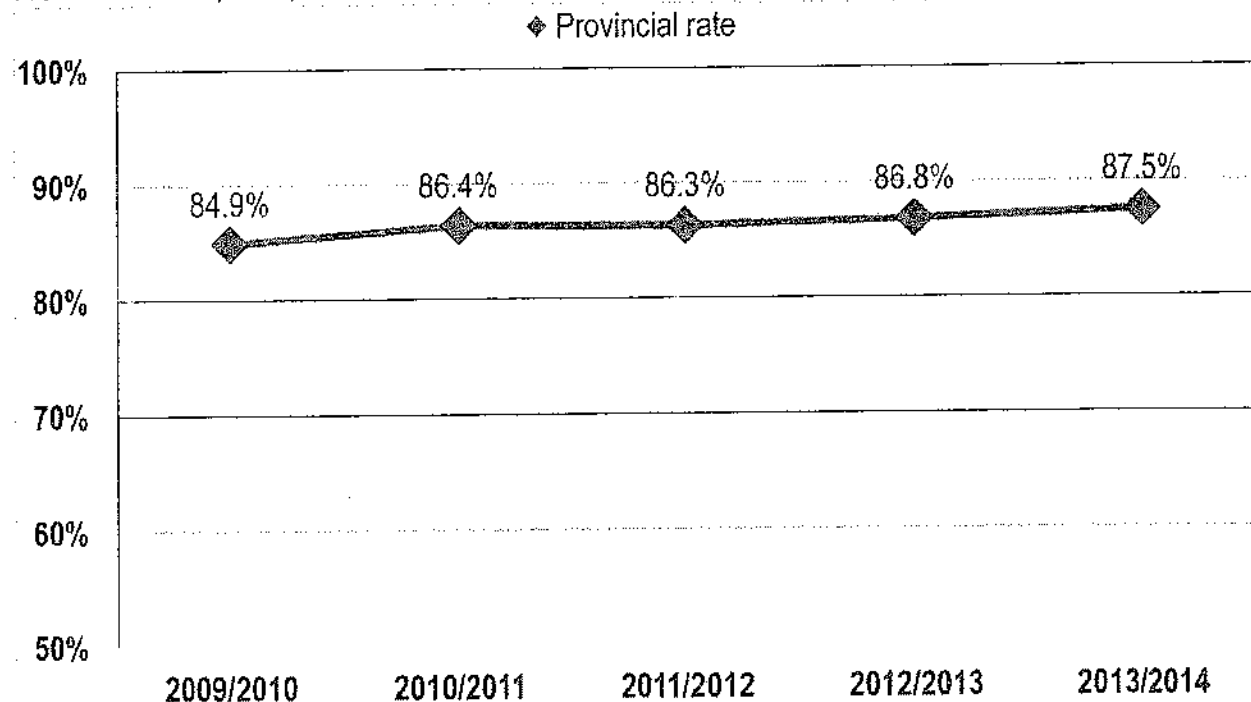
Successful Grade 9 Credit Attainment

Grade 9 is the first year in Manitoba schools when students must pass core courses toward earning their high school diploma. For many, this transition year can mean declines in academic achievement and increased absences among other social factors that impact their success. Research shows that success in Grade 9 credit attainment is a critical determinant of a student's likelihood of successfully completing high school.

Manitoba's Grade 9 credit attainment information includes students from public and funded independent schools as well as students from First Nations schools administered by Frontier School Division under educational agreements.

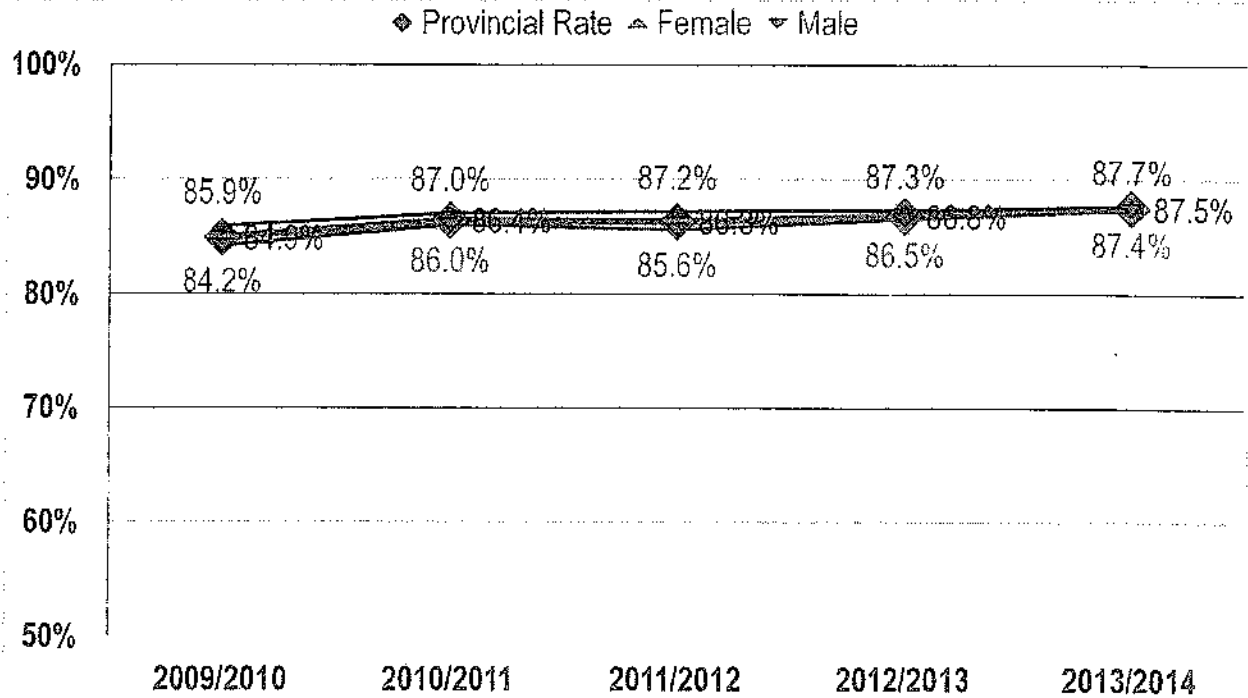
Grade 9 Mathematics

Provincial Overall, 2009/2010 to 2013/2014



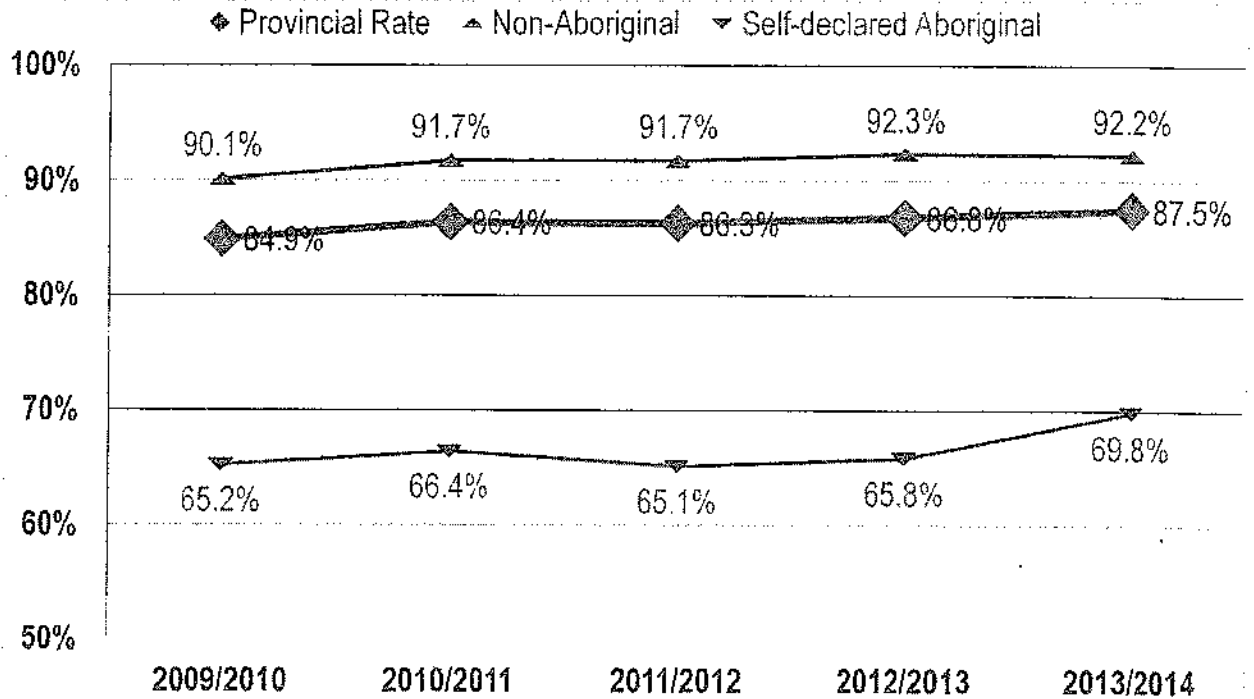
Note: Includes students from public and funded independent schools as well as First Nations schools administered by Frontier School Division under educational agreements.

Male and Female Students, 2009/2010 to 2013/2014



Note: Includes students from public and funded independent schools as well as First Nations schools administered by Frontier School Division under educational agreements.

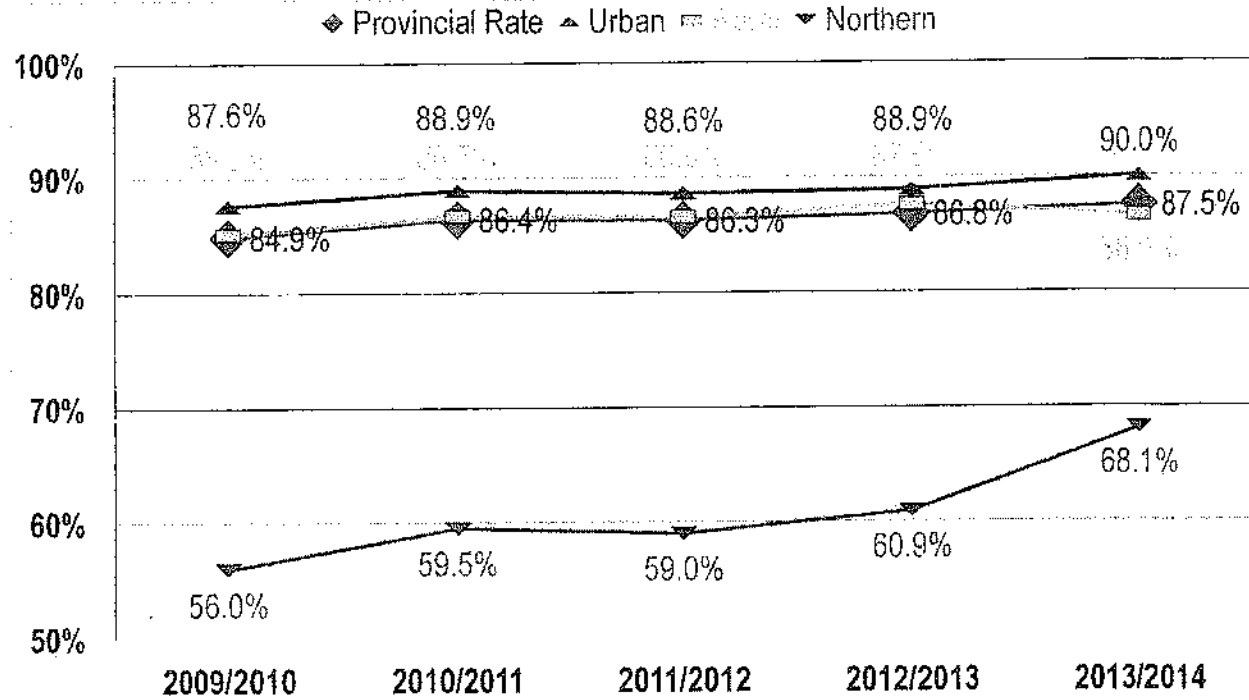
Non-Aboriginal and Self-Declared Aboriginal^(a) Students, 2009/2010 to 2013/2014



Note: Includes students from public and funded independent schools as well as First Nations schools administered by Frontier School Division under educational agreements.

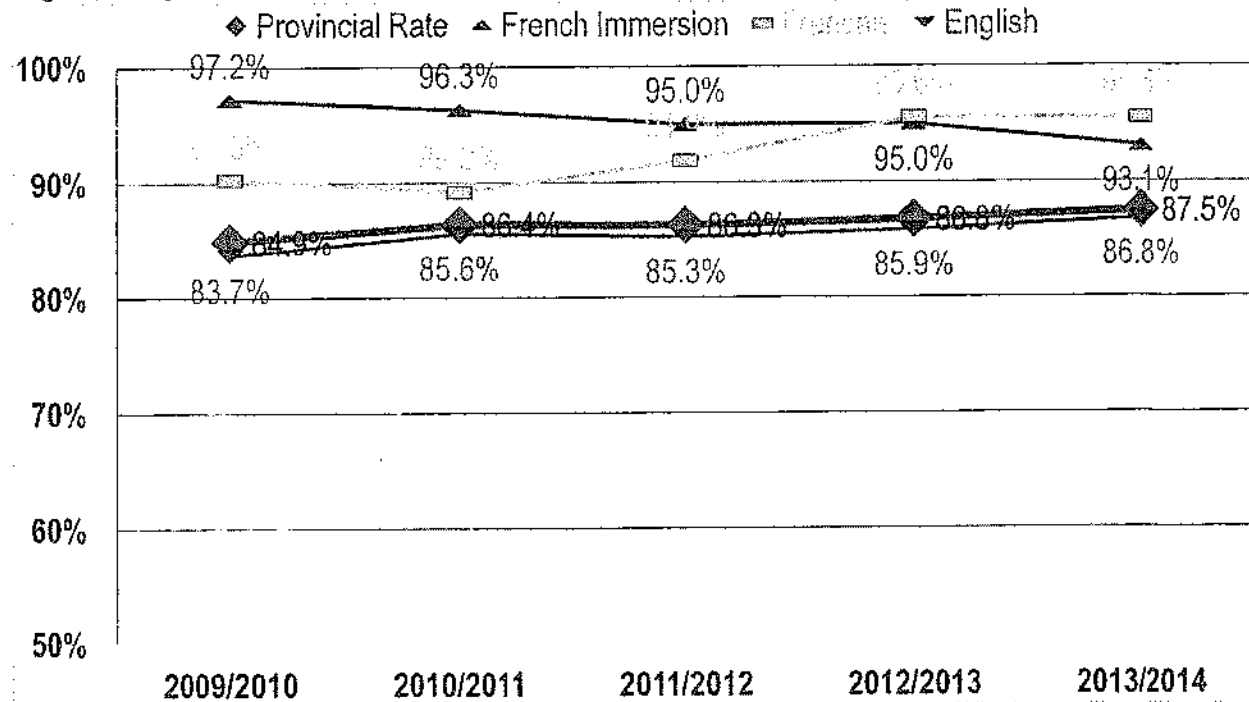
a. Every year, parents of new or continuing students are given the opportunity to indicate if they are declaring their child's Aboriginal identity for the first time, or altering their child's previously declared identity, or confirming that a previous declaration has been made.

Urban, Rural, and Northern Regions, 2009/2010 to 2013/2014



Note: Includes students from public and funded independent schools as well as First Nations schools administered by Frontier School Division under educational agreements.

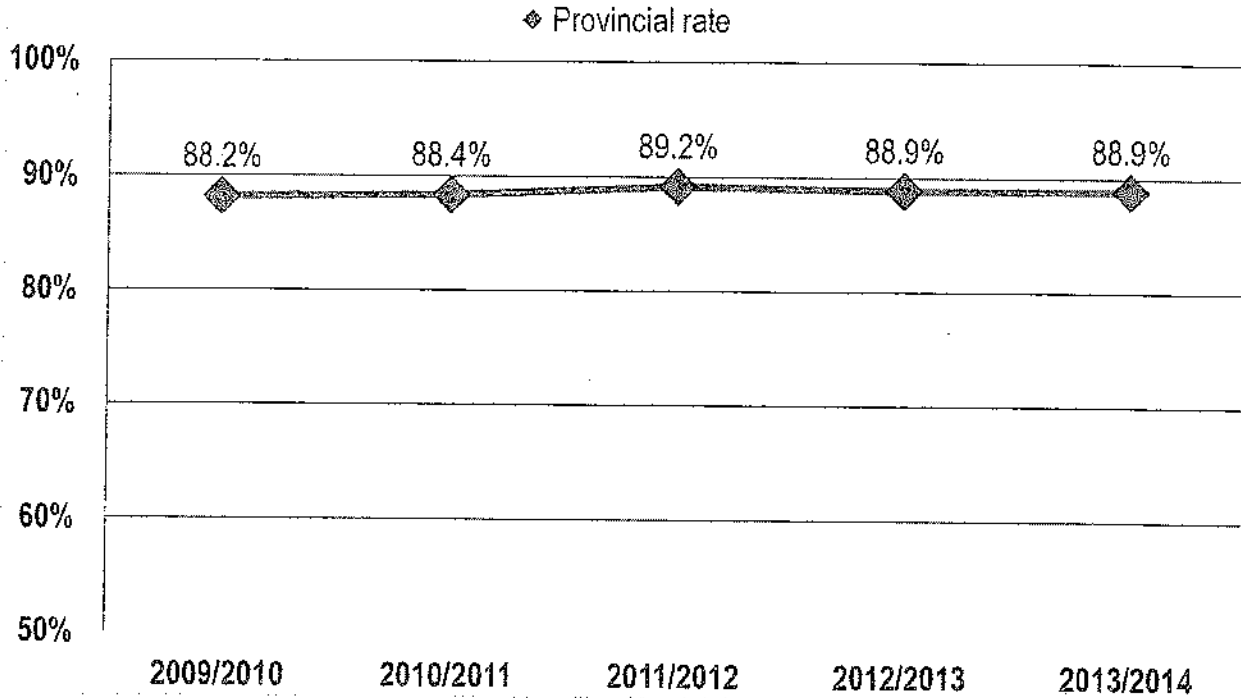
English, Français, and French Immersion Programs, 2009/2010 to 2013/2014



Note: Includes students from public and funded independent schools as well as First Nations schools administered by Frontier School Division under educational agreements.

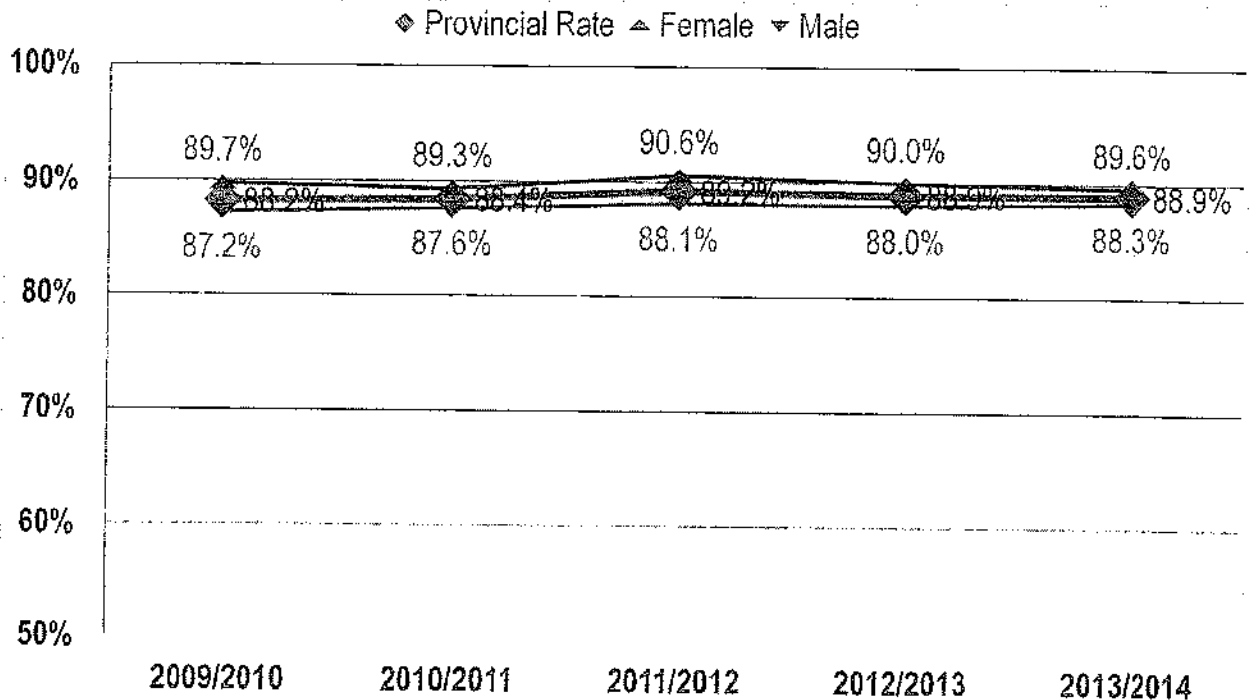
Grade 9 English Language Arts

Provincial Overall, 2009/2010 to 2013/2014



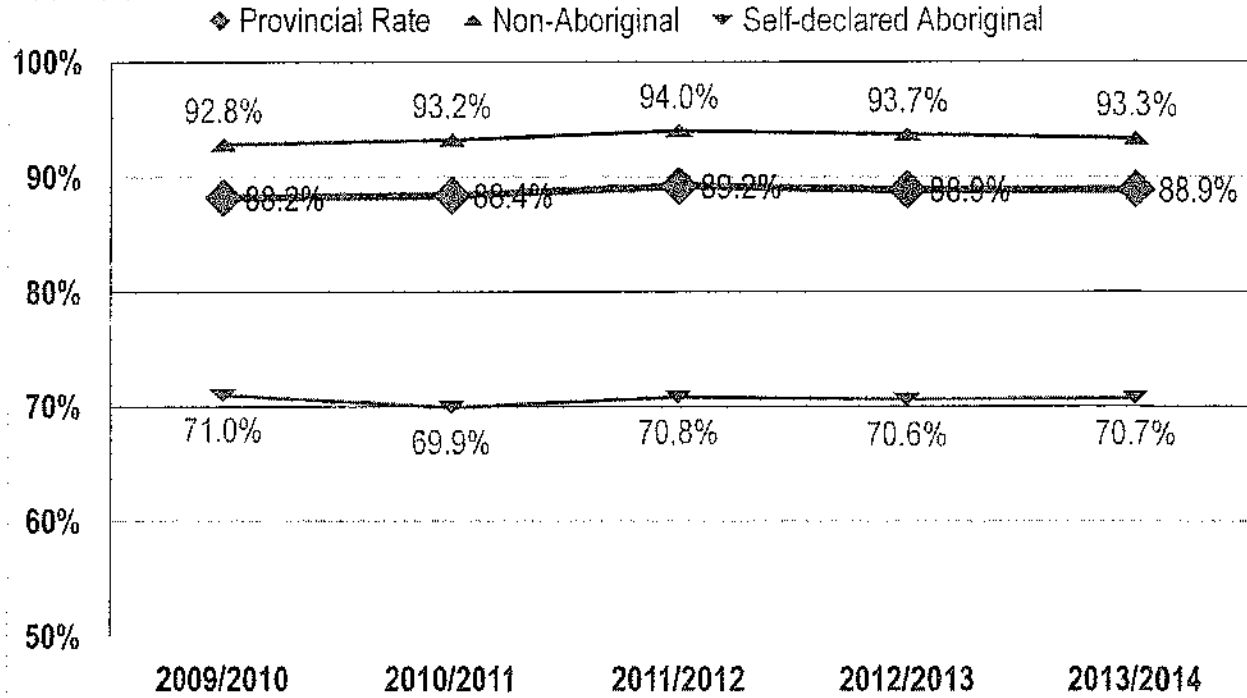
Note: Includes students from public and funded independent schools as well as First Nations schools administered by Frontier School Division under educational agreements.

Male and Female Students, 2009/2010 to 2013/2014



Note: Includes students from public and funded independent schools as well as First Nations schools administered by Frontier School Division under educational agreements.

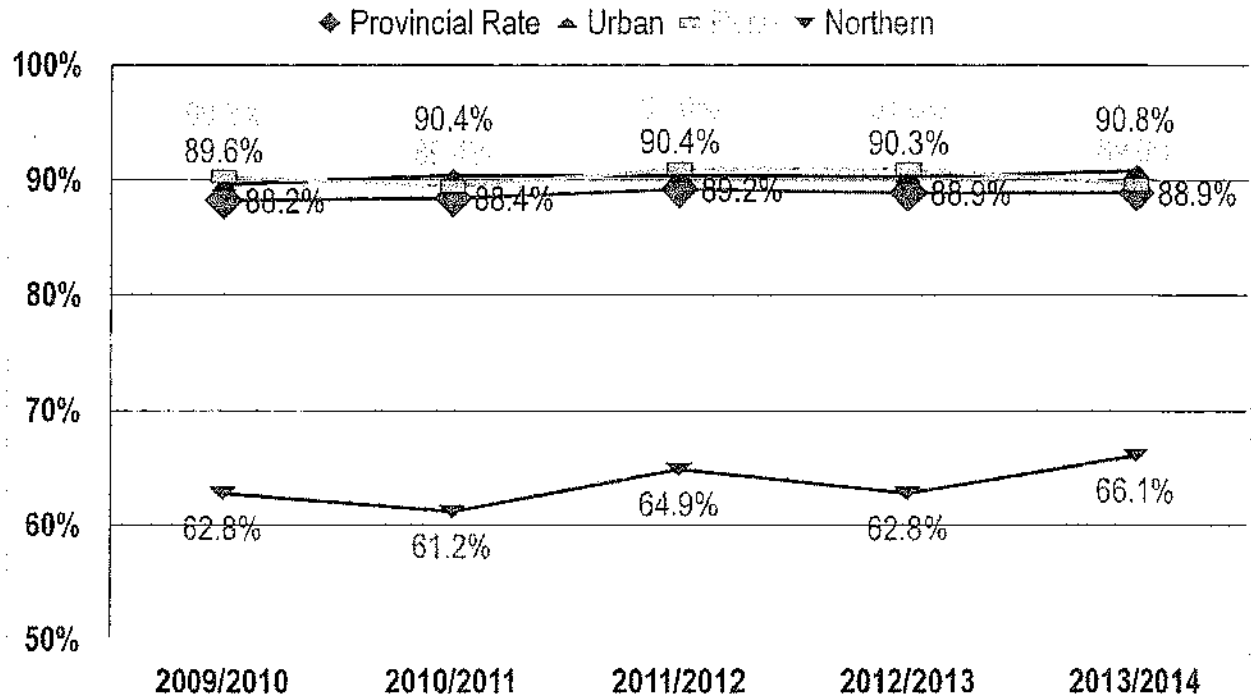
Non-Aboriginal and Self-Declared Aboriginal^(a) Students, 2009/2010 to 2013/2014



Note: Includes students from public and funded independent schools as well as First Nations schools administered by Frontier School Division under educational agreements.

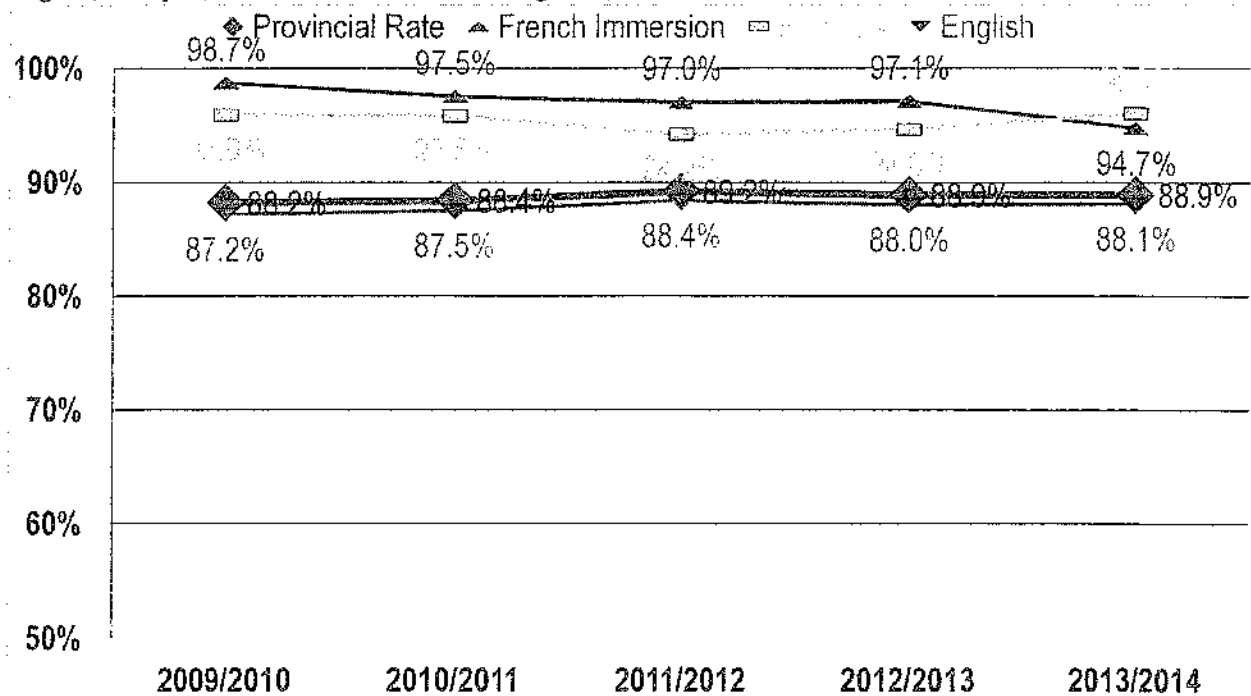
a. Every year, parents of new or continuing students are given the opportunity to indicate if they are declaring their child's Aboriginal identity for the first time, or altering their child's previously declared identity, or confirming that a previous declaration has been made.

Urban, Rural, and Northern Regions, 2009/2010 to 2013/2014



Note: Includes students from public and funded independent schools as well as First Nations schools administered by Frontier School Division under educational agreements.

English, Français, and French Immersion Programs, 2009/2010 to 2013/2014



Note: Includes students from public and funded independent schools as well as First Nations schools administered by Frontier School Division under educational agreements.

Provincial Assessment Results

Provincial reports containing a range of student achievement information, including results from provincial assessments, are available on the [Assessment and Evaluation Provincial Results](#) website.

Going Forward

More detailed information about Manitoba's provincial assessment results will be added in the future to allow for examination of this student achievement data in a variety of ways.

- Grade 12 Provincial Tests
- Middle Years Assessment
- Early Years Assessment

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- School Closures.

ISSUE:

- Government through Bill 28 has put into place a moratorium of indeterminate length on the closure of schools.

CRITICAL BACKGROUND:

- Due to ongoing declining enrolment in many parts of the province, including some parts of Winnipeg, most schools divisions have felt it necessary at one point or other to invoke the closure process. Under the old school closure guidelines, divisions were required to undertake a community consultation during an eighteen month period between the declaration of intent to consider closure and actual closure. The possibility of school closure can be traumatic for a community, particularly where it is in a small community with only one school. At the time, Manitoba was the only province that did not have legislation governing school closures; instead, Manitoba has had policy guidelines in effect since 1982.
- For these reasons, in April 2008, the Government of Manitoba introduced Bill 28, The Strengthening Local Schools Act (Public Schools Act Amended), which effectively placed a moratorium on school closures. The effect of this bill is that no school can close in Manitoba without the approval of the Minister of Education. Bill 28 has subsequently been enacted into law. It served to amend The Public Schools Act.
- For the Minister to approve such a request, he must be satisfied that (a) the closure is a result of a consolidation of schools within the area or community, or (b) there is a consensus among the parents and residents of the area served by the school that the school should be closed, or (c) it is no longer feasible to keep the school open because of declining enrolment and, despite having made reasonable efforts, the board has been unable to expand the use of the school building for appropriate community purposes.
- In addition, Bill 28 requires school divisions, before they can request permission from the Minister to deviate from the moratorium on closures, to "make reasonable efforts to expand the use of the school building for appropriate community purposes."
- At the time of the establishment of Bill 28, it was recommended that the moratorium remain in place at least until such time as a regulation defining a process for school closures come into effect. The department developed a plan

for a proposed consultation process that supports the development of a school closure regulation; however, neither the process nor the regulation was ever put into place.

- If Government were to consider resending the moratorium on school closures, a regulation defining a process for school closures has to be developed.

Contact: David Yeo, Director, Education Administration Services
Date: 204-945-8664

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT: Modernizing *The Public Schools Act (PSA)* of Manitoba

ISSUE: Government may wish to consider modernizing the Public Schools Act through one or a combination of the mechanism described below.

CRITICAL BACKGROUND:

- In Manitoba, education is governed principally by *The Public Schools Act* and *The Education Administration Act* as well as regulations made under both Acts. Rights and responsibilities of the Minister of Education and the rights and responsibilities of school boards, principals, teachers, parents and students are set out in the legislation.
- *The Public Schools Act* (formally known as *Manitoba Schools Act*) has been in place since 1890. Some of the Acts provisions are several decades old. It has had, over the years, several amendments made to it, but as a consequence it is not logically arranged, displays a mix of old legal language and the more recent plain language approach to drafting, and lacks a foundation statement for the provision of K-12 education in Manitoba for the 21st century.
- The *Act* has been criticized by some as being difficult to read, not easy to use, and not in keeping with contemporary education requirements.
- In 2007, the department developed options for the process to have the PSA comprehensively reviewed and re-written. These included:
 - Establishment of a panel and hold public consultations across the province. This was done twice in the past, and the panels were able through their government-given mandate, to engage citizens, school divisions, education stakeholder groups, rural municipalities and students on a wide range of issues through public hearings. Their subsequent reports did, to some extent, inform government decisions around changes to legislation, school division amalgamation, etc.
 - Hire a consultant, familiar with the operational aspects of the education system, to develop an outline of changes to the Act. An iterative dialogue with major stakeholder groups could take place to identify key issues, assess levels of support or opposition from stakeholder groups. This was done in the mid-1990s, and some work competed on areas where a re-write could begin, but was abandoned before conclusion.
 - Establish a small working group comprised of department staff, along with lawyers(s) dedicated solely to such a project to conduct a review and begin the process of drafting a new Act. A similar process was used for the drafting of *The Municipal Councillors and School Boards Elections Act* (which updated

the old Local Authorities Election Act). Modest input from stakeholder groups was obtained, largely to assess workability of revised election processes.

- If Government were to consider modernizing the Public Schools Act (i.e. re-write) than a process for the re-write of the PSA would need to be established.

Contact: David Yeo, Direction, Education Administration Services 2040 945-8664

Date: April 22, 2016

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Legislation Outstanding from Last Session.

ISSUE:

- Several Education Bills failed to receive Third Reading and Royal Assent prior to dissolution of the Legislature on March 16, 2016.

CRITICAL BACKGROUND:

- Five Education sponsored Bills died on the Order Paper from last Session:
 - **Bill 2** (The Public Schools Amendment Act – Small Classes for K to 3): *The Public Schools Act* would be amended to require that 90% of the kindergarten and Grades 1 to 3 classes within a school division or school district have 20 or fewer pupils. Classes with K to 3 pupils are not permitted to exceed 23 pupils.
 - **Bill 3** (The Post-Secondary Sexual Violence and Sexual Harassment Policies Act – Various Acts Amended): This Bill required post-secondary educational institutions to have in place policies to counter sexual violence and sexual harassment. The policies are to raise awareness of sexual violence and sexual harassment, address prevention, reporting and training, and ensure that complaint procedures and response protocols are established. The policies are to be developed in consultation with students and be made available to members of the campus community.
 - **Bill 7** (The Public Schools Amendment Act – Protecting Child Care Space in Schools): This Bill would amend *The Public Schools Act* to require that the amount of space within a school used by a child care centre continues to be available for child care. Space may be reduced only if the school board, the child care centre and the minister agree to the reduction. The Bill also addresses moving a child care centre within a school or from one school to another. A centre may be moved within a school if the school board gives the centre the prescribed notice. Moving a centre between schools, if not done by consent of both the board and the centre, may occur if the minister is satisfied the move is needed for educational reasons and the centre is given the prescribed notice.
 - **Bill 13** (The Education Amendment Act – First Nations, Metis and Inuit Education Policy Framework): Under this Bill, *The Education Administration Act* would be amended to require the minister to establish a

First Nations, Metis and Inuit education policy framework. The framework sets out activities, criteria and measures to support the educational success of First Nations, Metis and Inuit pupils and ensure that all Manitoba pupils learn about the histories of First Nations, Metis and Inuit peoples.

- **Bill 19** (The Public Schools Amendment Act – Continuity of Learning):
Currently, under *The Public Schools Act* a pupil who ceases to reside in a school division or school district ceases to be a resident pupil of that division or district. This Bill would enable a pupil who is receiving services from a child and family services agency to remain a resident pupil of the school division or school district, even if the pupil begins to reside elsewhere.

- Government will need to determine if it is interested in reintroducing these Bills when the next session of the Legislature begins.

Contact: David Yeo, Director, Education Administration Services 204-945-8664

Date: April 17, 2016

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Influx of Students into the K-12 System as a Result of the Crisis in Syria

ISSUE:

- Supporting large numbers of newly-arriving refugee students with high needs

CRITICAL BACKGROUND:

- In November 2015, the Manitoba government announced a comprehensive strategy to welcome 1,500 to 2,000 refugees displaced by the crisis in Syria, coordinated through an interdepartmental group that includes Manitoba Education and Advanced Learning.
- Due to housing availability, families are mainly concentrated in The Winnipeg School Division and several focal points in the city divisions, but several communities outside of Winnipeg have also received privately sponsored refugee families.
- As of April 8, 2016, 926 individuals had arrived, mainly as federal government-assisted refugees. Sixty percent of the refugees are under the age of 17; as of April 15, over 340 Syrian refugee students have been registered in over 65 Manitoba public schools.
- Syrian refugee families have high expectations for their children's academic success. However, most students have significantly disrupted education, speak little or no English or French on arrival and have high social-emotional needs. They require intensive initial supports as they transition into Manitoba schools.
- The department has worked closely with school divisions to support their work with this unexpected surge of students with high needs. Immediate contingency funding of over \$1,000,000.00 was provided to school divisions for the remainder of the 2015/2016 school year through the *Syrian Refugee Education Response* funding. The funding allowed divisions to respond to the new needs with additional staffing, school clinical supports, interpretation and intercultural supports, transportation where needed (for classroom space or specialized programming), instructional resources, and other items to facilitate successful transition to school. The funding was based on division proposals and analysis of the location of new refugee families throughout the province.
- The department also encouraged the strengthening of policies and protocols to register, welcome, assess, and provide appropriate educational and social-emotional supports for the new students. Professional learning was provided

through workshops and teacher support resources to build capacity within the educational community across the province.

- The department has also worked closely with community and settlement agencies to help support initial transition to school programming and after-school homework and cultural orientation programs.
- Although the resettlement has been slower than the federal government originally indicated, significantly higher numbers of Syrian and other refugee students are expected to continue to arrive through the remainder of 2016 and 2017 under the current federal immigration levels. When the total resettlement commitment is achieved, 700 to 800 new Syrian students are expected in Manitoba schools.
- Continued department focus will be critical to ensure all refugee students have appropriate educational opportunities and social-emotional supports needed to help them integrate into Canadian society and achieve educational success.
- Two funding mechanisms already exist to support school divisions in their work with newcomer refugee students:
 - The English as an Additional Language (EAL) Student Support Grant—a four year, per student grant (\$800.00 Year 1; \$750.00 Years 2-4), based on September 30 reporting.
 - The Intensive Newcomer Support (INS) Grant—a proposal-based grant to school divisions for specialized, intensive programming and supports for new Middle and Senior Years refugee students with disrupted schooling. This grant has been increased by \$300,000.00 for 2016/2017 but may not meet the greater number and needs now expected. Grant amounts for the following school year are determined in June 2016 based on projected numbers of students, but due to the nature of refugee resettlement, these numbers and the timing of arrivals are very unpredictable. It is difficult for school divisions to plan and staff in advance of arrivals.
- Thus flexible contingency funding from the department is a crucial and appreciated support from government. A small INS contingency fund of \$60,000.00 was announced for 2016/2017 for unexpected arrivals within the school year, but given the patterns seen so far, this may not be enough to help with unanticipated surges. School divisions need to have adequate supports in place as soon as refugee students arrive.
- The announced increase to the INS funding will be critical to support the growing number of new refugee students and further contingency funding may be necessary if another large surge of arrivals occurs after the school year begins.

Contact: Diana Turner, Consultant, Instruction, Curriculum and Assessment
204-945-7148 and Darryl Gervais, Director, Instruction, Curriculum and
Assessment 204-945-0294

Date: April 18, 2016

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Educational Outcomes of Children in Care

ISSUE:

- How to improve the educational outcomes of Children in Care

CRITICAL BACKGROUND:

- The June 2015 report “The Educational Outcomes of Children in Care in Manitoba”, was conducted by the Manitoba Centre for Health Policy (MCHP) at the request of Manitoba Health, Healthy Living and Seniors and the Healthy Child Committee of Cabinet (HCCC). MCHP was asked to “identify factors that contribute to the educational success of children in care in Manitoba” and to make recommendations regarding what schools, school divisions, and Manitoba Education and Advanced Learning could do to contribute further to the educational success of children in care.
- The MCHP report revealed that only 47% of children in care were ready to enter school, compared to 76% of children who did not have contact with the Child and Family Services (CFS) system, and that only 33% of children in care graduated from high school, compared to 89% of children who had never come in contact with the system, demonstrating overwhelmingly that children in care have fewer successes in school than children who have not been in care.
- In response to the MCHP report, the Minister of Education and Advanced Learning (EAL) and Minister of Family Services (FS) announced the launch of a provincial Task Force on Educational Outcomes of Children in Care (the Task Force) to identify recommendations on both immediate and long-term actions the government, school divisions, and CFS Authorities and agencies can take to address the poor outcomes of children in care. The Task Force had representation from education and child welfare sectors and was co-chaired by Kevin Lamoureux from the University of Winnipeg and Tammy Christenson from Ndinawe.
- In January 2016, the Task Force’s report was submitted and provided 10 broad recommendations in the following areas: Communication and Data Sharing, Mental Health and Well-being, Indigenous Insights, Education and Awareness, and Professional Training and Education. On January 18, 2016, the Minister announced that the province will implement all of the recommendations of the Task Force’s report.
- The departments of Family Services and Education and Advanced Learning must work together to implement the recommendations, including developing an interdepartmental information sharing protocol, undertaking research/evaluation/data gathering activities, and implementing a new joint appointment Liaison position to

assist in ensuring established procedures are followed to register and begin programming for students as they enter a new school, and helping to address challenges that arise.

- An interdepartmental working group has been established and has begun the work of developing action plans for each recommendation. Priority actions include:
 - establishing ongoing training sessions for educators and CFS social workers to increase awareness and use of the existing *Education and Child and Family Services Protocol for Children and Youth in Care*;
 - hiring a Liaison staff person who will be co-funded by EAL and FS; and
 - developing procedures to access \$150.0 in EAL funding announced to assist with transportation issues for Children in Care who transition placements between The Winnipeg School Division and The Seven Oaks School Division, in order to allow the child to remain in his/her home school.

- A key support to implementing the Task Force recommendations is to have the proposed Customary Care legislation in place. This legislation would allow for Children in Care to be placed in a home placement with relatives under statutory authority of CFS that does not currently exist, and students would become resident pupils in the school division they reside even though they are not living with their parents/ guardians. School programming could then be delivered without lengthy disruptions.

Contact: Allan Hawkins, Director, Programs and Student Services 204-945-7911

Date: April 18, 2016

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Aboriginal Education - Student Transition Fund

ISSUE:

- In January 2016 Manitoba Education and Advanced Learning announced a new \$500,000 fund to provide transition supports for students leaving First Nations Schools to attend public schools.

CRITICAL BACKGROUND:

- In Manitoba, only 22 of 63 First Nations provide educational programming to Grade 12. Consequently, many First Nations students living on reserves must attend provincial schools to complete their high school education. A significant number of First Nations students may also transition into provincial schools for a variety of other reasons beyond the unavailability of high school programming.
- First Nation students may experience a variety of challenges when transitioning to provincial schools. This includes students feeling culturally displaced and socially isolated. Students may experience stereotyping and racism. They may also need to adjust or adapt to different learning environments, expectations and experiences.
- The Transition Fund will help students to better adjust culturally, socially and academically to new learning environments and experiences within the public education system. It will further assist schools to create welcoming and supportive places of learning where students feel respected, safe and engaged. The Transition Fund will place a particular emphasis on supporting the academic achievements of students.
- The Transition Fund responds to the Truth and Reconciliation Commission's *Call to Action*, which recommended more targeted funding for Aboriginal students in public schools, and Manitoba's Office of the Auditor General report, *Improving Education Outcomes for Kindergarten to Grade 12 Aboriginal Students*, which called for more support for First Nations students transitioning to public schools.
- As of September 30, 2015, departmental records indicate that there were 2478 of students from First Nation communities attending public schools. This number excludes students attending First Nation schools administered under agreement with the Frontier and Park West School Divisions.

- Financial support from the Transition Fund will be calculated on the basis of a \$200 per pupil formula grant to eligible school divisions with 5 or more students from First Nations Schools, with a minimum grant of \$5,000 and a maximum grant of \$190,000. The department will also retain a \$25,000 contingency fee to assist school divisions who over the course of the year may encounter a significant number of transitioning students do to unforeseen circumstances.
- Based on departmental records, 20 of 36 school divisions will be eligible to apply for a grant using the above formula. Pending approval of the formula grant, application, approval, monitoring and reporting procedures will be developed.

Contact: Helen Robinson-Settee, Director, Aboriginal Education 204-945-4763

Date: April 20, 2016

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Post-Secondary Education Strategy

ISSUE:

- Implementation of the Post-Secondary Education Strategy

CRITICAL BACKGROUND:

- Manitoba's Post-Secondary Education Strategy: A Partnership for Excellence and Student Success was released by the Premier on June 23, 2015.
- The strategy placed strong emphasis on partnerships and working together to build an integrated, collaborative education system in Manitoba. The aims of the strategy were described as ensuring that the system:
 - is responsive to the needs of students and economic opportunities
 - supports multiple pathways for students to attain education credentials
 - is accessible and inclusive for students from all backgrounds and all regions of the province
 - strives for excellence in teaching, research and student experience
- The strategy is built around five strategic priorities:
 1. Raise Indigenous Post-Secondary Education Participation to the Provincial Average
 2. Transition Supports for all High School Students
 3. A Pathways Approach: Multiple Routes to Advanced Education Credentials
 4. Manitoba Leadership in Teaching Innovation, Research and Student Experience
 5. Building an Integrated, Collaborative Education System
- Within each of these areas, both broad statements of direction and some specific commitments were made. Implementation has focused on several of these specific commitments, such as the Manitoba Transfer Credit Portal, new funding to support Indigenous culture and programming at universities and collèges, and funding for a new provincial award for post-secondary teaching excellence and innovation.
- The Minister's Advanced Education Advisory Committee (*a statutory committee under The Advanced Education Administration Act*) provided input to the development of the Post-Secondary Education Strategy.

Contact: Jean-Vianney Auclair, A/ADM, Advanced Education 9204) 945-1840

Date: April 20, 2016

Education and Advanced Learning

SUBJECT:

- Manitoba's Draft 2016 International Education Strategy (2016 IE Strategy)

ISSUE:

- In collaboration with a wide variety of stakeholders, Manitoba has developed a draft 2016 IE Strategy. Consultations are being requested by the Academic Coordination Advisory Group (ACAG) and the Minister's Advisory Committee

CRITICAL BACKGROUND:

- In 2009, Manitoba was the first province in Canada to release an international education strategy.
- In June 2015, Manitoba released the *Post Secondary Education Strategy*, which included a commitment to develop a new international education strategy (2016 IE Strategy) in collaboration with stakeholders.
- Manitoba's International Education Branch (IEB) established the International Education Strategy Working Group (IESWG) with representatives from the following sectors: education, trade, immigration, and international relations to provide stakeholder input into the drafting of the 2016 IE Strategy.
- The IESWG is comprised of a cross-section of Manitoba's Designated Education Providers (DEPs)¹ representing the following education sectors: K-12 school divisions, independent schools, public universities and colleges, technical vocational institutions, private language schools, university pathway programs, private faith-based universities and colleges, private vocational institutions, and dance schools.
- The draft 2016 IE Strategy builds on:
 - successful elements of the previous provincial strategy entitled: *International Education Strategy of the Province of Manitoba: 2009-2013*
 - a scan of international trends in Manitoba educational institutions a jurisdictional scan of international education strategies developed in other Canadian provinces, as well as those from federal and pan-Canadian perspectives
- The model of the draft 2016 IE strategy:

¹ The term DEP refers to providers of education in Manitoba that IEB has designated to enrol international students, as defined in *The International Education Act*

- reflects updated terminology used internationally, as well as in recent international education strategies released by other Canadian jurisdictions
- will be populated with specific goals and measureable outcomes, for both DEPs and government, reflecting each of the four elements of the strategy

23(1)(a)

Contact: Cheryl Prokopanko, Director, International Education 945-8504
Date: April 20, 2016

BRIEFING MATERIALS

EDUCATION AND ADVANCED LEARNING

SUBJECT:

- Manitoba Scholarship and Bursary Initiative (MSBI)

ISSUE:

- Government may wish to consider changes to funding allocations and requirements of MSBI.

CRITICAL BACKGROUND:

- The Manitoba Scholarship and Bursary Initiative (MSBI) was established to encourage private donations for bursaries and scholarships at Manitoba's public universities and colleges. With exceptions noted below, the program matches dollars raised based on a 1:1 basis up to annual contribution limits.
- MSBI was established in 1997/98 with \$1.0M. In 1998/99, the budget was increased to \$5.0M, and in 2010/11 the annual budget was reduced to \$4.875M.
- Contribution amounts are based proportionally on the number of full-time equivalent students at each institution, with exceptions for Université de Saint-Boniface and University College of the North. Institutions must split the contribution into 60% need-based bursaries and 40% academic scholarships, but can choose to endow funds or award them in-year.
- Additional exceptions include an allocation to the University of Manitoba Student Union of 19.8% of the University of Manitoba's total allocation, and a contribution to the Business Council of Manitoba for \$150.0 annually for the Aboriginal Education Awards.
- Annually allocation letters are sent to participants after the Appropriation Act, or Interim Appropriation Act, has been passed (historically June of each year).
- The Province and Business Council of Manitoba have historically signed three year agreements. 2016/17 marks the beginning of a new three year cycle. A Treasury Board submission is being prepared.
- In April 2014 the province of Manitoba pledged \$480.0 toward the Queen Elizabeth II (QE II) Diamond Jubilee Scholarships Program. In March 2016, Treasury Board approved funding for the QE II from the existing MSBI fund -- \$240.0 in 2016/17 and \$240.0 in 2017/18. The reallocation is to be applied

proportionally against Brandon University, the University of Manitoba, and the University of Winnipeg.

- The following table includes the 2015/16 allocation and indicates whether the partner has historically raised sufficient funds to match the full allocation.

Institution	2015/16	# instances fundraising less than full allocation (2005/06 to 2015/16)
Assiniboine Community College	\$128.1	4
Brandon University	\$227.1	1
Université de Saint Boniface	\$100.0	0
University College of the North	\$100.0	11
Red River College	\$858.0	6
University of Manitoba	\$2,089.7	0
University of Winnipeg	\$706.0	0
Business Council of Manitoba - Fly Higher Awards	\$150.0	6
University of Manitoba Students Union (matching funds raised from student union fees)	\$516.1	0

- Since MSBI was created, the department has provided \$89.0M to institutions. Of this, the amount endowed is unknown. However, a past review estimated that \$51.8 of the funds provided between 1997/98 and 2012/13 were endowed.

- 21(1)(c)

Contact: Kimberley Huebner, Director, Manitoba Student Aid 204 945-6872
Date: April 15, 2016