

Recommendations Tracking – Update (see Appendix A for assessment definitions)

RCY Report: *Room for Improvement: Toward better education outcomes for children in care* (October 2017)

Joint Action Plan: Ministry of Children and Family Development (MCFD) and Ministry of Education

February 2021

| | Recommendation | Ministries' Response | RCY Assessment |
|----|--|---|--|
| #1 | That the Ministry of Education allocate specific funding to each school district based on the number of children and youth in care, funding that would be dedicated to support the learning of these students. This should be a priority of the ministry as it undertakes a review of the K to 12 education system's current funding formulas. | <ul style="list-style-type: none"> • Develop mutually-agreed upon principles for the new funding model • Draft a discussion paper summarizing current state and outlining potential options to consider for a new model • Report of the Funding Model Review Panel to Minister of Education • Establish Funding Model Working Groups to review the recommendations of the Independent Panel and provide information to the Minister on the implications of implementing the recommendations • Develop the new Funding Manual; and Implementation and transition materials • New operating grant manual and tables for 2021/22 school year; Transition information for stakeholders; and Monitoring and evaluation plan for Ministry | <p>Substantial progress</p> <p>The Ministry of Education developed principles for a new funding model, wrote a discussion paper and report on the model and established the working group, which wrote a report for the Minister of Education on implications of the model. The Ministry decided on a phased implementation of the Independent Panel's recommendations, to be completed by February 2021. It also announced details of a new supplement to the budget, funding additional services to children and youth in government care, children and youth receiving non-clinical mental health supports and low-income families in the school district.</p> |

| | Recommendation | Ministries' Response | RCY Assessment |
|----|---|--|---|
| | | | <p>The ministry formed two committees to implement the phased implementation of the panel's recommendations. The work of these committees is in progress.</p> <p>The Ministry of Education is on track to develop: operating grant manual and tables for the 21/22 school year; transition information for stakeholders; and a monitoring and evaluation plan for the ministry.</p> |
| #2 | <p>That the Ministry of Education strengthen its accountability to improve and monitor supports for children and youth in care across the province, as well as tracking and reporting out on educational outcomes for these students.</p> | <ul style="list-style-type: none"> • Draft a provincial accountability and reporting framework to create a system-wide focus on continuously improving educational outcomes for all students, with a specific focus on improving equity of outcomes for all students, with a specific focus on Indigenous students, children in care and students with diverse abilities or disabilities. • Develop a provincial <i>How are we Doing? CYIC and YAG</i> report on educational outcomes of children and youth in care to be shared for consultations with stakeholders • Incorporate stakeholders' feedback, finalize and publish annual reports on educational outcomes of children and youth in care titled <i>How are we Doing? CYIC and YAG</i> | <p>Complete</p> <p>The Ministry of Education piloted the accountability and reporting framework in nine school districts and published a report on children and youth in government care and on Youth Agreements.</p> <p>The Ministry of Education has implemented the framework in the 2020 school year.</p> |
| #3 | <p>That the Ministry of Education implement the Auditor General's 2015 recommendation that the ministry "collaborate with boards of education,</p> | <ul style="list-style-type: none"> • Position paper <i>Meaningful Reconciliation</i> was developed in co-operation with representatives from the First Nations Education Steering Committee (FNESC), Métis Nation British Columbia | <p>Substantial Progress</p> <p>With representatives from the First Nations Education Steering Committee, Métis Nation British</p> |

| Recommendation | Ministries' Response | RCY Assessment |
|---|---|---|
| <p>superintendents, and Aboriginal leaders and communities to develop a shared, system-wide strategy with accountabilities to close the gaps between Aboriginal and non-Aboriginal student outcomes,” and that this strategy include specific actions to improve education outcomes of Indigenous children and youth in care.</p> | <p>and input from education representatives from school districts.</p> <ul style="list-style-type: none"> • <i>Tripartite Education Agreement (BCTEA) Implementation</i> | <p>Columbia and input from education representatives from school districts, the Ministry of Education developed a position paper outlining a vision for Indigenous student outcomes. The Tripartite Education Agreement has been signed.</p> <p>Full implementation of the agreement is anticipated by July 2023.</p> |

| | Recommendation | Ministries' Response | RCY Assessment |
|----|--|---|--|
| #4 | <p>That the Ministry of Education, school districts and MCFD work together to create positions dedicated to information sharing, coordination and advocacy in support of education outcomes of children and youth in care.</p> | <p><u>High-level agreement between ministries:</u> Specific roles and responsibilities for EDUC and MCFD at a high level will be outlined in an agreement between ministries.</p> <p><u>Delegated Aboriginal Agencies</u> MCFD to hold meetings with a working group of DAAs to identify the following in relation to improving information sharing, coordination and advocacy between DAAs and school districts:</p> <ul style="list-style-type: none"> • Roles for DAA leadership • Roles for school district leadership • Roles for MCFD • Roles for Ministry of Education • Approaches to engaging and supporting DAA leadership • A draft plan for further action <p><u>Capacity building and information sharing</u></p> <ul style="list-style-type: none"> • List of Leads for MCFD and school districts will be updated and shared annually. • Capacity building will be promoted and supported through information sharing on actions such as: <ul style="list-style-type: none"> ○ Regional and provincial opportunities to share promising practices ○ Joint training opportunities, such as information sharing regarding children and youth in care ○ System changes (e.g., changes to permission forms) ○ Current literature and promising practices (for example: evidence-based coordination models). | <p>Complete</p> <p>The Ministries of Education and Children and Family Development signed an agreement outlining their respective roles and responsibilities regarding information sharing, coordination and advocacy. A working group of MCFD and representatives of DAAs met to improve information sharing, coordination and advocacy supporting educational outcomes for children and youth in care. Jointly, the Ministries developed <i>A Guide to Sharing Information about Children and Youth in Care</i>, which outlines roles and responsibilities of MCFD social workers and caregivers and school personnel.</p> <p>Note February 2021: Implementation and follow-through consistent with the guidelines at a school district level appears to be inconsistent and work toward full provincial consistency is still in progress.</p> |

| | Recommendation | Ministries' Response | RCY Assessment |
|----|--|---|---|
| #5 | <p>That MCFD ensure that an evidence-based approach is used to assess trauma-related needs of all children and youth coming into care and that, based on assessed needs, supports for recovery from trauma are implemented consistently across all care settings, including schools.</p> | <ul style="list-style-type: none"> • Implementation of <i>Trauma Informed Practice Guidelines</i> • Develop key actions to support mental wellness of children in care • Inclusion of trauma-informed practice in the plan for the residential care system | <p>Some Progress MCFD has developed a <i>Trauma Informed Practice Guide</i> that is in the process of implementation.</p> <p>MCFD has created a <i>Child and Youth Mental Health Service Framework</i> that aligns with <i>A Pathway to Hope</i>, developed by the Ministry of Mental Health and Addiction and cross-government partners.</p> <p>MCFD is building on learnings from the initial phase of implementation of a draft <i>In-care Service Framework</i> for the final version, expected in 2021.</p> <p>Implementation of the framework has begun toward transforming the role of contracted residential agencies and ties into the <i>Trauma Informed Practice Guide</i>.</p> <p>Full implementation of MCFD training is in progress.</p> |

| | Recommendation | Ministries' Response | RCY Assessment |
|----|--|--|--|
| #6 | That MCFD facilitate by legislation or other means the authorization of caregivers to make decisions involving the participation of children and youth in care in age- and developmentally appropriate activities, including school activities that require written permission. This authorization should apply a reasonable and prudent parent standard and protect caregivers who follow this standard from liability. | <ul style="list-style-type: none"> • Amendment to <i>Financial Administration Act Regulation</i> to repeal requirement to have indemnity forms approved by Risk Management Branch of the Ministry of Finance prior to being signed • Updates to the <i>Children and Youth in Care Policies, Standards for Foster Homes, and Foster Family Handbook</i> to reflect regulatory changes • Communication to the field about the changes to the <i>Regulations, Policy and Standards</i> | <p>Complete</p> <p>MCFD amended the <i>Financial Administration Act Regulation</i>, updated the <i>Children and Youth in Care Policies, Standards for Foster Homes and Foster Family Handbook</i>. MCFD communicated these changes to MCFD/DAA staff, the BC Federation of Foster Parent Associations and social workers in the field. The Ministry of Education communicated these changes to its staff.</p> |

Appendix A

RCY Assessment Definitions:

- **Complete/Implemented** = All activities that directly support the implementation of the recommendation are complete
- **Substantial Progress** = Most of the activities that directly support the implementation of the recommendation are complete
- **Some Progress** = Some of the activities that directly support the implementation of the recommendation are complete
- **No Progress** = None of the activities that directly support the implementation of the recommendation are complete (pre-planning may be underway but there has been no progress in formal planning or implementation).