

Minister's
Estimates Notes

2021/2022

Ministry of
Advanced Education
and Skills Training

May 2021

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Ministry of Advanced Education and Skills Training
Estimates Debate Binder
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Estimates Process

In the weeks after the provincial budget is tabled by the Minister of Finance on April 20, ministries' estimates (i.e. budget allocations) will be reviewed and debated in the Committee of Supply, a committee of the whole comprising all Members except the Speaker. This process provides Members the opportunity to ask questions about ministry plans and proposed spending. The minister responsible is present to answer questions, with the assistance of senior ministry advisers. When there are no further questions, a vote is held to determine whether the ministry's budget should be approved. Once all the ministry estimates have been debated and voted on a Final Supply Bill is introduced to the Legislature.

As the Speaker is not present, a Member will be appointed to act as Chair of the estimate debates. The process for asking and answering questions is similar to the process used when the Speaker is present. Thus, the Member asking questions will direct the questions through the Chair to the Minister, and the Minister will respond by replying through the Chair to the Member.

The questioning of the Minister is shared among the Opposition critic(s) and opposition members. Coralee Oakes is the Liberal Party caucus member assigned to advanced education. The Green Party has not identified a specific member responsible for education and skills training.

Questions may range from broad policy issues to specific program and services spending matters to strictly local constituency concerns. Answering the questions often requires some deliberation. It is usual for the Minister to take time after the question is asked to consult with her officials before answering. There are instances when an answer cannot be provided at the time (e.g. the data is not readily available). In these cases, the Minister can indicate that she will provide a written answer to the Member (usually within a few days).

The Minister is supported by Ministry staff, including the Deputy Minister, Assistant Deputy Ministers, Executive Directors and Directors as required. These staff may come and go depending on the topics for debate.

The Minister will introduce a series of motions to open and close the estimates debates for the Ministry. These are provided in detail below.

Estimates – Motions

<p>Opening Introductions and remarks Commencement of Estimates</p>	<p>Minister: “Mr./Mdme. Chair, it is with great pleasure that I rise to present the 2021/22 spending estimates for the Ministry of Advanced Education, Skills and Training.”</p> <p>“Before I begin, I would like to introduce my Deputy Minister, Shannon Baskerville.”</p> <p>[Introduce other staff as appropriate].</p> <p>[Deliver a short speech on Ministry priorities and spending plans – GCPE to provide]</p>
<p>After Opening Remarks to Begin Debate</p>	<p>Minister: “Chair, I would be happy to receive comments, remarks and questions from the members of the Legislature.”</p>
<p>Adjournment of Estimates Debate</p>	<p>Minister: “I move that the committee rise, report progress and ask leave to sit again.”</p> <p>Chair: Motion approved.</p>
<p>Completion of Estimates Debate</p>	<p>Minister: “I move that the committee rise and report resolution.”</p> <p>Chair: Motion approved.</p>

List of people who support the Minister:

- Shannon Baskerville, Deputy Minister
- Kevin Brewster Assistant Deputy Minister of Finance, Technology and Management Services Division & Division responsible for Student Housing
- Nicola Lemmer, Assistant Deputy Minister of Policy and Programs Division & Division responsible for Learner Supports
- Catherine Poole, A/Assistant Deputy Minister of Workforce Innovation Division & Division responsible for Skills Training
- Tony Loughran, Executive Lead of Governance, Legislation and Corporate Planning Division
- Executive Directors will be available

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Advanced Education and Skills Training
QUICK REFERENCE GUIDE to Estimates 2021/22
(\$000's)

Table 1 – Budget 2021 Resource Summary Table - 2020/21 to 2023/24

For budget documents Reference: see Table 6	Sub-Vote Description *	2020/21 Estimates	2021/22 Estimates	2022/23 Plan	2023/24 Plan
Vote 12	Educational Institutions and Organizations	2,144,435	2,380,919	2,372,457	2,382,095
	Student Support Programs	86,195	74,195	74,195	74,195
	Private Training Institutions	1	1	1	1
	Workforce Innovation and Skills Training	16,860	17,013	17,013	17,013
	Transfers to Crown Corporations and Agencies	98,877	98,877	98,331	98,331
	Executive and Support Services	20,130	21,076	20,845	20,854
Vote 12	MINISTRY TOTAL	2,366,498	2,592,081	2,582,842	2,592,489

* Sub-Vote budget amounts are shown net of spending funded by recoveries from other sources.

Table 2 - Summary of changes by Sub-Vote – 2020/21 to 2021/22

For budget documents Reference: see Table 6	Sub-Vote Description	2020/21 Estimates	Changes *	2020/21 Restated Estimates	Change (see Table 4)	2021/22 Estimates
Vote 12	Educational Institutions and Organizations	2,144,435	-	2,144,435	236,484	2,380,919
	Student Support Programs **	86,195	-	86,195	(12,000)	74,195
	Private Training Institutions	1	-	1	-	1
	Workforce Innovation and Skills Training	16,860	-	16,860	153	17,013
	Transfers to Crown Corporations, Agencies	98,877	-	98,877	-	98,877
	Executive and Support Services	20,130	-	20,130	946	21,076
Vote 12	MINISTRY TOTAL	2,366,498	-	2,366,498	225,583	2,592,081

* Prior year Estimates may be restated to reflect re-organizations to ensure year-over-year comparability.

** Year-over-year reduction in SSP due to one-time transitional funding provided in 2020/21 for the introduction of the new BC Access Grant.

Table 3 – Summary of Budget 2021 changes to Ministry operating budget

Description	2021/22	2022/23	2023/24	3- Year Increase
Collective Agreements (SSNM) for PSIs	177,079	187,848	187,848	552,775
Health Education Programs	14,116	21,013	30,651	65,780
Health Care Assistant training	30,240	-	-	30,240
Early Childhood Education base adjustment	(1,470)	-	-	(1,470)
Minister's office adjustment	(45)	(36)	(27)	(108)
Budget 2021 decisions	219,920	208,825	218,472	647,217
Impacts from prior Budget decisions *	5,663	-	-	5,663
Total changes from Budget 2020	225,583	208,825	218,472	652,880

* Year-over-year changes to base budget allocation will include impacts related to prior budgets. See footnote to Table 4 for more details.

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Table 4 – Breakdown of changes by sub-Vote and decision - 2020/21 to 2021/22

Sub-Vote	Prior Budget impacts *	SSNM Lift	Health Education Programs	Health Care Assistants	Early Childhood Education	Minister's Office adjmts	Total
EIO	17,229	177,079	13,646	30,000	(1,470)	-	236,484
Student Support Programs	(12,000)	-	-	-	-	-	(12,000)
Private Training Institutions	-	-	-	-	-	-	-
WIST	153	-	-	-	-	-	153
Transfers to Crowns	-	-	-	-	-	-	-
Executive & Support Services	281	-	470	240	-	(45)	946
Total Change	5,663	177,079	14,116	30,240	(1,470)	(45)	225,583

* Year-over-year changes to base budget allocation will include impacts decisions from previous budgets. Previous Budget decisions' impacts on 2020/21 include:

EIO: \$6.6325M related to UVIC Indigenous Law Program, Tech Strategy, ECUAD P3 costs, and Health programs

EIO: \$10.597M related to compensation increases at PSIs

SSP: \$12M reduction due to one-time funding for introduction of BC Access Grant in 20/21

WIST: \$0.153M related to compensation increases

ESS: \$0.281M related to compensation increases

Table 5 - Post-Secondary Institutions Capital Plan

Description	Reference	2021/22 Estimates	2022/23 Plan	2023/24 Plan	TOTAL
Total PSI Capital spending from all sources	Budget & Fiscal Plan document, Table 1.1X, page XX	1,262,566	1,271,466	1,260,654	3,794,686
Ministry Capital Funding, Vote 46, provincial funding contribution	All year fiscal plan years shown in Ministry Service Plan, page XX; 2021/22 only shown in Estimates, Vote 46, page 1XX	498,391	629,487	613,098	1,740,986

Table 6 - Budget Documents Reference

Vote No.	Vote Name	Blue Book Page	Blue Book Supplement Page
12	Ministry Operations – AEST	29	22-23
46	Other Appropriations – Capital Funding (Post-Secondary Institutions)	185	

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Budget Letter Direction

Each year, the ministry's budget decisions and final allocations are formally conveyed by way of the budget letter from the Minister of Finance, received typically on or after budget day. The budget letter will provide direction related to restrictions on the ministry's authority to spend the Estimates and Supply Act provide.

For reference, AEST's *Budget 2020* Letter dated April 23, 2020, included the following basic STOB restrictions¹:

STOB 50 - Salaries

- *Budget 2020* STOB 50 allocations are maximum amounts, unless otherwise approved in writing by the Chair of Treasury Board. TBS will coordinate a centralized process for ministries that request to exceed this maximum in the Fall of 2020.
- Hiring is restricted to non-discretionary staffing needs only.
- Deputy Ministers are to ensure an approval framework is in place that provides appropriate executive sign-off on ministry hiring and use of overtime to ensure that ministries remain within their overall STOB 50 budget.

STOB 52 - Benefits

- Surpluses in STOB 52 may not be used to off-set pressures or overspending in other STOBs without prior approval from the Secretary to Treasury Board.

STOB 57 - Travel

- Travel is restricted to non-discretionary travel only.
- Deputy Minister pre-approval is required for all out-of-province travel.
- Ministries are not to pay for business class air travel. Any exceptions to this directive require prior approval by the Secretary to Treasury Board.
- Deputy Ministers are to ensure an approval framework is in place that provides appropriate executive sign-off for all ministry travel within the province in order to minimize travel costs and restrict both discretionary travel and the number of ministry participants travelling to a meeting.
- Surpluses in STOB 57 may not be used to off-set pressures or overspending in other STOBs without prior approval from the Chair to Treasury Board.
- Ministerial travel policy is set out in Core Policy and Procedures Manual section 10.4.4:
<https://www2.gov.bc.ca/gov/content/governments/policies-for-government/core-policy/policies/travel#1041>

STOB 60/61 - Professional Services

- Professional services are restricted to non-discretionary contracts only.
- Surpluses in STOB 60 and 61 may not be used to off-set pressures or overspending in other STOBs without prior approval from the Chair to Treasury Board.

STOB 65 - Office and Business Expenses

- Deputy Ministers are to ensure an approval framework is in place that provides appropriate executive sign-off on ministry office and business expenses to ensure that ministries minimize discretionary office and business expenses.
- **New Furniture and Equipment:** Ministries are restricted to purchases for critical business needs or health and safety requirements that meet all the requirements on the "Furniture and Equipment Purchase checklist".
- **Conferences:** Attendance should be limited to conferences deemed essential for job-required purposes. Pre-approval by the Deputy Minister is required to attend a conference or Federal/ Provincial/ Territorial meetings.
- **Meeting Rooms:** Meetings should normally be scheduled in government meeting rooms/facilities, or should be facilitated remotely wherever possible.

STOB 67 - Informational Advertising

- Ministries must obtain approval from the Deputy Minister of Government Communications and Public Engagement prior to spending funds from their STOB 67 allocations. Further, any requests to reallocate funding into STOB 67 must receive initial approval from the Deputy Minister of Government Communications and Public Engagement and then by the Chair of Treasury Board.

STOB 68 - Statutory Advertising and Publications

¹ For Standard Objects of Expense (STOB) descriptions please see page 1 of the **Blue Book Supplement**.

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- STOB 68 budget allocations are restricted to statutory advertising and publications only. Ministries are required to obtain approval from the Secretary to Treasury Board prior to redirecting STOB 68 funding to other ministry expenditures (e.g., to off-set other ministry pressures).

STOB 75 - Tenant Improvements

- Minor tenant improvements of \$1,000 or less must be pre-approved by the responsible Assistant Deputy Minister and limited to health, safety, and security needs.
- Tenant improvements greater than \$1,000 but less than \$50,000 must be pre-approved by the Deputy Minister and are limited to health, safety and security needs. All requests for tenant improvements in excess of \$50,000 must be sent to Real Property Division in CITZ.

STOB 77 - Transfers-Grants

- *Budget 2020* STOB 77 allocations are maximum amounts
- STOB 77 expenditures are to be made only for grants previously approved, in writing, by Treasury Board or the Chair of Treasury Board.
- Ministries are not to provide any new STOB 77 expenditures without the written approval of the Secretary to Treasury Board at a minimum. Please consult with Treasury Board Staff regarding the level of approval required for such requests.

STOB 79 - Transfers-Entitlements

- *Budget 2020* STOB 79 allocations are maximum amounts.

STOB 80 - Transfers-Shared Cost Arrangements

- *Budget 2020* STOB 80 allocations are maximum amounts.
- Ministries may enter into one-year STOB 80 funding commitments for the renewal or replacement of existing agreements without further approval, provided the costs are fully managed within a ministry's STOB 80 allocation.
- Ministries are not to enter into any multi-year STOB 80 agreements, or new one-year agreements for new or expanded services and/or programs, without approval of the Secretary to Treasury Board at a minimum. Please consult with Treasury Board Staff regarding the level of approval required for such requests.
- Also, for any STOB 80 agreements for which your ministry wishes to pay 100% of the cost at the outset of the agreement similar to a STOB 77 expenditure, prior approval must be obtained from the Chair of Treasury Board. A rationale must also be included as to why this transfer should not be classified under STOB 77.

Vote – to – Vote: STOB rules apply to each Vote independently. Funding allocations in each Vote are limited to STOB rules as well as to the Vote Descriptions applicable by Vote **AND** by Sub-Vote.

Ministry Resource Summary - April 2021

Core Business Area	2020/21 Estimates	2021/22 Estimates	2022/23 Plan	2023/24 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations	2,144,435	2,380,919	2,372,457	2,382,095
Student Services Programs	86,195	74,195	74,195	74,195
Private Training Institutions	1	1	1	1
Workforce Innovation and Skills Training	16,860	17,013	17,013	17,013
Transfers to Crown Corporations and Agencies	98,877	98,877	98,331	98,331
Executive and Support Services	20,130	21,076	20,845	20,854
Total	2,366,498	2,592,081	2,582,842	2,592,489

Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	504	504	504	504
Total	504	504	504	504

Capital Plan (\$000)				
Educational Institutions and Organizations - Post-secondary Institutions	468,820	498,391	629,497	613,098
Total	468,820	498,391	629,497	613,098

Contact: Chris Skillings (Corporate Finance)
Ministry of Advanced Education and Skills Training

Phone: Government
Financial
April 8, 2021

Ministry Resource Summary - continued

Other Financing Transactions (\$000)				
Receipts	0	0	0	0
Disbursements	0	0	0	0
Net Cash (Requirements)	0	0	0	0
Total Receipts	0	0	0	0
Total Disbursements	0	0	0	0
Total Net Cash Source	0	0	0	0

Public Post-Secondary Sector	2020/21 Forecast	2021/22 Budget	2022/23 Plan	2023/24 Plan
Combined Income Statement (\$000)				
Total Revenue	6,847,271	7,016,088	7,306,114	7,531,368
Total Expense	6,823,240	7,007,069	7,198,108	7,398,319
Operating Results	24,031	9,019	108,006	133,049
Gain (Loss) on sale of capital assets	-1,500	0	0	0
Net Results	22,531	9,019	108,006	133,049

MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING
Summary of Recoveries and Revenue
(\$000s)

Recoveries (Internal and External)	2020/21 Estimates	2021/22 Estimates	Change
Educational Institutions and Organizations <i>Internal recovery from Ministry of Social Development and Poverty Reduction under the Employment Program of BC (formerly known as Skills Development Employment Benefit).</i> <i>External recovery from Government of Canada.</i>	(17,002)	(17,002)	-
Student Services Programs <i>Costs may be recovered from organizations and the federal government for national program participation.</i> <i>(e.g. Reimbursement for travel or conference costs)</i>	(2)	(2)	-
Private Training Institutions <i>The Private Training Institutions program is fully funded by various fees received from private training institutions ¹</i>	(3,400)	(3,437)	37
Workforce Innovation and Skills Training <i>Costs may be recovered from ministries, Crown agencies, boards and commissions, the federal government and parties external to government, for activities described within this sub-vote. ²</i>	(140,164)	(207,544)	67,380
Executive and Support Services <i>Internal recoveries from other ministries.</i> <i>External recoveries from application fees paid by both public and private institutions for Degree quality assessments.</i>	(732)	(732)	-
TOTAL RECOVERIES - Ministry Operations	(161,300)	(228,717)	67,417

Revenue	2020/21 Estimates	2021/22 Estimates	Change
Educational Institutions and Organizations <i>Employment Program of BC (formerly known as Skills Development Employment Benefit - SDEB) ³</i>	(15,000) (15,000)	(15,000) (15,000)	- -
Student Support Programs <i>Recovery of Prior Year Expenditures</i> <i>Student Loan Administration Fee ⁴</i>	(1,440) (40) (1,400)	(1,440) (40) (1,400)	- - -
Private Training Institutions <i>Miscellaneous Licences and Permits ⁵</i>	(1) (1)	(1) (1)	- -
Executive and Support Services <i>Foreign Exchange Gain Loss ⁶</i>	2 -	(38) (40)	(40) (40)
<i>Less: Commissions Paid/Withheld</i>	1	1	-
<i>Less Doubtful Account - Misc. Revenue</i>	1	1	-
TOTAL REVENUES	(16,439)	(16,479)	(40)

Please refer to notes on page 2

MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING
Summary of Recoveries and Revenue
(\$000s)

Notes:

Recoveries

1. Private Training Institutions

- Recoveries increase \$37K to offset salary and benefit adjustments.

2. Workforce Innovation and Skills Training

- WIST Recoveries relate to federal funding received under Workforce Development Agreement (WDA) and the Labour Market Development Agreement (LMDA) allocations. The increase in 2021/22 is due to one-time funding under the WDA in response to COVID-19 initiative investments by the Federal government.

Revenue

3. Employment Program of BC (formerly known as Skills Development Employment Benefit)

- Federal/Provincial Agreement under which the Government of Canada (Canada Employment Insurance Commission) will reimburse the Province (AEST) via SDPR for eligible costs of EI clients enrolled in apprenticeship and non-apprenticeship training, up to a maximum of \$32.00M per annum.
- Under an agreement with Treasury Board staff, a portion of these funds are recovered directly to the vote to offset the cost of the program (\$17.00M). The remaining funds are directed to the Province's Consolidated Revenue account (\$15.00M) - see Recoveries.

4. Student Loan Administration Fee

- These funds are paid to the Province for the administration of the Canada Student Loan program.

5. Miscellaneous Licences and Permits

- This revenue is related to fines and penalties charged by the Private Training Institutions Branch.

6. Foreign Exchange Gain Loss

- Revenue is recorded for variances between currency exchange rate.

Revenues do not appear in the *Estimates* specific to AEST, however are listed by source type.
(e.g. Natural Resources, Taxation, Crown Land Tenures, Miscellaneous)

Title: Vote 12 – Ministry Operations

Issue: Overview of the Ministry's 2021/22 operating budget allocation

Key Messages:

- *Budget 2021* provides my ministry with a total 2021/22 operating budget of \$2.59 billion via Vote 12 in the Estimates.
- Ministry budget is \$225 million higher than 2020/21 due mainly to increased funding for Post-Secondary Institutions for costs related to compensation increases for ratified collective agreements under the Sustainable Services Negotiating Mandate (SSNM).
- Increases to the budget also include \$44 million in 2021/22 related to expanded Health Education Programming in the sector.
- Gross ministry spending will also be \$67 million higher due to one-time C19 funding provided by the federal government in 2020/21 under the Workforce Development Agreement. The offsetting federal contribution resulting in no net spending change.

COVID-19 key messaging:

- AEST has received Contingencies approval to continue C19 Economic Recovery initiatives in the areas of short term skills training, indigenous skills training, micro-credentials and work-integrated learning.

Background/Status:

- Gross and net spending (after recoveries) by sub-Vote, and itemized changes, are provided on the following page.

2020/21 Estimates	2021/22 Estimates (beginning at page #__ in Blue Book)			Change from 2020/21 Restated		
	(Net)	Gross	External Recoveries	Net	\$	%
2,144,435	Educational Institutions and Organizations	2,380,921	-2	2,380,919	236,484 ¹	11%
86,195	Student Services Programs	74,197	-2	74,195	(12,000) ²	-14%
1	Private Training Institutions	3,437	-3,436	1	0	0%
16,860	Workforce Innovation and Skills Training	207,705	-190,692	17,013	153 ³	1%
98,877	Transfers to Crown Corporations and	98,877	0	98,877	0	0%
20,130	Executive and Support Services	21,594	-518	21,076	946 ⁴	5%
2,366,498	Total Operating Expenses	2,786,731	-194,650	2,592,081	225,583	10%

1. **Educational Institutions and Organizations**

Total **increase of \$236.484M** is comprised of the following:

- Increase of \$17.229M for adjustments approved in prior years, including Economic Stability Mandate (ESM) and Sustainable Services Negotiating Mandate (SSNM)
 - \$177.079M for the Sustainable Services Negotiating Mandate
 - \$ 30.00M for the Health Care Assistant Program [HCAP (from HLTH B.2021 Request)]
 - \$ 13.646M for the Health Training Expansion (from HLTH B.2021 Request)
 - (\$ 1.470M) reduction to ECE continuation.

2. **Student Services Programs**

- **Decrease of \$12.000M** related to one-time B.2020 funding to support development of the new BC Access Grant for students

3. **Workforce Innovation and Skills Training**

- **Increase of \$0.153M** for adjustments approved in prior years, including amounts for SSNM.

4. **Transfers to Crown Corporations and Agencies**

- *No changes since Budget 2020*

4. **Executive and Support Services**

Total **increase of \$0.946M** is comprised of the following:

- Increase of \$0.281M for adjustments approved in prior years, including amounts of SSNM
 - \$ 0.240M for the HCAP related training costs (from HLTH B.2021 Request)
 - \$ 0.470 for the Health Training Expansion (from HLTH B.2021 Request)
 - (\$0.045M) reduction to MO budget realignment.

EDUCATIONAL INSTITUTIONS AND ORGANIZATIONS

BUDGET SUMMARY:

	Estimates 2020/21 \$000	Estimates 2021/22 \$000	Increase/ (Decrease) \$000	Increase/ (Decrease) %
Educational Institutions and Organizations (EIO)	2,144,435	2,380,919	236,484	11.0

HIGHLIGHTS FOR 2021/22:

This sub-vote provides funding to universities, colleges, institutes, educational agencies, and other organizations to support the post-secondary education system and for initiatives that enhance student performance and access. Costs may be recovered from ministries, educational organizations, and the federal government for activities described within this sub-vote.

The most significant component of this sub-vote is approximately \$2.3 billion in operating grants to public post-secondary institutions.

This funding is used by institutions to ensure approximately 206,513¹ full-time equivalent (FTE) students have access to a broad range of programs. It funds the costs associated with serving these students, including faculty, laboratories, and student services (e.g. registrar's office).

YEAR OVER YEAR CHANGE:

In 2021/22 funding to institutions will increase by a net \$236.484 million consisting of:

- Increases of \$237.954 million:
 - \$187.676 million for the Sustainable Services Negotiating Mandate
 - \$30 million Health Care Assistant Partnership Related Training
 - \$13.646 million health education expansion
 - \$5.3 million for the fifth year of the Technology Programming Expansion
 - \$0.84 million for previously approved adjustments to health programs
 - \$0.45 million for the final year of the University of Victoria Indigenous Law Program expansion
 - \$0.042 million for previously approved adjustments to Emily Carr University for Art and Design for P3 costs
- Partially offset by a reduction of \$1.470 million related to the extension of Early Childhood Educator expansion program.

¹ For 2021/22, the student space target is comprised of 185,898 AEST FTEs plus 20,615 ITA FTEs for a total of 206,513 FTEs.

2021/22 EIO BUDGET BREAKDOWN

By Standard Object of Expenditure (STOB):

STOBs	Description	2021/22 Budget (\$000)
50	Salaries and Benefits	-
85	Operating Costs	1
77, 79, 80	Government Transfers	2,397,920
88, 89, 90	Recoveries	(17,002)
	Total	2,380,919

Educational Institutions and Organizations Program Descriptions

ABE/ELL Tuition Compensation

Supports tuition-free Adult Basic Education (ABE) and English Language Learning (ELL) programs for domestic students.

Aboriginal Community-Based Program

Supports the Aboriginal Community Based Partnerships Program. The program funds public post-secondary institutions and Indigenous communities to deliver education and training to Indigenous learners.

BC Center for International Education (International Education Strategy)

Funding is provided to BC Centre for International Education.

BCcampus - Core Operations

Supports BCcampus core operations that contribute to meeting its mandate relating to teaching, learning and educational technology support and collaborative development of openly licensed curricular resources.

BC Council on Admissions & Transfer (BCCAT) - Core Operations

Supports the facilitation of student articulation, transfer, and admission arrangements among institutions.

BC Networking Society (BCNet) Transit Exchanges

Funding provided to support high-speed optical network services for UBC-Okanagan, TRU, UVIC and UNBC.

Child Care and Early Learning Initiative

Funding to support the initiative to increase training and development opportunities for early childhood educators (ECEs) throughout the province

ECUAD P3 Annual Services Payment (ASP)

Supports ECUAD's costs associated with lifecycle, operations and maintenance, and capital repayment.

ECUAD Parking Lease Shortfall

Supports ECUAD's costs associated with the parking requirements of the City of Vancouver.

EducationPlannerBC

EPBC is intended to provide prospective students with everything they need to plan-for and apply-to post-secondary education in B.C.

Electronic Library Network

Supports BC ELN's purpose to develop, promote and maintain system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of the province's learners, researchers, and educators. Funding provided via SFU.

Grants in Lieu

The Grants in Lieu of Taxes (GILT) program assists municipalities hosting Uvic, SFU, UNBC and RRU with a portion of the costs associated with providing services to those institutions.

Health Care Assistant Partnership Pathway (HCAPP) Related Training

New for Budget 2021. Supports HCAPP related training.

Health Education Expansion

New for Budget 2021. Supports health education expansion (details not yet available).

Health Seat Funding

Supports one-time Health program initiatives. Base funding has been included in Operating Grants.

HR Database (PSEA) + PSEA one-time cost pressure

Supports collective bargaining and human resource planning (funding provided to Post-Secondary Employers' Association).

Insurance Coverage (University, College and Institute Protection Program (UCIPP))

Supports claims and premiums related to the Provincial self-insurance program. UCIPP is an optional program for PSIs.

Leased Facility Space

To acquire space for Post Secondary Institutions to deliver core programming when no suitable space is available within their own facilities.

Maintenance

To support minor repairs that maintain physical assets during their economic useful life and are undertaken to avoid deterioration and systems failures. Previously called Routine Capital Maintenance

Mental Health Initiatives

Support to reduce sexual violence and misconduct and to support research about Indigenous student experiences of racism and mental health in the post-secondary education system. Hear2Talk contract.

Native Education College (NEC) - paid to VCC

Funding is provided to support the Native Education College via Vancouver Community College.

Optometry - Interprovincial Agreement

Supports Optometry seats at the University of Waterloo, for BC learners. BC does not have an Optometry program.

Planned Operating Grants

Funding that is not yet allocated.

PSI Connectivity

To develop/upgrade technology infrastructure to enable communications and the delivery of educational content. (Funding formerly for PLNet services).

Grants & Transfers by Program and STOB
Fiscal 2021/22

Educational Institutions and Other Organizations	77	79	80
Maintenance	Advice/Recommendations; Government Financial Information		
Operating Grants			
ABE/ELL Funding			
TECH Expansion			
EIO Planned Grants (e.g. Health one-time)			
Targeted:			
Human Resources Database (HRDB PSEA)			
Health Care Assistant Partnership Pathway (HCAPP) training			
Health Education Expansion			
ECUAD P3 Annual Services Payment (ASP)			
PSI Connectivity (formerly PLNet/BCNet)			
Leased facility space			
BC Council on Admissions & Transfer (BCCAT)			
Insurance coverage			
Native Education College			
BC Center for International Education			
Child Care and Early Learning Initiative			
PSEA one-time cost pressure			
BC Networking Society Transit Exchanges (BCNet)			
Grants in Lieu of property taxes			
Electronic Library Network			
ECUAD Parking Lease Shortfall			
Western Veterinary - Interprovincial Agreement			
BC Campus - Core Operations			
Aboriginal Community-Based program			
Mental Health Initiatives			
BC Campus - EducationPlannerBC (EPBC)			
Interprovincial Agreement - Optometry			
Sub-Total Targeted	240,000	69,385,576	15,834,776
Total	8,860,000	2,372,602,000	16,458,000
			\$ 2,397,920,000

Grants & Transfers by Program and STOB
Fiscal 2021/22

Educational Institutions and Other Organizations	77	79	80
Maintenance	Advice/Recommendations; Government Financial Information		
Operating Grants			
ABE/ELL Funding			
TECH Expansion			
EIO Planned Grants (e.g. Health one-time)			
Targeted:			
Human Resources Database (HRDB PSEA)			
Health Care Assistant Partnership Pathway (HCAPP) training			
Health Education Expansion			
ECUAD P3 Annual Services Payment (ASP)			
PSI Connectivity (formerly PLNet/BCNet)			
Leased facility space			
BC Council on Admissions & Transfer (BCCAT)			
Insurance coverage			
Native Education College			
BC Center for International Education			
Child Care and Early Learning Initiative			
PSEA one-time cost pressure			
BC Networking Society Transit Exchanges (BCNet)			
Grants in Lieu of property taxes			
Electronic Library Network			
ECUAD Parking Lease Shortfall			
Western Veterinary - Interprovincial Agreement			
BC Campus - Core Operations			
Aboriginal Community-Based program			
Mental Health Initiatives			
BC Campus - EducationPlannerBC (EPBC)			
Interprovincial Agreement - Optometry			
Sub-Total Targeted	8,860,000	2,372,602,000	16,458,000
			\$ 2,397,920,000

Student Services Programs

Adult Upgrading Grant	Advice/Recommendations; Government Financial Information		
Former Youth in Care			
Former Youth in Care - Caseload Pressure			
Community Adult Literacy Program			
B.C. Access Grant - Students with Permanent Disabilities			
Severe Permanent Disability Benefit			
B.C. Access Grant - Deaf Students			
B.C. Completion Grant			
B.C. Access Grant - Labour Market Priorities			
NEW B.C. Access Grant			
B.C. Access Grant Additional Funding to Base - Frozen			
Centre for Accessible Post-Sec. Education Resources			
Post-Secondary Communication Access Services			
Prog for Instit Loans of Adaptive Technology			
Disabled Student Grants (APSD)			
Assistive Technology B.C.			
Supplementary Bursaries for Students with Disabilities			
Part Time Student Assistance			
B.C. Loan Forgiveness Program			
Nurses Education Bursary			
Student Society Emergency Aid Fund			
Learning Disability Assessment Bursary			
Aboriginal Service Plans			
First Nations Education Steering Committee (FNESC)			
Wilp Wilxo'oskwhl Nisga'a (WWN)			
Total	56,782,000	7,971,000	3,147,000
			67,900,000

Labour Market and Information

Workforce Development Agreement Programs			Advice/Recommendations; Government Financial
Labour Market Development Agreement Programs			
Indigenous Skills & Training Development			
Total	-	-	194,763,000
			194,763,000

Transfers to Crown Corporations and Agencies

Industry Training Authority			98,877,000
Total	-	-	98,877,000
MINISTRY TOTAL	65,642,000	2,380,573,000	313,245,000
			2,759,460,000

Student Services Programs

BUDGET SUMMARY:

	Estimates 2020/21 \$000	Estimates 2021/22 \$000	Increase/ (Decrease) \$000	Increase/ (Decrease) %
Student Services Programs	86,195	74,195	(12,000)	(13.9)%

HIGHLIGHTS FOR 2021/22:

- This sub-vote provides for the administration, operations, and delivery of student services programs. This sub-vote also provides financial, income, and other assistance to and for students, including scholarships, bursaries, loan forgiveness programs, transfers to students, and transfers for initiatives that enhance student performance and access. Costs may be recovered from educational organizations, the federal government, and parties external to government for activities described within this sub-vote.
- Many Student Services programs are based on need. They provide financial assistance where students and their immediate families do not have the resources to meet the costs of post-secondary education, adult basic education and basic living expenses.
- Policy determining eligibility for student financial assistance is the responsibility of Student Services Programs. Decisions to change policy are made in consultation with the Ministry of Finance – Revenue Solutions Branch (FIN – RSB) who manage student loans.
- In 2020/21, the B.C. Government introduced a new B.C. Access Grant that supports learners most in need to access post-secondary education at B.C. public institutions. The B.C. Access Grant budget of \$37.132 million is supported by reinvestment of the B.C. Access Grant for Labour Market Priorities (\$5.5 million) and B.C. Completion Grant (incl. B.C. Completion Grant for Graduates) (\$31.8 million) plus an additional \$4 million base budget lift in the 20/21, 21/22 and 22/23 for a total budget of \$41.332 million.
- Decreased funding of \$12 million in 2021/22 is due to one-time budget lifts received in 2020/21 related to the B.C. Access Grant. These lifts included \$2 million in to support technical requirements for the transition to the new B.C. Access Grant and \$10 million to support students affected by the transition to the new B.C. Access Grant.

Estimates 2021/22

Standard Object of Expenditures

(In Thousands)	2021/22 Estimates
Salaries and Benefits	5,229
Operating Costs	1,059
Government Transfers	67,900
Other Expenses	9
Recoveries	-2
Total	74,195

Government Transfers by STOB

STOB 77 Grants

(In Thousands)	2021/22 Estimates
BC Permanent Disabilities Programs – (\$3,450)	Advice/Recommendations; Government Financial Information
- BC Access Grant for Students with Permanent Disabilities	
- Severe Permanent Disability Benefit	
- BC Access Grant for Deaf Students	
BC Access Grant	
BC Access Grant – base funding lift	
Suppl. Bursaries for Persons with Disabilities	
BC Loan Forgiveness	
Nurses Education Bursary	
Aboriginal Service Plans	
Community Adult Literacy	
First Nations Education Steering Committee	
Total - Grants	

STOB 79 Entitlements

(In Thousands)	2021/22 Estimates
Adult Upgrading Grants	Advice/Recommendations; Government
Provincial Tuition Waiver Program	
Wilp Wilxo'oskwhl Nisga'a (WWN)	
Total - Entitlements	7,971

STOB 80 Transfers Under Arrangements

(In Thousands)	2021/22 Estimates
Student Society Emergency Aid Fund	Advice/Recommendations; Government Financial Information
Assistive Technology BC	
Part Time Student Assistance	
Learning Disability Assessment Bursary	
Disabled Students Grants (APSD)	
Supports for Students with Disabilities:	
- Cent. for Accessible Post-Sec. Education Resources (CAPER)	
- Post-Sec. Communication Access Services (PCAS)	
- Program for Institutional Loans of Adaptive Technology (PILAT)	
Total – Shared Cost Arrangements	
Total – Grants and Transfers	67,900

Student Services Program Descriptions

Aboriginal Service Plans

Funding for Service Plans at public post-secondary institutions to help increase access, retention and success rates for Indigenous learners. Aboriginal Service Plans are developed and implemented collaboratively by public post-secondary institutions and Indigenous communities, institutes, and organizations.

Adult Upgrading Grant

This program provides needs-based grants to eligible low income learners enrolled in adult upgrading programs, including Adult Basic Education, English as a Second Language, and Adult Special Education. These grants are intended to offset the costs associated with tuition (where applicable), fees, books, unsubsidized childcare, and transportation for learners most in need of financial assistance.

Assistive Technology BC

ATBC delivers the federal Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities, to help students overcome educational barriers due to their disability by purchasing assistive technology equipment and paying for support services to help them access their studies by reducing the impact of their disability.

BC Access Grant

The B.C. Access Grant provides up-front, non-repayable financial assistance to low and middle-income learners who are enrolled in eligible full-time and part-time programs at B.C. public post-secondary institutions.

BC Loan Forgiveness Program

Forgives outstanding debt on BC student loans at a prorated amount up to 20% per year for up to five years for eligible professionals who provide at least 100 - 400 hours per year of in-person service at a publicly funded facility in an underserved community.

BC Access Grant for Students with Permanent Disabilities

A needs-based program that provides financial assistance to full-time students with permanent disabilities. This program replaces up to \$1,560 per academic year in BC student loan funding with non-repayable grant.

Severe Permanent Disability Benefit

The provision for Students with Severe Disabilities is adjudicated by the Canada Student Loans Program. This program alleviates student loan debt for those students who become severely disabled.

BC Access Grant for Deaf Students

This program helps deaf or hard of hearing students with the additional costs incurred while attending specialized post-secondary institutions where curriculum is delivered in American Sign Language. Up to \$30,000 per program year.

Community Adult Literacy Program

Provides grants up to \$30,000 per program to community literacy organizations, working in partnership with public post-secondary institutions, that deliver foundational level literacy and non-credit skills development programs.

BC APSD (APSD - Assistance Program for Students w. Perm. Disabilities)

A needs-based grant program provides financial assistance to students with a verified permanent disability to offset the costs of adaptive services and/or equipment to access education. Up to \$12,000.

First Nations Education Steering Committee (FNESC)

Supports the Indigenous Post-Secondary Education and Training Partners table and supports First Nations participation and success in post-secondary education and training.

Learning Disability Assessment Bursary

Assists students attending BC public post-secondary institutions with upfront costs, up to \$1,800, on a learning disability assessment.

Nurses Education Bursary

Bursaries for students enrolled in a full-time nursing program at a designated post-secondary institution that leads to a Certificate, Diploma or Degree recognized for practice in BC. Up to \$2,000.

Part Time Student Assistance

Funding provided to public post-secondary institutions for the data entry of part-time applications.

Student Society Emergency Aid Fund

Assists student societies with bursaries for students in emergency financial situations, who may otherwise have to postpone their studies. SSEAF operates as a matching program whereby the Ministry matches the funds raised, up to an institutional maximum allocation, by a participating institution's student society.

Supplemental Bursaries for Students with Disabilities

Bursary program for students with disabilities with exceptional educational costs. The \$800 bursary is available to full-time students who carry 40% or greater full course load and \$400 is available to part-time students who carry between 20% and 39% of a full course load.

Centre for Accessible Post-Secondary Education Resources (CAPER)

Provides alternative text format services to students and instructors. CAPER serves clients who cannot use conventional print due to visual impairments, learning disabilities, physical limitations, neurological impairments, and multiple disabilities. This program is delivered by Langara College.

Post-Secondary Communication Access Services (PCAS)

This program coordinates and provides quality assurance on the delivery of specialized services to deaf and hard of hearing students at public post-secondary institutions including American Sign Language interpreting, real time and TypeWell captioning. The program is delivered by BCIT.

Program for Institutional Loans of Adaptive Technology (PILAT)

A service for the accommodation of students at public post-secondary institutions who require specialized adaptive technology and/or software. Through this program, PSIs are able to accommodate students with disabilities while they are on campus.

Provincial Tuition Waiver Program

Provincial Tuition Waiver Program improves access, services and educational outcomes for former youth in care by waiving tuition fees. Tuition fees are defined as all tuition and mandatory fees a student must pay an institution in order to successfully complete the program/courses they are enrolled in.

Wilp Wilxo'oskwhl Nisga'a (WWN)

Funding is provided for the operation of WWN which is a Nisga'a post-secondary institute. This funding is provided in support of the implementation of the Nisga'a Final Agreement. Additional funding is provided to the UNBC/WWN Federation Agreement.

2021/22 Estimates
Student Services Programs
Government Transfers by Program Type
(\$000's)

	2020/21 Estimates	2021/22 Estimates	2022/23 Plan	2023/24 Plan	STOB
<u>Disability Programs</u>					
BC Access Grant - Students with Permanent Disabilities		Advice/Recommendations; Government			77
Severe Permanent Disability Benefit		Financial Information			77
BC Access Grant - Deaf Students					77
Disabled Students Grants					80
Centre for Access Post-Sec Educ Resources					80
Post-Secondary Communication Access Services					80
Prog for Institutional Loans of Adaptive Technology					80
Supplemental Bursary for Students with Disabilities					77
Learning Disability Assessment Bursary					80
	\$				
<u>Loan Reduction/Forgiveness Programs</u>					
BC Loan Forgiveness Program					77
	\$				
<u>Aboriginal Programs</u>					
Aboriginal Service Plans					77
First Nations Education Steering Committee					77
Wilp Wilxo'oskwhl Nisga'a (WWN)					79
	\$				
<u>Scholarships, Bursaries and Grants</u>					
BC Access Grant (1)					77
BC Access Grant - base funding lift (2)					77
BC Access Grant - transitional funding (3)					77
Student Society Emergency Aid Fund					80
Nurses Education Bursary					77
Adult Upgrading Grants					79
Provincial Tuition Waiver Program					79
	\$				
<u>Other Student Services Programs</u>					
Assistive Technology BC					80
Part Time Student Assistance					80
Community Adult Literacy					77
	\$				
Total	\$ 77,900	\$ 67,900	\$ 67,900	\$ 67,900	
STOB Totals					
STOB 77		Advice/Recommendations; Government			
STOB 79		Financial Information			
STOB 80					
	\$	77,900	\$ 67,900	\$ 67,900	\$ 67,900

Notes:
Advice/Recommendations; Government Financial Information

Private Training Institutions

BUDGET SUMMARY:

	Estimates 2020/21 \$000	Estimates 2021/22 \$000	Increase/ (Decrease) \$000	Increase/ (Decrease) %
Private Training Institution	1	1	0	0%

HIGHLIGHTS FOR 2021/22:

This sub-vote provides for the policy, administration, operations, and compliance related to providing for quality education standards for private post-secondary institutions. This sub-vote also provides for the administration of the Student Tuition Protection Fund. Costs may be recovered from ministries, government organizations and from private post-secondary institutions for services described within this sub-vote.

- The Private Training Institutions Branch (PTIB), under the authority of the Private Training Act, regulates over 300 private training institutions in BC and provides consumer protection by assisting students affected by institution closures, handling student complaints, enforcing standards, and publishing information about institutions.
- Total increase of \$37K in expenditures and offsetting recoveries in FY 21/22. Full increase pertains to salaries and benefits for PTIB staff.

Estimates 2021/22

By Standard Object of Expenditure

Description	2021/22 Estimates (In Thousands)
Salaries and Benefits	2,766
Operating Costs	672
Recoveries	(3,437)
Total	1

Workforce Innovation and Skills Training

BUDGET SUMMARY:

	Estimates 2020/21 \$000	Estimates 2021/22 \$000	Increase/ (Decrease) \$000
Workforce Innovation and Skills Training	16,860	17,013	153

HIGHLIGHTS FOR 2021/22:

This sub-vote provides for the development and implementation of policy and programs to support the development and training of British Columbia's workforce. It includes oversight of the Industry Training Authority and the negotiation and implementation of federal/provincial agreements related to workforce development and training. This sub-vote also provides for the development of labour market information that is disseminated to British Columbians through multiple platforms and methods and development of industry-led workforce development strategies and strategic initiatives. Costs may be recovered from ministries, Crown agencies, boards and commissions, the federal government and parties external to government, for activities described within this sub-vote.

- Increased funding of \$0.153 million due to adjustments approved in prior years, including amounts for the Sustainable Services Negotiating Mandate (SSNM).
- Year over year, the sub-Vote has higher gross spending offset by higher federal recoveries due to one-time federal funding for C19 initiatives under the Workforce Development Agreement (WDA).

Standard Object of Expenditures

	2021/22 Estimates (In Thousands)
Salaries and Benefits	15,200
Operating Costs	10,563
Other Expenses	4,031
Government Transfers	194,763
Recoveries	(207,544)
Total	17,013

Government Transfers

	2021/22 Estimates (In Thousands)
Workforce Development Agreement Programs ¹	174,663
Labour Market Development Agreement Programs	10,100
Provincial Indigenous Skills & Training Development	10,000
Total	194,763

1 - \$111,313 estimates plus \$63,350 estimates adjustment (incremental funding)

Workforce Innovation and Skills Training Program Descriptions

Sub-Sub-Vote	Program	Funding Source					Nature of the Government Transfer and the Recipient
		Provincial	WDA	WDA Incremental	LMDA	Total	
		Government Financial Information					
Labour Market & Skills Training Programs	Skills Training for Employment						<p>Programs delivered through the Skills Training for Employment Program focus on meeting the needs of vulnerable and under-represented groups, by assisting people facing barriers to participate in the labour market. Participants receive pre-employment, skills training and employment supports to obtain sustainable employment.</p> <p>The program serves six target populations: Young Adults, Young Adults at Risk, Survivors of Violence and/or Abuse, Older Workers, individuals with Multiple Barriers to employment, and Indigenous persons.</p> <p>In addition to the core STE programs incremental WDA funding is being used to support 6 new program streams targeted to vulnerable populations disproportionately impacted by the pandemic. These programs begin in March 2021 and run to March 31, 2022.</p> <p>Programs are available for Survivors of Domestic Violence, Individuals with Criminal Justice System Involvement, Recent Immigrants and Visible Minorities, Persons with Disabilities, Homeless or those at risk of homelessness, and youth interested in Entrepreneurship.</p>
Labour Market & Skills Training Programs	BC Employer Training Grant (ETG)						<p>This program provides funding for employers to support skills training for their current and new employees. The goal is to help unemployed and employed British Columbians access the skills training they need to adapt to the changing requirements of jobs and the labour market. Employers pay for the cost of the training, and then are reimbursed for a portion or all of these costs, depending on which stream they fall under.</p>
Labour Market & Skills Training Programs	Community Workforce Response Grant (CWRG)						<p>Provides funding for communities and industries to support in-demand skills training leading to secure and sustainable employment for unemployed or underemployed (part-time, seasonal or casual) British Columbians.</p> <p>A key goal of the grant is to provide flexible and timely responses to emerging and urgent labour and skills needs in B.C.'s communities and sectors. Eligible applicants/recipients may be non-profit service providers, local governments, unions, First Nations, or Indigenous organizations. Additional funding allocated to CWRG for COVID-19 recovery efforts.</p>
Labour Market & Skills Training Programs	Pre-apprenticeship Programs (Industry Training Authority)						<p>The ITA Trades Training programs for equity seeking groups are designed to increase the employability of Indigenous people, women, immigrants, other under-represented participants in the trades, and/or other participants experiencing barriers to entering and succeeding in trades-related occupations.</p> <p>In addition to the core ITA Pre apprenticeship programs incremental WDA funding is being used to support 2 new program streams targeted to vulnerable populations disproportionately impacted by the pandemic. These programs begin in March 2021 and run to March 31, 2022. Programs are available Persons with Disabilities, and Youth and other Equity seeking groups.</p>
Labour Market & Skills Training Programs	BladeRunners						<p>The BladeRunners program provides young people with the support and resources they need to overcome the difficulties and barriers in their lives that prevent them from obtaining and maintaining meaningful long-term employment. The Program provides life-skills and job readiness training as well as job placement and monitoring, and ongoing 24/7 post-employment support to participants.</p>
Labour Market & Skills Training Programs	Aboriginal Community-Based Training Partnerships program (ACBTP)						<p>ACBTP focuses on building partnerships between Public Post-Secondary Institutions and Indigenous communities to improve access to post-secondary education and training within Indigenous communities. Participants include those from First Nations, Métis, Urban (off-reserve) locations. Recipients are the Indigenous communities or designated institutions as determined by the Indigenous community.</p>
Labour Market & Skills Training Programs	SDPR Persons with Disabilities (PWS)						<p>MOU with Social Development and Poverty Reduction (SDPR) to deliver Programming for Persons with Disabilities</p>
Labour Market & Skills Training Programs	Indigenous Skills Training Development Fund						<p>This program is designed to help Indigenous people improve their skills and find employment. The recipient is the Indigenous partner delivering training.</p>
Labour Market Information & Policy	Sector Labour Market Partnerships						<p>This program funds sector driven and partnership-led initiatives to address current, systemic and emerging workforce challenges. Sectors work on five types of projects; sector engagement, labour market information research, strategy development, strategic implementation and evaluation.</p>

2021/22 Estimates
Workforce Innovation and Skills Training
Government Transfers by Program Type
(\$'s)

Sub-Sub-Vote	Program	Funding Source				
		Provincial	WDA	WDA Incremental	LMDA	Total
Labour Market & Skills Training Programs	Skills Training for Employment	Government Financial Information				
Labour Market Information & Policy	BC Employer Training Grant (ETG)					
Labour Market & Skills Training Programs	BC Employer Training Grant (ETG)					
Labour Market & Skills Training Programs	Community Workforce Response Grant (CWRG)					
Labour Market & Skills Training Programs	Pre-apprenticeship Programs (Industry Training Authority)					
Labour Market & Skills Training Programs	BladeRunners					
Labour Market & Skills Training Programs	Aboriginal Community-Based Training Partnerships program (ACBTP)					
Labour Market & Skills Training Programs	SDPR Persons with Disabilities (PWS)					
Labour Market & Skills Training Programs	Indigenous Skills Training Development Fund					
Labour Market Information & Policy	Sector Labour Market Partnerships					
Total - Government Transfers						
AEST recovery from EIO (ACBTP)						

Transfers to Crown Corporations and Agencies

BUDGET SUMMARY:

	Estimates 2020/21 (\$000s)	Estimates 2021/22 (\$000s)	Increase/ (Decrease) (\$000s)	Increase/ (Decrease) %
Industry Training Authority	98,877	98,877	-	-

HIGHLIGHTS FOR 2021/22:

This sub-vote provides for transfers to the Industry Training Authority.

- No change to funding from fiscal year 2020/21
- Payments made quarterly

Estimates 2021/22

By Standard Object of Expenditure (STOB)

Description	2021/22 Estimates (In Thousands)
Government Transfers	98,877
Total	98,877

Executive and Support Services

BUDGET SUMMARY:

	Estimates 2020/21 (\$000s)	Estimates 2021/22 (\$000s)	Increase/ (Decrease) (\$000s)	Increase/ (Decrease) %
Executive and Support Services	20,130	21,076	946	4.70%

HIGHLIGHTS FOR 2021/22:

This sub-vote provides for ministry leadership and direction, establishment of policy and accountability, and provides program support for the post-secondary system and student services programs. This sub-vote also provides for quality assessment for public and private post-secondary degree-granting institutions and the Corporate Services Secretariat. This sub-vote also provides for the office of the Minister of Advanced Education, Skills and Training, the Parliamentary Secretary for Skills Training, and for corporate services to the ministry. Costs may be recovered from ministries, government organizations, the federal government, and parties external to government for activities described within this sub-vote.

- Increase in funding of \$0.946M is due to:
 - Increase of \$0.281M for adjustments approved in prior years, including amounts of SSNM
 - \$0.240M for the HCAP related training costs (from HLTH B.2021 Request)
 - \$0.470 for the Health Training Expansion (from HLTH B.2021 Request)
 - (\$0.045M) reduction to MO budget realignment.

Estimates 2021/22 by Standard Object of Expenditure (STOB)

Minister's Office

Description	2021/22 Estimates (In Thousands)
Salaries and Benefits	541
Operating Costs	102
Government Transfers	-
Other Expenses	-
Recoveries	-
Total	643

Corporate Services

Description	2021/22 Estimates (In Thousands)
Salaries and Benefits	16,029
Operating Costs	5,028
Government Transfers	-
Other Expenses	108
Recoveries ¹	(732)
Total	20,433

1. Recoveries from application fees paid by both public and private institutions for Degree Quality Assessments.

Minister's Office Budget Breakdown
Overview of Budget by STOB
(\$000s)

	2020/21 Estimates	Increase/ (Decrease)	2021/22 Estimates	2020/21 Actuals (April 6/21)
50- Base Salaries	339	12	351	311
52- Benefits	106	12	118	103
54- Legislative Salaries	54	18	72	61
Salaries & Benefits ¹	499	42	541	475
57- Employee Travel ²	75	-	75	5
63- Info Systems- Operating ³	15	(5)	10	14
65- Office & Business Expenses ⁴	24	(7)	17	7
85- Other Expenditures ⁴	75	(75)	-	16
Operating Costs	189	(87)	102	42
TOTAL Operating Budget	688	(45)	643	517

Notes

1. **STOBs 50-54**

Includes salaries & benefits for 5 support staff including one Clerk and one Administrative Coordinator as well as a new Parliamentary Secretary.

2. **STOB 57**

Travel to post-secondary institution campuses in communities across the province.

3. **STOB 63**

Information system costs related to mobile devices and data storage.

4. **STOBs 65-85**

Costs related to office operations and all other expenditures. Budgets have been realigned to reflect current requirements.

Title: Vote 46 – Capital Funding

Issue: Overview of capital funding allocation to Post-Secondary Institutions

Key Messages:

- **Our government is investing in education and training facilities and equipment so that students are prepared for 21st century careers.**

Advice/Recommendations

- **As part of that investment, the provincial government is contributing almost \$1.7 billion in funding over the same period.**

Advice/Recommendations

COVID-19 Messages:

Advice/Recommendations

COVID-19 Impact Summary:

Advice/Recommendations

Background/Status:

The Ministry of Advanced Education and Skills Training's Capital Plan prioritizes and manages capital funding to safeguard the Province's investment in capital assets, deliver core services and support government priorities.

2021/22 – 2023/24 Approved Three-Year Capital Plan – Provincial Funding

(\$000s)

Category	2021/22	2022/23	2023/24	Total 3 years
Capital Projects	Advice/Recommendations; Government Financial Information			
Routine Capital ¹				
Total AEST Capital Plan (Budget 2021)	498,391	629,497	613,098	1,740,986

¹ Routine capital funding is provided annually to assist with the maintenance of existing Public PSI infrastructure.

2021/22 – 2023/24 AEST Sector Capital Spending by Funding Source

(\$000s)

Category	2021/22	2022/23	2023/24	Total 3 years
AEST Capital Plan Provincial Funding	Advice/Recommendations; Government Financial Information			
Federal Funding				
Post-Secondary Institution Funding				
Third Party Funding ¹				
Total AEST Sector Capital	1,262,566	1,271,466	1,260,654	3,794,686

¹ Examples of Third-Party Funding include: donations, fundraising campaigns, and grants from other external agencies.

Title: Public PSI Funding - Methodology

Issue: Determining post-secondary institution (PSI) operating grants

Key Messages:

- Our government is working hard to ensure all British Columbians can take advantage of post-secondary education opportunities to help them thrive and reach their full potential.
- Provincial operating funding covers only a portion of the funding that is required to operate public post-secondary institutions in B.C.
- Additional funding sources include research grants, tuition, investment income and ancillary operations.
- Our government invests a total of approximately \$2.5 billion annually to support post-secondary education and skills training in B.C.
- Total base operating grants allocated to the 25 public post-secondary institutions are approximately \$2.3 billion in 2021-22.

COVID-19 Messages:

- COVID-19 has had a negative financial impact on the sector, but public post-secondary institutions are managing the challenges with their existing resources.
- The Ministry continues to closely monitor the financial situations at institutions.

Background/Status:

- AEST's annual operating grants are:
 - Not tied to enrolment such as \$/student FTE or \$/student headcount.
 - Not intended to cover all the costs incurred by public post-secondary institutions.
- Public post-secondary institutions have other sources of income in addition to AEST's annual grant.
- Other funding sources include student tuition, federal grants, endowments, and income from a PSIs' own operations.

How the Ministry issues operating grants:

- AEST issues an annual operating grant to each public post-secondary institution is combination of:
 - targeted funding for specific, priority educational programs
 - Like the tech expansion programs and nursing programs.

- A block grant which the public post-secondary institution can determine how to allocate.
 - Post-secondary institutions can allocate this funding to support educational services and programs as they see fit.
 - The block funding amount reflects the institution's unique size, history, mandate, mix of programs, mode of program delivery, and campus locations.
- Advice/Recommendations; Government Financial Information
-
- Each institution's current operating grant is a result of numerous policy, programming and budget decisions by both government and institutions over many years.
- AEST's operating grant is one of many inputs to a PSI's annual income.
- The grant is not intended to cover all a PSI's operating costs.
- Institutional operating costs are jointly funded by:
 - Operating grant from AEST,
 - Tuition revenue, and
 - Revenues generated from investments, research and ancillary operations such as student housing, bookstores, and athletic fees.
- Each college, institute, and university is unique and can differ by:
 - Educational mandate, program types and academic levels,
 - Class size (e.g. a large lecture hall at UBC vs. a small class at NVIT),
 - Methods of instruction (e.g. RRU's combines on campus and online programming),
 - Faculty and support staff salary scales, and
 - The number, size and geographic locations of campuses



Title: Institutional Financial Health – 5YR Net Income

Issue: PSI Financial Health

Key Messages:

- **Public Post-Secondary institutions are part of the Government Reporting Entity; therefore, institutions’ financial results consolidate into government’s Public Accounts.**

Advice/Recommendations

- **Financial statements of public-post secondary institutions for 2020/21 will not be finalized until late May.**
- Advice/Recommendations; Government Financial Information
-

COVID-19 Messages:

- **COVID-19 has had a negative financial impact on the sector, but public post-secondary institutions are managing the challenges with their existing resources.**

Background/Status:

PSI Audited Financial Statement Results 2015/16 to 2019/20

2015/16 to 2019/20 Audited FINANCIAL STATEMENT RESULTS

Net Income (Loss)

<i>~ thousands ~</i>	2015/16	2016/17	2017/18	2018/19	2019/20
COLLEGES					
BC Institute of Technology	2,745	6,261	6,878	7,968	6,997
Camosun College	1,568	211	2,589	1,535	285
Coast Mountain College	14	1,028	335	371	2
College of New Caledonia	1,979	683	577	3,811	1,380
College of the Rockies	190	173	326	1,847	85
Douglas College	1,869	5,001	10,846	17,046	16,290
Justice Institute of BC	1,387	987	1,085	1,215	2
Langara College	1,354	13,806	22,666	15,020	10,521
Nicola Valley Institute of Technology	25	114	444	651	619
North Island College	2	7	16	57	(911)
Northern Lights College	898	21	282	95	75
Okanagan College	294	1,164	4,956	6,592	408
Selkirk College	467	162	811	382	323
Vancouver Community College	(4,126)	885	905	1,665	892
College Total	8,666	30,503	52,716	58,255	36,968
UNIVERSITIES					
Capilano University	2,154	1,621	3,800	3,840	12,460
Emily Carr University of Art & Design	1,114	2,822	2,381	4,025	147
Kwantlen Polytechnic University	1,407	1,815	13,284	22,060	4,672
Royal Roads University	4,819	1,447	1,628	1,230	145
Simon Fraser University	14,849	30,360	46,229	49,845	41,292
Thompson Rivers University	4,124	3,420	14,363	18,191	20,219
University of BC	54,400	91,767	120,529	135,857	89,652
University of the Fraser Valley	2,671	9,723	10,050	22,224	12,920
University of Northern BC	(3,467)	(1,674)	899	(1,404)	(1,077)
University of Victoria	18,885	7,403	34,189	23,558	32,497
Vancouver Island University	5,301	(1,140)	759	6,673	(2,288)
University Total	106,257	147,564	248,111	286,099	210,639
SECTOR TOTAL	114,923	178,067	300,827	344,354	247,607

Results exclude new endowment contributions.

Ministry of Advanced Education and Skills Training
Estimates Debate Binder
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November 26, 2020

Honourable Anne Kang
Minister of Advanced Education and Skills Training
Parliament Buildings
Victoria, British Columbia V8V 1X4

Dear Minister Kang:

Thank you for agreeing to serve British Columbians as Minister of Advanced Education and Skills Training. You are taking on this responsibility at a time when people in our province face significant challenges as a result of the global COVID-19 pandemic.

COVID-19 has turned the lives of British Columbians upside down. None of us expected to face the challenges of the past number of months, yet British Columbians have demonstrated incredible resilience, time and time again. We will get through the pandemic and its aftereffects by building on this resilience and focusing on what matters most to people.

British Columbians voted for a government focused on their priorities: fighting the COVID-19 pandemic, providing better health care for people and families, delivering affordability and security in our communities, and investing in good jobs and livelihoods in a clean-energy future.

I expect you – and the work of your ministry – to focus on the commitments detailed in our platform, *Working for You*, along with the following foundational principles:

- **Putting people first:** Since 2017, our government has focused on making decisions to meet people's needs. That focus drove our work in our first term and will continue to be our priority. British Columbians are counting on the government to keep them safe and to build an economic recovery that works for everyone, not just those at the top. Keeping people at the centre of everything we do means protecting and enhancing the public services people rely on and working to make life more affordable for everyone.
- **Lasting and meaningful reconciliation:** Reconciliation is an ongoing process and a shared responsibility for us all. The unanimous passage of the *Declaration on the Rights of Indigenous Peoples Act* was a significant step forward in this journey. True

.../2

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Premier

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reconciliation will take time and ongoing commitment to work with Indigenous peoples as they move toward self-determination. Our government – and every ministry – must remain focused on creating opportunities for Indigenous peoples to be full partners in our economy and providing a clear and sustainable path for everyone to work toward lasting reconciliation.

- **Equity and anti-racism:** Our province's history, identity and strength are rooted in its diverse population. Yet racialized and marginalized people face historic and present-day barriers that limit their full participation in their communities, workplaces, government and their lives. Our government has a moral and ethical responsibility to tackle systemic discrimination in all its forms – and every ministry has a role in this work. While our caucus elected a record number of women, more work remains to address gender equity. Delivering on our commitments to address racial discrimination will require a commitment by all of government to ensure increased IBPOC (Indigenous, Black and People of Colour) representation within the public service, including in government appointments. Our efforts to address systemic discrimination must also inform policy and budget decisions by reviewing all decisions through a Gender-Based Analysis Plus (GBA+) lens.
- **A better future through fighting climate change:** In 2018, our government launched our CleanBC climate action plan. CleanBC puts British Columbia on the path to a cleaner, better future by building a low-carbon economy with new clean-energy jobs and opportunities, protecting our air, land and water and supporting communities to prepare for climate impacts. It is every Minister's responsibility to ensure your ministry's work continues to achieve CleanBC's goals.
- **A strong, sustainable economy that works for everyone:** We will continue our work to support British Columbians through the pandemic and the economic recovery by investing in health care, getting people back to work, helping businesses and communities, and building the clean, innovative economy of the future. Our plan will train the workforce of tomorrow, help businesses hire and grow and invest in the infrastructure needed to build our province.

The pandemic has reminded us that we're strongest when we work together. Delivering on our commitments to people will require a coordinated effort with your cabinet and caucus colleagues, supported by the skilled professionals in the public service. You will also support your cabinet colleagues to do their work, particularly where commitments cross ministry lines.

British Columbians expect their elected representatives to work together to advance the broader public good despite their partisan perspectives. 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 through public and stakeholder engagement plans that connect with people to incorporate their perspectives early in the policy development process. These plans must include measurable outcomes and ensure active dialogue and ongoing outreach in your ministry's actions and priorities.

.../3

Over the course of our mandate, I expect you will make progress on the following items:

- Work with post-secondary institutions to support students to succeed in the context of the COVID-19 pandemic and recovery.
- With support from the Minister of Health, lead work to launch B.C.'s second medical school to expand our healthcare workforce.
- Expand the B.C. Access Grant program by increasing eligibility to reduce barriers and make sure more people are able to access the skills they need for the jobs of the future.
- Create an additional 2,000 new tech-relevant spaces in public post-secondary institutions.
- Keep student fee increases low by strengthening the existing Tuition Fee Limit Policy to make sure institutions are not increasing fees beyond the prescribed limits.
- With support from the Minister of Children and Family Development, lead work to expand tuition waivers to all former youth in care, regardless of age.
- Conduct a funding review of post-secondary education operating grants to make sure public post-secondary institutions have the resources they need to support economic recovery and student success.
- Continue to build 8,000 new student housing units as part of Homes for BC, our government's 10-year housing plan.
- Complete and implement the CleanBC Workforce Readiness Plan to train people for jobs in the low-carbon economy and help us meet our CleanBC commitments.
- Support the work of the Minister of Jobs, Economic Recovery and Innovation to invest in innovation clusters, with a focus on emerging industries where B.C. companies have developed the early lead – such as life sciences, emergency management technology, engineered wood, clean tech, artificial intelligence, and quantum and virtual reality technologies.
- Support the work of the Minister of State for Child Care to implement and enhance the Early Care and Learning Recruitment and Retention Strategy.

To assist you in meeting the commitments we have made to British Columbians, you are assigned a Parliamentary Secretary for Skills Training. You will work closely together and ensure your Parliamentary Secretary receives appropriate support to deliver on the following priorities, outlined in the mandate letter issued to them:

- With support from the Minister of Labour, work with the Industry Training Authority to restore the compulsory trades system to improve safety and give more workers a path to apprenticeship completion.

.../4

- Support the work of government to develop new skills training and career opportunities for people, including investments in new tech spaces, ECE learning opportunities and the new Health Career Access Program.

Our work as a government must continually evolve to meet the changing needs of people in this province. Issues not contemplated in 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. Your ministry's priorities must reflect our government's overall strategic plan as determined by cabinet.

All cabinet members are expected to review, understand, and act according to the *Members' Conflict of Interest Act* and conduct themselves with the highest level of integrity. As a minister of the Crown, your conduct will reflect not only on you but on cabinet and our government. You are responsible for providing strong, professional and ethical leadership within cabinet and your ministry. 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. You must ensure your minister's office meets the highest standards for integrity and provides a respectful and rewarding environment for all staff.

My commitment to all British Columbians is to do my level best to make sure people's lives are better, safer and more affordable. I believe the challenges we face can and will be overcome by working together. By way of this letter, I am expressing my faith that people can expect the same commitment from you.

Sincerely,

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

John Horgan
Premier

Title: Support Students in the Context of the COVID-19 Pandemic and Recovery

Issue: Minister's Mandate Letter Priority #1 - Work with post-secondary institutions to support students to succeed in the context of the COVID-19 pandemic and recovery.

Key Messages:

Go-Forward Guidelines for BC's Post-Secondary Sector:

- Since the beginning of the pandemic, our priority has been the safety of students, faculty and staff.
- Ministry staff have worked in partnership with Institutions, the BC Centre for Disease Control, WorkSafeBC, the Provincial Health Office to produce and update the COVID-19 Go-Forward Guidelines for BC's Post-Secondary Sector.

Advice/Recommendations

Return to On-Campus Learning and Services:

- While the pandemic is not over, our government is now ramping up our vaccination efforts. With that in mind, the Provincial Health Officer, Dr. Bonnie Henry, has recommended that PSIs begin preparing for a safe resumption of face-to-face instruction this Fall.
- We will continue to work with post-secondary institutions and the Public Health Office to update the COVID-19 Go-Forward Guidelines to provide guidance on a safe return to campuses in the Fall.

Supporting Student Success:

- Since the pandemic began, the Provincial Government has invested over \$9M in emergency funding. In 2021 the Province continues to provide emergency financial supports for students whose finances have been impacted by the COVID-19 pandemic, specifically through investments of:
 - \$3M to replenish the Student Emergency Assistance Fund, and
 - \$1M to replenish the Indigenous Emergency Student Assistance Fund

Advice/Recommendations

- On April 16, 2020, my Ministry launched Here2Talk, a new, free 24/7 mental health counselling and referral service for post-secondary students registered at all post-secondary institutions.

Background/Status:

COVID-19 Go-Forwards Guidelines for BC's Post-Secondary Sector:

- The first edition of the Go-Forward Guidelines for BC's Post-Secondary Sector was published in September, 2020.
- In addition to post-secondary institution representatives participating on the Steering Committee and Expert Panel, several Reference Groups were established to provide ongoing input into the guidelines from key perspectives, including:
 - Indigenous Partners
 - Labour,
 - Students, and
 - Private Post-Secondary Institutions.
- The Guidelines have been amended three times since the launch of the first edition based on the evolution of the Provincial Health Office's orders and recommendations.

Learning Continuity Group

- In response to COVID-19, the Ministry established a "Learning Continuity Group" to facilitate dialogue and collaboration between AEST and the post-secondary sector.
- The Learning Continuity Group is chaired by AEST and includes the Vice-Presidents Academic from all 25 public institutions, as well as leads from the three post-secondary sector associations, the BC Council on Admissions and Transfers, BCcampus, and the First Nations Education Steering Committee.
- Meeting on a regular basis, the Learning Continuity Group provides a forum for institutions to discuss common issues across the system, identify opportunities to work together to address challenges, and explore where the Ministry can offer support.
- Related to this work, AEST has supported BCcampus with \$200,000 in funding to support students, faculty and staff through the pandemic with resources to help them switch to online learning - including the delivery of over 100 online training sessions.

Co-op and Work-Integrated Learning

- In June 2019, AEST announced the Co-op and Work-Integrated Learning Initiative, a \$9-million investment to support pilot projects to expand co-operative education and work-integrated learning opportunities for students.

Advice/Recommendations



Title: Second Medical School for British Columbia

Issue: Update on mandate commitment to establish B.C.’s second medical school.

Key Messages:

<ul style="list-style-type: none"> • Supporting students to train for high demand health care careers is one of our top priorities to ensure all British Columbians can access the care they need. <p>Advice/Recommendations</p>
<ul style="list-style-type: none"> • Staff from my Ministry and the Ministry of Health are in the early stages of identifying the next steps forward. <p>Advice/Recommendations</p>

Background/ Status:

- The Minister’s mandate letter states: “With support from the Minister of Health, lead work to launch B.C.’s second medical school to expand our healthcare workforce”.

Advice/Recommendations

- A second medical school, located in the Fraser Health Authority region, has been discussed since the early 2000s.
- Between 2008-2019 there were ongoing conversations between Fraser Health and UBC on access to residents and training opportunities, as well as the potential of a second medical school at SFU.

Advice/Recommendations

- The Province’s new interdisciplinary team-based approach to care to meet the health needs of British Columbians means that many different types of health professionals – doctors, nurse practitioners, registered nurses, physiotherapists, social workers, pharmacists, and more – are all part of meeting primary care needs.
- The new medical school will need to align with anticipated workforce demand and the Provincial Health Workforce Plan. This will ensure the right supply, mix and distribution of providers to meet service needs across B.C.

Contact: Trudy Rotgans Executive Director

Post-Secondary Programs

(250) 888-0591

Last Updated: March 23, 2021



- Advice/Recommendations
- The *In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care* report calls on the B.C. government to work with applicable partners to establish a Joint Degree in Medicine and Indigenous Medicine. Cabinet Confidences; Advice/Recommendations; Cabinet Confidences; Advice/Recommendations; Intergovernmental Communications; Government Financial Information
-
- Over the next months, policy, planning and program development will take place.

Title: B.C. Access Grant Expansion

Issue: Mandate Commitment to Expand the New B.C. Access Grant

Key Messages:

- Government is committed to making post-secondary education and training more accessible and affordable.
- My mandate direction to “Expand the B.C. Access Grant program by increasing eligibility to reduce barriers and make sure more people are able to access the skills they need for the jobs of the future” is a priority.
- In September 2020 we launched the new up-front, needs-based B.C. Access Grant to help low- and middle-income students access and afford post-secondary education and training in British Columbia.
- To date, in the first 8 months since launch of this new grant, 32,194 students have been supported with over \$30 million (as at March 31, 2021).¹
- Work is underway to evaluate the B.C. Access Grant and develop options to further reduce barriers and open more doors for more people to access post-secondary and training.

Background/Status:

- The 2020 Minister Mandate letter includes the priority to expand eligibility for the new B.C. Access Grant (BCAG).
- The grant launched for students starting classes in fall 2020. To date it has supported over 32,000 students with \$30,724,636 in up-front, needs-based non-repayable financial assistance (for additional information, see BCAG and Non-Repayable SFA Estimates Note).
- Currently, low- and middle-income students studying full- or part-time in undergraduate certificate, diploma and degree programs at B.C.’s 25 public post-secondary institutions are eligible for the grant.
- The Ministry is evaluating ongoing implementation of the BCAG in its first year of operation and utilizing these results to inform development of options to expand grant eligibility.
- BCAG is a component of needs-based student financial assistance available through StudentAid BC, which offers integrated federal and provincial loans, grants and bursaries for post-secondary education and training.
- Students eligible for BCAG are eligible to receive other funding supports, such as 0% interest provincial student loans, federal loans and up-front needs-based grants when they apply for financial assistance to undertake take post-secondary education and training.

¹ The B.C. Access Grant launched on August 1, 2020. The first year of implementation is not a full 12 months.

Title: Create an additional 2,000 new tech-relevant spaces and update on current tech seat expansion

Issue: Update on mandate commitment

Key Messages:

- Our post-secondary system produces world-class tech talent that supports a booming tech sector and opens doors to good-paying jobs.
 - Our government is investing in more tech-related post-secondary programs, improving access to education and supporting the tech sector with more homegrown talent.
 - In the past, Government already committed to invest \$42M in on-going funding to create 2,900 tech-related spaces over a six-year plan:
 - It started with an investment of \$4.4 million to post-secondary institutions in 2017/18 and has been increasing every year;
- Advice/Recommendations
- These 2,900 new tech-related spaces at public post-secondary institutions are distributed across the province in areas from software, electrical and biomedical engineering to cybersecurity, mechatronics and advanced manufacturing.
 - By 2023, this is expected to result in 1,000 additional tech grads each year.
 - Building on this past commitment, we are looking forward to working with partners to identify needs and opportunities, to inform a new plan for an additional 2,000 tech-relevant student spaces.

Background:

- The Minister's mandate letter states: "Create an additional 2,000 new tech-relevant spaces in public post-secondary institutions".
- This commitment will build upon the upon the existing six-year plan to create 2,900 new tech spaces by 2022/23, currently in year five of implementation.
- The Ministry's budget includes the following funding for the expansion of technology-related programming Fiscal Plan^{Advice/Recommendations}

Contact: Trudy Rotgans Executive Director

Post-Secondary Programs

(250) 888-0591

Last Updated: April 13, 2021



					3-Year Fiscal Plan		
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Total Annual Funding	\$4.4M	\$7.0M	\$24.9M	\$35.8M	Advice/Recommendations; Government Financial Information		

- Funding is for the development/start-up and on-going operating costs of a range of new and expanded technology-related programming at public post-secondary institutions throughout the province.
- For example, new programming includes the first full civil and environmental engineering degrees in the north at the University of Northern British Columbia and the first full software engineering program in the Interior at Thompson Rivers University.
- In recent years, five post-secondary institutions each received one-time funding of \$250,000 for capacity-building activities:
 - Coast Mountain College;
 - College of the Rockies;
 - Northern Lights College;
 - Justice Institute of British Columbia; and
 - Royal Roads University.
- See **Appendix 1** for a list of planned new and expanded technology programs by institution.

Status:

- Advice/Recommendations; Government Financial Information
-
-

Appendix 1: Technology-Related Program Expansion

Institution	Name / Program Type	Expansion/ New	FTEs at Steady State	Additional Grads
Simon Fraser University (Surrey)	Undergraduate Sustainable Energy Engineering (Degrees)	New	320	80
Simon Fraser University (Surrey)	Graduate Sustainable Energy Engineering (Degrees)	New	120	60
University of British Columbia - Vancouver	Computer Science, Biomedical Engineering and Manufacturing Engineering (Degrees)	New/ Expansion	564	141
University of British Columbia - Okanagan	Manufacturing Engineering and Computer Science (Degrees)	New/ Expansion	156	39
British Columbia Institute of Technology	Short-term Information Technology (Diplomas)	New/ Expansion	300	150
Kwantlen Polytechnic University	Mechatronics and Advanced Manufacturing Technology (Diplomas)	New	40	20
University of Victoria	Computer Science and Engineering (Degrees)	Expansion	500	125
Camosun College	Web Technologies Programming and Engineering Graphics Technician (Certificates)	New/ Expansion	40	40
University of Northern British Columbia	Civil and Environmental Engineering (Degrees)	New	280	70
College of New Caledonia	Civil Engineering Technologist (Diplomas)	New	50	25
Okanagan College	Animation (Diplomas)	New	30	15
Thompson Rivers University	Software Engineering (Degrees)	New	140	35
Additional Niche Technology Programming				
Capilano University	2D Animation/Visual Effects and 3D Animation (Diplomas)	Expansion	50	25
Douglas College	Computing Science (Diplomas)	New	40	20
Emily Carr University of Art and Design	Undergraduate and Graduate Design and Dynamic Media (Degrees)	New	40	20
Langara College	Data Analytics (Certificates) Web Technologies (Certificates)	Expansion	40	40
North Island College	Computer Information Systems (Certificates)	New	40	40
Selkirk College	Web Application Development (Certificates), Digital Fabrication and Design (Diplomas)	New	40	20
University of the Fraser Valley	Applied Bioinformatics, Coding (Certificates); Digital Fabrication (Diplomas); Graphic and Digital Design (Extended Minors/Minors); BA Media Arts (Degrees)	New/ Expansion	40	20
Vancouver Community College	Computer Systems Technology (Diplomas)	New	40	20
Vancouver Island University	Fundamentals of Engineering (Certificates), Engineering Design and Practice (Diplomas)	New/ Expansion	40	20
Advice/Recommendations				
Total			2,940	1,040

Contact: Trudy Rotgans Executive Director

Post-Secondary Programs

(250) 888-0591

Last Updated: April 13, 2021

Title: Tuition Limit Policy

Issue: Mandate Letter Commitment to Review the Tuition Limit Policy

Key Messages:

- We are committed to increasing access to post-secondary education for thousands of British Columbians who have been shut out for far too long.
- We continue to maintain a 2% cap on tuition and mandatory fees annually.
- As part of my mandate, we are working to keep student fee increases low by strengthening the existing Tuition Fee Limit Policy to make sure institutions are not increasing fees beyond the prescribed limits.
- Our goal is to make education more affordable for everyone and give all British Columbians opportunities to participate in the province's economic recovery, post-COVID.

Background/Status:

- The Mandate letter commitment states, "Keep student fee increases low by strengthening the existing Tuition Fee Limit Policy to make sure institutions are not increasing fees beyond the prescribed limits."
- The Tuition Limit Policy has been in place since 2005 and has kept tuition fee increases limited to a maximum of 2% per year. The policy was extended to include mandatory fees in 2007.
- The Ministry currently receives annual reporting from post-secondary institutions on tuition and fee increases.

Advice/Recommendations

- The TLP does not apply to international students so international student tuition is not capped.
- The policy is intended to create an appropriate balance of costs between students, institutions and taxpayers so that students have affordable access to a post-secondary education system that is sustainable over the long term.
- The TLP has been applied using a student-centered approach where the limited tuition and mandatory fee rate increases have helped provide certainty and stability so that students and their families can plan for their future.
- According to 2020/21 Statistics Canada data, B.C. is the province with the 4th lowest undergraduate tuition in the country – lower than Alberta, Prince Edward Island, New Brunswick, Ontario, Saskatchewan, and Nova Scotia.
- Undergraduate tuition fees in B.C. increased 2.0% to \$6,055 in the 2020-21 academic year from \$5,936 in 2019-20.

Contact: Carrie Dusterhoft A/Executive Director Strategic Policy and Initiatives

778-698-7871

Last Updated: April 1, 2021

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- Undergraduate tuition in B.C. is \$555 less than the Canadian average.

Advice/Recommendations

- Any changes will be clearly communicated to post-secondary institutions and students.

Advice/Recommendations

Title: Expansion of Provincial Tuition Waiver Program

Issue: Update on Mandate Commitment to expand Provincial Tuition Waiver Program for Former Children and Youth in Care, regardless of age

Key Messages:

- Young people who were in government care deserve the chance to thrive, not just survive.
- My mandate direction to work with the Minister of Children and Family Development and “lead work to expand tuition waivers to all former youth in care, regardless of age” is a priority.
- On September 1, 2017 government launched a provincial program that waives tuition for former youth in care at all 25 public post-secondary institutions and Native Education College. In July 2018, we expanded it to include foundation and apprenticeship training programs at 10 union trades training providers.
- Since the launch of the Provincial Tuition Waiver Program, 1,565 students have benefited, compared to 189 students in all of 2016/17. That’s \$9.9 million in tuition waived for students who were formerly in care.

Advice/Recommendations

COVID-19 key messaging:

Advice/Recommendations

- Going into the next school year, former youth in care who benefit from the Tuition Waiver Program are also eligible for the new B.C. Access Grant, any Student Emergency Assistance Funding and increased federal student financial assistance.
- Government also invested \$250,000 for the Youth Futures Education Fund to provide additional financial supports for recipients of tuition waivers -

Advice/Recommendations

Background/Status:

Provincial Tuition Waiver Program

- Prior to the Provincial Tuition Waiver Program (PTWP), there was no standard approach to waiving tuition fees for former youth in care across B.C. public post-secondary institutions. 11 public post-secondary institutions provided financial support to varying degrees to FYIC in the form of tuition waivers or bursaries benefitting 189 students in 2016/17.

Contact: Kelly McConnan Executive Director

StudentAid BC

Government
Ministry

Last Updated: April 7, 2021

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- Starting in 2017/18, the PTWP covered tuition and mandatory fees for public post-secondary students between the ages of 19 and 26, who spent at least 24 months (accumulated) in B.C. care. Native Education College and 10 union trades training providers are also included (see **Appendix A** for eligibility criteria).
 - In 2020/21, just over \$3 million was spent on tuition waivers.
- Former youth in care (FYIC) have access to several programs and services provided by the Ministry of Children and Family Development (MCFD) designed to help with educational or training costs, living expenses, food, medical and mental health supports.

Advice/Recommendations

Post-secondary Institution Tuition Waiver Programs

- In addition to the Provincial program, the following post-secondary institutions offer their own tuition waiver programs with broader eligibility criteria (one year in care and no age limit):
 - University of British Columbia, Vancouver Island University, University of Victoria, Langara College, Nicola Valley Institute of Technology, British Columbia Institute of Technology and the Justice Institute of British Columbia.

Wrap-around Supports

Advice/Recommendations

- Campus Navigators, funded by the respective institutions, are in place at Vancouver Island University, Douglas College and University of British Columbia.
- The Ministry coordinates a Community of Practice (CoP) with current Campus Navigators and other PSI student support staff that meets monthly to help build best practices for supporting FYIC, and provide a venue to raise ongoing concerns and policy considerations.
- AEST typically provides \$250,000 annually to the Youth Futures Education Fund (YFEF) to support FYIC who access provincial tuition waivers. The funds provide low barrier, non-repayable bursaries that can be used to cover living expenses such as groceries and rent, addressing wrap-around supports for this vulnerable population.

Youth in Care - Context

- Approximately 15,000 children and youth are currently in government care or under out-of-care agreements and meet the Time in Care eligibility. Approximately 14,000 youth between the ages 19-26 currently meet the Time in Care eligibility.
- Indigenous youth make up 62% of youth in care — an over-representation given that less than 10% of the child population in B.C. is Indigenous.
- Each year, roughly 750-1,000 youth leave government care on their 19th birthday and are no longer eligible for certain services.
- Only about 40% of youth in care graduate from high school, and even fewer go on to post-secondary education or training.

Appendix A: Eligibility Criteria – Source StudentAid BC Policy Manual

To be eligible for the Provincial Tuition Waiver Program, students must be:

- Residents of B.C.; or
- Have been placed in another province under a Ministry of Children and Family Development (MCFD) interprovincial Placement Agreement;
- Studying full- or part-time at a B.C. public post-secondary institution, the Native Education College or one of 10 approved trades training providers;
- Between the ages of 19-26 (inclusive) or
- 17 or 18 years of age, and have graduated from high school and are no longer in care of MCFD; and
- Formerly in any B.C. MCFD Legal Status or Ministry of Social Development and Poverty Reduction Child in Home of Relative program for at least 24 months or 730 days (consecutive or accumulated in any combination).

MCFD Legal Statuses refer to and include the following, consecutive or accumulated in any combination pursuant to the *Child, Family and Community Service Act* (the Act) regarding student eligibility for the Provincial Tuition Waiver Program:

- Extended Family Plan pursuant to section 8 of the Act;
- Interim Custody Order with a Director pursuant to section 35(2)(a) of the Act (or equivalent);
- Interim Custody Order with person other than a parent pursuant to section 35(2)(d) of the Act;
- Temporary Custody Order with a Director pursuant to section 41(1)(c) of the Act (or equivalent);
- Temporary Custody Order with a person other than a parent pursuant to section 41(1)(b) of the Act (or equivalent);
- Permanent Transfer of Custody Order with person other than a parent pursuant to section 54.01 or 54.1 of the Act;
- Youth Agreement pursuant to section 12.2 of the Act;
- Voluntary Care Agreement pursuant to section 6 of the Act;
- Special Needs Agreement pursuant to section 7 of the Act;
- A Continuing Custody Order with a Director pursuant to sections 41(1)(d), 42.2(4)(d), 42.2 (7), 49(4), 49(5) or 49(10) of the Act;
- Adoption of a child following placement by a Director of adoption (child formerly in care under the CFCSA, *Adoption Act* or *Infants Act*);
- Under the Personal Guardianship of a Director pursuant to the *Infants Act*;
- Under the Personal Guardianship of a Director of adoption under the *Adoptions Act*.

Title: Post Secondary Education Funding Review

Issue: Review of Provincial operating grant allocations to the Post-Secondary sector

Key Messages:

- One of the Ministry's mandate commitments is to conduct a funding review of Post-Secondary education operating grants to ensure Institutions have the resources they need to support economic recovery and student success.

Cabinet Confidences

Background/Status:

- The Ministry of Advanced Education, Skills and Training (AEST) currently allocates Provincial grant funding to public post-secondary institutions through a combination of:
 - targeted funding for specific educational programs and
 - a block grant that can be allocated as an Institution sees fit.
- This methodology balances institutional flexibility and autonomy with the delivery of certain critical priority educational programs.
- Although this methodology provides financial flexibility, it also introduces several imbalances such as:
 - Cost differences between institutions (i.e. Colleges, Institutions and Universities), program delivery (i.e. trades, undergraduate and professional programs) and geographic location (i.e. urban versus rural);
 - Individual Institution's ability to generate revenue through non-Provincial sources such as tuition, ancillary and research activities; and
 - Linkages between funding and program / sector outcomes;
- To address these imbalances, Government has committed to "Conduct a funding review of post-secondary education operating grants to make sure public post-secondary institutions have the resources they need to support economic recovery and student access"

Advice/Recommendations

Contact: James Postans

Executive Director, Funding Review

Government

Last Updated: April 8, 2021

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Title: Student Housing Mandate Commitment

Issue: Continue to build 8,000 new student housing units as part of Homes for BC

Key Messages:

Advice/Recommendations

- In Budget 2018, government announced \$450 million in provincial financing for public post-secondary institutions to build approximately 5,000 on-campus student housing beds.
- An additional 3,000 student housing beds will be built with institution self-financing and partnerships, for a total of approximately 8,000 new student housing beds.
- The program is on track for meeting the target of 8,000 new student housing beds by 2028.
- Since 2018, 5,701 new student housing beds have been announced.
 - 2,816 beds via loans/grants
 - 2,885 beds via PSI self-financing and partnerships

COVID-19 Messages:

Advice/Recommendations

Background/Status:

- Eighteen public post-secondary institutions in British Columbia have student housing, with approximately 23,000 student beds (as of February 2021).
- Between 2001-2017:
 - Government funded 130 student housing beds.
 - Public post-secondary institutions self-funded approximately 10,000 student housing beds.
- Since 2018, 5,701 student beds have been announced (see Appendix A):
 - Government funded 2,816 student housing beds compared to the 130 beds funded by the Province in the previous 16 years:

Contact: Jeanne Sedun Executive Director Sector Partnerships & Emergency Support Branch 250-952-7412

Last Updated: May 3, 2021

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- BCIT - Burnaby: 464
 - CNC – Prince George: 12 beds
 - CMTN - Terrace: 104 beds
 - COTR - Cranbrook: 100 beds
 - SFU - Burnaby: 386 beds
 - TRU - Kamloops: 533 beds
 - OKAN - Kelowna, Salmon Arm, Vernon: 376 beds
 - UBC Okanagan - Kelowna: 220 beds
 - UVic - Victoria: 621 net new beds
- Public post-secondary institutions have 2,885 student housing beds underway or completed through self-financing and partnerships.
- Nine PSIs have received a total of Advice/R in loans or grants (see Appendix A).
- A number of student housing projects also include amenities that support campus living and align with Government's priorities:
 - College of New Caledonia's Indigenous student housing includes an Elder residence, communal living, and cultural practice space.
 - Simon Fraser University has created an Indigenous Student Cultural House to support Indigenous culture and traditions through living-learning communities.
 - BCIT is developing student housing in Burnaby using mass timber.
 - University of Victoria and the University of British Columbia Okanagan are pursuing Passive House certification to optimize energy efficiency and reduce greenhouse gas emissions.
- Advice/Recommendations
- The Ministry's student housing initiative has involved extensive consultation with public post-secondary institutions, Indigenous partners and student societies:
 - A Student Housing Working Group was established in April 2018 as a partnership between government and the public post-secondary sector to provide advice and expertise on student housing. The Ministry organized three province-wide Student Housing Workshops, bringing together all 25 public post-secondary institutions to share leading practices and leverage sector expertise.

Appendix A: Student Housing Beds Project List

Appendix B: Student Housing Update – March 2021

Advice/Recommendations

Contact: Jeanne Sedun Executive Director Sector Partnerships & Emergency Support Branch 250-952-7412

Last Updated: May 3, 2021

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**Ministry of Advanced Education and Skills Training
Student Housing Projects and Funding Sources (\$ millions)**

Post-Secondary Institution	Municipality	Net New Beds	Funding				Total Project Cost
			Grant	Loan	Supports (Loan)	PSI	
College of the Rockies	Cranbrook	100	Advice/Recommendations; Government Financial Information				19.0
College of New Caledonia	Prince George	12					5.3
Coast Mountain College	Terrace	104					21.6
Thompson Rivers University	Kamloops	533					38.0
University of Victoria	Victoria	621					232.4
UBC Okanagan	Kelowna	220					25.0
Simon Fraser University	Burnaby	386					103.6
BC Institute of Technology	Burnaby	464					114.5
Okanagan College	Kelowna, Vernon, Salmon Arm	376					67.5
Various Committed/Unallocated	Various TBD	n/a					186.2
TOTAL		2,816					

STUDENT HOUSING UPDATE

MINISTRY OF ADVANCED EDUCATION AND SKILLS TRAINING

CONFIDENTIAL ADVICE
TO MINISTER
Updated April 27, 2021



Title: CleanBC Workforce Readiness Plan

Issue: Supporting the labour force needs of a Clean Economy.

Key Messages:

Advice/Recommendations; Government Financial Information

Background/Status:

Advice/Recommendations; Government Financial Information



Advice/Recommendations; Government Financial Information



Title: Support Innovation Clusters

Issue: Update on mandate commitment to support the work of the Minister of Jobs, Economic Recovery and Innovation to invest in innovation clusters.

Key Messages:

- I look forward to supporting the work of my colleague, the Minister of Jobs, Economic Recovery and Innovation, to invest in innovation clusters.
- Post-secondary institutions are an important part of the innovation ecosystem, and play an essential role in supporting the talent needs of established and emerging sectors of the economy.

Background/ Status:

- The Minister’s mandate letter states: “Support the work of the Minister of Jobs, Economic Recovery and Innovation to invest in innovation clusters, with a focus on emerging industries where B.C. companies have developed the early lead – such as life sciences, emergency management technology, engineered wood, clean tech, artificial intelligence, and quantum and virtual reality technologies”.
- Clusters are geographically-connected groups that include all levels of government, companies, communities and academia working together in a particular field. This allows for connections to be forged, best practices to be discussed, and for information, whether quantitative or qualitative, to be shared more efficiently. Clusters, which bring a high degree of collaboration, are more productive than their siloed counterparts and provide broader social and economic gains. For example, there is an interactive media cluster in the Lower Mainland.

Advice/Recommendations

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Title: Early Childhood Educators (ECE) Workforce

Issue: Expansion of Early Childhood Education programs to train more ECEs

Key Messages:

- In support of B.C.'s 10-year Childcare BC Plan, Budget 2021 continues Government's investment in the expansion of ECE programs at public post-secondary institutions.
- Since 2018, Government has invested \$8.66 million over three years in ECE programs, funding a total of 1,003 Full-Time Equivalents (FTEs). This includes \$7.4 million for the three-year seat expansion and \$1.26 million as part of B.C.'s 2020/21 Economic Recovery Plan.
- My Ministry is continuing this funding into year four of the 10 year plan by investing an additional \$1.32 million in 2021/22 to support an additional 110 ECE FTEs.
- New student spaces are aligned with the increase in demand for ECEs and address the need for ECEs in rural and remote communities and those qualified to work with infants and toddlers.
- My Ministry will continue working with public post-secondary institutions to direct funding to regions with the highest demand for ECE workers.
- Additionally, my Ministry is providing \$1.8 million in funding from 2018 to 2022 from the Sector Labour Market Partnerships program. This funding is supporting the Early Childhood Educators of BC (ECEBC) to produce and implement a sector-led impact assessment to measure the direct and indirect effects of the Provincial Early Care and Learning Recruitment and Retention Strategy.

COVID-19 Messages:

Advice/Recommendations

- My Ministry is working closely with public post-secondary institutions and the ECE Registry to ensure ECE students are able to continue their ECE coursework, through alternate delivery methods such as online delivery.

Background/Status:

ECE Seat Expansion

- Allocation of the final year (2020/21) of the three-year ECE seat expansion funding (2018-21) was completed in November 2020.
- Public post-secondary institutions will be providing final reporting later this spring/summer on FTE utilization for the 2020/21 academic year.
- Advice/Recommendations; Government Financial Information

- For 2021/22 (Year 4 of the Childcare BC Plan), the Ministry of Children and Family Development (MCFD) is requesting, on behalf of AEST, the continuation of the ECE seat expansion by proposing one-time funding of \$1.32 million for an additional 110 FTEs at an average of \$12,000 per FTE (see Appendix 1 for a summary of FTEs).
- Proposed funding requests for Years 5 (2022/23) and 6 (2023/24) are to be determined.

Work-Integrated Learning

- In 2018, as part of BC's Childcare Plan to produce more qualified ECEs, AEST also invested \$628,000 to fund six ECE Work-Integrated Learning (WIL) pilot programs.
- The purpose of the ECE WIL pilot programs was to test an alternate pathway for current childcare workers to upgrade their ECE credentials while remaining employed. Pilots include a combination of prior learning assessment recognition, work-based field assessments and online ECE program delivery. Final reporting from these pilot programs is expected in summer 2021.
- The six pilots were launched in 2019 and 2020 Advice/Recommendations

Economic Recovery

- In 2020/21, as part of B.C.'s September 2020 Economic Recovery Plan, AEST invested \$1.26 million to fund an additional 108 FTEs at five post-secondary institutions.
- 60 of the 108 FTEs are for WIL program delivery and include Indigenous community-based and online programming.
- Allocation of the ECE Economic Recovery funding was completed in November 2020.
- Commencement of the programs has started. Program delivery will continue in 2021/22 with final FTE utilization reporting in spring/summer 2022.

COVID-19 Impact Summary:

- In response to COVID-19, most public post-secondary institutions have successfully transitioned to online delivery of coursework.
- The MCFD's ECE Registry has temporarily enabled post-secondary institutions to transition to online delivery of ECE coursework without the need for additional review and approval.
- The ECE Registry will continue to monitor online program delivery with post-secondary institutions on a case-by-case basis.

Advice/Recommendations

- Public post-secondary institutions are continuing to monitor the impacts of COVID-19 on childcare centres to determine when ECE practicums can be safely resumed.



Appendix 1 – Summary of ECE FTEs

Fiscal Year	Funded up to 2020/21	2021/22	2022/23	2023/24
Annual Base Operating funded seats (approximate)	700	700	700	700
One-time ECE Seats				
Three-year expansion/WIL pilots (2018-2021)	964			
Economic Recovery	108			
Budget 2021	-	110	Advice/Recommendations	
Totals		810		

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Title: Compulsory Trades System (Parliamentary Secretary)

Issue: Implementing Mandatory Certification of the Trades in B.C.

Key Messages:

Advice/Recommendations

COVID-19 Messages:
Advice/Recommendations

Background/Status:

- The Minister’s mandate letter includes the following commitment for the Parliamentary Secretary: “With support from the Minister of Labour, work with the Industry Training Authority to restore the compulsory trades system to improve safety and give more workers a path to apprenticeship completion”.
- Since 2003, B.C. has been the only province in Canada where workers are not required to be either a certified journeyman or registered apprentice to practice their trade (Appendix A).



- While B.C. currently has a strong trades training system, mandatory certification will provide more opportunity for trades workers to access and benefit from post-secondary training and credentialing that leads to good jobs and higher wages, while reducing barriers to economic equality.

Advice/Recommendations

- Addressing this issue is critical to ensuring B.C. has enough skilled trades workers to respond to the demands of COVID-19 recovery while meeting the needs of B.C.'s future economy.
- In response, government directed AEST to develop a business case focused on a new, skills-driven approach to mandatory trades – which was completed in Fall 2020.

- Cabinet Confidences; Advice/Recommendations

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- This is mainly because these trades are already well regulated and have fewer uncertified workers compared to other trades.

Advice/Recommendations

- Cabinet Confidences; Advice/Recommendations



- Cabinet Confidences; Advice/Recommendations

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COVID-19 Background

Cabinet Confidences

- Mandatory certification can help address these inequalities during COVID recovery and beyond by helping more vulnerable workers attain the skills and formal recognition that puts them on par with their credentialed peers, ultimately leading to better paying jobs and improved employment resiliency.

Appendix A: Compulsory Trades Across Canada

Most Common Compulsory Trades Across Provinces* (Current as of Dec.2020)	BC	AB	SK	MB	ON	QC	NS	NB	NL	PEI
Automotive Service Technician (RS)		✓			✓		✓	✓		✓
Construction Electrician (RS)		✓	✓	✓	✓	✓	✓	✓	✓	✓
Tower Crane Operator		✓		✓	✓	✓			✓	
Mobile Crane Operator				✓	✓			✓	✓	
Plumber (RS)		✓	✓		✓	✓	✓	✓		✓
Refrigeration & Air Conditioning Mechanic (RS)		✓	✓	✓	✓	✓	✓	✓		
Sheet Metal Worker		✓	✓		✓	✓	✓	✓		
Sprinkler System Installer			✓	✓		✓	✓	✓		
Steamfitter/Pipefitter		✓		✓	✓	✓	✓	✓		✓
# of Other Compulsory Trades	0	14	0	3	7	4	4	3	1	0
Total Compulsory Trades	0	21	5	9	15	11	11	11	4	4
*See page 79 of the Business Case for full chart.										

Appendix B: List of Mandatory Trades

Trade	Description of Work	Estimated Uncertified Workers*
Electrician	Design, install, repair, operate, maintain & decommission residential electrical systems.	Advice/Recommendations
Industrial Electrician	Inspect, install, troubleshoot, & service industrial electrical equipment for plants, mines, mills, manufacturing, etc.	
Powerline Technician	Install, maintain & repair overhead, underground & underwater powerlines and cables.	
Gasfitter	Install, test, maintain & repair residential & commercial propane/natural gas lines.	
Refrigeration & Air Conditioning Mechanic	Install, & service residential and industrial heating, ventilation, air conditioning & refrigeration units & systems.	
Automotive Service Technician	Preventative maintenance, diagnose problems & repair vehicle systems on vehicles weighing less than 5,500kg.	
Automotive Body Repairer	Repairs, adjusts and replaces sheet metal and allied parts of automobiles, trucks & buses.	
Heavy Duty Equipment Mechanic	Maintains, manufactures, overhauls, reconditions & repairs heavy duty equipment (excavators, trailers, trucks, tractors, etc.)	
Steamfitter/Pipefitter	Assemble, fabricate & service equipment and piping systems carrying water, steam, fluids, gases, chemicals and fuel in various systems.	
Sheet Metal Worker	Fabricates, assembles, welds, installs, & services sheet metal products.	

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Title: New Skills Training and Career Opportunities for People (Parliamentary Secretary)

Issue: Update on mandate commitment to support the work of government to develop new skills training and career opportunities, including tech, ECE and HCA

Key Messages:

- The Parliamentary Secretary for Skills Training has been asked to support the work of government to develop new skills training and career opportunities for people.
 - We will be working closely with industry partners to understand where there are job openings now and in the next few years, and we will build on the good work already underway in tech, health and early childhood education.
 - We will also collaborate with post-secondary institutions to deliver the training and education to help fill identified gaps and meet new opportunities.
- Advice/Recommendations

Background:

- The Minister’s mandate letter includes the following commitment for the Parliamentary Secretary: “Support the work of government to develop new skills training and career opportunities for people, including investments in new tech spaces, ECE learning opportunities and the new Health Career Access Program”.
- This is a broad commitment that includes support for new education and training seats, with examples from a variety of post-secondary program areas.
- Advice/Recommendations; Government Financial Information
-
-
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Status:

- Advice/Recommendations; Government Financial Information
-

Title: AEST Implementation of the Declaration on the Rights of Indigenous Peoples' Act (Declaration Act)

Issue: Ministry initiatives to implement the Declaration Act

Key Messages:

- Post-secondary education and skills training are key components of reconciliation with Indigenous Peoples.
- The Ministry of Advanced Education and Skills Training (AEST) is committed to advancing reconciliation with Indigenous peoples by implementing the Declaration Act.
- My Ministry has engaged Indigenous partners on their post-secondary and skills training priorities to include in the Province's Declaration Act Action Plan.
- My Ministry has also undertaken many initiatives that will help to implement the Declaration Act, for example:
 - AEST provides \$24 million annually in skills training programming specifically for Indigenous peoples, in addition to other programs that are open to all British Columbians.

Cabinet Confidences

- Supporting the development of a new Bachelor's Degree of Nsyilxcn [N-Seal-ik-chin] Language Fluency at UBC Okanagan, supporting the University of Victoria's National Centre for Indigenous Laws, and funding Indigenous teacher education seats and curriculum.

Background/Status:

- The Declaration Act, passed in November 2019, established the legislative foundation for implementing the 2007 United Nations Declaration the Rights of Indigenous Peoples' (UN Declaration) in B.C.
 - The UN Declaration enshrines the rights that constitute the minimum standards for the survival, dignity, and well-being of Indigenous peoples. B.C. committed to implement in 2017.
- The Declaration Act was developed jointly with the Province and First Nations Leadership Council, and includes commitments to work in consultation and cooperation with Indigenous peoples to:
 - develop an Action Plan to implement the Declaration Act;
 - align B.C.'s laws with the UN Declaration, which will be led and prioritized by a new Secretariat that is currently being established, and
 - provide an Annual Report to Legislative Assembly by June 30 each year.

Contact: Monica Cox, Executive Director, Indigenous Policy & Engagement

250-888-3140

Last Updated: April 5, 2021

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- The Ministry of Indigenous Relations and Reconciliation (MIRR) is leading the development the Declaration Act Action Plan, ^{Advice/Recommendations}
- AEST is supporting MIRR in the development of the Declaration Act Action Plan by engaging with Indigenous and sector partners and contributing to cross-government working groups that are coordinating the Province's input into the Action Plan.
- AEST engaged with Indigenous partners in fall 2020 to identify the post-secondary education and skills training related actions to include in the Action Plan.
- AEST will further engage with Indigenous partners on the Cabinet-approved Consultative Draft Action plan.

Title: StrongerBC Economic Recovery – Ministry Projects Overview

Issue: Overview of StrongerBC initiatives delivered by the Ministry

Key Messages:

- The COVID-19 pandemic has had a significant impact on B.C.'s economy.
- StrongerBC committed more than \$1.5 billion in funding to support economic recovery and help businesses survive the impacts of the pandemic.
- The StrongerBC plan includes 55 initiatives from across government. As of March 31st, 2021, \$1.08 billion was expensed or committed.
- Within that, the Ministry invested \$47.5 million in 2020/21 to help thousands of people upskill or reskill and find their place in the post-COVID economy.
- These funds support short-term skills training for in-demand jobs, Indigenous community skills training and education, targeted training for health and human services jobs, and a new funding stream for micro-credentials.
- As part of *Budget 2021*, an additional \$15 million will be provided this year in skills training programming specifically for Indigenous communities' and Peoples' economic recovery, as well as an additional \$5 million to further support micro-credential offerings in 2021/22.
- A further \$212 million is being invested over two years through the one time increase to federal funding under the Workforce Development Agreement to support the increased number of British Columbians looking to re-enter the workforce, particularly those in hardest-hit sectors, and groups who are experiencing increased vulnerability as a result of the pandemic.
- These programs are already helping thousands of British Columbians gain new skills and build themselves a better future in the post-COVID economy.

Background/Status:

- Released on September 17, 2020, StrongerBC is helping thousands of people upskill or reskill and find their place in the post-COVID-19 economy. The plan outlines the steps government is taking to help people, businesses and communities recover and come out of COVID-19 stronger and better prepared to meet the challenges ahead. StrongerBC is part of B.C.'s \$10-billion COVID-19 response, which protects people's health and livelihoods, while supporting businesses and communities.
- The Ministry is responsible for five projects that deliver jobs and training to help people recover.
 1. **Expand Indigenous community skills training and education**
 - In 2020/21, \$15 million in funding was provided under the StrongerBC economic recovery plan.

- Budget 2021 provides an additional \$15 million this year in skills training programming specifically for Indigenous communities' and Peoples' economic recovery.
- The COVID-19 pandemic has disproportionately impacted Indigenous people and communities. The pandemic threatens to exacerbate Indigenous peoples' pre-existing economic disadvantages. Providing funding to Indigenous communities to support the delivery of skills training and education programming in community trains people for in demand jobs and benefits Indigenous communities. This initiative also aligns with government's commitments to Reconciliation and the intent of the Declaration on The Rights of Indigenous Peoples Act. **See Tab 32 for further details.**

2. Micro-Credentialing

- In 2020/21, \$4 million (\$2M Contingencies + \$2M WDA) in funding was provided to 14 public post-secondary institutions, as part of a pilot project to develop and implement micro-credentials in high-demand sectors.
- Budget 2021 provides an additional \$5 million to further support micro-credential offerings in 2021/22.
- Micro-credentialing programs are shorter and more flexible than traditional post-secondary credential programs (i.e., degrees, diplomas, and certificates). This initiative will help British Columbians who want to reskill or upskill to take advantage of opportunities in high demand sectors and will be especially beneficial for individuals whose employment has been impacted by the pandemic. **See Tab 33 for further details.**

3. Expand Short-term skills training for in-demand jobs (\$20M)

- Pandemic-related job loss disproportionately impacts young people, women, new immigrants, Indigenous people, older workers, and those working in lower-skilled jobs. Short-term skills training provides skills for in-demand occupations. Building skills for in-demand jobs creates a workforce that receives higher wages and is more resilient to economic downturns. **See Tab 34 for further details.**

4. Targeted training for health and human services (\$10.5M)

- Health care and childcare jobs were in high demand before the COVID-19 pandemic. The pandemic has accentuated this demand. Targeted training helps people find more resilient, high paying jobs. This training also helps to meet health care human resources needs to address the pandemic and ongoing shortages. Entrants to these targeted programs tend to be women, high-school graduates without postsecondary credentials, and/or immigrants. Pandemic-related job loss has disproportionately impacted these groups. **See Tab 35 for further details.**

5. Workforce Development Agreement (WDA) funding (an additional \$212 million)

- A further \$212 million is being invested over 2020/21 and 2021/22 with one-time additional funding from the federal government under the WDA to support the increased number of British Columbians looking to re-enter the workforce, particularly those in hardest-hit sectors, and groups who are experiencing increased vulnerability as a result of the pandemic. This funding is in addition to the \$3.4 billion already being provided to provinces and territories under the Labour Market Development Agreements (LMDAs) and WDAs in 2020-2021 and complements B.C.'s investments through the Stronger BC Economic Recovery plan, announced in September 2020. **See Tab 36 for further details.**



INITIATIVE	2020/21	2021/2022	TOTAL
Expand Indigenous community skills training and education	\$15 million	\$15 million	\$30 million
Micro-Credentialing	\$4 million (\$2M Contingencies + \$2M WDA)	\$5 million in Contingencies	\$9 million
Expand Short-term skills training for in-demand jobs	\$20 million	\$10 million (\$4M provincial funding + \$6M WDA)	\$30 million
Targeted training for health and human services	\$10.5 million	\$30.24 million	\$40.74 million
Workforce Development Agreement (WDA) funding – see note #36 for 2020/21 and 2021/22 spending plan	\$100 million	\$112 million	\$212 million

Title: Indigenous Community Skills Training and Education – Economic Recovery

Issue: Skills training and education programs to promote resiliency in Indigenous communities through economic recovery (*see also Indigenous Learners and Indigenous Skills Training and Education notes on ongoing programming*)

Key Messages:

- Education and training are key to reconciliation with Indigenous Peoples, and critical to supporting economic recovery of Indigenous communities and peoples from the pandemic.
- The COVID-19 pandemic has had significant impacts on Indigenous communities and peoples, making skills training and education critical to community resilience.
- In 2020/21, \$15M in additional funding was provided under the StrongerBC economic recovery plan to support Indigenous communities through the pandemic and into economic recovery.
- In addition to those served under regular Indigenous skills training and education programs, this economic recovery initiative will support more than 1,700 additional Indigenous participants in Indigenous communities across B.C. to respond to the pandemic's impacts.
- *Budget 2021* provides an additional \$15 million this year in skills training programming specifically for Indigenous communities' and peoples' economic recovery.
- Consistent with the Calls to Action of the Truth and Reconciliation Commission and British Columbia's *Declaration on the Rights of Indigenous Peoples Act*, we are working with Indigenous communities and partners to support innovative and responsive programs, training, policies, and services so Indigenous Peoples can thrive and succeed.

Background/Status:

- AEST delivers various skills training and education programs to assist Indigenous Peoples to obtain skills, education, and sustainable employment (*see also WDA Programs note and Indigenous Skills Training and Education Programming note*).
- In 2020/21, AEST received an additional \$15M in StrongerBC economic recovery funding to support Indigenous communities' and peoples' economic recovery through the Indigenous Skills Training Development Fund (ISTDF) and Aboriginal Community-Based Training Partnerships program (ACBTP).
- AEST collaborated with various Indigenous partners, other Ministries, and Indigenous communities to address impacts of COVID-19 and support economic recovery.
- Through this work, AEST was able to support the delivery of skills training and education programming in community to remove barriers to access for Indigenous Peoples and to

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achieve community educational, labour market, and economic development needs and priorities.

- The new programming supported unemployed and employed people working in sectors hardest hit by the pandemic and with the greatest opportunities for sustainable employment, such as hospitality, tourism, technology, transportation, natural resources, and healthcare.
- The new programming reached Indigenous participants across the province, in overAdvice/Recom Indigenous communities and urban centres, and through online and/or socially distanced in-person instruction.
- Programs are targeted to serve more than 1,700 Indigenous participants. Participants received skills training and education leading to certification, new and/or more sustainable employment, further education, and/or increased resiliency to COVID-19's impacts.
- Programs included wraparound supports to address barriers to participation, such as childcare, transportation, protective equipment (PPE), access to technology, and Elder and other cultural supports.
- Impacts of COVID-19 for Indigenous Peoples have been worsened by physical distancing measures, historical pandemic-related trauma, significant reduction of economic activity, and limited access to training, education, and employment opportunities. This additional funding helps ensure B.C.'s economic recovery is inclusive and sustainable.



APPENDIX: Indigenous Community Skills Training and Education Initiatives - \$15M for economic recovery

Community/ Agreement holder	AEST funding	Project name	Project description	Target participants
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Advice/Recommendations; Intergovernmental Communications; Government Financial Information

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Community/ Agreement holder	AEST funding	Project name	Project description	Target participants
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Advice/Recommendations; Intergovernmental Communications; Government Financial Information



Community/ Agreement holder	AEST funding	Project name	Project description	Target participants
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Community/ Agreement holder	AEST funding	Project name	Project description	Target participants
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Advice/Recommendations; Intergovernmental Communications; Government Financial Information

Total AEST funding	\$15M			1,749
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Title: Micro-credentialing

Issue: B.C. Micro-credential Pilot Project and Framework Development

Key Messages:

- Supporting British Columbians to improve and expand their skills for employment will be key to B.C.'s ongoing economic recovery.
- New short-duration, easy-access micro-credential programs will help learners reskill or upskill so they can prepare for high-demand jobs in their communities and get back to work more quickly.
- In 2020/21, \$4 million in funding was provided to 14 public post-secondary institutions, as part of a pilot project to develop and implement micro-credentials in high-demand sectors.
- Budget 2021 provides an additional \$5M in Contingencies access to further support micro-credential offerings in 2021/22.
- A well-educated, highly skilled, diverse workforce is the foundation for a strong and sustainable society and economy.

COVID-19 Messages:

- The investment in micro-credentials is part of the StrongerBC Economic Recovery Plan.
- Many workers impacted by COVID-19 will require re-skilling and up-skilling in order to participate in the post-pandemic economic recovery.
- Micro-credentials are designed to be responsive to labour market needs, providing quick access to good education pathways and jobs.

Background/Status:

- Micro-credentials recognize short-duration learning that is focused on specific skills. They can:
 - meet specific labour market needs;
 - allow workers to quickly expand their skills, to up-skill or re-skill;
 - meet the needs of learners with a range of employment or education backgrounds;
 - provide flexible learning options for those with work or family commitments; and
 - increase access to post-secondary education and further education pathways.
- Through provincial economic recovery funding in fall 2020, the Ministry received \$2 million to support pilots to develop and implement micro-credentials in B.C.'s public post-secondary education system.
- An additional \$2 million in one-time Workforce Development Agreement funding was also allocated to support the pilots.

- In total, 14 public post-secondary institutions have developed 23 micro-credentials, focusing on high demand sectors including technology, health and climate action.
- In addition, post-secondary institutions were supported to build and strengthen connections with industry and employers to ensure the micro-credentials are relevant to the labour market.
- A list of the post-secondary institutions and pilot micro-credentials offered is attached.
- Final reporting on the pilot project will help inform best practices and lessons learned for future micro-credential development and offerings.
- The Ministry is also developing a Micro-credential Framework to help ensure a coordinated and consistent approach to micro-credentials across the post-secondary system.
- Broad engagement on the Framework is taking place in spring 2021, which includes key industry sectors, Indigenous partners, post-secondary institutions, and provincial ministries.
- As part of *Budget 2021*, the Ministry received approval for an additional \$5M in Contingencies funding to further support micro-credential development.
- This additional funding will enable further development of micro-credentials in high demand sectors to support employment transitions across B.C.
- The Ministry will also be working with sector partners to build some key foundational components that will help provide clarity and certainty for learners and employers alike.
- This work will ensure micro-credentials are:
 - easily identified and accessible to all British Columbians;
 - provide quality learning opportunities;
 - recognized by employers for hiring or advancement purposes; and
 - provide opportunities for stacking, laddering and transfer, where appropriate.
- **As a result of COVID-19, B.C. has seen unprecedented employment losses.**
- **Micro-credentials can enable workers impacted by COVID-19 to more easily gain recognized skills to access high opportunity occupations and fully participate in the post-pandemic economic recovery.**
- **The need for rapid re-skilling and up-skilling is a priority in the StrongerBC economic plan and micro-credentials fill a unique role in B.C.'s post-secondary eco-system.**

Attachment 1 – List of Pilot Micro-credentials

PSI	Project Name / Description
British Columbia Institute of Technology	Essentials in Natural Resource and Environmental Protection
	Introductory Studies in Mass Timber Construction (ISMTC)
	Skills for the Digital World
Camosun College	Advanced Skills for Clean Energy and Efficient Buildings
Coast Mountain College	Exploring Health Careers
College of New Caledonia	Core Skills for a Digital World
	Core Skills for Data Literacy
Emily Carr University of Art and Design	Web and Digital Design Skills for Transitioning Online
North Island College	Medical Terminology Skills for Office Administration
	Skills for Film and Television
Royal Roads University	Leading Projects in a Digital Environment
	Workplace Communications Skills
Selkirk College	Core Skills for Facilities Maintenance
	Core Skills for Refrigeration Occupations
Thompson Rivers University	Renewable Energy (RE) Fundamentals for Electricians
University of British Columbia	Skills for Assessing Climate Change Assessment and Adaptation
	Skills in Blockchain Foundations and Applications
University of British Columbia – Okanagan Campus	Critical Skills for Communications in the Technical Sector
	Skills in Industrial Automation: Programmable Logic Controller
University of the Fraser Valley	Digital Marketing Skills
University of Victoria	Essential Skills for Data Literacy
	Skills to Support Independent Living (SAIL)
Vancouver Island University	Skills Development for Building Support Workers

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Title: Short-Term Skills Training – StrongerBC Economic Recovery Initiative

Issue: New Skills Training for Economic Recovery initiative introduced as part of StrongerBC Economic Recovery Plan

Key Messages:

- **Supporting British Columbians to retrain and upskill will be key to B.C.'s ongoing economic recovery.**

Advice/Recommendations

- **In 2020/21, as part of the StrongerBC Economic Recovery Plan, government invested \$20M in short-term skills training for almost 2,500 unemployed or precariously employed British Columbians impacted by COVID-19 to get training for a job or a better job.**

Advice/Recommendations

- **Government will continue to support this initiative in 2021/22 with \$10M in provincial and federal funding to help British Columbians gain job-related skills, reattach to the labour market and recover from the pandemic.**

Advice/Recommendations

Advice/Recommendations

COVID-19 Messages

- **The health and well-being of British Columbians is paramount above all other considerations and skills training programs are delivered in accordance with guidance from the Provincial Health Officer.**

Background/Status:

- As part of its StrongerBC Economic Recovery plan, the Province invested in targeted short-term skills training to support people most affected by COVID-19 to access jobs and get back to work sooner.
- Ministry of Advanced Education and Skills Training (AEST) introduced the new provincially-funded Skills Training for Economic Recovery (STER) initiative through the Community Workforce Response Grant program (CWRG) in October 2020.
- 78 projects were approved to help almost 2,500 people gain job-related skills, reattach to the labour market, and prepare for current and emerging job opportunities.

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Last Updated: May 6, 2021

- Through short-term skills training, people impacted by COVID-19 were able to develop the knowledge, skills and competencies for good job opportunities while the economy recovers from the effects of the COVID-19 pandemic.
- Various public and private post-secondary institutions and training providers were funded to deliver training aligned with jobs in-demand and industries most impacted by COVID-19. Some examples of training supported include but are not limited to: digital marketing; health care, mental health or community support; remediation of industrial sites; accounting or administration; and tourism and hospitality. **See Appendix 1 for Project Examples.**
- Programs were available province-wide to support British Columbians, employers and communities in dealing with the labour market impacts of COVID-19.
- Budget 2021 provides \$4M in provincial funding to continue the initiative. \$6M in federal funding provided to B.C. under the Workforce Development Agreement (WDA) has also been allocated to the initiative. (See *Workforce Development Agreement (WDA) Funding* and *Workforce Development Agreement (WDA) Programs* notes).

Advice/Recommendations

- AEST will continue to work with the federal government, other provincial ministries, public and private trainers, and service providers to ensure that British Columbians have safe access to the training and supports they need for current and future job opportunities so they can support themselves and their families as the economy recovers from the pandemic.
- AEST will continue to monitor and adjust programming to support the skills training needs of people in the labour market, employers and B.C.'s economy.

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APPENDIX 1 (not complete list: examples only)

Accommodation and Food Services

Advice/Recommendations

Administrative and Support Services

Advice/Recommendations

Educational Services

Advice/Recommendations

Healthcare and Social Assistance

Advice/Recommendations

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Advice/Recommendations

Professional Scientific and Technical Services – Computer Systems Design and Related Services

Advice/Recommendations

Transportation and Warehousing

Advice/Recommendations

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Last Updated: May 6, 2021

Title: Targeted Training for Health and Human Services

Issue: The COVID-19 Economic Recovery program to provide training opportunities to displaced workers and address critical health and childcare workforce shortages

Key Messages:

- We know COVID-19 affected the employment of hundreds of thousands of British Columbians, with women, Indigenous peoples, recent Canadians, and those working in the hospitality and services industries amongst the most impacted.
- We also know that many of these groups continue to bear a disproportionate burden of the impact of the pandemic and have not experienced equal benefits from BC’s economic recovery.
- This funding provides targeted, short-term training opportunities for these workers to get an education in high-demand professions across the province.
- A skilled workforce of caregivers, mental health workers and early childhood educators is critical to ensuring that British Columbians have access to the vital public services they rely on, when and where they need them.

Background/Status:

- In 2020/21, as part of the COVID-19 economic recovery plan, government invested \$10.535 million to support delivery of additional Health Care Assistant (HCA), Early Childhood Education (ECE) and Community Mental Health Worker (CMHW) seats at public post-secondary institutions.
- Budget 2021 builds upon this success by providing an additional \$30.24 million in funding, in partnership with the Ministry of Health, to train additional Health Care Support Workers in the Health Care Assistant Partnership Pathway (HCAPP).

Program	\$ millions			Seats		
	2020/21 Actual*	2021/22 Plan	Total	2020/21 Actual	2021/22 Plan	Total
HCA/HCAPP	8.400	30.000	38.400	700	2,400	3,100
ECE	1.260	0.000	1.260	108	0	108
CMHW	0.800	0.000	0.800	85	0	85
Admin Support	0.075	0.240	0.315	0	0	0
Total	10.535	30.240	39.775	893	2,400	3,293

*2020/21 funding was provided mid-fiscal year by way of Contingencies. 2021/22 funding is a base budget increase for AEST for one year only.

- Women, who have experienced disproportionate labour market impacts from COVID-19, form most graduates from HCA, ECE, and CMHW programs. These programs also tend to see high enrolments of new immigrants to Canada, who again have been disproportionately affected by COVID-19.
- The high school-level entrance requirements for all three of these programs also makes them a responsive pathway for high school graduates without a post-secondary credential: a group that has similarly been significantly impacted by COVID-19 related employment losses.

Advice/Recommendations

- Funded CMHW programs include seats in urban, rural and remote offerings of community mental health and addictions certificates, a chemical addictions diploma, advanced diploma and bachelor's degree and an Indigenous Holistic Wellness and Addictions diploma, a distinct level of training required by the Indigenous Certification Board of Canada.
- Funded HCA seats support the post-secondary education component of the Health Career Access Program.
- The Health Career Access Program, led by Ministry of Health, provides funding to health employers to hire 3,000 Health Care Support Workers into long-term care and assisted living facilities as well as home care and community care environments.
- These workers work in non-direct patient care roles while undertaking the Health Care Assistant Partnership Pathway, a modularized, work-integrated Health Care Assistant program delivered in partnership with established public post-secondary institutions.
- The program is intended to reduce as many barriers as possible for participants. The Ministry of Health provides funding to support these Health Care Support Workers while they are completing the Health Care Assistant Partnership Pathway and will cover the cost of students' tuition and eligible learning expenses such as books, uniforms, fees, and supplies.
- Upon graduation, students are expected to seek employment as HCAs with a return of service obligation of 12 months.

Program Status as of March 31, 2021

- Six ECE cohorts have launched at five PSIs: Camosun College, Capilano University, Northern Lights College, the Nicola Valley Institute of Technology and Selkirk College.
- Two CMHW cohorts have launched at Selkirk College and Vancouver Island University, with four more cohorts at Camosun College and the Nicola Valley Institute of Technology expected to launch this summer.
- Ten HCA cohorts have launched at nine PSIs: Selkirk College, the College of New Caledonia, Langara College, Vancouver Community College, North Island College, Northern Lights College, Vancouver Island University, Kwantlen Polytechnic University and Thompson Rivers University, with 18 more cohorts funded and planned from April to June.
- All 17 public PSIs with recognized HCA programs are expected to deliver Health Care Assistant Partnership Pathway cohorts in 2021.

Title: Workforce Development Agreement (WDA) Funding - Economic Recovery

Issue: Additional federal WDA funding to aid B.C.'s economic recovery from COVID-19
(See also Workforce Development Agreement note and WDA Programs note)

Key Messages:

Advice/Recommendations

- The federal government provided an additional \$212M in funding under the Canada-BC Workforce Development Agreement (WDA) in 2020/21 to support B.C.'s economic recovery from the COVID-19 pandemic.
- The COVID-19 pandemic's economic effects have not been felt equally across all industries and demographic groups. The most vulnerable people endured the worst of the slowdown.
- The Province is enabling an inclusive, sustainable economic recovery, and these additional WDA funds are being used to pursue that goal.

Background/Status:

- The Canada-BC Labour Market Transfer Agreements provide funding to B.C. to support British Columbians through a range of skills training and employment supports. (See Workforce Development Agreement note and WDA Programs note)
- On September 25, 2020, Canada offered BC temporary flexibilities under the Labour Market Development Agreement (LMDA) and additional one-time funding of \$212M under the Workforce Development Agreement (WDA).
- The COVID-19 pandemic has had an unprecedented impact on employment in British Columbia. While the economy is recovering, the impacts of this pandemic did not affect all persons equally. The most vulnerable and underrepresented British Columbians, as well as workers in certain sectors, experienced greater impacts to their employment income, mental health, and career trajectories.
- The added WDA spending complements the Province's StrongerBC economic recovery plan, working toward an inclusive and sustainable recovery. AEST and SDPR planned for the use of these funds in partnership to provide:
 - Skills training and employment services and supports to vulnerable and underrepresented groups through a suite of initiatives. Targeted groups include survivors of domestic violence, individuals with previous criminal justice system involvement, recent immigrants, visible minorities, youth, Indigenous youth, persons with disabilities, and individuals at risk of or experiencing homelessness.

- Expanded skills training and supports for persons with disabilities, delivered through existing programs such as grants, mental health supports, direct training, and WorkBC services, as well as through new initiatives targeting persons with disabilities. AEST and SDPR provide these supports in partnership.
- Training and supporting employers and individuals in the hardest-hit sectors, including programs to train and support young entrepreneurs, providing funding to communities experiencing greater economic impacts, and providing grants to employers in impacted sectors.
- Training and supports to Indigenous peoples. These funds provide training and supports to Indigenous youth interested in starting a business to support their employment and their community's recovery, as well as to Indigenous Institutes to provide Indigenous learners with access to technology and tutoring to complete skills training and education.
- Research and administration support for AEST and SDPR to design, implement, manage, and monitor these new WDA initiatives. The Province minimized administrative spending to maximize the amount spent to help British Columbians.



APPENDIX: Additional WDA funding allocations by program category and ministry lead

PROGRAM	2020/21	2021/22	TOTAL
Cabinet Confidences; Advice/Recommendations; Government Financial Information			

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PROGRAM	2020/21	2021/22	TOTAL
Cabinet Confidences; Advice/Recommendations; Government Financial Information			

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Ministry of
Advanced Education
and Skills Training

2021/22 Estimates Note
Confidential – Ministerial Advice
Minister: Anne Kang

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Title: Capital Infrastructure

Issue: Overview of Post-Secondary Capital Asset Management

Key Messages:

- British Columbia is home to some of the best post-secondary institutions and programs in the world.
- Investing in new and expanded buildings on public post-secondary campuses throughout the province is an investment in all our futures.
- Our government is directly investing almost \$1.7 billion in planned capital expenses in the Post-Secondary sector over the next 3 years (2021-22 to 2023-24).
- My ministry is responsible for the oversight of asset management practices and investment within the post-secondary sector and works closely with all 25 public post-secondary institutions on capital infrastructure priorities.

COVID-19 Messages:

Advice/Recommendations

COVID-19 Impact Summary:

Advice/Recommendations

Background/Status:

- Government is directly investing almost \$1.7 billion in planned capital expenses in the post-secondary sector over the next 3 years (2021-22 to 2023-24).
- Current and planned projects include:
 - A \$450 million student housing loan program over ten years to build approximately 5,000 new on-campus student housing beds at B.C.'s public post-secondary institutions. Since 2018, projects approved as part of the loan program include:
 - \$114 million total cost to construct 464 beds at the BC Institute of Technology's Burnaby campus. It is the first mass timber project to be developed as part of the loan program.
 - \$68 million total cost to construct 376 beds at Okanagan College's Kelowna, Vernon and Salmon Arm campuses.
 - \$104 million total cost to construct a new student housing building with 369 beds and to renovate and expand the current dining facility at the Simon Fraser University Burnaby campus. Once the project is complete, a further 17 beds will be added through various renovations for a total of 386 beds.

- \$232 million total cost to construct two new student housing buildings at the University of Victoria. The new buildings include 621 net new beds, a new dining facility and multipurpose program space.¹
- Three grant supported student housing projects located in rural regions, including:
 - \$4 million to construct 12 beds for Indigenous students at the College of New Caledonia Prince George campus.
 - \$19 million to construct 100 student housing beds at the College of the Rockies in Cranbrook, which is now complete.
 - \$20 million to replace and expand housing for 104 students (33 net new beds) at the Coast Mountain College's Terrace campus.
- Construction of a new \$15 million First Peoples' Gathering House at Simon Fraser University's Burnaby campus, which includes a large ceremonial hall for ceremonies and learning events.
- \$27 million to construct the National Centre for Indigenous Laws as an addition to the University of Victoria's Fraser Law Building that will be home to the world's first joint degree in Indigenous legal orders and Canadian common law and the Indigenous Law Research Unit.
- Construction of a new \$88 million health science building at British Columbia Institute of Technology's Burnaby campus. The new building will provide flexible simulation space for health education.
- \$10 million to modernize space to expand programming focused on the technology sector at British Columbia Institute of Technology's downtown Vancouver and Burnaby campuses.
- The Ministry of Advanced Education, Skills and Training's Capital Asset Management unit provides oversight of the Provincial capital investment and the Post-Secondary sector's capital asset management practices, and is accountable for:
 - Managing the Ministry's 10-year capital plan and reporting.
 - Securing Government approvals for prioritized major capital projects; allocating capital funding grants; and monitoring the scope, schedule and budgets of approved major capital projects.
 - Co-ordinating and prioritizing post-secondary institutions five-year capital plans.
 - Ensuring sector capital asset practices align with Provincial policies (e.g. Capital Asset Management Framework, Clean BC and compliance with the *Wood First Act*).
 - Capital asset inventory management.
 - Securing Government approvals for the acquisitions and dispositions of public post-secondary institutions' lands and buildings.
 - Administering the British Columbia Knowledge Development Fund, in collaboration with the Ministry of Jobs, Economic Recovery and Innovation.
 - Allocating routine capital (maintenance) funding to public post-secondary institutions.

Advice/Recommendations; Government Financial Information

Title: Addressing student housing affordability during COVID-19 provincial rent freeze

Issue: Student housing exemption from the *Residential Tenancy Act (RTA)*

Key Messages:

Advice/Recommendations

- Most of the over 450,000 students attending BC's public post-secondary institutions each year live off-campus and are benefiting from the rent freeze legislation.
- Most on-campus student housing rates are already below market rental rates, with many including value-added amenities that a student would have to pay extra for if living off-campus (e.g. internet, utilities, 24/7 security, etc.).
- The Ministry has been working closely with public post-secondary institutions to ensure financial support is available to those who need it most.
- The Province provided \$9M to assist students in financial need during the COVID-19 pandemic, with many institutions providing additional funding from their own sources.

Background/Status:

- Over 450,000 students attend BC's 25 public post-secondary institutions (PSIs) each year. The majority of students live off-campus and are benefiting from the rent freeze legislation until December 31, 2021.
- Currently 18 of the 25 public PSIs provide on-campus student housing, with a combined total of approximately 23,000 beds.
- Advice/Recommendations at or below market rates and frequently include additional benefits such as fully-furnished rooms, Wifi, a central dining hall/meal plan, exercise facilities and various student support services.
- Students living in on-campus housing are known to achieve better results in reaching their overall academic goals due to the close proximity of resources and supports.
- The Province has now extended the freeze on rent increases due to the ongoing COVID-19 pandemic.
- Student housing is exempt from the rent freeze and the requirements of the *Residential Tenancy Act (RTA)* under Section 4b as the Act does not apply to living accommodation owned or operated by an educational institution and provided by that institution to its students or employees.
- Exemption from the RTA is critical so that student housing can be reserved exclusively for students. Other benefits include:
 - The ability to relocate a student or group of students on short notice due to behaviour-related disruptions.

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- The need to evict a student who may seriously violate a PSI's student code of conduct.
- The requirement for students to vacate the housing after they have completed their academic program or term so that new incoming students can be accommodated each year.
- The ability to create distinct environments such as designated quiet times for studying in their rooms/units.
- The avoidance of significant time delays and administrative effort to settle disputes by all parties as compared to the normal process under the Act.
- Students in on-campus housing enter into a legal contract called a student housing agreement. In addition, they are bound to policies and guidelines in a student housing handbook, which balances the student's rights and responsibilities with the PSI's accountabilities.
- The Ministry has been working closely with public post-secondary institutions to ensure financial support is available to those who need it most.
- Since March 2020, the Province provided \$9M to assist students facing financial need including:
 - \$1.5M in 2020 and \$1M in 2021 for the Indigenous Emergency Assistance Fund, including \$150K to assist post-secondary students at Indigenous institutes.
 - \$3.5M in 2020 and \$3M in 2021 for the Student Emergency Assistance Fund.

Many institutions provided additional funding from their own sources.

Title: Sector Emergency Management

Issue: Sector role in responding to provincial emergencies

Key Messages:

- Public post-secondary institutions are a vital resource in responding to provincial and community emergencies such as annual wildfires and freset, and more recently the COVID-19 pandemic.
- Sector support over the years has included providing emergency shelter, food, medical services and supplies, special training, and for the COVID-19 pandemic the development and manufacturing of high-demand personal protective equipment.
- The Ministry, through its Ministry Operations Centre, supports and works in partnership with institutions and Emergency Management BC to support the province in responding to emergencies.

Background/Status:

- Public post-secondary institutions (PSIs) have historically provided a range of supports as part of a declared state of emergency including evacuee registration services, emergency shelter, free fire suppression courses, emergency responder lodging, food, shuttle services, vehicle parking, medical services (including vaccination clinics), and at least one institution participated in a rapid-testing pilot for COVID-19.
- Many PSIs provided surplus medical supplies to health authorities for COVID-19 response while others manufactured face shields and other personal protective equipment to address high-demand supply chain shortages.
- The Ministry Operations Centre maintains broad situational awareness at PSIs through various communication channels including PSI presidents, vice-presidents, and institution emergency responders and planners.
- The British Columbia Post-secondary Emergency Planners (BCPSEP) group is the sector community of practice established to support PSI emergency preparedness.
- The Ministry's Sector Partnerships and Emergency Support Branch is responsible for liaising with the BCPSEP to monitor sector emergency management issues, including the status of PSI emergency management plans and programs.
- The Ministry is actively working to improve the ability of PSIs to plan for and respond to emergencies in partnership with Emergency Management BC (EMBC) and local communities.



- In addition, the Ministry supports provincial emergency management priorities by:
 - Providing a PSI liaison to the Provincial Emergency Coordination Centre and deploying staff to Emergency Operation Centres in support of the provincial response;
 - Participating in integrated response exercises such as Exercise Coastal Response 2022 to test the provinces' operational readiness for disasters such as a catastrophic earthquake; and,
 - Working in partnership with the BCPSEP group and EMBC to understand and prepare for sector implications regarding the modernizing of BC's emergency management legislation.
 - PSI's such as Thompspon River University and College of New Calendonia have provided emergency accommodation on their campuses either in vacant student housing or by providing camping space on site. These institutions have also provided space for emergency evacuation centres.

Title: COVID-19 – Potential Financial Impacts on Public-Secondary Operating Budgets

Issue: Financial Impacts of COVID 19 on the Post-Secondary Sector

Key Messages:

Advice/Recommendations

- COVID-19 has had a negative financial impact on the sector, but public post-secondary institutions are managing the challenges with their existing resources.
- My ministry is continuing to work closely with each of the 25 public post-secondary institutions to estimate and understand financial impacts resulting from COVID-19.
- My ministry will not be in a position to quantify the financial impact on the 2020/21 fiscal year until final financial statements are provided in late May.

Background/Status:

- Public post-secondary institutions (PSIs) continue to assess the financial impacts of COVID-19.
- Institutions have seen a decrease in revenues in reduced ancillary operations and student housing from PHO measures limiting students and faculty/staff on campus.
- Institutions have also seen an increase in expenditures related to new program delivery methods and workplace safety measures.
- To mitigate losses, PSIs have reduced operating expenditures where possible, postponed hiring, laid off some staff, Advice/Recommendations
- My Ministry and the Ministry of Finance approved deficits for the 2020/21 fiscal year at 20 PSIs, totalling Advice/Re commentat
- As at Q3, the forecasted deficit figures have been reduced to Advice/Re commentat
- Advice/Recommendations
- PSIs have been able to manage the challenges with their existing resources to date.

Advice/Recommendations

- My Ministry continues to work with public PSIs and the Ministry of Finance to understand the full impacts of COVID-19.

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Title: COVID-19 Go-Forward Guidelines for BC's Post-secondary Institutions

Issue: Post-secondary health and safety protocols to reduce the spread of COVID-19

Key Messages:

- BC is home to a world-class, high quality post-secondary education system, with 25 public PSIs with just over 450,000 students.

COVID-19 key messaging:

- Since the beginning of the pandemic, the safety of students, faculty and staff has been the top priority.
- The Ministry worked in partnership with post-secondary institutions (PSIs), public health officials and sector experts to produce the COVID-19 Go-Forward Guidelines for BC's Post-Secondary Sector.
- The Guidelines, along with institutional health and safety plans, helped the sector be very successful in reducing the spread of COVID-19.
- On March 8, 2021, the Provincial Health Officer, Dr. Bonnie Henry, recommended that public PSIs prepare for a full return to on-campus teaching, learning and research in September 2021.
- The Ministry is working in partnership with institutions, the BC Centre for Disease Control, WorkSafeBC, the Provincial Health Office, Indigenous partners, student associations, and labour organizations to update the Go-Forward Guidelines to support the safe and complete resumption of on-campus activities this fall.
- The Ministry is going to work with Dr. Henry and all our partners to make sure the right measures are in place to keep everyone safe.

Background/Status:

- On May 6, 2020, the Premier tasked key sectors with developing safe operating plans to begin rebuilding the economy while maintaining a flat COVID-19 transmission rate.
- B.C.'s public post-secondary sector developed a set of Go-Forward Guidelines to reduce COVID-19 transmission within the post-secondary sector.
- A Go-Forward Guidelines Steering Committee and Panel of Experts was established to represent a broad range of sector interests including teaching, finance, labour relations, Indigenous partners, occupational health and safety, and research.
- The Ministry worked in partnership with Institutions, the BC Centre of Disease Control, WorkSafeBC, the Provincial Health Office and three reference groups comprised of Indigenous partners, student associations and labour organizations to produce and maintain the COVID-19 Go-Forward Guidelines for BC's Post-Secondary Sector.

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- The first *COVID-19 Go-Forward Guidelines* was released in July 2020. Updates were released in October 2020, December 2020, and February 2021 as Provincial Health Officer (PHO) direction evolved.

September 2021 Return to Campus

- On March 8, 2021, Dr. Bonnie Henry advised the presidents of all public post-secondary institutions to prepare for a full return to on-campus teaching, learning and research in September 2021.
- There are two workstreams underway to support fall planning:
 1. Preliminary guidance materials are being developed, including planning assumptions, to help institutions prepare for a September return to campus. Those materials were made available the public and key stakeholders on Friday April 30, 2021.
 2. The COVID-19 Go-Forward Guidelines for BC's Post-secondary Sector are being updated in parallel to support the safe and complete resumption of on-campus activities, in partnership with experts from the Provincial Health Office, post-secondary institutions, WorkSafeBC, partners and stakeholders. This work will include consultation with key reference groups.
- Institutions are encouraged to continue to work closely with their local Medical Health Officers, WorkSafeBC and key stakeholders to update their campus-level safety plans, which will continue to play an important role in reducing the spread of the COVID-19 virus.
- The Ministry will work with the Provincial Health Office and institutions on consistent messaging for the fall so students, faculty and staff know what to expect when they return to campus.

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Title: Addressing Indigenous and Racial Discrimination in Health and Medical Education

Issue: Responding to the *In Plain Sight* report and ensuring cultural safety and supports in health and medical education

Key Messages:

Advice/Recommendations

- My Ministry is responsible for ensuring post-secondary institutions (PSIs) are inclusive and aligned with the Declaration on the Rights of Indigenous Peoples Act (The Declaration Act).

Advice/Recommendations

- Many institutions are already taking action: creating new curriculum; providing cultural competency training targeted at faculty, staff and students in health education programs; and providing supports specifically for Indigenous students.
- My Ministry has reviewed “*In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care*” (*In Plain Sight*) report, which highlights systemic racism in health care sector.
- Implementing recommendations from the report is a priority for government, being led by the Ministry of Health (MoH).
- My Ministry is working with MoH and key partners to develop and implement actions to address the recommendations from the *In Plain Sight* report.

COVID key messaging:

- The COVID-19 pandemic has highlighted the need to continue our work to address racial inequities related to health services.

Background/Status:

- On November 30, 2020, Mary Ellen Turpel-Lafond’s report, *In Plain Sight*, was released.
- The Report is an examination of systemic racism in B.C.’s health care system and includes 24 recommendations for the Province.
- Nine recommendations refer to actions relevant to the mandates of the Ministry of Advanced Education and Skills Training (AEST) and post-secondary institutions:

#	Recommendation
8	Add an accreditation standard for Indigenous cultural safety.
11	Strengthen employee ‘speak up’ culture throughout health care system.

14	Recruit Indigenous individuals to senior positions.
18	Set mandatory targets for Indigenous student recruitment and graduation in health programs.
19	Establish a centre for anti-racism, cultural safety and trauma informed practices.
20	Provide new training for health care workers.
21	Include mandatory Indigenous components with a focus on anti-racism in all health programs.
22	Develop educational resources on history of Indigenous health and wellness.
23	Establish a joint degree in Medicine and Indigenous Medicine and a joint Nursing degree.

- Since the Report was released, the Minister of Health issued an apology and promised action. The Parliamentary Secretary for Anti-Racism Initiatives also issued a statement in support of the report and identified she will play a role in the government’s response.
- The MoH is taking the lead on this response, establishing a new secretariat for Indigenous Health and Reconciliation. Associate Deputy Minister Dawn Thomas has been appointed to lead a task team responsible for implementing the recommendations. The task team, advisory committee and cross-ministerial and stakeholder tables are being assembled.
- AEST is expected to contribute to the work of the cross-ministerial table, given AEST’s role in the education and training of health care professionals in B.C.
- Advice/Recommendations; Intergovernmental Communications
- Several post-secondary institutions have also acknowledged the report and are reviewing its recommendations as it relates to their education and training programs.
- All public post-secondary institutions have initiatives aimed at increasing the participation and success of Indigenous learners in health care training.
- In their Institutional Accountability and Planning Reports, the PSIs were asked to report on their response to the Truth and Reconciliation Commission’s Calls to Action, including those which relate to health and medical education.
- The University of British Columbia’s (UBC) Centre for Excellence in Indigenous Health has developed an Indigenous Cultural Safety (ICS) training that aims to prepare future health care professionals to provide quality, culturally safe care. UBC also promotes anti-racism and inclusion excellence on its campuses.

COVID background:

Advice/Recommendations

Title: Demand for Nursing Health Education

Issue: Expanding training opportunities for nursing programs

Key Messages:

Advice/Recommendations

- **Since 2017, our government has expanded nursing training opportunities across the province. Budget 2021 builds on this progress with significant new investments in all types of nursing professions, including Licenced Practical Nurses, Registered Nurses, and Nurse Practitioners.**

Advice/Recommendations

- **My Ministry works closely with the Ministry of Health to ensure health education seats are aligned with demand in communities across the province to meet the workforce needs of British Columbia's health care system.**

Advice/Recommendations

Background/Status:

- Government funds health education programs at public post-secondary institutions based on priorities established by the Ministry of Health.
- The Ministry of Health has identified Nursing professionals of all types as priority occupations in their Health Human Resources strategy.
- Since 2017, government has provided funding for the following nursing program expansions:
 - \$2M annually to nearly double Nurse Practitioner seats from 45 to 80.
 - \$7.9M annually to support 611 additional Specialty Nursing spaces at BCIT.
 - \$1.26M to launch the first baccalaureate nursing program in the North East region*.
 - \$1.25M to provide additional Registered Nursing seats, including Access to Registered Nursing programs to allow mid-career Licenced Practical Nurses to retrain as Registered Nurses.
 - \$710K to provide additional Licenced Practical Nurses programs, including Access to Practical Nursing programs to allow mid-career Health Care Assistants to retrain as License Practical Nurses.
 - Advice/Recommendations; Government Financial Information



- Building on this progress, Budget 2021 provides funding, in partnership with the Ministry of Health, to significantly expand nursing training opportunities across the province.

Program	Planned New Student Spaces	2021/22 Funding	Total Funding at Steady State
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Advice/Recommendations; Government Financial Information

- New training opportunities for nursing careers will be available in dozens of communities in all regions across the province.

***COVID-19 background: University of Northern British Columbia’s (UNBC) North-East Nursing Update**

- Unfortunately, the COVID-19 pandemic delayed UNBC’s Fort St. John-based Bachelor of Science in Nursing program, which was expected to begin in September 2020.
- My Ministry has worked closely with the Ministry of Health, UNBC and the Northern Health Authority to mitigate the effects on the health workforce in the region.
- The new Bachelor of Science in Nursing program will begin in August 2021, with the first 16 graduates expected in April 2023.
- Advice/Recommendations

Title: Allied Health Education Demand

Issue: Expanded training to meet demand for allied health professionals

Key Messages:

Advice/Recommendations

- **My Ministry works closely with the Ministry of Health to ensure our health education programs are meeting the workforce needs of British Columbia’s health care system.**

Advice/Recommendations

COVID key messaging

- **The COVID pandemic has highlighted the ongoing demand for allied health professionals.**

Background/Status:

- Allied health professionals often work with physicians, nurses, patients and families to provide a range of preventative, diagnostic, rehabilitative and therapeutic services in a variety of settings.
- BC is experiencing shortages for a variety of allied health professionals. Those gaps need to be addressed to improve patients’ access to health services, enhance quality of care, and meet government commitments.
- The Ministry of Advanced Education and Skills Training (AEST) works with the Ministry of Health (MOH) to support areas of highest need for the health sector workforce.
- MOH has identified the following allied health professions as priorities within BC’s health human resource needs, with the following actions in place or planned:

Priority Allied Health Profession	Health Education Program Expansion	
	Recent – since July 2017	Planned - Budget 2021
Anesthesia Assistant	✓	Advice/Recommendations; Government Financial Information
Cardiovascular Perfusionist	✓	
Diagnostic Medical Sonographer	✓	
Medical Laboratory Technologist		
MRI Technologist		
Occupational Therapist	✓	



Physiotherapist	✓	Advice/Recommendations; Government Financial Information
Respiratory Therapist	✓	
Social Worker		

- Advice/Recommendations; Government Financial Information

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Title: New Health Programs in the North

Issue: Expansion of priority health training programs to northern B.C.

Key Messages:

<p>Advice/Recommendations</p> <ul style="list-style-type: none">• New health program delivery in the northern B.C. includes:<ul style="list-style-type: none">○ 2019: Diagnostic medical sonography (\$640K annually).○ 2020: Occupational and physical therapy programs (\$3.5M annually).○ August 2021: Baccalaureate nursing in the northeast (\$1M annually).○ 2021 (ongoing): Health Care Assistant Partnership Pathway. <p>Advice/Recommendations</p> <ul style="list-style-type: none">• My Ministry works closely with the Ministry of Health to ensure our health education programs are meeting the workforce needs of B.C.'s health care system.
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Background/Status:

Physiotherapy and Occupational Therapy

- The northern distribution of the University of British Columbia's (UBC) Master of Physical Therapy (MPT) program in partnership with University of Northern British Columbia (UNBC) is underway, with a first intake of 20 students in August 2020.
- A UBC Master of Occupational Therapy Northern Clinical Cohort launched August 2020, and will lead to northern distribution of the program in partnership with UNBC with planned first intake of 16 students in September 2022.

Health Care Assistant

- In March 2019, the Ministry of Health and AEST provided \$640,000 in funding to support 52 one-time health care assistant education seats in northern communities such as Mackenzie, Smithers and Dawson Creek.

Advice/Recommendations; Government Financial Information

-

Registered Nursing

- Government announced the creation of a new degree-level nursing program in Fort St. John, the Northern Baccalaureate Nursing Program, in 2019.



Advice/Recommendations

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Sonography

- The Ministry of Health has identified sonographers as a priority profession for B.C.’s health human resources needs, and the BC Labour Market Outlook has identified sonographers as a high-demand occupation.
- College of New Caledonia’s first sonography cohort began with 8 students in January 2019, and the program has now reached a steady state of 16 students (32 FTEs) per year.

COVID background:

Registered Nursing

- As a result of the impacts of COVID-19, the first annual intake of 16 students to UNBC’s new Fort St. John-based Bachelor of Science in Nursing program, originally expected to occur in September 2020, was delayed and will begin in August 2021.
- AEST has been working closely with the Ministry of Health, UNBC and the Northern Health Authority to look at ways to mitigate the program delay’s effects on the health workforce in the region.

Title: Veterinary Medicine Seats

Issue: Veterinary Medicine Workforce Demand and Training Opportunities at the Western College of Veterinary Medicine (WCVM)

Key Messages:

Advice/Recommendations

- Over the past 50 years, British Columbia has been a key partner in maintaining the Western College of Veterinary Medicine (WCVM) as a world-class veterinary college. The College has in turn provided the domestic veterinarian graduates British Columbia needs.
- I am committed to continuing our current support for veterinary medicine training at the Western College of Veterinary Medicine (\$8.458 million in 2021).

Advice/Recommendations

Background/Status:

- The Western College of Veterinary Medicine (WCVM) at the University of Saskatchewan is the only program in Canada where students from British Columbia, Saskatchewan, and Manitoba can obtain a Doctor of Veterinary Medicine (DVM).
- This year, British Columbia is providing Western College of Veterinary Medicine with \$8.46 million to support 80 B.C. undergraduates (20 per year), a graduate program, and operation of its teaching hospital.
- In line with increases in previous years, the funding provided to the WCVM is set to increase by at least 1% a year for the next 5 years.
- This past year, our government reaffirmed our commitment to the WCVM by signing a renegotiated 5-year interprovincial agreement for the College with the governments of Saskatchewan and Manitoba and the University of Saskatchewan.



- A campaign led by British Columbia’s veterinary society is seeking to have British Columbia double the number of seats it supports at the WCVM, at a cost of over \$8 million a year in additional funding.
- Advice/Recommendations; Government Financial Information
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- The Ministry has supported the WCVM offering additional seats through the differential tuition pilot and educational equity program, enabling an increase in the number of B.C. students at the WCVM this year; a total of 33 B.C. students were admitted to the WCVM this past September compared to 20 in 2019/20.
- Advice/Recommendations; Government Financial Information
-

Title: Indigenous post-secondary education and training institutes

Issue: BC's support for Indigenous institutes

Key Messages:

- Indigenous post-secondary education and training institutes play a critical role in BC's post-secondary education and skills training system.
- In the last six months, my Ministry has allocated \$12 million to support Indigenous institutes, to help ensure that Indigenous learners and Indigenous communities, which have been hit hard by COVID-19, are not further left behind. This funding includes:
 - \$5 million in Economic Recovery funding to address COVID-19 impacts through support post-secondary education and training programs in Indigenous communities,
 - \$5 million to support capacity building, operating and maintenance costs, and
 - \$2 million to manage COVID-19 impacts, such as purchasing PPE, student supports and resource like laptops which enable learners to shift to online learning.
- This funding will help Indigenous institutes ensure Indigenous learners can continue to participate in online learning, including community members who have lost work due to the COVID-19 pandemic.
- This funding advances reconciliation and helps implement the Declaration on the Rights of Indigenous Peoples Act by responding to Article 14 of the United Nations Declaration which affirms that Indigenous peoples have the right to establish and control their own educational systems and institutions.

Background/Status:

- There are over 40 Indigenous institutes in B.C., and most do not receive ongoing funding from BC or Canada, instead relying on Band funding and short term program funding.
- Support for Indigenous institutes is a goal in the Ministry's 2012 Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan. The Ministry worked closely with the Indigenous Adult and Higher Learning Association (IAHLA) and the First Nations Education Steering Committee (FNESC) to develop an approach to funding Indigenous institutes.

Advice/Recommendations

- In alignment with commitments in the Declaration Act, program guidelines, adjudication of proposals and allocation of the funding was administered by FNEC and IAHLA.
- In addition, in 2020/21, the Ministry provided FNEC and IAHLA \$2 million from the Workforce Development Agreement to help Indigenous institutes manage COVID-19 impacts.
 - This funding will be allocated to Indigenous institutes to deliver needed skills training programming by June 2021.

Advice/Recommendations

- In 2020/21, the Ministry also provided IAHLA with \$2 million from the federal Workforce Development Agreement funding to manage COVID-19 impacts, such as purchasing PPE, student supports and resource like laptops which enable learners to shift to online learning.

Advice/Recommendations

- Indigenous institutes, which are directly controlled by Indigenous communities, respond to communities' priorities and needs, support their inherent right to self-determination and self-government, contribute to community capacity building, and often play a key role in the revitalization of languages and culture.
- Indigenous institutes provide both academic and personal supports and are located in or very close to Indigenous communities. This enables learners to attend post-secondary education and training while also maintaining their familial responsibilities, surrounded by community and cultural supports that are rooted in the learners' own language and culture.
- The Ministry provides ongoing funding to three Indigenous institutes in BC:
 - Nicola Valley Institute of Technology (NVIT), which was designated as a public institution to serve Indigenous learners throughout the Province in 1995, receives approximately \$7.8 million per year from the Province;
 - Wilp Wilxo'oskwhl Nisga'a Institute, receives approximately \$400,000 per year from the Province based on treaty commitments, and
 - Native Education College (NEC), receives approximately \$2 million per year in provincial funding through a longstanding agreement with Vancouver Community College



COVID Background

Advice/Recommendations

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Title: Indigenous Learner Supports

Issue: Access and success for Indigenous learners in Post-Secondary Education

Key Messages:

- My Ministry supports Indigenous post-secondary education through various programs that break down barriers, support systemic change and improve educational outcomes.
- For example, Ministry supports that increase access and success of Indigenous learners in the post-secondary system include:
 - the Indigenous Emergency Financial Assistance Fund;
 - Aboriginal Service Plans at post-secondary institutes that establish programs like cultural events, mentoring programs, partnerships with Indigenous communities and organizations, development of Indigenous curriculum and courses and community-based education; and
 - Financial awards provided through the Irving K. Barber BC Scholarship Society.

COVID Key Messages:

- We will continue work with our partners to ensure the needs of Indigenous students are met as they navigate the impacts of COVID-19 in the post-secondary and skills training ecosystem.
- Staff at my Ministry are in regular contact with Indigenous coordinators at post-secondary institutions to support the needs of Indigenous learners.
- In addition, we are currently engaging Indigenous partners on the development of my Ministry's guidelines for post-secondary institutions on their return to in-person instruction in the fall.

Background/Status:

The Ministry provides the following programs and supports to public post-secondary institutions (PSIs) and students to ensure the public post-secondary system better meets the needs of Indigenous learners.

- In 2020 and 2021, the Ministry provided \$1.5 million and \$1M respectively to support the Indigenous Emergency Assistance Fund (IEAF)
 - Funding of up to \$900 per applicant annually provides support for Indigenous learners who have urgent or unforeseen financial emergencies that might prevent them from finishing the academic year.

- Since 2017, Government has provided over \$3.6 million towards the Fund as follows:
 - 2016/17: \$128,000
 - 2017/18: \$400,000
 - 2018/19: \$604,900
 - 2019/20: \$1,500,000
 - 2021: \$1,000,000
 - Total: \$3,632,900
- Since 2017, 4,021 Indigenous learners accessed the Indigenous Emergency Assistance fund to help cover unexpected expenses such as childcare, transportation crisis, housing and living expenses, and travel home for community/family obligations.
- In 2018, the Ministry provided \$2 million for the BC Indigenous Student Award, the Indigenous Masters/Doctoral Award, and the Indigenous Teacher Education Award, administered by the Irving K. Barber BC Scholarship Society (Society).
 - The Society's Indigenous Awards program was created to assist in removing barriers to higher education for Indigenous peoples.
 - Awards range from \$1,000 (for short programs from 9 to 12 weeks) to \$5,000 (for graduate degrees and teacher education programs) are issued every year through a competitive process to students studying at all post-secondary levels.
 - In 2020, over 600 BC Indigenous students received more than \$2.2 million from the Irving K. Barber BC Scholarship Society to support their education.
- The Ministry provides up to \$4.4 million annually to 11 public PSIs to increase access, retention, and success rates for Indigenous learners through the Aboriginal Service Plan (ASP).
- Since 2017, the Ministry has provided over \$8 million in Indigenous Initiatives funding to the 14 public PSIs not receiving ASP funding as follows:
 - 2016/17: \$1,050,000
 - 2017/18: \$1,750,000
 - 18/19: \$1,875,000
 - 19/20: \$1,750,000
 - 2021: \$1,750,000
 - Total: \$8,175,000
- This funding is to enhance the post-secondary educational experiences and outcomes of Indigenous learners and respond to Canada's Truth and Reconciliation Commission (TRC) Calls to Action.
- Through ASPs and Indigenous Initiatives grant funding, institutions offer a range of programs and services to increase access, support success and create systemic change in the public post-

secondary education system, including Elders-in-residence, student support services, cultural training for faculty and administration, curriculum enhancement and development, and programs in Indigenous communities.

COVID Background:

- Since March 2020, AEST has been in regular contact with the Aboriginal coordinators at each post-secondary institution regarding the impacts of COVID-19 on Indigenous learners and communities. The Aboriginal coordinators are using the \$2.5 million in 2020 and 2021 Indigenous Emergency Assistance Funding to support the needs of Indigenous learners impacted by COVID-19.
- Since the beginning of the pandemic, Indigenous learners have faced unique challenges such as:
 - participating in online instruction from their home communities, many of which have been closed due to COVID-19;
 - accessing technology,
 - learning in overcrowded homes, and
 - accessing funding to support future learning due to impacts of COVID-19 on First Nations funding.
- The Indigenous Emergency Assistance Fund is currently being used by Aboriginal coordinators at post-secondary institutions to alleviate some of these challenges.

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Title: Indigenous Skills Training and Education Programming

Issue: Skills training and education programs for Indigenous peoples in British Columbia
(*see also Indigenous Learners note and Indigenous Economic Recovery note*)

Key Messages:

Advice/Recommendations

- My ministry is providing \$32 million this year in skills training programming specifically for Indigenous peoples, in addition to other programs that are open to all British Columbians.
- Most of this funding (\$24M) supports skills training and education delivered in community, that is based on the needs and priorities identified by Indigenous communities to increase access for Indigenous learners and support local employment and economic development.
- My Ministry is working with Indigenous communities, organizations, training providers, and employers throughout the province to ensure successful outcomes for Indigenous Peoples.

COVID-19 Messages

- The COVID-19 pandemic has had significant impacts on Indigenous communities and partners, making skills training and education critical to their recovery.
- The health and well-being of British Columbians is paramount above all other considerations and skills training programs are delivered in accordance with guidance from the Provincial Health Officer.

Background/Status:

- AEST delivers several skills training and education programs to improve access of Indigenous peoples and communities to skills training and education that lead to employment or further education. Several of these programs are specifically targeted to Indigenous peoples and communities. See Appendix 1.
- AEST provides \$24M in funding directly to Indigenous communities through 2 programs:
 - The Indigenous Skills Training Development Fund (ISTDF) provides provincial funding to Indigenous communities to increase access to skills training and education for Indigenous learners in community. ISTDF supports communities to achieve their community and economic development priorities while helping Indigenous peoples acquire the skills needed to access jobs and labour market opportunities (\$12M provincial).

- The Aboriginal Community-Based Training Partnerships (ACBTP) program provides WDA funding to Indigenous communities through partnerships with post-secondary institutions across the province. The partnerships deliver education and training to Indigenous learners to further their educational attainment and labour market participation (\$12M federal WDA).
- The delivery of these programs is aligned with the *B.C. Declaration on the Rights of Indigenous Peoples Act* and UNDRIP, specifically Articles 3, 21 and 23:
 - Skills training and education help close the socio-economic gap between Indigenous and non-Indigenous people and support the Province’s goal of true and lasting reconciliation with Indigenous Peoples;¹
 - Much of the Indigenous skills training programming is delivered in community to reduce barriers to participation and to ensure training is relevant to the Indigenous communities’ needs and linked to local employment and economic development opportunities;^{Error! Bookmark not defined.} and
 - The community-based approach supports Indigenous communities to achieve self-determination as they determine their training and education needs and priorities, identify training and education providers (including Indigenous-controlled institutes), and support their community members to be successful.²
- My ministry provided an additional \$15M in Stronger BC economic recovery funding to support Indigenous communities through the COVID-19 pandemic and its impacts (see *Indigenous Community Skills Training and Education note*).
- AEST’s other programs, funded through the Canada-BC Workforce Development Agreement (WDA) also support Indigenous peoples (see also *WDA Programs note*). In 2019/20, 2,798 participants (16%) out of 17,252 participants in AEST’s WDA programs self-declared as Indigenous. An example is BladeRunners, a training and employment program for at-risk youth, where the majority of participants are Indigenous (~60%).
- The federal government also delivers Indigenous programs in British Columbia. In 2021/22, the federal government will provide **\$53.4M for Indigenous Skills and Employment Training (ISET)**, a program for Indigenous people who are looking to improve their job skills and find employment, delivered by a combination of First Nations and Indigenous service providers as well as Métis Nation BC and the BC Association of Aboriginal Friendship Centres.

¹ Article 21.1.
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² Article 3
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and Article 23.
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APPENDIX: PROGRAM DETAILS

Program Name	2021/22 Budget	Program Purpose	Outcomes*
WDA-funded Programming for Indigenous Peoples and Communities			
Indigenous Peoples in Trades Training (ITT)	\$3.75M	Provides pre-apprenticeship training to Indigenous persons interested in trades occupations. Delivered by ITA.	140 participants served through ITA ITT programs in 2019/20. <small>Advice/Recommendations</small>
Community Workforce Response Grant: Indigenous Communities Stream	Advice/Recommendation	Provides short-term project-based funding to Indigenous communities for skills training and supports needed to meet urgent and emerging labour market needs.	292 Indigenous participants served in 2019/20. <small>Advice/Recommendations</small>
Innovative Skills Training Fund project: Indigenous Intern Leadership Program	\$0.07M	The Indigenous Intern Leadership program, a partnership between the Province, the BC Assembly of First Nations, the Business Council of BC, and Vancouver Island University, is receiving funding from 2018-2022 to support Indigenous post-secondary graduates in two-year internship opportunities with BC companies along with cultural and leadership supports. The program is intended to become self-sustaining after the 3 years.	The program will serve 90 Indigenous participants by March 31, 2022, and 53 participants have been served to date.
Indigenous Skills Training and Education Programming			
Aboriginal Community-Based Training Partnerships program (ACBTP)	\$12.00M	Provides funding to Indigenous communities across the province to increase access to post-secondary education for Indigenous learners in community. Co-developed with First Nations Education Steering Committee (FNESC).	706 participants served in 2019/20. <small>Advice/Recommendations</small>
Indigenous Skills Training Development Fund (ISTDF)	\$12.00M	Provides funding to Indigenous communities across the province to increase access to skills training and education for Indigenous learners in community. Co-developed between Indigenous communities and Ministry of Indigenous Relations and Reconciliation (MIRR) in 2015.	2,719 participants served through 19 projects in 2019/20. Advice/Recommendations; Government Financial Information
TOTAL	\$32.02M	* 2020/21 outcomes not yet available	

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Title: Indigenous Language Revitalization

Issue: Actions supporting the Province’s commitments to Indigenous language revitalization

Key Messages:

- Revitalization of Indigenous languages are a key aspect of a meaningful Reconciliation with Indigenous Peoples.
- My Ministry is working with post-secondary institutions and Indigenous partners to expand language revitalization resources and increase the number of language programs delivered on campuses and within Indigenous communities.
- For example, since 2017, my Ministry has provided \$2.33 million to support Indigenous language revitalization efforts.
- \$2 million of this funding supports the piloting of degree programs for languages, such as the recently launched Bachelor of Nsyilxcn [N-seal-ik-chin] Language Fluency degree. This is the first degree under the Indigenous Language Fluency Framework that bridges community-based certificates and diplomas into a bachelor’s degree.

Advice/Recommendations

COVID Key Messages:

- Indigenous language revitalization is more important than ever during this time as we manage the pandemic. Indigenous language and culture play a vital role in keeping Indigenous communities safe and informed during a time of crisis.

Background/Status:

- There are 34 First Nations languages based within BC, more than any other province or territory in Canada.
- There is a demand for fluent speakers in a variety of careers and an unmet need for skilled and knowledgeable language teachers in the K-12 system. Post-secondary credentials that focus on fluency are needed.
- Since 2017, AEST has provided \$2.33 million towards Indigenous language revitalization.
- In March 2019, AEST provided:
 - \$2 million in funding to the First Nations Education Steering Committee to pilot Indigenous Language Fluency Certificates and Diplomas that ladders into the Indigenous Language Proficiency/Fluency Degree, and
 - \$75,000 to support the Nicola Valley Institute of Technology (NVIT)’s work with First Nations communities on language revitalization.

- In a unique partnership, UBC Okanagan, NVIT and the En'owkin Centre have come together to offer the Bachelor of Nsyilxcn Language Fluency program. This is the first degree under the provincial framework for Indigenous language learning.

Advice/Recommendations

- - The Ministry of Advanced Education and Skills Training (AEST) is a member of the Indigenous Language Partners Table, a group which formed in 2018 to better understand the current developments in Indigenous languages revitalization in BC.
 - The Language Partners work within their respective mandates to support the revitalization, recovery and normalization of Indigenous languages in communities, band schools, public schools, higher education, and early childhood education.
 - The Truth and Reconciliation of Canada Calls to Action #13-17 urge government to fund language revitalization and education, with #16 being of most relevance to the post-secondary system:
 - 16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

Title: Indigenous Teacher Education Training

Issue: Update on Investments

Key Messages:

- Government recognizes that there are not enough Indigenous teachers working in the education system in British Columbia, and that for too long teacher training has excluded Indigenous peoples' knowledge.
- That is why in 2019 we invested \$2.7 million in Indigenous teacher education, including:
 - support for approximately 80 Indigenous students in teacher education programs and another 40 Indigenous students in Master's of Indigenous Education programs, and
 - support to develop resources and connections with Indigenous communities, so that teacher education programs are better able to train teachers on how to integrate Indigenous knowledge and culture in their classrooms.
- This investment will increase the likelihood that Indigenous students will be able to see themselves in their teachers and create critical opportunities for Indigenous teachers to become leaders in the education ecosystem.
- It also responds to the Truth and Reconciliation Commission's (TRC) Call to Action #62 and helps to implement articles 13 and 14 of the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration).
- We are currently working with our partners to develop strategies to further increase the number of Indigenous teacher education candidates.

COVID Key Messages:

- As a result of COVID-19, many of these projects were modified and delayed as in-class instruction and visits with Indigenous communities were not possible.
- Ministry staff supported the teacher education programs to modify their plans, taking more time where appropriate, so that project outcomes are still being achieved while protecting students and Indigenous communities.

Background/Status:

- For the past five years, the proportion of domestic students awarded teacher certifications who identified as Aboriginal has fluctuated between 4% to 6% (about 75-90 students). In contrast, approximately 12% of students in the public K-12 education system identify as Indigenous¹.

¹ Source on teacher education graduates: Ministry of Advanced Education and Skills Training May 2020 New Teacher Certification Report, source on K-12 2019/20 How Are We Doing Report.

- The Ministry's 2019 \$2.7 million investment included:
 - \$1.4 million to support teacher education seats for Indigenous students at the following five universities, including supporting program delivery in Indigenous communities, which will benefit approximately 80 Indigenous students:
 - Thompson Rivers University (\$340,000)
 - Simon Fraser University (\$180,000)
 - University of Northern of British Columbia (\$340,000)
 - University of British Columbia (\$480,000 to support two teacher education programs)
 - Vancouver Island University (\$70,000)
 - \$730,000 to support two cohorts of a new Master of Indigenous Education program at Nicola Valley Institute of Technology in partnership with the University of British Columbia, and
 - \$600,000 for British Columbia's eight public teacher education programs (\$50,000 each) and the Association of British Columbia Deans of Education (\$200,000) to integrate Indigenous knowledge and culture into their curriculum and course content, in direct response to the Truth and Reconciliation Commission's Call to Action 62.
- Indigenous teachers are role models and are more likely to understand Indigenous students' learning needs, helping to promote better outcomes for Indigenous students.
- There is an increased need for teachers at First Nations schools and is likely to rise over time due to the relative younger age and higher growth rate of the Indigenous population in British Columbia.
- AEST and the Ministry of Education (EDUC) are working with the First Nations Education Steering Committee, the Indigenous Adult and Higher Learning Association and public post-secondary institutions to identify strategies to increase the number of Indigenous students in teacher education programs.
- Community-based teacher education programming is recognized as a way to increase the number of Indigenous teachers.
- In 2018, government (EDUC) provided the following funding for Indigenous teacher education programs:
 - \$168,000 in funding for the University of British Columbia to pilot community-based delivery of all four years of its Indigenous Teacher Education Program, allowing students to complete the entire program in their own communities, and
 - \$65,000 for 15 new additional Indigenous teacher education seats at Vancouver Island University.

Title: Indigenous Skills Training and Employment Committee

Issue: Formation of a Tripartite Indigenous Skills Training and Employment Committee

Key Messages:

- Our government passed legislation (the Declaration Act) in November 2019 to implement the UN Declaration on the Rights of Indigenous Peoples, which the Truth and Reconciliation Commission confirms as the framework for reconciliation.
- We are exploring new partnerships to improve outcomes for Indigenous peoples throughout the province, including a tripartite committee to focus on Indigenous skills training and employment.

• Advice/Recommendations; Intergovernmental Communications; Government Financial Information

•

COVID-19 Messages:

- The long-term impacts of COVID-19 are unknown; however, education and skills training programs will be critical to First Nations' recovery.

- We remain committed to working with our First Nations and federal partners to improve our programs and services.

• Advice/Recommendations; Intergovernmental Communications; Government Financial Information

- The health and well-being of First Nations Peoples is paramount above all other considerations as we develop skills training programs and course delivery in accordance with guidance from the Provincial Health Officer.

Background/Status:

- Indigenous skills training and employment programs and services are funded by federal and provincial governments.

• Advice/Recommendations; Intergovernmental Communications; Government Financial Information

- In February and March 2019, resolutions were passed by the BC Assembly of First Nations, the Union of BC Indian Chiefs, and the First Nations Summit in support of creating a stand-alone tripartite committee for skills training and labour market strategies in British Columbia.



- Representatives from the First Nations Leadership Council, Employment and Social Development Canada/Service Canada, the Ministry of Advanced Education and Skills Training, and the Ministry of Social Development and Poverty Reduction have been engaged in exploratory discussions on the establishment of the proposed Committee since July 2019.
- Advice/Recommendations; Intergovernmental Communications; Government Financial Information
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COVID-19 Impact Summary:

- Advice/Recommendations; Intergovernmental Communications; Government Financial Information
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Title: Native Education College (NEC)

Issue: Strengthening NEC through additional funding

Key Messages:

- **Native Education College (NEC) plays a critical role in our Provincial post-secondary system.**
- **NEC is often a culturally safe, first step for Indigenous learners on their pathway through post-secondary education.**
- Advice/Recommendations; Government Financial Information
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COVID Key Messages:

- **Staff at AEST have been meeting with NEC representatives regularly throughout the pandemic and will continue to provide support to ensure the needs of Indigenous learners are met.**

Background/Status:

- NEC is a non-profit society established in 1967, designated under the Private Training Act, and a member of the Indigenous and Adult Higher Learning Association (IAHLA).
- NEC offers a range of programs to meet the needs of urban and adult Indigenous learners including adult basic education upgrading; business; fine arts; health sciences (incl. Health Care Aid); humanities and social sciences, and continuing education.
- NEC receives \$1.95 million in annual operating funding from the Ministry through an affiliation agreement with Vancouver Community College. The current agreement expires in 2025.
- Advice/Recommendations; Government Financial Information



- Cabinet Confidences; Advice/Recommendations; Intergovernmental Communications; Government Financial Information

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- NEC delivered instruction to an annual average of 177 student full-time equivalents (FTEs) over the past three years. NEC estimates 200 FTEs for the current year.



Title: Urban Indigenous Youth & Education Project

Issue: Update on project status

Key Messages:

• **My Ministry is working with the Urban Native Youth Association and the Nicola Valley Institute of Technology to finalize a concept plan**
Advice/Recommendations

Advice/Recommendations

COVID Key Messages:
Advice/Recommendations

Background/Status:

- Formed in 1988, the Urban Native Youth Association (UNYA) serves ~ 30,000 urban Indigenous youth and adults each year through community connection programs, education and training, health and wellness, housing and transition supports.
- Formed in 1983 and made public in 1995, the Nicola Valley Institute of Technology (NVIT) is BC’s only Indigenous-governed, public post-secondary institute, with a provincial mandate for Indigenous education.
- Cabinet Confidences; Advice/Recommendations; Intergovernmental Communications; Government Financial Information

Advice/Recommendations

- Cabinet Confidences; Advice/Recommendations; Intergovernmental Communications; Government Financial Information
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- Cabinet Confidences; Advice/Recommendations; Intergovernmental Communications; Government Financial Information
- Since December 2020, AEST has been meeting regularly with a partnership table that includes UNYA, NVIT, Infrastructure BC, BC Housing, the City of Vancouver and the Vancouver Affordable Housing Agency to develop a revised Concept Plan.
- Cabinet Confidences; Advice/Recommendations; Intergovernmental Communications; Government Financial Information
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COVID Background

Advice/Recommendations

Title: First Nation Children and Youth in Care Protocol

Issue: Update on progress

Key Messages:

- The signing of the First Nations Children and Youth in Care Protocol was a significant milestone in this Government's work towards reconciliation with Indigenous peoples in BC.
- The Protocol provides the basis to remove barriers and improve post-secondary opportunities and outcomes for First Nations children and youth in care.

Advice/Recommendations

- A few weeks ago, in April, my minister colleagues, from Education and Children and Family Development, and I met with First Nations leadership to provide oversight and guidance to the Technical Table.

Advice/Recommendations

- Specific areas of focus for my ministry include wrap-around supports for Indigenous post-secondary students and expansion the tuition waiver program to all former youth in care, regardless of age.

Background/Status:

- There is a disproportionate number of Indigenous children and youth in care.
- As of March 2021 1,565 former youth in care had benefited from the Provincial Tuition Waiver Program (TWP) launched in 2017, up from 189 students under the initial voluntary program in 2016/17. Approximately 39% of these recipients are Indigenous.

First Nations Children and Youth in Care Protocol

- The Protocol, signed by the Province (EDUC, AEST, and MCFD), FNLC and FNESC on May 26, 2020, commits the parties to dialogue and joint action on specific issues and initiatives intended to improve the educational outcomes and well-being of First Nations children and youth in care, and former youth in care, through legislative, policy and practice reform.

Advice/Recommendations



Advice/Recommendations

- The Union of BC Indian Chiefs (UBCIC) is the designated lead for organization of the Technical Table and EDUC is the lead Provincial Ministry.
- The Oversight table met April 7th, 2021, affirmed the importance of this work and agreed to expedite the creation of a workplan. Specific areas of focus for AEST include wraparound supports for Indigenous post-secondary students, expansion of the tuition waiver program and debt relief.

COVID Background

Advice/Recommendations

Title: International Education Overview

Issue: Does international education benefit B.C.?

Key Messages:

Advice/Recommendations

- We are working on a student-centered and sustainable approach to international education.
- We will continue to engage with students, institutions and other partners as we move forward with our work.
- We want to make sure B.C. continues to deliver the quality education experience all students expect and deserve in our post-secondary ecosystem.

COVID-19:

- My ministry is working closely with institutions to respond to the impacts of COVID-19 on post-secondary operations, including on international enrolment.
- The Government of B.C. has ensured our post-secondary institutions have plans in place that allow institutions to welcome international students on study permits while supporting the federal border restrictions, quarantine requirements, and the safety of our communities.
- As of February 21, 2021, individuals travelling by air (unless exempted) are required by the federal government to stay in an authorized hotel while they await the results of the COVID-19 molecular test they take on arrival. International travelers are also required to pay for the cost of the hotel stay, as well as the associated costs, which are understood to total about \$2,000.
- International education makes an important contribution to B.C. students' education and our economy. We want to make sure B.C. continues to deliver the safe and quality education experience all students expect and deserve.

Background/Status:

- International education, including B.C. students who travel abroad and international students who come to British Columbia, enriches student development and connects B.C. to the world.
- British Columbia is one of the most popular study destinations for international students in Canada, hosting almost 25% of all international students in the country.
- In 2019, 187,625 international students from more than 150 countries held study permits in British Columbia. Top 5 source countries include India, China, South Korea, Japan and Brazil.

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Last Updated: April 14, 2021

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- International students provide opportunities for British Columbia students to have more global education experiences and bring social and cultural benefits to communities, schools and institutions throughout the province.
- International students also support economic activity. In 2019, they spent over \$6.6 billion on tuition, accommodation and living expenses, arts, culture and recreation, supporting an estimated 53,400 jobs in communities throughout the province.¹
- In 2019-20, public post-secondary institutions generated \$1.3 billion in international tuition revenue.
- International students who remain in British Columbia after graduation foster innovation through research at our universities and contribute to a diverse and inclusive labour market.
- British Columbia has developed a strong international reputation as a high-quality study destination that has translated into significant growth in international students in the province.
- From 2013 to 2019, the number of international students studying at all levels in British Columbia increased by more than 85%.
- During the same time period, international student enrolment at public post-secondary institutions increased over 120%².
- International students now represent 17% of the public post-secondary student population, up from 8% in 2013.
- The rapid, concentrated growth in the number of international students in the province has created both benefits and challenges for schools, institutions and communities.
- Key challenges include regional and institutional capacity, student support services, intercultural integration, managing diversity and study abroad for British Columbia students.
- The Ministry is working on a student-centered and sustainable strategic approach to international education that will:
 - put students first and generate positive education outcomes for all learners through diversity and global experiences;
 - ensure all British Columbia communities benefit from international education; and
 - drive system integrity through high quality standards.
- The Ministry will continue to engage with students, institutions and other partners as the work to rebuild a strengthened sector moves forward.

Displacement of Domestic Students:

- In 2019, 17% of public post-secondary students were international.
- Public post-secondary institutions are expected to ensure that domestic students are not displaced by international students.
- Revenue from international students helps institutions add courses and hire more faculty and staff.

¹ An Update on the Economic Impact of International Education in British Columbia, Dr. Roslyn Kunin, 2020 (unpublished).

² For the public post-secondary data, 2013 represents the 2012/13 academic year and 2019 represents the 2018/19 academic year.

- International students typically pay three- to four-times the tuition paid by domestic students at public institutions, because they generally pay the full cost of their education without a subsidy from taxpayers.
- International tuition fees in British Columbia are comparable with other major jurisdictions in the country.

COVID-19 Background:

- The federal government is allowing international students with study permits to enter Canada if their learning institution's COVID-19 readiness plan has been reviewed and approved by provincial health officials.
- The Government of British Columbia has ensured post-secondary institutions have plans in place that support the federal border restrictions, quarantine requirements and the safety of communities.
- The plans address guidelines set out by the federal and provincial government.
- There are more than 260 British Columbia post-secondary institutions designated to receive international students under normal circumstances.
- As of March 22, 2021, there are 162 British Columbia post-secondary institutions with approved plans that can welcome international students on study permits.
- Preliminary data for international students studying at all levels in B.C. with a study permit in 2020 shows a decline of approximately 12% compared to 2019, which is consistent with the decline in Canada and less than Ontario at -14%.
- The 2020 data may not include all international students enrolled with BC PSIs, as some are studying online from their home country and have not yet travelled to Canada. As a result, the 2020 figures may be under-reporting the number of international students in B.C.'s education system.

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Title: British Columbia Council for International Education Review and Mandate Letter

Issue: The BCCIE organizational review and 2021/22 mandate letter priorities

Key Messages:

Advice/Recommendations

- **BCCIE has not been reviewed since they were established as a Crown corporation in 2012.**

Advice/Recommendations

-
- **BCCIE's 2021 mandate letter directs them to work with government on the review, and support the implementation of any recommendations.**
- **BCCIE is also directed to work with the education sector to diversify B.C.'s markets from which we attract international students, and help support school districts and institutions outside the Lower Mainland to improve their capacity to recruit and retain students.**

COVID-19 key messaging:

- **A strong and diverse international education sector supports local economies throughout the Province and contributes to B.C.'s economic recovery.**

Background/Status:

- BCCIE was established as a Crown Corporation in 2012. It works with AEST and partner ministries (Ministry of Education and the Ministry of Jobs, Economic Recovery and Innovation), public and private post-secondary institutions, and school districts to deliver on the international education priorities of the Province.
- AEST provides \$1.5 million annually operating funding to BCCIE. AEST and EDUC also provide short term project funding.

Advice/Recommendations



- Previous mandate letters included up to seven priorities for BCCIE. The 2021/22 mandate letter is more focused and recognizes that many previous priorities, such as providing information, supporting intercultural training, and supporting Indigenization of the sector's international education programs, have been internalized in BCCIE's regular operations.
- BCCIE's work on its 2021/22 mandate letter priorities will strengthen the international education sector for B.C and support economic recovery from the impacts of COVID-19:
 - International student tuition generates approximately \$1.5 billion in total annual revenues for post-secondary institutions and K-12 districts.
 - This revenue helps institutions expand programming and sustain local access and affordability for B.C. students.
 - International students contribute to B.C's economy in the short and long-term through supporting job creation and regional economies, tourism and local hospitality sectors, and global connections for trade, investment, and innovation.

Title: Workforce Development Agreement (WDA)

Issue: B.C. receives federal funding through the WDA for labour market programming.

Key Messages:

Advice/Recommendations

- Federal funding transferred under the WDA supports B.C. to address the province's labour market challenges and opportunities through flexible, responsive skills training and employment programming.
- The Ministry of Advanced Education and Skills Training is working with the federal government, other provincial ministries, and service providers to ensure that British Columbians have safe access to the training and supports they need for current and future job opportunities so they can support themselves and their families as the economy recovers from the pandemic.

Background/Status:

- In 2017/18, Canada and the Provinces and Territories negotiated two new Labour Market Transfer Agreements (LMTAs): a new Workforce Development Agreement (WDA), and a renewed Labour Market Development Agreement (LMDA).
- The LMDA and WDA are worth a total of \$2.7 billion for BC, starting April 1, 2018 to March 31, 2024. **See Appendix 1 – Labour Market Transfer Agreement Funding Allocations**
- The LMDA provides \$2 billion to BC over six years to deliver the employment services people need to achieve sustainable employment and improve their livelihoods. It is administered by the Ministry of Social Development and Poverty Reduction (SDPR), and supports employment services for EI-eligible British Columbians through the WorkBC Centres across the province, and a number of other workforce development programs.
- The WDA provides \$685 million over six years, with flexibility to design and deliver skills training and employment programs to meet the unique and diverse needs of the province. It is administered by the Ministry of Advanced Education and Skills Training, with a portion of the funding transferred to SDPR for programming for persons with disabilities.
- Under the WDA, emphasis is placed on programming and services that:
 - assist under-represented groups and vulnerable populations, including young adults, young adults at risk, survivors of violence and/or abuse, Indigenous peoples, older

- workers, and people facing multiple barriers to employment, to obtain the skills and supports they need to find and secure employment;
- support communities and sectors with funding for skills training and employment projects that help them respond to emerging, urgent labour market needs such as mill closures or new economic opportunities; and
 - support employers with funding to provide training or upskilling to new or current employees to meet emerging skills needs.
- In 2020/21, Canada announced a total of \$1.5 billion in additional funding under the WDAs to support economic recovery from COVID-19 across the country.
 - In September 2020, Canada notified BC that the Province would receive an additional \$212M to support BC's response to COVID-19 and economic recovery, with a focus on responding to the increased number of British Columbians looking to re-enter the workforce, particularly those in hard-hit sectors and groups who are experiencing increased vulnerability as a result of the pandemic.
 - Additional WDA funding is being used to address the needs of vulnerable people and workers in the hardest hit sectors through a WDA Spending Plan, approved by Treasury Board in October 2020, with the majority of funding to be spent in 2020/21 and some funding being carried forward for ongoing program needs in 2021/22.
 - Advice/Recommendations; Intergovernmental Communications

See also WDA Programs Note #60 and WDA Funding Note # 36 for details.

APPENDIX 1 – Labour Market Transfer Agreement Funding Allocations

WDA Funding Allocation:

Funding (includes 10% admin)	2017/18 (\$M)	2018/19 (\$M)	2019/20 (\$M)	2020/21 (\$M)	2021/22 (\$M)	2022/23 (\$M)	Total yrs. 1-6 (\$M)	2023/24 & following yrs. (\$M)
Base	\$96.0	\$97.7	\$95.1	\$96.7	\$96.7	\$96.7	\$578.9	\$96.7
Incremental	\$9.6	\$9.7	\$19.5	\$26.8	\$26.8	\$26.8	\$119.1	0.0
TOTAL	\$105.5	\$107.4	\$114.6	\$123.5*	\$123.5	\$123.5	\$698.0	\$96.7
Base PWD	\$30.7	\$30.7	\$30.7	\$30.7	\$30.7	\$30.7	\$184.5	\$30.7
Incremental PWD	\$2.9	\$2.9	\$5.6	\$7.6**	\$7.6**	\$7.6**	\$33.5**	0.0

*B.C. received a lift for 2021 of \$212M (not included in above. See WDA Funding Note)

**Estimated

LMDA Funding Allocation:

Fiscal Year	Base Program Funding (\$M)	New Funding	Targeted Funding*	Admin Funding	Total Funding
2017/18	\$278.3	\$13.6	\$6.9	\$20.5	\$319.3
2018/19	\$276.9	\$24.4	\$7.5	\$20.5	\$329.4
2019/20	\$275.5	\$25.2	\$2.5	\$20.5	\$323.8
2020/21	\$273.9	\$34.8	N/A	\$20.5	\$329.2
2021/22	\$272.4	\$46.2	N/A	\$20.5	\$339.1
2022/23	\$271.1	\$46.2	N/A	\$20.5	\$337.8
Subtotal	\$1,648.3	\$190.3	\$16.9	\$123.2	\$1,978.7

***Targeted Funding:**

2017/18: Forestry Workers only (Softwood Lumber Action Plan)

2018/19: Forestry Workers \$4.9M + Steel and Aluminium impacts

\$1.6M + Seasonal Workers \$986K 2019/20: Seasonal Workers

\$986K+ Steel and Aluminium impacts (\$1.6M)

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Title: Workforce Development Agreement (WDA) Programs

Issue: WDA-funded programs, delivered by AEST, support unemployed and employed British Columbians to access the skills and employment supports they need to participate in BC's economic recovery.

Key Messages:

Advice/Recommendations

- AEST invests \$124M a year in skills training and employment supports for unemployed people and workers with funding provided by the federal government through the Workforce Development Agreement (WDA).
- WDA programs are available province-wide and support people, employers and communities to respond to the labour market needs.

Advice/Recommendations

- The Ministry of Advanced Education and Skills Training is working with the federal government, other provincial Ministries, and service providers to ensure that British Columbians have safe access to the training and supports they need for current and future job opportunities so they can support themselves and their families as the economy recovers from the pandemic.

COVID-19 Messages:

- The health and well-being of British Columbians is paramount above all other considerations as we develop skills training programs and course delivery in accordance with guidance from the Provincial Health Officer.
- The Ministry will continue to monitor and adjust programming in 2021/22 to support the skills training and employment needs of people, employers, communities and B.C.'s economy.

Background/Status:

- Under the WDA, B.C. provides a broad spectrum of skills training and employment programs, including programs focused on serving vulnerable and under-represented groups, supporting employers, communities and sectors.

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- These programs complement programs and services delivered by the Ministry of Social Development and Poverty Reduction, including the WorkBC Centres, to connect EI-eligible workers to supports to transition into other jobs.
- WDA programs are designed to be flexible to meet the unique and diverse needs of individuals, employers and communities.
- WDA programs help connect British Columbians with the skills and supports they need for jobs in their community and ensure employers have a skilled workforce to help contribute to a strong, sustainable economy. They include:
 - Supporting vulnerable and under-represented people (\$63M) through skills training aligned with labour market needs and employment supports tailored to meet each individual's unique needs
 - This includes \$12M in WDA funding allocated annually to expand AEST's Indigenous Skills Training and Education programming (which receives \$12M in provincial funding).
 - Supporting communities and sectors (\$10M) through grant funding for skills training projects to support urgent and emerging local workforce needs and challenges; and
 - Supporting employers (\$10M - includes \$4M LMDA) through grant funding to address training needs of their current and new employees while increasing involvement of employers in skills upgrading.
- In 2020/21, the federal government allocated an additional \$212M in federal funding under the WDA to support B.C. in responding to COVID-19 and needs for economic recovery.
- Existing programs were enhanced and a range of new WDA programs were rolled out to help respond to the increased number of British Columbians looking to re-enter the workforce, particularly those in hard-hit sectors and groups experiencing increased vulnerability as a result of the pandemic (**See WDA Funding Economic Recovery Note #36**).
- Also in 2020/21, in response to COVID-19 and economic recovery, the Province allocated one-time funding of an additional \$15M for Indigenous Skills Training and Education programming as part of the StrongerBC economic recovery plan; and one-time funding of \$20M for short-term skills training as part of the StrongerBC economic recovery plan. Existing WDA programs were used to deliver this increased investment and support people in response to COVID-19 impacts. (**see other Economic recovery notes - Indigenous Skills Training and Education #32 / short-term skills training # 34**).

APPENDIX 1: WDA Program Details

1. Programming for Vulnerable and Under-Represented Groups (2021/22 Budget: \$63.2M)

- Includes programs targeted to vulnerable and under-represented groups to address barriers to labour force participation through skills training and employment supports.
- The Skills Training for Employment Program (STE) (\$35M) provides skills training and supports to vulnerable and under-represented populations and are available in communities across the province:
 - Young Adults
 - Young Adults at Risk
 - Older Workers
 - Survivors of Violence and/or Abuse
 - Individuals facing multiple barriers to employment.
- In 2020/21, 98 programs were delivered to support over 5,600 unemployed or underemployed British Columbians to get the skills and supports they need to obtain sustainable employment.
- Other programs under programming for vulnerable and under-represented groups include:
 - Pre-apprenticeship programs delivered by the Industry Training Authority (ITA) (\$10M) that provide pre-apprenticeship training to Indigenous people, women and other equity-seeking groups.
 - Aboriginal Community-Based Training Partnerships program (ACBTP) (\$12M) provides post-secondary education and training in community for Indigenous people.
 - BladeRunners (\$6.2M) program helps at-risk youth obtain and maintain full-time employment.

2. Community Workforce Response Grant (CWRG) (2021/22 Budget: \$10M)

- The CWRG, introduced in September 2018, provides funding to communities and sectors to deliver skills training that responds to their urgent or emerging labour needs.
- The program is flexible with the ability to add or modify streams to meet emerging needs such as labour market disruptions that resulted from COVID-19.

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- Participants receive skills training and other supports such as childcare and transportation.
- The CWRG includes three funding streams:

Stream 1: Emerging Priorities:

- Supports communities undergoing significant shifts in the local labour market (e.g. industry closure, natural disaster such as forest fire or flood, new economic development opportunity).
- Eligible applicants are community representatives such as a non-profit service provider, local government, or major employer in a community with a single resource economy.

Stream 2: Indigenous Communities:

- Provides funding to Indigenous communities so community members can develop skills needed for employment or self-employment.
- Eligible applicants are Indigenous communities, as represented by bands, tribal councils, or organizations that serve First Nations, Métis or Inuit people.

Stream 3: Workforce Shortages:

- Supports sectors and industries to address immediate workforce shortages within the in-demand occupations.
- Provides funding for skills training and employment services for unemployed or underemployed British Columbians.
- Eligible applicants must be a recognized non-profit organization representing a B.C. industry, sector or employer association.
- In 2020/21, 234 projects with communities and sectors were approved to provide skills training and supports for over 4,500 unemployed or underemployed British Columbians in more than 90 communities.

3. BC Employer Training Grant (2021/22 Budget: \$10M - includes \$4M LMDA funding)

- The BC Employer Training Grant supports unemployed and employed British Columbians to access the skills training they need to adapt to the changing requirements of jobs and the labour market while encouraging employer involvement in training of their employees.
- Like the CWRG, the program is flexible and can adapt to emerging employer needs.

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- The ETG includes three funding streams:

Stream 1: Foundational Training:

- Supports unemployed and low-skilled British Columbians to obtain essential, transferable and certified skills to increase their job security and obtain good-paying jobs.
- Training includes industry or sector certification, apprenticeship, occupational certifications (e.g. early childhood education certification), and accredited essential skills.

Stream 2: Technical Training:

- Supports employers to train current or new employees in technical skills in response to automation and technological advancements.
- Training includes new software, technology or machinery.

Stream 3: Workforce Training:

- Supports employers to upgrade their employees' skills and develop their workforce.
- Training includes soft skills, business management, leadership, or other training not supported through the Foundational or Technical streams.
- In 2020/21, over ^{Advice} 10,000 employers have been approved for funding to support skills training for more than 10,000 current or new employees (note: numbers are still being finalized).



APPENDIX 2: WDA 2021/2022 Estimates Budget

Advice/Recommendations; Government Financial Information

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APPENDIX 3: PARTICIPANT SUCCESS STORIES

1. Skills Training for Employment (STE) Program: Individuals Facing Multiple Barriers

Organization Funded: Partners in Resources Inc, Program Name: FreshSTART

Personal Information

STE Program: Survivors of Violence and/or Abuse

Organization Funded: Kiwassa, Program Name: EmPOW3r

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2. Community Workforce Response Grant Program

CWRG: Emerging Priorities Stream

Advice/Recommendations

CWRG: Community Response

Advice/Recommendations

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3. Indigenous Programs

ISTE: Aboriginal Community-Based Training Partnerships

Advice/Recommendations

Personal Information

ISTE: Aboriginal Community-Based Training Partnerships

Advice/Recommendations

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4. Employer Training Grant Program- Examples of projects

Advice/Recommendations; Intergovernmental Communications; Government Financial Information

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Title: Mill Closures – AEST Response

Issue: AEST Skills Training and Supports for Impacted Communities and Workers

Key Messages:

- Our government has taken action and invested \$69 million to support impacted workers and their families, and to enable resilient forest communities.
- As part of the Province’s response, my ministry committed \$12 million over two years to support workers in impacted communities to get the skills training and supports they need to transition to new employment.
- Through these programs, 1,228 people living in impacted communities received services and supports to upskill or transition into new jobs.
- My ministry will continue to support mill-impacted communities and workers through skills training and employment programs.

Background/Status:

- On Sept. 17, 2019, the provincial government announced \$69 million in new measures to support British Columbia forest workers impacted by mill closures and shift reductions in several B.C. Interior communities.
- As part of B.C.’s response, AEST allocated \$12 million in Workforce Development Agreement (WDA) funding to support workers in impacted communities to get the skills training and supports they need to transition to new employment.
- AEST’s response included:
 - expanding contracts in impacted regions to serve impacted people under the existing Skills Training for Employment program (STE); and
 - adding new targeted funding streams to support impacted communities under the BC Employer Training Grant program (ETG) and the Community Workforce Response Grant program (CWRG).
- In 2019/20 and 2020/21, these programs supported a total of 1,228 people living in impacted communities. **See Appendix 1 – Project examples**
- **Community Workforce Response Grant - Community Response Stream (\$5M over two years):**
 - Supported communities impacted by mill closures or curtailments by providing funding for skills training and employment supports for unemployed or precariously employed British Columbians living in impacted communities.
 - The Community Response stream opened on October 18, 2019.
 - Funding supported 30 projects to serve 649 participants.

- Communities or sectors can continue to access funding for skills training and supports. The Emerging Priorities stream is open to communities to address the impacts of mill closures and curtailments. The Workforce Shortages stream is open to sectors, including Forestry, to respond to shifts in labour demands.
- **BC Employer Training Grant – Employment Transition Training Stream (\$2M over two years):**
 - Provided funding to employers – including owners/operators and contractors – in communities impacted by mill closures or shift reductions. Funding supported skills training and supports to transition employers and/or their employees to new business opportunities, new jobs, or new skills in response to labour market shifts.
 - The Employment Transition Training stream opened on October 25, 2019.
 - Funding supported 41 projects, enabling 18 employers to access training themselves or provide training to 74 employees.
- **Skills Training for Employment – Impacted Workers (\$5M over two years):**
 - The Skills Training for Employment program was expanded in 2019/20 to provide access to individuals living in communities impacted by mill closures and shift reductions.
 - Provided access to skills training relevant to the local labour market and employment supports to assist unemployed, underemployed or precariously employed participants in achieving sustainable employment.
 - Through six STE agreements, 632 participants have received services.

APPENDIX 1 – Project Examples

1. Community Workforce Response Grant – Community Response Stream (not complete list: examples only)

Advice/Recommendations

2. B.C. Employer Training Grant – Employment Transition Training Stream

- Small- and medium-sized businesses used approved funding to provide their staff with the training needed to adapt or expand their business as needed, due to effects of closures.
- Employers used funding to provide the training of new skills for existing staff to assist in the restructuring of their operations, in order to retain their staff.
- Sole proprietors working in the forest industry utilized grant funding to expand their skills to enable them to diversify their business or change professions.
- Workers who had lost positions or had been reduced to part time received training that resulted in moving into new and/or full time positions.
- Examples include:

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3. Skills Training for Employment program (STE) – Impacted Workers

The following STE programs were expanded to provide services to impacted workers over two years:

Advice/Recommendations

Title: Labour Market Outlook and Good Jobs Guide

Issue: The *British Columbia Labour Market Outlook* and plan for the 2021 edition.

Key Messages:

- The Labour Market Outlook (LMO) report is a 10-year forecast giving British Columbians the most up-to-date information they need to make informed decisions on careers, skills training, education and hiring. The 2019 LMO was released on March 11, 2020.
- The LMO forecasts 861,000 job openings throughout B.C. between 2019 and 2029. More than three quarters of those job openings, or 77%, will need post-secondary education or training.
- The Good Jobs Guide is a companion document that was released on February 6, 2020, to support people to use the information in the LMO to make career planning decisions.
- The LMO and the Good Jobs Guide can provide students, parents, educators and employers with important information they need to plan their careers and prepare for the labour market.
- These reports were produced prior to the onset of the pandemic, and reflect B.C.'s strong pre-pandemic labour market and economy.
- Given the relatively strong recovery that we have seen, both reports are still relevant.
- The 2021 Edition of the Labour Market Outlook report, which will reflect the impacts of COVID-19 on the B.C. economy and labour market, is expected to be released online later this year. The existing Good Jobs Guide will continue to be available online.

COVID-19 Impact Summary:

- The 2019 Edition of the Labour Market Outlook (LMO) and Good Jobs Guide were produced in advance of the onset of the pandemic. As a result, they reflect the strong pre-pandemic labour market and economy in B.C.
- Given the relatively strong employment recovery we have seen, the results of both reports still provide relevant guidance on the long term outlook for opportunities in the B.C. labour market.
- The “High Opportunity Occupations” identified in the forecast collectively continued to show strong employment growth during the pandemic.

Background/Status:

- The Labour Market Outlook (LMO) provides supply and demand forecasts for all seven regions, 500 occupations and the 59 industries within British Columbia. It also forecasts the skills and competencies needed to succeed over the next 10 years.

- The 10-year forecasts in the LMO are typically updated annually.
- The 2019 LMO was released on March 11, 2020, and Good Jobs Guide on February 6, 2020.
- Although, in 2020, an updated forecast was not released due to uncertainty about the impact of the pandemic, all career, regional and industry profiles have been updated on WorkBC.ca with the forecast data. The data files are also available online on the BC Data Catalogue.
- The LMO is a longer, detailed, technical report; the Good Jobs Guide was intended as a guide for how to use LMO information to make career planning decisions, and to identify training and education pathways.
- The 2019 LMO replaced 2018's "High Demand Occupations" list with a "High Opportunity Occupations" list, by adding wage information to the mix. Compared to other occupations, High Opportunity Occupations are not only expected to experience high demand (like High Demand Occupations), but also to offer relatively higher pay.
 - There are 130 high opportunity occupations identified for B.C. in the 2019 LMO. A High Opportunity Occupations list is also provided for each of the seven economic regions based on region-specific information.
 - Collectively, employment in these occupations continued to grow during the pandemic.
- Access to education and training is key to a good-paying job. About three quarters of future jobs (77%) will require post-secondary education or training:
 - 41% will require a certificate, diploma, or apprenticeship training.
 - 36% will require a bachelor's, graduate or professional degree.
- The number of job openings over 10 years decreased from 903,000 in the 2018 edition of the LMO to 861,000 in this 2019 edition.
- This does not mean that B.C.'s growth prospects have worsened. It is a result of labour market adjustments to reflect potential future labour shortages. The three specific factors are:
 - Slowing population growth over time, which impacts the rate of economic growth which, in turn, results in fewer job openings.
 - Some industries are forecasting lower demand for workers because of increased productivity (e.g. increased automation in finance like more online banking options).
 - More workers are staying in the labour force longer, so there are fewer retirement-related job openings.
- Five industries alone will account for about half of the total projected job openings in B.C. between 2019 and 2029:
 - Health Care and Social Assistance (141,700 job openings).
 - Professional, Scientific and Technical Services (98,800 job openings).
 - Retail Trade (80,900 job openings).
 - Accommodation and Food Services (63,200 job openings).
 - Educational Services (60,400 job openings).



- The industry forecast illustrates the diverse range of future job opportunities that will be available to British Columbians.
- The next edition of the LMO will cover the period of 2021-2031, and will reflect the impacts of both the pandemic and the recovery on B.C.'s labour market and economy. Advice/Recommendations
- The existing Good Jobs Guide will continue to be available online as it provides guidance relevant to today's and the future labour market.

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Title: Sector Labour Market Partnerships (SLMP) program

Issue: SLMP funding enables organizations to undertake research and develop evidence-based solutions to address unique workforce development challenges in B.C.'s sectors.

Key Messages:

<p>Advice/Recommendations</p> <ul style="list-style-type: none">• The SLMP program helps organizations to understand and strategically address sector workforce development challenges in innovative ways. <p>Advice/Recommendations</p> <p>COVID-19 Messages:</p> <p>Advice/Recommendations</p> <ul style="list-style-type: none">• SLMP supports organizations across the province in the design and development of evidence-based solutions that support sector workforce recovery from the impacts of COVID-19.
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Background/Status:

- The Sector Labour Market Partnerships (SLMP) Program is funded through the Canada-BC Labour Market Development Agreement administered by the Ministry of Social Development and Poverty Reduction (SDPR). Funding is transferred to Ministry of Advanced Education and Skills Training (AEST).
- The program provides funding for five discrete types of projects that strategically address sector labour market issues:
 - 1) **Sector engagement and key labour market issue identification.** Engagement and planning projects help bring sectors together to identify workforce challenges and priorities, and to build consensus on how to address them.
 - 2) **Labour market research.** To gain understanding of labour market issues, research projects

gather specific qualitative and quantitative labour market data to enhance understanding of workforce challenges and help develop evidence-based solutions.

- 3) **Strategy development.** To address identified labour market challenges, strategy development projects are based on labour market research and provide an opportunity to develop targeted, evidence-based solutions that provide clear goals, objectives and activities that support positive change.
 - 4) **Implementation projects.** Implementation projects help organizations to develop, test and evaluate new ideas or strategies to address sector workforce challenges.
 - 5) **Evaluating the impact of solutions.** Evaluation projects provide the opportunity to assess the mid- to long-term outcomes and effects of workforce strategies. Evaluation projects help assess if the intended results have been achieved.
- SLMP projects build collaborative partnerships that include diverse perspectives and are intended to last beyond the life of a project.
 - The program prioritizes projects that address strategic workforce development issues, such as economic recovery from COVID-19; improved workforce diversity and inclusion; and building a strong, resilient economy for everyone. This includes projects in B.C.'s construction and trades, tourism, healthcare, and social services sectors.
 - The SLMP program also supports BC's commitments under the Declaration Act, the UN Declaration on the Rights of Indigenous Peoples, and the Truth and Reconciliation Commission Calls to Action by funding Indigenous-led projects that advance the labour market participation of Indigenous peoples.
 - In 2020/21, the SLMP program funded 31 projects supporting 14 sectors, for a total investment of \$6.5M. See Appendix A for a list of current and recent SLMP projects.
 - The 2021/22 budget for SLMP projects is \$6.1M. Of this, \$3.3M is committed to existing projects and \$2.8M remains available to support BC's workforce and economic sectors in responding to, and recovering from, COVID-19.

Appendix A: Current and Previous SLMP Projects

Table 1: Current SLMP Projects

Sector	Organization	Project Purpose	Contract Amount	Contract Start Date	Contract End Date
Agrifoods	BC Landscape and Nursery Association	Implementation. To support the B.C. horticultural industry with their increased recruitment needs due to COVID-19 by raising British Columbians' awareness of job opportunities and career paths in horticulture.	\$225,742.85	2020-08-10	2021-10-29
Agrifoods	North Island College	Implementation. To increase the workforce development capacity of the aquaculture sector through training, marketing and prior learning assessment initiatives.	\$600,000.00	2017-02-08	2022-02-28
Childcare	Early Childhood Educators of BC	Evaluation. To produce and implement a sector-led impact assessment framework to measure the direct and indirect effects of the implementation of the provincial early years learning and care ECL R&RS on the sector.	\$1,824,010.50	2018-12-21	2022-07-26
Construction and Trades	Construction Foundation of BC	Implementation. To develop and test a pathway to accelerate apprenticeship training to support individuals in obtaining an apprenticeship in the construction trades.	\$2,127,000.00	2021-02-12	2023-08-25
Creative	Creative BC Society	Implementation. To increase diversity in BC's below-the-line motion picture workforce by identifying qualified job seekers from under-represented populations, connecting them with employers, and providing them with information and resources on career pathways; and, by providing employers with tools to open up recruitment and develop industry's cultural competency.	\$400,488.00	2021-03-11	2022-11-05

Sector	Organization	Project Purpose	Contract Amount	Contract Start Date	Contract End Date
Forestry	British Columbia Forest Safety Council	Implementation. To increase training opportunities for entry level individuals looking to enter the forest sector and evaluate the efficacy of the sector-led Forestry Fundamentals program.	\$530,403.00	2019-06-26	2022-03-31
Forestry	First Nations Forestry Council	Research and Strategy Development. To examine the role of mentorship in advancing Indigenous workers in the forestry sector and developing tactics to promote retention and career advancement.	\$275,096.00	2021-01-15	2022-02-30
Forestry	Western Forestry Contractors Association	Research and Strategy Development. To create a human resources strategy for the BC silviculture sector informed by updated labour market research to understand labour force composition and workforce development related to recruitment and retention.	\$150,000.00	2020-11-02	2022-01-31
Health Care & Social Services	BC Care Providers	Implementation. Piloting an introductory course for entry-level positions in the home health and independent living sectors.	\$324,560.00	2021-03-03	2022-05-31
Manufacturing	BC Wood Specialties Group	Strategy Development. To develop a strategic plan for the value-added and advanced wood manufacturing sector in BC that will propose short, medium, and long term tactics to increase recruitment and retention and address the challenges identified in the BC Value-added Wood Products: Labour Market Information Report	\$171,650.00	2020-11-06	2021-07-15
Manufacturing	Manufacturing Safety Alliance of BC	Implementation. To develop a competence framework for OHS professionals within the manufacturing sector.	\$200,074.00	2020-02-07	2021-06-30
Marine	Quadrant Marine Institute	Implementation. To develop and evaluate a training program that addresses the upskilling and career progression of technically skilled persons in small and micro enterprises through the provision of essential management tools, training and mentorship programming in the small craft marine sector.	\$314,714.34	2019-07-01	2021-07-31

Sector	Organization	Project Purpose	Contract Amount	Contract Start Date	Contract End Date
Mining	Coast Mountain College - Centre of Training Excellence in Mining	Implementation. To implement and evaluate CTEM's underground miner training program.	\$515,888.00	2020-02-10	2022-03-25
Mining	Coast Mountain College - Centre of Training Excellence in Mining	Research and Strategy Development. To help meet the mining sector's future skills and training needs by developing an evidence-based, cohesive, forward-looking and responsive strategy for identifying in demand skills and recommendations for enhanced mine sector training.	\$294,322.00	2020-11-01	2022-04-29
Mining	Tahltan Central Government	Implementation. To increase the participation of Indigenous peoples in the mining sector in northern British Columbia, through the development and implementation of a skills inventory for the Tahltan Nation.	\$211,460.21	2019-11-15	2021-05-28
Public Administration (Local Government)	Metro Vancouver Regional District Labour Relations Service	Research. To better understand the challenge of workforce supply shortages for the local public administration occupations within the Mainland/Southwest economic region	\$98,390.00	2019-05-24	2020-06-30
Small Business	The British Columbia Chamber of Commerce	Strategy Development. To develop regionally customized "Resiliency, Restart and Transition to Recovery Playbooks" to provide small businesses across the province with strategies to effectively respond and adapt to COVID-19 workforce challenges during and after the pandemic.	\$273,500.00	2020-11-04	2021-12-17
Technology	First Nations Technology Council	Research. To provide current labour market research that identifies employment trends, in-demand jobs, barriers, and emerging skill needs (across sectors) in each economic region, allowing Indigenous peoples better access to the growing provincial digital economy.	\$1,349,644.00	2019-11-25	2022-03-15

Sector	Organization	Project Purpose	Contract Amount	Contract Start Date	Contract End Date
Technology	HR Tech Group	Implementation. To increase the attraction, retention and advancement of women, Indigenous peoples, individuals with diverse abilities, and other under-represented groups in skilled occupations within B.C.'s technology sector through the implementation of diversity and inclusion strategies to recruit, retain and support career development in these professions.	\$1,680,118.93	2019-05-21	2021-07-30
Tourism & Hospitality	go2HR	Research. To provide an evidence based understanding of tourism and hospitality labour needs in each region of BC to support the sector's recovery from COVID-19 in the coming years.	\$290,125.00	2021-01-15	2022-03-31
Tourism & Hospitality	Indigenous Tourism BC	Research and Strategy Development. To conduct labour market research to inform understand the specific needs and challenges of Indigenous tourism sector, and develop a strategic approach to address labour market challenges in one of the province's highest-potential sectors.	\$440,010.00	2019-11-07	2021-06-30
Transportation	Western Transportation Advisory Council (WESTAC)	Research. To develop a strategy to assist the freight transportation industry's workforce adapt to increasing technology adoption.	\$164,764.00	2021-03-09	2022-05-31

Table 2. Previous SLMP Projects 2020/21

Sector	Organization	Project Purpose	Contract Amount	Contract Start Date	Contract End Date
Clean Economy	The Delphi Group	Engagement, Research, and Strategy Development. To develop a CleanBC Workforce Readiness Plan to support British Columbians to get the skills they need to take advantage of the opportunities presented by the clean economy.	\$730,141.00	2018-10-29	2020-05-30

Sector	Organization	Project Purpose	Contract Amount	Contract Start Date	Contract End Date
Construction and Trades	BC Construction Association	Implementation. To increase retention and advancement of women in the building trades by implementing targeted supports within companies to address the existing systemic challenges faced by women in the trades.	\$1,161,320.00	2018-05-07	2021-03-31
Construction and Trades	BC Federation of Labour	Implementation. To increase retention and advancement of women in the building trades by implementing targeted supports within companies and through mentorship to address the existing systemic challenges faced by women in the trades	\$1,031,306.00	2018-05-02	2020-05-01
Construction and Trades	Construction Foundation of BC	Implementation. To prepare youth for skilled employment opportunities post-graduation, by providing the ability to learn about attributes employers want in new hires and gain practical workplace skills.	\$1,275,045.00	2018-06-03	2020-10-30
Construction and Trades	SkillSource	Strategy Development. To develop an Apprenticeship Cooperative Training (ACT) model that considers B.C.'s specific context and develop an implementation plan for piloting the model.	\$279,227.00	2020-02-27	2021-02-28
Creative	Digi BC	Research. To gather baseline data that will describe the composition of the Creative Tech sub-sector and inform the development of a Creative Technology Sector Education Strategy.	\$492,355.00	2019-12-20	2021-02-28
Financial Services, Insurance & Real Estate	Building Operators Managers Association (BOMA)	Implementation. To support the commercial real estate sector in defining the career pathways including: defining core competencies, assessment tools and learning resources for commercial property managers and building operators in BC.	\$202,070.00	2020-03-06	2021-01-31
Health Care & Social Services	Federation of Community Social Services of BC	Research. To obtain updated labour market information for the BC social service sector so that existing and emerging workforce issues may be addressed.	\$249,800.00	2018-05-10	2020-08-31

Title: LNG Workforce Implications

Issue: The labour market impact of LNG Canada and Coastal Gaslink investments

Key Messages:

- Government is committed to building a strong, sustainable economy that delivers good jobs for local communities, First Nations and British Columbians throughout the province.
- Collectively, LNG Canada and Coastal GasLink will create up to 10,000 jobs during the construction of the export facility and connecting pipeline. The LNG Canada project will require 350 to 450 jobs for operations, with the initial startup and commissioning of the export facility scheduled for mid-decade. Additional jobs will be generated in upstream gas development in the Peace Region.
- The LNG Canada project has already awarded approximately \$3 billion in contracts in B.C. and Canada. Local and First Nations businesses are benefiting.
- We're increasing access to affordable education and skills training, so employers have a skilled workforce to meet labour demand and their operations can thrive and prosper.

COVID Messaging:

- Our Government remains committed to working with the companies to encourage hiring of British Columbians, including Indigenous residents, as much as possible.
- We recognize that concerns have been raised about the impact COVID-19 has had on jobs and contracts associated with LNG Canada and Coastal GasLink. Both projects are progressing and construction activities have increased again with COVID-19 protocols in place.
- The LNG Secretariat continues to work closely with LNG Canada and Coastal GasLink to ensure both projects remain responsive to the orders and guidance released by the Provincial Health Officer.

Background/Status:

- The LNG Canada joint venture is building a liquefied natural gas (LNG) export facility in Kitimat. TC Energy is building the connecting 670-km Coastal GasLink pipeline that will transport natural gas from Northeast British Columbia to the LNG Canada export facility.
- There will also be increased natural gas production in Northeast associated with this project. This is expected to start mid decade in advance of the export operation.
- The LNG Canada project received a positive Final Investment Decision in October 2018 and construction is underway. It is estimated to be operational by mid-decade.
- The project will provide jobs throughout the North and in other regions of the province. The construction jobs, estimated to total 10,000 during the peak construction years, are temporary.

Contact: Catherine Poole, A/ADM, Workforce Innovation and Skills Training Division

Last Updated: April 6, 2021

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After that, it is estimated that there will be 350 - 450 permanent operations jobs associated with the LNG export facility and pipeline. In addition, there will be associated jobs in the Northeast related to expanded upstream natural gas production.

- Advice/Recommendations; Intergovernmental Communications; Government Financial Information

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COVID Background

- The COVID-19 pandemic resulted in the Provincial Health Officer ordering workforce reductions in industrial camps in December 2020. That order applied to five major projects, including LNG Canada and Coastal GasLink, in the Northern Health region.
- Construction and workforce activities were significantly reduced for approximately three months following the order. Those activities have since increased with both LNG Canada and Coastal GasLink having approved Restart Plans in place.
- On February 18, 2021, TC Energy, as part of its earnings report, indicated that the Coastal GasLink project's costs are expected to increase significantly and the construction schedule will be delayed due to scope increases, permit delays and the impacts from COVID-19.
- The project remains on a timeline that will see the export facility in operation around mid-decade. Following Coastal GasLink's earnings report, LNG Canada's CEO made public comments that focused on the project's timelines and cost indicating that Coastal GasLink will be expected to "live up to their commitments around costs and schedule".

Title: Labour Market Impact of COVID-19

Issue: Impact of the pandemic on the B.C. labour market

Key Messages:

- The COVID-19 pandemic has impacted economies in B.C., across Canada, and around the world.
- B.C.'s economy remains one of the strongest in Canada, having created jobs in 11 of the past 12 months, surpassing pre-pandemic employment levels in March 2021.
 - Employment in B.C. dropped by 43,100 in April 2021, losing most of the recent gains in February (26,600) and March (35,000). Employment in April 2021 was 23,200 below pre-pandemic (February 2020) levels.
 - In April, part-time work (37,400) led the employment losses, with full-time work decreasing (5,700).
 - Both women (13,300) and men (29,800) saw employment losses in April.
 - Youth (age 15-24) employment decreased by 26,700 in April, following the strong gains in January (9,700), February (14,500) and March (23,300). The youth unemployment rate decreased by 0.5 percentage points, to 11.6% in April as youth were not actively looking for work, and as a result were not counted in the labour force or unemployed. The youth unemployment rate is down from the peak of 29% in May and June 2020, yet it is still up 2.2 percentage points since the pre-pandemic rate in February 2020 (9.4%).
 - The number of unemployed increased by only 800 in April as many of those who lost employment are counted as “not in the labour force” rather than unemployed, because they were not looking for work .
 - The unemployment rate increased 0.2 percentage points to 7.1%. The February 2020 pre-COVID-19 unemployment rate was 5.1%.
 - B.C.'s unemployment rate (7.1%) is below Canada's (8.1%).
- That being said, we recognize that some people and businesses have been impacted more severely than others.
- Despite COVID-19 impacts, B.C. is an economic leader in Canada. This, together with B.C.'s exceptional cooperation in managing the health-care crisis, puts us on a solid foundation for economic recovery.

Background/Status:

- The impact of COVID-19 on the B.C. labour market is measured using the results from the Labour Force Survey (LFS) and comparing them to pre-COVID LFS results (February 2020).

Contact: Susan Parhar, Executive Director Labour Market Insights, Evaluation and Outreach 250-415-4166

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- Following the decline in employment of 410,600 (-15.5%) in March and April 2020, employment increased for 11 of the 12 months following, leading to a **net employment decline of 23,200 since pre-COVID levels**.
 - Many of those who lost employment in March and April were counted as “not in the labour force” rather than unemployed, because they wanted work but did not look, likely for reasons directly related to COVID-19, such as self-isolation, physical distancing and business shutdowns.
 - In the following months, this trend reversed, with the labour force increasing as more people started looking for work. Some found employment, while others were unemployed.
 - The **labour force in British Columbia is now higher than pre-COVID level**, up 1.2% (+33,800) from February 2020.

Employment Impact:

- **Youth (age 15-24) continue to have a volatile recovery:**
 - Youth (age 15-24) employment decreased by 26,700 in April, following the strong gains in January (9,700), February (14,500) and March (23,300).
 - The youth unemployment rate decreased by 0.5 percentage points, to 11.6% in April as youth were not actively looking for work, and as a result were not counted in the labour force or unemployed. The youth unemployment rate is down from the peak of 29% in May and June 2020, yet it is still up 2.2 percentage points since the pre-pandemic rate in February 2020 (9.4%).
- As well, **those without post-secondary education were initially more impacted and have had a more volatile recovery**. As of April 2021, those employed with no post-secondary education decreased by 4.0% from February 2020, whereas those with post-secondary education had an increase of 0.6%.
- Of those who are currently unemployed, 90,500 are women and 108,400 are men. As of April 2021, the unemployment rate is 6.7% for women and 7.3% for men.
- Employment fell 5.5% for young women and fell 9.1% for young men in April. Many were out of the labour force, lowering the participation rate by 4 percentage points for young women (63.7%) and 6.6 percentage points for young men (62.8%).
- **Employment fell mostly in part-time work in April but remained 4.0% above pre-pandemic level** (22,100), whereas full-time employment were little changed this month but remained 2.2% below the pre-pandemic level (45,400). The number of people working part-time involuntarily remained high at 135,000 (Feb 2020 was 86,900).
- **Private sector employment has had the greatest decline during the pandemic**, with a decrease of 53,100 (-3.1%). Public sector employment is up 51,700 (+10.8%) and self-employment is down 21,900 (-4.6%) since February 2020.
- **The unemployment rate in February 2020, before COVID-19 was 5.1%. It peaked at 13.4% in May 2020 and was 7.1% in April 2021.**
- **In April 2021, there were 198,900 unemployed persons, an increase of +57,000 (+40.2%) from February 2020.** However, the number of the temporary layoffs decreased dramatically, from a peak of 168,200 in May 2020 down to 17,800 in April 2021.

- Statistics Canada recognizes that the COVID-19 economic shutdown has not been equally felt by all Canadians and is therefore asking survey respondents to report which population groups they belong to. **StatsCan uses the Employment Equity Act definition, that visible minorities are "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour."**
 - **In April, the unemployment rate in B.C. was 7.7% for visible minorities (VM) and 6.4% for non-visible minorities.** In Canada, the unemployment rate was 9.9% for visible minorities (VM) and 7.6% for non-visible minorities.

Employment impact by industry:

- Cumulative employment losses since February 2020 in the sectors are led by Accommodation and food services (45,300), Construction (31,300), Wholesale and retail trade (13,400) and Other services (except public administration) (12,600).
- Cumulative employment gains since February 2020 in the sectors are led by Professional, scientific and technical services (38,200), Health care and social assistance (20,200), Public administration (16,500) and Manufacturing (14,200).

Employment impact by occupation:

- Employment declines continue to be dominated by Sales and service occupations, where employment remains down 79,900. Management occupations are down 30,500, followed by Trades, transport and equipment operators and related occupations by 20,500.
- To date, employment gains were led by Natural and applied sciences and related occupations (47,500), Education, law, government, community, social service (23,500), Business, Finance and Administration occupations (23,500), Natural resources, agriculture, and related production occupations (13,000) and Health occupations (12,500).

Employment impact by region:

Note: Due to small sample sizes, Labour Force Survey data for smaller regions (e.g. Kootenay, North Coast & Nechako, Northeast) are less reliable than for larger regions.

- **All regions experienced employment losses between February and April**, with employment declines in the industries most directly affected by physical distancing restrictions: tourism & hospitality industries (e.g. accommodation and food and culture and recreation), repair and personal services, and retail trade.
- Generally, impact varied from region to region based on the relative importance of these industries compared to other industries where physical distancing restrictions had less direct impact.
- **Thompson-Okanagan (-2.7%) and Lower Mainland-Southwest (-0.8%) were more severely affected** because of its greater reliance on the accommodation and food industries which, in turn, are more dependent on office workers, business travellers and tourists.
- Other regions now have employment higher than before the pandemic started, such as North Coast & Nechako (+6.5%) and the Cariboo (+4.9%), because of their higher concentration of natural resource primary and manufacturing industries that were less affected by restrictions.
- Impact continue to be largest in the Lower Mainland-Southwest, which saw slower employment growth relative to other regions.



Employment Change by Region (April 2021)*

Cariboo	4.9%
North Coast & Nechako	6.5%
Kootenay	6.9%
Vancouver Island & Coast	-0.1%
Northeast	-0.5%
Lower Mainland-Southwest	-0.8%
Thompson-Okanagan	-2.7%

**Percentage change since February 2020, three-month moving average*

Title: WorkBC.ca

Issue: The WorkBC website, and related tools and services, provide career, skills training and labour market information to the public, employers, workers and stakeholders.

Key Messages:

- WorkBC.ca supports people to find jobs, plan careers and learn about skills training.
- WorkBC.ca is one of the most highly-accessed government websites, with over 4.5 million visits in 2020/2021.
- The website is regularly updated with new content, tools and resources to ensure people are provided with the most current information related to work and career support.
Highlights include:
 - The Career Transition Tool helps people identify what careers they may be able to transition to, based on their current occupation.
 - The new Career Search Tool lets people explore up to 500 career opportunities, based on their unique preferences such as occupational interest, education and region.
 - The *WorkBC Parent's Guide* and *BC's Career Guide for Indigenous People* publications offer a wide range of information on programs, services and resources to support career planning.
- WorkBC.ca helps British Columbians by providing comprehensive information on jobs, careers, skills and labour market trends.
- In addition, to complement WorkBC.ca, AEST participates in virtual events and career fairs for the public.

COVID-19 Messages

- WorkBC.ca supports B.C.'s plan for economic recovery by providing access to various supports and resources for job seekers to find work and employers to fill jobs, including the job board, the Career Transition Tool and a dedicated COVID-19 page.

Background/Status:

- The target audiences for WorkBC.ca are job seekers, career explorers, students, parents, educators, and employers. Specific content is provided for Indigenous people, women, youth, mature workers, and persons with disabilities.
- WorkBC.ca is regularly updated with new content, tools and resources focused on career planning, employment services, skills training, labour market and industry forecasts and profiles, and resources for employers, including:

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- Career-related tools and resources – 500 career profiles, 147 Career Trek videos, Career Compass self-assessment quizzes, Cost of Living Calculator, Career Transition Tool and Career Search Tool.
- Publications – WorkBC Parents’ Guide and BC’s Career Guide for Indigenous People offer information to support career planning for targeted audiences.
- B.C. labour market and employment data and forecasts centred on specific information related to regions, industries and careers – e.g. Labour Market Outlook.
- Links to WorkBC Centres (in-person centres across the province that help people to find employment) and other labour market programs and services.
- Job board – B.C. job postings, connecting job seekers and employers.
- AEST also connects directly with British Columbians through the Find Your Fit (FYF) Tour and through WorkBC booths at events. In 2020/21, FYF and in-person events were put on hold, but will be reinitiated when safe to do so. Virtual events were attended where possible to provide career information.
- AEST actively engages with the public through social media channels (169,148 followers), as well as through phone, email and live chat via the WorkBC Contact Centre.
- Information sharing, through an annual information campaign, included traditional media as well as a new FindYourPlace microsite.

Connecting with British Columbians		
<i>April 1, 2020 to March 31, 2021</i>		
Online	WorkBC.ca	4,576,179 visits
	Jobs	37,062 postings 102,081 vacancies
	Videos	147 Career Trek videos 8 Job Tips and Tool videos
	Career Tools	7 interactive tools
	Social Media	169,148 followers
Direct Connections	Find Your Fit	N/A - Cancelled due to COVID-19
	Virtual Events	15 events attended
	Research	211 participants engaged
Sharing Information	Information Campaign	Advertising (online and traditional media)
	Publications	1,700 guides distributed

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Title: Accountability Framework Overview

Issue: Key facts related to the B.C. public post-secondary Accountability Framework

Key Messages:

- It is critical that public post-secondary institutions provide quality education that is responsive to the needs of students, employers and our economy.
- The Accountability Framework was established as an annual reporting activity to ensure that all public post-secondary institutions are accountable to the British Columbians whom they serve, particularly students, industry, government, and boards.
- The framework ensures my Ministry is accountable to the public for the quality, relevance, and performance of the public post-secondary system; making certain British Columbians have access to the quality education needed to succeed.

COVID-19 Messages:

- The Accountability Framework has an established process wherein institutions may request timeline extensions.
- For the upcoming 2020/21 reporting cycle, my Ministry has reduced reporting requirements from institutions on planning for 2021/22 mandate priorities due to delayed budget and mandate letter timelines.

Background/Status:

- While Institutions operate independent from government, they remain part of the government reporting entity (GRE) and are accountable to the public, and to government as their primary investor and shareholder.
- Government, in turn, is responsible to set the overall strategic direction for the sector and has developed an Accountability Framework in partnership with the sector, ensuring that the sector delivers the essential post-secondary education and skills training that British Columbians require to succeed.
- The strategic objectives in the Accountability Framework support government's key commitments to British Columbians to deliver affordability in our communities, invest in good jobs and livelihoods, and provide better health care.
- The Framework includes 16 performance measures - 9 of which institutions are required to report on annually. The remaining 7 are system level measures reported by the ministry.
- Each year, all 25 public post-secondary institutions are required to submit an Institutional Accountability Plan and Report (IAPR) to the Minister. IAPRs are the mechanism for institutions to report progress on Mandated priorities and results on established performance measures.

- IAPRs are typically published on the Ministry website in September. A system-wide highlights document on the Accountability Framework is also published at the same time.
- The Accountability Framework measures are developed and maintained collaboratively with the institutions through the Performance Measures Working Group.
- During the 2018/19 reporting cycle, a second measure of affordability was added at the system level: Undergraduate tuition and fees as a percent of median household income. The measure complements the existing affordability measure and allows for interprovincial and national comparisons.

Strategic Objectives

- **Capacity** – public post-secondary system has sufficient capacity to meet the evolving needs of the province
- **Access** – public post-secondary system provides equitable and affordable access for residents
- **Quality** – public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students
- **Relevance** – public post-secondary system is relevant and has the breadth and depth of programming to meet the evolving economic needs of the province
- **Efficiency** – public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments

Performance Measures Working Group

- The Performance Measures Working Group consists of 4 Ministry representatives and 5 Institutional representatives.
- The Working Group is tasked with:
 - Evaluating existing data collection and reporting mechanisms
 - Providing advice and recommendations on new measures
 - Providing definitions and operational specifications of performance measures

Performance Measures

Reporting Reference Periods for the 2020/21 Report

Performance Measure	Academic Year	Fiscal Year	Survey Year	Measure
1. Student spaces (total, health, developmental, medical)		2020/21		Institutional
2. Credentials awarded		2017/18-2019/20		Institutional
3. Indigenous student spaces		2019/20		Institutional
4. Student satisfaction with education			2020	Institutional
5. Student assessment of the quality of instruction			2020	Institutional
6. Student assessment of skill development			2020	Institutional

7. Student assessment of the usefulness of knowledge and skills in job performance			2020	Institutional
8. Unemployment rate			2020	Institutional
9. Sponsored research funding		2019/20		Institutional
10. Transition rate of high school students to public post-secondary education	2017/18 – 2019/20			System
11. Loan repayment as a percent of income			2020	System
12. Year to year retention rate	2018/19 – 2019/20			System
13. Time to completion		2009/10 – 2019/20		System
14. Credentials awarded to Indigenous students		2019/20		System
15. Participation rate	2019/20			System
16. Undergraduate tuition and fees as a percent of median household income	2018/19		2019	System

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Title: Mandate Letters for Public Post-Secondary Institutions

Issue: Ensuring public post-secondary institution accountability

Key Messages:

- Building a better British Columbia requires a post-secondary system that helps all people reach their full potential.
 - The 2021/22 Mandate Letter outlines key priorities for public post-secondary institutions and supports the government’s five principles of putting people first, lasting and meaningful reconciliation, equity and anti-racism, a better future through climate change, and a strong, sustainable economy that works for everyone.
- COVID-19 Message:
- This year’s Mandate Letter has made economic recovery from the COVID-19 pandemic a central priority, and recognizes the significant imperative of supporting students to succeed in the context of the COVID-19 pandemic.

COVID-19 Impact Summary:

Advice/Recommendations

Background/Status:

- The 2021/2022 Mandate Letter for public post-secondary institutions builds on the post-secondary system’s successes in 2020/21, while reflecting government’s new mandate and the significant shifts that have resulted from the COVID-19 pandemic. Some elements of the priorities, however, continue from previous years. The priorities reflect what will be expected in the first year of the Minister’s four-year Mandate Letter.
- Priorities in the 2021/2022 public post-secondary institution Mandate Letter:
 1. Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.’s Post-Secondary Sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts.
 2. Work with the Ministry, communities, employers, and industry to implement economic recovery initiatives for British Columbians impacted by COVID -19, including vulnerable and underrepresented groups, to participate fully in economic recovery.
 3. Fully engage with the Ministry in implementing mandate commitments to support a future-ready post-secondary system that increases access to post-secondary education and skills training and high-demand jobs for British Columbians.
- After Budget Day, and upon approval from Cabinet, the Mandate Letter will be sent to institutions for their Board Chair’s signature.

Contact: Chelsea Chalifour Executive Director

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- The final Mandate Letters will be posted on the Ministry and institution websites.
- To demonstrate accountability, institutions are required to report progress on the Mandate Letter priorities in their annual Institutional Accountability Plan and Reports (IAPRs), which are posted publically in fall of each year.

Advice/Recommendations

Attachment: 2021/22 PSI mandate letter

Title: Post-Secondary Quality Assurance

Issue: The quality assurance framework for post-secondary programs at public and private institutions

Key Messages:

- Institutions have primary responsibility for program quality.
- High-quality programs are essential for ensuring that all British Columbians have accessible, responsive and future-focused post-secondary education and training that leads to good paying jobs.
- My ministry's framework for assuring post-secondary system quality includes: (1) degree authorization; (2) quality assurance process audits; (3) regulation of private training institutions under the Private Training Act (PTA); and (4) Education Quality Assurance (EQA) designation.

COVID-19 Messages:

- My ministry is monitoring institutions' online delivery to better understand the challenges institutions face and to help ensure all institutions deploy the expertise and resources necessary.
- Starting in October 2020, international students were able to come into Canada to study if an institution had an approved COVID readiness and quarantine plan. Though EQA, institution plans were reviewed in coordination with the Provincial Health Office. EQA also monitors the number of international student arrivals.
- As of February 21, 2021, individuals travelling by air (unless exempted) are required by the federal government to stay in an authorized hotel while they await the results of the COVID-19 molecular test they take on arrival. International travelers are also required to pay for the cost of the hotel stay, as well as the associated costs, which are understood to total about \$2,000.

Background/Status:

Degree Authorization

- Under legislation, British Columbia public and private institutions cannot provide or grant a degree without Minister's approval/consent.
- Degree authorization processes ensure that degrees cannot be offered in British Columbia unless they meet province-wide degree quality standards.
- The Degree Quality Assessment Board (DQAB) is an independent advisory Board to the Minister that oversees quality assessment processes and makes recommendations on whether degree proposals meet the Province's quality standards.

Contact Jamie Edwardson

Executive Director

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- Private degree-granting institutions are subject to additional requirements: degree programs are normally re-reviewed by the DQAB every 5 years; institutions must submit annual reports to the Ministry; and the DQAB monitors institutions for compliance with the quality standards.
- The DQAB receives, on average, 50 applications for degree programs, exempt status and use of the word “university” per year.
- 2019/20 DQAB Data:
 - 54 new applications (23 from Publics; 31 from Privates)
 - 14 withdrawn applications
 - 25 applications received Board recommendations
 - 24 Minister approved (12 Publics) or received consent (12 Privates).

Quality Assurance Process Audits

- Quality audits assess internal quality review processes at public post-secondary institutions to ensure programs remain current, relevant to students, and are of high quality.
- In 2020/21, the University of the Fraser Valley will undergo the audit.
- Since 2016: 12 institutions have completed the audit: BCIT; Camosun College; Douglas College; Kwantlen Polytechnic University; Okanagan College; Royal Roads University; Simon Fraser University; Vancouver Community College; UBC-Vancouver; University of Victoria; Vancouver Island University, and Thompson Rivers University. University of the Fraser Valley is nearing completion (Summer 2021).

Private Training Act

- Under legislation, private training institutions are required to hold a certificate if they offer a career-related program with 40 hours or more of instructional time and tuition of at least \$4,000.
- The following classes of programs require Private Training Institutions Branch (PTIB) approval:
 - Class A – Career-related programs with 40 or more hours of instruction, for which tuition is at least \$4,000.
 - Class B – Career-related programs at designated/interim designated institutions, other than Class A programs, for which tuition is at least \$1,000.
 - Class C – Language programs at designated/interim designated institutions that are longer than 6 months or for which tuition is at least \$4,000.
- The program approval process ensures that programs meet legislated requirements.
- Designation is a type of certification associated with a higher level of quality. Designated institutions are subject to additional requirements including program reviews.
- There are over 300 certified institutions under the Private Training Branch.

Education Quality Assurance

- EQA designation is the provincial seal for a quality post-secondary institution. EQA is a policy-based designation that institutions apply for.

- EQA is open to all institution types (public or private) if they meet and maintain EQA requirements related to corporate and educational activities, in areas such as legal compliance and advertising, and suitability criteria such as its history of student complaints and institutional history with StudentAid BC designation.
- Institutions apply for EQA annually. Ministry staff undertake a comprehensive review of the institution against the EQA requirements.
- The EQA assessment process does not include any substantive assessment of program quality; it relies on an institution being in compliance with the applicable regulatory scheme, e.g., *Degree Authorization Act*, *Private Training Act*.
- EQA designated institutions are placed on the Designated Learning Institutions (DLI) List maintained by Immigration, Refugees and Citizenship Canada. Institutions can only host international students on study permits if the institution is EQA-designated and on the Federal DLI list.
- The current DLI list is available at <http://www.cic.gc.ca/english/study/study-institutions-list.asp>.
- As of April 2021, approximately 265 BC institutions have EQA designation.

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Title: Canadian Health Care Academy (CHCA) cancellation

Issue: CHCA's appeal of Ministry's cancellation decision – Appeal dismissed by PTIB Commissioner

Key Messages:

- Our government is committed to the fair treatment of students in private training institutions.
- In October 2020, the BC College of Nurse and Midwives (BCCNM) – which is responsible for regulating nurses – withdrew recognition of CHCA's Licensed Practical Nursing programs due to long standing deficiencies.
- The Registrar of the Private Training Institutions Branch (PTIB) of my Ministry further cancelled CHCA's certificate for failing to meet the requirements of BCCNM, which is a requirement of CHCA's certification with PTIB.
- CHCA filed an appeal of the cancellation decision with the PTIB commissioner, a position established under the *Private Training Act* to provide institutions recourse in these matters.
- On April 29, 2021, the PTIB Commissioner dismissed the appeal, finding it had no merit.
- Our government's priority is to ensure that students misled by an institution or impacted by a cancellation can find alternate training or receive a refund so they can move on.
- Former CHCA students made 51 claims on the Student Tuition Protection Fund.
- 48 claims of the claims have been adjudicated.
- My Ministry arranged for 41 of the nursing students to complete their training at Vancouver Community College, supported by tuition refunds from the Fund.
- ^{Persona} additional students have received refunds from the Fund directly.

Background/Status:

- CHCA was a certified private training institution for over 20 years until the cancellation by the Registrar, effective October 16, 2020.
- CHCA offered nursing (LPN and LPN Access) and related programs from its locations in Surrey and Vancouver.
- CHCA was also designated for student financial assistance through StudentAid BC, and had held BC's Education Quality Assurance (EQA) designation.
- The BC College of Nurses and Midwives (BCCNM) regulates nursing professionals and sets the requirements to be met for nursing professionals in BC. One of these requirements is that nurses must successfully complete a program recognized by BCCNM.

- Effective October 16, 2020, BCCNM withdrew its recognition of CHCA's Licensed Practical Nursing (LPN) programs after a prolonged review of the institution's suitability to offer nurse training programs due to long standing deficiencies.
- On the same day, pursuant to Private Training Regulation, s. 18(2)(l), the Registrar of PTIB cancelled the certificate of CHCA for failing to meet the requirements of BCCNM, a requirement of CHCA's certification.
- Subsequently, the ministry arranged pathways such that impacted students could continue their studies at Vancouver Community College (VCC) .
- When BCCNM withdrew recognition, it left the 51 students who were in-progress without a clear path to licensure.
- Graduating from an unrecognized program would mean going through a, potentially, lengthy assessment process with the BCCNM at the students' expense (approximately \$3000).
- The PTIB Registrar cancelled the certificates in order to protect those students and facilitate a train-out/transfer to a BCCNM recognized program.
- On November 16, 2020, CHCA filed an appeal of the cancellation decision with the PTIB Commissioner.
- On December 15, 2020, CHCA filed a petition in BC Supreme Court against BCCNM as well as the Ministry of Health, the Ministry of Advanced Education and Skills Training, and PTIB.
- CHCA's petition focuses on asking for a Judicial Review of the education review processes and the bylaws of BCCNM that regulate nursing programs that led to BCCNM's withdrawal of recognition.
- On April 29, 2021, the Commissioner issued his decision to dismiss CHCA's appeal as having to merit and awarding costs to the Ministry.

Advice/Recommendations

Title: Private Training Institutions Branch – Ombudsperson Recommendations

Issue: Update: Ombudsperson monitoring recommendations resulting from its 2015 systemic review of oversight of private training institutions

Key Messages:

- Our government is committed to fair treatment of all students, including students in private career training institutions.
- In 2015, the Ombudsperson offered 36 recommendations targeted towards the legislation in place at the time: the former *Private Career Training Institutions Act*.
- The recommendations focused on measures to improve student protection through enhanced oversight of private training institutions and providing for an effective mechanism for students to make complaints about institutions.
- The Ombudsperson published an update in September 2018 confirming 19 of the 36 recommendations had been implemented by the ministry.
- Advice/Recommendations
- A considerable amount of work has been done to improve the oversight of private training institutions and continues on the remaining recommendations, and we welcome the Ombudsperson's continued review of our progress.

Background/Status:

- In February 2014, the Office of the Ombudsperson initiated a systemic investigation into the oversight of private career training institutions in British Columbia.
- The investigation stemmed from student complaints received by the Ombudsperson regarding the perceived inability of PCTIA to adequately respond to student complaints about institutions; alleged difficulty that students encounter in accessing tuition refunds through the Student Training Completion Fund; and, concerns regarding monitoring and enforcement of educational standards.
- The Ombudsperson's final report was published March 23, 2015 and contains 36 recommendations.
- The recommendations focus mainly on measures to improve protection for students attending career training institutions through enhanced oversight of private institutions.
- An update was published in September 2018 confirming 19 of the 36 recommendations had been implemented.
- Over the past five years, the Ministry has continued to work with the Ombudsperson and has made substantial progress on implementing the other remaining recommendations.



- Ministry staff anticipate that approximately 90% of the recommendations will be implemented, in full or in part by the end of 2021. A few remaining recommendations relate to the *Private Training Act* and will require legislative amendment to fully implement.

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Title: Private Training Institutions Branch – Public Protections

Issue: Private training student protection and institution oversight

Key Messages:

- Our government is committed to the fair treatment of students in private institutions.
- Private training institutions are inspected regularly, and my ministry has a number of enforcement mechanisms available for institutions that do not comply.
- There is a formal complaint mechanism for students who believe they were misled.
- In the event of a closure of a private institution, my ministry acts quickly to find alternate training or provide a refund so students can move on.
- My ministry's Private Training Institution Branch website has information for students about institutions, programs, compliance history and complaint mechanisms.
- My ministry regulates over 300 certified private training institutions that offer more than 3,000 programs, expanding the range of education and training opportunities for students in BC.

COVID-19 Messages:

- My ministry continues to work with private institutions to mitigate the impacts of COVID-19 on students and institutions.
- Most institutions were able to quickly pivot programs to an online delivery model, allowing them to continue to deliver programs and minimizing the disruption to students' training.

COVID-19 Impact Summary:

- 6 institutions have closed due to COVID-related financial problems; only one had claims on the Student Tuition Protection Fund (approximately 260 claims).
- COVID-19 has impacted institutions disproportionately.
- In general, institutions have faced greater financial and enrolment challenges if they:
 - are more heavily reliant on international students, or
 - have a significant hands-on component that is not well suited to online delivery.
- Due to the financial and student enrolment data reporting cycle for private institutions, a clearer picture of the impacts of COVID-19 will not be available until fall 2021.

Background/Status:

- The *Private Training Act* (PTA) and associated regulations came into force on September 1, 2016.

- Private training institutions in B.C. must be certified under the PTA if they provide at least one career-related program that has 40 hours or more of instructional time and tuition of at least \$4,000.
- Institutions must comply with compliance standards set out in legislation, including standards for programs, student contracts, instructor qualifications, fees, and tuition refunds.
- The Ministry conducts inspections for all institutions applying for a certificate for the first time, and on a routine basis to assess the compliance of certified institutions.
- Institutions must have a dispute resolution policy that describes how the institution handles student complaints.
- If a student feels they were misled and is unable to resolve an issue with an institution, then they can file a complaint with the Ministry and request a refund from the Student Tuition Protection Fund.
- Anyone can make a general complaint to the Ministry about an institution.
- Students can also make a claim on the Fund for a tuition refund if their institution closes before they are able to complete their approved program.
- Over 50,000 students are enrolled annually at institutions certified with the Private Training Institutions Branch of the Ministry.



Title: West Shore Post-Secondary Access

Issue: Expansion of Post-Secondary Education Opportunities on West Shore

Key Messages:

Advice/Recommendations

COVID-19 Messages:
Advice/Recommendations; Government Financial Information

Background/Status:

- The West Shore (including Langford, Colwood, Metchosin, and the Highlands) is one of the faster growing regions in Canada and demand for closer post-secondary access is projected to grow.
- The current direct transition rate of high school graduates to post-secondary institutions in School District #62 is lower than the provincial average (59% vs. 69%, respectively).
- In March 2018, Royal Roads University (RRU) received \$250,000 to develop a report in collaboration with partners including First Nations, Camosun College (CAM), University of Victoria (UVic), and school districts.
 - The 200-page report, *Assessing Post-Secondary Needs in the West Shore: Responding to Growing Demand*, recommended development of a business plan to expand post-secondary options on the West Shore.
- In March 2019, RRU received a further \$1.5 million in provincial funding to develop a comprehensive business plan to be submitted to the Ministry of Advanced Education and Skills Training (AEST).



- Advice/Recommendations; Government Financial Information

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Title: Regional Campuses / Rural Access

Issue: Closure of regional campuses and requests for regional post-secondary expansion

Key Messages:

- British Columbia's public post-secondary institutions serve communities across the province. Many have regional mandates and provide access to post-secondary education at regional campuses.
- I understand that in recent years, some regional campuses have closed due to low student enrolment.
- Post-secondary institutions are responsible for determining the types of programs they offer in the communities they serve, while carefully managing their finances.
- My Ministry encourages institutions to engage with the communities they serve about how to best meet the education and training needs of a region.

Advice/Recommendations

- We give due consideration to all of these requests.

Advice/Recommendations

- The needs of rural students will always be a focus of my Ministry and we have implemented numerous programs and initiatives that have specifically benefited rural students.

COVID-19 Messages:

- With COVID-19, many programs across B.C. are now being offered online, providing additional options for communities, including in rural B.C.
- I encourage communities to leverage this shift in delivery with post-secondary institutions to better meet their local education and training needs.

Background/Status:

- In recent years, there have been instances of public post-secondary institutions closing regional campuses or learning centres due to low student enrolment, leading to criticism from community leaders.
- For example, in June 2017 Coast Mountain College closed its learning centre in Houston, and in November 2020, Thompson Rivers University announced the closure of regional centres in Clearwater and Barrier.

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- At the same time, some municipalities and First Nations have approached Government requesting expanded or altered post-secondary education in their region.
- These requests are made for a variety of reasons including population growth, access challenges, or preference for an alternative post-secondary provider.
- Requests often are in the form of proposing a new physical location for an existing public post-secondary institution.

Advice/Recommendations

- In other cases, community leaders have advocated for additional programs at their regional campuses, including, for instance, at the Thompson Rivers University campus in Williams Lake and the College of New Caledonia campus in Burns Lake.
- The ministry reviews any request for regional post-secondary expansion – whether in the form of new physical locations or additional programming – in terms of the broader implications for the region, ensuring that any investments or other changes made:
 - are sustainable,
 - benefit the entire region and its economy, and
 - leverage the collective strengths of communities and B.C.'s post-secondary system.
- Increasing access to post-secondary education can be done in a number of ways. This may include adding physical locations, but it may also include other solutions such as:
 - improved or enhanced transit,
 - more affordable student housing,
 - stronger partnerships with school districts,
 - technology-assisted solutions (including online or blended learning opportunities), or
 - collaboration and partnerships among public post-secondary institutions.

Shift to online delivery and Rural Opportunities

- Since the onset of COVID-19, public post-secondary institutions have begun offering many of their programs online, providing additional options for communities, including in rural B.C.
- Many institutions are anticipating that the demand for online courses will continue post-pandemic and are planning to increase regular online delivery options as part of recovery planning and over the long-term.
- The Ministry is also supporting a pilot project with Coast Mountain College and Contact North BC to establish in-community learning centres that provide students with technology, infrastructure and supports to access and complete existing online courses and programs offered by B.C. public post-secondary institutions.
- Currently, centres are being established in approximately 20 Indigenous and other remote communities in northwest B.C. If successful, this initiative could serve as a model for other regional communities to consider.
- The Ministry provides funding to support a wide range of programs and initiatives benefiting students in rural and remote communities across B.C. (see Appendix 1).

Appendix 1
Programs/Initiatives Benefitting Rural Students

Program/Initiative	Delivery in Rural Communities
<p>Health Career Access Program (HCAP)</p>	<ul style="list-style-type: none"> • In 2020/21, as part of the COVID-19 economic recovery plan, Government announced the launch of the Health Career Access Program (HCAP), which provides funding to health employers to hire 3,000 health care support workers. • Budget 2021 builds upon this success by providing an additional \$30 million in funding to train additional health care support workers in the HCA-PP. • Program delivery is now planned or underway at more than 17 public post-secondary institutions across the province, including more than 260 new HCA seats in the North and 610 new HCA seats in the Interior.
<p>Other Health Programs</p>	<ul style="list-style-type: none"> • In Budget 2019 government provided more than \$150,000 in new, ongoing funding to TRU to support the delivery of their Health Care Assistant program at the Williams Lake campus. • Government has also provided more than \$1.26 million to launch UNBC’s Northern Baccalaureate Nursing Program in Fort St. John, the first nursing degree program in the North East. The first class of this program is expected to begin in August 2021.
<p>Adult Upgrading</p>	<p><small>Advice/Recommendations</small></p> <ul style="list-style-type: none"> • The Ministry supports a range of Adult Upgrading programs to provide instruction and other services to learners in rural and remote communities. • The Ministry also funds the Community Adult Literacy Program that reaches people with literacy and numeracy needs in 80 communities across BC, many in rural and remote locations.
<p>Tech Programming Expansion</p>	<p><small>Advice/Recommendations</small></p> <ul style="list-style-type: none"> • As part of the tech programming expansion of 2,900 new student spaces by 2022/23, all 25 public post-secondary institutions across the province have received additional funding.

Program/Initiative	Delivery in Rural Communities
Early Childhood Educators	<ul style="list-style-type: none"> • Since 2018, under the ten-year Childcare BC Plan, the Ministry has supported the creation of more than 1,000 additional Early Childhood Educator (ECE) training seats. • More than two-thirds of these seats are delivered in rural and remote communities across B.C., enabling hundreds of students to train and obtain credentials for ECE certification.
Community Mental Health Worker	<ul style="list-style-type: none"> • In 2020/21, as part of StrongerBC, \$800,000 was invested to create 85 additional seats in Community Mental Health Worker (CMHW) programs that support training in rural and remote communities.
Micro-Credentials	<ul style="list-style-type: none"> • In 2020/21, an initial pilot of 23 micro-credentials to help learners upskill and reskill to access high-opportunity jobs, was supported through \$2 million in economic recovery funding and \$2 million in Workforce Development Agreement funding. • Of the 23 micro-credentials offered, 7 were offered at colleges in regions with rural and remote communities, including Coast Mountain College, College of New Caledonia, North Island College, and Selkirk College.
Co-op and Work-Integrated Learning	<ul style="list-style-type: none"> • In June 2019, Government invested \$9 million to support pilot projects that expand work-integrated learning opportunities for students. More than 70 projects are currently underway across the province.

Advice/Recommendations

Title: Student Mental Health Initiatives

Issue: Initiatives to improve post-secondary student mental health and well-being

Key Messages:

- As part of “A Pathway to Hope” - B.C.’s roadmap for making the system of mental health and addictions care better for people, my Ministry is working with key sector partners to develop and implement mental health services and supports for post-secondary students.
- On April 16, 2020, my Ministry launched Here2Talk, a new, free 24/7 mental health counselling and referral service for post-secondary students registered at all (public and private) post-secondary institutions.
- Here2Talk has an annual budget of \$1.5 million to fund the service and offers confidential, free single session services by phone, mobile app or online chat, 24 hours a day, seven days a week.
- Here2Talk has been used more than 10,300 times since the service was launched in April 2020 and has provided guidance and support to over 3,285 B.C. students.
- My Ministry, in collaboration with BCcampus, is developing additional mental health resources for post-secondary students, faculty and staff, including online mental wellness training and education resource materials, COVID-19 mental health supports, and a student peer support curriculum.

COVID-19 Messages:

- COVID has led to considerable mental wellness challenges for B.C.’s post-secondary students.
- To help students, faculty and staff adapt to changes brought upon by COVID-19, my Ministry provided resources to BCcampus for the development of online resources to support mental health and wellness in the post-secondary system.
- We also launched Here2Talk early to ensure students had access to services during COVID.

Background/Status:

- Improving mental health is an integral part of this Government’s actions, as outlined in “A Pathway to Hope”, B.C.’s roadmap for making the system of mental health and addictions care better for people no matter where they live in the province.
- To address gaps in mental health supports available to post-secondary students, the Ministry of Advanced Education and Skills Training (AEST) has established Here2Talk, a confidential 24/7 counselling and referral service for B.C. post-secondary students accessible by phone or chat through an app or the Here2Talk website.

- For the first time in B.C., every student—whether rural, urban, domestic, international, public, private, full-time or part-time, studying at home or abroad—has access to on-demand, single-session 24/7 counselling and community referral services that supplement existing mental health supports on campus and in the community.
- Here2Talk has been used more than 10,300 times since the service was launched in April 2020. Students used the chat feature 75% of the time and the phone feature 25% of the time.
- AEST engaged with post-secondary institutions to ensure that the service complemented existing campus and community resources.
- AEST is also working with key sector partners to develop additional mental health resources for post-secondary students, faculty and staff.
- Through an \$850K investment, AEST is working with BCcampus to develop open-licensed, freely available mental health literacy resources for students, as well as training for faculty and staff on how to support student mental wellness. Resources available now include:
 - Over 40 webinars focused on mental health and wellness for the B.C. post-secondary sector.
 - A facilitator’s guide covering foundational mental health and wellness knowledge for post-secondary faculty and staff, and ways to support students in distress.
 - Additional resources will be available in spring and summer 2021 as needs are identified.

Mental Health Services Facts

- Young people between 15 and 24 years old are more likely to report mental illness and/or substance use disorders than other age groups.
- In 2017, consultations with post-secondary students and sector leaders identified limited province-wide resources available to students, a lack of after-hours access, and a need for a dedicated, 24/7 mental health counselling and referral service.
- Here2Talk is a new province-wide service dedicated to support 555,000 students attending B.C.’s 25 public institutions and 320+ private institutions.
- The Government is investing \$1.5 million per year, for three years and with the option for annual renewal, to deliver Here2Talk.

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Title: Sexual Violence and Misconduct Policy

Issue: Status of work relating to Sexual Violence and Misconduct Policies

Key Messages:

- **Campuses should be safe places for all students: sexual violence and misconduct is unacceptable and won't be tolerated.**
- **As of 2017, all public post-secondary institutions have formal sexual violence and misconduct policies.**
- **In June 2019, our government announced \$760,000 in funding to help build capacity at institutions to implement sexual violence and misconduct awareness, prevention and response initiatives.**
- **Our government has launched four information campaigns over the past 2.5 years to raise awareness and emphasize that sexual violence and misconduct should never be part of student life.**

Advice/Recommendations

- **The Private Training Regulation has now been amended to require that, effective September 1, 2021, all 300+ institutions certified under the Private Training Act are required to have a Sexual Misconduct Policy as well.**

COVID-19 Messages:

Advice/Recommendations

Background/Status:

- The *Sexual Violence and Misconduct Act* was passed in May 2016, requiring all public post-secondary institutions to have a sexual violence and misconduct (SVM) policy in place by May 2017.
- Based on a 2017/18 public outreach campaign, and ongoing input from cross-sector working groups, the following priority initiatives are underway or completed:
 - **Student Awareness:** A series of four information campaigns aimed at students were conducted: Fall 2018; January 2019; Fall 2019 and January 2020. The campaigns utilized social media, student newspapers, and posters at popular bars, campus pubs, and on campus to convey messages focusing on awareness and consent.
 - **Provincial Forum:** In June 2019, over 130 representatives from public post-secondary institutions, private institutions, public sector unions, community-service organizations and three provincial ministries gathered to share information and best practices on SVM policy

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and procedures. At the forum, Minister Mark announced \$760,000 in funding for a variety of initiatives to support institutional SVM policy implementation (outlined below).

- **Plain Language:** To ensure SVM policies and procedures are clear and accessible, public institutions were offered the opportunity to work with a plain language consultant to review SVM materials. Seventeen of 25 institutions opted to have plain language reviews done; these are now completed. A plain language resource guide has also been developed.
- **Training and Resources:** To increase access to high-quality SVM training and resources, a cross-sector working group is leading the compilation of open-source materials for use by all post-secondary institutions to support SVM awareness and training. Topics for training and awareness that are currently available include: consent, supporting survivors, accountability and repairing relationships, and active bystander intervention. Additional resources will be available in fall 2021.
- **Student Climate Survey:** To gauge and monitor student knowledge, attitudes and perceptions of SVM on campus and on-line, a cross-sector working group led the development and administration of a ‘Student Climate Survey’ at all 25 public post-secondary institutions. Survey launch was delayed due to COVID and is now scheduled for January 2022.
- **Rural Institution Supports:** To address the unique capacity/geographic challenges of 8 rural multi-campus public post-secondary institutions (University of Northern B.C., College of New Caledonia, Coast Mountain College, Northern Lights College, College of the Rockies, Selkirk College, Nicola Valley Institute of Technology, North Island College), a number of initiatives have been implemented or are underway. These include:
 - investigations training;
 - webinars; and
 - an “experts on demand” service which provides support to PSIs as needed when incidents of sexual violence and misconduct occur.
- **Data Framework for SVM Reporting:** AEST is working with sector representatives on the co-design of a common data framework for SVM reporting.

New Initiatives:

- **2021 SVM Online Forum:** AEST is working with a sector planning group on an SVM online Forum planned for mid-June 2021. Details to be confirmed.
- **SVM Webinars:** Working with BCcampus, webinars will be scheduled monthly on key topics of interest to the sector and will help ensure ongoing momentum and engagement on this topic.
- Public post-secondary institutions undertook their legislated three-year policy reviews over the past year. Many were delayed due to impacts of COVID-19, however all but one have now been completed. Emily Carr will complete their review in April 2021.
- The Private Training Regulation has now been amended to required that, effective September 1, 2021, all 300+ institutions certified under the Private Training Act are also required to have a Sexual Misconduct Policy.

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Title: Student Financial Assistance - Budget and Program Overview

Issue: Budget and key facts for the Student Financial Assistance Program

Key Messages:

- Government is committed to making post-secondary education and training more accessible and affordable.
- In 2020/21, more than 70,000 British Columbians received just over \$1 billion in federal and provincial student financial assistance (see Tables 1 and 2).
- Approximately one quarter of that is provincial funding:
 - \$183 million in 0% interest provincial student loans; and
 - \$63.8 million in non-repayable grants and loan reduction.
- A range of financial supports help students overcome access and affordability barriers – including loans, non-repayable grants, loan forgiveness and repayment assistance.
- The new up-front, needs-based B.C. Access Grant has now supported 32,194 students with a total of \$30,724,636 in the first 8 months since its launch (as at March 31, 2021).¹

Background/Status:

- B.C.-Canada student loans are integrated, with joint funding between federal and provincial governments: “one student, one loan”.
- Eligibility is based on financial need calculated as education and living costs minus resources.
- Government funding is intended to supplement other financial resources available to students (e.g. through work, scholarships, bursaries and family).
- Provincial student financial assistance includes loans and targeted grant programs, such as:
 - the B.C. Access Grant;
 - up-front grants for students with permanent disabilities;
 - tuition waivers for youth transitioning out of government care;
 - grants for adults seeking to upgrade their education; and,
 - loan forgiveness for health and child services professions in underserved communities.
- The maximum provincial/federal loan for a single student without dependents in a full-time 34-week study period (typical one year) is \$10,880 (provincial: \$3,740, federal: \$7,140).
 - (In 2020/21, the federal government temporarily increased Canada Student Loans, raising the maximum federal loan for a full-time 34-week study period to \$11,900).

¹ The B.C. Access Grant launched on August 1, 2020. The first year of implementation is not a full 12 months.

- The accounts receivable for B.C. student loans is managed by the Ministry of Finance; accounts receivable as of March 31, 2021 is over \$1.3B (see Table 4).

Table 1: Federal and Provincial Program Expenditures by Fiscal Year

Programs (in \$M)	2017/18 Actuals	2018/19 Actuals	2019/20 Actuals	2020/21 Projected	2021/22 Estimates
Canada Student Loans	\$331.0	\$338.0	357.1	490.0	TBD
Canada Student Grants	\$119.4	\$131.1	\$152.5	\$272.4	TBD
BC Student Loans	\$196.0	\$197.5	\$205	\$183	\$204
BC Student Grants	\$56.0	\$52.4	\$52.6	\$63.8	\$65.0
Total Funding	\$702.4	\$719.0	\$767.2	\$1,009.2	TBD

Table 2: Full- and Part-Time Student Financial Assistance (SFA) Recipients (FY 2020/21)

Recipient Type	#	Recipient Type	#
Full-Time SFA Recipients	69,007	Part-Time SFA Recipients	5,643

*Full- and part-time recipients are not summative; some students transition between full- and part-time study throughout the year and are represented in both categories.

Recipient Type	#
Total Unique SFA Recipients (Headcount)	72,061

Table 3: Full-Time SFA Recipients Profile (FY 2020/21)*

Full-Time SFA Recipients Profile (FY 2020/21):

Demographics	
Female	63% (45,517)
Single	86% (61,905)
Married	14% (10,230)
Single Parent	5% (3,307)
Under 25 Years Old	54% (38,702)
Aboriginal Identity	5% (3,890)
Permanent Disability	7% (5,197)

By Study Location	
B.C. Publics	49,586
B.C. Privates	13,456
Out of Province/Out of Country	9,323
By Credential Type	
Graduate	3,429
Bachelors	40,007
Certificate/Diploma	27,532
Other	2,951

*Note: Columns cannot be summed due to overlapping categories. This is due to students having more than one demographic identifier or changing institutions or programs during the fiscal year and therefore being counted in more than one category.

Table 4: Accounts Receivable (FY 2020/21 Ministry of Finance)

B.C. Student Loan Recipients		
Type of Recipient	Total	Amount
Recipients in Study or Grace	64,600	\$424M
Recipients in Repayment	131,300	\$680M
Recipients in Default	18,900	\$136M
TOTAL Accounts Receivable		\$1.3B

Title: Modernizing StudentAid BC

Issue: Replace aging legacy systems, provide better services to students

Key Messages:

- Government is investing in a multi-year digital project to provide integrated and accessible digital services for students seeking student financial assistance to access post-secondary education.
- We are committed to putting people first and providing high-quality services that British Columbians can count on.
- A streamlined, modern and responsive system will enhance the experience of our students and partners, and maintain our commitment to accessible and affordable post-secondary education.
- Through the early phases of this digital transformation, we have already seen huge successes with an 89% reduction in time to process a student's application for financial assistance; and a reduction in the amount of paper applications by 97%.
- The total capital investment in this project is \$15.9 million culminating in 2023/24.

Background/Status:

- The Modernizing StudentAid BC Initiative has two phases:

Phase I: Planning and Strategic Opportunities (January 2013 to June 2016)

- Several processes for students and institutions were digitized resulting in:
 - 89% reduction in application processing time for returning students (from 18 days to 2 days) and
 - 97% reduction of paper applications.
- Detailed business requirements and a robust proof of concept were developed for Phase II of the project to inform future system design and development.
- Phase I was completed at a cost \$3.46 million.

Phase II: Implementation (April 2018 to June 2023)

- AEST implemented the BC Services Card into existing online processes and is now a leading adopter of this corporate service.
- Phase II of the initiative contains two parallel projects:
 - **Business Intelligence – COMPLETE**
 - In 2018, the Business Intelligence Initiative launched a new technology framework that integrates multiple data sets to create more accessible,



accurate, timely information resulting in improved performance management monitoring of programs and policies.

- This new business intelligence reporting system allows government to make better policy decisions so that programs are more aligned with student needs and better overall outcomes.

Advice/Recommendations; Government Financial Information

Title: B.C. Access Grant and Non-Repayable Assistance

Issue: B.C. Access Grant and other Non-Repayable Student Financial Assistance Programs

Key Messages:

- Government is committed to making post-secondary education and training more accessible and affordable.
- In 2020/21, Government provided \$63.8 million in non-repayable financial assistance to students to reduce funding barriers and improve post-secondary access and affordability.
- This includes the new B.C. Access Grant which, in the first 8 months since launch has supported 32,194 students with a total of \$30,724,636 (as at March 31, 2021).¹
- A range of other non-repayable financial assistance programs support British Columbia students, including:
 - grants for students with permanent disabilities and adults seeking to upgrade their education;
 - tuition waivers for former youth in government care; and
 - student loan forgiveness for health and child services professionals working in underserved communities.

Background/Status (B.C. Access Grant):

- The new B.C. Access Grant (BCAG) provides up-front, needs-based non-repayable financial assistance to low- and middle-income students enrolled full- or part-time studies in eligible undergraduate certificate, diploma and degree programs at B.C.'s 25 public post-secondary institutions.
- Low-income students receive greater amounts of BCAG up to an annual maximum (see Table 1) while students with higher incomes receive less according to established income thresholds.
- In the full-time student financial assistance award calculation, BCAG replaces an equivalent amount of B.C. student loan, thus reducing the amount of loan students will have to pay back.
- The grant nearly doubles the number of expected recipients from previous grant programs to more than 40,000 students annually. Funding helps to cover up-front tuition costs and living expenses and ensures more students are better supported financially to be successful.

¹ The B.C. Access Grant launched on August 1, 2020. The first year of implementation is not a full 12 months.

Table 1: Estimated Annual BCAG Recipients and Eligibility (Based on Full 12 Months Implementation)

Annual BCAG Maximum	Estimated Annual Recipients	Who are they?
Up to \$4,000	3,150	<ul style="list-style-type: none"> • Full-time students in certificate and diploma programs under 2 years. • Includes programs leading to high-demand occupations (e.g. trades, health care, ECE)
Up to \$1,000	34,500	<ul style="list-style-type: none"> • Full-time undergraduate students in degree programs 2 years or longer. • Also eligible for up to \$3,000 in federal grants.*
Up to \$1,000	5,300	<ul style="list-style-type: none"> • Part-time certificate, diploma or undergraduate degree students.

*Federal grants were temporarily doubled in 2020/21 in response to COVID-19 to up to \$6,000 for full-time or \$3,600 for part-time study.

Table 2: BCAG Distribution and Average Amounts (FY 2020/21) as at March 21, 2021 (8 Months)

BCAG Award Type	% of Recipients	Average Amount
Full-Time up to \$4,000	10.5%	\$3,051
Full-Time up to \$1,000	88.1%	\$845
Part-Time up to \$1,000	1.4%	\$558

Other Non-Repayable Financial Assistance Programs:

- B.C. delivers a range other targeted non-repayable assistance and loan forgiveness/loan reduction programs to students.
- These programs are targeted in nature to support access to and affordability of post-secondary education and training for specific population groups, including students with disabilities, former youth in care, adults seeking to upgrade, and borrowers in in-demand occupations.

Table 3: Summary of Non-Repayable Financial Assistance

	2019/20 Actuals	2020/21 Projected	2021/22 Estimates
Grants for students with disabilities	\$10,316,023	\$10,789,765	\$9,112,000
Other student grants (e.g. BCAG, nurses, adult upgrade, student assistance)	\$8,183,279	\$41,581,923	\$50,017,000
Loan forgiveness/loan reduction	\$34,154,436	\$11,517,299	\$1,500,000
Total	\$52,653,738	\$63,888,987	\$60,629,000

Title: Industry Training Authority (ITA): 2021/22 - 2023/24 Service Plan

Issue: Performance Targets

Key Messages:

- An apprenticeship in the skilled trades is an important entry point to a long-lasting, good-paying career that will contribute to building a strong, sustainable B.C. economy.
- The ITA's 2021/22 to 2023/24 Service Plan outlines strategies and actions to deliver on the priorities of government and achieve their performance targets.
- ITA's service plan focuses on 4 key areas:
 1. Building a more inclusive, diverse, and accessible trades training and apprenticeship system;
 2. Providing apprentices and employers with the right supports to be successful through to completion;
 3. Finding innovative ways to support the needs of future learners and changing technologies; and
 4. Increasing accountability and transparency for B.C.'s trades training and apprenticeship system to support its learners and partners in decision making.

Background/Status:

- ITA's goals and objectives in their 2021/22 – 2023/24 Service Plan align with the directives provided to the ITA in their Mandate Letter. The Service Plan provides details on the specific actions ITA will take to meet that direction. In 2021/22, ITA's Service Plan will focus on:
 1. Building a more inclusive, diverse, and accessible trades training and apprenticeship system;
 2. Providing apprentices and employers with the right supports to be successful through to completion;
 3. Finding innovative ways to support the needs of future learners and changing technologies; and
 4. Increasing accountability and transparency for B.C.'s trades training and apprenticeship system to support its learners and partners in decision making.
- ITA has made progress towards attracting women, Indigenous peoples and other under-represented groups into the trades, and this Service Plan supports these by aiming for the following additional increases by 2023/24:
 - Increase the number of Certificates of Qualification (CofQs) issued to women by 30 percent,
 - Increase the number of CofQs issued Indigenous peoples by 20 percent, and

- Increase the number of CofQs issued across the entire trades training system by 25 percent.

(See Appendix A: ITA 2021/22 Service Plan Performance Measures Summary).

In the 2021/22 Service Plan, ITA is maintaining some performance measures while adding some new ones to align with its new three-year Strategic Plan.

Ongoing and New Measures:

- ITA's 2021/22 performance measures will continue to measure success in building a diverse trades training system by increasing the number of women and Indigenous peoples in the trades; increasing Certificates of Qualification issued; and apprentice and employer satisfaction with ITA's credentials.
- The following performance measures are new, starting in 2021/22:
 1. Publishing trades training system metrics results to provide a baseline for B.C.'s trades training and apprenticeship system performance.
 2. Publishing data sets in open data format on the BC Data Catalogue to increase ITA's transparency and availability of information on B.C.'s apprenticeship and trades training information.
- The following measures have been slightly modified since previous Service Plans but will continue to reflect ITA's effort to provide relevant and effective supports to their clients:
 1. Employer satisfaction with ITA support
 2. Apprentice satisfaction with ITA support

Appendix A: ITA 2021/22 Service Plan Performance Measures Summary

Performance Measure(s)	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
1.1 a-Increase of women entering into under-represented trades apprenticeships	570	690	705	720
1.1 b-Increase of Indigenous peoples entering into apprenticeships	840	915	950	985
1.2 c-Increase the proportion of women in under-represented trades	5.4%	5.6%	5.8%	6.0%
1.1 d-Increase the proportion of Indigenous peoples in apprenticeships	7.8%	7.4%	7.6%	7.9%
2.1 a- Number of CofQs issued	4,600	5,100	5,300	5,800
2.1 b- Number of CofQs issued to women	400	420	500	530
2.1 c-Number of CofQs issued to Indigenous peoples	220	235	245	270
2.1 d-Youth participating in the skilled trades	7,350	8,100	8,600	9,100
3.1a Employer Satisfaction with ITA Support	81%	≥80%	≥80%	≥80%
3.1b Apprentice Satisfaction with ITA Support	81%	≥80%	≥80%	≥80%
4.1a Publish system measurement metric results	N/A	Baseline Metrics	TBD	TBD
4.1a Publish data sets in Open Data format	N/A	5	≥12	≥24

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Title: Industry Training Authority Board of Directors

Issue: The Minister of Advanced Education and Skills Training is responsible for appointing the Industry Training Authority Board of Directors and Chair

Key Messages:

- As a Crown corporation, the ITA is governed by a board of directors appointed by the Minister of Advanced Education and Skills Training.
- Board membership is representative of government’s commitment to diversity and inclusion.
- The ITA plays a fundamental role in supporting government’s objectives to make life more affordable, deliver services people count on, and build a strong, sustainable and innovative economy.

Background/Status:

- The ITA is classified as a ‘Level 3’ Mid-Size Service Delivery Crown Corporation and abides by all the remuneration guidelines based on this classification.
- The ITA is governed by a nine-member board (non-representational) appointed by the Minister.
- Four board members’ terms are scheduled to expire May 1, 2021.
- The Terms of Reference for the Board sets out their role to:
 - Foster the short and long-term success consistent with the Board’s responsibility to the Government, employers and learners, and other stakeholders.
 - Fiduciary role: strategic planning, risk management, organizational, etc.
 - Conduct the Authority’s business and supervise management, which is responsible for the day-to-day operations.
- Board members receive a fixed retainer, meeting fees, and fees if chairing a committee.
- Level 3 chairs and directors are not eligible for per diem fees; however, they are reimbursed for travel expenses undertaken in the course of the duties as a member of the Board.
- Women make up nearly half of the ITA’s Board membership. The Board also includes representation from industry, labour, women in the trades, and Indigenous peoples.

- Current Board members are as follows:

Name	Organization/Position	Start Date	End Date
Cindy Oliver (Chair)	Working Opportunity Fund, Board Chair Canadian Association of University Teachers, Speaker/Deputy Speaker	May 1, 2018	May 1, 2022
Bob Davis	Kwantlen Faculty Association, President	May 1, 2018	May 1, 2022
Laird Cronk	BC Federation of Labour, President	May 1, 2018	May 1, 2022
Peter Baker	Squamish Nation, Director, Rights and Title	May 1, 2018	May 1, 2021
Michelle Bryant	Ridley Terminal, Corporate Affairs Manager Women's Leadership Network, Vice President	May 1, 2020	May 1, 2021
Mary-Anne Bowcott	Westcom Plumbing and Gas Ltd., Owner	May 1, 2020	May 1, 2021
Thomas Nyce	Gilwa Consulting, Lead Consultant	May 1, 2018	May 1, 2021
Tracey MacKinnon	LNG Canada, Workforce Development Manager	May 31, 2019	May 1, 2022
Wally Penner	Regional project manager for the construction of the Waneta Expansion Project for SNC-Lavalin	May 16, 2019	May 1, 2022

*Note: Rick Kasper is an ex-officio member of the Board (i.e. no voting rights and does not count toward quorum at a meeting)

Title: Investments in Trades Training

Issue: The Ministry of Advanced Education and Skills Training provides primary oversight and funding for B.C.'s trades training system, with contributions from several ministries and the federal government and in partnerships with industry and employers.

Key Messages:

- An apprenticeship in the skilled trades is an important entry point to a long-lasting, well-paying career that will help build B.C.'s infrastructure.
- These are the people who repair our cars, build our homes and will work the clean-energy jobs of the 21st century.
- About \$118 million is invested by AEST into B.C.'s trades training system each year to help over 46,000 students (apprentices and K-12 students) gain the training and support needed to succeed in today's trades jobs.
- AEST makes yearly capital investments into trades training facilities and equipment. Since 2018, AEST has invested \$93.5M into trades training facilities and training equipment.
- Our government is working hard to make sure more people can access skills training and complete their apprenticeships.

Background/Status:

- The Ministry of Advanced Education and Skills Training (AEST) is responsible for the oversight and funding of the trades training system in B.C.
- Approximately \$118M is invested by AEST into B.C.'s trades training system each year, which includes funding for capital equipment, ITA operations, Workforce Development Agreement-funded pre-apprenticeship programming, and the BC Access Grant (see Appendix 1).
- In 2021/22, government will provide \$98.9M to the Industry Training Authority (ITA) to lead and coordinate British Columbia's skilled trades system.
- ITA works with partners, including the K-12 education system, post-secondary institutions, trades unions, industry associations, and employers to deliver an inclusive trades training and apprenticeship system that supports a strong, sustainable economy.
- Starting in 2019/20, the ITA was provided a funding lift (\$3.6 M over three years) to increase the number of Apprenticeship Advisors and to enhance their Performance Management System. This funding lift ends March 31, 2022.
 - This investment supports the addition of 5 Apprenticeship Advisors (total of 20 across B.C.) to provide hands-on supports to apprentices, employers and indigenous communities so more apprentices, particularly women in underrepresented trades, successfully complete trades training and earn their Certification.

Contact: Suzanne Spence Executive Director, Governance, Engagement & Corporate Services 778 698-4002

Last Updated: May 4, 2021

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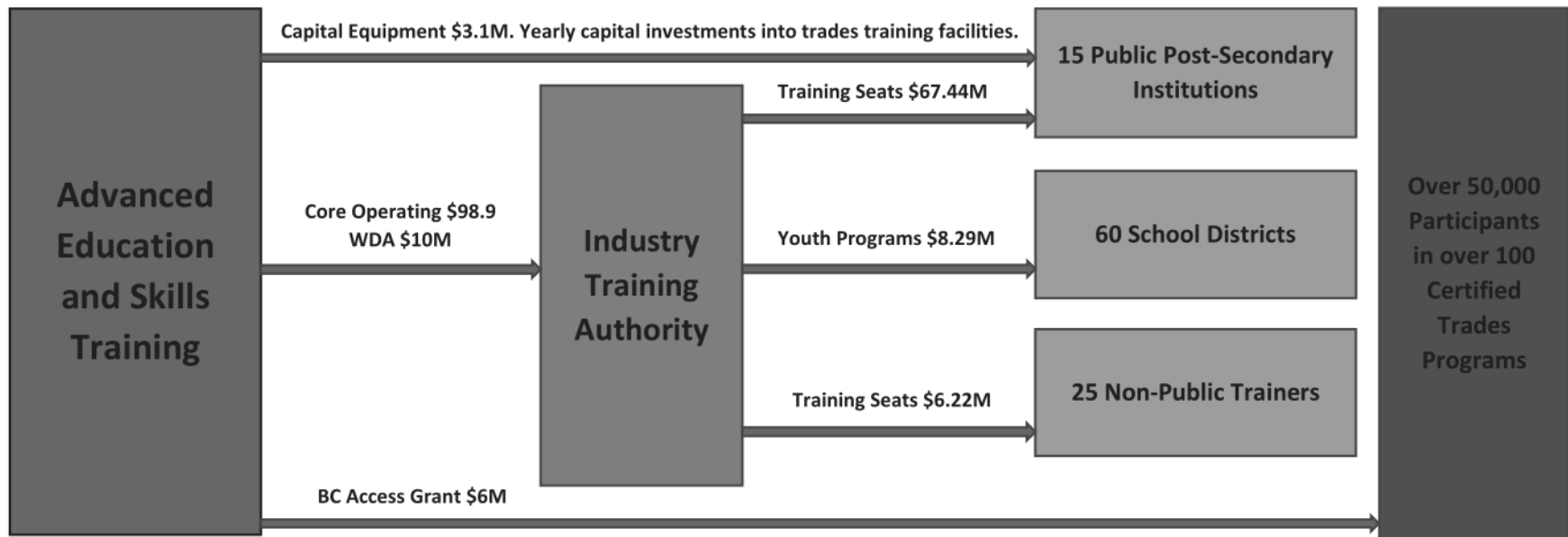
- This investment also enhances the ability of ITA to measure, evaluate and report on the performance of the trades training system to ensure that apprentices and employers are receiving the best services to highest standard.

ITA Funding Increase 2019/20 – 2021/22				
Funding Lift	2019/20	2020/21	2021/22	Total
Apprenticeship Advisors	\$0.620	\$0.620	\$0.620	\$1.860
Performance Management System	\$0.546	\$0.546	\$0.546	\$1.638
Subtotal	1.166	1.166	1.166	3.498
Employer Health Tax ¹	0.032	0.032	0.032	0.096
Total	1.198	1.798	1.198	3.594

- In 2021/22, the ITA will allocate about \$73M to purchase trades training seats at public and private training providers in BC.
- When allocating seat funding, the ITA considers demand for seats (i.e. how many registered apprentices are in each trade at each level and how many seats were filled the previous year), consults with industry through 10 Sector Advisory Groups, and uses B.C.'s 10 year Labour Market Outlook to ensure investments are supporting apprentices' ability to complete training and meet industry needs.
- In 2020/21, AEST provided \$3.0M in capital funding for technology and trades equipment to public post-secondary institutions.
- Additional funding for BC's trades training system also comes from provincial access grants, employer and apprentice tax credits, employment insurance benefits, federal grants and funding, and through the K-12 system.

¹ The Employer Health Tax is an annual tax on an employer's B.C. remuneration paid to employees and former employees in a calendar year beginning on January 1, 2019. TBS agreed to cover this tax for the ITA up to 2021/22, as part of the funding to support ITA hiring five Apprenticeship Advisors in September 2019.

Appendix 1: AEST 2021/22 Investments in the Trades Training System



Title: Administrative Services Collaborative (ASC)

Issue: Partnership initiative to optimize sector administrative and support services.

Key Messages:

- The Administrative Services Collaborative is a partnership between my ministry, all 25 public post-secondary institutions, and BCNET¹.
- By working together, institutions have reduced costs, enhanced IT security, and maximized their purchasing power for administrative services across the public post-secondary sector.

COVID-19 Messages:

- The ASC is responding to the emerging challenges from COVID-19 by supporting the joint procurement of critical supplies at institutions.

Background/Status:

- The ASC initiative is a partnership between the Ministry, all 25 public post-secondary institutions (PSIs) and BCNET and was launched in 2012 to find efficiencies and create better solutions for sector administrative and support services.
- The ASC is led by a Steering Committee of senior representatives from institutions (primarily Vice-Presidents of Finance), the Ministry, and BCNET. The Steering Committee provides leadership, oversight, and advice to establish and implement initiatives that will benefit the sector.
- Current priorities include:
 - Creating capacity, implementing processes, and technology solutions to improve cybersecurity and resilience;
 - Expanding joint procurement for services and supplies (e.g. facilities, finance, travel, hardware, and software);
 - Supporting the expansion of affordable student housing;
 - Partnering with the Ministry of Agriculture, Food and Fisheries on Feed BC, a government mandate commitment to increase B.C. food available at hospitals, schools, and post-secondary institutions;
 - Improving sector emergency preparedness; and,
 - Developing solutions to streamline financial reporting.

¹ BCNET is a not-for-profit, shared information technology services organization that represents the interests of all 25 public colleges, universities, and research institutes in British Columbia.



- Key additional benefits include risk mitigation, improved operational controls, the fostering of cross-sector relationships, and the sharing of best practices. These established cross-sector relationships also supported PSIs in their transition to offering increased on-line instruction during COVID-19.

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Title: Post-Secondary Institution Board Appointments

Issue: AEST is responsible for appointments to boards of public post-secondary institutions, advisory agencies, professional associations and one Crown agency.

Key Messages:

- We want to ensure that the post-secondary system works for everyone.
- We're taking care to support British Columbians and ensure we have the right leadership in place in our public post-secondary institutions.
- Indigenous representation on every board has been a priority for this government. Between July 2018 and April 2021 every public post-secondary board in B.C. had an Indigenous appointee, compared to 11 institutions in 2012.
Advice/Recommendations
- As of March 31, 2021, females represent 52.4% of board composition, which is an increase from 51.7% last year (as of March 2020) and a further increase from January 2017 when it was only 42.9%.
- It is important that universities, colleges and institutes have boards that reflect the diversity of our province, with diverse perspectives, appropriate competencies, geographic representation and gender balance. Appointments are based on merit.
- Since July 2017, there have been a total of 592 appointments through order in council, ministerial order, and letters; including 330 reappointments (55.7%), and 262 new appointments (44.3%).
Advice/Recommendations

Background/Status:

- The Crown Agencies and Board Resourcing Office (CABRO) monitors all provincial appointments, providing advice and support in making board appointments or bringing candidates to the Minister for consideration.
- The Ministry of Advanced Education and Skills Training provides the administrative link between CABRO, the boards of the institutions, and the Ministry of Attorney General. CABRO takes the lead role in seeking the approval of candidates for appointment consideration.
- Board appointments are made by the Lieutenant Governor-In-Council, Ministerial Order or Minister's Letter.

- Appointees to University Boards receive no remuneration. However, appointees to Colleges, and Institutions receive an honorarium as per the Treasury Board Directive (TBD) 2/20.
- Appointee remuneration is disclosed annually in June as per the TBD requirements.
- The Ministry of Attorney General prepares the legal instrument that appoints an individual as a board member.
- Most University Boards include 8 members appointed by the LGIC, including two nominated by the alumni association; College and Institute boards include 8 or more appointed members. In **2020**, 105 post-secondary appointments went forward to Cabinet:
 - 46 Male (43.8%), 59 Female (56.2%)
 - 73 reappointments, 32 new appointments
 - 26 Indigenous appointments (24.8%)
 - 53 regional appointments (not Metro Vancouver or CRD) (increasing regional representation to 52.7%)
- Approximately 128 appointments are anticipated by July 2021 to the public post-secondary institutions boards. The appointments are expected to have 28 new members and 100 members that are eligible for reappointment. To date we have appointed 6 new members and 21 reappointed members to the boards.

Notes:

Attachment – Current and Upcoming Vacancies Table

Ministry of Advanced Education and Skills Training Board Appointments (as of April 6, 2021)		
Current and upcoming vacancies		Indigenous Members
<i>Universities – 8 LGIC appointed board members</i>		
Research Universities:		
Thompson Rivers University	3 vacancies 1 member reaches their sixth year on July 31, 2021 3 terms expire July 31, 2021 (including 2 alumni positions nominated by the alumni association)	2
Simon Fraser University	Complete – 1 vacancy Complete – 2 terms expire July 31, 2021 1 vacancy (Alumni position)	0
University of British Columbia	*UBC has 11 LGIC members 2 vacancies 4 terms expire July 31, 2021 (including 2 alumni positions nominated by the alumni association)	1
University of Northern British Columbia	Complete - 6 terms expire July 31, 2021	3
Royal Roads University	*RRU has 6 LGIC members Complete - 1 vacancies Complete - 4 terms expire July 31, 2021	2
University of Victoria	Complete – 1 member reaches their sixth year on July 31, 2021 Complete – 2 terms expire July 31, 2021 1 term expires December 31, 2021	1
Teaching Universities:		
Capilano University	1 vacancy 3 terms expire July 31, 2021 (including 1 alumni position nominated by the alumni association)	0
University of the Fraser Valley	1 vacancy 1 member not seeking reappointment 5 terms expire July 31, 2021 (including 1 alumni positions nominated by the alumni association)	1
Vancouver Island University	1 vacancy (Alumni position) 6 terms expire July 31, 2021 (including 1 alumni position nominated by the alumni association)	2

Emily Carr University of Art and Design	Complete - 1 vacancy 1 vacancy remaining 1 member (alumni positions nominated by the alumni association) reaches their sixth year on July 31, 2021 2 terms expire July 31, 2021	2
Kwantlen Polytechnic University	1 vacancy 4 terms expire July 31, 2021 (including 1 alumni positions nominated by the alumni association)	1
<i>Colleges and Institutes – 8 or more LGIC appointed board members</i>		
British Columbia Institute of Technology	Complete – 1 member reaches their sixth year on July 31, 2021 5 terms expire by July 31, 2021 remaining	1
Camosun College	2 members not seeking reappointment 6 terms expire July 31, 2021	1
Coast Mountain College	1 member reaches their sixth year on July 31, 2021 3 terms expire July 31, 2021	4
College of New Caledonia	1 member not seeking reappointment 5 terms expire July 31, 2021	3
College of the Rockies	1 member reaches their sixth year on July 31, 2021 5 terms expire July 31, 2021	3
Douglas College	1 member not seeking reappointment 3 terms expire July 31, 2021	2
Justice Institute of British Columbia	4 terms expire July 31, 2021	1
Langara College	6 terms expire July 31, 2021	1
Nicola Valley Institute of Technology	Complete – 1 member reaches their sixth year on July 31, 2021 2 terms expire December 31, 2021	9
North Island College	1 member reaches their sixth year on July 31, 2021 5 terms expire July 31, 2021	3
Northern Lights College	Complete - 4 terms expire July 31, 2021	1
Okanagan College	Complete - 5 terms expire July 31, 2021	3
Selkirk College	Complete - 1 vacancy Complete - 2 terms expire July 31, 2021	3
Vancouver Community College	1 member reaches their sixth year on July 31, 2021 4 terms expire July 31, 2021	1
Crown Agency – Appointed by Minister’s Order		

	#MO	Terms Expiring	Indigenous
Industry Training Authority	9 members on the Board	1 vacancy 4 terms expire May 1, 2021	3
Professional Associations			
	#LGIC	Terms Expiring	Indigenous
BC Society of Landscape Architects	4	No terms expiring in 2021	No
BC Registered Music Teachers' Association	1	1 term expires December 21, 2021	No
Chartered Professional Accountants of British Columbia	3	1 term expiry June 3, 2021	No
Other Agencies – Appointed by Letter			
	#By Letter	Terms Expiring	Indigenous
BC Council on Admissions and Transfer	19	9 terms expire Aug 31, 2021	1
Degree Quality Assessment Board	13	4 Vacancies 5 term expire Nov 30, 2021	No
StudentAid BC Appeal Committee	7	5 Vacancies 2 term expire Oct 26, 2020	No

Title: Collective Bargaining

Issue: 2019 Sustainable Services Negotiating Mandate—Key Facts and Bargaining Status

Key Messages:

- Under the Sustainable Services Negotiating Mandate, nearly 330,000 unionized employees are covered by tentative and ratified collective agreements in B.C.'s public sector.
- Approximately 16% of these public sector employees belong to the research university and post-secondary sectors.
- We are very pleased that there are 72 out of 73 tentative and ratified agreements in place in the post-secondary sector.
- Our government respects the work of public sector employees because the investments we are making in them and the services they provide is an investment in the long-term economic health of B.C.
- We look forward to unions and employers reaching freely negotiated agreements so we can continue working together to make life better for everyone in our province.
- The best outcomes for British Columbians are helped by keeping a respectful relationship in our negotiations.

Background/Status:

- The 2019 Sustainable Services Negotiating Mandate applies to all public sector employers with unionized employees whose collective agreements expire on or after December 31, 2018.
- The majority of agreements reached under the 2014 mandate expired in 2019.
- There are 184 collective agreements in the public sector, 31 of those collective agreements belong to the research university sector and 42 belong to the rest of the post-secondary for a total of 73 collective agreements.
- Government Financial Information



- The key elements of the Mandate are:
 - Three-year term
 - General wage increases of 2% in each year
 - Ability to negotiate conditional and modest funding that can be used to drive tangible service improvements for British Columbians. For example where employers need to meet service delivery commitments or changes that achieve service enhancements such as innovations, modernization or efficiencies.
 - The Mandate is about improving the delivery of services for people in B.C., and balancing the need for fair and reasonable wage increases with outcomes that are affordable and managed within the fiscal plan.
- Bargaining under the current mandate is almost concluded (99%) in the public sector and the government is preparing for the next bargaining mandate which will be effective April 1, 2022.

Title: Co-op Education and Work-Integrated Learning

Issue: Supports for co-op and work-integrated learning for post-secondary students

Key Messages:

- In 2019, my Ministry launched a one-time, \$9 million investment to support pilot projects to expand co-op and work-integrated learning opportunities for post-secondary students.

Advice/Recommendations

- Through these opportunities, students are applying what they learn in the classroom, getting relevant work experience, and making connections with employers.

Advice/Recommendations

- More detailed results of this funding will be reported out over the coming months as these pilot projects are completed.

COVID-19 Messages:

Advice/Recommendations

- Previous recessions show that youth entering the workforce during an economic disruption experience longer delays in attaching to the labour market, requiring focused supports to recover in the near and longer-term.

Advice/Recommendations

Background/Status:

- In June 2019 the Ministry announced the Co-op and Work-Integrated Learning Initiative, a one-time, \$9 million investment to support pilot projects to expand co-op and work-integrated learning for post-secondary students.
- The initiative supports projects that address provincial challenges related to:
 - student demand outstripping supply of co-op and work-integrated learning placements,

Contact: Carrie Dusterhoft, A/Executive Director Strategic Policy and Initiatives Branch 778-698-7871

Last Updated: May 3, 2021

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- limited access to co-op and work-integrated learning outside the major urban areas and specific programs, and
- under-representation of some student groups in these programs, such as Indigenous students and students with disabilities.
- Between Summer 2019 and Fall 2020, the Ministry worked with the post-secondary sector to allocate funding to colleges, universities and sector partners through a proposal-based application process.^{Advice/Recommendations}
- Activities supported through this funding include:
 - employer engagement and recruitment,
 - supports for targeted employers (e.g., small business, not-for-profits),
 - supports for targeted student groups (e.g., Indigenous students, students with disabilities),
 - program design and development, and
 - strategic system supports (e.g., enhanced data systems, partnership between post-secondary sector and B.C. Chamber of Commerce to raise employer awareness of work-integrated learning).
- The COVID-19 pandemic is having a significant impact on student placements in co-op and work-integrated learning. Employers did not proceed with thousands of placements due to the economic downturn and workplace restrictions imposed by the provincial state of emergency.^{Advice/Recommendations}
- Despite the COVID-19 impacts, these projects are already having a positive impact on the broader post-secondary system and creating new opportunities for students and employers in all regions of the province.

Work-Integrated Learning Facts

- Co-op education is the best-known method of work-integrated learning. Other methods include internships, clinical placements, applied research projects, field placements, service learning, work experience and practicums.
- 16 public post-secondary institutions in B.C. offer co-op programs.
- In 2019/20, approximately 16,700 students at B.C. public post-secondary institutions completed co-op work terms.
 - 86% of students completing co-op in 2019/20 were at UBC, SFU and UVic.
 - 61% of all co-op placements were with private sector employers.
 - 48% of all co-op students were in Engineering or Administration/Business programs.

Title: Freedom of Information Summary

Issue: Summary of Freedom of Information requests received by AEST

Key Messages:

- Our government responds to Freedom of Information requests in a timely manner.
- In 2020/21 there was a 28% decrease in Freedom of Information requests from the previous year, and 17% increase in on-time responsiveness.
- The Freedom of Information and Protection of Privacy Act sets out the legislated access and privacy rights of individuals as they relate to the public sector

COVID-19 Messages:

- No impact

COVID-19 Impact Summary:

- No impact

Background/Status:

	April 2019- March 2020	April 2020- March 2021	April 2020 – March 2021 (average per month comparison)
Total Requests Received	211	152	Advice/Recommendations
Total Requests Closed	225	175	
% Closed On Time	76%	89%	
Average Processing Days	40	42	
Number of Requests Where No Records Located	84 (37% of closed requests)	49 (28% of closed requests)	
Requests by Political Party Applicant	162 (77% of total requests)	109 (62% of total requests)	

Title: Ministry Records Management

Issue: Records Management Practices of AEST

Key Messages:

- The Ministry follows all records management policies as required and recommended by Government Records Services and is committed to ensuring records are retained for public access in accordance with legislated requirements.
- Trained public service employees are responsible for managing records throughout their entire life cycle, including advising all staff on appropriate identification of records requiring retention and those that are transitory.

COVID-19 Messages:

- No impact

COVID-19 Impact Summary:

- No impact

Background/Status:

- Records are categorized as either Official Records or Transitory Records. The content and use of a record, not its form, determines its categorization
 - Official records include records documenting substantive activities, decisions and decision making processes. Official records are retained by their Office of Primary Responsibility (OPR) in accordance with their respective information schedule.
 - Transitory records are records of temporary usefulness that are needed for only a limited period of time to complete a routine action or prepare an ongoing record.
- Only the OPR is responsible for retaining a record in accordance with its information schedule.
- The DMO is the OPR for the majority of the MO records. When the MO creates a record of decision for the Ministry, it is sent to the Deputy Minister's Office for further action, and it is the DMO's responsibility to ensure the record of decision is appropriately maintained and recorded for retention. This is to ensure continuity and appropriate public service administration of the records of successive ministers.

Title: Professional Associations Board Appointments

Issue: AEST responsibility for appointments to boards of public post-secondary institutions, advisory agencies, professional associations and one Crown agency.

Key Messages:

- My ministry is responsible for coordinating approximately 135 board appointments to 25 public post-secondary institutions, 3 professional organizations, 3 advisory agencies and 1 Crown agency.
- Board appointments to Professional Association contribute to the development of policy supporting their mandate of professional education regulation, member service, and protection of the public interest.
- The board appointment process is open, consistent, diverse, merit-based and transparent.

Background/Status:

- The Crown Agencies and Board Resourcing Office (CABRO) monitors all provincial appointments providing advice and support in making board appointments or bringing candidates for consideration.
- The Ministry of Advanced Education and Skills Training provides the administrative link between CABRO, the boards of the institutions, and the Ministry of Attorney General.
- CABRO takes the lead role in seeking the approval of candidates for appointment consideration.
- There are three Professional Associations with Lieutenant Governor in Council appointed members that fall under the administrative responsibility of the Ministry and each are governed by the provisions of their respective Acts:
 - BC Registered Music Teachers Association (BCRMT)
 - The British Columbia Society of Landscape Architects (BCSLA)
 - Chartered Professional Accountants of British Columbia (CPABC)
- CABRO and the Ministry are currently in the process of reviewing the needs of the three professional boards and working to address upcoming board vacancies.
- In 2020 the responsibility of the Architectural Act and the administration of the Architectural Institute of British Columbia Board was transferred to the Ministry of the Attorney General and Minister Responsible for Housing.

British Columbia Registered Music Teachers' Association (BCRMTA)

Background	LGIC Board Members		
<ul style="list-style-type: none"> • BCRMTA operates in accordance with the <i>Music Teachers (Registered) Act</i>. • The Board of Examiners consists of 2 BCRMTA members appointed by the Provincial Council (representatives of 21 branches across the Province of British Columbia) and 1 person appointed by the Lieutenant Governor in Council. • The association's objective is to promote the art of music teaching and maintain the honor and interests of the music teaching profession. 	Name	First joined	Term expiry
	Carol Judith Schlosar	2020-12-21	2021-12-21

British Columbia Society of Landscape Architects (BCSLA)

Background	LGIC Board Members		
<ul style="list-style-type: none"> • BCSLA is governed by the <i>Architects (Landscape) Act</i>. • The BCSLA Board of Examiners is comprised of, among other people, 4 persons appointed by the Lieutenant Governor in Council. • The BCSLA Board of Examiners set and administers the examination necessary for the registration of members in the British Columbia Society of Landscape Architects. 	Name	First joined	Term expiry
	Catherine A. J. Evans (Public interest member)	2019-06-03	2022-07-31
	Maria Valana (nominated by the President of Kwantlen University)	2019-07-31	2022-07-31
	Matthew G. Soules (nominated by the Director of the School of Architecture and Landscape Architecture of the UBC)	2018-06-28	2022-07-31
Susan Herrington (Nominated by Dean of the Faculty of Applied Science of UBC)	2018-11-15	2022-10-31	

Chartered Professional Accountants of British Columbia (CPABC)

Background	LGIC Board Members		
<ul style="list-style-type: none"> • CPABC board is comprised of 18 members, 3 of which are persons appointed by the Lieutenant Governor in Council. • The role of CPABC’s Board of Directors is to govern the CPA profession in BC and develop policy supporting CPABC’s mandate of professional education, regulation, member service, and protection of the public interest. • CPABC is established under the <i>Chartered Professional Accountants Act</i>. • Elizabeth Jackson will be reaching her sixth year of service on the CPABC board, therefore, recruitment is underway to find a new member. 	Name	First joined	Term expiry
	Elizabeth A. Jackson	2015-06-01	2021-06-03
	Bereket Kebede	2019-06-03	2022-06-03
	Grace Huey Wong	2019-12-31	2023-06-03

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Title: Forestry Skills Training

Issue: Supporting forestry workers and their families through retraining and upskilling for the forestry and advanced timber sectors

Key Messages:

- Forestry is a major contributor to the provincial economy and an important employer in the province.
- In June 2018, my ministry announced \$1.053 million to six public post-secondary institutions to support the development of new and enhanced certificate, diploma and degree forestry training programs across the province, including two examples focused on new/innovative uses of wood.
- My Ministry also supports a number of programs that provide funding to communities, sectors and employers to access skills training to retrain or upskill.
 - The Community Workforce Response Grant program can be accessed by forestry-dependent communities and by the forestry sector for skills training projects linked to labour market demands.
 - The BC Employer Training Grant program is available to employers, including those in the forestry sector, to train or reskill their new or current employees to meet their skills needs.

Advice/Recommendations

COVID-19 Messages:

- My Ministry continues to support communities and workers through programs serving mill impacted communities, despite COVID-19 impacts.
- The Community Workforce Response Grant and the BC Employer Training Grant programs continue to be available to serve impacted communities, employers and people.

Background/Status:

- In order to further support forestry industry companies and overall growth of the sector, the Ministry is working with the public post-secondary institutions to help increase the number of skilled workers in British Columbia's forest sector.

- In June 2018, the Ministry announced \$1.053 million to six public post-secondary institutions to support the development of new and enhanced certificate, diploma and degree forestry training programs across the province, including two examples focused on new/innovative uses of wood:
 - The **University of British Columbia** received \$300,000 to support the development and launch of a new Bachelor of Science in Forest Bioeconomy Sciences and Technology degree program in the Faculty of Forestry.
 - The **British Columbia Institute of Technology** received \$75,000 to support the development and launch of innovative wood manufacturing programming. The British Columbia Institute of Technology worked with industry to develop an online Associate Certificate in Industrial Wood Processing for upskilling employees, and an online Associate Certificate in the Business of Sawmilling, with a focus on emerging trends, innovation and the shifting business model.
 - **North Island College** received \$328,000 to support the further development of the Coastal Forest Resources Certificate and Applied Forest Resource Diplomas to enhance training options for more skilled workers in British Columbia's forest sector.
 - **Vancouver Island University** received \$200,000 for curriculum development and delivery of two 12-week introductory forestry and innovative wood products sector pilot training programs. The Fundamentals of Forest Harvesting Practices Certificate Program was offered in a spring and fall intake.
 - The **College of New Caledonia** and **Selkirk College** each received \$75,000 to develop and deliver individual introductory pilot programs similar to Vancouver Island University, responding to the unique needs of the forest sector employers in their regions.
- These forestry training programs are all aligned with Government's commitment to increase education and training in support of British Columbia's forest sector, with a focus on innovation.
- Advice/Recommendations; Government Financial Information

- The Ministry is continuing to engage with the Ministry of Forests, Lands, Natural Resource Operations and Rural Development, to ensure new training programs support government's overall wood innovation strategy.
- Eight public post-secondary institutions in British Columbia regularly offer forestry-related programming, from certificate to doctorate levels, including: the British Columbia Institute of Technology; College of New Caledonia; North Island College; Selkirk College; Thompson Rivers University; University of British Columbia; University of Northern British Columbia; and Vancouver Island University;
- In addition, provincial labour market programs support sector workforce studies, industry-specific training, and several employment-ready short courses.
- See also WDA Programs note 60 and Mill Closures note 61.

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Ministry of Advanced Education and Skills Training
Estimates Debate Binder
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AEST BACKGROUND INFORMATION	Section 5
MLAs and Institutions by Riding	MLAs
Ministry 2021/22 Service Plan	2021/22
Ministry 2019/20 Annual Report	2019/20
BC Council for International Education Service Plan	BCCIE
Industry Training Authority 2021/2022 Service Plan	ITA

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GREEN

MLA	Riding	Institution(s)
<p data-bbox="133 470 350 499">Sonia Furstenuau</p> 	<p data-bbox="396 470 610 541">Cowichan Valley (Green)</p> <p data-bbox="396 583 646 613"><i>Leader of BC Green</i></p>	<p data-bbox="971 470 1334 499">Vancouver Island University</p> <ul data-bbox="1019 512 1432 541" style="list-style-type: none"><li data-bbox="1019 512 1432 541">• Cowichan Campus (Duncan)
<p data-bbox="133 825 295 854">Adam Olsen</p> 	<p data-bbox="396 825 782 896">Saanich North and the Islands (Green)</p>	





LIBERAL





MLA	Riding	Institution(s)
<p>Dan Ashton</p> 	<p>Penticton (Liberal)</p>	<p>Okanagan College</p> <ul style="list-style-type: none"> • Penticton Campus
<p>Mike Bernier</p> 	<p>Peace River South (Liberal)</p>	<p>Northern Lights College</p> <ul style="list-style-type: none"> • Chetwynd Campus • Dawson Creek Campus • Tumbler Ridge Campus
<p>Shirley Bond</p> 	<p>Prince George-Valemount (Liberal)</p> <p><i>BC Liberal Caucus Interim Leader Former Minister of the Ministry of Jobs, Tourism and Skills Training</i></p>	<p>College of New Caledonia</p> <ul style="list-style-type: none"> • Valemount Centre
<p>Stephanie Cadieux</p> 	<p>Surrey South (Liberal)</p> <p><i>Former Critic for AEST</i></p>	<p>Kwantlen Polytechnic University</p> <ul style="list-style-type: none"> • Cloverdale Campus




MLA	Riding	Institution(s)
<p>Ben Stewart</p> 	<p>Kelowna West (Liberal)</p>	<p>Justice Institute of British Columbia</p> <ul style="list-style-type: none"> • Kelowna Campus
<p>Doug Clovechok</p> 	<p>Columbia River-Revelstoke (Liberal)</p>	<p>College of the Rockies</p> <ul style="list-style-type: none"> • Golden Campus • Invermere Campus • Kimberley Campus <p>Okanagan College</p> <ul style="list-style-type: none"> • Revelstoke Centre
<p>Dan Davies</p> 	<p>Peace River North (Liberal)</p>	<p>Northern Lights College</p> <ul style="list-style-type: none"> • Fort Nelson Campus • Fort St. John Campus <p>University of Northern British Columbia</p> <ul style="list-style-type: none"> • Peace River-Liard Campus (Fort St. John)
<p>Michael de Jong, Q.C.</p> 	<p>Abbotsford West (Liberal)</p>	
<p>Greg Kylo</p> 	<p>Shuswap (Liberal)</p>	<p>Okanagan College</p> <ul style="list-style-type: none"> • Salmon Arm Campus

MLA	Riding	Institution(s)
<p>Michael Lee</p> 	<p>Vancouver-Langara (Liberal)</p>	<p>Langara College</p> <ul style="list-style-type: none"> • Main Campus (Vancouver)
<p>Peter Milobar</p> 	<p>Kamloops-North Thompson (Liberal)</p>	<p>Thompson Rivers University</p> <ul style="list-style-type: none"> • Barriere Centre • Clearwater Centre
<p>Mike Morris</p> 	<p>Prince George-Mackenzie (Liberal)</p>	<p>College of New Caledonia</p> <ul style="list-style-type: none"> • Main Campus (Prince George) • Nicholson Campus (Prince George) • Mackenzie Campus <p>University of Northern British Columbia</p> <ul style="list-style-type: none"> • Main Campus
<p>Coralee Oakes</p> 	<p>Cariboo North (Liberal)</p> <p><i>Critic for AEST</i></p>	<p>College of New Caledonia</p> <ul style="list-style-type: none"> • Quesnel Campus <p>University of Northern British Columbia</p> <ul style="list-style-type: none"> • South Central Campus (Quesnel)
<p>Ian Paton</p> 	<p>Delta South (Liberal)</p>	





MLA	Riding	Institution(s)
<p>Ellis Ross</p> 	<p>Skeena (Liberal)</p>	<p>Coast Mountain College</p> <ul style="list-style-type: none"> • Main Campus (Terrace) <p>University of Northern British Columbia</p> <ul style="list-style-type: none"> • Northwest Campus (Terrace) • Gitwinksinlkw (a WWN affiliate campus)
<p>John Rustad</p> 	<p>Nechako Lakes (Liberal)</p>	<p>College of New Caledonia</p> <ul style="list-style-type: none"> • Fort St. James Campus • Lakes District Campus (Burns Lake) • Nechako Campus (Vanderhoof)
<p>Tom Shypitka</p> 	<p>Kootenay East (Liberal)</p>	<p>College of the Rockies</p> <ul style="list-style-type: none"> • Main Campus (Cranbrook) • Fernie Campus • Gold Creek Campus (Cranbrook)
<p>Todd Stone</p> 	<p>Kamloops-South Thompson (Liberal)</p>	<p>Thompson Rivers University</p> <ul style="list-style-type: none"> • Main Campus (Kamloops)
<p>Jordan Sturdy</p> 	<p>West Vancouver-Sea to Sky (Liberal)</p>	





MLA	Riding	Institution(s)
<p>Jackie Tegart</p> 	<p>Fraser-Nicola (Liberal)</p>	<p>Nicola Valley Institute of Technology</p> <ul style="list-style-type: none"> • Main Campus (Merritt) <p>Thompson Rivers University</p> <ul style="list-style-type: none"> • Ashcroft / Cache Creek Centre • Lillooet Centre
<p>Teresa Wat</p> 	<p>Richmond North Centre (Liberal)</p>	<p>British Columbia Institute of Technology</p> <ul style="list-style-type: none"> • Aerospace Technology Campus (Richmond) <p>Kwantlen Polytechnic University</p> <ul style="list-style-type: none"> • Richmond Campus
<p>Andrew Wilkinson Q.C.</p> 	<p>Vancouver-Quilchena (Liberal)</p> <p><i>Former BC Liberal Leader</i> <i>Former Minister of Advanced Education</i></p>	
<p>Lorne Doerkson</p> 	<p>Cariboo-Chilcotin (Liberal)</p>	

MLA	Riding	Institution(s)
<p>Trevor Halford</p> 	<p>Surrey-White Rock (Liberal)</p>	
<p>Karen Kirkpatrick</p> 	<p>West Vancouver-Capilano (Liberal)</p>	
<p>Norm Letnick</p> 	<p>Kelowna-Lake Country (Liberal)</p>	
<p>Renee Merrifield</p> 	<p>Kelowna-Mission (Liberal)</p>	





MLA	Riding	Institution(s)
<p>Fin Donnelly</p> 	<p>Coquitlam-Burke Mountain (NDP)</p>	<p>Douglas College</p> <ul style="list-style-type: none"> • David Lam Campus (Coquitlam)
<p>Megan Dykeman</p> 	<p>Langley East (NDP)</p>	
<p>Kelly Greene</p> 	<p>Richmond-Steveston (NDP)</p>	





NDP





MLA	Riding	Institution(s)
<p>Harry Bains</p> 	<p>Surrey-Newton (NDP)</p> <p><i>Minister of Labour</i></p>	<p>Kwantlen Polytechnic University</p> <ul style="list-style-type: none"> • Main Campus
<p>Lisa Beare</p> 	<p>Maple Ridge-Pitt Meadows (NDP)</p> <p><i>Minister of Citizens' Services</i></p>	<p>Justice Institute of BC</p> <ul style="list-style-type: none"> • Pitt Meadows
<p>Garry Begg</p> 	<p>Surrey-Guildford (NDP)</p>	
<p>Jagrup Brar</p> 	<p>Surrey-Fleetwood (NDP)</p>	



MLA	Riding	Institution(s)
<p>Spencer Chandra Herbert</p> 	<p>Vancouver-West End (NDP)</p> <p><i>Deputy Speaker</i></p>	
<p>Katrina Chen</p> 	<p>Burnaby-Lougheed (NDP)</p> <p><i>Minister of State for Child Care</i></p>	<p>Simon Fraser University</p> <ul style="list-style-type: none"> • Main Campus (Burnaby)
<p>Raj Chouhan</p> 	<p>Burnaby-Edmonds (NDP)</p> <p><i>Speaker of the Legislative Assembly</i></p>	
<p>George Chow</p> 	<p>Vancouver-Fraserview (NDP)</p> <p><i>Minister of State for Trade</i></p>	





MLA	Riding	Institution(s)
<p>Katrine Conroy</p> 	<p>Kootenay West (NDP)</p> <p><i>Minister of Forests, Lands, Natural Resource Operations and Rural Development</i></p>	<p>Selkirk College</p> <ul style="list-style-type: none"> • Main Campus (Castlegar) • Nakusp Centre • Trail Campus
<p>Mitzi Dean</p> 	<p>Esquimalt-Metchosin (NDP)</p> <p><i>Minister of Children and Family Development</i></p>	<p>Royal Roads University</p> <ul style="list-style-type: none"> • Main Campus(Victoria)
<p>Bob D'Eith</p> 	<p>Maple Ridge-Mission (NDP)</p>	<p>Justice Institute of British Columbia</p> <ul style="list-style-type: none"> • Maple Ridge Campus
<p>Adrian Dix</p> 	<p>Vancouver-Kingsway (NDP)</p> <p><i>Minister of Health</i></p>	

MLA	Riding	Institution(s)
<p>David Eby, Q.C.</p> 	<p>Vancouver-Point Grey (NDP)</p> <p><i>Attorney General and Minister Responsible for Housing</i></p>	<p>University of British Columbia</p> <ul style="list-style-type: none"> Main Campus (Point Grey)
<p>Mable Elmore</p> 	<p>Vancouver-Kensington (NDP)</p>	
<p>Mike Farnworth</p> 	<p>Port Coquitlam (NDP)</p> <p><i>Minister of Public Safety and Solicitor General</i></p>	
<p>Rob Fleming</p> 	<p>Victoria-Swan Lake (NDP)</p> <p><i>Minister of Transportation and Infrastructure</i></p>	

MLA	Riding	Institution(s)
<p>Rick Glumac</p> 	<p>Port Moody-Coquitlam (NDP)</p>	
<p>George Heyman</p> 	<p>Vancouver-Fairview (NDP)</p> <p><i>Minister of Environment and Climate Change Strategy</i></p>	
<p>John Horgan</p> 	<p>Langford-Juan de Fuca (NDP)</p> <p><i>Premier and President of the Executive Council</i></p>	
<p>Ravi Kahlon</p> 	<p>Delta North (NDP)</p> <p><i>Minister of Jobs, Economic Recovery and Innovation</i></p>	<p>British Columbia Institute of Technology</p> <ul style="list-style-type: none"> • Annacis Island <p>Justice Institute of British Columbia</p> <ul style="list-style-type: none"> • Annacis Island





MLA	Riding	Institution(s)
<p>Anne Kang</p> 	<p>Burnaby-Deer Lake (NDP)</p> <p><i>Minister of Advanced Education</i></p>	<p>Nicola Valley Institute of Technology</p> <ul style="list-style-type: none"> • Vancouver Campus (Burnaby)
<p>Sheila Malcolmson</p> 	<p>Nanaimo (NDP)</p> <p><i>Minister of Mental Health and Addictions</i></p>	<p>Vancouver Island University</p> <ul style="list-style-type: none"> • Main Campus (Nanaimo)
<p>Ronna-Rae Leonard</p> 	<p>Courtenay-Comox (NDP)</p>	<p>North Island College</p> <ul style="list-style-type: none"> • Main Campus (Courtenay)
<p>Bowinn Ma</p> 	<p>North Vancouver-Lonsdale (NDP)</p> <p><i>Minister of State for Infrastructure</i></p>	<p>British Columbia Institute of Technology</p> <ul style="list-style-type: none"> • Marine Campus (North Vancouver)

MLA	Riding	Institution(s)
<p>Melanie Mark</p> 	<p>Vancouver-Mount Pleasant (NDP)</p> <p><i>Minister of Tourism, Arts, Culture and Sport</i></p>	<p>British Columbia Institute of Technology</p> <ul style="list-style-type: none"> • Great Northern Way Campus <p>Emily Carr University of Art and Design</p> <ul style="list-style-type: none"> • Great Northern Way Campus <p>Justice Institute of British Columbia</p> <ul style="list-style-type: none"> • Vancouver Campus <p>Simon Fraser University</p> <ul style="list-style-type: none"> • Great Northern Way Campus <p>University of British Columbia</p> <ul style="list-style-type: none"> • Great Northern Way Campus <p>Vancouver Community College</p> <ul style="list-style-type: none"> • Main Campus
<p>Lana Popham</p> 	<p>Saanich South (NDP)</p> <p><i>Minister of Agriculture, Food and Fisheries</i></p>	<p>Camosun College</p> <ul style="list-style-type: none"> • Interurban Campus (Saanich)
<p>Bruce Ralston, Q.C.</p> 	<p>Surrey-Whalley (NDP)</p> <p><i>Minister of Energy, Mines and Low Carbon Innovation</i></p>	<p>Simon Fraser University</p> <ul style="list-style-type: none"> • Surrey Campus





MLA	Riding	Institution(s)
<p>Jennifer Rice</p> 	<p>North Coast (NDP)</p>	<p>Coast Mountain College</p> <ul style="list-style-type: none"> • Masset Campus • Prince Rupert Campus • Queen Charlottes Campus (Queen Charlotte City) <p>University of British Columbia</p> <ul style="list-style-type: none"> • Northwest Campus (Prince Rupert)
<p>Janet Routledge</p> 	<p>Burnaby North (NDP)</p>	<p>British Columbia Institute of Technology</p> <ul style="list-style-type: none"> • Main Campus (Burnaby)
<p>Doug Routley</p> 	<p>Nanaimo-North Cowichan (NDP)</p>	
<p>Selina Robinson</p> 	<p>Coquitlam-Maillardville (NDP)</p> <p><i>Minister of Finance</i></p>	




MLA	Riding	Institution(s)
<p>Nicholas Simons</p> 	<p>Powell River-Sunshine Coast (NDP)</p> <p><i>Minister of Social Development and Poverty Reduction</i></p>	<p>Capilano University</p> <ul style="list-style-type: none"> • Sunshine Coast Campus (Sechelt) <p>Vancouver Island University</p> <ul style="list-style-type: none"> • Powell River Campus
<p>Jinny Sims</p> 	<p>Surrey-Panorama (NDP)</p>	
<p>Rachna Singh</p> 	<p>Surrey-Green Timbers (NDP)</p>	
<p>Pam Alexis</p> 	<p>Abbotsford-Mission (NDP)</p>	<p>University of the Fraser Valley Mission Campus</p>

MLA	Riding	Institution(s)
<p>Brittney Anderson</p> 	<p>Nelson-Creston (NDP)</p>	<p>College of the Rockies</p> <ul style="list-style-type: none"> • Creston Campus <p>Selkirk College</p> <ul style="list-style-type: none"> • Kaslo Centre • Kootenay School of the Arts (Nelson) • Silver King Campus (Nelson) <p>Tenth Street Campus (Nelson)</p>
<p>Michele Babchuk</p> 	<p>North Island (NDP)</p>	<p>North Island College</p> <ul style="list-style-type: none"> • Campbell River Campus <p>Mount Waddington Regional Campus (Port Hardy)</p>
<p>Brenda Bailey</p> 	<p>Vancouver-False Creek (NDP)</p>	<p>British Columbia Institute of Technology</p> <ul style="list-style-type: none"> • Downtown Campus <p>Simon Fraser University</p> <ul style="list-style-type: none"> • Vancouver Campus <p>University of British Columbia</p> <ul style="list-style-type: none"> • UBC Robson Square campus <p>Vancouver Community College</p> <p>City Centre Campus</p>
<p>Susie Chant</p> 	<p>North Vancouver-Seymour (NDP)</p>	<p>Capilano University</p> <ul style="list-style-type: none"> • Main Campus (North Vancouver)

MLA	Riding	Institution(s)
<p>Dan Coulter</p> 	<p>Chilliwack (NDP)</p>	<p>University of the Fraser Valley</p> <ul style="list-style-type: none"> • Chilliwack Campus
<p>Nathan Cullen</p> 	<p>Stikine (NDP)</p> <p><i>Minister of State for Lands and Natural Resource Operations</i></p>	<p>Northern Lights College</p> <ul style="list-style-type: none"> • Atlin Access Centre • Dease Lake Access Centre <p>Coast Mountain College</p> <ul style="list-style-type: none"> • Hazelton Campus • Smithers Campus
<p>Grace Lore</p> 	<p>Victoria-Beacon Hill (NDP)</p>	<p>Justice Institute of British Columbia</p> <ul style="list-style-type: none"> • Victoria Campus
<p>Andrew Mercier</p> 	<p>Langley (NDP)</p> <p><i>Parliamentary Secretary for Skills Training</i></p>	<p>Kwantlen Polytechnic University Langley Campus</p>

MLA	Riding	Institution(s)
<p>Josie Osborne</p> 	<p>Mid Island-Pacific Rim (NDP)</p> <p><i>Minister of Municipal Affairs</i></p>	<p>North Island College</p> <ul style="list-style-type: none"> • Port Alberni Campus • Uclulet Centre
<p>Kelli Paddon</p> 	<p>Chilliwack-Kent (NDP)</p>	<p>Justice Institute of British Columbia</p> <ul style="list-style-type: none"> • Chilliwack Campus <p>University of the Fraser Valley</p> <ul style="list-style-type: none"> • Campus at Canada Education Park (Chilliwack) • Hope Centre
<p>Roly Russell</p> 	<p>Boundary-Similkameen (NDP)</p>	<p>Selkirk College</p> <ul style="list-style-type: none"> • Grand Forks Campus
<p>Harwinder Sandhu</p> 	<p>Vernon-Monashee (NDP)</p>	<p>Okanagan College</p> <ul style="list-style-type: none"> • Vernon Campus

MLA	Riding	Institution(s)
<p>Niki Sharma</p> 	<p>Vancouver-Hastings (NDP)</p>	
<p>Aman Singh</p> 	<p>Richmond-Queensborough (NDP)</p>	
<p>Mike Starchuk</p> 	<p>Surrey-Cloverdale (NDP)</p>	
<p>Adam Walker</p> 	<p>Parksville-Qualicum (NDP)</p>	<p>Vancouver Island University</p> <ul style="list-style-type: none"> • Parksville/ Qualicum Centre

MLA	Riding	Institution(s)
<p>Jennifer Whiteside</p> 	<p>New Westminster (NDP)</p> <p><i>Minister of Education</i></p>	<p>Douglas College</p> <ul style="list-style-type: none"> • Main Campus(New Westminster) <p>Justice Institute of British Columbia</p> <ul style="list-style-type: none"> • Main Campus (New Westminster)
<p>Henry Yao</p> 	<p>Richmond South Centre (NDP)</p>	
<p>Murray Rankin</p> 	<p>Oaky Bay-Gordon Head (NDP)</p> <p><i>Minister of Indigenous Relations and Reconciliation</i></p>	

**Ministry of
Advanced Education and Skills Training**

**2021/22 – 2023/24
Service Plan**

April 2021



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Published by the Ministry of Advanced Education and Skills Training

Minister's Accountability Statement



The *Ministry of Advanced Education and Skills Training 2021/22 – 2023/24 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

A handwritten signature in black ink that reads "Anne Kang".

Honourable Anne Kang
Minister of Advanced Education and Skills Training
April 9, 2021

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Purpose of the Ministry

The Ministry of Advanced Education and Skills Training provides leadership and direction for post-secondary education and skills training across the province to support British Columbians with opportunities to thrive, succeed and reach their full potential. The Ministry plays a key role in promoting a collaborative approach that fosters opportunities for our education and skills training partners to contribute to the prosperity of all British Columbians and the resiliency of our post-secondary education and skills training system.

Underlying our work is the conviction that an inclusive, accessible, responsive and future-focused post-secondary education and skills training system, including the trades, provides pathways for British Columbians into good-paying, high-opportunity jobs and supports the economic recovery of our communities and province.

The Ministry remains committed to the development of lasting and meaningful partnerships with Indigenous peoples in B.C. as they move towards self determination in accordance with British Columbia's ongoing reconciliation and recognition commitments as reflected in the *Declaration on the Rights of Indigenous Peoples Act* (DRIPA).

To support inclusive and affordable access, the Ministry provides targeted supports for vulnerable and underrepresented groups, such as current and former youth in government care, Indigenous people, persons with disabilities, older workers, youth, and women in the trades. The Ministry reduces financial barriers with a suite of needs-based student financial assistance programs available through [StudentAid BC](#). The Ministry is also making it easier for students to navigate British Columbia's post-secondary system through [EducationPlannerBC](#).

The Ministry makes capital investments in education and training facilities and equipment throughout the province, to give learners the modern tools and spaces they need to prepare for 21st century careers.

To prepare British Columbians for current career opportunities and high opportunity jobs, we work with post-secondary partners, employers, industry, social service providers, and Indigenous communities throughout B.C. to align and deliver relevant education and training programs and services. The Ministry also provides information and resources, including [WorkBC.ca](#) and the [Labour Market Outlook](#), so British Columbians can make informed decisions about their career planning and skills training opportunities.

The Ministry provides oversight for the following Crown corporations: the [Industry Training Authority](#) (ITA) and the [British Columbia Council for International Education](#) (BCCIE).

Strategic Direction

In 2021/22 British Columbians continue to face significant challenges as a result of the global COVID-19 pandemic. The Government of British Columbia is continually evolving to meet the changing needs of people in this province. Government has identified five foundational principles that will inform each ministry's work and contribute to COVID recovery: putting people first, lasting and meaningful reconciliation, equity and anti-racism, a better future through

fighting climate change and meeting our greenhouse gas reduction commitments, and a strong, sustainable economy that works for everyone.

This 2021/22 service plan outlines how the Ministry Advanced Education and Skills Training will support the government's priorities including the foundational principles listed above and selected action items identified in the [November 2020 Minister's Mandate Letter](#).

Performance Planning

Goal 1: British Columbians have access to inclusive, responsive, and relevant post-secondary education to reach their full potential

This goal reflects Government's commitment to putting people first by making life more affordable and strengthening the services British Columbians depend on. Accessible, high-quality post-secondary education and skills training that leads to good paying jobs provides numerous benefits to individuals and will be critical to our successful economic recovery. The Ministry plays a key role in promoting a collaborative approach that fosters opportunities for our partners in post-secondary education and skills training to contribute to the prosperity and the success of all British Columbians.¹

Objective 1.1: Help British Columbians reach their full potential through relevant and supportive post-secondary education and skills training

Key Strategies

- Work with post-secondary institutions and our partners to support students to succeed in the context of the COVID-19 pandemic and recovery, including by ensuring the unique needs of Indigenous learners, communities and institutions are met.
- Contribute to B.C.'s Economic Recovery Plan – StrongerBC, including:
 - Developing a work-integrated model of the Health Care Assistant (HCA) program in support of the Ministry of Health's Health Career Access Program,
 - Expanding Early Childhood Educator training at public post-secondary institutions through the implementation of the Early Care and Learning Recruitment and Retention Strategy, and
 - Creating new opportunities for British Columbians to quickly up-skill and re-skill by expanding micro-credentials across B.C.'s post-secondary education sector.
- Continue to implement technology programming expansion at public post-secondary institutions and begin planning for an additional 2,000 tech-relevant spaces.
- Work with the ITA to develop policy and program options for compulsory trades so more learners benefit from increased skill levels and trade certification, and British Columbia benefits from a highly skilled trades workforce.
- Work to retain B.C.'s share of international students and ensure B.C. offers quality international education aligned with government's values and priorities.

¹ This goal and its related objectives and measures were previously listed under goal 2 in the 2020/21 – 2022/23 Service Plan.

Performance Measure(s)	2019 Actual	2020 Target	2021 Target	2022 Target	2023 Target
1.1 Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment ¹	87.1%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

Data source: BC Student Outcomes Surveys² and Labour Force Survey.

¹ Results are based on an annual survey of public post-secondary students 8-months to two years after they complete their programs and reflect the percent of employed graduates who indicated the knowledge and skills they acquired through their education was *very useful* or *somewhat useful* in performing their job.

² Efforts are made to contact all eligible public post-secondary graduates (over 55,000 each year), and a response rate of ~50% is consistently achieved. The margin of error for these measures is currently between +/- 0.2% and 0.4% (19 times out of 20). 2020 survey results will be available in the Spring of 2021 and will be reported in the 2020/21 Service Plan Report.

Linking Performance Measure to Objective

A relevant, resilient, and responsive high-quality post-secondary education and skills training system is an investment in the future, providing opportunities and supports for the economic recovery of our communities and province. This measure reflects students’ assessment of the relevance of their post-secondary educational experience, and indicates how well programs at public post-secondary institutions meet the needs of students and the labour market. This is one of a collective of measures which comprise the [Accountability Framework for BC Public Post-Secondary Institutions](#). The Ministry also plays a key role in promoting safe and inclusive environments where learners have access to supports that allow them to focus on their studies.

Objective 1.2: Improve the affordability and accessibility of post-secondary education and skills training for all British Columbians

Key Strategies

- Improve student access to affordable housing by working with public post-secondary institutions to continue to build 8,000 new student housing units as part of [Homes for BC](#), our government's 10-year housing plan.
- Work towards expanding the B.C. Access Grant program by increasing eligibility to reduce barriers and help people access the skills they need for the jobs of the future.
- Keep student fee increases low by strengthening the existing Tuition Fee Limit Policy.
- Enable learners to access and complete post-secondary education and skills training by providing a range of student financial assistance programs that meet the needs of today’s learners.
- Continue programs that deliver inclusive access to education, skills training and workforce opportunities, including tuition-free Adult Basic Education and English Language Learning, the Adult Upgrading Grant and the Community Adult Literacy Program.

Performance Measure(s)		2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
1.2 Number of new student housing beds	Government funded	2,816	Progress towards 2028/29 target of 5,000	Progress towards 2028/29 target of 5,000	Progress towards 2028/29 target of 5,000
	Institution self-funded / non-government partnerships	2,885	Progress towards 2028/29 target of 3,000	Progress towards 2028/29 target of 3,000	Progress towards 2028/29 target of 3,000
	Total	5,701	Progress towards 2028/29 target of 8,000 ¹	Progress towards 2028/29 target of 8,000	Progress towards 2028/29 target of 8,000

Data source: Number of net new student beds initiated as reported to the Ministry of Advanced Education and Skills Training. The measure has been broken out to distinguish between government funding (loans and grants) and public post-secondary institutions (PSIs) self-funding / non-government partnerships.

¹ Government is targeting approximately 8,000 new beds to be built on public post-secondary campuses by 2028. Government is investing in public PSIs to construct approximately 5,000 new beds across the province, with a portion of cost-sharing from institutions. It is also estimated that public PSIs will build a further 3,000 new beds using a combination of their own resources and non-government partnerships.

Linking Performance Measure to Objective

This measure represents an example of the Ministry’s commitment to making life more affordable for learners with a major investment in additional on-campus housing at public post-secondary institutions. Through the broader [Provincial Housing Strategy](#), Government continues to increase student housing stock in regions throughout the province. More on-campus student housing beds will contribute to the personal and academic success of students and will increase the availability of rental housing in the wider community, helping to improve the availability of rental housing for everyone. The Ministry continues to explore options to improve how the sector responds to the housing needs of Indigenous students and former youth in care. New student housing will be more energy efficient and meet the highest standards consistent with the Province’s long-term climate strategy, [CleanBC](#).

Discussion

The Ministry is considering a new performance measure for future service plans to further showcase our ongoing commitment to improving accessibility. The B.C. Access Grant has been in place for one full year, and it is anticipated that next year data will be available to establish a baseline and set future targets that will reflect the utilization of the B.C. Access Grant program.

Goal 2: British Columbians have workforce information, connections and supports to prepare for opportunities in B.C.’s economy

This goal reflects Government’s commitment to investing in a strong, sustainable economy that works for everyone while ensuring all British Columbians remain connected to the labour market. The labour market is continually evolving, most recently impacted by the global COVID-19 pandemic as well as driven by emerging technologies, automation, globalization, and social and demographic changes. The Ministry works with education and training partners to support the delivery of post-secondary education and skills training programs, services and supports to meet the needs of learners, communities, industry, and employers that are relevant to the economy.²

Objective 2.1: Provide British Columbians with the best information available to make informed decisions about their education, training, and career opportunities

Key Strategies

- Help all learners make informed post-secondary education and career decisions, and search and apply for public post-secondary education in B.C. using EducationPlannerBC.ca
- Connect all British Columbians to information on high-opportunity jobs through innovative tools on WorkBC.ca, and provide future labour market trends through the annual [BC Labour Market Outlook](#).
- With support from the Ministry of Environment and Climate Change and the Ministry of Jobs, Economic Recovery and Innovation, continue to develop a CleanBC Workforce Readiness Plan to identify workforce development needs and opportunities, train people for low-carbon economy jobs and help meet [CleanBC](#) commitments.

Performance Measure(s)	2018/19 Baseline	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
2.1 # of online and in-person engagements with ministry-provided labour market, career planning and education information ¹	2.82M	3.2M	Increase	Maintain or increase	Maintain or increase

Data source: Workforce Innovation and Division Responsible for Skills Training, and post-secondary Policy and Programs Division Responsible for Learner Supports, Ministry of Advanced Education and Skills Training.

¹ Number of times labour market information, career planning information and information on education choices are accessed through all available Ministry sources, including the [EducationPlannerBC](http://EducationPlannerBC.ca) website, the WorkBC.ca website, downloads of the Labour Market Outlook and other publications, in person at Find Your Fit events and WorkBC booths at career fairs and related events across the Province, and through social media.

² This goal and its related objectives and measures were previously listed under goal 3 in the 2020/21 – 2022/23 Service Plan.

Linking Performance Measure to Objective

This measure reflects Ministry efforts to engage and connect British Columbians in all regions of the province with a variety of relevant and accessible platforms (online, in person, in print and social media) that provide education, labour market and career planning information, products and tools. Students, parents and those impacted by the pandemic who are in need of reskilling or upskilling to find their place in the post-COVID-19 economy can rely on a variety of Ministry resources, including [EducationPlannerBC.ca](https://www.educationplannerbc.ca) and [WorkBC.ca](https://www.workbc.ca) to help make decisions about their career and education. Educators, large and small businesses, and industry can use the Ministry's labour market information in their planning, and government uses it to make informed decisions about new services, investments, policy, and programs.

Discussion

The forecast for 2020/21 has been readjusted to reflect the Ministry's need to pivot to host online interactions in place of in person events due to the impacts of the COVID-19 pandemic. It is anticipated that as the province moves into recovery that the target for 2021/22 will increase with the return of in person events.

Objective 2.2: Support all British Columbians, especially vulnerable and underrepresented groups, with inclusive and equitable access to education, skills training, and workforce opportunities

Key Strategies

- Work with partners to continue to improve access to post-secondary education and workforce opportunities for former youth in government care, including working towards expanding the Tuition Waiver Program to all former youth in care, regardless of age.
- Partner with communities, sectors, and employers to deliver flexible and responsive skills training programs, funded under the Canada-BC Workforce Development Agreement (WDA), to unemployed and employed people so they can obtain skills, retrain and upgrade their skills for sustainable employment.
- Ensure skills training and employment programs are culturally safe and responsive to the needs of Indigenous people and address barriers to participation.
- Ensure that Indigenous learners have access to housing that is culturally safe, inclusive, and enables them to thrive personally, academically, and culturally by monitoring, addressing, and mitigating safety concerns in student housing, including experiences of racism.
- Work with the ITA to continue to build a trades training system that is welcoming and inclusive of women, Indigenous peoples, youth and underrepresented groups so they can achieve certification and access good-paying jobs in the trades.

Performance Measure(s)	2019/20 Baseline	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
2.2 The percentage of individuals employed or in further education and training three months after completing a WDA skills training program ^{1,2}	67%	70% ³	70%	>70%	>70%

Data source: B.C. WDA 3-month Participant Outcomes Survey, Workforce Innovation and Division Responsible for Skills Training, Ministry of Advanced Education and Skills Training.

¹ This measure looks at outcomes for participants three months after completing a program by measuring the number of participants that became employed or moved on to further education and training.

² This outcome measure does not include people who participated in the B.C. Employer Training Grant (ETG) who were mostly employed before and during training. By excluding these participants, the measure focuses on people who are unemployed, the majority of whom are from vulnerable or underrepresented groups.

³ The 2020/21 Forecast is based on partial survey results from April 2020 to December 2020.

Linking Performance Measure to Objective

The pandemic has disproportionately affected vulnerable and underrepresented British Columbians, including young adults, former youth in care, immigrants, visible minorities, Indigenous people, survivors of abuse or violence, older workers, and women. Through the delivery of skills training programs that target B.C.’s vulnerable and under-represented populations, the Ministry is empowering and preparing British Columbians to participate in the labour force and take advantage of opportunities generated during B.C.’s economic recovery. This measure tracks the success of the Ministry’s WDA skills training programs in moving British Columbians along the employment continuum by measuring outcomes three months after completing WDA skills training programs.

Discussion

This performance measure has been refined to track employment outcomes from the Ministry’s WDA skills training programs targeted primarily to vulnerable and under-represented British Columbians to support labour market attachment. It no longer includes B.C. Employer Training Grant (ETG) outcomes. While a small proportion of participants in programs targeting vulnerable and under-represented groups are “precariously employed” (~20%), nearly all ETG participants are employed at the time of training. Removing ETG participants presents a more accurate picture of the impacts of WDA skills training programs on employment outcomes. The baseline has also been updated to 2019/20 actuals to reflect some of the impact of the COVID-19 pandemic on job seekers.

Goal 3: Lasting and meaningful reconciliation with Indigenous Peoples in B.C. through post-secondary education and skills training

This goal reflects Government's commitment through the *Declaration on the Rights of Indigenous Peoples Act* to create opportunities for Indigenous peoples as full partners on a clear and sustainable path toward lasting reconciliation. Meaningful reconciliation requires recognition of the rights of Indigenous Peoples to participate in joint decision-making regarding post-secondary education policies, programs, and services for First Nations, Métis, and Inuit learners. These systemic shifts supporting self-determination in the post-secondary education and training system will help Indigenous learners have access to a range of culturally responsive and relevant programs. The Ministry collaborated and will continue to work with our Indigenous partners on this goal, strategies, and future measures as part of our ongoing commitment to reconciliation.³

Objective 3.1: Implement the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission

Key Strategies

- Work with the Indigenous Post-Secondary Education and Training Partners to co-develop a comprehensive strategy that includes:
 - Working with public post-secondary institutions to continue advancing systemic and cultural change fostering a public post-secondary education system that is respectful, relevant, responsive, and receptive to Indigenous learners, institutes and communities.
 - Continuing to implement the post secondary-related Calls to Action of the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples, including establishing Indigenous language programs with Indigenous partners.
 - Collaborating with Indigenous institutes and organizations to advance government support for Indigenous-controlled post-secondary institutions, and to ensure they have the ongoing funding they need to deliver programs in their communities.
 - Supporting the delivery of programs that advance self-determination and that foster partnerships to meet community needs, including Indigenous languages, teacher education, health and land-based learning programs.
- Engage with Indigenous communities, organisations and institutes on the draft comprehensive strategy.

³ This goal and its related objectives and measures were previously listed under goal 1 in the 2020/21 – 2022/23 Service Plan.

Performance Measure(s)	2009/10 Baseline	2018/19 Actual	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
3.1 Overall credentials awarded to Indigenous students in the public post-secondary system ^{1,2,3}	2,634 ⁴	3,637	Progress towards 2020/21 target of 4,609 ⁵	TBD ⁶	TBD	TBD

Data source: Student Transition Project

¹ Actuals and targets align with fiscal year data and include only credentials with evaluative components awarded at a B.C. public post-secondary institution, including: developmental, certificate, diploma, associate degree, bachelor’s degree, post-degree certificate, post-degree diploma, first professional degree, graduate certificate, graduate diploma, master’s degree, and doctorate credentials. Apprenticeship credentials are awarded separately by the ITA (<https://www.itabc.ca/>). Data for the 2020/21 fiscal year will be available in Spring of 2022 and will be reported in the 2021/22 Service Plan Report.

² This measure relies on B.C. public post-secondary data collected in accordance with the Aboriginal Administrative Data Standard – based on individuals’ identity as an Aboriginal person (i.e. First Nations, Métis, or Inuit). A subset of the data is also compiled based on Aboriginal identity as reported in the B.C. kindergarten to grade 12 system.

³ The Ministry of Advanced Education and Skills Training is moving to using the term “Indigenous” as an inclusive reference for First Nations, Inuit, and Métis peoples. For the purposes of this Service Plan, “Indigenous” and “Aboriginal” are used interchangeably, and this measure is consistent with past Ministry service plans.

⁴ Baseline is presented as published in the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, launched in June 2012, based on the most recent data available at that time (2009/10).

⁵ 2020/21 Targets will be progress towards target articulated in the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.

⁶ 2021/22 Target is TBD pending refresh of the Action Plan to align with DRIPA and the Declaration on the Rights of Indigenous Peoples and TRC’s Calls to Action to help determine appropriate measures to assess progress toward this objective.

Linking Performance Measure to Objective

The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan has guided the Ministry’s work to foster a post-secondary education and training system that is respectful, relevant, responsive and receptive to Indigenous learners. This measure tracks progress toward increasing the number of credentials awarded to Indigenous learners by 75%, to 4,609, by 2020/21 while the Ministry continues to co-develop a comprehensive strategy that furthers this work and implements the United Nations Declaration on the Rights of Indigenous Peoples and responds to the Truth and Reconciliation Commission’s Calls to Action. This work will align with the B.C. Tripartite Post-Secondary Education Model that First Nations are developing. The Ministry will continue to engage and collaborate with Indigenous communities and partners to meet the needs of Indigenous learners with equitable and responsive post-secondary education and training opportunities. A pivotal part of these collaborative efforts includes determining appropriate measures and baselines to assess progress toward this objective.

Objective 3.2: Support accessible and responsive skills training and post-secondary education programs for Indigenous learners and communities

Key Strategies

- Co-develop approaches to the delivery of in-community Indigenous skills training and post-secondary education programs (including adult basic education) that are flexible,

community-led, equitable, responsive and accessible for Indigenous learners and communities.

- Support Indigenous communities to deliver skills training and post-secondary education programs in community to help more Indigenous people upgrade their skills and access education and employment opportunities and to advance self-determination.

Performance Measure(s)	2019/20 Baseline	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
3.2 Number of First Nations communities, Métis Chartered Communities, and Aboriginal Friendship Centres accessing training	190 (actual)	210	229	248	267

Data source: Workforce Innovation and Division Responsible for Skills Training, Ministry of Advanced Education and Skills Training.

Linking Performance Measure to Objective

The Ministry is committed to the co-development of distinction-based approaches to the delivery of community-based skills training and post-secondary programming that leads to improved socioeconomic outcomes and unlocks the economic potential of lasting meaningful reconciliation with Indigenous peoples. Working with First Nations communities, Métis Chartered Communities and Aboriginal Friendship Centres across the province, the Ministry supports Indigenous people to access post-secondary education and skills training in their communities and closer to home. In the context of Indigenous Skills Training and Education programs, funding is provided to First Nation communities (total of 204 in B.C.), BC Métis Chartered Communities (total of 38 in B.C.) or Aboriginal Friendship Centres (total of 25 in B.C.). The Ministry plans to support access to skills training and education programming to all of the above by 2023/24.

Discussion

In 2019/20, the approach to Indigenous Skills Training and Education programming was modified to increase access of all First Nations communities, Métis Chartered Communities, and B.C. Aboriginal Friendship Centres to training and education funding opportunities. This change resulted in an increase in the overall count of communities served. When the baseline measure was first reported, only First Nations communities were reported in the count.

Financial Summary

Core Business Area	2020/21 Restated Estimates ¹	2021/22 Estimates	2022/23 Plan	2023/24 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations	2,144,435	2,380,919	2,372,457	2,382,095
Student Services Programs	86,195	74,195	74,195	74,195
Private Training Institutions	1	1	1	1
Workforce Innovation and Skills Training ²	16,860	17,013	17,013	17,013
Transfers to Crown Corporations and Agencies	98,877	98,877	98,331	98,331
Executive and Support Services	20,130	21,076	20,845	20,854
Total	2,366,498	2,592,081	2,582,842	2,592,489
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	504	504	504	504
Total	504	504	504	504
Capital Plan (\$000)				
Educational Institutions and Organizations - Post-secondary Institutions	468,820	498,391	629,497	613,098
Total	468,820	498,391	629,497	613,098

¹ For comparative purposes, amounts shown for 2020/21 have been restated to be consistent with the presentation of the 2021/22 Estimates where required.

² The Workforce Innovation and Skills Training (WIST) sub-vote budget is expressed net of Federal funding received under the Workforce Development Agreement (WDA) and Labour Market Development Agreement (LMDA).

* Further information on program funding and vote recoveries is available in the [Estimates and Supplement to the Estimates](#).

Public Post-Secondary Institutions Resource Summary

Public Post-Secondary Institutions	2020/21 Forecast	2021/22 Budget	2022/23 Plan	2023/24 Plan
Combined Income Statement (\$000)				
Total Revenue	6,847,271	7,016,088	7,306,114	7,531,368
Total Expense	6,823,240	7,007,069	7,198,108	7,398,319
Operating Results	24,031	9,019	108,007	133,049
Gain (Loss) on sale of capital assets (if applicable)	(1,500)	0	0	0
Annual Surplus (Deficit)	22,531	9,019	108,007	133,049

Capital Expenditures

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Dec 31, 2020 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Simon Fraser University Sustainable Energy and Environmental Engineering Building	2019	124	2	126
<p>Construction of a five-storey, 15,238 square metre Sustainable Energy Engineering Building at Simon Fraser University's Surrey campus. The project accommodates the University's new Energy Systems Engineering program and existing graduate Mechatronics students and allows the University to expand its research in the energy, hydrogen and electricity sectors.</p> <p>Construction began in Summer 2016 and completed in Early 2019. Assets have been put into service and only trailing costs remain.</p>				
British Columbia Institute of Technology Health Sciences Centre for Advanced Simulation	2022	29	59	\$88
<p>Construction of a four-storey 10,355 square metre simulation lab building at British Columbia Institute of Technology's Burnaby Campus. The project will enable British Columbia Institute of Technology to provide simulation-based training for their nursing, health sciences and technology programs.</p> <p>Construction began in Fall 2019 with completion expected by March 2022.</p>				
Simon Fraser University Student Housing	2022	14	90	\$104
<p>Construction of a new student housing building (386 student housing beds, 30 short term and 2 residence assistant / faculty-in-residence apartments) and renovation and expand the dining commons (800 seat capacity).</p> <p>Construction began in Summer 2019 and is expected to reach occupancy in Fall 2022.</p>				
Okanagan College Student Housing	2023	0	68	\$68
<p>Construction of 376 student housing beds across the Kelowna, Salmon Arm and Vernon campuses of Okanagan College.</p> <p>Construction is expected to begin in Fall 2021 with completion expected by Fall 2023.</p>				
British Columbia Institute of Technology Student Housing	2024	0	114	\$114
<p>Construction of a 464-bed student housing building at British Columbia Institute of Technology's Burnaby Campus.</p> <p>Construction is expected to begin in Early 2022 with completion expected by Fall 2024.</p>				
University of Victoria Student Housing	2023	42	190	\$232
<p>Demolition of the existing Emily Carr Hall, Margaret Newton Hall and Cadboro Commons to construct two new buildings that include 782 (621 net new) student housing beds, 600 seat dining hall and multi-purpose space. The project is targeting Passive House certification.</p> <p>Construction began in Early 2020 and is expected to achieve occupancy in Fall 2023.</p>				

Significant IT Projects (over \$20 million in total)	Targeted Year of Completion	Project Cost to Dec 31, 2020 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Modernizing StudentAidBC	2024	11.1	4.8	15.9
<p>Modernizing StudentAidBC is a multi-year, multi-phased initiative to improve the digital tools, information systems and internal processes, to enhance the experience of financial aid services to students.</p> <p>The current capital investment in the project is \$15.85 million culminating in fiscal year 2023/24.</p> <p>In 2020/21 the project:</p> <ul style="list-style-type: none"> • Partnered with BC Developers Exchange Lab to leverage technical skills and accelerate delivery. • Readied the policy and business rules for the full time and part-time student financial assistance programs, in addition to supporting other funding programs. • Completed technical architecture, conducted user research and stakeholder consultation, and initiated digitization of full time and part time applications. <p>In response to recent legislative changes to the Freedom of Information and Protection of Privacy Act (FOIPPA), the Ministry has engaged with the Office of the Chief Information Officer to move the project from an on-premise to a cloud-based solution. It is anticipated that this shift in the project’s deployment will result in a more efficient and cost-effective total cost of ownership and avoid increased costs of on-premise IT infrastructure and future transition costs.</p>				

Appendix A: Agencies, Boards, Commissions and Tribunals

As of April 2021, the Minister of Ministry of Advanced Education and Skills Training is responsible and accountable for the following:

BC Council on Admissions and Transfer

BCCAT has a key coordinating role in facilitating communication and co-operation among post-secondary institutions and in ensuring a well-articulated system of academic course equivalency and academic credit transfer between and among institutions in British Columbia.

BCcampus

BCcampus provides teaching, learning, educational technology and open education resources and supports to British Columbia post-secondary institutions.

BC Council for International Education

BCCIE is a provincial crown corporation that supports the internationalization efforts of BC's public and independent K-12 schools, public and private colleges and universities and language schools. It promotes international education in and for B.C., enhancing B.C.'s international reputation for quality education and supporting the international education activities of the provincial government.

BC Electronic Library Network

BC ELN's purpose is to develop and support system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of learners, educators and researchers at the lowest possible cost.

BC Registered Music Teachers Association

BCRMTA is a non-profit association. The objects of the Association are to raise the standard of the profession, the promotion of the art of music teaching and the maintenance of the honour and interests of the music teaching profession.

BC Society of Landscape Architects

The British Columbia Society of Landscape Architects Board of Examiners sets and administers the examination necessary for the registration of members in the BC Society of Landscape Architects and reviews all applicants' qualifications to determine acceptability.

Chartered Professional Accountants of British Columbia

CPABC is the training, governing, and regulatory body for over 36,000 CPA members and 5,000 CPA students and candidates. CPABC carries out its primary mission to protect the public by enforcing the highest professional and ethical standards and contributing to the advancement of public policy.

Degree Quality Assessment Board

The Degree Quality Assessment Board is an independent advisory board that ensures legislated quality assurance requirements are met for post-secondary education in B.C.

Industry Training Authority

The ITA is established under the *Industry Training Authority Act*, to oversee implementation of B.C.'s new industry training system and to ensure that it is effective, efficient and meets the needs of employers and trainees.

StudentAid BC Appeal Committee

The Committee reconsiders appeals at the request of StudentAidBC applicants or borrowers. It provides feedback, when requested, to StudentAidBC on proposed changes to key case review processes.

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**Ministry of Advanced Education,
Skills and Training**

**2019/20
Annual Service Plan Report**

July 2020



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Published by the Ministry of Advanced Education, Skills and Training

Minister's Accountability Statement



The Ministry of Advanced Education, Skills and Training's *2019/20 Annual Service Plan Report* compares the Ministry's actual results to the expected results identified in the *2019/20 – 2021/22 Service Plan* created in February 2019. I am accountable for those results as reported.

A handwritten signature in black ink that reads "Melanie Mark".

Honourable Melanie Mark
Hli Haykwhl Wii Xsgaak
Minister of Advanced Education, Skills and Training
June 29, 2020

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Letter from the Minister

As Minister of Advanced Education, Skills and Training, it is my pleasure to present the 2019/20 Annual Service Plan Report.

British Columbia's world-class post-secondary education and skills training system develops the future leaders, innovators, and builders of our beautiful province.

Our government is committed to improving access to post-secondary education and skills training that enables learners in every corner of the province to build successful education and training pathways that lead to high opportunity jobs.

In 2019/20, more than 87% of post secondary graduates reported that knowledge and skills they achieved from their post-secondary education were of use in their employment.

My ministry's daily work empowers all learners with the education and training they need to thrive and transform their lives. Everyone deserves a seat at the table, which is why we're committed to lifting up Indigenous learners, mature students returning to school, women in the trades and people with disabilities.

We are proud to be the first jurisdiction in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples. Bill 41, the *Declaration on the Rights of Indigenous Peoples Act*, passed unanimously on November 26, 2019, a historic day for British Columbia.

Every public post-secondary institute received a mandate letter outlining key priorities for supporting reconciliation. We are working with our education partners to break down barriers, support systemic change and improve educational outcomes for Indigenous learners.

We're also making post-secondary education more affordable for students by eliminating interest on B.C. student loans, adding student housing beds across the province, and investing \$24.9 million in tech-related post-secondary programs.

We have also expanded the Provincial Tuition Waiver Program for former youth-in-care. Since its launch in September 2017, 1,272 students have enrolled in post-secondary education, an improvement of over 500% from 2016.

We're helping British Columbians, especially those who are vulnerable and underrepresented in the labour market, get the skills they need for good-paying jobs and supporting communities and employers to connect with training to build the workforce they need, through the Canada-BC Workforce Development Agreement. We have committed \$12 million over two years to support workers impacted by mill closures access training and supports for new employment. We're also supporting Indigenous communities to access the training and post-secondary education they need so Indigenous people can participate in community and local employment opportunities.

We're working with the Industry Training Authority (ITA) to increase the number of women, Indigenous people and other people of equity-seeking groups participating in, and completing, apprenticeships, coop education and work placement programs. As a result, we've increased the funding to the ITA to hire more apprenticeship advisors and develop a performance management plan to better support the trades training system. In total, there are more than 39,000 registered apprenticeships, over 6,900 youth program participants, and over 4,700 students in pre-apprenticeship training in B.C.

I'm proud of all that students, faculty and staff have accomplished in the past year. I wish to thank the professional and dedicated staff at the Ministry of Advanced Education, Skills and Training for their ongoing commitment to serving British Columbians.

The Ministry of Advanced Education, Skills and Training 2019/20 Annual Service Plan Report compares the Ministry's actual results to the expected results identified in the *2019/20 – 2021/22 Service Plan* created in February 2019. I am accountable for those results as reported.



Honourable Melanie Mark
Hli Haykwhl Wii Xsgaak
Minister of Advanced Education, Skills and Training
June 29, 2020

Purpose of the Annual Service Plan Report

The Annual Service Plan Report is designed to meet the requirements of the *Budget Transparency and Accountability Act* (BTAA), which sets out the legislative framework for planning, reporting and accountability for Government organizations. Under the BTAA, the Minister is required to report on the actual results of the Ministry's performance related to the forecasted targets documented in the previous year's Service Plan.

Purpose of the Ministry

The Ministry of Advanced Education, Skills and Training provides leadership and direction for post-secondary education and skills training across the province to support British Columbians with opportunities to thrive, succeed and reach their full potential. The Ministry plays a key role in promoting a collaborative approach that fosters opportunities for our education and skills training partners to contribute to the prosperity and the success of all British Columbians.

Underlying our work is the premise that an inclusive, accessible, responsive and future-focused post-secondary education and skills training system prepares British Columbians for good-paying, high-opportunity jobs in our strong, and sustainable economy.

To support access and affordability, the Ministry provides a number of targeted supports for vulnerable and underrepresented groups, such as current and former youth in government care, Indigenous people, persons with disabilities, older workers, as well as youth and women in the trades. The Ministry reduces financial barriers for students by providing a suite of student financial assistance programs through [StudentAid BC](#).

The Ministry also makes capital investments in education and training facilities and equipment throughout the province, so learners have the modern tools and spaces they need to prepare for 21st century careers.

To prepare British Columbians for current career opportunities and high opportunity jobs, we work with post-secondary partners, employers, industry, and Indigenous communities throughout BC to align and deliver relevant education and training programs and services. The Ministry also provides information and resources, including [EducationPlannerBC](#), [WorkBC.ca](#), and the [Labour Market Outlook](#) so British Columbians can make informed decisions about their career planning and skills training opportunities.

The Ministry provides oversight for the following Crown corporations: the [Industry Training Authority](#) (ITA) and the [British Columbia Council for International Education](#) (BCCIE).

Strategic Direction

The strategic direction set by Government in 2017 and expanded upon in Minister Mark's [Mandate Letter](#) shaped the 2019/20 Ministry of Advanced Education, Skills and Training [Service Plan](#) and the results reported in this Annual Report.

Operating Environment

Accessible high-quality education and training gives all British Columbians the opportunity to secure good paying jobs and reduces inequities, leading to a more inclusive economy and a higher standard of living for all. Post-secondary education and skills training helps shape

people's lives, lifts up communities and develops the innovators, builders, and creators of British Columbia's future.

Many factors influence our Ministry's work, including ensuring equitable and affordable access to post-secondary education and skills training, as well as relevance to the economy and labour market conditions across all regions of our province.

British Columbians expect government to make life more affordable, improve services, and invest in a sustainable economy. Our Ministry's recent measures include eliminating interest accruing on BC government student loans, increasing access to new student housing throughout the province, committing \$9 million for co-op and work-integrated learning programs at public post-secondary institutions, and expanding the Provincial Tuition Waiver Program for former youth in care to include the Native Education College and 10 union trainers in the construction trades.

The labour market continually evolves, driven by emerging technologies and automation, globalization, and social and demographic changes. Almost 80% of forecasted job openings over the next 10 years will require some level of post-secondary education or skills training. The Ministry plays a critical role in providing the necessary programs, policies and supports to meet the needs of learners, job seekers, workers, communities, industry and employers in a sustainable and innovative economy.

Our Ministry publishes labour market information to help British Columbians enter and succeed in jobs that are meaningful to them. This year, for the first time, the ministry published [Good Jobs for Today & Tomorrow](#), a tool that shows people where, when, and what kinds of jobs are expected to be available in B.C. over the next ten years, and how this information helps them plan their career and education. This information can also help ensure employers can access the critical talent they need for quality economic growth.

The final report of the Truth and Reconciliation Commission of Canada contains Calls to Action relevant to post-secondary education and skills training. In the spirit of respect and collaboration, we work with Indigenous partners to advance true, lasting reconciliation with Indigenous Peoples in British Columbia. The Ministry continues to engage and collaborate with Indigenous communities and partners to ensure post-secondary education and skills training programs are relevant, responsive and receptive to the needs of Indigenous communities and learners.

These and other dynamics require a future-focused and collaborative approach across the post-secondary education and skills training ecosystem. Our Ministry plays a key role in fostering opportunities for our partners in post-secondary education and skills training to help build the prosperity and success of all British Columbians.

Report on Performance: Goals, Objectives, Measures and Targets

Goal 1: Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training

This goal reflects Government's commitment to reconciliation through collaboration and engagement with Indigenous Peoples of British Columbia to foster equity, access, inclusion and success in post-secondary education and skills training for Indigenous learners. The Ministry works with Indigenous peoples to develop programs, policies and services that meet the needs of Indigenous learners and communities, and to implement the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission (TRC). This work is consistent with the 2012 Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.

Objective 1.1: Implement the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples in the post-secondary education and skills and trades training system

Over the past year the Ministry has continued to work with Indigenous education and training partners to break down barriers, support systemic change and improve educational outcomes for Indigenous Learners.

Key Highlights

- Continued to work with Indigenous peoples through the First Nations Education Steering Committee (FNESC), Métis Nation BC (MNBC), and the Indigenous Adult and Higher Learning Association (IAHLA), and in collaboration with Indigenous post-secondary education and training partners, on a comprehensive post-secondary strategy that responds to the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples.
- Responding to TRC Call to Action – Article 62 by investing \$2.7 million in teacher education programs to support new teacher education seats for Indigenous students at public post-secondary institutions and integrate Indigenous knowledge and teaching methods into all programs.
- Jointly hosted with FNESC, MNBC and the Crown Agencies Board Resourcing Office (CABRO) an Indigenous Post-Secondary Board Member Gathering, involving 25 Indigenous board members from 16 post-secondary institutions and other key partners.
- Developed an interim approach to the Ministry's two Indigenous skills training and education programs for 2020/2021 to provide funding opportunities to 203 First Nations, 39 Métis Chartered communities, and 25 Friendship Centres in BC that responded to some of what the Ministry heard during engagement sessions with Indigenous partners in 2019/20. This included allocating \$1.9M in capacity building funding to First Nations communities that had not previously accessed the Ministry's two Indigenous skills training and education programs before.

- Entered into exploratory discussions regarding the creation of a tripartite Indigenous Skills Training and Employment Committee with the First Nations Leadership Council, the Government of Canada, the Ministry of Social Development and Poverty Reduction and other service providers in response to resolutions supporting the creation of a labour market committee passed by the Union of BC Indian Chiefs, First Nations Summit and the BC Assembly of First Nations in 2019.

Performance Measure	2009/10 Baseline	2018/19 Actual	2019/20 Target	2020/21 Target
1.1 Overall credentials awarded to Indigenous students in the public post-secondary system ^{1, 2, 3}	2,634 ⁴	3,637	Progress towards 2020/21 target of 4,609 ⁵	TBD ⁶

Data source: Student Transition Project

¹ Actuals and targets align with fiscal year data and include only credentials with evaluative components awarded at a BC public post-secondary institution, including: developmental, certificate, diploma, associate degree, bachelor's degree, post-degree certificate, post-degree diploma, first professional degree, graduate certificate, graduate diploma, master's degree, and doctorate credentials. Apprenticeship credentials are awarded separately by the ITA.

² This measure relies on BC public post-secondary data collected in accordance with the [Aboriginal Administrative Data Standard](#) – based on individuals' identity as an Aboriginal person (i.e. First Nations, Métis, or Inuit). A subset of the data is also compiled based on Aboriginal identity as reported in the BC kindergarten to grade 12 system.

³ The Ministry of Advanced Education, Skills, and Training uses the term "Indigenous" as an inclusive reference for First Nations, Inuit, and Métis peoples. For the purposes of this Service Plan Report, "Indigenous" and "Aboriginal" have the same meaning, and this measure is consistent with past Ministry service plan reports.

⁴ Baseline is presented as published in the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, launched in June 2012, based on the most recent data available at that time (2009/10). Progress has been made as the Actual for 2016/17 was 3,321 and 3,542 for 2017/18.

⁵ Data for the 2019/20 fiscal year will be available in spring 2021 and will be reported in the 2020/21 Service Plan Report.

⁶ 2021/22 Target is TBD pending refresh of the Action Plan to align with the United Nations' Declaration on the Rights of Indigenous Peoples and TRC's Calls to Action to help determine appropriate measures to assess progress toward this objective.

Discussion of Results

While a new comprehensive post-secondary strategy for Indigenous education is being developed, the Ministry continues to track progress towards the goal in the 2012 *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* of increasing credentials awarded to Indigenous learners by 75%, to 4,609 by 2020/21. The results for each fiscal year are based on the most recent data available. In this case the most recent data is from 2018/19, which shows 3,637 credentials awarded to Indigenous learners, representing a 38% increase over the 2009/10 baseline of 2,634.

Goal 2: British Columbians have increased access to post-secondary education and training across the province that helps them reach their full potential

This goal reflects Government's commitment to making life more affordable by ensuring post-secondary education and training is accessible for all learners, including underrepresented groups, such as current and former youth in government care, Indigenous Peoples, persons with disabilities, and youth and women in the trades.

Objective 2.1: Ensure affordable and equitable access to quality post-secondary education and skills training

Government is committed to helping students to access, afford and complete post-secondary education and training.

Key Highlights

- Eliminated interest on British Columbia student loans effective February 2019, which reduced monthly payments for approximately 200,000 borrowers, provided approximately \$22 million in interest and debt relief in 2019/20 and ensured 100% of repayments now go to paying down the outstanding principal.
- Contributed to the Provincial Housing Strategy and improved student access to affordable, on campus housing by initiating work on an additional 2,798 student housing beds.
- Helped British Columbians get the skills they need for good-paying jobs and helped communities and employers provide training for workers through Workforce Development Agreement skills training programs including programs for persons with disabilities, young adults and youth at risk.
- Leveraged technology to increase access and affordability to education and skills training, including expanding open education online digital resources and developing open textbooks for all levels of the BC adult high school diploma program, also known as the “Adult Dogwood.”
- Issued mandate letters to public post-secondary institutions outlining key priorities, including supporting reconciliation with Indigenous Peoples, affordability, service delivery and building a strong, sustainable economy.

Performance Measure		2018/19 Forecast	2018/19 Actual	2019/20 Target	2019/20 Actual	2020/21 Target	2021/22 Target
2.1 Number of new student housing beds ¹	Government funded		1,265	Progress towards 2028/29 target of 5,000	2,528	Progress towards 2028/29 target of 5,000	Progress towards 2028/29 target of 5,000
	Institution self-funded/ non-gov't partnerships		1,350	Progress towards 2028/29 target of 3,000	2,885	Progress towards 2028/29 target of 3,000	Progress towards 2028/29 target of 3,000
	Total	2,295	2,615	Progress towards 2028/29 target of 8,000	5,413	Progress towards 2028/29 target of 8,000	Progress towards 2028/29 target of 8,000

- Data source: Number of new beds initiated as reported to the Ministry by public post-secondary institutions.

Discussion of Results

Expanding the supply of affordable on-campus student housing increases access to post-secondary education and training by helping students find affordable places to live while pursuing their studies. As of spring 2020, 5,413 new student beds were initiated as part of a multi-year strategy that will see 8,000 added by 2028/29. The Ministry is collaborating with FNEC on this work to ensure that Indigenous students have access to student housing that is safe, inclusive, and enables students to thrive personally, academically, and culturally.

Objective 2.2: Respond and adapt to the needs of under-represented and vulnerable populations to improve educational access and inclusivity in post-secondary education and training, and increase their participation in the skilled workforce

The Ministry works with partners across the post-secondary education and skills training ecosystem to expand access for those whose personal circumstance include distinct barriers to participation.

Key Highlights

- Continued to increase the number of former youth in care participating in the provincial tuition waiver program, reducing financial barriers to post-secondary education and skills training.
- Supported participation of vulnerable and under-represented populations such as Indigenous Peoples, persons with disabilities, youth and women in the skilled workforce, and women fleeing violence by:
 - Working with the Industry Training Authority to increase the number of women and Indigenous peoples participating and sustaining in an apprenticeship program and earning a Certificate of Qualification.
 - Working with the construction sector on the development and delivery of workforce development programs designed to increase the recruitment and retention of women in the trades.
 - Investing in diversity and inclusion initiatives designed to increase the participation of equity seeking groups in technology-related occupations.
 - Developing targeted WDA programs to increase skills and employment for underrepresented populations.
 - Delivering Indigenous skills training and education programs that meet the labour market needs of Indigenous communities.
- Invested \$24M for Adult Basic Education and English Language Learning programming to improve access to literacy, language, and employability training that people need for success in education and employment.
- Provided \$760,000 to help build capacity in post-secondary institutions to implement sexual violence and misconduct awareness, prevention, and response initiatives.

- Supported development of mental health resources for post-secondary students, faculty and staff, such as open-sourced mental wellness materials and enhanced campus peer support services.

Performance Measure	2016/17 Baseline	2018/19 Actuals	2019/20 Target	2019/20 Actuals	2020/21 Target	2021/22 Target
2.2 Number of youth formerly in care accessing tuition waivers to pursue post-secondary education and training	189 ¹	806	850	1,272	N/A ²	N/A ²

Data source: Public post-secondary institutions

¹ Prior to launch of provincial program

² Now that the target of 850 has been exceeded, the Ministry is working with system partners on other supports for former youth in care. Consequently, as of 2020/21, this measure is no longer used.

Discussion of Results

Since the launch of the tuition waiver program in September 2017, 1,272 students have benefitted, compared to 189 students in 2016/17. This has resulted in \$6.8M in tuition waived for former youth in care, helping them access the education and supports needed to become successful and resilient adults.

Goal 3: British Columbians are prepared for and connected to current and emerging opportunities in BC's economy

Government is committed to supporting an economy that works for everyone by aligning post-secondary education and skills training programs and services with the needs of learners and employers.

Objective 3.1: Post-secondary education, skills and trades training prepares British Columbians for current and emerging opportunities in the BC economy

Key Highlights

- Expanded opportunities for students to gain relevant work experience through co-op education, apprenticeships and work placement programs.
- Increased funding for the ITA to hire more apprenticeship advisors and to enhance the ability of the ITA to measure, evaluate and report on the performance of the trades training system and its support for apprentices and employers.
- Invested \$24.9M to support tech-related post-secondary programs, including \$1.6M to University of Northern British Columbia for its new civil and environmental engineering degrees, and \$0.4M to Okanagan College for its digital animation diploma.
- Committed funding of \$12M over two years to support workers impacted by labour market disruptions, such as mill closures, and to train for new employment through three programs:
 - Skills Training for Employment – Impacted Workers Stream
 - Community Workforce Response Grant – Community Response Stream
 - BC Employer Training Grant – Employer Transition Training Stream

Performance Measure	2018/19 Actual	2019/20 Target	2019/20 Actual	2020/21 Target	2021/22 Target
3.1 Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment	85.7%	≥ 90%	87.1%	≥ 90%	≥ 90%

Data source: BC Student Outcomes Surveys and Labour Force Survey. Data for the 2018/19 reporting cycle is from the 2018 BC Student Outcomes Surveys. Data for the 2019/20 reporting cycle is from the 2019 BC Student Outcomes Surveys. Results include baccalaureate graduates; former diploma, associate degree, and certificate students (graduates only); former apprenticeship students (public institutions only); and former trades foundation and trades-related vocational students. Attempts are made to contact all eligible graduates (over 56,000) and a response rate of 50% was achieved. The margin of error for the overall percentage of knowledge and skills useful in employment was plus or minus 0.4% (19 times out of 20).

Discussion of Results

Assessment by graduates of how relevant and useful their post-secondary education is to their employment is an indication of how well the programs at public institutions provide learners with the skills and knowledge to be successful in life and their careers. Results for this measure remain high and have improved year-over-year, but remain slightly below target.

Objective 3.2: Labour market information connects British Columbians to current and emerging career opportunities

Key Highlights

- Produced and distributed high quality labour market information tools, such as the [Good Jobs Guide](#) and the [BC Labour Market Outlook](#), so British Columbians have the information they need to adapt in a dynamic labour market.
- Provided learners with hands-on experience through programs like [Find-Your-Fit](#) that explore a variety of in-demand careers and the knowledge they need for making informed decisions about their education, skills and trades training, and work-integrated learning options.
- Provided a “[Right For You](#)” information campaign to increase awareness of WorkBC tools and resources to make a fresh start in a new career, and highlighting the steps that real British Columbians have taken to find the right job for them.

Performance Measure	2018/19 Actuals	2019/20 Target	2019/20 Actuals	2020/21 Target	2021/22 Target
3.2 Number of visits to WorkBC.ca ¹	4,796,461	4.2M	4,469,028	N/A ²	N/A ²

Data source: Workforce Innovation and Division Responsible for Skills Training, Ministry of Advanced Education, Skills and Training

¹ In the Ministry’s 2019/20 service plan, this measure was mistakenly worded as “Number of visits to WorkBC.ca Job Board.”

² In the Ministry’s 2019/20 service plan, the target for this measure was “TBD” noting that the WorkBC.ca Job Board would be transitioning to a federal job bank platform. As of fiscal 2020/21, this performance measure has been replaced with a new measure of online and in-person engagements with Ministry-provided labour market, career planning and education information

Discussion of Results

Results for this measure indicate that the Ministry is providing relevant and user-friendly labour market information, products and tools that continue to reach more people in all regions of the province. Students, parents, and those looking for a new career continue to rely on [WorkBC.ca](#) to access the Ministry’s labour market information to inform their career and education decisions. Employers, educators, small businesses and industry use the information in their planning, and government uses it to make informed decisions about new services, investments, and projects.

Financial Report

Discussion of Results

The Ministry budget is managed carefully to ensure that programs can operate effectively and efficiently and that internal and expenditure management controls are maintained.

Contingencies funding of \$1.535 million was approved to support incremental one-year Employer Health Tax costs incurred by the post-secondary sector during 2019/20.

The Ministry finished the fiscal year on budget, fully utilizing the Ministry's total operating budget allocation of \$2.3 billion (before prior year liability adjustments).

Financial Summary

	Estimated	Other Authorizations ¹	Total Estimated	Actual	Variance
Operating Expenses (\$000)					
Educational Institutions and Organizations	2,121,552	1,535	2,123,087	2,124,462	(1,375)
Student Services Programs	70,420	0,000	70,420	63,666	6,754
Private Training Institutions	1	0,000	1	429	(428)
Workforce Innovation & Skills Training	17,151	0,000	17,151	16,055	1,096
Transfers to Crown Corporations and Agencies	98,877	0,000	98,877	98,877	0,000
Executive & Support Services	21,504	0,000	21,504	27,551	(6,047)
Sub-total	2,329,505	1,535	2,331,040	2,331,040	0,000
Adjustment of Prior Year Accrual ²	0,000	0,000	0,000	(2,241)	2,241
Total	2,329,505	1,535	2,331,040	2,328,799	2,241
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)					
Executive and Support Services	504	0,000	504	500	4
Total	504	0,000	504	500	4
Capital Plan³ (\$000)					
Educational Institutions and Organizations- Post-Secondary Institutions	434,478	0,000	434,478	255,211	179,267
Total	434,478	0,000	434,478	255,211	179,267

¹ "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the *Balanced Budget and Ministerial Accountability Act* for ministerial accountability for operating expenses under the Act.

² The Adjustment of Prior Year Accrual of \$2.241 million is a reversal of accruals in the previous year.

³ Provincially funded capital grants and loans provided to the Post Secondary sector.

Income Statement for Post-Secondary Institutions

Name of Sector	2019/20 Budget	2019/20 Actual	Variance
Combined Income Statement (\$000)			
Total Revenue	6,670,384	7,037,659	367,275
Total Expense	6,500,998	6,712,809	211,811
Operating Results	169,386	324,850	155,464
Gain (Loss) on Sale of Capital Assets	-	(4,985)	(4,985)
Net Results	169,386	319,865	150,479

Capital Expenditures

Major Capital Projects (over \$50 million)	Year of Completion	Project Cost to Mar 31, 2020 (\$ millions)	Estimated Cost to Complete (\$ millions)	Anticipated Total Cost (\$ millions)
University of British Columbia Undergraduate Life Science Teaching Laboratories	2019	96	0	96
<p>Redevelopment, renovation and refurbishment of 15,467 square metres of the Undergraduate Life Sciences Laboratories at the University of British Columbia Biosciences Complex located on the Point Grey campus. The project also includes renovations to 5,490 square metres within the Copp and Wesbrook Buildings to enable accommodation of students during the major redevelopment.</p> <p>Renovations of Copp/Wesbrook began in Summer 2014 with construction of the Biosciences complex initiated in Summer 2016. The project achieved occupancy in Fall 2019. For more information, refer to: http://infrastructuredevelopment.ubc.ca/projects/undergraduate-life-sciences-teaching-laboratories-renewal-and-expansion/</p>				
Simon Fraser University Sustainable Energy and Environmental Engineering Building	2019	123	3	126
<p>Construction of a five-storey, 15,238 square metre Sustainable Energy Engineering Building at Simon Fraser University's Surrey campus. The project will accommodate the University's new Energy Systems Engineering program and existing graduate Mechatronics students and will allow the University to expand its research in the energy, hydrogen and electricity sectors.</p> <p>Construction began in summer 2016. The project achieved occupancy in Fall 2019. For more information, refer to: https://www.sfu.ca/see/building.html</p>				
British Columbia Institute of Technology Health Sciences Centre for Advanced Simulation	2021	11	77	88
<p>Construction of a four-storey 10,355 square metre simulation lab building at British Columbia Institute of Technology's Burnaby Campus.</p> <p>The project will enable British Columbia Institute of Technology to provide simulation-based training for their nursing, health sciences and technology programs.</p> <p>Construction began in Fall 2019 with completion expected by the end of 2021. For more information, refer to: https://commons.bcit.ca/news/2019/12/new-health-sciences-centre-breaks-ground/</p>				

Major Capital Projects (over \$50 million)	Year of Completion	Project Cost to Mar 31, 2020 (\$ millions)	Estimated Cost to Complete (\$ millions)	Anticipated Total Cost (\$ millions)
Camosun College Centre for Health Sciences Building	2019	64	0	64
<p>Construction of a four-storey 9,000 square metre (96,840 ft²) building at Camosun College's Interurban Campus adjacent to the Pacific Institute for Sport Excellence. The new building is funded in part through the federal government's Strategic Investment Fund program and will consolidate 18 health science programs from across both campuses into one building.</p> <p>Construction began in Fall 2017 with the building officially opening in Sept 2019. For more information, refer to: http://camosun.ca/news/press-releases/2019/sep/ministry-opens-chw.html</p>				
Simon Fraser University Student Housing	2022	13	91	104
<p>Construction of a new student housing building (369 student housing beds, 30 short term and 2 residence assistant /faculty-in-residence apartments) and renovate and expand the dining commons (800 seat capacity). The project is funded through the \$450 million student housing loan program.</p> <p>Construction began in Summer 2019 and is expected to reach occupancy in Fall 2022. For more information, refer to: https://www.sfu.ca/students/residences/community/construction-updates.html</p>				
University of Victoria Student Housing	2023	16	216	232
<p>Demolition of the existing Emily Carr Hall, Margaret Newton Hall and Cadboro Commons to construct two new buildings that include 782 (620 net new) student housing beds, 600 seat dining hall and multi-purpose space. The project is funded through the \$450 million student housing loan program and will be designed and constructed to Passive House standard.</p> <p>Construction is scheduled to begin in Early 2020 and achieve occupancy in Fall 2023. For more information, refer to: https://www.uvic.ca/campusplanning/current-projects/new-student-housing/</p>				

Significant IT Projects (over \$20 million in total)	Year of Completion	Project Cost to March 31, 2020 (\$m)	Estimated Cost to Complete (\$m)	Anticipated Total Cost (\$m)
Modernizing StudentAid BC	2023	9.947	0.899	10.846
<p>Modernizing StudentAid BC is a multi-year, multi-phased initiative to improve the digital tools, information systems and Ministry’s processes, to enhance the provision of financial aid to students.</p> <p>The current capital investment in the project is \$10.9M over four years culminating in 2020.</p> <p>In 2019/20 the project:</p> <ul style="list-style-type: none"> Continued agile delivery in implementation of a replacement Client Relationship Management (CRM) system to better support StudentAid BC staff and enable service delivery improvements. Prepared the Policy and Business Rules engine for integration with the CRM and readied the policy and business rules for the Canada Student Loan Program (CSLP) and StudentAid BC part-time student financial assistance program. Completed technical architecture, conducted user research and stakeholder consultation, and initiated digitization of application and processing for part-time student financial. <p>In response to recent legislative changes to the Freedom of Information and Protection of Privacy Act (FOIPPA), the Ministry has engaged with the Office of the Chief Information Officer to consider moving the project from an on-premise to a cloud-based solution. It is anticipated that this shift in the project’s deployment will result in a more efficient and cost-effective total cost of ownership and avoid increased costs of on-premise IT infrastructure and future transition costs. This new procurement option is expected to extend timelines for the project.</p>				

Appendix A: Agencies, Boards, Commissions and Tribunals

As of July 2020, the Minister of Advanced Education, Skills and Training is responsible and accountable for the following:

Architectural Institute of BC

AIBC is established under the *Architects Act* and is responsible for the regulation of the profession of architecture in British Columbia in the public interest.

BC Council on Admissions and Transfer

BCCAT has a key coordinating role in facilitating communication and co-operation among post-secondary institutions and in ensuring a well-articulated system of academic course equivalency and academic credit transfer between and among institutions in British Columbia.

BCcampus

BCcampus provides teaching, learning, educational technology and open education resources and supports to British Columbia post-secondary institutions.

BC Council for International Education

BCCIE is a provincial crown corporation that supports the internationalization efforts of BC's public and independent K-12 schools, public and private colleges and universities and language schools. It promotes international education in and for BC, enhancing BC's international reputation for quality education and supporting the international education activities of the provincial government.

BC Electronic Library Network

BC ELN's purpose is to develop and support system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of learners, educators and researchers at the lowest possible cost.

BC Registered Music Teachers Association

BCRMTA is a non-profit association. The objects of the Association are to raise the standard of the profession, the promotion of the art of music teaching and the maintenance of the honour and interests of the music teaching profession.

BC Society of Landscape Architects

The British Columbia Society of Landscape Architects Board of Examiners sets and administers the examination necessary for the registration of members in the BC Society of Landscape Architects and reviews all applicants' qualifications to determine acceptability.

Chartered Professional Accountants of British Columbia

CPABC is the training, governing, and regulatory body for over 36,000 CPA members and 5,000 CPA students and candidates. CPABC carries out its primary mission to protect the public by enforcing the highest professional and ethical standards and contributing to the advancement of public policy.

Degree Quality Assessment Board

The Degree Quality Assessment Board is an independent advisory board that ensures legislated quality assurance requirements are met for post-secondary education in BC.

Industry Training Authority

The ITA is established under the *Industry Training Authority Act*, to oversee implementation of BC's new industry training system and to ensure that it is effective, efficient and meets the needs of employers and trainees.

StudentAid BC Appeal Committee

The Committee reconsiders appeals at the request of StudentAidBC applicants or borrowers. It provides feedback, when requested, to StudentAidBC on proposed changes to key case review processes.

Cabinet Confidences; Advice/Recommendations

Intentionally Blank

BC Council for International Education

2021/22 – 2023/24 Service Plan

April 2021



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Board Chair's Accountability Statement



The 2021/22 – 2023/24 British Columbia Council for International Education (BCCIE) Service Plan was prepared under the Board's direction in accordance with the *Budget Transparency and Accountability Act*. The plan is consistent with government's strategic priorities and fiscal plan. The Board is accountable for the contents of the plan, including what has been included in the plan and how it has been reported. The Board is responsible for the validity and reliability of the information included in the plan.

All significant assumptions, policy decisions, events and identified risks, as of April 2021 have been considered in preparing the plan. The performance measures presented are consistent with the *Budget Transparency and Accountability Act*, BCCIE's mandate and goals, and focus on aspects critical to the organization's performance. The targets in this plan have been determined based on an assessment of BCCIE's operating environment, forecast conditions, risk assessment and past performance.

A handwritten signature in cursive script that reads "Sherri Bell". The ink is dark and the signature is fluid and legible.

Sherri Bell
Board Chair

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Strategic Direction and Alignment with Government Priorities

In 2021/22, British Columbians continue to face significant challenges as a result of the global COVID-19 pandemic. Recovering from the pandemic will require focused direction, strong alignment and ongoing engagement between public sector organizations and the Government of British Columbia. The government has identified five foundational principles that will inform each Crown agency's policies and programs and contribute to COVID recovery: putting people first, lasting and meaningful reconciliation, equity and anti-racism, a better future through fighting climate change and meeting our greenhouse gas commitments, and a strong, sustainable economy that works for everyone.

BCCIE works collaboratively with the Ministry of Advanced Education and Skills Training and partner ministries including the Ministry of Education and the Ministry of Jobs, Economic Recovery and Innovation, and with schools, districts, and institutions to deliver on the international education priorities of the Province. BCCIE supports B.C. students, teachers and administrators in the provincial K-12 and post-secondary system by providing leadership and expertise as well as promoting the benefits and opportunities of international education broadly. BCCIE also supports a strong and sustainable provincial economy and builds targeted and strategic partnerships between B.C. and global institutions. This is accomplished through BCCIE's work to diversify key markets, build capacity of schools and institutions across B.C. to engage in international education, and increase pathways between B.C. K-12 and post-secondary institutions.

BCCIE's work supports Government's implementation of the provincial international education framework. This includes supporting school districts and post-secondary institutions to diversify their sources of international students, and building the capacity of institutions to deliver a high-quality international experience while promoting regions in B.C. as study destinations. BCCIE continues to support implementation of Government's broad priorities, including Indigenization of the international education sector and expanding intercultural training and support in line with Government's focus on inclusion and anti-racism.

This work is consistent with the Ministry of Education's Policy for Student Success, which enables all learners to maximize their potential. Specifically, they align with fostering Healthy and Effective Learning Environments and enhancing Quality Teaching and Leadership objectives, as well as promoting a future orientation that allows learners to thrive in a rapidly changing world.

Operating Environment

In 2020, the COVID-19 pandemic significantly impacted the international community and will continue to disrupt the international education sector in 2021/22 through travel restrictions and worldwide health and safety measures. Global and Canadian travel restrictions continue to influence international student enrolment at B.C. K-12 schools and post-secondary institutions (PSIs), affecting revenues. In B.C., education ministries continue to work closely with provincial and federal health officials to ensure schools and institutions support the safe arrival of international students to Canada.

The COVID-19 pandemic restricted BCCIE's ability to physically represent B.C. abroad, develop new partnerships, lead overseas missions, and hold or host international events. Early-on in the pandemic, BCCIE made the difficult but necessary decision to postpone the Asia-Pacific Association for International Education (APAIE 2020) conference, a BCCIE-led global event originally scheduled to be held in Vancouver in March 2020. The conference is now scheduled to be held in March 2022 in Vancouver – pandemic recovery conditions permitting - and represents a significant opportunity for B.C. to build strategic partnerships with institutions in the Asia-Pacific region.

In response to the limitations imposed by the COVID-19 pandemic, BCCIE developed and continues to implement new and innovative supports for B.C. institutions, through virtual student recruitment fairs and online partner-development events with target markets such as Mexico and Southeast Asia. These activities not only create new partnerships but also help sustain connections to key international partners and support system coordination within the B.C. post-secondary and K-12 sectors during the COVID-19 pandemic. These new activities and virtual models of engagement will continue beyond the pandemic, and this work will strengthen the sustainability of the international education sector, supporting provincial economic recovery.

As the province emerges from the pandemic, BCCIE will focus on rebuilding the international education sector to support economic recovery. Diversification of B.C.'s international education system—both the sending markets and the receiving destination—will be a key focus area for BCCIE. This includes developing new source markets to support a balanced approach to international education and ensuring a more sustainable and diverse supply of international learners that is less susceptible to market shocks. It also includes ongoing work to ensure school districts and post-secondary institutions across B.C. are well positioned to attract, support, and retain international students in their communities. A strong and diverse international education sector supports local economies throughout the Province, and contributes to immediate and sustainable economic recovery for B.C.

Key priorities for BCCIE such as supporting K-12 schools and PSIs in the Indigenization of the international education sector, building intercultural competencies, and developing professional expertise will remain important moving forward.

Performance Planning

Goal 1: Support the two-way flow of students, instructors, and ideas between British Columbia and international partners.

BCCIE plays a critical role in facilitating partnerships focused on diversifying markets, both for increasing opportunities for B.C. students to study and work abroad, and for positioning B.C., including regions outside the Lower Mainland, as a destination of choice for international learners.

Objective 1.1: Facilitate strategic international partnerships in education.

International partnerships are an essential part of a globally aware education system. They increase diversified markets supporting the two-way flow of students, instructors, and ideas between British Columbia and international partners and support learners to attain valuable global skills.

Key Strategies

- Develop strategic international partnerships that support further diversification of international education opportunities, including work to identify new opportunities for BC Offshore Schools.
- Expand opportunities for B.C. students and educators to participate in study and work abroad experiences.
- Engage in international education activities that enhance the recognition and reputation of B.C. as a destination of choice for education and learner success.

Performance Measure(s)	2018/19 Baseline	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
1.1a Number of annual strategic agreements BCCIE signs to support further diversification of international education markets ¹	4	2	2	2	2

Data source: BCCIE

¹BCCIE tracks the number of agreements signed annually.

Performance Measure(s)	2019/20 Baseline	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
1.1b Number of opportunities for international partnership development between B.C. schools, districts, and institutions and international counterparts ¹	10	6	6	8	9

Data source: BCCIE

¹BCCIE tracks the number of partnership-building events offered to BC institutions as a part of Team BC missions, familiarization tours, the BCCIE annual summer conference, virtual B2B events and any other partnership focused events hosted by BCCIE.

Linking Performance Measure to Objective

1.1a This measure refers to strategic agreements signed by BCCIE with a range of international partners, including schools, institutions, and education organizations to support the diversification of international education markets for the Province. The partnerships facilitate global engagement in the education sector that might not have otherwise occurred. The measure was introduced in 2018/19.

1.1b This measure demonstrates BCCIE's ability to facilitate strategic relationships and support partnership development between B.C. schools, districts, and institutions, and key international partners, schools, and institutions. An opportunity is defined as a local or international event, hosted or organized by BCCIE, where B.C. schools and institutions have a chance to forge international partnerships. These events can include Team BC missions, local familiarization tours, and business-to-business (B2B) meetings with international delegations, inclusive of virtual events. An opportunity could also be an Offshore School lead generated by BCCIE that results in a formal Expression of Interest to the Ministry of Education.

Discussion

In the 2018/19 service plan, BCCIE introduced a new measure focused on agreements entered into by BCCIE, and it was determined that as the goal was to achieve strategic, quality outcomes, the targets would remain constant over time. A second measure was added in the 2019/20 service plan to capture BCCIE's efforts to support matchmaking and partnership development at the institutional and school level that may lead to new agreements which further support international market diversification.

Together, the two measures demonstrate the comprehensive actions undertaken by BCCIE to facilitate sector opportunities to build international partnerships. It is important to note that the partnership development cycle is a phased approach requiring significant effort over time.

In 2020/21, COVID-19 impacted BCCIE's ability to travel abroad for Team BC missions to Southeast Asia and Latin America, host familiarization tours, and host the APAIE 2020 conference. While BCCIE did offer virtual partnership development events in 2020, COVID-19 restrictions have impacted BCCIE's ability to meet the 2020/21 target for this measure. COVID-19 restrictions are expected to continue into the 2021/22 fiscal year, and full recovery of the international education sector is expected to take several years. As such, targets have been adjusted for future years.

Goal 2: Build capacity and provide leadership and expertise in international education.

BCCIE is committed to providing effective and relevant capacity building expertise and services to all international education stakeholders in the Province, with a continued focus on ensuring greater support and accessibility to those outside the Lower Mainland. BCCIE organizes and delivers activities and sessions throughout B.C. and undertakes focused capacity building projects with schools and institutions to support international education engagement. This work provides information, knowledge, and best practices to international education practitioners to support student success and increases capability, agility, and engagement within the sector.

Objective 2.1: Identify, create, and support opportunities for capacity building in the international education sector.

Capacity building efforts, including BCCIE's Summer Conference, focus on fostering diversity in the classroom, ensuring a positive experience for international students, and learning from and appreciating the intercultural dynamics developed within classrooms and campuses. This includes supporting the awareness of the history of Indigenous peoples in B.C. and Canada among international students.

Key Strategies

- Expand capacity building opportunities across B.C., particularly for participants in regions outside the Lower Mainland.
- Support the Province's goals for K-12 and post-secondary institutions in the Indigenization of the international education sector to foster greater awareness of the history of Indigenous peoples in B.C. and Canada among international students.
- Support intercultural training in schools, districts, and institutions—particularly for those outside the Lower Mainland—to help ensure faculty, staff, and administration are supported to work with international students.
- Continue delivering a mentorship program focussed on building leadership within the sector and ensuring collaboration and learning amongst institutional leaders across the Province.

Performance Measure(s)	2019/20 Baseline	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
2.1a # of capacity building sessions ¹	12	21	12	12	12
2.1b # of participants at capacity building sessions ^{2,3}	834	1575	1000	900	950
2.1c Satisfaction with capacity building sessions and annual Summer Conference ⁴	95%	95%	95%	95%	95%

Data source: BCCIE

¹Capacity building sessions refer to expert-led workshops, seminars, the BCCIE annual conference and the mentorship program. Both virtual and in person events are included.

²Numbers of participants includes participation in capacity building sessions for both virtual and in person events.

³The number of participants anticipated in 2022/23 and 2023/24 are lower and reflective of a transition back to some in person events.

⁴BCCIE surveys participants, using a standard five-point Likert scale to measure their satisfaction with the coordination and organization of the session.

Linking Performance Measure to Objective

2.1.a This measure refers to virtual and in person capacity building sessions, including the BCCIE annual Summer Conference and programs organized and delivered by BCCIE. These events are an effective platform to share and build knowledge, enhance sector ability, and ensure greater agility within the education sector in B.C. The success of the measure will be based on effective strategic partnerships and ongoing knowledge exchange between BCCIE and a range of partners, including schools, institutions, education organizations, Indigenous peoples, and various levels of government.

2.1.b This measure is an indicator of BCCIE's reach in targeting education sector capacity building efforts. To that end, this measure is greatly influenced by whether it is virtual or in person as well as the location of the event. Events held virtually and in the Lower Mainland are well attended. BCCIE is refining measures to effectively track the number of participants from outside of the Lower Mainland attending capacity building sessions to ensure all regions of the Province are benefiting from these learning opportunities.

2.1.c This measure is an indicator of the stakeholder perspective of the effectiveness of the capacity-building sessions BCCIE organizes, leads, and delivers in the Province, including the annual Summer Conference.

Discussion

Sector capacity building sessions bring stakeholders together to share best practices, foster peer-to-peer learning, discuss new ideas, and collaborate on a variety of topics such as regional or relevant challenges. In 2020/21, BCCIE hosted more capacity building events as part of one-time funding initiatives supported by the Ministry of Advanced Education and Skills Training. As funding for these additional capacity building events is not ongoing, targets for the number of events will remain unchanged in future years.

In 2021/22, BCCIE will continue to focus on offering capacity building sessions that build Indigenization and intercultural competencies and ensure greater accessibility to institutions and practitioners outside the Lower Mainland by continuing to deliver more online offerings including a virtual Summer Conference in June 2021. By offering more webinars and online events, the targets for the number of participants have been adjusted for 2021/22 and beyond.

Goal 3: Promote the benefits and opportunities of international education.

BCCIE plays a leadership role in communicating and engaging with stakeholders in the sector, including B.C. students, schools and institutions, international institutions, and government partners. This goal promotes the value proposition of the sector through information sharing about opportunities and best practices, as well as fostering positive relationships.

Objective 3.1: Develop effective communication and engagement strategies for outreach to domestic and international stakeholders.

Through a variety of in-person, web, and digital communication methods, BCCIE shares information about opportunities and best practices and supports positive relationships and collaborations for the benefit of the entire education sector. As the Province works to develop a balanced and student-centred approach to international education, BCCIE will play a critical role in communicating provincial international education priorities and strengthening the provincial education sector profile.

Key Strategies

- Increase publicly available information to international students in British Columbia, including information related to the availability of supports that enhance students' experiences here.
- Share best practices and data by creating and distributing news stories, market intelligence, and other communications to profile the positive impact of international education at schools, districts, and institutions in B.C.
- Profile the impact of international education by sharing success stories on the benefits and economic impact of international education in B.C. communities.
- Promote the opportunities and benefits of study abroad experiences for B.C. students and educators.

Performance Measure(s)	2019/20 Baseline	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
3.1a Total number of annual pageviews for BCCIE website ¹	168,468	76,000	100,000	105,000	110,250

Data source: [BCCIE Google Analytics]

¹It is anticipated that in 2021/22, traffic to the BCCIE site will be less than in previous years when in-person summer conferences were hosted. New targets have been set with a modest 5% increase year over year.

Linking Performance Measure to Objective

3.1.a This measure is an indicator of the reach and effectiveness of BCCIE's communication strategies which include messages shared via social media, newsletters, articles, and news releases. These communication channels drive traffic back to the BCCIE website and are captured by total pageviews. Google analytics defines pageviews as a view of a page on the site that is being tracked by the analytics tracking code. Pageviews is a metric defined as the total number of pages viewed.

Discussion

This metric was introduced in 2019/20 to demonstrate the effectiveness of BCCIE's communication activities to promote and support provincial international education priorities. While there are limitations with this measure as it is not a complete representation of all BCCIE's communication and engagement strategies, it provides a high-level assessment of the efficacy of communications efforts.

In 2020/21, COVID-19, the absence of the annual Summer Conference and technical changes to registrations for online events had a significant impact on BCCIE's communications with the sector and as a result, impacted the number of pageviews. It is anticipated that COVID-19 will continue to impact this measure and targets have been adjusted for future years.

Financial Plan

Financial Summary

As of December 31, 2020

	2020/21 Forecast	2021/22 Budget	2022/23 Plan	2023/24 Plan
Total Revenue				
Provincial Grant - General Operations	1,500,000	1,500,000	1,500,000	1,500,000
AEST - One-time Funding ¹	275,000	225,000	-	-
BCCIE Summer Conference ²	-	145,940	419,619	432,208
APAIE 2020 ³	-	-	-	-
Professional Development ⁴	2,250	1,500	2,000	2,000
Familiarization Tours (Institutional Support)	-	-	-	-
Mission ⁵	9,000	-	-	-
Other Government Contracts ⁶	67,500	-	-	-
Bank Interest ⁷	15,660	9,250	9,250	9,250
Total Revenue	1,869,410	1,881,690	1,930,869	1,943,458
Total Expenses				
By Program Areas ⁸	328,761	424,016	480,754	453,236
Breakdown of operational & administrative expenses	1,540,649	1,457,674	1,450,115	1,490,222
Total Expenses	1,869,410	1,881,690	1,930,869	1,943,458
Annual Surplus (Deficit)	-	-	-	-
Total Debt	-	-	-	-
Accumulated Surplus (Deficit)	772,893	772,893	772,893	772,893
Capital Expenditures	-	-	-	-

Note: The above financial information was prepared based on current Generally Accepted Accounting Principles.

1. With COVID-19, BCCIE was unable to complete the intended work for the \$500,000 one-time funding from AEST provided in 2019/20. BCCIE expects to carry over \$225,000 in unexpended one-time funds into 2021/22 fiscal year to complete this work. Since the approval of the Q3 financials, there has been an update to the deferral figure based on AEST approvals, from \$250,000 to \$225,000.

2. BCCIE did not host the annual Summer Conference in June 2020 as APAIE was planned for March 2020 (but was later rescheduled due to COVID-19 restrictions). In June 2021, BCCIE will host a virtual Summer Conference, expected to generate less revenue than an in-person event. While there is still much uncertainty due to COVID-19, the budget for 2022/23 assumes BCCIE will host an in-person Summer Conference and as such, revenue is based on historical numbers for an in-person conference.

3. The APAIE 2020 conference was postponed due to mounting concern about COVID-19 and emerging travel restrictions. The conference has been rescheduled to March 2022 however due to continued travel restrictions and uncertainty, fewer participants are anticipated and therefore no revenue is expected to be generated from this event.
4. Revenue for professional development (PD) varies year to year. In 2020/21, PD events moved online due to COVID-19 and larger in-person workshops were cancelled resulting in less revenue than anticipated. Modest estimates in PD revenue are anticipated for future years as BCCIE continues to offer PD virtually.
5. Contracts to plan missions and virtual B2B partnership events are unknown and not expected in future fiscal years at this time, and therefore are not included in future budgets.
6. Funds from the Ministry of Education for student and teacher mobility initiatives is not anticipated to continue.
7. Bank interest is from term deposits.
8. In 2020/21, BCCIE reduced expenditures as a result of COVID-19. In 2021/22, Program Area budgets are expected to increase back to normal operating levels.
9. In 2020/21, BCCIE reduced expenditures due to COVID-19. Operational savings and the shift in service delivery enabled BCCIE to deliver on its mandate priorities within its existing funding. As a result, BCCIE does not require the \$200,000 deficit that was previously approved and anticipates a balanced budget for 2020/21.

Key Forecast Assumptions, Risks and Sensitivities

The BCCIE forecast is based on the following key assumptions:

- operating funds from the Ministry of Advanced Education and Skills Training will continue at current levels for jointly agreed activities;
- a carry-over to 2021/22 of \$225,000 from a total of \$500,000 of one-time funding from the Ministry of Advanced Education and Skills Training to support Government's implementation of the provincial international education framework;
- no additional contract revenue from the Ministry of Education beyond 2020/21;
- revenue from Summer Conference in 2022/23 and 2023/24 is based on historical in-person events; and
- fewer participants anticipated at APAIE 2022 so no revenue expected.

Management's Perspective on the Financial Outlook

In December 2019, Government approved a one-time operating deficit for BCCIE of up to \$200,000 for the 2020/21 fiscal year, allowing BCCIE to access funds from an accumulated surplus. The one-time deficit was requested to smooth uneven timing of business revenues generated by BCCIE due to hosting two revenue-generating conferences in 2019/20 and none in 2020/21. On March 2, the APAIE 2020 conference was postponed due to mounting concern about COVID-19 and emerging travel restrictions. The conference has been rescheduled to March 2022.

In 2020/21, BCCIE reduced expenditures as a result of COVID-19, due to elimination of travel, cancellation of BCCIE-led sector missions, and the shift to online delivery of events and webinars. Operational savings and the quick shift in service delivery enabled BCCIE to deliver on its mandate priorities within its existing funding. As a result, BCCIE does not require the \$200,000 deficit that was previously approved and anticipates a balanced budget for 2020/21.

On March 30, 2020, BCCIE received one-time, restricted funding from the Ministry of Advanced Education and Skills Training of \$500,000, to further BCCIE's role in implementing the Provincial government's international education framework. With continuing travel

restrictions and less international activity in the education sector due to COVID-19, BCCIE has been unable to complete the intended work for the one-time funds and therefore will not fully expend them in fiscal 2020/21. BCCIE expects to carry over \$225,000 of unexpended one-time funds into 2021/22 fiscal year to support the implementation of the provincial international education framework.

BCCIE will continue to closely monitor resources and expenditures to deliver services in an efficient and cost-effective manner. BCCIE will work collaboratively with the Ministry of Advanced Education and Skills Training, Ministry of Education, and Ministry of Jobs, Economic Recovery and Innovation to develop strategies to manage expenditures, leverage partnerships, and ensure alignment with Government priorities.

Appendix A: Additional Information

Corporate Governance

Board of Directors: <http://www.bccie.bc.ca/about/board-of-directors/>

Corporate Governance and Reports: <http://bccie.bc.ca/about/corporate-reports/>

Senior Management: <http://www.bccie.bc.ca/about/our-team/>

Organizational Overview

Mandate, Vision, Business Areas: <http://www.bccie.bc.ca/about/about-bccie/>

Partner Organizations: <http://www.bccie.bc.ca/about/partner-organizations/>

Location: <http://www.bccie.bc.ca/contact>

Additional information including an organizational overview and further details about the corporate governance structure at BCCIE can be found at www.bccie.bc.ca.

Industry Training Authority

2021/22 – 2023/24 Service Plan

April 2021



For more information on the Industry Training Authority contact:

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Published by the Industry Training Authority

Board Chair's Accountability Statement



The 2021/22 – 2023/24 Industry Training Authority Service Plan was prepared under the Board's direction in accordance with the *Budget Transparency and Accountability Act*. The plan is consistent with government's strategic priorities and fiscal plan. The Board is accountable for the contents of the plan, including what has been included in the plan and how it has been reported. The Board is responsible for the validity and reliability of the information included in the plan.

All significant assumptions, policy decisions, events and identified risks, as of April 2021 have been considered in preparing the plan. The performance measures presented are consistent with the *Budget Transparency and Accountability Act*, Industry Training Authority mandate and goals, and focus on aspects critical to the organization's performance. The targets in this plan have been determined based on an assessment of Industry Training Authority operating environment, forecast conditions, risk assessment and past performance.

A handwritten signature in black ink, appearing to read 'Cindy Oliver'.

Cindy Oliver
Board Chair

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Strategic Direction and Alignment with Government Priorities

In 2021/22, British Columbians continue to face significant challenges as a result of the global COVID-19 pandemic. Recovering from the pandemic will require focused direction, strong alignment and ongoing engagement between public sector organizations and the Government of British Columbia. The government has identified five foundational principles that will inform each Crown agency's policies and programs and contribute to COVID recovery: putting people first, lasting and meaningful reconciliation, equity and anti-racism, a better future through fighting climate change and meeting our greenhouse gas commitments, and a strong, sustainable economy that works for everyone.

Guided by the accountabilities outlined in the *Industry Training Authority Act* the Industry Training Authority (ITA) leads and manages B.C.'s skilled trades training and apprenticeship system and is responsible for providing students and apprentices with high quality skills to fully participate in B.C.'s growing economy. Working with employers, apprentices, industry, labour, training partners, schools, Indigenous and other B.C. communities, and government, the ITA funds training, issues credentials, supports apprenticeships, sets program standards and works to increase opportunities in the trades.

This service plan was developed to ensure alignment with the Minister of Advanced Education and Skills Training and Parliamentary Secretary for Skills Training 2021/22 Mandate Letters, government's five foundational principles and other key government strategic priorities.

Operating Environment

The ITA's values of inclusiveness, respect, excellence, innovation and collaboration, along with its vision and mission, provide a framework for the organization's Service and Strategic plan goals, which are:

1. B.C. has an inclusive trades training and apprenticeship system that reflects our diverse population,
2. Apprentices and employers have the information and support they need for success,
3. B.C.'s trades training and apprenticeship system is innovative to support changes in technology and our future learners, and
4. B.C.'s trades training and apprenticeship system has transparent and comprehensive information to support its learners and partners in their decision making.

The ITA's 2021/22 Service Plan is responsive to B.C.'s evolving economic environment, labour market needs and government's mandate of building a strong sustainable economy that works for everyone. As government focuses on economic recovery from COVID-19, ITA and its partners are working together by training the workforce for tomorrow, prioritizing the needs of apprentices, and supporting employers and businesses as we build a stronger, more resilient province.

The pandemic pushed employment levels to historic lows and organizations had to pivot their approach to continue to deliver services where possible. In response to the pandemic, the ITA has adopted new methods to collaborate with partners, reach communities, assess apprentices, work with employers and support training providers to continue delivering programs in a virtual environment. These innovations continue as the ITA works to restore the number of apprentices to pre-pandemic levels, and to introduce the skilled trades as a sustainable and professional career to those previously not engaged in the system.

As part of their November 2020 mandate letters, Minister Kang and Parliamentary Secretary Mercier have been directed to work with the ITA "to restore the compulsory trades system to improve safety and give more workers a path to apprenticeship completion". Over the course of the government's mandate, the ITA will support government in exploring policy and program development options relating to the potential introduction of compulsory certification for trades.

The ITA will continue to foster an inclusive trades training and apprenticeship system focussed on increasing the participation of under-represented groups, including Indigenous peoples, women, youth, new Canadians and others who may be racialized, marginalized or face other challenges to entering and working in the skilled trades. The ITA will continue to implement its Women in Trades Strategic Plan, inspiring more women to enter and remain in the skilled trades, and fostering mentorship and community between tradeswomen. The ITA will partner with employer sponsors, training providers and communities across the province to work towards eliminating sexism and harassment on job sites and during in-class training with the aim of building a more welcoming, inclusive and equitable environment for all skilled trades workers. The ITA will also ensure a Gender-Based Analysis Plus (GBA+) lens is applied to program and policy

development and all service delivery models. Together, these initiatives will help to balance the skilled trades workforce so that it better reflects the diversity of B.C.'s population.

Building on successes to date, the ITA will continue its work towards lasting and meaningful reconciliation with Indigenous peoples by incorporating the B.C. *Declaration on the Rights of Indigenous Peoples Act* and the Calls to Action of the Truth and Reconciliation Commission into the trades training mandate. The ITA, in partnership with its Indigenous Advisory Council, will persist in its efforts to ensure Indigenous apprentices are fully supported, including addressing racial, cultural and other barriers to success. The ITA will also continue the implementation of its Provincial Indigenous Skills Training Plan, which focusses on creating a clear and sustainable path and opportunities for Indigenous peoples and their communities within B.C.'s trades training and apprenticeship system.

While the ITA has a leadership role in influencing a cultural and behavioral shift in B.C.'s skilled trades training environment, its partners - employers, apprentices, industry, labour, Indigenous and other B.C. communities, school districts, training partners and government - are key to the ITA's success. Through these partnerships, the ITA will work towards improving outcomes for underrepresented groups, many of which experienced the greatest unemployment impact as a result of the pandemic, as well as continuing to address various barriers, including systemic racism, sexism and discrimination, which impede the success and retention of individuals from under-represented groups in the skilled trades.

The ITA continues to work closely with school districts to elevate credentials in the skilled trades as equivalent to a university degree, ensuring young people are aware of the many well-paying, high opportunity career options a skilled trade can provide. The ITA and its partners will review the delivery of its youth program to identify areas for improvement in order to reach a broader youth audience, including youth between the ages of 16 to 26, which is a population group substantially impacted by the pandemic. The ITA will also introduce community initiatives and work towards improving the connection between youth, industry, and employers, with the goal of building youth's knowledge of the opportunities offered through the skilled trades and to improve their employment outcomes.

Though the implications from the second wave of the COVID-19 pandemic continue to be assessed, the current economic environment and ongoing recovery efforts have resulted in fluctuations in the apprentice population. New apprenticeship registrations dropped 31% in fiscal year 2020/21, April to January from 11,747 to 8,158, when comparing to the same period in 2019/20. New sponsors dropped 27 percent from 2,964 to 2,148 also during that period. In evaluating the economic impact from the pandemic and demands of the future labour market, the ITA and its partners will use qualitative and quantitative research to inform an apprentice completions framework. The framework, scheduled for introduction in 2022/23, will support

apprentices in achieving certification, support B.C.'s evolving economy, and help build a provincial workforce of qualified tradespeople.

The ITA recognizes the swift pace of technological change and the opportunities it offers to improve B.C.'s trades training and apprenticeship system. To remain abreast of these advancements, ITA will implement technology that provides apprentices and employers the information they need for success in the skilled trades workforce. Through fostering relationships and collaboration with training providers, the ITA will further transform technical training, identifying and implementing innovations to advance system efficiencies.

The ITA will also continue to progress innovation in trades occupations by supporting government in its work to support employers in meeting hiring commitments related to Community Benefit Agreements, and forward the CleanBC plan by working with jurisdictions across Canada to incorporate clean energy/green technologies into trades training content, with an aim of building a better future for B.C. by supporting clean energy jobs.

The success of B.C.'s trades training and apprenticeship system is closely linked with its ability to access industry expertise and labour market information. The ITA will work to strengthen system effectiveness and help apprentices achieve successful outcomes by measuring and reporting on system performance, ensuring resources are targeted appropriately and accountabilities are strengthened. For the first time, apprenticeship data will be made available in open format enabling a better understanding of B.C.'s trades training and apprenticeship system, while further increasing the ITA's accountability and transparency.

The ITA is dedicated to building and supporting the trades careers that build British Columbia. The goals and strategies included in this service plan will support government's five foundational principles as the ITA continues its efforts to put people first, support equity and anti-racism, work to ensure lasting and meaningful reconciliation in the skilled trades, support the fight against climate change, and play an active and significant role in helping government build a strong and sustainable economy that works for everyone.

Performance Planning

Goal 1: B.C. has an inclusive skilled trades training and apprenticeship system that reflects our diverse population.

Objective 1.1: Create a more inclusive, diverse, and accessible trades training culture.

Key Strategies

- Lead the cultural and behavioural change needed in the skilled trades to remove barriers that contribute to racialization and/or marginalization of underrepresented groups including developing ways to address racism, sexism, bullying and harassment and systemic discrimination in all forms.
- Strengthen existing supports and develop new initiatives to attract, retain and ensure successful outcomes for underrepresented groups focussing on women, Indigenous peoples and youth.
- Promote skilled trades professions as well-paying, high opportunity career choices and create opportunities for women, Indigenous peoples and youth.
- Encourage underrepresented groups, who disproportionately include workers underemployed and displaced by the pandemic, to choose a career in the skilled trades.
- Build partnerships with organizations that will further advance inclusion in skilled trades professions.

Performance Measure(s)	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
1.1a Increase of women entering under-represented trades ¹ apprenticeships ²	570	690	705	720
1.1b Increase of Indigenous peoples entering into apprenticeships ²	840	915	950	985
1.2c Increase the proportion of women in under-represented trades ^{1,2}	5.4%	5.6%	5.8%	6.0%
1.2d Increase the proportion of Indigenous peoples in apprenticeships ²	7.8%	7.4%	7.6%	7.9%

¹Under-represented trades are those where women represent less than 25% of the apprenticeship population. Prior to July 31, 2020, the definition excluded only the Red Seal trades of Baker, Cook, Hairstylist and Landscape Horticulturist.

² Data Source: The ITA's Direct Access Information System

Linking Performance Measure to Objective

- 1.1a/b Increasing the number of women entering into under-represented trades and the number of Indigenous peoples in apprenticeship is an indicator of the ITA's success in: 1) attracting women into trades where participation rates are low, 2) attracting a greater number of Indigenous peoples into the trades, and 3) addressing racism, sexism and other barriers women and Indigenous peoples experience when entering the trades, including for women in under-represented trades.
- 1.1c/d Increasing the proportion of women in under-represented trades and Indigenous peoples in apprenticeships is an indicator of the ITA's success in: 1) changing the culture of the trades by eliminating racism and sexism and building more inclusive and diverse workplace, 2) addressing the barriers women and Indigenous peoples experience when working in the trades, and 3) changing the composition of the trades so that it is more representative of the province's population.

Discussion

While the ITA has made strong progress in attracting women, Indigenous peoples and other under-represented groups into the trades, retention is also a measure of success related to addressing barriers (such as racism, sexism, bullying and harassment), shifting culture, and changing stereotypes associated with a workforce predominately populated by men. Trends associated with these performance measures fluctuate, resulting in years where new entrants increase and other years where there are decreases. In addition, measurement results are influenced by the province's economy, where for example, the pandemic and the resulting economic impact, including high levels of unemployment, have resulted in a decrease of new registrations and in the apprenticeship population overall. It is anticipated it will take two or more years to re-establish the number of new registrations to pre-pandemic levels, particularly with Indigenous peoples and women overall who experienced a greater level of unemployment. Given these factors, performance measures are difficult to forecast, particularly in fiscal years 2022/23 and 2023/24.

Goal 2: Apprentices and employers have the information and support they need for success.

Objective 2.1: Support more apprentices to complete their apprenticeship journey to build B.C.’s workforce.

Key Strategies

- Work with government to explore policy and program development options to related to the potential introduction of compulsory trades certification to ensure B.C. has the skilled trades workforce it needs to meet emerging demands, and by increasing the overall skill level of the trades through standardized credentialing.
- With system partners, identify targeted programs and supports for apprentices and employers impacted by the pandemic to help further apprenticeship completions and B.C.’s economic recovery.
- With industry and labour, and using qualitative and quantitative research, develop strategies, including supports and opportunities that put apprentices first, by creating a multi-year approach to apprentice completions.
- With employers and education partners, leverage the interest of youth wanting to work in a time-honoured career in the skilled trades.

Performance Measures	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
2.1a Number of CofQs issued ¹	4,600	5,100	5,300	5,800
2.1b Number of CofQs issued to women ¹	400	420	500	530
2.1c Number of CofQs issued to Indigenous peoples ¹	220	235	245	270
2.1d Youth ² participating in skilled trades ¹	7,350	8,100	8,600	9,100

¹ Data Source: The ITA’s Direct Access Information System

Linking Performance Measure to Objective

- 2.1a-c Increasing the number of credentials issued is a signal that employers, apprentices and other system participants are receiving the information and support they need to provide on-the-job training or earn their Certificate of Qualification.
- 2.1d Youth participation in the skilled trades indicates that the trades training and apprenticeship system will develop enough trades professionals to meet future labour market demands. This measure also corresponds with promotional efforts to shift societal bias towards recognition of a trades Certificate of Qualification as equivalent to a post-secondary degree. This measure was introduced for the first time in 2020/21 and targets youth aged 16 to 26.

Discussion

To obtain a Certificate of Qualification and obtain journeyman status, an apprentice's training is typically 80 percent supervised on-the-job-training and 20 percent school-based training. Connecting youth and apprentices in their schools and communities with industry and employment opportunities supports their goal of obtaining work and the on-the-job experience needed to become a certified journeyman.

Measurement results are influenced by the provincial economy. For example, the pandemic and the resulting economic impact, including high levels of unemployment, have resulted in a decrease of Certificates of Qualification as the number of opportunities for on-the-job training have been reduced. The pandemic has also resulted in exam and class cancellations and a change in ITA policy to better support apprentices. This was accomplished in part by eliminating the need to complete a credential exam to advance to the next level as required within B.C.'s progressive trades, except for the final certification exam. B.C.'s progressive trades include cook, automotive service technician and parts persons. It is anticipated it will take two or more years to re-establish the number of Certifications of Qualifications issued to pre-pandemic levels, including with Indigenous peoples and women overall who comprise a large number of cooks, a trade which forms part of the hospitality sector, greatly impacted by the pandemic. Considering these factors, performance measures are difficult to forecast particularly in fiscal years 2022/23 and 2023/24.

Goal 3: B.C.’s skilled trades training and apprenticeship system is innovative to support changes in technology and our future learners.

Objective 3.1: With the ITA’s partners, improve access to the trades training and apprenticeship system through innovation, efficiency, and technology.

Key Strategies

- Implement technology that offers apprentices and employers the information they need for success.
- Build partnerships with training providers and employers to further advance innovative training models.
- Work with partners to identify opportunities within the skilled trades training and apprenticeship system to improve training for system learners.

Performance Measure(s)	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
3.1a Employer Satisfaction with ITA Support ¹	81%	≥80%	≥80%	≥80%
3.1b Apprentice Satisfaction with ITA Support ¹	81%	≥80%	≥80%	≥80%

¹ Data Source: Since 2012/13 Sentis Market Research has been commissioned by the ITA to conduct the survey for this performance measure. Data is collected by combined telephone and online surveys. Research best practices and quality assurance methods are employed throughout the process. Survey analysis includes a margin of error in which the targets must fall.

Linking Performance Measure to Objective

- 3.1a Employer sponsor satisfaction with the ITA’s support is an indicator of the employer’s satisfaction regarding various supports the ITA offers, including available regional supports.
- 3.1b Apprentice satisfaction with the ITA’s support is an indicator of the apprentice’s satisfaction with the various supports the ITA offers, including available regional supports. This measure was established in the ITA’s 2020/21 Service Plan and the target achieved in 2021/22 establishes this performance baseline.

Discussion

Measure 3.1a and 3.1b, reflect ITA’s effort to align the needs of industry with the trades training system, ensure apprentices receive the support needed to succeed, and that employers have the right tools to support apprentices, within an index that is made up of multiple satisfaction indicators.

Goal 4: B.C.’s skilled trades training and apprenticeship system has transparent and comprehensive information to support its learners and partners in decision making.

Objective 4.1: Increase accountability and transparency for B.C.’s trades training and apprenticeship system.

Key Strategies

- Create a performance management framework to increase evidence-based decision making and improve accountabilities within B.C.’s trades training and apprenticeship system.
- With partners, identify opportunities, program and service supports to improve and advance apprentice and system outcomes.
- Increase publicly available data on B.C.’s trades training and apprenticeship system, including in open data format.

Performance Measure(s)	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
4.1a Publish system measurement metric results	N/A	Baseline Metrics	TBD	TBD
4.1b Publish data sets in Open Data format	N/A	5	≥12	≥24

Linking Performance Measure to Objective

- 4.1a Publishing system metrics results offers a baseline measurement of B.C. trades training and apprenticeship system performance. This will provide ITA and its partners with evidence to dispel system myths, identify opportunities to improve system performance or leverage existing success.
- 4.1b Publishing data sets in an open data format demonstrates ITA’s commitment to transparency and the availability of comprehensive information on B.C.’s apprenticeship and trades training information, including data. This is a new measure for ITA, and data published in 2021/22 will be the first of a series for publication in open format.

Discussion

In 2019/20, government provided the ITA support to develop and deliver a framework to measure B.C.’s trades training and apprenticeship system performance. The objective of the framework is to increase public reporting of trades training and apprenticeship data to expand transparency, increase system accountability and identify areas for improvement and collaboration with system partners. This third year will result in the publication of metrics that measure all aspects of system performance relative to government’s mandate. The overall aim, in addition to identifying areas for improving performance, is to work with partners to ensure

efforts and targets are aimed at putting apprentices first, so they can achieve successful outcomes towards final certification.

In 2021/22, ITA will begin publishing data sets on the BC Data Catalogue, a repository for BC government data. These data sets will be freely available to anyone to use and republish, with limited or few copyright restrictions. Publishing data in open data format will increase ITA's transparency and public accountability, improve citizen access and engagement and offer users a better understanding of B.C.'s trades training and apprenticeship system.

Financial Plan

Financial Summary

	2020/21 Budget	2020/21 Forecast	2021/22 Budget	2022/23 Budget	2023/24 Budget
Total Revenue (\$000)					
Ministry - Core Operating Grant	98,877	98,877	98,877	98,331	98,331
Ministry - Project Based Funding - Prov (1)	10,206	17,907	17,813	10,234	6,058
Ministry - Other Funding and Grants	881	621			
Other Revenue	1,697	1,066	1,003	753	753
Total	111,661	118,471	117,693	109,318	105,142
Total Expenses (\$000)					
Training Investment	91,932	99,310	97,174	89,595	85,419
Operations (2)	8,727	7,459	8,360	8,260	8,260
Engagement (3)	2,502	2,123	2,796	2,596	2,596
Business Support	8,500	9,579	9,363	8,867	8,867
Total Expenses	111,661	118,471	117,693	109,318	105,142
Net Income	-	-	-	-	-
Total Liabilities (even if zero)	(4,923)	(7,585)	(7,467)	(5,249)	(4,331)
Accumulated Surpluses/Retained Earnings (even if zero)	(7,915)	(8,558)	(8,558)	(8,558)	(8,558)
Capital Expenditures	1,350	2,000	2,000	1,800	1,450

(1) Project-Based Funding is dependent upon the results of the procurement process or an application review process undertaken throughout the fiscal year. The current budgets include Workforce Development Agreement (WDA)

(2) Operations includes Program Standards, Assessment and Customer Experience

(3) Engagement includes Industry Engagement, Communications, Equity & Engagement and Indigenous Initiatives

Key Forecast Assumptions, Risks and Sensitivities

Key Forecast Assumptions:

The summary financial outlook reflects the following assumptions:

- The ITA will receive a core operating grant of \$98,877,000, same as 2020/21. This grant includes a lift received in 2019/20 for a three-year period, supporting the implementation of a Performance Management Framework as well as on-going funding to increase the ITA's regional supports across B.C. to assist apprentices, youth and under-represented groups through their apprenticeship journey.
- The project-based funding – monies transferred from the Canada-B.C. Workforce Development Agreement (WDA) to support pre-apprenticeship programs for equity seeking groups has been increased this year for a three-year period to support post COVID-19 economic recovery program.
- It is assumed that the ITA, and its training partners, can return to face-to-face operations by September 2021.

Risks and Sensitivities:

The ITA expects to experience increased pressures on its training investment and operations from:

- Influx of learners into the system as a result of delayed training due to COVID-19's impact on the prior year.
- Ongoing accommodation requirements for training providers in the first few months, in order to comply with COVID-19 safety protocols and provide a safe environment for learners.
- Increased demand for training seats and programs in support of participation by equity seeking groups in the trades training system.
- Increased demand for additional training seats for Indigenous learners through Community Based Programming in the trades training system.
- Additions in training hours or classes required as a result of Red Seal harmonization.
- Implications from the implementation of any new government policies impacting trades training and apprenticeship.
- Increased challenge and exam costs due to implementation of Standard Level Exams (SLE).
- Increased general operating costs in line with consumer price index affecting mainly compensation and occupancy costs.

The ITA plans to deliver on the goals and strategies envisioned within this service plan through core funding granted to it from the Ministry of Advanced Education and Skills Training. The ITA is not a capital-intensive organization and has no capital projects valued at more than \$50 million. Capital activity is primarily focused on the ITA's digital strategy and is funded from the ITA's core operating funds.

Appendix A: Additional Information

Corporate Governance

The ITA follows the Best Practices Guidelines and disclosure requirements of Crown Agencies and the Board Resourcing Office. The following information may be found on the ITA’s website:

- [Board of Directors](#) members ;
- Board Committee terms of reference ([Audit Committee](#), [Governance Committee](#), [Human Resource Committee](#));
- [Senior Leadership Team](#) members;
- [Board of Director’s Terms of Reference](#);
- [Relationship with Minister](#).

Organizational Overview

Established under the *Industry Training Authority Act*, ITA’s purposes include:

- a) To manage and support a trades training and apprenticeship system in British Columbia;
- b) To ensure that the trades training and apprenticeship system referred to in paragraph (a) meets the Province’s need for skilled workers;
- c) To work with the Government to achieve the Government’s objectives respecting the trades training and apprenticeship system referred to in paragraph (a);
- d) To promote trades training programs, including by encouraging employers and individuals to participate in those programs;
- e) Other purposes the minister may prescribe.

Based in Richmond, B.C., the ITA leads and coordinates British Columbia’s skilled trades system. The ITA works with employers, apprentices, industry, labour, training providers, school districts, Indigenous communities and Government to issue credentials, support apprenticeships, set program standards and increase opportunities in the trades.

The ITA’s vision, mission and values include:

Vision	To create an inclusive, world-class training and apprenticeship system that meets the needs of British Columbia’s economy.
Mission	To build the trades careers that build B.C.
Values	<p>Inclusiveness: We value, recognize and support the rights of all individuals to be accepted in their workplaces without biases based on differences of any kind.</p> <p>Respect. We value mutual respect in everything we do and how we do it. Nothing is more important than the respect we have for our people and the trust we put in their skills.</p> <p>Excellence. We value a superior experience for all our customers, internal and external, sensing their needs and exceeding their expectations.</p>

	<p>Innovation. We value the spirit and practice of innovation. We believe that change fosters the constant improvement that is crucial for success.</p>
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	<p>Collaboration. We value the opinion of others, openness and transparency. With everyone at the table, and everything on the table, we deliver the best results.</p>
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