



Information Note Advice to Minister Selina Robinson

Date: February 28, 2023

Cliff #: 128028

Issue: Status of work for expansion of StudentAid BC, BC Access Grant (BCAG) — s.12; s.13

Background / Facts:

- Since the BCAG's implementation in 2020, over \$95M has been disbursed to over 55,000 full and part time students to provide up-front, needs-based, non-repayable financial assistance.
- To receive the BCAG, students must attend a BC *public* post-secondary institution (PSI), not exceed the income thresholds, and be enrolled in a program at the undergraduate level.
- Students enrolled in undergraduate programs with a duration of:
 - less than two years (certificate programs), may receive up to \$4,000 per school year. Students receive a higher grant amount for programs under two years because there are no federal grant programs to support these programs. As well, students who face barriers are more likely to be enrolled in programs less than two years.
 - two years or more (diploma, degree), may receive up to \$1,000 per school year.
 - Masters and PhD programs are not currently eligible for the BCAG.
- In the 2021/2022 program year, 70,762 students received Student Financial Assistance. Of this number, 32,648 students received the BCAG.
- Analysis of rationale for student ineligibility for BCAG:

Attending private institutions	42%
Exceeding the income threshold	38%
Attending a master's or PhD program	11%
Receiving a Disability Grant	7%

Analysis:

- In response to the mandate commitment to expand the BCAG, evidence-based analysis is being used s.13
- Research conducted has leveraged data from consultations in the Fall/Winter of 2022 with:
 - BC public and private PSI Financial Aid Officers (FAOs);
 - BC post-secondary students;
 - StudentAid BC program data;
 - a Canadian cross-jurisdictional scan; and,
 - relevant academic literature.

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Next Steps:

- s.13
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Attachment(s): s.13

Contact: Nicola Lemmer, ADM^{s.17}

Reviewed by			
Dir: Rebecca Fontaine	ED: Chad Hoskins	ADM: NL	DM: BP

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Information Note

Advice to Minister of State Andrew Mercier

Cliff #: 128304

DATE: March 1, 2023

ISSUE: Preliminary scope of measures for improving Foreign Credential Recognition (FCR)

BACKGROUND / FACTS:

- Legislation and regulations for improving FCR will be tabled in the Fall 2023 legislative session. Their provisions will be shaped by engagement with stakeholders this spring and summer.

s.12; s.13

ANALYSIS:

Legislative Measures

- The potential legislative measures outlined below are intended to equip BC with the strongest FCR laws in Canada and establish BC as a national leader for fair and expedient FCR processes that protects both the public and qualified applicants.

- **Body for FCR Oversight:** s.12; s.13

s.12; s.13

- **Expansion of Regulator Duties:** s.12; s.13

s.12; s.13

- **Undue Requirements Prohibited:** ^{s.12; s.13}
s.12; s.13

- **Transparency:** ^{s.12; s.13}
s.12; s.13

- **Graduated Non-Compliance Schemes:** ^{s.12; s.13}
s.12; s.13

Non-Legislative Measures

- **Guidelines:** ^{s.12; s.13}
s.12; s.13

- **Credential Assessment Improvement Fund (CAIF) Improvements:** ^{s.12; s.13}
s.12; s.13

- **Micro-Credentials:** ^{s.12; s.13}
s.12; s.13

CONTACT: Bobbi Plecas, Deputy Minister | ^{s.17}
Nicola Lemmer, ADM, Post-Secondary Policy & Programs Division | ^{s.17}

Reviewed by			
Dir: Eben Watt	ED: Christine Fast	ADM: NL	DM: BP



Information Note

Advice to Minister Selina Robinson

Cliff #: 125599

DATE: March 27, 2023

ISSUE: Approval of the First Nations Children and Youth in Care Protocol Workplan

BACKGROUND / FACTS:

- The First Nations Children and Youth in Care Protocol was signed by the Ministries of Education and Child Care (ECC), Post-Secondary Education and Future Skills (PSFS) and Children and Family Development (MCFD), as well as the First Nations Leadership Council (FNLC) and the First Nations Education Steering Committee (FNESC) on May 26, 2020 (*Attachment 1*). ECC is the provincial lead for the Protocol.
- The Protocol commits the parties to engage in dialogue and joint action on specific issues and initiatives, seeking to improve the educational outcomes and well-being of former and current First Nations children and youth in care (FN CYIC) through legislative, policy and practice reform.
- The work under the protocol stalled for a time because of the pandemic, but the Technical Table has now prioritised finalisation of the Workplan and Terms of Reference.
- Action 4.18 in the Declaration Act Action Plan also commits to co-development and implementation of measures under the protocol:
As committed to in the First Nations Children and Youth in Care Protocol, co-develop and implement measures to support improved education outcomes of current and former First Nation children and youth in care, including meaningful data collection to inform policy planning and service delivery. (ECC, PSFS, MCFD)
- The protocol establishes two tables:
 1. The Oversight Table (political/leadership level) that will meet twice per year and will identify priority issues, establish a mutual and focused agenda, direct work to be jointly undertaken, and establish the process and mechanisms by which information will be shared. This includes approval of a workplan and providing oversight on the implementation of the workplan. After the initial signing, the Oversight Table met once in April 2021.
 2. The Technical Table (staff level) will identify opportunities and develop recommendations for policy and legislation. They will develop a workplan and report back to the Oversight Table. The Technical Table has a rotating chair and FNESC is the secretariat.
 - The Technical Table met twice in 2020, twice in 2021, four times in 2022, and twice so far this year. Ad hoc meetings between FNESC and the provincial parties have occurred for Ministry-specific topic areas.

ANALYSIS:

s.13; s.16

CONCLUSION / NEXT STEPS:

s.13; s.16

ATTACHMENT(S): *Attachment 1: FN CYIC Protocol*

Attachment 2: s.13; s.16

Attachment 3:

CONTACT: *Nicola Lemmer, Post-Secondary Policy and Programs, 778 698-9768*

Reviewed by			
Dir: Carrie Dusterhoft	ED: Fiona Cubitt	ADM: NL	DM: NL



PROTOCOL

Between

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

And

FIRST NATIONS EDUCATION STEERING COMMITTEE

And

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

As represented by

THE MINISTER OF EDUCATION

THE MINISTER OF CHILDREN AND FAMILY DEVELOPMENT

THE MINISTER OF ADVANCED EDUCATION, SKILLS & TRAINING

Collectively referred to as "the Parties"

WHEREAS

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

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

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

THEREFORE, the Parties have reached the following understanding:

1.0 Purpose

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

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

2.0 Principled Framework

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

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

3.0 Objectives

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

4.0 Implementation

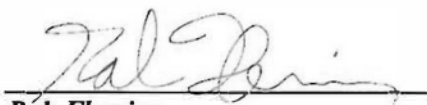
- 4.1 The Parties agree to hold meetings two times per year involving the Ministers, the FNLC and FNEC ("Oversight Table"), to:
- a) identify priority issues and establish a mutual and focused agenda;
 - b) determine and direct work to be jointly undertaken regarding the priority issues and to advance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

5.0 Term and Review

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

In witness thereof, the Parties have executed this Protocol on Cooperation and Communication on this 26th day of May, 2020.

On behalf of the PROVINCE OF BRITISH COLUMBIA:


Rob Fleming
Minister, Ministry of Education

On behalf of the PROVINCE OF BRITISH COLUMBIA:



Katrine Conroy
Minister, Ministry of Children and Family Development

On behalf of the PROVINCE OF BRITISH COLUMBIA:



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

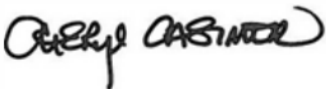
FIRST NATIONS LEADERSHIP COUNCIL

On behalf of the *BC ASSEMBLY OF FIRST NATIONS*



Terry Teegee
Regional Chief

On behalf of the *FIRST NATIONS SUMMIT*



Cheryl Casimer



Lydia Hwitsum



Robert Phillips

On behalf of the UNION OF BC INDIAN CHIEFS



***Grand Chief Stewart Phillip
President***



***Chief Don Tom
Vice President***



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

On behalf of FIRST NATIONS EDUCATION STEERING COMMITTEE



***Tyrone McNeil
President***

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s.13 ; s.16

Decision Note

Advice to Minister Selina Robinson

Date: February 24, 2023

Cliff #: 127884

Issue: Implementation approach for new Future Skills Grant ^{s.13}

Background / Facts:

- As part of the Future Ready Plan (FRP), the Ministry will launch the Future Skills Grant, a FRP ‘flagship’.
- The Future Skills Grant will provide British Columbians with a credit to cover the cost of tuition for short-term training ^{s.13} for in-demand jobs to help build the skilled workforce needed for B.C.’s sustainable economic growth.
- This initiative will support the delivery of skills training to people over the next three years.

Analysis:

- In December 2022, the Ministry received Treasury Board approval for a Future Skills budget ^{s.17}
- ^{s.13}
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- The program intends to target British Columbians already in the labour market who need additional training to advance in their careers or transition to new jobs. That said, anyone can access the training.
- Eligibility criteria for training programs will consider the Labour Market Outlook and be aligned with local labour market needs. Courses must offer a credential that is recognized by employers and/or leads to further post-secondary credit.
 - Examples of training courses considered include; Cybersecurity Analyst, Core Skills for Data Literacy, Essentials in Natural Resource and Environmental Protection and Skills to Support Independent Living.
- It is anticipated that with each proposed evaluation cycle, and in alignment with labour market data, eligibility of training may be adjusted to reflect emerging economic trends.
- The 12 week program length fills a gap not covered by financial aid available through StudentAid BC, where design criteria includes training longer than 12 weeks.
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Options:

Option 1 (Recommended Option): Introduce Future Skills in phases, starting with training through Public Post-Secondary Institutions.

Recommendation / Next Steps (if any):

- Engage with PPSIs on criteria and implementation.
- Work with GCPE on communication and marketing.

RECOMMENDED OPTION: Option 1**Approved/Not Approved**


Honourable Selina Robinson

March 7, 2023

Date

Attachment(s): *Appendix 1: s.13**Appendix 2:**Appendix 3: All Provincial Micro-credential Initiative Funded Programs*

Contact: *Joanna White, Assistant Deputy Minister, Workforce Development and Skills Training Division, s.17*

Reviewed by			
	ED:	ADM: JW	DM: BP

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Appendix 3: All existing Provincial Micro-credential Initiative Funded Programs – by Theme

Public Post-Secondary Institution	Micro-Credential Program Title
Life Sciences	
BCIT	Cell Culture for Biotechnology
UBC	Regulatory Affairs for the Life Sciences
UBC-O	Metabolomics
UVIC	Project Management for Development of Biomedical Devices
Technology & Digital	
UBC	Skills in Blockchain Foundations and Applications
UBC-O	Skills in Industrial Automation: Programmable Logic Controller
BCIT	Cybersecurity Analyst
BCIT	Quantifying Forest Health Using RPAS (Drones) Multi-Spectral Sensors
BCIT	Industrial Networks for Cybersecurity Professionals
CAPU	Harmony (2D Digital Animation)
CAPU	Virtual Productions for Creative Technology
CAPU	Engineering Rapid Prototyping (RP) Technology
ECUAD	Creative Technology Fundamentals
JIBC	Basics of Malware Protection
OKAN	Introduction to Graphic Design
SELK	Fundamentals in Drone Technologies
UBC	Cybersecurity Strategy and Risk Management
UBC	Cloud Computing for Leaders & Professionals
UVIC	Interactive Storytelling in XR
VCC	Production for Animation and VFX
Natural Resources, Environment & Climate Action	
BCIT	Essentials in Natural Resource and Environmental Protection
CAM	Advanced Skills for Clean Energy and Efficient Buildings
UBC	Skills for Assessing Climate Change Assessment and Adaptation
BCIT	Essential Field Skills for Environmental Professionals
NIC	Ecosystem Assessment
NIC	Environmental Stewardship
NIC	Field Safety
NIC	Resource Field Assistant
OKAN	Vineyard Establishment and Sustainability
RRU	Climate Adaptation

UBC	Engagement and Leadership in Intercultural Relations for Natural Resource Management
UBC	Forest Carbon Management
UBC	Community Engagement on Local Climate Action
Health & Human Services	
CMTN	Exploring Health Careers
NIC	Medical Terminology Skills for Office Administration
UVIC	Skills to Support Independent Living (SAIL)
BCIT	Advanced Forensic Nurse Examiner
BCIT	Breast Sonography
BCIT	Musculoskeletal Sonography
CAPU	Community Leadership
Business & Workplace Skills	
BCIT	Skills for the Digital World
CNC	Core Skills for Data Literacy
CNC	Core Skills for a Digital World
ECUAD	Web and Digital Design Skills for Transitioning Online
RRU	Workplace Communications Skills
RRU	Leading Projects in a Digital Environment
UBC-O	Critical Skills for Communications in the Technical Sector
UFV	Digital Marketing Skills
UVIC	Essential Skills for Data Literacy
BCIT	Team Based Collaboration
CAM	Indigenous Workplace Administration & Leadership
CMTN	Small Business Essentials
CNC	Computer Essentials for the Workplace
LANG	Modern Digital Publishing
NVIT	Indigenous Project Management
OKAN	Gateway to IT
SFU	Leadership and Agile Production Management
UNBC	Indigenous Entrepreneurship
UVIC	Digital Planning for the Cultural Sector
UVIC	Organizational Preparedness & Adaptability
VIU	Web Development for Small Business
Engineering & Manufacturing	
BCIT	Food Safety – Preventative Control for Food Manufacturing
TRU	Structural Component Manufacturing Technology
UBC	Food Production and Safety Management Systems
UBCO	Design and Lifecycle Cost Analysis of Bridges

Construction and Building Maintenance	
BCIT	Introductory Studies in Mass Timber Construction (ISMTC)
SELK	Core Skills for Facilities Maintenance
SELK	Core Skills for Refrigeration Occupations
TRU	Renewable Energy (RE) Fundamentals for Electricians
VIU	Skills Development for Building Support Workers
BCIT	Building Circularity
BCIT	Net Zero Air Tightness
Soft Skills	
CAM	Truth & Reconciliation in Action
CMTN	Trauma Informed Practice
NVIT	Building Indigenous Theory
SEL	Navigating Equity, Diversity and Inclusion in Organizations
UVIC	Essential Soft Skills Training
Hospitality & Tourism	
NIC	Indigenous Hospitality Front Office Operation
VCC	Hospitality
Media	
NIC	Skills for Film and Television
CAM	Film & Television Production Assistant



Information Note

Advice to the Honourable Andrew Mercer, Minister of State for Workforce Development

Date: March 14, 2023

Cliff #: 128253

Issue: Certified Heating Technician and the current state of heat pump training and regulation in BC.

Background / Facts:

Certified Heating Technician

- The Certified Heating Technician program was offered at BCIT briefly over 12 years ago. The program trained learners on the installation and servicing of heating and cooling systems that did not fall within the training provided by the Refrigeration and Air Conditioning Mechanic Red Seal program. However, enrollment was low and as a result the program was discontinued.

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Heat Pump Training

- The installation and use of heat pumps for retrofits and new home construction are part of the plan to meet the emissions targets in the built environment as set out in the CleanBC Better Homes initiative and the BC Energy Step Code. These programs are designed to help the province meet the Provincial Government's target of all new homes being net-zero energy ready by 2032.
- In B.C. you do not need a permit to install a heat pump and there is no requirement to have a regulating body oversee this work (despite the presence of the Class B-R FSR). Compliance with urban planning by-laws is necessary however, and some municipalities may require a mechanical permit prior to installation.
- Technical Safety B.C. offers a Class B-R: Refrigeration Electrical Field Safety Representative (FSR)¹ Certification, which covers heat pumps and other equipment under 750 volts. To obtain this

¹ An Electrical Field Safety Representative (FSR) is a person who is certified to make declarations that the work described in an electrical installation or operating permit complies with the Safety Standards Act and Electrical Safety Regulation. An FSR can make these declarations on behalf of a contractor.

certificate, applicants must pass a certification exam and possess either a Red Seal Electrician certificate, a degree in electrical professional engineering, or an Electrical Engineering Technology qualification.²

Analysis:

- The Ministry of Energy, Mines and Low Carbon Innovation has taken a leadership role for the promotion of heat pump installation in residential homes across the province. The Ministry is responsible for the BC Better Homes and Renovation Rebate which includes financial incentives for heat pump installations. They also subsidize training for installers through the Home Performance Stakeholder Council (information below), which received an initial \$500,000 in training grant funding from the province.
- Several businesses provide heat pump installations across the province, either with or without professional certifications. Some examples of certified professions that provide heat pump service installation include Plumbers, Gasfitters, Refrigeration Mechanics, Electricians, Carpenters, HVAC Installers, among others.

Municipalities

- The City of Vancouver has taken a lead on requiring certification for heat pump installation:
 - To install a heat pump in Vancouver, you must have a Municipal Heat Pump Certification and be registered, as of July 1, 2022, as a certified heat pump installer.
 - TECA (Thermal Environmental Comfort Association) is the preferred institution that provides training for the Municipal Heat Pump Certification (Hydronic) course.
 - The certificate course is a total of 24 hours of online training, typically over an 8-day period for a total of 3 hours per day. Following completion of the course students are required to complete and pass an exam to receive their certificate.
 - The program is targeted to those who have previous certification in hydronic design, plumbing, gasfitter, refrigeration and air conditioning mechanic, mechanical engineer, engineering technologist.
- The City of West Vancouver requires a heat pump to be installed by a licensed contractor with a valid B.C. business license to be eligible for rebates. This only applies to municipal rebate qualification and not as a requirement to install a heat pump.

Home Performance Stakeholder Council

- The Home Performance Stakeholder Council (HPSC) is a not-for-profit organization that was established in 2015 to support B.C. contractors to complete “house-as-a-system”³ retrofits in the

² Declarations are not required to be made by FSRs for the installation of heat pumps. Although these systems are electrical, they are not required to be installed by a certified professional, which makes reports completed by an FSR unnecessary for most municipalities. See the analysis section for more information.

³ “House-as-a-system” is a term the HPSC uses to describe how homes should be viewed as a system of interconnected parts rather than isolated components. For retrofitting this means that a contractor must consider things such as, building envelope, mechanical systems, occupant behaviour, and environmental conditions, when working on a retrofit project. Taking this holistic approach to retrofitting will ensure that houses are “safe, comfortable, efficient, and as durable as possible.”

construction housing industry. They support the re-introduction of a Certified Heating Technician program in the province.

- Contractors, who fulfill eligibility requirements, are encouraged to apply to the HPSC and become part of their network to promote the house-as-a-system retrofit approach.
- Successful applicants are given an HPSC designation and the ability to join the Home Performance Contractor Network (HPCN)⁴ that provides the following benefits: rebate program eligibility, subsidized training, listing in their network search tool, use of the HSPC logo, and exclusive networking and resources.

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- As part of its work to provide clear certification standards for contractors, HPSC has consulted with industry to develop accreditation, certification criteria, and required training for contractors that install heat pumps for retrofits.
- The HSPC website contains information for heat pump installation methods and best practices. Contractors who are part of the HPCN have access to a package of 6 free online courses for installation of forced air furnaces and heat pump retrofits.
- Courses take approximately 30 hours to complete and require a final exam with a grade of 70% or higher to receive a certificate of completion. Participants are eligible for 21 continuing professional development credits from BC Housing.
- For contractors applying to become HPCN members through the Heating, Cooling and Ventilation stream (which covers heat pump installers), they must have the following qualifications:
 - Class B Gas Fitter Ticket (furnace-installers only)
 - Completion of the Retrofitting with a House-as-a-System Approach
 - Completion of TECA Principles of Moving Air + TECA Heat Loss/Heat Gain; or,
 - HRAI Basic Principles of Residential Ventilation + HRAI Residential Heat Loss and Heat Gain Calculations

Conclusion / Next Steps:

- The CleanBC Roadmap to 2030 requires that all new space and water heating equipment sold and installed in B.C. will be at least 100% efficient. Heat pump technologies will play a role in reaching these targets and helping the province meet its carbon emission goals by 2030 (40% below 2007 levels). Training for heat pump installation will become necessary as the province continues to transition toward a clean economy.

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⁴ The Home Performance Contractor Network (HPCN) is a database of retrofit contractors in British Columbia (BC) that meet specified trade designation and training qualifications and are subject to ongoing review and quality assurance checks.

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Contact: *Joanna White, Assistant Deputy Minister, WDST, Ministry of Post-Secondary Education and Future Skills* s.17

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Decision Note

Advice to Selina Robinson, Minister of Post-Secondary and Future Skills and Andrew Mercier, Minister of State for Workforce Development

Cliff #: 128410

DATE: March 15, 2023

ISSUE: Review of SkilledTradesBC's 2023/24 – 2025/26 3 Year Strategic Plan

DATE DECISION REQUIRED BY: Friday, March 31, 2023

BACKGROUND/FACTS:

- The new *Skilled Trades BC Act* came into force on December 1, 2022.
- Under the *Skilled Trades BC Act*, SkilledTradesBC continues to lead and manage B.C.'s skilled trades system, but with an expanded mandate to raise the profile of skilled trade careers, modernize the approach to apprenticeship, and implement Skilled Trades Certification.
- Under the *SkilledTradesBC Act*, SkilledTradesBC must submit, by April 1, 2023, a 3 Year Strategic Plan for Minister approval.
- The Minister may request SkilledTradesBC to amend a strategic plan. The *Act* does not stipulate a timeline for any such amendments.
- All subsequent strategic plans must be submitted before the end of the fiscal year that begins 3 years after the fiscal year in which the previous strategic plan was submitted.

ANALYSIS:

- The SkilledTradesBC 2023/24 – 2025/26 3 Year Strategic Plan is the first strategic plan to guide the newly rebranded SkilledTradesBC and represents an opportunity to establish a new approach to trades training in B.C. (Attachment 1).
- SkilledTradesBC's strategic goals align with key government priorities and focus on Skilled Trades Certification, truth and reconciliation, equity and diversity, and improved customer service.
- SkilledTradesBC's five strategic plan goals are:
 1. Skilled Trades are resilient, adaptive and a valued career of choice
 2. We will focus on strengthening our partnerships on the journey towards truth and reconciliation
 3. Our skilled trades workforce better reflects B.C.'s people and communities
 4. Our customers and clients value us for the service we provide as leaders in the skilled trades
 5. We have the right talent, tools and technology to meet the needs of our system and clients

- The first four goals of the strategic plan are also included in SkilledTradesBC's 2023/24 Annual Service Plan. A fifth goal has been added to the strategic plan that demonstrates the organizations' commitment to developing and maintaining a strong internal team. Performance measures are the same in both plans.
- The strategic plan is intended to be SkilledTradesBC's 3 year vision for their role in leading the trades training system and reflects input from system partners. This differs from the service plan which follows prescribed Crown Agency and Board Resourcing Office (CABRO) guidelines that do not include a requirement to consult with system partners nor allow the organization to go beyond four goals.
- SkilledTradesBC's strategic plan guides the development of the service plan which is updated annually with refinements to specific actions, targets, and budget.
- To inform the strategic plan, SkilledTradesBC received input from a wide range of system stakeholders, including: 38 training providers, employers, unions, industry associations, Indigenous committees as well as equity organizations. In addition, 35 apprentices from across B.C. contributed to the plan.
- In addition, SkilledTradesBC also completed an environmental scan to identify areas impacting B.C.'s skilled trades environment over the next three years including: the province's economic outlook and labour market; government priorities; truth and reconciliation; equity, diversity and inclusion; evidence-based decision-making; technology advancement; climate change; skilled trades certification; and the social stigma associated with perceptions of trades careers.
- The plan has been reviewed and endorsed by the SkilledTradesBC Board of Directors.

OPTIONS:

s.13

RECOMMENDATION/NEXT STEPS (if any):

s.13

RECOMMENDED OPTION: ^{s.13}	
	March 17, 2023
_____ Honourable Selina Robinson	_____ Date
	March 17, 2023
_____ Honourable Andrew Mercier	_____ Date

ATTACHMENT(S): *SkilledTradesBC 2023/24 – 2025/26 3 Year Strategic Plan Draft SkilledTradesBC*

CONTACT: *Emily Cronin, Executive Director, Labour Market & Trades Training Policy,
Workforce Development & Skills Training, Ministry of Post-Secondary Education
and Future Skills Training (778) 698-3382*

Reviewed by			
Dir:	ED: EC	ADM: JW	DM: BP

Information Note

Advice to Minister Selina Robinson

Date: February 25, 2023

Cliff #: 128194

Issue: Post-Secondary Funding Formula Review

Background / Facts:

- In March 2022 government announced a sector-wide review of how it funds operations at public post-secondary institutions (the Funding Review), based on direction from the 2020 Minister's mandate letter.
- The focus of the Funding Review is on the operational funding model for public post-secondary institutions. The Ministry of Post-Secondary Education and Future Skills (PSFS) provides around \$2.4 billion annually in operational funding to the 25 public post-secondary institutions (PSIs) in the province.
- Don Wright has been engaged as an external consultant and engagement lead for the Funding Review. Mr. Wright led stakeholder engagement between May and August 2022, with over 40 targeted engagement sessions with the post-secondary sector including individual meetings with each of the 25 PSIs.
- PSFS received 50 written submissions in total from institutions and other stakeholders including student, labour and sector associations, and public post-secondary institutions, which have been posted publicly.
- ^{s.13}
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Analysis:

- The Funding Review was planned in two phases: an engagement phase and a formula development phase.
- During the engagement phase expectations have been set with stakeholders that a summary report would be released in Fall 2022, followed by a Final Report containing key findings in Fall 2023, ^{s.12; s.13}
- ^{s.13}
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Conclusion:

• s.13

Appendix: s.13

Attachments:

s.13

Contact: *Bobbi Plecas, Deputy Minister*
 Jo White, Assistant Deputy Minister

Reviewed by			
Dir:	ED:	ADM: JW	DM: BP

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Decision Note

Advice to Minister of State Andrew Mercier

Cliff #: 128302

DATE: March 13, 2023

ISSUE: Statutory responsibility for Foreign Credential Recognition (FCR) oversight

BACKGROUND / FACTS:

s.12; s.13

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s.12; s.13

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s.13

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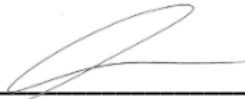
OPTIONS:

s.13

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s.13

RECOMMENDED OPTION: ^{s.13}**Approved**

Honourable Andrew Mercier

March 16, 2023

Date

ATTACHMENT(S): *Appendix:* ^{s.13}**CONTACT:** *Deputy Minister Bobbi Plecas,* ^{s.17}

Reviewed by			
Dir:	ED: Kate Haines	ADM: Tony Loughran/Nicola Lemmer	DM: BP

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s.12 ; s.13



Information Note

Advice to Minister Selina Robinson

DATE: March 9, 2023

Cliff #: 128030

ISSUE: Private training institution oversight and student protection

BACKGROUND / FACTS:

- 325 private training institutions (PTIs) are certified with the Private Training Institution Branch (PTIB), enrolling approximately 60,000 students annually, almost half of whom are international students.
- PTIs in B.C. must be certified under the *Private Training Act* (the Act) if they provide at least one career-related program that has 40+ hours of instructional time and tuition of at least \$4,000. PTIs under the time and tuition thresholds are unregulated in British Columbia.
- Institutions can apply for either a registration or a designation certificate.
- Registration is required for most training over the thresholds. Designation is optional and is a higher level of oversight required for PTIs to apply for both B.C. Education Quality Assurance (EQA), enabling enrolment of international students on study permits, and StudentAid BC (SABC) designation.
- Designation requirements include annual financial statements, student data reporting and minimum enrolments in approved programs.
- To be registered, PTIs must offer at least one approved program. Requirements for program approval include:
 - Learning objectives tied to intended career occupation;
 - Minimum standards for delivery methods, course materials and equipment/facilities; and,
 - Appropriate admission requirements and student evaluation mechanisms.
- PTIs must continuously comply with all requirements, including standards for programs, contracts, instructor qualifications and tuition refunds.
- EQA is administered by PSFS's. EQA is required to receive international students. The EQA designation is assessed annually.
- The Student Tuition Protection Fund (approximately \$22 million and made up of PTI contributions) exists to provide refunds in the event a PTI closes or if a student is found to have been misled by a PTI.
- The Fund is overseen, and complaints adjudicated by, a Trustee appointed by the Minister. Tony Loughran is the current Trustee.
- Several enforcement options are available to PTIB if a PTI is found to be non-compliant. Generally, PTIB uses a progressive compliance framework where minor, administrative or one-off infractions are dealt with by education and a compliance order. Progressive compliance options include:
 - Compliance orders (occasionally published on the PTIB website);
 - Administrative penalties (published on the PTIB website);
 - Suspension (published on the PTIB website); and,
 - Cancellation (published on the PTIB website).
- More serious infractions, refusals to comply or patterns of non-compliance may merit administrative penalties or suspensions.

- Administrative fairness is a primary consideration. PTIs are able to respond to PTIB concerns before an enforcement decision is made.
- Administrative penalties, suspensions and cancellations are subject to appeal to the PTIB Commissioner. The current Commissioner is Kenneth Affleck, a retired judge of the BC Supreme Court and was appointed in January 2022 for a five year term.

ANALYSIS:

- PTIs provide for a broad range of students' training options and often attract a different demographic than public institutions (see Appendix A).
- PTIBs provide more than 50% of the labour market supply in a number of critical occupations including early childhood educators, licensed practical nurses, and healthcare assistants, as well as providing some unique training opportunities, such as commercial pilot and massage therapy training.
- The sector has been undergoing significant shifts since the Act came into force in 2016.
- More PTIs are applying for designation. 10 years ago, just over 50% were designated. Now, 80% are designated and almost 90% of new applicants for certification are seeking designation to enrol international students and gain eligibility for their students to receive SABC funding.
- Although designation was intended as a higher standard of quality, the regulations do not directly tie quality assurance mechanisms, inspections, or compliance audits, to requirements for annual re-designation. As a result, PTIs are reviewed for ongoing quality assurance before they are re-designated.
- PTIs are increasing their program offerings. PTIB receives hundreds of new program applications annually from PTIs. The number of applications for new programs increased over 30% during the pandemic.
- PTIs are increasingly offering programs that fall outside the quality assurance requirements of the Act. Of the over 4,000 programs offered by PTIs, 37% have tuition below \$1,000 and attract less oversight and minimal regulatory intervention. The number of these programs has increased by over 40% in the last 3 years.
- Some PTIs offer academic programs that fall outside the Act's jurisdiction which is focussed on career training. These programs are primarily offered to international students.
- During the pandemic, program delivery shifted from 70% wholly-in-person delivery to almost 70% distance or hybrid. Government supported this shift to remote learning to help minimize the negative impacts of the COVID-19 pandemic on student learning and to ensure businesses were able to continue operating during the pandemic.^{s.13}

s.13

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- A December 2022 CBC Marketplace story spotlighted a PTIB-designated institution that operates across Canada, alleging misleading practices, disorganized instruction and poor-quality programs, with learning outcomes that prevent students from successfully obtaining relevant jobs.
- ^{s.13} However, the story highlighted some of the challenges facing regulators in fully investigating allegations.

- An additional CBC story aired on March 1, 2023, focusing on the quality of programming provided to international students by some PTIs and the practices of those PTIs when students try to withdraw.

- s.13

- PTIB has worked in 2022/23 to enhance oversight, program quality and PTI accountability within its scope of authority by:

- s.13

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- The *Act* and regulations provide a reasonable level of authority and enforcement tools; however:

- s.13

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NEXT STEPS:

- s.13

Attachment(s): *Appendix A: Private Training Sector Profile*

Contact: *Bobbi Plecas, Deputy Minister, Ministry of Post-Secondary Education & Skills Training*
s.17



Private Training Institutions Branch

Private Training Act
Private Training Regulation
Fees and Student Tuition Protection Fund Regulation

325 Certified Private Training Institutions (PTI)



- most are small business with <200 students per year
- 82% located in the Vancouver and Fraser regions

37 Registered Institutions

261 Designated and
27 Interim Designated Institutions

4K+ Programs

High demand occupations: approximately 50% of BC's new Early Childhood Educators, Health Care Aides, Home Support Workers, Dental Hygienists, and Licensed Practical Nurses studied at PTIs

Diverse training opportunities for a variety of occupations, including: Flight Instructors, Traditional Chinese Medicine, Hairstylists, and Registered Massage Therapists.

Top NOC Codes

(by percentage of student enrollment)

- | | |
|--|---|
| 8% - Early childhood educators and assistants (4214) | 5% - Accommodation, travel, and tourism services (6313) |
| 6% - Administrative officers (1221) | 4% - Nurse aides and orderlies (3413) |
| 5% - Immigration and border services (1228) | 3% - Social and community service workers (4212) |

11% of students were enrolled in language programs

Approx. **60K** students enrolled each year; almost **50%** are international students



Domestic Students

70% Female | 28% Male | 2% Non-Identifying
Average Age: 32

Spends on average **40 weeks**
and **\$13,940 tuition** to complete program



International Students

54% Female | 45% Male | 1% Non-Identifying
Average Age: 26

Spends on average **54 weeks**
and **\$16,163 tuition** to complete program

Includes programs funded by the
Community Workforce Response Grant

Tuition revenue
from approved programs:

\$394,038,126

-
Other tuition revenue:
\$665,314,501

-
Total revenue:
\$1,509,783,609



Domestic students are
predominantly female and the
average age is 33. **They are also
more likely to have dependents than
public post-secondary students.**



Only Designated
Institutions can apply for...

**StudentAid BC (SABC)
designation.**

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**154 certified PTIs
are SABC designated.**

EQA designation.

Once EQA is achieved, institutions
may enroll international students
on study permits.

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**222 certified PTIs
are EQA designated.**

Information Note

Advice to Minister Selina Robinson

Date: March 9, 2023

Cliff #: 128027

Issue: Summary of PSFS Capital and Student Housing Projects.

Background / Facts:

- The Ministry of Post-Secondary Education and Future Skills' (Ministry) capital plan consists of a range of funding envelopes and projects, totalling \$2.367 billion in Provincial funding over the upcoming fiscal plan period (2023/24-2025/26), as per *Budget 2023*.
- As part of the annual capital planning cycle, the Ministry receives 5-Year Capital Plan submissions from all public post-secondary institutions, which are compiled and evaluated based on a criteria-based scoring system, which includes:
 - ✓ Alignment with government priorities and with PSIs' strategic direction, including projects that respond to Truth and Reconciliation calls to action;
 - ✓ Ability to address labour market demand, regional considerations, and learning outcomes; and
 - ✓ PSI capacity relative to current projects underway, value for money, urgency/risk (if not approved), and recent priority investment.

s.13

Analysis:

I. Priority Investment Projects

- There are currently 12 Priority Investment projects approved and underway within the capital plan. See *Attachment 1: Priority Investment Project Summary* for a complete listing.

s.12; s.13

PSI/Project Name	Description	Total Project Budget (\$ millions)	Status
VCC Ctr for Clean Energy & Auto. Innovation	Construction of an 8-storey bldg including clean energy shops, classroom, library, student commons and collaboration spaces, and an Indigenous Gathering space.	\$292	submitted to TBS Jan 2023

s.12; s.13

s.12; s.13

II. Student Housing

- The Student Housing program aims to deliver on an 12,000 bed mandate – 9,000 government supported and an additional 3,000 beds constructed through institution self-financing.
- Following Budget 2018, government announced \$450 million to deliver 8,000 student housing beds. In Budget 2023, government added \$1.106 billion to the ministry's capital plan to deliver an additional 4,000 student housing beds in target areas with unmet student housing demand.
- Since 2018, 7,766 new student housing beds have been announced, including 4,735 beds via provincial government loans/grants and 3,031 beds via PSI self-financing.
- Table 1 below summarizes the student housing projects currently approved within the capital plan.

Table 1: Student Housing Project Summary

Project Status	Institution	Location	# of Beds	Completion	Total Budget (\$ millions)
Complete	COTR	Cranbrook	100	Dec 2020	19.0
	CMTN	Terrace	108	Sept 2021	21.6
	CNC	Prince George	12	Aug 2020	5.3
	TRU	Kamloops	533	Aug 2021	38.0
	UBCO	Kelowna	220	Aug 2020	25.0
Subtotal			973		\$108.9
Construction	UVIC*	Victoria	621	Summer 2023	230.7
	SFU	Burnaby	386	Spring 2023	111.6
	BCIT	Burnaby	470	Spring 2025	119.7
	OKAN	Kelowna, Vernon, Salmon Arm	376	Spring 2024	74.6
	SELK	Castlegar, Nelson	150	Early 2024	34.2
	TRU	Kamloops	148	Summer 2023	19.5
Subtotal			2,151		\$590.3
Design/Planning	CAPU	North Vancouver	362	Late 2024	58.2
	NIC	Courtenay	217	Summer 2025	77.9
	UFV	Abbotsford	398	Fall 2024	74.7
	DOUG	New Westminster	368	Fall 2026	132.9
	VIU	Nanaimo	266	Spring 2026	87.8
Subtotal			1,611		\$431.5
Total			4,735		\$1,130.7

*UVIC Ph. 1 completed Fall 2022, Ph. 2 scheduled to complete Summer 2023; 621 bed figure is net new (783 total)

- The capital team is continuing work on the student housing program to prioritize student housing project proposals, ensuring delivery of beds in high demand areas, alignment with government priorities, project readiness and affordability.

III. Unfunded Priority Projects

s.12; s.13

Conclusion / Next Steps:

- BC's public post-secondary and skills training infrastructure requires ongoing renewal to ensure students are being educated and trained in modern environments with current technology and equipment that remains on pace with industry innovation and supports employers.
- The existing pipeline of post-secondary priority investment projects is now approved and underway, providing an opportunity for the ministry to consider future critical unfunded projects that will ensure the sector is able to provide modern technology and learning environments, resolve capacity constraints and reduce waitlists in programs for high growth occupations.

Attachment(s): *Attachment 1 – Priority Investment Project Summary*
Attachment 2 – Top Unfunded Priority Capital Projects

Contact: Jason Butler, Assistant Deputy Minister, ^{s.17}

Reviewed by			
Dir: Ali Prince	ED: Phil Hancyk	ADM: Jason Butler	DM: Bobbi Plecas

Attachment 1 - Priority Investment Project Summary

PSI	Project Name	Project Category	Total Project Cost	Provincial Grant	PSI	Other
BCIT	Trades & Technology (T & T) Centre	Priority Investment	\$ 177,624,000	\$ 151,622,000	\$ 3,002,000	\$ 23,000,000
UBC	School of Biomedical Engineering	Priority Investment	\$ 139,403,000	\$ 25,000,000	\$ 114,403,000	\$ -
UVIC	Engineering and Computer Science Building Expansion	Priority Investment	\$ 133,000,000	\$ 96,500,000	\$ 36,500,000	
RRU	West Shore Learning Centre	Priority Investment	\$ 100,000,000	\$ 79,800,000	\$ 20,200,000	
BCIT	Health Sciences Centre for Advanced Simulation	Priority Investment	\$ 88,825,736	\$ 66,566,000	\$ 22,259,736	\$ -
OKAN	Centre for Food Wine and Tourism	Priority Investment	\$ 48,837,000	\$ 44,837,000	\$ 1,000,000	\$ 3,000,000
UVIC	National Centre for Indigenous Laws	Priority Investment	\$ 40,645,000	\$ 13,000,000	\$ 7,500,000	\$ 20,145,000
SFU	First Peoples Gathering House	Priority Investment	\$ 26,672,000	\$ 11,400,000	\$ 13,272,000	\$ 2,000,000
CAPU	Centre for Childhood Studies	Priority Investment	\$ 21,800,000	\$ 8,500,000	\$ 10,340,000	\$ 2,960,000
VIU	Shq'apthut (The Gathering Place) Phase 2	Priority Investment	\$ 4,242,300	\$ 3,825,000	\$ 417,300	\$ -
UBC	Physical / Occupational Therapy Program Expansion - Fraser	Health Expansion	\$ 32,803,100	\$ 24,936,620	\$ 7,866,480	\$ -
BCIT	BCIT SOHS Expansion	Health Expansion	\$ 14,674,035	\$ 14,674,035	\$ -	\$ -
UVIC	UVIC PT_SLP with UBC	Health Expansion	\$ 10,477,500	\$ 10,477,500	\$ -	\$ -
UNBC	Physical / Occupational Therapy Program Expansion - Prince George	Health Expansion	\$ 8,787,000	\$ 8,787,000	\$ -	\$ -
TOTALS			\$ 847,790,671	\$ 559,925,155	\$ 236,760,516	\$ 51,105,000

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Decision Note

Advice to Minister Selina Robinson

Cliff #: 128671

DATE: March 27, 2023

ISSUE: Allocation of FY2022/23 internal ministry surplus to year-end priorities

DATE DECISION REQUIRED BY: March 29, 2023

BACKGROUND / FACTS:

- Each year, the Ministry risk manages various funding pressures. As each fiscal year comes to a close, the Ministry determines the amount of flexible base budget and federal funding available to fund these priorities.
- The Ministry has no access to surplus federal funding in fiscal 2022/23,^{s.13; s.17}
s.13; s.17
- Executive have prioritized investments and opportunities for year-end spending and agreed upon a recommended allocation for use of the Ministry surplus.
- The proposed plan requires timely Minister approval to make commitments prior to fiscal year end.

ANALYSIS:

s.12; s.13; s.17

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s.12; s.13; s.17

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OPTIONS:

s.12; s.13; s.17

OPTION: ^{s.13}	
Approved/Not Approved	
	<u>March 28, 2023</u>
Honourable Selina Robinson	Date

ATTACHMENT(S): Attachment 1 – 2022-23 YE Funding Priorities

CONTACT: Jason Butler, Executive Financial Officer (250-514-1016)

Reviewed by			
Dir:	ED:	ADM: JB	A/DM: NL

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