

MINISTRY OF EDUCATION AND CHILD CARE
INFORMATION BRIEFING NOTE

DATE: April 20, 2022
CLIFF: 280623

PREPARED FOR: Honourable Katrina Chen, Minister of State for Childcare - **FOR INFORMATION**

SUBJECT: Canada-Wide Early Learning and Child Care (CW-ELCC) Implementation Committee

PURPOSE: To review draft CW-ELCC Implementation Committee Terms of Reference

BACKGROUND:

- As announced in the federal government's 2020 Fall Economic Statement, a Federal Secretariat on Early Learning and Child Care (ELCC) has been established to help build capacity within the federal government and engage stakeholders to inform the policy analysis and development needed to support a Canada-wide ELCC system.
- The Federal Secretariat will bring together governments, experts, and stakeholders to collaborate in designing and implementing a Canada-wide Early Learning and Child Care system.
- On February 17, 2022, the Director General of the Secretariat provided a brief overview to Provinces and Territories (PTs) on a multi-lateral call regarding the restructuring of the Secretariat in response to the new proposed federal ELCC legislation. The Secretariat will be comprised of five Divisions:
 - Data Research and Innovation;
 - Stakeholder Relations;
 - Policy Development;
 - Strategic Policy and Issues Management; and
 - Regional Structure – the single point of contact for PTs.
- BC will continue to collaborate with the Federal Secretariat on ELCC within this new structure and under the agreed upon objectives of the bilateral ELCC Agreement to support implementation of a Canada-wide ELCC system.
- The Federal Secretariat on ELCC will also assume the secretariat function to support province-specific Canada-wide Early Learning and Child Care Joint Implementation Committees (IC), which were agreed upon under the CW-ELCC Agreement.
- The IC will be comprised of officials from both governments and potentially some key stakeholders, and will meet regularly to discuss and exchange on issues related to the Agreement, including:
 - monitor progress towards the shared goals set out in the agreement;
 - administration and management of the agreement such as expenditures and reporting;
 - discussion of local challenges and priorities resulting from stakeholder engagement; and
 - improving data collection and dissemination.

DISCUSSION:

- Canada and BC representatives met on February 25, 2022 to discuss the draft Implementation Committee Terms of Reference (TOR) (see Appendix A) which outlines the Committee's mandate, membership, meeting schedule and reporting duties, as well as options for stakeholder engagement.
- s.13; s.16

- s.16

- s.13; s.16

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NEXT STEPS:

- Minister of State direction/endorsement of the recommended^{s.13} option in the TOR is requested by April 27, 2022.
- Pending Minister approval, BC will seek Canada's endorsement of the proposed edits to the TOR, and finalise the TOR and establish a Joint IC.
- BC and Canada will plan for two potential meetings of the Joint IC – in late Spring 2022 and Fall 2022.
- BC will begin planning for the development of the first Progress Report, the first draft of which will be shared with the Federal Secretariat on ELCC for review and comment by October 1, 2022.

Attachment(s)

1. 280623 IBN-MSKC_MJW Attachment 1_Draft Implementation Committee TOR

Program ADM/Branch: Kevena Hall, ADM, Child Care Division

Program Contact (for content): Teresa Butler, Director, Child Care Policy

Drafter: Julie Adams, Manager, Child Care Policy

Date: April 12, 2022

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Withheld pursuant to/removed as

s.13 ; s.16

**MINISTRY OF EDUCATION AND CHILD CARE
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DATE: June 2, 2022
CLIFF: 281583

PREPARED FOR: Hon. Katrina Chen, Minister of State for Child Care – **FOR DECISION**

SUBJECT: Fee increase caps under the Child Care Fee Reduction Initiative

PURPOSE: To confirm direction regarding fee increase cap amounts

BACKGROUND:

In November 2021, a decision was made to limit non-exceptional fee increases at Child Care Fee Reduction Initiative (CCFRI) facilities to 1- and 3% of the regional median¹ to prevent dilution of the December 2022 enhanced fee reductions (see Appendix A, X-Ref 263038). Since that time, the rate of inflation has reached historic highs² and the Ministry is seeking renewed direction with respect to fee increase cap amounts.

DISCUSSION:

s.13; s.16

Unlike in these other jurisdictions, B.C. will offer increased operational funding to help offset the potential financial impact of the fee increase caps (X-Ref 280977); however, the funding may not be sufficient to cover inflation rates for high-cost facilities subject to the 1% cap (Appendix C). As such, there is an opportunity to revisit the previous decision to implement more restrictive fee increase maximums at higher-cost facilities, including considering a 3% fee increase maximum for all facilities, regardless of their fees.

OPTIONS:

Option 1^{s.13}

s.13

¹ Providers charging within 10% of the regional median, or less, would be permitted a 3% fee increase; providers with higher fees would be limited to a 1% fee increase (see Appendix A, Table A3).

² B.C.'s consumer price index (CPI) in April 2022 was 6.7% higher (unadjusted) than in April 2021.

s.16 and this media release on the Northwest Territories' 2.3% fee increase cap: [N.W.T. gov't to re-evaluate child-care subsidy after operator outcry | CBC News](#)

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Option 2: Implement a fee increase cap of 3% for all CCFRI providers.

Implications:

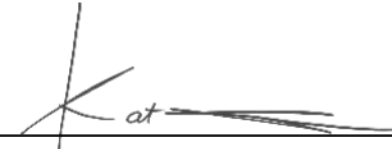
- Applies the same fee increase cap to all CCFRI providers, regardless of their fees.
- Providers will receive sufficient enhanced operational funding to cover inflation (on average, based on current B.C. CPI, see Appendix D).
- Less risk providers will perceive the policy as punitive than the alternative option.
- Parents at all facilities (that choose to implement the 3% fee increase) will experience a similar fee increase (within their SDA), regardless of their provider's fees.
- Simpler to communicate and administer (than the alternative option).

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RECOMMENDATION:

Option 2: Implement a fee increase cap of 3% for all CCFRI providers.

<div style="display: flex; align-items: center;"><div style="margin-right: 10px;">Option 2 /</div><div style="border-bottom: 1px solid black; width: 200px; text-align: center;"></div></div> <p>DECISION and SIGNATURE</p> <p>Honourable Katrina Chen, Minister of State for Child Care</p>	<div style="border-bottom: 1px solid black; width: 100%;"><p>June 10, 2022</p></div> <p>DATE SIGNED</p>
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Attachments:

- A. 1- and 3% Fee Increase Cap Amounts by Region (Based on 2021/22 Median Fees before CCFRI)
- B. s.16
- C. Examples of Fee Increase Caps at a Facility Level
- D. Comparison of Fee Increase Caps, Enhanced Operating Funding, Average Fee Increases, and Current Inflation Rates

Program ADM/Branch: Kevena Hall, Child Care Division
Program Contact (for content): Teresa Butler, Director, Child Care Policy
Drafter: Krystal Heuman, Sr. Policy Analyst
Date: June 2, 2022

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Appendix A: 1- and 3% Fee Increase Cap Amounts by Region (Based on 2021/22 Median Fees before CCFRI)

Table A1: Group Providers

Service Delivery Area	Infant (0-18 months)			Toddler (18-36 months)			3 Years to Kindergarten			Kindergarten (Before & After School)		
	Median	1%	3%	Median	1%	3%	Median	1%	3%	Median	1%	3%
11 Kootenays	\$1,071	\$10.71	\$32.13	\$990	\$9.90	\$29.70	\$840	\$8.40	\$25.20	\$420	\$4.20	\$12.60
12 Okanagan	\$1,200	\$12.00	\$36.00	\$1,150	\$11.50	\$34.50	\$915	\$9.15	\$27.45	\$450	\$4.50	\$13.50
13 Thompson Cariboo Shuswap	\$1,160	\$11.60	\$34.80	\$1,050	\$10.50	\$31.50	\$810	\$8.10	\$24.30	\$457	\$4.57	\$13.71
21 East Fraser	\$1,150	\$11.50	\$34.50	\$1,060	\$10.60	\$31.80	\$838	\$8.38	\$25.13	\$462	\$4.62	\$13.86
22 North Fraser	\$1,380	\$13.80	\$41.40	\$1,305	\$13.05	\$39.15	\$950	\$9.50	\$28.50	\$525	\$5.25	\$15.75
23 South Fraser	\$1,350	\$13.50	\$40.50	\$1,225	\$12.25	\$36.75	\$900	\$9.00	\$27.00	\$530	\$5.30	\$15.90
24 Vancouver/Richmond	\$1,526	\$15.26	\$45.78	\$1,460	\$14.60	\$43.80	\$1,075	\$10.75	\$32.25	\$450	\$4.50	\$13.50
25 Coast/North Shore	\$1,549	\$15.49	\$46.47	\$1,466	\$14.66	\$43.98	\$1,162	\$11.62	\$34.86	\$605	\$6.05	\$18.15
31 South Vancouver Island	\$1,350	\$13.50	\$40.50	\$1,155	\$11.55	\$34.65	\$963	\$9.63	\$28.88	\$435	\$4.35	\$13.05
32 North Vancouver Island	\$1,184	\$11.84	\$35.51	\$1,050	\$10.50	\$31.50	\$850	\$8.50	\$25.50	\$450	\$4.50	\$13.50
4 Northern Region	\$1,100	\$11.00	\$33.00	\$1,000	\$10.00	\$30.00	\$840	\$8.40	\$25.20	\$480	\$4.80	\$14.40
British Columbia	\$1,350	\$13.50	\$40.50	\$1,250	\$12.50	\$37.50	\$950	\$9.50	\$28.50	\$490	\$4.90	\$14.70

Table A2: Family Providers

Service Delivery Area	Infant (0-18 months)			Toddler (18-36 months)			3 Years to Kindergarten			Kindergarten (Before & After School)		
	Median	1%	3%	Median	1%	3%	Median	1%	3%	Median	1%	3%
11 Kootenays	\$1,020	\$10.20	\$30.60	\$1,027	\$10.27	\$30.81	\$1,000	\$10.00	\$30.00	\$400	\$4.00	\$12.00
12 Okanagan	\$966	\$9.66	\$28.98	\$950	\$9.50	\$28.50	\$880	\$8.80	\$26.40	\$420	\$4.20	\$12.60
13 Thompson Cariboo Shuswap	\$900	\$9.00	\$27.00	\$900	\$9.00	\$27.00	\$815	\$8.15	\$24.45	\$420	\$4.20	\$12.60
21 East Fraser	\$900	\$9.00	\$27.00	\$900	\$9.00	\$27.00	\$840	\$8.40	\$25.20	\$538	\$5.38	\$16.13
22 North Fraser	\$1,100	\$11.00	\$33.00	\$1,050	\$10.50	\$31.50	\$901	\$9.01	\$27.03	\$525	\$5.25	\$15.75
23 South Fraser	\$1,000	\$10.00	\$30.00	\$950	\$9.50	\$28.50	\$850	\$8.50	\$25.50	\$500	\$5.00	\$15.00
24 Vancouver/Richmond	\$1,400	\$14.00	\$42.00	\$1,388	\$13.88	\$41.63	\$1,214	\$12.14	\$36.42	\$600	\$6.00	\$18.00
25 Coast/North Shore	\$1,300	\$13.00	\$39.00	\$1,285	\$12.85	\$38.55	\$1,200	\$12.00	\$36.00	\$650	\$6.50	\$19.50
31 South Vancouver Island	\$1,000	\$10.00	\$30.00	\$975	\$9.75	\$29.25	\$900	\$9.00	\$27.00	\$500	\$5.00	\$15.00
32 North Vancouver Island	\$945	\$9.45	\$28.35	\$914	\$9.14	\$27.42	\$900	\$9.00	\$27.00	\$525	\$5.25	\$15.75
4 Northern Region	\$900	\$9.00	\$27.00	\$900	\$9.00	\$27.00	\$840	\$8.40	\$25.20	\$500	\$5.00	\$15.00
British Columbia	\$1,000	\$10.00	\$30.00	\$987	\$9.87	\$29.61	\$900	\$9.00	\$27.00	\$500	\$5.00	\$15.00

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Table A3: Thresholds for a 3% fee increase under Option 1 (Median + 10%)

Service Delivery Area	Group				Family			
	Infant	Toddler	3 Years-Kinder	Kindergarten Before & After	Infant	Toddler	3 Years-Kinder	Kindergarten Before & After
11 Kootenays	\$1,178.10	\$1,089.00	\$924.00	\$462.00	\$1,122.00	\$1,129.70	\$1,100.00	\$440.00
12 Okanagan	\$1,320.00	\$1,265.00	\$1,006.50	\$495.00	\$1,062.60	\$1,045.00	\$968.00	\$462.00
13 Thompson Cariboo Shuswap	\$1,276.00	\$1,155.00	\$891.00	\$502.70	\$990.00	\$990.00	\$896.50	\$462.00
21 East Fraser	\$1,265.00	\$1,166.00	\$921.25	\$508.20	\$990.00	\$990.00	\$924.00	\$591.25
22 North Fraser	\$1,518.00	\$1,435.50	\$1,045.00	\$577.50	\$1,210.00	\$1,155.00	\$991.10	\$577.50
23 South Fraser	\$1,485.00	\$1,347.50	\$990.00	\$583.00	\$1,100.00	\$1,045.00	\$935.00	\$550.00
24 Vancouver/Richmond	\$1,678.60	\$1,606.00	\$1,182.50	\$495.00	\$1,540.00	\$1,526.25	\$1,335.40	\$660.00
25 Coast/North Shore	\$1,703.90	\$1,612.60	\$1,278.20	\$665.50	\$1,430.00	\$1,413.50	\$1,320.00	\$715.00
31 South Vancouver Island	\$1,485.00	\$1,270.50	\$1,058.75	\$478.50	\$1,100.00	\$1,072.50	\$990.00	\$550.00
32 North Vancouver Island	\$1,301.99	\$1,155.00	\$935.00	\$495.00	\$1,039.50	\$1,005.57	\$990.00	\$577.50
4 Northern Region	\$1,210.00	\$1,100.00	\$924.00	\$528.00	\$990.00	\$990.00	\$924.00	\$550.00
British Columbia	\$1,485.00	\$1,375.00	\$1,045.00	\$539.00	\$1,100.00	\$1,085.70	\$990.00	\$550.00

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Appendix B s.13; s.16
s.13; s.16

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Appendix C: Examples of Fee Increase Caps at a Facility Level

Table 1: 1- and 3% Fee Increase Caps⁵

Provider	Fee Before Increase	Median	Threshold (Median + 10%)	Cap Amount	% of Provider's Fee	Fee After Increase
A	\$2,000	\$1,000	\$1,100	\$10 (1%)	0.5%	\$2,010
B	\$1,105	\$1,000	\$1,100	\$10 (1%)	0.7%	\$1,115
C	\$1,100	\$1,000	\$1,100	\$30 (3%)	3%	\$1,130
D	\$750	\$1,000	\$1,100	\$30 (3%)	4%	\$780

Note that fees before the increase for providers B and C are \$5 apart, but as provider C can increase fees by \$20 more, their fee will surpass provider B after their respective increases.

Table 2: 3% Fee Increase Caps

Provider	Fee Before Increase	Median	Threshold (Median + 10%)	Cap Amount	% of Provider's Fee	Fee After Increase
A	\$2,000	\$1,000	N/A	\$30 (3%)	1.5%	\$2,030
B	\$1,105	\$1,000	N/A	\$30 (3%)	2.7%	\$1,135
C	\$1,100	\$1,000	N/A	\$30 (3%)	3%	\$1,130
D	\$750	\$1,000	N/A	\$30 (3%)	4%	\$780

⁵ Fees and increases in Tables 1 and 2 are per month. Fees may be increased by the cap amount once per year.

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Appendix D: Comparison of Fee Increase Caps, Enhanced Operating Funding, Average Fee Increases, and Current Inflation Rates

- Fee increase caps in figures below are based on 1- and 3% of the 21/22 BC Median Fee. Actual fee increase cap amounts vary by region (SDA).
- “Enhanced Funding” includes the new additional CCFRI Provider Payment funding amounts (i.e., the current payment rates of 20% of CCOF Base Funding are not included).

Group Providers

Figure D1:

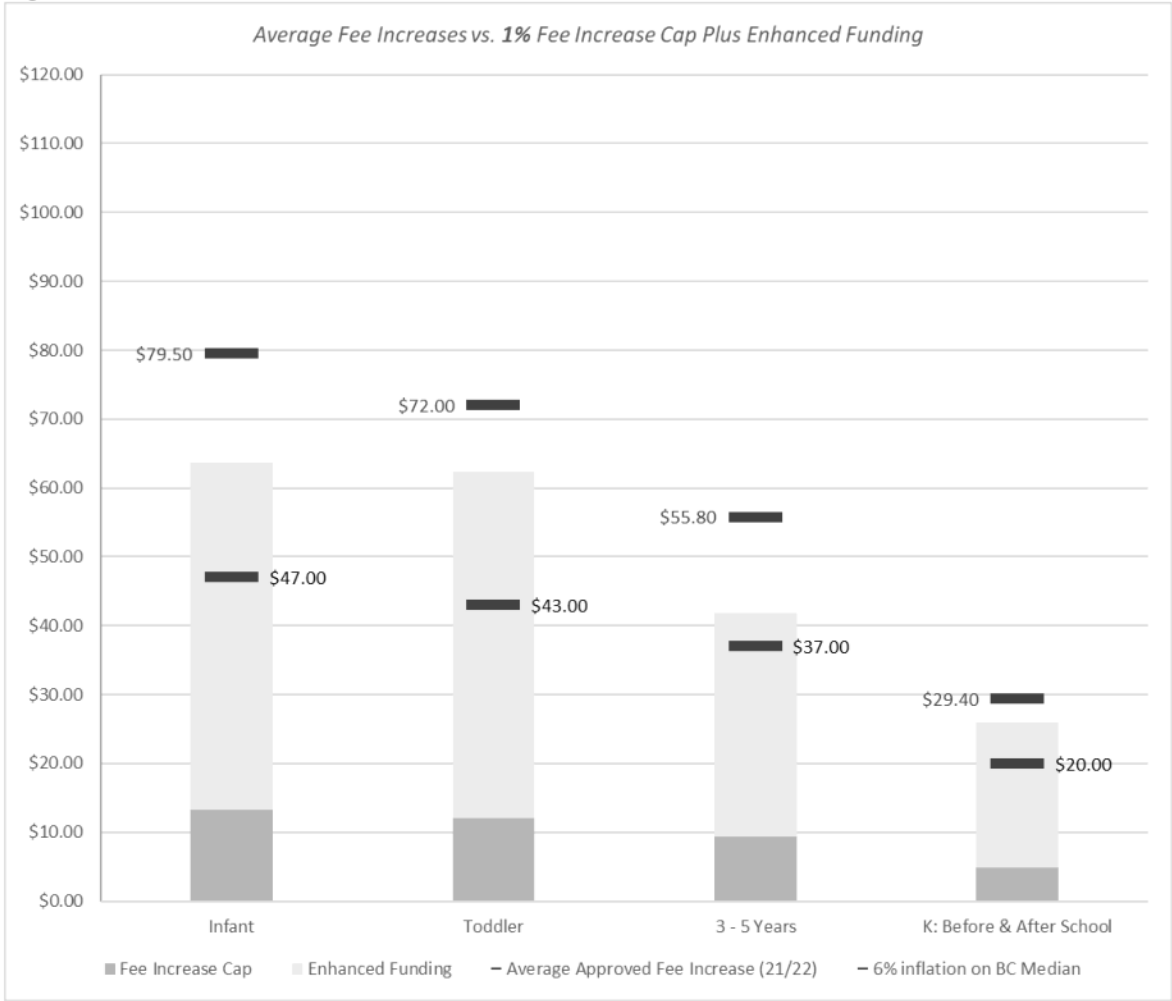
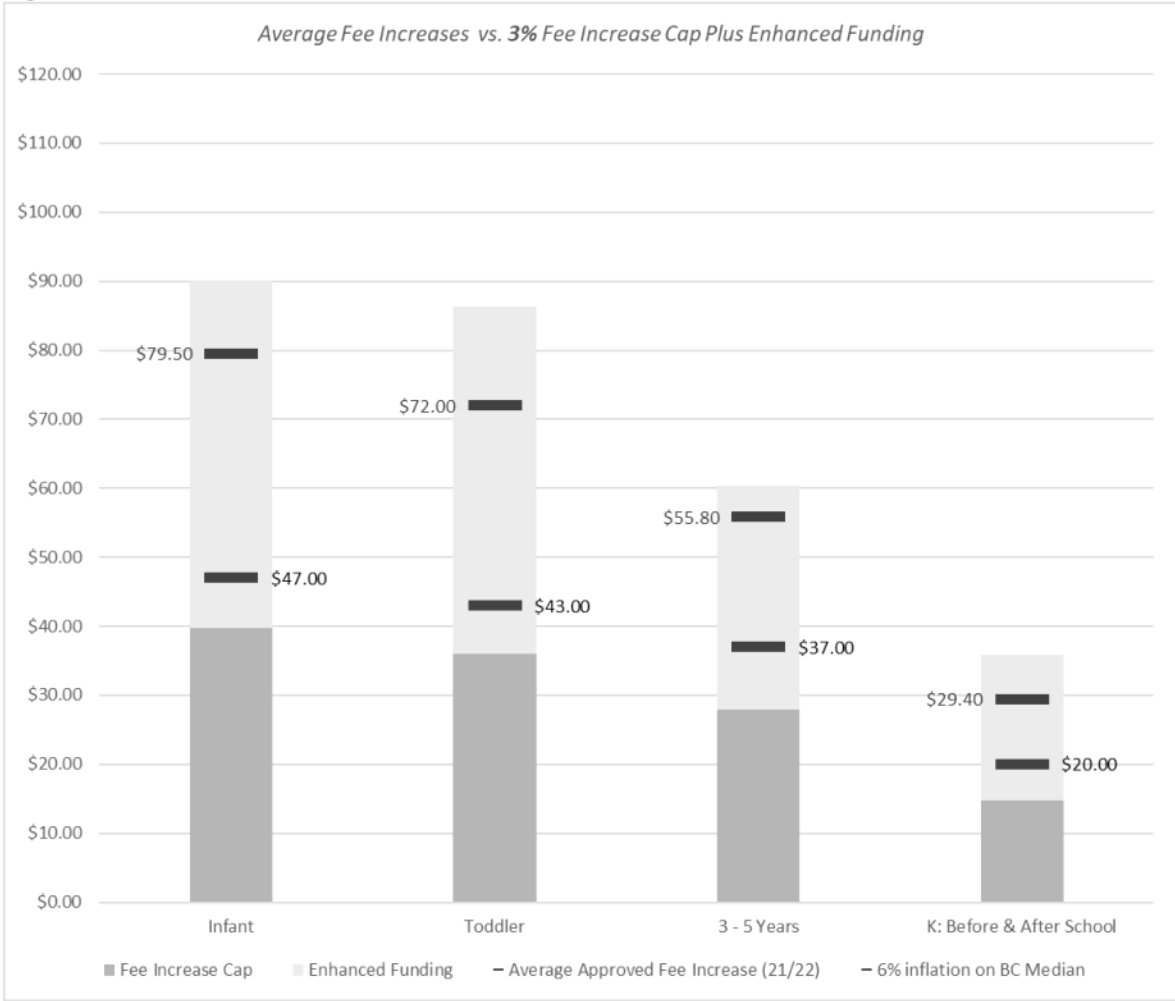


Figure D2:



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Family Providers

Figure D3:

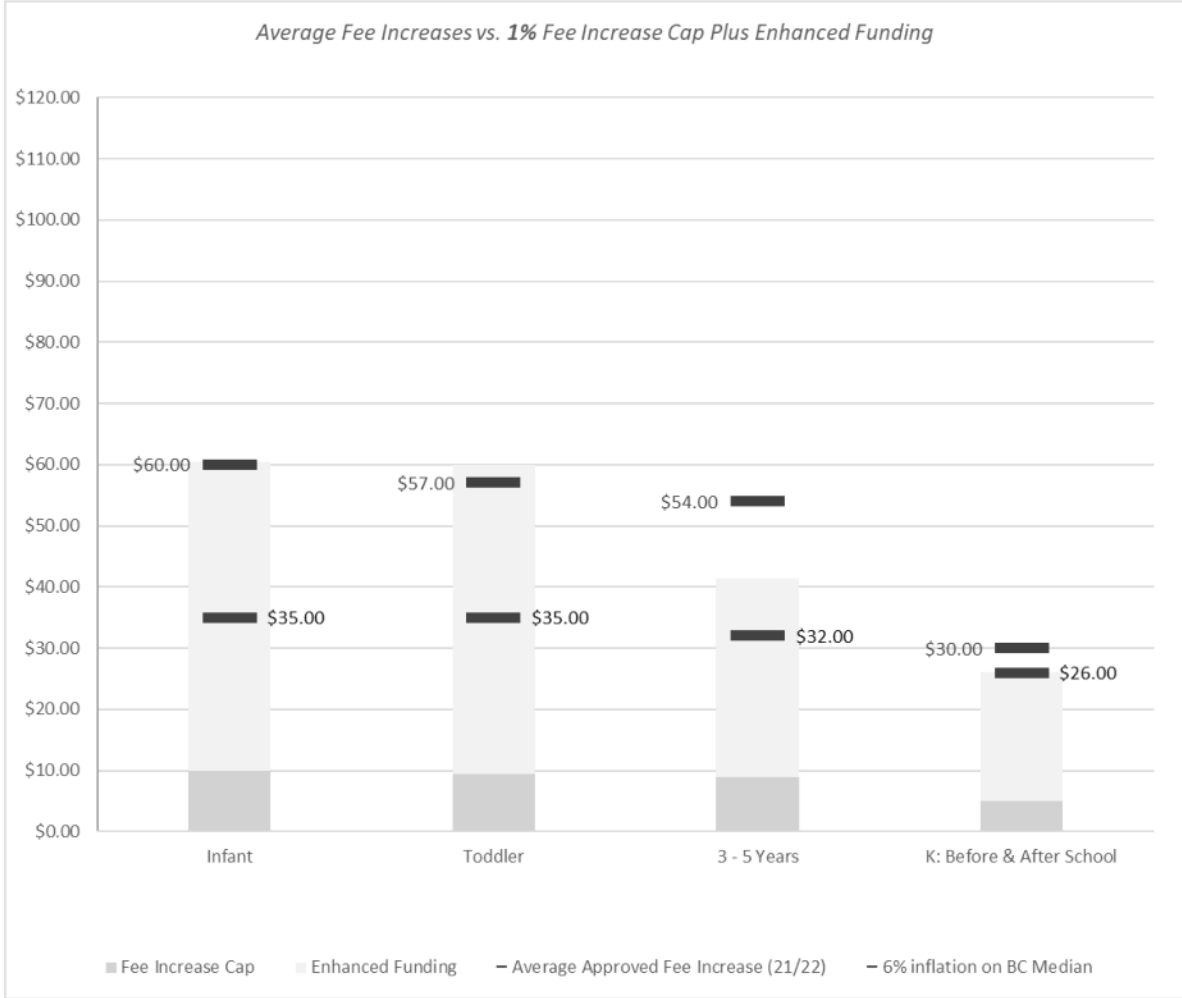
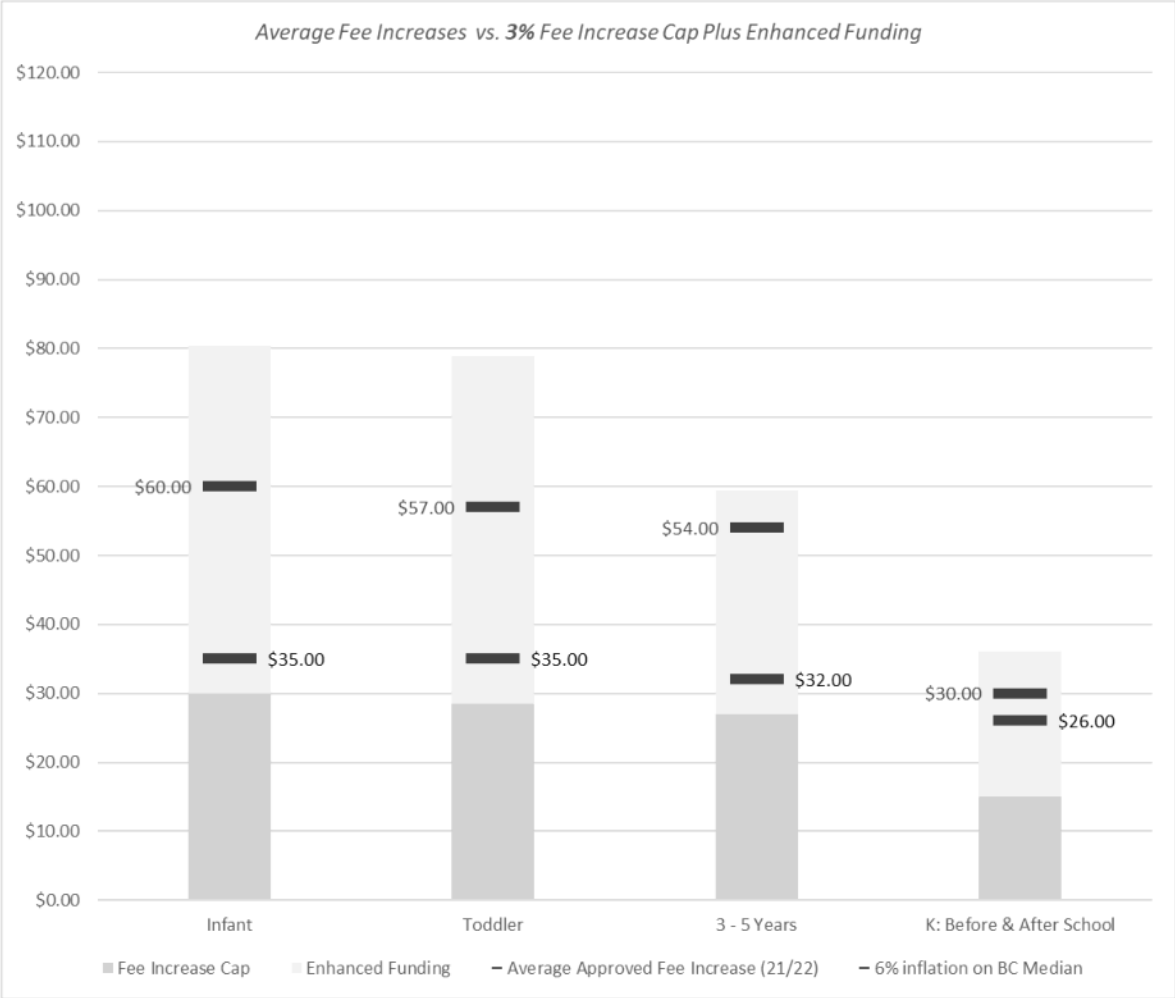


Figure D4:



MINISTRY OF EDUCATION AND CHILD CARE INFORMATION BRIEFING NOTE

DATE: May 25, 2022

CLIFF: 281377

PREPARED FOR: Hon. Katrina Chen, Minister of State for Child Care – **FOR INFORMATION**

SUBJECT: Impacts of the CCFRI enhancement on lower-fee facilities.

PURPOSE: Ensure CCFRI providers charge a parent fee (a “fee floor”) to align with the approach in place at \$10aDay ChildCare BC Facilities

BACKGROUND:

Under the Canada-British Columbia Canada-Wide Early Learning and Child Care (CW-ELCC) Agreement, BC committed to reducing average out-of-pocket¹ parent fees for child care for children aged 0-5 by 50% (of 2019 fee levels) by December 2022. This will be achieved through enhancements to the Child Care Fee Reduction Initiative (CCFRI) as shown in Table 1.

Table 1: Current and Future (Dec 2022) CCFRI Monthly Fee Reduction Rates

	Current Fee Reduction	Dec '22 Fee Reduction
Group 0 – 36 months	\$350	\$900
Group 3 years - Kindergarten	\$100	\$545
Group Kindergarten Before & After School	\$100	\$320
Family 0 – 36 months	\$200	\$600
Family 3 years - Kindergarten	\$60	\$500
Family Kindergarten Before & After School	\$60	\$320

DISCUSSION:

After the enhanced CCFRI discounts are applied, approximately 830 facilities (representing 20% of all CCFRI facilities) could see their parent fees drop below \$10 per day (or \$200 per month, per child) in at least one care category. In the absence of requiring a minimum fee floor of \$10/day, of these 830 facilities, 360 would see their fees reduced to \$0 after the December 2022 enhancements and 470 would charge a fee between \$0 and \$200 per month.

Table 2: Composition of low-fee facilities in CCFRI²

	Total Facilities	Family	Private	Non-profit ³	Spaces
CCFRI-Eligible	4,319	1533 (35%)	1814 (42%)	972 (23%)	70,138
Fees may drop below \$200/mo.	830	112 (13%)	399 (48%)	318 (39%)	17,488

¹ “Out-of-pocket” parent fees: fees charged to the parent or another party (including ACCB), after CCFRI is applied.

² Table 2 reflects 22/23 CCFRI applications as of May 5, 2022. As adjudication is underway, approved fees may differ. If fees could drop below \$200/mo. for any month in the year, the facility was counted.

³ Non-profit includes societies, Indigenous-led organizations, local governments, and public institutions.

Allowing facilities to reduce out-of-pocket parent fees below \$200 per month, per child (or \$10/day) would introduce a number of risks, including:

- Disincentivizing families accessing care at these sites from enrolling at \$10 a Day ChildCareBC Sites (once a spot becomes available);
- s.12; s.13

To mitigate these risks, the Ministry will require CCFRI providers to charge a minimum parent fee of \$200 per month, per child for full-time enrolment, in line with \$10 a Day ChildCareBC Sites⁵. There will be limited exceptions to the fee floors, to prevent families in vulnerable areas from seeing their child care costs increase.

Implementation of the minimum fee policy does not impact B.C.'s commitments under the CW-ELCC Agreement⁶ and aligns with B.C. and Canada's strategic vision; however, it is associated with the following implications:

- s.13

- There are 830 (20%) providers that charge less than \$1,100/month, (e.g., \$900 in maximum CCFRI reduction + \$200/month fee floor). These providers will receive a facility and care category specific rate to ensure their fees aren't reduced below the \$200/month, per child, with some exceptions to support vulnerable populations.
- Note that the families served by those 830 providers whose children attend care on a full-time bases were paying fees higher than \$200/month ever before the introduction of the new CCFRI parent portion rate and will not be negatively impacted.
- Families served by those 830 providers whose children attend care on a part-time basis may currently be paying fees of less than \$200/month. In order to not negatively impact those families, the Ministry will work with the provider to determine the correct fee reduction for each family.
- The Ministry is working on system-related communication tools to support providers to determine the correct fee reduction for each family, particularly for children enrolled

s.12; s.13

⁵ The Ministry also considered the implications of not implementing a minimum fee policy – these are summarized in Appendix A.

⁶ The Ministry will be reporting its progress to the Government of Canada using a weighted average of median fees, which are unaffected by implementing a minimum parent fee.

part-time⁷ and for parents who may not understand how much to expect in fee reductions.

- Parents with children enrolled on a part-time basis may receive different reduction amounts depending on their facility's fees (see Appendix B).

NEXT STEPS:

- Develop a comprehensive communications package announcing and explaining the Fall CCFRI enhancements (including rate increases and policy changes).
- Develop new policy guidelines with respect to the minimum parent fee and exceptions.
- Develop new tools to support providers and parents to understand how much of a fee reduction each family should expect.
- Develop I.T. system enhancements necessary to implement the CCFRI rate increase and minimum parent fee policy.

Attachments:

- A) Implications of not implementing a minimum parent fee policy.
- B) Impact of the fee floor on part-time enrolments.

ADM/Branch: Kevena Hall, Child Care Division
Contact (for content): Teresa Butler, Director, Child Care Policy
Drafter: Krystal Heuman, Sr. Policy Analyst
Date: May 25, 2022

⁷ "Part-time" care includes enrolment for fewer than five days per week or for four hours or less per day.

Appendix A: Implications of NOT implementing a minimum parent fee policy.

- 20% of CCFRI facilities would reduce their monthly fees below \$200 per child (regardless of household income).
- Low-income families with children enrolled at these low-fee facilities will likely no longer require additional fee support through the Affordable Child Care Benefit (ACCB), which will reduce provincial ACCB expenditures.
- Will be perceived as unfair by families enrolled at \$10 a Day Sites, as well as families enrolled at the 80% of CCFRI facilities that are unable to reduce their fees below \$200/month.
- s.12; s.13
- s.13
- Regardless of whether the fee floor is implemented, will require additional administrative/system complexity, as there are roughly 360 providers that would require individualized payments, due to their fees being less than the CCFRI fee reduction amount (e.g., to ensure they are not paid more than they need to reduce fees to \$0).

Appendix B: Impact of the fee floor on part-time enrolments⁸

	Provider 1	Provider 2	Provider 3
Full Time Fee	\$1100	\$1000	\$900
4 Day Fee	\$800	\$800	\$800
Current Fee Reduction (Daily)	\$17.50	\$17.50	\$17.50
Current Fee Reduction (Monthly)	\$280	\$280	\$280
Dec '22 Fee Reduction (Daily)	\$45	\$40	\$35
Dec '22 Fee Reduction for 4 Days/week (Monthly)	\$720	\$640	\$560
For 4 days of care per week, the parent pays:	\$160 ⁹ .	\$160	\$240

s.13

⁹ Without a minimum fee the parent would pay \$80. With a minimum fee, the provider receives \$80 in surplus CCFRI.

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DATE: May 26, 2022
CLIFF: 281390

PREPARED FOR: Honorable Katrina Chen, Minister of State – **FOR INFORMATION**

SUBJECT: Expanding access to \$10 a Day ChildCareBC Centres under the Canada-Wide ELCC Agreement

PURPOSE: Policy and program changes for the 2022 Intake of \$10 a Day ChildCareBC Centres

BACKGROUND:

- Launched in 2018, BC's \$10 a Day child care initiative currently supports a total of 6,634 \$10 a Day spaces at 134 licensed child care facilities.¹
- Under the terms of the Canada-British Columbia Canada-Wide Early Learning and Child Care (CW-ELCC) Agreement, BC has committed to further increase the number of \$10 a Day ChildCareBC spaces to 12,500 by December 2022, with a federal budget allocation of \$104.8M in 22/23.
- The CW-ELCC budget for 2022/23 was calculated based on a start date of April 1, 2022, for this federally-funded intake. Due to competing priorities and the need to ensure CW-ELCC priorities are reflected in the 2022 intake application process, the Ministry is anticipating a start date of September 2022 for some providers, with others joining monthly between October – December 2022.
- s.13; s.16; s.17

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DISCUSSION:

- Negotiating the provincially-funded 2021 intake of \$10 a Day sites, based on the adoption of a new framework of eligible expenses and funding model, took longer than expected with the last sites onboarded in April 2022.
- This delay has compressed the timelines for converting the additional 6,000 spaces needed to meet the CW-ELCC commitment.
- Several policy and program refinements are required in order to streamline and expedite the application and adjudication processes for the 2022 intake.

¹ Including approximately 2,500 \$10 a Day spaces at 50 facilities supported under the Canada-BC Bilateral ELCC Agreement (\$32M/year in 22/23) and 4,015 \$10 a Day spaces at 84 facilities supported with provincial funding from the 2021 intake.

Intake Approach

- Both the 2018 and 2021 intakes used a ‘closed’ application process in which the Ministry accepted applications for a specified period of time, held all of the applications received until the application period closed, and then adjudicated as many applications as possible that met the Ministry’s priorities. This process resulted in a large number of applications to be adjudicated and contracts negotiated over a short and compressed period of time.
- For the 2022 intake, the Ministry will:
 - target an intake start date of June 13, 2022, that will be open for approximately 9+ weeks (closing at noon on Aug 18, 2022); and
 - conduct a rolling selection process, with applications being screened and adjudicated as they are received.
- Adjudicating applications as they come in will allow some sites to be brought into pay sooner, some as early as Sept 1, 2022, thereby reducing the 22/23 underspend.

Prioritization

- The CW-ELCC prioritizes care for children aged 0-5² delivered by not-for-profit, public, and Indigenous-led facilities; British Columbia’s Action Plan for the CW-ELCC Agreement (2021/22 and 2022/23) commits to giving “priority to non-profit, publicly-delivered, Indigenous Government, and family-based providers” as BC expands the \$10 a Day ChildCareBC initiative.
- The 2021 intake prioritized applications from non-profit/public organizations, Indigenous-led, and home-based child care in locations where \$10 a Day ChildCareBC Centres were not available, as well as child care based in municipal community centres and those on school grounds³.
- Feedback from Indigenous-led, home-based, and Francophone applicants is that there are significant barriers for them in the application process that make it difficult for these providers to submit applications and/or be successful in the application or negotiation processes (X-Ref. 264570).
- s.13

² BC negotiated an administrative change to the Bilateral ELCC Agreement which allowed for some of the \$10 a Day facilities to include school-age spaces, so long as the majority of spaces at each facility supported children five and under. A similar approach will be taken for the 2022 expansion, given the composition of BC’s child care sector.

³ “On School Grounds” refers to child care facilities located in or on public school buildings or property, Independent Schools operated by non-profit societies and First Nations, and private or public post secondary institutions (universities or colleges).

- While all types of child care providers offering services to children age 0-5 will be eligible to apply in 2022, in order to achieve the target of 6,000 new \$10 a Day spaces by December 2022, the Ministry recommends this next intake prioritize
 - (1) sites located in communities currently without \$10 a Day child care (or with a low proportion of \$10 a Day sites compared to child population); and
 - (2) applications from larger public, not-for-profit, and Indigenous-led organizations operating a greater number of 0-5 or multi-age spaces.
- Child care facilities operating school age spaces exclusively will not be eligible to participate for this federally-funded intake.
- Prioritizing 2022 applications based on geographical and/or facility capacity:
 - creates more equitable access to \$10 a Day child care across the province;
 - aligns with the CW-ELCC priorities;
 - reduces the time required for negotiations by converting large numbers of spaces at fewer facilities; and
 - is most likely to ensure that BC meets the CW-ELCC commitment and timelines.

Funding Model

- The funding model for 2021 intake \$10 a Day sites shifted from a revenue-matching funding model (2018 Intake) to one that focuses on a provider's anticipated *eligible expenses*⁵ and provides sufficient funding to cover those costs. Focusing on expenses allows the Ministry to limit the amount of public funding going towards profit and/or privately-held assets (X-ref BNs 261316 and 262504).
- s.13

⁵ The Ministry developed a list of "eligible expenses" and funding caps (where necessary) in order to guide the negotiations process (see BN 262504).

s.13

s.17

Eligibility Criteria

- Both the 2018 and 2021 intakes were guided by 13 “eligibility criteria” that providers had to meet in order to move forward in the application screening process (See Appendix C)
- Feedback from providers is that several of these criteria are barriers to them being eligible to apply to the initiative. The eligibility criteria most difficult for providers to meet were the two years of CCOF participation (a particular barrier for New Spaces Fund recipients), the need for a separate business bank account, and the need for audited/reviewed financial statements per facility.
- For the 2022 intake, the Ministry will make the following changes to the eligibility criteria:
 - Reducing the CCOF participation requirement from two years to one year or alternatively if the facility had been enrolled in the \$10 a Day program for the previous year;
 - Only requiring a separate business bank account for sole proprietors or partnerships;
 - Requiring financial statements signed by the facility’s expense authority rather than audited financial statements or those reviewed by a third party (i.e., a Chartered Accountant); and
 - Removing the requirement for facilities to participate in the ECE-WE, where qualified staff are already paid an hourly wage at or above \$21/hour.
- Reducing the CCOF participation requirement from two years to one year will open the application process to new(er) child care facilities that don’t have two years of established financial information but have passed the point of experiencing initial start-up costs.
- Including one year of enrollment in the \$10 a Day program as an alternative eligibility criterion will enable \$10 a Day sites that are transitioning from one organization to another to apply under their new organization.
- Most larger organizations have robust accounting practices that allow them to meet government’s accounting and reporting expectations. Separate bank accounts are only needed for sole proprietors and partnerships to ensure that business and personal finances are kept separate.
- s.13; s.17

s.13; s.17

SUMMARY OF RECOMMENDATIONS:

The Ministry recommends the following policy and program changes for the 2022 intake of \$10 a Day ChildCareBC Centres:

- Using an open intake process running from June 13 until August 18, 2022, with continuous adjudication over this period;
- Prioritizing (1) applicants located in communities currently without \$10 a Day child care (or with a low proportion of \$10 a Day sites compared to population density); and (2) applications from larger public, not-for-profit, and Indigenous-led organizations;
- Implementing minor modifications to the eligible expenses to clarify these during the negotiation process; and
- Amending four eligibility criteria to increase the application success rate.

Attachment(s)

Appendix A: Eligible Expenses under the 2022 Intake \$10 a Day Funding Model

Appendix B:^{s.13}

Appendix C:

Program ADM/Branch: Kevena Hall, ADM, Child Care Division

Program Contact (for content): Jon Barry, ED, Child Care Capital Funding

Drafter: Julie Adams, Manager, Child Care Policy

Date: May 26, 2022

Appendix A: Eligible Expenses under the 2022 Intake \$10 a Day Funding Model (changes from 2021 Intake Model highlighted in yellow)

Eligible Expenses	Yes	Yes – Partial	No	Comments
FACILITY				
Mortgage	X	X	X	Yes for Public, Non-Profit, and Indigenous-led providers; No for Corporations, Partnerships and Sole Proprietors; and Yes Partial for home-based providers based on proportional use calculation. s.13; s.17
Rent/Lease	X	X		Pro-rated for home-based providers based on proportional use calculation
Strata Fees	X	X		Pro-rated for home-based providers based on proportional use calculation
Property Taxes	X	X		Pro-rated for home-based providers based on proportional use calculation
Utilities (electricity, gas, water, phone, internet, insurance)	X	X		Pro-rated for home-based providers based on proportional use calculation
Upkeep (garbage removal, recycling charges, cleaning supplies)	X	X		
Facility maintenance and improvements (repairs, appliance/furniture replacement, snow removal)	X	X		
Janitorial services (by arm's length third party)	X			
Insurance	X	X		Pro-rated for home-based providers based on proportional use calculation

s.13; s.17

Eligible Expenses	Yes	Yes – Partial	No	Comments
Vehicle(s) ⁸ – capital or lease costs	X			s.13
HUMAN RESOURCES				
Wages and benefits for child care staff (ECEs, ECE assistants, Responsible Adults, substitutes)	X			
Professional development and education		X		To be negotiated
Professional dues (membership fees, WorkSafe BC)	X			
ADMINISTRATION¹⁰				
Wages for non-childcare staff (management/administrators, maintenance)	X			
Audit/Reviews	X		X	Only covered where a provider's funding agreement is above a certain financial threshold (TBD, X-ref DN XXXXXX)
Business License	X			
Accounting/Legal	X			
Meals/Entertainment			X	
Office supplies and equipment	X			
Amortization/Depreciation			X	
Bank Charges	X			
Admin Staff Wages	X			N/A for home-based
Admin Staff Benefits	X			N/A for home-based
Fundraising			X	
Recruitment and Retention (ECEs, ECE assistants, Responsible Adults, substitutes)	X			To be negotiated
Loans Repayment		X		s.13
Taxes and CRA			X	
PROGRAM COSTS				
Food (meal programs)	X			

s.13; s.17

Eligible Expenses	Yes	Yes – Partial	No	Comments
Non-standard hours (extended hours, flexible care, overnight care)	X			
Supplies and equipment (books/toys, diapers, bedding, art materials, strollers, clothing ¹¹ , other program equipment)	X			
Staff Bonuses/Gifts			X	
Health and Safety Supplies	X			
Advertising and promotion			X	
Field trips		X		s.13
Rental (equipment/off-site room)	X			
Automobile/travel/mileage	X	X		Pro-rated for home-based providers based on km driven for work as a percentage of the total km in the year.
OTHER				
Bad debts ¹²			X	s.13
Specialized instruction (yoga, dance)			X	Parents can be charged additional fees for such services on a cost-recovery basis only
Staff appreciation/events/meetings		X		s.13
Vehicle rental			X	
Parent events (food, child-minding)		X		s.13
Consulting		X		To be negotiated
Equipment purchases (capital assets)			X	
Home improvement (owned property)			X	
“Decorating” non child care areas			X	

¹¹ Sites will be permitted a small clothing allowance for emergency clothing for children (e.g., dry socks, clean underwear, etc.). Funding for uniforms will not be considered an eligible expense.

¹² “Bad debts” refers to debt incurred when families do not pay their parent fees.

s.13

Appendix B: s.13

Appendix C: ^{s.13}

s.13

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Withheld pursuant to/removed as

s.13

MINISTRY OF EDUCATION AND CHILD CARE
INFORMATION BRIEFING NOTE

DATE: May 31, 2022
CLIFF: 281483

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: Richmond SD 38 Equity Audit

PURPOSE: Provide Minister with summary of Richmond SD 38 Equity Audit

BACKGROUND:

- In June 2020, Richmond School District started a Diversity and Antiracism Working Group to address racism in schools.
- In June 2021, Richmond SD hired Bakau Consulting to do a diversity, equity, and inclusion (DEI) audit based on 40 documents inclusive of policies and manuals and feedback from 1,622 students, 545 parents, 617 employees, and 18 focus groups.
- In November 2021, Baku Consulting completed the audit and provided Richmond SD with three reports: analysis of policies and procedures, qualitative data analysis, and recommendations.
- On April 27, 2022, the Diversity and Antiracism Working Group provided the Richmond Board of Education a recommendations report based on the audit.
- The full audit will be provided by the school district to the ministry before the end of June once it is board approved.

DISCUSSION:

- The SD Diversity and Antiracism Working Group recommendation report (Attachment 1) outlines key focus areas for the SD and rationale for each one.
- These focus areas align with all of the K-12 Anti-Racism Action Plan initiatives.

CONCLUSION:

- The SD38 DEI full audit will be provided by the school district to the ministry before the end of June once it is board approved.
- The released recommendations show alignment with the K-12 Anti-Racism Action Plan.

Attachment:

1. 281483 IBN-MJW Attachment 1_SD38 Antiracism Report

Program ADM/Branch: Jennifer McCrea/Strategic Priorities

Program Contact (for content): Erin Oscienny

Drafter: Raun Rainbow

Date: May 31, 2022

DATE: **APRIL 27, 2022**

FROM: **Christel Brautigam, Assistant Superintendent**

SUBJECT: **DIVERSITY AND ANTIRACISM WORKING GROUP REPORT**

RECOMMENDATION

That the Board receive the report of the Diversity and Anti-Racism Working Group, and support the priorities identified through:

1. Establishment of a DEI Advisory Committee to work with staff to move forward on the priorities identified by the Diversity and Antiracism Working Group.
2. Monitoring progress on these priorities through the strategic plan update process, regular reporting from the DEI Advisory Committee through the board standing committee structure, and an annual report to the Board from the DEI Advisory Committee.

STRATEGIC PLAN REFERENCE

Strategic Priority Two, Goal One: *District learning environments are equitable and inclusive.*

Strategic Priority Two, Goal Two: *The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation, and socio- economic status.*

Objective 1.2: Conduct an antiracism audit to examine our policies, language used in publications, stakeholder experiences, etc.

Objective 1.3: Review, prioritize and develop a workplan to implement recommendations based on antiracism audit (subject to Board approval).

Objective 2.4: Review and take action on additional recommendations emerging from antiracism audit and equity scan (subject to Board approval).

BACKGROUND

The Diversity and Antiracism Working Group was formed as a result of the following motion made at the June 10, 2020 public meeting of the Board of Education.

THAT the Board of Education (Richmond) form a Diversity and Antiracism Working Group in the upcoming school year, comprised of board and district stakeholder representatives, with a mandate which will include:

- consultation with students, staff, and other partner groups regarding their experiences with racism within the school district

- a review of what the district is currently doing with respect to educating students about various forms of racism
- a review of current district policy and practices regarding incidents of racism
- identification of what gaps the district needs to address regarding anti-racism education and practices, including but not limited to, policy, hiring practices, staff professional development, school and district culture and educational initiatives, and advocacy regarding curriculum and other provincial initiatives
- and make recommendations to the Board for further action

PROCESS

The Diversity and Antiracism Working Group is comprised of two Trustee representatives, as well as members from the following partner groups: CUPE, RASA, RDPA RMAPS, RTA, and Executive. The Diversity and Antiracism Working Group was formed in the Fall of 2020.

To fulfil the Board's mandate, the Diversity and Antiracism Working Group sought the services of a consulting company to conduct a Diversity, Equity, and Inclusion (DEI) audit.

Proposals for audits were received from eight local consulting companies and were reviewed by the Diversity and Antiracism Working Group. Criteria for selection included:

- A diverse team that could support the scope of our work;
- Previous experience with school districts;
- A willingness to work with the working group to have input into the process and survey design;
- A focus on both qualitative and quantitative data;
- A genuine interest in our mandate;
- Clarity and accountability in the audit process;
- Provision of specific and actionable recommendations; and
- Provision of advice on how to sustain the work going forward.

The Diversity and Antiracism Working Group determined that Bakau Consulting, located in Vancouver, provided the best fit for our mandate and criteria.

The team at Bakau Consulting gathered and analyzed both qualitative and quantitative data in June 2021 from:

- Secondary Student Survey (978 respondents)
- Elementary Student Survey (644 respondents)
- Parent and Alumni Survey (545 respondents)
- Employee Survey (617 respondents)
- 18 focus groups representing all partner groups (420 participants)
- 40 documents inclusive of policies and manuals

There are three reports that form the entire audit package which was received in November 2021:

- Key Terminology, Survey and Focus Group Data and Analysis
 - Survey data in the form of graphs and charts
 - An analysis section that highlights what the data may mean in context
 - Focus group summaries of overall themes and themes specific to the partner groups
 - Some direct quotes from respondents
- Analysis of Policies and Procedures
- Recommendations

The Diversity and Antiracism Working Group is extremely grateful to the students, parents, and staff who contributed to the audit process by filling in the surveys and participating in focus groups. It was of high importance to the working group that all of the data was considered very carefully in order to honour the vulnerability with which people came forward to share their views and experiences.

The data represents the personal experiences and stories of the participants in the surveys and focus groups who are from partner groups in SD38. The audit package highlights areas of need expressed by those who participated and highlights the voices of those who expressed feelings of marginalization. The audit package is designed to identify areas requiring attention. While there are many areas where the district is doing well in relationship to DEI, the intention of this report and the audit package from Bakau Consulting is to draw our attention to potential areas for improvement.

RECOMMENDED PRIORITIES

The Diversity and Antiracism Working Group engaged in a process of systematically reviewing the audit package from Bakau Consulting. After a thorough analysis, the working group is bringing forward the following recommended priorities for the Board's consideration.

Establish a DEI Advisory Committee

Rationale:

The Diversity and Antiracism Working Group has identified eight priorities outlined below based on the audit package from Bakau Consulting. These priorities require focused attention from staff and partner groups to ensure these priorities are successfully implemented. A DEI Advisory Committee that includes representatives from partner groups will support the priorities through ongoing engagement and commitment to the identified priorities and reviewing progress on them.

Draft Terms of Reference:

Mandate:

A representative school district partner group advisory committee will be established. This committee will act in an advisory capacity for the implementation of the priorities outlined in this report.

Composition:

- Trustees
- Assistant Superintendent, Executive Director - Human Resources, District Administrator Equity and Inclusion, Teacher Consultant Equity and Inclusion,
- Partner Group Representatives; CUPE, RASA, RDPA, RMAPS, RTA, Students, Community Partners (such as RCMP, City of Richmond, etc as appropriate)

Reporting:

- Report to Board of Education on a regular basis (on a schedule determined by the Board of Education) regarding progress on implementation of the priorities including operational planning, and establishment of goals and targets in alignment with Strategic Priorities
 - This may be achieved through the Strategic Plan update process, regular reporting through the standing committee structure and an annual report to the board

Meetings:

- Meeting frequency to be established once the committee has been formed

Develop an Employee Focused DEI Implementation Strategy**Rationale:**

Through the surveys and focus groups conducted as part of the DEI audit, participants across employee groups expressed a strong desire for learning opportunities related to DEI. The Diversity and Antiracism Working Group feels that fostering a strong connection to why these learning opportunities are important will increase engagement in the learning. Many respondents referenced inappropriate joking and stereotyping as regular occurrences in our schools and district workplaces. It will be important to develop learning opportunities for all employees to make clear the impact of inappropriate behaviour, as well as setting a clear expectation for appropriate behaviours. Ideally, all employees will be provided foundational understandings from which to grow and develop an appreciation of why DEI is a district priority.

Develop a Student Focused DEI Implementation Strategy**Rationale:**

Many student respondents referenced inappropriate joking and stereotyping as regular, frequent occurrences in school. Some students also reported feeling marginalized, unsafe, unheard, and discriminated against. Many students expressed a desire to be involved in the solution, and in supporting their fellow students to understand the impact and harm caused through behaviours that further feelings of marginalization and exclusion. They also expressed the need to feel heard and supported by adults when reporting and discussing issues related to DEI. The development of learning materials and supports for educators to understand the implications and impact of certain behaviours on students, as well as setting a clear expectation that this behaviour is unacceptable in Richmond schools is necessary.

Support All Schools and Facilities to be Safe and Brave Spaces**Rationale:**

Spaces that are inclusive of all, and where all (employees, students, parents, and the community) feel comfortable learning, working, sharing, and growing are considered to be 'safe and brave.' The surveys and focus groups surfaced that many students reported feeling excluded in school settings. Additionally, many students, parents, and staff expressed they feel powerless to share their thoughts and feelings, or to report an incident without fear of repercussion or being marginalized. The opportunities to hear and take action on feedback from our partner groups on an ongoing basis will strengthen the overall commitment to the district's DEI goals and contribute to the growth of safe and brave spaces.

Ensure That Clear Reporting Guidelines for Incidents Causing Harm, such as Discrimination, Racism, and Sexual Harassment are Implemented, Including Measures to Make Reporting Safer, and to Provide Clarity Regarding All Steps That will be Followed in the Process**Rationale:**

Across all partner groups there was considerable feedback about a lack of clarity regarding what to do if harm is caused; how to report it, who to report it to, and what the next steps should be. There was expressed discomfort in reporting to school personnel for fear of how the person reporting may be viewed for bringing an issue forward. There was a general feeling that too often, nothing would come from reporting a concern. Staff, students, and parents require adequate support to understand the accountability process and the impacts of harm.

This includes, through a trauma informed lens, developing clear structures and supports for those whom incidents of discrimination, racism, sexual harassment, and other incidents of harm (such as joking and stereotyping) are reported including what to do after an event is experienced, witnessed or reported so that there are clear expectations for the witness or person to whom an event is reported

Update and/or Develop District Policies and Regulations with Clearly Articulated DEI Principles and Consideration of the Intended Reading Audience

Rationale:

Policies and regulations are the foundation from where the school district's values and commitment to equity and inclusion are articulated. It was identified that many policies include outdated language that does not reflect today's evolving terminology. Due to the sometimes complex nature of policy language, if individuals are not familiar with reading policy, the sheer volume and complexities of how all these documents interact can pose barriers to understanding. Ensuring that policies are reviewed and developed with DEI principles in mind will help make the commitment to equity and inclusion more visible. Examples of this may include consistent templates for policy documents to make policy more user friendly.

The report from Bakau Consulting includes reference to specific policies that the Policy Committee may wish to analyze in more detail.

Increase Student Voice and Leadership in DEI Initiatives

Rationale:

A number of students expressed a desire to be directly involved in supporting DEI work in their schools. The students who participated in focus groups were passionate advocates for cultivating a sense of ownership and youth leadership in the area of DEI and expressed that their peers would be more inclined to model behavior they see championed by other students.

Increasing student voice includes seeking ways to include all student voices meaningfully and in safe and supportive ways, to engage in a consistent feedback loop between students and staff, as well as involving students in changing culture to reduce discrimination and harm.

Engage in Decolonizing Practices as Part of the Board's Commitment to Truth and Reconciliation

Rationale:

As part of the Board's commitment to Truth and Reconciliation as referenced in Strategic Priority 1, Goal 3 and the District's current Aboriginal Enhancement Agreement, active reflection on the impact of systemic structures that many view as colonial is an important aspect of DEI work. There is an expressed

desire for DEI work to be integrated and embedded within the work of the school district. Actions in isolation may be deemed performative because they do not go deeper to combat the underlying inequity. The deeper work of DEI must incorporate ongoing actions, practices, policies, and procedures that ensure the sustainability and growth of the work over time.

Some examples of decolonizing practices as they may relate to SD38 include but are not limited to;

- Recognizing the ongoing impacts of colonialism by reflecting on whose knowledge and ways are given priority in policy, procedure and practice, with the question, is there a balance of viewpoints and representation?
- Fostering a connection to place in district spaces including classroom learning, and land acknowledgements
- Honouring the First People's Principles of Learning
- Undergoing continual reflection on policies and existing structures to reveal where there may be embedded bias towards any person or group of people
- Including healing and restorative practices when a harm is caused
- Validating experiences with a focus on resilience and resolution verses a deficit approach
- Focusing on communication strategies that seek to bring more people into the conversation including parents and the community

Develop Inclusive Supports for the Parent/Caregiver Community Including Parent Advisory Councils

Rationale:

Increasing parental engagement by developing a greater appreciation and celebration of diversity is extremely important to the parent-school relationship. Diversity within our school communities continues to grow, and many parents expressed a desire to learn how to strengthen relationships across diverse communities. A number of parents also expressed a desire to learn more about what is happening in schools so that they can partner in deepening their child's learning related to DEI.

CONCLUSION:

The district is very grateful to all the members of the Diversity and Antiracism Working Group who have demonstrated enormous commitment to the mandate set out by the Board in June 2020. As the mandate of the working group comes to a close, and the Board considers the priorities identified in this report, the members of the Diversity and Antiracism Working Group would also like to thank the Board for its ongoing commitment to furthering the work of diversity, equity, and inclusion through the goals of the strategic plan, further supported by the findings of the working group. The Diversity and Antiracism Working Group would also like to express sincere gratitude to the students, parents and staff who shared their voices through the survey and focus group process.

Respectfully submitted,

*Christel Brautigam
Assistant Superintendent*

MINISTRY OF EDUCATION AND CHILD CARE
INFORMATION BRIEFING NOTE

DATE: May 24, 2022
CLIFF: 281446

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: Service fee for independent schools not onboarded to MyEducation BC

PURPOSE: To inform the Minister of the implementation of a new service fee for independent schools that have not yet onboarded to MyEducation BC

BACKGROUND:

- MyEducation BC is a comprehensive web-based student information service that provides secure access to a single educational record for each student in BC, supporting student success and improved educational outcomes throughout a student's K-12 journey.
- The concept of *One Student, One Record*, enables rapid programming, efficient student transitions across the K-12 sector and standardizes the collection and use of data to support student success.
- As of Dec 2019, all sixty public school Districts onboarded to MyEducation BC
- In November 2020, DM approved a fee per student (\$15) for independent schools not committed to onboarding to the service by September 2022 (DBN CLIFF#228119).
- A formal letter was sent to independent schools in January 2021, requesting that they indicate their intention to onboard to the service.
- Since its inception, The Services and Technology Division and Independent Schools Branch have actively engaged the Federation of Independent Schools (FISA) to communicate the benefits of MyEducation BC. Technology leads from various Independent Schools Association of BC (ISABC) schools have also been engaged.
- As of May 16, 2022, 235 independent schools are now onboarded to MyED BC. This represents ~75% of the ~87,000 independent school students.
- 61 independent schools representing ~ 23,000 students have not expressed their intention to onboard.

DISCUSSION:

- Since MyED BC was made available in 2014, independent schools have been frequently engaged to inform them of the benefits of onboarding to the service.
- For schools not yet onboarded, the benefits and impacts include:

Stakeholder	Description of Impact
Student	<ul style="list-style-type: none">• Delayed access to transcripts and/or graduation results• Delays and/or impacts to student scheduling, programming and/or transition within and between schools• Inability to provide timely, consistent, and critical services to vulnerable students, e.g., Individual Education Plan (IEP), Children and Youth in Care

Parent	<ul style="list-style-type: none"> • Inconsistent processes for accessing student information such as attendance, reporting, courses, timetables
Sector	<ul style="list-style-type: none"> • Complexity of using different student information systems • Delays in enrollment and inability to manage student transitions and specific programming needs effectively and efficiently • No access to data for students cross enrolled between public and independent schools • Does not support overall sector model for collaboration and equity
Ministry	<ul style="list-style-type: none"> • Increased costs for data collection, validation, and administration • Increased technology and administrative costs • Inability to ensure data quality, standards and eliminate duplicate records • Lack of timely and critical real-time and historical data to support student success and strategic program and policy development

CONCLUSION:

- Independent schools that have opted not to onboard to MyEducation BC will receive a letter in early June, confirming that they will be assessed a per student administration service fee of \$15 per student for expenses incurred by the Ministry to collect, transmit and/or administer their data. The fee will be implemented in the fall of 2022.
- Revenue from the fees collected will be used to offset costs of alternative processes for data collection, validation, and administration for schools not on MyED BC and/or reinvested into MyED BC service enhancements.

Program ADM/Branch: Eleanor Liddy, Services & Technology Division

Program Contact (for content): Jennifer Wray, Executive Director

Drafter: Jennifer Wray

Date: May 24, 2022



<DATE>

Ref: 281446

<Independent School Authority>

<Independent School Name>

<Independent School Contact Name>

Email: <email address>

Dear <Independent School Contact>:

Re: September 2022 deadline for participation in the MyEducation BC service

Since its inception in 2014, all public boards of education and a significant number of independent school authorities have adopted MyEducation BC as their student information service.

A single provincial student information service and the concept of *One Student; One Record* throughout a student's K-12 educational journey supports rapid programming, standardizes data and simplified data collection and more effectively supports student transitions within and between various educational programs and/or schools.

In January 2021, the Ministry announced that additional technology and administration costs incurred to support independent schools who elect not to use the provincial MyEducation BC service, would be recovered by the Ministry as of the 2022/23 school year. Schools were asked to make a commitment by end of January 2021, (in the form of a signed Memorandum of Understanding) to provide schools and the Ministry of Education and Child Care (ECC) sufficient time to plan for onboarding onto MyEducation BC or administer the per student assessment fees.

The Services and Technology Division and Sector Performance Branch have actively engaged the Federation of Independent Schools (FISA) to host information sessions to answer questions and communicate the benefits of MyEducation BC. Technology leads from various Independent Schools Association of BC (ISABC) schools have also been engaged through technical demonstrations of the service.

The purpose of this letter is to formally notify you that as the Ministry has not received indication from you regarding your intention to be onboarded to MyEducation BC by September 2022, you will be charged a per student fee (based on September enrolment) beginning in the 2022/2023 school year.

More information on the process for fee implementation will be provided subsequently.

If you have questions, please contact Jennifer Wray, Executive Director, Student Information, Data, and Network Services branch.

Sincerely,

Christina Zacharuk

Deputy Minister

cc: *Eleanor Liddy, ADM CIO Services and Technology Division*

Keith Godin, ADM Governance and Analytics Division