



PROTOCOL

Between

**THE FIRST NATIONS LEADERSHIP COUNCIL
(BC ASSEMBLY OF FIRST NATIONS, FIRST NATIONS SUMMIT,
UNION OF BC INDIAN CHIEFS)**

And

FIRST NATIONS EDUCATION STEERING COMMITTEE

And

**HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA
("THE PROVINCE")**

As represented by

THE MINISTER OF EDUCATION

THE MINISTER OF CHILDREN AND FAMILY DEVELOPMENT

THE MINISTER OF ADVANCED EDUCATION, SKILLS & TRAINING

Collectively referred to as "the Parties"

WHEREAS

- A. The First Nations Leadership Council is a collaborative working relationship between the political executives of the BC Assembly of First Nations, First Nations Summit, and the Union of BC Indian Chiefs.
- B. The First Nations Leadership Council has been directed by resolution from First Nations to wholly reform the current Indigenous child welfare system in BC, including working with federal and provincial governments to develop First Nations-supported legislation, policies, and practices that recognize and affirms Indigenous child welfare systems.
- C. The First Nations Education Steering Committee is a policy and advocacy organization that represents and works on behalf of First Nations in British Columbia, with a mandate to advance First Nations education in British Columbia by disseminating information, undertaking research, working with the First Nations Schools Association (FNSA) to administer programs and services, and advocating and negotiating with the provincial and federal governments and other key stakeholders at the direction of First Nations.
- D. The Province is committed to true, lasting reconciliation with First Nations in British Columbia and 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.
- E. The Ministry of Education has a responsibility to First Nation students, their Parents and First Nations to help improve their school experience and educational outcomes. Locally elected boards of education are responsible for the provision of educational programs within public schools in British Columbia pursuant to the *School Act* and subject to the Minister of Education's authority governing the provision of educational programs.
- F. The Ministry of Children and Family Development has a mandate to fully move forward on the Calls to Action of the Truth and Reconciliation Commission and determine how to bring the principles of the *United Nations Declaration on the Rights of Indigenous People* into action, including a reduction of the number of Aboriginal children in care and ensuring that Indigenous children are provided equitable services and support to that of non-Indigenous children.
- G. The Ministry of Advanced Education, Skills & Training provides leadership and direction for post-secondary education and skills training systems in British Columbia as well as labour market information and programs.
- H. Children and youth in care under the Child, Family and Community Service Act experience poorer education outcomes than those not in government care. Further, Indigenous children and youth in the care of the Province experience significantly poorer educational outcomes than their non-Indigenous counterparts.
- I. First Nations have the inherent right of self-determination, which includes jurisdiction over children and families as whole, and must be included in determining meaningful approaches to address educational outcomes for First Nations children.
- J. Systemic barriers exist and need to continue to be addressed across both the K-12 and post-secondary systems to allow First Nation children and youth in care to reach their potential and benefit the most

from their education. A cross-government approach, developed jointly with First Nations, can support improved education outcomes for Indigenous children and youth in care and former youth in care.

- K. The ongoing work of the Tripartite Working Group on First Nation Children and Families (TWG), the BC Tripartite Education Agreement (BCTEA), the Province's commitment to implementing the United Nations Declaration on the Rights of Indigenous Peoples as reflected in the *Declaration on the Rights of Indigenous Peoples Act* (BC), and the recent federal *Act Respecting First Nations, Inuit and Métis children, youth and families* create an opportunity and environment to better support this vulnerable population of students.
- L. The Parties seek to formalize their ongoing relationship by articulating a process to engage in regular dialogue on First Nations child and family wellness, and on related issues of mutual interest and concern.

THEREFORE, the Parties have reached the following understanding:

1.0 Purpose

- 1.1 This Protocol confirms and sets out a mutual commitment of the Parties to engage in dialogue and joint action on specific issues and initiatives to improve the education outcomes of all First Nations children and youth in care, and former youth in care, in British Columbia, including those First Nation children and youth who are or have been under temporary or continuing custody orders or youth agreements.
- 1.2 The dialogue and work under this protocol is intended to be complementary to, supportive of and, as appropriate, informed or guided by, the work under:
 - a) the bilateral *Commitment Document* (2015) between the Province and the First Nations Leadership Council, including:
 - i. the *Joint Agenda: Implementing the Commitment Document – Shared Vision, Guiding Principles, Goals and Objectives* (2018) (“Vision”); and
 - ii. the *Joint Agenda: Implementing the Commitment Document - Concrete Actions: Transforming Laws, Policies, Processes and Structures* (2018) (“Concrete Actions”);
 - b) the *Declaration on the Rights of Indigenous Peoples Act* (BC) and the implementation of the *United Nations Declaration on the Rights of Indigenous Peoples*;
 - c) the BC Tripartite Education Agreement (BCTEA), which commits FNESC, the Province and the Government of Canada to work together to achieve systemic shifts to improve education outcomes of First Nation learners in BC;
 - d) the bilateral Protocol on Cooperation and Communication between the FNLC and the Minister of Children and Family Development (July 4, 2019);
 - e) the tripartite *Reconciliation Charter for First Nations Child and Family Well-Being in British Columbia*, entered into by the FNLC, the Province and the Government of Canada in April 2017, whereby the signatories commit to a partnership process to achieve First Nations child and family welfare reform;

- f) the bilateral BC-FNESC Protocol (2015), which formalizes a bilateral process to assist the Ministry of Education and FNESC to improve the educational outcomes of First Nations students through collaborative efforts; and
- g) the BC-FNESC-Indigenous Adult and Higher Learning Association (IAHLA) Protocol (2016), which formalizes a bilateral process to assist BC, FNESC and IAHLA to improve First Nations and Aboriginal post-secondary education, training and adult educational participation and outcomes.

2.0 Principled Framework

- 2.1 The Parties acknowledge that an existing principled framework is available for guiding collective work and collaboration to support improved education outcomes of First Nation children and youth in care, which includes:

- a) section 35 of the *Constitution Act, 1982*;
- b) the *United Nations Convention on the Rights of the Child*;
- c) the *United Nations Declaration on the Rights of Indigenous Peoples*;
- d) the *Declaration on the Rights of Indigenous Peoples Act* (BC);
- e) the *Commitment Document, Vision and Concrete Actions*;
- f) the Truth and Reconciliation Commission Calls to Action; and
- g) the Murdered and Missing Indigenous Women and Girls Calls to Justice.

3.0 Objectives

- 3.1 The Parties seek to address systemic barriers experienced by First Nations children and youth in care, and former youth in care, which requires an effective partnership approach, including improved and effective inter-ministerial processes and relationships.
- 3.2 The Parties are committed to supporting improved educational experiences and outcomes of First Nations children and youth in care, including former youth in care, and seek to work together, along with other government bodies and partners as appropriate and agreed, on key matters including, but not limited to:
 - a) legislative and/or policy reform and practice reform, including a policy framework for improved educational outcomes and accountabilities to ensure high-quality learning plans are in place;
 - b) funding to directly support children and youth in care in their education;
 - c) supporting former children and youth in care pursuing post-secondary education and accessing supports, in particular those who have been under a continuing custody order; and
 - d) other matters, as agreed.

4.0 Implementation

- 4.1 The Parties agree to hold meetings two times per year involving the Ministers, the FNLC and FNEC (“Oversight Table”), to:
- a) identify priority issues and establish a mutual and focused agenda;
 - b) determine and direct work to be jointly undertaken regarding the priority issues and to advance the mutual agenda;
 - c) establish process and mechanisms by which information will be shared; and
 - d) discuss any other issues related to the effective implementation of this Protocol.
- 4.2 The Parties will establish a technical table to carry out the direction under section 4.1 (“Technical Working Table”), including the development of a workplan, and report back to the Oversight Table.
- 4.3 The Parties agree to provide advance notice, whenever possible, on actions and communications that may have significant implications for the collective work under this Protocol.
- 4.4 The Ministers agree to communicate, whenever possible and as early as possible, changes or potential changes, to programming, service delivery, and/or policies that would reasonably be of interest to the FNLC and FNEC in the context of this Protocol.

5.0 Term and Review

- 5.1 This Protocol may be signed in counterparts and shall take effect from the date that it is signed by all Parties.
- 5.2 The Parties may agree to amend or terminate this Protocol at any time.
- 5.3 The Parties will review the effectiveness of this Protocol and identify opportunities for improving this Protocol within two years of it taking effect.

In witness thereof, the Parties have executed this Protocol on Cooperation and Communication on this ____ day of _____, 2020.

On behalf of the PROVINCE OF BRITISH COLUMBIA:

Rob Fleming
Minister, Ministry of Education

On behalf of the PROVINCE OF BRITISH COLUMBIA:

Katrine Conroy
Minister, Ministry of Children and Family Development

On behalf of the PROVINCE OF BRITISH COLUMBIA:

Melanie Mark
Minister, Ministry of Advanced Education, Skills and Training

FIRST NATIONS LEADERSHIP COUNCIL

On behalf of the *BC ASSEMBLY OF FIRST NATIONS*

Terry Teegee
Regional Chief

On behalf of the FIRST NATIONS SUMMIT

Cheryl Casimer

Lydia Hwitsum

Robert Phillips

On behalf of the UNION OF BC INDIAN CHIEFS

***Grand Chief Stewart Phillip
President***

***Chief Don Tom
Vice President***

***Kukpi7 Judy Wilson
Secretary-Treasurer***

On behalf of FIRST NATIONS EDUCATION STEERING COMMITTEE

***Tyrone McNeil
President***

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s.13

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Page 12 of 71

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s.12 ; s.13 ; s.17

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s.12 ; s.13

**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT
INFORMATION NOTE**

DATE: February 25, 2020
CLIFF#: 258132

DATE OF PREVIOUS NOTE: NA
PREVIOUS CLIFF #: NA

PREPARED FOR: Honourable Mitzi Dean, Minister of Children and Family Development

ISSUE: Increase in Attempted Suicide and Overdose Reportable Circumstances

BACKGROUND:

Reportable circumstances (RCs) policy requires reporting of events of concern involving children and youth served by the ministry and Delegated Aboriginal Agencies (DAAs), within the past twelve months, including fatalities, critical injuries, and serious incidents. While the primary purpose of reportable circumstances policy is to ensure appropriate responses to individual children and youth, aggregate reportable circumstances data provides a tool for senior ministry staff to monitor services and inform improvements to policy and practice.

The Provincial Director of Child Welfare (PDCW) reviews and tracks all RCS and has been monitoring them for themes and trends in the context of the COVID-19 pandemic and overdose public health emergencies. This monitoring has identified concerning increases in reported attempted suicides and overdoses among children and youth served by the ministry and DAAs.

DISCUSSION:

PDCW has reviewed the monthly number of attempted suicide RCs and suicide fatality RCs from April 2017 to January 2021 as well as overdose critical injury RCs and fatalities in the same period (Attachment 1). Overdose RCs include accidental overdoses and attempted and fatal suicides by overdose.

From June 2020 to January 2021, there were an average of 26 attempted suicide RCs per month, and the most attempted suicides in an 8-month period in the past 3.5 years. For most of this period, there was not a corresponding increase in suicide fatality reports among children and youth served by the ministry and DAAs. However, there has been a recent, concerning increase in reported suicide fatalities with 3 in January and 2 in February (as of February 17).

From June 2020 to January 2021 there were a total of 206 attempted suicide RCs involving 139 distinct children and youth. 116 of these children and youth had one attempted suicide reported during this period, while 23 had two or more. Six children and youth had 5 or more attempted suicides reported. Of the 139 children and youth, 69% were female and 62% were non-Indigenous. The youngest in this groups.22 and 76% were between the ages of 15 and 18. Sixty-seven percent of the children and youth with attempted suicide RCs were in care, 6% were on youth agreements, 1% were in out-of-care placements and 42% were receiving other ministry services.

July to December 2020 had the highest number of reported critical injuries from overdoses involving children and youth served by the ministry and DAAs of any six month period in the past 3.5 years. This holds true when accidental overdoses and attempted suicide overdoses are

combined, an average of 29 overdose critical injuries per month in this period, as well as for each category separately (18 per month from accidental overdoses and 12 per month from attempted suicides). The number of overdose fatalities in this 6-month period was not elevated compared to previous periods. This fiscal year, there has been an average of one overdose fatality reported per month, about the same as the two previous fiscal years.

From July to December 2020, there were 106 accidental overdose critical injury RCs involving 77 distinct children and youth. In the same period there were 70 attempted suicide overdose RCs involving 60 distinct children and youth. Of the 77 children and youth with reported accidental overdose injuries, 57 had one overdose injury RC during this period and 20 had between two and four. Fifty-seven percent of these children and youth with accidental overdose injuries were male and 60% were Indigenous. The youngest in this group was s.2 s.22 and 86% were between the ages of 15 and 18. Fifty-eight percent of children and youth with accidental overdose RCs were in care, 5% were in out-of-care placements and 34% were receiving other ministry or DAA services.

PDCW has shared and discussed this aggregate data on attempted suicide and overdose RCs with leadership of Provincial Practice Branch, Service Delivery Division, Child and Youth Mental Health Policy Branch and Delegated Aboriginal Agencies at the Partnership Table. On February 22, 2021, the data was provided to the Ministry of Mental Health and Addictions (MMHA) as well as shared and discussed at the Children's Forum which is comprised of the Public Guardian and Trustee, Ombudsperson, Representative for Children and Youth, Provincial Health Officer and Chief Coroner. A senior staff member from MMHA also attended the Children's Forum for the presentation.

The ministry has also taken many measures to respond to the opioid crisis and to mental health concerns during the COVID-19 pandemic.

In 2017, MCFD responded to the provincial opioid crisis by providing ministry staff and DAAs with Practice Guidelines for Responding to and Supporting Youth at Risk and/or Parent(s) known to be using Illegal Opioids. These guidelines address immediate response to overdoses (e.g., administration of naloxone), safety planning and harm reduction strategies (e.g., not using alone, needle exchange programs and replacement therapy). Staff, caregivers, and youth are provided naloxone kits as well as training in their use, and caregivers are trained in how to have conversations with youth about substance use. Staff from the Office of the Provincial Director and Aboriginal Services Division regularly participate on the provincial Overdose Emergency Response Centre (MMHA) and distributes information from the Centre within MCFD and to DAAs, including the OERC Overdose Dashboard.

In response to the COVID-19 pandemic, the MCFD Practice Program Operations Committee meets weekly to discuss emerging and compelling child welfare issues. To meet current and expected mental health needs of children and youth in the context of the pandemic, CYMH services are prioritizing rapid deployment of improved service delivery models, ways of working and resources to address anticipated demand for CYMH services (e.g., virtual delivery service models and streamlined intake).

Interim practice guidelines during the pandemic state that CYMH practitioners will make every effort to ensure in-person contact will occur with children/youth who are particularly vulnerable, need urgent response or who are asking for in-person connection. In-person services with the child or youth and family is recommended for an on-site assessment and safety planning. Children and youth who present with urgent concerns are seen right away and not placed on a waitlist.

Work also continues to strengthen the continuum of mental health services in line with BC's A Pathway to Hope roadmap, including:

- Design and expedite delivery of a Step-Up/Step-Down services model in parallel with analysis of existing investments and resources in residential mental health
- Establish Integrated Child and Youth Teams
- Enhance early childhood intervention services
- Enhance mental health prevention and early intervention resources in K-12 schools provincewide

NEXT STEPS:

PDCW will continue to monitor reportable circumstances for patterns or trends of concern. Insights and information about themes and trends will be shared with the Practice Program Operations Centre as well as designated directors and ministry executive.

ATTACHMENTS:

Appendix 1: Suicide and Overdose Reportable Circumstances by Month, April 2017 to January 2021

Contact

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Cory Heavener

ADM/Provincial Director of Child Welfare and Aboriginal Services

s.17

Alternate Contact

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Alex Scheiber

Deputy Director of Child Welfare

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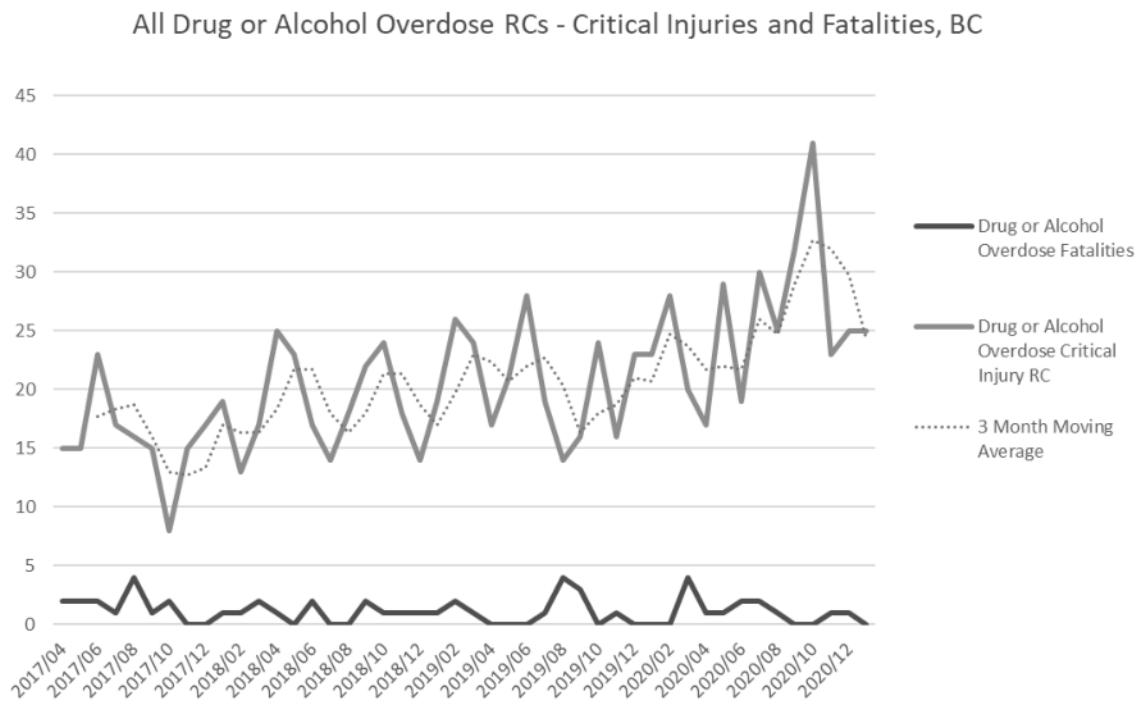
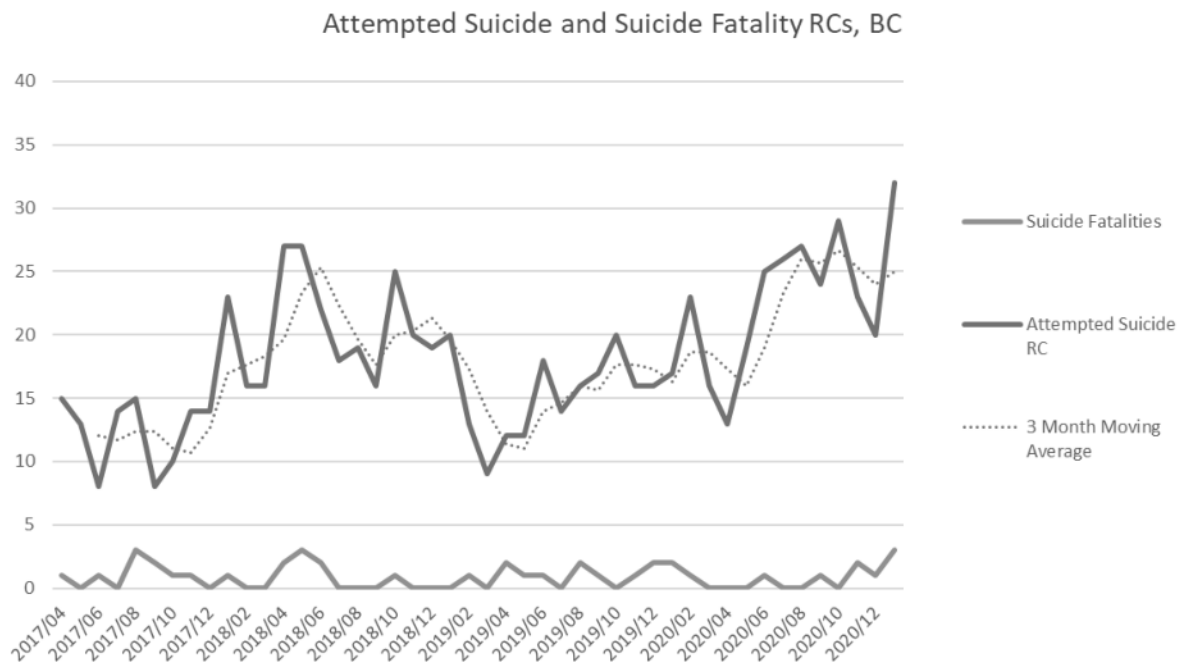
Brian Hill

Director of Monitoring Child Welfare Branch

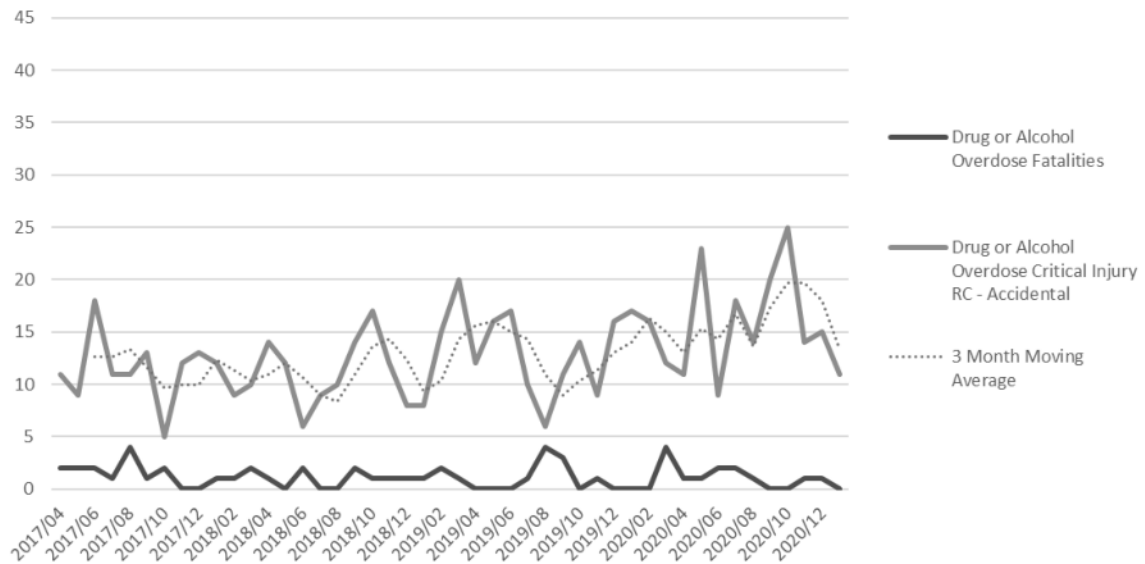
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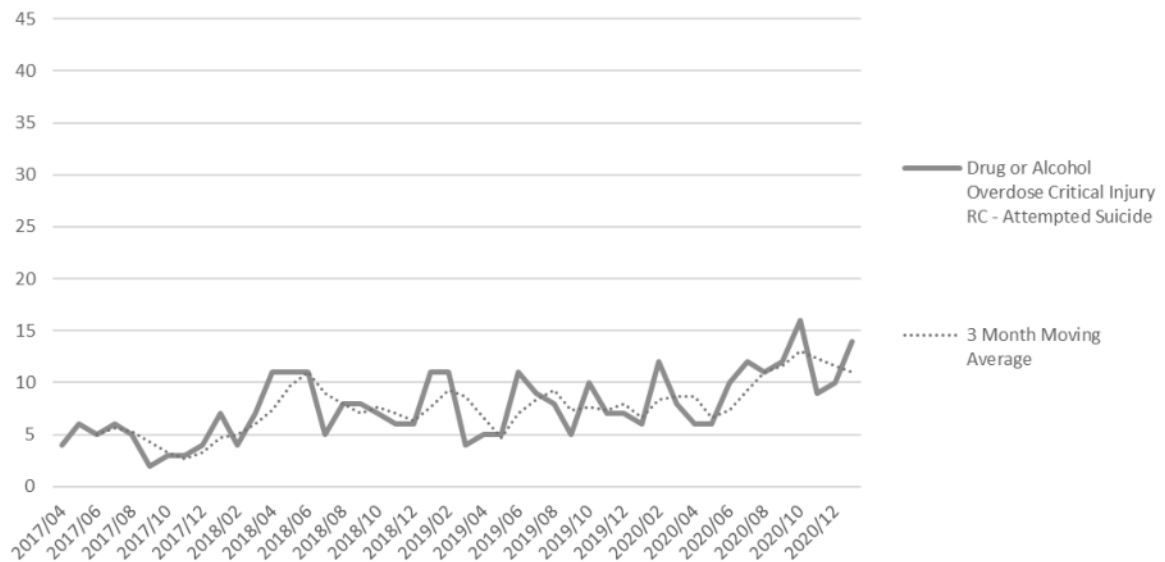
Suicide and Overdose Reportable Circumstances by Month, April 2017 to January 2021



Accidental Drug or Alcohol Overdose RCs - Critical Injuries and Fatalities, BC



Attempted Suicide Drug or Alcohol Overdose RCs - Critical Injuries, BC



**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT
INFORMATION NOTE**

DATE: March 2, 2021
CLIFF#: 258490

DATE OF PREVIOUS NOTE: January 20, 2021
PREVIOUS CLIFF #: 257338

PREPARED FOR: Minister Mitzi Dean

ISSUE: Update on selection process for Minister's Advisory Council on CYSN

BACKGROUND:

The Minister's Advisory Council on Children and Youth with Support Needs (CYSN MAC) will provide a forum for Ministers, senior executives in government (not limited to MCFD) and CYSN partner representatives to:

- Maintain collaborative and respectful relationships through on-going communications and engagement
- Discuss matters of importance related to planning and provision of CYSN services, and
- Provide advice on the new CYSN services model and implementation of the CYSN Service Framework in a coordinated and collaborative way.

Meetings will be held quarterly; however, it is anticipated more frequent meetings (bi-monthly) may be required within the first year of the council being established. The first meetings will include engagement on the new service framework, during which members may be required to sign a non-disclosure agreement to view the draft service framework.

The Minister's Advisory Council on CYSN (CYSN MAC) notice of positions closed on Friday February 26, 2021. The notice of positions was seeking applications for 15 positions to sit on the CYSN MAC, consisting of umbrella organizations, families, a youth/young adult self-advocate and an elder. Members will engage and inform on the new CYSN service framework, as well as other topics relating to CYSN.

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Prepared by:

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**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT
INFORMATION NOTE**

DATE: March 1, 2021
CLIFF#: 257277

DATE OF PREVIOUS NOTE: NA
PREVIOUS CLIFF #: NA

PREPARED FOR: Honourable Mitzi Dean, Minister of Children and Family Development

ISSUE: Overview of Clinical Supervision

BACKGROUND:

Since 2011 the Ministry of Children and Family Development (MCFD) has supported a single model of clinical supervision across all service areas including Child Safety, Adoptions, Child and Youth Mental Health, Youth Justice, and Child and Youth with Support Needs. The model is a competency-based, trauma-informed, reflective, and strength-based approach to clinical supervision. The clinical supervision model is embedded in the *Common Cross Program Policy – Clinical Supervision* (2014).

MCFD's model is based on three distinct elements of supervision: *client-centered, professional, and supportive*, each with the focus on supporting effective practice decisions and development of the practitioner (see Appendix A for an overview of the clinical supervision model). The model was updated in 2020 to embed the Aboriginal Policy and Practice Framework into the three core elements to align with MCFD's strategic focus on reconciliation. Other updates include an increased focus on cultural safety, trauma-informed and evidence-based practices, and a greater focus on the impact of the work on the individual practitioner.

Clinical supervision training on the model is provided to new supervisors, current supervisors who have not participated in training, and senior staff who regularly act in the supervisor role. The training is facilitated by a MCFD Senior Director alongside a contracted facilitator. Until March 2020 the training was delivered in-person over two days at the Justice Institute of BC. Since this training was in-person it was put "on pause" in March 2020 due to the current Provincial Health Officer orders and recommendations. This presented an opportunity to review and update the training as noted above and move to a virtual delivery format. The new virtual training was launched in February 2021. The first course (2 hours) is self-directed on-line and the second course (one day) is virtually facilitated. The facilitated course builds on ideas introduced in the online component and provides practice opportunities (see Appendix B for an overview of the clinical supervision training program).

The Indigenous Perspectives Society offers clinical supervisor training for supervisors working for Delegated Aboriginal Agencies (DAA's). DAA supervisors are also able to enroll in the MCFD Clinical Supervision Training.

In addition to clinical supervision training, the Public Service Agency provides training on administrative supervision.

Practice and Research Together (PART) Canada

PART is a Canadian membership-based organization whose mission and mandate are to link research to child welfare practice. PART promotes the use of research through evidence-informed practice by producing resources including literature reviews, webinars, practice guidebooks and electronic access to research and academic journals. Several child welfare agencies are members of PART including 34 Ontario child welfare agencies, three Manitoba organizations, the Government of Nunavut and MCFD.

The PART framework was implemented in 2013 in response to the Representative for Child and Youth's report, *Honouring Kaitlynn, Max and Cordon* (2012) (See Appendix D for RCY recommendation). MCFD developed an internal structured approach using PART to develop, assess and certify readiness in new child protection supervisors and directors through a competency framework and learning materials. PART is only applied to supervisors who provide clinical supervision in child safety services.

DISCUSSION:

A review of the clinical supervision model and the PART internal certification for child welfare supervisors will be conducted. The next step is to develop a project plan and timeline. The project plan will include:

- Conducting a literature review and cross-jurisdictional scan on models of clinical supervision,
- Reviewing and revising the clinical supervision policy,
- Reviewing the ongoing use of the PART framework in certifying child welfare supervisors, and
- Revising the clinical supervision training.

APPENDICES:

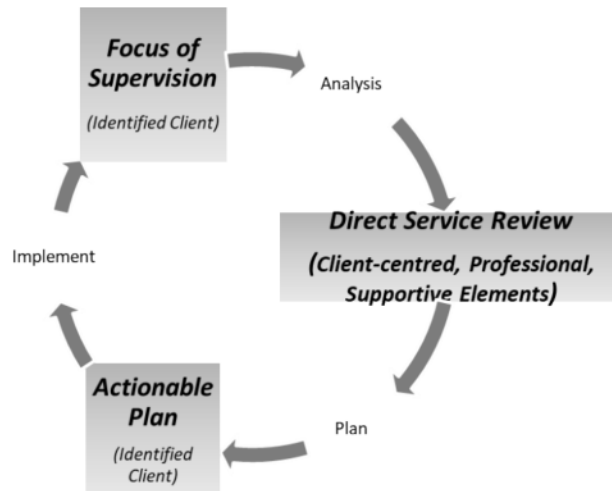
- A. Clinical Supervision Model Overview
- B. Overview of Clinical Supervision Training Program
- C. RCY Recommendation #5 - *Honouring Kaitlynn, Max and Cordon* (2012)

Contact
Assistant Deputy Minister:
Cory Heavener
ADM Provincial Director of
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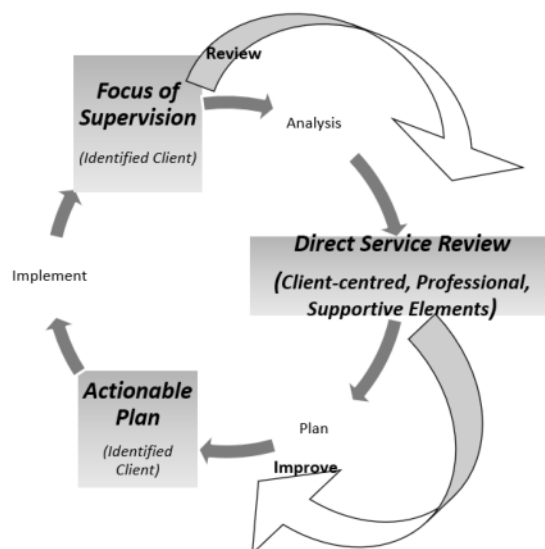
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Appendix A-Clinical Supervision Model Overview



The practice of clinical supervision is centered around a particular client when reviewing the practitioner's skill set, performance or capacity. The intended result of reviewing the three elements of practice in a typical session of supervision is to provide accountable and effective service.



In subsequent supervision sessions, both the practitioner and supervisor should ensure that prior action plans are reviewed and improved upon if necessary, while also attending to the client-centred, professional, and supportive elements of the direct service.

Appendix B – Overview of Clinical Supervision Training Program

Clinical Supervision Program

MCFD's clinical supervision training program consists of 3 components:

1. An online (self-directed) course
2. A face to face (online facilitated) course
3. PART (Practice and Research Together) for supervisors in the Child Safety Stream

Courses 1 & 2 goals: Equip supervisors with the knowledge, skills, and practice to support and enhance the direct work of practitioners to ensure quality service and the promotion of positive client development and well-being.

Course 1: Online (Self-Directed), 1-2 hours

Introduction to key terms and ideas

Module 1: Locating Clinical Supervision

- Definitions, purposes, roles, responsibilities,
- Types of supervision and how they interact

Module 2: MCFD Clinical Supervision Approach

- MCFD Model
- Policy (Accountability)

Module 3: Clinical Supervision across different program areas and multidisciplinary teams

Module 4: Preparing for Supervision

- Supervisor Competencies Self-Assessment
- Supervisory Alliance
- Supervision Agreement

Course 2: Face-to-Face (or Online Facilitated), 1 day

Building on ideas and practicing skills

Module 1: Gathering the Circle

- From Framework to Practice
- The Supervisory Alliance (Parallel Process/Transference/Countertransference)
- Learning Styles
- Culture and Diversity in Supervision

Module 2: Listening, Assessing and Finding Solutions

- Structuring the Session (MCFD Process Model)
- Cultural Humility and Reflective Practices
- Coaching Questions and Critical Thinking
- Developing an Action Plan

Module 3: Creating Security, Belonging and Well Being

- Working Through Difficult Conversations
- Compassion Fatigue, Burn Out, Modeling Self-Care

Module 4: Keeping the Circle Strong

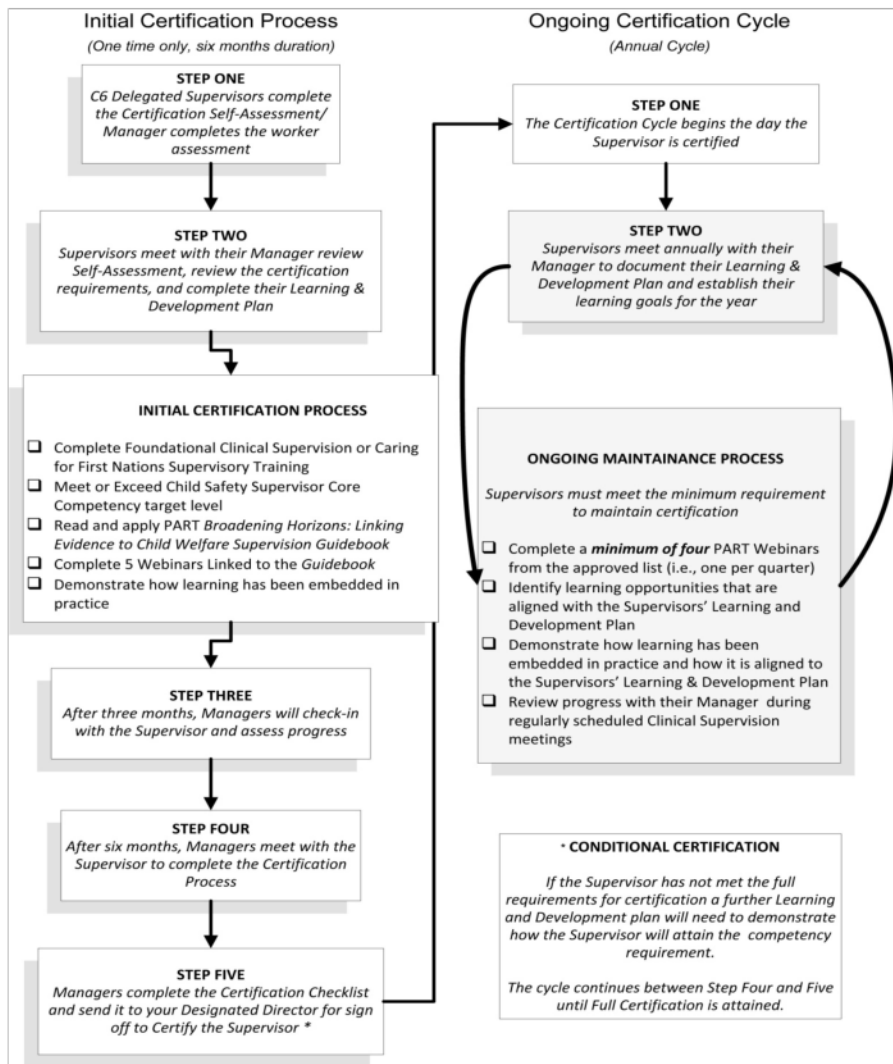
- Continuous Feedback
- Real/Role Plays: Practice Bringing it all Together
- Revisit Competencies, and Agreement; Develop Learning Plans

Practice and Research Together (PART)

MCFD has a membership with Practice and Research Together (PART) – an organization from Ontario that disseminates Child Welfare research in a manner that allows staff to easily integrate evidence into practice.

The Program was implemented following a recommendation by the Representative for Children & Youth (RCY) that MCFD implement a “comprehensive training plan for supervisors on providing clinical supervision to child welfare workers”. The Provincial Practice Branch (PPB) is responsible for ensuring the content of the PART program meets learner needs. PPB has reviewed the PART resources available and has confirmed its suitability. Although the program was originally offered to a small learner audience, it has since expanded with costs increasing correspondingly. L & D’s responsibility is to procure and contract with the vendor.

Program goal: assist supervisors improve critical thinking in the management of child safety cases and strengthen their supervision skills.



Appendix C – Representative for Children and Youth Recommendation #5

Representative for Children & Youth, 2012, *Honouring Kaitlynn, Max and Cordon*, Victoria, British Columbia.

Recommendation 5

That the Ministry of Children and Family Development develop and implement a comprehensive training plan for supervisors on providing clinical supervision to child welfare workers.

Detail:

The plan should include:

- pre-appointment training and certification for supervisors, with a strong emphasis on supporting and mentoring front-line staff on decision-making and caseload management
- clearly identified supervisory competencies
- performance appraisal linked to ongoing assessment of competencies
- clear standards and policies for clinical supervision of child protection social workers
- a strategy specific to providing supervision and management of complex, high-risk cases.

A plan should be finalized by Sept. 3, 2012, and a first progress report to the Representative on implementation of the plan should be made by Dec. 31, 2012.

**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT
INFORMATION NOTE**

DATE: March 4, 2021
CLIFF#: 257419

DATE OF PREVIOUS NOTE (if applicable): [Date]
PREVIOUS CLIFF # (if applicable): 253669

PREPARED FOR: Honourable Mitzi Dean, Minister of Children and Family Development

ISSUE: BC Social Worker Registration and Oversight Framework – Engagement Plan

BACKGROUND:

On December 18, 2020, the Minister provided direction to pursue a review of BC's social work registration and oversight framework. The following provides additional information on the engagement plan (Appendix A).

Stakeholders from a working group (now dissolved) related to social worker qualifications are awaiting a response regarding the scope of MCFD's work on social worker registration.¹ A draft letter from the Minister to the working group is attached as Appendix B.

DISCUSSION:

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¹ Membership included internal MCFD representatives and external representatives from: Deans and Directors of BC schools of social work; BC College of Social Workers; BC Association of Social Workers; BC Government Employers Union.

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NEXT STEPS:

- s.13
-

ATTACHMENTS:

- A. Initial Engagement Plan
- B. Letter to WG

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MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT

INFORMATION NOTE

DATE: February 25, 2021

CLIFF#: 258155

DATE OF PREVIOUS NOTE: N/A

PREVIOUS CLIFF #: N/A

PREPARED FOR: Honourable Katrina Chen, Minister of State for Child Care

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Appendix C: List of Partners

Group	Internal	External
Key partners (initial engagement in March 2021)	<ul style="list-style-type: none"> • MCFD Executive • EDSs/SDD Leadership 	<ul style="list-style-type: none"> • DAA Partnership Forum • Social Sector Advisory Council • First Nations Leadership Council/Tripartite Working Group • Métis Nation BC
Expanded partners (initial engagement in April 2021)	<ul style="list-style-type: none"> • Partnerships and Indigenous Engagement • Aboriginal Services • DOOs/DOPs • Youth Advisory Council 	<ul style="list-style-type: none"> • BC Association of Aboriginal Friendship Centres • Métis Commission • Federation of Community Services Society BC • Treaty First Nations/Nisga'a/Alliance of Modern Treaty Nations • First Nations Governance Organizations (i.e. Tribal Associations) • Inuit Tapiriit Kanatami • Communities engaged in PIE jurisdiction tables • IGBs who receive s.12 notice • Communities engaged in Coordination Agreement talks • Ministers Advisory Council on Indigenous Women • Representative for Children and Youth
Communities & organizations (beginning May 2021)	<ul style="list-style-type: none"> • Alumni of Care Community of Practice • Team Leaders • Social Workers/Front Line Staff 	<ul style="list-style-type: none"> • First Nations communities, particularly those not aligned with FNLC • Métis chartered communities/other Métis organizations • Atira Women's Resource Society • BC Native Women's Association • Pacific Association of First Nations Women • Helping Spirit Lodge • Federation of BC Youth in Care Networks • Indigenous Perspectives Society • BC First Nations Justice Council • Urban Native Youth Association – 2-Spirit Collective • Dancing to the Eagle Spirit Society • QMUNITY • Nenan Dane zaa Deh Zona Family Services Society

		<ul style="list-style-type: none"> • North East Native Advancing Society • Northern Rockies Aboriginal Women Society • Lu'ma Native Housing Society • Aboriginal Mother Centre Society • Circle of Eagles Lodge Society • British Columbia Aboriginal Network on Disability Society (BCANDS) • Provincial Advisor -Aboriginal Supported Child Development / Aboriginal Infant Development Programs of B.C • BC Elders Communications Center Society • National Collaborating Centre on Indigenous Health • First Nations Health Authority • Aboriginal Head Start Association of British Columbia (AHSABC) • First Nations Education Steering Committee • Indigenous Harm Reduction Team • Positive Living North • Aboriginal Front Door Society • Western Aboriginal Harm Reduction Society • BC Council for Families • Federation of Aboriginal Foster Parents • Indian Residential School Survivors Society • Parent Support Services Society of BC • Spirit of the Children Society
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Proposed Phased Approach to Child and Family Service System Transformation

The ministry is committed to transformative changes to the child and family services system. This includes improving implementation of the standards and principles under the federal *Act respecting First Nations, Inuit and Métis children, youth and families* (the federal Act), creating a policy and legislative framework for a multi-jurisdictional model in BC, and alignment of the *Child, Family and Community Service Act* (CFCSA) to the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) under *BC's Declaration Act*.

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Phase 2: Foundational Shifts

Phase 3: Transformational Shifts

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Phase 1: Technical Amendments



Virtual meeting
technology



Support First Nation
adult adoptees who apply
to Canada for status



Align information sharing
between CFCSA and
federal Act

Engagement
Winter 2020

Targeted Implementation 2021

Engagement
Spring/Summer
2021

Targeted Implementation 2022

Engagement
2022/23

Targeted Implementation 2023

**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT
INFORMATION NOTE**

DATE: March 5, 2021

CLIFF#: 258684

DATE OF PREVIOUS NOTE (if applicable): [Date]

PREVIOUS CLIFF # (if applicable): [CLIFF #]

PREPARED FOR: Honourable Mitzi Dean, Minister

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s.12 ; s.13 ; s.17

**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT
INFORMATION NOTE**

DATE: March 12, 2021
CLIFF#: 258820

DATE OF PREVIOUS NOTE(S): January 27; March 10
PREVIOUS CLIFF # 258199; #258487

PREPARED FOR: Honourable Mitzi Dean, Minister of Children and Family Development

ISSUE: Proposed phased approach to child and family service system transformation

BACKGROUND:

Despite progress made in reducing the overall number of Indigenous children and youth in ministry care, Indigenous children still make up 68% of the overall number of children in care. The MCFD Minister's Mandate Letter has a clear call to action to address this problem, and to commit to lasting and meaningful reconciliation with Indigenous peoples. The Ministry has been directed to *"Continue to work with Indigenous partners and the federal government to reform the child welfare system, including the implementation of the new federal Act respecting First Nations, Inuit and Métis children, youth and families (federal Act) and the principles of the Declaration on the Rights of Indigenous Peoples Act (Declaration Act), and continuing to reduce the number of Indigenous children in care"*.

In order to manage the scale and scope of changes required to achieve these goals, a multi-year staged plan is required. In the proposed model, Phase I is underway and consists of three technical amendments aimed at improving service delivery that were approved by CCSI in July 2020; the Request for Legislation is scheduled for CCSI end of April 2021. Phase II and III involve mid-term foundational and longer-term transformative amendments that will include broad engagement with Indigenous communities and peoples (see Appendix A).

This approach builds on the July 2020 Cabinet Direction (LP713) which included direction to *"return to Cabinet with additional priority amendments identified by Indigenous partners through engagements held in Summer and Fall 2020"*. The timing of this commitment was impacted by the call for a Fall 2020 election and interregnum. Now with clear outcomes identified in the ministerial mandate letter, the proposed approach is designed to identify and move forward with these priority amendments, in partnership with Indigenous peoples.

DISCUSSION:

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NEXT STEPS:

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ATTACHMENTS:

- A. Proposed Phased Approach Graphic
- B. Phase II Proposed Amendments
- C. List of Engagement Partners
- D. Timeline for Phased Approach

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**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: March 25, 2021

CLIFF: 258775

PREPARED FOR: Honourable Mitzi Dean, Minister of Children and Family Development

ISSUE: To provide information in advance of the Minister's meeting with the Union of BC Indian Chiefs (UBCIC) on **April 7, 2021; 4:00– 5:30 pm** regarding the First Nations children and youth in care strategy to support improved education outcomes

BACKGROUND:

In recent years, the First Nations Education Steering Committee (FNESC) has been an advocate for improved education supports for children and youth in care. At the Union of BC Indian Chiefs (UBCIC) meeting held from June 17 - 19, 2019, a resolution was passed to fully support FNESC to develop a "First Nations children and youth in care strategy that focuses on achieving systemic shifts that support improved education outcomes of First Nation children and youth in care and addressing the Province's legal obligations to First Nation children and youth in care in relation to education."

The Ministry of Children and Family Development (MCFD) has undertaken several initiatives to support education outcomes of children and youth in care (see Appendix A). Education is a domain in the care plan that must be completed for every child and youth in care. In 2008, MCFD and The Ministry of Education (EDUC) released the *Joint Educational Planning and Support for Children and Youth in Care: Cross-Ministry Guidelines*. These guidelines were updated in 2017.

One recommendation to EDUC in the Representative for Children and Youth (RCY) *Room for Improvement* report repeated a 2015 recommendation from the Office of the Auditor General for a "system-wide strategy with accountabilities to close the gaps between Aboriginal and non-Aboriginal student outcomes." EDUC has responded with implementation of a 2018 Tripartite Education Agreement and a position paper outlining a vision to support Indigenous student outcomes.

On November 21, 2019, Honourable Rob Fleming (Minister of EDUC), Honourable Melanie Mark (Minister of Advanced Education, Skills and Training (AEST)) and Honourable Katrine Conroy (Minister of MCFD) met with members from the UBCIC and FNESC to discuss developing a strategy to improve educational outcomes of First Nations Children and Youth in Care (CYIC). The Ministers and members agreed to reconvene in early 2020 to further discuss the strategy and Protocol.

On January 9, 2020, First Nations Leadership Council (FNLC) requested a follow-up meeting. A draft Protocol between FNLC, FNESC and EDUC, AEST and MCFD was shared and discussions to complete the Protocol began. The final Protocol was signed by all parties on **May 26, 2020** (Appendix B). The objectives of the Protocol include:

- a) legislative and/or policy reform and practice reform, including a policy framework for improved educational outcomes and accountabilities to ensure high-quality learning plans are in place;
- b) funding to directly support children and youth in care in their education;
- c) supporting former children and youth in care pursuing post-secondary education and accessing supports, in particular those who have been under a continuing custody order; and,
- d) other matters, as agreed.

The Protocol also commits to establish two tables to implement the Protocol:

- An Oversight Table (political / leadership level) will meet twice per year to identify priority issues, establish a mutual and focused agenda and direct work to be jointly undertaken on these.
- The Technical Table (staff level) will carry out the direction of the oversight table, develop a workplan and report back to the oversight table.

At the Protocol signing, FNEC indicated they expected tangible action by September 2020.

In 2019/20, 4,429 K-12 students were identified as CYIC (0.8% of the student population) (See Appendix C for detailed data).

DISCUSSION:

FNLC and FNEC requested the first bi-annual meeting which has been scheduled for **April 7, 4:00 – 5:30 pm.**

AEST staff approached UBCIC to draft a joint agenda for the April 7 bi-annual meeting; however, the request was declined. UBCIC has indicated that they will draft the agenda.

A Technical Steering Committee has been established to establish priority goals to be included in a workplan. A Technical Working Group has been established to implement the actions identified in the workplan. This group will be guided by the Technical Steering Committee.

EDUC has a dedicated staff member leading the CYIC portfolio and is the lead ministry in developing the workplan.

Only one meeting has been held with the Technical Steering Committee to discuss actions to be included in the workplan. Held in August 2020, FNEC came to this meeting with a completed list of actions to be included in the workplan. However, this meeting focussed on the governance structure of this initiative and membership of the working groups. A second meeting was scheduled during the interregnum period and was cancelled. A third meeting was scheduled on February 4, 2021 but was cancelled by FNEC due to an urgent matter.

EDUC staff contacted UBCIC three times since December 2020 to offer help with scheduling a next meeting with no response from UBCIC.

In October 2017, the RCY released a report titled *Room for Improvement: Toward Better Education Outcomes for Children in Care*. The report contained four recommendations for the

Ministry of Education, which aligned closely with the work identified in the Ministry's CYIC Strategy.

Key components of the MCFD CYIC strategy include:

- MCFD and EDUC collaborated to update the *Joint Educational Planning and Support for Children and Youth in Care: Cross-Ministry Guidelines* for the Education Sector.
- MCFD and EDUC have regular meetings to implement the recommendations made in the RCY's report. The two Ministries have signed a Partnership Agreement and developed a Guide to Sharing Information about Children and Youth in Care.

EDUC, MCFD and AEST have an information sharing agreement that allows for data on CYIC to be shared to support program planning and evaluation and decisions related to funding and services.

KEY MESSAGES:

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ATTACHMENTS:

- A: MCFD Current and Future Initiatives for CYIC
- B: Final Signed Protocol
- C: 2019/20 Data on Children and Youth in Care

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s.17

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Appendix C - 2019/20 Data on Children and Youth in Care

In 2019/20, 4,429 K-12 students were identified as CYIC (0.8% of the student population)

- Of these 4,429 students,
 - ~ 55% were designated as students with special needs,
 - 68% self-identified as Indigenous,
 - ~37% were designated as students with special needs and self-identified as Indigenous.
- Six-year completion rates for CYIC have risen from:
 - 36% (2010/11) to 51% (2019/20),
 - 33% (2010/11) to 45% (2019/20) for Indigenous CYIC, and
 - 46% (2010/11) to 58% (2019/20) for Non-Indigenous CYIC.

CURRENT AND FUTURE PROVINCIAL INITIATIVES TO SUPPORT CHILDREN AND YOUTH IN CARE (CYIC)

PROTOCOL PARTY	SIGNATORIES	CURRENT INITIATIVES	FUTURE INITIATIVES
PROVINCE OF BRITISH COLUMBIA	MINISTRY OF EDUCATION (EDUC)	<ul style="list-style-type: none"> CYIC Strategy with three goals: <ul style="list-style-type: none"> implementing additional supports for CYIC; increasing capacity of school personnel to support CYIC; improving cross-agency collaboration and integration of supports. <u>Joint Educational Planning and Support for Children and Youth in Care: Cross-Ministry Guidelines</u> (EDUC/MCFD). Annual report on educational outcomes for CYIC entitled <u>How Are We Doing? Children and Youth in Government Care</u>. EDUC/MCFD Partnership Agreement to support CYIC. <div data-bbox="656 710 712 766" data-label="Image"> </div> <p>Signed Agreement FINAL.pdf</p> Information sharing guidelines for CYIC (EDUC/MCFD). <div data-bbox="663 869 719 925" data-label="Image"> </div> <p>A Guide to Sharing Information about CY</p> 	<ul style="list-style-type: none"> Update ministry's website on CYIC to provide more information to CYIC, caregivers, and school staff. Provide focused supports to school districts with low educational outcomes for CYIC, utilizing Framework for Enhancing Student Learning and other team-based supports. Continue cross-agency collaboration to improve supports for and educational outcomes of CYIC. Improve the quality of CYIC data in MyEd. Jointly update the <u>Guidelines</u> to: reflect the changes to the legislation on signing of permission slips; and strengthen the sections on information sharing, based on the new information sharing Guide. Collaborate on drafting and publishing the new 2020 CYIC data report. Continue regular meetings with MCFD to implement the action plan, based on the Agreement. The agreement is focused on improving communication, information sharing and issues management.

CURRENT AND FUTURE PROVINCIAL INITIATIVES TO SUPPORT CHILDREN AND YOUTH IN CARE (CYIC)

PROTOCOL PARTY	SIGNATORIES	CURRENT INITIATIVES	FUTURE INITIATIVES
		<ul style="list-style-type: none"> • The ministry has developed resources – such as trauma training resources and is building a new website for students in care, their care givers, educators and administrators - to support districts to improve supports and outcomes for CYIC. • The ministry will be introducing a new supplement for 2020/21 that will prioritize \$23 million in funding for children and youth in care, children living in low income families and a greater number of students with mental health needs. 	<ul style="list-style-type: none"> • Post the Guide on ministry's website, share with the field and support the implementation of the Guide. • Work in collaboration to develop or adapt the Guide for the use by Delegated Aboriginal Agencies (DAAs). • Post the link to the trauma training and other resources on the new ministry's CYIC website. • Provide the new funding to school districts along with additional information on how to use the funds to support CYIC.



CURRENT AND FUTURE PROVINCIAL INITIATIVES TO SUPPORT CHILDREN AND YOUTH IN CARE (CYIC)

PROTOCOL PARTY	SIGNATORIES	CURRENT INITIATIVES	FUTURE INITIATIVES
PROVINCE OF BRITISH COLUMBIA	MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT (MCFD)	<ul style="list-style-type: none"> Development of the Healing Families, Helping Systems: A Trauma-Informed Practice Guide for Working with Children, Youth and Families (TIP Guide) orientation and online resources, to increase the understanding of trauma and trauma informed approaches into all levels DAAs and MCFD staff including leaders, system planners, and practitioners working with children, youth and families. Agreements with Young Adults (AYA) Community of Practice has focused on the priorities and improvements that were identified through provincial engagement sessions with youth, young adults and service providers. Bi-monthly discussions between Representative for Children and Youth (RCY) and ministry to focus on proactive practice planning/response regarding the AYA program provincially and to discuss initiatives/efforts underway to improve AYA practice. The Youth Education Assistance Fund (YEAFF) provides education grants to eligible former youth in care (Continuous Custody or under Adoption) aged 19-24 years to pursue post-secondary education and vocational training. Eligible youth may receive a YEAFF bursary of up to \$5,500 per educational year, up to a maximum of four times. The ministry partners with EDUC on the Provincial Tuition Waiver Program. Former youth in care, aged 19–27, who were in an eligible care status for at least 24 months, are eligible for free tuition at any of B.C.'s 25 public post-secondary institutions. 	<ul style="list-style-type: none"> AYA enhancements and expansion. <ul style="list-style-type: none"> Ongoing - Healthy Minds, Healthy People: A Ten-Year Plan to Address Mental Health and Substance Use in British Columbia, is about transforming our approach to mental health and substance use and working together to support lifelong mental wellbeing of all British Columbians. Youth Transitions. <ul style="list-style-type: none"> Developing a Youth Transition Framework and updating the Youth Transition Strategy. Continue to work with WorkBC Employment Program expansion. Residential Care System- In Care Service Framework. <ul style="list-style-type: none"> MCFD is developing an In-Care Service Framework through consultation with ministry staff, Indigenous organizations and communities, families and youth, sector partners, and across government to consider how MCFD can better meet the needs of our children and youth.

CURRENT AND FUTURE PROVINCIAL INITIATIVES TO SUPPORT CHILDREN AND YOUTH IN CARE (CYIC)

PROTOCOL PARTY	SIGNATORIES	CURRENT INITIATIVES	FUTURE INITIATIVES
		<ul style="list-style-type: none"> • AgedOut.com provides up-to-date access to life skills services and information in an engaging and interactive way that meets a variety of transition and learning needs for former youth and young adults from care. • Services to Adults with Developmental Disabilities (STADD) offers Navigator services for transitioning youth and their families in 145 communities across B.C. Navigators act as the primary point of contact for individuals in coordinating transition planning and access to supports and services through the transition period of 16-24 years old. Navigators help organize a youth's transition planning team and develop a person-centered transition plan. STADD encourages and supports information-sharing between government and community resources and leads the coordination of all involved. • The Youth Mental Health Transition Protocol Agreement helps to support positive transition experiences of youth between the ages of 17-21 (and their families) who are receiving Child and Youth Mental Health (CYMH) services, and who have a mental disorder or provisional diagnosis with challenges that are expected to continue into adulthood and that significantly impact their functioning in a variety of domains, as they transition from the CYMH system to Adult Mental Health and Substance Use services provided by regional health authorities or other relevant community services. 	

CURRENT AND FUTURE PROVINCIAL INITIATIVES TO SUPPORT CHILDREN AND YOUTH IN CARE (CYIC)

PROTOCOL PARTY	SIGNATORIES	CURRENT INITIATIVES	FUTURE INITIATIVES
		<ul style="list-style-type: none"> • The Services for Transitioning Youth Operating Agreement is an agreement between MCFD/ DAA and Community Living BC (CLBC) with a purpose to: <ul style="list-style-type: none"> ○ Ensure sound planning, continuity of and access to services for youth who are receiving MCFD/DAA services and are considered eligible for services from CLBC as adults; ○ Establish practices and procedures that promote integrated, collaborative practice; and, ○ Clarify roles and responsibilities for CLBC and MCFD/DAA. • Child Disability Benefits (CDB) and Registered Disability Savings Plan resources and information tools have been developed in collaboration between MCFD and the Public Guardian and Trustee to increase federal benefits available for eligible children and youth, and support for youth transitioning in to adulthood with life long benefits. • MCFD in partnership with the Public Guardian and Trustee's office over the past three years and a growing partnership with the Federal government, through the Canada Revenue Agency. • In 2019, MCFD and EDUC signed a Partnership Agreement that outlines specific ways the ministries will work together to support CYIC. <div style="text-align: center; margin: 10px 0;">  <p>Signed Agreement FINAL.pdf</p> </div> <ul style="list-style-type: none"> • In 2020, MCFD and EDUC drafted a Guide to Sharing Information about Children and Youth in Care. <div style="text-align: center; margin: 10px 0;">  <p>A Guide to Sharing Information about CY</p> </div>	

CURRENT AND FUTURE PROVINCIAL INITIATIVES TO SUPPORT CHILDREN AND YOUTH IN CARE (CYIC)

PROTOCOL PARTY	SIGNATORIES	CURRENT INITIATIVES	FUTURE INITIATIVES
PROVINCE OF BRITISH COLUMBIA	MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING (AEST)	<ul style="list-style-type: none"> The Ministry of Advanced Education, Skills and Training (AEST) has been working collaboratively with a working group of British Columbia's Indigenous Post-Secondary Education and Training Partners, which includes the First Nations Education Steering Committee (FNESC), the Indigenous Adult and Higher Learning Association, Métis Nation British Columbia (MNBC), the First Nations Public Service, BC Colleges, BC Association of Universities and Institutes, and the Research Universities' Council of British Columbia; on the next iteration of the Aboriginal Learners in British Columbia's Public Post-Secondary System data report. The initial 2018 report can be found here: https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/aboriginal-education-training/aboriginallearnerdatareport-june2018.pdf The next iteration of the report includes data on the number and proportion of Former Aboriginal Children and Youth in Care in public post-secondary education and training. The report is currently under discussion by the working group. The report will be updated with newly released data towards the end of March, before completing the processes for public release. 	<ul style="list-style-type: none"> Collaboratively explore further data analysis on Former Youth and Children in Care (FYCIC) learners, including: <ul style="list-style-type: none"> K-12 to post-secondary transitions and post-secondary retention rates Cohort analyses regarding transitions and outcomes as compared to other cohorts (e.g.- Tuition Waiver recipients, non-Indigenous FYCIC and non-Indigenous populations.)

CURRENT AND FUTURE PROVINCIAL INITIATIVES TO SUPPORT CHILDREN AND YOUTH IN CARE (CYIC)

PROTOCOL PARTY	SIGNATORIES	CURRENT INITIATIVES	FUTURE INITIATIVES
		<ul style="list-style-type: none"> • The Skills Training for Employment (STE) Program provides skills training and employment supports for Young Adults at Risk, including FYCIC. A complete list of programs available across BC can be found at https://www.workbc.ca/Training-Education/Skills-Training-for-Employment/Young-Adults-at-Risk-Program.aspx • The following STE programs are specifically focused on assisting youth in, or formerly in, care: <ul style="list-style-type: none"> ○ The YWCA of Metro Vancouver's Strive program provides weekly training wage, short term certificate training, financial supports for transportation, food and other supports, debt assistance and access to the YWCA's Health and Fitness Centre. ○ Aunt Leah's Independent Lifeskills Society Bootstrap program targets young adults (17-29) in care or formerly in care in the Greater Vancouver region. The program includes job search assistance, pre-employment counselling and coaching, career and education assessment, and other life skills. • STE also offers supports for youth in, or formerly in, care province-wide, through Bowman Employment Services Get Youth Working for Young Adults at Risk. The program provides a combination of one-on-one supports, services and skills development including short term certificates, soft skills, essential skills, on-the-job training and work experience. 	

CURRENT AND FUTURE PROVINCIAL INITIATIVES TO SUPPORT CHILDREN AND YOUTH IN CARE (CYIC)

PROTOCOL PARTY	SIGNATORIES	CURRENT INITIATIVES	FUTURE INITIATIVES
		<ul style="list-style-type: none"> • The BladeRunners program has been helping unemployed, at-risk youth prepare for and find employment for the last 25 years. BladeRunners provides life skills, job readiness skills, work experience/on-the-job training, job coaching and ongoing supports to unemployed youth at risk. Program supports are available across BC for youth aged 16- 30. More information and a complete list of program locations can be found at https://www.workbc.ca/Employment-Services/Labour-Market-Programs/Bladerunners-Program.aspx • StudentAid BC <ul style="list-style-type: none"> ○ New B.C. Access Grant introduced for the 2020/21 program year to improve access and affordability – students in part-time programs and programs of less than one year are now able to access provincial grant funding. ○ Indigenous students are exempt from the fixed student contribution required in the needs assessment process for federal and provincial student loan funding. 	<ul style="list-style-type: none"> • The BladeRunners program will be re-procured for in 2020/21. The ministry is interested in establishing a working group to support the design and development of the procurement approach as well as take part in the evaluation of responses. Representation from FNEC, UBCIC, EDUC and MCFD would ensure alignment with other programs supporting youth exiting care and provide a greater diversity of perspectives.

CURRENT AND FUTURE PROVINCIAL INITIATIVES TO SUPPORT CHILDREN AND YOUTH IN CARE (CYIC)

PROTOCOL PARTY	SIGNATORIES	CURRENT INITIATIVES	FUTURE INITIATIVES
		<ul style="list-style-type: none"> • Provincial Tuition Waiver Program for Former Youth in Care (TWP) <ul style="list-style-type: none"> ○ TWP was introduced in September 2017 to cover the costs of tuition and mandatory fees for former-youth-in care attending any of BC's public Post Secondary Institutions (PSIs), Native Education College or ten approved trades training institutions. ○ University of Victoria, Vancouver Island University, Justice Institute of BC, Nicola Valley Institution of Technology and Langara College also provide a separate Tuition Waiver Program and are instrumental in filling gaps created by the age cap under the ministry TWP. ○ Ministry initiated Community of Practice for PSIs with Campus Navigators (Douglas College, University of British Columbia, Vancouver Island University and Selkirk College). Campus Navigators perform collaborative resource sharing, identify gaps and address issues faced by students on campus. College of New Caledonia is considering a Campus Navigator position. ○ Youth Futures Education Fund – \$1 million has been invested since 2015 (\$250,000 from MCFD) to provide additional financial supports for students receiving the post-secondary institution or ministry TWP ○ Youth Education Assistance Fund - Funded by the Victoria Foundation, the ministry administers program on behalf of the MCFD. Up to \$5,500 grant funding provided to assist FYIC students with the cost of attending post-secondary. ○ To improve affordability, the Province eliminated interest on provincial student loans. 	

**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT
INFORMATION NOTE**

DATE: March 12, 2021

CLIFF#: 258532

PREPARED FOR: Honourable Katrina Chen, Minister of State for Child Care

ISSUE: Policy Change to Start-Up Grants Program

BACKGROUND:

The Start-Up Grants program was launched in June 2018 to provide funding to new and unlicensed child care providers to open licensed Family Child Care or In-Home Multi-Age Child Care (IHMA) facilities:

- Since then, the program has provided \$500 up-front to applicants to assist with the cost of becoming licensed, then an additional \$500 per licensed child care space created (up to a total of \$4,000 or \$4,500, depending on the licence type).
- Recipients must obtain a valid Community Care Facility Licence within one year of the initial receipt of funding. Recipients must commit to maintaining the licensed spaces for a minimum of three years from the date of licensing.
- In 2019/20, the program was updated to require recipients participate in the Child Care Operating Funding (CCOF) program and, where eligible, enroll in the Child Care Fee Reduction Initiative (CCFRI).
- In mid-2020, program staff implemented a check in with applicants at 6 months to prompt completion or request for extensions. The impact of this change will not be fully known until FY 2021/22.

DISCUSSION:

Since the program opened, uptake has consistently been higher than expected (Appendix A), and on the surface, surpassed the annual target of 875 licensed child care spaces per year in 2018/19 and 2019/20 (many applications received extensions and are still in progress). See Appendix B.

However, in a review of the program results completed mid-2020, MCFD staff identified a high program withdrawal rate. A significant number of spaces funded through the program have not/are not expected to become operational and applicants will be required to return the funding they received.

In 2020, program data as of August 31, 2019 was reviewed, showing:

- 50% of applicants became licensed and completed the program within one year.
- 15% of the participants were outstanding, having not yet created Family or In-Home Multi Age (IHMA) spaces at the end of one year.
- 36% of participants had withdrawn from the program.¹

¹ These applicants were required to return their initial \$500 of funding which is sent to general revenue and it not used towards space creation. Applicants that do not return funding are sent to collections.

- Of the participants that withdrew from the program, over 23% withdrew due to having created an ineligible licence type (i.e. Multi-Age or Group) (Appendix C).

Applicants that did not meet the program's requirement to create IHMA or Family spaces were forced to withdraw from the grant program, return their initial \$500 of funding, and the licensed spaces they created were not counted towards program totals. These applicants did not receive the funding they had anticipated to support the creation of their child care spaces. Additionally, these spaces cannot be counted towards provincial space creation targets because the programs are not in receipt of provincial funding.

Notably, it may not be the decision of the provider to create an ineligible license type under the program. For example, it is understood that licensing officers may choose to issue Multi-Age Child Care (MACC) licenses even when the child care facility is located in the provider's personal residence.

To reduce the number of withdrawals from the program, program policy has been updated to allow all license types, except for Occasional Child Care or Child Minding,² to be eligible for the program, so long as the child care facility is in the applicant's personal residence. This change will enable applicants to receive funding for more program types and more child care spaces.

Applicants will continue to receive \$500 per space. The Group license types have larger space allowances, so applicants creating Group child care in their personal residence would be entitled to a larger grant amount. However, the size of the applicants' personal residence will continue to limit the size of these programs and therefore funding. The up-front Provincial cost per space for these new licensed child care spaces will remain low regardless of licensing type and individual grant amount.

This change is now in effect and exemptions for previously ineligible licensing type have been granted retroactive to April 1, 2020. To date, these exempted applications have contributed 40 new, low cost licensed spaces. In addition, there was a reduction in withdrawals due to wrong license type, from 23% in 2019/20 to 16% overall as of December 1, 2020.

To further address program attrition rates, in 2020 program staff implemented a 6-month check in with applicants to identify barriers or challenges experienced and prompt a request for extension if required. The impacts of this check-in on completion rates will not be reflected in the program statistics until at least one full year from its implementation.

Additionally, in December 2020 MCFD staff completed a follow up review of the Start Up Grant program to identify additional opportunities to reduce the high program withdrawal rate. Program staff identified a continuing trend of applicants withdrawing or not completing within the one year. Program staff have also indicated that applicants who have applied and withdrawn identify barriers associated with personal emergencies, and the effort of completing licensing requirements. One reason for this may be that many applicants at the time of application are not aware of the process of obtaining a child care license, which is different

²This policy aligns with New Spaces Fund policy.

depending on factors associated with each applicants' residence, Health Authority region, and Municipal bylaws and licensing officer.

Another reason may be due to COVID, which may have impacted availability of materials required to complete Licensing requirements, applicants' abilities to open a child care facility as originally planned, and other licensing timelines.

To address the high withdrawal rate, MCFD staff have completed a review of all communications materials associated with the Start Up Grants program to identify opportunities to improve applicant knowledge and readiness at the time of application. Staff are also developing a communications plan to promote awareness of the program among potential applicants such as ECE students, and updates to public facing materials such as the website, application form and emails to improve applicant knowledge of the licensing process at key contact points, including pre-application, application, approval, and 6-month check. These materials will be reviewed and developed using principles of Behavioural Insights (BI)³ to make relevant material more accessible (easy) at the moments most likely to influence applicants taking action (timely). .

MCFD staff will also seek opportunity to improve data collection opportunities, particularly around withdrawals, to better inform potential program changes and continuous improvement in the future.

NEXT STEPS:

- Develop and implement a Communications Plan to increase awareness of the Start Up Grants program
- Update and implement program materials using BI principles to increase applicant knowledge at key points along the process, from pre-application to completion, including:
 - Changes to application form and funding guidelines to prompt potential applicants to speak to their local child care licensing office about their particular context
 - Changes to Approval and 6-Month Check-In emails to emphasize understanding licensing process in their region
- Improving data collection to include collection and aggregation of barriers and challenges encountered by applicants in completing the program and licensing process

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³ The tools of behavioural science offer a cost-effective approach to solving behaviour-based policy challenges. Behavioural Insights are evidence based principles that can encourage or “nudge” a behaviour by making it Easy, Attractive, Social and Timely (EAST).

Appendix A: Start Up Grant Application Breakdown by Year (as of December 1, 2020)

Start Up Grant Application Breakdown by Year							
	Completed		In Progress		Withdrawn		Totals
	# of applicants	% of applications	# of applicants	% of applications	# of applicants	% of applications	
2018/19	145	53%	2	1%	128	47%	275
2019/20	107	37%	119	41%	65	22%	291
2020/21	22	15%	121	83%	3	2%	146
Totals	274	38%	242	34%	196	28%	712
Note: 2020/21 Year will not reflect most applicants who have not reached their one year deadline yet, and COVID may effect ability for applicants to complete.							

Appendix B: Start Up Grant Spaces Approved vs. Spaces Licensed (as of December 1, 2020)

Licensed Spaces Funded by Start Up Grant as of December 1, 2020		
	Spaces Approved	Spaces Licensed
IHMA	704	396
Family	1309	656
2018/19	2013	1052
IHMA	888	341
Family	1260	418
Group SA	8	8
Group MA	24	24
2019/20	2180	791
IHMA	512	76
Family	574	82
Group SA	8	8
Group MA	0	0
as of December 1, 2020	1094	166
TOTALS	5287	2009

Appendix C: Start Up Grant Applicant Reasons for Withdrawal (as of December 1, 2020)

Start Up Grant Application Reasons for Withdrawal as of December 1, 2020				
	2018/19	2019/20	2020/21	Totals
Applicant did not create any licensed child care spaces	55	13	2	70
Applicant did not reconcile	36	9		45
Applicant withdrew their application	12	22	1	35
Applicant did not create licensed Family or In-Home Multi-Age Child Care spaces	16	15		31
Spaces did not remain operational for three year commitment period	6	4		10
License issued prior to approval date	3	1		4
Not able to get licensed		1		1
Totals	128	65	3	196