

BCTF Education Funding Brief to the Select Standing Committee on Finance and Government Services

Key BCTF funding requests of government

- *Provide more resources to meet student needs
- *Deliver adequate, stable and predictable funding
- *Cover all costs downloaded from the province
- *Support learning resources and time for implementing the revised curriculum
- *Develop learning resources for infusion of Aboriginal content throughout the curriculum
- *Develop programs and fund addressing student mental health
- *Provide resources to identify students with special needs and provide appropriate programs and supports
- *Restore tuition-free programs for adults and English Language Learners
- *Eliminate public funding of independent schools

Look inside for the details and support for these recommendations

EDUCATION FUNDING

A Brief to the

Select Standing Committee on Finance and Government Services

from the

British Columbia Teachers' Federation

September 2016



President



Executive Director

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Education Funding Brief 2016

BC Teachers' Federation

bctf.ca/BriefsAndPositionPapers.aspx

The British Columbia Teachers' Federation (BCTF) is pleased to have the opportunity to present its views on priorities for the 2017 provincial budget to the Select Standing Committee on Finance and Government Services (the Committee). The BCTF represents 41,000 members who are teachers and associated professionals in public schools across British Columbia. We begin by reiterating our full support for the recommendations made on K–12 funding in the previous two reports of the Committee. The BCTF commends and appreciates the work of the Select Standing Committee and its recommendations to government. We also, however, wish to draw attention to the repeated failure of government to act upon these recommendations, and the resultant and growing gaps, challenges, and issues facing public education in British Columbia. These challenges threaten to undermine this province's outstanding education system and we therefore request that you please consider and advance the recommendations contained in this brief in the Committee's 2016 report.

Summary of recommendations

Recommendation 1

That the Ministry of Education act on the recommendations from the Select Standing Committee on Finance and Government Services of the past two years that have called for adequate, stable, and predictable funding for K–12 public education.

Recommendation 2

That public education funding be increased to ensure that teachers are added to increase support for areas of greater need.

Recommendation 3

That K–12 public education funding be increased to cover all the costs downloaded to school districts, as well as inflationary costs.

Recommendation 4

That the Ministry of Education provide grants to school districts based on a minimum \$1,500 per teacher per year (\$60 million) for each of three years to support time and learning resources needed for the current implementation of the redesign of the entire curriculum from Kindergarten to Grade 12.

Recommendation 5

That the Ministry of Education provide substantial new funding resources to ensure that learning resources reflective of every First Nation in British Columbia are developed and readily accessible, in English and French, for all grade levels and all subject areas.

Recommendation 6

That tuition-free education be reinstated for adults taking adult education to upgrade secondary courses and for adult English language learners.

Recommendation 7

That funding be provided to address issues of student mental health.

Recommendation 8

That funding and resources be provided to support the early identification and designation of students with special needs and that appropriate funding be provided for all designated students to ensure that all students have access to an appropriate educational program.

Recommendation 9

That public funding for independent schools be eliminated, over a four-year timeline, with a 2017 funding reduction to 35% and 20% of the per capita local school district rate for qualifying Group 1 and Group 2 independent schools, respectively.

Recommendation 1: That the Ministry of Education act on the recommendations from the Select Standing Committee on Finance and Government Services of the past two years that have called for adequate, stable, and predictable funding for K–12 public education.

The effects of chronic underfunding are increasingly being felt and it is long overdue that government revise existing funding formulas to provide adequate, stable, and predictable funding across the education system. Unfortunately, government has chosen to either ignore funding needs or engage in patchwork funding announcements that are intended to moderate problems or public dissent. Over a 63-day period, government announced four new funding streams to address curriculum change¹, threatened school closures², escalating transportation costs and bussing fees for students³, and declining facilities and capital maintenance needs⁴. While new funds were welcomed by school districts, this “random acts of funding” approach stops well short of the Committee’s consistent recommendation for adequate, stable, and predictable education funding to meet the needs of the public education system.

On September 15, 2016, the Government of British Columbia announced a \$1.9 billion provincial budget surplus⁵, and yet provided no new funding for education. Government is also spending less on K–12 education annually as a percentage of provincial Gross Domestic Product (GDP) (Figure 1.0). The province *has, can, and must* do more for K–12 education. We urge the Committee to bring forward, once again, recommendations of the previous two reports that have called for adequate, stable, and predictable funding for public education.

Recommendations of the Select Standing Committee on Finance and Government Services (2015)⁶

1. Provide adequate capital funding to school districts for facility improvements, seismic upgrades and additional schools in rapidly-growing communities.
2. Provide stable, sustainable and adequate funding to enable school districts to fulfil their responsibility to continue to provide access to quality public

¹ [Announcement](#) on June 10, 2016, for \$6 million for coding curriculum implementation.

² [Announcement](#) on June 15, 2016, for \$2.5 million for the Rural Education Enhancement Fund.

³ [Announcement](#) on August 10, 2016, for \$14.7 million for the Student Transportation Fund.

⁴ [Announcement](#) on August 31, 2016, for \$20 million for the School Enhancement Program.

⁵ See: news.gov.bc.ca/releases/2016FIN0038-001701

⁶ Report on the Budget 2015 Consultations, p.11.

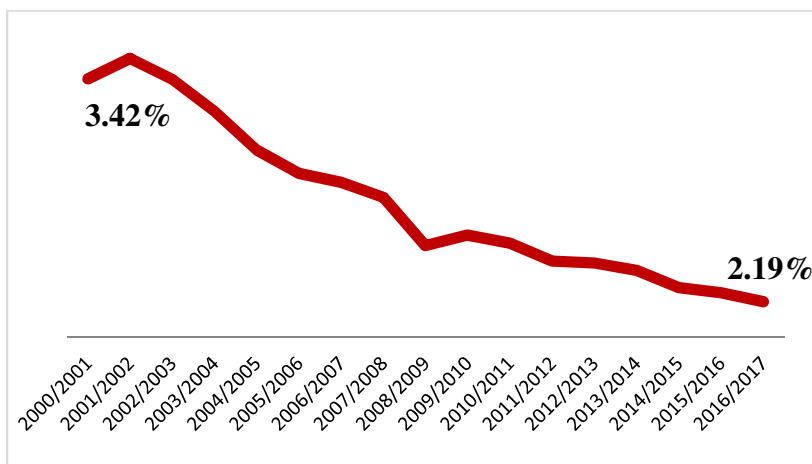
education, with recognition of the increased costs that school districts have incurred.

3. Review the Ministry of Education funding formula for programs and services, as well as administrative staff compensation levels to ensure adequate and competitive compensation.

Recommendations of the Select Standing Committee on Finance and Government Services (2014)⁷

22. Provide stable, predictable, and adequate funding to enable school districts to fulfill their responsibility to provide continued equitable access to quality public education, and to meet required repair and maintenance needs.
23. Provide adequate capital funding to school districts for facility improvements, seismic upgrades, and additional schools in rapidly growing communities.
24. Provide support for proposed new K–12 initiatives such as personalized learning and enhanced trades and technology training.
25. Provide resources to identify and address the growing number of students with special needs and those with minimal English language skills.

Figure 1.0: Government Spending on K–12 Education as a Percentage of GDP, 2000–01 to 2016–17



Source: BCTF calculations based on data from Statistics Canada. *Table 384-0038—Gross domestic product, expenditure-based, provincial and territorial, annual (dollars unless otherwise noted)*, CANSIM and Ministry of Education Budget Estimates (2000–01) and Ministry of Education Service Plans (2001–2 to 2016–17).

⁷ Report on the Budget 2014 Consultations, p.39.

Recommendation 2: That public education funding be increased to ensure that teachers are added to increase support for areas of greater need.

In previous briefs to the Committee, the BCTF has pointed out that the Learning Improvement Fund, implemented in 2012–13 and 2013–14, has been largely offset by significant decreases in district operational grants⁸. This can be seen in the continued decrease in full-time equivalent (FTE) teachers and total number of teachers throughout the period (Figure 2.0 and 2.1).

The BCTF has previously expressed concerns that the Teacher Education Fund, negotiated in September 2014 to provide an increase in the number of teachers to meet high-need areas, would serve only to restore some teaching positions previously eliminated as a result of these decreases and thus would not substantively address the problem of class size and composition. Ministry of Education teacher statistics data from 2015–16 demonstrates that this is indeed the case. The figures below show that FTE teachers and total number of teachers simply returned to approximately that of 2013–14. Only an increase in education funding will make possible the improvements that were intended to be accomplished with the teacher education funds. See Appendix 2 for detailed background information related to this recommendation.

Figure 2.0: FTE Teachers in BC Public Schools 2011–12 to 2015–16

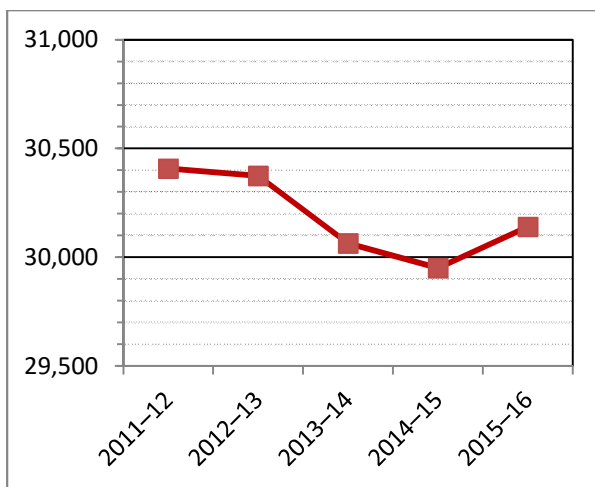
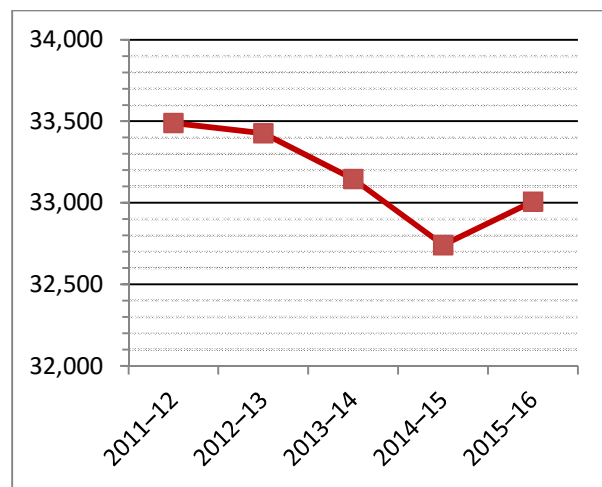


Figure 2.1: Number of Teachers in BC Public Schools 2011–12 to 2015–16



Source for Figures 2.0 and 2.1: BC Ministry of Education. (2016, July 27). Teacher Statistics. Retrieved from Provincial Reports: www.bced.gov.bc.ca/reports/pdfs/teacher_stats/public.pdf

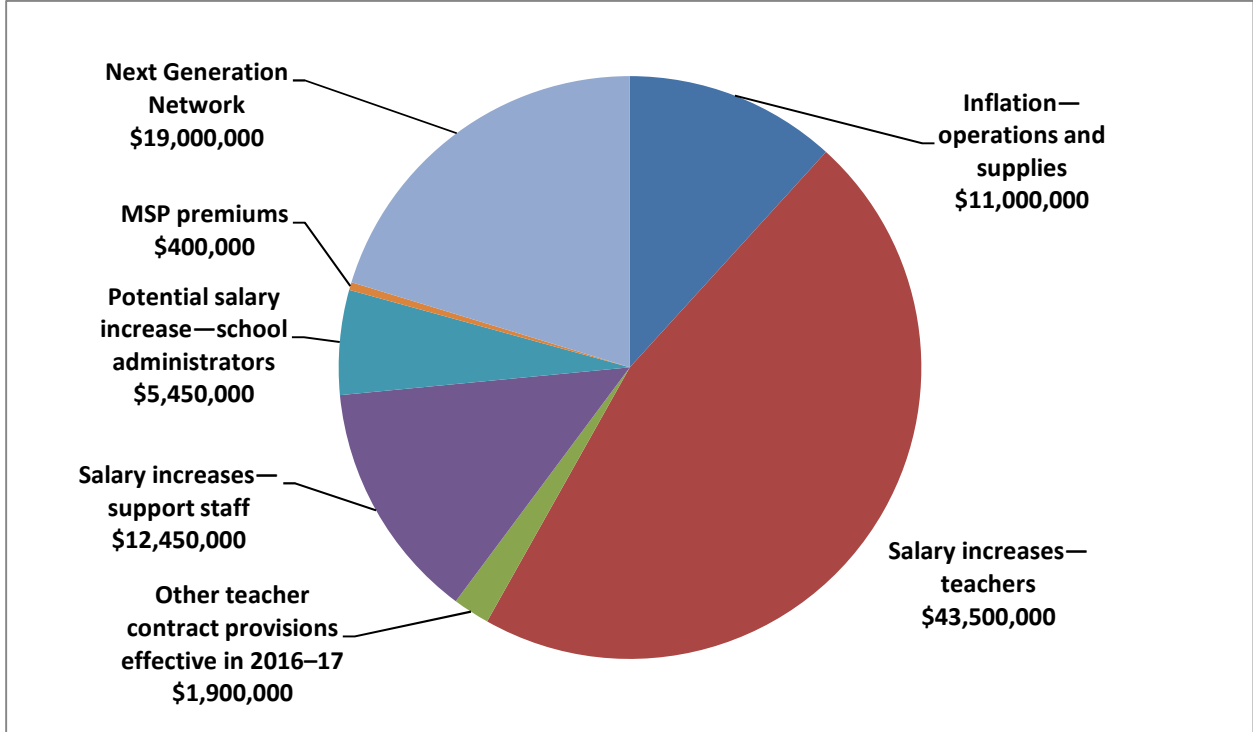
⁸ See the 2013 and 2014 BCTF Education Funding briefs, and the document “Teachers gained and lost—Will the Teacher Education Fund make a difference?” Available at bctf.ca/IssuesInEducation.aspx?id=10720.

Recommendation 3: That K–12 public education funding be increased to cover all the costs downloaded to school districts, as well as inflationary costs.

While government insists that education funding is at “record levels”⁹, the BCTF and others have repeatedly drawn attention to the failure of increases in education funding to keep pace with multiple education system cost pressures; cost pressures that are ultimately downloaded to school districts. These unfunded costs coupled with the requirement that districts must deliver balanced budgets drive districts to make difficult and impactful cuts to programs and services.

Based on BCTF calculations, school districts will face additional costs of close to \$94 million in 2016–17. These include costs such as MSP premiums, inflation, funding for the Next Generation Network, and provincially negotiated agreements. None of these costs are currently funded and all require additional funding in the 2017 budget and beyond. See Appendix 3 for detailed background information on this recommendation.

Figure 3.1: Unfunded Cost Pressures for School Districts in 2016–17



Source: See Table A3.1: Unfunded Cost Pressure Estimates, in Appendix 3, for complete list of sources and calculation notes.

⁹ See news.gov.bc.ca/factsheets/education-by-the-numbers.

Recommendation 4: That the Ministry of Education provide grants to school districts based on a minimum \$1,500 per teacher per year (\$60 million) for each of three years to support time and learning resources needed for the current implementation of the redesign of the entire curriculum from Kindergarten to Grade 12.

The Ministry of Education has mandated significant new curriculum changes in BC schools. The BCTF has played a positive consultative and contributory role, appointing more than 100 teachers who brought their expertise to curriculum change processes. The schedule for formal adoption of the new K–9 curriculum is in 2016–17 and for Grades 10–12 in 2017–18. The curriculum redesign is the most comprehensive revision ever undertaken in BC schools. The extent of these curriculum changes necessitates a period of time and provision of resources to allow BC’s 41,000 public school teachers to understand the new curriculum and to begin the process of implementation.

Curriculum changes may require that teachers learn about changing their practice and/or acquiring new resources and knowledge to allow for successful implementation. This is expected to be a fairly complex and potentially challenging shift, particularly in a climate of the persistent underfunding of public education. This process has, in the past, been challenging when changing the curriculum for one subject matter; therefore, the implications for changes across *all* subjects are significant. Elementary school teachers who teach all subjects will, in particular, experience the complexities of curriculum change. There are also challenges for teachers in small and remote schools outside the metropolitan areas. Often they are the only teacher of a particular subject or teacher in a one-room or two-room school and thus the support of colleagues in addressing the changes in curriculum does not exist. Funding for curriculum implementation, therefore, must take into account the extra barriers faced by teachers in remote and rural areas. That is not to suggest, however, that teachers in larger urban districts do not require significant support for the time and resources required for implementation. In addition to curriculum change, new areas of core competencies have been identified, and these require additional engagement by teachers, individually and collectively, to incorporate assessment practices that are new additions to the curriculum.

We cannot overstate the dimensions of these demands on teachers in a system that has lost over 1,600 specialist teachers over the past 15 years (Table A2.2, Appendix 2); teachers who in the

past provided the leadership to support classroom teachers through the change process. The positions of curriculum consultants and helping teachers, formerly employed by school districts to provide much needed in-service and support in implementation, have also been largely eliminated as a result of over a decade of underfunding.

The Ministry of Education has allocated minimal support to the change process over three years through the addition of four non-instructional days. These days are important, but not sufficient, and do not represent any significant investment by the province in curriculum implementation, given that they did not require additional funding. They are not additional dollars as they are days that teachers are already paid for under current arrangements. The only commitment for new dollars for curriculum implementation is the announcement of \$2 million for teacher training for coding implementation¹⁰, \$2 million for coding resources, and \$2 million for miscellaneous implementation costs. The \$2 million for training amounts to approximately \$50 per teacher when stretched across the province and is completely inadequate.

Successful curriculum change requires time, resources, and sharing of ideas among teachers who are part of the process of implementation. The time required must be non-instructional time in order to concentrate on exploring new expectations. To give a sense of what is required, the Changing Results for Young Readers program¹¹ by the Ministry of Education committed \$10.7 million over two years to have small groups of teachers from each district take part in an inquiry project on improving reading in primary grades. The summary report of the program identified that the program had successfully reached 10,080 students and 672 educators. Accordingly, per student and per educator program costs were \$990.74 and \$15,922, respectively. This crude calculation offers a glimpse into the fundamental arithmetic of funding needs for new and successful curriculum implementation: **change costs money.**

In addition to the in-service support and time required, the BCTF underscores the fact that new curriculum, with the emphasis on hands-on and project learning, will require that schools be provided with the necessary materials such as lab equipment, manipulative materials, resource books, computer and technology equipment, and other classroom supplies and teaching materials. Further, it will require that school districts be provided with the on-going additional

¹⁰ See: news.gov.bc.ca/releases/2016PREM0065-000994

¹¹ See: Jeroski, S. (2015). *The Impact of Changing Results for Young Readers: August 2015*. Retrieved from: cr4yr.com/2015/08/17/summary-report-2015/

funding to address this need, which is integral to curriculum implementation and to ensure that it is not at an expense of other programs, staffing levels, and services. This is all the more important to address, given the significant impact of underfunding over numerous years preceding this curriculum change.

The BCTF is committed to doing its part to support successful and sustained implementation of the revised curriculum and teachers are committed to supporting all students in successfully reaching their full potential. However, these goals cannot be met without the provincial government putting in place a comprehensive, multi-year curriculum funding plan with the necessary resources and supports available in all regions of the province.

The BCTF therefore recommends that the Ministry of Education provide grants to school districts based on a minimum \$1,500 per teacher per year (\$60 million) for each of three years to support time and learning resources needed for the current implementation of the redesign of the entire curriculum from Kindergarten to Grade 12.

Recommendation 5: That the Ministry of Education provide substantial new funding resources to ensure that learning resources reflective of every First Nation in British Columbia are developed and readily accessible, in English and French, for all grade levels and all subject areas.

The Truth and Reconciliation Commission (TRC) of Canada has issued an historic call to action to public education systems to cultivate reconciliation through the comprehensive integration of indigenous perspectives, history, and ways of knowing as foundational elements of every BC student’s K–12 educational experience¹². The new K–12 curriculum embeds the First Peoples Principles of Learning framework and Aboriginal perspectives and ways of knowing at every grade level and in every subject¹³. In addition to existing funding targeted for Aboriginal education and Aboriginal learners, dedicated funding is needed for new classroom resources to be integrated into all BC schools and classrooms—reflecting the particular histories, knowledge, and culture of BC’s 198 First Nations peoples, as well as age-appropriate content and accessibility for both English and French language learners. Successful implementation of this important mandate requires a significant infusion of new funding to enable BC’s K–12 educators to develop, acquire, and apply culturally and pedagogically relevant and appropriate resources to enhance the learning of indigenous and non-indigenous students throughout the province.

The TRC specifically calls for the development of “age-appropriate curriculum of residential schools, Treaties and Aboriginal Peoples’ historical and contemporary contributions to Canada”¹⁴. In particular, local resources with appropriate reading levels and new content will be required in areas with new indigenous curricular competencies, such as K–9 mathematics, sciences, and social studies. Serving 16.6% of Canada’s total Aboriginal population¹⁵, 14,000 residential school survivors (second highest in Canada)¹⁶, and a rapidly growing Aboriginal youth demographic, the Province of British Columbia holds a particularly significant responsibility and opportunity in addressing the TRC’s public education mandate.

¹² Truth and Reconciliation Commission of Canada (2015). *Final Report of the Truth and Reconciliation Commission of Canada Volume One: Summary*. Toronto: James Lorimer and Company, p. 238.

¹³ Ministry of Education (2016, August). Educator Update: K–9 Curriculum. Retrieved from curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/updates/educator_update_k-9.pdf.

¹⁴ Truth and Reconciliation Commission of Canada (2015), p. 238.

¹⁵ Statistics Canada, National Household Survey (2011). Retrieved from: www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm.

¹⁶ British Columbia Assembly of First Nations. (2008, June 9). *First Nations Leadership Council Backgrounder*. Retrieved from www.fns.bc.ca/pdf/Backgrounder_ResidentialSchoolHistory.pdf.

Recommendation 6: That tuition-free education be reinstated for adults taking adult education to upgrade secondary courses and for adult English language learners.

There are multiple motivations of adults seeking to access adult education. Many may need to upgrade their qualifications to apply to post-secondary programs, while others would like to complete their K–12 credentials. New immigrants may wish to learn one of the official languages. Prior to 2014–15 with the imposition of tuition fees by government, individuals were able to do so through tuition-free courses in adult education. Since this period, enrollment has decreased drastically (Figure 6.0). Tuition fees for adult learners are prohibitive and have clearly had serious impacts on enrollment. Survey research conducted at the BCTF in 2013 further reveals that teachers teaching in adult education report that a large proportion of their students are experiencing poverty-related issues: 17.5% reported that over half of their students are experiencing poverty and 48.6% report at least one in four students are experience poverty-related issues (Figure 6.1). Many students must overcome multiple barriers to participate in education, even when courses are tuition-free. For these students, adult education offers the potential of higher employment rates and wages, critical factors in escaping poverty. Tuition fees create prohibitive barriers for these students, and therefore we recommend their elimination. See Appendix 4 for detailed information related to this recommendation.

Figure 6.0: Adult Students in BC Public Schools 2011–12 to 2015–16

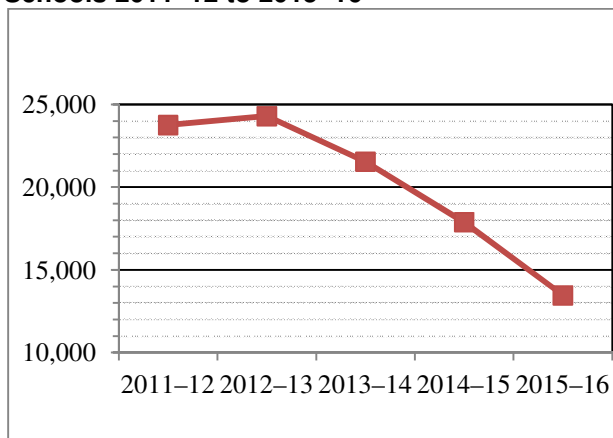
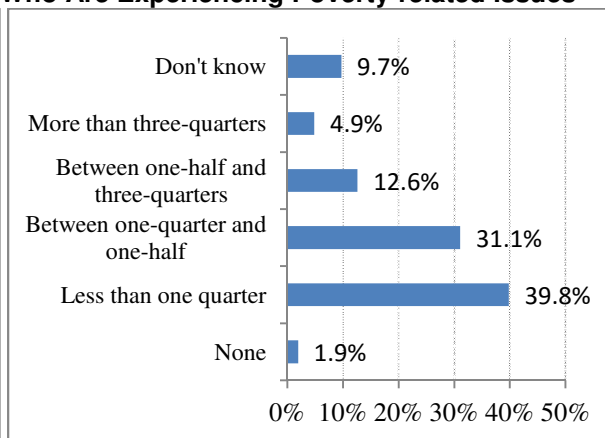


Figure 6.1: Proportion of Adult Students Taught Who Are Experiencing Poverty-related Issues



Source for Figure 6.0: *Student Statistics—2015–16*. BC Ministry of Education. Student statistics for the current year can be found at: www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf

Source for Figure 6.1: White, M., and C. Naylor. (2015) *Adult Education in BC's Public Schools: Lost opportunities for students, employers, and society—A BCTF study of working and learning conditions*. Vancouver: BC Teachers' Federation. bctf.ca/uploadedFiles/Public/Issues/Worklife/AdultEd/BCTFAdultEdStudy2015.pdf

Recommendation 7: That funding be provided to address issues of student mental health.

In 2015–16, there were 13,129¹⁷ children in BC’s public schools who were designated as either moderate behaviour support/mental illness (5,759) or intensive behaviour support/severe mental illness (7,370); the latter of which receives the lowest level (Level 3) of special needs supplemental funding at \$9,500 per designated student¹⁸. The former, students designated with moderate behavior support/mental illness, do not receive any special needs supplemental funding. Furthermore, the public education system in BC has lost over 1,100 special education and counsellor teaching positions since 2001 (Table A2.2, Appendix 2), while the number of designated students with severe mental illness has increased by 12% since 2002¹⁹.

Mounting inequities and deficiencies in mental health funding and resources in BC’s public health and public education systems have had serious consequences for children and youth. Most recently (September 2016), the Representative for Children and Youth released an investigative report on the failures of BC’s mental health system and implications for Aboriginal youth²⁰. This report, in its recommendations, called upon the Ministry of Education to “prepare an immediate plan to protect the right of Aboriginal children and youth with mental health issues and disorders to learn, attend and participate fully in school”²¹. This plan must include both supports for children with mental health disorders and for teacher and staff training and support. A BCTF submission²² to the Select Standing Committee on Children and Youth issued six recommendations, all of which will require funding from government. Please include these in the 2016 report of the Select Standing Committee on Finance and Government Services:

1. Support efforts to build positive and pre-emptive approaches to the mental health of children and youth.

¹⁷ BC Ministry of Education. (2016, July). Student Statistics. Retrieved from Provincial Reports: www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf

¹⁸ See: www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/k-12-funding-special-needs

¹⁹ Data obtained from: BC Ministry of Education. (2016, July). Student Statistics. Retrieved from Provincial Reports: www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf

²⁰ Representative for Children and Youth. (2016, September). *A tragedy in waiting: How BC’s mental health system failed one Aboriginal youth*. Retrieved from:

www.rcybc.ca/sites/default/files/documents/pdf/reports_publications/rcy_tragedyinwaiting_final.pdf

²¹ Ibid, p.48.

²² Available online, at www.bctf.ca/uploadedFiles/Public/Publications/Briefs/SSCCY--MentalHealthJune2015.pdf.

2. Address the serious children/youth mental health issues by ensuring mental health services are accessible in schools.
3. Establish a commission to initiate and co-ordinate province-wide mental health approaches and resource development in K–12 public schools.
4. Provide a grant to the BC Teachers' Federation to support its Teaching to Diversity online resource.
5. Increase the number of school counsellors and other specialist support teachers to address students' mental health issues.
6. Address the mental health needs of youth who are often additionally marginalized.

While there is a greater general recognition of child and mental health youth concerns, these issues have not been addressed and the necessary co-ordination and supports have not been put in place.

Recommendation 8: That funding and resources be provided to support the early identification and designation of students with special needs and that appropriate funding be provided for all designated students to ensure that all students have access to an appropriate educational program.

The Ministry of Education in British Columbia has a policy commitment to inclusion—the welcoming and participation of students with special needs within the broad community of learners²³. In BC, students with special needs²⁴ are entitled to an Individualized Education Plan (IEP) that establishes learning outcomes objectives, a list of support services, and use of adapted materials, or instructional or assessment methods²⁵. The practice of inclusion, therefore, requires careful consideration and planning to ensure that systemic capacity is adequate to meet student needs. Inclusive learning environments are affected by a number of considerations, including 1) early identification and designation of students with special needs, 2) classroom composition, and 3) access to support services for students.

Over the past 15 years, the practice of inclusion has become increasingly complex and challenging. Since 2001, there has been a 50% increase in the number of students with special needs entitled to special needs supplemental grant funding²⁶ (Figure 9.0). Throughout that same period, however, special education specialist teaching positions declined by 24% (nearly 1,000 positions) (Table A2.2, Appendix 2). Specialist teachers provide support to classroom teachers, children with special needs, and families. Special education teachers, for example, provide one-to-one and small-group special education instruction, IEP case management, and intermediary support with support services and providers. Special education teachers also assist in early identification of students with special needs, linking children to appropriate assessment providers and services. The loss of these specialist positions undermines the system’s capacity to identify and meaningfully address children’s special needs in the classroom.

²³ For the full policy statement, see

www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/special-education

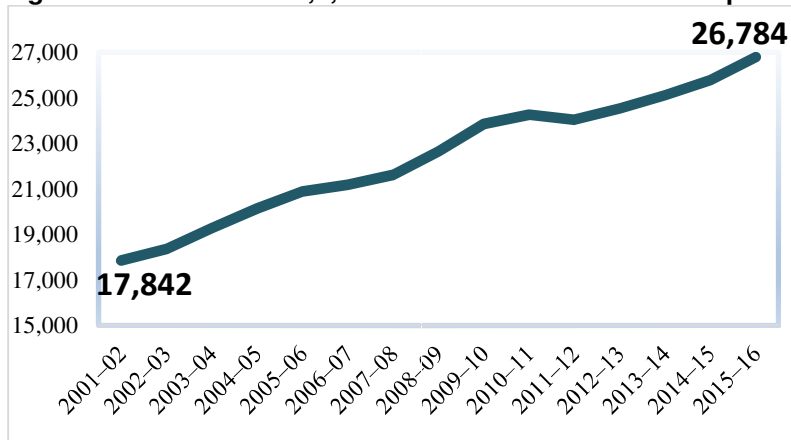
²⁴ Ministerial Order 150/89 defines “student with special needs” as a student who has a disability of an intellectual, physical, sensory, emotional, or behavioural nature, has a learning disability or has exceptional gifts or talents. See: www.bced.gov.bc.ca/legislation/schoollaw/e/m150-89.pdf

²⁵ Ministerial Order 638/95 (M638/95) establishes parameters for development, content, and implementation of Individual Education Plans (IEPs). See: www.bced.gov.bc.ca/legislation/schoollaw/e/m638-95.pdf

²⁶ The Government of British Columbia provides supplemental funding to designated Level 1, 2, and 3 students with special needs. All other designations do not receive supplemental funding See:

www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/k-12-funding-special-needs

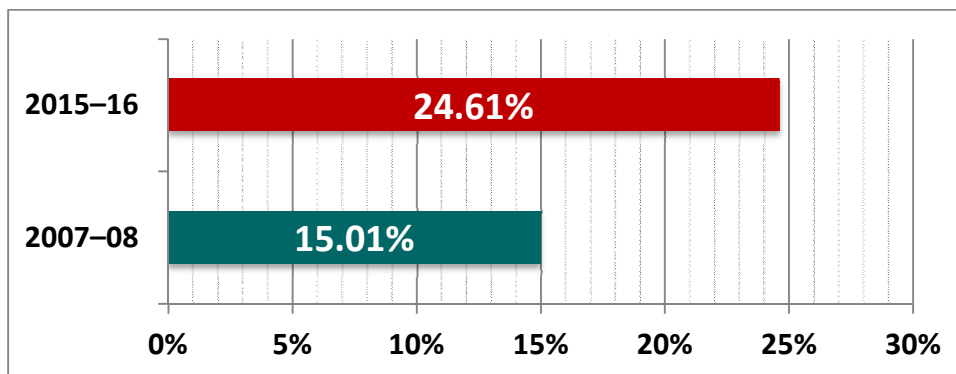
Figure 9.0: Total Level 1,2, and 3 Funded Students with Special Needs in BC, 2001–02 to 2015–16



Source: *Student Statistics—2001–2 to 2015–16*. BC Ministry of Education.

In addition to the loss of specialist teaching positions, class composition is creating more complex teaching and learning environments. The number and proportion of classes with four or more students with special needs has increased substantially. In 2007–08, 15% of all K–12 classes had four or more students with IEPs; by 2015–16, this figure had risen to 24.6%, a 60% increase in less than 10 years²⁷ (Figure 9.1). Declining and limited supports for children with special needs can create stressful teaching environments and very difficult learning situations. In a 2009 BCTF study, teachers reported that inadequate support for students with special needs is a significant source of stress, as are large classes with respect to size and composition²⁸. Because of continued underfunding, the pressures have continued to increase since that time.

Figure 9.1: Percentage of K–12 Classes in British Columbia with Four or More Students with IEPs



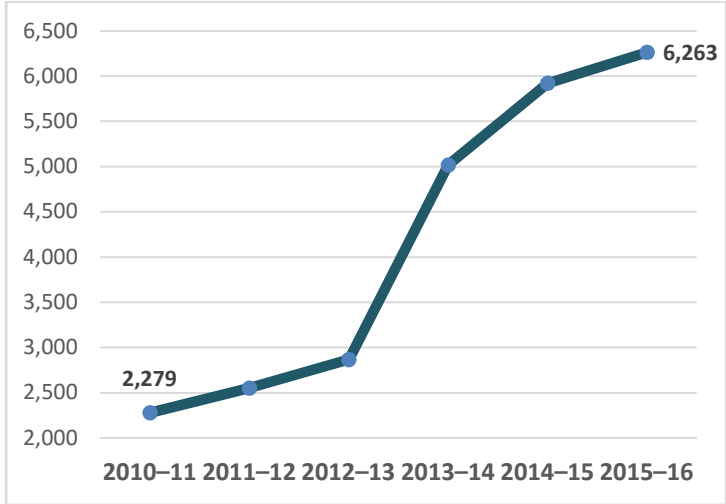
Source: *Student Statistics—2007–8 to 2015–16*. BC Ministry of Education.

²⁷ *Student Statistics—2001–02 to 2015–16*. BC Ministry of Education. Student statistics for the current year can be found at www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf.

²⁸ Naylor, C., and M. White. (2010). *The worklife of BC teachers in 2009: A BCTF study of working and learning conditions*. British Columbia Teachers' Federation, Research Division, Vancouver. www.bctf.ca/uploadedfiles/public/issues/WorklifeWorkload/2009/fullreport.pdf

There has also been a notable exodus of students with special needs from the public education system over the past five years. Since 2010–11, there has been a **175% increase** in students with special needs full-time enrolment (FTE) in independent schools, with the largest funding increase in special needs supplemental funding going to Group 1 distributed learning programs²⁹.

Figure 9.2: FTE Enrolment of Students with Special Needs in Independent Schools



Source: Ministry of Education—Independent Schools Enrolment and Funding Data, 2010–11 to 2015–16. www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/enrolment_funding_summary.pdf

Many families, therefore, are opting for independent distributed learning programs for their children with special needs. In a report on a survey of parents of children with special needs³⁰ conducted by the group BC Parents of Special Needs Children: Action for Equitable Access to Education³¹ the top reason that respondents gave as to why they left the public system (69%) or were considering leaving (60%), was due to lack of supports for their children with special needs.

To address these serious issues and to ensure that all students have access to an appropriate educational program in BC public schools, the BCTF calls on government to provide substantial new funding and resources to support the early identification, designation, and provision of supports for students with special needs.

²⁹ www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/enrolment_funding_summary.pdf

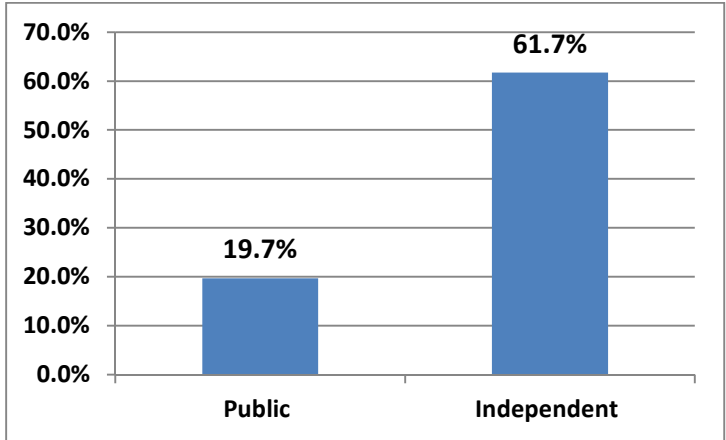
³⁰ <https://equitableaccesstoeducation.wordpress.com/full-forced-out-survey-report/>

³¹ <https://equitableaccesstoeducation.wordpress.com/who-we-are/>

Recommendation 9: That public funding for independent schools be eliminated, over a four-year timeline, with a 2017 funding reduction to 35% and 20% of the per capita local school district rate for qualifying Group 1 and Group 2 independent schools, respectively.

Providing quality and accessible public education is not merely the constitutional obligation of the Government of British Columbia, it also serves as the embodiment of society’s commitment to principles of democracy, equality, and diversity. Public education serves as the foundation of democratic equality and it is the duty of government to protect and support this valued institution. Beginning in 1977, British Columbia became one of five³² provinces that elected to subsidize private education (“independent schools”) with public funding. Since this time, funding for independent schools has outpaced funding for public education, and the number of independent schools has doubled (Figure 9.1). Over the last 10 years (2005–15), funding for independent schools grew by 61.7% whereas public funding for public education grew by 19.7% (Figure 9.0). Further, funding for independent schools in 2016–17 is estimated at \$358 million—which, if it reaches this level, represents an **85% increase** from 2005–06³³.

Figure 9.0: Change in Funding (%), Public and Independent Schools, 2005–06 to 2015–16 (est.) in British Columbia

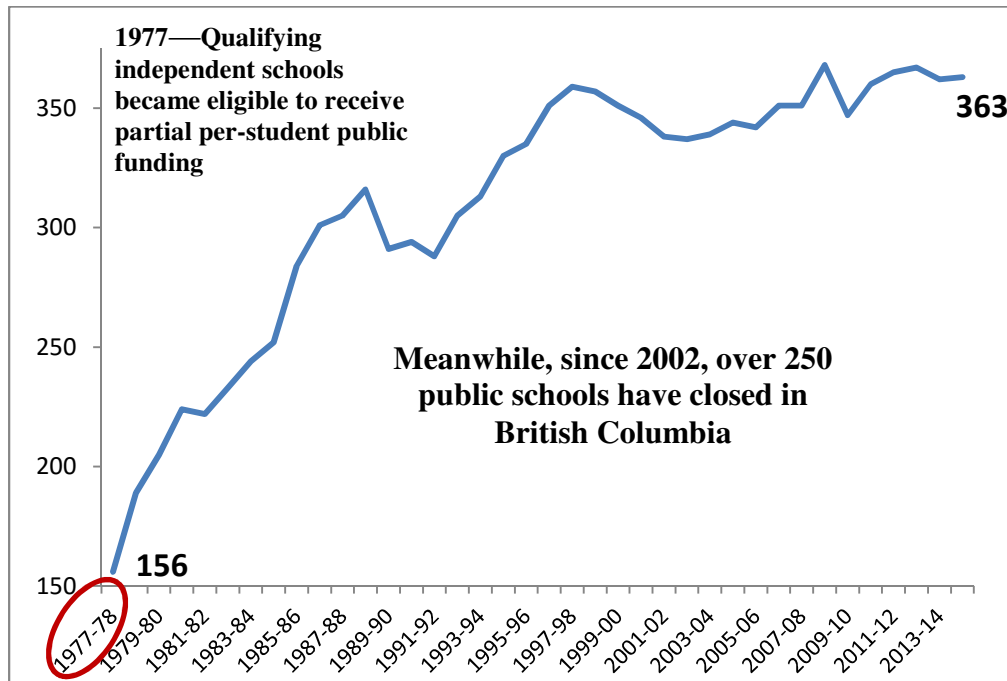


Source: BCTF calculations (White and Kuehn, 2015), figures from Ministry of Education. (February 17, 2015). *Ministry of Education Budget 2015 Overview, February 2015, pp. 3–4.*

³² The four western provinces and Quebec provide publicly funded grants to qualifying private (“independent”) schools. For more information, see: www.cbc.ca/news/canada/saskatchewan/cash-for-independent-schools-hurts-public-system-ndp-1.1257733

³³ Source: BCTF calculations (White and Kuehn, 2015), figures from Ministry of Education. (February 17, 2015). *Ministry of Education Budget 2015 Overview, February 2015, pp. 3–4.*

Figure 9.1: Growth in Independent Schools in British Columbia, 1970–2015



It is the view of the BCTF that government must prioritize public funding for public education and eliminate, over a four-year progressive rate reduction schedule, the per student grant rate to independent schools beginning with a rate reduction to 35% and 20% of the per capita local school district rate for Group 1 and Group 2 schools, respectively.

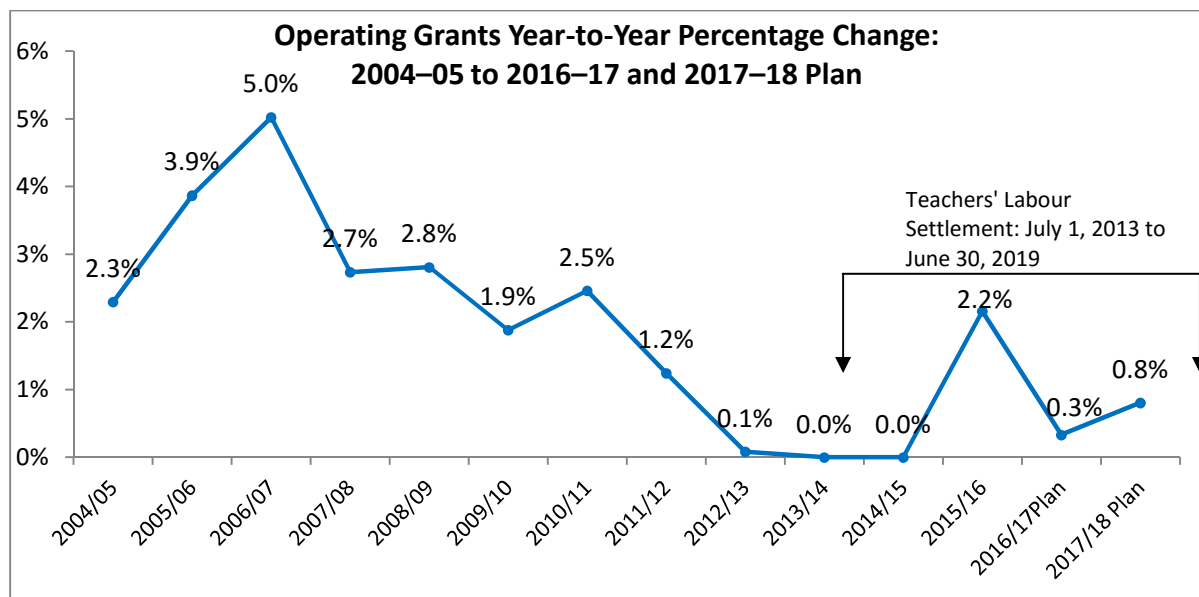
The call to direct public funds to public schools has also been put forward by the BC School Trustees’ Association and is a view widely shared by taxpayers.

³⁴ Source: BC Public School Closures Map, BCTF: www.google.com/maps/d/viewer?msa=0&ie=UTF&mid=1qNbqVVLOZBzb8STiz0Wj1XekNEY

Appendix 1

The following chart shows the percentage change in operating grants funding over the period between 2004–05 to 2015–16, and Ministry of Education estimates for 2016–17 and 2017–18. These figures are derived from the Ministry’s three-year plan as published in the Operating Grants Manual. Based on the Ministry’s figures for total operating grants, there is no increase in operating grants for the first two years of the new collective agreement (2013–14 and 2014–15) followed by a large increase in year three of the collective agreement (2015–16). In 2014–15, the Ministry added a Labour Settlement Fund table³⁵ on the K–12 funding allocation page (in November 2014) highlighting the district allocations to cover the cost of the collective agreement for 2014–15. However, this amount was not added to the total for 2014–15 operating grants. Instead, the full amount of the Labour Settlement Fund for 2014–15 and for 2015–16 was added to the 2015–16 operating grants total³⁶. This makes the total increase in operating grants funding in 2015–16 appear larger than it is.

Figure A1.0: Operating Grants Year-to-Year Percentage Change, 2004–05 to 2016–17 and 2017–18 Plan



Source: BCTF calculations with figures from: Ministry of Education. Operating Grants Manual for years 2004–05 to 2015–16, available at www.bced.gov.bc.ca/k12funding/. Note: For some years, the Ministry of Education updates total operating grants figures in the following year. For this reason, BCTF bases its calculations on the most recent figures provided in the operating grants manual, for any given year.

³⁵ Ministry of Education. Labour Settlement Funding for Public School Districts, 2014–15 (November 2014), 2014–15 Final Operating Grants page: www.bced.gov.bc.ca/k12funding/funding/14-15/welcome.htm

³⁶ Ministry of Education. Table 15: Labour Settlement Funding, 2015–16 (March 2015), 2015–16 Estimated Operating Grants page: www.bced.gov.bc.ca/k12funding/funding/15-16/welcome.htm

Implications of inadequate, unstable, and unpredictable funding for public education

The implications of the current funding approach are significant for K–12 public education. As evidenced throughout this brief, there are changing and increasing unmet needs and demands in the education system. The costs of providing K–12 education are rising faster than the increase in funding to meet those costs and districts are faced with budget shortfalls. The 2014–15 allocation of \$93.6 million for the Labour Settlement Fund is already committed to cover the cost of the salary increase and other improvements in the collective agreement in 2014–15. The only new funding for 2015–16 is the \$36.8 million to cover new costs from year three of the collective agreement.

Table A1.0: Impact of the Labour Settlement Funding

	\$ Amount of funding
Amount of Labour Settlement Funding reported in 2015–16	\$130,435,914
Actual amount of the 2014–15 Labour Settlement Funding (Ministry did not include this amount in the total for 2014–15 operating grants)	\$93,557,772
Difference: Actual additional Labour Settlement funding available in 2015–16	\$36,878,142
Funding cut to district operating grants in 2015–16 (See Table 1a—“Administrative savings”)	-\$29,000,000
Net increase in new funding in 2015–16, after \$29 M funding cut	\$ 7,878,142

Source: In 2014–15, the Labour Settlement Fund (LSF) is a separate table on the K–12 Funding Allocation page, www.bced.gov.bc.ca/k12funding/funding/15-16/welcome.htm. In 2015–16, the LSF is included as Table 15 in the 2015–16 Operating Grants tables. See Table 1a of the 2015–16 Estimated Operating Grants tables for data on “Administrative savings”. www.bced.gov.bc.ca/k12funding/funding/15-16/operating-grant-tables.pdf

Appendix 2

The Learning Improvement Fund did not make a difference

Full-time equivalent (FTE) teaching employment has declined since 2002. There are approximately 3,000 fewer FTE teachers in BC public schools in 2014–15 than in 2002–03³⁷ and over 4,000 fewer teachers overall. Teaching positions funded by district operating grants continue to decrease in the years after the Learning Improvement Fund (2012–13 to 2013–14), and in 2014–15, when the Teacher Education Fund came into effect.

Table A2.0: FTE Teachers and Number of Teachers by School Year

School Year	Total FTE Teachers	Total Number of Teachers	Full-Time Teachers	Part-Time Teachers
2000–01	32,955.70	37014	27134	9880
2001–02	32,768.90	36380	26909	9471
Bill 27&28				
2002–03	30,869.60	34075	25614	8461
2003–04	30,350.60	33516	25095	8421
2004–05	30,179.90	33314	24992	8322
2005–06	30,583.00	33716	25298	8418
Bill 33				
2006–07	31,221.90	34373	25930	8443
2007–08	31,049.40	34352	25625	8727
2008–09	30,867.30	34187	25500	8687
2009–10	30,393.00	33692	24983	8709
2010–11	30,110.10	33358	24726	8632
Introduction of Full Day Kindergarten				
2011–12	30,407.40	33490	25219	8271
Bill 22				
2012–13	30,374.10	33427	25155	8272
2013–14	30,064.00	33147	24928	8219
2014–15	29,950.60	32742	24910	7832
2015–16	30,139.80	33008	25046	7962

Source: BC Ministry of Education. (2016, July 27). Teacher Statistics. Retrieved from Provincial Reports: www.bced.gov.bc.ca/reports/pdfs/teacher_stats/public.pdf

Note 1: Ministry cautions that data starting in 2014–15 are collected using slightly different criteria and are not comparable to previous years.

Note 2: These represent FTE teaching positions funded by district operating grants.

³⁷ From 2012–13 onward, FTE figures represent teaching positions funded by district operating grants. The Ministry of Education reporting guidelines request that districts not include teaching positions funded by the Learning Improvement Fund.

The Teacher Education Fund did not make a difference

The Teacher Education Fund came into effect in 2014–15. In previous briefs³⁸ to the Select Standing Committee on Finance and Government Services, the BC Teachers’ Federation expressed concern that the Teacher Education Fund would serve only to prevent further decreases in the number of teachers, rather than add new positions. The BCTF estimated that even after accounting for teachers funded by the Teacher Education Fund there would be a net loss of close to 300 FTE teachers, when compared to 2011–12³⁹. The Teacher Education Fund, therefore, would not make the impact that it was intended to in the 2014 collective agreement: *to provide for an increase in the number of teachers to meet high-need areas in the school districts*, adding to the number of teaching positions funded by district operating grants. This was indeed the case. The data demonstrates that between 2011–12 and 2015–16, 267.60 FTE teaching positions and 482 teaching positions have been lost.

Table A2.1: Teachers Funded by Operating Grants and by the Teacher Education Fund

School Year	FTE teachers	Total teachers
2011–12	30,407.40	33490
2012–13	30,374.10	33427
2013–14	30,064.00	33147
2014–15	29,950.60	32742
2015–16	30,139.80	33008
Total change 2011–12 to 2015–16	-267.60	-482

Source: BC Ministry of Education. (2016, July 27). Teacher Statistics. Retrieved from Provincial Reports: www.bced.gov.bc.ca/reports/pdfs/teacher_stats/public.pdf

Change in FTE learning specialist teacher positions: 2001–02 to 2015–16

Table A2.2 (below) portrays the difference in FTE learning specialist teachers between the years 2001–02 and 2015–16. The following table shows that compared to 2001–02 there are:

- almost 1,000 fewer special education teachers in 2015–16.
- 357 fewer teacher-librarians to support students to develop language, literacy, and research skills in the 21st century.

³⁸ See the 2015 BCTF education funding briefs, and “Teachers gained and lost—Will the Teacher Education Fund make a difference?”, available at: www.bctf.ca/IssuesInEducation.aspx?id=10720.

³⁹ See the 2015 BCTF education funding briefs Appendix 2.

- 121.5 fewer counsellors to support students with emotional, social, and mental health issues.
- 218.6 fewer English language learning teachers for students newly arrived to Canada,
- 8.7 fewer Aboriginal education teachers at a time when there are new educational initiatives to raise awareness of Aboriginal culture within BC schools and to provide a more culturally meaningful education for Aboriginal students.

Table A2.2: FTE Specialist Teacher Positions, 2001–02 to 2015–16

FTE specialist teachers	2001–02*	2013–14	2014–15	2015–16	Change 2001–02 to 2015–16	
					#	%
Library services	921.8	627.5	577.1	564.8	-357.0	-38.7%
Counselling	989.6	858.3	856.6	868.1	-121.5	-12.2%
Special education	4,051.5**	3,236.8	3,082.7	3,064.2	-987.3	-24.4%
English language learning	1,015.6	816.8	792.6	797.0	-218.6	-21.5%
Aboriginal education	206.9	203.1	200.9	198.2	-8.7	-4.2%
Totals	7,185.4	5,742.5	5,509.9	5,509.9	-1,693.1	-23.5%

BCTF Research table: totals calculated with figures from BC Ministry of Education, Staff by Year and Program Code (unpublished Form 1530 data, various years).

* Figures for 2001–02 Includes FTE positions funded by PCA Trust. The PCA Trust had been used to hire additional teachers and was discontinued starting 2002–03.

** Figure calculated from the sum of the following categories: 1.04 Learning Assistance; 1.13 Special Health Services; 1.16 Severe Behaviour; 1.17 High Incidence-Low Cost; 1.18 Low Incidence-High Cost; 1.19 Dependent Handicapped; 1.32 Gifted; 1.33 Hospital/Homebound; and 1.45 Identification/Planning. These nine figures were discontinued in 2003–04 and combined into 1.10 Special Education.

Student population projected to increase, creating a need for more teachers

BC Stats projections indicate that between the years 2016 and 2025, the population aged 0–4 years will grow by 21,800 and the population aged 5–17 years will grow by 28,200. The school-aged population (5–17 years) in BC is projected to increase steadily each year, totaling 720,600 children by 2041. This represents an 18% increase (109,800 more children) in the school-aged population in BC compared to 2016.

Table A2.3: BC Population Projections: 2016–2025

	0–4 years of age	5–17 years of age
2016	224,700	610,800
2025	250,300	652,600
Change	+5,600	+41,800
% change	+11.3%	+6.9%

Source: BCTF calculations, with figures from: BC Stats. (July 2016). British Columbia Population Projections: 2016 to 2041, www.bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationProjections.aspx

Labour market projections in British Columbia point to the need for more teachers

A WorkBC report, [British Columbia 2025 Labour Market Outlook](#), projects 20,635 job openings for BC teachers by the year 2025. The following table shows the projected number of job openings for elementary and secondary teachers and educational counsellors in the seven regions of BC to 2025. In three of these regions, at least three-quarters of the job openings are to replace teachers. In all seven regions, replacements account for over half of job openings. The replacements are mostly for reasons of retirement.

Table A2.4: Total Job Openings Projected to 2025 for Kindergarten, Elementary, and Secondary School Teachers and Educational Counsellors*

Region	Expansion	Replacement	Total
Cariboo	80	650	730
Kootenay	175	425	600
Mainland/Southwest	1,310	9,790	11,100
Northcoast & Nechako	0	450	450
Northeast	170	210	380
Thompson-Okanagan	950	1,790	2,740
Vancouver Island Coast	1,635	2,955	4,590

Note: Figures are calculated from career profiles regional outlook for elementary school and Kindergarten teachers (NOC 4032), secondary school teachers (NOC 4031), and educational counsellors (NOC 4033). These three profiles are taken from WorkBC: www.workbc.ca/Jobs-Careers/Explore-Careers.aspx, accessed September 2016. Minor differences exist between the above figures and the figures from *British Columbia 2025 Labour Market Outlook* due to a difference in rounding between the sources.

*Regional outlook figures for Kootenay, Northcoast & Nechako, Northeast are unavailable. The sum of the available regions is 50 lower than the province-wide employment outlook for educational counsellors. This difference is not accounted for in the figures above.

Appendix 3

Many unfunded costs are anticipated in 2016–17; costs that do not currently have any funding commitments attached to them. Table A3.1 itemizes these costs with notes on calculation methodologies. Estimated unfunded costs for school districts in 2016–17 totals \$93,700,000.

Table A3.1: Unfunded Cost Pressure Estimates

Cost pressure	Estimates
Inflation—operations and supplies ¹	\$11,000,000
Salary increases—teachers ²	\$43,500,000
Other teacher contract provisions effective in 2016–17 ³	\$1,900,000
Salary increases—support staff ⁴	\$12,450,000
Potential salary increase—school administrators ⁵	\$5,450,000
MSP premiums ⁶	\$400,000
Next Generation Network ⁷	\$19,000,000

¹ Consumer Price Index figures for year-to-year index and for energy and transportation are from: BC Stats Consumer Price Index, released January 22, 2016; p.1.

BC Hydro rate increase: CBC News, “BC Hydro rates to increase 28 per cent over 5 years.” November 26, 2013.

² Salary increase includes the 0.45% Economic Stability Dividend (ESD) increase effective May 1, 2016, and the 1% salary increase effective July 1, 2016. Estimates are based on data in the Public Sector Compensation Base Open Data and include an estimate of the cost impact on wage-impacted benefits in addition to the salary increase. The ESD effective May 1, 2017, is unknown and therefore not included in these estimates.

See Public Sector Compensation Base Open Data: www.fin.gov.bc.ca/psec/publicsector/index.htm

³ See p.4 of the Memorandum of Agreement between BC Public Schools Employers’ Association and BC Teachers’ Federation (2014–19), available at www.bctf.ca/uploadedFiles/Public/BargainingContracts/MOA2014-09-17.pdf

⁴ Salary increase includes the 0.45% Economic Stability Dividend (ESD) increase effective May 1, 2016, a 0.5% salary increase effective July 1, 2016, and a 1% increase effective May 1, 2017. Estimates are based on data in the Public Sector Compensation Base Open Data and include wage-impacted benefits in addition to the salary increase. The ESD effective May 1, 2017, is unknown and therefore not included in these estimates.

See Public Sector Compensation Base Open Data: www.fin.gov.bc.ca/psec/publicsector/index.htm

⁴ For negotiated salary increases, see p.1 of the Provincial Framework Agreement between BC Public School Employers’ Association and the K–12 Presidents’ Council and Support Staff Unions.

⁵ According to a recent article quoting a Ministry spokesperson, the BC Public Sector Employers’ Council of the Ministry of Finance has lifted restrictions on the salaries of school administrators, capping potential salary increases at 2%. This increase applies only to school administrators, not to secretary-treasurers or directors of instruction. For this reason, the cost estimates are adjusted to reflect that school administrators compose 61% of management-excluded staff. The estimates assume a 2% salary increase in 2016 that carries over to 2016–17. The article referenced below suggests some administrators will also receive a retroactive salary increase for 2015. If so, this would be a downloaded cost in 2015–16 and would increase the amount required to fund the 2016 salary increase. Source: Fries, Joe. “Pay bump at schools; Principals, vice-principals among the first to get out from under government imposed wage freeze with 2 per cent raise”, Penticton Herald, January 7, 2016, p.A1.

⁶ The MSP premium structure will also be completely revamped in 2017. Based on estimates made from currently available data this will cost school districts about \$400,000, when compared to 2015–16. This figure assumes that teachers demographics are reflective of the wider BC demographics percentage-wise. Data on BC family demographics are taken from Statistics Canada CANSIM Tables 111-0011 and 111-0012. This increase will add to the cumulative cost of MSP premium increases imposed by the province in recent years. MSP premiums (Family of 2) increased by 6.3% in 2010, 6.9% in 2011, 6.4% in 2012, 3.9% in 2013, 4.1% in 2014, 4% in 2015, and about 4.2% in 2016.

⁷ See: “School district on the hook for tech funding after province-wide enrolment surge”, Abbotsford News, January 14, 2016, p.1.

Appendix 4

Enrolment in adult education has fallen drastically since the introduction of tuition fees in 2014

Prior to the introduction of tuition fees for adult education, between 21,000 and 25,000 adults participated each year. By 2015–16, that number had fallen to 13,461 students. When compared to 2013–14 enrolment figures, student enrolment had dropped by 8,083, a decline of 37.5%.

Table A4.1: Number of Adult Students in BC Public Schools by School Year

School Year	Adult Students	Graduated Adult Students
2011–12	23,754	10,338
2012–13	24,293	12,343
2013–14	21,544	11,340
2014–15	17,888	9,708
2015–16	13,461	5,468

Source: *Student Statistics—2015–16*. BC Ministry of Education. Student statistics for the current year can be found at: www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf

Teachers teaching in adult education report that a significant number of their students are experiencing poverty-related issues

Based on survey of adult educators among BCTF members conducted in 2013, only 1.9% of teachers reported having no students in their classes who are experiencing poverty-related issues. In comparison, 31.1% of teachers report that between one-quarter and one-half of their students are experiencing poverty-related issues, and 17.5% of teachers report that over half of their students are experiencing poverty.

Table A4.2: Teachers Reporting of Adult Learners Who Are Experiencing Poverty-related Issues

Teacher estimation of adult learners experiencing poverty-related issues	Percent
None	1.9
Less than one quarter	39.8
Between one-quarter and one-half	31.1
Between one-half and three-quarters	12.6
More than three-quarters of all students I currently teach	4.9
Don't know	9.7
Total	100.0

Source: White, Margaret. *Adult Education in BC's public schools: A BCTF study*. 2016. Chapter 6. The report is based on data collected from survey of adult educators among BCTF members conducted in 2013. PDF of Chapter 6 of the report could be accessed at bctf.ca/uploadedFiles/Public/Issues/Worklife/AdultEd/Chapter6.pdf.

Educational attainment significantly affects employment prospects.

Based on data collected by Statistics Canada, educational attainment significantly affects both unemployment rate and wage levels. The largest difference could be seen in secondary school completion rates. In 2015, 16.5% of people with less than a secondary school education were unemployed, compared to 7.5% of those who finished secondary school. In 2011, average hourly wages increased by \$2.45 for men and \$3.29 for women just for completing secondary school, which equal to increases of 12.7% and 22.2% respectively.

Table A4.3: Unemployment Rates (percentage) of 25- to 29-year-olds by Educational Attainment, Canada and British Columbia (2015)

	Canada	British Columbia
All levels	7.4	6.2
Less than secondary school	17.2	16.5
Secondary school	9.8	7.5
College or trade	6.3	5.2
University	6.5	6.4

Source: CANSIM Table 477-0105—Unemployment rates of 25 to 29-year-olds, by educational attainment, Canada and provinces— occasional (percent). Statistics Canada. CANSIM Tables could be accessed at: www5.statcan.gc.ca/cansim/a01

Table A4.4: Average Real Hourly Wages by Educational Attainment, Canada, 2008–2011

Year	Less than secondary school	Secondary school	Post-secondary education	Trades certificate	Bachelor's degree	Postgraduate studies
Men						
2008	19.03	21.31	24.58	24.58	30.50	35.70
2009	19.73	21.84	25.33	25.03	31.33	34.99
2010	19.60	21.93	25.07	25.49	31.01	35.00
2011	19.24	21.69	24.89	24.77	30.43	34.28
Women						
2008	14.26	17.49	20.99	18.38	26.38	30.78
2009	14.83	18.18	21.61	18.38	27.18	31.98
2010	15.12	18.33	21.59	18.79	26.92	32.01
2011	14.80	18.09	21.61	18.63	27.01	31.40

Source: Morissette, René, et. al. *The Evolution of Canadian Wages over the Last Three Decades*. Statistics Canada. March 2013. Table 10. www.statcan.gc.ca/pub/11f0019m/2013347/t010-eng.htm

Note: Figures are for full-time workers aged 17 to 64. Wages are calculated by 2010 dollars.

Knowledge of languages and educational attainment significantly affects income and employment among Canadian immigrants

According to Statistics Canada data, knowledge of one of Canada's official languages affects employment prospects for immigrants. In 2013, an immigrant with knowledge of English had an average annual income of \$30,000, compared to \$12,600 for an immigrant who knew neither English nor French (See Table A3.5). Similarly, educational attainment has a significant impact on employment rates among immigrant populations (see Table A3.6). In 2015, for example, there was a 51.3% employment rate among immigrants who had completed secondary school compared to 27.4% for those who had some secondary school or less.

Table A4.5: Average Annual Income (\$CDN constant) of Immigrants to BC By Knowledge of Official Languages, 2009–2013

Landing Year	English	French	English and French	Neither English nor French
2009	35,000	29,000	45,000	18,300
2010	34,000	31,000	44,000	19,000
2011	31,000	25,000	39,000	18,500
2012	32,000	19,400	41,000	19,100
2013	30,000	16,900	41,000	12,600

Source: CANSIM Table 054-0005—Income of immigrants, by world area, sex, immigrant admission category, education qualifications, knowledge of official languages and landing year for British Columbia, tax year 2013—Annual. Statistics Canada. CANSIM Tables could be accessed at: www5.statcan.gc.ca/cansim/a01

Table A4.6: Employment Rate (percent) by Education Attainment and Immigrant Status, 2011–2015 (Canada)

Immigrant status	Educational attainment	2011	2012	2013	2014	2015
Landed immigrants	Some secondary school or less	27.3	28.5	28.2	26.0	27.4
	Secondary school graduate	53.0	52.3	52.5	52.0	51.3
	Secondary school graduate, some post-secondary	56.7	56.9	55.7	54.2	55.8
	Post-secondary certificate or diploma	63.0	64.6	64.0	65.0	65.1
	University degree	69.7	70.1	70.2	69.0	70.6
Born in Canada	Some secondary school or less	35.7	34.9	34.9	34.8	34.1
	Secondary school graduate	64.3	63.7	63.1	62.5	60.7
	Secondary school graduate, some post-secondary	65.2	65.4	64.9	64.3	63.1
	Post-secondary certificate or diploma	72.9	72.0	72.2	71.4	71.1
	University degree	77.6	77.8	77.3	77.0	76.6

Source: CANSIM Table 282-0106—Labour force survey estimates (LFS), by immigrant status, educational attainment, sex and age group, Canada—annual. Statistics Canada. CANSIM Tables could be accessed at www5.statcan.gc.ca/cansim/a01.