

CarltonTrailCollege.



MULTI-YEAR BUSINESS PLAN 2021-2024

www.carltontrailcollege.com

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. The 2021-2024 Multi-Year 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 recently refreshed strategic priorities focus our work and will assist the province in advancing its educational goals.

As noted in this year’s budget letter, key to our work moving forward is the enhancement of collaboration between post-secondary institutions and industry to ensure that our programming remains relevant and aligned with the current and future needs of our students, and regional and provincial stakeholders. Of critical importance is the continued identification of sustainability measures to find further operational efficiencies and to create new opportunities for revenue generation, while continuing to engage with stakeholders, and provide high quality programming to students. Through dollars received as part of the multi-year funding commitment, the College seeks to position itself in a way that it may not have been able to in the past because of our ability to focus these dollars in a manner that best supports the future sustainability of the College. We will also continue to work with our guiding Ministries and educational partners to address the challenges that the COVID-19 pandemic has, and continues, to present.

For the upcoming program year, the primary goal of the College is to return to a face-to-face environment, while continuing to embed the use of blended learning into our program delivery allowing us to pivot should the situation warrant. This blended approach will include a combination of face-to-face and virtual learning methods that help foster individual success.

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.



A message from
the staff at

Carlton Trail College.

2021-2022 INSTITUTIONAL PLAN HIGHLIGHTS

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

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.

Pandemic Related Key Assumptions

Increase/Decrease in Costs

Salaries

- There is an expectation of continued increased costs for instructional training and program supports for blended learning.

Operating Costs

- We anticipate that we will continue to see a slight decrease in our travel and expense costs from what they were pre-pandemic building on our ability to engage and interact virtually.
- While maintaining the intent and function, our ABE Intake and Assessment process has been revised and streamlined to reduce barriers for applicants and administrative time for student advisors. These changes have resulted in a decreased amount of travel time, while still allowing advisors to effectively engage with potential students.

Information Technology Upgrades

- As a direct result of the pandemic and the College's move toward blended learning, enhanced I.T./technology and technology supports, such as smart boards, Chromebooks, microphones, speakers, cameras and headsets, will continue to be purchased to support program delivery. In addition will be the upgrading of IT architecture, systems and technology for staff and students to continue to work remotely/work from home as necessary.

Health Protocols

- We do not anticipate significant expenses for the upcoming year. We are currently well stocked with items needed to ensure the health and safety of staff and students while on campus (e.g., facemasks, face shields, desk dividers, hand sanitizer, surface sanitization).

Janitorial/Sanitation Supplies

- We continue to expect a slight increase in our janitorial and sanitation supply costs as long as increased sanitization measures remain in place.

Agency Contracts

- The impact of COVID-19 led to a 17.67% increase in the brokerage costs paid to SaskPoly for full time programs. This is due to the way the brokerage fees are calculated. A portion of the brokerage cost from SaskPoly is based on 5% of the College's direct costs, less tuition/fees received. With the decision to accept less students to allow for social distancing in the classroom, there was an overall decrease in the tuition received. This reduction in tuitions, along with the necessity to increase instructor time to prepare for and deliver blended learning, increased our direct costs which ultimately resulted in an overall increase in brokerage costs.
- Where we anticipate seeing an ongoing increase in costs for program delivery will be a result of increased prices in many of the consumables used. We do not anticipate seeing any significant decreases in these prices over the next year.

Reduced Revenues

Contract Revenue

- We continue to be cognizant of the potential impacts of the College's ability to deliver contract training because of economic and workforce impacts to regional businesses, industry, communities, and individuals. As we move to a post-pandemic environment, we understand the importance of assisting our regional stakeholders to deliver training as necessary.
- The First Nations communities in our region are significant partners of the College and we will work closely with them to continue to offer programming in a safe environment. Assuming the vaccinations are successful and COVID-19 impact lessens, there is a strong likelihood that we will deliver programs with our partners at pre-pandemic levels.

Domestic Tuition and Fees

- We are planning on accepting full enrolments for our Skills Training programs this year, where last year enrolments were based on the ability to social distance in the classroom. The difference this year, is that if the circumstances of the pandemic still exist, we will align delivery of these programs in a blended manner, to allow the rotation of one cohort of students to be on campus (based on physical distancing requirements if still necessary) while the other group will learn remotely, and vice versa. As such, we anticipate tuition and fees will be at pre-pandemic levels.

Longer Term Impacts

Student Enrolment

- Programs will remain in a blended format to ensure that all learners have safe and equitable access to education. As noted above, we anticipate enrolments in our Skills Training programs will increase to pre-pandemic numbers, if not higher. Given our modified flexible programming formats we anticipate an increase in FLE's in both ABE and Institute training programs over previous years.
- Enrolment levels are expected to be at pre-pandemic levels. If necessary, we will deliver programs in a blended learning, cohort-based model, thereby allowing for social distancing if the situation with the pandemic requires it.

Student Services

- We will continue to provide strong student resources for crisis, mental health, academic, and employment advising in-person and alternate, virtual means. Student services will continue to be enhanced through our strong collaborative post-secondary partnership (best practices, professional development, research, etc.) via Healthy Campus Saskatchewan.

- For many of our ABE and Skills Training students from First Nation communities, there is a significant challenge with access to technology and connectivity (i.e., access to broadband or other networks, cost to purchase data plans, bandwidth issues, etc.). The College will work with these students in the manner that is deemed most suitable to their program and personal circumstances to ensure they have the tools to be successful.

Program Capacity

- We anticipate capacity will increase to pre-pandemic levels for both Skills Training and ABE programs.

Extension Training

- Both open enrolment and contract training continue to be a focus for the College. Given the lessons learned through the pandemic, and our ability to better deliver either blended or ‘online’ programs, we anticipate seeing further growth in this area.

Stakeholders

- Stakeholder engagement is a critical part of the work we do at the College. As noted in our strategic plan, it will continue to be a main focus, especially in light of the challenges that many of our partners will face post-pandemic.

Student Outcomes

The College will build on lessons learned over the last year to better support students throughout their programs. As we continue to build blended learning into the delivery of our programs, flexibility for students will increase. For example, students that have had to miss classes due to caring for sick children, short-term transportation issues, or dangerous road conditions due to weather can now connect virtually and participate in their program and course work. The focus will move from attendance to engagement and academic progress, improving program retention.

| Table 1 | 2019-2020 | 2020-2021 | 2021-2022 |
|-----------------------|----------------------|-----------------------|---------------------|
| COVID Related Summary | March to June Actual | July to June Forecast | July to June Budget |
| Pressures: | | | |
| Ancillary Revenue | \$67,550 | \$55,824 | \$55,625 |
| Capital Costs | - | | \$30,000 |
| Operating | \$61,250 | \$91,250 | \$12,640 |
| Salaries & Benefits | \$75,000 | \$75,000 | \$60,445 |
| Tuition | - | | |
| Total | \$203,800 | \$222,074 | \$158,710 |
| Savings: | | | |
| Ancillary Revenue | - | | |
| Capital Costs | - | | |
| Operating | - | \$64,630 | \$3,480 |
| Salaries & Benefits | - | | |
| Tuition | - | | |
| Total | - | \$64,630 | \$3,480 |

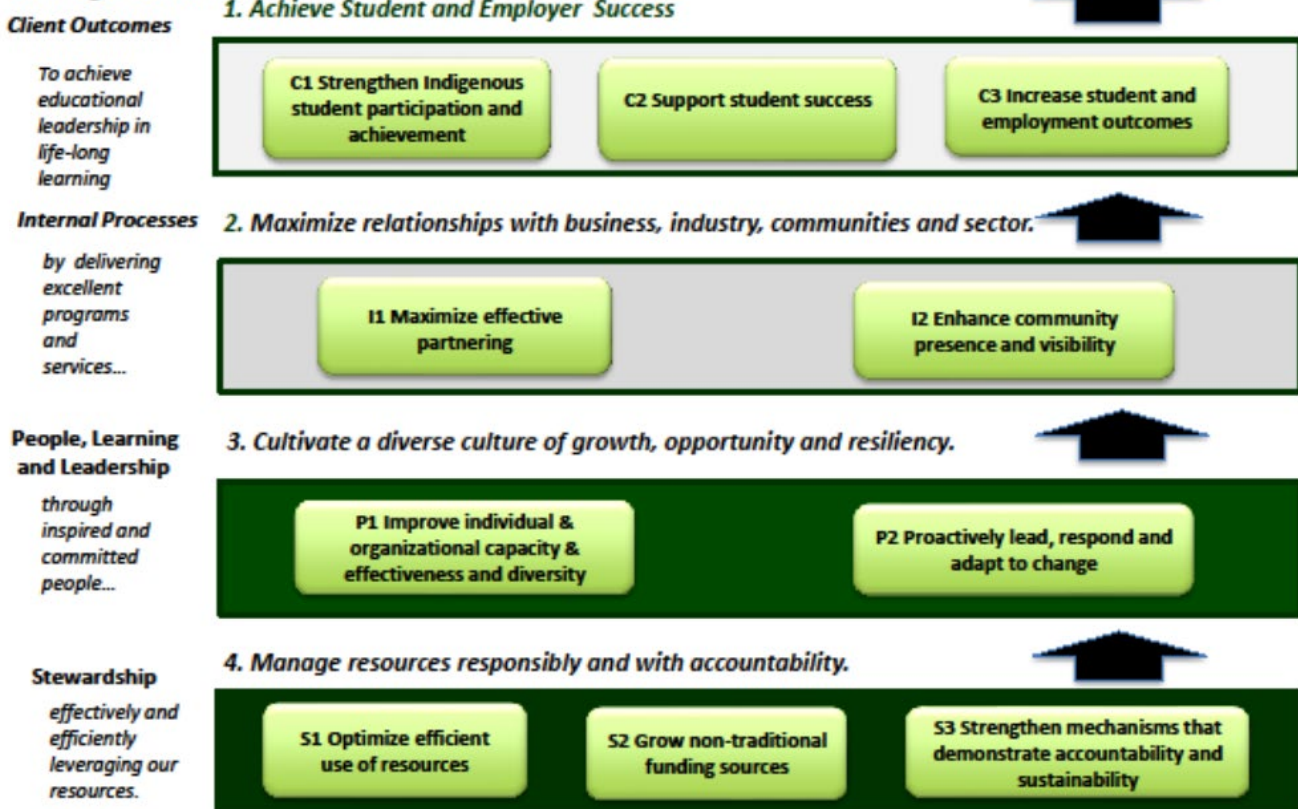
STRATEGY MAP



Strategy Map
2021 - 2024

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:



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.

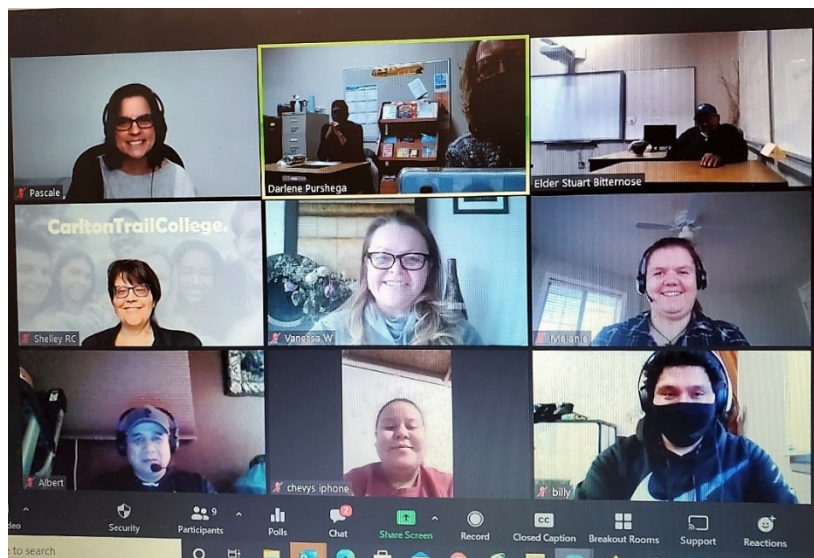
Commitment - As demonstrated by caring, efficient, effective, and exemplary service.

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 create a diverse culture of growth, opportunity, and resiliency while proactively leading, responding and adapting to change.
4. Continue to responsibly manage resources, improve efficiencies and effectiveness, look to grow non-traditional funding sources, and strengthen mechanisms that demonstrate accountability and sustainability.



Mining Essentials - Punnichy

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 | | | |
|--|--|---|--|
| Goal | Strategy | Measures | 2021-2022 Target |
| <p><i>C1 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"> A labour market system in which employers & business leaders play an integral role An agile and integrated education & training system that is responsive to the economic opportunities for businesses & prepares people for careers in SK People have the skills, experience & pathways to realize their potential & build their careers | <ol style="list-style-type: none"> Continue to build strong relationships with First Nation communities. Deliver programming that meets community needs. | <p>Participation Rate</p> <p>Indigenous student participation rate</p> <ul style="list-style-type: none"> Institute credit (based on total institute enrollment of FT, PT, and casual) 30% Industry credit 20% ABE credit 75% ABE non-credit (not including ESL) 75% <p>Indigenous Achievement Rate</p> <ul style="list-style-type: none"> Institute credit 70% ABE credit 65% ABE non-credit (not including ESL) 65% <p><i>(graduates, completers, and successful completers)</i></p> | |
| <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"> An agile and integrated education & training system that is responsive to the economic opportunities for businesses & prepares people for careers in SK | <ol style="list-style-type: none"> Maximize student supports through the provision of robust student services. Provide accessible learning opportunities. Support pathways of students to further education or the work force. | <p>Quality of Student Experience</p> <p>Maintain student satisfaction reported in exit survey</p> <p>Student Headcount</p> <p><i>Enrolment as of 30 days of start of program (compared to capacity)</i></p> <ul style="list-style-type: none"> Institute credit 88% (IC) ABE credit 75% ABE non-credit (not including ESL) 75% ESL Create a baseline | <p>≥ 90%</p> |
| <p><i>C3 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"> An agile and integrated education & training system that is responsive to the economic opportunities for businesses & prepares people for careers in SK People have the skills, experience & pathways to realize their potential & build their careers | <ol style="list-style-type: none"> Ensure all our programming aligns with regional labour market demand. Support student transitions to the workplace. Support career development through lifelong learning while meeting business and industry expectations. | <p>% of students engaged in work placements</p> <ul style="list-style-type: none"> Institute credit ESWP ABE Level 3 <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 <ul style="list-style-type: none"> 1 year 2 year | <p>Create a baseline (Outcomes will be based on pandemic status)</p> <p>Institute credit:</p> <ul style="list-style-type: none"> 70% (60-90 days) 90% (1 yr) 80% (2 yr) <p>ABE credit:</p> <ul style="list-style-type: none"> 45% (60-90 days) 50% (1 yr) 50% (2 yr) |

MAXIMIZE RELATIONSHIPS WITH BUSINESS, INDUSTRY, COMMUNITIES AND THE SECTOR

| Goals | Strategy | Measure | 2021-2022 Target |
|--|---|--|--|
| <p><i>11 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"> A labour market system in which employers & business leaders play an integral role An agile and integrated education & training system that is responsive to the economic opportunities for businesses & prepares people for careers in SK | <ol style="list-style-type: none"> Engage with other post-secondary institutions to find efficiencies/partnerships. Engage with business and industry to increase opportunities for training, better understand current and future labour market needs to support program planning. Working with partners to respond to the TRC calls to action. | <p># of strategic partnerships</p> <p># of industry training opportunities</p> | <p>Create a baseline</p> <p>Create a baseline</p> |
| <p><i>12 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"> An agile and integrated education & training system that is responsive to the economic opportunities for businesses & prepares people for careers in SK | <ol style="list-style-type: none"> Implement strategic market initiatives. Positively represent the College in external facing opportunities/activities. | <p>Annual marketing metrics presented to the Board</p> <p>% of staff participating in external committees</p> | <p>Create a baseline</p> <p>Create a baseline</p> |

CULTIVATE A DIVERSE CULTURE OF GROWTH, OPPORTUNITY, AND RESILIENCY

| Goals | Strategy | Measure | 2021-2022 Target |
|---|--|--|--|
| <p><i>P1 Improve individual and organizational capacity, effectiveness, and diversity</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"> SK's post-secondary sector is accountable and sustainable <p>PSE:</p> <ul style="list-style-type: none"> Sustainable Accountable <p>ICT:</p> <ul style="list-style-type: none"> Organizational excellence | <ol style="list-style-type: none"> Ensure that technology is used and supported in all facets of our working and learning environments. Provide opportunities for upskilling to ensure staff skills align with the changing working and learning environments. Promote diversity/inclusivity initiatives to support an inclusive College community. Align employee expectations with the Strategic Plan. Recognize and celebrate accomplishments. | <p>% of staff participating in Professional Development opportunities</p> <p>% of staff participating in diversity awareness activities</p> | <p>Create a baseline</p> <p>Create a baseline</p> |

| | | | |
|--|---|--|---|
| <p><i>P2 Proactively lead, respond, and adapt to change</i> Government Goals: ▪ Strong economy Adv. Ed.: ▪ Meet the post-secondary education needs of the province PSE: ▪ Accessible ▪ Responsive ▪ Accountable ▪ Quality ICT: ▪ An agile and integrated education & training system that is responsive to the economic opportunities for businesses & prepares people for careers in SK</p> | <ol style="list-style-type: none"> Strengthen employee resilience and adaptability. Continue to demonstrate the College's values and encourage creative thinking and innovation. Providing staff with the tools and training to advance the use of technology in their roles and for overall organizational effectiveness and Increase of technological proficiencies to streamline and simplify work. | <p>% of staff completing annual organizational surveys (participation rate)</p> <p>% of students completing annual Student Experience Exit Survey (participation rate)</p> | <p>Create a baseline</p> <p>Create a baseline</p> |
|--|---|--|---|

MANAGE RESOURCES RESPONSIBLY AND WITH ACCOUNTABILITY

| Goals | Strategy | Measure | 2021-2022 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"> Reviews on a regular basis to ensure alignment of Colleges resources, including equipment, and people. <ul style="list-style-type: none"> Explore our infrastructure needs and requirements as it relates to using our spaces Identify, and implement continuous process improvements. Encourage collaboration and manage costs (sustainability). | <p>Continuous Improvement CI activities undertaken annually</p> | <p>3</p> |
| <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"> Focus on opportunities for increases in revenue through partnerships, contract training, and other revenue generating opportunities. International students – prepare a strategic business case to investigate expanding program delivery to international students. | <p>Identification of Funds Generated Beyond Provincial Funding Letter: Revenue generated from non-government contract training: ▪ Institute credit ▪ Industry credit & non-credit ▪ ABE credit & non-credit</p> <p>Revenue generated from government-based contracts: ▪ Provincial ▪ Federal ▪ Provincial Other</p> | <p>\$379,290 \$ 40,000 \$ 97,700 \$115,000 \$243,000 \$115,740</p> |
| <p><i>Post-S3 Strengthen mechanisms that demonstrate accountability and sustainability</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"> Supporting effective governance <ul style="list-style-type: none"> Structured, regular reporting of financial matters including effective and reliable risk management plan, MYBP, quarterly reporting. Identify, assess, and create strategies to mitigate risk. Explore options for enhanced environmental sustainability reducing our environmental footprint. | <p>Governance Accountability</p> <p>Create environmental sustainability strategy (ties to financial sustainability and accountability)</p> | <p>Quarterly monitoring of the of strategic objectives, organizational risks, and financial stewardship</p> <p>Creation of environmental scan</p> |

STRATEGIC INITIATIVES

Multi-Year Funding Initiatives

Of highest priority will be Carlton Trail College's efforts to ensure long-term institutional stability through the utilization of the targeted multi-year funding allocation. Planning is underway, and a more fulsome overview of the College's priority areas of investment will be identified in an initial report on June 30, 2021. These initiatives will be above and beyond the work that is already underway at the College to ensure sustainability, while continuing to be accessible, responsive, accountable, and deliver quality programs and services

Timeline: 2021 through to 2024

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

Funding: \$236,200 (Total)

Impacts and Implications: Advancement on this initiative is critical to support the future sustainability of Carlton Trail College. While we are still in the process of determining how to best proceed in using this additional funding, we are well aware of the importance to look to opportunities to generate additional revenues to support our bottom line.

Indigenization Efforts

With over 40% of our students self-identifying as Indigenous, the College is enhancing its efforts to provide inclusive programming, pathways and services that support Indigenous issues and opportunities. The College continues 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. Programming is done in consultation with these groups and we remain dedicated to ongoing engagement and communication with our First Nation communities.

As a committed partner, we continue to support the work of the Prairie Rivers Reconciliation Committee. We are currently partnering with City of Humboldt, Humboldt and District Chamber of Commerce and Horizon School Division to offer educational and reconciliation efforts in the north central region.

Timeline: 2021 through to 2024

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 Technical 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 12 to 18 months 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.



Welding class students - Humboldt

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 COVID-19 pandemic, 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.

Stakeholder Relationships and Reputation

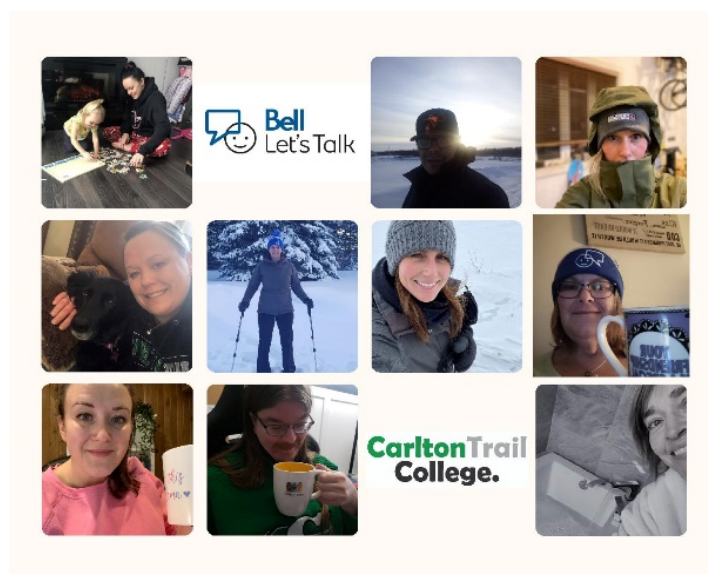
- This includes identifying, establishing and maintaining relationships with internal (employees and students) and external stakeholders (government, business, industry, communities and public). The ability to maintain positive relationships impacts the reputation of the College.

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.



Bell Canada’s Let’s Talk Day

COLLABORATIVE PLANNING

The seven regional colleges collaborated very closely during 2020-2021 as all colleges dealt with the COVID-19 pandemic and its impact on college operations. Considerable effort was placed on being more connected as a regional college system to provincial initiatives such as the Saskatchewan Learner Pathways and Credit Transfer Council and the Sask Alliance on International engagement. Continued and deeper collaborative initiatives are planned for 2021-2022.

1. The Association of Saskatchewan Regional Colleges (ASRC) will continue its efforts at re-defining the role, governance, and operations of regional colleges. The Board Chairs will continue their work on advocating with government representatives for the system, as well as further developing the vision for the future of the regional college system.
2. CEO Council is developing a Regional College System Strategic Collaboration that will enumerate principles of collaboration and identify areas of collaboration that will improve operations, program delivery, revenue generation and cost containment. This is being done with the input of executives from all but one of the regional colleges.
3. Developing a robust blended learning framework will continue this year as the colleges return to a new programs and services delivery paradigm. The Senior Academic Officers table will be tasked with creating a principles-based framework that will be adoptable by each college, while also being customizable to meet learner, employer, and regional needs.

Regional colleges will explore, and implement where possible, joint programming to broaden program offerings, reduce costs and meet regional needs. Some examples of current work underway is noted below.

4. The major focus for Information Technologies will be selecting a vendor for the Enterprise Resource Planning (ERP) application and supporting its installation at North West College and Cumberland College, the two pilot sites. This will be done in close collaboration with the Ministry and supported with Ministry funding.

Colleges will also explore the potential for adopting the same Learning Management System which could reduce costs and improve the delivery of joint programming.

5. North West College and South East College each received the “Designated Learning Institution” (DLI) recognition in 2020-2021. They will be supported by the three extant DLIs (Great Plains, Cumberland, Parkland) as they transition to recruiting, registering, on-boarding and serving International students. Carlton Trail will engage in a ‘business case review’ to determine the College’s capacity and capability become a DLI.

Regional college representatives will sit at the International tables and bring a regional perspective to the development of Saskatchewan’s International brand.

6. Establishing a Business Development Officer table will be considered for 2021-2022. This would enable colleges to collaborate on the marketing and delivery of corporate training courses, explore joint alternative revenue generating opportunities, and work on developing a Regional College brand.
7. Regional Colleges have taken an active role in the work of the Saskatchewan Transfer Credit and Learner Pathway Council (STCLPC) and have multiple staff on the various sub-committees. Colleges will work together in conjunction with the other members to support students as they journey through post-secondary education. They will advocate for recognition of prior learning, encourage the creation of laddering opportunities between programs and transfer between institutions, and support academic partners by promoting learner pathways with their own students.

Joint Programming

- Carlton Trail College, working with Parkland College, will investigate the potential of delivering a joint program in a blended format in 2021-2022. Joint program delivery is also being considered with Cumberland College for 2022-2023. The rationale is to increase our programming reach in program areas that may have not otherwise been delivered because of enrolment numbers.



Virtual Staff Development Presentation with Kendal Netmaker

PROGRAMMING AND STUDENT SERVICES

The programming and student services strategy seeks to achieve student and employer success while maximizing relationships with business, industry, communities, and the sector. The strategic goals related to programming and student services are focused on:

1. Strengthening Indigenous student participation and achievement;
2. Supporting student success;
3. Increasing student employment and outcomes;
4. Maximizing effective partnering; and
5. Enhancing community presence and visibility.

The COVID-19 pandemic has had a significant impact on both the labour force, and business and industry. While essential and remote workers were generally less affected by the pandemic in terms of employment outcomes, there was significant challenges for many to manage the impact of lockdowns, virus transmission, and remote learning for children at home. Business and industry that had the ability to continue to do business while employees worked from home, or were considered an essential service, fared better than those who had to shut the doors or minimize on-site customers. In all cases, individuals, families, and business and industry had to pivot to a new reality very quickly.

As we have seen some loosening of restrictions, along with increased vaccinations in Saskatchewan, the labour market is beginning to rebound. The reality is, however, as we move to a post-pandemic world, we know that things are likely not going to go back to normal. For example, a significant post pandemic threat is that job losses will likely continue to accelerate because of automation, which is a trend that more negatively impacts women. A Royal Bank of Canada report suggests that “the COVID crisis made them even more vulnerable, by forcing many firms to adapt contactless and other digital technologies far sooner than they might have otherwise” (Retrieved May 13, 2021 from [Covid Further Clouded the Outlook for Canadian Women at Risk of Disruption - RBC Economics](#)).

As we consider what the recovery efforts should look like, and what role the College may play looking forward, we know that training and reskilling programs will be key to an inclusive recovery (*RBC Economics*). The College must work closely with those industries in our region that have been most heavily impacted. In addition, with a move to working from home, a trend that is likely to remain to some extent, the importance of digital literacy quickly became apparent especially in service industries, where employees are needed to quickly develop the skills to move to digital sales, and remote sales. Finally, as we consider the role the College can play in recovery efforts, it is important that we continue to support the health care sector in terms of the delivery of Continuing Care Assistant, Practical Nursing and Primary Care Paramedic. The health care sector has been working diligently over the last year on the front lines battling the pandemic. We currently do not know the impact that this last year has had on these individuals, other than we know the level of burnout is high. It is more important now than ever, that we continue to focus efforts on the delivery of health care programs.

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 | | | | | | | | | | | | | | | |
|-------------------------|---|------------|------------|--------------|------------------|------------|-------------|--------------|--------------------|------------|-------------|--------------|--------------------|------------|-------------|--------------|
| | 2020-2021 Forecast | | | | 2021-2022 Budget | | | | 2022-2023 Estimate | | | | 2023-2024 Estimate | | | |
| | Cap | FT | PT | FLEs | Cap | FT | PT | FLEs | Cap | FT | PT | FLEs | Cap | FT | PT | FLEs |
| Institute Credit | 130 | 121 | 10 | 73.9 | 183 | 112 | 38 | 142.5 | 183 | 137 | 32 | 158.0 | 183 | 139 | 29 | 176.0 |
| Industry Credit *** | N/A | 0 | 541 | 10.1 | N/A | 0 | 917 | 27.9 | N/A | 0 | 917 | 27.9 | N/A | 0 | 917 | 27.9 |
| Industry Non-Credit *** | N/A | 0 | 93 | 7.2 | N/A | 8 | 353 | 10.8 | N/A | 8 | 353 | 10.8 | N/A | 8 | 353 | 10.8 |
| ABE Credit | 80 | 70 | 0 | 61.6 | 66 | 61 | 10 | 92.7 | 81 | 76 | 10 | 118.0 | 81 | 76 | 10 | 118.0 |
| ABE Non-Credit | 150 | 33 | 97 | 32.9 | 181 | 68 | 113 | 52.0 | 185 | 72 | 113 | 52.8 | 185 | 72 | 113 | 52.8 |
| University | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 360 | 224 | 741 | 185.9 | 430 | 249 | 1431 | 324.7 | 449 | 293 | 1425 | 367.5 | 449 | 295 | 1422 | 385.5 |

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. |

*** Budget and Estimate (s) are based on a three-year average: July 2017 to June 2020



Electrician student - Humboldt

Skills Training

2021-2022

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 2021-2022, all programs will continue to be delivered in a blended learning format, building on what has been learned over the past year. Labs, hands-on learning, clinical and practicum placements will all take place in-person, where possible, and face-to-face time in the classroom will be incorporated. 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 will be accepting students to the full capacity of each program and accommodating safe face-to-face learning with split cohorts, following current health and safety protocol.

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 First Nation communities. It is anticipated that there will be an increase in the delivery of cost-recovery programs over the next year as restrictions are slowly lifted.

The College will participate in CICan's *Building Capacity in Long-term Care project* by delivering the Supportive Care Assistant Program to 24 participants in response to the acute labour shortages in long-term care. This program, funded by Employment and Social Development Canada, prepares individuals to enter the workforce after six weeks and is a pathway to the Continuing Care Assistant program.

Collaboration with other post-secondary institutions for the delivery of Institute credit programs is planned for 2021-2022. This includes a plan to share instructors with Parkland College for a Power Engineering Technology program and the shared delivery of an enhanced Welding Applied Certificate program with Saskatchewan Polytechnic, using third-party funding.

Industry Credit and Non-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. As well, the College will continue to provide training opportunities, funded through the Workforce Development Training Voucher Program, to support unemployed workers who have been impacted by a downturn in the economy to re-enter the workforce.

Labour Market Analysis*



The east-central Saskatchewan region has strong economic bases made up of manufacturing, mining, agriculture and healthcare services.

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.

**More detailed information regarding LMA is found in the program planning document in Appendix B.*

Program delivery will continue to be flexible to react to the current environment. 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 will continue to investigate micro-credentials and participate in a provincial approach to the development of a framework, to meet labour market needs by upskilling or reskilling with short programs and courses.

2022-2024

Based on historic data, it is anticipated that program funding for Skills Training will remain at the current level. As noted throughout this document, we plan to continue to embed blended delivery to allow for a combination of both face-to-face and virtual learning.

We will also continue to work closely with our regional stakeholders, the Sector Planning Committee, and other colleges to identify programming that best meets the needs of our region and our province. In addition, we will look to additional opportunities for collaboration to jointly delivery programming with other regional colleges.

Labour Market Analysis



The occupations with the highest demand in the region requiring post-secondary training (Labour Market Information, Carlton Trail Regional College-ICT, Feb 2021) include: Licensed Practical Nurses, Cooks, Early Childhood Educators, Welders, Food Service Supervisors and Carpenters. Hiring demand is concentrated in 3 occupational groups: Health, Sales and Service, and Trades, Transport and Equipment Operators. Continuing Care Assistant is listed as the highest demand occupation requiring the completion of high school, and a post-secondary certificate is required to maintain employment.

According to the Annual Report on Health Human Resource Priorities 2020 (Government of Saskatchewan), two high priority occupations include Health Care Cook and Continuing Care Assistant, both which are addressed in Carlton Trail College's program plan.



Continuing Care Assistant students - Humboldt

Essential Skills/Adult Basic Education (ABE)

2021-2022

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 First Nation communities removes additional barriers and advances reconciliation through education.

Annual programming decisions are made based on identified needs (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 2021-2022 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 face-to-face and virtual learning.

While unable to control all external factors, risk 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. Our ability to create immediate and flexible options for learners during pandemic times ensures a higher level of program engagement. This flexibility, combined with using the block system in our credit programming, creates the opportunity to move more learners through their education pathway and allow us to respond to changing public health measures.

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).

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.

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 and BHP Opportunities Agreement to address the educational gap for bridging to post-secondary and/or employment.

Punnichy Adult 10 & 12

- 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.
- Our Adult 10 and 12 programs will remain a 4-semester (quad/block) system after a successful pilot year was shown to reduce waitlists and to allow learners to move more seamlessly on their personal education pathway.
- We will continue to enhance Adult 10 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 Digital Literacy Prep - Punnichy, One Arrow First Nation, Regional
 - Preparing students for blended and virtual ABE and Post-Secondary learning, as well as providing the necessary digital literacy skills now required for daily personal, familial, community and employment interaction.
- Security Officer ESWP – One Arrow First Nation *new
 - In response to the increased need identified by One Arrow First Nation for skilled security guard/officers we will offer essentials skills and security officer training on-reserve.



Construction Worker Preparation students - Punnichy

- Mining Essentials ESWP – Fishing Lake First Nation *new
 - In partnership with the Mining Industry Resource Council (MiHR) and Fishing Lake First Nation BHP Billiton’s Opportunity’s Agreement, we will provide mining industry training to help meet current and future labour market demand for Indigenous people in the Wadena area.
- Intro to Healthcare Careers ESWP – Punnichy *new
 - As healthcare occupations maintain the highest demand in our regional area (SaskJobs), we will offer Continuing Care Assistant courses within our focused essentials skills program in Punnichy to bridge learners into the labour market or additional health care training programs.
- English for Employment – Humboldt and area
 - Partner with the ESL program department and the Humboldt Regional Newcomer Centre to meet the need of unemployed and underemployed newcomers within the region. (Note: program statistics will be recorded under ESL reporting requirements.)
- Manufacturing ESWP – Humboldt and area *new
 - To meet the regional employment demand in the manufacturing industry (Iron Triangle). This program will focus on the policies, procedures, skills and safety tickets identified and sought after by manufacturing employers.

2022-2024

- Based on historical data, ABE credit programming will remain status quo for 2022-2024. We intend to continue enhancing our blended model to allow for the benefits and flexibility of both face-to-face and virtual learning. Anticipating public health measure changes, we foresee the ability to increase seat capacity to pre-pandemic levels and more.
- Non-credit and ESWP programming will be modified and innovated to focus on the changing pandemic and labour market landscape as well as identify First Nation community need. This will be accomplished through ongoing review of the employment needs and consistent consultation with employers and communities. Collaborating with Cumberland College, we will work to review joint non-credit partnership in “border communities” to ensure the needs of rural learners are met and grow labour market attachment.

English Language Training 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.

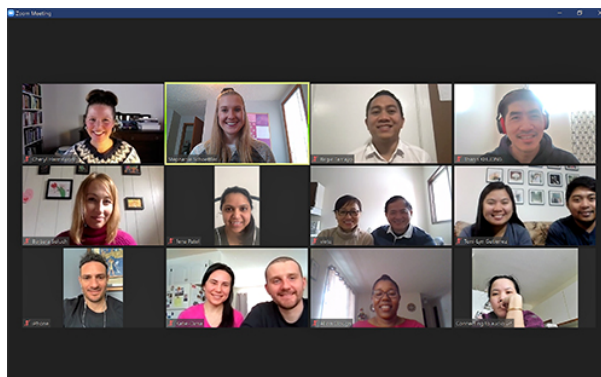
2021-2024

- Based on the Government of Canada’s Immigration Levels Plan, Canada aims to welcome 401,000 new permanent residents in 2021, 411,000 in 2022, and 421,000 in 2023 (Immigration, Refugees and Citizenship Canada). With a stated focus on population growth and the growth of the Saskatchewan Immigrant Nominee Program (SINP) in the provincial *Growth Plan*, our ESL programs will respond by providing blended or online/digital formats to ensure our ability to address increased registration numbers.

- Correlating to the Sask Plan for Growth, 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 for specific occupations. Where appropriate, we would seek sector partnership on programs in rural areas with expansive geography.
- The College will seek out innovative strategies to meet the unique demands of rural newcomers, such as:
 - Maintaining 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.
 - Maintaining an English for Employment program, in partnership with the Humboldt Regional Newcomer Centre, to meet the needs of unemployed and underemployed newcomers.
 - 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).

The following challenges, opportunities and new initiatives will be addressed:

- Fiscal Year 2 Contribution IRCC Agreement signed for more funding than originally budgeted to include above employment-based programs.
- As a successful recipient of additional IRCC funding for the “Provincial Online Model” in 2020-2021, we intend to maintain this funding for programming in fiscal year 2 and to include provincially funded learners.
- Language Assessors continue to offer both face-to-face and virtual assessments and will be trained to deliver CLBPT Remote Assessments to ensure rural language learners have timely access regardless of their location.
- Our menu of flexible delivery options and employment related programs has increased the equitable access to language training in our small urban and rural communities. Building on our technology, we have enhanced delivery options and the ability of learners to maintain attendance in programming despite barriers associated with COVID 19, shift work, transportation, childcare, etc.
- Integrated and enhanced Student Services supports in areas of personal support and academic and career advising.



LINC ESL students Online Class - Humboldt

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 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-19-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 Allowance 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-19-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

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

1. Improving individual and organizational capacity, effectiveness, and diversity; and
2. Proactively lead, respond, and adapt to change.

HR Trends and Challenges

Carlton Trail College employees and learners have demonstrated throughout this past year that they can quickly adapt to change and have the capacity for tremendous growth. The challenge for the College will now be how to maintain our momentum and discover new ways of doing business that is long-term and sustainable.

Mental Health and Well-Being

- It is imperative that the College keep a sharp focus on continuing to build resilience and promoting flexibility to maintain a healthy work-life balance for our employees. Mental health and well-being continue to be a significant part of the culture at the College.

Remote Work & Learning

- The College has embraced working and learning from home and will begin to pursue the concept of a hybrid structure moving forward post-pandemic.

Diversity, Equity and Inclusion

- The case for building a culturally inclusive and gender-balanced workforce has never been clearer than it has been over the past year as a result of this pandemic, and cultural movements across the globe. The College will continue to strive to be a supportive, inclusive working and learning environment.

Skill Shift

- The College will continue to build-on the emotional intelligence of our leadership and staff. These essential skills have become much more critical and apparent throughout the pandemic. The College must continue to amplify our connections and communications with our employees as we continue to work and learn remotely.
- The College will continue to focus on long-lasting, transferable skills that will lead to organizational growth and success.
- Technology remains a critical piece of how we move forward as an organization and the College must continue to enhance our employees' technical abilities to promote alignment and adapt to our realities of working and learning.

Employee Experience

- As the College continues to focus on employee mental health and well-being, it is equally important to focus on the employee experience. By personalizing the employee experience, the College will be able propel our culture to one that further enables employees to align their own values and contributions to those of the College.

Organizational Design and Change Management

- As outlined in the 2022-2023 Strategic Plan, the College continues to be committed to learning and leadership throughout the entire organization. Our Strategic Plan focuses on both individual and organizational capacity, effectiveness and diversity.

- The College is continually under pressure to align our human resources capacity to meet our financial requirements. The College has been in a stalemate for a number of years due to our limited resources. In an effort to grow our business and meet the regional and provincial labour market demands, the College will develop a staffing structure that will enable us to better respond and position ourselves post-pandemic.

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 the College to be nimble and provide systems and structures that are flexible and adaptive. As a result, the strategy will continue to focus on the mental health and wellness of our staff. Employees will be given the tools and the skills to be able to adapt and move with this changing environment. We will also continue to grow our environment to align with our core values of integrity, accountability, and commitment.

Building Critical Skills and Competencies

- The College will continue to expand opportunities to drive passion and engagement in the workforce. The College will provide information, resources, and services to employees that promote collaboration, connection, and commitment to their work and the strategic goals of the organization.
- The College will continue to encourage staff members to access the Professional Development program, as it is an integral part of learning and leadership across the organization. The College will be promoting training to all staff that encompasses the concepts of technology and inclusivity in our working and learning environments.
- 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.



MarCom Award 2020

Labour Relations

- The Regional Colleges and SGEU have a Collective Bargaining Agreement that is effective from September 1, 2016 – August 31, 2022. Wage adjustments of 2% will need to be operationalized in the 2021-2022 fiscal year. These wage adjustments will have significant impact on College 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. The human resource function is an integral component of regional college operations and it is critical that it is managed strategically and collectively by the Regional College Human Resources Committee. The strong, collective approach has been extensive and extremely valuable in providing clear accountabilities, enhancing labour relations understanding, enhancing communications and driving institutional outcomes.

Enhancing and Expanding Strategic Partnerships

- The College strives to recognize the needs of all the stakeholders within the region that it serves. The College remains committed to serving all areas within its region, working with school community councils, local business and industry and our indigenous partners to connect with communities across our region as a means to ensure that we have a clear understanding of labour market and training needs.

Deploy New Approaches to Recruitment

- The recruitment and hiring process at the College will always remain a high priority. The College will ensure that we have a qualified and skilled workforce administering and delivering its programs.
- The pandemic has driven us to re-think how the College is doing business particularly as it relates to hiring and onboarding. The ever-changing employment environment with social media, competing employment choices, and changing skill-set demand will require 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 employees and the College's recruitment efforts over the last number of years.



Staff-directed donation to Big Brothers
Big Sisters of Humboldt

Advancing Technology

- As our students, staff, and business partners become increasingly tech-savvy, the College will use its resources to expand technology through mobile and cloud-based services. The College has very successfully moved to cloud-based technology during this COVID-19 pandemic and will endeavor to increase capacity in this area.
- It is important that the College continues 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 | 2019-2020 Actual | | 2020-2021 Forecast | | 2021-2022 Budget | | 2022-2023 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 | 0.6 | 1 | 0.6 | 1 | 0.6 | 1 | 1.0 | |
| Executive Assistant | Operations | 2 | 1.2 | 2 | 1.2 | 2 | 1.2 | 1 | 1.0 | 22-23 Estimate: FTE reduction thru attrition |
| Portfolio Manager | Operations | 3 | 3.0 | 3 | 3.0 | 3 | 3.0 | 3 | 3.0 | |
| Total Out-of-Scope | | 10 | 7.8 | 9 | 7.8 | 9 | 7.8 | 8 | 8 | |
| IN-SCOPE | | | | | | | | | | |
| Receptionist | Operations | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | |
| Marketing | Operations | 1 | 0.9 | 1 | 0.9 | 1 | 0.9 | 1 | 0.9 | |
| Training Consultant | Program Delivery | 1 | 0.7 | 1 | 0.8 | 1 | 1.0 | 1 | 1.0 | 21-22 Budget: Increase FTE |
| Program Coordinator | Program Delivery | 4 | 2.43 | 3 | 2.4 | 2 | 2.0 | 2 | 2.0 | 21-22 Budget: Increase FTE; FTE reduction thru attrition |
| Program Delivery Associate | Program Delivery | 6 | 4.19 | 5 | 4.2 | 5 | 3.9 | 5 | 3.9 | 21-22 Budget: Decrease FTE |
| Clerical Support | Operations | 2 | 0.06 | 1 | 0.15 | 2 | 0.1 | 2 | 0.1 | |
| Registration Associate | Operations | 2 | 0.9 | 1 | 0.9 | 1 | 0.9 | 1 | 0.9 | |
| Facilities Technician | Operations | 1 | 0.9 | 1 | 0.9 | 1 | 0.9 | 1 | 0.9 | |
| Student Advisor | Student Support | 5 | 3.53 | 5 | 3.45 | 4 | 3.6 | 4 | 3.6 | |
| Literacy Coordinator | Program Delivery | 2 | 0.7 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 19-20 Actual; Staffing changes |
| Accounting | Operations | 4 | 2.63 | 4 | 2.9 | 3 | 2.5 | 3 | 2.5 | 21-22 Budget: Job Abolishment |
| Computer Services | Operations | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | |
| Education Technologist | Operations | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | |
| TEL Attendants | Operations | 1 | 0.01 | 0 | 0.0 | 1 | 0.01 | 1 | 0.01 | |
| Total In-Scope | | 32 | 19.95 | 26 | 20.6 | 25 | 19.81 | 25 | 19.81 | |
| TOTAL In and Out-of-Scope | | 42 | 27.75 | 35 | 28.4 | 34 | 27.61 | 33 | 27.81 | |

SUSTAINABILITY MEASURES

COLLEGE OBJECTIVES

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

1. Maximize effective partnering;
2. Improve individual and organizational capacity, effectiveness and diversity;
3. Proactively lead, respond and adapt to change;
4. Optimize efficient use of resources;
5. Grow non-traditional funding sources; and
6. Strengthen mechanisms that demonstrate accountability and sustainability.

Key in our work over the next 4 years is to ensure the future sustainability of the College. The value of knowing the level of operational funding over the next year allows for more effective planning opportunities at the College. The following are the measures the College will be undertaking:

1. The additional funding received over the next two years from the multi-year funding agreement will be focused on the identification, and implementation of practices that support the priorities of the province, while seeking to further streamline operations, and focus on opportunities to generate revenue outside of what has been done in the past.
2. In 2021-2022 the College will see an overall decrease in FTE's as we continue to align our resources to best meet College needs. In addition, we will see both the Watrous and Wynyard Offices reduce their office open hours to three days a week from four. The College will continue to assess its operational structure, procurement practices and focus on a key continuous improvement projects that will seek to further increase efficiencies.
3. We have had the opportunity to further appreciate the value of technology in program delivery and organizational operations. Inasmuch, we will continue to implement greater use of technology for the delivery of program opportunities for our students, and in the operations of our College.
4. 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 continuing our enhanced focus in this area to allow us to further mitigate impacts to our budget.
5. 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.
6. Reallocation of program and administrative supports to areas of greatest need that best support students.
7. 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.
8. Participate in system-wide opportunities for joint tendering, collaboration and best practices as it relates to improvements for organizational and sector enhancements and efficiencies.
9. Growth in the attainment of matching scholarship dollars to better support our students by leveraging available Saskatchewan Innovation and Opportunity Scholarship funding.

INFORMATION TECHNOLOGY

Information technology is critical in supporting the following strategic goals of the College:

1. Support student success;
2. Improve individual and organizational capacity, effectiveness, and diversity;
3. Proactively lead, respond, and adapt to change;
4. Strengthen mechanisms that demonstrate accountability and sustainability; and
5. Optimize efficient use of resources.

IT Trends and Challenges

Security Threats

- Security threats are a real concern in the I.T sector across the world. As the College continues to expand its online presence, we are inherently more at risk of a cyber-security breach. The advances in technology are so vast and rapid, the College will not be able to keep pace but will do everything it can in order to mitigate its risk. Collaboration efforts with post-secondary institutions in Saskatchewan and across Canada are important in order for continuing to improve our knowledge and reduce our risk.

Data Protection

- As the College continues to grow our cloud-based office by working and learning from home, data protection becomes increasingly important. Continuous improvement is an integral part of the College's strategy to ensure that we are proactively managing workflow and data processes.

Skills Gap

- Technology is changing so rapidly and so is the need for skilled I.T. personnel. As a small organization it is becoming increasingly important that the College build internal staffing capacity in order to mitigate some of these deficiencies. Aligning and building our I.T. resources will be fundamental to our continued growth.

Innovation and Digital Transformation

- Innovation and digital transformation will always remain a challenge due to the rapid pace of change in the information technology sector. It is important that the College continues 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.

Outsourcing risks

- The College will be outsourcing some business to external vendors as part of its business strategy due to the lack of internal capacity and resources. The College will continue to evaluate our loss of control and potential increase in transactional costs.

Working and Learning Remotely

- Rural and remote bandwidth has remained a challenge as the College continues our remote working and learning environments. Although SaskTel coverage spans much of Saskatchewan, coverage remains spotty (at best) in many areas. Working and learning from home requires more bandwidth, which in some cases, is simply not available. Increasing bandwidth and connectivity remain a high priority for the College.

Learning and Teaching

- As the College plans for a continued blended learning environment for the fall, the use of technology in support of learning and teaching continues to be top priority. In collaboration with the instructional and management staff, the College will continue to look at ways to improve learning and technology in the classroom and remotely.

- Continuing to address the skills gap that is present is of utmost importance as the College continues to offer programming from a distance. Strategic and continuous training is critical in order to reducing this gap.
- 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 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 the technologies. External resources will also be explored and remain a valuable option for training and development.
- Technological requirements for learners may be required outside of the borders of our classrooms as we continue with the 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. The College will be procuring laptops to be used in our programming to ensure that learners are able to continue in a blended environment.
- In collaboration with the Ministry of Sector Technologies and Network Services, the College continues to incorporate the Open Learning Management System into all programming at the College. *Open LMS* 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. *Open LMS* encourages student interaction, access to resources and the sharing of ideas through a common, easy to use web interface that's interactive and purpose built for higher education.
- 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 I.T. 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 as the provincial government continues to provide funding to students to give them with technological assistance to support them in their learning. Dragon Speaking software and Kurzweil are the most common technology used by students with learning disabilities at the College. With the purchase of Chromebooks, apps/extensions for the default Chrome browser will be installed to assist students with their learning. The College will continue to be updated with the current technology that can be further utilized by students with learning disabilities to further assist them.

Customer Service

- A supportive environment where students and staff have valuable experiences that is learner-centered, personalized and is adaptable is key to our success. The College will continue to review and improve its technologies to ensure that a culture of service and support within the organization is achieved. The I.T. department will be given the opportunity to access professional development opportunities to ensure they are skilled and able to provide the necessary supports to our staff and students.

Security

- It is important to note that the issues of cybersecurity and privacy are more than just technology; there is also the human factor. Creating a strong cyber security 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 the College will continue to invest in.

- The College has taken the necessary steps to ensure the safety and privacy of all our I.T. resources, which include, but are not limited to:
 - The College has placed an anti-virus and log management software called Cylance Optics and Cylance Protect on all of our endpoints, 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 I.T. 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 are remaining diligent in their efforts to spot phishing emails;
 - The College also implemented D-Zone DNS Firewall with Network Services and the Canadian Internet Registration Authority (CIRA) this is used to help secure our network from malware, phishing, botnets, and help filter our web traffic;
 - The network backups will continue to be stored off-site via internet to a company in Saskatoon to ensure the integrity of Carlton Trail College data. The College also has all their information stored on the Office 365 backed up by NetApp. With these back-ups in place, the College will be mitigating against any lost data due to a security breach;
 - The College has recently purchased Cyber insurance to protect ourselves in the event of a security breach. This will further our investment in the security of our information and resources; and
 - The College has implemented Security Management Policy that outlines all the measures and safeguards that are required of the College and its employees.
- With all of these safeguards 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.

Infrastructure

- An adaptable and agile infrastructure upon which information technology can deliver services to the College region to meet the needs of our staff and students remains one of our key goals. 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 when appropriate to enhance the I.T. 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 the College continues to embark on this technological journey, one that is evolving at a rapid pace, research and implementation of new technologies and educational applications is more important than ever. The College will develop an I.T. strategy that is current, up-to-date, and that continually meets the ever-changing needs of our users.

INFRASTRUCTURE MANAGEMENT PLAN

Facilities Owned, Rented, and Leased

| Descriptor | Address | Sq. M | Owned/ Leased | Lessor | Term Expiry | Annual Rent | Occupancy Plan |
|-------------------------------|---|-------|------------------|--|------------------------------------|----------------|-------------------|
| Technical Facility | 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 | \$65,100 | Renewal |
| Basic Education Classroom | Punnichy High School 612 - 6th Avenue Punnichy | 200 | Leased | Horizon School Division #205 | Dec 31/25 | \$14,250 | 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 31/21 | \$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 31/25 | \$4,500 | Renewal |
| Administration & Classroom | 400A Avenue D West Wynyard | 344 | Leased | Horizon School Division #205 | Dec 31/25 | \$8,025 | Renewal |

Major Capital Plan

The College, in the 2021-2022 preventative maintenance and renewal (PMR) funding request, is seeking out financial support for an addition to the Technical Facility in Humboldt. The total estimated cost, based on fall 2019 construction costs, was estimated to be \$495,000. An expansion to this building allows the College to expand its program offerings in both credit and non-credit trades related programs such as Women in Trades, Try-a-Trade, and Youth in Trades. These types of programs would be of great benefit as we look to provide training to meet regional needs.

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 technical facility to add shop space and classrooms to meet labour market needs | High | \$25,000 | | \$25,000 | | |
| | | Addition to Humboldt Technical Facility | High | \$470,000 | | | \$470,000* | |
| Totals | | | | \$495,000* | | \$25,000 | \$470,000* | |

*Based on 2019 construction cost estimates

- Year one, the planning and consultation phase of the project can be implemented on short notice should federal or provincial funds become available in 2021-2022.

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.
- One Arrow and Fishing Lake First Nations have also recently built new facilities that have commercial kitchens and some training spaces which will allow for additional future training opportunities.
- 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 2021-2022 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.
- Funding was received in our 2021-2022 budget letter to upgrade security card access and security cameras at the Humboldt campus. Given our space is co-located with the high school, we will be working closely with Horizon School Division to ensure that our system is compatible with theirs.

Humboldt Technical Facility

- Our technical facility and welding shop are 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 2021-2022, the Colleges plans to deliver welding and electrician programs within this facility. In addition, the high school will continue to offer welding training, and for 2021-2022, it will be delivered in both semesters.
- The College has submitted a PMR proposal for an addition to this facility allowing us to expand our programming to meet labour market needs, and better support the needs of the high school.

- 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 facility in Wakaw plays a significant role in the ABE programming we do in partnership with One Arrow First Nation, and therefore it is critical that we can continue to secure this space for the future.

Watrous and Wynyard

- The office and classroom spaces in both these locations are of good quality and are meeting the College's programming needs.
- The Watrous Facility was built in the late 1990's. Overall, it is in good shape except for cracking and crumbling of the exterior stucco. The College needs to do some exterior maintenance including repair of the stucco and painting. This is to prevent water from getting into the walls and creating a mold issue which would be a significantly more expensive issue in the long run. In addition to the concerns with the exterior of the building, we will replace a portion of the front sidewalk that has shifted resulting in a potential hazard. This will be repaired this spring or early summer.

Punnichy

Adult Basic Education Facility

- The flooring in the facility is deteriorating badly and needs to be replaced before it becomes a hazard. The plan had been to replace the floor this spring, but because of COVID-19, classes are running into June this year, so the flooring will be replaced over the summer.
- The College is currently installing a security system with cameras and remote monitoring. Staff, from their desks, will have the ability to see who is at the front door of the facility, as well as unlock the door to allow for entrance.

Four Winds Learning Centre

- This space continues to be valuable one, not only as a means to provide additional programming space for the Punnichy region, but to continue to build relationships with the surrounding First Nation communities.
- Over the last couple of years, this facility has had some issues with bats. We have had a company come to the facility to remove any bats found in the building and do the required work to prevent further visits from the winged creatures. The company will be returning to the facility over the summer to ensure that everything remains sealed so we can avoid any future issues.

FINANCIAL PLAN

Part 1: PROJECTED BUSINESS PLAN FINANCIAL STATEMENTS AND KEY ASSUMPTIONS

Key Assumptions

- In the short-term, College reserves will help the institution to navigate this challenging time. Utilizing reserves will bring our reserve/operations ratio closer to the 3%. However, the College plans on utilizing multi-year funding to look to further sustainability measures through increasing revenues and seeking further efficiencies to reduce operational costs.
- The current Collective Agreement expires on August 31, 2022. CBA increases are incorporated into budget documentation.
- The College will continue to focus on expenditure reduction, vacancy management, seeking opportunities to work with partners and collaborate with other colleges to find efficiencies, and look toward opportunities to generate additional revenue.
- The impact of COVID-19 is expected to continue to impact revenue generation from non-traditional sources and remains adjusted down from prior years. We expect that contract revenue included in the current budget will proceed. Timing of vaccinations and their effectiveness will dictate how the College proceeds. Assuming a significant portion of the population is vaccinated by fall and the vaccination controls COVID-19 that could open up training opportunities.
- Educational impacts of COVID-19 have included decreased class sizes as well as a reduction of program offerings. In 2020-2021, instructional costs saw a significant increase due to increased training and learning adaptations. Now that most staff are trained in delivering online programming the impact on staff costs should not be as significant this year, but as we still anticipate some additional costs as noted in the outset of this plan.

Higher Education Enterprise Resource Planning System

As noted in this year's budget letter, Carlton Trail College has been identified as the lead college, on behalf of multiple post-secondary institutions, to "implement a comprehensive Higher Education Enterprise Resource Planning System." Inasmuch, the College was very pleased to receive \$1.6M on behalf of the Higher Education ERP group.

The College will work with the ERP Committee and the Ministry of Advanced Education to determine eligible costs and timelines. Once the actual expenditures are determined the College will work with our local auditors to record the funds in the appropriate manner as per CPA Canada Handbook in our 2021-2022 audited Financial Statements. A variety of factors will impact the correct treatment of these funds.

The following assumptions were made to determine how to show the impact in our 2021-2022 Business Plan:

- With the desire for an “off the shelf cloud-based product” the software acquisition will be treated as a service agreement. This means that the College and our partners do not own the software.
- For this budget year, capitalized costs will be shown as work in progress. When the system goes live, amortization will be based on contract length including the expectation of a renewal term.
- 2021-2022 ERP Project details (involving all regional colleges, DTI, and SIIT) include:
 - Select vendor (RFP issued April 23, 2021).
 - Determine process design, led by winning firm in consultation with colleges and institutes.
 - Determine shared configuration, led by winning firm in consultation with colleges and institutes.
 - Build proof of concept system implementation, fully configured but without production data.
 - Test and implement system to have three institutions pilot the new system starting July 1, 2022.
- For the 2021-2022 Business Plan these funds will be recognized as revenue in 2021-2022 and any funds that are not fully utilized during the year will be reflected in internally restricted reserves at year end.
- For transparency, the revenue and expense will flow through the Learner Support area. This is where all costs for our current student information system are recorded.

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, while in some instances we can target some program dollars for programs that have been identified as a priority by our First Nations partners, limited program funding has necessitated a cost recovery or partnership approach to the delivery of many of these programs.

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. Thankfully, both planned programs with the high school were able to proceed through the COVID-19 pandemic. We are expecting to continue to offer these programs in 2021-2022. The School has a great partnership with a local lumber yard that supplies the materials to build sheds, which the lumber yard then picks up for resale.

- The 2021-2022 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 \$160,000 in 2021-2022) and is dependent upon eligible registrants as at September 30, 2021. If class sizes are able to expand this fall based on COVID-19 vaccination status, there is a chance that we could see an increase in the number of eligible students.
- 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 \$300,000 at June 30, 2021. At the end of the 2021-2022 fiscal year, these funds are expected to be accessed to provide training that was delayed due to COVID-19 restrictions; assuming the Provincial re-opening plan proceeds and programming is able to proceed with our partners.

| SCHEDULE OF DEFERRED / UNEARNED REVENUE | |
|---|----------------------|
| Details | First Nation Funding |
| Estimated Balance July 1, 2021 | \$300,000 |
| 2021-2022 Budget | \$97,700 |
| 2021-2022 Projected Expenditures | <\$172,700> |
| Estimated Balance July 1, 2022 | \$225,000 |

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, 2020, is at \$494,155. While this amount is higher than the 3% target, the College will be utilizing these funds to manage unanticipated impacts arising from the pandemic and 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 College will need to contribute to a new Enterprise Resource Planning and/or Student Information System.

By June 30, 2021, the balance of this fund is expected to be at \$462,955. While this is higher than the Ministry target of 3%, an additional \$150,000 will be allocated to a reserve for the new Higher Education ERP System in 2021-2022. It is important to have funds available for the new system. If it ends up, they are not required a plan to re-direct them will be presented to the Board. 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 2020-2021 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.



Electrician students - Humboldt

Carlton Trail College
Projected Schedule of Accumulated Surplus
June 30, 2022

| Internally Restricted Operating Surplus | Statement of Purpose | Amount | Time Frame | June 30, 2022 Forecast |
|--|---|-----------|---|------------------------|
| Capital Projects: | | | | |
| There are currently no capital projects in progress. | | | | - |
| 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 the new ERP system which is a provincial initiative with other post-secondary partners. Some funds will go towards admin I.T. replacements and Smart Board purchases. | \$ 98,881 |
| Accounting software upgrades and enhancements | The software was updated in 2017-2018 and the College did not go with the full package as anticipated. This leaves some funds available for add-ons or a future upgrade in three years from now. 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 | Additional add-ons to the software package are required but purchasing will not be acted on as we await the status of the ERP system. Once we learn the status, and upon moving forward with an ERP system that includes a financial system, this money will be put towards the ERP system. | \$30,273 |
| Inventory Software | Currently the College is tracking our assets with a bar code system utilizing WASP Cloud software to track and control our assets. | \$25,000 | These funds will be repurposed towards the new ERP system. | - |
| Student Information System/ERP | The current student information system is at the end of its life cycle. Colleges will be required to fund any future system. | \$75,000 | It is expected the project will proceed in 2021-2022. However, implementation at our College likely will not begin until mid-2023. This money will be used to support costs related to on-site implementation, ongoing licensing and support. | \$300,000 |

| | | | | |
|---|--|-----------|---|-----------|
| Online Registration/Content Management System | The College would like to invest in a software package that will allow us to provide online student registration and also be able to track potential student contact information from first point of contact to completion of training. A robust content management system will also allow the College to better track relationships with business, industry and other regional stakeholders. Status of a new student information system for the K-12 system, and a possible College system partnership, may impact timelines. | \$50,000 | These funds will be repurposed towards the new ERP system which is a system collaboration. | - |
| Learning Enhanced Technology | Smart boards, video conferencing, technology to aid in the classroom. | \$18,617 | Five Smart Boards ordered and scheduled to arrive July 2021. | - |
| Professional Development | 1% of staff salary placed into a reserve to provide training. Each employee can accrue up to three years of PD. | \$73,143 | Funds are in and out on a revolving basis so this will never get to zero. | \$73,143 |
| 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 were planned to be purchased in 2020-2021. With COVID-19 restrictions travel was minimal and purchase delayed a year. | \$188,685 | Funds are in and out on a revolving basis so this will never get to zero. Expect to replace two units in 2021-2022 at a cost of about \$75,000. If travel restrictions continue this will be delayed. | \$128,685 |
| Multi-Year funding | All post-secondary institutions received a special allocation of 5% of our Operating grant for 2021-22. These funds are an operating investment to facilitate long-term institutional sustainability. | - | The College will be determining how best to make the best use of the funds. Funds are expected to be used by June 2023. | \$118,100 |
| Scholarship – BHP Billiton Limited | The College administers a scholarship fund for BHP Billiton Limited. Each year the College receives \$65,000 from BHP to be awarded to | \$89,346 | Funds are in and out on a revolving basis so this will never get to zero. | \$89,346 |

| | | | | |
|---|--|-----------|---|-----------|
| | individuals from local high school within a set radius of BHP Jansen mine. 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. | | | |
| Scholarship - Saskatchewan Innovation and Opportunity | The College generated scholarship funds along with matching funds from the Ministry. | \$67,707 | Funds are in and out on a revolving basis so this will never get to zero. | \$83,667 |
| 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 factor's such as local economy and its impact on immigration which triggers training needs. | \$72,379 | Programming was impacted with COVID-19 for the last quarter of 2019-2020. Assuming COVID-19 restrictions open up in 2021-2022 these funds will be targeted and the College will work with partners to deliver training to meet regional needs. | \$72,379 |
| Skills Training Allocation | The initial build up was due to a change in the funding model. Plans have been in place to utilize, however, a cancelled program due to enrollments or a situation like COVID-19 results in the funds not being accessed. 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. | \$316,164 | Decreased enrollments and higher costs due to COVID-19 impacts our offerings. If COVID-19 impact lessens, programs starting in late fall or in the last half of the year could open enrolment up to more students and also allow additional programs to run. The plan is to draw down these reserves in a balanced approach but having a small amount available for partnerships. | \$316,164 |
| 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. | \$80,840 | 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. | \$65,850 |

| | | | | |
|--|---|--------------------|--|--------------------|
| Adult Basic Education - Essential Skills for the Workplace | The College plans for 2020-2021 had to be adjusted for COVID-19. The anticipation was to be back to normal January 2021 and that did not occur. Therefore, the programs that did proceed ended up being modified for content and also shortened. This resulted in less utilization. | \$101,061 | Funds are expected to be fully utilized in 2021-2022 | - |
| Adult Basic Education - On Reserve | The College experienced a higher carry forward than anticipated from 2015-2016. With changes in funding requirements and budget cuts, it is anticipated that the funds will be fully utilized by June 2023. | \$112,015 | With the impact of COVID-19 on class sizes we are expecting less students and higher costs which will impact under 22 funding and instructional costs. | \$82,425 |
| Total Internally Restricted | | \$1,419,994 | | \$1,458,913 |
| Unrestricted Operating Surplus | | \$462,955 | | \$236,781 |
| Accumulated Surplus from Operations | | \$1,882,949 | | \$1,695,694 |

2022-2023 and 2023-2024 PROJECTIONS

Assumptions

Multi-year funding of the operating grant has provided Colleges with a unique opportunity to strategize and plan for future years with more certainty than the past. Operating funding in the 2021-2022 budget represents 56% of the total operating and program funding at Carlton Trail College. Program funding is not part of the multi-year funding agreement and the expectation is it will be status quo.

2022-2023 (Year 2) Assumptions:

- The Operating Grant includes the 5% multi-year funding increase and Collective Bargaining Agreement support at 70% of in-scope salary increments
- Ministry of Immigration and Career Training revenue is budgeted at current levels
- Tuitions based on pre-pandemic levels plus 4% over 2021-2022 rates
- Salaries are projected to increase 2%
- Increased focus on developing partnerships with First Nations and Business and Industry in our region
- Continue to seek out revenue generating project and grant opportunities at the federal and provincial levels.
- Increased focus on collaboration opportunities and expense reduction
- Re-aligning our staffing and resources to correlate with specific strategic and operational outcomes

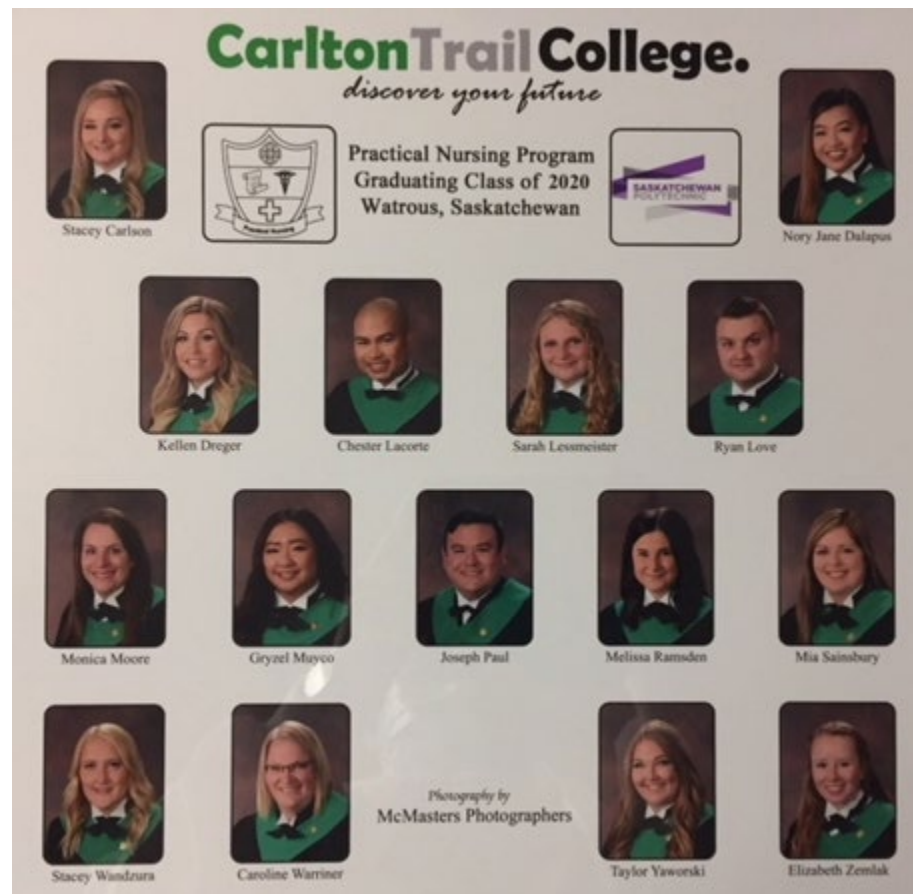
2023-2024 (Year 3) Assumptions:

- Operating grants will return to 2021-2022 levels plus Collective Agreement support of 70% of in-scope salaries
- Ministry of Immigration and Career Training revenue is budgeted at current levels
- Continue to be fiscally responsible and seek efficiencies and collaboration measures to hold the line on expenditures
- Salaries are projected to increase 2%
- Continued focus on collaboration opportunities and expense reduction, and on developing partnerships with First Nations, and Business and Industry in our region
- Seek out additional grant application opportunities at the federal and provincial levels.

Internally Restricted Operating Surplus and Unrestricted

- Skills Training and Adult Basic Education programming deficits will be covered by program reserve funds
- Technology costs for a Learning Management System and Enterprise Resource Planning System will be covered by reserve funds
- Costs of staff professional development will be drawn from reserves
- Costs of vehicle and other equipment replacements will be drawn from reserves

| Operating Surplus | 2019-2020 Actual | 2020-2021 Budget | 2020-2021 Forecast | 2021-2022 Budget Year 1 | 2022-2023 Estimate Year 2 | 2023-2024 Estimate Year 3 |
|---|------------------|------------------|--------------------|-------------------------|---------------------------|---------------------------|
| Restricted/Unrestricted Op. Surplus-beginning | \$1,946,751 | \$2,030,659 | \$2,030,659 | \$1,904,204 | \$1,701,949 | \$1,504,274 |
| Restricted/Unrestricted Op. Surplus - ending | \$2,030,659 | \$1,273,201 | \$1,904,204 | \$1,701,949 | \$1,504,274 | \$1,157,559 |



Practical Nursing Graduation students - Watrous

APPENDIX A

Financial Statements and Schedules

Statement 1

Carlton Trail College
Projected Statement of Financial Position
as at June 30, 2022

| | Estimated June 30 2024 | Estimated June 30 2023 | Budget June 30 2022 | Budget June 30 2021 | Forecast June 30 2021 | Actual June 30 2020 |
|---|------------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|---------------------------|
| Financial Assets | | | | | | |
| Cash and cash equivalents | \$ 1,782,559 | \$ 2,129,274 | \$ 2,241,949 | \$ 1,898,201 | \$ 2,522,777 | \$ 2,606,910 |
| Accounts receivable | 125,000 | 125,000 | 160,000 | 150,000 | 150,000 | 172,629 |
| Inventories for resale | 20,000 | 20,000 | 30,000 | 25,000 | 25,000 | 38,887 |
| Portfolio investments | - | - | - | - | - | - |
| Total Financial Assets | 1,927,559 | 2,274,274 | 2,431,949 | 2,073,201 | 2,697,777 | 2,818,426 |
| Liabilities | | | | | | |
| Accrued salaries and benefits | 200,000 | 200,000 | 210,000 | 200,000 | 200,000 | 233,739 |
| Accounts payable and accrued liabilities | 190,000 | 190,000 | 200,000 | 190,000 | 190,000 | 167,495 |
| Deferred revenue | 250,000 | 250,000 | 225,000 | 300,000 | 300,000 | 278,592 |
| Liability for employee future benefits | 175,000 | 175,000 | 160,000 | 165,000 | 165,000 | 179,700 |
| Total Financial Assets | 815,000 | 815,000 | 795,000 | 855,000 | 855,000 | 859,526 |
| Net Financial Assets (Net Debt) | 1,112,559 | 1,459,274 | 1,636,949 | 1,218,201 | 1,842,777 | 1,958,900 |
| Non-Financial Assets | | | | | | |
| Tangible capital assets | 3,908,060 | 4,200,460 | 4,416,385 | 3,964,188 | 3,715,785 | 3,955,875 |
| Inventory of supplies for consumption | - | - | - | - | - | - |
| Prepaid expenses | 45,000 | 45,000 | 65,000 | 55,000 | 61,427 | 71,759 |
| Total Non-Financial Assets | 3,953,060 | 4,245,460 | 4,481,385 | 4,019,188 | 3,777,212 | 4,027,634 |
| Accumulated Surplus | \$ 5,065,619 | \$ 5,704,734 | \$ 6,118,334 | \$ 5,237,389 | \$ 5,619,989 | \$ 5,986,534 |
| Accumulated Surplus is comprised of: | | | | | | |
| Accumulated surplus from operations | \$ 5,065,619 | \$ 5,704,734 | \$ 6,118,334 | \$ 5,237,389 | \$ 5,619,989 | \$ 5,986,534 |
| Total Accumulated Surplus | \$ 5,065,619 | \$ 5,704,734 | \$ 6,118,334 | \$ 5,237,389 | \$ 5,619,989 | \$ 5,986,534 |

Carlton Trail College
Projected Statement of Operations and Accumulated Surplus (Deficit)
for the year ended June 30, 2022

| | 2024 Estimated | 2023 Estimated | 2022 Budget | 2021 Budget | 2021 Forecast | 2020 Actual |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Revenues (Schedule 2) | | | | | | |
| Provincial government | | | | | | |
| Grants | \$ 4,561,085 | \$ 4,633,685 | \$ 6,216,000 | \$ 4,516,900 | \$ 4,516,900 | \$ 4,389,050 |
| Other | 429,540 | 419,040 | 407,540 | 234,300 | 505,585 | 524,398 |
| Federal government | | | | | | |
| Grants | 243,000 | 243,000 | 243,000 | 243,000 | 243,000 | 234,882 |
| Other | - | - | - | - | - | - |
| Other revenue | | | | | | |
| Administrative recoveries | 10,100 | 10,100 | 10,100 | 10,100 | 10,125 | 10,724 |
| Contracts | 472,700 | 472,700 | 516,990 | 360,700 | 280,335 | 534,820 |
| Interest | 22,860 | 22,860 | 22,860 | 45,360 | 22,800 | 51,903 |
| Rents | 500 | 500 | 500 | 6,500 | 3,250 | 5,225 |
| Resale items | 134,900 | 134,900 | 137,855 | 40,950 | 110,005 | 74,092 |
| Tuition | 879,110 | 879,110 | 802,865 | 732,740 | 640,080 | 623,184 |
| Donations | 83,700 | 83,700 | 83,700 | 82,500 | 86,000 | 74,660 |
| Other | 21,350 | 21,350 | 21,350 | 21,350 | 3,750 | 20,374 |
| Total revenues | <u>6,858,845</u> | <u>6,920,945</u> | <u>8,462,760</u> | <u>6,294,400</u> | <u>6,421,830</u> | <u>6,543,312</u> |
| Expenses (Schedule 3) | | | | | | |
| General | 2,888,215 | 2,773,150 | 2,723,760 | 2,748,200 | 2,713,480 | 2,656,911 |
| Skills training | 2,502,015 | 2,471,390 | 2,406,550 | 2,099,540 | 2,109,075 | 2,273,703 |
| Basic education | 1,591,365 | 1,578,320 | 1,652,205 | 1,689,285 | 1,579,770 | 1,380,142 |
| Services | 422,665 | 417,985 | 1,088,200 | 258,370 | 256,550 | 255,206 |
| Scholarships | 93,700 | 93,700 | 93,700 | 105,000 | 129,500 | 134,500 |
| Total expenses | <u>7,497,960</u> | <u>7,334,545</u> | <u>7,964,415</u> | <u>6,900,395</u> | <u>6,788,375</u> | <u>6,700,462</u> |
| Surplus (Deficit) for the Year from Operations | <u>(639,115)</u> | <u>(413,600)</u> | <u>498,345</u> | <u>(605,995)</u> | <u>(366,545)</u> | <u>(157,150)</u> |
| Accumulated Surplus (Deficit), Beginning of Year | <u>5,704,734</u> | <u>6,118,334</u> | <u>5,619,989</u> | <u>5,843,384</u> | <u>5,986,534</u> | <u>6,143,684</u> |
| Accumulated Surplus (Deficit), End of Year | <u>\$ 5,065,619</u> | <u>\$ 5,704,734</u> | <u>\$ 6,118,334</u> | <u>\$ 5,237,389</u> | <u>\$ 5,619,989</u> | <u>\$ 5,986,534</u> |

Statement 3

Carlton Trail College
Projected Statement of Changes in Net Financial Assets (Net Debt)
as at June 30, 2022

| | 2022 Budget | 2021 Budget | 2021 Forecast | 2020 Actual |
|---|---------------------|---------------------|---------------------|---------------------|
| Net Financial Assets (Net Debt), Beginning of Year | \$ 1,842,777 | \$ 1,816,046 | \$ 1,958,900 | \$ 1,870,570 |
| Surplus (Deficit) for the Year from Operations | 498,345 | (605,995) | (366,545) | (157,150) |
| Acquisition of tangible capital assets | (954,000) | (275,000) | (20,000) | (26,427) |
| Proceeds on disposal of tangible capital assets | - | - | - | - |
| Net loss (gain) on disposal of tangible capital assets | - | - | - | - |
| Write-down of tangible capital assets | - | - | - | - |
| Amortization of tangible capital assets | 253,400 | 278,150 | 260,090 | 267,485 |
| Acquisition of inventory of supplies for consumption | - | (130,000) | (130,000) | - |
| Acquisition of prepaid expenses | (3,573) | - | - | - |
| Consumption of supplies inventory | - | - | - | - |
| Use of prepaid expenses | - | 135,000 | 140,332 | 4,422 |
| | (205,828) | (597,845) | (116,123) | 88,330 |
| Change in Net Financial Assets (Net Debt) | (205,828) | (597,845) | (116,123) | 88,330 |
| Net Financial Assets (Net Debt), End of Year | \$ 1,636,949 | \$ 1,218,201 | \$ 1,842,777 | \$ 1,958,900 |

Statement 4

Carlton Trail College
Projected Statement of Cash Flows
for the year ended June 30, 2022

| | Budget 2022 | Budget 2021 | Forecast 2021 | Actual 2020 |
|---|--------------------|---------------------|--------------------|---------------------|
| Operating Activities | | | | |
| Surplus (deficit) for the year from operations | \$ 498,345 | \$ (605,995) | \$ (366,545) | \$ (157,150) |
| Non-cash items included in surplus (deficit) | | | | |
| Amortization of tangible capital assets | 253,400 | 278,150 | 260,090 | 267,485 |
| Net (gain) loss on disposal of tangible capital assets | - | - | - | - |
| Write-down of tangible capital assets | - | - | - | - |
| Changes in non-cash working capital | | | | |
| Decrease (increase) in accounts receivable | (10,000) | 25,000 | 22,629 | 131,871 |
| Decrease (increase) in inventories for resale | (5,000) | 12,500 | 13,887 | 1,320 |
| Increase (decrease) in accrued salaries and benefits | 10,000 | - | (33,739) | 8,831 |
| Increase (decrease) in accounts payable and accrued liabilities | 10,000 | 40,000 | 22,505 | (1,873) |
| Increase (decrease) in deferred revenue | (75,000) | (125,000) | 21,408 | (107,375) |
| Increase (Decrease) in Liability for Employee Future Benefits | (5,000) | (10,000) | (14,700) | 10,400 |
| Decrease (increase) in inventory of supplies for consumption | - | - | - | - |
| Decrease (increase) in prepaid expenses | (3,573) | 5,000 | 10,332 | 4,422 |
| Cash Provided (Used) by Operating Activities | 673,172 | (380,345) | (64,133) | 157,931 |
| Capital Activities | | | | |
| Cash used to acquire tangible capital assets | (954,000) | (275,000) | (20,000) | (26,427) |
| Proceeds on disposal of tangible capital assets | - | - | - | - |
| Cash Provided (Used) by Capital Activities | (954,000) | (275,000) | (20,000) | (26,427) |
| Increase (Decrease) in Cash and Cash equivalents | (280,828) | (655,345) | (84,133) | 131,504 |
| Cash and Cash Equivalents, Beginning of Year | 2,522,777 | 2,553,546 | 2,606,910 | 2,475,406 |
| Cash and Cash Equivalents, End of Year | \$2,241,949 | \$ 1,898,201 | \$2,522,777 | \$ 2,606,910 |
| Represented on the Financial Statements as: | | | | |
| Cash and cash equivalents | \$2,241,949 | \$ 1,898,201 | \$2,522,777 | \$ 2,606,910 |
| Cash and Cash Equivalents, End of Year | \$2,241,949 | \$ 1,898,201 | \$2,522,777 | \$ 2,606,910 |

Carlton Trail College
Projected Schedule of Revenues and Expenses by Function
for the year ended June 30, 2022

| | 2022 Projected | | | | | | | | 2022 | 2021 | 2021 | 2020 |
|---------------------------------------|--------------------|-------------------|------------------|--------------------|---------------------|-------------------|---------------------|------------------|-------------------|---------------------|---------------------|---------------------|
| | 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 | \$ 2,640,800 | \$ 1,215,740 | \$ - | \$ 813,525 | \$ 323,475 | \$ 1,615,000 | \$ - | \$ 15,000 | \$ 6,623,540 | \$ 4,751,200 | \$ 5,022,485 | \$ 4,913,448 |
| Federal government | - | - | - | - | 243,000 | - | - | - | 243,000 | 243,000 | 243,000 | 234,882 |
| Other | 26,600 | 1,153,110 | 204,650 | 71,205 | 41,995 | 4,000 | - | 94,660 | 1,596,220 | 1,300,200 | 1,156,345 | 1,394,982 |
| Total Revenues | 2,667,400 | 2,368,850 | 204,650 | 884,730 | 608,470 | 1,619,000 | - | 109,660 | 8,462,760 | 6,294,400 | 6,421,830 | 6,543,312 |
| Expenses (Schedule 3) | | | | | | | | | | | | |
| Agency contracts | - | 519,655 | 62,750 | - | 35,500 | - | - | - | 617,905 | 587,265 | 578,465 | 719,037 |
| Amortization | 253,400 | - | - | - | - | - | - | - | 253,400 | 278,150 | 260,090 | 267,485 |
| Equipment | 20,335 | 24,160 | 60,000 | 31,330 | 30,460 | - | 650 | - | 166,935 | 180,155 | 180,740 | 117,828 |
| Facilities | 116,490 | 134,505 | 2,000 | 95,155 | 9,500 | - | - | - | 357,650 | 330,630 | 342,680 | 316,236 |
| Information technology | 71,810 | 5,600 | - | 920 | 1,775 | 16,500 | 480 | - | 97,085 | 92,500 | 127,625 | 92,680 |
| Operating | 421,495 | 268,830 | 18,240 | 68,165 | 126,565 | 819,875 | 13,300 | 93,700 | 1,830,170 | 897,450 | 912,950 | 815,445 |
| Personal services | 1,840,230 | 1,279,150 | 31,660 | 714,655 | 538,180 | 76,565 | 160,830 | - | 4,641,270 | 4,534,245 | 4,385,825 | 4,371,751 |
| Total Expenses | 2,723,760 | 2,231,900 | 174,650 | 910,225 | 741,980 | 912,940 | 175,260 | 93,700 | 7,964,415 | 6,900,395 | 6,788,375 | 6,700,462 |
| Surplus (Deficit) for the year | \$ (56,360) | \$ 136,950 | \$ 30,000 | \$ (25,495) | \$ (133,510) | \$ 706,060 | \$ (175,260) | \$ 15,960 | \$ 498,345 | \$ (605,995) | \$ (366,545) | \$ (157,150) |

**Carlton Trail College
Projected Schedule of Revenues by Function
for the year ended June 30, 2022**

| | 2022 Projected Revenues | | | | | | | | 2022 | 2021 | 2021 | 2020 |
|--------------------------------|-------------------------|---------------------|-------------------|-------------------|-------------------|---------------------|-------------|-------------------|---------------------|---------------------|---------------------|---------------------|
| | General | Skills Training | | Basic Education | | Services | | Scholarships | Total | Total | Total | Total |
| | | Credit | Non-credit | Credit | Non-credit | Learner Support | Counsel | | Revenues Budget | Revenues Forecast | Revenues Actual | |
| Provincial Government | | | | | | | | | | | | |
| Advanced Education/ Economy | | | | | | | | | | | | |
| Operating grants | \$ 2,589,500 | \$ - | \$ - | \$ - | \$ - | \$ 1,600,000 | \$ - | \$ - | \$ 4,189,500 | \$ 2,517,900 | \$ 2,517,900 | \$ 2,406,800 |
| Program grants | - | 1,000,000 | - | 653,525 | 323,475 | - | - | - | 1,977,000 | 1,977,000 | 1,977,000 | 1,952,750 |
| Capital grants | 49,500 | - | - | - | - | - | - | - | 49,500 | 22,000 | 22,000 | 29,500 |
| | 2,639,000 | 1,000,000 | - | 653,525 | 323,475 | 1,600,000 | - | - | 6,216,000 | 4,516,900 | 4,516,900 | 4,389,050 |
| Contracts | - | 100,000 | - | - | - | 15,000 | - | - | 115,000 | - | 220,000 | 219,075 |
| Other | 1,800 | - | - | - | - | - | - | 15,000 | 16,800 | 1,800 | 1,800 | 2,950 |
| | 2,640,800 | 1,100,000 | - | 653,525 | 323,475 | 1,615,000 | - | 15,000 | 6,347,800 | 4,518,700 | 4,738,700 | 4,611,075 |
| Other provincial | - | 115,740 | - | 160,000 | - | - | - | - | 275,740 | 232,500 | 283,785 | 302,373 |
| Total Provincial | 2,640,800 | 1,215,740 | - | 813,525 | 323,475 | 1,615,000 | - | 15,000 | 6,623,540 | 4,751,200 | 5,022,485 | 4,913,448 |
| Federal Government | | | | | | | | | | | | |
| Operating grants | - | - | - | - | - | - | - | - | - | - | - | - |
| Program grants | - | - | - | - | 243,000 | - | - | - | 243,000 | 243,000 | 243,000 | 234,882 |
| Capital grants | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | 243,000 | - | - | - | 243,000 | 243,000 | 243,000 | 234,882 |
| Other Federal | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Federal | - | - | - | - | 243,000 | - | - | - | 243,000 | 243,000 | 243,000 | 234,882 |
| Other Revenue | | | | | | | | | | | | |
| Admin recovery | 1,000 | - | - | - | - | - | - | 9,100 | 10,100 | 10,100 | 10,125 | 10,724 |
| Contracts | - | 404,290 | 15,000 | 55,705 | 41,995 | - | - | - | 516,990 | 360,700 | 280,335 | 534,820 |
| Interest | 21,000 | - | - | - | - | - | - | 1,860 | 22,860 | 45,360 | 22,800 | 51,903 |
| Rents | 500 | - | - | - | - | - | - | - | 500 | 6,500 | 3,250 | 5,225 |
| Resale items | - | 130,455 | 7,400 | - | - | - | - | - | 137,855 | 40,950 | 110,005 | 74,092 |
| Tuitions | - | 616,615 | 182,250 | - | - | 4,000 | - | - | 802,865 | 732,740 | 640,080 | 623,184 |
| Donations | - | - | - | - | - | - | - | 83,700 | 83,700 | 82,500 | 86,000 | 74,660 |
| Other | 4,100 | 1,750 | - | 15,500 | - | - | - | - | 21,350 | 21,350 | 3,750 | 20,374 |
| Total Other | 26,600 | 1,153,110 | 204,650 | 71,205 | 41,995 | 4,000 | - | 94,660 | 1,596,220 | 1,300,200 | 1,156,345 | 1,394,982 |
| Total Revenues | \$ 2,667,400 | \$ 2,368,850 | \$ 204,650 | \$ 884,730 | \$ 608,470 | \$ 1,619,000 | \$ - | \$ 109,660 | \$ 8,462,760 | \$ 6,294,400 | \$ 6,421,830 | \$ 6,543,312 |

Carlton Trail College
Projected Schedule of Expenses by Function
for the year ended June 30, 2022

Schedule 3

| | 2022 Projected Expenses | | | | | | | 2022 | 2021 | 2021 | 2020 | |
|---------------------------------|-------------------------|-----------------|------------|-----------------|------------|-----------------|------------|-----------------|-----------------|-------------------|-----------------|--------------|
| | General | Skills Training | | Basic Education | | Services | | Scholarships | Total | Total | Total | Total |
| | (Schedule 4) | Credit | Non-credit | Credit | Non-credit | Learner Support | Counsel | Expenses Budget | Expenses Budget | Expenses Forecast | Expenses Actual | |
| Agency Contracts | | | | | | | | | | | | |
| Contracts | \$ - | \$ 519,655 | \$ 62,750 | \$ - | \$ 35,500 | \$ - | \$ - | \$ - | \$ 617,905 | \$ 587,265 | \$ 578,465 | \$ 719,037 |
| Instructors | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | 519,655 | 62,750 | - | 35,500 | - | - | - | 617,905 | 587,265 | 578,465 | 719,037 |
| Amortization | 253,400 | - | - | - | - | - | - | - | 253,400 | 278,150 | 260,090 | 267,485 |
| Equipment | | | | | | | | | | | | |
| Equipment (non-capital) | 19,750 | 7,350 | - | 15,625 | 8,200 | - | - | - | 50,925 | 64,425 | 73,795 | 26,637 |
| Rental | 14,885 | 3,160 | 60,000 | 4,800 | 2,155 | - | - | - | 85,000 | 86,780 | 84,330 | 68,769 |
| Repairs and maintenance | 21,700 | 300 | - | - | 300 | - | 650 | - | 22,950 | 28,950 | 28,950 | 22,422 |
| Vehicle Expense Allocation | (36,000) | 13,350 | - | 10,905 | 19,805 | - | - | - | 8,060 | - | (6,335) | - |
| | 20,335 | 24,160 | 60,000 | 31,330 | 30,460 | - | 650 | - | 166,935 | 180,155 | 180,740 | 117,828 |
| Facilities | | | | | | | | | | | | |
| Building supplies | 1,700 | 5,825 | - | 2,865 | - | - | - | - | 10,390 | 10,290 | 19,220 | 5,657 |
| Grounds | 3,200 | 1,100 | - | 500 | - | - | - | - | 4,800 | 4,500 | 5,300 | 4,264 |
| Janitorial | 20,950 | 30,850 | - | 22,150 | - | - | - | - | 73,950 | 77,450 | 69,830 | 59,326 |
| Rental | 72,900 | 71,700 | 2,000 | 46,700 | 9,500 | - | - | - | 202,800 | 195,300 | 202,300 | 191,717 |
| Repairs & maintenance buildings | 8,000 | 5,050 | - | 15,700 | - | - | - | - | 28,750 | 13,750 | 13,800 | 19,018 |
| Utilities | 6,920 | 18,000 | - | 6,700 | - | - | - | - | 31,620 | 23,520 | 26,200 | 31,111 |
| Security & alarm Systems | 2,820 | 1,980 | - | 540 | - | - | - | - | 5,340 | 5,820 | 6,030 | 5,143 |
| | 116,490 | 134,505 | 2,000 | 95,155 | 9,500 | - | - | - | 357,650 | 330,630 | 342,680 | 316,236 |
| Information Technology | | | | | | | | | | | | |
| Computer services | 40,660 | - | - | - | - | 16,500 | - | - | 57,160 | 44,135 | 48,315 | 40,842 |
| Data communications | 3,300 | - | - | - | - | - | - | - | 3,300 | 2,410 | 2,750 | 645 |
| Equipment (non-capital) | 2,000 | - | - | - | 750 | - | - | - | 2,750 | 16,000 | 45,265 | 20,039 |
| Materials & supplies | 2,750 | 3,600 | - | 200 | 1,025 | - | - | - | 7,575 | 6,075 | 5,825 | 1,741 |
| Rental | 1,310 | - | - | - | - | - | - | - | 1,310 | 1,310 | 1,310 | 1,361 |
| Repairs & maintenance | - | 1,000 | - | - | - | - | - | - | 1,000 | 400 | 400 | 28,052 |
| Software (non-capital) | 21,790 | 1,000 | - | 720 | - | - | 480 | - | 23,990 | 22,170 | 23,760 | - |
| | 71,810 | 5,600 | - | 920 | 1,775 | 16,500 | 480 | - | 97,085 | 92,500 | 127,625 | 92,680 |
| Operating | | | | | | | | | | | | |
| Advertising | 45,925 | 14,000 | 500 | 6,570 | 8,600 | - | - | - | 75,595 | 72,950 | 77,100 | 56,730 |
| Association fees & dues | 19,725 | 1,425 | - | - | 440 | - | - | - | 21,590 | 21,090 | 17,090 | 15,266 |
| Bad debts | - | - | - | - | - | - | - | - | - | - | - | 224 |
| Financial services | 9,500 | - | - | - | - | - | - | - | 9,500 | 10,700 | 10,700 | 9,556 |
| In-service (includes PD) | 38,750 | - | - | 1,500 | 3,040 | - | 1,350 | - | 44,640 | 43,240 | 37,290 | 37,032 |
| Insurance | 54,855 | - | 950 | - | - | - | - | - | 55,805 | 54,885 | 52,385 | 48,187 |
| Materials & supplies | 16,600 | 76,875 | 1,400 | 38,355 | 72,245 | 18,000 | - | - | 223,475 | 195,215 | 180,965 | 179,831 |
| Postage, freight & courier | 14,220 | 2,600 | - | 30 | - | - | - | - | 16,850 | 15,800 | 15,800 | 17,114 |
| Printing & copying | 30,415 | 1,100 | - | 680 | 1,150 | - | - | - | 33,345 | 34,345 | 30,015 | 24,335 |
| Professional services | 66,240 | - | - | - | 2,000 | 800,000 | 2,500 | - | 870,740 | 57,540 | 74,765 | 31,516 |
| Resale items | - | 123,490 | 7,340 | - | - | - | - | - | 130,830 | 37,810 | 105,090 | 83,083 |
| Subscriptions | 5,010 | 500 | - | - | - | - | - | - | 5,510 | 5,560 | 5,560 | 4,262 |
| Telephone & fax | 44,250 | 18,615 | - | 5,460 | 2,050 | 1,875 | 3,600 | - | 75,850 | 70,025 | 73,595 | 61,976 |
| Travel | 69,905 | 18,825 | 7,650 | 4,025 | 26,490 | - | 5,850 | - | 132,745 | 136,225 | 71,595 | 69,229 |
| Other | 6,100 | 11,400 | 400 | 11,545 | 10,550 | - | - | 93,700 | 133,695 | 142,065 | 161,000 | 177,104 |
| | 421,495 | 268,830 | 18,240 | 68,165 | 126,565 | 819,875 | 13,300 | 93,700 | 1,830,170 | 897,450 | 912,950 | 815,445 |
| Personal Services | | | | | | | | | | | | |
| Employee benefits | 302,160 | 165,345 | 5,010 | 83,650 | 87,030 | 13,555 | 25,025 | - | 681,775 | 662,890 | 654,995 | 634,661 |
| Honoraria | 30,150 | 400 | - | 1,600 | 1,400 | - | - | - | 33,550 | 33,350 | 24,455 | 19,408 |
| Salaries | 1,507,920 | 1,113,405 | 26,650 | 629,405 | 449,750 | 63,010 | 135,805 | - | 3,925,945 | 3,838,005 | 3,706,375 | 3,717,682 |
| Other | - | - | - | - | - | - | - | - | - | - | - | - |
| | 1,840,230 | 1,279,150 | 31,660 | 714,655 | 538,180 | 76,565 | 160,830 | - | 4,641,270 | 4,534,245 | 4,385,825 | 4,371,751 |
| Total Expenses | \$ 2,723,760 | \$ 2,231,900 | \$ 174,650 | \$ 910,225 | \$ 741,980 | \$ 912,940 | \$ 175,260 | \$ 93,700 | \$ 7,964,415 | \$ 6,900,395 | \$ 6,788,375 | \$ 6,700,462 |

Carlton Trail College
Projected Schedule of General Expenses by Functional Area
for the year ended June 30, 2022

| | 2022 Projected General | | | | 2022 Total General Budget | 2021 Total General Budget | 2021 Total General Forecast | 2020 Total General Actual |
|--------------------------------|------------------------|------------------------------------|--------------------------------|---------------------------|------------------------------------|------------------------------------|--------------------------------------|------------------------------------|
| | Governance | Operating and Administration | Facilities and Equipment | Information Technology | | | | |
| Agency Contracts | | | | | | | | |
| Contracts | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 150 |
| Instructors | - | - | - | - | - | - | - | - |
| | | | | | | | | 150 |
| Amortization | - | - | 253,400 | - | 253,400 | 278,150 | 260,090 | 267,485 |
| Equipment | | | | | | | | |
| Equipment (non-capital) | 1,000 | 8,250 | - | 10,500 | 19,750 | 9,750 | 12,250 | 9,709 |
| Rental | - | 14,885 | - | - | 14,885 | 19,020 | 15,820 | 15,924 |
| Repairs and maintenance | - | 21,700 | - | - | 21,700 | 27,700 | 27,700 | 18,390 |
| Vehicle Expense Allocation | - | (36,000) | - | - | (36,000) | (44,055) | (50,400) | (35,026) |
| | 1,000 | 8,835 | - | 10,500 | 20,335 | 12,415 | 5,370 | 8,997 |
| Facilities | | | | | | | | |
| Building supplies | - | 1,700 | - | - | 1,700 | 1,700 | 11,200 | 3,334 |
| Grounds | - | 3,200 | - | - | 3,200 | 3,200 | 4,000 | 3,458 |
| Janitorial | - | 20,950 | - | - | 20,950 | 20,950 | 25,580 | 23,856 |
| Rental | 1,600 | 71,300 | - | - | 72,900 | 65,400 | 64,900 | 61,946 |
| Repairs & maintenance building | - | 8,000 | - | - | 8,000 | 8,000 | 8,000 | 10,490 |
| Utilities | - | 6,920 | - | - | 6,920 | 5,420 | 8,100 | 8,501 |
| Security & alarm Systems | - | 2,820 | - | - | 2,820 | 3,300 | 3,510 | 3,211 |
| | 1,600 | 114,890 | - | - | 116,490 | 107,970 | 125,290 | 114,796 |
| Information Technology | | | | | | | | |
| Computer services | - | 17,115 | - | 23,545 | 40,660 | 37,635 | 41,815 | 37,717 |
| Data communications | - | 660 | - | 2,640 | 3,300 | 2,410 | 2,750 | 645 |
| Equipment (non-capital) | - | 1,250 | - | 750 | 2,000 | 2,000 | 20,850 | 9,205 |
| Materials & supplies | - | 1,250 | - | 1,500 | 2,750 | 2,750 | 2,500 | 1,661 |
| Rental | - | 1,310 | - | - | 1,310 | 1,310 | 1,310 | 1,361 |
| Repairs & maintenance | - | - | - | - | - | - | - | - |
| Software (non-capital) | - | 4,450 | - | 17,340 | 21,790 | 21,370 | 22,870 | 25,581 |
| | - | 26,035 | - | 45,775 | 71,810 | 67,475 | 92,095 | 76,170 |
| Operating | | | | | | | | |
| Advertising | 350 | 45,575 | - | - | 45,925 | 46,675 | 51,675 | 40,543 |
| Association fees & dues | 12,000 | 7,725 | - | - | 19,725 | 19,725 | 15,225 | 12,875 |
| Bad debts | - | - | - | - | - | - | - | 224 |
| Financial services | - | 9,500 | - | - | 9,500 | 10,700 | 10,700 | 9,556 |
| In-service (includes PD) | 12,550 | 25,700 | - | 500 | 38,750 | 37,650 | 31,700 | 33,799 |
| Insurance | - | 50,355 | - | 4,500 | 54,855 | 53,935 | 51,435 | 48,002 |
| Materials & supplies | 1,000 | 15,600 | - | - | 16,600 | 17,300 | 15,950 | 15,856 |
| Postage, freight & courier | - | 14,220 | - | - | 14,220 | 14,470 | 13,420 | 12,153 |
| Printing & copying | - | 29,415 | - | 1,000 | 30,415 | 31,415 | 28,915 | 23,782 |
| Professional services | 15,000 | 51,240 | - | - | 66,240 | 53,040 | 71,515 | 29,953 |
| Resale items | - | - | - | - | - | - | - | 71 |
| Subscriptions | - | 5,010 | - | - | 5,010 | 5,010 | 5,010 | 4,062 |
| Telephone & fax | - | 42,450 | - | 1,800 | 44,250 | 43,050 | 45,050 | 43,672 |
| Travel | 33,405 | 35,300 | - | 1,200 | 69,905 | 69,580 | 23,950 | 33,516 |
| Other | 2,000 | 4,100 | - | - | 6,100 | 7,100 | 5,800 | 4,175 |
| | 76,305 | 336,190 | - | 9,000 | 421,495 | 409,650 | 370,345 | 312,239 |
| Personal Services | | | | | | | | |
| Employee benefits | 1,500 | 273,045 | - | 27,615 | 302,160 | 308,720 | 307,410 | 305,644 |
| Honoraria | 30,150 | - | - | - | 30,150 | 30,150 | 21,455 | 18,858 |
| Salaries | - | 1,356,800 | - | 151,120 | 1,507,920 | 1,533,670 | 1,531,425 | 1,552,572 |
| Other | - | - | - | - | - | - | - | - |
| | 31,650 | 1,629,845 | - | 178,735 | 1,840,230 | 1,872,540 | 1,860,290 | 1,877,074 |
| Total General Expenses | \$ 110,555 | \$ 2,115,795 | \$ 253,400 | \$ 244,010 | \$ 2,723,760 | \$ 2,748,200 | \$ 2,713,480 | \$ 2,656,911 |

**Carlton Trail College
Projected Schedule of Accumulated Surplus
for the year ended June 30, 2022**

| | June 30 2020 Actual | June 30 2021 Budget | June 30 2021 Forecast | Additions During the Year | Reductions During the Year | June 30 2022 Budget | June 30 2023 Estimated | June 30 2024 Estimated |
|--|---------------------------|---------------------------|-----------------------------|---------------------------------|----------------------------------|---------------------------|------------------------------|------------------------------|
| Invested in Tangible Capital Assets | | | | | | | | |
| Net Book Value of Tangible Capital Assets | \$ 3,955,875 | \$ 3,964,188 | \$ 3,715,785 | \$ 954,000 | \$ 253,400 | \$ 4,416,385 | \$4,200,460 | \$3,908,060 |
| | 3,955,875 | 3,964,188 | 3,715,785 | 954,000 | 253,400 | 4,416,385 | 4,200,460 | 3,908,060 |
| Internally Restricted Operating Surplus | | | | | | | | |
| Capital Projects: | | | | | | | | |
| Sustaining Capital Funding | 19,256 | 6,507 | 21,255 | 49,500 | 64,500 | 6,255 | 6,255 | 6,255 |
| | 19,256 | 6,507 | 21,255 | 49,500 | 64,500 | 6,255 | 6,255 | 6,255 |
| Other: | | | | | | | | |
| Information Technology | 119,764 | 119,764 | 119,764 | - | 20,883 | 98,881 | 78,881 | 58,881 |
| Online registration/content management software | 50,000 | - | 50,000 | - | 50,000 | - | - | - |
| Accounting software upgrades and enhancements | 30,273 | 30,273 | 30,273 | - | - | 30,273 | 30,273 | 30,273 |
| Inventory Software | 25,000 | - | 25,000 | - | 25,000 | - | - | - |
| Student Information System | 75,000 | - | 75,000 | 225,000 | - | 300,000 | 175,000 | 50,000 |
| Learning Enhanced Technology | 18,617 | 18,617 | 18,617 | - | 18,617 | - | - | - |
| Professional Development | 73,143 | 61,832 | 73,143 | 10,000 | 10,000 | 73,143 | 73,143 | 73,143 |
| Vehicles | 173,684 | 113,684 | 188,685 | 15,000 | 75,000 | 128,685 | 143,685 | 158,685 |
| Multi-Year Funding Allocation | - | - | - | 118,100 | - | 118,100 | 236,200 | 236,200 |
| Higher Education ERP System | - | - | - | 1,600,000 | 1,600,000 | - | - | - |
| Scholarship | | | | | | | | |
| BHP Billiton | 104,346 | 103,526 | 89,346 | 65,000 | 65,000 | 89,346 | 89,346 | 89,346 |
| Saskatchewan Innovation and Opportunity | 86,307 | 81,212 | 67,707 | 44,660 | 28,700 | 83,667 | 99,627 | 115,587 |
| Targeted programming funds: | | | | | | | | |
| English as a Second Language | 72,379 | 61,548 | 72,379 | 112,000 | 112,000 | 72,379 | 72,379 | 59,224 |
| Skills Training Allocation | 316,164 | 183,134 | 316,164 | 1,000,000 | 1,000,000 | 316,164 | 291,089 | 235,414 |
| Adult Basic Education | 84,585 | 21,885 | 80,840 | 428,000 | 442,990 | 65,850 | 36,800 | 12,110 |
| Adult Basic Education - Essential Skills for the Workplace | 133,426 | 114,791 | 101,061 | 200,000 | 301,061 | - | - | - |
| Adult Basic Education - On Reserve | 154,560 | - | 112,015 | 237,000 | 266,590 | 82,425 | 47,925 | 9,605 |
| | 1,517,248 | 910,266 | 1,419,994 | 4,054,760 | 4,015,841 | 1,458,913 | 1,374,348 | 1,128,468 |
| Unrestricted Operating Surplus | 494,155 | 356,428 | 462,955 | - | 226,174 | 236,781 | 123,671 | 22,836 |
| Total Accumulated Surplus from Operations | \$ 5,986,534 | \$ 5,237,389 | \$ 5,619,989 | \$5,058,260 | \$4,559,915 | \$ 6,118,334 | \$5,704,734 | \$5,065,619 |

APPENDIX B

Skills Training Allocation Program Management Plan

Appendix B - Skills Training Program Management Plan 2021-22

| STA Financial Overview | | | |
|--|-------------------------------|------------------------------------|---------------------------------|
| Estimated Program Reserves (as of June 30, 2021) | STA Budget Allocation 2021-22 | Projected 2021-22 STA expenditures | Projected Carry Forward 2022-23 |
| \$316,164 | \$1,000,000 | \$1,000,000 | \$316,164 |

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| Program Information | | | | | | | | | | | | | | | 2021-22 ICT Funding | | Other Funding | | Total Cost | Cost per Seat | 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 Poly | Combination (Class room and distance learning) | Humboldt | 30-Aug-21 | 27-May-22 | 136 | 15 | 3 | 12 | 17 | Yes, in person | Yes | \$53,505 | | \$73,855 | | \$127,360 | \$8,490.67 | CCA's are listed in the top 5 highest priority to recruit in the 2021 Sask Health Human Resources Priorities plan. Demand is projected to be constantly more than supply over the next 10 years. There is currently a gap of 300 positions. The Labour Market Information for the Carlton Trail College region indicates that there were 435 job vacancies in 2020 (Ministry of ICT, Feb 2021). |
| Continuing Care Assistant | Continuing Care Assistant Certificate | Institute | Sask Poly | Combination (Class room and distance learning) | Wynyard | 31-Aug-21 | 25-Jun-22 | 136 | 14 | 2 | 12 | 16 | Yes, in person | Yes | \$51,975 | | \$74,205 | | \$126,180 | \$9,012.86 | CCA's are listed in the top 5 highest priority to recruit in the 2021 Sask Health Human Resources Priorities plan. Demand is projected to be constantly more than supply over the next 10 years. There is currently a gap of 300 positions. The Labour Market Information for the Carlton Trail College region indicates that there were 435 job vacancies in 2020 (Ministry of ICT, Feb 2021). |
| Electrician | Electrician Applied Certificate | Institute | Sask Poly | Class room | Humboldt | 16-Aug-21 | 14-Jan-22 | 90 | 12 | | 10 | 8 | Yes, in person | Yes | \$55,040 | | \$40,890 | | \$95,930 | \$7,994.17 | Forecasted provincial job openings (2020-2024) are estimated to be between 60-314 (ICT Sector Intelligence Tool, January 2021). 64% of graduates from our 2019-2020 program were employed in their field 60 days after program completion. |
| Office Administration | Office Administration Certificate | Institute | Sask Poly | Combination (Class room and distance learning) | Humboldt | 30-Aug-21 | 28-May-22 | 159 | 15 | | 12 | 17 | N/A | Yes | \$68,375 | | \$82,370 | | \$150,745 | \$10,049.67 | General Office Support Workers and Receptionists were among the top 15 occupations with the most job vacancies in 2020 in the Carlton Trail College region (Ministry of ICT 2021). Although these occupations are included in the "high school completion" category, we know that employers prefer those with an Office Admin certificate. Many of our students are hired by SHA in the region. |
| Practical Nursing Sem 2,3,4 | Practical Nursing Diploma (Year 1) | Institute | Sask Poly | Combination (Class room and distance learning) | Watrous | 30-Aug-21 | 24-Jun-22 | 153 | 19 | | 16 | 22 | Yes, in person | Yes | \$359,875 | | \$122,565 | | \$482,440 | \$25,391.58 | The demand for LPN's is projected to be constantly more than supply over the next 10 years (Sask Health Human Resources Priorities plan). The Labour Market Information for the Carlton Trail College region indicates that there were 177 job vacancies in 2020 (Ministry of ICT, Feb 2021). |
| Primary Care Paramedic Sem 1 | Primary Care Paramedic Certificate | Institute | Sask Poly | Combination (Class room and distance learning) | Humboldt | 4-Sep-21 | 30-Jun-22 | 48 | 12 | 12 | 0 | 3 | Yes, in person | Yes | \$61,240 | | \$39,800 | | \$101,040 | \$8,420.00 | Forecasted provincial job openings (2020-2024) are estimated to be between 98-115 (ICT Sector Intelligence Tool, January 2021). With more than 10 ambulance services in our region, there is a continued need to replace paramedics that move away or retire. Student demand for this program is very high; we had a wait-list a year before the start of the program. |

Appendix B - Skills Training Program Management Plan 2021-22

| STA Financial Overview | | | |
|--|-------------------------------|------------------------------------|---------------------------------|
| Estimated Program Reserves (as of June 30, 2021) | STA Budget Allocation 2021-22 | Projected 2021-22 STA expenditures | Projected Carry Forward 2022-23 |
| \$316,164 | \$1,000,000 | \$1,000,000 | \$316,164 |

Delivery Institution: Carlton Trail College

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| Program Information | | | | | | | | | | | | | | | 2021-22 ICT Funding | | Other Funding | | Total Cost | Cost per Seat | 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 | | | | | | | | | | | | | | | | | | | | | |
| Security Officer | | Institute | Sask Poly | Combination (Class room and distance learning) | Punnichy | 22-Feb-22 | 13-May-22 | 57 | 12 | | 12 | 6 | No | Yes | \$57,135 | | \$360 | \$17,000 | \$74,495 | \$6,207.92 | 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. 100% of graduates in 2021 were hired from their work placement. |
| Welding Applied | Welding Certificate | Institute | Sask Poly | Combination (Class room and distance learning) | Humboldt | 1-Aug-21 | 25-Mar-22 | 160 | 12 | | 12 | 19 | Yes, in person | Yes | \$11,420 | | \$0 | \$158,790 | \$170,210 | \$14,184.17 | The Labour Market Information for the Carlton Trail College region indicates that there were 32 job vacancies in 2020 (Ministry of ICT, Feb 2021). Manufacturing has picked up in this region and employers are indicating an ongoing need for trained welders. We are partnering with Sask Polytech and Conestoga College to participate in the "Increasing Canada's Prosperity Through Skilled Trades" project to expose 456 students from underrepresented groups to welding training to address a skills shortage in this high demand trade. This year, the applied certificate program will be enhanced to include employability skills and 8 weeks of paid work experience. |
| Early Childhood Education - Yr 2 | Early Childhood Education Diploma | Institute | Sask Poly | Combination (Class room and distance learning) | Punnichy | 7-Sep-21 | 29-Apr-22 | 125 | 12 | | 12 | 13 | Yes, in person | Yes | \$19,345 | | \$76,020 | \$6,000 | \$101,365 | | Touchwood Agency Tribal Council has committed to ensuring all Daycare and Headstart staff in their four communities are trained and certified and will pay student tuition and books. The Labour Market Information for the Carlton Trail College region indicates that there were 34 job vacancies in 2020 (Ministry of ICT, Feb 2021). |
| Early Childhood Education - Yr 1 p/t | Early Childhood Education Diploma | Institute | Sask Poly | Combination (Class room and distance learning) | Watrous | 14-Sep-21 | 5-Apr-22 | 25 | 12 | 8 | 0 | 1 | No | Yes | \$4,980 | | \$7,416 | | \$12,396 | | The Labour Market Information for the Carlton Trail College region indicates that there were 34 job vacancies in 2020 (Ministry of ICT, Feb 2021). Some part-time students require the training to maintain employment. |
| Early Childhood Education - Yr 1 p/t | Early Childhood Education Diploma | Institute | Sask Poly | Combination (Class room and distance learning) | Humboldt | 14-Sep-21 | 5-Apr-22 | 25 | 12 | 9 | 0 | 1 | No | Yes | \$11,200 | | \$9,215 | | \$20,415 | | The Labour Market Information for the Carlton Trail College region indicates that there were 34 job vacancies in 2020 (Ministry of ICT, Feb 2021). Some part-time students require the training to maintain employment. |
| Early Childhood Education - Yr 2 p/t | Early Childhood Education Diploma | Institute | Sask Poly | Combination (Class room and distance learning) | Humboldt | 14-Sep-21 | 28-Jan-22 | 55 | 12 | 4 | 0 | 1 | No | Yes | \$25,500 | | \$6,545 | | \$32,045 | \$2,670.42 | The Labour Market Information for the Carlton Trail College region indicates that there were 34 job vacancies in 2020 (Ministry of ICT, Feb 2021). Some part-time students require the training to maintain employment. |
| Power Engineering Technician | Power Engineering Technician Certificate (4th Class) | Institute | Sask Poly | Combination (Class room and distance learning) | Humboldt | 30-Aug-21 | 22-Apr-22 | 140 | 12 | | 6 | 8 | No | Yes | \$127,865 | | \$53,845 | | \$181,710 | \$15,142.50 | 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. We are working on a plan for collaboration with another regional College to deliver this program together and share instructors. |
| Business Diploma Yr 1 | Business Diploma (Year 1) | Institute | Sask Poly | Combination (Class room and distance learning) | Humboldt | 30-Aug-21 | 27-May-22 | 159 | 12 | | 8 | 12 | N/A | Yes | \$85,315 | | \$57,735 | | \$143,050 | \$11,920.83 | There is ongoing demand in many sectors for skills in various business disciplines. |
| Capital purchases STA programs | | | | | | | | | | | | | | | \$7,230 | | | | \$7,230 | | Funds available to replace capital equipment that is required for delivery of the programs. |
| Total: | | | | | | | | | 183 | 38 | 112 | 143 | | | \$1,000,000 | \$0 | \$644,821 | \$181,790 | \$1,826,611 | \$9,981.48 | |

Appendix B - Skills Training Program Management Plan 2021-22

| STA Financial Overview | | | |
|--|-------------------------------|------------------------------------|---------------------------------|
| Estimated Program Reserves (as of June 30, 2021) | STA Budget Allocation 2021-22 | Projected 2021-22 STA expenditures | Projected Carry Forward 2022-23 |
| \$316,164 | \$1,000,000 | \$1,000,000 | \$316,164 |

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| Program Information | | | | | | | | | | | | | | 2021-22 ICT Funding | | Other Funding | | Total Cost | Cost per Seat | 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 | | | | | | | | | | | | | | | | | | | | | |
| Continuing Care Assistant | Continuing Care Assistant Certificate | Institute | Sask Poly | Combination (Class room and distance learning) | One Arrow FN | | | | | | | | | | | | | | | | To meet the demand for CCA's in the region and province and to accommodate students completing the Supportive Care Assistant program in that area. |
| Health Care Cook | | Institute | Sask Poly | Combination (Class room and distance learning) | TBD | | | | | | | | | | | | | | | | To meet the demand for cooks in health care facilities. |
| Community Mental Health Certificate | | Institute | Lakeland College | Combination (Class room and distance learning) | TBD | | | | | | | | | | | | | | | | Professional development for those working in human services roles to provide the knowledge to work effectively with mental health and wellness issues. |
| Educational Assistant | Educational Assistant Certificate | Institute | Sask Poly | Combination (Class room and distance learning) | Humboldt | | | | | | | | | | | | | | | | The local school division has indicated that there is difficulty hiring trained EA's and part-time options are being investigated. |
| Other Institute Credit Programming - Cost Recovery | | | | | | | | | | | | | | | | | | | | | |
| Construction Worker Preparation | | Institute | SIIT | Class room | Punnichy | | | | 24 | 24 | 0 | | Yes, in person | No | | | | | 50 | | Partnership with Horizon School Division |
| Retail Meat Specialist | Retail Meat Specialist | Institute | Sask Poly | Combination (Class room and distance learning) | Muskowekwan FN | | | | 12 | 0 | 12 | | Yes, in person | Yes | | | | | 50 | | Partnership with FN community |

Skills Training Program Management Plan 2022-23

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| Program Information | | | | | | | | | Program Funding | | | Rationale | |
|---------------------------------------|--|----------------------------------|----------------------------|----------|-----------------|---------------------|---------------------|-----------|------------------|--------------------------|---------------|-----------------------|---|
| Program Name | Standard Program Name | Institute/ Industry Credit | Accredited Organization | Location | Program Days | Program Capacity | Projected Enrolment | | Projected FLE | Projected ICT Funding | Other Funding | Total Program Cost | Brief Rationale for Program |
| | | | | | | | Part-time | Full-time | | | | | |
| Continuing Care Assistant | Continuing Care Assistant Certificate | Institute | | Humboldt | 136 | 15 | 2 | 13 | 17 | \$53,975 | \$73,855 | \$127,830 | CCA's are listed in the top 5 highest priority to recruit in the 2021 Sask Health Human Resources Priorities plan. Demand is projected to be constantly more than supply over the next 10 years. There is currently a gap of 300 positions. The Labour Market Information for the Carlton Trail College region indicates that there were 435 job vacancies in 2020 (Ministry of ICT, Feb 2021). |
| Continuing Care Assistant | Continuing Care Assistant Certificate | Institute | | Wynyard | 136 | 14 | 2 | 12 | 16 | \$52,450 | \$74,205 | \$126,655 | CCA's are listed in the top 5 highest priority to recruit in the 2021 Sask Health Human Resources Priorities plan. Demand is projected to be constantly more than supply over the next 10 years. There is currently a gap of 300 positions. The Labour Market Information for the Carlton Trail College region indicates that there were 435 job vacancies in 2020 (Ministry of ICT, Feb 2021). |
| Continuing Care Assistant | Continuing Care Assistant Certificate | Institute | | Watrous | 136 | 12 | | 12 | 15 | \$41,595 | \$78,000 | \$119,595 | CCA's are listed in the top 5 highest priority to recruit in the 2021 Sask Health Human Resources Priorities plan. Demand is projected to be constantly more than supply over the next 10 years. There is currently a gap of 300 positions. The Labour Market Information for the Carlton Trail College region indicates that there were 435 job vacancies in 2020 (Ministry of ICT, Feb 2021). |
| Office Administration | Office Administration Certificate | Institute | | Humboldt | 159 | 15 | | 14 | 20 | \$54,520 | \$104,665 | \$159,185 | General Office Support Workers and Receptionists were among the top 15 occupations with the most job vacancies in 2020 in the Carlton Trail College region (Ministry of ICT 2021). Although these occupations are included in the "high school completion" category, we know that employers prefer those with an Office Admin certificate. Many of our students are hired by SHA in the region. |
| Practical Nursing (Sem 5,6,1) | Practical Nursing Diploma (Online delivery) (Year 2) | Institute | | Watrous | 153 | 19 | | 19 | 26 | \$380,935 | \$147,785 | \$528,720 | The demand for LPN's is projected to be constantly more than supply over the next 10 years (Sask Health Human Resources Priorities plan). The Labour Market Information for the Carlton Trail College region indicates that there were 177 job vacancies in 2020 (Ministry of ICT, Feb 2021) |
| Primary Care Paramedic (PT continued) | Primary Care Paramedic Certificate | Institute | | Humboldt | 60 | 12 | 11 | 0 | 2 | \$60,240 | \$45,225 | \$105,465 | Continuation of PT program started in 2021. |

Skills Training Program Management Plan 2022-23

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| Program Information | | | | | | | | | | Program Funding | | | Rationale |
|---|-----------------------------------|----------------------------------|----------------------------|----------|-----------------|---------------------|---------------------|------------|------------------|--------------------------|------------------|-----------------------|---|
| Program Name | Standard Program Name | Institute/ Industry Credit | Accredited Organization | Location | Program Days | Program Capacity | Projected Enrolment | | Projected FLE | Projected ICT Funding | Other Funding | Total Program Cost | Brief Rationale for Program |
| | | | | | | | Part-time | Full-time | | | | | |
| Security Officer | | Institute | | Punnichy | 57 | 12 | | 12 | 6 | \$58,085 | \$17,360 | \$75,445 | 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. 100% of graduates in 2021 were hired from their work placement. |
| Welding Applied Certificate | | Institute | | Humboldt | 106 | 12 | | 12 | 11 | \$100,500 | \$32,610 | \$133,110 | The Labour Market Information for the Carlton Trail College region indicates that there were 32 job vacancies in 2020 (Ministry of ICT, Feb 2021). Manufacturing has picked up in this region and employers are indicating an ongoing need for trained welders. |
| Early Childhood Education Diploma - Yr 1 p/t | Early Childhood Education Diploma | Institute | | Humboldt | 35 | 12 | 9 | | 1 | \$8,610 | \$9,215 | \$17,825 | The Labour Market Information for the Carlton Trail College region indicates that there were 34 job vacancies in 2020 (Ministry of ICT, Feb 2021). There is high turnover in this industry so continuous training is necessary. |
| Agriculture Sciences Certificate (Lakeland College) | | Institute | | Humboldt | 118 | 12 | | 10 | 11 | \$59,180 | \$63,800 | \$122,980 | Agriculture is one of the main industries in this region and general farm workers were amongst the top 3 occupations with the most job vacancies in 2020 and agriculture service contractors were also in high demand (Ministry of ICT, Feb 2021). Managers in agriculture are forecasted to have over 4,100 job openings 2020-2024 and general farm workers are forecasted to have over 900 during the same time period in the province as a whole. This program will be delivered in partnership with Cumberland College. |
| Victim Services Coordinator | | Institute | | Punnichy | 61 | 12 | | 12 | 7 | \$13,000 | \$40,000 | \$53,000 | The need for trained people in the area of victim services has been identified by our Indigenous partners as there is a need to provide advocacy, information, assistance and referrals to victims of crime or traumatic events. |
| Community Mental Health Certificate | | Institute | | Humboldt | 75 | 12 | 8 | | 3 | \$22,605 | \$38,000 | \$60,605 | Professional development for those working in human services roles to provide the knowledge to work effectively with mental health and wellness issues. |
| Health Care Cook | | Institute | | Humboldt | 167 | 12 | | 10 | 15 | \$62,785 | \$90,000 | \$152,785 | Cooks have been identified as a high priority occupation according to Sask's Health Human Resource Priorities (2021) and is amongst the top five occupations with the most job vacancies in 2020 (Ministry of ICT, 2021). |
| Electrician | Electrician Applied Certificate | Institute | | Humboldt | 90 | 12 | | 11 | 9 | \$56,595 | \$40,890 | \$97,485 | Forecasted provincial job openings (2020-2024) are estimated to be between 60-314 (ICT Sector Intelligence Tool, January 2021). 64% of graduates from our 2019-2020 program were employed in their field 60 days after program completion. |
| | | | | | Total: | 183 | 32 | 137 | 158 | \$1,025,075 | \$855,610 | \$1,880,685 | |
| Other Institute Credit Programming - Cost Recovery | | | | | | | | | | | | | |
| | | | | | | | | | | | | \$0 | |

Skills Training Program Management Plan 2023-24

Delivery Institution: Carlton Trail College

Date Submitted: 25-May-21

Page 1 of 2

| Program Name | Standard Program Name | Accredited Organization | Location | Program Capacity | Projected Enrolment | | Projected FLE | Brief Rationale for Program |
|---------------------------------------|-----------------------|-------------------------|----------|------------------|---------------------|-----------|---------------|---|
| | | | | | Part-time | Full-time | | |
| Continuing Care Assistant | | | Humboldt | 15 | 0 | 15 | 18 | CCA's are listed in the top 5 highest priority to recruit in the 2021 Sask Health Human Resources Priorities plan. Demand is projected to be constantly more than supply over the next 10 years. There is currently a gap of 300 positions. The Labour Market Information for the Carlton Trail College region indicates that there were 435 job vacancies in 2020 (Ministry of ICT, Feb 2021). |
| Continuing Care Assistant | | | Wynyard | 14 | 0 | 14 | 17 | CCA's are listed in the top 5 highest priority to recruit in the 2021 Sask Health Human Resources Priorities plan. Demand is projected to be constantly more than supply over the next 10 years. There is currently a gap of 300 positions. The Labour Market Information for the Carlton Trail College region indicates that there were 435 job vacancies in 2020 (Ministry of ICT, Feb 2021). |
| Continuing Care Assistant | | | Punnichy | 12 | | 12 | 15 | CCA's are listed in the top 5 highest priority to recruit in the 2021 Sask Health Human Resources Priorities plan. Demand is projected to be constantly more than supply over the next 10 years. There is currently a gap of 300 positions. The Labour Market Information for the Carlton Trail College region indicates that there were 435 job vacancies in 2020 (Ministry of ICT, Feb 2021). |
| Office Administration | | | Humboldt | 15 | | 14 | 20 | General Office Support Workers and Receptionists were among the top 15 occupations with the most job vacancies in 2020 in the Carlton Trail College region (Ministry of ICT 2021). Although these occupations are included in the "high school completion" category, we know that employers prefer those with an Office Admin certificate. Many of our students are hired by SHA in the region. |
| Practical Nursing (Sem 2,3,4) | | | Watrous | 19 | | 18 | 24 | The demand for LPN's is projected to be constantly more than supply over the next 10 years (Sask Health Human Resources Priorities plan). The Labour Market Information for the Carlton Trail College region indicates that there were 177 job vacancies in 2020 (Ministry of ICT, Feb 2021). |
| Primary Care Paramedic (PT continued) | | | Humboldt | 12 | 10 | | 2 | Continuation of PT program started in 2021. |

Skills Training Program Management Plan 2023-24

Delivery Institution: Carlton Trail College

Date Submitted: 25-May-21

Page 2 of 2

| Program Name | Standard Program Name | Accredited Organization | Location | Program Capacity | Projected Enrolment | | Projected FLE | Brief Rationale for Program |
|---|-----------------------|-------------------------|----------|------------------|---------------------|------------|---------------|---|
| | | | | | Part-time | Full-time | | |
| Security Officer | | | Punnichy | 12 | | 12 | 6 | 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. 100% of graduates in 2021 were hired from their work placement. |
| Welding Applied Certificate | | | Humboldt | 12 | | 12 | 19 | The Labour Market Information for the Carlton Trail College region indicates that there were 32 job vacancies in 2020 (Ministry of ICT, Feb 2021). Manufacturing has picked up in this region and employers are indicating an ongoing need for trained welders. We are exploring a partnership with Sask Polytech and Conestoga College to participate in the "Increasing Canada's Prosperity Through Skilled Trades" project to expose 456 students from underrepresented groups to welding training to address a skills shortage in this high demand trade. |
| Carpentry Applied Certificate | | | Humboldt | 12 | | 12 | 10 | An expansion of the College's trades facility would accommodate carpentry and other construction-related programs to meet future construction demand. |
| Business Diploma - Yr 1 | | | Humboldt | 12 | | 8 | 12 | There is ongoing demand in many sectors for skills in various business disciplines. Carlton Trail College is working towards becoming a Designated Learning Institution for international students and this program will meet international student demand. |
| Early Childhood Education Diploma | | | Humboldt | 12 | 9 | | 1 | The Labour Market Information for the Carlton Trail College region indicates that there were 34 job vacancies in 2020 (Ministry of ICT, Feb 2021). There is high turnover in this industry so continuous training is necessary. |
| Agriculture Sciences Certificate | | | Humboldt | 12 | | 10 | 11 | Agriculture is one of the main industries in this region and general farm workers were amongst the top 3 occupations with the most job vacancies in 2020 and agriculture service contractors were also in high demand (Ministry of ICT, Feb 2021). Managers in agriculture are forecasted to have over 4,100 job openings 2020-2024 and general farm workers are forecasted to have over 900 during the same time period in the province as a whole. This program will be delivered in partnership with Cumberland College. |
| Health Care Cook | | | Punnichy | 12 | | 12 | 18 | Cooks have been identified as a high priority occupation according to Sask's Health Human Resource Priorities (2021) and is amongst the top five occupations with the most job vacancies in 2020 (Ministry of ICT, 2021). |
| Community Mental Health Certificate | | | Wynyard | 12 | 10 | | 3 | Professional development for those working in human services roles to provide the knowledge to work effectively with mental health and wellness issues. |
| Total: | | | | 183 | 29 | 139 | 176 | |
| Other Institute Credit Programming - Cost Recovery | | | | | | | | |
| | | | | | | | | |

APPENDIX C

Adult Basic Education Program Management Plan



Immigration and Career
Training
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**Appendix C - Essential Skills (Adult Basic Education)
Program Management Plan for 2021-22**

Delivery Institution: Carlton Trail College

Date Submitted: 25-May-21

| ES Financial Overview | | | | |
|-----------------------|--|--------------------------------|--|---|
| | Program Reserves (as of June 30, 2021) | Budget Allocation 2021-2022 | Projected 2021-2022 expenditures | Projected Carry Forward 2022-2023 |
| ABE Traditional | \$80,840 | \$428,000 | \$442,990 | \$65,850 |
| ABE On-reserve | \$112,015 | \$237,000 | \$266,590 | \$82,425 |
| ABE - ESWP | \$101,061 | \$200,000 | \$301,061 | \$0 |
| Total | \$293,916 | \$865,000 | \$1,010,641 | \$148,275 |

| Program Information | | | | | | | | | | Projected Enrolment | | | | 2020-21 ICT Funding | | | | Other Funding | | Total Anticipated Program Funding [A+B+C+D] | | | | |
|--------------------------------|----------------|------------------------|----------------------------|--------------------------------------|--|---------------------------|-------------------------|-------------------------------|------------------|---------------------|-----------|------------------|--------------------------------|--|---|---------------------------------------|---------------------------------------|--|--------------------------------|--|--------------------|-------------------------|-----|--|
| 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 FTE | Work placements provided | Projected ABE- Traditional Funding [A] | Projected ABE On- reserve Funding [A] | Projected ABE- ESWP Funding [A] | ABE Carry Over Funds Used * [B] | K-12 Funding for 18 21 Year Olds [C] | Partner Contribution [D] | Total Anticipated Program Funding [A+B+C+D] | Cost per Seat | In-Kind Contribution | PTA | |
| Plan A | | | | | | | | | | | | | | | | | | | | | | | | |
| Adult 12 | Level 4 | Humboldt | Off-Reserve | | Combination (Class room and distance learning) | 1-Sep-21 | 31-May-22 | 167 | 14 | 2 | 13 | 20.0 | No | \$120,130 | | | | \$57,500 | | \$177,630 | 12,688 | No | Yes | |
| Adult 12 | Level 4 | Punnichy | Off-Reserve | GGFN, KFN, MFN, DFN | Combination (Class room and distance learning) | 1-Sep-21 | 31-May-22 | 167 | 14 | 2 | 13 | 20.0 | No | \$159,595 | | | | \$18,850 | | \$178,445 | 12,746 | Yes | Yes | |
| Adult 12 | Level 4 | Wakaw | Off-Reserve | OAFN | Combination (Class room and distance learning) | 1-Sep-21 | 31-May-22 | 167 | 12 | 2 | 11 | 17.2 | No | \$138,225 | | | | \$10,500 | \$55,705 | \$204,430 | 17,036 | Yes | Yes | |
| Adult 12 | Level 4 | Wadena | Off-Reserve | FLFN | Combination (Class room and distance learning) | 1-Sep-21 | 31-May-22 | 167 | 16 | 2 | 15 | 22.9 | No | | \$118,375 | | \$10,495 | \$46,000 | \$15,500 | \$190,370 | 11,898 | Yes | Yes | |
| Adult 10 | Level 3 | Punnichy | Off-Reserve | GGFN, KFN, MFN, DFN | Combination (Class room and distance learning) | 1-Sep-21 | 29-Apr-22 | 146 | 10 | 2 | 9 | 12.5 | Yes | | \$117,200 | | | \$27,150 | | \$144,350 | 14,435 | Yes | Yes | |
| Digital Literacy Essentials | Levels 1/2 | One Arrow First Nation | On-Reserve | OAFN | Combination (Class room and distance learning) | 15-Nov-21 | 10-Dec-21 | 20 | 10 | | 10 | 1.7 | No | | \$1,425 | | | | \$21,115 | \$22,540 | 2,254 | Yes | No | |
| Digital Literacy Essentials | Levels 1/2 | Punnichy | Off-Reserve | GGFN, KFN, MFN, DFN | Combination (Class room and distance learning) | 1-May-22 | 31-May-22 | 20 | 10 | | 10 | 1.7 | No | \$10,050 | | | \$12,490 | | | \$22,540 | 2,254 | Yes | Yes | |
| Digital Literacy Essentials | Levels 1/2 | Regional | Off-Reserve | | Combination (Class room and distance learning) | TBD | | 16 | 12 | 12 | | 1.6 | No | | | \$9,980 | \$12,560 | | | \$22,540 | 1,878 | No | No | |
| ESWP - Mining Essentials | ESWP Level 1/2 | Wadena | Off-Reserve | FLFN, BHP | Combination (Class room and distance learning) | 1-Nov-21 | 31-Mar-22 | 75 | 12 | | 12 | 7.7 | Yes | | | \$9,680 | \$107,595 | | | \$117,275 | 9,773 | Yes | Yes | |
| ESWP - Security Officer | ESWP Level 1/2 | OAFN | On-Reserve | OAFN | Combination (Class room and distance learning) | 3-Jan-22 | 31-Mar-22 | 49 | 12 | | 12 | 5.0 | Yes | | | \$51,030 | | \$20,880 | | \$71,910 | 5,993 | Yes | No | |
| ESWP - Intro to Healthcare | ESWP Level 1/2 | Punnichy | Off-Reserve | TATC, MFN, DFN, GGFN, KFN | Combination (Class room and distance learning) | 1-Sep-21 | 2-Dec-21 | 51 | 12 | | 12 | 5.2 | Yes | | | \$64,685 | | | | \$64,685 | 5,390 | Yes | Yes | |
| ESWP - Manufacturing | ESWP Level 1/2 | Humboldt | Off-Reserve | Iron Triangle - Manufacturing Ind | Combination (Class room and distance learning) | 1-Sep-21 | 10-Nov-21 | 48 | 12 | | 12 | 4.9 | Yes | | | \$64,625 | | | | \$64,625 | 5,385 | Yes | Yes | |
| English for Employment | EAL | Humboldt | Off-Reserve | ESL Program | Combination (Class room and distance learning) | Appendix D | | | | | | | Yes | | | | \$2,500 | | | \$2,500 | #DIV/0! | Yes | No | |
| Total: | | | | | | | | | | 146 | 22 | 129 | 120.7 | | \$428,000 | \$237,000 | \$200,000 | \$145,640 | \$160,000 | \$113,200 | \$1,283,840 | \$8,793 | | |
| Plan B | | | | | | | | | | | | | | | | | | | | | | | | |
| ESWP - Employability | ESWP Level 1/2 | Punnichy | Off-Reserve | | Combination (Class room and distance learning) | TBD | | 48 | 12 | | 12 | 5.0 | Yes | | | | | | | \$0 | 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 - Mining Essentials | ESWP Level 1/2 | Wadena | Off Reserve | FLFN, BHP | 12 | Mining Essentials | 60hrs |
| ESWP - Security Officer | ESWP Level 1/2 | OAFN | On Reserve | OAFN | 12 | Security Officer | 60hrs |
| ESWP - Intro to Healthcare | ESWP Level 1/2 | Punnichy | Off Reserve | TATC, GGFN, DFN, KFN, MFN | 12 | Into to Healthcare | 60hrs |
| ESWP - Manufacturing | ESWP Level 1/2 | Humboldt | Off Reserve | Iron Triangle - Manufacturing Ind | 12 | Manufacturing | 60hrs |

Essential Skills (Adult Basic Education) Program Management Plan for 2022-23

Post-Secondary Institution: Carlton Trail College

Date Submitted: 25-May-21

| Program Information | | | | Seat Capacity | Projected Enrolment | | Projected FLE |
|-----------------------------|----------------|------------------------|----------------------------|---------------|---------------------|------------|---------------|
| Program Name | Program Level | Location | On-Reserve/ Off-Reserve | | Part-time | Full-time | |
| Adult 12 | Level 4 | Humboldt | Off-Reserve | 18 | 2 | 17 | 26.2 |
| Adult 12 | Level 4 | Punnichy | Off-Reserve | 18 | 2 | 17 | 26.2 |
| Adult 12 | Level 4 | Wakaw | Off-Reserve | 16 | 2 | 15 | 23.3 |
| Adult 12 | Level 4 | Wadena | Off-Reserve | 15 | 2 | 14 | 21.9 |
| Adult 10 | Level 3 | Punnichy | Off-Reserve | 14 | 2 | 13 | 20.4 |
| Digital Literacy Essentials | Levels 1/2 | One Arrow First Nation | On-Reserve | 12 | | 12 | 2.1 |
| Digital Literacy Essentials | Levels 1/2 | Punnichy | Off-Reserve | 12 | | 12 | 2.0 |
| Digital Literacy Essentials | Levels 1/2 | Regional | Off-Reserve | 12 | 12 | | 1.0 |
| ESWP | ESWP Level 1/2 | Wadena | Off-Reserve | 12 | | 12 | 6.2 |
| ESWP | ESWP Level 1/2 | OAFN | On-Reserve | 12 | | 12 | 6.2 |
| ESWP | ESWP Level 1/2 | Punnichy | Off-Reserve | 12 | | 12 | 6.2 |
| ESWP | ESWP Level 1/2 | Humboldt | Off-Reserve | 12 | | 12 | 6.2 |
| English for Employment | EAL | Humboldt | Off-Reserve | n/a | | | |
| Total | | | | 165 | 22 | 148 | 147.8 |

Essential Skills (Adult Basic Education) Program Management Plan for 2023-24

Post-Secondary Institution: Carlton Trail College

Date Submitted: 25-May-21

| Program Information | | | | Seat Capacity | Projected Enrolment | | Projected FLE |
|-----------------------------|----------------|------------------------|----------------------------|---------------|---------------------|------------|---------------|
| Program Name | Program Level | Location | On-Reserve/ Off-Reserve | | Part-time | Full-time | |
| Adult 12 | Level 4 | Humboldt | Off-Reserve | 18 | 2 | 17 | 26.2 |
| Adult 12 | Level 4 | Punnichy | Off-Reserve | 18 | 2 | 17 | 26.2 |
| Adult 12 | Level 4 | Wakaw | Off-Reserve | 16 | 2 | 15 | 23.3 |
| Adult 12 | Level 4 | Wadena | Off-Reserve | 15 | 2 | 14 | 21.9 |
| Adult 10 | Level 3 | Punnichy | Off-Reserve | 14 | 2 | 13 | 20.4 |
| Digital Literacy Essentials | Levels 1/2 | One Arrow First Nation | On-Reserve | 12 | | 12 | 2.1 |
| Digital Literacy Essentials | Levels 1/2 | Punnichy | Off-Reserve | 12 | | 12 | 2.0 |
| Digital Literacy Essentials | Levels 1/2 | Regional | Off-Reserve | 12 | 12 | | 1.0 |
| ESWP | ESWP Level 1/2 | Wadena | Off-Reserve | 12 | | 12 | 6.2 |
| ESWP | ESWP Level 1/2 | OAFN | On-Reserve | 12 | | 12 | 6.2 |
| ESWP | ESWP Level 1/2 | Punnichy | Off-Reserve | 12 | | 12 | 6.2 |
| ESWP | ESWP Level 1/2 | Humboldt | Off-Reserve | 12 | | 12 | 6.2 |
| Total | | | | 165 | 22 | 148 | 147.8 |

APPENDIX D

English as a Subsequent Language Program Enrolment Plan

Appendix D - Colleges English as a Second Language Enrolment Plan and Reporting Template

College:

| | |
|---|---------------------|
| Funding: 2020-21 ESL Funding Carry Over: | \$72,779.00 |
| Total Funding from ICT: | \$112,000.00 |
| Total Funding from IRCC: | \$279,022.00 |
| Total Other Funding: | \$0.00 |
| Total | \$463,801.00 |

Session ID:

| Classroom-Based Instruction | | | |
|---|---|--|--|
| Outcomes | Acceptability Level | How will you measure? (i.e. Participant A begin at a CLB 2 level and is now at a CLB 3 level.) | ICT participant outcome results: (i.e. 6/7 (85%) ICT participants achieved growth in their CLB level) |
| Participants have the English language skills needed to function in Saskatchewan labour market | 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 yearend 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 and resources and are linked to community activities and networks based on identified needs and goals | 80% of enrolled participants will participate in real-life learning opportunities. | 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. 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. 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. | |

| Community | Name of Class | Hours Per Week | # Weeks Per Year | ICT Seats Per Class | IRCC Seats Per Class | Total Seats Per Class |
|---------------|-------------------------------|----------------|------------------|---------------------|----------------------|-----------------------|
| Humboldt | LINC PBLA Online Multi-Level | 6 | 36 | 3 | 5 | 3 |
| Humboldt | LINC PBLA Blended Multi-Level | 6 | 36 | 3 | 5 | 3 |
| Watrous | LINC PBLA Blended Multi-Level | 6 | 36 | 3 | 5 | 8 |
| Cudworth | LINC PBLA Blended Multi-Level | 6 | 36 | 3 | 5 | 8 |
| Regional | Provincial Online Model | 6 | 36 | 5 | 10 | 15 |
| Total: | | | | 17 | 30 | 47 |

| Participant Category | # |
|--|----|
| # of Permanent Residents (Stage 1) | 9 |
| # of Permanent Residents (Stage 2) | 22 |
| # of Temporary Residents (Stage 1) | 6 |
| # of Temporary Residents (Stage 2) | 10 |
| # of CLBPT Assessments for ICT eligible students | 28 |
| # of referrals of eligible students to ICT On-Line English | 15 |

Appendix D - Colleges English as a Second Language Enrolment Plan and Reporting Template

| Conversation Circles | | | |
|---|--|--|--|
| Outcomes | Acceptability Level | How will you measure? (i.e. Participant A feels confident in communicating with others in the community as per monthly participant survey) | ICT participant outcome results: (i.e. 11/12 (92%) participants achieved increased communication skills in day to day interaction within the community) |
| 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 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 and resources and are 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. Instructors will frequently check in with students to ensure participants are receiving the community information they require. 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. | |

| Community | Name of Class | Hours Per Week | # Weeks Per Year | ICT Seats Per Class | IRCC Seats Per Class | Total Seats Per Class |
|---------------|-----------------------------|----------------|------------------|---------------------|----------------------|-----------------------|
| Humboldt | Drop In Conversation Circle | 3 | 36 | 3 | 5 | 8 |
| Imperial | Drop In Conversation Circle | 3 | 36 | 3 | 5 | 8 |
| LeRoy | Drop In Conversation Circle | 3 | 36 | 3 | 5 | 8 |
| Wadena | Drop In Conversation Circle | 3 | 36 | 3 | 5 | 8 |
| Colonsay | Tutor Program | 3 | 36 | 1 | 2 | 3 |
| Davidson | Tutor Program | 3 | 36 | 1 | 2 | 3 |
| Humboldt | At Work English | 6 | 16 | 3 | 5 | 8 |
| Humboldt | English for Employment | 6 | 16 | 3 | 5 | 8 |
| Total: | | | | 20 | 34 | 54 |

| Participant Category | # |
|--|---------------|
| # of Permanent Residents (Conversation Circle) | 34 |
| # of Temporary Residents (Conversation Circle) | 20 |
| # of CLBPT Assessments for ICT eligible students | Same as above |
| # of referrals of eligible students to ICT On-Line English | Same as above |

