



Vancouver Community College Board of Governors Public Meeting Agenda

February 19, 2020

5:30 p.m. VCC Downtown Campus, Room 420

Board Members

Libby Davies (Vice Chair/ Acting Board Chair)
 Joey Hartman (Chair, Board/HR Committee **(REGRETS)**)
 Garth Manning (Chair, Governance) **(REGRETS)**
 Mike Tourigny (Chair, Finance & Audit)
 Armor Valor Corrales
 Chloe Lau
 Erin Klis
 Mahin Rashid
 Nadia Belokopitov
 Navreet Kaur Thind
 Rene John Nicolas
 Shobha Rajagopalan
 Seung Oh
 Sue Hammell

Ex-Officio

Ajay Patel President & CEO
 Elle Ting Chair, Education Council

Staff Resources

Jamie Choi Interim, VP, Administration & CFO
 Clodine Sartori Acting, VP, People & Culture
 David Wells VP, Academic & Applied Research
 Elmer Wansink AVP, IT & Chief Information Officer
 Jane Shin AVP, Student Success
 Karen Wilson ED, Marketing & Communications
 Shirley Lew Dean, Arts & Science (Interim)
 Claire Sauvé Dean, Continuing Studies (Interim)
 Brett Griffiths Dean, Trades, Technology & Design

Guests

Taryn Thomson President, VCC Faculty Association
 Chris Joyce President, CUPE Local 4627
 Sydney Sullivan Exec. Director, Student Union of VCC

Board Secretary

Deborah Lucas

**VCC recognizes and acknowledges the Musqueam, Squamish and Tsleil-Waututh people,
 on whose traditional and unceded territories we live, learn and work.**

Item	Topic	Action	Speaker	Time	Attach	Page
1.	CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS		L. Davies / A. Patel	5 min	--	--
2.	APPROVAL OF AGENDA/CONSENT AGENDA					
	<i>"THAT the VCC Board of Governors approve the agenda and approve/ acknowledge receipt of the following items on the consent agenda."</i>	Decision		5 min		
	2.1 Minutes – Nov 27, 2019 Public Board Meeting				✓	3
	2.2 Info Note: Tuition - Early Childhood Care and Education (ECCE) Diploma (International)				✓	9
	2.3 VCC News & Events				✓	12
	2.4 VCCFA Report				✓	14
3.	ACTION TRACKER					
	No items to bring forward from Nov 27, 2019	Info	L. Davies	1 min	--	--

4. CONSTITUENCY GROUP REPORTS						
4.1	CUPE Local 4627	Info	Constituency Reps	5 min each	✓	14
4.2	VCCFA					
4.3	SUVCC					
5. EDUCATION COUNCIL REPORT						
5.1	EdCo Chair Report	Info	E. Ting	5 min	✓	52
5.2	Affiliation Agreement with Vancouver Film School (VR/AR Diploma)	Decision	E. Ting	10 min	✓	54
5.3	Virtual Reality (VR) & Augmented Reality (AR) Design and Development Diploma credential	Decision	E. Ting	10 min	✓	62
5.4	Early Childhood Care and Education (ECCE) Diploma (International) credential	Decision	E. Ting	10 min	✓	69
5.5	Administrative Professional Certificate (International) credential	Decision	E. Ting	10 min	✓	77
6. FINANCE AND AUDIT COMMITTEE REPORT						
6.1	Chair's Report	Info	M. Tourigny	5 min	--	--
6.2	Financial Performance	Info	M. Tourigny	10 min	✓	84
6.3	Virtual Reality (VR) & Augmented Reality (AR) Design and Development Diploma - Tuition	Decision	M. Tourigny/ S. Lew	10 min	✓	90
7. GOVERNANCE COMMITTEE REPORT						
7.1	Chair's Report	Info	R. Nicolas	5 min	--	--
8. HUMAN RESOURCES COMMITTEE REPORT						
8.1	Chair's Report	Info	L. Davies	5 min	--	--
9. PRESENTATION						
	Innovation at VCC	Info	B. Griffiths	10 min	--	--
10. NEW BUSINESS						
		Info	L. Davies	5 min	--	--
11. NEXT MEETING & ADJOURNMENT						
	Next meeting: Mar 25, 2020	Info	L. Davies	1 min	--	--



VANCOUVER COMMUNITY COLLEGE BOARD OF GOVERNORS
DRAFT PUBLIC MEETING MINUTES

November 27, 2019

5:30 p.m. VCC Downtown Campus, Room 420

ATTENDANCE

Board Members

Joey Hartman (Chair, Board/HR Committee)
 Libby Davies (Vice Chair) (BY PHONE)
 Garth Manning (Chair, Governance)
 Mike Tourigny (Chair, Finance & Audit)
 Armor Valor Corrales
 Chloe Lau
 Erin Klis
 Mahin Rashid
 Nadia Belokopitov
 Navreet Kaur Thind
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 David Wells VP, Academic & Applied Research
 Elmer Wansink AVP, IT & Chief Information Officer
 Jane Shin AVP, Student Success
 Karen Wilson ED, Marketing & Communications
 Dave McMullen Registrar

Guests

Taryn Thomson VCC Faculty Association (VCCFA)
 Chris Joyce CUPE Local 4627
 Sydney Sullivan Student Union of VCC (SUVCC)
 Molly Steeves/Joost Bakker/ DIALOG
 Lucas Oslo-Mongeau

Board Secretary

Deborah Lucas

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1. CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

- J. Hartman commenced the meeting by presenting the land acknowledgement. The meeting was properly called and constituted at 5:40 p.m. Opening remarks were presented.
- It was announced that the Board elections took place at the pre-board meeting. For terms of one year, the following board members will assume the following roles:

Board Chair	Joey Hartman
Board Vice-Chair	Libby Davies
Finance & Audit Committee	Mike Tourigny, Chloe Lau, Seung Oh, Shobha Rajagopalan
Human Resources Committee	Joey Hartman, Libby Davies, Mahin Rashid, Shobha Rajagopalan
Governance Committee	Garth Manning, Rene-John Nicolas, Sue Hammell, Armor Valor Corrales

- The role of the Board with regards to international tuition matters is under review. The Student Union of VCC (SUVCC) are of the view that the Board have authority to approve international tuition.

2. APPROVAL OF AGENDA AND CONSENT AGENDA

MOTION: THAT the VCC Board of Governors approve the Nov 26, 2019 agenda and approve/acknowledge receipt of the following items on the consent agenda:

- 2.1 Minutes – Sep 25, 2019 Public Board Meeting
- 2.2 Consent Resolution – Electronics Repair Tech Diploma Credential
- 2.3 Info Note: 2% International tuition increase
- 2.4 VCC News & Events
- 2.5 VCCFA Report

Moved, Seconded & CARRIED (Unanimously)

3. ACTION TRACKER

ACTION Brought forward from Sep 26, 2019		WHO	COMMENT
1.	Create a framework for international student experience evaluations and advise the Board.	Management	NOV 27 UPDATE: COMPLETE – The Board were provided with DASCO student survey results.
2.	Consult with VCCFA on revisions to D.1.4 Policy & Procedures & bring back to the Board at a later date.	VP, People & Culture	NOV 27 UPDATE: COMPLETE - Item 11.3 on agenda

4. NEW BOARD MEMBER INTRODUCTIONS & OATH OF OFFICE

- J. Hartman welcomed new student representatives Armor Valor Corrales and Navreet Kaur Thind to the Board and the Oath of Office was sworn. They were elected by their peers for one year terms, commencing Nov 1, 2019. A. Corrales and N. Thind introduced themselves.

5. CAMPUS MASTER PLAN APPROVAL

- Campus Master Plan (CMP) consultants DIALOG gave a high level overview of the Plan. The VCC community have had extensive input throughout the development of the Plan and the Board has had its own consultation sessions with DIALOG. The final draft of the CMP was presented to the Board for review and feedback in three parts, over a period of one month, in advance of the meeting.
- A. Patel thanked DIALOG and everyone who participated in this project.

MOTION: THAT the VCC Board of Governors approve the VCC Campus Master Plan in principle.

Moved, Seconded & CARRIED (Unanimously)

6. CONSTITUENCY GROUP UPDATES

6.1 CUPE Local 4627

- No report.

6.2 Vancouver Community College Faculty Association (VCCFA)

- T. Thomson, VCCFA President, presented the report which was provided in the meeting materials.
- The issue of potential lay-offs in the Adult Basic Education (ABE) department was addressed in length in the report. It is the view of the VCCFA, that due to financial pressures and under funding, institutions are making the difficult decision to divest themselves of delivering ABE programs. This provides VCC with an opportunity and a responsibility to offer the support that is needed by this group of individuals.
- In response to board member questions, T. Thomson presented a brief overview of ABE, providing examples of its diverse student demographic and explaining barriers in policy.
- J. Hartman commented that there is a shared interest to ensure the program continues in a sustainable way and so that it has the opportunity to flourish.

6.3 Student Union of Vancouver Community College (SUVCC)

- S. Sullivan, SUVCC Executive Director, presented the report to the Board.
- SUVCC downtown office is closed for renovation. The refreshed space will reopen in Jan 2020.
- SUVCC continues to campaign to eliminate interest on the federal portion of student loans.

7. BOARD COMMITTEE REPORTS

7.1 Governance Committee (Gov Com)

- The Governance Committee met on Nov 13, 2019. They reviewed revisions to the following policies and approved them for recommendation to the Board:
 - A.1.2 Student Appeal to the College Board
 - C.3.2 Program Review and Renewal
 - D.1.4 Education/Curriculum/ Institutional Materials Created within the College
- In December the Board will submit the request for reappointment for all members with terms ending Jul 31, 2020. The approximate timeline for confirmation of reappointments is June 2020.
- The next Governance Committee meeting is on Feb 5, 2020.

7.2 Human Resources Committee (HRC)

- The Human Resources Committee met on Nov 5, 2019.
- The HRC continue to work with the interim president to assess the progress of the evaluation benchmarks, with the view of making a decision on the permanent president in Jan 2020.

7.3 Finance & Audit Committee (FAC)

- The Finance and Audit Committee met on Nov 6, 2019.
- The committee reviewed the financial performance for the period ending Sep 30, 2019 and the following items were approved for recommendation to the Board:
 - 2% increase in domestic tuition and mandatory fees.
 - Domestic tuition for new Administrative Professional 1 & 2 Program.
 - Authorize VCC to enter into a Request For Proposals process, under the guidelines of College policy, for Facilities Cleaning Services for the next 7 years and for the completion of an Elevator Modernization & Replacement Project for Broadway and Downtown Campuses.
- The next FAC meeting is on Dec 11, 2019.

8. FINANCE, BUDGET AND REPORTING

8.1 Financial Performance

- The forecast shows that VCC is projecting a break-even position at year end. Revenue is forecasted to be \$121.5M (\$340K above budget).
- Domestic tuition revenue is down for the period by \$569K compared to budget and has been offset by higher international revenue of \$422K.
- The trend of increased international enrolment continues, as international students are backfilling programs that are experiencing low domestic enrolment.

9. PROGRAMS, TUITION & FEES

9.1 2% Increase in Domestic Tuition and Mandatory Fees

- In order to offset increased operating costs and to maintain financial stability and sustainability, FAC approved Management's recommendation to increase domestic tuition and mandatory fees by 2% in 2020/21 and as capped by the Ministry.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the implementation of a 2% increase in domestic tuition and mandatory fees, effective August 1, 2020.

Moved, Seconded & CARRIED (Unanimously)

9.2 Administrative Professional 1 & 2 Certificate

9.2.1 Credential / 9.2.2 Tuition

- As a result of a program renewal, the Administration Assistant program has been re-designed and divided into two 4-month modules, Administrative Professional 1 (AP 1) and Administrative Professional 2 (AP 2). Students can take one or both modules. Students can enter AP 2 with equivalent training or experience to AP 1. While job search skills are taught in AP 1, a three-week practicum is only offered in AP 2.
- As applicable under the Tuition Limit Policy, the program has been significantly revised, as such, new tuition may be established.
- VCC's intention is to make technology upgrades a priority, therefore, to be competitive and sustainable, FAC agreed on increasing tuition to \$4,560 (\$120 per credit). These fees, based on 17 domestic and 3 international students per cohort, will generate a 10% net contribution to VCC

MOTION: THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Administrative Professional 1 and Administrative Professional 2 Certificate credentials.

Moved, Seconded & CARRIED (Unanimously)

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of \$4,560 (\$120 per credit) for the new Administration Professional 1 and 2 Certificate Programs, effective May 2020.

Moved, Seconded & CARRIED (Unanimously)

9.3 Associate of Arts Degree Credential

- Equivalent to the first two (2) years of a Bachelor of Arts degree program, the Associate of Arts Degree also allows graduates to block-transfer into a number of receiving institutions, sometimes with guaranteed or preferential program admission.

- Students must complete a total of sixty (60) credits, with a minimum of eighteen (18) credits in second-year Arts taken in two (2) or more subject areas.
- Following Education Council's approval, the program was submitted for peer review through the Post-Secondary Institution Proposal System (PSIPS) as per Ministry of Advanced Education, Skills and Training (AEST) guidelines and received no suggested changes.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve the implementation of the new Associate of Arts Degree credential.

Moved, Seconded & CARRIED (Unanimously)

10. POLICIES

10.1 A.1.2 Student Appeal to the College Board

- A.1.2 was last reviewed in 1999. Governance Committee initiated the review and Appeals Review Committee, Policy Committee and Education Council have been consulted on the revisions. It was also posted for community feedback.
- A number of substantive and housekeeping changes were made. The proposed substantive changes are as follows:
 - The title has been changed to Student Appeal of Suspension to Board of Governors to make clear that A.1.2 concerns appeals to the College Board under section 37 of the Act.
 - In order to make A.1.2 consistent with the broad wording of Section 37 of the College & Institute Act, the restrictions on the grounds of appeal were removed.
 - Under the decision, the language was changed from “founded” and “unfounded” to “allowed” and “dismissed”. This is in keeping with usual adjudication parlance.
- The Governance Committee thanked the committees who contributed a significant amount of time in advising them during the review process

MOTION: THAT, on the recommendation of the Governance Committee, the Board of Governors approve the revisions to A.1.2 Student Appeal of Suspension to Board of Governors (formerly Student Appeal to the College Board), as presented at the meeting.

Moved, Seconded & CARRIED (Unanimously)

10.2 C.3.2 Program Review and Renewal

- C.3.2 was recently revised by the Quality Assurance Committee (QAC) in response to community feedback.
- Amendments include replacing references to QAC, which has the new name of Education Quality Committee (EQC).
- Language has changed to eliminate ambiguity, clarify process, and align with other documents used in program review and renewal. In addition, some of the more prescriptive terminology, has been replaced with higher-level language around educational priorities, e.g. Universal Design for Learning [UDL], Indigenization, intercultural competency.
- The revisions were approved by Education Council (EdCo) on Nov 12, 2019 and Governance Committee on Nov 13, 2019.view.

MOTION: THAT, on the recommendation of the Governance Committee, the Board of Governors approve the revisions to C.3.2 Program Review and Renewal Policy and Procedures, as presented at the meeting.

Moved, Seconded & CARRIED (Unanimously)

10.3 D.1.4 Education/Curriculum/ Institutional Materials Created within the College

- D.1.4 has been revised to align the format with current College standards, clarify definitions and to address the respectful use of Indigenous Knowledge, with reference to Article 31 of the United Nations Declaration on the right of Indigenous Peoples.
- The revised policy was tabled at the Jun 26, 2019 Board of Governors public meeting to allow further consultation between VCC Human Resources and the VCCFA.
- As a result of this consultation, further edits were approved by EdCo on Nov 12, 2019 and by Governance Committee on Nov 13, 2019.

MOTION: THAT, on the recommendation of the Governance Committee, the Board of Governors approve revisions to D.1.4 Curriculum/Educational/Institutional Materials Created within the College Policy and Procedures, as presented at the meeting.

Moved, Seconded & CARRIED (Unanimously)

11. EDUCATION COUNCIL (EDCO) REPORT

- The Quality Assurance Committee (QAC) has been renamed Education Quality Committee (EQC). This title more clearly describes the scope of its work and avoids confusion with quality assurance processes covered by other College areas.
- The 2019-24 program renewal schedule was presented to EQC by VP, Academic & Applied Research, for discussion around how resources and capacity should be considered in long-term planning.

12. PRESENTATIONS

12.1 Strategic Innovation Plan – Building the Brand

- As a priority in the Strategic Innovation Plan, K. Wilson presented an update on building the brand.

12.2 Student Experience Project

- D. McMullen presented the Student Experience Project. The objective is to increase domestic enrolment and offer the best possible experience for VCC students. The project focuses on ensuring clarity for students on what to expect, reviewing scheduling practices so students can more easily integrate educational opportunities within their busy lives, and ensuring greater harmony around funding/fees-related considerations.

13. OTHER BUSINESS

No new business.

14. NEXT MEETING & ADJOURNMENT

- The next regular Public Board meeting will be held on Feb 19, 2020. Vice Chair, L. Davies, will Chair the meeting.
- There being no further business, the meeting adjourned at 7:40 p.m.

APPROVED AT THE FEBRUARY 19, 2020 PUBLIC BOARD MEETING

Libby Davies
Vice Chair, VCC Board of Governors



INFORMATION NOTE

DATE: February 19, 2020

PREPARED FOR: Board of Governors

ISSUE: International tuition fee for the Early Childhood Care and Education (ECCE) Diploma

BACKGROUND:

Currently, Continuing Studies is modifying programming to encourage international enrolment in preparation for a planned international cohort for the ECCE Diploma, with a simultaneous domestic full-time daytime format for the existing ECCE Certificate.

DISCUSSION:

A full-time diploma program has been developed that is geared towards an international-only cohort, with an expected 12-15 students for the initial cohort, at approximately \$40k in tuition.

Estimated international tuition is consistent with comparable diploma programs at other public post-secondary programs in the region:

Institution	Tuition	No. of Credits	Per Credit Fee	No. of Ministry Certifications
VCC	\$ 40,660	76	\$ 535	3
Capilano College	\$ 37,740	62.5	\$ 603.84*	2
Langara College	\$ 39,087.50	63	\$ 625.40	2
Douglas College	\$ 37,800	63	\$ 600*	2

** International tuition increases subject to approval*

At \$535/credit, this two year diploma program integrates the competencies for three certifications granted by the Ministry of Children and Family Development: Early Childhood Educator, Infant Toddler Educator and Special Needs Educator. Similar programs in the region do not offer competencies for all three certifications.

Simultaneously, a domestic full-time certificate program will be implemented with an expected 20 students for the first cohort, at the same tuition rate as the existing part-time program (approximately \$7,600). Implementation of daytime ECCE programming will result in some additional operating and labour costs, primarily in the form of increased Practicum Coordinator time (1.75 additional FTE) to support the higher volume of students.

For a detailed overview of the financial implications, please see Appendix A. The overall impact of implementing planned programming over two years is estimated as follows:

Impact	Domestic & International		International Only	
	Year 1	Year 2	Year 1	Year 2
Gross Margin	\$ 322,579	\$ 464,410	\$ 261,498	\$ 366,330
Net Contribution (Including Indirect Costs)	\$ 244,197	\$ 356,232	\$ 216,146	\$ 291,181

DECISION:

On January 21, 2020, the Senior Team approved international tuition of \$40,660 (\$535 per credit) for the ECCE Diploma Program (76 credits), effective January 1, 2021.

International tuition is set by the College Administration and presented to the Finance and Audit Committee and Board of Governors for information.

ATTACHMENTS: APPENDIX A – Financial Analysis

PREPARED BY: Claire Sauvé, Interim Dean, Continuing Studies
Erin Lenz, Operations Manager, Continuing Studies

APPENDIX A

Overview of ECCE Daytime Program Financial Implications

	Year 1			Year 2			
	6052 ECCE Daytime Certificate Domestic	6052 ECCE Diploma International Year 1	Total Year 1	6052 ECCE Daytime Certificate Domestic	6052 ECCE Diploma International Year 1	6227 ECCE Diploma International Year 2 -Post- Basic	Total Year 2
Revenue							
Tuition fees	\$ 148,000	\$ 380,847		\$ 185,000	\$ 380,847	\$ 183,243	
Total Revenue	\$ 148,000	\$ 380,847	\$ 528,847	\$ 185,000	\$ 380,847	\$ 183,243	\$ 749,089
Direct Program Expenditures							
Labour							
Instructors (incl. benefits)	\$ 58,996	\$ 53,761		\$ 58,996	\$ 53,761	\$ 32,353	
Practicum Coordinator Salary	\$ 20,924	\$ 58,587		\$ 20,924	\$ 58,587	\$ 39,058	
Total Labour Costs	\$ 79,920	\$ 112,348	\$ 192,268	\$ 79,920	\$ 112,348	\$ 71,411	\$ 263,679
Non-Labour							
Department supplies and general expenses	\$ 7,000	\$ 7,000		\$ 7,000	\$ 7,000	\$ 7,000	
Total Non-Labour Costs	\$ 7,000	\$ 7,000	\$ 14,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 21,000
				\$ -	\$ -		
Total Direct Program Expenditures	\$ 86,920	\$ 119,348	\$ 206,268	\$ 86,920	\$ 119,348	\$ 78,411	\$ 284,679
Gross Margin	\$ 61,080	\$ 261,498	\$ 322,579	\$ 98,080	\$ 261,498	\$ 104,832	\$ 464,410
Indirect Program Expenditures							
Indirect Support 38%	\$ 33,029	\$ 45,352		\$ 33,029	\$ 45,352	\$ 29,796	
Total Indirect Expenditures	\$ 33,029	\$ 45,352	\$ 78,382	\$ 33,029	\$ 45,352	\$ 29,796	\$ 108,178
Total Direct and Indirect Cost	\$ 119,949	\$ 164,701	\$ 284,650	\$ 119,949	\$ 164,701	\$ 108,207	\$ 392,857
Net contribution to VCC overhead / (Deficit)	\$ 28,051	\$ 216,146	\$ 244,197	\$ 65,051	\$ 216,146	\$ 75,035	\$ 356,232
Net contribution to VCC overhead / (Deficit)	19 %	57 %	46 %	35 %	57 %	41 %	48 %

Assumptions

- Not taking into account timing of fiscal years
- International cohort at 15 students in Year 1, 12 students in Year 2, and a new cohort of 15 students in Year 2
- International fees at 40K total for both Certificate and Post-Basic Diploma
- Not taking into account 2% annual increase
- Domestic certificate at 20 students in Year 1 and 25 in Year 2
- Assume a total of 2 FTE Practicum Coordinators in year 2, year 1 prorated based on International practicum courses



VCC NEWS AND EVENTS February 2020

EVENTS

- Indigenous youth photo voice exhibition - a special photo exhibition highlighting the many factors that shape Indigenous youth's educational journeys, including perceived challenges, strengths, supports, and post-secondary ambitions was held on Feb. 19. Part of a collaborative visual research project with Britannia Secondary Outreach students.
- The first annual VCC Indigenous Arts Symposium on Thursday, Feb. 6. This one-day event brought together Indigenous scholars and artists from VCC, ECUAD, NEC, and beyond. The event featured a panel of speakers, sound and visual art installations, and musical performances.
- VCC Foundation hosted the [Flourish Gala](#), on Feb. 5 at the Broadway campus. Guests enjoyed a memorable evening displaying the work of VCC's highest-achieving students, faculty members and alumni. In addition to tasting creations by Vancouver's leading culinary minds and wines from Naramata, guests experienced the best of VCC's fashion arts, and live music. Net proceeds support VCC student scholarships and bursaries.
- Outstanding Alumni Awards Winners were held on Feb. 5, before the Flourish Gala. These are the latest in a long line of VCC alumni and others who have made significant contributions to their industries and our community. Each recipient stands out with unique stories of success, inspiration, and dedication. [Winners](#) are: Loni Yee, Community Contribution – Alex Chen, Career Success – Clarissa Roque, One to Watch – Mishel Bouillet, One to Watch.
- Queen Elizabeth Theatre, part of the Vancouver Civic Theatres, presented a visual arts gallery open house on Jan. 28, which including works and talks by local artists. VCC Jewellery Arts students were thrilled to be included in the event.
- The annual VCC Music Alumni Week 2020 began on Monday, Jan. 27 with the Chamber Jazz Orchestra. Five other music events were held throughout the week including, open rehearsals, academic symposium, a songwriting circle, masterclasses, and fundraisers.
- VCC welcomed two new Elders-in-Residence: Elder John Sam of Tutchone and Tlingit (Dene Nation) in Whitehorse, Yukon and Jean Wasegijig of Ojibwa First Nation from the Wikwemikong Reserve on Manitoulin Island in Northern Ontario. Elder John is an accomplished artist, studied Northwest Coast carving and painting for over three decades to develop his unique style. Elder Jean is of the Bear Clan, teaches its ceremonies and traditions.
- Sladjana Borovcanin will be joining VCC as the new Director of Facilities Management on March 2. Sladjana comes to us with 12+ years' experience in leadership, strategic direction, and program delivery in facilities management within the public sector and higher education.

She is from the B.C. Pavilion Corporation (PavCo) where she served as the Senior Planning Manager, Infrastructure and Capital Projects for the past five years.

VCC GOVERNMENT RELATIONS

- VCC hosted Bowinn MA, MLA for North Vancouver-Lonsdale, on behalf of Claire Trevena, Minister of Transportation and Infrastructure to [announce the renewal of U-pass](#) on Jan. 30. U-pass provides better access to transit for nearly 140,000 students from 10 public post-secondary institutions across Metro Vancouver.
- For many Vancouver Community College (VCC) students, a brand new year means new classes, new classmates, and new relationships. To raise awareness about sexual violence on campus and help keep students safe, VCC is taking part in a B.C. Government campaign about sexual consent by providing information to students throughout our regular communication channels. Read the [B.C. Government announcement: No place for sexual violence on campus](#)

VCC IN THE NEWS: STUDENT/FACULTY SUCCESS

- There's no shortage of poorly paid artists in Vancouver. But Tate Westerman studied fine art and still managed to earn a decent living, thanks to his passion for automobiles. In 1995, he studied to become an automotive technician at Vancouver Community College because it was a pathway for him to express himself creatively and escape poverty.

"I was a starving artist for a while and I realized I couldn't raise a family on it," Westerman told *the Georgia Straight* by phone. For Westerman, it has been a natural progression from being a VCC student to working in the industry, owning his own shop, and then coming back to school to teach the next generation of automotive technicians. [READ the full story.](#)

VCC IN THE NEWS: HIGHLIGHTS

- [Aspiring nurse is winner of Michelle Pockey Leadership Award](#) (Business in Vancouver, Feb. 4) Influential Women in Business: Vancouver Community College student Davena Isaac chosen as recipient of annual tribute honouring legacy of B.C. businesswoman.
- [Flourish: Talented Vancouver chefs to converge at VCC's annual fundraising gala next week](#) (Georgia Straight, Jan. 31) Top chefs will be showcasing their culinary creations at [Flourish](#), Vancouver Community College's (VCC) annual green-tie fundraising gala...roster of chefs serving up delicious bites includes Hawksworth Group, Jennifer Peters (Nextjen Gluten-Free), Justin Cheung (Longtail Kitchen), Poyan Danesh (Ocean Mama Seafood), Alan Ferrer (Aburi Restaurants), Jay Pugong (Minami Restaurant), the Food Gays, Hamid Salimian...

UPCOMING EVENTS:

- National Skills Competition in Vancouver, May 27-30
- Experience VCC, May 6

PREPARED BY: Karen Wilson, Executive Director, Marketing & Communications

DATE: Feb. 12, 2020



VCCFA Report to the VCC Board of Governors

February 6, 2020

Submitted by VCCFA President, Taryn Thomson

News

- The VCCFA is looking forward to working with Dean Clayton Munro in the days to come. Our colleagues at Langara are starting to complain about us poaching good folks from them!
- Bargaining between the college and the VCCFA continues.
- It was my pleasure to attend the Outstanding Alumni Awards Ceremony followed by Flourish the other night. We have so much talent here at VCC, and it is great to celebrate it among colleagues.

Board Meetings

I observe that VCC Board of Governor meetings have full agendas and that meetings do not occur every month. I wonder about adding an extra meeting or two each year that would have a discussion format. People from different areas of the college could come and present about their work and the issues that are relevant to them. It would be a way to bring the college to the board in a small way. Perhaps there could be three or four short presentations at these meetings followed by a chance for the Board to ask questions of the presenters. There would be no motions or voting; this would be a chance for dialogue. Would this be something the Board might consider?

Adult Basic Education

On February 19th I will be attending a “milestone” event here at the college. For me, it will mark 20 years working at VCC. All that time except for the last year I have taught in Adult Basic Education. For nearly all that time, ABE has been struggling to defend itself in the face of budgetary and philosophical dragons. Enrollments have gone up and down; governments have come in and brought new views of what is important. Cuts have happened.

Dragons aren't real, but ABE students are, and they need adult programming in a Post-Secondary environment, a mission that VCC has taken on, if not celebrated enough, for decades. I think of one of my former students who had such anxiety when he first came to us that he could not stay in the classroom for more than fifteen minutes at a time. Eventually, he completed his coursework and received his Adult Graduation Diploma. Now, he is doing college level courses. We changed the direction of his life. That is important and transformative work, and it is the work that occurs in ABE all the time.

We are told that ABE must be fully funded through government money the college receives for backfilling ABE tuition replacement. We reject that frame. College financial statements from the

November Board of Governors meeting show that we have a balanced budget – even a small surplus. ABE was never designed to be self-funded. No program set up before the recent spate of International and cost-recovery programming was designed this way. All income sources were to be mixed to support all the costs. ABE is specifically mandated through the College and Institute Act. The college must deliver ABE. VCC, to its great credit, has been honoring its history, providing more ABE programming than any other institution, and doing that without causing financial harm to the college.

The question now for the college and for you as a board is, what is your level of commitment to this group of students? We have a choice. We can commit to serving this group of students; we can commit to riding out this difficult period of lower enrolments. We can commit, or we can cut programs. This is a choice. If we are not using our resources at VCC to fund programs that are our moral backbone, then I am not sure what we are doing.

At the November Board meeting, I fielded some questions about who ABE students are. I have attached a report written by one of my colleagues that will answer your questions. I also include a link to a video we made about ABE students during the years when high tuition for ABE was in place (2015-2017).

<https://youtu.be/fSNpc1t6W-c>

Community Action Committee November Donations

1) Saige Community Food Bank (operating out of Kiwassa Neighbourhood House)

\$300 toward a volunteer appreciation event in early 2020, with any leftover funds to go toward gas costs for food bank van

From the Saige website: The Saige Community Food bank is a food bank that provides a *no barrier* safe space for transgender and gender non-conforming or queer individuals to access healthy food, as well as support from their LGBTQ2+ peers and allies. It is also open to any individuals in need of food, or that cannot access government food banks because of barriers such as ID, lack of housing, income or other specifics needed to be accepted.

2) Free Geek Vancouver

\$500 for hand tools, to be used by volunteers to repair electronics

From the Free Geek website: Free Geek Vancouver is a non-profit community organization that reuses and recycles donated electronics, offers education and job skills training, and provides free or low-cost computers to the public. The organization has been facing financial difficulties. One of the staff has identified small tools such as screwdrivers and pliers as a priority. Any leftover money will be used toward volunteer appreciation snacks.

3) DUDES Club Vancouver

DUDES CLUB Vancouver, \$800 towards a refrigerator.

This organization was established in the DTES in 2010 and is a proven model for Indigenous men's wellness promotion that builds solidarity and brotherhood, enabling men to regain a sense of pride and purpose in their life. The core values are relationships, sanctuary, brotherhood, journey and two-eyed seeing. The mission statement is: To facilitate a participant-led community for men's wellness with activity-based clubs that prioritize supportive relationships, engagement in healthcare, and local Indigenous worldviews. The quote at the top of the club's website is, "Drop your armouryou don't have to be your tough guy here."

4) Drinkers Lounge (CMAP)

Drinkers Lounge, Portland Hotel Society, \$500 for brewing equipment

<https://www.phs.ca/project/community-managed-alcohol-program/>

This donation is extremely important as it provides equipment to make alcohol and is a harm reduction initiative to give alcoholics "real" alcohol, versus alcoholics searching for non-beverage rubbing alcohol etc. The participants brew their own beer. Besides, there are weekly meetings and seminars that engage drinkers in opportunities to learn about the health and social risks of non-beverage alcohol consumption and alternatives available, outreach to people in the community to check on their well-being and provide hydration for those who are homeless and linkage to housing and health services, psychosocial and cultural supports.

Respectfully submitted,

Taryn Thomson
VCCFA President

Re-Framing the Conversation:

Respecting Adult Basic Education in British Columbia

Lynn Horvat

December 2014

December 2014

by Lynn Horvat

The responsibility for the content and organization of the material in this publication rests with the author.

For more information about *Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia*, contact the author at lhorvat@vcc.ca or 604-871-7000 ext. 7371.

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

Contents

Introduction	4
Acknowledgements	5
What is Fundamental ABE?	6
ABE Learner Profiles	7
Erosion of Public Safeguards Impacting ABE Students	9
Literacy: An Interdisciplinary View	19
Destabilized Adult Basic Education	27
Essential Skills Training: A Narrow View on Education	30
Adult Basic Education: A Basic Human Right	32

Introduction

This work was prompted by concerns of widespread and deep funding cuts to national literacy organizations throughout Canada, and announced BC government cuts to developmental programming, specifically to ESL and the General Equivalency Diploma (GED) during the spring of 2014. It became an immediate priority of developmental educators to understand from what plan the BC government was operating. By the end of this year, the BC Ministry of Advanced Education announced direct cuts to ABE programming in BC post-secondary by withdrawing \$5 million in provincial funding and allowing colleges to charge tuition fees for ABE courses. Additionally, the Adult Upgrading Grant (AUG), announced at the same time, demonstrated a low-level of potentially short-term funding for ABE in the province, especially for fundamental level ABE students who often face multiple barriers to education and require additional time to complete a basic education.

In light of these events and funding withdrawals, and with knowledge acquired to-date, it is possible to draw two conclusions. One, the BC government is in the process of devolving responsibility for post-secondary ABE. Two, decisions to cut ABE funding in the province took place without consultation and, therefore, without considering the needs of this vulnerable group of adult students.

In carrying out this work, I undertook the following educational and research activities:

- Conducted a detailed literature survey of over 250 documents and reports relating to literacy (provincially, nationally and internationally), interdisciplinary fields related to adult literacy and ABE (e.g., health, crime prevention, economics), BC post-secondary, education, government policy and priorities, trades, union, and labour market and employment training information.
- Developed of a timeline of literacy events of the past 200 years and detailing the past two decades.
- Attended meetings on the future of developmental programming, at Vancouver Community College, with college leaders and faculty, provincial fundamental ABE articulation committee members, and province-wide delegates from BC's post-secondary system at the Canadian Centre for Policy Alternatives conference (November 2014) on this same issue.
- Developed and conducted a survey of fundamental ABE student work-study arrangements to gather data about financial and employment constraints faced by fundamental ABE students as they strive for a basic education.
- Conducted a formal interview with a long-term fundamental ABE instructor to get a first-hand account of the ebb and flow of ABE programming and funding over the last two decades.
- Produced the following package of advocacy tools on issues affecting ABE students and programming in British Columbia.

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

The detailed literature survey revealed plainly that the case for literacy education and adult basic education has been made over and over and has been endorsed at all levels of government as an urgent priority going forward into the 21st Century. (Almost half of Canadian adults, with respect to literacy¹, and over half for numeracy² do not have the levels required to function well in today's modern knowledge-based society.) Now, with adult basic education under attack in British Columbia, there is an urgent need to communicate to leaders and decision-makers again, about adult literacy and ABE, its value to students, to society, and the importance of this educational area in BC post-secondary. With all this in mind, the end product of this work is a package of advocacy tools, *Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia*.

It's time to re-frame the conversation. No one disputes the value of adult literacy and a basic education. Attention needs to focus on the erosion of public safeguards for vulnerable adult students, and the destabilization of adult basic education programming, and how this has resulted in a denial of the fundamental human right to a basic education. The following advocacy tools are designed to inform individuals who are involved and interested in issues facing ABE students. These individuals include public post-secondary leaders and decision-makers, educators, unions, student organizations, community organizations, interdisciplinary partners, government officials and the media. Since students, educators and other partners have been left out of discussions affecting the existence of public ABE in the province, it is imperative that we share our experiences and information, consolidate our efforts, and urge the BC government and the BC Ministry of Advanced Education to reconsider provincial cuts to public post-secondary Adult Basic Education. It is vital that the BC government reinstates and protects access to quality and stable programming for many of BC's most vulnerable citizens.

Acknowledgements

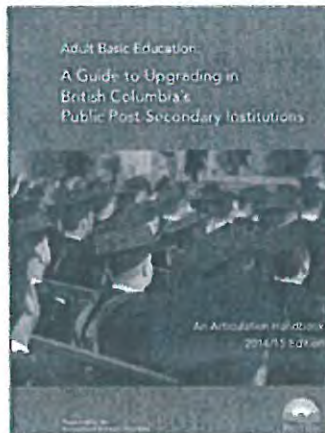
I am grateful for the support and contributions of the following individuals over the course of this work: Vancouver Community College, Education Leave Committee members (June 2014). Jan Weiten, Department Head, Basic Education Department, for supporting, reading and valuable comment on drafts of this work. Basic Education Department colleagues: Linda Rider, Andrew Candela, Mary Thompson-Boyd, Jo Lemay, Tara Mollel, Rene Merkel, Shantel Ivits, Cynthia Bluman, Edie MacKenzie and Nada Kawas, Program Assistant, for facilitating the survey of Basic Education Department students on working and going to school. John Shayler, ABE educator and former ABE student, for encouragement on the focus and direction of this work.

1. *Skills in Canada: First Results from the Programme for the International Assessment of Adult Competencies (PIAAC)*, 2013, <http://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report.EN.pdf>, p. 16.

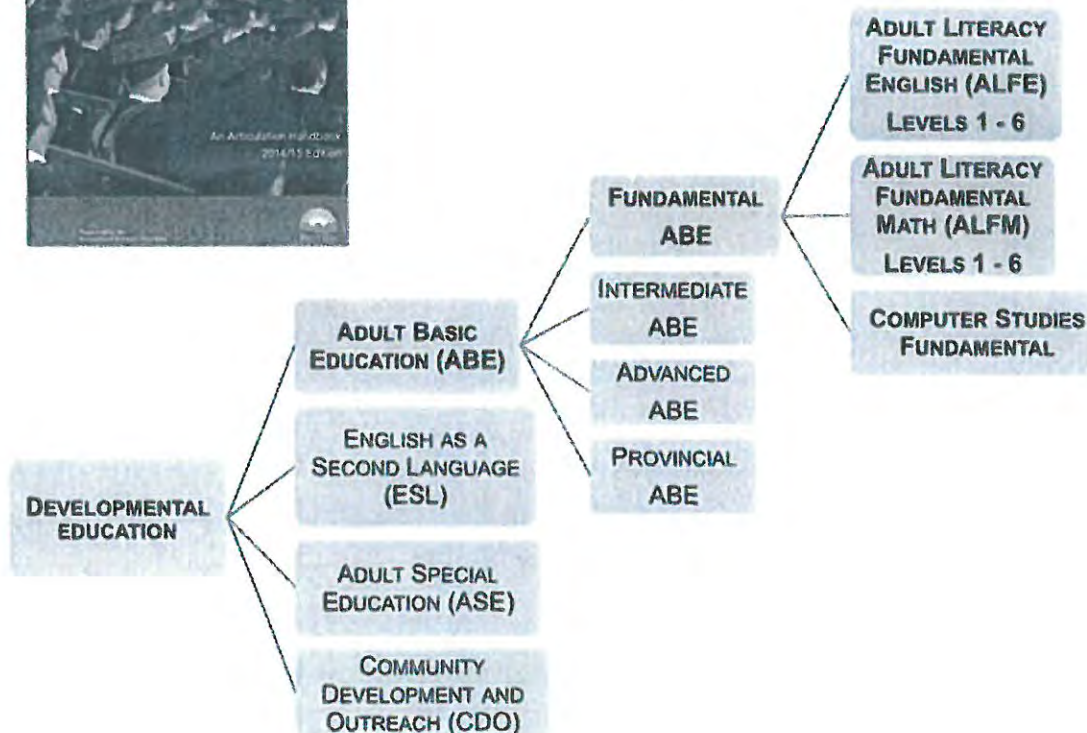
2. *Ibid*, p. 20.

What is Fundamental ABE?

- Adult Basic Education (ABE) is one area of Developmental Education.
- Fundamental ABE often includes students from all developmental education fields (see below ABE, ESL, ASE, CDO).
- At Vancouver Community College, placement is determined by an assessment tailored to the unique needs of fundamental level students. Students are comfortable with spoken English.
- Fundamental ABE in British Columbia is one of four levels of ABE. Fundamental Level is articulated into six levels, and these levels correlate roughly with English and Math skills up to and including Grade 8 in the K-12 system.
- At Vancouver Community College, Fundamental ABE is offered by the Basic Education Department (School of Access) in group and self-paced classes at the Broadway and Downtown campuses, and in community outreach locations.



- Fundamental ABE has a long history of articulation in BC (see Articulation Handbook <http://www.aved.gov.bc.ca/abe/docs/handbook.pdf>).



Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

Fundamental ABE Learner Profiles

- An understanding of this diverse student group needs to be considered in decisions affecting educational pathways for fundamental ABE.
- Students may be marginalized and/or individuals for whom schooling has not come easily.
- The lives of fundamental ABE learners also correlate with deep courage, dedication and resiliency. We must exercise caution in viewing fundamental ABE students from a deficit perspective.

LEARNERS COME FROM:

INTERRUPTED EDUCATION
FAILURE IN K-12
POVERTY
ADDICTIONS
MENTAL HEALTH
LEARNING DISABILITIES
ABUSE
VIOLENCE
TRAUMA

While sorting through family documents, Donna's mother finds paperwork from the 80's that shows Donna has a documented learning disability. Her mother gives her these documents when she is in her mid-thirties and attending school for fundamental reading, writing and math. This is Donna's first knowledge of a documented learning disability. She is both relieved to know but puzzled by this latent news. While at VCC, Donna hears about the auto trades program and is starting to see herself in this area of work.

Taylor, who has lived on the street and been involved in the sex trade, now has stable housing and is being encouraged to go to school.

THEY ARE DIVERSE:

AT-RISK YOUTH
GENERATION 1.5
INDIGENOUS
CANADIAN BORN
CANADIAN SCHOOLED
NEW CANADIAN
SETTLED IN CANADA
ENGLISH AS A FIRST LANGUAGE
ENGLISH AS A SECOND LANGUAGE
SINGLE PARENTS
THE WORKING POOR
HEADS OF FAMILIES

Emily immigrates to Canada with her family when she starts high school. In high school, she is in a special program. After high school completion, she attends adult classes for fundamental reading, writing and math. Emily struggles to find part-time employment and is finally happy to be working at a fast-food restaurant. She continues with her upgrading but worries about her future.

Tanis is trying to get her life on track. She wants to get her child out of foster care. Life seems to conspire against her. She has not been able to come to school recently because she is trying to find stable housing, and there was a recent violent death in the family. After she upgrades her basic academic skills and gets her prerequisites, Tanis would like to take the Licensed Practical Nursing (LPN) program at VCC. She wants a good job so she can raise her child.

Syad's first experience with education was growing up in a refugee camp in Pakistan where he learned to speak English. Syad tries to juggle casual labouring jobs with attending reading, writing and math classes. Sometimes he works graveyard shifts as a security guard. During these periods of employment he is often exhausted. For now, Syad wants a stable job so he can get to classes regularly.

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

Carmen has three grown children who live at home and work at casual and part-time jobs. Carmen works full-time as a kitchen helper in a seniors' centre and does part-time cleaning to supplement her day job. She is in the middle of a separation, and hard physical work and stress take its toll on her health. Despite this, she attends night classes for basic reading, writing and computer skills. She does this because she wants to show her kids a good example. Also, Carmen feels she won't be able to do hard physical work all her life. She believes education is the way to get ahead.

As a boy growing up during the Rwandan genocide, Jean saw things he says a child should never have to see. He and his remaining family live in Canada now. He is being treated for severe anxiety. He works at casual jobs and attends Basic Education reading and writing classes. Jean sees himself working in a trade.

Learner Snap Shots

Kevin gets involved with drugs and alcohol in high school and drops out. By 19 he is in rehab. Now he is in his mid-twenties and about to become a father. He works full-time in construction while refreshing basic math and taking high school biology at VCC. After that, he plans to take the other courses he needs to get into a nursing program. Kevin is encouraged by his progress; previously he worried that he had done some brain damage in his youth and wouldn't be able to learn. He feels his goals are within reach.

Oscar has been out of prison for 10 years now, and has been working days and studying nights for several years. He is a gregarious and sensitive student who explains he never learned to read and write and got good at faking, didn't have a happy life growing up, and hopes to be reunited one day with his children. He passes up opportunities at work because he is afraid of the reading, writing and computers involved. He wants to improve these skills for himself, as well as to prepare for a promotion.

Kali takes university transfer courses at a college. She wants to transfer into a program that requires Grade 12 math. An assessment shows that she needs to improve her basic math skills in order to take high school level math. She enrolls in fundamental basic education.

Kirk is injured on the job and needs to go back to school. He has not attended school since he dropped out in Grade 10, and he is very anxious about being back. His assessment shows that he needs a bit of a brush up before taking high school English and math courses. While in Basic Education English classes, he has access to computers and starts to think about transitioning to this area of work.

After years of caring for her children and aged parents, Brenda wants to go back to school. Her assessment shows she needs some basic skills in reading, writing and math. She also wants to learn about computers.

Sheri lives in a large extended household. She works full-time in a restaurant kitchen, and travels a long distance home by bus, often after midnight. Because she speaks English, she is in charge of taking her disabled sister to frequent medical appointments. Sheri also attends Adult Basic Education classes and hopes to get an adult graduation diploma.

School wasn't an option for Steve growing up, so he went to work early on in life. As a young man, he came to Canada, got a good paying union job and raised his family here. Now that his children are educated and successful in their lives, Steve feels it is his time to go to school. He studies basic reading, writing and math, and especially wants to learn how to use the computer.

Erosion of Public Safeguards Impacting ABE Students

Fundamental ABE students are often the most marginalized citizens in Canada.

For more than a decade in British Columbia we have been experiencing an erosion of public safeguards that are diminishing the possibility of a second chance for adult learners.

Education alone is not enough, and “investments in education can be inefficient if they are not backed up by investments in the social sphere.”¹

Since 2001, the BC Liberals’ policy to keep taxes low means shifting the burden to other areas, usually in the form of cuts, funding freezes, deregulation and privatization.²

Public safeguards that impact ABE students

- **PUBLIC FUNDING**
- **GOVERNMENT POLICY**
- **SOCIAL SERVICES AND FINANCIAL AID**
- **CHILDCARE**
- **EMPLOYMENT STANDARDS**
- **EMPLOYMENT INSURANCE**
- **WORKERS’ COMPENSATION**

How are public safeguards for ABE students being eroded?

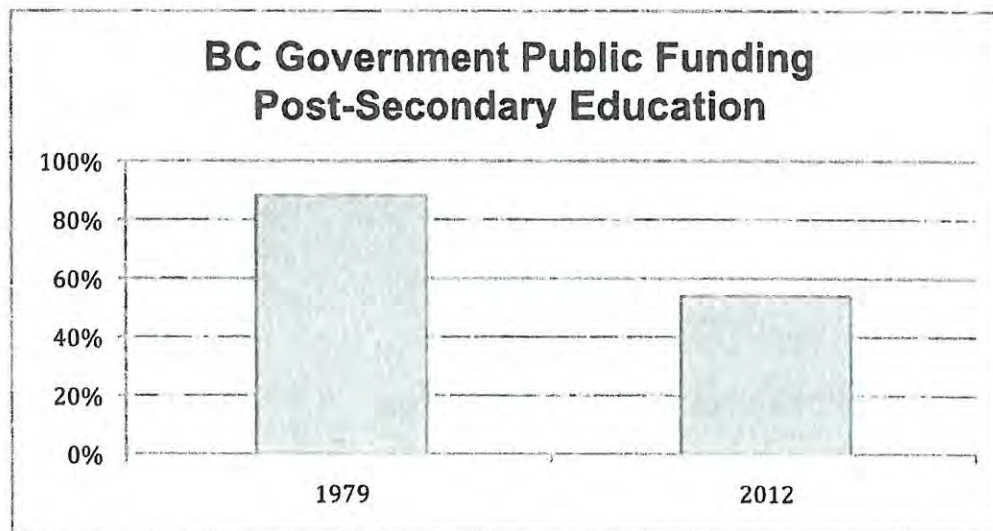
1. Esping-Andersen, Gosta, *A Welfare State for the 21st Century: Ageing societies, knowledge-based economies, and the sustainability of European welfare states*, <http://www.nnn.se/seminar/pdf/report.pdf>, (p. 2)

2. *Dismantling and Deregulating, The BC Liberal Record on PSE*, (FPSE) http://www.fpse.ca/files/uploads/BC_liberalrecord-April_2005.pdf

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

A SHIFT AWAY FROM PUBLIC FUNDING FOR POST-SECONDARY EDUCATION

- A steady withdrawal of BC government support for post-secondary education.
- In 1979 the BC government funded 88% of post-secondary education. In 2012 the BC government funded 54% of post-secondary education. BC has the highest student debt levels in Canada.³ This trend continues.⁴
- Deep cuts to ABE and ESL education in BC's post-secondary system.
- On December 4, 2014, the BC government withdrew \$6.9 million in funding for ABE and shifted \$1.9 million to Adult Upgrading Grants. The \$5 million core funding shortfall came abruptly and without consultation, and has left institutions reeling.
- As of December 2014, the BC government granted public post-secondary institutions the right to charge tuition fees for ESL and Adult Basic Education.
- The BC government is focused on internationalization and *marketization* of K-12 and post-secondary education and targets international student increases by 50% over next 4 years.⁵
- Existing and stable programming of ABE in BC post-secondary is in jeopardy (e.g., 40 years of ABE at Vancouver Community College).



3. Canadian Centre for Policy Alternatives (CCPA), Vancouver Conference, *Exploring Post-Secondary Education and Training in BC, Funding Trends* by Iglia Ivanova, November 7, 2014

4. 2014 BC Budget Backgrounder, http://www.fpse.ca/files/news_files/2014%20Budget%20Backgrounder.pdf

5. BC Jobs Plan, International Ed major stakeholder, <http://engage.gov.bc.ca/bcjobsplan/files/2014/09/BC-Jobs-Plan.pdf> (p.19)

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

GOVERNMENT POLICY SHIFTS

Destabilizing effects on educational programming

Provincial level

- Governance shifts at all levels of education result in education cuts, funding freezes and shifts, privatization and deregulation.
- *School Amendment Act of 2002 (Bill 34)*. Shifts responsibilities for education with strict controls over to boards.⁶
- Government appointed boards and governance changes in public post-secondary institutions since 2001.^{7,8}
- Decreased representation of post-secondary educators at the ministry level.⁹
- Industry, Trades, and Apprenticeship Commission (ITAC) is disbanded in 2002 and replaced by Industry Training Authority (ITA). Results in de-skilling of the workforce.¹⁰
- Deep cuts to Developmental Education funding for ABE and ESL in the form of reduced funding and tuition fees. Resulting in shifting \$5 million away from ABE (Dec 2014).

Federal level

- National Literacy Secretariat (from 1988) disbanded and the Office of Literacy and Essential Skills (OLES) opened in 2006 with a focus on literacy for the workplace.
- In 2014, deep cuts to national and provincial literacy organizations.
- The federal government cancels Labour Market Development Agreements (LMDAs) and Labour Market Agreements (LMAs) that fund provincial employment training programs (2014).
- The LMDA and LMA shift, from funding to the provinces, to the federal Canada Job Grant program not only represents a funding and service cut to provincial employment training programs, it also appears to be a political strategy looking to the 2015 election year.¹¹

6. BC Liberals promote a "need" to restructure education and sway public support with rhetoric around "choice", "efficiency", and "accountability", and make key educational policy changes without consultation. *Devolution, Choice, and Accountability in the Provision of Public Education in British Columbia: A Critical Analysis of the School Amendment Act of 2002 (Bill 34)*, (Fallon, Paquette, 2008) <http://www.umanitoba.ca/publications/cjeap/articles/fallonpaquette.html>

7. Dismantling and Deregulating: The BC Liberal Record on PSE, (FPSE), http://www.fpse.ca/files/uploads/BC_liberalrecord-April_2005.pdf, (p. 2)

8. *Charting a new Course 2.0: Renewing PSE in BC, 2013*, <http://www.fpse.ca/files/attachments/Charting a New Course 2pt0 130522.pdf>, (pp. 3, 14)

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

GOVERNMENT POLICY SHIFTS

Impacts on ABE student access to stable quality education

- A shift from literacy and education (NLS) to worker skills (OLES) reduces access to low barrier education for individuals that need more time and a variety of pathways to complete a basic education. Also, cancellation of BC's GED program and deep cuts in developmental education areas (ABE, ESL, CDO) leave fundamental ABE vulnerable.¹²
- Government leveraging of choice, efficiency, accountability and business models, over social cohesion, active citizenship and personal development, results in financial pressures on programs and a narrow focus on training for the workplace.
- Vancouver Board of Education, regulated to balance its budget despite shortfalls in funding, close one and reduce another Adult Learning Centre's capacity, and begin transitioning Continuing Studies to the college system.^{13, 14}
- Cancelling provincial employment training programs that served the hardest to employ populations result in a loss of educational and employment pathway for many youth, people with disabilities, aboriginal people, immigrants, social assistance recipients, long-term unemployed and older workers.
- Project-based and Request-for-Proposal (RFP) funding models add to destabilization of programs and reduced access for learners. Smaller community initiatives are at risk of being left out due to fewer resources for proposal writing, staffing, and no funding for curriculum and professional development.
- Widespread and deep funding cuts mean loss of access to small community-based literacy programs responsive to needs of specific groups within their communities.
- Deregulated and destabilized trades in BC result in ABE students not having access to clear pathways to trades training and a living wage.

9. A Global Literacy Leader? British Columbia's Pathway to 2010, Judith Walker, UBC, CASAE 2006 National Conference, [http://casae-aceea.ca/~casae/sites/casae/archives/cnf2006/2006onlineProceedings/CAS2006Judith Walker.pdf](http://casae-aceea.ca/~casae/sites/casae/archives/cnf2006/2006onlineProceedings/CAS2006Judith%20Walker.pdf) (p. 242)

10. Government hands over governance of apprenticeship to employers – privatized and deregulated with no education and labour representatives. *Trades Training and Rebuilding BC's Apprenticeship System*, BC Federation of Labour, 2012, <https://s3.amazonaws.com/BCFED/1000-11bre-sjm-trades.pdf>

11. LMDA and LMI funds will be funneled back to the Feds and to the Canada Jobs Grant program; a program that appears to be more political than based on sound labour market information. MacLeod, Andrew, *Canada Job Grant a 'Boondoggle'*, *Say Critics*, <http://thetyee.ca/News/2013/09/27/Canada-Job-Grant/>

12. Smythe, Suzanne, *Policy changes and cuts to adult education programs in the Lower Mainland, BC: A situation report*, SFU, Faculty of Education, October 2014, <http://decoda.ca/wp-content/uploads/adult-education-policy-cuts-Oct-3-1.pdf>

13. *Adult education centre axed in Vancouver's West End*, CBC News, April 8, 2014, <http://www.cbc.ca/news/canada/british-columbia/adult-education-centre-axed-in-vancouver-s-west-end-1.2601888>

14. *VSB 2014/2015 Preliminary Operating Budget Proposals*, VSP, May 1, 2014, <http://www.vsb.bc.ca/sites/default/files/VSB%202014-2015%20Preliminary%20Operating%20Budget%20Proposals.pdf>, (p.3)

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

SOCIAL SERVICES CUTS AND PRECARIOUS FINANCIAL AID

The policy picture

- Restrictive BC income assistance policy since 2002 prohibits ABE recipients from attending school, denying access to basic education and a chance for a better life.
- Income assistance rates in BC have not changed since 2007.¹⁵
- Free ABE tuition policy from 1998. Removed in 2003. Re-instated in 2007. Removed in December 2014.
- Increasing "administrivia" promotes systemic discrimination in social services administrative procedures,¹⁷ and navigating StudentAid BC for funding is beyond the literacy levels of most Fundamental ABE students.

"In light of the trend towards a knowledge-based economy in BC, there is a strong economic argument to be made for encouraging individuals on income assistance to enroll in adult basic education.... The government's current income assistance policy does the exact opposite."¹⁶

– Canadian Federation of Students, BC

THE PUBLIC FUNDING CUTS PICTURE¹⁸ AND ABE STUDENTS

- Cuts to income assistance schemes in BC
 - 28% reduction in student support programs since 2009
- Cuts to:
- programs for persons with disabilities
 - mental health
 - healthcare
 - community health
 - housing
 - programs for women
 - programs for children and families
 - legal aid

Addressing the issues

STOP OUT not drop out

Juggling paid-work, unpaid work, family responsibilities, and circumstances related to poverty, health, mental health and disability, with school is not always possible. Adult students return to their basic education classes as their situations permit. For ABE students, it's stop out, not drop out.

Low enrollment and financial resources

60% of ABE participants surveyed by the BC Ministry of Advanced Education cited non-participation reasons linked to financial resources.¹⁹

- Financial reasons
- Returning to work
- Personal circumstances (e.g., lack of childcare)

15. BC Ministry of Social Development and Social Innovation, *Increases To Income Assistance Rates*, last updated July 31, 2014, <http://www.eia.gov.bc.ca/factsheets/2007/increase.htm>

16. *Adult Basic Education, a Gateway to Post-Secondary Success*, Canadian Federation of Students-BC, Factsheet, <http://cfs.bc.ca/index.php/section/50>, (Nov 27, 2014)

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

British Columbia ABE funding picture – December 2014

- BC Ministry of Advanced Education (AVED) announces on December 4, 2014 abrupt changes to ABE funding in the post-secondary system, resulting in a cut of \$6.9 million in funding. At Vancouver Community College this represents 30% of core funding. Public post-secondary institutions plan to charge tuition fees for ABE.
- At the time of this writing, at Vancouver Community College, January 2015 tuition fees for ABE are set at \$1,600 per term for full-time studies.

“A \$10 to \$20 increase in student fees is enough to deter a fundamental student from enrolling in classes.”

– Nadia Kawas, Program Assistant, Basic Education Department

“Many of our students are too poor to come to school, even when it’s free.”

– Jan Weiten, Department Head, Basic Education Department

- The Ministry of AVED channels \$1.9 million in funding to financial aid in the form of Adult Upgrading Grants (AUG). Adult Basic Education Student Assistance Program (ABESAP), which used to fund students for books, school supplies, Student Union fees and transit fees (UPass), is now called AUG.
- If a student earns above \$24,000, they are not eligible for funding through Adult Upgrading Grants. This means that students below the living wage threshold will be denied funding.
- Adult Upgrading Grant funding will be drastically cut (by 50%) or denied to ABE students who are “In Progress”.
 - ⇒ It takes time to complete a basic education.
 - ⇒ Often ABE students face multiple barriers to education and need additional time to complete a fundamental level course.
 - ⇒ A fundamental level ABE student is In Progress (IP) until the skills for a particular level are developed. These skills and levels are articulated in provincial courses.

ABE Student Profile

- Juggles paid or unpaid work with attending school
- Low-wage earner
- In precarious employment
- Working poor
- Head of family
- Faces multiple barriers to education and employment
- Needs additional time to complete a basic education

A living wage for Metro Vancouver is roughly \$35,000 to \$40,000/year²⁰.

Under the present scheme, ABE students will have unrealistic tuition fees, eligibility criteria and time limits tied to funding.

17. Vancouver Board of Education Community Literacy Reports, DTES, <http://www.vsb.bc.ca/sites/default/files/Annual%20Literacy%20Plan%202014.pdf>, (p.10)

18. *The Cuts*, The Coalition to Build a Better BC, <http://www.betterbc.ca/the-cuts/> (Nov 27, 2014)

19. *Adult Basic Education, a Gateway to Post-Secondary Success*, Canadian Federation of Students-BC, Factsheet, <http://cfs.bc.ca/index.php/section/50>, (Nov 27, 2014)

20. *Working for a Living Wage, 2014 Update*, Canadian Centre for Policy Alternatives, [https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC Office/2014/04/CCPA-BC_Living_Wage_Update_2014_revJul15.pdf](https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2014/04/CCPA-BC_Living_Wage_Update_2014_revJul15.pdf)

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

CHILDCARE NEEDS ABE STUDENT ACCESS, SUCCESS AND RETENTION

ABE students and their children need access to quality childcare

The facts

- In literature surveys, difficulty around childcare consistently ranks high as a barrier to student access, success and retention.²¹
 - For many families, childcare is the second highest expense after housing.²²
 - 71% of ABE students live below the poverty line.²³
 - 20% of ABE students surveyed have children.²⁴
 - BC has the second highest child poverty rate in Canada.²⁶
 - A third of Basic Education Department students at Vancouver Community College juggle unpaid work (e.g., childcare, eldercare) with going to school. 91% of these students report that this kind of unpaid work interferes with attending school.²⁷
- "In BC, a single mother living on Income Assistance with one child receives \$11,628 per year, which works out to \$969 per month; \$520 of which she can use for housing and \$449 for other needs such as food, clothing and transportation. After her child turns three, she must look for work or go back to school, and is then faced with the high cost of child care."*²⁵

*One of the federal Conservatives "first acts in power was to cancel agreements with the provinces and territories for early learning and care and cut \$1 billion in funding." They "replaced it with a monthly payment directly to parents – an amount that barely covers a couple of nights of babysitting."*²⁸

21. Canadian Council on Learning (CCL), *Question Scan Summary Report – What are the most effective strategies to enhance learner access to ABE and literacy programs, especially for individuals from groups with special barriers?* http://www.aved.gov.bc.ca/ccl_question_scans/documents/29-Enhancing_Access_to_ABE.pdf

22. Rethink! Child Care, *Learn the Issues*, <http://rethinkchildcare.ca/learn/> (Dec 1, 2014)

23. *Adult Basic Education, a Gateway to Post-Secondary Success*, CFS-BC Factsheet, <http://cfs.bc.ca/index.php/section/50>, (Nov 27, 2014)

24. *BC AVED 2013 Developmental Student Outcomes Survey findings*, <http://www.aved.gov.bc.ca/abe/docs/2013-Developmental-Student-Outcomes-Survey-Report-of-Findings.pdf>, (p. 14)

25. Myles, Merissa, *Affordable Housing and Quality Child Care: Essential Resources for Young Families*, BC Council of Families, Spring 2007, <http://www.bccf.ca/all/resources/affordable-housing-and-quality-child-care-essential-resources-young-families>

26. *BC Campaign 2000 - 2012 Child Poverty Report Card*, November 2012, <http://www.firstcallbc.org/pdfs/EconomicEquality/FirstCallBCChildPovertyReportCard2012.pdf>, (p. 2)

27. Horvat, Lynn, *Working and Going to School: A survey of Basic Education Department students*, October 2014

28. Rethink! Child Care, *Learn the Issues*, <http://rethinkchildcare.ca/learn/> (Dec 1, 2014)

EMPLOYMENT STANDARDS ACT ABE STUDENTS – THE WORKING POOR

The working poor struggle for a basic education

Well over the majority of ABE students work and live below the poverty line.²⁹

A survey of Basic Education Department students at Vancouver Community College shows, not only that the majority of fundamental ABE students' work situations are precarious; but that they also interfere with participation in a basic education:³⁰

- 74% are employed. Of these, 37% have full-time jobs, 38% have part-time jobs, and the remaining 25% do on-call, temporary and seasonal work.
- Almost 30% of fundamental ABE students have more than one job.
- Income is unstable: 46% do not work the same number of hours every week.
- Schedules are uncertain: 49% work different days from week to week.
- 56% report that their work schedules interfere with attending school.

Sauder School of Business professor emeritus Mark Thompson calls the changes to the Employment Standards Act “the biggest roll back of worker rights in Canadian history.”³¹

- *The Tyee, 2010*

For ABE students with children, complex work schedules add to childcare difficulties.

BC Employment Standards Act changes³²

- Overall, 42 changes to the Employment Standards Act since 2002, most aimed at reducing employee rights and protections (complaint process³³, online Self-Help Complaint Kit³⁴ – ineffective for vulnerable workers with low literacy, closure of 50% of branch offices).
- Other changes to the Act include: minimum daily shift reduced from four to two hours, 24-hour notice of shift change eliminated, longer shifts instead of consecutive days.
- Bill 29 allowed the largest mass layoff of 8,000 female health-care workers in Canada; it outsourced their jobs to lower paying private companies (2002).
- Low-wage policy. In 2001 minimum wage frozen at \$8 for 10 years; the \$6/hour training wage for the first 500 hours of work was finally abolished in 2011. (In 2014, BC has one of the lowest minimum wages in Canada at \$10.25/hr³⁵ and the highest cost of living).

29. *Adult Basic Education, a Gateway to Post-Secondary Success*, CFS-BC Factsheet, <http://cfs.bc.ca/index.php/section/50>, (Nov 27, 2014)

30. Horvat, Lynn, *Working and Going to School: A survey of Basic Education Department students*, October 2014

31. Sandborn, Tom, *Biggest Rollback of Worker Rights in Canadian History*, Sep 7, 2010, <http://thetyee.ca/News/2010/09/07/DecadeofLabour/>

32. Fairey, David and Griffen Cohen, Marjorie, *Why BC's Lower-wage Workers Are Struggling: The case for stronger employment standards after years of roll-backs*, Apr 24, 2013, The Tyee.ca, <http://thetyee.ca/Opinion/2013/04/24/BC-Employment-Standards/>

33. *Employment Standards Complaint Submission*, https://www.labour.gov.bc.ca/esb/forms/esb_comp.htm, (Dec 1, 2014)

34. *Employment Standards Act: Self-Help Kit*, https://www.labour.gov.bc.ca/esb/self-help/self_help_kit.pdf, (Dec 1, 2014)

35. *Minimum Wage by Province*, 2014, <http://www.retailcouncil.org/quickfacts/minimum-wage>

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

EMPLOYMENT INSURANCE AND VULNERABLE WORKERS

ABE students often face obstacles to employment as well as Service Canada Employment Insurance (EI) benefits. Among these vulnerable workers are:

- Youth
- Single income families
- People with disabilities
- Aboriginal people
- Immigrants
- Long-term unemployed
- Older workers

EI rules make it difficult for vulnerable unemployed adults to get a basic education and begin a path to improving their lives and making a living wage.

- Over 60% of fundamental ABE students surveyed are involved in precarious work³⁶ and may not meet EI benefits criteria even though they pay EI premiums during periods of insurable employment.
- EI rules favour training assigned by Employment and Social Development Canada, rather than workers who go to school on their own initiative.³⁷
- ABE students collecting EI commit to looking for work and being available for work. This impacts the amount of time and when unemployed students can participate in a basic education.

36. Horvat, Lynn, *Working and Going to School: A survey of Basic Education Department students*, October 2014

37. *Employment Insurance and courses or training programs*, Services Canada, Aug 8, 2014, <http://www.servicecanada.gc.ca/eng/ei/information/training.shtml> - Who

WORKERS COMPENSATION IN BC AND VULNERABLE WORKERS

Changes to the BC Workers Compensation Act since 2002 have resulted in decreased compensation and further erosion of protections for vulnerable workers.³⁸

Vulnerable worker safety has not been a top priority in BC as the business lobby has successfully influenced government decisions around employer responsibility in cases involving:

- working alone overnight
- safety for farm workers, miners and forestry workers^{39, 40}

In BC, "legislative and regulatory initiatives ...revamped Employment Standards legislation, the functioning of Worksafe BC... and the Labour Relations Board, all in ways that critics say privilege the agendas of management and employers over worker's rights."⁴¹

Threats to labour unions and overall reduction of the unionized workforce in BC⁴² diminish vulnerable workers' opportunities to safer jobs and a secure living wage.

38. Geunther, Stan, Patterson, Janet, O'Leary, Sarah, *Adding Insult to Injury: Changes to the BC Workers' Compensation System 2002-2008, The Impact on Injured Workers, A Summary Report to the BC Federation of Labour*, Apr 22, 2009, [http://bcfed.ca/sites/default/files/attachments/1520-09br-Insult to Injury.pdf](http://bcfed.ca/sites/default/files/attachments/1520-09br-Insult%20to%20Injury.pdf), (pp. 2-4)

39. Hoekstra, Gord, *WorkSafeBC has little recent experience preparing cases for court*, July 3, 2014, <http://www.vancouversun.com/business/WorkSafeBC+little+recent+experience+preparing+cases+court/9991079/story.html>

40. Sandborn, Tom, *The Decade's Top Labour Stories In BC*, Sep 6, 2010, <http://theyee.ca/News/2010/09/06/TopLabourStories/>

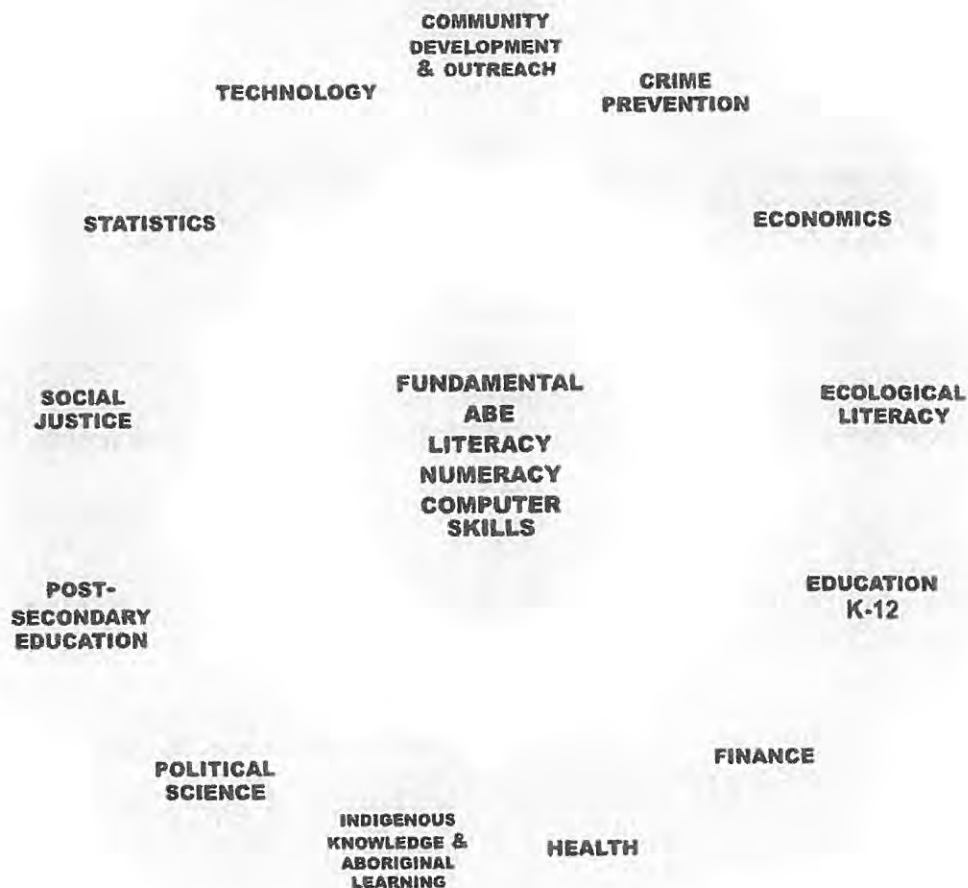
41. Sandborn, Tom, *Biggest Rollback of Worker Rights in Canadian History*, Sep 7, 2010, <http://theyee.ca/News/2010/09/07/DecadeofLabour/>

42. *ibid.*

Literacy: An Interdisciplinary View

A LARGER CONVERSATION

The case for literacy education has been made over and over in recent decades and centuries, and – for that matter – millennia.¹ Nowadays, few will dispute the value of a basic education for the individual and for society. Increasingly, disciplines outside the literacy field are weighing-in. From these various perspectives, a holistic picture of literacy and adult basic education emerges where interconnectedness reveals both a larger value and constructive points of discussion. While governments promote their agenda of cuts, funding freezes, funding shifts, deregulation and privatization, and citizens demand resources and services; it is worthwhile understanding how the different fields relate. In this way, too, different arms of government may find common purpose in refocusing their work towards planning for the wellbeing of all citizens.



1. Quigley, Allan B., *Learning From Landmarks: To Re-shape Adult Literacy Policy in the Twenty-First Century*, pp. 82-92, in *Building on Critical Traditions – Adult Education and Learning in Canada*, Eds: To Nesbit, Susan M. Brigham, Nancy Taber, Tara Gibb. Thompson Educational Publishing, Inc., Toronto. 2013

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

Community Development and Outreach (CDO)

Community Development and Outreach organizations by nature strive to respond to the dire and immediate needs of citizens who are falling into widening social services gaps.

“There are many urgent and important community issues and literacy is a tool for addressing DTES community priorities. Literacy is at the heart of democracy, social justice and wellbeing.”²

- Downtown Eastside Adult Literacy Roundtable

- In urban centres, CDO organizations serve the most marginalized citizens and deal with issues of poverty, housing, health, justice, education and employment.
- In rural areas, CDO organizations fill in gaps where services are scarce or non-existent.

Funding cuts to community development organizations further diminish resources, social supports, pathways to a basic education, and improved quality of life for citizens who are among the most vulnerable in society.

Crime Prevention

Police departments observe a link between low literacy and crime, as well as a link between low literacy and the costs associated with crime and the criminal justice system.³

- Offenders are three times as likely to have low literacy skills.
- 65% of people entering correctional facilities have less than a Grade 8 education or literacy skills.
- Inmates with low literacy are less likely to access rehabilitative services and programs available to them.
- Low literacy in Canada (42% of citizens), and memory and thinking patterns associated with low literacy, affect the criminal justice system's ability to serve fairly, accurately, expediently and efficiently. Offenders, suspects, witnesses and victims with low literacy have difficulty coping with all aspects of the criminal justice system, including: answering questions, filling out forms, providing statements, and reading documents.

“The economic and social returns [of literacy], far outweigh the cost of providing literacy training...”

- The Canadian Association of Chiefs of Police

2. Downtown Eastside Literacy Roundtable, *Plan for Strengthening Literacy in the DTES*, 2010, https://docs.google.com/file/d/0B8Y64xYGAutFZVVvInJjYzktYWZmZS00MGY5LTk3NTU0Nzk3ZjU5ZWVmNDFi/edit?hl=en_US&pli=1

1, See also, Ivits, Shantel, *Navigating Education in the Downtown Eastside*, prepared by the DTES Literacy Roundtable, November 2014, <https://drive.google.com/file/d/0Bxkk9NpvR1L8aDRfQnF4NzVCV2M/view?pli=1>

3. Canadian Association of Chiefs of Police, *Literacy and the Police: Target Crime with Literacy, Literacy Facts*, Dec 9, 2014, <http://policeabc.ca/literacy-fact-sheets/Page-5.html>

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

Economics

One area in which economics has traditionally been interested is in measuring the effects of education on labour productivity. In recent times, the field of economics has been expanding its perspective to include the effects of education on:⁴

- Voting and democratic participation
- Health and mortality
- Criminal behaviour

“A growing body of work suggests that education offers a wide-range of benefits that extend beyond increases in labor market productivity.”

Economists are also interested in cost-benefit analysis of improving adult literacy.

– Lance Lochner, Department of Economics, University of Western Ontario

- An Example: to improve literacy levels by 10%, for 9 million people, a cost of \$35.5 billion and a \$197 billion benefit over 10 years.⁵

Ecological Literacy

Ecological literacy,⁶ or environmental education, is another area that intersects with literacy. A basic education provides adult learners with the skills needed to access information and understand our relationship to the natural world:

- How human behaviour modifies the natural environment
- How, in our role as consumers, we impact the environment
- Chemical product use and safety

Education K-12

The British Columbia Teachers' Federation (BCTF) recognizes that some students need more time to complete a basic education and recommend:⁷

- Quality, publically funded adult basic education
- Self-paced programs for adult students
- Adult learner supports such as access to counseling, psycho-educational testing, and learning-support specialists.

Quality, articulated public adult basic education, with student supports in place, has a long history in BC's public post-secondary system. For example, Vancouver Community College has over 40 years of Adult Basic Education.

4. Lochner, Lance, *Non-Production Benefits of Education: Crime, Health, and Good Citizenship*, University of Western Ontario, Dec 15, 2010, http://economics.uwo.ca/cibc/workingpapers_docs/wp2010/Lochner07.pdf

5. Hyslop, Lucy, *Adult Literacy Learning on the Line*, BC Business, July 1, 2008, <http://www.bcbusiness.ca/careers/adult-literacy-learning-on-the-line>

6. Hayward, Karen, Pannozzo, Linda, and Colman, Ronald, *Developing Indicators for the Educated Populice Domain of the Canadian Index of Wellbeing*, Document 2, August 2007, https://uwaterloo.ca/canadian-index-wellbeing/sites/ca.canadian-index-wellbeing/files/uploads/files/Historical-Educated_Populace_Literature_Review_Doc2_August_2007.sflb.pdf

7. *Graduation Requirements Review*, Dec 2012, BCTF, <http://www.bctf.ca/uploadedFiles/Public/Publications/Briefs/GraduationRequirementsReviewBrief.pdf>

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

Finance

Canada's below average score for numeracy on the *Programme for the International Assessment of Adult Competencies (PIAAC)*⁸ was not well received by Canada's financial community who say the results do not bode well for the future.⁹

- Canada's 2012 score for numeracy is lower than it was in 2003.
- 6 in 10 Canadians do not have numeracy levels required for a knowledge-based economy.
- 23% of Canadians scored at or below level one.

Canada's numeracy results have "...serious implications for financial literacy outcomes. It also raises concern about the ability to build technical skills".

- TD Economics, Special Report, December 2013

- **Level 1** – can perform simple mathematical operations involving a single step such as counting or ordering.
- **Below Level 1** – can cope with very simple concrete, familiar and explicit tasks.
- Low numeracy skills of youth, Aboriginal and immigrant populations point to future skills problems.

Health

To be health literate is to be able to access and understand the information required to manage one's health on a day-to-day basis.¹⁰

- Literacy, education and income are proven determinants of health in Canada.
- 60% of Canadians do not have sufficient literacy to understand and act on health information.
- Low literacy and education has a negative impact on health, quality of life and healthcare costs.

"Education is the best economic development and health promotion program ever invented. In tight economic times, it is only smart to maintain and expand educational investments."¹¹

– Steven Point, Lieutenant Governor of BC, Speech to the Throne, 2009

8. *Skills in Canada: First Results from the Programme for the International Assessment of Adult Competencies (PIAAC)*, 2013, <http://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report.EN.pdf>, (p. 18)

9. TD Economics, Special Report, *Canada's Literacy and Numeracy Challenge Worsens*, December 12, 2013, <http://www.td.com/document/PDF/economics/special/CanadaLiteracyAndNumeracyChallengeWorsens.pdf>

10. *An Inter-sectoral Approach for Improving Health Literacy for Canadians*, Public Health Association of BC, 2012 <http://www.phabc.org/userfiles/file/IntersectoralApproachforHealthLiteracy-FINAL.pdf>

11. Point, Steven, *Speech to the Throne, 2009*, https://www.leg.bc.ca/38th5th/Throne_Speech_2009.pdf, p.11

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

Indigenous Knowledge and Aboriginal Learning

Indigenous knowledge is part of the larger area of Aboriginal learning that is holistic, lifelong, experiential, spiritually oriented, community-based, rooted in Aboriginal languages and cultures, and an integration of Aboriginal and western knowledge.¹²

Adult Basic Education is along the educational pathway for many Aboriginal post-secondary students.¹³ Approaches to improving outcomes for Aboriginal students include:

- strategies and services aimed at improving Aboriginal student retention and success¹⁴
- demonstrated respect for indigenous knowledge and Aboriginal learning
- reliable funding mechanisms

Aboriginal post-secondary learners often get caught in funding gaps and accreditation issues that are complicated by federal-provincial-Aboriginal jurisdictions and the competing responsibilities of federal Aboriginal Affairs (on-reserve) and provincial (off-reserve) Education.

Political Science

The political ideology of neo-liberalism¹⁵ explains much about the direction the BC Liberals have taken with respect to education and public safeguards for vulnerable citizens since they took power in 2001.

There is an important distinction between political liberalism and economic liberalism.

- Political liberalism is associated with being progressive as opposed to being conservative or right wing.
- Economic liberalism, or neo-liberalism, focuses on maximizing profits and efficiency by reducing or eliminating services, regulations, laws, standards, and other measures that are deemed restrictive to the flow of capital and investment.

In BC, the neo-liberal economics of the BC Liberals have resulted in massive funding cuts, freezes and shifts in public K-12 and post-secondary education. In a political climate of hyper-economic efficiencies and profit, there is widespread erosion of a public safety net for vulnerable citizens and the working poor – groups that face multiple barriers to ABE, a living wage and improved quality of life.

12. *The State of Aboriginal Learning in Canada: A Holistic Approach to Measuring Success*, Canadian Council on Learning, 2009, http://www.ccl-cca.ca/pdfs/StateAboriginalLearning/SAL-Fact-Sheet-Final_EN.PDF

13. "Secondary school data (2004-2009) identifies the rate of First Nation graduation at approximately 36% compared to the Canadian graduation rate of 72%...."61% of First Nation young adults (20-24) have not completed high school, compared with 13% of non-Aboriginal people in Canada." *A Portrait of First Nations and Education* Factsheet, Chiefs Assembly on Education, October 2012, http://www.afn.ca/uploads/files/events/fact_sheet-ccoe-3.pdf

14. MacKinnon, *Neo-Liberalism and the Aboriginal Second-Chance Learner: Stifling development and reinforcing exclusion*, June, 2012, <http://www.cpsa-acsp.ca/papers-2012/MacKinnon.pdf>

15. Shah, Anup, *A Primer on Neoliberalism*, <http://www.globalissues.org/article/39/a-primer-on-neoliberalism>, December 9, 2014

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

Post-Secondary Education

When public funding is respected and in place, public BC Post-Secondary institutions have the capacity to provide quality and stable adult basic education throughout the province.

- ABE is well defined in provincially articulated post-secondary courses.
- Qualified and professional post-secondary ABE instructors are supported by professional development and curriculum development. They are skilled at developing curriculum, planning stable and innovative programming, and are committed to the education of BC's most vulnerable, diverse and hard to reach populations.
- Adult students who face multiple barriers to a basic education have access to student supports and individualized programming.
- Curriculum is tailored to student needs, and schedules are flexible.
- There are socialization benefits for students who engage in a basic education in the post-secondary system; they become part of a broader community that promotes active citizenship and lifelong learning in a respectful and safe adult learning environment.
- There is shared and efficient access to up-to-date information technology and equipment for delivery of quality education and learning.
- ABE in the post-secondary system provides pathways to further programs, training, practicums, employment and a better life.

"I am always amazed by how courageous, dedicated and resilient our students are. I am even more impressed now because students lives are getting harder and harder. It takes a special kind of instructor who can thrive, grow and stay in ABE."

*– Jan Weiten, Basic Education Department,
Vancouver Community College, Nov 21, 2014*

Teaching, and usefulness of what was learned, course materials, equipment, and course schedules were given very high ratings by the vast majority of ABE students in the post-secondary system.¹⁶

*– BC Ministry of Advanced Education,
Developmental Students Outcomes Survey, 2013*

16. BC Ministry of AVED, 2013 *Developmental Students Outcomes Survey: Report of Findings*, <http://www.aved.gov.bc.ca/abe/docs/2013-Developmental-Student-Outcomes-Survey-Report-of-Findings.pdf>, (p. 18)

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

Social Justice

Due to the diverse characteristics and needs of Adult Basic Education learners, ABE interests intersect with the work of the Canadian Centre for Policy Alternatives on all issues affecting BC's most marginalized citizens: health care, education, social programs, taxation, government spending on public services, and quality of life.

*"An effective and well-resourced government is not a barrier to a healthy economy. In fact, it is often government spending that creates the conditions for businesses and communities to thrive – for example, spending on staff who create and enforce appropriate regulations, and who protect the health and improve the education of all citizens."*¹⁷

– Igluka Ivanova, Economist and Public Interest Researcher

Statistics

Statistics provide an informed picture of the barriers that exist for ABE learners. They describe a pathway that is getting narrower and narrower for citizens as they struggle with poverty and strive to improve their quality of life.

BC Statistics (previously reported in this document)

- Continuing and alarming trend in reduced public funding to both K-12 and post-secondary education and other social safeguards.
- Among the lowest minimum wages in Canada, highest cost of living.
- Second highest child poverty rate in Canada. Many ABE students are parents.
- Most ABE students live below the poverty line, are the working poor, and juggle both paid and unpaid work.

*"Ten years ago, it was clear that there was an essential skills problem in Canada. With the release of the PIAAC results, it is clear that the problem has clearly not gone away – and if anything we are heading in the wrong direction."*¹⁸

– TD Economics, Special Report, December 2013

Current levels of funding and educational policies are not achieving the results needed to improve adult literacy levels in Canada.

17. Ivanova, Igluka, Canadian Centre for Policy Alternative, Public Interest Research Project, 2014, <https://www.policyalternatives.ca/projects/public-interest-research-project>

18. TD Economics, Special Report, *Canada's Literacy and Numeracy Challenge Worsens*, December 12, 2013, <http://www.td.com/document/PDF/economics/special/CanadaLiteracyAndNumeracyChallengeWorsens.pdf>

19. *The Best Place on Earth*, Province of BC Strategic Plans, 2006, <http://www.bcbudget.gov.bc.ca/2006/stplan/>, and 2011-2014, http://www.bcbudget.gov.bc.ca/2011/stplan/2011_strategic_plan.pdfBC

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

Statistics (continued)

Statistical information can be useful in deciphering political promises and hyperbole that surround education, training, jobs and employment.

"Make BC the best educated, most literate jurisdiction on the continent."¹⁹

- Top goal of the BC Government's Strategic Plan, 2006 and 2014

- The Auditor General for Canada confirmed statistics, and economists exposed the myth of a serious skills shortage in Canada. This finding calls into question the federal Canada Job Grant program.^{20, 21} The Canada Job Grant program shifts funds away from the cancelled federal-provincial Labour Market Agreements and creates a gap in employment preparation programs for hard to employ populations.
- The facts question the BC government's labour forecast data and timeline around liquid natural gas (LNG) development, and its associated sweeping plan to re-engineer education in order to meet the needs of uncertain prospects and exaggerated projections for LNG in the province.²²

From the Employment Impact review for LNG development in BC:

The employment estimates "are not forecasts and this report is not intended to attribute any probability that they will occur...." and they "do not reflect the actual or expected total impact on the overall BC employment outlook..."²³

- Grant Thornton, Employment Impact Review, February 2013

Technology

Adult Basic Education students need access to computer courses tailored to their literacy skills.

- Computer Literacy is foundational to living and working in today's world.
- Developing critical thinking and strategies around Internet safety and financial security are important benefits to learners in adult basic education.
- Public post-secondary institutions are equipped to provide articulated computer courses using up-to-date technology.

20. "Auditor General Michael Ferguson confirmed...the federal government was using unreliable statistics...", Goar, Carol, *How the myth of a Canadian skill shortage was shattered: Goar*, May 13, 2014, http://www.thestar.com/opinion/commentary/2014/05/13/how_the_myth_of_a_canadian_skill_shortage_was_shattered_goar.html

21. Drummond, Don, *Wanted: Good Canadian Labour Market Information*, IRPP Insight, No. 6, June 2014, <http://irpp.org/wp-content/uploads/2014/06/insight-no6.pdf>

22. Schreck, David, *As Jobs Dive, Clark's Natural Gas Dream Fades, Too – Does premier really expect BC to supply a quarter of the world's LNG?*, Dec 13, 2013, The Tyee, <http://thetyee.ca/Opinion/2013/12/13/Clark-Natural-Gas-Dream/>

23. Grant Thornton LLP. A member of Grant Thornton International Ltd, *Employment Impact Review*, Ministry of Energy, Mines and Natural Gas, Feb 2013, http://www.empr.gov.bc.ca/OG/Documents/Grant_Thornton_LNG_Employment_Impacts.pdf, (p.1)

Destabilized Adult Basic Education

The Program for the International Assessment of Adult Competencies (PIAAC) results¹ show that literacy and numeracy levels in Canada have not improved over the last ten years. Scholars and practitioners both point to dysfunction in the system.

Despite Canada's "well-deserved reputation for research excellence in the field of adult literacy, Canada lacks anything that could be considered a cohesive, coherent or systematic policy approach to adult literacy."²

- National Adult Literacy Agency, Ireland, 2011

Why? How?

COMPETING AND OVERLAPPING FEDERAL & PROVINCIAL RESPONSIBILITIES

- The federal government is responsible for labour market and employment.
- Provincial governments are responsible for education.
- Federal-provincial Labour Market Agreements (LMAs) result in precarious funding for provincial employment training programs for hard to employ populations.
- Precarious federal-provincial agreements for ESL education.
- For Aboriginal students, accreditation and funding is complicated by separate federal (on-reserve) and provincial (off-reserve) jurisdictions over education.

GOVERNMENT PRIORITIES

- A narrow focus on workplace literacy and project-to-project funding at the federal level in the Office of Literacy and Essential Skills (OLES).
- BC government shift to privatization and "marketization" of post-secondary education (high tuition fees, a shift away from public post-secondary education, *BC's International Education Strategy*).³
- Limited project-based funding for community literacy programs in BC.⁴
- Cancelled federal-provincial Labour Market Agreements (LMAs) shift federal funding to the Canada Job Grant program, which critics call a taxpayer-paid pre-2015 Election campaign.⁵
- The BC government promotes its Skills For Jobs Blueprint⁶ and shifts funding away from education sectors to uncertain job training and prospects, and exaggerated projections in liquid natural gas (LNG) development.⁷

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

- The BC Liberals' track record with trades training is dismal and has resulted in deregulation and de-skilling of trades in BC over the last decade. The Industry Trades and Apprenticeship Commission (ITAC) was deregulated to form the Industry Training Authority (ITA) along the lines of a privatized model.⁸
- BC government neo-liberal policies that keep taxes low, traditionally win support of voters⁹, but result in cuts, funding freezes and shifts, deregulation (e.g., de-skilling of the trades in BC, Employment Standards) and privatization (e.g., health care, post-secondary education); and make life harder for vulnerable citizens.

FROM 2014: FUNDING CUTS AND LACK OF CONSULTATION

2014 has seen widespread and deep cuts to developmental programming nationally and provincially.

- Federal cuts to core funding of national and provincial literacy organizations collapse network of Canadian literacy organizations.
- Cancellation of LMA agreements by the federal government destabilizes provincial employment training programs.
- Cancellation of federal funding for provincial post-secondary ESL programs.
- In December, the BC government reinstated ESL for higher-level language learners only, and with tuition fees attached. The BC government has never provided base-funding for ESL.
- At the same time, without consultation with the sector, the BC government cut \$5 million in adult basic education funding in public post-secondary institutions and encouraged them to start charging tuition fees.
- Without consultation or an understanding of the financial needs of ABE students, the BC government announces the Adult Upgrading Grant (AUG) to serve only a portion of low-income students. The duration of this funding is not clear.

1. Statistics Canada, *Skills in Canada: First Results from the Programme for the International Assessment of Adult Competencies (PIAAC)*, 2013, <http://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report.EN.pdf>

2. *A Literature Review of International Adult Literacy Policies*, prepared for National Adult Literacy Agency, Ireland, 2011, [https://www.nala.ie/sites/default/files/publications/A Literature Review of International Adult Literacy Policies 110311_1.pdf](https://www.nala.ie/sites/default/files/publications/A%20Literature%20Review%20of%20International%20Adult%20Literacy%20Policies%20110311_1.pdf), (p. 21)

3. A top link on the Ministry of Advanced Education (AVED) website, *BC's International Education Strategy*, May 2012, http://www.aved.gov.bc.ca/internationaleducation/forms/InternationalEducationStrategy_WEB.PDF

4. BC Ministry of AVED, *Community Adult Literacy Program Applicant's Guide 2013/14*, http://www.aved.gov.bc.ca/literacy/docs/2013-14_CALP_Guide.pdf

5. Harris, Sophia, *Ottawa's ads called a pre-election campaign funded by taxpayers*, CBC News online, Dec 9, 2014, <http://www.cbc.ca/m1touch/news/story/1.2864611>

6. Another top link on the Ministry of Advanced Education (AVED) website, *BC's Skills for Jobs Blueprint*, 2014, <http://www.workbc.ca/skills>

7. Moore, Dene, *BC LNG Alliance says LNG boom for BC 'not a foregone conclusion'*, CBC News, The Canadian Press, Oct 8, 2014, <http://www.cbc.ca/news/canada/british-columbia/b-c-lng-alliance-says-lng-boom-for-b-c-not-a-foregone-conclusion-1.2793160>

8. BC Federation of Labour, *Trades Training and Rebuilding BC's Apprenticeship System*, Spring 2012, <https://s3.amazonaws.com/BCFED/1000-11bre-sjm-trades.pdf>

9. Ross, E. Wayne, *Resisting the Common-nonsense of Neoliberalism: A Report from British Columbia*, University of British Columbia, Workplace – A Journal for Academic Labor, #17, 2010, <http://ojs.library.ubc.ca/index.php/workplace/article/view/182326/182364>

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

PROJECT-BASED FUNDING

- The federal Office of Literacy and Essential Skills (OLES) funds literacy projects through a Request-for-Proposal system.
- BC Ministry of Advanced Education (AVED) funds community literacy projects through the Community Adult Literacy Program (CALP).
- Short-term project-to-project grants result in insecure programming.
- Community driven project resources are stretched thin by ongoing fundraising, proposal writing and carrying out audit requirements, which distract from teaching and learning.
- Uncertain funding makes program staffing and scheduling difficult.
- There is a reliance on volunteer tutors, a lack of trained instructors, curriculum development and professional development.

HELP WANTED

Reading Coordinator ¹⁰

Implement a high quality literacy program by supervising and managing a team of volunteers

Bachelor of Education Degree required

Car required

Part-time contract
15 hr/wk, \$15/hour

Closing date: December 19, 2014

DEVOLUTION OF GOVERNMENT RESPONSIBILITY

- Governments shift the burden of responsibility to governing boards (school boards, college boards) by requiring them to balance budgets. In this scenario, governments devolve themselves of risk while maintaining strict control.
- Withdrawal of support for ABE programming in the post-secondary system diminishes access to stable, quality Adult Basic Education.
- Erosion of public safeguards (publicly funded ABE, a living wage, social services, employment standards, workers' compensation) diminishes the opportunities for BC's most marginalized citizens to a basic education and a better life.

10. Job Ad, Indeed website, December 5, 2014, http://ca.indeed.com/viewjob?jk=05d2dcd8e1bfbe2a&q=Adult+Learning+Literacy&tk=198d67r4m07913os&from=ja&alid=4b8bdf1b2474dab2&utm_source=jobseeker_emails&utm_medium=email&utm_campaign=job_alerts

Essential Skills Training: A Narrow View on Education

Literacy educators are not opposed to the idea of essential skills (reading, document use, numeracy, writing, oral communication, working with others, thinking, digital technology, continuous learning), as essential skills are embedded in our work. However, Essential Skills training, as dictated by the federal government through the Office of Literacy and Essential Skills (OLES),¹ promotes a narrowing of the curriculum for adult literacy and adult basic education.

ADULT BASIC EDUCATION LEARNERS NEED MORE THAN ESSENTIAL SKILLS

More goes into providing a basic education:

- ⇒ removing barriers for marginalized individuals
- ⇒ allowing for the time it takes for individuals to achieve a basic education
- ⇒ meeting students where they are; self-paced and individualized instruction
- ⇒ gaining knowledge and basic skills that are not just related to a job but important for participating in society
- ⇒ developing study skills and independent learning strategies
- ⇒ personal development
- ⇒ socialization
- ⇒ active citizenship

ABE students were asked, “to what extent their courses helped them to develop five life skills – critical thinking, problem solving, group collaboration, independent learning, and self-confidence. The majority of ABE respondents said that their courses helped them develop these skills.”²

– BC Ministry of Advanced Education, ABE student survey 2013

1. Employment and Social Development Canada website, <http://www.esdc.gc.ca/eng/jobs/les/funding/index.shtml>

2. BC Ministry of AVED, 2013 Developmental Students Outcomes Survey: Report of Findings, <http://www.aved.gov.bc.ca/abe/docs/2013-Developmental-Student-Outcomes-Survey-Report-of-Findings.pdf> (p.17)

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

PROBLEMS WITH THE REQUEST-FOR-PROPOSAL (RFP) BUSINESS MODEL

Essential Skills training, dictated by the Office of Literacy and Essential Skills (OLES), is based on a request-for-proposal business model that results in reducing access to literacy education for those with the most need.

- A business model favours private service providers over community providers. Community providers lack stable funding, and have fewer resources for fundraising and proposal writing.
- Project-to-project funding creates program uncertainties for quality, stable delivery; hiring staff, and no allowance for curriculum and professional development.
- If funding is tied to short-term performance indicators
 - ⇒ Resources and energy are focused on fulfilling audit requirements instead of on learning and instruction.
 - ⇒ Providers may select participants with higher skills to ensure program success. Funds will go to who will get a job fastest; the lowest skilled, the individuals who need more time and need it most, will not get served.
- Adult basic education students, who in many cases represent the working poor or the hard-to-employ, are not likely to be working where essential skills training is occurring.
- Essential skills training along the lines of a business model represents a move away from instruction and learning to assessment and screening for the workplace.
- There is no proof that the formation of project-by-project business relationships in the provision of adult literacy education improves efficiency or quality.

“In Reading the Future, the Canadian Council on Learning projects that there will be little to no progress in our population’s level of literacy. In fact, by 2031, 47% of adults aged 16 and over — totaling more than 15 million — will continue to have low literacy skills below IALSS Level 3, or the internationally-accepted level of literacy required to cope in a modern society.”³

– Canadian Council on Learning (CCL) and BC Ministry of Advanced Education (AVED), report: *Reading the Future*, 2008

3. Canadian council on learning (CCL) and BC Ministry of Advanced Education (AVED), report: *Reading the Future*, 2008
<http://www.ccl-cca.ca/pdfs/ReadingFuture/LiteracyReadingFutureReportE.PDF> (p.5)

Adult Basic Education: A Basic Human Right

***"We've won the argument that literacy matters.... Now perhaps it is time to look out at the 'margins' again and present a vision of literacy that embraces a more holistic view. One that views literacy as integral to civic engagement, equity, participation in all aspects of life. Literacy as a human right, not a privilege."*¹**

– Brigid Hayes, *Adult Literacy in Canada: Where have we been? Where should we be going?* 2013

The United Nations Universal Declaration of Human Rights resulted from the experience of the Second World War.

***"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages."*²**

– United Nations Universal Declaration of Human Rights, Article 26, 1948

Literacy is a fundamental human right.

***"Literacy is not an end in itself. It is a fundamental human right."*³**

– *Persepolis Declaration, International Symposium on Literacy, UNESCO, 1975*

1. Hayes, Brigid, *Adult Literacy in Canada: Where have we been? Where should we be going?* Saskatchewan Action Research Network, May 27, 2013 <http://sarn.ca/?p=1159>

2. The United Nations, *The Universal Declaration of Human Rights*, 1948, Article 26, <http://www.un.org/en/documents/udhr/> - atop

3. UNESCO, *Education for All*, Global Monitoring Report, Ch 5, Why Literacy Matters, http://www.unesco.org/education/GMR2006/full/chapt5_eng.pdf

Re-Framing the Conversation: Respecting Adult Basic Education in British Columbia

Basic Education is for all.

“Basic education for all means that people, whatever their age, have an opportunity, individually and collectively, to realize their potential. It is not only a right, it is also a duty and a responsibility both to others and to society as a whole. It is essential that the recognition of the right to education throughout life should be accompanied by measures to create the conditions required to exercise this right. The challenges of the twenty-first century cannot be met by governments, organizations or institutions alone; the energy, imagination and genius of people and their full, free and vigorous participation in every aspect of life are also needed.”⁴

– *The Hamburg Declaration on Adult Learning, Resolution 9, UNESCO, 1997*

Adult Basic Education is mandated by the *BC Colleges and Institutes Act* which specifically states:

“The objects of a college include providing comprehensive Adult Basic Education.”⁵

– *BC Colleges and Institutes Act, Section 5*

“The statutory objects of a college are to provide comprehensive courses of study at the first and second year levels of a baccalaureate degree program, applied baccalaureate degree programs, adult basic education, training, and continuing education.”⁶

– *BC Ministry of Advanced Education website*

It is time to re-frame the conversation on literacy and adult basic education in BC.

4. UNESCO, *Adult Education: The Hamburg Declaration – The Agenda for the Future*, Fifth International Conference on Adult Education, July 1997, <http://www.unesco.org/education/uie/confinteapdf/con5eng.pdf>. (p.3)

5. *BC Colleges and Institutes Act*, http://www.bclaws.ca/civix/document/id/complete/statreg/96052_01-section5

6. BC Ministry of Advanced Education website under "legislation", [http://www.aved.gov.bc.ca/publications/legislation.htm - public_institutions](http://www.aved.gov.bc.ca/publications/legislation.htm-public_institutions), (Dec 22, 2014)



INFORMATION NOTE

PREPARED FOR:	Board of Governors
DATE:	February 19, 2020
ISSUE:	Education Council Chair Report to Board of Governors

TESOL CONCEPT PAPER

The VCC TESOL [Teachers of English to Speakers of Other Languages] Certificate – Level 1 program was suspended in 2018 and immediately underwent a renewal in 2018/2019. Following the recommendations and action plan that came of the renewal process, the revised TESOL programming will be moved into the School of Instructor Education (SIE) and delivered as two levels, with the launch of Level 1 expected to occur in January 2021.

The Level 1 program will consist of 120 hours of classroom instruction and a 20-hour practicum. VCC TESOL is currently accredited through TESL [Teachers of English as a Second Language] Canada Professional Standard 1 (Certificate) and Standard 2 (Diploma), and the renewed TESOL programming will continue to meet TESL Canada's accreditation requirements.

Locating the TESOL department within SIE is expected to create new opportunities and applications for this programming. First, its placement within SIE may improve its position for block transfer agreements with other institutions. The proximity of the new TESOL programming to SIE, which delivers the PIDP (Provincial Instructor Diploma Program), will also encourage integration of these two areas of teaching to create additional specialized programming and professional development [PD] for learners internal and external to VCC (e.g., faculty PD TESOL Skills Certificate).

The VCC TESOL Certificate – Level 1 concept paper is attached for the Board of Governors' review.

BY-ELECTION

By-election dates have been confirmed for February/March 2020 to fill a number of vacancies on Education Council. The nomination period opened February 10, 2020 for the following seats: four student representatives, two support staff (CUPE) college-at-large representatives, and one faculty college-at-large representative; the terms for these positions will end on October 31, 2021. Voting will occur March 11-17, 2020 (inclusive), and election results will be posted March 20, 2020.

EDUCATION COUNCIL MEMBERSHIP UPDATE

Education Council welcomed its newest member, Mr. Brett Griffiths, at its first meeting of the new year, held January 14, 2020. Brett is joining EdCo as an Educational Administrator and is taking the seat left vacant when David Wells became Vice President, Academic and Applied Research in July 2019. (David continues his EdCo membership, now as Vice President.)

Faculty College-at-Large representative Ms. Shawna Broekhuizen left Education Council in January: the vacant Faculty College-at-Large seat will be open to nominations in the aforementioned by-election. Education Council thanks Shawna for her service and engagement in the last year.

PREPARED BY: Elle Ting, Chair, Education Council

DATE: February 12, 2020



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 19, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Affiliation Agreement between Vancouver Community College and Vancouver Film School, related to the Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma Program

BACKGROUND:

An affiliation agreement has been created by Vancouver Community College (VCC) and Vancouver Film School (VFS) that outlines the roles of these institutions in co-delivering a proposed Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma program.

In accordance with Article 25 of the *College and Institute Act*, the VCC-VFS affiliation agreement requires joint approval of the Board of Governors and Education Council as “curriculum evaluation for determining whether...courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit, at the institution.”

DISCUSSION:

At its January 14, 2020 meeting, Education Council discussed the details around the proposed VCC-VFS affiliation agreement and the joint program that this agreement would govern. The majority of the questions raised at the meeting had to do with VCC’s prospective partnership with a private/for-profit institution, and it was noted that while VFS has agreements in place with other public institutions (e.g., University of the Fraser Valley, Capilano University), VCC has had less experience in joint public/private programming, its last such agreement having been in 2015 with the Native Education College (NEC). Furthermore, VCC’s Science department (which, in the proposed VR/AR program, would be responsible for the delivery of the first term and the Industry Practicum), had expressed concerns regarding the financial and reputational implications of agreeing to co-deliver programming with a private institution. Those supporting the affiliation agreement explained how it would facilitate student access to highly technical and specialized skills that would, in turn, translate to opportunities for graduates in the growing tech sector(s).

MOTION:

THAT, on the advice of Education Council, the Board of Governors approve the Affiliation Agreement between Vancouver Community College and the Vancouver Film School for the proposed Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma program and;

THAT, the authority to sign the Affiliation Agreement is delegated to the President & CEO and Vice President, Academic & Applied Research.

ATTACHMENT: APPENDIX A - Affiliation Agreement - VFS/VCC

PREPARED BY: Elle Ting, Chair, Education Council

DATE: February 11, 2020

APPENDIX A



AFFILIATION AGREEMENT

**Affiliation Agreement between Vancouver Community College (VCC) and
Vancouver Film School (VFS)**

Parties to the Agreement:

Vancouver Community College 1155 E. Broadway Vancouver, BC V5T 4V5	Ajay Patel, President & CEO (Interim)
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Vancouver Film School Private Training Institution 198 W. Hastings St. Vancouver, BC V6B 1H2	Jon Bell, Managing Director
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Affiliation Partner

The Vancouver Film School is regulated by The BC Private Training Institutions Branch (PTIB). The Ministry of Advanced Education, Skills & Training administers the Private Training Act and associated regulations such as the Fees Regulation.

The PTIB sets out basic education standards for registered private career training institutions in British Columbia and establishes standards of quality, which must be met by designated institutions. Their mission is to support quality education in British Columbia's private post-secondary career training sector through regulating standards and providing protection to students.

Through PTIB designation, VFS is attributed British Columbia Education Quality Assurance (EQA) designation. EQA designation attests to the high standard of the quality of the educational services provided by the institution to its students. This seal allows students to easily identify which provincial institutions the government of BC recognizes as having met the quality assurance standards and offer consumer protection to learners. EQA designation is a requirement to be registered with Immigration, Refugees & Citizenship Canada (IRCC) as a Designated Learning Institution (DLI).

Founded in 1987, the keys to the VFS educational model are structured intensity and immersion in the industry. VFS was founded on the philosophy that one year of concentrated work, that balances industry-led theory and hands-on production, gives students the necessary skills to craft a professional-level portfolio or reel. VFS' applied media programs span every aspect of the entertainment industry, and are developed and taught by award-winning industry professionals so that each program's intensive curriculum evolves along with demands of the industry, and the best, current industry practices.

Today, VFS is one of Canada's premier entertainment-arts centres and offers an immersive curriculum in film, animation, video game production, VR/AR development, motion/interactive design, programming, art/production foundation, and other related programs. VFS is known for providing high-quality education in accelerated timeframes and has a good reputation within industry. The VFS mission is to ensure that VFS graduates are always seen and always see themselves as positively and significantly differentiated from graduates of other programs. VFS alumni are routinely credited on the most successful products in the entertainment economies.

VFS Admissions advisors help prospective students understand the admission requirements and ensure that each individual is well-informed and well-prepared for the rigors of the intensive training they will receive, and has the appropriate financial capability to see their programs to completion. Each student, regardless of how prepared they believe they are, and regardless of whether they meet the technical admissions criteria, is required to go through this process.

Purpose

The purpose of the agreement is to provide a pathway for students to receive a VR/AR Design and Development Diploma through a program jointly delivered between VCC and VFS. Students complete a number of foundational courses at VCC, VR/AR courses at VFS, and a practicum overseen by VCC which will provide industry experience.

Program

The program will contain distinct phases over two academic years which will normally be completed in 16 months.

Students will be admitted to the VR/AR Design and Development Diploma program at VCC where they will complete term 1 (5 courses; 15 credits) in the University Transfer Science department. During this time, they will be considered VCC students.

Once term one is completed with a minimum GPA of 2.3 (with no course less than 60%), students will transfer to VFS where they will then complete terms 2 (7 courses; 21 credits) and 3 (7 courses; 21 credits). Students will be considered VFS students during terms 2 and 3.

During term three at VFS, in anticipation of the term 4 practicum at VCC (when students will again be considered VCC students), VFS and VCC will work in partnership to ensure that industry placements are available for these practicums. After completion of the VFS portion with a minimum GPA of 2.3 per

term, students will transfer back to VCC for the term 4 practicum (1 course; 19 credits), which will be 14 weeks in duration.

At the end of term four, students will present their completed portfolios at a VCC event prior to graduation with representatives from VFS in attendance.

Tuition and Fees

Tuition rates are established at each institution. Current domestic tuition rates are set as follows:

Term 1	VCC	5 courses (15 credits)	\$ 5,040
Term 2	VFS	7 courses (21 credits)	\$ 9,000
Term 3	VFS	7 courses (21 credits)	\$ 9,000
Term 4	VCC	1 course (19 credits)	\$ 6,384
TOTAL		(72 credits)	\$29,424

VCC \$336/credit | VFS \$429/credit

*Additional fees, including UPASS are not included.

VCC tuition fees are subject to 2% maximum increase per year for public institutions.

Domestic and International Students

Criteria for student admission

All students must meet the general VCC University Transfer requirements including grade 12 graduation, or equivalent; English 12 with a C+, or equivalent; Pre-calculus 12 with a B, or equivalent.

Registration and Student Records

VCC and VFS will provide potential students with information so they are aware of the academic rigor and expectations of attendance expected to complete the diploma prior to registering.

Students who apply for, and are admitted into, the VR/AR Design & Development Diploma Program will be considered admitted to all aspects of the program with respect to both VCC and VFS admission requirements.

Upon registration at VCC, students will be asked to fill out a consent form to allow partner institutions to share student information that is necessary for delivering the program. Student information includes names, contact information, assignment and course grades, transcripts, instructor feedback for midterm reviews.

For the purposes of confirming the commencement of studies at VFS, VCC will maintain regular contact with VFS regarding student progression, particularly at the mid-point and at the end of Term 1 of the program at VCC.

Upon completion of term 3, VFS will send the transcripts of students to VCC within two weeks of the students' completion of the program. VCC will recognize the credits from VFS through a block transfer agreement. VCC will be the credential granting institution upon completion of the program.

Financial Aid

Students are eligible to apply for StudentAid BC from both institutions, as both institutions are offering full-time studies.

Delivery locations

Courses will take place at the respective campuses of VCC and VFS. The industry practicum placements will be at various locations in the Lower Mainland and supervised by VCC faculty.

Course and program completion and graduation requirements

Students are required to maintain a GPA of 2.3 each term (with no course less than 60%). Any student failing to achieve this GPA during terms two and three at VFS will be placed on Academic Probation and may be dismissed. Completion of all 4 terms is required for graduation with a diploma. Successful completion of terms two and three is required for a VFS certificate. In instances where students at VFS are approved for a leave of absence they must resume classes with the subsequent cohort no later than one year following the commencement of their leave of absence. Students may take the term one courses part-time, but the remainder of the diploma is full-time. Students must complete the practicum within eight months (two terms) of completing the VFS portion due to quickly evolving technology and present their professional portfolio at a VCC event.

The program is scheduled by standard term lengths. The four terms may be completed in 16 months, beginning with Term 1 in the Fall, Term 2 in the Winter, Term 3 in Spring, and Term 4 in the following Fall. Students must complete Terms 2-4 of the program within 20 months of commencing Term 2. The minimum number of months required to complete Terms 2-4 is 12 months and the maximum number of months is 20.

Student Union

Students will be members of Student Union of VCC (SUVCC).

Qualifications of instructional staff

VFS instructors have at least three years of industry experience and a related post-secondary degree or diploma OR 10 years of industry experience. Instructors must do a teaching demo and receive feedback as part of the hiring process. New instructors also complete New Instructor Training course and are assessed with feedback in a 90 minutes classroom observations. Students also provide feedback through course evaluations.

Quality control processes

VCC and VFS will maintain relationships with industry partners and leaders in VR/AR to ensure curriculum and technology meet current standards and expectations. There is a Program Advisory Committee (PAC) with representatives from industry partners and employers.

Program curriculum changes will be developed collaboratively between VCC and VFS. Program curriculum is subject to VCC's curriculum development policy, procedures, and governance processes.

Each institution is committed to preparing students for the practicum placement, the terminal course in the program. VCC and VFS are accountable to students to ensure they are prepared with the skills and knowledge to work and gain experience in a fast-moving industry. The program is accountable to industry hosts, to meet their expectations and needs as potential employers of students.

An Oversight Committee will be established with representatives from both institutions to maintain regular communication for the duration of the program. VCC and VFS will also provide updates on the status of students while they are enrolled at each respective institution to ensure they are progressing through the program successfully. The Oversight Committee will also manage progression issues or other concerns that arise.

Quality Assurance and Evaluation

VCC and VFS have a shared responsibility in student success. The Oversight Committee is the joint body to support student progression and success and ensure students are aware of the options available to them.

While there is a shared responsibility in oversight, this agreement operates on the principle that the student is subject to the full rights, responsibilities, policies and procedures, and services of the institution in which they are currently enrolled. There are exceptions to this such as Indigenous student support, which VCC will provide during the duration of the student's studies.

On this principle, students have access to grade appeals, grievances, and complaints process at VCC while enrolled in VCC courses, and to the equivalent processes at VFS while enrolled in VFS courses. As appropriate, student issues or complaints will be shared with the Oversight Committee to ensure a smooth progression through the program and between institutions.

Student Support and Services

Students will have full access to services of the institution in which they are currently registered. While registered in VCC courses students will be a "VCC Student" and while registered at VFS students will be a "VFS Student".

Level of student services at each institution differs in scope and resources. While students are encouraged to use the services at the institution in which they're currently enrolled, their use of services at the other institution won't be unreasonably denied.

Disability Services

Students may register with Disability Services to receive accommodation while a student at VCC. For continuity of service, VCC will inform VFS of a student's accommodation with the student's consent. VCC

will not disclose the nature of the disabling condition, only the details of the accommodation that is required. VFS may assess students with disabilities separately and provide accommodation suited for the environment and technologies at VFS.

Indigenous Student Services

VCC will provide support for students who are Indigenous for the duration of the full diploma, as VFS does not offer this service currently. This includes use of the Gathering Space and access to Elders.

Library and Network Services

Students will have access to the VCC network, student email, and library resources for the duration of the program.

Student Events – VCC students will have access to VFS VR/AR events that are offered for the duration of the diploma. Any student that is enrolled in, or planning to enrol in, the VFS VR/AR diploma will be able to attend the VCC practicum event at the end of term 4 (even if the student is not a VCC student).

Legal and Ethical Considerations

The terms of employment, rights, benefits, and responsibilities of employees at VCC or VFS are not changed or impacted under this partnership.

Marketing and Promotion

Marketing and promotion of the program will be joint responsibility. Each institution will retain autonomy and control over their trademarks, tradenames, and brand. Each party, prior to using the other party name for program promotional purposes, must receive written approval and/or satisfy institutional guidelines for use.

Term, Amendments and Termination

Terms of this Affiliation Agreement will be regularly reviewed by both parties at the end of Term 3 of each annual cohort of this agreement. This check-in allows both parties to make necessary unforeseen adjustments, provide valuable feedback concerning partnership communications and processes, and evaluate the student experience and how we can make it better. Both parties agree to perform all relevant edits/updates necessary to the terms of this agreement that have been mutually agreed upon.

Either party may exit the agreement with a minimum of 1 year's notice. Students enrolled in the program must be given an option to complete of the diploma in the case of the termination of this agreement.

In the event of any dispute between the parties arising out of or in connection with this Affiliation Agreement, the following dispute resolution process will apply:

- (a) the parties must initially attempt to resolve the dispute through collaborative negotiation;

- (b) if the dispute is not resolved through collaborative negotiation within 15 Business Days of the dispute arising, the parties must then attempt to resolve the dispute through mediation under the rules of MediateBC; and
- (c) if the dispute is not resolved through mediation within 30 Business Days of the commencement of mediation, the dispute must be referred to and finally resolved by arbitration under the Commercial Arbitration Act.

Signed and dated:

Name: Ajay Patel
Title: President & CEO (Interim)
Vancouver Community College

Name: Jon Bell
Title: Managing Director
Vancouver Film School

Date

Date

Name: David Wells
Title: Vice President, Academic & Applied Research
Vancouver Community College

Date



DECISION NOTE

PREPARED FOR:	Board of Governors
DATE:	February 19, 2020
ISSUE:	RECOMMENDATION FOR APPROVAL: New Program: Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma

BACKGROUND:

The proposed Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma program is designed to be co-delivered by VCC and the Vancouver Film School (VFS). Sixteen months (four consecutive terms) in duration, the program is designed to take students through their foundational studies in computer science, communication, and programming at VCC; students then complete their technical studies in virtual reality/augmented reality (VR/AR) over two terms at VFS, and their practica are overseen by VCC in their final term.

The timing of the program's development coincides with a recognized shortage of local talent in the tech sector(s): 2017-2019, Vancouver had the highest high-tech job base growth in North America, displacing the previous leader, Seattle, and surpassing the growth of both San Francisco and Toronto in that same two-year period.¹ Besides preparing new talent for this field, there is also a need for upskilling opportunities serving those already employed in this sector; VR/AR technologies, in particular, are being developed across a number of newer applications (education, health, etc.) and require constant updating. Consequently, the proposed VR/AR Design and Development Diploma program would help address the present labour gaps in the tech sector by providing education that aligns with the requirements of this emergent field.

Upon successful completion of the VR/AR Design and Development Diploma program, students will be able to meet the following learning outcomes:

- *Develop authentic, believable, and compelling VR/AR experiences for applications in industry.*
- *Apply project management processes (e.g., research, conceptualization, planning and execution) to explore and analyze visual and experiential problems*
- *Use production tools, programming, and game engines to create immersive experiences*
- *Critically assess artistic and technical challenges and apply appropriate problem solving techniques*
- *Set and achieve industry aligned performance goals*
- *Demonstrate consistent and reliable production practice*
- *Produce and present a professional quality VR/AR portfolio*
- *Communicate and work effectively in a team in the technology sector*

¹ "2019 Tech-30: Measuring Tech Industry Impact on North American Office Markets." CBRE (Coldwell Banker Richard Ellis). <http://cbre.vo.llnwd.net/grgservices/secure/NA%20Tech-30%202019.pdf?e=1581270630&h=98ea03936003c87e18715efd48f235db>

DISCUSSION:

This proposed program was discussed at Education Council at its January 14, 2020 meeting, its documentation having arrived in tandem with the VCC/VFS affiliation agreement materials. As with the affiliation agreement, questions regarding the proposed VR/AR Design and Development Diploma program were focused primarily on the uncertainties related to collaboration with a private institution. The Science department had also had an earlier meeting (November 6, 2019) to address some of these concerns, as well as questions about resources/infrastructure for the proposed program, and changes to VFS's course learning outcomes had been made in response to the feedback received from Curriculum Committee. Further changes were completed, in line with Education Council members' suggestions, to align the program content guide (PCG) with the affiliation agreement. The program will be undergoing review in the Post-Secondary Institutional Proposal System (PSIPS).

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma credential.

ATTACHMENTS: APPENDIX A – Program Content Guide (PCG) for VR/AR Design and Development Diploma

PREPARED BY: Elle Ting, Chair, Education Council

DATE: February 7, 2020



VR/AR Design and Development Diploma

Program Content Guide

Effective Date: September 2020

Purpose

The Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma is a joint program where two terms of content will be delivered at VCC and the other two terms delivered at Vancouver Film School. This diploma program is a progressive emerging technologies curriculum which has three core goals and objectives. First, students will explore and analyze VR/AR applications and enhance their art, design, programming and storytelling skills. Second, students will develop VR/AR applications for various industries including health care, civic, technology, education, architectural, aerospace, forestry, mining, real estate, and entertainment. Third, students will develop, create and present an industry quality VR/AR portfolio. Graduates of this program will be ready to work in the technology industry creating VR/AR experiences.

Admission Requirements

- Grade 12 graduation or equivalent
- English 12 with a minimum 'C+' grade or equivalent
- English Language Proficiency assessed at English 12 'C+'
- Pre-calculus 12 with a minimum 'B' grade or equivalent

Please note that individual courses may have additional pre-requisites.

Prior Learning Assessment & Recognition (PLAR)

Yes. PLAR is available for CMPT 1030 and CMPT 1040 after discussion with the department leader and review of the student's portfolio.

Program Duration

The program is 16 months, spread over four consecutive terms. The maximum time for completion of terms 2 through 4 is 20 months, where students could register in the practicum up to a maximum of 8 months after completion of term 3. This requirement is due to the rapid evolution of technology in this area.

Program Learning Outcomes

Graduates with a VR/AR Design and Development Diploma will be able to:

- Develop authentic, believable, and compelling VR/AR experiences for applications in industry.
- Apply project management processes (e.g., research, conceptualization, planning and execution) to explore and analyze visual and experiential problems.
- Use production tools, programming, and game engines to create immersive experiences.
- Critically assess artistic and technical challenges and apply appropriate problem solving techniques.
- Set and achieve industry aligned performance goals.
- Demonstrate consistent and reliable production practices.
- Produce and present a professional quality VR/AR portfolio.
- Communicate and work effectively in a team in the technology sector.

Instructional Activities, Design and Delivery Mode

The courses are presented using a variety of instructional strategies, resources and activities including lectures, seminars, field trips, demonstrations, group work, guest speakers, and applied practical experiences. Terms 2 and 3 will be delivered at Vancouver Film School using similar instructional strategies as VCC.

Note: Students will be employees of the Ministry of Advanced Education for the duration of the practicum, and will therefore be covered by WorkSafe BC during that period.

Evaluation of Student Learning

Evaluation of the student is determined by the instructors (with feedback from the industry mentor for CMPT 2030) and may include a combination of assignments, tests, projects, theory exams and/or practical exams. Students are required to maintain a minimum GPA of 2.3 (65%) in each term to progress to the next term of the program. A minimum grade of C (60%) must be achieved in each course, and a minimum overall GPA of 2.3 (65%) must be achieved to receive the VR/AR Design and Development Diploma.

Note: VFS has specific requirements for attendance and professionalism. See the course outlines and VFS student handbook for details.

Recommended Characteristics of Students

- Proficient in the English language with good oral and written communication skills.
- Creative, motivated and positive attitude towards learning.
- Good analytical and critical thinking skills.
- Interested in emerging technologies and the technology sector.
- Familiar and comfortable using VR headsets.

Courses

Term 1 is completed at VCC.			
Term	Course #	Course Name	Credits
One	SCIE 1110	Professional Communication	3.0
	CMPT 1010	Introduction to Computer Programming 1	3.0
	CMPT 1030	Introduction to Game Engines	3.0
	CMPT 1040	Introduction to 2D/3D Asset Creation	3.0
	Elective in the School of Arts and Sciences University Transfer department		3.0
Total Credits per Term:			15.0
Term 2 is completed at Vancouver Film School.			
Term	Course Name		Credits
Two	Trends in VR/AR Development		3.0
	Human Centred Design		3.0
	Asset Creation for VR/AR		3.0
	Unity 1		3.0
	Unreal 1		3.0
	Production Team		3.0
	Data Structures and Algorithms		3.0
Total Credits per Term:			21.0
Term 3 is completed at Vancouver Film School.			
Term	Course Name		Credits
Three	Understanding VR/AR		3.0
	User Experience and Interface Design		3.0
	VR/AR Client Project		3.0
	Unity 2		3.0
	Unreal 2		3.0
	Data Visualization		3.0
	Final Project		3.0
	Final Project Polish and Presentation Lab		
Total Credits per Term:			21.0
Term 4 is completed at VCC.			
Term	Course #	Course Name	Credits
Four	CMPT 2030	Industry Practicum	19.0
Total Credits per Term:			19.0

Total Program Credits: 76.0

Note: Students must declare their intention of completing the VR/AR Design and Development Diploma prior to taking courses. Courses are open to any student who meets the general and specific requirements for the course.

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor (with feedback from the industry mentor for CMPT 2030) and reported to the Student Records Department at the completion of each term.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or term.
3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at:

<http://www.vcc.ca/about/governance--policies/policies/>



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 19, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Early Childhood Care and Education Diploma (International Cohort)

BACKGROUND:

The proposed Early Childhood Care and Education (ECCE) Diploma (International Cohort) program accompanies a shift in the existing ECCE program to include a full-time, daytime ECCE Diploma option: currently, the ECCE Diploma has been delivered exclusively in a part-time, evening model that has barred many students (both domestic and international) from accessing this programming. The development of full-time, daytime versions of the program (including an international cohort) that can be completed within two years is expected to improve student access significantly.

The timing of this proposed program is driven primarily by the provincial government's recent investment (\$1.3 billion over 2018-2022¹) in the expansion of licensed childcare spaces and services in response to a shortage in BC that has reached critical proportions: in 2019, Vancouver alone was short 16274 childcare spaces.² To remedy the childcare shortage and also address projected demand, 22000 new spaces will be created in the province; VCC's Early Childhood Care and Education Diploma program and programs like it will play a crucial role in preparing those who will work in the burgeoning childcare sector.

The International Cohort version of the ECCE Diploma mirrors the new full-time, daytime option of the program; however, the International Cohort stream includes one additional course (ECCE 1011 Introduction to Early Childhood Care and Education Studies, a preparatory course that readies students for ECCE studies in the BC/Canadian context), and the order of the courses has been altered to accommodate processing times for permits prior to students' field observations and practica.

Upon successful completion of the Early Childhood Care and Education Diploma (International Cohort) program, students will be able to meet the following learning outcomes:

- *Protect and promote the psychological and physical safety, health and well-being of young children 0-6 years of age and implement effective inclusive practices in working with both typically developed and children with exceptionalities*

¹ "Our Plan: Childcare BC." Province of British Columbia website. <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/child-care-strategy>

² Fumano, Dan. "BC's child care shortage a problem for more than just parents." *Vancouver Sun*. 14 June 2019.

- *Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children*
- *Administer daily experiences that support and promote children's physical, emotional, social, communication, cognitive, ethical, and creative lives*
- *Use pedagogical narration to interpret and respond to every child's skills, abilities, interests, and needs with special focus on infants and toddlers and children who need extra support*
- *Analyze variations in developing among young children 0-6*
- *Establish and maintain an open, cooperative relationship with each child's family*
- *Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting*
- *Establish and maintain collaborative relationships with other community service providers working with the child*
- *Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change*
- *Practice administrative and management skills as related to early care and learning settings*
- *Advocate for high-quality, accessible, comprehensive and inclusive early care and learning settings*

DISCUSSION:

This proposed program was discussed at Education Council at its December 10, 2019 meeting; notably, it was confirmed that program candidates, domestic and international students alike, are very rigorously vetted for entry into ECCE. There was also conversation around ECCE's current status as a Continuing Studies program and whether it could become a base-funded program in the future, given the increased government investment in the childcare sector.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Early Childhood Care and Education Diploma (International Cohort) credential.

ATTACHMENTS: APPENDIX A – Program Content Guide (PCG) for Early Childhood Care and Education Diploma (International Cohort)

PREPARED BY: Elle Ting, Chair, Education Council

DATE: February 5, 2020



Early Childhood Care and Education Diploma (International Cohort)

Program Content Guide

Effective Date: January 2021

Purpose

The purpose of the Early Childhood Care and Education (ECCE) Diploma is to prepare graduates to work in licensed infant toddler, preschool, and inclusive childcare settings. The Early Childhood Care and Education Diploma includes three components: the Basic ECCE, and the integrated Post-Basic Infant Toddler and Special Needs.

The Early Childhood Care and Education Diploma provides graduates with an enriched and comprehensive knowledge of typical and atypical child development and inclusive practices in working with children 0-6. Each course in the post-basic ECCE program will cover integrated competencies from both specialty areas (IT & SN), which will result in an advanced level of professional competence for graduates of the program.

Admission Requirements

- Grade 12 graduation or equivalent
- Minimum 18 years of age
- [English Language Proficiency](#) assessed at English 12 with a minimum 'C'
- Interview with Selection Committee, in person or by video conference
- Two letters of recommendation, indicating suitability for the program

Upon Acceptance:

- Criminal Record Check (CRC)
 - In accordance with the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Record Check through the Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal record Check. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for the Criminal Record Check online. The CRC has to be completed prior to the start of the first course.
- TB Screening
 - Students must submit a negative Tuberculosis (TB) skin test. If the TB skin test is positive, a negative TB chest x-ray is required.
- Immunizations
 - A VCC Immunization Record must be completed. Immunizations in the following are *strongly recommended* and in some cases *may be required* for practicum placements:
 - Diphtheria/Tetanus
 - Polio
 - Measles, Mumps & Rubella
 - Varicella (chicken pox)
 - Hepatitis B
 - Influenza

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment is not available for this program.

Program Duration

The duration of the Early Childhood Care and Education Diploma is two years full time (1830 hours of combined lecture, field observations, and practicum). The maximum time for completion is 5 years.

Program Learning Outcomes

On completion of the Early Childhood Care and Education Diploma, graduates will be able to:

- Protect and promote the psychological and physical safety, health and well-being of young children ages 0-6 and implement effective inclusive practices in working with both typically developed and children with exceptionalities.
- Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children.
- Administer daily experiences that support and promote children's physical, emotional, social, communication, cognitive, ethical and creative lives.
- Use pedagogical narration to interpret and respond to every child's skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support.
- Analyze variations in development among young children, ages 0-6.
- Establish and maintain an open, cooperative relationship with each child's family.
- Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting.
- Establish and maintain collaborative relationships with other community service providers working with the child.
- Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change.
- Practice administrative and management skills as related to early care and learning settings.
- Practice ethical and professional behaviour when working in the early childhood and education industry.
- Advocate for high-quality, accessible, comprehensive and inclusive early care and learning settings.

Instructional Activities, Design and Delivery Mode

Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role and learn by observing early childhood programs during field trips and off-site field studies. Students are exposed to the new ECCE resources SECD (Science of Early Child Development). Guest speakers are invited for every course in order to provide community awareness and connections for the students.

The class time includes the use of the ECCE Lab.

Practicum students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

Evaluation of Student Learning

Students are evaluated through a variety of methods including: quizzes, tests, essays, assignments, projects, presentations, participation, and group work.

Students must maintain a minimum GPA of 1.67 (55-59%) 'C-'. Students failing to maintain a minimum GPA in each semester may be required to withdraw from the ECCE program, or may be prevented from registering for the following term.

Students who complete all Year 1 courses (43 credits) may choose to exit the program with a Early Childhood Care and Education Certificate. Students may then choose to return to the program at a later time to complete the Diploma credential.

Recommended Characteristics of Students

The Early Childhood Care and Education Diploma is designed to meet the needs of adult learners who reflect the cultural and linguistic diversity of our community.

The following attributes are recommended:

- Desire to work with children and families in early childhood programs and services
- Previous experience in working with young children
- Ability to communicate effectively in English

Courses**First Year**

Term	Course #	Course Name and Description	Credits
One	ECCE 1011	Introduction to Early Childhood Care and Education Studies	2.0
	ECCE 1301	Foundations in ECCE	2.5
	ECCE 1302	Field Study 1	1.0
	ECCE 1303	Communications	1.5
	ECCE 1304	Observing and Recording	2.0
	ECCE 1107	Guiding and Caring	2.0
	ECCE 2309	Ecology of Family	2.0
Total Credits per Term:			13.0
Two	ECCE 1305	Child Growth 1	2.0
	ECCE 1306	Field Study 2	1.0
	ECCE 2301	Creative Art	2.0
	ECCE 2302	Exploring Learning Environments	2.0
	ECCE 2303	Field Study 4	1.0
	ECCE 2305	Practicum 1	2.5
	ECCE 2106	Field Study 5	1.0
	ECCE 2102	Music and Movement	2.0
Total Credits per Term:			13.5
Three	ECCE 1104	Child Growth 2	2.0
	ECCE 1307	The Learning Child	2.0
	ECCE 1308	Field Study 3	1.0
	ECCE 2308	Language and Literature	2.0
	ECCE 2115	Health, Safety and Nutrition	2.0
	ECCE 2306	Practicum 2	2.5
	ECCE 2304	Integrated Program Planning	1.0
	ECCE 2307	Practicum 3	4.0
Total Credits per Term:			16.5

Second Year

Term	Course #	Course Name and Description	Credits
Four	ECCE 2313	Advanced Child Growth and Development IT/SN	2.0
	ECCE 2314	Advanced Field Study IT/SN	1.0
	ECCE 2235	Infant Practicum	4.0
	ECCE 2315	Advanced Health, Safety and Nutrition IT/SN	2.0
Total Credits per Term:			9.0
Five	ECCE 2320	Professional Perspectives	2.0
	ECCE 2200	Enhancing Family Relationships	2.0
	ECCE 2300	Childcare Administration	2.0
	ECCE 2316	Role of the Caregiver IT	3.0
	ECCE 2335	Toddler Practicum	4.0
Total Credits per Term:			13.0
Six	ECCE 2317	Role of the Caregiver SN	3.0
	ECCE 2230	Special Needs Practicum 1	4.0
	ECCE 2330	Special Needs Practicum 2	4.0
Total Credits per Term:			11.0
Total Program Credits:			76.0

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59	Minimum Pass	1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: <http://www.vcc.ca/about/governance--policies/policies/>



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 19, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Administrative Professional Certificate (International)

BACKGROUND:

The proposed Administrative Professional Certificate (International) program combines the newly [re]designed Administrative Professional 1 and 2 certificate programs into a single eight-month structure. While the shorter programs were built to allow flexibility for many working students to exit and return to their studies, the four-month program length creates a barrier for international students: international students can only attain a study permit for programs longer than six months and a Post-Graduation Work Permit (PGWP) after completing a program at least eight months in duration. Accordingly, the restructuring of the Administrative Professional Certificate into eight months would allow international students to meet the program length requirements of both the study permit and the PGWP.

Notably, the proposed program is not intended to represent a *cohort* of international Administrative Professional students: the intention in this case is to accommodate a very small number of international students (up to six) who would learn alongside domestic students in the same program(s). First, the number of international students is expected to be too small to make up a viable cohort. More significantly, however, the design of the Administrative Professional Certificate (International) provides an opportunity for domestic and international students to learn in the same classes; this inclusive approach would benefit all students during their studies and prepare them for the diversity they will encounter in the Canadian workplace.

The Administrative Professional Certificate (International) ladders into other VCC programs, specifically Legal Administrative Assistant, Medical Office Assistant (MOA), and Medical Transcriptionist.

Upon successful completion of the Administrative Professional Certificate (International) program, students will be able to meet the following learning outcomes:

- *Use correct keyboarding technique to a minimum speed of 40 gwpm on a five-minute test with a maximum of five errors*
- *Use advanced features of Microsoft Outlook, Word, and basic features of Excel, and integrate Microsoft Office applications*
- *Prepare a wide variety of business documents that meet the comprehensive demands of today's office and utilize writing plans to communicate effectively when writing routine, persuasive and negative news documents*

- *Professionally greet visitors by phone and in person, and take messages*
- *Use common office equipment*
- *Communicate effectively in the workplace, and demonstrate respectful and ethical workplace behaviour*
- *Create job search documents and participate appropriately in job interviews*
- *Use social media for business purposes*
- *Take effective minutes at meetings, and transcribe audio recorded dictated material*
- *Describe how office finances are handled, including by computerized accounting*
- *Demonstrate time-management and project-management skills*
- *Practice problem-solving strategies, conflict resolution techniques, and feedback delivery*

DISCUSSION:

This proposed program was discussed at Education Council and no changes were recommended. At the November 19, 2019 Curriculum Committee meeting, members commended the proposed program’s design for being “supportive of the integration of international with domestic students.”

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Administrative Professional Certificate (International) credential.

ATTACHMENTS: APPENDIX A – Program Content Guide (PCG) for Administrative Professional Certificate (International)

PREPARED BY: Elle Ting, Chair, Education Council

DATE: February 13, 2020



Administrative Professional Certificate (International)

Program Content Guide

Effective Date: September 2020

Purpose

The Administrative Professional Certificate (International) is designed to prepare international students for advanced administrative positions. Students will learn advanced skills in Microsoft Office (including Word, Outlook, Excel, PowerPoint, and Access), business communications and data management. Students will also become proficient at keyboarding and at creating, revising, formatting and processing a wide range of business documents. In addition, they will be introduced to computerized accounting and given the skills to handle office finances. These skills, as well as training in time management and social media use, plus practice with a variety of communication skills, will equip graduates for administrative assistant work.

Admission Requirements

Grade 12 graduation or equivalent

English 12 with a minimum 'C-' grade, or Communications 12 with a minimum 'B' grade, or [English Language Proficiency](#) at English 12 with a pass

Prior Learning Assessment & Recognition (PLAR)

Students can request Prior Learning Assessment & Recognition (PLAR) for the following courses in the Administrative Professional Certificate (International): OADM 1102 Keyboarding 1 and OADM 1202 Keyboarding 2.

Students who request PLAR for OADM 1102 Keyboarding 1 will be required to demonstrate, to the Department's satisfaction, that they can have correct touch-typing technique and can keyboard at 30 gross words per minute (gwpm) on a five-minute test with a maximum of five errors.

Students who request PLAR for OADM 1202 Keyboarding 2 will be required to demonstrate, to the Department's satisfaction, that they can have correct touch-typing technique and can keyboard at 40 gross words per minute (gwpm) on a five-minute test with a maximum of five errors.

Process:

1. Apply and meet all the admission requirements for the Administrative Professional Certificate (International).
2. Contact the Applied Business Department Head to request PLAR.
3. Arrange a date and time with the Department Head to take a keyboarding test.
4. Complete the PLAR form and submit payment.

See [Policy D.3.5](#) for more information about VCC's PLAR procedures.

Program Duration

The program is eight months in length. Students must complete this program within three years.

Program Learning Outcomes

Upon successful completion of the Administrative Professional Certificate (International), students will be able to:

- Use correct keyboarding technique to a minimum speed of 40 gwpm on a five-minute test with a maximum of five errors
- Use advanced features of Microsoft Outlook, Word, and basic features of Excel, and integrate Microsoft Office applications
- Prepare a wide variety of business documents that meet the comprehensive demands of today's office and utilize writing plans to communicate effectively when writing routine, persuasive and negative news documents
- Professionally greet visitors by phone and in person, and take messages
- Use common office equipment
- Communicate effectively in the workplace, and demonstrate respectful and ethical workplace behaviour

- Create job search documents and participate appropriately in job interviews
- Use social media for business purposes
- Take effective minutes at meetings, and transcribe audio recorded dictated material
- Describe how office finances are handled, including by computerized accounting
- Demonstrate time-management and project-management skills
- Practice problem-solving strategies, conflict resolution techniques, and feedback delivery

Instructional Activities, Design and Delivery Mode

The courses use lectures and readings to explain material and use assignments to put this information into practice. Where appropriate, theory may also be presented through videos, demonstrations, and guest lectures.

The majority of class time is devoted to training in practical computer skills, building business communications skills--both written and interpersonal, and in introducing students to handle office finances.

The students are required to work both in groups and individually.

Evaluation of Student Learning

An evaluation of the learning progress of each student is prepared by the instructor(s). Evaluation is a combination of an assessment of practical assignments, theory, participation, and/or practical examinations. Students must pass all courses and achieve a cumulative GPA of at least 2.0 in Term 1 in order to progress to Term 2. Students must pass all courses and achieve a cumulative GPA of at least 2.0 to graduate.

Recommended Characteristics of Students

Ability to work well with others. Interest in office administration work.

Courses

Term	Course #	Course Name and Description	Credits
One	OADM 1103	Outlook	1.0
	OADM 1104	Word 1	2.5
	OADM 1102	Keyboarding 1	3.0
	OADM 1105	Business Writing 1	2.5
	OADM 1106	Excel	2.5
	OADM 1108	Business Writing 2	2.5
	OADM 1107	Office Skills 1	2.5
	OADM 1109	Job Search	2.5
Total Credits per Term:			19.0
Two	OADM 1201	Word 2	2.5
	OADM 1202	Keyboarding 2	2.5
	OADM 1203	Business Writing 3	2.5
	OADM 1204	Office Finance	2.5
	OADM 1205	Social Media and Technology	1.5
	OADM 1208	Office Skills 2	2.0
	OADM 1207	Access	1.5
	OADM 1206	Practicum Preparation	1.0
	OADM 1209	Admin Professional Practicum	3.0
Total Credits per Term:			19.0

Total Program Credits: 38.0

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	51-55	Minimum Pass	1.00
F	0-50	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at:

<http://www.vcc.ca/about/governance--policies/policies/>



INFORMATION NOTE

PREPARED FOR: Finance and Audit Committee

DATE: February 19, 2020

ISSUE: Financial Performance (for the Nine Months ended December 31, 2019)

2019/20 Operating Overview (April 2019 – December 2019)

Revenue for the period was \$90.5 million compared to budget of \$88.1million (\$2.4 million above plan) and prior year of \$83.3 million (\$7.2 million above prior year) **(Table 4)**. Domestic tuition revenue is down for the period by \$841K compared to budget and has been offset by higher international revenue of \$1.09 million. **(Table 1, 2 and 3)**.

The School of Hospitality, Food Studies and Applied Business domestic revenue was \$243K lower than budget. However, international revenue was up by \$587K. Both domestic and international tuition revenues for Culinary Programs were \$91K and \$80K lower than budget respectively. International tuition revenues for Hospitality program is increased by \$303K.

The School of Arts and Science was \$208K lower than the domestic tuition revenue budget. The School of Health and Science domestic tuition revenue was down by \$240K.

The School of Trades, Technology and Design domestic tuition revenue was lower than budget by \$169K, with an increase in international revenue of \$444K. Transportation programs domestic revenue was \$66K lower but this was offset by \$161K increase in international tuition revenues. Design programs domestic revenue was \$97K lower and international tuition revenue is increased by \$246K.

Total expenses for the period were \$88.6 million compared to budget of \$87.8 million (\$1.5 million above budget) and prior year of \$81.6 million (\$7 million above prior year).

The surplus for period was \$1.9 million compared to a budget surplus of \$276K (\$1.6 million more favourable than budget) and prior year surplus of \$1.7 million (\$217K favourable than prior year).

2019/20 Forecast to Budget Overview

2019/20 Forecast (9 months actual + 3 months forecast) in **Table 5** shows that VCC is projecting a net surplus of \$354K. Revenue is forecasted to be \$123.2 million compared to budget of \$121.1 million (\$2.1 million above budget) and prior year of \$115.2 million (\$7.9 million higher than prior year).

Expenses are forecasted to be \$122.8 million compared to budget of \$121.1 million (1.8 million higher than budget) and prior year of \$113.6 million (\$9.2 million higher than prior year). The main increase in projected expenses is due to an increase in agency fees due to higher international student enrolment, increase in professional fees for legal and IT projects for this fiscal year and an addition of Access Copyright Fee.

ATTACHMENTS: Table 1, 2 and 3: Summary – Revenue by School
Table 4 – Statement of Operations for the Nine Months ended Dec 31, 2019
Table 5 – Statement of Operations: 2019/20 Forecast with Nine Months Actual (Ended Dec 31, 2019) and Three Months Forecast

PREPARED BY: Jamie Choi, Interim VP, Admin and CFO

DATE: February 5, 2020

APPENDIX A

Summary - Revenue by School

Table 1:
Domestic Tuition Revenue by School – Actual Compared to Budget and Prior Year

	2019/20 Actuals (Apr 2019 - Dec 2019)	2019/20 Budget (Apr 2019 - Dec 2019)	Variance Favourable / (Unfavorable)	2018/19 Actuals (Apr 2018 - Dec 2018)	Variance Favourable / (Unfavorable)
CENTRE FOR CONTINUING STUDIES	2,451,202	2,481,476	(30,274)	2,482,980	(31,778)
SCHOOL OF ARTS AND SCIENCES	1,008,581	1,216,893	(208,312)	956,066	52,515
SCHOOL OF HEALTH	2,727,042	2,968,032	(240,990)	2,792,991	(65,949)
SCHOOL OF HOSP, FOOD & BUSINESS	1,286,733	1,529,772	(243,039)	1,369,402	(82,669)
DIVISION OF LIBRARY, TEACH & LEARN	688,362	638,355	50,007	606,034	82,328
SCHOOL OF TRADES, TECH & DESIGN	1,550,454	1,719,581	(169,127)	1,385,503	164,951
	9,712,374	10,554,109	(841,735)	9,592,976	119,398

Table 2:
International Tuition Revenue by School – Actual Compared to Budget and Prior Year

	2019/20 Actuals (Apr 2019 - Dec 2019)	2019/20 Budget (Apr 2019 - Dec 2019)	Variance Favourable / (Unfavorable)	2018/19 Actuals (Apr 2018 - Dec 2018)	Variance Favourable / (Unfavorable)
CENTRE FOR CONTINUING STUDIES	124,393	28,506	95,887	57,423	66,970
SCHOOL OF ARTS AND SCIENCES	345,795	401,788	(55,993)	413,275	(67,480)
SCHOOL OF HEALTH	39,808	19,611	20,197	70,668	(30,860)
SCHOOL OF HOSP, FOOD & BUSINESS	9,950,800	9,363,780	587,020	6,575,973	3,374,827
DIVISION OF LIBRARY, TEACH & LEARN	0	0	0	3,773	(3,773)
SCHOOL OF TRADES, TECH & DESIGN	5,322,594	4,878,351	444,243	4,013,914	1,308,680
	15,783,390	14,692,036	1,091,354	11,135,026	4,648,364

Table 3:
Combined Domestic and International Revenue by School

	2019/20 Actuals (Apr 2019 - Dec 2019)	2019/20 Budget (Apr 2019 - Dec 2019)	Variance Favourable / (Unfavorable)	2018/19 Actuals (Apr 2018 - Dec 2018)	Variance Favourable / (Unfavorable)
CENTRE FOR CONTINUING STUDIES	2,575,595	2,509,982	65,613	2,540,403	35,192
SCHOOL OF ARTS AND SCIENCES	1,354,376	1,618,681	(264,305)	1,369,341	(14,965)
SCHOOL OF HEALTH	2,766,850	2,987,643	(220,793)	2,863,659	(96,809)
SCHOOL OF HOSP, FOOD & BUSINESS	11,237,533	10,893,552	343,981	7,945,375	3,292,158
DIVISION OF LIBRARY, TEACH & LEARN	688,362	638,355	50,007	609,807	78,555
SCHOOL OF TRADES, TECH & DESIGN	6,873,048	6,597,932	275,116	5,399,417	1,473,631
	25,495,764	25,246,145	249,619	20,728,002	4,767,762

**Statement of Operations – Comparison to Budget and Prior Year
For the Nine Months Ended December 31, 2019**

Table 4:

(In \$ Thousands)	2019/20 Actuals (Apr 2019 - Dec 2019)	2019/20 Budget (Apr 2019 - Dec 2019)	Variance favourable /(unfavourable)	Comments	2018/19 Actuals (Apr 2018 - Dec 2018)	Variance favourable /(unfavourable)
Province of B.C. Grants	42,838	41,743	1,094	Operating grant received \$1M higher - due to one time funding not in the budget	41,708	1,130
Adult Upgrading Grant (AUG)	348	333	15		331	17
Sales of goods and services	4,539	4,387	152		4,487	52
Tuition and student fees	27,866	27,307	559	Table 1,2 and 3	22,674	5,192
ABE/EAL Tuition Free Grant	3,451	3,752	(301)	EAL program \$145K; CF program \$70K; ABE \$52K less than budget	3,333	118
Other grants, fees & contract services	4,964	4,379	585	Access to Health Care \$119K; 2 of IRCC contracts \$235K; Career Access Program \$72K; Work Integrated Learning \$103K	4,901	63
Miscellaneous income	1,522	1,390	132		1,305	218
Donation income (Foundation Related)	553	530	23		577	(24)
Amortization of deferred capital contribution	3,908	4,020	(112)		3,673	235
Investment income	520	300	220		304	216
REVENUES	90,509	88,142	2,367		83,292	7,217
SALARY AND BENEFIT EXPENSES	64,138	64,980	843	Curriculum development salaries lower than budget; many admin vacant positions so benefit expense are lower too	59,557	4,580
Supplies and general expenses	6,175	5,503	(672)	Software is up by \$190K; Access Copy Right Accrual \$430K	5,298	878
AUG Financial Aid	348	333	(15)		331	17
Bursary/Scholarship (donation related)	553	530	(23)		577	(24)
Professional fees	3,307	2,758	(549)	Legal fees increased by \$110K; Marketing fees increased by \$70K; Agency fees increased by \$80K; \$180K increased to accommodate increased contract revenue	2,315	992
Building and telecom	5,106	4,808	(298)	Emergency repair increased by \$180K; Downtown security increased by \$57K	4,861	244
Cost of Goods Sold	2,517	2,550	33		2,599	(82)
Depreciation Expense	6,454	6,403	(51)		6,060	394
OPERATING EXPENSES	24,460	22,885	1,575		22,041	2,419
TOTAL EXPENSES	88,597	87,865	732		81,598	7,000
NET SURPLUS (DEFICIT)	1,912	276	1,635		1,694	217

*ABE : Adult Basic Education

*CF: College Foundation

*EAL : English as Additional Language

*IRCC: Immigration, Refugees and Citizenship Canada

**Statement of Operations – Comparison to Budget and Prior Year
2019/20 Forecast with Four Months Actual (Ended July 31, 2019) and Eight Months Forecast**

Table 5:

(In \$ Thousands)	2019/20 Current Forecast (9 + 3)	2019/20 Budget	Variance favourable /(unfavourable)	Comments	2018/19 Actuals	Variance favourable /(unfavourable) - 1920 current fcst vs 1819 actuals
Province of B.C. Grants	56,565	55,647	918	ITA funding forecast reduced by \$500K	55,026	1,538
Adult Upgrading Grant	414	399	15		406	8
Sales of goods and services	6,368	6,215	152		6,141	226
Tuition and student fees	40,019	39,283	736	Domestic tuition lower by \$986K - School of Hospitality lower by \$351K, School of Arts & Science lower by \$204K, School of Health lower by \$281K; international tuition higher by \$1,443K - School of Trades higher by \$598K, School of Hospitality higher by \$774K and Continuing Studies higher by \$95K	33,535	6,483
ABE/EAL Tuition Free Grant	5,079	5,573	(494)	EAL program \$241K; CF program \$130K; ABE \$92K less than budget	4,869	210
Other grants, fees & contract services	6,212	5,677	535	Access to Health Care \$119K; 2 of IRCC contracts \$235K; Career Access Program \$72K; Work Integrated Learning \$103K	7,208	(995)
Miscellaneous income	1,966	1,834	132		1,791	175
Donation income (Foundation Related)	723	700	23		733	(10)
Amortization of deferred capital contributions	5,248	5,360	(112)		5,074	173
Investment income	620	400	220		452	169
REVENUES	123,214	121,089	2,125		115,236	7,978
SALARY AND BENEFIT EXPENSES	87,519	87,752	233		82,384	5,135
Supplies and general expenses	9,538	8,863	(675)	Software is up by \$190K; Access Copy Right Accrual \$430K	7,417	2,121
ABE Financial Aid	414	399	(15)		406	8
Bursary/Scholarship	723	700	(23)		733	(10)
Professional fees	5,534	4,586	(949)	Agency fee increased by \$350K. Legal fees increased by \$120K. \$150K increased to deliver various IT projects. Advertising increased by \$80K, \$180 K increased to deliver contracts	3,709	1,825
Building and telecom	6,865	6,540	(325)	Increased maintenance/repair/downtown security	6,817	48
Cost of Goods Sold	3,678	3,711	33		3,651	27
Depreciation Expense	8,589	8,538	(51)		8,454	135
OPERATING EXPENSES	35,341	33,338	(2,004)		31,188	4,154
TOTAL EXPENSES	122,860	121,089	1,771		113,571	9,289
NET SURPLUS (DEFICIT)	354				1,665	(1,313)

*ABE : Adult Basic Education

*CF: College Foundation

*EAL: English as an Additional Language

*IRCC: Immigration, Refugees and Citizenship Canada



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 19, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Tuition for three new courses as part of a new Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma, joint program with Vancouver Film School (VFS):

1. CMPT 1030 Introduction to Game Engines
2. CMPT 1040 Introduction to 2D/3D Asset Creation
3. CMPT 2030 Industry Practicum

BACKGROUND:

VCC and VFS (Vancouver Film School) have an LOI and Affiliation Agreement in place to jointly deliver a new program, VR/AR Design and Development Diploma. Education Council (EdCo) will be recommending to the Board to approve the Affiliation Agreement and new credential at the February meeting. The Program Content Guide (PCG) and program curriculum have been developed and approved by EdCo.

DISCUSSION:

The Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma is a new joint program comprised of two terms at VCC and two terms at VFS. This diploma offers an emerging technologies curriculum with three core goals: learn VR/AR applications; apply the technology in wide range of industries; and develop a high-quality VR/AR portfolio. Graduates will be work-ready in the technology industry creating VR/AR experiences.

The Diploma is comprised of four terms, delivered in the following sequence by each institution:

Term 1	5 courses (15 credits)	VCC
Term 2	7 courses (21 credits)	VFS
Term 3	7 courses (21 credits)	VFS
Term 4	1 course (19 credits)	VCC (Industry Practicum)

Among VCC courses, two courses are established: CMPT 1010 and SCIE 1110 at \$299.83/credit.

Three courses are new courses, requiring fee approval:

- CMPT 1030 (3 credits) Introduction to Game Engines
- CMPT 1040 (3 credits) Introduction to 2D/3D Asset Creation
- CMPT 2030 (19 credits) Industry Practicum

There are no equivalent programs in the sector for direct comparison of fees. We referred to these rates in the sector:

- Capilano University: 3-D Animation for Film & Gaming Diploma is \$535/credit or \$35,000 for the entire program.
- Douglas College: standard rate of \$317/credit for computing science courses. VCC's CMPT 1010 course is transferable to Douglas.
- Langara College's Advanced Animation Diploma (through Continuing Studies). Two year program: \$52K for domestic students; \$65K for international students. 24 courses, six terms. Average course fee is \$2,167 for domestic and \$2,708 for international.

The cost analysis below provides three options for each course and corresponding total cost of the program for comparison.

OPTIONS:

The current VR/AR certificate at VFS attracts a high number of international students. We anticipate the same for this diploma. With VFS, there will be a coordinated international recruiting and marketing plan.

All options consider class enrolment of 24 students with 12 domestic and 12 international students. Operational costs do not include the initial capital expense of approximately \$28,000 to set-up the program and assumes delivery in existing Computer Systems Technology labs at VCC.

The options below are for the three new courses. \$704/credit for international students is the standard rate and does not change in the following options.

OPTION 1: Tuition per credit - \$299.83 domestic; \$704 international.

Total tuition fee per course is:

- \$899.49 for domestic and \$2,112 for international for 3-credit courses
- \$5,681 for domestic and \$13,368.21 for international for 19-credit course

Implications: This generates 27.9% net contribution for 3-credit courses and 44.6% for the 19-credit practicum. On their own, the domestic fee rate results in a net deficit. However the domestic rate aligns with fees charged for existing first year courses CMPT 1010 and CMPT 1020.

OPTION 2: Tuition per credit - \$345; \$704 international.

Total tuition fee per course is:

- \$1,035 for domestic and \$2,112 for international for 3-credit courses
- \$6,555 for domestic and \$13,376 for international for 19-credit course

Implications: This generates 31% net contribution for 3-credit courses and 47% for the 19-credit practicum. Fee per credit for domestic is 15% higher than first year computer science courses and higher than comparable courses at Douglas at \$317/credit.

OPTION 3: Tuition per credit - \$336; \$704 international.

Total tuition fee per course is:

- \$1,008 for domestic and \$2,112 for international for 3-credit courses
- \$6,384 for domestic and \$13,376 for international for 19-credit course

Implications: This generates 30.4% net contribution for 3-credit courses and 46.5% for the 19-credit practicum. This option covers costs at the domestic rate and is more in line with existing first year courses and those at Douglas.

TOTAL PROGRAM COST COMPARISON:

Program cost	Option 1	Option 2	Option 3	International
Term 1 fee	\$4,497	\$5,175	\$5,040	\$10,560
Term 2 fee (VFS)*	\$9,000	\$9,000	\$9,000	\$11,000
Term 3 fee (VFS)	\$9,000	\$9,000	\$9,000	\$11,000
Term 4 fee	\$5,697	\$6,555	\$6,384	\$13,376
TOTAL PROGRAM COST	\$28,194	\$29,730	\$29,424	\$45,936

* VFS fees are set; domestic fee reflects 18% reduction of their standard fee

RECOMMENDATION:

Option 3 was approved by Senior Executive on Jan 21, 2020 and for recommendation to the Board by Finance and Audit Committee on Jan 30, 2020. This option covers costs and offers a healthy net contribution to the college with an assumed equal mix of domestic and international students. The program is expected to attract more international students than domestic.

There is no equivalent program locally but is competitive with advanced computer science related programs. The rate is also in range with other first-year computer science courses offered at Douglas and not disproportionately higher than our existing first-year computing courses at the domestic rate.

RECOMMENDED MOTION:

THAT, on the advice of Finance and Audit Committee, as part of the new Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma joint program with Vancouver Film School, the Board of Governors approve the following tuition:

- \$1,008 (\$336 per credit) - VR/AR Course CMPT 1030 (3 credits) Introduction to Game Engines
- \$1,008 (\$336 per credit) - VR/AR Course CMPT 1040 (3 credits) Introduction to 2D/3D Asset Creation
- \$6,384 (\$336 per credit) - VR/AR Course CMPT 2030 (19 credits) Industry Practicum

ATTACHMENT: APPENDIX A – Financial Analysis

PREPARED BY: Shirley Lew, Dean, Arts & Sciences (Interim)

Introduction to Game Engines (CPMT 1030)
Introduction to 2D/3D Asset Creation (CPMT 1040)

Options (Domestic students only)	Option 1	Option 2	Option 3
Scenarios	Current VCC rate	Cost Recovery	Other Institutions
Tuition fee per course	\$ 899.49	\$ 1,035.00	\$ 1,008.00
Tuition fee per credit	\$ 299.83	\$ 345.00	\$ 336.00
No. of Intakes	1	1	1
No. of students per intake - Domestic	12	12	12
No. of students per intake - International	12	12	12
Total students (with X FTE attrition) - Domestic	12	12	12
Total students (with X FTE attrition) - International	12	12	12
Instructor FTE required per course (1 FTE = 27 credits)	0.110	0.110	0.110
Number of billing hours	3.00	3.00	3.00
Tuition fee for new courses per billing hour - Domestic	\$ 299.83	\$ 345	\$ 336
Tuition fee for new courses per billing hour - International	\$ 703.59	\$ 704	\$ 704
	\$ 0.00	\$ 0	\$ 0
Support Staff FTE	0.50	0.50	0.50
Operational costs	5 %	5 %	5 %
Revenue per credit per student	\$ 5,017	\$ 5,243	\$ 5,198
Cost per credit per student	\$ 3,618	\$ 3,618	\$ 3,618
Revenue per student (incl. Block Fund)	\$ 1,505	\$ 1,573	\$ 1,559
Cost (breakeven tuition fee) per student	\$ 1,086	\$ 1,086	\$ 1,086
Breakeven tuition fee per credit per student	\$ 362	\$ 362	\$ 362
Tuition fees per student - Domestic	\$300	\$345	\$336
Student FTE per course (1 FTE = 10 courses)	2.40	2.40	2.40
Block fund per student FTE	\$ 0	\$ 0	\$ 0

Revenue						
Tuition revenue - Domestic	\$	10,794	\$	12,420	\$	12,096
Tuition revenue - International	\$	25,329	\$	25,329	\$	25,329
Technology Fee	\$	-	\$	-	\$	-
Base fund allocation	\$	-	\$	-	\$	-
Total revenue	\$	36,123	\$	37,749	\$	37,425
Instructor						
Salary (step 1)	\$	10,285	\$	10,285	\$	10,285
Benefits (26%)	\$	2,674	\$	2,674	\$	2,674.04
Total instructor costs	\$	12,959	\$	12,959	\$	12,959
Support Staff						
Salary	\$	4,087	\$	4,087	\$	4,087
Benefits (29.0%)	\$	1,185	\$	1,185	\$	1,185
Total support staff costs	\$	5,272	\$	5,272	\$	5,272
Operational costs						
Operational Expenses	\$	648	\$	648	\$	648
Total operational costs	\$	648	\$	648	\$	648
Indirect student support						
Indirect student support (38%)	\$	7,174	\$	7,174	\$	7,174
Total indirect student support	\$	7,174	\$	7,174	\$	7,174
Total expenditures	\$	26,053	\$	26,053	\$	26,053
Net contribution to VCC overhead / (Deficit)	\$	10,070	\$	11,696	\$	11,372
Net contribution to VCC overhead / (Deficit)		27.9 %		31.0 %		30.4 %

Gross Margin Income Statement						
Revenue	\$	36,123	\$	37,749	\$	37,425
Direct instructors cost	\$	12,959	\$	12,959	\$	12,959
Direct non-labour cost	\$	648	\$	648	\$	648
Gross margin	\$	22,516	\$	24,142	\$	23,818
Indirect IRA cost	\$	-	\$	-	\$	-
Indirect support staff cost	\$	5,272	\$	5,272	\$	5,272
Total indirect expenditures	\$	5,272	\$	5,272	\$	5,272
Surplus / (Deficit) (prior VCC overhead)	\$	17,244	\$	18,870	\$	18,546
VCC Institutional support (Overhead 38%)	\$	3,776	\$	3,776	\$	3,776
Net Surplus / (Deficit)	\$	13,468	\$	15,095	\$	14,771
		3,398		3,398		3,398
Gross margin breakeven rate						
Minimum number of students to cover direct cost		10		9		9
Minimum number of students to cover direct + indirect		13		13		13
Minimum number of students to cover all costs		16		15		15

Options (Domestic students only)	Option 1	Option 2	Option 3
Scenarios	Current VCC rate	Cost Recovery	Other Institutions
Tuition fee per course	\$ 5,696.77	\$ 6,555.00	\$ 6,384.00
Tuition fee per credit	\$ 299.83	\$ 345.00	\$ 336.00
No. of Intakes	1	1	1
No. of students per intake - Domestic	12	12	12
No. of students per intake - International	12	12	12
Total students (with X FTE attrition) - Domestic	12	12	12
Total students (with X FTE attrition) - International	12	12	12
Instructor FTE required per course (1 FTE = 27 credits)	0.700	0.700	0.700
Number of billing hours	19.00	19.00	19.00
Tuition fee for new courses per billing hour - Domestic	\$ 299.83	\$ 345	\$ 336
Tuition fee for new courses per billing hour - International	\$ 703.59	\$ 704	\$ 704
	\$ 0.00	\$ 0	\$ 0
Support Staff FTE	0.50	0.50	0.50
Operational costs	5 %	5 %	5 %
Revenue per credit per student	\$ 5,017	\$ 5,243	\$ 5,198
Cost per credit per student	\$ 2,780	\$ 2,780	\$ 2,780
Revenue per student (incl. Block Fund)	\$ 9,532	\$ 9,962	\$ 9,876
Cost (breakeven tuition fee) per student	\$ 5,282	\$ 5,282	\$ 5,282
Breakeven tuition fee per credit per student	\$ 278	\$ 278	\$ 278
Tuition fees per student - Domestic	\$300	\$345	\$336
Student FTE per course (1 FTE = 10 courses)	2.40	2.40	2.40
Block fund per student FTE	\$ 0	\$ 0	\$ 0

Revenue				
Tuition revenue - Domestic	\$ 68,361	\$ 78,660	\$ 76,608	
Tuition revenue - International	\$ 160,419	\$ 160,419	\$ 160,419	
Technology Fee	\$ -	\$ -	\$ -	
Base fund allocation	\$ -	\$ -	\$ -	
Total revenue	\$ 228,780	\$ 239,079	\$ 237,027	
Instructor				
Salary (step 1)	\$ 65,449	\$ 65,449	\$ 65,449	
Benefits (26%)	\$ 17,017	\$ 17,016.64	\$ 17,016.64	
Total instructor costs	\$ 82,465	\$ 82,465	\$ 82,465	
Support Staff				
Salary	\$ 4,087	\$ 4,087	\$ 4,087	
Benefits (29.0%)	\$ 1,185	\$ 1,185	\$ 1,185	
Total support staff costs	\$ 5,272	\$ 5,272	\$ 5,272	
Operational costs				
Operational Expenses	\$ 4,123	\$ 4,123	\$ 4,123	
Total operational costs	\$ 4,123	\$ 4,123	\$ 4,123	
Indirect student support				
Indirect student support (38%)	\$ 34,907	\$ 34,907	\$ 34,907	
Total indirect student support	\$ 34,907	\$ 34,907	\$ 34,907	
Total expenditures	\$ 126,768	\$ 126,768	\$ 126,768	
Net contribution to VCC overhead / (Deficit)	\$ 102,012	\$ 112,311	\$ 110,259	
Net contribution to VCC overhead / (Deficit)	44.6 %	47.0 %	46.5 %	

Gross Margin Income Statement				
Revenue	\$ 228,780	\$ 239,079	\$ 237,027	
Direct instructors cost	\$ 82,465	\$ 82,465	\$ 82,465	
Direct non-labour cost	\$ 4,123	\$ 4,123	\$ 4,123	
Gross margin	\$ 142,191	\$ 152,490	\$ 150,438	
Indirect IRA cost	\$ -	\$ -	\$ -	
Indirect support staff cost	\$ 5,272	\$ 5,272	\$ 5,272	
Total indirect expenditures	\$ 5,272	\$ 5,272	\$ 5,272	
Surplus / (Deficit) (prior VCC overhead)	\$ 136,919	\$ 147,218	\$ 145,166	
VCC Institutional support (Overhead 38%)	\$ 18,372	\$ 18,372	\$ 18,372	
Net Surplus / (Deficit)	\$ 118,547	\$ 128,846	\$ 126,794	
	16,535	16,535	16,535	

<i>Gross margin breakeven rate</i>			
<i>Minimum number of students to cover direct cost</i>	10	9	9
<i>Minimum number of students to cover direct + indirect</i>	10	10	10
<i>Minimum number of students to cover all costs</i>	12	12	12