

Ministry of Education and Child Care

2024/25 – 2026/27

Service Plan

February 2024



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Minister's Accountability Statement



The Ministry of Education and Child Care 2024/25 – 2026/27 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".

Honourable Rachna Singh
Minister of Education and Child Care
February 9, 2024

Minister of State's 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 2024/25:

- a) Continue to implement initiatives that support ChildCareBC, the government's 10-year plan to provide universal, affordable, accessible, quality and inclusive child care to every family that wants or needs it.
- b) Continue to engage with the following to inform implementation of ChildCareBC and to guide the development of a distinctions-based approach to supporting Indigenous-led child care:
 - i. all levels of government;
 - ii. Indigenous governing bodies and other entities representing Indigenous peoples;
 - iii. school boards, child care providers and other sector stakeholders
- c) Continue to monitor the implementation of bilateral agreements with the government of Canada; and,
- d) Submit to Cabinet a report on the results referred to in paragraph (a) through (c) on or before March 31, 2025.

A handwritten signature in black ink that reads "Mitzi Dean".

Honourable Mitzi Dean
Minister of State for Child Care
February 9, 2024

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Strategic Direction

In 2024/25, the Government of British Columbia will remain focused on providing the services and infrastructure that people depend on to build a good life. Government will continue delivering results that matter to British Columbians including helping people with costs, attainable and affordable housing, strengthened health care, safer communities, and a secure, clean, and fair economy. Government will continue working collaboratively with Indigenous Peoples as it implements the Action Plan for the *Declaration on the Rights of Indigenous Peoples Act* and delivers initiatives that advance reconciliation in ways that make a difference in communities throughout the province.

This 2024/25 to 2026/27 service plan outlines how the Ministry of Education and Child Care will support the government's priorities and selected action items in the [December 2022 Minister's Mandate letter](#) and the [January 2024 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 696,000+ 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 this 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 B.C.'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](#). As part of this commitment, the ministry is working with First Nations rightsholders and Indigenous partners 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 collaborating 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 accountability, 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 legislation, policy, and standards under [the Child Care B.C. Act](#) and the [Child Care Subsidy Act](#).

Operating Environment

B.C.'s K-12 and child care sectors continue to feel the effects of a multitude of economic, social, demographic, and environmental conditions and events at home and abroad. Continuing inflation, for example, is making it increasingly challenging for many families to pay for basic expenses like school supplies, lunches, and child care. Operating costs for schools and school districts also continue to rise, placing more pressure on already strained budgets. Through the Feeding Futures Fund, government continues to support school districts to create or expand food programs in their schools. It also seeking new funding in Budget 2024 to help offset increased education costs for students and families.

B.C.'s K-12 and child care sectors also face continued challenges attracting and retaining qualified employees. These challenges are intensifying some longstanding recruitment pressures in the K-12 system, 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 government. Elementary/Kindergarten teachers, secondary school teachers, school principals / administrators, and Early Childhood Educators and Assistants were all identified as High Opportunity Occupations in the 2023 edition of the [B.C. Labour Market Outlook](#), and this is likely to continue for a few years. A shortage of skilled trades workers is also making it increasingly difficult to complete capital projects, such as the construction of new schools, seismic upgrades, and new or upgraded child care facilities in a timely manner. The ministry continues to implement, in partnership with K-12 stakeholders, targeted initiatives to support teacher recruitment and retention in rural and remote areas of the province.

Population growth, primarily driven by immigrants from other countries choosing to call B.C. home, continues to impact B.C.'s education and child care sectors. In 2023/2024, K-12 public and independent enrolment increased to over 696,000, which is the highest level since 1998. Public school enrolment increased by 14,145 students over 2022/2023 to 604,728 (+2.4%) while independent school enrolment increased by 2,268 (+2.5%) to 91,694. The ministry continues to work closely with school districts in regions of high enrolment growth to build new schools and spaces. It is also implementing new strategies (e.g., providing funding for prefabricated classrooms) to mitigate the cost to districts of purchasing portable classrooms when construction cannot keep pace with the demand.

The devastating effects of climate change, including flooding and wildfires, are also greatly impacting many school communities across the province. The ministry will continue to work with schools and districts to ensure that all students, staff, and families are safe, and so there is minimal disruption to learning in the event of future delays and evacuations of schools and communities.

The ministry is committed to working collaboratively with sector and partner groups to remove barriers to student learning and continuously improve educational outcomes. New systems will deliver equitable access to high quality online learning for all students in B.C. The ministry is also working with schools and districts to strengthen school policies and procedures to help schools, families, and communities build safe and caring school communities to help ensure every child feels safe, accepted, and respected. It is also committed to promoting equity and addressing racism in the education system through the K-12 Anti-Racism Action Plan with IBPOC (Indigenous, Black, and People of Colour) partners. Additional priorities are developing mental health and substance use initiatives to support the well-being of students and in our system, working with school districts to ensure all schools have policies in place by the start of the next school year regarding students' cellphone use in the classrooms, and maintaining our commitment to true and meaningful reconciliation with Indigenous Peoples, which will shape our direction in the years to come.

Economic Statement

B.C.'s economy posted modest growth last year as interest rate increases weighed on the economy, and employment continued to expand, supported by immigration. Inflation in the province continued to ease and the Bank of Canada has not raised its policy interest rate since July 2023. The impact of higher rates on borrowing costs and elevated household debt led to lower consumer spending and reduced home sales. Lumber, natural gas and coal prices declined in 2023, reducing the value of the province's goods exports. Meanwhile, there was a record number of housing starts in the province in 2023. There is uncertainty over the transmission of high interest rates to the residential construction sector and the duration of slower growth for the rest of the economy in B.C. and among our trading partners. The Economic Forecast Council (EFC) estimates that B.C. real GDP expanded by 0.9 per cent in 2023 and expects growth of 0.5 per cent in 2024 and 2.1 per cent in 2025. Meanwhile for Canada, the EFC estimates growth of 1.1 per cent in 2023 and projects national real GDP growth of 0.5 per cent in 2024 and 1.9 per cent in 2025. 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 continue to center around interest rates and inflation, including the risk of price increases stemming from geopolitical conflicts, the potential for interest rates remaining higher for longer, and uncertainty around the depth and timing of the impact on housing markets. Further risks include ongoing uncertainty regarding global trade policies, lower commodity prices, climate change impacts and the volatility of immigration levels.

Performance Planning

Goal 1: All Students Become Educated Citizens

Enhance educational outcomes and experiences for all students to prepare them for achieving their career and life goals, no matter their background, learning needs, or where they live.

Objective 1.1: Improve Student Outcomes

The ministry is committed to continually improving student outcomes so students can achieve their highest potential. Many processes and assessment points are in place at the provincial, district, and school level to ensure every student is on a path to success and to identify supports and resources that may be needed.

Key Strategies

- As part of the [Framework for Enhancing Student Learning](#), continue to require Boards of Education to set, create, and maintain a strategic plan, annually report on student outcomes, and put systems in place to continuously improve the educational outcomes for all students, particularly Indigenous students, students with disabilities or diverse abilities, and children and youth in care.
- 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](#) and the [Graduation Numeracy and Literacy Assessments](#).
- Continue to support educators, parents and students to implement the new [K-12 Student Reporting Order](#) to modernize the provincial approach to classroom reporting and ensure greater consistency across the province.

Discussion

To drive continuous improvement within the K-12 education system, the Framework for Enhancing Student Learning requires Boards to report annually on their use of data and evidence to monitor, assess and address inequities in student outcomes. Improvements to B.C.'s K-12 assessment system will also 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 to accomplish their goals.

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. (MNBC), 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 implementing key legislative changes, including Local Education Agreements and Indigenous Education Councils.
- Continue to support the implementation of the [Indigenous-focused Graduation Requirement](#).
- Develop a systematic approach to ending Indigenous-specific racism and discrimination to further improve educational outcomes for Indigenous students through embedding the Equity in Action Project within the Framework for Enhancing Student Learning Report.
- Initiate a review of Indigenous-specific racism across the education system as committed in the DRIPA Action Plan.
- Develop and implement, in partnership with FNESC and close collaboration with MNBC, effective recruitment and retention strategies to increase the number of Indigenous teachers in the K-12 public education system.

Discussion

The ministry continues to make tangible progress on the goals outlined in the *Declaration Act* Action Plan and is committed to working with Indigenous partners and rightsholders to focus on the 13 education and child care-specific actions to collectively support Indigenous students in the years ahead.

Amendments to the [School Act \(Bill 40\)](#) to act on commitments in the Declaration Act Action Plan, including actions 1.6 (Local Education Agreements), 4.3 (Indigenous Education Councils) and 4.4 (school of choice), and the BC Tripartite Education Agreement (BCTEA), were passed in the Legislature in November 2023. These changes support better education outcomes for First Nation and other Indigenous students attending provincial public schools, and more effective relationships between boards of education and First Nations. This legislation was developed collaboratively with the First Nations Education Steering Committee (FNESC) and reflects consultation with First Nations and Indigenous people throughout B.C. Changes require all boards to establish an Indigenous Education Council (IEC) in their school district to ensure Indigenous people have input into decisions affecting Indigenous students, and the new school-of-choice provision enables First Nations to decide which school First Nations students who live on reserve, self-governing or Treaty Lands, will attend.

Objective 1.3: Improve Equity for All Students

Equity means providing each student with the support and resources they need to achieve their full potential. This includes removing any systemic barriers that stand in the way of students being successful at school.

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.
- Continue to provide funding to schools and districts to create and 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.
- Implement, in partnership with K-12 stakeholders, targeted initiatives to support teacher recruitment and retention in rural and remote areas of the province, as part of the [Stronger BC Future Ready Action Plan](#).
- Operationalize the 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.

Discussion

Taking concrete steps towards greater equity, such as developing an anti-racism action plan and developing a school meals program, will provide all students with the opportunity to be successful and develop into educated citizens. The ministry will continue to work with stakeholder groups and education partners to better understand what steps are needed to better serve students and their families to ensure equity of opportunities and outcomes for all learners.

Performance Measures

| Performance Measure | 2022/23 Actuals | 2023/24 Forecast | 2024/25 Target | 2025/26 Target | 2026/27 Target |
|--|-----------------|------------------|----------------|----------------|----------------|
| [1a] Percentage of non-Indigenous students ¹ who complete ² Grade 12 within five years of first starting Grade 8 | 91.3% | 92% | 93% | 94% | 94% |
| [1b] Percentage of Indigenous students who complete Grade 12 within five years of first starting Grade 8 | 62.8% | 63% | 64% | 64% | 65% |

Data source: Ministry of Education and Child Care, <https://catalogue.data.gov.bc.ca/dataset/bc-schools-five-year-completion-rate/resource/e8ecf3ac-2cbf-442c-9280-2bbd7e1dcbff>

¹ Indigenous students refer to First Nations, Metis, and Inuit learners.

² Completion rates only apply to residents attending B.C. Public or Independent schools.

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. Data are separated as Indigenous versus non-Indigenous to assess whether, by at least this one measure, the equity gap is beginning to close.

Approximately 91% of non-Indigenous students complete Grade 12 within five years of first starting Grade 8 compared to approximately 63% of Indigenous students. This illustrates the importance of the above key strategies to continue to promote equity and address racism through the [K-12 Anti-Racism Action Plan](#) with IBPOC (Indigenous, Black, and People of Colour) partners. Students learn best when their basic needs are met. The ministry will continue to provide funding to school districts to create and expand local school food, working with the Ministry of Agriculture and Food to include locally grown food in schools.

Goal 2: Learning Environments Support Student Well-Being

The physical and social-emotional environments in schools have a major impact on student success and well being. The ministry will continue to ensure students learn in environments that are safe, conducive to learning, welcoming, and supportive.

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

A well-designed, maintained, and safe physical school environment plays a critical role in student success. Continued investment in our schools and child care facilities will provide children with the spaces they need to grow and learn.

Key Strategies

- Upgrade and replace major systems within existing schools, including ventilation systems to ensure that school environments are safe and healthy for all occupants.
- 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 new schools and additions (including prefabricated construction) to address unprecedented student enrolment pressures in many areas of the province.
- Meet climate change and energy efficiency standards, as set out in the [CleanBC Plan](#).
- 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

Through a suite of [capital funding programs](#), the ministry will continue to make significant investments to maintain and improve schools throughout the province. These investments include: (a) Annual Facilities Grants to school districts to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets; (b) the School Enhancement Program, to help school districts extend the life of their facilities through projects such as roofing, electrical, HVAC, and plumbing upgrades; and (c) the Carbon Neutral Capital Program, which provides funding to energy-efficiency projects that lower the school districts carbon emissions. The ministry will also continue to make significant investments in new schools to address enrolment growth pressures across the province; in making schools seismically safe; and in creating new child care spaces on and off school grounds to meet the ever-increasing demand.

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.
- In partnership with the Ministries of Children and Family Development, and Mental Health and Addictions, continue to introduce Integrated Child and Youth teams in school district communities to deliver seamless wraparound mental health and substance use service and support for children, youth, and families.
- 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.

Discussion

This objective includes both school-age and 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 as well as equity of access, opportunity, and outcomes for students of all ages. The ministry has worked in furthering the [erase strategy](#) while continuing to maintain engagement with cross-sector partners and youth in B.C. to support safe, caring, and inclusive schools. Moving forward, the ministry will continue to provide erase training and safety support across the province and consult with youth and K-12 partners to ensure resources and support on the erase website meet the needs of all users.

Delivering on actions within the Mental Health in Schools Strategy, the ministry will continue to deliver seamless wraparound mental health and substance use service and support for children, youth, and families. 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 School Associations, to monitor the impacts of the key strategies in supporting students in their districts and schools.

Performance Measures

| Performance Measure | 2022/23 Actuals | 2023/24 Forecast | 2024/25 Target | 2025/26 Target | 2026/27 Target |
|--|-----------------|------------------|----------------|----------------|----------------|
| [2a] Percentage of Indigenous students in Grades 4, 7, 10, and 12 who feel welcome and have a sense of belonging in their school. | 42.4% | 43% | 45% | 47% | 48% |
| Percentage of non-Indigenous students in Grades 4, 7, 10, and 12 who feel welcome and have a sense of belonging in their school. | 51.8% | 53% | 55% | 56% | 57% |
| [2b] Percentage of Indigenous students in Grades 4, 7, 10, and 12 who feel safe in their school. | 69.7% | 70% | 71% | 72% | 73% |
| Percentage of non-Indigenous students in Grades 4, 7, 10, and 12 who feel safe in their school. | 77.3% | 74% | 75% | 75% | 76% |
| [2c] Percentage of Indigenous students in Grades 4, 7, and 10, and 12 who feel there are one or more adults at their school who care about them. | 68.8% | 76% | 76% | 76% | 76% |
| Percentage of non-Indigenous students in Grades 4, 7, and 10, and 12 who feel there are one or more adults at their school who care about them. | 68.5% | 69% | 70% | 71% | 72% |

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

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 three sets of data, for Indigenous and non-Indigenous students, to provide a more holistic perspective on how welcome and safe students may be feeling. This year, the ministry separated out data pertaining specifically to the percentage of students in Grades 4, 7, 10 and 12 who feel safe in their school. The data results for perceptions of safety are separate because the ministry recognizes last year’s data did not adequately reflect the percentage of students who feel safe in their schools. As the question focusing on safety is asked anonymously on the Student Learning Survey, it cannot be grouped with results about feeling a sense of belonging or feeling welcome. The ministry is working hard to 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 and providing resources so schools feel supported in delivering programs to assist with this.

| Performance Measure | 2022/23 Actuals | 2023/24 Forecast | 2024/25 Target | 2025/26 Target | 2026/27 Target |
|---|------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| [2d] Percentage of Indigenous students in Grade 4 who are learning to care for their mental health ¹ | 40.3% | 42% | 43% | 45% | 47% |
| Percentage of non-Indigenous students in Grade 4 who are learning to care for their mental health ¹ | 39.6% | 40% | 42% | 43% | 45% |
| [2e] 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) ² | 32.3% | 34% | 35% | 37% | 38% |
| 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) ² | 37.3% | 39% | 41% | 42% | 43% |

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

¹ Results for Grade 4 are shown separately from Grades 7,10, and 12 because the question is worded differently for Grade 4. In Grade 4, students are asked, "Are you learning how to care for your mental health?"

² Grade 7 students are asked to state their agreement with: "At school, I am learning how to care for my mental health" and Grade 10 and 12 students are asked to state their agreement with: "At school, I am learning how to care for my mental health (e.g., anxiety or stress management, anger management, relationship skills)."

Look at guidelines for targets vs. forecast for 2nd column

Discussion

Mental health includes emotional, psychological, and social well-being and impacts how students think, what they feel, and the way they act. 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 data assists the ministry when designing inclusivity policies that address the needs of certain student populations and provide a safe learning environment for all. The values for Indigenous and non-Indigenous students in Grade 4 and in Grades 7, 10, and 12 have been adjusted from last year's Service Plan but are still projected to increase as we continue to track the impact of erase training and safety support across the province and engage with cross-sector partners and youth to ensure resources meet the needs of all students. Through the ministry's engagement with the Provincial Mental Health Leadership Network with all 60 school districts and the Federation of Independent Schools Associations, the ministry can monitor the impacts of the key strategies in supporting students in their districts and schools.

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 make 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

- Continue investments to support families by increasing access to \$10 a Day child care and maintaining fee reductions for families accessing licensed child care at participating facilities.
- Increase the number of licensed child care, including Indigenous-led child care and child care provided on school grounds.
- Test and refine an Operating Funding Model that will make government funding for child care services more efficient and reduce costs for families.
- Review, refine, and enhance recruitment and retention initiatives and investments, including developing a wage grid for child care professionals, to encourage more child care professionals to enter and stay in the child care sector to enable newly created spaces to be adequately staffed.

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

- Support child care professionals to access training opportunities, professional development supports, and supports for their well-being as they provide high quality, inclusive child care.
- 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.
- Develop an inclusive child care strategy to foster inclusive environments and support child care providers' capacity to offer high quality, inclusive and culturally safe child care. The strategy will identify how B.C. will work to build a child care system where children are not excluded based on race, disability support needs, or experience of vulnerability.

Discussion

Early childhood educators (ECEs) are skilled professionals who care for children at one of the most important times in their lives and are at the heart of building inclusive, high-quality,

affordable child care as a core service that families can rely on. Early childhood educators and other child care professionals need access to educational programs, quality professional learning, supports and adequate compensation to enable them to provide the best possible care and education to BC's children.

Part of building a child care system is making sure ECEs have access to the training and support they need, along with the compensation and recognition they deserve. The Province has made significant investments to enhance ECE recruitment and retention through access to post-secondary bursaries, wage enhancement, professional learning opportunities, peer mentoring networks, online courses, curriculum support, and a hub for accessing online learning. The ministry will continue to invest in various initiatives to improve child care providers' capacity to provide inclusive child care with new grants for "specialized" or "post-basic" certificates like the Infant Toddler Educator or Special Needs Educator certificates.

The Declaration Act Action Plan commits the Province to "work[ing] 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). The ministry is committed to ongoing dialogue with First Nations, Métis, Inuit, and Urban Indigenous People about how to advance child care jurisdiction for communities that want and need it.

The ministry is working with Indigenous partners to co-develop and implement engagement and consultation plans for First Nations, Métis, and Inuit Peoples in Winter/Spring 2024 to inform future child care planning and build relationships to support the realization of Action 4.19 under the Declaration Act Action Plan.

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

- Improve Information Management/Information Technology systems to gather data and support system delivery.
- Explore opportunities to support child care planning at provincial, regional and government-to-government 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.

Discussion

As government makes child care more affordable, the tools and infrastructure needed to support the delivery of these services must also be in place, such as technological tools to

support service delivery. The Province continues to invest in this much-needed infrastructure and adapt it to the changing needs of the ChildCareBC program, families, and providers. The ministry tracks progress towards these objectives in annual reports on the Canada-wide Early Learning and Child Care Agreement as well as through ministry mandate reports.

Performance Measures

| Performance Measure | 2016/17 Baseline | 2023/24 Forecast | 2024/25 Target | 2025/26 Target | 2026/27 Target |
|---|---------------------|---------------------|-------------------|-------------------|-------------------|
| [3a] Average monthly number of provincially funded licensed child care spaces in operation. | 108,110 | 146,000 | 148,000 | 150,000 | 152,000 |

Data source: Ministry of Education and Child Care, Child Care Operating Funding program database and \$10 a Day ChildCareBC program database

Note: 2016/17 data has been used as the baseline since the 2018/19 ministry service plan report and is used as a measure of the size of the BC child care system before the ChildCareBC plan was launched in 2018/19.

Discussion

The average monthly number of funded, licensed child care spaces in operation measures the 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 child care spaces prior to the introduction of the ChildCareBC plan in 2018/19.

The number of funded, licensed child care spaces in B.C. is expected to increase in future years as child care spaces funded by both the provincial and federal governments through B.C.'s accelerated space creation programs become operational.

Financial Summary

| (\$000s) | 2023/24 Restated Estimates¹ | 2024/25 Estimates | 2025/26 Plan | 2026/27 Plan |
|--|---|------------------------------|-------------------------|-------------------------|
| Operating Expenses | | | | |
| Public Schools | 7,391,494 | 8,023,617 | 8,071,422 | 8,071,322 |
| Independent Schools | 498,977 | 571,217 | 575,523 | 575,523 |
| Transfers to Other Partners | 61,638 | 59,053 | 58,868 | 58,868 |
| Child Care | 827,377 | 865,255 | 865,255 | 865,255 |
| Executive and Support Services | 55,666 | 57,639 | 57,139 | 57,139 |
| British Columbia Training and Education Savings Program Special Account | 30,001 | 30,001 | 30,001 | 30,001 |
| <i>Teachers Act</i> Special Account | 8,817 | 8,600 | 8,672 | 8,840 |
| Total | 8,873,970 | 9,615,382 | 9,666,880 | 9,666,948 |
| Capital Expenditures | | | | |
| Executive and Support Services | 3 | 3 | 3 | 3 |
| Capital Funding Vote | | | | |
| Public Schools | 864,898 | 1,046,194 | 1,362,769 | 1,343,357 |

¹ For comparative purposes, amounts shown for 2023/24 have been restated to be consistent with the presentation of the 2024/25 Estimates.

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

School Districts Financial Summary

| (\$000s) | 2023/24 Forecast | 2024/25 Budget | 2025/26 Plan | 2026/27 Plan |
|--|---------------------|-------------------|-----------------|-----------------|
| Combined Operating Statement | | | | |
| Total Revenue | 8,665,783 | 9,125,755 | 9,170,923 | 9,196,130 |
| Total Expense | (8,656,588) | (9,110,584) | (9,149,727) | (9,168,892) |
| Operating Surplus | 9,195 | 15,171 | 21,196 | 27,238 |
| Gain (Loss) on sale of capital assets | 8 | 11,815 | 0,000 | 0,000 |
| Annual Surplus | 9,203 | 26,986 | 21,196 | 27,238 |

¹This 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 Mar 31, 2023 (\$m) | Estimated Cost to Complete (\$m) | Approved Anticipated Total Cost (\$m) |
|---|-----------------------------|------------------------------------|----------------------------------|---------------------------------------|
| Burke Mountain Middle/Secondary | 2026 | 9 | 151 | 160 |
| Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 1,000 - student capacity middle/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. | | | | |
| Burnaby North Secondary | 2024 | 99 | 9 | 108 |
| 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 occupied with additional work continuing. | | | | |
| Carson Elementary | 2026 | 0 | 61 | 61 |
| Under the ministry's replacement program, School District No. 28 (Quesnel) is completing a replacement 390-student capacity school with low carbon design and a neighbourhood learning centre, located in Quesnel. It is estimated that the replacement school will cost \$61 million and is scheduled for occupancy in 2026. | | | | |
| Cedar Hill Middle | 2025 | 6 | 48 | 54 |
| Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is building a 575-student capacity low carbon replacement school in the Cedar Hill neighbourhood. Work is under way and it is estimated that the replacement school will cost \$54 million and is scheduled for occupancy in 2025. | | | | |
| Centennial Secondary | 2017 | 59 | 2 | 61 |
| 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 | | | | |

| Major Capital Projects (over \$50 million) | Targeted Year of Completion | Project Cost to Mar 31, 2023 (\$m) | Estimated Cost to Complete (\$m) | Approved Anticipated Total Cost (\$m) |
|--|------------------------------------|---|---|--|
| located in Coquitlam. It is estimated that the replacement school will cost \$61 million, and although being occupied since 2017, it is scheduled for final completion in 2024. | | | | |
| New Cloverley Elementary School | 2026 | 1 | 63 | 64 |
| Under the ministry's Expansion Program, School District No. 44 (North Vancouver) is building a new 585-student-capacity elementary school with a Neighborhood Learning Centre in the growing Cloverley neighbourhood. The total potential budget for the new school is \$64 million, and it is scheduled for occupancy in 2026. | | | | |
| Coast Salish Elementary | 2023 | 26 | 17 | 43 |
| 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 has been occupied since 2023, with additional work continuing on the NLC. | | | | |
| Cowichan Secondary | 2024 | 56 | 30 | 86 |
| 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. | | | | |
| New East Side Elementary | 2026 | 0 | 59 | 59 |
| Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is completing a new 500-student capacity elementary school with low carbon design and a neighbourhood learning centre in the growing community of Chilliwack. The total potential budget for the new school is \$59 million and it is scheduled for occupancy in 2026. | | | | |
| Eric Hamber Secondary | 2024 | 82 | 24 | 106 |
| 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 2024. | | | | |
| Grandview Heights Secondary | 2021 | 79 | 4 | 83 |
| Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing 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, with the new school alleviating pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary. The total potential budget for the new school is \$83 million, and it has been occupied since 2021 with only trailing costs remaining. | | | | |
| Guildford Park Secondary | 2028 | 0 | 65 | 65 |
| Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing an addition to increase capacity from 1,050 to 1,500 students, to help accommodate recent growth in the community. The addition will incorporate greenhouse gas-reduction measures and include a neighbourhood learning centre. The total potential budget for the addition is \$65 million and it is scheduled for occupancy in 2028. | | | | |
| Handsworth Secondary | 2022 | 67 | 2 | 69 |
| Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is completing a replacement 1,400-student-capacity secondary school on its current site located in North Vancouver. The | | | | |

| Major Capital Projects (over \$50 million) | Targeted Year of Completion | Project Cost to Mar 31, 2023 (\$m) | Estimated Cost to Complete (\$m) | Approved Anticipated Total Cost (\$m) |
|--|-----------------------------|------------------------------------|----------------------------------|---------------------------------------|
| total potential budget for the replacement school is \$69 million, and it has been occupied since 2022 with only trailing costs remaining. | | | | |
| La Vallée (Pemberton) Elementary | 2027 | 0 | 66 | 66 |
| Under the ministry's expansion program, School District No. 93 (Conseil scolaire francophone) is completing a new 220 capacity K-12 school with low carbon design, mass timber elements and a neighbourhood learning centre in Pemberton, to support existing and forecast enrolment growth in the community. The total potential budget for the new school is \$66 million and it is scheduled for occupancy in 2027. | | | | |
| New Westminster Secondary | 2021 | 95 | 12 | 107 |
| Under the ministry's Replacement Program, School District No. 40 (New Westminster) is completing a replacement 1,900-student-capacity secondary school on its current site located in New Westminster. It is estimated that the replacement school will cost \$107 million and it has been occupied since 2021 with additional work continuing. | | | | |
| North East Latimer Elementary | 2025 | 1 | 51 | 52 |
| Under the ministry's Expansion Program, School District No. 35 (Langley) is building a new 555-student-capacity elementary school with a Neighborhood Learning Centre in the growing Willoughby area. The total potential budget for the new school is \$52 million, and it is scheduled for occupancy in 2026. | | | | |
| Pexsisen Elementary and Centre Mountain Lellum Middle | 2022 | 89 | 0 | 89 |
| Under the ministry's Expansion Program, School District No. 62 (Sooke) is completing 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. | | | | |
| Pineview Valley Elementary | 2026 | 1 | 64 | 65 |
| 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. | | | | |
| Prince Rupert Middle | 2027 | 0 | 127 | 127 |
| Under the ministry's Seismic Mitigation Program, School District No. 52 (Prince Rupert) is completing a replacement 600-student-capacity middle school on its current site located in Prince Rupert. The new school will incorporate greenhouse gas-reduction measures and include a neighbourhood learning centre. It is estimated that the replacement school will cost \$127 million and is scheduled for occupancy in 2027. | | | | |
| Quesnel Junior School | 2022 | 47 | 5 | 52 |
| Under the ministry's Replacement Program, School District No. 28 (Quesnel) is completing 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. | | | | |
| Stitó:s Lá:lém totí:lt Elementary Middle | 2022 | 52 | 2 | 54 |
| Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is completing 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 | | | | |

| Major Capital Projects (over \$50 million) | Targeted Year of Completion | Project Cost to Mar 31, 2023 (\$m) | Estimated Cost to Complete (\$m) | Approved Anticipated Total Cost (\$m) |
|--|-----------------------------|------------------------------------|----------------------------------|---------------------------------------|
| 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. | | | | |
| Tamanawis Secondary | 2028 | 0 | 57 | 57 |
| Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing an addition to increase capacity from 1,125 to 1,700 students, to help accommodate recent growth in the community. The addition will incorporate greenhouse gas-reduction measures and include a neighbourhood learning centre. The total potential budget for the addition is \$57 million and it is scheduled for occupancy in 2028. | | | | |
| Victoria High School | 2024 | 93 | 7 | 100 |
| Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is seismically upgrading and expanding the existing, historic high school on its current site located in Greater Victoria. The total potential budget for the seismic upgrade and expansion project is \$100 million, and it is scheduled for occupancy in 2024. | | | | |
| George Pringle Secondary (formerly Westside Secondary) | 2027 | 8 | 116 | 124 |
| 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 \$124 million, and it is scheduled for occupancy in 2027. | | | | |

Appendix A: Public Sector Organizations

As of February 1, 2024, 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.T.C) 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.

