

MINISTRY OF EDUCATION AND CHILD CARE
DECISION BRIEFING NOTE

DATE: October 24, 2022
CLIFF: 284952

PREPARED FOR: Christina Zacharuk, Deputy Minister – **FOR DECISION**

SUBJECT: Operational Funding Model (OFM) – Pre-approval for an Operational Support Request for Proposal (RFP)

PURPOSE: Procure consultant services to provide operational support for the Child Care Division (CCD) in refining and implementing the OFM

BACKGROUND:

s.12; s.13

s.12; s.13

The initial development of the OFM was provided by Deetken Enterprises Inc. from August 2021 to January 2023¹. The initial work, including stakeholder engagement and draft model, was well received by CCD. As there are several outstanding policy decisions required before the OFM can be finalized, September 2023 is the earliest an initial OFM pilot may commence.

CCD is seeking the assistance from a team of private sector consultants to continue to support the development and refinement of the OFM, including developing modeling options to inform CCD's policy decisions, refining financial modelling and public funding calculators based on final policy decisions, developing implementation strategies, and supporting the transition/onboarding/ training of ECC staff to run the OFM pilot program.

DISCUSSION:

Consistent with the goals of the ChildCareBC Plan, CCD is seeking pre-approval to procure services from a qualified contractor through a Request for Proposal via the Ministry of Finance's Qualified Supplier list in January 2023.

The optimal term is for one in a half year from April 1, 2023 to September 30, 2024 (with two six month options to renew). This will ensure the contract supports the finalization of the model (including adjustments for significant policy work on Early Childhood Educator compensation and facility maintenance), as well as a full year of the initial pilot. Depending on feedback and required changes based the pilot, the options to renew could be utilized to make further adjustments to the model.

The expected contract aggregate is up to \$0.3 million per year (see Financial Implications for planned expenditure by fiscal and funding source).

¹ The Deetken contract was competitively bid via a short-term RFP in August 2021. Their Information Technology & Management Consulting Professional Services Agreement had a contract aggregate of \$555,000 and was provincially funded (STOB 61).

OPTIONS:

OPTION 1: Approve CCD procurement for operational support services to assist the refinement and implementation of OFM, under a one and a half year term (+ option for two six month renewals) at a maximum annual cost of \$0.3 million (RECOMMENDED).

Implications

- Operational support services will be critical to the success and timelines of the initial pilot of the OFM.
- A multi-year agreement will ensure consistent expertise is provided, without lost time for re-procurement and onboarding of new contractors.
- Commits funds over next two-three fiscal years, however, risk is mitigated by the Information Technology & Management Consulting Professional Services Agreement termination clause.
- These services are permissible under the 10 percent administrative funding in the Canada-British Columbia Canada-Wide Early Learning and Child Care Agreement, which expires March 31, 2026. The last option to renew extends past this date, thus may not be executed if federal funding is not renegotiated.

OPTION 2: Do not approve CCD to proceed with procurement.

s.13

FINANCIAL IMPLICATIONS:

The Ministry's budget for 2023/24 confirms \$0.3 million for an IT & Management Consulting Services Agreement (STOB 61) for this project (\$0.3 million for 2024/25, \$0.15 million for 2025/26, assuming options to renew are exercised).

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

Information Technology & Privacy impacts are not expected.

RECOMMENDATION:

Option: 1 Approved



November 1, 2022

Approved/Not Approved

Date Signed

Christina Zacharuk, Deputy Minister
Ministry of Education and Child Care

Program ADM/Branch: Patti Boyle ADM, Child Care Division
Program Contact (for content): Stephen Ward, Executive Director
Drafter: Serena DeCiantis, Director, Procurement & Contract Management
Date: October 24, 2022

MINISTRY OF EDUCATION AND CHILD CARE
DECISION BRIEFING NOTE

DATE: October 7, 2022
CLIFF: 284582

PREPARED FOR: Christina Zacharuk, Deputy Minister – **FOR DECISION**

SUBJECT: Priority Funding Request–System changes required for 2023 Policy

PURPOSE: Requesting additional funding for Ministry information system updates to TRAX, COREG, TSW, and STS for the 2023 Indigenous-focused Graduation requirement and new K-12 Reporting Policy.

BACKGROUND:

- In March 2022, the Minister of Education and Child Care and the President of the First Nations Education and Steering Committee released a joint announcement that beginning in the 2023/24 school year, students would be required to complete four (4) credits of Indigenous-focused learning in order to graduate.
- The Indigenous-focused graduation requirement comes into effect July 1, 2023. This change necessitates updates and various systems will be impacted (TRAX, COREG, STS, Course Registry, and others). The existing TRAX/GRAD algorithms and student transcripts need to be updated to reflect the new requirement. The Ministry intends to use a new graduation program code of 2023 to reflect the change to the graduation requirements.
- The Ministry has also introduced a new K-12 Reporting Policy Framework, and new Reporting Order will be in place for the 2023/24 school year. System changes will be required to align to the new reporting order.

DISCUSSION:

- Support for both the mandated Indigenous focus Grad requirement and the new K-12 reporting policy are key priorities for Services and Technology.
- Updates and system changes must be in production before July 1, 2023
- System update work would project managed by DSSB and carried out by contracted vendor CGI. A Project Initiation Document has been sent to the vendor and a response with costs and timing is expected by November 1st, 2022-- See attachment "Indigenous-focused Graduation Requirement Project Initiation Document".
- A similar document is being completed for the K-12 Reporting changes.
- Once CGI completes the plan for creating the changes, the implementation of these changes is expected to take approximately 6 months.

OPTIONS:

1. Do not grant additional funds for systems changes.

PROS:

- Does not require further expenditure beyond current budget

CONS:

2. Grant full funding for systems changes.

PROS:

- Enables the Ministry to fully implement the system changes necessary for Indigenous-focused graduation requirements and new Reporting Order.

CONS:

- Requires \$350,000 in additional funds in in FY22/23

FINANCIAL IMPLICATIONS:

S&T Division requires a one-time lift to budget allocation for \$350,000 by way of priority funding request to complete systems changes required for the new policies. This figure is based on an "S&T in-house" estimate of the contract work required. A PID has been sent to the vendor and the ministry is expecting a response with cost estimate by November 1st-- See attachment "Indigenous-focused Graduation Requirement Project Initiation Document". A second request is being submitted for the changes required by the new Reporting Order.

Activity/Outcome/Recipient	STOB	2022/23 Amount \$
CGI systems changes	6307	\$350,000

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

This project requires changes to Ministry information systems including Course Registry (CoReg), Transcript and Examinations System (TRAX), Graduation Records and Achievement Data (GRAD), and the Education Data Warehouse (EDW). The DSSB team has consulted with MECC Privacy team and there are no high-level concerns. Further feedback is forthcoming on whether a PIA will be required.

RECOMMENDATION:

Option: 2



Approved/Not Approved
Christina Zacharuk
Deputy Minister

October 12, 2022

Date Signed

Attachment(s) [Provide a list of the attachments here]

1. Indigenous-focused Graduation Requirement Project Initiation Document

Program Contact (for content): Spencer Tickner, Executive Director, DSSB
Drafter: Darcy O'Neill, BMA S&T division
Date: October 07, 2022



Ministry of Education and Child Care

Indigenous-focused Graduation Requirement Project Initiation Document

Author: Adrian Smart

Creation Date: September 2022

Last Updated: September 2022

Document Number:

Security Classification:

Version:

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Project Purpose & Justification

In March 2022, the Minister of Education and Child Care and the President of the First Nations Education and Steering Committee released a joint announcement that beginning in the 2023/24 school year, students would be required to complete four (4) credits of Indigenous-focused learning in order to graduate. Several existing Ministry-developed courses can be used to meet this requirement; additionally, once the Board/Authority Approved (BAA) Course Guide is published, school districts will be able to submit locally developed courses that can be used to partially or fully satisfy the graduation requirement.

This change to the current graduation requirements necessitates updates to various systems. The existing TRAX/GRAD algorithms and student transcripts need to be updated to reflect the new requirement. The Ministry intends to use a new graduation program code of 2023 to reflect the change to the graduation requirements.

BAA courses would also need some identifier (in the same way some grade 11 Applied Design, Skills, and Technology (ADST)-oriented BAA courses can be flagged by a school submitting data to TRAX as eligible to meet the ADST requirement).

Impacts to existing systems – TRAX, GRAD, the StudentTranscripts Service (STS), the Course Registry and others – need to be identified for planning and for mitigation purposes.

Scope Description

The Indigenous-focused graduation requirement comes into effect July 1, 2023.

Two project response streams are required:

- Option 1: The GRAD application will be live with data coming from TRAX. The graduation and distribution processes will be decommissioned in TRAX and running fully in the GRAD application. Changes will still be needed in TRAX, COREG, TSW, and STS to support the new Indigenous-focused requirements (including reporting the new grad program code and BAA flag by schools to TRAX), however the graduation algorithm will no longer need to be maintained in TRAX.
- Option 2: The GRAD application will not be live and the new graduation program (2023). The new 2023 grad program with the Indigenous-Focused requirement will need to be implemented in TRAX with connections to the supporting systems (COREG, STS, TSW, and BC Mail).

Per the [Indigenous-focused Graduation Requirement website](#), the following courses can be used to meet the graduation requirement of at least 4 credits of Indigenous-focused coursework:

- Provincial Courses (*denotes a 2-credit course (meets half the requirement):
 - B.C. First Peoples 12 (BCFP 12)
 - Peuples autochtones de la Colombie-Britannique 12
 - Contemporary Indigenous Studies 12 (INST 12)
 - Études autochtones contemporaines 12

- English First Peoples – Literacy Studies 10*
- English First Peoples – New Media 10*
- English First Peoples – Spoken Language 10*
- English First Peoples – Writing 10*
- English First Peoples – Literary Studies + New Media 11 (ELNM 11)
- English First Peoples – Literary Studies + Spoken Language 11 (ELSL 11)
- English First Peoples – Literary Studies + Writing 11 (EFLS 11)
- English First Peoples 12 (ENFP 12)
- First Nations Language Courses (Grade 10-12 level):
 - Gitxsanimx ~ Gitxsanimax 5 to 12 and Introductory Gitxsanimx ~ Gitxsanimax 11 (GITX XX)
 - Halq'eméylem 5 to 12 and Introductory Halq'eméylem 11 (HALQ XX)
 - Heiltsuk 5 to 12 and Introductory Heiltsuk 11 (HLT XX)
 - Hul'q'umi'num' 5 to 12 and Introductory Hul'q'umi'num' 11 (HULQ XX)
 - Kwak'wala 5 to 12 and Introductory Kwak'wala 11 (KWAK XX)
 - Liqwala/Kwak'wala 5 to 12 and Introductory Liqwala/Kwak'wala 11
 - nsíylxc̓n 5 to 12 and Introductory nsíylxc̓n 11 (OK XX)
 - Nte?kepmxcin 5 to 12 and Introductory Nte?kepmxcin 11 (NTE XX)
 - Nuucan̓u̓c̓ 5 to 12 and Introductory Nuucan̓u̓c̓ 11 (NCN XX)
 - Secwepemctsin (Shuswap Language) 5 to 12 and Introductory Secwepemctsin 11 (SWP XX)
 - SENCOTEN 5 to 12 and Introductory SENCOTEN 11 (SENC XX)
 - Shashishalhem (Sechelt Language) 5 to 12 and Introductory Shashishalhem 11 (SHLM XX)
 - Sim'algaxhl Nisga'a 5 to 12 and Introductory Sim'algaxhl Nisga'a 11 (SN XX)
 - Sm'algyax 5 to 12 and Introductory Sm'algyax 11 (SLGX XX)
 - St̓a't̓y̓c̓emcets 5 to 12 and Introductory St̓a't̓y̓c̓emcets 11 (STA XX)
 - Tsek'ene 5 to 12 and Introductory Tsek'ene 11 (TSK XX)
 - Upper St'at'imcets 5 to 12 and Introductory Upper St'at'imcets 11
 - Xaayda Kil / Xaad Kil Grades 5 to 12 and Introductory Xaayda Kil / Xaad Kil 11 (AAI XX)
- Board Authorized (BAA):
 - Boards/Authorities can authorize locally developed (Board/Authority Authorized or First Nation Authorized) courses to meet this graduation requirement.
 - Courses will be identified through specific course codes (to be created) that must be sent to TRAX by schools.

TRAX and/or GRAD will need to be updated to ensure that courses from these lists meet the Indigenous-focused graduation requirement.

If multiple courses from these lists are taken, then the “standard” rules for attributing a particular course to meet the requirement should apply.

Some courses (i.e., the English Language Arts and Social Studies courses) may satisfy more than one graduation requirement (e.g., English First Peoples 12 can be used to meet the Grade 12 English Language Arts requirement and the Indigenous-focused graduation requirement).

The Indigenous-focused graduation requirement is 4 credits. Any of the courses indicated above, including any new and approved BAA courses, that are fewer than four credits will count towards fulfilling the required 4 credits. In such cases, multiple courses will be required to meet the new graduation requirement.

In Scope

- *Enter the new 2023 graduation program into TRAX or GRAD, and COREG: copy of 2018, plus:*
 - *Add the new Indigenous-Focused Graduation Requirement*
 - *<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/indigenous-focused-grad-requirements/indigenous-grad-req-implementation-handbook.pdf>*
- *Migrate relevant existing courses from old grad programs into new program (using modified script from the 2018 grad program migration?)*
- *Make sure connections to TRAX, COREG, STS, TSW, BC Mail, and EDW are updated (including indicators on transcripts and in XML data etc. for STS)*
- *Add the Indigenous BAA course indicator to TRAX (similar to Fine Arts or Applied Skills requirement)*
 - *Note: An additional indicator will be needed to support both Indigenous and Fine Arts/Applied Skills should both be met by the same course.*
- *Testing changes*
- *Implementation of changes*
- *Impact assessment to applications*

Out of Scope

- *Changes to the GRAD application will be handled by the GRAD project team*
- *User Acceptance Tests and Scripts*

High Level Business Requirements

- *Updates made to TRAX, COREG, TSW, and STS for the 2023 grad program. Connections across applications and other relevant systems implemented and tested.*

Risks

- *Time: updates must be in production before July 1, 2022*
- *To be identified by the respondent for option (1) or (2)*

Budget Availability

Project Sponsor:

Project Sponsor Title:

Date:

MINISTRY OF EDUCATION AND CHILD CARE
DECISION BRIEFING NOTE

DATE: October 18, 2022
CLIFF: 284841

PREPARED FOR: Christina Zacharuk, Deputy Minister – **FOR DECISION**

SUBJECT: Minority-Language Education and Second-Language Instruction Protocol Agreement

PURPOSE: Funding Level for the Next Official Languages in Education Protocol Agreement

BACKGROUND:

- The Protocol for Agreements for Minority-Language Education and Second-Language Instruction (the "Protocol") provides a framework for multi-year, multi-million-dollar funding agreements between provinces and territories (P/Ts) and the federal government.
- These agreements provide significant supplemental money to each P/T for the provision of both minority-language education (i.e., SD# 93) and second-language instruction (i.e., French Immersion).
- The current four-year Protocol and provincial and territorial agreements—worth close to \$1 billion—will expire on March 31, 2023.
- During the ACDME videoconference on October 6, 2021, ACDME members reconfirmed their preference to conduct negotiations for the next Protocol through CMEC's OLEP Committee, which consists of the Directors of French Education from each P/T.
- The OLEP Committee has been meeting since October 2021. The committee has proposed revisions to the text of Protocol and two funding options that will be presented to the federal government (See Attachment 1 for funding options).

DISCUSSION:

- The OLEP Committee considered several options to determine the size of the funding envelope and reached a consensus on the recommended option.
- The two funding options proposed are similar in that they both incorporate additional funding amounts for minority language education and second language instruction, along with adjustments to account for inflation.
- The only difference between the two options is the period considered for inflation. In Option 1, the inflation calculation includes 2009 to 2018, while Option 2 includes inflation from 2018 to 2021 (see attachment 1 for funding details).
- This increase would represent the first increase to OLEP base funding since 2009.
- CMEC has a very narrow timeframe to present its request to the federal government and has requested that **all DMs complete the attached CMEC Memo Response by Oct 24, 2022 (Attachment 2).**
- Once consensus is obtained from P/Ts on a preferred option, the request will be submitted to Heritage Canada in a formal letter.

- A videoconference will be arranged with members of ACDME should a consensus not be reached on a preferred option. October 26, 2022 is currently being blocked off for this purpose in members' calendars.

OPTIONS:

Option 1: Approve the OLEP Committee's option 1 for a total annual increase of \$138,590,572

- Includes \$63.59M to account for inflation during the 2009-2021 period.
- Would provide additional overall funding for B.C.'s French education sector that is expecting an increase in OLEP funding under the new Agreement.
- The OLEP Committee representing all P/Ts reached a consensus on this proposed option.
- Addresses the lack of funding increase since 2009.

Option 2: Approve the OLEP Committee's option 2 for a total annual increase of \$98,552,047

- Only includes a 10% increase to account for inflation (\$23.5M) for the 2018-2021 period.
- Missed opportunity to negotiation for additional funding to support French Education sector in B.C.
- This option is not recommended by the members of OLEP Committee.

FINANCIAL IMPLICATIONS:

P/Ts will be required to match federal funding dollar for dollar as per the terms of the current protocol and related agreements.

RECOMMENDATION:

Option 1: Option 1: Approve the OLEP Committee's option 1 for a total annual increase of \$138,590,572.



Approved/Not Approved

Christina Zacharuk

Deputy Minister of Education and Child Care

October 24, 2022

Date Signed

Attachments:

1. Options considered by the Official Languages in Education Protocol (OLEP) Committee
2. 2022-30 CMEC Memo on Protocol Funding Options

Program ADM/Branch: Jennifer McCrea, Learning Division

Program Contact (for content): Yael La Rose

Drafter: Mike Sherman

Date: October 18, 2022

Attachment 1: Options considered by the Official Languages in Education Protocol (OLEP) Committee

The OLEP Committee has discussed the amount of funding provinces and territories would like to see the federal government allocate toward the Protocol and resulting funding agreements.

The following are the two options considered by the Committee. They differ only in terms of the period considered for inflation. In Option 1, the inflation calculation includes 2009 to 2018, while Option 2 uses only inflation from 2018 to 2021.

Points for negotiation	Option 1	Option 2
2019–2023 Protocol funding	\$235,520,472	\$235,520,472
\$60 million per year for second language (2021 federal budget)	\$60,000,000	\$60,000,000
\$15 million per year for minority language (added in 2019)	\$15,000,000	\$15,000,000
Amount received until now	\$310,520,472	\$310,520,472
Inflation on the \$235,520,472 only <i>(Option 1: for the 2009–2021 period = 27%)</i> <i>(Option 2: for the 2018–2021 period = 10%)</i>	\$63,590,527	\$23,552,047
Total	\$374,110,999	\$334,072,519
Total increase (compared to 2019-2023 Protocol funding agreements)	\$138,590,527	\$98,552,047
Difference between Option 1 and Option 2		\$40,038,480

Note: Provinces and territories will be required to match federal funding dollar for dollar as per the terms of the current protocol and related agreements.

Recommendation

That members approve Option 1, which represents an increase of \$138,590,527 compared to the previous agreement. In addition, it is recommended that any funds allocated to education in the new Action Plan for Official Languages be added to the proposed total amount.

Rationale:

The OLEP Committee is recommending Option 1 because it is statistically quantifiable and base funding has not seen any increase since 2009. In recent discussions with representatives of the federal government, specific reference was made to the fact that funding had not been adjusted for many years and that this issue was going to be addressed in the next Protocol. With inflation on the rise, this option not only deals with the past and current situation but also puts in place a mechanism for future agreements.



cmecc

Council of
Ministers
of Education,
Canada

Conseil des
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Memorandum

2022 10 14

ACDME/2022/30

To: Members of ACDME

Re: Next Protocol for Agreements for Minority-Language Education and Second-Language Instruction

RESPONSE REQUESTED BY OCTOBER 24, 2022

Issue

The purpose of this memorandum is to seek ACDME approval of the Official Languages in Education Protocol (OLEP) Committee's recommendation for the request to the federal government regarding the total size of the funding envelope available to provinces and territories for minority-language education and second-language instruction.

Background

The Protocol for Agreements for Minority-Language Education and Second-Language Instruction (the "Protocol") provides a framework for multi-year, multi-million-dollar funding agreements between provinces and territories and the federal government. These agreements provide significant supplemental money to each province and territory for the provision of both minority-language education and second-language instruction. The current four-year Protocol and provincial and territorial agreements—worth close to \$1 billion—will expire on March 31, 2023.

During the ACDME videoconference on October 6, 2021, ACDME members reconfirmed their preference to conduct negotiations for the next Protocol through CMEC's OLEP Committee, which is open to all provinces and territories. Two provinces—Quebec and Newfoundland and Labrador—chose to participate in the committee as observers.

The OLEP Committee has been meeting since October 2021. The committee has proposed revisions to the current Protocol to the federal government. The OLEP Committee Chair and CMEC Secretariat staff have been meeting biweekly with the federal government to ensure a timely response to any questions about the proposed revisions.

The OLEP Committee has also discussed the amount of funding provinces and territories would like to see the federal government allocate toward the Protocol and resulting funding agreements.

The content of CMEC, ACDME, and other memoranda is confidential.

Several options to determine the size of the funding envelope have been considered, and the OLEP Committee members have reached a consensus about their preferred option.

Options considered by the OLEP Committee

The following are the two options considered by the OLEP Committee. They differ only in terms of the period considered for inflation. In Option 1, the inflation calculation includes 2009 to 2018, while Option 2 uses only inflation from 2018 to 2021.

Points for negotiation	Option 1	Option 2
2019–2023 Protocol funding	\$235,520,472	\$235,520,472
\$60 million per year for second language (2021 federal budget)	\$60,000,000	\$60,000,000
\$15 million per year for minority language (added in 2019)	\$15,000,000	\$15,000,000
Amount received until now	\$310,520,472	\$310,520,472
Inflation on the \$235,520,472 only <i>(Option 1: for the 2009–2021 period = 27%)</i> <i>(Option 2: for the 2018–2021 period = 10%)</i>	\$63,590,527	\$23,552,047
Total	\$374,110,999	\$334,072,519
Total increase (compared to 2019-2023 Protocol funding agreements)	\$138,590,527	\$98,552,047
Difference between Option 1 and Option 2		\$40,038,480

Note: Provinces and territories will be required to match federal funding dollar for dollar as per the terms of the current protocol and related agreements.

Recommendation

That members approve Option 1, which represents an increase of \$138,590,527 compared to the previous agreement. In addition, it is recommended that any funds allocated to education in the new Action Plan for Official Languages be added to the proposed total amount.

Rationale:

The OLEP Committee is recommending Option 1 because it is statistically quantifiable and base funding has not seen any increase since 2009. In recent discussions with representatives of the federal government, specific reference was made to the fact that funding had not been adjusted for many years and that this issue was going to be addressed in the next Protocol. With inflation on the rise, this option not only deals with the past and current situation but also puts in place a mechanism for future agreements.

Next steps

Considering the timelines for the federal government's budgetary planning cycle, CMEC has a very narrow timeframe to present its request. Representatives from Heritage Canada have indicated that a response no later than the end of October is required.

Once consensus is obtained around a preferred option, the request will be submitted to Heritage Canada in a formal letter.

A videoconference will be arranged with members of ACDME should a consensus not be reached on a preferred option. October 26, 2022, is currently being blocked off for this purpose in members' calendars.

Members are encouraged to contact their OLEP Committee representative should they have any questions about the recommendation. A list of OLEP Committee members is provided in Appendix I.

Action required

Members are asked to complete the attached response form **no later than October 24, 2022**, and return it to the CMEC Secretariat to the attention of Joyce Litsevee, at j.litsevee@cmec.ca.

ORIGINAL SIGNED BY

Chantale LeClerc
Executive Director

Enc.

cc CMEC Advisors
Members of the OLEP Committee



cmecc

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Ministers
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Canada

Conseil des
ministres
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Response Form

2022 10 14

ACDME/2022/30

To: Joyce Litsevee

Email: j.litsevee@cmecc.ca

Re: Next Protocol for Agreements for Minority-Language Education and Second-Language Instruction

RESPONSE REQUESTED BY OCTOBER 24, 2022

Christina Zacharuk
Deputy Minister

British Columbia
Province/Territory

☒ I approve the Official Languages in Education Protocol (OLEP) Committee's recommendation for the request to the federal government regarding the total size of the funding envelope available to provinces and territories for minority-language education and second-language instruction.

☐ I do not approve the Official Languages in Education Protocol (OLEP) Committee's recommendation for the request to the federal government regarding the total size of the funding envelope available to provinces and territories for minority-language education and second-language instruction, due to the following concerns:

2022 10 24

Date

Signature

Please name your response file with the name of your province or territory.

MINISTRY OF EDUCATION AND CHILD CARE
DECISION BRIEFING NOTE

DATE: October 31, 2022
CLIFF: 283647

PREPARED FOR: Christina Zacharuk, Deputy Minister – **FOR DECISION**

SUBJECT: 2022/23 One-Time Funding Request – Framework for Enhancing Student Learning (FESL)

PURPOSE: Request funding to support implementation of targeted 2022-23 FESL initiatives

BACKGROUND:

- FESL has been identified as a Ministry priority for Fiscal 2022/23.
- Based on feedback received from the sector regarding Year 1 of the Program (2021/22), the Ministry designed initiatives to further build capacity for effective strategic planning and continuous improvement in public education.
- The existing FESL budget and staffing levels are not sufficient to fully implement these planned initiatives in 2022/23.

DISCUSSION:

The FESL program has developed four options – “Tiers” – to support the continued work with Districts in the 2022/23 School year. Tier 1 describes the *status quo*, with each subsequent Tier building on the last, culminating with Tier 4, which represents the largest investment in the Program.

Note that based on recent feedback from the sector regarding the structure of the 2022/23 year, the Ministry will be reconfiguring some components of FESL. The recommended Tier (4) aligns with and will support this work.

OPTIONS:

OPTION 1 – Status Quo – Tier 1

Implications:

- Misalignment with ministry messaging that FESL is a priority initiative and the ministry’s commitment to support districts in building capacity
- Potential disbanding of pod networking structure due to lack of staff support, reverting to the 2021/22 peer review model which was criticized by the sector
- Risk of loss of momentum and sector confidence in FESL
- Limited participation in partner meetings due to staff unavailability
- No additional costs

OPTION 2 – Provide one-time funding for Tier 2 FY22/23 enhanced supports (\$231.8K)

Implications:

- Enables FESL team to sufficiently action all components of the Continuous Improvement Program.
- Additional staffing will provide much needed support across all FESL areas
- Confirms ministry messaging that FESL is a priority initiative and the ministry's commitment to support districts in building capacity
- Provides opportunity for internal focus on ministry strategic planning and integration of the FESL program into daily work across divisions
- Provides opportunity for identification and analysis of critical intelligence from the sector, informing activities in other Divisions in the Ministry
- Some of the program costs will continue into FY 2023/24 – detailed in Appendix 1
- Risk that FESL may not be able to action all initiatives given the work will begin part-way through the current Fiscal Year

OPTION 3 – Provide one-time funding for Tier 3 FY22/23 enhanced supports (\$374.3K)

Implications:

- Includes Option 2 above, supplemented by the following:
 - Increased resources available for the sector to aid in capacity building
 - Increased participation in partner meetings
 - Enhanced comprehensive peer review session for Cooperate cohort with more in-person participants

OPTION 4 – Provide one-time funding for Tier 4 FY22/23 enhanced supports (\$485.2K)

Implications:

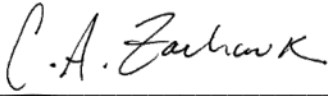
- Includes Option 3 above, supplemented by the following:
 - Dedicated equity lead to support FESL focus on sub-populations
 - Increased coordination support for Cooperate cohort allowing for more comprehensive learning sessions
 - Deeper comprehensive peer review sessions for cohort with all in-person participants, allowing for additional ad hoc discussions
- Tier 4 proposed services are based on feedback from the sector and will provide targeted support to districts in their strategic planning and continuous improvement cycles

FINANCIAL IMPLICATIONS:

See Attachment 1. Note: Estimated FY23/24 incremental carry-over costs of Recommended Option (\$109,800) can be risk managed inside Framework's core operating budget.

RECOMMENDATION:

Option: **OPTION 4 – Provide one-time 2022/23 funding for Tier 4 enhanced supports**



November 17, 2022

Approved/Not Approved

Date Signed

Christina Zacharuk

Deputy Minister of Education and Child Care

Attachment(s)

Program ADM/Branch: Cloe Nicholls/Sector Performance Branch

Program Contact (for content): Heather Hedstrom/Cynthia Drumond

Drafter: Sheila Purdy/Heather Hedstrom

Date: September 9, 2022/updated October 4, 2022/updated October 12, 2022/updated October 31, 2022/
Updated November 4, 2022

TIER 1 – STATUS QUO

- EXISTING OPERATING BUDGET OF \$505,000
- CURRENTLY-FUNDED FTES:
 - 1 x Band 3 – Director, Continuous Improvement
 - 3 x Included staff: AO24 - Project Manager/Policy Analyst
CO21 - Client Relations Coordinator
CO18 - Internal Communications Coordinator

With the current 2022/23 fiscal budget allocation of \$505,000, the following is what we are doing in Year Two of the Framework.

ACTIONS TO SUPPORT DISTRICTS	DESCRIPTION	DELIVERABLES WITHIN BUDGET ALLOCATION
1. School District Networking Pods	<ul style="list-style-type: none">• Networking structure for districts• Districts will peer-review their 2022 Enhancing Student Learning reports – 10 Districts per Pod• Peer-review discussions will focus on 1/ the best use of data and evidence in strategic planning, 2/ strategic engagement of rightsholders and stakeholders in planning and 3/ aligning resources (budgeting, HR planning, resource allocation) with strategic plans.	<ul style="list-style-type: none">• 6 pods to each meet virtually, once per month• Pod meetings facilitated by Director, Continuous Improvement• 3 consultants providing support to Director as-and-when needed on (Stephanie Higginson, Lynda Minnabarriet, Teresa Rezensoff)• Gearing up sessions x 2 for sector volunteers provided by contracted facilitator Sandra Herbst• Note – in Year One, seconded asst. superintendent Rhonda Ovelson facilitated with assistance from seconded superintendent Lisa McCullough
2. “Framework in Action” Speaker Series	<ul style="list-style-type: none">• A series of 1.5 hour presentations to sector leadership by subject matter experts on specific themes• Audience expanded this year to include interested ministry staff and Independent school leadership	<ul style="list-style-type: none">• Four speakers on Indigenous Education<ul style="list-style-type: none">○ Lorna Williams○ Dr. Sara Florence Davidson○ Len Pierre○ Gwen Phillips
3. “Framework in Action” Sector Talks	<ul style="list-style-type: none">• Short 3-5 minute videos by subject matter experts on themed topic areas• Produced by contracted videographer and coordinator• Available for sector reference on FESL website	<ul style="list-style-type: none">• Four videos produced (3 focused on Indigenous Education and 1 on data evidence/use)
4. Resources for Sector	<ul style="list-style-type: none">• Overhaul of website to ensure clarity and ease of reference – specifically requested by Districts in 2022 feedback sessions	<ul style="list-style-type: none">• Graphic designer contracted• Branding developed for Framework for Enhancing Student Learning• Info graphics developed to provide clear guidance to sector <p><i>Tier 1 continued on next page</i></p>

	DESCRIPTION	DELIVERABLES WITHIN BUDGET ALLOCATION
5. Communities of Practice (CoP) – Ministry led	<ul style="list-style-type: none">Groups of districts with common emerging areas of need identified by the MinistryMinistry coordinates and facilitates meetings, including procurement of subject matter experts if required	<ul style="list-style-type: none">Seconded superintendent Lisa McCullough leading community of practice for new/nearly new superintendents July – Dec 2022Shane Safir contracted to facilitate Data Evidence and Use Community of Practice for 2022/23 (Nov – Apr)
6. Cooperate Cohort	<ul style="list-style-type: none">Dedicated cohort of 12 districts who are within 18-24 months of the end of their current Strategic Plan.Focused, monthly facilitated sessions focusing on best practices in strategic planning, providing ‘just-in-time’ capacity building to districts who will be beginning their strategic planning cycles in the next 12-18 monthsComprehensive peer review including district members, sector volunteers, ministry volunteers and Cooperate cohort coordinator	<ul style="list-style-type: none">Facilitated by one contractor in collaboration with Director, Continuous ImprovementContinuous improvement consultants (Stephanie Higginson, Lynda Minnabarriet & Teresa Rezansoff) to provide support to facilitator where/when required (*currently 3 shared w/pods & until December 2022)Districts provided with up to 10 hrs of 1:1 coaching directly with above listed continuous improvement consultantsPeer review process with district – only facilitator travels to all districts, 1 Ministry staff travels to minimal districts; remaining participants virtualData sessions occurring virtually utilizing EAO staffStrategic planning sessions occurring virtually using ministry staff
7. Rightsholders and Education Stakeholder Roundtable Meetings	<ul style="list-style-type: none">Meetings with key Rightsholders and Stakeholders with ADM-GAD to consult on the Framework, seek feedback, and ensure alignment across all partiesMembership of Roundtable: BCSTA, BCSSA, BCASBO, BCPVPA, BCCPAC, BCTF, CUPE, FNESE, MNBC	<ul style="list-style-type: none">4 meetings in total: two virtual, two in-personMinistry pays for partners travel to attend (all are within the lower mainland)
8. Partner Meetings	<ul style="list-style-type: none">Attendance at four key partner meetings	<ul style="list-style-type: none">BCSSA Summer Academy (new superintendents)All Superintendent meetingsPartner Liaison meetingBCSTA Trustee Academy (incoming school trustees after elections)

TIER 2 (ADDITIONAL FY22/23 FUNDING REQUEST OF \$231,800)

ACTIONS TO SUPPORT DISTRICTS	*NEW* ADDITIONAL SUPPORTS – all are in addition to Status Quo Actions	ESTIMATED COST	ESTIMATED COST
		FY22/23	FY23/24**
1. School District Networking Pods	<ul style="list-style-type: none">Two (2) pod coordinator positions to support Director, Continuous Improvement. Staffed via 7-month TAs @ grid 18 level*Pool of contracted continuous improvement consultants (ex-sector leaders) to provide supports during meetings (procured via RSA) – to also provide support during Cooperate Cohort meetings as/when needed	\$53,400 \$30,000	s.13; s.17
2. “Framework in Action” Speaker Series	<ul style="list-style-type: none">Two (2) additional speakers contracted focused on new data evidence and use theme	\$5,000	
3. “Framework in Action” Sector Talks	<ul style="list-style-type: none">One (1) additional sector talk themed on data evidence and use as resource for sector	\$6,000	
4. Resources for Sector	<ul style="list-style-type: none">Three (3) data literacy/use learning burst modules to assist sector with accessing and using provincial data specific to their district (supported and narrated by EAO staff; produced by contracted videographer and coordinator)	\$15,000	
5. Communities of Practice – Ministry Led	<ul style="list-style-type: none">No change from status quo	-	-
6. Cooperate Cohort	<ul style="list-style-type: none">Additional continuous improvement consultant coaching hours available to participating districts – up to 5 hours per DistrictOne (1) contracted data subject matter expert to provide data literacy/use sessions for 1 focus areaOne (1) contracted strategic planning subject matter expert to provide strategic planning sessions for 1 focus areaPeer review process with district – facilitator travels to all districts, 1 Ministry staff travels to half of districts; remaining participants attend virtually	\$12,000 \$5,000 \$5,000 \$30,000	
7. Rightsholders and Education Stakeholder Roundtable Meetings	<ul style="list-style-type: none">4 in person meetingsMinistry pays for partner travel to attend – all within lower mainland	\$1,000	
8. Partner Meetings	<ul style="list-style-type: none">No change from status quo	-	-
9. *NEW* Direct of Strategic Ministry Alignment	<ul style="list-style-type: none">One (1) Director, Strategic Ministry Alignment position (Band 3) staffed via 7 mth TA*<ul style="list-style-type: none">internal focus on strategic alignment and change management – integration of FESL into daily ministry workinternal in-depth review of all 60 district Enhancing Student Learning reports to ensure compliance with FESL Order and identify critical intel for ministry where additional supports are needed or shifts are required by various program areasreport outs to Executive on effectiveness of FESL and whether it is making a difference in the sector and in student outcomes (year over year)Berlin Eaton contracted to support strategic alignment review/implementation	\$39,400 \$30,000	s.13; s.17
TOTAL ADDITIONAL FUNDING REQUIRED OVER STATUS QUO BUDGET		\$231,800	

* Note proposed cost continues into first 3 months of F2023/24. s.13

**All FY23/24 estimated incremental costs of one-time funding ask can be risk managed inside Framework’s core operating budget.

Commented [SRLE1]: Add column to table to separate current year vs 23/24 costs.

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TIER 3 (ADDITIONAL FY22/23 FUNDING REQUEST OF \$374,300)

NOTE: Tier 3 includes all Status Quo activities and Tier 2 activities listed previously

ACTIONS TO SUPPORT DISTRICTS	*NEW* ADDITIONAL SUPPORTS	ESTIMATED COST FY22/23	ESTIMATED COST FY23/24**
1. School District Networking Pods	<ul style="list-style-type: none">1 contracted pod manager to co-facilitate meetings with Director, Continuous Improvement until June 2023*	\$22,500	s.13; s.17
2. "Framework in Action" Speaker Series	<ul style="list-style-type: none">Two (2) additional speakers contracted focused on new data evidence and use theme	\$10,000	
3. "Framework in Action" Sector Talks	<ul style="list-style-type: none">One (1) additional sector talks themed on data evidence and use as resource for sector	\$6,000	
4. Resources for Sector	<ul style="list-style-type: none">Research papers developed on topics of specific interest and needs of districts in relation to strategic planning and continuous improvement	\$15,000	
5. Communities of Practice – Sector Led	<ul style="list-style-type: none">Groups of districts with common emerging areas of need requested by Districts (e.g., two large, urban districts have already requested a CoP for similarly sized and situated Districts).Staff availability for ministry to provide support to coordinate meetings, however districts facilitate meetings on own	No additional costs	
6. Cooperate Cohort	<ul style="list-style-type: none">One (1) additional contracted cohort coordinator (Nov – June)One (1) additional contracted data subject matter expert to provide data literacy/use sessions for add'l focus areaOne (1) additional contracted strategic planning subject matter expert to provide strategic planning sessions for add'l focus areaPeer review process with district – some sector volunteers travel to all districts along with Cooperate cohort coordinator and Ministry staff person; remaining participants virtual	\$14,000 \$5,000 \$5,000 \$65,000	s.13; s.17
7. Rightsholders and Education Stakeholder Roundtable Meetings	<ul style="list-style-type: none">4 meetings in personMinistry pays for partner travel to attend – all within lower mainland	No additional costs	
8. Partner Meetings	<ul style="list-style-type: none">No change from Tier 2	No additional costs	
COST OF TIER 3 ACTIVITIES		\$142,500	
+ COST OF TIER 2 ACTIVITIES		\$231,800	
TOTAL ADDITIONAL FUNDING REQUIRED OVER STATUS QUO BUDGET		\$374,300	

* Note proposed cost continues into first 3 months of F2023/24.
**All FY23/24 estimated incremental costs of one-time funding ask can be risk managed inside Framework’s core operating budget.

TIER 4 (ADDITIONAL FY22/23 FUNDING REQUEST OF \$485,200)

NOTE: Tier 4 includes all Status Quo activities, as well as all Tier 2 and Tier 3 activities

ACTIONS TO SUPPORT DISTRICTS	*NEW* ADDITIONAL SUPPORTS	ESTIMATED COST FY22/23	ESTIMATED COST FY23/24**
1. School District Networking Pods	<ul style="list-style-type: none">Two (2) additional contracted pod managers to facilitate meetings until June 2023*One (1) Equity Lead position staffed via 7 mth TA @ grid 27 level or contract until June 2023*; potentially staffed via secondment in future yearsMinistry matches districts for peer support/mentorship and provides coordinationMinistry matches districts for internal ministry supports from program areasTwo (2) pod coordinators @ grid 18 level no longer required as replaced with pod managersIn-person symposium held in Vancouver for senior leaders (Supts, Board Chairs & STs)	\$34,300 \$36,000 -\$53,400	s.13; s.17
2. "Framework in Action" Speaker Series	<ul style="list-style-type: none">No change from Tier 3	-	
3. "Framework in Action" Sector Talks	<ul style="list-style-type: none">No change from Tier 3	-	
4. Resources for Sector	<ul style="list-style-type: none">No additional cost	-	
5. Communities of Practice – Sector led	<ul style="list-style-type: none">No change from Tier 3CoP will wrap up at the in-person symposium	No additional costs	
6. Cooperate Cohort	<ul style="list-style-type: none">One (1) additional contracted cohort coordinator (Nov – June*)Comprehensive peer reviews occur with all participants attending in person, including pod managersOne (1) additional contracted data subject matter expert to provide data literacy/use sessions for add'l focus areaOne (1) additional contracted strategic planning expert to provide strategic planning sessions for add'l focus area	\$14,000 \$70,000 \$5,000 \$5,000	s.13; s.17
7. Rightsholders and Education Stakeholder Roundtable Meetings	<ul style="list-style-type: none">No change from Tier 3	-	
8. Partner Meetings	<ul style="list-style-type: none">No change from Tier 3	No additional costs	
COST OF TIER 4 ACTIVITIES		\$110,900	
+ COST OF TIER 3 ACTIVITIES		\$142,500	
+ COST OF TIER 2 ACTIVITIES		\$231,800	
TOTAL ADDITIONAL FUNDING REQUIRED OVER STATUS QUO BUDGET		\$485,200	

* Note proposed costs continues into first 3 months of F2023/24.
**All FY23/24 estimated incremental costs of one-time funding ask can be risk managed inside Framework’s core operating budget.

MINISTRY OF EDUCATION AND CHILD CARE
DECISION BRIEFING NOTE

DATE: October 19, 2022
CLIFF: 284683

PREPARED FOR: Christina Zacharuk, Deputy Minister – **FOR DECISION**

SUBJECT: Survey for partner Ministries stemming from Representative for Children and Youth's *Alone and Afraid* Report

PURPOSE: Determine Deputy Minister preferences re: survey distribution

BACKGROUND:

- On December 10, 2018, the Representative for Children and Youth (RCY) released *Alone and Afraid*, a report into the critical injury of a child.
- The report outlines eleven recommendations to Government, four of which are directed to the Ministry of Education and Child Care (ECC). See Attachment 1 for details.
- ECC accepted and agreed to action all four of the RCY's recommendations. Learning Division leads the cross-ministry response along with Governance and Analytics Division (GAD) and Services and Technology Division (S&T).
- RCY approved ECC's Action Plan in response to the recommendations in 2019.
- GAD leads follow-up for Recommendation #8, relating to homeschooling and tracking.
- Sector Performance Branch (SPB) within GAD is responsible for six action plan items.
- ECC provides the RCY with annual progress updates. The last update was in February 2022 (Attachment 2). RCY has not confirmed the next update request date but is anticipated to be before the end of 2022.

DISCUSSION:

- The purpose of the note is to secure Deputy Minister approval to contact other Ministries to complete SPB's deliverables under ECC's approved RCY action plan.
- The RCY report highlighted a lack of educational supports after a child's mother withdrew him from school, claiming he was being homeschooled.
- RCY recommendation #8 requests ECC to (i) review services provided to homeschoolers with special needs and (ii) determine if schools should offer additional supports.
- SPB's main action to date has been to develop and publish the Homeschooling Procedures and Guidelines Manual, articulating roles and responsibilities related to homeschooling.
- SPB has one substantive remaining action to complete on the action plan: reviewing other Ministries' services.
- SPB has developed a four-question survey (Attachment 3) and intends to distribute it to ten Ministries that potentially support homeschoolers (Attachment 4).
- ECC's Inclusive Education and Student Safety and Wellness teams were consulted on the development of the survey and support SPB's proposed approach.
- The Ministry's Privacy Officer confirmed a Privacy Impact Assessment is not required.
- Attachment 5 includes a draft ECC Deputy Minister letter to other Deputy Ministers.

- SPB plans to update the Homeschooling Manual with information returned from other Ministries on additional services available for registered homeschoolers with disabilities / diverse abilities.
- Completion of the survey will enable SPB to complete all of its remaining RCY action plan deliverables.

OPTIONS:

Option A: Send request through Deputy Ministers via an ECC Deputy Minister request

Implications / Considerations:

- ECC's Deputy Minister can communicate the survey's purpose to colleagues.
- Enables closer engagement with the HLTH and MCFD as these Ministries are jointly responsible with ECC for actions related to Recommendations #3 and #6 in the report.
- Meets ECC's commitment, as stated in the February 2022 Progress Update to the RCY.

Option B: Send request direct from staff to staff (ED or Director level)

Implications / Considerations:

- Does not burden partner Deputy Ministers' Offices with additional administrative effort.
- Meets ECC's commitment, as stated in the February 2022 Progress Update to the RCY.

Option C: Do not send request

Implications / Considerations:

- Does not meet ECC's commitment as articulated in the Action Plan and Progress Report.
- ECC will need to revise RCY action plan response explaining why the Ministry will no longer conduct the outreach.

FINANCIAL IMPLICATIONS:

None.

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:


Ministry's Privacy Officer confirms a Privacy Impact Assessment is not required.

LINKS TO OTHER MINISTRIES:

See Attachment #4

RECOMMENDATION:

Option: Option A or B – Deputy Minister's preference.



Approved / Not Approved

Christina Zacharuk

Deputy Minister of Education and Child Care

November 15, 2022

Date Signed

Attachments:

1. 284683 DBN-DM Attachment 1_RCY's Four Recommendations for ECC and Ministry Responses / Actions
2. 284683 DBN-DM Attachment 2_ECC Action Plan: *Alone and Afraid*: February 2022 Progress Update for the RCY
3. 284683 DBN-DM Attachment 3_Questionnaire for Ministries regarding services provided to registered homeschoolers
4. 284683 DBN-DM Attachment 4_Contact list for Ministries identified for engagement
5. 284683 DBN-DM Attachment 5_285324 Zacharuk Outgoing

Program ADM/Branch: Cloe Nicholls, ADM Governance and Analytics Division

Program Contact (for content): Lucas Corwin, Executive Director, Sector Performance Branch

Drafter: Grant Sheppard, Director of Independent School and Sophia Malczewska, Education Officer

Date: October 19, 2022

284683 Attachment 1: RCY Alone and Afraid Recommendations for the Ministry of Education and Child Care

#	Lead Ministry	Partner Ministries	Recommendation
3	MCFD	HEALTH & ECC	<i>That MCFD take the lead in working with the Ministry of Health and the Ministry of Education to develop an integrated service delivery model that enables appropriate information-sharing between service providers. This model would ensure that children and youth receiving special needs services through MCFD can be supported by a case coordinator who is responsible for navigating access to, and provision of, all necessary services. The case coordinator to remain assigned to the child to ensure appropriate services and facilitate successful transition to adulthood. MCFD to lead development of a comprehensive plan by the fall of 2019 and seek funding and begin implementation of the plan by April 2020.</i>
6	ECC and MCFD (jointly responsible)		<i>That MCFD and the Ministry of Education develop practice guidelines and a joint protocol to address concerns of unexplained school absences and withdrawals with the view to supporting children, youth and families and addressing barriers to school participation. MCFD and the Ministry of Education to conduct this work in consultation with advocates/stakeholders from the Indigenous and special needs communities. MCFD and the Ministry of Education to complete this work by May 2019.</i>
7	ECC	None	<i>That the Ministry of Education establish mechanisms to enable local school districts to identify and do timely follow up when a school-age student is not registered in an educational program. Ministry of Education to complete this work by September 2020.</i>
8	ECC	None	<i>That the Ministry of Education determine how many students with special needs designations are being homeschooled and conduct a review to determine whether school districts should be offering additional support and guidance to these students. Ministry of Education to complete this work by September 2020.</i>

EDUC Action Plan – Alone and Afraid: Lessons learned from the ordeal of a child with special needs and his family

January 2020 – Evidence Update February 2022



Ministry of
Education

EDUC Action Plan – Alone and Afraid: Lessons learned from the ordeal of a child with special needs and his family

Recommendation # 7

That the Ministry of Education establish mechanisms to enable local school districts to identify and do timely follow up when a school-age student is not registered in an educational program.

Ministry of Education to complete this work by September 2020.

Desired Outcome for Children and Youth

Children and youth are enrolled in an educational program or registered as a homeschooler when they reach school age.

Desired Service Quality


Service providers are aware of school-age children and youth with special needs who are not enrolled in an educational program or registered as a homeschooler and follow an identified process to ensure enrollment or registration.

**Government
Response**
Accepted
Dec 10, 2018

	Deliverable/Milestone	Target Date	Status	January 2020 Evidence	Status	November 2020 Evidence/Comments	February 2022 Evidence	EDUC Lead
# 1	Assign PEN at birth to all children to enable school districts to follow up when a child is not enrolled in educational program or registered as a homeschooler	September 2021	In progress <ul style="list-style-type: none"> PEN registry rebuild in progress Service design interviews with Strong Start centres and school districts/schools in progress Held initial meeting with BCCPAC 	This requires the Ministry of Education to know the location of all school age children in each respective school district. Early PEN will ensure that the foundation mechanisms are in place to further explore options and develop	In Progress	<ul style="list-style-type: none"> PEN Registry rebuild in progress. Target implementation March 2021. Service Design interviews with StrongStart centers and administrators completed. Findings and recommendations presented to PEN Project Steering Committee. Recommended actions to improve data quality and integrity for Early Learning (StrongStart) program and student data in progress. Legislation enabling the Minister to issue PEN earlier was passed in March 2020. 	<p>Former manual PEN retrieval processes replaced with a new online service; GetMyPEN and UpdateMyPEN in 2020.</p> <p>The modernized PEN Registry was launched in December 2021. Issuance of PEN and birth privacy impact assessment and identity data sharing analysis is underway.</p> <p>EDUC and CITZ continue to work towards BC Service Card integration with PEN.</p> <p>FNESC has expressed concerns with this initiative. The Ministry will co-develop all PEN policies</p>	Services and Technology Division

	Deliverable/Milestone	Target Date	Status	January 2020 Evidence	Status	November 2020 Evidence/Comments	February 2022 Evidence	EDUC Lead
			representative <ul style="list-style-type: none"> Scheduled meeting with Indigenous Early Years Advisory Council (December) 	protocols with the Ministries of Health, Citizens Services (from both a BC Services Card operations and privacy perspective), Children & Family Development, and School Superintendents (who are currently required, under the School Act, to investigate reported concerns that a child is not enrolled in school or registered as a homeschooler receiving an educational program).			and procedures with FNEC to ensure a greater understanding of Indigenous perspectives around the use of early years data collection and associated research and reporting requirements.	
# 2	Ensure Cross-ministry Information Sharing Agreements are in place to allow the	September 2020 Extend to:	In Progress <ul style="list-style-type: none"> Initial meeting held with MCFD to get 	Need to develop a list of qualifying	In progress	<ul style="list-style-type: none"> Target date for completion being extended to September 2021 to work through the complexities 	<ul style="list-style-type: none"> Current legislation does not allow sharing of personal information in an Information Sharing Agreement from 	Governance & Analytics Division

	Deliverable/Milestone	Target Date	Status	January 2020 Evidence	Status	November 2020 Evidence/Comments	February 2022 Evidence	EDUC Lead
	Ministry of Education to track school aged children who are not enrolled in an educational program or registered as a homeschooler	Sept 2021 to work through complexities of cross Ministry record level ISAs.	work started in January	MCFD special needs services.		<p>of developing cross Ministry record level information sharing agreements.</p> <ul style="list-style-type: none"> MCFD is currently working to determine whether sharing individual level information on children and youth in care is permitted under current legislation and, if so, the allowable avenues to share this information with EDUC and with school districts/independent school authorities (where applicable). Progress on an ISA with HEALTH has been slowed by COVID-19 workload and the complexities of matching personal education numbers with personal health numbers. 	<p>MCFD to other Ministries or to school districts apart from the current practice of social workers communicating with school districts on individual cases.</p> <ul style="list-style-type: none"> Other options are being explored. For example, we are improving collection of withdrawal code data so that enrolled students who leave the system may be easier to track. The challenge is setting up an effective and legal mechanism for children who are never enrolled. No progress made on ISA with Health due to COVID-19 workloads. 	
# 3	Include monitoring of attendance as a component of the new Inclusive Education Policy Manual.	December 2019	In Progress	Importance of promoting and monitoring of attendance is included in drafts of both the Policy Manual and the CYIC Protocol	Complete	Information sharing protocol was finalized in 2020: https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/guide-sharing-information-about-cyic.pdf	<ul style="list-style-type: none"> The Information sharing protocol was added to 2021 Updated Joint Planning Guidelines: planning-and-support-for-children-youth-in-care.pdf (gov.bc.ca) 	Learning Division
# 4	Include monitoring of attendance as a component of the Children and Youth in	December 2019	Complete <ul style="list-style-type: none"> Importance of promoting and monitoring of 	"At risk " tool inside MyEd BC can be used to monitor and	Complete	Information sharing protocol was finalized in 2020: https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/guide-sharing-information-about-cyic.pdf	<ul style="list-style-type: none"> The Information sharing protocol was added to 2021 Updated Joint Planning Guidelines: planning-and-support-for-children-youth-in-care.pdf (gov.bc.ca) 	Learning Division/ Governance and Analytics Division

	Deliverable/Milestone	Target Date	Status	January 2020 Evidence	Status	November 2020 Evidence/Comments	February 2022 Evidence	EDUC Lead
	Care Information Sharing Protocol between child welfare and education sectors.		<p>attendance is included in the draft Information Sharing Protocol.</p> <ul style="list-style-type: none"> On January 10, 2020 the Ministry sent a note to Superintendents and Principals on importance of and current policy for Reporting Student Absences <p><i>Word attached to the email, and here</i></p>  <p>Reporting Student Absences.docx</p>	<p>flag attendance and to produce reports.</p> <p>A broader Ministry strategy on analysing sector attendance data is also underway.</p>		<p>en-to-grade-12/inclusive/guide-sharing-information-about-cyic.pdf</p>	<p>support-for-children-youth-in-care.pdf (gov.bc.ca)</p>	
# 5	Develop a monthly report using MyEducation BC data to identify unexplained student withdrawals to allow the Ministry to monitor students who “disappear” from the system.	December 2020	Not yet started. Need all public districts on MyEd BC.		In progress	<ul style="list-style-type: none"> All public school districts now on MyEducation BC service (completed December 2019) Regular reporting of daily attendance data was initiated in June 2020 and for the 2020/2021 school year across all Districts using standard approaches and reporting methods. 	<ul style="list-style-type: none"> Due to the pandemic, the development of a monthly report has been delayed. Regular reporting of daily attendance data continues across all districts using standard approaches and reporting methods. 	Services and Technology Division

	Deliverable/Milestone	Target Date	Status	January 2020 Evidence	Status	November 2020 Evidence/Comments	February 2022 Evidence	EDUC Lead
						<ul style="list-style-type: none"> Current Withdrawal and Attendance Reason codes are being reviewed and will be streamlined to increase data quality and reporting capabilities across all Districts (ETA - March 2021). Current reporting capabilities to be reviewed to determine if existing reporting and/or business processes can be leveraged or new reports and/or reporting methods are required (ETA - March 2021). 	<ul style="list-style-type: none"> Current Withdrawal and Attendance Reason codes have been reviewed and streamlined to increase data and reporting quality. 	

Strengths to Build On

- Anyone who has concerns regarding a child not being registered as a homeschooler or not receiving an educational program at home may report this concern to the local Superintendent.

EDUC Action Plan – Alone and Afraid: Lessons learned from the ordeal of a child with special needs and his family

Recommendation # 8

That the Ministry of Education determine how many students with special needs designations are being homeschooled and conduct a review to determine whether school districts should be offering additional support and guidance to these students.

Ministry of Education to complete this work by September 2020.

Desired Outcome for Children and Youth


Homeschooled children and youth with special needs are identified, tracked and have the appropriate education supports needed to access their education.

Desired Service Quality


Service providers are able to recognize and support homeschooled children and youth with special needs who require additional support for their learning.

Government Response
Accepted
Dec 10, 2018

	Deliverable/Milestone	Target Date	Status	January 2020 Evidence	Status	November 2020 Evidence/Comments	February 2022 Evidence	EDUC Lead
#1	Confirm with schools and districts current protocols around data collection.	June 30, 2019	Complete	Completed in June/July 2019 as part of engagement with sampled schools and districts.				Governance and Analytics Division
#2	Ensure Cross-ministry Information Sharing Agreements are in place to review other agencies/Ministries/programs' data collection activities to allow education stakeholders (Ministry, Schools and School Districts) to identify homeschoolers who are receiving services from other Ministries.	September 2020 Extend to: Sept 2021 to work through complexities of cross Ministry record level ISAs.	In Progress • Initial meeting held with MCFD to get work started in January	The review of other Ministries' data collection practices requires Information Sharing Agreements. As such, Deliverable #2 has been incorporated into Deliverable #3. Determining the total of number of home-schooled children that are in a special needs category would require linkage to data held by Ministry of Children and Family Development for program data and the Ministries of Mental and Health	In progress	<ul style="list-style-type: none"> Target date for completion being extended to September 2021 to work through the complexities of developing cross Ministry record level information sharing agreements. MCFD is currently working to determine whether sharing individual level information on children and youth in care is permitted under current legislation and, if so, the allowable avenues to share this information with EDUC 	<ul style="list-style-type: none"> Current legislation does not allow sharing of personal information in an Information Sharing Agreement from MCFD to other Ministries or to school districts apart from the current practice of social workers communicating with school districts on individual cases. Other options are being explored. No progress made on ISA with Health due to COVID-19 workloads. 	Governance and Analytics Division

	Deliverable/Milestone	Target Date	Status	January 2020 Evidence	Status	November 2020 Evidence/Comments	February 2022 Evidence	EDUC Lead
				and Addictions and Health for diagnostic data to cover all possible sources of information.		and with school districts/independent school authorities (where applicable). <ul style="list-style-type: none"> Progress on an ISA with HEALTH has been slowed by COVID-19 workload and the complexities of matching personal education numbers with personal health numbers. 		
#3	Engage with stakeholders to confirm: <ul style="list-style-type: none"> a) Feasibility of enhanced approaches to collecting and tracking information about homeschooled children b) Confirm current homeschooling resources (educational materials and evaluation and assessment tools) provided by schools and districts. 	May 31, 2019	Complete	Completed in June/July 2019 as part of engagement with sampled schools and districts.	Complete	PDF attached to the email, and here  Attachment 1 Evidence of Progress:		Governance and Analytics Division
#4	Review supports provided by schools/districts to homeschoolers and assess schools' and districts' ability	Aug 31, 2019	Complete	This part of the review took place by the Aug 31 target date. However,				Governance and Analytics Division

	Deliverable/Milestone	Target Date	Status	January 2020 Evidence	Status	November 2020 Evidence/Comments	February 2022 Evidence	EDUC Lead
	to provide special education supports for homeschooled children and youth.			more information is required to understand services provided by other Ministries/agencies.				
#5	Review services provided by other Ministries to help determine if additional educational supports are required. Branch analysis to inform project plan.	Fall 2020 Extended to: March 2022	Not yet started	Dependency: Completion of ISAs. Branch to review services being delivered by other Ministries/agencies once ISAs in place.	Not yet started	<ul style="list-style-type: none"> Target date for completion being extended until March 2022; when given the absence of any enabling ISAs; ISA's are expected to be in place by Fall, 2021. Independent Schools Branch to conduct broad scan in Spring 2021 prior to completion of ISAs. 	<ul style="list-style-type: none"> Given the pandemic's impact on Ministry workload, the Independent Schools team has not yet conducted the scan of services but intends to meet the March 2022 timeline by corresponding with partner Ministries (MCFD; MoH, MARR) to determine what supports (if any) those Ministries provide specifically for homeschoolers with special needs. Notwithstanding any currently available services, the Ministry previously provided a response to RCY on Feb. 3, 2020 articulating its commitment to developing Homeschooling Guidelines (now complete) to provide schools with guidance when they are communicating with families the implications of 	Governance and Analytics Division

	Deliverable/Milestone	Target Date	Status	January 2020 Evidence	Status	November 2020 Evidence/Comments	February 2022 Evidence	EDUC Lead
							selecting homeschooling. In particular it is important families understand that when they choose homeschooling they are aware that in opting out of the public education system they are also opting out of supports such as IEPs.	
#6	Develop home schooling guidelines.	Fall 2020 Extend to February 2021	Complete		Guidelines to be released in January/ February 2021 <i>Word attached to the email, and here</i>  Appendix One_ISIE RCY Update Dec 2020	<ul style="list-style-type: none"> Convened a Homeschooling Guidelines Working Group in 2020. Working Group met twice (February and March 2020). Working Group collaboratively developed a first draft of the Guidelines document. After completion of an initial draft, the working group was put on hold to enable work to progress on the Ministry's online learning policy, given the strong 	<ul style="list-style-type: none"> Published online at: homeschooling-procedures-and-guidelines.pdf (gov.bc.ca) 	Governance and Analytics Division

	Deliverable/Milestone	Target Date	Status	January 2020 Evidence	Status	November 2020 Evidence/Comments	February 2022 Evidence	EDUC Lead
						<p>linkages between online learning and homeschooling. Many distributed learning (DL) schools register homeschoolers and provide for-credit DL courses to homeschoolers in order to provide a pathway to graduation (as per legislation).</p> <ul style="list-style-type: none"> • COVID-19 pandemic has delayed work in areas of key dependency, including the completion of a new Online Learning Policy. • The sector's capacity to engage in this work and implement changes in practices has been significantly impacted by the pandemic. 		

	Deliverable/Milestone	Target Date	Status	January 2020 Evidence	Status	November 2020 Evidence/Comments	February 2022 Evidence	EDUC Lead
						<ul style="list-style-type: none">• Further, due to the pandemic homeschooling registrations and questions related to homeschooling by parents, school districts and independent schools have dramatically increased in 2020/21, suggesting the need for some potential legislative changes.• Now that sector capacity is recovering as pandemic protocols become more normalized, EDUC will share a provisional, public-facing draft of the guidelines in January/February 2020.• The provisional draft of the guidelines may further change as		

	Deliverable/Milestone	Target Date	Status	January 2020 Evidence	Status	November 2020 Evidence/Comments	February 2022 Evidence	EDUC Lead
						the Independent schools branch explores legislative and regulatory changes and as the sector has the opportunity to provide additional input.		
#7	Implementation of endorsed recommendations	July 1, 2021	Not yet started	<i>This timeline has been pushed to the following year due to GAD timeline on Information Sharing Agreements (Sept 2020). ISAs will need to be in place before Branch can review services available to homeschoolers through other Ministries and agencies</i>			Please see rows 1 – 6 above under recommendation eight for the implementation status of each item.	Governance and Analytics Division

Strengths to Build On

- Ministry currently collects 1701 data on students who are enrolled in in the K-12 system, and those registered as homeschoolers. Schools and districts to not collect/report SN data for homeschoolers.
- If a registered homeschooler has previously entered the K-12 system, and that child has previously had a SN designation, this information will be available to the Ministry.

Questionnaire: Request for information on services provided to children / youth with disabilities and/or diverse abilities

Background:

1. In December 2018, the Representative for Children and Youth (RCY) published *Alone and Afraid: Lessons learned from the ordeal of a child with special needs and his family*.
 2. The Report (also known as Charile's Report) highlights several issues with a "homeschooled" child with special needs' educational experience.
 3. In the Report, the RCY made 11 recommendations to government (four for MECC), including a recommendation to the Ministry of Education and Child Care that: Homeschooled children and youth with special needs are identified, tracked and have the appropriate education supports needed to access their education.
- developed an Action Plan, which RCY approved, and staff are continuing to implement the actions and commitments that were articulated in the Plan.

Request:

MECC would like to know what services (if any) other Ministries provide to registered homeschoolers with disabilities / diverse abilities that are necessary for learning.

Purpose:

MECC intends to update the Homeschooling Procedures and Guidelines Manual (implemented in 2020 as part of our Ministry's response to the recommendations in the Alone and Afraid Report) to include information about any services provided to registered homeschoolers with disabilities / diverse abilities offered by other Ministries.

Instructions:

1. Please review these instructions (TAB 1) and refer to the definitions (TAB 2) and please answer the five questions in the questionnaire (TAB 3).
2. A Privacy Impact Assessment is not required for this initiative, as there is no personal information involved. Please do not include any personal information in your responses.
3. For questions 1 and 3, please summarize the types of services that your Ministry provides - DO NOT submit a detailed catalogue. Please also see the Ministry of Education and Child Care example.
4. Please respond by: Friday Nov 4, 2022.

If you have any questions about this survey or about how to respond, please don't hesitate to get in touch:

Sophia Malczewska, Education Officer
Sector Performance Branch, Governance and Analytics Division
Ministry of Education and Child Care
Cell: 250-812-6252 / Email: Sophia.Malczewska@gov.bc.ca.

Ministry of Education and Child Care Definitions:

Homeschooling	Homeschooling is an alternative method of teaching and learning outside of the B.C. K-12 education system and is not the same as learning at home through a public or independent B.C. online learning school. The homeschooling educational program (planning, delivery and assessment), is the responsibility of the home educator. Typically, a family member delivers the educational program to the registered homeschooler (homeschooled child/youth) at home or elsewhere, but others may be involved in the delivery of the program. The relevant sections of the School Act are sections 12, 13, and 14.
Registered Homeschooler	A registered homeschooler is a child or youth who is registered as a homeschooler under section 13 of the School Act. A registered homeschooler is not a "student" at a public or independent school.
Disabilities and/or Diverse Abilities	This term refers to conditions (see below) which make it more difficult for the students to perform certain activities and/or interact with their environment. Students with disabilities and/or diverse abilities may require additional resources, different from those which are needed by most students, to participate in their educational program. Disabilities or diverse abilities are identified during assessment of a student and are the basis for determining an appropriate educational program (including necessary resources) for that student. A registered homeschooler with disabilities or diverse abilities may also require different resources and additional supports and services.
Conditions which could impact a child's ability to learn	<p>The following are some conditions (based on the Ministry of Education and Child Care Inclusive Education categories), which could result in a child requiring additional supports and services in order to fully engage in their learning:</p> <ul style="list-style-type: none">- physically dependent,- deafblind,- intellectual disability- physical disability,- deaf or hard of hearing,- autism spectrum disorder,- mental illness,- giftedness,- learning disability, and/or- requiring behaviour support.

Ministries requested to respond	1. Please provide a high level description of services (direct or indirect) for children and youth with disabilities and/or diverse abilities by your Ministry (if any)?	2. Does your Ministry provide any services (direct or indirect) dedicated to or for registered homeschoolers with disabilities and/or diverse abilities? --> yes/no	3. If yes, please provide a very high level summary of the types of services provided.	4. How would the family of a registered homeschooler (i.e., not enrolled in a K-12 public or independent school) with disabilities and/or diverse abilities access services that are necessary for learning if they are not already receiving them? For guidance on conditions related to diverse abilities / disabilities that could impact learning, please see the definitions tab.	5. Please include your name, position and contact details in case staff have any questions about the response provided.
Advanced Education and Skills Training Agriculture and Food Children and Family Development Citizens' Services	MECC funds schools and districts to provide educational supports to students with a range of disabilities / diverse abilities. Students who have been designated in one of the 12 Inclusive Education categories and meet the criteria are entitled to a school developed Individual Education Plan (IEP), and educational supports, as described in the IEP.	no	n/a	Enrol in the K-12 school system.	Sophia Malczewska, Education Officer, Sophia.Malczewska@gov.bc.ca.
Health Indigenous Relations & Reconciliation Mental Health and Addictions Municipal Affairs Public Safety and Solicitor General and Emergency B.C. Social Development and Poverty Reduction					

MINISTRY OF EDUCATION AND CHILD CARE
DECISION BRIEFING NOTE

284683: Attachment 4_Contact List for Ministries Identified for Engagement

	Ministries Selected for Engagement	Rationale
1.	Ministry of Advanced Education, Skills and Training	These Ministries could potentially offer services that may support homeschoolers (particularly homeschoolers with disabilities / diverse abilities)
2.	Ministry of Agriculture and Food	
3.	Ministry of Children and Family Development	
4.	Ministry of Citizens' Services	
5.	Ministry of Health	
6.	Ministry of Indigenous Relations and Reconciliation	
7.	Ministry of Mental Health and Addictions	
8.	Ministry of Municipal Affairs	
9.	Ministry of Public Safety and Solicitor General and Emergency B.C.	
10.	Ministry of Social Development and Poverty Reduction	



<DATE>

Ref: 285324

[Name], Assistant Deputy Minister
Ministry of [Ministry name]
Email: [TBA]

Dear [Deputy Minister]:

I am writing to you with a request for your Ministry's assistance in completing a short survey. The survey (attached) has been developed as part of the Ministry of Education and Child Care's response to recommendation #8 within the Representative for Children and Youth's (RCY) December 2018 report *Alone and Afraid: Lessons learned from the ordeal of a child with special needs and his family.*

The *Alone and Afraid* report highlights several issues with a nominally homeschooled child with special needs' educational experience, including a lack of educational supports when the mother withdrew her child from the K-12 school system, and claimed to be homeschooling.

Homeschooling is an alternative method of teaching and learning outside of the BC K-12 education system and is not the same as learning at home through a public or independent BC online learning school (which is often colloquially referred to as "homeschooling").

Under homeschooling, parents are responsible for planning and delivering the educational program. A registered homeschooler is not enrolled with a BC K-12 school and does not have access to most services and supports that are provided to enrolled students, including students with disabilities and diverse abilities.

Staff within the Ministry of Education and Child Care has identified your Ministry as a potential source of support to registered homeschoolers with "special needs" - also known as "students with disabilities / diverse abilities." The survey asks if your Ministry provides any services (directly or indirectly) to registered homeschoolers with disabilities / diverse abilities. The survey also asks how a registered homeschooler would access the services described. Ministry of Education and Child Care staff plan to update the Ministry's Homeschooling Procedures and Guidelines Manual with any relevant information on additional services that are available through other Ministries obtained from this initiative.

.../2

My request is that staff from your Ministry complete the survey by X date.

If you have any questions regarding this request, please contact Lucas Corwin, Executive Director, Sector Performance Branch by email at Lucas.Crowin@gov.bc.ca.

Sincerely,

~~Christina Zacharuk~~ Cloe Nicholls
Assistant Deputy Minister

Attachment:

1. Questionnaire for Ministries regarding services provided to registered homeschoolers

pc: *(if applicable)*

MINISTRY OF EDUCATION AND CHILD CARE
DECISION BRIEFING NOTE

DATE: October 7, 2022
CLIFF: 284571

PREPARED FOR: Christina Zacharuk, Deputy Minister – **FOR DECISION**

SUBJECT: Priority Project Funding

PURPOSE: Secure funding to hire a consultant to conduct consultations on implications of standardizing credentials for education assistants

BACKGROUND:

- CUPE has been advocating for the introduction of standardized credentials for education assistants (EAs) for several years. In January 2021, they provided the Ministry with a position paper advocating for standardizing credentialing for new EAs by 2025.
 - As a response, the Ministry of Education and Child Care (Ministry) partnered with CUPE to form the EA working group (EAWG) and conduct an environmental scan to understand the current state of the EA workforce.
 - The work of the EAWG is now complete with the submission of its final report last spring.
 - s.13
-
- CUPE has inquired about next steps following the conclusion of the EAWG. They believe the appropriate next step is to conduct stakeholder consultations in the fall 2022/winter 2023.

DISCUSSION:

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OPTIONS:

OPTION 1: Hire a consultant to conduct consultations on implications of standardizing credentials for EAs

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FINANCIAL IMPLICATIONS:

	Activity/Outcome/Recipient	STOB	2022/23
Option 1	Activity: sector consultations/ Outcome: provide ECC with a comprehensive report on stakeholders' views on implications of standardizing credentials for EAs/ Recipient: contractor	60	\$30,000
Option 2	N/A	N/A	\$0

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS: N/A

LINKS TO OTHER MINISTRIES: Ministry of Advanced Education and Skills Training

RECOMMENDATION:

Option 1: Hire a consultant to conduct sector consultations on implications of standardizing credentials for EAs.



Approved/Not Approved

Christina Zacharuk

Deputy Minister of Education and Child Care

October 13, 2022

Date Signed

Attachment

1. Attachment 1_ EAWG Final Report

Program ADM/Branch: Lucas Corwin/Education Policy

Program Contact (for content): Linda Beddouche

Drafter: Lina Branter

Date: October 06, 2022

Education Assistants

Draft Report

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Executive Summary

Purpose of EA Working Group (EAWG)

CUPE and the Ministry formed the Education Assistant Working Group (EAWG) in May 2021 to gather information and data to better understand the current state of the EA workforce and potential implications of standardized certification.

In Scope

The scope of the EAWG was simple: to gain a better understanding of the current state of EAs in the British Columbia education system. To do this, the EAWG analyzed data from the Ministry, CUPE and the Support Staff Initiative for Recruitment and Retention Enhancement (SSIRRE) on workforce demographics, jobs, and training programs. As well, scope of practice and hiring requirements were informed by EA job descriptions submitted by school districts. The EAWG also conducted a survey of EAs on their education background, and career aspirations. A scan on how other jurisdictions approach EA standards and regulation was also included. This report summarizes the findings of the EAWG.

Out of Scope

The report does not provide any recommendations to the Minister on any changes that may affect the workforce—including standardization, certification or change in compensation—as this was not within the scope of the EAWG’s terms of references.

Demographics

As of quarter 1 of the 2021/2022 school year, there were just over 13,500 Education Assistants (EAs) actively working in public schools. The provincial average salary for education assistants in B.C. is \$43,519. Average annual salaries vary widely between districts, with a significant difference of \$28,582 between the highest and lowest in the province. 91% of EAs are female and over half are between the ages of 45 and 59. Though male EAs only make up 9% of the workforce, they tend to have higher FTEs than female EAs. Most EAs are part-time: only 21% of EA’s worked fulltime in quarter 4 of the 2020/2021 school year. In 2018/2019 (the most recent data available) the attrition rate for EAs was 13.6% as opposed to teachers which was 6.3%.

Highlights of Survey Results

The survey results indicate that the part-time nature of the work is both what attracts people to the role (flexibility, hours align with caregiving responsibilities, etc.) and what acts as a barrier for them to continue in their role. EAs also mention the low wages as an obstacle for remaining in the K-12 sector. While the average hourly wage for EAs is competitive (\$28/hour as of quarter 1 2021/2022), annual salaries for EAs tend not to be due to the part-time nature of this role. Consultations with EAs indicate that though many education assistants express a desire to remain working with students in the K-12 sector, the part-time nature of the work and the consequent low pay as well as a perception of being undervalued make their working conditions challenging. Though EAs experience a higher rate of turnover than teachers, it is important to note that over a third of EAs who responded to the survey have been in their position for over ten years, which indicates that many EAs are committed to their role and see their jobs as long-term careers.

When EAs were asked about their five-year career goals three main themes emerged: aspirations to full-time work, hoping to enter a teacher education program or go back to school, and retirement. Survey respondents expressed how much they loved working with children and felt that being an EA made a difference in the lives of students and their families. However, many feel that low wages due to lack of hours and respect and feeling undervalued made the prospect of remaining in their roles challenging.

Demand

In addition to the existing experienced workforce, the number of EAs have increased by 35% since the 2015/2016 school year. Like educators, the demand for EAs is driven by student enrolment, policy shifts (e.g., the memorandum of Agreement on class size and composition) and attrition. However, unlike teachers, EAs are unique; their demand is particularly impacted by the number of students with diverse needs. Between 2020/2021 and 2021/2022 alone, the number of students with special needs enrolled in public schools increased by 5.9%.

Though the demand is there, districts report the supply of EAs is lagging. During consultations, many districts mentioned ongoing challenges recruiting and retaining EAs. Districts that fared better were those near certifying institutions. Many were able to fill positions but struggled with having enough EAs on their casual list. The pandemic has exacerbated these challenges with increased workforce absences and attrition; districts mention that due to the part-time (and consequently lower paid) nature of the work, many EAs are often bringing home the secondary income in a family and thus are the ones more likely to stay at home with the children.ⁱ

EA scope of practice

These challenges may have their roots in the confusion around what exactly the roles and responsibilities of an EA are. The term “education assistant” is an umbrella term for a wide variety of roles ranging from unskilled positions such as supervision, cafeteria worker, and crosswalk attendant to positions that require special qualifications and skills such as Special Education Assistant (e.g. for complex behaviours), Visual Language Interpreter or Brailist. However, the scan of job descriptions submitted by districts revealed there was no consistency in the way these roles and responsibilities are framed. For example, one district reported having 18 job descriptions under the umbrella of Education Assistant while a quarter of districts only had one role for all education assistants. For the five districts that reported having two job descriptions (EA 1 and EA 2), these were usually divided between positions that require less qualifications and those that require a more specialized skill set. However, there was no consistency across districts in how they defined the positions.

For the EA positions that provide direct supports to students, the way they are deployed depends on school districts: some school districts assign EAs to an individual student depending on students’ needs, while some districts assign EAs to an entire classroom (or even school) with the EA being expected to work with all students (while sometimes focusing on a student in particular) under the direction of teachers and principals. The latter model aims to support student independence, though there are exceptional circumstances where an EA is assigned to an individual student (i.e., a student requiring tube feeding). However, in the last five years, districts have put a greater emphasis on understanding students' needs when deciding how to allocate education assistants. In addition, the EAWG noted that

not all school staff are well-versed in the ways to best utilize EAs (in alignment with the latest inclusion practices). This is also a factor that can explain the variety of approaches in terms of EA deployment.

Hiring Requirements & Training

The wide variety in EAs' scope of practice spills over into district hiring requirements. However, there are certain similarities among districts: for instance, most districts require a high school diploma as well as a post-secondary certificate from an education assistant program (between 1 to 2 years) to be an Education Assistant. Yet many positions that require an Education Assistant certificate will also accept other types of education and training such as related post-secondary years or an ECE certificate. This was confirmed by the survey results which indicated that 77% of respondents had obtained an EA certification while 13% had an Early Childhood Certificate.

In terms of additional required training, 45% of submitted job descriptions did not require any, though districts mentioned that they provided additional training once the EA had been hired. Of those that did require additional training, most were for autism & related disorders, with the Provincial Outreach Program for Autism & related Disorders (POPARD) being the most popular. Crisis prevention and intervention training was also frequently cited as well as specific training to support those with visual impairments and/or hearing differences (Braille transcriber, deafblind intervenor, etc.).

While there are no provincial credentials for EAs, many public and private institutions offer EA training. Once again, there is no consistency in terms of content, length, and tuition. There are 15 public and 19 private post-secondary EA training programs around the province. Some of these are exclusively for education assistants while some are combined with community support worker training. The EAWG is also aware of five school districts who have developed their own in-house training programs to address recruitment pressures. Most public EA programs take 8 to 12 months to complete, while private programs range from 6 to 24 months and district programs range from a couple of weeks to six months. Some programs require as little as 50 hours of practicum while some require upwards of 500. Tuition fees are generally higher for private EA programs and range from \$5,000 to \$20,000 while public program tuition fees range from between \$3,000 to \$9,500.

B.C. is not alone in taking a relatively hands off approach to the work of EAs. Very few jurisdictions have any standards of practice, regulations, or standardized training for EAs. In Canada, only Ontario, Prince Edward Island and Newfoundland have implemented some sort of regulations concerning their EA workforce. A cross-sector comparison of similar occupations was also undertaken between early childhood educators (ECEs), the designation of "Responsible Adults", Health Care Aides (HCAs), and Community Support Workers (CSWs). Education Assistants are among the least regulated support occupation while ECEs are the highest. EAs also have the largest scope in definition, encompassing a range of positions that require varying levels of education and responsibility. In contrast, the definition scopes for ECEs, Responsible Adult, and Health Care Aides (HCAs) are a lot narrower.

Conclusion

Though EAs are dedicated to their work in supporting students, the wide variety of approaches at the local level, the lack of consistency across EA jobs and between EAs and other similar occupations, as well as the fact that EAs feel undervalued as educators, make the current situation for EAs quite challenging. Standardized credentials would bring much needed consistency and support equity across the province,

but it could have a significant impact on the EA supply when most districts are facing recruitment challenges. In addition, considerations should be given to ensuring teachers are well-versed in the latest inclusion practices and know how to best utilize and work with EAs. The upcoming transition of early childhood educators (ECEs) into education presents a window of opportunity to further explore how best to introduce more consistency within the scope of practice, methods of hiring and training of EAs.

Introduction

Over the last few years, education partners have expressed interest in introducing standardized credentials and standards of practice for education assistants. Recent resolutions from BCCPAC (in 2015) and BCSTA (in 2016, 2018, 2019 and 2021) have called for professional standards and regulation. As well, in January 2021, CUPE BC published a position paper advocating for standardizing credentialing for all new Education Assistants by 2025. Following discussions between CUPE BC and the Ministry of Education, the parties formed the Education Assistant Working Group (EAWG) in May 2021 to gather information and data to better understand the current state of the EA workforce and potential implications of standardized certification. (See Appendix 1: EAWG Terms of Reference)

Scope of the EAWG

The scope of the EAWG was narrow: to collect information and data on the education assistant workforce to gain a better understanding of the current state of EAs in the British Columbia education system. This included collecting data and information on the following:

- Demographics
- Hiring requirements and scope of practice
- Training programs
- Educational background
- Years of experience
- Career aspirations
- Practices related to EAs in other jurisdictions

This report summarizes the findings of the EAWG.

Out of Scope

This report does not provide any recommendations to the Minister on any aspects that may affect the EA workforce nor take a position on the issue of standardized credentials.

Methodology

The Education Assistant Working Group's analysis was informed by the following sources of information:

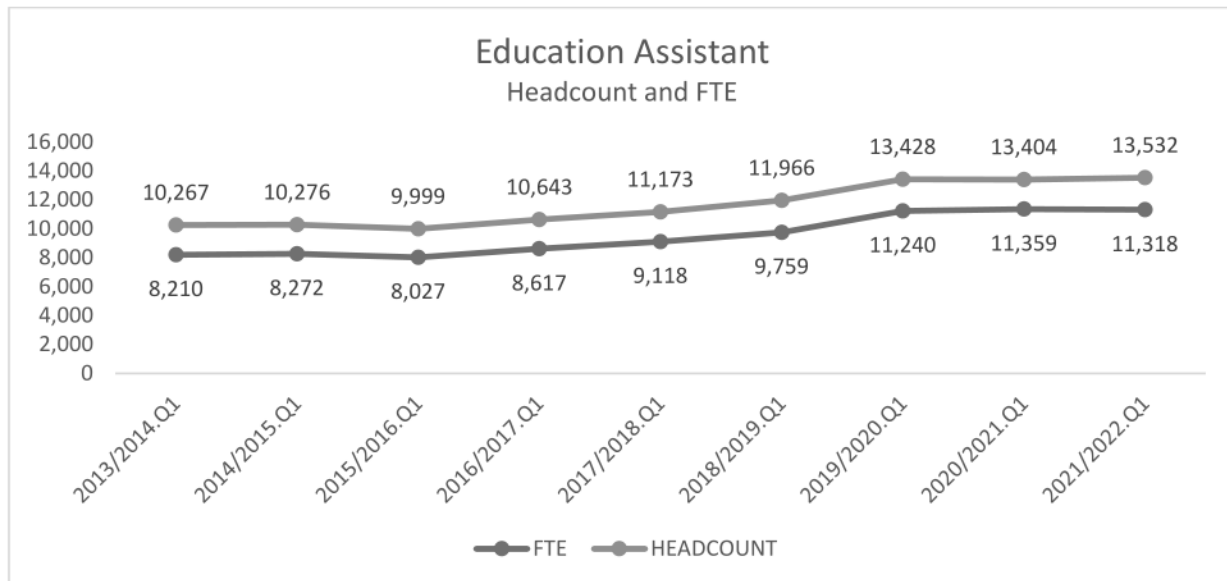
1. The Ministry of Education contributed demographic data on EAs and performed an analysis of job descriptions posted on Make a Future at the beginning of June 2021.
2. The Support Staff Initiative for Recruitment and Retention Enhancement (SSIRRE) group¹ shared a summary of their EA job description review and school district interviews. In all, they reviewed a total of 106 positions in 36 districts and conducted qualitative interviews with select districts. Their findings have been incorporated into this report.
3. The EAWG sent out a job description matrix for school districts to complete in November 2021. 40 school districts responded with a total of 181 job descriptions (see Appendix 2 for respondents by type and size of district).
4. The working group developed a survey for EAs that included questions on their current education, work experience, and career aspirations to better understand the needs, issues, opportunities, and

¹ The Support Staff Initiative for Recruitment and Retention Enhancement (SSIRRE) group is a working group between BCPSEA and CUPE that was established under the Provincial Framework Agreement (2019-2022).

challenges of the EA workforce (See Appendix 3 for the Education Assistant Survey). The survey launched on January 6 and closed on January 14, 2022. In all, 5,206 people responded to the survey, just over 38% of EAs working in the province. Respondents represented every district except for SD 87 Stikine. (See Appendix 4: Respondents by district). 97% of respondents were actively working as Education Assistants at the time of the survey. ECEs working as Strong Start facilitators as well as child and youth care workers also responded to the survey. Survey results are interspersed throughout the report and clearly defined as survey results.

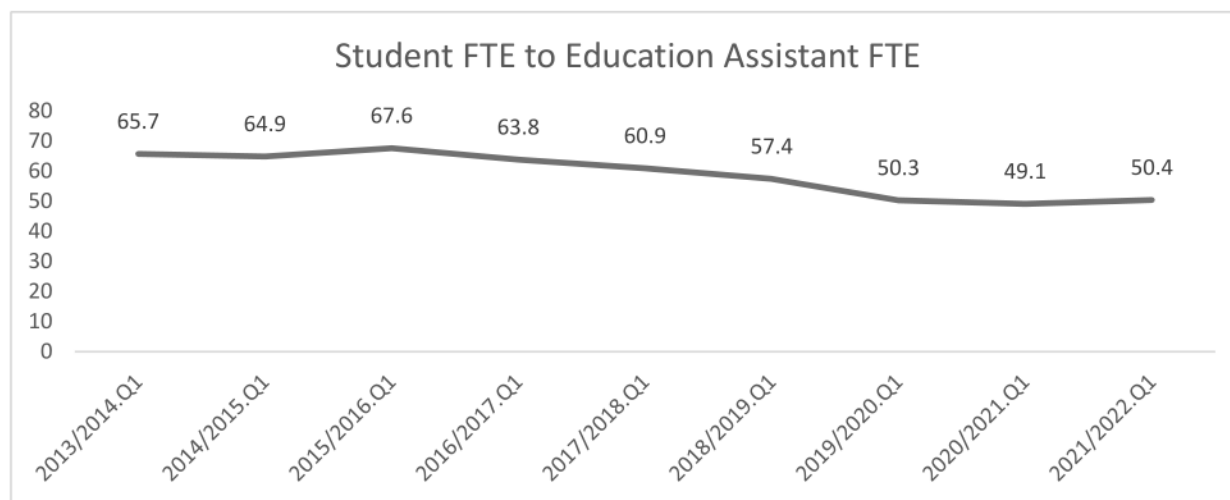
Workforce Demographics

Figure 1: B.C. Public School Education Assistant Workforce Headcount and FTE



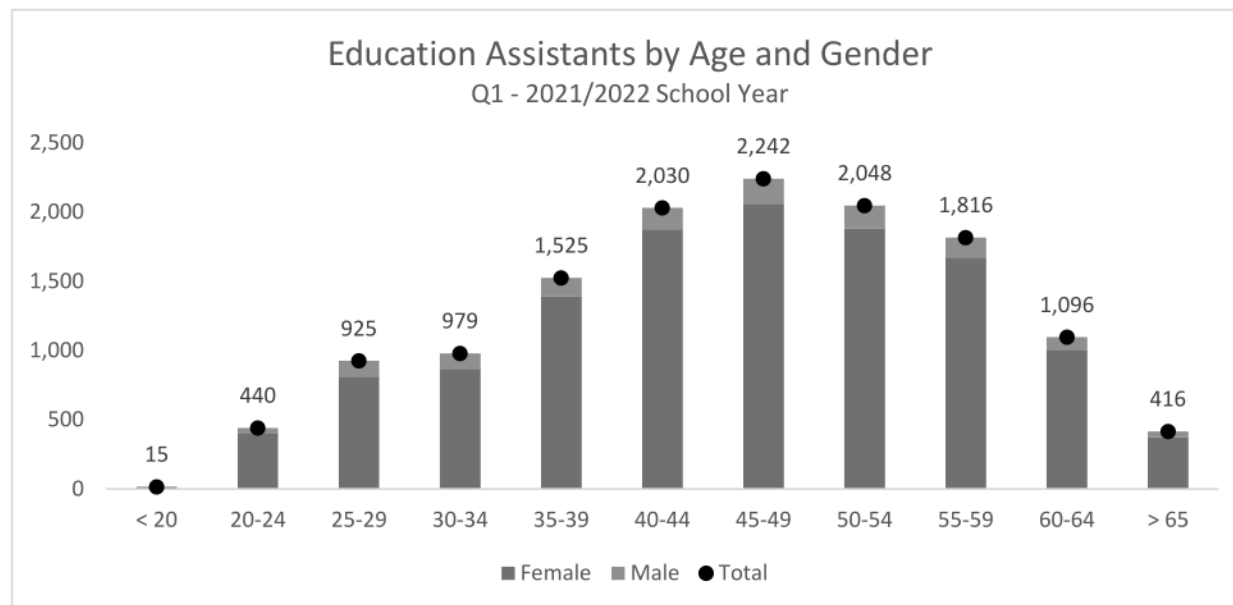
- As of quarter 1 of the 2021/2022 school year, there were just over 13,500 EAs actively working in public schools.
- The EA workforce has grown by 35% since the 2015/2016 school year.
- Only 21% of EA's worked fulltime in quarter 4 of the 2020/2021 school year.
- Though it depends on the collective agreement between the support staff and the district, most districts define one EA FTE as working between 35 to 37.5 hours a week.

Figure 2: B.C. Public School FTE Student to FTE Education Assistant Ratio



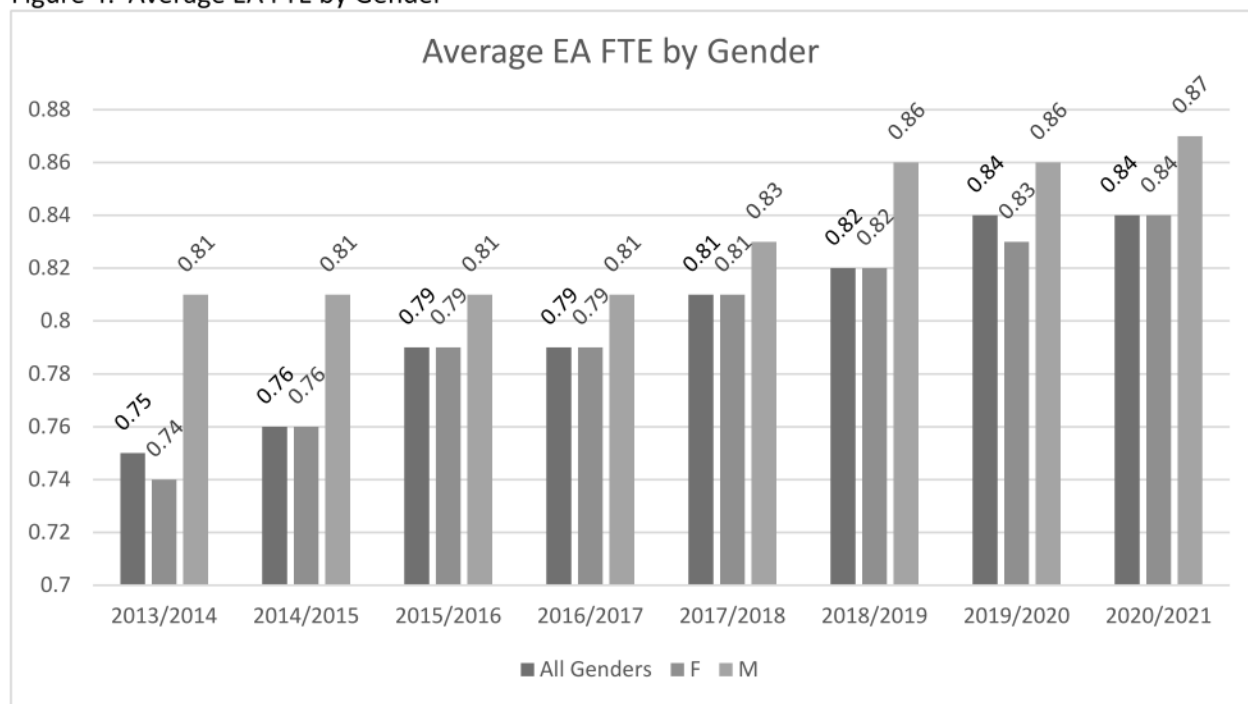
- The number of full-time equivalent EAs to full-time equivalent students has been rising over the past 5 years.
- At the start of the 2021/2022 school year, there was an average of 1 full-time equivalent education assistant per 50 full-time equivalent students.

Figure 3: B.C. Public School Education Assistant Workforce by Age and Gender 2021/2022



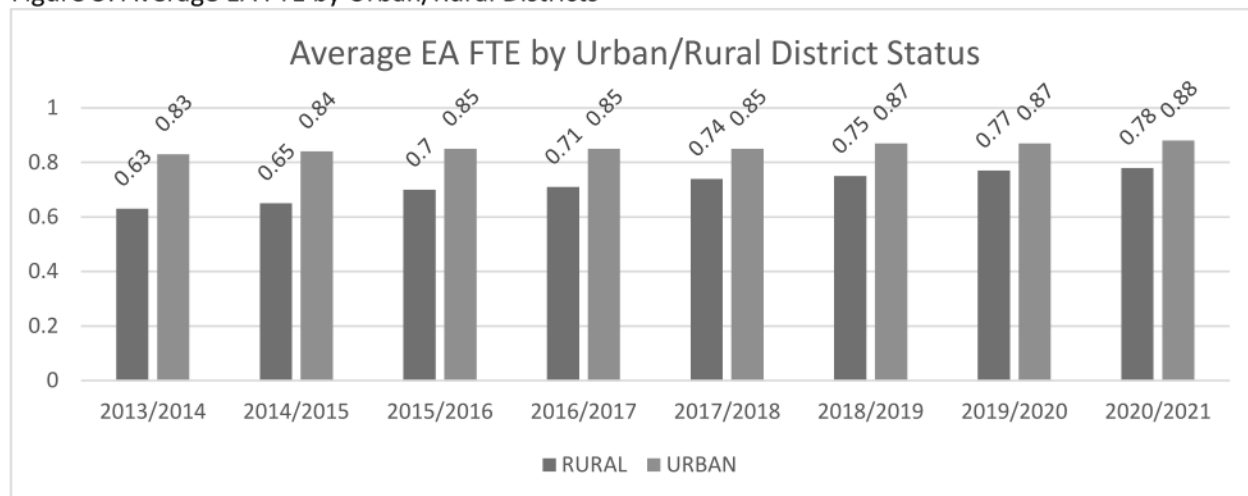
- The largest group of education assistants are between the ages of 45-59.
- 91% of all education assistants identify as female.

Figure 4: Average EA FTE by Gender



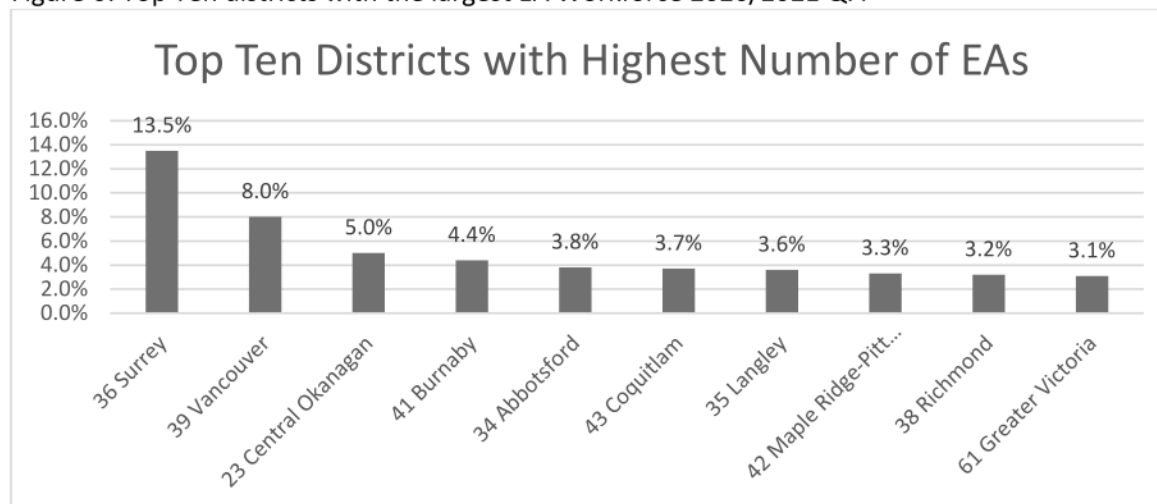
- Though male EAs make up only 9% of the workforce, they have a 4.4% higher workload (calculated in FTE) compared to female EAs.

Figure 5: Average EA FTE by Urban/Rural Districts



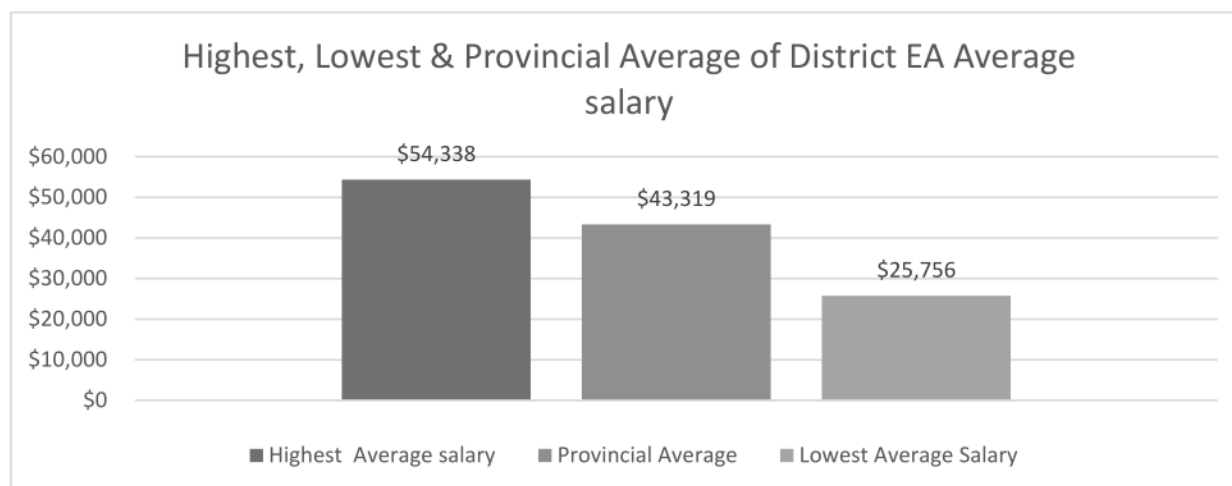
- EA's employed in rural districts have smaller average FTE's compared to those in urban districts.
- Urban school districts employed EA's have closer to full deployment rates.
- There is very low correlation between low EA FTE and EA attrition which suggests EA attrition is not heavily influenced by low EA FTE.

Figure 6: Top Ten districts with the largest EA Workforce 2020/2021 Q.4



- SD 36 Surrey has by far the most EAs in the province with 1916 EAs, or 13.5% of the EA workforce. This is aligned with its stature as the district with the largest workforce serving the largest population.
- The district with the least amount of EAs is SD 87 Stikine; they employ^{s.22} EAs for the whole district. This is also predictable given that SD 87 Stikine serves a very small, dispersed population with only four schools in the district.

Figure 7: Highest, Lowest & Provincial Average of District EA Average Salary



- The provincial average salary for education assistants in B.C. is \$43,519.
- The lowest average salary is \$25,756 and the highest is \$54,338, a significant difference of \$28,582. However, the lowest salary is an outlier—the second lowest salary leaps up around \$7000 to \$32,258.

Note: Though there is a lot of data available on the current EA workforce, it is important to note that information on the ethnicity or gender identity of EAs is currently unavailable. Efforts to collect data on the ethnicity of the K-12 workforce will be invaluable in better understanding to what extent the EA workforce is representative of the students they serve.

Demand

Student Enrolment

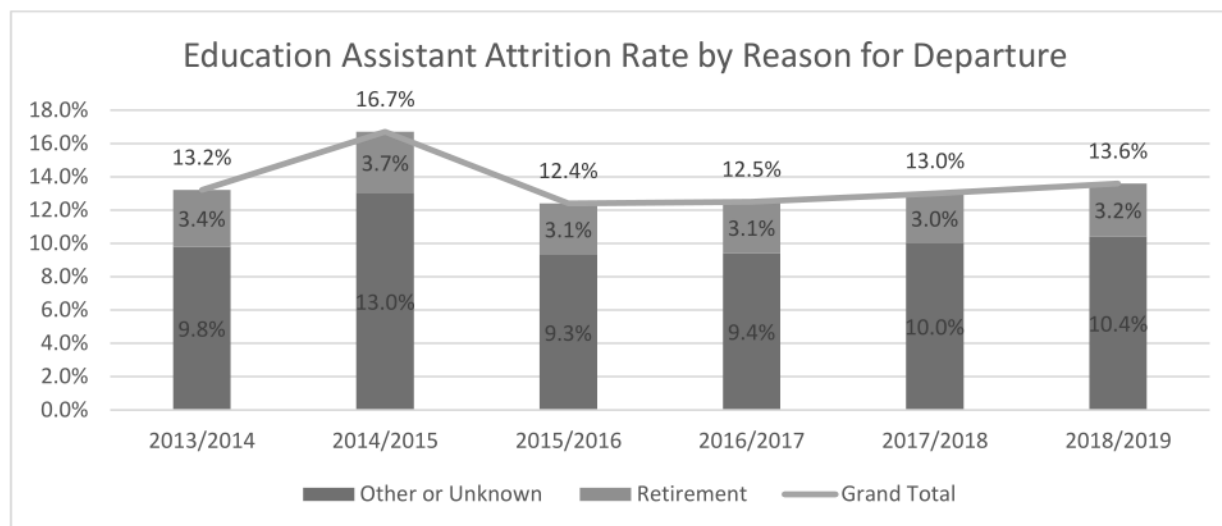
Like educators, the demand for EAs is driven by student enrolment, policy shifts and attrition. However, unlike teachers, EAs are unique; their demand is particularly impacted by the number of students with diverse needs. There were 72,739 (12.6%) students with disabilities and diverse abilities enrolled in public schools in 2021/22, up by 4,023 (+5.9%) from 2020/21. From 2013/2014 to 2020/2021 there has been consistently positive, statistically significant correlations between EA FTE and students with disabilities and diverse abilities FTE which suggests changes in students with disabilities and diverse abilities FTE is a large driver of EA demand.

Memorandum of Agreement

In the first quarter of 2018/19 school year, 9,759 FTE EAs were employed in B.C. public schools: up by 642 FTE (+7%) compared to 2017/18. This increase in the workforce was in part attributable to the signing of the Memorandum of Agreement (MoA) between the Ministry of Education, the Public Sector Employers' Council Secretariat, the British Columbia Public School Employers' Association, and the British Columbia Teachers' Federation. While the MoA pertained to teachers only, it provided school districts with the ability to convert remedy minutes into a cash equivalent so they could hire additional education assistants (this was to be negotiated at the local level). The hiring of over 600 EAs kept pace and the ratio of EAs to special needs students remains similar to previous years.

Attrition

Figure 8: Education Assistant Attrition Rate by Reason for Departure



Note: Attrition is calculated by how many EAs have not been employed by any school district for 1.5 years since the last school year in which they were employed (the maximum length of parental leave that is available to educators in BC). At this point, 2018/19 is the most recent data available.

- The attrition rate for EAs has remained relatively stable, around 12 -14% on average between 2013/14 and 2018/2019.

- However, it should be noted that this is significantly higher than the attrition rate for teacher certificate holders (around 6.3% as of 2018/2019).

Rural districts tend to have higher attrition rates than urban districts. They also have larger retirement rates as well as a higher proportion of attrition for reasons other than retirement. This may be due in part to pressures caused by long term recruitment and retention challenges. In consultation with districts, they mention that difficulties in hiring a qualified workforce tend to put more of a burden on existing qualified employees, which results in more sickness and leaves of absences.

Districts' Experience with EA Recruitment and Retention

In a consultation with select districts on recruitment and retention in early 2021, most districts – regardless of whether they were in a rural or urban area – mentioned challenges recruiting and retaining qualified EAs. Districts that fared better were those near certifying institutions. Many were able to fill positions but struggled with having enough EAs on their casual list.

Many districts also mentioned difficulty finding certified EAs. Rural districts far from any post-secondary institution find it especially hard to fill positions. The demographic of the people in these positions mean that it would be very hard for them to travel for school. It was also mentioned that the positions are not paid enough or secure enough to warrant the effort of official certification. One district in the Lower Mainland mentioned they require certification for all their EA positions but that the newer programs don't meet their criteria.

A few districts mentioned that the EA shortage was exacerbated by the pandemic due to sick leaves and mental health struggles. Districts in areas with higher COVID numbers report an increase of EA absences and leaves. Districts mention that EAs are usually the secondary income and thus are the ones more likely to stay at home with the children when that is needed.ⁱⁱ

Supply

In the 2020/2021 year, newly hired EAs made up 13.5% of the active EA workforce. In 2020/21 590 EA credentials were awarded from public post-secondary institutions in B.C., an increase of 31% from 2018/19 (Data on the number of EA graduates from private institutions is not yet available for the years 2019/2020 and 2020/21). Qualified candidates from other Canadian jurisdictions and other countries who move to B.C. also contribute to the supply of EAs in the Province.

EA Training Programs Offered in B.C.ⁱⁱⁱ

Public diploma programs: Both are two-year programs, cost between \$9,000 to \$22,000 and are worth between 51 and 69 credits. The program offered by Douglas College builds on the EA certificate with another year of training. The Northern Lights College program also builds on the EA certificate but requires 2 additional electives to graduate with a diploma. There does not seem to be any consistent criteria to determine whether a program is a certificate or a diploma. These diploma programs have not been included in the graphs below as they represent a different level of education than those at the certificate level.

16 private programs offer training exclusively for EAs and three programs offer EA/CSW combined training.

Not every region in the province has access to all types of programs. For instance, Vancouver Island has no EA exclusive training programs offered by public post-secondary institutions while the mainland, predictably, has the most options for all EA programs. Private programs are mostly concentrated in cities in the mainland and on Vancouver Island. As well, all exclusively online programs are also private.

Some districts suggested that a provincial online course for EAs would help mitigate their EA recruitment and retention challenges.

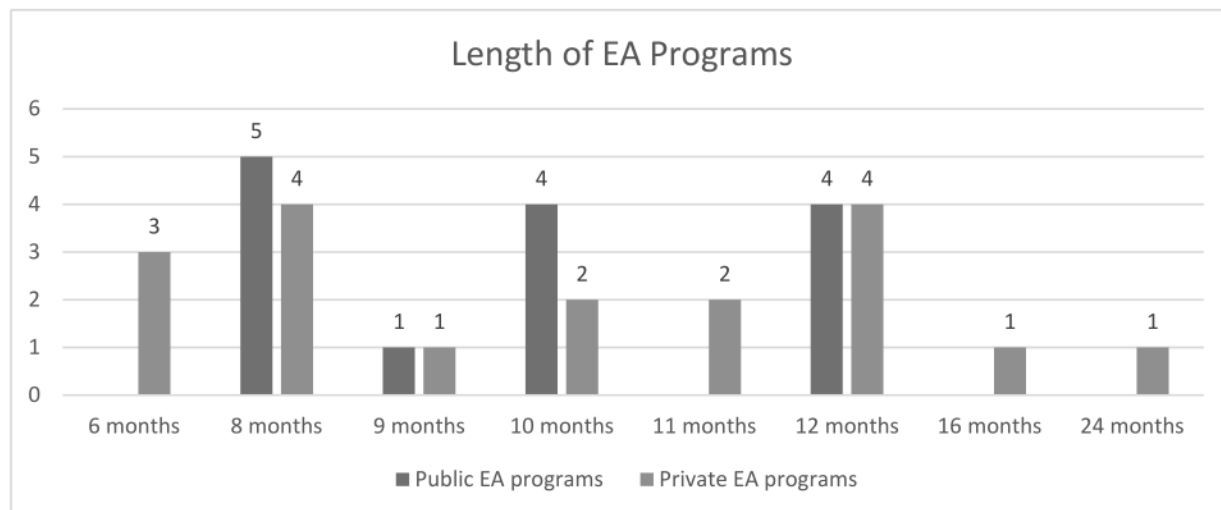
Note: Information for private programs was taken from what was available on the program websites. This proved challenging for several reasons: not all information was listed and the information that was available was described in different ways. For example, private programs sometimes describe the length of their programs in months, some in weeks and some in hours. Though effort was made to render this data consistent, this information gives a broad overview and may not be exact. As well, though there seemed to be a clear delineation between a “certificate” and a “diploma” in public institutions, where the term certificate is used for a basic training program and diploma used for a more in depth, specialized skill set, it was difficult to determine the difference between the terms in the private institutions’ programs.

Programs Offered by School Districts

The EA working group is aware of five school districts (SD 36 Surrey, SD 37 Delta, SD 38 Richmond, SD 41 Burnaby, and SD 61 Greater Victoria) that offer in-house EA programs as a way to fill EA positions in their district. However, there may be more who offer some sort of in-house training to EAs, such as SD 64 Gulf Islands, who invite people who are interested in becoming an EA to apply for a sub casual Education assistant position and work towards required qualifications.^{iv} SD 61 Greater Victoria’s Education Assistant Training program is a free two-week program that requires participants to already have an EA certification.^v

The other four districts offer more robust training that do not require previous certification. These usually last from 5 to 6 months to a year, depending on whether they are offered online or not and cost between \$4,000-\$5,500. The Delta program guarantees certification in CPI Nonviolent Crisis Intervention, POPARD Autism Spectrum Disorders, and Red Cross first Aid.^{vi} We have not included programs offered by school districts in the graphs below as there is not enough information to give a full picture.

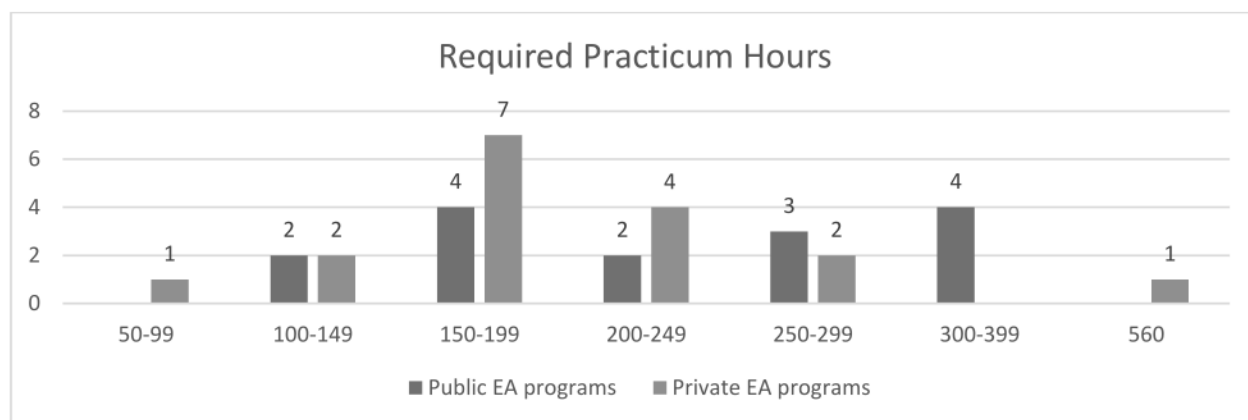
Figure 9: Number of EA Programs by Full-Time Length



Note: one public EA and one private EA program were only available part-time

- Private EA programs have the most fluctuation in length, ranging from 6 to 24 months.
- Most public EA programs take 8 to 12 months to complete.
- EA/CSW programs tend to be shorter than EA exclusive programs with most of them taking between 8 or ten months.

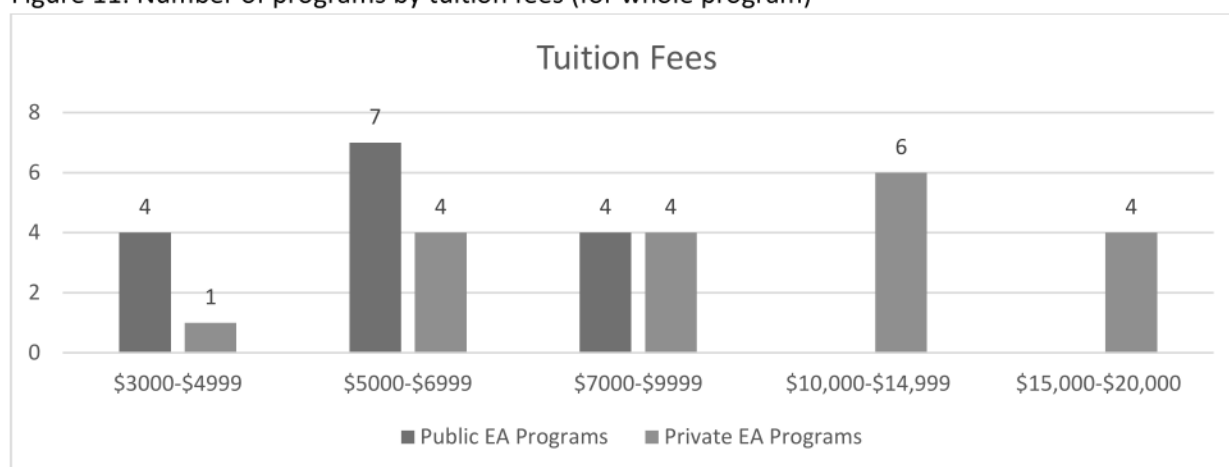
Figure 10: Number of Programs by required practicum hours



Note: EAWG was unable to determine the required practicum hours for two private EA exclusive programs.

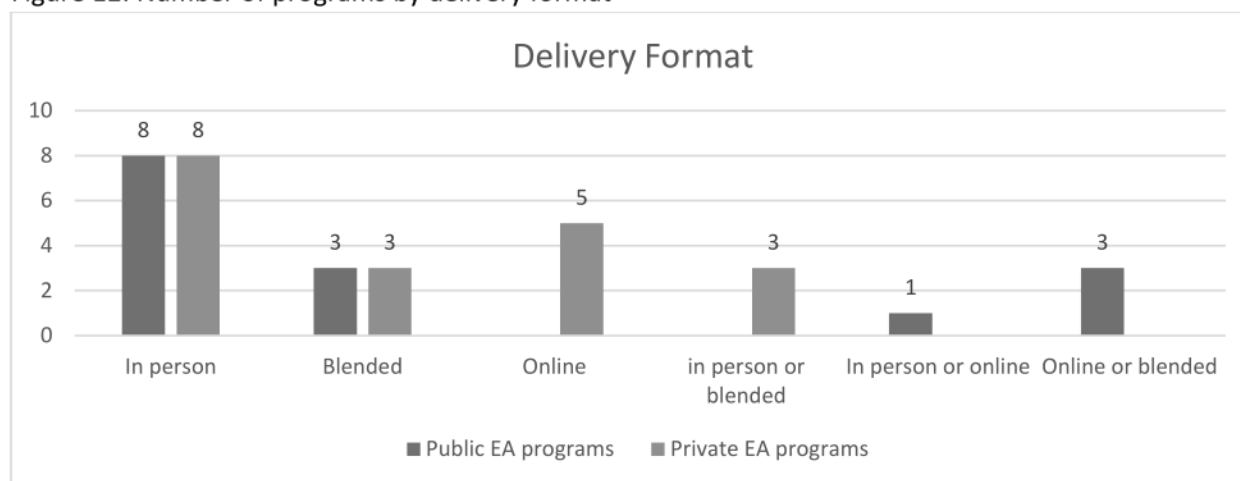
- The number of practicum hours required by programs span a wide range, from 50 to 560 hours.
- Once again, private EA programs have the widest range of practicum hours, requiring between 100 and 300 practicum hours to graduate.
- EA/CSW programs divide their practicums between school and community settings; graduates from these programs may have less hands on experience in schools in these types of programs compared to EA exclusive programs.

Figure 11: Number of programs by tuition fees (for whole program)



- Tuition fees vary greatly for all types of EA programs but especially for private EA programs, which can cost between \$5000 to up to \$20,000 (only one program costs around \$20,000; it is a two-year program offered by Portage college in New Westminster).
- However, even tuition for public EA programs span a wide range, from the College of New Caledonia's EA program (12 months) that costs just over \$3000 to that of Langara college's EA program (8 months) in Vancouver which costs just under \$9500.

Figure 12: Number of programs by delivery format



- The most common mode of delivery for both public and private EA programs is still in person.
- However, some public EA programs offer blended with two programs offering fully online options.
- There does not seem to be any explicit correlation between tuition fees and mode of delivery.

Public EA Program Content

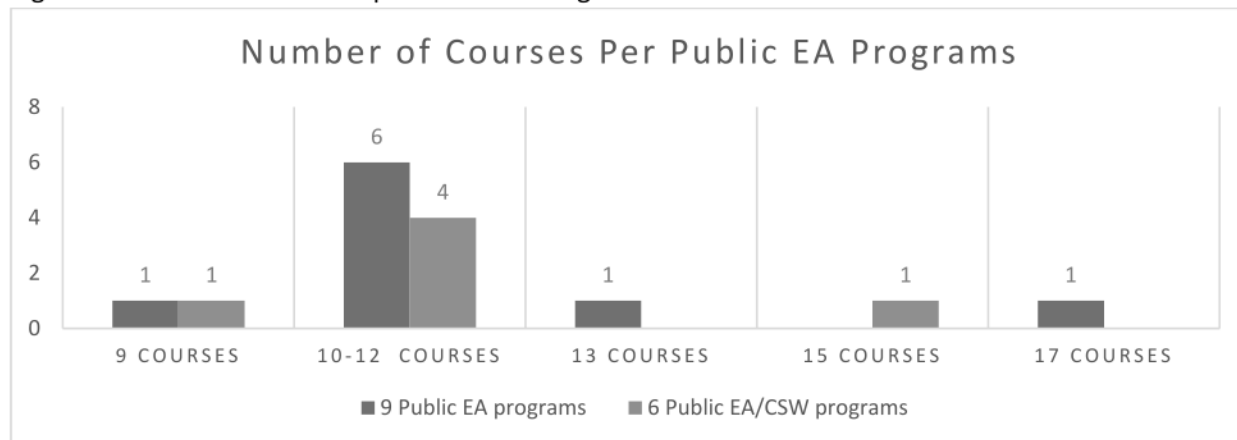
Note: The EAWG was only able to analyse the content of public EA programs as it proved challenging to consistently find information on course content for private and district-run EA programs.

Methodology

The analysis of public EA programs relied on course titles and job descriptions and may not accurately portray the depth of each course. Courses were grouped by categories that emerged from a review of

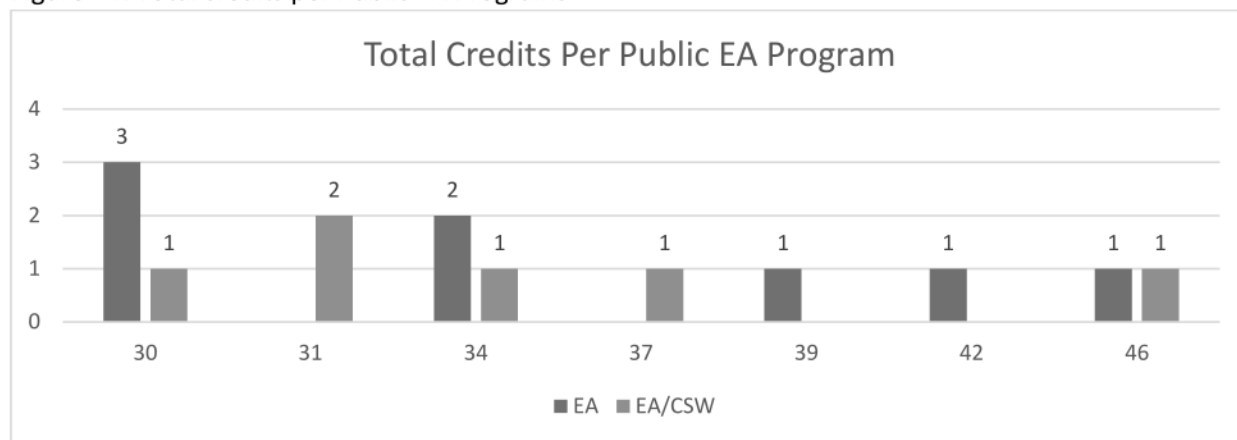
each course description and then grouped again among three umbrella categories: (1) academic courses (ethics, theory, writing, etc.); (2) courses to do with education and inclusive learning, and; (3) courses around personal care, behaviour supports and adaptive technology. Programs were divided between programs exclusively for EAs (9 programs) and programs for EAs and community support workers (6 programs) to better understand whether combined programs cover everything EAs need in an education setting or not. Figures 15 to 17 below use percentage numbers to better compare course offerings between EA and EA/CSW programs. All programs required at least one practicum while several required two.

Figure 13: Number of Courses per Public EA Programs



- Most public EA and EA/CSW programs consist of ten to twelve courses, with a few outliers.
- However, there does not seem to be any correlation between number of courses and length of program. A 12-month program could mean between 10 to 17 courses while an 8 month program could be divided between 9 to 13 courses.
- For the most part, a program with more courses will mean more credits.

Figure 14: Total credits per Public EA Programs

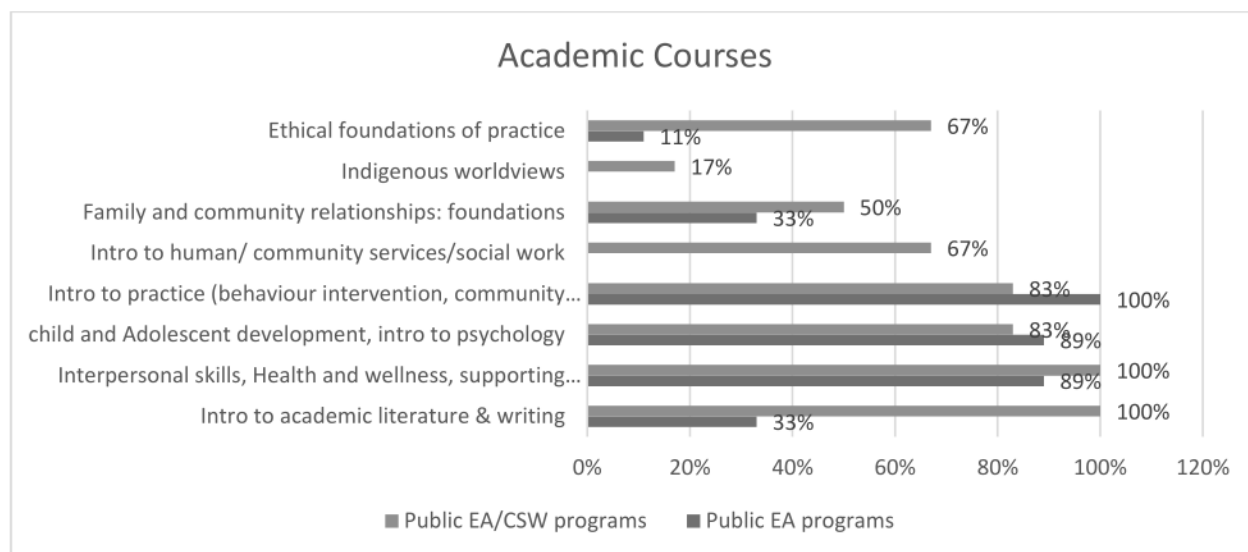


- Programs were worth between 30 to 46 credits depending on the program.
- For the most part, a program with more courses will earn more credits.

- These number of credits did not seem to correlate with the length of program, however the higher credit programs tended to require more practicum hours. Still, there was no discernable pattern between length, practicum, and tuition fees and number of credits earned.

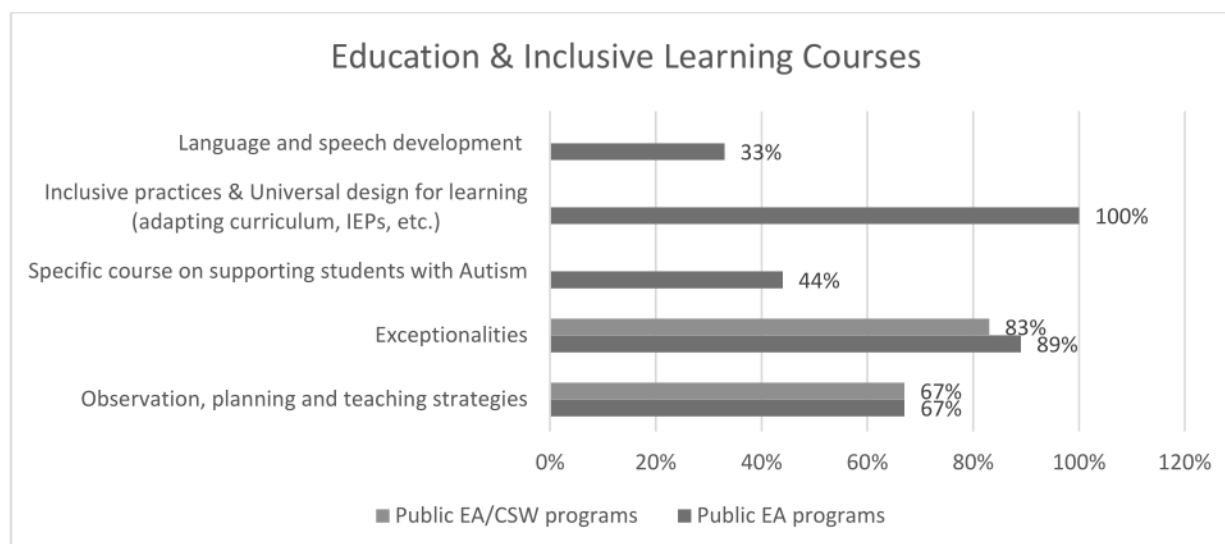
Content of Public EA Programs

Figure 15: Percentage of academic courses offered in EA and EA/CSW programs



- Most programs include some sort of introduction to practice course as well as a course on interpersonal skills.
- EA/CSW programs were more likely to include courses on ethics of practice as well as an introduction to academic writing course. Camosun college was the only program (EA exclusive or EA/CSW) to include a course on Indigenous worldviews.

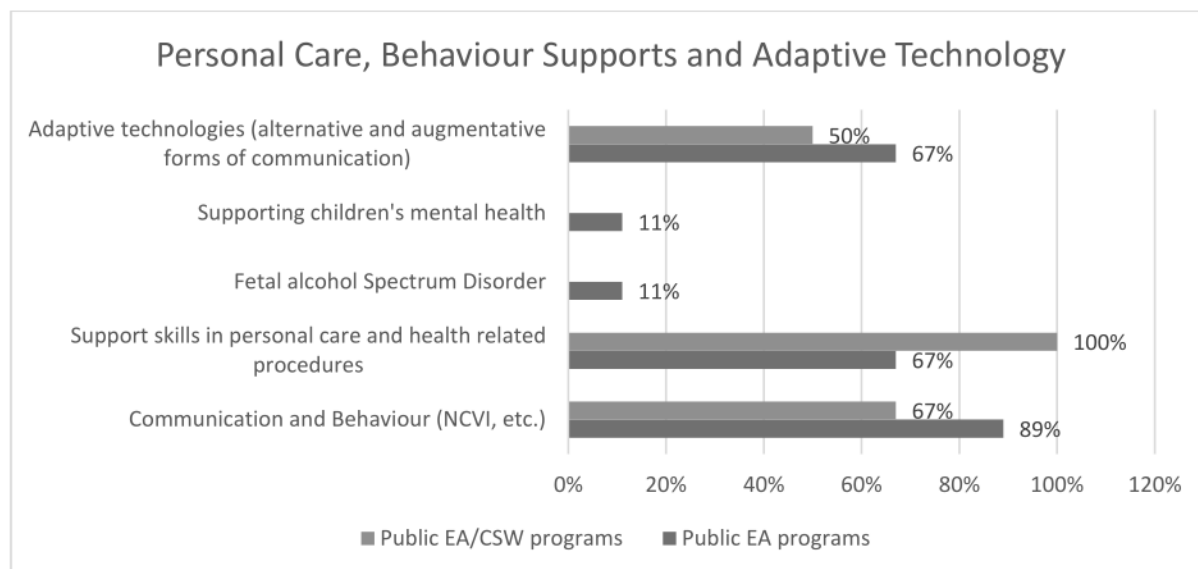
Figure 16: Percentage of education courses offered in EA and EA/CSW programs



Note: "exceptionality" is an umbrella term used to describe the wide range of factors that may affect a student's ability to learn, including all medical conditions.

- Predictably, EA/CSW programs focused less on courses grouped in the education category and tended to have more courses in the theory and personal care, etc. categories. This is significant as graduates from combined programs may not be fully equipped to support learners in the K-12 sector.
- All EA exclusive programs included courses on inclusive practices (with many programs teaching practical skills to do with individual education plans and ways to adapt the curriculum).

Figure 17: Percentage of personal care, behaviour supports, and adaptive technology courses offered in EA and EA/CSW programs



- Interestingly, not all EA exclusive programs include courses on basic personal care, while all EA/CSW courses do.
- EA exclusive programs were more likely to offer courses in adaptive technologies.
- Only one EA exclusive program offered electives in supporting children's mental health and fetal alcohol spectrum disorder. Given the fact that mental health has emerged as a priority for schools, this speaks to a gap in training for education assistants.

Insights from Survey Results

Perceptions from EAs on Job Readiness

For the most part, EAs felt they were adequately prepared for their roles in the K-12 system. However, both those who did feel prepared and those who did not stressed how important the practicums were as well as hands-on experience. Many people mentioned that it would be impossible to prepare for everything they experience on the job as the environment is ever changing. As one respondent stated, "learning from a textbook does not prepare one for the behavioural and diverse abilities which exist in the school system. Schooling provides an idealistic view of what this job actual involves." For those who did not feel adequately prepared, reasons included:

- Lack of onboarding in the school district
- Not enough practicum time
- Lack of mentors

- Lack of training in behavioural and personal care supports

However, even those who felt prepared noted a gap between the program and the role:

"I felt fairly prepared for my position but some things can only be learned on the job. There are discrepancies about what the SEA role and responsibilities are depending on what program you're in and the philosophy of the teacher that you're working with."

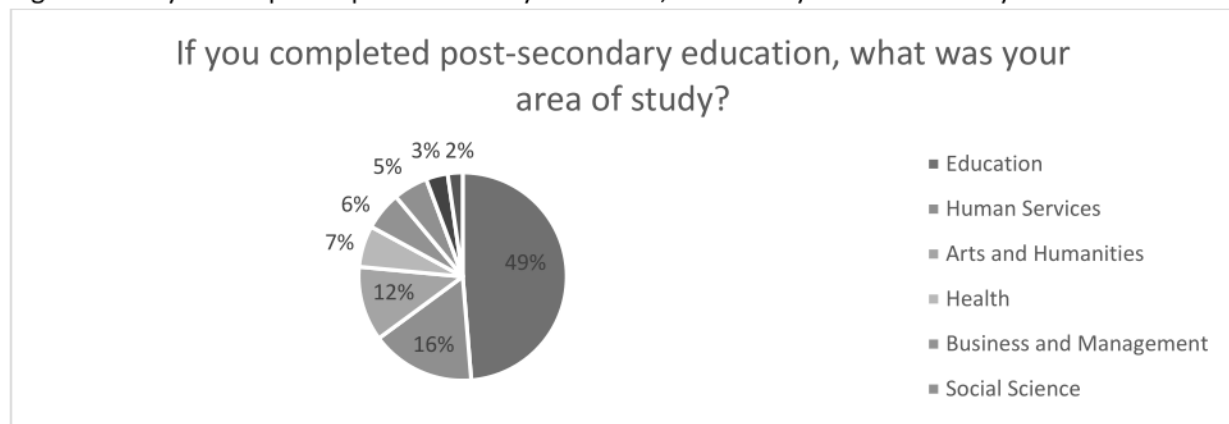
Many of the EAs who have been in the system for decades noted that when they began in the school system the role of education assistant didn't exist. They have learned by being on the job and through district-offered training.

Around 70% of EAs feel they have adequate access to professional development and other learning opportunities to be effective in their role. Of those that did not, they cited the following obstacles: not enough programming or the same programming year after year, programming only accessible and targeted to teachers and the need to pay out of their own pocket for additional training.

Transfers from Other Occupations

Because of the current flexibility with qualifications, the supply source is not limited to graduates from institutions offering EA training programs. When asked about their area of study, only about half of respondents had an area of study related to education (see Figure 18 below). The other half was a mixed bag, with 16% having training in human services and another 12% in Arts and Humanities.

Figure 18: If you completed post-secondary education, what was your area of study?



Note: the percentages are out of 4274 respondents.

Early Childhood Educators (ECEs)

13% of survey respondents also mentioned they had an ECE certificate. This is an interesting characteristic to note as childcare is about to transition to the broader learning environment. With this change, the sector will need to consider how ECEs fit into the broader education system and how their education, skill set, and general scope of practice compare to other occupations, such as EAs.

There are, however, some key fundamental differences between ECEs and EAs related to their roles, scope of practice, and to the education and training they bring to their respective role.

Currently, EAs may meet the regulatory requirements to qualify as a Responsible Adult² or a Provincially Certified ECE Assistant³, based on a review of post-secondary Educational Assistant courses. This would meet the staffing requirements to work in/lead a Group Child Care (School Age) program, or to work in an assistant role under the supervision of an ECE in a Group Child Care program for children under school age.

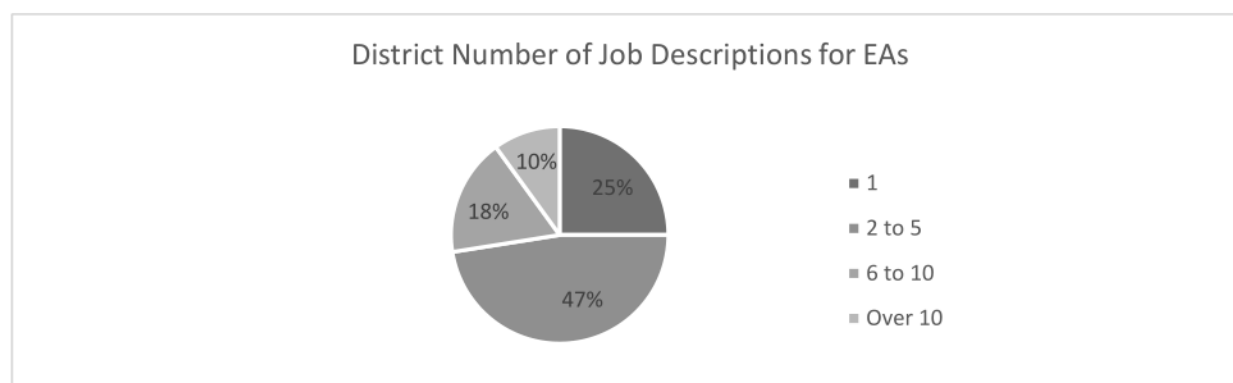
Scope of Practice

Educational Assistants (EAs) are support staff meant to work under the guidance of the classroom teacher to support a range of teaching and non-teaching tasks. The intended responsibilities of EAs are outlined in section 18 of the *School Act*:

Teachers' Assistants

- A board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties under this Act and the regulations.
- Persons employed under subsection (1) shall work under the direction of a teacher and the general supervision of a teacher or school principal.

Figure 19: Number of Job Descriptions for EAs by Number of District



Around half of districts who responded have between 2 to 5 job descriptions for EAs. At the high end, one district has up to 18 job descriptions under the umbrella of Education Assistant. This is indicative of how the term “education assistant” is a large bucket that contains a wide variety of job descriptions ranging from supervision, cafeteria or library worker and crosswalk attendant to jobs that require more education like special education assistant, visual language interpreter, and brailist.

A quarter of districts who responded only had one job description for education assistants. Though most of these districts are considered rural, this bracket also includes urban districts like SD 45 West Vancouver and SD 37 Delta.

In the governance model for the British Columbia education system, all hiring decisions and process lie with the specific district. The wide variety of ways in which districts approach the recruitment of education assistants (as evidenced by Figure 19 above) makes it challenging to come to any hard

² Responsible Adult (CCLR s. 29): completion of a course, or a combination of courses, of at least 20 hours duration in child development, guidance, health and safety, or nutrition

³ ECE Assistant (CCLR s. 27): completion of one recognized post-secondary ECE course in child development, guidance, health and safety, or nutrition

conclusions. Currently, there does not seem to be any consistent way to classify the different levels of expertise and specializations required under the large umbrella of education assistants. Examples of job titles include:

- Education Assistant
- Teacher assistant-crosswalk
- Education Assistant Personal Care 1 & 2
- Visual Language Interpreter
- School and Student Support A (Special needs)

Support Staff Joint Job Evaluation Project

The Support Staff Joint Job Evaluation Project (the “Project”) is a negotiated undertaking intended “to implement and maintain a standardized method of measuring and classifying support staff jobs... [with] the goal of equity among support staff jobs in BC K-12 public education.”^{vii} The Project is coordinated by the Provincial Joint Job Evaluation Steering Committee comprised of representatives from BCPSEA and CUPE.

By way of general overview, the Project involves developing benchmark job descriptions to capture the wide array of support staff jobs across the province, including EAs. School districts then review local support staff job descriptions and match them with the benchmark descriptions. The benchmark descriptions will then be placed into a hierarchy according to a provincial job evaluation plan. Finally, the resulting hierarchy will be implemented provincially.

Phase 2 of the Project, the testing phase, is complete and involved 17 school districts reviewing local support staff job descriptions and matching them with the benchmark descriptions, which in turn evolved and expanded as a result. The Project is currently in Phase 3, the job matching and data gathering phase, where the 43 remaining school districts will be reviewing local support staff job descriptions and matching them with the benchmark descriptions.^{viii}

It is important to note, however, the benchmark job descriptions for EA positions have not yet been finalized.

EA Deployment

The assignment of EAs’ responsibilities varies depending on school districts:

1. In most school districts, EAs are assigned to an individual student, depending on students’ needs. While this seems to be the most common practice, several of the school districts consulted by Ministry staff mentioned the negative consequences of such a practice; the main concern is that students who rely too much on their EA may not exercise their leadership and learn to become

independent. While this is the most common practice among school districts currently, academic research does not support the 1:1 model and this is not in alignment with the legislation.

2. Some school districts assign EAs to an entire classroom with the EA being expected to work with all students (while sometimes focusing on a student in particular) under the direction of teachers and principals; and
3. In some cases, EAs are assigned to an entire school to provide flexibility for the school community and act as a resource for the whole school population.

Both the second and third model aim to support student independence. During conversations with school districts, it was noted that even with these models, there are exceptional circumstances where an EA is assigned to an individual student (i.e., a student requiring tube feeding). However, in many districts, in the last five years, there has been a change to the way districts allocate funding for inclusive education services as well as their allocation of education Assistants. While 1701 data is considered, there is a greater emphasis on understanding students' needs when decisions for support and services are made.

As well, the relationship between teachers and education assistants is pivotal in supporting every student to reach their potential. As such, teacher education programs play an important role in training teacher candidates on how to best use education assistants in their classroom. Ensuring teachers are well-versed in the latest inclusion practices and know how to best take advantage of the skills and experience qualified education assistants bring to the classroom is an essential aspect of supporting student success.

Typical Duties & Responsibilities

Education and behavioural supports were the most common duties mentioned in EA job descriptions. Supporting the development of life and social skills, providing behaviour supports and assisting with student supervision were the most common, with 88% of job description mentioning them.

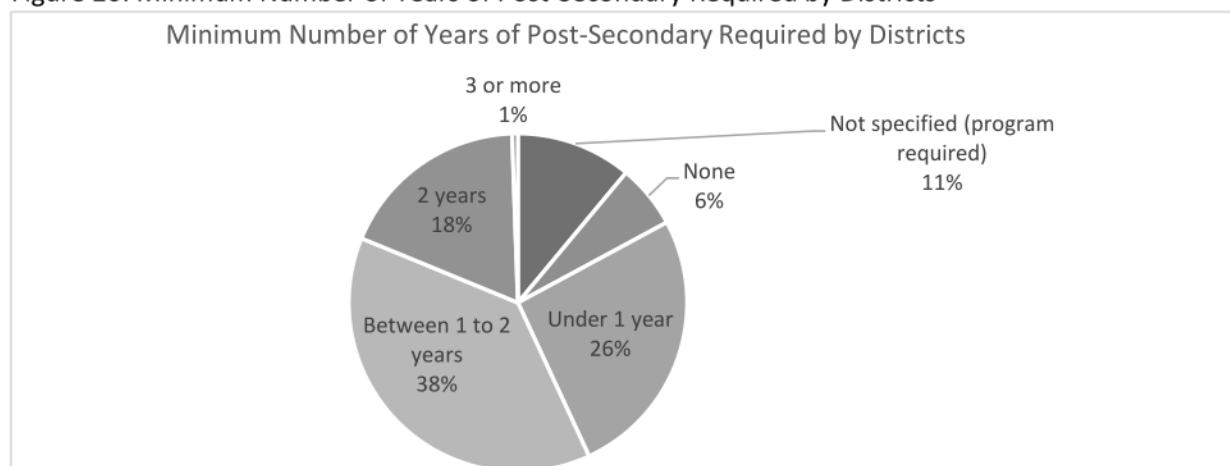
Supports around personal care were also frequent, represented in 59% of positions while duties around implementing education support programs showed up in 58% of job descriptions. Duties around implementing health care plans were a little less common, with only 44% of job descriptions specifying these duties.

Supports for the visually impaired and deaf and hard of hearing were among the least frequent, which is aligned with the lower percentage of students who need these supports as well as the requirement for more specialized training to acquire these skills. In consultation with the sector, districts mentioned difficulty in finding qualified EAs for these positions.

Hiring Requirements

Post-Secondary Education and Certification

Figure 20: Minimum Number of Years of Post-Secondary Required by Districts



Most districts require a high school diploma as well as a certificate to be an Education Assistant. This is confirmed by the survey results which indicated that over three quarters of EAs have an EA certification and over 93% of EAs have a certificate/diploma or higher (bachelor's, master's, and even doctoral degrees).

When drilling down to the specific number of years of post-secondary education districts required, job descriptions ranged from none to three years or more which speaks to the wide variety in training programs as well as the different roles and responsibilities demanded by each job. For example, job descriptions that did not require any post-secondary were usually (but not always) categorized at level 1 and included titles such as education assistant, education assistant 1, education assistant: supervision. However, there was no consistency between the job title designation and the years of post-secondary required for the position. For example, required years of post-secondary education for the positions mentioned above could be none, 6 months, 10 months, 1 or 2 years. Those that required at least 2 years of post-secondary were mostly for specialized positions such as education assistant – significant needs, and to support the hearing and/or visually impaired, and those with complex behaviours.

There are a small number of districts who only accept applicants with EA certificates. Most are urban. Several districts noted that they are being selective in terms of the EA programs they recognize and do not accept applicants from all EA programs. Typically, concerns were about the length and quality of the program, the existence of a practicum, and the focus on EA training as opposed to more broad human services and community support.^{ix}

Equivalencies

Many positions that require an Education Assistant certificate will also accept other types of education and training, such as:

- one year of post-secondary studies
- Early Childhood Education certificate
- practical nursing training

- a teaching license
- EA specific courses as offered through the district

Survey results reflect these practices: 13% of respondents reported having an ECE certification. It is important to note that StrongStart facilitators as well as child and youth support workers also responded to the survey which would account for some of these respondents. However, it is likely that there are also respondents with ECE certificates working as EAs in the system.

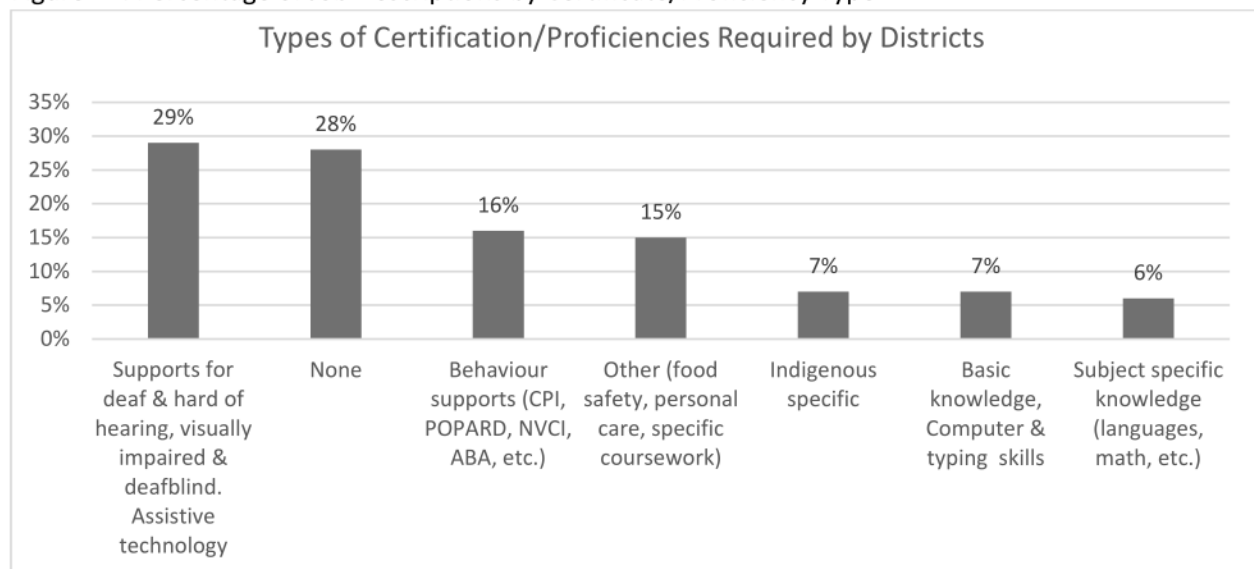
In practice, these equivalencies are often decided on a case-by-case basis, making it difficult to determine the qualifications required of the provincial workforce. In conversation with the school districts, there were often no clear rules about accepting equivalencies. There was some clarification about what was accepted district to district during interviews, but administrators may be prone to changing their position on equivalency depending on who is available to fill the position.^x As such, school districts may adjust their approach to equivalencies depending on the local context.

The vagueness of terms such as “equivalent” and the inconsistent definitions of this term both across districts, and within districts depends on the qualifications of the hiring pool. According to the consultation work conducted by SSIRRE, districts have various practices around hiring unqualified EAs.^{xi} They mention that three urban districts have added positions which only require secondary school graduation, to increase the numbers of EAs working in their school system and to address recruitment pressures, but the majority of their EAs would have certificates.

SSIRRE also found that many districts who hire unqualified EAs reported HR practices such as not awarding them permanent positions, requiring them to reapply year after year. Some ask EAs to commit to completing a certificate within a period of time, and several offer financial support for tuition. Few have a significant pay incentive between unqualified and qualified EAs. Note that districts who accept equivalent education and training, e.g., an ECE certificate, would consider those EAs qualified. Districts who have added new job descriptions for unqualified EAs are more likely to have a pay differential.

Certification or demonstrated proficiency in specific skills

Figure 21: Percentage of Job Descriptions by Certificate/Proficiency Type



- Supports for the deafblind, deaf and hard of hearing and visually impaired made up the largest category of required certification or demonstrated proficiency in specific skills with almost a third of positions requiring some sort of certification in this area.
- Almost as many positions required no specific training while 16% of positions mention needing certificate and skills on behavioural supports.

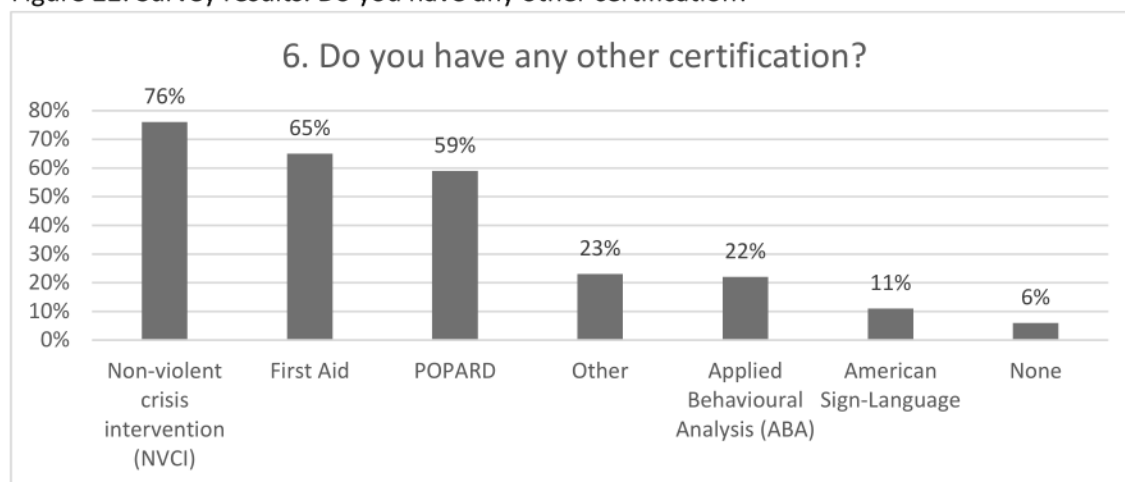
Additional Training

45% of submitted job descriptions did not require any additional training. However, in conversation with school districts, several noted that they do not list this training because it is provided by the school district, though it is not always available prior to the EA beginning work.^{xiii} Most of the additional training was for autism & related disorders (65 positions), with the Provincial Outreach Program for Autism & Related Disorders (POPARD) being the most popular (30 positions). Crisis prevention and intervention were also frequently cited as well as training for the visually impaired and deaf and hard of hearing.

Examples of additional training listed:

- POPARD (includes many different types of courses and workshops)
- Non-violent crisis intervention (NCVI)
- Crisis Prevention Institute (CPI) certification
- Applied behaviour analysis (ABA)
- American Sign Language
- Braille related training (Nemeth, CNIB, etc.)

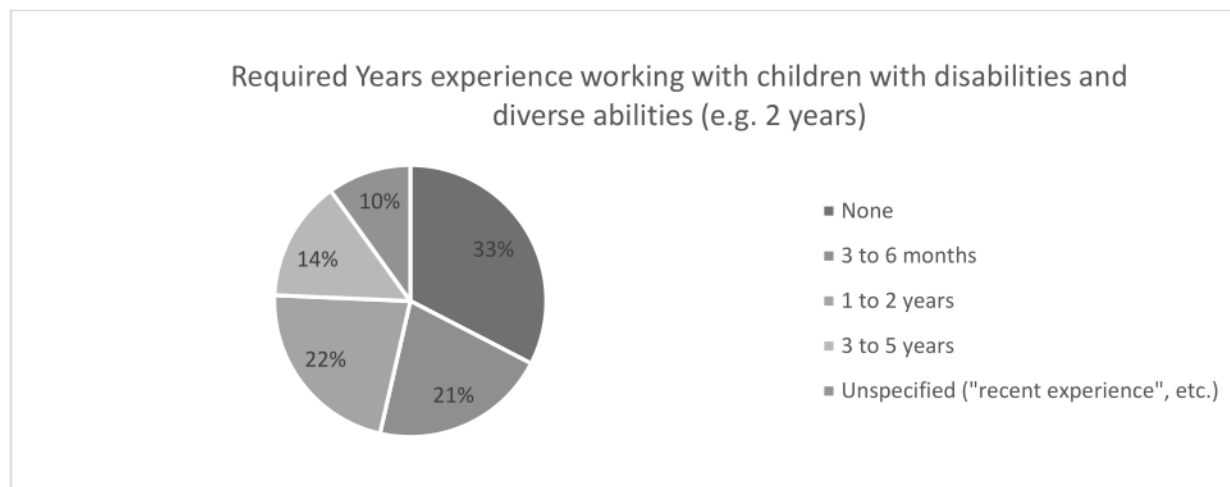
Figure 22: Survey results: Do you have any other certification?



- Most respondents have obtained additional certification, many of whom have acquired several additional certifications.
- Non-violent crisis intervention is the most frequent additional certification with 76% of respondents certified, followed by First Aid (65%) and the Provincial Outreach Program for Autism & Related Disorders (POPARD) (59%).
- Other certifications include other college certificates like child and youth care diplomas and training programs like the Fetal Alcohol Spectrum Disorder (FASD) certificate program and Food Safe. The sheer number and variation of additional certifications EAs have obtained reflect the vast range of roles and responsibilities they perform in the school system.

Work Experience

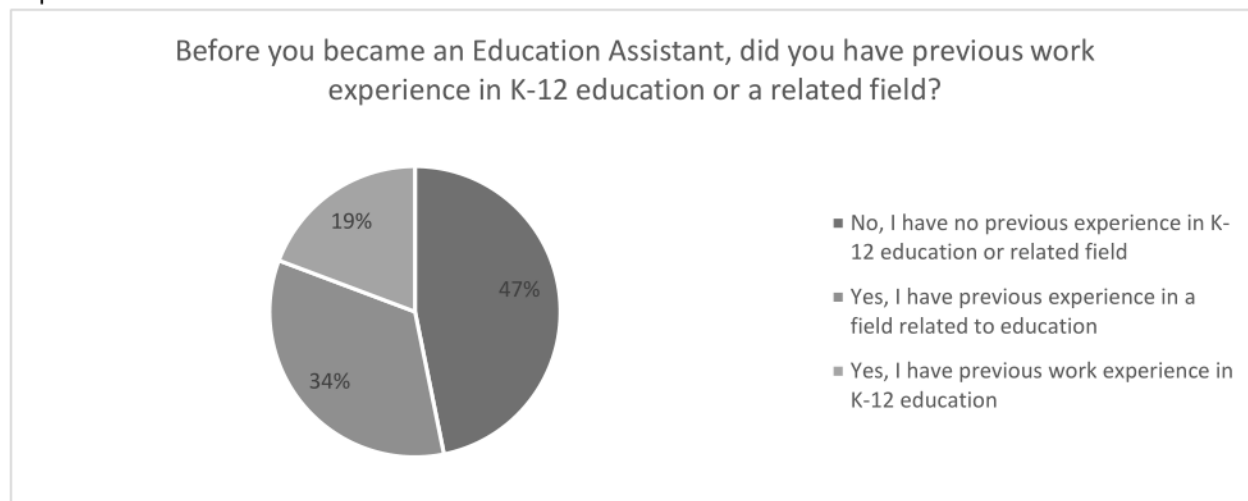
Figure 23: Job descriptions: Required Years of Experience working with children with disabilities and diverse abilities



There is no consistency in how many years of experience districts require from their candidates nor is there any clear, discernable correlation between job title and required years of experience. For instance, SD 39 Vancouver requires 3 years related experience for the position of SSA-ECE behaviour support, while SD 52 Prince Rupert requires 3 years experience for most of its 18 EA positions, from the basic education assistant 1 to Indigenous resource mentor. An exception to this would be the positions that require 5 years experience; they are for peer support/mentorship positions and visual language interpreter, respectively.

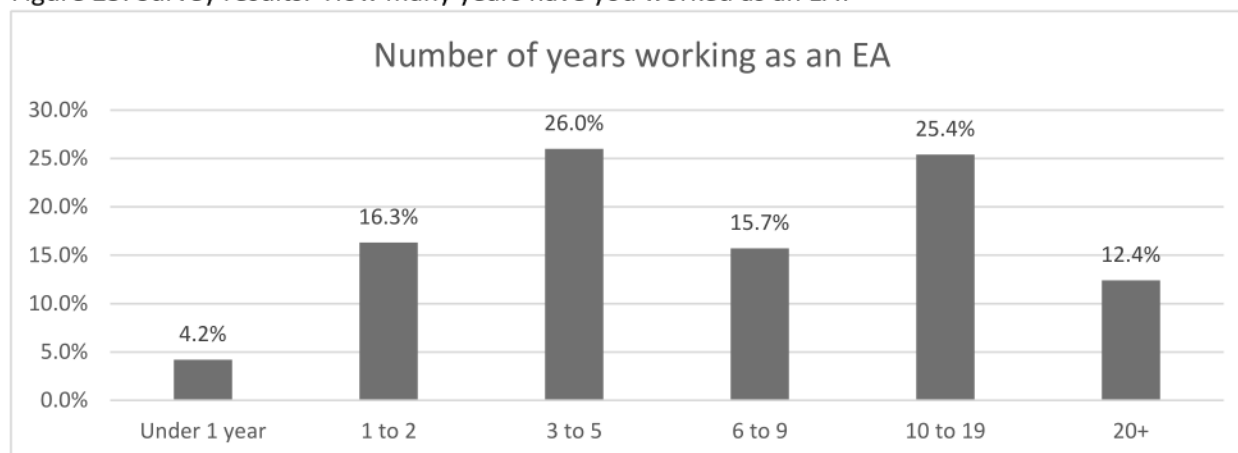
The lack of consistent requirements for previous years of experience is confirmed by the survey results which indicated that just under half of EAs had no previous work experience in the K-12 sector (see figure 24 below). This means that for most EAs, their certification program is their first introduction to the sector. This speaks to the importance of rigorous, consistent training that adequately represents the K-12 work environment.

Figure 24: Survey results: Before you became an Education Assistant, did you have previous work experience in K-12 education or a related field?



Regardless of requirements for work experience when they first begin working as an EA, many EAs currently working in the system have several years of experience under their belt (see Figure 25 below).

Figure 25: Survey results: How many years have you worked as an EA?



Note: 784 respondents left this question blank and there were 13 errors which means the percentages are out of 4409 answers, not 5206.

Over a quarter of EAs have been on the job between 3 to 5 years, while over a third of EAs have ten plus years experience. This demonstrates that many EAs view the role of education assistant as a long-term career. When asked why they became education assistants, many education assistants mention entering the field because they love working with children and feel like they can make a difference in their lives. As well, the school hours work well for people with small children.

However, this love and appreciation was not always reflected in their responses when asked about their career aspirations for the next five years; the major themes that emerged were wanting to work full-time, becoming a teacher or going back to school for another career, and retirement. Those who felt positively about being an EA mentioned wanting to grow their career and to support students. Others mentioned wages were too low, they were experiencing burnout and lack of support, that there was no room for advancement, not enough full-time work, and that they felt undervalued and badly treated by the employer. Many respondents mentioned the need to work multiple jobs to make ends meet.

Jurisdiction scan on EA Regulation

National

Only three provinces in Canada have some type of regulations/registry of education assistants: Ontario, Prince Edward Island and Newfoundland. All three of them take a very different approach.

Table 1: Comparison of Ontario, Prince Edward Island and Newfoundland's Approach to EA Regulation

	Position	Regulation	Education
Ontario	Education Assistant	Yes- Ontario College of Trades and Apprenticeship Act	<ul style="list-style-type: none"> 2268 hours of on-the-job work experience 432 hours of in-school training

Prince Edward Island	Substitute only educational assistant 1	No: collective bargaining defines roles and requirements	<ul style="list-style-type: none"> For those denied an EA 2, they can apply for this designation which will allow them to accept day to day assignments but no permanent position.
	Education Assistant 2	No: collective bargaining defines roles and requirements	<ul style="list-style-type: none"> one year education in human services
Newfoundland	Elementary and secondary School teacher Assistants	No	<ul style="list-style-type: none"> High school completion May require a 10 month college program
	Teaching and learning Assistant	Yes- Under the teacher Certification Regulations under the Teacher Training Act ^{xiii}	<ul style="list-style-type: none"> a minimum 2 year post-secondary (20 credited courses) or a completion of a full-time two year of post-secondary in an area relevant to K-12 education

Ontario

Educational Assistant is a trade regulated by the Ontario College of Trades and Apprenticeship Act, 2009.^{xiv} Qualified individuals may obtain a Certificate of Qualification, which confirms its holder has the skills, knowledge and experience that meet industry standards of practice for the trade. An apprenticeship training program consists of on-the-job and in-school training. Generally, the time-frame to become competent in the “trade” of Educational Assistant is 2700 hours (approximately one and a half years): 2268 hours of on-the-job work experience and 432 hours of in-school training.

Prince Edward Island

EAs must hold a valid Educational Assistant Authorization to be hired by a school board to work as an educational assistant (EA2) or as a substitute only educational assistant (EA1) in a PEI school.^{xv} Authorizations are issued through the Certification and Standards Section of the Department of Education and Lifelong Learning. Once they have authorization, candidates must apply to the school board(s) where they wish to work.

Before 2009, school districts were responsible for authorizing EAs to work. However, this practice was inefficient and resulted in inconsistencies. In the spring of 2009, the PEI registrar took over this work as a shared service for the sector. They now register EAs and issue authorizations to work. When the department of education took over the authorization process, they initially required applicants to complete a two-year program in working with students with diverse needs. However, districts noticed their supply was decreasing each year, so they lowered the requirements for authorization to one year of post-secondary education in human services. A \$50 dollar application fee was also required initially but has since been removed at the request of CUPE.

Under the PEI Education Act^{xvi}, education assistants are defined as non-instructional personnel; it is the collective bargaining process that determines their role and qualifications. They are not regulated nor is

the authorization mandated by law. This means that authorization requirements can change with each new bargaining cycle, as is evidenced by the new, lower educational requirements.

Newfoundland

In 2017, Newfoundland piloted a new position called the Teaching and Learning Assistant. The goal was to bridge the need between the personal care of students and their pedagogical needs. While student assistants (who only need a high school diploma to be employed) tend to the personal care of students, the role of the teaching and learning assistant (TLA) is to support the classroom teacher in meeting the educational needs of students.^{xvii}

Before 2017, the role of student assistant was to assist with the personal care of students with high needs but not for pedagogical needs. Over time, however, the role experienced a fair degree of scope creep: student assistants were helping with pedagogical needs in the classroom despite having no formal training.

In 2017 a premier's task force in improving educational outcomes was initiated.^{xviii} One of the recommendations was to create a teaching and learning assistant position that would fill the gap between teachers and the personal care student assistant.

Roles and Responsibilities

The role of the teaching and learning assistant (TLA) is to support the classroom teacher. They are not teachers but work under the direction of teachers and/or school administrators. As the taskforce emphasized the importance of supporting early learning, TLAs are only in K-6 classroom for the present. However, there are plans to expand the scope of TLAs to middle grades.

To date, there are about 200 TLA positions in the system that have been phased in over three years. Of the 200, 70% were ECEs (with a diploma for school-aged children) or childcare youth workers, but there are also people with Bachelor of Arts and other degrees.

Holders of the Teaching and Learning Assistant Certificate are restricted to working as a Teaching and Learning Assistant only. The TLA position is mandated through legislation and TLAs belong to the teacher's union.

Education

To be eligible, candidates require a minimum two-year post-secondary program (20 credited courses) or a completion of a full-time two year of post-secondary studies in an area relevant to K-12 education. Though the Ministry must approve the program, there are a lot of equivalencies.

Lessons Learned

In the beginning, the pilot program drew their candidates from the pool of ECEs in the province. Most of these ECEs were employed in the early childhood sector. This caused some concern in that sector as ECEs in the school system were unionized and higher paid than their counterparts in daycares. The pilot also pulled a lot from their existing student assistant pool, many of whom were already qualified. The thinking behind this strategy was that it is easier to fill a position that only requires a high school certificate than one that requires two years of post-secondary.

This has also unintentionally created a career pathway from student assistant to TLA. Student assistants are seeing that if they complete the two-year program, they are eligible for a position that pays a lot

more. The Ministry is hoping that Memorial University will implement a stackable credential model to their teacher education program where they will have a two-year TLA program that would count towards a teacher certificate. This has not yet occurred.

Monitoring

This program is very new and is currently being monitored for impact including the following areas:

- How TLAs are deployed in schools: This aspect of the program was deemed important because if a TLA was spread too thin (e.g., being deployed in several classes at a time) they would be less efficient. The Ministry created a document outlining best practices for TLA deployment.
- TLA job satisfaction: overall, the feedback from TLAs has been positive. However, it is important to keep in mind that the program is new, and the pool of respondents was quite limited.
- TLA turnover rate: this is where they are concentrating their efforts this year. For the first year or two of the program, many TLAs were actually certified teachers which meant that they experienced a shortage of substitute teachers.

International

United Kingdom

Newfoundland's model for teaching and learning assistants was inspired by innovations from the U.K. Like BC and the rest of Canada, teacher assistants in the U.K. support certified teachers and work under their supervision and guidance. They are not considered teachers.

History and Context

In the early 2000s, the Department for Education and Skills (DfES) found that teaching assistants were being given more responsibility within schools despite having little to no training. To address this situation, the National Workforce Agreement was signed in 2003 to reform the school system, raise standards and address increasing staff workloads.^{xix}

The Higher Level Teaching Assistants (HLTAs) position, also known as Senior Learning Support Assistants (SLSAs), and the Cover Supervisor position were created as part of the 2003 Workload Agreement between the Government and Teacher and support staff unions to address the excessive workload of teachers. HLTAs' main purpose is to support the teacher in meeting the pedagogical needs of students. In addition to the regular duties of a teaching assistant, HLTAs can teach classes on their own, cover planned absences and allow teachers the time to plan and mark.^{xx}

Education & regulation

To become a recognised HLTA requires a preparation course, in-school assessment, and a fee of 450 pounds (around \$776 CAD dollars) to the HLTA National Assessment Partnership.^{xxi} However, it does not appear to be mandated. Schools can choose to hire TAs and HLTAs without qualifications. A cover supervisor, on the other hand, "occurs when no active teaching is taking place and involves the supervision of pre-set learning activities in the absence of a teacher."^{xxii} (See Appendix 5 for comparison of TAs, HLTAs and Cover supervision)

Current State & Lessons learned

A research report commissioned by the Department for Education and Skills published in June 2019 found that there was a total of 922 TAs employed across the 60 schools that participated in the research. Of those 922 TAs, 80 (just under 9%) were HLTAs and employed in 30 of the schools.^{xxiii} In

those 30 schools, HLTAs were most often used to replace the teacher in the classroom to cover teacher's planning and marking time or to replace them during their absence.^{xxiv}

The flexibility around who may supervise a class has led to schools abusing the spirit of the roles and opting for budget reasons to have classes covered by TAs, HLTAs and Cover supervisors instead of hiring qualified supply teachers. In a survey of its support staff members, the National Education Union found that 76% of members who worked as cover supervisors reported no difference between what they were asked to do and the job description of a supply teacher.^{xxv}

Comparison of Occupations Similar to Education Assistants in BC

Table 2: Comparison of Education Assistants, Early Childhood Educators, Responsible Adults, Health Care Aides & Community Support Workers in B.C.

	Education Assistants	Early Childhood Educators	Responsible Adults	Health Care Aides	Community support workers
Work under the supervisions of designated professionals?	Yes – a teacher, school or district leader	No	No (but only in the context of school-aged care)	Yes – a nurse or other healthcare professional	Yes-social worker or health care professional
Professional Standards	No	Yes	No	No	No
Regulation Body	No	Yes	No	No	No
Registry	No	Yes	No	Yes	No
Education required by regulation body, registry, or legislation?	No	Yes	Yes	Yes	No
Scope of practice defined in legislation?	Yes (School Act)	Yes (Child Care BC Act)	Yes (Child Care Licensing Regulation-Community Care and Assisted Living Act)	No	No
Registration/certification required to practice?	No	Yes	No	Yes-for public sector employees Optional-for private sector employees	No

Out of the five comparable occupations of education assistants (EAs), Early Childhood Educators (ECEs), Responsible Adults, Health Care Aides (HCAs), and Community support workers, the only occupation whose members may work independently are ECEs and responsible adults—though the latter only under very strict circumstances. ECEs are also the profession that are the most regulated through legislation (See Appendix 6 for descriptions of cross-sector occupations).

Education Assistants and Community Support Workers are the least regulated support occupations. EAs also have the largest scope in definition; the term “Education Assistant” encompasses a range of positions that require varying levels of education and responsibility. In contrast, the definition scopes for ECEs and HCAs are a lot narrower.

Conclusion

Though Education Assistants make up a significant part of the K-12 education workforce and play a pivotal role in supporting students in the classroom, there is no consistency in the way EAs are trained, in the requirements they need to get hired, in EAs’ scope of practice or even in how much they are paid. While the survey showed that EAs are dedicated to their work and are an important part of the workforce to support student success, many of them report that feeling undervalued as well as low wages due to lack of full-time work as reasons they do not feel their current job is a sustainable option for the future.

Though EAs are dedicated to their work in supporting students, the wide variety of approaches at the local level, the lack of consistency across EA jobs and between EAs and other similar occupations, as well as the fact that EAs feel undervalued as educators, make the current situation for EAs quite challenging. While standardized credentials would bring more consistency, equity and supports to the EA occupation, they could also have a significant impact on the supply of EAs at a time where most districts are flagging recruitment challenges. However, this may also be the perfect time to explore strategies to bring more consistency to the roles, responsibilities and training for Education Assistants given the current work being done to integrate ECEs into the broader learning environment.

Appendix 1: EAWG Terms of Reference

Working Group on the Current State of the Education Assistant (EA) Workforce in B.C. Terms of Reference

Purpose

The purpose of this working group is to gather information and data to better understand the current state of the EA workforce and potential implications of standardized certification. Topics of interest include, but are not limited to, the current education and work experience of EAs, the current and potential intersections between EAs and Early Childhood Educators, as well as insights from other jurisdictions' and/or other sectors' current policies and practices on certification standards.

Deliverable

The working group will submit a report to the Ministry of Education by December 31, 2021 outlining the following information:

- Data on the current EA workforce (e.g., demographic information, workforce count, geographic distribution across the province).
- Information on EAs' scope of practice and hiring requirements in school districts.
- Information on EAs' profile (e.g., level of education, certification, work experience, professional aspirations) – this information might be collected through a survey/an engagement tool with the EA workforce.
- An overview of current EA training program offerings in BC (e.g., length, breadth, scope, similarities/difference in curriculum and requirements, regions served by the program).
- Information concerning policies, practices and initiatives implemented in other sectors to introduce standards for paraprofessionals (e.g. healthcare aids).
- A jurisdiction scan of similar occupations in BC and for EAs across Canada.
- Academic research on best practices for regulation and certification of the EA workforce.
- A list of stakeholder groups who should be engaged in future consultations to provide additional insights on the EA workforce.

Membership

The Working Group will include representatives from the Ministry of Education (EDUC) and CUPE.

EDUC will be represented by:

- Linda Beddouche, Director, Workforce Development
- Lina Branter, Policy Analyst/Project manager, Workforce Development
- Brett Wilmer, Director, Education Economics and Data Science Lab
- Veronica Horgan, Education officer, Inclusive Education

CUPE will be represented by:

- Kirsten Daub, CUPE National Representative
- Stephen Elliott-Buckley, CUPE National Researcher
- Nicole Edmondson, CUPE Local 3500
- Sarah Poberg, CUPE Local 9

Where both parties are in agreement, additional members may be added to the working group.

Communications, Meetings and Timeline

Working group meetings will be called and facilitated by the Director of Workforce Development or designate, or a duly authorized representative of the Ministry of Education and take place virtually.

It is anticipated that the Working Group will meet monthly between May and December 2021. Where both parties are in agreement, additional meetings may be added if required.

Working group communications between meetings will be initiated and facilitated by the director of Workforce Development or her designate, or a duly authorized representative of the Ministry of Education.

Appendix 2: Job Description Matrix Respondents

Group	R/U	Category	School District	Response?
1	R	Extra Small Rural	10 (Arrow Lakes)	Y
1	R	Extra Small Rural	19 (Revelstoke)	Y
1	R	Extra Small Rural	49 (Central Coast)	
1	R	Extra Small Rural	50 (Haida Gwaii)	Y
1	R	Extra Small Rural	81 (Fort Nelson)	
1	R	Extra Small Rural	84 (Vancouver Island West)	Y
1	R	Extra Small Rural	87 (Stikine)	Y
1	R	Extra Small Rural	92 (Nisga'a)	Y
2	R	Small Rural	47 (Powell River)	
2	R	Small Rural	51 (Boundary)	
2	R	Small Rural	52 (Prince Rupert)	Y
2	R	Small Rural	53 (Okanagan-Similkameen)	Y
2	R	Small Rural	54 (Bulkley Valley)	Y
2	R	Small Rural	58 (Nicola-Similkameen)	
2	R	Small Rural	64 (Gulf Islands)	
2	R	Small Rural	74 (Gold Trail)	
2	R	Small Rural	78 (Fraser-Cascade)	Y
2	R	Small Rural	85 (Vancouver Island North)	Y
3	R	Medium Rural Climate	05 (Southeast Kootenay)	Y
3	R	Medium Rural Climate	06 (Rocky Mountain)	Y
3	R	Medium Rural Climate	08 (Kootenay Lake)	Y
3	R	Medium Rural Climate	27 (Cariboo-Chilcotin)	
3	R	Medium Rural Climate	46 (Sunshine Coast)	Y
3	R	Medium Rural Climate	59 (Peace River South)	Y
3	R	Medium Rural Climate	60 (Peace River North)	
3	R	Medium Rural Climate	82 (Coast Mountain)	
3	R	Medium Rural Climate	83 (North Okanagan-Shuswap)	Y
3	R	Medium Rural Climate	91 (Nechako Lakes)	Y
3	R	Medium Rural Climate	93 (Conseil Scolaire Francophone)	Y
4	R	Medium Rural	20 (Kootenay-Columbia)	Y
4	R	Medium Rural	22 (Vernon)	Y
4	R	Medium Rural	28 (Quesnel)	Y
4	R	Medium Rural	48 (Sea To Sky)	Y
4	R	Medium Rural	67 (Okanagan Skaha)	Y
4	R	Medium Rural	69 (Qualicum)	Y
4	R	Medium Rural	70 (Alberni)	Y
4	R	Medium Rural	71 (Comox Valley)	Y
4	R	Medium Rural	72 (Campbell River)	
4	R	Medium Rural	75 (Mission)	Y
4	R	Medium Rural	79 (Cowichan Valley)	
5	U	Medium Urban	33 (Chilliwack)	
5	U	Medium Urban	37 (Delta)	Y
5	U	Medium Urban	40 (New Westminster)	
5	U	Medium Urban	42 (Maple Ridge-Pitt Meadows)	
5	U	Medium Urban	44 (North Vancouver)	

5	U	Medium Urban	45 (West Vancouver)	Y
5	U	Medium Urban	57 (Prince George)	Y
5	U	Medium Urban	62 (Sooke)	
5	U	Medium Urban	63 (Saanich)	Y
5	U	Medium Urban	68 (Nanaimo-Ladysmith)	Y
5	U	Medium Urban	73 (Kamloops/Thompson)	Y
6	U	Large Urban	23 (Central Okanagan)	
6	U	Large Urban	34 (Abbotsford)	Y
6	U	Large Urban	35 (Langley)	Y
6	U	Large Urban	36 (Surrey)	Y
6	U	Large Urban	38 (Richmond)	
6	U	Large Urban	39 (Vancouver)	Y
6	U	Large Urban	41 (Burnaby)	
6	U	Large Urban	43 (Coquitlam)	Y
6	U	Large Urban	61 (Greater Victoria)	Y

Appendix 3: Education Assistant Survey

Education Assistant Survey

Collection Notice

The Ministry of Education's Education Policy Branch is collecting your information to better understand the needs, issues, opportunities, and challenges of the Education Assistant workforce. This work is being undertaken as part of the Terms of Reference of the Education Assistant (EA) working group between the Ministry of Education and CUPE and will be used to inform their final report to the Minister. Please do not include any personal information or third-party information (i.e., talk about others) in your responses. The Government of B.C. will not collect, use or disclose any of your personal information, as all responses will be aggregated and not associated with an individual. All data will be securely stored on government servers. This survey is voluntary, and while a response is encouraged, it is not required.

Context:

This survey is an initiative of the Education Assistant Working Group established between the Ministry of Education and CUPE BC. The purpose of this working group is to gather information and data to better understand the current state of the EA workforce and potential implications of standardized certification.

Draft Survey Questions:

Are you currently an EA? [Yes/No]

If not, what is your role [text answer]

1. EDUCATION BACKGROUND

What is your highest level of education?

- ☐ High school
- ☐ Certificate/diploma
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctoral degree
- ☐ Other: [text answer]

If you completed post-secondary education, what was your area(s) of study? (Select all that apply)

- ☐ Arts and Humanities
- ☐ Business and Management
- ☐ Education
- ☐ Health
- ☐ Human Services
- ☐ Indigenous Studies

- ☐ Science and Engineering
- ☐ Social Science
- ☐ Trades and Technology
- ☐ Other: [text answer]

Do you have an Education Assistant certification? [Yes/No]

[If yes, then will be prompted to answer these questions]

How long was your Education Assistant program?

- ☐ Two months or less
- ☐ Three to six months
- ☐ Seven months to one year
- ☐ More than one year

What was the name of the organization that delivered the Education Assistant program you completed? [short text answer]

Did your Education Assistant program include a practicum? [Yes/No]

Why did you choose this specific Education Assistant program? (select all that apply)

- ☐ Affordability
- ☐ Instruction/curriculum
- ☐ Location
- ☐ Online learning options
- ☐ Part-time learning options
- ☐ Reputation of school or program
- ☐ Required by school district
- ☐ Other: [short text answer]

Do you have an Early Childhood Educator certification? [Yes/No]

[If yes, then will be prompted to answer this question]

How many years have you worked as an early childhood educator? [dropdown e.g., less than a year, 1, 2, 3 years etc.]

Do you have any other certification? (select all that apply)

- ☐ American Sign-Language
- ☐ Applied Behavioural Analysis Therapy
- ☐ First Aid
- ☐ Unified English Braille
- ☐ Non-violent crisis intervention
- ☐ POPARD -Provincial Outreach Program for Autism & Related Disorders
- ☐ Other: [text answer]

2. WORK EXPERIENCE AND CAREER GOALS

How many years have you worked as an Education Assistant? [dropdown e.g., less than a year, 1, 2, 3 years etc.]

When you first began working as an Education Assistant, did you feel adequately prepared for your role? Why or why not? [text answer – 500-character limit]

In which school district(s) do you currently work as an Education Assistant? (select all that apply)
[drop down]

Before you became an Education Assistant, did you have previous work experience in K-12 education or a related field (e.g., early childhood education, post-secondary education)?

- ☐ Yes, I have previous work experience in K-12 education
- ☐ Yes, I have previous experience in a field related to education
- ☐ No, I have no previous experience in K-12 education or related field

Do you feel you have access to professional development and other learning opportunities to be effective in your role as an Education Assistant? [Yes/No with option to add additional comments in a short text field]

Why did you decide to become an Education Assistant? [text answer – 500-character limit]

What are your career goals in the next 5 years? [text answer – 500-character limit]

Is there anything else you would like to say? [text answer – 500-character limit]

Appendix 4: EAWG Survey: Respondents by School District

9. In which school district(s) do you currently work as an Education Assistant? (select all that apply)	Respondents
36 Surrey	782
23 Central Okanagan	365
41 Burnaby	357
43 Coquitlam	266
44 North Vancouver	241
35 Langley	239
61 Greater Victoria	206
83 North Okanagan-Shuswap	157
34 Abbotsford	153
62 Sooke	150
71 Comox Valley	127
57 Prince George	123
05 Southeast Kootenay	116
37 Delta	112
68 Nanaimo-Ladysmith	112
67 Okanagan Skaha	105
60 Peace River North	98
91 Nechako Lakes	98
38 Richmond	83
40 New Westminster	80
93 Conseil scolaire francophone	79
73 Kamloops/Thompson	77
63 Saanich	76
08 Kootenay Lake	72
59 Peace River South	71
72 Campbell River	69
79 Cowichan Valley	69
42 Maple Ridge-Pitt Meadows	58
22 Vernon	52
48 Sea to Sky	50
45 West Vancouver	49
33 Chilliwack	48
70 Alberni	43
69 Qualicum	41
06 Rocky Mountain	38
20 Kootenay-Columbia	38
53 Okanagan Similkameen	37
58 Nicola-Similkameen	35
51 Boundary	30
75 Mission	29

78 Fraser-Cascade	23
39 Vancouver	21
28 Quesnel	19
46 Sunshine Coast	19
52 Prince Rupert	18
47 Powell River	17
81 Fort Nelson	15
49 Central Coast	14
74 Gold Trail	14
50 Haida Gwaii/Queen Charlotte	12
82 Coast Mountains	10
85 Vancouver Island North	10
10 Arrow Lakes	s.22
84 Vancouver Island West	
92 Nisga'a	
64 Gulf Islands	
27 Cariboo-Chilcotin	
54 Bulkley Valley	
19 Revelstoke	

Appendix 5: TAs Compared to HLTAs in UK

	TAs (levels 1-3) ^{xxvi}	Cover Supervisors	HLTAs (levels 4-5) ^{xxvii}
<i>Skills & Experience</i>	<ul style="list-style-type: none"> • An ability to build good working relationships with both pupils and adults • Good organisational skills • Flexibility and creativity • Enjoy working with children • Good literacy and numeracy skills • Ability to manage groups of pupils and deal with challenging behaviour • Patience and a sense of humour • In some jobs it could be useful if you have IT skills or are fluent in local community languages 	<ul style="list-style-type: none"> • good communications skills • to be highly flexible • to enjoy working with young people 	<ul style="list-style-type: none"> • TA skills & experience • meet the 33 HLTA professional standards • have English and maths skills at Level 2 or equivalent • know how to use ICT to support your work • be trained in relevant learning strategies, e.g. literacy • have specialist skills/ training in a curriculum area, e.g. sign language
<i>Entry requirements</i>	<ul style="list-style-type: none"> • GCSE -level literacy and numeracy • Previous experience working with you an asset • Level 2 Award in Support Work in Schools OR Level 2 Certificate in Supporting Teaching and Learning in Schools an asset but not required OR level 3 apprenticeship for teaching assistants 	<ul style="list-style-type: none"> • Up to schools to decide what qualifications and experience are required • Level 2 Award in Support Work in Schools 	<ul style="list-style-type: none"> • Already be working as a TA • Support from head teacher who will guide them to relevant training.
<i>Training & Development</i>	<ul style="list-style-type: none"> • Once hired, complete an induction programme Expand knowledge by taking: <ul style="list-style-type: none"> • Level 3 Award/Certificate/Diploma in Supporting Teaching and Learning in Schools • Other training from First aid to specific interventions, etc. 	<p>Other possible qualifications include:</p> <ul style="list-style-type: none"> • Level 2 Certificate in Supporting Teaching and Learning in Schools • Level 3 Certificate in Cover Supervision of Pupils in Schools (currently awarded by City & Guilds and OCR) 	<p>Optional: level 4 certificate for HLTAs (provides national recognition but not always required by schools).</p>
<i>Professional standards</i>	<p>21 standards^{xxviii} divided into 4 categories:</p> <ul style="list-style-type: none"> • Personal and Professional conduct • Knowledge and Understanding • Teaching and Learning • Working with Others 		<p>33 standards^{xxix} divided into 6 categories:</p> <ul style="list-style-type: none"> • Professional values and practice • Professional knowledge and understanding • Professional skills • Planning and expectations • Monitoring and assessment • Teaching and learning activities

Appendix 6: Descriptions of Comparable Occupations to EAs

Early Childhood Educators

Early childhood educators (ECEs) work with young children from birth to age five. They create and run educational programs that support children's intellectual, physical, social and emotional growth. Early childhood educator assistants (ECEAs) work under the supervision of ECEs.^{xxx}

Early childhood educators (ECEs) and assistants (ECEAs) must be certified to work in most licensed child-care programs. There are five levels of certification:

- ECE – one year
- ECE – five year
- ECEA
- Infant Toddler Educator (ITE)
- Special Needs Educator (SNE)

ECEs must complete an early childhood education program at a recognized university or college. They can then be certified through the B.C. Ministry of Children and Family Development. ECEAs can earn a certificate after taking courses in child development, children's well-being, and curriculum planning. ITEs and SNEs must be certified as ECEs before taking their additional training and certification.

To stay certified, workers must continue to do professional development, get work experience, and meet character and skill requirements. They must renew their certification every five years.^{xxxi} ECEs are regulated by the Director of the Early Childhood Educator Registry.^{xxxii}

ECEs in BC have two sets of standards against which to measure their practice: The Code of Ethics is endorsed by the [Early Childhood Educators of British Columbia \(ECEBC\)](#) and help early childhood educators decide what conduct is right and correct. The B.C. childcare occupational competencies describe the level of skills, knowledge and abilities needed to be considered a capable early childhood educator.^{xxxiii}

Health Care Aides

In BC, the term Health Care Aide (HCA) describes a variety of workers who deliver basic nursing care, such as personal hygiene, dressing, feeding and medication assistance, and including, but are not limited to, the following job titles: community health workers, resident care attendants, care aides, home support workers, nurse aides, mental health workers, and personal support workers.^{xxxiv}

In January 2020 BC implemented the BC Care Aide and Community Health Worker Registry (the Registry) and was the first of its kind in Canada.^{xxxv} The Registry's purpose is to ensure that those who engage in serious misconduct are not able to continue working with vulnerable individuals in BC. They do this by:

- tracking and responding to cases of alleged abuse,
- ensuring minimum levels of training, and
- promoting professional development for HCAs.^{xxxvi}

Registration with the Registry is a requirement for employment with all publicly-funded employers, though some private employers have opted to participate voluntarily. To be accepted into the Registry, applicants must have completed a recognised HCA program.^{xxxvii}

The Registry does not have a legislative foundation. In a 2016 Policy Intentions Paper for Consultation on health care assistant oversight, the need for further oversight of HCAs was identified. Concerns about the Registry included:

- the investigation processes,
- the Registry's lack of a legislative or regulatory basis,
- its lack of requirement of private employer participation,
- its inability to compel reporting of abuse or participation in the investigatory process,
- poor mechanisms to inform employers when an HCA has been removed from the Registry,
- its transparency – for employers and public, and
- its funding base and sustainability over the longer term.

The nature of the work performed by HCAs is not in itself considered high risk, and therefore does not warrant self-regulation. However, the Ministry of Health believes the locations and circumstances in which HCAs provide care may pose a risk of harm to vulnerable seniors and other client groups, including risk of financial abuse, emotional abuse, physical abuse, sexual abuse, and neglect, and as a result a form of regulation is required.

As such, the authors of the paper felt that an amendment to the Health Professions Act (HPA)^{xxxviii} would introduce a provision allowing the Minister of Health to create a regulatory mechanism that is proportionate to the risks involved in health occupations for which self-regulation is not an appropriate regulatory response. HCAs would be the first health occupation to be regulated within this new category. The Ministry recommended that HCAs be regulated under the British Columbia College of Nursing professionals and Midwives.

Since the 2016 paper was written, there has been a change in government and a shift in focus into merging the 25 regulatory colleges into 6 large ones. Until this work is completed, further regulation of the HCA profession has been put on hold. In the meantime, the Ministry of Health is focussing its efforts on strategies such as implementing a code of conduct that do not require any formal oversight.

Responsible Adults

A responsible adult in a community care facility context as defined by the Child Care Licensing Regulation must:

- be at least 19 years of age,
- be able to provide care and mature guidance to children,
- have completed a course, or a combination of courses, of at least 20 hours duration in child development, guidance, health and safety, or nutrition, and
- have relevant work experience.^{xxxix}

Though they do not need to be supervised, they are only able to provide care for school-aged children in B.C.^{xl} A person can work as a responsible adult prior to completion of the 20 hours of training with approval from a licensing officer. In this case, a training schedule should be developed. Training can occur in a variety of ways and does not necessarily need to be through a college or university course. Examples of training: online, workshops, conferences, seminars, or classes offered through local recreation centres, courses such as Good Beginnings made available by the BC Family Child Care Association and offered through distance education, or through working with an experienced child care provider who can share knowledge and skills.

The survey results highlighted in this report indicate that most EAs would qualify as responsible adults.

Community support workers

Community support workers “assist clients with their physical, economic, vocational, recreational, social, emotional and daily life skills development. [They] assist clients to achieve the greatest degree of independence and quality of life possible.”^{xli} To be a community support worker a diploma in a related human/social service field and at least one year recent related experience is required.

A community support worker performs many of the same duties as education assistants and health care aides but in the client’s home or community. For instance, they participate in creating Personal service plans, and support clients with daily life and social skills. Community service workers can be employed by social service agencies, government agencies, group homes, correctional facilities, among others. They usually work under the supervision of a social worker or health care professional.

ⁱ Ministry consultation with Districts. (January 2021).

ⁱⁱ Ministry consultation with Districts. (January 2021).

ⁱⁱⁱ [Education Assistant & SEA Careers in BC | Make a Future](#)

^{iv} *Education assistant training program*. (n.d.). Retrieved January 5, 2022, from <https://sd64.bc.ca/education-assistant-training-program/>

^v *Educational assistant training program*. (n.d.). Retrieved January 5, 2022, from <https://www.sd61.bc.ca/our-district/departments-services/human-resource-services/employment/opening/educational-assistant-training-program/>

^{vi} Delta Teacher Assistant Certification Program. [n.d.] Retrieved January 5, 2022, from <https://www.deltasd.bc.ca/programs/continuing-education/delta-teacher-assistant-certificate-dtac-program/>

^{vii} gssi. (n.d.). Job evaluation committee. *BC Public School Employers’ Association*. Retrieved January 28, 2022, from <https://bcpsea.bc.ca/support-staff/collective-agreement-administration/job-evaluation-committee/>

^{viii} gssi. (n.d.). Job evaluation committee. *BC Public School Employers’ Association*. <https://bcpsea.bc.ca/wp-content/uploads/2022/01/Bulletin-8-Job-Evaluation-January-24-2022.pdf>

^{ix} SSIRRE.(2021, September 27). Interim findings: EA Job description review and school district interviews

^x SSIRRE.(2021, September 27). Interim findings: EA Job description review and school district interviews

^{xi} SSIRRE.(2021, September 27). Interim findings: EA Job description review and school district interviews

^{xii} SSIRRE.(2021, September 27). Interim findings: EA Job description review and school district interviews

^{xiii} Cnlr 1134/96—Teacher certification regulations under the teacher training act. (n.d.). Retrieved November 30, 2021, from https://www.assembly.nl.ca/legislation/sr/regulations/rc961134.htm#14_2

^{xiv} [TFS Educatoinal Assistant Nov2015.pdf \(collegeoftrades.ca\)](#)

^{xv} [Educational Assistant Authorization | Government of Prince Edward Island](#)

^{xvi} <https://www.princeedwardisland.ca/en/legislation/education-act>

^{xvii} [Teaching and Learning Assistant Certification - Education \(gov.nl.ca\)](#)

^{xviii} [task force report.pdf \(gov.nl.ca\)](#)

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^{xx} *Skills for Schools-Higher Level Teaching Assistants*. (n.d.). UNISON. Retrieved October 21, 2021, from <http://www.skillsforschools.org.uk/roles-in-schools/higher-level-teaching-assistant/>

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