

MINISTRY *of* EDUCATION and CHILD CARE

# Estimates

Spring 2023



BRITISH  
COLUMBIA

Ministry of Education  
and Child Care

## MINISTRY PROFILE

### Ministry:

The ministry is responsible for both the province's K-12 education system and for developing, implementing, and regulating an affordable, inclusive and high-quality system of child care that is accessible to all families as per the province's ChildCareBC plan. The province's K-12 education system is responsible for ensuring that the learning outcomes of over 680,000 students are achieved, and that they acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy. As specified in the Statement of Education Policy Order, the ministry's mandate is to develop the "Educated Citizen," which is defined as the Intellectual, Human, Social, and Career Development of students.

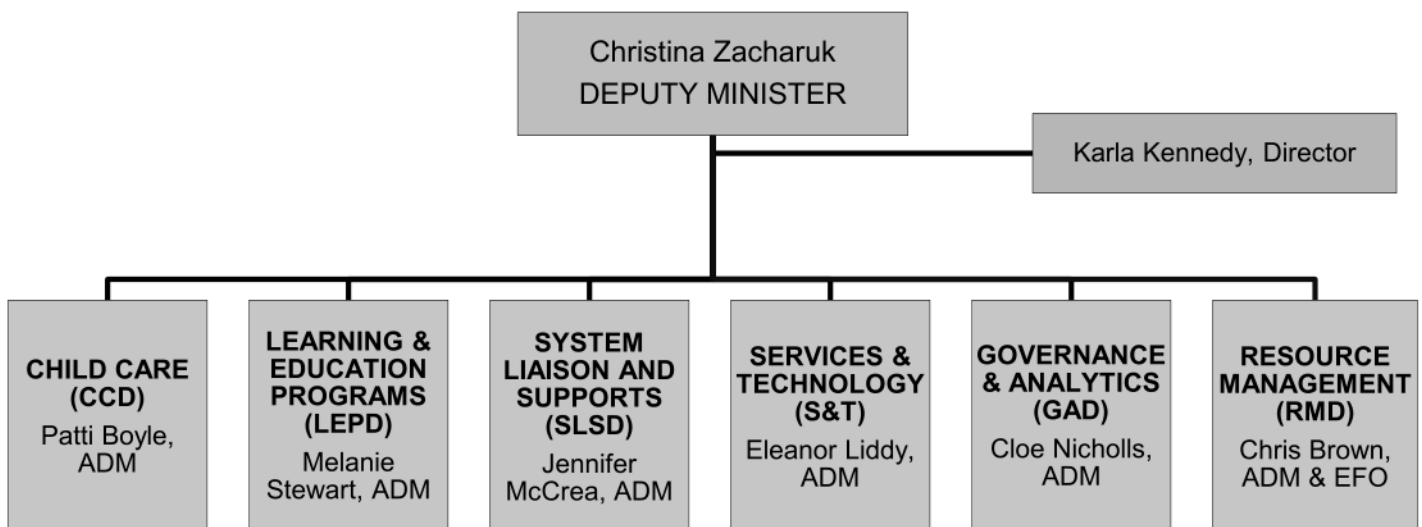
### Ministry Mandate:

The Ministry of Education and Child Care has a duty to set policies for the British Columbia public school system in accordance with specified duties and powers. The Ministry has a corresponding responsibility to ensure that the education system provides students with opportunities for a quality education in a cost-effective manner; to set standards and overall directions for the education system; to provide leadership and encouragement to all educational agencies in the province; to cooperate with provincial agencies in the delivery of non-educational support services to students; and to focus at a high level of provincial concern on the following areas:

- (1) finance and facilities;
- (2) program direction, development and implementation;
- (3) student access and achievement;
- (4) teaching performance; and
- (5) system evaluation and public accountability.

The Ministry of Education and Child Care is also responsible for developing and implementing an affordable, inclusive and high-quality system of child care that is accessible to all families. The Ministry is responsible for working in partnership with Indigenous communities to develop a distinctions-based approach to child care and ensure that wherever Indigenous families seek child care services, they will find cultural safety.

### Executive Organizational Chart:







NUMBER OF ACTIVE SCHOOLS

2022/23

Public - 1,586

Independent - 364

Offshore - 34

PUBLIC SCHOOLS

590,585 students in BC public schools (577,024 resident)

FROM 577,024

12% students are Indigenous (69,115)

13% students have a designation (76,295)

13% students are English Language Learners (75,713)

2022/23 was the 2nd consecutive year since 1991/92 that public school enrolment grew at a HIGHER RATE than independent schools (2.0% vs. 0.8% – year-over-year enrolment growth rate)

→ MOST students = Surrey 78,421 FEWEST students = Stikine 182

INDEPENDENT SCHOOLS

89,428 students in BC independent schools (86,201 resident)

FROM 86,201

6% students are Indigenous (5,250)

12% students have a designation (10,301)

→ Most independent schools (62) and students (16,689) are in the Vancouver School District area.

WORKFORCE

90,200 People working in the public school system (approx. as of 2021/22 SY)

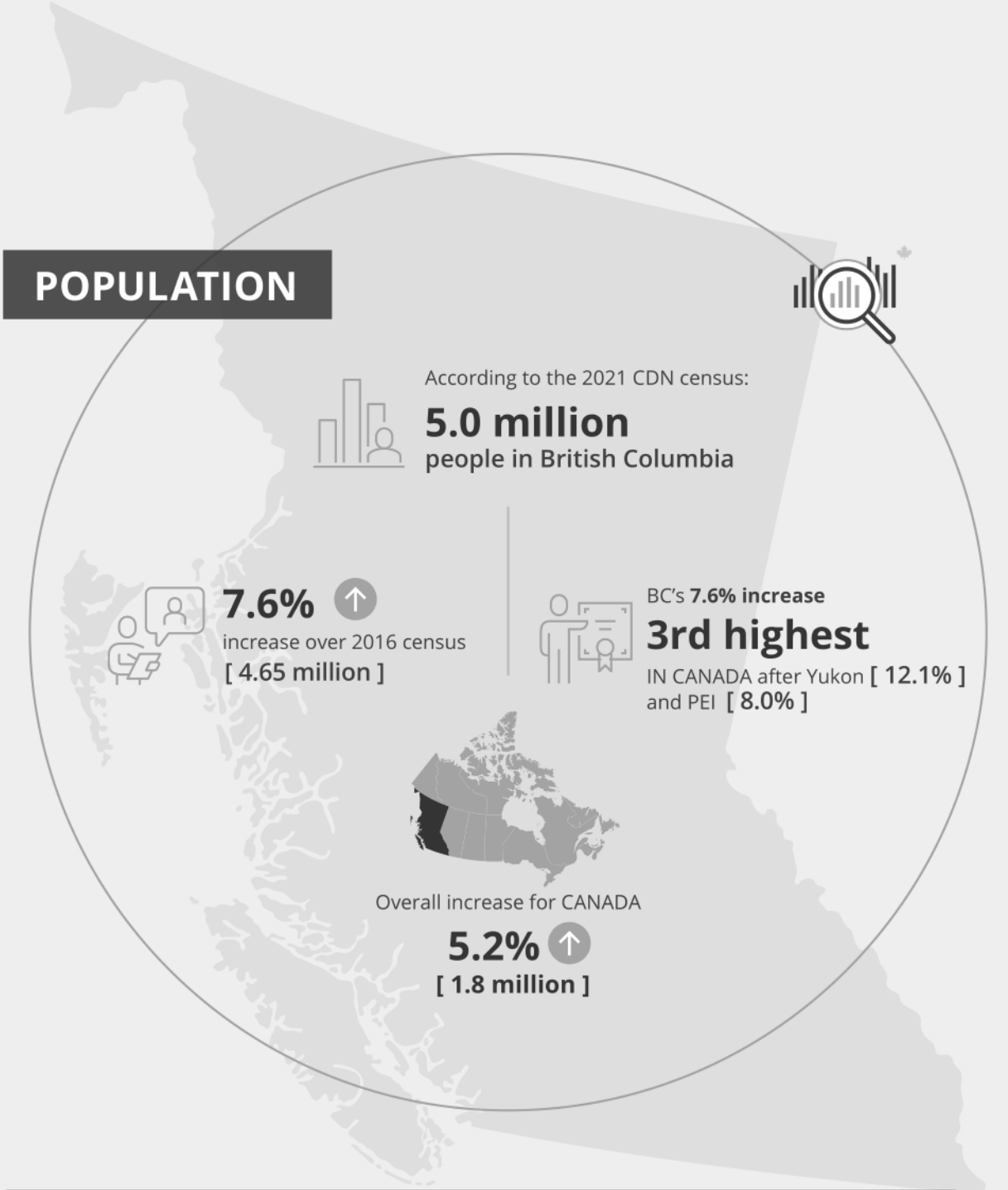
46,100 Teachers

23,900 Unionized support staff (other than EA's)

15,000 Education Assistants

3,200 Administrators

2,000 Non-unionized support staff



TRANSITIONING TO B.C. PUBLIC POST-SECONDARY

2018/19 51.2% immediate transition rate for graduates

2019/20 50.8% immediate transition rate for graduates

CHILD CARE

2022/23

138,000 child care spaces operating/month in B.C.

76,500 spaces receive Child Care Fee Reduction Initiative funding

28,300 children receive the Affordable Child Care Benefit

This is the MOST CHILDCARE SPACES operating/month in B.C. history

AS OF DECEMBER 2022

24,000 active ECE Certifications

9,800 active ECE Assistant Certifications

14,000 Early Childhood Educators (received the \$4 per hour wage enhancement in 2022/23)

INDIGENOUS LEARNERS

ON RESERVE

8,071 public

2,145 independent

TOTAL 10,216

OFF RESERVE

61,044 public

3,105 independent

TOTAL 64,149

COMPLETION RATES

2021/22

Public schools SIX YEAR RESIDENT COMPLETION RATE exceeded (first time this has occurred) 91%

75.0% Indigenous Completion Rate (highest recorded rate and the 3rd year in a row in excess of 70%) On-reserve [ 61.9% ] Off-reserve [ 78.2% ]

77.3% Completion Rate for students with a designation (highest recorded rate and the 5th year in a row in excess of 70%)



INDEPENDENT SCHOOLS

364 Schools | 89,428 Students | 7,200 Teachers + Administrators

TYPE: GROUP 01	GROUP 02	GROUP 03	GROUP 04
<div>239 Schools [ Including 16 online ]</div> <div> <div>66%</div> <div>of independent schools</div> </div> <div> <div>69,497 Students</div> <div>78% of independent students</div> </div> <div> <div>CRITERIA</div> <div> <div>→ Not for profit</div> <div>→ BC Curriculum</div> <div>→ BC Certified Teachers</div> <div>→ Can offer BC Dogwood</div> </div> </div> <div> <div>FUNDING</div> <div> <div>50%</div> <div>of local district per student rate</div> </div> </div> <div> <div>EXAMPLES:</div> <div> <ul style="list-style-type: none"> <li>• <i>Fraser Academy</i> - Vancouver, Grades 2-12, 273 students, Designated Special Education</li> <li>• <i>Summerland Montessori</i> - Summerland, K-5, 46 Students, Specialized Program</li> <li>• <i>Surrey Muslim</i> - Surrey, K-12, 312 Students, Faith-based</li> </ul> </div> </div>	<div>74 Schools [ Including 25 First Nations ]</div> <div> <div>20%</div> <div>of independent schools</div> </div> <div> <div>18,070 Students</div> <div>20% of independent students</div> </div> <div> <div>CRITERIA</div> <div> <div>→ Not for profit</div> <div>→ BC Curriculum</div> <div>→ BC Certified Teachers</div> <div>→ Can offer BC Dogwood</div> </div> </div> <div> <div>FUNDING</div> <div> <div>35%</div> <div>of local district per student rate</div> </div> </div> <div> <div>EXAMPLES:</div> <div> <ul style="list-style-type: none"> <li>• <i>Acwshalcta School</i> - K-12, 200 students, First Nations Independent</li> <li>• <i>Cousteau L'Ecole Francaise Internationale</i> - North Vancouver, K-9, 175 Students, French First Language</li> <li>• <i>St. Michaels University School</i> - Victoria, K-12, 1,015 Students, University Prep, IB</li> </ul> </div> </div>	<div>23 Schools [ Including interim Certs. ]</div> <div> <div>6%</div> <div>of independent schools</div> </div> <div> <div>541 Students</div> <div>1% of independent students</div> </div> <div> <div>CRITERIA</div> <div> <div>→ Cannot offer BC Dogwood</div> <div>→ Not Required to use curriculum or BC certified teachers</div> </div> </div> <div> <div>FUNDING</div> <div> <div>Not Funded</div> </div> </div> <div> <div>EXAMPLES:</div> <div> <ul style="list-style-type: none"> <li>• <i>Danskin Mennonite School</i> - Burns Lake, Grades 1-10, 19 Students, Faith-based</li> <li>• <i>Eaton Arrowsmith</i> - Vancouver, Grades 5-12, 12 Students, Special Education</li> <li>• <i>Pear Tree Elementary</i> - Vancouver, K-7, 42 Students, Enquiry-based</li> </ul> </div> </div>	<div>28 Schools</div> <div> <div>8%</div> <div>of independent schools</div> </div> <div> <div>1,320 Students</div> <div>1% of independent students</div> </div> <div> <div>CRITERIA</div> <div> <div>→ &gt;50% non-resident students</div> <div>→ Can be for profit</div> <div>→ BC Curriculum</div> <div>→ BC Certified Teachers</div> </div> </div> <div> <div>FUNDING</div> <div> <div>Not Funded</div> </div> </div> <div> <div>EXAMPLES:</div> <div> <ul style="list-style-type: none"> <li>• <i>Bodwell High School</i> - North Vancouver, Grades 8-12, 400 Students, International</li> <li>• <i>Phoenix Magnet Academy</i> - Squamish, Grades 8-9, 8 Students, International</li> <li>• <i>Vancouver Formosa Academy</i> - Vancouver, Grades 10-12, 11 Students, International</li> </ul> </div> </div>

FIRST NATIONS INDEPENDENT SCHOOLS



25 First Nations

Independent schools 2022/23

→

Operated by First Nations that have voluntarily sought out independent school certification



The Ministry is pleased to work with ANY First Nation wishing to transition from independent school certification to Participating First Nation Status or to relinquish independent school certification.



TYPES OF SCHOOLS

	GROUP 01	GROUP 02
TOTAL	239	74
ONLINE LEARNING	16 Schools 7% of group	0 Schools 0% of group
FAITH-BASED	165 Schools 69% of group	2 Schools 3 % of group
MONTESSORI / WALDORF	25 Schools 10% of group	2 Schools 3% of group
OTHER ALT. APPROACHES [ I.E. PLAY-BASED, INQUIRY-BASED ETC. ]	19 Schools 8% of group	8 Schools 11% of group
NON-SPECIALIZED	1 Schools <1% of group	6 Schools 8 % of group
FIRST NATIONS	0 Schools 0% of group	25 Schools 34% of group
DESIGNATED SPECIAL EDUCATION SCHOOLS	12 Schools 5% of group	1 Schools 1% of group
UNIVERSITY PREP	1 Schools <1% of group	27 Schools 36% of group



## DATA SOURCE AND DEFINITIONS

NOTE: DATA SOURCE FOR ALL 'FACTS AND FIGURES 2022/2023' IS EDUCATION DATA WAREHOUSE – EDW [ UNLESS STATED OTHERWISE ].

### SECTION REFERENCE

#### NUMBER OF SCHOOLS

- **Active schools** are defined as those where at least 1 student is enrolled.
- **Source of Offshore school count:** Independent Schools and International Education Branch.
- **Residency** is defined as of September of the reported school year.
- **Indigenous identity** is defined using Indigenous-Ever Backdated. Whether the student has ever self-identified as being of Indigenous ancestry on any September or February authority enrolment collection. Future values will update prior values back to 2003/04.
- **Designation** and **ELL** are defined as of September 2022 for the purpose of enrolment statistics.

#### POPULATION

- **Source:** Statistics Canada, 2021 Census of Population  
<https://www12.statcan.gc.ca/census-recensement/2021/dp-pdprof/details/download-telecharger.cfm?Lang=E>

#### CHILD CARE

- **Source:** Modelling and Analysis Branch, Child Care Division.
- **138,000 child care spaces** operating/month in B.C. (Monthly average YTD 2022/23. Includes child care spaces participating in the Ministry of Education and Child Care programs, either the Child Care Operating Funding program or the \$10 a Day ChildCareBC program).
- **76,500 spaces receive Child Care Fee Reduction Initiative funding** (Monthly average YTD 2022/23. Includes eligible CCOF facilities and spaces offering care for children 5 years and younger, **except preschool spaces**. Includes an estimate of eligible school age spaces (Kindergarten before and after school spaces) that opt-in to the CCFRI program).

#### TRANSITION TO B.C. PUBLIC POST-SECONDARY

- **Source:** Research results from the Student Transitions Project.  
[https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp\\_research\\_results.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp_research_results.pdf)

#### COMPLETION RATES

- **Designation** is defined using 'Designation-Ever' for the purpose of Completion Rate, whether the student was ever given a Special Needs designation in any enrolment in any school year.

#### INDEPENDENT SCHOOLS

- **Source:** Count of schools, enrolments and educators from EDW, other statistics from Independent Schools and International Education Branch.





December 7, 2022

Honourable Grace Lore  
Minister of State for Child Care  
Parliament Buildings  
Victoria, BC V8V 1X4

Dear Minister Lore:

Thank you for agreeing to serve as Minister of State for Child Care. I trust in your leadership at this critical time to deliver results for the people of British Columbia.

British Columbians continue to recover from and respond to the upheaval caused by the COVID-19 pandemic and climate related natural disasters, while global inflation is driving up costs for more households and the world's economic outlook is concerning. Now more than ever, we need to focus on building a secure, low emission, sustainable economy, and a province where everyone can find a good home – whether you live in a rural area, in a city, or in an Indigenous community. We will continue working toward true and meaningful reconciliation by supporting opportunities for Indigenous Peoples to be full partners in the inclusive and sustainable province we are building together.

Our government is committed to delivering on the mandate British Columbians gave us in 2020. Together we can make life better for people in B.C., improve the services we all rely on, and ensure a sustainable province for future generations.

As we renew our work, my priority as Premier is to deliver results that people can see and feel in four key areas:

- **Attainable and affordable housing:** In the wake of soaring prices and record migration to B.C., we will take on the important work of building new homes that are actually attainable for the middle class, while continuing our work to address the housing crisis for those in distress on our streets.

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**Office of the  
Premier**

**Web Site:**  
[www.gov.bc.ca](http://www.gov.bc.ca)

**Mailing Address:**  
PO Box 9041 Stn Prov Govt  
Victoria BC V8W 9E1

**Location:**  
Parliament Buildings  
Victoria

- **Safer communities:** To address concerns about public safety, both for the people struggling with mental health and addiction on our streets, as well as the feeling that downtown centres are not as safe as they were before the pandemic, we will work with our partners at all levels of government, the justice and health care systems, the non-profit sector, and community leaders to find solutions for this complex challenge facing our province, and work overtime to seize the assets of high-level criminals.
- **Improved health care:** Amid unprecedented pressures we will continue to work to strengthen our public health care system, from family doctors to new hospitals, so care is there for each of us when we need it.
- **A sustainable, clean, secure, and fair economy:** We will continue our work investing in British Columbians, fighting racism and promoting equity, and building a clean economy that addresses our obligations to combat climate change by driving down emissions, while creating good, family supporting jobs.

Building the first new social program for British Columbia in generations is a significant piece of work, and one that is still very much underway. Reducing costs and increasing access for parents to child care is vital, and a key part of our economic strategy as a province. As Minister of State for Child Care, you will be the front-line contact for workers, service-delivery organizations, Indigenous organizations, parents, school boards, and other key stakeholders to ensure that our programs meet the needs of British Columbians and we are responsive to their suggestions as we work together.

Your support for the Minister through active involvement with community will help improve the efficiency and effectiveness of our work as we focus on making life better for all parents and families in our province through efficient, safe, and educational child care opportunities across the province.

Since 2020, our government has made considerable progress on important initiatives including:

- Making child care more affordable, accessible, inclusive, and higher quality for families. Cuts to licensed child care fees have reduced average costs from \$53 to \$21 a day for parents of kids kindergarten aged and younger. Today, more than 20,000 families are paying \$10 a day or less for child care, with more savings on the way.
- Increasing the number and availability of child care spaces, with over 10,500 new spaces open and over 20,000 new spaces on the way. We know that early childhood educators are critical to providing the child care services families need, which is why we doubled our ECE wage enhancements to \$4 per hour.

- Supporting the delivery of safe, quality child care through the COVID-19 pandemic and beginning the work to integrate child care into the K-12 learning environment.

As you continue to make progress on items in the previous mandate letter, over the remaining period of this mandate I expect you to prioritize making progress on the following:

- Continue to implement ChildCareBC, our government's ten-year plan to provide universal, affordable, accessible, quality, and inclusive child care to every family that wants or needs it, with the goal of no family paying more than \$10 a day for licensed childcare when fully implemented in partnership with the federal government. As a next step, expand our child care fee reductions to all licensed before and after school care spaces, so more parents see savings in their monthly budgets.
- With support from the Minister of Finance and the Minister of Education and Child Care, finalize development of a capital plan for child care to keep increasing the number of child care spaces, and leverage opportunities to build spaces on public land, including at hospitals, medical centres, government offices, and post-secondary institutions.
- With support from the Minister of Education and Child Care, work toward universal access to before and after school care, and continue to build spaces on school grounds.
- With support from the Minister of Finance and the Minister of Post-Secondary Education and Future Skills, take concrete steps to improve wages and supports in early learning and child care, and establish a timeline to implement a wage grid for all early childhood educators in partnership with the child care sector, to ensure that early childhood educators are a well-supported profession, just like other professionals who work in B.C.'s education system.
- In partnership with Indigenous Peoples and the federal government, support a distinctions-based approach to increasing Indigenous-led child care for First Nations, Métis, and Inuit Peoples who want and need it.

Our work together must continue to evolve to meet the changing needs of people in this province. Issues not contemplated by this letter will come forward for government action and I ask you to bring such matters forward for consideration by the Planning and Priorities Committee of Cabinet, with the expectation that any proposed initiatives will be subject to the usual Cabinet and Treasury Board oversight and include measurable outcomes for British Columbians. Your ministry's priorities must reflect our government's overall strategic plan as determined by Cabinet.

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British Columbians expect their elected representatives to work together to advance the public good. That means seeking out, fostering, and championing good ideas regardless of their origin. I expect you to reach out to elected members from all parties as you deliver on your mandate. Further, you will build thoughtful and sustained relationships both with title holders and through public and stakeholder engagement plans that incorporate diverse perspectives early in the policy development process. Federal partnerships and resources will be particularly important and, on behalf of our government, you will engage with the federal government on advancing priorities to improve the lives of British Columbians.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to review, understand, and act according to the *Members' Conflict of Interest Act*. You will establish a collaborative working relationship with your Deputy Minister, and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The rural and urban challenges that we face are urgent and complex. In response, we must be forward-thinking, strategic, and ready to work across disciplines and old divisions in new ways. Labour shortages are a major issue globally, and British Columbia is no exception, including in the public service. Maintaining the BC Public Service as an employer of excellence will be key to retaining and recruiting the diverse professionals we rely on to deliver essential services, advice, and analysis.

At the core of this work is listening and responding to the priorities of people in B.C. Together, we can deliver results in very real ways – ways that people can see, feel, and touch, and that change their lives for the better. Thank you for doing this important work with me.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Eby', with a long, sweeping horizontal line extending to the right.

David Eby, KC  
Premier



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## CHILD CARE DIVISION

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### **Title: ChildCare BC**

**Date Revised:** January 27, 2023

#### **Key Messages:**

- The B.C. government recognizes the challenges many parents face when trying to balance raising a family with pursuing work and training opportunities.
- In 2018, Government launched the ChildCareBC Plan, its 10-year strategy to build affordable, accessible, quality, inclusive child care as a core service that families can depend on.
- We are committed to partnering with Indigenous Peoples in building culturally relevant child care that meets the unique needs of Indigenous families.

#### **Key Facts Regarding the Issue:**

- Child care remains a key government priority, appearing in multiple Ministers' 2022 Mandate Letters, including the Minister of Education and Child Care and Minister of State for Child Care, the Minister of Post-Secondary Education and Future Skills, and the Minister of Finance.
- The ministry continues to engage regularly with all levels of government; Indigenous governing bodies and entities; and school boards, child care providers, parent organizations and other stakeholders to collaborate on projects, solicit feedback, and provide important updates. This engagement helps to inform the ongoing development of a child care system that families can count on.
- Working with the First Nations Leadership Council (FNLC), the ministry has developed a First Nations Engagement plan for 2022-23/2023-24 that will enable staff to consult and obtain recommendations on approaches for funding and future opportunities.
- The ministry remains committed to ongoing dialogue with First Nations Rightsholders, Métis and Inuit peoples about the distinctions-based approach to Indigenous child care, as an essential part of all future engagement and in alignment with the Province's obligations under the Declaration on the Rights of Indigenous Peoples Act (the Declaration Act) and the United Nations Declaration on the Rights on Indigenous Peoples.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- The ministry is working with the Government of Canada to develop a new Action Plan outlining key actions and commitments for the remaining three years of the Canada-Wide Early Learning and Child Care Agreement (CW-ELCC) by May 1, 2023. Additional targets and actions that relate to the ChildCareBC Plan may result from the development of this action plan.

### **Key Outcomes:**

- In Years 1-3 (2018-19/2020-21) of the plan, government took initial steps towards building cohesive, publicly managed child care as a core service for families.
- Year 4 (2021-22) focused on supporting child care providers through the COVID-19 pandemic and planning for future years of ChildCareBC.
- Year 5 (2022-23) focused on implementing initiatives that support the key pillars of the ChildCareBC Plan, including affordability, quality, access, inclusion, and Indigenous-led child care. Highlights include:
  - Reducing average parent fees for families with children in kindergarten or younger by up to an additional \$550 (up to \$900 total) per month per child, through the enhanced Child Care Fee Reduction Initiative (CCFRI)<sup>1</sup>;
  - Almost 14,000 Early Childhood Educators (ECEs) working at over 3,400 licensed child care facilities benefited from the \$4/hour ECE Wage Enhancement so far in 2022-23, helping raise the median ECE wage to \$26 per hour as of 2022-23;
  - Supporting over 110 providers, representing over 900 spaces, through the Start-Up Grant program;
  - increasing funding for Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) by \$31.8M<sup>2</sup> – in addition to existing annual funding of \$80M, supporting the provision of inclusive child care services to approximately 1,500 more children;
  - expanding the Aboriginal Head Start (AHS) model by almost 850 child care spaces<sup>3</sup>, for a total of 1,500 spaces provincially, providing no-fee child care to Indigenous families on and off-reserve; and

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<sup>1</sup> Accomplished in partnership with the federal government under the Canada-British Columbia Canada-wide Early Learning and Child Care Agreement (CW-ELCC).

<sup>2</sup> This funding comes from two agreements with the Government of Canada: the CW-ELCC Agreement (\$15M) and the bilateral Early Learning and Child Care (ELCC) Agreement (\$16.8M).

<sup>3</sup> 530 of these spaces are funded in partnership with the federal government under the CW-ELCC Agreement.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- completing the transfer of responsibility for child care from the Ministry of Children and Family Development to the Ministry of Education and Child Care (ECC), further supporting the integration of child care within the broader learning environment.
- Years 6-8 of the plan (2023-24 to 2025-26) will focus on actions that will support a full implementation of the ChildCareBC Plan by Year 10 (2027-28), including actions across all pillars of affordability, accessibility, quality, inclusion and supporting Indigenous-led child care (see details in background section).

### **Background:**

- Key activities planned across each pillar for Years 6 to 8 of ChildCareBC include:
  - **Affordability**
    - Continuing to work towards average parent fees of \$10/day for children 0-5 years by 2025-26, through a combination of provincial and federal funding;
    - Reducing parent fees for half-day preschool and school aged children (ages grade 1 to age 12) Advice/Recommendations
    - Working towards the development of a new operating model for funding licensed child care providers that supports inclusion and cultural safety.
  - **Accessibility**
    - Continuing to prioritize investments in space creation for public, non-profit, Indigenous-led and home-based organizations;
    - Continuing to work towards CW-ELCC commitment of creating a total of 30,000 new licensed spaces for children 0-5 years by 2025-26, increasing to 40,000 spaces by 2027-28;
    - Working towards a long-term space-creation strategy for child care including child care facility design standards and a capital plan; and
    - Working towards universal access to before- and after-school care.
  - **Quality**
    - Developing and implementing a wage grid for early childhood professionals;
    - Reviewing, refining, and enhancing strategies introduced in the 2018 Early Care and Learning Recruitment and Retention Strategy, including wage enhancements, peer mentoring, and support for education, training, and

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

ongoing professional learning and continuing access to education and training;

- Co-developing the regulations to support the Early Learning and Child Care Act and the Early Childhood Educators Act with Indigenous partners and Rightsholders and bringing the Acts and regulations into force; and
- Building capacity of early childhood professionals through the development and release of a Quality Assessment Framework, and professional development supports, including consideration of a sustainable, long-term approach to professional development.

### ○ ***Inclusion***

- Supporting and monitoring enhanced investments to SCD/ASCD to reduce wait times and/or increase service levels for inclusive child care supports and enable SCD/ASCD to increase emphasis on capacity building in child care settings;
- Continuing to work towards improving data collection and reporting in relation to inclusive child care;
- Supporting foundational knowledge, skills, and capacity for inclusive child care across the child care sector; and
- Developing an Inclusive Child Care Strategy to enable a future where publicly funded child care is inclusive of all children and families.

### ○ ***Distinctions-based Child Care for First Nations, Métis and Inuit Families***

- Maintaining operational funding for Indigenous-led spaces funded in the first two years of the CW-ELCC Agreement, factoring in annual inflationary increases including:
  - funding for the Métis Child Care Navigation Program;
  - funding for engagement with Métis/Indigenous and First Nations; and
  - funding for 1,500 AHS child care spaces provincewide.
- Intergovernmental Communications

- Continuing to work with Métis Nation BC to expand Metis-led child care;
- Holding ongoing engagement sessions to consult with and obtain recommendations from Indigenous partners and rights holders regarding



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

distinctions-based approaches to child care that supports First Nations, Métis and Inuit families, following the ministry's First Nations Engagement Plan;

- Working with the FNLC and the Government of Canada to establish a Tripartite Approach to child care development;
- Continuing the expansion and creation of new distinctions-based child care spaces; and
- Ensuring the inclusive universal system is culturally safe and responsive.

### **Statistics:**

- For further information, see Child Care Data Booklet

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Withheld pursuant to/removed as

Government Financial Information ; Intergovernmental Communications

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### **Title: ChildCare BC – Accessibility Overview**

**Date Revised:** January 30, 2023

#### **Key Messages:**

- For too long, families across B.C. have struggled to find affordable child care that meets their needs.
- That's why expanding the number and availability of child care across the Province is a key priority of this Government.
- We're building a future where affordable, quality, inclusive child care is a core service that families can depend on.
- We know that improving access for B.C. families requires long-term, sustainable growth that aligns with the capacity of the sector and workforce needed to deliver this important service.
- Which is why in addition to directly investing in space creation initiatives, the Province is providing funding to support child care operations through fee reductions and work force enhancements – supporting the stability of the sector and further encouraging growth.

#### **Key Facts Regarding the Issue:**

- In 2021, B.C. was the first province to sign a new five-year, \$3.2-billion Canada-Wide Early Learning and Child Care Agreement with the Government of Canada. Through historic investments at the provincial level and a partnership with the federal government, child care in B.C. is more affordable, accessible, and higher quality.
- Various space creation initiatives, including the ChildCareBC New Spaces Fund, the Start-Up Grants program, and funding for child care in Neighbourhood Learning Centres, are helping us reach our goals by helping fund more spaces quickly throughout the province.

#### **Key Outcomes:**

- Since the launch of ChildCareBC in 2018, the provincial government, with support from the federal government, has funded over 31,800 new child care spaces, with 11,800 of these spaces open and 20,000 more spaces in development or construction. This funding is focused on community investments that are long-term and run by public and non-profit institutions.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- In the most recent complete fiscal year (2021/22), the child care space to population ratio was 21%, meaning there were licensed child care spaces participating in ECC child care programs for 21% of the children ages 12 and under in B.C.
- This is an increase from an 18% ratio for children ages 12 and under in 2017/18.

### **Background:**

#### **New Spaces Fund**

- Since launching in July 2018, the ChildCareBC New Spaces Fund has been supporting the creation of thousands of new licensed child care spaces across B.C., improving access to child care for families who want affordable, quality child care.
- To ensure spaces created through the New Spaces Fund are affordable for families, eligible recipients are required to ensure that the child care operator is accepted into the Child Care Operating Funding program and approved to opt in to the Child Care Fee Reduction Initiative (CCFRI).
- Since 2021, the New Spaces Fund has focused funding eligibility on community investments that are long term and run by public and non-profit organizations, in line with the Canada-Wide Early Learning and Child Care Agreement with the Government of Canada.
- In 2022/23, the New Spaces Fund removed maximum funding amounts to support larger space creation projects, maintaining priority for projects with a cost per space of \$40,000 or less.

#### **Start-Up Grants**

- Since 2018, the B.C. government has invested in the Start-Up Grants program, which supports individuals who want to operate a licensed child care facility in their personal residence.
- Applicants can apply for funding to help them cover the costs of becoming licensed, including training and application fees for licensing, hiring replacement staff while taking a course, and buying equipment for a child care facility.
- The program provides \$500 up front to applicants to assist with the cost of becoming licensed, then an additional \$500 per licensed child care space they create to help with on-site and operational costs.
- Becoming licensed allows providers to care for more children, and helps to enhance the quality of child care across B.C.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### **Maintenance Fund**

- In June 2018, the ChildCareBC Maintenance Fund replaced the Child Care Minor Capital Funding program. Budget 2018 increased the fund from \$0.4M to \$1.2M annually.
- The ChildCareBC Maintenance Fund supports licensed child care providers to repair their facilities, purchase replacement equipment, and/or relocate their child care facility in emergency circumstances.
- The maximum amount of funding for non-profit and public-sector organizations is \$10,000 per fiscal year. Private child care organization, including family providers, are also eligible for funding through the Maintenance Fund but for lesser amounts of funding (\$2,000 if operating out of a personal residence, \$5,000 if not operating out of personal residence).

### **Neighbourhood Learning Centres – School Board Capital Funding**

- Neighbourhood Learning Centre (NLC) space is funded through existing major capital envelopes where deemed eligible by the Ministry and approved by Treasury Board. Eligibility for NLC funding is determined on a case-by-case basis on particular project types, including new or replacement schools and in some cases partial replacements, significant renovations or additions.
- NLC space is additional, non-instructional and community-centric space that promotes strong school-community partnerships and provides facilities that meet the needs of children, youth, families and the greater community. Government's mandated priorities, including child care, must also be a primary factor when planning NLC use.
- Since October 2017, 31 major capital projects have been approved by the BC Government with NLC space prioritized for child care. To date, 704 licensed child care spaces have been created through these projects.

### **Statistics:**

For further information, see Child Care Data Booklet:

- Section 6: Child Care Space Creation

**Contact:** *Patricia Boyle, ADM, Child Care Division, (778) 974-5047*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Title: ChildCare BC – Affordability Overview**

**Date Revised:** January 30, 2023

#### **Key Messages:**

- For too long, child care wasn't treated like a necessity. It was gated behind rising fees that shut out most families. We've been working hard to change that.
- We're building a future where affordably, quality, inclusive child care is a core service that families can depend on.
- Cutting child care fees is one of the ways we're bringing down costs and helping families respond to rising global inflation.
- Since April 2018, as a result of ChildCareBC programs such as the Child Care Fee Reduction Initiative (CCFRI), the Affordable Child Care Benefit (ACCB) and the \$10 a Day ChildCareBC Centres, thousands of children and their families have benefited from lower child care fees and others have child care for no more than \$10 per day.
- Families of children in kindergarten and younger are saving up to \$900 more per child on their monthly child care bills – thanks to our fee reductions.
- Child care providers representing 96% of eligible child care spaces are working with government through the Child Care Fee Reduction Initiative to help put money back in families' pockets.
- By expanding the child care fee reductions as well as the \$10 a Day ChildCareBC program, over 20,000 child care spaces will cost \$10 a day or less for B.C. families and the majority of families with children kindergarten and younger will be seeing significant savings on the path to \$10 a Day child care for all
- We know there is more work to do to make child care more affordable for families, and we're committed to continuing this work.

#### **Key Facts Regarding the Issue:**

- Since 2018 and to December 31, 2022, the Province has invested \$1.2 billion to make child care more affordable for parents – particularly for families with infants, toddlers and children aged 3 to 5 years, which are the most expensive types of care.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### **Key Outcomes:**

- Child care remains a key government priority, and in Budget 2022, additional funding was committed over three years to continue supporting the implementation of the ChildCareBC Plan, including targeted supports for improving parent affordability, such as:
  - Expanding the number of \$10 a Day ChildCareBC spaces to over 12,700 as of February 2023 (through a combination of provincial and federal funding).
  - Reducing average parent fees for children age 5 and under (accessing non-\$10 a Day spaces) to \$23 per day in Dec 2022, from \$53 per day before any government supports.
  - Reducing fees for preschool and school-age children by up to \$145 per child per month in September 2023.
  - Developing and implementing a consolidated, equitable and transparent funding approach for licensed child care providers to support the future expansion of \$10 a Day child care spaces.

### **Background:**

- To improve affordability, the Ministry has implemented three key measures to reduce costs to families: the Child Care Fee Reduction Initiative (CCFRI), the Affordable Child Care Benefit (ACCB), and the \$10 a Day ChildCareBC Centres.

#### **Child Care Fee Reduction Initiative (CCFRI)**

- The CCFRI helps lower the cost of child care for parents at approved licensed child care facilities, regardless of household income. As of December 1, 2022, fee reductions increased to up to \$900 per month, per child for children in kindergarten and under.
- The CCFRI is a voluntary, application-based program; the vast majority (about 94%) of eligible child care providers that apply are approved each year.
- In 2022/23, the Ministry approved fee reductions for more than 76,000 child care spaces at nearly 4,300 child care facilities per month.



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- And, to ensure that these changes support both families and providers, we increased funding for providers who participate in the CCFRI, to help cover operational costs associated with running a child care facility.

### **Affordable Child Care Benefit (ACCB)**

- The ACCB is an income-tested child care benefit for families, available to families with annual pre-tax household incomes of up to \$111,000.
- The amount of funding a family receives under the ACCB depends on the family's income and size, the ages of their children and the type of child care they are accessing.
- Eligible families may receive up to \$1,250/month, per child, for licensed group infant care (increased in September 2018 from the previous maximum of \$750/month).
- So far in 2022/23, an average of more than 28,000 children from over 22,500 families receive the ACCB each month.
- The ACCB can be “stacked” on top of savings from the CCFRI and \$10 a Day ChildCareBC Centres, further reducing the cost of care, or even making it free for families.

### **\$10 a Day ChildCare BC Centres**

- In 2018/19, under the Bilateral Early Learning and Child Care (ELCC) Agreement with the Government of Canada, the Province invested \$30M/year for two years to convert more than 50 existing child care centres from across the province into low-cost (\$10 a Day) child care spaces.
- In addition to the federal investments, B.C.'s Budget 2021 provided funding to expand this initiative by converting about 3,750 additional child care spaces (at 80 sites) into \$10 a Day ChildCareBC Centres – bringing the total number of \$10 a Day spaces in B.C. to more than 6,500 by Spring 2022.
- An additional agreement with the Government of Canada – the Canada-wide ELCC Agreement – has increased the total number of \$10 a Day spaces by 6,000 spaces (at 132 sites) for a grand total of 12,700 spaces as of February 2023.
- Spaces at \$10 a Day ChildCareBC sites are in addition to the thousands of families who receive child care for \$10 a day, or less, through B.C.'s other affordability mechanisms (CCFRI and ACCB).

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### **Statistics:**

For further information, see Child Care Data Booklet:

- Section 2: Child Care Spaces Participating in ECC Programs
- Section 3: Child Care Facilities Participating in ECC Programs
- Section 4: Child Care Fee Reduction Initiative (CCFRI)
- Section 5: Affordable Child Care Benefit (ACCB)

**Contact:** *Patricia Boyle, ADM, Child Care Division, (778) 974-5047*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Title: ChildCareBC: Quality/Workforce Overview**

**Date Revised:** January 20, 2023

#### **Key Messages:**

- For too long, child care wasn't treated like a necessity. It was gated behind rising fees that shut out most families. We've been working hard to change that.
- We're building a future where affordable, quality, inclusive child care is a core service that families can depend on.
- Early Childhood Educators (ECEs) are skilled professionals who provide care, connection, and learning environments to our children at some of the most important times in their lives.
- We cannot achieve our goals under ChildCareBC without a qualified workforce, and demand for early childhood professionals is expected to continue growing as more child care spaces are built and operationalized.
- That's why we have taken action to recruit and retain ECEs – by helping with the cost of education, enhancing wages, providing better access to training and professional development, and streamlining pathways for international ECEs.
- We know that we still have more work to do to ensure early childhood professionals receive the recognition they deserve.
- We're committed to developing and implementing a wage grid and continuing our recruitment and retention efforts.

#### **Key Facts Regarding the Issue:**

- In 2018, B.C. released the Early Care and Learning Recruitment and Retention Strategy to support early childhood professionals.
- Since this time, B.C. has supported multiple programs to advance the goals under this strategy, including:

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- **ECE Wage Enhancement:** Provincially certified ECEs directly employed by and working in licensed child care facilities are eligible for a \$4 per hour wage enhancement, incenting individuals to attain their certification and stay in the sector.
- **ECE Education Support Fund:** This fund provides up to \$5,000 per semester to ECE students attending recognized post-secondary institutions in B.C. Since 2018, approximately 12,500 bursaries have been provided to more than 6,500 ECE students.
- **Professional Development Funding:** B.C. continues to work to expand and improve the availability of professional learning opportunities. In partnership with the Government of Canada, B.C. has invested in developing and expanding professional development programs and resources, providing bursaries to organizations to reduce or eliminate the cost of workshops and conferences, and delivering a peer mentoring program and communities of practice.

### **Key Outcomes:**

- As part of our 10-year ChildCareBC Plan, we launched a recruitment and retention strategy in 2018 and we've made progress:
  - Providing a \$4 per hour wage enhancement to almost 14,000 ECEs, working in more than 3,400 facilities, bringing the median wage to \$26 per hour.
  - Providing approximately 12,500 bursaries to more than 6,500 ECE students to help cover the costs of their education.
  - Creating 1,713 ECE student spaces at 16 public post-secondary institutions across the province.
  - Prioritizing international ECEs under the Provincial Nominee Program – which creates immigration pathways for ECEs and helps employers secure staff.
  - Investing in new ECE dual-credit programs in 30 school districts throughout B.C. so students in Grades 11 and 12 can get a head start on their ECE post-secondary training while earning credits to graduate from high school.
- The number of new ECEs has been trending upward, and we're seeing positive indicators for retention.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### **Background:**

- Under the Canada-B.C. ELCC Agreement, Canada provided B.C. with a one-time contribution of \$49.2M in 2021-22 to support the recruitment and retention of child care professionals by increasing access to ECE post-secondary education and ongoing professional learning, reducing barriers to underserved communities, and supporting and incenting workforce transition for new graduates. Work to deliver on these investments is ongoing.
- The Ministry of Education and Child Care Division continues to partner with the Ministry of Post-Secondary Education and Future Skills to support ECE education, including investments to support:
  - Dual Credit Programs in 30 school districts, allowing Grade 11 and 12 students to begin their post-secondary ECE training while earning credits to graduate.
  - Creation of student spaces in ECE programs at public post-secondary institutions, including traditional and work integrated learning pathways.
- **Child Care Resource and Referral Centres (CCRRs)** provide services to parents and child care providers through referrals to child care services and other community-based supports. CCRRs also: support families to access the Affordable Child Care Benefit; help to recruit and register unlicensed child care providers, host and co-ordinate professional development for ECEs; operate resource lending libraries; and conduct community outreach.
  - CCRRs are currently delivered through 38 contracts with service providers located in 42 communities throughout B.C.

### **Statistics:**

For further information, refer to Child Care Data Booklet:

- Section 7: Child Care Workforce, Table 7.2. page 16

**Contact:** *Patricia Boyle, ADM, Child Care Division, (778) 974-5047*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Title: Inclusive Child Care**

**Date Revised:** January 30, 2023

#### **Key Messages:**

- The Province is committed to building a quality, inclusive child care system that families can rely on – a system that's there for them when they need it, at a price they can afford.
- Inclusive child care means that all children – regardless of their background or abilities – can fully participate in early learning and child care activities.
- We know that child care providers throughout the province have varied capacity and ability to provide inclusive child care. Some child care providers are experts in inclusivity, while some are in the early stages of their journey towards inclusive child care.
- We are working to make equitable access to child care a reality by investing in resources to build providers' foundational knowledge and skills and by continuing to invest in Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) programs.

#### **Key Facts Regarding the Issue:**

- To address current wait times and service pressures resulting from new child care spaces, new investments through the Canada-Wide Early Learning and Care (ELCC) agreement and the Bi-lateral ELCC agreement are enhancing SCD and ASCD programs, which are helping more children with support needs participate fully in inclusive child care.
- Through the 2021-2026 Canada Wide ELCC agreement, BC has committed to developing a plan and making progress to ensure children experiencing vulnerability and from diverse populations have equitable access to licensed child care. To meet this commitment, BC is developing an inclusive child care strategy to enable a future state where publicly funded child care is inclusive of all children and families.
- The key programs that provide support for inclusive child care are SCD and ASCD programs.
- SCD and ASCD are community-based programs that offer a range of consulting and support services to children, families, and child care centres, enabling children with support needs to participate fully in child care.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- These programs provide services that assess children with support needs, create individual plans, provide guidance to child care centres and, where needed, fund extra staffing.
- ASCD programs support unique Indigenous service needs and are responsive to local Indigenous culture and communities.

### **Key Outcomes:**

- In 2021/22, \$11M in provincial one-time-only funding was provided to SCD and ASCD programs to support increased access to inclusive child care. This expanded access to services was stabilized in 2022/23, through a \$16.8M enhancement to the Bi-lateral ELCC Agreement, which was already providing \$10M annually. In 2022/23, an additional \$15M was invested in SCD and ASCD programs, through the Canada-Wide ELCC Agreement. Government Financial Information
- This funding is enabling programs to further expand services and partner with child care providers to build capacity for inclusion through professional learning opportunities.
- Since 2017/18, nearly 2,000 more children are being served annually and the average monthly hours of service per child has increased. In 2021/22, an average of 7,382 children received SCD/ASCD supports each month, and a total of 11,758 unique children were served throughout the year. Enhanced investments beginning in 2022/23 are expected to serve an additional 1,500 children.

### **Background:**

- SCD programs are delivered through local agencies contracted by the Ministry of Children and Family Development (MCFD). Many ASCD contracts are held by First Nations or service organizations closely affiliated with specific First Nations or Métis communities.
- SCD services will be delivered through the four pilot family connections centres and will be referred to as inclusive child care supports. The pilot sites include Kelowna, Haida Gwaii/Prince Rupert, Terrace/Kitimat, and Bulkley Valley/Stikine.
- A Memorandum of Understanding is in place between the Ministry and MCFD for the ongoing funding and delivery of SCD and ASCD.



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- Demand for SCD and ASCD is high and will continue to increase as new child care spaces are created. Government is expanding supports to respond to this demand and began piloting wait time indicators in 2022/23.
- SCD/ASCD programs have a base provincial budget of \$70M through MCFD, and annual federal funding of \$41.8M from the Bilateral ELCC Agreement and the Canada-Wide ELCC Agreement, for a total of \$111.8M.

### **Statistics:**

- SCD/ASCD data source is Ministry of Children and Family Development. There is no Inclusion data in the ECC Child Care Data Booklet.

**Contact:** *Patricia Boyle, ADM, Child Care Division, (778) 974-5047*

## 2023/24 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Title: Indigenous-led Child Care**

**Date Revised:** March 23, 2023

#### **Key Messages:**

- Through our ChildCareBC Plan, we are building affordable, accessible, quality, inclusive child care as a core service that families can depend on.
- Our plan includes a commitment to ensure Indigenous children and families have full access to child care in B.C., and to partnering with Indigenous Peoples in building culturally relevant child care that meets the unique needs of Indigenous families.
- First Nations, Métis and urban Indigenous families have told us they need choice and flexibility in the types of child care available to them, and the importance of a holistic approach to child care that supports language and culture.
- This is why we're working with Indigenous partners and investing in more options for Indigenous-led child care, which includes funding from the Canada-wide Early Learning and Child Care (CW-ELCC) Agreement and the Canada-B.C. Early Learning and Child Care (CAN-BC ELCC) Agreement.

#### **Key Facts Regarding the Issue:**

- Indigenous Peoples in Canada, including First Nations, Métis and Inuit Peoples, account for 5% of the total population in Canada<sup>1</sup> and are a growing proportion<sup>2</sup> of Canada's population.
- The Indigenous population living in large urban centres grew by 12.5% from 2016 to 2021 with one in five Indigenous people in Canada (18.8%) living in a low-income household compared to 6.5% for the general population.
- The Province will need to meet the demand of this growing Indigenous population and increase access to affordable child care to account for the income inequality for Indigenous families.
- The Declaration Act Action Plan commits the Province to “work[ing] in collaboration with B.C. First Nations, Métis and Inuit Peoples to implement a distinctions-based approach to support and move forward jurisdiction over child care for First Nations, Métis and Inuit Peoples who want and need it in B.C.” (Action 4.19).
- Further, the Province's two bilateral agreements with the Government of Canada include commitments to “develop a collaborative plan with relevant First Nations and Métis Nation organizations in B.C. to ensure that Indigenous children resident in B.C. will have access to affordable, quality and culturally appropriate ELCC.”
- The ministry will be guided by the Interim Approach to Implement the Requirements of Section 3 of the Declaration on the Rights of Indigenous Peoples Act and remains

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<sup>1</sup> StatsCan 2021 Census data.

<sup>2</sup> The Indigenous population grew by 9.4% between 2016 and 2021, almost double the rate of growth of the non-Indigenous population over the same period (+5.3%).

## **2023/24 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

committed to ongoing dialogue with First Nations, Métis and Inuit Peoples about how to advance jurisdiction for communities that want and need it.

- In many cases, a distinctions-based approach will require that the Province's relationships and engagements with First Nations, Métis, and Inuit Peoples will include different approaches or actions that result in different outcomes. The ministry is committed to honouring the diverse and unique child care needs of all First Nations, Métis, Inuit and urban Indigenous Peoples of B.C.

### **Key Outcomes:**

- The ministry supports a number of initiatives supporting Indigenous-led child care with a total investment of \$20.435M for 2022-23 in provincial funding
- Additionally, over 2,000 Indigenous-led child care spaces have been created since 2018 through the ChildCareBC New Spaces Fund.
- Aboriginal Head Start (AHS) is evidence-based early learning and child care programming for Indigenous children aged 0 to 6 years and their families. Using a culturally relevant curriculum that includes language and culture, nutrition, school readiness and social supports, AHS provides wraparound family support and inclusion services at no cost to Indigenous families.
  - Since 2018, and based on the results of community engagement, the Province has partnered with the First Nations Health Authority (FNHA) (for on-reserve AHS sites) and the BC Association of Aboriginal Head Start Association (AHSABC) (for off-reserve AHS sites), to support the creation/conversion of 1,481 AHS spaces province-wide with more than 200 spaces being added in Spring 2023.

### **Agreements:**

- Under the Province's two bilateral agreements with the Government of Canada, the ministry supports a number of initiatives to increase access to Indigenous-led child care.
  - The Canada-B.C. Canada-wide Early Learning and Child Care (CW-ELCC) Agreement includes \$49M one-time funding in 2022-23 to support new, Indigenous-led affordable child care spaces and First Nations child care planning.
  - The CW-ELCC Agreement and the Canada-B.C. Early Learning and Child Care (CAN-BC ELCC) Agreement also support Métis families' access to early care and learning services and supports, engagement activities, expanded access for children with support needs.

### **Background:**

**First Nations – First Nations Leadership Council (FNLC) Resolutions /Tripartite Approach**

## 2023/24 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- Interests of an Indigenous People; Intergovernmental Communications
  
- Advice/Recommendations; Intergovernmental Communications
  
  
  
  
  
  
  
  
  
  
- Following the meeting with Ministers, the Union of BC Indian Chiefs and the BC Assembly of First Nations issued joint resolutions, which call on the provincial and federal governments to:
  - “work with the First Nations Leadership Council, supported by the First Nations Education Steering Committee (FNESC) and the BC Aboriginal Child Care Society (BCACCS), to immediately create an interim framework to flow funding under the Canada-wide Early Learning and Child Care Agreement (CW-ELCC) to First Nations; and
  - engage in government-to-government dialogue with the proper title and rights holders regarding a permanent funding arrangement for early learning and child care dollars available under the CW-ELCC.”
- Intergovernmental Communications
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- Intergovernmental Communications
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- The ministry is committed to working alongside FNLC and the Government of Canada to support the establishment of a First Nations-led tripartite approach for early learning and child care in B.C.

### **Statistics:**

- There is no Indigenous child care data in the Child Care Data Booklet.

**Contact:** Patricia Boyle, ADM, Child Care Division, 778-974-5047

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## DEPUTY MINISTER'S OFFICE

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Management Services Branch / Resource  
Management Division

### **Title: Budget 2023 Overview**

**Date Revised:** February 9, 2023

#### **Key Messages:**

- The Ministry of Education and Child Care's 2023/24 budget is \$8.874 billion in operating funding and \$865 million in capital for the K-12 education sector.

#### **Key Facts Regarding the Issue:**

- British Columbia's K-12 education and child care operating budget is \$8.874 billion in 2023/24; a \$657 million year-over-year increase from 2022/23.
- Budget 2023 provides \$2.43 billion in incremental operating funding and \$2.95 billion in provincial capital funding over the three-year fiscal plan.
- Since its formation, the current Government has provided \$6.51 billion in new operating funding for K-12 education (including up until 2025/26) – this includes \$719 million in Budget 2022; \$1,220 million in Budget 2021; \$508 million in Budget 2020 (\*restated for Public Library transfer); \$552 million in Budget 2019, \$408 million in Budget 2018 and \$681 million in the Budget 2017 Update. The above amounts do not include Child Care funding.

#### **Key Outcomes:**

- Budget 2023 supports the K-12 education sector with new funding to address Public School enrolment growth, new School Food Programs, Learning Improvement Fund, Classroom Enhancement Fund, support Independent Schools, Future Ready Skills Plan, Health and Care Careers Promotion Program, Children and Youth with Support Needs School Outreach Teams, salary and benefits costs related to 2022 Shared Recovery Mandate, and funding to support operations in the *Teachers Act* Special Account.
- Budget 2023 provides funding for school district estimated enrolment for September 2023; funding is flatlined in 2024/25 and 2025/26, as the forecast for enrolment growth is more uncertain in future years.
- Additional funding is provided for district-reported costs under the Classroom Enhancement Fund for the restoration of clauses in local teacher collective agreements regarding class size and composition.
- Additional funding for Future Ready Skills Plan is provided through initiatives for K-12 Career Connections and Dual Credit Initiatives, Targeted Recruitment and Retention for Teachers, and Expanded Declaration Act Action Plan Workforce Priorities (Indigenous teacher training, recruitment and retention).

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Management Services Branch / Resource Management Division

- Funding from prior budgets and federal agreements are provided for child care to continue implementing Child Care BC, government's ten-year plan to provide universal, affordable, accessible, quality and inclusive child care to families.
- With its capital envelope, Government is committed to invest in new and modernized schools, including focusing on meeting seismic requirements and climate change and energy efficiency standards as set out in our CleanBC plan.

### **Statistics:**

- The Ministry of Education and Child Care's 2023/24 operating budget of \$8.874 billion includes:
  - \$7.4 billion for public schools (83 percent)
  - \$827 million for child care (nine percent)
  - \$499 million for independent schools (six percent)
  - \$62 million for other partners (less than one percent)
  - \$56 million for Ministry administration (less than one percent)
  - \$30 million for the BC Training and Education Savings Program (less than one percent)
  - \$9 million for the Teachers Act Special Account (less than one percent)
- The K-12 education's 2023/24 capital budget of \$865 million includes:
  - \$370 million for school expansion and replacement
  - \$245 million for the Seismic Mitigation Program
  - \$124 million for the Annual Facilities Grant
  - \$69 million for The School Enhancement Program
  - \$27 million for the Carbon Neutral Program
  - \$15 million for the Bus Replacement Program
  - \$10 million for the Building Envelope Program
  - \$5 million for Playgrounds

### **Funding:**

- The three-year operating lift of \$2.43 billion in Budget 2023 includes:
  - \$1.96 billion to fund public school wage lifts related to the 2022 Shared Recovery Mandate;
  - \$212.5 million to fund new School Food Programs;
  - \$160.5 million in funding under the Classroom Enhancement Fund (CEF);
  - \$29.4 million to fund public school enrolment growth;
  - \$18.5 million to fund Ministry Administration salary and benefit costs related to the 2022 Shared Recovery Mandate;
  - \$15 million to fund independent schools;
  - \$13.5 million for Learning Improvement Fund;



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Management Services Branch / Resource Management Division

- \$6.5 million for Future Ready Skills Plan funding related to strategies for targeted recruitment and retention for teachers and indigenous teacher training, recruitment and retention;
- \$5 million for the Teachers Act Special Account to fund ongoing operations;
- \$5.4 million to fund the Health and Care Careers Promotion Program which is a component of the Health Human Resources Strategy;
- \$4.9 million to fund Children and Youth with Support Needs School Outreach Teams;
- \$0.8 million for ministerial support.
- The \$2.95 billion three-year capital plan in Budget 2023 includes:
  - \$1.52 billion for expansion and replacement projects;
  - \$763 million to accelerate the Seismic Mitigation Program; and,
  - \$669 million for routine capital to maintain and improve schools throughout the Province.
- s.17

### **Delivery Partners:**

1. Boards of Education
2. Federation of Independent Schools Association
3. Other Education Sector Partners (such as FNEESC, BCCPAC, BCSTA, BCPSEA, etc.)
4. Child Care providers (such as Child Centre Resource Centres, Prototype Site Providers, First Nation Health Authority, Aboriginal BC Association, partnership ministries and municipalities, Early Childhood Educators of BC, CanAssistance, etc.)

**Contact:** Kristin Rutledge, Executive Director and CFO,<sup>s.22</sup>

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Management Services Branch/Resource Management Division

### **Title: Procurement and Contracts**

**Date Revised:** February 6, 2023

#### **Key Messages:**

- Information includes Procurement and Contracts from April 1 to December 31, 2022.
- Agreements are used to obtain services that help the Ministry of Education and Child Care (ECC) fulfil its responsibilities to the K-12 education and child care sectors.
- ECC procurement and contract processes and practices align with core policy requirements.
- ECC has two procurement and contracts teams (one for the Education sector and one for the Child Care sector) that (i) provide subject matter expertise and assistance to program areas and (ii) support efficient, effective and compliant procurement practices.

#### **Key Facts Regarding the Issue:**

- ECC awarded 127 new service contracts (excluding shared cost arrangements) valued at \$13.3 million from April 1, 2022 to December 31, 2022:
  - Direct awards: 14 contracts (11 percent of total contracts) valued at \$4.2 million (32 percent of total value).
  - Open competitions: 68 contracts (54 percent) valued at \$7.6 million (57 percent).
  - Qualified Supplier Lists, Supply Arrangements, Corporate Supply Arrangements & Limited Competitions: 45 contracts (35 percent) valued at \$1.5 million (11 percent).

#### **Key Outcomes:**

- ECC procurement policies, directives and procedures support compliance with government policy and help ECC deliver on its strategic priorities.
- Eight Qualified Supplier Lists and two Standing Arrangements are in place to support ECC with efficient and compliant procurement practices.
- Procurement education, training, support, and risk management are ongoing priorities for Management Services Branch.

#### **Statistics (excluding Child Care Division):**

- New Service Contracts by STOB:
  - 120 contracts (\$3.6 million) are for professional advisory or operational services (STOB 60 & 61).
  - Seven contracts (\$9.7 million) are for information systems operating (STOB 63).

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Management Services Branch/Resource Management Division

- Direct Awards:
  - ECC issued 14 direct award service contracts valued at \$4.2 million.
  - Top three highest value Direct Awards:
    - CGI Information Systems and Management Consultants Inc. – Application management services for legacy systems (\$3 million for three years).
    - Arcshift Solutions Inc. – Application architect services (\$420,000 for one year).
    - Maureen Dockendorf – Early learning strategic consulting services (\$150,000 for one year).
- Top Five Highest Value New Contracts Awarded:

Value	Supplier	Description	Procurement
\$3,000,000	CGI Information Systems and Management Consultants Inc.	Application management services for legacy systems.	Direct award
\$3,000,000	CGI Information Systems and Management Consultants Inc.	Standing Arrangement for IM/IT services (e.g., development, business analysis, design and user experience, project management).	Competitive selection process
\$3,000,000	Quartech Systems Limited	Standing Arrangement for IM/IT services (e.g., development, business analysis, design and user experience, project management).	Competitive selection process
\$420,000	Arcshift Solutions Inc.	Application architect services	Direct Award
\$150,000	Maureen Dockendorf	Early learning strategic consulting services.	Direct award

**Contact:** Ken Worthy, Director, Personal Security

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program Area Name:** Strategic Human Resources/Resource Management Division

### **Title: Workforce Summary**

**Date Revised:** February 6, 2023

#### **Key Messages:**

- As at January 2023, the Ministry of Education and Child Care (ECC) currently has 766.77 Full Time Equivalent employees (FTEs) and 48.84 FTEs in the Teacher's Act Special Account for a total of 815.61 FTEs. FTEs have increased during fiscal 2022/23. Since August 2022, FTEs have increased by approximately four percent.
- Child Care Division joined the Ministry April 1, 2022, currently accounting for 413.58 FTEs (50.71 percent).

#### **Key Facts Regarding the Issue:**

- FTE burn is calculated by averaging FTE totals over six months of pay periods from July 30, 2022 – January 28, 2023
- As of January 28, 2023, ECC currently has 766.77 and 48.84 FTEs in the Teacher's Special Account for a total of 815.61 FTEs.
- ECC has a ratio of 25.41 percent excluded staff compared to 74.54 percent bargaining unit staff. This includes Teacher's Act Special Account positions, which is almost entirely excluded.
- ECC has six Assistant Deputy Minister positions.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program Area Name:** Strategic Human Resources/Resource Management Division

### Statistics:

#### Ministry of Education and Child Care FTEs – January 28, 2023

Organization	FTEs	% of ECC Total	% Included	% Excluded
Minister's Office	5.77	0.71%	0%	100%
Child Care Division	413.58	50.71%	88.16%	11.84%
Deputy Minister's Office	16.73	2.05%	49.70%	50.30%
Governance & Analytics Division (minus Teacher's Act Special Account)	51.17	6.27%	66.78%	33.22%
Learning and Education Programs Division	59.85	7.34%	77.03%	22.97%
Resource Management Division (minus Teacher's Act Special Account)	82.38	10.10%	57.12%	42.88%
Services & Technology Division	88.69	10.87%	83.66%	16.34%
System Liaison and Supports Division	48.60	5.96%	66.94%	33.06%
<b>Ministry Total [minus Teacher's Act Special Account]</b>	<b>766.77</b>	<b>94.01%</b>	<b>79.16%</b> (606.97)	<b>20.84%</b> (159.79)
<b>Teacher's Act Special Account</b>	<b>48.84</b>	<b>5.99%</b>	<b>2.07%</b> (1.01)	<b>97.93%</b> (47.83)
<b>ECC Total</b>	<b>815.61</b>	<b>100%</b>	<b>74.54%</b> (607.98)	<b>25.46%</b> (207.63)

#### Ministry Excluded Staff, by Position – January 28, 2023

Position	FTEs
Deputy Minister	1.00
Assistant Deputy Ministers	6.00
Excluded Employees (Management, Schedule A staff and SEA/EAA's)	152.79
<b>Ministry Total Excluded Staff [minus Teacher's Act Special Account]</b>	<b>159.79</b>
<b>Teacher's Act Special Account Total</b>	<b>47.83</b>
<b>ECC Total Excluded Staff (Ministry + Teacher's Act Special Account)</b>	<b>207.63</b>

#### Teacher's Act Special Account Excluded Staff, by Position – January 28, 2023

Position	FTEs
Special Advisor – Teacher's Act Special Account	0.35
Management Employees – Teacher's Act Special Account	24.69
Schedule A Employees – Teacher's Act Special Account	22.79
<b>Teacher's Act Special Account Total Excluded Staff</b>	<b>47.83</b>

### Funding:

- Current FTE complement is funded from within the ECC's 2023/2024 Salaries and Benefits appropriation of \$113.672 million.

**Contact:** Kim Russell, Executive Director, §.22

MINISTRY *of* EDUCATION and CHILD CARE

# Estimates

Spring 2023



BRITISH  
COLUMBIA

Ministry of Education  
and Child Care

## MINISTRY PROFILE

### Ministry:

The ministry is responsible for both the province's K-12 education system and for developing, implementing, and regulating an affordable, inclusive and high-quality system of child care that is accessible to all families as per the province's ChildCareBC plan. The province's K-12 education system is responsible for ensuring that the learning outcomes of over 680,000 students are achieved, and that they acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy. As specified in the Statement of Education Policy Order, the ministry's mandate is to develop the "Educated Citizen," which is defined as the Intellectual, Human, Social, and Career Development of students.

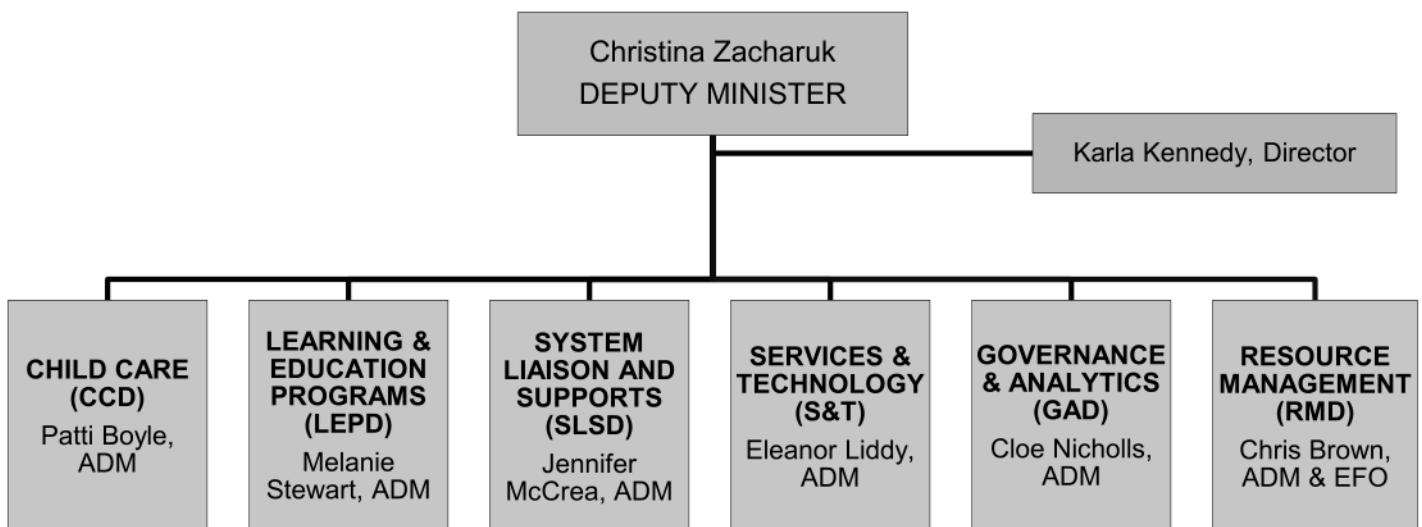
### Ministry Mandate:

The Ministry of Education and Child Care has a duty to set policies for the British Columbia public school system in accordance with specified duties and powers. The Ministry has a corresponding responsibility to ensure that the education system provides students with opportunities for a quality education in a cost-effective manner; to set standards and overall directions for the education system; to provide leadership and encouragement to all educational agencies in the province; to cooperate with provincial agencies in the delivery of non-educational support services to students; and to focus at a high level of provincial concern on the following areas:

- (1) finance and facilities;
- (2) program direction, development and implementation;
- (3) student access and achievement;
- (4) teaching performance; and
- (5) system evaluation and public accountability.

The Ministry of Education and Child Care is also responsible for developing and implementing an affordable, inclusive and high-quality system of child care that is accessible to all families. The Ministry is responsible for working in partnership with Indigenous communities to develop a distinctions-based approach to child care and ensure that wherever Indigenous families seek child care services, they will find cultural safety.

### Executive Organizational Chart:





### NUMBER OF ACTIVE SCHOOLS 2022/23

Public - **1,586**

Independent - **364**

Offshore - **34**

#### PUBLIC SCHOOLS

**590,585** students in BC public schools (**577,024** resident)

FROM **577,024** →

- 12%** students are Indigenous (**69,115**)
- 13%** students have a designation (**76,295**)
- 13%** students are English Language Learners (**75,713**)

**2022/23** was the *2nd consecutive year* since 1991/92 that public school enrolment grew at a **HIGHER RATE** than independent schools (**2.0% vs. 0.8%** – year-over-year enrolment growth rate)

→ **MOST** students = **Surrey 78,421** **FEWEST** students = **Stikine 182**

#### INDEPENDENT SCHOOLS


**89,428** students in BC independent schools (**86,201** resident)


FROM **86,201** →


- 6%** students are Indigenous (**5,250**)
- 12%** students have a designation (**10,301**)


→ *Most independent schools (62) and students (16,689) are in the Vancouver School District area.*


### WORKFORCE


**90,200**  People working in the public school system (approx. as of 2021/22 SY)

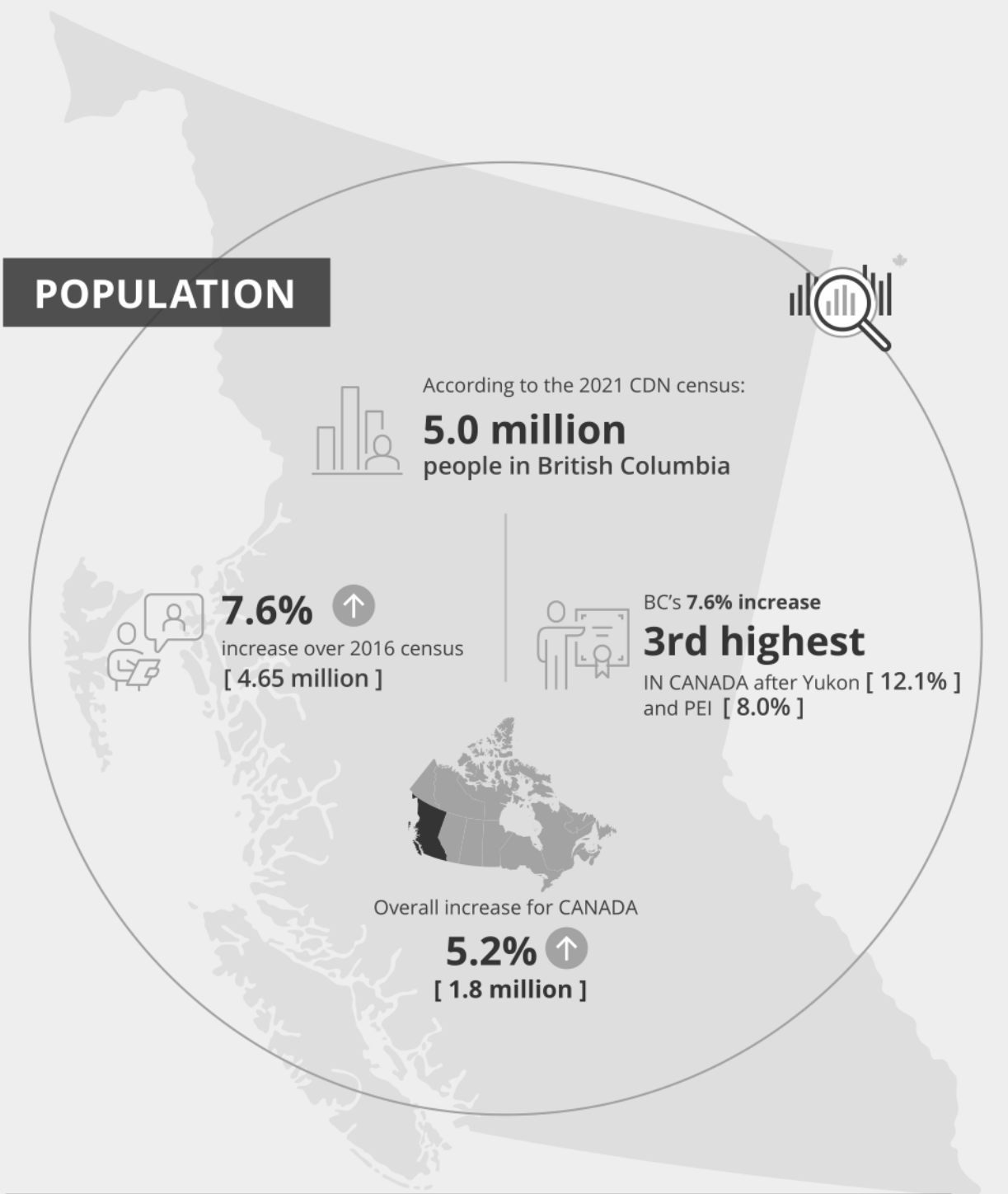
**46,100**  Teachers

**23,900**  Unionized support staff (other than EA's)


**15,000**  Education Assistants

**3,200**  Administrators

**2,000**  Non-unionized support staff



### TRANSITIONING TO B.C. PUBLIC POST-SECONDARY



**2018/19** **51.2%** immediate transition rate for graduates

**2019/20** **50.8%** immediate transition rate for graduates

### CHILD CARE

2022/23

**138,000** child care spaces operating/month in B.C.

**76,500** spaces receive Child Care Fee Reduction Initiative funding

**28,300** children receive the Affordable Child Care Benefit

*This is the MOST CHILDCARE SPACES operating/month in B.C. history*

AS OF DECEMBER 2022

**24,000** active ECE Certifications

**9,800** active ECE Assistant Certifications

**14,000** Early Childhood Educators (received the \$4 per hour wage enhancement in 2022/23)

### INDIGENOUS LEARNERS

**ON RESERVE**

**8,071** public

**2,145** independent

**TOTAL 10,216**

**OFF RESERVE**

**61,044** public

**3,105** independent

**TOTAL 64,149**

### COMPLETION RATES

**2021/22**

Public schools **SIX YEAR RESIDENT COMPLETION RATE** exceeded (*first time this has occurred*) **91%**

**75.0%** *Indigenous* Completion Rate (highest recorded rate and the 3rd year in a row in excess of 70%) On-reserve [ 61.9% ] Off-reserve [ 78.2% ]

**77.3%** Completion Rate for students with a *designation* (highest recorded rate and the 5th year in a row in excess of 70%)





INDEPENDENT SCHOOLS

364 Schools | 89,428 Students | 7,200 Teachers + Administrators

TYPE: GROUP 01	GROUP 02	GROUP 03	GROUP 04
<div>239 Schools [ Including 16 online ]</div> <div> <div>66%</div> <div>of independent schools</div> </div> <div> <div>69,497 Students</div> <div>78% of independent students</div> </div> <div> <div>CRITERIA</div> <div> <div>→ Not for profit</div> <div>→ BC Curriculum</div> <div>→ BC Certified Teachers</div> <div>→ Can offer BC Dogwood</div> </div> </div> <div> <div>FUNDING</div> <div> <div>50%</div> <div>of local district per student rate</div> </div> </div> <div> <div>EXAMPLES:</div> <div> <ul style="list-style-type: none"> <li>• <i>Fraser Academy</i> - Vancouver, Grades 2-12, 273 students, Designated Special Education</li> <li>• <i>Summerland Montessori</i> - Summerland, K-5, 46 Students, Specialized Program</li> <li>• <i>Surrey Muslim</i> - Surrey, K-12, 312 Students, Faith-based</li> </ul> </div> </div>	<div>74 Schools [ Including 25 First Nations ]</div> <div> <div>20%</div> <div>of independent schools</div> </div> <div> <div>18,070 Students</div> <div>20% of independent students</div> </div> <div> <div>CRITERIA</div> <div> <div>→ Not for profit</div> <div>→ BC Curriculum</div> <div>→ BC Certified Teachers</div> <div>→ Can offer BC Dogwood</div> </div> </div> <div> <div>FUNDING</div> <div> <div>35%</div> <div>of local district per student rate</div> </div> </div> <div> <div>EXAMPLES:</div> <div> <ul style="list-style-type: none"> <li>• <i>Acwshalcta School</i> - K-12, 200 students, First Nations Independent</li> <li>• <i>Cousteau L'Ecole Francaise Internationale</i> - North Vancouver, K-9, 175 Students, French First Language</li> <li>• <i>St. Michaels University School</i> - Victoria, K-12, 1,015 Students, University Prep, IB</li> </ul> </div> </div>	<div>23 Schools [ Including interim Certs. ]</div> <div> <div>6%</div> <div>of independent schools</div> </div> <div> <div>541 Students</div> <div>1% of independent students</div> </div> <div> <div>CRITERIA</div> <div> <div>→ Cannot offer BC Dogwood</div> <div>→ Not Required to use curriculum or BC certified teachers</div> </div> </div> <div> <div>FUNDING</div> <div> <div>Not Funded</div> </div> </div> <div> <div>EXAMPLES:</div> <div> <ul style="list-style-type: none"> <li>• <i>Danskin Mennonite School</i> - Burns Lake, Grades 1-10, 19 Students, Faith-based</li> <li>• <i>Eaton Arrowsmith</i> - Vancouver, Grades 5-12, 12 Students, Special Education</li> <li>• <i>Pear Tree Elementary</i> - Vancouver, K-7, 42 Students, Enquiry-based</li> </ul> </div> </div>	<div>28 Schools</div> <div> <div>8%</div> <div>of independent schools</div> </div> <div> <div>1,320 Students</div> <div>1% of independent students</div> </div> <div> <div>CRITERIA</div> <div> <div>→ &gt;50% non-resident students</div> <div>→ Can be for profit</div> <div>→ BC Curriculum</div> <div>→ BC Certified Teachers</div> </div> </div> <div> <div>FUNDING</div> <div> <div>Not Funded</div> </div> </div> <div> <div>EXAMPLES:</div> <div> <ul style="list-style-type: none"> <li>• <i>Bodwell High School</i> - North Vancouver, Grades 8-12, 400 Students, International</li> <li>• <i>Phoenix Magnet Academy</i> - Squamish, Grades 8-9, 8 Students, International</li> <li>• <i>Vancouver Formosa Academy</i> - Vancouver, Grades 10-12, 11 Students, International</li> </ul> </div> </div>

FIRST NATIONS INDEPENDENT SCHOOLS



25 First Nations

Independent schools 2022/23

→

Operated by First Nations that have voluntarily sought out independent school certification



The Ministry is pleased to work with ANY First Nation wishing to transition from independent school certification to Participating First Nation Status or to relinquish independent school certification.



TYPES OF SCHOOLS

	GROUP 01	GROUP 02
TOTAL	239	74
ONLINE LEARNING	16 Schools 7% of group	0 Schools 0% of group
FAITH-BASED	165 Schools 69% of group	2 Schools 3 % of group
MONTESSORI / WALDORF	25 Schools 10% of group	2 Schools 3% of group
OTHER ALT. APPROACHES [ I.E. PLAY-BASED, INQUIRY-BASED ETC. ]	19 Schools 8% of group	8 Schools 11% of group
NON-SPECIALIZED	1 Schools <1% of group	6 Schools 8 % of group
FIRST NATIONS	0 Schools 0% of group	25 Schools 34% of group
DESIGNATED SPECIAL EDUCATION SCHOOLS	12 Schools 5% of group	1 Schools 1% of group
UNIVERSITY PREP	1 Schools <1% of group	27 Schools 36% of group



## DATA SOURCE AND DEFINITIONS

NOTE: DATA SOURCE FOR ALL 'FACTS AND FIGURES 2022/2023' IS EDUCATION DATA WAREHOUSE – EDW [ UNLESS STATED OTHERWISE ].

### SECTION REFERENCE

#### NUMBER OF SCHOOLS

- **Active schools** are defined as those where at least 1 student is enrolled.
- **Source of Offshore school count:** Independent Schools and International Education Branch.
- **Residency** is defined as of September of the reported school year.
- **Indigenous identity** is defined using Indigenous-Ever Backdated. Whether the student has ever self-identified as being of Indigenous ancestry on any September or February authority enrolment collection. Future values will update prior values back to 2003/04.
- **Designation** and **ELL** are defined as of September 2022 for the purpose of enrolment statistics.

#### POPULATION

- **Source:** Statistics Canada, 2021 Census of Population  
<https://www12.statcan.gc.ca/census-recensement/2021/dp-pdprof/details/download-telecharger.cfm?Lang=E>

#### CHILD CARE

- **Source:** Modelling and Analysis Branch, Child Care Division.
- **138,000 child care spaces** operating/month in B.C. (Monthly average YTD 2022/23. Includes child care spaces participating in the Ministry of Education and Child Care programs, either the Child Care Operating Funding program or the \$10 a Day ChildCareBC program).
- **76,500 spaces receive Child Care Fee Reduction Initiative funding** (Monthly average YTD 2022/23. Includes eligible CCOF facilities and spaces offering care for children 5 years and younger, *except preschool spaces*. Includes an estimate of eligible school age spaces (Kindergarten before and after school spaces) that opt-in to the CCFRI program).

#### TRANSITION TO B.C. PUBLIC POST-SECONDARY

- **Source:** Research results from the Student Transitions Project.  
[https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp\\_research\\_results.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp_research_results.pdf)

#### COMPLETION RATES

- **Designation** is defined using 'Designation-Ever' for the purpose of Completion Rate, whether the student was ever given a Special Needs designation in any enrolment in any school year.

#### INDEPENDENT SCHOOLS

- **Source:** Count of schools, enrolments and educators from EDW, other statistics from Independent Schools and International Education Branch.





December 7, 2022

Honourable Rachna Singh  
Minister of Education and Child Care  
Parliament Buildings  
Victoria, BC V8V 1X4

Dear Minister Singh:

Thank you for agreeing to serve as Minister of Education and Child Care. I trust in your leadership at this critical time to deliver results for the people of British Columbia.

British Columbians continue to recover from and respond to the upheaval caused by the COVID-19 pandemic and climate related natural disasters, while global inflation is driving up costs for more households and the world's economic outlook is concerning. Now more than ever, we need to focus on building a secure, low emission, sustainable economy, and a province where everyone can find a good home – whether you live in a rural area, in a city, or in an Indigenous community. We will continue working toward true and meaningful reconciliation by supporting opportunities for Indigenous Peoples to be full partners in the inclusive and sustainable province we are building together.

Our government is committed to delivering on the mandate British Columbians gave us in 2020. Together we can make life better for people in B.C., improve the services we all rely on, and ensure a sustainable province for future generations.

As we renew our work, my priority as Premier is to deliver results that people can see and feel in four key areas:

- **Attainable and affordable housing:** In the wake of soaring prices and record migration to B.C., we will take on the important work of building new homes that are actually attainable for the middle class, while continuing our work to address the housing crisis for those in distress on our streets.

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**Office of the  
Premier**

**Web Site:**  
[www.gov.bc.ca](http://www.gov.bc.ca)

**Mailing Address:**  
PO Box 9041 Stn Prov Govt  
Victoria BC V8W 9E1

**Location:**  
Parliament Buildings  
Victoria

- **Safer communities:** To address concerns about public safety, both for the people struggling with mental health and addiction on our streets, as well as the feeling that downtown centres are not as safe as they were before the pandemic, we will work with our partners at all levels of government, the justice and health care systems, the non-profit sector, and community leaders to find solutions for this complex challenge facing our province, and work overtime to seize the assets of high-level criminals.
- **Improved health care:** Amid unprecedented pressures we will continue to work to strengthen our public health care system, from family doctors to new hospitals, so care is there for each of us when we need it.
- **A sustainable, clean, secure, and fair economy:** We will continue our work investing in British Columbians, fighting racism and promoting equity, and building a clean economy that addresses our obligations to combat climate change by driving down emissions, while creating good, family supporting jobs.

Because of our government's success in building an economy that works for everyone, 100,000 people moved to B.C. last year seeking new opportunities, the fastest growth in 50 years. This year's numbers are expected to be similar. Many of B.C.'s fastest growing communities are seeing more families moving in, including school-age children, exerting pressure on school capacity in several parts of the province.

Sustaining our economic success means responding to the needs of fast-growing communities, and this will be a significant challenge and opportunity for us given the unprecedented rate of growth we are seeing. As Minister, working with teachers, staff, elected school boards, local governments, Indigenous Peoples, and colleagues, you will work to ensure the learning outcomes of over 665,000 students are achieved as an essential part of our whole-of-government response to this growth.

In addition, as Minister you will continue the good work of rolling out the first major new social program in a generation in our province – universal child care. Affordable, accessible, and inclusive child care helped B.C. to be the province with the fastest post-pandemic recovery of women returning to the workforce. The initial successes have raised public expectations and hopes for expanded child care services, including before and after school spaces. Supporting childcare workers and those who would like to become childcare workers will be key to meeting the needs of urban and rural communities as our government, in partnership with the federal government, commits to expand these vital services as quickly as possible to support families and reduce their costs.

Our education system is not immune to global trends of rising racism – making sure that schools, school boards, teachers, and staff have the tools they need to respond and fight racism in our education system so that all students feel they're in a safe place to learn is a priority.

Since 2020, our government has made considerable progress on important initiatives including:

- Increasing funding to deliver the safe new and expanded schools families need, and building new, accessible playgrounds for thousands of kids across the province.
- With teachers and required stakeholders, identify opportunities to expand services and interventions for kids with dyslexia and related learning differences.
- Taking steps to ensure that reconciliation and education go hand-in-hand, including co-creation of culturally relevant resources that are now available to all educators across the K-12 education system, and starting in the 2023-24 school year, requiring all secondary students to complete Indigenous-focused coursework before they graduate.
- Ensuring quality public education continues to be safely delivered throughout the COVID-19 pandemic, which included fast-tracking improvements to online and remote learning and increasing supports for teachers, support staff and students.

As you continue to make progress on items in the previous mandate letter, over the remaining period of this mandate I expect you to prioritize making progress on the following:

- Continue to work with Boards of Education to ensure all students have the supports they need to be successful.
- To help make sure students are properly fed for learning, expedite work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture and Food to integrate Feed BC into this plan so that districts can include locally grown food.
- Deliver targeted investments to help make sure students have the classroom supplies they need to succeed, so parents and teachers don't have to pay the full cost out-of-pocket.
- With support from the Parliamentary Secretary for Accessibility, continue providing supports to children and youth with disabilities and special learning needs.
- Continue to invest in new and modernized schools, including focusing on meeting seismic requirements, increasing child care spaces, and achieving climate change and energy efficiency standards as set out in our CleanBC plan.

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- Work with staff, Boards of Education, teachers, parents, students, and other stakeholders to identify and address issues of racism in our education sector.
- Support the Minister of State for Child Care by working toward universal access to before and after school care, continuing to build spaces on school grounds, and finalizing development of a capital plan for child care.
- Work with the Minister of Children and Family Development and support the work of the Minister of Mental Health and Addictions to continue our government's commitment to addressing mental health problems early by expanding Integrated Child and Youth Teams to 20 school districts.

Our work together must continue to evolve to meet the changing needs of people in this province. Issues not contemplated by this letter will come forward for government action and I ask you to bring such matters forward for consideration by the Planning and Priorities Committee of Cabinet, with the expectation that any proposed initiatives will be subject to the usual Cabinet and Treasury Board oversight and include measurable outcomes for British Columbians. Your ministry's priorities must reflect our government's overall strategic plan as determined by Cabinet.

British Columbians expect their elected representatives to work together to advance the public good. That means seeking out, fostering, and championing good ideas regardless of their origin. I expect you to reach out to elected members from all parties as you deliver on your mandate. Further, you will build thoughtful and sustained relationships both with title holders and through public and stakeholder engagement plans that incorporate diverse perspectives early in the policy development process. Federal partnerships and resources will be particularly important and, on behalf of our government, you will engage with the federal government on advancing priorities to improve the lives of British Columbians.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to review, understand, and act according to the *Members' Conflict of Interest Act*. You will establish a collaborative working relationship with your Deputy Minister, and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The rural and urban challenges that we face are urgent and complex. In response, we must be forward-thinking, strategic, and ready to work across disciplines and old divisions in new ways. Labour shortages are a major issue globally, and British Columbia is no

.../5

exception, including in the public service. Maintaining the BC Public Service as an employer of excellence will be key to retaining and recruiting the diverse professionals we rely on to deliver essential services, advice, and analysis.

At the core of this work is listening and responding to the priorities of people in B.C. Together, we can deliver results in very real ways – ways that people can see, feel, and touch, and that change their lives for the better. Thank you for doing this important work with me.

Sincerely,

A handwritten signature in black ink, appearing to read "David Eby", with a long horizontal flourish extending to the right.

David Eby, KC  
Premier



December 7, 2022

Honourable Grace Lore  
Minister of State for Child Care  
Parliament Buildings  
Victoria, BC V8V 1X4

Dear Minister Lore:

Thank you for agreeing to serve as Minister of State for Child Care. I trust in your leadership at this critical time to deliver results for the people of British Columbia.

British Columbians continue to recover from and respond to the upheaval caused by the COVID-19 pandemic and climate related natural disasters, while global inflation is driving up costs for more households and the world's economic outlook is concerning. Now more than ever, we need to focus on building a secure, low emission, sustainable economy, and a province where everyone can find a good home – whether you live in a rural area, in a city, or in an Indigenous community. We will continue working toward true and meaningful reconciliation by supporting opportunities for Indigenous Peoples to be full partners in the inclusive and sustainable province we are building together.

Our government is committed to delivering on the mandate British Columbians gave us in 2020. Together we can make life better for people in B.C., improve the services we all rely on, and ensure a sustainable province for future generations.

As we renew our work, my priority as Premier is to deliver results that people can see and feel in four key areas:

- **Attainable and affordable housing:** In the wake of soaring prices and record migration to B.C., we will take on the important work of building new homes that are actually attainable for the middle class, while continuing our work to address the housing crisis for those in distress on our streets.

.../2

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**Office of the  
Premier**

**Web Site:**  
[www.gov.bc.ca](http://www.gov.bc.ca)

**Mailing Address:**  
PO Box 9041 Stn Prov Govt  
Victoria BC V8W 9E1

**Location:**  
Parliament Buildings  
Victoria



- **Safer communities:** To address concerns about public safety, both for the people struggling with mental health and addiction on our streets, as well as the feeling that downtown centres are not as safe as they were before the pandemic, we will work with our partners at all levels of government, the justice and health care systems, the non-profit sector, and community leaders to find solutions for this complex challenge facing our province, and work overtime to seize the assets of high-level criminals.
- **Improved health care:** Amid unprecedented pressures we will continue to work to strengthen our public health care system, from family doctors to new hospitals, so care is there for each of us when we need it.
- **A sustainable, clean, secure, and fair economy:** We will continue our work investing in British Columbians, fighting racism and promoting equity, and building a clean economy that addresses our obligations to combat climate change by driving down emissions, while creating good, family supporting jobs.

Building the first new social program for British Columbia in generations is a significant piece of work, and one that is still very much underway. Reducing costs and increasing access for parents to child care is vital, and a key part of our economic strategy as a province. As Minister of State for Child Care, you will be the front-line contact for workers, service-delivery organizations, Indigenous organizations, parents, school boards, and other key stakeholders to ensure that our programs meet the needs of British Columbians and we are responsive to their suggestions as we work together.

Your support for the Minister through active involvement with community will help improve the efficiency and effectiveness of our work as we focus on making life better for all parents and families in our province through efficient, safe, and educational child care opportunities across the province.

Since 2020, our government has made considerable progress on important initiatives including:

- Making child care more affordable, accessible, inclusive, and higher quality for families. Cuts to licensed child care fees have reduced average costs from \$53 to \$21 a day for parents of kids kindergarten aged and younger. Today, more than 20,000 families are paying \$10 a day or less for child care, with more savings on the way.
- Increasing the number and availability of child care spaces, with over 10,500 new spaces open and over 20,000 new spaces on the way. We know that early childhood educators are critical to providing the child care services families need, which is why we doubled our ECE wage enhancements to \$4 per hour.

- Supporting the delivery of safe, quality child care through the COVID-19 pandemic and beginning the work to integrate child care into the K-12 learning environment.

As you continue to make progress on items in the previous mandate letter, over the remaining period of this mandate I expect you to prioritize making progress on the following:

- Continue to implement ChildCareBC, our government's ten-year plan to provide universal, affordable, accessible, quality, and inclusive child care to every family that wants or needs it, with the goal of no family paying more than \$10 a day for licensed childcare when fully implemented in partnership with the federal government. As a next step, expand our child care fee reductions to all licensed before and after school care spaces, so more parents see savings in their monthly budgets.
- With support from the Minister of Finance and the Minister of Education and Child Care, finalize development of a capital plan for child care to keep increasing the number of child care spaces, and leverage opportunities to build spaces on public land, including at hospitals, medical centres, government offices, and post-secondary institutions.
- With support from the Minister of Education and Child Care, work toward universal access to before and after school care, and continue to build spaces on school grounds.
- With support from the Minister of Finance and the Minister of Post-Secondary Education and Future Skills, take concrete steps to improve wages and supports in early learning and child care, and establish a timeline to implement a wage grid for all early childhood educators in partnership with the child care sector, to ensure that early childhood educators are a well-supported profession, just like other professionals who work in B.C.'s education system.
- In partnership with Indigenous Peoples and the federal government, support a distinctions-based approach to increasing Indigenous-led child care for First Nations, Métis, and Inuit Peoples who want and need it.

Our work together must continue to evolve to meet the changing needs of people in this province. Issues not contemplated by this letter will come forward for government action and I ask you to bring such matters forward for consideration by the Planning and Priorities Committee of Cabinet, with the expectation that any proposed initiatives will be subject to the usual Cabinet and Treasury Board oversight and include measurable outcomes for British Columbians. Your ministry's priorities must reflect our government's overall strategic plan as determined by Cabinet.

.../4

British Columbians expect their elected representatives to work together to advance the public good. That means seeking out, fostering, and championing good ideas regardless of their origin. I expect you to reach out to elected members from all parties as you deliver on your mandate. Further, you will build thoughtful and sustained relationships both with title holders and through public and stakeholder engagement plans that incorporate diverse perspectives early in the policy development process. Federal partnerships and resources will be particularly important and, on behalf of our government, you will engage with the federal government on advancing priorities to improve the lives of British Columbians.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to review, understand, and act according to the *Members' Conflict of Interest Act*. You will establish a collaborative working relationship with your Deputy Minister, and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The rural and urban challenges that we face are urgent and complex. In response, we must be forward-thinking, strategic, and ready to work across disciplines and old divisions in new ways. Labour shortages are a major issue globally, and British Columbia is no exception, including in the public service. Maintaining the BC Public Service as an employer of excellence will be key to retaining and recruiting the diverse professionals we rely on to deliver essential services, advice, and analysis.

At the core of this work is listening and responding to the priorities of people in B.C. Together, we can deliver results in very real ways – ways that people can see, feel, and touch, and that change their lives for the better. Thank you for doing this important work with me.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Eby', with a long, sweeping horizontal line extending to the right.

David Eby, KC  
Premier

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## DEPUTY MINISTER'S OFFICE

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Management Services Branch / Resource  
Management Division

### **Title: Budget 2023 Overview**

**Date Revised:** February 9, 2023

#### **Key Messages:**

- The Ministry of Education and Child Care's 2023/24 budget is \$8.874 billion in operating funding and \$865 million in capital for the K-12 education sector.

#### **Key Facts Regarding the Issue:**

- British Columbia's K-12 education and child care operating budget is \$8.874 billion in 2023/24; a \$657 million year-over-year increase from 2022/23.
- Budget 2023 provides \$2.43 billion in incremental operating funding and \$2.95 billion in provincial capital funding over the three-year fiscal plan.
- Since its formation, the current Government has provided \$6.51 billion in new operating funding for K-12 education (including up until 2025/26) – this includes \$719 million in Budget 2022; \$1,220 million in Budget 2021; \$508 million in Budget 2020 (\*restated for Public Library transfer); \$552 million in Budget 2019, \$408 million in Budget 2018 and \$681 million in the Budget 2017 Update. The above amounts do not include Child Care funding.

#### **Key Outcomes:**

- Budget 2023 supports the K-12 education sector with new funding to address Public School enrolment growth, new School Food Programs, Learning Improvement Fund, Classroom Enhancement Fund, support Independent Schools, Future Ready Skills Plan, Health and Care Careers Promotion Program, Children and Youth with Support Needs School Outreach Teams, salary and benefits costs related to 2022 Shared Recovery Mandate, and funding to support operations in the *Teachers Act* Special Account.
- Budget 2023 provides funding for school district estimated enrolment for September 2023; funding is flatlined in 2024/25 and 2025/26, as the forecast for enrolment growth is more uncertain in future years.
- Additional funding is provided for district-reported costs under the Classroom Enhancement Fund for the restoration of clauses in local teacher collective agreements regarding class size and composition.
- Additional funding for Future Ready Skills Plan is provided through initiatives for K-12 Career Connections and Dual Credit Initiatives, Targeted Recruitment and Retention for Teachers, and Expanded Declaration Act Action Plan Workforce Priorities (Indigenous teacher training, recruitment and retention).

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Management Services Branch / Resource  
Management Division

- Funding from prior budgets and federal agreements are provided for child care to continue implementing Child Care BC, government's ten-year plan to provide universal, affordable, accessible, quality and inclusive child care to families.
- With its capital envelope, Government is committed to invest in new and modernized schools, including focusing on meeting seismic requirements and climate change and energy efficiency standards as set out in our CleanBC plan.

### **Statistics:**

- The Ministry of Education and Child Care's 2023/24 operating budget of \$8.874 billion includes:
  - \$7.4 billion for public schools (83 percent)
  - \$827 million for child care (nine percent)
  - \$499 million for independent schools (six percent)
  - \$62 million for other partners (less than one percent)
  - \$56 million for Ministry administration (less than one percent)
  - \$30 million for the BC Training and Education Savings Program (less than one percent)
  - \$9 million for the Teachers Act Special Account (less than one percent)
- The K-12 education's 2023/24 capital budget of \$865 million includes:
  - \$370 million for school expansion and replacement
  - \$245 million for the Seismic Mitigation Program
  - \$124 million for the Annual Facilities Grant
  - \$69 million for The School Enhancement Program
  - \$27 million for the Carbon Neutral Program
  - \$15 million for the Bus Replacement Program
  - \$10 million for the Building Envelope Program
  - \$5 million for Playgrounds

### **Funding:**

- The three-year operating lift of \$2.43 billion in Budget 2023 includes:
  - \$1.96 billion to fund public school wage lifts related to the 2022 Shared Recovery Mandate;
  - \$212.5 million to fund new School Food Programs;
  - \$160.5 million in funding under the Classroom Enhancement Fund (CEF);
  - \$29.4 million to fund public school enrolment growth;
  - \$18.5 million to fund Ministry Administration salary and benefit costs related to the 2022 Shared Recovery Mandate;
  - \$15 million to fund independent schools;
  - \$13.5 million for Learning Improvement Fund;

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Management Services Branch / Resource Management Division

- \$6.5 million for Future Ready Skills Plan funding related to strategies for targeted recruitment and retention for teachers and indigenous teacher training, recruitment and retention;
  - \$5 million for the Teachers Act Special Account to fund ongoing operations;
  - \$5.4 million to fund the Health and Care Careers Promotion Program which is a component of the Health Human Resources Strategy;
  - \$4.9 million to fund Children and Youth with Support Needs School Outreach Teams;
  - \$0.8 million for ministerial support.
- The \$2.95 billion three-year capital plan in Budget 2023 includes:
    - \$1.52 billion for expansion and replacement projects;
    - \$763 million to accelerate the Seismic Mitigation Program; and,
    - \$669 million for routine capital to maintain and improve schools throughout the Province.
  - Cabinet Confidences; Government Financial Information

### **Delivery Partners:**

Intergovernmental Communications

**Contact:** *Kristin Rutledge, Executive Director and CFO, Personal Security*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Management Services Branch/Resource Management Division

### **Title: Procurement and Contracts**

**Date Revised:** February 6, 2023

#### **Key Messages:**

- Information includes Procurement and Contracts from April 1 to December 31, 2022.
- Agreements are used to obtain services that help the Ministry of Education and Child Care (ECC) fulfil its responsibilities to the K-12 education and child care sectors.
- ECC procurement and contract processes and practices align with core policy requirements.
- ECC has two procurement and contracts teams (one for the Education sector and one for the Child Care sector) that (i) provide subject matter expertise and assistance to program areas and (ii) support efficient, effective and compliant procurement practices.

#### **Key Facts Regarding the Issue:**

- ECC awarded 127 new service contracts (excluding shared cost arrangements) valued at \$13.3 million from April 1, 2022 to December 31, 2022:
  - Direct awards: 14 contracts (11 percent of total contracts) valued at \$4.2 million (32 percent of total value).
  - Open competitions: 68 contracts (54 percent) valued at \$7.6 million (57 percent).
  - Qualified Supplier Lists, Supply Arrangements, Corporate Supply Arrangements & Limited Competitions: 45 contracts (35 percent) valued at \$1.5 million (11 percent).

#### **Key Outcomes:**

- ECC procurement policies, directives and procedures support compliance with government policy and help ECC deliver on its strategic priorities.
- Eight Qualified Supplier Lists and two Standing Arrangements are in place to support ECC with efficient and compliant procurement practices.
- Procurement education, training, support, and risk management are ongoing priorities for Management Services Branch.

#### **Statistics (excluding Child Care Division):**

- New Service Contracts by STOB:
  - 120 contracts (\$3.6 million) are for professional advisory or operational services (STOB 60 & 61).
  - Seven contracts (\$9.7 million) are for information systems operating (STOB 63).

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Management Services Branch/Resource Management Division

- Direct Awards:
  - ECC issued 14 direct award service contracts valued at \$4.2 million.
  - Top three highest value Direct Awards:
    - CGI Information Systems and Management Consultants Inc. – Application management services for legacy systems (\$3 million for three years).
    - Arcshift Solutions Inc. – Application architect services (\$420,000 for one year).
    - Maureen Dockendorf – Early learning strategic consulting services (\$150,000 for one year).
- Top Five Highest Value New Contracts Awarded:

Value	Supplier	Description	Procurement
\$3,000,000	CGI Information Systems and Management Consultants Inc.	Application management services for legacy systems.	Direct award
\$3,000,000	CGI Information Systems and Management Consultants Inc.	Standing Arrangement for IM/IT services (e.g., development, business analysis, design and user experience, project management).	Competitive selection process
\$3,000,000	Quartech Systems Limited	Standing Arrangement for IM/IT services (e.g., development, business analysis, design and user experience, project management).	Competitive selection process
\$420,000	Arcshift Solutions Inc.	Application architect services	Direct Award
\$150,000	Maureen Dockendorf	Early learning strategic consulting services.	Direct award

**Contact:** Ken Worthy, Director, Personal Security

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program Area Name:** Strategic Human Resources/Resource Management Division

### **Title: Workforce Summary**

**Date Revised:** February 6, 2023

#### **Key Messages:**

- As at January 2023, the Ministry of Education and Child Care (ECC) currently has 766.77 Full Time Equivalent employees (FTEs) and 48.84 FTEs in the Teacher's Act Special Account for a total of 815.61 FTEs. FTEs have increased during fiscal 2022/23. Since August 2022, FTEs have increased by approximately four percent.
- Child Care Division joined the Ministry April 1, 2022, currently accounting for 413.58 FTEs (50.71 percent).

#### **Key Facts Regarding the Issue:**

- FTE burn is calculated by averaging FTE totals over six months of pay periods from July 30, 2022 – January 28, 2023
- As of January 28, 2023, ECC currently has 766.77 and 48.84 FTEs in the Teacher's Special Account for a total of 815.61 FTEs.
- ECC has a ratio of 25.41 percent excluded staff compared to 74.54 percent bargaining unit staff. This includes Teacher's Act Special Account positions, which is almost entirely excluded.
- ECC has six Assistant Deputy Minister positions.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program Area Name:** Strategic Human Resources/Resource Management Division

### Statistics:

#### Ministry of Education and Child Care FTEs – January 28, 2023

Organization	FTEs	% of ECC Total	% Included	% Excluded
Minister's Office	5.77	0.71%	0%	100%
Child Care Division	413.58	50.71%	88.16%	11.84%
Deputy Minister's Office	16.73	2.05%	49.70%	50.30%
Governance & Analytics Division (minus Teacher's Act Special Account)	51.17	6.27%	66.78%	33.22%
Learning and Education Programs Division	59.85	7.34%	77.03%	22.97%
Resource Management Division (minus Teacher's Act Special Account)	82.38	10.10%	57.12%	42.88%
Services & Technology Division	88.69	10.87%	83.66%	16.34%
System Liaison and Supports Division	48.60	5.96%	66.94%	33.06%
<b>Ministry Total [minus Teacher's Act Special Account]</b>	<b>766.77</b>	<b>94.01%</b>	<b>79.16%</b> (606.97)	<b>20.84%</b> (159.79)
<b>Teacher's Act Special Account</b>	<b>48.84</b>	<b>5.99%</b>	<b>2.07%</b> (1.01)	<b>97.93%</b> (47.83)
<b>ECC Total</b>	<b>815.61</b>	<b>100%</b>	<b>74.54%</b> (607.98)	<b>25.46%</b> (207.63)

#### Ministry Excluded Staff, by Position – January 28, 2023

Position	FTEs
Deputy Minister	1.00
Assistant Deputy Ministers	6.00
Excluded Employees (Management, Schedule A staff and SEA/EAA's)	152.79
<b>Ministry Total Excluded Staff [minus Teacher's Act Special Account]</b>	<b>159.79</b>
<b>Teacher's Act Special Account Total</b>	<b>47.83</b>
<b>ECC Total Excluded Staff (Ministry + Teacher's Act Special Account)</b>	<b>207.63</b>

#### Teacher's Act Special Account Excluded Staff, by Position – January 28, 2023

Position	FTEs
Special Advisor – Teacher's Act Special Account	0.35
Management Employees – Teacher's Act Special Account	24.69
Schedule A Employees – Teacher's Act Special Account	22.79
<b>Teacher's Act Special Account Total Excluded Staff</b>	<b>47.83</b>

### Funding:

- Current FTE complement is funded from within the ECC's 2023/2024 Salaries and Benefits appropriation of \$113.672 million.

**Contact:** Kim Russell, Executive Director, <sup>Personal Security</sup>



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## RESOURCE MANAGEMENT DIVISION

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## Capital

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

### **Title: Capital Budget**

**Date Revised:** March 13, 2023

#### **Key Messages:**

- Budget 2023 includes \$2.95 billion in provincial capital funding (\$3.39 billion in taxpayer funding, including school district contributions) for priority projects and programs over the next three years.
- The priorities for capital investment include:
  - investing in new and modernized schools, including focusing on meeting seismic requirements;
  - delivering more student seats in growing communities, to reduce the reliance on portables;
  - meeting climate change and energy efficiency standards, as set out in the CleanBC Plan; and,
  - improving health and safety for students and staff, including COVID-19 related facility improvements.

#### **Key Facts Regarding the Issue:**

- British Columbia's total capital budget for education is \$865 million in fiscal year 2023/24.
- The Ministry of Education and Child Care (ECC) is investing \$669 million over three years to maintain and improve schools throughout the province through the Annual Facilities Grants, School Enhancement Program, Building Envelope Program and Carbon Neutral Capital Program.
- Government established a capital fund for school playgrounds in Budget 2018 and is committed to providing universally accessible playgrounds with \$15 million in funding over the next three years.
- Budget 2023 includes new priority projects to address enrolment growth pressures across the province, along with ongoing investments in making schools seismically safe.

#### **Key Outcomes:**

- New schools, additions and replacements in Surrey and other growth communities enable school districts to reduce their reliance on portables to accommodate enrolment growth.
- More students have access to seismically safe seats in more communities across the province.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

- School facilities promote student and staff safety, through the COVID-19 pandemic and beyond.
- Capital investments support progress towards the CleanBC targets to reduce greenhouse gas emissions by 40 percent by 2030.

### **Statistics:**

- There are about 1,600 public schools, owned and operated by 60 school districts in B.C.
- There are 54 major capital projects currently in progress (funding approved):
  - seven new schools;
  - 22 additions/renovations;
  - two school replacements;
  - one site acquisition;
  - two demolition; and,
  - 20 seismic.
- There are 496 total projects across 33 school districts in the Seismic Mitigation Program:
  - 214 schools have been completed;
  - 15 are under construction;
  - five are proceeding to construction;
  - 12 are in business case development; and,
  - 250 are future priorities.
- The progress and completion of the seismic mitigation program varies by school district:
  - four school districts have completed all of their high-risk schools;
  - 13 school districts have 50 percent or more of their high-risk schools completed; and,
  - 16 school districts have less than 50 percent complete.
  - ECC continues to work with the Engineers and Geoscientists of British Columbia and school districts to assess the seismic risk of schools remaining in the Seismic Mitigation Program, and to prioritize funding for schools based on risk and other factors.

### **Funding:**

- Government Financial Information

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

- Capital spending by fiscal year includes:
  - Government Financial Information
  - 
  -

**Delivery Partners:**

- School Districts

**Contact:** *Francois Bertrand, Executive Director, (250) 415-1970*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

### **Title: Expansion Program**

**Date Revised:** March 14, 2023

#### **Key Messages:**

- The Ministry of Education and Child Care (ECC) established the Expansion Program (EXP) to address enrolment growth through site acquisitions, additions and new schools.
- Within EXP, there is the Enrolment Growth Program (EGP) which is intended to fund school addition projects that help to reduce the use of portables in growing areas.
- ECC is encouraging school districts to accelerate the completion of business cases for new schools and addition projects that are supported in the ECC capital plan, so they can be advanced for approval.
- ECC has established Capital Project Offices in Surrey and other districts, to provide them the resources necessary to accelerate the planning, development and delivery of expansion and/or seismic projects.

#### **Key Facts Regarding the Issue:**

- After many years of decline, provincial K-12 student enrolment is increasing.
- Some of the fastest growing school districts include, but are not limited to: Sooke, Burnaby, Surrey, Chilliwack, Abbotsford, Langley and Central Okanagan.
- Pressures from enrolment growth were compounded by the Memorandum of Agreement (MOA) with the BCTF that restored language regarding class size and composition.
- Currently, many school districts are relying on portable classrooms to accommodate rapidly growing student enrolment.
- To reduce the use of portables and accommodate enrolment growth, school districts will require new sites, new schools and additions to existing schools in the coming years.
- Possible projects for EXP funding are identified from school districts' annual five-year capital plan submissions (i.e., requests for additions).

#### **Key Outcomes:**

- Reduce the use of portables being used as permanent instructional spaces across the province, in school districts experiencing capacity pressures resulting from enrolment growth and the MOA.
- Since 2018/19 ECC has approved business cases for 66 new schools and additions along with 18 site acquisitions that are creating over 20,000 new spaces for students.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

- 18 of these additions projects were funded under the EGP, which are expected to create almost 3,300 new student spaces.
- New schools, additions and replacements in Surrey and other growth communities enable school districts to reduce their reliance on portables to accommodate enrolment growth.

### **Statistics:**

- Number of portables used for general instruction in all school districts, as of January 2023: 1,689. It was 1,436 in 2017, 1,596 in 2018, 1,632 in 2019, 1,724 in 2020 and 1,649 in 2021.
- Since 2017, this government has invested over \$1.5 billion to create 20,000 new spaces for students.
- Government Financial Information
- Total value of all addition, new school and site acquisition requests from July 2022 School District Capital Plan submissions, Surrey included: \$8.4 billion (310 projects).
- Total value of all addition, new school and site acquisition requests from July 2022 Surrey School District Capital Plan submission was: \$2.2 billion (35 projects).

<b>2023/2024 Submissions</b>	<b>Provincial</b>		<b>Surrey (SD36)</b>	
<b>Submission Category</b>	<b>Project Cost (Billion)</b>	<b>Project Count</b>	<b>Project Cost (Billion)</b>	<b>Project Count</b>
Addition	\$2.6	137	\$0.9	16
New School	\$3.8	75	\$0.8	9
Site Acquisition	\$2.0	98	\$0.5	10
<b>TOTAL</b>	<b>\$8.4</b>	<b>310</b>	<b>\$2.2</b>	<b>35</b>

**Contact:** Francois Bertrand, Executive Director, (250) 415-1970



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

### **Title: Facility Condition Assessment**

**Date Revised:** March 14, 2023

#### **Key Messages:**

- Since 2009, the Ministry of Education and Child Care (ECC) has contracted VFA Canada Corporation Ltd. to perform condition inspections of schools every five years (approximately 20 percent of all schools are inspected annually).
- Inspections generate detailed reports identifying systems and components exceeding manufacturer's suggested replacement periods, creating Facility Condition Index (FCI) ratings used for planning and forecasting purposes by school districts and ECC.
- The higher the FCI, the greater the cost of maintenance requirements for that facility, where the FCI of a new school is equal to 0.00.

#### **Key Facts Regarding the Issue:**

- ECC and the Ministries of Health, Advanced Education and Skills Training, Citizens' Services currently contract VFA to do Facility Condition Assessments, using FCI information to assist with funding decisions on the routine maintenance and renewal of the Province's public sector inventory.
- School districts submit an annual Five-Year Capital Plan that includes requests for maintenance needs under the School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), and Annual Facility Grant (AFG), all having an impact on FCI.
- Government Financial Information

#### **Key Outcomes:**

- VFA's assessments identify deferred maintenance recommended to be addressed within one year at a value of \$1.82 billion; and total long term maintenance recommended to be addressed within five years at a value of \$6.25 billion. This is based on the premise that all school components (e.g., boilers, roofs, floors, etc.) must be replaced at the "end of life" date, as such, the assessment assumes full replacement costs the year after the "end of life" date.
- "End of life" dates are floating targets based on both recommendations provided by the Building Owners and Managers Association of BC (BOMA) and inspections performed by engineers or architects during VFA facility condition assessments.
- Regular maintenance can extend the useful life of school components beyond a component's "end of life" date.
- See below tables for historic FCI values by district and overall.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

### **Statistics:**

- There are approximately 1,804 facilities, including 1,391 active school facilities, in the 60 school districts located across B.C., comprising approx. 6.9 million m<sup>2</sup> of area, with an estimated replacement value of \$18 billion.
- Average age: approximately 49 years.
- Average FCI: 0.44.
- Oldest school: 1894 (South Park Elementary – Victoria, FCI: 0.38).
- Largest school: 30,018 m<sup>2</sup> (Vancouver Technical Secondary – Vancouver, FCI 0.34).
- Percentage schools less than 40 years: 29 percent.
- Average FCI schools less than 40: 0.31 (better than provincial average).

### **Funding:**

- AFG capital portion was \$89.3 million per year (2016/17), \$87.0 million (2017/18), 92 million (2018/19 - 2020/21), \$97.5 million (2021-22), \$97 million (2022-23), and \$123.6 million (2023-24)
- Government Financial Information

### **Delivery Partners:**

1. VFA Canada Corporation Ltd. (as per agreement information)
2. All 60 school districts

### **Agreements:**

- Advice/Recommendations

### **Background:**

- See tables below that summarize recent FCI for facilities in B.C.

**Contact:** Geoff Croshaw, A/Director, (250) 812-2561

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

SD#	School District Name	Average FCI as of Sept. 30, 2022					
		2017	2018	2019	2020	2021	2022
5	Southeast Kootenay	0.34	0.48	0.52	0.59	0.43	0.42
6	Rocky Mountain	0.46	0.5	0.31	0.37	0.55	0.53
8	Kootenay Lake	0.5	0.56	0.4	0.44	0.58	0.56
10	Arrow Lakes	0.51	0.51	0.39	0.5	0.58	0.58
19	Revelstoke	0.37	0.23	0.23	0.27	0.3	0.19
20	Kootenay Columbia	0.4	0.56	0.53	0.56	0.29	0.27
22	Vernon	0.35	0.45	0.44	0.47	0.5	0.36
23	Central Okanagan	0.27	0.51	0.51	0.55	0.43	0.30
27	Cariboo-Chilcotin	0.46	0.53	0.38	0.49	0.57	0.53
28	Quesnel	0.39	0.45	0.29	0.37	0.49	0.52
33	Chilliwack	0.18	0.39	0.39	0.47	0.51	0.24
34	Abbotsford	0.31	0.48	0.48	0.51	0.55	0.39
35	Langley	0.58	0.4	0.37	0.47	0.55	0.43
36	Surrey	0.33	0.44	0.39	0.39	0.5	0.49

SD#	School District Name						
		2017	2018	2019	2020	2021	2022
37	Delta	0.48	0.54	0.55	0.47	0.57	0.55
38	Richmond	0.49	0.44	0.44	0.55	0.58	0.53
39	Vancouver	0.53	0.55	0.55	0.51	0.53	0.49
40	New Westminster	0.43	0.2	0.2	0.28	0.33	0.15
41	Burnaby	0.62	0.3	0.3	0.43	0.51	0.48
42	Maple Ridge-Pitt Meadows	0.37	0.44	0.44	0.56	0.59	0.38
43	Coquitlam	0.34	0.56	0.57	0.36	0.42	0.42
44	North Vancouver	0.58	0.45	0.45	0.5	0.51	0.48
45	West Vancouver	0.52	0.4	0.42	0.5	0.55	0.22
46	Sunshine Coast	0.47	0.34	0.34	0.44	0.47	0.25
47	Powell River	0.54	0.33	0.33	0.42	0.44	0.30
48	Sea to Sky	0.42	0.39	0.39	0.5	0.56	0.24
49	Central Coast	0.47	0.35	0.35	0.39	0.44	0.44
50	Haida Gwaii	0.47	0.49	0.49	0.51	0.34	0.36

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

SD#	School District Name						
		2017	2018	2019	2020	2021	2022
53	Okanagan Similkameen	0.44	0.25	0.25	0.28	0.43	0.34
54	Bulkley Valley	0.6	0.38	0.37	0.46	0.58	0.33
57	Prince George	0.36	0.56	0.56	0.61	0.42	0.42
58	Nicola-Similkameen	0.59	0.46	0.42	0.51	0.55	0.39
59	Peace River South	0.45	0.59	0.59	0.63	0.43	0.39
60	Peace River North	0.4	0.57	0.57	0.59	0.39	0.37
61	Greater Victoria	0.41	0.49	0.48	0.53	0.41	0.39
62	Sooke	0.46	0.35	0.32	0.38	0.51	0.20
63	Saanich	0.42	0.38	0.4	0.46	0.5	0.49
64	Gulf Islands	0.48	0.32	0.33	0.38	0.52	0.53
67	Okanagan Skaha	0.39	0.48	0.48	0.5	0.43	0.39
68	Nanaimo-Ladysmith	0.6	0.43	0.39	0.42	0.57	0.59
69	Qualicum	0.46	0.3	0.3	0.37	0.42	0.21
70	Pacific Rim (formerly Alberni)	0.32	0.45	0.41	0.46	0.37	0.31
71	Comox Valley	0.29	0.47	0.47	0.5	0.25	0.26
72	Campbell River	0.45	0.57	0.57	0.44	0.51	0.54
53	Okanagan Similkameen	0.44	0.25	0.25	0.28	0.43	0.34

SD#	School District Name						
		2017	2018	2019	2020	2021	2022
73	Kamloops-Thompson	0.6	0.36	0.35	0.38	0.54	0.57
74	Gold Trail	0.44	0.59	0.53	0.55	0.7	0.42
75	Mission	0.54	0.44	0.45	0.51	0.58	0.58
78	Fraser-Cascade	0.54	0.41	0.38	0.48	0.53	0.14
79	Cowichan Valley	0.35	0.59	0.57	0.49	0.51	0.51
81	Fort Nelson	0.49	0.58	0.43	0.45	0.54	0.46
82	Coast Mountains	0.44	0.56	0.38	0.54	0.63	0.62
83	North Okanagan-Shuswap	0.41	0.34	0.33	0.4	0.52	0.53
84	Vancouver Island West	0.36	0.47	0.45	0.46	0.4	0.38
85	Vancouver Island North	0.36	0.48	0.48	0.63	0.44	0.46
87	Stikine	0.37	0.46	0.21	0.21	0.41	0.41
91	Nechako Lakes	0.37	0.46	0.45	0.52	0.52	0.47
92	Nisga'a	0.33	0.51	0.49	0.51	0.27	0.35
93	Conseil Scolaire Francophone	0.28	0.35	0.37	0.36	0.43	0.31
73	Kamloops-Thompson	0.6	0.36	0.35	0.38	0.54	0.57
<b>Provincial Average</b>		<b>0.43</b>	<b>0.43</b>	<b>0.44</b>	<b>0.47</b>	<b>0.5</b>	<b>0.44</b>

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

Year	EDUC Routine Capital Program Allocations (AFG, BEP, CNCP, SEP)	Immediate Deferred Maintenance (Cost of repairs and upgrades required within 1 year)	Total Deferred Maintenance (Cost of repairs and upgrades required within 5 years)	Average Provincial Facility Condition Index (FCI) for Total Asset Inventory
2022/23	\$215.5M	\$1.82B	\$6.25B	0.44
2021/22	\$221.5M	\$540M	\$7.76B	0.50
2020/21	\$204M	\$441M	\$7.05B	0.47
2019/20	\$192M	\$491M	\$6.95B	0.44
2018/19	\$193M	\$343M	\$6.70B	0.43
2017/18	\$195M	\$396M	\$6.28B	0.43
2016/17	\$174M	\$332M	\$6.26B	0.42
2015/16	\$152M	\$305M	\$6.09B	0.42
2014/15	\$98M	\$296M	\$5.98B	0.41

\*Data was extracted from VFA database on September 30, 2022.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

### **Title: School Closures**

**Date Revised:** March 14, 2023

#### **Key Messages:**

- The *School Act* provides a board of education with the authority to close a school in its school district, either temporarily or permanently.
- Permanent school closures are also subject to the School Opening and Closure Order (Order).
- Under the Order, closing a school building that is used for the purposes of providing an educational program to students for a period exceeding 12 months is considered a permanent closure.
- If a board decides to permanently close a school, it must provide the Minister of Education and Child Care with written notification.

#### **Key Facts Regarding the Issue:**

- School Closure Process:
  - The School Opening and Closure Order requires each board of education to develop and implement a school closure policy for its school district.
  - That school closure policy must be made available to the public.
  - The policy must include a public consultation process regarding permanent school closures.
  - The process has to provide an adequate opportunity for the community to respond to a board's proposal to close a school and allow for the fair consideration by the board of the community's input.
  - The proposal must have addressed possible alternative community uses for the school.
- Announced in June 2016 and discontinued in the 2020/21 school year, the Rural Education Enhancement Fund (REEF) was intended to keep public schools open in small rural communities (i.e., having a population less than 15,000) where impacts on the community were a concern.
- REEF funding was added to the Small Community Supplement under the Supplement for Unique Geographic Factors; in the 2020/21 school year funding through Unique Geographic factors increased by \$26.5 million to \$321.6 million, compared to \$4.3 million of REEF funding. This provides flexibility for school districts in how the funding is used, rather than only to be used to help keep a rural school open.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

### **Key Outcomes:**

- REEF enabled boards of education to keep open small rural schools that might otherwise have been closed.
- Moving REEF into the Small Community Supplement has ensured that all small schools in remote communities are supported, and that school districts do not have to initiate, or start conversations about, a school closure process to access the funding.
- Boards normally close schools to allow for more efficient student space utilization, and to save operating and maintenance costs.

### **Statistics:**

- In 2018/19, three schools were permanently closed:
  - Chance Alternate, SD33 (Chilliwack);
  - Rutherford Elementary, SD68 (Nanaimo-Ladysmith); and,
  - Esperanza Elementary Secondary, SD84 (V.I. West).
- In 2019/20, three schools were permanently closed:
  - Sea Island Elementary, SD38 (Richmond);
  - Buick Creek Elementary, SD60 (Peace River North); and,
  - Sk'il' Mountain Community School, SD74 (Gold Trail).
- In 2020/21, two schools were permanently closed:
  - Salt Spring Island Middle School, SD64 (Gulf Islands); and,
  - Lytton Elementary, SD74 (Gold Trail).
- In 2021/22, one school was permanently closed:
  - Midway Elementary, SD51 (Boundary)
- 263 public schools were closed from 2002/03 to 2017/18, and nine between 2018/19 and 2021/22

### **Funding:**

- REEF Funding (school year)
  - REEF was funded outside of the operating block.
  - In 2017/18, \$3.37 million was allocated for 11 schools in eight school districts.
  - In 2018/19, \$4.06 million was allocated for 14 schools in nine school districts. The three additional schools are from the same school district, SD27 – Cariboo-Chilcotin.
  - In 2019/20, \$4.29 million is being allocated for 16 schools in 10 school districts. The two additional schools are from the same school district, SD50 – Haida Gwaii.
  - In 2020/21 REEF was discontinued and included in the Small Community Supplement, one of the Unique Geographic Supplements.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

### **Background:**

- If a board decides to permanently close a school, it must promptly notify the Ministry in writing and provide the following information:
  - the school's name;
  - the school's facility number;
  - the school's address; and,
  - the date of school closure.

**Contacts:** *Travis Tormala, Regional Director, Capital Management Branch, (778) 678-7516*

*Francois Bertrand, Executive Director, Capital Management Branch, (250) 415-1970*

*Jonathan Foweraker, Executive Director, Funding and Financial Accountability Branch, (250) 896-2673*



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch / Resource Management Division

### **Title: Seismic Mitigation Program**

**Date Revised:** March 13, 2023

#### **Key Messages:**

- In 2004, the Ministry of Education and Child Care (ECC) launched the Seismic Mitigation Program (SMP) in partnership with UBC's Seismic Research Faculty and the Engineers and Geoscientists of BC (EGBC) with a commitment to mitigate all seismic high-risk schools by 2020.
- The primary objective of the SMP is to achieve a life-safety standard for public schools by minimizing the probability of structural collapse as a result of a seismic event.
- ECC has a Mandate Letter commitment to continue to invest in new and modernized schools, including meeting seismic requirements.
- There is a lot of work and analysis that goes into each business case to determine the best option to seismically mitigate a school.
- Some of the factors include the school's risk rating, age of the facility, enrolment forecasts as well as cost considerations.
- In some cases, expansions are included into seismic replacement projects.
- Our goal is to seismically mitigate schools efficiently, to ensure there are enough safe seats for every student in every neighbourhood over time.

#### **Key Facts Regarding the Issue:**

- In 2015, Natural Resources Canada updated seismic risk mapping and increased the expected magnitude and duration of a Cascadia fault event in British Columbia.
- This process triggered updates to the National Building Code of Canada (2015) and Seismic Retrofit Guidelines (SRG) (developed by EGBC), which came into effect as of July 1, 2017.
- This has impacted seismic ratings of schools primarily across Vancouver Island, Richmond, Haida Gwaii and some areas on the Sunshine Coast, all of which have been reassessed.
- The results of the reassessments were communicated to school districts in July 2019.
- Subsequently, SRG2020 was developed to align with the new National Building Code (2020) update.
- Through new research SRG2020 utilizes a better understanding of building and soil behaviour during an earthquake which will lead to reduced conservatism in seismic retrofits.
- SRG2020 also includes a study which provides insight into how the highest risk blocks of schools would perform under a less severe, but more likely to occur "Probable" seismic event.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch / Resource Management Division

- The Probable Event Risk Rating was developed to categorize the highest risk blocks and will be used, among other criteria, for helping to prioritize projects.
- School districts are expected to identify and prioritize projects for mitigation in their annual five-year capital plan submission, due each year in summer.

### **Key Outcomes:**

- Since September 2017, 59 SMP projects have been approved, creating 32,551 safe seats, with a total value of \$1,284 million.
- The rate of approvals from 2017/18 through 2019/20 was nearly double that of the previous years, with 15 projects approved in 2017/18, 13 projects approved in 2018/19, 16 projects approved in 2019/20, 10 projects approved in 2020/21, 4 projects approved in 2021/22 and 1 project approved in 2022/23.

### **Statistics:**

- As of December 2022, there are 496 schools in the SMP, of these:
  - 213 schools were complete;
  - 16 were under construction;
  - five were proceeding to construction;
  - 12 were in business case development; and,
  - 250 were identified as future priorities.
- 50 percent of the program has been advanced since 2004, which equates to approximately 15 projects/year or three percent of schools in the program annually.

### **Funding:**

- Budget 2023 commits \$763 million for the SMP over the next three years.
- To date, government has spent \$2.0 billion to seismically upgrade or replace seismically high-risk schools.

### **Background:**

- In March 2004, ECC initiated seismic assessments of 877 schools within 37 school districts located in high-risk seismic zones.
- In November 2004, Government committed to a \$1.5 billion plan for the seismic upgrading of 749 schools (phase one) over 15 years to make B.C. schools earthquake safe.
- Since 2005, ECC has contracted with the Engineers and Geoscientists of British Columbia (EGBC), along with UBC's Earthquake Engineering Research Facility to develop and provide risk assessment and mitigation strategies through the Seismic Retrofit Guidelines.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch / Resource Management Division

- When implemented through a structural upgrade these engineering strategies provide a life-safety standard which is intended to allow for safe egress following a major seismic event.
- In 2010, a risk assessment methodology was developed by EGBC, and all schools located in high-risk seismic zones were provided a risk rating by school block as categorized below:
  - High 1 (H1) – Most vulnerable structures; at highest risk of widespread damage or structural failure; not repairable after event. Structural and non-structural upgrades required.
  - High 2 (H2) – Vulnerable structures; at high risk of widespread damage or structural failure; likely not repairable after event. Structural and non-structural upgrades required.
  - High 3 (H3) – Isolated failure to building elements such as walls are expected; building likely not repairable after event. Structural and non-structural upgrades required.
  - Medium – Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required.  
Buildings to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.
  - Low – Least vulnerable structure. Would experience isolated damage and would probably be repairable after an event. Non-structural upgrades may be required.
- In May 2012, EGBC's reassessment results were made public, along with the role EGBC had been fulfilling under contract with ECC. The results reduced the number of projects to be addressed in the SMP from 522 to 152 at that time.
- The 152 remaining projects were identified as phase two of the SMP with an estimated total cost of \$1.3 billion. Since 2012, the SMP has focused on addressing schools with high-risk (H1/H2/H3) blocks.
- Changes to the 2015 National Building Code identified significant increases to the expected intensity and duration of earthquakes in Haida Gwaii and on Vancouver Island, and increased amplification of ground motions for buildings on soft soils, such as in Richmond. In June 2016, Engineers and Geoscientists of British Columbia (EGBC) provided updated Seismic Retrofit Guidelines to the Province that could be used to assess the potential increased risks to schools as a result. In 2018 government reassessed the seismic safety of identified schools within these districts. These reassessments identified 151 schools that now have one or more high seismic risk blocks under the new Seismic Retrofit Guidelines. These 151 schools were added to the SMP in July 2019. There are now 250 schools identified as future priorities.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch / Resource Management Division

- Subsequently, SRG2020 builds upon the incremental changes to previous SRG releases and provides a range of refinements that address changes to the NBC, includes more cost-effective retrofit designs, and an improved seismic performance analysis tool. SRG2020 includes a secondary assessment of the highest risk blocks (High 1) under a less severe, but more likely to occur seismic event known as the Maximum Probable Event. Reassessed blocks were classified into one of four categories (P1-P4), with P1 being the highest risk under a Probable Event.
- EGBC has stated that they do not expect any schools to be added to the SMP under SRG2020.
- Five high risk seismic projects supported under SRG3 were reassessed under SRG2020. None were found to have any increase in scope or cost, demonstrating how the improved science and reduced conservatism has offset any increase in design forces within NBC2020.

**Contact:** *Damien Crowell, Director, (250) 893-6477*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

### **Title: Surplus Properties Program and Property Disposal**

**Date Revised:** January 30, 2023

#### **Key Messages:**

##### **Disposal of Land or Improvements Order (Order)**

- The Order was amended in September 2008 to require Minister of Education and Child Care approval for the disposal of board-owned properties.
- A disposal under the Order includes a sale and transfer in fee simple (including a property exchange); or a lease of greater than 10 years.
- The Order applies to the disposal of all board-owned properties (in whole or in part), including schools, administrative offices, bus garages, maintenance yards, teacherages, and vacant sites.
- A disposal of property to another board of education (i.e., Conseil scolaire francophone) or an independent school does not require ministerial approval under the Order.
- Properties that are the subject of a Crown grant are expressly exempted from the Order.

##### **Surplus Properties Program (SPP)**

- The SPP was introduced in July 2018, replacing the Release of Assets for Economic Generation (RAEG).
- Ministry of Citizens' Services (CITZ) administers the SPP, reporting to Treasury Board.
- SPP provides oversight of the disposal of public assets by property-owning ministries, Schools, Universities, Colleges, and Hospitals (SUCH) Sector Organizations, and Broader Public Sector Entities.
- Prior to receiving ministerial approval, a surplus school district property must first undergo the Enhanced Referral Process (ERP) under the SPP.
- A Surplus Declaration and Readiness Checklist is completed by the Ministry of Education and Child Care (ECC), demonstrating due diligence was applied by a school district in its consideration of disposing a surplus property.
- The ERP provides CITZ with 90 days to match a surplus property to the real estate needs of a ministry, SUCH Sector Organization, or Broader Public Sector Entity.

#### **Key Facts Regarding the Issue:**

##### **Surplus Properties Program (SPP)**

- Boards of education are part of the Government Reporting Entity (GRE), which allows net proceeds from the sale of board-owned assets to be booked by the Province as revenue.
- All proceeds are retained by individual boards for capital reinvestment in their school districts.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

- Government Financial Information

### Property Disposal

- Prior to seeking ministerial approval for the disposal of a property, a board of education must first undertake a broad public consultation process.
- This process must be conducted in accordance with a board's published policies and procedures for disposals of land or improvements.
- Ministerial approval is not granted for a particular sales transaction between a board of education and a specific purchaser; rather, a board is approved to then pursue a disposition process for its surplus property.
- The Disposal Approval Form signed by the Minister or designate is required by Land Title Office to allow transfer of title from a board of education to the new property owner.
- After a board completes the disposal of land or improvements, it must promptly provide the Minister with written notification of the disposition and the final proceeds amount, along with a copy of the final disposal bylaw adopted by the board.

### Key Outcomes:

- For SY2020/21, GRE reporting showed school districts received net proceeds for all property disposals totalling \$7.32 million.
- For SY2021/22, GRE reporting showed school districts received net proceeds for all property disposals totalling \$57.14 million.
- As of January 1, 2023 for SY2022/23, GRE reporting shows school districts received net proceeds for all property disposals totalling \$18.8 million.
- Government Financial Information

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

**Statistics:**

Government Financial Information; Intergovernmental Communications

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management  
Division

Government Financial Information; Intergovernmental Communications



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Capital Management Branch/Resource Management Division

**Delivery Partners:**

1. Strategic Real Estate Services, Real Property Division, CITZ.
2. New Westminster Land Title Office (Vancouver/New Westminster Land Title Districts).
3. Kamloops Land Title Office (Kamloops/Nelson Land Title Districts).
4. Victoria Land Title Office (Victoria/Prince Rupert/Prince George Land Title Districts).

**Contact:** *Francois Bertrand, Executive Director, (250) 415-1970*

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## Financial Services

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Management Services Branch/Resource Management Division

### **Title: Teachers Act Special Account**

**Date Revised:** February 6, 2023

#### **Key Messages:**

- Teacher regulation in British Columbia has been established to be delivered on a cost recovery basis.
- The Teachers Act Special Account was created as the mechanism through which the application and annual practice fees paid by teachers would fund all operating costs associated with the regulatory structure for the teaching profession.

#### **Key Facts Regarding the Issue:**

- When the new regulatory model was established in January 2012:
  - the former BC College of Teachers' accumulated surplus (or funding balance) was transferred to the Special Account; and,
  - the annual practice fee was reduced from \$120 to \$80 resulting in decreased revenue of \$2.5 million per year.
- The Special Account surplus cannot be accessed without approval from Treasury Board. This surplus or funding balance is drawn down when there is a gap between the fees collected and the total cost to administer the regulatory function.
- Current fees do not fully cover the cost of operations.
- Cabinet Confidences; Government Financial Information
- Operational savings in fiscal 2022/23 have allowed a one year delay for the increase. The fee increase was originally approved by Treasury Board for fiscal 2023/24.
- The delay reduces the risk of an adverse reaction from the workforce sector – after inflationary increases have been provided to teacher salaries.
- The annual practice fee for educators in B.C. is substantially lower than other professional annual practice fees in B.C. and lower than the Ontario College of Teachers fees (\$150), the only other teacher regulator in Canada that currently charges an annual practice fee.
- Prudent fiscal management of the Special Account is paramount to minimize expenses and mitigate the need to further increase annual practice fees. Operational efficiencies are continuing to be examined – including IT investments, the current project for the new Teacher Certification database to further streamline operations and reduce costs. Minimizing impacts to the annual practice fees is a common goal and accountability of the Ministry of Education and Child Care, as is retaining the same level of quality and standards for teachers.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Management Services Branch/Resource Management Division

### **Key Outcomes:**

- To lessen the impact of the reduction of the annual practice fee that occurred in 2012, all aspects of the regulatory structure have been reviewed to find administrative cost savings where possible. New efforts are underway to examine processes used in teacher certification that may result in reduced costs for Teachers Act Special Account operations.
- Advice/Recommendations; Government Financial Information

### **Statistics:**

- \$80 – annual practice fees paid by approximately 75,500 certificate holders.
- \$1.97 million – total funds in Special Account surplus as of April 1, 2022.
- \$7.28 million – average revenue generated by fees each fiscal year and held in the Teachers Act Special Account.
- The Treasury Board approved budget for 2022/23 was \$8.86 million. Forecasted expenses and revenue as of December 31, 2022 are \$7.88 million and \$7.68 million, respectively, supplemented with \$0.20 million from the Special Account surplus.
- Government Financial Information

### **Funding:**

- Funding provided by the Teachers Act Special Account.

### **Services to Ministry:**

- Service BC Contact Centre support for Teacher Certification.

### **Agreements:**

- Service BC Contact Centre Memorandum of Understanding is being extended into fiscal year 2023/24.

**Contact:** Kristin Rutledge, Executive Director and CFO, <sup>Personal Security</sup>

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## Funding and Allocation

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

### **Title: Classroom Enhancement Fund**

**Date Revised:** February 6, 2023

#### **Key Messages:**

- The Classroom Enhancement Fund (CEF) was introduced in the 2017/18 school year to fund the implementation of the Memorandum of Agreement (MOA) with the BC Teachers' Federation (BCTF) to restore class size and composition language from 2002 to BCTF collective agreements.
- School districts have hired over 4,800 additional teacher full time equivalents (FTEs) through CEF, including enrolling and non-enrolling (specialist) teachers.
- The total CEF allocation provided to school districts to implement the restored language for the 2022/23 school year is \$574.6 million.
- 2022/23 school year labour settlement funding (LSF) for CEF teacher wage and benefit cost increases associated with the 2022 – 2025 BCTF collective agreement is estimated at \$21.5 million, bringing the total cost of implementing the restored language to \$596.0 million.

#### **Key Facts Regarding the Issue:**

- The MOA implements the restoration of over 1,600 clauses to collective agreements across the province, together with process around the interpretation of the restored clauses.
- CEF has three components:
  - staffing (for classroom and specialist teachers);
  - overhead (for the ancillary costs of employing these teachers, including support staff dictated by collective agreement language); and,
  - remedies (where school districts are unable to implement the restored language despite best efforts).
- Funding is based on actual hiring and costs as reported to the Ministry of Education and Child Care (ECC) in the fall, based on actual hiring as of September 29 of the school year, and actual remedy costs for October.
- Overhead funding is capped at \$41 million.
- All school districts have received what they requested in their fall 2022 submissions, including additional funding for unfilled non-enrolling (specialist) positions.
- ECC has recovered \$3 million in funding from 2021/22, which has been reallocated to minimize 2022/23 costs.
- Funding for the 2022/23 school year will be adjusted based upon school districts' end-of-year reporting of actual spending, which should align with their audited financial statements. Underspend in staffing, overhead and remedies will be recovered; overspend in remedies only will be funded.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

### **Key Outcomes:**

- Funding for an additional 4,804 teacher FTEs in British Columbia's classrooms.

### **Statistics:**

- For the 2022/23 school year the CEF allocation totals \$574.6 million, supporting:
  - 4,804 teacher FTEs at a cost of \$505.1 million:
    - 3,007 enrolling teacher FTEs; and,
    - 1,797 non-enrolling (specialist) teacher FTEs.
  - \$41 million of overhead costs.
  - An estimated \$28.4 million for remedies based on actual remedy costs incurred in October 2022.
- 2022/23 LSF allocated to CEF staffing, overhead and remedies totals \$21.5 million.

### **Funding:**

- Total funding provided to school districts to implement the restored language has increased from \$482.1 million in 2020/21 to an estimated \$596.0 million in 2022/23, which includes funding through CEF and ECC's 2019 Sustainable Services Negotiating Mandate (SSNM) and 2022 Shared Recovery Mandate (SRM) allocations for teacher wage and benefit cost increases.

	<b>CEF and SSNM/SRM Funding (\$ millions)</b>		
	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Staffing	407.4	434.0	505.1
Overhead	40.9	41.0	41.0
Remedies	17.3	23.3	28.4
<b>Total CEF</b>	<b>465.6</b>	<b>498.2</b>	<b>574.6</b>
SSNM/SRM allocations	16.5	24.3	21.5
<b>Total</b>	<b>482.1</b>	<b>522.5</b>	<b>596.0</b>

### **Delivery Partners:**

- The BC Public School Employers' Association (BCPSEA) has advised ECC on the interpretation of the restored collective agreement language in their position as official bargaining agent.
- Boards of Education are responsible for meeting the terms and conditions of their collective agreements, including the MOA.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

### **Background:**

- On March 3, 2017, the BCPSEA, the Public Sector Employers' Council (PSEC), ECC, and the BCTF signed a MOA that fully and finally resolves all matters related to the implementation of the Supreme Court of Canada's decision regarding restoration of class size and composition language in effect before 2002.
- In order to be compliant with the MOA – and the Supreme Court decision – the Province's 60 school districts must meet class size and composition requirements as specified in the MOA and their respective local teacher collective agreements. Government has committed to fully funding the staffing and overhead/administration required for full compliance with the MOA through the CEF.
- This MOA was updated and replaced with a Letter of Understanding in the 2019 – 2022 round of collective bargaining.

**Contact:** *Tim Jah, Director, (778) 698-8538*



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Resource Management Division/Funding and Financial Accountability Branch

### **Title: Eligibility for Publicly Funded Education and International/ Non resident Student Fees**

**Date Revised:** February 3, 2023

#### **Key Messages:**

- The *School Act* requires a public board of education to provide an educational program free of charge to every student of school age who is resident in British Columbia.
- A student is considered resident in B.C. if both the student and their parent/legal guardian are “ordinarily resident.” The term is not defined in the *School Act* but is defined in the Eligibility of Operating Grant Funding Policy using court interpretation which established criteria for determining residency for the purpose of receiving free public education.
- Boards are responsible for determining whether a prospective student is ordinarily resident for the purposes of receiving a funded public education. Boards set local policies and procedures to determine ordinary residence, guided by high-level Ministry of Education and Child Care (ECC) policy.
- If a student and parent are not ordinarily resident, a board may enrol that student but are not eligible to receive funding from the Province for the education. In these cases, boards could provide an educational program based on compassionate considerations (through their own funds without reporting student(s)) or require fees to be paid at a rate set by the District (typically ranging from \$10,000 to \$14,500).
- The *Independent School Act* also provides funding to eligible resident students in Group 1 and Group 2 independent schools.
- Eligible students are defined in the Independent School Regulations as being resident in B.C. if the student is ordinarily resident and if the parent is a citizen or permanent resident of Canada and ordinarily resident in B.C. Independent schools are responsible for documenting funding eligibility.

#### **Key Facts Regarding the Issue:**

- To determine ordinary residence, boards typically ask parents for documentation demonstrating that they are in B.C. for a settled purpose, for example, proof of dwelling ownership or long-term rental of a property, B.C. driver’s license, and income tax returns, to name a few. Citizenship may be an indicator, but is not a determinative factor, of ordinary residence.
- ECC policy sets out that certain individuals are deemed ordinarily resident for the purposes of receiving a free public education, despite not meeting the residency indicators. Examples include:
  - a person who resides in B.C. and has made a refugee claim;

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Resource Management Division/Funding and Financial Accountability Branch

- a person who resides in B.C. and is detained in custody; and
- youth who have entered into a director assigned agreement through the *Child Family and Community Service Act*, the legislative authority for the Ministry of Children and Family Development's Child Protection Services (in this instance the guardian of the student is also deemed resident).
- Requiring a student and their parent or legal guardian to be ordinarily resident prevents individuals coming to B.C. for the sole purpose of receiving a publicly funded education. Other Canadian provinces, such as Alberta and Ontario, take a similar approach to B.C.
- ECC has been fielding calls for many years from individuals who wish to enrol as adults, or their children, from out of province and who strongly object to tuition fees, especially if they are Canadian citizens.
- Changing the requirement for ordinary residence for school age and adult students would have financial implications for ECC.

### **Key Outcomes:**

- School districts are able to supplement their revenues by offering programs on-shore to foreign students and non-resident students. School districts may set their own fee structure for these students.
- Since school year 2007/08, the number of school districts offering an on-shore foreign student program has ranged from a high of 51 districts in 2007/08 to a low of 45 districts in 2008/09. The most recent complete school year in 2021/22 saw 47 districts offering some form of an international education program.
- For many of the districts, international education programming contributed a minor amount of revenue to the district's coffers.
- Compliance Unit within Funding and Financial Accountability Branch routinely fields questions from school districts, parents and placement agencies with regard to situations where it is permissible for a school district to charge tuition for a non-resident student.

### **Statistics:**

- Public school districts who charge fees for non-resident students received gross revenue of \$212.9 million from these students in the 2021/22 school year, with net revenue of \$88.3 million, a significant contribution to school district operating budgets.
- The five school districts with the highest gross revenues are SD38 (Richmond), SD39 (Vancouver), SD41 (Burnaby), SD43 (Coquitlam), and SD61 (Greater Victoria). These five districts have earned revenues of \$89.2 million (42 percent of provincial total) and net revenues of \$38.2 million (43 percent of provincial total) in 2021/22.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Resource Management Division/Funding and Financial Accountability Branch

### **Funding:**

- In the 2022/2023 school year there are an estimated 12,448 non-resident student full time equivalents (FTE) in the public school system and 2,941 non-resident student FTE in the independent system, of which 973 FTE are in Group 1 and 1,160 FTE are in Group 2 independent schools. These numbers would likely increase were there to be a change in the requirement for ordinary residence.
- Advice/Recommendations

**Contact:** *Jonathan Foweraker, Executive Director, (250) 896-2673*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

### **Title: Funding Model Review**

**Date Revised:** March 16, 2023

#### **Key Messages:**

- The key objective of the Funding Model Review was to develop a more equitable and sustainable funding allocation model for K-12 public education.
- The Minister named an Independent Review Panel (Panel) in 2018. The Panel's report, *Improving Equity and Accountability*, was released in December 2018 with 22 recommendations along three key themes:
  - Equity of Educational Opportunity for All Students,
  - Accountability, and,
  - Financial Management.
- During Phase 1 of the Implementation Plan, several improvements to the education system were made, especially in the areas of financial management and accountability.
- Two new policies became effective July 1, 2021 – the Financial Planning and Reporting and Accumulated Operating Surplus policies. The remaining mostly equity-related recommendations were put on pause by government because of the COVID-19 pandemic with the health and safety of students, families, teachers and staff being the priority.
- Government will review the path forward at an appropriate time.

#### **Key Facts Regarding the Issue:**

- The current model was implemented in 2002 during an era of enrolment decline. After 18 years of decline, provincial public-school enrolment has increased in all but one year since 2015 and is projected to continue increasing for the foreseeable future.
- The model has been substantially unchanged, despite changing educational, social, cultural, technological and economic trends. The current model is not linked to student outcomes.
- The review process included consultation with all 60 school districts, system stakeholders, Indigenous peoples, and included meetings as well as written submissions.
- All major educational partners were consulted, including First Nations Education Steering Committee (FNESC), BC School Trustees Association (BCSTA), BC Association of School Business Officials (BCASBO), BC School Superintendents Association (BCSSA), British Columbia Teachers' Federation (BCTF), and CUPEBC.
- The Ministry has continued to engage with and consult partners during Phase 1 of the Implementation Plan.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

- The two new financial management policies describe how boards will provide engagement opportunities to local community and education-partner groups, including local First Nations and Métis Nation BC, for financial planning processes.
- The Financial Planning and Reporting Policy requires boards to provide to the Ministry multi-year financial plans that support multi-year strategic plans (the Framework for Enhancing Student Learning).
- The Accumulated Operating Surplus Policy requires board surplus policy categories to match Ministry policy and will provide greater accountability and transparency for use of surplus funds.

### **Key Outcomes:**

- In February 2020, Government announced a two-phase implementation plan.
- Implementation timelines were delayed as a result of the pandemic with the status of the 22 recommendations now being:
  - 12 substantially implemented (mainly accountability and financial management); and,
  - 10 (equity-related) on pause.
- Despite the pandemic, the Ministry has met several Phase 1 commitments by:
  - improving equity through recognizing B.C.'s children and youth in care in funding allocations via the Equity of Opportunity supplement (starting March 2020);
  - strengthening improved transparency and accountability through a modernized Framework for Enhancing Student Learning;
  - co-developing with the Financial Management Committee the two new Financial Planning and Reporting and Accumulated Operating Surplus policies;
  - supporting school districts with implementing the two new Ministry policies; and,
  - beginning to co-develop a policy update with Indigenous representatives (FNESC and MNBC) to improve funding for Indigenous Students (currently on hold pending completion of work on Local Education Agreements).

### **Statistics:**

- An estimated total of \$6.622 billion in operating grants is being allocated to boards of education in 2023/24, an increase of \$620 million compared to 2022/23 (as of March 2023).
- Included in this total is the \$26.5 million Equity of Opportunity Supplement, which recognizes children and youth in care, children and youth receiving non-clinical mental health supports and low-income families in the school district.
- This is an increase over the \$23 million provided through this supplement in 2020/21, the first year of its implementation.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

- As of February 2023, at least 40 of the 60 school districts have local policies in place that meet the requirements of the Ministry's Financial Planning and Reporting and Accumulated Operating Surplus policies.
- At least four school districts have developed multi-year financial plans.
- 59 school districts have prepared Financial Statement Discussion and Analysis Reports; the remaining school district report is in development.

### **Funding:**

- Government Financial Information
- Expenses included a cross-jurisdictional scan, perspective and technical surveys, contracted independent experts, report preparation, travel engagement, administrative review, and attendance support for stakeholders.
- Total costs do not include salaries for Ministry staff supporting, only travel for partner engagements.

### **Delivery Partners:**

1. BC Association of School Business Officials
2. BC School Superintendents Association
3. BC School Trustees Association

### **Background:**

- The Ministry has taken a phased and gradual implementation approach and is targeting the end of the 2022/23 school year for all local policies to be in place; the majority of school districts will also submit their first multi-year financial plan in this timeline.
- Ministry staff will continue to support school districts with implementation of the two policies through:
  - support materials located on the Ministry website;
  - one-on-one support;
  - holding and facilitating webinars; and
  - attending and presenting at Zone meetings and annual conferences.

**Contact:** Jonathan Foweraker, Executive Director, (250) 896-2673

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

### **Title: K-12 Operating Grants**

**Date Revised:** March 22, 2023

#### **Key Messages:**

- The Ministry of Education and Child Care (ECC) allocates operating grants to boards of education.
- Operating funding is primarily based on the number of full-time equivalent (FTE) students determined by course registration.
- Each year, operating grants are recalculated following the September and February enrolment count and finalized following the May enrolment count.

#### **Key Facts Regarding the Issue:**

- 76 percent of operating grant funding is based on enrolment (per student amount).
- 24 percent is distributed through a series of supplements for students with special needs, English Language Learning, Indigenous Education, promoting equity of student opportunities, educator salary differentials, and geographic factors.
- Estimated operating grants are released by March 15 before the school year begins, based on estimated enrolment submitted by school districts.
- Funding is adjusted throughout the school year as actual enrolment is counted:
  - July (Summer Learning);
  - September (all students);
  - February (continuing education (CE), online learning (OL), refugees, special needs growth); and,
  - May (CE and OL).
- The 2022/23 operating grants will be finalized in June 2023 following the completion of the May 2023 enrolment count.
- The per pupil Operating Grant average funding amount for the estimated 2023/24 operating grants is \$11,246, an increase of \$955 compared to 2022/23 and an increase of \$2,275 or 25.4 percent compared to 2016/17.
- Including special grants, the estimated total operating funding per student is \$12,559 for the 2023/24 school year, 33 percent higher than in 2016/17.
- The 2023/24 operating grant formula is unchanged from 2022/23 apart from a number of rate increases as a result of the allocation of labour settlement funding.

#### **Key Outcomes:**

- The provincial operating grant block is estimated to be \$6.622 billion for 2023/24, an increase of \$620 million from 2022/23, the result of the addition of funding for labour settlement costs and anticipated enrolment increases.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

- The above totals are for the entire 2023/24 school year, including district estimates for the July 2023, September 2023, February 2024 and May 2024 enrolment counts.
- Funding for the 2023/24 school year will be updated following each of these enrolment counts.
- Funding for the 2022/23 school year will be updated in March 2023 when the impacts of the February 2023 enrolment count are known and finalized in June 2023 after the May enrolment count is complete.

### **Statistics:**

- Estimated operating grants for 2023/24 total \$6.622 billion based on districts' estimated enrolment (an increase of \$620 million over 2022/23, and a \$763 million increase compared to 2020/21).
- Outside of the operating grants, an additional estimated \$771 million of special purpose grants will go to boards in 2023/24, including an estimated \$598 million for the Classroom Enhancement Fund (CEF).
- September school-age 2023/24 enrolment is estimated to increase by 5,700 FTE, the eighth annual increase in the last nine years.
- This follows an increase of more than 11,000 school-age FTE between September 2021 and September 2022.
- 39 of British Columbia's 60 school districts are expecting to serve more school-age students as of September 2023 compared to the previous September.

### **Funding:**

- ECC is providing an estimated \$6.622 billion in operating grants to school districts in 2023/24, an increase of \$620 million compared to the previous year, and a \$763 million increase compared to 2021/22.

### **Delivery Partners:**

1. Boards of Education have the autonomy to allocate their operating funding within their school district according to local decisions and priorities; however, they are obligated to provide an appropriate level of service to all students enrolled in their district.

Note: all funding totals are as at March 2023

**Contact:** Tim Jah, Director, (778) 698-8538



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

### **Title:** School District Cost Pressures

**Date Revised:** January 26, 2023

#### **Key Messages:**

- Boards of education have indicated that they are facing increased cost pressures for the 2022/23 school year.
- In 2022 inflation in British Columbia, as measured by the Consumer Price Index (CPI), was 6.9 percent, the highest rate since 1982. School district costs related to Services & Supplies are directly impacted by inflation.
- Districts are also experiencing labour cost pressures related to changes to CPP and EI maximums, annual illness and injury leave benefits under the *Employment Standards Act* (ESA), and WorkSafeBC premiums.
- The cost of negotiated agreements for teachers and support staff, which account for approximately 90 percent of school district costs continue to be funded through the operating grants.

#### **Key Facts Regarding the Issue:**

- The CPI measures price changes by comparing the cost of a fixed basket of goods and services over time; changes in the “all-items” CPI represent the overall rate of inflation.
- In 2022, B.C. experienced the highest rate of inflation in 40 years. Compared to 2021, the CPI increased across all product groups with the largest increases for gasoline (+27.4 percent) and energy (including gasoline, +20.1 percent). These costs significantly impact the price of all goods.
- Most of a school district’s costs are labour related and not directly affected by inflation. However, districts are experiencing labour cost pressures related to changes in CPP and EI maximums, sick leave provisions, and WorkSafeBC premiums.
- Based on the 2021/22 Audited Financial Statements (AFS), 89 percent of school district operating expenditures are salaries (72 percent) and benefits (17 percent) for teachers, management, and support staff. Specifically:
  - teachers represent about 59 percent of total salary costs and excluded staff (i.e., principals/vice-principals and other professionals) account for 12 percent; and,
  - a one percent increase in salaries for excluded staff equates to an additional \$5.4 million in operating costs based on the 2021/22 AFS.
- The remaining 11 percent are for Services & Supplies, which include expenditures on professional/technical services, data processing services, contracted transportation, utilities, and supplies and materials of a consumable and/or non-capital nature. These are directly affected by inflation.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

### **Key Outcomes:**

- School district 2022/23 amended budgets indicate the collective appropriation of \$160 million of accumulated surplus from prior school years to balance the 2022/23 school year (down from \$194 million in their 2021/22 amended budgets). School districts ended the 2021/22 school year with \$343 million of Accumulated Operating Surplus.
- The decrease in appropriated surplus to balance the 2023 annual budget, coupled with the conservative budgeting approach taken by school districts, indicates that districts can absorb the inflationary cost pressures, or that they have reached the limit of accumulated operating surplus that can be appropriated without significant impact on school district operations.
- Advice/Recommendations

### **Statistics:**

- The estimated 2022/23 school district labour cost pressure is \$38.5 million:
  - Increases to CPP and EI maximums – \$12.6 million;
  - ESA changes – \$25 million; and,
  - Increases to WorkSafeBC premiums – \$0.9 million.
- A comparison of 2023 and 2022 Budgets shows the following school district cost pressures related to Services & Supplies:
  - Services – increase of \$12.6 million (6.2 percent);
  - Utilities – increase of \$7.5 million (7.0 percent);
  - Supplies – increase of \$7.1 million (3.2 percent); and,
  - Student Transportation – increase of \$2.7 million (6.5 percent).

### **Funding:**

- School district funding is based primarily on a per student full time enrolment (FTE) funding allocation, which has risen from \$7,158 to \$8,625 per FTE (+20.5 percent) since student enrolment started increasing in the 2015/16 school year.
- Prior to that the basic allocation increased each year as a fixed funding block and was allocated among a decreasing number of students.
- Since 2015/16, the basic allocation has only increased when labour settlement funding has been added to the operating grant funding rates, i.e., to fund the costs of negotiated wage and benefit increases for teachers and support staff.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

- Apart from labour settlement funding the only ongoing additional funding that has been added to the operating block has been the:
  - Rural Education Enhancement Fund (REEF) (\$1.8 million in 2016/17 rising to \$4.3 million in 2019/20);
  - funding for the introduction of the Employer Health Tax (EHT) (\$13.5 million in 2018/19 rising to \$44.6 million in 2019/20);
  - Carbon Tax reimbursement (\$5.1 million in 2019/20); and,
  - School Food Programs Funding (\$71.5 million in 2023/24).
- EHT and REEF funding were merged into the operating grant funding rates (primarily in the geographic factors) in the 2020/21 school year, together with a reimbursement for the Carbon Tax (\$5.1 million in 2019/20) paid by Boards of Education.
- The only ongoing special grant has been the Student Transportation Fund (\$14.8 million in 2016/17, rising to \$15.4 million in 2018/19).

### **Background:**

- Boards that experience increasing enrolment generally do not add costs at the same rate; an additional 100 students in a district may generate (on average) an additional \$1 million in funding for the board but does not necessarily require the hiring of an additional eight teachers, or add significantly to services, supplies or transportation costs, although in some districts there are increased costs for portable classrooms due to space pressures.
- The existing Funding Allocation System (FAS) also supports those districts with declining enrolment through Funding Protection (FP). Funding protection ensures that total September operating grants do not drop more than 1.5 percent, i.e., the board is guaranteed at least 98.5 percent of the previous year's September operating grants.
- This is to allow the board to manage the impact of declining enrolment as if a district loses 100 students (potentially \$1 million less in funding) they may not be able to reduce their staffing by eight teachers and/or associated educational assistants, and still have the same overhead costs to run the school district. The level of funding protection has varied over the past 20 years, and at times 100 percent of the previous year's September funding has been guaranteed.
- Where a district has relatively flat enrolment (or with a small increase or decrease) they do not see the benefit of either of these mechanisms, and so must bear increased costs, without the benefit of increasing funding, or the FP safety net.

**Contact:** Jonathan Foweraker, Executive Director, (250) 896-2673

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Resource Management Division

### **Title: Student and Family Affordability Fund (SFAF)**

**Date Revised:** March 22, 2023

#### **Key Messages:**

- The Province is helping make school more affordable for students and their families who are struggling with rising costs of living due to global inflation.
- Through the Student and Family Affordability Fund, \$60 million will help school districts make sure students are fed and have the school supplies they need to be successful this year.

#### **Key Facts Regarding the Issue:**

- In July 2022, TBS approved the Ministry of Education and Child Care's (ECC) request for a one-time \$63.8 million Student and Family Assistance Fund (SFAF) to increase food security and directly offset costs to parents, guardians, and students, such as school supplies or other cost pressures they are facing using existing mechanisms such as hardship policies.
- In March 2023, the Ministry of Education and Child Care's (ECC) announced a \$71.5 million per year for three years of part of an ongoing School Foods Program.

#### **Key Outcomes:**

- As of December 31, 2022 approximately \$17.3 million of the \$60 million that was provided to the 60 public school districts has been spent:
  - Over \$8.6 million was spent on food security, aiding over 90,000 students;
  - Almost \$3 million on supplies and equipment; and,
  - Approximately \$5.7 million on family assistance.
- Public school districts are forecasting a total spend of \$46.5 million by the end of the school year, leaving an estimated \$11.8 million unspent which can be carried forward to use next year towards school supplies and offsetting school fees..
- \$3.8 million was allocated to independent schools.
  - ECC worked with the Federation of Independent School Associations in British Columbia (FISABC) to develop a socio-economic index to determine grant amounts.
  - The index assessed the number of families in independent schools with incomes below the provincial average.
  - Grants were provided to 251 independent schools.
  - More than 90 independent schools, including 44 Group 2 schools, decided not to accept the funding, usually in recognition that other independent schools had greater need.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Resource Management Division

- ECC will receive reporting on how grants were spent at the end of the 2022/23 school year.
- In recognition of the new School Foods Program, School Districts have been informed that any carry-over of funds from SFAF should be directed to helping families with the cost of school supplies for the 2023/34 school year.

### **Statistics:**

- In May 2022, core inflation in British Columbia, as measured by the Consumer Price Index (CPI), reached 8.1 percent, the highest level since 1982.
- Compared to May 2021, the CPI increased across all product groups with the largest increases for gasoline (+42.0 percent) and energy (including gasoline, +29.1 percent). These costs significantly impact the price of all goods.

### **Funding:**

- \$60 million was allocated to support K-12 public schools. Under the *Independent School Act*, this requires \$3.8 million to be provided to independent school authorities.
- Funding to public school districts was allocated proportional to operating grant funding, with a floor of \$250,000.
- Funding to Independent School Authorities was allocated by the Federation of Independent School Associations (FISA) and was based on a Socio-economic Index (SES) of the school's location and consultations with school administrators. Many schools did not accept the funding.

**Contact:** Jonathan Foweraker, Executive Director, (250) 896-2673

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## SD Financial Reporting

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability/Resource Management Division

### **Title: Cash Management/School District Financial Reporting**

**Date Revised:** March 14, 2023

#### **Key Messages:**

- Government's current Cash Management Strategy requires school districts to cost-share new capital projects (excluding seismic upgrades) by using their surplus cash reserves.
- Amount of contribution is set by Treasury Board staff, after a case-by-case analysis and discussion with school district staff, with lesser proportions requiring justification by the Ministry of Education and Child Care (ECC).
- An Auditor General's report in 2010 found there was too much cash being held by a variety of public sector agencies – including school districts.
- In 2014, the Ministry of Finance (FIN) launched the Cash Management Strategy which required school districts to cost-share capital projects. This initiative was launched with the rationale that this would lower the Province's overall debt costs by utilizing cash deposited by school districts into Provincial Treasury's Central Deposit Program (CDP) to offset external borrowing requirements.

#### **Key Facts Regarding the Issue:**

- FIN piloted the CDP in 2011 and 2012.
- During the 2011 school year, the timing of grant payments to school districts was adjusted to more closely match spending patterns.
- Balance sheet management involves the review of existing cash balances across all government organizations to identify amounts not required for ongoing operational needs.
- Ongoing balance sheet management will involve discussions with school districts on the eventual use of their surplus cash, if any, to address jointly-determined objectives.
- Effective January 26, 2023, the CDP deposit rate for Boards will be set to Prime less 1.50 percent, based on the current Prime rate of 6.7 percent which will result in a nominal deposit rate of 5.2 percent (previously 0.95 percent as at July 2021).
- Since inception total interest earned by Boards on CDP deposits amount to \$173.7 million as at March 13, 2023.
- Government funds both operating and capital spending requirements for school districts. Under the current process, school districts are expected to contribute surplus cash to upcoming non-seismic capital project budgets, thereby reducing provincial capital requirements. Capital grants are still anticipated to fund the majority of capital projects in the K-12 sector.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability/Resource Management Division

- When a school district is directed to utilize available cash for a capital project, it may require the cancellation of pre-established plans for these funds, such as:
  - IT systems upgrades;
  - minor capital maintenance projects to be funded from local capital; and,
  - other capital priorities not funded by ECC (e.g., portables, administration offices or maintenance facilities).

### **Key Outcomes:**

- After accounting for cash held to meet short-term obligations (i.e., payroll and accounts payable), contributions restricted by an external contributor (i.e., tuition paid in advance by non-resident students), school generated funds, and cash restricted for capital projects, school districts had a combined total of approximately \$609 million in available cash and short-term investments as at June 30, 2022.
- School districts have set aside some of the available cash for future self-financed capital projects (\$215 million as at June 30, 2022). A component of cash balances is represented by the accumulated Operating surplus (\$343 million as at June 30, 2022), a portion of which (\$243 million) has been restricted by Boards of Education for future uses.

### **Statistics:**

- As at June 30, 2022, school districts had a combined total of \$1.94 billion in cash and short-term investments.
- For the 2021/22 fiscal year, the estimated savings to the Province in debt service costs that could be attributed to K-12 Public School participation in the CDP was \$7.3 million (2020/21 – \$10.4 million).
- On average school districts (SD) balances made up 41 percent of the program balance. Their contributions to savings was 34 percent (2020/21 – 47 percent and 36 percent, respectively).
- A factor to the lower 2021/22 metrics were that SD's balances were lower in 2021/22 when compared to 2020/21. Year-end balances were \$1.091 billion in 2021/22 vs. \$1.152 billion in 2020/21. In other sectors, such as Health, balances increased.
- The Central Deposit Program (CDP) was launched by Provincial Treasury in February 2013. Since February 2013, deposits to the program have grown from \$40 million to a current total of \$1.038 billion (March 13, 2023) deposited from 59 school districts.

**Contact:** Ian Aaron, Director, (250) 415-1073



## SD99 (Provincial Composite) Cash Breakdown Analysis -- June 2022

		June 30, 2022 (ACTUAL)
Total Cash & Cash Equivalents		1,906,522,935
Short-Term Investments (estimated per June GRE)		<u>41,227,000</u>
Total Cash & Short-Term Investments		1,947,749,935
Accounts Receivable	184,402,054	
Prepaid Expenses, Inventory and Other Assets	<u>37,686,199</u>	<u>222,088,253</u>
		2,169,838,188
Less: Cash needed/held to meet short-term obligations		
Accounts Payable and Accrued Liabilities	(765,792,005)	
Unearned Revenue (represents International Education Tuition Fees collected in advance)	<u>(223,333,631)</u>	<u>(989,125,636)</u>
Net Working Capital		1,180,712,552
Less: Cash Restricted by the external contributor for a specific use:		
Deferred Revenue	(48,663,852)	
School Generated Funds	(82,879,692)	
Scholarships and Bursaries	(12,031,882)	
Unspent LIF/Classroom Enhancement Fund funding	(9,663,298)	
CommunityLINK	(4,764,722)	
First Nation Student Transportation	(2,803,357)	
Federal Safe Return to Class Fund	(6,341,277)	
Mental Health in Schools	(2,904,773)	
Ready Set Learn	(1,569,662)	
Annual Facility Grant	(2,230,831)	
By-Law Capital received but not spent	(18,113,523)	
Other Provincial Capital (MCFD, ITA) received but not spent	(45,104,950)	
Non-Provincial Capital received but not spent (PAC's, etc)	(6,098,248)	
Municipal Land Capital	<u>(84,053,083)</u>	<u>(327,223,150)</u>
		853,489,402
Less: Employee Future Benefits liability		<u>(259,077,791)</u>
Cash & ST Investments Potentially Available for Cost Sharing		594,411,611
Long-term Investments (approx)		38,933,122
Long-Term Debt (loans and capital leases)		<u>(24,028,178)</u>
<b>Cash &amp; Investments Potentially Available for Cost Sharing</b>		<b><u>609,316,555</u></b>
Cash & Investments Potentially Available for Cost Sharing is partially made up of:		
Ministry of Education Restricted Capital		84,034,748
Local Capital		215,717,711
Accumulated Operating Surplus		<u>343,113,799</u>
		<u>642,866,258</u>
Difference due to assumption that Employee Future Benefits entirely offset by Cash		

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

### **Title: School District Accumulated Surpluses/Deficits**

**Date Revised:** March 14, 2023

#### **Key Messages:**

- An accumulated surplus indicates that a school district has net resources that can be used to provide future services in a consistent and stable manner. It is achieved by spending less than the revenue it earns. The accumulated surplus is the sum of its net financial performance - good and bad - since day one.
- Boards of Education (Boards) are required by legislation to prepare balanced annual operating budgets, which may include use of prior year accumulated surplus.
- During a school year, Boards may experience exceptional circumstances such as unforeseen expenditures or reduced revenue due to unexpected enrolment declines. Surpluses can help buffer fluctuations in revenues and expenditures.
- Boards expecting to incur a deficit must seek the Minister of Education and Child Care's approval to incur a deficit. Audited financial statements must be submitted by September 30.
- Boards must retire the deficit from future operations, and the Ministry of Education and Child Care provides no additional funding.

#### **Key Facts Regarding the Issue:**

- Operating Fund surpluses are one component of overall school district cash balances (current cash balances approximately \$1.95 billion), but there are other components as well, such as short-term and long-term accounts payable, and school-generated funds.
- The balance of Operating Fund surpluses and deficits for all school districts totaled more than \$343 million as at June 30, 2022, of which Boards have internally restricted \$243 million of the Operating Fund surpluses to be used in years 2022/23 and beyond.
- School districts have historically managed their finances in a prudent manner. Accumulating surpluses in some years permits flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to unexpected enrolment declines. School districts' use of accumulated surpluses from prior years, which is permitted by the *School Act*, results in minor pressure to the overall fiscal plan.
- School districts collectively appropriated \$160 million of accumulated surplus from prior school years to balance their 2022/23 amended annual budgets. This is normal and accepted practice for school districts.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability Branch/Resource Management Division

- School districts can transfer Operating funds into Local Capital. Primary purpose of these transfers are to pay for purchases of tangible capital assets (i.e., Board office renovations) and capital lease payments (ie. photocopier and IT equipment leases). These transfers from Operating to Local Capital provide a conduit to lowering Accumulated Operating Surplus.

### **Key Outcomes:**

- As at July 1, 2022, there are no school districts in an accumulated deficit position, and no unfunded Employee Future Benefits liability. On June 30, 2005 there was a \$98 million Unfunded EFB.

### **Statistics:**

- Since 2011/12, the cumulative Operating Fund surplus increased by \$163.6 million.
  - 45 districts increased surplus – \$207.1 million.
  - Remaining 15 districts decreased cumulative surplus – \$43.5 million.
- Since 2011/12, the unspent Local Capital surplus increased by \$119.1 million.
  - 40 districts increased surplus – \$145.0 million.
  - Remaining 20 districts decreased cumulative surplus – \$25.9 million.
- Comparing the combined amounts of Accumulated Operating Surplus and Local Capital surplus, the growth of these surpluses since 2011/12 is \$282.6 million (102 percent increase).
  - June 30, 2022 – \$558.8 million
  - June 30, 2012 – \$276.2 million
- The five-year growth of combined Accumulated Operating Surplus and Local Capital since June 30, 2017 is \$64.6 million. It is not possible to determine if this five-year growth was a result of conservative financial planning, the effect of transferring Operating costs to the Classroom Enhancement Fund, or effects of COVID-19 in 2019/20 through 2020/21.
- One-year change in accumulated operating surplus in the last fiscal year was a decrease of \$72.9 million to end the year at \$343 million. This decrease is primarily due to lower annual operating surplus, transfers of operating surplus into Local Capital, and use of operating funding to purchase tangible capital assets.

**Contact:** Ian Aaron, Director, (250) 415-1073

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability/Resource Management Division

### **Title: School District Financial Health**

**Date Revised:** March 14, 2023

#### **Key Messages:**

- Government is providing operating grants to school districts in 2022/23 that total an estimated \$5.876 billion. In addition, more than \$679 million is provided in special purpose grants such as the Classroom Enhancement Funding and CommunityLINK.
- School districts across the province face challenging budgetary decisions. Despite these challenges, school districts have managed their financial affairs well.
- By implementing two new policies on Financial Planning and Reporting, and Accumulated Operating Surplus, the Ministry of Education and Child Care (ECC) is enhancing the transparency of, and accountability for, financial decisions as recommended by the Funding Model Review.
- Through an ongoing assessment of financial pressures, ECC is able to chart the best way to create a sustainable fiscal environment that supports well-performing school districts.

#### **Key Facts Regarding the Issue:**

##### **Cost pressures school districts are facing, now and/or in the future**

- The BC Association of School Business Officials (BCASBO) and other sector stakeholder organizations have been working with ECC staff to identify and prioritize the pressures being managed by school districts across the Province.
- Inflationary pressures continue to be an area of concern for school districts – inflation, benefit plan rate increases, etc. The current funding model, and the processes that support it, do not account for these increasing pressures.
- School districts continue to voice opposition to the downloading of MyEDBC and Next Generation Network costs (\$18.2 million) and exempt compensation increases (approx. \$10 million). School districts, when publicly discussing their budget challenges, neglect to mention reduced Municipal Pension Plan (MPP) premiums (\$8.3 million) and reduced Teachers Pension Plan (TPP) contributions (\$78.1 million).
- Deferred maintenance is another area of pressure for school districts, with aging school facilities.
- Many growing districts have to reduce operating expenditures (i.e., on educational programming) in order to fund portables to accommodate their growing student populations. For example, Surrey is spending approximately \$5 million per year on portables.
- One emerging issue that ECC is monitoring is mental health, both in terms of

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability/Resource Management Division

services to students as well as WorkSafe requirements for employers. School districts report being ill-prepared and under-resourced to manage growing mental health program requirements, and some are receiving fines from WorkSafeBC as a result of their inability to accommodate employees.

- Parents often complain about subsidizing costs for transportation, field trips, sports teams, supplies, etc. Teachers also complain about having to pay for classroom supplies on their own.
- For 2020/21 and 2021/22, many of the pressures are unknown due to impact of the COVID-19 pandemic and Extreme Weather events. Estimates of increased net costs for the 10 quarters ended September 30, 2022 is \$471 million. School districts have received \$308.2 million of additional funding for COVID-19 pressures, Learning Impacts, Federal Ventilation funding, and Extreme Weather.
- The Province has provided \$42.47 million in Safe Return to School Grants in 2020/21. In addition, there was \$18 million of 'Learning Impacts' funding in 2020/21 and Restart funding (Mental Health and Health & Safety allocations) of \$18.2 million in 2021/22.
- Through the Federal government, new funding builds on plans for a safe back to school. In 2020/21, \$216.8 million has been distributed to school districts. Federal Ventilation funding of \$11.1 million was distributed in 2022/23 school year.

### **Assessment of unfunded cost pressures for 2022/23**

- There is no single source of agreed-upon information.
- 90 percent of school district costs are wages and benefits. These cost increases are fully funded through labour settlement funding and enrolment growth.
- The following pressures are generally considered "unfunded" by the sector (\$44.25 million):
  - continuing COVID-related protocols (staff time for enhanced cleaning, cleaning supplies, PPE, and air filters) – \$24.75 million;
  - cost increases for non-wage items are estimated at an incremental \$5 million;
  - CPP and EI employer contribution increases – incremental \$4.5 million; and,
  - management compensation increase (two percent) – approximately \$10 million.
- MPP and TPP rate decreases mitigate unfunded cost pressures – \$86.4 million.
- Growing districts with increasing funding are better able to manage these pressures – those in funding protection and experiencing flat enrolment are comparatively worse-off.
- Generally speaking, the results of recent reviews have indicated that school districts are doing well, but there is room for improvement in the following areas:
  - strategic planning, aligning spending with strategic priorities, risk management, engaging with their communities, long-range facilities planning, and performance evaluations of senior staff.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability/Resource Management Division

- ECC has provided guidance to Boards of Education and school district senior administration on best practices for strengthening financial governance and accountability practices.
- Advice/Recommendations; Government Financial Information; Intergovernmental Communications

### **Key Outcomes:**

- School districts have historically managed their finances in a prudent manner. Accumulating surpluses in some years permits flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to unexpected enrolment declines.
- Provincially, administration spending as a percent of districts' operating budgets is 6.85 percent – it's lean, and districts continue to maintain a lean mindset with regard to administration spending.

### **Statistics:**

- 2021/22 year end results for the public education system are as follows:
  - accumulated operating surplus decreased by \$72.9 million to end the year at \$343 million;
  - the \$72.9 million decrease is primarily due to lower Annual Operating Surplus in 2021/22 – \$11.9 million in 2021/22 vs \$118.2 million in 2020/21. This could be attributed to on-going impacts of COVID-19 on operations; other than Restart Funding (\$18.2 million) and Federal ventilation funding (\$11.1 million) no COVID-related funding was provided to school districts in 2021/22;
  - school districts transferred \$45.5 million of operating funding into their Local Capital fund in 2021/22. If this transfer had not been made the surplus decline would have been reduced to \$27.4 million;
  - they also used \$39.9 million of operating funding to purchase tangible capital assets, leading to the decline of \$72.9 million in surplus;
  - Local Capital increased by \$20.8 million to \$215.7 million in 2021/22 due to transfers from Operating Surplus of \$45.5 million for an undetermined future Local Capital use and \$5 million to fund Capital Lease (interest) payments, together with district proceeds on disposal of capital assets (+\$56.6 million), and annual net surplus primarily derived from rental and investment income (+\$11.4 million), balanced by Capital Asset purchases of \$88.5 million and capital lease payments of \$9.1 million;
  - cash and short-term investments decreased by \$31.9 million to end the year at \$1.95 billion;

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Funding and Financial Accountability/Resource Management Division

- administration spending as a percent of total operating expenses decreased, to 6.85 percent (7.18 percent in 2020/21); and,
  - for 2021/22, there are no districts in an accumulated operating deficit position.
- School districts collectively appropriated \$160 million of accumulated surplus to balance their 2022/23 amended annual budgets.

**Contact:** *Ian Aaron, Director, (250) 415-1073*

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## CHILD CARE DIVISION

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### **Title: ChildCare BC**

**Date Revised:** January 27, 2023

#### **Key Messages:**

- The B.C. government recognizes the challenges many parents face when trying to balance raising a family with pursuing work and training opportunities.
- In 2018, Government launched the ChildCareBC Plan, its 10-year strategy to build affordable, accessible, quality, inclusive child care as a core service that families can depend on.
- We are committed to partnering with Indigenous Peoples in building culturally relevant child care that meets the unique needs of Indigenous families.

#### **Key Facts Regarding the Issue:**

- Child care remains a key government priority, appearing in multiple Ministers' 2022 Mandate Letters, including the Minister of Education and Child Care and Minister of State for Child Care, the Minister of Post-Secondary Education and Future Skills, and the Minister of Finance.
- The ministry continues to engage regularly with all levels of government; Indigenous governing bodies and entities; and school boards, child care providers, parent organizations and other stakeholders to collaborate on projects, solicit feedback, and provide important updates. This engagement helps to inform the ongoing development of a child care system that families can count on.
- Working with the First Nations Leadership Council (FNLC), the ministry has developed a First Nations Engagement plan for 2022-23/2023-24 that will enable staff to consult and obtain recommendations on approaches for funding and future opportunities.
- The ministry remains committed to ongoing dialogue with First Nations Rightsholders, Métis and Inuit peoples about the distinctions-based approach to Indigenous child care, as an essential part of all future engagement and in alignment with the Province's obligations under the Declaration on the Rights of Indigenous Peoples Act (the Declaration Act) and the United Nations Declaration on the Rights on Indigenous Peoples.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- The ministry is working with the Government of Canada to develop a new Action Plan outlining key actions and commitments for the remaining three years of the Canada-Wide Early Learning and Child Care Agreement (CW-ELCC) by May 1, 2023. Additional targets and actions that relate to the ChildCareBC Plan may result from the development of this action plan.

### **Key Outcomes:**

- In Years 1-3 (2018-19/2020-21) of the plan, government took initial steps towards building cohesive, publicly managed child care as a core service for families.
- Year 4 (2021-22) focused on supporting child care providers through the COVID-19 pandemic and planning for future years of ChildCareBC.
- Year 5 (2022-23) focused on implementing initiatives that support the key pillars of the ChildCareBC Plan, including affordability, quality, access, inclusion, and Indigenous-led child care. Highlights include:
  - Reducing average parent fees for families with children in kindergarten or younger by up to an additional \$550 (up to \$900 total) per month per child, through the enhanced Child Care Fee Reduction Initiative (CCFRI)<sup>1</sup>;
  - Almost 14,000 Early Childhood Educators (ECEs) working at over 3,400 licensed child care facilities benefited from the \$4/hour ECE Wage Enhancement so far in 2022-23, helping raise the median ECE wage to \$26 per hour as of 2022-23;
  - Supporting over 110 providers, representing over 900 spaces, through the Start-Up Grant program;
  - increasing funding for Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) by \$31.8M<sup>2</sup> – in addition to existing annual funding of \$80M, supporting the provision of inclusive child care services to approximately 1,500 more children;
  - expanding the Aboriginal Head Start (AHS) model by almost 850 child care spaces<sup>3</sup>, for a total of 1,500 spaces provincially, providing no-fee child care to Indigenous families on and off-reserve; and

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<sup>1</sup> Accomplished in partnership with the federal government under the Canada-British Columbia Canada-wide Early Learning and Child Care Agreement (CW-ELCC).

<sup>2</sup> This funding comes from two agreements with the Government of Canada: the CW-ELCC Agreement (\$15M) and the bilateral Early Learning and Child Care (ELCC) Agreement (\$16.8M).

<sup>3</sup> 530 of these spaces are funded in partnership with the federal government under the CW-ELCC Agreement.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- completing the transfer of responsibility for child care from the Ministry of Children and Family Development to the Ministry of Education and Child Care (ECC), further supporting the integration of child care within the broader learning environment.
- Years 6-8 of the plan (2023-24 to 2025-26) will focus on actions that will support a full implementation of the ChildCareBC Plan by Year 10 (2027-28), including actions across all pillars of affordability, accessibility, quality, inclusion and supporting Indigenous-led child care (see details in background section).

### **Background:**

- Key activities planned across each pillar for Years 6 to 8 of ChildCareBC include:
  - **Affordability**
    - Continuing to work towards average parent fees of \$10/day for children 0-5 years by 2025-26, through a combination of provincial and federal funding;
    - Reducing parent fees for half-day preschool and school aged children (ages grade 1 to age 12) Advice/Recommendations
    - Working towards the development of a new operating model for funding licensed child care providers that supports inclusion and cultural safety.
  - **Accessibility**
    - Continuing to prioritize investments in space creation for public, non-profit, Indigenous-led and home-based organizations;
    - Continuing to work towards CW-ELCC commitment of creating a total of 30,000 new licensed spaces for children 0-5 years by 2025-26, increasing to 40,000 spaces by 2027-28;
    - Working towards a long-term space-creation strategy for child care including child care facility design standards and a capital plan; and
    - Working towards universal access to before- and after-school care.
  - **Quality**
    - Developing and implementing a wage grid for early childhood professionals;
    - Reviewing, refining, and enhancing strategies introduced in the 2018 Early Care and Learning Recruitment and Retention Strategy, including wage enhancements, peer mentoring, and support for education, training, and

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

ongoing professional learning and continuing access to education and training;

- Co-developing the regulations to support the Early Learning and Child Care Act and the Early Childhood Educators Act with Indigenous partners and Rightsholders and bringing the Acts and regulations into force; and
- Building capacity of early childhood professionals through the development and release of a Quality Assessment Framework, and professional development supports, including consideration of a sustainable, long-term approach to professional development.

### ○ ***Inclusion***

- Supporting and monitoring enhanced investments to SCD/ASCD to reduce wait times and/or increase service levels for inclusive child care supports and enable SCD/ASCD to increase emphasis on capacity building in child care settings;
- Continuing to work towards improving data collection and reporting in relation to inclusive child care;
- Supporting foundational knowledge, skills, and capacity for inclusive child care across the child care sector; and
- Developing an Inclusive Child Care Strategy to enable a future where publicly funded child care is inclusive of all children and families.

### ○ ***Distinctions-based Child Care for First Nations, Métis and Inuit Families***

- Maintaining operational funding for Indigenous-led spaces funded in the first two years of the CW-ELCC Agreement, factoring in annual inflationary increases including:
  - funding for the Métis Child Care Navigation Program;
  - funding for engagement with Métis/Indigenous and First Nations; and
  - funding for 1,500 AHS child care spaces provincewide.
- Intergovernmental Communications
- Continuing to work with Métis Nation BC to expand Metis-led child care;
- Holding ongoing engagement sessions to consult with and obtain recommendations from Indigenous partners and rights holders regarding

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

distinctions-based approaches to child care that supports First Nations, Métis and Inuit families, following the ministry's First Nations Engagement Plan;

- Working with the FNLC and the Government of Canada to establish a Tripartite Approach to child care development;
- Continuing the expansion and creation of new distinctions-based child care spaces; and
- Ensuring the inclusive universal system is culturally safe and responsive.

### **Statistics:**

- For further information, see Child Care Data Booklet

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Withheld pursuant to/removed as

Government Financial Information ; Intergovernmental Communications

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### **Title: ChildCare BC – Accessibility Overview**

**Date Revised:** January 30, 2023

#### **Key Messages:**

- For too long, families across B.C. have struggled to find affordable child care that meets their needs.
- That's why expanding the number and availability of child care across the Province is a key priority of this Government.
- We're building a future where affordable, quality, inclusive child care is a core service that families can depend on.
- We know that improving access for B.C. families requires long-term, sustainable growth that aligns with the capacity of the sector and workforce needed to deliver this important service.
- Which is why in addition to directly investing in space creation initiatives, the Province is providing funding to support child care operations through fee reductions and work force enhancements – supporting the stability of the sector and further encouraging growth.

#### **Key Facts Regarding the Issue:**

- In 2021, B.C. was the first province to sign a new five-year, \$3.2-billion Canada-Wide Early Learning and Child Care Agreement with the Government of Canada. Through historic investments at the provincial level and a partnership with the federal government, child care in B.C. is more affordable, accessible, and higher quality.
- Various space creation initiatives, including the ChildCareBC New Spaces Fund, the Start-Up Grants program, and funding for child care in Neighbourhood Learning Centres, are helping us reach our goals by helping fund more spaces quickly throughout the province.

#### **Key Outcomes:**

- Since the launch of ChildCareBC in 2018, the provincial government, with support from the federal government, has funded over 31,800 new child care spaces, with 11,800 of these spaces open and 20,000 more spaces in development or construction. This funding is focused on community investments that are long-term and run by public and non-profit institutions.



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- In the most recent complete fiscal year (2021/22), the child care space to population ratio was 21%, meaning there were licensed child care spaces participating in ECC child care programs for 21% of the children ages 12 and under in B.C.
- This is an increase from an 18% ratio for children ages 12 and under in 2017/18.

### **Background:**

#### **New Spaces Fund**

- Since launching in July 2018, the ChildCareBC New Spaces Fund has been supporting the creation of thousands of new licensed child care spaces across B.C., improving access to child care for families who want affordable, quality child care.
- To ensure spaces created through the New Spaces Fund are affordable for families, eligible recipients are required to ensure that the child care operator is accepted into the Child Care Operating Funding program and approved to opt in to the Child Care Fee Reduction Initiative (CCFRI).
- Since 2021, the New Spaces Fund has focused funding eligibility on community investments that are long term and run by public and non-profit organizations, in line with the Canada-Wide Early Learning and Child Care Agreement with the Government of Canada.
- In 2022/23, the New Spaces Fund removed maximum funding amounts to support larger space creation projects, maintaining priority for projects with a cost per space of \$40,000 or less.

#### **Start-Up Grants**

- Since 2018, the B.C. government has invested in the Start-Up Grants program, which supports individuals who want to operate a licensed child care facility in their personal residence.
- Applicants can apply for funding to help them cover the costs of becoming licensed, including training and application fees for licensing, hiring replacement staff while taking a course, and buying equipment for a child care facility.
- The program provides \$500 up front to applicants to assist with the cost of becoming licensed, then an additional \$500 per licensed child care space they create to help with on-site and operational costs.
- Becoming licensed allows providers to care for more children, and helps to enhance the quality of child care across B.C.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### **Maintenance Fund**

- In June 2018, the ChildCareBC Maintenance Fund replaced the Child Care Minor Capital Funding program. Budget 2018 increased the fund from \$0.4M to \$1.2M annually.
- The ChildCareBC Maintenance Fund supports licensed child care providers to repair their facilities, purchase replacement equipment, and/or relocate their child care facility in emergency circumstances.
- The maximum amount of funding for non-profit and public-sector organizations is \$10,000 per fiscal year. Private child care organization, including family providers, are also eligible for funding through the Maintenance Fund but for lesser amounts of funding (\$2,000 if operating out of a personal residence, \$5,000 if not operating out of personal residence).

### **Neighbourhood Learning Centres – School Board Capital Funding**

- Neighbourhood Learning Centre (NLC) space is funded through existing major capital envelopes where deemed eligible by the Ministry and approved by Treasury Board. Eligibility for NLC funding is determined on a case-by-case basis on particular project types, including new or replacement schools and in some cases partial replacements, significant renovations or additions.
- NLC space is additional, non-instructional and community-centric space that promotes strong school-community partnerships and provides facilities that meet the needs of children, youth, families and the greater community. Government's mandated priorities, including child care, must also be a primary factor when planning NLC use.
- Since October 2017, 31 major capital projects have been approved by the BC Government with NLC space prioritized for child care. To date, 704 licensed child care spaces have been created through these projects.

### **Statistics:**

For further information, see Child Care Data Booklet:

- Section 6: Child Care Space Creation

**Contact:** *Patricia Boyle, ADM, Child Care Division, (778) 974-5047*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Title: ChildCare BC – Affordability Overview**

**Date Revised:** Jan 30, 2023

#### **Key Messages:**

- For too long, child care wasn't treated like a necessity. It was gated behind rising fees that shut out most families. We've been working hard to change that.
- We're building a future where affordably, quality, inclusive child care is a core service that families can depend on.
- Cutting child care fees is one of the ways we're bringing down costs and helping families respond to rising global inflation.
- Since April 2018, as a result of ChildCareBC programs such as the Child Care Fee Reduction Initiative (CCFRI), the Affordable Child Care Benefit (ACCB) and the \$10 a Day ChildCareBC Centres, thousands of children and their families have benefited from lower child care fees and others have child care for no more than \$10 per day.
- Families of children in kindergarten and younger are saving up to \$900 more per child on their monthly child care bills – thanks to our fee reductions.
- Child care providers representing 96% of eligible child care spaces are working with government through the Child Care Fee Reduction Initiative to help put money back in families' pockets.
- By expanding the child care fee reductions as well as the \$10 a Day ChildCareBC program, over 20,000 child care spaces will cost \$10 a day or less for B.C. families and the majority of families with children kindergarten and younger will be seeing significant savings on the path to \$10 a Day child care for all
- We know there is more work to do to make child care more affordable for families, and we're committed to continuing this work.

#### **Key Facts Regarding the Issue:**

- Since 2018 and to December 31, 2022, the Province has invested \$1.2 billion to make child care more affordable for parents – particularly for families with infants, toddlers and children aged 3 to 5 years, which are the most expensive types of care.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### **Key Outcomes:**

- Child care remains a key government priority, and in Budget 2022, additional funding was committed over three years to continue supporting the implementation of the ChildCareBC Plan, including targeted supports for improving parent affordability, such as:
  - Expanding the number of \$10 a Day ChildCareBC spaces to over 12,700 as of February 2023 (through a combination of provincial and federal funding).
  - Reducing average parent fees for children age 5 and under (accessing non-\$10 a Day spaces) to \$23 per day in Dec 2022, from \$53 per day before any government supports.
  - Reducing fees for preschool and school-age children by up to \$145 per child per month in September 2023.
  - Developing and implementing a consolidated, equitable and transparent funding approach for licensed child care providers to support the future expansion of \$10 a Day child care spaces.

### **Background:**

- To improve affordability, the Ministry has implemented three key measures to reduce costs to families: the Child Care Fee Reduction Initiative (CCFRI), the Affordable Child Care Benefit (ACCB), and the \$10 a Day ChildCareBC Centres.

#### **Child Care Fee Reduction Initiative**

- The CCFRI helps lower the cost of child care for parents at approved licensed child care facilities, regardless of household income. As of December 1, 2022, fee reductions increased to up to \$900 per month, per child for children in kindergarten and under.
- The CCFRI is a voluntary, application-based program; the vast majority (about 94%) of eligible child care providers that apply are approved each year.
- In 2022/23, the Ministry approved fee reductions for more than 76,000 child care spaces at nearly 4,300 child care facilities per month.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- And, to ensure that these changes support both families and providers, we increased funding for providers who participate in the CCFRI, to help cover operational costs associated with running a child care facility.

### **Affordable Child Care Benefit (ACCB)**

- The ACCB is an income-tested child care benefit for families, available to families with annual pre-tax household incomes of up to \$111,000.
- The amount of funding a family receives under the ACCB depends on the family's income and size, the ages of their children and the type of child care they are accessing.
- Eligible families may receive up to \$1,250/month, per child, for licensed group infant care (increased in September 2018 from the previous maximum of \$750/month).child care.
- So far in 2022/23, an average of more than 28,000 children from over 22,500 families receive the ACCB each month.
- The ACCB can be "stacked" on top of savings from the CCFRI and \$10 a Day ChildCareBC Centres, further reducing the cost of care, or even making it free for families.

### **\$10 a Day ChildCare BC Centres**

- In 2018/19, under the Bilateral Early Learning and Child Care (ELCC) Agreement with the Government of Canada, the Province invested \$30M/year for two years to convert more than 50 existing child care centres from across the province into low-cost (\$10 a Day) child care spaces.
- In addition to the federal investments, B.C.'s Budget 2021 provided funding to expand this initiative by converting about 3,750 additional child care spaces (at 80 sites) into \$10 a Day ChildCareBC Centres – bringing the total number of \$10 a Day spaces in B.C. to more than 6,500 by Spring 2022.
- An additional agreement with the Government of Canada – the Canada-wide ELCC Agreement – has increased the total number of \$10 a Day spaces by 6,000 spaces (at 132 sites) for a grand total of 12,700 spaces as of February 2023.
- Spaces at \$10 a Day ChildCareBC sites are in addition to the thousands of families who receive child care for \$10 a day, or less, through B.C.'s other affordability mechanisms (CCFRI and ACCB).

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### **Statistics:**

For further information, see Child Care Data Booklet:

- Section 2: Child Care Spaces Participating in ECC Programs
- Section 3: Child Care Facilities Participating in ECC Programs
- Section 4: Child Care Fee Reduction Initiative (CCFRI)
- Section 5: Affordable Child Care Benefit (ACCB)

**Contact:** *Patricia Boyle, ADM, Child Care Division, (778) 974-5047*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Title: ChildCareBC: Quality/Workforce Overview**

**Date Revised:** January 20, 2023

#### **Key Messages:**

- For too long, child care wasn't treated like a necessity. It was gated behind rising fees that shut out most families. We've been working hard to change that.
- We're building a future where affordable, quality, inclusive child care is a core service that families can depend on.
- Early Childhood Educators (ECEs) are skilled professionals who provide care, connection, and learning environments to our children at some of the most important times in their lives.
- We cannot achieve our goals under ChildCareBC without a qualified workforce, and demand for early childhood professionals is expected to continue growing as more child care spaces are built and operationalized.
- That's why we have taken action to recruit and retain ECEs – by helping with the cost of education, enhancing wages, providing better access to training and professional development, and streamlining pathways for international ECEs.
- We know that we still have more work to do to ensure early childhood professionals receive the recognition they deserve.
- We're committed to developing and implementing a wage grid and continuing our recruitment and retention efforts.

#### **Key Facts Regarding the Issue:**

- In 2018, B.C. released the Early Care and Learning Recruitment and Retention Strategy to support early childhood professionals.
- Since this time, B.C. has supported multiple programs to advance the goals under this strategy, including:

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- **ECE Wage Enhancement:** Provincially certified ECEs directly employed by and working in licensed child care facilities are eligible for a \$4 per hour wage enhancement, incenting individuals to attain their certification and stay in the sector.
- **ECE Education Support Fund:** This fund provides up to \$5,000 per semester to ECE students attending recognized post-secondary institutions in B.C. Since 2018, approximately 12,500 bursaries have been provided to more than 6,500 ECE students.
- **Professional Development Funding:** B.C. continues to work to expand and improve the availability of professional learning opportunities. In partnership with the Government of Canada, B.C. has invested in developing and expanding professional development programs and resources, providing bursaries to organizations to reduce or eliminate the cost of workshops and conferences, and delivering a peer mentoring program and communities of practice.

### **Key Outcomes:**

- As part of our 10-year ChildCareBC Plan, we launched a recruitment and retention strategy in 2018 and we've made progress:
  - Providing a \$4 per hour wage enhancement to almost 14,000 ECEs, working in more than 3,400 facilities, bringing the median wage to \$26 per hour.
  - Providing approximately 12,500 bursaries to more than 6,500 ECE students to help cover the costs of their education.
  - Creating 1,713 ECE student spaces at 16 public post-secondary institutions across the province.
  - Prioritizing international ECEs under the Provincial Nominee Program – which creates immigration pathways for ECEs and helps employers secure staff.
  - Investing in new ECE dual-credit programs in 30 school districts throughout B.C. so students in Grades 11 and 12 can get a head start on their ECE post-secondary training while earning credits to graduate from high school.
- The number of new ECEs has been trending upward, and we're seeing positive indicators for retention.



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### **Background:**

- Under the Canada-B.C. ELCC Agreement, Canada provided B.C. with a one-time contribution of \$49.2M in 2021-22 to support the recruitment and retention of child care professionals by increasing access to ECE post-secondary education and ongoing professional learning, reducing barriers to underserved communities, and supporting and incenting workforce transition for new graduates. Work to deliver on these investments is ongoing.
- The Ministry of Education and Child Care Division continues to partner with the Ministry of Post-Secondary Education and Future Skills to support ECE education, including investments to support:
  - Dual Credit Programs in 30 school districts, allowing Grade 11 and 12 students to begin their post-secondary ECE training while earning credits to graduate.
  - Creation of student spaces in ECE programs at public post-secondary institutions, including traditional and work integrated learning pathways.
- **Child Care Resource and Referral Centres (CCRRs)** provide services to parents and child care providers through referrals to child care services and other community-based supports. CCRRs also: support families to access the Affordable Child Care Benefit; help to recruit and register unlicensed child care providers, host and co-ordinate professional development for ECEs; operate resource lending libraries; and conduct community outreach.
  - CCRRs are currently delivered through 38 contracts with service providers located in 42 communities throughout B.C.

### **Statistics:**

For further information, refer to Child Care Data Booklet:

- Section 7: Child Care Workforce, Table 7.2. page 16

**Contact:** *Patricia Boyle, ADM, Child Care Division, (778) 974-5047*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Title: Inclusive Child Care**

**Date Revised:** January 30, 2023

#### **Key Messages:**

- The Province is committed to building a quality, inclusive child care system that families can rely on – a system that's there for them when they need it, at a price they can afford.
- Inclusive child care means that all children – regardless of their background or abilities – can fully participate in early learning and child care activities.
- We know that child care providers throughout the province have varied capacity and ability to provide inclusive child care. Some child care providers are experts in inclusivity, while some are in the early stages of their journey towards inclusive child care.
- We are working to make equitable access to child care a reality by investing in resources to build providers' foundational knowledge and skills and by continuing to invest in Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) programs.

#### **Key Facts Regarding the Issue:**

- To address current wait times and service pressures resulting from new child care spaces, new investments through the Canada-Wide Early Learning and Care (ELCC) agreement and the Bi-lateral ELCC agreement are enhancing SCD and ASCD programs, which are helping more children with support needs participate fully in inclusive child care.
- Through the 2021-2026 Canada Wide ELCC agreement, BC has committed to developing a plan and making progress to ensure children experiencing vulnerability and from diverse populations have equitable access to licensed child care. To meet this commitment, BC is developing an inclusive child care strategy to enable a future state where publicly funded child care is inclusive of all children and families.
- The key programs that provide support for inclusive child care are SCD and ASCD programs.
- SCD and ASCD are community-based programs that offer a range of consulting and support services to children, families, and child care centres, enabling children with support needs to participate fully in child care.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- These programs provide services that assess children with support needs, create individual plans, provide guidance to child care centres and, where needed, fund extra staffing.
- ASCD programs support unique Indigenous service needs and are responsive to local Indigenous culture and communities.

### **Key Outcomes:**

- In 2021/22, \$11M in provincial one-time-only funding was provided to SCD and ASCD programs to support increased access to inclusive child care. This expanded access to services was stabilized in 2022/23, through a \$16.8M enhancement to the Bi-lateral ELCC Agreement, which was already providing \$10M annually. In 2022/23, an additional \$15M was invested in SCD and ASCD programs, through the Canada-Wide ELCC Agreement. Advice/Recommendations

Government Financial

- This funding is enabling programs to further expand services and partner with child care providers to build capacity for inclusion through professional learning opportunities.
- Since 2017/18, nearly 2,000 more children are being served annually and the average monthly hours of service per child has increased. In 2021/22, an average of 7,382 children received SCD/ASCD supports each month, and a total of 11,758 unique children were served throughout the year. Enhanced investments beginning in 2022/23 are expected to serve an additional 1,500 children.

### **Background:**

- SCD programs are delivered through local agencies contracted by the Ministry of Children and Family Development (MCFD). Many ASCD contracts are held by First Nations or service organizations closely affiliated with specific First Nations or Métis communities.
- SCD services will be delivered through the four pilot family connections centres and will be referred to as inclusive child care supports. The pilot sites include Kelowna, Haida Gwaii/Prince Rupert, Terrace/Kitimat, and Bulkley Valley/Stikine.
- A Memorandum of Understanding is in place between the Ministry and MCFD for the ongoing funding and delivery of SCD and ASCD.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- Demand for SCD and ASCD is high and will continue to increase as new child care spaces are created. Government is expanding supports to respond to this demand and began piloting wait time indicators in 2022/23.
- SCD/ASCD programs have a base provincial budget of \$70M through MCFD, and annual federal funding of \$41.8M from the Bilateral ELCC Agreement and the Canada-Wide ELCC Agreement, for a total of \$111.8M.

### **Statistics:**

- SCD/ASCD data source is Ministry of Children and Family Development. There is no Inclusion data in the ECC Child Care Data Booklet.

**Contact:** *Patricia Boyle, ADM, Child Care Division, (778) 974-5047*

## 2023/24 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Title: Indigenous-led Child Care**

**Date Revised:** March 23, 2023

#### **Key Messages:**

- Through our ChildCareBC Plan, we are building affordable, accessible, quality, inclusive child care as a core service that families can depend on.
- Our plan includes a commitment to ensure Indigenous children and families have full access to child care in B.C., and to partnering with Indigenous Peoples in building culturally relevant child care that meets the unique needs of Indigenous families.
- First Nations, Métis and urban Indigenous families have told us they need choice and flexibility in the types of child care available to them, and the importance of a holistic approach to child care that supports language and culture.
- This is why we're working with Indigenous partners and investing in more options for Indigenous-led child care, which includes funding from the Canada-wide Early Learning and Child Care (CW-ELCC) Agreement and the Canada-B.C. Early Learning and Child Care (CAN-BC ELCC) Agreement.

#### **Key Facts Regarding the Issue:**

- Indigenous Peoples in Canada, including First Nations, Métis and Inuit Peoples, account for 5% of the total population in Canada<sup>1</sup> and are a growing proportion<sup>2</sup> of Canada's population.
- The Indigenous population living in large urban centres grew by 12.5% from 2016 to 2021 with one in five Indigenous people in Canada (18.8%) living in a low-income household compared to 6.5% for the general population.
- The Province will need to meet the demand of this growing Indigenous population and increase access to affordable child care to account for the income inequality for Indigenous families.
- The Declaration Act Action Plan commits the Province to “work[ing] in collaboration with B.C. First Nations, Métis and Inuit Peoples to implement a distinctions-based approach to support and move forward jurisdiction over child care for First Nations, Métis and Inuit Peoples who want and need it in B.C.” (Action 4.19).
- Further, the Province's two bilateral agreements with the Government of Canada include commitments to “develop a collaborative plan with relevant First Nations and Métis Nation organizations in B.C. to ensure that Indigenous children resident in B.C. will have access to affordable, quality and culturally appropriate ELCC.”
- The ministry will be guided by the Interim Approach to Implement the Requirements of Section 3 of the Declaration on the Rights of Indigenous Peoples Act and remains

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<sup>1</sup> StatsCan 2021 Census data.

<sup>2</sup> The Indigenous population grew by 9.4% between 2016 and 2021, almost double the rate of growth of the non-Indigenous population over the same period (+5.3%).

## **2023/24 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

committed to ongoing dialogue with First Nations, Métis and Inuit Peoples about how to advance jurisdiction for communities that want and need it.

- In many cases, a distinctions-based approach will require that the Province's relationships and engagements with First Nations, Métis, and Inuit Peoples will include different approaches or actions that result in different outcomes. The ministry is committed to honouring the diverse and unique child care needs of all First Nations, Métis, Inuit and urban Indigenous Peoples of B.C.

### **Key Outcomes:**

- The ministry supports a number of initiatives supporting Indigenous-led child care with a total investment of \$20.435M for 2022-23 in provincial funding
- Additionally, over 2,000 Indigenous-led child care spaces have been created since 2018 through the ChildCareBC New Spaces Fund.
- Aboriginal Head Start (AHS) is evidence-based early learning and child care programming for Indigenous children aged 0 to 6 years and their families. Using a culturally relevant curriculum that includes language and culture, nutrition, school readiness and social supports, AHS provides wraparound family support and inclusion services at no cost to Indigenous families.
  - Since 2018, and based on the results of community engagement, the Province has partnered with the First Nations Health Authority (FNHA) (for on-reserve AHS sites) and the BC Association of Aboriginal Head Start Association (AHSABC) (for off-reserve AHS sites), to support the creation/conversion of 1,481 AHS spaces province-wide with more than 200 spaces being added in Spring 2023.

### **Agreements:**

- Under the Province's two bilateral agreements with the Government of Canada, the ministry supports a number of initiatives to increase access to Indigenous-led child care.
  - The Canada-B.C. Canada-wide Early Learning and Child Care (CW-ELCC) Agreement includes \$49M one-time funding in 2022-23 to support new, Indigenous-led affordable child care spaces and First Nations child care planning.
  - The CW-ELCC Agreement and the Canada-B.C. Early Learning and Child Care (CAN-BC ELCC) Agreement also support Métis families' access to early care and learning services and supports, engagement activities, expanded access for children with support needs.

### **Background:**

**First Nations – First Nations Leadership Council (FNLC) Resolutions /Tripartite Approach**

## 2023/24 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

- Intergovernmental Communications
- Advice/Recommendations; Intergovernmental Communications
- Following the meeting with Ministers, the Union of BC Indian Chiefs and the BC Assembly of First Nations issued joint resolutions, which call on the provincial and federal governments to:
  - “work with the First Nations Leadership Council, supported by the First Nations Education Steering Committee (FNESC) and the BC Aboriginal Child Care Society (BCACCS), to immediately create an interim framework to flow funding under the Canada-wide Early Learning and Child Care Agreement (CW-ELCC) to First Nations; and
  - engage in government-to-government dialogue with the proper title and rights holders regarding a permanent funding arrangement for early learning and child care dollars available under the CW-ELCC.”
- Intergovernmental Communications
- Intergovernmental Communications
- The ministry is committed to working alongside FNLC and the Government of Canada to support the establishment of a First Nations-led tripartite approach for early learning and child care in B.C.

### **Statistics:**

- There is no Indigenous child care data in the Child Care Data Booklet.

**Contact:** Patricia Boyle, ADM, Child Care Division, 778-974-5047

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## GOVERNANCE and ANALYTICS DIVISION

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# Education Analytics Office

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch -  
Workforce Development

### **Title: Class Size**

**Date Revised:** February 7, 2023

### **Key Messages:**

- Average class sizes have generally been decreasing since 2007/08. 2022/23 average class sizes are:
  - 18.3 students for kindergarten
  - 20.2 students for grades 1 to 3
  - 24.3 students for grades 4 to 7
  - 23 students for grades 8 to 12
- The average class size in 2022/2023 (for all students) was 22.7 – that is a 0.2 ppt increase compared to 2021/2022.
- The average class sizes in 2022/2023 were systematically smaller than the class size limits in the Memorandum of Agreement (MOA) and the *School Act*.
- In 2022/2023, most classes that had more than 30 students were for subjects where it can be beneficial to have a larger class size, such as fine arts and physical education.
- The Ministry invests over \$500 million annually to fund more than 4,800 teaching positions to meet the restored requirements through the MOA.
- Latest (September 2022/23) overall headcount enrolment in Standard Facilities in Public school districts in BC is 563,054.

### **Key Facts Regarding the Issue:**

- Class size in BC is governed by the *School Act* and provisions in teachers' collective agreements.
- In 2017, the BC Public School Employers' Association (BCPSEA), the Ministry of Education, and the BC Teachers' Federation (BCTF) signed a Memorandum of Agreement that restored 2002 class size and composition language, as well as non-enrolling staff ratios where applicable.
- Following the MOA, provincial class size limits were reinstated for grades K-3, and local class size limits were reinstated for grades 4-12.
- The *School Act* sets the maximum class size for kindergarten at 22 students and for grades 1 to 3 at 24 students. The Act sets a maximum for grades 4 to 12 at 30 students, unless approved by the principal of the school and the superintendent for the district.
- If a class has more than 30 students, teachers are entitled to additional compensation as set out in the Class Size and Compensation Regulation.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch -  
Workforce Development

The Class Size and Compensation Regulation describes: the kinds of classes to which the *School Act* limits are not applicable, the categories of teachers who are not eligible for additional compensation (TTOCs and short-term teachers); and points to the 2017 Memorandum of Agreement to determine additional compensation levels.

- Most districts have collective agreement provisions that set maximum class sizes at lower levels than those in the *School Act*. However, the collective agreement language sets little consistency across the Province for grade 4-12 class size limits; each district is unique, and some districts do not have class size language in their collective agreement (in which case the *School Act* limits are the default).
- School districts are required to make their best efforts to achieve compliance with their local collective agreement language and to provide remedy for the affected teacher in situations where they have not been able to comply.
- Advice/Recommendations
- 
- Most jurisdictions in Canada do not have provisions in the collective agreement that drive staffing and school organization to the extent BC's collective agreement does.

### **Key Outcomes:**

- The average class size in 2022/23 for all students was 22.7 an increase of 0.2 as compared to 2021/22

Grade	Change from Previous Year
Kindergarten	↑0.2 ppt (was 18.1)
Grades 1-3	↑0.2 ppt (was 20)
Grades 4-7	↑0.2 ppt (was 24.1)
Grades 8-12	↑0.3 ppt (was 22.7)

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch -  
Workforce Development

### Statistics:

	<b>Average class size 2022/23</b>	<b>School Act class size max.</b>	<b>MOA class size maximum</b>
Kindergarten	18.3	22	20
K/1 split	n/a	n/a	20
Grades 1-3	20.2	24	22
Grades 1-3 split	n/a	n/a	22
Grades 3/4 split	n/a	n/a	<i>Average of the class size maximum for grade 3 and class size maximum for grade 4</i>
Grades 4-7	24.3	30	<i>Determined by local collective agreements</i>
Grades 4-7 split	n/a	n/a	<i>Determined by local collective agreements</i>
Grades 8-12	23	30	<i>Determined by local collective agreements</i>

<b>Class Size</b>	<b>K</b>	<b>Gr 1 -3</b>	<b>Gr 4 - 7</b>	<b>Gr 8 - 12</b>
2018/2019	18	19.9	23.9	22.1
2019/2020	18	19.5	23.3	22.4
2020/2021	17.4	19.2	23.2	21.4
2021/2022	18.1	20	24.1	22.7
2022/2023	18.3	20.2	24.3	23

### **Classes 30+ 2022/23**

Fine Arts: 7.6%

Physical Education: 4.0%

Languages (English, French, etc): 2.5%

Mathematics: 2.2%

Sciences: 1.6%

Social Studies: 2.2%

Applied Skills: 0.5%

Full Grade: 0.1%

All Others: 1.6%

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch -  
Workforce Development

- ECC invests over \$500 million annually to fund more than 4,800 teaching positions to meet restored requirements through the MOA. (See the estimates note on the Classroom Enhancement Fund for additional information on funding related to the MOA.)

**Contact:** *Jeremy Higgs, Executive Director, Education Analytics Office* Personal Security

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Education Analytics Office

### **Title: Forecasting Student Enrolment**

**Date Revised:** January 18, 2023

#### **Key Messages:**

- Forecasted enrolment growth in BC public schools will remain strong in the coming years; primarily as a result of increased inter-provincial and international migration into BC.
- It is forecast that there will be an increase of 7,828 funded FTE students in 2023/2024; 1.36% in growth compared to the 2022/2023 school year.
- The ministry measures and forecasts student enrolment by both headcount (actual students) and funded full time equivalent (FTE) student counts (based on courses taken). The funded FTE enrolment forecast is used to estimate future funding allocations for school districts.

#### **Key Facts Regarding the Issue:**

- As of September 2022 there were 568,500 (rounded funded FTE) school aged students attending BC public schools, an increase of 11,000 from 2021 (557,500).
- As of September 2022 there were 89,428 students (headcount) attending BC independent schools, an increase of 1,179 from 88,249 in 2021.

#### **Key Outcomes:**

- Enrolment is expected to continue to grow over the next three years. It is forecast that by September of the 2023/2024 school year there will be 576,336 (funded FTE) school aged students enrolled in the public system, an increase of 7,828 funded FTE (1.36% growth) over 2022/2023.
- Estimated 8,906 additional school-aged funded FTE enrolled in the 2024/2025 school year.
- Estimated 7,271 additional school-aged funded FTE enrolled in the 2025/2026 school year.

#### **Statistics:**

##### **Top Enrolment Growth 2022/2023 (all numbers based on funded FTE):**

- Surrey grew by 2,261 funded FTE students for a total of 75,170 students in 2022/2023. In 2023/2024, growth of 1,016 students is forecast.
- Burnaby grew by 1,193 for a total of 25,218 students in 2022/2023. In 2023/2024, growth of 578 funded FTE students is forecast.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Education Analytics Office

- Langley grew by 1,104 students for a total of 23,152 funded FTE students in 2022/2023. In 2023/2024 enrolment is forecast to grow by 758 FTE students.

### **Top Enrolment Decline 2022/2023 (all numbers based on funded FTE):**

- Conseil Scolaire Francophone declined by 167 funded FTE students for a total of 6,261 students in 2022/2023. In 2023/2024, an increase of 88 funded FTE students is forecast.
- Saanich saw a decline of 152 students for a total of 7,211 funded students in 2022/2023. In 2023/2024, a decrease of 81 students is forecast.
- Nechako Lakes declined by 126 funded FTE students in 2022/2023 for a total of 3,468 students, and is forecast to decline by 24 funded FTE students in 2023/2024.

### **Background:**

- Enrolment in BC public schools trended downward for the 17 years prior to 2014/2015, from an annual enrolment high of 592,078 students in 1997/1998 (funded-FTE, September enrolment) to a low of 521,741 students in 2014/2015.
- Over the same time period independent school enrolment increased by 2% per year.
- The 2015/2016 school year saw a large unanticipated increase in Public School enrolment (+4,691 student FTEs, 0.9%) driven by interprovincial migration.
- Enrolment increased by an average of 1% each year between 2015/2016 and 2022/2023.
- In 2020/2021, enrolment decreased by 225 student FTEs, driven by the impacts of the COVID-19 pandemic.

### **Enrolment Drivers:**

- Migration from other provinces and other countries is currently driving enrolment growth.
- Net interprovincial migration (all ages) reached a high of 27,682 individuals migrating to BC over the course of the 2020/2021 school year, a level not seen since 1993/1994. Net interprovincial migration is expected to dip significantly in 2021/2022 and then remain between 20,000 and 30,000 annually, over the forecast horizon due to B.C.'s strong economy relative to other provinces.
- In 2021/2022, B.C. reached a high of over 70,000 international immigrants largely due to increased immigration targets set by the federal government. International immigrants are expected to increase further as the federal government has already raised their immigration targets.

**Contact:** *Jeremy Higgs, Executive Director, Education Analytics Office* Personal Security  
Person



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Education Analytics Office

School District	2021/22	2022/23	Change	2023/24	Change
<b>Total Public</b>	<b>557,505</b>	<b>568,509</b>	<b>11,004</b>	<b>576,336</b>	<b>7,828</b>
5 - Southeast Kootenay	5,788	5,876	89	5,963	87
6 - Rocky Mountain	3,467	3,489	22	3,552	62
8 - Kootenay Lake	4,713	4,732	18	4,717	-14
10 - Arrow Lakes	532	519	-13	531	12
19 - Revelstoke	1,045	1,072	27	1,089	17
20 - Kootenay-Columbia	4,084	4,103	19	4,188	85
22 - Vernon	8,672	8,738	66	8,829	91
23 - Central Okanagan	23,911	24,220	309	24,723	503
27 - Cariboo-Chilcotin	4,642	4,692	50	4,683	-8
28 - Quesnel	2,944	2,977	33	2,979	2
33 - Chilliwack	14,480	14,750	270	15,034	285
34 - Abbotsford	19,483	19,624	141	19,472	-152
35 - Langley	22,048	23,152	1,104	23,910	758
36 - Surrey	72,909	75,170	2,261	76,186	1,016
37 - Delta	15,638	15,772	135	15,887	114
38 - Richmond	20,227	20,988	761	21,669	680
39 - Vancouver	47,948	49,018	1,070	49,335	317
40 - New Westminster	6,721	7,078	357	7,300	222
41 - Burnaby	24,025	25,218	1,193	25,795	578
42 - Maple Ridge-Pitt	15,484	15,896	413	16,286	389
43 - Coquitlam	31,147	31,575	427	31,937	362
44 - North Vancouver	15,592	15,795	203	15,982	187
45 - West Vancouver	6,951	7,022	71	7,096	74
46 - Sunshine Coast	3,333	3,386	53	3,456	70
47 - Powell River	2,910	3,031	121	3,073	42
48 - Sea to Sky	5,304	5,262	-42	5,353	91
49 - Central Coast	207	224	18	207	-17
50 - Haida Gwaii	458	462	4	473	10
51 - Boundary	1,298	1,300	1	1,338	38
52 - Prince Rupert	1,818	1,817	-1	1,786	-31

School District	2021/22	2022/23	Change	2023/24	Change
53 - Okanagan Similkameen	2,353	2,383	30	2,457	74
54 - Bulkley Valley	1,913	1,966	54	1,986	20
57 - Prince George	13,023	13,150	127	13,200	49
58 - Nicola-Similkameen	2,040	1,992	-47	1,988	-5
59 - Peace River South	3,624	3,639	15	3,657	17
60 - Peace River North	6,063	6,105	41	6,083	-22
61 - Greater Victoria	19,795	19,999	204	20,317	319
62 - Sooke	11,956	12,619	662	13,038	419
63 - Saanich	7,363	7,211	-152	7,130	-81
64 - Gulf Islands	1,461	1,494	33	1,493	-1
67 - Okanagan Skaha	5,653	5,790	136	5,839	50
68 - Nanaimo-Ladysmith	14,767	14,910	143	15,102	192
69 - Qualicum	4,271	4,295	24	4,375	80
70 - Alberni	3,895	3,930	35	3,997	67
71 - Comox Valley	9,579	9,771	192	9,817	46
72 - Campbell River	5,524	5,583	59	5,681	98
73 - Kamloops/Thompson	15,354	15,583	229	15,791	208
74 - Gold Trail	1,055	1,082	27	1,070	-12
75 - Mission	6,397	6,434	37	6,518	84
78 - Fraser-Cascade	1,720	1,702	-18	1,747	45
79 - Cowichan Valley	8,329	8,433	104	8,597	164
81 - Fort Nelson	671	630	-41	635	5
82 - Coast Mountains	4,053	4,151	98	4,179	27
83 - North Okanagan-Shuswap	6,774	6,788	14	6,870	82
84 - Vancouver Island West	270	315	45	257	-58
85 - Vancouver Island North	1,264	1,270	6	1,309	39
87 - Stikine	162	180	18	185	6
91 - Nechako Lakes	3,594	3,468	-126	3,445	-24
92 - Nisga'a	376	416	40	396	-20
93 - Conseil scolaire francophone	6,428	6,261	-167	6,350	88

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance and Analytics, Education Analytics Office

### **Title: K-12 Completion Rates**

**Date Revised:** March 8, 2023

#### **Key Messages:**

- K-12 completion rates for BC students continue to increase.
- For BC public schools, this is the second year in a row that the completion rate exceeds 90%.
- Despite continued improvements for priority populations, the Ministry remains committed to addressing equity gaps and achieving completion rate parity for all students.

#### **Key Facts Regarding the Issue:**

- The Ministry of Education and Child Care (ECC) collects data to monitor the performance of K-12 students' success in the BC school system every year.
- The standard measure of graduation is the Six-Year Completion Rate, which calculates the proportion of students who graduate with a British Columbia Certificate of Graduation ("Dogwood") or British Columbia Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enroll in grade 8, adjusted for migration in and out of the province.
- In ECC's annual Open Data releases, completion rate figures are available for BC residents, Indigenous students and students with designations in public and independent schools.
- The province also publishes cohort completion rates for the fifth year of the six year cohort as part of the Framework for Enhanced Student Learning Reporting Order.

#### **Key Outcomes:**

- There is observed improvement in the K-12 completion rate over time.
- In 1999/00, the six-year completion rate for public and independent schools was 74.6%.
- In 2021/22, the six-year completion rate was 91.7% (+17 percentage points (ppt)).
  - Public schools: 73.6% in 1999/00 and 91.4% in 2021/22 (+18 ppt).
  - Independent schools: 91.7% in 1999/00 and 94.2% in 2021/22 (+2.5 ppt).

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance and Analytics, Education Analytics Office

### Statistics:

- In 2021/22, the provincial six-year completion rate for all BC students (residents only) was 91.7%.
  - For BC public schools, the six-year completion rate was 90.0% in 2020/21 and 91.4% in 2021/22.
  - For BC independent schools, the six-year completion rate was 94.5% in 2020/21 and 94.2% in 2021/22.
- Since 2005/06, there are over 700,000 BC students (residents only) successfully completing K-12 within six years of starting grade 8.
  - In 2021/22, the provincial total was 42,674 with 37,979 in public schools and 4,695 in independent schools.
- Indigenous Students
  - In 2021/22, the six-year completion rate for Indigenous students in public schools increased to its highest level to 75.0% (+2.3 ppt over previous year).
  - The gap between Indigenous and Non-Indigenous students in public schools continues to lessen gradually.
    - The gap was 19.0 ppt in 2021/22.
    - The gap was 39.0 ppt in 1999/00.
    - In 2015, the Office of the Auditor General Audit on the Education of Aboriginal Students in the BC Public school system quoted a 25 ppt gap.
- Diverse Needs / Students with Designations
  - In 2021/22, six-year completion rate for students with designations in public schools increased to their highest level 77.3% (+2.9 ppt over previous year).
  - The gap between students with designations and students without designations public schools continues to lessen gradually.
    - The gap is 17.6 ppt in 2021/22.
    - The gap was 50.3 ppt in 1999/00.
- Five Year Completion Rate
  - For the students of the six-year cohort ending in 2021/22, the completion rate at five year after starting in grade 8 (i.e. completing in 2020/21) was:
    - 87.7% for BC students (residents only)
    - 64.5% for Indigenous students
    - 91.0% for Non-Indigenous students

**Contact:** *Jeremy Higgs, Executive Director, Education Analytics Office* Personal Security

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## Governance, Legislation, and Workforce Branch

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## Governance and Legislation

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## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch – Governance and Legislation

### **Title:** Legislative Framework

**Date Revised:** February 6, 2023

### **Key Messages:**

#### **K-12 Key Messages**

- The *School Act* governs the K-12 public education system in B.C.
- The *School Act* establishes a governance model for the public education system in which responsibility is shared by the provincial government and 60 locally elected boards of education.
- The Minister of Education and Childcare is responsible for establishing standards and policy direction for the system, and for providing funding to boards of education.
- Boards of education – which are separate legal entities from the Province – are responsible for the operation and management of schools in their districts and for providing educational programs to B.C.'s public school students. Boards are the owners of school property and the employers of teachers and administrators. They have broad authority to set local policy for their respective districts.
- Other major legislation governing the education system includes the *Independent School Act*, the *Teachers Act*, and associated regulations and ministerial orders.

#### **Child Care Key Messages**

- The *Child Care BC Act* (CCBCA) and *Child Care Subsidy Act* (CCSA) currently govern child care funding and the Provincial Child Care Council. Sections of the *Community Care and Assisted Living Act* (CCALA) provide oversight for Early Childhood Educators and Early Childhood Assistants.
- When brought into force through regulation, the *Early Childhood Educators* (ECE) *Act* and the *Early Learning and Child Care* (ELCC) *Act* will repeal and replace current legislation, and enhance oversight and support for the child care sector.
- Together, the ECE and ELCC Acts will form a legislative foundation to implement inclusive, quality, affordable child care. Future amendments are envisioned following further engagement and consultation with Indigenous rightsholders and as B.C.'s child care system continues to develop and expand.

### **Key Facts Regarding the Issue:**

#### **K-12 Key Facts**

- The current *School Act* was enacted in 1989 and has been amended significantly since that time. The most recent amendments were made in spring 2022.
- There are a number of Cabinet regulations, minister's regulations, and ministerial orders made under the authority of the *School Act*.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch – Governance and Legislation

- The Ministry produces a consolidated version of this legislation for reference (the Manual of School Law).
- School districts are created, or dissolved, by Cabinet. The number of trustees for each district, and the areas from which they are elected, are set by the Minister. The *School Act* sets out detailed rules for trustee elections, which take place every four years. The most recent election took place in October 2022.
- In certain circumstances, the Minister may step in to require a board to comply with the *School Act*, and Cabinet may remove a board of education for substantial non-compliance with the legislation, among other things.
- The Act sets out the rights of students, parents, teachers, school principals and other school district officials. Key provisions that have been in place since the Act's inception include the requirement for public schools to be secular, and for public education to be provided free of charge to residents of B.C.
- "The Statement of Education Policy Order (Mandate for the School System)" was enacted in 1989 and continues to guide much of the Ministry's work. It contains a mission statement for the school system, the attributes of an educated citizen, a commitment to diversity and choice, and the duties, rights and responsibilities of students, parents, teachers, principals, boards of education, district officials, the community and the Ministry.
- Many of the more specific rules governing K-12 public education are set out in "subordinate legislation" (Cabinet regulations, minister's regulations, or ministerial orders made under the authority of the *School Act*). Examples include graduation program requirements, the mandatory curriculum, rules about letter grades, and school calendar requirements.

### Child Care Key Facts

- The CCBCA governs funding (grants) for child care providers and establishes the mandate of the Provincial Child Care Council. The CCSA governs funding (subsidies/benefits) for families, including the Affordable Child Care Benefit (ACCB).
- The Ministry shares authority for child care oversight with the Ministry of Health who is responsible for licensing and monitoring child care facilities under the CCALA and the Child Care Licensing Regulation. ECC is responsible for the sections of CCALA that certify ECEs and ECE assistants.
- There are also child care provisions under the *School Act* for child care on school grounds, including board-operated child care.
- On October 28, 2021, the ECE Act and the ELCC Act received Royal Assent. Both Acts will be brought into force by regulation, pending engagement with Indigenous rights holders. The new legislation will continue the policy intent of the CCBCA, CCSA, and relevant CCALA sections (and Child Care Licensing Regulation).
- The ELCC Act confirms government's ongoing commitment to making child care more affordable, and will improve the inclusiveness of B.C. child care programs.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch – Governance and Legislation

- The ECE Act will improve professional oversight and help the Province recruit and retain ECEs.

### **Key Outcomes:**

The most recent amendments to ECC's legislative framework include:

- The *Teachers Act* was amended along with other legislation in 2021 to support the exercise of First Nations jurisdiction over education in B.C.
- The ECE and ELCC Acts were passed in 2021 to consolidate and expand the child care legislative framework, better supporting the ChildCareBC Plan. The Acts will come into force by regulation, pending engagement with Indigenous rights holders.
- The *School Act* was amended in 2022 to support of a new, long-term capital strategy for the Conseil scolaire francophone (CSF) that will uphold government's commitments to fulfil the Constitutional rights of francophone British Columbians to minority language education under the *Charter*. Key amendments are expected to come into force by regulation in Spring 2023.

### **Delivery Partners:**

1. Ministry of Attorney General

**Contact:** *Lucas Corwin, Executive Director, Governance Legislation and Workforce Branch,* <sup>Personal Security</sup>



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch –  
Governance and Legislation

**Title:** Litigation/Legal Issues

**Date Revised:** February 8, 2023

**Key Messages:**

- The Province is involved number of ongoing litigation files relating to the K to 12 education system and child care.
- The Ministry of Education and Child Care works closely with the Ministry of Attorney General (AG) on all legal and litigation matters.
- The Province cannot comment publicly on any matter before the courts.

**Key Facts Regarding the Issue:**

- Most litigation arises out of situations that occur at the school or District level and the Province is named along with the Board of Education.
- As Boards of Education are responsible for the provision and delivery of education programs and related services the Ministry typically has a limited role.
- Legal Information

**Key Active files include (not for public comment):**

- Advice/Recommendations; Legal Information

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**Key Watched Files:**

- Advice/Recommendations; Legal Information

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## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch – Governance and Legislation

### **Key Outcomes:**

The Ministry of Education and Child Care will continue to work closely with the Ministry of Attorney General on a variety of litigation files.

### **Statistics:**

- Due to the lengthiness and complexity of legal proceedings, the Ministry of Education and Child Care does not maintain statistics on litigation.

### **Funding:**

- Legal Information
- The Ministry's 2022/23 legal services budget was \$780K for TASA and \$852K for the rest of ministry.
- The Ministry's current budget for legal services from the Ministry of Attorney General for 2022-23 is \$1.6 M.

### **Services to Ministry:**

- Solicitors' advice is provided by the Ministry of Attorney General on any matters arising in the Ministry's work, <sup>Legal Information</sup>  
Legal Information

### **Delivery Partners:**

1. Ministry of Attorney General

**Contact:** Lucas Corwin, Executive Director, Governance Legislation and Workforce Branch, <sup>Personal Security</sup>

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch – Governance and Legislation

### **Title: Special Advisors**

**Date Revised:** January 31, 2023

### **Key Messages:**

- Appointing a special advisor is one of the tools at the Minister's disposal to support boards of education to govern effectively, communicate respectfully with their communities and local First Nations and improve student outcomes and accountability.
- Since 2018, Special Advisors have been appointed in four separate school districts to address concerns ranging from systemic discrimination towards Indigenous students to upholding student human rights.

### **Key Facts Regarding the Issue:**

- The Minister has authority under section 171.1 of the *School Act* (the *Act*) to appoint a special advisor or special advisory committee to one or more school districts for specified purposes, including:
  - a) to review the board's progress with respect to the improvement of student performance or to "inspect and evaluate any other matters as directed by the Minister," and;
  - b) to assist the board in the conduct of the district's affairs in respect of any educational, financial, or community matters.
- Since 2018 special advisors have been appointed in several districts, including the following:
  - For issues including systemic racism, Catherine McGregor and Kory Wilson were appointed as a special advisory committee to SD 57 (Prince George) for a term ending July 1, 2021. Ms. McGregor and Ms. Wilson were subsequently re-appointed, and Mr. Rod Allen was appointed, on August 27, 2021 for a term ending March 31, 2022. Ms. Wilson and Mr. Allen were subsequently re-appointed on July 15, 2022, for a term ending July 28, 2023.
  - For issues including upholding student human rights, Mike McKay and Lynn Smith were appointed as special advisors to SD 33 (Chilliwack) for a term ending February 26, 2021. Mike McKay was reappointed April 6, 2021 for a term ending November 12, 2021.
  - For issues including relationships with local Indigenous groups, Mr. Piet Langstraat was appointed as special advisor to SD 68 (Nanaimo-Ladysmith) in August 2018 to February 28, 2019. He was subsequently re-appointed as special advisor to both SD 68 and 84 (Vancouver Island West) February 11, 2019 to June 30, 2019.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch – Governance and Legislation

### **Key Outcomes:**

- Special advisors are required to report back throughout their appointment, and to submit final reports to the Minister.
  - Ms. McGregor and Ms. Wilson were tasked with inspecting and evaluating numerous aspects of the board of SD 57's governance, especially regarding systemic racism, and assist the board in developing culturally appropriate and racially sensitive practices and policies and promoting student achievement. Ms. McGregor and Ms. Wilson's report contained numerous recommendations; the subsequent special advisor re-appointments (including Ms. Wilson and Mr. Allen's current appointment) were made with the aim of assisting the board in implementing these recommendations and improving board accountability to and outcomes for Indigenous students.
  - Mr. McKay and Ms. Smith were tasked with inspecting and evaluating the board of SD 33's ability to fulfill its duties and work together, creating safe and inclusive school communities, and uphold student human rights, and adhere to its Code of Ethics, as well as inspecting and evaluating the board relationships in school communities and partners. Advice/Recommendations; Intergovernmental Communications  
Advice/Recommendations; Intergovernmental Communications
  - Mr. Laangstraat was tasked first to assist SD 68 to improve its relationships with local Indigenous groups and to assume the operation of two educational programs from SD 84 in a manner that would ensure continuity and seamless transition for students.
    - Intergovernmental Communications
    -
  - Mr. Langstraat was subsequently reappointed special advisor to both SD 68 and SD 84 to support the transition of the two programs between districts.

### **Statistics:**

- Since 2002, when the special advisor provision was added to the *Act*, the Ministry has appointed 25 special advisors.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch –  
Governance and Legislation

### **Funding:**

- The Ministry usually provides remuneration for special advisors. Remuneration amounted to \$203,933 in 2020/21 and \$78,992 in 2019/20.
- The most recent appointments, in SD 33 and SD 57, which were/are cost shared with boards, cost the Ministry \$207,675 during 2021/22.
- There were no funds expended on special advisors in 2022/23, as the SD 57 special advisor costs were paid by the school district.

**Contact:** *Lucas Corwin, Executive Director, Governance Legislation and Workforce Branch, Personal Security*

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch – Governance and Legislation

### **Title:** Trustee Codes of Conduct

**Date Revised:** January 30, 2023

#### **Key Messages:**

- The Ministry is working with the BC School Trustees Association (BCSTA) and boards of education to ensure trustees place students and their best interest at the centre of boards decision-making.
- It is important that trustees model the conduct that we, as a system, aspire to see in students.
- The Ministry and the BCSTA are partnering to enhance school trustee governance capacity, especially in promoting a consistent approach to codes of conduct.
- The Ministry is also working with additional key education partners and rightsholders, including the BC Association of School Business Officials (BCASBO), the BC Public Schools Employers' Association (BCPSEA), the BC School Superintendents Association (BCSSA), and the First Nations Education Steering Committee (FNESC).

#### **Key Facts Regarding the Issue:**

- Under the *School Act*, boards of education ('boards') are separate legal entities with significant autonomy and responsibility for the governance of their districts.
- Since 2007, boards have been required to establish student codes of conduct in accordance with provincial standards set out in a [ministerial order](#).
- While no parallel requirement for trustee code of conduct exists, all boards have developed trustee codes of conduct or ethics. All trustees swear or affirm an [Oath of Office](#), specified under the *School Act*, upon assuming office.
- Recent experiences related to trustee conduct and the responsibility of the board to ensure good governance have highlighted an opportunity to provide more clarity and other supports.
- Ministry staff research has included a review of all boards' codes, a cross-jurisdictional scan, a literature review, expert interviews, legal findings and findings from the Ministry of Municipal Affairs' recent work on local government codes of conduct.
- To develop provincial criteria and training, the Ministry and the BCTA have also been working with an advisory committee, including BCASBO, BCPSEA, BCSSA, and FNESC.
- Proposed provincial criteria include:
  - Emphasis on student achievement, equity and well-being
  - Alignment with existing provincial & federal legislation

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- Alignment with BCSTA principles (confidentiality, conflict of interest, integrity, relationships, respect, responsibility)
- Provisions on:
  - Respectful workplaces & relationships with others
  - Anti-racism, reconciliation & relations with local First Nations
  - Acceptable use of social media
- Policies and procedures for breaches & sanctions
- Mechanisms to regularly review & affirm the code
- Plain language
- Board training, including with trustee onboarding
- The provincial training approach includes modules on:
  - Governance, Legislation, Roles & Responsibilities
  - Relations with First Nations
  - Working with People
  - Values-Based, Evidence-Informed Decision Making
  - Planning for Student Success
  - Financial & Resource Management

### **Key Outcomes:**

- This initiative has been co-developed and will be voluntarily implemented for the 2023/24 school year.

### **Statistics:**

- There are 412 elected school trustees in the province.
- The last general school election was on October 15, 2022.
- Although not required, all 60 boards have codes of conduct or ethics.

### **Funding:**

- No funding has been spent on this initiative to date.

### **Delivery Partners:**

1. BCSTA is the primary partner in this work. However, the Ministry is also engaging with other education partners as well as rightsholders, including through the advisory committee.

**Contact:** *Lucas Corwin, Executive Director, Governance Legislation and Workforce Branch, Personal Security*

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# Workforce Development

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## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch – Workforce Development

### **Title: K-12 Recruitment and Retention**

**Date Revised:** February 13, 2023

#### **Key Messages:**

- We know a tight labour market is a reality for many sectors across B.C., including in the K-12 education system.
- Our government is committed to ensuring students have access to a high-quality education and that they receive the resources and supports they need to thrive.
- Staffing challenges look different around the province, and we are working closely with the B.C. Public School Employers' Association (BCPSEA), school districts, unions, post-secondary institutions, Indigenous organizations, and other sector partners on how to address recruitment and retention pressures across B.C.
- To support school districts in their recruitment of certified teachers, we have:
  - Directly funded new seats in teacher education programs, adding close to 250 new spaces to bring in more teachers in high demand positions.
  - Adjusted certification standards to allow for a higher number of internationally trained educators to become eligible to work in B.C.'s K-12 classrooms.
  - Streamlined the application process for teachers to become certified and reduced processing times to ensure teachers receive their certification in a timely manner:
    - Evaluation processing times across all certificate types has decreased from an average of 65 days in 2020 to an average of under 40 days.
    - Evaluation processing times for applicants from B.C. Teacher Education Programs and other Canadian jurisdictions has decreased from 50 days in 2020 to under 10 days.
- Still, we know some longstanding hiring pressures remain, whether it is hiring specialist teachers, bus drivers, educational assistants, or generally filling vacancies, it can be challenging due to the tight labour market across B.C.
- We also know these challenges are exacerbated in rural and remote school districts. For this reason, we have partnered with the B.C. Public School Employers' Association and northern school districts to conduct a recruitment and retention pilot project in northern B.C.
- This project is currently underway and will help identify effective recruitment and retention initiatives that could be expanded to other rural and remote areas across the province in future years.
- We are also working in close collaboration with the First Nations Education Steering Committee and Métis Nation BC to develop recruitment and retention strategies to increase the number of Indigenous teachers in public schools.

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- In addition, we have been working closely with the Ministry of Post-Secondary Education and Future Skills to ensure the hiring needs of the K-12 education sector are taken into account in the development of the Future Ready Plan – Government's coordinated plan to make education and training more accessible, affordable and relevant to prepare British Columbians for the jobs of tomorrow.

### **Key Facts Regarding the Issue:**

- The signing of a Memorandum of Agreement (MOA) with the BCTF in 2017 restoring class size and composition language required districts to significantly increase hiring to meet the requirements of the restored language.
- As a consequence, school districts have hired more than 4,800 teachers.
- This resulted in the depletion of lists of teachers teaching on call (TTOCs) in most school districts which exacerbated acute pressures in rural and remote districts.
- More recently, a series of new circumstances have created additional pressures on the K-12 workforce (teachers, but also other positions, such as education assistants), resulting in recruitment and retention challenges across the province:
  - The COVID-19 pandemic, requiring more TTOCs
  - An increase in student enrollment, requiring the K-12 workforce to grow
  - An increased retirement rate for the current workforce over the past couple of years
  - A decrease in the number of graduates from teacher education programs across Canada
  - Other provinces experiencing similar situations (e.g., enrolment growth, increased retirement rate, impact of COVID) resulting in teachers being in demand across the country.
  - A tight labour market for B.C. in general, with more job vacancies than people looking for work
- Ministry initiatives underway include:
  - The development of an Indigenous teacher recruitment and retention strategy in partnership with FNESC and Métis Nation BC (DRIPA Action Plan commitment)
  - The development and implementation of a French teacher recruitment and retention strategy, in partnership with the conseil scolaire francophone and other French education partners.
  - A teacher recruitment and retention pilot project in four districts in Northern B.C. (SD 82 Coast Mountains, SD87 Stikine, SD91 Nechako Lakes and SD92 Nisga'a)
  - Collaboration with the Ministry of Post-Secondary Education and Future Skills to ensure the hiring needs of the K-12 education sector are taken into account in the development of the Future Ready Plan
  - Further reviews of certification standards and processes for foreign trained teachers to become certified and reducing processing times

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- A project in partnership with CUPE to identify ways to best support education assistants, so that, in turn, they can best support students. As part of this project, we will be identifying key principles to build a sustainable education assistant workforce.

### **Key Outcomes:**

- The new teachers' collective agreement reached in 2022 between the B.C. Teachers' Federation and BCPSEA provides significant wage increases over the next three years and additional benefits that will help with recruitment and retention, including access to registered clinical counsellors for teachers, more prep time for elementary teachers and standardized maternity benefits across the province.
- The Ministry continues to invest over \$500 million annually as part of the Classroom Enhancement Fund (CEF) which has funded the hiring of more than 4,800 teacher FTEs over the last five years.
- Government invested \$3.5M to directly fund new seats in teacher education programs, adding close to 250 new spaces to bring in more teachers in high demand positions (70 special education teachers, 20 secondary math and physics teachers, 74 French teachers and about 85 Indigenous education teachers).
- The Ministry has implemented all of the recommendations from the Minister's Taskforce on Immediate Recruitment and Retention Challenges:
  - Established a province-wide recruitment and retention fund in 2017/18 (\$1.5M)
  - Funded BCPSEA to develop regional profiles & recruitment strategies
  - Partnered with BCPSEA to increase support and capacity for school districts' human resources
  - Increased the number of graduates in positions under pressure
  - Partnered with BCPSEA to promote rural practice placements and provide travel allowances to student teachers to relocate in rural areas
- The only outstanding Task Force recommendation was to support teacher mentorship as the BCTF initially declined the Ministry's one-year funding offer.
- However, this outstanding recommendation was finally implemented through the 2019/2022 teacher collective agreement which included a one-time \$12.0 million mentorship fund, allocated to school districts on BCTF's recommendations.

### **Statistics:**

#### **Teacher Demand**

- At the start of the 2022/2023 school year there were 56,318 educators actively employed in B.C. public and independent schools. This includes over 3,000 new educators hired to replace those leaving for retirement and other reasons, and to cover changes in student enrolment.
- There were 563 teaching vacancies in public schools during September 2022. This represents 1.3% of the overall public-school teacher workforce.

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### **Teacher Supply**

- The number of public school teacher FTEs was 35,521 at the start of the 2022/2023 school year. This is an increase of 266 (0.8%) compared to the start of the 2021/2022 school year.
- 3,140 educators were newly certified to teach in B.C.'s public and independent schools in 2021/2022.
- As of December 05, 2022 there were 73,660 valid teaching certificate holders in B.C.
- As of December 05, 2022, there are 435 valid letters of permission holders working during the 2022/2023 school year, 83 of which were in public schools (see estimates note on Letters of Permission for more information).

### **Education Assistants**

- The number of education assistants hired in B.C. public schools increased from 11,318 FTE positions at the start of the 2021/2022 school year, to 12,721 positions currently (+1,404 positions, 12%).
- This growth is required to support the increasing proportion of students with diverse abilities in B.C. public schools, which increased by about 3,500 students, or a 5% growth in this student population over last school year.

### **Agreements:**

- The Classroom Enhancement Fund (CEF) was established in the 2017/18 school year and the Ministry continues to invest over \$500 million annually to fund new teaching positions through CEF.
- The new teachers' collective agreement ratified in December 2022 provides:
  - general wage increases
  - additional benefits (including standardized maternity leave supplemental employment benefit, increased psychological services coverage)
  - a minimum level of professional-development funding
  - an increase in elementary prep time
  - important milestones for reconciliation, including the recognition of teaching experience from schools operated by First Nations in the same way as teaching experience is recognized from public schools.
- The teachers' collective agreement also includes the following letters of understanding to support teacher recruitment and retention:
  - Letter of Understanding No. 4 "Employment Equity – Indigenous Peoples" which encourages boards to obtain "special programs" under the Human Rights Code to attract and retain Indigenous employees as well as include layoff protections for them.
  - Letter of Understanding No. 5 "Teacher Supply and Demand Initiatives" which provides for a remote recruitment and retention allowance to teachers teaching in approved school districts or schools.

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- Letter of Understanding No. 14 “Cultural Leave for Aboriginal Employees” which allows employees in select districts who have leaves in excess to the provisions granted in Article G.11 of the collective agreement (five paid days per year) to maintain those leaves.
- Since 2019, the Federal Government has committed over \$13M in support of French teacher recruitment and retention in B.C.

### **Background:**

#### **Teacher demand by school district, 2022/2023:**

Relative to 2021/2022, the top districts for teacher hiring are:

- District 35, Langley: +69 FTE, 4.6%
- District 36, Surrey: +42 FTE, .9%
- District 62, Sooke: +41 FTE, 5.7%
- District 33, Chilliwack: +35 FTE, 4.1%
- District 38, Richmond: +35 FTE, 2.6%

The top declining districts include:

- District 57, Prince George: - 40 FTE, -4.8%
- District 42, Maple Ridge: -27 FTE, -2.6%
- District 37, Delta: -24 FTE, -2.3%
- District 34, Abbotsford: -23 FTE, -2.0%
- District 91, Nechako Lakes: -19 FTE, -7.5%

The districts with the highest teacher job vacancy rate\* during Q1 2022/2023:

- District 85, Vancouver Island North : 40.6%
- District 82, Coast Mountains: 27.4%
- District 50, Haida Gwaii: 21.7%
- District 58, Peace River South: 15.9%
- District 8, Kootenay Lake: 21.4%

\* The vacancy rate = number of active job postings in a quarter / teacher headcount, for those school districts that use Make a Future for job postings

**Contact:** Linda Beddouche, Director, Workforce Development, (778) 679-1697

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance Legislation and Workforce Branch -  
Workforce Development

### **Title: Teachers Teaching On-Call (TTOC)**

**Date Revised:** February 10, 2023

#### **Key Messages:**

- A tight labour market is a reality for many sectors across B.C., including K-12 education.
- We know districts are facing recruitment challenges for teachers teaching on call (TTOCs) and we are working closely with the BC Public School Employers' Association, school districts, unions, education partners and Indigenous organizations to ensure students receive the resources and supports they need to thrive.
- TTOC wages in BC are very competitive: the daily wage in BC is first among all provinces for both starting TTOCs and TTOCs at the top of the salary grid.
  - Starting TTOC: \$319.93 per day up to June 2023.
  - TTOCs at the top of the salary grid: \$429.52 per day up to June 2023.
- As recruitment pressures are exacerbated in rural and remote areas, we have partnered with the BC Public School Employers' Association and northern school districts to conduct a recruitment and retention pilot project in northern BC.
- This project is currently underway and will help identify effective recruitment and retention initiatives that could be expanded to other rural and remote areas across the province in future years.
- In addition, we have been working closely with the Ministry of Post-Secondary Education and Future Skills to ensure the hiring needs of the K-12 education sector are taken into account in the development of the Future Ready Plan – Government's coordinated plan to make education and training more accessible, affordable and relevant to prepare British Columbians for the jobs of tomorrow.

#### **About non-certified TTOCs:**

- Under the *School Act*, a board of education must employ certified teachers or people who hold a Letter of Permission.
- However, in unique circumstances, including when a certified teacher cannot be found, a board can employ a person who is not certified for less than 20 consecutive days as a temporary teacher on call.
- In those cases, the board of education must ensure that the person hired is both suitable and meets the qualification requirements set by the board, such as having a university degree.
- Although some districts may hire temporary teachers on call who are not currently certified teachers, districts have robust hiring processes in place and are most often hiring people with some educational experience and/or experience working with students.

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- All TTOCs must also undergo a criminal records check.

### **Key Facts Regarding the Issue:**

- A TTOC is a casual or substitute teacher of various subjects from Kindergarten to Grade 12.
- TTOCs are usually deployed district-wide, meaning that they work in multiple schools across the district.
- The signing of the Memorandum of Agreement (MOA) with the BCTF in 2017 restoring class size and composition language required districts to significantly increase hiring to meet the demands of the restored language.
- This resulted in the depletion of TTOC lists in most school districts which exacerbated acute pressures in some areas of the province, especially in rural and remote districts.
- Most districts report challenges hiring enough TTOCs and leading up to the 2022/2023 school year, there were more active postings for TTOC positions than for generalist, special needs, or any other specialty on Make A Future, the job posting website for teachers.
- To be able to fill positions, some districts rely on uncertified TTOCs. While this practice is more common in rural districts, given the current labour market conditions, some urban districts are also advertising for and hiring uncertified TTOCs.
- During consultations with three northern districts in November 2022, districts indicated that when hiring uncertified TTOCs, they follow a similar vetting process as with certified teachers by conducting reference and criminal record checks. One district has an arrangement to hire students from the local teacher education program and requires uncertified teachers participate in an onboarding process including job shadowing.

### **Key Outcomes:**

- B.C.'s daily wage rate for TTOCs is first among all provinces for both starting TTOCs (\$319.93 per day by June 2023) and TTOCs at the top of the salary grid (\$429.52 per day by June 2023).
- Since 2018 the Ministry and the Ministry of Post Secondary Education and Future Skills have invested \$3.5M to directly fund new seats in teacher education programs, adding close to 250 new spaces to bring in more teachers in high demand positions.
- At the end of the 2021/2022 school year there was on average 16 students for every teacher in the public school system. Student to teacher ratios are reported at the end of each school year to most effectively account for all teachers in the system.

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**Program/Program Area Name:** Governance Legislation and Workforce Branch -  
Workforce Development

### Statistics:

- There were 13,803 individuals employed as TTOCs out of 46,115 teachers in the fourth quarter of 2021/2022, representing 30% of the teacher workforce. The number of TTOCs in the system has been stable for the last three years.
- 6,731 teachers took on a dual role of part time teacher and part time TTOC, with the remainder working solely in a TTOC role.
- TTOCs worked an average of 35 days during the 2021/2022 school year. This is up from 30 days in 2020/2021, and 27 days in 2019/2020 which was the lowest average number of days worked in recent years.
- Only 8% of TTOCs worked more than 100 days during the 2020/2021 school year. This hovered around 10% prior to the 2016/2017 school year.
- A full school year of data is required to best represent that number of TTOCs actively working in the province, and to calculate the annual number of TTOC days worked, so the 2021/2022 school year is the latest full year of data available. However based on preimminary data it is estimated that there are currently 6% more TTOCs actively working in BC public schools relative to 2021/2022.

### **TTOC Daily Wage - Cat. 5 Equivalent Training\*\* - Top of Salary Grid**

	June 2019	June 2020	June 2021	June 2022	June 2023
<b>1</b>	<b>BC (\$384.56)</b>	<b>BC (\$397.71)</b>	<b>BC (\$405.67)</b>	<b>BC (\$413.78)</b>	<b>BC (\$429.52)</b>
<b>2</b>	Nfld (\$285.28)	Nfld (\$285.28)	Nfld (\$290.9)	Nfld (\$293.90)	Nfld (\$296.84)
<b>3</b>	Sask (\$251.40)	Sask (\$253.90)	Sask (\$259.00)	Sask (\$264.18)	Sask (\$269.46)
<b>4</b>	Ontario (\$249.18)	Ontario (\$251.67)	Ontario (\$254.19)	Ontario (\$256.73)	Ontario (\$256.73)
<b>5</b>	New Bruns (\$215.70)	Quebec (\$223.60)	Quebec (\$228.05)	Quebec (\$232.60)	Quebec (\$232.60)
<b>6</b>	Quebec (\$212.15)	New Bruns (\$217.86)	New Bruns (\$218.95)	New Bruns (\$218.95)	New Bruns (\$218.95)
<b>7</b>	Alberta (\$207.55)	Alberta (\$207.55)	Alberta (\$207.55)	Alberta (\$207.55)	Alberta (\$207.55)
<b>8</b>	PEI (\$195.39)	PEI (\$199.31)	PEI (\$204.33)	PEI (\$204.33)	PEI (\$204.33)
<b>9</b>	Manitoba (\$193.93)	Manitoba (\$194.87)	Manitoba (\$197.54)	Manitoba (\$204.06)	Manitoba (\$204.06)
<b>10</b>	Nova Scotia (\$183.05)	Nova Scotia (\$185.80)	Nova Scotia (\$188.56)	Nova Scotia (\$193.33)	Nova Scotia (\$196.23)
<b>Average</b>	\$237.82	\$241.76	\$245.48	\$248.94	\$251.88



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Workforce Development

### TTOC Daily Wage - Cat. 5 Equivalent Training\*\* - Start of Salary Grid

	June 2019	June 2020	June 2021	June 2022	June 2023
<b>1</b>	<b>BC (\$271.84)</b>	<b>BC (\$281.11)</b>	<b>BC (\$286.73)</b>	<b>*BC (\$292.47)</b>	<b>*BC (\$319.93)</b>
<b>2</b>	Sask (\$251.40)	Sask (\$253.90)	Sask (\$259.00)	Sask (\$264.18)	Sask (\$269.46)
<b>3</b>	Ontario (\$226.53)	Ontario (\$228.80)	Ontario (\$231.08)	Ontario (\$233.39)	Ontario (\$233.39)
<b>4</b>	New Bruns (\$215.70)	Quebec (\$223.60)	Quebec (\$228.05)	Quebec (\$232.60)	Quebec (\$232.60)
<b>5</b>	Nfld (\$214.28)	New Bruns (\$217.86)	New Bruns (\$218.95)	Nfld (\$220.75)	Nfld (\$222.96)
<b>6</b>	Quebec (\$212.15)	Nfld (\$214.28)	Nfld (\$218.57)	New Bruns (\$218.95)	New Bruns (\$218.95)
<b>7</b>	Alberta (\$207.55)	Alberta (\$207.55)	Alberta (\$207.55)	Alberta (\$207.55)	Alberta (\$207.55)
<b>8</b>	PEI (\$195.39)	PEI (\$199.31)	PEI (\$204.33)	PEI (\$204.33)	PEI (\$204.33)
<b>9</b>	Manitoba (\$193.93)	Manitoba (\$194.87)	Manitoba (\$197.54)	Manitoba (\$204.06)	Manitoba (\$204.06)
<b>10</b>	Nova Scotia (\$183.05)	Nova Scotia (\$185.80)	Nova Scotia (\$188.56)	Nova Scotia (\$193.33)	Nova Scotia (\$196.23)
<b>Average</b>	\$217.18	\$220.71	\$224.04	\$227.16	\$231.18

**Notes:**

1. Salaries for TTOCs or occasional teachers are explicitly defined in standing provincial collective agreements for the Atlantic and Central provinces. Unless otherwise stated in standing collective agreements or supplementary materials (MOA, MOU, etc.), rates of pay for TTOCs teachers are expected to increase in tandem with the teacher salary scales as outlined in standing collective agreements, divided by the specified number of instruction days for a given school year.

2. In cases where provinces do not have salaries or compensation structures defined for TTOCs in their collective agreements, or have different salary grids across school districts, estimates were generated by averaging the rates of pay for TTOCs as defined in standing district level agreements and policies.

3. For British Columbia, salary data from the Greater Victoria, Surrey, and Vancouver school districts was used. While the structure of how TTOCs are compensated is consistent across the province, each district has a slightly different salary grid for teachers.

4. For Alberta, salary data from the Calgary and Edmonton school districts was used.

5. For Saskatchewan, salary data from the Saskatoon, Regina, and Horizon school districts was used.

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6. For Manitoba, salary data from the Winnipeg, Louis Riel, and River East school districts was used.

7. As of July 1st, 2021, teachers in their first year of work, who accept a contract, will start at the second step of their salary grid. The salary listed here is for the first step (step 0). Increasing the salary to the second step (step 1) does not affect B.C.'s relative rank.

**Contact:** *Linda Beddouche, Director, Policy & Workforce Development, (778) 679-1697*

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance, Legislation & Workforce Branch; Teacher Regulation Branch

### **Title:** Workforce

**Date Revised:** February 2, 2023

### **Key Messages:**

#### **Teacher shortages:**

- We know a tight labour market is a reality for many sectors across B.C., including in the K-12 education system.
- Our government is committed to ensuring students have access to high-quality education and that they receive the resources and supports they need to thrive.
- Staffing challenges look different around the province, and we are working closely with the BC Public School Employers' Association, school districts, unions, post-secondary institutions, Indigenous organizations, and other sector partners on how to address recruitment and retention pressures across B.C.
- To support school districts in their recruitment of certified teachers, we have:
  - Directly funded new seats in teacher education programs, adding close to 250 new spaces to bring in more teachers in high demand positions.
  - Adjusted certification standards to allow for a higher number of internationally trained educators to become eligible to work in B.C.'s K-12 classrooms, without lowering our standards.
  - Streamlined the application process for teachers to become certified and reduced processing times to ensure teachers receive their certification in a timely manner once all documentation is received.
    - Evaluation processing times across all certificate types reduced from an average of 65 days in 2020 to an average of under 40 days.
    - Evaluation processing times for applicants from BC Teacher Education Programs and other Canadian jurisdictions reduced from 50 days in 2020 to under 10 days.
- School districts have access to services provided by the BC Public School Employers' Association, such as the Make a Future program – an online recruitment platform – to support them in their hiring needs.
- Still, we know some longstanding hiring pressures remain, whether it is hiring specialist teachers, bus drivers, educational assistants, or generally filling vacancies, it can be challenging due to the tight labour market across B.C.
- We also know these challenges are exacerbated in rural and remote school districts. For this reason, we have partnered with the BC Public School Employers' Association and northern school districts to conduct a recruitment and retention pilot project in northern BC.
- This project is currently underway and will help identify effective recruitment and retention initiatives that could be expanded to other rural and remote areas across the province in future years.

## 2023 Estimates Note Advice to the Minister

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- We are also working in close collaboration with the First Nations Education Steering Committee and Métis Nation BC to develop recruitment and retention strategies to increase the number of Indigenous teachers in public schools.
- Through our federal funding agreement on Official Languages Education Programs, we are working with the francophone school district (school district 93) and other French Education partners to support recruitment and retention initiatives aimed at French speaking teachers.
- In addition, we have been working closely with the Ministry of Post-Secondary Education and Future Skills to ensure the hiring needs of the K-12 education sector are taken into account in the development of the Future Ready Plan – Government's coordinated plan to make education and training more accessible, affordable and relevant to prepare British Columbians for the jobs of tomorrow.

### **Use of non-certified teachers in classrooms:**

- Under the *School Act*, a board of education must employ certified teachers or people who hold a Letter of Permission.
- However, in unique circumstances and when a certified teacher cannot be found, a board can employ a person who is not certified for fewer than 20 consecutive days as a temporary teacher on call.
- In those cases, the board of education must ensure that the person hired is both suitable and meets the qualification requirements set by the board, such as having a university degree.
- Although some boards of education may hire temporary teachers on call who are not currently certified teachers, boards have robust hiring processes in place and are most often hiring people with some educational experience and/or experience working with students.

### **B.C as a competitive teaching market:**

- BC is a desirable place to teach:
  - Each year, about 30% of teachers joining the BC education system completed their teacher training in other provinces.
  - In addition, each year, about 10% of teachers new to BC's education system completed their teacher training abroad, and this number keeps increasing year after year.
- The Ministry has recently adjusted certification standards to allow for a higher number of internationally trained educators to become eligible to work in B.C.'s K-12 classrooms, without lowering our standards.
- The newly ratified agreement between the BC Teachers' Federation and BC Public School Employers' Association provides significant wage increases over the next three years.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Governance, Legislation & Workforce Branch; Teacher Regulation Branch

### **Shortage of education assistants:**

- Education assistants play a key role in supporting teachers in classrooms and schools.
- They are an important part of the K-12 education workforce and our collective efforts to increase equity and support student success.
- The education assistant workforce has grown by 21% over the last five years.
- We continue to work closely with school districts and the BC Public School Employers' Association to ensure students have access to the supports and resources they need to thrive.
- School districts have access to services provided by the BC Public School Employers' Association, such as Make a Future – an online recruitment platform – to support them in their hiring needs.
- We are currently working with CUPE on a project to identify ways to best support education assistants, so that, in turn, they can best support students. As part of this project, we will be identifying key principles to build a sustainable education assistant workforce.

**Contact:** Sarvi Brent, Executive Director, Teacher Regulation, (604) 240-6883  
Lucas Corwin, Executive Director, Governance, Legislation & Workforce, Personal Security  
Personal Security

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## Independent Schools and International Education Branch

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## Independent Schools

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch – Independent Schools

### **Title: Independent Schools Overview**

**Date Revised:** January 25, 2023

#### **Key Messages:**

##### **Independent Schools:**

- Government recognizes and supports the principle of choice through the provision of independent schooling (articulated in the Statement of Education Policy Order).
- Independent schools in the Province of B.C. are enabled under the Independent School Act (the Act) which was enacted in 1989 and has remained relatively unchanged since that time.
- Independent school funding is based on a formula in the Independent School Regulation. (See Independent Schools Funding note at the front of the binder)
- Independent schools are regulated by the Ministry and must comply with the requirements of the Act and related regulations, orders and policy, including undergoing regular inspections on the cycle outlined in the Schedule to the Act.
- Independent school inspections include assessment of: facilities, the educational programs and school's policy/administrative compliance.
- All funded independent schools are required to follow the B.C. curriculum and to employ B.C. certified teachers.
- Independent schools are diverse, representing a wide range of communities and educational approaches, including faith-based, First Nations, Montessori, environmental education, university prep, Waldorf, and schools specializing in serving students with disabilities and diverse abilities.

##### **Independent Online Learning:**

- A new online learning model, based on recommendations from the Funding Model Review, will be implemented in both public and independent schools for the 2023/24 school year.
- All 16 of the current independent distributed learning schools successfully applied to become independent Provincial Online Learning Schools (POLS) and have entered into agreements with the Minister enabling operation beginning July 1, 2023.

##### **Designated Independent Special Education Schools:**

- The Ministry designates 13 independent schools as Special Education Schools.
- Designated Independent Special Education Schools exclusively serve students with disabilities / diverse abilities (special needs) and receive an additional \$2,000 per eligible FTE in special education grants (all categories).



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch – Independent Schools

### **Homeschooling:**

- British Columbia enables children to receive an education outside of a school environment with the parent/guardian functioning as the “service provider”.
- Homeschoolers do not earn a Certificate of Graduation unless they earn sufficient credits through grade 10 – 12 online learning courses.

### **Key Facts Regarding the Issue:**

- Independent schools are classified into one of four groups based on the requirements of the Act and regulations and must meet the requirements for their classification:
  - Group 1: must be not-for-profit, deliver the B.C. curriculum, and employ B.C. certified teachers. They are funded at 50% of the local district per student grant. Students earn a Certificate of Graduation.
  - Group 2: same as Group 1 but are funded at 35% because per student operating costs exceed the local district amount. Students earn a Certificate of Graduation.
  - Group 3: not required to deliver B.C. curriculum or employ B.C. certified teachers. No funding provided. Students do not earn a Certificate of Graduation.
  - Group 4: 50% or more of students are international, must deliver B.C. curriculum and employ B.C. certified teachers. No funding is provided. Can be for profit. Students earn a Dogwood Certificate.
- Funding for Group 1 and 2 schools is set out in the Independent School Regulation and is linked to all grants paid to public boards of education under sections 106.3 and 115.1(a) of the School Act.
- Independent schools in the Province serve 13.23% (89,428 students) of the K-12 student population for 6.9% of the total K-12 education budget.

### **Independent Online Learning:**

- The 16 schools serve 12,565 students by headcount or 9,890 students by FTE in 2022/23
- The 16 schools have annual inspections, alternating between full and monitoring inspections.
- Funding for independent students taking online learning is based on a percent of the flat public-school online learning per pupil rate:
  - 50% for Group 1 IOL students
  - 35% for Group 2 IOL students (currently no Gr.2 IOL schools).
- 2022/23 Online Learning flat rates for online learning students are:
  - \$6,360 per FTE (public rate remains fixed from 2021/22).
  - \$3,180 per FTE (Group 1 independent, 50% of \$6,360).

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch – Independent Schools

### **Designated Independent Special Education Schools:**

- There are 13 designated Special Education (Services) Schools (SES) serving 1,005 students in the 2022/23 school year
- A moratorium on approving any new SES applications was introduced in 2016/17 and remains in place. No new Special Education Schools are currently being designated.
- Beginning in 2016/17, the funding framework was revised so that qualifying schools receive an additional \$2,000 per eligible FTE in special education grants (all categories). This funding is in addition to operating grants and supplemental funding for levels 1, 2 and 3 special needs designations.
- To retain designation, schools must:
  - be a brick and mortar, group 1 or 2 independent school
  - exclusively enrol students with disabilities / diverse abilities

### **Homeschooling:**

- There are 4,123 homeschooled children and youth in 2022/23 (down from 4,516 in 2021/22).
  - 2,743 registered with independent schools
  - 1,380 registered with public schools
- Homeschooling is enabled by the *School Act* and recognized in the *Independent School Act (1989)*.
- Registering schools receive an annual grant from the Ministry for each homeschool registration:
  - \$250 per public and \$175 per independent school registered homeschooler,
  - The funding rate was set in 2002/03 and has remained the same since that time.
- Registering schools must offer evaluation and assessment services and the loan of educational resources to parents of registered homeschoolers; parents can decide whether to make use of these services.
- Anyone who believes that a school-aged homeschooled child is not registered or is registered but not receiving an educational program must report this belief to the superintendent of the school district in which the child resides (or the directeur général of the Francophone education authority).

### **Key Outcomes:**

- Independent schools in B.C. provide families with a choice with respect to educational programs offered from a faith, pedagogical or philosophical perspective aligned with family values and beliefs.
- 230 Independent schools are being inspected in the 2022/23 inspection cycle comprising 82 comprehensive external evaluations, 140 monitoring inspections and 10 program evaluations.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch – Independent Schools

- All independent schools are required to demonstrate full compliance before the end of the school year.
- The new online learning model will be fully implemented in both public and independent schools for the 2023/24 school year.
- Designated Special Education Schools meet the educational needs of students with a range of disabilities/diverse abilities whose families have chosen an alternative to public school programs.
- Homeschooled children are not required to participate in provincial assessments, and limited data is available to compare their educational outcomes to student achievements in the public and independent school systems.

### **Statistics:**

2022/23 Independent Schools in B.C.

Type	# of schools	% of total	# students	Inspection Cycle
Group 1	239 (incl. 16 OL)	66%	69,497	External evaluation every six years and a monitoring inspection every second year
Group 2	74 (incl. 25 FN)	20%	18,070	External evaluation every six years and a monitoring inspection every second year
Group 3	23	6%	541	Inspection every other year focused on student safety
Group 4	28	8%	1,320	External evaluation every two years and a monitoring inspection every year in between
<b>Total</b>	<b>364</b>	<b>100%</b>	<b>89,428</b>	

- 11.5 percent (10,314) of all independent school students in school year 2022/23 have designations for disabilities / diverse abilities.
- 5.9 percent (5,258) of all independent school students in school year 2022/23 identify as indigenous.

### **Independent School and Homeschooling Funding:**

- 2022/23 Fiscal Year Independent Schools Budget \$490.8M
- 2021/22 Fiscal Year Actual Independent Schools \$487.5M
- 2020/21 Fiscal Year Actual Independent Schools \$461.8M
- 2019/20 Fiscal Year Actual Independent Schools \$438.4M

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch – Independent Schools

- \$96.35M: Total grants to Independent Online Learning Schools for SY 2021/22
  - \$59.11M in spec educ grants (61.4% of total grants to IOL schools)
  - \$37.23M operating grant
- \$1,957,000: total grants to Independent Designated Special Education Schools in 2021/22
- 2021/22 School Year Homeschooling Grants: \$0.910M:
  - \$504,525 independent
  - \$405,250 public

### **Delivery Partners:**

1. The Federation of Independent School Associations in BC (FISA BC) is comprised of 5 sub associations namely: Catholic Independent Schools (CIS); the Society of Christian Schools BC (SCSBC); the Association of Christian Schools International (ACSI); the Independent Schools Association (ISABC); and the Associate Members Society (AMS).
2. FISA BC represents 82.7% of all independent schools (by school count) and 95.3% of all independent schools (by student count).
3. Independent School Teaching Certificate Standards Committee (ISTCSC).
4. BC Home Educators' Association (BCHEA) represents homeschooling parents.

**Contact:** *Alan Schroeder, A/ Executive Director, Independent Schools and International Education Branch, (778) 678-5809*

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## International Education

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch - International Education

### **Title: International Education Overview**

**Date Revised:** January 27, 2023

#### **Key Messages:**

- BC schools and communities are enriched economically and culturally by international students who choose to come to BC to study.
- International students who move into and graduate from BC post-secondary institutions can help address critical workforce skills gaps and labour shortages.
- The presence of students from different cultural backgrounds in BC classrooms supports development of core competencies relating to personal/cultural identity and social responsibility and helps BC students develop intercultural skills and global competence.

#### **Key Facts Regarding the Issue:**

- The Ministry's international education program is divided into three streams: onshore, offshore and international online learning:
  - Onshore includes international students who come to BC and enrol in a public or independent school.
    - In 2022/23, there are 16,788 international students studying in K-12 schools across BC.
  - Offshore includes students attending one of BC's 34 certified schools outside Canada.
    - In 2022/23, there are 5,581 students studying at BC offshore schools.
  - International online learning includes international students outside of BC (i.e., non-resident learners) who take BC Curriculum courses prior to their departure for BC.
    - In 2021/22, 478 students took at least one international online learning course.
- Key international education programs include:
  1. **Global and Intercultural Skills Program (GISP) pilot.** Established in 2016/17, GISP is an applied skills program for students in Grades 9 – 12 that involves classroom-based and experiential learning. It promotes and recognizes the value of intercultural skills and global competence. It aligns with BC's curriculum in promoting communication, critical thinking and personal and social competencies, as well as supporting anti-discrimination/anti-racism in education.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch - International Education

2. **International online learning (iOL).** IOL is the provision of a limited selection of BC curriculum courses online by an approved service provider to international (non-resident) students residing outside BC. The authorized iOL service provider under agreement with the Ministry for 2022/23 is School District No. 73 Business Company.
  - IOL is intended to:
    - support non-resident learners intending to study in B.C. schools prior to their departure for BC;
    - support students at BC-certified offshore schools;
    - attract more international students to study, work and live in BC; and
    - increase global recognition of BC's high-quality education brand.
3. **Memoranda of Understanding.** ECC maintains 9 active education-related MOUs with partners in six foreign countries: China, Colombia, Japan, Mexico, Spain and Vietnam. ECC enters into MOUs with national- and provincial-level governments worldwide to:
  - Strengthen ties with international partner jurisdictions for educational and economic benefits (e.g., trade and investment);
  - Increase opportunities for BC students to develop intercultural skills and global competence through exchange;
  - Facilitate school-to-school or district-to-district education collaboration;
  - Combat racism through learning about and engaging with other cultures and jurisdictions; and
  - Support measured expansion of the BC Offshore School Program.

### Key Outcomes:

- In 2021/22, international students generated net income of **\$8.3M** for 47 districts, a minor but not insignificant contribution to district operating budgets.
- In 2017, international students at all levels (K-12, post-secondary, and private language schools) spent almost **\$4.7B** in BC on tuition, fees, and living expenses. (Source: Roslyn Kunin & Associates)
- International education programs supports pathways to education in BC, with a view to addressing critical workforce skill gaps and shortages.
- BC students who participate in the **GISP** pilot develop intercultural skills and global competence needed for success in education, work and life in a globalizing world.
- **iOL** provides flexibility and greater course choice for BC offshore school students.
- **MOUs** help BC students by facilitating exchange and mobility opportunities to increase intercultural skills and global competence, and to help combat racism in education.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch - International Education

### Statistics:

- Number of K-12 international/non-resident students

School Year	2018/19	2019/20	2020/21	2021/22	2022/23
Onshore	21,243	20,831	11,446	15,213	16,788

- Top districts and independent schools for international student enrolment (2022/23)

School Districts		Independent Schools	
Vancouver	1,312	Bodwell High School	400
Burnaby	1,138	Shawnigan Lake School	241
Coquitlam	1,129	Brentwood College	238
Langley	969	St. Michaels' University School - Senior	212
Greater Victoria	914	Brookes Westshore	88

\* See Appendix for Table of School District Tuition Revenue (2021/22) & Non-resident Student Headcount (2021/22 and 2022/23)

### Funding (2022/23)

- GISP funding allocation: \$0
- Memorandums of Understanding: \$0
- International Online Learning: \$1,200 (for annual review inspection fee)
  - ECC does not provide operating grant money for students taking iOL courses.

### Delivery Partners:

1. **British Columbia Council for International Education (BCCIE)** – Crown corporation.
2. **International Public School Education Association (IPSEA)** – represents BC school districts with international education programs.
3. **Federation of Independent School Associations (FISA)** – represents independent schools with international education programs.
4. **2022/23 GISP pilot participating school districts & independent schools:**  
SD6 (Rocky Mountain), SD8 (Kootenay Lake), SD23 (Central Okanagan), SD34 (Abbotsford), SD38 (Richmond), SD41 (Burnaby), SD43 (Coquitlam), SD48 (Sea to Sky), SD60 (Peace River North), SD61 (Greater Victoria), SD62 (Sooke), SD69 (Qualicum), SD71 (Comox Valley) and Collingwood School.



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch - International Education

### Appendix: School District Tuition Revenue (2021/22) & Non-resident Student Headcount (2021/22 and 2022/23)

School District	Tuition Revenue 2021/22	Non-Resident Student Headcount*	
		2021/22	2022/23
05 - Southeast Kootenay*	\$0	65	66
06 - Rocky Mountain*	\$4,448,985	86	84
08 - Kootenay Lake	\$1,583,947	65	60
10 - Arrow Lakes	\$7,020	Pers	Per
19 - Revelstoke*	\$0	24	29
20 - Kootenay-Columbia	\$0	0	Pe
22 - Vernon	\$5,353,188	231	240
23 - Central Okanagan	\$6,341,761	481	528
27 - Cariboo-Chilcotin	\$33,183	Personal Information	
28 - Quesnel	\$0	0	0
33 - Chilliwack	\$1,547,028	116	137
34 - Abbotsford	\$4,306,329	268	361
35 - Langley	\$14,511,083	855	969
36 - Surrey	\$10,758,681	634	730
37 - Delta	\$8,033,439	650	765
38 - Richmond	\$14,882,634	643	706
39 - Vancouver	\$21,076,752	1,261	1,312
40 - New Westminster	\$2,221,484	135	193
41 - Burnaby	\$19,053,145	965	1,138
42 - Maple Ridge-Pitt Meadows	\$7,282,328	418	511
43 - Coquitlam	\$19,140,135	930	1,129
44 - North Vancouver	\$9,045,574	530	679
45 - West Vancouver	\$8,324,817	410	378
46 - Sunshine Coast	\$174,590	19	Per
47 - Powell River	\$1,192,761	76	66
48 - Sea to Sky	\$2,747,124	193	174

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education

Branch - International Education

School District	Tuition Revenue 2021/22	Non-Resident Student Headcount*	
		2021/22	2022/23
49 - Central Coast	\$0	0	0
50 - Haida Gwaii	\$0	0	0
51 - Boundary	\$16,178	0	0
52 - Prince Rupert	\$31,200	0	Personal Information
53 - Okanagan Similkameen	\$20,041	Personal Information	Personal Information
54 - Bulkley Valley	\$0	0	0
57 - Prince George	\$43,500	Personal Information	Personal Information
58 - Nicola-Similkameen	\$0	Personal Information	0
59 - Peace River South	\$60,104	Personal Information	
60 - Peace River North	\$414,210	83	66
61 - Greater Victoria	\$15,057,307	930	914
62 - Sooke	\$6,541,597	293	285
63 - Saanich	\$3,708,763	241	282
64 - Gulf Islands	\$624,206	67	66
67 - Okanagan Skaha	\$991,062	114	127
68 - Nanaimo-Ladysmith	\$4,464,819	265	385
69 - Qualicum	\$3,661,653	152	177
70 - Pacific Rim	\$557,245	21	26
71 - Comox Valley	\$2,959,945	237	263
72 - Campbell River	\$925,399	57	86
73 - Kamloops/Thompson	\$5,005,065	218	233
74 - Gold Trail	\$0	0	0
75 - Mission	\$1,900,411	96	125
78 - Fraser-Cascade	\$19,390	0	0
79 - Cowichan Valley	\$2,232,783	193	173
81 - Fort Nelson	\$0	0	0
82 - Coast Mountains	\$13,000	Personal Information	
83 - N. Okanagan-Shuswap	\$695,368	37	38
84 - Vancouver Island West	\$216,624	8	10
85 - Vancouver Island North	\$11,000	Personal Information	0
87 - Stikine	\$0	0	0

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch - International Education

School District	Tuition Revenue 2021/22	Non-Resident Student Headcount*	
		2021/22	2022/23
91 - Nechako Lakes	\$266,918	12	18
92 - Nisga'a	\$0	0	0
93 - Conseil scolaire francophone	\$0	0	0
<b>99 - Provincial Summary**</b>	<b>\$212,960,257</b>	<b>12,097</b>	<b>12,097</b>

\*Head count is shown for school districts 05, 06, & 19, but all tuition revenues are reported by SD06.

\*\*Headcount data does not include independent schools as ECC does not track tuition for non-resident learners in the independent sector.

**Contact:** Alan Schroeder, A/Executive Director, Independent Schools and International Education Branch (778) 678-5809

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch – International Education

### **Title: Offshore School Program (OSP)**

**Date Revised:** January 25, 2023

#### **Key Messages:**

- The OSP has certified schools outside of B.C. to deliver B.C.'s curriculum since 1998.
- The OSP operates on a 100% cost-recovery model with annual fees based on the number of schools and full-time students enrolled.
- Students receive instruction in English by B.C. certified teachers and graduate with a B.C. Dogwood Diploma. Approximately two-thirds of schools offer dual diploma opportunities.
- Each offshore school must undergo an annual inspection, a critical quality assurance process that serves to protect the integrity and reputation of the BC educational program.

#### **Key Facts Regarding the Issue:**

- In July 2020, the Ministry received a mandate to expand the OSP in alignment with government priorities.
  - Focus areas for expansion include: (1) aid in B.C.'s economic recovery; (2) enable trade pathways for B.C.; and (3) increase transitions to B.C. post-secondary institutions.
- In the 2022/23 school year, the Ministry certified 34 schools in 10 jurisdictions (Bahrain, China, Colombia, Egypt, France, Japan, Kazakhstan, Qatar, Taiwan and Thailand).
  - Two new pre-certified schools opened in Taipei (Taiwan) and Astana (Kazakhstan).
- Thirteen schools closed following the 2021/22 year: schools in Suzhou and Langfang (China) and 11 Maple Leaf high schools following its three-year transition away from the OSP.
- There is a rigorous six-step application process before an offshore school is fully certified to offer the B.C. education program and graduation certificate:
  - Expression of interest → Interview → Application → Onsite application verification inspection → Pre-certification → Certification
  - It can take as little as 6 months to reach the pre-certification stage, which enables an operator to begin delivering B.C. curriculum, and as much as 2 years or longer.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch – International Education

- Each offshore school undergoes an annual inspection that includes a review of their educational program to verify that it meets Ministry requirements; administrative record keeping, policies and procedures to verify compliance with the certification agreement; and facilities and equipment to verify that they are adequate for instructional purposes.
  - Inspectors – qualified and experienced B.C. educators – are contracted following the completion of a Request for Standing Arrangement (RSA) procurement process.
  - In 2022/23, the Ministry resumed onsite inspections of schools in jurisdictions where travel restrictions and quarantine requirements have been eased.
  - The Ministry conducted 10 onsite inspections and 24 virtual inspections.
- An external review of the program completed by Deloitte in February 2018 calculated the following contribution to B.C.'s economy in 2016/17:
  - Total direct and indirect contributions of \$36.7M and 509 FTE jobs;
  - Student spending of \$7.2M in B.C. during short-term study programs; and
  - Spending of \$20.2M by graduates now studying in B.C. post-secondary institutions.

### **Key Outcomes:**

- Total cost-recovery of \$2.37M to the Ministry in fiscal 2021/22.
- B.C. offshore schools graduated 2,689 students in 2020/21.
- B.C. offshore schools enable intercultural and global learning opportunities for B.C. students and teachers, and increase the number of international students who choose to study at B.C. post-secondary institutions and eventually live and work in B.C.

### **Statistics:**

- 34 Schools in 10 jurisdictions (2022/23)
- 5,581 Full-time student enrolment (2022/23)
- 363 B.C. certified teacher count (2022/23)
- 72 (24%) Offshore teachers completed a teacher education program in B.C. (2021/22)
- 48 Offshore teachers employed at B.C. public and independent schools in 2021/22 who were employed at B.C. offshore schools in 2019/20
- 351 Student participants in short-term credit and non-credit programs in B.C. (2021/22)
- 120 Offshore graduates who transitioned to B.C. public colleges and universities (2019/20 graduation year)

\* All statistics are the most recent available.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Independent Schools and International Education  
Branch – International Education

### **Funding:**

- In 2022/23, the OSP generated \$2.37M for the Ministry to offset program administration.
  - School Owner/Operators pay an annual program fee of \$5K and an annual curriculum usage fee of \$10K per school, plus annual registration fees of \$350 per student.
  - School inspection costs are paid by the Owner/Operator through cost recovery of all fees and expenses incurred to perform the inspection. A total of approximately \$176K was recovered from operators for inspections conducted during the 2022/23 cycle.

### **Delivery Partners:**

- Owner/Operators, Offshore School Representatives, Inspectors, school staff.

**Contact:** Alan Schroeder, A/ Executive Director, Independent Schools and International Education, (778) 678-5809

# APPENDIX 1: OFFSHORE SCHOOL PROGRAM RECOVERY OF FEES, 2022/23 SCHOOL YEAR

JURISDICTION	SCHOOL COUNT	ENROLMENT <sup>a</sup>	INSPECTION FEES	PROGRAM FEES <sup>b</sup>	TOTAL <sup>c</sup>
BAHRAIN	1	583	\$9,838.10	\$219,050.00	\$228,888.10
CHINA	23	2,784	\$99,697.25	\$1,319,400.00	\$1,419,097.25
COLOMBIA	1	160	\$5,552.78	\$71,000.00	\$76,552.78
EGYPT	2	903	\$17,227.12	\$346,050.00	\$363,277.12
FRANCE	1	90	\$5,111.43	\$46,500.00	\$51,611.43
JAPAN	2	214	\$13,240.34	\$104,900.00	\$118,140.34
KAZAKHSTAN	1	46	\$5,589.59	\$31,100.00	\$36,689.59
QATAR	1	773	\$12,339.58	\$285,550.00 <sup>d</sup>	\$297,889.58
TAIWAN	1	Per son	\$2,460.75	\$17,800.00	\$20,260.75
THAILAND	1	20	\$5,362.63	\$22,000.00	\$27,362.63
NEW SCHOOL APPLICATION FEES	0	N/A	N/A	\$0	\$0
NEW SCHOOL APPLICATION INSPECTIONS (2)	N/A	N/A	\$14,657.07	N/A	\$14,657.07
TOTAL	34	5,581	\$191,076.64	\$2,463,350.00	\$2,654,426.64 <sup>d</sup>

<sup>a</sup> Source: Offshore School Program Area

<sup>b</sup> Annual program fees are a Program Administration Fee (\$5000), a Curriculum Usage Fee (\$10000), and Student Registration Fees (\$350 per student).

<sup>c</sup> The total represents the total amount invoiced to schools. Bank intermediary fees and foreign exchange rates impact the amount received by the Ministry.

<sup>d</sup> HUBS Qatar has entered year two of its three-year payment plan in which one-third of student registration fees for 2021/22 and one-third of student registration fees for 2022/23 are being recovered while the remainder will be recovered in 2023/24 and 2024/25.

## APPENDIX 2: LIST OF B.C. CERTIFIED OFFSHORE SCHOOLS

*As of January 25, 2023*

CERTIFIED SCHOOLS	CITY	PROVINCE	JURISDICTION	2022/23 ENROLMENT <sup>a</sup>
<b>British Columbia Canadian International School East</b>	Cairo		Egypt	828
<b>British Columbia Canadian International School West</b>	Cairo		Egypt	75
<b>British Columbia International School, Bangkok</b>	Bangkok		Thailand	20
<b>Bunka Suginami Canadian International School</b>	Tokyo		Japan	192
<b>Canada British Columbia International Schools – Chengdu</b>	Chengdu	Sichuan	China	68
<b>Canada British Columbia International Schools – Hefei</b>	Hefei	Anhui	China	205
<b>Canada British Columbia International Schools – Kunming</b>	Kunming	Yunnan	China	63
<b>Canada British Columbia International Schools – Zibo</b>	Zibo	Shandong	China	102
<b>Canada Qingdao Secondary School</b>	Qingdao	Shandong	China	149
<b>Canada Shandong Secondary School</b>	Tai'an	Shandong	China	59
<b>Canada Weifang Secondary School</b>	Weifang	Shandong	China	50
<b>Canada Yantai Secondary School</b>	Yantai	Shandong	China	55
<b>Canadian Bilingual School of Paris</b>	Paris		France	90
<b>Canadian International School Guangxi Gaojie</b>	Nanning	Guangxi	China	56
<b>Canadian School Bahrain</b>	Diyar Al Muharraq		Bahrain	583
<b>Canadian Secondary Wenzhou No. 22 School</b>	Wenzhou	Zhejiang	China	110
<b>Colegio Canadiense</b>	Medellin	Antioquia	Colombia	160
<b>Grand Canadian Academy (Jiaxing)</b>	Tongxiang	Zhejiang	China	41
<b>Hayat Universal School (HUBS) Qatar</b>	Doha		Qatar	773



<b>Jiaxing Senior High School</b>	Jiaxing	Zhejiang	China	87
<b>Luwan Senior High School</b>	Luwan	Shanghai	China	64
<b>Majestic B.C. International School</b>	Foshan	Guangdong	China	98
<b>Maple Leaf Foreign Nationals School - Dalian</b>	Dalian	Liaoning	China	95
<b>Maple Leaf Foreign Nationals School - Wuhan</b>	Wuhan	Hubei	China	34
<b>Maple Leaf Foreign Nationals School - Yiwu</b>	Yiwu	Zhejiang	China	132
<b>Nanjing Foreign Language School British Columbia Academy</b>	Nanjing	Jiangsu	China	325
<b>Osaka Gakugei Canadian International School</b>	Osaka		Japan	22
<b>Shanghai Nanyang Model Private High School</b>	Xuhui District	Shanghai	China	273
<b>Shanghai United International School</b>	Minhang District	Shanghai	China	275
<b>Sino Bright School No. 8</b>	Beijing	Beijing	China	60
<b>Sino-Canada School</b>	Wujiang	Jiangsu	China	356
<b>SUB-TOTAL, CERTIFIED SCHOOLS</b>				<b>5,500</b>

#### **OFFSHORE SCHOOLS PRE-CERTIFIED IN 2022/23 SCHOOL YEAR**

<b>Canadian International School – Astana</b>	Astana		Kazakhstan	46
<b>Lanzhou Oriental International Secondary School</b>	Lanzhou	Gansu	China	27
<b>TCS Experimental Education</b>	Taipei		Taiwan	Personal
<b>SUB-TOTAL, PRE-CERTIFIED SCHOOLS</b>				<b>81</b>

<b>2022/23 TOTAL ENROLMENT</b>	<b>5,581</b>
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## OFFSHORE SCHOOLS CLOSED FOLLOWING THE 2021/22 SCHOOL YEAR

School	City	Province	Jurisdiction	2021/22 Enrollment
<b>Lanzhou Oriental Canadian Secondary School</b>	Lanzhou	Gansu	China	55
<b>Maple Leaf International School – Chongqing</b>	Chongqing	Chongqing	China	164
<b>Maple Leaf International School – Dalian</b>	Dalian	Liaoning	China	360
<b>Maple Leaf International School – Hainan</b>	Haikou	Hainan	China	28
<b>Maple Leaf International School – Henan</b>	Luoyang	Henan	China	69
<b>Maple Leaf International School – Xian</b>	Xi'an	Shaanxi	China	99
<b>Maple Leaf International High School – Zhenjiang</b>	Zhenjiang	Jiangsu	China	107
<b>Maple Leaf International School – Shanghai</b>	Shanghai	Shanghai	China	215
<b>Maple Leaf International Academy – Shenzhen</b>	Longang District	Guangdong	China	15
<b>Maple Leaf International School – Tianjin</b>	Tianjin	Tianjin	China	155
<b>Maple Leaf International School – Wuhan</b>	Wuhan	Hubei	China	514
<b>Maple Leaf International School – Yancheng</b>	Yangheng	Jiansu	China	15
<b>Suzhou Industrial Park Foreign Language School</b>	Suzhou	Jiangsu	China	27

<sup>a</sup> Source: Offshore Schools Program Area, Independent Schools and International Education Branch

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## Teacher Regulation Branch

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## Professional Conduct

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Teacher Regulation Branch – Professional Conduct

### **Title: Teacher Professional Conduct and Discipline**

**Date Revised:** January 26, 2023

#### **Key Messages:**

- The Commissioner for Teacher Regulation (the Commissioner) position is established by the *Teachers Act* (the Act).
- As an independent statutory decision maker, the Commissioner is responsible for:
  - Receiving complaints/reports of alleged teacher misconduct;
  - Deciding which disciplinary process under the Act is appropriate to address the matter;
  - Overseeing the disciplinary process for all B.C. certificate holders;
  - Reviewing certification appeals from applicants who have been denied a certificate or from certificate holders who have had their certificate rescinded by the Director of Certification;
  - Appointing hearing panels to consider evidence and submissions at a discipline or certification appeal hearing.
- The Commissioner is appointed for a five-year term by the Lieutenant Governor in Council (LGIC), on the advice of the Minister of Education and Child Care (Minister) and submits an annual report to the Minister.
- The Disciplinary and Professional Conduct Board (DPCB) is comprised of nine members of the BC Teachers' Council appointed by the Minister.
- The DPCB and a pool of Commissioner selected public ad-hoc members serve on three-member hearing panels to hear cases of alleged certificate holder misconduct/incompetence, and certification appeals at the request of the Commissioner.
- The hearing panels also make decisions on certification appeals under the *Teachers Act*.

#### **Key Facts Regarding the Issue:**

- The current Commissioner for Teacher Regulation is Howard Kushner. He was appointed on March 19, 2018 for a term of five years. A recruitment process is underway to shortlist candidates for consideration when Commissioner Kushner's term expires.
- Commissioner Kushner's priorities for his term of appointment included increasing the visibility of the role, as well as the transparency of the discipline process.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Teacher Regulation Branch – Professional Conduct

- In bringing forward a recommendation to the Lieutenant Governor in Council for appointing the next Commissioner under the *Teachers Act*, the Ministry is considering candidates who have a strong background in administrative law and adjudication, as well as a demonstrated commitment to reconciliation, equity and diversity.
- The Minister is responsible for appointing nine members of the BC Teachers' Council to the DPCB as listed below. This board is classified as an administrative tribunal for remuneration purposes.
  - 4 Council members nominated by the BCTF or elected through the election process. [currently Jatinder Bir, Lisa Kishkan, Danielle Neer, and Alice Kedves]
  - 5 Council members nominated by other education partners. [currently Anne Tenning (FNESC), Terrence Berting (BCCPAC), Vandy Britton (ABCDE), Carolyn Broady (BCSTA) and Joseph Colistro (FISA)]
- Of the nine members, one must have substantial knowledge of and experience in the independent school system - Joseph Colistro is that member.
- There are currently no hearings in process; two hearings concluded in 2022.

### **Key Outcomes:**

- The Commissioner's role ensures teacher quality and student safety by enforcing the Standards for educators in B.C.'s public and independent school systems. These commonly held standards help guide teacher conduct, pedagogical practice, ongoing professional growth, and their commitment to truth and reconciliation.
- The independence of the Commissioner's role, and the ability of the office to facilitate public access to discipline outcomes, increases public confidence in the education system.
- Hearing panels consider evidence and interpret and apply the Standards for Educators in B.C. If a panel finds a certificate holder failed to meet the Standards, it must determine appropriate consequences as outlined under the *Teachers Act*, which can include the imposition of terms on a certificate or the suspension or cancellation of a certificate.

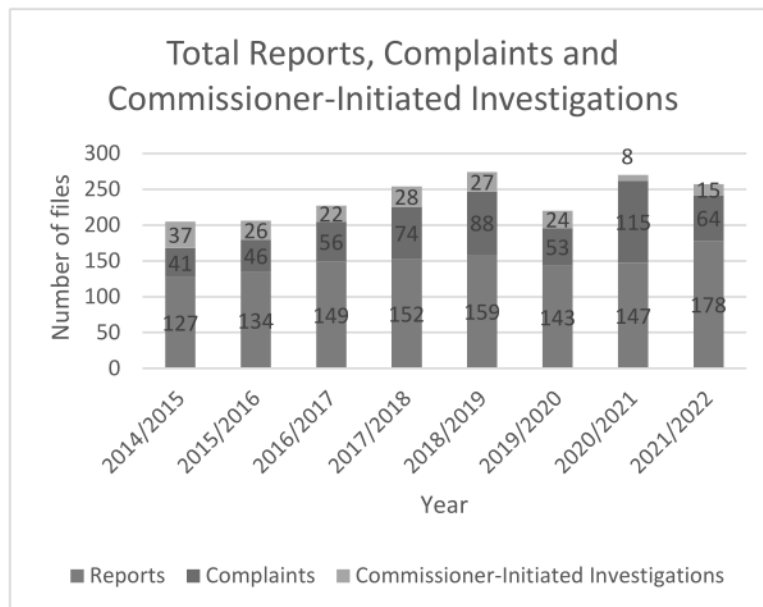
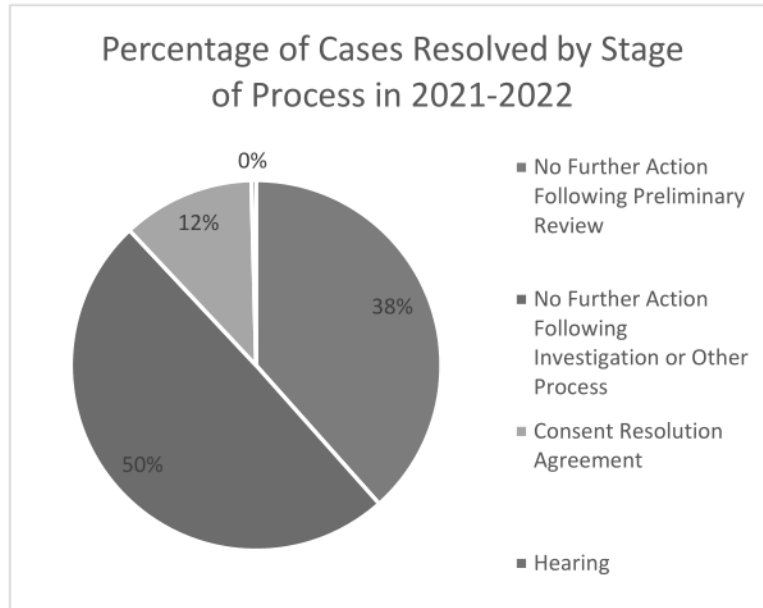
## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Teacher Regulation Branch – Professional Conduct

**Statistics:**

257 new discipline matters were received in 2021-2022. 92 matters have been received in 2022-2023 to date.



- Current median timelines for disciplinary processes:
  - Preliminary review – 86 days
  - Investigations – 13 months
  - Consent resolution – 5 months

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Teacher Regulation Branch – Professional Conduct

- Since the Teachers Act came into effect (January 2012), 25 discipline matters and certification appeals have been referred to and resolved by hearing panels, representing a total of 43 hearings.
- Each matter requires two separate hearings under the Act:
  - one for determination of whether there has been a breach of the standards, and
  - one for assessing penalty and costs.

### **Funding:**

- The allocated DPCB budget for 2022-2023 is \$54K.

### **Services to Ministry:**

- Ministry of Attorney General provides legal advice to the Commissioner, as well administrative law training for DPCB members, and manages retainers for independent legal advice to hearing panels.

### **Delivery Partners:**

1. Ministry of Attorney General
2. All Boards of Education and Independent School authorities
3. Education Partners

**Contact:** Sarvi Brent, Executive Director, Teacher Regulation Branch, (604) 240-6883



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# Teacher Certification

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Teacher Regulation Branch – Teacher Certification

### **Title: Letters of Permission**

**Date Revised:** March 14, 2023

#### **Key Messages:**

- Employers may occasionally be required to hire qualified instructors that do not have a teaching certificate. This typically happens where recruitment and retention have been historically difficult and when specialized skills are needed, such as trades teachers that do not have teacher certification.
- A Letter of Permission (LOP) may be issued to a suitable person that the Director of Certification (DOC) deems required for a specified period.
- LOP are intended for short-term use to fill teaching positions when certified teachers are not available. LOPs are available to Public, Independent, and First Nations schools in BC.
- The Ministry is working closely with sector partners to monitor the current use of LOPs and reduce sector reliance as a part of a broader workforce strategy.

#### **Key Facts Regarding the Issue:**

- The Teacher Regulation Branch (TRB) issues 2 broad categories of certificates: Certificate of Qualification (COQ) and Independent School Teaching Certificate (ISTC). TRB also issues Letters of Permission (LOP).
- Typically, the maximum validity period for a LOP is one school year. The DOC may create exceptions to this policy at their discretion.
- Currently, individuals with an LOP can re-apply for an additional time period when there is evidence that a certified teacher remains unavailable to fill the position.
- Since the implementation of the 2017/2018 Memorandum of Agreement (MOA) that restored provisions for class size and composition, independent schools are responsible for more than three quarters of all LOPs.
- Following the MOA the independent school sector experienced a net transition of 420 teachers (7.4% of their teacher workforce) that moved to work in the public education system.
- In 2019/2020 and 2020/2021 an exception was made to extend LOPs for an additional school year when the LOP was for the same person, and same position. The employer was required to demonstrate that no certified teachers were available to fill that position. In 2020/2021 additional criteria was added that at least 80% of teachers in the school were certificate holders (except Indigenous Language teachers).

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Teacher Regulation Branch – Teacher Certification

- As of January 20, 2023, the public school districts that employed the highest number of LOPs in the 2022/2023 school year were: SD57 Prince George (14), SD60 Peace River North (13), SD91 Nechako Lakes (9), SD27 Cariboo – Chilcotin (7), SD82 Coast Mountains (7) Together, these five school districts were responsible for 46% of LOPs in the public system.
- In a 2019 workforce survey of the teaching positions filled by LOP holders, districts reported: 33% for generalist positions (all in rural districts), 28% for trades positions, 19% for special education positions, 6% for French education positions and 6% for Indigenous education positions.
- The Ministry has been exploring strategies to reduce the sector's increased reliance on LOPs. As part of these strategies, the University of British Columbia is developing a blended teacher education program (started in Sept. 2022) to reduce geographic barriers for aspiring teachers, following approval from the the BC Teachers' Council.
- The total number of approved LOPs in the public system was 123 in 2021/2022, less than 0.4% of the public school workforce.
- This also represents a 5% decrease in the number of LOPs from 2019/2020.

### **Key Outcomes:**

- The TRB consistently evaluates complete applications and issues the LOP within a week of all the required documentation for the application being received.
- The TRB supports employers and applicants through the LOP application process to support the sector in ensuring there are authorized adults in BCs classrooms
- The TRB recognizes that the employers are largely responsible for determining if the candidate meets the needs of the employer and students for a specific time period.

### **Statistics:**

#### **Public Schools LOPs**

- The total number of TRB-approved LOPs in the public system was 123 in 2021/2022, a 5% decrease from 2019/2020 and less than 0.4% of the public school workforce.

#### **Independent Schools LOPs**

- The number of LOP holders in independent schools decreased to 424 in 2021/2022, a 2% decrease from 2019/2020.
- In 2018/2019, five independent authorities were responsible for 42% of all LOPs in the independent system. The higher LOP use in part reflected some of the challenges some faith-based schools have recruiting certified teachers from within the faith community and lower wage and benefit packages for teachers at independent schools that prioritize low tuition fees to enable broad access within a faith-based community.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Teacher Regulation Branch – Teacher Certification

- The Inspector of Independent Schools worked closely with some of these schools to reduce reliance on LOPs. In 2021/2022, these five same schools were responsible for 23% of all LOPs in the independent system.

School Year	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
LOP APPLICATIONS RECEIVED	612	706	659	597	665
PUBLIC LOPs ISSUED	81	97	129	118	123
INDEPENDENT LOPs ISSUED	379	390	432	427	424

**Contact:** Sarvi Brent, Executive Director, Teacher Regulation Branch, (604) 240-6883

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Teacher Regulation Branch – Teacher Certification

### **Title:** Teacher Qualifications

**Date Revised:** January 23, 2023

#### **Key Messages:**

- Teacher certification requirements are set by the BC Teachers' Council, and teacher certification is administered by the Teacher Regulation Branch of the Ministry of Education and Child Care.
- A person hired by a Board to be a teacher, with some exceptions, must be certified by the Ministry of Education and Child Care.

#### **Key Facts Regarding the Issue:**

- The *School Act* defines a “teacher” as “a person holding a certificate of qualification who is employed by a board to provide an educational program to students in a school.”
- Under the *School Act*, teachers' responsibilities include designing, supervising, and assessing educational programs and instructing, assessing and evaluating individual students and groups of students.
- Boards of education are the employers of all school district staff, including teachers. The *School Act* provides that boards of education may not employ a person as a teacher unless that person holds either a B.C. teaching certificate, or a Letter of Permission to teach, issued under the *Teachers Act*.
- A Letter of Permission allows a person who is not a B.C. certified teacher to teach in the public school system temporarily for a specified period of time, usually for no longer than a period of one school year. A Letter of Permission may be issued to a person on the recommendation of a prospective employer, if the employer can show evidence that reasonable efforts were made to hire a certified teacher for the position, and no suitable candidate was found.
- As an exception to the requirement that Boards hire only certified teachers, or persons who hold Letters of Permission, the *School Act* allows Boards to employ a person who does not meet these qualifications if that person is:
  - employed for 20 or fewer consecutive teaching days, and teaching a particular class or classes where no certified teacher is available, or
  - instructing a general interest course that is not leading to graduation.
- Certification requirements for independent school teachers are set by the Independent School Teaching Certificates Standards Committee under the *Independent School Act* and administered by the Teacher Regulation Branch.

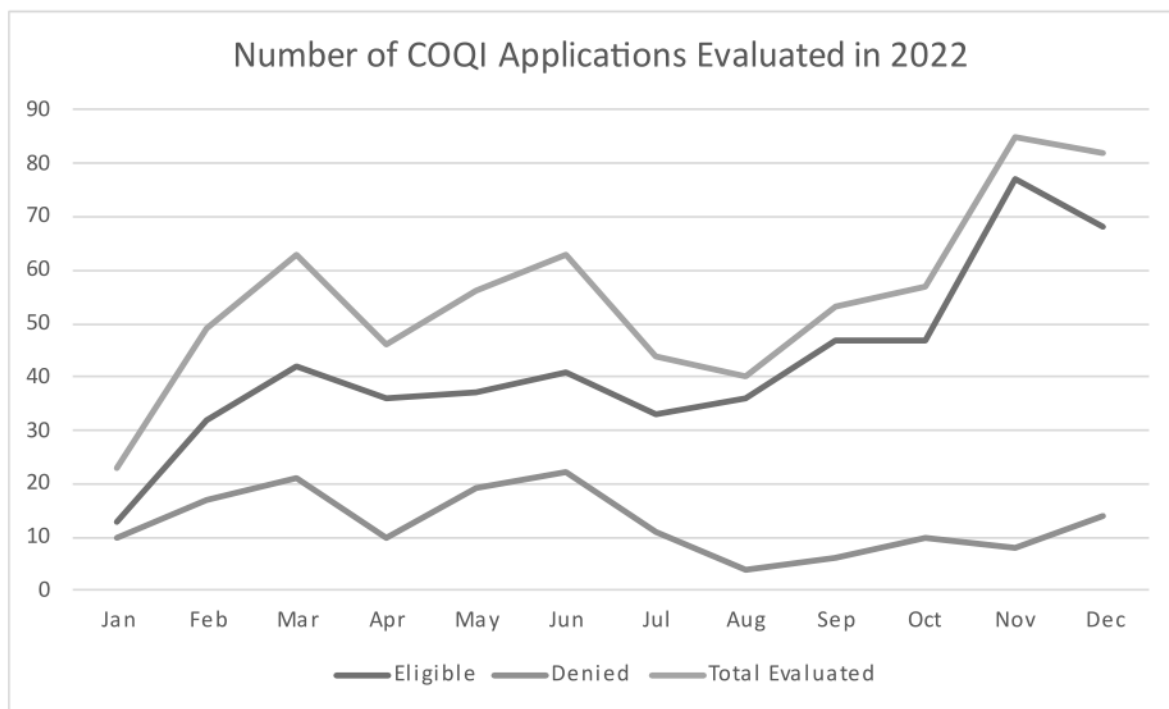
## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Teacher Regulation Branch – Teacher Certification

### Key Outcomes:

- 2021/2022 saw 17% fewer Certificate of Qualifications issued and 19% more Independent School Certificates issued than in 2020/2021. This decline in Certificate of Qualifications looks to have reversed however with 1,975 issued so far in the 2022/2023 school year, consistent with the number issued over the same period in 2020/2021.
- Quality assurance for the issuance of certificates is regulated by standards set by the BC Teachers Council for the certification of teachers in British Columbia.
- The Certification Standards guide the Director of Certification (DOC) and evaluators in determining credential assessment and application outcomes.
- Changes to the Certification Standards were submitted by the BC Teachers Council and approved by the Minister in August 2022 which increased the eligibility of international teachers for certification for the last quarter of 2022.



- This trend is expected to continue through 2023.
- If an evaluation determination results in a denial of certification, reasons for denial and information on how to request a reconsideration of the decision must be provided to the applicant, as set out in the *Teachers Act*.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Teacher Regulation Branch – Teacher Certification

### Statistics:

	2020/2021	2021/2022	2022/2023 YTD*
Certificate of Qualification Issued	3,814	3,183	1,975
% change		-17%	-38%
Independent School Certificates Issued	326	388	204
% change		19%	-47%
Teachers in public schools (FTE)	35,362	35,255	35,521
% change		-0.3%	0.8%
Administrators in public schools (FTE)	2,971	2,979	3,009
% change		0.3%	1.0%
Educators in independent schools	7,105	7,207	7,389
% change		1.4%	2.5%

\*numbers are up to Dec 31, 2022 for Certificate of Qualification Issued and Independent School Certificates Issued, and to Sept 30, 2022 for Teachers and Administrators in public schools.

### Funding:

The administration of the *Teachers Act*, including teacher certification and discipline, is funded by teacher certification and annual practice fees through a “Special Account” under the *Act*.

**Contact:** Sarvi Brent, Executive Director, Teacher Regulation Branch, (604) 240-6883

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# LEARNING AND EDUCATION PROGRAMS DIVISION

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# Assessment

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Assessment Administration, Analysis and Reporting

### **Title: Foundation Skills Assessment (FSA)**

**Date Revised:** March 13, 2023

#### **Key Messages:**

- The Foundation Skills Assessment (FSA) is an assessment of Grade 4 and 7 foundation skills in literacy and numeracy. All students, with limited exceptions, are required to participate.
- The purposes of the FSAs are to: provide system level information on student performance and inform the ministry on how to improve education in B.C.; provide districts and schools with information on student performance; and support decision making (e.g., interventions).
- The First Nations Education Steering Committee uses the FSA data to understand First Nations (FN) student performance and equity gaps that exist between FN and non-FN student results.
- The Ministry does not support the use of assessment data to rank schools and maintains that any attempt to rank schools or districts based on FSA results invites misleading comparisons that ignore key factors including student and family demographics and school programming that affect student learning in each school.

#### **Key Facts Regarding the Issue:**

- The FSA was redesigned in 2017 based on recommendations from AGPA 1 and included moving the administration to earlier in the school year.
- FSA is administered electronically, with some paper-based components, and is developed and marked by B.C. and Yukon certified teachers.
- Ministry research indicates:
  - Students that wrote at least one FSA assessment were up to 4% more likely to complete high school on time when compared to their peers who do not write the FSA.
  - Students that wrote the Grade 7 FSA were at least 5% more likely to attend university relative to their non-writing peers.
  - This likelihood increased to 17% if the student achieved 90% or higher on the FSA.
- As required under FOIPPA, the Ministry provides several data files to the Fraser Institute in response to an annual data request, which in turn they use to produce a public report card that presents a ranking of schools and which has caused misconceptions about the FSA and has lead to the BCTF campaign against the FSA and subsequent drop in participation rates.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Assessment Administration, Analysis and Reporting

- The British Columbia Teachers' Federation (BCTF) has actively campaigned for the removal of FSA from B.C.'s assessment program, encouraging parents and caregivers to withdraw their children from participating and discouraging teachers from administering.
- To address concerns around FSA and the misuse of data, the Advisory Group for Provincial Assessment (AGPA 3) began meeting in May 2022 and will continue to meet across the next two years to provide recommendations for a comprehensive system-wide framework for provincial assessment.

### **Key Outcomes:**

- Transition to a new e-Assessment service provider, Vretta, took place in the 2021/22 school year.

### **Statistics:**

- Approximately 100,000 Grade 4 and 7 students are expected to write the FSA annually.
- Participation in the assessment has declined over time.
- Participation for the 2021/22 administration was 72%.

### **Provincial Participation Rates:**

2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
84%	84%	81%	79%	76%	75%	73%	73%	64%	72%

### **Percentage of Students On Track and Extending:**

Grade	Component	2017/18	2018/19	2019/20	2020/21	2021/22
4	Reading	79%	78%	77%	85%	
	Writing	80%	91%	86%	85%	
	Numeracy	69%	70%	72%	76%	70%
7	Reading	81%	79%	79%	81%	
	Writing	92%	91%	89%	87%	
	Numeracy	69%	69%	68%	72%	66%
4	Literacy	-	-	-	-	78%
7	Literacy	-	-	-	-	77%

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Assessment Administration, Analysis and Reporting

### **Funding:**

- Costs to develop and administer the FSA for FY 2021/22 was \$727K. Additional costs include \$3.01M for design and delivery of provincial assessments through a contracted support, Vretta, by Services and Technologies Division.
- In addition to development and administration, \$775K is provided to school districts and the Federation of Independent School Associations (FISA) to mark the FSA locally.
- The ministry conducts an annual marking-monitoring session to ensure scoring alignment between the province and districts at a cost of \$100,000 per session.

### **Delivery Partners:**

1. Vretta
2. BCMail
3. Queen's Printer
4. Teachers
5. School administrators
6. School district staff
7. Independent Schools
8. Yukon Territory

**Contact:** Angie Calleberg, Executive Director, Curriculum and Assessment,  
(250) 886-2892

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Assessment Administration, Analysis and Reporting

Detailed Participation Rate 21/22 (%)						Percentage of Students On-track or Extending - 21-22 (5)					
SD	School District	Grade 4		Grade 7		SD	School District	Grade 4		Grade 7	
		Literacy	Numeracy	Literacy	Numeracy			Literacy	Numeracy	Literacy	Numeracy
005	Southeast Kootenay	81	80	80	77	005	Southeast Kootenay	72	55	65	52
006	Rocky Mountain	97	98	98	97	006	Rocky Mountain	74	68	77	62
008	Kootenay Lake	79	81	81	80	008	Kootenay Lake	75	67	68	53
010	Arrow Lakes	73	73	77	77	010	Arrow Lakes	83	67	87	73
019	Revelstoke	99	99	95	95	019	Revelstoke	79	64	94	76
020	Kootenay-Columbia	92	92	87	85	020	Kootenay-Columbia	74	65	80	65
022	Vernon	88	92	92	91	022	Vernon	77	65	76	59
023	Central Okanagan	80	80	78	78	023	Central Okanagan	80	72	74	58
027	Cariboo-Chilcotin	92	92	95	95	027	Cariboo-Chilcotin	68	52	63	49
028	Quesnel	66	62	47	37	028	Quesnel	44	32	38	37
033	Chilliwack	91	92	89	89	033	Chilliwack	75	63	71	58
034	Abbotsford	94	94	94	94	034	Abbotsford	69	57	74	61
035	Langley	93	93	94	94	035	Langley	79	71	77	62
036	Surrey	53	53	52	52	036	Surrey	78	71	80	71
037	Delta	66	67	69	69	037	Delta	77	73	77	67
038	Richmond	84	84	84	84	038	Richmond	87	82	90	82
039	Vancouver	59	59	57	57	039	Vancouver	89	85	90	85
040	New Westminster	80	80	72	72	040	New Westminster	81	76	82	78
041	Burnaby	60	60	57	57	041	Burnaby	86	81	88	82
042	Maple Ridge-Pitt Meadows	36	35	27	27	042	Maple Ridge-Pitt Meadows	76	66	80	68
043	Coquitlam	78	77	69	69	043	Coquitlam	82	74	79	67
044	North Vancouver	93	92	93	94	044	North Vancouver	86	76	85	79
045	West Vancouver	91	91	96	95	045	West Vancouver	98	95	98	94
046	Sunshine Coast	86	86	82	83	046	Sunshine Coast	83	77	79	66
047	Powell River	64	64	70	70	047	Powell River	79	67	69	61
048	Sea to Sky	91	92	91	93	048	Sea to Sky	74	70	73	56
049	Central Coast	27	27	11	11	049	Central Coast	60	40	20	0
050	Haida Gwaii	79	79	61	61	050	Haida Gwaii	58	39	68	55
051	Boundary	94	94	93	95	051	Boundary	71	60	84	58
052	Prince Rupert	77	75	81	80	052	Prince Rupert	58	52	60	47
053	Okanagan Similkameen	92	92	95	95	053	Okanagan Similkameen	73	61	71	55
054	Bulkley Valley	95	95	91	91	054	Bulkley Valley	78	68	73	56

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Assessment Administration, Analysis and Reporting

057	Prince George	91	91	93	93	057	Prince George	71	57	68	56
058	Nicola-Similkameen	85	88	83	83	058	Nicola-Similkameen	52	34	30	39
059	Peace River South	91	91	91	92	059	Peace River South	63	53	72	56
060	Peace River North	92	93	92	93	060	Peace River North	75	66	68	51
061	Greater Victoria	66	66	63	63	061	Greater Victoria	84	80	81	71
062	Sooke	43	43	33	32	062	Sooke	74	61	65	52
063	Saanich	73	74	57	55	063	Saanich	82	79	81	71
064	Gulf Islands	91	89	97	97	064	Gulf Islands	92	82	86	78
067	Okanagan Skaha	94	93	93	92	067	Okanagan Skaha	81	70	72	51
068	Nanaimo-Ladysmith	65	64	61	61	068	Nanaimo-Ladysmith	68	63	70	59
069	Qualicum	73	73	79	78	069	Qualicum	70	61	75	62
070	Pacific Rim	83	84	84	85	070	Pacific Rim	65	55	65	52
071	Comox Valley	79	79	77	78	071	Comox Valley	76	66	70	63
072	Campbell River	95	94	93	92	072	Campbell River	70	61	62	58
073	Kamloops-Thompson	90	90	86	86	073	Kamloops-Thompson	75	65	74	59
074	Gold Trail	88	87	94	93	074	Gold Trail	44	34	54	60
075	Mission	57	55	72	73	075	Mission	72	59	54	36
078	Fraser-Cascade	48	47	57	59	078	Fraser-Cascade	57	46	44	36
079	Cowichan Valley	86	85	88	88	079	Cowichan Valley	65	53	66	50
081	Fort Nelson	84	84	92	94	081	Fort Nelson	91	85	87	90
082	Coast Mountains	79	79	75	74	082	Coast Mountains	67	48	52	32
083	North Okanagan-Shuswap	90	89	89	89	083	North Okanagan-Shuswap	73	64	70	57
084	Vancouver Island West	70	65	67	61	084	Vancouver Island West	56	60	25	27
085	Vancouver Island North	85	84	92	92	085	Vancouver Island North	60	41	51	49
087	Stikine	32	32	42	42	087	Stikine	71	43	13	0
091	Nechako Lakes	73	75	74	74	091	Nechako Lakes	63	53	61	49
092	Nisga'a	71	68	73	80	092	Nisga'a	50	17	24	0
093	Conseil scolaire francophone	65	64	63	62	093	Conseil scolaire francophone	80	74	82	74
097	BC Public School	70	70	69	69	097	BC Public School	75	66	73	62
098	BC Independent School	89	90	89	89	098	BC Independent School	92	87	91	83
099	Province	73	73	72	71	099	Province	78	70	77	66

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Provincial Assessment/Curriculum and Assessment

### **Title: Grade 10 and 12 Provincial Assessments**

**Date Revised:** February 7, 2023

#### **Key Messages:**

##### **Grade 10 Numeracy Assessment:**

- The Grade 10 Numeracy Assessment is a cross-curricular standardized assessment of student ability in numeracy. Assessments measure numeracy across multiple areas of learning and student performance on the assessment is independent of course marks.
- Assessments are administered electronically, with the addition of two paper-based problem solving components, and are developed and marked by B.C. and Yukon certified teachers.
- While the assessment is not tied to a course, the Grade 10 Numeracy Assessment is a graduation requirement for all students and can be used as evidence of achievement after graduation.
- Approximately 50,000 students write the Grade 10 Numeracy Assessment annually.
- The assessment provides both student-level and system-level information on performance in numeracy and informs decision-making at all levels of the system.
- Students began writing the Numeracy 10 Assessment in January 2018.

##### **Grade 10 and 12 Literacy Assessments:**

- The Grade 10 and 12 Literacy Assessments are cross-curricular standardized assessments of student ability in literacy for English, French Immersion, and Francophone programs.
- The Grade 10 and 12 Literacy Assessments are a graduation requirement for all students and can be used as evidence of achievement after graduation. Each year, the English assessments are written by approximately 50,000 students, 3,000 students writing French Immersion Literacy 12, and 250 students writing the Francophone Literacy 10 and 12 assessments.
- The assessments provide both student-level information and system-level information on performance in literacy and inform decision-making at all levels of the system.
- Assessments are administered electronically and are developed and marked by B.C. and Yukon certified teachers.
- Students began writing the Grade 10 Literacy Assessments in the 2019/20 school year, with the Grade 12 Literacy Assessment first administered in November 2021.



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Provincial Assessment/Curriculum and Assessment

### **Key Outcomes:**

- Transition to a new e-Assessment service provider, Vretta, took place in the 2021/22 school year.

### **Statistics:**

- More than 297,000 Numeracy Assessments assessments have been written since January 2018.
- More than 152,000 students have written the Grade 10 Literacy Assessment since November 2019.
- More than 65,000 students have written the Grade 12 Literacy Assessment since November 2021.

### **Funding:**

- Development costs for Grade 10 Numeracy: \$80K: FY 2022/23
- Administration and Marking costs for Grade 10 Numeracy: FY 2022/23 \$460K
- Development costs for Grade 10 and 12 Literacy: FY 2022/23 \$685K
- Administration and marking costs for Grade 10 and 12 Literacy: FY 2022/23 \$880K
- Additional costs include \$3.01M for design and delivery of provincial assessments through a contracted support, Vretta, with the contract managed by Services and Technologies Division.

### **Delivery Partners:**

1. Vretta
2. Provincial Resource Centre for the Visually Impaired (PRCVI) for adaptations
3. Teachers/school administrators/school district staff.
4. Independent schools
5. Offshore schools
6. First Nations schools
7. Yukon Territory
8. Post-secondary Institutions

**Contact:** *Angie Calleberg, Executive Director, Curriculum and Assessment,*  
(250) 886-2892

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## Career Programs

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## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Career Policy and Programs/ Education Programs and Policy

### **Title:** Career Programming

**Date Revised:** January 23, 2023

#### **Key Messages:**

- Career Development is one of the three pillars of the Ministry's mandate to develop the *Educated Citizen*, along with intellectual development and human & social development.
- In 2019, the Ministry launched the new Career Education curriculum, which encompasses Kindergarten to Grade 12 and focuses on a variety of career options and pathways.
  - As part of this curriculum, secondary students are required to complete the Career Life Education 10 (CLE) and Career Life Connection 12 (CLC) courses in order to graduate.
- That same year, the Ministry hosted a Careers Summit that brought together education partners, industry experts and employers, and initiated consultations on the development of a provincial K-12 careers strategy.
- While the pandemic impacted the launch of the careers strategy and work experience placements for students, the Ministry is continuing to work with K-12 and industry partners to renew the sector's focus on career and skill development initiatives.
- This past year, the Ministry has invested \$650,000 into K-12 career and skill development partnership initiatives, including expansion of DigiBC's Play to Learn program; development of new career education resources for schools and families; and development of a technology exploration program for students who typically face barriers to tech sector careers.
- Additional projects underway include developing an in-demand career sampler program for high school students and new K-8 career exploration programs, redesigning the Youth Work in Trades Awards, and enhancing the Work Experience program in line with the StrongerBC economic plan.
- We are also working with the Ministry of Post-secondary Education and Future Skills (PSFS) to implement the Future Ready Plan to help address the needs of the rapidly changing labour market and support students to successfully transition into high-demand occupations.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Career Policy and Programs/ Education Programs and Policy

### **Key Facts:**

- CLE 10 and CLC 12 are 4-credit graduation requirement courses in which students explore a variety of learning outcomes that are relevant to their personal wellness, living arrangements, financial planning and career path.
- The Applied Design, Skills, and Technologies (ADST) curriculum is an experiential, hands-on program of learning through design and creation.
  - The ADST curriculum provides options for students in Business Education, Home Economics and Culinary Arts, Information and Communications Technology, and Technology Education (including robotics).
  - Nineteen different ADST courses in Grade 11 and 33 courses in Grade 12 help students develop skills for potential careers in a wide range of in-demand STEAM (Science, Technology, Engineering, Arts and Mathematics) fields.
- Elective Work Experience provides opportunity for students to obtain up to 8 credits while gaining hands-on learning in a work environment and making connections with employers.
  - The COVID-19 pandemic caused challenges for work experience placements (e.g. physical distancing requirements); districts and employers have been exploring options for delivering work experience in alternative ways.
  - The Ministry is planning to update the Work Experience program to improve the quality and accessibility of work placements for students.
- SkilledTradesBC provides five trades training programs within the K-12 system, some offering ready-to-work training to support students after high school.
  - The Ministry and SkilledTradesBC are redesigning the Youth Work in Trades Award Program to better support students to transition into further trades training, including prioritizing those students with greater financial need.
- The Ministry is working with PSFS to implement K-12 career development-related initiatives that will support the Future Ready Plan (under the umbrella of StrongerBC). This will ensure a coordinated approach across government that minimizes barriers to accessing future education and career opportunities.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Career Policy and Programs/ Education Programs and Policy

### **Key Outcomes:**

- The Ministry has partnered with several organizations to develop and implement career and skill development initiatives for elementary, middle and high school students.:
  - With DigiBC, expanding the Play to Learn program across the province, supporting students in grades 8 and up to develop the foundational skills they will need for technology and other STEAM-related careers.
    - DigiBC will also be launching a new Play to Learn program for grade 5-8 students in spring 2023.
  - With Career Education Society, developing resources for educators, students and parents to support career education initiatives and improve student outcomes.
  - With NPower and the Future Skills Centre, developing a technology exploration program for priority learners (including students with disabilities and diverse abilities) to support their successful transition to related post-secondary programs and employment.
  - With Education and Employers, developing “K-8 Drawing the Future” resources to dispel common biases and stereotypes in various careers (e.g., female firefighters). These resources will be available in March 2023.

### **Statistics:**

- According to a B.C. Student Transitions Project ([2022 Annual Report](#)), immediate-entry transition rate from K-12 to BC Public post-secondary education has been declining since 2008/2009. The immediate entry transition rate of 2019/2020 grade 12 graduates is currently 50.8%: down by 0.4 percentage points compared to 2018/2019 (51.2%).
- However when looking at the immediate transition of BC students to any post secondary in Canada these trends reverse; the immediate entry transition rate to Canadian Public post-secondary education for 2016/2017 (the latest complete year available) was 62.1%, a 2% increase from 60.1% in 2011/2012.
- Work Experience has shown a slight decline in participation since 2017/18:
  - 2017-2018: 16,063
  - 2018-2019: 15,418
  - 2019-2020: 13,878
  - 2020-2021: 13,251
  - 2021-2022: 14,243
- According to the 2021-2031 B.C. Labour Market Report, there are expected to be over 1 million job openings over the next 10 years.
  - Youth (age 29 or younger) entering the labour market are expected to fulfill close to 50% of the job openings.
  - Close to 80% of job openings require some level of post-secondary education.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Career Policy and Programs/ Education Programs and Policy

- Approximately 83,000 (8%) of job openings could go unfilled due to inadequate supply of workers or uptake of technological solutions.
- As of December 2022, unemployment rate in B.C. was 4.1% with an estimated 119,000 British Columbians, out of the labour force of 2.88 million people, actively looking for work. (Source: Stats Canada Labour Force Characteristics)
- Rapidly growing sectors such as the Care Economy, technology and construction need more workers immediately and will continue to expand.

### **Funding:**

- 2022/23 - \$650K for K-12 career development initiatives:
  - \$250K to DigiBC for expansion of Play to Learn (DigiBC is matching Ministry funding)
  - \$200K to Career Education Society for development of new career education resources
  - \$150K to NPower for a priority learner tech exploration program (Future Skills Centre is matching Ministry funding)
  - \$50K to Education and Employers for K-8 Drawing the Future program
- Work in Trades Awards – annual funding of approximately \$300K (SkilledTradesBC matches funding, for a combined total of ~\$600K) to award students for sustained and exceptional work within the Youth Work in Trades program.
- Career education courses are funded like all other courses in Grades 10-12.

### **Services to Ministry:**

- WorkBC.ca – Provides career educator platform with learning resources.

### **Delivery Partners:**

1. SkilledTradesBC – Trades training programs
2. Career Education Society – Secondary school career educators and coordinators
3. DigiBC – Play to Learn Program
4. WorkSafeBC – Work placement safety resources
5. WorkBC – Career education resources
6. NPower and Future Skills Centre – priority learner tech exploration program
7. Education and Employers – Drawing the Future Program

### **Agreements:**

- Information Sharing Agreement between SkilledTradesBC and Ministry of Education and Child Care

**Contact:** Daniel Tones, Director – Career and Skill Development, <sup>Personal Security</sup>

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Career Policy and Programs / Education Programs and Policy

### **Title: Trades Programs and Skills Training**

**Date Revised:** January 23, 2023

#### **Key Messages:**

- Skills training encompasses career and trades courses and programs that offer students the opportunity to get hands-on work experience in real-world settings and support their transition to the workplace and post-secondary studies.
- The Ministry, in partnership with SkilledTradesBC, provides several avenues for students to pursue trades programming, including work experience and Youth Explore/Work/Train in Trades programs.
- The Ministry invests approximately \$300,000 per year in the Youth Work in Trades (WRK) Awards, with matching funds from SkilledTradesBC, as an incentive for students to complete apprenticeship training.
- While most career development and trades training programs are designed for students in Grades 10 through 12, B.C.'s Career Education curriculum encompasses Kindergarten to Grade 12 and supports students to learn about a variety of career options and pathways.
- As part of the cross-government Future Ready Skills Plan, the Ministry is refocusing its efforts to support increasing student transition rates to post-secondary, improving labour market outcomes for youth, and increasing employer satisfaction and confidence in B.C. graduates.

#### **Key Facts Regarding the Issue:**

- The Ministry supports career education and skills training through curriculum, programs, policies, and supplementary funding.
- Curriculum: Ministry Career Education courses (Career Life Education and Career Life Connections required for graduation), Board/Authority Authorized courses, Independent Directed Studies.
- Programs: Workplace Training Certificates and several initiatives offered in partnership with SkilledTradesBC:
  - Youth Explore Trades Skills
  - Youth Explore Trades Sampler Work Experience
  - Youth Work in Trades
  - Youth Train in Trades
- Policies: Elective Work Experience Courses and Workplace Safety Policy; Career-Life Connections courses and WorkSafeBC Coverage; Career Development Policy.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Career Policy and Programs / Education Programs and Policy

- The Ministry is working with PSFS to plan and implement K-12 career and skill development initiatives within the Future Ready Skills Plan, under the umbrella of the StrongerBC economic plan, to ensure a coordinated approach across government that minimizes the barriers students face in accessing post-secondary education and in-demand career opportunities.
- The Ministry and SkilledTradesBC are redesigning the Youth Work in Trades Award program to better support students, including those with a greater level of financial need, to successfully transition to post-secondary training.

### **Key Outcomes:**

- The 2019 Careers Summit, which brought together industry representatives, school districts, post-secondary institutions and employers, helped to identify key career development actions to support students to successfully transition to the world of work (e.g. dual credit programming for high demand occupations).
- Each year, approximately 600 students receive a \$1,000 award for completing the Youth Work in Trades program, that can be used to complete further trades training.

### **Statistics:**

- Youth Work/Train in Trades enrolments have remained relatively stable over the past four years.
- Youth Explore Trades Skills/Sampler enrolments increased by 70% over the past four years.

### **Funding:**

- The Ministry's commitment to the Youth Explore/Work/Train in Trades programs is over \$21M (based on 2021/2022 course enrolments generated by course-based funding).
- Approximately \$300k annually for the Youth Work in Trades Awards (SkilledTradesBC matches funding, for a combined total of ~\$600k).
- From 2015/16 to 2019/20, the Ministry provided annual grants of \$125K to the South Island Partnership and \$250K to Northern Opportunities as part of Skills Training agreements.
- Between 2015/16 to 2018/19, the Ministry provided a total of \$2.685M in Shoulder Tappers and Skills Access grants to school districts outside of the South Island and Northern regions.
  - Between 2015/16 to 2019/20, the Ministry provided a total of \$356K in Shoulder Tappers grants to the Federation of Independent School Associations.



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Career Policy and Programs / Education Programs and Policy

### **Services to Ministry:**

- SkilledTradesBC – Data and information-sharing; funding support.
- Career Education Society – Career-related communications and support materials.
- Ministry of Post-Secondary Education and Future Skills – Program and facilities funding support.

### **Delivery Partners:**

1. School Districts
2. SkilledTradesBC
3. Ministry of Post-Secondary Education and Future Skills
4. Post-secondary institutions
5. Career Education Society

### **Agreements:**

- Funding partnership and information-sharing agreement with SkilledTradesBC to support the Youth Work in Trades Awards program.

**Contact:** Daniel Tones, Director – Career and Skill Development, <sup>Personal Security</sup>

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# Curriculum and Classroom Assessment

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## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Anti-Racism/Curriculum and Assessment

### **Title: Anti-Racism and Diverse Cultural Histories in the Curriculum**

**Date Revised:** February 3, 2023

#### **Key Messages:**

- British Columbia's concept-based and competency-driven curriculum is flexible and designed to allow teachers across the province to integrate topics such as local Indigenous history and diverse cultural histories into their classrooms.
- There are opportunities in the curriculum for students to learn about different perspectives as well as the past and current treatment of minority groups, human rights, and responses to discrimination in Canadian society.
- While the curriculum provides many opportunities to learn about anti-racism and diverse cultural histories, we know there is more work to do to strengthen the teaching of these important topics.
- In March 2021, the Ministry of Education and Child Care provided \$375,000 to Focused Education Resources to work with an Anti-Racism Learning Resources Advisory Committee to identify gaps in currently-available resources and highlight curriculum-aligned classroom resources that are available.
- In May 2022, an inventory of resources identified by the Anti-Racism Learning Resources Advisory Committee was published on the Focused Education Resources web and ShareEdBC. This inventory includes a variety of resources to help educators effectively teach about anti-racism, human rights, and diverse cultural histories in B.C.
- In summer 2020, 2021 and 2022, the Ministry of Education and Child Care hosted a Community Roundtable on Anti-Racism Education to support the development of a K-12 Anti-Racism Action Plan and to review how we can strengthen resources and support for our provincial curriculum. The Community Roundtables are designed to be an annual event.
- The Ministry of Education and Child Care worked with a team of BC IBPoC teachers to develop *Anti-Racism: A Guide for Teachers* to help their colleagues learn about and take action on anti-racism education with their students.
- This guide was released in February 2023 and gives teachers in British Columbia additional tools and strategies to include anti-racism and anti-discrimination education as part of their teaching practices and to help foster learning, address hatred, and celebrate diversity.

#### **Key Facts Regarding the Issue:**

- British Columbia's redesigned curriculum was developed by teams of experienced teachers and academics from a variety of disciplines, including Indigenous educators. Indigenous worldviews and perspectives have been woven into all curricula from K-12.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Anti-Racism/Curriculum and Assessment

- BC's curriculum includes several important topics such as race and diverse cultural histories. For example, from the early grades on, the curriculum includes topics such as human rights and responses to discrimination in Canadian society, immigration, the continuing effects of imperialism and colonialism, and changing Canadian identities.
- *Anti-Racism: A Guide for Teachers* highlights the alignment of the K-12 curriculum with topics like anti-racism, human rights, and diverse cultural histories in B.C. to ensure the voices and perspectives of a wide range of diverse community groups are heard.
- These resources are being developed with significant teacher input to ensure that they are helpful and useful for classroom teachers throughout the province.

### **Key Outcomes:**

- Community Roundtables on Anti-Racism Education were held to support the development of a K-12 Anti-Racism Action Plan (released January 2023) and to review how we can strengthen and diversify resources and support for provincial curriculum.
- The Ministry of Education and Child Care has held ongoing discussions with an Anti-Racism Curriculum Advisory Group to identify needs and make connections with community groups with a variety of academic backgrounds and/or lived experiences.
- Focused Educational Resources and the Anti-Racism Learning Resource Advisory Committee have published a list of BC-specific resources aligned with BC's K-12 curriculum that improve the representation of racialized communities and promote a more comprehensive understanding of anti-racism, human rights, and diverse cultural experiences, histories, and contributions.
- This inventory of resources is available on the Focused Educational Resources website, as well as ShareEdBC.
- *Anti-Racism: A Guide for Teachers* was released in February 2023.

### **Statistics:**

- More than 30 organizations were members of the Community Roundtables on Anti-Racism, including the BC Black History Awareness Society and the African Descent Society BC.
- *Anti-Racism: A Guide for Teachers* was developed in collaboration with 9 BCTF teachers, 1 representative from Resilience BC and 1 BCPVPA member.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Anti-Racism/Curriculum and Assessment

### **Funding:**

- FY 2020/21 \$375,000 in grant funding was provided to Focused Education Resources to support the development of lists of recommended resources, professional-development resources, and classroom resources for educators.
- This grant was one of two, one-time year-end grants for FY 2020/21 totalling \$550K (second grant for \$175K from Learning Division for BC Aboriginal Child Care Society) in support of the Ministry's K-12 Anti-Racism Action Plan.
- The Curriculum Development and Implementation budget for 2022/23 is \$130,000 which includes supports for anti-racism, gender-based violence, consent education, climate change in the curriculum and other curriculum priorities.

### **Services to Ministry:**

- \$375,000 in grant funding was provided to Focused Education Resources to provide key facilitation support for the Anti-Racism Curriculum Advisory Group and expertise in reviewing and compiling educational resources related to anti-racism and diverse cultural histories.

### **Delivery Partners:**

1. System Liaison and Supports Division (Anti-Racism Action Plan)
2. Focused Education Resources
3. Community advocacy groups related to anti-racism and diverse perspectives.
4. FNESC and FNSA
5. BCTF
6. Independent Schools

### **Agreements:**

- A grant letter has been developed and signed by Focused Educational Resources covering their role in developing resources related to anti-racism and diverse cultural histories.

**Contact:** Nick Poeschek, Director, Curriculum, Classroom Assessment, and Reporting,  
(250) 886-1718

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Curriculum and Assessment

### **Title:** Curriculum Overview

**Date Revised:** February 3, 2023

#### **Key Messages:**

- The Ministry of Education and Child Care is responsible for setting provincial standards through the BC K-12 curriculum.
- The BC curriculum is concept-based and competency-driven with significant flexibility for educators. BC's K-12 curriculum was developed in collaboration with BC and Yukon educators, Indigenous educators, and academic specialists.
- BC's K-12 curriculum has been recognized nationally and internationally for the flexibility it provides to educators and for the inclusion of First Peoples Principles of Learning.
- These strengths contributed to the decision in 2022 of the Northwest Territories to adopt the British Columbia provincial curriculum in their schools, beginning in fall 2023.
- While BC curriculum has been recognized for its strengths in many areas, the Ministry is also committed to continuous improvement to ensure our curriculum remains world-class.
- The Ministry has committed to work with rightsholders and other education partners to develop a process for reviewing the provincial curriculum and addressing topics that have received significant feedback.
- While the challenges of the COVID-19 pandemic delayed plans to update the curriculum, the Ministry will begin this review and revision engagement process in 2023.

#### **Curriculum Supports**

- While any updates to the required learning standards of the provincial curriculum require significant consultation and regulatory changes, the Ministry is able to support teachers in delivering the curriculum through implementation resources.
  - *Anti-Racism: A Guide for Teachers* was developed by IBPoC teachers with lived experiences of racism and discrimination, to help their colleagues learn about and take action on anti-racism education with their students.
    - This guide was released in February 2023 and gives teachers in British Columbia additional tools and strategies to include anti-racism education as part of their teaching practices and to help foster learning, address hatred, and celebrate diversity.
  - Based on feedback from students, parents, and other partners, topics related to consent education and gender-based violence were identified as a priority, particularly with new topics emerging in recent years (e.g., non-consensual distribution of intimate images).

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Curriculum and Assessment

- Explicit mention of the topics of consent and gender-based violence have been added within curriculum elaborations in Physical and Health Education.
- Additional information and age-appropriate guidance regarding teaching about consent and gender-based violence has also been added within the *Supporting Student Health* guides for elementary and secondary teachers.
- Both the curriculum elaborations and updated *Supporting Student Health* guides were released in November 2022.

### **Indigenous Education**

- When the curriculum was being developed, First Nations partners, such as FNEESC, helped ensure the curriculum reflected the rich history of Indigenous Peoples in British Columbia, across all grades and areas of learning.
- There is still more work to do to support lasting and meaningful reconciliation with Indigenous people, which will include further collaboration with Indigenous partners on the curriculum.
- As part of the upcoming engagement on the review and revision of the curriculum, the Ministry will consult with FNEESC to ensure that Indigenous perspectives and worldviews in the curriculum are enhanced in the curriculum.
- The Indigenous-Focused Graduation Requirement will come into effect for the 2023/24 school year which will require a mandatory course or bundle of credits related to First Peoples as part of the graduation requirements in BC.

### **Key Facts Regarding the Issue:**

- The K-9 curriculum was mandated for use in schools on July 1, 2016.
- The Grade 10 curriculum was mandated for use in schools on July 1, 2018.
- The Grade 11 and 12 curriculums were mandated for use in schools on July 1, 2019.
- Planning has begun for engagement on a future curriculum review to ensure that BC's curriculum remains up-to-date and continues to meet the needs of B.C. students and teachers.

### **Key Outcomes:**

- All K-12 curriculum is available online in HTML, Word, and PDF formats.
- Northwest Territories has adopted the BC curriculum in favour of the Alberta curriculum due to the open and flexible nature of the BC curriculum and the emphasis on Indigenous perspectives and worldviews.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Curriculum and Assessment

### **Statistics:**

- 445 courses developed across K-12: 136 in K-9, 105 in Grade 10, and 202 in 11-12.
- Over 300 B.C. and Yukon educators and subject experts were involved in developing the new curriculum.

### **Delivery Partners:**

- British Columbia School Superintendents Association (BCSSA)
- British Columbia Principals' and Vice-Principals' Association (BCPVPA)
- Federation of Independent School Associations (FISA)
- British Columbia Teachers' Federation (BCTF)
- Yukon and Northwest Territories
- First Nations Education Steering Committee (FNESC) and First Nations Schools Association (FNSA)

### **Agreements:**

- BCTF and FISA recruited teachers to participate in curriculum development.
- MOU with Yukon to provide them ability to use BC curriculum.
- MOU with Northwest Territories in development.

**Contact:** Nick Poeschek, Director, Curriculum, Classroom Assessment, and Reporting  
(250) 886-1718



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Reporting Policy - Curriculum and Assessment

### **Title: Student Reporting Policy**

**Date Revised:** March 13, 2023

#### **Key Messages:**

- While the redesigned provincial curriculum was implemented beginning in 2016, BC's K-12 Student Reporting Policy has largely remained unchanged since 1994. As a result, BC's K-12 Student Reporting Policy was no longer aligned with the philosophy of the curriculum.
- In collaboration with rightsholder (FNESC) and stakeholder organizations (BCTF, FISA, BCSSA, BCPVPA) the Ministry of Education and Child Care developed and released a proposed draft K-12 Student Reporting Policy for public engagement in September 2021.
- The aim of the new policy was to create more consistency in classroom reporting across the province and align reporting practices with the BC redesigned curriculum.
- The Ministry worked with EngageBC to hold an online engagement process to hear from teachers, parents, school administrators, students, and interested members of the public to gather feedback and perspectives on the proposed changes.
- The Student Reporting Policy Framework was released in June 2022 to prepare teachers, administrators, and school and district level staff to implement the updated K-12 Student Reporting Policy.
- The Policy Framework was reviewed and agreed-upon by representatives from rightsholder and stakeholder organizations, including FNESC, BCTF, FISA, BCSSA, and BCPVPA, and was released in June 2022.
- To ensure schools and districts had time for successful implementation, the new K-12 Student Reporting Policy will take effect in the 2023/24 school year.
- During the 2022/23 school year, the Reporting Implementation Development team has been supporting the Ministry in co-constructing implementation support documents and resources related to the new K-12 Student Reporting Policy for teachers, school leaders, district leaders, parents and caregivers

#### **Key Facts Regarding the Issue:**

- In the 2016/17 school year the Ministry introduced an Interim K-12 Student Reporting Policy to give schools and districts an opportunity to innovate their reporting practices.
- The Classroom Assessment and Reporting Advisory Committee (CAR) was also convened to support the Ministry with aligning curriculum with classroom assessment practices, including reporting. The committee has representation from BCTF, FISA, BCSSA, and BCPVPA.

## 2023 Estimates Note

### Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Reporting Policy - Curriculum and Assessment

- Between September 2017 and June 2020, the Ministry also ran a formal Student Reporting Policy Pilot with 13 school districts and 2 independent schools to help inform the creation of a new K-12 Student Reporting Policy that better aligns student reporting with the BC redesigned curriculum.
- The Ministry also engaged extensively with the education sector, including FNEESC, BCTF, BCSSA, BCPVPA, BCCPAC, and FISA.
- The K-12 Student Reporting Policy is aligned with the provincial curriculum and creates a consistent standard for all student reporting throughout the province.
- The new K-12 Student Reporting Policy will require the use of the Provincial Proficiency Scale in grades K-9, but retains letter grades and percentages in grades 10-12 to support post-secondary transitions.
- The K-12 Student Reporting Policy will require descriptive feedback in clear and accessible language, areas of significant growth, opportunities for further development, and student self-assessment and goal setting across all grades (K-12).
- At the request of FNEESC, the K-12 Student Reporting Policy will also ensure that written reports for Grades 10-12 students will contain a summary of graduation status (e.g., required courses and assessments either completed or not completed) to help keep students on track to successfully graduate.
- The policy also includes the requirement for students to do a self-reflection of Core Competencies and set goals on all three of the written Learning Updates.

#### **Key Outcomes:**

- The draft K-12 Student Reporting Policy was developed and released in September, 2021.
- A public engagement process took place from September 27th to November 5th, 2021, with a What We Heard Report published on December 17, 2021.
- The draft K-12 Student Reporting Policy was updated as per collected feedback from the What We Heard Report and rightsholder and stakeholder feedback.
- The Policy Framework was agreed on by rightsholders and stakeholders and released in June, 2022.
- The Reporting Implementation Development team made up of members from the BCTF, FISA, BCPVPA, and BCSSA met July 6-8, 2022 to develop supporting materials needed for implementation.
- A parent engagement session held with approximately 30 BCCPAC parents was held on August 3, 2022.
- In December 2022, the Ministry released supports for educators including the *K-12 Student Reporting Policy: Communicating Student Learning Guidelines*, as well as two brochures *Unpacking the Proficiency Scale - Support for Educators* and *Criteria and Considerations for Written Reports - Considerations for Educators*.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Reporting Policy - Curriculum and Assessment

- In early 2023, the Ministry will release a *Communicating Student Learning: Information for Parents and Caregivers on K-12 Student Reporting* to support parents and caregivers in understanding the shifts in student reporting.
- Late spring 2023, the Ministry will also release an eight part webinar series on different elements of the K-12 Reporting Policy to support teachers, principals, vice principals, and district leaders to support their ongoing learning in assessment and reporting practices

### **Statistics:**

- The digital questionnaire was open for feedback for six weeks, from September 27<sup>th</sup> to November 5<sup>th</sup>, 2021. In total, 4,491 responses to the survey were received during the engagement period.

### **Funding:**

- The budget for the 2022/23 fiscal year for the development of reporting policy implementation supports is \$45,000.

### **Delivery Partners:**

1. BC Teachers Federation (BCTF)
2. BC School Superintendents Association (BCSSA)
3. First Nations Education Steering Committee (FNESC)
4. BC Confederation of Parent Advisory Councils (BCCPAC)
5. BC Principals and Vice-Principals Association (BCPVPA)
6. Federation of Independent Schools Association (FISA)

**Contact:** Nick Poeschek, Director, Curriculum, Classroom Assessment, and Reporting  
(250) 886-1718

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## French Education

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** French Education Branch, Learning and Education Programs Division

### **Title: French Education**

**Date Revised:** March 14, 2023

### **Key Messages:**

- Under Section 23 of the Canadian Charter of Rights and Freedoms, children of Francophone parents have the right to have an education in French as a first language (Francophone program).
- SD 93 (Conseil scolaire francophone) is a province-wide school district, and is the only district to provide Francophone education.
- French Immersion provides French as second language instruction, and is considered a program of choice in B.C.
- In the last 10 years, the French Immersion student population in the public system has increased by 7% and the Francophone student population by 24%.
- B.C. school districts find it challenging to recruit enough teachers to respond to the increasing demand from families for education programs in French.
- The Ministry is working with the federal government to address French teacher recruitment and retention, and to negotiate additional funding to support French language learners in B.C.

### **Key Facts Regarding the Issue:**

- The Ministry of Education and Child Care provides leadership and support to promote and enhance French education in B.C. (Francophone, French Immersion, Intensive French, and Core French programs) including:
  - The Pan-Canadian Protocol and Canada - B.C. Agreement on Minority-Language Education and Second-Language Instruction.
  - Management of the federally-funded French Teacher Recruitment and Retention strategy.
  - Coordination of translation services and resource development for the Ministry.
  - Administration of French student teacher bursaries.
  - Administration of linguistic and cultural programs in collaboration with the CMEC.
- In addition to the annual funding B.C. receives to support the delivery of French Education through the Protocol Agreement, the Ministry receives additional federal funding for French Teacher Recruitment and Retention (FTRR) (over \$13M since 2019), and additional funding to support complementary projects related to French education.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** French Education Branch, Learning and Education Programs Division

### **Key Outcomes:**

- Increased federal funding from \$17M per year in 2018 to over \$30M per year in 2022 to support French education.
- Managing the province's French Teacher Recruitment and Retention (FTRR) strategy, funded by the federal government.
- Currently negotiating, in collaboration with the CMEC, a new Protocol Agreement (slated to be in place by April 2024).
- Currently setting-up a streamlined translation management system to ensure stronger support from ECC to the education sector in both official languages.

### **Statistics:**

- In 2022/23, 6,264 students were enrolled in the Francophone Program, about 1% of the B.C. public school student population.
- In 2022/23, 52,849 students were enrolled in a French Immersion Program, about 9% of the B.C. public school student population.
- In the last 10 years, the French Immersion student population in the public system has increased by 7% and the Francophone student population by 35%.
- Six-year completion rate in 2021/22:
  - 98.1% for French Immersion students (public schools)
  - 100% for Francophone students (SD93)
- In 2021/22, 2,793 students received a Dual Dogwood (2,608 French Immersion and 185 Francophone students).
- In B.C., students (Grades 5 to 8) are required to study a second language; approximately 80% of these students (in 2021/22) studied Core French.

### **Funding:**

- In 2021/22, the province spent \$107M on francophone education (to SD93/CSF). This includes a 15% supplement to support the delivery of minority language education and grants such as Classroom Enhancement Fund.
- B.C. also receives federal funding to support French education through the Protocol for Agreements for Minority-Language Education and Second-Language Instruction.
  - In 2019, Canada and P/Ts reached an agreement on a four-year Protocol, which included an increase of \$15M/year Canada-wide to support minority language (ML) education (i.e. francophone).
  - With the increase for ML, B.C. received an additional \$1.4M per year, bringing B.C.'s total to \$17.5M annually from 2019-2020 to 2022-2023.
  - In 2022, Canada announced an additional \$22M for B.C. to support increased access to French Immersion programs over three years (2021/22-2022/23).

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** French Education Branch, Learning and Education Programs Division

- The Canada-B.C. Bilateral Agreement on Minority Language Education and Second Language Instruction 2019-2023:
  - The bilateral agreement outlines the allocation of funds by initiatives in areas of intervention.
  - It includes an action plan with performance indicators and targets for each funding initiative.
  - Additional funding is provided under the Agreement through “Complementary Project funding” including:
    - An additional \$1.6M per year for the Office of Francophone and Francophile Affairs at SFU to support post-secondary education in French; and
    - An additional \$2.6M per year to support minority language learners in B.C’s postsecondary sector in 2021-2024.

### **Agreements:**

- Protocol for Agreements for Minority-Language Education and Second-Language Instruction
  - A multi-year, multilateral agreement between the Government of Canada and the provinces and territories, negotiated through the CMEC. The protocol sets the key parameters for collaboration between the two orders of government on official languages in education, and provides a mechanism through which the federal government contributes to the costs incurred by the provinces and territories in the delivery of minority-language education and second-language instruction. Under the parameters of the protocol, each province and territory negotiates a bilateral cost-sharing agreement that is tailored to its unique priorities.
- Canada-B.C. Bilateral Agreement on Minority Language Education and Second Language Instruction 2019-2023
  - A bilateral agreement which details the projects in B.C. to be funded by the Protocol. Signed between the Ministry of Education and Child Care and the Government of Canada (Department of Heritage Canada)

**Contact:** *Yaël La Rose, Director, French Education Branch, (250) 882-3403*

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** French Education Branch, Learning and Education Programs Division

### **Title:** Official Languages Protocol

**Date Revised:** January 27, 2023

#### **Key Messages:**

- B.C. will be representing the interests of francophone and French second language learners across the province as it continues negotiations this year for a new multi-year *Protocol for Agreements for Minority-Language Education and Second-Language Instruction* (Protocol).
- The current Protocol and Canada-B.C. Bilateral Agreement provide B.C. learners with \$17.5 million per year (total of \$69.8 million during the term of the current Protocol) until March 31, 2023.
- The current Protocol will expire in March 2023, and will likely be extended by one year, to March 2024, to allow more time for the federal government and the provinces and territories to agree on the content of the agreement (to be confirmed in coming weeks.)
- These funds cover services and programs for approximately 232,937, B.C. students enrolled in Core French, 53,373 in French Immersion Programs and 6,264 in the Francophone program throughout the province.
- Enrolment in French education has been growing steadily for more than 12 years across B.C.; this funding provides additional support to school districts and French education learners.

#### **Key Facts Regarding the Issue:**

- The *Protocol for Agreements for Minority-Language Education and Second-Language Instruction* is an agreement between the Federal Government and all Provinces/Territories except Québec and Newfoundland and Labrador (for the upcoming protocol).
- Negotiations are ongoing between the federal government and P/T for the next Protocol.
- There are two sections: minority language (ML) education (francophone program) and second language (FSL) instruction (French Immersion & Core French).
- The current Protocol (2019-2023) includes an increase of \$1.4M/year to B.C. to support ML education.
- With this increase, B.C. receives a total of \$17.5M annually for the 2019-2023 period.
- In 2021, B.C. signed a multi-year Canada-B.C. Agreement (2020/21-2022/23), which details how the province will spend the federal funds.



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** French Education Branch, Learning and Education Programs Division

- In 2019, the Federal Government announced an investment to finance a French teacher recruitment and retention (FTRR) strategy with \$62M federally over 4 years. B.C. has since completed three federally-funded projects, and is overseeing a two additional projects:
  - B.C. received \$2.2M for its first FTRR project for 2019/20 and 2020/21.
  - B.C. received \$1.1M, COVID-19 support, for 2020/21.
  - B.C. received \$3.1M for its third FTRR project, for 2021/22 and 2022/23.
  - B.C. received an additional \$6.8M for its fourth FTRR project in 2022/23 and 2023/24.

### **Key Outcomes:**

- The Ministry achieved significant performance targets in the 2020-2023 Agreement including:
  - The addition of 36 more schools offering French Immersion programming over three years (316 schools total, both public and independent)
  - Ensuring Francophone students have comparable results to students in English Programs for FSA literacy assessments in 2021/2022:
    - Grade 4 students on track or extending expectations: Francophone: 80%; all students: 75%
  - Providing school districts with French as a second language programs access to licenses for online educational resources (support to teachers)
  - Increased offering of French immersion courses online (secondary level)
    - Increase from 5 courses to 13 courses available

### **Statistics:**

- 42% of the federal funding (\$7.5M) supports ML education; mostly allocated to the CSF (6,264 students in 2022/2023).
- 58% of the funding (\$10M) supports FSL instruction; mostly allocated to the 56 school districts offering second language programs.
- French Immersion student population:
  - public schools: 52,849
  - independent schools: 524
- Core French student population:
  - public schools: 189,402
  - independent schools: 43,535

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** French Education Branch, Learning and Education Programs Division

### **Funding:**

- B.C. received \$17.5M annually from 2019 to 2023. \$7.5M for ML and \$10M for FSL.
- Additional funding confirmed by the Federal Government:
  - French Second Language Funding to support French Immersion Program Growth: B.C will be receiving an additional \$22M over the next three years to support French Immersion program growth (\$5.4M for 2021-22, \$8.4M for 2022-23 and \$8.4M for 2023-24).
  - Complimentary funding Postsecondary ML: 2021-22 \$0.4M; 2022-23 \$1.0M; 2023-24 \$1.1M
  - French Teacher Recruitment and Retention funding: 2022-24 \$6.8M
  - Base OLEP Funding allocation:
    - \$13.9M K-12 initiatives in school districts
    - \$2.1M post-secondary initiatives
    - \$400,000 K-12 independent schools
    - \$400,000 cultural initiatives from Francophone associations for students
    - \$200,000 early childhood initiatives
    - \$500,000 bursaries for post secondary courses for learners and teachers
    - B.C. can also annually apply for complementary funding to support initiatives beyond the scope of the agreement (capital, temporary projects)

### **Delivery Partners:**

1. 56 School districts + SD93 CSF & Independent schools
2. Postsecondary institutions: SFU, UBC, UBC Okanagan, UVIC, Educacentre College
3. French educational organizations: Fédération des Parents Francophones; Canadian Parents for French; Conseil Jeunesse Francophone; Théâtre la Seizième; Français pour l'avenir; Econova Education; Association canadienne d'éducation de langue française; British Columbia Language Coordination Association.

### **Agreements:**

- Protocol for Agreements for Minority-Language Education and Second-Language Instruction
  - A multi-year, multilateral agreement between the Government of Canada and the provinces and territories, negotiated through the CMEC. The protocol sets the key parameters for collaboration between the two orders of government on official languages in education, and provides a mechanism through which the federal government contributes to the costs incurred by the provinces and territories in the delivery of minority-language education and second-language instruction. Under the parameters of the protocol, each province and territory negotiates a bilateral cost-sharing agreement that is tailored to its unique priorities.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** French Education Branch, Learning and Education Programs Division

- Canada-B.C. Bilateral Agreement on Minority Language Education and Second Language Instruction 2019-2023
  - A bilateral agreement which details the projects in B.C. to be funded by the Protocol. Signed between the Ministry of Education and the Government of Canada (Department of Heritage Canada)

### **Background:**

- The *Protocol for Agreements for Minority-Language Education and Second-Language Instruction* is a multiyear, multilateral agreement between the Government of Canada and the provinces and territories that sets the key parameters for collaboration on official languages in education.
- The Protocol governs the negotiation of bilateral cost-sharing agreements between Canada and the provinces and territories in the delivery of minority-language education (francophone schools) and second-language instruction (French immersion).
- The protocol was first implemented in 1983 and has been renewed every 4-5 years since.

**Contact:** Yael La Rose, Director, French Education Branch, (250) 882-3403

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# Graduation

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Graduation Program and Policy/ Learning and Education Programs

### **Title: Adult Graduation Program**

**Date Revised:** February 02, 2023

#### **Key Messages:**

- The Adult Graduation Program is an alternative graduation option for students 18 years and older, designed to meet the needs of adult learners who may not otherwise graduate.
  - Unlike the 80-credit B.C. Graduation Program, students in the Adult Graduation Program are required to earn 20 credits to receive a B.C. Adult Graduation Diploma (Adult Dogwood).
  - The Adult Dogwood is recognized by post-secondary institutions and employers as an acceptable graduate credential at the Grade 12 level, but may limit access to specific post-secondary programs that require particular course pre-requisites.
  - Approximately 3,000 Adult Dogwoods are awarded per year to B.C. residents attending public schools.
  - Indigenous students are over-represented among Adult Dogwood graduates; Inter  
Intergovernmental Communications
- 
- The Province is committed to working with rightsholders and school districts to address this issue and ensure equity for Indigenous students.

#### **Key Facts Regarding the Issue:**

- The course requirements for the Adult Graduation Program include a required Language Arts 12, a Mathematics 11 or 12, and three ministry-authorized Grade 12 electives (one of these can instead be Social Studies 11) for a total of 20 credits. In contrast, students are required to complete 80 credits for the standard B.C. Graduation Program.
- The Ministers of Education and Child Care and Post-Secondary Education and Future Skills both sign the Adult Dogwood and both ministries issue the credential.
- The Adult Graduation Program has been in place since 1999.
- Until 2014, the Ministry of Education and Child Care also offered the General Educational Development (GED), a U.S.-based program providing a Grade 10-level certificate for completing a series of subject-based tests. The Ministry withdrew from GED in November 2014 due to its limited utility and changes in corporate direction for GED, and given B.C.'s existing, more robust Adult Dogwood credential.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Graduation Program and Policy/ Learning and Education Programs

- After review of the Adult Graduation Program policy in alignment with the Funding Model Review, the policy was updated (effective July 2018) to clarify that school-aged students should not be moved prematurely to the adult program.
- As of June 2019, adult students in First Nations schools can access the Adult Dogwood. This change fulfils a commitment in the B.C. Tripartite Education Agreement (BCTEA).
- The Adult Graduation Program is offered in all ten provincial correctional centres.

### **Key Outcomes:**

- In the last 15 years, the number of Adult Dogwoods awarded to BC residents in public schools has increased from an average of 2,000 adult diplomas annually to ~3,000 annually.
  - Increases beginning in 2008/09 (2,477) coincided with increases in the unemployment rate.
  - Further increases in 2012/13 (3,496) coincided with a policy change to reduce the eligible age from 19 to 18 years old.
- 2,474 Adult Dogwoods were awarded in 2021/22; this may be due to the pandemic.
- From 2017/18 to 2020/21, an average of 13% of B.C. residents who graduated from public schools with Adult Dogwoods transitioned to a public post-secondary institution in B.C within one year, 23% transitioned within 2 years, 28% transitioned within 3 years and 30% transitioned within 4 or more years .

### **Statistics:**

- Between 2012/13 and 2021/22, 29,218 Adult Dogwoods have been awarded to BC residents.
- The number of both Adult Dogwood and Dogwood credentials awarded in the observed period decreased by 29% and 9% respectively.
  - Approximately 25% of these have been awarded to Indigenous students, however Indigenous learners only comprise 13% of all public school secondary students.
  - Of Indigenous Adult Dogwood recipients, 1,813 (25%) were 18 years old (in comparison, 15% of non-Indigenous Adult Dogwood recipients were 18 years old).
  - In terms of completion rates, Adult Dogwoods contribute about 14% to Indigenous 6-year completion rates, compared to 3% for non-Indigenous learners.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Graduation Program and Policy/ Learning and Education Programs

### **Funding:**

- Adult students working toward either graduation credential (i.e., the Dogwood Diploma or the Adult Dogwood) are fully funded. Per course funding for adult students taking courses within a B.C. school district is \$985 per course.

### **Delivery Partners:**

1. School district adult/continuing education centres, secondary schools, and distributed learning schools.
2. Some B.C. post-secondary institutions that provide programs leading to the Adult Dogwood credential.

### **Agreements:**

- The Ministries of Education and Child Care and Post-Secondary Education and Future Skills share responsibility for the program, given its connection to both the K-12 and post-secondary systems.

**Contact:** Brent Munro, Director, Grad Policy & Integration, (250) 508-4532

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Graduation Program and Policy/ Learning and Education Programs

### **Title:** B.C. Graduation Program

**Date Revised:** January 19, 2023

#### **Key Messages:**

- The B.C. Graduation Program sets the requirements for students to exit the K-12 education system with a B.C. Certificate of Graduation (Dogwood Diploma).
- Students are required to earn at least 80 course credits and complete provincial graduation assessments in literacy and numeracy to graduate.
- The Graduation Program is designed to ensure that students leave the K-12 system as educated citizens who can successfully transition into higher education and the workforce.
- In line with commitments in the *Declaration on the Rights of Indigenous Peoples Act* Action Plan, the Ministry is implementing a new Indigenous-focused graduation requirement for all students, effective the 2023/24 school year.
  - Introducing this new graduation requirement is an important next step towards lasting and meaningful reconciliation, helping to ensure that all B.C. K-12 students graduate with knowledge and understanding of Indigenous peoples' perspectives, histories and cultures.
  - The Province consulted with the education sector, First Nations and Indigenous organizations, and the public on a proposed model for implementing the new graduation requirement in Spring 2022.
  - Implementation support resources were distributed to school districts in August 2022, to assist parents and students in understanding the new requirement and help schools with planning and communication to students, families and staff.
  - A video about the new requirement, co-developed with the First Nations Education Steering Committee (FNESC) and reflecting the voices of students, parents, teachers and First Nations leaders, was released in December 2022 to celebrate the significance of this change to BC's graduation program.
  - The Ministry and FNESC are also working with the BC School Superintendents' Association (BCSSA) and the Federation of Independent School Associations (FISA) in BC to host regional workshops for teachers over the 2022/23 school year.



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Graduation Program and Policy/ Learning and Education Programs

### **Key Facts Regarding the Issue:**

- The BC Graduation Program includes 52 required credits and 28 elective credits:
  - The 52 required credits are: Language Arts 10, 11 and 12 (12 credits); Science 10 and 11 or 12 (8 credits); Social Studies 10 and 11 or 12 (8 credits); Mathematics 10 and 11 or 12 (8 credits); Physical and Health Education 10 (4 credits); Arts Education or Applied Design, Skills, and Technologies (4 credits); and Career Education (8 credits)
  - At least 16 credits must be at the Grade 12 level, including 4 credits of Language Arts and 4 credits of Career Education.
- The new Indigenous-focused graduation requirement will come into effect in the 2023/24 school year.
  - The Ministry worked with FNEESC to co-develop the model for implementing the new requirement, which will require secondary students to complete four credits of Indigenous-focused coursework at the Grade 10 to 12 level in order to graduate.
  - Options for obtaining the four credits include completing one of several existing provincial Indigenous-focused courses, a First Nations language course, or a local Board/Authority Authorized (BAA) Indigenous-focused course that is co-developed with, and approved by, the local First Nation(s).
  - All of the provincially-developed courses that meet the new graduation requirement also fulfill other graduation requirements, for example:
    - English First Peoples 12 would meet both the existing English Language Arts requirement for Grade 12 as well as the new graduation requirement.
    - BC First Peoples 12 or Contemporary Indigenous Studies 12 would meet both the existing requirement for a Grade 11/12 Social Studies course, as well as the new graduation requirement.
  - The minimum number of 80 credits required for graduation will not change with the implementation of the new Indigenous-focused graduation requirement.
  - The Ministry worked with govTogetherBC to conduct a public engagement period, from March 7<sup>th</sup> to April 22<sup>nd</sup>, 2022, to gather feedback on which courses could meet the new requirement as well as what resources and information students, families and schools will need moving forward. Respondents included:
    - Personal Information
    - 
    - 
    -
  - The Ministry and FNEESC co-developed an implementation supports package for schools/districts that was released to the sector on August 26, 2022. The package included an implementation handbook, information on how BAA courses can meet the new graduation requirement, and communications materials to support information sharing and conversations with students, families and staff.

## 2023 Estimates Note

### Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Graduation Program and Policy/ Learning and Education Programs

- The Ministry and FNEC are also working with BCSSA and FISA to support the delivery of regional workshops for teachers over the 2022/23 school year, to help them prepare for the new graduation requirement.
  - FNEC is facilitating the regional workshops, which are designed to support delivery of provincial Indigenous-focused courses that meet the new graduation requirement, including English First Peoples 10, 11 and 12, and BC First Peoples 12. The regional workshops began in November 2022 and will be offered throughout BC over the remainder of the school year. 10 in-person sessions were scheduled, and additional in-person and/or virtual sessions are being planned for spring/summer 2023.
  - BCSSA and FISA will continue to help to coordinate the logistics for the regional workshops, and distribute Ministry funding to help cover costs for teachers to attend the workshops, such as teacher release time and travel.
- The B.C. Graduation Program was last updated in 2018 to align with changes in provincial curriculum and graduation assessments, including new, required assessments in Numeracy and Literacy.
  - The Ministry engaged extensively with over 3,000 students, parents, First Nations representatives, post-secondary institutions, employers, and other K–12 partners to update and implement the 2018 B.C. Graduation Program.
  - Implementation of 2018 B.C. Graduation Program requirements was phased-in over four years:
    - Grade 10 curriculum and the Grade 10 Numeracy Assessment implemented in 2018/19
    - Grades 11 and 12 curriculum and Grade 10 Literacy Assessment implemented in 2019/20
    - Grade 12 Literacy Assessment implemented in 2021/22
- Francophone and French Immersion students can earn a French and/or English Dogwood Diploma.
- Students with special needs unable to satisfy graduation requirements may earn a School Completion (Evergreen) Certificate for successfully completing their personal learning goals.
- To ensure competence in one of Canada's two official languages, international students whose education was not in English or French for at least two years prior to entering the Graduation Program must earn certain course credits through instruction from a B.C.-certified teacher (i.e., not through an Equivalency review or Challenge process).

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Graduation Program and Policy/ Learning and Education Programs

### **Key Outcomes:**

- The current (2018) B.C. Graduation Program provides students with more choice in satisfying graduation requirements than the previous (2004) Graduation Program.
- The implementation of the new Indigenous-focused graduation requirement will provide all students in B.C. with time and opportunity to develop deeper understandings and a broader knowledge base of Indigenous peoples, communities, cultures, histories, and contemporary contexts.
- The new Indigenous-focused graduation requirement is an important part of the K-12 sector's mandate to develop the Educated Citizen, which can in turn help to promote diversity, equity, and inclusion in our schools and communities.

### **Statistics:**

- Approximately 45,000 Dogwood Diplomas and ~3,000 Adult Dogwood Diplomas are awarded each year to public and independents school students.
- 2021/22: The provincial six-year completion rate for resident students was 91.6%.
- 2021/22: The eligible Grade 12 graduation rate (the proportion of students enrolled in sufficient courses to meet graduation requirements that school year) was 96.5%.

### **Funding:**

- Funding in Grades 10-12 is currently course-based, in which each eligible full course (4 credits) taken by a student is funded as 0.125 FTE.
- Government Financial for implementation supports for the new Indigenous-focused graduation requirement was managed within existing budgets:
  - Government Financial Information
  - 
  - 
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  - IT financial impacts associated with updating/programming of the new graduation requirement in Ministry IT systems to be confirmed. Funds allocated based on initial estimate.
- No anticipated funding impact related to courses that will meet the new graduation requirement, as the proposed requirement utilizes existing provincial courses.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Graduation Program and Policy/ Learning and Education Programs

### **Delivery Partners:**

1. First Nations Education Steering Committee
2. BC School Superintendents Association
3. Federation of Independent School Associations in BC
4. Boards of Education
5. Independent School Authorities
6. First Nations Schools
7. Yukon Department of Education
8. Offshore schools

### **Agreements:**

- Connection to the B.C. Tripartite Education Agreement signed in June 2018: commitment to graduate adult learners in First Nations schools implemented as of June 2019; First Nations Authorized courses for elective credit toward graduation implemented July 1, 2021.
- Under the previous B.C. Tripartite Education Framework Agreement (2012), the Ministry began to graduate school-aged students from First Nations schools.

**Contact:** Brent Munro, Director, Grad Policy & Integration, (250) 508-4532

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Graduation Program and Policy/ Learning and Education Programs

### **Title: Tuition-free Courses for Graduated Adults**

**Date Revised:** February 07, 2023

#### **Key Messages:**

- The Ministry of Education and Child Care is committed to supporting as many students as possible to achieve post-secondary education and training.
- Adult learners who have graduated are able to take some secondary school courses tuition-free, including academic upgrading courses to support transitions to different employment or entry to post-secondary studies.
- Women and youth between the ages of 18 to 33 take the majority of tuition-free courses.
- Enrolment in tuition-free courses tends to rise when employment falls or grows slowly, as people upskill or reskill to secure other available jobs.
- While the full impact of COVID-19 remains to be seen, our government's commitment to maintaining the existing scope of tuition-free courses will help British Columbians secure in-demand jobs in the post-pandemic economy.

#### **Key Facts Regarding the Issue:**

- 24 academic upgrading courses and 26 Literacy Foundation courses are currently available tuition-free to British Columbians that have graduated from high school, regardless of where they graduated.
- Academic upgrading courses are offered in both English and French, and include Mathematics, Language Arts, and Science (Grade 11 and 12 levels).
- Literacy Foundations courses enable adults to develop the knowledge and skills required to be successful in future coursework. These courses support adults not yet at the Grade 11 or 12 level of a curricular area (e.g., Math), or those new to Canada and learning English.
- Tuition-free courses have been available to B.C. residents since 2008. Tuition-free academic upgrading courses were phased out of the program between 2015 and 2017 but were reinstated in September 2017.
- The Ministries of Education and Child Care (ECC) and Post-Secondary Education and Future Skills (PSFS) collaborate to offer complementary adult upgrading programs within the K-12 and post-secondary sectors.
- PSFS, with support from ECC, maintains the UpgradeBC.ca website to help British Columbians find upgrading courses in their community.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Graduation Program and Policy/ Learning and Education Programs

### **Key Outcomes:**

- 75% average course completion rate of tuition-free courses since 2010.
- Since 2009/10, 23% of adults repeated a course that they completed prior to graduation and, of them, 78% improved their final mark.
- Approximately 60% of adults that complete a tuition-free course make a transition to a B.C. public post-secondary institution (i.e. go to a college or institute).

### **Statistics:**

- Approximately 5,000 graduated adults complete tuition-free courses each year, with each adult completing approximately 1.8 courses on average.
- In 2021/22, 3,545 graduated adults completed 5,137 academic upgrading courses.
- In 2021/22, 41 of the 60 school districts offered tuition-free courses.
- Adults aged 18-33 account for 56% of course completions.
- More females than males take tuition-free courses (66%).
- Approximately 4% of the adults taking tuition-free courses are Indigenous.
- 70% of adults taking tuition-free courses between 2009/10 and 2021/22 were B.C. graduates.

### **Funding:**

- Tuition-free courses are funded through a Special Grant at \$629/course.
- 50% funding is provided to school districts on enrolment and 50% on completion – completions can occur in later years.
- Program costs for 2021/22 were \$7.4M (base budget was \$4.1M with remaining costs from contingency)
  - 2017/18 - \$7.3M; 2018/19 - \$7.7M; 2019/20 - \$11.8M; and 2020/21 - \$10.4M.
- Treasury Board provided a funding lift of \$6.9M in *Budget 2022*, for total program funding of \$11M per fiscal year.
- Estimated program costs for school year 2022/23 are \$9.1M.
- Courses are demand-driven; program expenditure depends on enrolment uptake.

**Contact:** Brent Munro, Director, Grad Policy & Integration, (250) 508-4532

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## Inclusive Education

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## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Children and Youth in Care/Inclusive Education

### **Title:** Children and Youth in Care

**Date Revised:** February 07, 2023

#### **Key Messages:**

- Children and Youth in Care (CYIC) face exceptional circumstances that can have a significant impact on their learning and educational outcomes.
- The Ministry of Education and Child Care (ECC) works closely with the Ministry of Children and Family Development (MCFD) to develop policies, guidelines, and provincial strategies to help improve education outcomes and supports for CYIC.
  - This includes a signed partnership agreement to work jointly on improving outcomes for CYIC and the *Joint Educational Planning for Children and Youth in Care Cross-Ministry Guidelines*.
- The Ministries also signed a First Nations Children and Youth in Care Protocol, along with the Ministry of Post Secondary Education and Future Skills [PSFS], the First Nations Leadership Council (FNLC), and the First Nations Education Steering Committee (FNESC), which commits the Province and First Nations to work together to improve outcomes for First Nation CYIC and former youth in care.
- ECC also recognizes CYIC as priority learners within the *Framework for Enhancing Student Learning* (FESL).

#### **Key Facts Regarding the Issue:**

- In 2017, the Representative for Children and Youth (RCY) released a report, *Room for Improvement: Toward Better Education Outcomes for Children in Care* that outlined recommendations to government for improving educational outcomes for CYIC.
  - The Ministry is working closely with the RCY and across Ministries to address the recommendations in the RCY report.
- The Ministerial Order for the Enhancing Student Learning (M302/20) requires school districts to report to the Ministry on the educational outcomes of CYIC.

#### **Key Outcomes:**

- In March 2018, ECC released the report *How Are We Doing? Children and Youth in Government Care* in response to RCY recommendation to publicly report on outcomes.
- In September 2019, ECC & MCFD signed a Partnership Agreement, committing to work jointly on improving outcomes for CYIC.



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Children and Youth in Care/Inclusive Education

- In February 2020, ECC & MCFD released *A Guide to Sharing Information About Children & Youth in Care* to support information sharing between child welfare workers and school personnel regarding children and youth in care (CYIC) and clarify what personal information can be shared under the current legislation. This guide also supports information sharing between caregivers of CYIC and schools.
- In May 2020, ECC, PSFS, and MCFD signed the First Nations Children and Youth in Care Protocol agreement with FNEC and FNLC to improve the educational outcomes of First Nations CYIC and former youth in care through legislative, policy & practice reform.
- In July 2020, *The Framework for Enhancing Student Learning* (FESL) was released to reflect a public commitment by Indigenous peoples, rightsholders, and education partners to work together to continuously improve student learning, and to address long-standing differences in performance amongst particular groups of students. Priority learners include Indigenous students, students with disabilities and diverse abilities and CYIC.
- In March 2021, ECC published online resources for teachers, school administrators and caregivers to support students in care in educational settings.
- In July 2021, *The Joint Educational Planning for Children and Youth in Care Cross-Ministry Guidelines* were updated to identify how to provide wrap around support for CYIC. ECC and MCFD have committed to update these guidelines every three (3) years.

### **Statistics:**

- In 2022/23, 1,438 students were identified as CYIC, or approximately 0.2% of B.C. K-12 students (2022/23 -Public = 590,585)
- Of these 1,438 students, approximately:
  - 72% are designated in one of 12 Inclusive Education categories.
  - 80% self-identify as Indigenous.
  - 57% are designated in an Inclusive Education category and self-identify as Indigenous, compared to 3% of non-CYIC students.
- Six-year completion rates (Resident Only):
  - Increased from 53% in 2017/18 to 58% in 2021/22 for all CYIC.
  - Increased from 50% in 2017/18 to 60% in 2021/22 for Indigenous CYIC.
  - Decreased from 56% in 2017/18 to 55% in 2021/22 for Non-Indigenous CYIC.

### **Funding:**

- In 2021/22, boards of education received \$55.2M in CommunityLINK funding to support vulnerable students.
  - CommunityLINK (Learning Includes Nutrition and Knowledge) supports social functioning and academic achievement through funding to school districts for programs and services focused on vulnerable students.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Children and Youth in Care/Inclusive Education

- Being in government care is one of the indicators of vulnerability within the CommunityLINK funding formula.
- For the 2022/23 school year, \$24M in Equity of Opportunity Supplement funding was distributed to boards to support additional services to students including non-clinical mental health supports for CYIC.
  - An estimated \$24M Equity of Opportunity Supplement will be distributed to boards of education in 2023/24.

### **Delivery Partners:**

1. Ministry of Children and Family Development (MCFD) & Ministry of Post Secondary Education and Future Skills (PSFS)
2. School Districts
3. First Nations Education Steering Committee (FNESC)
4. First Nations Leadership Council (FNLC)
5. Education Partners and Stakeholders

### **Agreements:**

- Information sharing agreement (ISA) with ECC, MCFD and PSFS that allows for CYIC data to be shared to support program planning and evaluation and decisions related to funding and services.
- The Ministry has an additional ISA with MCFD that was signed February 26, 2021. Under this ISA, ECC can release to school districts unmasked, aggregate CYIC data (counts and percentages) on the educational measures outlined in the Enhancing Student Learning Ministerial Order.

**Contact:** Jennifer Halbert, Director, Inclusive Education, LEPD, (250) 812-4715

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/Learning and Education Programs

### **Title: CommunityLINK**

**Date Revised:** March 14, 2023

#### **Key Messages:**

- CommunityLINK (Learning Includes Nutrition and Knowledge) supports social functioning and academic achievement through funding to school districts for programs and services focused on vulnerable students.
- Programs and services must consist of at least one of three domains (Academic, Behavioural and Social and Nutrition Intervention Programs); however, most school districts incorporate all of them.
- School districts report that CommunityLINK funding is used to support additional positions such as child and youth workers, counsellors, and social workers and that programs and services contribute to school connectedness and increased academic achievement.

#### **Key Facts Regarding the Issue:**

- Each school district has a CommunityLINK coordinator.
- Boards of Education have autonomy to determine the most effective use of CommunityLINK funding within the three eligible domains.
  - Budget 2023 announced \$214 million allocated over three years to support the expansion of existing school food programs based on district needs and priorities.
  - Additionally, an Equity of Opportunity Supplement was announced in 2020/21 to provide additional support for vulnerable students: children and youth in care, mental health supports and low-income families.
  - The Ministry also announced new one-time funding for the 2022/23 school year through the Student and Family Affordability Fund to help make back-to-school more affordable for students and their families who are struggling with rising costs of living due to global inflation.
  - CommunityLINK funding is disbursed to public schools only.
- School districts submit an annual report to the Ministry of Education and Child Care describing the programs and services offered the previous year. The 2022/23 school year report is due November 2023.
  - Districts reported that 162,175 students were supported by CommunityLINK in 2021/22.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/Learning and Education Programs

- The Ministry's Funding Model Review (2018) recommended (Recommendation 6) that the Ministry create a single Inclusive Education Supplement that would incorporate CommunityLINK funding along with several other existing, supplemental funding envelopes (e.g. special needs, ELL, etc).
  - In March 2020, government announced that it would move forward with 12 of the 22 recommendations from the Funding Model Review as Phase 1. Recommendation 6 was not included in the recommendations implemented as part of Phase 1.

### **Key Outcomes:**

- School districts report approximately \$3.4 million in funding from community organizations and service providers who have matched funding for related activities such as school meals programs. It is likely that this figure is under-reported as it does not capture in-kind contributions.
- School districts report that positions such as child and youth worker, counsellor, and social workers are funded through CommunityLINK and that programs and services contribute to school connectedness and increased academic achievement.

### **Statistics:**

CommunityLINK Category	Percentage of Spending in Category in 2021/22	# of SDs delivering
Food	23.3%	50
Academic	12.6%	38
Social Emotional	64.1%	55

*This includes unspent funding from previous years and in-kind donations.*

### **Funding:**

- 2022/23 \$55.2M CommunityLINK funding was distributed to 60 school districts (see page 3). CommunityLINK funding increases annually based on local negotiated wage settlements.
- 2022/23 \$24M in Equity of Opportunity Supplement was distributed to 60 school districts.
- 2022/23 \$60M in Student and Family Affordability Funding was distributed to 60 school districts.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/Learning and Education Programs

### 2022/23 CommunityLINK Allocations:

School District	Allocation
5 Southeast Kootenay	379,598
6 Rocky Mountain	399,482
8 Kootenay Lake	650,695
10 Arrow Lakes	105,817
19 Revelstoke	100,783
20 Kootenay-Columbia	701,860
22 Vernon	646,292
23 Central Okanagan	1,258,789
27 Cariboo-Chilcotin	683,828
28 Quesnel	498,881
33 Chilliwack	728,611
34 Abbotsford	1,251,167
35 Langley	2,110,919
36 Surrey	4,067,572
37 Delta	596,455
38 Richmond	785,631
39 Vancouver	9,581,867
40 New Westminster	1,580,583
41 Burnaby	2,450,104
42 Maple Ridge-Pitt M.	577,430
43 Coquitlam	1,550,630
44 North Vancouver	1,160,768
45 West Vancouver	274,634
46 Sunshine Coast	516,271
47 Powell River	209,303
48 Sea to Sky	306,901
49 Central Coast	252,460
50 Haida Gwaii/Q. Chrlt.	113,083
51 Boundary	150,143
52 Prince Rupert	529,342

School District	Allocation
53 Okanagan Similkameen	236,028
54 Bulkley Valley	234,198
57 Prince George	2,197,842
58 Nicola-Similkameen	300,011
59 Peace River South	380,505
60 Peace River North	583,311
61 Greater Victoria	3,998,998
62 Sooke	768,299
63 Saanich	423,776
64 Gulf Islands	162,064
67 Okanagan Skaha	389,730
68 Nanaimo-Ladysmith	2,361,778
69 Qualicum	391,995
70 Alberni	948,283
71 Comox Valley	611,634
72 Campbell River	551,048
73 Kamloops/Thompson	1,619,927
74 Gold Trail	393,181
75 Mission	412,254
78 Fraser-Cascade	362,397
79 Cowichan Valley	681,913
81 Fort Nelson	139,061
82 Coast Mountains	623,672
83 N. Okanagan-Shuswap	334,417
84 Vancouver Island West	134,907
85 Vancouver Island North	329,761
87 Stikine	571,181
91 Nechako Lakes	524,892
92 Nisga'a	141,027
93 Conseil Scolaire Franc.	133,009
<b>Total</b>	<b>55,160,998</b>

### Services to Ministry:

1. School districts have partnership agreements with local organizations such as Community Schools associations, social service agencies, and volunteer organizations.

**Contact:** Jennifer Halbert, Director, Inclusive Education, (250) 812-4715

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/Learning and Education Programs

### **Title: English Language Learning/French Language Learning**

**Date Revised:** January 24, 2023

#### **Key Messages:**

- We believe all students in B.C. schools should have the opportunity to become proficient in either of our country's two official languages.
- English Language Learning (ELL) and French Language Learning (FLL) are offered to enable students to:
  - develop both intellectually and as citizens, and
  - achieve the expected learning standards and/or outcomes of the provincial curriculum.
- In 2021/22, the Ministry collaborated with the K-12 sector and specialist teachers to develop an online MyEd BC planning tool. Currently, the planning tool supports educators to create individual annual instructional plans for nearly 76,000 ELL students.

#### **Key Facts Regarding the Issue:**

- School districts receive \$1,585 per eligible ELL/FLL student in 2022/23, for up to 5 years.
  - School districts are eligible for an additional \$3,943 for each school-age full-time equivalent (FTE) newcomer refugee student who enrolls after the September enrolment count and by the February enrolment count date, plus an ELL supplement of \$793 for those who qualify.
- ELL funding contains an eligibility category for English as a Second Dialect (ESD) which is intended to support students who speak variations of English that differ significantly from the English used in broader Canadian society and in school.
  - ESD funding is used inconsistently across the province.
  - Some school districts use the funding for its intended purpose, while others use the funding to support Indigenous students with lower than grade level literacy.
  - Most ELL students are located at the Metro Vancouver/ Lower Mainland region while most ESD students are located outside of this region.
- An Annual Instruction Plan (AIP) is required for students reported for ELL/FLL supplemental funding; however, school districts are not required to use the Ministry template.

#### **Key Outcomes:**

- The Ministry, through MyEd BC and in collaboration with specialist ELL educators, has developed an Annual Instructional Plan online template to support school districts with planning for ELL/FLL students. This template is currently being implemented by a range of school districts.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/Learning and Education Programs

- The AIP template provides functionality to plot a student's language proficiency in one of the provincial proficiency levels in each of the four domains of speaking, listening, reading and writing.

### **Statistics:**

- 2022/23, there are 75,725 ELL students in public schools and 672 in independent schools, representing over 11.2% of the total student population in BC.
- In 2022/23, there are 4,463 Indigenous students receiving ESD services, representing approximately 5.8% of the total ELL student population.
- The 2021/22 ELL student 5-year completion rate (86.4%) is slightly higher than the rate (84.0%) of the provincial public and independent schools.
- B.C. is consistently in the top four Canadian immigration jurisdictions.

Permanent Residents Including Resettled Refugees				
Province	2022	2021	2020	2019
Ontario	175,760	199,290	82,955	153,370
BC	58,515	69,470	28,480	50,230
Quebec	63,440	50,275	25,235	40,565

\*Source: Immigration, Refugees and Citizenship Canada, data updated as of November 2022.

### **Funding:**

- 2021/22, ELL/FLL supplemental funding totalled \$105.5M (public schools only).
- ELL funding being provided to the K-12 sector has increased by \$21.3M since 2016/17.
- In 2021/22, \$1.2M was provided for newcomer refugee students who enrolled mid-year. See Appendix for more information.

### **Services to Ministry:**

- ELL students/families may also receive settlement supports through the federally funded Settlement Workers in School (SWIS) Program.

**Contact:** Jennifer Halbert, Director, Inclusive Education, (250) 812-4715

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Government Financial Information



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/ Learning and Education Programs

### **Title: Provincial Resource Programs**

**Date Revised:** January 24, 2023

#### **Key Messages:**

- Nothing is more important than ensuring every child is supported to reach their full potential and our government is committed to removing barriers standing in their way.
- The Ministry funds 37 Provincial Resource Programs (PRPs); PRPs are highly specialized educational programs that provide supports for students and educators in both the public and independent school systems.
- PRPs are grouped into two types of programs:
  - **Provincial Outreach Programs** provide outreach services and capacity building to support educators, students, families, and community; and
  - **Provincial Inter-Ministerial Programs** provide an educational program for school age children and youth while attending:
    - a hospital, mental health, substance use, or custody program; or
    - a full-time provincial education program such as the Provincial School for the Deaf and the Transition Program for Gifted Students (University Transition Program).

#### **Key Facts Regarding the Issue:**

- PRPs have been formally operating since 1989. See Appendix 1 for full list of PRPs.
- PRPs are established by Ministerial Order M189/08, funded by the Ministry through a special purpose grant, and administered by host school districts.
- Custody programs staffing shifted in 2021 from a facility capacity ratio (8 beds to 1 teacher) to a student teacher ratio (6 students to 1 teacher) and is now based on enrolment averages.
  - This shift is in response to declining enrollment in custody programs due to a variety of factors including increased use of restorative justice.
- Quality Reviews are completed by an external review team to ensure Provincial Resource Programs address the current and emergent needs among students in the province.
  - These reviews also ensure resources are being effectively managed and assist the Ministry in identifying province-wide needs and issues that can impact future planning and resourcing.
  - The Quality Review process was implemented in 2017, with the goal of ensuring that each PRP is reviewed every 5 years.
  - By the end of fiscal year 2023, the Ministry will have completed Quality Reviews for 27 of the 37 PRPs.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/ Learning and Education Programs

- The University Transition Program has not yet received a Ministry Quality Review.

### **Key Outcomes:**

- For the 2022/2023 school year, the programs which have been identified for Quality Reviews are:
  - Ledger School Program,
  - Inclusion Outreach,
  - BCCH Adolescent Psychiatric School Program,
  - BCCH Child Psychiatric School Program,
  - BCCH School Program,
  - Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPFASD),
  - Two Wolves Centre School Program,
  - University Hospital for Northern BC School Program, and
    - Nenqayni Wellness Centre School Program.
- Positive changes identified from past quality reviews include:
  - improving program data collection to inform program oversight and continuous improvement;
  - supporting teachers to align practice with new curriculum and core competencies;
  - improving online presence for outreach programs;
  - consolidating budget submissions for programs operating within the same facility;
  - supporting efficiency by defining the roles partners, Ministry, Host District, and Program;
  - supporting programs to develop collaborative processes to improve service delivery; and
  - improving the transition process between the program and the receiving school district.

### **Statistics:**

- ~ 20,000 educators, administrators, receive supports from POPs.
- There are 37 PRPs hosted by 16 school districts, these include nine POPs and 28 PIPs.

### **Funding:**

- 2022/23 Fiscal Year -**\$32.64M Total** (\$27.83M (base) + \$4.81M (block))
  - Base funding for PRPs remains static.
  - Block funding (wage increases) increases annually based on school district negotiated local collective agreements.
- See Appendix 2 for funding breakdown by PRP.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/ Learning and Education Programs

### **Delivery Partners:**

1. Ministry of Children & Family Development (MCFD)
2. Ministry of Health (BC Health Authorities)
3. Ministry of Public Safety & Solicitor General (PSSG)

### **Agreements:**

- **Inter-Ministerial Protocols (IMPs)** - coordination and delivery of support services across the province
  - IMP – Education and Child Care, MCFD, PSSG regarding educational programs in Youth Custody Centres and Court-Ordered Residential Attendance Programs.
  - IMP – Education, MCFD and Health (through Health Authorities) to provide educational programs for students while in in- hospital, hospital outpatient or residential treatment programs.

**Contact:** *Jennifer Halbert, Director, Inclusive Education, (250) 812-4715*

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/ Learning and Education Programs

### Appendix 1 – Full Listing of Provincial Resource Programs

#### 9 Provincial Outreach Programs (POPs)

Auditory Outreach Program	47	Outreach Program
Inclusion Outreach Program	61	Outreach Program
Outreach for Autism and Related Disorders	37	Outreach Program
Outreach for Deafblindness	38	Outreach Program
Outreach Program for Fetal Alcohol Spectrum Disorder	57	Outreach Program
Outreach Program for the Early Years	38	Outreach Program
Outreach Program: Deaf and Hard of Hearing	41	Outreach Program
Resource Centre for the Visually Impaired	39	Outreach Program
SET-BC Special Education Technology BC	39	Outreach Program
SET-BC Region 1 (Vancouver Island/Central Coast)	61	Outreach Program
SET-BC Region 3 (Kamloops-Thompson)	73	Outreach Program

#### 28 Provincial Inter-ministerial Programs (PIPs)

Fraser Park Secondary School Program	41	Inter-ministerial Program - Custody
Headstart School Program	72	Inter-ministerial Program - Custody (Male)
Oasis School Program	72	Inter-ministerial Program - Custody (Female)
Two Wolves Centre School Program	57	Inter-ministerial Program - Custody
AMUT School Program	36	Inter-ministerial Program - Custody (Indigenous Female)
Kackaamin Family Development Centre School Program	70	Inter-ministerial Program - Substance Use (Indigenous)
Peak House School Program	39	Inter-ministerial Program - Substance Use
Nenqayni Wellness Centre School Program	27	Inter-ministerial Program - Substance Use (Indigenous)
Daughters & Sisters School Program	36	Inter-ministerial Program - Substance Use (Female)
Waypoint School Program	36	Inter-ministerial Program - Substance Use (Male)
BC Children's Hospital School Program	39	Inter-ministerial Program - Hospital
BC Children's Hospital - Sunny Hill School Program	39	Inter-ministerial Program - Hospital
Canuck Place School Program	39	Inter-ministerial Program - Hospital
GF Strong Rehabilitation Centre School Program	39	Inter-ministerial Program - Hospital
Abbotsford Adolescent Day Treatment School Program	34	Inter-ministerial Program - Mental Health
BC Children's Hospital Adolescent Psychiatric Unit School Program	39	Inter-ministerial Program - Mental Health
BC Children's Hospital Child Psychiatric School Program	39	Inter-ministerial Program - Mental Health
BC Children's Hospital Eating Disorders In-Patient School Program	39	Inter-ministerial Program - Mental Health
Carlile Inpatient Program School Program	44	Inter-ministerial Program - Mental Health
Interior Health Adolescent Psychiatry Unit School Program	23	Inter-ministerial Program - Mental Health
Ledger School Program	61	Inter-ministerial Program - Mental Health
Maples School Program	41	Inter-ministerial Program - Mental Health
North Fraser Youth Day Treatment School Program	43	Inter-ministerial Program - Mental Health
Surrey Adolescent Day Treatment School Program	36	Inter-ministerial Program - Mental Health
Surrey Adolescent Psychiatric Unit School Program	36	Inter-ministerial Program - Mental Health
University Hospital of Northern BC School Program	57	Inter-ministerial Program - Mental Health
School for the Deaf & Oral Program for the Deaf & Hard of Hearing	41	Inter-ministerial Program - Full Time
Transition Program for Gifted Students	39	Inter-ministerial Program - Full Time

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/ Learning and Education Programs

### Appendix 2 – Funding Breakdown by PRP

Host School District	Program	Approx. Annual Funding
23 - Central Okanagan	Interior Health Adolescent Psychiatry Unit School Program	206,739
27 - Cariboo-Chilcotin	Nenqayni Wellness Centre	333,904
34 - Abbotsford	Abbotsford Adolescent Day Treatment School Program	218,555
36 - Surrey	AMUT School Program	71,621
	Daughters & Sisters School Program	164,226
	South Fraser Adolescent Day Treatment Program	508,723
	Surrey Adolescent Psychiatric Unit	162,910
	Waypoint School Program	162,977
37 - Delta	Provincial Outreach for Autism & Related Disorders (POPARD)	3,486,296
38 - Richmond	Provincial Outreach for Deaf-Blindness (POPDB)	886,144
	Provincial Outreach Program for Early Years (POPEY)	439,436
39 – Vancouver	BCCH Eating Disorders In-Patient Program	291,936
	BCCH School Program	269,732
	BCCH Adolescent Psychiatric Assessment School Program	276,693
	BCCH Child Psychiatric School	297,730
	BCCH Sunny Hill School Program	261,889
	Canuck Place School Program	177,287
	GF Strong Rehabilitation Centre School Program	275,112
	Peak House School Program	143,186
	Provincial Resource Centre for the Visually Impaired (PRCVI)	2,463,324
	SET BC Provincial Centre & Vision Services	8,073,999
	Transition Program for Gifted Students	558,839

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/ Learning and Education Programs

41 – Burnaby	BC School for the Deaf & Oral Program for Deaf & Hard of Hearing	5,988,975
	Fraser Park Secondary (Open & Secure) School Program	1,287,042
	Maples Assessment (12 months) Regular & Complex	1,173,063
	Provincial Outreach Program: Deaf & Hard of Hearing (POPDHH)	901,715
43 - Coquitlam	North Fraser Youth Day Treatment School Program	168,423
44 – North Vancouver	Carlile Inpatient Program	234,483
47 - Powell River	Auditory Outreach	1,362,613
57 - Prince George	Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPFASD)	730,872
	Two Wolves Centre Open & Secure	281,842
	University Hospital of Northern British Columbia Program	371,127
61 - Victoria	Ledger School Program	374,544
	Provincial Inclusion Outreach Program	840,568
	SET-BC Region 1 (VI/Central Coast)	126,310
70 - Alberni	Kackaamin Family Development Centre	173,098
72 - Campbell River	Headstart School Program	87,060
	Oasis School Program	87,060
73 - Kamloops Thompson	SET-BC Region 3 (Kamloops-Thompson)	138,441

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/ Learning and Education Programs

### **Title: Students with Disabilities or Diverse Abilities-Public and Independent**

**Date Revised:** January 30, 2023

#### **Key Messages:**

- The ministry is committed to ensuring equitable access to learning for *all* students including students with disabilities/diverse abilities.
- All students and staff should feel safe, welcomed and respected within their school environments.
- Nothing is more important than ensuring every child is supported to reach their full potential and our government is committed to removing barriers standing in their way.
- We know there is more work to do to ensure students' needs are being taken care of and that all students are able to access the supports and services they require to thrive in school.
- Our government is continuing to work on changes and improvements that will make B.C.'s world-class education system even better – for everyone.

#### **Key Facts Regarding the Issue:**

- The *Special Education Policy* (last updated 2006) and *Special Education Services: A Manual of Policy, Procedures and Guidelines* (last updated 2016) provide direction for inclusive education in BC's K-12 education system.
  - The *Special Education Policy*, which was originally developed in 1999 to support "integration" of students with disabilities and diverse abilities, utilizes a system of designating students in one of twelve Funding Categories based solely on a student's medical diagnosis and diagnosis characteristics.
  - Numerous stakeholders, including parents, K-12 partners, Indigenous rightsholders and advocacy organizations, have expressed concerns that the policy and manual are outdated and do not reflect current language, research and legislation related to students with disabilities or diverse abilities.
- The Ministry provides boards of education with basic funding (for every student) and supplemental funding (for students who meet criteria for designation in of twelve "Special Needs" categories) to deliver educational programs to all students in the school district.
  - The twelve Special Needs categories are comprised of 4 high incidence and 8 low incidence categories organized into three different funding levels (see Appendix 1 for more details).

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/ Learning and Education Programs

- Funding for high incidence categories (mild intellectual disability, gifted, learning disability or moderate behaviour support/mental illness) is incorporated in the basic per pupil allocation for all students.
- A medical diagnosis or designation in one of the twelve categories is not required for students to access non-categorical supports and services (e.g. learning assistance, speech language pathology services, counselling, physiotherapy, occupational therapy, hospital-homebound services, and assessment services) in the BC K-12 public school system. However, stakeholders have raised concerns about schools districts aligning their provision of supports and services with the funding categories, resulting in students experiencing lengthy wait times for assessments and not having their needs met in terms of receiving a full educational program.
- Teachers' collective agreements contain limits pertaining to both class size and composition.
  - "Composition" refers to the number of students with disabilities in a class, and is currently based on student designations in the twelve Special Needs categories.
  - In addition to composition language in the provincial collective agreement with teachers, there are also unique provisions related to composition in 40 of the 60 local collective agreements with teachers.
  - Stakeholders have identified that, as a result of different provisions in the provincial and local collective agreements, school districts across the province are organizing their classrooms in different ways.
- Inclusive Education Policy Context Chronology:
  - In 2012, the Supreme Court of Canada's decision in the *Moore vs B.C.* case established that students with disabilities are entitled to receive the accommodation measures they need to access and benefit from the service of education.
  - Between 2015-2018, the Ministry engaged clinical experts, K-12 stakeholders and Indigenous rightsholders to update the Special Education Policy and Manual.
  - In December 2018, an Independent Review Panel presented a final report to government with 22 recommendations to improve funding for public education. Recommendation #6 was to create a single Inclusive Education supplement.
    - In 2020, the Ministry announced a two-phase plan for implementation of the Panel's recommendations. Recommendation 6 was not included among the twelve recommendations selected for implementation in Phase 1 (2020/21 school year).
    - While a formal timeline was not established for Phase 2, the Ministry publicly committed to "modernize inclusive education policies and the way services are delivered and funded, so all students have a level playing field".



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/ Learning and Education Programs

- In April 2021, the Representative for Children and Youth released *Excluded: Increasing Understanding, Support and Inclusion for Children with Fetal Alcohol Spectrum Disorder*, which included a recommendation for the Ministry to update its Inclusive Education policy and supporting documents.
- In 2022/2023, there are 13 independent schools that are designated Special Education Schools who exclusively serve students with disabilities/diverse abilities with an educator: student ratio of 1:6 or less.

### **Key Outcomes:**

- Curriculum supports inclusion by providing flexibility, personalized learning and addressing the diverse needs and interests of students.

### **Statistics:**

- In 2022/2023, 12.7% of B.C.'s student population were designated in an Inclusive Education category (Chart on page 4 outlines the changes over the past five years).
- 76,301 students with disabilities/diverse abilities (special needs) in public schools in 2022/2023, up 4.9% from 2021/2022
- 10,314 students with disabilities/diverse abilities (special needs) in independent schools in 2022/2023, up 2.6% from 2021/2022.
- Categories with the largest increases in designated students were:
  - Autism Spectrum Disorder (G) 21,438 students (Public and Independent) in 2022/2023, up from 18,890 students in 2021/2022 (13.0%).
  - Moderate Behaviour Support/ Mental Illness (R) 8,669 students (Public and Independent) in 2022/2023, up from 8,006 students in 2021/2022 (8.3%).
  - Learning Disability (Q) 24,993 students (Public and Independent) in 2022/2023, up from 24,025 students in 2021/2022 (4.0%)
- The 2021/2022 Six Year Completion rates for students with disabilities/diverse abilities (special needs) is 77.8% (77.5% Public, 81.4% Independent).

### **Funding:**

- 2022/23 - \$878M in Supplemental Funding for students with disabilities and diverse abilities (See Appendix 1 for detailed breakdown).

### **Agreements:**

- The Inter-Ministerial Protocols for the Provision of Support Services to School Age Children support and guide coordinated delivery of effective services.

**Contact:** Jennifer Halbert, Director, Inclusive Education, (250) 812-4715

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Government Financial Information

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/ Learning and Education Programs

### INCLUSIVE EDUCATION CATEGORIES Changes Year over Year 2016/2017 to 2022/2023

#### Public Schools – Inclusive Education -Year Over Year

Year	All Public School Students	Level 1	Level 2	Level 3	Block Funding	All Students with disabilities/ diverse	All Students with disabilities/ diverse abilities (% increase)	Students with disabilities/ diverse abilities percentage of K-12 students
2017/2018	563,240	566	20,948	7,976	32,417	61,907	4.5%	10.99%
2018/2019	568,982	573	22,458	8,412	33,421	64,864	4.8%	11.40%
2019/2020	576,000	585	24,263	8,718	34,670	68,236	5.2%	11.85%
2020/2021	568,285	582	25,352	8,443	34,339	68,716	0.7%	12.09%
2021/2022	578,799	587	27,349	8,421	36,382	72,739	5.9%	12.57%
2022/2023	590,586	572	29,454	8,649		76,301	4.9%	12.92%

#### Independent Schools – Inclusive Education -Year Over Year

Year	All Independent School Students	Level 1	Level 2	Level 3	Block Funding	All Students with disabilities/ diverse	All Students with disabilities/ diverse abilities (% increase)	Students with disabilities/ diverse abilities percentage of K-12 students
2017/2018	84,995	103	3,982	545	3,147	7,777	5.0%	9.15%
2018/2019	86,080	107	4,224	649	3,263	8,243	5.9%	9.57%
2019/2020	87,220	95	4,686	711	3,502	8,996	9.2%	10.31%
2020/2021	87,288	101	5,200	782	3,506	9,589	6.6%	10.98%
2021/2022	88,720	100	5,543	753	3,652	10,048	4.8%	11.33%
2022/2023	89,428	104	5,717	770		10,314	2.65%	11.53%

#### Provincial - Public and Independent Schools- Inclusive Education -Year Over Year

Year	All K-12 School Students	Level 1	Level 2	Level 3	Block Funding	All Students with disabilities/ diverse	All Students with disabilities/ diverse abilities (% increase)	Students with disabilities/ diverse abilities percentage of K-12 students
2017/2018	648,235	669	24,930	8,521	35,564	69,684	4.5%	10.75%
2018/2019	655,062	680	26,682	9,061	36,684	73,107	4.9%	11.16%
2019/2020	663,220	680	28,951	9,429	38,172	77,232	5.6%	11.64%
2020/2021	655,573	683	30,552	9,225	37,845	78,305	1.4%	11.94%
2021/2022	667,519	687	32,892	9,174	40,034	82,787	5.7%	12.40%
2022/2023	680,014	676	35,171	9,419		86,615	4.6%	12.74%

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Inclusive Education/ Learning and Education Programs

### INCLUSIVE EDUCATION FUNDING CATEGORIES

	Funding Amount 2019/20	Funding Amount 2022/23	Letter Descriptor	Category
LOW INCIDENCE CATEGORIES	LEVEL 1 \$42,400	LEVEL 1 \$44,850 (+1,850)	(A)	Physically Dependent
			(B)	Deafblind
	LEVEL 2 \$20,200	LEVEL 2 \$21,280 (+880)	(C)	Moderate to Profound Intellectual Disability
			(D)	Physical Disability or Chronic Health Impairment
			(E)	Visual Impairment
			(F)	Deaf or Hard of Hearing
			(G)	Autism Spectrum Disorder
	LEVEL 3 \$10,250	LEVEL 3 \$10,750 (+ 450)	(H)	Intensive Behaviour Interventions or Serious Mental Illness
HIGH INCIDENCE CATEGORIES	BASIC ALLOCATION \$7,468	BASIC ALLOCATION \$7,885 (+325)	(K)	Mild Intellectual Disability
			(P)	Gifted
			(Q)	Learning Disability
			(R)	Moderate Behaviour Support/Mental Illness

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## Student Transitions

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transitions/Learning and Education Programs

### **Title: Dual Credit Policy and Programs**

**Date Revised:** March 7, 2023

#### **Key Messages:**

- Dual credit improves high school graduation and post-secondary transition rates, propelling students toward success in school and life.
- Improving access to post-secondary study and careers complements the StrongerBC Economic Plan.
- Dual credit is a specific strategy within the Future Ready Skills Plan, the BC Childcare Plan, and the Provincial Health and Human Resources Strategy.
- Serving students well through dual credit programming requires strong partnerships between the K–12 and post-secondary education sectors.

#### **Key Facts Regarding the Issue:**

- In B.C., dual credit enables Grade 11 or Grade 12 students to take post-secondary courses and receive credit towards both their high school and post-secondary graduation credentials.
- The Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies policy enables the recognition of eligible post-secondary courses with Grade 12 elective credit.
- The Recognition of Post-Secondary Transition Programs for Funding Purposes policy sets out the conditions under which school districts can claim dual credit courses for regular per-course funding.
- In April 2020, the Ministry issued a policy clarification statement emphasizing that, with few exceptions, students who have graduated cannot be claimed for dual credit funding.
- The Ministry is working to review and revise its policies to improve student access to dual credit opportunities.
- As part of the dual credit policy development process, staff held discussions with more than 35 organizations and 150 individuals representing various stake- and rightsholders in fall 2022.
- The Ministry regularly engages with the K–12 and post-secondary education sectors on matters of policy concerning student transitions.
- See the Early Childhood Education Dual Credit Project Estimates Note for more information.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transitions/Learning and Education Programs

### **Key Outcomes:**

- Improve student access to and participation in dual credit programs connected to in-demand career occupations.
- Increase student high school completion and post-secondary transition rates.

### **Statistics:**

- Dual credit students are 7% more likely to graduate on time, and that effect is greater for Indigenous students (8%) and students with disabilities and diverse abilities (9%).
- Dual credit students are also 16% more likely to enrol in post-secondary study (based on immediate transition data from B.C.'s 25 public post-secondary institutions).
- Approximately 3,000 B.C. public school students (less than 3% of students in grades 11 and 12) take over 11,000 dual credit courses each year.
- This participation rate is lower than in neighbouring jurisdictions, including Alberta (7.5%), Washington (23.5%), and Oregon (18%).
- 77% of job openings in the next decade will require post-secondary education.
- Students who do not graduate or transition to post-secondary study have an unemployment rate two times higher than post-secondary credential holders (Statistics Canada, 2021), and they earn 47% less (Statistics Canada, 2017).

### **Funding:**

- Dual credit course claims currently equal approximately \$11M a year.
  - However, most dual credit courses are taken in lieu of other electives; the estimated extra cost of dual credit is \$3M of that \$11M.
  - This acknowledges that students who participate in dual credit take approximately one more course overall than students who do not participate.
  - As a result, the same number of students represents a greater number of FTE or student enrollment.
  - Enrollment is also influenced by immigration and in-migration from other provinces and is addressed through the Ministry's operating and special grant caseload submissions to Treasury Board each year.
- K-12-and-post-secondary engagements on dual credit, like those on other matters, are managed within existing budgets.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transitions/Learning and Education Programs

### **Delivery Partners:**

1. K–12 education partners, including BC Confederation of Parent Advisory Councils, BC Principals and Vice-Principals' Association, BC School Superintendents Association, the Career Education Society, and First Nations Education Steering Committee
2. Ministry of Post-Secondary Education and Future Skills
3. Post-secondary partners, including BC Association of Institutes and Universities, BC Colleges, BC Council on Admissions and Transfer, BC Registrars' Association, Research Universities' Council of British Columbia, and B.C. post-secondary institutions
4. SkilledTradesBC

**Contact:** Rob Hicks, Director, Student Transitions, (250) 213-5314



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transitions/ Learning and Education Programs

### **Title: Early Childhood Education Dual Credit Project**

**Date Revised:** March 14, 2023

#### **Key Messages:**

- The Early Childhood Education Dual Credit Project enables students in grades 11 and 12 to take post-secondary courses in early childhood education (ECE) and receive credit towards both their high school graduation and post-secondary credential.
- This project is evidence of our government's commitments to providing quality and affordable childcare for B.C. families, and supporting students to access post-secondary studies.
- Budget 2022 committed an additional \$4.1M to the project over three years, building on provincial and federal funding of \$2.2M for a total investment of \$6.3M.
- An estimated 800 students are expected to enrol in ECE dual credit programs offered through the project by the end of 2025.
- B.C. anticipates at least 12,400 job openings for certified ECEs and assistants in the coming decade – this project is part of a suite of measures being implemented to help meet the demand for childcare in the province.

#### **Key Facts Regarding the Issue:**

- The project was launched in fall 2021 as part of the Childcare BC Plan, with funding support from the Canada-British Columbia Early Learning and Child Care Agreement.
- 30 school districts, with 11 post-secondary institution partners across B.C., are now participating, representing Vancouver Island, the Lower Mainland, the Okanagan, the Kootenays, and the North.
- A facilitated community of practice has been established to assist sites in sharing resources, including recruitment and support strategies inclusive of priority learners (i.e., Indigenous students and students with disabilities and diverse abilities).

#### **Key Outcomes:**

- Achieved in 2022
  - 18 participating school districts
  - Approximately 150 students taking 320 course enrollments
- Anticipated 2022–2025
  - Up to 50 participating school districts
  - Approximately 800 students taking 2,400 course enrollments

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transitions/ Learning and Education Programs

### **Statistics:**

- Dual credit students are 7% more likely to graduate on time, and that effect is greater for Indigenous students (8%) and students with disabilities and diverse abilities (9%).
- They are also 16% more likely to enrol in post-secondary study (based on data from B.C.'s 25 public post-secondary institutions).
- Students who do not graduate or transition to post-secondary study have an unemployment rate two times higher than those with a post-secondary credential.
- BC anticipates over 8,600 job openings for Early Childhood Educators and Early Childhood Educator Assistants in the coming decade.

### **Funding:**

- Four years of project funding totalling \$6.275M.
- That total includes \$5.125M in provincial funding and \$1.15M in federal funding.
  - 2021/2022: \$0.5M in provincial contingency funding and \$1.15M in federal funding;
  - 2022/2023: \$1.075M in provincial funding;
  - 2023/2024: \$1.525M in provincial funding and \$0.5 in provincial contingency funding; and,
  - 2024/2025: \$1.525M in provincial funding.
- Each project site receives financial support in the form of two grants:
  - \$25,000 per district partner for program development; and,
  - \$1,000 per dual credit course enrollment for additional administration, including tuition.

### **Delivery Partners:**

- Project site school district (SD) and post-secondary partnerships:
  - SD5 (Southeast Kootenay), SD6 (Rocky Mountain), and SD8 (Kootenay Lake) with College of the Rockies and Selkirk College
  - SD22 (Vernon) and the Okanagan Indian Band with Okanagan College and Nicola Valley Institute of Technology
  - SD23 (Central Okanagan) and SD58 (Nicola-Similkameen) with Okanagan College
  - SD33 (Chilliwack) and SD78 (Fraser-Cascade) with University of Fraser Valley
  - SD34 (Abbotsford) with University of the Fraser Valley
  - SD35 (Langley) with University of the Fraser Valley
  - SD36 (Surrey) with Douglas College
  - SD37 (Delta) using their continuing education centre
  - SD38 (Richmond) with Delta's continuing education centre
  -

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transitions/ Learning and Education Programs

- SD46 (Sunshine Coast) and SD48 (Sea to Sky) with Northern Lights College
- SD52 (Prince Rupert) and SD92 (Nisga'a) with Coast Mountain College
- SD53 (Okanagan Similkameen) with Okanagan College
- SD54 (Bulkley Valley) with Coast Mountain College
- SD59 (Peace River South), SD60 (Peace River North), and SD81 (Fort Nelson) with Northern Lights College
- SD61 (Greater Victoria), SD62 (Sooke), SD63 (Saanich) and SD64 (Gulf Islands) with Camosun College
- SD67 (Okanagan Skaha) with College of the Rockies and Okanagan College
- SD68 (Nanaimo-Ladysmith) with Vancouver Island University
- SD71 (Comox Valley) with North Island College
- SD79 (Cowichan Valley) with Vancouver Island University
- Ministry partners:
  - Ministry of Post-Secondary Education and Future Skills
- K–12 education partners who have attended community of practice meetings:
  - Aboriginal Head Start Association of BC
  - BC Council of Administrators of Inclusive Support in Education
  - First Nations Education Steering Committee
  - Métis Nation British Columbia

### **Agreements:**

- Canada-British Columbia Early Learning and Child Care Agreement (2021-2025)
- Transfer under agreements with each project site

### **Background:**

- The Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies policy enables the recognition of eligible post-secondary courses with Grade 12 elective credit.
- The Recognition of Post-Secondary Transition Programs for Funding Purposes policy sets out the conditions under which school districts can claim dual credit courses for regular per-course funding.
- Improving access to post-secondary and careers complements the StrongerBC Economic Plan, and dual credit is a specific strategy in three related cross-government initiatives.
  - The BC Childcare Plan is behind this Early Childhood Education Dual Credit Project.
  - The Future Ready Plan and the Provincial Health Human Resources Strategy both include expansion of dual credit programming.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transitions/ Learning and Education Programs

- Ministry mandate letters include commitments to work towards universal access to before and after school care and to provide quality and affordable childcare for families.
- EDUC is working with partners, including PSFS and BC Colleges, to review and update Ministry policies to improve student access to dual credit opportunities.

**Contact:** *Rob Hicks, Director - Student Transitions, (250) 213-5314*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transitions/Learning and Education Programs

### **Title: Provincial Scholarships Program**

**Date Revised:** March 13, 2023

#### **Key Messages:**

- The Provincial Scholarships Program encourages students to pursue post-secondary education by recognizing achievement in various areas.
- Approximately 13,500 scholarships are awarded each year, going to about one in every four graduates.
- The program includes four scholarships:
  - BC Achievement (academics)—\$1,250 x 8,000 graduates
  - District/Authority (seven categories)—\$1,250 x 5,500 graduates
  - BC Excellence (service/leadership)—\$5,000 x 55 graduates
  - Pathway to Teacher Education (future K–12 teachers)—\$5,000 x 20 graduates
- The total value of available scholarships each year is \$17.25M.
- The Province is committed to continuous improvement of the program, but no large-scale changes to the program would occur without consultation.

#### **Key Facts Regarding the Issue:**

- Students must meet core requirements to be eligible:
  - Canadian citizenship or permanent resident/landed immigrant status;
  - B.C. residency; and,
  - graduation from a public or group 1, 2, or 4 independent school, continuing education centre, or registered home-school arrangement.
- Each scholarship has its own criteria and selection process.
  - BC Achievement is based on grades 10–12 course results and is automatically awarded.
  - District/Authority is based on Ministry categories and school/district criteria; applications and selections are managed locally.
  - BC Excellence and Pathway to Teacher Education are application-based and are adjudicated by ministry-led committees of teachers.
- Recipients receive scholarship vouchers after graduation (in the fall) and redeem them through the Ministry with proof of tuition paid at designated trades training providers in B.C. (approved by SkilledTradesBC) or post-secondary institutions worldwide (approved by B.C. for Canada Student Loans).
- Vouchers are valid for five years, except Pathway to Teacher Education vouchers, which are valid for seven years to accommodate post-degree entry requirements for Bachelor of Education programs.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transitions/Learning and Education Programs

### **Key Outcomes:**

- Staff continue to adjust program delivery to ensure efficient and student-centred service.
- Scholarship policies are also continuously evaluated for how to best support student transitions to post-secondary study and ensure alignment with strategic priorities.

### **Statistics:**

- Most students redeem their scholarship within one year of receipt (except for Pathway to Teacher Education scholarship recipients), and redemption rates for all scholarships rise until vouchers expire.
- Current redemption rates for 2020/21 graduates (most recent cohort to have had one full year to redeem):
  - BC Achievement 61.68%
  - BC Excellence 76.36%
  - District/Authority 60.38%
- Final redemption rates for 2016/17 graduates (most recent cohort whose scholarships have expired—in fall 2022):
  - BC Achievement 87.20%
  - BC Excellence 98.19%
  - District/Authority 84.00%
- The most recent Pathway to Teacher Education scholarships to expire were for 2014/15 graduates; the final redemption rate for that cohort was 55%.
- Redemption rates for the Pathway to Teacher Education scholarship fluctuates year to year given the relatively small number of annual recipients; the final redemption rates are consistently lower than the rates for other scholarships because the award can be applied toward only one credential (i.e., K–12 teacher education programs) and only after obtaining the necessary prerequisites (e.g., post-degree entry requirements).

### **Funding:**

- The total value of available scholarships for 2022/23 school year graduates is \$17.25M. These scholarships will be awarded in fall 2023:
  - BC Achievement—\$10M
  - District/Authority—\$6.875M
  - BC Excellence—\$275K
  - Pathway to Teacher Education—\$100K

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transitions/Learning and Education Programs

- The budget for these scholarships from fiscal year 2024: is \$15.647M:
  - BC Achievement—\$9.5M
  - District/Authority—\$5.772M
  - BC Excellence—\$275K
  - Pathway to Teacher Education—\$100K
- The budgeted amount is less than the value awarded based on historical redemption rates.
- In the unlikely event of a sudden increase in redemption rates, an overage can be managed within the Ministry.
- The budget for the program's administration in fiscal year 2023 was \$43K.

### **Services to Ministry:**

- BC Mail Plus
- King's Printer

### **Delivery Partners:**

1. School districts
2. Independent schools
3. Post-secondary institutions

### **Background:**

- The program was implemented in 1987.
- In 2015/16, after consultation with K–12 and post-secondary partners, parents, and students, the program was redesigned:
  - increasing the dollar value of most awards;
  - replacing outdated awards with BC Achievement (academics) and BC Excellence (service and leadership); and,
  - adding the Indigenous Languages and Culture category to the District/Authority award.

**Contact:** Rob Hicks, Director, Student Transitions, (250) 213-5314

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## SERVICES and TECHNOLOGY DIVISION

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## Digital Strategies and Services

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Digital Strategies & Services Branch (DSSB)

### **Title: Information Security and Privacy**

**Date Revised:** January 25, 2023

#### **Key Messages:**

- The Ministry of Education and Child Care (ECC) is committed to providing exceptional privacy and security practices and protection for the Ministry.
- The Ministry is continuously improving its security and privacy practices:
  - Training and awareness activities such as Top Tech Tips.
  - Policy updates in response to an ever-changing threat landscape.
  - Security enhancements/upgrades to our information systems.
  - Expanded privacy outreach (advice and guidance) to School Districts.

#### **Key Facts Regarding the Issue:**

- The privacy team will be providing informational sessions throughout the year for ministry staff on a number of changes affecting the Privacy Impact Assessment (PIA) form, as well of other privacy related items stemming from the changes to the Freedom of Information and Privacy Protection Act (FOIPPA) An Omnibus PIA for data sharing between Ministry of Education and Child Care was completed to ensure the Order in Council to move Child Care into Education could move forward.
- A new ministry automated Security Threat Risk Assessment template was developed and implemented in July 2022.
- Consistent with government policies, the ministry has developed and communicated ministry-level policies such as the Employee Transfers and Terminations Data Transfer Policy, Portable Storage Device Policy, Emailing Sensitive Information Policy, Travelling with Government Devices Policy, Standard User Policy with Applications/Software Checklist, and the ECC Information Security and Privacy Standard.

#### **Key Outcomes:**

- Ministry staff and contracted service providers are trained and supported in their roles and obligations under all applicable policies and legislation, as they apply security controls and privacy best practices to all information (personal & non-personal) in their custody and control.
- Ministry projects, initiatives, services, activities and systems maintain compliance with FOIPPA and Government's Core Policy and Procedures.
- Ministry applications and IT infrastructure are regularly tested, and any security vulnerabilities identified are resolved.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Digital Strategies & Services Branch (DSSB)

- Through the COVID pandemic, ministry staff were informed and trained on how to ensure information stays secure and private, while using their government computer at home.

### **Statistics: 2022**

- More than 54 ministry information systems supporting education and childcare policies and program delivery.
- 13- Security Threat Risk Assessments (STRAs) or Statement of Acceptable Risk (Soar).
- 16 - Privacy Impact Assessments (PIAs).
- 200+ - Privacy Consultations
- 5 – Information Incidents reported by EDUC
- 439 - Security Notifications reviewed (109 - actioned).
- The only ministry to successfully pass the OAG's IT Asset Management Audit.
- Access Control Security Standards Document completed as part of the OCG Audit.
- Updated and implemented IDIR processes and procedures from the OAG IDIR Audit.

### **Funding:**

- \$5,000 budgeted for ongoing security vulnerability and penetration testing, including remediation work as required.

### **Services to Ministry:**

- Information security and privacy operational services and support are provided by a staff of five.
- The ministry conducts, risk analysis, documents and retains PIAs and STRAs on the many ministry applications to ensure government information remains in compliance.
- Privacy and Security consultative advice & resources are available to Ministry, K-12 and childcare external staff via shared email box.
- Compliance assessment, risk management, and information incident response services are provided in conjunction with CIRMO, OCIO and RMB.
- Information Incidents are reported, resolved and tracked.
- Mandatory employee privacy training (IM117) tracked by the MPO, 98% completion rate for 2021
- Information Sharing Agreements are reviewed and documented by the Ministry Privacy Officer (MPO).

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Digital Strategies & Services Branch (DSSB)

**Delivery Partners:**

1. Office of the Chief Information Officer (OCIO) – Information Security Branch.
2. Corporate Information and Records Management Office (CIRMO) – Privacy Compliance and Training Branch.
3. Government Risk Management Branch (RMB).

**Contact:** *Spencer Tickner, Executive Director and Chief Technology Officer for the Digital Strategies & Services Branch, Communicator Messages, (250) 589-0111*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Digital Strategies and Services Branch (DSSB)

### **Title: System Modernization**

**Date Revised:** March 13, 2023

#### **Key Messages:**

- The Ministry has applications essential for delivering services to the education sector on the Open Virtual Memory System (VMS), which has reached end of life.
- Government's Capital Investment Board has approved capital IT funding, to modernize the applications currently hosted on the Open VMS Platform.
- Replacement of the Capital Assets Planning System (CAPS/RDECP) and Independent Schools Information System (ISIS) were originally approved for modernization.
- Due to efficiencies and cost savings realized by using the Agile process for development, the Ministry was able to include the Transcript and Examination system (TRAX) and the Student Level Data system (SLD) to the Open VMS Modernization replacement portfolio.

#### **Key Facts Regarding the Issue:**

- CAPS/RDECP, ISIS, TRAX, and SLD all have common issues which exist for all business areas.
- Limited resources available to update and change the applications.
- Prohibitive cost and time required to update the applications.
- Not able to meet current demands from Ministry or public.
- Open VMS Platform is end of life.
- All systems in the portfolio will result in modernized applications which will support key business objectives and allow for continuous improvement required by the Ministry and the public.
- CAPS/RDECP and ISIS have been successfully transitioned from the end of life Open VMS platform to the easily configurable and maintainable Microsoft Dynamics platform.

#### **Key Outcomes:**

- CAPS/RDECP have been successfully replaced by a modern Microsoft Dynamics application, which has streamlined business process, increased visibility, and created a district portal allowing all stakeholders to operate within a single system.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Digital Strategies and Services Branch (DSSB)

- ISIS has been successfully replaced by a modern Microsoft Dynamics application, renamed the Independent School Funding System (ISFS). ISFS has streamlined business process and provided an easily configurable platform.
- Objective of this investment is to transition the outlined Ministry of Education applications off the OpenVMS platform.
- The new digital applications will provide a flexible and sustainable solution to Ministry stakeholders for our Capital Planning, Independent School funding systems, the Transcript and Examination process, and our 1701 student collection and secure file transfer.

### **Statistics:**

- The Capital Management Branch administers capital planning for the construction and maintenance of public schools, with a budget of ~\$1.0B being processed in 21/22.
- The Sector Resourcing & Service Delivery branch administers and calculates funding of ~\$400M for 320 (222 independent school authorities) BC certified Independent Schools for 5 Ministry programs.
- TRAX processes the graduation assessment results for all student and the graduation certification of all Grade 12 graduates (40 to 50K students).
- SLD collects and processes student level data from all 60 school districts, independent and offshore schools to inform the funding process of 570,000+ students

### **Funding:**

- IT capital funding totalling \$10.940M has been approved by the Capital Investment Board, funding commenced FY2019/20.
  - The allocation for 22/23 is \$2.182M.
  - The allocation for 23/24 is \$2.5M

### **Services to Ministry:**

- Ability to provide a stable, easy to use platform to facilitate the business needs of the Ministry.
- Reduce/eliminate need for outside of application workarounds to successful administer capital planning, independent school funding, Transcript and Examinations, and student data collection.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Digital Strategies and Services Branch (DSSB)

### **Delivery Partners:**

1. Office of the Chief Information Officer (OCIO) for infrastructure support and services.
2. Microsoft Dynamics and Openshift for software licenses and platform.
3. EY Design Studios (Formerly Freshworks Studios), CGI, and Quartech for architecture, design, development and implementation services.

### **Agreements:**

- Funding Letter from OCIO on behalf of the Digital Investment Board.
- Development contracts with EY Design Studios (Formerly Freshworks Studios), CGI, and Quartech.

**Contact:** *Spencer Tickner, Executive Director and Chief Technology Officer for the Digital Strategies & Services Branch, Communicator Messages, (250) 589-0111*



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Digital Strategies & Services Branch (DSSB)

### **Title: Workplace Technology Services**

**Date Revised:** January 24, 2023

#### **Key Messages:**

- Technology Services provides corporate support for Ministry Line of Business (LOB) Helpdesk and IT Asset management services. Services include:
  - Onboarding/Offboarding of employees
  - Workplace desktop support
  - Technology procurement (iStore)
  - Telephony (Unified Communications & Cellular) support
  - Network (LAN & Wireless)

#### **Key Outcomes:**

- The ministry is 98% mobile enabled. Clients utilize a laptop as their main computer which allowed a smooth transition to remote work during COVID.
- The Technology Services team works in partnership with the Office of the Chief Information Office (OCIO) to provide technology services and products for ministry clients.
- Education was the single ministry that was found to be in compliance by the Auditor General Asset Management Audit, and the Centrally managed IT Asset service was recognized in the report.
- Technology Services leverages provincial government procurements to establish technology standards and reducing costs.

#### **Key Goals:**

- Provide technology services and products to clients in a timely manner.
- Ensures ministry workstations, LOB software remain compliant with security patches and updates.
- Continually inform and educate staff on fair practices surrounding emerging Cybersecurity threats and how to safeguard personal and private information .
- Asset management is accurate, relevant and the “source of truth”.
- Act as a liaison/advocate for clients with OCIO when there are technology concerns and/or issues.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Digital Strategies & Services Branch (DSSB)

### **Statistics: 2022**

- Migration of Child Care staff (400) and their IT assets was completed in November, 2022
- Name Change from Education to Education and Child Care was successfully completed on October 23, 2022
- Migration to internal helpdesk from contracted vendor was successfully completed on November 30 and fully supported by ministry staff on December 01, 2022
- Technology Services has over 835 clients in three locations
- K-12 staff is located at 620 Superior, Victoria
- Teacher Certification Branch (TCB) is located at 400 – 2025 W.Broadway, Vancouver; expecting to be relocated to 1550 – 555 West Hastings and #201 – 828 West 8<sup>th</sup> Ave in July 2023 .
- Child Care Division (CCD) is located at 835 Waterfront, Victoria
- 220 staff use a cellular mobile device.
- Total tickets opened by our Helpdesk - 4,165
  - Assigned to Helpdesk – 359
  - Assigned to LoB Incidents – 64
  - Onboarding Requests – 202
  - Offboarding Requests - 201
  - iStore orders - 941
  - Assigned to OCIO - 1417

### **Funding:**

- \$1.129M budgeted for technology services and assets:
  - Hardware/Software.
  - Share File and Print Storage
  - Incremental Storage
  - SharePoint
  - Cellular mobility

### **Services to Ministry:**

- Technology services and support are provided by a dedicated staff team
  - Deskside support o Technology Equipment Loaners
  - Connectivity
    - Mobility
    - Telephony
  - Technology based training advice/ resources are available to Ministry.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Digital Strategies & Services Branch (DSSB)

### **Delivery Partners:**

1. Office of the Chief Information Officer.
  - Workplace Services (77000).
  - Corporate Software Assets Management (CSAM).
  - Customer Service Center (CSC).
2. Telephony Vendors (Telus/Rogers).
3. Helpdesk Services (CGI).

### **Agreements/ Documentation:**

- Technology Services (Shared Services) The B.C. government provides ministries and BPS with strategic technology products and services.
- Telecommunications Services Master Agreement (TSMA).

**Contact:** *Spencer Tickner, Executive Director and Chief Technology Officer for the Digital Strategies & Services Branch, Communicator Messages, (250) 589-0111*

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## Online Learning and Educational Resources

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## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Online Learning and Educational Resources

Branch/Service and Technology Division

### **Title:** Online Learning Model

**Date Revised:** January 25, 2023

#### **Key Messages:**

- Every child deserves access to consistent, high-quality education programs, whether they are learning online, remotely or in the classroom, no matter where they live.
- Online Learning is a flexible delivery model that allows students to connect with their teacher from anywhere using a wide variety of online and electronic tools; it may also include other forms of learning such as correspondence and teleconferencing. Online Learning can be used to provide students with a fully online program or to enhance traditional in-person classroom-based learning.
- Challenges with the existing Online Learning model were identified, including lower course completion rates, inconsistent quality of resources, and lower success rates for First Nations students.
- A new Online Learning model is being implemented to create more consistent, equitable, and accountable Online Learning programming in B.C, including the establishment of Provincial Online Schools, a Provincial Learning Management System (D2L's Brightspace), and a robust Accountability and Quality Assurance (AQA) process focused on improving student outcomes.
- The new Online Learning model will be implemented in both public and independent schools on July 1, 2023.
- The Ministry continues to consult with Indigenous partners, sector members, and Rightsholders to address issues of access to quality Online Learning, equity of access, and accountability to measure and ultimately ensure student success.

#### **Key Facts Regarding the Issue:**

- In 2019, the Online Learning Working Group (OLWG) recommended a new model to improve the quality, consistency, and equity of Online Learning in BC. This included consolidating the seven interim Online Learning policies, creating a provincially supported infrastructure, including a Provincial Learning Management System (LMS), Provincial Online Learning Schools (POLS), and access to Online Learning resources.
- Work to modernize Online Learning is currently underway. In March 2020, the Ministry introduced Bill 8, amending the *School Act* and the *Independent School Act* to replace Distributed Learning with Online Learning, and requiring a board to have an Agreement with Minister in order to deliver all or part of an education program through Online Learning to students who are not resident in the board's district, are registered as homeschoolers, or are enrolled in another board or authority's school.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Online Learning and Educational Resources

**Branch/Service and Technology Division**

- On July 1, 2023, only schools with a Ministerial Agreement will be able to enrol students from anywhere in B.C. (i.e., out of district enrolment). These will be the Provincial Online Learning Schools.
- The selection and approval of the Provincial Online Schools was done through an expression of interest that was open to all school districts or authorities operating an online school in 2022-23. A review panel assessed all submissions and selected 18 school districts and 16 independent schools as provincial online schools.
- The independent online schools do serve a number of students with diverse abilities and neurodiversity, so will be able to continue serving this population.
- The Provincial Online Learning Schools (public and independent) were announced publicly on January 27, 2023. The Ministry also launched Online Learning BC, a new website for parents and students to search for programs and courses offered by Provincial Online Learning Schools.
- District Online Learning Schools will continue to operate and will provide Online Learning to students who are resident or ordinarily resident of the district. These schools are not required to have Ministerial Agreements to operate. The Ministry is working with District Online Learning Schools, sector partners, and Indigenous Rightsholders to support schools, students, and families with the transition.
- Provincial Online Learning Schools (public and independent) will launch on July 1, 2023, in conjunction with the new Online Learning Policy and Procedures Guide.

### **Key Outcomes:**

#### General

- Only 18 school districts and 16 independent school authorities operating Provincial Online Learning Schools will be eligible to offer Online Learning to students outside their jurisdiction.
- Services to special needs students within online programs will continue.
- School districts without Minister's Agreements will be able to continue operating District Online Learning Schools serving only students within their jurisdiction.
- A new Accountability and Quality Assurance (AQA) process will be implemented ensuring all students have access to high quality Online Learning.
- A single new Online Learning policy will replace the current seven interim policies effective July 1, 2023.
- The Ministry will continue to work with schools and support their transition plans for any students impacted by the changes for the 2023/24 school year.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Online Learning and Educational Resources

**Branch/Service and Technology Division**

### Statistics:

Statistics:***		2019/20**	2020/21	2021/2022
OL Student Headcount	Public	46,700	71,217	59,912
	Independent	12,522	14,886	14,588
	Adults	9,463	11,984	10,875
	*Total	58,577	85,263	73,744
Headcount – OL Students with Diverse Abilities and Disabilities	Public	1,165	2,417	2,027
	Independent	2,728	3,278	3,334
	*Total	3,889	5,689	5,356
FTE	Public	10,743	24,354	17,353
	Independent	9,747	12,034	11,839
	Adults	1,086	1,809	1,344
	Total	20,491	36,388	29,193
Completed Courses (Course Completion Rate)	Public	49,370 (72%)	87,361 (70%)	59,654 (61%)
	Independent	73,356 (85%)	89,937 (87%)	83,124 (82%)
	Total	122,726 (79%)	177,298 (78%)	142,778 (72%)
Cross-Enrolled (OL Students also enrolled in a different facility type)	Grades 8-12	32,195	46,757	39,294
*Total is based on distinct students				
**2019/20: Public data is Sept & Feb only as May count was cancelled. Indy includes all three counts				
***: headcount and FTE data submitted in August 2022 included all months, while current data includes only September, February and May data collections.				

### Funding:

- In the 2021/22 school year, \$219.1M was allocated to districts and authorities through the annual operating grant (including supplemental funding).
- Public OL Funding: In 2021/22 SY, public Online Learning school funding totals \$122,731,936, (including \$19,460,940 in special education funds).
- Independent OL Funding: In 2021/21 SY, independent Online Learning school funding totalled \$96,340,942 (which included \$59,111,575 in special education funding).
- Basic allocation per OL student (school-age) is \$6,360; bricks & mortar receive \$7,885 (2021/22 SY)
- Adults are funded at \$629 per 4-credit course (2021/22 SY)

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Online Learning and Educational Resources

Branch/Service and Technology Division

- All independent OL schools are Group 1 (funded at 50% of the public OL school rate)
- Three enrolment counts occur during the school year: Sept, Feb, and May
- Basic Allocation is provided at 100% (Sept enrolment), 50% (Feb), & 33% (May) of the rate for K-9, while Grade 10-12 & adults are funded per course for all enrolment counts.

### **Delivery Partners:**

1. BC school districts
2. Western Canadian Learning Network (WCLN)
3. Federation of Independent School Associations (FISA)
4. D2L's Brightspace Learning Management System (LMS): an educational software application for hosting courses, communication, learning tools, digital resources, and interactive lessons. D2L was selected as the Provincial LMS in October 2021. POLS-Public and POLS-Independent will be fully onboarded to Brightspace by July 1, 2023. As of Spring 2022, all other interested boards/authorities have the option to onboard to the Provincial LMS.

### **Agreements:**

- 47 Boards and 16 independent school authorities hold Interim Online Learning Agreements with the Minister for the 2021/22 school year. All interim agreements have been extended for the 2022/23 school year.
- International Education have an interim agreement with the School District 73 Business Company to offer DL (OL) services to offshore school students.
- A Master Services Agreement for the Provincial LMS was signed in November 2021 with D2L Corporation, effective for an initial five-year term with no fee increases for an extension of term services. A Memoranda of Understanding (MOU) is required for boards/authorities who onboard to the Provincial LMS with a three-year term.
- In December 2022, 18 Boards and 16 Independent School Authorities operating Provincial Online Learning Schools (POLS) signed online learning Agreements with the Minister for 2023-2026.

**Contact:** *Sophia Palahicky, Executive Director, Online Learning and Educational Resources, (250) 952-1852*



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Online Learning and Educational Resources

**Branch/Service and Technology Division**

### Appendix A: List of Provincial Online Learning Schools (Public)

School District	Provincial Online Learning School Name
08 Kootenay Lake	ELEV8 DESK and Elev8 Homelinks
34 Abbotsford	Abbotsford Virtual School
35 Langley	Langley Online & Distributed Learning
36 Surrey	Surrey Academy of Innovative Learning (SAIL)
37 Delta	Home Quest
39 Vancouver	Vancouver Learning Network and SD39 DL Elementary
40 New Westminster	New Westminster Online Schools and Home Learners' Program
41 Burnaby	Burnaby Online Program
43 Coquitlam	Coquitlam Open Learning and APEX
44 North Vancouver	North Vancouver Online Learning
47 Powell River	Partners in Education Program (PIE)
58 Nicola-Similkameen	South Central Interior Distance Education School (SCIDES)
60 Peace River North	The Key Learning Centre
63 Saanich	South Island Distance Education School (SIDES)
71 Comox Valley	North Island Distance Education School (NIDES)
73 Kamloops/ Thompson	Kamloops Open Online Learning (@KOOL)
91 Nechako Lakes	EBUS Academy
93 Conseil Scolaire Francophone	Ecole Virtuelle
Total 18 School Districts	

### Appendix B: List of Provincial Online Learning Schools (Independent)

Independent Online Learning School Name	Location
Anchor Academy (DL)	Salmon Arm
ASCEND Online Distributed Learning	Kamloops
Bulkley Valley Christian Distributed Learning	Smithers
CHEK-ABC	Nelson
Christian Homelearners eStreams	Grindrod
Fawkes Academy DL	Richmond
Heritage Christian Online School (DL)	Kelowna
iLearn DL Secondary School	Surrey
KLEOS Open Learning (DL)	Kelowna
Oak & Orca School (DL)	Victoria
Pathways Academy Distributed Learning	Prince George
Regent Christian Online Academy	Victoria
SelfDesign Learning Community (DL)	Vancouver
Traditional Learning Academy Online	Surrey
Valley Christian School DL	Mission
West Coast Adventist DL School	Abbotsford
Total 16 Authorities	

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Online Learning and Educational Resources

**Branch/Service and Technology Division**

### Appendix C: List of District Online Learning Schools (Public)

School District	School Name
05 Southeast Kootenay	Kootenay Discovery School
06 Rocky Mountain	Rocky Mountain Distributed Learning School
10 Arrow Lakes	Arrow Lakes Distributed Learning School
22 Vernon	vLearn.ca
23 Central Okanagan	Eschool23
27 Cariboo-Chilcotin	GROW - Graduation Routes Other Ways
28 Quesnel	Quesnel Distributed Learning School
33 Chilliwack	Fraser Valley Distance Education School
35 Langley	UConnect
37 Delta	Delta Access
38 Richmond	Richmond Virtual School (RVS)
42 Maple Ridge-Pitt Meadows	SD 42 Connected Learning Community
46 Sunshine Coast	Students Participating in Distance Education Resources (SPIDER)
48 Sea to Sky	Sea to Sky Online School
50 Haida Gwaii	SD 50 Distributed Learning Program
53 Okanagan Similkameen	YouLearn.ca - DL
54 Bulkley Valley	Bulkley Valley Education Connection
57 Prince George	Central Interior Distance Education School (CIDES)
59 Peace River South	South Peace Distributed Learning School
61 Greater Victoria	The Link
62 Sooke	Juan de Fuca Distributed Learning (JDFL)
64 Gulf Islands	64GO
67 Okanagan Skaha	ConnectEd - Distributed Learning
68 Nanaimo-Ladysmith	Island ConnectEd K-12
69 Qualicum	Collaborative Education Alternative Program (CEAP)
70 Pacific Rim	Choices DL
72 Campbell River	eBlend
75 Mission	Summit Learning Centre
78 Fraser Cascade	Fraser Cascade Open Learning
79 Cowichan Valley	Cowichan Valley Distributed Learning
82 Coast Mountains	North Coast Distance Education School (NCDES)
83 North Okanagan Shuswap	Education Outreach Program
Total: 32 School Districts	

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Online Learning and Educational Resources Branch/  
Service and Technology Division

### **Title: Open School BC**

**Date Revised:** January 19, 2023

#### **Key Messages:**

- Open School BC (OSBC) designs, develops and delivers educational, training and professional learning resources, on a full cost recovery basis, to the K-12 sector, Ministries and the broader public sector.
- OSBC was a 2016 Premier's Award Regional Recipient in Organizational Excellence.
- OSBC was named as one of the Top 10 Places to Work in the BC Public Service in 2007-14, 2016 and 2018, and 2020.

#### **Key Facts Regarding the Issue:**

- Provides learning management system (LMS) infrastructure and hosting services to districts and independent schools on a cost recovery, shared service delivery model to support professional learning resources to school district staff.
- Provides high quality open educational resources, created in collaboration with BC teachers, to support curriculum implementation.
- Provides services to other branches in our ministry to develop curriculum implementation and professional learning supports, including Curriculum, Early Learning, Inclusive Education, Student Wellness & Safety, and French Programs, on a cost recovery basis.
- Functions as a shared service to other ministries and public sector agencies on a cost recovery basis.
- Key COVID initiatives:
  - Keep Learning: a website that provides information, activities and resource suggestions for parents and caregivers to support their child's learning
  - Blended learning course for educators: provides tools and strategies for incorporating blended learning into the classroom

#### **Key Outcomes:**

- Clients have access to secure, reliable, safe, and supported e-learning infrastructure
- Students, parents, and graduated adults have access to high quality resources at no cost

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Online Learning and Educational Resources Branch/  
Service and Technology Division

- Effective curriculum implementation supports for teachers
- Accessible and cost-effective professional learning and training for district staff
- Customized development of education and training materials for clients across the public sector

### **Statistics: April 1, 2022 – January 19, 2023**

- K-12 Sector
  - 7 school districts access Occupational Health & Safety Training and Bullying and Harassment Training through LMS hosting service/3,468 unique users
  - 344,023 pageviews of Keep Learning
  - 814 enrollments in Blended Learning: Creating a Flexible Classroom
- Ministries/Public Sector Organizations
  - 21 organizations in LMS and web-server hosting service
  - 37 e-learning/instructional and support projects
- OSBC Staff
  - 17 staff with skills in project management, instructional design, content and media development, graphic design, and programming

### **Funding:**

- In FY23 OSBC transitioned to a full cost recovery model. Costs associated with program delivery will be recovered through service agreements with the clients that OSBC serves. The initial FY23 budget allocation is as follows:
- Total admin: \$3.031M
- Total recovery: \$3.035M

### **Services to Ministry:**

- Learning/training needs assessment
- Development of instructional support and training resources, including:
  - Instructional media
  - e-learning courses/websites
  - Unit/lesson/activity plans
  - Training manuals
- Learning Management System (LMS) hosting support and services
- e-Commerce portal

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Online Learning and Educational Resources Branch/  
Service and Technology Division

### **Delivery Partners:**

1. King's Printer and SAP team, CITZ
2. DCV: warehousing
3. BC Mail Plus: distribution

### **Agreements:**

Advice/Recommendations; Government Financial Information

- 

**Contact:** *Sophia Barton-Bucknor, Director, Open School BC, Online Learning and Educational Resources, (250) 514-1167*

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## Student Information, Data and Education Network Services

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Information, Data & Education Network Services

### **Title: B.C. Training and Education Savings Program (BCTESP)**

**Date Revised:** February 3, 2023

#### **Key Messages:**

- The B.C. Training and Education Saving Program (BCTESP) is a statutory entitlement program, built on the Children's Education Fund (CEF) established in 2007, under the *Special Accounts Appropriation and Control Act (SAACA)*.
- Budget 2013 announced the transition of the CEF into the BCTESP. The \$1,200 BCTES grant represents the initial \$1,000 CEF investment plus projected investment returns accumulated.
- Each year \$1,000 is invested into a Special Account for every child born on or after January 1, 2006 to make higher education more affordable. Due to lower than expected uptake rates and accumulation of a significant cash balance within the Special Account, contributions have been suspended since *Budget 2021* until additional funding is required to support grant payments.
- The BCTESP provides a one-time grant of \$1,200 into the Registered Education Savings Plans (RESPs) of eligible children.

#### **Key Facts Regarding the Issue:**

- Children are eligible over a 3-year window, between their 6<sup>th</sup> birthday and the day before their 9<sup>th</sup> birthday. Alternate deadlines were provided for earlier cohorts of children (born in 2006 through 2009) to ensure everyone had a full three years to apply.
- Parents/guardians apply for the grant on behalf of their children through participating financial institutions that have an agreement with one of the [56 promoters](#) of the grant.
- To support equivalent access for children in care, SAACA authorizes the Ministry of Children and Family Development (MCFD) to request funds from the BCTESP Special Account.
- MCFD has named the Victoria Foundation as administrator of the fund, which is known as the Learning Fund for Young Adults (LFYA). LFYA contributions are determined by a count of eligible children aged 6 in care each year.
- An MOU between the Ministry of Education and Child Care (ECC) and MCFD outlines the roles and responsibilities for annual transfers. As of March 31, 2022, payments to LFYA totaled \$4.36M.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Information, Data & Education Network Services

### **Key Outcomes:**

- Deadlines for 2006 to 2012 cohorts have passed. An average 50% of the estimated eligible children received the grant. The exception is for those born in 2006, where the uptake was 43.5%.
- ECC began receiving individual-level uptake data from its federal partners in early 2020. The new data will be used to identify and target eligible children who have yet to receive the grant.
- COVID-19 restrictions on public gatherings, school closures and the redirection of resources required plans to target eligible children and seek new champions to host sign-up events to be put on hold.
- ECC is working with federal partners, who promote Canada RESP grants, to explore new opportunities for outreach.

### **Statistics:**

- As of December 2022, 239,269 children have received the grant, totalling over \$287M.

Uptake rates for children **no longer (turned 9 years old)** eligible:

Birth Year	Est. # Eligible	# Received	% Received
2006	47,937	20,840	43.5%
2007	47,535	24,864	52.3%
2008	48,027	25,022	52.1%
2009	47,934	25,442	53.1%
2010	49,288	24,728	50.2%
2011	49,142	24,413	49.7%
2012	49,787	24,942	50.1%

### **Funding:**

- Total 2018/19 expenses were \$43.59M. Note: increased to include the 2012 cohort.
- Total 2019/20 expense was \$38.03M.
- Total 2020/21 expense was \$30.72M.
- Total 2021/22 expense was \$30.60M.
- Total 2022/23 expense estimate \$29.94M.



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Information, Data & Education Network Services

### **Services to Ministry:**

- BCTESP is administered, under an Agreement, in partnership with Employment and Social Development Canada (ESDC). ESDC uses existing RESP infrastructure to process enrolment applications from participating promoters.
- ESDC sends monthly invoices to ECC for payment to the Government of Canada. These funds are then deposited into eligible applicant's RESPs.
- ESDC grant administration costs are approximately \$450,000 per year.

### **Delivery Partners:**

- 56 promoters, including credit unions and all major Canadian banks (i.e. CIBC, Royal Bank, TD Bank, BMO, Scotiabank, and HSBC Bank of Canada).
- Government of Canada, Ministry of Children and Family Development, Victoria Foundation.

### **Agreements:**

- BCTESP is administered, under an Agreement, in partnership with Employment and Social Development Canada (ESDC).
- A renewal of the agreement is currently under legal review and will replace the old agreement in early 2023/24.

### **Background:**

- The \$1,200 Grant helps parents plan and save early for their child's post-secondary education.
- There are no additional fees or financial contributions needed to receive the \$1,200, so parents and families who can't afford to put aside savings at this time can still apply for BCTES grant and start an RESP.
- Although the Covid-19 pandemic has raised challenges, promotion efforts have continued on ensuring indigenous communities and low-income families are receiving the Grant.

**Contact:** Jennifer Wray, Executive Director, Student Information, Data and Education Network Services, (250) 217-3470

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Data Management / Student Information, Data and Education Network Services (SIDENS)

### **Title:** Data Policy and Collections

**Date Revised:** January 24, 2023

#### **Key Messages:**

- As per the current [School and Student Data Collection Order \(M152/29\)](#) [Reports, Records and Data Submission Order - Independent Schools Act](#) and [Enhancing Student Learning Reporting Order](#) public school boards and/or independent schools must collect and submit specific data and/or reporting per established processes and pre-defined intervals throughout the year.
- Data collected by districts, schools and other education stakeholders is used by the Ministry for funding, grant allocation, policy and program management, capital and strategic planning, predictive analysis and public reporting available via [BC Student Success](#) and the [Data Catalogue](#)
- The ministry holds a vast amount of data and has robust analytics that inform the sector on trends and statistics, driving the way forward for education in B.C.
- The ministry is modernizing and streamlining its data management processes and applications to align with the new Gender and Sex Standard, [Declaration on the Rights of Indigenous Peoples Act](#) and the [Anti-Racism Data Act](#).

#### **Key Facts Regarding the Issue:**

- Data collected by districts, schools and other stakeholders includes:
  - Enrolment data for funding purposes
  - Class Size
  - Student Achievement
  - Workforce data
  - Nominal role data
- For a full list of Ministry, stakeholder and public reporting services please see [Appendix I – Data Release and Reporting Schedule](#).
- The Ministry and all education partners must abide by specific acts, legislation and policies related to the collection, management and retention of all personal information and/or student data per the above collection orders and other related BC Government acts, orders and policies for managing, storing and using information.

#### **Key Outcomes:**

- Data collection results directly impact enrolment funding to schools and districts in the province.
- The ministry measures student enrolment by both headcount and funded full time equivalent (FTE) for the public and independent school systems.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Data Management / Student Information, Data and Education Network Services (SIDENS)

- Further, data collected provides the ministry and sector with key information for the purposes of tracking and monitoring enrolment trends in schools and programs.
- The data informs analytics that guide the way the ministry and sector focuses its priorities, and informs decision making.
- Related to Ministry business processes that collect, manage or use student data, there has been considerable effort by Ministry staff to improve, streamline and enhance these services, which has in turn resulted in administrative time and cost savings for the Ministry, districts and schools.

### **Statistics:**

There are approximately 76 collections and/or reports required annually via various formats, schedules, and timelines.

### **Delivery Partners:**

- First Nation, Public, and Private school administrators
- BC Public School Employers' Association (BCPSEA)

**Contact:** *Jennifer Wray, Executive Director, Student Information, Data and Education Networks, (250) 217-3470*

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Data Management / Student Information, Data and Education Network Services (SIDENS)

### Appendix 1 Data Release and Reporting Schedule

Data Collection Name	Authority	Timeframe	Data Collected	Purpose
<b>1701</b>	School and Student Data Collection Order (M152/89)	Quarterly	<b>Student enrolment data:</b> <ul style="list-style-type: none"> <li>Name, birth date, gender, grade level and postal code</li> <li>Language program enrolment</li> <li>Indigenous Education program enrolment</li> <li>Indigenous self-identification and reserve residency</li> <li>Special Needs category enrolment</li> <li>Number of courses</li> <li>February submission includes youth taking trades training courses</li> </ul>	<p>Determines funding allocations for schools and districts</p> <p>Provides the ministry and sector with data for the purposes of knowing enrolment information about Offshore schools, tracking student movement between schools, and monitoring enrolment trends in programs.</p>
<b>Class Size</b>	School Act	Annually	<ul style="list-style-type: none"> <li>Number of students in every class for each school</li> <li>Total education assistants</li> </ul>	Confirming schools are meeting the supreme court guidelines for class sizes.
<b>1601</b>	School and Student Data Collection Order (M152/89); Reciprocal Tuition Agreement	Annually in September, and ad hoc as needed to maintain accuracy	<b>Public, and First Nation School information:</b> <ul style="list-style-type: none"> <li>Name, physical and mailing address, telephone and facsimile number and email address</li> <li>Name of principal or head teacher</li> </ul>	For communications regarding characteristics of schools.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Data Management / Student Information, Data and Education Network Services (SIDENS)

<b>1602</b>	Reports, Records and Data submission Order (I1/91)	Annually in September	<b>Independent school information:</b> <ul style="list-style-type: none"> <li>• Authority, authority number</li> <li>• Address, email address, telephone</li> <li>• Signing authority</li> <li>• Umbrella association</li> <li>• Incorporation, annual report, if applicable</li> </ul>	To update information on independent school authorities and to determine the standing of the authority with the Registrar of Companies
<b>Student Achievement Data Exchange (SADE)</b>	School and School Data Collection Order (M152/89); Reports, Records and Data Collection Order (I1/91)	Quarterly	Graduated Adult course completions.	To determine completion funding for graduated adults.
<b>Employment Data &amp; Analysis System (EDAS)</b>	School and Student Data Collection Order (M152/89)	Quarterly	Employment data from the public school system	Public school information: <ul style="list-style-type: none"> <li>• By school districts for workforce management and collective bargaining</li> <li>• By BCSPEA to support the Sustainable Workforce Initiative, HR best practices, and collective bargaining</li> <li>• By the ministry for data required to allocate funding</li> </ul>
<b>Reciprocal Tuition</b>	Reciprocal Tuition Agreement	Annually in September	Student information: <ul style="list-style-type: none"> <li>• PEN (if applicable), legal name, date of birth, gender, grade, number of courses</li> </ul>	Funding for students living off reserve and attending a non-independent First Nation school.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Information, Data & Education Network Services

### **Title: K-12 Next Generation Network (NGN)**

**Date Revised:** January 19, 2023

#### **Key Messages:**

- Next Generation Network (NGN) delivers internet connectivity and cybersecurity firewall services to every public school and School District office in the Province of B.C.
- NGN was launched in 2014, at the request of School Districts, to upgrade/replace the previous provincial learning network (PLNET).

#### **Key Facts Regarding the Issue:**

- NGN is one of the largest Public Sector networks in Canada and is dedicated to BC Public Schools.
- Services were designed and are managed in partnership with School Districts and industry experts.
- The ministry relies on the strategic relationships with the Ministry of Citizen Services, School Boards, and vendors to deliver telecom and cybersecurity firewall services to schools.
- Services are reviewed periodically to ensure they meet the growing demand of schools and the changing nature of how technology impacts on student learning.
- Costs of the NGN Services are shared between the Ministry and School Districts.
- Funding from school districts is recovered through the Digital Services Recovery fee.

#### **Key Outcomes:**

- Through the firewall service, the NGN provides a layer of protection from cyber-attacks and can block inappropriate content found online.
- NGN supports the delivery of the B.C. curriculum and personalized learning agenda by providing safe and reliable internet connections for access to digital resources and web applications hosted in School Districts or in the cloud.
- The service leverages large government contracts to centralize the procurements and reduce overall cost of telecom and firewall services for school districts

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Information, Data & Education Network Services

### **Statistics:**

- Connects over 1600 B.C. public school facilities
- Manages 350 Gigabits of network and Internet access
- Supports over 1500 Firewall appliances deployed to provide cybersecurity services, intrusion detection and prevention
- In 2022, the NGN helpdesk handled on average 75 network incidents and 14 security incidents per month.

### **Funding:**

- 2022/23: \$35.4M
  - Salaries and Benefits: \$0.85M
  - School District Entitlement for NGN: \$22.7M
  - Digital Service Recovery (NGN): \$11.9M

### **Delivery Partners:**

1. TELUS (Internet, WAN and Security Services)
2. Kyndryl- IBM (Security Services)
3. Alternate Vendors include: NWTEL, CityWest, ABC Communications, Navigata, PWI, Starlink, LISIMS

### **Agreements:**

- Telecommunications Services Master Agreement (TSMA) – (TELUS)
- Enhanced Cybersecurity Service Agreement (ECS) (Kyndryl-IBM)
- Master Telecom Service Agreements (OCIO)
- Telecom services - Perfect World Innovation
- Transfer Under Agreements (Self-Provisioned School Districts)

### **Background:**

- The Ministry is working in collaboration with Telecom Office (OCIO) on the Next Generation Telecom Service Procurement that will replace the TSMA (contract ending July 2023). Telecom impact on the NGN budget ~\$23M/yr

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Information, Data & Education Network Services

- The Ministry recently completed a 3-yr extension of the licensing and support of the firewall services provided by ECS (contract ended Jun 2022). ECS impact on the NGN budget ~\$5M/yr.

**Contact:** *Jennifer Wray, Executive Director, Student Information, Data & Education Networks, (250) 217-3470*



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** MyEducation BC / Student Information, Data and Education Network Services

**Title:** MyEducation BC

**Date Revised:** January 26, 2023

**Key Messages:**

- MyEducation BC is a comprehensive web-based student information service (SIS) that schools use to collect, store, and manage:
  - demographics
  - enrollment
  - programs/courses
  - schedules/timetables
  - attendance
  - achievement
  - reports
  - individual education plans
- MyEducation BC is used to track enrollment and participation of early learners registered in StrongStart programs.
- Students and parents can access their student records and collaborate with teachers through a web-based portal.
- Students and parents can now use their BC Services Card as an authentication method for accessing their MyEducation BC account.
- There has been a steady increase in teacher, parent and student accounts and usage year over year.
- This Provincial service has demonstrated unanticipated value in response to COVID as a mechanism for broad communications to the field and for daily student attendance tracking and reporting.
- MyEducation BC complies with provincial security and privacy standards.
- As of 2020/2021, usage fees for MyEducation BC were assessed as part of the new Digital Service Recovery framework which also includes Next Generation Network (NGN), and ShareEdBC. The cost/student to districts has not increased since 2002.
- The Ministry has completed the successful negotiation of an extension to the contract with our vendor, Fujitsu, securing a stable cost model and services for school districts and school authorities through to 2028.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** MyEducation BC / Student Information, Data and Education Network Services

### **Key Facts Regarding the Issue:**

- MyEducation BC provides secure, consistent, and reliable access to a single educational record for students in B.C.
- As of January 2023, all 60 public school districts and 261 independent schools use the service and remaining independent schools continue to onboard.
- Yukon also has an agreement with the Ministry of Education to use the service.

### **Key Outcomes:**

- MyEducation BC supports standardized processes and data across public school districts and independent school authorities, which enables integrated data capabilities, improved data quality and integrity, consistent and streamlined data collection and reporting processes.
- The provincial service is continuously improved for districts, schools, teachers, students, and parents, to optimize support for B.C.'s curriculum. (e.g., online registration, online forms and payment, Individual Education and Annual Instruction Plans)
- MyEducation BC improves communication between teachers, students, and parents to support student success (e.g., families can use any web-enabled or mobile device to check progress, reports, attendance, assignments, and other information).
- The service continues to expand to include new features that support student learning (e.g., family and student portals, teacher gradebooks, competency based individual education plans, annual instructional plans and report cards).
- MyEducation BC has implemented additional fields for children and youth in care and streamlined attendance and withdrawal codes to support better tracking of students.
- The system has been upgraded to support Indigenous language characters in both demographic and comment fields.

### **Statistics:**

**MyEducation BC is used in:**

2,143 schools, including:

- All 60 public school districts
- 261 independent schools
- 22 Yukon schools
- 7 First Nations schools

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** MyEducation BC / Student Information, Data and Education Network Services

**Active student/early learner records (including Yukon):**

- 708,537

**Active MyEducation BC accounts:**

- 323,214 students
- 401,613 parents
- 78,216 district, school staff and teachers

**Funding:**

- Total annual budget for FY23 is \$13.2M, which includes operations, support costs and improvements.
- Service costs are shared between ministry and school districts (20/80 split on Fujitsu contract), in total \$10.2M is forecast to be recovered from school districts and independent schools via the Digital Service Recovery.

**Delivery Partners:**

1. Fujitsu Consulting (Canada) Inc. delivers MyEducation BC to school districts/authorities on behalf of the ministry.
2. School districts/authorities appoint representatives to the Service Management Council, which provides governance in partnership with the Ministry of Education and Child Care.

**Agreements:**

- In November 2013, the Ministry of Education and Child Care entered into a contract with Fujitsu Consulting (Canada) Inc. to deliver the hosted student information service through to 2025.
- The original contract value was \$96M.  
A three year extension to the contract has been finalized which will extend the end of the contract to March 31, 2028.
- School districts, independent school authorities, and Yukon signed memoranda of understanding with the Ministry of Education and Child Care that specify the commitment, roles, and responsibilities of the parties with respect to the school authority's participation in the service.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** MyEducation BC / Student Information, Data and Education Network Services

- As of January 2023, independent schools declining to onboard to MyEducation BC have had a \$15 per student surcharge implemented. This new recovery will be applied to modernization efforts for Ministry digital systems.

**Contact:** *Jennifer Wray, Executive Director, Student Information, Data and Education Network Services, 250 217-3470*

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transcripts and Graduation Certification/  
Student Information, Data, and Education Networks

### **Title: Student Transcripts and Graduation Certification**

**Date Revised:** January 25, 2023

#### **Key Messages:**

- The Ministry of Education and Child Care (ECC) sets requirements for graduation and related provincial programs and determines whether students have met these requirements in order to provide graduation documentation and an official transcript service. These services are dependent on student achievement data provided by schools.
- Graduating students are issued a free, official B.C. graduation certificate by ECC, which is signed and delivered by their graduating school.
- The ECC transcript is the student's official record of final grade 10-12 course marks, credits, assessment and examination results, and graduation status.
- ECC's electronic Student Transcripts Service (STS) was launched in 2017. STS enables current and former students to view, order and send transcripts at any time.
- Current and recently graduated (<6 months) students may order one free paper transcript for themselves and up to 25 free transcripts for post-secondary applications through STS.
- Former students may order transcripts and graduation certificates at a cost of \$10 per copy.

#### **Key Facts Regarding the Issue:**

- The STS allows students to securely:
  - Preview and order transcripts to send to post-secondary institutions (PSIs), themselves or any third party of their choosing;
  - View the status of their past and current transcript orders;
  - View provincial examination/assessment results;
  - View scholarships awarded under ECC's Provincial Scholarships Programs.
- Transcript data are delivered to PSIs in three formats, depending on the PSI.
  - Digital XML data transfer - Currently, 22 B.C. PSIs, the Alberta Post-Secondary Application System (APAS), and the Ontario Universities' Application Centre (OUAC) can retrieve students' interim and final marks throughout the year (digitally via XML), when authorized by the student.
  - Electronic FTP text file – FTP file is sent to a handful of PSIs<sup>1</sup>. All other transcript orders made for 'FTP' PSIs (including those made by past graduates) are delivered by regular mail.

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<sup>1</sup> Prior to XML implementation, 28 B.C. PSIs (25 public and 3 private institutions), the Universities of Calgary and Alberta received an FTP file. Currently only 3 public B.C. PSIs have not transitioned to XML.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transcripts and Graduation Certification/  
Student Information, Data, and Education Networks

- Paper transcript - All other PSIs (Canada and international) receive paper transcripts by mail when authorized by the student.
- Students can also send an official transcript in a password protected PDF format to any email address of their choosing at a cost of \$10 per copy.

### **Key Outcomes:**

- The STS eliminates the manual processes performed by ministry staff in the production, handling and mailing of 50,000 paper transcripts to students each year.
- STS processes enable students to view, order, approve and send transcripts to PSIs easily and securely online.
- The XML enhancement makes secure transcript sharing between students and PSIs quick, efficient and more convenient.

### **Statistics:**

- On average 50,000 secondary students graduate every year and receive one free paper transcript and an official B.C. graduation certificate.
- Since the launch of STS in September 2017:
  - Over 330,000 STS student profiles have been created;
  - More than 979,000 transcripts have been sent directly to more than 1,800 PSIs worldwide (XML: 439,478, FTP: 388,085, Paper: 152,340).
- The top three PSI selections since 2017 are:
  1. The University of B.C. (104,919,535);
  2. Simon Fraser University (86,825,377); and
  3. University of Victoria (73,351).

### **Funding:**

- This program is partially cost recovered, in FY22/23 the net budget allocation is \$852,867.14; consisting of:
  - Salaries and other administrative expenses \$1,928,852.14 (including \$430,000 BCTESG ESDC contract)
  - Offsetting Recoveries of (\$1,075,985). Recovery figure consist of revenue generated for STS and General Education Development certificate (GED) orders (\$440,000); and BCTESG grant (\$635,985).

### **Services to Ministry:**

- EducationPlannerBC (EPBC) (<https://educationplannerbc.ca/>) supports the XML post-secondary admissions tool for PSIs. EPBC is supported by the Ministry of Post-Secondary Education and Future Skills (PSFS).

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Transcripts and Graduation Certification/  
Student Information, Data, and Education Networks

### **Delivery Partners:**

1. ECC works closely with EPBC to administer the XML digital platform components of the STS.

### **Agreements:**

An Information Sharing Agreement and Service Level Agreement are in place between the ECC, PSFS and EPBC.

### **Background:**

- In 2018, ECC implemented a new electronic XML<sup>2</sup> transcript provision in STS. When authorized by the student via an order they place in STS, PSIs with XML functionality can instantly retrieve transcript data through the [EPBC application hub](#).
- Current grade 12 students can also authorize XML PSIs to request ongoing updates of their interim and final marks throughout the year.

**Contact:** *Jennifer Wray, Executive Director, SIDENS, (250) 217-3470*

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<sup>2</sup> An extensible markup language, much like HTML, designed to store and transport data.

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# SYSTEM LIAISON AND SUPPORTS DIVISION

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## Early Years

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## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Early Learning

### **Title:** Early Care and Learning

**Date Revised:** March 14, 2023

### **Key Messages:**

- Research indicates that investing in early childhood education improves later school and life outcomes including socio-economic status, health, social emotional outcomes/well-being, academic achievement, and civic engagement.
- Well-developed early childhood education programs provide early learning and kindergarten transition supports for children and families, supporting continuity of learning and decreasing developmental vulnerability.
- Through changes in policy, legislation, and programs, B.C. continues to support the creation of a high-quality, accessible, affordable and inclusive integrated early learning and child care system.

### **Key Facts Regarding the Issue:**

- The BC Early Learning Framework was revised in 2019 and guides educators and caregivers in designing rich learning experiences. The framework supports holistic development for children birth to age 8, based on the principle that children are capable and full of potential. The Province launched a free online course in 2020.
- Initiatives and programs:
  - **StrongStart BC (SSBC):** no-cost, daily drop-in programs for families and their preschool age children, providing early learning development support for children (birth-5 years) in school settings. There are currently 329 programs funded to operate in 59 school districts.
  - **Ready, Set, Learn (RSL):** funding for schools to offer Kindergarten transition supports and/or school orientation activities for pre-schoolers (3-5 years) and their families.
  - **Full Day Kindergarten (FDK):** available to all children within BC; Kindergarten is optional but nearly all children attend (99% of age cohort).
  - **Seamless Day Kindergarten (SDK):** integrating before and after school care into the classroom with instructional support throughout the day from certified Early Childhood Educators (ECEs).
  - **JustB4 (JB4):** a half day board operated licensed preschool program on school grounds.
  - **Changing Results for Young Children (CR4YC):** starting in 2017/18, this initiative is a professional learning network for ECEs and primary teachers focused on improving social/emotional outcomes.
  - **Strengthening Early Years to Kindergarten Transitions (SEY2KT):** starting in 2018/19, this initiative uses a Compassionate Systems Leadership framework for systems thinking and explores collaborative approaches to improving children's transitions into school.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Early Learning

- **District Early Learning and Child Care Leads:** In 2022/2023, 56 of 60 districts opted into District Capacity Funding to improve district capacity to integrate child care into the broader learning environment and expand access to child care on school grounds.
- **Child care spaces on school grounds:** In 2022/23, there are 746 child care facilities (29,434 spaces) operating on public school property.
  - Infant/toddler (1,287 spaces)
  - Group 3-5 care (4,670 spaces)
  - Preschool (3,984 spaces)
  - School-age (19,117 spaces)
  - Multi-age care (376 spaces).
  - 28 boards hold licenses for child care on school grounds.
  - 167 facilities (7,180 spaces) operate on independent school property.
- **Legislative amendments:** the *School Act* enables boards to deliver school-age care directly and enables Personal Education Numbers to be assigned to any child who resides in BC. The Child Care Licensing Regulations has a new category of care (School Age Care on School Grounds) which simplifies the child care licensing process for school districts.
- **Early Childhood Education Dual Credit:** the project provides grants to grow dual credit programs for high school students interested in post-secondary level training to become early childhood educators. (See separate estimates note for details.)
- **Child care space through Neighbourhood Learning Centres (NLC):** a policy allocating up to 15% of additional space to a new school or replacement school for NLC space, which can be designated for child care.

### Key Outcomes:

- In 2022/23 there are 746 child care facilities (29,434 spaces) operating on public school property and 167 facilities (7,180 spaces) operate on independent school property.
- These programs and initiatives are designed to enhance learning in the early years.
- Engaging early learners in quality play-based early learning programs has long-term benefits for a child's academic/social skills.
- Play-based activities that support multiple areas of development are offered to help children feel comfortable in a school environment and support transitions to Kindergarten.
- Research across initiatives indicates that focusing on and supporting children's social emotional development through targeted early learning initiatives has resulted in significant positive changes in well-being.
- Parents/caregivers of participating children are overwhelmingly positive about program outcomes, especially considering impacts of isolation due to the Covid-19 pandemic.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Early Learning

### Statistics

#### **2022/23**

- CR4YC: Interim findings indicate engaging 465 educators in 50 SDs/communities; involving 7,500 children.
- SEY2KT: Interim findings indicate approximately engaging 350 educators and community partners in 37 SDs/communities; involving 1300 families.
- Child care pilots: in 2022/23, Seamless Day will expand from 22 to 42 public sites, plus 3 independent school sites. JustB4 will expand from 6 to 31 public sites. Both projects are evaluated annually.
- Neighbourhood Learning Centres (NLCs): Since 2017, ECC has created over 1,200 child care spaces through the addition of NLCs in 23 new and replacement schools.

#### **2022/23**

- **SSBC:** 330 funded programs for public schools across BC (including 1 virtual program), with approximate participation of 22,000 children.
- **RSL:** 1,148 participating schools
  - 1,049 public, 85 independent

Note: The COVID-19 pandemic has resulted in reductions in program participation in SSBC and RSL.

- **FDK:** 46,241 total headcounts
  - 39,763 in public and 6,478 in independent schools

### Funding:

- Changing Results for Young Children FY2022/23: \$751K
- Seamless Day expansion FY2022/23: \$2.4M
- JustB4 FY2022/23: \$775K
- SEY2K FY2022/23: \$703K
- Pilot FY2022/23: \$2.64M
- Special grants to public and independent schools (FY2022/23):
  - SSBC: \$10.510M (\$32K per location)
  - RSL: \$2.750M
- Annual operating grants to public schools:
  - FDK: \$369.9M (22/23)

### Services to Ministry:

1. Early Learning Strategic Consultant, Maureen Dockendorf
2. WhenThen Child Care Consultant, Andrea Lemire
3. Horizon Research and Evaluation, Dr. Sharon Jeroski
4. Early Care and Learning Strategic Consultant, Alison Bledsoe

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Early Learning

The Ministry provides materials to partners and stakeholders to support early learning in schools and communities:

### **Educator Resources:**

1. B.C. Early Learning Framework (2019)
2. Introducing the BC Early Learning Framework (Online Course, 2020)
3. Play Today: B.C. Handbook (2019)

### **Parent Resources:**

1. Early Learning Framework: A Guide for Families (2019)
2. Let's Play! Activities for Families (2019)
3. When I Go To Kindergarten (2020)
4. Play Today: A Guide for Families (2020)

### **Delivery Partners:**

1. Ministry of Health
2. Ministry of Post Secondary Education and Future Skills
3. United Way of BC (CR4YC and SEY2KT)
4. School districts
5. Independent Schools – RSL, FDK, child care pilots

### **Agreements 2022/23:**

- CR4YC: 50 active agreements with SDs
- SEY2KT: 37 active agreements with SDs
- United Way of BC
- Child care pilots:
  - Seamless Day Kindergarten: 33 SDs and 3 independent schools
  - Just B4: 27 SDs
- SSBC/RSL: 60 active agreements with SDs
- RSL: 85 independent schools funded
- MOU with Crown Publications for print-on-demand orders of educator/parent resources

**Contact:** *Danielle Carter-Sullivan, Executive Director, Early Learning,* <sup>Personal Security</sup>

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## Indigenous Education

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## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

### **Title: B.C. Declaration on The Rights of Indigenous Peoples Act Action Plan**

**Date Revised:** January 20, 2023

#### **Key Messages:**

- The *Declaration on the Rights of Indigenous Peoples Act* (the Declaration Act) is a B.C. law that creates a path forward towards respecting the human rights of Indigenous peoples while introducing better transparency and predictability in the work Indigenous people and government do together.
- This law is an important step towards true and lasting reconciliation, which will uphold Indigenous rights and create stronger communities and families.
- On March 30, 2022, government released the Action Plan which identifies goals and outcomes that form the long-term vision for implementing the *UN Declaration* and the *Declaration Act* in B.C., as well as priority actions to make tangible progress toward those goals over the next five years.
- The Ministry of Education and Child Care (ECC) has committed to implementing the 13 education and child care specific actions in the Action Plan. This includes strategies to address Indigenous-specific racism in the education sector and to further improve educational outcomes for Indigenous students.
- The Ministry is committed to working with Indigenous peoples, rightsholders and education partners to address each action so we can collectively support Indigenous students in the years ahead.

#### **Key Facts Regarding the Issue:**

- In 2007, the United Nations General Assembly adopted the UN Declaration. It includes 46 articles covering all rights of Indigenous peoples such as culture, identity, religion, language, health, education and community. It was introduced into the legislature as Bill 41 and passed into law in B.C. in November of 2019.
- The UN Declaration emphasizes the Indigenous rights to live in dignity, to maintain and strengthen Indigenous institutions, cultures, traditions, and self-determined development.
- The UN Declaration does not create new rights. It upholds the same fundamental freedoms recognized in the UN Charter, the Universal Declaration of Human Rights, and international human rights law.
- In 2016, the Government of Canada endorsed the UN Declaration without qualification and committed to its full implementation.
- British Columbia is the first jurisdiction in Canada to put the UN Declaration into action through legislation. The Province worked with the First Nations Leadership Council to develop the Declaration Act.



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

- Aligning provincial laws with the UN Declaration is a complex process being led by the Ministry of Attorney General.
- The legislation requires the alignment of B.C.'s laws with the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) and an action plan that includes consistent public reporting.
- ECC engaged with the First Nations Education Steering Committee (FNESC) and Métis Nation British Columbia (MNBC) to identify priorities in the development of the Action Plan.
- Three of ECC's 13 actions in the Action Plan are in partnership with other ministries including MIRR, the Ministry of Post-Secondary Education and Future Skills (PSFS) and the Ministry of Children and Family Development (MCFD).
- The Ministry of Indigenous Relations and Reconciliation (MIRR) is leading government's implementation of the Declaration Act, including supporting ministries to complete quarterly progress reports on all actions identified in the Action Plan.
- On October 4, 2022, the Declaration Act Secretariat released the *Interim Approach to Implementing the Requirements of Section 3 of the Declaration on the Rights of Indigenous Peoples Act* (Interim Approach) to provide guidance for involving Indigenous peoples in policy and legislative development.

### **Key Outcomes:**

- Key activities to date include:
  - As part of the work to implement **Action 3.4**, an Indigenous-focused graduation requirement will come into effect in the 2023/24 school year so that all students working towards the B.C. Certificate of Graduation (Dogwood Diploma) - in English or French - will be required to complete the new graduation requirement, including students at B.C. certified offshore schools.
  - The development of the ECC-FNESC Legislation and Policy Table to jointly progress work on the BCTEA commitments on Local Education Agreements (LEAs) (**Action 1.6**), and to co-develop and implement a framework for the involvement of Indigenous Education Councils (IECs) in school district financial planning and reporting (**Action 4.3**).
  - The Ministry, PSFS, FNESC and the Indigenous Adult and Higher Learning Association (IAHLA) have established the First Nations Recruitment and Retention Working Group to begin work on increasing the recruitment and retention of First Nations teachers within B.C.'s K-12 public schools and school districts (**Action 4.2**).
- The Ministry is undertaking other actions to support the Declaration Act, such as continuing to implement BCTEA in collaboration with FNESC and Canada, supporting First Nations jurisdiction over education, the Equity in Action project, the 9<sup>th</sup> Professional Standard on reconciliation for teachers, an anti-racism action plan, and the annual Indigenous-focused non-instructional day.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

- Education is a critical part of reconciliation; B.C.'s redesigned curriculum provides further opportunities to incorporate Indigenous connections across grades and subjects to reflect the rich history of Indigenous people in B.C.

### **Delivery Partners:**

- First Nations Education Steering Committee (FNESC)
- Métis Nation British Columbia (MNBC)
- Ministry of Indigenous Relations and Reconciliation (MIRR)
- Ministry of Post Secondary Education and Future Skills (PSFS)
- Ministry of Children and Family Development (MCFD)
- Ministry of Attorney General (AG)

### **Agreements:**

- Education Jurisdiction Framework Agreement (EJFA)
- BC Tripartite Education Agreement (BCTEA)
- Métis Nation BC does not have an agreement in place with ECC but does have a Letter of Intent with MIRR.

**Contact:** *Stephanie Sinitsin, A/Director, Indigenous Education, System Liaison and Supports Division, (250) 896-4603*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

### **Title: British Columbia Tripartite Education Agreement (BCTEA)**

**Date Revised:** March 14, 2023

#### **Key Messages:**

- BCTEA aligns with B.C.'s commitment to the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission's calls to action, and the Draft Principles that guide the Province of British Columbia's Relationship with Indigenous Peoples.
- The agreement is intended to initiate further systemic changes to improve outcomes for First Nation students.
- BCTEA is the only funding agreement of its kind in Canada, whereby federal, provincial, and First Nations governments collaborate to improve outcomes for First Nations learners.
- Education can and must play a key role in reconciliation - and in creating a future of equity and justice for all.
- Through Education Jurisdiction, we've collectively taken important steps towards addressing historical gaps in education and enabling First Nations to establish their own community-led education system.
- Under Education Jurisdiction, participating First Nations - through the First Nations Education Authority - can certify teachers and schools, approve courses and set graduation requirements.

#### **Key Facts Regarding the Issue:**

- BCTEA is a tripartite agreement between the Province, the First Nations Education Steering Committee (FNESC), and Indigenous Services Canada (ISC).
- Signed in July 2018, BCTEA is a five-year agreement expiring in June 2023. All three parties agreed to extend BCTEA for two years to June 30, 2025.
- The British Columbia Tripartite Education Agreement (BCTEA) builds on B.C.'s commitments made in the 2012–2018 Tripartite Education Framework Agreement.

#### **Key Outcomes:**

- Improved relationships and accountability measures between school districts and local First Nations through Local Education Agreements (LEA) with First Nations.
- Ministry is actively working with FNESC to develop an LEA policy that would meet the commitments set out in BCTEA to require boards to enter into LEAs, and a Provincial LEA template that would apply at the request of a First Nation.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

- Established First Nations Education Outcome Improvement Teams to support districts with historical equity gaps in First Nations student outcomes.
- Established an accreditation process for First Nations to award the Adult Dogwood school graduation certificate to students in First Nations schools (23 Adult grads in 2020/21). 14 Adult grads in 2020/21 and 11 Adult grads in 2021/22
- Administration of a First Nations Student Transportation Fund to support students living on-reserve to attend BC public schools.
- Creation of a First Nations student data committee to find strategies for providing individual First Nations and FNESC access to student-level data to inform decision making.
- Publication of a February count in the How Are We Doing - Aboriginal report.

### **Statistics:**

- In 2021/22, there were 76,645 students who have identified as Indigenous in B.C. public and independent schools.
- In 2021/22, 70,692 or 12.2% of public-school students self-identified as Indigenous. Of these students, approximately 7,991 were First Nations students living on reserve.
- In 2021/22, there were 5,088 school-age students living on reserve in B.C. attending First Nation schools in 2021/22.
- B.C.'s six-year completion rate for public schools in 2021/22 is as follows:
  - 94.1% for all non-Indigenous students;
  - 75.1% for all Indigenous students; and,
  - 62.1% for First Nations students living on reserve.

### **Funding:**

- Through BCTEA, Canada funds on-reserve schools annually. Fiscal year 2021/22 funding was:
  - \$97M to First Nation schools; and
  - \$13M to FNESC for second/third-level services.
- \$3M in repurposed federal funding (2019/20) was provided by the province to support capacity building with school districts and First Nations to sign Local Education Agreements.
- Through BCTEA, Canada provides additional transportation funding for First Nations students living on-reserve who attend B.C. public schools. Transportation Plans are jointly developed between school districts and First Nations and address any service gaps to ensure students are transported to and from school safely and on time:
  - \$5.4M in 2019/2020 (\$3.8M funding from Canada and \$1.6M Provincial one-time capital for new buses)
  - \$3.8M in 2020/2021
  - \$3.8M in 2021/2022

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

### **Services to Ministry:**

- Canada reimburses the Province, in the absence of an LEA, for services provided by public schools to students living on-reserve.

### **Delivery Partners:**

1. First Nations Education Steering Committee (FNESC)
2. First Nations Schools Association (FNSA)
3. Indigenous Services Canada (ISC)

### **Agreements:**

- United Nations Declaration on the Rights of Indigenous Peoples Act
- Draft Principles Guiding Crown Indigenous Relations
- Education Jurisdiction Framework Agreement

**Contact:** *Stephanie Sinitsin, A/Director, Indigenous Education, System Liaison and Supports Division, (250) 896-4603*

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

### **Title:** Equity in Action

**Date Revised:** January 19, 2023

### **Key Messages:**

- Equity in Action is a response to the “racism of low expectations” outlined in the Auditor General’s report on Indigenous Education (Nov. 2015 and Jun. 2019).
- Equity in Action is an anti-racism strategy that uses data to identify and address obstacles to educational success for Indigenous learners.
- Participating school districts are utilizing this project as the Indigenous accountability framework to address equity gaps and to increase outcomes for all Indigenous learners, in addition to Local Education Agreements.
- All school districts are now participating in this work. School districts assemble an Equity Scanning team to conduct a review of policy and governance, student experiences at the school and classroom level, educator practice and effective use of data.
- Districts then build Equity Action Plans, including strategic goals and targets to address equity gaps and challenges experienced by Indigenous learners.

### **Key Facts Regarding the Issue:**

- In 2017/18, the Ministry co-developed the project with FNESC and education partners and conducted a pilot process with 6 school districts.
- All 60 school districts are engaged in the project for the 2022/23 school year.

### **Key Outcomes:**

- The Ministry has provided districts with a data dashboard specific to Indigenous learners providing real-time data at the district, school and student level to inform educator practice and systemic interventions.
- School districts are building capacity, using data, and engaging in professional learning on equity, race, bias, privilege, and responding to the lived experience of racism felt by Indigenous learners.
- Participating school districts are required to submit an Equity Action Plan Report to the Ministry on an annual basis which is summarized to inform policy and program direction.
- The following are two outcome improvement examples:
  - School District No. 23 (Central Okanagan) Indigenous 6-year completion rate has increased by 7.7 percentage points (77.9% in 2017/18 to 85.6% in 2021/22). One of the actions the School District did that contributed to this was connect vulnerable middle and secondary learners to land-based learning experiences.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

- School District No. 64 (Gulf Islands) Indigenous 6-year completion rate has increased by 24.6 percentage points (60.2 in 2019/20 to 84.8% in 2021/22). One of the actions the School District did that contributed to this was initiate the “Indigenous Learners Pathway to Success” red-yellow-green Indigenous learner data tracking model.

### **Statistics:**

- Over 70,000 Indigenous learners are represented in all 60 Equity in Action districts, or 100% of the Indigenous student population in BC public schools.
- Six-year completion rates for Indigenous (BC Resident) learners are rising incrementally, from 69.6% in 2017/18 to 75.1% in 2021/22.
- 5 of the original 6 pilot equity districts’ six-year completion rates have not gone below 2017/18 levels.

### **Funding:**

- 2022/23 Budget: \$878,000 **\$294,000 Equity in Action Project:** 1 FTE seconded employee and grants to 20 school districts to support processes and deliverables through Equity Regional Sessions.
- **474,000 CYIC Project under Equity:** funding to 6 School Districts (79K each) for Children Youth In Care/Indigenous learners and Learners with Disabilities.
- **110,000 Growing Innovation in Rural Sites of Learning project**

### **Agreements:**

- *Declaration on the Rights of Indigenous Peoples Act (DRIPA)*
- Truth and Reconciliation Commission Calls to Action (TRC)
- British Columbia Tripartite Education Agreement (BCTEA)

**Contact:** *Stephanie Sinitsin, A/Director, Indigenous Education, System Liaison and Supports Division, (250) 896-4603*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

### **Title: First Nations Jurisdiction Over Education**

**Date Revised:** January 31, 2022

#### **Key Messages:**

- The Ministry is working alongside Canada, the First Nations Education Steering Committee (FNESC) (on behalf of Negotiating First Nations (NFNs)), and the First Nations Education Authority (FNEA) to support First Nations Jurisdiction over education.
- Implementing education jurisdiction is an important step towards addressing historical gaps in education. It enables First Nations to establish their own community-tailored education system.
- Under jurisdiction over education, four Participating First Nations (PFNs) now have recognized law-making authority over their Kindergarten-Grade 12 education systems, including authority over teacher certification, school certification, graduation requirements, curriculum, and course approvals.
- The four PFNs are ʔaq'am First Nation, Cowichan Tribes, Seabird Island, and Lil'wat First Nation. These PFNs are operating schools under their own jurisdiction starting in the 2022/23 school year.
- Three additional NFNs are anticipated to implement education jurisdiction for the 2023/24 school year (Squamish Nation, Ditidaht First Nation, and Canim Lake Band).
- The First Nations Education Authority (FNEA) has been established to assist PFNs in developing the capacity to provide education on First Nation land. The FNEA has delegated authority from the Participating First Nations for teacher certification, teacher regulation, school certification, and graduation requirements.
- Co-developed legislative changes that received Royal Assent on November 25, 2021 have made it possible for the Province to provide operational support for teacher certification and regulation to the FNEA.
- On March 31, 2022, the Province provided a one-time \$1M contribution to assist the FNEA with developing legal expertise and responding to legal issues regarding teacher certification and regulation.
- This achievement is a significant milestone towards realizing First Nations' right to establish and control their education system and institutions, as affirmed by the United Nations Declaration on the Rights of Indigenous Peoples and as recognized under section 35 of the Constitution Act, 1982.



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

### **Key Facts Regarding the Issue:**

- Canada has jurisdiction over education on “First Nation land” under the *Constitution Act, 1867*. B.C. has constitutional jurisdiction over education in the Province. In 2006/07, Canada and B.C. both passed legislation to enable First Nations jurisdiction over education on First Nations lands.
- BC and FNEC have negotiated an updated BC-FNEC Agreement under the Education Jurisdiction Framework Agreement (EJFA), and drafted separate BC-PFN Agreements and a BC-FNEA Agreement. These agreements have all been signed as of August 2022.
- Interests of an Indigenous People; Intergovernmental Communications
- Under Reciprocal Tuition, the Province compensates First Nations for providing an education to students who reside off reserve, but who attend First Nation schools on reserve. The Reciprocal Tuition Agreement template was amended in 2021/22 to ensure that PFNs can continue to access Reciprocal Tuition once they become PFNs.

### **Key Outcomes:**

- Interests of an Indigenous People; Intergovernmental Communications
- The Agreement to Amend and extend the EJFA until July 5, 2023 was signed on June 9, 2022 to allow time for the Parties to co-develop a replacement EJFA. Canada, BC, FNEC and the FNEA are currently updating the EJFA to ensure it aligns with the current state of the education jurisdiction initiative.

### **Statistics:**

- There are four PFNs representing six First Nation schools and nine NFNs representing 11 First Nations schools. Combined they represent approximately 1,400 students.
- Since 2017/18, 225 on-reserve Indigenous students from First Nations schools have been issued the Dogwood by the Ministry of Education and 138 have received the Adult Dogwood.

### **Delivery Partners:**

1. The First Nations Education Authority (FNEA)
2. FNEC as negotiator for NFNs

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

3. Crown-Indigenous Relations and Northern Affairs Canada
4. Department of Indigenous Services Canada
5. Ministry of Indigenous Relations and Reconciliation
6. ?aq'am First Nation
7. Lil'wat First Nation
8. Cowichan Tribes
9. Seabird Island

### **Agreements and Legislation:**

- Education Jurisdiction Framework Agreement, 2006
- First Nations Jurisdiction over Education in BC Act (SC 2006, Canada)
- First Nations Education Act (SBC 2007, B.C.)
- Education Statutes Amendment Act, 2021
- BC First Nation Education Agreement Regarding Jurisdiction Initiative (BC-FNESC)
- BC-FNEA Education Jurisdiction Agreement
- BC-?aq'am Education Jurisdiction Agreement
- BC-Lil'wat Education Jurisdiction Agreement
- BC-Cowichan Tribes Education Jurisdiction Agreement
- BC-Seabird Island Education Jurisdiction Agreement

**Contact:** *Stephanie Sinitsin, A/Director, Indigenous Education, Systems Liaison and Supports Division, Personal Security*

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

### **Title:** Indigenous Education

**Date Revised:** March 14, 2023

### **Key Messages:**

- The Ministry is committed to improving results for Indigenous students and increasing the presence of Indigenous languages, culture, and history for all students.
- Efforts align with the *Declaration on the Rights of Indigenous Peoples Act* (the *Declaration Act*), the Truth and Reconciliation Commission of Canada Calls to Action, and the Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples.
- On March 30, 2022, government released the Declaration Act Action Plan which identifies goals and outcomes for Declaration Act implementation, as well as priority actions to make tangible progress toward those goals over the next five years. The Ministry of Education and Child Care (ECC) is committed to implementing the 13 education and child care specific actions in the Action Plan.
- Indigenous student outcomes are a priority and there has been a significant increase in completion rates over the last 15 years but we also recognize we still have a lot of work to do. The latest data (2021/2022) on 6-year resident completion rate for public schools indicates:
  - 75% Indigenous completion rate, 32.5 percentage point increase compared to 2001/02.
  - 94% non-Indigenous completion rate, 13.9 percentage point increase compared to 2001/02.
- Indigenous perspectives are a focus within the redesigned curriculum including the history of residential schools.
- In line with the commitment in the Declaration on the Rights of Indigenous Peoples Act Action Plan, the Ministry is implementing a new Indigenous-focused graduation requirement for all students in the 2023/24 school year.
  - Introducing this type of graduation requirement is an important next step towards lasting and meaningful reconciliation, helping to ensure that all B.C. K-12 students graduate with knowledge and understanding of Indigenous Peoples perspectives, histories and cultures.
  - The Province consulted with the education sector, Indigenous communities and the public on a proposed model for implementing the new graduation requirement.
- Cowichan Tribes, Lil'wat, ʔaq'am, and Seabird Island First Nations have signed education jurisdiction agreements with Canada and now have recognized law-making authority over their K-12 education systems. These four Nations will be operating schools under their own jurisdiction in the 2022/23 school year. This is an important step towards addressing historical gaps in education.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

### **Key Facts Regarding the Issue:**

- The BC Tripartite Education Agreement (BCTEA) is a tripartite agreement between the Province, the First Nations Education Steering Committee (FNESC), and Indigenous Services Canada (ISC). The agreement is intended to initiate further systemic changes to improve outcomes for First Nation students.
- The First Nations Educational Outcome Improvement Teams (FNEOIT) were developed under BCTEA to build capacity and improve outcomes for First Nations students in public schools. School districts with consistently low outcomes are being prioritized to identify district specific issues that may be impacting educational outcomes.
- Advice/Recommendations
- The Ministry has set up a Legislation and Policy table with the First Nations Education Steering Committee to assist in the *Delcartation Act* s.3 consultation and cooperation obligations.
- First Nation schools have access to B.C. assessments, Dogwood and Adult Dogwood certificates.

### **Statistics:**

- In 2022/23, 69,124 (12.3%) students identified as Indigenous ever in B.C. public schools (Sept count only). And additional 5,255 students in Independent schools identified as Indigeonus ever.
- Of the 69,124 (public schools only) Indigenous students in 2022/2023, approximately 8,071 were First Nations students living on reserve (Sept count only). 16,075 (23.3%) of Indigenous students attending public schools have been identified with disabilities or diverse abilities; this includes all inclusive education categories except the Gifted category. In contrast, the number for non-Indigenous students is 55,540 (10.7%).
- 4,511 (6.5%) Indigenous students attending public schools have been identified with behaviour disabilities. In contrast, the number for non-Indigenous students is 11,548 (2.4%).
- 4,186 (6.1%) Indigenous students attending public schools have been identified with learning disabilities. In contrast, the number for non-Indigenous students is 17,909 (3.4%).
- The 6-year resident completion rate for Indigenous students in 2021/2022 was 75%. The adjusted rate (without Adult Dogwood) is 71%.
- In 2020/21, there were 130 First Nation schools in BC in approximately 100 First Nations communities. Six of these schools are operating under jurisdiction over education. There are approximately 4,747 school-age and adult students living on-reserve and attending BC First Nations schools.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

### **Funding:**

- Government Financial Information
- \$878K for the Equity in Action Project (including the project lead and funding to SDs)
- Invested \$30K in Indigenous language learning in 2019 for the completion of an environmental scan contracted through FNESE.
- On March 31, 2022, the Province provided a one-time \$1M contribution to assist the FNEA with developing legal expertise and responding to legal issues regarding teacher certification and regulation.

### **Delivery Partners:**

1. First Nations Education Steering Committee (FNESE) & First Nations Schools Association (FNSA)
2. Métis Nation British Columbia
3. Indigenous Services Canada (ISC)
4. First Nations Education Authority (FNEA)
5. Participating First Nations (PFNs) - ?aq'am First Nation, Cowichan Tribes, Seabird Island, and Lil'wat First Nation

### **Agreements:**

- British Columbia Tripartite Education Agreement (BCTEA)
- Education Jurisdiction Agreements
  - Education Jurisdiction Framework Agreement (EJFA)
  - BC-FNEA Agreement
  - BC-FNESE Agreement
  - BC-PFN Agreements

**Contact:** *Stephanie Sinitsin, A/Director, Indigenous Education, System Liaison and Supports Division, Personal*

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

### **Title:** Indigenous Languages Education

**Date Revised:** January 17, 2023

#### **Key Messages:**

- Indigenous Languages are inextricably linked to identity. Indigenous Languages Education is the work of revitalizing Indigenous Languages.
- B.C. recognizes that all students, particularly those of Indigenous ancestry, should have the opportunity to learn an Indigenous language whenever possible, and should do so with the support of Indigenous communities.
- The Ministry is committed to supporting full course offerings in Indigenous languages. There are currently 19 Ministry-Recognized Indigenous Language Curriculum Documents, to support the teaching and learning of 19 Indigenous Languages.

#### **Key Facts Regarding the Issue:**

- Currently, Boards of Education decide which languages will be offered in their school district.
- The Ministry continues to support partnerships between school districts and Indigenous communities developing curriculum documents for Indigenous languages.
- Each curriculum document represents a separate Indigenous language and is the intellectual property of the community partner (i.e. school district, band council, or school district-community partnership) not the Ministry.
- The Ministry is in discussions with the Ministry of Indigenous Relations and Reconciliation, the Ministry of Post-Secondary Education and Future Skills (PSFS) and education partners to enhance language education supports for teachers in schools.
- The Ministry supports implementation of the *Declaration on the Rights of Indigenous Peoples Act*, particularly the articles that pertain to Indigenous languages and education. Three of the 13 Education and Child Care related items in the Declaration Act Action Plan (Action Plan) released in March 2022, relate specifically to Indigenous languages (actions 4.29, 4.31 and 4.32).

#### **Key Outcomes:**

- Engaged with the First Nations Education Steering Committee (FNESC) in 2019 to complete a capacity and needs assessment with school districts that identified localized challenges and opportunities to implementing Indigenous languages programs.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

- Work to co-develop a K-12 First Nations Language Policy and associated implementation plan for the public education system with FNEESC (action 4.32) is currently on hold as a joint decision was made to prioritize policy and legislative work on Local Education Agreements

### **Statistics:**

- Canada is home to over 70 Indigenous languages spanning 12 separate and distinct language families.
- B.C. is home to approximately 34 Indigenous languages.
- 60% of Canada's First Nations languages are in British Columbia.
- In 2021/22, approximately 14,300 students in grades 8-12 were enrolled in Indigenous language and culture learning through targeted funds in public schools and 550 Indigenous students in grades 10–12 were enrolled in First Nations language courses.

### **Funding:**

- \$7.5M to First Peoples Cultural Foundation (FPCF) and First Peoples Cultural Council (FPCC) from partnership between B.C., FPCF and Heritage BC (Nov. 2021)
- The Ministry invested \$30K in an environmental scan on Indigenous Languages in school districts (2019/20).
- In 2019, Post Secondary and Future Skills invested \$2.7 million in Indigenous teacher education training.
- In 2018, the Province allocated \$50 million in 2018 for three years to support the FPCC's work on language revitalization with First Nations. In June 2022, the Province announced \$34.8 million to build on this initial investment.
- In 2022, the Ministry delivered \$10K in grant funding to SD57 (Prince George) to support the development of Dakelh Language Curriculum in collaboration with SD28 (Quesnel).
- Government Financial Information
- Canada's Bill C-91, Indigenous Languages Act, includes a funding commitment.
- As part of the Future Ready Plan, ECC and PSFS have requested \$15.4 million over five years to increase the number of Indigenous teachers in public schools (to deliver on a commitment from the Declaration Action Plan). Funding allocation for this initiative is subject to final *Budget 2023*.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

### **Delivery Partners:**

1. First Nations Education Steering Committee
2. First Nations Schools Association
3. First People's Cultural Council
4. Indigenous Adult and Higher Learning Association
5. New Relationship Trust
6. Métis Nation British Columbia
7. Federal departments, including Indigenous Services Canada

### **Agreements:**

- The BC Tripartite Education Agreement (BCTEA) commits B.C. to work with the First Nations Education Steering Committee (FNESC) to implement a First Nations languages policy in the provincial school system.

**Contact:** *Stephanie Sinitsin, A/Director, Indigenous Education, System Liaison and Supports Division, Personal Security*



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liasion and Supports Division

### **Title: Status Update: Draft Principles, OAG Report, TRC Calls to Action**

**Date Revised:** March 14, 2023

#### **Key Messages:**

- The Province of B.C. is committed to true and meaningful reconciliation with Indigenous peoples. The Ministry is upholding this commitment by acting on recommendations from the Office of the Auditor General (OAG) Report on Indigenous Education in Public Schools, the Truth and Reconciliation Commission Calls to Action, and the *Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples* (Draft Principles).
- Indigenous student outcomes are a priority and there has been a significant increase in completion rates over the last 15 years but we also recognize we still have a lot of work to do. The latest data (2021/2022) on 6-year resident completion rate for public schools indicates:
  - 75% Indigenous completion rate, 32.5 percentage point increase compared to 2001/02.
  - 94% non-Indigenous completion rate, 13.9 percentage point increase compared to 2001/02.
- The OAG released a report in 2015 that assessed the Ministry's actions to close the achievement gap between Indigenous and non-Indigenous students. The report had 12 recommendations for the Ministry, all of which the Ministry accepted and acted upon. A follow up report was released in 2019 to provide an update on progress.
- The Ministry is also taking action on the Truth and Reconciliation Commission of Canada's Calls to Action.
- The *Draft Principles* align with the province's commitment to reconciliation and provide high-level guidance on how provincial representatives engage with Indigenous peoples. Our government takes these principles seriously and have committed to finalize them in response to feedback from Indigenous partners during the consultation phase of the Declaration Act Action Plan.
- Although progress is being made, we know we have much more to do.
- We will continue to work with Indigenous rightsholders and partners to tear down systemic colonial barriers and racism in our communities, to strengthen curriculum and to improve outcomes for Indigenous learners.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

### **Key Facts Regarding the Issues:**

- The 12 recommendations from the OAG report included: (a) a high-level provincial strategy, (b) an accountability framework focused on Indigenous student success, (c) using data more effectively to track outcomes, (d) evaluation of strategies, and (e) support for school districts.
- The Ministry actioned all of the recommendations (e.g. strategic policy paper, supporting boards with data and training, improving analytics, reducing Evergreen misuse, implementing the redesigned curriculum with Indigenous worldviews and perspectives, signing a new BC Tripartite Education Agreement, redesigning and implementing the Framework for Enhancing Student Learning).
- In 2015, the Truth and Reconciliation Commission of Canada (TRC) released 94 Calls to Action. Calls to Action #62 and #64 relate specifically to the Province's role in K-12 education.
  - **Call to Action #62:**
    - Make age-appropriate curriculum on residential schools, Treaties and Aboriginal peoples' historical and contemporary contributions to Canada, a mandatory education requirement for K-12 students;
    - Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms;
    - Provide the necessary funding to First Nations schools to utilize Indigenous knowledge and teaching methods in classrooms; and,
    - Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Indigenous content in curriculum.
  - **Call to Action #64:** All levels of government that provide public funds to denominational schools require such schools to provide an education on comparative religious studies, which must include a segment on Indigenous spiritual beliefs and practices developed with Indigenous Elders.
- In addition to the education specific actions, Call to Action #57 looks to governments to provide training for public servants on Indigenous history and cultural competency.
- The *Draft Principles* function as a framework for provincial consultative engagement and cooperation and reflect the inherent rights of Indigenous peoples described in the Declaration of the Rights of Indigenous Peoples and its provincial legislation (Declaration Act).
- The *Draft Principles* consist of 10 statements and were crafted to guide the work of the BC public service to create a new foundation for its relationship with Indigenous peoples as called for by the Truth and Reconciliation Commission.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liasion and Supports Division

### **Key Outcomes:**

#### **OAG Report Outcomes**

- Expanded the Equity in Action project to all 60 school districts in 2022/23 (representing involvement of 70,692 Indigenous students or 100% of the Indigenous student population in 2021/22) taking actions to address systemic barriers impacting Indigenous student achievement.
- Created First Nations Education Outcome Improvement Teams to help school districts improve their ability to support the success of First Nations students. Intergovernmental Communications
- Hosted Minister Community Roundtables on anti-racism in education in 2020, 2021, and 2022 to support the development and implementation of the K-12 Anti-racism Action Plan.
- The Enhancing Student Learning Ministerial Order and its policy came into effect January 2020. The Order focuses on improving educational outcomes for all students and improving equity for specific student sub-populations such as Indigenous students.
- Engaged in an extensive review, analysis, and redesign of the funding model, including Indigenous Education targeted funding.
- Implemented an annual non-instructional day specifically focussed on Indigenous student outcomes.

#### **TRC Outcomes**

- **Status of Call to Action #57:** Cultural safety training for public servants; promotion of National Indigenous Peoples Day and key resources such as UNDRIP, TRC, 10 Draft Principles and land acknowledgments; embedding Truth & Reconciliation in Performance Goals; and learning sessions by Indigenous educators.
- **Status of Call to Action #62:**
  - B.C. curriculum was revised in collaboration with Indigenous peoples and implemented in the 2019/20 school year, as well as the inclusion of an Indigenous-focused non-instructional day, to support improved Indigenous student outcomes.
  - Graduation requirement in BC teacher education programs to complete three credits related to the historical context of First Nations, Inuit, and Métis learners.
  - Provincial contributions to funding for First Nations Schools through reciprocal tuition to First Nation schools whenever they serve students otherwise eligible for a B.C. public school education, and equitable funding to First Nations schools and sharing of expertise and resources through BCTEA.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liaison and Supports Division

- Inclusion of senior-level positions dedicated to Indigenous content in curriculum by establishing both a Superintendent and Associate Superintendent of Indigenous Education secondment position for 2-year periods. An ADM of Indigenous Education and Reconciliation position has also been created.
- An Indigenous-focused graduation requirement will come into effect in the 2023/24 school year so that all students working towards the B.C. Certificate of Graduation (Dogwood Diploma) - in English or French - will be required to complete the new graduation requirement, including students at B.C. certified offshore schools.
- **Status of Call to Action #64:** All faith-based schools in B.C. follow the B.C. curriculum, which includes specific aspect and references to Indigenous cultures, languages, history and spirituality.

### **Draft Principles Outcomes**

- The Ministry developed a *Draft Principles* implementation plan in 2021 that focuses on aligning Ministry culture towards reconciliation with Indigenous peoples and enhancing strategic engagement with Indigenous education partners.
- Key activities to date include:
  - Ongoing engagement with FNEESC and Métis Nation BC to support the success of Indigenous students.
  - Staff training to improve cultural safety
  - Implementation of BCTEA, establishment of the 9th Professional Standard for BC Educators and the implementation of an Indigenous-focused non-instructional day to support the incorporation of Indigenous perspectives, history and culture in the classroom
  - Four First Nations have signed education jurisdiction agreements with Canada and now have recognized law-making authority over their K–12 education systems. The First Nations Education Authority has also been established to assist Participating First Nations (PFNs) in developing the capacity to provide education on First Nation land.

### **Statistics:**

- Completion rates for 2021/22:
  - Both the 5-year and 6-year Public School Completion Rate for resident Indigenous learners continue to increase and are currently at a 5-year high. (Five-year: 64.7%, Six-year: 75.1% -in 2021/22)
  - The public school six-year completion rate for First Nation students living on reserve was 62.1% in 2020/21 and 2021/22, a 1.3 percentage point increase from 2019/20 and 3.7 percentage point increase from 2018/19.
  - By comparison, the public-school six-year completion rate for non-Indigenous students was 94.1% in 2021/22.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Indigenous Education, System Liasion and Supports Division

### **Delivery Partners:**

1. School districts
2. First Nations Education Steering Committee and the First Nations Schools Association
3. Métis Nation British Columbia
4. Federal departments including Indigenous Services Canada

### **Agreements:**

- British Columbia Tripartite Education Agreement (BCTEA)
- Education Jurisdiction Framework Agreement (EJFA)

**Contact:** *Stephanie Sinitsin, A/Director, Indigenous Education, System Liasion and Supports Division, Personal*

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# Mental Health

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## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division, Mental Health and Substance Use Branch

### **Title:** Mental Health in Schools

**Date Revised:** March 14, 2023

#### **Key Messages:**

- In June 2019, the Ministry of Mental Health & Addictions (MMHA) released *A Pathway to Hope: a roadmap for making mental health and addictions care better for people in British Columbia* to target existing gaps in child, youth and young adult mental health and substance use service delivery.
- *A Pathway to Hope* was developed in partnership with the Ministries of Education and Child Care (ECC), Ministry of Children and Family Development (MCFD), and Ministry of Health (HLTH), and Indigenous partners.
- In September 2020, the Ministry released the *Mental Health in Schools (MHIS) Strategy* which outlines a vision and pathway for mental health promotion in the K-12 education system.
- The MHIS Strategy has three elements to support the K-12 education system:
  - Compassionate Systems Leadership;
  - Capacity Building; and
  - Mental Health in the Classroom.
- The Ministry continues to expand the [erase \(Expect Respect and a Safe Education\) website](#) to provide students, families and teachers with information and resources on mental health and well-being.
- Now, more than ever, we need to prioritize the health and wellbeing of our children and youth.
- We know that there are a lot of young people who have experienced stress and anxiety in recent years.
- School counsellors are a vital resource to support students' mental health. As of September 2022 there were 143 school psychologists (down 1.4% from September 2021), and 725 teacher counsellors (up 1.1% from September 2021) employed in B.C. public schools.
- [erase \(Expect Respect and a Safe Education\)](#) is a central place to find regularly updated free mental health and wellness resources, including trauma-informed practice tools for educators, and links to places students and families can get help if they need it. ([erase.gov.bc.ca](https://erase.gov.bc.ca))
- In partnership with the Ministry of Mental Health and Addictions, we're continuing to invest nearly \$17.9 million to help build capacity in school districts and make mental health and wellness front and centre for students, families and educators.
- Our Mental Health in Schools (MHIS) Strategy embeds mental health and substance use programs and services for students throughout the education system and expands on *A Pathway to Hope*, our government's strategy to transform mental health and substance use care for British Columbians.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division, Mental Health and Substance Use Branch

- I have been working with my colleagues, the Minister of Mental Health and Addictions, the Minister of Children and Family Development and Minister of Health to get dedicated Integrated Child and Youth mental health and substance use teams up and running in five school districts; Comox Valley SD71 (2 teams), Maple Ridge-Pitt Meadows SD42 (3 teams), Richmond SD38 (4 teams), SD82 Coast Mountains (2 teams), and Okanagan-Similkameen SD53 (1 team).
  - These ICY teams will boost early intervention and prevention supports in school communities across the province to ensure students are benefitting from new integrated team supports.
- Earlier this year, it was announced that there will be 7 new Integrated Child and Youth School District communities in the province bringing the total to 12 communities.

### **Key Facts Regarding the Issue:**

- Students who feel their teachers care about them are more likely to report good or excellent mental health.
- Mental health and well-being is a key area of the Physical and Health Education (PHE) curriculum; concepts related to substance use are found in the K–10 curriculum.
- School counsellors are a vital resource to support students' mental health.
- The ongoing pandemic has negatively impacted the mental health and well-being of many students and educators in the K-12 system. With emerging research highlighting that students and persons with disabilities and diverse abilities, 2SLGBTQIA+, Indigenous, Black and other racialized populations, and those with pre-existing mental health challenges have been disproportionately impacted.

### **Key Outcomes:**

- *Compassionate Systems Leadership (CSL)*: is anchored in self-awareness, social awareness, responsible decision-making, self-management and relationship skills.
- Key actions include:
  - In 2020/21, partnered with the BC School Superintendents Association and the Centre for Systems Awareness to offer CSL training for administrators, principals and vice-principals, and educators.
  - In 2021/22, partnered with Nechako Lakes – School District No. 91 to facilitate CSL workshops for the Youth Ambassador Program. This program was online due to the COVID-19 pandemic and focused on Grade 7 students who were transitioning into secondary school.



## 2023 Estimates Note

### Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division, Mental Health and Substance Use Branch

- From 2021-2023, partnering with the Human Early Learning Partnership (HELP) to develop B.C. CSL Network which provides training, development and mentorship to education sector partners, school districts and Independent schools.
- CSL training in 2022/23:
  - approximately 750 participants
  - 38 school districts participated
- *Capacity Building:* is providing the school system with the tools and supports they need to build mental health and wellbeing capacity in the schools.
- Key actions include:
  - The Ministry in partnership with the MMHA, HLTH, and MCFD is implementing Integrated Child and Youth (ICY) teams in twelve school district boundaries.
  - ICY teams will deliver seamless wraparound mental health and substance use service and support for children, youth and families.
  - ICY have been established in five school district boundaries: Coast Mountains (2 teams), Comox Valley (2 teams), Maple Ridge-Pitt Meadows (3 teams), Okanagan Simikameen (1 team), and Richmond (4 teams).
  - As announced on February 2, 2023, ICY teams will begin implementation in seven additional school district boundaries: Fraser-Cascade (1 team), Kootney-Columbia (1 team), Mission (2 teams), Nanaimo-Ladysmith (4 teams), Okanagan-Shuswap (1 team), Pacific Rim (1 team), and Powell River (1 team).
  - Mental Health Grants provided since 2018 to all 60 school districts and Federation of Independent School Associations in British Columbia (FISA BC) to support mental health and substance use capacity building in the K-12 system.
  - Ministry hosted Mental Health in School Conferences for the K-12 system with representatives and partners focused on capacity building within the system.
  - In 2021/22, partnered with the B.C. Council of Administrators of Inclusive Support in Education (BCCAISE) to action research on the mental health needs of students with disabilities and diverse abilities during pandemic.
  - In 2021/22, developed the Provincial Mental Health Leads Network with representatives from all 60 school districts and FISA BC. The Leads meet monthly to support information, networking and strategic planning.
  - In August 2021, the Ministry released the *Key Principles and Strategies for K-12 Mental Health Promotion in Schools* to address the impacts of the COVID-19 pandemic and best practices.
- *Mental Health in the Classroom K-12:* is focused on embedding mental well-being and Indigenous Knowledge and perspectives throughout learning environments. Mental well-being is one of four focus areas of the Physical and Health Education (PHE) K-10 curriculum.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division, Mental Health and Substance Use Branch

- Key actions include:
  - In 2020/21 and 2022/23, partnered with MindUP to create four courses and resources for adult mental health and well-being.
  - In 2020/21, expanded the *erase* website to include a strong focus on student mental health and substance use harm reduction approaches.
  - Since 2021, working with the HLTH and MMHA to create a Provincial Resource for Enhancing Substance Use Prevention in BC Schools.
  - In 2021/22, partnered with BCTF to enhance mental health resources for schools through mental health regional listening sessions and collaborative mental health resource review and development of the *Key Principles and Strategies for K-12 Mental Health Promotion in Schools*.
  - In 2022/23, in partnership with BCTF and FISA BC developed resources to support mental health and well-being in all learning environments, including supports for mental health and well-being in schools, integrating the key principals, and creating conditions for learning spaces that are functional, instructional, relational, and engaging.

### Statistics:

- In B.C., nearly 12.7% or 95,000 children aged 4-18 years are affected by mental health disorders at any given time; stark service shortfalls are identified where only 44.2% of children with mental disorders are receiving any services for these conditions according to a 2020 study out of Simon Fraser University.
- In 2022/23, 18,088 (2.7%) students were designated in one of the Ministry's two behaviour/mental health categories – a 24% increase since 2016/17:
  - 9,419 students in Intensive Behaviour Interventions/Serious Mental Health
  - 8,669 students in Moderate Behaviour Support/Mental Health
- As of September 30, 2022, there were 2,297 special education teachers (up 2.3% from September 2021), 143 school psychologists (down 1.4% from September 2021), and 725 teacher counsellors (up 1.1% from September 2021) employed in B.C. public schools. These are FTE counts for certified teachers and do not include individuals other than teachers working in these roles.
- 16 of the 37 Provincial Resource Programs (PRPs) provide direct support to students living with mental health and/or substance use disorders.
- In 2021/22, approximately 64.1% (\$36.4M) of CommunityLINK funding was spent on the social, emotional and behavioural well-being of students, which includes staffing such as mental health workers, counsellors and child/youth workers. This is an increase of 1.5 percentage points from 2019/20 (62.6%).

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division, Mental Health and Substance Use Branch

- In June 2021, 4,606 students from grades 9 to 12 in B.C. participated in Phase III Covid-19 Impact on Learning survey where:
  - 61% stated their mental health and well-being was moderately or majorly impacted.
  - 62% stated their social needs were moderately or majorly impacted.
  - 54% stated their emotional needs were moderately or majorly impacted.

### **Funding:**

- \$175.4M estimated on mental health supports (2022/23):
  - \$4.8M for MH/SU through the Provincial Resource Programs
  - \$92.9M estimated for supplemental funding provided to school districts to support designated students (Intensive Behaviour Interventions/Serious Mental Illness Category).
  - \$55.2M through CommunityLINK funding (Learning includes Nutrition and Knowledge)
  - \$24M through the Equity of Opportunity Supplement
- From 2020/21-2021/22, the Ministry had a budget of \$10.13M to support mental health and well-being in schools (\$6.13M Federal funding and \$4M Provincial funding).
  - \$2.76M was allocated to mental health and well-being initiatives in schools; and
  - \$7.37M was allocated to school districts and FISA BC in the form of Mental Health in School Grants.
- In 2021/22, \$5M in COVID-19 recovery funds provided by the B.C. government. This funding was provided in addition to the— Mental Health in School Grants.
- For 2022/23, the Ministry had a budget of \$5M to support Mental Health and well-being.
  - \$1.37M was allocated to mental health and well-being initiatives in schools; and
  - \$3.63M was allocated to school districts and FISA BC in the form of Mental Health in School Grants.

### **Delivery Partners:**

1. Ministry of Mental Health & Addictions
2. Ministry of Children and Family Development
3. Ministry of Health
4. BC Teachers Federation
5. Federation of Independent Schools

**Contact:** *Danielle Carter-Sullivan, Executive Director, Mental Health and Substance Use Branch* Personal Security

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division, Mental Health and Substance Use Branch

### **Title: Substance Use, Addictions and Overdose**

**Date Revised:** January 23, 2023

#### **Key Messages:**

- B.C. continues to respond to the ongoing illicit drug toxicity and overdose crisis as a public health emergency. The Province is committed to transforming the system of care for mental health and substance use through an improved coordinated government-wide approach.
- In 2019, the Ministry of Mental Health & Addictions (MMHA) released *A Pathway to Hope*, a 10-year vision and roadmap for mental health and substance use in B.C., which recognizes that mental health and substance use are tied to the general social, economic and physical well-being of all citizens.
- In alignment with *A Pathway to Hope*, the Ministry of Education and Child Care released the *Mental Health in Schools (MHIS) Strategy* in September 2020 to outline a vision and pathway for mental health promotion in the K-12 education system.
  - Substance use is identified as a key action initiative in the MHIS Strategy. Activities focus on the importance of providing resources to support teachers to address substance use throughout the curriculum and through prevention and harm reduction approaches.
- The B.C. Public Health Officer (PHO) has identified that a focus on substance use education and prevention for youth aged 10-18 is integral. Education is key to ensuring students know the risks of potentially deadly drugs like Fentanyl and other substances.
- B.C.'s K-12 curriculum currently offers a variety of opportunities for teachers to discuss substance use with students. Students in B.C. learn about substance use education and prevention beginning in kindergarten and those age-appropriate lessons continue throughout the required K-10 Physical and Health Education (PHE) curriculum.
- School districts have counsellors and other services available for students who are experiencing substance use issues.
- In 2018/19, *erase* (expect respect and a safe education) expanded to include a focus on substance use from prevention and harm reduction approaches.
- In 2023, decriminalization was added to the [erase substance use webpage](#) to provide information on the implications of decriminalization on the K-12 sector.
- The decision to have naloxone (an anti-overdose medication) available in schools is made at a school or district level. Schools are not currently designated by the PHO as high-risk environments.
- All tobacco, cannabis and vapour product use is banned in schools and on school grounds under the Tobacco and Vapour Products Control Act. raised by school districts.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division, Mental Health and Substance Use Branch

### **Key Facts Regarding the Issue:**

- In the B.C. K-12 curriculum, teachers have flexibility to explore substance use topics most relevant to their students and their local community.
  - Concepts related to substance use are found in every grade of the mandatory PHE curriculum from K-10.
  - Concepts related to physical health, including analyzing health messages from a variety of sources and describing their potential influences on health and well-being are found in the non-mandatory PHE curriculum for Grades 11 and 12.
- Through the [erase substance use webpage](#), the Ministry has distributed educator resources on substance use education, including opioid overdose. These resources were developed by partner ministries and substance use research and education organizations, such as the Canadian Institute for Substance Use Research.
- The Ministry contributed to the development of a [naloxone risk assessment tool](#) released in May 2017 that supports schools and districts in determining whether to stock naloxone, providing guidance on how to order kits, and accessing training on administering naloxone. Information on the toolkit is shared with schools and districts annually in September.
- On November 14, 2019, B.C. announced the launch of new regulations for vaping products, along with new taxes and a student lead anti-vaping social media campaign, which was originally released in February 2020 and re-released in September 2020. Vaping continues to be an issue identified by school districts.
- The Ministry of Health (HLTH) and ECC collaborated with the BC Lung Association and McCreary Centre Society with a key focus on vaping education, prevention, and cessation. A Youth Ministry Council was launched in September 2020.
- On November 1, 2022, the all-party Select Standing Committee on Health released a report with specific recommendations for youth focused on prevention and education. The Ministry has work underway to address recommendations connected to K-12 education system:
  - The Ministry has allocated \$15.2 million in Mental Health in Schools grant funding to school districts and the Federation of Independent School Associations BC from 2019/20 – 2022/23 to address mental health and substance use supports and services.
  - In 2021/22, invested more than \$400 million annually through the Classroom Enhancement Fund for school districts to hire more teaching positions, including nearly 200 more teacher psychologists and counsellors.
  - Indigenous-designed mental health and substance use resources are included in the updated [erase substance use webpage](#).

## 2023 Estimates Note

### Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division, Mental Health and Substance Use Branch

- The Ministry in partnership with the MMHA, HLTH, and Ministry of Children and Family Development is implementing Integrated Child and Youth teams in five school district communities: SD71 Comox Valley – 2 teams, SD42 Maple Ridge-Pitt Meadows – 3 teams, SD38 Richmond – 4 teams, SD53 Okanagan-Similkameen – 1 team, and SD82 Coast Mountains – 2 teams.
  - In February 2023, the Province announced an additional 7 new Integrated Child and Youth school district communities who will begin implementation, they are: SD78 Fraser-Cascade (Hope, Harrison, Agassiz), SD20 Kootenay-Columbia (Trail), SD75 Mission, SD68 Nanaimo-Ladysmith, SD83 Okanagan-Shuswap (Salmon Arm), SD70 Pacific Rim (Port Alberni) and SD47 Powell River school districts.

#### **Key Outcomes:**

- Ministry staff contributed to the Provincial Cannabis Legalization and Regulation Framework led by the Ministry of Public Safety & Solicitor General. The provincial public education campaign included a youth focus.
- The Ministry shared teacher resources for substance use education including Helping Schools Program and iMinds (Grades 4 to 12), and a Vaping Prevention Toolkit (Grades 5 to 7).
- Since 2021, the Ministry has been providing feedback to HLTH's ABCs of Substance Use initiative to promote evidence-based approaches to youth substance use education in B.C. schools.
- The Ministry and MMHA developed a comprehensive communication plan for the child care and K-12 education sector regarding the impacts of decriminalization in B.C. that are in effect as of January 31, 2023.

#### **Statistics:**

- In 2022 (until October 31), 28 young people under age 19 died from illicit drug overdoses in B.C., 1.5% of the 1827 recorded overdoses (Coroner Report, October 2022) – no fatal overdoses were reported in B.C. schools.
- All 60 School Districts have a tobacco and/or vaping/e-cigarette policy - some include this within their Code of Conduct.
- In 2021/2022, 4,972 (or 4%) B.C. public school students enrolled in grades 7, 10, and 12 reported using nicotine (for example, smoking, chewing, vaping) "often/every day" (2021/2022 Student Learning Survey).

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division, Mental Health and Substance Use Branch

**Delivery Partners:**

1. Ministry of Mental Health and Addictions (MMHA)
2. Ministry of Health (HLTH)
3. Ministry of Children and Family Development (MCFD)
4. Ministry of Public Safety and Solicitor General (PSSG)

**Contact:** *Danielle Carter-Sullivan, Executive Director - Early Learning, Mental Health and Safety,* Personal Security

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## Strategic Priorities

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division/Strategic Priorities

### **Title: K-12 Anti-Racism Action Plan**

**Date Revised:** January 18, 2023

#### **Key Messages:**

- A Minister mandate priority includes providing tools to schools and districts to identify and respond to racism to ensure all students feel safe in their learning environments.
- The K-12 Anti-Racism Action Plan was launched in January 2023; it is a comprehensive multi-year framework that confronts racism and discrimination in B.C.'s education sector as well as fosters a climate of belonging for all students, educators, and staff.
- The Action Plan is guided by rightsholders, Indigenous partners, education partners, community organizations as well as youth with lived and living experiences of racism.
- The elements in the Action Plan focus on systemic change through policy and program review, curriculum resource updates, workforce development, sector-wide anti-racism education and training, as well as support for school communities to build racism-free and equitable schools for everyone.

#### **Key Facts Regarding the Issue:**

- Racism is consistently linked with higher instances of stress, self-reported poor health, and suicidal thoughts and attempts.
- Studies indicate that exposure to racial discrimination in early years, particularly adolescence, is a significant predictor of depressive symptoms in later years.
- Students and families representing Indigenous, Black, and People of Colour (IBPOC) report experiences of systemic racism and oppression in B.C.'s education system.
- All of B.C.'s 60 school districts and independent schools have codes of conduct in place that align with the BC Human Rights Code.
- The K-12 Curriculum Core Competencies, which include topics of valuing diversity and respecting differences, are interwoven throughout all subject areas and grade levels.
- The Action Plan was built on feedback received from the Minister's Community Roundtables and the Minister's Youth Dialogue Series, as well as feedback collected from Tourism Arts and Culture hosted community dialogues in summer 2019 exploring how government can build a safer, more inclusive province.
- Action Plan initiatives will continue to be informed through the annual Minister's Community Roundtable, the Minister's Youth Dialogue sessions, education partner and school district collaboration, and other forms of community and Indigenous engagement.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division/Strategic Priorities

### **Key Outcomes:**

- In 2022 and 2023, the Minister hosted four Youth Dialogue sessions on Anti-Racism in Education with IBPOC students.
- In 2020, 2021 and 2022, Minister Community Roundtables on anti-racism in education were hosted to support the development and early implementation of the K-12 Anti-racism Action Plan. Participants included education partners, rightsolders and Indigenous partners, community organizations and youth.
- In fall 2021, the Anti-Racism Education Partner Collaborative and Anti-Racism Educator Network were established to build sector capacity and ensure cohesive efforts.
- In 2021, the ministry partnered with BC Lions for the Team Up Against Racism; anti-racism workshops in B.C. schools by BC Lions players to address racism in school communities.
- On July 24, 2020, the Minister and K-12 education partners issued a statement of support for anti-racism.

### **Statistics:**

- Three in five (58%) 12-17 year old B.C. students report seeing students insulted, bullied, or excluded based on their race or ethnicity (Angus Reid/UBC, 2021<sup>1</sup>).
- In 2018, 14% of students reported experiencing discrimination because of race, ethnicity, or skin colour. An increase from 11% in 2013 (BC AHS 2013, 2018<sup>2</sup>).
- Experiences of racism among Black students have increased from 21.9% in 2003 to 26.9% in 2018, regardless of gender or immigration status (BC AHS 2003, 2018).
- B.C. youth who experienced racial discrimination reported poorer health and well-being than their peers, including being less likely to feel hopeful for their future and to feel good about themselves (BC AHS 2018).
- Racial discrimination was also associated with poorer student mental health, including experiencing extreme stress and despair, self-harming, and seriously considering or attempting suicide (BC AHS 2018).
- A safe and supportive school environment, as well as the presence of caring school staff and feelings of being treated fairly, were associated with more positive outcomes among those who had experienced racism including feeling safe at school and feeling good about themselves (BC AHS 2018).

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<sup>1</sup> Angus Reid Institute and University of British Columbia

<sup>2</sup> BC Adolescent Health Survey

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division/Strategic Priorities

### **Funding:**

- In 2022/23, \$839,000 was allocated through a three-year total of \$2.5 million to support the K-12 Anti-Racism Action Plan.

### **Services to Ministry:**

- All elements of K-12 Anti-Racism Action Plan are designed and implemented in collaboration and consultation with B.C. rightsholders and Indigenous partners, education partners, school districts, community organizations, youth, and other ministries including but not limited to:
  - Rightsholders and Indigenous partners: BC Assembly of First Nations, First Nations Summit, UBCIC, First Nations Education Steering Committee, First Nations Schools Association, Métis Nation BC
  - Education partners: BC Association of School Business Officials, BC Principals' and Vice-Principals' Association, BC School Superintendents Association, BC School Trustee's Association, BC Teachers' Federation, Canadian Union of Public Employees, Federation of Independent Schools Association, BC Confederation of Parent Advisory Councils, BC Council of Administrators of Inclusive Support in Education
  - School districts: SD8 (Kootenay Lake), SD10 (Arrow Lakes), SD37 (Delta), SD39 (Vancouver), SD40 (New Westminster), SD41 (Burnaby), SD68 (Nanaimo Ladysmith), SD73 (Kamloops Thompson), SD74 (Gold Trail), SD75 (Mission)
  - Community Organizations
  - Minister's Youth Dialogue participants
  - Provincial Government: Ministry of Attorney General

### **Delivery Partners:**

1. Equitas
2. BC Lions
3. B.C. Principals' and Vice Principals' Association

### **Agreements:**

- 2022/2023 Grant with Equitas of \$200,271
- 2022/2023 Grant with BC Lions of \$115,000
- 2022/2023 Grant with B.C. Principals' and Vice Principals' Association of \$41,000
- 2021/2022 and 2022/23 General Service Agreement with Equitas of \$65,000

**Contact:** Erin Oscienny, Director, Strategic Priorities, (250) 886-1716

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division/Strategic Priorities

### **Title: School Food Programs**

**Date Revised:** January 23, 2023

#### **Key Messages:**

- Students who are eating nutritious food every day are better prepared to learn and grow.
- School food programs improve academic outcomes and attendance, positively influence long-term health and relieve food affordability challenges for families.
- Ensuring students are properly fed each day for school success is an important part of my mandate letter supported by the Ministry of Agriculture and Food (AF) to include more locally grown foods in schools.
- We are working with school districts on a community-centred approach with Indigenous partners, non-profit and community organizations, and cross-government colleagues to enhance school food programs across B.C.
- Community inclusion is essential for the long-term approach to feeding students for learning.
- In August 2022, government announced the Student and Family Affordability Fund (\$60 million) to help school districts provide food programs and supplies needed for students to be successful this year.
- This was an important step in government's commitment to make sure students are properly fed for learning and to work with school districts to support the expansion of locally delivered food programs.
- Enhancing school food programs across the province aligns with current government priorities of addressing affordability, poverty reduction, and greater provincial food supply security and business growth.

#### **Key Facts Regarding the Issue:**

- *Mandate: To help make sure students are properly fed for learning, expedite work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture and Food to integrate Feed BC into this plan so that districts can include locally grown food.*
- Food insecurity is a risk factor for youth, both as a physical and mental health challenge, and is related to academic outcomes and school attendance.
- School food programs are designed and coordinated by individual school districts and are not always reaching the students who need it most.
- The two biggest challenges to delivering school food programs, reported by schools, are lack of consistent funding and dedicated human resources.
- ECC and AF worked collaboratively across ministries and engaged with community organizations and districts to develop an approach that addresses these barriers.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division/Strategic Priorities

- Cabinet Confidences
  
- Cabinet Confidences
  
- The federal government completed pan-Canadian engagement in December 2022, to inform the development of a national school food policy which is included in the 2021 mandate letters of two federal ministers (Families, Children and Social Development; Agriculture and Agri-Food). There is no school food program funding commitment to date from the federal government.

### Cross-Government Initiatives and Programs

- Office of the Auditor General (OAG) *Promoting Healthy Eating and Physical Activity in K-12: An Independent Audit* (HEPA):
  - In May 2018, the OAG provided eight recommendations to improve joint provincial oversight between Ministries of Health (HLTH) and ECC for healthy eating and physical activity of K-12 students.
  - HLTH and ECC signed a Memorandum of Understanding, outlining shared commitments, roles and responsibilities to address the recommendations.
  - COVID-19 delayed action on some of the recommendations and responses to four recommendations are still in progress.
- School Food Guidelines
  - With the release of Canada's food guide in 2019, HLTH led the work of consulting with the food and beverage industry and the education sector in Spring 2022 to seek recommendations to develop supporting resources.
  - These resources are in development.
- B.C. School Fruit and Vegetable Nutritional Program (SFVNP)
  - Since 2005, HLTH has provided funding to B.C. Agriculture in the Classroom (BCAIRC), a non-profit charitable organization, to administer SFVNP to provide fresh B.C.-grown fruit and vegetable snacks to K-12 students plus milk for K-5 students.
  - Program funding will continue into the 2023/24 school year during which time the program will be assessed to determine how it fits within the broader Framework.
- Food Security Steering Committee
  - AF, ECC, HLTH and Ministry of Social Development and Poverty Reduction (SDPR) are part of a cross-government food security steering committee that is addressing a government priority of increasing food security in B.C.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division/Strategic Priorities

- The community coordination and supports that will be created through the delivery of the Framework will establish a strong foundation to support the government effort to address the greater issue of food insecurity across the province.

### **Key Outcomes:**

- In fall 2021, ECC completed a school district environmental scan to understand post-COVID impacts on school food programming, current school food program delivery models, and existing partnerships with providers and non-profits.
- In September 2022, ECC announced \$63.8M in one-time funding to the education sector to help school districts make sure students are fed and have the school supplies they need to be successful at school.

### **Statistics:**

#### **2021/22 B.C. Student Learning Survey analysis indicates that:**

- Students who start the day eating breakfast have better academic outcomes and are more satisfied with their school and education.
- Students in higher socioeconomic neighborhoods eat breakfast more often on average. For example, grade 10 students in the highest socioeconomic neighbourhoods report eating an average of 5.5 breakfasts per week, compared to 3.5 breakfasts per week reported by students in the lowest socioeconomic neighbourhoods.
- School food programs are likely to increase student attendance; student absences are correlated with not starting the day with breakfast, more notably in the upper grades.
- 13.7% of students across all grades reported feeling hungry most/all of the time because there was not enough food to eat.

#### **2021 School Food Program Survey findings include** (based on a 71% school response rate):

- 59% of public schools report having a food program; 10% use an external source such as a food bank in place of a program; 31% report not having food programs, with many of these schools being in lower socioeconomic neighbourhoods.
- Only six districts report having fully universal programs<sup>1</sup>

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<sup>1</sup> SD 19 – Revelstoke, SD 40 – New Westminster, SD 50 – Haida Gwaii, SD 51 – Boundary, SD 52 – Prince Rupert, SD 58 – Nicola Similkameen

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division/Strategic Priorities

- An estimated 12% of K-12 students (over 60,000) access food programs throughout the year, across schools in B.C. This increases to 37% for students in the lowest socioeconomic neighbourhoods and indicates that more students across the province would benefit from a school food program if it was accessible to them.
- The highest proportion of daily food programs are offered in schools located in lower socioeconomic status communities.

### **Funding:**

- 2023/24 – Targeted budget base lifts to support school food programs:
  - \$71.5 million for districts for targeted food funding and school food coordinators staffing,
  - \$4.5 million to the independent sector for food and staffing and,
  - \$5.0 million for capital enhancements required for school food programs.
- 2022/23 - \$63.8M one-time Student and Family Affordability Fund was distributed to school districts and independent schools to improve food security for students and offset education related costs for families (i.e., school supplies, extra-curricular activities fees, etc.)
- 2021/22 - \$55.2M CommunityLINK funding was distributed to 60 school districts.
  - \$13.3M was spent on food and nutrition through CommunityLINK funding.
  - This is 23.3% of total CommunityLINK reported expenditures (*just as an fyi, this compares reported school district CL spending in each category to total reported CL expenditures*)
  - 50 school districts reported that they delivered school food programming. Of those 50 school districts, there was a total of 123 food programs reported.
- 2022/23 - \$55.2M in CommunityLINK funding was distributed to 60 school districts.

### **Delivery Partners:**

1. Ministry of Agriculture and Food
2. Ministry of Health
3. Ministry of Social Development and Poverty Reduction
4. School Districts

### **Agreements:**

1. Direct Award Contract to University of British Columbia (\$30K)
2. Grant to Provincial Health Association of B.C. (\$50K)

**Contact:** Erin Oscienny, Director, Strategic Priorities, (250) 886-1716

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division/Strategic Priorities

### **Title: Sexual Orientation and Gender Identity (SOGI)**

**Date Revised:** February 1, 2023

#### **Key Messages:**

- The Ministry and provincial K-12 education partners are committed to creating safe, welcoming and inclusive school environments for all students.
- SOGI-Inclusive Education (SOGI) is part of the *erase* strategy; a comprehensive prevention and intervention strategy to address bullying and violence in schools.
- SOGI is an acronym for sexual orientation and gender identity.
- It is an approach to strengthen district and school policies and procedures, foster inclusive school environments, and develop resources and tools for B.C. K-12 schools.
- All school districts and independent schools have SOGI inclusive codes of conduct/anti-bullying policies.
- SOGI provides resources for educators and families, builds awareness of SOGI inclusive education and supports classroom instruction and school policy development.
- SOGI and the provincial curriculum do not promote any one set of beliefs around sexual orientation and gender identity but are designed to build understanding of our diverse society and learning to treat others with dignity and respect.

#### **Key Facts Regarding the Issue:**

- July 2016: B.C. Human Rights Code amended to prohibit discrimination based on sexual orientation and gender identity/expression.
- September 7, 2016: Ministry required all boards and independent schools to have SOGI inclusive codes of conduct/anti-bullying policies through an amendment to the Provincial Standards for Codes of Conduct and Harassment and Bullying Prevention Order. All other components of SOGI are voluntary.
- February 2019: Ministry, K-12 education partners and ARC Foundation formed a Provincial K-12 SOGI Collaborative to develop and implement a three-year action plan.
- Lesbian, Gay, Bisexual, Transgender, Two-Spirited, Queer (LGBT2SQ) students are subject to higher levels of bullying, cyberbullying, physical abuse, emotional abuse, sexual abuse and discrimination, and are at higher risk of mental health issues, including suicide.
- September 2022: The Minister of Education and Child Care, ARC Foundation and the SOGI Collaborative education partners issued a joint statement of continued support for SOGI-Inclusive Education.



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division/Strategic Priorities

### **Key Outcomes:**

- All Boards of Education and Independent School Authorities have updated their codes of conduct and anti-bullying policies to incorporate SOGI.
  - The B.C. SOGI Educator Network includes all 60 public school districts, in addition to 40 independent schools and 18 First Nations schools with approximately 2,300 SOGI School Leads. Almost all secondary and middle schools have SOGI Leads, and approximately 87% of elementary schools surveyed a SOGI Lead.
- The SOGI-Inclusive Education Resource Guide launched in Jan 2021 with strategies to support and champion SOGI-Inclusive Education in schools and classrooms.
- The 7<sup>th</sup> annual SOGI Educator Summit was hosted online in October 2022 and open to all members of the SOGI Educator network.
- In a 2021/22 school year survey, 83% of SOGI School Leads agreed that they felt confident talking to other staff in their school for support or sharing information about SOGI education.

### **Statistics: (all McCreary Centre Society, 2018)**

- 11% of male and 22% of female B.C. high school students identify as gay, lesbian, bi or not exclusively heterosexual.
- 0.5% of B.C. high school students identify as transgender and 2% identify as neither male or female (i.e. non-binary).
- 54% of B.C. gay and lesbian high school students and 62% of non-binary youth report experiencing discrimination because of their sexual orientation and/or gender.
- 43% of B.C. non-binary high school students report having a mental health condition compared to 15% of students who identify as male or female.
- 68% of non-binary youth who experienced physical abuse and 39% of non-binary youth who did not face abuse, self-harmed in the past year.

### **Funding:**

- 2022/23 - \$350K (Provincial SOGI Lead, SOGI Network support/expansion, provincial and regional SOGI Educator Summit, resource expansion)
- 2021/22 - \$350K (Provincial SOGI Lead, SOGI Network support/expansion, provincial Youth Collective, Indigenous resource development)
- 2020/21 - \$350K (Provincial SOGI Lead, SOGI Network support/expansion, provincial and regional SOGI Education Leadership Summits, K-12 SOGI Resource Guide launch)
- 2019/20 - \$380K

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Liaison and Supports Division/Strategic Priorities

### **Services to Ministry:**

- ARC employs a SOGI Education Lead position with financial support from the Ministry.
- ARC provides SOGI expertise and resources to support boards and schools.
- ARC provides secretariat support to the Provincial K-12 SOGI Collaborative.

### **Delivery Partners:**

1. ARC Foundation
2. UBC Faculty of Education
3. K-12 Education Partners (BCTF, BCSTA, BCSSA, BCPVPA, BCCPAC, FNESC, MNBC, FISA, FNSA, BCASBO, CUPE)

### **Agreements:**

- Updated MOU with ARC Foundation
- 2022/23 TUA with ARC Foundation for \$350,000
- Reciprocal License Agreement with ARC Foundation for sharing of intellectual property

**Contact:** Erin Oscienny, Director, Strategic Priorities, (250) 886-1716

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## Student Safety

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Safety and Wellness / SLSD

### **Title: Consent and Gender-Based Violence**

**Date Revised:** January 24, 2023

#### **Key Messages:**

- The Province is committed to improving how students are learning about consent as an important step to prevent sexualized violence and non-consensual behaviour in and out of schools.
- This year, the Ministry provided new guidance for educators and information for parents/families and students to support a better understanding of consent and help prevent gender-based violence in B.C. schools. This included:
  - Updated teaching health guides and expanded kindergarten-to-Grade 12 curriculum resources that will support educators in teaching consent with an age-appropriate and non-discriminatory approach in the classroom.
  - Online learning sessions for students in Grades 8-12 and parents/families focused on consent, online safety and healthy relationships.
  - Updated the [erase \(Expect Respect and a Safe Education\) website](#) to ensure trusted information and resources are available for students, parents/families and educators.
- The Ministry of Finance, led by the Gender Equity Office, plans to release the provincial GBV Action Plan later this year. We look forward to supporting the actions identified, as part of our continued commitment to prevent sexualized violence and non-consensual behaviour in and out of schools.

#### **Key Facts Regarding the Issue:**

- Gender-based violence (GBV) is violence that is committed against someone based on their gender identity, gender expression, or perceived gender. It can be physical, emotional, psychological, financial or sexualized in nature.
- GBV disproportionately impacts women and girls, Indigenous peoples, 2SLGBTQIA+ people, racialized people, people living in poverty and people with a disability. The intersection of any two or more of the above identities may increase a person's risk and vulnerability to violence.
- Young women (aged 15 to 24) are at higher risk of intimate partner violence than women over 25. In 2018, 12% of survey respondents were sexually assaulted in the previous year, which was significantly more than any other age group ([Women and Gender Equality Canada](#)).
- Consent is an agreement to engage in an activity; it occurs when you ask, or give, permission to do something. People use consent in their daily life, including giving and asking for consent for food or drink, physical touch, to take a picture, or to participate in the activity.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Safety and Wellness / SLSD

- In the context of sexual activities, consent refers to giving voluntary permission to engage in a sexual activity. For any sexual activity to be legal, it must be done with the voluntary permission of every person involved. The legal age of consent to sexual activity is 16 (with some exceptions for youth under 16 who are close in age).

### **Key Outcomes:**

- Explicit mention of the topics of consent and gender-based violence have been added within curriculum elaborations in Physical and Health Education from Kindergarten to grade 10.
- Additional information and age-appropriate guidance regarding teaching about consent and gender-based violence has also been added within the *Supporting Student Health* guides for elementary and secondary teachers.
- Both the curriculum elaborations and updated *Supporting Student Health* guides were released in November, 2022.
- Updated the *erase* website to include information and resources on gender-based violence and consent.
- Providing 14 parent and student learning sessions focused on establishing respectful relationships and consent in our communities.
- Shared promising practices with Safe School Coordinators at the annual Safe School Coordinator Meeting, including:
  - Consent Cafes (SD 73, Kamloops Thompson)
  - Responding to Disclosures (SD 23, Central Okanagan School District)

### **Statistics:**

- Inappropriate sexual behaviour has (on average) been the fifth most frequently reported category of concern from the provincial *erase* anonymous online reporting tool, Report It, over the past three school years. This school year (Sept – Nov 2022) there have been 21 reports.
- Approximately 46 schools district currently have sexual violence, sexual harassment and/or sexual assault/abuse embedded within district policy.

### **Funding:**

- \$16K to Safer Schools Together for the student and parent sessions.
- Please see Education and Learning Division (ELD) Estimates Note on curriculum supports for funding information related to the teaching health guides.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Safety and Wellness / SLSD

### **Delivery Partners:**

1. Safer Schools Together: Subject-matter expert delivering the parent and student sessions.
2. Ministry of Finance Gender-Equity Office: Leads the provincial GBV Action Plan Working Group
3. School Boards and Independent School Authorities: Implement activities

### **Background:**

- Detailed information about the updated teaching health guides is available in the Learning and Education Programs Division Note titled Curriculum Overview.

**Contact:** *Christie Docking, Director, Student Wellness and Safety, (250) 952-1956*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care (ECC)

**Program/Program Area Name:** Student Safety

### **Title: COVID-19 and Communicable Disease Management 2022/23**

**Date Revised:** February 3, 2023

#### **Key Messages:**

- The COVID-19 pandemic impacted and continues to impact students, staff and families in many ways, with some longer-term impacts of the pandemic yet to be realized.
- K-12 schools continue to have communicable disease prevention measures in place, as COVID-19 and other communicable diseases (like influenza) continue to circulate in our population. Communicable disease prevention measures are aligned with public health guidance to support student and staff wellness.
- Vaccination protects from serious illness due to COVID-19 and influenza, and is the most effective way to reduce their impact on our communities.
- For the 2022/23 school year, school boards, independent school authorities and schools have built on their experiences and the advice of public health experts to determine communicable disease prevention plans.
- Schools are expected to document and make their communicable disease prevention plans readily available (e.g., post on school/school district websites, on a bulletin board).
- Additional time-limited public health measures may be implemented at the discretion of the Medical Health Officer or the Provincial Health Officer in response to broader risk of communicable disease transmission in the community.
- Schools can contact public health if they have concerns about communicable disease transmission within the school setting and require additional support.
- A Provincial Steering Committee, made up of Indigenous rightsholders and education partners – including teachers, parents, support workers, school leaders and public health experts – guided the Ministry's work in maintaining safe learning environments throughout the pandemic. The Committee now meets on an as needed basis.

#### **Key Facts Regarding the Issue:**

- ECC's [Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings](#) (the Guidelines) outline the prevention measures all public and independent schools should implement to reduce the risk of communicable disease transmission. They build on public health guidance to provide operational considerations and implementation guidance for schools, school districts and independent school authorities. They were updated August 25, 2022 for the 2022/23 school year.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care (ECC)

**Program/Program Area Name:** Student Safety

- The Guidelines align with current public health guidance for K-12 schools from the Provincial Health Officer and the BC Centre for Disease Control (BCCDC). This guidance is also aligned with communicable disease prevention guidance provided by WorkSafeBC.
- Communicable disease prevention measures in schools include:
  - Promoting health awareness for staff and students, including that they should not come to school if they're sick;
  - Regular cleaning and disinfecting protocols;
  - Regular maintenance of HVAC systems to ensure proper operation;
  - Hand hygiene; and
  - Wearing masks (by personal choice). Schools continue to have masks on hand for those who would like to wear one.
- Medical Health Officers play the lead role in determining if, when and how to communicate information regarding increased communicable disease activity within a school.
- A **functional closure** of a school is the temporary closure of a school determined by a school district or independent school due to a lack of staff to provide the required level of teaching, supervision, support, and/or custodial services to ensure the health and safety of students. So far in the 2022/23 school year, there have been five functional closures (all of which occurred in November).
- A **public health closure** is the temporary closing of a school ordered by Medical Health Officer when they determine it is necessary to prevent the excessive transmission of a communicable disease.
- In the 2021/22 school year, over 4,400,000 Artron Rapid Antigen Tests were distributed to students and staff. They are now widely available for free at pharmacies across the province.
- Beginning March 2022, additional supplies of certain non-medical personal protective equipment (e.g., non-medical masks), have been made available to schools and districts at no charge by the Province.

### **Key Outcomes:**

- The Guidelines are updated as needed, primarily based on changes in public health guidance. The Guidelines were last updated August 25<sup>th</sup>, 2022 for the 2022/23 school year.
  - Federal and Ministry funding provided in the 2020/21 and 2021/22 school years supported schools to implement all enhanced prevention measures recommended by the Provincial Health Officer and BCCDC. For the 2022/23 school year, schools will use their general operating grant to implement all recommended prevention measures.
  - BCCDC notes that transmission within K-12 school settings accounted for a minority of COVID-19 cases, even amongst students and staff.



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care (ECC)  
**Program/Program Area Name:** Student Safety

### **Statistics:**

- During the 2022/23 school year (as of February 2, 2023):
  - 5 schools had full functional closures:
    - 4 public, 1 independent
  - 1 independent school has had a partial functional closure.
- During the 2021/22 school year (as of June 30, 2022):
  - 50 schools had full functional closures:
    - 25 public, 25 independent
  - 15 schools have had partial functional closures:
    - 4 public, 11 independent
  - Interests of an Indigenous People; Intergovernmental Communications
- On any given day during January 2023, an average of 8% - 10% of teachers were absent from work.
- Students away from class: On any given day in the 2022/2023 school year, an average of 13% to 22% of students were absent from public schools.

### **Funding:** **2021/22**

- \$24.65 million in provincial COVID-19 one-time funding for the K-12 Education Recovery Plan for the 2021/22 school year, allocated as follows:
  - \$13.400 million to implement health and safety measures that meet the BCCDC Public Health Guidance for K-12 Schools in 2021/22;
  - \$4.300 million for mental health measures to address pandemic-related mental health impacts (a detailed breakdown is available in the Impact of COVID-19 on Mental Health estimates note);
  - \$5.000 million for education recovery for First Nation and Métis students; and,
  - \$1.200 million for Independent Schools for the above activities.
  - \$0.75 million for Rapid Response Teams.
- \$68.3M million in provincial and \$11.9M in federal funding to upgrade or replace school HVAC systems.

### **2020/21**

- \$45.6M in provincial COVID-19 funding for K-12 including:
  - \$23 million to increase custodial staff and hours
  - \$9.2 million for handwashing/hand sanitization stations
  - \$5.1 million for cleaning supplies
  - \$2.2 million for face masks and shields
  - \$3M to support remote learning for students
  - \$2.4M was allocated to independent schools for these purposes.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care (ECC)

**Program/Program Area Name:** Student Safety

- \$242.4M in federal COVID-19 funding to support safe return to school over two phases:
  - \$216.9 million – public schools
  - \$16.3 million – independent schools
  - \$8.2 million – First Nations Education Steering Committee
  - \$0.9 million – K-12 Rapid Response Teams
  - Of the \$121.2 million available in the first phase of funding, \$109 million was allocated to school districts and independent schools in the fall to help support adapted learning spaces, improved air ventilation, increased hand sanitation and hygiene, and purchases of personal protective equipment and cleaning supplies.
  - Of the \$121.2 million for the second phase of federal funding, \$112.1M was allocated to school districts and independent schools in the winter to support the same categories as phase one. In addition, \$8.2M was disbursed to FNEESC to fund supports and services to support the 8,000 Indigenous students living on-reserve who attend public schools and \$900K to school districts and FISA to develop six regional rapid response teams (one in each Health Authority and one dedicated to support independent schools).

### **Services to Ministry:**

- Provincial Steering Committee: Working in an advisory capacity, the Steering Committee supported the successful implementation of the communicable disease guidelines, as well as provides a forum for sector partners to discuss emerging issues. It now meets on as needed basis.

### **Delivery Partners:**

- BCSTA, BCSSA, BCTF, CUPE BC, BCPVPA, BCASBO, BCCPAC, FISA, FNEESC, MNBC, Ministry of Health, Regional Health Authorities, WorkSafeBC, BCCDC and Office of the Provincial Health Officer.

### **Agreements:**

- N/A

### **Background:**

- Additional information on the COVID-19 response is included in the Estimates Notes
- Vaccine Policies for Board Staff
- Impact of COVID-19 on Mental Health
- Resource Management Division's Ventilation Note

**Contact:** *Christie Docking, Director, Student Safety and Wellness, (250) 952-1956*

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Wellness and Safety

### **Title: Emergency Management/Lockdowns**

**Date Revised:** February 10, 2023

#### **Key Messages:**

##### **Emergency Management:**

- Schools are places where emergency preparedness is critically important to the well-being of students and employees and to the confidence that parents feel in entrusting their children to the care of educators in BC schools.
- School districts and independent school authorities are responsible for planning for and responding to natural and human-caused emergencies in their areas. They are expected to develop emergency management plans in consultation with local emergency responders and local law enforcement.
- The Ministry of Education and Child Care's *Emergency Management Planning Guide for Schools, Districts and Authorities* (2015) establishes provincial standards for planning for, responding to and recovering from all types of emergencies (natural and human caused) for public, independent and First Nations schools.

##### **Natural Cause/Climate Change Related Emergencies:**

- The Province has provided a rapid and comprehensive response to the 2017, 2018, 2021 and 2022 B.C. wildfires, and the 2021 atmospheric river flooding event, including offering trauma recovery support to impacted school districts.
- The Ministry of Education and Child Care's *BC Education Sector Integrated Response Plan for Catastrophic Earthquake* (2017) aligns communication and coordination between local and provincial emergency management and the K-12 education system in the event of a catastrophic earthquake.

##### **Human Caused Emergencies and Lockdowns:**

- School districts and independent schools have a safe school coordinator role(s). This role is responsible for district-wide safety initiatives that are focused on preventing and responding to human caused threats and emergencies.
- The Ministry of Education and Child Care provides training and support to schools for threat risk assessment, human caused emergency response (including lockdowns and hold and secure), and trauma recovery through *erase* (Expect Respect and a Safe Education).
- Since 2012, over 25,000 educators and community partners have been trained through *erase*.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Wellness and Safety

### Key Facts Regarding the Issue:

- Under the *School Act*, schools can close if the health or safety of students is endangered. Lost instructional time does not have to be made up - the decision is at the discretion of the school district.
- A **lockdown** is a specific emergency response where there is a high and immediate risk (e.g. someone with a weapon on school property) and is intended to minimize access and visibility.
- In a lockdown, all students and staff must immediately proceed to the nearest classroom or designated area, turn off all lights and lock all doors – no one is allowed to enter or exit the building except for emergency personnel.
- **Hold and Secure** is used to secure a school because there is an emergency situation occurring outside the school. Everyone is brought indoors and the exterior doors are locked and monitored, but students and staff can move throughout the building.

### Key Outcomes:

- In emergencies, affected school districts are offered trauma recovery support to students and staff through support provided by the Ministry.

### Statistics:

Natural cause/climate change related:

- 2022:
  - Battleship Mountain wildfire impacted 2 schools (211 students) in SD60 Peace River North, Hudson's Hope.
  - The Summer 2022 Nohomin Creek wildfire in SD74 Gold Trail did not impact any schools.
- 2021:
  - The atmospheric river event and subsequent flooding impacted 25 schools (6,134 students) across 4 districts (SD33 Chilliwack, SD34 Abbotsford, SD58 Nicola-Similkameen, SD78 Fraser-Cascade). While remediation work is complete, SD 58 continues to have two schools in Princeton on a boil water advisory due to facility damage from flooding.
  - Wildfires impacted 6 schools (908 students) across 4 school districts (SD71 Comox Valley, SD74 Gold Trail, SD87 Stikine, SD91 Nechako Lakes).
- 2018:
  - Wildfires impacted 29 schools (117 students) across 8 school districts (SD6 Rocky Mountain, SD8 Kootenay Lake, SD20 Kootenay-Columbia, SD27 Cariboo-Chilcotin, SD28 Quesnel, SD84 Vancouver Island West, SD87 Stikine, SD91 Nechako Lakes) in terms of temporary closures and/or student relocation.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Wellness and Safety

- 2017:
  - Wildfires impacted 8 schools (724 students) across 3 school districts (SD27 Cariboo-Chilcotin, SD28 Quesnel, SD91 Nechako Lakes) in terms of temporary closures and/or student relocation.

Human caused events:

- *erase* provides critical incident support for schools to ensure expert support is available when responding to threats to self or others or incidents that impact the school community.
- The number of critical incident cases in the past three school years are:
  - 2022/23 school year (September – December): 307
  - 2021/22 school year (September – August): 1006
  - 2020/21 school year (September – August): 629

### **Funding:**

- Includes Emergency Response and *erase* student safety components provided by TC Safer Schools Together Inc.
  - 2022/23 - \$426K
  - 2021/22 - \$425K
  - 2020/21 - \$500K
  - 2019/20 - \$943K
  - 2018/19 - \$1.12M
  - 2017/18 - \$1.05M

### **Services to Ministry:**

- TC Safer Schools Together Inc. – trauma recovery support to schools and districts
- Emergency Management BC – direct support to school districts

### **Delivery Partners:**

1. TC Safer Schools Together Inc.
2. Emergency Management BC

### **Agreements:**

- General Service Agreement with TC Safer Schools Together Inc.

**Contact:** *Christie Docking, Director, Learning Division, (250) 952-1956*

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Wellness and Safety

### **Title: ERASE: Student Safety**

**Date Revised:** February 3, 2023

#### **Key Messages:**

- We believe in safe, respectful and inclusive schools.
- Over 25,000 educators and community partners have been trained since 2012 to address bullying, violence, threats and trauma recovery.
- There are dedicated Safe School Coordinators in every public school district and many independent schools, and an anonymous online reporting tool.
- Codes of Conduct, that outline conduct expectations, are in place in all 60 school districts. These codes support safe, caring and orderly school environments.,
- Many school districts have signed formal protocols with community partners to work together in addressing student safety concerns.
- The Erase Strategy, launched in 2012 was expanded in 2018 to address complex issues facing students, including mental health, substance use, social media, gang prevention, and supporting students of all sexual orientations and gender identities (SOGI). In 2022, consent and gender based violence were added.

#### **Key Facts Regarding the Issue:**

- Bullying and online exploitation are linked to harmful mental health consequences, alcohol and substance use, and decreased school connectedness.
- Students who have strong connections to school, where they feel welcome and safe, are healthier and do better academically.
- *erase* is a comprehensive provincial safety plan with supports provided for the K-12 sector include:
  - A provincial training program for school district staff and community partners.
    - *erase* training addresses school connectedness, bullying prevention, Violence and Threat Risk Assessment (including digital threat assessment and cyberbullying) and trauma response.
  - An anonymous online reporting tool to report incidents.
  - A provincial team of subject matter experts who provide direct support to school districts and independent schools with complex cases and critical incidents.
  - An online resource for parents, students and educators.

In 2017, sexual orientation and gender identity was added to district codes of conduct and independent school anti-bullying policies as a prohibited ground of discrimination.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Wellness and Safety

### Key Outcomes:

- Over 25,000 educators/partners have participated in *erase* training to date.
- In 2022/23 (September-January), 8 virtual and 4 in person *erase* trainings were delivered to over 435 educators and partners. Six additional in person *erase* trainings are scheduled for winter-spring 2023.
- In 2022/23 (September-January), 6 virtual safety sessions were delivered to over 1358 students, parents, and caring adults. Fourteen additional virtual sessions are scheduled for winter-spring 2023.
- Over 2,800 reports have been made by students since 2018 through the *erase* online reporting tool.
- Dedicated Safe School Coordinators and up-to-date codes of conduct/anti-bullying policies are in place in all 60 school districts and independent schools.
- Provincial safety resources to support coordinated responses and best practice implementation, including:
  - Provincial threat assessment guidelines and school-community protocols.
  - Provincial school-police guidelines (developed in 2019) support coordinated responses to school safety incidents.

### Statistics:

- 9% of B.C. Public School (Grade 7, 10, 12) students reported being bullied “most/all of the time” (2021/22 Student Learning Survey).
- 78% of B.C. Public School (Grade 7, 10, 12) students report feeling safe at school “most/all of the time” (2021/22 Student Learning Survey).
- Fourteen percent of B.C. students had been cyberbullied (including 23% of non-binary youth) in 2018 (Adolescent Health Survey, 2018).
- Over 4,100 incidents reported via online reporting tool since 2012 (Over 2,800 since the tool was updated in 2018).
- Top three issues reported via the online reporting tool in 2022/23 school year thus far:
  - Bullying/Cyberbullying
  - Harassment
  - Racism/Discrimination and Drugs or Alcohol
- *erase* case consults with schools and school districts (areas include threat to school, self or others):

2022	2021	2020	2019	2018	2017	2016	2015
971	790	333	377	289	205	80	40

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Wellness and Safety

### **Funding:**

- \$449K budget for 2022/23
- \$425K budget for 2021/22
- \$500K budget for 2020/21
- \$940K budget for 2019/20
- \$7.24M from 2012 to 2019 (approx. \$1M per year)

### **Services to Ministry:**

- TC Safer Schools Together Incorporated:
  - Subject matter expertise
  - Critical incident advisory and support services
  - Training
  - Branding and social media
  - Report It Tool

### **Delivery Partners:**

1. TC Safer Schools Together Incorporated
2. SDs and Independent Schools
3. Community partners (police, child and youth mental health workers, etc.)
4. Ministry of Public Safety and Solicitor General

### **Agreements:**

- General Service Agreement with TC Safer Schools Together Inc.

### **Background:**

#### **Work in Progress:**

- Online *erase* training resources for educators, school district staff and community partners.
- *erase* training is being provided in an online format more often to increase opportunities for participation.

**Contact:** *Christie Docking, Director, Learning Division, (250) 952-1956*



## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Safety and Wellness/SLSD

### **Title: School Liaison Officers**

**Date Revised:** January 25, 2023

#### **Key Messages:**

- Schools should be safe places where students have equal opportunities to learn, grow and achieve their full potential, and where diversity is celebrated. All students deserve to feel safe at school.
- We understand that students, including those who are Indigenous, Black and people of colour, have different experiences with the police and that the presence of school liaison officers does not make all students feel safe.
- School districts have the autonomy to make funding and operational decisions that best support learning in their district, including decisions regarding School Liaison Office programs. Often, these decisions are made in partnership with the police of jurisdiction.
- We respect school district autonomy, but expect that as part of their responsibility to serve their students and communities, they are listening and responding to concerns raised by Indigenous, Black and other marginalized communities in relation to community partnerships and services provided, including the use of School Liaison officers.
- We will continue to support School Districts and the BC School Trustees Association as they navigate this issue.

#### **Key Facts Regarding the Issue:**

- School Liaison Officers (SLO's) are members of the local police of jurisdiction. While specific roles and responsibilities vary, in B.C., SLO programs generally combine education, investigation, law enforcement, counseling, crime prevention and community relations in order to meet the needs of residents in the school community.
- In line with increased awareness about systemic racism concerns in policing, there has been increased attention to the potential harm caused by SLO programs, particularly towards Indigenous, Black and other students of colour, due to racial discrimination, in communities across BC.
- The BC Office of the Human Rights Commissioner (OHRC) has written to the Ministries of Public Safety and Solicitor General and the Ministry of Education and Child Care (June 2022) and the BC School Trustees Association (November 2022) recommending that:
  - all use of SLOs is ended until the impact of the programs is established empirically, and that funding is provided for civilian alternatives.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Safety and Wellness/SLSD

- For districts that do not chose to end their programs they recommend they produce independent evidence of a need for SLOs that cannot be met through civilian alternatives, and to explain actions being taken to address concerns raised by Indigenous, Black and other marginalized communities.
- The BC School Trustees Association has committed to undertaking a jurisdictional scan to understand more about current SLO programs, and to determine what support boards may require to ensure they are well-informed when making local decisions.
- In January 2023, the BC Teachers Federation (BCTF) supported the discontinuation of SLO programs due to the harm experienced by some staff and students, particularly Indigenous, Black and people of colour. They also called for increased funding for additional academic, social, health and emotional supports.
- Recent school board/community activity regarding SLO programs includes:
  - The Saanich Police Department (serving 53 schools in SD 61 – Greater Victoria and SD 63 – Saanich) launched a new Community Liaison Section, resulting in Saanich schools no longer having an individual officer assigned as a dedicated School Liaison Officer.
  - The Vancouver School Board voted to reinstate a “reimagined” SLO program in November 2022, after a previous board had ended the program in April 2021.
  - The New Westminster School Board ended their SLO program in April 2021, with the intent to re-design their relationship with local police specifically to emergency procedures in schools.
  - The Burnaby RCMP Youth Section assist Burnaby Schools and the surrounding community to enhance safety for youth. Designated Youth Section officers work collaboratively and proactively with members of the school community in dealing with police-related issues, this approach was reaffirmed in 2020.

### **Key Outcomes:**

- Ministry of Education and Child Care staff have met with the OHRC to discuss the report recommendations.
- The fall 2022 Safe School Coordinator Meeting included a focused discussion on the use of SLOs and civilian alternatives.

### **Statistics:**

- The number or location of all SLO programs currently running in BC is not currently known, as this information is not publicly available in all jurisdictions.
- BC School Trustees Association is conducting a scan of all 60 school districts to review where SLO programs are in place.

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Student Safety and Wellness/SLSD

- A November 2021 OHRC report on system racism in policing, that also served as a submission to the Special Committee on Reforming the Police Act (Equity is safer: Human rights considerations for policing reform in British Columbia), found a highly disproportionate impact of certain policing practices on Indigenous, Black and other racialized people.
- Racism/Discrimination is one of the top four most commonly reported categories of concern from provincial Report It submissions.

### **Delivery Partners:**

1. Ministry of Public Safety and Solicitor General
2. School Boards and Independent School Authorities
3. Police of Jurisdiction (e.g., RCMP, municipal police force)

### **Background:**

- The *erase* Maintaining School Safety: A Guide for School and Police Personnel in B.C. (2019), supports schools and police across the province to provide consistent, coordinated and effective responses to school safety. The guide is intended to help clarify roles, responsibilities and shared safety procedures.
- While research exists on the positive and negative impacts of SLO programs, few studies have examined Canadian SLO programs, and those that do have limitations. This includes a lack of engagement with students, including marginalized students, who are most impacted by SLO programs.
- The Special Committee on Reforming the Police Act was appointed by the BC Legislative Assembly in July 2020 to examine, inquire into, and make recommendations related to reforms for the modernization and sustainability of policing under the police act. They released the Transforming Policing and Community Safety in British Columbia report in April 2022. This report did not include recommendations about SLOs.
- As noted above, a November 2021 OHRC report on system racism in police also served as a submission to the Special Committee on Reforming the Police Act. As the Transforming Policing and Community Safety in British Columbia report did not include recommendations regarding SLOs, the OHRC brought them directly forward to the Ministries of Public Safety and Solicitor General and Education and Child Care, and subsequently the BC School Trustees Association.
- The BCTF Policing in Schools Project (December 2022) outlines the research that informed their position related to SLO programs.

**Contact:** *Christie Docking, Director, Student Safety and Wellness, (250) 952-1956*

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## System Engagement and Intergovernmental Relations

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## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Engagement and Intergovernmental Relations Branch

### **Title: Organization for Economic Co-Operation and Development (OECD) - B.C. Engagement**

**Date Revised:** February 2, 2023

#### **Key Messages:**

- The mission of the OECD is to promote policies that will improve the economic and social well-being of people around the world.
- OECD provides a forum in which governments can work together to share experiences and seek solutions to common problems and understand what drives economic, social and environmental change.
- OECD conducts jurisdictional peer reviews and prepares a wide variety of publications annually.
- OECD is seen as a leader in K–12 educational assessment.

#### **Key Facts Regarding the Issue:**

- B.C. has been involved with OECD activities for more than 15 years, typically coordinated through the Council of Ministers of Education Canada (CMEC). These include international assessments (e.g., Programme for International Student Assessment – ‘PISA’) and educational indicators (data and research committees).
- The topic of early learning is an area of growing interest among OECD and jurisdictions.  
Based on a variety of OECD performance measures, B.C. is seen as a leader by a number of countries and jurisdictions around the world for its expertise in curriculum and competency development, high performance and equity in educational assessment, innovation in reporting methods, and its overall education transformation and innovation in education.

#### **Key Outcomes:**

- B.C. has opportunities to share key expertise and shape and inform learning frameworks, policies and assessments of the future.
- B.C. retains world leading outcomes.
- Host discussions/conferences with OECD.
- In 2023, a representative from the BC Ministry of Education and Child Care was appointed by CMEC as the Canadian Representative of the OECD Global Forum on the Future of Education and Skills 2030.

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Engagement and Intergovernmental Relations Branch

### **Statistics:**

- Last assessment that was published was in 2018. We are awaiting results for the 2022 PISA assessment, expected to be released in December 2023.
- In 2018, 2,250 students from 84 B.C. schools participated in PISA.

### **Key Results in Financial Literacy (PISA 2018)**

- Internationally, B.C. was outperformed by only one jurisdiction (Estonia).
- Nationally, B.C. students performed at the Canadian average, along with Nova Scotia, Ontario, and Prince Edward Island.

### **Key Results in Global Competence (PISA 2018)**

- Singapore was the only jurisdiction that performed above B.C.'s range.
- B.C. students performed at the Canadian average, on par with students from Alberta, Quebec, Newfoundland, Nova Scotia, and Prince Edward Island

### **Key Results in Reading (PISA 2018)**

- B.C. students performed at the Canadian average in reading.

### **Key Results in Science (PISA 2018)**

- B.C. students performed at the Canadian average in science.

### **Key Results in Math (PISA 2018)**

- B.C. performed at the Canadian average in mathematics.

### **Delivery Partners:**

1. CMEC and Statistics Canada
2. United Nations Educational, Scientific and Cultural Organisation (UNESCO)

### **Agreements:**

- Through the Council of Ministers of Education, Canada (CMEC), B.C. contributed its share (\$55K) of Phase 1 under Canadian participation in OECD's Education 2030 Project, 2017-2019.
- PISA – see National/International Assessments factsheet
- TALIS (Teacher and Learning International Survey)

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Engagement and Intergovernmental Relations Branch

### **Priorities:**

B.C.'s relationship with OECD includes:

- OECD Indicators of Educational Systems (INES)
  - Produce a survey on working time of teachers and school heads – reviews data and research to inform policies
- Future of Education and Skills 2030
  - OECD is leading an international policy initiative, Education 2030, which creates a common vision and goals to achieve across all education systems in the world leading up to 2030.
  - B.C. is one of 12 Canadian jurisdictions to participate in Education 2030 (Yukon does not participate). B.C. is participating in Phase 2 of Education 2030.
- Programme for International Student Assessment (PISA)
  - Through CMEC, B.C. participates in PISA, which is an assessment by OECD that tests 15-year-old students from all over the world in reading, math, and science (occurs every three years).
- High-Performing Education Systems for Tomorrow
  - B.C. was selected by OECD and CMEC as Canada's representative to participate in the project to discuss how to prioritize and connect key education policies and strategies. Other high-performing participating countries include Japan, Singapore, Finland, Korea, Hong Kong, and Estonia.
  - BC is expected to host the next HPST Policy Dialogue session (date TBD).

**Contact:** Dwayne Cover, Director, Stakeholder Relations and Intergovernmental Relations, (778) 676-7578

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Engagement and Intergovernmental Relations Branch

### **Title: Premier's Awards for Excellence in Education**

**Date Revised:** February 1, 2023

#### **Key Messages:**

- Annual award program that recognizes and honours the achievements and contributions of BC's 90,200 education professionals in the public, independent, and First Nations school systems.

#### **Key Facts Regarding the Issue:**

- In April 2018, the inaugural event was announced as part of BC Education Week by Premier John Horgan.
- Historically, winners have been announced every October during an awards ceremony hosted by the Premier and Minister; event date was chosen to coincide with annual World Teachers' Day.
- The 3rd annual program was announced on January 13, 2020, but was postponed as result of the COVID-19 pandemic.
- Nominations were accepted throughout 2020, 2021 to March 2022, in 2 nomination periods, spanning 6 months. The awards banquet for the 3<sup>rd</sup> program was held on on October 14, 2022, with 200 attendees.

#### **Statistics:**

- For the 3<sup>rd</sup> program (2020 – 2022), a total of 114 nominations were received.
- In 2019, a total of 140 nominations were received.

#### **Funding:**

- For the 3<sup>rd</sup> program, the budget was \$282k for FY 21-22 .
- Budget for FY 22-23 is \$295k.

#### **Additional Details**

- There are 10 awards categories: Community Engagement, District Leadership, Extracurricular Leadership, Indigenous Education, Outstanding New Teacher, Outstanding Support- School Community, Outstanding Support- Teaching Assistant, Outstanding Team Collaboration, School Leadership, and Social Equity and Diversity.



## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Engagement and Intergovernmental Relations Branch

- Nominees in all categories (except for Outstanding Support) must hold a BC teaching certificate and be working within BC's K-12 public, independent or First Nations school systems.
- A shortlist of finalists is set by an adjudication panel of 3 individuals appointed by Minister; 2 runners-up and 1 winner is selected by a separate panel of judges appointed by Minister.
- 2022 Adjudication Panel members were Brad Baker, Associate Superintendent of Indigenous Education (Secondee), Dr. Judy Halbert and Dr. Linda Kaser, co-directors of the Networks of Inquiry and Indigenous Education (NOIE) and leaders of the Transformative Educational Leadership Program at UBC .
- 2022 Judges Panel members were Dr. Catherine McGregor, Associate Professor of Educational Psychology and Leadership Studies at the University of Victoria, and Dr. Lorna Williams, Associate Professor Emeritus, Indigenous Education at the University of Victoria.

**Contact:** *Dwayne Cover, Director, System Engagement and Intergovernmental Relations, (778) 676-7578*

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Engagement & Intergovernmental Relations

### **Title:** Stakeholder Relations

**Date Revised:** January 24, 2023

#### **Key Messages:**

- Developing and maintaining a culture of collaboration among education stakeholders in the K-12 system is key to student success.
- Key principles in working with stakeholders and rightsholders include:
  - Effective information sharing
  - Advancing strategic priorities
  - Strengthening shared accountability
  - Recognition of Indigenous rights and government's commitments under the *Declaration Act* Action Plan

#### **Key Facts Regarding the Issue:**

Below is a list of K-12 sector stakeholders and rightsholders with whom the Ministry engages on the following issues:

- **BC Schools Trustees Association (BCSTA):** respective governance roles (local authority and accountability vs provincial direction), workforce deployment and labour relations, strategic planning and district core operations, reconciliation, leadership development, codes of conduct
- **BC School Superintendents Association (BCSSA):** strategic planning and district core operations, labour relations, equity and reconciliation, leadership development, early learning and child care
- **BC Association of School Business Officials (BCASBO):** financial and capital management, leadership development, involvement in Ministry decision-making committees and consultations, child care
- **BC Principals' and Vice Principals' Association (BCPVPA):** professional equity and consistency of terms & conditions of employment, leadership development, staff health and well-being
- **Federation of Independent School Associations BC (FISA BC):** stability in funding for independent schools, international students, online learning
- **BC Public School Employers' Association (BCPSEA):** workforce deployment, labour relations, human resources, collective bargaining
  - **Note: BCPSEA is the bargaining agent for all 60 public school districts**
- **BC Teachers' Federation (BCTF):** teacher working conditions, resources for teachers, equity and inclusion, provincial assessment, teacher recruitment and retention
- **Canadian Union of Public Employees (CUPE):** working conditions for support staff, health and safety issues, workforce implications pertaining to early learning and childcare

## 2023 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Engagement & Intergovernmental Relations

- **BC Confederation of Parent Advisory Councils (BCCPAC):** parent advocacy, inclusion and equity (e.g., consistency of programs and services for students with disabilities and support needs across the province), appeal process, student mental health and well-being.
- **First Nations Education Steering Committee (FNESC) & First Nations Schools Association of BC (FNSA):** First Nations governance of First Nations education, First Nations relations and engagement with boards of education, accountability for educational outcomes of First Nations students, racism and inequity, implementation of UNDRIP and the BC Tripartite Education Agreement.
- **Métis Nation BC (MNBC):** accountability for educational outcomes of Métis students, racism and inequity, mental health and wellness.

### Key Outcomes:

- Publication of consistent and coordinated messaging to the system.
- Regular meetings to consult, engage and share information.
- Coordinated sector response to unexpected challenges (e.g., COVID-19 pandemic, extreme weather).

### Statistics:

#### **Key Stakeholders & Rightsholder Representatives**

- **BCSTA:** 60 boards of education
- **BCSSA:** BCSSA is comprised of members that include superintendents, assistant superintendents, directors of instruction and other senior executives in BC's 60 school districts.
- **BCASBO:** ~200 secretary-treasurers, assistant secretary-treasurers, leadership positions in finance, payroll, HR, IT and operations and facilities.
- **BCPVPA:** ~2,700 school/district principals and vice-principals
- **FISA BC:** Approximately 300 independent schools
- **BCPSEA:** bargaining agent for all 60 boards of education
- **BCTF:** ~49,000 public school teachers
- **CUPE:** ~32,000 support staff
- **BCCPAC:** 48 District Parent Advisory Councils (DPAC) and 694 Parent Advisory Councils (PAC)
- **FNESC:** 130 First Nations appointed to the FNESC Board of Directors
- **FNSA:** ~ 133 First Nations schools
- **MNBC:** 39 Métis Chartered Communities

## **2023 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** System Engagement & Intergovernmental Relations

### **Agreements:**

- MOU with BCSTA to outline the principles that guide the Parties' relationship (implemented in 2018, up for renewal in 2023)
- BCCPAC Annual Grant – BCCPAC relies on Ministry funding to host its activities (\$250,000 grant letter issued from ECC to BCCPAC annually in the Spring)
- CMEC – Operating funds - \$450,000
- BCSSA – Leadership development grant - \$600,000

**Contact:** *Dwayne Cover, Director, System Engagement and Intergovernmental Relations, (778) 676-7578*