

Minister's
Estimates Notes

2019/2020

Ministry of
Advanced Education,
Skills and Training

March 2019

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| | Tab |
|---|------------------|
| MINISTER’S SPEECH, MOTIONS and ESTIMATES PROCEDURE SUMMARY | Section 1 |
| Ministry Accomplishments | Accomplishments |

| | |
|--|------------------|
| BUDGET / RESOURCE SUMMARY ESTIMATES NOTES | Section 2 |
| Ministry Summary - Fiscal 2019/20 | 1 |
| Resource Summary | 2 |
| Recoveries and Revenue | 3 |
| Vote #12: Ministry Operations | 4 |
| Ministry Operations | 4a |
| Educational Institutions and Organizations | 4b |
| 2019/20 Government Transfer Details | 4c |
| Student Services Programs | 4d |
| Private Training Institutions | 4e |
| Workforce Innovation and Skills Training | 4f |
| Transfers to Crown Corporations and Agencies | 4g |
| Executive Support Services | 4h |
| Executive and Support Services – Minister’s Office | 4i |
| Vote #46: Capital Funding | 5 |
| Central Deposit Program | 6 |
| <i>Tabs Intentionally Blank</i> | 7-8 |

| | |
|---|------------------|
| MANDATE PRIORITIES | Section 3 |
| Ministerial Mandate Letter | ‘Mandate’ |
| Provide greater access to adult basic education and English-language learning programs by eliminating fees (PSPP) | 9 |

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| | |
|---|-----------|
| Reduce the financial burden on students by eliminating interest on B.C. government student loans and establish a \$1,000 completion grant program to provide debt relief to B.C. graduates | |
| Eliminating interest on B.C. government student loans (PSPP) | 10 |
| Establish a \$1,000 completion grant program (PSPP) | 11 |
| Encourage excellence in B.C.'s graduate school programs by introducing a new graduate student scholarship fund (PSPP) | 12 |
| Work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students | |
| Support co-op for undergraduate students (PSPP) | 13 |
| Support apprenticeship for students (WIST) | 14 |
| Work with the Minister of Transportation and Infrastructure to implement effective apprenticeship ratios on government-funded infrastructure projects, and increase participation of equity-seeking groups in the skilled workforce | |
| Implement effective apprenticeship ratios on government-funded infrastructure projects (WIST) | 15 |
| Increase participation of equity-seeking groups in the trades(WIST) | 16 |
| Work with the Minister of Children and Family Development to improve the education success of former youth in care by expanding the tuition fee waiver program (PSPP) | 17 |
| Expand B.C.'s technology-related post-secondary programs, co-op programs, and work to establish technology and innovation centres in key areas of the economy | |
| Expand B.C.'s technology-related post-secondary programs (PSPP) | 18 |
| Establish technology & innovation centres (PSPP) | 19 |
| Develop more degree and certificate programs to increase the number of skilled workers in B.C.'s forestry sector, focusing on growing innovation and the manufactured wood products sector (PSPP) | 20 |
| United Nations Declaration on the Rights of Indigenous Peoples and Truth and Reconciliation Commission Calls to Action (PSPP) | 21 |

| | |
|-------------------------------|------------------|
| ESTIMATE NOTES | Section 4 |
| Capital Investment | |
| Capital Infrastructure (FTMS) | 22 |

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| | |
|---|--------------|
| Government Business Enterprises (GBEs) (FTMS) | 23 |
| UFV/ SD 33 Land Disposal (FTMS) | 24 |
| Strategic Investment Fund (FTMS) | 25 |
| Student Housing (FTMS) | 26 |
| Degree Program Review | |
| New Degree process (GLCP) | 27 |
| Quality Audits (GLCP) | 28 |
| Emergency Management | |
| Sector Emergency Management (FTMS) | 29 |
| Health Programming | |
| Nursing in the Northeast (PSPP) | 30 |
| Physiotherapy in the North (PSPP) | 31 |
| SFU/Fraser/Medical Education (PSPP) | 32 |
| <i>Tabs Intentionally Blank</i> | 33-34 |
| Indigenous Programs and Supports | |
| Indigenous Post-Secondary Programs (PSPP) | 35 |
| Indigenous Programming (WIST) | 36 |
| Indigenous Teacher Education (PSPP) | 37 |
| Indigenous Skills Training Alignment (WIST) | 38 |
| Native Education College (NEC) (PSPP) | 39 |
| UNYA/Urban Indigenous Strategy (PSPP) | 40 |
| International Education | |
| Overview (GLCP) | 41 |
| <i>Tab Intentionally Blank</i> | 42 |

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| | |
|---|-----------|
| Labour Market and Information Programs | |
| Workforce Development Agreement (WIST) | 43 |
| Sector Labour Market Partnerships Program (WIST) | 44 |
| WorkBC.ca (WIST) | 45 |
| Federal Commitments and Priorities (Forum of Labour Market Ministers)(WIST) | 46 |
| CleanBC Labour Readiness Plan (WIST lead/PSPP support) - being developed via sector LMP funding | 47 |
| LNG Workforce Implications(WIST) | 48 |
| Post-secondary Institution Issues | |
| Accountability Framework Overview (GLCP) | 49 |
| CNC - Burns Lake (PSPP) | 50 |
| Douglas College Bachelor of Social Work (GLCP) | 51 |
| Early Childhood Educator workforce - Additional investments (PSPP) | 52 |
| Education Planner BC | 53 |
| Employer Health Tax (FTMS) | 54 |
| Institutional Financial Health Post-secondary Institutional Audited Financial Statement Results (FTMS) | 55 |
| Institutional Financial Health University of Northern British Columbia (FTMS) | 56 |
| Institutional Financial Health Post-Secondary Institutions' Ability to Access Accumulated Surpluses (FTMS) | 57 |
| Institutional Financial Health Post-Secondary Institutions' Ability to Borrow (FTMS) | 58 |
| Kitimat (NVIT/Haisla Proposal)(PSPP) | 59 |
| Mandate Letters for Public Post-Secondary Institutions (summary) (GLCP) | 60 |
| Public PSI Funding – Methodology (FTMS) | 61 |
| Regional Expansion Exploration (PSPP) | 62 |
| Royal Roads University Lands (FTMS) | 63 |

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| | |
|--|----------------|
| Rural Post-Secondary Institutions – Funding and Training Programs (PSPP) | 64 |
| <i>Tabs Intentionally Blank</i> | 65 - 66 |
| Quality Assurance | |
| Post-Secondary Quality Assurance (GLCP) | 67 |
| Private Training Institutions Branch/Ombudsperson Recommendations (GLCP) | 68 |
| Private Training Institutions Branch/Public Protections (GLCP) | 69 |
| Student Health and Wellbeing | |
| Mental Health (PSPP) | 70 |
| Sexual Violence and Misconduct Policy (PSPP) | 71 |
| Student Financial Assistance | |
| Budget and Program Overview | 72 |
| Modernizing StudentAid BC (PSPP) | 73 |
| Student Debt (PSPP) | 74 |
| Targeted Non-Repayable Funding (PSPP) | 75 |
| <i>Tab Intentionally Blank</i> | 76-77 |
| Trades Training | |
| Compulsory Trades (WIST) | 78 |
| Industry Training Authority (ITA) Board(WIST) | 79 |
| Trade Training Funding (WIST) | 80 |
| <i>Tab Intentionally Blank</i> | 81 |
| Tuition | |
| Affordability –Tuition/Fees (PSPP) | 82 |
| Mandatory Fee Reporting (GLCP) | 83 |
| Other | |

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| | |
|--|-------|
| Administrative Service Delivery Transformation (ASDT) (FTMS) | 84 |
| Board Appointments (GLCP) | 85 |
| Conflict of Interest on Post-Secondary Boards (GLCP) | 86 |
| Collective Bargaining (GLCP) | 87 |
| Executive Compensation (GLCP) | 88 |
| Executive and Excluded Compensation (GLCP) | 89 |
| FOI and Records Management | 90 |
| Professional Reliance Process (GLCP) | 91 |
| Professional Reliance Non-public Appointments (GLCP) | 92 |
| Sessional Instructors / Precarious Employment | 93 |
| <i>Tabs Intentionally Blank</i> | 94-95 |

| | |
|---|------------------|
| AEST BACKGROUND INFORMATION | Section 5 |
| MLAs and Institutions by Riding | MLAs |
| Ministry 2019/20 - 2021/22 Service Plan | 2019/20 |
| Ministry 2017/18 Annual Report | 2017/18 |
| BC Council for International Education 2019/20 Service Plan | BCCIE |
| Industry Training Authority 2019/20 Service Plan | ITA |
| | |
| | |

| | |
|---|--|
| <u>DATA BINDER</u> | |
| POST-SECONDARY, LABOUR MARKET & INSTITUTION DATA | |
| Post-secondary System Overview Data | |
| Institutional Data | |
| Labour Market Data | |

Estimates Process

In the weeks after the provincial budget is tabled by the Minister of Finance on February 19, 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.

The Committee will likely be divided into two sections to permit simultaneous debate: Section A (meets in a committee room aka the Little House) and Section B (meets in the main chamber aka the Big House).

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. Stephanie Cadieux and Simon Gibson are the Liberal Party caucus members who have been 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 2019/29 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]</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
- Jeff Vasey, Assistant Deputy Minister of Policy and Programs Division & Division responsible for Learner Supports
- Bindi Sawchuk, 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

How Public Post-Secondary Institutions have addressed the 2018/19 Mandate Letter priorities: Highlights from 2017/18 Institutional Accountability Plan and Reports

Every year public post-secondary institutions report on their progress in achieving mandate letter priorities through the annual Institutional Accountability Plan and Report (IAPR). In the 2017/18 reports, institutions provided details on how they achieved their 17/18 priorities and their planned or current activities to address the 2018/19 mandated priorities. IAPRs provide a clear indication of institutional accountability for the public's investment in post-secondary education and are also an important record of the many innovative programs and services provided by post-secondary institutions.

Below is a table that highlights how public post-secondary institutions are delivering against 2018/19 mandate letter priorities.

| 2018/19 Mandate Letter Priorities <i>(continuing in 2019/20)</i> | Specific Initiatives <i>(highlights from 2017/18 Institutional Accountability Plan and Reports)</i> |
|--|--|
| 1. Response to the TRC Calls to Action and UN Declaration | <p>*Most post-secondary institutions (PSIs) have participated with Indigenous partners to put programs and strategies in place that responds to the TRC Calls to Action and the UN Declaration.</p> <p>BCIT - new recruitment strategy for Indigenous learners; developing a well-being strategy targeted at Indigenous learners</p> <p>CAM- task force since 2015 to address TRC & UN Declaration, with 30 of 39 TRC recommendations adopted</p> <p>JIBC- partners with 30 Indigenous organizations/communities; offers Indigenous Youth Career Camp</p> <p>NIC- ongoing indigenization of programs and curricula: 4 First Nations language credit courses, Early Childhood Care and Education and Human Service Worker programs</p> |

How Public Post-Secondary Institutions have addressed the 2018/19 Mandate Letter priorities: Highlights from 2017/18 Institutional Accountability Plan and Reports

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| | <p>UBC-statement of apology to Indian Residential School survivors; Indian Residential School History and Dialogue Centre, Indigenous Engagement Committee</p> <p>VCC - commitment to Indigenous education outlined in the Indigenous Educational Protocol; Implementation of Indigenization Advisory Council/Committee underway</p> |
| <p>2. Implement priority initiatives including:</p> <p>a. Tuition-free Adult Basic Education and English Language Learning</p> <p>b. Tuition Waiver for former youth in care</p> <p>c. Programming that aligns with the knowledge-based economy</p> | <p>*Most PSIs have implemented priority initiatives.</p> <p>a. UFV and VIU reported increases in ABE enrolment</p> <p>b. Students in Tuition-Waiver program by institution: BCIT (15); CAM (38); CAP^{s.22} CNC (11); DOUG (27); KPU (25); LANG (18); NVIT (20); NIC^{s.22} OKAN (11); SELK^{s.22} SFU (10); TRU (23); UBC (24); UFV (22); UVIC^{s.22} VCC (10); VIU (59)</p> <p>c. Some examples of the great programs of our PSIs to support the knowledge-based economy include:</p> <p>UBC -624 spaces in computer science and biomedical/manufacturing engineering degrees; 96 spaces in manufacturing-engineering; expanded computer-science degree programs</p> <p>JIBC- graduate certificates available in Intelligence Analysis and Tactical Criminal Analysis; MSc in International Cybercrime Analysis</p> <p>Cap U- new seats in 2D and 3D animation programs</p> <p>CMTN - innovation labs and iMotion Biometrics learning stations ,3D lab set up with Virtual Reality, 3D Printing and 3D scanning workstations, drone technology</p> |

How Public Post-Secondary Institutions have addressed the 2018/19 Mandate Letter priorities: Highlights from 2017/18 Institutional Accountability Plan and Reports

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| | |
| 3. Mental health and safety | <p>*Most PSIs reported on a variety of supports that are now in place to improve student overall well-being and safety on campus. For example:</p> <p>CMTN- Keep Me Safe program (counselling services 24/7 in multiple languages/modalities); Safe TALK training- suicide-alert helper</p> <p>COTR- mental health first aid training for staff; workshops on test anxiety, dealing with stress, suicide and crisis intervention</p> <p>JIBC- washroom signage gender-inclusive; work with BC Registrars to expand gender naming declaration</p> <p>TRU- President's Task Force on Mental Health and Well-being; development of All My Relations, a research/training centre for Indigenous family and community health</p> <p>UFV has a variety of counselling services, including therapy dogs; Mental Health Awareness Club, 5-Day Mental Health Challenge</p> |
| 4. Alignment to K – 12 curriculum changes | <p>*The majority of PSIs reported that there is work underway to align with K-12 curriculum changes.</p> <p>Cap U, COTR, NIC, UVic, VIU have projects/teams/task force in place to review alignment with K-12 changes</p> <p>KPU- partnered with the Surrey School District to develop a framework for accepting high school portfolios for post-secondary admission; worked with 6 high school students to develop exemplary portfolios used for actual admissions in September 2018</p> <p>UBC developed a new approach to undergraduate admissions that aligns with the new BC</p> |

How Public Post-Secondary Institutions have addressed the 2018/19 Mandate Letter priorities: Highlights from 2017/18 Institutional Accountability Plan and Reports

| | |
|--|--|
| | Graduation Program 2020 and enrolment objectives; will be implemented in winter 2019 session |
| 5. International Education | <p>*Most PSIs are developing strategies to ensure a balanced approach to international education. For example:</p> <p>DOUG- collaborated with the Ministry to report on tools for strategic enrolment management to ensure domestic students are not displaced; working group considering policy/procedural change to ensure balanced approach</p> <p>JIBC is drafting an International Education Strategy that looks to expand learning opportunities for international students</p> <p>NIC has a 2018/19 International Education and Internationalization Action Plan that looks to ensure a balanced approach for both international and domestic students</p> <p>UBC is ranked most international university in North America by Times Higher Education and has an International Student Initiative that looks to ensure a balanced approach for both international and domestic students</p> |
| 6. Two percent cap on tuition and mandatory fee increases | 2017/18 data submissions to AEST confirm all 25 post-secondary institutions are in compliance with the two percent cap on tuition and mandatory fee increases |



BRITISH
COLUMBIA

Date:

Our Ref. 111878

Full Address

Dear [name of Board Chair of the organization]:

On behalf of Premier Horgan, thank you for your service to the people of British Columbia. The government remains committed to working with public post-secondary institutions to deliver on government's commitments to British Columbians: to help make life more affordable for people, invest in services and build a strong, sustainable economy.

This Mandate Letter outlines the guiding principles of the government, which should inform the preparation of your 2018/19 Institutional Accountability Plan and Report (IAPR). This Mandate Letter also confirms your institution's mandate under the [name of governing legislation, i.e., University Act], provides government's annual strategic direction and sets out key performance expectations for the 2018/19 fiscal year.

The government made three key commitments to British Columbians. All ministries and public sector organizations are expected to work together to help government achieve these commitments.

Our first commitment is to make life more affordable. We look forward to working with you to support government's agenda to help manage the daily cost of living for British Columbians.

Our second commitment is to deliver the services that people count on. Many of the programs and services that British Columbians access on a regular basis are delivered by public sector organizations. We want to build on programs that are working well, and make improvements where needed, to ensure British Columbians get quality and timely customer service from public sector organizations across the province.

Our third key commitment is to build a strong, sustainable, innovative economy that works for everyone. The government believes that public sector organizations have a key role to play in supporting broad-based economic growth in every region of the province.

To support true and lasting reconciliation with Indigenous Peoples in British Columbia, our government is fully adopting and implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission (TRC). As you know there are a number of Calls to Action directed at post-secondary institutions. I ask that going forward your institution incorporates the UNDRIP and TRC Calls to Action, given the specific mandate and context of your institution.

As Minister of Advanced Education, Skills and Training, I am focused on ensuring every citizen in British Columbia can access quality, affordable and relevant education, so they can benefit from the opportunities our strong, sustainable and innovative economy provides. I was inspired after speaking with students, faculty and staff during my tour of all 25 public post-secondary institutions. The tour confirmed the importance of our robust post-secondary system and the partnerships between institutions, communities and our Ministry. But I also heard from students about the challenges they are facing – access and affordability; student housing; and mental health/sexual violence. We need to continue to work together to address these issues and create a strong and inclusive society and lift each other up.

While we have already made some progress, in order to support government's key commitments, I ask that [insert institution name]:

1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UNDRIP.
2. Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in my mandate letter (attached). Specific actions include, but are not limited to:
 - a. Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.
 - b. Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.
 - c. Expand technology-related programming and other programs that align with the growing knowledge-based economy.
3. Improve student mental health, safety and overall well-being, including creating greater awareness of available supports;
4. Align your institutional processes with the K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education;
5. Work closely with my Ministry to develop a balanced approach to international education.
6. Comply with government's two percent cap on tuition and mandatory fee increases.

Consistent with the Accountability Framework for British Columbia's Post-Secondary Education System, [institution name] will report publicly on efforts to fulfil this mandate direction and achieve targeted results and the outcomes of those efforts.

The Crown Agencies and Board Resourcing Office (CABRO) at the Ministry of Finance has lead responsibility for overseeing and maintaining the Public Sector Organizations Governance Framework, and provides leadership for the merit based appointment of qualified and competent individuals to the boards of public sector organizations. [Institution name] is asked to work closely with CABRO through your ministry contact on board appointments, all governance matters including orientation and training of board members, and meeting public sector reporting requirements under the *Budget Transparency and Accountability Act*.

I would ask that each board member acknowledge the direction provided in this Mandate Letter by signing this letter. The Mandate Letter is to be posted publicly on your institution's website on Budget Day on February 20, 2018.

I have appreciated your support as Board Chair to me as Minister responsible in the first few months of our government's term in office. I look forward to ongoing dialogue and engagement going forward through our scheduled meetings and other communication channels between my ministry and your organization.

Once again, thanks to you and your Board of Governors for your commitment to public service. Together, we will work to build a better B.C.

Sincerely,
[Signature Block]
Minister

Date:

Enclosure

cc: Honourable John Horgan
Premier

Don Wright
Deputy Minister to the Premier and Cabinet Secretary

Lori Wanamaker
Deputy Minister
Ministry of Finance

David Galbraith

Associate Deputy Minister and Secretary to Treasury Board
Ministry of Finance

Shannon Baskerville
Deputy Minister
Ministry of Advanced Education, Skills and Training

[name]
Chief Executive Officer/President
[name of the entity]

British Columbia Council for International Education (BCCIE)

2018/19 Mandate Letter Outcomes

| Mandate Letter Priority | Outcomes – 2018/19 |
|--|--|
| <p>1. Work collaboratively with the Ministry of Advanced Education, Skills and Training, partner ministries (including the Ministry of Education, and the Ministry of Jobs, Trade and Technology), and schools and institutions to deliver on the international education priorities of government</p> | <p>COMPLETED</p> <ul style="list-style-type: none"> • Worked with Ministry of Advanced Education, Skills and Training (AEST) to coordinate and support sector consultations on development of a provincial framework for international education. • Delivered largest ever annual Summer Conference (June 2018; 598 attendees) to support development and advancement of the BC international education sector with multiple sessions dedicated to international education priorities of government, including: <ul style="list-style-type: none"> ○ Highlighting Indigenous history of BC and linkages with international education; ○ Exploring approaches to sector challenges, such as enrolment management and classroom diversity; and ○ Showcasing best practices in delivering student supports. <p><i>Note: Ministers Mark and Fleming both participated in Summer Conference; AEST and EDUC collaborated with BCCIE to support student speaker presence.</i></p> <ul style="list-style-type: none"> • Collaborated with AEST, EDUC and JTT and schools/institutions to provide 11 capacity building sessions supporting development and expertise of more than 397 BC international education practitioners, including: <ul style="list-style-type: none"> ○ Intercultural training; ○ Study abroad alumni engagement; ○ Education market briefings; and ○ International credential evaluation. • Supported TeamBC school and institution missions to Southeast Asia and Mexico to facilitate partnership development and diversification of the education sector. • Co-hosted International Education Conference in Vietnam with Vietnam Association of Community Colleges (VACC). Outcomes included showcasing BC education system quality assurance processes for an international audience and conclusion of an MOU between BC Colleges and VACC. |
| <p>2. Develop a three-year Strategic Plan that delivers on the provincial priorities for international education, is aligned with the BCCIE mandate, and is supported by an annual Operational Plan.</p> | <p>COMPLETED</p> <ul style="list-style-type: none"> • Worked with the BCCIE Board and partner ministries throughout summer/fall 2018 to develop a three-year Strategic Plan that is aligned with the Province of British Columbia's key priorities, incorporates mandate letter direction from AEST, and furthers provincial priorities for international education. • Plan submitted to AEST in early 2019. • Strategic goals include: <ul style="list-style-type: none"> ○ Support two-way flow of students, instructor and ideas between BC and international partners; ○ Provide and develop leadership and expertise in international education; and ○ Promote the benefits and opportunities of international education. |



February 5, 2018

Our Ref. 112201

Ms. Sherri Bell, Board Chair
British Columbia Council for International Education
Suite 603, 409 Granville Street
Vancouver, BC V6C 1T2

Dear Ms. Bell:

On behalf of Premier Horgan, thank you for your service to the people of British Columbia. The government remains committed to working with our Crown agency partners to deliver on government's commitments to British Columbians: to help make life more affordable for people, invest in services and build a strong, sustainable economy.

This Mandate Letter outlines the guiding principles of the government which should inform the preparation of your three-year Service Plan for *Budget 2018*. This Mandate Letter also confirms your organization's mandate, provides government's annual strategic direction and sets out key performance expectations for the 2018/19 fiscal year.

The government made three key commitments to British Columbians. All ministries and Crown agencies are expected to work together to help government achieve these commitments.

Our first commitment is to make life more affordable. We expect all public sector organizations to support government's agenda to help manage the daily cost of living for British Columbians.

Our second commitment is to deliver the services that people count on. Many of the programs and services that British Columbians access on a regular basis are delivered by Crown agencies. We want to build on programs that are working well, and make improvements where needed, to ensure British Columbians get quality and timely customer service from public sector organizations across the province.

Our third key commitment is to build a strong, sustainable, innovative economy that works for everyone. The government believes that public sector organizations have a key role to play in supporting broad-based economic growth in every region of the province.

... / 2

To support true and lasting reconciliation with Indigenous Peoples in British Columbia, our government is fully adopting and implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission (TRC). Please ensure that going forward your organization incorporates the UNDRIP and TRC, given the specific mandate and context of your organization.

As the Minister Responsible for the British Columbia Council for International Education (BCCIE), I expect that you will make substantive progress on the following priorities and incorporate these priorities when developing the goals, objectives and performance measures for inclusion in the Service Plan:

- 1) Work collaboratively with the Ministry of Advanced Education, Skills and Training, partner ministries (including the Ministry of Education, and the Ministry of Jobs, Trade and Technology), and schools and institutions to deliver on the international education priorities of government; and,
- 2) Develop a three-year Strategic Plan that delivers on the provincial priorities for international education, is aligned with the BCCIE mandate, and is supported by an annual Operational Plan.

The Crown Agencies and Board Resourcing Office (CABRO) at the Ministry of Finance has lead responsibility for overseeing and maintaining the Public Sector Organizations Governance Framework, and provides leadership for the merit based appointment of qualified and competent individuals to the boards of Crown agencies.

BCCIE is asked to work closely with CABRO through your ministry contact on all governance matters including orientation and training of board members, and meeting public sector reporting requirements under the *Budget Transparency and Accountability Act*.

Each board member is required to acknowledge the direction provided in this Mandate Letter by signing this letter. The Mandate Letter is to be posted publicly on your organization's website on Budget Day on February 20, 2018 to coincide with the release of your organization's Service Plan.

I have appreciated your support as Board Chair to me as Minister responsible in the first few months of our government's term in office. I look forward to ongoing dialogue and engagement going forward through our scheduled meetings and other communication channels between my ministry and your organization. Part of that engagement process includes regular meetings between your communications staff and the appropriate Government Communications and Public Engagement staff who provide support to your ministry responsible.

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Once again, thanks to you and your Board of Directors for your commitment to public service. Together, we will work to build a better B.C.

Sincerely,



Melanie Mark
Hli Haykwhl Wii Xsgaak
Minister

Attachment: Signature page template

pc: Honourable John Horgan
Premier

Mr. Don Wright
Deputy Minister to the Premier and Cabinet Secretary

Ms. Lori Wanamaker, Deputy Minister
Ministry of Finance

Mr. David Galbraith, Associate Deputy Minister and Secretary to Treasury Board
Ministry of Finance

Ms. Shannon Baskerville, Deputy Minister
Ministry of Advanced Education, Skills and Training

Mr. Feroz Ali
Ms. Robin Ciceri
Mr. Peter Froese
Mr. Brian Krieger
Mr. Tony Loughran
Mr. Eugene Marks
Mr. Neil Mort
Mr. Paul Squires
Mr. Jordan Tinney
Ms. Ruth Wittenberg, Board Director
British Columbia Council for International Education

Dr. Randall Martin, Executive Director
British Columbia Council for International Education

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| | Tab |
|--|------------------|
| BUDGET / RESOURCE SUMMARY ESTIMATES NOTES | Section 2 |
| Ministry Summary - Fiscal 2019/20 – Quick Reference Guide | 1 |
| Resource Summary | 2 |
| Recoveries and Revenue | 3 |
| Vote #12: Ministry Operations | 4 |
| Ministry Operations | 4a |
| Educational Institutions and Organizations | 4b |
| 2019/20 Government Transfer Details | 4c |
| Student Services Programs | 4d |
| Private Training Institutions | 4e |
| Workforce Innovation and Skills Training | 4f |
| Transfers to Crown Corporations and Agencies | 4g |
| Executive Support Services | 4h |
| Executive and Support Services – Minister’s Office | 4i |
| Vote #46: Capital Funding | 5 |
| Central Deposit Program | 6 |
| <i>Tabs Intentionally Blank</i> | 7-8 |

Budget 2019 Quick Reference Guide

February 19, 2019 (reflecting Supplementary Estimates)

Table 1 - Resource Summary 2018/19 to 2021/22

(\$000's)

| For budget documents Reference: see Table 6 | Sub-Vote Description | Restated Estimates 2018/19 | 2019/20 Estimates | 2020/21 Plan | 2021/22 Plan |
|---|--|----------------------------------|----------------------|------------------|------------------|
| Vote 12 | Educational Institutions and Organizations (EIO) * | 2,011,509 | 2,121,552 | 2,133,528 | 2,140,160 |
| | Student Support Programs | 70,395 | 70,420 | 70,395 | 70,395 |
| | Private Training Institutions | 1 | 1 | 1 | 1 |
| | Workforce Innovation and Skills Training (WIST) | 16,906 | 17,151 | 17,110 | 17,110 |
| | Transfers to Crown Corporations and Agencies | 97,679 | 98,877 | 98,877 | 98,877 |
| | Executive and Support Services | 20,624 | 21,504 | 21,431 | 21,431 |
| Vote 12 | MINISTRY TOTAL * | 2,217,114 | 2,329,505 | 2,341,342 | 2,347,974 |

* 2018/19 Restated Estimates includes \$5.5M increase in relation to Supplementary Estimates Bill introduced by the Minister of Finance after tabling Budget 2019 on February 19, 2019.

Table 2 - Summary Changes by Sub-Vote – 2018/19 to 2019/20

(\$000's)

| For budget documents Reference: see Table 6 | Sub-Vote Description | Estimates 2018/19 | Change | Restated Estimates 2018/19 (\$000's) | Change (See Table 3) | Estimates 2019/20 |
|---|--|----------------------|--------------|---|----------------------------|----------------------|
| Vote 12 | Educational Institutions and Organizations (EIO) * | 2,006,009 | 5,500 | 2,011,509 | 110,043 | 2,121,552 |
| | Student Support Programs | 70,395 | - | 70,395 | 25 | 70,420 |
| | Private Training Institutions | 1 | - | 1 | - | 1 |
| | Workforce Innovation and Skills Training | 16,906 | - | 16,906 | 245 | 17,151 |
| | Transfers to Crown Corporations and Agencies | 97,679 | - | 97,679 | 1,198 | 98,877 |
| | Executive and Support Services | 20,624 | - | 20,624 | 880 | 21,504 |
| Vote 12 | MINISTRY TOTAL * | 2,211,614 | 5,500 | 2,217,114 | 112,391 | 2,329,505 |

* 2018/19 Restated Estimates includes \$5.5M increase in relation to Supplementary Estimates Bill introduced by the Minister of Finance after tabling Budget 2019 on February 19, 2019.

Table 3 - Restated Estimates 2018/19 to Estimates 2019/20: Increase of \$117.891M

(\$000's)

| Sub-Vote | Previous Budget Decisions | Economic Stability Dividend | Employer Health Tax Funding | ABE / ELL * | Health Programs | ECUAD (ongoing P3 costs) | Ministry Sustainable Services | Apprentice Programs to ITA | ADMST CSS admin budget | Total |
|-------------------------------|---------------------------------|-----------------------------------|-----------------------------------|----------------|--------------------|--------------------------------|-------------------------------------|----------------------------------|------------------------------|----------------|
| EIO | 48,454 | 20,696 | 39,282 | - | 1,305 | 306 | - | - | - | 110,043 |
| Student Support Programs | - | - | 25 | - | - | - | - | - | - | 25 |
| Private Training Institutions | - | - | - | - | - | - | - | - | - | - |
| WIST | 52 | 37 | 41 | - | - | - | 115 | - | - | 245 |
| Transfers to Crown Corp | - | - | 32 | - | - | - | - | 1,166 | - | 1,198 |
| ESS | 119 | 119 | 73 | - | - | - | 369 | - | 200 | 880 |
| Total Change | 48,625 | 20,852 | 39,453 | - | 1,305 | 306 | 484 | 1,166 | 200 | 112,391 |

* Budget 2019 provides an annual \$5.5M base funding lift beginning in 2019/20. The Minister of Finance included \$5.5M in the 2018/19 Supplementary Estimates Bill tabled on February 19, 2019. As a result, no year-over-year variance is shown above.

Table 4 – Three Year Ministry budget – Background to \$57.9 million increase in 2019/20

The Ministry's three-year allocations in Budget 2019 have increased by \$217.065 million over the amounts in Budget 2018. (\$000's)

| Description (Vote 12) | Estimates 2019/20 | Plan 2020/21 | Plan 2021/22 | 3-Year Increase |
|---|----------------------|-----------------|-----------------|--------------------|
| Economic Stability Dividend – PS Sector | 20,696 | 21,957 | 21,957 | 64,610 |
| Employer Health Tax Funding – PS Sector | 39,282 | 39,282 | 39,282 | 117,846 |
| Employer Health Tax Funding - ITA | 32 | 32 | 32 | 96 |
| Employer Health Tax Funding – Ministry | 139 | - | - | 139 |
| Adult Basic Education / ELL * | - | - | - | - |
| Health Programming | 1,305 | 1,500 | 2,340 | 5,145 |
| Indigenous Law Program | - | - | 450 | 450 |
| Tech Strategy | - | - | 5,300 | 5,300 |
| Emily Carr (Ongoing P3 Costs) | 306 | 376 | 418 | 1,100 |
| Apprenticeship Programs – ITA | 1,166 | 1,166 | 1,166 | 3,498 |
| Economic Stability Dividend – AEST | 156 | 156 | 156 | 468 |
| Ministry Sustainable Services - AEST | 484 | 484 | 484 | 1,452 |
| Administrative transfer (ADM CST) | 200 | 200 | 200 | 600 |
| Current Year Total | 63,766 | 65,153 | 71,785 | 200,704 |
| Previous Budget decisions' impacts ** | 48,625 | 10,450 | | |
| Total year-over-year changes | 112,391 | 75,603 | | |

* Budget 2019 provides an annual \$5.5M base funding lift beginning in 2019/20. The Minister of Finance included \$5.5M in the 2018/19 Supplementary Estimates Bill tabled on February 19, 2019. As a result, no year-over-year variance is shown above.

* Previous Budget decisions' impacts:

EIO - \$26.864M ESD, ESM and Emily Carr operating funding

EIO - \$21.59 (\$10.45M in 2020/21) Expanding Tech, Indigenous Law, ECE

WIST - \$52,000 ESM compensation

ESS - \$119,000 ESM compensation

Table 5 - Post-Secondary Capital (Vote 45):

(\$ millions)

| Description | Reference | Budget 2019/20 | Plan 2020/21 | Plan 2021/22 | TOTAL |
|---|--|-------------------|-----------------|-----------------|-------|
| Sector-Wide Capital (all funding sources) | Budget & Fiscal Plan Table 1.21 (Page 32-33) | 1,034 | 1,096 | 1,187 | 3,317 |
| Ministry Capital Funding (Provincial contribution) | Ministry Service Plan (page 7) Blue Book (Page 185) | 434 | 470 | 489 | 1,393 |

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 | |

Table 7 - Service Plan - Performance Measure 2: Total student spaces at public post-secondary institutions

| Performance Measure 2 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---|-----------|-----------|-----------|-----------|-----------|
| Total student spaces (includes Industry Training Authority FTE's) | | | | | |
| Target | ≥ 200,295 | ≥ 200,202 | ≥ 200,752 | ≥ 201,452 | ≥ 202,102 |
| Actuals | 200,894 | 199,131 | | | |
| Difference - Actual vs. Target | 599 | (1,071) | | | |

Budget Rules

As per AEST's Budget 2018 Letter dated May 5, 2018, basic STOB allocation rules are as follows:

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

- STOBs 50/52 (Salaries and Benefits): The ministry must have internal spending controls in place, ensuring that “ministries remain within their overall budget targets”.
 - STOBs 55 to 75 (Operating): The ministry must manage, and is not to exceed the Budget 2018 allocation.
 - STOB 67 (Informational Advertising): The ministry must obtain approval from the Deputy Minister of Government Communications and Public Engagement prior to spending funds from STOB 67 allocations.
 - STOBs 77, 79 and 80 (Grants & Transfers)
 - STOB 77 (Grants): Expenditures are maximum amounts. Expenditures are to be made only for grants previously approved, in writing, by Treasury Board or Chair of TB.
 - STOB 79 (Entitlements): Expenditures are to be no more than Budget 2017 Update amounts.
 - STOB 80 (Shared Cost Arrangements): Expenditures are to be no more than Budget 2017 Update amounts.
- 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.

Budget 2019 Resource Summary Table

as at February 19th (with new Supplementary Estimates funding)

| Core Business Area | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|-------------------------|------------------|------------------|------------------|
| | Restated Estimates * | Estimates | Plan | Plan |
| Operating Expenses (\$000) | | | | |
| Educational Institutions and Organizations | 2,011,509 | 2,121,552 | 2,133,528 | 2,140,160 |
| Student Services Programs | 70,395 | 70,420 | 70,395 | 70,395 |
| Private Training Institutions | 1 | 1 | 1 | 1 |
| Workforce Innovation and Skills Training | 16,906 | 17,151 | 17,110 | 17,110 |
| Transfers to Crown Corporations | 97,679 | 98,877 | 98,877 | 98,877 |
| Executive and Support Services | 20,624 | 21,504 | 21,431 | 21,431 |
| Total | 2,217,114 | 2,329,505 | 2,341,342 | 2,347,974 |

* 2018/19 Restated Estimates includes \$5.5M increase in relation to Supplementary Estimates Bill introduced by the Minister of Finance after tabling Budget 2019 on February 19, 2019.

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

| Recoveries (Internal and External) | 2018/19 Restated Estimates | 2019/20 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> | (3,502) | (3,516) | 14 |
| 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> | (120,544) | (129,512) | 8,968 |
| Executive and Support Services <i>Internal recoveries from other ministries. ³</i> <i>External recoveries from application fees paid by both public and private institutions for Degree quality assessments.</i> | (965) | (732) | (233) |
| TOTAL RECOVERIES - Ministry Operations | (142,015) | (150,764) | 8,749 |

| Revenue | 2018/19 Restated Estimates | 2019/20 Estimates | Change |
|---|---|------------------------------|------------------|
| Educational Institutions and Organizations <i>Employment Program of BC (formerly known as Skills Development Employment Benefit - SDEB) ⁴</i> | (15,000) | (15,000) | - |
| Student Support Programs <i>Recovery of Prior Year Expenditures</i> <i>Student Loan Administration Fee ⁵</i> | (1,440) (40) (1,400) | (1,440) (40) (1,400) | - - - |
| Private Training Institutions <i>Miscellaneous Licences and Permits ⁶</i> | (1) (1) | (1) (1) | - - |
| Executive and Support Services <i>Labour Market Agreement for Persons with Disabilities ⁷</i> <i>Less: Commissions Paid/Withheld</i> <i>Less Doubtful Account - Misc. Revenue</i> | (5,598) (5,600) 1 1 | (5,598) (5,600) 1 1 | - - - - |
| TOTAL REVENUES | (22,039) | (22,039) | - |

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

- Increase in recoveries of \$14K off-set by incremental expenditures due to increased employee benefit rate.

2. Workforce Innovation and Skills Training

- Includes recoveries related to the Work Force Development Agreement (WDA) and the Labour Market Development Agreement (LMDA).

3. Executive and Support Services

- Decrease in recoveries of \$0.233M is due to the transfer of the Corporate Services Secretariat to AEST. Expenditures were previously recovered from the Ministry of Finance in FY 18/19.

Revenue

4. 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.

5. Student Loan Administration Fee

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

6. Miscellaneous Licences and Permits

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

7. Labour Market Agreement for Persons with Disabilities

- Federal/Provincial Agreement under which the Government of Canada will contribute 50 percent of the costs incurred by British Columbia for programs and services which are consistent with the goals, objectives and priorities listed below - up to \$30.74M
- The goal of this initiative is to improve the employment situation of persons with disabilities through the following objectives:
 - Enhance employability of persons with disabilities;
 - Increase the employment opportunities available to persons with disabilities; and
 - Build on the existing knowledge base.
- The provincial allocation is prorated between four participating ministries.

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)

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2018/19 Table of Contents

Table of Contents: Tab VOTE 12

| TOPIC | PAGE |
|---|-------------|
| Ministry Operations | a |
| Educational Institutions and Organizations | b |
| 2019/20 Government Transfer Details | c |
| Student Services Programs | d |
| Private Training Institutions | e |
| Workforce Innovation and Skills Training | f |
| Transfers to Crown Corporations and Agencies | g |
| Executive Support Services | h |
| Executive and Support Services – Minister’s Office | i |
| | |

Title: Vote 12 – Ministry Operations

Issue: Overview of the Ministry's 2019/20 budget allocation

Key Messages:

- *Budget 2019* provides the Ministry of Advanced Education and Skills Training with a total 2019/20 operating budget of \$2.33 billion via Vote 12 in the Estimates.
- Gross ministry spending is \$118M higher after allowing for recoveries from various sources, mainly federal contributions to provincial programs managed by the Workforce Innovation and Skills Training division.
- The 2019/20 allocation is \$112.49 million higher than 2018/19 due mainly to funding lifts related to the Employer Health Tax and the Economic Stability Dividend compensation framework. The increase is also due to funding lifts provided in previous budgets.
- *Budget 2019* meets government's commitment to fully fund the ongoing net impacts of the new EHT regime on the PSI sector.
- In addition to the operating budget, AEST also has \$504,000 allocated for ministry capita spending, mainly for ongoing work associated with Student Aid BC IT systems.

Background/Status:

- The increase to the budget allocation is itemized on the following page.
- The following sections present breakdowns of the Core Business lines listed in the following table.

Budget 2019 – 2019/20 by Core Business

| Core Business | (\$000s) | | |
|--|------------------|------------------|------------------|
| | Gross | Recoveries | Net |
| Educational Institutions and Organizations | 2,121,554 | (2) | 2,121,552 |
| Student Services Programs | 70,422 | (2) | 70,420 |
| Private Training Institutions | 3,516 | (3,515) | 1 |
| Workforce Innovation and Skills Training | 131,508 | (114,357) | 17,151 |
| Transfers to Crown Corporations and Agencies | 98,877 | 0 | 98,877 |
| Executive and Support Services | 22,022 | (518) | 21,504 |
| Total Vote 12 | 2,447,899 | (118,394) | 2,329,505 |

| Core Business | 2018/19 Restated Estimates (net) * | 2019/20 Estimates | | | Change from 2018/19 Restated | |
|--|---|-------------------|------------------------|------------------|---------------------------------|-------------|
| | | Gross | External Recoveries | Net | \$ | % |
| Educational Institutions and Organizations | 2,011,509 | 2,121,554 | (2) | 2,121,552 | 110,043 | 5.5% |
| Student Services Programs | 70,395 | 70,422 | (2) | 70,420 | 25 | 0.0% |
| Private Training Institutions | 1 | 3,516 | (3,515) | 1 | 0 | 0.0% |
| Workforce Innovation and Skills Training | 16,906 | 131,508 | (114,357) | 17,151 | 245 | 1.4% |
| Transfers to Crown Corporations and Agencies | 97,679 | 98,877 | 0 | 98,877 | 1,198 | 1.2% |
| Executive and Support Services | 20,624 | 22,022 | (518) | 21,504 | 880 | 4.3% |
| Total Operating Expenses | 2,217,114 | 2,447,899 | (118,394) | 2,329,505 | 112,391 | 5.1% |

* 2018/19 Restated Estimates includes \$5.5M increase in relation to Supplementary Estimates Bill introduced by the Minister of Finance after tabling Budget 2019 on February 19, 2019.

Educational Institutions & Organizations

Total increase of \$110.043M is comprised of the following:

- \$48.454M for adjustments approved in prior years, including the Economic Stability Mandate and Dividends
- \$39.282M for the Employer Health Tax
- \$20.696M for Year 4 of the Economic Stability Dividend
- \$1.305M for Health Programs Initiative
- \$0.306M for Emily Carr University of Art and Design P3 costs

In addition, AEST has a bae budget lift of \$5.5M for Adult Basic Education / English Language Learning beginning in 2019/20.

Student Services Programs

Increase of \$0.025M to cover the increase in employee benefit rate from 24.8% to 25.4%.

Private Training Institutions

Increase of \$14K in gross expenditures and recoveries related to the increase in employee benefit rate. This sub-vote includes both expenditures and recoveries for the Private Training Institutions program, which is a \$1,000 voted appropriation.

Workforce Innovation and Skills Training

Increase of \$0.245M for the negotiated Economic Stability Dividend / Sustainable Services Mandate adjustments and increase in the employee benefit rate.

Transfers to Crown Corporations and Agencies

Total increase of \$1.198M comprised of \$1.166M for apprenticeship programs and \$0.32M for the Employer Health Tax.

Executive and Support Services

Increase of \$0.880M for the negotiated Economic Stability Dividend / Sustainable Services Mandate adjustments, increase to the employee benefit rate, and the transfer of the Corporate Services Secretariat budget over to AEST.

EDUCATIONAL INSTITUTIONS AND ORGANIZATIONS

BUDGET SUMMARY:

| | Estimates 2018/19 Restated ¹ | Estimates 2019/20 | Increase/ (Decrease) | Increase/ (Decrease) |
|---|---|----------------------|-------------------------|-------------------------|
| | \$000 | \$000 | \$000 | % |
| Educational Institutions and Organizations (EIO) | 2,011,509 | 2,121,552 | 110,043 | 5.76% |

¹ Includes \$5.5 million increase as part of 2018/19 Supplementary Estimates for the ABE / ELL program

HIGHLIGHTS FOR 2019/20:

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 about \$2 billion in operating grants to public post-secondary institutions.

- This funding is used by institutions to ensure approximately 202,426 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, student services (e.g. registrar's office), etc.

YEAR OVER YEAR CHANGE:

In 2019/20 funding to institutions will increase \$110.043 million consisting of:

- \$48.454 million for adjustments approved in prior years, including the Economic Stability Mandate and Dividends.
- \$20.696 million for Year 4 of the Economic Stability Dividend.
- \$39.282 million for the Employer Health Tax.
- \$1.305 million for Health Program Initiatives.
- \$0.306 million to support Emily Carr University of Art and Design P3 Costs.

¹ For 2019/20, the student space target is comprised of 183,292 AEST FTEs plus 19,134 ITA FTEs for a total of 202,426 FTEs.

By Standard Object of Expenditure (STOB):

| STOBs | Description | 2019/20 Budget (\$000) |
|------------|-----------------------------|---------------------------|
| 50 | Salaries and Benefits | - |
| /85 | Operating Costs | 1 |
| 77, 79, 80 | Government Transfers | 2,138,553 |
| 88, 89, 90 | Recoveries | (17,002) |
| | Total | 2,121,552 |

2019/20 Government Transfers Detail

| | |
|--|------------------------|
| Committed Operating grants | s.17 |
| Employer Health Tax* | |
| ABE/ELL Funding | |
| ESD4 Funding | |
| Tech Expansion | |
| EIO Planned Grants (e.g. Health one-time) | |
| Routine capital maintenance | |
| Western Veterinary - Interprovincial Agreement | |
| ECUAD P3 Annual Services Payment (ASP) | |
| Optometry - Interprovincial Agreement | |
| Leased facility space | |
| BCCampus – Core Operations | |
| BC Campus – Student Data Services | |
| Insurance coverage | |
| Native Education College | |
| Provincial Learning Network | |
| BC Council on Admissions & Transfer (BCCAT) | |
| BC Centre for International Education | |
| BC Networking Society (BCNet) | |
| Grants in Lieu of property taxes | |
| Electronic Library Network | |
| Human Resources Database | |
| Aboriginal Community Based Program | |
| Mental Health Initiatives for students | |
| Former Youth in Care | |
| Child Care and Early Learning Initiative | |
| Total | \$2,138,553,000 |

*Contingency approval of s.17

for 2019/20.

Student Services Programs

BUDGET SUMMARY:

| | Estimates 2018/19 Restated (\$000s) | Estimates 2019/20 (\$000s) | Increase/ (Decrease) (\$000s) | Increase/ (Decrease) % |
|----------------------------------|--|----------------------------------|-------------------------------------|------------------------------|
| Student Services Programs | 70,395 | 70,420 | 25 | 0.04% |

HIGHLIGHTS FOR 2019/20:

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.

- Student Services programs help eligible students with the cost of their post-secondary education through loans, grants, bursaries, scholarships and targeted programs. There are also programs to reward students who successfully complete their post-secondary studies, and help to reduce their overall debt.
- 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.
- Increase of \$0.025 million is for the change in employee benefit rate from 24.8% to 25.4%.
- The Student Services Programs 2019/20 budget is \$70.420 million. Government transfers for student financial aid consists of approximately 91% of the budget.

By Standard Object of Expenditure (STOB)

| Description | 2019/20 Estimates (\$000s) |
|-----------------------|-------------------------------|
| Salaries and Benefits | 5,229 |
| Operating Costs | 1,284 |
| Government Transfers | 63,900 |
| Other Expenses | 9 |
| Recoveries | -2 |
| Total | 70,420 |

Government Transfers by STOB

STOB 77 Grants

| Description | 2019/20 Estimates (\$000s) |
|--|-------------------------------|
| BC Permanent Disabilities Programs – (\$3,590) | |
| - BC Access Grant for Students with Permanent Disabilities | 2,600 |
| - Severe Permanent Disability Benefit | 720 |
| - BC Access Grant for Deaf Students | 270 |
| BC Access Grant – Labour Market Priorities | 5,500 |
| BC Completion Grant (incl. BCCG – Graduates) | 31,832 |
| BC Loan Forgiveness | 2,500 |
| Nurses Education Bursary | 1,000 |
| Aboriginal Service Plans | 4,400 |
| Community Adult Literacy | 2,400 |
| First Nations Education Steering Committee | 100 |
| Total - Grants | 51,322 |

STOB 79 Entitlements

| Description | 2019/20 Estimates (\$000s) |
|---------------------------------|-------------------------------|
| Adult Upgrading Grants | 7,600 |
| Wilp Wilxo'oskwhl Nisga'a (WWN) | 371 |
| Total - Entitlements | 7,971 |

STOB 80 Shared Cost Arrangements

| Description | 2019/20 Estimates (\$000s) |
|--|----------------------------------|
| Student Society Emergency Aid Fund | 100 |
| Assistive Technology BC | 1,500 |
| Part Time Student Assistance | 210 |
| Supplementary Bursaries for Students w Disabilities | 1,460 |
| Learning Disability Assessment Bursary | 57 |
| Disabled Students Grants (APSD) | 500 |
| Supports for Students with Disabilities – (\$780 total): | |
| - Cent. for Accessible Post-Sec. Education Resources (CAPER) | 516 |
| - Post-Sec. Communication Access Services (PCAS) | 185 |
| - Program for Institutional Loans of Adaptive Technology (PILAT) | 79 |
| Total – Shared Cost Arrangements | 4,607 |

Private Training Institutions

BUDGET SUMMARY:

| | Estimates 2018/19 Restated | Estimates 2019/20 | Increase/ (Decrease) |
|-------------------------------|----------------------------------|----------------------|-------------------------|
| | \$000 | \$000 | \$000 |
| Private Training Institutions | 1 | 1 | 0 |

HIGHLIGHTS FOR 2019/20:

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, 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.
- Increase of \$14K in expenditures and offsetting recoveries in FY 19/20 for the increase in employee benefit rate from 24.8% to 25.4%.

By Standard Object of Expenditure

| Description | 2019/20 Estimates (\$000s) |
|-----------------------|-------------------------------|
| Salaries and Benefits | 2,770 |
| Operating Costs | 747 |
| Recoveries | -3,516 |
| Total | 1 |

Workforce Innovation and Skills Training

BUDGET SUMMARY:

| | Estimates 2018/19 Restated | Estimates 2019/20 | Increase/ (Decrease) |
|---|----------------------------------|----------------------|-------------------------|
| | \$000 | \$000 | \$000 |
| Workforce Innovation and Skills Training | 16,906 | 17,151 | 245 |

HIGHLIGHTS FOR 2019/20:

This sub-vote provides for the policy, administration, and programs to support the development of British Columbia's workforce. This sub-vote also provides for the implementation of federal/provincial agreements, dissemination of labour market information through the WorkBC and WelcomeBC websites and industry led strategic initiatives related to workforce development strategies.

- 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 \$0.245 million for negotiated salary increases as per the Economic Stability Dividend and Sustainable Services Mandate programs, and a one-time increase for the change in employee benefit rate from 24.8% to 25.4%.

By Standard Object of Expenditures

| In Thousands | 2019/20 Estimates (\$000s) |
|-----------------------|-------------------------------|
| Salaries and Benefits | 11,416 |
| Operating Costs | 14,417 |
| Government Transfers | 120,830 |
| Recoveries | -129,512 |
| Total | 17,151 |

Government Transfers

| (In Thousands) | 2019/20 Estimates (\$000s) |
|--|---------------------------------------|
| Workforce Development Agreement Programs | 102,780 |
| Labour Market Development Agreement Programs | 7,900 |
| Skills Training British Columbia | 150 |
| Indigenous Skills & Training Development | 10,000 |
| Total | 120,830 |

Transfers to Crown Corporations and Agencies

BUDGET SUMMARY:

| | Estimates 2018/19 Restated (\$000s) | Estimates 2019/20 (\$000s) | Increase/ (Decrease) (\$000s) | Increase/ (Decrease) % |
|-----------------------------|--|----------------------------------|-------------------------------------|------------------------------|
| Industry Training Authority | 97,679 | 98,877 | 1,198 | 1.23% |

HIGHLIGHTS FOR 2019/20:

This sub-vote provides for transfers to Crown corporations and agencies including Industry Training Authority.

- Increase of \$1.166 million is to support apprenticeship programs.
- Increase of \$0.32 million is to offset costs related to the Employer Health Tax.

By Standard Object of Expenditure (STOB)

| Description | 2019/20 Estimates (\$000s) |
|----------------------|-------------------------------|
| Government Transfers | 98,877 |
| Total | 98,877 |

Executive and Support Services

BUDGET SUMMARY:

| | Estimates 2018/19 Restated (\$000s) | Estimates 2019/20 (\$000s) | Increase/ (Decrease) (\$000s) | Increase/ (Decrease) % |
|---|--|----------------------------------|-------------------------------------|------------------------------|
| Executive and Support Services | 20,624 | 21,504 | 880 | 4.27% |

HIGHLIGHTS FOR 2019/20:

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 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.

- Increased funding of \$0.680 million for negotiated salary increases as per the Economic Stability Dividend and Sustainable Services Mandate programs, and a one-time increase for the change in employee benefit rate from 24.8% to 25.4%.
- Increased funding of \$0.200 million for the transfer of the Corporate Services Secretariat (CSS) to AEST. The CSS was previously held within the Ministry of Finance budget in FY 18/19.

By Standard Object of Expenditure

Corporate Services

| Description | 2019/20 Estimates (\$000s) |
|-------------------------|-------------------------------|
| Salaries and Benefits | 15,443 |
| Operating Costs | 5,948 |
| Government Transfers | - |
| Other Expenses | 108 |
| Recoveries ¹ | (732) |
| Total | 20,767 |

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

Executive and Support Services – Minister's Office

Minister's Office

| Description | 2019/20 Estimates (\$000s) |
|-----------------------|-------------------------------|
| Salaries and Benefits | 499 |
| Operating Costs | 163 |
| Government Transfers | - |
| Other Expenses | 75 |
| Recoveries | - |
| Total | 737 |

Title: Vote 46 – Capital Funding

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

Key Messages:

- Our government is investing in 21st education and training facilities and equipment so that students are prepared for 21st century careers.
- The Public Post-Secondary Institutions are projecting a total investment of \$3.3 billion in capital infrastructure over the next 3 fiscal years (2019/20 – 2021/22).
- As part of that investment, the provincial government is contributing \$1.4 billion in funding over the same period.
- Capital investments in new and expanded buildings on post-secondary campuses throughout the Province are an investment in all our futures.

Background/Status:

The Ministry of Advanced Education, Skills and 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.

2019/20 – 2021/22 Approved Three-Year Capital Plan - Provincial Funding

(\$000's)

| Category | 2019/20 | 2020/21 | 2021/22 | Total 3 years |
|---|----------------|----------------|----------------|------------------|
| Capital Projects | s.17 | | | |
| Routine Capital ¹ | | | | |
| Total AEST Capital Plan (Budget 2019) | 434,477 | 470,352 | 489,082 | 1,393,911 |
| ¹ Routine capital funding is provided annually to assist with the maintenance of existing Public PSI infrastructure. | | | | |

2019/20 – 2021/22 AEST Sector Capital Spending by funding Source

(\$000's)

| Category | 2019/20 | 2020/21 | 2021/22 | Total 3 years |
|--------------------------------------|------------------|------------------|------------------|------------------|
| AEST Capital Plan provincial funding | s.17 | | | |
| Federal Funding | | | | |
| Post-Secondary Institution Funding | | | | |
| Third Party Funding | | | | |
| Total AEST Sector Capital | 1,034,085 | 1,095,964 | 1,187,452 | 3,317,501 |

Title: Central Deposit Program

Issue: Post-secondary participation in the Central Deposit Program

Key Messages:

- The Central Deposit Program allows schools, universities, colleges and hospitals to deposit short-term surplus cash with government.
- Public post-secondary institutions (PSIs) benefit from competitive interest income on short term deposits and have the ability to access funds with two-days notice.
- Amounts on deposit with the Central Deposit Program fluctuate periodically with the business needs of each PSI - as of December 31, 2018 – institutions had \$240 million on deposit.

Background/Status:

- Provincial Treasury launched the Central Deposit Program (CDP) in 2012, based on a recommendation by the Auditor General of British Columbia to improve cash management for schools, universities, colleges and hospitals.
 - The CDP benefits the Province because short-term investments can be financed by accessing the CDP deposits. This helps reduce taxpayer-supported debt.
 - PSIs benefit from competitive interest income on short term deposits and have the ability to access funds with two-days notice.
- PSIs have a duty to obtain the best return possible on their funds. The CDP is effective for short-term investments, but is not competitive for longer-term investments due to lower returns.
- Deposits fluctuate, depending on PSI investment policies and the time of year (e.g. tuition).
- The CDP currently holds ^{s.17} in deposits from schools, universities, colleges and hospitals.
- The public post-secondary sector has \$240 million on deposit as of December 31, 2018.

Appendix A: Monthly Balance Summary – PSI CDP Deposits

Appendix B: Annual Summary – CDP Deposits by PSI

Page 047 of 391 to/à Page 048 of 391

Withheld pursuant to/removed as

s.17

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| MANDATE PRIORITIES | Section 3 |
|---|------------------|
| Mandate Priorities | |
| Ministerial Mandate Letter | 'Mandate' |
| Provide greater access to adult basic education and English-language learning programs by eliminating fees (PSPP) | 9 |
| Reduce the financial burden on students by eliminating interest on B.C. government student loans and establish a \$1,000 completion grant program to provide debt relief to B.C. graduates | |
| Eliminating interest on B.C. government student loans (PSPP) | 10 |
| Establish a \$1,000 completion grant program (PSPP) | 11 |
| Encourage excellence in B.C.'s graduate school programs by introducing a new graduate student scholarship fund (PSPP) | 12 |
| Work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students | |
| Support co-op for undergraduate students (PSPP) | 13 |
| Support apprenticeship for students (WIST) | 14 |
| Work with the Minister of Transportation and Infrastructure to implement effective apprenticeship ratios on government-funded infrastructure projects, and increase participation of equity-seeking groups in the skilled workforce | |
| Implement effective apprenticeship ratios on government-funded infrastructure projects (WIST) | 15 |
| Increase participation of equity-seeking groups in the trades(WIST) | 16 |
| Work with the Minister of Children and Family Development to improve the education success of former youth in care by expanding the tuition fee waiver program (PSPP) | 17 |
| Expand B.C.'s technology-related post-secondary programs, co-op programs, and work to establish technology and innovation centres in key areas of the economy | |
| Expand B.C.'s technology-related post-secondary programs (PSPP) | 18 |
| Establish technology & innovation centres (PSPP) | 19 |
| Develop more degree and certificate programs to increase the number of skilled workers in B.C.'s forestry sector, focusing on growing innovation and the manufactured wood products sector (PSPP) | 20 |
| United Nations Declaration on the Rights of Indigenous Peoples and Truth and Reconciliation Commission Calls to Action (PSPP) | 21 |



July 18, 2017

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

Dear Minister Mark:

Congratulations on your new appointment as Minister of Advanced Education, Skills and Training.

It has never been more important for new leadership that works for ordinary people, not just those at the top.

It is your job to deliver that leadership in your ministry.

Our government made three key commitments to British Columbians.

Our first commitment is to make life more affordable. Too many families were left behind for too long by the previous government. They are counting on you to do your part to make their lives easier.

Our second commitment is to deliver the services that people count on. Together, we can ensure that children get access to the quality public education they need to succeed, that families can get timely medical attention, and that our senior citizens are able to live their final years with dignity.

These and other government services touch the lives of British Columbians every day. It is your job as minister to work within your budget to deliver quality services that are available and effective.

Our third key commitment is to build a strong, sustainable, innovative economy that works for everyone, not just the wealthy and the well-connected. Together, we are going to tackle poverty and inequality, create good-paying jobs in every corner of the province, and ensure people from every background have the opportunity to reach their full potential.

These three commitments along with your specific ministerial objectives should guide your work and shape your priorities from day to day. I expect you to work with the skilled professionals in the public service to deliver on this mandate.

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As you are aware, we have set up a *Confidence and Supply Agreement* with the B.C. Green caucus. This agreement is critical to the success of our government. Accordingly, the principles of “good faith and no surprises” set out in that document should also guide your work going forward.

As minister, you are responsible for ensuring members of the B.C. Green caucus are appropriately consulted on major policy issues, budgets, legislation and other matters as outlined in our agreement. This consultation should be coordinated through the Confidence and Supply Agreement Secretariat in the Premier’s Office. The secretariat is charged with ensuring that members of the B.C. Green caucus are provided access to key documents and officials as set out in the agreement. This consultation and information sharing will occur in accordance with protocols established jointly by government and the B.C. Green caucus, and in accordance with relevant legislation.

British Columbians expect our government to work together to advance the public good. That means seeking out, fostering, and advancing good ideas regardless of which side of the house they come from.

Our government put forward a progressive vision for a Better B.C. that has won broad support with all members of the legislature. There is consensus on the need to address many pressing issues such as reducing health-care wait times, addressing overcrowded and under-supported classrooms, taking action on climate change, tackling the opioid crisis, and delivering safe, quality, affordable child care for all. As one of my ministers, I expect you to build on and expand that consensus to help us better deliver new leadership for British Columbians.

As part of our commitment to true, lasting reconciliation with First Nations in British Columbia our government will be fully adopting and implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission. As minister, you are responsible for moving forward on the calls to action and reviewing policies, programs, and legislation to determine how to bring the principles of the declaration into action in British Columbia.

In your role as Minister of Advanced Education, Skills and Training I expect that you will make substantive progress on the following priorities:

- Provide greater access to adult basic education and English-language learning programs by eliminating fees.
- Reduce the financial burden on students by eliminating interest on B.C. government student loans and establish a \$1,000 completion grant program to provide debt relief to B.C. graduates.
- Encourage excellence in B.C.’s graduateschool programs by introducing a new graduate student scholarship fund.
- Work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students.
- Work with the Minister of Transportation and Infrastructure to implement effective apprenticeship ratios on government-funded infrastructure projects, and increase participation of equity-seeking groups in the skilled workforce.

.../3

- Work with the Minister of Children and Family Development to improve the education success of former youth in care by expanding the tuition fee waiver program.
- Expand B.C.'s technology-related post-secondary programs, co-op programs, and work to establish technology and innovation centres in key areas of the economy.
- Develop more degree and certificate programs to increase the number of skilled workers in B.C.'s forestry sector, focusing on growing innovation and the manufactured wood products sector.

All members of Cabinet are expected to review, understand and act according to the *Members Conflict of Interest Act* and to conduct themselves with the highest level of integrity. Remember, as a minister of the Crown, the way you conduct yourself will reflect not only on yourself, but on your Cabinet colleagues and our government as a whole.

I look forward to working with you in the coming weeks and months ahead.

It will take dedication, hard work, and a real commitment to working for people to make it happen, but I know you're up to the challenge.

Sincerely,

A handwritten signature in black ink that reads "John Horgan". The signature is written in a cursive, flowing style.

John Horgan
Premier

Title: Adult Basic Education (ABE) and English Language Learning (ELL) Tuition-Free Policy

Issue: Long-term funding increase for greater student access to ABE and ELL programs

Key Messages:

- We are pleased to report that this ministry has received a budget increase of \$5.5 million to expand our support for tuition-free Adult Basic Education (ABE) and English Language Learning (ELL) for this year and forward.
- The budget has increased to \$24 million, meaning more adult people will have access to the literacy, language and employment skills training they need for them to be successful in further education and employment.
- In addition, public post-secondary institutions will now receive tuition compensation for ABE and ELL at the beginning of the fiscal year, allowing them to plan ahead and better respond to the students who need upgrading to meet their goals.
- On September 1, 2017, we met our mandate letter commitment by reinstating the tuition-free policy for domestic students in ABE and ELL at public post-secondary institutions.
- More than 20,000 students are now benefitting from this initiative.

Background/Status:

- The tuition-free policy, implemented for the academic year beginning September 1, 2017, applies to domestic students in ABE and ELL programs.
- ABE and ELL are pre-post-secondary programs designed to improve learners' literacy, numeracy, language and academic skills in order to bridge into post-secondary education and/or find new or better employment.
- 18 of the 25 public post-secondary institutions in BC deliver ABE and ELL programs. School districts deliver ABE programs only.
- The Ministry's initial 2018/19 budget was \$18.5 million, with access of up to \$¹⁷ in contingencies.
- The budget has been increased to \$24 million, with \$¹⁷ in contingencies access for 2019/20.¹⁷
- Previously, tuition reimbursement to institutions for lost tuition revenue was based on an invoicing process at the end of the fiscal year.
- The budget lift will allow the Ministry to provide institutions with tuition compensation at the beginning of the fiscal year, based on their programming plans.

- Student FTE enrolment data for 2018/19 will not be available until later this year; institutions report that demand is increasing – in some cases gradually and in others, significantly.
- Making a commitment to go back to school to upgrade often involves many decisions and life changes for adults, which may take time.
- The Ministry released an Adult Education Policy Framework in late March 2018, following extensive engagement with the post-secondary system and Adult Education partners.
- The Adult Education Policy Framework outlines policies and ongoing work to ensure post-secondary Adult Education programs are accessible, sustainable and accountable.
- One of the key elements of the framework is a recognition that ABE and ELL students sometimes need more time to succeed in their studies. The related new policy requires institutions to allow students to repeat a course when necessary, while their progress continues to be closely monitored.
- Eligible low-income students can continue to apply for the Adult Upgrading Grant to pay for mandatory costs, including student fees, books, transportation and unsubsidized childcare.

Title: Student Loan Interest Rate Elimination

Issue: Eliminating interest on British Columbia government student loans

Key Messages:

- Government is committed to making post-secondary education and training more accessible and affordable.
- This means overcoming funding barriers to post-secondary education and skills training to help students thrive and succeed in the work force and in their communities.
- Budget 2019 includes the elimination of interest on British Columbia student loans effective Feb. 19, 2019 from 3.95% to 0. The change applies to interest on existing and future British Columbia loans. 100% of repayments will go to the principal, with no charges for interest.
 - Eliminating interest on British Columbia student loans reduces monthly payments for approximately 200,000 borrowers and provides \$22 million in interest relief in 2019/20 - making life more affordable for families and young people transitioning to the workforce.
- In 2017, Government reduced the interest charged on provincial student loans by 2.5% as the first step in a commitment to eliminate interest altogether.
- Prior to our gov't, British Columbia had one of the highest rates of interest among the provinces since 1998.
- Eliminating interest on British Columbia student loans will make life more affordable for families and young people transitioning to the workforce. It also levels the cost of post-secondary education for everyone – students who can't afford to pay up-front and who rely on student loans will no longer pay more for their education than those who don't need the assistance.

Background/Status:

Elimination of Student Loan Interest in Budget 2019:

- Budget 2019 invests \$318 million over four years beginning in 2018/19 to eliminate interest on British Columbia student loans.
- Elimination of student loan interest applies to all loans issued through the provincial government effective Feb. 19, 2019. As of this date, all British Columbia student loans will stop accumulating interest.
- This means an average graduate would save \$2,300 in interest, based on a \$28,000 combined federal and provincial loan with a 10-year repayment period.

State of Student Loan Interest in British Columbia prior to August 2017 Reduction:

- British Columbia administers an integrated Canada-British Columbia student loan that disburses both provincial and federal dollars.
- The student loan interest rate in British Columbia had been Prime plus 2.5% since 1996-97.
- Prior to the August 1, 2017 interest rate reduction, B.C. had one of the highest student loan floating interest rates in Canada at Prime plus 2.5%, with a fixed interest rate at Prime plus 5%.
- Student loans were interest free while students were in-study.
 - Interest accrual began the month after a student ceased to be enrolled in studies.
 - 6 months after the student was no longer enrolled, the borrower entered into the repayment period, at which time the interest from the 6 month non-payment period could either be paid in full by the borrower or added to their outstanding loan balance.

History of British Columbia Student Loan Interest Rates/Models:

- Guaranteed/Risk-Shared Loans Pre-2000: students received loans directly from banks: government provided guarantees and paid interest while students were in studies. Outstanding loans from these regimes are not eligible for interest rate elimination.
- Direct Lend in 2000: British Columbia moved to a direct lend loan model and provides loans directly to students; banks are no longer involved.

Table 1 – 2018/19 Jurisdictional Interest Rate Comparison

| Ranking (lowest interest rate to highest) | Jurisdiction | Interest Charges |
|---|--|---------------------|
| 1 | British Columbia ¹ ; Manitoba; Nova Scotia; Newfoundland & Labrador; Prince Edward Island; Northwest Territories ² ; Yukon ³ | No interest |
| 2 | Nunavut | Prime -1% |
| 3 | Alberta; Saskatchewan | Prime |
| 4 | Quebec | Prime +0.5% |
| 5 | Ontario | Prime +1% |
| 6 | Canada; New Brunswick | Prime +2.5% |

1. From Feb. 19, 2019 onward.

2. For students residing outside of the NWT after completing their studies, the interest rate is 1% below Prime.

3. Yukon does not provide loans, only non-repayable grants

Title: Completion Grant Program

Issue: Review of StudentAid BC financial supports to students

Key Messages:

- My Ministry continues to advance work to achieve its mandate commitment to “Reduce the financial burden on students by eliminating interest on British Columbia government student loans and establish a \$1,000 completion grant program to provide debt relief to British Columbia graduates.”
- My Ministry is reviewing financial supports available to British Columbia students with the view to providing the right amount of funding at the right time to support access and affordability as well as successful completion and debt relief.
- My Ministry is also exploring how financial assistance supports disadvantaged, vulnerable and underrepresented student populations in accessing post-secondary education and training to realize their full potential.
- As part of our commitment to accessible and affordable post-secondary education and training, Budget 2019 entirely eliminates interest on British Columbia student loans effective February 19, 2019 from the Prime rate of 3.95% to 0.
 - Eliminating interest on British Columbia student loans reduces monthly payments for approximately 200,000 borrowers and \$22 million in interest relief - making life more affordable for families and young people transitioning to the workforce.
 - It also levels the cost of post-secondary education for all — students that cannot afford to pay up-front and rely on student loans will no longer pay interest.
- In 2017/18, government provided \$56 million to students to reduce funding barriers and improve access and affordability. These supports include up-front non-repayable assistance and supports that reduce the amount of debt a student has to pay back.

Background/Status:

- The July 2017 AEST Minister Mandate letter includes the priority to establish a \$1,000 completion grant program to provide debt relief to British Columbia graduates.
- The mandate letter commitment is complicated by the fact that British Columbia currently offers two completion grants that reduce student debt:
 - British Columbia Completion Grant – reduces student loan debt based on successful completion of year of studies. In 2017/18, over 20,695 students received more than \$32 million in completion grant funding.

- British Columbia Completion Grant for Graduates – reduces student debt based on successful completion of programs supporting in demand occupations. In 2017/18, 197 graduates received approximately \$96,000.
- To advance the mandate commitment, my Ministry is undertaking a review of financial supports available to students.
- The review will analyze StudentAid BC's suite of student financial assistance programs in order to identify key trends and gaps in support, and identify opportunities to better meet student needs and address affordability and accessibility for post-secondary education, in particular for disadvantaged and underrepresented groups.
- My Ministry is also engaging students and stakeholders, including post-secondary institutions to ensure financial assistance is designed to support students when and where they need it most.

Provincial Non-Repayable Assistance/Loan Reduction Funding

- In 2017/18, Government provided \$56 million to students to reduce funding barriers and improve access and affordability.
- These supports include up-front non-repayable assistance and loan reduction.
- Table 1 provides a summary of this funding.

Table 1: Summary of Provincial Non-Repayable/Loan Reduction Funding

| | 2017/18 Actuals | 2018/19 Projected | 2019/20 Estimates |
|--|---------------------|----------------------|----------------------|
| Non-repayable disability grants | \$9,959,365 | \$10,305,000 | s.17 |
| Non-repayable other grants (i.e. labour market, nurses, adult upgrade, student assistance) | \$12,324,862 | \$9,617,119 | |
| Loan forgiveness/loan reduction programs | \$33,813,844 | \$32,439,000 | |
| Total | \$56,098,071 | \$52,361,119 | |

Note: Fiscal 2018/19 Projected total includes a forecasted surplus for adult upgrading grants.

Title: Graduate Student Scholarship Fund

Issue: Encourage excellence in British Columbia's graduate school programs by introducing a new graduate student scholarship fund.

Key Messages:

- My Ministry has a mandate commitment to “Encourage excellence in British Columbia’s graduate school programs by introducing a new graduate student scholarship fund”.
- Graduate students generate new ideas that contribute to the growth of a strong, innovative and sustainable economy, as well as the overall social well-being of British Columbia.
- On May 16, 2018, Government announced \$12 million in funding to establish the British Columbia Graduate Student Scholarship Program.
- The funding will support up to 800 awards of \$15,000 for students in graduate degree programs over the next 3 years.
- It is the largest investment in the province’s history in scholarships for graduate students.
- The scholarships will enable British Columbia institutions to attract the best and brightest graduate students and increase their ability to compete for students who will be leaders in their field.
- The scholarships will support priority areas such as Science, Technology, Engineering and Math (STEM), as well as Indigenous students and professional and regional programs at public post-secondary institutions with graduate degree programs.
- The first 2 scholarships supported by this funding were awarded last fall, with approximately half of the scholarships to be awarded later this year.

s.13

[if asked about international students]

- International students are not eligible for the program. For now, we are focusing investment on Canadian students.

Background/Status:

- A shift to a knowledge-based economy that requires advanced skills underscores the growing importance of graduate level education, and the need to attract and retain the best students.
- Currently, there are over 16,000 domestic students enrolled in graduate degree programs at 10 public post-secondary institutions in British Columbia

- Through year-end funding in 2017/18, the Ministry was able to allocate \$12 million to 10 public post-secondary institutions with graduate programs in March 2018 for competitive, merit-based graduate student scholarships. See Appendix 1 for an overview of graduate student scholarship allocation by institution.
- This funding is intended to support scholarships through March 2021. The graduate scholarships will be awarded annually and administered by public post-secondary institutions.
- The money can be used to pay for expenses while graduate students study, such as tuition, rent, food, childcare, transportation, etc.
- Student groups and other post-secondary sector partners have long advocated for a graduate scholarship program, as British Columbia lagged behind other provinces.
- In 2007, the former Ministry of Advanced Education provided one-time funding of \$10 million for the Pacific Century Graduate Scholarship program, to be drawn down over four years (through 2010/11). The funding was divided between the four research-intensive universities, creating a total of 1,000 awards of \$10,000 each.

Appendix 1 – Graduate Student Scholarship Allocation by Institution

| Institution | Funding | Scholarships |
|--|---------------------|--------------|
| University of British Columbia | \$6,000,000 | 400 |
| Simon Fraser University | \$2,250,000 | 150 |
| University of Victoria | \$2,250,000 | 150 |
| University of Northern British Columbia | \$735,000 | 49 |
| Royal Roads University | \$180,000 | 12 |
| Thompson Rivers University | \$180,000 | 12 |
| Vancouver Island University | \$180,000 | 12 |
| British Columbia Institute of Technology | \$75,000 | 5 |
| Emily Carr University of Art & Design | \$75,000 | 5 |
| University of the Fraser Valley | \$75,000 | 5 |
| Total | \$12,000,000 | 800 |

Title: Support Co-operative education for undergraduate students

Issue: Implementation of commitment to support co-operative education programs for undergraduate students

Key Messages:

- Co-op education benefits students and employers.
- Students benefit from gaining relevant and paid work experience.
- Employers benefit from the energy, fresh ideas, knowledge and skills of co-op students. Co-op also provides employers an opportunity to assess new talent for future recruitment.
- While co-op placements are increasing, demand from students is outstripping supply of placements and more employers are needed to participate.
- We are consulting as part of our policy development process. Early feedback from public post-secondary institutions has highlighted a desire to support other forms of work-integrated learning in addition to co-op such as internships, service learning, and applied research projects.

Background/Status:

- The Ministry has a mandate commitment to “work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students.”
- The Ministry has a related commitment to expand British Columbia’s technology-related co-op programs.
- The Confidence and Supply Agreement contains a priority similar to the mandate commitment: “invest over 4 years to support co-op, apprenticeship and work experience programs for high-school and undergraduate students.”
- The Ministry is engaging with the Ministry of Education, post-secondary institutions and other key stakeholders to implement this commitment. Actions to date include:
 - Consultations with the Research Universities’ Council of BC, BC Association of Institutes and Universities, BC Colleges, and the Accountability Council for Co-operative Education and Work-Integrated Learning.
 - Feedback from the post-secondary sector has highlighted a desire to support other forms of work-integrated learning in addition to co-op (e.g., internships, service learning, applied research projects).

- In March 2018, the Ministry provided nearly \$1.9 million in one-time total funding to all 25 public post-secondary institutions to support efforts to increase and enhance co-op and other work-integrated learning opportunities for students.
- Provincial support for co-op opportunities in the tech sector includes:
 - Proposals for new technology-related degree programs must demonstrate that co-op opportunities or other work-integrated learning components are available for students.
 - The BC Tech Co-op Grants Program provides grants to small employers in the technology sector to hire co-op students.
 - The expansion of technology programs announced in January 2018 will increase the number of tech graduates by 1,000 annually by 2023; many will benefit from co-op education.

Co-op Facts

- 16 public post-secondary institutions offer co-op education programs.
- About 16,000 students at public post-secondary institutions completed co-op work terms in 2017/18 (36% increase since 2012/13).
- 86% of students completing co-op work placements in 2017/18 were at University of British Columbia (UBC), Simon Fraser University (SFU) and the University of Victoria (UVic).
- 67% of all placements were with private sector employers.
- 51% of all co-op students were in Engineering or Administration/Business programs.

Title: Support Apprenticeship for Students

Issue: The need for more co-op, apprenticeship and work-experience programs for high school and undergraduate students

Key Messages:

- My Ministry is working with Ministry of Education and public post-secondary partners to expand opportunities for students to gain relevant work experience through co-op education, apprenticeship and work experience programs.
- The ITA is supporting more youth throughout British Columbia to gain exposure to trades careers and work experience programs and to continue on in apprenticeship training after graduation.
- The ITA continues to increase work experience opportunities for youth apprentices while still in high school
- ITA has the target goal of increasing the number of students trained to 5,900 in 2020/21 up from 5,500 in 2018/19.

Background

- The Minister of AEST is mandated to work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students
- The Confidence and Supply Agreement contains a priority similar to the mandate commitment: “invest over four years to support co-op, apprenticeship and work experience programs for high-school and undergraduate students.”
- In 2018/19, it is expected that between 5,500 and 6,000 youth will have participated in a ITA youth trades program while in K-12. Of these, about 1,300 will be registered as apprentices and working for an employer sponsor.
- ITA has four youth programs:

| GRADE LEVEL | | | | | | | |
|-----------------------------|---|---|---|---|----------------------------|-----------------------------|----|
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| A. Discover Trades Programs | | | | | | | |
| | | | | | B. Explore Trades Programs | | |
| | | | | | C. Work in Trades Programs | | |
| | | | | | | D. Train in Trades Programs | |

Program Descriptions:

- A. **DISCOVER** programs provide hands on events to connect students, parents, and teachers with local trades people and employers.
 - B. **EXPLORE** Trades Skills and Trades Sampler programs provide essential skills and common core training for multiple trades. These are credit courses that are either delivered in the high school or in partnership with a public post-secondary trades training provider.
 - C. **WORK IN TRADES** programs enable high school students to earn course credit and gain on-the-job work experience with an approved employer sponsor and register as an apprentice with the ITA.
 - D. **TRAIN IN TRADES** programs enable high school students to attend a foundation program and earn course credit towards high school graduation and credit for level 1 of technical apprenticeship training.
- In its 2019/20 Service Plan, the ITA has committed to advance and sustain a diverse and inclusive trades training and apprenticeship system for youth and other equity seeking groups.
 - ITA will continue to work with the Ministry of Education, school districts, and employers to increase work experience opportunities for youth still in high school and increase youth participation in trades programs.

Youth Program Participants by School Year (July 1st – June 30th)

| | Grade | Program Name | 2014/15 School Year participants | 2015/16 School Year participants | 2016/17 School Year participants | 2017/18 School Year | 2018/19 School Year | | 2019/20 School Year |
|-----------------|-------|----------------------------------|--|--|--|------------------------|------------------------|----------------|--|
| | | | | | | participants | Target participants | Budget | Targets |
| DISCOVER | 5-10 | Youth Discover the Trades | 8000+ | 8000+ | 8000+ | 8000+ | - (**) | \$150K | 2019/20 targets will be based on 2018/19 actual results which will be available in July 2019. |
| | 5-10 | Youth Discover the Maker Way | 500+ | 2000+ | 2000+ | 2000+ | - (**) | \$150K | |
| EXPLORE | 10-12 | Youth Explore Trades Sampler | - | - | 463 | 537 | 550 | \$1.14M | |
| | 10-12 | Youth Explore Trades Skills | - | - | 1466 | 1713 | 3000 | \$300K | |
| TRAIN | 11-12 | Youth Train in Trades | 2161 | 2300 | 2112 | 2163 | 2150 | \$4.5M | |
| WORK | 10-12 | Youth Work in Trades | 1047 | 1025 | 1092 | 1240 | 1300 | \$1.3M | |
| | | Dual Registration (Train & Work) | 457 | 540 | 555 | 632 | 650 | | |
| | | Total | 3008 | 3131 | 4795 | 5329* | 6000(+/-500) | \$8.29M | |

*Total participants= (TRAIN seats + WORK registration + EXPLORE seats)-(Dual Registration X 50%)

** Approximately 10,000 students a year participate in Discover Trades programs. However, students do not formally register in the program. Participant numbers are an estimate of attendance provided to ITA from the School Districts.

Title: Implement effective apprenticeship ratios on government-funded infrastructure projects

Issue: Minister's mandate letter direction to "implement effective apprenticeship ratios on government funded infrastructure projects".

Key Messages:

- Apprenticeships are essential to the training of our future construction workforce.
- Increasing on-the-job training opportunities for apprentices on public projects will create more opportunity for apprentices to complete their training and have meaningful, sustainable jobs.
- Our government is maximizing our investment in building provincial infrastructure by also building a skilled workforce.

Background/Status:

- Budget 2019 will invest an ^{s.13; s.17} in taxpayer-supported capital spending over the next three years. Provincial capital construction projects present a diverse, consistently funded, and well-regulated opportunity to support apprenticeship training and develop the future workforce.
- The Province is committed to increasing apprenticeship opportunities on public projects in a way that enhances apprentice work-based training, job opportunities, and completion of Red Seal certification.
- The Ministry of Advanced Education, Skills and Training (AEST) engaged with stakeholders in the construction trades in early 2018 (January 19, February 14, and March 20, 2018) to gather advice and guidance on an approach to requiring specified levels of apprenticeship on public projects.
- Stakeholders included representatives from labour, business associations, construction contractors, Indigenous representation, women in trades organizations, and apprentices (see appendix).
- Based on input and advice from stakeholders, the Province developed a new Apprenticeship Ratio Policy Framework to be implemented on all infrastructure projects valued at \$15 million or greater than received provincial funding.
- The Policy Framework aims to maximize the value of government capital spending by creating employment and training opportunities for apprentices that support apprentice certification and developing the future workforce by encouraging employer support for apprentice training and certification.

Contact: Bindi Sawchuk Assistant Deputy Minister Workforce Innovation and Skills Training ^{s.17}

- The policy goal is to achieve and maintain an all-of-government apprenticeship work-hour ratio of 25% within three years of implementation. This is an increase from the current work-hour ratio of an estimated 18%.
- A detailed implementation plan, including further industry engagement, is underway. The policy will become effective in spring 2019.

Background – Labour Market Context

- The Province's Labour Market Outlook (2018 Edition) forecasts a total of 903,000 job openings between 2018 and 2028. Of these, 71,000 job openings are forecast for all apprentice-trades occupations, including about 41,000 in the construction trades. These job openings represent the loss of practical experience on jobsites and underline the importance of effective training systems to ensure skill and safety among new workers.
- While the Province's apprentice ratio policy will only apply to construction projects funded by the provincial government (approximately 7% of total construction in the province) it will help ensure public investment is providing increased opportunities for apprentices to work and train, which supports the development of the province's future workforce.

History – Information on the 2015 Apprenticeship Policy

- In July 2015, BC implemented a policy that requires all public infrastructure projects over \$15 million involving Red Seal trades to use apprentices and report quarterly on the number of apprentice hours worked. This policy applies to all infrastructure projects funded or managed by the following public sector entities: all B.C. government ministries; boards of education; health authorities; public post-secondary institutions; and BC Hydro and Power Authority.
- Employers continue to report apprentice hours worked under the policy implemented in July 2015. Between July 2015 and December 2018, more than 556,000 hours have been worked by 641 apprentices on 46 public projects.
- This policy will remain in effect until the new Apprenticeship Ratio policy is implemented. The current policy can be found at https://www2.gov.bc.ca/assets/gov/business/economic-development/assets/apprentices-on-public-projects/policy_and_procedure_guidelines.pdf

Attachments: Appendix 1: Stakeholders involved in Engagement Process

Appendix 1

The following stakeholders participated in the Ministry engagement process on apprentice ratios:

1. Clifford White, Chief, Gitxaala Nation
2. Judy Martell, BC Building Trades
3. Tom Sigurdson, BC Building Trades
4. Lindsay Langill, formerly of Independent Contractors and Businesses Association
5. Laird Cronk, BC Federation of Labour
6. Rieghardt Van Enter, Progressive Contractors Association
7. Larry Richardson, Christian Labour Assn. of Canada
8. Kelly Scott, BC RoadBuilders
9. Lisa Langevin, IBEW 213, Women in Trades
10. Julia Ballantyne, BuildTogetHER Co-Chair
11. Peter Baker, Director, Squamish Training Centre
12. Thomas Nyce, Indigenous Affairs Representative, Ledcor
13. Margot Middleton, Middleton Petroleum Services (Kamloops)
14. Roberta Ellis, Board Chair, Industry Training Authority
15. Robert Lashin, Houle Electric
16. Clyde Scolan, Construction Labour Relations Association
17. Tara McDonald, Apprentice, Sheet Metal

Ex Officio representatives

- Gary Herman –former CEO, Industry Training Authority
- Shelley Gray – Industry Training Authority
- Nina Hansen – BC Federation of Labour
- Brynn Bourke – BC Building Trades
- Tim McEwan – VP Policy and External Relations, Independent Contractors and Businesses Association

Title: Increase Participation of Equity Seeking Groups in the Skilled Workforce

Issue: Minister's mandate letter direction to "increase participation of equity-seeking groups in the skilled workforce."

Key Messages:

- The minister has a mandate commitment to "increase participation of equity-seeking groups in the skilled workforce."
- Our government is working to give all British Columbians the opportunity to participate in a strong, sustainable economy.
- We're going to improve the pathway to good-paying jobs in skilled occupations across the workforce by developing targeted approaches to increase the participation of Equity Seeking Groups in the skilled workforce which will also address labour shortages.

Background/Status:

- The mandate letter dated July 18, 2017 to Minister Melanie Mark, Ministry of Advanced Education, Skills and Training (AEST) committed to work with the Minister of Transportation and Infrastructure to implement effective apprenticeship ratios on government-funded infrastructure projects, and increase participation of equity-seeking groups in the skilled workforce.
- The Apprenticeship Ratio Policy has been developed and the implementation is planned for spring 2019.
- To address direction to increase participation of equity-seeking groups in the skilled workforce, AEST is developing an inventory of current Equity Seeking Group initiatives in the province to assess gaps, leverage successes, and make recommendations for additional targeted actions.
- Recommendations on new targeted initiatives arising from this project are expected in April 2019.

- **"Equity Seeking Groups" (ESG)** are defined as those who have historically faced unemployment or under-employment and who are under-represented in the skilled workforce due to a number of barriers. This includes women, Indigenous persons, persons with disabilities, visible minorities, and those who identify as LGBTQ2S.

AEST Initiatives that support participation of equity seeking groups in the skilled workforce

Education and Training for Individuals:

- **\$24M annually in Indigenous Skills Training** programs – designed and delivered only to Indigenous participants
- **The Workforce Development Agreement (WDA)** provides funding targeted to support vulnerable and underrepresented populations, including equity seeking groups, who face barriers to employment. Specific programs include:
 - **\$3.2M for Survivors of Violence and/or Abuse.** Launching July 2019
 - **\$7.3 M for individuals facing multiple barriers** to employment including refugees, persons with physical and mental disabilities, and former inmates. Launching October 2019
- **\$6M over three years** for the **Provincial Tuition Waiver Program** for former youth in care. Launched September 2017
- **\$2.4M annually** through the **Community Adult Literacy Program (CALP)** for community literacy organizations, Aboriginal friendship centres and Indigenous communities to deliver tutor-based literacy, numeracy and life skill training to help adults transition to the education and training they need to succeed. In 2018/19 the CALP supported 101 programs in 74 communities.
- **\$1.5M in 2018/19** to support innovative training and initiatives to increase the success of people with disabilities in **trades and technical programs**, and programs with high labour market demands.
- **\$24M in budget 2019/20** to help students access **Adult Upgrading** programs tuition-free at 18 public post-secondary institutions, helping learners with language, numeracy and academic skills needed for further education and employment. The programs serve individuals from all equity seeking groups.

Initiatives to Address Systemic Barriers:

- **\$4.4M annually** to 11 public post-secondary institutions to implement **Aboriginal Service Plans** to increase the access, retention, and completion of Indigenous learners. The funding also addresses increasing relevance of post-secondary institutions and programs for Indigenous learners.

Funded through the Canada-BC Labour Market Development Agreement, the **Sector Labour Market Partnership Program** assists employers in addressing system barriers. For example:

- **\$1.8M** to enhance the career advancement of women in the trades by addressing systemic challenges such as discrimination, bullying and harassment.
- **\$244K** was provided to the First Nations Technology Council to engage First Nations communities across the province to identify challenges and opportunities for increased First Nations participation in the tech sector.

s.13; s.17

Trades Training:

The Industry Training Authority (ITA) will focus on the following strategies in 2019/20 to help increase participation of equity seeking groups in the skilled trades:

- Through an increase to core operational budget of \$1.86 million over the next three years, introduce 5 new regional advisors (for a total of 20 across the Province) to assist equity seeking groups (focus is on women in under-represented trades and Indigenous people) through their apprenticeship journey, from registration through to completion
- Develop performance measures and targets focused on increasing the number of women entering into and remaining in under-represented trades apprenticeships, and on the number of Indigenous peoples entering into and remaining in apprenticeships (see table 1).
- Develop performance measures and targets focused on the number of Certificates of Qualifications issued to women and Indigenous peoples (see table 1)

Title: **Work with the Minister of Children and Family Development to improve the education success of former youth in care by expanding the tuition fee waiver program.**

Issue: **Provincial Tuition Waiver for Former Children and Youth in Care Program.**

Key Messages:

- My Ministry has a mandate commitment to “Work with the Minister of Children and Family Development to improve the education success of former youth in care by expanding the tuition fee waiver program”.
- On September 1, 2017, Premier John Horgan and our government launched a provincial program that waives tuition and fees for youth formerly in care at all 25 public post-secondary institutions and Native Education College. In July 2018, 10 union trades training providers were added to the eligible institutions offering the waiver.
- This expanded on the previous approach where 11 public post-secondary institutions provided financial support in the form of tuition waivers or bursaries.
- Since the launch of the Program, 806 students have benefited from the provincial program, compared to 189 students in 2016/17. That is an increase of 326%.
- That’s \$3.6 million in tuition and fees waived for students who were formerly in care.
- Education is a great equalizer. The expansion of this program increased access to post-secondary education for youth formerly in care, and helps to ensure these individuals have the education and supports needed to become resilient and successful adults.
- We continue to work with post-secondary institutions, Ministry partners, and community organizations to ensure students have the supports they need to be successful throughout their post-secondary journey and into the labour market.

Background:

Youth in Care - Context

- Approximately 7,500 children and youth are currently in government care or under out-of-care agreements.
- Indigenous youth make up 62% in care — an over-representation given that less than 10% of the child population in British Columbia 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.

- Former youth in care 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.

Provincial Tuition Waiver Program

- Prior to the Provincial Tuition Waiver Program, there was no standard approach to waiving tuition fees for former youth in care across British Columbia public post-secondary institutions. 11 public post-secondary institutions provided financial support to varying degrees to former youth in care in the form of tuition waivers or bursaries benefitting 189 students in 2016/17.
- Starting in 2017/18, the Provincial Tuition Waiver Program covered tuition and student fees for public post-secondary students between the ages of 19 and 26, who spent at least 24 months (non-consecutive) in BC care. Native Education College and 10 union trades training providers are also included. See **Appendix A** for full eligibility criteria.
- Program eligibility was also expanded to include:
 - Ministry of Children and Family Development (MCFD) Interim Custody Order category of care as well as Ministry of Social Development and Poverty Reduction's Child in Home of Relative Program,
 - youth that have graduated high school, are younger than 19 and are no longer in care.
- As a result of our cross ministerial cooperation, harmonization with age criteria has been achieved with MCFD's Agreements for Young Adults Program.

Wrap-around Supports

- Waiving tuition was the first step. The Ministry is working with post-secondary institutions on improving supports to ensure continued student success.
- This work is post-secondary specific, and in addition to (but aligned with) broader wrap around supports currently being considered by the Ministry of Children and Family Development.

Appendix A: Eligibility Criteria

Tuition for former youth in care will be waived for B.C. students who are between 19 - 26 years of age (inclusive), attending either a B.C. public post-secondary institution(s), Native Education College or one of 10 approved union trades training providers and who meet the following criteria:

- Have received care¹ from the Ministry of Children and Family Development (MCFD) or a Delegated Aboriginal Agency (DAA) through the *Child, Family and Community Service Act* for a minimum of twenty-four months (consecutive or accumulated) in any, or a combination, of the following categories:
 - o **Continuing Custody Order** pursuant to sections 41 (1) (d), 42.2 (4) (d) or (7) or 49 (4), (5) or 10 (a) of the Act
 - *A protective order in which the court has assigned permanent custody of the child to the Director of Child Welfare (the Director).*
 - o **Temporary Custody Order**
 - *A protective order in which the court has assigned custody of the child to the Director on a temporary basis.*
 - o **Special Needs Agreement** pursuant to section 7 of the Act
 - *A parent of a child with special needs may voluntarily and temporarily agree to place the child in the care of the Director.*
 - o **Voluntary Care Agreement** pursuant to section 6 of the Act
 - *A parent voluntarily and temporarily places the child in the care of the Director*
 - o **Youth Agreement** pursuant to section 12.2 of the Act
 - *The Director enters into an agreement with a youth (ages 16 – 19) who needs assistance to live independently and cannot be re-established with family.*
 - o **Extended Family Plan** pursuant to section 8 of the Act
 - *A parent voluntarily and temporarily places the child in the care of an adult who has an established familial, relational, or cultural connection to the child.*
 - o **Permanent Transfer of Custody Order** pursuant to section 54.01 or 54.1 of the Act
 - *An order in which the court permanently transfers custody to another (non-parent) family member or another adult with an established relational or cultural connection to the child.*
 - o **Temporary Transfer of Custody** pursuant to section 41(1)(b) of the Act
 - *A protective order in which the court temporarily places the child in the custody of an adult who has an established familial, relational, or cultural connection to the child.*
 - o **Interim Custody of Care** pursuant to section 36(1) of the Act
 - *A director must, without any further court order, remove a child who is the subject of an interim order under section 33.2 (2), 35 (2) (b) or (d) or subsection (3) of this section if either or both of the following apply.*

¹ Includes both in care and out of care arrangements.

Title: Expand British Columbia's technology-related post-secondary programs

Issue: Mandate letter commitment to expand technology-related programming

Key Messages:

- The expansion of technology-related post-secondary programs is part of my mandate letter: "Expand B.C.'s technology-related post-secondary programs, co-op programs, and work to establish technology and innovation centres in key areas of the economy."
- The tech sector in British Columbia is one of the fastest growing sectors of our economy generating \$31 billion in revenue, supporting over 114,000 good-paying jobs and home to more than 10,500 businesses.
- For over a decade, there was no significant investment in tech programs.
- Our government is investing in more tech-related post-secondary programs, improving access to education and supporting the tech sector with more home grown talent.
- We plan to ramp up to a steady state of 2,900 new tech-related spaces at institutions throughout 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 a year.
- To support these new spaces, the Ministry of Advanced Education, Skills and Training (AEST) plans to gradually increase investment to \$42 million a year in annual, on-going funding to reach a steady state in 2022/23.
- We have a multi-year plan:
 - It started with an investment of \$4.4 million to post-secondary institutions in 2017/18,
 - It increased to a total of \$7 million in 2018/19,
 - And it continues to increase over the course of the new three year fiscal plan. In 2019/20, we plan to provide \$24.9 million in funding for a total of 1,000 new student spaces in tech-related programs, with further increases to come in subsequent years.

[If asked about the tech sector's recent request for further investment to produce additional graduates:]

- Currently, there are over 30,000 students enrolled and 5,000 credentials awarded to new graduates each year in computer science/information technology, engineering and engineering technologist programs.
- The planned expansion of 2,900 FTEs leading to 1,000 new graduates builds upon existing capacity in the public post-secondary system.
- AEST will continue to work with partners to monitor needs and to determine whether additional expansion is warranted, and in what areas.

Background/Status:

- The Ministry of Advanced Education, Skills and Training's budget includes the following funding for the expansion of technology-related programming (2017/18, 2018/19, and the upcoming 3-Year Fiscal Plan):

| | 2017/18 | 2018/19 | Upcoming 3-Year Fiscal Plan | | |
|--------------|---------|---------|-----------------------------|---------|---------|
| | | | 2019/20 | 2020/21 | 2021/22 |
| Total Annual | \$4.4M | \$7.0M | s.17 | | |

- 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.
- 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 planning to launch this coming September.
- Currently, there are over 30,000 students enrolled and 5,000 credentials awarded to graduates each year in computer science/information technology, engineering and engineering technologist programs.
- About 16,000 students at public post-secondary institutions completed co-op work terms in 2017/18. Close to half of placements (48%) are in computer science and engineering.
- See Appendix 1 for a list of planned new and expanded technology programs.

Page 078 of 391

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Title: Establish Technology and Innovation Centres

Issue: Update on the development of the Minister's mandate letter item to establish Technology and Innovation Centres

Key Messages:

- Technology and innovation centres are part of the broader technology-related commitment in my mandate letter: "Expand B.C.'s technology-related post-secondary programs, co-op programs, and work to establish technology and innovation centres in key areas of the economy."
- As we develop a model for technology and innovation centres, we will continue to work with Innovate BC and the Innovation Commissioner, building on the momentum created by the Digital Technology Supercluster.
- The centres will leverage the strengths of our public post-secondary institutions, industries and communities to drive innovation across the province, and serve to enhance student experience and training.
- The centers will also complement and enhance initiatives underway with local governments, post-secondary institutions, industry, and First Nations.
- Government will continue to work on this initiative with public post-secondary institutions and technology stakeholders.

Background/Status:

- The establishment of technology and innovation centres aligns well with the broader technology-related commitment in the Minister's mandate letter.
- The Minister of Agriculture has a related commitment, to "develop a British Columbia Food Innovation Centre". AEST is working collaboratively with that Ministry on that initiative, but questions about it are best directed to the Minister of Agriculture.
- Funding for this centre was allocated as part of \$29 million over 3 years in Budget 2018/19, characterized as "support [for] the development of a Food Innovation Centre at the University of British Columbia (UBC) to help small-scale processors enhance their potential for commercialization".
- The Minister of Agriculture will also continue to work with growers, processors, colleges and universities, as well as the Minister of Advanced Education, Skills and Training and the Minister of State for Trade, to develop a Food Hub Network, to innovate in the processing, packaging and marketing of British Columbia food products, linking local food producers with new technology, and expanding exports and access to world markets.

- Policy work is currently underway in the Ministry to support the development of other technology and innovation centres to help drive innovation across all sectors and regions of the province.
- The centres, once established, will achieve a number of important economic, social and environmental objectives including:
 - enhancing student training;
 - developing hubs of innovation;
 - bolstering regional economies and local companies;
 - supporting the growth of key technology and resource sectors;
 - realizing long-term social and environmental benefits of technology development and adaptation; and,
 - attracting new investment across the province.
- Our public post-secondary institutions already have significant innovation and training capacity and will play a significant role in the development and establishment of the centres.
- The Ministry and post-secondary institutions will work closely with community organizations, Indigenous and industry partners to move the initiative forward and ensure all regions benefit.
- Ministry staff are also continuing to work closely with the Innovation Commissioner and the Ministry of Jobs, Trade and Technology (JTT) as policy work proceeds, to help leverage provincial and national partnerships to support this initiative.
- 2 British Columbia public post-secondary institutions have recently applied for Natural Sciences and Engineering Research Council of Canada (NSERC) grant funding to establish a new Technology Access Centre (TAC) at their institution. British Columbia currently has only one approved TAC at Camosun College, and the Ministry hopes to hear of the Federal funding decision later this spring.
- In addition, this work to develop technology and innovation centres aligns well with the development of the British Columbia Digital Supercluster, which is demonstrating the power of collaboration among industry, post-secondary institutions and other partners to solve the complex problems of today.

Title: Increasing number of skilled workers in British Columbia's forestry sector

Issue: Update on developing more degree and certificate programs to increase the number of skilled workers in British Columbia's forestry sector

Key Messages:

- I have a mandate commitment to “Develop more degree and certificate programs to increase the number of skilled workers in British Columbia's forestry sector, focusing on growing innovation and the manufactured wood products sector”.
- British Columbia's forestry sector is an important employer in the province.
- The sector has undergone a number of challenges in the past decade.
- But now, 11,400 forestry job openings are expected over the next decade, mainly to replace retiring workers.
- We announced funding in June 2018 to 6 public post-secondary institutions to deliver new forestry training programs.
- We are investing a total of \$1.053 million over the next 18 months in a whole range of forestry training programs across the province.
- For example,
 - New forestry certificates or diplomas that provide skills training at:
 - Vancouver Island University;
 - College of New Caledonia;
 - Selkirk College;
 - North Island College ;
 - British Columbia Institute of Technology; and
 - New bachelor degree in the University of British Columbia's Faculty of Forestry.
- These forestry training programs support the economic development of rural communities and grow innovation in the forest sector.

Background/Status:

- The forest sector in British Columbia supports more than 60,000 direct jobs and an additional 81,000 indirect jobs, with over half of the employment concentrated in wood product manufacturing.
- Forestry accounts for 35% of all goods exported from British Columbia and, in 2016, the value of British Columbia forest product exports was \$14 billion.

- Across the province, approximately 140 communities are considered forest dependent through their mills, community forests, or significant logging operations.
- 8 public post-secondary institutions in British Columbia regularly offer forestry-related programming, from certificate to doctorate levels, including:
 - Vancouver Island University;
 - College of New Caledonia;
 - Selkirk College;
 - North Island College;
 - British Columbia Institute of Technology;
 - Thompson Rivers University;
 - University of Northern British Columbia; and
 - University of British Columbia.

In addition, provincial labour market programs support sector workforce studies, industry-specific training, and a number of employment-ready short courses.

- The Ministry is also continuing to engage with the Ministry of Forests, Lands, Natural Resource Operations and Rural Development, to ensure all new training programs support government's overall wood innovation strategy.
- 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 this effort, the Ministry announced in June 2018 that it was providing \$1.053 million to 6 public post-secondary institutions to support the development of new and enhanced certificate, diploma and degree forestry training programs across all regions of the province.
- These programs, while related, have different areas of focus (from harvesting to wood processing) or reflect the different regional needs of the province. For example:
 - **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.
 - **The University of British Columbia received \$300,000** to support curriculum development and the launch of a new undergraduate Forest Bioeconomy Sciences and Technology degree program in the Faculty of Forestry, with a focus on innovation.
 - **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 College of New Caledonia and Selkirk College each received \$75,000** to develop and deliver individual introductory pilot programs similar to VIU, responding to the unique needs of the forest sector employers in their regions.
- **British Columbia Institute of Technology received \$75,000** to support curriculum development and launch of an Innovative Wood Manufacturing and/or Marketing certificate pilot programs.
- These new 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.
- Curriculum developed through the pilot projects will be made to available to public post-secondary institutions across the province.
- Options for additional programming are being considered and will be developed over the coming months.

Title: United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) and Truth and Reconciliation Commission (TRC) Calls to Action

Issue: Implementation of UN Declaration and the TRC Calls to Action

Key Messages:

- My Ministry is implementing the UN Declaration articles and the TRC Calls to Action through its relationships, partnerships and actions, including:
 - Co-developing with Indigenous and post-secondary partners a comprehensive post-secondary strategy;
 - Supporting the co-design and delivery of Indigenous skills and trades training programs with Indigenous communities; and
 - Ensuring the Workforce Development Agreement skills training and employment programs are equitable, accessible and responsive to the needs of Indigenous learners.

Background/Status:

- The Minister's mandate letter directs the Ministry to:
 - Review policies, programs and legislation to determine how to bring the principles of the UN Declaration into action, and
 - Move forward on the TRC Calls to Action.

Relationships

- Mandate letters to all 25 public post-secondary institutions ask them to incorporate the UN Declaration and TRC Calls to Action, and participate with the Ministry and Indigenous partners to develop a post-secondary strategy that responds to the UN Declaration and TRC Calls to Action.
- The Industry Training Authority (ITA)'s mandate letter asks the ITA to complete a review of ITA policies and programs and develop and implement a plan to ensure they align with the UN Declaration and the TRC Calls to Action.
- The Ministry worked with Indigenous partners to identify the UN Declaration articles and the TRC Calls to Action that are most relevant to post-secondary education and training.
- In May 2018, the Province released 10 Draft Principles to guide the provincial government's relations with Indigenous Peoples. They are being used as a tool to guide the Ministry forward.
- The 10 Draft Principles and the TRC Calls to Action and UN Declaration articles related to post-secondary education and training (attachments 1 & 2) have been shared with public post-secondary institutions.

Partnerships / Strategic Planning

- The 2019/20 – 21/22 Ministry Service Plan identifies the following strategies to respond to the UN Declaration and TRC Calls to Action:
 - Co-develop with Indigenous and post-secondary partners a comprehensive post-secondary strategy:
 - AEST is working with the Indigenous Post-Secondary Education and Training Partners Table to co-develop the strategy.
 - Support the co-design and delivery of Indigenous skills and trades training programs with Indigenous communities;
 - This work is underway as part of an Indigenous skills training alignment review.
 - Ensure the Workforce Development Agreement (WDA) skills training and employment programs are equitable, accessible and responsive to the needs of Indigenous learners, which includes addressing barriers to participation in programs.
 - The 2019/2020 investment in these programs will be \$30.3 million.

Delivery / Actions

- The Ministry provided \$900,000 in 2019-20 and is set to provide \$1.35 million in 2020-21 and \$1.8 million in 2021-22 towards the University of Victoria's Indigenous Law program. (Addresses TRC's Call to Action #50.)
- A \$2.6 million investment in new Indigenous student housing facility at the College of New Caledonia in Prince George.
- \$30 million over three years for Indigenous skills training through projects led by First Nations communities for labour market opportunities delivered in partnership with accredited institutions.
- A \$2 million annual investment in the provincial tuition waiver program with increased supports and the expansion of the program to include foundation or apprenticeship trades training with 10 union-based trades trainers.
- A \$655,000 investment over two years to the Songhees Nation for a new culinary arts, hospitality and tourism management program delivered by Camosun College through the Aboriginal Community-Based Training Partnerships Program (ACBTTP), which will invest \$21.1 million over three years for over 40 Indigenous communities.
- A \$691,000 investment over three years to Métis Nation B.C. for a Métis Community Support Worker program delivered by UFV for Indigenous learners in the Lower Mainland through the ACBTTP.
- A \$701,000 investment to the Penticton Indian Band for a heavy equipment operators foundations training program and environmental natural resources technician certificate delivered by NVIT through the ACBTTP.

Attachment 1 – Summary of AEST-Related TRC Calls to Action

TRC Calls to Action

- Most of the TRC Calls to Action are directed to the federal government, but some are directed to provinces, post-secondary institutions, and the public service.
- Two Calls to Action are specific to provincial ministries responsible for post-secondary education:
 - 62: We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to ... provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - 63: We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues.
- British Columbia universities have not requested additional funding to implement Call to Action 62, nor have Indigenous post-secondary education partners advocated for additional funding. Since September 2012, all teachers graduating from British Columbia teacher education programs must have completed three credits in First Nations pedagogy and issues related to the historical context of First Nations, Inuit and Métis learners.
- In addition, the BC Teachers' Council is revising its standards to include a proposed 9th Standard, which speaks to Educators respecting and valuing the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future.
- The Council of Ministers of Education, Canada endorsed Call to Action 63 in July 2015.

| # | TRC Call to Action | Rationale |
|----|--|--|
| 1 | We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing. | AEST role is to work with public post-secondary institutions to ensure social work students are taught the content recommended by the TRC. |
| 12 | We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families. | AEST role is to work with public post-secondary institutions to ensure students in ECE programs are taught the content recommended by the TRC. |
| 16 | We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages. | AEST role is to work with public post-secondary institutions to increase the number of university and college degree and diploma programs in Indigenous languages. |

| # | TRC Call to Action | Rationale |
|----|--|--|
| 23 | We call upon all levels of government to: <ul style="list-style-type: none"> i. Increase the number of Aboriginal professionals working in the health-care field. ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities. iii. Provide cultural competency training for all healthcare professionals. | AEST role is to work with public post-secondary institutions to ensure students in health programs receive cultural competency training and to increase the number of Indigenous students in health programs. |
| 24 | We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the UN Declaration, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism. | AEST role is to work with public post-secondary institutions to ensure medical and nursing students are taught the content recommended by the TRC. |
| 28 | We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism. | AEST role is to work with public post-secondary institutions to ensure law students are taught the content recommended by the TRC. |
| 50 | In keeping with the UN Declaration, we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada. | AEST role is to fund new UVic Indigenous law program and ensure it is successful once implemented. |
| 55 | We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to: The educational ... attainments of Aboriginal peoples in Canada compared with non-Aboriginal people. | AEST role is to respond to requests for data requested by the National Council for Reconciliation and publish an annual report on the educational attainment of Aboriginal students compared with non-Aboriginal students. |
| 57 | We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism. | Public Service Agency lead; AEST role is to ensure that AEST staff take training developed by PSA and to develop a formalized staff training program to develop cultural competency and humility |
| 62 | We call upon the federal, provincial, and territorial | AEST role is to work with universities to |

| # | TRC Call to Action | Rationale |
|----|--|---|
| | governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. ...Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education. | ensure teacher education programs prepare new teachers to integrate Indigenous knowledge and teaching methods into classrooms. |
| 63 | <p>We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:</p> <ul style="list-style-type: none"> i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. iii. Building student capacity for intercultural understanding, empathy, and mutual respect. iv. Identifying teacher-training needs relating to the above. | <p>AEST is a member of CMEC and currently chairs CMEC.</p> <p>AEST role is to work with universities to ensure teacher education programs prepare new teachers to teach students about residential schools and Aboriginal history and to build student capacity for intercultural understanding, empathy, and mutual respect.</p> |
| 86 | We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. | AEST role is to work with public post-secondary institutions to ensure students in journalism and media programs are taught the content recommended by the TRC. |
| 92 | We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism. | AEST role is to work with public post-secondary institutions to ensure students in business programs are taught the content recommended by the TRC. |

Attachment 2 – Summary of AEST-Related UN Declaration Articles

- The UN Declaration states that Indigenous peoples have the right to establish their own educational institutions providing education in their own languages and cultures, to revitalize their languages, and to access all levels of public education without discrimination.
- The Ministry is in active discussions with the First Nations Education Steering Committee and Indigenous Adult and Higher Learning Association regarding funding for First Nations post-secondary institutes and a proposed new Indigenous Language Fluency Degree.

| # | UN Declaration Article | Rationale |
|------|--|---|
| 13.1 | Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons. | AEST role is to support Indigenous peoples to transmit to future generations their histories, languages, writing systems and literatures. |
| 13.2 | States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means. | |
| 14.1 | Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. | AEST role is to: <ul style="list-style-type: none"> • support Indigenous peoples to establish and control their own education institutions, • ensure public post-secondary institutions do not discriminate against Indigenous individuals, and • take effective measures so Indigenous individuals have access, when possible, to an education in their own culture and provided in their own language. |
| 14.2 | Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination. | |
| 14.3 | States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language. | |

| # | UN Declaration Article | Rationale |
|------|--|---|
| 15.1 | Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. | AEST role is to ensure the rights of Indigenous students to their own cultures are upheld and Indigenous knowledge (as a counterbalance to Western notions of academic freedom) is protected. |
| 15.2 | States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society. | |
| 21.1 | Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security. | AEST role is to support Indigenous peoples to access education and training that will improve economic and social conditions. |
| 21.2 | States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities. | |

Underlying principles are that AEST must work with Indigenous peoples when developing policies and programs that affect these rights through representatives chosen by themselves, and must take effective measures to recognize and protect the exercise of the rights (articles 18, 19, 23, 31, 38 and 39).

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| ESTIMATE NOTES | | Tab |
|---|--|------------------|
| | | Section 4 |
| Capital Investment | | |
| Capital Infrastructure (FTMS) | | 22 |
| Government Business Enterprises (GBEs) (FTMS) | | 23 |
| UFV/ SD 33 Land Disposal (FTMS) | | 24 |
| Strategic Investment Fund (FTMS) | | 25 |
| Student Housing (FTMS) | | 26 |
| Degree Program Review | | |
| New Degree process (GLCP) | | 27 |
| Quality Audits (GLCP) | | 28 |
| Emergency Management | | |
| Sector Emergency Management (FTMS) | | 29 |
| Health Programming | | |
| Nursing in the Northeast (PSPP) | | 30 |
| Physiotherapy in the North (PSPP) | | 31 |
| SFU/Fraser/Medical Education (PSPP) | | 32 |
| <i>Tabs Intentionally Blank</i> | | 33-34 |
| Indigenous Programs and Supports | | |
| Indigenous Post-Secondary Programs (PSPP) | | 35 |
| Indigenous Programming (WIST) | | 36 |
| Indigenous Teacher Education (PSPP) | | 37 |
| Indigenous Skills Training Alignment (WIST) | | 38 |
| Native Education College (NEC) (PSPP) | | 39 |

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| | |
|---|-----------|
| UNYA/Urban Indigenous Strategy (PSPP) | 40 |
| International Education | |
| Overview (GLCP) | 41 |
| <i>Tab Intentionally Blank</i> | 42 |
| Labour Market and Information Programs | |
| Workforce Development Agreement (WIST) | 43 |
| Sector Labour Market Partnerships Program (WIST) | 44 |
| WorkBC.ca (WIST) | 45 |
| Federal Commitments and Priorities (Forum of Labour Market Ministers)(WIST) | 46 |
| CleanBC Labour Readiness Plan (WIST lead/PSPP support) - being developed via sector LMP funding | 47 |
| LNG Workforce Implications(WIST) | 48 |
| Post-secondary Institution Issues | |
| Accountability Framework Overview (GLCP) | 49 |
| CNC - Burns Lake (PSPP) | 50 |
| Douglas College Bachelor of Social Work (GLCP) | 51 |
| Early Childhood Educator workforce - Additional investments (PSPP) | 52 |
| Education Planner BC | 53 |
| Employer Health Tax (FTMS) | 54 |
| Institutional Financial Health Post-secondary Institutional Audited Financial Statement Results (FTMS) | 55 |
| Institutional Financial Health University of Northern British Columbia (FTMS) | 56 |
| Institutional Financial Health Post-Secondary Institutions' Ability to Access Accumulated Surpluses (FTMS) | 57 |
| Institutional Financial Health Post-Secondary Institutions' Ability to Borrow (FTMS) | 58 |
| Kitimat (NVIT/Haisla Proposal)(PSPP) | 59 |

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| | |
|--|---------|
| Mandate Letters for Public Post-Secondary Institutions (summary) (GLCP) | 60 |
| Public PSI Funding – Methodology (FTMS) | 61 |
| Regional Expansion Exploration (PSPP) | 62 |
| Royal Roads University Lands (FTMS) | 63 |
| Rural Post-Secondary Institutions – Funding and Training Programs (PSPP) | 64 |
| <i>Tabs Intentionally Blank</i> | 65 - 66 |
| Quality Assurance | |
| Post-Secondary Quality Assurance (GLCP) | 67 |
| Private Training Institutions Branch/Ombudsperson Recommendations (GLCP) | 68 |
| Private Training Institutions Branch/Public Protections (GLCP) | 69 |
| Student Health and Wellbeing | |
| Mental Health (PSPP) | 70 |
| Sexual Violence and Misconduct Policy (PSPP) | 71 |
| Student Financial Assistance | |
| Budget and Program Overview | 72 |
| Modernizing StudentAid BC (PSPP) | 73 |
| Student Debt (PSPP) | 74 |
| Targeted Non-Repayable Funding (PSPP) | 75 |
| <i>Tab Intentionally Blank</i> | 76-77 |
| Trades Training | |
| Compulsory Trades (WIST) | 78 |
| Industry Training Authority (ITA) Board(WIST) | 79 |
| Trade Training Funding (WIST) | 80 |

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| | |
|--|--------------|
| <i>Tab Intentionally Blank</i> | 81 |
| Tuition | |
| Affordability –Tuition/Fees (PSPP) | 82 |
| Mandatory Fee Reporting (GLCP) | 83 |
| Other | |
| Administrative Service Delivery Transformation (ASDT) (FTMS) | 84 |
| Board Appointments (GLCP) | 85 |
| Conflict of Interest on Post-Secondary Boards (GLCP) | 86 |
| Collective Bargaining (GLCP) | 87 |
| Executive Compensation (GLCP) | 88 |
| Executive and Excluded Compensation | 89 |
| FOI and Records Management | 90 |
| Professional Reliance Process (GLCP) | 91 |
| Professional Reliance Non-public Appointments (GLCP) | 92 |
| Sessional Instructors / Precarious Employment | 93 |
| <i>Tabs Intentionally Blank</i> | 94-95 |

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 country.
- Investing in new and expanded buildings on public Post-Secondary campuses throughout the province is an investment in all our futures.
- Government is directly investing \$1.4 billion in planned capital expenses in the Post-Secondary sector over the next 3 years (2019-20 to 2021-22).
- The Capital Asset Management unit in the 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.

Background/Status:

- Government is directly investing \$1.4 billion in planned capital expenses in the post-secondary sector over the next 3 years (2019-20 to 2021-22).
- Current and planned projects include:
 - A new \$450 million student housing loan program over six years to build approximately 5,000 new student housing beds at our public post-secondary institutions. Projects approved to date as part of the loan program include
 - \$201 million to construct two new student housing buildings at the University of Victoria. The new buildings include 620 net new beds, a new dining facility and multipurpose program space.
 - A \$37 million purchase and renovation of Upper College Heights apartment complex across the street from Thompson Rivers University. The renovations will add 142 beds for a total of 533 student housing beds.
 - Construction of a new \$126 million Sustainable Energy and Environmental Engineering Building at the Surrey campus of Simon Fraser University that will provide space for 515 students, expand research opportunities and foster innovation.
 - Construction of a new \$64 million health sciences centre at Camosun College to house 18 health science programs, including community mental health, nursing, as well as university-transfer health programs at the College's Interurban campus.
 - Construction of a new \$78 million health science building at British Columbia Institute of Technology's Burnaby campus. The new building will provide flexible space for health simulation education.

- Development of a new \$19 million health sciences building at Okanagan College in Kelowna, which will house the health, science social development and engineering technology programs.
- A \$6 million renewal and expansion at the Quesnel campus of College of New Caledonia. The project will provide new equipment and space for the power engineering and welding programs.
- A \$49 million replacement of the Canada Way receiving substation and associated electrical infrastructure at the Burnaby campus of British Columbia Institute of Technology.
- A \$18 million renewal and expansion of the Campbell River campus of North Island College that will allow trades training programs to be consolidated at one campus.
- A \$23 million renewal and expansion of the trades training facilities and construction of new student commons space at Selkirk College in Nelson.
- A \$5 million renovation and fit-out project at the Vanderhoof campus of College of New Caledonia. The new facility will address trades program
- 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.
- The Capital Asset Management (CAM) unit 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 are in alignment with Provincial Capital policies (e.g. Capital Asset Management Framework, BC Energy Step Code, compliance with the *Wood First Act.*);
 - Capital asset inventory management;
 - Securing Government approvals for the acquisitions and dispositions of Post-Secondary institutions' lands and buildings;
 - Administer the British Columbia Knowledge Development Fund, in collaboration with the Ministry of Jobs, Trade and Technology;
 - Allocated routine capital (maintenance) funding to public Post-Secondary institutions.

Title: Government Business Enterprises

Issue: New business models in the public post-secondary sector

Key Messages:

- Post-secondary institutions (PSIs) are exploring a range of business models to develop student housing and other on-campus services.
- A Government Business Enterprise (GBE) model may provide some funding flexibility as they are considered self-supported entities that do not increase taxpayer supported debt or the Province's debt-to-GDP ratio.
- A GBE is a type of commercial organization that requires significant business planning, accounting sophistication and legal expertise.

Background/Status:

- Large public research universities in British Columbia are exploring new ways of financing major capital projects since self-financing, endowment funding and government grants may not always meet a university's campus, program or business development needs.
- The Public Sector Accounting Board defines a GBE as a separate legal entity that has financial and operational autonomy to carry on as a business, selling goods and services to individuals or organizations outside the government reporting entity (GRE).
- GBEs are considered to be self-supported entities because they sustain operations from revenues received outside of the GRE.
- The Province and the University of British Columbia are working together to develop a GBE, called UBC Hospitality Trust (UBC HOST).
 - The proposed GBE at UBC would oversee the management of existing student housing, the development of additional housing, as well as conference, accommodation and food services.
 - The UBC HOST proposal was presented at an open meeting of the UBC Board of Governors in 2018. When the Province receives UBC's final proposal, it will be evaluated by the ministries of Finance; Attorney General; and, Advanced Education, Skills and Training to ensure the GBE is viable and will not put the institution or government's fiscal plan at risk.
- Other public PSIs in B.C. are exploring the option of developing a GBE related to student housing or food services.

Title: University of the Fraser Valley (UFV)/School District 33 Land Disposal

Issue: Sale of UFV property to School District 33 to develop a middle school for North Chilliwack.

Key Messages:

- The UFV property in Chilliwack was transferred to the Chilliwack School District to repurpose the land and buildings for a middle school rather than be sold to a private developer.
- Rapid growth in the number of students in the Chilliwack School District is creating the need for more space both now and in the future.
- The Ministry of Education agrees the property is a cost-effective way to provide more publicly funded middle school spaces in Chilliwack.
- The Province has provided up to \$10 million to the Chilliwack School District to purchase part of the former UFV campus for a future middle school.
- Giving the Chilliwack School District the opportunity to develop the land and existing buildings results in considerably lower costs than buying a site to build a new middle school.

Background/Status:

- In July 2006, UFV purchased the Canada Education Park (CEP) on the understand the University would sell its North Chilliwack campus and apply the net proceeds towards the purchase cost.
- The campus was divided into a number of sub-divided parcels and sold to a number of private companies included Genica who purchased an adjacent parcel for the construction of a private school (see Attachment 1: North Chilliwack Campus map attached).
- The final parcel for sale was a 5.68 acre parcel with three existing structures previously used as classrooms, cafeteria, workshop, office and student services space.
- In mid-2018, after over two years on the market, UFV tentatively accepted an offer from Genica for \$9.5 million.
- Genica's interest in the property was to expand the private Christian faith-based school adjacent to the parcel.
- On July 11, 2018, the Minister of Education sent a letter expressing interest in purchasing the property for a middle school on behalf of School District 33 (Chilliwack).
- SD 33 is operating at 106 percent capacity, with sustained growth expected within the district over the next ten years.
- As the property still has value as a public asset, it was no longer considered to be surplus to the Public Sector's needs, therefore, the Minister did not approve the property sale to Genica.
- In Dec 2018, the Minister approved the sale of UFV's parcel to SD33 for \$10 million.

Attachment: Map of UFV 5.68 Acre Parcel in North Chilliwack

Attachment:

UFV 5.68 Acre Parcel in North Chilliwack

Copyright

- 5.68 Acre Parcel sold to SD#33
- Genica lands, purchased 2017
- North Chilliwack Campus, Original 27.06 Acre Parcel

Contact: James Postans Executive Director
Last Updated: March 5, 2019

Post-Secondary Finance Branch

778-698-9751
Page 2 of 2

Title: Federal Government Strategic Investment Fund Program

Issue: Program Overview

Key Messages:

- British Columbia received \$256 million of the \$2 billion federal infrastructure program that is being invested in jobs, innovation and research at post-secondary institutions across Canada.
- The Government of Canada covered up to 50% of eligible costs with funding for the remainder from the provincial government, institutions and other sources.
- 20 Public post-secondary institutions and one private First Nation institution in British Columbia benefitted from a total of 30 individual projects worth a total of \$709 million that were substantially complete by November 2018.

Background/Status:

- On April 6, 2016, the Federal Government announced the Post-Secondary Institutions Strategic Investment Fund (SIF) that provided up to \$2-billion over three years to accelerate infrastructure at universities and colleges across Canada.
- A total of 30 projects, selected from 20 public and 1 private institution, were part of the SIF program in BC, for a total provincial investment of \$278 million.
- The SIF program saw a total capital investment of \$709 million cost shared between the Federal Government (\$256 million), the Province (\$278 million) and Post-Secondary Institutions (\$174 million) across British Columbia.
- In August 2016, the Minister of Advanced Education, Skills and Training and the Federal Minister of Innovation, Science and Economic Development signed a SIF contribution agreement between the Province of British Columbia and the Government of Canada.
- The objective of the federal investment is to promote economic activity across the country that will benefit the national economy and Canadian society. Public and private post-secondary institutions were eligible to make applications. Approximately 130 projects were submitted, including 100 with provincial funding.
- Projects were required to meet the following criteria:
 1. Projects (or components) must reach substantial completion by April 30, 2018;
 2. The project scope needed to align with one of three program areas:
 - a. Improve the scale or quality of facilities for research and innovation, including commercialization spaces used by industry;
 - b. Improve the scale or quality of facilities for specialized training at colleges focused on industry needs;
 - c. Improve the environmental sustainability of research and innovation related infrastructure at post-secondary institutions and college training infrastructure;

3. Approved project costs were eligible for up to 50 percent funding from the Government of Canada as part of the program.

- The SIF program funding for the 30 selected projects is as follows:

| Funding Source | Amount (\$000) |
|--|----------------|
| Government of British Columbia | 278,476 |
| Government of Canada | 256,061 |
| Institutions | 174,453 |
| Total Strategic Investment Fund | 708,990 |

- In February 2018, the Ministry in consultation with Post Secondary Institutions were provided an opportunity to apply for an extension to November 30, 2018. Of the 30 projects, 18 projects applied for and received extensions
- As of February 2019, all 30 projects reached substantial completion on or before Nov. 30, 2018.
- The Ministry is currently completing the final project close out requirements and expects to complete the program by March 31, 2019.

Attachments: SIF Project List

**Ministry of Advanced Education, Skills and Training
Federal SIF Project Costs and Funding Sources**

s.17

| CPS Number | Institution | SIF No | Project Name | Total |
|---|--|--------|---|----------------|
| | | | | sum (A:C) |
| AVEDA0189 | BC Institute of Technology | 35507 | Canada Way Electrical Service Replacement | 48,735 |
| AVEDU0004 | Camosun College | 35649 | Health Sciences Centre | 63,803 |
| AVEDA0178 | College of New Caledonia | 35475 | Heavy Duty Mechanics Training Facility | 18,861 |
| AVEDA0179 | College of the Rockies | 35154 | Trades Facility Expansion | 11,481 |
| AVEDA0173 | Justice Institute of BC | 35652 | Driver Education Centre | 827 |
| AVEDA0173 | Justice Institute of BC | 35673 | JIBC Roof Replacement | 1,894 |
| AVEDA0175 | Kwantlen Polytechnic University | 35702 | Spruce Building Refurbishment | 22,000 |
| AVEDA0173 | Langara College | 35171 | Energy Efficient/Variable Air Volume (VAV) with Integrated Building Controls Fan Retrofit ("Building A") | 2,206 |
| AVEDA0188 | North Island College | 35404 | Campbell River Trades Facility Replacement and Campus Consolidation Project | 17,668 |
| AVEDA0130 | Northern Lights College | 35234 | Replacement of the Northern Lights College Trades Training Space | 33,864 |
| AVEDA0171 | Coast Mountain College | 35758 | NWCC Trades Building Renovation & Renewal Project | 18,400 |
| AVEDA0190 | Okanagan College | 35546 | Trades Training Facility (Vernon) | 6,191 |
| AVEDA0191 | Royal Roads University | 35132 | Centre for Environmental Science & International Partnership | 24,295 |
| AVEDA0170 | Selkirk College | 35257 | The Silver King Trades Campus Renewal | 23,190 |
| AVEDA0161 | Simon Fraser University | 35562 | New Engineering Building | 126,000 |
| AVEDA0159 | Thompson Rivers University | 35206 | Industrial Training and Technology Centre | 32,098 |
| AVEDA0131 | University of British Columbia | 35658 | Undergraduate Life Sciences Laboratories | 88,000 |
| AVEDA0176 | University of British Columbia | 35681 | Okanagan Teaching and Learning Centre | 35,000 |
| AVEDA0192 | University of British Columbia | 35790 | Environmental Sustainability Projects for Research Infrastructure, Okanagan Campus | 5,774 |
| AVEDA0193 | University of Northern BC | 35129 | Centre for Multidisciplinary Research on Large-Scale Wood Construction (Structures Laboratory) | 5,337 |
| AVEDA0136 | Vancouver Island University | 35810 | Health and Science Centre Phase I | 41,776 |
| AVEDA0187 | Vancouver Island University | 35828 | Marine, Automotive and Trades Complex Expansion | 20,389 |
| Total - Provincially Funded SIF Project List | | | | 647,789 |
| Public Institutions | | | | |
| AVEDA0180 | Nicola Valley Institute of Technology | 35876 | Center of Excellence in Sustainability - Green Technology | 10,270 |
| AVEDA0181 | Okanagan College | 35520 | Trades Training House | 1,062 |
| AVEDA0182 | University of British Columbia | 35718 | Sports Medicine Centre- Chan Gunn Pavilion | 11,578 |
| AVEDA0183 | University of British Columbia | 35774 | Centre for Excellence for Simulation Education and Innovation (CESEI)at Vancouver General Hospital | 8,451 |
| AVEDA0184 | University of Victoria | 35338 | UVic Oceans and Climate Campus | 9,500 |
| AVEDA0185 | University of Victoria on behalf of Western Canadian Marine Sciences Society | 35719 | Renovations to research space and upgrades to mitigate environmental impacts at the Bamfield Marine Sciences Centre | 3,048 |
| AVEDA0186 | Vancouver Island University | 35768 | District Geo-Exchange Energy System Phase I | 2,824 |
| Non-Public Institutions | | | | |
| | Ts'zil Learning Centre- Lil'wat Nation | 35446 | Replacing the Ts'zil Learning Centre, a facility constructed with outdated portable classroom trailers that has served the region for over 19 years | 8,183 |
| Total - SIF Projects Cost Shared with Institutions | | | | 54,916 |
| Total - SIF Program Project List | | | | 702,705 |
| AVEDA0174 | | | Provincial Contingency | 24,640 |
| AVEDA0174 | BC Institute of Technology | 35507 | Canada Way Electrical Service Replacement | (1,615) |
| AVEDA0174 | College of New Caledonia | 35475 | Heavy Duty Mechanics Training Facility | (3,290) |
| AVEDA0174 | College of the Rockies | 35154 | Trades Facility Expansion | 1,833 |
| AVEDA0174 | Justice Institute of BC | 35652 | Driver Education Centre | (427) |
| AVEDA0174 | Justice Institute of BC | 35673 | JIBC Roof Replacement | (350) |
| AVEDA0174 | North Island College | 35404 | Campbell River Trades Facility Replacement and Campus Consolidation Project | (4,873) |
| AVEDA0174 | Northern Lights College | 35234 | Replacement of the Northern Lights College Trades Training Space | (1,357) |
| AVEDA0174 | Selkirk College | 35257 | The Silver King Trades Campus Renewal | (3,290) |
| AVEDA0174 | University of Northern BC | 35129 | Centre for Multidisciplinary Research on Large-Scale Wood Construction (Structures Laboratory) | (820) |
| AVEDA0174 | Vancouver Island University | 35810 | Health and Science Centre Phase I | (3,377) |
| AVEDA0174 | Nicola Valley Institute of Technology | 35876 | Center of Excellence in Sustainability - Green Technology | (2,474) |
| AVEDA0174 | University of Victoria | 35338 | UVic Oceans and Climate Campus | (850) |
| Total Provincial Contingency | | | | 3,750 |
| 1% Administration Fee | | | | 2,535 |
| Total SIF Projects with Administration Fee | | | | 708,990 |

Title: Student Housing

Issue: Expansion of Affordable Student Housing

Key Messages:

- Students need access to affordable, on-campus housing so they can pursue their studies. The shortage of student housing has put pressure on already tight rental markets across British Columbia.
- In Budget 2018, government announced \$450 million in provincial financing for public post-secondary institutions to build on-campus student housing.
- An additional 3,000 student housing beds will be built with government grants, partnerships and institution self-funding, for a total of approximately 8,000 new student housing beds over the next ten years.
- The Province is on track for meeting the target of 8,000 new student housing beds:
 - In 2018, we funded 1,165 beds at TRU, UVic and CNC representing an increase of 800% from 130 beds funded in the previous 16 years;
 - An additional 1,130 beds were self-funded by UBC and SFU;
 - In total, 2,295 new student housing beds were initiated in 2018 (1,165 + 1,130).

Background/Status:

- Seventeen public post-secondary institutions in British Columbia have student housing, with approximately 21,000 student beds.
- The Ministry is currently surveying students across the sector to refine province-wide estimates on student housing demand. This work is expected to be complete by May 2019. The Ministry currently estimates unmet student housing demand at approximately 17,000 beds.
- A key component of government's commitment to make life more affordable is to increase access to affordable housing.
- To advance this commitment, the Province launched a \$450 million loan program for public post-secondary institutions to build on-campus student housing as part of Budget 2018. This is a significant investment, since Government funded only 130 student housing beds province-wide between 2001 and 2017.
- Two projects have accessed the BC Student Housing Loan Program in 2018:
 - \$25.5 million for 533 student homes at TRU; and,
 - \$98 million for 782 (620 net new) student homes at UVic.

- Three funding strategies will result in approximately 8,000 new beds:

| FUNDING STRATEGY | APPROX. # OF BEDS |
|--|-------------------|
| 1. Government loans <ul style="list-style-type: none"> New B.C. Student Housing Loan Program (\$450 Million) Cost-sharing by institutions (\$150 Million) | 5,000 |
| 2. Government grants <ul style="list-style-type: none"> Government capital plan (\$30 Million) | 200 |
| 3. Institutional self-financing / Alternative Funding Strategies <ul style="list-style-type: none"> Post-secondary institution self-financed projects; and Non-taxpayers supported debt (UBC GBE) | 2,800 |
| ESTIMATED TOTAL | 8,000 |

- In March and October of 2018 the Ministry organized province-wide Student Housing Workshops, bringing together all 25 public post-secondary institutions to share best practices and leverage sector expertise.
- The Ministry co-chairs a Student Housing Working Group with experts from post-secondary institutions across the province. The Working Group collaborates to help plan and develop student housing.
- Ministry development of the student housing initiative has also involved extensive consultation with student societies, Indigenous partners and all 25 public post-secondary institutions.

Attachments: Student Housing Update – Fall 2018 - Map

STUDENT HOUSING UPDATE – FALL 2018

MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING

CONFIDENTIAL ADVICE
TO MINISTER
Updated Dec 5, 2018

Government Grants (2001 - 2017)

s.17

130 beds



Achievements:

| | | | |
|----------------------------|---|----------------------------|---|
| Loan Program | <ul style="list-style-type: none"> Launched \$450M Student Housing Loan Program as part of <i>Budget 2018</i>. | Working Group | <ul style="list-style-type: none"> Created a joint ministry/sector Student Housing Working Group with experts from institutions across B.C. to help develop provincial student housing plan. |
| Announced Projects | <ul style="list-style-type: none"> 533 beds at TRU with \$25.5M funded through Loan Program (Jun/18). 12 beds at CNC for Indigenous housing. \$2.6M funded through government capital plan (May/18). 620 net new beds at UVIC with \$98M funded through Loan Program (Nov/18). | Project Submissions | <ul style="list-style-type: none"> Post-secondary institutions preparing project submissions to government for approximately 2,320 new student housing beds. |
| PSI-funded Projects | <ul style="list-style-type: none"> 480 beds at SFU Burnaby – Phase 1 Residence. 650 beds at UBC Vancouver – Exchange Residence. | Workshops | <ul style="list-style-type: none"> Two sector-wide workshops held in Mar/18 and Oct/18 to seek input on a provincial student housing strategy, and share sector expertise on student housing operations. |
| Consultation | <ul style="list-style-type: none"> Ongoing consultations with First Nations Education Steering Committee, BC Federation of Students and Alliance of BC Students. | Demand Calculator | <ul style="list-style-type: none"> Hired Customer Relationship Index (CRI) to assess student housing demand and develop demand calculator to inform future investments. |

Title: Degree Program Review

Issue: New degree approval process

Key Messages:

- We are committed to ensuring that students who earn a degree in British Columbia receive a quality credential that is recognized by post-secondary institutions and employers in the province, across Canada and throughout the world.
- Under legislation, institutions require approval to establish new degree programs.
- The Degree Quality Assessment Board, an independent advisory Board, reviews degree proposals and makes recommendations on whether the proposals meet the assessment criteria.

Background/Status:

- Under the *University Act* and the *College and Institute Act*, British Columbia public post-secondary institutions cannot establish new degree programs without the approval of the Minister.
- Under the *Degree Authorization Act* (DAA), private and out-of-province post-secondary institutions must receive consent of the Minister before advertising, offering, or granting degrees in British Columbia or using the word “university”.
- The Degree Quality Assessment Board (the Board) conducts the reviews and provides advice and recommendations to the Minister on whether quality criteria were met.
- The Minister makes decisions on approximately 40 degree program proposals or consents throughout the year.
- The approval process normally takes 10 - 12 months from the date of submission.
- The process consists of two stages:
- The Stage 1 review applies only to British Columbia public post-secondary institutions to ensure the program is needed and fits with existing degrees in the province. Stage 1 examines
 - Social and economic benefit (including labour market demand);
 - System coordination/program duplication;
 - Student demand and outcomes; and
 - Institutional mandate/capacity.
- Stage 2 is the quality review of the program with an external expert.
- For transparency, both the Stage 1 application and the Stage 2 full program proposal are posted publicly on the Ministry’s website for a 30-day period for peer and public comment.

- Not all institutions are required to undergo the Stage 2 quality assessment. Institutions with a history of granting degrees at a degree level for 10 years, and that have appropriate internal quality review processes, can obtain “exempt status”. Exempt status institutions skip the Stage 2 assessment unless the Minister determines that there should be one (e.g., where the institution has no history of program delivery in that subject area).
- Once the Stage 2 review is complete, the Board makes a recommendation to the Minister on whether the proposal meets the degree quality criteria.
- Institutions are advised of the Minister's decision to approve or not approve, which is posted publicly.
- Under the DAA, the Minister may also impose terms and conditions on the consent for degrees offered by private institutions. The Minister may suspend, revoke, or amend the consent if an institution fails to meet quality standards. This enables the Ministry and the Board to ensure appropriate oversight of private degree granting institutions.

Attachment: 1: List of Institutions with Exempt Status
2: List of Degree Quality Assessment Board Members

List of Institutions with Exempt Status

Exempt Status to the PhD Level

Simon Fraser University

University of British Columbia

University of Victoria

Exempt Status to the Masters Level

Royal Roads University

University of Northern British Columbia

Adler University

Athabasca University

Trinity Western University

Exempt Status to the Baccalaureate Level

British Columbia Institute of Technology

Emily Carr Institute of Art and Design

Kwantlen Polytechnic University

Thompson Rivers University

University of the Fraser Valley

Vancouver Island University

Degree Quality Assessment Board Members**As of February 8, 2019**

| Member | Sector |
|-------------------------------|---|
| Vacant | General Public |
| Dr. Douglas Owram, Vice-Chair | Public Post-Secondary |
| Dr. Kathy Denton | Public Post-Secondary |
| Dr. Barry Hogan | Public Post-Secondary |
| Dr. Hugh Brock | Public Post-Secondary |
| Dr. Verna Billy-Minnabarriet | Public Post-Secondary |
| Dr. Kimberly Franklin | Private Post-Secondary |
| Dr. Trevor Toone | Private Post-Secondary |
| Vacant | Business/Industry |
| Vacant | Business/Industry |
| Dr. David Lefebure | General Public |
| Dr. Rob Fleming | BC Council on Admissions and Transfer |
| Tony Loughran | Ministry of Advanced Education, Skills and Training |

Note: the Chair position is currently vacant

Title: **Quality Audits (GLCP)**

Issue: **The assessment of a public institution's internal program review processes**

Key Messages:

- We have processes in place to encourage and support a culture of continuous quality improvement at our public post-secondary institutions.
- Quality Audits assess the internal quality review processes at public institutions. This work ensures programs remain current, relevant to students, and are of high quality.
- The assessment is done by peer institutions.
- Quality Audits were developed in collaboration with the public post secondary institutions.

Background/Status:

- The quality audit was developed by a standing committee of the Degree Quality Assessment Board (DQAB) in collaboration with the public institutions.
- The standing committee is comprised of 11 members drawn from the DQAB and public post-secondary institutions:
 - 6 members from post-secondary institutions across British Columbia;
 - 4 members from the DQAB; and
 - 1 member from the British Columbia Council on Admissions and Transfer.
- Members from the post-secondary institutions were selected by their peers.
- Since 2016, 5 institutions have completed the process: British Columbia Institute of Technology, Okanagan College, Royal Roads University, Simon Fraser University and Vancouver Island University.
- The University of British Columbia – Vancouver, the University of Victoria and Vancouver Community College will complete their quality audits by May 2019.
- Initial feedback from institutions has been positive.
- Reviews are scheduled for all institutions up to 2023. See Attachment 1 for the schedule of quality audit reviews.
- Camosun College, Douglas College, Kwantlen Polytechnic University and Thompson Rivers University will begin the process in April 2019.
- Quality assurance audits were 1 of 35 recommendations contained in the 2011 *Review of the Degree Approval Process Report* (Stubbs Report).

Quality Assurance Process Audit Calendar

Updated: February 8, 2019

| Cycle Year | Calendar Year | Number of QAPAs | Institution |
|------------|---|-----------------|---|
| 1 | 2016/2017 Pilot COMPLETED | 2 | <p>2 universities</p> <ul style="list-style-type: none"> Simon Fraser University Vancouver Island University |
| 2 | 2017 Pilot COMPLETED | 3 | <p>1 university</p> <ul style="list-style-type: none"> Royal Roads University <p>1 college</p> <ul style="list-style-type: none"> Okanagan College <p>1 institute</p> <ul style="list-style-type: none"> BCIT |
| 3 | 2018 EXPECTED COMPLETION: MAY 2019 | 3 | <p>2 universities</p> <ul style="list-style-type: none"> University of Victoria UBC Vancouver <p>1 college</p> <ul style="list-style-type: none"> Vancouver Community College |
| 4 | 2019 | 4 | <p>2 universities</p> <ul style="list-style-type: none"> Thompson Rivers University Kwantlen Polytechnic University <p>2 colleges</p> <ul style="list-style-type: none"> Douglas College Camosun College |
| 5 | 2020 | 3 | <p>1 university</p> <ul style="list-style-type: none"> University of the Fraser Valley <p>1 college</p> <ul style="list-style-type: none"> Langara College <p>1 institute</p> <ul style="list-style-type: none"> Nicola Valley Institute of Technology (unconfirmed) |

| | | | |
|---|------|---|---|
| 6 | 2021 | 4 | <p>2 universities</p> <ul style="list-style-type: none"> • UBC Okanagan • Capilano University <p>2 colleges</p> <ul style="list-style-type: none"> • Selkirk College • Coast Mountain College |
| 7 | 2022 | 4 | <p>1 university</p> <ul style="list-style-type: none"> • Emily Carr University of Art + Design <p>2 colleges</p> <ul style="list-style-type: none"> • College of New Caledonia • College of the Rockies <p>1 institute</p> <ul style="list-style-type: none"> • Justice Institute of British Columbia |
| 8 | 2023 | 3 | <p>1 university</p> <ul style="list-style-type: none"> • University of Northern British Columbia <p>2 colleges</p> <ul style="list-style-type: none"> • North Island College • Northern Lights College |

Title: Sector Emergency Management

Issue: Sector role in responding to provincial emergencies

Key Messages:

- Post-secondary institutions play an important role in responding to provincial emergencies such as wildfires.
- Support has included providing emergency shelter, food, medical services and special training.
- The Ministry works in partnership with institutions and Emergency Management BC to respond to emergencies.

Background/Status:

- The Ministry is actively working to improve the ability of public post-secondary institutions (PSIs) to plan for and respond to emergencies, in partnership with Emergency Management BC (EMBC).
- The B.C. Post-secondary Emergency Planners Group (BCPSEP) is the sector community of practice established to support PSI emergency preparedness.
- The Sector Business Innovation Branch is responsible for liaising with the BCPSEP to monitor sector emergency management issues, including the status of PSI emergency management plans and programs.
- PSIs have provided a range of supports as part of a declared state of emergency including evacuee registration services, emergency shelter, free fire suppression courses, firefighter lodging, emergency food, medical services, shuttle services, vehicle parking, and firefighting vehicles.
- PSIs have been able to access disaster financial assistance from the relevant level of government (i.e. municipal, provincial or federal) to offset costs incurred during a state of emergency. The Ministry provides liaison support and guidance to PSIs in these circumstances.
- The ministry also provides direct support to EMBC. During the 2018 wildfires, three Ministry staff were deployed by EMBC to Provincial Regional Emergency Operation Centres.
- The Ministry is working with a cross-section of BCPSEP members to develop two sector-wide reports:
 - A Sector Integrated Response Plan for responding to major emergencies; and,
 - A general Emergency Management Guide.

Title: **Nursing in the Northeast**

Issue: **Expansion of Registered Nurse Training to Northeast British Columbia**

Key Messages:

- I am aware of the need for more health professionals such as nurses, in communities throughout the province, in particular northern British Columbia.
- The Northern Health Authority, University of Northern B.C. and Northern Lights College collaborated to develop and submit a formal proposal for government to review.
- My Ministry has received the proposal for a registered nursing program in the northeast.
- We are evaluating the proposal based on a model of cost efficiency, supported by clear evidence of student and labour market demand, institutional capacity, availability of clinical placement opportunities, and funding.
- My Ministry and the Ministry of Health continue to support further exploration of the feasibility of a nursing program in the northeast and will continue to work with the partners.

Background/Status:

- The current nursing program in the north is the Northern Collaborative Baccalaureate Nursing Program, a 4 year Bachelor of Science in Nursing (BScN) program offered by UNBC with the College of New Caledonia (CNC) and Coast Mountain College (CMTN).
- UNBC, Northern Lights College (NLC), and Northern Health Authority collaborated on a proposal to deliver a nursing program in the Northeast at Fort St. John. Northern Health provided UNBC with information to support the proposal submission.
- The Ministry received the formal proposal in summer 2018.
- The proposed nursing program for the Northeast will require provincial funding for initial capital and start-up in addition to annualized operating funding.
- Evaluation of the proposal is being guided by health profession priorities identified by the Ministry of Health for provincial and regional nursing requirements, as part of the current health workforce planning process.
- Funding for this expansion was not provided through *Budget 2019*.
- AEST and the Ministry of Health are discussing alternative approaches to support this expansion.

Title: **Physiotherapy in the North**

Issue: **Expansion of the UBC Physical Therapy program to northern British Columbia**

Key Messages:

- I am aware of the need for more health professionals, such as physiotherapists, in communities throughout the province, in particular northern British Columbia.
- To begin to address this need, we have UBC's Northern and Rural Cohort, created in collaboration with UNBC, based in Prince George.
- This initiative is continuing to increase the number of clinical placements for students in the northern region with more program graduates choosing to practice in the region each year.
- We need to see further growing of the clinical placement capacity in the North to support a full program at UNBC.
- UBC, in collaboration with UNBC and the Northern Health Authority, submitted a proposal in summer 2018 for my ministry to review.
- We are evaluating the proposal based on a model of cost efficiency, supported by clear evidence of student and labour market demand, institutional capacity, availability of clinical placement opportunities, and funding.
- My Ministry and the Ministry of Health continue to support further exploration of the feasibility of a physiotherapy program in northern B.C. and will continue to work with the partners.

Background/Status:

- The Ministry funded an expansion of the physiotherapy program at the University of British Columbia (UBC) between 2006/07 and 2011/12. There are now a total of 160 funded spaces in the 2-year program with up to 80 graduates per year.
- In September 2011, government established a Northern and Rural Clinical cohort within the existing UBC physiotherapy program.

This has resulted in the delivery of more physiotherapy service in underserved communities and has established UNBC as a clinical education hub for student training and continuing education.

- Clinical capacity required to support a full academic program at UNBC is increasing; however, at this time many students are required to undertake placements in other regions of the province, including the Lower Mainland.
- In summer 2018, UBC, in collaboration with UNBC, and the Northern Health Authority submitted a proposal for increasing physiotherapy training in the province, including additional physiotherapy seats in the North.
- Factors that will support the addition of physiotherapy seats in the North include:

- Clearly defined labour market demand based on Ministry of Health supported projections;
 - Local and regional student demand;
 - Availability of appropriate clinical placements in the region;
 - Availability of instructors/faculty;
 - Appropriate facilities and equipment; and,
 - Availability of financial resources, including operating funding (both start-up and on-going) and capital funding.
- Funding for this expansion was not provided through *Budget 2019*.
 - AEST and the Ministry of Health are discussing alternative approaches to support this expansion

Title: SFU/Fraser/Medical Education

Issue: Simon Fraser University proposed medical school in the Fraser Health Region

Key Messages:

- The existing distributed medical education program is a cost effective method to provide medical training across the province.
- My colleague, Minister Dix, will be able to tell you about how the program is working, with more doctors seeking practice in rural, remote and underserved communities across the province.
- UBC is making significant efforts to increase medical training in the Fraser Region with more involvement of Fraser Health region doctors and clinics in educating medical students.
- My Ministry and the Ministry of Health will continue to work with UBC, SFU and Fraser Health to ensure the appropriate supply of health professionals.

Background/Status:

- Government funded a doubling (to 288) of the University of British Columbia undergraduate medical doctor education program beginning in 2004. The expansion saw the distribution of training to regional campuses at:
 - The University of Northern British Columbia;
 - The University of Victoria; and,
 - UBC Okanagan.
- The Ministry of Health is responsible for postgraduate residency training and for determining the appropriate number, and type of physicians trained to meet provincial requirements.
- At this time the Ministry of Health has not identified a need to further expand the number of medical students educated in the province.
- To address Fraser Health concerns, the UBC Faculty of Medicine has been proactively planning and implementing strategies to increase medical training capacity in the Fraser Region.
- Government communication with SFU and UBC has been consistent:
 - BC has a distributed medical education model;
 - Government is not considering funding a new standalone medical school in the province at this time;
 - Any partnership between SFU and UBC regarding medical education and clinical training in the Fraser Health region should be collaborative and cost effective.

Title: Indigenous Post-Secondary Programs

Issue: Ministry post-secondary programs and supports for Indigenous learners

Key Messages:

- Breaking down barriers, supporting systemic change and improving educational outcomes will empower Indigenous learners to thrive and succeed in lifelong learning.
- The Ministry supports a wide range of programs and initiatives, including:
 - Aboriginal Service Plans,
 - Indigenous Emergency Financial Assistance Fund, and
 - Financial awards through the Irving K. Barber BC Scholarship Society.

Background/Status:

Aboriginal Service Plans

- Aboriginal Service Plans provide up to \$4.4 million in annual funding supports at 11 public post-secondary institutions to increase access, retention and success rates for Indigenous learners.
- Through Aboriginal Service Plans, institutions offer a range of programs and services including:
 - Elders-in-residence;
 - student support services;
 - cultural training for faculty and administration;
 - curriculum enhancement and development;
 - programs in Indigenous communities.
- The Aboriginal Service Plan program was externally reviewed in 2018 to inform possible changes to the program in collaboration with Indigenous post-secondary partners in the coming year.

Financial Assistance

- The **Indigenous Emergency Assistance Fund** provided \$400,000 in 2018 to public post-secondary institutions for emergency funding for Indigenous learners.
 - Funding of up to \$700 annually provides support for Indigenous learners who have urgent or unforeseen financial emergencies that might prevent them from finishing the academic year. Since 2012, Government has provided \$4.84 million towards the Fund.
- The Ministry provided \$2 million in one-time funding in 2018 for the **BC Aboriginal Student Award**, the **Aboriginal Masters/Doctoral Award**, and the **Aboriginal Teacher Education Award**, administered by the Irving K. Barber BC Scholarship Society.

- Awards range from of \$1,000 (for short programs from 9 to 12 weeks) to \$5,000 (for Graduate degrees and Indigenous students enrolled in teacher education program).

Innovative Programs

- The Ministry provided \$900,000 in 2019-20 and is set to provide \$1.35 million in 2020-21 and \$1.8 million in 2021-22 towards the **University of Victoria's Indigenous Law program**.
 - The program was launched in September 2018 and is the only one of its kind in Canada, enabling professionals to study Indigenous and non-Indigenous law simultaneously.
 - The Indigenous Law program directly answers TRC's Call to Action #50: *"To fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada."*
- The Province is investing \$2.6 million in a **new Indigenous student housing** building at the College of New Caledonia.
 - This initiative will offer culturally supportive housing and improve access to post-secondary education and training for Indigenous students in remote northern communities. Occupancy is expected by late 2019.

Attachment 1 – Aboriginal Service Plan 2018/19 allocations

| Public Post-Secondary Institution | s.17 |
|--|------|
| Camosun College | |
| Capilano University | |
| Coast Mountain College | |
| College of New Caledonia | |
| Nicola Valley Institute of Technology | |
| North Island College | |
| Thompson Rivers University | |
| University of Northern British Columbia | |
| University of Victoria | |
| Vancouver Community College | |
| Vancouver Island University | |
| Total | |

s.17

Title: AEST Indigenous Programming

Issue: Skills training programs for Indigenous peoples in British Columbia

Key Messages:

- Consistent with the Calls to Action of the TRC and the articles of United Nations Declaration on the Rights of Indigenous People (UNDRIP), our government is working with Indigenous peoples to develop innovative and responsive programs, training, policies, and services so Indigenous learners can thrive and succeed.
- Opportunities include programs outside of the post-secondary education system so that Indigenous learners can access training in their communities and develop specific skills for employment.
- We provide skills training programming open to all British Columbians, which includes Indigenous peoples, and specifically targeted to Indigenous populations.
- Through engagement with Indigenous organizations and communities, we are undertaking a review of our skills training programs targeted to Indigenous populations, with the goal of better aligning our programs, increasing access, and supporting self-determination.
- AEST is providing \$24 million this year in skills training programming specifically for Indigenous peoples, in addition to other programs that are open to all British Columbians.
- My Ministry is working in partnership with communities, training providers and employers throughout the province to ensure successful outcomes for Indigenous learners.

Background/Status:

- AEST funds skills training and employment programs designed to help Indigenous persons obtain skills and sustainable work. A number of these programs are federally funded through the Canada-BC Workforce Development Agreement (WDA).

| 2019/20 AEST Indigenous Skills Training Programming | 2019/20 Budget | |
|---|----------------|----------------|
| | Fed. (WDA) | Prov. |
| Indigenous Peoples in Trades Training (through the Industry Training Authority (ITA)) | s.17 | |
| Aboriginal Community-Based Training Partnerships program | | |
| Indigenous Skills Training Development Fund program | | |
| Targeted Skills Training programming for Indigenous Populations | | |
| Sub-Total | \$12.4M | \$12.0M |
| TOTAL | \$24.4M | |

- Programming includes a diverse range of training, including trades training, post-secondary training, essential skills, job readiness, entrepreneurship, and more.

Contact: Catherine Poole, Executive Director, Program Design and Delivery Branch, 250-508-0420

Last Updated: March 20, 2019

Page 1 of 3

- Much of the training is delivered in community to reduce barriers to participation and ensure training is well linked to local employment opportunities.
- Skills training helps close the socio-economic gap between Indigenous and non-Indigenous people and supports the Province's goal of true and lasting reconciliation with Indigenous people.
- The Indigenous Skills Training Alignment Review (see Estimates note) will inform the future design and delivery of Indigenous programming, with a focus on ensuring the program model aligns with the Calls to Action of the TRC and the articles of United Nations Declaration on the Rights of Indigenous People (UNDRIP), and supports Indigenous communities in self-determination.

APPENDIX:

PROGRAM DETAILS

| Program Name | Annual Funding | Program Purpose | Outcomes |
|--|----------------|--|---|
| Indigenous Persons Trades Training (ITT) | s.17 | Provides pre-apprenticeship training to Indigenous persons interested in trades occupations. | - 566 participants have benefited from the program in the last 2 years. |
| Aboriginal Community-Based Training Partnerships Program (ACBTP) | | Supports partnerships between Indigenous communities and public Post-Secondary institutions to improve access to Post-Secondary education. | - 724 participants have benefited from program in the last 2 years. - Over the last 7 years, \$53.4 million has been allocated in over 80 communities. |
| Indigenous Skills Training Development Fund (ISTDF) | | Co-designed and co-delivered with Indigenous communities this program funds more than 45 communities in the North and Lower Mainland to support economic growth opportunities | - Over the past 4 years ISTDF has supported 91 projects available to more than 5,895 Indigenous people. |
| Other programming under the Workforce Development Agreement targeted to Indigenous populations | | Includes employment and skills training programs for Indigenous peoples that provide life-skills and job readiness training, skills training, entrepreneurship and employment supports to support Indigenous peoples in obtaining sustainable employment | - Last year 410 Indigenous people benefited from various targeted WDA programming. |
| TOTAL | \$24.4M | | |

Other skills training programming available to all British Columbians, including Indigenous peoples

- **In the last 2 years, 3,709 (or 9.2%) of total participants in AEST's general skills training programs were Indigenous.** An example of such a program is BladeRunners, a training and employment program that helps at-risk youth obtain and sustain full-time employment, in which a majority of the participants are Indigenous.
- **The federal government also allocates approximately \$60M annually to Indigenous skills training programs in British Columbia, including:**
 - \$56M for Aboriginal Skills Employment Training Strategy (ASETS), a program for Indigenous people, regardless of status or location, who are looking to improve their job skills and find employment.
 - \$2.5M for Skills Partnership Fund, a demand-driven, partnership-based program that encourages innovations in Indigenous training-to-employment and service delivery, including new approaches to labour market training, and improving employment outcomes for Indigenous people.
 - \$3.0M for Skills Link which helps Indigenous youth overcome barriers to employment and develop a broad range of skills and knowledge in order to participate in the current and future labour market, promoting education and skills as being key to labour market participation.

Title: Indigenous Teacher Education

Issue: There is a growing need to increase the number of Indigenous teachers in British Columbia

Key Messages:

- Investing in Indigenous teacher education responds to a direct call-to-action of the Truth and Reconciliation Commission, number 62.
- Our government's investment in Indigenous teaching spaces in 2018 at VIU and UBC is reconcili-Action and good for children from every background.
- Indigenous teachers allow Indigenous students to see themselves in their teachers, while creating critical opportunities for Indigenous educators as leaders in the education ecosystems.
- We are continuing to work with our partners to develop strategies to further increase the number of Indigenous students in teacher education programs.

Background/Status:

- More Indigenous teachers are needed to implement articles 13 and 14 of the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) and Truth and Reconciliation Commission (TRC) 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.
 - 12% (65,269) of students in BC public schools are Indigenous;
 - 4% (1,217) of K-12 teachers identify as Indigenous (2016 Census data).
- There is an increased need for teachers at First Nations schools, and if current trends continue, this need is likely to rise exponentially over time due to the relative younger age and higher growth rate of the Indigenous population in BC.
- On average each year, only 5% (87) of teacher education graduates are Indigenous, which is far less than necessary to ensure that the number of Indigenous teachers reflects the student population.
- AEST and the Ministry of Education (EDUC) are working with the First Nations Education Steering Committee (FNESC), the Indigenous Adult and Higher Learning Association (IAHLA) 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.

Contact: Deborah Hull Executive Director Indigenous Policy and Engagement Branch 250-387-1446



- In 2018, government (EDUC) provided the following funding for Indigenous teacher education programs:
 - \$168,000 in funding for the University of British Columbia (UBC) 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 (VIU).

Attachment 1

UN Declaration articles and TRC Recommendations relevant to Indigenous teacher education

| # | UN Declaration Article |
|------|--|
| 13.1 | Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons. |
| 13.2 | States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means. |
| 14.1 | Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. |
| 14.2 | Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination. |
| 14.3 | States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language. |

| # | TRC Call to Action |
|----|--|
| 62 | We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. ...Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education. |

Title: Indigenous Skills Training Alignment

Issue: Seeking improvements in Indigenous Skills Training in British Columbia

Key Messages:

- Our government is committed to fully adopting and implementing the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission.
- We see opportunities for Indigenous peoples in the classroom, the boardroom and on the job site.
- The Province invests more than \$24 million annually in Indigenous skills training.
- We are creating new relationships and partnerships with Indigenous peoples throughout the province so communities can develop future skills training programs close to home.
- Let's continue to paddle together for thriving Nations and thriving communities. After all, when we paddle together, we can achieve remarkable things.

Background/Status:

- A review of Indigenous Skills Training Alignment (ISTA) was launched in the fall of 2017 to improve Indigenous skills training in B.C. by identifying any gaps and duplication in services, determine ways to increase individual and community benefits, and better coordinate delivery of services in a fragmented system.
- The project advances the Province's commitment to fully adopt and implement the UN Declaration and the TRC's Calls to Action, specifically UN Declaration Articles 21 and 23.

United Nations Declaration Articles 21 and 23

- **Article 21** - 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security. 2. States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.
- **Article 23** - Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to development. In particular, indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions.

Contact: Bindi Sawchuk Assistant Deputy Minister Workforce and Innovation Division (250) 216-0346

ISTA Status

- Through the ISTA, AEST has held eight engagement sessions with federal government and the following Indigenous organizations:
 - The Aboriginal Skills Employment & Training Services
 - First Nations Education Steering Committee
 - Indigenous Adult Higher Learning Association
 - BC Association of Aboriginal Friendship Centres
 - Indigenous Skills Training Development Fund Community Reference Group
 - Metis Nation BC.
- Recommendations will be co-developed for program improvements in summer 2019.
- Potential changes to provincially funded IST programs are expected for programming beginning in April 2020.
- AEST's alignment work coincides with the federal government's development and launch of its new Indigenous Skills and Employment Strategy in April 2019. Canada will increase funding amounts and provide more flexible, multi-year agreements with its network of 16 established service providers. These negotiations may also result in an expanded network of service providers.

Indigenous Skills Training Investment in British Columbia:

- In addition to general skills training programs and supports, more than \$50M is invested on skills training programs for Indigenous peoples in British Columbia each year (Table 1).

| | |
|---|------|
| TABLE 1 | s.17 |
| BC Indigenous Skills Training Programs (AEST) | |
| Indigenous Peoples in Trades Training (Industry Training Authority) | |
| Aboriginal Community-Based Training Partnerships | |
| Indigenous Skills Training Development Fund | |
| Skills Training programming for Indigenous Populations (Current ESS) | |
| Community Workforce Response Grant (Indigenous Communities) | |
| Sub - Totals | |
| Ministry TOTAL | |
| Canada - Indigenous Skills and Employment Training (ISET) ** 2017/18 figures | |
| Canada TOTAL** | |

Title: Native Education College (NEC)

Issue: Native Education College Funding

Key Messages:

- Supporting Indigenous post-secondary education partners like Native Education College is a priority for government.
- We understand that education holds the key to reconciliation with Indigenous peoples and that investing in Indigenous education is an investment in all our futures.
- Government is committed to ensuring post-secondary education is culturally sensitive and relevant for Indigenous people in B.C. to meet the Calls to Action set out by the TRC and UN Declaration.

Background/Status:

- The Native Education College is a non-profit society established in 1967.
- NEC is designated under the Private Training Act, and is also a member of the Indigenous and Adult Higher Learning Association (IAHLA).
- Currently NEC offers a range of programs to meet the needs of urban and adult Indigenous learners including:
 - adult upgrading;
 - business;
 - fine arts;
 - health sciences;
 - humanities and social sciences; and
 - continuing education.
- In fiscal year 2017/18, NEC delivered a total of 192 student full-time equivalents (FTEs), up from 180 in fiscal year 2016/17.
- NEC receives \$1.95 million in annual operating funding from the Ministry through an affiliation agreement with Vancouver Community College (VCC).
- NEC also receives funding through other federal, provincial and municipal sources, which vary from year to year.
- This fiscal year, there are eight students to date attending NEC who are receiving the Provincial Tuition Waiver totaling \$54,584.
- In 2017, the Union of BC Indian Chiefs wrote requesting that the Minister provide NEC with funding to help close the wage gap, fund an additional 70 FTEs, and provide Aboriginal Emergency Assistance funding.
- The following is a list of NEC requests of the Ministry to date and responses:

Page 130 of 391

Withheld pursuant to/removed as

s.13; s.17

Title: UNYA/Urban Indigenous Strategy

Issue: Urban Indigenous Education Partnership

Key Messages:

- The Urban Native Youth Association (UNYA) in Vancouver is the centre of Indigenous youth excellence, supporting youth on their journeys by amplifying and celebrating their voices. UNYA has served urban Indigenous youth since 1988.
- The Urban Native Youth Association is the second largest service provider in the province working with urban Indigenous youth.
- UNYA has proposed a Native Youth Centre be built to house its programs.
- UNYA, the Nicola Valley Institute of Technology (NVIT) and the Native Education College (NEC) are exploring the possibility of a larger partnership that would provide more educational opportunities and pathways for Indigenous youth and adults in the Lower Mainland.

Background/Status:

- The Urban Native Youth Association (UNYA) is 1 of 4 youth Hubs in Vancouver supported by the Ministry of Children and Family Development (MCFD) and the only hub focused on serving culturally appropriate programming to Indigenous youth.
- UNYA has an annual operating budget of \$4.6 million and services 26,000 youth annually in eight locations with the main location in the Grandview Woodlands community in Vancouver.
- UNYA proposed a Native Youth Centre in 2017.
- Two of the components to the UNYA proposal include:
 - Native Youth Centre: 50,000 sq. ft. of new space – to include classrooms, arts studio, holistic health centre, meeting space, gym and gathering space
 - 180 affordable housing units for Indigenous youth and their families, in partnership with the City of Vancouver
- UNYA has requested \$16 million funding for the Native Youth Centre from each of the federal and provincial governments. UNYA is also seeking funding for the housing component.
- UNYA, NVIT and NEC are currently working with Partnerships BC to develop a concept plan.
- NVIT wishes to secure a permanent lower mainland presence as their current space will no longer be available in 2021.
- NEC requires funding to ensure sustainability as well as to expand their facility including development of affordable housing.
- All 3 organizations are interested in partnering.



- AEST provided \$900,000 in March 2018 to BC Housing to work with UNYA to develop its proposal.
- AEST also provided \$100,000 each in March 2018 to NEC and NVIT to undertake planning to support planning and partnership development discussions and analysis.
- The Union of British Columbia Indian Chiefs provided a letter of support for the UNYA Native Youth Centre to the federal and provincial governments in February 2018.

Title: International Education Overview

Issue: British Columbia's International Education Sector

Key Messages:

- The primary mandate of our public post-secondary institutions is the educational, social, and economic development of British Columbia students.
- Student development is enriched by international education – international students coming to British Columbia and students from B.C. travelling abroad – as part of a global knowledge economy.
- Government continues to engage with the education sector, students and other partners to develop a balanced and strategic provincial framework for international education.
- Our focus is on ensuring international education activity supports a positive student experience and provides benefits and opportunities for every region in British Columbia.
- We want to make sure the province continues to deliver the quality education experience all students expect and deserve.

Background/Status:

- International education is the global two-way flow of students, educators and ideas between countries.
- Engaging in international education activities increases the global orientation of British Columbia's education system, and enhances diversity, innovation and intercultural awareness.
- British Columbia is one of the most popular study destinations for international students in Canada, hosting 25% of all international students in the country.
- In 2017, 152,390 international students from more than 100 countries held study permits in British Columbia. Top 5 source countries include China, India, South Korea, Japan and Brazil.
- 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 growth of a strong economy. Preliminary data shows in 2017, they spent over \$4.7 billion on tuition, accommodation and living expenses, arts, culture and recreation, supporting an estimated 35,500 jobs in communities throughout the province.¹
- Many international students intend to remain in British Columbia after graduation. These students foster innovation through research at our universities, contribute to a diverse and inclusive labour market, and support sustainable jobs for British Columbians.
- British Columbia schools and institutions are also committed to supporting the outward mobility of domestic students through study and work abroad opportunities. These activities provide British Columbia students with valuable intercultural learning opportunities.

¹ Preliminary data (unpublished): An Update on the Economic Impact of International Education in British Columbia, Dr. Roslyn Kunin, 2019.

- 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.
- In the last 5 years, the number of international students studying at all levels in British Columbia increased by 31%.
- During the same time period, public post-secondary institutions increased by 67% to 60,000.
- International students now represent 14% of the public post-secondary student population, up from 8% just five years ago.
- 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.
- Throughout spring 2019 the Ministry is engaging with public and private post-secondary institutions in the education sector, students and other partners to develop a strategic and balanced provincial framework for international education that is focused on a positive student experience and the benefits of international education for British Columbia.
- The Ministry continues to work closely with key partners in international education, including the British Columbia Council for International Education and the Ministries of Education and Jobs, Trade and Technology, to support the international education sector in the province.

International Education Relations with China:

- British Columbia enjoys a strong and longstanding historical, social, cultural, educational and economic relationship with China.
- Many schools and institutions in the province also enjoy a strong connection with China, supporting education exchanges and research collaboration.
- British Columbia schools and institutions look forward to continuing to welcome students from China, and a variety of countries around the world. Maintaining a diverse international student population ensures international and domestic students truly have an international education experience that includes the two-way exchange of ideas with students from around the world.

Displacement of Domestic Students:

- Public post-secondary institutions are expected to enroll international students on the basis that they do not displace a Canadian citizen or permanent resident from a space funded by the provincial government.
- International students generate additional seats and opportunities for domestic students, enable public post-secondary institutions to add courses, and facilitate hiring new faculty/staff.
- The international student growth helps offset the decline in domestic students. Over the last five years, the number of international students increased by 67% (24,100), while domestic student enrolment decreased 7% (28,660).
- International students typically pay 3- to 4-times the tuition paid by domestic students at public institutions. British Columbia international tuition fees are comparable with other major jurisdictions in the country.

Title: Workforce Development Agreement (WDA)

Issue: Canada-British Columbia WDA provides more than \$685 million over 6 years, which includes \$116 million in incremental funding, for skills training for unemployed and employed British Columbians.

Key Messages:

- Our government is working hard to lift up all British Columbians so they have the skills and opportunities for good-paying jobs throughout the province.
- In March 2018, the Government of British Columbia signed a new Workforce Development Agreement with the Federal government to secure funding and flexibility to design and deliver effective skills training programs for British Columbians.
- The Province is taking a three-prong approach with programming to meet the needs of individuals, communities and employers.
- These programs provide skills training and supports for vulnerable and underrepresented populations who face barriers to employment, for communities and sectors facing labour market challenges or opportunities, and for employed British Columbians needing skills upgrading.
- By increasing participation and skills in the labour force, British Columbia's employers will have the skilled workforce they need, particularly in sectors key to British Columbia's economic prosperity, such as tech, manufacturing and natural resources.

Background/Status:

- The WDA commits at least \$685 million over 6 years, which includes \$116 million in incremental funding. The allocation of all WDA funding uses a national funding formula that calculates each province's allocation based on their population as a proportion of the total population of all provinces.
- British Columbia's WDA funding is estimated to be \$117.1 million in 2019/2020. Funding amounts have increased, because British Columbia's population is higher than expected when the WDA was signed in March 2018.
- AEST works in partnership with the Ministry of Social Development and Poverty Reduction (SDPR) to implement the WDA. SDPR administers Persons with Disabilities programming; the 2019/2020 investment in these programs will be approximately \$32.7 million, plus administration (TBD).
- The WDA does not have an end date and will continue in perpetuity; however the incremental funding ends after 2023/24.



s.13; s.16; s.17

- See Appendix for details of WDA-funded programming.

APPENDIX: WDA-Funded Programming:

1. Programming for Vulnerable and Under-Represented Groups (2019/20 Budget: \$56.7M – includes \$2M provincial for Aboriginal Community-Based Training Partnerships program)

- 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 (\$26.M) will be rolled out in 2019 and provides skills training and supports to vulnerable and under-represented populations:
 - Young Adults, March 2019
 - Young Adults at Risk, March 2019
 - Older Workers, July 2019
 - Survivors of Violence and/or Abuse, July 2019
 - Individuals facing multiple barriers to employment, October 2019
- An Indigenous Skills Training Alignment review is underway and will inform future programming targeted to Indigenous populations.
- Employment Services and Supports program contracts (formerly funded under the Canada-BC Job Fund Agreement) will continue until new programming is rolled out throughout 2019, to ensure service continuity and a smooth transition for clients.
- Other programs funded under the vulnerable and under-represented stream include:
 - Pre-apprenticeship programs delivered by the Industry Training Authority (ITA) (\$10M) that provide pre-apprenticeship training to Indigenous people, women and other equity groups.
 - Aboriginal Community-Based Training Partnerships Program (ACBTP) (\$7.3M WDA +\$2M provincial) provides Post-Secondary education and training in community for Indigenous people.
 - BladeRunners (\$4.3M) program helps at-risk youth obtain and maintain full-time employment.
 - Innovative Skills Training Fund (\$2.5M) tests innovative approaches to skills training for employment.

2. Community Workforce Response Grant (CWRG) (2019/20 Budget: \$10M)

- The CWRG provides flexible and timely responses to emerging and urgent labour and skills needs in communities throughout the Province leading to sustainable employment for unemployed or underemployed British Columbians. The program was introduced in September 2018.
- In 2018/19, \$5M in funding was provided to communities and sectors for skills training and supports for over 400 unemployed or underemployed British Columbians in more than 50 communities.
- The CWRG includes **three funding streams**:

1. Stream 1: Emerging Priorities:

- Supports communities undergoing significant shifts in the local labour market (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.

2. 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.

3. 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 BC industry, sector or employer association.

3. BC Employer Training Grant (2019/20 Budget: \$8M)

- 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.
- The ETG includes **3 training streams:**

1. Stream 1: Foundational:

- Supports unemployed, underemployed and low-skilled British Columbians to obtain the essential, transferrable and certified skills to increase their job security and obtain good-paying jobs.
- Training includes industry or sector certification, apprenticeship, early childhood education certification, and accredited essential skills.

2. Stream 2: Technical:

- 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.

3. Stream 3: Workforce:

- 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.

Title: Sector Labour Market Partnerships (SLMP) program

Issue: Sector LMPs help industry and employers understand and respond to labour market demands in British Columbia

Key Messages:

- A strong sustainable, innovative economy that works for everyone means that all British Columbians can prosper.
- We know it is critical that British Columbians are prepared for the future of work.
- We know that employers are facing the challenges of a tight labour market, an aging workforce, rapidly changing technologies and skills needs, and the changing dynamics of a diverse workforce.
- The Sector LMP program helps employers understand and strategically address workforce development challenges with innovative ways.
- Our government is committed to developing an inclusive skilled workforce gain valuable skills that lead to good-paying, rewarding careers. .

Background/Status:

- The SLMP program is funded through federal/provincial agreement administered by the Ministry of Social Development and Poverty Reduction (SDPR). The Ministry of Advanced Education, Skills and Training (AEST) administers the SLMP program through MOU with SDPR.
- SLMP projects are led by sector stakeholders, which enable solutions to be validated and endorsed as part of the process.
- The Sector LMP program supports all economic sectors in the province, from agrifoods, to tech; from tourism to natural resources. The program prioritizes projects that address strategic workforce development issues, such as improved workforce diversity and inclusion, easing youth transition to the workforce, and innovation in skills training development.
- SLMP supports many provincial business sectors in identifying labour market challenges and developing solutions for an inclusive skilled workforce, including recent priorities such as;
 - \$337K to develop the CleanBC Labour Readiness Plan (CBCLRP) by November 2019, to support the CleanBC strategy;
 - \$1.8M investment to the BC Construction Workforce Equity Project and BC Centre for Women in Trades project to remove barriers to women's participation and career growth in the construction trades. The initiatives will run between May, 2018 and February, 2021; and
 - \$1.8 M to evaluate the impact of labour market initiatives on the Early Care and Learning Recruitment and Retention Strategy. The ongoing evaluation will run from September 2018 to May 2022.

- The Sector LMP program focuses on 5 key activities:
 - 1) Identifying key labour market issues
 - 2) Conducting labour market research to gain understanding of labour market issues
 - 3) Developing solutions to address identified labour market challenges
 - 4) Implementing pilot projects
 - 5) Evaluating the impact of solutions
- In 2018/19, the Sector LMP program had 44 active projects supporting 17 sectors, with 6 projects led by Indigenous partners, for a total investment of \$5.18M.
- The SLMP program has an available budget of \$6.1M for 2019/20. Of this, \$3.7M has been committed for 18 projects across 11 sectors. The remaining \$2.4M is uncommitted, and provides opportunity for further investments in supporting BC's workforce development.

Title: WorkBC

Issue: WorkBC.ca website and related services (e.g. targeted WorkBC guides, the Find Your Fit youth tour, Job Board) disseminate career, skills training and labour market information

Key Messages:

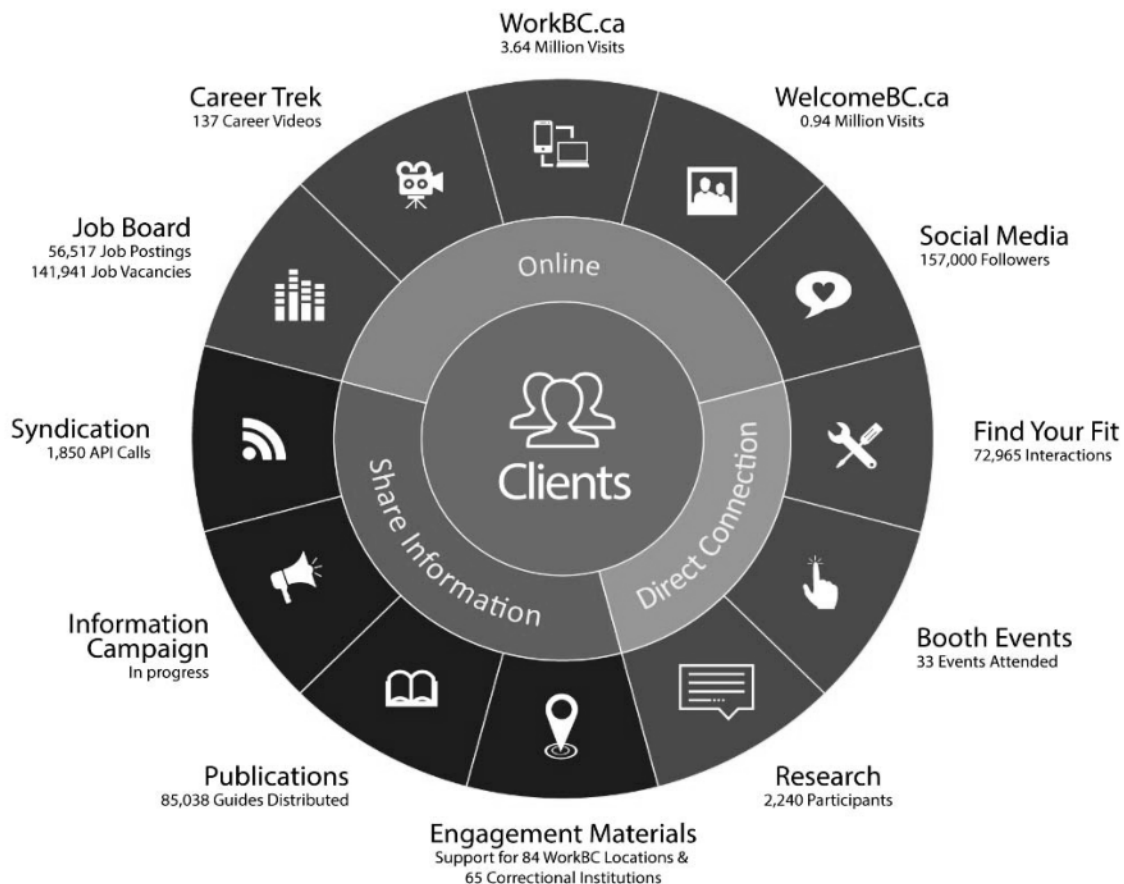
- WorkBC helps British Columbians explore and plan careers, learn about skills training, and find jobs by connecting job seekers with employers.
- WorkBC.ca is one of the most highly accessed government websites, with over 3.6 million visits so far in 2018/19 (to January 31, 2019) and over 45 million visits since 2012. There are also over 35,000 job postings on the site on an average day.
- Information targeted to specific audiences is available through WorkBC:
 - The Find Your Fit Youth Tour for youth in grades 5 through 10 offers experiential learning about careers with hands-on activities (72,965 participants in 84 communities so far in 2018/19, to January 31, 2019).
 - The new *BC's Career Guide for Indigenous People* is a toolkit including a wide range of information on programs and services, resources, tips, checklists and worksheets to support career planning.
- We are helping British Columbians meet their full potential by providing comprehensive information related to jobs, careers, skills and labour market trends.

Background/Status:

- The target audiences for WorkBC.ca are job seekers, career explorers, parents, teachers, employers, immigrants and researchers. Specific content is provided for Indigenous people, women, youth and persons with disabilities.
- WorkBC.ca is regularly updated with new content, tools and resources. Information includes:
 - WorkBC Job Board – B.C. job postings (56,517 between April 1, 2018 and January 31, 2019), connecting job seekers and employers.
 - Career Toolkit – 500 WorkBC career profiles, 137 Career Trek videos, Career Compass self-assessment quizzes, Cost of Living Calculator and Blueprint Builder career resources.
 - Information on career planning, employment services, skills for the future workforce, training and education, labour market and industry, and resources for employers.
 - British Columbia, Regional and Industry profiles, as well as 58 sub-industry outlooks.
 - *B.C. Labour Market Outlook report* in 8 languages, High Demand Occupations and Top Demand Trades, monthly labour market snapshot.

- Guides – *WorkBC Parents' Guide, BC's Career Guide for Indigenous People 2018* – distributed across the province. Annual distribution of guides – 64,000+ in 2018/19.
- WorkBC connects directly with British Columbians through the Find Your Fit Tour and through WorkBC booths at events. The Find Your Fit tour has reached over 320,000 participants across the province since May 2014.
- WorkBC actively engages with the public through social media channels (157,000 followers), through email and live chat via the WorkBC contact centre.
- WorkBC provides information sharing through targeted annual information campaigns and cross-government engagement.

Figure 1: How WorkBC connects with British Columbians



***Timeframe:** April 1, 2018-January 31, 2019

Title: Forum of Labour Market Ministers (FLMM)

Issue: FLMM overview and key priorities

Key Messages:

- Through the Forum of Labour Market Ministers (FLMM), federal, provincial and territorial governments work cooperatively to ensure Canada has a skilled and adaptable workforce that supports a competitive and inclusive Canadian economy.
- My role as a member of the FLMM is to ensure that the federal government's labour market policies and programming are responsive to B.C.'s unique interests and issues.
- Through the FLMM, B.C. is engaging with the Government of Canada to identify emerging in-demand skills and training to ensure people are better prepared for jobs of the future.

Background/Status:

- Established in 1983 with representative Ministers from the federal government and all provinces and territories, the Forum of Labour Market Ministers (FLMM) works collaboratively to promote discussion and cooperation on national and regional labour market issues including Federal-Provincial Labour Market Transfer Agreements (LMTAs).
- The Forum is co-chaired by the federal Minister of Employment, Workforce Development and Labour- Patricia Hajdu, and the Saskatchewan Minister of Trade and Export Development and Minister of Immigration and Career Training- Jeremy Harrison. (Provincial co-chair will move to Newfoundland and Labrador in April 2019).
- Two new LMTAs, the Workforce Development Agreement and the Labour Market Development Agreement were signed in 2018. These agreements provide B.C. with \$2.7 billion over 6 years starting in 2017/18.
- B.C.'s contribution to participate as a member of the FLMM in 2018/19 was \$173K of a pan-Canadian budget of \$3.263M (this includes BC's portion of the \$2.2M LMIC budget). In 2017/18 BC contributed \$60K.
- British Columbia's strong advocacy over the past-year has resulted in the FLMM recommitting to its Strategic Plan and beginning the process of pan-Canadian dialogue on 21st century labour market issues, such as:
 - ensuring success for those from all socio-economic levels through inclusive growth;
 - ensuring that Canadian youth, Indigenous persons, and under-represented groups are successfully attaching to the labour market;

- ensuring that technological change and the new world of work do not limit economic success for Canadians; and,
 - adapting competency-based, transferable skills learning to the skills and trades training fields to increase learner and worker resiliency.
- FLMM milestones and successes include:
 - Successful PT & FPT Deputy Ministers' meeting in February 2019 with a focus on a renewed strategic plan. Topics included:
 - Increased Indigenous Engagement in the Current and Future Workforce;
 - Employment for Young Adults in the New World of Work;
 - Inclusive Growth;
 - Precarious Work and the Gig Economy;
 - Labour Mobility; and,
 - Trade and Global Impacts on Canada's labour market
 - Harmonization of 30 Red Seal Trades in most jurisdictions by 2020 (Provincial Territorial Mobility Agreement).
 - Establishment of the Labour Market Information Council (2017).

Title: Clean BC Labour Readiness Plan (CBCLRP)

Issue: Ensuring British Columbians get the skills they need to thrive in a low-carbon economy.

Key Messages:

- The Clean BC Labour Readiness Plan demonstrates our Ministry's commitment to "building a strong, sustainable, innovative economy that works for everyone, not just the wealthy and the well connected."
- Our government supports workforce capacity building, guiding investment in relevant skills training and highlighting new opportunities for B.C. workers in a clean economy.
- The CleanBC Labour Readiness Plan will help ensure people from all backgrounds can fully participate in a growing, globally competitive clean economy and are able to respond to emerging opportunities through training, retraining and ongoing professional development programs.
- All questions about the CleanBC strategy should be deferred to the Ministry of Environment

Background/Status:

- The CleanBC strategy, released December 5, 2018, outlines the Province's first steps to help meet the 2030 greenhouse gas (GHG) reduction targets.
- As part of the CleanBC Strategy, government is funding \$337,470 for the development of a CleanBC Labour Readiness Plan (CBCLRP) through a Sector Labour Market Partnership (SLMP).
- The CBCLRP will identify what jobs will be part of the future clean economy and what training is required to fill those jobs. Clean economy jobs are primarily anticipated in the following areas:
 - Clean and low-carbon energy supply;
 - Green buildings and resilient infrastructure;
 - Clean transportation;
 - Materials and waste resource management; and,
 - Industrial energy efficiency.
- As the CleanBC strategy is implemented over the next 2 years, government will work with post-secondary institutions to provide training opportunities and develop newly skilled workers.
- The CBCLRP project is being led by The Delphi Group, a leader in sustainability consulting and strategy development.

Project Governance

- The project is expected to be guided by a Steering Committee, which provides insight and expertise on labour market research and development of the CBCLRP.
- Steering Committee members represent multiple perspectives, including: industry, training institutions, Indigenous peoples, labour unions, rural, urban, and youth.
- The CBCLRP project will further be guided by sub-committees, each focussing on a clean economy sub-sector.
- Sub-committees are composed of leading sector experts that will contribute their expertise towards the development of the CBCLRP.

Title: LNG Workforce Implications

Issue: The labour market impact of announced LNG investments

Key Messages:

- The \$40-billion investment by LNG Canada balances economic opportunity and job creation with forward-looking environmental action.
- Indigenous communities, local residents and other British Columbians will be guaranteed jobs and training opportunities as part of our approach –jobs like heavy equipment operators, welders and electricians.
- We're working hard to make sure our education and training system is providing opportunities for people to get the skills they need for 21st century jobs through investments in post-secondary education, trades and skills training.
- It will also be necessary to recruit workers from other provinces.
- One of the best ways to build the best B.C. is to invest in accessible and affordable education and skills training.

Background/Status:

- The LNG Canada joint venture is building a liquefied natural gas (LNG) export facility in Kitimat. TransCanada Corporation will build, own and operate a 670-km Coastal GasLink pipeline that will transport natural gas from Northeast British Columbia to the LNG Canada export facility. Starting in 2024, there will also be increased natural gas production in the Northeast to produce the gas that will be liquefied and exported by LNG Canada.
- The LNG Canada project received a positive Final Investment Decision in October 2018, and construction has started. The five-year construction period for the plant and pipeline will be finished in 2023.
- 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. After construction is completed, there will be up to 950 permanent operations jobs associated with the LNG export facility, pipeline operation and upstream natural gas production.
- Internal AEST analysis estimates that, by 2021, there will be a total of about 30,000 new job opportunities across the province linked to the LNG Canada project. In addition to the construction and full-time permanent LNG operations jobs, there will be jobs that have been vacated by people moving to work on the LNG project. There will also be further spin-off jobs created across the province for suppliers to the project and due to increased business generated across service and other sectors by additional wages in the economy.
- The Ministry of Jobs, Trade and Technology provides executive leadership and secretariat support to the Workforce Development Advisory Group (WDAG). The WDAG's job is to define,

track and analyze workforce supply and demand for major project in B.C., and recommend training and other workforce development initiatives to government.

- The LNG Canada project is the first major project to be considered by WDAG. The objective of WDAG's work around this project is to ensure that the training and employment benefits of LNG development go to British Columbians first, with a priority for Indigenous peoples.
- Because the labour market in British Columbia is currently tight, even with the "British Columbians first" priority, there will not be enough British Columbians available to fill all of the new job opportunities associated with the LNG Canada project. For example, it is expected that a majority of the temporary construction jobs will have to be filled by people moving from other provinces. Also, a small proportion of the workforce is expected to be Temporary Foreign Workers who will meet the need for certain specialized skills.

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 strong economy.
- The Accountability Framework was established as an annual reporting activity to ensure that all public post-secondary institutions are accountable to students, industry, government and boards.
- The framework ensures the Ministry is accountable to the public for the quality, relevance and performance of the public post-secondary ecosystem; making certain British Columbians have access to the quality education needed to succeed.

Background/Status:

- There are 5 strategic objectives and 15 performance measures—9 of which institutions are required to report on annually. The remaining 6 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 typically published on the Ministry website in September.
- The Accountability Framework measures are developed and maintained collaboratively with the institutions through the Performance Measures Working Group.

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
- Measures currently being considered:
 - Affordability – a second measure of affordability to supplement the current measure: “Loan Repayment as a percent of Income” which only assesses affordability for employed graduates of public post-secondary institutions.
 - Retention – investigating various aspects of retention such as persistence over time, retention as it applies to Indigenous students and uniqueness of developmental programming.

Performance Measures

Reporting Reference Periods for the 2017/18 Report

| Performance Measure | Academic Year | Fiscal Year | Survey Year | Measure |
|--|-------------------|-------------------|-------------|---------------|
| 1. Student spaces (total, health, developmental, medical) | | 2018/19 | | Institutional |
| 2. Credentials awarded | | 2017/18 | | Institutional |
| 3. Aboriginal student spaces | | 2017/18 | | Institutional |
| 4. Student satisfaction with education | | | 2018 | Institutional |
| 5. Student assessment of the quality of instruction | | | 2018 | Institutional |
| 6. Student assessment of skill development | | | 2018 | Institutional |
| 7. Student assessment of the usefulness of knowledge and skills in job performance | | | 2018 | Institutional |
| 8. Unemployment rate | | | 2018 | Institutional |
| 9. Sponsored research funding | | 2017/18 | | Institutional |
| 10. Transition rate of high school students to public post-secondary education | 2015/16 – 2017/18 | | | System |
| 11. Loan repayment as a percent of income | | | 2018 | System |
| 12. Year to year retention rate | 2016/17 – 2017/18 | | | System |
| 13. Time to completion | | 2007/08 – 2017/18 | | System |
| 14. Credentials awarded to Aboriginal students | | 2017/18 | | System |
| 15. Participation rate | 2017/18 | | | System |

Title: CNC - Burns Lake

Issue: Community concerns over the College of New Caledonia's (CNC) effectiveness in Burns Lake

Key Messages:

- CNC remains committed to providing high-quality education and training to students in the Lakes District region.
- CNC continues to engage with students, faculty, staff, local First Nations, community members and elected officials in Burns Lake to inform community planning regarding post-secondary needs.
- Decisions about post-secondary education delivery in Burns Lake must be led by the community, and the Ministry is ready to support the community in building consensus.

Background/Status:

- CNC's Lakes District campus serves Burns Lake and several surrounding First Nations communities.
- Over the past 5 years, CNC programs, student Headcount has decreased dramatically from 1,554 in 2013/14 to 661 in 2017/18.
- CNC attributes the decrease to a variety of factors including decreasing student demand, fiscal pressures, and increased online/distance programming.
- Some members of the Burns Lake community have been advocating for Nicola Valley Institute of Technology (NVIT) to take over post-secondary education delivery from CNC in Burns Lake.
- Approximately 70% of students at the CNC Burns Lake campus are Indigenous.
- The Ministry has indicated it would not explore this possibility unless the 6 local First Nations and the Village of Burns Lake all agreed they wanted the change.
- There is currently no consensus on the issue in the Burns Lake area.
- CNC continues to work to build relationships in the community and with local First Nations.
- CNC and NVIT have indicated that they are willing to comply with whatever the community and/or Ministry decides regarding the matter.
- In a September 2018 letter to the community, the Minister noted that a community development planning process is underway and that community partners are best positioned to undertake that work.
- However, the letter noted that if local post-secondary delivery remains a divisive issue, the Ministry would be pleased to help facilitate solutions as needed.
- To date, no response to the letter has been received.

Title: Douglas College Bachelor of Social Work

Issue: The British Columbia regulatory body for social work is requiring Douglas College to gain accreditation for its social work program from a professional association that only reviews university programs.

Key Messages:

- The Douglas College Bachelor of Social Work degree went through a quality review process conducted by the Degree Quality Assessment Board and was found to meet or exceed all standards.
- The Canadian professional association's decision not to review a government-approved degree program because it is offered by a college rather than a university is a challenge to British Columbia's integrated model of post-secondary education.
- While the professional association answers to no government, the British Columbia regulatory body, the College of Social Workers, is authorized by the *Social Workers Act*.
- The Ministries of Advanced Education, Skills and Training and Children and Family Development will continue to work together and with the regulatory body to find a resolution to this issue.
- We hope to eliminate any barriers to the eligibility of Douglas College students, so that they may be registered to work in their field.

Background/Status:

- The Douglas College Bachelor of Social Work (BSW) program was approved by the former Minister of Advanced Education in May 2016.
- Ministerial approval took into consideration a review of program quality by 3 academic experts commissioned by the Degree Quality Assessment Board (DQAB) who found that the degree met or exceeded all quality standards.
- Ministerial approval was also based on support letters from the British Columbia College of Social Workers (BCCSW), which regulates the social work profession.
- Subsequently, BCCSW adopted the Canadian Association of Social Workers Education (CASWE) accreditation standards for registration which requires that programs are to be provided only by members of Universities Canada (an advocacy group for Canadian universities).
- As Douglas College is not a university and cannot become a member of Universities Canada, it asked both BCCSW and CASWE for an exemption to this rule and was denied by both organizations.
- Under the *Social Workers Act (SWAct)* BCCSW has regulatory authority to make a variety of bylaws, such as establishing the educational qualifications required for registration.
- BCCSW has delegated the assessment of educational qualifications to CASWE.

Contact: Jamie Edwardson Executive Director Corporate, International & Quality Assurance 250-514-5306 (cell)

Last Updated: March 5, 2019

Page 1 of 2



- The *SWAct* is in the jurisdiction of the Ministry of Children and Family Development (CFD).
- A CASWE working group is reviewing its practice of requiring Universities Canada membership as an entry requirement to accreditation and is expected to report its findings in May 2019.
- There are about 130 students currently enrolled in the Douglas College Bachelor of Social Work program.
- The first cohort of 15 students is due to graduate in May 2019.

Title: Early Childhood Educators (ECE)

Issue: Expansion of Early Childhood Education Programs to graduate more ECEs

Key Messages:

- Budget 2019 continues Government's investment in the expansion of more Early Childhood Educator programs at public post-secondary institutions.
- s.17 in 2019 continues to support an additional 620 graduates over the 3 year period from 2018/19 to 2020/21.
- New student spaces will be aligned with the projected increase in demand for Early Childhood Educators as a result of the creation of new child care spaces. This includes the need for educators who can work with Infants and Toddlers.
- My Ministry is working with public post-secondary institutions to allocate the funding, ensuring it is aligned with where there is the highest demand for ECE workers.
- We will also be piloting a Work Integrated Learning model this year that will allow current child care workers the ability to upgrade, while remaining employed.
- In addition, through the Sector Labour Market Partnerships program we will be supporting the sector-led evaluation of the Early Care Learning Recruitment and Retention Strategy.
- The objective is for child care operators to have a growing supply of Early Childhood Educators to draw upon beginning fall 2019.

Background/Status:

- Budget 2018 announced \$1.058 billion over 3 years to support a comprehensive set of actions on affordable, accessible and quality of child care. This commitment included \$7.4 million assigned for the enhancement of public post-secondary institutional capacity to address projected increase in demand for ECEs.
- The funding envelopes, and projected outcomes for ECE program expansion are:

| | 2018/19 | 2019/20 | 2020/21 | 3 Year Total |
|---------------|---------|---------|---------|--------------|
| Funding | \$900K | s.17 | | |
| FTEs | 100 | | | |
| Graduates ECE | 0 | | | |
| Graduates ITE | 0 | | | |

- It is estimated that 2,295 new ECEs will be required to staff 22,000 new child care spaces created over the three year period from 2018/19 to 2020/21.

- AEST estimates that 620 ECE graduates will come from public post-secondary institutions, with the remaining coming from private post-secondary institutions, immigration, interprovincial migration, reduced unemployment and inter-occupational mobility.
- Of the 620 graduates, at least 200 will graduate with a Diploma with qualifications to work with infants, toddlers and children with special needs.
- AEST, in collaboration with MCFD, also worked with public post-secondary institutions to develop Work Integrated Learning (WIL) pilot projects that will enable current child care workers to upgrade while remaining employed.
- AEST self-funded five WIL projects with MCFD funding one additional pilot that is Indigenous in focus. Total funding value is \$628,000.
- In addition, AEST will provide^{s.17} in funding from 2018 to 2022 from the Sector Labour Market Partnerships program. This funding will support 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 implementation of the Provincial Early Care and Learning Recruitment and Retention Strategy on the sector.

Title: EducationPlannerBC (Central Application and Transcript Service)

Issue: EducationPlannerBC is an integrated, online application and transcript exchange system for students applying to public post-secondary education in British Columbia.

Key Messages:

- My Ministry is collaborating with the public post-secondary sector to create an online application and transcript exchange system. EducationPlanner BC, will allow students to apply to multiple public post-secondary institutions with one single account.
- The goals of this project include:
 - the ability for students to explore potential career pathways and post-secondary opportunities available in British Columbia to help them achieve their personal goals.
 - improved access to data on how students use educational/career planning information to inform policy decisions.
 - a single resource for domestic and international students to get accurate information so they can make informed decisions about their post-secondary options.
 - allow students to easily apply to their chosen institutions, submit their transcripts, and pay all application fees at once.
- Sector governance and collaboration are critical to the success of the central application and transcript exchange service.
- A sector-led governance structure is in place to guide the project. Currently 19 public post-secondary institutions utilize the common application functionality and the remaining 6 are in the process of on-boarding.
- Ministry allocated funding for the service is provided through grants to British Columbia Institute of Technology (BCIT), British Columbia Council On Admissions and Transfer (BCCAT) and Simon Fraser University (SFU) (BCcampus):
 - \$1.1 million annually on-going for operating costs
 - s.17 in one-time funding towards the project

Background/Status:

- In 2015, the Ministry initiated work with the public post-secondary sector to explore development of a common online planning and application platform for students applying to post-secondary education in British Columbia.

Contact: Jennifer Wray, Executive Director, Central Application and Transcript Service (EducationPlannerBC)

250-217-3470

Last Updated: March 5, 2019

Page 1 of 2

- An interim governance structure was established, made up of a Steering Committee and Working Groups with representation from the 25 public post-secondary institutions.
- The EducationPlannerBC Steering Committee and Working Groups are made up of representatives including Registrars, Provosts, Vice Presidents Student Affairs, and Chief Information Officers and are supported by members of the BC Council on Admissions and Transfer, BCCampus and Ministry of Advanced Education, Skills and Training.
- A detailed transition plan is being developed to move the central application and transcript exchange service to a new not-for profit entity—led by the public post-secondary system and with representation from AEST and the Ministry of Education.
- The project has three primary phases:
 - **Phase 1 (June 2016) - COMPLETE**
 - EducationPlanner merged with ApplyBC to improve planning information and to support decision making – led to the launch of EducationPlannerBC.ca
 - A sector-led, interim governance structure was established.
 - **Phase 2 (June 2017) - COMPLETE**
 - Service enhancements were implemented including the expansion of the transcript exchange to include K-12 transcripts.

s.13; s.17

- The project has linkages with Ministry of Education's Student Transcript Service (STS) electronic transcripts initiative, BC Student Outcomes Surveys, BCCAT's electronic transfer system, the Modernizing StudentAid BC Initiative, and WorkBC. Further integration among these initiatives is currently being explored.

Title: Employer Health Tax (EHT)

Issue: Financial impact to post-secondary institutions

Key Messages:

- Tax policy is the purview of the Ministry of Finance.
- January 1, 2018 Provincial Medical Services Plan (MSP) premiums were reduced by 50 percent.
- January 1, 2019 a new Employers Health Tax (EHT) came into effect.
- January 1, 2020 MSP will be eliminated.
- Starting in 2019/20, the Ministry's budget for grants to post-secondary institutions (EIO sub-vote) appropriation increased by \$39. 282 million to offset net cost increases (i.e. EHT – MSP) for institutions, the BC Council for International Education (BCCIE) and BCNet.
- The 2019/20 budget increase will be allocated to institutions' 2019/20 operating grants.

Background/Status:

| FY | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|-----------------|------------------------|--|---------------------------|--------------------------|---------------|---------------|
| PSI Cost | | | | | | |
| MSP | 12 months at base rate | 9 months at base rate & 3 months at reduced rate | 12 months at reduced rate | 9 months at reduced rate | None | None |
| EHT | None | None | 3 months EHT | 12 months EHT | 12 months EHT | 12 months EHT |

| FY | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|--------------------|---------|---------|---------|------------------------------|---------|---------|
| EIO Subvote | | | | | | |
| MSP | 0 | 0 | 0 | 0 | 0 | 0 |
| EHT | 0 | 0 | 0 | \$39,282,000 ^{s.17} | | |

s.12; s.17

| 2019/20 | EIO Subvote | Contingency Vote (Not Public Information) |
|------------------------------------|-----------------------------|--|
| | EHT Annualized | s.12; s.17 |
| Sector Association | Grant Increase ¹ | |
| BC Colleges | \$2,989,670 | |
| BCAIU | \$3,225,289 | |
| RUCBC | \$33,040,286 | |
| Crowns (BCCIE, BCNet) ² | <u>\$26,830</u> | |
| Total | \$39,282,075 | |

¹ EHT is 1.95 percent of B.C. remuneration. MSP charges are based on rates per beneficiary.

² Excludes the Industry Training Authority which is funded via the Labour Market and Information subvote.

INSTITUTION FINANCIAL HEALTH

- Public post-secondary institutions (PSI's) are part of the Government Reporting Entity, therefore, PSI financial results consolidate into government's Public Accounts.
- Periodically, some PSI's experience deficits for various resources however collectively, the consolidated sector (all 25 PSI's) operates in a financial surplus.
- The financial statements for 2017/18 show all 25 public PSI's in a surplus.
- For 2018/19, University of Northern British Columbia (UNBC) is projecting a \$900,000 deficit however is implementing a deficit mitigation plan to return to financial surplus in 2019/20.

Key Facts: Post-secondary Institution Audited Financial Statement Results 2014/15 to 2018/19 (Q3 - forecast)

s.17

| <i>~ thousands ~</i> | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|---------------------------------------|----------------|----------------|----------------|----------------|
| COLLEGES | | | | |
| BC Institute of Technology | 2,069 | 2,745 | 6,261 | 6,878 |
| Camosun College | 824 | 1,568 | 211 | 2,589 |
| Coast Mountain College | (43) | 14 | 1,028 | 335 |
| College of New Caledonia | (1,262) | 1,979 | 683 | 577 |
| College of the Rockies | 397 | 190 | 173 | 326 |
| Douglas College | 4,118 | 1,869 | 5,001 | 10,846 |
| Justice Institute of BC | 641 | 1,387 | 987 | 1,085 |
| Langara College | (7,021) | 1,354 | 13,806 | 22,666 |
| Nicola Valley Institute of Technology | 81 | 25 | 114 | 444 |
| North Island College | 2 | 2 | 7 | 16 |
| Northern Lights College | 718 | 898 | 21 | 282 |
| Okanagan College | 4 | 294 | 1,164 | 4,956 |
| Selkirk College | 16 | 467 | 162 | 811 |
| Vancouver Community College | (5,412) | (4,126) | 885 | 905 |
| College Total | (4,868) | 8,666 | 30,503 | 52,716 |
| UNIVERSITIES | | | | |
| Capilano University | 1,238 | 2,154 | 1,621 | 3,800 |
| Emily Carr University of Art & Design | 1,519 | 1,114 | 2,822 | 2,381 |
| Kwantlen Polytechnic University | 1,882 | 1,407 | 1,815 | 13,284 |
| Royal Roads University | 3,533 | 4,819 | 1,447 | 1,628 |
| Simon Fraser University | 35,361 | 14,849 | 30,360 | 46,229 |
| Thompson Rivers University | 8,953 | 4,124 | 3,420 | 14,363 |
| University of BC | 31,443 | 54,400 | 91,767 | 120,529 |
| University of the Fraser Valley | 2,002 | 2,671 | 9,723 | 10,050 |
| University of Northern BC | 337 | (3,467) | (1,674) | 899 |
| University of Victoria | 16,428 | 18,885 | 7,403 | 34,189 |
| Vancouver Island University | 1,565 | 5,301 | (1,140) | 759 |
| University Total | 104,261 | 106,257 | 147,564 | 248,111 |
| SECTOR TOTAL | 99,393 | 114,923 | 178,067 | 300,827 |

Results exclude new endowment contributions.

Title: Institutional Health – University of Northern British Columbia (UNBC)

Issue: Approval prior to running financial statement deficits

Key Messages:

- The Ministry of Advanced Education, Skills and Training, and the Ministry of Finance are committed to maintaining the financial health of post-secondary institutions in compliance with the *University Act*.
- The Ministry expects institutions, including the University of Northern British Columbia (UNBC), to present a balanced budget each fiscal year.
- In 2015/16 UNBC ended the year with an unplanned deficit of \$3.467 million (before endowment contributions).
 - 2015/16 (\$3.5) million deficit
 - 2016/17 (\$1.7) million deficit
 - 2017/18 \$0.9 million surplus
 - 2018/19 s.17
 - 2019/20
- The Ministry is working with UNBC to ensure deficit mitigation strategies are in place to address the financial shortfall that began in 2015/16.

Background/Status:

- The *University Act* Section 29 (1.1) requires Post-Secondary institutions (PSIs) to obtain approval from the Minister of Advanced Education, Skills and Training and the Minister of Finance prior to running financial statement deficits.
- Until the 2015/16, the University of Northern British Columbia (UNBC) was traditionally a financially healthy institution, posting balanced or surplus financial results over the previous five years.
- AEST contracted with an experienced post-secondary financial consultant to visit UNBC and report on the issues which contributed to both the deficit and the fact that it was missed until after year-end.
- Contributing factors to the issue include:
 - the faculty association strike in 2015 and following arbitration requiring considerable attention by financial staff; and
 - the significant turnover in senior positions including the President, Provost, and multiple VP positions during the two years preceding the deficit.

- **At Q4 2017/18, UNBC reported a surplus (before endowment contributions) of \$0.9 million in 2017/18**
- UNBC submitted a formal deficit request on September 26, 2017, and has provided a report the Fall of 2018 on the progress of their deficit mitigation strategies that began in 2016/17.
- Ministry approval for UNBC to run a deficit up to \$2.0 million was granted in January 2018, however, this approval was not required since UNBC finished 2017/18 in a surplus.
 - Reasons for the 2017/18 surplus include one-time revenues and in-year cost containment.

s.17

s.13; s.17

Title: Post-Secondary Institutions' Ability to Access Accumulated Surpluses

Issue: Public post-secondary institutions accessing their accumulated surplus.

Key Messages:

s.17

s.13; s.17

s.17

Background/Status:

- Accumulated surplus are the sum of all unspent revenue, or losses incurred, over the life of a post-secondary institution (PSI). This includes funds for educational endowments and a PSI's own money used to for capital investments (e.g. building or renovating buildings).
- Under Public Sector Accounting Board standards , to access accumulated surplus, a PSI must either:
 - a) incur a deficit, which requires prior approval from the Minister of Advanced Education, Skills and Training and the Minister of Finance; or
 - b) spend the funds on a capital project for which the PSI must fund the associated amortization cost each year on their financial statements.
- The Ministry continues to work with each PSI to balance accessing accumulated surpluses with the overall financial health of the publicly funded advanced education sector.

Page 164 of 391 to/à Page 165 of 391

Withheld pursuant to/removed as

s.17

Title: Post-Secondary Institutions' Ability to Borrow

Issue: Public post-secondary institutions have requested approval to borrow funds to finance capital projects.

Key Messages:

- The Ministry of Advanced Education, Skills and Training and Ministry of Finance are committed to creating innovative financial partnerships with post-secondary institutions that create infrastructure and improved access to education and economic benefits.
- Allowing post-secondary institutions to borrow has a direct impact on government's debt levels.
- Post-secondary students need access to on-campus housing so they can pursue their studies. The shortage of student housing has put pressure on already tight rental markets across British Columbia.
- Government is providing \$450 million in loans to construct new student housing beds at Post-Secondary Institutions.
- The loans will be at the Province's lending rate and repaid through student housing rents.

Background/Status:

- Any debt incurred by an institution becomes debt of the Province.
- Within Public Accounts, debt is classified in one of two ways:
 - Taxpayer-supported or
 - Self-supported.
- At March 31, 2018, PSIs' debt accounted for 12.2% of total taxpayer-supported debt; and 2.0% of self-supported debt.
 - Self-supported debt of PSIs includes: Great Northern Way Campus Trust, Heritage Realty Properties Ltd, SFU Community Trust, UBC Property Investments Ltd, and Vancouver Island Technology Park.
- Increases to taxpayer-supported debt impact the Province's debt-to-GDP ratio. The Province closely monitors the debt-to-GDP ratio to ensure it can maintain its current credit rating and the resultant low interest rates (thereby minimizing taxpayer-supported interest costs).

Government Business Enterprises (GBEs)

- A GBE is an organization that:
 - Is a separate legal entity that has the financial and operational authority to carry on a business;
 - Sells goods and services to individuals or organizations outside the government reporting entity (GRE) as its principal activity; and

- Can, in the normal course of its operations, maintain its operations and meet its liabilities from revenues received from sources outside of the GRE.
- GBEs are a potential solution to PSIs' borrowing needs for student housing and other campus development projects.
- As GBEs are profit-oriented organizations, any related debt would be included on the entity's financial statements, and classified as self-supported debt by the Province.
- Establishing these enterprises requires significant business planning, accounting sophistication and legal expertise, and therefore can be slow to come to fruition and may not be a viable option for all PSIs.

Student Housing Loan Program

- As part of Budget 2018, government is providing \$450M in loans for post-secondary institutions to construct on-campus student housing;
- The loans will be provided through the Provincial Treasury at the Province's lending rate.
- The \$450 million will be leveraged with a 25% contribution (\$150M) from the Post-Secondary institutions for a total of \$600 million investment for student housing within the sector.
- It is expected the \$600 million investment will result in construction of approximately 5,000 new beds.
- The investment will be paid back from student housing rents similar to a traditional loan.

Title: Kitimat (Nicola Valley Institute of Technology/Haisla Proposal)

Issue: NVIT Proposal for Northern Campus in Kitimat

Key Messages:

- With the invitation of the Haisla Nation, NVIT has proposed to deliver programming in Kitimat
- My Ministry is currently reviewing an NVIT business case for the Northern Campus in the context of Government priorities for education and training in Kitimat and the surrounding region.
- We have had discussions with NVIT about the potential post-secondary education and training in Kitimat and will be engaging in further discussions with key partners.

Background/Status:

- On December 11, 2018, the Haisla Nation Council announced that it had invited the Nicola Valley Institute of Technology (NVIT) to establish a new “Northern Campus” in Kitimat, based on a need for Indigenous-focused training in northern British Columbia, especially in light of LNG Canada’s final investment decision on an export facility.

s.16

- NVIT has indicated that before proceeding in Kitimat, it must be supported and funded by the Ministry.
- Kitimat Valley Institute (KVI) is a non-profit training institute governed by a Board of Directors made up of two Haisla Nation Council members, two Rio Tinto members, and a community member.
- KVI has its own facility including a classroom space, computer lab and trades training centre that are located in a former elementary school in Kitimat that is owned by the Haisla Nation. NVIT currently runs two full-time programs through KVI - Environmental Natural Resources Technologist and Indigenous Early Childhood Education.
- BCIT recently offered refrigeration mechanic foundations in partnership with KVI and Coast Mountains School District, and is expected to be a significant partner in the new campus.
- The Ministry is currently reviewing an NVIT business case in the context of Government and Ministry priorities for education and training in Kitimat and the surrounding region.

s.13; s.17

Title: **Mandate Letters for Public Post-Secondary Institutions**

Issue: **Ensuring public post-secondary institution accountability for Government priorities**

Key Messages:

- **Building a better British Columbia involves a post-secondary system that helps all people reach their full potential.**
- **The 2019/20 Mandate Letter outlines key priorities for B.C. public post-secondary institutions and supports the pillars of reconciliation with Indigenous peoples, affordability, service delivery and building a strong, sustainable economy.**
- **Government will issue 2019/2020 Mandate Letters to public post-secondary institutions following the release of Budget 2019.**

Background/Status:

- 2019/2020 Mandate Letters for public post-secondary institutions have been developed to align with, and expand on, priorities in the Minister's Mandate Letter.
- Strategic priorities identified in the 2019/2020 public post-secondary institution Mandate Letter:
 1. Response to Truth and Reconciliation Commission Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples
 2. Specific initiatives (per Minister's Mandate Letter):
 - a. Supports for vulnerable students
 - b. Programming for high demand occupations
 - c. Work-integrated learning opportunities
 3. Mental health & prevention of sexual violence
 4. Alignment to new B.C. Grad Program
 5. EducationPlannerBC
 6. International education
 7. Balanced or surplus financial results
 8. Two-percent cap on tuition & mandatory fees
- The Ministry anticipates sending the Mandate Letters to public post-secondary institutions for signature in March 2019.
- All Board members are expected to sign their institution's Mandate Letter.
- To support accountability and ensure Mandate Letter deliverables are achieved:
 - Institutions will be invited to a conversation on how the system can collectively support accountability (spring 2019).
 - Institutions are required to report progress on the priorities in their annual Institutional Accountability Plan and Reports which are posted publicly in the Fall of each year.



BRITISH
COLUMBIA

Date:

Our Ref.

Full Address

Dear [name of Board Chair of the organization]:

I would like to extend appreciation on behalf of Premier Horgan and the Executive Council for your dedication, and that of your board members, in serving the public interest. Public post-secondary institutions play a key role in delivering important services that benefit British Columbians in every region of our province.

Government's three priorities remain unchanged: make life more affordable, deliver the services people count on, and build a strong and sustainable economy that supports jobs throughout the province. Across government ministries and in strong partnership with public post-secondary institutions, our emphasis is on raising the standard of living for all British Columbians, delivering quality programs and services that are practical and realistic in a B.C. context and in our fiscal environment, and judiciously managing affordability pressures – both for citizens and for our business community.

Our government has also made important commitments to reconciliation with Indigenous Peoples, taking action against climate change, and working to ensure that our public service and public sector institutions are representative and inclusive of our diverse society:

- Government is adopting and implementing the United Nations Declaration of the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission (TRC), demonstrating our support for true and lasting reconciliation with Indigenous Peoples. All public sector organizations are asked to incorporate the UN Declaration and TRC within their specific mandate and context. Additionally, in May 2018, government released 10 Draft Principles to Guide the Province's Relationship with Indigenous Peoples, which serves as a guide for all public sector organizations as we continue to build relationships with Indigenous communities based on respect and recognition of inherent rights.
- While government has already taken steps towards achieving our legislated carbon reduction targets, much remains to be done. Our new climate strategy will outline significant GHG reduction measures in 2019/20 while supporting our program and service objectives through economic growth powered by clean, renewable energy, supported by technological

innovation. I ask that your organization's operations align with government's new climate plan.

- Over the coming fiscal year, I look forward to working with your leadership team to provide effective, citizen-centred governance, through strong public sector boards that represent the diversity of British Columbia. The Crown Agencies and Board Resourcing Office (CABRO) at the Ministry of Finance provides leadership for the appointment process to fill positions on the boards of public post-secondary institutions. As your board is renewed over time, I encourage you to work with CABRO to actively seek out women, visible minorities, Indigenous Peoples, persons with disabilities, LGBTQ2S+ individuals, and others who may contribute to diversity to add to the CABRO candidate pool to fill open positions. My expectation is that candidates from all regions of our province will be invited to apply to help renew B.C.'s public sector boards, including individuals with a broad range of backgrounds in community, labour and business environments.

Having Canada's Digital Supercluster located in British Columbia creates an opportunity for industries, government ministries, crown agencies, public institutions and non-governmental organizations to collaborate in digital research and development projects. Should your institution intend to participate in or be a funding partner for Digital Supercluster projects, I encourage you to engage with the Ministry of Advanced Education, Skills and Training staff to identify opportunities for collaboration and partnership with government ministries and organizations. The Ministry of Advanced Education, Skills and Training will work with the recently-established Deputy Minister's Committee on the Digital Supercluster to ensure that projects involving provincial funding are coordinated effectively across government.

This Mandate Letter confirms your institution's mandate under the [*University Act/College and Institute Act/Royal Roads University Act, Thompson Rivers University Act*], and sets out key performance expectations for the 2019/20 fiscal year.

As the Minister responsible for public post-secondary institutions, I ask that you also make substantive progress on the following priorities and incorporate them in the goals, objectives and performance measures included in your Institutional Accountability Plan and Report:

1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.
2. Work closely with government to support implementation of priority initiatives, including those outlined in my mandate letter (attached). Specific actions include, but are not limited to:
 - a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.

- b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).
 - c. Expanding co-op and work-integrated learning opportunities for all students.
- 3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.
- 4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.
- 5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.
- 6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.
- 7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.
- 8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

On behalf of the Province of British Columbia, thank you for your institution's contributions over the past year, including support for: the UN Declaration and TRC Calls to Action; Tuition-free Adult Basic Education and English Language Learning; and the tuition-waiver program for former youth in care. Collaboration on these strategic actions will continue to be priorities in 2019/20.

In addition to the strategic priorities outlined above, I also recognize progress made in other key areas such as increasing student housing; expanding the use of open education resources including open textbooks; increasing technology program spaces, and developing more degree and certificate programs to increase skilled workers in the forestry sector. These initiatives contribute significantly to our province's social and economic future. I look forward to continued work in these key areas over the next year.

Post-secondary institutions together form an ecosystem with a shared responsibility for ensuring that British Columbians have a clear pathway to high quality education and training programs needed to fully participate in society. This involves being responsive to student and labour market demands, and ensuring that post-secondary education is affordable and accessible across all regions of the province. Together, our work to enhance post-secondary affordability and accessibility ultimately

contributes to helping reduce poverty and inequality, and improving the social and economic success for British Columbians.

The Ministry posts the annual reporting requirements for public post-secondary institutions on its website at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/mandate-letters>. This document outlines the statistical, financial and performance reports for the fiscal year. The 2019/20 list will be posted on the Ministry website in spring 2019. Your institution is expected to meet these requirements by providing the reports and high quality data necessary for Government to carry out its responsibilities. In the coming months, we will be inviting you to join in a conversation about how we collectively support accountability for the post-secondary system.

Each board member is required to sign the Mandate Letter to acknowledge government's direction to your organization. The Mandate Letter is to be posted publicly on your organization's website by April 1, 2019.

I have appreciated your support for our shared priorities, and look forward to ongoing collaboration with your Board as we work together to deliver improved service and better outcomes for British Columbians.

Once again, thanks to you and your Board of Governors for your commitment to public service. Together, we will work to build a better B.C.

Sincerely,

[Signature Block]

Minister

Enclosure: Signature page template
Minister's Mandate Letter

cc: Honourable John Horgan
Premier

Don Wright
Deputy Minister to the Premier and Cabinet Secretary

Lori Wanamaker
Deputy Minister
Ministry of Finance

Heather Wood

Associate Deputy Minister and Secretary to Treasury Board
Ministry of Finance

Shannon Baskerville
Deputy Minister
Ministry of Advanced Education, Skills and Training

[name]
President/CEO
[name of the entity]

For Signature by all [Name of PSI] Board Members:

<Insert Signature Page for PSI>

<Insert Minister's July 18, 2017 Mandate Letter>

Title: Public PSI Funding – Methodology

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

Key Messages:

The Ministry's annual 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 the Ministry's annual grant. Other funding sources include student tuition, Federal grants, endowments, and income from a PSI's own operations.

How the Ministry issues operating grants:

- The Ministry issues annual operating grants to each public post-secondary institution through a combination of:
 - A **targeted** grant 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.
- We want to balance institutional flexibility and autonomy with the need to make sure that certain critical programs are given priority.
- To determine this year's grant, the Ministry will start with last year's grant and added new funding for collective agreements, the Employer Health Tax and the tech expansion.

Background/Status:

- Each institution's current operating grant is a result of numerous policy, programming and budget decisions by both government and institutions over many years.
- The Ministry'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.
- There are no plans to revisit how operating grants are determined.
- Institutional operating costs are jointly funded by:

- Operating grant from the Ministry,
 - 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:
 - 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 and size of campuses.
 - Different educational mandates
 - Different geographic locations
- Because each institution is unique, it is not appropriate to be comparing funding for one PSI to funding for another PSI.

Title: Regional Post-Secondary Expansion Exploration

Issue: Numerous communities have requested enhanced or altered post-secondary education delivery.

Key Messages:

- I am aware of requests to my ministry from several Municipalities and First Nations for changes to the way post-secondary education and training is delivered in their community.
- The Ministry takes a strategic regional approach in reviewing existing and new requests to ensure that the proposed changes benefit the entire region and its economy.
- In reviewing requests, the Ministry will be mindful about the needs of under-represented learners including Indigenous students.

Background/Status:

- The Ministry has received a number of requests over the past few years from various communities for additional or altered post-secondary delivery in their area.
- These communities range from urban to rural, cities and municipalities to First Nations and are often challenged by very different issues.
- For example, some communities are experiencing significant population growth, while some rural and remote areas are experiencing access challenges.
- Regardless of the situation, the implications of creating additional post-secondary capacity or altering post-secondary service provision can have broad-reaching and precedent-setting impacts.

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- Economies in BC are generally of a more regional than local nature and as such, decisions about increasing or changing access to post-secondary education need to take broader regional needs into account.
- As such, with the requests that have been identified to date and with any new requests that are received, the Ministry will be reviewing the proposals in terms of the broader implications for the region.
- This will help ensure that any investments or other changes made are both prudent and sustainable while also ensuring that the broader regional needs and economies are supported.
- The needs of all learners – urban, rural and remote – are important and must be supported in a sustainable way.

Title: Status of Royal Roads University Lands

Issue: Disposition of Hatley Park lands

Key Messages:

- The Department of National Defence is discussing the potential disposal of lands in Greater Victoria with First Nations communities.
- Hatley Park, home to Royal Roads University, is one of the properties under discussion.
- The expectation is that Royal Roads University will continue to deliver high-quality education regardless of the current and future ownership of the land.
- In March 2018, the federal government, as part of its routine land disposition process, requested bids for a consultant to do an appraisal of the value of the RRU Hatley Park lands. DND recently advised that completion of the appraisal, originally set for December 2018, has been delayed. Parties to the disposition process may meet to discuss next steps following completion of the appraisal.

Background/Status:

- Royal Roads University (RRU) operates on a 565 acre property known as the Hatley Park lands located in the City of Colwood near Victoria.
- The RRU campus was established through a 99-year lease with the Department of National Defence (DND). DND declared the Hatley Park lands surplus to their needs and in recent years initiated a disposition process.
- The property is part of the ancestral homelands of the Songhees and Esquimalt First Nations. Songhees First Nation is interested in having some or all of the Hatley Park lands included in a treaty settlement. Esquimalt First Nation is interested in having all or a significant portion of the lands under Aboriginal Title negotiated within the Douglas Treaty of 1850.
- The Ministry of Advanced Education, Skills and Training (AEST) is not a party to the formal discussions between the Federal Government and the First Nations. To date, the provincial Ministry of Indigenous Relations and Reconciliation (MIRR) has served as a liaison between the parties and AEST, informing the Ministry of any significant developments as they arise.
- In June 2016, the Songhees First Nation initiated discussions with RRU concerning their relationship with the lands and ongoing treaty negotiations. They expressed interest in the long-term success of RRU.
- In April 2017, RRU entered into an MOU with the Songhees Nation that establishes a collaboration framework for ongoing land use discussions and commits the parties to work together to reconcile their interests.

Title: Rural Post-Secondary Institutions

Issue: Institutions often struggle to offer a range of programs and services at rural campuses while keeping them financially viable.

Key Messages:

- British Columbia's public post-secondary system serves communities throughout the province with campuses, learning centres, and in-community programs.
- Our institutions are expected to provide access to training in those communities, while continuing to balance their budgets.
- We realize this can be a difficult balancing act and are committed to supporting continued access to post-secondary education and skills training for rural and remote communities.

Background/Status:

- Rural public post-secondary institutions include:
 - College of New Caledonia
 - College of the Rockies
 - Northern Lights College
 - North Island College
 - Coast Mountain College
 - Selkirk College
- British Columbia's 6 rural colleges:
 - serve 13% of the province's population;
 - cover 82% of BC's land area;
 - deliver a quarter of college FTEs in the province, a fifth of colleges' international FTEs, and more than half of colleges' Indigenous FTEs; and
 - receive about a third of the operating grant funding allocated to colleges.
- A number of these colleges experience financial constraints and declining student enrolment numbers.
- Other institutions in the province (NVIT, TRU, Okanagan College, VIU, CapU, UNBC) have one or more rural campuses, and most institutions in the province are involved in some level of community-based program delivery.

- Running small community-based programs or rural campuses does not allow for the economies of scale that enable institutions to control costs at their larger campuses. Faculty and staff may need to be brought in and housed for specific programs, further increasing the cost of delivery.
- Institutions often find it difficult to attract a full class for any one program or course in a small community, which impacts their utilization numbers.
- Technology-assisted solutions (e.g., online programs, digital delivery) are offering rural students more ways to access post-secondary education, but may not be appropriate for all students or all programs.
- Post-secondary institutions and the Ministry are also increasing access for students in rural and remote areas through community-based programming, such as the Aboriginal Community-Based Partnership Program and the Community Adult Literacy Program.
- Funding for skills training in rural and remote communities is also available through programs such as the Community Workforce Response Grant and the Indigenous Skills Training Development Fund.

Title: Post-Secondary Quality Assurance (GLCP)

Issue: The framework to assure the quality of post-secondary programs at public and private institutions

Key Messages:

- Institutions have primary responsibility for program quality.
- High-quality programs are critical for ensuring students reach their life goals.
- Maintaining the quality of British Columbia's post-secondary education system is a priority for government.
- The Ministry has various mechanisms for assuring post-secondary system quality. These include: (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.

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), an independent advisory Board to the Minister, oversees quality assessment processes and makes recommendations on whether degree proposals meet the quality standards.
- Please see the New Degree Process (GLCP) note for more information on degree authorization of British Columbia institutions.
- 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.

Quality Assurance Process Audits

- Quality audits assess internal quality review processes at public post-secondary institutions to ensure its programs remain current, relevant to students and are of high quality.
- Please see the Quality Audits (GLCP) note for more information about quality audits.

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 staffs 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 February 2019, approximately 260 BC institutions have EQA designation.

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 standing up for and protecting students in private career training institutions.
- In 2015, the Ombudsperson offered 36 recommendations targeted towards the legislation in place at the time: *The 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.
- The Ministry anticipates a further 12 recommendations will be implemented by the end of March 2019.
- A considerable amount of work has been done 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.
- Over the past 4 years, Ministry staff have continued to work on implementing the recommendations and are in regular communication with the Office of the Ombudsperson.
- Ministry staff anticipate that approximately 85% of the recommendations will be implemented, in full or in part by the end of March 2019.^{s.13}

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Title: Private Training Institutions Branch – Public Protections

Issue: Private training student protection and institution oversight

Key Messages:

- Government is committed to protecting students in private institutions.
- Private institutions are inspected regularly and the 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, the Ministry acts quickly to find alternate training or provide a refund so students can move on.
- The Ministry's Private Training Institution Branch website has information for students about institutions, programs, compliance history and complaint mechanisms.
- The 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.

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.
- Approximately 48,000 students are enrolled annually at institutions certified with the Private Training Institutions Branch of the Ministry.

Title: **Mental Health, Students**

Issue: **The Ministry is developing initiatives to improve mental health services for post-secondary students at British Columbia institutions.**

Key Messages:

- My Ministry is working with key sector partners to develop better access and availability of mental health services, information, and supports for post-secondary students.
- For the first time, there will be a province-wide 24/7 counselling and referral service for all post-secondary students.
- A Request for Proposals to establish this service will be issued shortly.
- These post-secondary student mental health initiatives are designed to complement, not replace, existing services on campus and in communities.
- My Ministry is also planning additional investments in student mental health with a focus on peer-support, faculty and staff resources, as well as resilience and coping workshops for students. Further details will be provided in the coming weeks.

Background/Status:

- Post-secondary education can be a challenging time for students as they may adjusting to a new environment and learning to balance classes with part-time jobs, new friendships, and relationships.
- Mental health and substance use issues are acute among post-secondary students. Young people ages 15-24 are more likely to report mental illness and/or substance use disorders than other age groups.
- Public post-secondary institutions throughout British Columbia are committed to providing safe and healthy learning environments for their students. Many British Columbia institutions are recognized across the country as leaders in supporting student mental health and wellbeing.
- Students may access mental health services such as counselling and wellness events at their post-secondary campus. Students may also access community-based mental health services.
- As part of a government-wide approach to improve mental health and addictions services for British Columbians, the Ministry of Advanced Education, Skills and Training is developing mental health initiatives for post-secondary students.
- After consulting with students and post-secondary sector leaders, the Ministry identified a need for mental health services available after hours and an issue of long wait-times for on-campus counselling.
- To address these gaps, the Ministry announced plans on Jan. 2, 2019 to establish a virtual 24/7 counselling and referral service for all post-secondary students in British Columbia.



- This service will be designed to complement existing mental health services, such as on-campus counselling centres and the provincial crisis line network.
- A Request for Proposals to establish this service will be issued shortly.

Title: Sexual Violence and Misconduct Policy (SVMP)

Issue: Current status of work relating to Sexual Violence and Misconduct Policies

Key Messages:

- Campuses should be safe places for all students, and sexual violence and misconduct is unacceptable and won't be tolerated.
- As of 2016, we've required all public post-secondary institutions to establish sexual violence and misconduct policies.
- In 2017, we sought feedback from students, faculty, staff and parents on the policies that had been put in place.
- Last fall, and again early this year, we launched an information campaign to raise awareness and emphasize that sexual violence and misconduct should never be part of student life.
- We have established and are working with a cross-sector Working Group to help us understand the impact of what we've done and what additional efforts would be helpful.

Background/Status:

- The *Sexual Violence and Misconduct Act* received Royal Assent on May 19, 2016, and requires all public post-secondary institutions to have sexual violence and misconduct policies.
- To raise awareness and solicit feedback on the establishment and implementation of the policies, a public online engagement campaign was undertaken (December 4, 2017 to February 28, 2018).
- Over 360 submissions were received, from students, staff, faculty, parents, spouses and others.
- Themes coming from the feedback related to the need for increased awareness, education and workshops, reporting and accountability, and K-12 and post-secondary system linkages.
- Responding to the feedback for increased awareness, an information campaign was launched from August 27, 2018 – October 2018 and again from January 3 – 9, 2019.
- Targeting social media, student newspapers and popular bars and campus pubs, the campaign focused on awareness to help prevent sexual violence from taking place.
- The campaign had a budget of \$200,000.
- In December 2018, the Ministry convened a working group comprised of post-secondary, student, government and community expert representatives, in order to further consider the engagement campaign feedback and recommend additional actions that could be taken.
- It is anticipated that a draft plan with the working group's recommendations will be submitted for the Minister's consideration in March, 2019.

- Private institutions with student residences are also required to have policies in place to address sexual misconduct, set out through:
 - The degree approval criteria (for private degree granting institutions)
 - The Private Training Regulations (for private career training institutions)
 - The Education Quality Assurance criteria (for theological schools)

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.
- Student financial assistance makes post-secondary education and training accessible and affordable for approximately 54,850 full-time and 6,500 part-time British Columbia students who face financial barriers annually.
- There are a range of supports that reduce funding barriers for students – including loans, up front non-repayable assistance and supports that reduce the amount of debt a student has to pay back.
- In 2017/18, British Columbia students accessed about \$672 million in federal and provincial student financial assistance.
 - More than one-third of that is provincial funding, including almost \$196 million in provincial loans; and
 - British Columbia students received approximately \$56 million in up-front non-repayable assistance and loan reduction funding.

Background/Status:

- British Columbia Canada student loans are integrated, with joint funding between federal and provincial governments: “one student, one loan”.
- Eligibility is based on demonstrated financial need; calculated by costs - resources.
 - Government funding is intended to supplement other resources available to students (work, scholarships/bursaries, family).
- In 2017/18, B.C. students received \$672 million in federal and provincial student financial assistance; of which \$196 million is B.C. loans and \$56 million is provincial non-repayable assistance and loan reduction funding. See Table 1 for a breakdown of Program Expenditures.
- Federal funding comprises approximately 60 percent of the average student’s total Canada–British Columbia financial assistance, with provincial funding the remaining 40%.
- The maximum loan (provincial/federal) for a single recipient without dependents in a full-time 34 week program is \$10,880.,
 - Provincial: \$3,740, Federal: \$7,140.
 - Additional funding is available for students with permanent disabilities, students with dependents, and former youth in care.
-

- Provincial student financial assistance is delivered through loans targeted programs, including upfront grants for students with permanent disabilities, youth transitioning out of government care, and adults seeking to upgrade their education, as well as supports for students in the trades and health professions.
- Approximately 54,850 full-time and 6,500 part-time British Columbia students who face financial barriers annually rely on federal and provincial student financial assistance. See Table 2 for a profile of full-time recipients.
- The Ministry works with a number of Ministry partners in the delivery of student financial assistance, including Children and Family Development, Public Service Agency, Finance, etc..
- The loan portfolio is managed by Ministry of Finance; accounts receivable as of March 31, 2018:
 - Over \$3.2 Billion federal and provincial total.
 - Over \$1.2 Billion (40%) provincial for almost 202,000 recipients (see Table 3 for additional breakdown)

Table 1: Federal and Provincial Program Expenditures by Fiscal Year

| Programs (in \$M) | 2019/20 Estimates | 2018/19 Projected | 2017/18 Actuals | 2016/17 Actuals |
|--|----------------------|----------------------|--------------------|--------------------|
| Canada Student Loans* | \$331.0 | \$331.0 | \$331.0 | \$304.7 |
| Canada Student Grants* (incl CSG-PDSE) | \$89.0 | \$89.0 | \$89.0 | \$114.5 |
| BC Student Loans* | \$196.0 | \$196.0 | \$196.0 | \$186.7 |
| BC Student Grants* | \$58.4 | \$52.4 | \$56.0 | \$56.9 |
| Total Funding | \$674.4 | \$668.4 | \$672.0 | \$662.8 |

Table 2: Full-Time Recipients Profile (2017/18 FY):

| Demographics | | By Study Location | |
|---|--------------|--------------------------------|--------|
| Female | 61% (33,600) | B.C. Publics | 44,700 |
| Single | 85% (46,300) | B.C. Privates | 10,250 |
| Married | 11% (6,100) | Out of Province/Out of Country | 8,900 |
| Single Parent | 5% (2,650) | By Credential Type | |
| Under 25 Years Old | 59% (32,500) | Graduate | 1,700 |
| Aboriginal Identity (from SABC application form) | 5% (2,700) | Bachelors | 30,400 |
| Permanent Disability | 6% (3,100) | Certificate/Diploma | 22,000 |
| | | Other ² | 2,250 |

Table 3: Accounts Receivable (2017/18 FY Ministry of Finance)

| Student Loan Recipients | | |
|------------------------------|---------|---------------|
| Type of Recipient | Total | Amount |
| Recipients in Study or Grace | 58,000 | \$416 Million |
| Recipients in Repayment | 120,000 | \$683 Million |
| Recipients in Default | 23,000 | \$142 Million |

Title: Modernizing StudentAid BC

Issue: Development of a new Student Information Management System (SIMS) for StudentAid BC is underway that will provide better services to students, improve policy decision making capacity and replace aging legacy systems.

Key Messages:

- StudentAid BC is undertaking a multi-year project to provide more accessible, integrated digital services and information for students, institutions and government.
- This project will enable improved policy and decision making by streamlining business processes, improving digital services for Student Financial Aid, and replacing aging legacy systems.
- The benefits of this project include:
 - development of a new, integrated, online system to administer student financial aid programs
 - higher quality, more responsive digital services to students and institutions
 - improved access to real-time data to support policy development
 - reduced risk of system failure resulting from the current aging technology infrastructure, and
 - reduction of manual processes

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Background/Status:

- The Modernizing StudentAid BC Initiative has 2 phases:
 - **Phase I - COMPLETE**
 - A new mobile optimized web portal for students and institutions was launched resulting in a reduction of 89% in application processing time for returning students from 18 days to 2 days and a 97% reduction of paper applications.
 - Detailed business requirements were defined for Phase II of the project to inform future system design and development.
 - Phase I of the Modernizing StudentAid BC initiative was completed at a cost \$3.46 million.



○ **Phase II**

- Phase II of the initiative will replace current legacy systems including the Student Financial Assistance System (SFAS).
- The project will streamline application processes, improve digital service delivery to students and institutions and align with the modernization of the Federal delivery model.

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Title: Post-Secondary Student Debt

Issue: Keeping debt loads manageable for British Columbia students

Key Messages:

- Government is working hard to make post-secondary education and training more accessible and affordable for all people.
- This means breaking down funding barriers to education and skills training to help students thrive and succeed in the workforce and in their communities.
- Government balances providing loan funding to students with keeping debt loads manageable.
- According to Ministry data, the average amount of government debt incurred is \$28,000, for a 4 year degree program and \$16,000 for associate degree, diploma and certificate programs.
- Budget 2019 eliminates interest on British Columbia student loans effective February 19, 2019 from the Prime rate of 3.95% to 0.
 - Eliminating interest on British Columbia student loans reduces monthly payments for approximately 200,000 borrowers and \$22 million in interest relief - making life more affordable for families and young people transitioning to the workforce.
 - It also levels the cost of post-secondary education for all — students that cannot afford to pay up-front and rely on student loans will no longer pay interest.
- In 2017/18, Government provided \$56 million to students to reduce funding barriers and improve access and affordability. These supports include up-front non-repayable assistance and supports that reduce the amount of debt a student has to pay back.
- Effective September 2017, British Columbia introduced tuition free Adult Basic Education and English Language Learning and waived the tuition and mandatory fees for eligible former youth in care.

Background/Status:

- The Ministry monitors debt load at graduation and ability to repay through graduate surveys and calculates the estimated percent of income borrowers use to pay educational debt or make student loan payments.
 - The Ministry strives to maintain a percentage of income dedicated to student loan repayment under 8%, the level considered acceptable by lending institutions.
 - Graduates report spending 5.7% of their income on educational debt repayment.

- A number of debt repayment supports are available for British Columbia borrowers, including:
 - Canada and British Columbia Repayment Assistance Plans, through which borrowers can renegotiate repayment based on their debt to income ratio, and can extend their amortization period (from 9.5 years to maximum of 14.5 years) if needed.
 - Additional repayment supports are available for students with disabilities, including the British Columbia Provision for Students with Severe Disabilities and the federal Repayment Assistance Plan for Borrowers with a Permanent Disability.

Student Debt Information from the Ministry Data Warehouse

- A three year data sample (2013/14 - 2015/16) was pulled from the Ministry Data Warehouse in February 2019 to determine the average (i.e. mean) consolidated government student debt upon graduation:
 - Average debt incurred for a 4 year degree program was found to be \$28,052, with \$11,221 of that amount consisting of provincial student debt.
 - Average debt incurred for associate degree, diploma and certificate programs was found to be \$15,893, with \$6,357 of that amount consisting of provincial student debt.

Student Debt Information from the British Columbia Student Outcomes Surveys

- Baccalaureate graduates:
 - Fewer than one-half (47%) of graduates surveyed incurred debt to complete their studies.
 - Approximately one-third (35%) borrowed through government student loans, and 25% had loans remaining after 2 years.
 - \$25,000 is the median amount of government debt incurred for a 4 year degree program.
- Former associate degree, diploma, and Certificate Graduates:
 - More than one-half (54%) of students surveyed had borrowed to fund their education.
 - 26% borrowed through government student loans.
 - \$12,000 is the median amount of government debt incurred.
- Confidence in these annual survey results is high. Surveys are census surveys with over 25,000 respondents per year, have high response rates (45% – 52%) and present consistent results over several years.

Title: Targeted Non Repayable Funding

Issue: Targeted Non-Repayable Financial Assistance for Access and Affordability

Key Messages:

- Government is committed to making post-secondary education and training more accessible and affordable for all British Columbians.
- In 2017/18, Government provided \$56 million to students to reduce funding barriers and improve access and affordability – including up front non-repayable assistance and supports that reduce the amount of debt a student has to pay back.
- There are a range of non-repayable financial supports and loan reduction funding for students with permanent disabilities, high debt, upgrading or student studying in-demand programs such as trades and health.

Background/Status:

- British Columbia provides targeted non-repayable assistance and loan reduction funding to students. These programs are targeted in nature and address both access to and affordability of post-secondary education.
- In 2017/18, over \$56 million in targeted non-repayable assistance was provided to students. These programs include:
 - Approximately \$9.9 million non-repayable disability grants.
 - Approximately \$33.8M in loan reduction funding awarded annually.
 - This program reduces the annual balance of a student's provincial loan after the successful completion of each year of studies.
 - Students with the highest debt receive the most loan reduction.
 - In 2017/18, StudentAid BC provided loan reduction to over 20,000 students.
 - Approximately \$12.4 million in non-repayable funding to support labour market needs and incent participation in specific education programs or occupations in underserved geographic areas is disbursed. These also include labour market, nurses education, adult upgrading and student assistance.
- Table 1 provides a summary of these programs.

Table 1: Summary of Provincial Non-Repayable/Loan Reduction Funding

| | 2017/18 s.17 Actuals |
|--|---------------------------------------|
| Non-repayable disability grants | \$9,959,365 |
| Non-repayable other grants (i.e. labour market, nurses, adult upgrade, student assistance) | \$12,324,862 |
| Loan forgiveness/loan reduction programs | \$33,813,844 |
| Total | \$56,098,071 |

Note: Fiscal 2018/19 projected total includes a forecasted surplus for adult upgrading grants.

Title: Compulsory Trades

Issue: Potential implications of re-introducing compulsory or mandatory trades

Key Messages:

- Our ministry is reviewing trades occupations to better understand how B.C.'s regulatory system supports and protects workers, consumers and employers through information gathering, data collection and jurisdictional comparisons
- It is important that our apprentices have opportunities to increase their skill levels, complete their training and access good-paying jobs.
- We want people to have confidence that the trades people they hire to repair their homes and vehicles and who build public infrastructure throughout the Province are working to the highest standards.
- My Ministry is working with the Ministry of Municipal Affairs and Housing, the Ministry of Labour, and the Industry Training Authority to complete this review and consider next steps moving forward.
- Connecting with trades workers, labour groups, and apprentices is key to ensuring quality input.

History:

- In 2003, the B.C. government introduced the Industry Training Authority Act, which resulted in the elimination of 11 compulsory trades (Appendix A), prescribed apprentice to journeyperson ratios, and prescribed apprentice salary levels.
- All other jurisdictions in Canada have compulsory trades and apprentice to journeyperson ratios prescribed through trades training legislation.
- The number of Compulsory Trades varies by province from 4-20 (Appendix B). Trades that pose a high safety risk to workers and the public are designated compulsory.

Background:

- More recently, several B.C. stakeholder groups have advocated for re-introducing compulsory trades regulation, arguing that compulsory trades ensure greater worker and public safety, as well as increased apprenticeship registrations and completions, along with added prestige.
- Safety credentials intended to protect the health and safety of workers and the public are required for 20 B.C. trades occupations and are carried out by the BC Safety Authority, WorksafeBC, and Consumer Protection BC.

- B.C.'s current regulatory and credentialing requirements for trades occupations will be reviewed to determine how a compulsory trades designation can support government commitments, improve worker safety, protect consumers, build a skilled workforce, and increasing participation of equity seeking groups.

Review:

- The results of the review will inform recommendations to Government including:
 - Criteria for determining which trades could benefit from being designated compulsory;
 - A framework (legislation, regulation, policy, and implementation plan) for re-introducing compulsory trades if required;
 - And other relevant findings that could improve B.C.'s trades training system.
- Ministry staff will work with Technical Safety BC, WorkSafeBC and the Industry Training Authority to complete the review.
- As part of the review, ongoing consultation with key stakeholders and members of the public (eg. existing and uncertified workers) will be necessary to assess the potential impact of reintroducing compulsory trades.

Attachments:

- Appendix A: BC Compulsory Trades (Prior to 2004)
- Appendix B: Compulsory/Regulated trades across Canada

Appendix A: BC Compulsory Trades (Prior to 2004)

Compulsory Trades and Dates of Compulsory Status Enactment in BC:

| | |
|---|------|
| 1. Automotive Collision Repair Technician | 1996 |
| 2. Automotive Refinishing Technician | 1996 |
| 3. Automotive Service Technician | 1996 |
| 4. Electrician | 1996 |
| 5. Plumber | 1974 |
| 6. Power Line Technician | 1996 |
| 7. Refrigeration Mechanic | 1967 |
| 8. Roofer | 1976 |
| 9. Sheet Metal worker | 1967 |
| 10. Sprinkler System Installer | 1974 |
| 11. Steamfitter and Pipefitter | 1974 |

Appendix B: Compulsory/Regulated trades across Canada

| Trade | BC | AB | SK | MB | ON | NS | QC | NB | NF | PE | Total |
|--|------------|------------|-----------|------------|------------|------------|-------------|------------|-----------|------------|-------|
| Alignment and Brake Technician | | | | | • | | | | | | 1 |
| Appliance Service Tech (RS) | ◊ | • | | | | | | | | | 2 |
| Automotive Collision/ Body Repairer (RS) | | • | | | •• | • | | | | | 3 |
| Automotive Service Technician (RS) | | • | | | • | •• | | | | • | 4 |
| Automotive Service - Other | | | | • | ••• | | | | | | 2 |
| Blaster** | ◊ | | | | | ◊ | | | | | 2 |
| Boilermaker (RS) | | • | | | | • | | | | | 2 |
| Bricklayer (RS) | | | | | | • | | • | | | 2 |
| Crane Operators (RS - Mobile Crane) | ◊◊◊ | • | | • | ••• | ◊◊◊ | • | | • | | 7 |
| Communications Technician* | | | | | | ◊ | | | | | 1 |
| Cremationist | ◊ | | | | | | | | | | 1 |
| Electrician - Construction (RS) | ◊ | • | • | ◊ | •• | • | • | • | ••• | • | 10 |
| Electrician - Industrial (RS) | ◊ | | | ◊ | | | | | • | • | 4 |
| Electrologist** | | | | ◊ | | | | | | | 1 |
| Elevator Constructor/Mechanic* | | • | | | | | • | | | | 2 |
| Embalmer | ◊ | | | | | | | | | | 1 |
| Esthetician** | | | | ◊ | | | | | | | 1 |
| Funeral Director | ◊ | | | | | | | | | | 1 |
| Gasfitter | ◊◊ | • | | | | ◊ | | | | | 3 |
| Hairstylist (RS) | | • | | ◊ | • | ◊ | | | | | 4 |
| Heavy Duty Equipment Technician (RS) | | • | | | | | | | | | 1 |
| Industrial Instrument Mechanic (RS) | ◊ | | | | | | | | | | 1 |
| Ironworker (RS) | | • | | | | | | | | | 1 |
| Locksmith | ◊ | | | | | | | | | | 1 |
| Motorcycle Mechanic (RS) | | • | | | • | | | | | | 2 |
| Oil Heat Systems Technician (RS) | | | | | | • | | • | | | 2 |
| Plumber (RS) | | • | • | | • | • | • | • | | • | 7 |
| Power Engineer** | ◊ | | | | | ◊ | | | | | 2 |
| Powerline Technician (RS) | ◊ | | | | | | | | | | 1 |
| Recreation Vehicle Service Technician (RS) | ◊ | • | | | | | | | | | 2 |
| Refrigeration and Air Conditioning Mechanic (RS) | ◊ | • | • | • | •• | • | • | • | | | 8 |
| Rig Technician (RS) | | • | | | | | | | | | 1 |
| Security Alarm Installer | ◊ | | | | | | | | | | 1 |
| Sheet Metal Worker (RS) | | • | • | | •• | | • | | | | 4 |
| Sprinkler System Installer (RS) | | | | • | | • | | • | | | 3 |
| Steamfitter-Pipefitter (RS) | | • | | • | • | • | • | • | | • | 7 |
| Transport Trailer Technician (RS) | | | | | • | | | | | | 1 |
| Truck and Transport Mechanic (RS) | | | | | • | • | | | | | 2 |
| Welder (RS) | ◊ | • | | | | ◊ | | | | | 3 |
| TOTAL Compulsory or Regulated Trades | 20 | 19 | 4 | 10 | 22 | 21 | 7 | 7 | 5 | 5 | |
| Total Number of Designated Trades | 93 | 50 | 69 | 59 | 156 | 66 | 0 | 69 | 60 | 52 | |
| % Trades that are Compulsory or Regulated | 22% | 38% | 6% | 17% | 14% | 32% | Ukn. | 10% | 8% | 10% | |

Title: Industry Training Authority Board of Directors

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

Key Messages:

- Our government was elected: making life more affordable, delivering services people count on, building an economy that works for everyone and putting reconciliation in everything we do.
- We want to take every opportunity to support British Columbians and ensure we have the right leadership in place in our crown corporations to support these priorities.
- As a crown corporation, the ITA is governed by a Board of Directors appointed by the Minister of Advanced Education, Skills and Training.
- The ITA is playing a fundamental role in supporting government's objective 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.
- There is currently one board vacancy due to Jonathan Whitworth not seeking re-appointment.
- Three additional board members' terms are scheduled to expire May 1, 2019.
- 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.
- Current Board members are as follows:

| Name | Organization/Position | Start Date | End Date |
|-----------------------|---|----------------|----------------|
| Roberta Ellis (Chair) | WorkSafe BC, former Vice-President Corporate Services and Human Resources | Dec 14, 2017 | Dec 14, 2019 |
| Andries Calitz | LNG Canada, CEO | Apr 29, 2014 | May 01, 2020 |
| Jonathan Whitworth | Seaspan, Former CEO | April 29, 2014 | April 30, 2019 |
| Peter Baker | Squamish Nation Trades Centre, Training and Development Advisor | May 01, 2018 | May 01, 2019 |
| Thomas Nyce | Ledcor Group, Business Development | May 01, 2018 | May 01, 2019 |
| Lisa Langevin | IBEW, Assistant Business Manager | May 01, 2018 | May 01, 2019 |
| Cynthia Oliver | Federation of Post-Secondary Educators of BC, Former President | May 01, 2018 | May 01, 2020 |
| Laird Cronk | IBEW, BC/Yukon representative | May 01, 2018 | May 01, 2020 |
| Bob Davis | Kwantlen Polytechnic University, Associate Dean | May 01, 2018 | May 01, 2020 |



February 27, 2019

Roberta Ellis, Chair
Industry Training Authority
8th Floor-8100 Granville Avenue
Richmond, BC V6Y 3T6

Dear Ms. Roberta Ellis:

I would like to extend appreciation on behalf of Premier Horgan and the Executive Council for your dedication, and that of your board members, in serving the public interest. Crown agencies play a key role in delivering important services that benefit British Columbians in every region of our province.

Government's three priorities remain unchanged: make life more affordable, deliver the services people count on, and build a strong and sustainable economy that supports jobs throughout the province. Across government ministries and in strong partnership with Crown agencies, our emphasis is on raising the standard of living for all British Columbians, delivering quality programs and services that are practical and realistic in a B.C. context and in our fiscal environment, and judiciously managing affordability pressures – both for citizens and for our business community.

The Industry Training Authority is responsible for building a trades training system that provides students and apprentices with high quality skills to fully participate in B.C.'s growing economy.

Our government has also made important commitments to reconciliation with Indigenous Peoples, taking action against climate change, and working to ensure that our public service and public sector institutions are representative and inclusive of all our diverse society:

... /2

- Government is adopting and implementing the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission (TRC), demonstrating our support for true and lasting reconciliation with Indigenous Peoples. All public sector organizations are expected to incorporate the UNDRIP and TRC within their specific mandate and context. Additionally, in May 2018, government released 10 Draft Principles to Guide the Province's Relationship with Indigenous Peoples, which serves as a guide for all public sector organizations as we continue to build relationships with Indigenous communities based on respect and recognition of inherent rights.
- While government has already taken steps towards achieving our legislated carbon reduction targets, much remains to be done. Our new climate strategy will outline significant GHG reduction measures in 2019/20 while supporting our program and service objectives through economic growth powered by clean, renewable energy, supported by technological innovation. Please ensure your organization's operations align with government's new climate plan.
- Over the coming fiscal year, I look forward to working with your leadership team to provide effective, citizen-centred governance, through strong public sector boards that represent the diversity of British Columbia. The Crown Agencies and Board Resourcing Office (CABRO) at the Ministry of Finance provides leadership for the appointment process to fill positions on the boards of Crown agencies. As your board is renewed over time, I encourage you to work with CABRO to actively seek out women, visible minorities, Indigenous Peoples, persons with disabilities, LGBTQ2S+ individuals, and others who may contribute to diversity to add to the CABRO candidate pool to fill open positions. My expectation is that candidates from all regions of our province will be invited to apply to help renew B.C.'s public sector boards, including individuals with a broad range of backgrounds in community, labour and business environments.

Having Canada's Digital Supercluster located in British Columbia creates an opportunity for industries, government ministries, crown agencies, public institutions and non-governmental organizations to collaborate in digital research and development projects. Should the Industry Training Authority intend to participate in or be a funding partner for Digital Supercluster projects, you are asked to work closely with the Ministry of Advanced Education and Skills Training staff to ensure that investments are aligned with Government's priorities and wherever possible, undertaken collectively with partner ministries and organizations. The Ministry of Advanced Education and Skills Training will work with the recently-established Deputy Minister's Committee on the Digital Supercluster to ensure that all projects are coordinated effectively across government.

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As the Minister Responsible for the Industry Training Authority, I expect that you will make substantive progress on the following priorities and incorporate them in the goals, objectives and performance measures included in your Service Plan:

- Consistent with the goals outlined in ITA's 2019/20 Strategic Plan and Minister mandate letter to increase the participation of equity seeking groups in the skilled workforce, work closely with system partners to improve access to in-classroom and on-the-job training for women, indigenous people, and those in rural communities. Specific actions include, but are not limited to:
 - Develop system-wide policies and programs to further progress strong and innovative partnerships between industry, employers, Indigenous communities, and training providers to support more apprentices to complete their training and obtain their Certificate of Qualification;
 - Establish additional regional advisors and other programs and supports around the Province that meet the needs of women and Indigenous people in the trades; and
 - Support youth across British Columbia to gain exposure to trades careers and work experience programs and to continue on in apprenticeship training after graduation.
 - Partner with employers and trainers across the Province to develop policies and supports aimed at attracting and retaining more women into traditionally under-represented trades.
- Support government in achieving true and lasting reconciliation with Indigenous peoples by aligning ITA's policies and programs with the UNDRIP articles and the TRC Calls to Action. Specifically, but not limited to:
 - Develop and implement a plan to increase ITA's cultural awareness and competencies;
 - Co-develop with ITA's Indigenous Advisory Council a review of ITA policies and programs; and
 - Develop and implement an Indigenous Skills Training Plan based on input and guidance from ITA's Indigenous Advisory Council.

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- Work closely with government to implement initiatives that will strengthen the effectiveness of the overall trades system in improving outcomes for apprentices, specifically the ITA will:
 - Support the implementation of effective apprentice ratios on public infrastructure projects;
 - Work with the Ministry to improve completion rates to develop the skilled labour force needed to support economic growth;
 - Provide evidentiary support for a government-led review of trades that could benefit from compulsory designation, including working with the Ministry on stakeholder engagement and related findings. For 2019/20, this work will focus on the criteria for compulsory designation, including non-service industry trades where there is high employer demand, the need for occupation-specific technical accuracy, and a requirement for responsiveness to technological advancements; and
 - Invest in initiatives to improve trades training service standards and system wide performance reporting.

Each board member is required to sign the Mandate Letter to acknowledge government's direction to your organization. The Mandate Letter is to be posted publicly on your organization's website on Budget Day on February 19, 2019 to coincide with the release of your organization's service plan.

I look forward to ongoing collaboration with your Board as we work together to deliver improved service and better outcomes for British Columbians.

Respectfully,



Melanie Mark
Hli Haykwhl Wii Xsgaak
Minister

pc: Honourable John Horgan, Premier
Mr. Don Wright, Deputy Minister to the Premier and Cabinet Secretary
Ms. Lori Wanamaker, Deputy Minister of Finance
Ms. Heather Wood, Associate Deputy Minister and Secretary to Treasury Board
Ms. Shannon Baskerville, Deputy Minister of Advanced Education, Skills and Training
Mr. Andries Calitz, Director, Industry Training Authority
Mr. Bob Davis, Director, Industry Training Authority
Ms. Cindy Oliver, Director, Industry Training Authority
Mr. Jonathan Whitworth, Director, Industry Training Authority
Mr. Laird Cronk, Director, Industry Training Authority
Ms. Lisa Langevin, Director, Industry Training Authority
Mr. Peter Baker, Director, Industry Training Authority
Mr. Thomas Nyce, Director, Industry Training Authority
Mr. Rick Kasper, Director, Industry Training Authority
Ms. Shelley Gray, Interim Chief Executive Officer, Industry Training Authority

Title: Trades Training Funding

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

Key Messages:

- An apprenticeship in the skilled trades is an important entry point to a long-lasting, good-paying career that is helping to build the best B.C.
- These are the people that are fixing our cars, building our homes and creating 21st century solutions.
- About \$300 million is invested in B.C.'s trades skills 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.
- Our government is working hard to make sure more people can access skills training and complete their apprenticeships.

Background/Status:

- Ministry of Advanced Education, Skills and Training (AEST) is responsible for the oversight and funding of trades training programs in B.C.
- In 2019/20, government will provide \$98.9M to the Industry Training Authority (ITA) for the management and delivery of trades training programs, this includes an additional \$1.2 million to increase 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.
- This investment also enhances the ability of the 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.
- In 2019/20, the will allocate about \$73 M 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), consultation with industry through 11 Sector Advisory Groups, and B.C.'s 10 year Labour Market Outlook to ensure investments are supporting apprentices' ability to complete training and meet industry needs.
- For fiscal 18/19, AEST provides \$3 million in capital funding for Technology and Trades equipment to public post-secondary institutions.

- Additional funding for BC's Trades Training system includes
 - \$6M BC Access Grant (AEST)
 - \$9M employer sponsor tax credits (Finance)
 - \$11M apprentice tax credits (Finance)
 - \$7M in Part II employment insurance benefits (SDPR) to support apprentices while completing in classroom training
 - \$45M in Part I employment insurance benefits (Canada)
 - \$19.9M in Apprentice Grants, \$46M Pre-Apprentice Funding, \$10M Women in Trades Funding (Canada)
 - \$103M estimated portion of the Ministry of Education funding to school districts that relates to grade 11+12 courses required for entry into trades training programs

Title: Affordability – Tuition / Fees

Issue: Factors Impacting the Affordability of Post-Secondary Education in British Columbia

Key Messages:

- Government is committed to making post-secondary education and training more accessible and affordable for all people so that students can complete their studies and get good-paying jobs.
- In support of Government's commitment to affordability, the tuition policy limits tuition and mandatory fee to a maximum increase of 2% per year.
- Our government has been quick to address affordability:
 - Eliminating the interest charged on all new and existing British Columbia government student loans.
 - Eliminating tuition for Adult Basic Education (ABE) and English Language Learning (ELL) programs.
 - Expanding tuition-waiver program for former youth in care.
 - Investing in graduate scholarships.
- Tuition increased significantly over the past 16 years with some programs doubling or tripling after tuition was deregulated in 2002.
- The result was an increase in the average cost of tuition for undergraduate academic arts programs across the public system 158%, or more than 2.5 times, between 2001-02 and 2017-18.
- Our government has committed to keeping a cap on tuition to ensure tuition rates stay affordable and predictable for students and their families. My Ministry is also reviewing financial supports available to British Columbia students with the view to providing the right amount of funding at the right time to support access and affordability as well as successful completion and debt relief.
- My Ministry is also exploring how financial assistance supports disadvantaged, vulnerable and underrepresented student populations in accessing post-secondary education and training to realize their full potential.

Background/Status:

- Introduced in September 2005, the tuition limit policy has kept tuition fee increases limited to a maximum of 2% per year. The policy was extended to include mandatory fees in 2007.

- The tuition limit policy 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.
- Public post-secondary institutions are expected to ensure programs and courses are affordable and accessible to students.
- The September 2018 Statistics Canada Report shows that average undergraduate tuition fees in British Columbia are \$5,782, lower than the Canadian average of \$6,838.¹
- Average undergraduate tuition fees in British Columbia are lower than Ontario, Saskatchewan, Nova Scotia Prince Edward Island and New Brunswick.
- The policy is intended to ensure appropriate balance of cost between students, institutions and taxpayers so that students have affordable access to a post-secondary education system that is sustainable over the long term.
- Additional Ministry actions towards improving affordability for public post-secondary students include the following:
 - Reduced the interest rate charged on British Columbia student loans by 2.5% to prime effective August 2017. Further reductions will be phased in. This initial interest rate reduction provides approximately \$11 million in interest relief and benefits to approximately 200,000 current borrowers.
 - Eliminated tuition fees for Adult Basic Education and English Language Learning programs effective September 2017.
 - Launched the first provincial wide tuition-waiver program to support former youth in care at all 25 public post-secondary institutions. As a result, 20% more students in public post-secondary institutions are benefiting from the tuition waiver program.
 - Invested in open textbook /open education resources. Since 2012, BC has invested \$2.5 million in open textbooks, with the most recent commitment of \$250,000 in June 2018. Approximately 100,000 students across British Columbia have benefitted from open textbooks, saving as much as \$10 million.
 - Invested \$12 million in the new British Columbia Graduate Scholarship Fund, to support graduate students working in research and innovation. The new scholarship fund will support 800 awards of \$15,000 for students in graduate degree programs over the next 3 years.
 - Invested \$500,000 in the new Women in Technology Scholarship program, to support women studying math and engineering at public post-secondary institutions. The new scholarship fund will annually support 10 awards of \$10,000.
 - Invested in affordable and accessible housing for students by launching a new \$450-million student housing program that will allow public post-secondary institutions to borrow directly from the Province in order to help finance an estimated 5,000 new on-

¹ Statistics Canada, The Daily, Tuition Fees for Degree Programs, 2018/19, September 5, 2018



campus student housing beds. An additional 3,000 beds will be built through grants, institutional self-financing and other partnerships.

Title: **Mandatory Fees**

Issue: **Mandatory fee reporting for public post-secondary institutions**

Key Messages:

- The cost of post-secondary education should not close the door to opportunity.
- Our government is making post-secondary education more accessible and affordable for thousands of post-secondary students throughout British Columbia.
- Mandatory fees are closely monitored by the Ministry and are subject to the tuition limit policy that limits increases to 2% annually.

Background/Status:

- Mandatory fees are fees charged by the institution that a student must pay in order to complete their program. Examples include: learning resource fees, materials/laboratory fees, and athletics/recreation fees.
- Since 2007, mandatory fees payable to the institution have been subject to the tuition limit policy that limits increases to 2% annually. Student society fees (e.g., medical/dental fees, universal transit passes, student union building fees, etc.) are not covered by the policy.
- Institution Boards have the authority under legislation to set fees. However, they are required to consult the Ministry before implementing any new mandatory fees for new services.
- Detailed mandatory fee data is collected from the 25 public post-secondary institutions in addition to the tuition data and student society fee data as part of the annual tuition reporting requirements. As with the tuition data, the mandatory fee data is reviewed in order to ensure that existing fee increases are in compliance with the 2% tuition limit policy.
- In March 2016, the Ministry sent a letter to all presidents to clarify that:
 - The 2% tuition limit policy applies to existing programs and fees.
 - Post-secondary institution boards are expected to ensure that any new fees for new services have demonstrable benefits to students; and that both students and the Ministry are consulted.
- In September 2016, the Ministry implemented a new Mandatory Fee Reporting process to increase the rigor around monitoring new mandatory fees. Institutions are now required to report the following information on an annual basis:
 - Name of the new fee
 - Date of Board approval
 - Academic Year the fee is to be implemented
 - Intended benefit of the new fee

- How students have been (or will be) consulted regarding the benefits of the new fee.
- Based on Ministry review of the past three years, it appears that the new Mandatory Fee reporting process has contributed to more student consultation at the institution level, and fewer new fees being introduced.
- Since initiating the Mandatory Fee Report in the 2016/17 academic year, there has been a noted decline in the number of new mandatory fees introduced at the public post-secondary institutions, year over year.
 - 2016/17 – 11 institutions introduced new mandatory fees for new services.
 - 2017/18 – 4 institutions introduced new mandatory fees for new services.
 - 2018/19 – Only 1 institution (Simon Fraser University) introduced new mandatory fees for new services.
- All institutions that added new mandatory fees in either the 2016/17 or the 2017/18 academic years have reported increases that are in compliance with the 2% tuition limit policy the year following the introduction of those new fees.

Title: Administrative Service Delivery Transformation initiative

Issue: A partnership between the Ministry, public post-secondary institutions and BCNET to drive down costs and create better solutions for support services.

Key Messages:

- The Administrative Service Delivery Transformation (ASDT) initiative is a partnership between the Ministry, public post-secondary institutions, and BCNET¹.
- By working together, we are driving down costs and creating better solutions for support services across the public post-secondary sector.
- Since 2012, institutions have achieved more than \$136 million in cost reductions, administrative efficiencies and cost savings.

Background/Status:

- The ASDT initiative is a partnership between the Ministry, all 25 public post-secondary institutions (PSIs) and BCNET. 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.
- The initiative was launched in 2012 to find efficiencies and create better solutions for sector administrative and support services.
- ASDT has achieved direct and indirect benefits.
 - Direct financial benefits since 2012 include more than \$136 million in cost reductions, efficiencies and cost savings achieved primarily through joint procurement e.g. IM/IT hardware and software.
 - Indirect benefits include risk mitigation, time savings, improvement of operational controls, the fostering of cross-sector relationships, and the sharing of best practices.
- Current priorities include:
 - Increasing cost savings through joint procurement;
 - Containing costs and reducing risk for core IT systems at institutions (i.e. finance, student records, HR, etc.);
 - Improving sector emergency preparedness;
 - Streamlining financial reporting; and,

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.

- Supporting the expansion of affordable student housing (e.g. hosting sector workshops to build capacity and share student housing expertise).
- The ASDT initiative is led by a Steering Committee with representatives from all three sector associations (10 Vice-Presidents of Finance), one representative from BCNET, and two Ministry representatives.
- The Steering Committee also provides advice to government on how to develop and implement programs that impact the sector (e.g. the Feed BC initiative – a mandate letter priority for the Minister of Agriculture).

Appendix A: Key Highlights of the ASDT Initiative

APPENDIX A – KEY HIGHLIGHTS OF THE ASDT INITIATIVE

Joint Procurement

- As of 2017/18, there were 34 shared contracts within the sector, with a participating spend of over \$61 million.
- All 25 public PSIs participate in joint procurement.

Student Housing Workshops

- Two sector-wide student housing workshops were hosted in March and October 2018.
- More than 100 participants from all 25 PSIs participated in each of the workshops.
- Workshop objectives included discussion on key components of a Provincial student housing strategy, dialogue on challenges and opportunities, and sharing best practices and expertise.

IT Systems - Enterprise Resource Planning Pilot

- In 2015, work was initiated to explore options for containing costs and reducing risks for core IT systems at institutions.
- These systems include finance, HR, student records, course enrolments and fundraising.
- In 2017, a pilot project was created in partnership with BCNET to support more efficient management of these systems, including vendor management support and advisory services.

Cross- Government Initiatives

- The ASDT Steering Committee provided advice to the Ministry of Agriculture (AGRI) on how to engage all 25 PSIs in the Feed B.C. initiative – a mandate commitment to increase the use of B.C.-grown and processed foods in hospitals, schools, and other government facilities.
- AGRI will continue working in partnership with the Steering Committee to build knowledge and capacity for PSIs to procure and serve more B.C. foods through workshops, training, grants and procurement support.

Title: Post-Secondary Institution Board Appointments

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

Key Messages:

- We need the right leadership to ensure our government's pillars of reconciliation, affordability, services and a sustainable economy that works for everyone are upheld.
- The Ministry of Advanced Education, Skills and Training, is responsible for coordinating approximately 265 board appointments to 25 public post-secondary institutions, 5 professional organizations, 3 advisory agencies and 1 Crown agency.
- Board appointments are a critical element of effective post-secondary governance.
- The board appointment process is open, consistent, diverse, merit-based and transparent.
- The board appointment process ensures the selection of the most qualified candidates having the highest personal and professional integrity to serve.
- Candidates are selected based on their merits, including competencies, skills and experiences, both academic and non-academic, taking into account the respective needs of the individual board.
- There are 100 post-secondary institution board appointments expiring in 2019.
- The Ministry is currently in the process of reviewing the needs of all its boards and working to address current and upcoming board vacancies.
- As of July 2018, all 25 public post-secondary boards have at least one Indigenous appointee representing 21% of board membership.
- Nominations are encouraged to be extended to candidates from all regions of the province, 92 members have joined from regional areas since July 2017 (from outside of Metro Vancouver or CRD)
- As of February 25, 2019, female representation on boards is 49.8%, an increase from January 2017 when it was only 42.9%.

Background/Status:

- The Crown Agencies and Board Resourcing Office (CABRO) monitors all provincial appointments providing advice and support in making board appointments or bring candidates for consideration.
- The Ministry of Advanced Education, Skills and 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 Research University Boards receive no remuneration. However, appointees to Colleges, Institutions, and Teaching Universities receive a honorarium as per the Treasury Board Directive 2/17.
- 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.
- Since July 2017 there have been a total of 228 (up until Feb 25, 2019) post-secondary appointments that have gone forward to Cabinet:
 - 113 Male (49.5%), 115 Female (50.5%).
 - 105 reappointments (46%), 123 new appointments (54%).
 - 44 Indigenous appointments (21%).
 - 92 regional appointments (not Metro Vancouver or CRD) (39.7%).
- As of Feb 25, there are **33** board with vacancies in 2019 as follows :
 - Colleges and Institutes = 14
 - Universities = 11
 - Professional Associations = 4
 - Other Agencies = 3
 - Industry Training Authority = 1

Attachment: Current and Upcoming Vacancies Table

Ministry of Advanced Education, Skills and Training
Board Appointments (as of February 22, 2019)

| | Current and upcoming vacancies | Indigenous Representation |
|---|--|---------------------------|
| Universities – 8 LGIC appointed board members | | |
| Research Universities: | | |
| Thompson Rivers University | 1 term expired Nov 24, 2018 (LGIC serves until successor appointed) 2 terms expire Jul 31, 2019 (both are alumni positions nominated by the alumni association) | Yes – one member |
| Simon Fraser University | 2 terms expires Jul 31, 2019 4 terms expire Dec 31, 2019 (including 1 alumni positions nominated by the alumni association) | Yes – two members |
| University of British Columbia | *UBC has 11 LGIC members 2 terms expire July 31, 2019 3 terms expire Dec 31, 2019 | Yes – two members |
| University of Northern British Columbia | 2 terms expired Dec 31, 2018 (both alumni positions nominated by the alumni association) (LGIC serves until successor appointed) 4 terms expire July 31, 2019 | Yes – two members |
| Royal Roads University | *RRU has 6 LGIC members 2 terms expire July 31, 2019 | Yes – two members |
| University of Victoria | 1 term expire July 31, 2019 1 term expire Dec 31, 2019 (including 1 alumni positions nominated by the alumni association) | Yes – one member |
| Teaching Universities: | | |
| Capilano University | 2 terms expires July 31, 2019 1 term expire Dec 31, 2019 (including 1 alumni positions nominated by the alumni association) | Yes – one member |
| University of the Fraser Valley | 5 terms expire July 31, 2019 (including 2 alumni positions nominated by the alumni association) | Yes – one member |
| Vancouver Island University | 4 terms expire July 31, 2019 | Yes – two members |
| Emily Carr University of Art and Design | 2 terms expire July 31, 2019 1 term expire Dec 31, 2019 (including 1 alumni positions nominated by the alumni association) | Yes – two members |
| Kwantlen Polytechnic University | 2 terms expire July 31, 2019 2 terms expire Dec 31, 2019 (including 1 alumni positions nominated by the alumni association) | Yes – one member |
| Colleges and Institutes – 8 or more LGIC appointed board members | | |
| Coast Mountain College | 3 terms expire July 31, 2019 | Yes – two members |
| Okanagan College | 6 terms expire July 31, 2019 1 term expire Dec 31, 2019 | Yes – one member |
| Vancouver Community College | 3 terms expire July 31, 2019 | Yes – one member |
| Camosun College | 4 terms expire July 31, 2019 1 term expire Dec 31, 2019 | Yes – one member |
| North Island College | 4 terms expire July 31, 2019 2 term expiry Dec 31, 2019 | Yes – two members |
| Northern Lights College | 5 terms expire July 31, 2019 | Yes – one member |

| Colleges and Institutes – 8 or more LGIC appointed board members | | | |
|---|---|--|-----------------|
| Selkirk College | 3 terms expire July 31, 2019 1 term expires Dec 31, 2019 | Yes – two members | |
| British Columbia Institute of Technology | 5 terms expire July 31, 2019 | Yes – one member | |
| College of New Caledonia | 3 terms expire July 31, 2019 1 term expires Dec 31, 2019 | Yes – two members | |
| College of the Rockies | 3 terms expire July 31, 2019 1 term expires Dec 31, 2019 | Yes – one member | |
| Douglas College | 3 terms expire July 31, 2019 1 term expires Dec 31, 2019 | Yes – one member | |
| Justice Institute of British Columbia | 3 terms expire July 31, 2019 1 term expires Dec 31, 2019 | Yes – two members | |
| Langara College | 3 terms expire July 31, 2019 | Yes– one member | |
| Nicola Valley Institute of Technology | 1 term expires July 31, 2019 2 terms expire Dec 31, 2019 | Yes – all members | |
| Crown Agency – Appointed by Minister’s Order | | | |
| | #MO | Terms Expiring | Indigenous |
| Industry Training Authority | 9 | 1 term expires Apr 30, 2019 3 terms expire May 1, 2019 1 term expires Dec 14, 2019 | No |
| Professional Associations | | | |
| | #LGIC | Terms Expiring | Indigenous |
| Architectural Institute of British Columbia | 4 | 1 vacancy 1 term expires Dec 11, 2019 “At Pleasure” | No |
| Association of Professional Engineers and Geoscientists of British Columbia | 4 | Nothing in 2019 | No |
| BC Society of Landscape Architects | 4 | 1 vacancy 2 terms expires Jul 31, 2019 1 term expires Oct 31, 2019 | No |
| BC Registered Music Teachers’ Association | 1 | 1 term expires Oct 1, 2019 | No |
| Chartered Professional Accountants of British Columbia | 3 | 1 vacancy 1 term expires Mar 2, 2019 1 term expires Dec 31, 2019 | No |
| Other Agencies – Appointed by Letter | | | |
| | #By Letter | Terms Expiring | Indigenous |
| BC Council on Admissions and Transfer | 19 | 11 terms expire Aug 31, 2019 | No |
| Degree Quality Assessment Board | 13 | 5 terms expired Nov 30, 2018 2 terms expired Feb 1, 2019 2 terms expire Nov 30, 2019 | Yes– one member |
| StudentAid BC Appeal Committee | 7 | 4 terms expire Oct 26, 2019 | No |

2019 Summary totals

Spring PSI OICs = 77

Fall PSI OICs = 23

Non-PSI OICs = 10

Non-PSI Ministerial Letters = 22

Non-PSI Ministerial Orders = 5

Title: Expansion of College and University Board Eligibility

Issue: Conflict of Interest Mitigation Respecting the Expansion of Board Eligibility for Faculty and Staff Representatives on Post-Secondary Boards

Key Messages:

- Bill 36, 2018 amended the *College and Institute Act*, *University Act*, and *Royal Roads University Act*, repealing the provisions that limited the faculty and staff association board members that could join the governing boards of post-secondary institutions.
- The conflicts of interest that arise in the course of an institutional board member's duties can be managed without imposing a prohibition on board membership.
- Institutions will continue to be responsible for clearly outlining their conflict of interest procedures and mitigation strategies.
- The bylaws of the majority of BC's public institutions already set out clear frameworks for identifying and reporting conflicts of interest and the recusal obligations of conflicted board members.
- AEST is collaborating with all affected institutions to assist in updating bylaws and procedures where necessary.

Background/Status:

- In 2011, Bill 18 (*Advanced Education Statutes Amendment Act, 2011*) introduced prohibitions that prevented faculty and staff association board members with negotiation or adjudication responsibilities from becoming post-secondary institution board members.
- This was intended to prevent conflicts of interest when institutions' interests and those of faculty or staff association were at odds, such as during collective bargaining or in relation to grievance proceedings.
- This was touted as a "proactive" step to guard against a potential conflict of interest, and not in reaction to a specific problem.
- The prohibitions compromised the ability of smaller and rural institutions to adequately populate their boards with the most qualified faculty and staff.
- They also unnecessarily excluded valuable voices and perspectives from representation on an institutions' governing body at times when bargaining or grievances or other conflicting issues were not at issue.
- Bill 36 (*Miscellaneous Statutes Amendment Act, 2018 - No. 3*) repealed these prohibitions.

Title: Collective Bargaining

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

Key Messages:

- Under the Sustainable Services Negotiating Mandate, just over 198,000 unionized employees are covered by tentative and ratified collective agreements in B.C.'s public sector.
- Approximately 10% of these public sector employees belong to the research university and post-secondary sectors.
- We are very pleased that two tentatives and one ratified agreement, as well as a common agreement have been reached in the post-secondary sector:
 1. University of Victoria – Professional Employees Union – (ratified)
 2. Post-Secondary Employers' Association (PSEA) & BCGEU Vocational Faculty Common Agreement (tentative framework)
 3. Northern Lights College & BCGEU Local 710 Faculty (tentative)
 4. Selkirk College & BCGEU Local 709 Faculty (tentative)
- 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.
- There are 183 collective agreements in the public sector, 29 of those collective agreements belong to the research university sector and 42 belong to post-secondary for a total of 71.
- The majority of agreements reached under the 2014 mandate expire in 2019.
- 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.

Post-secondary Bargaining Status:

- There are two tentatives and one ratified agreement, as well as a common agreement have been reached in the post-secondary sector:
 1. University of Victoria – Professional Employees Union – (ratified)
 2. Post-Secondary Employers' Association (PSEA) & BCGEU Vocational Faculty Common Agreement (tentative framework)
 3. Northern Lights College & BCGEU Local 710 Faculty (tentative)
 4. Selkirk College & BCGEU Local 709 Faculty (tentative)
- The colleges, institutes and teaching universities are commencing faculty bargaining followed by support staff bargaining.
- Thompson Rivers University, Simon Fraser University, University of Victoria and University of BC are also commencing bargaining with their unions.

Public Sector Bargaining Status

- Under the mandate there are 10 ratified and 4 tentative deals in the public sector:

Ratified:

1. HEABC and Community Health Bargaining Association
2. BC Public Service & BCGEU Main Agreement
3. Community Social Service Employers' Association - Community Living Services
4. Community Social Service Employers' Association - General Services
5. Community Social Service Employers' Association- Indigenous Services
6. BC Public School Employers' Association (BCPSEA) & K12 Support Staff
7. HEABC & Health Science Professionals Bargaining Association
8. HEABC & Nurses Bargaining Association
9. HEABC & Facilities Bargaining Association
10. University of Victoria – Professional Employees Union

Tentative:

1. Post-Secondary Employers' Association (PSEA) & BCGEU Vocational Faculty Common Agreement
2. Northern Lights College & BCGEU Local 710 Faculty
3. Selkirk College & BCGEU Local 709 Faculty
4. BC Public Service & PEA Master Agreement

Title: 2017/18 Executive Compensation Disclosure of Post-Secondary Presidents

Issue: Post-secondary executives are compensated fairly within the public sector.

Key Messages:

- Boards of governors are responsible for determining appropriate compensation for their presidents and senior executives.
- Public post-secondary presidents lead complex institutions with thousands of employees responsible for delivering education and training to hundreds of thousands of students.
- Compensation decisions reflect the challenge of attracting and retaining top administrators within the compensation framework established by government.
- Controlled compensation is essential to managing our prudent fiscal plan and balancing our budget in the years ahead because compensation spending makes up nearly 60% of the total budget in the public sector.

Background/Status:

- The *Public Sector Employers Act (Act)* requires that the boards must disclose and attest to the accuracy of the total compensation paid to the CEO and the next four highest ranking/paid executives earning \$125,000 or more in base pay. Government has a framework to provide parameters on CEO compensation and all compensation plans must be approved by the Minister of Finance as she is responsible for the Act. Each executive compensation disclosure statement includes base salary, holdbacks, bonuses, incentive pay, pension, and all other compensation paid to executives.
- The only individual executive in the top 10 from the post-secondary sector in the 2017/18 disclosure was the President of the University of British Columbia (UBC). This compensation tends to rank within the top 10 year-over-year.
- In 2017/18, UBC's president Santa Ono ranked 5th with the total compensation of \$595,848 compared to \$367,152 in 2016/17. Ono's 2017/18 total compensation represented a full fiscal year in the role making it appear larger than the previous year. He also receives a taxable benefit related to UBC's requirement that the president and his family live in the Norman Mackenzie House on the Vancouver campus.
- Top rank went to the President and CEO of Powerex, a BC Hydro subsidiary, with total compensation of \$898,258.

Notes:

Attachment 1 – Top 10 list of Highest Paid Public Sector Executives, 2017/18

Attachment 2 – Post-secondary CEO/Presidents' Total Compensation in 2017/18

Attachment 1
Top 10 list of Highest Paid Public Sector Executives, 2017/18

| Employer | Rank | Position/Title | Salary | Holdback | Benefits | Pension | All Other Comp | Total Compensation | | 2016/17 Rank |
|----------------------------------|------|---|-----------|-----------|----------|----------|-------------------|--------------------|-----------|-----------------|
| | | | | | | | | 2017/18 | 2016/17 | |
| Powerex - Subsidiary of BC Hydro | 1 | Thomas Bechard, President & CEO Powerex | \$358,800 | \$500,852 | \$18,792 | \$17,527 | \$2,287 | \$898,258 | \$884,767 | 1 |
| BC Public Service Agency | 2 | Kimberly N Henderson, Former DM to the Premier | \$85,790 | \$15,500 | \$1,393 | \$9,377 | \$575,529 | \$687,589 | \$354,749 | 34 |
| BC Securities Commission | 3 | Brenda Leong, Chair | \$434,748 | \$0 | \$12,232 | \$46,589 | \$146,133 | \$639,702 | \$504,529 | 3 |
| BC Public Service Agency | 4 | Athana Mentzelopoulos, Former DM of Finance | \$73,537 | \$13,188 | \$1,618 | \$8,038 | \$523,357 | \$619,738 | \$327,659 | 51 |
| University of British Columbia | 5 | Santa J Ono, President & Vice-Chancellor | \$470,000 | \$0 | \$11,281 | \$46,065 | \$68,502 | \$595,848 | \$367,152 | 27 |
| BC Hydro | 6 | Jessica McDonald, Former President & CEO | \$361,790 | \$32,960 | \$18,184 | \$77,785 | \$50,896 | \$541,615 | \$528,343 | 2 |
| BC Hydro | 7 | Christopher O'Riley, President & COO | \$359,120 | \$44,142 | \$23,348 | \$77,211 | \$25,363 | \$529,184 | \$498,307 | 4 |
| Powerex - Subsidiary of BC Hydro | 8 | Teresa Conway, President & CEO, Powerex | \$326,562 | \$58,191 | \$22,488 | \$70,211 | \$41,237 | \$518,689 | \$477,532 | 6 |
| Providence Health Care Society | 9 | Paul Emile Landry, Former Senior Vice-President Redevel | \$212,879 | \$0 | \$13,093 | \$21,483 | \$268,452 | \$515,907 | \$255,071 | 101 |
| BC Securities Commission | 10 | Nigel P Cave, Vice Chair | \$327,000 | \$0 | \$10,760 | \$0 | \$104,640 | \$442,400 | \$340,602 | 42 |

*

Attachment 2

Post-secondary Presidents' Total Compensation in 2017/18

| Name | Title | 2017/18 total compensation | 2016/17 total compensation |
|------------------|-------------------------------------|----------------------------|----------------------------|
| Gary Herman | CEO, Industry Training Authority | \$233,238 | \$229,321 |
| | | | |
| Santa J Ono | UBC President & Vice-Chancellor | \$595,848 | \$367,152 |
| Andrew Petter | SFU President and Vice-Chancellor | \$439,460 | \$455,339 |
| Jamie Cassels | UVic President & Vice Chancellor | \$423,215 | \$415,246 |
| Daniel Weeks | UNBC President & Vice Chancellor | \$316,468 | \$312,906 |
| Kathy Kinloch | BCIT President | \$304,938 | \$291,505 |
| Allan Cahoon | RRU President & Vice-Chancellor | \$296,273 | \$296,641 |
| Ralph Nilson | VIU President & Vice-Chancellor | \$252,485 | \$255,811 |
| Ronald Burnett | ECUAD President and Vice-Chancellor | \$263,345 | \$253,018 |
| Alan Davis | KPU President & Vice Chancellor | \$244,823 | \$238,860 |
| Mark Evered | UFV President | \$229,970 | \$232,951 |
| James Hamilton | OC College President | \$229,198 | \$218,416 |
| Kathy Denton | Douglas President and CEO | \$220,670 | \$210,784 |
| Alan Shaver | TRU President and Vice-Chancellor | \$219,290 | \$225,601 |
| Michel A Tarko | JIBC President & CEO | \$216,036 | \$217,387 |
| Lane Trotter | Langara College President and CEO | \$215,594 | \$204,593 |
| Sherri D Bell | Camosun College President | \$214,791 | \$212,636 |
| Ken W Tourand | NVIT President & CEO | \$210,544 | \$199,955 |
| David Walls | COTR President | \$208,730 | \$199,510 |
| Angus Graeme | Selkirk College President & CEO | \$207,231 | \$203,316 |
| Peter Nunoda | VCC President | \$204,373 | \$207,208 |
| John Bowman | NIC President and CEO | \$201,913 | \$199,140 |
| Ken Burt | CMTN President | \$201,913 | \$199,140 |
| Henry Reiser | CNC President & CEO | \$198,785 | \$195,186 |
| Bryn Kulmatycki | NLC President and CEO | \$197,912 | \$193,577 |
| Paul Dangerfield | Capilano University President | \$224,850 | \$122,291 |

Title: Executive and Excluded Compensation

Issue: Post-secondary executives are compensated fairly with in the public sector.

Key Messages:

- B.C.'s public sector employers are now making compensation decisions based on a common set of criteria, with the intention to provide more consistent and sustainable compensation practices for excluded and executive employees.
- Government recognizes the importance of excluded management in the delivery of high quality public services that citizens depend on, and we want to balance the affordability with the need to sustain that delivery.
- One of the guiding principles of the common philosophy is a performance-based culture where compensation decisions are based on merit rather than the entitlement to an annual increase.
- The Minister of Finance, under the *Public Sector Employers Act*, is responsible for excluded compensation, including the Post-Secondary Compensation Framework.

Background/Status:

- In September 2018, government introduced the “Accountable Compensation Policy Direction” which permits enhanced flexibility for employers to manage salary decisions within their approved compensation/implementation plans.
- Under this direction post-secondary institutions are utilizing a phased-in approach to salary range progression for both excluded and executive positions.
- In November 2017, government approved a new compensation framework which places the 19 colleges, institutes and teaching universities in 3 distinct groups based on key factors such as institution size, programming available, and student enrolment.
- The goal of the framework was to strike a balance that enables BC to continue to recruit and retain talented leadership to manage the significant investment in the public post-secondary system, while ensuring costs are transparent and sustainable.
- The Compensation Framework is now fully implemented in the sector.

Attachment 1 – Approved Salary Structure and Institutional Groupings

Attachment 2 – Salary Grids for all three groups

Attachment 1: Approved Salary Structure and Institutional Groupings

| Group 1 Small to mid-sized Colleges | Group 2 Larger Colleges and Teaching Universities | Group 3 Institution with a significant provincial mandate |
|--|--|--|
| College of New Caledonia | Camosun College | BC Institute of Technology |
| College of the Rockies | Douglas College | |
| Nicola Valley Institute of Technology | Justice Institute of BC | |
| North Island College | Emily Carr University of Art + Design | |
| Northern Lights College | Langara College | |
| Northwest Community College | Okanagan College | |
| Selkirk College | Vancouver Community College | |
| | Capilano University | |
| | Kwantlen Polytechnic University | |
| | University of the Fraser Valley | |
| | Vancouver Island University | |

Attachment 2: Salary Grids

Group 1 – Small to mid-sized Colleges

College of New Caledonia

College of the Rockies

Nicola Valley Institute of Technology

North Island College

Northern Lights College

Northwest Community College

Selkirk College

Salary Grid

| Family | Grid | Minimum | Control/Market placed at 50th percentile | Maximum | Benchmark job association |
|---|------|-----------|---|-----------|---|
| Sr. Professional and Academic Management | 19 | \$136,125 | \$181,500 | \$208,725 | Provost/VP Academic/Education (CAO); VP Finance and Administration/CFO |
| | 18 | \$123,750 | \$165,000 | \$189,750 | |
| | 17 | \$112,500 | \$150,000 | \$172,500 | |
| | 16 | \$102,273 | \$136,364 | \$156,818 | |
| | 15 | \$92,975 | \$123,967 | \$142,562 | Top Human Ressource (Executive); Top External Relations/Alumni/Marketing/Communications; Dean Arts, Business, Health, Sciences, Trades |
| | 14 | \$84,523 | \$112,697 | \$129,602 | Top Level Information Technology Services/CIO; Dir/Dean Int'l Studies; Dir/Dean Library Services; Dir/Dean Continuing Ed/Professional Development/Contract Training; Registrar; Director Facilities; Director Finance |
| | 13 | \$76,839 | \$102,452 | \$117,820 | |
| | 12 | \$78,750 | \$105,000 | \$115,500 | Director Marketing & Communications; |
| Technical Professional; Management; & Supervisory | 11 | \$73,256 | \$97,674 | \$107,442 | Manager HR; Financial Manager; Manager Computing (IT) Services |
| | 10 | \$68,145 | \$90,860 | \$99,946 | |
| | 9 | \$63,391 | \$84,521 | \$92,973 | Manager Campus Security |
| | 8 | \$58,968 | \$78,624 | \$86,486 | HR Advisor |
| | 7 | \$54,854 | \$73,139 | \$80,453 | |
| Admin & BUE | 6 | \$52,406 | \$69,875 | \$73,369 | |
| | 5 | \$48,750 | \$65,000 | \$68,250 | Admin support to President; Admin Support to Board |
| | 4 | \$45,349 | \$60,465 | \$63,488 | |
| | 3 | \$42,185 | \$56,247 | \$59,059 | Confidential Assistant (non-executive) |
| | 2 | \$39,242 | \$52,322 | \$54,939 | |
| | 1 | \$36,504 | \$48,672 | \$51,106 | |

Typical "Corporate" Excluded Roles

Group 2 – Larger Colleges and Teaching Universities

Camosun College

Douglas College

Emily Carr University of Art + Design

Justice Institute of BC

Langara College

Okanagan College

Vancouver Community College

Capilano University

Kwantlen Polytechnic University

University of the Fraser Valley

Vancouver Island University

Salary Grid

| | Grid | Minimum | Control/Market | Maximum | |
|---|---------------------------|-----------|----------------|-----------|---|
| Family | placed at 50th percentile | | | | Benchmark job association |
| Sr. Professional and Academic Management | 20 | \$156,750 | \$209,000 | \$240,350 | |
| | 19 | \$142,500 | \$190,000 | \$218,500 | Provost/VP Academic/Education (CAO); VP Finance & Administration/CFO |
| | 18 | \$129,545 | \$172,727 | \$198,636 | |
| | 17 | \$117,769 | \$157,025 | \$180,579 | Top Human Resource (Executive) |
| | 16 | \$107,062 | \$142,750 | \$164,162 | Top External Relations/Alumni/Marketing/Communications; Dean Arts, Business, Health, Sciences, Trades |
| | 15 | \$97,329 | \$129,773 | \$149,238 | Top Level Information Technology Services/CIO; Dean Intn'l Studies; Dir/Dean Library Services; Registrar; Director Finance; Director Facilities |
| | 14 | \$88,481 | \$117,975 | \$135,671 | Dean Continuing Ed/Professional Development/Contract Training; |
| | 13 | \$80,438 | \$107,250 | \$123,338 | |
| Technical Professional; Management; & Supervisory | 12 | \$78,750 | \$105,000 | \$115,500 | Director Marketing & Communications |
| | 11 | \$73,256 | \$97,674 | \$107,442 | Manager HR; Financial Manager; Manager Computing (IT) Services |
| | 10 | \$68,145 | \$90,860 | \$99,946 | |
| | 9 | \$63,391 | \$84,521 | \$92,973 | Manager Campus Security |
| | 8 | \$58,968 | \$78,624 | \$86,486 | HR Advisor |
| Admin & BUE | 7 | \$54,854 | \$73,139 | \$80,453 | |
| | 6 | \$52,406 | \$69,875 | \$73,369 | |
| | 5 | \$48,750 | \$65,000 | \$68,250 | Admin support to President; Admin Support to Board |
| | 4 | \$45,349 | \$60,465 | \$63,488 | |
| | 3 | \$42,185 | \$56,247 | \$59,059 | Confidential Assistant (non-executive) |
| | 2 | \$39,242 | \$52,322 | \$54,939 | |
| | 1 | \$36,504 | \$48,672 | \$51,106 | |



Typical "Corporate" Excluded Roles

Group 3 – Institution with a significant provincial mandate

BC Institute of Technology

Salary Grid

| | Grid | Minimum | Control/Market | Maximum | Benchmark job association |
|---|-----------------|-----------|----------------|-----------|---|
| Family | 50th percentile | | | | |
| Sr. Professional and Academic Management | 20 | \$191,840 | \$239,800 | \$275,770 | Provost/VP Academic/Education (CAO); VP Finance & Administration/CFO |
| | 19 | \$174,400 | \$218,000 | \$250,700 | |
| | 18 | \$158,545 | \$198,182 | \$227,909 | Top Human Resource (Executive) |
| | 17 | \$144,132 | \$180,165 | \$207,190 | Top External Relations/Alumni/Marketing Communications; |
| | 16 | \$131,029 | \$163,787 | \$188,355 | CIO; Dean Arts, Business, Health, Sciences, Trades; Dir/Dean Int'l Studies; Dir/Dean Library Services; Dir/Dean Continuing Ed/Professional Development/Contract Training; Registrar |
| | 15 | \$119,118 | \$148,897 | \$171,231 | |
| | 14 | \$108,289 | \$135,361 | \$155,665 | |
| | 13 | \$98,444 | \$123,055 | \$141,514 | Director Facilities (Construction) |
| | 12 | \$89,495 | \$111,868 | \$128,649 | |
| | 11 | \$84,000 | \$105,000 | \$115,500 | Director Marketing and Communications |
| Technical Professional; Management; & Supervisory | 10 | \$78,140 | \$97,674 | \$107,442 | Manager Finance: Manager of HR |
| | 9 | \$72,688 | \$90,860 | \$99,946 | |
| | 8 | \$67,617 | \$84,521 | \$92,973 | Manager Campus Security |
| | 7 | \$62,899 | \$78,624 | \$86,486 | HR Advisor |
| | 6 | \$58,511 | \$73,139 | \$80,453 | |
| Admin & BUE | 5 | \$57,200 | \$71,500 | \$75,075 | Administrative Support to President; Administrative Support to Board |
| | 4 | \$52,000 | \$65,000 | \$69,875 | |
| | 3 | \$47,273 | \$59,091 | \$63,523 | |
| | 2 | \$42,975 | \$53,719 | \$57,748 | Confidential Assistant (non-executive) |
| | 1 | \$39,068 | \$48,835 | \$52,498 | |

Typical "Corporate" Excluded Roles

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.
- Despite a 42% increase in Freedom of Information requests since forming government, we've continued to provide records on time. In fact, we've increased the timeliness of our responses.
- Professional public service employees are the ones responsible for determining responsiveness of records and ensuring full compliance with the legislation.

Background/Status:

| | April 2017 – March 2018 | April 2018 – March 2019 | |
|---|-----------------------------|-----------------------------|--|
| Total Requests Received | 136 | 203 | 49% increase in total requests |
| Total Requests Closed | 108 | 175 | 62% increase in requests closed |
| % Closed On Time | 88% | 97% | 9% improvement in on time responsiveness |
| Average Processing Days | 32 | 34 | 6% decrease in processing speed |
| Number of Requests Where No Records Located | 24 (22% of closed requests) | 52 (30% of closed requests) | 8% increase in number of requests resulting in no records. |
| Requests by Political Party Applicant | 61 (45% of total requests) | 141 (69% of total requests) | 231% increase in political party requests. |

- From April 2018 to March 2019 AEST improved or maintained almost all of its Freedom of Information (FOI) measurements compared to the same period in fiscal year 2017/18.
 - The average number of processing days used to complete a request has increased slightly from the previous year, this is attributed to the significant increase in the number of requests and the volume of records.
- The largest category of FOI applicant during this time period was political parties. This category continues to demonstrate a significant increase in request volume from the previous year.
 - Political party applicants are defined as applicants self-identifying as working on behalf of registered political parties.
- Volume of FOI requests received by the Ministry from April 2018 to March 2019 has increased overall by 49% in comparison to the previous year's identical time period.
 - This increase is clearly attributed to a single category of FOI applicant: political party applicants. Requests from political party applicants have had a 231% increase in number from the same period in the previous fiscal year.

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.
- We work closely with Corporate Information and Records Management Office to ensure proper information schedules are in place for the appropriate retention and destruction of Ministry generated records.
- 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.

Background/Status:

- Records created by the Ministry are categorized as either Official Records or Transitory Records. The content and use of a record, not its form, determines its categorization (e.g. an email may be transitory or official).
 - 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. Transitory records are only retained for the period of time in which they are useful and after which can be destroyed.
- Only the OPR is responsible for retaining a record in accordance with its information schedule. Although other offices may be provided copies for reference purposes during a decision making process, they do not have a responsibility to retain their copies once they are no longer needed for the ongoing activity.
- For example, the Deputy Minister's Office is the OPR for most records received by or sent from the Minister's Office. This is to ensure continuity and appropriate public



service administration of the records of successive ministers. Some records may also be maintained in other functional areas of the Ministry.

- When the Minister's Office creates a record of decision for the Ministry, it is sent to the Deputy Minister's Office for further action, and it is the Deputy Minister's Office's responsibility to ensure the record of decision is appropriately maintained and recorded for retention.

Title: Professional Reliance Process - *Professional Governance Act*

Issue: *Professional Governance Act* and impact on AEST's statutory responsibilities

Key Messages:

- The *Professional Governance Act* received royal assent on November 27, 2018, and will come into force in stages by regulation.
- The Act will centralize statutory authority for professional governance which will help protect public interest.
- AEST has responsibility for 2 of the 5 organizations impacted by the Act: the Engineers and Geoscientists of BC (EGBC), and the Applied Science Technologists and Technicians of BC (ASTTBC).
- AEST staff will continue to engage with Ministry stakeholders and monitor progress on the implementation of the new Act.
- ENV is currently leading the implementation of the Professional Reliance Review and the new Act; all questions on this matter should be directed to ENV.

Background/Status:

- The Professional Governance Act (Act) was created following a recommendation from the Professional Reliance Review by the Ministry of Environment and Climate Change Strategy (ENV) in accordance with ENV's 2017 Mandate Letter and the 2017 Confidence and Supply Agreement.
- The intent of the Act is to ensure that roles, responsibilities and expectations of natural resource professionals are clear, improve public trust in the professional reliance model, and provide industry the certainty it requires to continue to generate jobs and economic growth.
- The Act applies to 5 natural resources sector professions, and will eventually replace the 2 existing governing Acts that are currently under AEST responsibility:
 - Applied Science Technologists & Technicians of BC (Applied Science Technologists and Technicians Act)
 - Engineers and Geoscientists of BC (Engineers and Geoscientists Act)
- The Act comes into force in stages by regulation. The first phase will begin in early 2019 with the establishment of an Office of the Superintendent of Professional Governance housed in the Attorney General's office.
- During the transition period, the existing governance statutes of the 5 regulatory bodies will continue to operate alongside the Act. The governance statutes will be repealed once regulations are developed to fully implement the new Act, likely in spring 2019.
- As part of the Professional Reliance Review in 2017/18, ENV conducted external consultations with the regulatory bodies, professionals, employers of professionals, as well as levels of government including Indigenous nations.

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:

- The Ministry of Advanced Education, Skills and Training, is responsible for coordinating approximately 265 board appointments to 25 public post-secondary institutions, 5 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.
- The board appointment process ensures the selection of the most qualified candidates having the highest personal and professional integrity to serve.
- Candidates are selected based on their merits, including competencies, skills and experiences, both academic and non-academic, taking into account the respective needs of the individual board.

Background/Status:

- The Crown Agencies and Board Resourcing Office (CABRO) monitors all provincial appointments providing advice and support in making board appointments or bring candidates for consideration.
- CABRO and AEST staff are in the process of meeting with the three professions with outstanding vacancies (AIBC, BCSLA and CPABC) to discuss their needs, and are actively working on the vacancies.
- The Ministry of Advanced Education, Skills and 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 five 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:
 - The Architectural Institute of British Columbia (AIBC)
 - The Association of Professional Engineers and Geoscientists of the Province of British Columbia (EGBC)
 - BC Registered Music Teachers Association (BCRMT)
 - The British Columbia Society of Landscape Architects (BCSLA)



- Chartered Professional Accountants of British Columbia (CPABC)

The Architectural Institute of British Columbia (AIBC)

| Background | LGIC Board Members | | |
|---|----------------------|------------------|-------------|
| <ul style="list-style-type: none"> AIBC is governed by a council of 10 elected architects; 4 persons appointed by the Lieutenant Governor in Council and 1 appointee from the faculty of UBC's School of Architecture and Landscape Architecture. AIBC provides a range of regulatory and outreach programs and services to serve the public, as well as programs and support for architects and other AIBC registrants. AIBC Council governs the affairs of the Institute in accordance with the <i>Architects Act</i>. | Name | First joined | Term expiry |
| | Vacancy | since April 2018 | |
| | S. Ross Rettie | 2013-12-11 | 2019-12-11 |
| | Judith Michelle Rupp | 2015-10-30 | 2021-10-30 |

The Association of Professional Engineers and Geoscientists of the Province of British Columbia (APEGC)

| Background | LGIC Board Members | | |
|--|-------------------------|--------------|-------------|
| <ul style="list-style-type: none"> The council consists of the president, vice presidents; the immediate past president; at least eight councillors elected by the members; and four councillors appointed by the Lieutenant Governor in Council, serving two year terms, and who are not members of the association. APEG regulates and governs under the authority of the <i>Engineers and Geoscientists Act</i>. The association is charged with protecting the public interest by setting and maintaining high academic, experience, and professional practice standards for all 34,000 members. Individuals licensed by Engineers and Geoscientists BC are the only persons permitted by law to undertake and assume responsibility for engineering and geoscience projects in BC. | Name | First joined | Term expiry |
| | Leslie Rose Hildebrandt | 2018-11-30 | 2020-11-30 |
| | Sukhjinder Kaur | 2016-11-07 | 2020-11-30 |
| | David J.P. Wells | 2016-11-07 | 2020-11-30 |
| | Alan James Andison | 2018-12-31 | 2020-12-31 |

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 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 |
| | M. Sharon West | 2018-10-01 | 2019-10-01 |

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 |
| | Vacancy (Public interest member) | since April 2018 | |
| | Elizabeth A. Cunnin (nominated by the President of Kwantlen College) | 2018-07-31 | 2019-07-31 |
| | Matthew G. Soules (nominated by the Director of the School of Architecture and Landscape Architecture of the UBC) | 2018-06-28 | 2019-07-31 |
| | Susan Herrington (Nominated by Dean of the Faculty of Applied Science of UBC) | 2018-11-15 | 2019-10-31 |

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>. | Name | First joined | Term expiry |
| | Vacancy | since December 2017 | |
| | Elizabeth A. Jackson | 2015-06-01 | 2019-03-02 |
| | Roland M. Krueger | 2015-06-01 | 2019-12-31 |

Title: Precarious Employment / Sessional Instructors

Issue: The growing number of sessional instructors at B.C. institutions.

Key Messages:

- Faculty and instructors at B.C.'s public institutions play a critical role in helping students get the 21st century education and skills they need to be part of a diverse 21st century economy.
- Sessional instructors - including students, university staff, practicing professionals - bring a wide range of expertise and experience into the classroom for their students.
- These issues are appropriately dealt with at the bargaining table between the employer and the union.

Background/Status:




- Federation of Post-Secondary Educators of BC (FPSE) represents faculty, researchers, librarians, and IT technicians in 17 out of 25 post-secondary institutions (excluding British Columbia Institute of Technology, Justice Institute of BC, and Northern Lights College, University of British Columbia, Simon Fraser University, University of Victoria, University of Northern BC, and Royal Roads University).

s.12; s.13; s.17





Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2019/20 Table of Contents

| | Tab |
|---|------------------|
| AEST BACKGROUND INFORMATION | Section 5 |
| MLAs and Institutions by Riding | MLAs |
| Ministry 2019/20 - 2021/22 Service Plan | 2019/20 |
| Ministry 2017/18 Annual Report | 2017/18 |
| BC Council for International Education 2019/20 Service Plan and Mandate Letter | BCCIE |
| Industry Training Authority 2019/20 Service Plan and Mandate Letter | ITA |
| | |
| | |
| | |

GREEN

| MLA | Riding | Institution(s) |
|---|--|---|
| Sonia Furstenau  | Cowichan Valley (Green) | Vancouver Island University <ul style="list-style-type: none"> • Cowichan Campus (Duncan) |
| Adam Olsen  | Saanich North and the Islands (Green) | |
| Dr. Andrew Weaver  | Oak Bay-Gordon Head (Green) | Camosun College <ul style="list-style-type: none"> • Main Campus (Lansdowne) University of Victoria <ul style="list-style-type: none"> • Main Campus |

LIBERAL

| MLA | Riding | Institution(s) |
|--|---|--|
| Dan Ashton  | Penticton (Liberal) | Okanagan College <ul style="list-style-type: none"> Penticton Campus |
| Donna Barnett  | Cariboo-Chilcotin (Liberal) | Thompson Rivers University <ul style="list-style-type: none"> Williams Lake Campus 100 Mile House Centre |
| Mike Bernier  | Peace River South (Liberal) | Northern Lights College <ul style="list-style-type: none"> Chetwynd Campus Dawson Creek Campus Tumbler Ridge Campus |
| Shirley Bond  | Prince George-Valemount (Liberal) <i>Former Minister of the Ministry of Jobs, Tourism and Skills Training</i> | College of New Caledonia <ul style="list-style-type: none"> Valemount Centre |

| MLA | Riding | Institution(s) |
|---|--|---|
| <u>Hon. Stephanie Cadieux</u>  | Surrey South (Liberal) <i>Critic for Ministry of Advanced Education, Skills and Training</i> | Kwantlen Polytechnic University <ul style="list-style-type: none"> • Cloverdale Campus |
| Ben Stewart  | Kelowna West | Justice Institute of British Columbia <ul style="list-style-type: none"> • Kelowna Campus |
| Doug Clovechok  | Columbia River-Revelstoke (Liberal) | College of the Rockies <ul style="list-style-type: none"> • Golden Campus • Invermere Campus • Kimberley Campus Okanagan College <ul style="list-style-type: none"> • Revelstoke Centre |
| Rich Coleman  | Langley East (Liberal) | |
| Dan Davies  | Peace River North (Liberal) | Northern Lights College <ul style="list-style-type: none"> • Fort Nelson Campus • Fort St. John Campus University of Northern British Columbia <ul style="list-style-type: none"> • Peace River-Liard Campus (Fort St. John) |






| MLA | Riding | Institution(s) |
|---|---|--|
| Eric Foster  | Vernon-Monashee (Liberal) | Okanagan College <ul style="list-style-type: none"> Vernon Campus |
| Simon Gibson  | Abbotsford-Mission (Liberal) <i>Critic for Ministry of Advanced Education, Skills and Training</i> | University of the Fraser Valley <ul style="list-style-type: none"> Mission Campus |
| Marvin Hunt  | Surrey-Cloverdale (Liberal) | |
| Joan Isaacs  | Coquitlam-Burke Mountain (Liberal) | Douglas College <ul style="list-style-type: none"> David Lam Campus (Coquitlam) |
| Jas Johal  | Richmond-Queensborough (Liberal) | |




| MLA | Riding | Institution(s) |
|---|-----------------------------------|--|
| Michael de Jong, Q.C.  | Abbotsford West (Liberal) | |
| Greg Kylo  | Shuswap (Liberal) | Okanagan College <ul style="list-style-type: none"> • Salmon Arm Campus |
| Linda Larson  | Boundary-Similkameen (Liberal) | Selkirk College <ul style="list-style-type: none"> • Grand Forks Campus |
| Michael Lee  | Vancouver-Langara (Liberal) | Langara College <ul style="list-style-type: none"> • Main Campus (Vancouver) |
| Norm Letnick  | Kelowna-Lake Country (Liberal) | University of British Columbia <ul style="list-style-type: none"> • Okanagan Campus (Kelowna) |

| MLA | Riding | Institution(s) |
|---|--------------------------------------|--|
| John Martin  | Chilliwack (Liberal) | University of the Fraser Valley <ul style="list-style-type: none"> • Chilliwack Campus |
| Peter Milobar  | Kamloops-North Thompson (Liberal) | Thompson Rivers University <ul style="list-style-type: none"> • Barriere Centre • Clearwater Centre |
| Mike Morris  | Prince George-Mackenzie (Liberal) | College of New Caledonia <ul style="list-style-type: none"> • Main Campus (Prince George) • Nicholson Campus (Prince George) • Mackenzie Campus University of Northern British Columbia <ul style="list-style-type: none"> • Main Campus |
| Coralee Oakes  | Cariboo North (Liberal) | College of New Caledonia <ul style="list-style-type: none"> • Quesnel Campus University of Northern British Columbia <ul style="list-style-type: none"> • South Central Campus (Quesnel) |
| Ian Paton  | Delta South (Liberal) | |


| MLA | Riding | Institution(s) |
|---|--|---|
| Mary Polak  | Langley (Liberal) | Kwantlen Polytechnic University <ul style="list-style-type: none"> Langley Campus |
| Tracy Redies  | Surrey-White Rock (Liberal) | |
| Linda Reid  | Richmond South Centre (Liberal) Assistant Deputy Speaker <i>Former Minister of Advanced Education</i> | |
| Ellis Ross  | Skeena (Liberal) | Coast Mountain College <ul style="list-style-type: none"> Main Campus (Terrace) University of Northern British Columbia <ul style="list-style-type: none"> Northwest Campus (Terrace) Gitwinksinlkw (a WWN affiliate campus) |
| John Rustad  | Nechako Lakes (Liberal) | College of New Caledonia <ul style="list-style-type: none"> Fort St. James Campus Lakes District Campus (Burns Lake) Nechako Campus (Vanderhoof) |





| MLA | Riding | Institution(s) |
|---|--|--|
| Tom Shypitka  | Kootenay East (Liberal) | College of the Rockies <ul style="list-style-type: none"> • Main Campus (Cranbrook) • Fernie Campus • Gold Creek Campus (Cranbrook) |
| Michelle Stilwell  | Parksville-Qualicum (Liberal) | Vancouver Island University <ul style="list-style-type: none"> • Parksville/ Qualicum Centre |
| Todd Stone  | Kamloops-South Thompson (Liberal) | Thompson Rivers University <ul style="list-style-type: none"> • Main Campus (Kamloops) |
| Jordan Sturdy  | West Vancouver-Sea to Sky (Liberal) | |
| Sam Sullivan  | Vancouver-False Creek (Liberal) | British Columbia Institute of Technology <ul style="list-style-type: none"> • Downtown Campus Simon Fraser University <ul style="list-style-type: none"> • Vancouver Campus University of British Columbia <ul style="list-style-type: none"> • UBC Robson Square campus Vancouver Community College <ul style="list-style-type: none"> • City Centre Campus |





| MLA | Riding | Institution(s) |
|---|--|---|
| Ralph Sultan  | West Vancouver-Capilano (Liberal) <i>Former Minister of Advanced Education</i> | |
| Jackie Tegart  | Fraser-Nicola (Liberal) | Nicola Valley Institute of Technology <ul style="list-style-type: none"> • Main Campus (Merritt) Thompson Rivers University <ul style="list-style-type: none"> • Ashcroft / Cache Creek Centre • Lillooet Centre |
| Steve Thomson  | Kelowna-Mission (Liberal) | Okanagan College <ul style="list-style-type: none"> • Main Campus (Kelowna) |
| Jane Thornthwaite  | North Vancouver-Seymour (Liberal) | Capilano University <ul style="list-style-type: none"> • Main Campus (North Vancouver) |
| Laurie Throness  | Chilliwack-Kent (Liberal) | Justice Institute of British Columbia <ul style="list-style-type: none"> • Chilliwack Campus University of the Fraser Valley <ul style="list-style-type: none"> • Campus at Canada Education Park (Chilliwack) • Hope Centre |

| MLA | Riding | Institution(s) |
|---|--|---|
| Teresa Wat  | Richmond North Centre (Liberal) | British Columbia Institute of Technology <ul style="list-style-type: none"> Aerospace Technology Campus (Richmond) Kwantlen Polytechnic University <ul style="list-style-type: none"> Richmond Campus |
| Andrew Wilkinson Q.C.  | Vancouver-Quilchena (Liberal) <p>Leader of the Official Opposition</p> <p><i>Former Minister of Advanced Education</i></p> | |
| John Yap  | Richmond-Steveston (Liberal) <p><i>Former Minister of Advanced Education</i></p> | |





NDP





| MLA | Riding | Institution(s) |
|--|------------------------|---|
| Hon. Harry Bains  | Surrey-Newton (NDP) | Kwantlen Polytechnic University <ul style="list-style-type: none"> Main Campus |





| MLA | Riding | Institution(s) |
|---|--------------------------------|--|
| Hon. Lisa Beare  | Maple Ridge-Pitt Meadows (NDP) | Justice Institute of BC <ul style="list-style-type: none"> Pitt Meadows |
| Garry Begg  | Surrey-Guildford (NDP) | |
| Jagrup Brar  | Surrey-Fleetwood (NDP) | |
| Spencer Chandra Herbert  | Vancouver-West End (NDP) | |

| MLA | Riding | Institution(s) |
|---|-------------------------------|--|
| Hon. Katrina Chen  | Burnaby-Lougheed (NDP) | Simon Fraser University <ul style="list-style-type: none"> • Main Campus (Burnaby) |
| Raj Chouhan  | Burnaby-Edmonds (NDP) | |
| Hon. George Chow  | Vancouver-Fraserview (NDP) | |
| Hon. Katrine Conroy  | Kootenay West (NDP) | Selkirk College <ul style="list-style-type: none"> • Main Campus (Castlegar) • Nakusp Centre • Trail Campus |





| MLA | Riding | Institution(s) |
|---|---------------------------|--|
| Hon. Judy Darcy  | New Westminster (NDP) | Douglas College <ul style="list-style-type: none"> • Main Campus(New Westminster) Justice Institute of British Columbia <ul style="list-style-type: none"> • Main Campus (New Westminster) |
| Mitzi Dean  | Esquimalt-Metchosin (NDP) | Royal Roads University <ul style="list-style-type: none"> • Main Campus(Victoria) |
| Bob D'Eith  | Maple Ridge-Mission (NDP) | Justice Institute of British Columbia <ul style="list-style-type: none"> • Maple Ridge Campus |
| Hon. Adrian Dix  | Vancouver-Kingsway (NDP) | |

| MLA | Riding | Institution(s) |
|---|-------------------------------|---|
| Hon. Doug Donaldson  | Stikine (NDP) | Northern Lights College <ul style="list-style-type: none"> • Atlin Access Centre • Dease Lake Access Centre Coast Mountain College <ul style="list-style-type: none"> • Hazelton Campus • Smithers Campus |
| Hon. David Eby, Q.C.  | Vancouver-Point Grey (NDP) | University of British Columbia <ul style="list-style-type: none"> • Main Campus (Point Grey) |
| Mable Elmore  | Vancouver-Kensington (NDP) | |
| Hon. Mike Farnworth  | Port Coquitlam (NDP) | |

| MLA | Riding | Institution(s) |
|--|---------------------------------|--|
| Hon. Rob Fleming  | Victoria-Swan Lake (NDP) | |
| Hon. Scott Fraser  | Mid Island-Pacific Rim (NDP) | North Island College <ul style="list-style-type: none"> • Port Alberni Campus • Uclulet Centre |
| Rick Glumac  | Port Moody-Coquitlam (NDP) | |
| Hon. George Heyman  | Vancouver-Fairview (NDP) | |

| MLA | Riding | Institution(s) |
|---|--|--|
| Hon. John Horgan  | Langford-Juan de Fuca (NDP) | |
| Hon. Carole James  | Victoria-Beacon Hill (NDP) Deputy Premier | Justice Institute of British Columbia <ul style="list-style-type: none"> • Victoria Campus |
| Ravi Kahlon  | Delta North (NDP) | British Columbia Institute of Technology <ul style="list-style-type: none"> • Annacis Island Justice Institute of British Columbia <ul style="list-style-type: none"> • Annacis Island |
| Anne Kang  | Burnaby-Deer Lake (NDP) | Nicola Valley Institute of Technology <ul style="list-style-type: none"> • Vancouver Campus (Burnaby) |


| MLA | Riding | Institution(s) |
|--|--------------------------------|--|
| Sheila Malcolmson  | Nanaimo (NDP) | Vancouver Island University <ul style="list-style-type: none"> • Main Campus (Nanaimo) |
| Ronna-Rae Leonard  | Courtenay-Comox (NDP) | North Island College <ul style="list-style-type: none"> • Main Campus (Courtenay) |
| Bowinn Ma  | North Vancouver-Lonsdale (NDP) | British Columbia Institute of Technology <ul style="list-style-type: none"> • Marine Campus (North Vancouver) |
| <u>Hon. Melanie Mark</u>  | Vancouver-Mount Pleasant (NDP) | British Columbia Institute of Technology <ul style="list-style-type: none"> • Great Northern Way Campus Emily Carr University of Art and Design <ul style="list-style-type: none"> • Great Northern Way Campus Justice Institute of British Columbia <ul style="list-style-type: none"> • Vancouver Campus Simon Fraser University <ul style="list-style-type: none"> • Great Northern Way Campus University of British Columbia <ul style="list-style-type: none"> • Great Northern Way Campus Vancouver Community College <ul style="list-style-type: none"> • Main Campus |

| MLA | Riding | Institution(s) |
|---|-------------------------|---|
| Hon. Michelle Mungall  | Nelson-Creston (NDP) | College of the Rockies <ul style="list-style-type: none"> • Creston Campus Selkirk College <ul style="list-style-type: none"> • Kaslo Centre • Kootenay School of the Arts (Nelson) • Silver King Campus (Nelson) • Tenth Street Campus (Nelson) |
| Hon. Lana Popham  | Saanich South (NDP) | Camosun College <ul style="list-style-type: none"> • Interurban Campus (Saanich) |
| Hon. Bruce Ralston  | Surrey-Whalley (NDP) | Simon Fraser University <ul style="list-style-type: none"> • Surrey Campus |
| Jennifer Rice  | North Coast (NDP) | Coast Mountain College <ul style="list-style-type: none"> • Masset Campus • Prince Rupert Campus • Queen Charlottes Campus (Queen Charlotte City) University of British Columbia <ul style="list-style-type: none"> • Northwest Campus (Prince Rupert) |

| MLA | Riding | Institution(s) |
|--|--------------------------------------|---|
| Janet Routledge  | Burnaby North (NDP) | British Columbia Institute of Technology <ul style="list-style-type: none"> • Main Campus (Burnaby) |
| Doug Routley  | Nanaimo-North Cowichan (NDP) | |
| Hon. Selina Robinson  | Coquitlam-Maillardville (NDP) | |
| Nicholas Simons  | Powell River-Sunshine Coast (NDP) | Capilano University <ul style="list-style-type: none"> • Sunshine Coast Campus (Sechelt) Vancouver Island University <ul style="list-style-type: none"> • Powell River Campus |

| MLA | Riding | Institution(s) |
|---|-------------------------------|---|
| Hon. Shane Simpson  | Vancouver-Hastings (NDP) | |
| Hon. Jinny Sims  | Surrey-Panorama (NDP) | |
| Rachna Singh  | Surrey-Green Timbers (NDP) | |
| Hon. Claire Trevena  | North Island (NDP) | North Island College <ul style="list-style-type: none"> • Campbell River Campus • Mount Waddington Regional Campus (Port Hardy) |

INDEPENDENT

| MLA | Riding | Institution(s) |
|---|---|--|
| Hon. Darryl Plecas  | Abbotsford South (Independent) Speaker of the House | University of the Fraser Valley <ul style="list-style-type: none">• Main Campus (Abbotsford) |

**Ministry of
Advanced Education, Skills and Training**

**2019/20 – 2021/22
SERVICE PLAN**

February 2019



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Published by the Ministry of Advanced Education, Skills and Training

Minister Accountability Statement



The *Ministry of Advanced Education, Skills and Training 2019/20 - 2021/22 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 "Melanie Mark".

Honourable Melanie Mark
Hli Haykwhl W̱ii X̱sgaak
Minister of Advanced Education, Skills and Training
February 4, 2019

Table of Contents

| | |
|--|----|
| Minister Accountability Statement | 3 |
| Purpose of the Ministry..... | 5 |
| Strategic Direction | 5 |
| Performance Planning | 6 |
| Resource Summary | 12 |
| Public Post-Secondary Institutions Resource Summary | 13 |
| Major Capital Projects | 13 |
| Significant IT Projects | 14 |
| Appendix A: Agencies, Boards, Commissions and Tribunals..... | 16 |

Purpose of the Ministry

The Ministry of Advanced Education, Skills and Training provides leadership and direction for post-secondary education and skills training in British Columbia to ensure citizens from across the province and from every background have the opportunities to thrive, succeed and reach their full potential. Underlying our Ministry's work is the premise that equitable, affordable, accessible, relevant, and responsive education and skills training leads to good-paying jobs, provides numerous benefits to individuals and builds up our economy, communities and society as a whole.

To help support access and affordability the Ministry administers a suite of student financial assistance programs through [StudentAid BC](#). The Ministry also provides a number of targeted supports for vulnerable and underrepresented groups, such as current and former youth in government care, Indigenous Peoples, persons with disabilities, older workers, as well as youth and women in the trades.

To prepare British Columbians for career opportunities and the jobs of the future, we work with post-secondary partners, employers, industry, and communities throughout B.C. to align and deliver post-secondary education and skills training programs and services for everyone to share in our strong, sustainable and innovative economy. Our Ministry is also committed to providing information and resources including [EducationPlannerBC](#), [WorkBC.ca](#), and the [Labour Market Outlook](#) so British Columbians are connected to make informed decisions about their career planning and skills training opportunities.

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

Strategic Direction

The Government of British Columbia is putting people at the heart of decision-making by working to make life more affordable, improve the services people count on, and build a strong, sustainable economy that works for everyone.

Over the past year, significant government investments in areas including housing, child care and the elimination of fees, such as Medical Service Premiums, have contributed to making life more affordable for British Columbians today and into the future. Ministries are engaged in ongoing work to improve the availability of services citizens rely on including those related to primary medical care, education and training, transportation, the opioid crisis and poverty.

A strong economy that works for all regions of B.C. is diversified, resilient and improves the standard of living for people across the province. With that in mind, government is focusing on sustainable economic growth that strengthens our natural resource sector, continues the development of the emerging economy, supports small business and uses innovation and technology to solve B.C. problems. A key priority in 2019/20 and beyond will be driving economic growth with cleaner energy and fewer emissions. At the same time, ministries continue to build prudence into budgets and plan for challenges.

Underpinning the work of all ministries are two shared commitments: reconciliation with Indigenous peoples and consideration of how diverse groups of British Columbians may experience our policies, programs and initiatives. As part of these commitments, ministries are working to implement the United Nations Declaration on the Rights of Indigenous Peoples, Truth and Reconciliation Commission of Canada's Calls to Action, and Gender-Based Analysis+ policy and budgeting.

In July 2017, each minister was given a formal mandate letter that identifies both government-wide and ministry-specific priorities for implementation.

This service plan outlines how the Ministry of Advanced Education, Skills and Training will support the government's priorities, including selected action items identified in the Minister's Mandate Letter. Over the previous fiscal year, the Ministry made progress on these priorities including:

- Negotiated a new Workforce Development Agreement (WDA) with the Federal Government, providing \$685 million over six years, ensuring B.C. has more funding and flexibility to address provincial labour market needs, including increased skills training for underrepresented and vulnerable British Columbians to participate in a strong, sustainable economy.
- Provided \$21 million over three years for the Aboriginal Community-Based Training Partnerships Program, ensuring over 40 communities will receive funding to provide Indigenous learners with the skills to further their education and obtain employment.
- Expanded B.C.'s technology-related post-secondary programs to add 2,900 new tech-related spaces throughout B.C. and produce 1,000 additional tech-grads each year, by 2023; many of whom will benefit from co-op and other work-integrated learning opportunities. Total provincial funding is expected to increase up to a steady state of \$41 million a year in on-going funding.
- Committed \$6 million over the next three years for the new provincial tuition waiver program for former youth in care, and expanded the program to include training programs delivered by 10 union trainers in the construction trades.
- Initiated more than 2,295 new on-campus student housing beds with funding from the \$450 million B.C. Student Housing Loan Program, and self-funded projects at public post-secondary institutions, making it more affordable for students to get the education they need.
- Provided \$12 million to introduce a new graduate-student scholarship fund to support and retain B.C. students and help spark innovation, economic growth and research that will benefit communities throughout the province.

The following performance plan outlines how the Ministry of Advanced Education, Skills and Training will continue to track progress on key mandate letter commitments and other emerging government priorities.

Performance Planning

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 and post-secondary partners to foster equity, access, inclusion and success in post-secondary education and skills training for Indigenous learners.

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

Key Strategies:

- Co-develop with Indigenous and post-secondary partners a comprehensive post-secondary strategy that will include:
 - Working with public post-secondary institutions to ensure that they are relevant, responsive, respectful and receptive to Indigenous learners and communities, including the implementation of Indigenous language programs.
 - Working with the federal government to ensure that Indigenous-controlled post-secondary institutions have the funding they need to deliver programs in their communities.
 - Increasing the number of Indigenous teachers through teacher education programs.
- Support the co-design and delivery of Indigenous skills and trades training programs with Indigenous communities, which will include:
 - Aligning programming with the Truth and Reconciliation Commission’s Calls to Action and UN Declaration on the Rights of Indigenous Peoples.
 - Increasing access to skills and trades training programs, and ensuring skills and trades training programs are accessible, flexible, effective and responsive to the needs of Indigenous communities.
- Ensure the Workforce Development Agreement (WDA) skills training and employment programs are equitable, accessible and responsive to the needs of Indigenous learners, which includes addressing barriers to participation in programs.

| Performance Measure | 2009/10 Baseline | 2016/17 Actual | 2018/19 Target | 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 | 3,321 | Progress towards 2020/21 target of 4,609 ⁵ | TBD ⁶ | TBD |

¹ Data Source: Student Transition Project.

² 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 Industry Training Authority (www.itabc.ca)

³ 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. The Ministry of Advanced Education, Skills, and 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” have the same meaning, 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 2018/19 Target will be progress towards target articulated in the Action Plan.

⁶ 2019/20 Target is TBD pending refresh of the Action Plan to align with TRC's Calls to Action and the UN's Declaration to help determine appropriate measures to assess progress toward this objective.

Linking Performance Measures to Objectives:

1.1 The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan has guided the Ministry's work to improve access and success for Indigenous learners. This measure continues to track progress towards awarding 4,609 credentials in 2020/21 until a refresh of the Framework and Action Plan better aligns with the Truth and Reconciliation Commission's Calls to Action and UN Declaration on the Rights of Indigenous Peoples. The primary focus of the UN Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission's Calls to Action is the right of self-determination for Indigenous Peoples, particularly in their cultural practices and development, and government obligations. The Ministry will continue to engage and collaborate with Indigenous communities and partners on ways to ensure post-secondary education and training is equitable and responsive to the needs of Indigenous communities and learners. Part of these collaborative efforts will include determining appropriate measures and baselines to assess progress toward this objective.

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

Key Strategies:

- Work toward eliminating interest on provincial student loans and ensuring student financial supports meet the needs of learners.
- Contribute to the Provincial Housing Strategy and improve student access to affordable housing by working with public post-secondary institutions to increase student housing stock, including in rural regions.
- Prepare British Columbians for good, well-paying jobs by providing access throughout B.C. to skills and trades training options from their employers, communities or as individuals through the WDA.
- Ensure vulnerable British Columbians have access to post-secondary education by continuing to support adult learners with tuition-free Adult Basic Education and English-Language Learning, and community adult literacy programs throughout BC.
- Use technology to increase access and affordability to education and skills training, including expanding open education online digital resources and developing electronic course textbooks for all levels of the B.C. adult high school diploma program, also known as the "Adult Dogwood."

| Performance Measure | Baseline | 2018/19 Forecast | 2019/20 Target | 2020/21 Target | 2021/22 Target |
|--|------------------|------------------|---|--|--|
| 2.1 Number of new student housing beds ¹ | 130 ² | 2,295 | Progress towards 2028/29 target of 8,000 ³ | Progress towards 2028/29 target of 8,000 | Progress towards 2028/29 target of 8,000 |

¹ Data Source: Number of net new student beds initiated as reported to the Ministry of Advanced Education, Skills and Training

² Baseline is presented as number of new government funded student housing beds from 2001 to 2017.

³ Government is targeting approximately 8,000 new beds to be built on public post-secondary campuses over the next ten years. Government will invest up to \$450M through the B.C. Student Housing Loan Program to assist public post-secondary institutions (PSIs) in constructing approximately 5,000 new beds, with 25% cost-sharing by institutions. In addition, the Ministry will dedicate \$30M in its capital plan to help create student housing beds in rural and remote areas. 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 Measures to Objectives:

2.1 This measure represents an example of the Ministry's commitment to making life more affordable for learners with the addition of on-campus housing at public post-secondary institutions around the province. Through the broader Provincial Housing Strategy, Government is increasing student housing stock in regions throughout the province over the next ten years. 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.

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

Key Strategies:

- Continue to improve educational access and labour market opportunities for current and former youth in government care who pursue post-secondary education and training through outreach and promotion of the provincial tuition waiver program.
- Increase participation of vulnerable and under-represented populations such as Indigenous Peoples, persons with disabilities, youth and women in the skilled workforce including:
 - Help industry and employers improve diversity and inclusion in workplaces.
 - Improve and increase skills and employment of underrepresented and vulnerable groups through targeted WDA programs.

| Performance Measure | 2016/17 Baseline | 2018/19 Forecast | 2019/20 Target | 2020/21 Target | 2021/22 Target |
|---|------------------|------------------|----------------|----------------|----------------|
| 2.2 Number of youth formerly in care accessing tuition waivers to pursue post-secondary education and training ¹ | 189 ² | 725 | 850 | 850 | 850 |

¹ Data Source: B.C. public post-secondary institutions

² Prior to launch of Provincial program

Linking Performance Measures to Objectives:

2.2 This measure represents an example of the Ministry's commitment to making sure everyone has the opportunity to achieve their true potential through equitable access to post-secondary education and skills training. The Provincial Tuition Waiver Program provides support and opportunities for eligible youth formerly in care to access post-secondary education leading to better employment, increased self-sufficiency and overall quality of life. The program covers tuition fees for public post-secondary students between the ages of 19 and 26 who spent a combined total of at least two years in care within B.C.

The WDA is in its first year of implementation. The Ministry is considering a performance measure for future service plans that demonstrates the Ministry's ongoing commitment to meeting the needs of under-represented and vulnerable populations through WDA skills and trades training programs.

Goal 3: British Columbians are prepared for and connected to current and emerging opportunities in B.C.'s economy

This goal reflects Government's commitment to an economy that works for everyone by ensuring post-secondary education and skills training programs and services meet the needs of learners and employers and are relevant to key areas of the economy.

Objective 3.1: Post-secondary education, skills and trades training prepares British Columbians for current and emerging opportunities in the B.C. economy

Key Strategies:

- Increase opportunities for British Columbians to complete their skills and trades training, and help apprentices achieve certification by implementing effective apprenticeship ratios on government-funded infrastructure projects.
- Work with post-secondary institutions throughout the province to increase opportunities for co-op and work integrated learning programs.
- Help British Columbians develop the skills and competencies they need to enter the workforce by continuing to implement the expansion of technology-related programming and working to establish technology and innovation centres in key sectors of the economy.
- Help British Columbians from across the province and from all backgrounds start their apprenticeships sooner by working with the ITA on opportunities and programs that help youth discover, train and work in the trades.
- Deliver post-secondary education and skills training programs that are aligned with economic priorities so British Columbians have the skills to access to well-paid, in-demand jobs to support an inclusive economy.

| Performance Measure | 2017/18 Actual | 2018/19 Target | 2019/20 Target | 2020/21 Target | 2021/22 Target |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| 3.1 Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment ^{1,2} | 85% ³ | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% |

¹ Data Source: BC Student Outcomes Surveys (2017).

² Due to data availability, data for the 2017/18 reporting cycle is from the 2017 survey of 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 48% was achieved.

³ 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).

Linking Performance Measures to Objectives:

3.1 This measure reflects assessment by students of their post-secondary educational experience. It is an indication of how well the programs at public post-secondary institutions are meeting the needs of both students and the labour market. Training and education programs that are relevant and applicable to changing social, cultural and labour market needs are critical to ensuring learners have the skills and knowledge to be successful in life and throughout their careers.

Objective 3.2: Labour market information connects British Columbians to current and emerging career opportunities

Key Strategies:

- Ensure high quality labour market information tools are available so British Columbians have the information they need to adapt in a dynamic labour market.
- Provide learners with hands-on experience to 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.

| Performance Measure | 2018/19 Target | 2019/20 Target | 2020/21 Target | 2021/22 Target |
|--|----------------|----------------|------------------|----------------|
| 3.2a Number of visits to WorkBC.ca Job Board. ¹ | 4.0M | 4.2M | TDB ² | TBD |

¹ Source: Workforce Innovation and Division Responsible for Skills Training, Ministry of Advanced Education, Skills and Training.

² WorkBC.ca Job Board is set to transition to Federal Job Bank platform in FY 2020/21.

Linking Performance Measures to Objectives:

3.2a This measure reflects Ministry efforts to ensure relevant and user-friendly labour market information, products and tools 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. 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.

The Ministry is considering a performance measure for future service plans that demonstrates the Ministry's ongoing commitment to connect British Columbians to career opportunities and the jobs of the future through WDA skills and trades training programs.

Resource Summary

| Core Business Area | 2018/19 Restated Estimates ¹ | 2019/20 Estimates | 2020/21 Plan | 2021/22 Plan |
|---|---|----------------------|------------------|------------------|
| Operating Expenses (\$000) | | | | |
| Educational Institutions and Organizations | 2,006,009 | 2,121,552 | 2,133,528 | 2,140,160 |
| Student Services Programs | 70,395 | 70,420 | 70,395 | 70,395 |
| Private Training Institutions | 1 | 1 | 1 | 1 |
| Workforce Innovation and Skills Training | 16,906 | 17,151 | 17,110 | 17,110 |
| Transfers to Crown Corporations and Agencies | 97,679 | 98,877 | 98,877 | 98,877 |
| Executive and Support Services | 20,624 | 21,504 | 21,431 | 21,431 |
| Total | 2,211,614 | 2,329,505 | 2,341,342 | 2,347,974 |
| 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 | 431,122 | 434,478 | 470,352 | 489,081 |
| Total | 431,122 | 434,478 | 470,352 | 489,081 |
| Other Financing Transactions (\$000) | | | | |
| Educational Institutions and Organizations | | | | |
| Receipts | 66,771 | 0,000 | 0,000 | 0,000 |
| Disbursements | (66,771) | 0,000 | 0,000 | 0,000 |
| Net Cash (Requirements) | 0,000 | 0,000 | 0,000 | 0,000 |
| Total Receipts | 66,771 | 0,000 | 0,000 | 0,000 |
| Total Disbursements | (66,771) | 0,000 | 0,000 | 0,000 |
| Total Net Cash Source (Requirements) | 0,000 | 0,000 | 0,000 | 0,000 |

¹ For comparative purposes, amounts shown for 2018/19 have been restated to be consistent with the presentation of the 2019/20 Estimates.

* Further information on program funding and vote recoveries available in the [Estimates and Supplement to the Estimates](#).

Public Post-Secondary Institutions Resource Summary

| Public Post-Secondary Sector | 2018/19 Forecast | 2019/20 Budget | 2020/21 Plan | 2021/22 Plan |
|--|---------------------|-------------------|-----------------|-----------------|
| Combined Income Statement (\$000) | | | | |
| Total Revenue | 6,526,792 | 6,670,384 | 6,878,479 | 7,032,598 |
| Total Expense | 6,278,827 | 6,500,998 | 6,663,837 | 6,811,226 |
| Operating Results | 247,965 | 169,386 | 214,642 | 221,372 |
| Gain (Loss) on sale of capital assets (if applicable) | 9,503 | 0,000 | 0,000 | 0,000 |
| Net Results | 257,468 | 169,386 | 214,642 | 221,372 |

1 This income statement includes estimates from all public post-secondary institutions. Numbers do not include the elimination entries required to consolidate these agencies within the government reporting entity.

Major Capital Projects

| Major Capital Projects (over \$50 million) | Targeted Completion Date (Year) | Project Cost to Dec 31, 2018 (\$ millions) | Estimated Cost to Complete (\$ millions) | Approved Anticipated Total Capital Cost of Project (\$ millions) |
|--|--|---|--|--|
| University of British Columbia Undergraduate Life Science Teaching Laboratories | 2019 | \$77 | \$11 | \$88 |
| <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 Westbrook Buildings to enable accommodation of students during the major redevelopment.</p> <p>Renovations of Copp/Westbrook began in summer 2014; construction of the Biosciences complex began in summer 2016, with overall project completion anticipated in Fall 2019.</p> | | | | |
| Simon Fraser University Sustainable Energy and Environmental Engineering Building | 2019 | \$113 | \$13 | \$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, with completion of the Strategic Investment Fund phase anticipated in Fall 2018 and building completion in early 2019.</p> | | | | |
| British Columbia Institute of Technology Health Sciences Centre for Advanced Simulation | 2021 | \$1 | \$77 | \$78 |
| <p>Construction of a four-storey 10,355 square metres 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> | | | | |

| Major Capital Projects (over \$50 million) | Targeted Completion Date (Year) | Project Cost to Dec 31, 2018 (\$ millions) | Estimated Cost to Complete (\$ millions) | Approved Anticipated Total Capital Cost of Project (\$ millions) |
|---|---------------------------------|--|--|--|
| Construction is expected to start in Fall 2019, with completion anticipated in Fall 2021. | | | | |
| University of Victoria Student Housing | 2024 | \$0 | \$201 | \$201 |
| 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. | | | | |
| Camosun College Centre for Health Sciences Building | 2019 | \$38 | \$26 | \$64 |
| Construction of a four-story 8,300 m ² (89,000 ft ²) building at Camosun Colleges' Interurban Campus adjacent to the Pacific Institute for Sport Excellent. 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. | | | | |
| Construction began in Fall 2017 with completion of the Strategic Investment Fund phase in Fall 2018 and building completion in Summer 2019. | | | | |

Significant IT Projects

Modernizing StudentAid BC is a multi-year, multi-phased project to improve the Ministry's processes, online tools and information systems to enhance the provision of financial aid to students.

The total capital cost of the project over four years is \$10.9 million. The overall budgeted cost of the project including operating expenses is \$19.8 million over the same time period.

In 2018/19 the project:

- Delivered the plan for transformation work and the preparation phase to support the technology implementation.
- Implemented new business intelligence tools and is working with different program areas to improve their reporting capability.
- Implemented BC Services Card (BCSC) as the primary method of authentication in the StudentAid BC application after a successful pilot project with post-secondary students.
- Completed Phase 1, a modernized replacement of post-secondary institution portal, resulting in streamlined digital service and process improvements for public and private post-secondary institutions.

In 2019/20 and 2020/21 the modernization project will focus on:

- Design and development of Phase 2, transformation of the student financial aid application system
- Modernization of processes and policies to streamline the delivery of student financial aid programs
- Alignment with changes expected from the Canada Student Loan Program modernization.

- Development of new digital services for post-secondary students to support the student journey using a human-centered approach.

Appendix A: Agencies, Boards, Commissions and Tribunals

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.

Association of Professional Engineers and Geoscientists of BC

APEGBC is the regulatory body for the professions of engineering and geosciences in British Columbia, and is responsible for administering the Engineers and Geoscientists Act for the protection of health, safety and welfare of the public as it relates to the practice of professional engineering and geosciences.

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 transfer of academic credit between and among institutions in British Columbia.

BCcampus

BCcampus provides teaching, learning, educational technology, and open education resources and supports to the post-secondary institutions of British Columbia.

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, to enhance BC's international reputation for quality education, and to support 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 BC's new industry training system and 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, and it provides feedback, when requested, to StudentAidBC on proposed changes to key case review processes.

**Ministry of
Advanced Education,
Skills and Training**

**2017/18
Annual Service Plan Report**



For more information on the British Columbia
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Minister Accountability Statement



The last 12 months have been inspiring as government has made post-secondary education and skills training more accessible and affordable. This includes a commitment to the implementation of the United Nations Declaration to the Rights of Indigenous Peoples as well as the 94 Calls to Action of the Truth and Reconciliation Commission of Canada – actions include a \$2.2 million investment in the first Indigenous law school in Canada at the University of Victoria and \$30 million investment in Indigenous skills training.

Budget 2018 included historic investments in tech talent, early childhood education and half a billion dollars in new student housing. It confirmed that the doors to adult basic education and English-language learning programs remain open for thousands of students by keeping them tuition free.

The provincial tuition waiver program now supports over 335 former youth in care who are now accessing life-changing education to be social workers, designers, trades people and entrepreneurs.

In the coming months, more students will be able to access thousands of tech seats. A total of 2,900 tech spaces will produce 1,000 additional tech grads annually by 2025. This includes the first full software engineering program in the Interior, and the first full civil and environmental engineering degree in northern B.C.

The ministry successfully negotiated a new workforce development agreement with the Government of Canada. It will allow us to deliver new programming that supports workers and employers. Programs will help vulnerable and underrepresented groups receive skills training and employment support so that they can get good-paying, family-supporting jobs in an economy that works for everyone. We will also be able to better respond to skills training needs of communities and employers with more flexible and timely programming to help position British Columbians for a bright and prosperous future in the 21st century.

As Minister I am committed to investing in people, reducing barriers, and creating opportunities that lead to prosperity by lifting people up through higher education and skills training. I'm proud of all that we have accomplished together in such a short amount of time and I look forward to continuing to work with our partners in post-secondary education and skills training to build the best B.C.

The *Ministry of Advanced Education, Skills and Training 2017/18 Annual Service Plan Report* compares the Ministry's actual results to the expected results identified in the 2017/18 - 2019/20 *Service Plan* created in September 2017. I am accountable for those results as reported.

A handwritten signature in dark ink, reading "Melanie Mark". The signature is fluid and cursive, with the first name and last name clearly distinguishable.

Honourable Melanie Mark
Hli Haykwhl Wii Xsgaak
Minister of Advanced Education, Skills and Training
June 21, 2018

Table of Contents

| | |
|--|----|
| Minister Accountability Statement | 3 |
| Purpose of the Ministry | 5 |
| Strategic Direction | 5 |
| Operating Environment | 5 |
| Report on Performance | 6 |
| Financial Report | 10 |
| Discussion of Results | 10 |
| Financial Report Summary Table | 11 |
| Income Statement for Universities and Colleges ¹ | 12 |
| Major Capital Projects | 12 |
| Significant IT Projects | 13 |
| Appendix A: Ministry Contact Information and Hyperlinks | 14 |
| Appendix B: List of Crowns, Agencies, Boards and Commissions | 15 |

Purpose of the Ministry

The Ministry of Advanced Education, Skills and Training ensures British Columbians can access affordable, relevant and responsive education and skills training that builds up our province, communities and citizens.

Our Ministry provides leadership and direction for post-secondary education and skills training in British Columbia to ensure citizens from across the province and from every background have opportunities to thrive, succeed and reach their full potential. To make education more affordable and accessible we support learners with a suite of student financial assistance programs and work with post-secondary partners, employers, industry, Indigenous partners, municipalities and communities to ensure labour market development programming meets labour market demand across a range of sectors.

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

Strategic Direction

In September 2017, the new government announced its priorities with three key commitments to British Columbians:

- To make life more affordable.
- To deliver the services people count on.
- To build a strong, sustainable, innovative economy that works for everyone.

Integrating with these priorities is government's commitment to true, lasting reconciliation Indigenous peoples in British Columbia, as we move towards fully adopting and implementing the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission.

In the 2017/18 – 2019/20 Service Plan the Ministry provided a series of objectives and performance targets from the Minister's Mandate Letter designed to further the key commitments of government.

Operating Environment

Underlying the Ministry's work is the premise that accessible, high-quality education and skills training leading to good paying jobs provides numerous benefits to individuals across B.C. in rural and urban communities and lifts up our society as a whole. A number of factors continued to influence the work of our Ministry, such as economic relevance and labour market conditions, availability of student housing, as well as access to education and skills training.

In 2017/18 the labour market continued to evolve, driven by new technologies, globalization, and demographic changes. This evolution will continue to affect the qualifications needed in the workforce. For example, in the years ahead approximately eight out of 10 jobs will require some post-secondary education or training. Of these, 42 per cent will require a diploma, certificate or

apprenticeship training, while 36 per cent will require a bachelor's, graduate or first professional degree and/or significant work experience. Over the past year, the Ministry continued to work with education and training partners to deliver programs and services that lead to these qualifications. We continued to provide a broad range of programs and services across B.C. that support vulnerable and underrepresented groups, such as current and former youth in government care, Indigenous people, persons with disabilities, as well as youth and women in the trades.

The final report of the Truth and Reconciliation Commission of Canada contained a number of Calls to Action relevant to post-secondary education and training, highlighting the important role of education in reconciliation. The Ministry made a commitment to actively engage with Indigenous and post-secondary partners to develop a comprehensive post-secondary strategy that responds to the TRC and UNDRIP.

Post-secondary students from across the province report difficulties finding affordable housing on and off-campus. Insufficient housing has far-reaching impacts, including increasing student debt, hindering students' ability to complete their studies, negatively affecting student health and wellness, and even potentially discouraging students from choosing to pursue post-secondary education. The Ministry made a commitment to work with public post-secondary institutions to increase student housing stock and contribute to the Provincial housing strategy.

Changes underway in our Kindergarten to Grade 12 system are also shaping post-secondary education. We continued to work closely with our education and training partners to enhance pathways and opportunities to ensure students can successfully move from high school to post-secondary education and into the workforce.

These and other challenges require a focused, thoughtful and collaborative approach to ensure post-secondary education and training helps position British Columbians from across the province for a bright and prosperous future in the 21st Century.

Report on Performance

The following table reports on the objectives and performance targets provided in the 2017/18 – 2019/20 Service Plan along with the Ministry's achievements.

| Objective | Actions Taken Up to March 31, 2018 |
|---|---|
| Provide greater access to adult basic education and English-language learning programs by eliminating fees. | Effective September 1, 2017, the Ministry reinstated the tuition-free policy for domestic students in Adult Basic Education (ABE) and English Language Learners (ELL) at public post-secondary institutions. The Ministry's budget included \$18.5 million to enable post-secondary institutions to provide programming tuition-free. |

| | |
|--|---|
| <p>Reduce the financial burden on students by eliminating interest on B.C. government student loans and establish a \$1,000 completion grant program to provide debt relief to B.C. graduates.</p> | <p>On August 1, 2017 the Province reduced interest on B.C. student loans from Prime +2.5% to Prime. This reduction provides approximately \$15 million dollars in interest relief and benefits approximately 200,000 students as well as future borrowers.</p> <p>The Ministry explored options and policy development to meet the commitment to establish a completion grant, including engaging with students to determine how best to address the financial challenges that come with post-secondary education and training.</p> <p>The Ministry is consulting with our financial assistance partners across Canada to learn about their recent program initiatives to increase access and affordability, as well as studying best practices in other jurisdictions regarding reducing student debt.</p> |
| <p>Encourage excellence in B.C.'s graduate school programs by introducing a new graduate student scholarship fund.</p> | <p>The Ministry is working with public post-secondary institutions to develop a graduate scholarship program. More information will be available in mid-2018.</p> |
| <p>Work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students.</p> | <p>The Ministry engaged with public post-secondary institutions and other key stakeholders to explore options to implement this commitment.</p> <p>Support Co-ops:</p> <p>The Ministry made a commitment to expand tech-sector co-op programs offered through B.C.'s colleges and universities. Early actions include:</p> <p>In January 2018, the planned technology-programming expansion was announced which will significantly increase the number of new tech graduates by 1,000 annually by 2023.</p> <p>In March 2018, the Ministry provided \$1.875 million in one-time funding to support efforts to increase and enhance co-op and other work-integrated learning opportunities for students at</p> |

| | |
|---|--|
| | <p>all 25 public post-secondary institutions.</p> <p>Support Apprenticeships:</p> <p>The Ministry worked with the ITA to create several new strategies to expand opportunities for youth to gain on-the-job experience. The Ministry directed the ITA to “increase work experience opportunities for youth apprentices while still in high school”.</p> |
| <p>Work with the Minister of Transportation and Infrastructure to implement effective apprenticeship ratios on government-funded infrastructure projects, and increase participation of equity-seeking groups in the skilled workforce.</p> | <p>The Ministry engaged with stakeholders in the construction trades to gather advice and guidance on options to implement this commitment, including:</p> <ul style="list-style-type: none"> • an approach to requiring specified levels of apprenticeship on public projects, and • identify ways to increase the participation of equity-seeking groups in the skilled trades. <p>On March 8, 2018, up to \$1.8 million over two years was announced for two projects that will help improve diversity and inclusion in the skilled trades, enhance career advancement opportunities for tradeswomen, and improve attraction to trades careers for equity seeking groups.</p> |
| <p>Work with the Minister of Children and Family Development to improve the education success of former youth in care by expanding the tuition fee waiver program.</p> | <p>Starting in 2017/18, the Provincial Tuition Waiver Program covered tuition and student fees for public post-secondary students between the ages of 19 and 26, who spent a combined total of at least at least 24 months in B.C. care. \$1.18 million was spent in 2017/18.</p> |
| <p>Expand B.C.’s technology-related post-secondary programs, co-op programs, and work to establish technology and innovation centres in key areas of the economy.</p> | <p>Starting in 2017/18, the Ministry’s budget included \$4.4 million in funding for the expansion of technology-related programming. This funding will create 2,900 new tech-related spaces throughout B.C. that will produce 1,000 additional tech-grads a year by 2023; many of whom will benefit from co-op and other work-integrated learning opportunities.</p> |

| | |
|---|---|
| | <p>Technology and Innovation Centres are being developed to complement and enhance initiatives underway with local governments, post-secondary institutions, industry, and First Nations.</p> <p>The Ministry, along with the Ministry of Agriculture, announced the first of these innovation centres in Budget 2018/19: a Food Innovation Centre.</p> |
| Develop more degree and certificate programs to increase the number of skilled workers in B.C.'s forestry sector, focusing on growing innovation and the manufactured wood products sector. | The Ministry continued to work with the post-secondary institutions to help increase the number of skilled workers in B.C.'s forestry sector. The Ministry provided over \$1 million to six public post-secondary institutions to support the development of new and enhanced certificate and degree forestry training programs across the province. |
| Lasting Reconciliation with Indigenous Peoples in British Columbia by fostering access and success in post-secondary education and training. | <p>The Ministry continued to work with Indigenous post-secondary education partners, including the First Nations Education Steering Committee and the Indigenous Adult and Higher Learning Association, to implement the Aboriginal^[1] Post-Secondary Education and Training Policy Framework and Action Plan including:</p> <ul style="list-style-type: none"> • Funding delivery of post-secondary education and training in Indigenous communities - \$21 million over 3 years (2017/18 – 2019/20) committed under the Aboriginal Community-Based Training Partnership Program , and • Supporting Aboriginal Service Plans at 11 public post-secondary institutions - \$4.4 million annual budget. <p>The 25 public post-secondary institutions were directed through their Mandate letters to actively participate with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls</p> |

^[1]The Ministry of Advanced Education, Skills, and 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” have the same meaning.

| | |
|--|---|
| | <p>to Action and UNDRIP.</p> <p>The ITA was directed through the annual mandate letter to complete a review of ITA policies and programs, and to develop and implement a plan to ensure they align with the UNDRIP articles and the TRC Calls to Action.</p> <p>Starting in 2017/18, \$30 million was committed to the Indigenous Skills Training Development Fund (ISTDF) over the next three years. Transitioning the ISTDF to AEST brings the majority of Indigenous skills training under one ministry, providing an opportunity to increase access to training for Indigenous communities across the province.</p> |
|--|---|

As committed to in the 2017/18 – 2019/20 Service Plan tabled in September 2017, the Ministry released fully developed objectives and performance measures in the Ministry's 2018/19 – 2020/21 Service Plan, tabled in February 2018.

Financial Report

Discussion of Results

The Ministry budget is managed carefully to ensure the ability of programs to manage their operations smoothly, while still maintaining strict internal and expenditure management controls. Over the course of the fiscal year, financial management procedures and forecasting were followed to ensure the Ministry stays on track, and utilizes existing funds efficiently and effectively. The Ministry finished the fiscal year having fully spent its 2017/2018 budget allocation. This signals responsible and responsive fiscal management.

In 2017/18 operating grants to public post-secondary institutions continue to be aligned with education and training for in-demand occupations, with an additional \$50 million in 2017/18 for approximately 4,300 student spaces.

Financial Report Summary Table

| | Estimated | Other Authorizations ¹ | Total Estimated | Actual | Variance |
|---|------------------|-----------------------------------|------------------|------------------|---------------|
| Operating Expenses (\$000) | | | | | |
| Educational Institutions and Organizations | 1,957,700 | 1,018 | 1,958,718 | 1,961,575 | (2,857) |
| Student Services Programs | 72,076 | 0,000 | 72,076 | 65,946 | 6,130 |
| Private Training Institutions | 1 | 0,000 | 1 | 1 | 0,000 |
| Labour Market and Information | 6,600 | 0,000 | 6,600 | 6,586 | 14 |
| Transfers to Crown Corporations and Agencies | 96,974 | 0,000 | 96,974 | 96,974 | 0,000 |
| Executive and Support Services | 20,356 | 0,000 | 20,356 | 23,643 | (3,287) |
| Sub-Total | 2,153,707 | 1,018 | 2,154,725 | 2,154,725 | 0,000 |
| Adjustment of Prior Year Accrual² | 0,000 | 0,000 | 0,000 | (8) | 8 |
| Total | 2,153,707 | 1,018 | 2,154,725 | 2,154,717 | 8 |
| Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000) | | | | | |
| Executive and Support Services | 2,397 | 0,000 | 2,397 | 2,384 | 25 |
| Total | 2,397 | 0,000 | 2,397 | 2,384 | 25 |
| Capital Plan (\$000) | | | | | |
| Educational Institutions and Organizations - Post-secondary Institutions | 417,849 | 0,000 | 417,849 | 321,354 | 96,495 |
| Total | 417,849 | 0,000 | 417,849 | 321,354 | 96,495 |

¹ "Other Authorizations" include access to Contingencies.

² The Adjustment of Prior Year Accrual of \$0.08 million is a reversal of accruals in the previous year.

Income Statement for Universities and Colleges¹

| Name of Sector | 2017/18 Budget | 2017/18 Actual | Variance |
|--|-------------------|-------------------|----------------|
| Combined Income Statement (\$000) | | | |
| Total Revenue | 6,068,510 | 6,255,888 | 187,378 |
| Total Expense | 5,926,225 | 5,896,984 | (29,241) |
| Operating Results | 142,285 | 358,904 | 216,619 |
| Gain (Loss) on Sale of Capital Assets (if applicable) | 7,053 | 5,905 | (1,148) |
| Net Results | 149,338 | 364,809 | 215,471 |

¹ This income statement includes estimates from all public post-secondary institutions. Reported amounts do not include current year elimination entries required to consolidate these agencies within the government reporting entity.

Major Capital Projects

| Major Capital Projects (over \$50 million) | Targeted Completion Date (Year) | Approved Anticipated Total Cost of Project (\$ millions) | Project Cost to March 31, 2018 |
|---|--|--|---|
| Emily Carr University of Art & Design (ECUAD) Campus Redevelopment | 2017 | \$119.15 | \$119.15 |
| <p>ECUAD entered into a fixed-price, performance-based partnership agreement with Applied Arts Partners on February 11, 2015 to design, build, finance and maintain the new university campus at Great Northern Way. The \$122.654 million project replaced the outdated Granville Island facilities with a new 26,621 square metre facility. Construction began in summer 2015 and completed in summer 2017, creating approximately 1,000 jobs during construction. The new Emily Carr University of Art & Design Campus was officially opened on September 5, 2017.</p> <p>Following is a link to Partnerships BC ECUAD Project Report: http://www.partnershipsbc.ca/projects/projects-under-construction/ecuad/</p> | | | |
| University of British Columbia Undergraduate Life Science Teaching Laboratories | 2018 | \$88.00 | \$44.84 |
| <p>Redevelopment, renovation and refurbishment of the Undergraduate Life Sciences Laboratories at the University of British Columbia Biosciences Complex located on the Point Grey campus. The project will complete the transformation of the Biosciences Complex by renewing 5,213 square metres and adding an additional 10,255 square metres, as well as bringing the complex to LEED® Gold standard.</p> <p>Potential risks include design coordination and constrained site access. Risks due to design coordination between the design team, construction consultants and the project manager have been resolved through regular coordination meetings between the various groups to address any conflicts. The constrained site access risks are being mitigated through detailed coordination with the Construction Manager, Bookstore and impacted academic faculties.</p> <p>Construction began in summer 2016, with completion anticipated in 2018.</p> | | | |

| Major Capital Projects (over \$50 million) | Targeted Completion Date (Year) | Approved Anticipated Total Cost of Project (\$ millions) | Project Cost to March 31, 2018 |
|--|---------------------------------|--|--------------------------------|
| Simon Fraser University Sustainable Energy and Environmental Engineering Building | 2019 | \$126.00 | \$75.80 |
| <p>Construction of a new five-storey 15,000 square metre engineering building at the Simon Fraser University Surrey campus. The project will enable Simon Fraser University to deliver a new energy engineering program and relocate and expand the current mechatronic engineering program.</p> <p>Potential project risks include: delays due to adverse weather and the availability of trades. Delays due to the result of adverse weather are being addressed through accelerated drywall and glazing (window) installation. Risks associated with trades availability are being mitigated through a pre-qualification process that includes schedule confirmation.</p> <p>Construction started in late 2016, with completion anticipated in late 2019.</p> | | | |
| British Columbia Institute of Technology Health Sciences Centre for Advanced Simulation | 2021 | \$78.27 | \$0.05 |
| <p>Construction of a four-storey 10,355 square metres 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 is expected to start in summer 2019, with completion anticipated in spring 2021.</p> | | | |

Significant IT Projects

| Significant Projects (over \$20 million) | Targeted Completion Date | Project Cost to March 31, 2018 (\$ millions) | Estimated Cost to Complete (\$ millions) | Approved Anticipated Total Capital Cost of Project |
|---|--------------------------|--|--|--|
| Modernizing StudentAid BC | 2020 | \$4.8 | \$6.1 | \$10.9 |
| <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 total capital cost of the project over four years is \$10.9M. The overall budgeted cost of the project including operating expenses is \$19.8M over the same time period. Up to December 31, 2017, the project has capital costs of approximately \$4.5M.</p> <p>In 2017/18 the project:</p> <ul style="list-style-type: none"> Delivered the plan for transformation work and the preparation phase to support the technology implementation. Implemented new business intelligence tools and enhanced reporting capability. Upgraded the public Student Financial Aid website to be accessible via the BC Services Card for qualifying students. | | | | |

Appendix A: Ministry Contact Information and Hyperlinks

General Inquiries

Ministry of Advanced Education
PO BOX 9884
STN PROV GOVT
VICTORIA, BC V8W 9T6
E-mail: AVED.GeneralInquiries@gov.bc.ca

Minister

Telephone: 250-356-0179
Fax: 250-952-0260
E-mail: AVED.Minister@gov.bc.ca

Deputy Minister, Ministry of Advanced Education

Telephone: 250-356-5170
Fax: 250-356-5468
E-mail: AVED.DeputyMinister@gov.bc.ca

Media inquiries - Government Communications and Public Engagement

Telephone: 250-952-6400
Fax: 250-356-6942

British Columbia Council for International Education

Telephone: 604-637-6766
Fax: 604-637-6765
E-mail: bccie@bccie.bc.ca

Industry Training Authority

Telephone: 778-328-8700
Fax: 778-328-8701
E-mail: customerservice@itabc.ca

Appendix B: List of Crowns, Agencies, Boards and Commissions

Crown Corporations

- B.C. Council for International Education - <http://www.bccie.bc.ca>
- Industry Training Authority - <http://www.itabc.ca/>

Agencies and Boards

- British Columbia Council on Admissions and Transfer - <http://www.bccat.ca>
- Degree Quality Assessment Board - <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/degree-quality-assessment-board>
- Boards of colleges, institutes and universities
- BCcampus - <http://bccampus.ca>

BC Council for International Education

2019/20 – 2021/22 SERVICE PLAN

February 2019



For more information on the British Columbia Council for International Education contact:

Suite 603 - 409 Granville Street Vancouver, BC V6C 1T2

Phone: 604-637-6766

Email: bccie@bccie.bc.ca

Or visit our website at
www.bccie.bc.ca

Board Chair Accountability Statement



The 2019/20 – 2021/22 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 February 2019 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, with a large, stylized 'S' and 'B'.

Sherri Bell
Board Chair

Table of Contents

| | |
|---|----|
| Board Chair Accountability Statement | 3 |
| Strategic Direction and Alignment with Government Priorities..... | 5 |
| Operating Environment..... | 6 |
| Performance Plan..... | 6 |
| Financial Plan..... | 12 |
| Summary Financial Outlook..... | 12 |
| Key Forecast Assumptions, Risks and Sensitivities | 13 |
| Management's Perspective on the Financial Outlook..... | 13 |
| Appendix A: Hyperlinks to Additional Information | 14 |
| Corporate Governance | 14 |
| Organizational Overview | 14 |

Strategic Direction and Alignment with Government Priorities

BCCIE is aligned with the Province of British Columbia's key priorities of delivering services people can count on, building a strong, sustainable economy, making life more affordable and supporting lasting reconciliation with Indigenous peoples.

BCCIE is a key partner supporting government and facilitating engagement in international education activities. The purpose of BCCIE is to promote international education for the Province of British Columbia, and to enhance British Columbia's international reputation for excellence in education. BCCIE works collaboratively with the Ministry of Advanced Education, Skills and Training, partner ministries including the Ministry of Education and the Ministry of Jobs, Trade and Technology, and with schools, districts and institutions to deliver on the international education priorities of the Province.

In the 2019/20 Mandate Letter from the Minister of Advanced Education, Skills and Training, BCCIE is directed to make substantive progress on government priorities such as Indigenization of the international education sector, supporting the development of the provincial framework for international education and building the capacity of the sector in areas such as study abroad, partnership development and interculturalization. BCCIE delivers on this direction through activities that focus on the following core service areas:

- **Partnerships and Market Development** – developing and maintaining strategic partnerships and networks in new and existing international markets to help schools and institutions diversify their sources of international students. BCCIE works to position B.C. as the destination of choice for international learners and to create opportunities for domestic students to develop global competencies through education experiences abroad.
- **Capacity Building and Leadership** – promoting a culture of quality and excellence in international education and increasing the knowledge, expertise, and capacity of B.C.'s international education sector.
- **Communications and Global Engagement** – communicating and engaging with stakeholders in the sector to share information about opportunities and best practices and to foster positive relationships and collaboration.

BCCIE is aligned with the Government's key priorities:

| Government Priorities | BCCIE Aligns With These Priorities: |
|---|--|
| Delivering the services people count on | <ul style="list-style-type: none"> • Provide and develop leadership and expertise in international education (Goal 2) • Promote the benefits and opportunities of international education (Goal 3) |
| A strong, sustainable economy | <ul style="list-style-type: none"> • Support the two-way flow of students, instructors, and ideas between British Columbia and international partners (Goal 1) |

Operating Environment

British Columbia's international education sector supports student achievement by enriching the intellectual, human, social and career development of international and domestic students in British Columbia. It helps to facilitate the two-way flow of students, researchers, and faculty in support of the development of global competencies; and it helps contribute to a strong, sustainable, and diversified provincial economy by developing a trained and educated workforce.

Canada is known for its safety, quality education programs and pathways to immigration and is a popular education destination for international students from around the globe. While B.C. has benefitted from several years of growth in international student enrolment, particularly concentrated in public post-secondary institutions, British Columbia faces growing competition for international students, both internationally and among other provinces and territories.

The Canadian federal government announced plans in fall 2018 that it would develop a new International Education Strategy for Canada. The federal strategy is expected to be developed at the same time as the B.C. government is developing a framework for international education in the province. This work will provide direction to BCCIE in its ongoing support for the international education sector in B.C.

A key focus for BCCIE in 2019/20 will be to work closely with the Ministry of Advanced Education, Skills and Training, partner ministries and the provincial international education sector to support the development of a provincial framework for international education.

As an additional opportunity in the coming year, BCCIE, in conjunction with Simon Fraser University, will act as the secretariat and host of the Asia Pacific Association for International Education (APAIE) conference in Vancouver in March 2020 – the first time this landmark partnership development conference has been hosted outside of Asia. APAIE supports B.C.'s high international profile – particularly in the Asia Pacific – and contributes to diversification through new partnership development, enhances the BCCIE brand and earns revenue to support B.C. initiatives, programs and international education scholarships in B.C. BCCIE is planning appropriate measures to mitigate the risks associated with hosting APAIE, such as increased demands on BCCIE's human resources and operating capacity.

Supporting reconciliation with Indigenous peoples is a key commitment of the Province of British Columbia, including moving forward on the Truth and Reconciliation Commission (TRC) Calls to Action and consideration of the principles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). As part of its work to promote diversity and strengthen intercultural awareness and inclusiveness, BCCIE aims to support school districts and post-secondary institutions in their Indigenization responsibilities through education, training and capacity building. BCCIE continues to help institutions identify opportunities to better involve Indigenous students in international education and promote connections between Indigenous and international students.

Performance Plan

BCCIE supports the successful development, promotion and advancement of international education in B.C. Through consultation and direction from the Province and the Board, BCCIE aims to achieve the following goals and objectives. The three overarching goals are interconnected, and the key strategies outlined in each may advance or support one or more goals.

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, increasing opportunities for B.C. students to study and work abroad and positioning B.C., including regions outside the Lower Mainland, as a destination of choice for international learners.

Objective 1.1: Facilitate international partnership development in education.

International partnerships are an essential part of a globally aware education system. They provide for the two-way flow of students, instructors and ideas between British Columbia and international partners, support learners to attain valuable global skills and are a foundation for future business relationships.

Key Strategies:

- Develop strategic international partnerships that support further diversification of international education opportunities.
- 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) | 2017/18 Actuals | 2018/19 Forecast | 2019/20 Target | 2020/21 Target | 2021/22 Target |
|---|--------------------|---------------------|-------------------|-------------------|-------------------|
| 1.1a Number of strategic agreements BCCIE signs annually in targeted countries to support further diversification of international education markets ¹ | N/A | 3 | 2 | 2 | 2 |
| 1.1b Number of opportunities for international partnership development between B.C. schools, districts and institutions and international counterparts ² | N/A | New measure | 10 | 11 | 12 |

¹ Data Source: BCCIE

² Data Source: BCCIE

Linking Performance Measures to Objectives:

1.1a This measure demonstrates BCCIE's important role in establishing and maintaining strategic partnerships and Memorandums of Understanding (MOUs) with related organizations in countries and regions determined to be a priority for B.C. These agreements solidify relationships with a range of international partners, including schools and institutions, education organizations and governments, and facilitate global engagement in the education sector that might not have otherwise occurred. Priority partnerships will be selected to support further diversification of international education markets and students in B.C. The measure was introduced in 2018/19 and therefore there is no previous data.

1.1b This is a new measure that 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. For this measure, an opportunity will be defined as an event locally or internationally hosted or organized by BCCIE where B.C. schools and institutions will have the opportunity to meet potential international partners. Examples include events offered as a part of Team BC missions, local familiarization tours and events or business to business (B2B) meetings with international delegations as a part of the annual summer conference.

Discussion:

In the 2018/19 service plan, BCCIE introduced a new measure regarding the number of strategic agreements signed. As this measure is about ensuring that agreements entered into by BCCIE are strategic and promote quality outcomes, it was determined that the targets set would be specific to BCCIE's agreements and would remain constant over time.

A second measure has been added in the 2019/20 service plan to capture how BCCIE's work can support partnership development at the institutional and school level. Targets are based on historical data and include the number of partnership development opportunities, both internationally and locally, facilitated through BCCIE networks and relationships. These opportunities for partnership development may lead to school and institutional level agreements which further support international market diversification. As this is a new measure, targets will be monitored and adjusted in future years, if necessary. Together, the two measures create a more comprehensive picture of how BCCIE's work facilitates opportunities to build international partnerships.

A planned familiarization tour with the Association of College Counselors in Independent Schools (ACCIS) and Team BC missions to Mexico and Southeast Asia in 2019, coordinated by BCCIE, will provide many opportunities for partnership development. In addition, hosting the APAIE Conference in March 2020 and participating in other premier education partnership events will support B.C. institutions, schools and districts to develop connections for student mobility, academic cooperation, partnership development and the attraction of international students.

Goal 2: Provide and develop 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 focus this year on ensuring sessions are more accessible 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 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 B.C.'s Indigenous history among international students.

Key Strategies:

- Expand capacity building opportunities across B.C., particularly 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 B.C.'s and Canada's Indigenous history 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.

| Performance Measure(s) | 2017/18 Actual | 2018/19 Forecast | 2019/20 Target | 2020/21 Target | 2021/22 Target |
|---|-------------------|---------------------|-------------------|-------------------|-------------------|
| 2.1a # of capacity building sessions ¹ | 14 | 13 | 12 | 12 | 12 |
| 2.1b # of participants at capacity building sessions ² | 791 | 1000 | 750 | 450 | 775 |
| 2.1c Satisfaction with capacity building sessions and annual Summer Conference ³ | 93% | 94% | 95% | 95% | 95% |

¹ Data Source: BCCIE.

² Data Source: BCCIE.

³ Data Source: BCCIE surveys participants, using a standard five-point Likert scale to measure their satisfaction with the coordination and organization of the session.

Linking Performance Measures to Objectives:

2.1.a This measure is an indicator of the extent of capacity building sessions organized and delivered by BCCIE. These events are an effective way to build knowledge, capability and agility within the education sector in B.C. to engage internationally.

2.1.b This measure is an indicator of BCCIE's success in providing capacity building sessions that are of interest and relevant to the sector. Number of participants indicates the reach and effectiveness of the organization in targeting education sector needs. This metric includes attendees at the annual Summer Conference, comprising the bulk of the participants in this measure. To that end, the measure is greatly influenced by the location of Summer Conference, which changes on a yearly basis. The 2018/19 forecast is high due to a record number of attendees at the Summer Conference in Vancouver and is expected to decrease in 2019/20 when the conference moves back to Whistler. The 2020/21 target is much lower, as BCCIE will not hold the Summer Conference due to hosting APAIE only a few months prior in March of 2020.

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. As this is a continuing measure, the forecast and target figures are drawn from previous years' Service Plans.

Discussion:

Sector capacity building sessions and the BCCIE Summer Conference bring stakeholders together to share best practices, discuss new ideas and collaborate on a variety of topics such as regional or topical challenges, marketing and recruitment, study abroad, intercultural competencies and

student services. In 2019/20, BCCIE will focus on capacity building session outcomes that build indigenization and intercultural competencies and ensure greater accessibility to institutions and practitioners outside the Lower Mainland.

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, to share information about opportunities, best practices and foster positive relationships.

Objective 3.1: Develop effective communication and engagement strategies for outreach to domestic and international stakeholders.

Strategic communications with internal and external partners expands and strengthens the provincial education sector profile. Through a variety of in person and digital communication methods, BCCIE shares information about opportunities and best practices and fosters positive relationships and collaborations for the benefit of the entire education sector. As the Province works to develop a balanced and strategic approach to international education, BCCIE will play a critical role in communicating provincial international education priorities.

Key Strategies:

- 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 | 2017/18 Actual | 2018/19 Forecast | 2019/20 Target | 2020/21 Target | 2021/22 Target |
|--|-------------------|---------------------|-------------------|-------------------|-------------------|
| 3.1a Total number of annual pageviews for BCCIE website ¹ | 110,660 | 135,702 | 149,272 | 164,199 | 180,619 |

¹ Data Source: BCCIE Google Analytics

Linking Performance Measures to Objectives:

3.1.a Through a variety of initiatives and programs, BCCIE works to support the international education sector in B.C. This measure is an indicator of the effectiveness of BCCIE's communication strategies which includes 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. Increasing total pageviews annually demonstrates the value and effectiveness of BCCIE's communication efforts.

Discussion:

The previous measure for this goal – growth of followers on social media channels – has been retired. Changes to the StudyinBC social media strategy were made in 2018/19, including closing some social media platforms that were no longer reaching the intended audience, greatly affecting the overall number of followers and intended outcomes on social media.

A new metric, total pageviews for the BCCIE website, has been added to demonstrate the effectiveness of BCCIE's communication activities to promote and support provincial international education priorities. BCCIE works hard to ensure all communications, whether through social media channels, the newsletter, feature articles or reports generated, drive traffic back to one central place, the BCCIE website. 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 more comprehensive assessment than the previous performance measure.

In 2018/19, BCCIE has strategically worked to increase the number of articles and content generated on the BCCIE website to increase engagement with stakeholders in the sector. As such, a corresponding increase in total pageviews has resulted. While this is a new measure, future targets are estimated based on historical data. The targets for this measure will be monitored and adjusted in future years, if necessary.

Financial Plan

Summary Financial Outlook

For Service Plan 2019-2020

| | 2017/18 (Actual) | 2018/19 (Forecast) | 2019/20 (Budget) | 2020/21 (Budget) | 2021/22 (Budget) |
|---|---------------------|-----------------------|---------------------|---------------------|---------------------|
| REVENUE | | | | | |
| Provincial Grant - General Operations | 1,500,000 | 1,500,000 | 1,500,000 | 1,500,000 | 1,500,000 |
| Provincial Grant - EQA ¹ | 20,000 | 20,000 | - | - | - |
| EQA (Reapplication and New App. Fees) ¹ | 19,500 | 18,000 | - | - | - |
| BCCIE Summer Conference ² | 293,460 | 291,085 | 327,500 | - | 347,445 |
| APAIE 2020 ³ | - | - | 102,718 | - | - |
| Professional Development ⁴ | 39,966 | 21,700 | 41,000 | 15,000 | 41,000 |
| Familiarization Tours (Institutional Support) | 8,792 | - | 23,000 | - | - |
| Mission | - | - | - | - | - |
| Other Government Contracts ⁵ | 1,245,866 | 264,500 | - | - | - |
| Other Contract Fees | 11,621 | 9,000 | - | - | - |
| Bank Interest | 8,867 | 17,200 | 16,950 | 16,950 | 16,950 |
| TOTAL REVENUE | 3,148,072 | 2,141,485 | 2,011,168 | 1,531,950 | 1,905,395 |
| EXPENSES | | | | | |
| General Operations (IT, Board Meetings, Supplies, etc.) | 1,416,714 | 1,506,380 | 1,422,910 | 1,462,051 | 1,502,366 |
| <i>Operations</i> | <i>119,094</i> | <i>111,600</i> | <i>118,213</i> | <i>118,213</i> | <i>118,213</i> |
| <i>Salaries</i> | <i>1,191,040</i> | <i>1,286,369</i> | <i>1,194,827</i> | <i>1,230,672</i> | <i>1,267,592</i> |
| <i>Lease</i> | <i>106,580</i> | <i>108,411</i> | <i>109,870</i> | <i>113,166</i> | <i>116,561</i> |
| EQA ⁶ | 12,429 | 8,000 | - | - | - |
| Program Areas ⁷ | 1,716,197 | 627,105 | 588,258 | 69,899 | 403,029 |
| TOTAL EXPENSES | 3,145,340 | 2,141,485 | 2,011,168 | 1,531,950 | 1,905,395 |
| NET INCOME (LOSS) | 2,732 | - | - | - | - |
| TOTAL DEBT | - | - | - | - | - |
| ACCUMULATED SURPLUS AT BEGINNING OF THE YEAR | 767,606 | 770,338 | 770,338 | 770,338 | 770,338 |
| ACCUMULATED SURPLUS AT END OF THE YEAR | 770,338 | 770,338 | 770,338 | 770,338 | 770,338 |

Notes:

1. In 2019/20, BCCIE will not receive a government grant or EQA reapplication revenue as the EQA transition into the Ministry was completed in 2018/19.
2. BCCIE will host APAIE in March of 2020 so will not host the annual Summer Conference in June 2020. No revenue or expenses will occur for Summer Conference in the 2020/21 fiscal year.
3. BCCIE will host APAIE in Vancouver in March 2020. All APAIE expenses were outlined in the 2019/20 budget in the previous service plan. In 2018/19, it was determined that all the event conference fees and expenses would be managed by the Professional Conference Organizer (PCO) and this change is now reflected in this service plan. The new amount of revenue of \$102,718 in this budget is an estimate of BCCIE's portion of the profits from acting as the APAIE secretariat. There are some expenses leading up to APAIE that are accounted for in the budget for Program Areas and the APAIE revenue will be used to offset those expenses.
4. Revenue for professional development (PD) varies year to year. A large two-day workshop is planned for 2019/20 and 2021/22 so revenue in those years is anticipated to be higher.
5. Forecast for 2018/19 includes a contract from the Ministry of Education for student and teacher mobility initiatives. Forecasts for future years do not include other governments contracts.
6. The transition of EQA into the Ministry was completed in 2018/19 so no expenses are expected beginning in 2019/20.
7. In 2019/20, additional revenue from APAIE 2020 and the Summer Conference increased the budget for Program Area spending. In 2020/21, Program Area budgets decreased due to reduced revenue generated to offset these activities.

Key Forecast Assumptions, Risks and Sensitivities

The BCCIE forecast is based on the following key assumptions:

- Operating funds from the Ministry of Advanced Education, Skills and Training for jointly agreed activities;
- No additional contract revenue from the Ministry of Education beyond 2018/19; and
- Additional activities in 2019/20 related to APAIE 2020 will be offset by the revenue BCCIE will receive as the APAIE secretariat.

Management's Perspective on the Financial Outlook

The development of a provincial framework for international education in British Columbia is underway. BCCIE will work closely with partner ministries within its financial and operational capacity as the framework is launched and implemented. This work will provide direction to BCCIE in its ongoing support for the international education sector in B.C.

The Ministry of Education's international education scholarships, administered by BCCIE, are currently under review. While the absence of Ministry of Education contract funding will be offset by APAIE in 2020, the lack of funding will have potential financial impacts on operations and staffing in 2020/21 and 2021/22.

The cultural, social and economic significance of international education to B.C. necessitates building new relationships with key partner countries in addition to maintaining existing important global linkages. From time to time this may require BCCIE to support Government missions or other activities not identified in the Operational Plan. The current budget does not include contingencies for Government missions.

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, Skills and Training; Ministry of Education; and Ministry of Jobs, Trade and Technology to develop strategies to manage expenditures, leverage partnerships and ensure alignment with Government priorities.

Appendix A: Hyperlinks to 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.



Our Ref. 114904

February 15, 2019

Ms. Sherri Bell, Board Chair
British Columbia Council for International Education
603 - 409 Granville St
Vancouver BC V6C 1T2

Dear Ms. Bell:

I would like to extend appreciation on behalf of Premier Horgan and the Executive Council for your dedication, and that of your board members, in serving the public interest. Crown agencies play a key role in delivering important services that benefit British Columbians in every region of our province.

Government's three priorities remain unchanged: make life more affordable, deliver the services people count on, and build a strong and sustainable economy that supports jobs throughout the province. Across government ministries, and in strong partnership with Crown agencies, our emphasis is on raising the standard of living for all British Columbians, delivering quality programs and services that are practical and realistic in a British Columbia context and in our fiscal environment, and judiciously managing affordability pressures – both for citizens and for our business community.

The British Columbia Council for International Education (BCCIE) works collaboratively with the Ministry of Advanced Education, Skills and Training, partner ministries (the Ministry of Education and the Ministry of Jobs, Trade and Technology), schools and institutions to deliver on the international education priorities of the Province.

Our government has also made important commitments to reconciliation with Indigenous Peoples, taking action against climate change, and working to ensure that our public service and public sector institutions are representative and inclusive of all our diverse society:

- Government is adopting and implementing the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission (TRC), demonstrating our support for true and lasting reconciliation with Indigenous Peoples. All public sector organizations are expected to

... /2

incorporate the UNDRIP and TRC within their specific mandate and context. Additionally, in May 2018, government released 10 Draft Principles to Guide the Province's Relationship with Indigenous Peoples, which serves as a guide for all public sector organizations as we continue to build relationships with Indigenous communities based on respect and recognition of inherent rights.

- While government has already taken steps towards achieving our legislated carbon reduction targets, much remains to be done. Our new climate strategy will outline significant GHG reduction measures in 2019/20 while supporting our program and service objectives through economic growth powered by clean, renewable energy, supported by technological innovation. Please ensure your organization's operations align with government's new climate plan.
- Over the coming fiscal year, I look forward to working with your leadership team to provide effective, citizen-centred governance, through strong public sector boards that represent the diversity of British Columbia. The Crown Agencies and Board Resourcing Office (CABRO) at the Ministry of Finance provides leadership for the appointment process to fill positions on the boards of Crown agencies. As your board is renewed over time, I encourage you to work with CABRO to actively seek out women, visible minorities, Indigenous Peoples, persons with disabilities, LGBTQ2S+ individuals, and others who may contribute to diversity to add to the CABRO candidate pool to fill open positions. My expectation is that candidates from all regions of our province will be invited to apply to help renew British Columbia's public sector boards, including individuals with a broad range of backgrounds in community, labour and business environments.

As the Minister Responsible for BCCIE, I expect that you will make substantive progress on the following priorities and incorporate them in the goals, objectives and performance measures included in your Service Plan:

1. Support British Columbia's K-12 schools and post-secondary institutions in the Indigenization of the international education sector to foster greater awareness of British Columbia's and Canada's Indigenous history among international students. This work is to align with and support government's commitment to fully adopt the UNDRIP, the Calls to Action of the TRC, and the 10 Draft Principles to Guide the Province's Relationship with Indigenous Peoples.

... /3

2. Work closely with the Ministry of Advanced Education, Skills and Training, partner ministries, and the provincial international education sector to support government's development of a provincial framework for international education.
3. Support school districts and post-secondary institutions in British Columbia, particularly those in regions outside the Lower Mainland, to build their capacity to engage in international education in a way that enhances British Columbia's reputation as a destination of choice for education and learner success.
4. Support the engagement of British Columbia students and educators in international education and applied learning opportunities abroad.
5. Support intercultural training in schools and post-secondary institutions in British Columbia to help ensure faculty, staff and administration are supported to work with international students.
6. Support school districts and post-secondary institutions in British Columbia to further diversify their sources of international students through targeted international engagement and partnership development.

Each board member is required to sign the Mandate Letter to acknowledge government's direction to your organization. The Mandate Letter is to be posted publicly on your organization's website on Budget Day on February 19, 2019, to coincide with the release of your organization's Service Plan.

I look forward to ongoing collaboration with your Board as we work together to deliver improved service and better outcomes for British Columbians.

Respectfully,



Melanie Mark
Hli Haykwhl Wii Xsgaak
Minister

Attachment: Signature page template

pc: See Attached Distribution List

pc: Honourable John Horgan
Premier

Mr. Don Wright
Deputy Minister to the Premier and Cabinet Secretary

Ms. Lori Wanamaker, Deputy Minister
Ministry of Finance

Ms. Heather Wood, Associate Deputy Minister and Secretary to Treasury Board
Ministry of Finance

Ms. Shannon Baskerville, Deputy Minister
Ministry of Advanced Education, Skills and Training

Mr. Feroz Ali

Ms. Tracy Campbell

Mr. Shawn Chisholm

Ms. Robin Ciceri

Mr. Tony Loughran

Mr. Neil Mort

Mr. Paul Squires

Dr. Michel Tarko

Dr. Jordan Tinney

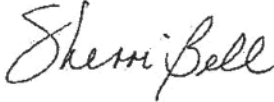




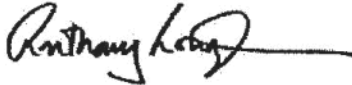




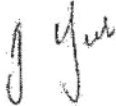
Dr. Jay Yule

Board Members

British Columbia Council for International Education

Dr. Randall Martin, Executive Director
British Columbia Council for International Education

For signature by all BCCIE Board Members

| Board Member | Signature |
|--------------------------|--|
| Sherri Bell, Chair |  |
| Feroz Ali, Director |  |
| Tracy Campbell, Director |  |
| Shawn Chisholm, Director |  |
| Robin Ciceri, Director |  |
| Tony Loughran, Director |  |
| Neil Mort, Director |  |
| Paul Squires, Director |  |
| Michel Tarko, Director |  |
| Jordan Tinney, Director |  |
| Jay Yule, Director |  |

Industry Training Authority (ITA)

2019/20 – 2021/22 SERVICE PLAN

February 2019



For more information on the Industry Training Authority (ITA) contact:

800 – 8100 Granville Avenue
Richmond, B.C. V6Y 3T6

Phone: 778.785.2410

Toll-free (in B.C.): 1.866.660.6011

Fax: 778.328.8701

Or visit our website at
itabc.ca

Board Chair Accountability Statement



The 2019/20 – 2021/22 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 January 2019 have been considered in preparing the plan. The performance measures presented are consistent with the *Budget Transparency and Accountability Act*, ITA'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 ITA's operating environment, forecast conditions, risk assessment and past performance.

A handwritten signature in dark ink, appearing to be 'RE', with a long horizontal stroke extending to the right.

Roberta Ellis
Board Chair

Table of Contents

| | |
|---|-----------|
| Board Chair Accountability Statement | 3 |
| Strategic Direction and Alignment with Government Priorities..... | 5 |
| Operating Environment..... | 7 |
| Forecast Risks and Sensitivites | 16 |
| Management Perspective on Future Financial Outlook..... | 17 |
| Appendix A: Hyperlinks to Additional Information..... | 18 |
| Corporate Governance | 18 |
| Organizational Overview | 18 |

Strategic Direction and Alignment with Government Priorities

Guided by the accountabilities outlined in the *Industry Training Authority Act*, ITA leads and manages British Columbia'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 and government, ITA funds training, issues credentials, supports apprenticeships, sets program standards and works to increase opportunities in the trades.

Each year, ITA receives from the Minister of Advanced Education, Skills and Training a mandate letter reaffirming ITA's accountabilities and identifying priorities for the coming year. This service plan was developed to align with the direction provided through [ITA's 2019/20 Mandate Letter](#). In addition, this service plan reflects government's key priorities and its commitment to reconciliation with Indigenous peoples, raising the standard of living for all British Columbians, delivering quality programs and services that are practical and realistic, and managing affordability pressures – both for citizens and for B.C.'s business community.

To fully support government's commitment to reconciliation with Indigenous peoples and to acknowledge ITA's pledge to create a skilled, inclusive, diverse and accessible trades training and apprenticeship system, ITA updated its vision and values.

| | |
|---------|--|
| 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 of 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> <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> |

This service plan aligns with government's three key priorities:

| Government Priorities | ITA Aligns with these Priorities By: |
|---|---|
| Making life more affordable | <ul style="list-style-type: none"> • Providing access to quality training and supporting apprentices through to certification, helps apprentices obtain good paying jobs and in turn, increases their standard of living. |
| Delivering the services people count on | <ul style="list-style-type: none"> • Increasing ITA's regional support means apprentices have greater access to ITA assistance and services. |
| A strong, sustainable economy | <ul style="list-style-type: none"> • Helping address barriers to trades training for equity seeking groups means a greater number of individuals will see trades training as a career option, building B.C.'s workforce. • Supporting initiatives, such as the revised Apprenticeship Ratio Policy, Community Benefits Agreements and large private sector projects, helps to identify employment opportunities for apprentices in communities across the province. |

ITA's 2019/20 – 2021/22 service plan's goals, objectives and key strategies reflect its three-year strategic plan. Together these two documents are designed to guide ITA in meeting its four goals, ensuring a successful trades training and apprenticeship system for B.C. – one that reflects B.C.'s diverse society and supports employment opportunities in all corners of the province for all British Columbians.

Operating Environment

ITA's values of inclusiveness, respect, excellence, innovation and collaboration, along with its vision and mission, support the organization in pursuit of its four goals:

1. Advance and sustain a diverse and inclusive trades training and apprenticeship system for B.C.,
2. Assist apprentices to connect with employment opportunities and deliver the supports they need to achieve certification.
3. Provide improved services to apprentices and employer sponsors, and
4. With key partners, strengthen B.C.'s trades training and apprenticeship system through robust performance management.

During the term of this service plan, ITA will help to advance and sustain a skilled trades system that is inclusive, diverse and accessible. ITA will lead the cultural change needed in B.C.'s trades training and apprenticeship system and work to address the barriers that Indigenous peoples, women, youth, immigrants and other equity seeking groups encounter when entering or working in the trades.

In support of government's commitment to reconciliation with Indigenous peoples, and with input and guidance from its Indigenous Advisory Council, ITA will develop and implement two plans. The first will support increasing ITA's internal cultural awareness, including ensuring policies and practices are aligned with the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and the Calls to Action of the Truth and Reconciliation Commission (TRC). The second will be an Indigenous Skills Training Plan, which will map ITA's way forward in trades training for Indigenous peoples and their communities.

In addition, ITA will work on shifting the balance of the trades training workforce from its current landscape - one that is predominantly populated by men - to one that is more diverse and inclusive. ITA will focus on inspiring more women to enter the trades, including encouraging them to work in under-represented trades, which comprises all trades except for baker, cook and hairstylist.

ITA will also continue to breakdown the societal and cultural bias against trades careers compared with other occupations that require a university degree. To do this, ITA will build on its five-year success of increasing its youth participation rate in the trades training and apprenticeship system, which has risen since 2012/13 by 87 percent.

While ITA will lead the cultural shift in trades training, its partners - employers, apprentices, industry, labour, training partners and government - will be key to ITA's success and its ability to address harassment, bullying and discrimination or other barriers that impede the success and sustainability in the trades workforce of apprentices from equity seeking groups.

The *B.C. Labour Market Outlook* is produced annually by the Ministry of Advanced Education, Skills and Training and provides ITA with a 10-year forecast on the supply and demand for trades occupations in the province. By 2028, the Outlook forecasts 903,000 job openings throughout British Columbia. Of these job openings, apprenticeable trades jobs will comprise approximately eight percent (71,000). The forecasted supply and demand provides insight into required trades occupations, however, the economy also influences the number and

availability of apprentices, where fluctuations in the apprentice population often mirror the province's economy. So, while the Outlook anticipates that forecasted supply additions of apprentices and tradespeople is expected to meet forecasted demand over the next decade, there are projects underway such as LNG that will result in increased job openings, peaking around 2023, that will need to be filled.

The B.C. Government's implementation of effective apprenticeship ratios on public infrastructure projects, Community Benefits Agreements (CBA) and large private sector projects, will provide an occasion to increase apprenticeship opportunities in B.C.'s skilled trades. To support these initiatives, ITA will increase its regional support and work with employers, including in relation to CBAs, to promote and help to fill trades jobs with apprentices, including apprentices from equity seeking groups and those living in rural communities where projects may be located.

ITA's trades training success is closely linked to its ability to access the best possible industry intelligence and labour market information. ITA will continue to strengthen the effectiveness of the overall trades training and apprenticeship system by maintaining its efforts to support government's review of compulsory designations, further strengthening its industry engagement model in tandem with its established Sector Advisory Groups, and working closely with government to invest in initiatives to improve trades training service standards and system wide performance reporting.

ITA recognizes the rapid pace of technological change and the opportunities it can offer to improve B.C.'s trades training and apprenticeship system. ITA will work with training providers and other key stakeholders to assess how innovation and technology can improve the effectiveness of training programs and streamline processes.

ITA is dedicated to building the trades careers that build B.C. and is confident that through the goals and strategies included in this service plan, and with collaboration and support from government and ITA's partners, B.C.'s trades training and apprenticeship system will be inclusive, accessible, and meet the demands of the province's growing economy.

Performance Plan

Goal 1: Advance and sustain a diverse and inclusive trades training and apprenticeship system for B.C.

Objective 1.1: Lead the cultural change needed in B.C.'s trades training and apprenticeship system to remove barriers for equity seeking groups (Indigenous peoples, women and other under-represented groups).

Key Strategies:

- Build partnerships to support the attraction, retention and improve employment outcomes for Indigenous peoples, women, youth, immigrants and other equity seeking groups.
- Strengthen supports and programming within ITA dedicated to changing the trades training and apprenticeship system to ensure inclusiveness and diversity.
- Support government in achieving true and lasting reconciliation with Indigenous peoples by aligning ITA's policies and programs with the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and the Calls to Action of the Truth and Reconciliation Commission (TRC).
- Work with apprentices and employer sponsors to address the unique challenges that Indigenous peoples, women, youth, immigrants and other equity seeking groups experience in the trades training and apprenticeship workplace.

Linking Performance Measures to Objectives:

| Performance Measure(s) | 2017/18 Actuals | 2018/19 Forecast | 2019/20 Target | 2020/21 Target | 2021/22 Target |
|---|-----------------|----------------------------|----------------|----------------|----------------|
| 1.1a Increase of women entering into under-represented trades ¹ apprenticeships ² | | Baseline to be established | 3% | 6% | 10% |
| 1.1b Increase of Indigenous peoples entering into apprenticeships ² | | Baseline to be established | 5% | 7% | 10% |
| 1.1c Increase of women in under-represented trades ¹ sustained in apprenticeships ² | | Baseline to be established | 4% | 7% | 10% |
| 1.1d Increase of Indigenous peoples sustained in apprenticeships ² | | Baseline to be established | 8% | 10% | 11% |

¹ Under-represented trades include all trades except baker, cook and hairstylist.

² Data Source: ITA's Direct Access Information System

Linking Performance Measures with Objectives:

- 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 ITA's success in: 1) attracting women into trades where their participation rate is low, 2) attracting a greater number of Indigenous peoples into the trades, and 3) addressing the barriers women and Indigenous peoples experience when entering the trades, including for women in under-represented trades.
- 1.1c/d Increasing the number of women in under-represented trades and Indigenous peoples sustained in apprenticeships is an indicator of ITA's success in: 1) changing the culture of the trades to be more inclusive and diverse, 2) addressing the barriers women and Indigenous peoples experience when working in the trades, and 3) changing the complexion of the trades so that it is more representative of the province's population.

Discussion:

All measures included in goal 1 are new measures introduced in fiscal year 2019/20, therefore, ITA will establish baselines at the end of fiscal year 2018/19. The percentage increase included in each performance measure is based on historical participation rates and anticipated growth. New government policy initiatives such as the revised Apprenticeship Ratio Policy and Community Benefits Agreements, will play a role in regard to the participation of equity seeking group apprentices, including women and Indigenous peoples.

While ITA may be able to attract women, Indigenous peoples and other equity seeking groups into the trades, sustaining this population is also a measure of success related to breaking-down barriers and stereotypes associated with a workforce predominately populated by men. Measures included in this goal are also indicative of industry's response to creating and embracing a more diverse and inclusive trades training and apprenticeship system.

Goal 2: Assist apprentices to connect with employment opportunities and deliver the supports they need to achieve certification.

Objective 2.1: Ensure apprentices have the supports they need throughout their apprenticeship journey to improve learner's outcomes.

Key Strategies:

- Increase ITA's regional supports to assist apprentices and develop customized supports to meet their individual needs through to their achievement of a Certificate of Qualification (CofQ).
- Support initiatives that require apprentices, such as Community Benefits Agreements and large private sector projects, including through the promotion of Indigenous peoples, women, youth, immigrants and other equity seeking groups.
- Work with employer sponsors to retain apprentices in their regions to support new workforce requirements.
- Support employers in meeting their commitments included in the revised Apprenticeship Ratio Policy.

Linking Performance Measures to Objectives:

| Performance Measure(s) | 2017/18 Actuals | 2018/19 Forecast | 2019/20 Target | 2020/21 Target | 2021/22 Target |
|--|-----------------|------------------|----------------|----------------|----------------|
| 2.1a Number of CofQs issued ¹ | 7,240 | 7,267 | 7,318 | 7,391 | 7,465 |
| 2.1b Number of CofQs issued to women ¹ | 649 | 655 | 662 | 675 | 695 |
| 2.1c Number of CofQs issued to Indigenous peoples ¹ | 259 | 270 | 281 | 295 | 316 |

¹ Data Source: ITA's Direct Access Information System

Linking Performance Measures with Objectives:

2.1a Each credential issued signals that the trades training and apprenticeship system has the capacity to deliver members of the workforce who have the occupational skills needed to work in a particular trade and that these individuals were able to obtain employment to reach the required skill level.

In ITA's 2017/18 – 2020/21 Service Plan, this measure had a target of 8,752. Based on recent trend analysis of CofQs issued to date and expected as of March 31, 2019 targets for this measure have been modified.

2.1b/c Similar to 2.1a, each credential issued to women and Indigenous peoples signals the trades training and apprenticeship system can offer the occupational skills needed to work in a particular trade and that employment was available to reach the required skill level. These measures also exhibit the change in the complexion of the trades, demonstrating the success of women and Indigenous peoples and signaling the trades workforce is becoming more inclusive and representative of the province's population.

Discussion:

To obtain a Certificate of Qualification, an apprentice's training typically comprises 80 percent supervised on-the-job-training and 20 percent school-based training. Connecting apprentices with employment opportunities helps them to obtain the credit needed to become a certified journeyperson.

While ITA will increase its regional supports to assist apprentices in achieving their Certificate of Qualification, government's policy initiatives such as the revised Apprenticeship Ratio Policy and Community Benefits Agreements, also play a role in regard to the participation of equity seeking group apprentices, including women and Indigenous peoples.

Goal 3: Provide improved services to apprentices and employer sponsors.

Objective 3.1: Enhance the way ITA supports learners and employer sponsors through improved responsiveness and accessibility.

Key Strategies:

- Engage training providers and the Ministry of Advanced Education, Skills and Training regarding system innovation and improvements so it is more responsive to the needs of apprentices.
- Connect with training providers and others to identify ways to improve the information and supports learners receive so they are better able to navigate the trades training and apprenticeship system and receive their Certificate of Qualification.
- Invest in technology that supports regional advisors and provides self-serve access for apprentices and training providers to schedule exams and access other services on-line where possible.
- Improve data and metrics and streamline processes to make it easier for apprentices and employer sponsors to work through the trades training and apprenticeship system.

| Performance Measure(s) | 2017/18 Actuals | 2018/19 Forecast | 2019/20 Target | 2020/21 Target | 2021/22 Target |
|---|--------------------|---------------------|----------------------------|-------------------|-------------------|
| 3.1a Credential holder's satisfaction with ITA credentials ¹ | 84% | 85% | 86% | 86% | 86% |
| 3.1b Employer satisfaction with ITA credentials ¹ | 78% | 79% | 80% | 80% | 80% |
| 3.1c Employer sponsor satisfaction with ITA support ¹ | | | Baseline to be established | TBD | TBD |

¹ Data Source: Since 2012/13 Sentis Market Research has been commissioned by 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 Measures to Objectives:

- 3.1a Credential holder's satisfaction with an ITA credential is a measure of the value of the credential to the individual. It reflects the quality of training and supports the credential holder received in order to learn the skills required to achieve their career and employment goals.
- 3.1b Employer sponsor satisfaction with an ITA credential is a measure of the value the sponsor places on the credential. This value is an indicator of the extent to which ITA is serving industry and reflects the quality of the training, such that the skills acquired by a credential holder match employer's expectation and needs.

- 3.1c Employer sponsor satisfaction with ITA support is an indicator of the employer's satisfaction in regard to the various supports ITA offers, including available regional supports. This is a new measure for ITA and a baseline will be established in 2019/20.

Discussion:

Measures 3.1a and 3.1b are similar to ones included in previous ITA service plans. High satisfaction levels have remained largely consistent over the past several years. Targets, including for the new measure 3.1c, reflect ITA's effort to align industry needs and ITA programs and supports within an index that is made up of multiple satisfaction indicators.

Goal 4: **With key partners, strengthen B.C.'s trades training and apprenticeship system through robust performance management.**

Objective 4.1: **Improve available data and evidence to fully understand and better measure the effectiveness of the trades training and apprenticeship system in B.C.**

Key Strategies:

- Create a framework to better measure, improve accountability and ensure value for money within B.C.'s trades training and apprenticeship system.
- Enhance ITA's technology capability to record, analyze and report on data.

Discussion:

ITA wants to ensure B.C.'s trades training and apprenticeship system is directing efforts and supports in areas where British Columbians will receive the most value for money. Building a performance management framework will provide ITA with the evidence it needs to support effective decision-making for the whole system and will be a first step in consolidating the full scope of B.C.'s trades training and apprenticeship system under one measurement framework. While ITA is unable to identify what measures may be established at this point in time, next year the new measurement framework may identify new performance measures or change ones included in the 2019/20 – 2021/22 service plan.

Financial Plan

Summary Financial Outlook

| | 2018/19 Budget | 2018/19 Forecast | 2019/20 Budget | 2020/21 Budget | 2021/22 Budget |
|---|-------------------|---------------------|-------------------|-------------------|-------------------|
| Total Revenue (\$000) | | | | | |
| Ministry - Core Operating Grant | 97,679 | 97,679 | 98,877 | 98,877 | 98,877 |
| Ministry - Project Based Funding - Prov(1) | 10,190 | 10,200 | 10,200 | 10,200 | 10,200 |
| Ministry - Other Funding and grants | | 601 | | | |
| Other Revenue | 918 | 1,826 | 1,418 | 1,418 | 1,418 |
| Total | 108,787 | 110,306 | 110,495 | 110,495 | 110,495 |
| Total Expenses (\$000) | | | | | |
| Training Investment (2) | 95,745 | 95,772 | 92,462 | 92,549 | 92,700 |
| Program Standards and Assessments | 3,960 | 3,953 | 4,023 | 4,023 | 4,023 |
| Industry Engagement | 850 | 663 | 802 | 802 | 802 |
| Customer Experience | 3,160 | 3,312 | 4,124 | 4,124 | 4,124 |
| Communication | 712 | 1,873 | 900 | 900 | 900 |
| Business Support | 7,860 | 8,233 | 8,184 | 8,097 | 7,946 |
| Total Expenses | 112,287 | 113,806 | 110,495 | 110,495 | 110,495 |
| Net Income (3) | (3,500) | (3,500) | - | - | - |
| Total Liabilities (even if zero) | | (5,041) | (4,923) | (4,805) | (4,687) |
| Accumulated Surpluses/Retained Earnings (even if zero) | | (7,915) | (7,915) | (7,915) | (7,915) |
| Capital Expenditures | | 1,300 | 1,450 | 1,490 | 1,420 |

(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 Work Development Plan Agreement (WDA)

(2) The investment includes a \$3,500 capital grant for Youth in Trades Capital Equipment Program (YTCEP) in fiscal 2018/19 only - and continuous investment

(3) Approval for ITA to run a deficit was obtained from Minister of Finance to support the YTCEP - this was a 3 year program with

Key Forecast Assumptions

The summary financial outlook reflects the following assumptions:

- ITA's core operating grant includes a lift of \$3.594 million from the Ministry of Advanced Education, Skills and Training over a three-year period, reflecting ITA's specific mandate to lead the cultural change needed in B.C.'s trades training and apprenticeship system to remove barriers for equity seeking groups, including women, Indigenous peoples, and other under-represented groups. The core operating grant, continues to be funded in two instalments (first and second quarter of the year), allowing for higher interest revenue generation potential.
- The core funding increase will help ITA in increasing its regional supports across B.C. to assist apprentices and equity seeking groups through their apprenticeship journey.
- There is no change in investment in training seats for adults or youth.

- ITA will increase its supports so that it may direct efforts on increasing equity, diversity and inclusion in the trades training and apprenticeship system. While supported by the other divisions of ITA, the equity, diversity and inclusion initiatives will focus on partnering with key stakeholders to drive the culture change needed in the system.
- The project-based funding – monies transferred from the Canada-B.C. Workforce Development Agreement (WDA), a program for industry and trades training to support pre-apprenticeship programs for equity seeking groups is assumed to be stable for the three-year period.
- Fiscal 2018/19 was the last year of a three-year initiative started in Fiscal 2016/17 to fund a Youth Trades Capital Equipment Program (YTCEP) and was the last year of an approved deficit.

Forecast Risks and Sensitivites

Increased pressures on ITA's training investment may result from:

- Additions in training hours or classes required as a result of Red Seal harmonization;
- Alignment with labour market demand information and increased effort to support government initiatives such as Community Benefits Agreements or the revised Apprenticeship Ratio Policy;
- Sector Advisory Groups' input on effective training models or the identification of a shift in industry needs;
- Potential increased demand for training seats and supports requested from equity seeking groups;
- Potential increased demand for innovation funding.

Added operational pressure on ITA may also result from increased exam costs due to implementation of Standard Level Exams (SLE), as well as an increase in general operating costs in line with consumer price index affecting mainly compensation and occupancy costs.

Management Perspective on Future Financial Outlook

ITA plans to deliver on the goals and strategies envisioned within this service plan through the core funding lift granted to it from the Ministry of Advanced Education, Skills and Training. The goals and strategies are aligned with delivering on ITA's mandate letter, and government's commitment to making life more affordable, delivering the services people can count on, and building a strong, sustainable economy.

ITA is not a capital-intensive organization and has no capital projects valued at more than \$50 million. Capital activity of maximum \$1.5 million is primarily focused on ITA's digital strategy and is funded from ITA's core operating funds.

Appendix A: Hyperlinks to Additional Information

Corporate Governance

ITA follows the Best Practices Guidelines and disclosure requirements of Crown Agencies and Board Resourcing Office. The following information may be found on 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*, the purposes of ITA are the following:

- 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, ITA leads and coordinates British Columbia's skilled trades system. ITA works with employers, apprentices, industry, labour, training providers and Government to issue credentials, support apprenticeships, set program standards and support increased opportunities in the trades.



February 27, 2019

Roberta Ellis, Chair
Industry Training Authority
8th Floor-8100 Granville Avenue
Richmond, BC V6Y 3T6

Dear Ms. Roberta Ellis:

I would like to extend appreciation on behalf of Premier Horgan and the Executive Council for your dedication, and that of your board members, in serving the public interest. Crown agencies play a key role in delivering important services that benefit British Columbians in every region of our province.

Government's three priorities remain unchanged: make life more affordable, deliver the services people count on, and build a strong and sustainable economy that supports jobs throughout the province. Across government ministries and in strong partnership with Crown agencies, our emphasis is on raising the standard of living for all British Columbians, delivering quality programs and services that are practical and realistic in a B.C. context and in our fiscal environment, and judiciously managing affordability pressures – both for citizens and for our business community.

The Industry Training Authority is responsible for building a trades training system that provides students and apprentices with high quality skills to fully participate in B.C.'s growing economy.

Our government has also made important commitments to reconciliation with Indigenous Peoples, taking action against climate change, and working to ensure that our public service and public sector institutions are representative and inclusive of all our diverse society:

... /2

- Government is adopting and implementing the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission (TRC), demonstrating our support for true and lasting reconciliation with Indigenous Peoples. All public sector organizations are expected to incorporate the UNDRIP and TRC within their specific mandate and context. Additionally, in May 2018, government released 10 Draft Principles to Guide the Province's Relationship with Indigenous Peoples, which serves as a guide for all public sector organizations as we continue to build relationships with Indigenous communities based on respect and recognition of inherent rights.
- While government has already taken steps towards achieving our legislated carbon reduction targets, much remains to be done. Our new climate strategy will outline significant GHG reduction measures in 2019/20 while supporting our program and service objectives through economic growth powered by clean, renewable energy, supported by technological innovation. Please ensure your organization's operations align with government's new climate plan.
- Over the coming fiscal year, I look forward to working with your leadership team to provide effective, citizen-centred governance, through strong public sector boards that represent the diversity of British Columbia. The Crown Agencies and Board Resourcing Office (CABRO) at the Ministry of Finance provides leadership for the appointment process to fill positions on the boards of Crown agencies. As your board is renewed over time, I encourage you to work with CABRO to actively seek out women, visible minorities, Indigenous Peoples, persons with disabilities, LGBTQ2S+ individuals, and others who may contribute to diversity to add to the CABRO candidate pool to fill open positions. My expectation is that candidates from all regions of our province will be invited to apply to help renew B.C.'s public sector boards, including individuals with a broad range of backgrounds in community, labour and business environments.

Having Canada's Digital Supercluster located in British Columbia creates an opportunity for industries, government ministries, crown agencies, public institutions and non-governmental organizations to collaborate in digital research and development projects. Should the Industry Training Authority intend to participate in or be a funding partner for Digital Supercluster projects, you are asked to work closely with the Ministry of Advanced Education and Skills Training staff to ensure that investments are aligned with Government's priorities and wherever possible, undertaken collectively with partner ministries and organizations. The Ministry of Advanced Education and Skills Training will work with the recently-established Deputy Minister's Committee on the Digital Supercluster to ensure that all projects are coordinated effectively across government.

... /3

As the Minister Responsible for the Industry Training Authority, I expect that you will make substantive progress on the following priorities and incorporate them in the goals, objectives and performance measures included in your Service Plan:

- Consistent with the goals outlined in ITA's 2019/20 Strategic Plan and Minister mandate letter to increase the participation of equity seeking groups in the skilled workforce, work closely with system partners to improve access to in-classroom and on-the-job training for women, indigenous people, and those in rural communities. Specific actions include, but are not limited to:
 - Develop system-wide policies and programs to further progress strong and innovative partnerships between industry, employers, Indigenous communities, and training providers to support more apprentices to complete their training and obtain their Certificate of Qualification;
 - Establish additional regional advisors and other programs and supports around the Province that meet the needs of women and Indigenous people in the trades; and
 - Support youth across British Columbia to gain exposure to trades careers and work experience programs and to continue on in apprenticeship training after graduation.
 - Partner with employers and trainers across the Province to develop policies and supports aimed at attracting and retaining more women into traditionally under-represented trades.
- Support government in achieving true and lasting reconciliation with Indigenous peoples by aligning ITA's policies and programs with the UNDRIP articles and the TRC Calls to Action. Specifically, but not limited to:
 - Develop and implement a plan to increase ITA's cultural awareness and competencies;
 - Co-develop with ITA's Indigenous Advisory Council a review of ITA policies and programs; and
 - Develop and implement an Indigenous Skills Training Plan based on input and guidance from ITA's Indigenous Advisory Council.

... /4

- Work closely with government to implement initiatives that will strengthen the effectiveness of the overall trades system in improving outcomes for apprentices, specifically the ITA will:
 - Support the implementation of effective apprentice ratios on public infrastructure projects;
 - Work with the Ministry to improve completion rates to develop the skilled labour force needed to support economic growth;
 - Provide evidentiary support for a government-led review of trades that could benefit from compulsory designation, including working with the Ministry on stakeholder engagement and related findings. For 2019/20, this work will focus on the criteria for compulsory designation, including non-service industry trades where there is high employer demand, the need for occupation-specific technical accuracy, and a requirement for responsiveness to technological advancements; and
 - Invest in initiatives to improve trades training service standards and systemwide performance reporting.

Each board member is required to sign the Mandate Letter to acknowledge government's direction to your organization. The Mandate Letter is to be posted publicly on your organization's website on Budget Day on February 19, 2019 to coincide with the release of your organization's service plan.

... /5










I look forward to ongoing collaboration with your Board as we work together to deliver improved service and better outcomes for British Columbians.

Respectfully,



Melanie Mark
Hli Haykwhl Wii Xsgaak
Minister

pc: Honourable John Horgan, Premier
Mr. Don Wright, Deputy Minister to the Premier and Cabinet Secretary
Ms. Lori Wanamaker, Deputy Minister of Finance
Ms. Heather Wood, Associate Deputy Minister and Secretary to Treasury Board
Ms. Shannon Baskerville, Deputy Minister of Advanced Education, Skills and Training
Mr. Andries Calitz, Director, Industry Training Authority
Mr. Robert Davis, Director, Industry Training Authority
Ms. Cynthia Oliver, Director, Industry Training Authority
Mr. Jonathan Whitworth, Director, Industry Training Authority
Mr. Laird Cronk, Director, Industry Training Authority
Ms. Lisa Langevin, Director, Industry Training Authority
Mr. Peter Baker, Director, Industry Training Authority
Mr. Thomas Nyce, Director, Industry Training Authority
Ms. Shelley Gray, Interim Chief Executive Officer, Industry Training Authority

| Board Member | Signature |
|------------------------------|--|
| Roberta Ellis, Chair |  |
| Andries Calitz, Director |  |
| Robert Davis, Director |  |
| Cynthia Oliver, Director |  |
| Jonathan Whitworth, Director |  |
| Laird Cronk, Director |  |
| Lisa Langevin, Director |  |
| Peter Baker, Director |  |
| Thomas Nyce, Director |  |

Ministry of Advanced Education, Skills and Training
2019/20 Estimates Debate
Data Binder Table of Contents

| DATA BINDER | |
|---|--------------|
| POST-SECONDARY, LABOUR MARKET & INSTITUTION DATA | |
| Post-secondary System Overview Data | |
| Data sources on BC Public Post-Secondary Students | 1 |
| Post-Secondary System Overview (<i>Quick Facts</i>) | 2 |
| Public Post-Secondary Indigenous Facts | 3 |
| Adult Basic Education Headcount | 4 |
| English Language Learners Data | 5 |
| Post-Secondary Enrolments | 6 |
| Health Student data | 7 |
| International Student Data | 8 |
| Student Transitions to Post-Secondary | 9 |
| Student Outcomes – high level results, Labour force results (GLSPD) | 10 |
| <i>Tabs Intentionally Blank</i> | 11-12 |
| Institutional Data | |
| International and Domestic Headcount by Region and Institution | 13 |
| Credentials Awarded by Age and Institution | 14 |
| Full-time Equivalent Targets and Actuals | 15 |
| Repayment Rates | 16 |
| <i>Tab Intentionally Blank</i> | 17 |
| Labour Market Data | |
| Regional Data Summary | 18 |
| Labour Force by Educational Attainment | 19 |
| Labour Market Outlook | 20 |
| Major Projects Inventory | 21 |
| <i>Tabs Intentionally Blank</i> | 22-25 |

Title: Data on BC Public Post-Secondary Students

Issue: Overview of public post-secondary key data sources

Key Messages:

- The Ministry manages a broad range of data in collaboration with the public post-secondary system.
- Data is used to develop research and provide evidence-based policy that ensures people can access affordable and effective post-secondary education and training.
- Our post-secondary data sources also help make certain British Columbia has the skilled workers needed to capitalize on economic opportunities and maintain a sustainable and innovative economy.

Background/Status:

- B.C. public post-secondary institutions are required by legislation to provide the Ministry with reports and other information that the minister considers necessary.
- Currently public post-secondary institutions provide student data through four main sources: the Central Data Warehouse (CDW), Student Transitions Project (STP), Student Outcomes, and Student Financial Aid.
- **CDW** : Contains data on student demographics, programs, credentials, courses, session registration and campuses; 21 institutions contribute (colleges, institutes and teaching-intensive universities).
- **STP**: Contains data about students from K-12 through B.C. public post-secondary education; all 25 institutions contribute. The data is governed by a steering committee representing research universities (UVIC), CDW institutions (VCC), Ministry of Education, and AEST.
- **Student Outcomes**: Contains survey data on the post-secondary education experience and employment outcomes of former students. All 25 public institutions contribute.
- **Student Financial Aid**: Contains financial data (including associated student demographics, programs, etc) on loans and grants administered through the *StudentAidBC* program to eligible students attending both public and private institutions.
- Collaboration:
 - The Ministry works closely with the public post-secondary institutions to ensure accuracy in reporting and continued collaboration.
 - A Reporting Protocol is in place whereby the Ministry gives institutions two weeks notice and the opportunity to review their data before publishing or sharing the results outside of AEST.

- Business Intelligence and Data Analytics:
 - AEST is undertaking a Business Intelligence and Data Analytics project, starting with Student Financial Aid, which will result in more advanced analytics, modeling, forecasting and performance management using post-secondary data.
 - The public post-secondary institutions have been generally supportive of the project.

Title: Post-Secondary System Overview

Issue: Key facts related to the post-secondary system

Key Messages:

- **We're investing in accessible and affordable post-secondary education and skills training so that people can participate in the workforce, build thriving careers, and support themselves and their families.**
- **We want people to be able to access affordable education and training close to home.**
- **The B.C. Labour Market Outlook expects that, over the next decade, more than 900,000 jobs will need to be filled. Of those job openings, 77% will need some level of post-secondary education or training.**

Background/Status:

Institutions

- **25** public post-secondary institutions:
 - 4 research intensive universities
 - 7 teaching intensive universities
 - 3 provincial institutes
 - 11 community colleges
- **19** private and out-of-province public degree granting institutions*
- Approximately **310** certified private training institutions
 - Approximately 150 eligible for Student Financial Assistance
- **14** seminaries and theological colleges*
- Approximately **40** aboriginal-controlled institutes, primarily on reserves

* Trinity Western University is a private degree granting institution that also has a seminary school. It is counted in both categories.

Legislation

- There are 51 acts and supporting regulations (15 public acts; 12 regulations; and 24 private acts).
- Public post-secondary education is governed by four primary pieces of legislation:
 - *College and Institute Act*
 - *University Act*
 - *Royal Roads University Act*
 - *Thompson Rivers University Act*
- Private training institutions are governed by the:
 - *Private Training Act*
- Private and out of province public degree granting institutions are governed by the:
 - *Degree Authorization Act*

- Theological institutions in BC have statutory authority under a Private Act to offer specific programs.

Public Post-Secondary Students

Full-Time Equivalents

| | 2015/16 | 2016/17 | 2017/18 |
|---------|---------|---------|---------|
| Student | Actual | Actual | Actual |
| FTEs | 201,379 | 200,886 | 199,486 |

* Total FTE actuals were revised for 2015/16 and 2016/17 and will not match exactly what was reported in the respective Annual Service Plan Reports or the System Highlights.

Enrolment

- 426,940 enrolled in B.C. public post-secondary institutions (2016/17 Academic Year)
- Domestic students 366,955 (86%)
- International students 59,985 (14%)
- 53% female
- Age breakdown: Under 25 – 51%; 25-39 – 31%, 40+ – 17%
- Over 62,000 credentials awarded per year (2014/15 to 2016/17 FY)

Aboriginal Students

- Aboriginal students make up 6.6% of all FTEs in the 2016-17 fiscal year.
 - 13,354 Aboriginal FTEs were delivered system-wide
 - 2,398 of those were funded by the Industry Training Authority (ITA)
- 3,321 credentials awarded to students who self-identified as Aboriginal, an increase of 687 credentials (26%) higher from the baseline set in the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.

Apprentices

- Over 35,000 adult apprentices, over 5,000 youth program participants, and over 4,000 foundations students in B.C. (44,000 total).
- In 2017/18, ITA purchased over 23,000 trades seats at public institutions.
- Over 5,300 registered youth program participants in any youth trades program in the 2017/18 school year.

Private Post-Secondary

Private Training

- The Private Training Act came into force September 1, 2016 and introduced a new student enrolment reporting cycle for private training institutions. As a result, the Ministry is currently working to establish standardized reporting for institutions enrolment.
- Approximately 48,000 students enrol annually at one of approximately 310 certified B.C. private training institutions.

Private & Out-of-Province Degree Granting



- Over 20,000 enrolments in 58 degree programs at institutions with authority under the Degree Authorization Act.

Title: Public Post-Secondary Indigenous Facts

Issue: First Nations, Métis and Inuit Learners Data

Key Messages:

- Our government is committed to implementing the calls to acts of the Truth and Reconciliation Commission and articles of the UN Declaration – reconciliation must be in everything we do.
- In 2016/17, the Indigenous student 5-year cumulative transition rate to post-secondary education and training was 64% (63% in 2015/16; 67% in 2014/15) compared to a non-Indigenous students transition rate of 71% (72% in 2015/16).
- 7% (25,650) of domestic learners enrolled in British Columbia public post-secondary institutions in 2016/17 identify as Indigenous (First Nations, Métis or Inuit).
- Compared to non-Indigenous learners, a higher proportion of Indigenous learners are female (58% v. 53%) and enrol later in life.
- Indigenous learners make up 33% of domestic learners enrolled in the North, compared to 4% of domestic learners in the Mainland/Southwest.
- Indigenous learners are more likely to attend a college; enrol in trades and developmental programs; and earn a credential at the certificate or developmental level.
- 3,321 credentials were awarded to Indigenous learners in 2016/17, an increase of 687 (or a 26% increase from the baseline in 2009/10).

Background/Status:

- The terms Aboriginal and Indigenous are both used as an inclusive reference to First Nations, Inuit and Métis peoples. The British Columbia government is now using the term Indigenous as the collective term where appropriate. Data included below uses the term Aboriginal because it has been collected based on learners self-identifying as an Aboriginal person.
- Ministry data is based on learners self-identification in the K-12 or public post-secondary system. Post-secondary application forms use two standardized questions to allow students to self-identify as Aboriginal. The Ministry of Education data uses self-identification of Aboriginal Ancestry.

Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan

- The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan committed to increasing:
 - the number of credentials awarded to Aboriginal learners by 75% by 2020 (from 2,634 baseline in 2009/10 to 4,609 in 2020/21).

- the post-secondary five-year cumulative transition rate of Aboriginal grade 12 graduates to 90% by 2020.

Demographics: 2016/17 Academic Year¹

| Student Demographics (Headcount) | Total Aboriginal Students | Percent of Aboriginal Students | Percent of Non-Aboriginal Domestic Students |
|----------------------------------|---------------------------|--------------------------------|---|
| | 25,650 | | |
| Female Students | 14,765 | 58% | 53% |
| Students under 25 | 11,365 | 44% | 48% |
| Students 25-39 | 9,180 | 36% | 32% |
| Students 40 and over | 5,071 | 20% | 20% |

Regional Distribution: 2016/17 Academic Year¹

| Economic Development Region | Aboriginal Students as % of all domestic students in Region |
|-----------------------------|---|
| North | 33% |
| Cariboo | 21% |
| Thompson Okanagan | 11% |
| Vancouver Island/Coast | 9% |
| Kootenay | 7% |
| Mainland/Southwest | 4% |

Full Time Equivalents (FTEs): 2016/17 Fiscal Year¹

- Aboriginal students make up 6.6% of FTEs
- 13,354 Aboriginal FTEs delivered system-wide (2,398 of those are funded by the Industry Training Authority)

| Sector | Percent of Aboriginal Students | Percent of All Domestic Students |
|--------------------|--------------------------------|----------------------------------|
| Colleges | 38% | 24% |
| Institutes | 11% | 11% |
| Teaching Intensive | 28% | 21% |
| Research Intensive | 23% | 44% |
| Total | 100% (13,354) | 100% (200,886) |

¹ The effects of rounding may result in totals not matching exactly when they would be expected to match.

Credentials: 2016/17 Fiscal Year¹

| Credential Type | Aboriginal Students | Percent of Aboriginal | Non-Aboriginal Students | Percent of Domestic Non-Aboriginal |
|--------------------------------|---------------------|-----------------------|-------------------------|------------------------------------|
| Graduate or First Professional | 284 | 9% | 6,561 | 13% |
| Bachelor | 808 | 24% | 20,206 | 41% |
| Diploma | 528 | 16% | 8,165 | 17% |
| Certificate | 1,476 | 44% | 13,619 | 28% |
| Developmental | 225 | 7% | 815 | 2% |
| Total | 3,321 | 100% | 49,366 | 100% |

| Program Area | Aboriginal Students | Domestic Non-Aboriginal Students |
|----------------------------------|---------------------|----------------------------------|
| Trades | 23% | 11% |
| Arts and Sciences | 18% | 24% |
| Health | 14% | 15% |
| Human and Social Services | 12% | 10% |
| Business and Management | 11% | 16% |
| Developmental | 7% | 2% |
| Education | 6% | 8% |
| Engineering and Applied Sciences | 6% | 11% |
| Visual/Performing Arts | 3% | 4% |
| Total | 100% (3,321) | 100% (49,366) |

Graduate Unemployment Rate: 2015-2017 Student Outcome Survey Years (aggregated)

| Credential | Aboriginal Students | Non-Aboriginal Students |
|--|---------------------|-------------------------|
| Diploma Associate Degree and Certificate Students | 10% | 7% |
| Apprenticeship Students | 19% | 7% |
| Trades-related vocational and Trades Foundation Students | 23% | 12% |
| Baccalaureate Graduates | 8% | 7% |

Title: Adult Basic Education Data

Issue: Domestic and International Headcount¹ by age group and academic year²

Key Messages:

- Our government is opening the door to opportunity by eliminating tuition fees for Adult Basic Education programs.
- Adult Basic Education provides the essential skills students need to participate in further post-secondary education, engage in their communities and secure good-paying jobs.
- Since 2013/14, the overall number of Adult Basic Education students has been in decline. The rate of decline increased in 2014/15, when some institutions started to charge tuition fees.
- The old gov't introduced annual cuts of \$6.9 million for ABE in 2014
- The re-introduction of tuition-free ABE in September 2017 has helped stop the downward decline and has resulted in a moderate increase in ABE enrolment but enrolment is still recovering to previous levels.

Background/Status:

- Adult Basic Education represents a wide range of preparatory and upgrading programs.

| Domestic / International Headcount | Age Group | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|------------------------------------|----------------------|---------------|---------------|---------------|---------------|---------------|
| Domestic Student | 17 years and under | 300 | 275 | 240 | 170 | 210 |
| | 18 to 21 | 7,745 | 7,185 | 6,940 | 6,005 | 5,930 |
| | 22 to 24 | 3,285 | 3,005 | 2,775 | 2,555 | 2,565 |
| | 25 to 29 | 2,810 | 2,765 | 2,525 | 2,290 | 2,440 |
| | 30 to 39 | 2,915 | 2,745 | 2,465 | 2,285 | 2,475 |
| | 40 to 49 | 1,740 | 1,585 | 1,350 | 1,170 | 1,190 |
| | 50 years and over | 1,575 | 1,430 | 1,135 | 935 | 920 |
| | Unknown ³ | * | 5 | 5 | 10 | 5 |
| Domestic Student Total | | 20,370 | 19,000 | 17,440 | 15,420 | 15,740 |
| International Student | 17 years and under | 15 | 25 | 35 | 35 | 50 |
| | 18 to 21 | 750 | 955 | 1,145 | 1,490 | 1,875 |
| | 22 to 24 | 425 | 440 | 385 | 435 | 435 |
| | 25 to 29 | 205 | 245 | 235 | 235 | 280 |
| | 30 to 39 | 105 | 110 | 115 | 120 | 140 |
| | 40 to 49 | 20 | 25 | 35 | 45 | 75 |
| | 50 years and over | 10 | 10 | 10 | 10 | * |
| International Student Total | | 1,530 | 1,815 | 1,965 | 2,370 | 2,855 |
| Total^{1,4,5} | | 21,895 | 20,815 | 19,405 | 17,795 | 18,595 |

Source: Central Data Warehouse, October 2018 submission.

1. Data include both international and domestic students, and exclude offshore students. Each number has been rounded to the nearest five. The effects of rounding may result in totals in different reports not matching exactly when they would be expected to match. Numbers of less than 5 have been masked with an *. Data presented are based on system-level demographics and totals represent unique headcounts. Data is restated annually to maintain accuracy and reflect institutional updates.
2. Academic Year is from September 1 to August 31.
3. 'Unknown' includes students whose age group is not identified.
4. Data do not include the University of British Columbia, Simon Fraser University, the University of Northern British Columbia and the University of Victoria.
5. The following institutions did not have any students enrolled in Adult Basic Education courses for the included years: Emily Carr University of Art and Design, Justice Institute of British Columbia, and Royal Roads University.

Title: English Language Learners Data

Issue: International and Domestic Headcount¹ by age group and academic year²

Key Messages:

- Our government is opening the doors to post-secondary education and training by eliminating tuition fees for English Language Learning (ELL) courses and programs.
- English Language Learning offers students from all backgrounds the opportunity to find success in our strong, sustainable and innovation economy and gain the skills to thrive in their community or workplace.
- Prior to the September 2017 introduction of tuition free ELL for domestic students, domestic enrolment had dropped by 46% compared with 2013/14. Enrolment stabilized between the 2015/16 and 2016/17 academic years and increased by 8% for 2017/18.

Background/Status:

- On average domestic students are older than international ELL students.
- The tuition-free policy does not apply to international students. Nonetheless, international ELL enrollment has been increasing since 2015/16.

| Domestic / International | Age Group | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|------------------------------------|----------------------|---------------|---------------|--------------|---------------|---------------|
| Domestic Students | 17 years and under | 5 | 10 | 10 | 25 | 10 |
| | 18 to 21 | 705 | 425 | 420 | 415 | 370 |
| | 22 to 24 | 630 | 415 | 365 | 360 | 330 |
| | 25 to 29 | 1,060 | 815 | 655 | 675 | 650 |
| | 30 to 39 | 2,355 | 1,665 | 1,360 | 1,420 | 1,605 |
| | 40 to 49 | 2,530 | 1,705 | 1,260 | 1,185 | 1,370 |
| | 50 years and over | 1,325 | 885 | 655 | 620 | 750 |
| | Unknown ³ | 5 | 5 | 5 | 0 | |
| Domestic Student Total | | 8,610 | 5,925 | 4,730 | 4,700 | 5,080 |
| International Students | 17 years and under | 100 | 130 | 110 | 115 | 115 |
| | 18 to 21 | 3,185 | 3,490 | 3,410 | 3,935 | 4,730 |
| | 22 to 24 | 950 | 1,015 | 810 | 895 | 1,115 |
| | 25 to 29 | 485 | 510 | 385 | 430 | 625 |
| | 30 to 39 | 200 | 220 | 205 | 210 | 245 |
| | 40 to 49 | 50 | 65 | 75 | 95 | 115 |
| | 50 years and over | 10 | 15 | 20 | 15 | 10 |
| | Unknown ³ | | | | 0 | |
| International Student Total | | 4,975 | 5,445 | 5,010 | 5,700 | 6,950 |
| Total^{4,5} | | 13,590 | 11,370 | 9,745 | 10,400 | 12,035 |

Source: Central Data Warehouse, October 2018 Submission.

1. Data include both international and domestic students, and exclude offshore students. Each number has been rounded to the nearest five. The effects of rounding may result in totals in different reports not matching exactly when they would be expected to match. Numbers of less than 5 have been masked with an *. Data presented are based on system-level demographics and totals represent unique headcounts. Data are restated annually to maintain accuracy and reflect institutional updates. Headcounts include students who took the Language Instruction for Newcomers to Canada (LINC) courses, which provides free English language classes for permanent residents. For more information about LINC, please see the following website: <http://www.welcomebc.ca/Live/learn-english.aspx>
2. Academic Year is from September 1 to August 31.
3. 'Unknown' includes students whose age group is not identified.
4. Data do not include the University of British Columbia, Simon Fraser University, the University of Northern British Columbia and the University of Victoria.

Title: Post-Secondary Enrolments

Issue: Key facts related to enrolment in the post-secondary system

Key Messages:

- Our public post-secondary ecosystem supports students from different backgrounds to pursue education, skills training and labour market opportunities.
- Post-secondary education and skills training is about lifelong learning and supports students through a variety of educational programs and institutional options.
- The post-secondary system is working to ensure students have the relevant and responsive skills to participate and benefit from our strong economy in every sector such as forestry, health, tourism, business and technology.

Background/Status:

- Nearly 427,000 students enrolled in at least one course at British Columbia's public post-secondary institutions in the 2016/2017 academic year.
- Approximately 48,000 students enrol annually at one of approximately 310 certified private training institutions in B.C. Of these, approximately 150 are eligible for Student Financial Assistance.
- There are almost 38,000 apprentices in the trades training system enrolled in both public and private post-secondary institutions.
- Over 20,000 enrolments in 58 degree programs at 19 private and out-of-province public institutions with authority to grant degrees in B.C. under the Degree Authorization Act.

Public Post-Secondary Sector

- In 2016-17
 - 14% of students are international.
 - 7% of domestic students are Aboriginal.
 - 9% of students are in Health programs.
 - 15% of students are in STEM programs.
 - 53% female
 - 1% former youth-in-care
 - 64% in Mainland Southwest; 17% in Vancouver Island/Coast; 14% in Thompson Okanagan; 5% in Kootenay; 3% in Cariboo; 2% in North.

Title: Health Student Data

Issue: Public Post-Secondary Health Facts

Key Messages:

- Our gov't is working hard to provide services that people count on such as education and health care.
- Health care professionals deliver quality care and services that thousands of British Columbians and their families depend on.
- A range of education and training programs are available at 22 public post-secondary institutions from paramedic training at JIBC through to the UBC faculty of medicine through to nursing degrees and health care worker diplomas.
- Approximately 8% of the FTEs in the public post-secondary system are in health programs.

Background/Status:

- The majority of B.C. public institutions educate and train nurses and diagnostic professionals, but **only UBC educates doctors.**
- High priority Health Professions (based on the Ministry of Health list):
 - Physiotherapy/Occupational Therapy
 - Diagnostic Medical Sonography,
 - Health Care Assistant,
 - Nurse Practitioner

Labour Market Outcomes:

- Health is one of the largest and fastest growing sectors in BC
 - Employed over 323,000 people in 2018.
 - Annual average growth rate of 3.0% per year over the past decade, over twice the rate of population growth.

Credentials* (2016/17 Fiscal Year):

- 8,115 credentials were awarded to students in health programs:
 - 7,485 undergraduate credentials
 - 630 graduate credentials
- 2,950 credentials awarded to nurses. This includes credit for continuous education and new graduates.

Enrolment (2016/17 Academic Year):*

- **39,700** students enrolled in Health programs
- **78%** were female
- **40%** were under 25 years of age (15,750); **45%** were 25-39 years of age (17,875) and **15%** were 40 years old and over (6,030)
- **6%** (2,205) of domestic students self-identify as Aboriginal
- **4%** (1,670) are international

*Source: Student Transition Project, Fall 2017 submission

Full Time Equivalents (2017/18 Fiscal Years):

- Health program FTEs are an Accountability Framework performance measure.
- 16,520 Nursing and allied health FTEs were delivered; 111% of the targeted 14,846 FTEs.

| Sector | Total FTEs | % of Total |
|-----------------------|------------|------------|
| Colleges | 5,959 | 36% |
| Institutes | 3,051 | 18% |
| Teaching Universities | 3,339 | 20% |
| Research Universities | 4,172 | 25% |

- 1,174 medical program FTEs were delivered (at UBC); 102% of the targeted 1,152 FTEs.

Title: International Student Data

Issue: An overview of key data for the British Columbia international education sector.

Key Messages:

- The primary mandate of our public post-secondary institutions is the educational, social, and economic development of British Columbia students.
- Student development is enriched by international education – international students coming to British Columbia and students from B.C. travelling abroad – as part of a global knowledge economy.
- Government continues to engage with the education sector, students and other partners to develop a balanced and strategic provincial framework for international education.
- Our focus is on ensuring international education activity supports a positive student experience and provides benefits and opportunities for every region in British Columbia.
- We want to make sure the province continues to deliver the quality education experience all students expect and deserve.

Background/Status:

- In 2017 there were 152,390 international students studying at all levels in British Columbia - an increase of 31% since 2013.
- International student growth over 5 years was highest in the public post-secondary sector at 67%, followed by K-12 at 57%, and private post-secondary at 7%.
- Of the estimated 152,390 international students in British Columbia:
 - 40% (59,985) were in public post-secondary.
 - 47% (71,967) were in private post-secondary.
 - 13% (20,438) were in elementary and secondary.

See Appendix 1 - International Students in British Columbia by Sector and Top 10 Source Markets

- Regional breakdown of the 152,390 international students includes¹: (TBC)
 - 75% (114,760) studied in the Mainland/Southwest region.
 - 11% (17,110) studied in the Vancouver Island/Coast region.
 - 7% (11,075) studied in the Southern Interior region.
 - 2% (3,155) studied in the Northern British Columbia region.

¹ Regions' subtotal does not add up to total (152,390 international students) as total includes "regions unknown". Students may study in more than one region but the total is unique headcount.

Key Markets:

- China remains the top source market – up 9% over 5 years.
- Other markets with significant 5 year growth are India at 339%, Brazil at 63% and Vietnam at 133%.

See Appendix 1 – International Students in British Columbia by Sector and Top 10 Source Markets.

Economic Impact (2017²) – Preliminary data:

- \$4.7 billion – spent by international students province wide.
- \$2.7 billion - contributed to British Columbia's economy.
- 35,500 - jobs generated as a result of international education.
- \$246 million - revenue to government from international education.
- 3rd - British Columbia's international education services ranks third when compared with export in goods³.

International Student Tuition Fees:

- Institution Boards have the autonomy under legislation to set tuition and fees for international students.
- International students are expected to pay the full cost of their education, including program delivery and support services. Government does not provide funding for international students.
- For domestic students, government funding offsets some of the cost of their post-secondary education. With this greater involvement and oversight, government also caps allowable tuition increases for domestic students at 2% annually.
- International student tuition rates at British Columbia universities are competitive when compared to Alberta or Ontario, as well as other internationally-ranked research universities.

See Appendix 2 - International Student Tuition Fees at British Columbia Public Post-Secondary Institutions 2018/19.

² Preliminary data (unpublished): An Update on the Economic Impact of International Education in British Columbia, Dr. Roslyn Kunin, 2019.

³ Mineral Fuels, Mineral Oils, Bituminous Substances and Mineral Waxes (#1), Wood and Articles of Wood (Incl. Wood Charcoal) (#2).

Appendix 1 – International Students in British Columbia by Sector and Top 10 Source Markets

International Students by Sector⁴ (2013-17)

| Sector | 2013 | 2014 | 2015 | 2016 | 2017 | 5 Year Growth by # of International Students and Per Cent |
|-------------------------------|---------|---------|---------|---------|---------|---|
| Public Post-Secondary | 35,860 | 39,785 | 45,690 | 51,100 | 59,985 | 24,125 (67%) |
| Private Post-Secondary | 67,140 | 71,995 | 66,197 | 66,144 | 71,967 | 4,827 (7%) |
| K-12 | 13,040 | 14,135 | 16,958 | 18,711 | 20,438 | 7,398 (57%) |
| Total | 116,040 | 125,915 | 128,845 | 135,955 | 152,390 | 36,099 (31%) |

International Students by Top Ten Source Markets⁵ (2017), Per Cent of Total International Students & 6 Year Growth

| Source Market | # of International Students in 2017 & Per Cent of Total | 5 Year Growth by # of International Students and Per Cent |
|----------------------------|---|---|
| China | 47,905 (31%) | 3,930 (9%) |
| India | 29,735 (20%) | 22,965 (339%) |
| South Korea | 12,710 (8%) | -1,315 (-9%) |
| Japan | 6,840 (4%) | 365 (6%) |
| Brazil | 5,810 (4%) | 2,250 (63%) |
| USA | 5,330 (3%) | 715 (15%) |
| Mexico | 4,365 (3%) | 1,070 (32%) |
| Vietnam | 3,700 (2%) | 2,115 (133%) |
| Taiwan | 2,465 (2%) | -645 (-21%) |
| Saudi Arabia | 2,450 (2%) | -2,495 (50%) |
| Total Top 10 | 121,310 (80%) | 28,955 (31%) |
| Total All Countries | 152,390 | 36,350 (31%) |

⁴ Sources: Student Transitions Project, Immigration, Refugees and Citizenship Canada (IRCC), Ministry of Education.

⁵ Source: IRCC.

**Appendix 2 – International Student Arts Tuition Fees at British Columbia Public
Post-Secondary Institutions (2014/15 - 2018/19⁶)**

| Public Post-Secondary Institution | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | Growth 2014/15 to 2018/19 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|---------------------------------|
| Colleges | | | | | | |
| Camosun College | \$13,000 | \$13,000 | \$14,000 | \$14,000 | \$14,000 | 8% |
| Coast Mountain College | \$7,744 | \$7,899 | \$8,057 | \$11,642 | \$11,875 | 53% |
| College of New Caledonia | \$11,490 | \$11,490 | \$11,950 | \$11,950 | \$11,950 | 4% |
| College of the Rockies | \$8,869 | \$8,869 | \$9,351 | \$9,640 | \$10,311 | 16% |
| Douglas College | \$15,300 | \$15,600 | \$15,900 | \$17,400 | \$17,400 | 14% |
| Langara College | \$16,950 | \$16,950 | \$17,700 | \$17,700 | \$17,700 | 4% |
| North Island College | \$11,770 | \$11,770 | \$12,480 | \$12,730 | \$12,984 | 10% |
| Northern Lights College | \$8,850 | \$8,852 | \$8,852 | \$8,852 | \$8,852 | 0% |
| Okanagan College | \$11,880 | \$12,120 | \$12,360 | \$12,980 | \$13,750 | 16% |
| Selkirk College | \$8,840 | \$9,200 | \$9,200 | \$9,800 | \$9,800 | 11% |
| Vancouver Community College | \$14,808 | \$14,808 | \$15,104 | \$15,406 | \$15,714 | 6% |
| Average | \$11,773 | \$11,869 | \$12,268 | \$12,918 | \$13,121 | 13% |
| Institutes | | | | | | |
| BCIT | \$18,323 | \$18,688 | \$19,060 | \$19,441 | \$19,828 | 8% |
| Justice Institute of British Columbia | \$13,658 | \$13,931 | \$14,210 | \$14,493 | \$14,783 | 8% |
| Nicola Valley Institute of Technology | \$9,869 | \$10,067 | \$10,268 | \$10,474 | \$10,683 | 8% |
| Average | \$13,950 | \$14,229 | \$14,513 | \$14,803 | \$15,098 | 8% |
| Teaching-Intensive Universities | | | | | | |
| Capilano University | \$16,170 | \$16,500 | \$16,830 | \$17,160 | \$17,490 | 8% |
| Emily Carr University of Art + Design | \$16,224 | \$16,873 | \$17,885 | \$18,600 | \$19,158 | 18% |
| Kwantlen Polytechnic University | \$15,750 | \$16,500 | \$16,830 | \$17,166 | \$19,741 | 25% |
| Royal Roads University | \$16,640 | \$17,880 | \$19,200 | \$19,995 | \$20,390 | 23% |
| Thompson Rivers University | \$15,800 | \$15,800 | \$16,800 | \$16,800 | \$16,800 | 6% |
| University of the Fraser Valley | \$14,700 | \$15,600 | \$16,100 | \$16,620 | \$17,160 | 17% |
| Vancouver Island University | \$13,200 | \$13,920 | \$13,920 | \$15,240 | \$15,240 | 15% |
| Average | \$15,498 | \$16,153 | \$16,795 | \$17,369 | \$17,997 | 16% |
| Research-Intensive Universities | | | | | | |
| Simon Fraser University | \$19,648 | \$21,613 | \$22,046 | \$22,928 | \$23,845 | 21% |
| University of British Columbia | \$23,999 | \$26,399 | \$30,359 | \$34,847 | \$36,588 | 52% |
| UNBC | \$17,194 | \$17,538 | \$17,889 | \$18,247 | \$18,612 | 8% |
| University of Victoria | \$16,693 | \$17,027 | \$17,368 | \$18,062 | \$21,675 | 30% |
| Average | \$19,384 | \$20,644 | \$21,915 | \$23,521 | \$25,180 | 28% |
| System Average | \$14,295 | \$14,756 | \$15,349 | \$16,087 | \$16,653 | 16% |

⁶Source: British Columbia Public Post-Secondary Institutions

Title: Student Transitions from High School to Public Post-Secondary

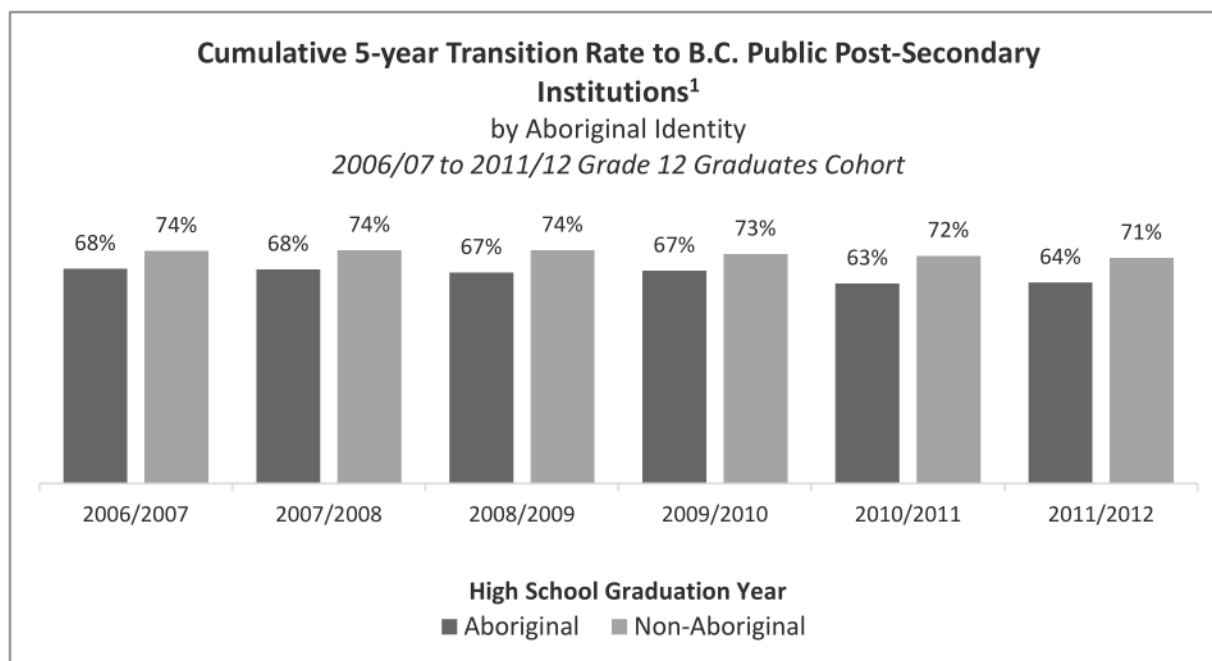
Issue: Key facts on time to entry by College Region and Aboriginal student's five-year cumulative transition.

Key Messages:

- A seamless transition from K-12 through to post-secondary education and skills training and beyond is critical for people to thrive and succeed.
- Post-secondary education can help students in the pursuit of their ambitions, education hopes, career aspirations and life-long learning.
- The majority of British Columbian students enter public post-secondary institutions in the same region where they graduated from high school.
- 52% of 2015/16 K-12 graduates transitioned to a British Columbia public post-secondary institution within 12 months of graduation. College regions in the mainland/southwest (Kwantlen, Vancouver, and Douglas) have the highest transition rates in the province.
- Aboriginal students five year cumulative transition rate is 64%, below the non-Aboriginal students rate at 71%.

Background/Status:

Aboriginal Student Transition for K-12 to Post-Secondary



Source: Student Transitions Project (Fall 2017 Submission)

Regional Transition Rates

From grade 12 gradation (in 2006/07) to B.C. Public post-secondary education (by 2016/17)

| | Immediate Entry | | | Delayed Entry | |
|-------------------|------------------------------|------------------|------------------|--|---|
| | (<12 months post-graduation) | | | (>12 months post-graduation) | |
| College Region | 2006/07 Grads | 2010/11 Grads | 2015/16 Grads | Delayed Transition Rate (2006/07 Grads) | 10-Yr Cumulative Transition Rate (2006/07 Grads) |
| Vancouver/Langara | 64.3% | 62.4% | 59.5% | 18.3% | 82.6% |
| Douglas | 59.5% | 59.8% | 57.3% | 21.7% | 81.2% |
| Kwantlen | 57.5% | 59.8% | 60.5% | 22.7% | 80.2% |
| Selkirk | 49.4% | 54.1% | 43.8% | 30.6% | 80.0% |
| Northwest | 50.2% | 51.8% | 44.9% | 29.7% | 79.9% |
| *Province of BC* | 51.9% | 53.2% | 52.3% | 25.9% | 77.8% |
| North Island | 46.0% | 51.3% | 46.6% | 31.3% | 77.3% |
| New Caledonia | 49.4% | 50.0% | 46.5% | 27.6% | 76.9% |
| Capilano | 51.3% | 50.4% | 45.9% | 25.2% | 76.5% |
| Vancouver Island | 44.4% | 44.7% | 44.1% | 32.0% | 76.4% |
| Camosun | 45.2% | 46.0% | 47.6% | 31.0% | 76.2% |
| Okanagan | 42.1% | 46.1% | 46.4% | 32.6% | 74.7% |
| Thompson Rivers | 46.4% | 44.0% | 43.5% | 27.9% | 74.3% |
| Northern Lights | 33.4% | 37.4% | 29.7% | 37.0% | 70.5% |
| Rockies | 34.5% | 36.0% | 30.8% | 34.7% | 69.2% |
| Fraser Valley | 41.9% | 42.8% | 46.7% | 26.5% | 68.4% |

Source: Student Transitions Project (Fall 2017 Submission)

1. The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan also commits to increasing the post-secondary five-year cumulative transition rate of Aboriginal grade 12 graduates to 90% by 2020.

Title: Student Outcomes Surveys Overview

Issue: Key facts related to the B.C. Student Outcomes Program

Key Messages:

- Surveys of former students are one way to ensure our public post-secondary institutions are response to the needs and demands of students as well as employers.
- For more than 30 years, the B.C. Students Outcomes survey program has provided critical information on educational experiences, subsequent labour market outcomes, employment and further studies.
- The B.C. Student Outcomes Survey currently surveys nearly 28,000 former students annually, and includes the following student groups:
 - Baccalaureate graduates;
 - Diploma, associate degree and certificate students;
 - Apprenticeship Students;
 - Trades foundation & trades-related vocational students

Background/Status:

- B.C. Student Outcomes is long standing partnership among the Ministry of Advanced Education, Skills and Training, participating post-secondary institutions, Industry Training Authority, B.C. Registrars' Association and the B.C. Council on Admissions and Transfer.
- Former students are surveyed 9 months to 2 years after completion of studies.

Baccalaureate Graduates (2017)

- Nearly 10,700 graduates responded, for a **45%** response rate.
- **20** institutions were represented in this survey.
- Highlights include:
 - **41%** graduated from arts or sciences programs
 - **61%** female
 - **92%** were satisfied with their education
 - **46%** had enrolled in further studies
 - **89%** were in the labour force
 - **6.0%** unemployment rate
 - **\$52,000** median annual salary (full time work)
 - **85%** said knowledge and skills gained were useful at work

Diploma, Associate Degree, and Certificate students (2017)

- Over 11,600 students responded, for a **52%** response rate.
- **19** institutions were represented in this survey.

- Highlights include:
 - **63%** female
 - **40%** had enrolled in further studies
 - **93%** were satisfied with their education
 - Results for Diploma and Certificate graduates only
 - **91%** were in the labour force
 - **7.1%** unemployment rate
 - **81%** of those employed said job related to education
 - **\$22** average hourly wage (median wage for respondents employed full-time)
 - **88%** said knowledge and skills gained was useful at work

Apprenticeship Students (2017)

- Over 2,400 students responded, for a **52%** response rate.
- **37** institutions (14 public, 23 private) were represented in this survey.
- Highlights include:
 - **92%** male
 - **91%** were satisfied with their workplace training experience
 - **87%** had earned their "Certificate of Qualification"
 - **98%** were in the labour force
 - **90%** were in a training related job (of those employed)
 - **5.7%** unemployment rate
 - **\$31** average hourly wage (median wage for respondents employed full-time)
 - **92%** said the knowledge and skills gained during in-school training was useful at work

Trades Foundation Students (2017)

- Over 2,700 students responded, for a **47%** response rate.
- **14** institutions were represented in this survey.
- Highlights include:
 - **81%** male
 - **91%** satisfied with their training
 - **82%** tried to find employment as an apprentice; of those, 65% were successful
 - **92%** were in the labour force
 - **11.7%** unemployment rate
 - **70%** in training related job (of those employed)
 - **\$17** average hourly wage (median wage for respondents employed full-time)

Trades-Related Vocational Students (2017)

- Nearly 400 students responded, for a **52%** response rate.
- **8** institutions were represented in this survey.
- Highlights include:
 - **83%** male
 - **88%** satisfied with their training
 - **97%** were in the labour force
 - **6.7%** unemployment rate
 - **74%** in training related job (of those employed)

\$29.50 average hourly wage (median wage for respondents employed full-time)

Title: International and Domestic Student Headcount at Public Post-Secondary Institutions

Issue: Headcount by economic development region and institution for the 2012/13 to 2016/17 academic years.

Key Messages:

- Our government is making sure that post-secondary education and training supports people from every background and helps to ensure citizens reach their full potential.
- Nearly 427,000 domestic and international students enrolled in at least one course at one of the 25 public post-secondary institutions throughout British Columbia in the 2016/17 academic year.
- International students are an important part of the B.C. student population. These students provide opportunities for British Columbia students to have more global education experiences, bring social and cultural benefits to communities, schools and institutions, and support growth of a strong economy in every region of the province.

Background/Status:

- The international student population in the public post-secondary system increased by 67% over the last five years.
- During the same period, overall domestic student enrolment decreased by 7%, decreasing in each economic development region except Thompson Okanagan, which increased by 2%.
- Langara, UBCV, and SFU have the highest percentage of international students of the total student population, with 26%, 24% and 22% respectively.

International Student Headcount as a % of Total Headcount^{1,2}

 By Economic Development Region³ and Institution

 Academic Year⁴ 2012/13 to 2016/17

| Economic Region | Institution | International Students as % of All Students | | | | |
|-------------------------------------|-------------|---|------------|------------|------------|------------|
| | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
| Mainland/ Southwest | UBCV | 17% | 19% | 21% | 22% | 24% |
| | SFU | 19% | 19% | 20% | 20% | 22% |
| | LANG | 9% | 10% | 14% | 18% | 26% |
| | BCIT | 5% | 5% | 6% | 8% | 9% |
| | KPU | 9% | 10% | 12% | 12% | 16% |
| | DOUG | 7% | 8% | 9% | 11% | 13% |
| | UFV | 7% | 6% | 7% | 8% | 10% |
| | CAPU | 6% | 6% | 8% | 10% | 14% |
| | VCC | 2% | 3% | 4% | 5% | 6% |
| | JIBC | 1% | 0% | 1% | 3% | 3% |
| | ECU | 9% | 10% | 12% | 12% | 14% |
| Mainland/Southwest Total | | 9% | 10% | 11% | 13% | 16% |
| Vancouver Island/ Coast | UVIC | 12% | 13% | 16% | 17% | 17% |
| | VIU | 10% | 11% | 13% | 14% | 14% |
| | CAM | 4% | 6% | 8% | 8% | 10% |
| | RRU | 8% | 10% | 13% | 14% | 14% |
| | NIC | 2% | 3% | 3% | 4% | 5% |
| Vancouver Island/Coast Total | | 8% | 10% | 12% | 12% | 13% |
| Thompson Okanagan | TRU | 10% | 10% | 11% | 12% | 14% |
| | OKAN | 4% | 4% | 5% | 6% | 7% |
| | UBCO | 9% | 10% | 12% | 13% | 14% |
| | NVIT | | 1% | 7% | * | * |
| Thompson Okanagan Total | | 7% | 8% | 9% | 10% | 11% |
| Cariboo | CNC | 4% | 4% | 5% | 6% | 11% |
| | UNBC | 11% | 12% | 11% | 10% | 10% |
| Cariboo Total | | 6% | 6% | 7% | 7% | 11% |
| Kootenay | SEL | 3% | 3% | 5% | 7% | 9% |
| | COTR | 2% | 4% | 4% | 4% | 4% |
| Kootenay Total | | 2% | 3% | 4% | 5% | 7% |
| North ⁵ | NLC | 2% | 3% | 6% | 8% | 16% |
| | CMTN | 0% | * | * | 0% | 1% |
| North Total | | 1% | 2% | 4% | 5% | 8% |
| Grand Total | | 8% | 9% | 10% | 12% | 14% |
| Unique Total⁶ | | 8% | 9% | 11% | 12% | 14% |

Source: Student Transition Project, Fall 2017 submission

Domestic Student Headcount^{1,2}

 By Economic Development Region³ and Institution

 Academic Year⁴ 2012/13 to 2016/17

| Economic Development Region | Institution | Domestic Student Headcount | | | | |
|------------------------------|-------------------|----------------------------|---------|---------|---------|---------|
| | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
| Mainland/ Southwest | UBCV | 43,730 | 43,400 | 43,240 | 43,700 | 44,040 |
| | SFU | 27,350 | 27,545 | 26,945 | 26,605 | 26,680 |
| | LANG | 18,735 | 18,325 | 17,450 | 18,055 | 16,865 |
| | BCIT | 41,065 | 41,125 | 41,670 | 41,935 | 41,360 |
| | KPU | 17,525 | 17,440 | 17,210 | 17,125 | 16,480 |
| | DOUG | 21,895 | 22,060 | 21,645 | 21,270 | 21,135 |
| | UFV | 14,645 | 13,715 | 13,295 | 13,185 | 13,145 |
| | CAPU | 13,665 | 12,780 | 11,200 | 10,050 | 8,430 |
| | VCC | 21,500 | 19,405 | 16,120 | 14,850 | 13,765 |
| | JIBC | 27,740 | 28,070 | 30,595 | 25,365 | 24,755 |
| | ECU | 3,770 | 3,520 | 3,355 | 3,535 | 3,350 |
| Mainland/Southwest Total | | 251,615 | 247,395 | 242,730 | 235,670 | 230,010 |
| Vancouver Island/ Coast | UVIC | 20,180 | 20,350 | 20,065 | 20,100 | 20,065 |
| | VIU | 15,730 | 14,955 | 13,940 | 12,755 | 12,695 |
| | CAM | 17,600 | 17,260 | 17,055 | 17,735 | 17,490 |
| | RRU | 3,430 | 3,295 | 3,380 | 3,440 | 3,585 |
| | NIC | 8,925 | 8,605 | 8,190 | 8,020 | 7,680 |
| Vancouver Island/Coast Total | | 65,860 | 64,465 | 62,630 | 62,050 | 61,510 |
| Thompson Okanagan | TRU | 24,625 | 25,225 | 25,135 | 25,215 | 25,650 |
| | OKAN | 18,695 | 18,355 | 18,225 | 18,525 | 19,060 |
| | UBCO | 7,835 | 7,810 | 7,505 | 7,565 | 7,720 |
| | NVIT | 1,415 | 1,505 | 1,355 | 1,285 | 1,205 |
| Thompson Okanagan Total | | 52,570 | 52,895 | 52,220 | 52,590 | 53,635 |
| Cariboo | CNC | 8,555 | 9,125 | 8,105 | 7,965 | 7,215 |
| | UNBC | 3,685 | 3,555 | 3,365 | 3,240 | 3,415 |
| Cariboo Total | | 12,240 | 12,685 | 11,475 | 11,205 | 10,630 |
| Kootenay | SEL | 9,885 | 11,185 | 11,500 | 11,785 | 10,370 |
| | COTR | 10,580 | 10,325 | 9,805 | 9,485 | 9,475 |
| Kootenay Total | | 20,465 | 21,510 | 21,310 | 21,270 | 19,845 |
| North ⁵ | NLC | 8,195 | 7,500 | 7,110 | 5,585 | 3,380 |
| | CMTN ⁷ | 5,340 | 5,290 | 5,150 | 4,715 | 4,110 |
| North Total | | 13,535 | 12,790 | 12,260 | 10,300 | 7,490 |
| Total | | 416,285 | 411,740 | 402,620 | 393,085 | 383,120 |
| Unique Total ⁶ | | 395,615 | 391,735 | 380,040 | 375,580 | 366,955 |

Source: Student Transition Project, Fall 2017 submission

International Student Headcount^{1,2}

 By Economic Development Region³ and Institution
 Academic Year⁴ 2012/13 to 2016/17

| Economic Development Region | Inst | International Student Headcount | | | | |
|------------------------------|-------------------|---------------------------------|---------|---------|---------|---------|
| | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
| Mainland/ Southwest | UBCV | 8,850 | 10,005 | 11,265 | 12,405 | 13,620 |
| | SFU | 6,380 | 6,395 | 6,600 | 6,800 | 7,400 |
| | LANG | 1,760 | 2,065 | 2,945 | 4,065 | 5,985 |
| | BCIT | 2,060 | 2,255 | 2,590 | 3,425 | 4,265 |
| | KPU | 1,715 | 1,965 | 2,245 | 2,290 | 3,180 |
| | DOUG | 1,690 | 1,950 | 2,175 | 2,515 | 3,070 |
| | UFV | 1,060 | 905 | 1,055 | 1,115 | 1,500 |
| | CAPU | 805 | 850 | 995 | 1,140 | 1,410 |
| | VCC | 535 | 535 | 595 | 750 | 900 |
| | JIBC | 175 | 130 | 440 | 725 | 635 |
| | ECU | 375 | 405 | 470 | 480 | 545 |
| Mainland/Southwest Total | | 25,400 | 27,460 | 31,370 | 35,710 | 42,515 |
| Vancouver Island/ Coast | UVIC | 2,665 | 3,150 | 3,765 | 4,000 | 4,080 |
| | VIU | 1,840 | 1,885 | 2,130 | 2,070 | 2,070 |
| | CAM | 775 | 1,135 | 1,495 | 1,615 | 1,935 |
| | RRU | 295 | 385 | 495 | 580 | 605 |
| | NIC | 155 | 230 | 295 | 355 | 370 |
| Vancouver Island/Coast Total | | 5,725 | 6,785 | 8,180 | 8,620 | 9,065 |
| Thompson Okanagan | TRU | 2,710 | 2,930 | 2,960 | 3,315 | 4,090 |
| | OKAN | 715 | 855 | 985 | 1,130 | 1,535 |
| | UBCO | 770 | 910 | 985 | 1,105 | 1,280 |
| | NVIT | - | 20 | 95 | * | * |
| Thompson Okanagan Total | | 4,195 | 4,710 | 5,020 | 5,555 | 6,915 |
| Cariboo | CNC | 385 | 390 | 460 | 520 | 925 |
| | UNBC | 465 | 465 | 425 | 350 | 385 |
| Cariboo Total | | 850 | 855 | 885 | 870 | 1,310 |
| Kootenay | SEL | 255 | 360 | 575 | 825 | 975 |
| | COTR | 215 | 385 | 390 | 395 | 425 |
| Kootenay Total | | 470 | 740 | 960 | 1,215 | 1,400 |
| North ⁵ | NLC | 180 | 240 | 445 | 505 | 665 |
| | CMTN ⁷ | 10 | * | * | 15 | 25 |
| North Total | | 190 | 245 | 445 | 520 | 690 |
| Total | | 36,835 | 40,795 | 46,865 | 52,490 | 61,895 |
| Unique Total ⁶ | | 35,860 | 39,785 | 45,690 | 51,100 | 59,985 |

Source: Student Transition Project, Fall 2017 submission

*** Data are masked due to low cell counts**

Notes:

1. Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.
2. Data are restated annually to maintain accuracy and reflect institutional revisions. Each number has been rounded to the nearest five. Asterisk cells have been masked due to low cell count. The effects of rounding may result in totals in different reports not matching exactly when they would be expected to match.
3. Institutions have been grouped into economic development regions based on the location of the **main** campuses.
4. Academic Year is from September 1 to August 31.
5. 'North' includes the Northeast, North Coast, and Nechako economic development regions.
6. In any given year, some students attend more than one institution. Since these students are included in the headcount of each institution they attend, the sum of all institutions' headcounts will include some students more than once, producing an overstated institution headcount total. In the unique headcount, students who are identified as attending more than one institution are only counted once. This number represents the number of students served by the participating institutions as a whole.
7. Effective June 2018, Northwest Community College (NWCC) changed its name to Coast Mountain College (CMTN).

Title: Credentials Awarded by BC Public Post-Secondary Institutions

Issue: Key facts related to credentials awarded by British Columbia public post-secondary institutions.

Key Messages:

- Post-secondary education and training can give students of all ages the skills to succeed and thrive in our strong and innovative economy.
- In 2016-17, British Columbia public post-secondary institutions awarded 62,565 credentials in graduate, first professional and post-degree, bachelor, certificate and diploma and developmental programming.
- 86% of credentials were awarded at the undergraduate study level, with Baccalaureate degrees making up nearly 40% alone.
- Research-intensive universities awarded 40% of all credentials in 2016/17, with 21% from UBC alone.

Background/Status:

Credentials Awarded by Level and Category, 2012/13 to 2016/17 Fiscal Years

B.C. Public Post-Secondary Institutions

| Credential Level | Credential Category | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|----------------------------|---------------------------------|---------------|---------------|---------------|---------------|---------------|
| Graduate | Doctorate | 810 | 835 | 975 | 975 | 900 |
| | Masters Degree | 5,275 | 5,270 | 5,640 | 5,605 | 5,530 |
| | Graduate Diploma/Certificate | 470 | 430 | 500 | 535 | 575 |
| Graduate Total | | 6,555 | 6,535 | 7,110 | 7,115 | 7,010 |
| Undergraduate | Advanced Diploma/Certificate | 990 | 1,150 | 1,335 | 1,290 | 1,345 |
| | Associate Degree | 1,150 | 1,210 | 1,170 | 1,125 | 1,000 |
| | Bachelors Degree | 22,190 | 22,950 | 23,950 | 24,305 | 24,320 |
| | Certificate | 16,960 | 15,950 | 16,715 | 15,585 | 15,205 |
| | Diploma | 8,325 | 8,675 | 9,170 | 8,765 | 9,100 |
| | First Professional Degree | 765 | 750 | 845 | 930 | 960 |
| | Post-Degree Diploma/Certificate | 1,055 | 1,170 | 1,260 | 1,420 | 1,645 |
| Undergraduate Total | | 51,435 | 51,855 | 54,440 | 53,425 | 53,585 |
| Developmental Total | | 2,390 | 2,370 | 2,195 | 2,075 | 1,970 |
| Total | | 60,380 | 60,760 | 63,745 | 62,620 | 62,565 |

Source: Student Transitions Project, Fall 2017

Contact: Chelsea Chalifour Executive Director Governance, Accountability and Analytics Branch 250-216-0452

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Page 1 of 3

Credentials Awarded by Sector and Institution, 2016/17 Fiscal Year

B.C. Public Post-Secondary Institutions

| Sector | Institution | Credentials | % of Total |
|--|--|---------------|-------------|
| Colleges | Camosun College | 2,930 | 5% |
| | College Of New Caledonia | 840 | 1% |
| | College Of The Rockies | 895 | 1% |
| | Douglas College | 2,475 | 4% |
| | Langara College | 1,585 | 3% |
| | North Island College | 570 | 1% |
| | Northern Lights College | 560 | 1% |
| | Okanagan College | 2,020 | 3% |
| | Selkirk College | 425 | 1% |
| | Vancouver Community College | 2,465 | 4% |
| Colleges Total | | 14,765 | 24% |
| Institutes | British Columbia Institute Of Technology | 7,090 | 11% |
| | Justice Institute Of British Columbia | 860 | 1% |
| | Nicola Valley Institute Of Technology | 240 | 0% |
| Institutes Total | | 8,185 | 13% |
| Research-Intensive Universities | Simon Fraser University | 6,910 | 11% |
| | University Of British Columbia Okanagan | 1,765 | 3% |
| | University Of British Columbia Vancouver | 11,020 | 18% |
| | University Of Northern British Columbia | 745 | 1% |
| | University Of Victoria | 4,575 | 7% |
| Research-Intensive Universities Total | | 25,015 | 40% |
| Teaching-Intensive Universities | Capilano University | 1,755 | 3% |
| | Emily Carr University Of Art And Design | 410 | 1% |
| | Kwantlen Polytechnic University | 2,850 | 5% |
| | Royal Roads University | 1,340 | 2% |
| | Thompson Rivers University | 2,655 | 4% |
| | University Of The Fraser Valley | 2,280 | 4% |
| | Vancouver Island University | 3,310 | 5% |
| Teaching-Intensive Universities Total | | 14,600 | 23% |
| Total | | 62,565 | 100% |

Source: Student Transitions Project, Fall 2017

Median Age and Credentials Awarded by Level and Category, 2016/17 Fiscal Year

B.C. Public Post-Secondary Institutions

| Credential Level | Credential Category | Median Age | Credentials | % of Total |
|----------------------------|---------------------------------|------------|--------------|-------------|
| Graduate | Doctorate | 32 | 900 | 1% |
| | Masters Degree | 30 | 5530 | 9% |
| | Graduate Diploma/Certificate | 38 | 575 | 1% |
| | Graduate Total | 31 | 7010 | 11% |
| Undergraduate | Advanced Diploma/Certificate | 28 | 1345 | 2% |
| | Associate Degree | 23 | 1000 | 2% |
| | Bachelors Degree | 24 | 24320 | 39% |
| | Certificate | 26 | 15205 | 24% |
| | Diploma | 24 | 9100 | 15% |
| | First Professional Degree | 28 | 960 | 2% |
| | Post-Degree Diploma/Certificate | 28 | 1645 | 3% |
| | Undergraduate Total | 25 | 53585 | 86% |
| Developmental Total | | 22 | 1970 | 3% |
| Total | | 26 | 62565 | 100% |

Source: Student Transitions Project, Fall 2017

Notes:

1. Data include credentials awarded to domestic and international students and exclude those awarded to offshore students. Data exclude apprenticeship, short certificate, and other programs that do not offer a credential in any of the listed credential types. Apprenticeship credential type is excluded because Apprenticeship credentials are not awarded by post-secondary institutions, but awarded by the Industry Training Authority (ITA). For more information about ITA, please refer to the following website:

<http://www.itabc.ca>

2. Data are restated annually to maintain accuracy and reflect institutional updates. Each number has been rounded to the nearest five, and numbers less than five are masked with an *. Where provided, subtotals and totals are calculated prior to rounding or masking of the data. The effects of rounding may result in different reports not matching exactly when they would be expected to match.

3. Fiscal Year is from April 1 to March 31.

4. Developmental category includes all credentials granted below post-secondary level such as English as a Second Language certificates, high school graduation diplomas, and career and employment readiness certificates. The majority of developmental programs are not oriented towards credential completion. Students in these programs are typically focused on skill development and course completion.

Title: Full-Time Equivalents for Public Post-Secondary Institutions

Issue: Full-time equivalent¹ targets, actuals and utilization rates

Key Messages:

- Opening the doors to accessible and affordable post-secondary education and training provides more opportunities and improves the lives of more British Columbians.
- In 2017/18, British Columbia's public post-secondary system was fully utilized – the overall Student Full Time Equivalents utilization was 100 percent.
- Creating pathways with tuition free ABE / ELL, tuition waiver program, student housing, graduate scholarships and interest free B.C. student loans are helping students thrive and succeed.

Background/Status:

- Student Full-Time Equivalents (FTEs) are used to measure student enrolment in public post-secondary institutions as a measure of an institution's ability to meet regional and community program needs, as well as government targeted priorities.
- With the recent announcement to provide tuition-free Adult Basic Education and English Language Learning programs, it is anticipated that student enrolment will increase in future years, particularly in the college sector.

| Institution | Fiscal Year ² 2015/16 | | | Fiscal Year 2016/17 | | | Fiscal Year 2017/18 | | |
|-------------------|-------------------------------------|--------|-------|------------------------|--------|-------|------------------------|--------|-------|
| | Target | Actual | Util. | Target | Actual | Util. | Target | Actual | Util. |
| BCIT | 11,785 | 13,181 | 112% | 12,100 | 13,254 | 110% | 12,196 | 12,962 | 106% |
| Camosun | 7,049 | 6,447 | 91% | 7,073 | 6,341 | 90% | 7,049 | 6,194 | 88% |
| Capilano | 5,449 | 4,372 | 80% | 5,449 | 4,161 | 76% | 5,450 | 4,055 | 74% |
| CMTN ³ | 1,676 | 900 | 54% | 1,676 | 959 | 57% | 1,690 | 779 | 46% |
| CNC | 3,161 | 1,752 | 55% | 3,125 | 1,630 | 52% | 3,141 | 1,590 | 51% |
| COTR | 1,722 | 1,645 | 96% | 1,738 | 1,578 | 91% | 1,738 | 1,579 | 91% |
| Douglas | 8,354 | 8,185 | 98% | 8,354 | 8,092 | 97% | 8,354 | 8,113 | 97% |
| ECU | 1,391 | 1,466 | 105% | 1,351 | 1,456 | 108% | 1,351 | 1,425 | 105% |
| JIBC | 2,395 | 2,765 | 115% | 2,393 | 2,697 | 113% | 2,400 | 2,440 | 102% |
| Kwantlen | 9,077 | 8,931 | 98% | 9,077 | 8,932 | 98% | 9,077 | 8,670 | 96% |
| Langara | 7,056 | 6,853 | 97% | 7,056 | 6,669 | 95% | 7,056 | 6,497 | 92% |
| NVIT | 538 | 556 | 103% | 538 | 478 | 89% | 538 | 513 | 95% |

Contact: Chelsea Chalifour Executive Director Governance, Accountability and Analytics Branch 250-216-0452

| | | | | | | | | | |
|---|----------------|----------------|-------------|----------------|--------------------|-------------|----------------|----------------|--------------|
| NIC | 2,208 | 1,617 | 73% | 2,258 | 1,606 | 71% | 2,248 | 1,535 | 68% |
| NLC | 1,481 | 704 | 48% | 1,491 | 625 | 42% | 1,481 | 682 | 46% |
| Okanagan | 4,751 | 4,978 | 105% | 4,734 | 5,138 | 109% | 4,738 | 5,365 | 113% |
| RRU | 1,980 | 2,101 | 106% | 1,980 | 2,168 | 109% | 1,980 | 2,154 | 109% |
| Selkirk | 2,322 | 1,987 | 86% | 2,324 | 1,962 | 84% | 2,330 | 1,739 | 75% |
| SFU | 19,990 | 22,181 | 111% | 19,903 | 22,096 | 111% | 19,761 | 22,161 | 112% |
| TRU | 8,013 | 8,463 | 106% | 7,996 | 8,367 | 105% | 7,981 | 8,561 | 107% |
| UBC | 42,400 | 45,869 | 108% | 42,418 | 46,036 | 109% | 42,424 | 46,465 | 110% |
| UNBC | 3,455 | 2,538 | 73% | 3,443 | 2,632 | 76% | 3,424 | 2,661 | 78% |
| UFV | 6,678 | 6,656 | 100% | 6,676 | 6,514 | 98% | 6,676 | 6,441 | 96% |
| UVIC | 16,240 | 16,691 | 103% | 16,023 | 16,922 | 106% | 15,863 | 16,767 | 106% |
| VCC | 6,521 | 4,387 | 67% | 6,521 | 4,154 | 64% | 6,521 | 4,006 | 61% |
| VIU | 6,549 | 5,885 | 90% | 6,496 | 5,817 ⁴ | 90% | 6,393 | 5,956 | 93% |
| AEST Total | 182,241 | 181,110 | 99% | 182,193 | 180,283 | 99% | 181,860 | 179,310 | 99% |
| ITA Total | 18,082 | 20,269 | 112% | 18,102 | 20,603 | 114% | 18,609 | 20,177 | 108 % |
| Total per Service Plan or Report⁵ | 200,323 | 201,379 | 101% | 200,295 | 200,886 | 100% | 200,469 | 199,486 | 100% |

Notes:

1. Data includes Full-time Equivalent enrolments funded by the Ministry of Advanced Education, Skills and Training (AEST) followed by the total Industry Training Authority (ITA) funded enrolments.
2. Fiscal year is from April 1 to March 31.
3. Effective June 2018, Northwest Community College (NWCC) changed its name to Coast Mountain College (CMTN).
4. VIU's FTE Actual for 2016/17 was revised (decreased by 8). As a results the total 2016/17 FTE Actuals do not match what was reported in the 2016/17 *Annual Service Plan Report* or the 2016/17 *System Highlights*.
5. Total 2015/16 FTE actuals were revised due to a data reporting error at CMTN (formally NWCC), therefore these figures do not match what was reported in the 2015/16 *Annual Service Plan Report*. Total 2016/17 FTE target of 200,295 is 142 higher than the 2016/17 Service Plan target of 200,153 primarily due to a restatement of the Industry Training Authority's 2016/17 training plan.

Title: Student Loan Repayment Rates

Issue: Student Financial Assistance - Student Loan Repayment Rates

Key Messages:

- Making post-secondary education more accessible and affordable is a key priority for the Ministry of Advanced Education, Skills and Training.
- Overcoming the financial barriers to post-secondary education and skills training is one way that our government will help more British Columbians thrive and succeed, and ultimately improve their quality of life.
- B.C. student loan borrowers have the best repayment rates in the country – 92.0% (2017 Canada Student Loan Program Designation Report). Nationally the repayment rate is 91.1%

Background/Status:

- Results are measured on July 31 every year for borrowers that consolidated their loan in the previous program year.
- Approximately 60% of the total government student loan represents the Canada Student Loan portion.
- To support institutions seeking to improve their repayment rates, a Repayment Resource Guide is available online.

| Sector | Loan Status | Details by Cohort | | | |
|--------|----------------------------|-------------------|---------------|---------------|---------------|
| | | 2013/2014 | 2014/2015 | 2015/2016 | 2016/2017 |
| Total | Principal Paid | \$129,186,765 | \$119,657,243 | \$114,995,326 | \$110,021,923 |
| | Principal in Good Standing | \$222,925,853 | \$223,084,760 | \$218,514,700 | \$220,003,551 |
| | Principal in Delinquency | \$32,450,491 | \$30,345,088 | \$29,092,049 | \$25,635,323 |
| | Principal at Consolidation | \$384,562,967 | \$373,087,033 | \$362,601,894 | \$355,660,538 |
| | Borrowers ¹ | 26,345 | 26,027 | 25,662 | 24,761 |
| | Repayment Rate | 91.6% | 91.9% | 92.0% | 92.8% |

| Sector | Loan Status | Details by Cohort | | | | 2016/2017 |
|---------|----------------------------|-------------------|---------------|---------------|---------------|---------------|
| | | 2012/2013 | 2013/2014 | 2014/2015 | 2015/2016 | |
| Public | Principal Paid | \$75,168,394 | \$110,692,535 | \$101,780,624 | \$97,961,333 | \$93,551,570 |
| | Principal in Good Standing | \$168,846,813 | \$172,748,985 | \$173,560,592 | \$168,711,936 | \$170,367,908 |
| | Principal in Delinquency | \$26,182,346 | \$19,015,262 | \$18,452,507 | \$18,186,692 | \$15,210,333 |
| | Principal at Consolidation | \$270,197,478 | \$302,456,587 | \$293,793,693 | \$284,859,834 | \$279,129,613 |
| | Borrowers ¹ | 20,324 | 19,702 | 19,626 | 19,400 | 18,774 |
| | Repayment Rate | 90.3 % | 93.7 % | 93.7 % | 93.6% | 94.6% |
| Private | Principal Paid | \$16,612,149 | \$18,494,230 | \$17,876,619 | \$17,033,993 | \$16,470,353 |
| | Principal in Good Standing | \$54,005,029 | \$50,176,868 | \$49,524,168 | \$49,802,764 | \$49,635,643 |
| | Principal in Delinquency | \$17,834,228 | \$13,435,229 | \$11,892,581 | \$10,905,357 | \$10,424,990 |
| | Principal at Consolidation | \$88,451,475 | \$82,106,380 | \$79,293,340 | \$77,742,060 | \$76,530,925 |
| | Borrowers ¹ | 8,511 | 7,537 | 7,396 | 7,206 | 6,946 |
| | Repayment Rate | 79.8 % | 83.6 % | 85.0 % | 86.0% | 86.4% |

1. Previous reports showed number of loans, for borrowers. This report shows the unique headcount for borrowers.

Please note: Students may attend more than one institution and may appear in both the 'public' and the 'private' rows. As we count distinct students either within public, private or overall, the total will be less than the sum of public and private because we only counting each student once.

Page 378 of 391 to/à Page 384 of 391

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British Columbia

2018 Regional Labour Market Performance



| | Percent change 2017-2018 | | | | | | | |
|----------------------------|--------------------------|-------------------------------|------------------------------|-----------------------|----------|---------|----------------------------|-----------|
| | BC | Vancouver Island and Coast | Lower Mainland- Southwest | Thompson- Okanagan | Kootenay | Cariboo | North Coast and Nechako | Northeast |
| Population | +1.3% | +1.2% | +1.6% | +1.2% | +0.2% | +0.0% | -0.9% | -0.7% |
| Labour force | +0.6% | +2.2% | +1.0% | -2.8% | -3.1% | -2.4% | +1.6% | +2.4% |
| Employed | +1.1% | +2.6% | +1.3% | -1.7% | -1.0% | -0.6% | +1.4% | +2.9% |
| Unemployed | -8.2% | -4.9% | -4.8% | -15.7% | -29.8% | -26.2% | +3.8% | +0.0% |
| Not in labour force | +2.6% | -0.4% | +2.7% | +7.9% | +6.0% | +5.2% | -5.9% | -9.0% |

| | 2018 | | | | | | | |
|-------------------------------|------|-------------------------------|------------------------------|-----------------------|----------|---------|----------------------------|-----------|
| | BC | Vancouver Island and Coast | Lower Mainland- Southwest | Thompson- Okanagan | Kootenay | Cariboo | North Coast and Nechako | Northeast |
| Unemployment rate (%) | 4.7 | 4.7 | 4.3 | 6.1 | 5.3 | 5.6 | 5.9 | 5.7 |
| Participation rate (%) | 64.9 | 61.5 | 66.3 | 60.8 | 61 | 66.7 | 68.9 | 74.9 |

Participation rate = labour force / total working-age population (age 15+)

Title: Labour Force by Educational Attainment

Issue: Impacts of education on British Columbians' labour market success

Key Messages:

- Education is a powerful equalizer, putting people on a pathway to improved opportunities, good-paying jobs and better lives.
- More and more British Columbians are getting post-secondary credentials:
 - Today, nearly two-thirds of British Columbia's labour force have a post-secondary credential, compared to just one-third back in 1990.
- With higher education levels, comes better job prospects:
 - Just 3.5% of people with a university degree were unemployed in 2018.
 - The unemployment rate for people who didn't complete high school was almost 10%.

Background/Status:

Labour Force

- In 2018, British Columbia had 2.62 million people aged 15 years and over in the **labour force**. About 4.3% of the total labour force were Indigenous.
- The share of the labour force with post-secondary credentials in British Columbia is trending upward, from 39.7% in 1990 to 63.4% in 2018 (Figure 1).
 - The percentage of the Indigenous labour force with post-secondary credentials is also increasing, with 49.7% post-secondary completers in 2018 (Figure 2).

Employment

- In 2018, there were 2.49 million people **employed** in BC -- 4.1% of the total are Indigenous.
- Employed people with post-secondary credentials accounted for 64% of total employment in British Columbia (Figure 3).
- The unemployment rate in British Columbia went down to 4.7% in 2018, from 5.1% in 2017.
- The off-reserve Indigenous unemployment rate decreased to 10.2% in 2018, from 11.0% in 2017.
- Unemployment rates are lower for people with higher educational attainment (Figure 4). For example, 3.5% of people with a degree were unemployed in 2018, compared to 9.7% of British Columbians who did not complete high school.

Figure 1 - Trends of labour force by education attainment in British Columbia

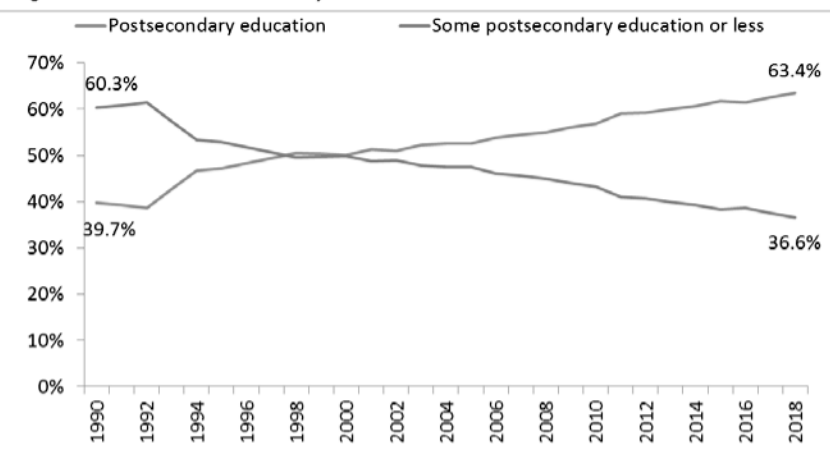


Figure 2 - Trends of off-reserve Indigenous labour force by education attainment

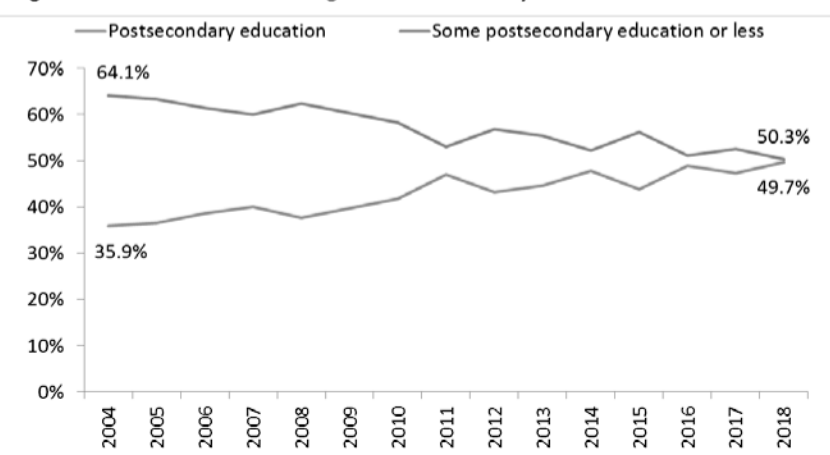


Figure 3 - Employment by education attainment, 2018

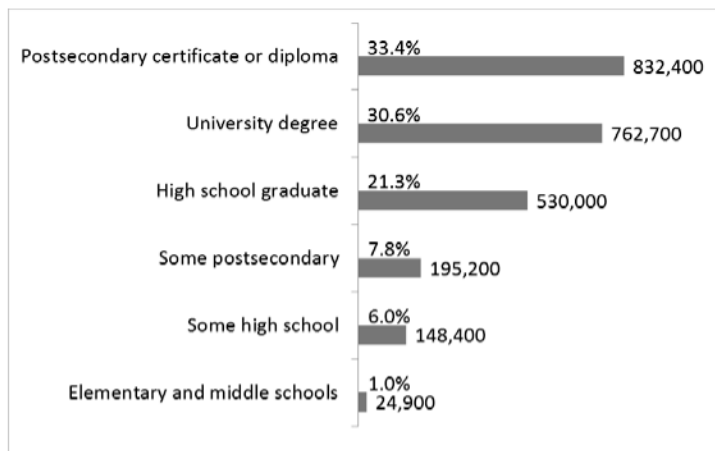
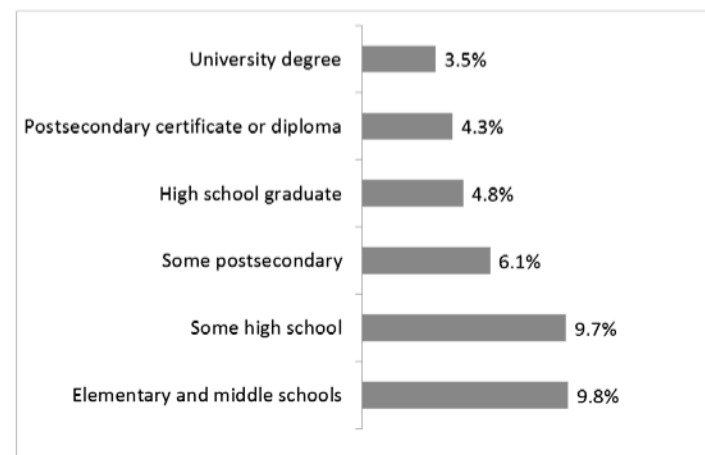


Figure 4 - Unemployment rate by education attainment, 2018



Source: Statistics Canada, Labour Force Survey, 2018.

Note: 1. "Postsecondary education" includes post-secondary certificate or diploma (Trade certificate, College diploma, and Certificate or diploma below bachelor) and university degree (Bachelor's degree or above).

2. "Some postsecondary education or less" includes high school or less and some postsecondary (postsecondary non-completers).

3. The Labour Force Survey only reports labour market statistics for off-reserve Indigenous people.

Title: Labour Market Outlook

Issue: Summary of the 2018 edition of the *British Columbia Labour Market Outlook*

Key Messages:

- British Columbians need access to labour market information so they can make informed decisions about their education and training, and about what career they will pursue.
- The 2018 edition of the *Labour Market Outlook* was released on September 6, 2018.
- We expect 903,000 job openings throughout British Columbia by 2028. About two-thirds of these openings will be the result of retiring workers, with the remaining being new jobs created by economic growth.
- We expect the labour market to be in balance over the next 10 years as long as we continue our focus on opening the doors to affordability and education and skills training to help more people join or stay in the labour force.
- We know that about 80% of job openings over the next decade will require some post-secondary education or training.
- The *Outlook* provides students, parents, educators and employers with important information they need to plan their next steps in the labour market.
- Through the *Outlook*, we can foresee the opportunities predicted for each region and we can be ready with the supports British Columbians need to take advantage of these opportunities.

Background/Status:

- The *Outlook* provides supply and demand forecasts for all 7 regions, 500 occupations and the 59 industries within British Columbia.
- The ten-year forecasts in the *Outlook* are updated annually.
- The *Outlook* is a must-read for anyone looking to find success in British Columbia's economy:
 - For parents and students, the up-to-date information on job prospects in the *Outlook* helps guide career planning, as well as an understanding of the education and skills needed for rewarding, well-paying work.
 - For educators, the *Outlook* shows what skills and jobs are predicted to be in demand so they can provide the right education and training to British Columbians.
 - For businesses and industries, it is a tool to understand the role they can play in developing and supporting the high-skilled, resilient workforce they need now and into the future.



- A new edition of the *Outlook* is currently in development, with release anticipated in the summer of 2019.

Title: Major Projects Inventory

Issue: Major Projects Inventory Summary

Key Messages:

- The Major Projects Inventory is one way to gauge economic activity and opportunity in British Columbia.
- The Q3 2018 Major Projects Inventory was released on January 31, 2019.
- The impressive listing of 977 major projects underway, totalling \$407.5 billion, means good-paying jobs for people in each region and spin-off effects for local communities.
- Projects such as the LNG Canada facility and Coastal GasLink pipeline (\$40 billion) in North Coast, BC hydro Site C project (\$10.7 billion) in Northeast and George Massey Tunnel Replacement Project (\$3.5 billion) in Mainland-Southwest.
- The number of projects planned throughout the province offers a range of great opportunities for people in British Columbia looking for work and communities looking to grow.

Background/Status:

- The Major Projects Inventory is updated using publically available information and released publicly on a quarterly basis. The most current update is for the third quarter of 2018, incorporating information up to September 30, 2018.
- The Major Projects Inventory includes a listing of private and public sector construction projects in British Columbia with an estimated capital cost of \$15 million or greater (\$20 million or greater within the Lower Mainland–Vancouver area).
 - The capital cost of proposed construction projects in British Columbia is estimated at \$301.1 billion across British Columbia.
- New projects and updates to existing projects are added to the list every quarter. Projects on hold for longer than 2 years are removed from the publication. Completed projects are removed from the list in the following quarter.
 - 47 new projects are proposed for the third quarter of 2018, with available capital cost estimates totalling approximately \$2.3 billion in potential new capital investment.
 - 20 projects completed construction in the third quarter of 2018, with an estimated capital cost of \$748 million.
 - Approximately \$31.3 billion of projects are judged to be 'on hold', while the capital cost of all major projects currently under construction in British Columbia is estimated at \$74.4 billion
- Projects that are under consideration or proposed to be funded by the provincial government may be listed where there is public information about such projects.
 - There are 143 projects with provincial government funding included in the Q3 2018 Major Project Inventory, with a value of \$16.9 billion.



- There are 69 Indigenous projects with a total estimated cost of \$156.6B across all project categories involving Indigenous people in capacities such as project owners, project partners or parties to benefit agreements.