

# Ministry of Education and Child Care

**2023/24 – 2025/26**

## **Service Plan**

**February 2023**



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## Minister's Accountability Statement



The Ministry of Education and Child Care 2023/24 – 2025/26 Service Plan was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

A handwritten signature in black ink that reads "R Singh". There are two short horizontal lines underneath the signature.

Honourable Rachna Singh  
Minister of Education and Child Care  
February 10, 2023

## Minister of State for Child Care Accountability Statement



I am the Minister of State for Child Care and under the *Balanced Budget and Ministerial Accountability Act*, I am accountable for achieving the following results for 2023/24:

- Continue to implement government’s ChildCareBC Plan to provide universal, affordable, accessible, quality, and inclusive child care to every family that wants or needs it.
- Expand child care fee reductions to all licensed before- and after-school care spaces.
- Continue to develop a long-term capital plan for child care to keep increasing the number of child care spaces, and leverage opportunities to build spaces on public land.
- Work toward greater access to before- and after-school care and continue to build spaces on school grounds.
- Continue to improve wages and supports in early learning and child care and establish a timeline to implement a wage grid for early childhood educators.
- Develop an inclusive child care strategy to ensure we are moving toward a system where children are not excluded based on race, disability, support needs, or experience of vulnerability.
- In partnership with Indigenous Peoples and the federal government, support a distinctions-based approach to increasing Indigenous-led child care for First Nations, Métis, and Inuit Peoples who want and need it.

A handwritten signature in blue ink that reads "Grace Lore". The signature is fluid and cursive, with a period at the end.

Honourable Grace Lore  
Minister of State for Child Care  
February 10, 2023

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## Strategic Direction

In 2023/24, the Government of British Columbia will continue our work to make life better for people in B.C., improve the services we all rely on, and ensure a sustainable province for future generations. Government will focus on building a secure, clean, and fair economy, and a province where everyone can find a good home – whether in a rural area, in a city, or in an Indigenous community.

B.C. will continue working toward true and meaningful reconciliation by supporting opportunities for Indigenous Peoples to be full partners in an inclusive and sustainable province. The policies, programs and projects developed over the course of this service plan period will focus on results that people can see and feel in four key areas: attainable and affordable housing, strengthened health care, safer communities, and a secure, clean, and fair economy that can withstand global economic headwinds.

This 2023/24 service plan outlines how the Ministry of Education and Child Care will support the government's priorities including the foundational principles listed above and items identified in the [December 2022 Minister's Mandate letter](#) and the [December 2022 Minister of State for Child Care's Mandate letter](#).

## Purpose of the Ministry

The Ministry of Education and Child Care is responsible for ensuring the province's 680,000+ K-12 students develop their individual potential and acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy. A strong and universally accessible child care system is an integral part of every child's learning journey. Together, child care and education support young people to develop compassionate worldviews and consider important issues including diversity, equity, and inclusion, as foundational values of healthy communities. Affordable and accessible child care also plays a key role in government's commitment to putting people first by providing economic mobility to parents. Key strategies to support BC's Child Care BC plan includes supporting families, the workforce and integrating child care and education to support the children and youth served in these two systems.

As specified in the [Statement of Education Policy Order](#), the Ministry's mandate is to develop the "Educated Citizen," which is defined as the intellectual, human, social, and career development of students. The ultimate purpose is that learners achieve their individual potential and become independent adults, who have a lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.

The Ministry is committed to working with First Nations rightsholders and Indigenous partners to achieve lasting and meaningful reconciliation. The Ministry is actively working on implementing the [United Nations Declaration on the Rights of Indigenous Peoples](#), the *Truth*

*and Reconciliation Commission of Canada's Calls to Action* pertaining to education, and the [Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples](#). In addition, the Ministry is working with Indigenous partners and First Nations rightsholders to implement the 13 education and child care-specific actions within the [Declaration on the Rights of Indigenous Peoples Act Action Plan](#) and works in partnership with the First Nations Education Steering Committee (FNESC), First Nations and federal partners to implement the [B.C. Tripartite Education Agreement: Supporting First Nation Student Success](#). The Ministry is also working with Indigenous Peoples to build culturally safe and supportive child care as a core service using a distinctions-based approach to meet their unique needs.

One of the Ministry's key roles is to provide leadership and funding to the K-12 education sector through governance, legislation, policy, and standards. The Ministry also defines broad promising practices and expectations. Specific roles and responsibilities are set out under the [School Act](#), [Independent School Act](#), [Teachers Act](#), [First Nations Education Act](#), and accompanying regulations and orders. The Ministry also provides leadership and funding to the child care sector in the same way, through governance, legislation, policy, and standards under the [Child Care B.C. Act](#) and the [Child Care Subsidy Act](#).

## Operating Environment

Like many jurisdictions across Canada, B.C. is experiencing a tight labour market featuring very low unemployment rates and more job vacancies than people seeking work. Several factors are contributing to these conditions, such as the changing demographics of the workforce, new expectations toward work, the impact of the COVID-19 pandemic, and consistent growth in our economy that is fueling competition for workers.

These factors are making it challenging for many sectors, including K-12 education and child care, to attract and retain qualified employees. These recruitment and retention challenges are exacerbating some longstanding recruitment pressures, especially in rural and remote areas, at a time when equity, both in terms of access to quality education and of student outcomes, is a key priority for our government.

Many large projects, such as the construction of new schools, seismic upgrades, and child care facilities are also being delayed or are taking longer than anticipated to complete due to a shortage of workers. Inflation and an overall downturn in the global economy are also making projects like these increasingly expensive. On a more personal level, many families are finding it increasingly difficult to pay for basic expenses like school supplies, lunches, and child care without some form of government investment.

Tensions on the world stage also are having a significant impact on the education and child care sectors. Displaced by war, Ukrainian refugees are arriving in B.C. and need support, schooling, and child care for their children. This, coupled with a high rate of in-migration to B.C. from other areas will put further pressure on B.C.'s education and child care sectors.

A commitment to true and meaningful reconciliation with Indigenous Peoples and combatting racism in our society is also central to our work and will continue to shape our direction in the years to come.

A strong working relationship with teachers, staff, elected school boards, local governments, Indigenous Peoples, and colleagues will also be critical to ensuring the learning outcomes of over 680,000 students are achieved.

## Economic Statement

B.C.'s economy has been resilient to pandemic, geopolitical and climate-related disruptions. However, higher interest rates are expected to weigh on the economy in the coming years. Following a rapid recovery from the economic impacts of the COVID-19 pandemic, high inflation led to successive interest rate increases from the Bank of Canada in 2022. The impact of higher interest rates has been evident in housing markets and there is uncertainty over its transmission to the rest of the economy in B.C. and among our trading partners.

B.C. is heading into this challenging period in relatively strong position, with a low unemployment rate. The Economic Forecast Council (EFC) estimates that B.C. real GDP expanded by 3% in 2022 and expects growth of 0.5% in 2023 and 1.6% in 2024. Meanwhile for Canada, the EFC estimates growth of 3.4% in 2022 and projects national real GDP growth of 0.5% in 2023 and 1.5% in 2024. As such, B.C.'s economic growth is expected to be broadly in line with the national average in the coming years.

The risks to B.C.'s economic outlook centre around interest rates and inflation, such as the risk of further inflationary supply chain disruptions, the potential for more interest rate increases than expected, and uncertainty around the depth and timing of the impact on housing markets. Further risks include ongoing uncertainty regarding global trade policies, the emergence of further COVID-19 variants of concern and lower commodity prices.

## Performance Planning

The Ministry's 2023/24-2025/26 Service Plan has been designed to strategically align with the [ChildCareBC Plan](#), the [Educated Citizen mandate](#), the [Policy for Student Success](#), and the [Framework for Enhancing Student Learning](#) to ensure Ministry priorities stated in orders are captured in the Goals, Objectives, and related Performance Measures outlined below.

Through the Policy for Student Success, the Ministry aims to align its legislated mandate and vision for the education system with the work of all boards of education and independent school authorities, to ensure everyone in the education sector is working towards the same goal: student success. Through the ChildCareBC Plan, the Ministry aims to build affordable, accessible, quality, inclusive child care as a core service that families can depend on.



## **Goal 1: All Students Become Educated Citizens**

The Ministry continually seeks to improve outcomes and enhance education experiences for all students to prepare them for achieving their career and life goals, no matter their background, learning needs, orientation, or where they live.

### **Objective 1.1: Improve Student Outcomes**

The Ministry is committed to supporting students in achieving their potential and has high expectations for each learner. B.C.'s education system provides several checkpoints at the provincial, district, and school level to ensure every student is on a path to success, to identify supports and resources when needed, and to monitor overall system performance.

#### **Key Strategies**

- Continue building sector capacity for effective strategic planning and accountability through the Framework for Enhancing Student Learning to enhance student learning.
- Support the work of the Advisory Group on Provincial Assessment (AGPA) as it continues Phase 3 of its review of B.C.'s K-12 assessment system and provides recommendations for the continuous improvement of provincial assessments, such as the Foundation Skills Assessment.

#### **Discussion**

Objective 1.1 has changed this year to focus exclusively on improved student outcomes. Equity is now captured in Objective 1.3.

B.C.'s K-12 curriculum is designed to help students to graduate as "Educated Citizens" of the 21st century, with the necessary qualities to seize a wide array of global opportunities. The Framework for Enhancing Student Learning directly supports this purpose by helping districts to develop and action a cycle of continuous improvement to support each student's potential. Improvements to B.C.'s K-12 assessment system will help achieve this objective by providing timely and reliable data for planning and decision-making and which lead to effective interventions to support student progress.

### **Objective 1.2: Deliver upon meaningful Truth and Reconciliation with Indigenous Peoples in alignment with the *Declaration on the Rights of Indigenous Peoples Act* and the *Action Plan***

In partnership with the First Nations Education Steering Committee (FNESC), First Nation rightsholders, Métis Nation B.C., and Inuit and sector partners, work to close the equity gap for First Nations, Métis, and Inuit learners through fully implementing the *Declaration on the Rights of Indigenous Peoples Act Action Plan* and the *B.C. Tripartite Education Agreement: Supporting First Nation Student Success*.

## Key Strategies

- Continue to co-develop an approach for Local Education Agreements and Indigenous Education Councils.
- Implement a new Indigenous-focused Graduation Requirement in the 2023/24 school year.
- Support all 60 school districts to fully implement the Equity in Action Project.
- Implement outstanding commitments under the B.C. Tripartite Education Agreement, in partnership with First Nation Education Steering Committee.
- Develop and implement an effective recruitment and retention strategy to increase the number of Indigenous teachers in the K-12 public education system.

## Discussion

The Ministry is committed to achieving meaningful truth and reconciliation with Indigenous Peoples. Implementing the key strategies above will help the Ministry fulfill many of its commitments in the *Declaration Act Action Plan* and in the *B.C. Tripartite Education Agreement*, thereby helping close the equity gap for Indigenous students and ensuring they have equal opportunities to become fully educated citizens.

In the previous Service Plan, there was no stand-alone objective for Truth and Reconciliation; this has been addressed to reflect the critical nature of this work. The objective will be monitored through progress on education -specific *Action Plan* items, including increasing outcomes for Indigenous students at all levels of the K-12 education system and continuing to support development of Local Education Agreements and Indigenous Education Councils.

## Objective 1.3: Improve Equity for All Students

Our education system is not immune to global trends of rising racism. Educators, administrators, and support staff must have the tools they need to respond and fight racism in our education system, so all students feel safe to learn. Equity also extends to issues such as food insecurity, ensuring all students are properly nourished and able to learn, coupled with having well-qualified teachers to support learning in all parts of the province.

## Key Strategies

- Continue to promote equity and address racism in the education system through the implementation of the K-12 Anti-Racism Action Plan with IBPOC (Indigenous, Black, and People of Colour) partners and a First Nations-specific anti-racism plan to be co-developed with FNEESC.
- Provide continued school food funding to school districts to expand local school food programs based on district data and priorities, and work with the Ministry of Agriculture and Food to integrate Feed B.C. for districts to include locally grown food.
- Continue to ensure every school is a place where all students are welcomed, included, and respected in a safe learning environment, while being fully and completely themselves.
- Implement a pilot project in Northern B.C. to collect information and insights on effective teacher recruitment and retention strategies for rural and remote areas.

- Implement a new Online Learning model, Provincial Online Learning Schools, and a new Provincial Learning Management System to deliver equitable access to high quality Online Learning programs and courses to all students in B.C.
- Seek new funding in Budget 2024 to help offset the cost of classroom supplies for students.

### Discussion

Promoting equity is a key priority for the Ministry, and as such, is captured this year as a standalone objective. Taking concrete steps such as developing an anti-racism action plan, developing a school meals program, and helping offset the cost of school supplies for disadvantaged students, will allow all students to thrive and develop into educated citizens. The objective will be monitored through delivery upon these key areas, as well as by the overall measure of student success that sees increasing student outcomes and completion rates.

### Performance Measures

Performance Measure	2021/22 Baseline	2022/23 Forecast	2023/24 Target	2024/25 Target	2025/26 Target
Percentage of non-Indigenous students who complete Grade 12 within five years of first starting Grade 8. <sup>1,2</sup>	91%	92%	92%	93%	94%
Percentage of Indigenous students who complete Grade 12 within five years of first starting Grade 8. <sup>1,2</sup>	64%	65%	66%	67%	68%

Data source: Ministry of Education and Child Care, <http://www.bced.gov.bc.ca/reporting/systemperformance>

<sup>1</sup>Note: Completion Rates only involve residents attending BC Public or Independent schools. <sup>2</sup>Note: Indigenous students refer to First Nations, Métis, and Inuit students.

### Discussion

The five-year completion rate indicates the percentage of students who graduate with a B.C. Certificate of Graduation or a B.C. Adult Graduation Diploma within five years of entering Grade 8 for the first time, adjusted for estimated migration out of B.C.<sup>1</sup> Completion rates include both the Dogwood Diploma and Adult Dogwood Diploma.

The Ministry strives to eliminate the inequalities of outcomes for Indigenous students, students with disabilities/diverse abilities and children and youth in and from government care, to ensure each student has equitable access to educational opportunities and outcomes.

<sup>1</sup> Source: [A Friendly Guide to the Six-Year Dogwood Completion Rate \(gov.bc.ca\)](http://www.gov.bc.ca)

This chosen Performance Measure tracks the completion rates of one of these student sub-populations (Indigenous students) in comparison to students not belonging to this group and sets future targets to reduce the achievement gap. The baseline data reflects the actual completion rate values from 2021/22 (the most recent available year) and the targets reflect an incremental improvement anticipated over time. The Ministry tracks the performance of other sub-populations as well, such as the completion rates for students with diverse needs and Children and Youth in Care.

## **Goal 2: Learning Environments Support Student and Staff Well-Being**

Supporting healthy and effective learning environments, both in terms of physical environments that are safe and conducive to learning and inclusive environments that welcome and respect all students and provide the supports they require, is of paramount importance for the Ministry. For students to be able to develop and learn, they must feel physically and emotionally safe.

### **Objective 2.1: Create and maintain physical environments that promote healthy, sustainable, and effective learning**

Safe and inspiring physical school environments can be fundamental for supporting a child's social, emotional, and academic growth. Investment in schools and child care facilities is a critical part of supporting learning throughout development.

#### **Key Strategies**

- Continue to invest in new schools to address increasing and shifting student population pressures around the province.
- Continue to upgrade and replace major systems within existing schools, including ventilation systems to ensure that school environments are safe and healthy for all occupants.
- Continue to work with Engineers and Geoscientists B.C. to assess seismic risks in schools and invest in seismic projects to make schools safe in the event of an earthquake.
- Invest in the creation, expansion, and relocation of child care facilities to create new, licensed child care spaces both on school grounds and off.

#### **Discussion**

In the 2022/23 Service Plan, this objective focused on the actual learning conditions that contribute to student success. That aim is no less important in this year's Plan and is now captured under Objective 1.1. Objective 2.1 now focuses on the importance of healthy, sustainable, safe, and accepting environments for student and staff well-being and success. The key strategies will be advanced through prioritizing, developing, and delivering major and minor capital projects within available capital allocations. The resulting high quality physical spaces and a caring and supportive approach from teachers and staff will ensure students have every opportunity to reach their full potential.

## **Objective 2.2: Ensure safe, caring, and inclusive learning environments for all students**

Inclusion is critical for ensuring children and students are supported to be successful from early years learning through to graduation. The Ministry, in collaboration with education partners and Indigenous organizations, aims to support all students with a focus on positive mental health and well-being, while recognizing opportunities to meet the unique needs and diversity of students in B.C.

### **Key Strategies**

- Provide supports tailored to maximize student potential to ensure inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity, and outcomes for all students.
- Develop consent materials to give students a better understanding of consent and help prevent gender-based violence in schools.
- Deliver on actions within the Mental Health in Schools Strategy to embed mental health promotion in all aspects of the education system, including culture, leadership, curriculum and learning environments.
- Continue to develop child care inclusion strategy and begin implementation to support the individual strengths and needs of each child and create environments in which all children are welcomed, supported, and valued.

### **Discussion**

The current objective maintains the focus on school-age children, but also includes younger children to reflect the inclusion of child care in the Ministry's mandate. This objective will be monitored through implementation of resources and strategies to support student mental health and well-being and foster an increased sense of belonging in schools.

The Ministry will also engage with the Provincial Mental Health Leadership Network which includes representation for all 60 school districts and the Federation of Independent Schools Associations, to monitor the impacts of the key strategies in supporting students in their districts and schools.

## Performance Measures

Performance Measure	2021/22 Baseline	2022/23 Forecast	2023/24 Target	2024/25 Target	2025/26 Target
Percentage of Indigenous students in Grades 4, 7, 10, and 12 who feel welcome, safe, and have a sense of belonging in their school.	56%	57%	57%	57%	57%
Percentage of Non-Indigenous students in Grades 4, 7, 10, and 12 who feel welcome, safe, and have a sense of belonging in their school.	65%	66%	66%	66%	66%
Percentage of Indigenous students in Grades 4, 7, and 10, and 12 who feel there are two adults or more at their school who care about them.	62%	76%	76%	76%	76%
Percentage of Non-Indigenous students in Grades 4, 7, and 10, and 12 who feel there are two adults or more at their school who care about them.	62%	76%	76%	76%	76%

### Discussion

Students who feel welcome, safe, and have a strong sense of belonging and who feel that adults in their school care for them are more engaged and more likely to move through their education program on pace. They are also more inspired to explore their individual aptitudes and interests.

This Performance Measure has two sets of data to provide a more holistic perspective on how welcome and safe students may be feeling. While there has been a steady increase in the percentage of students who feel welcome, safe, and have a sense of belonging in their school, concurrently, there has been a gradual decline by an average of 2% per year since 2018/19 in the number of students who have two or more adults who care about them.

Performance Measure	2021/22 Baseline*	2022/23 Forecast	2023/24 Target	2024/25 Target	2025/26 Target
Percentage of Indigenous students in Grade 4 who are learning to care for their mental health	42%	43%	46%	48%	51%
Percentage of Non-Indigenous students in Grade 4 who are learning to care for their mental health	41%	42%	45%	47%	50%
Percentage of Indigenous students in Grades 7, 10, and 12 who are learning to care for their mental health (for example, anxiety or stress management, anger management, relationship skills)	33%	36%	38%	40%	42%
Percentage of Non-Indigenous students in Grades 7, 10, and 12 who are learning to care for their mental health (for example, anxiety or stress management, anger management, relationship skills)	38%	41%	43%	45%	47%

Data source: Ministry of Education and Child Care- Student Learning Survey

\* Results for Grade 4 shown separately from Grades 7,10, and 12 because the question is worded differently for Grade 4.

## Discussion

Mental health includes emotional, psychological, and social well-being; it impacts how we think, what we feel, and the way we act. Development of children’s early social and emotional health is foundational for building positive relationships, successful academic outcomes, and career success later in life. Research findings show early social and emotional learning can protect against adult mental health disorders, poor sexual health outcomes, and adolescent involvement in the justice system.

The Performance Measure can track both the learning capacity and self-assessment capability involving students’ mental health. This can enable the Ministry to better design inclusivity policies that can address the needs of vulnerable student populations and provide a safe learning environment for all.

## **Goal 3: High-quality, inclusive child care as a core service that supports families and the early learning development of children 12 years of age and under**

We know kids learn the most from birth to five years old. By reducing child care fees for parents, building more licensed spaces, and increasing supports for those working in the sector, the Ministry, along with other partners in government, is working to improve access to affordable, inclusive, quality child care for B.C.'s families.

### **Objective 3.1: Families have access to affordable, licensed child care options**

Reduced child care fees makes life more affordable for families and having reliable, licensed care allows families peace of mind that their child is in a safe environment. Making child care more affordable allows parents – especially mothers – to pursue opportunities and achieve financial independence and security, which benefits families, our communities and the economy as a whole.

#### **Key Strategies**

- Increase the number of licensed child care spaces, including Indigenous-led child care, and child care provided on school grounds.
- Continue work on space creation approaches that support sustainable growth.
- Expand child care fee reductions to include licensed half-day preschool and before- and after-school care programs.
- Support child care professionals through enhancements to recruitment and retention initiatives and investments.

#### **Discussion**

Creating better access to child care remains at the forefront of the Province's ChildCareBC Plan to make inclusive, high-quality, affordable child care a core service that every family can rely on. Making child care more affordable allows parents to pursue opportunities and achieve financial independence and security, which benefits families, communities, and the economy.

The Ministry is committed to improving affordability for families, by reducing fees with the goal of families paying \$10 a Day, per child, once the ChildCareBC Plan is fully implemented.

### **Objective 3.2: Enhance provider capacity to offer high quality and culturally safe child care options**

The ChildCareBC vision includes ensuring that child care professionals are ready to support all children, so we can offer high quality, inclusive child care that all families can rely on.



## Key Strategies

- Review, refine, and enhance recruitment and retention initiatives and investments, including developing a wage grid for early childhood educators.
- In partnership with Indigenous Peoples and the federal government, support a distinctions-based approach to increasing Indigenous-led child care for First Nations, Métis, and Inuit Peoples who want and need it.
- Support child care professionals' well-being and success as they provide high quality, inclusive child care.

## Discussion

Early childhood educators are skilled professionals who care for children at one of the most important times in their lives. Part of building affordable, accessible, high-quality, inclusive child care as a core service that families can rely on is making sure early childhood educators have access to the training and support they need, along with the compensation and recognition they deserve.

The Ministry will monitor its progress through multiple sources, including certification data with the Early Childhood Educator Registry and evaluations of existing programs, including an ongoing evaluation overseen by the Early Childhood Educators of BC that is focused on the impact of the Province's Early Care and Learning Recruitment and Retention Strategy.

It is also important to meet the Province's commitment, under the Declaration Act Action Plan, to "work in collaboration with B.C. First Nations, Métis, and Inuit Peoples to implement a distinctions-based approach to support and move forward jurisdiction over child care for First Nations, Métis and Inuit Peoples who want and need it in B.C." (Action 4.19).

## **Objective 3.3: Build/enhance system-capacity to support child care as a core service families can rely on**

To provide child care as a core service, system-level improvements are important to support streamlined administrative processes, consistent data collection, and sustainable approaches to supporting growth.

## Key Strategies

- Develop an inclusive child care strategy to ensure we are moving toward a system where children are not excluded based on race, disability, support needs, or experience of vulnerability.
- Improve Information Management/Information Technology systems to gather data and support system delivery.
- Explore an approach to support child care planning at provincial and regional levels.
- Support bringing child care legislation into force through regulation development.
- Continue collaboration with the Government of Canada on the implementation of the Canada-wide Early Learning and Child Care Agreement.
- Continue work on a new operational funding model to support the [ChildCareBC Plan](#).

## Discussion

Providing child care as a core service that families can rely on requires developing systems and processes that will support the expansion of a robust system of care. The Ministry is committed to modernizing and streamlining governance and administrative processes to better support the child care ecosystem, including child care providers, families, educators, and communities. These are long-term system projects. The Ministry tracks progress towards these objectives in annual reports on the Canada-wide Early Learning and Child Care Agreement and through Ministry mandate reports.

## Performance Measures

Performance Measure	2016/17 Baseline	2022/23 Forecast	2023/24 Target	2024/25 Target	2025/26 Target
Average monthly number of provincially funded licensed child care spaces in operation.	108,110	137,000	139,000	141,000	143,000

Data source: Ministry of Education and Child Care

## Discussion

The average monthly number of funded, licensed child care spaces in operation measures the funded, licensed child care spaces available to parents currently and in previous years, which is essential for an accessible child care system. The baseline figure of 108,110 represents the number of provincially funded spaces prior to the introduction of the ChildCareBC plan in 2018.

The number of funded, licensed child care spaces in B.C. is expected to increase in future years as spaces funded by the provincial government become operational and the federally funded spaces from the Canada-wide Early Learning and Child Care Agreement become operational.

## Financial Summary

<b>Core Business</b>	<b>2022/23 Restated Estimates<sup>1</sup></b>	<b>2023/24 Estimates</b>	<b>2024/25 Plan</b>	<b>2025/26 Plan</b>
<b>Operating Expenses (\$000)</b>				
Public Schools	6,764,001	7,391,494	7,616,098	7,655,435
Independent Schools	490,795	498,977	500,300	500,300
Transfers to Other Partners	56,718	61,638	59,053	58,868
Child Care	815,884	827,377	862,755	862,755
Executive and Support Services	51,187	55,666	56,132	55,632
British Columbia Training and Education Savings Program Special Account	30,001	30,001	30,001	30,001
<i>Teachers Act</i> Special Account	8,863	8,817	8,658	8,641
<b>Total</b>	<b>8,217,449</b>	<b>8,873,970</b>	<b>9,132,997</b>	<b>9,171,632</b>
<b>Capital Expenditures (\$000)</b>				
Executive and Support Services	3	3	3	3
<b>Capital Funding Vote (\$000)</b>				
Public Schools	930,347	864,898	994,695	1,093,737

<sup>1</sup> For comparative purposes, amounts shown for 2022/23 have been restated to be consistent with the presentation of the 2023/24 Estimates.

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

## School Districts Financial Summary – draft at Jan 31, 2023

School Districts	2022/23 Forecast	2023/24 Budget	2024/25 Plan	2025/26 Plan
<b>Combined Income Statement (\$000)</b>				
<b>Total Revenue</b>	8,091,536	8,479,479	8,718,253	8,741,507
<b>Total Expense</b>	7,980,464	8,356,444	8,583,205	8,594,429
<b>Operating Results</b>	111,072	123,035	135,048	147,078
<b>Gain (Loss) on sale of capital</b>	20,333	0	0	0
<b>Annual Surplus (Deficit)</b>	<b>131,405</b>	<b>123,035</b>	<b>135,048</b>	<b>147,078</b>

<sup>1</sup> This combined income statement includes 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

## Capital Expenditures

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Dec 31, 2022 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
<b>Burke Mountain Secondary</b>	<b>2026</b>	<b>1</b>	<b>159</b>	<b>160</b>
Under the Ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 1,000 -student capacity secondary school with a Neighborhood Learning Centre, in Coquitlam's growing Burke Mountain community. Enrolment in this part of the Coquitlam School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$160 million and it is scheduled for occupancy in 2026.				
<b>Burnaby North Secondary</b>	<b>2023</b>	<b>81</b>	<b>27</b>	<b>108</b>
Under the Ministry's Seismic Mitigation Program, School District No. 41 (Burnaby) is building a replacement 1,800-student-capacity secondary school on its current site located in Burnaby North. The total potential budget for the replacement school is \$108 million and it is scheduled for occupancy in 2023.				
<b>Centennial Secondary</b>	<b>2017</b>	<b>59</b>	<b>2</b>	<b>61</b>
Under the Ministry's Seismic Mitigation Program, School District No. 43 (Coquitlam) completed a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. Work continues on the demolition of the old school, construction of a Neighborhood Learning Centre, and installation of playfields and landscaping. It is estimated that the replacement school will cost \$61 million, and although being occupied since 2017, it is scheduled for final completion in 2023.				
<b>Coast Salish Elementary</b>	<b>2023</b>	<b>19</b>	<b>24</b>	<b>43</b>
Under the Ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 430 -student capacity elementary school with a Neighborhood Learning Centre, in Coquitlam's growing Burke Mountain community. Enrolment in this part of the Coquitlam School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$43 million and it is scheduled for occupancy in 2023.				
<b>Cowichan Secondary</b>	<b>2024</b>	<b>28</b>	<b>58</b>	<b>86</b>
Under the Ministry's Seismic Mitigation Program, School District No. 79 (Cowichan Valley) is building a replacement 1100-student-capacity secondary school on its current site, located in Cowichan Valley. The total potential budget for the replacement school is \$86 million and it is scheduled for occupancy in 2024.				

<b>Major Capital Projects (over \$50 million)</b>	<b>Targeted Year of Completion</b>	<b>Project Cost to Dec 31, 2022 (\$m)</b>	<b>Estimated Cost to Complete (\$m)</b>	<b>Approved Anticipated Total Cost (\$m)</b>
<b>Eric Hamber Secondary</b>	<b>2024</b>	<b>53</b>	<b>53</b>	<b>106</b>
Under the Ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is building a replacement 1,700-student-capacity secondary school on its current site located in Vancouver. The total potential budget for the replacement school is \$106 million and it is scheduled for occupancy in 2023.				
<b>Grandview Heights Secondary</b>	<b>2021</b>	<b>77</b>	<b>6</b>	<b>83</b>
Under the Ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student capacity secondary school in the Grandview neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary, which are operating over their current capacities. The total potential budget for the new school is \$83 million and it has been occupied since 2021 with only trailing costs remaining.				
<b>Handsworth Secondary</b>	<b>2022</b>	<b>65</b>	<b>4</b>	<b>69</b>
Under the Ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,400-student-capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$69 million, and it has been occupied since 2022 with only trailing costs remaining.				
<b>New Westminster Secondary</b>	<b>2021</b>	<b>90</b>	<b>17</b>	<b>107</b>
Under the Ministry's Replacement Program, School District No. 40 (New Westminster) is building a replacement 1,900-student-capacity secondary school on its current site located in New Westminster. Work continues on the demolition of the old school and creation of a passive park. It is estimated that the replacement school will cost \$107 million and it has been occupied since 2021 with only trailing costs remaining.				
<b>Pexsisen Elementary and Centre Mountain Lellum Middle</b>	<b>2022</b>	<b>87</b>	<b>2</b>	<b>89</b>
Under the Ministry's Expansion Program, School District No. 62 (Sooke) is building a new 500-student-capacity elementary school and a 700-student-capacity middle school in Sooke's growing West Langford community. Enrolment in this part of the School District has grown substantially in recent years, and the new schools will alleviate pressures at other district schools. The total potential budget for the new schools is \$89 million, and they have been occupied since 2022 with only trailing costs remaining.				

<b>Major Capital Projects (over \$50 million)</b>	<b>Targeted Year of Completion</b>	<b>Project Cost to Dec 31, 2022 (\$m)</b>	<b>Estimated Cost to Complete (\$m)</b>	<b>Approved Anticipated Total Cost (\$m)</b>
<b>Pineview Valley Elementary</b>	<b>2026</b>	<b>0</b>	<b>65</b>	<b>65</b>
Under the Ministry's Expansion Program, School District No. 73 (Kamloops-Thompson) will deliver a new 485 capacity elementary school. Enrolment in this part of the School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$65 million and it is scheduled for occupancy in 2026.				
<b>Quesnel Junior School</b>	<b>2022</b>	<b>44</b>	<b>8</b>	<b>52</b>
Under the Ministry's Replacement Program, School District No. 28 (Quesnel) is building a replacement 550- student-capacity senior middle on its current site located in Quesnel. It is estimated that the replacement school will cost \$52 million and it has been occupied since 2022 with only trailing costs remaining.				
<b>Stitó:s Lá:lém totí:lt Elementary Middle</b>	<b>2022</b>	<b>51</b>	<b>3</b>	<b>54</b>
Under the Ministry's Expansion Program, School District No. 33 (Chilliwack) is building a new 930-student capacity elementary-middle school in Chilliwack's growing South Side community. Enrolment in this part of the Chilliwack School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$54 million and it has been occupied since 2022 with only trailing costs remaining.				
<b>Victoria High School</b>	<b>2024</b>	<b>64</b>	<b>36</b>	<b>100</b>
Under the Ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is building a replacement 1000-student-capacity high school on its current site located in Greater Victoria. The total potential budget for the replacement school is \$100 million, and it is scheduled for occupancy in 2024.				
<b>George Pringle Secondary (formerly Westside Secondary)</b>	<b>2027</b>	<b>5</b>	<b>101</b>	<b>106</b>
Under the Ministry's Expansion Program, School District No. 23 (Central Okanagan) is building a new 1,200-student-capacity secondary school with a Neighborhood Learning Centre in the Westside area of Kelowna. The total potential budget for the new school is \$106 million, and it is scheduled for occupancy in 2027.				

## Appendix A: Public Sector Organizations

As of February 1, 2023, the Minister of Education and Child Care is responsible and accountable for the following organizations:

### **B.C. Teachers' Council**

Under the *Teachers Act*, the [B.C. Teachers' Council](#) (B.C.TC) is responsible for:

- Setting standards for teachers and educators in B.C., including education, competence, and professional conduct requirements
- Setting standards for post-secondary teacher education programs
- Reviewing and approving post-secondary teacher education programs

### **Disciplinary and Professional Conduct Board**

The Disciplinary and Professional Conduct Board consists of nine members of the B.C. Teachers' Council appointed by the minister. The Board deals with complaints and reports about alleged teacher misconduct and certification appeals that are referred to it by the [Commissioner for Teacher Regulation](#).

### **Independent School Teaching Certificate Standards Committee**

Under the *Independent School Act*, the [Independent School Teaching Certificate Standards Committee](#) (ISTCSC) is responsible for establishing the standards required to receive and maintain an independent school teaching certificate (ISTC) and determining which standards apply for each type of Independent School Teaching Certificate.

### **Provincial Child Care Council**

The [Provincial Child Care Council](#) provides advice on the policies and programs that affect the affordability, quality, stability and accessibility of child care. Its members are appointed from throughout the province and represent five key sectors: Indigenous communities, the business sector, child care providers, the education system, the non-profit sector, and local government.