

**Carlton Trail**  
**College.**  
*discover your future*

**Multiyear Business  
Plan**

**2017 – 2020**



# CARLTON TRAIL COLLEGE

## MULTIYEAR BUSINESS PLAN

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## EXECUTIVE SUMMARY

The Multiyear Business Plan covers the three-year period from July 1, 2017 to June 30, 2020.

The plan begins with the Vision, Mission and Guiding Principles adopted by the Carlton Trail College Board of Directors and provides an overview of the College's major goals against the backdrop of the goals of the Government of Saskatchewan, the Ministry of Advanced Education, the Ministry of the Economy, and the Post-Secondary Expectations.

Our College Goals are further broken down into specific objectives that reference the Provincial goals mentioned above, key actions, measures and second year (2017/18) targets. New initiatives are identified for each of the three years, as are detailed program plans, human resource issues, sustainability measures, and information technology considerations.

Facilities and capital opportunities and challenges are presented as well as a comprehensive financial plan and detailed financial statements projected to June 30, 2018.

The plan concludes with the inclusion of the Skills Training Program Management form and corresponding program information sheets, and the ABE and ESL Enrollment Management plans.

Carlton Trail College's multiyear Business Plan for 2017/20 received formal Board approval at a regularly scheduled Board meeting held on April 24, 2017.

## INTRODUCTION

### VISION:

Changing Lives Through Learning

### MISSION:

To serve students, business, industry, and communities by creating lifelong learning opportunities

### GUIDING PRINCIPLES:

**Respect** - as demonstrated by honesty, confidentiality, the valuing of diversity, and the treatment of self and others with dignity

**Accountability** - as demonstrated by the acceptance of responsibility for our actions and all things entrusted to us (people, resources, environment) through open, transparent communications

**Commitment** - as demonstrated by caring, efficient, effective, and exemplary service

**Innovation** - as demonstrated by our dedication to continuous improvement through lifelong learning, professional development, and the pursuit of excellence

**Integrity** – as demonstrated by the adherence to moral and ethical principles

## **PROVINCIAL GOVERNMENT, MINISTRY AND COLLEGE PRIORITIES**

### **Government of Saskatchewan Vision (SK.\*)**

1. Sustaining growth and opportunities for Saskatchewan people;
2. Meeting the challenges of growth;
3. Securing a better quality of life for all Saskatchewan people; and
4. Delivering responsive and responsible government.

### **Ministry of Advanced Education Priorities (Adv. Ed.\*)**

1. Support student success in post-secondary education;
2. Meet the advanced education needs of the province; and
3. Ensure Saskatchewan's post-secondary system is sustainable.

### **Ministry of the Economy Priorities (Econ.\*)**

1. Better align programs with the needs of the economy;
2. Assist employers in accessing education/training and employee retention solutions;
3. Work with employers to improve the employment rate of under-represented groups; and
4. Attract and retain skilled workers.

### **Post-Secondary Sector Expectations (PSE\*)**

1. Accessible – Offers qualified people the opportunity to attend and succeed;
2. Responsive – Meets the needs of students, communities and the economy;
3. Sustainable – Operates within available resources;
4. Accountable – Achieves expected outcomes and is transparent; and
5. Quality – Meets standards and builds public confidence in the programs and services provided.

### **Carlton Trail College Goals**

1. Achieve student success;
2. Serve business, industry and communities;
3. Enhance organizational effectiveness; and
4. Responsibly manage resources.

\*The Balanced Scorecard shows, by abbreviation (SK, Adv. Ed., Econ. & PSE) and respective priority number, the vision and expectations that align with the College's objectives.

## A. GOALS, OBJECTIVES, KEY ACTIONS AND MEASURES

### Goal #1

ACHIEVE STUDENT SUCCESS			
Objectives	Key Actions	Measures	2017/18 Target
<p>C1 Increase career and employment readiness</p> <p><b>SK.</b> 1,2,3,4 <b>Adv. Ed.</b> 1,2,3 <b>Econ.</b> 1,2,3,4 <b>PSE</b> 1,2,3,4</p>	<ol style="list-style-type: none"> <li>1. By engaging with business, industry and Indigenous communities, while utilizing available labour market information, and understanding student training demands, ascertain the right program mix to ensure that skills training aligns with market demand for institute credit programs.</li> <li>2. Engage with Indigenous and non-indigenous community stakeholders to determine the need for delivery of ABE credit programming to ensure participants are better prepared to enter the workforce or participate in further post-secondary training.</li> <li>3. Through institute credit post-admissions interviews and ABE intake and assessment, student advisors work with students to ensure they are in the program best suited to their goals, as well as identify potential barriers that may hamper success of student prior to the start of the program.</li> <li>4. Include one or more of the following in programs being delivered:                         <ul style="list-style-type: none"> <li>▪ Goal setting, resume development, and job search workshops;</li> <li>▪ Safety training;</li> <li>▪ Work placements, employer visits; and</li> <li>▪ Essential skills development</li> </ul> </li> <li>5. A plan exists for student advisors to be attached directly to all ABE and skills training programs. The student advisors provide academic advising, accessibility/disability services, crisis intervention, career guidance, and transition to employment assistance.</li> <li>6. Ensure a strong link between the delivery of institute credit programming leading to long-term employment (strong fit between programs being delivered and employment).</li> </ol>	<p>Enrolment as of 30 days after start of program (compared to capacity) of Institute credit programs</p> <p>Percentage of graduates/completers (success rate) in institute credit programs</p> <p>Percentage of graduates/completers (success rate) in ABE credit programs</p> <p>Percentage of students employed after completion of program (From follow up stats for institute credit programs and ABE credit programs):</p> <ul style="list-style-type: none"> <li>▪ 60-90 day</li> <li>▪ 1 year</li> <li>▪ 2 year</li> </ul>	<p>Create baseline for future KPI</p> <p>81%</p> <p>65%</p> <p>Create baselines for future KPIs</p>
<p>C2 Enhance the student experience</p> <p><b>SK.</b> 3,4 <b>Adv. Ed.</b> 1 <b>Econ.</b> 4 <b>PSE</b> 2,4,5</p>	<ol style="list-style-type: none"> <li>1. Embed goal setting workshops in all institute credit and ABE programming.</li> <li>2. Robust student services that provides academic advising, accessibility/disability services, crisis intervention, career assistance and job coaching.</li> <li>3. Student Association activities led by students.</li> <li>4. Continue to embed instructional technology in the classroom.</li> <li>5. Clearly articulated expectations for instructors as well as instructor evaluations are in place.</li> <li>6. Yearly audit of classes to ensure instructors are effective at engaging students, ensuring high-quality instruction.</li> <li>7. Student policies and procedures that do not create artificial institutional barriers.</li> <li>8. Student involvement in year-end celebrations planning.</li> <li>9. Students' complete mid-program and program exit student satisfaction surveys.</li> <li>10. Review program retention rates and reason for student withdrawals.</li> </ol>	<p>Maintain student satisfaction reported in exit survey</p>	<p>≥ 90%</p>

<p>C3 Strengthen First Nation student participation and achievement</p> <p><b>SK.</b> 1,2,3,4 <b>Adv. Ed.</b> 1,2,3 <b>Econ.</b> 1,2,3,4 <b>PSE</b> 1,2,3,5</p>	<ol style="list-style-type: none"> <li>1. Creation of an Indigenous Strategy including the establishment of an Indigenous Advisory committee.</li> <li>2. Communicate with Band and Tribal Council representatives in our region on a regular basis to continue grow relationships and partnerships.</li> <li>3. Work with First Nation Bands to determine program needs so we can deliver, in partnership, the right program mix (including institute credit, ABE credit and non-credit, and industry credit and non-credit programming).</li> <li>4. Working with First Nation communities and Tribal Councils, ensure that programs delivered on or near First Nation communities include program supports from the Band or Tribal Council such as transportation, childcare, and income top up.</li> <li>5. Student Advisors work with students enrolled in ABE programs to determine their career and employment goals, and also assist with the application for PTA for applicable programs.</li> <li>6. Programs are offered in a manner that best suits the needs of students living on-reserve (e.g., full-time programs, class hours).</li> <li>7. Work closely with First nation communities and their respective Tribal Councils to formalize strategies to support transitions to employment for students who have successfully completed their program of study (ABE and institute credit).</li> <li>8. Utilize the new training space in Punnichy to delivery additional institute credit, industry credit, and non-credit programs.</li> </ol>	<p>Indigenous strategy</p> <p>Percentage of Indigenous graduates/completers (success) rates in institute credit programs</p> <p>Percentage of Indigenous graduates/completer (success) rates in ABE credit programs</p> <p>Percentage of Indigenous participation in institute credit programming (Based on total institute enrolment of FT, PT &amp; Casual)</p>	<p>Draft plan completed and presented to the Board in 2017/18</p> <p>81%</p> <p>65%</p> <p>30%</p>
<p>C4 Ongoing execution of Strategic Enrolment Mgmt (SEM) Plan</p> <p><b>SK</b> 1,2,4 <b>Adv. Ed.</b> 1,2,3 <b>Econ</b> 1,2,3,4 <b>PSE</b> 1,2,4,5</p>	<ol style="list-style-type: none"> <li>1. Using relevant labour market data, business and industry engagement, and understanding student demand ensure the right program plan mix is being delivered.</li> <li>2. Identify and implement recruitment practices that result in programs running at full capacity.</li> <li>3. Ensure smooth transition from application to admissions, admissions to enrolment, enrolment to graduation, and graduation to employment.</li> <li>4. Provide supports necessary to retain students to graduation.</li> <li>5. Generate and harvest relevant data for reporting and decision making purposes throughout the entire lifecycle of the enrolment management process.</li> <li>6. Ongoing review and refinement of SEM plan.</li> </ol>	<p>SEM Committee meets on a triannual basis</p>	<p>3 meetings</p>

**Goal #2**

<b>SERVE BUSINESS, INDUSTRY AND COMMUNITIES</b>			
Objective	Key Actions	Measure	2017/18 Target
I1 Maximize effective partnering  <b>SK.</b> 1, 2, 3, 4 <b>Adv. Ed.</b> 2,3 <b>Econ.</b> 1,2,3,4 <b>PSE</b> 1,2,3,4	1. Building on practices already in place, develop a robust Business and Industry Partnership Strategy to: <ul style="list-style-type: none"> <li>▪ Determine business and industry current training needs;</li> <li>▪ Assess labour market trends with the potential of identifying future opportunities;</li> <li>▪ Develop industry investment and partnership opportunities;</li> <li>▪ Provide contract and open enrolment training;</li> <li>▪ Seek opportunities for scholarship sponsorship; and</li> <li>▪ Educate regional stakeholders about the College’s resources and capabilities, as well as about Canada-Saskatchewan Job Grant.</li> </ul> 2. Encourage College staff representation on community boards. 3. Report number and type of partnerships annually to the Board (both relationships and “genuine” partnerships).	Partnerships strategy	Plan completed, presented to the Board and ready to operationalize for 2018/19
I2 Business, Industry and Community engagement leading to program delivery  <b>SK.</b> 1, 3, 4 <b>Adv. Ed.</b> 1 <b>Econ.</b> 3 <b>PSE</b> 5	1. Build on existing relationship to deliver contract and open-enrolment training that meets business, industry and community training needs. 2. Proactively work with school division that fall within the College area to deliver appropriate training. 3. Create a clearly articulated delivery plan for each potential partnership that states responsibilities, deliverables, outcomes and costs. 4. Annual or exit interview on partnership satisfaction. 5. Senior Leadership Team connects with potential partners across the Region where necessary.	Number of contract training programs delivered by: <ul style="list-style-type: none"> <li>• Institute credit</li> <li>• Industry credit &amp; non-credit</li> <li>• ABE credit &amp; non-credit</li> </ul>	Create a baseline for future KPI
I3 Enhance branding and public relations  <b>SK.</b> 1,4 <b>Adv. Ed.</b> 1 <b>PSE</b> 5	1. Update current Marketing Strategy, with a focus on creating a niche marketing and social media plan. 2. Use of media releases and website to promote College activities including community involvement. 3. Evaluate the College’s profile in the community to ensure clients’ needs are met 4. Ongoing upkeep of new website to ensure that it is current. 5. New signage and name for Punnichy Training facility.	Updated Marketing strategy	Plan completed, presented to the Board and ready to operationalize for 2018/19
I4 Optimize targeted marketing  <b>SK.</b> 1,4 <b>Adv. Ed.</b> 2, <b>Econ.</b> 4 <b>PSE</b> 1	1. Develop a Market Niche plan. 2. Collect and analyze data related to College communications and advertising to assess its effectiveness thereby ensuring it is hitting the appropriate stakeholder groups. 3. Identify and pursue specific market segments for program recruitment for institute credit, industry credit, and non-credit programming. 4. Recruitment activates high school students including principal and student counsellor engagement as well as utilizing designated staff as “ambassadors” linked with specific high schools. 5. Utilize customer relationship management (CRM) software.	Market Niche plan (as part of overall marketing strategy)	As above



**Goal #3**

<b>ENHANCE ORGANIZATIONAL EFFECTIVENESS</b>			
Objective	Key Actions	Measure	2017/18 Target
P1 Grow employee engagement and commitment  <b>SK.</b> 1, 2, 3 <b>Adv. Ed.</b> 1,3 <b>Econ.</b> 4 <b>PSE</b> 5	<ol style="list-style-type: none"> <li>1. Staff attend Board meetings; regular CEO/Board update.</li> <li>2. Annual performance management system in place.</li> <li>3. Monthly management meetings; weekly SLT meetings; planned staff in-service days; staff input to policy development, staff engagement in strategic planning; regular staffing updates; regular union/management meetings.</li> <li>4. Planned staff social functions; dress down days; health and wellness and social committee activities.</li> <li>5. All Board meeting minutes are transparent, open door policy; staff are evaluated on accountability and integrity.</li> <li>6. Flexible work schedules that align with College policy and procedure and the CBA.</li> <li>7. Fully engage in modern technology to involve all demographics of the workforce.</li> <li>8. Develop a Culture Building Strategy that includes the use of a staff engagement survey.</li> </ol>	Departure of high-performing staff  Culture Building strategy	≤ 2  Draft plan completed, presented to the Board and ready to operationalize for 2018/19
P2 Strengthen staff alignment with strategic priorities  <b>SK.</b> 4 <b>Adv. Ed.</b> 1, 2, 3, <b>Econ.</b> 1,3 <b>PSE</b> 2,3,4,5	<ol style="list-style-type: none"> <li>1. Actively engage staff in strategic planning process.</li> <li>2. Strategic plan communicated to staff at meetings and through other channels.</li> <li>3. Performance reviews in place with competencies that measure and have direct correlation with strategic plan.</li> <li>4. SLT, Managers and Supervisors meet with their staff to fully engage and educate them in the strategic planning process.</li> <li>5. Alignment of individual work plans to the strategic plan.</li> <li>6. Engagement of permanent staff on strategic initiative teams.</li> </ol>	Alignment of individual work plans to Strategic Plan	100%
P3 Enhance employee growth and development  <b>SK.</b> 1,2,3,4 <b>Adv. Ed.</b> 1,2,3 <b>Econ.</b> 4 <b>PSE</b> 3,4,5	<ol style="list-style-type: none"> <li>1. Formal Performance Management plan in place with one-on-one meetings held Nov, Feb &amp; June of each year. Ongoing conversations encouraged.</li> <li>2. 1% of gross annual salary allotted to each permanent employee for professional development funds. Use is encouraged and PD plan is discussed with employees in May of each year. Additional College-sponsored funds may be available to employees.</li> <li>3. Staff development opportunities annually.</li> <li>4. Formal and informal succession planning process takes place through the performance management plan.</li> <li>5. Internal cross training is supported and encouraged by Senior Leadership Team (SLT). Staff independently initiate cross training.</li> <li>6. Investigate opportunities to assist with staff engagement in our communities on a volunteer basis.</li> </ol>	Number of annual staff development days  Percentage of staff attending staff development days	= 2  ≥ 95%

P4 Ensure and attract a qualified and skilled future workforce  <b>SK.</b> 1,2,3,4 <b>Adv. Ed.</b> 1,2,3 <b>Econ.</b> 4 <b>PSE</b> 2,3,4	1.	Excellent compensation and benefit package in place.	Percentage of supervisors that follow the correct process for the probationary period inclusive of reviews	100%
	2.	The College is able to provide a flexible and family friendly work environment which allows staff to have a work/family balance.		
	3.	Contacts for recruiting regionally, provincially and nationally.	Percentage of staff that maintain skills and qualifications as measured by their annual performance review	100%
	4.	Marketing of job opportunities continually increasing using social media.		
	5.	Performance Management system in place - growth and development encouraged.		
	6.	Comprehensive interview and reference checking.		
	7.	Comprehensive probationary reviews.		
	8.	Criteria for professional membership maintained.		

**Goal #4**

RESPONSIBLY MANAGE RESOURCES			
Objective	Key Actions	Measure	2017/18 Target
S1 Optimize efficient use of resources  <b>SK.</b> 4 <b>Adv. Ed.</b> 3 <b>Econ.</b> 1 <b>PSE</b> 2,3,4	1. Identify and implement continuous process improvements in: <ul style="list-style-type: none"> <li>• ABE credit application process;</li> <li>• Recruitment process; and</li> <li>• Institute credit application and acceptance process.</li> </ul> 2. Identification and insurance of assets. 3. Up to date HR, finance, governance, student and program policies, procedures and agreements. 4. Policies for replacement and maintenance of equipment. 5. Performance management of all human resources. 6. Structured, regular reporting of financial matters including an effective and reliable Business Plan and Annual Report. 7. External audit procedures. 8. Participate in regional college opportunities for joint tendering, and other system wide enhancements and efficiencies.	Identification and review of non-value added processes	3
S2 Grow non-traditional funding sources  <b>SK.</b> 1,4 <b>Adv. Ed.</b> 2,3 <b>Econ.</b> 2,3 <b>PSE</b> 1,2,3	1. Proposal submissions reviewed by appropriate SLT VPs to ensure all financial assumptions are correct prior to forwarding to submission. 2. Staff actively seek out non-traditional funding opportunities through identification of government proposals, and engagement with business and industry. 3. Ensure College's contract pricing provides fair value to the client while providing an economic recovery to the College. 4. Work with partners for identification of in-kind donations, partnership opportunities, and contract training.	Annual identification of funds generated beyond Provincial funding letter: <ul style="list-style-type: none"> <li>• Revenue generated from non-government contract training:                             <ul style="list-style-type: none"> <li>▪ Institute credit</li> <li>▪ Industry credit &amp; non-credit</li> <li>▪ ABE credit &amp; non-credit</li> </ul> </li> <li>• Revenue generated from government based contracts:                             <ul style="list-style-type: none"> <li>▪ Provincial</li> <li>▪ Federal</li> </ul> </li> </ul>	Create baseline for KPI
S3 Manage assets and liabilities  <b>SK.</b> 4 <b>Adv. Ed.</b> 2, <b>PSE</b> 4	1. Maintain a comprehensive inventory of assets. 2. Use inventory to inform insurance requirements. 3. Tag and/or catalogue all physical resources. 4. Insure policies and procedures are in place to protect College assets.	Inventory up-to-date  Assets tagged	100%  100%

<p>S4 Minimize organizational risk</p> <p><b>SK. 4</b> <b>Adv. Ed. 2,</b> <b>PSE 4</b></p>	<ol style="list-style-type: none"> <li>1. An up-to-date risk management strategy exists.</li> <li>2. Insurance values match appraised values.</li> <li>3. Inventory status is up-to-date.</li> <li>4. Using the safety protocol information already developed (e.g. lockdown procedures), and creating new ones applicable to the safe operation of the College, expand existing protocol to ensure that a robust safety protocol and disaster preparation and response strategy are in place.</li> <li>5. Succession plan exists for CEO.</li> <li>6. Quarterly Board heat map reports on Enterprise Risk Management.</li> <li>7. Regular financial and program reporting to Advanced Ed. and Economy.</li> <li>8. Board maintains high level of governance training.</li> <li>9. Use of Balanced Scorecard to support the Strategic Plan.</li> </ol>	<p>Percentage of priority risk areas identified with mitigation/control plans in place</p> <p>Create Safety Protocol and Disaster Preparation and Response Strategy</p>	<p>100%</p> <p>Submission to Board</p>
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## B. NEW INITIATIVES

### Strategy Development 2017/2020

1. Indigenous Strategy
2. Partnerships Strategy
3. Market Strategy (including niche marketing and social media plans)
4. Culture Building Strategy
5. Safety Protocol and Disaster Preparation and Response Strategy
6. Fundraising Strategy

Specific Strategy Development:

Rationale: With the shift in leadership at the CEO level in 2016/17 many of the initiatives indicated in the *2016/17 Business Plan* were put on hold. Given the importance of the initiatives previously identified, moving forward throughout 2017/18 and beyond, the College will again work toward the development and implementation of these strategies. The strategies, when developed, will provide additional opportunities to better to align ourselves with the five expectations as set forth for Saskatchewan’s Post-Secondary Sector.

Involving staff in the creation of plans designed to move the College forward on a variety of strategic fronts will ensure a solid foundation of front-line support on which to build the individual strategies that are necessary to help our College achieve the objectives in its three-year strategic plan.

**Cost Implication:** \$5,000

### Implementation of Strategic Initiatives:

Rationale: As each of the six specific strategies are developed by staff and approved by the Board of Directors, implementation will follow, but likely on unique timelines. The Indigenous and Partnerships Strategies are most likely to involve the Board in additional meetings, travel and expense while the costs for the remaining strategies will be better understood when they are completed.

**Cost Implication:** \$5,000

## 2017/2018

### Strategic Planning Review:

Rationale: Carlton Trail College will be entering the second year of a three-year strategic plan. While slight changes were made to better align some of the actions and measures for the upcoming year, it is anticipated that once a permanent President and CEO is in place they will want to review and reaffirm the directions contained within the existing plan.

**Cost Implications:** \$3,000 for one additional Board Meeting and one additional staff meeting, if required.

## 2018/2020

With a new permanent President anticipated to start at the College in 2017/18, and six strategic initiatives coming on stream between 2017 and 2020, no further “new initiatives” are planned at this time.

## C. PROGRAM PLAN

- The College is aware of the need for a trained work force to meet the expanding opportunities for skilled workers within its region. As such, the College will continue to support the literacy, training, and workplace engagement needs of First Nation, Métis, newcomers and others within its region. The provincial program funding received for 2017/18, \$1M for skills training and labour force development, and \$789.5K for adult basic education and ESL training, will allow our College to support the workplace participation of these groups.
- Stakeholder engagement continues to be a fundamental tenant of the College’s strategic direction. Region-wide, the College will focus on further developing established partnerships with First Nations communities, the potash sector, business and industry, communities, and individuals. The anticipated result is better provision of programming that meets the needs of regional stakeholders.

- The acquisition of the former church facility in Punnichy has provided much needed additional classroom space to offer further programs to support the surrounding First Nation communities, and Touchwood Agency Tribal Council.
- The close proximity of Carlton Trail College to St. Peter’s College in Muenster has created an educational environment that is unique among the Saskatchewan regional colleges. St. Peter’s affiliation with the University of Saskatchewan means that the regional needs for university programming have historically been addressed by St. Peter’s College. Given the current demands for trades and skill training in our region, it is the intention of Carlton Trail College to continue its practice of only entertaining requests for university programming where an identified demand exists that St. Peter’s College is unable or unwilling to address.
- Historically, the Enterprise Division has delivered personal interest courses on a cost-recovery basis throughout the region. These courses generally have low attendance and generate just enough revenue to cover direct costs. The decreased interest in these types of programs can be attributed to online learning opportunities and the fact that other community organizations often provide this service. Going forward, the College will focus resources on contract training and open enrolment course delivery opportunities that are related to gaining or sustaining employment and professional development rather than continuing to plan and advertise personal interest courses. Personal interest courses can still be set up by programming staff upon request if demand is identified.
- The Enterprise Division will continue to target revenue generation opportunities through: leveraging requests for proposals that align with the college’s strategic direction; working with regional employers to advise them of, and perhaps deliver, training funded through the Canada-Saskatchewan Job Grant; providing industry credit and non-credit training opportunities for regional business and industry on both a contract training and open enrolment basis; and, aligning funding dollars into developing partnership agreements between industry, First Nation communities and the College.

Projected Program Headcount and FLEs								
Program Categories	2016/17 Budget		2016/17 Estimate *		2017/18 Budget		2018/19 Forecast	
	HC**	FLEs	HC**	FLEs	HC**	FLEs	HC**	FLEs
Institute credit	137***	135.0	195	106.53	173	153.7	163	145.6
Industry Credit****	831	33.6	1107	21.16	998	41.47	998	41.47
Industry Non-credit****	627	16.6	342	4.9	611	14.94	611	14.94
Adult Basic Education Credit	89	113.9	94	88.46	78	97.9	78	97.9
Adult Basic Education Non-credit	260	50.2	360	47.90	228	72.4	216	66.3
University	1	.1	0	0	0	0	0	0
<b>Total Headcount**/FLEs</b>	<b>1945</b>	<b>349.4</b>	<b>2098</b>	<b>268.95</b>	<b>2088</b>	<b>380.41</b>	<b>2066</b>	<b>366.21</b>

\* Used Annual Report Table 1 data as of April 10/17  
 \*\* Not distinct students  
 \*\*\* Not distinct students and based on STA Funded Institute Credit Programs  
 \*\*\*\* Based on a 3-year average July 2012 to June 2015

## SKILLS TRAINING

### 2017/2018<sup>1</sup>

- The College will continue working with the Horizon School Division and the Punnichy High School to deliver programming for the *Punnichy Career Transition Initiative*. This program allows students to gain credits for both high school and technical training simultaneously. Students can enroll in a construction worker preparation course, and/or a framing program. Both programs allow successful students to gain apprenticeship hours.
- Of particular significance in our region are those trades and skills most closely associated with manufacturing, agriculture, health care, human services and mining. In this vein, the College will continue to run full-time core programs such as the Practical Nursing Diploma program, and the Electrician, Plumbing and Pipefitting, Welding, Security Officer, Office Administration, Continuing Care Assistant, and Power Engineering Technician Certificates. The theory portion of Power Engineering 3<sup>rd</sup> Class will be offered along with additional part-time programs including Journeyperson Welding Upgrader and the completion of the Early Childhood Education certificate. Other part-time offerings will occur if demand warrants.
  - In last year's multi-year business plan, the College indicated that it was scheduled to deliver the Primary Care Paramedic (PCP) program in 2017/18. However, due to scheduling conflicts resulting in instructor and equipment shortages at Saskatchewan Polytechnic, the College will be postponing delivery of this program until 2018/19.
  - In consultation with regional industry, it was noted that individuals with their Class 3 Power Engineering generally receive preference in hiring over those with Class 4. As the Power Engineering Technology program at Saskatchewan Polytechnic is in such high demand, the offering of the Class 3 theory portion of the diploma program will allow students another means by which to increase their skill level, their employability prospects, and ultimately their connection to the workforce.
  - Continuing Care Assistants and Practical Nurses continue to be on the Saskatoon Health Region's "Hard to Recruit" list, especially for rural areas. To help fulfill this need, the College will deliver a CCA program in Humboldt, and complete the program that started in Wynyard in January 2017. The College will also continue to deliver Semesters 2 & 3 of the Practical Nursing Program in 2017/18. This program has seen a slight decrease of seats as a result of the reduction of clinical spaces available for students in Saskatoon.
  - There continues to be a need for professionally trained administrative assistants within our region. Local employers such as the Saskatoon Health Region, Horizon School Division, financial institutions, local business and industry, First Nation communities, and tribal councils continue to seek out graduates of the Office Administration Certificate program. The program will be delivered in both Humboldt, and Punnichy for 2017/18. Regarding the latter, the College has been in discussions with its First Nation partners in the Punnichy region about the possibility of delivering the Office

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<sup>1</sup> See labour market *Program Information* sheets in Appendix B after STA program management forms.

Administration program. With the postponement of the PCP program, the College now has the capacity to deliver this program in partnership with Touchwood Agency Tribal Council.

- Humboldt area is recognized as part of Saskatchewan's Iron triangle for the production of machinery, transportation and industrial equipment. There are several large manufacturing companies such as Schulte, Bourgault, Doepker Industries, Koenders Manufacturing, and Commercial Industrial Manufacturing (CIM) that employ welders. It is for this reason that both the Welding Applied Certificate and Journey person Welding Upgrader programs continue to be delivered at the welding facility in Humboldt.
- The College continues to offer both the Plumbing and Pipefitting, and Electrician Applied Certificates. Both these trades are compulsory in Saskatchewan, and the College continues to have both student demand, and an identified industry need within the region.
- Security Officer, a program that has been delivered via skills training dollars, through program purchase, and a combination of the two will continue to be a part of the program plan. There continues to be significant industry demand for graduates within the region.
- The College understands the importance of offering industry credit and non-credit programming to meet the needs of business, industry, First Nations, communities and individual stakeholders residing in our region. As such, we will continue to deliver Heavy Equipment Operator, Truck Driver Training, safety training, and various other industry training on a cost-recovery basis. In addition, we will look for opportunities to leverage additional partnerships with First Nation communities to deliver skills training programs.

### **2018/2019 and 2019/2020**

- The 2018/19 and 2019/20 program plans will remain much the same as that identified in the 2017/18 plan with the exception of the addition of the part-time Primary Care Paramedic (PCP) certificate program resulting from the postponement of the 2017/18 program.
- Ongoing engagement with business, industry, regional stakeholders, including First Nation communities, will continue to result in programming partnerships. The nature of these types of agreements, and the necessity to be flexible, make it difficult to plan for the types of programs that will be delivered. However, if the current level of program funding is maintained, the College is in a better position to leverage partnerships with these stakeholders to deliver additional skills training programs as deemed necessary.
- Long-term planning will continue with First Nation communities within our region.

## **ADULT BASIC EDUCATION**

- Maintaining the provincial direction of increasing the participation and success of First Nations and Métis peoples in educational and labour market programming, the College will continue to apply significant resources to support programs, services and partnerships with First Nations and Metis individuals and communities. Building on current relationships and partnerships, while engaging in new opportunities, we will evaluate the demand for services in our various communities. The College will continue to work in partnership with the First Nations communities in the area to advertise, recruit, transport and support eligible students for our various ABE programs.
- To address the issue of sustained attachment to the workforce after program completion, the College will continue to apply additional emphasis to transition-to-employment programs and the inclusion of these transitional essential skills within all ABE programs. Essential skills are the building blocks for all other learning and when literacy and essential skills are enhanced so are learners levels of self-confidence, ability to acquire new skills, engagement and ownership of work. An increase in literacy and essential skills has a direct and positive impact on increased labour productivity ([www.abclifeliteracy.ca/benefits-training](http://www.abclifeliteracy.ca/benefits-training)).

### **Credit**

#### **2017/2018**

- The College will continue offering Level 3 programming in Punnichy and Wakaw. In 2017-18 we will be seeking approval to offer Career and Work Exploration B30 in our Level 3 programs to both allow for additional course offerings in the Level 4 programs, but also to increase labour market attachment and experiential learning.
- The College will maintain the Level 4 programming in Punnichy, Wakaw and Humboldt. Additionally, we will continue to offer a Level 4 program in Wynyard to speak to the need identified by previous year intakes and waitlists. Maintaining the Wynyard Level 4 program also addresses the growing relationship with Fishing Lake First Nation and partnering to meet their educational needs. As all of our Level 4 programs are singular programs in their respective location, course options for students are limited. Therefore, we are also currently investigating other partnership options for students who may need a particular course that Carlton Trail College does not offer.
- In order to ensure resources are best aligned to meet identified programming needs, the College will be piloting a Level 3 and 4 split program in Wakaw. This decision is based on previous year intakes, waitlists, program outcomes, and identified community need, and also responds to both program accessibility for rural students while acknowledging limited resources. In order to accommodate this concept and make the split program manageable in terms of space and instruction, seats will be reduced to 10 in Level 4 and 8 in Level 3.



**2018/2019 and 2019/2020**

- The College will continue to review ongoing and future need in our service area to determine upcoming Level 3 and 4 programming. As the costs to run programming grows, decisions will also be made dependent on available funding options. As always, the College will deliver the ABE level that best suits the demands of interested students.

**Non-Credit****2017/2018**

- The College is committed to the province's goal of engaging under-represented groups in the Saskatchewan workforce. To this end, the College will apply for three Adult Basic Education–Essential Skills for the Workplace (ABE-ESWP) projects to be located at One Arrow First Nation, Punnichy and Humboldt. These projects will target First Nations and other under-represented population groups. Key to these programs will be the experiential work placement opportunities. Student advisors will be involved regularly to provide direct personal and education support to students, and will also act as job coaches.
- In 2017/18, the College will seek funding for one project through the Saskatchewan Community Literacy Fund to deliver a 12-week *Spotlight on Change* program for women over the age of thirty with low-literacy levels who are unemployed. The goal of the program is to help participants increase their essential skills, confidence, and links to employment. The project will be offered to First Nation women on-reserve.
- In partnership with Fishing Lake First Nation, the College will offer “Skills for Success – Workplace Readiness,” a workplace essential skills program that links participants to the workplace by building workplace/job readiness skills. This program will include life skills, essential and employability skills, and entry level technical skills needed to participate in the workforce. Students will be required to participate in employment experience exercises, including job shadowing and work placements, and will have access to direct personal, educational and job support services through their Student Advisor. Upon completion of this program, participants will have established an action plan that will provide an increased awareness of their skills and interests, as well as their next steps to meet their employment goals.
- The College intends to offer two “Transition to Employment/Post-Secondary” programs geared to those who, although may have higher levels of literacy in certain Circle of Learning content areas, lack the foundational skills in other areas that hinder their connection to and success in the workplace. These programs will not just focus on the development of lower literacy levels, but also, and just as importantly, the enhancement and strengthening of other literacy skills. As outline by the Conference Board of Canada (2007) “there is a growing awareness that literacy skills are not ‘fixed’ forever – individuals can lose skills...or they can gain skills, through practice and additional training” (*The Economic Benefits of Improving Literacy Skills in the Workplace*, p.1). These programs will be offered on One Arrow First Nation and in Punnichy. The program itself will be geared towards increasing work place essential and employability skills to enhance potential connections to the workplace and transitions to post-secondary. In addition to the above skills development, participants will have access to a job coach to support ongoing connections to the workplace.

**2017/2018 and 2018/2019**

- The College will continue to review its “Transition to Employment/Post-Secondary” programs to determine if there is a need for expansion of this program to the Humboldt area.
- Working with community and First Nations partners, the College will seek to determine the potential need for lower level literacy (Level 1-2) programs within its service area.
- The College will continue to apply for ABE-ESWP project proposal dollars if made available by the Province. Program locations and program content will be determined via ongoing engagement with existing First Nation and community partners.

**Supporting Newcomers**

- Immigration will continue to be the largest growth factor for the Canadian population. This growing newcomer population requires increased literacy services to help transition newcomers to community life and to becoming valuable members of the workforce. Our English as a Subsequent Language (ESL) programming will speak to both the Ministry of the Economy’s goals of helping to ensure Newcomer’s can fully utilize their skills, as well as working in a collaborative fashion with the provincial and federal investments to ensure outcomes for all partners are met.
- The College will continue to provide ESL programming within its service area. The College will maintain its work with Immigration, Refugees and Citizenship Canada (IRCC) and the Ministry of the Economy to offer these programs. The Federal Government’s commitment to assisting refugees, as well as the recognized increased ratio of Permanent Residents versus Temporary Workers and Canadian Citizens receiving services within the region, will help to ensure funding ratios reflect actual participants. These ratios will be reviewed annually to ensure proper funding allocations from the funders. All three parties are working together to continue to determine an agreed upon menu of programs that College Institutes can offer in way of ESL programs.

**2017/2018**

- Carlton Trail College’s approved programs for 2017/18 include 5 PBLA classes, 3 Learn IT2 Teach, 4 Drop in Classes and LINC Home Study/Online English. With many of the Newcomer’s in the area being located in rural and remote locations, as well as the high number working shift-work for their employment, these new class formats offer more flexibility and will help to speak to some of the barriers individuals face when attending language training. The new class options will be evaluated regularly to ensure these formats are meeting the language needs of students.
- The College will continue to offer the Canadian Academic Language Proficiency (CAEL) exam, designed to test the level of English language proficiency for those planning to study in post-secondary institutions. The College is currently the only institution in the province accredited to offer the exam, which is recognized by the Universities of Regina and Saskatchewan, and Saskatchewan Polytechnic.

**2018/2019 and 2019/2020**

- The College will continue to take into account the parameters set by IRCC to determine that the regional demands meet the project requirements. It is anticipated that potentially changing program requirements may impact how, and where, we deliver programs. We will work with IRCC to renegotiate contracts as needed to ensure we are best meeting the needs of Newcomer's language training.
- Planned programming based on allowed budget submission for 2018/19 include: 4, six hour PBLA Classes, 3 Learn IT2 Teach Classes and 3 Drop in Classes.
- Planned programming based on allowed budget submission for 2019/20 include 4, six hour PBLA Classes, 3 Learn IT2 Teach and 1 Drop In Class.

**D. HUMAN RESOURCES****OVERVIEW**

The next three years will see a decrease to Human Resources capital, as compared to the previous few years where staffing remained status quo. Staffing projections for the 2017/20 fiscal years will be approximately 28 FTE, which is less than the previous year. Due to the fiscal restraints, the human resource capacity will decrease with the intent to manage this decreased capacity by creating efficiencies, streamlining and realigning our staffing resources.

**ACTIVITIES**

- As outlined in the 2016-2019 Strategic Plan, Carlton Trail College continues to be committed to learning and leadership throughout the entire organization. Even though resources are limited, the College is dedicated to growing employee engagement and commitment by engaging employees in the strategic plan through the performance management evaluation process and on-going strategy development.
- Efforts to enhance the leadership capacity of the College center on growing a culture in which leadership is cultivated at all levels of the organization. Cost-effective tools and supports will be provided to leaders to develop, lead, and motivate all staff to improve and innovate.
- The College continues to make a significant investment in training for staff and students through The Pacific Institute or other in-house goal setting workshops. The College views goal setting programs as a valuable investment and tool to enable students to be successful in their programs and transition to their careers, and for the College to continue to grow its constructive culture.
- The College will strengthen staff alignment with strategic priorities by working with staff to identify strategic priorities within the current strategic plan that they are actively engaged in fulfilling. This will assist the College in achieving the objectives of the three-year strategic plan.

- Employee growth and development will be enhanced by providing ongoing performance feedback to staff, including the development of individual training plans. Skills will continue to be developed in a number of ways, but most notably through low-cost measures such as coaching, mentoring, and internal cross-training.
- Professional Development funds are currently on hold in response to the government's deficit reduction plan. Thus far in the 2016/17 fiscal year, \$13,500 has been expended. Once the fiscal environment changes, Carlton Trail will encourage staff members to access the Professional Development program. Employees are actively involved and interested in the College's successes. Employees are positive role models for one another and ambassadors for the College in their respective communities and across the region we serve.
- The College will ensure that we have a qualified and skilled workforce administering and delivering its programs. The College remains a sought-after employer in the area and has an extremely low turnover rate due to the investment that has been made in employees and the College's recruitment efforts over the last number of years.
- The current collective agreement expired August 31, 2016. The College has recently engaged in discussion with the Provincial Union and depending on the direction from the government, we are hoping to begin negotiations in the very near future.
- The College continues to make great strides in building partnerships to assist with the growing immigrant population in the area. With the support of business and industry, and the Federal and Provincial Governments, ESL programming continues to grow with multiple program locations added to support the needs of the region.
- The College continues to make great progress in developing meaningful relationships with Indigenous communities in the area. All programming, including Adult Basic Education, remains extremely important to the College and we will continue to support these programs. The student supports that are provided for students in Adult Basic Education directly correlate with the success of the student.
- The College has reviewed all Human Resources policies and procedures to ensure that they are current and meeting the needs of the College and in alignment with the governance model. All policies and procedures are available on the Carlton Trail College website.
- The College's Educational Technologist is actively engaged in research and technology in the classroom. The College's Learning Management System (LMS) remains a top priority to contribute to the integration of technology into the classroom. We are committed to providing learning opportunities to people in all areas of the region.

## STUDENT SERVICES

The following are the wide array of personalized confidential supports offered at the College on a one-on-one or group setting.

<b>Intake and Assessment and Post-Admission Interviews</b>	<ul style="list-style-type: none"> <li>• Academic testing</li> <li>• Early identification of barriers</li> <li>• Success planning for students</li> <li>• Creation of instructor accommodation and support plans</li> <li>• Program fit, and expectations</li> </ul>
<b>Academic Advising</b>	<ul style="list-style-type: none"> <li>• Program Planning</li> <li>• Academic Progress</li> <li>• Application Assistance</li> </ul>
<b>Accessibility/Disability Services</b>	<ul style="list-style-type: none"> <li>• Assessment of Learning Disabilities</li> <li>• Accommodation for Documented Disabilities</li> <li>• Support and Advocacy</li> </ul>
<b>Crisis Intervention</b>	<ul style="list-style-type: none"> <li>• Critical Incident Debriefing</li> <li>• Suicide Intervention</li> <li>• Referrals to Community Agencies and Services</li> </ul>
<b>Financial Planning</b>	<ul style="list-style-type: none"> <li>• Student Loan Information</li> <li>• Scholarships, Bursaries and Awards Information</li> <li>• Budgeting Assistance for Going to School</li> </ul>
<b>Career Planning</b>	<ul style="list-style-type: none"> <li>• Career Testing/Assessment</li> <li>• Career Planning</li> <li>• Program Information and Exploration</li> </ul>
<b>Personal Coaching</b>	<ul style="list-style-type: none"> <li>• Academic Success</li> <li>• Problem Solving</li> <li>• Confidential Personal Advising</li> <li>• Conflict Resolution and Mediation</li> </ul>
<b>Success Workshops</b>	<ul style="list-style-type: none"> <li>• Study Skills</li> <li>• Goal Setting</li> <li>• Time Management</li> <li>• Note Taking Strategies</li> <li>• Exam Preparation</li> <li>• Exam Anxiety</li> </ul>
<b>Transition to Employment</b>	<ul style="list-style-type: none"> <li>• Goal Setting</li> <li>• Job Search</li> <li>• Resume and Cover Letter Assistance</li> <li>• Interview Preparation</li> <li>• Workplace Skills Development</li> </ul>

## ISSUES

- With increasing program demands in the Punnichy region, and the decrease programming in Southey, the College has made the decision to close the Southey office in June of 2017. The staff affected by this change will include one 0.78 FTE employee. A communication plan is currently in place to communicate with those affected by the closure.
- As stated above, programming in the Punnichy region has been growing the last number of years due to the College’s partnerships with the Indigenous communities in the area. A significant part of the employee’s role in the Southey office is to provide program support in

the Punnichy region. As such, the College will continue to support programming in the Punnichy region by shifting 0.40 FTE from the Southey office to Punnichy. The Southey closure, coupled with the shift in service locations, will result in a staffing reduction of 0.38 FTE. This change will enable the College to respond to the current fiscal challenges while aligning our resources more efficiently and effectively to support programming demands.

- It remains difficult to hire for positions that are project-based. It is challenging to retain good employees due to the inability to offer permanent, ongoing positions. Program location can also pose a challenge when hiring instructional staff. The government's fiscal restraint also puts strain on the recruitment of qualified staff members due to the uncertainty of continued employment.
- The College recognizes the needs of all the regional areas that it serves. The College remains committed to those areas that do not have easy access to a regional office and is working with school community councils and local business and industry to connect with all communities across our region. Meeting the needs of the students in the regional area of our province remain imperative to the success of Saskatchewan residents and more importantly, the link to employment.
- The College will institute a wage reduction to the in-scope and out-of-scope staff by 3.5% in response to the Ministry's request to contain government compensation costs to help address the government's fiscal challenges. As directed by the Ministry, timelines for the reduction of out-of-scope compensation will align with the finalization of negotiated changes for the in-scope staff. At this time, it is unknown when this might occur. It is imperative that we manage our fiscal resources in response to the government's request. With the decrease in human resource capacity, the College must re-align its resources in order to manage the work load.
- Instituting a wage reduction may have a large impact on the culture of the organization. Reducing an employee's salary, one of the catalysts that stimulates motivation, is a large concern for the organization as it can become a huge dissatisfier for employees. Although not ideal, the Senior Leadership Team will continue to lead the organization through this change and fiscal uncertainty by creating conditions for our staff to do their best work, in an attempt to keep our employees engaged and committed.
- The implementation of the Saskatchewan Employment Act (SEA) Regulations will continue to impact the Human Resources of the College in several areas. Areas worth noting are:
  - Supervisory Exclusion Provision - Effective May 1, 2016, four in-scope managers were moved out-of-scope. This change will enable the College to involve the manager's in higher level decision making such as strategic planning, budgeting, recruitment and promotion of staff, and performance management, just to name a few.
  - Bi-weekly Payroll - legislation will require all employees to be paid on a bi-weekly basis. All staff are currently paid on a monthly basis. Discussions are currently taking place with the Provincial Union about a change to bi-weekly payroll.
  - The Regional Colleges are working together to ensure that all colleges are in compliance with this new legislation.

Position	Function	2015-2016 Actual		2016-2017 Budget		2016-2017 Estimated		2017-2018 Budget		2018-2019 Forecast		Comments
		Employee #	FTE #	Employee #	FTE #	Employee #	FTE #	Employee #	FTE #	Employee #	FTE #	
Out-of-Scope President & CEO	Operations	1	1.00	2	1.08	2	0.44	1	0.50	1	1.00	16-17 CEO termination Dec 5/16, Internal backfill Feb 21/17, New CEO start Jan 1/18
VP Administration	Operations	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	
VP Finance	Operations	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	
VP Academic	Operations	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	Interim CEO Feb 21/17 - current
Administrative Assistant	Operations	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	
Executive Assistant	Operations	2	1.40	2	1.20	2	1.20	2	1.20	2	1.20	July/16 Reduction in FTE from 0.8 to 0.6
Portfolio Manager	Operations	4	4.00	4	4.00	4	4.00	4	4.00	4	4.00	
<b>Total Out-of-Scope</b>		<b>11</b>	<b>10.00</b>	<b>12</b>	<b>9.88</b>	<b>12</b>	<b>9.24</b>	<b>11</b>	<b>9.30</b>	<b>11</b>	<b>9.80</b>	
<b>In-scope</b>												
Receptionist	Operations	1	1.03	2	1.02	2	1.02	2	1.02	1	1.00	Maternity leave June/16 - July/17
Marketing Facilitator	Operations	1	0.90	1	0.90	1	0.90	1	0.90	1	0.90	
Training Consultant	Program Delivery	1	0.66	1	0.80	1	0.73	1	0.80	1	0.80	Nov/16 Paternity leave (1 employee coordinating 2 locations; overlap with Program Facilitator)
Program Facilitator	Program Delivery	2	1.17	2	1.40	2	1.07	2	1.40	2	1.40	Aug/16 Retirement (1 employee coordinating 2 locations; overlap with Training Consultant)
Program Delivery Associate	Program Delivery	5	4.34	5	4.34	5	4.34	5	3.96	5	3.96	Southey closure; move 0.4 FTE to Purnichy
Design & Marketing Associate	Operations	1	0.40	1	0.40	1	0.40	0	0	0	0	Employee resignation - not filling
Clerical Support	Operations	3	0.32	4	0.40	3	0.20	3	0.20	3	0.20	Less clerical coverage required
Registration Clerk	Operations	1	0.90	1	0.90	1	0.90	1	0.90	1	0.90	
Learning Specialist	Student Support	1	1.00	1	1.00	1	1.00	0	0	0	0	May/17 Position abolished
Facilities Technician	Operations	1	0.90	1	0.90	1	0.90	1	0.90	1	0.90	
Student Advisor	Student Support	3	2.12	3	2.60	3	2.27	4	3.00	4	3.00	2 Advisors not employed in summer months. Learning Specialist position abolished - hired 0.8 FTE student advisor
Literacy Facilitator	Program Delivery	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	
Accounting	Operations	4	2.70	4	2.70	4	2.70	4	2.70	4	2.70	
Computer Services	Operations	2	2.00	2	2.00	2	2.00	1	1.00	1	1.00	May/17 Level 7 IT position abolished
Education Technologist	Operations	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	
TEL Attendants	Operations	3	0.10	3	0.35	3	0.15	3	0.15	3	0.15	
Summer Student	Operations	0	0	0	0	0	0	0	0	0	0	No funding available
<b>Total In-Scope</b>		<b>31</b>	<b>20.54</b>	<b>33</b>	<b>21.71</b>	<b>32</b>	<b>20.58</b>	<b>30</b>	<b>18.93</b>	<b>29</b>	<b>18.91</b>	
<b>TOTAL In and Out-of-Scope</b>		<b>42</b>	<b>30.54</b>	<b>45</b>	<b>31.59</b>	<b>44</b>	<b>29.82</b>	<b>41</b>	<b>28.23</b>	<b>40</b>	<b>28.71</b>	

## **E. SUSTAINABILITY MEASURES**

During the current year and subsequent years, the College will continue to focus on the following sustainability measures:

1. Maintaining human resource numbers that best align with overall strategic objectives of the College. Vacancy management will be considered as an option where there is minimal impact to students.
2. Reallocation of program and administrative supports to areas of greatest need.
3. Greater use of distance technology for both instruction and administration.
4. A planned “draw down” of unrestricted reserves to 3% of operating budget.
5. A careful and complete cataloguing and ongoing monitoring of all College assets.
6. Development and implementation of a comprehensive maintenance plan for all College assets.
7. A continued emphasis on growing revenues through partnerships with business, industry, communities and other stakeholders throughout our region.
8. A continued effort to avail ourselves of federal and provincial funding opportunities provided through project proposals, with the caveat that such proposals are sustainable or have a definite time frame requiring no future commitment of College resources.
9. Participate in Regional College opportunities for joint tendering, and other system wide enhancements and efficiencies.
10. Continued focus on ensuring continuous improvement is a fundamental tenant of all facets of the operations of the College.

## **F. INFORMATION TECHNOLOGY**

- The College continues the cyclical replacement of academic and administrative computers and peripherals within tight budgetary constraints. The College holds an inventory of over 220 computers in service, of which approximately 160 are for academic use.
- For the most part, information technology requirements of the College staff over the last few years have remained fairly static. The average staff member uses a Microsoft Windows 7 workstation, operating with Microsoft Office 2010 that connects to a Microsoft Server 2008 Domain Controller, mail and file server.



- The College advocates for a web-based student information and enrolment system integrated with One Client Service Model (OCSM) in order to give colleges a comprehensive Internet-based student recruitment system. The enrolment management system would offer colleges a more effective administrative process while providing prospective students a range of services.
- As marketing is becoming generational and digital, the College continues to examine YouTube, webpage newsfeeds, a Wikipedia page and other social network mediums as avenues for promotion. The College has completed a major revision of its website to market and promote our programs and new image. The College has developed a Facebook page and a Twitter account. With developing a greater ‘social network’ presence, it becomes incumbent on the College to ensure that the media is updated on a regular basis. Work will continue at expanding our social media presence.
- All of our satellite offices now belong to the domain. With the WAN (wide area network) all campus locations have the capability to be connected to the “ctrc domain”. All files are stored on a server located in Humboldt, with the server data being backed up regularly by an offsite host.
- Microsoft’s announcement of two data centres to be located in Canada opens up some new possibilities for the College. As such, the College will be moving ahead to utilize Microsoft’s cloud platform, Azure. Our existing server will be upgraded in order to ensure our system is compatible with the Azure platform. A switch to Microsoft Office 365 is also being investigated as part of this switch to Azure. Microsoft Customer Relationship Management (CRM) is included in Office 365 and it gives the College a tool to use to help track potential students and alumni. CRM also incorporates into the College’s accounting software package. The College expects to have the azure platform integrated and useable by staff by June 2017.
- Backups of the server will continue to be stored off-site via internet to a company in Saskatoon while the College transitions to the Azure Cloud platform. Firewalls have also been implemented at all sites where we have Community Net connections, allowing for more secure backups during the transition.
- The College continues to enroll in the Microsoft licensing package for higher education. The advantage is the freedom of upgrading at any time to the most current version of Microsoft software. The College continues to assess the use of technology in our classrooms. More investment (as resources allow) will be made in Smart Board technology. The College will continue to invest in training to be able to fully utilize the technology and make it a positive experience for staff and students.
- The move by Microsoft to acquire Skype for business is being optimized by other colleges. The College is looking at integrating this into our system as we move to the Microsoft Azure Platform.
- The newly renovated Punnichy Training Centre is being equipped with a new Sasktel I.P. phone system to be tested to determine whether it will meet our needs in our other satellite offices.

- The College is investigating other Learning Management Systems since Edline's license is expiring this August. Whether the College stays with Edline or not will depend on the evaluation of other LMS's features in comparison with Edline. Some factors to consider when choosing an LMS that best suits the needs of the College include, but are not limited to: cost, ease of use, administration, functionality, authentication and security, collaboration management, and content management.
- The College continues to research educational applications and resources that can be implemented in order to enhance the quality of teaching among instructors and further improve learning among students.

## **G. FACILITIES AND CAPITAL**

- The short-term leased facilities used to deliver programs in several communities throughout the College's region vary tremendously in quality and suitability for educational use. Steps continue to be undertaken to ensure appropriate facility standards are achieved. Increased program requests by First Nation communities in the College region put pressure on staff to find appropriate available education and training facilities. The College's Facilities Technician helps to address these concerns along with monitoring the College vehicles, equipment and facilities to ensure all are maintained properly, thereby ensuring the safety of staff and students.
- Opportunities for non-government partners for contributions to facilities to provide training facilities on reserve and also on-site at major industries will continue to be explored. A 2,600-person camp has been built by BHP Billiton in the Jansen area; the College was able to access space at the camp for a portion of the Security Officer and two Introduction to Mining programs. BHP has also housed students for work placements at no cost to the College.
- Parking lot maintenance at the College facilities is an on-going issue.

### **HUMBOLDT**

- The welding shop is currently in a good state of repair. This facility continues to be utilized by the College as well as the local high school. Currently the facility is running at capacity. Ongoing maintenance of this facility must continue to be a priority. Interior cleaning of upper duct work, ceilings, and ledges should be completed every few years. This will be done when spending restrictions are lifted.
- Humboldt Education Centre currently has no issues. This facility is co-managed by the Horizon School Division and we continue to work with them to ensure the facility does not fall into a state of disrepair.

### **WATROUS**

- With classes and administration fully utilizing the College's facility adjacent to the Winston High School in Watrous, the College has leased and undertaken leasehold improvements at two off-site delivery locations for the Electrician and Practical Nursing programs. The facility for Electrician training continues to meet our needs and has capacity to run an additional trades

program. The Practical Nursing facility, which opened for programming February 2014, provides an exceptional training space for our Practical Nursing program and has the ability to accommodate additional health care programming. It is currently being utilized as lab space for the CCA program being delivered in Humboldt.

- At the administration facility, the front entrance area including interior and exterior doors, received a fresh coat of paint in the fall of 2016. A second coat of paint will be applied in the spring of 2017 as the weather turned cold in the fall before being able to apply a second coat. This freshening up of the exterior allows for the presentation of a professional, well-kept facility. In the fall of 2016 the College was required to change one of the rooftop HVAC units due to safety concerns. The second unit will be replaced prior to June 30, 2017 as we have secured the required funding from the Ministry.

## **PUNNICHY**

- In December 2015, the College purchased a church in Punnichy from the Village. This space was used to deliver two offerings of the Introduction to Mining course as a part of a two-year project through the International Minerals Innovation Institute (iMii). The space in the church was in excellent condition. The upstairs of the facility is a wide open and is approximately 3,000 square feet. There also is a 600 square foot room in the basement that is well lit with natural light. The College had applied to, and received, Federal Government funding through the federal infrastructure investment. This combined with provincial funding totaled \$235,000 which was used to renovate and freshen up the facility (wheelchair ramp, flooring, paint, washroom upstairs, etc.). This year, the College has applied to purchase furnishings and equipment for the facility from Western Economic Diversification Canada (WD) for approximately \$80,000 with half the funding from WD and the other half matching from the Provincial Government. The College did receive \$40,000 in provincial funding as noted in the 2017/18 budget letter. Renovations of the facility started in the summer of 2016 with substantial completion required by March 31, 2018. The renovations are to a point where the Security Officer applied certificate program was able to be delivered in the facility starting February 27, 2017. The balance of the renovations will be completed while the class is in progress with no risk of interruption to the students.
- The metal roof was checked for leakage and requisite work is completed.
- Grand opening of the newly acquired Punnichy Training Centre, with both Federal and Provincial representatives, is expected to occur in the fall 2017.
- With the pressure of BHP Billiton in the area and their need for staff, an increase in programming with the Touchwood Agency Tribal Council and the individual Bands that it serves is expected to continue. The current spaces in Punnichy, including the facility attached to the high school and the newly acquired facility, allows the College to better accommodate the training needs in the Punnichy area.
- The College office and classroom space attached to the high school is of adequate quality and currently requires no upgrades.

**WAKAW**

- The office and classrooms are of adequate quality and currently are meeting our programing needs. However, if programming numbers remain strong the College will be investigating options to enhance capacity and may be submitting a request for capital funding at a later date.

**WYNYARD**

- The office and classrooms are of adequate quality and currently are meeting our programing needs.

**Major Capital Plan:**

There are no major capital projects planned at this time.

**Preventative Maintenance and Renewal (PMR) and Equipment Renewal Plan:**

The College is currently in the process of finalizing a long-term preventative maintenance plan. Once finalized, it will provide the requisite information to complete this in the future. Also, the College needs to coordinate with the Horizon School Division for preventative maintenance and renewal on shared locations.

Campus Location	Leased/Owned	Project Detail	Institution Priority	Estimated Cost	Institution Fund \$	Ministry Fund \$		
						Year 1	Year 2	Year 3
Punnichy	Owned	Furnishings and equipment. *	High	\$80,000		80,000		
Humboldt	Owned	Metal Roof on Welding Shop**	Medium	\$50,000				\$50,000
		Siding on Welding Shop**	Medium	\$35,000				\$35,000
<b>Totals</b>				\$165,000		\$80,000		\$85,000

\* Have received \$40,000 from the Provincial Government and are awaiting a response to our Western Economic Diversification Canada application for matching funding.

\*\* The Humboldt welding shop projects can be implemented on short notice should excess funds become available.

**Land Transaction and Occupancy Plan**

DESCRIPTOR	ADDRESS	sq. m	Owned/ Leased	LESSOR	TERM EXPIRY	Annual Rent	Occupancy Plan
Welding Shop	1105 - 4th Avenue Humboldt	697	Owned	We own the building but lease the land from CN	Property Taxes Pd Annually	\$3,500	Renewal
Humboldt Education Centre	611 - 17th Street Humboldt	1207	Leased	Horizon School Division #205 and St. Paul's R.C.S.S. D. #20	Oct 31/61	\$57,300	Renewal
Basic Education Classroom	Punnichy High School 612 - 6th Avenue Punnichy	200	Leased	Horizon School Division #205	Dec. 31/20	\$14,800	Renewal
Skills Training Classroom	102 Main Street Raymore	93	Leased	Wilf Baggenstof	June 30/17	\$12,000	Renewal
Administration & Classroom	280 Burns Avenue Southey	100	Leased	Town of Southey	90 day notification	\$7,200	Renewal *
Basic Education Classroom	229 - 1st Street South Wakaw	139	Leased	RM of Fish Creek # 402	Aug 31/17	\$8,400	Renewal
Practical Nursing	101 Second Avenue East Watrous	300	Leased	Sebella Properties Inc.	Dec. 31/18	\$57,745	Renewal
Electrician Facility	102-2nd Street Watrous	167	Leased	Ben Kessler	June 30/18	\$18,000	Renewal
Administration & Classroom	108 - 6th Avenue East Watrous	214	Leased	Horizon School Division #205	Dec. 31/20	\$5,000	Renewal
Administration & Classroom	400A Avenue D West Wynyard	344	Leased	Horizon School Division #205	Dec. 31/20	\$7,200	Renewal

\* The College will provide notification to lease holder in May for cancellation of lease, effective August 31, 2017.

**H. FINANCIAL PLAN**

**Part A: PROJECTED BUSINESS PLAN FINANCIAL STATEMENTS  
AND KEY ASSUMPTIONS**

**Key Assumptions**

- The current Collective Agreement expired August 31, 2016. The College has not incorporated any collective agreement increases in the 2017 – 2020 Multiyear Business Plan budget other than required increments.
- In order to align the operations of the College to meet the 5% reduction in funding, in addition to finding ‘operational efficiencies’ such as the closure of the Southey office, the College will be required to make some staffing changes including vacancy management, reduction in full-time equivalences, and elimination of positions. As a result of these changes, impacted staff will be afforded all the rights in accordance with the existing collective agreement, which may result in severances totaling upwards of \$65,000.
- Industry Canada has funded the Youth Internship Program for the past 16 years, contracting with the College to administer the Saskatchewan project. The YI project has been budgeted for the 2017/18 fiscal year in the amount of \$440,000. Industry Canada has not yet confirmed continuation of the program. Exact dollar amounts will be known by summer of 2017.
- Over the past number of years the College has worked at stabilizing the Adult Basic Education (including ESL training) and Skills Training after a period of rapid growth. In 2016/17, the College continued to work with the First Nations in our region. The College believes that we can play a key role in working with our First Nations partners to meet their needs and, as a

result, help meet the job demands of the region. With the ongoing potash mining activities in our region it will be crucial for the College to be a part of the solution and act in a proactive matter as opposed to being reactionary. Only through partnerships can the College continue to enhance and grow its ABE and skills training programming to meet these demands.

- Some aggressive targets are set to generate revenue from non-traditional sources. Increased programming will need to be a priority to meet the labour market needs of the Province.
- This business plan incorporates a change in policy around amortization of major capital assets. The Punnichy Adult Basic Education facility and the Humboldt Training Centre expected life is being adjusted to 50 years from 20 years to be consistent with other provincial agencies. This change is system-wide for the Regional Colleges and is being implemented with the support of the Provincial Comptroller's Office and the Ministry of Advanced Education. This will result in yearly amortization decreasing by approximately \$157,000.

### **Part B: FINANCIAL IMPACTS OF IDENTIFIABLE RISKS**

- In the last several years, the College has been actively working with its First Nations communities to provide the delivery of Skills Training programs. However, limited program funding available to the College has necessitated a cost recovery or partnership approach to the delivery of many of these programs; if the respective First Nation is unable to provide funding (whether alone or in partnership with another agency), the program is unlikely to be delivered. Similarly, programming for the Punnichy Community High School is totally dependent upon funding through agencies such as Aboriginal Affairs and Northern Development Canada (AANDC) and the Horizon School Division.
- The 2017/18 program plan anticipates an administrative recovery of \$58,635 from cost-recovery programming through partnerships with business, industry and First Nation communities.
- Grant funds in support of learners to enroll in Adult Basic Education while eligible for K-12 are highly variable (targeted at \$187,000 in 2017/18) and are entirely dependent upon eligible registrants as at September 30. The targeted number takes into account an expected decrease to funding from the school divisions as a result of budget cuts announced in the March 2017 budget.
- Human resources represent the largest single budget item. While there will be a 3.5% reduction in overall staffing costs as a result of government direction, the need for adequate human resources to do the work of the College will continue to remain a priority.
- As the College incorporates new policies and procedures for an entrepreneurial focus, training of all staff, especially those who are engaged in community-based programming, will be necessary. In-service training costs will rise in the future to support succession planning where feasible and to reduce the College's vulnerability to a lack of redundancy (e.g., OCSM expertise is largely vested in one individual).

**Part C: SURPLUS UTILIZATION/DEFICIT MANAGEMENT PLAN**

Unearned, or deferred, revenues are expected to be \$175,000 at June 30, 2017. At the end of the 2017/18 fiscal year these funds are expected to decrease to \$150,000.

<b>SCHEDULE OF DEFERRED / UNEARNED REVENUE</b>	
<b>Details</b>	<b>First Nation Funding</b>
<b>Estimated Balance July 1/17</b>	\$175,000
2017/18 Budget	\$100,000
2017/18 Projected Expenditures	<\$125,000>
<b>Estimated Balance July 1/18</b>	\$150,000

The funds remaining in the deferred revenue are used on a revolving basis so that the balance will change from year to year depending on program partnerships.

The unrestricted operating surplus has steadily declined over the past couple years. The College has utilized most of the funds available as one-time purchases. By June 30, 2017, the balance of this fund is expected to be at \$317,615. This is higher than the Ministry target of 3% of revenues. Funds above the 3% will be targeted towards major expenditures over the next two to three years such as equipment, vehicles, and software as noted in the following schedule. The remaining balance will be slightly higher than the targeted 3%; however, given the current economic times it is important to have these funds available if needed.

**Carlton Trail College  
Projected Schedule of Accumulated Surplus  
June 30, 2018, Business Plan**

Internally Restricted Operating Surplus	Statement of Purpose	Amount	Time Frame	June 30, 2018 Forecast
<b>Capital Projects:</b>				
Federal funding [Western Economic Diversification Canada (WD)]	Furnishings and equipment for Punniichy Training Centre. College has applied for additional WD funding; given the scope and provincial support of the project we anticipate that the College will receive the funding in 2016/17.	35,000	If received will be fully utilized Summer 2017.	-
<b>Other:</b>				
Information Technology	\$40,000 for server replacement, \$40,000 for photocopiers, and \$35,000 for IT equipment. The server purchase was delayed in order to assess the impact of Cloud computing. Additional funds are available to target to IT needs. Keeping current with technology is critical for training institutions.	115,000	Some purchases have been put on hold as part of fiscal restraint for 2016/17. Since we are making the switch to the cloud (utilizing Microsoft Data Centres) the College will reassess its IT plans and revise its replacement schedule. \$40,000 will be spent on photocopiers in 2017/18 (this will not occur without discussion with other colleges regarding the possibility of group tendering).	75,000
Accounting software upgrades and enhancements	The current accounting software package will require an update, and with that the College will consider the addition of enhancements for human resources and payroll. The College is in consultation with the K-12 system regarding the accounting software upgrade as they have been working with our joint vendor on a new licensing agreement. The new agreement will in form a future agreement for the College.	50,000	Once the new agreement is signed with K-12 timelines will be determine with the expectation that the upgrade will occur in the next two to three years.	50,000
Student Information System (SIS)/Customer Relationship Management (CRM)	The College would like to invest in a system-wide upgraded SIS system. In addition the College seeks to purchase a CRM that will be able to track potential student contact information from first point of contact to completion of training, and beyond. A robust CRM will also allow the College to better track relationships with business, industry and other regional stakeholders. Cost estimated to be \$15,000. Status of a new student information system for the K-12 system, and a possible College system partnership, may impact timelines. \$25,000 will be allocated towards an upgraded SIS.	40,000	Customer Relationship Management will be investigated in 2017/18 and is expected to be implemented the following year. SIS timeline is dependent on provincial partners and the Ministry.	40,000
Learning Enhanced Technology	Smart boards, video conferencing and technology to aid in the classroom.	18,620	Need funds available to replace smart boards as they become obsolete or are not repairable.	18,620
Professional Development	1% of staff salary placed into a reserve to provide training. Each employee can accrue up to three years of PD.	63,875	Funds are in and out on a revolving basis so this will never get to zero.	63,875



**Carlton Trail College  
Projected Schedule of Accumulated Surplus  
June 30, 2018, Business Plan**

Internally Restricted Operating Surplus	Statement of Purpose	Amount	Time Frame	June 30, 2018 Forecast
<b>Capital Projects:</b>				
Vehicles	The College sets aside \$15,000 per year for the replacement of College vehicles. The College currently owns seven vehicles and requires funds to replace units as needed. The College would like to get into the position of being able to replace one unit per year at a cost of approximately \$35,000. Two vehicles will be purchased this fall to replace high mileage units prior to winter. It is also anticipated that 2 additional vehicles will also need to be purchased in 2019/20.	153,730	Funds are in and out on a revolving basis so this will never get to zero.	123,730
Scholarship	The College generated scholarship funds along with matching funds from the Ministry. This also includes funds from the BHP Billiton scholarship that the College administers.	281,775	Funds are in and out on a revolving basis so this will never get to zero.	279,415
<b>Programming:</b>				
Early Childhood Education	Currently running four programs: Raymore, Humboldt, Wakaw and Lumsden. Various delivery styles based on needs in the area. Had anticipated to fully utilize in 2016/17 however shifts in programming will see the funds fully utilized in 2018/19.	32,935	Balanced will be utilized in 2018/19.	16,075
English as a Second Language	These funds are being utilized on an as needed basis. If there is demand on short notice for programming to meet a need these funds will be accessed. The demand shifts based on a variety of factors such as local economy and its impact on immigration which triggers training needs.	77,960	2017/18	77,960
Skills Training Allocation	It was not anticipated to have carry forward funds. However, given the changes to the funding model there will now be a slight carry over. Having a small amount of funds available helps the College with funding partnerships with First Nation communities and Tribal Councils. We are able to react quickly to Band needs and a small amount of College funds can be the difference in training proceeding.	33,120		33,120
Adult Basic Education	Fully utilized in 2016/17	-		-
Adult Basic Education - On Reserve	The College experienced a higher carry forward then anticipated from 2015/16. With changes in funding requirements and budget cuts it is anticipated that the funds will be fully utilized by June 2019.	102,570	2018/19	77,570
<b>Total Internally Restricted</b>		<b>\$ 1,004,585</b>		<b>\$ 855,365</b>
<b>Unrestricted Operating Surplus</b>		<b>\$ 317,615</b>		<b>\$ 302,615</b>
<b>Accumulated Surplus from Operations</b>		<b>\$ 1,322,200</b>		<b>\$ 1,157,980</b>

## **I. FINANCIAL PLANNING (2017/2018 AND 2018/2019) AND GOVERNMENT BUDGET INPUT**

The College's ongoing goal is to achieve a \$100,000 surplus each fiscal year. This is the minimum amount that the College feels is required to continue to maintain facilities while ensuring adequate funds are available to replace College assets. For example, by replacing just one vehicle per year at \$35,000, and using another \$25,000 for computer fleet upgrades, the bulk of any surplus is largely utilized leaving only \$40,000 per year for additional equipment purchases, and minor facility maintenance and repairs. Any major repairs and emergency maintenance issues are dealt with as per the Ministry Preventative Maintenance and Renewal (PMR) funding for projects under \$250,000.

In order to achieve a \$100,000 surplus, the base operating grant must increase. The increase must cover more than collective agreement costs; it also needs to take into account inflationary pressures to ensure that on an ongoing basis the College can maintain its current level of services to students.

The College is pleased to see our Skills Training Allocation stabilized at \$1,000,000. Having stable funding allows the College to better plan for future programming. The changes to eligible versus ineligible expenses for programming should help to provide clarity to expenditures and consistency in application throughout the system. It would be nice to see the programming funds set at a base amount and increased slightly each year to cover inflation and CBA costs. If this is not possible, having the ability to apply for additional funds to meet industry needs would be a welcome addition.

Our best guess is that anything short of a 4% total grant increase in 2018/19, and 3% ongoing for future years will result in a reduction of programming and service for the College.

Status Quo Programs/Services for 2018/19 and 2019/20

<b>Table 1 Expenditure Level Template</b>	<b>2015-16 Actual</b>	<b>2016-17 Budget</b>	<b>2016-17 Estimate</b>	<b>Year 1 2017-18 Budget</b>	<b>Year 2 2018-19 Forecast</b>	<b>Year 3 2019-20 Forecast</b>
<b>Revenues</b>						
- Operating Grant Funding	4,427,500	4,592,750	4,326,650	4,236,900	4,272,900	4,196,900
- Tuition	888,850	807,265	827,765	785,635	846,560	863,500
- Other Sources	2,153,770	1,969,620	2,060,150	2,293,965	2,284,615	2,300,000
<b>Total Revenues</b>	<b>7,470,120</b>	<b>7,369,635</b>	<b>7,214,565</b>	<b>7,316,500</b>	<b>7,404,075</b>	<b>7,360,400</b>
<b>Expenditures</b>						
- Out-of-Scope Salaries	621,280	952,330	940,330	880,355	951,050	959,000
- In-Scope	2,994,490	2,704,305	2,755,245	2,549,125	2,557,400	2,580,000
- Other Salaries	599,585	498,265	496,265	528,890	528,490	528,500
- Benefits	650,305	688,100	678,300	654,635	686,585	692,000
Sub-total Salaries and Benefits	4,865,660	4,843,000	4,870,140	4,613,005	4,723,525	4,759,500
Other Operating Expenses	2,656,240	2,885,970	2,706,570	2,931,255	2,923,655	2,953,000
<b>Total Expenditures</b>	<b>7,521,900</b>	<b>7,728,970</b>	<b>7,576,710</b>	<b>7,544,260</b>	<b>7,647,180</b>	<b>7,712,500</b>
<b>Annual Operating (Deficit) Surplus</b>	<b>(51,780)</b>	<b>(359,335)</b>	<b>(362,145)</b>	<b>(227,760)</b>	<b>(243,105)</b>	<b>(352,100)</b>

The transition to move four managers from In-Scope to Out-of-Scope became official May 1, 2016  
 1.5% collective bargaining increase budgeted for 2016/17, 0% for 2017/18, 2018/19 & 2019/20  
 1% on operating expenses for 2019/20  
 2% tuition increase for 2019/20  
 Benefits reflect a planned increase for MEPP from 8.15% to 9% effective July 1, 2018

Supplementary Salary Detail

	<b>Out-of-Scope</b>	<b>In-Scope</b>	<b>Total</b>
Number of Employees	11	57	68
Salary in Year 1 from table (2017/18)	\$880,355	\$2,549,125	\$3,429,480
- Annual merit increases	11,295	8,275	19,570
- Annual economic increases	-	-	-
- Adjustments to staffing	59,400	-	59,400
Salary in Year 2 from table 1 (2018/19)	<u>\$951,050</u>	<u>\$2,557,400</u>	<u>\$3,508,450</u>

- Adjustments due to changes in staffing. New staff hired lower on the grid.  
 - Out-of-Scope incorporates filling the vacant CEO position effective January 2018.

In order to maintain all programming, services, and staffing at the same levels as 2017/18 the College would require an increase to the operating grant of \$76,000.  
 Over the past number of years the College has worked at getting our unrestricted surplus in line with Ministry guidelines of 3%.  
 The College has limited carry forward programming funds to draw on to respond to industry needs as they arise.

<b>Table 2 Operating Surplus Template</b>	<b>2015-16 Actual</b>	<b>2016-17 Budget</b>	<b>2016-17 Estimate</b>	<b>Year 1 2017-18 Budget</b>	<b>Year 2 2018-19 Forecast</b>	<b>Year 3 2019-20 Forecast</b>
Internally Restr'd/Unrestr'd Op. Surplus (Start)	1,520,005	1,520,005	1,735,665	1,322,200	1,157,980	1,069,935
Internally Restr'd/Unrestr'd Op. Surplus (End)	1,735,665	909,940	1,322,200	1,157,980	1,069,935	795,000

College surpluses are higher than anticipated when the 2016/17 budget was developed. The main reason for this is the fiscal restraint measures. These measures resulted in planned capital and operating expenditures either being cancelled or delayed and vacancy management resulting in better than anticipated operating surplus.

For more detailed information on utilization of reserves refer to Part C: Surplus Utilization/Defecit Management Plan.

0% Funding Increase for 2018/19 and 2019/20

<b>Table 3 Expenditure Level Template</b>	<b>2015-16 Actual</b>	<b>2016-17 Budget</b>	<b>2016-17 Estimate</b>	<b>Year 1 2017-18 Budget</b>	<b>Year 2 2018-19 Forecast</b>	<b>Year 3 2019-20 Forecast</b>
<b>Revenues</b>						
- Operating Grant Funding	4,427,500	4,592,750	4,326,650	4,236,900	4,196,900	4,196,900
- Tuition	888,850	807,265	827,765	785,635	846,560	863,500
- Other Sources	2,153,770	1,969,620	2,060,150	2,293,965	2,284,615	2,300,000
<b>Total Revenues</b>	<b>7,470,120</b>	<b>7,369,635</b>	<b>7,214,565</b>	<b>7,316,500</b>	<b>7,328,075</b>	<b>7,360,400</b>
<b>Expenditures</b>						
- Out-of-Scope Salaries	621,280	952,330	940,330	880,355	951,050	959,000
- In-Scope	2,994,490	2,704,305	2,755,245	2,549,125	2,557,400	2,580,000
- Other Salaries	599,585	498,265	496,265	528,890	528,490	528,500
- Benefits	650,305	688,100	678,300	654,635	686,585	692,000
Sub-total Salaries and Benefits	4,865,660	4,843,000	4,870,140	4,613,005	4,723,525	4,759,500
Other Operating Expenses	2,656,240	2,885,970	2,706,570	2,931,255	2,923,655	2,953,000
<b>Total Expenditures</b>	<b>7,521,900</b>	<b>7,728,970</b>	<b>7,576,710</b>	<b>7,544,260</b>	<b>7,647,180</b>	<b>7,712,500</b>
<b>Annual Operating (Deficit) Surplus</b>	<b>(51,780)</b>	<b>(359,335)</b>	<b>(362,145)</b>	<b>(227,760)</b>	<b>(319,105)</b>	<b>(352,100)</b>

15/16 actual and 16/17 budget include the \$235,000 in Provincial/Federal infrastructure funding for the renovations of the Punnichy Training Centre.

No operating grant increase will put the College in a difficult financial position. The Year 2 operating deficit, when adjusted for amortization, would equate to \$76,000. Should no increase in funding be received, the College would draw on our unrestricted operating surplus. The College would need to re-assess our current staffing and some strategic re-alignment would have to occur prior to the start of the 2018/19 fiscal year. Staffing reductions would also impact our ability to continue to actively engage with industry and First Nations to meet provincial job creation and economic expansion goals. The College has worked hard developing these partnerships and to go backwards at this time of economic uncertainty would not be beneficial.

<b>Table 4 Operating Surplus Template</b>	<b>2015-16 Actual</b>	<b>2016-17 Budget</b>	<b>2016-17 Estimate</b>	<b>Year 1 2017-18 Budget</b>	<b>Year 2 2018-19 Forecast</b>	<b>Year 3 2019-20 Forecast</b>
Internally Restr'd/Unrestr'd Op. Surplus (Start)	1,520,005	1,520,005	1,735,665	1,322,200	1,157,980	1,069,935
Internally Restr'd/Unrestr'd Op. Surplus (End)	1,735,665	909,940	1,322,200	1,157,980	1,069,935	695,000

College surpluses are higher than anticipated when the 2016/17 budget was developed. The main reason for this is the fiscal restraint measures. These measures resulted in planned capital and operating expenditures either being cancelled or delayed and vacancy management resulting in better than anticipated operating surplus.

For more detailed information on utilization of reserves refer to Part C: Surplus Utilization/Defecit Management Plan.

**APPENDIX A**

**FINANCIAL STATEMENTS**

**AND SCHEDULES**

Statement 1

**Carlton Trail College  
Projected Statement of Financial Position  
as at June 30, 2018**

	Forecast June 30 2019	<b>Budget June 30 2018</b>	Budget June 30 2017	Estimated June 30 2017	Actual June 30 2016
<b>Financial Assets</b>					
Cash and cash equivalents	\$ 1,469,935	<b>\$ 1,472,980</b>	\$ 1,109,755	\$ 1,407,200	\$ 1,564,150
Accounts receivable	150,000	<b>340,000</b>	175,000	400,000	611,835
Inventories for resale	25,000	<b>25,000</b>	35,000	50,000	48,310
Portfolio investments	-	-	-	-	-
<b>Total Financial Assets</b>	<b>1,644,935</b>	<b>1,837,980</b>	<b>1,319,755</b>	<b>1,857,200</b>	<b>2,224,295</b>
<b>Liabilities</b>					
Accrued salaries and benefits	200,000	<b>200,000</b>	175,000	200,000	204,610
Accounts payable and accrued liabilities	190,000	<b>190,000</b>	175,000	35,000	36,675
Deferred revenue	50,000	<b>150,000</b>	25,000	175,000	126,070
Liability for employee future benefits	165,000	<b>165,000</b>	150,000	150,000	147,100
Long-term debt	-	-	-	-	-
<b>Total Financial Assets</b>	<b>605,000</b>	<b>705,000</b>	<b>525,000</b>	<b>560,000</b>	<b>514,455</b>
<b>Net Financial Assets (Net Debt)</b>	<b>1,039,935</b>	<b>1,132,980</b>	<b>794,755</b>	<b>1,297,200</b>	<b>1,709,840</b>
<b>Non-Financial Assets</b>					
Tangible capital assets	4,082,965	<b>4,314,025</b>	4,269,540	4,377,565	4,326,245
Inventory of supplies for consumption	-	-	-	-	-
Prepaid expenses	30,000	<b>25,000</b>	25,000	25,000	25,825
<b>Total Non-Financial Assets</b>	<b>4,112,965</b>	<b>4,339,025</b>	<b>4,294,540</b>	<b>4,402,565</b>	<b>4,352,070</b>
<b>Accumulated Surplus</b>	<b>\$ 5,152,900</b>	<b>\$ 5,472,005</b>	<b>\$ 5,089,295</b>	<b>\$ 5,699,765</b>	<b>\$ 6,061,910</b>
<b>Accumulated Surplus is comprised of:</b>					
Accumulated surplus from operations	\$ 5,152,900	<b>\$ 5,472,005</b>	\$ 5,089,295	\$ 5,699,765	\$ 6,061,910
<b>Total Accumulated Surplus</b>	<b>\$ 5,152,900</b>	<b>\$ 5,472,005</b>	<b>\$ 5,089,295</b>	<b>\$ 5,699,765</b>	<b>\$ 6,061,910</b>

Statement 2

**Carlton Trail College  
Projected Statement of Operations and Accumulated Surplus (Deficit)  
for the year ended June 30, 2018**

	2019 Forecast	2018 Budget	2017 Budget	2017 Estimated	2016 Actual
<b>Revenues (Schedule 2)</b>					
Provincial government					
Grants	\$ 4,196,900	\$ 4,236,900	\$ 4,592,750	\$4,326,650	\$4,427,500
Other	529,500	529,500	426,200	446,605	675,485
Federal government					
Grants	624,245	624,245	698,470	707,470	611,815
Other	-	-	-	-	600
Other revenue					
Administrative recoveries	10,100	10,100	10,100	10,100	28,170
Contracts	875,400	909,480	602,200	658,630	510,325
Interest	11,040	14,040	14,700	14,700	18,680
Rents	500	500	500	500	1,090
Resale items	146,880	119,150	138,030	142,725	155,300
Tuition	846,560	785,635	807,265	827,765	888,850
Donations	80,000	80,000	74,000	74,000	135,975
Other	6,950	6,950	5,420	5,420	16,330
Total revenues	7,328,075	7,316,500	7,369,635	7,214,565	7,470,120
<b>Expenses (Schedule 3)</b>					
General	2,890,845	2,839,350	3,255,910	3,025,115	3,047,395
Skills training	2,490,355	2,411,705	2,225,450	2,228,460	2,232,765
Basic education	1,349,860	1,384,830	1,342,805	1,353,260	1,336,050
Services	799,120	791,375	811,805	876,875	792,990
Scholarships	117,000	117,000	93,000	93,000	112,700
Total expenses	7,647,180	7,544,260	7,728,970	7,576,710	7,521,900
Surplus (Deficit) for the Year from Operations	(319,105)	(227,760)	(359,335)	(362,145)	(51,780)
Accumulated Surplus (Deficit), Beginning of Year	5,472,005	5,699,765	5,448,630	6,061,910	6,113,690
Accumulated Surplus (Deficit), End of Year	\$ 5,152,900	\$ 5,472,005	\$ 5,089,295	\$5,699,765	\$6,061,910

**Statement 3**

**Carlton Trail College  
Projected Statement of Changes in Net Financial Assets (Net Debt)  
as at June 30, 2018**

	<b>2018 Budget</b>	2017 Budget	2017 Estimated	2016 Actual
<b>Net Financial Assets (Net Debt), Beginning of Year</b>	<b>\$ 1,297,200</b>	\$ 1,083,470	\$ 1,709,840	\$ 1,381,790
<b>Surplus (Deficit) for the Year from Operations</b>	<b>(227,760)</b>	(359,335)	(362,145)	(51,780)
Acquisition of tangible capital assets	<b>(182,000)</b>	(332,000)	(257,000)	(114,050)
Proceeds on disposal of tangible capital assets	-	-	-	50,480
Net loss (gain) on disposal of tangible capital assets	-	-	-	(32,035)
Write-down of tangible capital assets	-	-	-	-
Amortization of tangible capital assets	<b>245,540</b>	402,620	205,680	363,055
Acquisition of inventory of supplies for consumption	-	-	-	-
Acquisition of prepaid expenses	<b>(150,000)</b>	(125,000)	(125,000)	112,380
Consumption of supplies inventory	-	-	-	-
Use of prepaid expenses	<b>150,000</b>	125,000	125,825	-
<b>Change in Net Financial Assets (Net Debt)</b>	<b>(164,220)</b>	(288,715)	(412,640)	328,050
<b>Net Financial Assets (Net Debt), End of Year</b>	<b>\$ 1,132,980</b>	\$ 794,755	\$ 1,297,200	\$ 1,709,840



Statement 4

**Carlton Trail College  
Projected Statement of Cash Flows  
for the year ended June 30, 2018**

	<b>Budget 2018</b>	Budget 2017	Estimated 2017	Actual 2016
<b>Operating Activities</b>				
Surplus (deficit) for the year from operations	<b>\$ (227,760)</b>	\$ (359,335)	\$ (362,145)	\$ (51,780)
Non-cash items included in surplus (deficit)				
Amortization of tangible capital assets	<b>245,540</b>	402,620	205,680	363,055
Net (gain) loss on disposal of tangible capital assets	-	-	-	(32,035)
Write-down of tangible capital assets	-	-	-	-
Changes in non-cash working capital				
Decrease (increase) in accounts receivable	<b>60,000</b>	25,000	211,835	(41,830)
Decrease (increase) in inventories for resale	<b>25,000</b>	(5,000)	(1,690)	8,860
Increase (decrease) in accrued salaries and benefits	-	(15,000)	(4,610)	(2,010)
Increase (decrease) in accounts payable and accrued liabilities	<b>155,000</b>	25,000	(1,675)	(106,700)
Increase (decrease) in deferred revenue	<b>(25,000)</b>	(5,000)	48,930	(176,670)
Increase (Decrease) in Liability for Employee Future Benefits	<b>15,000</b>	5,000	2,900	8,300
Decrease (increase) in inventory of supplies for consumption	-	-	-	-
Decrease (increase) in prepaid expenses	-	-	825	112,380
<b>Cash Provided (Used) by Operating Activities</b>	<b>247,780</b>	73,285	100,050	81,570
<b>Capital Activities</b>				
Cash used to acquire tangible capital assets	<b>(182,000)</b>	(332,000)	(257,000)	(114,050)
Proceeds on disposal of tangible capital assets	-	-	-	50,480
<b>Cash Provided (Used) by Capital Activities</b>	<b>(182,000)</b>	(332,000)	(257,000)	(63,570)
<b>Increase (Decrease) in Cash and Cash equivalents</b>	<b>65,780</b>	(258,715)	(156,950)	18,000
<b>Cash and Cash Equivalents, Beginning of Year</b>	<b>1,407,200</b>	1,368,470	1,564,150	1,546,150
<b>Cash and Cash Equivalents, End of Year</b>	<b>\$ 1,472,980</b>	\$ 1,109,755	\$ 1,407,200	\$ 1,564,150
<b>Represented on the Financial Statements as:</b>				
Cash and cash equivalents	<b>\$ 1,472,980</b>	\$ 1,109,755	\$ 1,407,200	\$ 1,564,150
<b>Cash and Cash Equivalents, End of Year</b>	<b>\$ 1,472,980</b>	\$ 1,109,755	\$ 1,407,200	\$ 1,564,150

**Carlton Trail College  
Projected Schedule of Revenues and Expenses by Function  
for the year ended June 30, 2018**

	2018 Projected								2018	2017	2017	2016
	General	Skills Training		Basic Education		Services		Scholarships	Budget	Budget	Estimated	Actual
		Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel					
<b>Revenues (Schedule 2)</b>												
Provincial government	\$ 2,221,055	\$ 1,002,500	\$ -	\$ 617,755	\$ 658,745	\$ 117,495	\$ 126,850	\$ 22,000	<b>\$ 4,766,400</b>	\$5,018,950	\$4,773,255	\$5,102,985
Federal government	-	-	-	-	184,245	440,000	-	-	<b>624,245</b>	698,470	707,470	612,415
Other	17,600	1,551,335	122,500	70,700	61,080	10,000	-	92,640	<b>1,925,855</b>	1,652,215	1,733,840	1,754,720
<b>Total Revenues</b>	<b>2,238,655</b>	<b>2,553,835</b>	<b>122,500</b>	<b>688,455</b>	<b>904,070</b>	<b>567,495</b>	<b>126,850</b>	<b>114,640</b>	<b>7,316,500</b>	7,369,635	7,214,565	7,470,120
<b>Expenses (Schedule 3)</b>												
Agency contracts	1,500	727,470	33,500	-	90,500	7,500	-	-	<b>860,470</b>	870,350	914,870	771,060
Amortization	245,540	-	-	-	-	-	-	-	<b>245,540</b>	402,620	205,680	363,055
Equipment	62,170	70,580	-	20,425	1,390	3,500	-	-	<b>158,065</b>	138,260	135,260	230,500
Facilities	109,170	141,660	3,000	48,925	7,230	-	-	-	<b>309,985</b>	313,045	313,045	320,630
Information technology	28,750	4,100	-	1,250	1,325	14,900	-	-	<b>50,325</b>	49,955	49,955	43,165
Operating	427,935	432,410	12,400	79,715	181,010	42,825	13,575	117,000	<b>1,306,870</b>	1,111,740	1,087,760	927,830
Personal services	1,964,285	947,985	38,600	436,890	516,170	551,980	157,095	-	<b>4,613,005</b>	4,843,000	4,870,140	4,865,660
<b>Total Expenses</b>	<b>2,839,350</b>	<b>2,324,205</b>	<b>87,500</b>	<b>587,205</b>	<b>797,625</b>	<b>620,705</b>	<b>170,670</b>	<b>117,000</b>	<b>7,544,260</b>	7,728,970	7,576,710	7,521,900
<b>Surplus (Deficit) for the year</b>	<b>\$ (600,695)</b>	<b>\$ 229,630</b>	<b>\$ 35,000</b>	<b>\$ 101,250</b>	<b>\$ 106,445</b>	<b>\$ (53,210)</b>	<b>\$ (43,820)</b>	<b>\$ (2,360)</b>	<b>\$ (227,760)</b>	<b>\$ (359,335)</b>	<b>\$ (362,145)</b>	<b>\$ (51,780)</b>

**Carlton Trail College**  
**Projected Schedule of Revenues by Function**  
**for the year ended June 30, 2018**

	2018 Projected Revenues							Scholarships	2018	2017	2017	2016
	General	Skills Training		Basic Education		Services			Total	Total	Total	Total
		Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel		Revenues Budget	Revenues Budget	Revenues Estimated	Revenues Actual
<b>Provincial Government</b>												
Advanced Education/ Economy												
Operating grants	\$ 2,159,055	\$ -	\$ -	\$ -	\$ -	\$ 99,495	\$ 126,850	\$ -	\$ 2,385,400	\$ 2,510,900	\$ 2,485,800	\$ 2,497,200
Program grants	-	1,000,000	-	430,755	358,745	-	-	-	1,789,500	1,824,850	1,824,850	1,673,300
Capital grants	62,000	-	-	-	-	-	-	-	62,000	257,000	16,000	257,000
	2,221,055	1,000,000	-	430,755	358,745	99,495	126,850	-	4,236,900	4,592,750	4,326,650	4,427,500
Contracts	-	-	-	-	300,000	18,000	-	-	318,000	218,000	202,950	249,535
Other	-	-	-	-	-	-	-	-	-	-	-	-
	2,221,055	1,000,000	-	430,755	658,745	117,495	126,850	-	4,554,900	4,810,750	4,529,600	4,677,035
Other provincial	-	2,500	-	187,000	-	-	-	22,000	211,500	208,200	243,655	425,950
<b>Total Provincial</b>	<b>2,221,055</b>	<b>1,002,500</b>	<b>-</b>	<b>617,755</b>	<b>658,745</b>	<b>117,495</b>	<b>126,850</b>	<b>22,000</b>	<b>4,766,400</b>	<b>5,018,950</b>	<b>4,773,255</b>	<b>5,102,985</b>
<b>Federal Government</b>												
Operating grants	-	-	-	-	-	-	-	-	-	-	-	-
Program grants	-	-	-	-	184,245	440,000	-	-	624,245	623,470	672,470	611,815
Capital grants	-	-	-	-	-	-	-	-	-	75,000	35,000	-
	-	-	-	-	184,245	440,000	-	-	624,245	698,470	707,470	611,815
Other Federal	-	-	-	-	-	-	-	-	-	-	-	600
<b>Total Federal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>184,245</b>	<b>440,000</b>	<b>-</b>	<b>-</b>	<b>624,245</b>	<b>698,470</b>	<b>707,470</b>	<b>612,415</b>
<b>Other Revenue</b>												
Admin recovery	1,000	-	-	-	-	-	-	9,100	10,100	10,100	10,100	28,170
Contracts	-	757,700	20,000	70,700	61,080	-	-	-	909,480	602,200	658,630	510,325
Interest	12,000	-	-	-	-	-	-	2,040	14,040	14,700	14,700	18,680
Rents	500	-	-	-	-	-	-	-	500	500	500	1,090
Resale items	-	111,650	7,500	-	-	-	-	-	119,150	138,030	142,725	155,300
Tuitions	-	680,635	95,000	-	-	10,000	-	-	785,635	807,265	827,765	888,850
Donations	-	-	-	-	-	-	-	80,000	80,000	74,000	74,000	135,975
Other	4,100	1,350	-	-	-	-	-	1,500	6,950	5,420	5,420	16,330
<b>Total Other</b>	<b>17,600</b>	<b>1,551,335</b>	<b>122,500</b>	<b>70,700</b>	<b>61,080</b>	<b>10,000</b>	<b>-</b>	<b>92,640</b>	<b>1,925,855</b>	<b>1,652,215</b>	<b>1,733,840</b>	<b>1,754,720</b>
<b>Total Revenues</b>	<b>\$ 2,238,655</b>	<b>\$ 2,553,835</b>	<b>\$ 122,500</b>	<b>\$ 688,455</b>	<b>\$ 904,070</b>	<b>\$ 567,495</b>	<b>\$ 126,850</b>	<b>\$ 114,640</b>	<b>\$ 7,316,500</b>	<b>\$ 7,369,635</b>	<b>\$ 7,214,565</b>	<b>\$ 7,470,120</b>

**Carlton Trail College  
Projected Schedule of Expenses by Function  
for the year ended June 30, 2018**

	2018 Projected Expenses							2018 Total Expenses Budget	2017 Total Expenses Budget	2017 Total Expenses Estimated	2016 Total Expenses Actual	
	General (Schedule 4)	Skills Training		Basic Education		Services						Scholarships
		Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel					
<b>Agency Contracts</b>												
Contracts	\$ -	\$ 727,470	\$33,500	\$ -	\$ 90,500	\$ 7,500	\$ -	\$ -	\$ 858,970	\$ 870,350	\$ 914,870	\$ 771,060
Instructors	1,500	-	-	-	-	-	-	-	1,500	-	-	-
	1,500	727,470	33,500	-	90,500	7,500	-	-	860,470	870,350	914,870	771,060
<b>Amortization</b>	245,540	-	-	-	-	-	-	-	245,540	402,620	205,680	363,055
<b>Equipment</b>												
Equipment (non-capital)	7,800	9,475	-	15,625	-	3,500	-	-	36,400	23,075	20,075	43,245
Rental	28,200	60,605	-	4,800	1,160	-	-	-	94,765	90,035	90,035	149,490
Repairs and maintenance	26,170	500	-	-	230	-	-	-	26,900	25,150	25,150	37,765
	62,170	70,580	-	20,425	1,390	3,500	-	-	158,065	138,260	135,260	230,500
<b>Facilities</b>												
Building supplies	1,700	2,250	-	2,615	-	-	-	-	6,565	5,915	5,915	6,475
Grounds	3,200	1,200	-	500	-	-	-	-	4,900	2,850	2,850	5,070
Janitorial	17,410	27,140	-	6,650	-	-	-	-	51,200	51,590	51,590	58,770
Rental	73,000	87,580	3,000	34,260	7,230	-	-	-	205,070	208,090	208,090	202,290
Repairs & maintenance buildin	6,600	5,050	-	700	-	-	-	-	12,350	18,100	18,100	17,505
Utilities	4,900	18,440	-	4,200	-	-	-	-	27,540	26,500	26,500	26,860
Security & Alarm systems	2,360	-	-	-	-	-	-	-	2,360	-	-	3,660
	109,170	141,660	3,000	48,925	7,230	-	-	-	309,985	313,045	313,045	320,630
<b>Information Technology</b>												
Computer services	11,400	-	-	-	-	12,500	-	-	23,900	18,220	18,220	20,535
Data communications	2,200	500	-	-	-	600	-	-	3,300	1,600	1,600	2,145
Equipment (non-capital)	2,000	450	-	-	-	1,000	-	-	3,450	3,450	3,450	6,395
Materials & supplies	2,300	1,750	-	200	1,025	300	-	-	5,575	4,000	4,000	3,195
Rental	1,400	-	-	-	-	-	-	-	1,400	1,260	1,260	1,465
Repairs & maintenance	-	400	-	-	-	-	-	-	400	400	400	-
Software (non-capital)	9,450	1,000	-	1,050	300	500	-	-	12,300	21,025	21,025	9,430
	28,750	4,100	-	1,250	1,325	14,900	-	-	50,325	49,955	49,955	43,165
<b>Operating</b>												
Advertising	42,485	8,200	1,000	2,025	6,240	1,750	-	-	61,700	86,915	86,915	46,035
Association fees & dues	26,325	850	-	400	1,425	-	-	-	29,000	28,200	28,200	26,820
Bad debts	-	725	-	-	-	-	-	-	725	-	-	-
Financial services	10,100	-	-	-	-	-	-	-	10,100	12,985	12,985	11,730
In-service (includes PD)	29,100	-	-	1,800	4,355	1,250	1,500	-	38,005	39,700	39,400	39,770
Insurance	42,145	950	-	-	-	-	-	-	43,095	40,055	40,055	38,955
Materials & supplies	22,550	266,990	2,150	50,160	103,490	9,325	3,025	-	457,690	264,775	266,575	138,505
Postage, freight & courier	17,870	1,575	-	30	-	250	-	-	19,725	29,040	29,040	26,280
Printing & copying	26,765	275	-	680	960	-	-	-	28,680	41,175	41,175	29,355
Professional services	93,140	-	-	-	-	23,500	2,500	-	119,140	97,705	72,705	60,055
Resale items	-	107,100	7,500	-	-	-	-	-	114,600	133,260	133,260	150,590
Subscriptions	5,855	725	-	50	-	-	-	-	6,630	6,670	6,670	5,045
Telephone & fax	42,705	8,035	1,750	4,900	1,850	625	1,250	-	61,115	66,710	66,710	60,420
Travel	63,195	24,040	-	4,775	37,690	6,125	5,300	-	141,125	139,235	141,255	139,095
Other	5,700	12,945	-	14,895	25,000	-	-	117,000	175,540	125,315	122,815	155,175
	427,935	432,410	12,400	79,715	181,010	42,825	13,575	117,000	1,306,870	1,111,740	1,087,760	927,830
<b>Personal Services</b>												
Employee benefits	314,005	128,400	6,100	42,890	83,580	57,275	22,385	-	654,635	688,100	678,300	650,305
Honoraria	28,575	500	-	1,400	300	-	-	-	30,775	29,045	29,045	25,300
Salaries	1,621,705	819,085	32,500	392,600	432,290	494,705	134,710	-	3,927,595	4,125,855	4,162,795	4,190,055
Other	-	-	-	-	-	-	-	-	-	-	-	-
	1,964,285	947,985	38,600	436,890	516,170	551,980	157,095	-	4,613,005	4,843,000	4,870,140	4,865,660
<b>Total Expenses</b>	\$ 2,839,350	\$ 2,324,205	\$87,500	\$587,205	\$ 797,625	\$ 620,705	\$ 170,670	\$ 117,000	\$ 7,544,260	\$ 7,728,970	\$7,576,710	\$7,521,900

Schedule 4

**Carlton Trail College**  
**Projected Schedule of General Expenses by Functional Area**  
**for the year ended June 30, 2018**

	2018 Projected General			2018	2017	2017	2016
Governance	Operating and Administration	Facilities and Equipment	Information Technology	Total General Budget	Total General Budget	Total General Estimated	Total General Actual
<b>Agency Contracts</b>							
Contracts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 490
Instructors	1,500	-	-	1,500	-	-	-
	1,500	-	-	1,500	-	-	490
<b>Amortization</b>							
	-	-	245,540	-	245,540	402,620	205,680
<b>Equipment</b>							
Equipment (non-capital)	800	7,000	-	-	7,800	9,300	9,300
Rental	-	28,200	-	-	28,200	34,750	34,750
Repairs and maintenance	-	26,170	-	-	26,170	24,550	24,550
	800	61,370	-	-	62,170	68,600	68,600
<b>Facilities</b>							
Building supplies	-	1,700	-	-	1,700	1,000	1,000
Grounds	-	3,200	-	-	3,200	1,950	1,950
Janitorial	-	17,410	-	-	17,410	19,340	19,340
Rental	1,100	71,900	-	-	73,000	56,400	56,400
Repairs & maintenance building:	-	6,600	-	-	6,600	9,500	9,500
Utilities	-	4,900	-	-	4,900	3,000	3,000
Security & Alarm Systems	-	2,360	-	-	2,360	-	-
	1,100	108,070	-	-	109,170	91,190	91,190
<b>Information Technology</b>							
Computer services	-	7,600	-	3,800	11,400	5,720	5,720
Data communications	-	900	-	1,300	2,200	500	500
Equipment (non-capital)	-	1,250	-	750	2,000	2,000	2,000
Materials & supplies	-	800	-	1,500	2,300	2,500	2,500
Rental	-	1,400	-	-	1,400	1,260	1,260
Repairs & maintenance	-	-	-	-	-	-	-
Software (non-capital)	-	3,450	-	6,000	9,450	18,830	18,830
	-	15,400	-	13,350	28,750	30,810	30,810
<b>Operating</b>							
Advertising	250	42,235	-	-	42,485	66,965	66,965
Association fees & dues	20,000	6,325	-	-	26,325	26,975	26,975
Bad debts	-	-	-	-	-	-	-
Financial services	-	10,100	-	-	10,100	12,985	12,985
In-service (includes PD)	10,100	18,500	-	500	29,100	32,200	32,200
Insurance	-	42,145	-	-	42,145	39,555	39,555
Materials & supplies	2,000	20,550	-	-	22,550	37,875	37,875
Postage, freight & courier	-	17,870	-	-	17,870	27,735	27,735
Printing & copying	-	26,615	-	150	26,765	38,995	38,995
Professional services	54,000	36,640	-	2,500	93,140	60,860	45,360
Resale items	-	-	-	-	-	-	-
Subscriptions	-	5,855	-	-	5,855	5,920	5,920
Telephone & fax	-	41,805	-	900	42,705	48,080	48,080
Travel	29,495	31,100	-	2,600	63,195	71,240	71,240
Other	500	5,200	-	-	5,700	5,800	5,800
	116,345	304,940	-	6,650	427,935	475,185	459,685
<b>Personal Services</b>							
Employee benefits	1,000	288,305	-	24,700	314,005	348,305	348,305
Honoraria	28,575	-	-	-	28,575	26,545	26,545
Salaries	-	1,492,265	-	129,440	1,621,705	1,812,655	1,794,300
Other	-	-	-	-	-	-	-
	29,575	1,780,570	-	154,140	1,964,285	2,187,505	2,169,150
<b>Total General Expenses</b>	<b>\$ 149,320</b>	<b>\$ 2,270,350</b>	<b>\$ 245,540</b>	<b>\$ 174,140</b>	<b>\$ 2,839,350</b>	<b>\$ 3,255,910</b>	<b>\$3,025,115</b>
							<b>\$3,047,410</b>

Schedule 5

**Carlton Trail College**  
**Projected Schedule of Accumulated Surplus**  
**for the year ended June 30, 2018**

	June 30 2016 Actual	June 30 2017 Budget	June 30 2017 Estimated	Additions During the Year	Reductions During the Year	June 30 2018 Budget	June 30 2019 Forecast
<b>Invested in Tangible Capital Assets</b>							
Net Book Value of Tangible Capital Assets	\$ 4,326,245	\$ 4,269,540	\$ 4,377,565	\$ 182,000	\$ 245,540	\$ 4,314,025	\$ 4,082,965
Less: Debt owing on Tangible Capital Assets	-	-	-	-	-	-	-
	<u>4,326,245</u>	<u>4,269,540</u>	<u>4,377,565</u>	<u>182,000</u>	<u>245,540</u>	<u>4,314,025</u>	<u>4,082,965</u>
<b>External Contributions to be Held in Perpetuity</b>	-	-	-	-	-	-	-
<b>Internally Restricted Operating Surplus</b>							
Capital Projects:							
Punnichy Training Centre	235,000	-	35,000	-	35,000	-	-
Sustaining Capital Funding	22,000	-	-	62,000	62,000	-	-
	<u>257,000</u>	<u>-</u>	<u>35,000</u>	<u>62,000</u>	<u>97,000</u>	<u>-</u>	<u>-</u>
Other:							
Information Technology	65,000	40,000	115,000	-	40,000	75,000	75,000
Online registration/content management software	50,000	40,000	40,000	-	-	40,000	40,000
Accounting Software upgrade and HR enhancements	-	-	50,000	-	-	50,000	50,000
Learning Enhanced Technology	18,620	18,620	18,620	-	-	18,620	18,620
Professional Development	63,875	51,505	63,875	-	-	63,875	63,875
Vehicles	88,730	103,730	153,730	15,000	45,000	123,730	138,730
Scholarship							
BHP Billiton	108,595	90,250	108,595	-	-	108,595	108,595
Saskatchewan Inovation and Opportunity	161,060	135,375	173,180	-	2,360	170,820	170,820
Targeted programming funds:							
LMA funding	38,085	-	-	-	-	-	-
Early Childhood Education	52,770	29,290	32,935	-	16,860	16,075	-
English as a Second Language	77,960	88,910	77,960	124,500	124,500	77,960	77,960
Skills Training Allocation	13,800	-	33,120	1,000,000	1,000,000	33,120	33,120
Adult Basic Education	84,585	-	-	428,000	428,000	-	-
Adult Basic Education - On Reserve	154,560	-	102,570	237,000	262,000	77,570	77,570
	<u>977,640</u>	<u>597,680</u>	<u>969,585</u>	<u>1,804,500</u>	<u>1,918,720</u>	<u>855,365</u>	<u>854,290</u>
<b>Unrestricted Operating Surplus</b>	<u>501,025</u>	<u>222,075</u>	<u>317,615</u>		<u>15,000</u>	<u>302,615</u>	<u>215,645</u>
<b>Total Accumulated Surplus from Operations</b>	<u>\$ 6,061,910</u>	<u>\$ 5,089,295</u>	<u>\$ 5,699,765</u>	<u>\$ 2,048,500</u>	<u>\$ 2,276,260</u>	<u>\$ 5,472,005</u>	<u>\$ 5,152,900</u>

**APPENDIX B**

**SKILLS TRAINING ALLOCATION  
PROGRAM MANAGEMENT FORMS  
AND  
PROGRAM INFORMATION SHEETS**









STA-03



Program Year: 2017-18

Skills Training Allocation - Program Management Form PLAN B

Page 1 of 1

Carlton Trail College  
 Post-Secondary Delivery Institution  
 2/8/2017 Date

Program Name	Location	Start Date	End Date	# Program Days	Program Capacity	Projected STA Cost	Total Course Cost	Brief Rationale for Program
Continuing Care Assistant	Raymore or Strasbourg area	Nov-1/17	June 30/18	137	15	\$ 34,250.00	\$ 81,420.00	Hard to recruit career in health regions. CCAs continue to be needed in care homes and in home care due to the aging population.
P/T evening Business Classes	Humboldt	17-Oct	June 30/18	32	12	\$ 10,000.00	\$ 22,000.00	Annual Saskjobs Postings Report – 2016: There were 1,558 job postings in the area of business, finance & administration, which was a 7.8% increase over the previous year. This occupational group had the highest number of job postings.
					27	\$ 44,250.00	\$ 103,420.00	

Continuing Care Assistant - Humboldt

---

# Continuing Care Assistant

Saskatchewan Polytechnic Certificate

## Program Information

This program provides the knowledge and skills needed to care for others. Receive training in gerontology, dementia management, promoting independence, working with people with different levels of physical and cognitive impairment, administering personal care, medication monitoring and more.

## Employment Opportunities

Continuing Care Assistant graduates can work in a home care setting, long-term care facility, private care home, acute care facility, integrated facility, supportive housing or special needs classroom.

## Funding sources

Skills Training Allocation

## Program Partners

Saskatoon Health Region for clinical placements.

Location	Humboldt
Program Length (days)	137
Enrolment Capacity	15
Projected Enrolment	12
Projected Participant Hours	820
Projected FLE's	14.6
Estimated Budget	\$83,600

## Needs Assessment

...

*CCAs continue to be on Saskatoon Health Region's "hard to recruit" list. As of October 2016, SHR employed 2539 CCAs. With retirements and turnover, they expect 1,561 vacancies in the next 5 years. 430 are expected to be rural. (SHR Workforce Planning & Employment)*

*SaskJobs postings by occupational group in the Carlton Trail College region in 2016: monthly average = 10.*

*22/33 graduates from the past 3 programs are employed as CCAs in the region. An additional 2 are enrolled in the Practical Nursing program.*

Continuing Care Assistant - Wynyard

---

# Continuing Care Assistant

Saskatchewan Polytechnic Certificate

## Program Information

This program gives you the knowledge and skills you need to care for others. Receive training in gerontology, dementia management, promoting independence, working with people with different levels of physical and cognitive impairment, administering personal care, medication monitoring and more.

## Employment Opportunities

Continuing Care Assistant graduates can work in a home care setting, long-term care facility, private care home, acute care facility, integrated facility, supportive housing or special needs classroom.

## Funding sources

Skills Training Allocation

## Program Partners

Saskatoon and Regina Qu'Appelle Health Regions for clinicals.

Location	Wynyard
Program Length (days*)	48
Enrolment Capacity	14
Projected Enrolment	10
Projected Participant Hours	288
Projected FLE's	4.3
Estimated Budget	\$40,270

\*Continuation of program from previous year

## Needs Assessment

...

*CCAs continue to be on Saskatoon Health Region's "hard to recruit" list. As of October 2016, SHR employed 2539 CCAs. With retirements and turnover, they expect 1,561 vacancies in the next 5 years. 430 are expected to be rural. (SHR Workforce Planning & Employment)*

*SaskJobs postings by occupational group in the Carlton Trail College region in 2016: monthly average = 10.*

*31/35 graduates from the past three programs are employed as CCAs in the region.*

Electrician

# Electrician

Saskatchewan Polytechnic Applied Certificate

## Program Information

The Electrician Applied Certificate Program provides entry-level skills training on how to make electrical installations and perform maintenance duties according to industry standards. Trade time and academic credit may be available for graduates who find employment in the trade and register as apprentices.

## Employment Opportunities

Graduates may find employment with electrical contractors, large manufacturing or mining firms and retail or wholesale outlets.

## Funding sources

Skills Training Allocation

## Program Partners

Businesses within the region that provide work experience opportunities.

Location	Watrous
Program Length (days)	90
Enrolment Capacity	12
Projected Enrolment	10
Projected Participant Hours	540
Projected FLE's	8.0
Estimated Budget	\$125,135

## Needs Assessment

...

*Build Force Canada's "Construction & Maintenance Looking Forward" publication estimates that in Sask from 2019-2021, the supply of electricians meeting employer qualifications may be 'limited' to 'not generally available to meet demand'. An average of 50 retirements per year from 2017 - 2020 is predicted.*

*There are currently over 85 electricians working within the region.*

## Journeyperson Welding

# Journeyperson Welding

Saskatchewan Polytechnic Journeyperson Upgrader

### Program Information

This program is for current welders who want to upgrade their skills and prepare for the written and practical Journeyperson Welding Exam.

### Employment Opportunities

Journeyperson welders have increased access to employment and earning potential in refineries, construction, pulp and paper mills, manufacturing or processing plants, mines or repair shops.

### Funding sources

Skills Training Allocation

### Program Partners

Saskatchewan Apprenticeship

Location	Humboldt
Program Length (days)	35
Enrolment Capacity	12
Projected Enrolment	8
Projected Participant Hours	210
Projected FLE's	2.5
Estimated Budget	\$40,560

## Needs Assessment

...

*Build Force Canada's Construction & Maintenance Looking Forward publication estimates that in Saskatchewan from 2019-2021, the supply of welders meeting employer qualifications may be 'limited' to 'not generally available to meet demand'.*

*Humboldt area is recognized as part of Sask's Iron triangle for the production of machinery, transportation and industrial equipment. There are several large manufacturing companies such as Schulte, Bourgault and Doepker Industries, Koenders Manufacturing, and Commercial Industrial Manufacturing (CIM) that employ welders. It is for this reason that the Journeyperson Welding continues to be delivered at the welding facility in Humboldt.*

Office Administration - Humboldt

# Office Administration

Saskatchewan Polytechnic Certificate

## Program Information

Students learn about keyboarding, interpersonal communications, basic accounting, reception, manual and electronic records management, computer skills, automated accounting and many other office procedures. Skills are further developed during the work experience component.

## Employment Opportunities

Graduates can pursue opportunities in a variety of sectors such as government, banking, manufacturing, health care, education, insurance and business as administrative assistants, office administrators, receptionists, customer service representatives, bookkeepers or other careers where office administrative skills are in demand.

## Funding sources

Skills Training Allocation

## Program Partners

Businesses in the area that provide work experience opportunities.

Location	Humboldt
Program Length (days)	160
Enrolment Capacity	15
Projected Enrolment	10
Projected Participant Hours	959
Projected FLE's	14.2
Estimated Budget	\$116,790

## Needs Assessment

...

*Annual SaskJobs Postings Report – 2016: There were 1,558 job postings in the area of business, finance & administration, which was a 7.8% increase over the previous year. This occupational group had the highest number of job postings.*

*SaskJobs postings by occupational group in the Carlton Trail College region in 2016: monthly average = 32.*

*Local employers such as Saskatoon Health Region, Horizon School Division, financial institutions, local businesses and industries, continue to seek out graduates of this program.*



Office Administration - Punnichy

# Office Administration

Saskatchewan Polytechnic Certificate

## Program Information

Students learn about keyboarding, interpersonal communications, basic accounting, reception, manual and electronic records management, computer skills, automated accounting and many other office procedures. Skills are further developed during the work experience component.

## Employment Opportunities

Graduates can pursue opportunities in a variety of sectors such as government, banking, manufacturing, health care, education, insurance and business as admin assistants, office administrators, receptionists, customer service representatives, bookkeepers or other careers where office administrative skills are in demand.

## Funding sources

Skills Training Allocation, Program Partners

## Program Partners

First Nation bands, schools, businesses and organizations within the region that provide work experience opportunities. TATC LFD.

Location	Punnichy
Program Length (days)	160
Enrolment Capacity	12
Projected Enrolment	12
Projected Participant Hours	959
Projected FLE's	17
Estimated Budget	\$116,185

## Needs Assessment

...

*Annual SaskJobs Postings Report – 2016, there were 1,558 job postings in the area of business, finance & administration, which was a 7.8% increase over the previous year. This occupational group had the highest number of job postings.*

*SaskJobs postings by occupational group in the Carlton Trail College region in 2016: monthly average = 32.*

*4 First Nation communities, tribal council, schools and other organizations in the area have identified a need for trained admin staff.*

Power Engineering 3<sup>rd</sup> Class Theory

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# Power Engineering 3<sup>rd</sup> Class Theory

Saskatchewan Polytechnic

## Program Information

This offering is the theory portion of the Sask Polytech Power Engineering (Third Class) Program. Lab experience is not included.

## Employment Opportunities

There are employment opportunities in power plants, refineries, hospitals, pulp and paper mills, breweries, mines, gas processing plants, heavy oil upgraders, fertilizer or chemical plants and more.

## Funding sources

Skills Training Allocation

## Program Partners

Businesses in the area that provide work experience opportunities.

Location	Humboldt
Program Length (days)	70
Enrolment Capacity	16
Projected Enrolment	10
Projected Participant Hours	420
Projected FLE's	6.2
Estimated Budget	\$51,855

## Needs Assessment

...

*In consultation with regional industry, it was noted that individuals with their Class 3 Power Engineering generally receive preference in hiring over those with Class 4.*

*As the Power Engineering Technology program at Saskatchewan Polytechnic is in such high demand, the offering of the Class 3 theory portion of the diploma program will allow students another means by which to increase their skill level, their employability prospects, and ultimately their connection to the workforce.*

Power Engineering Technician

---

# Power Engineering Technician

Saskatchewan Polytechnic Certificate

## Program Information

This program provides practical training in boiler operations, maintenance techniques and tool usage. Students study standardized material as preparation to challenge the interprovincial Fourth Class examinations. Students acquire boiler firing time in a power lab and participate in industry work experience.

## Employment Opportunities

There are employment opportunities in power plants, refineries, hospitals, pulp and paper mills, breweries, mines, gas processing plants, heavy oil upgraders, fertilizer or chemical plants and more.

## Funding sources

Skills Training Allocation

## Program Partners

Businesses in the area that provide work experience opportunities.

Location	Humboldt
Program Length (days)	155
Enrolment Capacity	12
Projected Enrolment	12
Projected Participant Hours	930
Projected FLE's	16.5
Estimated Budget	\$146,570

## Needs Assessment

...

*The Power Engineering Technology program at Saskatchewan Polytechnic is deemed a high demand program.*

*Carlton Trail College graduates of this program have achieved very high results in their interprovincial examinations.*

*Employers within the region include agricultural processing plants, potash mines, hog production facilities, health region, and Sask Power.*

Practical Nursing

---

# Practical Nursing

Saskatchewan Polytechnic Diploma

## Program Information

Students study the principles of primary health care, anatomy, physiology, pharmacology, administration of medications, health and healing, health challenges, health assessment and praxis and sociology, then integrate theory into practice while providing holistic nursing care to individuals requiring curative and restorative nursing care.

## Employment Opportunities

PNs work in acute-care or rehabilitation hospitals, medical centres, long-term care and homecare. They work in areas such as gerontology, maternal-child, medical, mental health, palliative, pediatric, rehabilitation or surgical nursing.

## Funding sources

Skills Training Allocation

## Program Partners

Health Regions for clinical placements.

Location	Watrous
Program Length (Sem 2 & 3 days)	157
Enrolment Capacity	19
Projected Enrolment	18
Projected Participant Hours	943
Projected FLE's	25.1
Estimated Budget	\$421,620

## Needs Assessment

...

*As of October 2016, Saskatoon Health Region employed 823 PNs. With retirements and turnover, they expect 347 vacancies in the next 5 years; 40 are expected to be rural. (SHR Workforce Planning & Employment)*

*Practical Nurses continue to be on the Saskatoon Health Region's "Hard to Recruit" list, especially for rural areas.*

*SaskJobs postings by occupational group in the Carlton Trail College region in 2016: monthly average = 5*

Security Officer

---

# Security Officer

Saskatchewan Polytechnic Applied Certificate

## Program Information

Students get practical knowledge and skill development in: control tactics and crime prevention techniques; interpersonal communication and conflict resolution; legislation for security officers; mental health first aid; personal wellness and professionalism; reporting procedures; security procedures and protocols.

## Employment Opportunities

Graduates can work as security officers at remote or rural mine and mill sites, at industrial plants, at health care facilities, in the gaming industry and more.

## Funding sources

Skills Training Allocation and partnerships

## Program Partners

Local manufacturing businesses that take students for work experience.

Location	Raymore/Punnichy
Program Length (days)	57
Enrolment Capacity	12
Projected Enrolment	12
Projected Participant Hours	342
Projected FLE's	6.1
Estimated Budget	\$67,945

## Needs Assessment

...

*This program has been offered in the Raymore/Punnichy area for the past 4 years and graduates have experienced high employment rates. The security companies for the potash mines in the region have become major partners and seek graduates from this program. Other employers include health regions, Provincial Courthouse and private security companies.*

Welding

# Welding

Saskatchewan Polytechnic Applied Certificate

## Program Information

The Welding Applied Certificate Program provides the knowledge and skill development in operating welding equipment and performing basic welding operations. Trade time and academic credit may be available to graduates who find employment in the trade and register as apprentices.

## Employment Opportunities

Graduates may find employment in refineries, construction, pulp and paper mills, manufacturing or processing plants, mines or repair shops.

## Funding sources

Skills Training Allocation

## Program Partners

Local manufacturing businesses that take students for work experience.

Location	Humboldt
Program Length (days)	104
Enrolment Capacity	12
Projected Enrolment	8
Projected Participant Hours	621
Projected FLE's	7.4
Estimated Budget	\$129,275

## Needs Assessment

*Build Force Canada's Construction & Maintenance Looking Forward publication estimates that in Saskatchewan from 2019-2021, the supply of welders meeting employer qualifications may be 'limited' to 'not generally available to meet demand'.*

*Humboldt area is recognized as part of Sask's Iron triangle for the production of machinery, transportation and industrial equipment. There are several large manufacturing companies such as Schulte, Bourgault and Doepker Industries, Koenders Manufacturing, and Commercial Industrial Manufacturing (CIM) that employ welders. It is for this reason that the Welding Applied Certificate continues to be delivered at the welding facility in Humboldt.*

# **APPENDIX C**

## **ADULT BASIC EDUCATION ENROLMENT MANAGEMENT FORMS**



Appendix C

**Adult Basic Education  
Enrollment Management Plan for 2017-18**

Apprenticeship and Workforce Skills Branch  
12th floor, 1945 Hamilton St.  
Regina, SK S4P 2C8

Post-Secondary Institution: Carlton Trail College

Date Submitted: April 13, 2017

Page 1 of 1

Program Background			Partners				Program Information				Program Capacity		ECON Funding			Anticipated Funding Partners		Total
Program Name	Program Level	Location	On-Reserve/ Off-Reserve	Partners	Learner Start Date (dd/mm/yy)	Learner End Date (dd/mm/yy)	Total # of Learner Days	# of Hours per Day	Total Hours	Seat Capacity	# of FLEs	2016-17 ABE Grant Funding [A]	ECON ABE Carry Over Funds Used * [B]	K-12 Funding for 16-21 Year Olds [C]	Other Funding [D]	Total Anticipated Program Funding [A+B+C+D]		
Adult 12	Level 4	Humboldt	Off-Reserve		30-Aug-17	25-May-18	168	5.5	924	18	23.8					\$0.00		
Adult 12	Level 4	Punnichy	Off-Reserve		30-Aug-17	25-May-18	168	5.5	924	16	21.1					\$0.00		
Adult 12	Level 4	Wakaw	Off-Reserve	OAFN	30-Aug-17	25-May-18	168	5.5	924	10	13.2					\$0.00		
Adult 12	Level 4	Wynyard	Off-Reserve		30-Aug-17	25-May-18	168	5.5	924	12	15.8					\$0.00		
Adult 10	Level 3	Punnichy	Off-Reserve		30-Aug-17	13-Apr-18	139	5.5	765	14	15.3					\$0.00		
Adult 10	Level 3	Wakaw	Off-Reserve	OAFN	30-Aug-17	13-Apr-18	139	5.5	765	8	8.7					\$0.00		
Transition to Employment	Levels 1/2	Punnichy	On-Reserve	GGFN etc	4-Jun-18	29-Jun-18	20	5.5	110	12	1.9							
Transition to Employment	Levels 1/2	One Arrow	On-Reserve	OAFN	4-Jun-18	29-Jun-18	20	5.5	110	12	1.9							
Skills for Success-Workplace	Levels 1/2	FLFN	On-Reserve	FLFN	6-Nov-17	9-Mar-18	77	5.5	424	12	7.3					\$0.00		
Spotlight on Change	Levels 1/2	Punnichy	On-Reserve	GGFN etc	TBD	TBD	60	6	360	12	6.2			\$70,000.00	\$70,000.00	\$0.00		
											<b>115.2</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$70,000.00</b>	<b>\$70,000.00</b>		
* Discrete programs that may be offered in addition to programs funded by 2017-18 ABE Grant - subject to approval.																		
In the chart below, please enter the total # of programs in each program category planned for 2017-18.																		
<b>2017-18 Program Delivery Projections</b>																		
Levels 1/2	4																	
Level 3	2																	
Level 4	4																	
GED Prep Formal																		
GED Prep Informal																		
EAL																		
<b>TOTAL</b>	<b>10</b>																	

Comments: Punnichy Transition to Employment and Essential Employment Skills Partners - George Gordon First Nation, Kawacatoose First Nation, Day Star First Nation and Muskowekwan First Nation. The College intends to apply for The Saskatchewan Community Literacy Fund grant to offer "Spotlight on Change", a Level 1/2 program for First Nations women on-reserve.





Apprenticeship and  
Workforce Skills  
Branch  
12th floor, 1945  
Hamilton St.

**Adult Basic Education  
Enrollment Management Plan for 2018-19**

Post-Secondary Institution: Carlton Trail College

Date Submitted: April 13, 2017

Page 1 of 1

Program Name		Program Level	Location	On-Reserve/ Off-Reserve	Partners	Learner Program Length		Program Capacity
						Learner Start Date	Learner End Date	Seat Capacity
Adult 12		Level 4	Hurboldt	Off-Reserve		29-Aug-18	24-May-19	18
Adult 12		Level 4	Punnichy	Off-Reserve	See Below	29-Aug-18	24-May-19	16
Adult 12		Level 4	Wakaw	Off-Reserve	OAFN	29-Aug-18	24-May-19	10
Adult 12		Level 4	Wynyard	Off-Reserve		29-Aug-18	24-May-19	12
Adult 10		Level 3	Wakaw	Off-Reserve	OAFN	29-Aug-18	12-Apr-19	14
Adult 10		Level 3	Punnichy	Off-Reserve	See Below	29-Aug-18	12-Apr-19	8
Transition to Employment		Levels 1/2	OAFN	On-Reserve	OAFN	3-Jun-19	28-Jun-19	12
Transition to Employment		Levels 1/2	Punnichy	On-Reserve	See Below	3-Jun-19	28-Jun-19	12
Skills for Success- Workplace Readiness		Levels 1/2	FLFN	On-Reserve	FLFN	5-Nov-18	15-Mar-19	12
<b>114</b>								
<b>In the chart below, please enter the total # of programs in each program category projected for 2018-19.</b>								
<b>2018-19 Program Delivery Projections</b>								
Levels 1/2								
Level 3		3						
Level 4		2						
GED Prep Formal		4						
GED Prep Informal								
EAL								
<b>TOTAL</b>		<b>9</b>						
<b>Comments: Punnichy Programs: GGFN, Muskowekwan FN, Daystar FN, Kawacatoose FN</b>								



Apprenticeship and  
Workforce Skills  
Branch  
12th floor, 1945

**Adult Basic Education  
Enrollment Management Plan for 2019-20**

Post-Secondary Institution: Carlton Trail College

Date Submitted: April 13, 2017

Page 1 of 1

Program Details		Partners		Learner Program Length		Program Capacity	
Program Name	Program Level	Location	On-Reserve/ Off-Reserve	Partners	Learner Start Date	Learner End Date	Seat Capacity
Adult 12	Level 4	Humboldt	Off-Reserve		28-Aug-19	22-May-20	18
Adult 12	Level 4	Punnichy	Off-Reserve	See Below	28-Aug-19	22-May-20	16
Adult 12	Level 4	Wakaw	Off-Reserve	OAFN	28-Aug-19	22-May-20	10
Adult 12	Level 4	Wynyard	Off-Reserve		28-Aug-19	22-May-20	12
Adult 10	Level 3	Wakaw	Off-Reserve	OAFN	28-Aug-19	15-Apr-20	14
Adult 10	Level 3	Punnichy	Off-Reserve	See Below	28-Aug-19	15-Apr-20	8
Transition to Employment	Levels 1/2	OAFN	On-Reserve	OAFN	3-Jun-19	28-Jun-20	12
Transition to Employment	Levels 1/2	Punnichy	On-Reserve	See Below	3-Jun-19	28-Jun-20	12
Skills for Success - Workplace Readiness	Levels 1/2	FLFN	On-Reserve	FLFN	4-Nov-19	13-Mar-20	12
Spotlight on Change	Levels 1/2	Punnichy	On-Reserve	See Below	TBD	TBD	12
<b>In the chart below, please enter the total # of programs in each program category projected for 2019-20.</b>							126
<b>2019-20 Program Delivery Projections</b>		Comments: "Spotlight on Change" will be determinant on accessible grant funding available.					
Levels 1/2	4	Comments: Punnichy Programs: GGFN, Muskowekwan FN, Daystar FN, Kawacatoose FN					
Level 3	2						
Level 4	4						
GED Prep Formal							
GED Prep Informal							
EAL							
<b>TOTAL</b>	<b>10</b>						

# **APPENDIX D**

## **ESL ENROLMENT PLAN**

**Colleges English as a Second Language Enrolment Plan 2017-18**

College: Carlton Trail College

**Funding**

2016-17 ESL Funding Carry Over:	\$ -
Total Funding from ECON:	\$ 124,500.00
Total Funding from IRCC:	\$ 184,245.00
Total Other Funding:	N/A

Total \$ 308,745.00

Classroom-Based Instruction									
Outcomes	Acceptability Level								
Students have the English language skills needed to independently perform day to day interactions within their community	25% of active students will achieve growth in a Canadian Language Benchmark level; 40% of active students will achieve growth in at least one CLB skill level.								
Students are referred to services or resources and linked to community activities and networks, based on identified needs and goals	80% of students will participate in a real-life learning opportunity								
Students identify settlement, integration and language learning needs, barriers and strengths and set clear and realistic goals	80% of students identify language learning goals								
Students obtain information, resources, tools and services that are coordinated and responsive to their needs	60% of students will fulfill language learning goals								
Community	Name of Class	Hours / Week	Seats / Class	Weeks / Year	Total No. Hours	70% Target Participation Rate	Blended	Qualified Teacher	
Drake	PBLA Face to Face	6	8	36	1728	1209.6	no	yes	
Humboldt AM Stage 1	PBLA Face to Face	6	8	36	1728	1209.6	no	yes	
Humboldt PM Stage Multi-Level	PBLA Face to Face	6	8	36	1728	1209.6	no	yes	
Watrous	PBLA Face to Face	6	8	36	1728	1209.6	no	yes	
Wynyard	PBLA Face to Face	6	8	36	1728	1209.6	no	yes	
Leroy	Learn IT2 Teach	3	8	36	864	604.8	yes	yes	
Imperial	Learn IT2 Teach	3	8	36	864	604.8	yes	yes	
Humboldt	Learn IT2 Teach	3	8	36	864	604.8	yes	yes	
					0	0			
					0	0			

**Canadian Language Benchmarks Placement Test Assessments**

Target Number of CLBPT Assessments for non IRCC eligible students:	35
Referrals to On-Line English	

**Colleges English as a Second Language Enrolment Plan 2017-18**

Proposed number of eligible students referred to ECON On-Line English:

Outcomes		Conversation Circles		Acceptability Level
Participants have the English language skills needed to independently perform day to day interactions within their community	Participants are referred to services or resources and linked to community activities and networks, based on identified needs and goals	80% of participants will report increased confidence in communicating in day to day interactions within their community	80% of participants will report increased understanding of, and participation in, community resources, activities and networks	
Participants have the English language skills needed to independently perform day to day interactions within their community		100% of participants who are eligible for On-Line English will be referred to On-Line English		
Community	Hours / Week	No. of Seats	Weeks / Year	
Vonda	3	8	36	
Lanigan	3	8	36	
Engelfeld	3	8	36	
St. Brieux	3	8	36	

# **APPENDIX E**

## **COMPENSATION OVERVIEW**

**Appendix E  
Compensation Overview**

The College is aware of the Provincial Government’s mandate around an overall decrease in compensation, either through unpaid days off, or a decrease in wages and benefits. For in-scope staff, it is expected that this decrease will be negotiated through the collective bargaining process, with out-of-scope personnel following suit. This decrease has not been incorporated into the Colleges’ business plan at this time as it is not clear when the implementation of these changes will occur, and whether there will be a government claw back of the savings. Forecasts to the Ministry during 2017/18 will reflect the implementation.

The College will be implementing staffing changes due to fiscal restraint resulting from funding cuts as per the March 22, 2017 funding letter. Staffing changes will be in the form of vacancy management and layoffs. In addition, the College has worked hard to review all operational expenses to minimize the impact on staff.

The following chart shows our forecasted salary estimates for 2016/17 and 2017/18.

Compensation	2016/17 Estimates			2017/18 Business Plan				
	Salaries	Benefits	Total Compensation	Salaries	Benefits	Total Compensation		
<b>Out-of-Scope</b>	\$ 940,330	\$168,950	\$ 1,109,280	\$ 880,355	\$160,560	\$ 1,040,915	\$ 68,365	6.16%
<b>In-Scope:</b>								
Support Staff	1,311,580	262,990	1,574,570	1,171,620	234,100	1,405,720	168,850	10.72%
Instructional	1,443,665	214,845	1,658,510	1,377,505	207,725	1,585,230	73,280	4.42%
<b>Other Salaries:</b>								
SASKYI	360,000	12,000	372,000	370,000	34,500	404,500	(32,500)	-8.74%
Contract Instructors	107,220	18,515	125,735	128,115	16,750	144,865	(19,130)	-15.21%
Board & Honaria	29,045	1,000	30,045	30,775	1,000	31,775	(1,730)	-5.76%
<b>Total</b>	<b>\$4,191,840</b>	<b>\$678,300</b>	<b>\$ 4,870,140</b>	<b>\$3,958,370</b>	<b>\$654,635</b>	<b>\$ 4,613,005</b>	<b>\$ 258,865</b>	<b>5.32%</b>

SASKYI - Youth Internship program Federally funded through Industry Canada