



British Columbia Teachers' Federation

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2012 BC Education Facts

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Compiled by

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SCHOOLS

Number of public schools

Number of BC public schools, 2005–06 to 2011–12

2005–06	1,663
2006–07	1,655
2007–08	1,634
2008–09	1,624
2009–10	1,631
2010–11	1,610
2011–12	1,604

BC public schools by type of school, 2007–08 to 2011–12

	2007–08	2008–09	2009–10	2010–11	2011–12
Elementary	1,066	1,042	1,040	1,023	1,019
Elementary Junior Secondary	36	38	41	38	37
Elementary Secondary	112	114	105	102	102
Junior Secondary	17	25	22	20	14
Middle	79	75	73	79	80
Secondary	318	319	343	338	347
Senior secondary	6	9	7	9	5

BCTF Research tables, with figures from BC Ministry of Education (2008, 2009, 2010, 2011, 2012), *Summary of Key Information*, Victoria, BC: Government of British Columbia. The ministry publishes the *Summary of Key Information* on its *Reporting on K to 12* web page; see <http://www.bced.gov.bc.ca/reporting/>, for online availability.

Number of independent (private) schools

Number of BC independent schools, 2005–06 to 2011–12

2005–06	355
2006–07	356
2007–08	351
2008–09	347
2009–10	345
2010–11	343
2011–12	347

BCTF Research table, with figures from BC Ministry of Education (2012), *2011/12 Summary of Key Information*, Victoria, BC: Government of British Columbia; “Number of Independent Schools, 2002–03 to 2011–12”, p. 33. See *Reporting on K to 12*, <http://www.bced.gov.bc.ca/reporting/>, for online availability of this report.

School closures

The cumulative loss in number of schools from September 30, 2001 to June 30, 2012, is 197; expressed as a percentage, the number of schools decreased over the last decade by 11.01%.

Change in number of schools, 2001–02 to 2011–12

	2001–02 (Sept. 30)	2007–08 (Sept. 30)	2009–10 (Sept. 30)	2010–11 (Sept. 30)	2011–12 (June 30)	Cumulative change 2001 to 2012
Number of schools	1,779	1,634	1,633	1,611	1,604	
Change		-116	-32	-26	-7	-196
% change		-6.52%	-1.92%	-1.59%	-0.43%	-11.01%

BCTF table, with figures from BC Ministry of Education (2012), *2011–12 Summary of Key Information*, “Number of Public Schools, 2002–03 to 2011–12”, p. 32. (See the ministry web page, *Reporting on K to 12*, <http://www.bced.gov.bc.ca/reporting/>, for online availability.)

Total number of schools closed, 2001–02 to 2011–12

	Number of schools closed as of June	Net change 2001 to 2012
2002	40	1,739
2003	42	1,697
2004	18	1,679
2005	9	1,670
2006	10	1,660
2007	16	1,644
2008	24	1,620
2009	5	1,615
2010	26	1,589
2011	4	1,585
2012	3	1,582
Total number of schools closed		197

Data gathered by BCTF and from school district websites, June, 2012;
<http://www.bctf.ca/data.cfm?page=SchoolClosures>.

Rural schools and students

Rural schools have been particularly hard-hit by school closures in recent years. Yet there is considerable evidence to suggest there are many educational benefits associated with attending rural schools.

Research provides evidence of the following benefits of rural schools for rural students:

- Smaller classes
- More individual attention from teachers
- Better behaviour
- Civic participation is fostered
- Safe and nurturing environment
- Low teacher-pupil ratio
- School as the “heart of the community”
- Sense of community within school
- Strong relationships between students, even across grade levels
- Innovative and creative teaching strategies and solutions are engendered by the challenges of rural education.

Canadian Council on Learning. (2006). *The rural-urban gap in education*. http://www.ccl-cca.ca/pdfs/LessonsInLearning/10-03_01_06E.pdf

Clarke, H., Surgenor, E., Imrich, J., & Wells, N. (2003). *Enhancing Rural Learning: Report of the Task Force on Rural Education*. Victoria, BC: British Columbia Ministry of Education. http://www.bced.gov.bc.ca/taskforce/rural_task_rep.pdf

Research also shows that smaller schools, many of which are in rural areas:

- improve student achievement
- increase attendance and graduation rates
- elevate teacher satisfaction
- improve school safety
- increase parent and community involvement.

Ayers, W., Bracey, G., & Smith, G. (2000). *The Ultimate Education Reform? Make Schools Smaller*. Milwaukee, WI: Center for Education Research, Analysis, and Innovation. http://eps1.asu.edu/epru/point_of_view_essays/cerai-00-35.htm

People for Education. (2003). *Ontario's Small Schools*. Toronto: People for Education. <http://eric.ed.gov/PDFS/ED476870.pdf>

However, research indicates that rural students may face more barriers accessing higher levels of education. According to the Canadian Council on Learning:

...among OECD countries, Canada has the worst rural-urban gap with respect to levels of education in the workforce. Canada's rural areas are 'experiencing out-migration, higher unemployment and lower incomes.' A well-educated workforce is a necessary pre-condition to a region's economic growth. Therefore, it is crucial for rural communities, and Canada as a whole, to find ways to narrow the rural-urban gap in education. (2006)

Canadian Council on Learning. (2006). *The rural-urban gap in education*. http://www.ccl-cca.ca/pdfs/LessonsInLearning/10-03_01_06E.pdf

School-district amalgamation

- Number of school districts in 2011: 60.
- Number of school districts in 1995: 75 (amalgamated in 1996).
- Much of the literature in earlier decades suggests that no significant advantages to school jurisdiction consolidation exist. (Erhardt, 1997)
- More recent research suggests that smaller, decentralized school districts result in better educational outcomes, especially for vulnerable students.
- There is little evidence that school district consolidation/amalgamation improves the academic achievement of students. (Patterson 2006)
- On the other hand, however, the available research shows that smaller, decentralized school districts tend to see higher rates of achievement than larger, centralized districts. (Murray and Groen, 2004; Louisiana Department of Education, 2003; Howley, 2000)
- Furthermore, data has shown that at-risk students are especially benefited academically by smaller school districts, and that ethnic achievement gaps are smaller in decentralized districts. (Murray and Groen, 2004; Louisiana Department of Education, 2003)

Erhardt, G. (1997). *Doing more with less: A simulated amalgamation of school boards*. Regina: Saskatchewan School Boards Association.

<http://www.saskschoolboards.ca/old/ResearchAndDevelopment/ResearchReports/Governance/97-04.htm>

Howley, C.B. (2000). *School district size and school performance*. Rural Education Issue Digest.

Louisiana Department of Education. (2003). *Small school districts and economies of scale*. Presented to the State Board of Elementary and Secondary Education Strategic Planning Study Group Committee, May.

Murray, V., & Groen, R. (2004). Competition or Consolidation? The School District Consolidation Debate Revisited. *Policy Report* no. 189. Arizona: Goldwater Institute.

Patterson, C. (2006). School District Consolidation and Public School Efficiency: What Does the Research Say? *Policy Perspective*. Texas Public Policy Foundation.

School safety: Seismic upgrades

- The province budgeted \$254 million in 2005 for improvement to 80 high-priority schools (over 3 years). “More than 700 schools to be upgraded over the next 15 years or sooner” at a cost of \$1.5 billion.

BC Ministry of Education. (2005, March 7). *Province launches \$1.5 billion school seismic upgrades*. [Press release]. http://www2.news.gov.bc.ca/nrm_news_releases/2005BCED0028-000245.htm

- As of May 2008, only 13 seismic projects are completed and another 18 are currently under construction (Kines, 2008). Work is proceeding no faster than it was before the 2005 announcement.

Kines, L. (2008, May 15). BC lags on quake safety for schools; Minister denies government broke promise to fast-track seismic upgrades. *Victoria Times-Colonist*

- As of January 19, 2011, 90 seismic projects are complete, 21 are under construction, and 10 are proceeding to construction.

BC Ministry of Education. (2011). *Seismic Mitigation Program Progress Report—Current project status (as of January 19, 2011)*. Victoria, BC: Government of British Columbia. Accessed on February 3, 2011: http://www.bced.gov.bc.ca/capitalplanning/seismic/progress_report.html

- The BC Auditor General’s report, *Planning for School Seismic Safety*, came out in December 2008. In a news release from December 4, 2008, Auditor General John Doyle is quoted as saying, “The original budget of \$1.5 billion will not be enough to remediate all the schools included in the ministry’s plan....” However, the ministry has not increased the funding for the Seismic Mitigation Program.

Office of the Auditor-General of British Columbia. (2008). *Improvements needed in planning for school seismic safety*. Victoria, BC: Government of British Columbia. (News release.) <http://www.bcauditor.com/files/publications/2008/report12/news-release/planning-school-seismic-safety-news-release.pdf>

Office of the Auditor-General of British Columbia. (2008). *Planning for school seismic safety*. Victoria, BC: Government of British Columbia. (Report.) <http://www.bcauditor.com/files/publications/2008/report12/report/planning-school-seismic-safety.pdf>

- In October, 2011, a consultant found that the cost of bare-bones seismic upgrades for 48 of Vancouver’s most vulnerable schools will cost \$618 million, or about 40% of the total provincial budget for the seismic upgrade program.

Carman, T., & Duggan, E. (2011). “Seismic upgrades set at \$618 million; Repairs to 48 most vulnerable Vancouver sites takes 40 per cent of BC budget,” *The Vancouver Sun*, October 6, 2011, p. A6.

- As of March 6, 2012, 115 seismic projects are complete, 16 projects are under construction, and 6 projects are proceeding to construction.

BC Ministry of Education (2012). *Seismic Mitigation Program Progress Report* (online), http://www.bced.gov.bc.ca/capitalplanning/seismic/progress_report.html

- A ministry announcement on May 11, 2012 indicated \$122 million in funding for structural upgrades at 14 high-priority schools. Projects for another 138 high-priority schools remain to be addressed.

BC Ministry of Education (2012). *\$122M for next round of school seismic upgrades*. (News release.) http://www2.news.gov.bc.ca/news_releases_2009-2013/2012EDUC0046-000651.htm

STUDENT ENROLMENT

FTE* enrolment (public and independent)

* Full-time equivalent (FTE) enrolment figures take into account students who attend school on a part-time basis or who take more than a full-time course load.

FTE enrolment increased in both public and independent schools over the last five years:

- FTE enrolment in *public schools* increased by 5,088.1 FTE since 2007–08, for a total of 549,836.4 FTE students in 2011–12.
- FTE enrolment in *independent schools* increased by 4,476.8 FTE since 2007–08, for a total of 70,444.3 FTE students in 2011–12.

FTE enrolment: BC public and independent schools, 2007–08 to 2011–12

Year	FTE student enrolment	
	Public	Independent
2007–08	544,748.3	65,967.5
2008–09	549,587.8	66,790.6
2009–10	546,510.6	66,532.7
2010–11	549,124.7	68,130.6
2011–12	549,836.4	70,444.3
Change		
Since 2007–08	+5088.1	+4,476.8
Since 2010–11	+711.7	+2,313.7

BCTF Research table, with figures from BC Ministry of Education (2012), [Student Statistics 2011/12: Province—Public and Independent schools combined](#), p. 17.

FTE Kindergarten enrolment on the increase—public schools

- 16,979.5 more FTE Kindergarten students enrolled in public schools in 2011–12 (37,188 FTE) than in 2007–08 (20,208.5 FTE), mostly due to the implementation of full-day Kindergarten in BC schools.
- Between 2009–10 and 2010–11, in Phase One of the full-day Kindergarten program, FTE Kindergarten enrolment increased by 8,280.5 FTE students.
- In 2011–12, when full-day Kindergarten became available to all students across the province, FTE Kindergarten enrolment increased by a further 7,997 students.

BC Ministry of Education (2012), [Student Statistics 2011/12: Province—Public and Independent schools combined](#), p. 18.

Headcount enrolment (school-age and adult students)

Public

Between 2007–08 and 2011–12:

- The total number of *public school* students decreased by 13,892 students (-2.4%).
- The population of school-aged students in *public schools* decreased by 3.8%, while the adult student population increased by 51.3%.

Headcount enrolment, BC public schools, 2007–08 to 2011–12

Year	Headcount—Public		
	school-age	adult	all students
2007–08	568,081	15,539	583,620
2008–09	561,464	18,022	579,486
2009–10	558,002	22,482	580,484
2010–11	553,850	25,265	579,115
2011–12	546,219	23,509	569,728

Change in headcount enrolment: 2007–08 to 2011–12

Number	-21,862	+7,970	-13,892
Percent	-3.8%	+51.3%	-2.4%

BCTF Research table, with figures from BC Ministry of Education (2012), *Student Statistics 2011/12: Province—Public and Independent schools combined*, p. 15. There are slight differences in some of these numbers from previously published reports, reflecting adjustments made by the ministry to improve data quality.

Independent

Between 2007–08 and 2011–12, school-age student enrolment in *independent schools* increased by 4.3%, while adult student enrolment decreased by 15.3%.

Headcount enrolment, BC independent schools, 2007–08 to 2011–12

Year	Headcount—Independent		
	school-age	adult	all students
2007–08	68,635	294	68,929
2008–09	68,921	217	69,138
2009–10	69,273	194	69,467
2010–11	70,075	199	70,274
2011–12	71,615	249	71,864

Change in headcount enrolment: 2007–08 to 2011–12

Number	+2,980	-45	+2,935
Percent	+4.3%	-15.3%	+4.3%

BCTF Research table, with figures from BC Ministry of Education (2012), *Student Statistics 2011/12: Province—Public and Independent schools combined*, p. 15. There are slight differences in some of these numbers from previously published reports, reflecting adjustments made by the ministry to improve data quality.

Enrolment projections

Projected Kindergarten enrolment over the next 10 years

- Kindergarten enrolment is projected to increase by 5,739 students over the next 10 years, from 37,177 students in 2011 to 42,916 in 2021.

Ministry projections for Kindergarten enrolment (headcount)

Year	2006	2009	2011	2016 (est.)	2021 (est.)	Change: 2011–2021 (est.)	
						Number	Percent
Number of students	35,131	35,738	37,177	39,143	42,916	+5,739	15.4%

BCTF Research chart with data from BC Ministry of Education (2012), *Projection report for public school headcount enrolments, 2011/12*, p. 2. Available online at <http://www.bced.gov.bc.ca/capitalplanning/resources/databasesreports/enrolment/1558a-2011.pdf>.

Increased growth in 0- to 14-year-old population projected for the next 10 years

A 2011 report by BC Stats forecasts population growth for children and youth up to the age of 15 over the next 10 years. The number of children in British Columbia aged

- 0 to 4 years is forecast to *increase* from 223,700 in 2010 to 257,100 by 2020.
- 5 to 9 years is forecast to *increase* from 220,900 in 2010 to 253,100 by 2020.
- 10 to 14 years is forecast to *increase* from 241,800 in 2010 to 254,100 by 2020.
- 15 to 19 years is forecast to *decrease* from 284,000 in 2010 to 256,000 by 2020.

Age group	BC Stats population forecast (number of individuals)		
	2010	2015	2020
0 to 4 years	223,700	238,300	257,100
5 to 9 years	220,900	236,300	253,100
10 to 14 years	241,800	236,800	254,100
15 to 19 years	284,000	258,000	256,000

BCTF Research table, with figures from BC Stats (May 2011), *British Columbia-level population projections, 2010–2036*: Table 6: British Columbia population by 5-year age group. Available online at <http://www.bcstats.gov.bc.ca/statisticsbysubject/Demography/PopulationProjections.aspx>.

Aboriginal students

- Over the last decade, self-identified Aboriginal student enrolment in public schools has grown by 14,514 students, with enrolment increasing from 46,885 students in 2000–01 to 61,399 students in 2011–12.

BC Ministry of Education (2012), *2011/12 Summary of Key Information*, “Aboriginal Students, 2002/03 to 2011/12 (Public and Independent)”, p. 10, and *2009/10 Summary of Key Information*, “Aboriginal Students, 2000/01 to 2009/10 (Public and Independent)”, p. 10.

- In 2011–12, Aboriginal students comprised 10.8% of all public school students in BC.

BC Ministry of Education (2012), *Student Statistics 2011/12: Province—Public and independent schools combined*, Headcount, p. 1.

- Over the past five years, Aboriginal students enrolled in Aboriginal programs increased by 825 students, from 54,463 students in 2007–08 to 55,288 students in 2011–12. (Figures are for both public and independent schools combined; not reported separately by the ministry.)

BC Ministry of Education (2012), *Student Statistics 2011/12: Province—Public and Independent schools combined*, p. 30.

English Language Learning (ELL)*

* formerly English as a Second Language (ESL)

English Language Learning Program

- Student enrolment in the ELL program (public only) increased by 2,737 students, from 59,343 students in 2001–02 to 62,080 students in 2011–12.
- Over the past nine years, ELL student enrolment as a percent of total public school enrolment increased from 9.4% in 2001–02 to 10.9% in 2011–12.

Primary language spoken at home

- In 2011–12, one in four (23.8 %) of public school students spoke a primary language at home other than English.
- Almost double the number of ELL students (135,651) live in families where the primary language spoken at home is other than English, an increase of 16,874 students since 2001–02 and 8,676 students since 2007–08.

Change in enrolment—English Language Learning and Primary language spoken a home

Student group	School year				Change	
	2001–02	2007–08	2010–11	2011–12	Since 2001–02	Since 2007–08
ELL students	59,343	60,266	61,344	62,080	+2,737	+1,814
Primary language spoken at home is other than English	118,777	126,975	135,614	135,651	+16,874	+8,676

BCTF Research table; 2001–02 figures from BC Ministry of Education (2011), *2010/11 Summary of Key Information*, pp. 14, 16; 2002–03 to 2011–12 figures from BC Ministry of Education (2012), *2011/12 Summary of Key Information*, pp. 14, 16. See *Reporting on K to 12*, <http://www.bced.gov.bc.ca/reporting/>, for *Summary of Key Information* online.

International (non-resident) students

- Overall, enrolment of non-resident students increased by 271 students since 2007–08 (when it was 9,512 students) to 9,783 students in 2011–12.
- Enrolment of non-resident students decreased in the years after the 2008 global recession to a low of 9,014 students in 2009–10, then increasing to 9,300 students in 2010–11 and to 9,783 students in 2011–12.

Student enrolment (headcount) in non-resident programs (Public schools K–12)

Year	Headcount
2007–08	9,512
2008–09	9,498
2009–10	9,014
2010–11	9,300
2011–12	9,783
Change	
Since 2007–08	+271
Since 2010–11	+483

BCTF Research table, with data from BC Ministry of Education (2012), [Student Statistics 2011/12: Province—Public and Independent schools combined](#), p. 1.

Students with special needs

Enrolment figures reported by the Ministry of Education reflect the number of students identified with a special needs designation, and do not include students awaiting assessment, students in need of learning support who have no designation/planned assessment, or students who are not designated because there are no longer programs to support them (i.e., Gifted program).

Key points

- Over the past ten years, enrolment in Special Education programs decreased from 65,926 students in 2001–02 to 57,250 students in 2011–12, a decrease of 8,676 students.
- Much of the decrease in number of students with special needs is due to a reduction in Gifted programs in BC. There are 10,236 fewer students in the Gifted program in 2011–12 than in 2001–02.
- Excluding the Gifted program, Special Education student enrolment actually increased by 1,560 students between 2001–02 and 2011–12.
- The special needs categories experiencing the greatest increase in enrolment between 2001–02 and 2011–12 are Autism Spectrum Disorder (+4,393), Learning disabilities (+3,370), and Physical disability/Chronic health impairment (+2,518).
- Overall enrolment decreased between 2001–02 and 2011–12 for students identified with a Behaviour disability (-5,937).

Enrolment of students with special needs by category: 2001–02 to 2011–12

Type of special need by designation	2001–02	2005–06	2007–08	2009–10	2010–11	2011–12	Change since 2001–02
Increase in students with special needs since 2001–02							
Autism Spectrum Disorder (G)	1,523	2,593	4,177	5,138	5,514	5,916	+4,393
Learning disabilities (Q)	14,804	16,703	17,129	17,861	18,201	18,174	+3,370
Physical disability/Chronic health impairment (D)	4,517	5,827	5,630	6,734	7,073	7,035	+2,518
Deafblind (B)	46	48	54	63	59	62	+16
Decrease in students with special needs since 2001–02							
Gifted (P)	16,989	11,582	8,966	7,994	7,331	6,753	-10,236
Behaviour disabilities (H, R)	19,002	16,833	14,219	14,144	13,672	13,065	-5,937
Mild intellectual disability (K)	3,862	2,751	2,497	2,330	2,229	2,217	-1,645
Sensory disabilities (E, F)	1,955	1,797	1,655	1,585	1,532	1,483	-472
Moderate to profound intellectual disability (C)	2,455	2,457	2,340	2,184	2,048	1,978	-477
Physically dependent (A)	773	686	658	611	610	567	-206
Total	65,926	61,277	57,325	58,644	58,269	57,250	-8,676
Total (without Gifted)	48,937	49,695	48,359	50,650	50,938	50,497	+1,560

BCTF Research table created with data from BC Ministry of Education: *Student Statistics 2001–02 to 2005–06 Full Year Summary Report*, December 2005, p. 5; *Student Statistics—2009/10, 2010/11, 2011/12* January 2010, 2011, and 2012, p. 2.

Students with special needs with and without supplemental funding— Provincial Operating Grants: 2001–02 to 2010–11

Key points

- School districts receive a funding supplement for students designated in special needs categories A–H in addition to the base per-student allocation. The amount of funding depends on whether the special needs category is Level 1 (\$36,600—A, B), Level 2 (\$18,300—C, D, E, F, G), or Level 3 (\$9,200—H).

BC Ministry of Education (2011). *2011/12 Operating Grants Manual*, p. 6. Available online at <http://www.bced.gov.bc.ca/k12funding/funding/11-12/operating-grants-manual.pdf>.

- The number of Level 1, Level 2, and Level 3 students with special needs increased by 6,187, from 17,842 students in 2001–02 to 24,029 students in 2011–12.
- The opposite was the case for students with special needs who do not receive a funding supplement outside of the base allocation. The number of students in these categories (K, P, Q, and R) decreased from 48,084 in 2001–02 to 33,221 in 2011–12.

Number of students with special needs with and without supplemental funding: 2001–02 to 2010–11

School year	Supplemental funding provided in addition to base allocation (Categories A–H)		Funding supplied within base allocation after 2000–01 (Categories K, P, Q, and R)		Total number of students with special needs
	# of students	% of all public school students	# of students	% of all public school students	
2001–02	17,842	2.8%	48,084	7.6%	65,926
2002–03	18,358	3.0%	44,144	7.1%	62,502
2003–04	19,272	3.1%	41,972	6.8%	61,244
2004–05	20,141	3.3%	41,842	6.9%	61,983
2005–06	20,885	3.5%	40,392	6.7%	61,277
2006–07	21,181	3.6%	37,406	6.4%	58,587
2007–08	21,601	3.7%	35,724	6.1%	57,325
2008–09	22,628	3.9%	35,243	6.1%	57,871
2009–10	23,830	4.1%	34,814	6.0%	58,644
2010–11	24,238	4.2%	34,031	5.9%	58,269
2011–12	24,029	4.2%	33,221	5.8%	57,250
Total change 2001–02 to 2011–12					
# of students	6,187		-14,863		-8,676
% of students	+34.7%	1.4%		-1.8%	-13.2%

BCTF Research table created with data from BC Ministry of Education. *Summary of Key Information: Special Education Students, 2001–02 to 2005–06—Public Only*, (February 2006), and *Summary of Key Information: Special Education Students, 2007–08 to 2011–12—Public Only*, (April 2012), p. 12.

Type of special need by designation

- | | |
|---|---|
| A Physically dependent | G Autism Spectrum Disorder |
| B Deafblind | H Intensive behaviour interventions/Severe mental illness |
| C Moderate to profound intellectual disability | K Mild intellectual disability |
| D Physical disability/Chronic health impairment | P Gifted |
| E Visual impairment | Q Learning disabilities |
| F Deaf or hard of hearing | R Moderate behaviour support/Mental illness |

Class size and composition

Class size

- There are 3,188 classes with more than 30 students in 2011–12.

Number of classes

- The number of classes in BC public schools has decreased steadily from 68,693 classes in 2007–08 to 64,827 classes in 2011–12.
- There are 3,866 fewer classes in BC standard public schools in 2011–12 than in 2007–08.

Class composition

- There are 12,651 classes with 4 or more designated special needs students (entitled to an IEP) in 2011–12, up from 12,240 classes in 2010–11.
- In 2011–12, one in five classes in BC public schools has 4 or more designated special needs students (entitled to an IEP).
- There are 2,338 more classes with 4 or more designated special needs students (entitled to an IEP) in 2011–12 than in 2007–08.
- The number of classes with 4 or more designated special needs students (entitled to an IEP) increased from 9,559 in 2006–07 to 12,651 classes in 2011–12.
- 10,349 classes in BC public schools have 4 or more students in an ELL/ESD program. This is an increase of 393 such classes since 2007–08.

Class composition, 2005–06 to 2011–12

Year	Number of classes with more than 3 IEP students*			Total classes
	Grades K–3	Grades 4–12	All grades (K–12)	Province
2005–06	240	10,702	10,942	67,499
2006–07	153	9,406	9,559	68,665
2007–08	141	10,172	10,313	68,693
2008–09	141	10,844	10,985	68,357
2009–10	127	11,832	11,959	67,473
2010–11	122	12,118	12,240	64,909
2011–12	122	12,529	12,651	64,827

BCTF Research table, with figures from BC Ministry of Education (various years). *Overview of Class Size and Composition in BC Schools*; accessible from the ministry data reporting page, <http://www.bced.gov.bc.ca/reporting/>. 2011–12 figures are available at http://www.bced.gov.bc.ca/reports/pdfs/class_size/2011/public.pdf.

* The 2005–06 report uses the definition “All Special Education categories except Gifted”. All subsequent reports use the definition “Students entitled to an IEP”.

Distributed Learning (DL) students

Total DL enrolment (public and independent schools combined)

The actual total DL enrolment for any given year is considerably greater than the September enrolment, as students can enroll in DL courses throughout the year.

- 45,375 students enrolled in the DL program in 2011–12 (public and independent combined).
- 25,286 students were taking most of their education program by DL in 2011–12 (headcount—public and independent combined).

BC Ministry of Education (2012), *Student Statistics 2011/12: Province—Public and Independent schools combined*, pp. 16, 30.

Students taking most of their education by DL (as at September 30)

Public schools

- The number of public school students taking most of their educational program by distributed learning grew rapidly from 8,316 students in 2002–03 to 22,011 students in 2010–11, an increase of 13,695 students.
- In 2011–12, only 18,993 public school students took most of their educational program by distributed learning, 3,018 fewer students than in 2010–11.

Independent schools

- Student enrolment in DL programs in independent schools has increased dramatically over the past seven years, rising from 448 students in 2002–03 to 6,293 students in 2011–12.

Trends: Public vs. Independent

- In 2011–12, 6,293 independent and 18,993 students were taking most of their education program by DL.
- The number of students taking most of their courses by DL between 2010–11 and 2011–12 decreased in public schools (-3,018 students) while increasing in independent schools (+766 students).

BC Ministry of Education. (2012), *2011/12 Summary of Key Information*, p. 20. The *Summary of Key Information* is published on the ministry data reporting site, <http://www.bced.gov.bc.ca/reporting/>.

Districts with the highest number of DL students

- The school districts with the greatest number of students taking most of their education by Distributed Learning are Saanich (3,046), Comox Valley (2,067), Coquitlam (1,950), Kamloops/Thompson (1,008), Nechako Lakes (960), Chilliwack (934), and Surrey (930).

BC Ministry of Education. (2012), *2011/12 Summary of Key Information*, p. 21. The *Summary of Key Information* is published on the ministry data reporting site, <http://www.bced.gov.bc.ca/reporting/>.

Adult Education students

Headcount

- The ministry student statistics show 23,509 adult students (headcount) enrolled in public education in 2011–12, the second-highest number in a decade.
- The headcount enrolment in adult education fluctuated over the decade, with enrolment peaking in 2010–11 at 25,266, and then decreasing by 1,757 students in 2011–12.

Full-time equivalent (FTE)

- FTE student enrolment is much lower than headcount enrolment, because most adult students are part-time. Funded FTE enrolment in adult education (public schools only) decreased steadily between 2001–02 (11,279.4277 FTE) and 2011–12 (6,779.2859 est.).

More adult students taking fewer courses

- The ratio of adult students to funded FTE almost doubled over ten years. The number of adult students per funded FTE increased from 1.86 in 2001–02 to 3.47 in 2011–12.
- The ratio of funded FTE to adult student decreased from 0.54 FTE in 2001–02 to 0.29 FTE in 2011–12.

Adult Education enrolment (public), 2001–02 to 2011–12

School Year	Enrolment of Adult Education students			
	Headcount	Funded FTE	Ratio of headcount to funded FTE	Ratio of funded FTE to adult student
2001–02	21,019	11,279.43	1.86	0.54
2002–03	20,954	11,075.49	1.89	0.53
2003–04	21,460	11,042.32	1.94	0.51
2004–05	18,378	10,366.26	1.77	0.56
2005–06	17,394	9,721.22	1.79	0.56
2006–07	15,657	9,091.38	1.72	0.58
2007–08	15,539	9,072.10	1.71	0.58
2008–09	18,021	8,064.46	2.23	0.45
2009–10	22,483	8,384.00	2.68	0.37
2010–11	25,266	7,201.56	3.51	0.29
2011–12	23,509	6,779.29	3.47	0.29

* Funded FTE enrolment as of September 30, 2011, plus adult enrolment in Continuing Education and Distributed Learning for February 2012; May 2012 enrolment component is estimated.

BCTF Research table and calculations, with figures from:

[Headcount data](#): 2001–02 to 2010–11 figures: BC Ministry of Education (2011), *2010/11 Summary of Key Information*, p. 26; 2011–12 figures: BC Ministry of Education (2012), *Student Statistics 2011/12: Province—Public and Independent schools combined*, p. 15.

[Funded FTE](#): 2001–02 to 2010–11 figures: various BC Ministry of Education tables, sourced from <http://www.bced.gov.bc.ca/k12funding/>; BC Ministry of Education (2012). *Interim Operating Grants following the February enrolment count*. 2011/12 School Year: School District 99 Provincial Totals. (April). <http://www.bced.gov.bc.ca/k12funding/funding/11-12/sd99.pdf>.

GRADUATION RATES

Six-year completion rate

The Ministry of Education reports the six-year completion rate, which is the proportion of students who complete a Certificate of Graduation within six years from the time they enroll in Grade 8.

- The 2010–11 six-year completion rate for BC (Public and Independent schools) is 81%, up from 80% in 2009–10. Most of these students likely graduate by the age of 19.

BC Ministry of Education (2012). *2011/12 Summary of Key Information*, p. 57. *The Summary of Key Information* is published on the ministry data reporting site, <http://www.bced.gov.bc.ca/reporting/>.

5-year comparison (public and independent schools)

Year	Overall	Aboriginal
2006–07	80%	47%
2007–08	79%	47%
2008–09	79%	49%
2009–10	80%	50%
2010–11	81%	54%

2008–09 to 2010–11 six-year completion rates by gender (public and independent schools)

Students	Overall			Aboriginal		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Male	76%	77%	79%	45%	45%	51%
Female	82%	83%	83%	52%	56%	56%
Both	79%	80%	81%	49%	50%	54%

2010–11 six-year completion rates by student groups/programs (public and independent schools*)

	% of students
All students	81%
Aboriginal	54%
Special education (excluding Gifted)	53%
Gifted	100%
French Immersion	93%
English as a Second Language	83%

BCTF Research tables, with figures from BC Ministry of Education (2012), *2011/12 Summary of Key Information*, pp. 56–65. *The Summary of Key Information* is published on the ministry data reporting site, <http://www.bced.gov.bc.ca/reporting/>.

* Special Needs student percentages are public schools only.

20 to 24 years old

To measure the graduation rate, taking into account youth who take longer than six years to graduate, Statistics Canada (2010) calculates the percentage of the population that is a high-school graduate by age group. This data shows that many students successfully complete high school between the ages of 20 to 24 years, with significant gains to the BC graduation rate.

- 7.8% of youth in BC aged 16–17 years completed high school in 2009–10.
- 80.5% of youth in BC aged 18–19 years completed high school in 2009–10.
- 92.7% of youth in BC aged 20–24 years completed high school in 2009–10.

BC as compared to Canada

- BC has the highest graduation rate for young adults aged 20 to 24 years (92.7%) compared to the rest of Canada (89.5%) in 2009–10.

McMullen, K., & Gilmore, J. (2010). *A note on high school graduation and school attendance, by age and province, 2009/2010*. Statistics Canada. <http://www.statcan.gc.ca/pub/81-004-x/2010004/article/11360-eng.htm>

Youth (20 to 24 years) populations who are less likely to graduate

Statistics Canada (2010) also calculates a drop-out rate defined as “the share of 20 to 24 year olds who are not attending school and who have not graduated from high school.” Using this measure, Statistics Canada (2010) data shows that:

- In 2009–10, 6.3% of the BC youth aged 20 to 24 years old are non-graduates, not attending school, the lowest percentage in Canada (8.5%). (McMullen and Gilmore, 2010)

Canadians aged 20 to 24 years who are male, live in rural areas, and/or are Aboriginal, are most at risk of not completing of high school. Overall, youth in immigrant families have lower-than-average drop-out rates, although this varies greatly by country of origin.

Gender (Canada)

- In 2009–10, 8.5% of Canadians aged 20 to 24 years are non-graduates, not attending school. This rate is higher than average for young men (10.3%) and lower than average for young women (6.6%).

Gilmore, J. (2010, November). *Trends in drop-out rates and the labour market outcomes for young drop-outs*. Statistics Canada Catalogue no. 81-004-X.

Rural/Urban (Canada)

- On average, 15.5% of Canadians aged 20–24 years living in rural areas are non-graduates, not attending school, compared to 7.9% of those living in large cities (2007–10). (Gilmore, 2010)

Aboriginal (Canada)

- 25.8% of First Nations youth living off-reserve and 18.9% of Métis youth, 20–24 years of age, are non-graduates, not attending school, compared to 8.5% of non-Aboriginal people (2007–10). (Gilmore, 2010)

Students immigrated to Canada

- In 2009–10, 6.2% of 20- to 24-year-olds in immigrant families are non-graduates, not attending school, which is lower than for those born in Canada (9.1%).

Gilmore, J. (2010, November). *Trends in drop-out rates and the labour market outcomes for young drop-outs*. Statistics Canada Catalogue no. 81-004-X.

- The percentage of Canadians aged 20 to 24 years who leave high school before graduating varies greatly by country of origin. Richard's (2011) report on high school drop-out rates in 2006–07 states, "For example, those from East and South Asia have rates considerably below the national average, while Haitians, Portuguese, and Jamaicans have rates above the average."

Richards, J. (2011). *School Dropouts: Who are they and what can be done?* C.D. Howe Institute, January 6, 2011, p. 4.

STAFFING: TEACHERS AND ADMINISTRATORS

Student/educator* ratios—BC and Canada

* Statistics Canada defines educators as “all employees in the public school system (either school-based or district-based), who belong to one of the three following categories: teachers, school administrators, and pedagogical support.”

- BC had the highest student/educator ratio (16.6 students per educator) in Canada in 2009–10.
- BC’s student/educator ratio (16.6 students per educator) is considerably higher than the national average (14.0 students per educator).
- The student/educator ratio in BC worsened significantly in 2002–03, widening the gap between BC (17.6 students per educator) and Canada (15.9 students per educator).
- The gap between the student/educator ratio in BC and the student-educator ratio in Canada widened between the years 2007–08 (+2.1) and 2009–10 (+2.6).

Student/educator ratio: 2001–02 to 2009–10

	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
BC	16.8	17.6	17.7	17.5	17.0	16.6	16.5	16.4	16.6
Canada	15.9	15.9	15.8	15.5	15.2	14.7	14.4	14.1	14.0
Difference	0.9	1.7	1.9	2.0	1.8	1.9	2.1	2.3	2.6

BCTF Research table:

For 2001–02 to 2007–08 figures, see Statistics Canada (2010), *Summary Public School Indicators for Canada, the Provinces and Territories, 2001/2002 to 2007/2008*—Table A.14 (p. 34).

For 2005–06 to 2009–10 figures, see Statistics Canada. *Summary Public School Indicators for Canada, the Provinces and Territories, 2005/2006 to 2009/2010*, A.14 (p. 27), available at: <http://www.statcan.gc.ca/pub/81-595-m/81-595-m2011095-eng.pdf>.

Other provinces increased FTE educators during enrolment decline

Between 2005–06 and 2009–10:

- FTE student enrolment decreased in all provinces and territories except Alberta. The percentage decrease in FTE student enrolment was less in BC than in six other provinces.
- Yet the number of FTE educators in BC decreased by 2% while most other provinces hired more educators. Overall the number of FTE educators in Canada increased by about 5%.

Statistics Canada. *Summary Public School Indicators for Canada, the Provinces and Territories, 2005/2006 to 2009/2010*, Charts A.2.2 (p. 10), A.13.2 (p. 25), and A.14 (p. 27), available at: <http://www.statcan.gc.ca/pub/81-595-m/81-595-m2011095-eng.pdf>

Fewer FTE teachers, more FTE students in BC over the last five years

BC Ministry of Education enrolment statistics show contradictory trends. While headcount enrolment decreased over the last five years, total FTE student enrolment increased significantly.

According to the Ministry of Education's most recent student and teacher statistics reports:

- There are 30,407.4 FTE teachers in 2011–12, **down** from 31,049.4 in 2007–08.
- There are 549,836.4 FTE students in 2011–12, **up** from 544,748.3 in 2007–08.

Between 2007–08 and 2011–12:

- FTE teaching positions decreased by 642 FTE (-2%).
- FTE public school students increased by 5,088.1 FTE (+1%).

BC Ministry of Education (2012). *2011/12 Student Statistics*, p. 17, and *2011/12 Teacher Statistics*, p. 3: available on the ministry data reporting page, at <http://www.bced.gov.bc.ca/reporting/>.

Teaching employment decreasing

Loss of FTE teaching positions over the decade

- In 2001–02, before Bills 27 & 28, there were 33,275.4 FTE teachers, including 1,292.4 FTE positions in teacher collective agreements to meet class size and composition provisions.
- In 2011–12, ten years after Bills 27 & 28, there are 30,407.4 FTE teachers.
- There is a total loss of 2,868 FTE teaching positions between 2001–02 and 2011–12, including a loss of 1,488.9 FTE specialist teachers.

Decrease in FTE teachers over the last five years

According to the Ministry of Education's most recent teacher statistics report:

- There are 30,407.4 FTE teachers in 2011–12, **down** from 31,049.4 in 2007–08.
- Between 2007–08 and 2011–12, FTE teaching positions decreased by 642 FTE (-2%).
- The number of FTE teaching positions in BC public schools decreased steadily between 2007–08 (31,049.4 FTE) and 2010–11 (30,110.1 FTE).
- FTE teaching positions increased by 297.3 FTE between 2010–11 and 2011–12, likely a result of the expansion of full-day Kindergarten.

FTE teachers—Public schools: 2007–08 to 2011–12

Year	FTE teachers		
	# of teachers	# change	% change
2007–08	31,049.4	n/a	n/a
2008–09	30,867.3	-182.1	-0.6%
2009–10	30,393.0	-474.3	-1.5%
2010–11	30,110.1	-282.9	-0.9%
2011–12	30,407.4	297.3	1.0%
Total change since 2007–08		-642.0	-2.0%

BCTF Research table, with figures from BC Ministry of Education (2012). *Teacher Statistics—2011/12, Province—Public schools*, p. 3. <http://www.bced.gov.bc.ca/reporting/>

Full-time and part-time teaching employment— Gender differences

BC teachers—Gender

In 2011–12, female teachers comprise 72% of all BC teachers in public schools.

Number and percent of teachers by gender (headcount): 2011–12

	Number	Percent of total
Male teachers	9,252	28%
Female teachers	24,238	72%
Both	33,490	100%

BCTF Research table, with figures from BC Ministry of Education (2012). [Teacher Statistics–2011/12, Province—Public Schools](#), p. 3.

Change in teaching employment by gender

Between 2007–08 and 2011–12:

- Male teachers experienced a significant decline in employment (-685 teachers) while the number of female teachers decreased slightly (-177 teachers).
- The percentage of teachers who are female increased from 71% to 72% (*rounded*).

Change in teaching employment by gender: 2007–08 to 2011–12

Year	Male	Female	Both	Percentage of teachers—female
2007–08	9,937	24,415	34,352	71.1%
2008–09	9,779	24,408	34,187	71.4%
2009–10	9,588	24,104	33,692	71.5%
2010–11	9,363	23,995	33,358	71.9%
2011–12	9,252	24,238	33,490	72.4%
Change: 2007–08 to 2011–12	-685	-177	-862	

BCTF Research table, with figures from BC Ministry of Education (2012), [Teacher Statistics–2011/12, Province—Public Schools](#), February 2012, p. 3.

Change in full-time and part-time employment by gender

Teacher statistics show a gender shift in teaching employment between 2007–08 and 2011–12, with a considerable decrease in full-time male teachers.

Compared to 2007–08 there are:

- 639 fewer male teachers working *full-time* and 46 fewer male teachers working *part-time*
- 233 more female teachers working *full-time* and 410 fewer female teachers working *part-time*.

Male teachers experienced a 7.2% decrease in *full-time* employment and a 4.2% decrease in *part-time* employment between 2007–08 and 2011–12.

Teacher headcount by gender: full-time and part-time employment

Year	Male			Female		
	full-time	part-time	total	full-time	part-time	total
2007–08	8,846	1,091	9,937	16,779	7,636	24,415
2008–09	8,671	1,108	9,779	16,829	7,579	24,408
2009–10	8,478	1,110	9,588	16,505	7,599	24,104
2010–11	8,249	1,114	9,363	16,477	7,518	23,995
2011–12	8,207	1,045	9,252	17,012	7,226	24,238
Change: 2007–08 to 2011–12						
Number	-639	-46	-685	+233	-410	-177
Percentage	-7.2%	-4.2%	-6.9%	+1.4%	-5.4%	-0.7%

BCTF Research table, with figures from BC Ministry of Education (2012), [Teacher Statistics–2011/12, Province—Public Schools](#), p. 3.

Learning Specialist Teachers

- The number of FTE learning specialist teacher positions fell significantly over the last decade, decreasing from 7,185.4 FTE positions in 2001–02 to 5,657.9 in 2011–12.
- Learning specialist teaching positions decreased by 416.5 FTE positions from 2007–08 to 2011–12, based on the most recent ministry figures.
- There are now 1,527.5 fewer FTE learning specialist teacher positions in 2011–12 than in 2001–02.
- Library Services (-31.0%) and English Language Learning programs (formerly ESL) (-33.7%) lost the highest proportions of learning specialist teachers over the decade.
- The Special Education program experienced the greatest reduction in FTE learning specialist teachers, with an overall loss of 769.2 FTE teaching positions between the years 2001–02 and 2011–12.

Change in FTE positions by type of specialist teacher: 2001–02 to 2011–12

FTE specialist teachers	2001–02	2007–08	2011–12	Change since 2007–08		Change since 2001–02	
				FTE	Percent	FTE	Percent
Library Services	921.8	730.0	635.8	-94.2	-14.8%	-286.0	-31.0%
Counselling	989.6	915.8	870.1	-45.7	-5.3%	-119.5	-12.1%
Special Education	4,051.5	3,446.5	3,282.3	-164.2	-5.0%	-769.2	-19.0%
English Language Learning	1,015.6	788.7	673.7	-115.0	-17.1%	-341.9	-33.7%
Aboriginal Education	206.9	193.4	196.0	2.6	1.3%	-10.9	-5.3%
Totals	7,185.4	6,074.4	5,657.9	-416.5	-7.4%	-1,527.5	-21.3%

BCTF Research table, with figures from BC Ministry of Education (2002, 2008, 2012), *Staff by Year and Program Code* (unpublished Form 1530 data).

Teacher/administrator ratios

In 2010, the ministry changed how teachers and administrators are defined. Based on a BCTF comparison of the ministry definitions described in the February and Fall versions of the *2009/10 Teacher Statistics* report (both dated February 2010), **administrators** now include only *Principals, Vice-principals* and *Directors of Instruction*.

Other district administrative staffing categories (*Supervisors of Instruction, Teacher Consultants, Co-ordinators, Helping Teachers, Other Instructional Support, Testing & Assessment—Professional Staff, Department Heads, and Teachers who have administration duty but are not Department Heads*) are now counted as **teachers**, along with regular classroom teachers and learning specialist teachers.

The tables below show the employment figures and teacher/administrator ratios for 2005–06 to 2011–12, using the February 2010 (“old” definition) and Fall 2010 (“new” definition) versions of the *2009/10 Teacher Statistics* report. Also included are the 2010–11 figures as published in the *2010/11 Teacher Statistics* (February 2010) report.

Province—Teachers and administrators (FTE): 2005–06 to 2011–12

Year	Teachers (FTE)			Administrators (FTE)		
	“old” definition (Feb. 2010)	“new” definition (Fall 2010)	difference	“old” definition (Feb. 2010)	“new” definition (Fall 2010)	difference
2005–06	30,583.0	31,006.9	+423.9	3,117.8	2,693.9	-423.9
2006–07	30,759.4	31,221.9	+462.5	3,206.2	2,743.7	-462.5
2007–08	30,573.5	31,049.4	+475.9	3,227.4	2,751.6	-475.8
2008–09	30,408.1	30,867.3	+459.2	3,177.3	2,718.1	-459.2
2009–10	29,937.5	30,393.0	+455.5	3,116.2	2,660.7	-455.5
2010–11		30,110.1			2,584.3	
2011–12		30,407.4			2,600.8	

BCTF Research table with figures from: BC Ministry of Education, *Teacher Statistics–2009/10, Province—Public Schools*. (2010—two versions, February and Fall); 2010–11 and 2011–12 figures from BC Ministry of Education (February 2012), *Teacher Statistics–2011/12, Province—Public Schools*, p. 3.

Province—Teacher/Administrator ratios (FTE): 2005–06 to 2011–12

Year	Teacher/Administrator Ratio			
	“old” definition Feb. 2010	“new” definition Fall 2010	difference	% difference
2005–06	9.81	11.51	1.70	17.33%
2006–07	9.59	11.38	1.79	18.67%
2007–08	9.47	11.28	1.81	19.11%
2008–09	9.57	11.36	1.79	18.70%
2009–10	9.61	11.42	1.81	18.83%
2010–11		11.65		
2011–12		11.69		

BCTF Research table with figures from BC Ministry of Education, *Teacher Statistics–2009/10, Province—Public Schools*. (February 2010—two versions, February and Fall); 2010–11 and 2011–12 figures from BC Ministry of Education (February 2012), *Teacher Statistics–2011/12, Province—Public Schools*, p. 3.

EDUCATION FUNDING

Provincial funding

BC government freeze on K to 12 funding

- BC government's Budget 2012 implemented a freeze on district operating grants for the next three years.
- This means there is no additional funding for districts to cover the rising costs of delivering public education such as BC hydro rate increases, rising fuel costs, and government-imposed increases to Medical Services Plan premiums.
- Based on a BC inflation rate of 2.37%, 2012–13 Operating Grants would need to increase by \$112 million just to keep pace with inflation.
- Over three years, the cumulative impact of a freeze in district operating grants funding could result in a loss of up to \$300 million in purchasing power, depending on the inflation rate.

White, M. (2012). *2012–13 Operating Grants—Too little to offset district budget shortfalls*. Vancouver, BC: BC Teachers' Federation. Available online at http://www.bctf.ca/uploadedFiles/Publications/Research_reports/2012-EF-01.pdf

K–12 education has received a diminishing share of the provincial budget

- K–12 education has received a diminishing share of the provincial budget over the last decade. Ministry of Education expenses as a percentage of the provincial budget (as measured by Consolidated Revenue Fund total expenditures) decreased from 19.67% in 2001–02 to 15.14% in 2011–12 (est.)
- The falling funding ratio has resulted in a significant loss of funding to public education. If 2011–12 funding for K–12 education were restored to the 2001–02 percentage of the provincial budget, as measured by Consolidated Revenue Fund total expenditures, an additional \$1.6 billion would be available for public education.

Data sources: Saanich School District. *Public Education Funding: Learning from the Past*, Presentation to VISTA, February 27, 2010 (available at www.sd63.bc.ca, from Departments—Finance/Secretary-Treasurer). Figures are based on budget estimates for Ministry of Education expenses as a percentage of Consolidated Revenue Fund total expenditure in the table Estimated Expense by Organization, *British Columbia Estimate, fiscal year ending March 31* for each of the fiscal years. 2011–12 calculations by BCTF Research are based on estimates published in Ministry of Finance (May 2011). *Estimates: Fiscal year ending March 31, 2012*, p. 7. Available online at http://www.bcbudget.gov.bc.ca/2011/estimates/2011_Estimates.pdf.

BC falls behind the rest of Canada

BC K to 12 funding lags behind other provinces

- While *funding* for elementary and secondary public schools increased across Canada (including BC) between 2005–06 and 2009–10, British Columbia ranked at or near the bottom in terms of the *percentage increase* in education expenditures, in all key areas.
- Compared to other provinces, BC had the lowest percentage increase in education funding for six key indicators used by Statistics Canada to measure public school expenditures.

BC's rank among provinces—Percentage change in education funding for elementary and secondary schools: Statistics Canada indicators, 2005–06 to 2009–10

Type of funding	BC's rank among provinces (1st=highest & 10th=lowest)
Operating expenditures (in current dollars)	10th
Total expenditures (in current dollars)	10th
Total expenditures per student (in current dollars)	10th
Total expenditures per student (in 2002 constant dollars)	10th
Total expenditures per capita (in current dollars)	10th
Total expenditures per capita (in 2002 constant dollars)	10th
Total expenditures as a percentage of GDP	9th
Total expenditures per student as a percentage of GDP per capita	8th

BCTF Research table with information from Statistics Canada (2011). *Summary Public School Indicators for Canada, the Provinces and Territories, 2005/2006 to 2009/2010*, Charts A.17.2, A.19.2, A.20.1.2, A.20.2.2, A.26.1.2, A.26.2.2, A31.2, A.32.2.

BC falls behind in K–12 education spending as percentage of GDP

The most recent Statistics Canada data shows:

- BC spent a higher percent of gross domestic product on public education than Canada as a whole in 2002–03. Since then, BC has fallen behind the rest of Canada.
- Total expenditures in public elementary and secondary schools as a percentage of the GDP decreased from 3.6% in 2002–03 to 3.3% in 2009–10 in BC.
- K–12 expenditures as a percent of GDP for Canada reached 3.6% in 2009–10, once again widening the gap between BC (3.3%) and Canada (3.6%), and leaving BC public schools relatively worse off than the rest of the country.

Total expenditures in public elementary and secondary schools as a percentage of GDP, Canada and British Columbia, 2002–03 to 2009–10

Year	Canada	BC	Difference between BC and Canada
2002–03	3.5	3.6	+0.1
2003–04	3.4	3.3	-0.1
2004–05	3.4	3.2	-0.2
2005–06	3.4	3.2	-0.2
2006–07	3.3	3.2	-0.1
2007–08*	3.3	3.1	-0.2
2008–09	3.5	3.3	-0.2
2009–10	3.6	3.3	-0.3

BCTF Research chart with data from Statistics Canada.

For 2002–03 to 2006–07 figures, see the 2010 report, *Summary Public School Indicators for Canada, the Provinces and Territories, 2002/2003 to 2008/2009*—Statistics Canada—Catalogue no. 81-595-M—No. 088, p. 37.

For 2007–08 to 2009–10 figures, see the 2011 report, *Summary Public School Indicators for Canada, the Provinces and Territories, 2005/2006 to 2009/2010*. Statistics Canada—Catalogue no 81-595-M—No. 095, p. 46.

* Statistics Canada adjusted the 2007–08 figure for BC from 3.2% in the 2010 report to 3.1% in the 2011 report.

US study shows education cutbacks are hard on teachers, students, and families

The MetLife Survey of the American Teacher: Teachers, Parents, and the Economy (2011) examined the impact of the economic downturn from the perspectives of teachers, students, and parents.

- 76% of teachers reported a decrease in school budgets in the past year, with teachers reporting negative impacts including layoffs of teachers and other staff, elimination of education programs, increased class size, and out-dated technology and learning resources.
- About two-thirds (64%) of teachers reported an increase in students and families in need of health and social services, with 28% reporting that health and social services were reduced or eliminated in the school.
- Teacher job satisfaction dropped significantly since 2009, to the lowest level in 20 years. Teachers with lower job satisfaction are more likely to work in schools experiencing staff layoffs, loss of education programs, or reduced health and social services. They were also less likely to feel their jobs were secure or that they were “treated as a professional by the community”.
- The percentage of teachers saying they are very or fairly likely to leave the profession increased from 17% to 29% since 2009.

BCTF Research (2012). *Why are teachers so upset? One lesson to learn from the USA*. Available online at <http://www.bctf.ca/BargainingAndContracts.aspx?id=26357>.

Markow, D., & Pieters, A. (2012). *2011 MetLife survey of the American teacher: Teachers, parents, and the economy*. New York, NY: MetLife Inc. The report is available online at <http://www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife-Teacher-Survey-2011.pdf>. Previous reports can be accessed from www.metlife.com/teachersurvey.

White, M. (2012). *2012–13 Operating Grants—Too little to offset district budget shortfalls*. Vancouver, BC: BC Teachers’ Federation. See pp. 2–3. Available online at http://www.bctf.ca/uploadedFiles/Publications/Research_reports/2012-EF-01.pdf.

Independent (private) schools

Funding allocations

There are 72,014 students enrolled in 347 BC independent schools in 2010–11, representing 11% of all K–12 students. Of these students:

- 78% are in Group 1 independent schools, which are funded at 50% of the local school district’s per-student operating grant;
- 20% are in Group 2 independent schools, which are funded at 35% of the local district’s per-student operating grant;
- 2% are in schools that are not funded by the province.

In 2010–11, provincial funding for independent schools totaled \$249 million. Of this funding:

- \$204 million went to the per-student operating grants to 318 Group 1 and 2 schools;
- \$ 22 million went to operating grants for 12 Distributed Learning (DL) schools;
- \$ 32 million went to special education grants to Group 1, 2, and DL schools; and
- \$ 0.3 million went to home schooling registration grants to Group 1, 2, & DL schools.

BC Ministry of Education, Office of the Inspector of Independent Schools, “[Overview of Independent Schools in British Columbia](#),” revised June 2011. The ministry’s Independent Schools homepage is at <http://www.bced.gov.bc.ca/independentschools/>.

Independent and public schools’ funding

- Funding for independent schools is increasing at a much faster rate than public schools’ funding. Between 2005–06 and 2010–11, public school funding increased by 13% while funding for independent schools increased by 34%.

BC Ministry of Education. (2010), *Historic Budget Trends*. Briefing material for 2010/11 estimates for Education Partners Groups.

BC opinion poll finds lack of public support for government funding of private schools

Results of a British Columbia Society for Public Education (BCSPE) 2010 opinion survey found that 65% of respondents disagreed with the notion “that the provincial government should continue to use public funds to support private schools.”

BC Society for Public Education. (2010). *Media release backgrounder*. (April 21, 2010.) <http://www.bcspe.ca/docs/2010/04/Survey-Information-Backgrounder-FINAL3.pdf>

International (non-resident) student tuition

- The revenue from international students has more than doubled in a decade, from \$55.5 million in 2001–02 to \$129.4 million in 2010–11. This revenue is the most significant source of funding to BC K to 12 public schools outside of direct grants from the provincial government.

International student enrolment and tuition fee revenues, 2001–02 to 2010–11

	2001–02	2010–11	Difference
Student enrolment	6,578	8,812	+2,234
Tuition fee revenues	\$55,505,404	\$129,436,405	+\$73,931,001

BCTF Research table, with data from BC Ministry of Education, Student Enrolment Reports 2000/01–2004/05 (includes students, educators and school facility information); BC Ministry of Education (2011). *Student Statistics–2010/11 Province—Public and Independent Schools Combined*; see the ministry’s data reporting page, <http://www.bced.gov.bc.ca/reporting/>. Figures for fee revenue are from Schedule A2 on District Audited Financial Statements, published annually on school district websites.

International student tuition revenues vary greatly by school district

- Varying levels of income from international-student tuition fees result in significant inequities among school districts. Some boards in the Metro Vancouver and South Island areas receive a significant boost to their budgets from international students’ fees, while many small and rural areas receive none.
- The five districts receiving the most revenue in 2010–11 from international-student tuition were Coquitlam (\$15.37 million), Vancouver (\$13.5 million), Burnaby (\$9.5 million), Maple Ridge-Pitt Meadows (\$8.86 million), and Greater Victoria (\$8.7 million).
- The five districts receiving the lowest amount of revenue from international-student tuition in 2010–11 were Revelstoke (\$9,500), Arrow Lakes (\$9,000), Nicola-Similkameen (\$6,000), Coast Mountains (\$6,000), and Alberni (\$1,250).
- Small and rural districts receiving no international-student tuition fee revenue at all include Central Coast, Haida Gwaii/Queen Charlotte, Boundary, Okanagan Similkameen, Bulkley Valley, Gold Trail, Vancouver Island West, Vancouver Island North, Stikine, Nisga’a, and the Francophone Education Authority.

Kuehn, L. (2012). *BC international student revenue grows again*. Vancouver, BC: BC Teachers’ Federation. See the table in Appendix 3, “BC offshore tuition-fee revenue, 2010–11,” for the district revenue figures. Available online at [http://bctf.ca/uploadedFiles/Public/Publications/ResearchReports/2012-EF-02_BC_international_student_revenue_grows_again\[1\].pdf](http://bctf.ca/uploadedFiles/Public/Publications/ResearchReports/2012-EF-02_BC_international_student_revenue_grows_again[1].pdf).

Ten school districts with the highest amount of revenue from international student tuition fees, 2010–11

District	Revenue
43 Coquitlam	\$15,370,648
39 Vancouver	\$13,497,843
41 Burnaby	\$9,508,931
42 Maple Ridge-Pitt Meadows	\$8,859,462
61 Greater Victoria	\$8,732,967
36 Surrey	\$8,007,341
45 West Vancouver	\$7,950,427
44 North Vancouver	\$7,835,473
38 Richmond	\$6,285,926
35 Langley	\$6,007,178

Ten school districts with the lowest amount of revenue from international student tuition fees, 2010–11

District	Revenue
78 Fraser-Cascade	\$46,209
83 North Okanagan-Shuswap	\$44,249
81 Fort Nelson	\$22,000
91 Nechako Lakes	\$17,600
52 Prince Rupert	\$12,000
19 Revelstoke	\$9,500
10 Arrow Lakes	\$9,000
58 Nicola-Similkameen	\$6,000
82 Coast Mountains	\$6,000
70 Alberni	\$1,250

Eleven school districts receiving no revenue from international student tuition fees, 2010–11

District	Revenue
49 Central Coast	\$0
50 Haida Gwai'i/Queen Charlotte	\$0
51 Boundary	\$0
53 Okanagan Similkameen	\$0
54 Bulkley Valley	\$0
74 Gold Trail	\$0
84 Vancouver Island West	\$0
85 Vancouver Island North	\$0
87 Stikine	\$0
92 Nisga'a	\$0
93 Francophone Education Authority	\$0

Tables prepared by BCTF Research with figures from 2010–11 District Audited Financial Statements, Schedule A2: *Operating fund, Comparative schedule of revenue by source, year ended June 30, 2011*. available on district websites.

School-generated funds

“School-generated funds” are funds collected and used at the school level. Revenue sources may include vending machines, cafeterias, field trips, yearbook sales, school fees, graduation fees, band fees, and fundraising.

Total amount of School-Generated Funds, 2010–11

- 2010–11 District Audited Financial Statements show that a provincial total of \$175.4 million in school-generated funds was available in that year.
- The ten school districts with the highest amount of school-generated revenues totaled \$97.5 million, or two-thirds of total revenues.
- The ten school districts with the lowest amount of school-generated revenues totaled only \$2.4 million.

Total amount of school-generated funds (2010–11)

Total for all 60 school districts	\$175,398,989
Total for Top 10 districts	\$97,538,426
Total for Bottom 10 districts	\$2,423,502

Table prepared by BCTF Research with data from 2010–11 District Audited Financial Statements, Schedule B1: *Special Purpose Funds—School-generated funds, year ended June 30, 2011*, available on school district websites.

Districts with the highest and lowest amount of School-Generated Funds: 2010–11

Highest

- School districts with the highest amount of school-generated revenues (ranging from \$5.2 million to \$25.8 million) are located mostly in the Metro Vancouver area.
- Vancouver (\$25,783,882), Surrey (\$13,643,806) and Coquitlam (\$11,390,956) school districts reported the three highest amounts of school-generated revenues.

Lowest

- The ten school districts with the lowest amount of school-generated revenues (ranging from \$107,106 to \$370,770) are located in rural areas of BC.
- Vancouver Island West (\$145,993), Central Coast (\$115,405), and Stikine (\$107,106) school districts reported the three lowest amounts of school-generated revenues.

Ten school districts with the highest school-generated funds, 2010–11

School District (#)	Total amount
Vancouver (39)	\$25,783,882
Surrey (36)	\$13,643,806
Coquitlam (43)	\$11,390,956
Central Okanagan (23)	\$9,195,932
North Vancouver (44)	\$6,784,737
Richmond (38)	\$6,505,723
Burnaby (41)	\$6,450,555
Abbotsford (34)	\$6,285,182
Greater Victoria (61)	\$6,248,730
Kamloops Thompson (73)	\$5,248,923

Ten school districts with the lowest school-generated funds, 2010–11

School District (#)	Total amount
Vancouver Island North (85)	\$370,770
Gold Trail (74)	\$341,024
Nisga'a (92)	\$288,626
Revelstoke (19)	\$276,882
Boundary (51)	\$276,547
Arrow Lakes (10)	\$261,161
Fort Nelson (81)	\$239,988
Vancouver Island West (84)	\$145,993
Central Coast (49)	\$115,405
Stikine (87)	\$107,106

Tables prepared by BCTF Research with figures from 2010–11 School District Audited Financial Statements, Schedule B1: *Special Purpose Funds—School-generated funds, year ended June 30, 2011*. Financial statements are available on district websites.

Fundraising for school resources

Fundraising for library books, textbooks, and computers

- Two-thirds (67%) of BC schools reported fundraising for library books, 57% raise funds for technology, and 12% raise funds for textbooks.

Canadian Teachers' Federation and Canadian Centre for Policy Alternatives. (2006). *Commercialism in Canadian schools: Who's calling the shots?* Ottawa: CTF and CCPA. p. 33. http://www.ctf-fce.ca/documents/Resources/en/commercialism_in_school/en/FullReport.pdf

Funding for library books

- According to the BC Teacher-Librarians' Association (2008), budgets for materials have dropped by more than 50% in 10 years and vary sharply across the province, from 80 cents per student per year in one district, to \$35 per student per year in another.

BCTLA. (2008). *27th annual survey of working and learning conditions*. Vancouver, BC: British Columbia Teacher-Librarians' Association. http://www.bctf.ca/bctla/Bookmark/2008_WorkingLearning.pdf.

According to the BCTLA's 2008–09 report of a survey representing library staff in 796 BC schools:

- Library budgets per school ranged from as little as \$0 to as much as \$47,505.00. Twenty-three schools actually reported having no budget for the library. The average budget allocation for the school library in responding schools in 2008–09 was \$5,515.88 (including zero budgets).
- Over the last decade (1997–98 to 2008–09), the budget allocation per student FTE decreased from \$15.54 to \$13.88 for secondary schools, and from \$14.73 to \$12.90 for elementary schools. (Based on BCTLA annual survey results.)

BCTLA. (2009). *28th annual survey of working and learning conditions*. Vancouver, BC: British Columbia Teacher-Librarians' Association. <http://bctf.ca/bctla/pub/reports/wlc/0809WLCreport.pdf>.

The budget allocation per FTE student, as measured by the BCTLA survey, continues to be considerably lower than the amount recommended by the Canadian School Library Association and the Association for School Libraries in Canada in 2003.

Canadian School Library Association and the Association for Teacher-Librarianship in Canada. (2003). *Achieving information literacy: Standards for school libraries*. Ottawa: Canadian Association for School Libraries.

Library funds raised from other sources

In the face of ongoing cutbacks to school library budgets, many schools have turned to fundraising to meet the most basic needs of the library. A 2009–10 survey by the BCTLA found:

- Three-quarters of responding schools raised funds for the library in 2008–09 from other sources such as Parent Advisory Committees or community donations.
- The average amount of funds raised for the school library in 2008–09 was \$2,368.58, ranging from \$70 to \$50,000.
- Over half of schools raised less than \$2,000 while 5% (25 schools) reported raising more than \$5,000 from other sources.

BCTLA. (2010). *The Bookmark's 29th annual survey of working and learning conditions of public school libraries in British Columbia*. Vancouver, BC: British Columbia Teacher-Librarians' Association. <http://bctf.ca/bctla/pub/reports/wlc/0910WLCreport.pdf>

Education funding and taxation policy

BC taxation policies erode funding for public education

Loss of public schools funding to private sector

- BC government requires school districts to purchase carbon offsets from a Crown Corporation Pacific Carbon Trust, which uses the funds for private sector projects. Surrey (\$496,892) and Vancouver (\$406,094) each paid almost half a million dollars in carbon offsets in 2010.

Barrett, T. (2011). "Why the Pacific Carbon Trust draws political heat." *The Tyee*. December 5. <http://thetyee.ca/News/2011/12/05/CarbonTrustDrawsHeat/>

- Bob Simpson, Independent MLA for Cariboo North, called on the legislature (March 5, 2012) to restore the corporate industrial school tax that Gordon Campbell cut in 2008 and direct the additional tax revenue to K to 12 education. This would result in an additional \$228 million education funding over the next three years and at least \$80 million dollars annually thereafter.

McGowan, R. (2012). "BC can afford to put more money into schools." *Burnaby NewsLeader* (letter to the editor). March 9. <http://www.burnabynewsleader.com/opinion/letters/142126793.html>

Smith, C. (2012). "MLA and former teacher Bob Simpson condemns BC Liberal government's approach to education". *Straight.com*. March 6. <http://www.straight.com/article-624641/vancouver/mla-and-former-teacher-bob-simpson-condemns-bc-liberal-governments-approach-education>

Radical shift in BC taxation policy undermines funding for public services

A recent budget analysis by the Canadian Centre for Policy Alternatives (CCPA) reported that between 2000 and 2010:

- The share of provincial government revenues coming from personal income tax dropped by nearly one third.
- The shift in income taxation policy benefited the richest 20% of BC households the most.
- Corporate income taxes have decreased from 16.5% to 10%.
- BC's taxation revenues as a percentage of GDP decreased by 1.7%, amounting to a loss of \$3.4 billion that would be in the provincial treasury if the BC government had collected the same share of the provincial economy in taxes as in 2000.
- According to the CCPA, this extra \$3.4 billion in government revenues would be enough to balance the BC budget and pay for much-needed public services.

Lee, M., Ivanova, I., & Klein, S. (2011). *BC's regressive tax shift: A decade of diminishing tax fairness, 2000 to 2010*. Vancouver, BC: Canadian Centre for Policy Alternatives. Available online at http://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2011/06/CCPA_BC_regressive_tax_shift.pdf

BCTF. (2011). *Education Funding: A brief to the Select Standing Committee on Finance and Government Services*. Available online at <http://www.bctf.ca/uploadedFiles/Public/Publications/Briefs/2011EdFundingBrief.pdf>

Views of Canadians on taxation policy to address income inequality and protect public services

Environics Research surveyed a representative sample of 2,000 Canadians, on behalf of the Broadbent Institute, about their views on income inequality and taxation policy. The survey results suggest Canadians are very concerned about the widening income gap in Canada and support taxation policies that protect public services and reduce income inequality.

Views on income inequality as a problem with serious long-term consequences

Of the survey respondents:

- 80% of British Columbians and 77% of Canadians agree that the widening income gap is a serious problem for Canada that will have long-term consequences for society.
- 71% believe the widening income gap between rich and poor undermines Canadian values.
- Canadians are also concerned that growing income inequality will erode our standard of living (79%), community safety (75%), public health care and other public services (72%), employment opportunities for young people (71%) and democratic principles (67%).
- 9 out of 10 think reducing income inequality should be a priority for the government (42% view this as a top priority and 47% a medium priority).

Views on tax policies to reduce income inequality in Canada

Of the survey respondents:

- Two-thirds are willing to pay slightly higher taxes to protect social programs.
- 83% support higher taxes for the wealthiest Canadians.
- 73% support gradually increasing corporate tax rates to 2008 levels.
- 69% support an inheritance tax of 35% on any estate valued above \$5 million.

Broadbent Institute. (2011). *Equality Project*. Available online at <http://www.broadbentinstitute.ca/sites/default/files/uploaded-manually/equality-project.pdf>

ECONOMIC WELL-BEING

Family poverty

Each year, the First Call: BC Child and Youth Advocacy Coalition releases a Child Poverty Report Card. Most of the information below, unless otherwise indicated, is from the *2011 Child Poverty Report Card*, available at <http://www.firstcallbc.org/pdfs/economicquality/3-reportcard2011.pdf>.

BC child poverty increases in 2009—highest after-tax child poverty rate in Canada

- The before-tax child poverty rate for BC increased from 14.5% (121,000 children) in 2008 to 16.4% (137,000 children) in 2009. Of these, an estimated 90,000 BC children living in poverty are school-aged (5+).
- In 2009, BC recorded the highest after-tax child poverty rate (12%) in Canada for the eighth year in a row. The national after-tax child poverty rate is 9.5%. The after-tax child poverty rate increased by 1.6% in BC compared to 0.4% for Canada as a whole.

FirstCall, *2011 Child Poverty Report Card*, pp. 3–4.

Many of these families live in severe poverty

- On average, the 2009 income for two-parent families with two children living in poverty was \$14,200 below the poverty line (p. 6).
- In 2009, 34,011 BC children (on average) were in families on income assistance. A BC lone-parent family with one child aged two received \$16,899 per year, \$10,775 less than the poverty line (p. 10).

FirstCall, *2011 Child Poverty Report Card*, p. 6, p. 10.

The growing income-gap between the lowest- and highest-income families in BC

- In 2009, the average family income of the wealthiest 10% of families with children was \$253,762, an increase of \$89,118 since 1989, after adjusting for inflation.
- In 2009, the average family income for the 10% of families in the lowest income group was \$18,815, an increase of \$828 since 1989, after adjusting for inflation.
- This means that the *increase* in income between 1989 and 2009 for the wealthiest 10% of families was **108** times greater than for the poorest 10% of families.

FirstCall, *2011 Child Poverty Report Card*, p. 18.

BC has highest child poverty rate for families with one or more full-time earners

- In 2009, about half of BC children (48%) in poverty were in families where at least one adult worked in full-time, full-year employment, considerably higher than the national average (35%) and more than double the child poverty rate of families with one or more full-time earners in Quebec (19%).

FirstCall, *2011 Child Poverty Report Card*, p. 8.

BC minimum wage well below what families need to survive

- First Call (2011) states that to meet basic needs “a two-earner family of four with two children and two adults would require a ‘living wage’ of \$18.81 an hour in Metro Vancouver” (p. 9). This calculation assumes both parents work 35 hours per week.
- Even with the upcoming increase to the minimum wage in 2012 (\$9.50 per hour until May 1, 2012, increasing to \$10.25 on May 1, 2012), the total earnings of a person employed 37.5 hours per week in a large city would be \$4,043 below the poverty line (p. 26).

FirstCall, [2011 Child Poverty Report Card](#), p. 9, p. 26.

Government support for child and family poverty

BC does less to reduce the child poverty rate than most other provinces

- First Call publishes a chart showing the child poverty rate with and without government income support programs.
- In 2009, government transfers in BC helped reduce the child poverty rate from 24.8% (without government help) to 16.4% (with government help). But compared to other provinces, BC did much less to alleviate child poverty.
- Some provinces made considerable progress reducing the child poverty rate in 2009. Most notable are Prince Edward Island (from 26.1% to 9%), Newfoundland and Labrador (from 32% to 15.1%), New Brunswick (from 24.8% to 9.9%) and Québec (from 27.1% to 13.3%).

FirstCall, [2011 Child Poverty Report Card](#), p. 19.

Funding for students “vulnerable” to poverty not enough

- Assuming the 2009 before-tax child poverty rate of 16.4% remains the same in 2011–12, an estimated 91,740 students in grades Kindergarten to grade 12 (excluding graduated adults) are in families with incomes below the poverty line.
- The BC Ministry of Education provides \$51 million per year in CommunityLINK funding, and in 2012–13 allocates \$11 million of operating grants funding for “vulnerable” children.
- The total amount (\$62 million) allocated for 2012–13 to support students vulnerable to the effects of poverty works out to \$675 per student per year, or \$3.58 per student per school day. This estimate assumes the child poverty rate and student enrolment remain the same.

BC Ministry of Education. (2012). *2012/13 Operating Grants Manual*. Victoria, BC: Government of British Columbia. Vulnerable students, see p. 7 and Table 4c. <http://www.bced.gov.bc.ca/k12funding/funding/12-13/operating-grants-manual.pdf>

BC Ministry of Education. (2012). *Student Statistics 2011/12: Province—Public and Independent schools combined*. Victoria, BC: Government of British Columbia. p. 9. http://www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf

CommunityLINK: <http://www.bced.gov.bc.ca/k12funding/funding/12-13/summary-of-grants.pdf>

Families most at-risk for poverty

One-parent families (highest poverty rate)

- Children in female lone-parent families are at much higher risk of poverty than two-parent families. In 2009, 24.2% of children in female lone-parent families and 15% of children in two-parent families lived below the poverty line in BC.
- Between 2008 and 2009, the child poverty rate for two-parent families increased (from 12.2% to 15%) and decreased for female lone-parent families (from 30.9% to 24.2%).

FirstCall, [2011 Child Poverty Report Card](#), p. 6.

Two-parent families (greatest number of low-income children)

- While lone-parent families are at a much higher risk of poverty, the absolute number of children affected by poverty is higher for two-parent families because they comprise the majority of families. Of the 137,000 BC children living in poverty in 2009, 101,000 live in two-parent families, 24,000 in female lone-parent families, and 12,000 in male lone-parent families or other relatives (p. 6).

FirstCall, [2011 Child Poverty Report Card](#), p. 6.

Families with children under six

- One in five (20.2%) or 51,900 BC children under the age of six lived in poverty in 2009. Since 2002, BC's poverty rate for children under six has exceeded the national average.
- First Call notes that these persistently high poverty rates for “young children are very alarming, given the importance of the early years for child development” citing Human Early Learning Partnership research showing developmental vulnerabilities for 31% of children entering BC schools.

FirstCall, [2011 Child Poverty Report Card](#), p. 4.

Aboriginal families

- The child poverty rate for children of Aboriginal identity in Canada was 36% in 2005, the most recent year that data is available. (FirstCall, [2011 Child Poverty Report Card](#), p. 7)
- Statistics Canada recently published its 2006 *Aboriginal Children's Survey* (O'Donnell, 2008), which shows high poverty rates among young Aboriginal children in Canada. Almost half (49%) of off-reserve Aboriginal children, and 31% of Métis children, under six years of age were in low-income families in 2006, compared to 18% of non-Aboriginal children.

O'Donnell, V. (2008, Winter). Selected findings of the Aboriginal Children's Survey 2006: Family and community. *Canadian Social Trends*, 86, 65–72.

Families newly-immigrated to Canada

- One in two (49.6%) BC children of recent immigrants lived in poverty in 2005 (p. 7).
- The poverty rate of children under 18 who arrived in BC between 2001 and 2006 is 49.6% compared to 36.1% of families who arrived between 1996 and 2000, and 16.2% for Canadian-born families (p. 12).
- Between 2005 and 2009, 39,443 new immigrant children under 15 years of age came to BC, with 88 % in families planning to settle in Metro Vancouver (p. 13)
- Refugee children under 15 made up six percent (2,500 children) of the immigrant child arrivals between 2005 and 2009 (p. 13).
- One-third of children under 15 who arrived in BC between 2005 and 2009 spoke English or French (p. 13).

FirstCall, [2011 Child Poverty Report Card](#), pp. 7, 12–13.

Educational attainment and economic well-being

Earnings and education

- Overall, education results in higher-than-average earnings. In 2007, employees with a master's or doctoral degree earned an average of \$30.44 per hour, 75% more than employees with just a high-school diploma. Since 1997, the hourly wage in constant 2007 dollars declined for workers with no high-school diploma, and increased by 5% for those with a post-secondary certificate. Wages stayed about the same for employees with a master's or doctoral degree.
- While a gender gap in wages persists, it narrows with each level of education. In 2007, women with a bachelor's degree earned 85 cents for every dollar earned by men, while women with Grade 8 or less earned 72 cents for every dollar earned by men.

Statistics Canada. (2008). *The Canadian Labour Market at A Glance: Section J: Wages and Income* (Vol. 71-222-X). Retrieved January 7, 2009, from <http://www.statcan.gc.ca/bsolc/olc-cel/olc-cel?lang=eng&catno=71-222-X>.

Employment

- Completing a secondary education certificate almost doubles the employment rate for both Aboriginals and non-Aboriginals.

Richards, J., Hove, J., & Afolabi, K. (2008). *Understanding the Aboriginal/Non-Aboriginal gap in student performance*. Vancouver, BC: C.D. Howe Institute.

Family poverty and education

There is considerable evidence that education buffers families against poverty.

- The report *Growing Up in North America* (Canadian Council on Social Development et al., 2008) shows that the child poverty rate in 2000 was five times higher for families with a parent (considered the head of household) with less than a secondary education (27.6%), compared to those with a parent who completed a university or college education (5.4%), and twice as high as for those families where a parent completed secondary/vocational or some post-secondary education.

Canadian Council on Social Development, The Annie E. Casey Foundation, & Red Por Los Derechos de la Infancia en Mexico. (2008). *Growing up in North America: The economic well-being of children in Canada, the United States, and Mexico*. Baltimore, Maryland: The Annie E. Casey Foundation.

- Fleury (2008) found that the education level of a parent protected children from persistent poverty but not short-term poverty, indicating that education can help families to move out of poverty in the longer-term.

Fleury, D. (2008, May). Low-income children. *Perspectives on Labour and Income*, 9(5). Statistics Canada Catalogue no. 75-001-XIE.

Education is a buffer but no guarantee

Of concern is that nearly one out of seven Canadian workers with a university degree, aged 25 to 64 years, earned less than \$12 per hour in 2007 (Statistics Canada, 2008). The 2008 Organization for Economic Co-operation and Development (OECD) report, *Education at a Glance*, shows Canada having the highest proportion (18%) of highly-educated individuals earning less than half the median wage—the worst record of 27 OECD countries.

OECD. (2008). *Education at a Glance 2008: OECD Indicators*. Paris: Organization for Economic Co-operation and Development.

Statistics Canada. (2008). *The Canadian Labour Market at A Glance: Section J: Wages and Income* (Vol. 71-222-X). Retrieved January 7, 2009, from <http://www.statcan.gc.ca/bsolc/olc-cel/olc-cel?lang=eng&catno=71-222-X>.

Overall benefits of public-school education to individuals and society

- Schooling is generally accepted to contribute to social well-being and economic growth in society.
- According to one US study (Levin et al., 2007); boosting high-school graduation rates would save US \$127,000 per new graduate. Researchers found that if the US were to spend on average \$82,000 for every student who became a high-school graduate (because of specific interventions), the economy would benefit during each of those students' lifetimes from \$209,000 in additional tax revenues and \$70,000 in lower costs for public health, social welfare, and corrections.
- Those without high-school graduation live 9.2 years fewer than those who have graduated. The tax cost to society for health care for each person who drops out without completing high school is \$120,000 (US).

Hawkey, C. (2008). *Money matters: Education funding in BC*. [PowerPoint slides for BCTF Public Education Conference]

Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). *The costs and benefits of an excellent education for all of America's children*. New York, NY: Columbia University Teachers College. Accessed online at: http://www.cbcse.org/media/download_gallery/Leeds_Report_Final_Jan2007.pdf

Higher education levels are associated with:

- Increased productivity and economic growth (Conference Board of Canada; OECD, 2010)
- Living healthier and longer lives (OECD, 2010)
- Higher earnings (OECD, 2010)
- Higher levels of political interest and civic and social engagement (OECD, 2010)
- Higher levels of interpersonal trust and social cohesion. (OECD, 2010)

Conference Board of Canada. (2010). *How Canada Performs: A Report Card on Canada, 2009–10 – Education and Skills*. <http://www.conferenceboard.ca/hcp/details/education.aspx?pf=true>

OECD. (2010). *Education at a Glance 2010*. <http://www.oecd.org/dataoecd/45/39/45926093.pdf>

STUDENT ACHIEVEMENT

Benefits of school libraries to student achievement

Benefits of teacher-librarians and school libraries in improving literacy

Dr. Ken Haycock's comprehensive review of current research on school libraries revealed that:

- The educational performance of students is higher in schools with a full-time teacher-librarian who engages in classroom collaboration, teaches literacy skills and is involved in technology programs.
- Having a school library open all day, staffed with a teacher-librarian, improves educational outcomes for students.
- Students in school libraries with higher spending on books and materials scored higher on reading tests.

Haycock, K. (2003). *The crisis in Canada's school libraries: The case for reform and re-investment*. Toronto: Association of Canadian Publishers. <http://bccsl.ca/download/HaycockReport.pdf>

An Ontario Library Association study (Klinger, 2006) found that:

- Having a teacher-librarian in a school is the single strongest predictor of reading enjoyment for students in both Grades 3 and 6.
- Reading enjoyment is a significant factor in improving student performance in literacy, science, and mathematics.
- The presence of trained library staff is associated with higher reading achievement for Grades 3 and 6 students.
- School libraries also help even the playing field for students whose parents might not be able to provide print, audio, and electronic learning resources at home. (Klinger, 2006)

Klinger, D. (2006). *School Libraries and Student Achievement in Ontario*. Toronto: Ontario Library Association. http://www.accessola.com/data/6/rec_docs/137_eqao_pfe_study_2006.pdf

School libraries linked to student achievement

Research has shown that professionally-staffed, accessible, and well-funded school libraries are linked to higher student achievement. (Klinger, 2006; Scholastic Library Publishing, 2008; Small, Snyder, and Parker, 2009; Lance, Rodney, and Hamilton-Pennell, 2005)

Klinger, D. (2006). *School Libraries and Student Achievement in Ontario*. Toronto: Ontario Library Association.

http://www.accessola.com/data/6/rec_docs/137_eqao_pfe_study_2006.pdf

Lance, K.C., Rodney, M.J., & Hamilton-Pennell, C. (2005). *Powerful Libraries Make Powerful Learners: The Illinois Study*. Canton, IL: Illinois School Library Media Association.

<http://www.islma.org/pdf/ILStudy2.pdf>

Scholastic Library Publishing. (2008). *School Libraries Work!*

http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf

Small, R.V., Snyder, J., & Parker, K. (2009). The Impact of New York's School Libraries on Student Achievement and Motivation: Phase I. *School Library Media Research 12*. American Association of School Librarians.

<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume12/small.cfm>

According to researchers Lance, Rodney, and Hamilton-Pennell,

- Schools that have libraries with larger book collections have higher average test scores than schools that have libraries with fewer books.
- Schools with more-current collections also average higher test scores.
- Test scores also tend to be higher where:
 - access to school libraries is flexibly scheduled,
 - school libraries are staffed more fully,
 - school librarians spend more time collaborating with classroom teachers,
 - educational technology is more-widely available to augment the local collection, and, generally, to extend access to online resources into the classroom,
 - school libraries are better funded, and
 - students use school libraries, both individually and in groups, to learn and practice the information literacy skills they will need to excel on tests and as lifelong learners. (Lance, Rodney, and Hamilton-Pennell, 2005)

Lance, K.C., Rodney, M.J., & Hamilton-Pennell, C. (2005). *Powerful Libraries Make Powerful Learners: The Illinois Study*. Canton, IL: Illinois School Library Media Association.

<http://www.islma.org/pdf/ILStudy2.pdf>

How does Canada's education system compare to those in other countries?

Where Canada excels:

- When it comes to Education and Skills, Canada ranks second out of seventeen countries on the Conference Board of Canada's "Report Card on Canada." Only Finland and Canada received an "A" grade in this section of the Report Card. Furthermore, the performance gap between Finland and Canada has narrowed.

The Conference Board of Canada 2010 report also commended Canada for:

- Delivery of a high-quality education through its public system to people between the ages of 5 and 25 with modest spending compared to other developed countries. A public school system that provides many Canadians with a good education in core subjects and the skills they need to be successful in the workforce.
- One of the highest rates of high-school and college completion in the world.

A recent Statistics Canada report (Knighton, Brochu and Gluszynski, 2010) finds Canada performs well in standardized tests relative to other OECD countries:

- Canada is recognized as one of the few PISA countries that demonstrate both high performance and high equity; that is, its overall scores are high while the gaps between the highest and lowest performing students are also low. This is an indicator of the equity of educational outcomes in Canada.
- In the latest round of PISA tests, Canadian 15-year-olds scored well above the OECD averages in reading, math, and science. Canada continues to be one of the highest-performing countries in the world in this respect.
- British Columbia performed at the Canadian averages for reading, math, and science, and above the OECD averages in all three subjects.

Where Canada falls short:

The Conference Board of Canada 2010 report card also identified some shortcomings of Canada's education system:

- Over 7 million adult Canadians lack the functional literacy they might need to adjust to the changing economy. Canada's performance on adult literacy measures is about average when compared to 16 peer countries.
- Average numbers of university graduates in science, math, computer science, and engineering disciplines.
- Low numbers of Ph.D. graduates.
- Lack of focus on work-based skills training and lifelong learning outside traditional academic institutions.

Conference Board of Canada. (2010). *How Canada performs: A report card on Canada, 2009–10—Education and skills*. <http://www.conferenceboard.ca/hcp/details/education.aspx?pf=true>

Knighton, T., Brochu, P., & Gluszynski, T. (2010). "Measuring up: Canadian Results of the OECD PISA Study. The Performance of Canada's Youth in Reading, Mathematics and Science. 2009 First Results for Canadians Aged 15." Statistics Canada. <http://www.statcan.gc.ca/pub/81-590-x/81-590-x2010001-eng.pdf>