

Ministry of Education and Child Care

2025/26 Annual Service Plan Report

August 2026



For more information on the Ministry of Education and Child Care, please contact us at:

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 2025/26 Annual Service Plan Report compares the ministry's actual results to the expected results identified in the 2025/26 – 2027/28 Service Plan published in 2025. 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
July 28, 2026

Table of Contents

Minister’s Accountability Statement3

Letter from the Minister5

Purpose of the Annual Service Plan Report7

Strategic Direction.....7

Purpose of the Ministry.....7

Economic Statement8

Report on Performance: Goals, Objectives, and Results10

Financial Report.....22

Appendix A: Public Sector Organizations.....24

Appendix B: Progress on Mandate Letter Priorities.....25

Letter from the Minister

As Minister of Education and Child Care, I am pleased to present our 2025-26 Annual Service Plan Report. This report highlights the key initiatives and work being done to support children and youth at every stage of care and learning – from early years, through to graduation.

Over the past year, the ministry continued to focus on improving student learning and building a strong circle of care that supports students' safety, well-being and mental health. This included taking important steps to support early learners by introducing literacy screening for kindergarten students, with thousands of students now screened. This fall, we will expand screening to Grade 3 so more students can receive support when they need it, recognizing that early intervention is so crucial to building up their confidence and lifelong learning.

Students learn best when they are welcome, safe, inspired and fed. Because we believe they should be able to learn free from fear and distraction, we've extended protected zones around schools. And, through initiatives such as our Mental Health in School strategy and outreach teams, anti-racism strategy, and Feeding Futures, we are helping students come to the classroom ready to learn and supported to do their best.

Work also progressed with education partners to expand career development and dual credit opportunities to support smoother transitions to post-secondary education and employment. This is important work to ensure graduating students are prepared to train and learn for the jobs of tomorrow and for a strong workforce to support our Look West Strategy.

Advancing truth and reconciliation remained central to the ministry's work. Together with Indigenous and sector partners, we worked towards our commitments under the Declaration on the Rights of Indigenous Peoples Act Action Plan.

This included efforts to recruit and retain Indigenous educators, work to implement Indigenous Education Councils, and ongoing implementation of the B.C. Tripartite Education Agreement in support of First Nation student success and the Tripartite Memorandum of Understanding for Early Learning and Child Care for First Nations to jointly act on issues and initiatives related to ELCC as self-determined by First Nations.

Staff from our ministry, numerous school districts, and other partner groups worked tirelessly and demonstrated incredible resilience to support students, school district staff, and families following the tragic events in Tumbler Ridge. However, the real heroes are the students and staff who reacted with courage and bravery according to their practised responses. We will continue working with the Peace River South School District on next steps and longer-term planning, ensuring they have the support they need for as long as they need it. The safety of students and staff is – and will continue to be – our top priority.

We've heard clearly about the need for more before- and after-school care. That's why we are working directly with school districts to bring more child care into schools, using spaces that are already designed and built to serve children, by streamlining regulations and processes to make it easier for school districts to do this work.

We have also made considerable progress in bringing down child care costs and expanding the number of spaces for families, but we've heard clearly that, as with any new social program, we need to adjust and retool the system to make it better. That's why we have paused expansion of our \$10 a Day ChildCareBC program while we work with our partners to ensure the system is working for the evolving needs of families, providers, and the child care workforce. Families experiencing the benefits of our affordability programs will continue to see their fees reduced while we do this work. Our goals remain the same as when we launched ChildCareBC in 2018: access to affordable, high-quality, reliable child care for families who want and need it.

We are on the right track, and our efforts are making a difference. We need to keep moving forward to strengthen supports for students, families and educators and to make life more affordable and easier for families and we are committed to that work.

A handwritten signature in black ink, appearing to read 'Lisa Beare', with a stylized, cursive script.

Honourable Lisa Beare
Minister of Education and Child Care
July 31, 2026

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 2024 and [Minister Beare's 2025 Mandate Letter](#) shaped the goals, objectives, performance measures and financial plan outlined in the [Ministry of Education and Child Care 2025/26 – 2027/28 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 families throughout the province have access to affordable, high-quality, reliable, licensed child care. Together, these systems support children's learning, development, and well-being from the early years through to young adulthood.

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 mechanisms such as the [Statement of Education Policy Order](#) and B.C.'s world-class [curriculum](#), the ministry also 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 mandate, the ministry is also responsible for the policy leadership, funding, and oversight of provincial child care programs. The ministry works to make child care more affordable, accessible, inclusive, and high-quality, recognizing child care as a foundational service that supports children's early learning and development and enables families' full participation in their communities and the economy. The ministry also 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 the [Community Care and Assisted Living Act](#).

The ministry supports schools and child care centres to enable children and students from the early years through school age to develop knowledge, skills, competencies, and relationships across multiple domains. This includes fostering curiosity, creativity, and well-being, and supporting learners to grow, adapt, and thrive throughout their lives.

The ministry is working with First Nations rights holders and Indigenous partners to achieve lasting and meaningful reconciliation. This includes a commitment to a distinctions-based approach in its relationships with First Nations, Métis, and Inuit Peoples and that they are conducted in a manner that acknowledges the specific rights, interests, priorities, and concerns of each, while respecting and acknowledging these distinct Peoples with unique cultures, histories, rights, laws, and governments. Aligned with the [Distinctions-Based Approach Primer](#), the ministry is actively 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 child care, 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 rights holders 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](#). The ministry also works in partnership with the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada to implement the [B.C. Tripartite Education Agreement: Supporting First Nation Student Success](#). To advance First Nations jurisdiction over early learning and child care (ELCC), the ministry works in partnership with the First Nations Leadership Council and Government of Canada through a Tripartite Memorandum of Understanding (MOU) on Early Learning and Child Care for First Nations in British Columbia. This Tripartite MOU and the ministry's partnerships with Métis Nation BC and Indigenous organizations support the ministry's commitment to supporting access to culturally based child care for First Nations, Métis and Inuit Peoples in B.C.

Economic Statement

Economic activity in British Columbia advanced in 2025, after modest growth in 2024, despite facing notable headwinds. Last year, homebuilding activity in the province continued at a steady pace, and lower interest rates and easing inflation supported household spending. Meanwhile, high uncertainty around the impacts of U.S. tariffs and significantly lower population growth tempered economic activity in B.C., and across many provinces. Overall, B.C.'s real GDP rose by 2.0 per cent in 2025, up from 1.2 per cent growth in 2024. B.C. was one of only two provinces that saw an increase in the rate of real GDP growth from 2024 to 2025. On an industry basis, B.C.'s economic growth in 2025 was led by real estate, rental and leasing; health care and social assistance services; mining, quarrying, and oil and gas extraction; and construction.

B.C.'s labour market moderated in 2025, amid slower population growth and trade-related economic uncertainty. Total employment rose by 1.1 percent (+32,200 jobs), while wages and salaries rose by 3.1 percent. The unemployment rate averaged 6.2 percent in 2025, up from 5.6 percent in 2024, as labour force growth outpaced job creation. Despite rising last year, B.C.'s unemployment rate remained below the national average of 6.8 percent. B.C. housing starts totalled 44,193 units in 2025, down 3.6 percent from 2024, but remained above the 10-year historical average. Meanwhile, B.C. home sales activity declined by 5.7 percent compared to 2024, with muted demand contributing to a 2.9 percent decrease in the average home

price. Inflationary pressures continued to moderate in 2025, reflecting slower price growth for services and subdued inflation for goods. Shelter inflation was the largest contributor to headline inflation last year but slowed substantially for both rented and owned accommodation compared to recent years. Lower gasoline prices, partly due to the removal of the B.C. consumer carbon tax, also helped ease headline inflation. Overall, B.C.'s consumer price inflation averaged 2.1 percent in 2025, down from 2.6 percent in 2024. Lower inflation and easing interest rates supported robust retail sales, which grew by 6.4 percent in 2025. On the trade front, B.C.'s merchandise exports remained relatively flat as markets adjusted to shifting global trade conditions. Overall, the value of B.C.'s goods exports edged down 0.1 percent compared to 2024 as increased exports to non-U.S. destinations were offset by a continued decline in goods exports to the U.S.

Report on Performance: Goals, Objectives, and Results

The following goals, objectives, and performance measures have been restated from the 2025/26 – 2027/28 service plan. For forward-looking planning information, including current and future performance targets, please see the [latest service plan](#).

Goal 1: All Students Become Educated Citizens

Objective 1.1: Improve Student Learning 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

- Mandated early literacy screening for 36,831 Kindergarten students in public schools for the 2025/26 school year, which includes Indigenous students.
- Introduced tools, resources, and professional development opportunities for teachers to help improve student literacy results.
- Introduced a career development strategy to help more students transition successfully from school to the workforce.
- Expanded dual credit opportunities for students by supporting the creation of 11 regional partnerships involving 39 school districts and 16 post-secondary institutions.

Summary of progress made in 2025/26

Much was accomplished in 2025/26 to improve outcomes for B.C. students. This included the introduction of mandatory early literacy screening at kindergarten (at a minimum) for all public schools. A required Community of Practice was also established for all school districts to support implementation and to prepare for the expansion of screening for all public school students in kindergarten to Grade 3 (K-3) in the 2026/27 school year. Additionally, development began on a made-in-B.C. Screening Tool in English and French (for French immersion) to be required for use in K-3 starting in 2027/28. Work also began to develop professional learning for kindergarten to Grade 12 (K-12) teachers and support staff, enhanced learning opportunities and micro-credentials for teacher education program candidates, and literacy resources for educators, parents, and caregivers.

Efforts also continued to help B.C. students successfully transition from school to the workforce. Through the K-12 Career Connections initiative, the ministry worked with provincial partners to deliver career exploration and STEM (Science, Technology, Engineering, and

Mathematics) programming to students in grades K-9 and expand career sampler programs and work experience options for high school students. Through the Dual Credit Expansion initiative, the ministry provided \$1.7 million in grant funding to school districts to grow dual credit programs connected to in-demand jobs in priority sectors such as health care and the skilled trades. This allowed high school students to take courses that count towards graduation as well as a post-secondary credential.

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 BC (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](#). The Province continues to work with the First Nations Education Steering Committee (FNESC) and the Government of Canada to implement [B.C. Tripartite Education Agreement: Supporting First Nation Student Success](#).

Key results

- Continued to act on recommendations from the [Truth and Reconciliation Commission Calls to Action](#), and actions within the [Declaration on the Rights of Indigenous Peoples Act Action Plan](#).
- Continued to assist school districts to implement [Indigenous Education Councils](#) (IECs), to advise boards of education on matters affecting Indigenous (First Nations, Métis, and Inuit) students attending B.C. public schools.
- Continued to work closely with FNESC and research team to develop a B.C. Early Literacy Screening tool
- In partnership with FNESC and in close collaboration with MNBC, continued to develop and implement effective recruitment and retention strategies to increase the number of Indigenous teachers in the K-12 public education system, including initiating the development of dual credit pathways to create opportunities for First Nation students to explore careers in teaching.

Summary of progress made in 2025/26

As part of ongoing Declaration Act Action Plan commitments, the ministry provided \$6.3 million in Indigenous Education Council (IEC) Capacity funding to all school districts in 2025/26 to support the establishment and ongoing operation of IECs. In each district, the board of education is required to establish and maintain an IEC to advise the board on the provision of comprehensive and equitable education and support services for Indigenous (First Nations, Métis, and Inuit) students and improve Indigenous student outcomes. This includes advising on the appropriate integration of Indigenous worldviews and perspectives, advising on grants in relation to Indigenous students, and ensuring respect for local First Nations on whose

territories boards operate by, for example, giving priority to local cultural content, protocols, and language.

As noted in Objective 1.1, as of September 2025, all public schools were required to start literacy screening for children in kindergarten. All 60 school districts have submitted district literacy plans outlining how they are meeting the mandatory screening at this level, including for Indigenous students.

Performance measure(s) and related discussion

Performance Measure	2021/22 Baseline	2024/25 Actual	2025/26 Target	2025/26 Actual
[1a] Percentage of non-Indigenous students who complete ³ Grade 12 within five years of first starting Grade 8.	91.3%	91.0%	94%	Available Dec 2026
[1b] Percentage of Indigenous students ⁴ who complete Grade 12 within five years of first starting Grade 8.	62.8%	65.2%	64% ⁵	Available Dec 2026

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 PM [1a] targets for 2026/27 and 2028/29 were stated in the 2025/26 service plan as 94% and 95%, respectively.

² PM [1b] targets for 2026/27 and 2028/29 were stated in the 2025/26 service plan as 65% and 65% respectively.

³ Completion rates only apply to residents attending B.C. public or independent schools.

⁴ Indigenous students refer to First Nations, Métis, and Inuit learners.

⁵ This 25/26 target for Indigenous students is lower than the 2024/25 actual because the target was established before the 2024/25 actual data became available.

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. This aligns with the Mandate Letter commitment to continue work to increase Indigenous student graduation rates. The ministry is doing this important work in collaboration with the First Nations Education Steering Committee and in engagement with Métis Nations BC and Indigenous people throughout the province.

Goal 2: Learning Environments Support Student Well-Being

Objective 2.1: Ensure safe, caring, and inclusive learning environments for all students

Inclusion is critical for ensuring children and students are supported to be successful from the early years through to graduation. The ministry, in collaboration with K-12 education partners and Indigenous peoples, aims to support all students with a focus on mental health and well-

being, while recognizing opportunities to meet the unique needs and diversity of students in B.C.

Key results

- In partnership with the Ministry of Children and Family Development and the Ministry of Health, continued to implement and operate [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.
- Allocated \$3.65 million in Mental Health in Schools grant funding to school districts and the Federation of Independent Schools of B.C. to support local mental health and capacity-building activities.
- Delivered 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.
- In partnership with the B.C. Confederation of Parent Advisory Councils, implemented a communications plan to increase parent awareness and involvement in anti-racism change in schools, a key initiative in [K-12 Anti-Racism Action Plan](#).
- Worked with key partners to strengthen inclusivity initiatives to continue to support learning environments free of discrimination for all students.

Summary of progress made in 2025/26

Under the [Expect Respect and a Safe Education \(erase\)](#) strategy, the ministry continued to provide training, resources, and information for students, families, and school staff to foster safe, caring, and inclusive school communities. A new training course created in 2025/26 supports school safety teams to respond to critical incidents with intentional care and consistent practices using an equitable, unified, and trauma-informed approach. New infographics on the erase website help to raise awareness of available supports. Nearly 20,000 students, families, and school staff participated in erase training in the 2024/25 school year.

In 2025/26, the ministry also released the [Response to Unexpected Health Emergencies Policy](#) and the amended [Support Services for Schools Ministerial Order](#), requiring all boards of education to have a policy for responding to unexpected health emergencies in place by December 31, 2025. As a part of this policy, all B.C. secondary schools were required to have automated external defibrillators (AEDs) and naloxone stocked by December 31, 2025, with devices expected in middle and elementary schools by September 8, 2026.

Additionally, actions within the Mental Health in Schools Strategy were implemented to support the integration of mental health promotion across the education system. Initiatives focused on building capacity in suicide prevention and life promotion, enhancing student-led engagement, and strengthening substance use education and prevention. The strategy also supports the implementation and operations of Integrated Child and Youth teams developed in partnership with school districts and the ministries of Children and Family Development and Health to provide wraparound supports for children, youth and families. Collectively, these

efforts advance increased awareness, prevention, service integration and support for student mental health and well-being within school communities.

To support ongoing efforts to promote equity and address racism and discrimination in the education system, the ministry expanded the provincial Anti-Racism Educator Network in 2025/26 and added a new question to the provincial Student Learning Survey for grades 10-12 to measure students' self-reported experiences of race-based discrimination at school. The ministry also introduced three new topics to the Social Studies 10 curriculum to further understanding of discriminatory policies and injustices and reflect the racial diversity in B.C.

In addition, more than 13,000 students across 30 schools participated in anti-racism programming delivered by the B.C. Lions in 2025/26.

Objective 2.2: Provide the supports necessary for students to succeed

Student success is at the heart of everything the ministry does and providing learners with optimal opportunities to achieve the best of their abilities in a supportive environment. Supports include school food programs, highly qualified educators, and online learning opportunities, no matter where they live.

Key results

- Allocated \$71.5 million in funding to school districts for the creation and expansion of school food programs.
- In partnership with the Ministry of Post-Secondary Education and Future Skills and K-12 partners, continued to implement targeted actions to strengthen teacher recruitment and retention, particularly in rural and remote areas of the province as outlined in the [StrongerBC: Future Ready Action Plan](#), as well as initiatives to support international teachers to join B.C.'s K-12 workforce.
- Continued to implement 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.
- Addressed B.C.'s early instruction and interventions for children struggling with numeracy and literacy through supports like the [BC Learning Pathways](#) foundational learning progressions.

Summary of progress made in 2025/26

Through the [Feeding Futures fund](#), the largest investment in school food programs in the province's history, the ministry is helping to address food insecurity and ensuring students are nourished and ready to learn. In the 2024/25 school year, approximately 88% of public schools offered a school food program, reaching up to 246,000 students (compared to only 94,000 students in 2021).

The ministry supported several school district provincially funded programs in 2025/26, including the [Provincial School Outreach](#) (PSO) program. The PSO program brings specialists, including speech-language pathologists, learning support teachers, English Language

Learning (ELL) teachers, behaviour analysts, and counsellors directly into schools. In 2025/26, the PSO supported 358 students, in 98 schools in 33 districts, with a focus on rural and remote communities.

Performance measure(s) and related discussion

Performance Measure	2022/23 Baseline	2024/25 Actual	2025/26 Target ⁴	2025/26 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.	42.4%	59.6%	47%	Available Aug 2026
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%	67.6%	56%	Available Aug 2026
[2b] Percentage of Indigenous students in grades 4, 7, 10, and 12 who feel safe in their school.	69.7%	72.3%	72%	Available Aug 2026
Percentage of non-Indigenous students in grades 4, 7, 10, and 12 who feel safe in their school.	77.3%	79.2%	75%	Available Aug 2026
[2c] Percentage of Indigenous students in grades 4, 7, 10, and 12 who feel there are one or more adults at their school who care about them.	68.8%	70.8%	76% ⁵	Available Aug 2026
Percentage of non-Indigenous students in Grades 4, 7, 10, and 12 who feel there are one or more adults at their school who care about them.	68.5%	69.3%	71%	Available Aug 2026

Data source: Ministry of Education and Child Care [Student Learning Survey](#)

¹ PM [2a] targets for 2026/27 and 2028/29 were stated in the 2025/26 service plan as 48% and 49% respectively for Indigenous students and 57% and 58% respectively for non-Indigenous students.

² PM [2b] targets for 2026/27 and 2028/29 were stated in the 2025/26 service plan as 73% and 74% respectively for Indigenous students and 76% and 76% respectively for non-Indigenous students.

³ PM [2c] targets for 2026/27 and 2028/29 were stated in the 2025/26 service plan as 76% and 77% respectively for Indigenous students and 72% and 72% respectively for non-Indigenous students.

⁴ In some cases, the 2025/26 targets are lower than the 2024/25 actuals because the targets were established before the 2024/25 actuals data became available.

⁵ The differential in 2025/26 targets for this measure, between Indigenous and non-Indigenous students, is due to a forecasting error originating in the 2024/25-2026-27 Ministry Service Plan. The 2025/26 forecast and future year targets for this measure have been corrected in the current Service Plan (2026/27-2028/29).

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 track. 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. In 2025/26, the ministry continued to work hard 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 Baseline	2024/25 Actual	2025/26 Target ³	2025/26 Actual
[2d] Percentage of Indigenous students in Grade 4 who are learning to care for their mental health ³ .	40.3%	50.0%	45%	Available Aug 2026
Percentage of non-Indigenous students in Grade 4 who are learning to care for their mental health.	39.6%	48.3%	43%	Available Aug 2026
[2e] Percentage of Indigenous students in Grades 7, 10, and 12 who are learning to care for their mental health ⁴ .	32.3%	37.3%	37%	Available Aug 2026
Percentage of non-Indigenous students in Grades 7, 10, and 12 who are learning to care for their mental health ⁵ .	37.3%	42.1%	42%	Available Aug 2026

Data source: Ministry of Education and Child Care [Student Learning Survey](#)

¹ PM [2d] targets for 2026/27 and 2028/29 were stated in the 2025/26 service plan as 47% and 47% respectively for Indigenous students and 45% and 45% respectively for non-Indigenous students.

² PM [2e] targets for 2026/27 and 2028/29 were stated in the 2025/26 service plan as 38% and 38% respectively for Indigenous students and 43% and 43% respectively for non-Indigenous students.

³ 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?"

⁴ Grade 7 students are asked to state their agreement with: "At school, I am learning how to care for my mental health". 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)."

⁵ In some cases, the 2025/26 targets are lower than the 2024/25 actuals because the targets were established before the 2024/25 actuals data became available.

Mental health includes emotional, psychological, and social well-being and impacts how students think, what they feel, and the ways they act. Children's early social and emotional health is foundational for building positive relationships, academic achievements, and future workforce success. Research findings show early social and emotional learning can protect against adult mental health disorders, poor 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 inclusive policies that address the needs of certain student populations and provide a safe learning environment for all. The outcomes for Indigenous and non-Indigenous students in grades 4, 7, and 10 are projected to increase as the ministry continues to track the impact of mental health funding investments, erase training, and provincial safety supports throughout the province. 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.

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

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

- Increased access to affordable child care by supporting fee reductions of up to \$900 per month per child across more than 150,000 spaces at over 5,600 facilities participating in the Child Care Fee Reduction Initiative (CCFRI).
- Expanded access to low-cost child care through more than 17,500 spaces at over 350 facilities participating in the \$10 a Day ChildCareBC program.
- Further reduced out-of-pocket child care costs for families by providing income-tested Affordable Child Care Benefit (ACCB) supports to an average of more than 34,700 children per month.
- Funded the creation of more than 2,100 new licensed child care spaces in 2025/26, including Indigenous-led child care and care delivered on school grounds, contributing to expanded access throughout the province.

- Advanced workforce recruitment and retention initiatives and investments, including piloting a wage grid at more than 90 \$10 a Day ChildCareBC sites, and delivered wage enhancements of up to \$6 per hour for more than 17,700 early childhood educators across more than 4,200 facilities, to support staffing stability and ensure newly funded spaces could become operational.
- Provided inclusive child care supports to an average of 7,800 children each month, representing a 30% increase since 2017/18.

Summary of progress made in 2025/26

During 2025/26, provincial and federal investments continued to stabilize and expand access to affordable, licensed child care throughout British Columbia. More than 173,400 licensed child care spaces were supported at over 6,100 facilities, helping families manage rising cost pressures while ensuring children could access regulated care. On average, child care affordability programs, including Child Care Operating Funding, the Child Care Fee Reduction Initiative, the \$10 a Day ChildCareBC program, the Affordable Child Care Benefit and the Early Childhood Educator Wage Enhancement, reduced family child care costs by more than \$7,200 per family over the year.

Access to low-cost care expanded through the \$10 a Day ChildCareBC program, which continued to scale while also serving as a testing ground for formula-based operating funding, including a standardized wage grid at participating sites. In parallel, income-tested supports through the Affordable Child Care Benefit further reduced barriers for low- and middle-income families.

Access to licensed child care continued to expand in 2025/26, with the provincial system supporting more than 173,400 licensed child care spaces throughout British Columbia. Of these, approximately 52,000 were school-age care spaces, reflecting continued growth in care options for families with older children. Access to care on school grounds also increased, with 31,700 school-age spaces located on school sites, including more than 3,000 spaces directly operated by boards of education, supporting integrated delivery models that leverage existing public infrastructure.

Investments through the Canada-B.C. Canada-wide Early Learning and Child Care (ELCC) Agreement 2021 to 2031 and the Canada-B.C. ELCC Agreement 2021 to 2031 enhanced Supported Child Development and Aboriginal Supported Child Development programs by reducing wait times and increasing the number of families receiving inclusive child care supports. Inclusive child care capacity continued to grow through the Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) programs. In 2025/26, approximately 14,400 unique children received inclusive child care supports over the course of the year. This represents a 44% increase since 2017/18, enabling more children with additional support needs to participate fully in licensed child care while helping families maintain stable and reliable care arrangements.

Taken together, these measures continued to support family well-being and economic participation in 2025/26. Reduced child care fees and expanded access to licensed care provided families with greater financial stability and confidence that children were receiving

safe, inclusive care. These efforts supported parents’—especially mothers’—ability to participate in the labour market and pursue education or training.

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

- Increased median hourly wage for early childhood educators to approximately \$30 per hour, enhancing workforce retention and improving sector stability.
- Supported child care professionals’ access to training, leadership development, and wellness supports to strengthen inclusive, high-quality practices across the sector.
- Trialled the use of Indigenous Programming and Supports Needs Programming Allowances through the test of the Operating Funding Model.
- Continued strong partnerships with First Nations, Métis, and Indigenous organizations to advance Indigenous-led child care approaches and support workforce development throughout B.C.

Summary of progress made in 2025/26

Supporting a stable, qualified, and culturally responsive child care workforce remained central to strengthening system capacity in 2025/26. Wage enhancements improved compensation for early childhood educators (ECEs) and contributed to improved retention. In addition, the Province continued piloting a standardized wage grid, benefits, and paid time-off model at select \$10 a Day ChildCareBC facilities to inform future system-wide approaches.

Workforce capacity was further strengthened through targeted professional development initiatives, including the [Leaders of Inclusive Child Care Initiative](#), which supported child care leaders to embed inclusive practices. By March 2026, more than 1,300 learners had registered.

Supporting First Nations, Métis, and Inuit children and families’ access to child care in B.C. remains a core commitment for the ministry. Partnerships with First Nations, Métis and Indigenous organizations continued to support culturally relevant child care and workforce development. Investments of over \$3.8 million supported planning, navigation services, and professional training, reinforcing Indigenous-led approaches and community-defined priorities.

In addition to workforce and provider-focused investments, the ministry continued to strengthen Indigenous-led capacity through [Aboriginal Head Start \(AHS\)](#). In partnership with the First Nations Health Authority and the Aboriginal Head Start Association of BC, more than 2,200 AHS spaces operated provincially in 2025/26, providing no-fee, culturally grounded early learning and child care to Indigenous children and families. These programs support

culturally safe environments, community-based governance, and Indigenous workforce development, contributing to a more inclusive and responsive child care system.

To support the advancement of First Nations jurisdiction over child care, technical working groups were established to support progress on key components of the tripartite MOU workplan, including licensing and regulations, and capital and infrastructure, underpinned by funding and jurisdictional work.

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

- Improved information management systems to support child care program delivery and system-level data collection.
- Supported school districts to expand cost-effective before- and after-school child care by leveraging existing school facilities and education workforce capacity.
- Extended the Canada-wide Early Learning and Child Care agreements to March 31, 2031, securing an additional \$5.4 billion in funding to support long-term system sustainability.
- Advanced key priorities identified by the Political Table under the Tripartite MOU on Early Learning and Child Care, including jurisdiction and funding, licensing and regulations, infrastructure and capital, and workforce development.

Summary of progress made in 2025/26

System-level improvements advanced in 2025/26 to strengthen child care as a core service families can rely on. Legislative amendments to the School Act removed barriers for boards of education to operate child care on school grounds, enabling school districts to offer school-age care on non-instructional days, and for younger age groups, while recovering reasonable operating costs.

Long-term system sustainability was bolstered through the extension of federal-provincial early learning and child care agreements, providing stable, predictable funding through 2031. Infrastructure funding extensions further supported inclusive child care expansion in underserved communities.

Under the tripartite MOU, the BC Aboriginal Child Care Society (BCACCS) was identified to support B.C. in the development of the 2026-2027 merged ELCC Action Plan. Together, these changes improved alignment between facilities, funding, and workforce capacity, supporting steady system growth while laying groundwork for future reforms.

Performance measure(s) and related discussion

Performance Measure	2016/17 Baseline	2024/25 Actual	2025/26 Target ¹	2025/26 Actual
[3a] Average monthly number of provincially funded, licensed child care spaces in operation	108,110	160,513	165,700	173,468

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 have been used as the baseline since the 2018/19 ministry service plan report and is used as a measure of the size of the B.C. child care system before the ChildCareBC plan was launched in 2018/19.

¹ PM [3a] targets for 2026/27 and 2028/29 were stated in the 2025/26 service plan as 171,300 and 176,900 respectively for Indigenous students and 45% and 45% respectively for non-Indigenous students.

The B.C. child care sector continued to grow in 2025/26, reaching over 173,400 spaces and exceeding the target of 165,700 spaces. The 2024/25 Actual for this performance measure was stated in last year's Annual Service Plan Report as 160,537 was adjusted to 160,513 in this year's report due to audits, corrections, and delays in reporting.

Financial Report

Financial Summary

	Estimated (\$000)	Other Authoriz- ations ¹ (\$000)	Total Estimated (\$000)	Actual (\$000)	Variance (\$000)
Operating Expenses					
Public Schools	8,215,737	202,193	8,417,930	8,423,492	5,562
Independent Schools	589,091	61,472	650,563	654,491	3,928
Transfers to Other Partners	63,527	256	63,783	66,564	2,781
Child Care	865,853	(7,940)	857,913	855,708	(2,205)
Executive and Support Services	54,314	(11,926)	42,388	33,355	(9,033)
British Columbia Training and Education Savings Program Special Account	30,001	3,378	33,379	33,379	0
Teachers Act Special Account ²	9,082	68	9,150	9,150	0
Sub-total	9,827,605	247,501	10,075,106	10,076,140	1,034
Adjustment of Prior Year Accrual ³				(2,553)	(2,553)
Total	9,827,605	247,501	10,075,106	10,073,587	(1,519)
Ministry Capital Expenditures					
Executive and Support Services	3	0	3	2	(1)
Total	3	0	3	2	(1)

¹ "Other Authorizations" include Supplementary Estimates, Statutory Appropriations, Contingencies and Government Reorganizations. Supplementary Estimates and Government Reorganization amounts in this column are included in the "estimated amount" under sections 5(1) and 6(1) of the Balanced Budget and Ministerial Accountability Act for ministerial accountability for operating expenses under the Act.

² Treasury Board approved to exceed the 2025/26 budget expense for the Teachers Act Special Account by up to \$0.078 million, only \$0.068 million was required for a total expense of \$9.150 million.

³ The Adjustment of Prior Year Accrual of \$2.553 million is a reversal of accruals in the previous year.

Operating statement for School Districts¹

Public Schools	2025/26 Budget (\$000)	2025/26 Actual (\$000)	Variance (\$000)
Combined Operating Statement			
Total Revenues	9,394,144	9,670,675	276,531
Total Expenses	9,361,180	9,500,010	138,830
Operating Results	32,964	170,665	137,701
Gain (Loss) on Sale of Capital Assets	12,938	6,899	(6,039)
Net Results	45,902	177,564	131,662

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 July 31, 2026, the Minister of Education and Child Care is responsible and accountable for the following organizations:

B.C. Teachers' Council

Under the Teachers Act, the [BC Teachers' Council](#) (BCTC) 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 BC 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 and determining which standards apply for each type of 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 Minister Beare's 2025 Mandate Letter.

2025 Mandate Letter Priority	Status as of March 31, 2026
In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Education and Child Care programs and initiatives to ensure programs remain relevant, are efficient, and improve the experience of British Columbians who access child care and education services in our province. This is important in the context of current Provincial budget constraints and overall efficiency in delivering cost effective and relevant education and child care services to British Columbians.	The Ministry of Education and Child Care has reviewed spending and programs to ensure they remain efficient and make the best use of public dollars while delivering the core services and infrastructure that people rely on throughout the province. As a result of this review, the ministry has reduced expenditures on: • Staff travel • Professional services (e.g., using in-house expertise instead of external contracts) • Office and business expenses (e.g., moved more sector meetings online) • Informational advertising
Work to ensure that teachers and schools have access to additional supports in the classroom and beyond, including the expansion of education assistants and counseling resources.	Work on this mandate commitment continues. Actions to date include: • Completed all 2025 foundational activities for the education assistant (EA) and school counsellor workforce initiatives, including data modelling, post-secondary institution surveys, sector engagement, and establishment of the School Counsellor Working Group. • Published and introduced post-secondary institutions to the new EA Competency Framework. • Continued to engage with counsellors on supporting education and recruitment of new counsellors.
Support effective learning for students across the province by working with the Minister of Infrastructure to accelerate the delivery of new and expanded schools in a cost-effective	Work on this mandate commitment continues. Actions to date include:

2025 Mandate Letter Priority	Status as of March 31, 2026
manner, and by working with the Minister of Post Secondary Education and Future Skills to expedite the certification and deployment of new and experienced international and domestic teachers.	- Completed most foundational improvements to certification processes, including new systems, increased staffing, streamlined workflows, and reduced wait times for international evaluations. - Launched key initiatives, such as the Pathways to Teach Canada website, to help expedite the credentialling of internationally educated teachers in Canada. - Continued work to expand access to teacher education programs, including hybrid programs and rural/remote awards.
Continue work to increase Indigenous graduation rates.	Work on this mandate commitment continues. Actions to date include: - Continued to negotiate with the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada (ISC) on the renewal of the BC Tripartite Education Agreement (BCTEA). - Published the annual Aboriginal: How Are We Doing (AB:HAWD) report, providing teachers, schools, school districts, and the Ministry of Education and Child Care with important information on how Indigenous students are developing and identifying areas for interventions or further action. - Worked on the Children and Youth in Care: How Are We Doing (CYIC:HAWD) report with the remaining work to finalize data and indicator alignment still in progress. - Began policy work on potential amendments to the Evergreen Certificate and Adult Graduation Diploma.

2025 Mandate Letter Priority	Status as of March 31, 2026
Work with key partners in relation to the SOGI anti-bullying program to improve understanding, protect vulnerable children and support parents.	Work on this mandate commitment continues. Actions to date include: - Engaged with K-12 education partners to help inform key priority areas to promote a culture of safety and belonging at school. - Worked with an Educator Advisory Group to review content in ministry SOGI-Inclusive resources. - Released guidance to ensure that classroom and school library resources are selected to meet the needs of students and that clear channels are available to address parental concerns.
Ensure that British Columbia's early interventions for children struggling with numeracy and literacy are the most effective in North America through a centre of excellence in applied research and professional development. Prioritize excellence in the British Columbia education system by reviewing existing inter-jurisdictional student evaluation scores post pandemic, and working with teachers, parents, and relevant stakeholders to ensure the global competitiveness of British Columbia student outcomes.	Work on this mandate commitment continues. Actions to date include: - Received and confirmed 60 literacy professional learning plans from school districts in fall 2025, outlining how districts spent \$15 million in grants focused on enhancing literacy capacity building and training. - Announced mandatory early literacy screening for kindergarten (at a minimum) across B.C. school districts for the 2025/26 school year. - Released the Early Literacy Screening Tools Resource and Frequently Asked Questions document to support early literacy screening implementation. - Announcement and initial development of a B.C. Early Literacy Screening Tool with established researcher team. Initial work has included engagement and consultation with key education partners such as Indigenous partners, districts, and teachers.

2025 Mandate Letter Priority	Status as of March 31, 2026
Deliver cost-effective before- and after-school care that leverages existing school infrastructure and workers.	Work on this mandate commitment continues. Actions to date include: - Amending the School Act to enable boards of education to operate child care to children from birth to age 12 and on days of school closure. Boards can also recover all reasonable costs they incur when directly operating child care. - Extended funding for district early learning and child care leads for another two years to support school district capacity for child care expansion.
Expand child care spaces in a cost-effective way so that more parents may have access to cost-effective child care for their family.	Work on this mandate commitment continues. Actions to date include: Creation of over 2,100 new child care spaces, including five Indigenous-led space creation projects representing 243 new spaces.
Continue to work with Indigenous peoples and the federal government to advance jurisdiction over child care for Indigenous peoples.	Work on this mandate commitment continues. Actions to date include: - Through the Tripartite Memorandum of Understanding (MOU) on Early Learning and Child Care (ELCC) for First Nations in British Columbia, the parties are collaborating and jointly acting on issues related to ELCC as self-determined by First Nations and moving forward jurisdiction over early learning and child care for First Nations in B.C. who want it. This MOU supports collaboration, dialogue, and joint action on initiatives as self-determined by First Nations in B.C. - In March 2026, a second Political Table meeting was held with political leadership from the Union of British Columbia Indian Chiefs, the British Columbia Assembly of First Nations, and the First Nations Summit, along

2025 Mandate Letter Priority	Status as of March 31, 2026
	with Canada and the Province to review progress on the MOU workplan and confirm tripartite priorities for 2026/27. • Under the MOU, sub-working groups were established to include subject matter experts, including representatives from the Ministry of Health, to support work related to licensing regulations. In addition, the ministry engages in monthly bilateral meetings with FNLC technical staff, the BC Aboriginal Child Care Society (BCACCS) and First Nations Education Steering Committee on child care policy, regulations and initiatives that impact First Nations. • Updated service agreements and continued engagement with Indigenous partners, including the Aboriginal Head Start Association of BC, the BC Association of Aboriginal Friendship Centres, BCACCS, First Nations Health Authority, and Métis Nation BC has supported the ministry's work to support culturally based child care that reflects community priorities.