

2020-2021 BUSINESS PLAN

CARLTON TRAIL COLLEGE'S PLAN FOR THE NEXT YEAR



CarltonTrailCollege.
discover your future

Carlton Trail College respectfully acknowledges that we are situated within Treaty 4 and 6 territories, traditional lands of Indigenous and Metis people.

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EXECUTIVE SUMMARY

As Carlton Trail College works towards its vision of ‘*changing lives through learning*,’ we remain focused on delivering high-quality, experiential training and skills-based programs across east-central Saskatchewan, regardless of circumstance. The 2020-2021 Business Plan will guide our efforts, encouraging enhanced partnerships and building upon our strengths as an educational leader within the region.

Aligning to *Saskatchewan’s Growth Plan: The Next Decade of Growth*, the College remains committed to preparing learners for future employment opportunities. Our strategic priorities focus our work and will assist the province in advancing its educational goals.

Looking ahead, the College will also continue to work with our guiding Ministries and educational partners to address the challenges that the COVID-19 pandemic has presented.

Strategic Priorities

- Recovery from organizational – and system-wide – responses to the COVID-19 pandemic.
- Renewal of the College’s broader, three-year strategic plan.
- Continue to enhance Indigenization efforts within our institution to serve the educational and student support needs of learners within regional Indigenous communities.
- Enhance partnerships with other educational institutions, such as with local secondary schools, to continue to highlight trades opportunities and prepare individuals for further training or employment. Specifically, advancing efforts to expand Humboldt’s trades facility to create additional shop and classroom space for learners.

Program Highlights

- Our staff and students will be prepared for a blend of program delivery components, such as in-person, online and/or distance learning methods, to address existing public health measures that safeguard our learning community. Implementing a measured, blended learning approach that follows established principles and protocols will give Carlton Trail College students the best chance of success during the ongoing COVID-19 pandemic.
- Within the region, the College continues to focus on Indigenous student learning and programming. Delivering adult basic education, essential skills and workplace development programs, as well as skills-based programs such as construction worker preparation, early childhood education, security officer and institutional cooking, will strengthen relationships and outcomes for all stakeholders.
- We continue to meet industry needs as they arise and will address labour force development through in-demand programming that supports forecasted demand in healthcare (via practical nursing, continuing care assistant and primary care paramedic programs), the trades (via power engineering technician, electrician and welding programs) and education, community and related services (via office administration, early childhood education, security officer programs).
- The College is committed to supporting English language learning needs in our small urban and rural communities. This is done in close partnership with regional agencies such as the Humboldt Regional Newcomer Centre, as well as with business and industry partners as they address individual workforce needs.

Financial Considerations

- The additional costs of operating and delivering programs during COVID-19, along with an anticipated decrease in revenues, will have an impact on the College’s bottom line in 2020-2021. While it is expected that there will be cost savings in some areas (e.g. travel, meetings), it is also expected that costs in other areas, such as staff training, IT and adapted program delivery methods, will increase.

- Starting 2020-2021, there are financial impacts arising from the SGEU's ratified collective agreement.
- Saskatchewan's Advanced Education budget, specifically the allocations provided to the regional college sector and our own institution, will set the direction for current, and future, operations. As part of the provincial government's March 18, 2020 'expenditure budget' communication, the College activated its business continuity plan and committed to maintaining, while adapting, its operations and programming as best possible under the circumstances presented by the COVID-19 pandemic.
- As part of larger, system-wide work taking place on an Enterprise Resource Planning/Student Information System renewal project, expectations of cost-sharing have yet to be determined. Cost determinations within this initiative are dependent upon allocations provided by our guiding Ministries as well as the finalized system platform costs.

Of highest priority will be Carlton Trail College's recovery efforts as we adjust to new scenarios following regional, provincial and national responses to the COVID-19 public health outbreak.

It is also important to note that external pressures, such as economic impacts that affect our regional sectors, increasing inflationary and related costs and the maintenance and/or renewal costs of facilities and hard infrastructure, will continue to impact the College. Moving forward, our concern is ensuring we maintain core operations and services, within the context of fiscal responsibility and restraint. We will continue to work within our system to address this important issue.

Despite such challenges, the College remains optimistic in its plan to support Saskatchewan's education and training needs. We look forward to working with a variety of partners, as well as with the leadership of our guiding Ministries, to ensure we continue to deliver responsive programs and services to meet the needs of our region now ... and into the coming years.



2019 Adult Basic Education Graduates

2020-2021 INSTITUTIONAL PLAN HIGHLIGHTS & KEY ASSUMPTIONS

COVID-19, for the reasons noted below, is anticipated to increase our draw on internally restricted program reserves by \$225,335, increase operational costs by \$87,500, and potentially decrease anticipated revenues upwards of \$90,000.

Operations

- Implement a rotational staff coverage approach, ensuring staff, where appropriate, are supported to work remotely/work-from-home to minimize physical access to our learning locations while the pandemic persists. Technology will continue to support staff access and connection. Return-to-work undertakings will adhere to existing public health guidelines and will be adaptable, depending on current pandemic responses.
- Continue to monitor both the challenges of COVID-19 (i.e. costs, enrolments, return to campus for staff and students) and their impacts, along with any opportunities that may arise to support our region differently.
- Ensure staff are positioned to support the College's operations. A review of staffing function areas may require the College to re-deploy individuals in order to maximize productivity and to meet required health and safety requirements.
- Maintain staffing levels and continue to monitor and reassess staffing based on programming levels, demand and service delivery capacities.
- There are expectations of increased costs for:
 - Adapted programming (i.e. additional staff and instructor training, renting additional classroom space to support in-person delivery that meets physical distancing regulations, enhanced IT/technology requirements and supports (software and hardware);
 - Institutional sanitization and cleaning, along with increased signage, traffic flow and physical items to safeguard staff and students (i.e. protective barriers, floor decals, "sanitation stations," queue line rope barriers, etc.); and
 - Upgrading of IT architecture, systems and technology for staff and students to work remotely/work-from-home, as necessary.
- Continue to be timely, transparent and informative in our communications with staff, students and stakeholders.
- Adapt our capacity to support labour market development. With no provincial Labour Market Services office in our service area, the College carries the additional load of supporting career and transition planning for the region - not just the students we currently serve, but for the general population. We anticipate the current environment will impact this work of the College as individuals seek to reassess their employment options or re-engage with the labour market.

Programming

- In alignment with our provincial education partners, Carlton Trail College intends to implement a blended approach to program delivery, which may include a combination of in-person, online and/or distance learning methods that help foster individual success. Instructors are participating in robust training and are working with our Educational Technologist to ensure that online learning components are of high quality and fully engage our students' learning in different modalities.
 - Contingency plans will mitigate any further pandemic impacts, as programming will be adapted to move seamlessly from a blended approach, to online and/or via correspondence, if required.
 - Programming adaptations may permit staff and/or students to work or study from home, if they have childcare issues, or if they are required to self-isolate.

- We will work closely with partners on learning arrangements and/or contingency plans that include experiential, hands-on learning opportunities, work placements, labs and/or clinicals.
- For many of our Adult Basic Education students, access to technology and connectivity (i.e. access to broadband or other networks, cost to purchase data plans, bandwidth issues) and living in multi-people dwellings makes it especially challenging for these students to be successful. The College will engage with these students in an in-person manner, as much as possible given the health and safety guidelines identified by Ministry of Health and the Chief Medical Health Officer, to support successful student outcomes.
- Currently, access to all Carlton Trail College learning locations remains restricted. As we move towards fall, and to ensure the ongoing health and safety of our staff and students, approved protocols will be in place to track location access and determine those that are allowed to enter our facilities.
- A program re-adjustment ensures we are able to focus on delivering responsive, high-quality programs, in a blended format and in adherence to existing public health guidelines. To that end, four post-secondary programs were removed from our fall 2020 offerings, resulting in reduced overall programming for the College. We will be reassessing these program offerings in the future.
- To continue to meet regional learning needs, we intend to deliver the same number of Adult Basic Education Level 3 & 4 classes as originally planned. Intake and assessments will be done virtually and, where necessary, in-person as per required protocols. Given the importance of in-person interactions that enhance learning quality and retention, program capacity may vary.
- Continue communication with our Indigenous partners, specifically regarding access to regional First Nations communities during the pandemic, regarding any challenges this may present for learners or for program delivery options.
- Ensure we continue to provide strong student academic, career and health and wellness information, supports and resources via in-person and alternate, virtual means.
- The College will continue to adapt, as best possible, to potential reductions in enrolments due to uncertainties resulting from the pandemic and changes to traditional, in-person and classroom-based program delivery.
 - Anticipated decrease of revenue and of number of students trained (FLEs).
 - Potential impacts of the College's ability to deliver contract training because of economic and workforce impacts to regional businesses, industry, communities and individuals.
- Building upon our March 2020 Regional Labour Market Report, continue strategic labour market engagement and planning with business and industry to ensure our programs and services support the development of employment-ready graduates.
- Continue to work closely with program brokerage partners, such as Saskatchewan Polytechnic, to deliver relevant, in-demand programs that are fully supported by our brokering agency.



2019 Institutional Cooking Graduates

STRATEGY MAP



Strategy Map
2018 - 2021

Vision: Changing Lives Through Learning
Mission: To serve students, business, industry and communities by creating successful lifelong learning opportunities
Guiding Principles: Respect, Accountability, Commitment, Innovation, Integrity

Strategic Goals:

Client Outcomes

To achieve educational leadership in life-long learning



Internal Processes

by delivering excellent programs and services...



People, Learning and Leadership

through inspired and committed people...



Stewardship

effectively and efficiently leveraging our resources.



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, and 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.

STRATEGIC GOALS

1. Achieve student and employer success by strengthening attachments to the workforce and increasing success rates of all students, including Indigenous and other diverse groups.
2. Seek to maximize a presence within our communities and the post-secondary sector through increased engagement and partnerships with business, industry, and community, as well as seeking opportunities for collaboration and alignment with others in the post-secondary sector.
3. Seek to build a culture of learning, resiliency and improvement through advancing the use of technology for students and staff and strengthening employee engagement and commitment. The College will endeavor to create and lead a culture of continuous improvement.
4. Continue to responsibly manage resources, improve efficiencies and effectiveness and look to grow non-traditional funding sources.



Welding Students

GOALS, STRATEGIES, KEY ACTIONS AND MEASURES

Using a balanced scorecard strategy approach, the following charts show the goals, objectives and key measures as they relate to governmental strategy and the College’s three-year strategic plan.

| ACHIEVE STUDENT AND EMPLOYER SUCCESS | | | |
|--|--|---|--|
| Goals and Objectives | Key Actions | Measures | 2020-2021 Target |
| <p><i>C1 Increase student and employment outcomes</i></p> <p>Government Goals:</p> <ul style="list-style-type: none"> ▪ Strong economy ▪ Strong communities ▪ Strong families <p>Advanced Education.:</p> <ul style="list-style-type: none"> ▪ Students succeed in post-secondary education <p>PSE:</p> <ul style="list-style-type: none"> ▪ Accessible ▪ Responsive ▪ Accountable <p>ICT:</p> <ul style="list-style-type: none"> ▪ Employers have workers with the right skills, at the right time ▪ SK is an attractive place for its residents to build their careers and for interprovincial and international migration | <ol style="list-style-type: none"> 1. Use relevant labour market data, business, and industry engagement and student demand to ensure the right program mix is being delivered to meet labour market demand, ensuring that skills align with jobs. 2. Invest in skills training opportunities that are responsive to the needs of employers. 3. Engage with Indigenous and non-indigenous community stakeholders to determine the need for delivery of ABE programming to ensure participants are better prepared to enter the workforce or engage in further post-secondary training. 4. Ensure a strong link between the delivery of Institute credit programming leading to long-term employment (strong fit between programs being delivered and employment). 5. Continue to embed work placement opportunities in ABE and all Institute credit programs. 6. Seek out status to become designated institution to accept international students. | <p>Student Headcount</p> <p>Enrolment as of 30 days after start of program (compared to capacity) of Institute credit programs</p> <p>Labour Force Participation Rate</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"> ▪ 60-90 days ▪ 1 year ▪ 2 year | <p>88%</p> <p>Institute Credit:</p> <ul style="list-style-type: none"> ▪ 72.4% (60-90 days) ▪ 92% (1 yr) ▪ 80% (2 yr) <p>ABE Credit:</p> <ul style="list-style-type: none"> ▪ 46% (60-90 days) ▪ 57% (1 yr) ▪ 50% (2 yr) |
| <p><i>C2 Support Student Success</i></p> <p>Government Goals:</p> <ul style="list-style-type: none"> ▪ Strong economy ▪ Strong communities <p>Adv. Ed.:</p> <ul style="list-style-type: none"> ▪ Students succeed in post-secondary education ▪ Meet the post-secondary education needs of the province <p>PSE:</p> <ul style="list-style-type: none"> ▪ Quality ▪ Responsive ▪ Accountable <p>ICT:</p> <ul style="list-style-type: none"> ▪ Employers have workers with the right skills, at the right time ▪ SK is an attractive place for its residents to build their careers and for interprovincial and international migration | <ol style="list-style-type: none"> 1. Provide robust student services that provide academic advising, accessibility/disability services, crisis intervention, career assistance, transition to employment assistance, and job coaching to promote student success. 2. Ensure students are aware of the financial supports available to them. 3. Share and seek out knowledge and promising practices with respect to mental health supports for students with those in the post-secondary sector. 4. Foster an inclusive environment where a diverse group of students can succeed. 5. Seek to address potential barriers that may hamper student success. 6. Ensure students with disabilities understand how to access supports that may be available to them. 7. Improve opportunities to succeed while transitioning into post-secondary education (PSE) or the workforce. 8. Work with business, industry, and community partners to create supports and resources for transition to the workforce. | <p>Quality of Student Experience</p> <p>Maintain student satisfaction reported in exit survey</p> | <p>≥ 90%</p> |

| | | | |
|--|--|---|-------------------------------|
| <p><i>C3 Strengthen Indigenous student participation and achievement</i></p> <p>Government Goals:</p> <ul style="list-style-type: none"> ▪ Strong economy ▪ Strong communities <p>Adv. Ed.:</p> <ul style="list-style-type: none"> ▪ Students succeed in post-secondary education ▪ Meet the post-secondary education needs of the province <p>PSE:</p> <ul style="list-style-type: none"> ▪ Accessible ▪ Quality ▪ Responsive ▪ Accountable <p>ICT:</p> <ul style="list-style-type: none"> ▪ Employers have workers with the right skills, at the right time ▪ SK is an attractive place for its residents to build their careers and for interprovincial and international migration | <ol style="list-style-type: none"> 1. Communicate with Band and Tribal Council leaders in our region on a regular basis to continue to develop our relationships and to ensure that we understand and respond to learners' needs. 2. Provide a safe and healthy learning environment that is acknowledging of, and supportive to, Indigenous cultures and values. 3. 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/or income top-up. 4. Student Advisors will work with students enrolled in ABE programs to determine their career and employment goals and assist with the application for funding PTA for applicable programs. 5. Programs are offered in a manner that best suits the needs of students living in First Nation communities (e.g. full-time programs, class hours). 6. 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). | <p>Credentials Awarded</p> <ul style="list-style-type: none"> • Institute credit programs • ABE credit programs <p>Participation Rate</p> <p>Indigenous student participation in Institute credit programming</p> <p>(Based on total Institute enrolment of FT, PT, and Casual)</p> | <p>70% 65%</p> <p>30%</p> |
|--|--|---|-------------------------------|

MAXIMIZE PRESENCE WITHIN OUR COMMUNITIES AND SECTOR

| Goals and Objectives | Key Actions | Measure | 2020-2021 Target |
|--|---|---|--------------------|
| <p><i>I1 Maximize effective partnering</i></p> <p>Government Goals:</p> <ul style="list-style-type: none"> ▪ Strong economy ▪ Strong communities ▪ Strong families <p>Adv. Ed.:</p> <ul style="list-style-type: none"> ▪ Meet the post-secondary education needs of the province <p>PSE:</p> <ul style="list-style-type: none"> ▪ Accessible ▪ Responsive ▪ Accountable <p>ICT:</p> <ul style="list-style-type: none"> ▪ Employers have workers with the right skills, at the right time ▪ SK is an attractive place for its residents to build their careers and for interprovincial and international migration | <ol style="list-style-type: none"> 1. Continue to work with our business and industry partners to: <ul style="list-style-type: none"> ▪ Determine business and industry current and future training needs; ▪ Identify opportunities for training to ensure employee skills align with anticipated labour demand; ▪ Develop industry investment and partnership opportunities; ▪ Provide contract and open enrolment training; ▪ Seek out scholarship sponsorship; ▪ Access opportunities for students to participate in work placements to gain experience and exposure to careers. 2. Educate regional stakeholders about the College's resources and capabilities, as well as about Canada-Saskatchewan Job Grant and related opportunities. 3. Increase opportunities for employer-sponsored training to support the retention of workers and their career growth and productivity. 4. Work with employers and community partners to improve the employment rate of groups who are underrepresented in the workforce. | <p>Job Grant</p> <p># of employers accessing programming through the College and utilizing the Job Grant</p> | <p>9 employers</p> |
| <p><i>I2 Enhance community presence and visibility</i></p> <p>Government Goals:</p> <ul style="list-style-type: none"> ▪ Strong growth ▪ Strong communities <p>Adv. Ed.:</p> <ul style="list-style-type: none"> ▪ Meet the post-secondary education needs of the province <p>PSE:</p> <ul style="list-style-type: none"> ▪ Responsive ▪ Accountable <p>ICT:</p> <ul style="list-style-type: none"> ▪ SK is attractive place for residents to build their careers | <ol style="list-style-type: none"> 1. Participate in opportunities to engage with community, regional, and provincial leaders. 2. Encourage College staff representation on community boards and committees. 3. Encourage College representation at community events. 4. Investigate opportunities for College employees to volunteer at events. 5. Collaborate with other regional stakeholders (e.g. non-profit and community organizations) to develop grants or deliver services that align with College's mandate. | <p>Community Engagement</p> <p>Number of staff participating on external Boards or committees</p> | <p>20 staff</p> |

| | | | |
|---|--|--|---|
| <p><i>I3 Strengthen ability to proactively impact change</i> Government Goals: <ul style="list-style-type: none"> ▪ Strong economy ▪ Strong communities Adv. Ed.: <ul style="list-style-type: none"> ▪ SK's post-secondary sector is accountable and sustainable PSE: <ul style="list-style-type: none"> ▪ Sustainable ▪ Accountable ICT: <ul style="list-style-type: none"> ▪ Organizational excellence </p> | <ol style="list-style-type: none"> 1. Active participants in the Task Force for Regional College Efficiencies and working committees. 2. Collaborate with others in the post-secondary sector to develop and implement a sector planning framework, led by the Ministry of Immigration and Career Training. 3. Support continuous improvement efforts within the College and across the sector. 4. Identify opportunities to participate in collaborative strategies across the regional college sector to manage costs, and better support students. 5. Generate innovative ideas to support provinces future economic development. 6. Lead College on the Regional College Business System Future Project. | <p>Financial Savings As a result of collaboration</p> | <p>\$56, 850 <i>(Note: This has been a difficult measure to quantify; will review for future iterations.)</i></p> |
|---|--|--|---|

BUILD A CULTURE OF LEARNING, RESILIENCY AND IMPROVEMENT

| Goals and Objectives | Key Actions | Measure | 2020-2021 Target |
|---|---|---|---|
| <p><i>P1 Improve individual and organizational capacity and effectiveness</i> Government Goals: <ul style="list-style-type: none"> ▪ Strong economy Adv. Ed.: <ul style="list-style-type: none"> ▪ SK's post-secondary sector is accountable and sustainable PSE: <ul style="list-style-type: none"> ▪ Sustainable ▪ Accountable ICT: <ul style="list-style-type: none"> ▪ Organizational excellence </p> | <ol style="list-style-type: none"> 1. Carlton Trail College Executive Leaders and Managers will continue to participate in the Executive Leadership Improvement Training (ELIT) program to gain the knowledge and ability to embed the methods and tools of continuous improvement in the College. 2. Identify opportunities for staff to embed continuous improvement activities in their day-to-day work 3. Provide professional growth opportunities for all employees through College & Professional Development-sponsored training to support the retention, growth and productivity of staff. 4. Ensure knowledge transfer and succession planning is incorporated into College planning. 5. Empower employees to think, act and implement creative solutions. | <p>Professional Development Amount of training and development dollars expended</p> | <p>\$28,769 (Board & Staff)</p> |
| <p><i>P2 Advance the use of technology</i> Government Goals: <ul style="list-style-type: none"> ▪ Strong economy Adv. Ed.: <ul style="list-style-type: none"> ▪ Meet the post-secondary education needs of the province PSE: <ul style="list-style-type: none"> ▪ Accessible ▪ Responsive ▪ Accountable ICT: <ul style="list-style-type: none"> ▪ Develop, attract and retain workers from diverse backgrounds to advance SK's competitiveness </p> | <ol style="list-style-type: none"> 1. Create an IT strategy to build an adaptable and agile IT infrastructure that meets the current, and future needs of our students and employees. 2. Continue to improve and grow the use and availability of learning technology in the classroom. 3. Provide technology that evolves in response to employee and student needs. 4. Ensure that employees are trained on the use of new technologies or software. 5. Implement new applications and processes to improve productivity and efficiency as it relates to technology at the College. 6. Have cyber-security, policies and processes in place to mitigate digital risk. | <p>Use of Technology # of employees using Cloud-based and shared technology</p> | <p>90%</p> |
| <p><i>P3 Strengthen employee resilience and adaptability</i> Government Goals: <ul style="list-style-type: none"> ▪ Meeting the challenges for growth Adv. Ed.: <ul style="list-style-type: none"> ▪ SK's post-secondary sector is accountable and sustainable PSE: <ul style="list-style-type: none"> ▪ Sustainable ▪ Accountable ICT: <ul style="list-style-type: none"> ▪ Organizational excellence </p> | <ol style="list-style-type: none"> 1. Embed the College's Culture Building strategy. 2. Using the Total Health Index (THI) tools to help increase employees' total health (physical, mental, life, and work) engagement and productivity. 3. Provide tools and best practices that prepare employees for organizational and life changes. | <p>College Absenteeism Rate Absenteeism rate includes sick time, pd medical >0.5 day & PN total absence / total hours worked. Includes staff and instructors.</p> | <p>2.86%</p> |

| RESPONSIBLY MANAGE RESOURCES | | | |
|--|---|---|------------------|
| Goals and Objectives | Key Actions | Measure | 2020-2021 Target |
| <p><i>S1 Optimize efficient use of resources</i> Government Goals: ■ Strong economy Adv. Ed.: ■ SK's post-secondary sector is accountable and sustainable PSE: ■ Sustainable ■ Accountable ICT: ■ Organizational excellence</p> | <ol style="list-style-type: none"> Identify and implement continuous process improvements. Policies for replacement and maintenance of equipment. Structured, regular reporting of financial matters including an effective and reliable Business Plan, Annual Report and Risk Management Plan. Participate in regional college opportunities for joint tendering and other system-wide collaborative enhancements and efficiency opportunities. Identify opportunities to engage in collaboration with post-secondary partners to manage costs. | <p>Continuous Improvement</p> <p>CI activities undertaken annually</p> | 3 |
| <p><i>S2 Grow non-traditional funding sources</i> Government Goals: ■ Strong economy Adv. Ed.: ■ SK's post-secondary sector is accountable and sustainable PSE: ■ Sustainable ■ Accountable ICT: Organizational excellence</p> | <ol style="list-style-type: none"> Staff actively seek out funding opportunities through identification of government proposals and engagement with business and industry and other regional stakeholders. Ensure College's contract pricing provides fair value to the client while providing an economic recovery to the College. Continue to investigate options for the generation of additional revenue. Work with partners for identification of in-kind donations, partnership opportunities and contract training | <p>Identification of Funds Generated Beyond Provincial Funding Letter:</p> <p>Revenue generated from non-government contract training:</p> <ul style="list-style-type: none"> ■ Institute credit \$282,000 ■ Industry credit & non-credit \$ 20,000 ■ ABE credit & non-credit \$ 97,700 <p>Revenue generated from government-based contracts:</p> <ul style="list-style-type: none"> ■ Provincial \$200,000 ■ Federal \$215,495 ■ Provincial Other \$104,500 <p>(Note: It is anticipated COVID-19 will have an impact on these #s)</p> | |



Heavy Equipment Operator Participants

STRATEGIC INITIATIVES

Organizational Recovery

Of highest priority will be Carlton Trail College's recovery efforts as we adjust to new scenarios following regional, provincial and national responses to the COVID-19 pandemic.

Timeline: 2020 through to 2023

Outcome: Responsive, adaptive processes to guide core institutional work.

Funding: To Be Determined

Impacts and Implications: Advancement on this initiative is dependent upon aligned and collaborative work within the post-secondary sector, as well as any individual, institutional measures the College may need to implement.

Strategic Plan Renewal

Starting in 2020-2021, the College will be renewing its broader, three-year strategic plan. Not only will renewal of this guiding document drive alignment within the organization and alongside system partners, it will also communicate our program and service intentions to external audiences, indicating key focus areas and how we intend to maximize resources to achieve our aims.

With purpose, leadership and regional engagement, we anticipate renewing our strategy map in a meaningful, adaptive and high-impact way.

Timeline: Approximately 12-18 months for project completion.

Outcome: Renewed strategic plan to focus and guide decisions within an evolving post-secondary system.

Funding: Within existing operational and program funding allocation(s) from the provincial government.

Impacts and Implications: Successful completion of initiative is dependent upon operational funding allocation as this impacts organizational ability to prioritize and deliver on special-project work.



Adult Basic Education Student Experience Day

Indigenization Efforts

With over 50% of our students self-identifying as Indigenous, Carlton Trail College is enhancing its efforts to provide inclusive programming, pathways and services that support Indigenous issues and opportunities. We continue to have strong working relationships with many Indigenous partners within our region, including the One Arrow, Fishing Lake, Day Star, Kawacatoose, George Gordon and Muskowekwan First Nations. Much programming is done in consultation with these groups and we remain dedicated to ongoing engagement and communication with our Indigenous communities.

As a committed partner, we continue to support the work of the Prairie Rivers Reconciliation Committee. We are also in the initial stages of exploring what a similar group might look like for our east-central region.

Timeline: 2020 through to 2023

Outcome: Stronger working partnerships with regional First Nations and increased organizational awareness, engagement and responsiveness to Indigenous issues.

Funding: Within existing operational and program funding allocation(s) from the provincial government.

Impacts and Implications: Advancement on this initiative depends, in part, upon operational funding and program funding allocation(s) from the provincial government, partner contributions and commitments from regional entities.

Humboldt Trades Facility Expansion

The existing trades facility in Humboldt provides classroom and shop space to both Carlton Trail College students and Horizon School Division secondary students, as part of a unique, working agreement between the institutions. Not only is this facility critical to the delivery of regionally-valued programs such as welding, plumbing/pipefitting and electrical services, it exposes high-school youth to in-demand career opportunities and training in the trades.

Through increased use and careful scheduling, we have maximized the utilization of the facility. Additional shop and classroom space will expand facility usage, furthering the College's ability to develop skilled workers and offering potential opportunities for non-traditional revenue generation, through expanded partnerships and individualized use agreements.

Timeline: Approximately two-to-three years to complete facility expansion project.

Outcome: Facility expansion addresses educational and industry training needs for the region over the next several years.

Funding: Capital infrastructure contribution and the application of applicable operational allocation(s) from the provincial government.

Impacts and Implications: Undertaking this initiative depends upon provincial government approval and increased capital funding.



Recent Welding Graduate

RISK MANAGEMENT

The management of risk continues to be a fundamental part of work undertaken at the College. To mitigate exposure to an event that could have an impact on strategic objectives and operations, the College regularly reviews and reassesses key risks.

The College's risk exposure categories are as follows:

Organizational Recovery

- Following the unprecedented public health outbreak of COVID-19, this refers to how the College will address continuity and recovery efforts. Efforts here will remain ongoing for as long as necessary.

Program and Service Delivery

- This includes the entire strategic enrolment cycle and student experience. Included are regionalized needs assessments, planning, delivery and evaluation of College-delivered programs and services.

Organizational Behaviour

- This refers to how the College manages the internal requirements of its business, extending to the organizational culture, structure, and the human resources of the business, including the health and safety of employees and students.



Student participation in
Bell Canada's Let's Talk Day

Stakeholder Relationships and Reputation

- This includes identifying, establishing and maintaining relationships with internal (employees and students) and external stakeholders (government, business, industry, communities and public). The ability to maintain positive relationships impacts the reputation of the College.

Financial/Legal

- This includes ethical stewardship and compliance with legal and regulatory standards, College policies and procedures and collective agreements.

Operational

- This includes the planning and delivery of daily operational activities, resources (human, physical, and technology) and supports our ability to deliver programs and services.

COLLABORATIVE PLANNING

The seven regional colleges have made considerable progress in building strong collaborations over the 2019-2020 fiscal year. This included the re-creation of the Association of Saskatchewan Regional Colleges (ASRC), increased cooperation at CEO Council and continued collaboration at the SAO, SBO and HR tables. It also involved working closely on our responses to COVID-19. In the 2020-2021 fiscal year, we envision these collaborations will focus increasingly on strategic issues that are germane to our colleges, employers and communities.

1. Collaboration under the auspices of the ASRC will continue in 2020-2021. Key areas of focus include: Board Chairs reviewing shared leadership options as it pertains to the long-term structure of the regional college system; CEOs strengthening relationships with the Ministries of Advanced Education and Immigration and Career Training; and the entire Saskatchewan post-secondary sector (regional colleges, Saskatchewan Polytechnic, DTL, SIIT and universities) continuing to improve communications, collegiality and cooperation.
2. CEO Council and the SAO, SBO and HR committees will align their activities more closely this year, with an emphasis on identifying strategic objectives that impact, or are impacted by, each group. This is of particular relevance as the regional college system continues to coalesce and develop common approaches and solutions to common opportunities and challenges, including those introduced or exacerbated by the COVID-19 pandemic. This will include continuing to monitor and report progress on the Regional Colleges Task Force and developing strategic initiatives to extend its impact. This will also include establishing the role of colleges in the development, implementation and delivery of micro-credentials for students within our communities.
3. Blended learning will be the norm in the future and regional colleges envision being leaders in developing and delivering curriculum that is intellectually rigorous, experientially robust and work-place relevant, and that meets the needs of students and employers. They will explore opportunities to brand blended learning for the regional college system and develop common approaches and tools to creating and delivering curriculum where possible.
4. The regional colleges will focus on collaborative information technology initiatives this year:
 - a. The Regional Colleges' Information Technology Committee (RCITC), established in 2019-2020 by the seven colleges, will provide strategic and operational guidance on the colleges' IT infrastructure, with the goal of ensuring optimal performance at a reasonable cost that reflects the integrity of the vision, mission, and value statements of the Colleges.
 - b. The regional colleges expended a lot of effort in 2019-2020 developing an Enterprise Resource Planning model applicable to the college system. A "Request for Proposals" document was prepared. With current uncertainty about the issuing of the RFP and potentially addressing the need for an ERP in a different manner, the regional colleges will collaborate with each other and the Ministry of Advanced Education to identify and work towards selecting a solution.
 - c. With the rapid move to online instruction in March 2020 resulting from the COVID-19 pandemic, it has become apparent that regional colleges need to strengthen their pedagogy and tools to meet the demands on online learning. They will collaborate on identifying potential technology solutions, making recommendations regarding the best path to take either as individual colleges or as a system.
5. The role of international engagement in the regional college system will be examined in the coming year. Colleges that are Designated Learning Institutions will support those seeking this designation and will share best practices to support them as they develop programs.

6. For the first time, colleges conducted collective bargaining with the union on their own in 2019-2020. Collaboration will continue this year as the system deals with the impact of COVID-19 on human resources, and the implementation of the CBA.

Joint Programming

- Carlton Trail College, working with Cumberland College and Parkland College, will investigate the potential of delivering a joint program in a blended format in 2021-2022. The rationale is to increase our programming reach in a program that may have not otherwise been delivered because of enrolment numbers.



Orange Shirt Day

PROGRAMMING

With a focus on students, business, industry and program planning that supports the development of a provincial workforce, Carlton Trail College will focus on the following:

- Develop and maintain partnerships, seek out cost sharing opportunities, engage with regional and sector stakeholders to determine and deliver responsive programming, while remaining flexible to meet labour market needs;
- Continue with flexible program delivery to meet student and industry needs, including greater accessibility and supports for Indigenous students;
- Address educational access and pathways for Indigenous peoples. As a part of the *Truth and Reconciliation Commission of Canada: Calls to Action*, we want to ensure our College is collaborative, inclusive, respectful, reflective and acknowledging of Indigenous communities, cultures, and values;
- Target revenue generation opportunities through traditional and non-traditional means, including strategic partnerships and the delivery of Industry credit and non-credit programming on a cost-recovery basis;
- Utilize local, community-based resources and assets to enhance programming and student supports, while leveraging shared resources and partnership abilities and contributions;
- Expand dual-credit opportunities for high school and Adult 12 learners;
- Sustain our access to, and supports for, student services, especially for those requiring ongoing personal/crisis support and referrals, career and academic advising and work/life transition planning.

Further details on how the College will support these activities, in response to the ongoing pandemic, can be found within the Program Management Plans in Appendices B, C, and D.

| Program Categories | Program Capacity, Projected Enrolments (Full-Time and Part-Time) & FLEs | | | | | | | |
|------------------------|---|------------|------------|---------------|----------------|------------|-------------|--------------|
| | 2019-20 Forecast* | | | | 2020-21 Budget | | | |
| | Cap | FT | PT | FLEs | Cap | FT | PT | FLEs |
| Institute Credit | 152 | 119 | 73 | 135.82 | 139 | 74 | 22 | 87 |
| Industry Credit*** | N/A | 0 | 494 | 15.07 | N/A | 0 | 1072 | 29.31 |
| Industry Non-Credit*** | N/A | 0 | 243 | 4.88 | N/A | 11 | 404 | 12.39 |
| ABE Credit | 80 | 79 | 17 | 93.36 | 50 | 46 | 8 | 71 |
| ABE Non-Credit | 148 | 36 | 141 | 24.58 | 164 | 74 | 90 | 49.7 |
| University | 0 | 0 | 0 | 0 | 0 | | | |
| Total | 380 | 234 | 968 | 273.71 | 353 | 205 | 1596 | 249.4 |

| Definitions | |
|---------------------------------|--|
| Program Capacity | Number of seats in program and/or allowed according to the maximum capacity set by the credit granting institution. |
| Projected Enrolment (Full-Time) | The number of anticipated students in Full Time programs. |
| Projected Enrolment (Part-Time) | The number of anticipated students in Part Time programs. |
| Projected FLE | The total projected participant hours divided by the generally accepted full-load equivalent factor for that program category. |

* Used Annual Report Table 1 data as of June 8, 2020 (FT/PT /FLEs)

*** Budget and Forecast(s) are based on a three-year average: July 2016 to June 2019

Skills Training

2020-2021

Institute Credit Programs

Institute credit programs, primarily brokered through Saskatchewan Polytechnic, are offered on a full-time and part-time basis to meet ongoing labour requirements of business and industry. In 2020-2021, all programs will be delivered in a blended learning format and delivery will be influenced by Sask Polytech's level of support in various program areas. Labs, hands-on learning, clinical and practicum placements will all take place in-person, where possible. The use of virtual simulation and observation will be utilized, as well as alternate assessments in place of invigilated exams, for a more authentic assessment process. Experiential learning that is integrated into Institute credit programs, including site visits and work placements, will better prepare graduates to participate in Saskatchewan's labour force; the College anticipates that work placements will still take place, where permitted.

To adjust to public health guidelines, smaller class sizes are planned, and additional instructor time will be required in some cases to accommodate labs and other hands-on program components. These aspects will be put into place to mitigate health and safety risks.

Most programs are financed from provincial funding sources, while other programs will be delivered on a cost-recovery basis in partnership with business, industry and Indigenous communities. With lower student numbers anticipated this academic year, along with the uncertainty of partner participation, program costs will be higher and revenue from third-party partners will be decreased.

Industry Credit Programs

This type of programming provides the required skills and competencies for industry certification and job attainment and advancement. The College recognizes that employers are critical partners and will continue to promote the Canada-Saskatchewan Job Grant, and any related programs, to encourage training to meet industry needs.

Program delivery will continue to be flexible to react to the current environment and training locations will be determined based on facility requirements and student access. The effects of COVID-19 on the Saskatchewan labour market will be monitored so training can be provided to those who may have to shift occupations and to assist businesses pivot their operations.

The College remains responsive to the needs of the economy by engaging with regional stakeholders to guide the program planning process. As well, attention to static labour market information will be critical.

Labour Market Analysis



The east-central Saskatchewan region has strong economic bases made up of manufacturing, mining, agriculture and healthcare services. This has resulted in higher regional education attainment rates of trades and college certificates, diplomas and apprenticeships.

According to regional employers, the preferred levels of workforce education and/or training include a high school diploma, along with trade certification or a college diploma (Carlton Trail College, Regional Labour Market Report - March 2020).

The Saskatchewan Labour Demand Outlook 2019-2023 also identifies that 57% of forecasted job openings in Saskatchewan will require high school/occupation-specific training and post-secondary diploma, certification or apprenticeship training.

Essential Skills/Adult Basic Education (ABE)

2020-2021

Adult Basic Education programs increase provincial educational levels, ensure access to necessary academic pre-requisites needed to further post-secondary education and skills training opportunities, provide employment and workplace training opportunities, allow individuals to acquire or enhance their literacy skills, and help close the gap of high school graduation rates between Indigenous and non-Indigenous populations. These outcomes directly impact attachment to the labour market and the creation of a skilled workforce.

According to College and Institutes Canada, Colleges are the main providers of adult education and upskilling programs that are key to breaking down barriers to post-secondary education. This is especially important since the percentage of Indigenous people aged 25-64 without a high school diploma stands at 26% - more than twice that of non-Indigenous Canadians (collegesinstitutes.ca). Our ability to work in close partnership and deep engagement with regional Indigenous communities removes additional barriers and advances reconciliation through education.

Annual programming decisions are made based on identified need (such as requests, intake, waitlist and application numbers) and the ability to maximize funding through collaborative partnership opportunities with First Nations band governments, communities and community agencies (including financial supplements, programming space, transportation, access to childcare and cultural supports). Where possible, the College works with partners to align programs to allow for post-secondary bridging opportunities.

All 2020-2021 Essential Skills/ABE programming will be offered via a blended format. This format will ensure we are prioritizing the safety of staff and students while also optimizing the benefits of in-person and online/digital learning.

While unable to control all external factors, program cancellation will be mitigated by our strong partnerships with stakeholders, a strong communication strategy with stakeholders, staff and students, and our strong relationships with and supports offered to our learners. Small class sizes will not only ensure adherence to health and safety measures, they will also allow for additional instructor and student advisor support in a blended learning environment.

ABE Credit (Levels 3 and 4)

- Wakaw Adult 12
 - Provided in partnership with One Arrow First Nation to address the education gap for bridging to post-secondary and/or employment.

Labour Market Analysis



According to the Labour Demand Outlook 2019-2023, 38% of job openings require either high school completion or on-the-job training with less than high school completion.

Since 2017, regional SaskJobs postings that require Grade 12 completion has increased to 56%.

The 2016 Census Aboriginal Community Portrait from Statistics Canada identified that approximately 40% of community members within the Touchwood Agency Tribal Council service area had less than a high school education.

According to the August 2018 Ministry of Immigration and Career Training Follow Up Survey, roughly 90% of ABE participants believe their program helped them increase their skills, prepare them for employment, and better qualify them for a new or existing job.

- Humboldt Adult 12
 - Offers Humboldt and surrounding area community members the opportunity to complete or upgrade Grade 12 marks necessary for post-secondary and/or employment.
- Wadena Adult 12
 - Provided in partnership with Fishing Lake First Nation to address the educational gap for bridging to post-secondary and/or employment.
- Punnichy Adult 12 & 10
 - Provided to ensure a pathways approach for the four Touchwood Agency Tribal Council member Bands, including Muskowekwan First Nation, George Gordon First Nation, Kawacatoose First Nation and Daystar First Nation.
- The College will continue to attach tutor time to each Level 3 and 4 ABE program to meet the growing academic needs of students and to reduce the high administrative demand of the Canada-Saskatchewan Grant for Services and Equipment for Students with Permanent Disabilities. This will also reduce the wait time of students in need of tutors as the recruitment, selection and hiring of tutors will not be dependent solely on grant approval.
- Our Adult 12 programs will be moving to a 4-semester (quad/block) system to reduce waitlists and to allow learners to move more seamlessly on their personal education pathway.
- We will continue to enhance Level 3 programming by incorporating secondary level courses with approval from the Ministry of Education.
- We will continue to offer the ABE Indigenous Determination Award, an organizational scholarship award provided in partnership with SIGA, to celebrate successes of Indigenous students.

ABE Non-Credit (Levels 1, 2 & Essential/Employability Skills)

- 3 Career Prep Pathways (under development)
 - Enhancing Indigenous students' attachment and success in skills training programs by building on employability and essential skills. Determination of community need and availability of training space on reserve will be required to move forward with planning and delivery.
- Tourism ESWP – Wadena
 - In response to the expanding tourism ventures of Fishing Lake First Nation, we will partner directly with the Band to offer a tourism-focused ESWP to help meet local labour market demand.

Labour Market Analysis



As indicated 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).

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).

- Mining Essentials ESWP – Punnichy
 - In partnership with the Mining Industry Resource Council (MiHR) and in response to the BHP Employment Strategy with George Gordon First Nation, we will provide skills training to help meet current and future labour market demand for Indigenous people in the Punnichy area.
- Sask Polytechnic Career Essentials Applied Certificate ESWP – One Arrow First Nation
 - Offer an Applied Certificate program to grow essential and employability skills, experiential learning and work-placement opportunities, as well as develop a means for un/under employed One Arrow First Nation community members to use this training as a post-secondary stepping-stone.
- English for Employment – Humboldt and area
 - Partner with the ESL program department and the Humboldt Regional Newcomer Centre to meet the need of un/under employed newcomers within the region. (Note: program statistics will be recorded under ESL reporting requirements.)
- ESWP – Humboldt and area (under development)
 - Should additional essential skills opportunities arise, programming will be developed to meet shifting training and employment needs in the Humboldt area due to impacts arising from the pandemic.

English Language Learning and Supporting Newcomers

- Immigration will continue to be the largest growth factor for the Canadian population and is specifically identified in the Province of Saskatchewan’s *Growth Plan*. This growing newcomer population requires sustainable services to help transition newcomers to community life and to becoming valuable members of the workforce. Our ESL programming will help to ensure successful integration of newcomers that will lead to a more inclusive, diverse, and productive province. ESL programming does more than just help students meet their English language goals; it also helps them to reach their economic and social potential.
- Although ESL learner numbers in our region have declined from their peak in 2015-2017, they have remained steady. This spike in numbers, and subsequent decline, mirror the landing numbers provided to us by the Ministry of Immigration and Career Training. If immigration landing numbers in our area increase, so will the need for English Language training and support. With a stated focus on the growth of the Saskatchewan Immigrant Nominee Program (SINP) in the provincial *Growth Plan*, increased ESL learner numbers are assumed.
- With 2019 job vacancies in our region (14%) almost doubling that of the provincial rate (8%), there is little doubt that this has impacted the settlement and re-settlement numbers in our region.

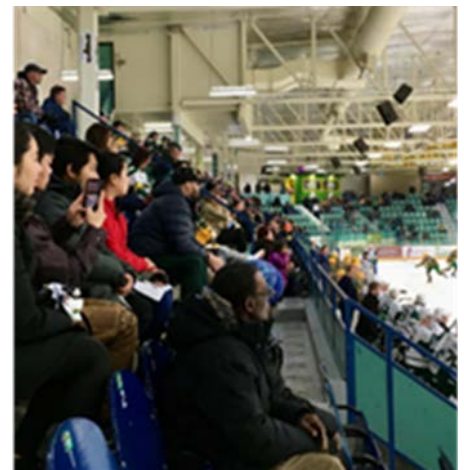
2020-2021

- All ESL programs will be provided via a blended or online/digital format.
- The Five-Year Contribution Agreement with Immigration, Refugees and Citizenship Canada (IRCC) will allow for more focused and strategic program planning year-over-year.
- We are focused on providing jointly funded employment related programming, including work-integrated learning opportunities and will continue to work directly with employers to help address the English language training needs of current employees.

- The College will seek out innovative strategies to meet the unique demands of rural newcomers, such as:
 - Piloting an ESL Tutor Program to reach additional learners who are unable to access other language training opportunities, in addition to our ongoing Volunteer Tutor Program.
 - Develop an English for Employment program (in partnership with the Humboldt Regional Newcomer Centre) to meet the needs of un/under-employed newcomers.
 - Provide additional Conversation Circle(s), in partnership with the Humboldt Regional Newcomer Centre, to address language learning needs of at-home parents.
 - Promote an At-Work English program in response to local labour market requests to address workforce language needs (e.g. for Continuing Care Assistants in the region whose first language is not English).
 - Encourage enhanced use of technology in the classroom to help address attendance and/or engagement concerns.

The following challenges and opportunities will also continue to be addressed:

- As per the *Growth Plan's* strategy to increase immigration, the College hopes that an increase in communication and engagement with the Province will help ensure we are working together to best meet the diverse needs of immigrant and newcomer populations.
- To more accurately reflect the learners we serve, the Federal-Provincial funding split was adjusted from 70/30 to 65/35. Unfortunately, the funding we received from ICT did not reflect this split. Reviewing the co-funded model on an annual basis will ensure funding allocations are equitably distributed based on previous years data and landing numbers.
- Despite numbers leveling off, the need for programming in our rural communities remains strong. This leads to the challenge of providing equitable access to language training in our small urban and rural communities, while maintaining program enrolment and attendance requirements. It remains our priority to ensure rural language learners have the same access and opportunities as their urban language learner counterparts.
- It remains challenging to recruit and retain qualified ESL Instructors for contracts that may be less than part-time, in various communities and on evenings and weekends. LINC Home Study moving to a regionalized, Saskatchewan-based model may help grow qualified instructor employment.
- Lack of childcare, shift work and unpredictable hours and transportation barriers remain the greatest challenges to ESL attendance in our rural communities. As above, we continue to explore how technology and blended options can increase flexibility and program access.



ESL students enjoying a
Humboldt Broncos hockey game

Student Services and Pathways Planning

Carlton Trail College’s student services team plays a multi-faceted and integral role in facilitating learner success and improving program outcomes. While learners also face continued challenges and uncertainties associated with the COVID-19 environment, both within their programs and externally in their own personal lives, our team is available to provide quality support. Student services staff will use an array of contact methods (including digital/online, telephone, Blackboard Learning Management System, in-person, etc.) to ensure they are equitably able to meet the needs of all students to:

- assist with transition to further academic attainment and/or meaningful employment;
- provide early intervention and prevention services (i.e. learning issues, academic concerns, mental health issues, financial challenges, and other barriers);
- offer holistic and collaborative supports by providing links and referrals to other community supports; and
- provide crisis intervention to address personal and academic barriers.

Student services *Pathways Planning* offers the following wide array of personalized confidential supports:

| | | | |
|----------------------------|---|---------------------------------|--|
| Academic Advising | <ul style="list-style-type: none"> • Program planning • Academic progress • Application assistance • Academic success • Intake and Assessment | Accessibility Services | <ul style="list-style-type: none"> • Accommodation for documented disabilities • Support and advocacy |
| Crisis Intervention | <ul style="list-style-type: none"> • Critical incident debriefing • Crisis Management • Suicide intervention • Referrals to community agencies and services • COVID-related crisis support | Transition to Employment | <ul style="list-style-type: none"> • Goal Setting • Resume and cover letter assistance • Interview preparation • Workplace skills development |
| Financial Planning | <ul style="list-style-type: none"> • Student Loan information • Scholarships, bursaries and awards information • Provincial Training Allowing applications • Grant for Services and Equipment for Students with Permanent Disabilities information and support • Budgeting assistance for going to school/unemployment | Personal Support | <ul style="list-style-type: none"> • Academic success • Problem solving • Confidential personal advising • Conflict resolution and mediation • Collaborative case management/holistic support • COVID-related mental health supports |
| Career Planning | <ul style="list-style-type: none"> • Career testing/assessment • Career research • Program information and exploration | Success Workshops | <ul style="list-style-type: none"> • Goal Setting • Time management • Study skills • Exam preparation • Overcoming exam anxiety |

HUMAN RESOURCES

COLLEGE OBJECTIVES

The Human Resources Plan is focused on the following three overarching strategic goals:

1. Continue Improving Individual and Organization Capacity and Effectiveness
2. Advance the Use of Technology
3. Strengthen Employee Resilience and Adaptability

HR Trends and Challenges

- Due to the recent pandemic, it remains top priority for Carlton Trail College to keep our workforce engaged, productive and resilient. Recent priorities have been focused almost exclusively on the response phase of this pandemic but as progress is made, the College's efforts turn to recovery and future planning.
- It will be important for the College to determine the capacity, capability and affordability of our workforce as we move through the recovery stage of the pandemic. While we anticipate no changes to our current workforce, we will continue to monitor staffing levels required to meet our changing realities. The capability of our staff to use technology to work and deliver programs and services remotely becomes increasingly important, as does the continuous review of related costs.
- While technology remains a critical piece of how we move forward as an organization, it is our people and their behaviours that are at the root of successful change. Change and uncertainty will remain high as we navigate our recovery. The College must continue to cultivate organizational culture through different technological modalities.

Aligning Human Resources with the Strategic Plan

- As outlined in the 2018-2021 Strategic Plan, Carlton Trail College continues to be committed to learning and leadership throughout the entire organization. Our Strategic Plan focuses on building organizational culture, advancing the use of technology, and strengthening employee engagement and commitment. The College will endeavor to lead a culture of continuous improvement that aligns with that strategic goal.
- It will be important that Human Resources continues be a strategic partner and provide the organization with consistent direction during the pandemic recovery period. Our strategic focus will continue to be on building an adaptable, resilient, and flexible workforce.
- Over the last few years, the College has seen added pressures to our staffing capacity due to the necessity to adjust our Human Resources to meet our financial boundaries. The College remains committed to meeting operational requirements during these uncertain times. Staffing projections will be at approximately 29 FTE for 2020-2021 fiscal year.

Creating an Adaptable and Resilient Organization

- The College is experiencing a high rate of change to programming, technology, staffing and government expectations. This fast-paced, ever-changing environment requires us to be nimble and to provide systems and structures that are flexible and adaptive. As a result, the HR strategy will continue to focus on the mental health and wellness of our staff. Culture is built on an employee's ability to be resilient and cope with change. As such, employees will be given the tools and the skills to be able to adapt and adjust within this changing environment. We will also continue to grow our environment to align with our core values of integrity, accountability, and commitment.
- Through various initiatives, the College will reinforce the importance of overall health and wellness to our staff in order to maximize employee engagement and productivity.

Mental Health

- It remains important to Carlton Trail College that we provide the resources to our staff to reduce the risk for mental health issues in the workplace, especially during an ongoing pandemic. The College has done a tremendous amount of work in this area and will continue to prioritize mental health initiatives, including programs designed for prevention, early detection, intervention and support programs.

Promoting Employee Engagement

- The College will continue to expand opportunities to drive passion and engagement in the workforce. We will provide information, resources and services to employees that promote collaboration, connection and commitment to their work, and to the strategic goals of the organization.
- As the College begins to make decisions regarding return-to-work plans for its workforce, it is important that it enables a safe return to the office as well as allowing effective, flexible and remote working arrangements. Although these arrangements come with new challenges, it is important that the College remain flexible.
- Carlton Trail will continue to encourage staff members to access its Professional Development program, as it is an integral part of learning and leadership across the organization. Employees continue to be actively involved and interested in the success of our students and the College. We will continue to promote training to all staff that encompasses the concepts of blended learning. It is instrumental that all staff are engaged and buy-in to this process for the College to be successful.
- Due to the pandemic, the College will be revising the way that it delivers training opportunities to staff. In the past, the College held two in-service events per year, providing in-person education and training to staff. While these events remain important to the College and to the growth and development of its staff, the delivery method format will be adjusted to support to remote delivery.
- Employee growth and development will continue to be enhanced by providing ongoing performance feedback to staff, including the development of individual training plans. Staff will be provided encouragement and support as they continue to be challenged. Our strategic plan will emphasize the need to work together and across the organization. This will allow for knowledge sharing, a reduction in duplication efforts, as well as improve our leadership capacity and our overall organization efficiency and effectiveness.



Staff First Aid Training

Adapting Labour Relations

- The Regional Colleges and SGEU have recently signed a new Collective Bargaining Agreement, effective September 1, 2016 – August 31, 2022. The lifetime of this agreement includes a wage increase of 7%. Wage adjustments of 3% will need to be operationalized in the current fiscal year, leaving a total of 4% to be allocated in the 2020-2021 and 2021-2022 budgets. These adjustments will present significant impacts upon the College's financial operations.
- The Regional College system will continue to grow and develop its labour relations capacity and collaboration efforts to ensure continuity of Human Resources support and efficiencies across the region. Due to the pandemic, it is critical that the Regional College's adherence to the Collective Bargaining Agreement remains top priority.

Enhancing and Expanding Strategic Partnerships

- 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 us and we will continue to support these programs. We will continue to focus on expanding our strategic partnerships and enhancing our development and communications activities. The College will leverage additional supports in this department to grow our marketing and communications strategies, particularly with business and industry within the College region.



Staff-directed donation to Humboldt & District Kinettes

- The College strives to recognize the needs of a variety of stakeholders within its region. The College remains committed to serving all areas within its service area, working with school community councils and local business and industry to connect with communities and ensure that we have a clear understanding of labour market and training needs.

Deploying New Approaches to Recruitment

- The hiring process at the College remains high priority. The College will ensure that we have a qualified and skilled workforce administering and delivering its programs and services. However, the ever-changing employment environment presented by social media, competing employment choices and changing skill-set demands requires the College to implement innovative marketing and communication strategies to attract and recruit qualified candidates. 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 its employees and in the College's recruitment efforts over the last number of years.

Advancing Technology

- As our students, staff, and business partners become increasingly tech-savvy, the College will use its resources to expand its IT systems and technology through mobile and cloud-based services. The College has successfully moved to cloud-based technology during this pandemic and will endeavor to increase capacity in this area.
- We will continue to recognize that the use of technology affects how our staff are engaged with their work, how they feel about the College and their ability to be productive. It is important that the College make the end-user the focus of technological choices so that we continue to see personal and organizational growth.

| Position | Function | 2018-2019 Actual | | 2019-20 Forecast | | 2020-2021 Budget | | 2021-2022 Estimate | | Comments |
|----------------------------------|------------------|------------------|--------------|------------------|--------------|------------------|--------------|--------------------|--------------|---|
| | | Employee # | FTE # | Employee # | FTE # | Employee # | FTE # | Employee # | FTE # | |
| OUT-OF-SCOPE | | | | | | | | | | |
| President & CEO | Operations | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | |
| VP Administration | Operations | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | |
| VP Finance | Operations | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | |
| VP Academic | Operations | 0 | 0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | |
| Administrative Assistant | Operations | 2 | 0.60 | 1 | 0.6 | 1 | 0.6 | 1 | 0.6 | |
| Executive Assistant | Operations | 2 | 1.2 | 2 | 1.2 | 2 | 1.2 | 2 | 1.2 | |
| Portfolio Manager | Operations | 4 | 2.64 | 3 | 3.0 | 3 | 3.0 | 3 | 3.0 | |
| Total Out-of-Scope | | 11 | 7.44 | 9 | 7.8 | 9 | 7.8 | 9 | 7.8 | |
| IN-SCOPE | | | | | | | | | | |
| Receptionist | Operations | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | |
| Marketing Facilitator | Operations | 1 | 0.9 | 1 | 0.9 | 1 | 0.9 | 1 | 0.9 | |
| Training Consultant | Program Delivery | 1 | 0.8 | 1 | 0.8 | 1 | 0.8 | 1 | 0.8 | |
| Program Facilitator | Program Delivery | 3 | 2.38 | 4 | 2.4 | 3 | 2.4 | 3 | 2.4 | 19-20 Forecast: Leave of Absence |
| Program Delivery Associate | Program Delivery | 7 | 4.35 | 7 | 5.2 | 5 | 4.4 | 5 | 4.4 | 18-19 Actual: Leave of Absence; Family Leave; Add'l ESL Support 19-20 Forecast: Leave of Absence; Family Leave; increase support in Punnichy |
| Clerical Support | Operations | 2 | 0.21 | 2 | 0.1 | 2 | 0.1 | 2 | 0.1 | |
| Registration Associate | Operations | 2 | 0.83 | 1 | 0.9 | 1 | 0.9 | 1 | 0.9 | 18/19 Actual: Vacancy mgt |
| Facilities Technician | Operations | 1 | 0.9 | 1 | 0.9 | 1 | 0.9 | 1 | 0.9 | |
| Student Advisor | Student Support | 5 | 3.47 | 5 | 3.48 | 4 | 3.6 | 4 | 3.6 | 18/19 Actual; 19-20 Forecast: Mat Leave Jan/19-Jan/20 |
| Literacy Facilitator | Program Delivery | 3 | 0.97 | 2 | 0.8 | 1 | 1.0 | 1 | 1.0 | 18-19 Actual; 19/20 Forecast: Leave of Absence Oct/18-Sept/19. Staffing changes |
| Accounting | Operations | 4 | 2.88 | 4 | 2.64 | 4 | 2.9 | 4 | 2.9 | 18-19 Actual: Leave of Absence |
| Computer Services | Operations | 1 | 0.92 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 18-19 Actual; I.T recruitment |
| Education Technologist | Operations | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 18-19 Forecast: Reduction of hours |
| TEL Attendants | Operations | 1 | 0.01 | 2 | 0.05 | 2 | 0.05 | 2 | 0.05 | |
| Total In-Scope | | 32 | 20.62 | 33 | 21.17 | 28 | 20.95 | 28 | 20.95 | |
| TOTAL In and Out-of-Scope | | 43 | 28.06 | 42 | 28.97 | 37 | 28.75 | 37 | 28.75 | |

SUSTAINABILITY MEASURES

COLLEGE OBJECTIVES

The College has focused on the following strategic objectives to ensure long-term sustainability of the institution:

1. Maximize effective partnering;
2. Strengthen the ability to proactively impact change;
3. Improve individual and organizational capacity and effectiveness;
4. Advance the use of technology;
5. Optimize effectiveness of resource utilization; and
6. Grow non-traditional funding sources.

During the current and subsequent years, the College will continue to focus on identifying opportunities to ensure sustainability. The following are measures the College will be undertaking:

1. Carlton Trail will draw down on its unrestricted operating surplus in 2020-2021 to mitigate the impact of COVID-19 on our operations (i.e. decreased revenues and increased costs) as well as to adapt to increases to out-of-scope staffing costs. Throughout 2020-2021 the College will assess its operational structure, procurement practices and focus on a few key continuous improvement projects that will seek to further increase efficiencies.
2. In light of the current pandemic and the vast number of unknowns that relate to a 'post-COVID' reality, the College will look to mitigate negative impacts while looking for ways to create opportunities to better support our learning community and regional stakeholders. We have had the opportunity to further appreciate the value of technology in learning operations and will continue to implement greater use for the delivery of blended and distance learning opportunities for our students and staff.
3. While the College has always placed significant emphasis on growing revenue opportunities through partnerships with business, industry, communities and other stakeholders throughout our region, we plan on enhanced focus in this area to allow us to further mitigate impacts to our budget.
4. 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.
5. Reallocation of program and administrative supports to areas of greatest need that best support students.
6. Ongoing monitoring and complete cataloguing of all College assets.
7. Development and implementation of a comprehensive maintenance plan for all College assets.
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 system-wide opportunities for joint tendering, collaboration and best practices as it relates to improvements for organizational and sector enhancements and efficiencies.
10. Growth in the attainment of matching scholarship dollars to better support our students by leveraging available Saskatchewan Innovation and Opportunity Scholarship funding.

INFORMATION TECHNOLOGY

COLLEGE OBJECTIVES

1. Advance the use of technology;
2. Support student success;
3. Improve individual and organizational capacity and effectiveness; and
4. Optimize effectiveness of resource utilization.

IT Trends and Challenges

- With the pandemic and the vast rate of technological change required to adapt workforce operations, it is important that the College remain up-to-speed on what is available. The ability to be agile in our technological adaptation and deployment efforts remains paramount.
- It is vital that the College continue to recognize that the use of technology affects how our staff are engaged with their work, how they feel about the College and their ability to be productive. It is important that the College make the end-user the focus of IT-related decisions so that we continue to see personal and organizational growth.
- Small urban, rural and remote bandwidth capabilities has remained a challenge as the College continues with its remote working and learning environments. Although SaskTel coverage spans much of Saskatchewan, coverage remains spotty in many areas. Working and learning from home requires more bandwidth, which in some cases, is simply not available. Advocating for increased bandwidth capabilities and enhanced networks remains a high priority for the College.

Learning and Teaching

- As the College intends to deliver its learning via a blended environment for the fall, the use of technology in support of learning and teaching continues to be a top priority. In collaboration with instructional and management staff, the College will continue to look at ways to improve learning and technology in the classroom and remotely.
- Planning and adapting our technological needs to meet the needs of our workforce and learners for the fall is critical. As our staff move their teaching and learning resources to online/digital formats, staff and learner training becomes a critical component to their success. Training programs are currently being developed internally by our Educational Technologist to assist our staff and learners with using new and different technologies. External resources will also be explored and remain a valuable option for further training and development.
- Technological requirements for learners may be required outside of the borders of our classrooms as we move to a blended learning environment for the fall. Our learners may not have access to the hardware in order to engage in learning outside of the classroom. As such, the College is considering purchasing computers for learners so that, if necessary, they are able to complete their education remotely. Financial impacts will be evaluated.
- In collaboration with the Ministry of Sector Technologies and Network services, the College has integrated *Blackboard* Learning Management System into all programming at the College. *Blackboard* is a powerful teaching and learning tool that can be used to post and access course content, complete assignments, perform online testing and manage grades. *Blackboard* encourages student interaction, access to resources and the sharing of ideas through a common, easy-to-use online interface that's interactive and purpose-built for higher education.

- The Office Administration program will continue to use Netop Vision Pro, which is a software that the instructors utilize to manage their classes, particularly during exams where they are able to monitor their students' screens as they accomplish their work. The software also has the ability to share the teacher's screens, showcase students' work, customize what the students can access on the web and start or shutdown student computers in a group, to name a few of its capabilities.
- The College will continue to utilize Smart Board, Loft, and Mimio technology, as well as document cameras for interactive teaching and learning in all our classrooms. The IT department will provide support and training for these applications to improve access, ease of use and to successfully integrate these technologies into the classroom.
- The College will continue to support students with learning disabilities via provincial government funding allocations to provide technological assistance supports. For instance, Dragon Speaking software and Kurzweil are the most common technologies used by students with learning disabilities at the College. We will continue to monitor current technologies that may be further utilized by students with learning disabilities to assist them in their learning pathways.

Customer Service

- Prioritizing user-centered, personalized, supportive and adaptable service is key to our success, especially in this ever-changing environment. The College will continue to review and improve its technologies to ensure that a culture of service and support within the organization is maintained. The IT department will be given the opportunity to access professional development opportunities to ensure they are up-skilled and able to provide the necessary supports to staff and students.

Security

- It is important to note that the issues of cybersecurity and privacy include more than just technology - there is also the human factor. Creating a strong cybersecurity culture requires a well-rounded strategy that motivates the workforce to be part of the solution. Enabling all staff and students to practice good cyber habits is one that Carlton Trail will continue to invest in.
- The College has taken the necessary steps to ensure the safety and privacy of all our IT resources, which include, but are not limited to, the following:
 - The College has placed an anti-virus and log management software called Cylance Optics and Cylance Protect on all of our end-points, which will prevent future attacks as well as monitor the traffic on the College's network.
 - In addition, the College has invested in a security audit to ensure that infrastructure is set up properly and all IT resources are secure.
 - The College will continue to train all staff on security measures in conjunction with Network Services and the Canadian Internet Registration Authority (CIRA). This is an ongoing endeavor to ensure that staff remain diligent in their efforts to spot phishing emails.
 - Network backups will continue to be stored off-site (via internet) to a Saskatoon-based company to ensure the integrity of Carlton Trail College data. Shortly in the new fiscal year, the College will be investing in a Cloud back-up which will back-up all information stored on Office 365. With these back-ups in place, the College will be mitigating against any lost data due to a security breach.

- The College is currently considering the option to purchase cyber insurance. With increased remote use by students and staff, having additional insurance would cover any liability caused by a security breach.
- With all of these safe-guards in place, it still remains extremely important that the College remain diligent in ensuring all policies, procedures, and infrastructure are in place to protect it against potential threats and malware.

IT Infrastructure

- An adaptable and agile IT infrastructure that reliably serves our learning community is a key goal. Virtualization and cloud-based computing continue to influence and shape what and how we deliver technology to our users. We will continue to explore and leverage new technologies, where appropriate, to enhance the College's IT infrastructure.
- The College will review the possibility of updating all locations to the *Meraki* Wi-Fi devices. This will improve Wi-Fi connectivity throughout the building and to regional offices and classrooms, enhance our ability to virtually troubleshoot issues, and monitor printer and traffic on our systems.
- 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.

Moving Forward

- As we continue on an ever-evolving technological journey, research and implementation of new technologies and educational applications is more important than ever. The College will develop an IT strategy that is current, up-to-date, and that continually meets the ever-changing needs of our users.
- Carlton Trail is participating in the Regional College Information Technology Committee that was developed in order to provide sound advice and operationalization of the College's IT infrastructure. The goal of this committee is to provide the system with an opportunity to exchange information, discuss operational and policy issues, and engage in strategic and operational planning with a vision for the Regional Colleges as a whole.



Office Administration Students

INFRASTRUCTURE MANAGEMENT PLAN

Facilities Owned, Rented, and Leased

| 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 Paid Annually | \$3,600 | Renewal |
| Humboldt Education Centre | 611 - 17th Street Humboldt | 1207 | Leased | Horizon School Division #205 and St. Paul's RCSSD #20 | Oct 31/61 | \$60,600 | Renewal |
| Basic Education Classroom | Punnichy High School 612 - 6th Avenue Punnichy | 200 | Leased | Horizon School Division #205 | Dec 31/20 | \$13,200 | Renewal |
| Four Winds Learning Centre | 406 Main Street Punnichy | 316 | Owned | Newly renovated church | | | Owned |
| Basic Education Classroom | 53 2 nd Street NE, Lot 12, Block 13, Plan 1509, Wadena | 3800 | Leased | BP Ag and Truck Ltd. | May 2021 | \$16,065 | Renewal |
| Basic Education Classroom | 229 - 1st Street South Wakaw | 139 | Leased | RM of Fish Creek #402 | Aug 31/20 | \$8,820 | Renewal |
| Practical Nursing | 101 Second Avenue East Watrous | 300 | Leased | Sebella Properties Inc. | Dec 31/24 | \$67,935 | Renewal |
| Administration & Classroom | 202A - 6th Avenue East Watrous | 214 | Leased | Horizon School Division #205 | Dec 31/20 | \$4,500 | Renewal |
| Administration & Classroom | 400A Avenue D West Wynyard | 344 | Leased | Horizon School Division #205 | Dec 31/20 | \$8,400 | Renewal |

Major Capital Plan

As part of our PMR funding request for 2020-2021, we have submitted a request for funding for an addition to the welding shop/trades facility in Humboldt, with a total estimated cost of \$495,000.

Preventative Maintenance and Renewal (PMR) and Equipment Renewal Plan

| Campus Location | Leased/ Owned | Project Detail | Institution Priority | Estimated Cost | Institution Fund \$ | Ministry Fund \$ | | |
|--------------------|------------------|---|-------------------------|-------------------|------------------------|------------------|-----------|--------|
| | | | | | | Year 1 | Year 2 | Year 3 |
| Humboldt | Owned | Work with Architect to develop drawings and specifications for addition to welding shop to add shop space and classrooms to meet labour market needs | High | \$25,000 | | \$25,000 | | |
| | | Addition to welding shop | High | \$470,000 | | | \$470,000 | |
| Totals | | | | \$495,000 | | \$25,000 | \$470,000 | |

**The Humboldt welding shop/trades facility project can be implemented on short notice should funds become available.*

***Should additional federal or provincial infrastructure dollars become available, the College is in a position to start this project during 2020-2021. Receiving \$25,000 funding to complete the planning phase and consult with an architect during 2020-2021 would be beneficial.*

Facilities and Capital Overview

- The short-term leased facilities used to deliver programs throughout the College's region vary tremendously in quality and suitability for educational use. Steps continue to be undertaken to ensure appropriate facilities are secured to deliver a range of education and training programs.
- Of note, a new school building was completed on Fishing Lake First Nation. One Arrow and Fishing Lake First Nations have also recently built new facilities that have commercial kitchens and some training spaces. These spaces will allow for additional future training opportunities. On a trial basis, both locations worked well for a Food Service Cook program and we are hopeful that we can partner to deliver more training in the future.
- In 2019-2020, at the request of the Indigenous partners, we moved our ABE program from Wynyard to Wadena. This made the program more accessible for members of the First Nations communities within the area. We were able to secure a space in Wadena and received assistance from BHP Billiton towards initial operating costs; we expect to use this space again during 2020-2021 and anticipate our Wadena space rental may turn into a long-term lease. If this happens, additional funding to adequately equip the facility for further education and training needs (i.e. CommunityNet access, tables/desks, chairs, storage, etc.) will be required.
- Parking lot maintenance at all College facilities remains an ongoing issue.

Humboldt Trades Facility/Welding Shop

- Our trades facility and welding shop is in a good state of repair, with the space continuing to be used by both the College and the local high school. Ongoing maintenance of this facility and machinery continues to be a priority, including regular, interior cleaning of upper duct work, ceilings and ledges. In 2020-2021, we intend to deliver Welding and Electrician programs through this facility. As noted, the College has submitted a PMR proposal for an addition to this facility. This addition would allow us to expand our programming to meet labour market needs.
- Periodically, this space is used by Humboldt's fire department to provide training. This is a mutually-beneficial community partnership, as we seek additional ways to maximize use of our facilities. Facility expansion and targeted enhancements would allow for extra opportunities for the College to offer more trades and safety programming.

Wakaw

- The office and classrooms are of adequate quality and, for the most part, are meeting programming needs. With new training space options at One Arrow First Nation, the need for appropriate training space has been adequately addressed in this service area. \$7,500 of financial support from the Ministry helped fund the addition of a functional office area at this location.

Watrous and Wynyard

- The office and classroom spaces in these locations are of good quality and are meeting the College's programming needs.

FINANCIAL PLAN

Part 1: PROJECTED BUSINESS PLAN FINANCIAL STATEMENTS AND KEY ASSUMPTIONS

Key Assumptions

- The current Collective Agreement expired August 31, 2016. The collective agreement has now been ratified and all CBA increases are incorporated into budget documentation.
- In order to align the operations of the College to meet ongoing fiscal restraint, the College will continue with vacancy management, where appropriate. Emphasis will also continue on expenditure reduction and seeking opportunities to work with partners to find efficiencies.
- Revenue generation from non-traditional sources has been adjusted down from prior years to reflect the impact of COVID-19. We expect that contract revenue included in the current budget will proceed. However, contract training opportunities remain heavily dependent upon responses to the pandemic, and on outbreak scenarios.
- Educational impacts of COVID-19 have included decreased class sizes as well as fewer program offerings at most institutions. However, instructional costs are expected to see a significant increase, due to increased training and learning adaptations. If things progress positively with provincial pandemic responses, there is a chance that enrollment could increase, along with contract training opportunities. We will continue to work closely with our sector partners to monitor the educational environment.
- In the short-term, College reserves will help the institution to navigate this challenging time.

Part 2: FINANCIAL IMPACTS OF IDENTIFIABLE RISKS

- Over the last several years, the College has been actively working with regional First Nation communities to provide skills-training programs. However, limited program funding 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 in partnership with the Punnichy Community High School is completely dependent upon funding through agencies, such as Aboriginal Affairs and Northern Development Canada (AANDC) and the Horizon School Division. Some of the carry-forward funds for the Skills Training Allocation are being utilized to develop these partnerships.

- The 2020-2021 program plan anticipates an administrative recovery of \$41,975 from cost-recovery programming through partnerships with business, industry, and First Nation communities.
- Anticipated K-12, ABE-focused grant funds from our school division partners remains highly variable (i.e. targeted at \$125,500 in 2020-2021) and is dependent upon eligible registrants as at September 30, 2020. While this amount was budgeted at \$169,500 in 2019-2020, responding to the pandemic's impacts may mean that class sizes will be smaller, resulting in reduced (estimated) revenue in this area.
- HR represents the largest single budget item. Vacancy management will continue, where possible, while ensuring that impacts to students are mitigated.
- As the College incorporates an increased focus on entrepreneurial revenue generation through a variety of means, staff training will be necessary. We anticipate training costs to increase to support succession planning, where feasible, and increased, cross-functional team approaches.

Part 3: SURPLUS UTILIZATION/DEFICIT MANAGEMENT PLAN

Unearned, or deferred, revenues are expected to be \$425,000 at June 30, 2020. At the end of the 2020-2021 fiscal year, these funds are expected to remain static, as COVID-19 will primarily impact programming.

| SCHEDULE OF DEFERRED / UNEARNED REVENUE | |
|---|----------------------|
| Details | First Nation Funding |
| Estimated Balance July 1, 2020 | \$425,000 |
| 2020-2021 Budget | \$97,700 |
| 2020-2021 Projected Expenditures | <\$172,700> |
| Estimated Balance July 1, 2021 | \$300,000 |

Funds remaining in deferred revenue are used on a revolving basis, so the balance will change from year-to-year depending on program partnerships.

The unrestricted operating surplus, as of June 30, 2019, is at \$422,658. While this amount is higher than the 3% target, the College will be utilizing these funds to manage unanticipated impacts arising from the pandemic; having reserves available during these uncertain times is a positive. As the year progresses, results will be monitored quarterly and forecasts adjusted, as necessary. We also remain cognizant of the fact that the Colleges will need to contribute to a new Enterprise Resource Planning and/or Student Information System and will do our best to utilize reserves so as to minimize impact elsewhere. If the year progresses positively and the impacts of COVID-19 are not as deep as expected, excess funds will be targeted towards the ERP system.

By June 30, 2020, the balance of this fund is expected to be at \$400,963. While this is higher than the Ministry target of 3%, note that \$97,270 of this balance is expected to be utilized in 2020-2021 to maintain current program and staffing levels that will minimize impacts on students. Funds above the 3% may be targeted towards major expenditures over the next two-to-three years such as equipment, vehicles and/or software as noted in the following schedule. Once the actual, audited statements for the 2019-2020 fiscal year are determined, the College will provide a recommendation to the Board if excess funds need to be targeted or should remain available for general operational use.

Carlton Trail College
Projected Schedule of Accumulated Surplus
June 30, 2021

| Internally Restricted Operating Surplus | Statement of Purpose | Amount | Time Frame | June 30, 2020 Forecast |
|--|---|---------|--|------------------------|
| Capital Projects: | | | | |
| There are currently no capital projects under consideration. | | | | - |
| Other: | | | | |
| Information Technology | These funds are for costs associated with server replacement, IT infrastructure, equipment replacement, etc. | 119,764 | A portion of these funds may be repurposed towards a new ERP system, a provincial initiative with other post-secondary partners. | 119,764 |
| Accounting software upgrades and enhancements | The software was updated in 2017/18 and the College opted not purchase the full package, preferring maneuverability for add-ons or a future upgrade in the future. One option being investigated is moving to electronic files. The software packages being looked at would work with the accounting software package and also be available for student records and college administration documents. | 30,273 | Add-ons to the current software suite are under consideration, but we will await outcome of the ERP work to determine if they are necessary. | 30,273 |
| Inventory Software | Currently, the College is tracking assets via a cloud-based software called WASP. | 25,000 | If needed, funds may be re-purposed towards the planned ERP. | - |
| Student Information System | The current Student Information System is at the end of its life cycle. The expectation is that all Colleges will need to contribute funds towards an appropriate platform. | 75,000 | Funding for planned ERP system; funds will be utilized when ERP solution is approved. | - |

| | | | | |
|---|---|---------|---|---------|
| Online Registration/Content Management System | The College would like to invest in a platform to comprehensively manage student recruitment. A robust content management system may also allow the College to better track relationships with business, industry and other regional stakeholders. | 50,000 | These funds will be re purposed towards the new ERP system. | - |
| Learning Enhanced Technology | Smart boards, video conferencing, technology to aid in the classroom. | 18,617 | Funds needed to replace smart boards as they become obsolete or are not repairable. | 18,617 |
| Professional Development | 1% of staff salary placed into a reserve to provide training. Each employee can accrue up to three years of PD. | 61,832 | Funds are in and out on a revolving basis so this will never get to zero | 61,832 |
| Vehicles | The College sets aside \$15,000 per year for the replacement of College vehicles. The College currently owns eight 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 in 2020/21. | 173,684 | Funds are in and out on a revolving basis so this will never get to zero. Expect to replace two units in 2020/21 at a cost of approximately \$75,000. | 113,684 |
| Scholarship - BHP | The College administers a scholarship fund for BHP. Each year the College receives \$65,000 from BHP to be awarded to individuals from local high schools within a set radius of BHP Jansen project. Any funds not used are kept in a separate reserve and bank account that collects interest. A plan is in place with BHP to utilize carry forward funds. | 103,526 | Funds are in and out on a revolving basis so this will never get to zero. | 103,526 |

| | | | | |
|--|---|---------|--|---------|
| Scholarship - Saskatchewan Innovation and Opportunity | College-generated scholarship funds along with matching funds from the Ministry. | 91,252 | Funds are in and out on a revolving basis so this will never get to zero. | 81,212 |
| Learner Support Costs: | | | | |
| Programming: | | | | |
| English as a Subsequent 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 are accessed. The demand shifts based on a variety of factors such as local economy and its impact on immigration, which triggers training needs. | 74,103 | Programming was impacted by the pandemic for the last quarter of 2019/20. If 2020/21 progresses positively, additional programming can be implemented during the year. | 61,548 |
| Skills Training Allocation | It was not anticipated to have carry forward funds, however, the change in funding model did result in a carry-over. Having a small amount of funds available helps the College with partnerships such as with First Nation Bands. We are able to react quickly to Band needs and a small amount of College funds can be the difference in training proceeding. COVID-19 did impact plans to utilize some reserves in 2019/20 as planned. | 298,664 | Decreased enrollments and higher costs due to pandemic is impacting our offerings. If 2020/21 progresses positively, additional programming may be adjusted during the year. | 183,134 |
| Adult Basic Education | The provincial direction to not utilize reserves, plus the fact that the College received higher than anticipated funding for students under 22, led to this reserve not being utilized as expected. | 54,410 | The drop in the enrollment levels will impact the number of students the College receives under 22 funding for. This means that we will need to utilize these funds to help offset the impact. | 21,885 |
| Adult Basic Education - Essential Skills for the Workplace | The College had planned to run two additional programs in 2019/20, however these were cancelled due to the pandemic. | 139,656 | Depending what happens with COVID-19, the College does have plans for additional programming that may proceed which would utilize more of this funding. | 114,791 |

| | | | | |
|--|--|--------------------|---|--------------------|
| 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 these funds will be fully utilized by June 2020. | 144,795 | With the impact of Covid on class sizes we are expecting less students and higher costs which will impact under 22 funding and instructional costs. | - |
| Total Internally Restricted | | \$1,460,576 | | \$910,266 |
| | | | | |
| Unrestricted Operating Surplus | | \$400,963 | | \$356,428 |
| | | | | |
| Accumulated Surplus from Operations | | \$1,861,539 | | \$1,266,694 |

APPENDIX A

Financial Statements and Schedules

Statement 1

 Carlton Trail College
 Projected Statement of Financial Position
 as at June 30, 2021

| | Forecast June 30 2022 | Budget June 30 2021 | Budget June 30 2020 | Forecast June 30 2020 | Actual June 30 2019 |
|---|-----------------------------|---------------------------|---------------------------|-----------------------------|---------------------------|
| Financial Assets | | | | | |
| Cash and cash equivalents | \$ - | \$ 1,898,201 | \$ 1,695,717 | \$ 2,553,546 | \$ 2,475,406 |
| Accounts receivable | - | 150,000 | 175,000 | 175,000 | 304,500 |
| Inventories for resale | - | 25,000 | 20,000 | 37,500 | 40,207 |
| Portfolio investments | - | - | - | - | - |
| Total Financial Assets | - | 2,073,201 | 1,890,717 | 2,766,046 | 2,820,113 |
| Liabilities | | | | | |
| Accrued salaries and benefits | - | 200,000 | 180,000 | 200,000 | 224,908 |
| Accounts payable and accrued liabilities | - | 190,000 | 190,000 | 150,000 | 169,368 |
| Deferred revenue | - | 300,000 | 75,000 | 425,000 | 385,967 |
| Liability for employee future benefits | - | 165,000 | 175,000 | 175,000 | 169,300 |
| Long-term debt | - | - | - | - | - |
| Total Financial Assets | - | 855,000 | 620,000 | 950,000 | 949,543 |
| Net Financial Assets (Net Debt) | - | 1,218,201 | 1,270,717 | 1,816,046 | 1,870,570 |
| Non-Financial Assets | | | | | |
| Tangible capital assets | - | 3,964,188 | 3,986,533 | 3,967,338 | 4,196,933 |
| Inventory of supplies for consumption | - | - | - | - | - |
| Prepaid expenses | - | 55,000 | 25,000 | 60,000 | 76,181 |
| Total Non-Financial Assets | - | 4,019,188 | 4,011,533 | 4,027,338 | 4,273,114 |
| Accumulated Surplus | \$ - | \$ 5,237,389 | \$ 5,282,250 | \$ 5,843,384 | \$ 6,143,684 |
| Accumulated Surplus is comprised of: | | | | | |
| Accumulated surplus from operations | \$ - | \$ 5,237,389 | \$ 5,282,250 | \$ 5,843,384 | \$ 6,143,684 |
| Total Accumulated Surplus | \$ - | \$ 5,237,389 | \$ 5,282,250 | \$ 5,843,384 | \$ 6,143,684 |

Statement 2

Carlton Trail College
Projected Statement of Operations and Accumulated Surplus (Deficit)
for the year ended June 30, 2021

| | 2022 Estimated | 2021 Budget | 2020 Budget | 2020 Forecast | 2019 Actual |
|--|-------------------|---------------------|------------------|------------------|------------------|
| Revenues (Schedule 2) | | | | | |
| Provincial government | | | | | |
| Grants | \$ | \$ 4,516,900 | \$ 4,343,900 | \$4,234,740 | \$4,532,650 |
| Other | - | 234,300 | 276,500 | 761,645 | 458,196 |
| Federal government | | | | | |
| Grants | - | 243,000 | 273,090 | 273,090 | 233,626 |
| Other | - | - | - | - | - |
| Other revenue | | | | | |
| Administrative recoveries | - | 10,100 | 10,100 | 10,400 | 13,176 |
| Contracts | - | 360,700 | 474,700 | 506,150 | 272,617 |
| Interest | - | 45,360 | 33,420 | 51,420 | 53,944 |
| Rents | - | 6,500 | 500 | 400 | 625 |
| Resale items | - | 40,950 | 119,940 | 71,195 | 104,978 |
| Tuition | - | 732,740 | 903,055 | 637,635 | 710,348 |
| Donations | - | 82,500 | 80,000 | 78,000 | 165,831 |
| Other | - | 21,350 | 21,450 | 25,970 | 46,566 |
| Total revenues | - | 6,294,400 | 6,536,655 | 6,650,645 | 6,592,557 |
| Expenses (Schedule 3) | | | | | |
| General | - | 2,748,200 | 2,698,115 | 2,642,590 | 2,890,299 |
| Skills training | - | 2,099,540 | 2,425,165 | 2,414,125 | 2,076,839 |
| Basic education | - | 1,689,285 | 1,648,270 | 1,507,280 | 1,358,760 |
| Services | - | 258,370 | 262,655 | 252,450 | 298,165 |
| Scholarships | - | 105,000 | 105,000 | 134,500 | 126,000 |
| Total expenses | - | 6,900,395 | 7,139,205 | 6,950,945 | 6,750,063 |
| Surplus (Deficit) for the Year from Operations | - | (605,995) | (602,550) | (300,300) | (157,506) |
| Accumulated Surplus (Deficit), Beginning of Year | 5,282,250 | 5,843,384 | 5,884,800 | 6,143,684 | 6,301,190 |
| Accumulated Surplus (Deficit), End of Year | \$ 5,282,250 | \$ 5,237,389 | \$ 5,282,250 | \$5,843,384 | \$6,143,684 |

Statement 3

Carlton Trail College
Projected Statement of Changes in Net Financial Assets (Net Debt)
as at June 30, 2021

| | 2021 Budget | 2020 Budget | 2020 Forecast | 2019 Actual |
|---|---------------------|---------------------|---------------------|---------------------|
| Net Financial Assets (Net Debt), Beginning of Year | \$ 1,816,046 | \$ 1,633,847 | \$ 1,870,570 | \$ 1,994,403 |
| Surplus (Deficit) for the Year from Operations | (605,995) | (602,550) | (300,300) | (157,506) |
| Acquisition of tangible capital assets | (275,000) | (42,000) | (42,000) | (166,305) |
| Proceeds on disposal of tangible capital assets | - | - | - | 15,810 |
| Net loss (gain) on disposal of tangible capital assets | - | - | - | (15,810) |
| Write-down of tangible capital assets | - | - | - | - |
| Amortization of tangible capital assets | 278,150 | 276,420 | 271,595 | 250,255 |
| Acquisition of inventory of supplies for consumption | - | - | - | - |
| Acquisition (use) of prepaid expenses | (130,000) | (130,000) | (100,000) | (50,277) |
| Consumption of supplies inventory | - | - | - | - |
| Use of prepaid expenses | 135,000 | 135,000 | 116,181 | - |
| Change in Net Financial Assets (Net Debt) | (597,845) | (363,130) | (54,524) | (123,833) |
| Net Financial Assets (Net Debt), End of Year | \$ 1,218,201 | \$ 1,270,717 | \$ 1,816,046 | \$ 1,870,570 |

Statement 4

Carlton Trail College
Projected Statement of Cash Flows
for the year ended June 30, 2021

| | Budget 2021 | Budget 2020 | Forecast 2020 | Actual 2019 |
|---|--------------------|--------------------|--------------------|---------------------|
| Operating Activities | | | | |
| Surplus (deficit) for the year from operations | \$ (605,995) | \$ (602,550) | \$ (300,300) | \$ (157,506) |
| Non-cash items included in surplus (deficit) | | | | |
| Amortization of tangible capital assets | 278,150 | 276,420 | 271,595 | 250,255 |
| Net (gain) loss on disposal of tangible capital assets | - | - | - | (15,810) |
| Write-down of tangible capital assets | - | - | - | - |
| Changes in non-cash working capital | | | | |
| Decrease (increase) in accounts receivable | 25,000 | (25,000) | 129,500 | 325,120 |
| Decrease (increase) in inventories for resale | 12,500 | 5,000 | 2,707 | (4,759) |
| Increase (decrease) in accrued salaries and benefits | - | (20,000) | (24,908) | (679) |
| Increase (decrease) in accounts payable and accrued liabilities | 40,000 | - | (19,368) | 6,348 |
| Increase (decrease) in deferred revenue | (125,000) | 25,000 | 39,033 | 168,589 |
| Increase (Decrease) in Liability for Employee Future Benefits | (10,000) | 10,000 | 5,700 | 6,600 |
| Decrease (increase) in inventory of supplies for consumption | - | - | - | - |
| Decrease (increase) in prepaid expenses | 5,000 | 5,000 | 16,181 | (50,277) |
| Cash Provided (Used) by Operating Activities | (380,345) | (326,130) | 120,140 | 527,881 |
| Capital Activities | | | | |
| Cash used to acquire tangible capital assets | (275,000) | (42,000) | (42,000) | (166,305) |
| Proceeds on disposal of tangible capital assets | - | - | - | 15,810 |
| Cash Provided (Used) by Capital Activities | (275,000) | (42,000) | (42,000) | (150,495) |
| Increase (Decrease) in Cash and Cash equivalents | (655,345) | (368,130) | 78,140 | 377,386 |
| Cash and Cash Equivalents, Beginning of Year | 2,553,546 | 2,063,847 | 2,475,406 | 2,098,020 |
| Cash and Cash Equivalents, End of Year | \$1,898,201 | \$1,695,717 | \$2,553,546 | \$ 2,475,406 |
| Represented on the Financial Statements as: | | | | |
| Cash and cash equivalents | \$1,898,201 | \$1,695,717 | \$2,553,546 | \$ 2,475,406 |
| Cash and Cash Equivalents, End of Year | \$1,898,201 | \$1,695,717 | \$2,553,546 | \$ 2,475,406 |

Carlton Trail College
Projected Schedule of Revenues and Expenses by Function
for the year ended June 30, 2021

| | 2021 Forecast | | | | | | | | 2021 | 2020 | 2020 | 2019 |
|---------------------------------------|---------------------|------------------|------------------|---------------------|-------------------|--------------------|---------------------|--------------------|---------------------|---------------------|---------------------|---------------------|
| | General | Skills Training | | Basic Education | | Services | | Scholarships | Budget | Budget | Forecast | Actual |
| | | Credit | Non-credit | Credit | Non-credit | Learner Support | Counsel | | | | | |
| Revenues (Schedule 2) | | | | | | | | | | | | |
| Provincial government | \$ 2,541,700 | \$ 1,107,000 | \$ - | \$ 683,760 | \$ 418,740 | \$ - | \$ - | \$ - | \$ 4,751,200 | \$ 4,620,400 | \$ 4,996,385 | \$ 4,990,846 |
| Federal government | - | - | - | - | 243,000 | - | - | - | 243,000 | 273,090 | 273,090 | 233,626 |
| Other | 53,600 | 827,290 | 204,650 | 70,205 | 41,995 | 7,500 | - | 94,960 | 1,300,200 | 1,643,165 | 1,381,170 | 1,368,085 |
| Total Revenues | 2,595,300 | 1,934,290 | 204,650 | 753,965 | 703,735 | 7,500 | - | 94,960 | 6,294,400 | 6,536,655 | 6,650,645 | 6,592,557 |
| Expenses (Schedule 3) | | | | | | | | | | | | |
| Agency contracts | - | 460,975 | 62,750 | - | 63,540 | - | - | - | 587,265 | 727,125 | 818,055 | 691,266 |
| Amortization | 278,150 | - | - | - | - | - | - | - | 278,150 | 276,420 | 271,595 | 250,255 |
| Equipment | 12,415 | 24,305 | 60,000 | 53,820 | 28,965 | - | 650 | - | 180,155 | 141,350 | 137,655 | 199,356 |
| Facilities | 107,970 | 131,005 | 2,000 | 80,155 | 9,500 | - | - | - | 330,630 | 294,385 | 337,420 | 281,216 |
| Information technology | 67,475 | 3,000 | - | 14,200 | 1,025 | 6,500 | 300 | - | 92,500 | 89,950 | 97,955 | 133,454 |
| Operating | 409,650 | 149,590 | 18,240 | 73,200 | 123,595 | 4,875 | 13,300 | 105,000 | 897,450 | 1,017,700 | 890,265 | 974,913 |
| Personal services | 1,872,540 | 1,156,015 | 31,660 | 759,785 | 481,500 | 75,060 | 157,685 | - | 4,534,245 | 4,592,275 | 4,398,000 | 4,219,603 |
| Total Expenses | 2,748,200 | 1,924,890 | 174,650 | 981,160 | 708,125 | 86,435 | 171,935 | 105,000 | 6,900,395 | 7,139,205 | 6,950,945 | 6,750,063 |
| Surplus (Deficit) for the year | \$ (152,900) | \$ 9,400 | \$ 30,000 | \$ (227,195) | \$ (4,390) | \$ (78,935) | \$ (171,935) | \$ (10,040) | \$ (605,995) | \$ (602,550) | \$ (300,300) | \$ (157,506) |

Carlton Trail College
Projected Schedule of Revenues by Function
for the year ended June 30, 2021

| | 2021 Projected Revenues | | | | | | | Scholarships | 2021 | 2020 | 2020 | 2019 |
|--------------------------------|-------------------------|---------------------|-------------------|-------------------|-------------------|-----------------|-------------|------------------|---------------------|---------------------|---------------------|---------------------|
| | General | Skills Training | | Basic Education | | Services | | | Total | Total | Total | Total |
| | | Credit | Non-credit | Credit | Non-credit | Learner Support | Counsel | | Revenues Budget | Revenues Budget | Revenues Forecast | Revenues Actual |
| Provincial Government | | | | | | | | | | | | |
| Advanced Education/ Economy | | | | | | | | | | | | |
| Operating grants | \$ 2,517,900 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 2,517,900 | \$ 2,337,400 | \$ 2,406,800 | \$ 2,373,400 |
| Program grants | - | 1,000,000 | - | 558,260 | 418,740 | - | - | - | 1,977,000 | 1,977,000 | 1,798,440 | 2,137,250 |
| Capital grants | 22,000 | - | - | - | - | - | - | - | 22,000 | 29,500 | 29,500 | 22,000 |
| | 2,539,900 | 1,000,000 | - | 558,260 | 418,740 | - | - | - | 4,516,900 | 4,343,900 | 4,234,740 | 4,532,650 |
| Contracts | - | - | - | - | - | - | - | - | - | - | 157,235 | 105,464 |
| Other | 1,800 | - | - | - | - | - | - | - | 1,800 | - | 3,700 | 1,800 |
| | 2,541,700 | 1,000,000 | - | 558,260 | 418,740 | - | - | - | 4,518,700 | 4,343,900 | 4,395,675 | 4,639,914 |
| Other provincial | - | 107,000 | - | 125,500 | - | - | - | - | 232,500 | 276,500 | 600,710 | 350,932 |
| Total Provincial | 2,541,700 | 1,107,000 | - | 683,760 | 418,740 | - | - | - | 4,751,200 | 4,620,400 | 4,996,385 | 4,990,846 |
| Federal Government | | | | | | | | | | | | |
| Operating grants | - | - | - | - | - | - | - | - | - | - | - | - |
| Program grants | - | - | - | - | 243,000 | - | - | - | 243,000 | 273,090 | 273,090 | 233,626 |
| Capital grants | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | 243,000 | - | - | - | 243,000 | 273,090 | 273,090 | 233,626 |
| Other Federal | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Federal | - | - | - | - | 243,000 | - | - | - | 243,000 | 273,090 | 273,090 | 233,626 |
| Other Revenue | | | | | | | | | | | | |
| Admin recovery | 1,000 | - | - | - | - | - | - | 9,100 | 10,100 | 10,100 | 10,400 | 13,176 |
| Contracts | - | 248,000 | 15,000 | 55,705 | 41,995 | - | - | - | 360,700 | 474,700 | 506,150 | 272,617 |
| Interest | 42,000 | - | - | - | - | - | - | 3,360 | 45,360 | 33,420 | 51,420 | 53,944 |
| Rents | 6,500 | - | - | - | - | - | - | - | 6,500 | 500 | 400 | 625 |
| Resale items | - | 33,550 | 7,400 | - | - | - | - | - | 40,950 | 119,940 | 71,195 | 104,978 |
| Tuitions | - | 542,990 | 182,250 | - | - | 7,500 | - | - | 732,740 | 903,055 | 637,635 | 710,348 |
| Donations | - | - | - | - | - | - | - | 82,500 | 82,500 | 80,000 | 78,000 | 165,831 |
| Other | 4,100 | 2,750 | - | 14,500 | - | - | - | - | 21,350 | 21,450 | 25,970 | 46,566 |
| Total Other | 53,600 | 827,290 | 204,650 | 70,205 | 41,995 | 7,500 | - | 94,960 | 1,300,200 | 1,643,165 | 1,381,170 | 1,368,085 |
| Total Revenues | \$ 2,595,300 | \$ 1,934,290 | \$ 204,650 | \$ 753,965 | \$ 703,735 | \$ 7,500 | \$ - | \$ 94,960 | \$ 6,294,400 | \$ 6,536,655 | \$ 6,650,645 | \$ 6,592,557 |

Carlton Trail College
Projected Schedule of Expenses by Function
for the year ended June 30, 2021

Schedule 3

| | 2021 Projected Expenses | | | | | | | 2021 Total Expenses Budget | 2020 Total Expenses Budget | 2020 Total Expenses Forecast | 2019 Total Expenses Actual | |
|-------------------------------|-------------------------|-----------------|------------|-----------------|------------|--------------------|------------|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|--------------|
| | General (Schedule 4) | Skills Training | | Basic Education | | Services | | | | | | Scholarships |
| | | Credit | Non-credit | Credit | Non-credit | Learner Support | Counsel | | | | | |
| Agency Contracts | | | | | | | | | | | | |
| Contracts | \$ - | \$ 460,975 | \$ 62,750 | \$ - | \$ 63,540 | \$ - | \$ - | \$ - | \$ 587,265 | \$ 727,125 | \$ 818,055 | \$ 691,016 |
| Instructors | - | - | - | - | - | - | - | - | - | - | - | 250 |
| | - | 460,975 | 62,750 | - | 63,540 | - | - | - | 587,265 | 727,125 | 818,055 | 691,266 |
| Amortization | 278,150 | - | - | - | - | - | - | - | 278,150 | 276,420 | 271,595 | 250,255 |
| Equipment | | | | | | | | | | | | |
| Equipment (non-capital) | 9,750 | 9,850 | - | 38,125 | 6,700 | - | - | - | 64,425 | 27,075 | 29,950 | 117,461 |
| Rental | 19,020 | 805 | 60,000 | 4,800 | 2,155 | - | - | - | 86,780 | 86,635 | 75,825 | 52,126 |
| Repairs and maintenance | 27,700 | 300 | - | - | 300 | - | 650 | - | 28,950 | 27,640 | 33,220 | 29,769 |
| Vehicle Expense Allocation | (44,055) | 13,350 | - | 10,895 | 19,810 | - | - | - | - | - | (1,340) | - |
| | 12,415 | 24,305 | 60,000 | 53,820 | 28,965 | - | 650 | - | 180,155 | 141,350 | 137,655 | 199,356 |
| Facilities | | | | | | | | | | | | |
| Building supplies | 1,700 | 5,725 | - | 2,865 | - | - | - | - | 10,290 | 6,015 | 8,065 | 5,854 |
| Grounds | 3,200 | 800 | - | 500 | - | - | - | - | 4,500 | 4,500 | 6,700 | 4,799 |
| Janitorial | 20,950 | 31,850 | - | 24,650 | - | - | - | - | 77,450 | 50,700 | 60,100 | 55,138 |
| Rental | 65,400 | 71,700 | 2,000 | 46,700 | 9,500 | - | - | - | 195,300 | 190,180 | 205,605 | 172,299 |
| Repairs & maintenance buildin | 8,000 | 5,050 | - | 700 | - | - | - | - | 13,750 | 13,750 | 23,970 | 11,320 |
| Utilities | 5,420 | 13,900 | - | 4,200 | - | - | - | - | 23,520 | 23,420 | 27,100 | 27,213 |
| Security & Alarm systems | 3,300 | 1,980 | - | 540 | - | - | - | - | 5,820 | 5,820 | 5,880 | 4,593 |
| | 107,970 | 131,005 | 2,000 | 80,155 | 9,500 | - | - | - | 330,630 | 294,385 | 337,420 | 281,216 |
| Information Technology | | | | | | | | | | | | |
| Computer services | 37,635 | - | - | - | - | 6,500 | - | - | 44,135 | 39,335 | 46,015 | 89,828 |
| Data communications | 2,410 | - | - | - | - | - | - | - | 2,410 | 2,410 | 660 | 5,046 |
| Equipment (non-capital) | 2,000 | - | - | 14,000 | - | - | - | - | 16,000 | 17,000 | 19,120 | 5,383 |
| Materials & supplies | 2,750 | 2,100 | - | 200 | 1,025 | - | - | - | 6,075 | 6,075 | 3,830 | 2,114 |
| Rental | 1,310 | - | - | - | - | - | - | - | 1,310 | 1,310 | 1,285 | 1,285 |
| Repairs & maintenance | - | 400 | - | - | - | - | - | - | 400 | 400 | 400 | - |
| Software (non-capital) | 21,370 | 500 | - | - | - | - | 300 | - | 22,170 | 23,420 | 26,645 | 29,798 |
| | 67,475 | 3,000 | - | 14,200 | 1,025 | 6,500 | 300 | - | 92,500 | 89,950 | 97,955 | 133,454 |
| Operating | | | | | | | | | | | | |
| Advertising | 46,675 | 10,900 | 500 | 6,500 | 8,375 | - | - | - | 72,950 | 69,155 | 68,230 | 64,470 |
| Association fees & dues | 19,725 | 925 | - | - | 440 | - | - | - | 21,090 | 19,900 | 21,315 | 8,768 |
| Bad debts | - | - | - | - | - | - | - | - | - | - | 8,625 | - |
| Financial services | 10,700 | - | - | - | - | - | - | - | 10,700 | 10,700 | 10,700 | 10,809 |
| In-service (includes PD) | 37,650 | - | - | 1,500 | 2,740 | - | 1,350 | - | 43,240 | 47,800 | 31,445 | 46,755 |
| Insurance | 53,935 | - | 950 | - | - | - | - | - | 54,885 | 49,760 | 49,010 | 46,994 |
| Materials & supplies | 17,300 | 60,925 | 1,400 | 43,410 | 69,180 | 3,000 | - | - | 195,215 | 248,630 | 212,080 | 263,440 |
| Postage, freight & courier | 14,470 | 1,300 | - | 30 | - | - | - | - | 15,800 | 16,300 | 16,690 | 15,213 |
| Printing & copying | 31,415 | 1,100 | - | 680 | 1,150 | - | - | - | 34,345 | 34,095 | 30,910 | 30,528 |
| Professional services | 53,040 | - | - | - | 2,000 | - | 2,500 | - | 57,540 | 57,040 | 30,150 | 66,530 |
| Resale items | - | 30,470 | 7,340 | - | - | - | - | - | 37,810 | 115,475 | 79,320 | 108,520 |
| Subscriptions | 5,010 | 500 | - | 50 | - | - | - | - | 5,560 | 5,400 | 5,250 | 2,669 |
| Telephone & fax | 43,050 | 16,065 | - | 5,460 | 1,850 | - | 3,600 | - | 70,025 | 58,075 | 63,660 | 59,291 |
| Travel | 69,580 | 18,155 | 7,650 | 4,025 | 29,090 | 1,875 | 5,850 | - | 136,225 | 140,575 | 90,980 | 88,851 |
| Other | 7,100 | 9,250 | 400 | 11,545 | 8,770 | - | - | 105,000 | 142,065 | 144,795 | 171,900 | 162,075 |
| | 409,650 | 149,590 | 18,240 | 73,200 | 123,595 | 4,875 | 13,300 | 105,000 | 897,450 | 1,017,700 | 890,265 | 974,913 |
| Personal Services | | | | | | | | | | | | |
| Employee benefits | 308,720 | 145,525 | 5,010 | 88,575 | 77,235 | 13,285 | 24,540 | - | 662,890 | 714,290 | 666,370 | 596,458 |
| Honoraria | 30,150 | 400 | - | 1,400 | 1,400 | - | - | - | 33,350 | 32,350 | 21,700 | 25,295 |
| Salaries | 1,533,670 | 1,010,090 | 26,650 | 669,810 | 402,865 | 61,775 | 133,145 | - | 3,838,005 | 3,845,635 | 3,709,930 | 3,597,850 |
| Other | - | - | - | - | - | - | - | - | - | - | - | - |
| | 1,872,540 | 1,156,015 | 31,660 | 759,785 | 481,500 | 75,060 | 157,685 | - | 4,534,245 | 4,592,275 | 4,398,000 | 4,219,603 |
| Total Expenses | \$ 2,748,200 | \$ 1,924,890 | \$ 174,650 | \$ 981,160 | \$ 708,125 | \$ 86,435 | \$ 171,935 | \$ 105,000 | \$ 6,900,395 | \$ 7,139,205 | \$ 6,950,945 | \$ 6,750,063 |

Schedule 4

Carlton Trail College
Projected Schedule of General Expenses by Functional Area
for the year ended June 30, 2021

| | 2021 Projected General | | | | 2021 | 2020 | 2020 | 2019 |
|---------------------------------|------------------------|------------------------------|--------------------------|------------------------|----------------------|----------------------|------------------------|----------------------|
| | Governance | Operating and Administration | Facilities and Equipment | Information Technology | Total General Budget | Total General Budget | Total General Forecast | Total General Actual |
| Agency Contracts | | | | | | | | |
| Contracts | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Instructors | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - |
| Amortization | - | - | 278,150 | - | 278,150 | 276,420 | 271,595 | 250,255 |
| Equipment | | | | | | | | |
| Equipment (non-capital) | 1,000 | 8,250 | - | 500 | 9,750 | 11,950 | 10,765 | 69,083 |
| Rental | - | 19,020 | - | - | 19,020 | 19,290 | 18,840 | 17,937 |
| Repairs and maintenance | - | 27,700 | - | - | 27,700 | (14,300) | 27,555 | 25,804 |
| Vehicle Expense Allocation | - | (44,055) | - | - | (44,055) | - | (40,800) | (48,481) |
| | 1,000 | 10,915 | - | 500 | 12,415 | 16,940 | 16,360 | 64,343 |
| Facilities | | | | | | | | |
| Building supplies | - | 1,700 | - | - | 1,700 | 1,800 | 5,000 | 2,810 |
| Grounds | - | 3,200 | - | - | 3,200 | 3,200 | 5,250 | 3,539 |
| Janitorial | - | 20,950 | - | - | 20,950 | 20,950 | 24,800 | 24,117 |
| Rental | 1,600 | 63,800 | - | - | 65,400 | 61,500 | 65,860 | 55,015 |
| Repairs & maintenance building: | - | 8,000 | - | - | 8,000 | 8,000 | 11,100 | 5,855 |
| Utilities | - | 5,420 | - | - | 5,420 | 5,320 | 9,000 | 7,981 |
| Security & Alarm Systems | - | 3,300 | - | - | 3,300 | 3,300 | 3,360 | 3,102 |
| | 1,600 | 106,370 | - | - | 107,970 | 104,070 | 124,370 | 102,419 |
| Information Technology | | | | | | | | |
| Computer services | - | 16,815 | - | 20,820 | 37,635 | 32,835 | 39,515 | 82,232 |
| Data communications | - | 660 | - | 1,750 | 2,410 | 2,410 | 660 | 5,046 |
| Equipment (non-capital) | - | 1,250 | - | 750 | 2,000 | 2,000 | 8,350 | 4,382 |
| Materials & supplies | - | 1,250 | - | 1,500 | 2,750 | 2,750 | 1,650 | 2,009 |
| Rental | - | 1,310 | - | - | 1,310 | 1,310 | 1,285 | 1,285 |
| Repairs & maintenance | - | - | - | - | - | - | - | - |
| Software (non-capital) | - | 4,450 | - | 16,920 | 21,370 | 21,570 | 24,860 | 27,744 |
| | - | 25,735 | - | 41,740 | 67,475 | 62,875 | 76,320 | 122,698 |
| Operating | | | | | | | | |
| Advertising | 350 | 46,325 | - | - | 46,675 | 46,025 | 38,350 | 44,305 |
| Association fees & dues | 12,000 | 7,725 | - | - | 19,725 | 18,335 | 18,645 | 8,138 |
| Bad debts | - | - | - | - | - | - | 8,625 | - |
| Financial services | - | 10,700 | - | - | 10,700 | 10,700 | 10,700 | 10,788 |
| In-service (includes PD) | 12,550 | 24,600 | - | 500 | 37,650 | 41,250 | 26,370 | 43,022 |
| Insurance | - | 49,435 | - | 4,500 | 53,935 | 48,810 | 48,810 | 46,994 |
| Materials & supplies | 1,000 | 16,300 | - | - | 17,300 | 18,400 | 19,160 | 15,043 |
| Postage, freight & courier | - | 14,470 | - | - | 14,470 | 14,470 | 13,570 | 13,227 |
| Printing & copying | - | 30,415 | - | 1,000 | 31,415 | 30,915 | 29,045 | 28,941 |
| Professional services | 15,000 | 38,040 | - | - | 53,040 | 44,540 | 29,150 | 65,193 |
| Resale items | - | - | - | - | - | - | - | - |
| Subscriptions | - | 5,010 | - | - | 5,010 | 4,850 | 4,700 | 2,669 |
| Telephone & fax | - | 41,250 | - | 1,800 | 43,050 | 43,950 | 44,170 | 42,085 |
| Travel | 33,405 | 34,975 | - | 1,200 | 69,580 | 68,805 | 38,505 | 45,556 |
| Other | 2,000 | 5,100 | - | - | 7,100 | 5,500 | 4,350 | 6,923 |
| | 76,305 | 324,345 | - | 9,000 | 409,650 | 396,550 | 334,150 | 372,884 |
| Personal Services | | | | | | | | |
| Employee benefits | 1,500 | 280,555 | - | 26,665 | 308,720 | 318,270 | 311,305 | 324,116 |
| Honoraria | 30,150 | - | - | - | 30,150 | 30,150 | 20,000 | 24,050 |
| Salaries | - | 1,387,820 | - | 145,850 | 1,533,670 | 1,492,840 | 1,488,490 | 1,629,534 |
| Other | - | - | - | - | - | - | - | - |
| | 31,650 | 1,668,375 | - | 172,515 | 1,872,540 | 1,841,260 | 1,819,795 | 1,977,700 |
| Total General Expenses | \$ 110,555 | \$ 2,135,740 | \$ 278,150 | \$ 223,755 | \$ 2,748,200 | \$ 2,698,115 | \$ 2,642,590 | \$ 2,890,299 |

Schedule 5

Carlton Trail College
Projected Schedule of Accumulated Surplus
for the year ended June 30, 2021

| | June 30 2019 Actual | June 30 2020 Budget | June 30 2020 Forecast | Additions During the Year | Reductions During the Year | June 30 2021 Budget | June 30 2022 Estimated |
|--|---------------------------|---------------------------|-----------------------------|---------------------------------|----------------------------------|---------------------------|------------------------------|
| Invested in Tangible Capital Assets | | | | | | | |
| Net Book Value of Tangible Capital Assets | \$ 4,196,933 | \$ 3,986,533 | \$ 3,967,338 | \$ 275,000 | \$ 278,150 | \$ 3,964,188 | \$ - |
| Less: Debt owing on Tangible Capital Assets | - | - | - | - | - | - | - |
| | 4,196,933 | 3,986,533 | 3,967,338 | 275,000 | 278,150 | 3,964,188 | - |
| External Contributions to be Held in Perpetuity | - | - | - | - | - | - | - |
| Internally Restricted Operating Surplus | | | | | | | |
| Capital Projects: | | | | | | | |
| Sustaining Capital Funding | 14,192 | - | 14,507 | 22,000 | 30,000 | 6,507 | - |
| | 14,192 | - | 14,507 | 22,000 | 30,000 | 6,507 | - |
| Other: | | | | | | | |
| Information Technology | 119,764 | 78,201 | 119,764 | - | - | 119,764 | - |
| Online registration/content management software | 50,000 | 50,000 | 50,000 | - | 50,000 | - | - |
| Accounting software upgrades and enhancements | 30,273 | 30,273 | 30,273 | - | - | 30,273 | - |
| Inventory Software | 25,000 | 25,000 | 25,000 | - | 25,000 | - | - |
| Student Information System | 75,000 | 75,000 | 75,000 | - | 75,000 | - | - |
| Learning Enhanced Technology | 18,617 | 18,617 | 18,617 | - | - | 18,617 | - |
| Professional Development | 61,832 | 61,000 | 61,832 | 15,000 | 15,000 | 61,832 | - |
| Vehicles | 158,684 | 173,684 | 173,684 | 15,000 | 75,000 | 113,684 | - |
| Scholarship | | | | | | | |
| BHP Billiton | 113,526 | 112,465 | 103,526 | 65,000 | 65,000 | 103,526 | - |
| Saskatchewan Innovation and Opportunity | 125,232 | 110,212 | 91,252 | 29,960 | 40,000 | 81,212 | - |
| Targeted programming funds: | | | | | | | |
| LMA funding | - | - | - | - | - | - | - |
| Early Childhood Education | - | - | - | - | - | - | - |
| English as a Second Language | 86,658 | 66,242 | 74,103 | 112,000 | 124,555 | 61,548 | - |
| Skills Training Allocation | 298,664 | 130,129 | 298,664 | 1,000,000 | 1,115,530 | 183,134 | - |
| Adult Basic Education | 84,585 | 67,975 | 54,410 | 428,000 | 460,525 | 21,885 | - |
| Adult Basic Education - Workplace Essential Skills | 107,506 | 5,035 | 139,656 | 200,000 | 224,865 | 114,791 | - |
| Adult Basic Education - On Reserve | 154,560 | 19,820 | 144,795 | 237,000 | 381,795 | - | - |
| | 1,509,901 | 1,023,653 | 1,460,576 | 2,101,960 | 2,652,270 | 910,266 | - |
| Unrestricted Operating Surplus | 422,658 | 272,064 | 400,963 | - | 44,535 | 356,428 | - |
| Total Accumulated Surplus from Operations | \$ 6,143,684 | \$ 5,282,250 | \$ 5,843,384 | \$ 2,398,960 | \$ 3,004,955 | \$ 5,237,389 | \$ - |

APPENDIX B

Skills Training Allocation Program Management Plan

Skills Training Program Management Plan 2020-21

Delivery Institute: Carlton Trail College

Date Submitted: 23-Jun-20

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| Program Information | | | | | | | | | | | | | 2020-21 ICT Funding | | Other Funding | | Total Cost | Rationale | | |
|------------------------------|--|----------------------------|-------------------------|--|----------|------------------------|----------------------|--------------|------------------|---------------------|-----------|---------------|-------------------------|--------------------------|---------------------------|-----------------------|---------------------|--------------------------|-----------------------------|--|
| Program Name | Standard Program Name | Institute/ Industry Credit | Accredited Organization | Delivery Method | Location | Start Date (dd/mmm/yy) | End Date (dd/mmm/yy) | Program Days | Program Capacity | Projected Enrolment | | Projected FLE | Labs/clinicals provided | Work placements provided | Projected STA Funding [A] | Use of Carryover* [B] | Tuition & Books [C] | Partner Contribution [D] | Total Course Cost [A+B+C+D] | Brief Rationale for Program |
| | | | | | | | | | | Part-time | Full-time | | | | | | | | | |
| Plan A | | | | | | | | | | | | | | | | | | | | |
| Continuing Care Assistant | Continuing Care Assistant Certificate | Institute | Sask Polytech | Combination (Class room and distance learning) | Humboldt | 14-Sep-20 | 28-May-21 | 136 | 12 | 4 | 8 | 10 | Yes, in person | No | \$84,545 | | \$40,280 | | \$124,825 | Sask Industry Labour Demand Outlook (2018-2022)-health sector will see largest gain and CCA in the top 5 job openings; 79% of graduates contacted from 18/19 are employed in the field; Sask Health Authority had 348 vacancies in 2019 in the region. Health care workers are essential amidst the current global pandemic. |
| Continuing Care Assistant | Continuing Care Assistant Certificate | Institute | Sask Polytech | Combination (Class room and distance learning) | Wynyard | 14-Sep-20 | 25-Jun-21 | 136 | 12 | 2 | 10 | 12 | Yes, in person | No | \$80,380 | | \$50,600 | | \$130,980 | Sask Industry Labour Demand Outlook (2018-2022)-health sector will see largest gain and CCA in the top 5 job openings; 79% of graduates contacted from 18/19 are employed in the field; Sask Health Authority had 348 vacancies in 2019 in the region. Health care workers are essential amidst the current global pandemic. |
| Electrician | Electrician Applied Certificate | Institute | Sask Polytech | Combination (Class room and distance learning) | Humboldt | 14-Sep-20 | 19-Feb-21 | 90 | 12 | | 6 | 5 | Yes, in person | Yes | \$71,480 | | \$20,490 | | \$91,970 | Build Force Canada (2018-2027)-predicts availability of electricians may be limited to meet expected increase in construction in 2022; 50% of students from previous year who were contacted are working in the field. There were 13 job vacancies in 2019 in the region. |
| Office Administration | Office Administration Certificate | Institute | Sask Polytech | Combination (Class room and distance learning) | Humboldt | 14-Sep-20 | 28-May-21 | 159 | 12 | | 10 | 14 | N/A | Yes | \$97,875 | | \$48,500 | | \$146,375 | Sask Industry Labour Demand Outlook (2018-2022)-Office administrators remain in high demand in many sectors; 80% of graduates in the past 2 years are working in the field. Sask Health Authority hires admin staff from this program throughout the region. |
| Power Engineering Technician | Power Engineering Technician Certificate (4th Class) | Institute | Sask Polytech | Combination (Class room and distance learning) | Humboldt | 14-Sep-20 | 7-May-21 | 140 | 12 | | 6 | 8 | Yes, in person | Yes | \$46,540 | \$95,530 | \$28,240 | | \$170,310 | Sask Power has stressed importance of feeder programs for their 1st and 2nd class requirements; 75% of 2019 graduates gained employment or went onto further training for their 3rd class. |
| Welding Applied Certificate | Welding Certificate | Institute | Sask Polytech | Combination (Class room and distance learning) | Humboldt | 19-Oct-20 | 26-Mar-21 | 106 | 12 | | 6 | 6 | Yes, in person | Yes | \$107,295 | | \$22,000 | \$2,500 | \$131,795 | Humboldt area is recognized as part of Sask's 'Iron Triangle' for the production of machinery, transportation and industrial equipment and most of the large manufacturing companies hire welders. There is still a need for skilled labour in the manufacturing sector. |

Skills Training Program Management Plan 2020-21

Delivery Institute: Carlton Trail College

Date Submitted: 23-Jun-20

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| Program Information | | | | | | | | | | | | | 2020-21 ICT Funding | | Other Funding | | Total Cost | Rationale | | | |
|---|---|----------------------------------|----------------------------|---|----------|---------------------------|-------------------------|-----------------|---------------------|---------------------|---------------|------------------|----------------------------|--------------------------------|---------------------------------|-----------------------------|---------------------------|--------------------------------|-----------------------------------|---|--|
| Program Name | Standard Program Name | Institute/ Industry Credit | Accredited Organization | Delivery Method | Location | Start Date (dd/mmm/yy) | End Date (dd/mmm/yy) | Program Days | Program Capacity | Projected Enrolment | | Projected FLE | Labs/clinicals provided | Work placements provided | Projected STA Funding [A] | Use of Carryover* [B] | Tuition & Books [C] | Partner Contribution [D] | Total Course Cost [A+B+C+D] | Brief Rationale for Program | |
| | | | | | | | | | | Part-time | Full-time | | | | | | | | | | |
| Practical Nursing Sem 4 & 1 | Practical Nursing Diploma (Year 2) | Institute | Sask Polytech | Combination (Class room and distance learning) | Watrous | 24-Aug-20 | 25-Jun-21 | 146 | 19 | | 16 | 21 | Yes, in person | No | \$369,605 | | \$111,860 | | \$481,465 | In 2019, there were 120 job vacancies in the region for PN's; 88% of graduates contacted from the past program are employed in the field; Practical Nursing is considered a high demand program. Health care workers are essential amidst the current global pandemic. | |
| Early Childhood Education - PT | Early Childhood Education Certificate | Institute | Sask Polytech | Combination (Class room and distance learning) | Humboldt | 14-Sep-20 | 25-Jun-21 | 35 | 12 | 6 | | 1 | N/A | Yes | \$25,835 | | \$9,000 | | \$34,835 | In 2019, there 27 job vacancies in the region. There are 12 licensed day care centres, 5 elementary school Pre-K programs, 6 First Nation day care centres and 6 First Nation Headstart programs in the region. 70% of our part-time students are employed in the field. | |
| Early Childhood Education - PT | Early Childhood Education Diploma | Institute | Sask Polytech | Combination (Class room and distance learning) | Humboldt | 14-Sep-20 | 25-Jun-21 | 44 | 12 | 4 | | 2 | N/A | Yes | \$47,745 | | \$6,400 | | \$54,145 | In 2019, there 27 job vacancies in the region. There are 12 licensed day care centres, 5 elementary school Pre-K programs, 6 First Nation day care centres and 6 First Nation Headstart programs in the region. 70% of our part-time students are employed in the field. | |
| Early Childhood Education - PT | Early Childhood Education Certificate | Institute | Sask Polytech | Combination (Class room and distance learning) | Watrous | 14-Sep-20 | 25-Jun-21 | 35 | 12 | 6 | | 2 | N/A | Yes | \$11,680 | | \$7,200 | | \$18,880 | In 2019, there 27 job vacancies in the region. There are 12 licensed day care centres, 5 elementary school Pre-K programs, 6 First Nation day care centres and 6 First Nation Headstart programs in the region. 70% of our part-time students are employed in the field. | |
| Security Officer Applied Certificate | | Institute | Sask Polytech | Combination (Class room and distance learning) | Punnichy | 15-Feb-21 | 7-May-21 | 57 | 12 | | 12 | 6 | N/A | Yes | \$57,020 | | \$360 | \$17,000 | \$74,380 | In 2019, there were 99 job vacancies in the region; 60% of 2019 graduates have been offered employment following the work placement. A major employer in the region prefers to hire graduates from our program. Security Officers are essential amidst the current global pandemic. | |
| Early Childhood Education | Educational Assistant Certificate | Institute | Sask Polytech | Combination (Class room and distance learning) | Punnichy | 14-Sep-20 | 21-May-21 | 125 | 12 | | 12 | 13 | N/A | Yes | | | \$81,960 | \$6,000 | \$87,960 | In 2019, there 27 job vacancies in the region. There are 12 licensed day care centres, 5 elementary school Pre-K programs, 6 First Nation day care centres and 6 First Nation Headstart programs in the region. 70% of our part-time students are employed in the field. | |
| | | | | | | | | | | | | | | | | | | | \$0 | | |
| Total: | | | | | | | | | | 151 | 44,027 | 86 | 100 | 0 | 0 | \$1,000,000 | \$95,530 | \$426,890 | \$25,500 | \$1,547,920 | |

Skills Training Program Management Plan 2020-21

Delivery Institute: Carlton Trail College

Date Submitted: 23-Jun-20

| Program Information | | | | | | | | | | | | | | 2020-21 ICT Funding | | Other Funding | | Total Cost | Rationale | |
|---|---------------------------------------|----------------------------|-------------------------|--|--------------------|------------------------|----------------------|--------------|------------------|---------------------|-----------|---------------|-------------------------|--------------------------|---------------------------|-----------------------|---------------------|--------------------------|-----------------------------|---|
| Program Name | Standard Program Name | Institute/ Industry Credit | Accredited Organization | Delivery Method | Location | Start Date (dd/mmm/yy) | End Date (dd/mmm/yy) | Program Days | Program Capacity | Projected Enrolment | | Projected FLE | Labs/Clinicals provided | Work placements provided | Projected STA Funding [A] | Use of Carryover* [B] | Tuition & Books [C] | Partner Contribution [D] | Total Course Cost [A+B+C+D] | Brief Rationale for Program |
| | | | | | | | | | | Part-time | Full-time | | | | | | | | | |
| Plan B | | | | | | | | | | | | | | | | | | | | |
| Community Mental Health Certificate | | Institute | Lakeland College | Combination (Class room and distance learning) | Humboldt, Punnichy | | | | | | | | | | | | | | \$0 | Professional development for those working in human services roles to provide the knowledge to work effectively with mental health and wellness issues. |
| | | | | | | | | | | | | | | | | | | | \$0 | |
| | | | | | | | | | | | | | | | | | | | \$0 | |
| Other Institute Credit Programming - Cost Recovery | | | | | | | | | | | | | | | | | | | | |
| Construction Worker Prep | | Institute | SIIT | Combination (Class room and distance learning) | Punnichy | TBD | | | | | | | | | | | | | \$0 | Partnership with Horizon School Division-will depend on their situation. |
| Early Childhood Education Yr1-PT | Early Childhood Education Certificate | Institute | Sask Polytech | Combination (Class room and distance learning) | Fishing Lake FN | TBD | | | | | | | | | | | | | \$0 | Partnership with Fishing Lake FN-will depend on their acceptance of distance delivery. |
| Institutional Cooking | | Institute | Sask Polytech | Class room | Muskowekwan FN | TBD | | | | | | | | | | | | | \$0 | This program started in March 2020 and was paused due to COVID-19. Delivery will depend on current environment. |
| Framing | | Industry | Sask Polytech | Combination (Class room and distance learning) | Punnichy | TBD | | | | | | | | | | | | | \$0 | Partnership with Horizon School Division-will depend on their situation. |
| | | | | | | | | | | | | | | | | | | | \$0 | |

*Subject to approval

APPENDIX C

Adult Basic Education Program Management Plan

**Essential Skills (Adult Basic Education)
Program Management Plan for 2020-21**

Delivery Institution: Carlton Trail College

Date Submitted: 23-Jun-20

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| Program Information | | | | | | | | | | Projected Enrolment | | Projected FLE | Work Placements provided | 2020-21 ICT Funding | | Other Funding | | Total Anticipated Program Funding [A+B+C+D] | In-Kind Contribution | PTA | |
|---|----------------|----------|------------------------|-----------------------|--|------------------------|----------------------|-------------------------|---------------|---------------------|-----------|---------------|--------------------------|---------------------------|---------------------------------|--------------------------------------|--------------------------|---|----------------------|-----|----|
| Program Name | Program Level | Location | On-Reserve/Off-Reserve | Partners | Delivery Method | Start Date (dd/mmm/yy) | End Date (dd/mmm/yy) | Total # of Contact Days | Seat Capacity | Part-time | Full-time | | | Projected ABE Funding [A] | ABE Carry Over Funds Used * [B] | K-12 Funding for 18-21 Year Olds [C] | Partner Contribution [D] | | | | |
| Section A - Program Plan | | | | | | | | | | | | | | | | | | | | | |
| Adult 12 | Level 4 | Humboldt | Off-Reserve | | Combination (Class room and distance learning) | 15-Sep-20 | 28-Jun-21 | 170 | 10 | 2 | 9 | 15 | | \$147,800 | | \$46,000 | | \$193,800 | | Yes | |
| Adult 12 | Level 4 | Wakaw | Off-Reserve | OAFN | Combination (Class room and distance learning) | 15-Sep-20 | 28-Jun-21 | 170 | 10 | 2 | 9 | 15 | | \$122,040 | \$32,525 | \$10,500 | \$55,705 | \$220,770 | | Yes | |
| Adult 12 | Level 4 | Wadena | Off-Reserve | FLFN, BHP | Combination (Class room and distance learning) | 15-Sep-20 | 28-Jun-21 | 170 | 10 | 2 | 9 | 15 | | | \$118,320 | \$23,000 | \$14,500 | \$155,820 | | Yes | |
| Adult 12 | Level 4 | Punnichy | Off-Reserve | GGFN, etc | Combination (Class room and distance learning) | 15-Sep-20 | 28-Jun-21 | 170 | 12 | 2 | 11 | 17 | | \$158,160 | | \$25,500 | | \$183,660 | | Yes | |
| Adult 10 | Level 3 | Punnichy | Off-Reserve | GGFN, etc | Combination (Class room and distance learning) | 15-Sep-20 | 28-May-21 | 150 | 8 | | 8 | 9 | Yes | \$130,260 | \$26,485 | \$20,500 | | \$177,245 | | Yes | |
| ESWP | ESWP Level 1/2 | Punnichy | Off-Reserve | GGFN, MIHR, BHP | Combination (Class room and distance learning) | 15-Sep-20 | 5-Feb-21 | 72 | 10 | | 10 | 6 | Yes | \$106,310 | | | | \$106,310 | | Yes | |
| ESWP | ESWP Level 1/2 | Wadena | Off-Reserve | FLFN, BHP | Combination (Class room and distance learning) | 4-Jan-21 | 30-Apr-21 | 56 | 10 | | 10 | 5 | Yes | \$100,745 | | | | \$100,745 | | Yes | |
| ESWP | ESWP Level 1/2 | OAFN | On-Reserve | OAFN | Combination (Class room and distance learning) | 4-Jan-21 | 28-May-21 | 96 | 10 | | 10 | 8 | Yes | \$93,690 | \$24,865 | | \$20,880 | \$139,435 | | No | |
| English for Employment (in ESL plan) | Levels 1/2 | Leroy | Off-Reserve | IRCC, Newcomer Centre | Combination (Class room and distance learning) | | | | | | | | Yes | \$2,000 | | | | \$2,000 | | No | |
| | | | | | | | | | | | | | | | | | | \$0 | | | |
| | | | | | | | | | | | | | | | | | | \$0 | | | |
| | | | | | | | | | | | | | | | | | | \$0 | | | |
| Total: | | | | | | | | | 80 | 8 | 76 | 90 | | \$861,005 | \$202,195 | \$125,500 | \$91,085 | \$1,279,785 | | | |
| Section B - Programs Under Development | | | | | | | | | | | | | | | | | | | | | |
| Career Prep Pathways | Levels 1/2 | OAFN | On-Reserve | OAFN | Combination (Class room and distance learning) | TBD | | 20 | 12 | | 12 | 2.1 | | \$5,995 | | | | \$21,115 | \$27,110 | | No |
| Career Prep Pathways | Levels 1/2 | Punnichy | On-Reserve | | Combination (Class room and distance learning) | TBD | | 20 | 12 | | 12 | 2.1 | | | | | | \$22,560 | \$22,560 | | No |
| Career Prep Pathways | Levels 1/2 | MFN | On-Reserve | MFN | Combination (Class room and distance learning) | TBD | | 20 | 12 | | 12 | 2.1 | | | | | | \$27,230 | \$27,230 | | No |
| ESWP | ESWP Level 1/2 | Humboldt | Off-Reserve | | Combination (Class room and distance learning) | TBD | | 65 | 8 | | 8 | 4.5 | | \$100,000 | | | | \$100,000 | | Yes | |
| | | | | | | | | | | | | | | | | | | \$0 | | | |

* Subject to approval.

Additional information on Essential Skills in the Work Place (ESWP) programs:

ESWP Program Information

| Program Name | Program Level | Location | On-Reserve/ Off-Reserve | Partners | Seat Capacity | Related occupational training (e.g. food service, security officer etc) | Length of work placement |
|--------------|----------------|----------|----------------------------|-----------------|---------------|---|--------------------------|
| ESWP | ESWP Level 1/2 | Punnichy | Off-Reserve | GGFN, MIHR, BHP | 10 | Mining | 60hrs |
| ESWP | ESWP Level 1/2 | Wadena | Off-Reserve | FLFN, BHP | 10 | Tourism/Hospitality | 60hrs |
| ESWP | ESWP Level 1/2 | OAFN | On-Reserve | OAFN | 10 | Career Essentials - Applied Cert | 60hrs |
| ESWP | ESWP Level 1/2 | Humboldt | Off-Reserve | | 8 | TBD | 60 hrs |
| | | | | | | | |
| | | | | | | | |

APPENDIX D

English as a Subsequent Language Program Enrolment Plan

Appendix D - Colleges English as a Second Language Enrolment Plan 2020-21

College: Carlton Trail College

| Funding | |
|---------------------------------|----------------------|
| 2019-20 ESL Funding Carry Over: | \$103,204.27 |
| Total Funding from ICT: | \$ 112,000.00 |
| Total Funding from IRCC: | \$ 277,414.00 |
| Total Other Funding: | \$ - |
| Total | \$ 492,618.27 |

| Classroom-Based Instruction | | | | | | | | |
|---|---|---|-------------------|------------------|-------------------|--------------|-----------------|-------------------------------|
| Outcomes | Acceptability Level | How will you measure? | | | | | | |
| Participants have the English language skills needed to function in Saskatchewan labour market | 45% of enrolled participants will achieve growth in a Canadian Language Benchmark level; 80% of enrolled participants will achieve growth in at least one CLB skill level. | Participants will receive a language assessment at the start of programming. At program-end, participants will have an in-class PBLA assessment with their qualified instructor to track progress. Outcomes will be tracked through provincial reporting requirements and within our internal reporting systems. Through our mid and year end client feedback reports, participants will be asked specifically if they identify as having an increase in their knowledge, skills and connections as they pertain to the Canadian work environment. Longitudinal outcomes will be measured with annual follow-ups. | | | | | | |
| Participants are referred to services or resources and linked to community activities and networks, based on identified needs and goals | 80% of enrolled participants will participate in a real-life learning opportunity | Instructors will incorporate real-life learning opportunities into the classroom. Instructors will submit monthly reports indicating which learners have participated in real-life learning opportunities. This data will be compiled and represented in the provincial report. All referrals provided to community activities and networks will be tracked internally. | | | | | | |
| Participants identify settlement and integration, employment and language learning needs, barriers and strengths and set clear and realistic learning goals | 80% of enrolled participants will identify language learning goals 60% of enrolled participants will fulfill language learning goals | Participants will identify language learning goals at the beginning of the program. Mid and year end evaluations will be conducted between each individual learner and their instructor. Instructors will submit monthly reports identifying the ratio of goals identified to goals achieved for each individual learner. This data will be compiled and represented in the provincial report. | | | | | | |
| Community | Name of Class | Hours / Week | ICT Seats / Class | IRCC Seats/Class | Total Seats/Class | Weeks / Year | Total No. Hours | 80% Target Participation Rate |
| Humboldt | LINC PBLA Online Multi-Level | 6 | 3 | 5 | 8 | 36 | 648 | 518.4 |
| Humboldt | LINC PBLA Blended Multi-Level | 6 | 3 | 5 | 8 | 36 | 648 | 518.4 |
| LeRoy | LINC PBLA Blended Multi-Level | 6 | 3 | 5 | 8 | 36 | 648 | 518.4 |
| St. Brieux | LINC PBLA Blended Multi-Level | 6 | 3 | 5 | 8 | 36 | 648 | 518.4 |
| Watrous | LINC PBLA Blended Multi-Level | 6 | 3 | 5 | 8 | 36 | 648 | 518.4 |
| | | | | | | | 0 | 0 |
| | | | | | | | 0 | 0 |
| | | | | | | | 0 | 0 |
| | | | | | | | 0 | 0 |
| | | | | | | | 0 | 0 |
| | | | | | | | 0 | 0 |
| Total: | | | 15 | 25 | 40 | | | |

Appendix D - Colleges English as a Second Language Enrolment Plan 2020-21

| Projections | # |
|---|----|
| # of Permanent Residents (Stage 1): | 8 |
| # of Permanent Residents (Stage 2): | 18 |
| # of Temporary Residents (Stage 1): | 5 |
| # of Temporary Residents (Stage 2): | 9 |
| # of CLBPT Assessments for ICT eligible students: | 28 |
| # of referrals of eligible students to ICT On-Line English: | 15 |

| Conversation Circles | | | |
|---|--|--------------|---|
| Outcomes | Acceptability Level | | How will you measure? |
| Participants have the English language skills needed to function safely in Saskatchewan society | 90% of participants will achieve increased communication skills, as measured by a monthly participant survey evaluating confidence in communicating in day to day interaction within the community. | | Instructors will administer a monthly informal assessment to all learners. Instructors will submit monthly reports reflecting learner confidence levels. This will also be measured through client feedback reports and annual follow-ups. |
| Participants are referred to services or resources and linked to community activities and networks, based on identified needs and goals | 90% of participants will report increased understanding of, and participation in, community resources, activities and networks, as measured by a monthly participant survey to monitor whether participants are receiving the community information required. 100% of participants who are eligible for On-Line English will be referred to On-Line English | | Instructors will incorporate real-life learning opportunities into the classroom. On a monthly basis, instructors will administer an informal survey to all learners to determine whether participants are receiving the community information they need. Instructors will submit monthly reports reflecting this information. All referrals provided to community activities and networks will be tracked internally. Online English referrals are tracked through our internal learning management system and will be represented on the provincial report. |
| Community | Hours / Week | No. of Seats | Weeks / Year |
| Imperial (face to face) | 3 | 8 | 36 |
| Humboldt (online) | 3 | 8 | 36 |
| Wadena (face to face) | 3 | 8 | 36 |
| Davidson (face to face) | 3 | 8 | 36 |
| Southey - Tutor (face to face) | 3 | 3 | 36 |
| Colonsay - Tutor (face to face) | 3 | 3 | 36 |
| Humboldt - AWE (blended) | 6 | 8 | 16 |
| Lanigan - E4E (blended) | 6 | 8 | 8 |
| | | | |

