

Ministry of Education and Child Care

2024/25 Annual Service Plan Report

August 2025



For more information on the Ministry of Education and Child Care contact:

PO BOX 9179

STN PROV GOVT

VICTORIA, B.C.

1-800-663-7867

Or visit our website at: <https://www.gov.bc.ca/ecc>

Published by the Ministry of Education and Child Care

Minister's Accountability Statement



The Ministry of Education and Child Care's 2024/25 Annual Service Plan Report compares the ministry's actual results to the expected results identified in the 2024/25 – 2026/27 Service Plan published in 2024. I am accountable for those results as reported.

A handwritten signature in black ink that reads "Lisa Beare".

Honourable Lisa Beare
Minister of Education and Child Care
August 10, 2025

Table of Contents

Minister’s Accountability Statement3

Letter from the Minister5

Purpose of the Annual Service Plan Report6

Strategic Direction.....6

Purpose of the Ministry6

Operating Environment.....8

Report on Performance: Goals, Objectives, and Results9

Financial Report.....22

Operating statement for School Districts ¹.....23

Appendix A: Public Sector Organizations24

Appendix B: Progress on Mandate Letter Priorities25

Letter from the Minister

As Minister of Education and Child Care, I am pleased to present our 2024/25 Annual Service Plan Report. This report highlights key initiatives and work undertaken by our ministry to benefit all children in British Columbia, in their child care, early learning, and K-12 education experiences.

Like in previous years, there is much to report and celebrate. School completion rates for all students, for example, reached record levels in 2024/25. Our ministry also continued to work with schools, districts, and child care providers, to create safe, inclusive, and focused learning environments to support all students, including those with disabilities and/or diverse learning and developmental needs. We also continued to lay the groundwork for child care as a core service, supporting providers to offer affordable, inclusive, and culturally safe early learning environments where all children feel they belong. Other initiatives, such as continued investment in school foods programs and recruitment and retention programs for qualified K-12 and child care staff, also remained an important priority.

The ministry has made many achievements in 2024/25, and we look forward to continuing to work with our partners to build on our successes in the future.



Honourable Lisa Beare
Minister of Education and Child Care
August 10, 2025

Purpose of the Annual Service Plan Report

This Annual Service Plan Report has been developed to meet the requirements of the [Budget Transparency and Accountability Act](#) (BTAA), which sets out the legislative framework for planning, reporting and accountability for Government organizations. Under the BTAA, the Minister is required to report on the actual results of the ministry's performance related to the forecasted targets stated in the service plan for the reported year.

Strategic Direction

The strategic direction set by Government in 2020, [Minister Rachna Singh's 2022 Mandate Letter](#), and [Minister of State for Child Care Grace Lore's 2022 Mandate Letter](#), shaped the goals, objectives, performance measures and financial plan outlined in the [Ministry of Education and Child Care's 2024/25 – 2026/27 Service Plan](#) and the actual results reported on in this annual report.

Purpose of the Ministry

The Ministry of Education and Child Care (the ministry) is responsible for the governance and oversight of B.C.'s Kindergarten to Grade 12 (K-12) education system, and for ensuring inclusive, accessible, culturally appropriate, and high-quality child care. The ministry supports early years and school-aged learners to 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 provides 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.

Through B.C.'s world class curriculum, the ministry helps ensure learners acquire the knowledge, skills, and attitudes necessary to contribute to a healthy society and a prosperous and sustainable economy. Core to its work, the ministry also leads the implementation of the Province's ChildCareBC Plan, a framework of programs and initiatives designed to provide access to affordable, quality, inclusive child care that families can rely on. The ministry provides leadership and funding to the child care sector, workforce, and families through legislation, policy, and standards under the [Early Learning and Child Care Act](#) and, with direction from the Ministry of Health, the [Community Care and Assisted Living Act](#).

Through a distinctions-based approach, the ministry is also working to achieve lasting and meaningful reconciliation in its interactions with First Nations, Métis, and Inuit Peoples. This approach acknowledges the specific rights, interests, priorities, and concerns of each group, while respecting their unique cultures, histories, rights, laws, and governments. Together with

First Nations rights holders and Indigenous partners, the ministry is implementing 13 education and child care specific actions within the [Declaration on the Rights of Indigenous Peoples Act Action Plan](#), the [Truth and Reconciliation Commission of Canada's Calls to Action](#), and the [Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples](#). With the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada, the ministry is also implementing the [B.C. Tripartite Education Agreement: Supporting First Nation Student Success](#), and with the First Nations Leadership Council (FNLC), the BC Aboriginal Child Care Society, and the Government of Canada, the Tripartite Memorandum of Understanding on Early Learning and Child Care for First Nations in B.C. Central to all of this is expanding access to Indigenous-led, culturally safe child care for First Nations, Métis, and Inuit families. The ministry will continue to support the advancement of First Nations jurisdiction over child care, recognizing their inherent right to self-determination, including the right to design, deliver, and administer ELCC systems that reflect their unique needs, priorities, and aspirations.

Investments through [the Canada-B.C. Canada-Wide Early Learning and Child Care \(CW-ELCC\) Agreement 2021 to 2026](#) and the [Canada-B.C. ELCC Agreement 2021 to 2026](#) are enhancing inclusive and culturally-based programs to increase the number of families receiving inclusive child care supports. In June 2024, the ministry released [B.C.'s Inclusive Child Care Strategy: Where All Children Belong](#) to guide a system-wide approach toward making inclusive child care a core service for families.

Operating Environment

B.C.'s K-12 and child care sectors continued to feel the effects of economic, political, social, demographic, and environmental events at home and abroad in 2024/25. On the economic front, rising costs for goods and services, compounded by the recent imposition of U.S. tariffs, made it difficult for many families to pay for basic expenses like school supplies, lunches, and quality child care. To help offset these affordability challenges faced by families, the ministry restricted child care providers from charging waitlist fees to families, eliminating a financial barrier that prevented some families from being able to find high-quality child care. The ministry also continued to support families through fee reductions, subsidy benefits, and the \$10 a day ChildCare BC program.

The ministry also worked with schools and districts in 2024/25 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.

The ministry underwent a significant organizational change in Fall 2024 when responsibility for all K-12 capital projects was transferred to the newly created Ministry of Infrastructure (INF). This year's Annual Service Plan Report includes the Key Results and Summary of Progress for Objective 2.1 from ECC's 2024/25 – 2026/27 service plan but financial reporting for capital projects can be found in INF's Annual Service Plan Report. Moving forward, all references to K-12 capital projects will be communicated in the Ministry of Infrastructure's future service plan and annual reports.

Report on Performance: Goals, Objectives, and Results

The following goals, objectives, and performance measures have been restated from the 2024/25 – 2026/27 service plan. For forward-looking planning information, including current targets for 2025/26 – 2026/27, please see the [Ministry of Education and Child Care 2025/26 – 2027/28 Service Plan](#).

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 results

- As per the [Reporting Order](#), collected an annual Enhancing Student Learning Report from each of the 60 B.C. school districts by October 1, 2024. These reports provide information on student outcomes, continuous improvement efforts, and strategies to improve equity of outcomes for priority populations (i.e., Indigenous Students, Children and Youth in Care, and Students with Disabilities or Diverse Abilities).
- Through the [K-12 Literacy Supports initiative](#), allocated \$20 million in funding for literacy screening, teacher professional learning about literacy development, and intervention and supports.
- As part of the [BC Learning Pathways project](#), worked with educators and literacy and numeracy experts on the development and release of [K-4 Foundational Learning Progressions for English Language Arts and Math](#).

Summary of progress made in 2024/25

As part of the Literacy Supports initiative, the ministry provides professional learning opportunities to teachers and support staff focused on evidence-based approaches to literacy instruction, screening, and interventions. In 2024/25, this included \$13.8 million in grants to B.C.'s 60 school districts to train educators and support staff in evidence-based literacy practices. The ministry also expanded the mandate of the Provincial Outreach Program for the Early Years (POPEY) in 2024/25 to support districts in implementing early literacy screening for K-3 students. During this past school year, over 2500 B.C. teachers attended POPEY workshops related to early literacy development.

In addition, the ministry worked with a team of B.C. teachers and other experts to develop the K-4 Foundational Learning Progressions for both English Language Arts and Math. The Learning Progressions describe what proficient students look like when they are demonstrating foundational skills in reading, writing, oral language, and math.

Beyond academic success, the ministry wants to ensure that students are developing important life skills they need to keep themselves and others safe. In collaboration with the education sector and health experts, the ministry developed updated learning standards for Physical and Health Education 10 that will ensure all B.C. students graduate having learned about Cardiopulmonary Resuscitation (CPR) and the use of Automated External Defibrillators (AEDs).

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 rights holders, 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](#) (BCTEA).

Key results

- With the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada (ISC), continued our efforts to improve outcomes for First Nations students by negotiating a one-year extension of the BCTEA.
- In partnership with FNESC, continued to work on legislative, policy, and practice reforms, including Indigenous Education Councils and Local Education Agreements, to improve educational outcomes for First Nation students.
- In partnership with FNESC, developed strategies to increase the number of First Nation teachers in the K-12 public education system. This included the creation of a new scholarship to support First Nation students aspiring to become teachers.

Summary of progress made in 2024/25

Work that began in 2024/25 between the ministry, FNESC, and ISC culminated in the signing of a second BCTEA Extension Agreement on July 1, 2025. This agreement is key to our collective efforts to improve First Nations student outcomes and create a future of equity and inclusion for all learners.

Introduced through a 2023 amendment to the School Act, the Model LEA is a contract that contains specific accountability and reporting requirements for boards of education to increase informed dialogue with First Nations on supporting First Nation student success. It is intended to ensure a minimum standard LEA can be in place at the request of the First Nation. A Model LEA also creates a focus on First Nation student achievement and attendance and sets out expectations for adequate supports.

The 2023 School Act amendments also included a requirement that each school board establish an Indigenous Education Council (IEC) whose membership reflects and respects the local First Nations in whose territories the board operates. The IEC will advise the board on curriculum development, support services, and other relevant initiatives with the goal of improving Indigenous student achievement. The IEC will also approve the board's spending plans and reports related to Indigenous Education targeted funds. Once established, an IEC creates its own Terms of Reference, including determining a decision-making process. Districts are in the process of establishing their IECs, and Terms of Reference are expected to be submitted to the ministry by September 2025.

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 results

- Released two key resources (Learning to be Anti-Racist: An Introductory Course and Racism Response Guidelines) to support districts and schools to strengthen anti-racist learning environments where students can feel safe and like they belong.
- As part of the K-12 Workforce Plan, implemented a series of targeted initiatives to support teacher recruitment and retention in rural and remote areas.
- Provided School District 44 (North Vancouver), the provincial lead, with just over \$3 million to administer the Provincial School Outreach Program. This program helps with the planning and provision of educational supports to students with disabilities or diverse abilities in some regions of the province, especially in rural and remote communities.

Summary of progress made in 2024/25

The ministry took many steps in 2024/25 to demonstrate its commitment to creating a more equitable learning environment for students. This included the allocation of 58 hiring incentives to support the recruitment of teachers in some of the most rural schools in B.C., practicum awards to support teacher candidates to complete their practicum in schools in northern B.C., and the creation/expansion of teacher education programs delivered partly online to increase program accessibility for individuals living in remote areas. Through its investment in the Provincial Outreach Program, the ministry also helped ensure a multi-disciplinary team of specialists was available to provide in-person and virtual support to school districts across the province, especially those in remote and rural regions where unfilled vacancies of specialist personnel may be adversely impacting service delivery to students.

Performance measure(s) and related discussion

Performance Measure	2021/22 Baseline	2023/24 Actual	2024/25 Target	2024/25 Actual
[1a] Percentage of non-Indigenous students ¹ who complete Grade 12 within five years of first starting Grade 8 ²	91.3%	90.3%	93%	Data available Dec. 2025
[1b] Percentage of Indigenous students who complete ² Grade 12 within five years of first starting Grade 8	62.8%	65.3%	64%	Data available Dec. 2025

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, Métis and Inuit learners.

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

³PM [1a] targets for 2025/26 and 2026/27 were stated in the 2024/25 Service Plan as both 94% for non-Indigenous students.

⁴PM [1b] targets for 2025/26 were stated in the 2024/25 Service Plan as 64% and for 2026/27 as 65% for Indigenous students.

The ministry strives to eliminate the inequitable outcomes for Indigenous students, students with disabilities/diverse abilities, and children and youth in and from government care. This 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.

Progress on the Declaration Act Action Plan includes the completion of three actions, including the School Act Amendments for Local Education Agreements, Indigenous Education Councils, and a mandatory Indigenous-focused graduation requirement for all students. Performance measure 2024/25 actuals will be available in December 2025 and included in our next Annual Service Plan Report.

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, welcoming, supportive, and conducive to learning.

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 results

- Invested \$880.5 million from Budget 2024's 3-year fiscal plan to maintain, replace, renovate, or expand K-12 facilities. This includes continued investment to seismically upgrade or replace schools, as well as new school spaces, including new site purchases, to accommodate increasing enrolment in school districts.
- Introduced the Single Application Point, allowing school districts to submit their funding requests for child care projects alongside their K-12 capital planning requests. The new streamlined application process makes it easier for school districts to plan for and create child care spaces on school grounds.
- In partnership with the federal government, invested over \$70 million through the ChildCareBC New Spaces Fund to create more than 1,000 new licensed spaces on school grounds, including over 600 spaces specific to school age children.

Summary of progress made in 2024/25

The ministry's Seismic Mitigation Program aims to have all B.C. students in seismically safe facilities as soon as possible. As of March 2025, 229 high-risk schools have been mitigated, while eight are under construction and nine are proceeding to construction. Five schools are in the business case development stage, while another 247 have been identified as future priorities. Seismic upgrade projects include significant renovations to impacted electrical and mechanical systems, and hazardous material abatement where necessary.

In 2024/25, the ChildCareBC New Spaces Fund continued to offer the streamlined School Age on School Grounds funding pathway for school districts that could be used for construction of new child care facilities, renovations and/or the purchase of equipment. This funding stream was offered in addition to access to the primary new spaces fund stream.

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 across B.C.

Key results

- Supported the launch of 16 new [Integrated Child and Youth teams](#) across eight additional school district communities.
- Advanced the [Mental Health in Schools Strategy](#) by hosting the fifth Mental Health in Schools Conference, where over 400 participants engaged in sharing practices and strengthening mental health supports in education.
- Offered free virtual sessions for parents, guardians, and caregivers on how to talk with children and youth about substance use and how to keep students safe at school and online.
- Launched the refreshed [Expect Respect and a Safe Education \(erase\) website](#), with updated and tailored content for students, adults, and school staff about diversity and inclusion, mental health and substance use, and school and online safety.
- Built capacity and strengthened connections by convening over 100 Safe School Coordinators and school safety team members for an annual Safe School Coordinator meeting focused on inclusion, safety, and information sharing.

Summary of progress made in 2024/25

To promote a culture of student safety in B.C. schools, the ministry's updated erase website focuses on fostering safe, caring, and inclusive school communities. Through erase, the ministry continued to provide resources for students, parents/caregivers, school staff, and community partners to support them through challenges, report concerns to schools, and learn about complex issues facing students.

In 2024/25, the ministry continued its ongoing collaboration with Safe School Coordinators in school districts and schools to ensure that safety teams are equipped to prevent and respond to safety incidents and emergencies. Through school safety experts, the ministry also continued to provide safety training, subject matter expertise, and critical incident support to schools and districts across the province.

In addition, the ministry released two new resources—[Supporting Students in Times of Change](#) and [Language Matters! Understanding Mental Health and Substance Use for Families](#)—to equip adults, school staff, and families with practical strategies and shared language that foster inclusive, responsive learning environments and promote equitable access to mental health and well-being supports for students. The ministry also maintained ongoing collaboration with the Provincial Mental Health Leadership Network through regular meetings to identify emerging needs in school communities and share resources to strengthen mental health and well-being in schools. Additionally, the ministry continued to work with cross-ministry partners to advance the implementation and operations of 39 Integrated Child and Youth Teams in 20 school district communities.

Performance measure(s) and related discussion

Performance Measure	2022/23 Baseline	2023/24 Actual	2024/25 Target	2024/25 Actual
[2a] Percentage of Indigenous students in Grades 4, 7, 10, and 12 who feel welcome and have a sense of belonging in their school. ¹	42.4%	56.7%	45%	Data not yet available
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%	65.3%	55%	Data not yet available
[2b] Percentage of Indigenous students in Grades 4, 7, 10, and 12 who feel safe in their school. ²	69.7%	71.1%	71%	Data not yet available
Percentage of non-Indigenous students in Grades 4, 7, 10, and 12 who feel safe in their school.	77.3%	78.0%	75%	Data not yet available
[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%	63.0%	76%	Data not yet available
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. ³	68.5%	62.9%	70%	Data not yet available

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

¹PM [2a] targets for 2025/26 and 2026/27 were stated in the 2024/25 service plan as 47% and 48%, respectively for Indigenous students and 56% and 57% respectively for non-Indigenous students.

²PM [2b] targets for 2025/26 and 2026/27 were stated in the 2024/25 service plan as 72% and 73%, respectively for Indigenous students and 75% and 76% respectively for non-Indigenous students.

³PM [2c] targets for 2025/26 and 2026/27 were stated in the 2024/25 service plan as 76% and 76%, respectively for Indigenous students and 71% and 72% respectively for non-Indigenous students.

⁴ 2023/24 Actuals for [2a] differ from what was reported in last year's Annual Service Plan Report due to changes in data collection and reporting over the past fiscal year.

While a cursory glance at Performance Measure 2a might suggest the ministry's targets for 2024/25 are too low given the 2023/24 actuals, it's important to note they were set using the 2022/23 results as a baseline. Data is not yet available to determine if the 2024/25 actuals will continue last year's very significant (and unexpected) upward trend or will revert to the

previously forecasted levels. Data is also not yet available to determine whether 2b will remain steady and 2c will increase, as is forecasted.

Performance measure(s) and related discussion

Performance Measure	2022/23 Baseline	2023/24 Actual	2024/25 Target	2024/25 Actual
[2d] Percentage of Indigenous students in Grade 4 who are learning to care for their mental health ^{1, 2}	40.3%	41.7%	43%	Data not yet available
Percentage of non-Indigenous students in Grade 4 who are learning to care for their mental health	39.6%	39.8%	42%	Data not yet available
[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) ^{3, 4}	32.3%	34.5%	35%	Data not yet available
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)	37.3%	39.0%	41%	Data not yet available

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

¹ PM [2d] targets for 2025/26 and 2026/27 were stated in the 2024/25 service plan as 45% and 47%, respectively for Indigenous students and 43% and 45% respectively for non-Indigenous students.

² 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?"

³ PM [2e] targets for 2025/26 and 2026/27 were stated in the 2024/25 service plan as 37% and 38%, respectively for Indigenous students and 42% and 43% respectively for non-Indigenous students.

⁴ 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)."

In 2024/25, the ministry continued to invest in resources that embed mental health and well-being into each classroom. This includes guides on mental health and substance use for school communities aimed to facilitate conversations, build common understandings, support practice, and equip educators with tools to teach about mental health. While it is hoped that

these and other efforts at the school and district level have made a positive difference, data is not yet available to show whether there was a continued upward trend in 2024/25 in terms of the percentage of students who reported they are learning to care for their mental health.

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 results

- Continued to expand access to affordable child care through:
 - The \$10 a Day ChildCare BC program, which delivers child care at a cost of no more than \$200 a month for families. During 2024/25, B.C. increased the number of \$10 a Day ChildCareBC spaces by over 1,800 spaces operating in communities throughout the Province.
 - The Child Care Fee Reduction Initiative (CCFRI), which supports providers to reduce their established fees by up to \$900 per month. Every month, over 140,500 spaces at over 5,300 facilities across B.C. receive fee reductions through the CCFRI.
- Continued to support more than 34,900 children per month through the income-tested Affordable Child Care Benefit (ACCB) to further lower out-of-pocket costs in 2024/25. Eligibility for enhanced ACCB support was extended to families when their child care is arranged or recommended by an Indigenous authority as of September 1, 2024.
- Published the [BC Design Guidelines for Child Care Centres](#) in August 2024, to assist project teams and design teams with the creation of child care centres that are accessible and inclusive for all.
- In partnership with the First Nations Health Authority and the Aboriginal Head Start Association of BC, expanded Aboriginal Head Start (AHS) to an additional 300 new no-

fee, culturally relevant child care spaces for Indigenous children from birth to 6 years of age.

Summary of progress made in 2024/25

Through ChildCareBC, affordability initiatives such as the CCFRI, ACCB, and the \$10 a Day ChildCareBC program, thousands of children and families benefited from lower child care fees in 2024/25. The ministry also supported the creation of 3,775 new licensed child care spaces, including four projects (three Indigenous-led and one Francophone) supported by the Early Learning and Child Care (ELCC) Infrastructure Fund.

Thoughtful and quality design fosters essential social, emotional, cognitive, and physical skills in children. The BC Design Guidelines for Child Care Centres, published in August 2024, help organizations balance quality and function in facility design. Building on health and safety standards established through the Community Care and Assisted Living Act and the Child Care Licensing Regulation, these guidelines support the creation of inclusive and high-quality child care centres for children, families, caregivers, and early childhood professionals.

The Province continued to partner with the First Nations Health Authority (FNHA) and the Aboriginal Head Start Association of B.C. to support the creation or transformation of AHS spaces province-wide, including approximately 500 spaces in First Nations communities and in urban Indigenous communities in 2024/25. The AHS program uses a culturally relevant curriculum that encompasses six core programming components: culture and language, education and school readiness, health promotion, nutrition, social support, parent, and family involvement.

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 results

- Provided over 16,000 Early Childhood Educators (ECEs) in more than 3,900 eligible licensed child care facilities with up to a \$6 per hour wage enhancement, raising the median wage to approximately \$29 per hour.
- In partnership with the Early Childhood Educators of BC, awarded over 8,000 bursaries to more than 3,200 ECE students in 2024 through the [ECE Education Support Fund](#).
- Launched the [Inclusive Child Care Strategy](#) in June 2024, identifying long-term goals and early actions the Province is taking as it makes progress towards inclusive child care in B.C.
- The First Nations Leadership Council and the governments of British Columbia and Canada signed a [Tripartite Memorandum of Understanding \(MOU\) on Early Learning and Child Care \(ELCC\)](#) for First Nations in British Columbia, in September 2024. This

MOU supports B.C.'s path to reconciliation with the goal to uphold self-determination and advance resumption of First Nations' jurisdiction in ELCC.

Summary of progress made in 2024/25

In addition to the wage enhancement and bursaries mentioned, the Province continued to support ECEs through the ECE Specialized Certification Grant, which recognizes and encourages ECEs to upgrade their skills and obtain a specialized certification to work with infants or toddlers or provide inclusive care. In 2024/25, the first full year of the program, over 5,800 ECEs with Infant Toddler Educator and/or Special Needs Educator certificates were approved for the Specialized Certification Grant, with 50% of the ECEs holding both certificates. The Province also continued to support the delivery and expansion of several professional development initiatives, including the ECE Peer Mentoring Program, the Administration and Management in Child Care program, and the Learning Outside Together program. In 2024/25, the Province also created close to 580 new student spaces at 17 public post-secondary ECE programs.

In 2024/25, the ministry continued to support ECEs in their efforts to provide inclusive and culturally safe child care that honours and values the diverse identities, strengths, and needs of children, families, educators, and communities. Released in June 2024, the Inclusive Child Care Strategy outlines principles and actions to support child care providers in creating environments where every child feels safe and has a strong sense of belonging. This includes investing in professional learning and development and other inclusion-focused resources to support ECEs.

The ministry also remained committed to ensuring Indigenous children and families have equitable access to child care in B.C. With this important goal in mind, on September 12, 2024, the First Nations Leadership Council (the Union of British Columbia Indian Chiefs, the First Nations Summit and the British Columbia Assembly of First Nations) and the governments of British Columbia and Canada gathered to sign a memorandum of understanding (MOU) on early learning and child care for First Nations in British Columbia. The first of its kind in Canada, this MOU is an important step on our reconciliation journey toward advancing First Nations' jurisdiction and self determination over early learning and child care.

In 2024/25 the ministry also provided \$2.85 million in annual funds to Indigenous partners for planning, engagement, and navigation services to support Indigenous families access to culturally based child care and for the provision of professional development and training for ECEs.

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 results

- The Province brought the Early Learning and Child Care Act (ELCCA) into force, reaffirming government's ongoing commitment to making child care more affordable, inclusive, and culturally safe.
- In partnership with the Government of Canada, extended the Early Learning and Child Care Agreement (ELCC) and the Canada-British Columbia Canada-wide Early Learning and Child Care Agreement (CW-ELCC) for an additional five years, to March 31, 2031.
- Collaborated with the First Nations Leadership Council (FNLC) on a project to identify data and funding gaps and opportunities for First Nations early learning and child care.
- Launched the new My ECE Registry (MyECER) digital platform in December 2024, to streamline the ECE certification and renewal process.
- Expanded My ChildCareBC Services (MyCCBC) to include \$10-a-Day ChildCareBC sites supported through the Operating Funding Model.

Summary of progress made in 2024/25

Introduced in September 2024, the Early Learning and Child Care Agreement combines, consolidates, and replaces the former Child Care Subsidy Act and the Child Care BC Act, and expands the purpose for which a child care grant may be paid, including establishing a child care facility, improving the inclusivity in child care for children with support needs, and facilitating the design and delivery of Indigenous child care programs. The Act also authorizes the Provincial Child Care Council to make recommendations respecting child care beyond child care funding. In addition, the Act introduces new public reporting requirements to track progress toward child care goals and outcomes achieved through investments.

B.C. is committed to working with Indigenous partners and is collaborating with the First Nations Leadership Council (FNLC) and the BC Aboriginal Child Care Society (BCACCS) on a data collection project to inform actions to advancing self-determination and jurisdiction of early learning and child care for First Nations in B.C.

In December 2024, the Province launched the My ECE Registry, a new digital platform that streamlines ECE certification by enhancing transparency and reducing wait times for applicants, resulting in getting certified ECEs working in the field faster. Current and prospective ECEs can now access the new Registry for all ECE certification and renewal applications.

Investing in modern, high-quality Information Management and Information Technology systems is important to deliver an accessible, seamless user experience for parents, child care providers and ECEs. MyCCBC has been expanded to include the Operating Funding Model (OFM) using the same login credentials and homepage as the existing Child Care Operating Funding (CCOF) MyCCBC portal, while introducing a range of improvements and system upgrades to better support the administration and delivery of OFM.

B.C. is committed to expanding access to child care, including school-aged child care. The School Age Parent Survey was launched between November and December 2023 to gather information about the need for child care for B.C.'s school-aged (Kindergarten to Grade 7)

population. Survey results were analyzed over 2024 and will inform work underway to support the mandate commitment of expanding access to before and after school care.

Performance measure(s) and related discussion

Performance Measure	2016/17 Baseline	2023/24 Actual	2024/25 Target	2024/25 Actual
[3a] Average monthly number of provincially funded licensed child care spaces in operation. ¹	108,110	148,149	148,000	160,537

Data source: Ministry of Education and Child Care

¹PM [3a] targets for 2025/26 and 2026/27 were stated in the 2024/25 service plan as 150,000 and 152,000 respectively.

Discussion

The 2023/24 Actual for this performance measure was stated in last year’s Annual Service Plan Report as 148,383 but has been adjusted to 148,149 in this year’s report due to audits, corrections, and delays in reporting. It’s also worth noting that more than 12,000 new provincially funded licensed child care spaces opened in 2024/25 than was targeted (160,537 vs. 148,000) as building costs did not rise as much as was expected.

Financial Report

Financial Summary

	Estimated (\$000)	Other Authoriz- ations ¹ (\$000)	Total Estimated (\$000)	Actual (\$000)	Variance (\$000)
Operating Expenses					
Public Schools	8,023,617	115,943	8,139,560	8,133,617	(5,943)
Independent Schools	571,217	44,756	615,973	617,047	1,074
Transfers to Other Partners	59,053	4,659	63,712	66,206	2,494
Child Care	865,255	13,881	879,136	878,893	(243)
Executive and Support Services	57,639	1,165	58,804	61,422	2,618
British Columbia Training and Education Savings Program Special Account	30,001		30,001	30,001	0
Teachers Act Special Account	8,600	321	8,921	8,921	0
Sub-total	9,615,382	180,725	9,796,107	9,796,108	0
Adjustment of Prior Year Accrual ²				(3,281)	(3,281)
Total	9,615,382	180,725	9,796,108	9,792,827	(3,281)
Ministry Capital Expenditures					
Executive and Support Services	3		3	0	(3)
Total	3		3	0	(3)
Capital Plan					
Public Schools	1,046,194	-1,046,194	0	0	0
Total	1,046,194	-1,046,194	0	0	0

¹ "Other Authorizations" include Supplementary Estimates, Statutory Appropriations, Contingencies and Government Reorganizations.

² The Adjustment of Prior Year Accrual of \$3.281 million is a reversal of accruals in the previous year.

Operating statement for School Districts¹

Public Schools	2024/25 Budget (\$000)	2024/25 Actual (\$000)	Variance (\$000)
Combined Operating Statement			
Total Revenues	9,137,570	9,459,938	322,368
Total Expenses	9,110,584	9,270,015	159,431
Operating Results	26,986	189,923	162,937
Gain (Loss) on Sale of Capital Assets	0	(2,656)	(2,656)
Net Results	26,986	187,267	160,281

¹ 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.

Appendix A: Public Sector Organizations

As of August 13, 2025 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.

Appendix B: Progress on Mandate Letter Priorities

The following is a summary of progress made on priorities as stated in the 2022 mandate letters of the [Minister of Education and Child Care](#) and the [Minister of State for Child Care](#).

Minister of Education and Child Care

2022 Mandate Letter Priority	Status as of March 31, 2025
Continue to work with Boards of Education to ensure all students have the supports they need to be successful.	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> • Worked with educators to develop supporting materials for K-12 Student Reporting Policy to ensure parents/guardians and students are informed about student learning. • Released the first phase of BC Learning Pathways resources that help teachers develop students' important literacy and numeracy skills. • Continuing to provide annual Mental Health in School Grants to all 60 school districts. • Released the Decision-Making Tool: Supporting Educators in Selecting Mental Health and Substance Use Resources and Language Matters! An Introductory Guide for Understanding Mental Health and Substance Use: A Resource for Educators and School Communities. • Hosted four Mental Health in Schools Conferences (2022-2024). • In partnership with the Ministries of Health and Children and Family Development, continued to support the operations and implementations of 39 Integrated Child and Youth teams in 20 school district communities. • Introduced a new Online Learning (OL) model whereby B.C. students can take all or part of their educational program at a District Online Learning School (DOLS) or a Provincial Online Learning School (POLS).

2022 Mandate Letter Priority	Status as of March 31, 2025
	<ul style="list-style-type: none"> Launched the Online Learning Accountability and Quality Assurance (AQA) in October 2024 with a focus on continuous improvement to foster equitable access to high quality online education across the province. Onboarded 60 school districts and independent school authorities to the Provincial Learning Management System (Brightspace) to support delivery of online courses and programs.
<p>To help make sure students are properly fed for learning, expedite work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture and Food to integrate Feed BC into this plan so that districts can include locally grown food.</p>	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> Invested \$214 million over three years in the Feeding Futures initiative. Led a one-year external Feeding Futures Advisory Committee in the 2023/24 school year. Provided BC Agriculture in the Classroom (BCAIRC) with \$3.6M in funding in the 2023/24 school year to deliver the School Fruit and Vegetable Nutritional Program (SFVNP). With the Ministry of Agriculture and Food, provided \$1 million to BCAIRC to support a transition to a district-funded business model for the SFVNP.
<p>Deliver targeted investments to help make sure students have the classroom supplies they need to succeed, so parents and teachers don't have to pay the full cost out-of-pocket.</p>	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> Introduced the Student and Family Affordability Fund (2022), providing \$60 million in funding to school districts so students had the supplies they needed to be successful for that school year. Replenished the fund in 2024 with an additional \$20 million that school districts can use to continue to support families who need it most.

2022 Mandate Letter Priority	Status as of March 31, 2025
<p>With support from the Parliamentary Secretary for Accessibility, continue providing supports to children and youth with disabilities and special learning needs.</p>	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> • Invested \$30 million over 3 years to support children with dyslexia and related learning differences, including scaling up early literacy screening (K-3). • In 24/25, provided \$950 million in funding for students with disabilities or diverse abilities in the public system. • Launched two Provincial School Outreach Teams. • Introduced new K-12 literacy screening and learning supports, and training for teachers and support staff. • Distributed \$13.8 million in literacy professional learning grants across all 60 public school districts and \$1.6 million across all Group 1 and 2 independent schools.
<p>Continue to invest in new and modernized schools, including focusing on meeting seismic requirements, increasing child care spaces, and achieving climate change and energy efficiency standards as set out in our CleanBC plan.</p>	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> • Invested \$749.4 million from Budget 2023's 3-year fiscal plan to maintain, replace, renovate, or expand K-12 facilities. • Increased funding for Neighbourhood Learning Centres for child care space creation and invested in projects to reduce greenhouse gas (GhG) footprints of school facilities and fleets, in line with CleanBC.
<p>Work with staff, Boards of Education, teachers, parents, students, and other stakeholders to identify and address issues of racism in our education sector.</p>	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> • Released the K-12 Anti-Racism Action Plan in January 2023 to address racism in education. Key actions include hosting the Minister's Youth Dialogue Series (2022 – 2023) for racialized youth to discuss issues of racism in their schools and creating the Anti-racism Educator Network (virtual network for district leads) in March 2025.

2022 Mandate Letter Priority	Status as of March 31, 2025
	<ul style="list-style-type: none"> • Hosted the 5th annual Minister's Community Roundtable on Anti-Racism in Education in May 2024. • Developed the Racism Response Guidelines to support districts and schools in identifying and responding to incidents of racism. • Launched the online Learning to be Anti Racist: An Introductory Course for all B.C. district and school employees in June 2024. • Engaged with education partners and community organizations to discuss and solicit feedback on the new Social Studies 10 curriculum in advance of its implementation on July 2025. The curriculum will require learning about the Holocaust and the concept of genocide, racial segregation and the destruction of Hogan's Alley and internment of Japanese Canadians during WWII.
<p>Support the Minister of State for Child Care by working toward universal access to before and after school care, continuing to build spaces on school grounds, and finalizing development of a capital plan for child care.</p>	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> • Investing over \$505 million in projects to create more than 14,000 child care spaces on school grounds, with 6,400 spaces operational and more on the way. • Launching a new streamlined application process for school districts to request capital funding for child care space creation, alongside their five-year capital plan submissions for K-12 capital projects.
<p>Work with the Minister of Children and Family Development and support the work of the Minister of Mental Health and Addictions to continue our government's commitment to addressing mental health problems early by expanding Integrated Child and Youth Teams to 20 school districts.</p>	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> • Supporting the launch of 16 new Integrated Child and Youth teams across eight additional school district communities in 2024/25.

Minister of State for Child Care

2022 Mandate Letter Priority	Status as of March 31, 2025
<p>Continue to implement ChildCareBC, our government's ten-year plan to provide universal, affordable, accessible, quality, and inclusive child care to every family that wants or needs it, with the goal of no family paying more than \$10 a day for licensed childcare when fully implemented in partnership with the federal government. As a next step, expand our child care fee reductions to all licensed before and after school care spaces, so more parents see savings in their monthly budgets</p>	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> • With support from the federal government, providing funding for the creation of more than 40,000 new child care spaces, with nearly 25,000 of these spaces open and serving families and the rest in development. • Continuing to reduce child care costs via the Child Care Fee Reduction Initiative and the Affordable Child Care Benefit. • Have transitioned over 16,000 child care spaces to \$10-a-day spaces since 2018.
<p>With support from the Minister of Finance and the Minister of Education and Child Care, finalize development of a capital plan for child care to keep increasing the number of child care spaces, and leverage opportunities to build spaces on public land, including at hospitals, medical centres, government offices, and post-secondary institutions.</p>	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> • In the first four years of the Canada-Wide Early Learning and Child Care Agreement (2021-25), added more than 28,500 new licensed, operational spaces for children birth to 5 years. • Through the ChildCareBC New Spaces Fund, approved over 30 projects in 2024/25, representing over 3,000 new child care spaces. • Through the Start-Up Grants program continued to support individuals to create and operate a licensed funded child care facility in their personal residence.
<p>With support from the Minister of Education and Child Care, work toward universal access to before and after school care, and continue to build spaces on school grounds.</p>	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> • Since 2018, have helped to create over 14,000 new child care spaces on school grounds, totaling over \$505.8 million. • In 2024/25, the ministry continued supporting child care on school grounds through a variety of school district pilots.

2022 Mandate Letter Priority	Status as of March 31, 2025
<p>With support from the Minister of Finance and the Minister of Post-Secondary Education and Future Skills, take concrete steps to improve wages and supports in early learning and child care, and establish a timeline to implement a wage grid for all early childhood educators in partnership with the child care sector, to ensure that early childhood educators are a well-supported profession, just like other professionals who work in B.C.'s education system.</p>	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> • Increased ECE compensation through the ECE Wage Enhancement Fund. • Introduced the ECE Specialized Certification Grant for ECEs with Infant Toddler Educator and/or Special Needs Educator specialized certificates. • Between 2018/19 and 2024/25, awarded more than 27,500 bursaries through the Education Support Fund to nearly 13,000 students. • Since 2018, has invested \$25.9 million to add approximately 2,600 student spaces at 17 public post-secondary ECE programs (Ministry of Post-Secondary Education and Future Skills).
<p>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.</p>	<p>Work on this mandate commitment continues. Actions to date include:</p> <ul style="list-style-type: none"> • In 2024, the First Nations Leadership Council and the governments of British Columbia and Canada signed a Tripartite Memorandum of Understanding (MOU) on early learning and child care for First Nations in British Columbia. This MOU is an important step on B.C.'s path to reconciliation, with a goal to support the self-determination of First Nations in British Columbia and make progress on Declaration Act Action Item 4.19 to advance First Nations' jurisdiction in early learning and child care. • In partnership with the First Nations Health Authority and the Aboriginal Head Start Association of B.C., continuing to support over 2,200 spaces province wide in the Aboriginal Head Start Program (AHS). • Partnering with Métis Nation BC for a Métis-specific child care co-ordination

2022 Mandate Letter Priority	Status as of March 31, 2025
	<p>program, supporting Métis families' access to early learning and child services and the creation of new Métis-led child care spaces.</p> <ul style="list-style-type: none"> Continuing to invest in Indigenous child care through provincial funding investments and programs, the Bilateral Early Learning Child Care (ELCC) Agreement and the Canada Wide-ELCC Agreement (\$89.2 million in 2024/25). Funded over 2,500 Indigenous-led child care spaces to date through the ChildCareBC New Spaces Fund.