

Ministry of Education



Plan for 2013-14



PLAN FOR 2013-14

Statement from the Minister



I am pleased to present my Ministry's Plan for the upcoming year. The Government's Direction and Budget for 2013-14 are built on the principle of *Balanced Growth*, supporting an ongoing focus on sound economic growth and shared prosperity. In this plan we identify how the Ministry of Education aligns with this direction and supports the Saskatchewan Plan for Growth.

Our Government recognizes that a growing economy requires a well-educated and highly-skilled workforce and high school completion is one of the foundations for further education, training and employment opportunities. Our education, library and early years sectors play an important role in supporting student achievement and helping Saskatchewan people to be successful citizens.

The Ministry will report on the progress made toward this plan, within the financial parameters provided, in the Ministry's Annual Report.

The Honourable Russ Marchuk
Minister of Education

Response to Government Direction

The government remains committed to further establishing Saskatchewan as the best place to live, work and raise a family.

The Saskatchewan Plan for Growth – Vision 2020 and Beyond identifies principles, goals and actions to ensure Saskatchewan continues to benefit from the opportunities and meet the challenges of a growing province. Keeping government's focus on *Balanced Growth*, the plan outlines the key activities that the Government of Saskatchewan will undertake in pursuit of sustained, disciplined growth and a better Saskatchewan.

Government's Vision

"...a strong and growing Saskatchewan, the best place in Canada – to live, to work, to start a business, to get an education, to raise a family and to build a life."

**Sustaining growth
and opportunities for
Saskatchewan people**

**Improving our
quality of life**

**Making life
more affordable**

**Delivering responsive
and responsible
government**

Government's vision and four goals provide the framework for ministries, agencies and third parties to focus on achieving greater success in the delivery of government services. *The Saskatchewan Plan for Growth – Vision 2020 and Beyond* provides the enabling strategies and actions that the Government of Saskatchewan will undertake to build a strong and growing Saskatchewan. The 2013-14 budget theme of *Balanced Growth* reflects the government's commitment to achieving the Saskatchewan Plan for Growth.

All ministries and agencies will report on progress and results achieved in their 2013-14 annual reports. This honours government's commitment to keep its promises and ensures greater transparency and accountability to the people of Saskatchewan.

MISSION, STRATEGIES AND ACTIONS

Mission Statement

The Ministry of Education provides strategic, innovative, and collaborative leadership to the early learning and child care, Prekindergarten through Grade 12 education, literacy, and library sectors. It promotes higher student achievement and well-being for Saskatchewan children and youth, and improved literacy skills for all, as a foundation of the Province's social and economic growth.

Strategy

Support higher achievement of First Nations, Métis, and Inuit (FNMI) and non-FNMI PreK-12 students and improved literacy and numeracy of all learners

Key Actions

- ⇒ The Ministry will begin working toward ensuring that Saskatchewan leads the country in graduation rates, and reducing the disparity in graduation rates between First Nations, Métis and Inuit (FNMI) and non-FNMI, by 2020, by continuing to develop a single, unified PreK-12 provincial student achievement initiative. Specifically, the Ministry will:
 - ⇒ release initial components of the *Comprehensive Policy on Assessment in Early Years Programs and PreK-12 Education* to guide the Ministry and sector in assessment in early years programs and PreK-12 education, incorporating feedback and finalizing in Fall 2013;
 - ⇒ begin phase one implementation of the Early Years Evaluation (EYE), and develop resources to support students, families and teachers, in provincial and First Nation schools in Prekindergarten (PreK) and Kindergarten;
 - ⇒ begin implementation of the Tell Them From Me (TTFM) survey to measure student engagement, and of supports to schools to work with student engagement data, in provincial and First Nation schools;
 - ⇒ begin development of provincial assessments for specific subjects in selected grades, 4 through 11, and reporting structures;
 - ⇒ develop the Comprehensive Supports to Student Achievement (CSSA) framework for school divisions;
 - ⇒ develop an integrated comprehensive work plan, including establishing a baseline, to increase the number of Grade 3 students reading at grade level by 20% by 2015;
 - ⇒ develop an integrated comprehensive work plan to increase the number of Grade 3 students performing numeracy skills at grade level;
 - ⇒ work with other ministries to develop government's response to the FSIN-SK Joint Task Force on Improving Education and Employment Outcomes Final Report following analysis of the recommendations and consultation with stakeholders;
 - ⇒ work towards expanding alternative credentials (pathways) for high school completion by 2015;
 - ⇒ work with school divisions to develop a plan to provide supports and services to teen parents by 2014-15;
 - ⇒ in collaboration with the Ministry of Advanced Education, and with First Nations, Métis and Northern Affairs, develop and implement a provincial strategy for FNMI learners that focuses on attendance, literacy and student performance; and,
 - ⇒ implement the technical infrastructure, as presented in the IT Business Case, to facilitate data collection, analysis, and reporting of student assessment data as part of the student achievement initiative.



Photo Credit: Ministry of Education

Key Actions (Continued)

- ⇒ The Ministry will cultivate an environment throughout the education system that fosters greater student performance and achievement and focuses on reducing absenteeism.
- ⇒ The Ministry will develop a coordinated provincial strategy and evaluation around the activities and outcomes of the Summer Reading program, in cooperation with public libraries. Summer reading programs are yearly events coordinated by the the Saskatchewan Library Association. All 10 public library systems in the province host summer activities to encourage children to get involved in the program in order to maintain, and even improve, their reading skills over the summer months.
- ⇒ The Ministry will begin working toward a targeted expansion of financial literacy education in the K-12 system.

Strategy

Provide equitable opportunities for all learners regardless of where they live or their personal circumstances

Key Actions

- ⇒ The Ministry will increase early learning and child care spaces by allocating 500 new child care spaces as the Ministry works toward Government's commitment of 2,000 new spaces by March 2016;
- ⇒ The Ministry will expand Prekindergarten programs with an emphasis on improved support for vulnerable children by providing funding for 15 new PreK programs;
- ⇒ The Ministry will implement the Commonwealth Braille and Talking Book Collective/National Network for Electronic Library Services initiative in partnership with British Columbia, Manitoba and the Province's public library systems.



Photo Credit: Royal Saskatchewan Museum, Photo by Harold Bryant, Mosasaur at the RSM

Strategy

Support smooth transitions of all early learning to Grade 12 learners throughout the course of their education

Key Actions

- ⇒ The Ministry will begin working towards ensuring that Saskatchewan students receive the information, education and experience needed to identify future career paths, and learn how to start a business through activities such as:
 - ✦ developing a plan to provide opportunities for youth in schools to receive career development and access to entrepreneurship training; and,
 - ✦ encouraging development of industry/education partnerships with school divisions to support career education in the classroom.
- ⇒ The Ministry will work with the Ministry of Economy in eliminating the current wait list for Adult Basic Education programs by Fall 2015.

Strategy

Support strong system-wide accountability and governance

Key Actions

- ⇒ The Ministry will develop a two-year plan to require school boards to demonstrate financial efficiencies by:
 - ✦ beginning the implementation of targeted recommendations made during the 2012-13 School Division Efficiency Review; and,
 - ✦ working with school divisions in the creation of a workforce adjustment plan in order for them to be able to establish and meet targets and direct support to front-line services.
- ⇒ The Ministry will work with partners to improve options for professional development of public library trustees so they have the knowledge and skills to fulfill their responsibilities.
- ⇒ The Ministry will continue the transition to the Continuous Improvement and Accountability Framework by conducting accountability conferences with all 28 school divisions and Historical High Schools, and continue planning an accountability process for Qualified Independent Schools.
- ⇒ The Ministry will coordinate the development and tabling of school division 2012-13 annual reports in accordance with *The Education Act, 1995* and *The Tabling of Documents Act, 1991*.



Photo Credit: Ministry of Education

Strategy

Enhance facilities within the Minister's mandate, and improve the effectiveness and efficiency of the Ministry's programs and services to effect the best use of public funds

Key Actions

- ⇒ The Ministry will partner with other ministries and school divisions to develop a long-term infrastructure strategy that ensures that capital investments are strategically aligned to Saskatchewan's economic and population growth, balances health and safety needs with growth requirements, and ensures that school division infrastructure planning aligns with the growth needs and priorities of the communities they serve.
- ⇒ The Ministry will work with SaskBuilds to develop innovative approaches to infrastructure requirements.
- ⇒ The Ministry will create detailed business requirements to develop the foundation of a project to automate the application and distribution process for school major capital funding.
- ⇒ The Ministry will invest \$119.6 million in capital funding to school divisions.
- ⇒ The Ministry will develop a facilities inventory tool to assist public libraries with their infrastructure planning.
- ⇒ The Ministry will complete Government's workforce adjustment target of reducing the Ministry's workforce by 15% in this fourth and final year of the commitment.
- ⇒ The Ministry will continue to undertake productivity improvements in delivery of programs and services, and encourage productivity enhancement.
- ⇒ The Ministry will undertake a multi-year review of Ministry programs, services and activities to ensure they are efficient, effective, and aligned to the Government's priorities.

PERFORMANCE MEASURES

Measure

Number of Prekindergarten (PreK) programs targeted at vulnerable communities and children, funded by the Ministry of Education, including number of spaces

	Number of funded PreK programs/spaces ALLOCATED	Number of funded programs/spaces IN OPERATION at September 1
1997	26 / 416 - baseline	26 / 416 – baseline
2008	193 / 3,088	190 / 3,040
2009	212 / 3,392	212 / 3,392
2010	230 / 3,680	227 / 3,632
2011	271 / 4,336	266 / 4,256
2012	286 / 4,576	283 / 4,528

Source: Ministry of Education, Early Years Branch

Measure Description

Saskatchewan's PreK programs provide vulnerable 3- and 4-year-old children with developmentally appropriate programming. Programming focuses on fostering social development and self esteem, nurturing educational growth and school success, promoting language development, and engaging families. As well, PreK programs work towards equitable achievement of outcomes for First Nations and Métis students. The 2012 data indicates that there are approximately 6,700 vulnerable 3- and 4-year olds in Saskatchewan. In collaboration with school divisions, the Ministry selects the highest-needs communities and neighbourhoods for placement of PreK programs. This measure, in support of the strategy to *provide equitable opportunities for all learners regardless of where they live or their personal circumstances*, reflects the Ministry's commitment to prepare vulnerable children for success in their learning experience by increasing the number of spaces in PreK programs more than 10-fold since 1997. The number of PreK programs in operation can be impacted by circumstances such as delays in construction, over which the Ministry has limited control.

In addition to funding, the Ministry provides guidelines, professional development, and consultative support. For more information go to: <http://www.education.gov.sk.ca/ELCC>



Photo Credit: Tourism Saskatoon, City of Bridges

Measure

Number of licensed child care spaces in Saskatchewan

Fiscal Year	NEW SPACES BUDGETED IN FISCAL YEAR	SPACES IN OPERATION at March 31	SPACES IN DEVELOPMENT at March 31	SPACES IN OPERATION & DEVELOPMENT at March 31	Annual Change	
					New Spaces in Operation	Per Cent
2005-06	500	8,712 (baseline)	Not available	--	--	--
2006-07	250	8,850	Not available	8,850 (in op)	138	1.6%
2007-08	1,000	9,173	387	9,560	323	3.6%
2008-09	700	9,699	536	10,235	526	5.7%
2009-10	1,500	10,848	1,231	12,079	1,149	11.8%
2010-11	235	11,761	452	12,213	913	8.4%
2011-12	500	12,275	565	12,840	514	4.4%

Source: Ministry of Education, Early Learning and Child Care System

Measure Description

High-quality child care services promote optimal child growth and development. As well, they contribute to Saskatchewan's economy by enabling parents to actively participate in the labour force, or to seek further education and training. This measure, in support of the strategy to *provide equitable opportunities for all learners regardless of where they live or their personal circumstances*, reflects the extent to which the Ministry assists families and children needing licensed early learning and child care services. The number of child care spaces in operation or in development has increased by 45 per cent in the past six years.

The Ministry supports the operation of child care facilities in accordance with established regulations through licensing, monitoring, and funding activities, including funding the development of new child care spaces. It also provides policy and program direction, advice and professional and evaluation supports related to licensed child care. The number of licensed child care spaces in operation is impacted by circumstances such as the closure of facilities or delays in construction, over which the Ministry has limited control.

For more information go to: <http://www.education.gov.sk.ca/ELCC>



Photo Credit: Tourism Saskatchewan, Greg Huszar Photography, Over the Hill Orchards

Measure

15-year-old student performance in math, reading and science in the Programme for International Student Assessment (PISA)

		Saskatchewan	Canada
Mathematics	2000	525	533
	2003	516	532
	2006	507	527
	2009	506	527
Reading	2000	529	534
	2003	512	528
	2006	507	527
	2009	504	524
Science	2000	522	529
	2003	506	519
	2006	517	534
	2009	513	529

2000 and 2003 Source: Statistics Canada and the Council of Ministers of Education, Canada 2006, Report of the Pan-Canadian Education Indicators Program 2005

2006 and 2009 Source: Statistics Canada (2007 and 2010), Measuring Up: Canadian Results of the OECD PISA Study, The Performance of Canada's Youth in Science, Reading and Mathematics, Tables B1.1, B2.1, B2.

Measure Description

The PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD). It is designed to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students and sheds light on a range of factors that contribute to successful students, schools and education systems.

The PISA study measures skills that are generally recognized as key outcomes of the educational process and are believed to be pre-requisites to efficient learning in adulthood and for full participation in society. The scales, which are used to arrive at overall reading, mathematics and science scores, were standardized to produce an international average of 500, with 2/3 of student scores between 400 and 600.

In Canada, approximately 23,000 15-year-olds from about 1,000 schools across the 10 provinces participated in PISA 2009. This measure, in support of the strategy to *support higher achievement of First Nations, Métis, and Inuit (FNMI) and non-FNMI PreK-12 students and improved literacy and numeracy of all learners*, shows that Saskatchewan 15-year-olds performed statistically significantly below the Canadian average in all performance areas measured.

Many factors influence student performance, some of which are beyond the control of the Ministry or boards of education to influence, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education.



Photo Credit: Tourism Saskatchewan, Greg Huszar Photography, Jones Peak, near Eastend

Measure Description (Continued)

The Ministry's role in achieving this strategy is to develop curricula that engages students, to provide supports to teachers and students, and to provide funding for PreK-12 programs and services that are delivered by sector partners. The Saskatchewan Student Achievement initiative currently being developed will create a balanced approach between curriculum, instruction and assessment that is intended to effect a change in these results. The Continuous Improvement and Accountability Framework (CIAF) fosters collaboration between the Ministry and school divisions around accountability, planning and results.

For more information go to <http://www.education.gov.sk.ca/AFL/National-International>



Photo Credit: Tourism Saskatchewan, Greg Huszar Photography, Nesslin Lake Campground

Measure

13-year-old (Grade 8) student performance in mathematics, reading and writing, and science on the national Pan-Canadian Assessment Program (PCAP)

		Saskatchewan	Canada
Mathematics	2007 (baseline)	461	500
	2010	474	500
Overall ¹ Reading	2007 (baseline)	471	500
	2010	491	500
Science	2007 (baseline)	480	500
	2010	488	500

¹ Scores include three sub-domains of the integrated process of reading: comprehension, interpretation, and response to text.

Source: The Council of Ministers of Education, Canada (2007; 2011). PCAP-2010 Report on the Pan-Canadian Assessment of Mathematics, Science, and Reading.

Measure Description

The PCAP 2010 is the continuation of the Council of Ministers of Education, Canada's commitment to inform Canadians about how well their education systems are meeting the needs of students and society. The information gained provides ministers of education with a basis for examining the curriculum and other aspects of their school systems. The scales, which are used to arrive at overall reading, mathematics and science scores, were standardized to produce a national average of 500, with 2/3 of student scores between 400 and 600.

In Canada, approximately 32,000 Grade 8 students from 1,600 schools across the country were tested in PCAP 2010. All students answered questions in all three domains, with mathematics being the primary domain in 2010. Approximately 24,000 students responded in English, and 8,000 in French. This measure is in support of the strategy to *support higher achievement of First Nations, Métis, and Inuit (FNMI) and non-FNMI PreK-12 students and improved literacy and numeracy of all learners*. Although this is just one measure of student achievement at one age level, and Saskatchewan students did improve over 2007 scores in all three domains, the 2010 mean score for Saskatchewan students remains statistically significantly lower than that of Canadian students overall, in all three domains.

Many factors influence student performance, some of which are beyond the control of the Ministry or boards of education to influence, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education.

The Ministry's role in achieving this strategy is to develop curricula that engages students, to provide supports to teachers and students, and to provide funding for PreK-12 programs and services that are delivered by sector partners. The Saskatchewan Student Achievement initiative currently being developed will create a balanced approach between curriculum, instruction and assessment that is intended to effect a change in these results. The Continuous Improvement and Accountability Framework (CIAF) fosters collaboration between the Ministry and school divisions around accountability, planning, and results.

For more information go to <http://www.education.gov.sk.ca/AFL/National-International>



Photo Credit: Ministry of Advanced Education, Employment and Immigration

Measure

Percentage of students¹ in a cohort² entering Grade 10 in the year shown who complete Grade 12 within three, four, or five years

Entered Grade 10	Within 3 years		Within 4 years		Within 5 years	
	All	FNMI ³	All	FNMI	All	FNMI
2000-01	73.1	29.0	78.0	39.6	79.7	46.4
2001-02	73.2	27.4	77.8	37.8	79.7	43.9
2002-03	73.9	28.9	78.7	38.8	80.5	46.0
2003-04	75.0	30.8	79.0	39.9	80.4	44.9
2004-05	75.6	31.5	79.7	41.1	81.4	47.1
2005-06	73.8	31.3	78.4	41.5	80.2	47.2
2006-07	74.6	31.8	79.5	43.2	81.3	48.5
2007-08	74.3	33.0	79.1	43.6	81.2	49.7
2008-09	72.7	32.9	77.6	42.9	n/a	n/a
2009-10	73.7	35.9	n/a	n/a	n/a	n/a

¹ Data includes students in provincially funded, Independent, and First Nation schools.

² Grade 10 cohort consists of students having marks (pass or fail) in at least two Grade 10 subjects and enrolled in Grade 10 for the first time.

³ FNMI students are those who self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk.

Note: Student Data System numbers may differ from those previously reported due to broader inclusion of students on the System, and due to ongoing maintenance and updating of the System.

Source: Ministry of Education, Student Data System

Measure Description

Almost three-quarters of Saskatchewan students graduate within three years of entering Grade 10. However, some students need more time to complete all the courses necessary to graduate, and continue in school longer than the typical three years after beginning Grade 10.

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. As well, improving graduation rates of First Nations, Métis and Inuit (FNMI) learners is an economic, social, and ethical necessity. This measure, in support of the strategy to *support higher achievement of First Nations, Métis, and Inuit (FNMI) and non-FNMI PreK-12 students and improved literacy and numeracy of all learners*, reflects the persistence of Saskatchewan students in achieving Grade 12 graduation within five years of entering Grade 10. The provincial rate has remained relatively stable since 2001. Of note is the substantial improvement in the three-year graduation rate of FNMI students between 2008-09 and 2009-10.

Many factors influence student performance, some of which are beyond the control of the Ministry or boards of education to influence, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education.



Tourism Saskatchewan, Greg Huszar Photography, Motherwell Homestead National Historic Site of Canada

Measure Description (Continued)

The Ministry's role in achieving this strategy is to develop curricula that engages students, to provide supports to teachers and students, and to provide funding for PreK-12 programs and services that are delivered by sector partners. The Saskatchewan Student Achievement initiative currently being developed will create a balanced approach between curriculum, instruction and assessment that is intended to effect a change in these results. The Continuous Improvement and Accountability Framework (CIAF) fosters collaboration between the Ministry and school divisions around accountability, planning, and results.

For more information go to <http://www.education.gov.sk.ca/IMS>



Photo Credit: Enterprise Saskatchewan, Greg Huszar Photography, Mosaic Belle Plaine site

Measure

Proportion of students still in school three years after entering Grade 7, by student characteristic

	Grade 7 Cohort ¹				Three Years Later – STILL IN SCHOOL ²			
	2005-06 Baseline	2006-07	2007-08	2008-09	2005-06 Cohort Baseline	2006-07 Cohort	2007-08 Cohort	2008-09 Cohort
TOTAL	13,502	13,392	13,220	13,257	96.0%	96.7%	95.7%	96.4%
FNMI ³	2,987	3,175	3,130	2,982	93.6%	93.9%	93.5%	95.1%
Male	7,017	6,860	6,717	6,839	96.0%	96.4%	95.9%	96.4%
Female	6,485	6,529	6,497	6,411	96.0%	96.0%	95.6%	96.4%
Urban	7,682	7,350	7,267	7,446	96.5%	97.3%	97.1%	97.2%
Rural	4,968	5,198	5,108	5,098	96.5%	95.7%	95.2%	95.7%
North	852	844	845	713	89.2%	89.3%	87.6%	90.2%

¹ Data is at February 4, 2013.

² Students are either in Grade 10 or continuing a previous grade.

³ FNMI students are those who self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk.

Note: Student Data System numbers may differ from those previously reported due to broader inclusion of students on the System, and due to ongoing maintenance and updating of the System.

Source: Ministry of Education, Student Data System

Measure Description

There are several critical transitions as students move into, through and out of the PreK-12 education system. The transition from middle to secondary grades is of particular importance in the persistence to complete Grade 12. This measure follows four cohorts of Grade 7 students, tracking their transitions over the next three years.

This measure, in support of the strategy to *support smooth transitions of all early learning to Grade 12 learners throughout the course of their education*, shows there is very little difference between male and female students, or urban and rural students after three years. However, the data does show that northern students, while increasing in 2008-09, continue to have the lowest proportion still in school after three years.

Many factors influence student performance, some of which are beyond the control of the Ministry or boards of education to influence, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education.

The Ministry's role in achieving this strategy is to develop curricula that engages students, to provide supports to teachers and students, and to provide funding for PreK-12 programs and services that are delivered by sector partners. The Saskatchewan Student Achievement initiative currently being developed will create a balanced approach between curriculum, instruction and assessment that is intended to effect a change in these results. The Continuous Improvement and Accountability Framework (CIAF) fosters collaboration between the Ministry and school divisions around accountability, planning, and results.

For more information go to: <http://www.education.gov.sk.ca/IMS>

FINANCIAL SUMMARY

2013-14 Estimates	(in thousands of dollars)
Central Management and Services	15,664
K-12 Education	1,324,137
Early Years	63,391
Literacy	2,757
Provincial Library	12,653
Appropriation	1,418,602
Capital Asset Acquisitions	(38,362)
Capital Asset Amortization	1,300
Expense	1,381,540
Teachers' Pension and Benefits	321,944
Total Expense	1,703,484
Total Appropriation	1,740,546

FTE Staff Complement	294.0
-----------------------------	--------------

For more information, see the Budget Estimates at: <http://www.finance.gov.sk.ca/budget2013-14>

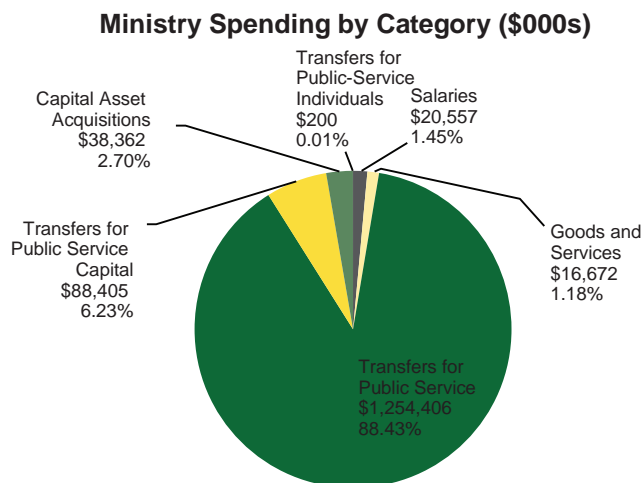




Photo Credit: Ministry of Parks, Culture and Sport, Greg Huszar Photography, Elbow Marina

Highlights

The following are key announcements from the Ministry of Education's 2013-14 Budget:

- ⇒ Overall Education funding has increased by 6.7 per cent from 2012-13;
- ⇒ An increase of \$17.0M is in the budget to support school divisions' enrolment increases of 1,930 students in 2012 and forecasted enrolment increases of 2,654 students in 2013;
- ⇒ An increase of \$2.4M to support rising enrolment at independent schools resulting in total funding of \$3.5M;
- ⇒ This year \$119.6M, an increase of \$7.2M, in capital funding is being provided to advance a number of school projects in 2013-14;
- ⇒ \$0.6M increased funding for expansion of 15 new PreK programs;
- ⇒ This budget meets the commitment to create 500 additional licensed child care spaces in 2013-14;
- ⇒ Education has \$3.0M in funding dedicated to provide a response to recommendations from the FSIN-SK Joint Task Force on Improving Education and Employment Outcomes in Saskatchewan. The Joint Task Force is expected to release its report and recommendations in April 2013;
- ⇒ \$5.9M, an increase of \$3.9M to support the new assessment programs as part of the Saskatchewan Student Achievement initiative;
- ⇒ A number of Community Based Organizations (CBOs) will see a one per cent salary increase in funding; and,
- ⇒ \$100K to provide access to online talking books for people with perceptual disabilities.

For More Information

Please visit the Ministry's website at <http://www.education.gov.sk.ca> for more information on the Ministry's programs and services.

Front Page Photo Credits



Canola and flax fields
Photographer, Charles Melnick



Biking, Narrows Hills Provincial
Park
Greg Huszar Photography



Over the Hill Orchards
Greg Huszar Photography



Saskatchewan Legislative
Building
Greg Huszar Photography