

Supporting the Future of the Child and Family Services Sector in British Columbia: A Jurisdictional Scan of Financial Assistance for Post-Secondary Students

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Territorial Acknowledgement

I acknowledge and respect the Lekwungen-speaking peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.



Positionality & Acknowledgement

This report is written with an awareness of the complexities of my positionality as a non-Indigenous academic researcher and a settler on this land. I acknowledge the privilege of having been able to pursue post-secondary education, while also recognizing the challenges I have faced in my own educational journey. My personal experiences, alongside my academic training, have shaped my understanding of intersectional marginalization and its impact on access and opportunity. These perspectives guided how I approached this project, using an intersectional lens to critically analyze the data. By reflecting on my positionality, I aimed to engage with this work thoughtfully, striving to contribute meaningfully to the pursuit of equity in post-secondary education.

I am grateful for all the support through the journey of this research project. Sincere thanks and gratitude to sponsors from the Ministry of Child and Family Development (MCFD), Tracey Hulten, Beth Johnston, and Jodie MacDonald, whose support, feedback, and guidance were crucial for the success of this research project. I would also like to thank the course instructor, Dr. Alison Gerlach, the course coordinator, Amber Lowdermilk, and my peers, Sarah Eddy and Krys Merritt, for their wisdom, guidance, and support throughout this research project.



Glossary

Award: Non-repayable financial assistance given based on a combination of academic and/or other achievement (e.g., cultural, academic, or athletic contribution made by a student to the post-secondary institution or community) and/or financial need (The University of British Columbia, n.d.-a).

Bursary: Non-repayable financial assistance assessed based on unmet financial need and satisfactory academic achievement (The University of British Columbia, n.d.-a).

Entrance award/scholarship/bursary: Non-repayable financial assistance for new students entering the post-secondary institution for the first time (University of Victoria, n.d.).

External financial assistance: Financial assistance that is administered by agencies or organizations outside of and not related to post-secondary institutions (e.g., federal government, provincial governments, StudentAidBC) (The University of British Columbia, n.d.-b)

Gap-year students: Students who are out of high school for some years and attending post-secondary for the first time, or after a long period of absence from post-secondary education.

Internal financial assistance: Financial assistance that is administered and funded by post-secondary institutions (e.g., institution's own budget) and donor contributions (Simon Fraser University, n.d.)

National Occupational Classification (NOC): Canada's national system for describing occupations. This report used "NOC 2021 Version 1.0" (Government of Canada, n.d.).

Sector-specific education programs/fields of study: Undergraduate programs/fields of study relevant to the child and family service sector, including social work, child and youth care, early childhood education, counselling, human or social service, psychology, sociology, or other social sciences.

Scholarship: Non-repayable, merit-based awards primarily based on academic/superior scholastic achievement or other merits (e.g., community involvement or athletic achievements) (The University of British Columbia, n.d.-a).

Students with ethnic backgrounds/ethnic groups: Students who have ancestry of specific country (e.g., 'Filipino descent', 'Japanese ancestry', 'Swedish descent', etc.) or self-identify to be any ethnic/cultural groups (e.g., Black, People of Colour, African-Canadian, etc.).



List of Abbreviations

BC	British Columbia
CYC	Child And Youth Care
ECE	Early Childhood Education
MCFD	Ministry of Children and Family Development
NOC	National Occupational Classification
SW	Social Work

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Executive Summary

The child and family service sector includes the Ministry of Children and Family Development (MCFD) in British Columbia (BC) with a workforce of about 5,000 employees (Ministry of Children and Family Development [MCFD], n.d.) and contracts with hundreds of agencies with approximately 20,000 positions (Community Social Services Employers Association of British Columbia [CSSEA], 2025). This sector provides a wide range of direct services to support the well-being of Indigenous and non-Indigenous children, youth, and families¹ (MCFD, 2023). This sector encompasses various professional roles, which include social and community service workers (National Occupational Classification [NOC] 42201), early childhood educators and assistants (NOC 42202), social workers (NOC 41300), therapists in counselling and related specialized therapies (NOC 41301), and managers in social, community and correction services (NOC 40030).

The child and family service sector in BC is facing widespread labour shortages across various occupations and regions (Government of Canada, 2025b), and the recruitment of qualified professionals is a major concern for MCFD (Representative for Children and Youth [RCY], 2025). These occupations (NOC 42201, NOC 42202, NOC 41300, NOC 41301, NOC 40030) have been highlighted as ‘high opportunity’ occupations in the most recent labour market outlook for BC (Government of British Columbia, 2025; Government of Canada, 2025b). Over the next 10 years, a high number of job openings for these occupations is forecasted (Government of British Columbia, 2025). While ongoing labor shortages and recruitment challenges pose significant concerns for the future of BC's child and family service sector, the projected job openings present an opportunity to ensure a steady pipeline of qualified professionals entering the child and family service workforce in BC.

Over the next decade, ‘school leavers’ are expected to be the main source of job seekers fulfilling the job openings in the child and family service sector (Government of Canada, 2025a). Pursuing a career in the child and family service sector typically requires a diploma, certificate, or bachelor's degree in the relevant field of study (e.g., social work (SW), child and youth care (CYC), early childhood education (ECE), counselling, psychology or other social science and human service programs) (Government of Canada, 2025b).

A student's post-secondary education journey is influenced by a complex interplay of factors, including societal trends (e.g., the increase in online/distance learning options after the COVID-19 pandemic, popularity of micro-credentials), personal interests and career aspirations, family expectations, cultural background, career advancement considerations and personal life circumstances (e.g., being a

¹ Examples: early childhood development, services for children and youth with support needs, child and youth mental health services, adoption services, family support, child protection, youth justice, & youth-to-adulthood transitioning assistance



single parent, having family commitments, pregnancy, geographical considerations, and financial considerations) (Bonnett & Wade, 2023; Couturier et al., 2022; Creative Futures Studio Inc., 2023; Eidimtas & Juceviciene, 2014; GoodWill et al., 2019; Lawrence & Marshall, 2018; Lehmann, 2023; Sethi, 2015; Tufford et al., 2024; Zeman, 2023).

Monetary resources are also essential and paramount for post-secondary students enrolling in any program (Government of British Columbia, n.d.-a, b). The 2022 BC Student Outcomes Survey revealed that 44% of baccalaureate students and 34% of diploma, associate degree, and certificate students borrowed money to fund their education (Government of British Columbia, n.d.-a, b). Financial challenges led 11% of baccalaureate students and 13% of diploma/certificate students to interrupt their studies, and 18% of baccalaureate and diploma/certificate students to pursue their programs part-time (Government of British Columbia, n.d.-a, b). Government student loans were a key funding source for 36% of baccalaureate students and 19% of diploma/certificate students, with 31% of baccalaureate and 21% of diploma/certificate students relying primarily on government funding, such as loans, scholarships, bursaries, and grants, for their post-secondary education (Government of British Columbia, n.d.-a, b).

Purpose

To maintain and strengthen the workforce of the child and family service sector, it is crucial that there are initiatives focused on supporting prospective and current students in post-secondary education. This report provides an analysis of the current landscape of the financial assistance available to BC post-secondary students enrolling in child and family service-related education programs and presents recommendations for MCFD.

Method

In collaboration with academic researchers from the University of Victoria and sponsors from MCFD's Sector Initiatives team, a jurisdictional scan was conducted on all BC post-secondary institutions' websites between January and April 2025 to compile a list of the current financial assistance² available for BC's undergraduate students pursuing a child and family service-related post-secondary program. This project aimed to address the following research questions:

- What financial assistance is available for BC's post-secondary students pursuing a career in the child and family service sector?
- What are the current gaps in the financial assistance available for students in these programs?

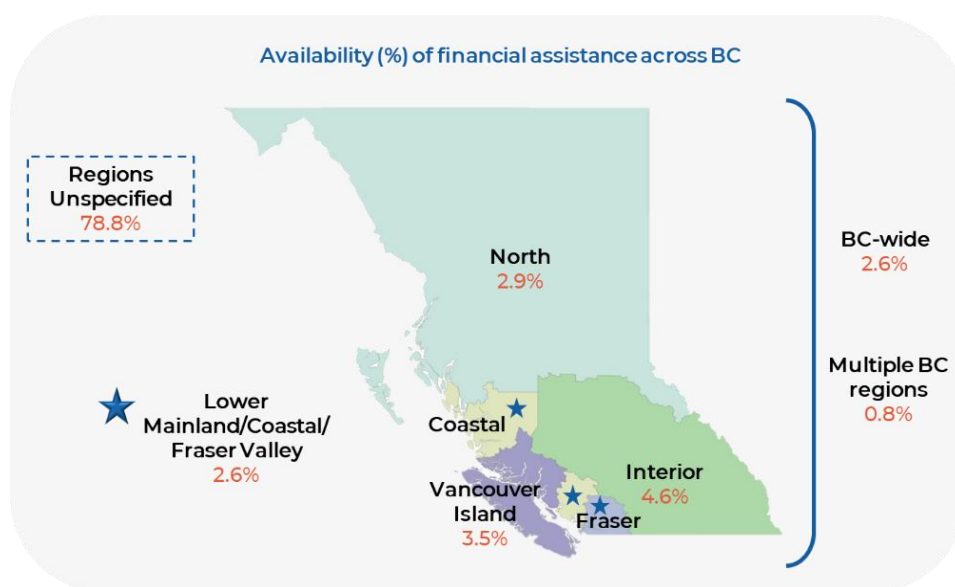
² scholarships, bursaries, grants, tuition subsidies, awards, funding programs



This jurisdictional scan identified 2,763 distinct internal financial assistance opportunities³ available for BC's undergraduate students pursuing a career in the child and family service sector. Of this total number, 14.5% are available only to BC's undergraduate students enrolling in sector-specific education programs. The remaining are available to students from any programs. Analysis revealed that 44.3% of total financial assistance opportunities are available only to students in Arts and Sciences, 26.4% available only to students in Human/Social Services, 24.1% available only to students in ECE, 22.9% available only to students in SW, and 14.4% available only to students in CYC.

Among the financial assistance opportunities specifying sector-specific field(s) of study, 9.2% are specifically for Indigenous students, 2.7% for students who are single parents/single mothers, 1.2% for students with disabilities, 2.0% for female students, less than 1.0% for mature students⁴, and male students. Over one-third (36.6%) of financial assistance opportunities that specified sector-specific field(s) of study are only for full-time students, and none are specifically for part-time students. The financial assistance opportunities available for former/current youth in care students do not specify a field of study.

Geographical analysis revealed that 4.6% of total financial assistance opportunities are available only to students from/in the Interior region, 3.5% available only to students from/on Vancouver Island, 2.9% available only to students from/in North regions, and 2.6% available only to students from/in the Lower Mainland, Coastal, Fraser Valley regions. Financial assistance availability is generally none to low across most BC regions for most student groups⁵, suggesting that eligibility is rarely tied to the student being in a specific part of the province.



³ Each compiled financial assistance opportunity counted as a single entry.

⁴ The age range of mature students is not defined in all financial assistance. Among the financial assistance opportunities that defined an age range, the specified age range varies. Some financial assistance opportunities defined 19+ years old as mature students while others defined 25+ years old as mature students.

⁵ Examples: Indigenous students, single parents/mothers, students with disabilities, female students, part-time students



Recommendations for MCFD

1. Promote and improve the utilization of existing financial assistance for students in the child and family service sector by:
 - 1.1. Centralizing financial assistance information by developing a user-friendly, searchable, comprehensive website/platform.
 - 1.2. Partnering with post-secondary institutions to raise awareness of financial assistance opportunities.
 - 1.3. Collaborating with post-secondary institutions to develop a public platform reporting representations of various student populations, allowing donors/funders to review this information and, if willing, target financial assistance to the highest-need student groups.
 - 1.4. Establishing a system to monitor the utilization of current financial assistance opportunities on a yearly basis and track surpluses or deficits in financial assistance for specific student populations.
2. Reallocate existing and/or establish new financial assistance opportunities to address the under-representation of certain student groups, geographic regions or specific fields of study using evidence-informed approaches.
3. Establish a financial assistance program offering full tuition waivers to eligible students, with the condition that they work in designated high-demand occupations and/or geographic locations for a fixed period post-graduation, and with a repayment clause (Executive Yuan, Republic of China (Taiwan), 2014, 2019, 2023).
4. Evaluate the impact of implemented financial assistance strategies on sector-specific post-secondary student enrollment, graduation rates, and post-graduation employment outcomes in the sector.

Conclusions

BC's child and family service sector faces urgent workforce challenges (Government of Canada, 2025; RCY, 2025). High projected job openings (Government of British Columbia, 2025), with 'school leavers' anticipated as being the primary source of job seekers (Government of Canada, 2025), present a promising opportunity to strengthen and maintain the child and family service sector workforce in BC. Financial considerations significantly impact students' post-secondary education journeys (Government of British Columbia, n.d.-a, b). A review of existing financial assistance opportunities for diverse student groups revealed notable disparities. Limited financial assistance opportunities are designated for single parents/mothers, mature students, gap-year students, and new students. Strikingly, no financial assistance opportunities are exclusively available for part-time students and male students. MCFD can strengthen and maintain the sector's future workforce by enhancing accessibility and utilization of financial assistance opportunities and creating targeted financial support for post-secondary students pursuing sector-specific education programs.



Background

Ministry of Children and Family Development/Child and Family Service Sector

The Ministry of Children and Family Development (MCFD) in British Columbia (BC) is a provincial agency dedicated to supporting the well-being of Indigenous and non-Indigenous children, youth, and families (MCFD, 2023). MCFD offers a wide range of services (e.g., early childhood development, support for children and youth with special needs, child and youth mental health services, adoption services, family support, child protection services, youth justice, assistance for youth transitioning to adulthood) to ensure all children and youth in BC live in safe, healthy, and nurturing environments while maintaining strong connections to their communities and cultures (MCFD, 2023).

As of 2023, MCFD delivers its mandate with a workforce of 4,838 employees (MCFD, n.d.) and through hundreds of MCFD contracted agencies (700+ agencies) (e.g., specialized homes and support services and direct care providers, foster caregivers and extended family care providers) with 21,887 employees (CSSEA, 2022, 2025; MCFD, n.d.). Collectively, these employees form the child and family service sector, working together to provide essential services to children, youth and families.

The child and family service sector encompasses various professional roles, which include the following categories based on the National Occupational Classification (NOC) system:

- Social and community service workers (NOC 42201)⁶
- Early childhood educators and assistants (NOC 42202)⁶
- Social workers (NOC 41300)⁶
- Therapists in counselling and related specialized therapies (NOC 41301)⁶
- Managers in social, community and correction services (NOC 40030)⁶

Labour Market Dynamics: National and British Columbia

Occupations within the child and family service sector, except the category of manager in social, community and correction services (NOC 40030), are expected to face a strong risk of labour shortages over the period of 2024-2033 at the national level (Government of Canada, 2025a). Across all regions in BC, occupations within the child and family service sector predominantly face labour shortages, with varying levels of severity depending on the region (Table 1). Notably, significant shortages are observed for social worker-related occupations (NOC 41300) and therapist-related occupations (NOC 41301) in several regions, including the Lower Mainland–Southwest and Thompson-Okanagan regions (Table 1).

⁶ Refer to Appendix A for descriptions



Additionally, labour shortages are observed for social and community service workers-related occupations (NOC 42201) in most regions, including Cariboo, North Coast, Northeast, Thompson–Okanagan, and Vancouver Island and Coast regions (Table 1). Furthermore, low levels of employment are observed for social worker-related occupations (NOC 41300) in Kootenay and North Coast regions, therapist-related occupations (NOC 41301) in Northeast region, and social/community/correction services managerial type of occupations (NOC 40030) in Nechako and Northeast regions (Table 1). These widespread labour shortages across BC are a significant concern that needs addressing.

Table 1. Recent labour market trends from the past 3 years (2021-2023).

	NOC 42201	NOC 42202	NOC 41300	NOC 41301	NOC 40030
Cariboo Region	Shortage	Balanced	Shortage	Balanced	Shortage
Kootenay Region	Balanced	Shortage	N/A	Balanced	Surplus
Lower Mainland–Southwest Region	Balanced	Shortage	Significant shortage	Significant shortage	Shortage
Nechako Region	Balanced	Significant shortage	Surplus	Shortage	N/A
North Coast Region	Shortage	Balanced	N/A	Balanced	Significant shortage
Northeast Region	Shortage	Shortage	Shortage	N/A	N/A
Thompson–Okanagan Region	Shortage	Balanced	Significant shortage	Significant shortage	Shortage
Vancouver Island & Coast Region	Shortage	Shortage	Balanced	Balanced	Balanced

Notes

“N/A” refers to not reported due to low employment levels

Source: (Government of Canada, 2025b)

Furthermore, the persistent issue of labour shortages, especially ECE staffing, will intensify as governments have invested in creating new services and expanding existing services (e.g., \$10-a-day childcare system) (Seward et al., 2023). These initiatives will increase the need for additional staffing in the child and family service sector (Seward et al., 2023). Currently, the total number of ECE graduates each year is insufficient to meet the demand created by the federal and provincial government’s commitment to a \$10-a-day childcare system (Seward et al., 2023). Therefore, the strategic recruitment and retention of a robust and qualified workforce is critical to addressing the labour shortages (Dhuey, 2024) and should be prioritized (RCY, 2025).

Labour Market Outlook

Over the 2024-2033 period, occupations within the child and family service sector (NOC 42201, NOC 42202, NOC 41300, NOC 41301, NOC 40030) have been highlighted as ‘high opportunity’ occupations in the most recent labour market outlook for BC (Government of British Columbia, 2025;



Government of Canada, 2025b; The Federation of Community Social Services of BC, 2020). Over the next 10 years (2024-2034), high number of job openings for these occupations is forecasted (Figure 1; Government of British Columbia, 2025; Government of Canada, 2025b). This creates an opportunity to examine how the province can incentivize people to enter these professions.

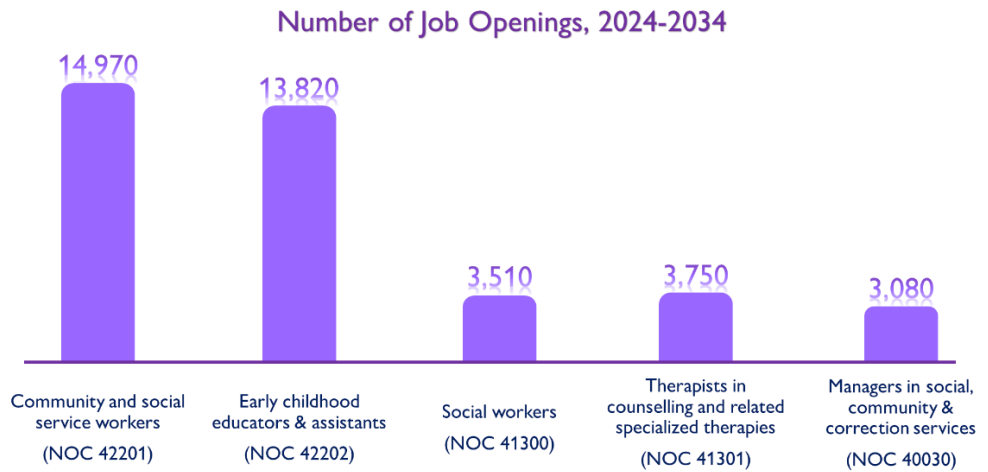


Figure 1. Child and family service sector labour market outlook over the next decade (2024-2034).

Labour Market Dynamics: Projected Job Seekers

Over the period of 2024-2033, occupations within the child and family service sector are expected to see varying amount of job seekers nationally from a total of 12,300 job seekers for social, community, correction services managerial type of occupations (NOC 40030) to 159,900 job seekers for ECE and ECE assistant-related occupations (NOC 42202) (Figure 2; Government of Canada, 2025a). Generally, 'school leavers' are anticipated to be the main source of job seekers for most of these occupations, followed by new immigrants (Government of Canada, 2025a). For example, for therapist-related occupations (NOC 41301), 'school leavers' account for a substantial 82% of job seekers, with new immigrants making up about 13% (Government of Canada, 2025a). Specifically for social, community, correction services managerial type of occupations (NOC 40030), workers from other occupations are expected to be the primary job seekers due to the level of experience typically required for this occupation (Government of Canada, 2025a). Given the large proportion of 'school leavers' in the job seeker pool, focusing on this demographic will be crucial in developing effective strategies to

address the labour shortage challenges across the child and family service sector.

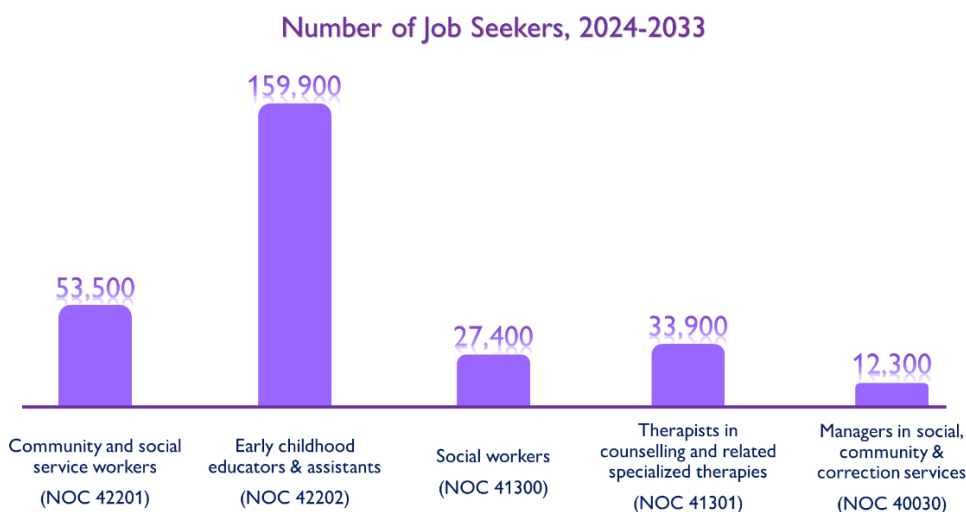


Figure 2. Forecasted national job seekers (total) for the child and family service sector over the period of 2024-2033.



Education Requirements for Careers in Child and Family Service Sector

Pursuing occupations in the child and family service sector typically requires at least completion of a certificate program up to master's degree, depending on the specific occupation (Government of Canada, 2025b) as summarized in the following sections:

Social and community service worker-related occupations (NOC 42201): Require a college/university program in social work (SW), child and youth care (CYC), psychology or other social science or health-related discipline. In BC, nearly half (40%) of this workforce hold a certificate or diploma and about a quarter (26%) have a bachelor's degree (Figure 3).

Early childhood educator and assistant-related occupations (NOC 42202): Require a two- to four-year college/university program in ECE or a bachelor's degree in child development. In BC, about half (52%) of this workforce hold a certificate or diploma and 20% have a bachelor's degree (Figure 3).

Social worker-related occupations (NOC 41300): Require a bachelor's degree in SW. In BC, about half (57%) of this workforce have a bachelor's degree and 35% have a master's or PhD degree (Figure 3).

Therapist-related occupations (NOC 41301): Require a bachelor's or master's degree in the field of counselling, therapy, mental health, psychology or a related social service discipline. In BC, the majority (76%) of this workforce have a master's or PhD degree (Figure 3).

Social, community, correction services managerial type of occupations (NOC 40030): Require a master's degree in social science or administrative discipline. In BC, one-third (33%) of this workforce hold a bachelor's degree and only 19% have a master's or PhD degree (Figure 3).

While some occupations within the child and family service sector only require a certificate or diploma, a significant proportion of occupations, require a bachelor's or master's degree. Thus, post-secondary education is a crucial asset for the child and family service sector workforce, playing a vital role in meeting the labour market demands and ensuring a skilled workforce.

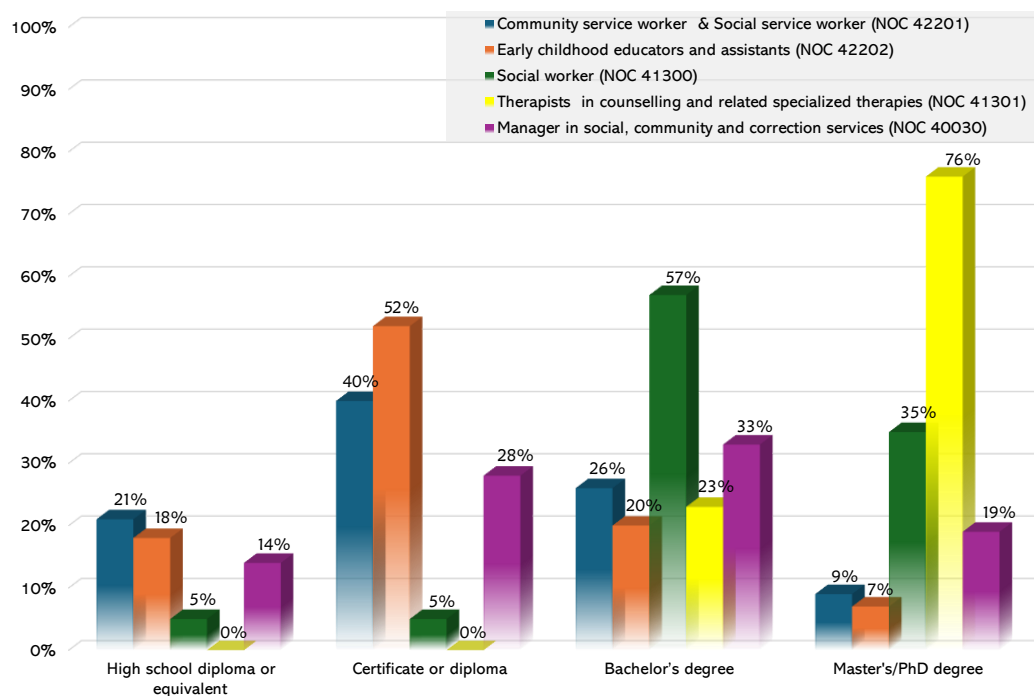


Figure 3. Child and family service workforce education attainment profile. *Statistics source: (Government of Canada, 2025b)*



Navigating the Post-Secondary Education Journey

A student's post-secondary education experience can be impacted by various factors, ranging from the societal trends to personal circumstances (Appendix B). Any of these factors can profoundly influence a student's decision to pursue post-secondary education, their choice of academic program or career path, and their post-secondary education or career journeys (Zeman, 2023).

In recent years, the traditional path of obtaining a university degree is being challenged by the shift towards skills-based hiring, where employers prioritize practical skills and abilities over formal credentials (Creative Futures Studio Inc., 2023). This trend, combined with the growing popularity of micro-credentials offers alternative educational pathways for prospective students' post-secondary education (Creative Futures Studio Inc., 2023). Additionally, the growing trend of online or distance learning after the COVID-19 pandemic provides alternative options for prospective students (Creative Futures Studio Inc., 2023; Zeman, 2023).

While societal trends are reshaping the educational landscape, they intersect with a range of other factors that can have an impact on a student's education and career path. Personal values, interests and career aspirations play a significant role in a prospective student's decisions on post-secondary education (Couturier et al., 2022). Students seek programs that align with their passions and long-term goals, which may be influenced by family members, teachers/professors or healthcare professionals as role models, and life experiences (e.g., prior work experiences) (Bonnett & Wade, 2023; Couturier et al., 2022; Eidimtas & Juceviciene, 2014; GoodWill et al., 2019; Labrosse et al., 2017). For example, a student may choose to study a social work program because of the personal gratification associated with making a difference to the lives of others (Couturier et al., 2022). Additionally, family expectations, parental values, cultural background and connections, potential benefits on career advancement, personal life circumstances (e.g., life roles such as single parents, family commitments) and geographical considerations can also impact a prospective student's choice of institution or program (Eidimtas & Juceviciene, 2014; GoodWill et al., 2019; Lehmann, 2023; Tufford et al., 2024).

Barriers to students' post-secondary education journey should also be recognized. Linguistic difficulties can be a barrier to completion of post-secondary education for Canadian undergraduate students who are immigrants studying social sciences (Kim, 2023). Other identified barriers to newcomers in Canada include time constraints (e.g., the need to take care of children due to lack of affordable childcare), discrimination, and transportation constraints (Sethi, 2015).

Mature students (>30 years old) can face challenges in balancing work and school responsibilities, adapting to technology, and the lack of accommodation from institutions (e.g., suitable class schedule options), affecting their educational pathways (e.g., ability to complete, amount of time



taken to graduate) (Tufford et al., 2024). Indigenous female students can experience various difficulties during post-secondary educations, including feeling lost after relocating for post-secondary education, and lack of support for Indigenous students (GoodWill et al., 2019), which may also be experienced by other student groups. Additionally, female students may have to interrupt their education and career pursuits due to family obligations, pregnancy, and financial issues (GoodWill et al., 2019).

A common consideration for many prospective and current students is the financial impact of post-secondary education (Eidimtas & Juceviciene, 2014; Lawrence & Marshall, 2018; Sethi, 2015; Tufford et al., 2024). Prospective students based their decisions on rational calculations of costs (e.g., financial costs of education), risks, and benefits (e.g., social positions) (Labrosse et al., 2017). For example, people who live in small coastal towns or surrounding rural areas on northern Vancouver Island in BC found it challenging to leave a job that offered steady, reliable paychecks to pursue their educational goals (Lawrence & Marshall, 2018). Furthermore, financial hardship impedes a student's ability to concentrate on learning and complete their studies (GoodWill et al., 2019). Students' debt levels upon graduation can also influence their career path (Burley & Awad, 2015), highlighting the importance of supportive financial assistances for students during their post-secondary education journeys. Thus, eliminating barriers faced by prospective students in Canada to accessing post-secondary education, regardless of identity, financial or social background, or any other factors, is crucial to ensuring there is a robust flow of graduates into the labour market, and subsequently, addressing the labour shortage (Snider, 2015).

Financial Resources: A Key to Post-Secondary Education Journey

Monetary resources are essential and paramount for post-secondary students enrolling in post-secondary education (Government of British Columbia, n.d.-a, b). According to the *2022 BC Student Outcomes Survey of Baccalaureate Graduates*, 44% of students borrowed money to support their education, 11% of students had to interrupt their studies for financial reasons, and 18% of students took part or all their programs on a part-time basis for financial reasons (Government of British Columbia, n.d.-a). Similarly for diploma/associate degree/certificate students, 34% of students borrowed money to support their education, 13% of students had to interrupt their studies for financial reasons, and 18% of students took part or all their programs on a part-time basis for financial reasons (Government of British Columbia, n.d.-b).

A substantial proportion of BC's post-secondary students utilized financial support from government to fund their education programs. Data reveals that 36% of baccalaureate students (Government of British Columbia, n.d.-a) and 19% of diploma/associate degree/certificate students fund their education using government student loans (Government of British Columbia, n.d.-b). Also, 31% of baccalaureate students (Government of British Columbia, n.d.-a) and 21% of diploma/associate



degree/certificate students (Government of British Columbia, n.d.-b) indicated government fundings (e.g., Canada/provincial student loan, scholarship, bursaries, grants, Band funding, other First Nations funding) as their primary sources of funding for their education.

Thus, strategic initiatives focused on supporting potential and current students in post-secondary education are crucial to strengthen and maintain the child and family service sector workforce. Addressing financial barriers to post-secondary education is a proactive approach to ensure a steady stream of graduates to meet the growing demand for qualified professionals and the persistent labour shortages in BC's child and family service sector.

Project Purpose & Objectives

Purpose

This project explored and analyzed the current landscape of the financial assistance available for BC post-secondary students enrolling in child and family service-related education programs and presented recommendations focused on supporting prospective and current post-secondary students.

Research Question

- ① What financial assistance is available for BC's post-secondary students pursuing a career in the child and family service sector?
- ② What are the current gaps in the financial assistance available for students in these programs?

Method

A jurisdictional scan of financial aid webpages across post-secondary institutions in BC was conducted between January and April 2025. Prior to conducting the jurisdictional scan, a mind map (Appendix B) was created to explore and examine the complexity of post-secondary education journeys and their connection to the labour market. Throughout the project, emerging findings and the focus of analyses were discussed with MCFD sponsors. The process for conducting this scan is summarized as follows:

Step 1. Compile a list of post-secondary institutions

A list of all post-secondary institutions in BC (N=421) was first compiled from Government of BC's [post-secondary institution directory](#) and Post-Secondary BC's [institution directory](#). Of these, only institutions that offer programs related to the child and family service sector (Table 2) were included in the final list (N=52). BC's post-secondary institutions were categorized based on the classification system used by the [Government of BC](#).

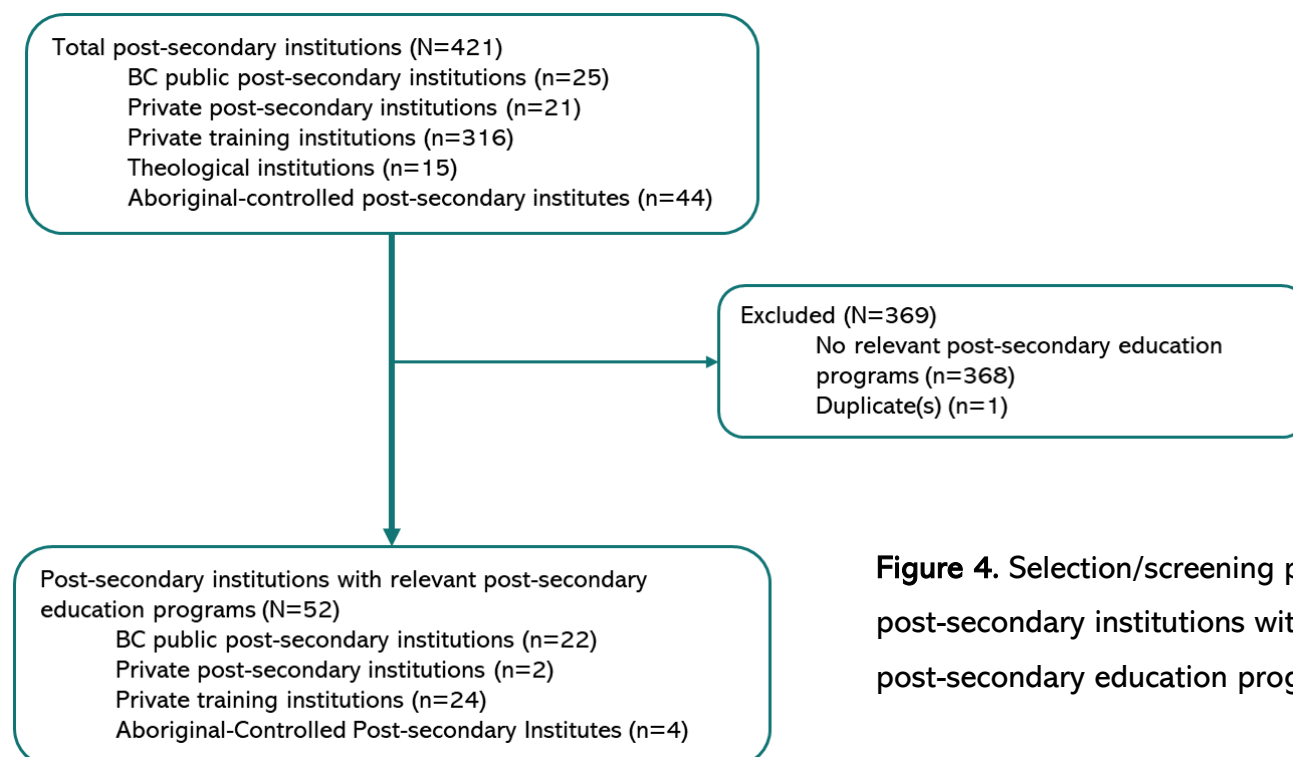


Figure 4. Selection/screening process for post-secondary institutions with relevant post-secondary education programs.

Table 2. Examples of post-secondary education programs relevant to the child and family service sector.

Certificate Program	➤ Human/Social Services Worker; Community Social Service Worker; Human Services Worker ➤ Early Childhood Education; Early Childhood Care & Education; Early Childhood Education & Care; Early Learning & Childcare ➤ Community Support Worker; Indigenous Family Support Worker; Classroom and Community Support Worker
Diploma Program	➤ Behavioural Sciences ➤ Psychology ➤ Child and Youth Care; Community, Family & Child Studies; Child & Youth Care Counselor; Child & Youth Care First Nations ➤ Human/Social Service Worker; Social Services Worker Applied; Social Services Worker with Aboriginal Services Specialization; Community Social Service Worker; Human Services Worker ➤ Early Childhood Education; Early Childhood Care & Education; Early Childhood Education & Care; Early Learning & Childcare
Bachelor's Degree	➤ Social Work ➤ Child and Youth Care; Community, Family & Child Studies; Child & Youth Care Counselor; Child & Youth Care First Nations ➤ Applied Behaviour Analysis ➤ Early Childhood Education; Early Childhood Care & Education; Early Childhood Education & Care; Early Learning & Childcare ➤ Social Sciences; Psychology (clinical/educational); Sociology ➤ Counselling

Step 2. Review/screen financial assistance opportunities listed on the financial aid webpages of each included BC post-secondary institutions

All internal financial assistance listed on the financial aid webpages of each selected post-secondary institution (Appendix C) were screened and reviewed, except for 'private training institutions' (Figure 5). The search strategy was adaptive, as each institution's financial aid webpage had a unique design. Some institutions had multiple interconnected links, while others provided a comprehensive award guide listing all available financial assistance.

Only financial assistance open to undergraduate students in any field of study or in fields relevant to the child and family service sector were reviewed and compiled into a Microsoft Excel spreadsheet (N=2,763). Financial assistance for emergency financial circumstances and non-monetary financial assistance (e.g., recipients will be given affiliations, medals, etc.) were excluded.

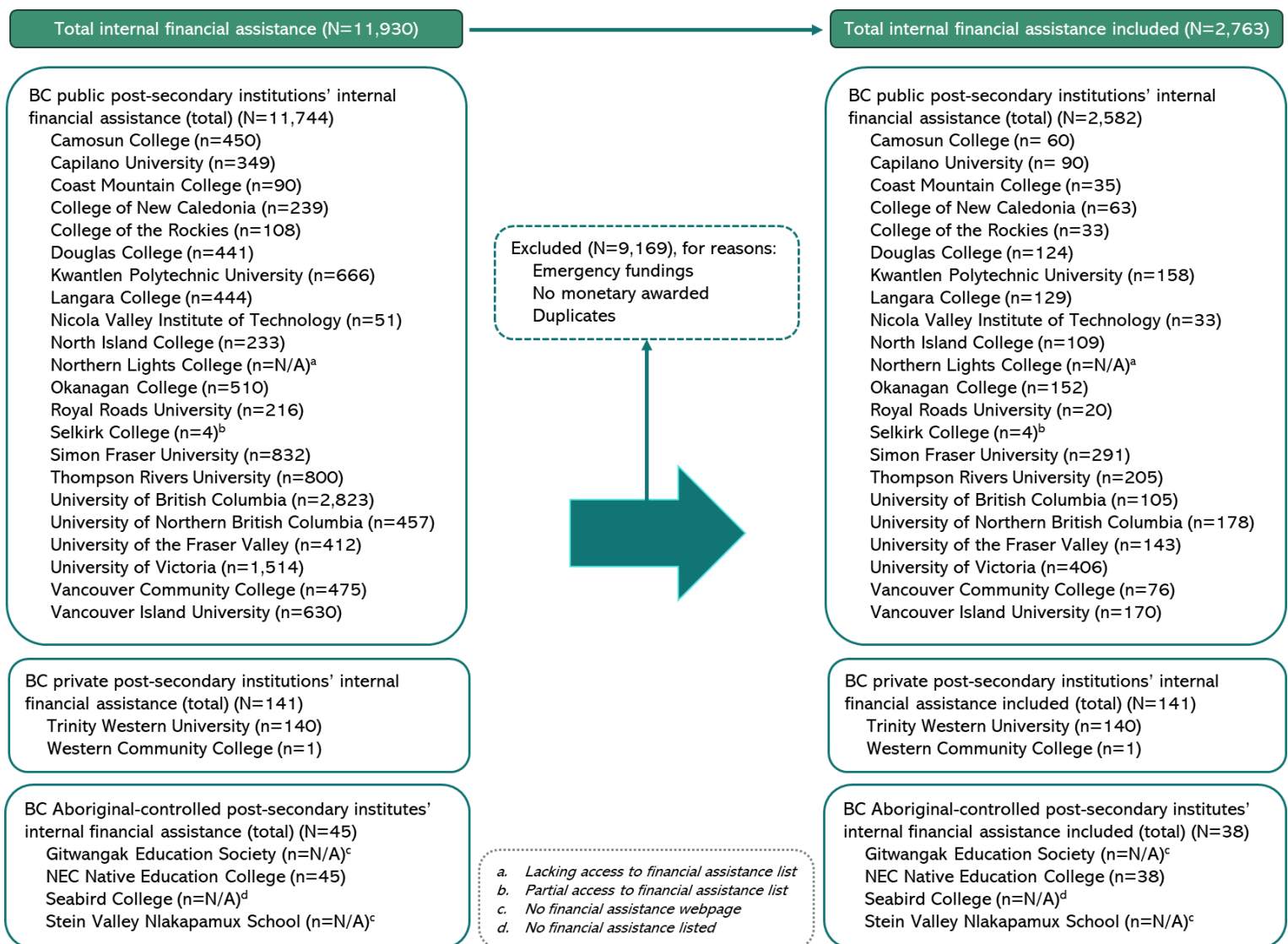


Figure 5. Screen/review process for internal financial assistance of included post-secondary institutions.



Step 3. Compile financial assistance into a Microsoft Excel spreadsheet

The compiled financial assistance list contains detailed basic information about the financial assistance and descriptions about the eligibility criteria and preference priorities (Table 3).

Table 3. Financial assistance information included in the Microsoft Excel spreadsheet.

Basic Information	Eligibility criteria
➤ Financial assistance name ➤ Financial assistance type ➤ Monetary amount given ➤ Allocated availability (numbers allocated for each financial assistance) ➤ Application method ➤ Post-secondary institution	➤ Field of study ➤ Academic requirements (GPA) ➤ Enrollment status (full-time/part-time) ➤ Student status (new/current students; domestic/international students) ➤ Geographic location requirements ➤ Student identity (Indigenous, youth in care, students with disabilities, single parents/mothers, gender, ethnic, affiliations/relationships, gap-year students, athletes, age, etc.) ➤ Citizenship requirements (Canadian citizens, permanent residents, refugees)

Step 4. Data analysis

Data analysis was performed using Microsoft Excel, focusing on descriptive statistics. The counts and percentages of financial assistance among various eligibility criteria categories were calculated. Key trends and distributions were visualized using bar graphs.

Geographic locations and fields of study specified in the eligibility criteria were categorized into broader categories, and these broader categories were used in the analysis. Geographical locations were categorized into the following regions: 1) Lower Mainland/Coastal/Fraser Valley, 2) Vancouver Island, 3) North, 4) Interior, 5) Multiple BC regions, 6) BC-wide⁷, 7) Canada-wide, 8) Other countries, and 9) Unspecified. Fields of study were categorized into 1) Arts and Sciences, 2) CYC, 3) SW, 4) ECE, 5) Human/Social Services, and 6) Unspecified.

Limitations

Access to award guides at two post-secondary institutions⁸ was restricted to individuals with student status, resulting in data gaps for these institutions. In addition, due to time constraints, external financial assistance opportunities were not included in data collection and analysis. This exclusion may affect the comprehensiveness of the full landscape of financial assistance identified in this research.

⁷ Financial assistance opportunities that stated “BC” as the geographical location requirement.

⁸ Northern Lights College & Selkirk College

Findings

A comprehensive review of the financial aid webpages for BC post-secondary institutions offering undergraduate programs relevant to the child and family service sector identified 2,763 distinct internal financial assistance (scholarships, bursaries, grants, tuition subsidies, awards, funding programs), with each financial assistance opportunity counted as a single entry regardless of the number of available financial assistance opportunities.

14.5% specify the field of study

85.5% do not specify the field of study

Data in Table D1

Of the total financial assistance opportunities specific to the field of study*:

14.4% available only to students in CYC

26.4% available only to students in Human/Social Services

22.9% available only to students in SW

44.3% are available only to students in Arts and Sciences

24.1% available only to students in ECE

*Some financial assistance specified multiple fields of study

Characteristics of Financial Assistance

The monetary values of financial assistances vary across post-secondary institutions (Table D2). The lowest monetary value of financial assistance is \$100, and the highest value is \$140,000 (Table D2). Most of the financial assistance is valued between \$500 and \$2,500 (Figure E1).

Among the financial assistance opportunities that specify a field of study, the availability of awards, bursaries, and scholarships is 40%, 30%, and 25%, respectively (Figure E2). However, slight variations in the proportions of awards, bursaries, and scholarships are noticeable across subcategories of the fields of study (Figure E2). The distribution of awards, bursaries, and scholarships among the field of study relevant to the child and family service sector and major BC regions varies (Figure E3).

Overview of Geographical Distributions

Less than 5% are specifically for students from any of the specific BC regions. Approximately 79% do not have specific geographical location requirements, suggesting they are potentially open to students from or located in any region (Figure 6).

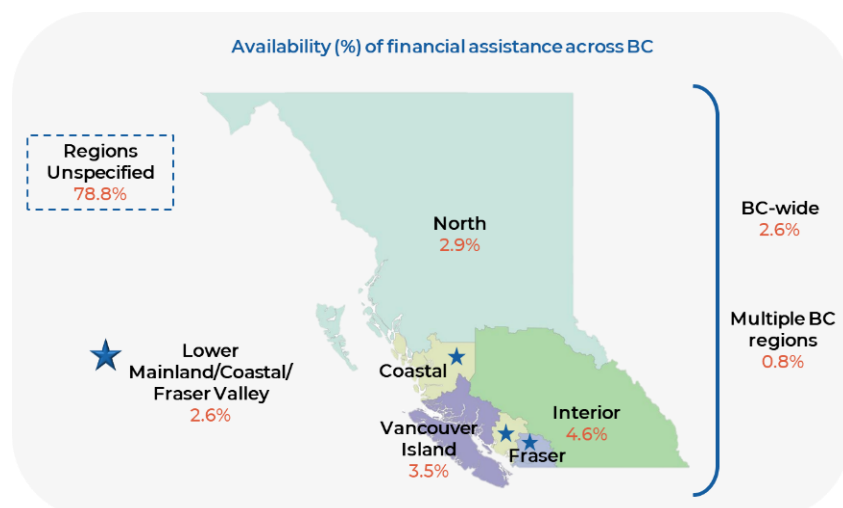


Figure 6. Overview of geographical distributions of financial assistance availability.



Among all financial assistance that specify a field of study relevant to the child and family service sector, most financial assistance (77%-100%) does not specify geographical locations as a residency or educational requirement for applicants while approximately 13% of financial assistance does specify one or more specific regions within BC, or the entire province (Figure 7).

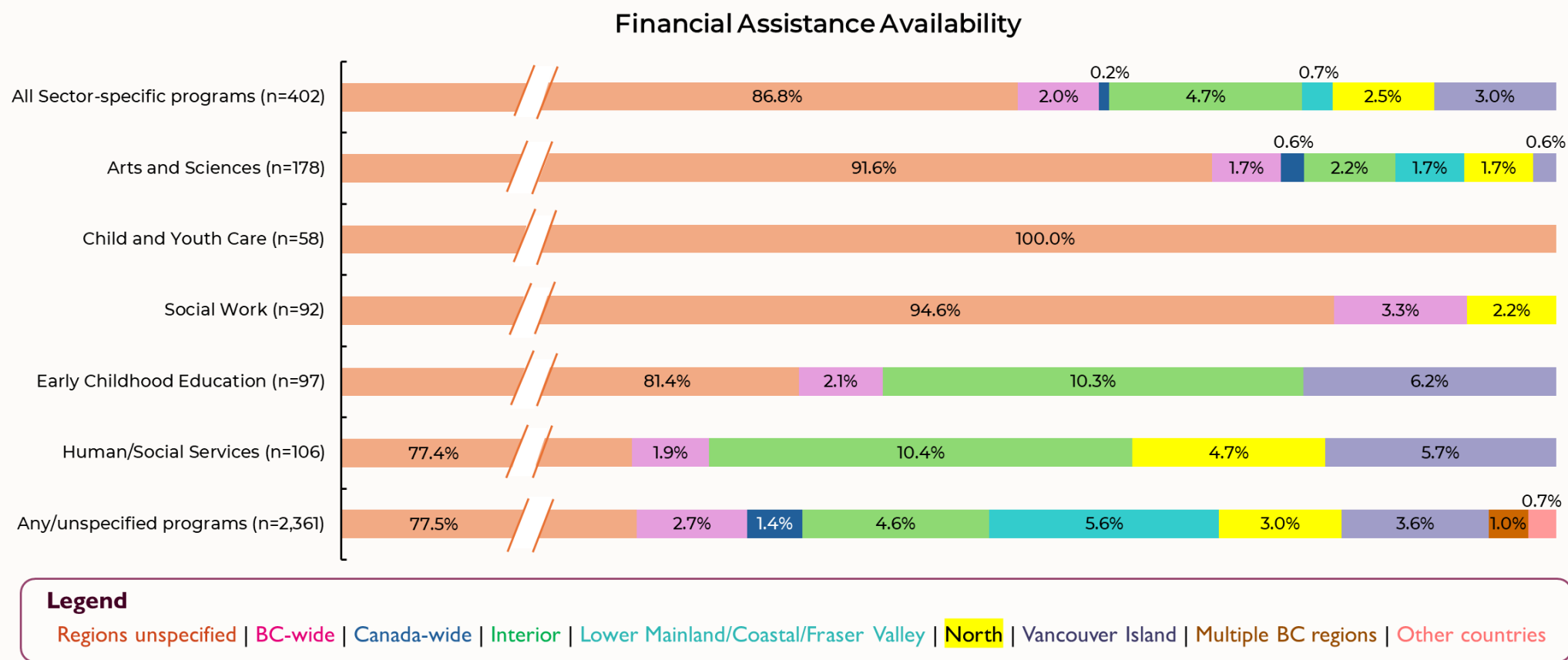


Figure 7. Proportions of geographical distributions of financial assistance availability by field of study.

[Detailed data in Table D1]



Financial Assistance Availability for Diverse Student Groups

Financial assistance opportunities that specify a field of study for diverse student groups are summarized as follows:

Indigenous students Approximately 4% to 14% are specifically designated for Indigenous students (Figure 8).

Former/current youth in care students None are specifically designated for former/current youth in care students (Figure 8). The financial assistance opportunities available for former/current youth in care students do not specify a field of study.

Students who are single parents/mothers Approximately 1% to 5% are specifically designated for single parents/mothers (Figure 8). None of the financial assistance for students in CYC programs are specifically designated for single parents/mothers (Figure 8).

Mature students Only a small proportion of financial assistance opportunities for students in Arts and Sciences programs (0.6%) and SW programs (2.2%) are specifically designated for mature students⁴ (Figure 8).

Gap-year students Only a small proportion of the financial assistance opportunities for students in Arts and Sciences programs (0.6%) are specifically designated for gap-year students (Figure 8).

Students with disabilities Approximately 1% to 3% are specifically designated for students with disabilities (Figure 8).

Students with ethnic backgrounds Only a small proportion of the financial assistance opportunities for students in Arts and Sciences programs (1.1%) and SW programs (1.1%) are specifically designated for students with ethnic backgrounds (Figure 8).

Female/male/gender diverse students Approximately 1% to 3% are specifically for female students while none are for male students (Figure 9). Only a small proportion of the financial assistance for students in Arts and Sciences programs (0.6%) and SW programs (2.2%) are specifically designated for gender diverse students (Figure 9).

Full-time/part-time students Approximately 30% to 52% are specifically designated for full-time students, while none are specifically designated for part-time students (Figure 10).

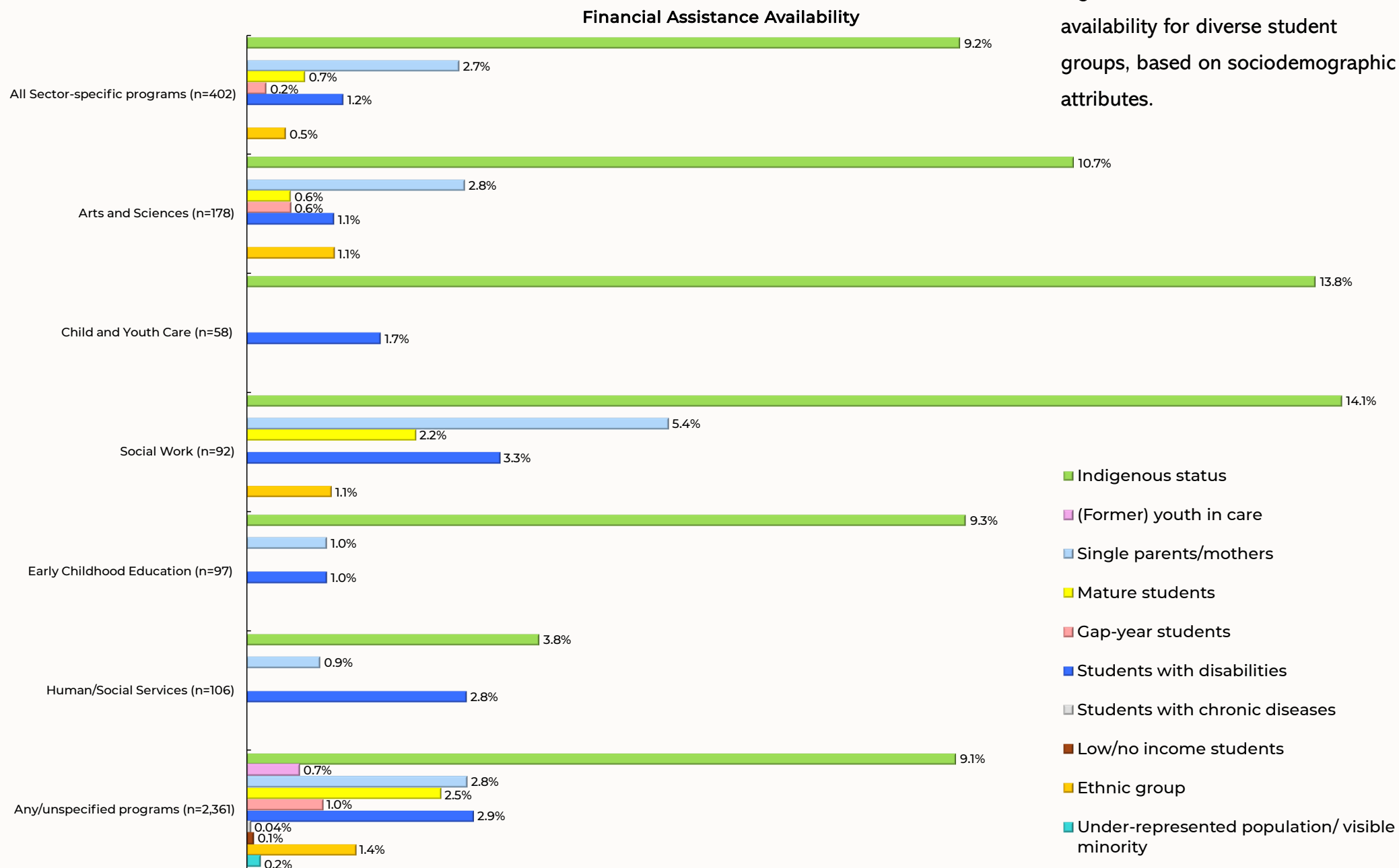
Current/new students The majority (38%-64%) are specifically designated for current students (Figure 11).

Domestic/international students The majority (22%-45%) are specifically designated for domestic students (Figure 12).



The following figures summarize the availability of financial assistance opportunities for different student groups:

Figure 8. Financial assistance availability for diverse student groups, based on sociodemographic attributes.



[Detailed data in Table D1]



Financial Assistance Availability

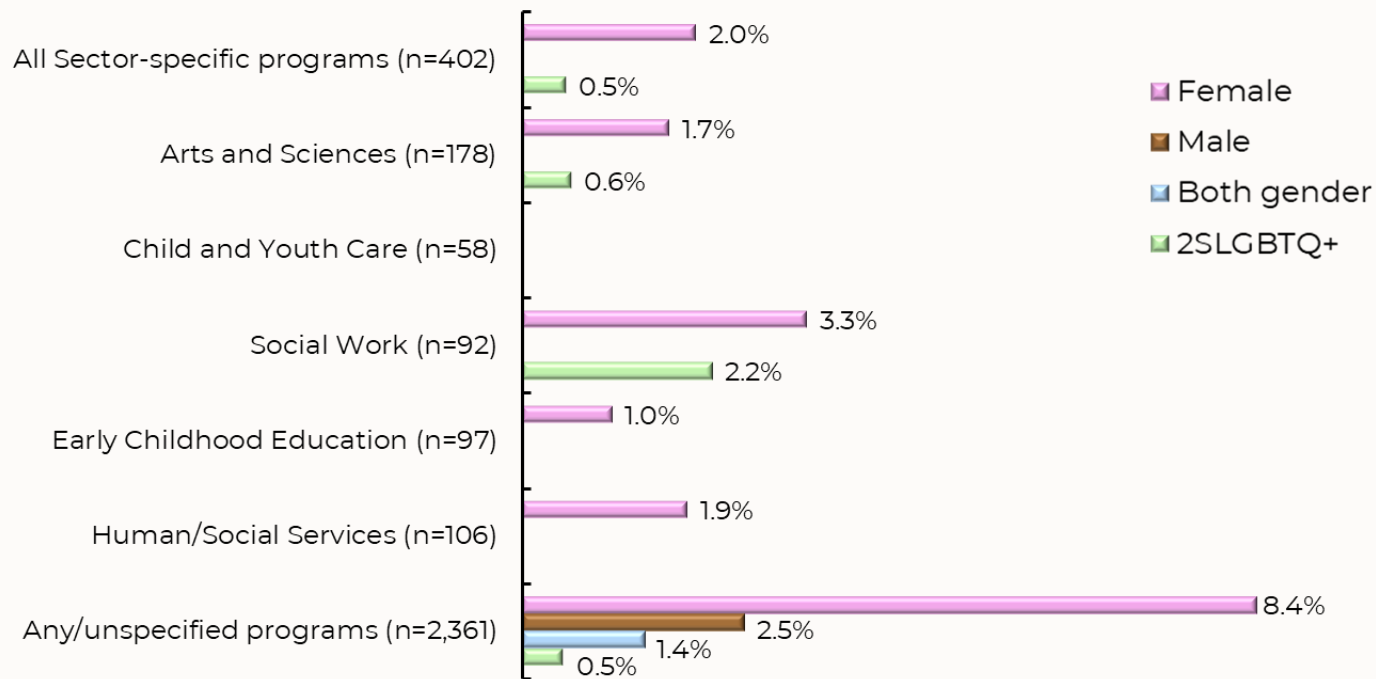
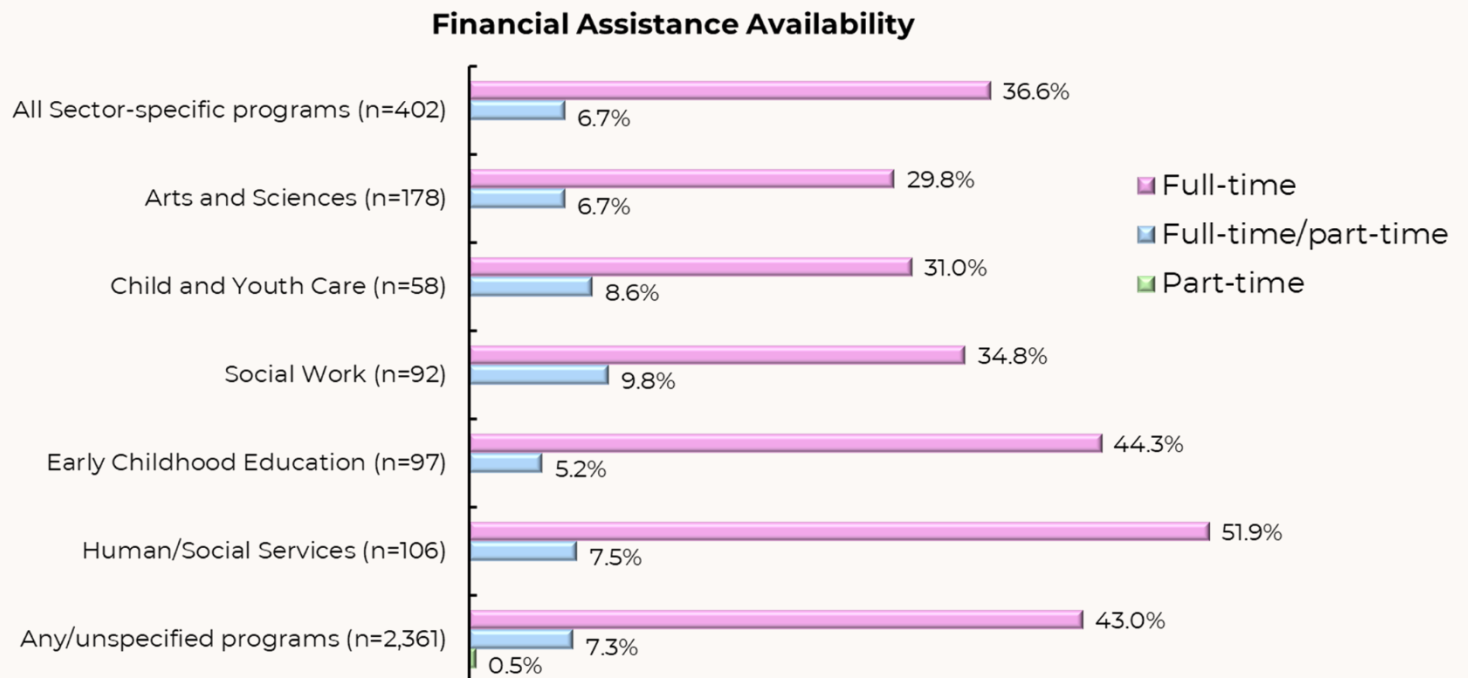


Figure 9. Financial assistance availability for diverse student groups, based on gender.

[Detailed data in Table D1]

Figure 10. Financial assistance availability for diverse student groups, based on student enrollment status.



[Detailed data in Table D1]

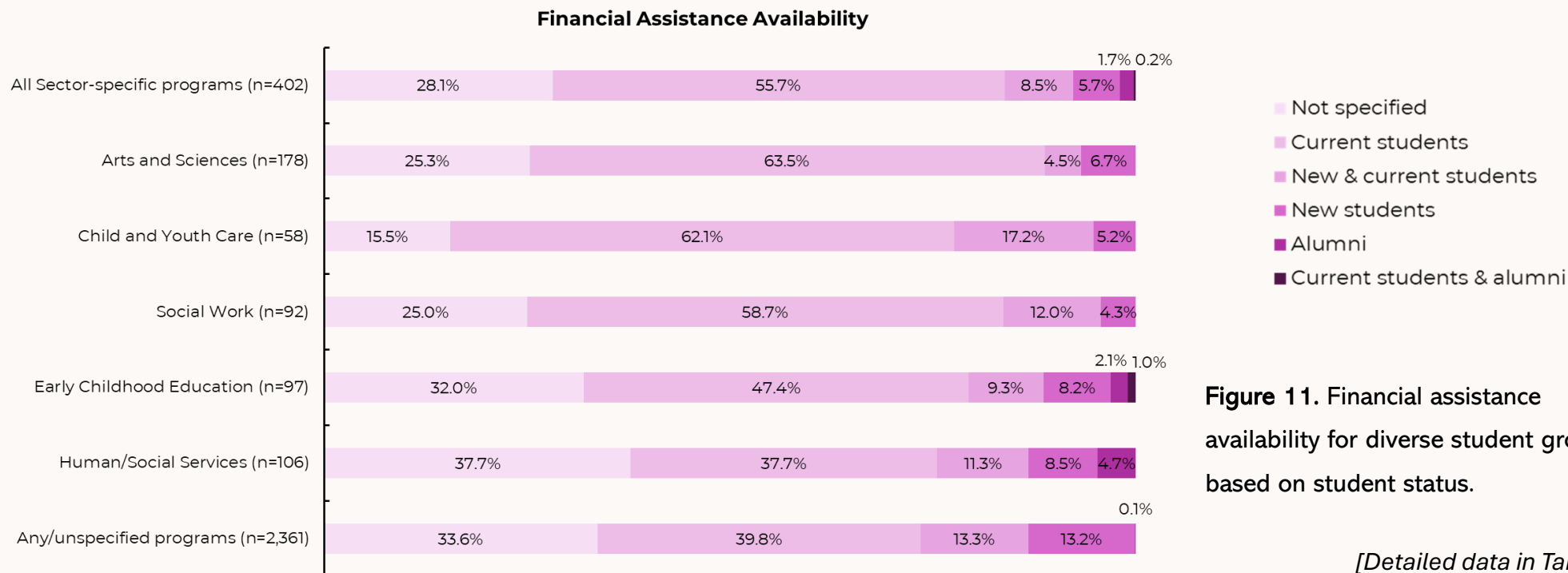
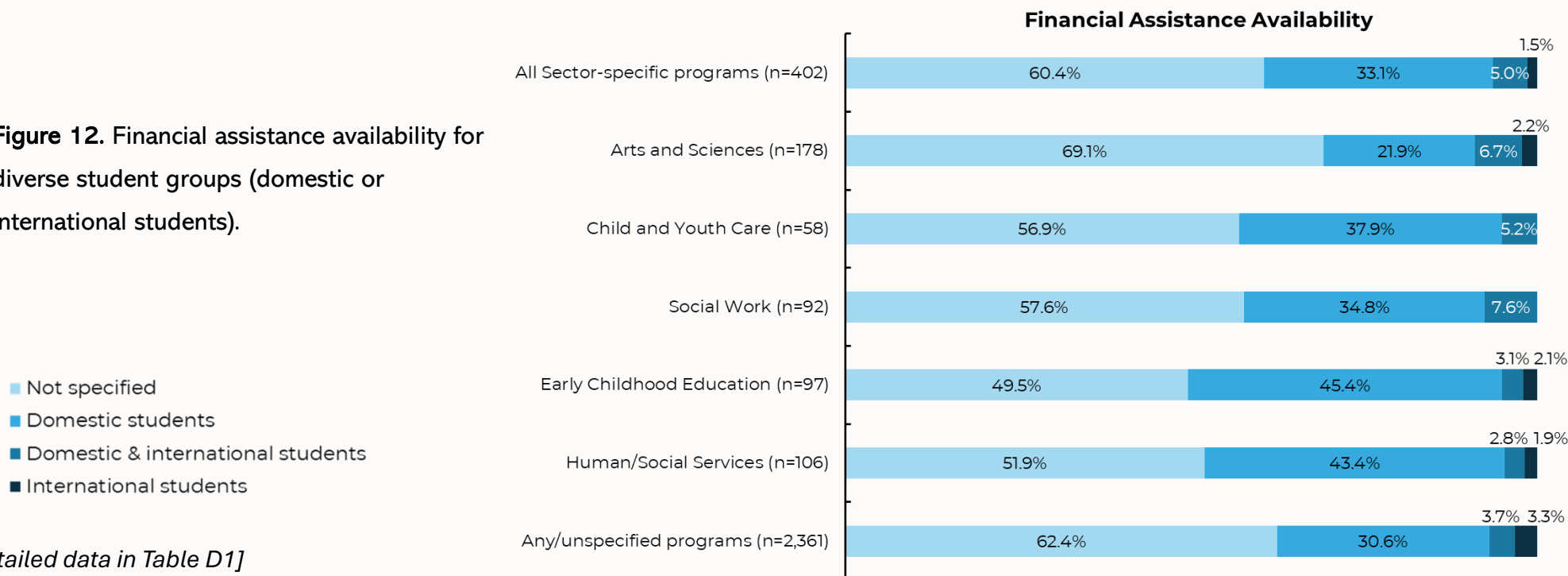


Figure 11. Financial assistance availability for diverse student groups, based on student status.

Figure 12. Financial assistance availability for diverse student groups (domestic or international students).



Geographical Analysis of Financial Assistance Availability for Diverse Student Groups

Key trends for diverse student groups based on sociodemographic attributes (Figure F1)

- ❖ Financial assistance opportunities specifying sociodemographic attributes is generally none to low across all major BC regions, suggesting these financial assistance opportunities are not restricted to certain student groups from or located in specific geographic locations.
- ❖ Among the financial assistance available across all major BC regions specifically for students in Arts and Sciences programs, CYC programs, SW programs, and Human/Social Service programs, none are specifically designated for students with Indigenous status, who are single parents/mothers, or have disabilities.
- ❖ Among the financial assistance specified for students in ECE programs, none are specifically designated for students with Indigenous status and students with disabilities across all major BC regions.

Key trends for diverse student groups based on gender (Figure F2)

- ❖ Financial assistance opportunities specifying gender is generally none to low across all major BC regions.
- ❖ Across all major BC regions, none of the financial assistance specified for students in Arts and Sciences programs, CYC programs, SW programs, and ECE programs are specifically designated for any specific gender, suggesting they are potentially open to students of any genders.
- ❖ Only one-third of financial assistance specified for students in Human/Social Services programs and who are from or located on Vancouver Island are specifically designated for female students.

Key trends for diverse student groups based on student enrollment status (Figure F3)

- ❖ Financial assistance opportunities specifying full-time or part-time student status is either absent or strongly unbalanced across all major BC regions.
- ❖ Across all major BC regions, none of the financial assistance specified for sector-specific field of study (Arts and Sciences programs, CYC programs, SW programs, ECE programs, and Human/Social Services programs) are specifically designated for part-time students.

Key trends for diverse student groups based on student status (Figure F4)

- ❖ Financial assistance opportunities specifying new or current student status is either absent or strongly unbalanced across most major BC regions.



- ❖ None of the financial assistance opportunities for students in CYC programs, SW programs, ECE programs, and Human/Social Services programs are specifically designated for new and current students from or located in Lower Mainland, Coastal, and Fraser Valley regions.
- ❖ None of the financial assistance for students Arts and Sciences programs, CYC programs, SW programs, ECE programs, and Human/Social Services programs are specifically designated for new students from North BC regions.
- ❖ Only SW and Human/Social Services programs had financial assistance opportunities specifically designated for current students from or located in Northern regions.
- ❖ Only Arts and Sciences programs and Human/Social Services programs had financial assistance opportunities specifically designated for new students from or located on Vancouver Island regions.
- ❖ Only ECE and Human/Social Services programs had financial assistance opportunities specifically designated for current students from or located on Vancouver Island regions.
- ❖ Only ECE and Human/Social Services programs had financial assistance opportunities specifically designated for new students from or located in Interior regions.
- ❖ Only Arts and Sciences, ECE, and Human/Social Services programs had financial assistance opportunities specifically designated for current students from or located in Interior regions.

Key trends for diverse student groups based on nationality classification (Figure F5)

- ❖ Financial assistance opportunities specifying students must be domestic is either absent or not specified across most major BC regions.
- ❖ Only 25% of the financial assistance specified for students in Arts and Sciences programs and who are from or located in Interior regions are specifically designated for international students and none specifically for domestic students.

Future Initiatives & Recommendations for MCFD

Future initiatives and policies aimed at facilitating BC post-secondary students pursuing education programs relevant to the child and family service sector are proposed.

Every year, a substantial amount of financial assistance is left unclaimed in Canada (BeMo Academic Consulting, 2025; Chong, 2025). This, along with the gaps identified in this research, suggests a crucial need to promote and improve the utilization of the financial assistance that is already available to students in the child and family service sector through the following approaches:



1. Centralize financial assistance information to increase accessibility & awareness of financial assistance opportunities

The compiled Excel spreadsheet from this project can be developed into a user-friendly, searchable, comprehensive website/platform to centralize financial assistance information, thereby increasing the accessibility of financial assistance opportunities. Following the launch of this website/platform it is crucial to raise its awareness by partnering with post-secondary institutions and implementing promotional initiatives (e.g., social media campaigns, and promotion through student financial aid offices).

2. Evidence-informed financial assistance allocations

Reallocate existing and/or establish new financial assistance opportunities to address the under-representation of certain student groups, geographic regions or specific fields of study, as identified through:

2.1 Analyses of the 'real' gaps – Further analysis is required to determine whether the availability of financial assistance opportunities across various student groups, geographic regions and fields of study are representative of the general student populations in BC.

2.2 Post-secondary student population insights portal – Collaborate with post-secondary institutions to develop a publicly accessible platform where institutions can report anticipated representations of various student populations (e.g., in percentages), allowing donors and funders to review this information and, if willing, adjust their eligibility criteria to target the highest-need student groups.

2.3 Financial assistance utilizations monitoring system – A system can be established to monitor financial assistance utilization rates on a yearly basis and to track any surplus and/or deficits across various student groups, geographic regions and fields of study.

While the above approaches address financial barriers for under-represented student groups, they do not ensure an increase in graduates entering the child and family service sector. To bridge this gap, the following initiative is proposed:

3. Service-Linked Tuition Assistance Program

Establish a financial assistance program offering full tuition waivers to eligible students, with the condition that they work in designated high-demand occupations and/or geographic locations for a fixed period post-graduation (Executive Yuan, Republic of China (Taiwan), 2014, 2019, 2023). This financial assistance program consists of the following key features:



Flexible Eligibility: Open to specific or all student groups, with annual adjustments based on sector demand.

Service Commitment: Recipients must work in predetermined occupations/regions (e.g., rural areas, high-demand positions) for a set duration.

Repayment Clause: Participants who leave early repay the full tuition amount.

This financial assistance directly channels graduates into high-need areas of the child and family services sector and aligns funding with real-time labour market needs.

Taken together, these initiatives work collectively to improve financial assistance accessibility, equitable allocation, and workforce development in the child and family services sector. Their long-term success depends on rigorous evaluation to measure tangible outcomes and inform continuous improvements.

4. Impact evaluations

It is paramount to evaluate the impact of the implemented initiatives on post-secondary student enrollment, graduation rates, and post-graduation employment outcomes in or related to the child and family service sector. These evaluations will not only reveal the effectiveness of the implemented initiatives but also identify any unintended consequences/outcomes, informing future decision-making.

Concluding Remarks

This jurisdictional scan of existing financial assistance identified 2,763 financial assistance opportunities. The majority of financial assistance is valued between \$500 and \$2,500. The majority of financial assistance did not specify fields of study or geographical locations, suggesting they are open to students from or located in any region and studying any program. Nearly half (44.3%) of the total financial assistance opportunities are exclusively available to students in Arts and Sciences, while 14.4% are available only to students in CYC. Geographical analysis revealed that relatively more financial assistance opportunities are available only to students from or residing in Interior regions compared to other regions in BC. In contrast, only 2.6% are designated for students from or residing in the Lower Mainland, Coastal, and Fraser Valley regions.

The analysis of BC's financial assistance landscape for diverse student groups revealed notable disparities. While Indigenous students, students with disabilities, female students, full-time students, current students, and domestic students have comparatively more dedicated financial assistance opportunities that specify a field of study, limited financial assistance opportunities (those that specify a field of study) are designated for single parents/mothers, mature students, gap-year students, and new



students. Strikingly, no financial assistance opportunities (those that specify a field of study) are exclusively available for former/current youth in care students, part-time students and male students⁹. In fact, the financial assistance opportunities available for former/current youth in care students do not specify a field of study.

The identified gaps present an opportunistic window to strengthen and maintain the child and family service sector's future workforce through enhanced financial assistance system for BC post-secondary students pursuing sector-specific education programs. MCFD can improve accessibility and utilization of financial assistance opportunities by centralizing financial assistance information. Targeted financial support (e.g., a service-linked tuition assistance program) can be established and implemented using evidence-informed approaches to support sector-specific post-secondary education and labour shortages. Rigorous impact evaluations tracking student enrollment, graduation, and employment outcomes should be implemented to guide future decision-making.

⁹ straight, cisgendered

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Appendices



Appendix A. NOC Code Descriptions

The following descriptions are used by Government of Canada's (n.d.).

Social and community service workers (NOC 42201)

Social and community service workers administer and implement a variety of social assistance programs and community services, and assist clients to deal with personal and social problems. They are employed by social service and government agencies, mental health agencies, group homes, shelters, substance abuse centres, school boards, correctional facilities and other establishments.

Early childhood educators and assistants (NOC 42202)

Early childhood educators plan, organize and implement programs for children between the ages of infancy and 12 years. Early childhood educator assistants provide care for infants and preschool- to school-age children under the guidance of early childhood educators. Early childhood educators and assistants lead children in activities to stimulate and develop their intellectual, physical and emotional growth and ensure their security and well-being. They are employed in child-care centres, day-care centres, kindergartens, agencies for exceptional children and other settings where early childhood education services are provided. Supervisors of early childhood educators and assistants are included in this unit group.

Social workers (NOC 41300)

Social workers help individuals, couples, families, groups, communities and organizations develop the skills and resources they need to enhance social functioning and provide counselling, therapy and referral to other supportive social services. Social workers also respond to other social needs and issues such as unemployment, racism and poverty. They are employed by hospitals, school boards, social service agencies, child welfare organizations, correctional facilities, community agencies, employee assistance programs and Aboriginal band councils, or they may work in private practice.

Therapists in counselling and related specialized therapies (NOC 41301)

Therapists in counselling and related specialized therapies assist individuals and groups of clients to identify, understand and overcome personal problems and achieve personal objectives. They can be specialized to work on specific problems and they may practice psychotherapy. They are employed by counselling centres, social service agencies, group homes, government agencies, family therapy centres, and educational, health care and rehabilitation facilities, or they may work in private practice.

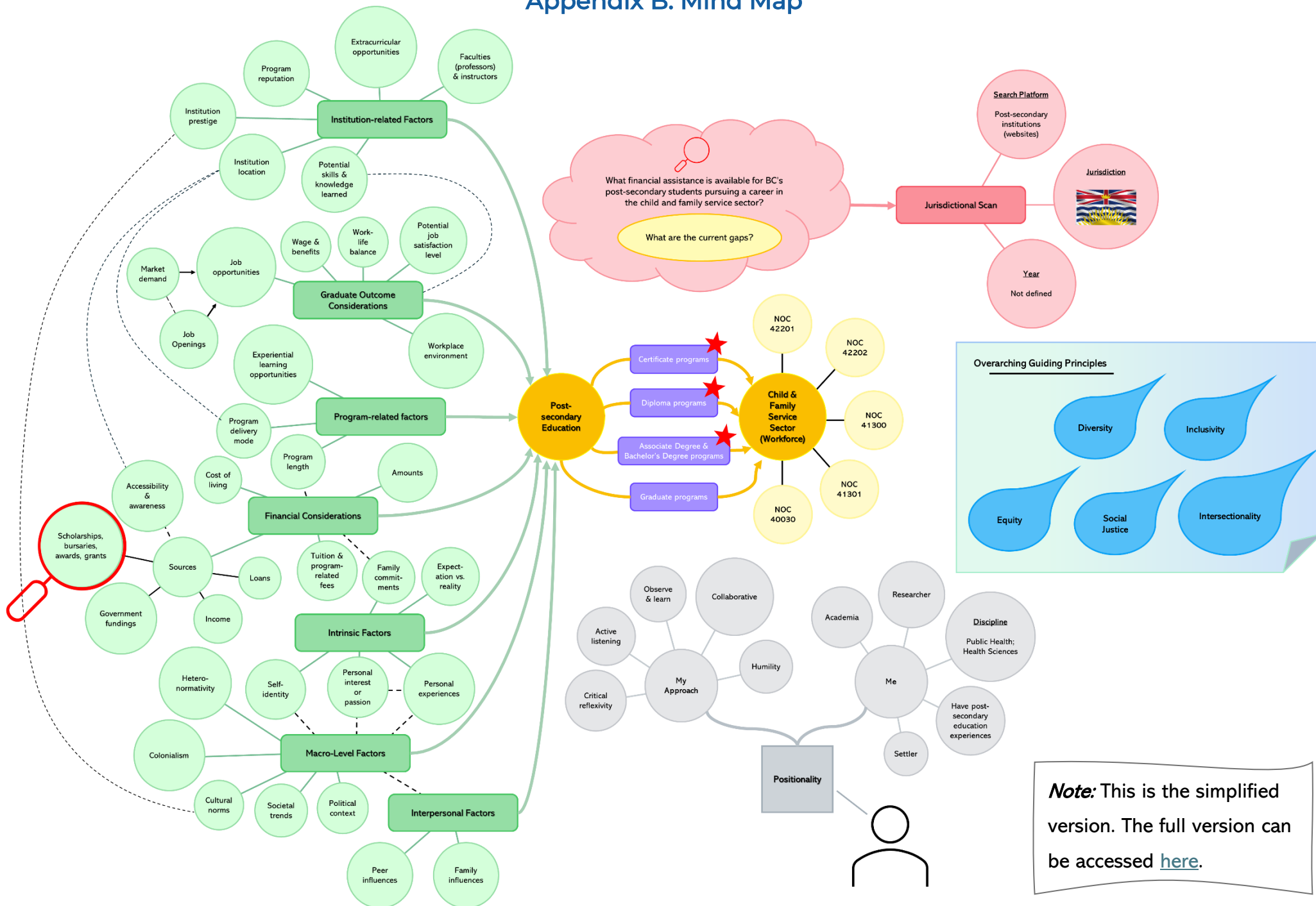


Managers in social, community and correction services (NOC 40030)

Managers in social, community and correctional services plan, organize, direct, control and evaluate the programs and activities of social service and community agencies, correctional institutions, counselling departments, labour organizations, professional associations, political parties and non-governmental organizations.



Appendix B. Mind Map



Appendix C. Financial Aid Webpages

British Columbia Public Post-Secondary Institutions



Camosun College

<https://camosun.ca/registration-records/financial-aid-awards>



Capilano University

<https://www.capilanou.ca/admissions/fees--finances/financial-aid--awards/>



Coast Mountain College

<https://www.coastmountaincollege.ca/student-services/financial-aid>



College of New Caledonia

<https://www.cnc.bc.ca/services/financial-aid>



College of the Rockies

<https://cotr.bc.ca/student-services/student-support/financial-aid/>



Douglas College

<https://www.douglascollege.ca/current-students/advising-services/financial-planning/financial-aid-information/financial-aid>



Kwantlen Polytechnic University

<https://www.kpu.ca/awards>



Langara College

<https://langara.ca/student-services/financial-aid/index.html>



Nicola Valley Institute of Technology

<https://www.nvit.ca/financialaid.htm>



North Island College

<https://www.nic.bc.ca/supports-and-services/financial-aid-and-awards/index.html>



Northern Lights College

<https://www.nlc.bc.ca/student-loans-grants/>



Okanagan College

<https://www.okanagan.bc.ca/financial-aid-and-awards>



Royal Roads University

<https://www.royalroads.ca/admission/financial-aid-awards>



Selkirk College

<https://www.selkirk.ca/tuition-financial-aid/financial-aid-awards>



Selkirk College

<https://www.sfu.ca/students/financial-aid.html>



Simon Fraser University

<https://www.sfu.ca/students/financial-aid.html>



Thompson Rivers University

<https://www.tru.ca/awards.html>



Thompson Rivers University

<https://students.ubc.ca/finances/funding-studies/>
<https://students.ok.ubc.ca/courses-money-enrolment/finances/>
<https://you.ubc.ca/financial-planning/>



University of British Columbia

<https://www.unbc.ca/financial-aid>



University of Northern British Columbia

<https://www.ufv.ca/fineaid/>



University of the Fraser Valley

<https://webfilters.uvic.ca/scholarships>
<https://www.uvic.ca/registrar/safa/index.php>



Vancouver Community College

<https://www.vcc.ca/applying/registration-services/financial-aid/general-information/>



Vancouver Island University

<https://services.viu.ca/financial-aid-awards/viu-scholarships-awards-and-bursaries>

British Columbia Private Post-Secondary Institutions



Trinity Western University

<https://www.twu.ca/admissions-aid/scholarships-financial-aid>



WESTERN
COMMUNITY
COLLEGE

Western Community College

<https://wcc.ca/scholarship-policies-and-procedures/>

British Columbia Aboriginal-Controlled Post-Secondary Institutes



Gitwangak Education Society

No internal financial assistance webpage



NEC Native Education College

<https://necvancouver.org/financial-aid-for-students/>



Seabird College
EDUCATION FOR REAL LIFE

Seabird College

<https://www.seabirdcollege.ca/index.php/financial-options/>



*Stein Valley
Nlakapamux School*



Stein Valley Nlakapamux School

No internal financial assistance webpage

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Ethnic group	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.3%)	2 (0.5%)
Under-represented population/visible minority	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Affiliation(s) with donors/funders	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.3%)	1 (0.2%)
Student Gender										
Female	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (16.7%)	0 (0.0%)	0 (0.0%)	6 (1.7%)	8 (2.0%)
Male	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Female and/or male	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
2SLGBTQ+	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.6%)	2 (0.5%)
Enrollment Status										
Full-time	1 (12.5%)	0 (0.0%)	11 (57.9%)	1 (33.3%)	8 (80.0%)	1 (8.3%)	0 (0.0%)	0 (0.0%)	125 (35.8%)	147 (36.6%)
Full-time/part-time	0 (0.0%)	0 (0.0%)	1 (5.3%)	0 (0.0%)	1 (10.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	25 (7.2%)	27 (6.7%)
Part-time	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Student Status										
New students	0 (0.0%)	1 (100.0%)	4 (21.1%)	1 (33.3%)	0 (0.0%)	2 (16.7%)	0 (0.0%)	0 (0.0%)	15 (4.3%)	23 (5.7%)
Current students	3 (37.5%)	0 (0.0%)	10 (52.6%)	2 (66.7%)	5 (50.0%)	5 (41.7%)	0 (0.0%)	0 (0.0%)	199 (57.0%)	224 (55.7%)
New & current students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	34 (9.7%)	34 (8.5%)
Current students & alumni	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.3%)	1 (0.2%)
Alumni	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (16.7%)	0 (0.0%)	0 (0.0%)	5 (1.4%)	7 (1.7%)
Not specified	5 (62.5%)	0 (0.0%)	5 (26.3%)	0 (0.0%)	5 (50.0%)	3 (25.0%)	0 (0.0%)	0 (0.0%)	95 (27.2%)	113 (28.1%)
Nationality Classification										
Domestic students	5 (62.5%)	0 (0.0%)	16 (84.2%)	2 (66.7%)	3 (30.0%)	1 (8.3%)	0 (0.0%)	0 (0.0%)	106 (30.4%)	133 (33.1%)
International students	0 (0.0%)	0 (0.0%)	1 (5.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (1.4%)	6 (1.5%)
Domestic & international students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	20 (5.7%)	20 (5.0%)

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Endowment	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Sociodemographic Attributes										
Indigenous status	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	19 (11.7%)	19 (10.7%)
(Former) youth in care	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Single parents/mothers	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (3.1%)	5 (2.8%)
Mature students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.6%)	1 (0.6%)
Gap-year students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.6%)	1 (0.6%)
Students with disabilities	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (1.2%)	2 (1.1%)
Students with chronic diseases	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Low/no income students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Ethnic group	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.6%)	2 (1.1%)
Under-represented population/visible minority	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Affiliation(s) with donors/funders	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Student Gender										
Female	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (1.8%)	3 (1.7%)
Male	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Female and/or male	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
2SLGBTQ+	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.6%)	1 (0.6%)
Enrollment Status										
Full-time	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	2 (66.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	50 (30.7%)	53 (29.8%)
Full-time/part-time	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (6.7%)	12 (6.7%)
Part-time	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Student Status										
New students	0 (0.0%)	1 (100.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	1 (100.0%)	0 (0.0%)	0 (0.0%)	9 (5.5%)	12 (6.7%)



Current students	2 (66.7%)	0 (0.0%)	4 (100.0%)	2 (66.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	105 (64.4%)	113 (63.5%)
New & current students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (4.9%)	8 (4.5%)
Current students & alumni	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Alumni	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Not specified	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	41 (25.2%)	45 (25.3%)
Nationality Classification										
Domestic students	2 (66.7%)	0 (0.0%)	0 (0.0%)	2 (66.7%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	34 (20.9%)	39 (21.9%)
International students	0 (0.0%)	0 (0.0%)	1 (25.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (1.8%)	4 (2.2%)
Domestic & international students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	12 (7.4%)	12 (6.7%)
Not specified	1 (33.3%)	1 (100.0%)	3 (75.0%)	1 (33.3%)	2 (66.7%)	1 (100.0%)	0 (0.0%)	0 (0.0%)	114 (69.9%)	123 (69.1%)
Other Category										
With permanent custody of children	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Have dependent children	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.6%)	1 (0.6%)
Have dependents	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Children of single parents	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Parent or primary caregiver	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Application Method										
Apply online	2 (66.7%)	0 (0.0%)	0 (0.0%)	2 (66.7%)	3 (100.0%)	1 (100.0%)	0 (0.0%)	0 (0.0%)	95 (58.3%)	103 (57.9%)
Contact secondary school	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
No application required	1 (33.3%)	1 (100.0%)	4 (100.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	40 (24.5%)	47 (26.4%)
Nomination	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	20 (12.3%)	20 (11.2%)
Not specified/other	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Child and Youth Care n=58, 14.4%	BC-wide n=0, 0.0%	Canada-wide	Interior n=0, 0.0%	Lower Mainland/Coastal/ Fraser Valley	North n=0, 0.0%	Vancouver Island n=0, 0.0%	Multiple BC Regions n=0, 0.0%	Outside BC/Canada n=0, 0.0%	Regions Unspecified	Total

[illegible]

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[illegible]

[illegible]



Alumni	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Not specified	2 (66.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (50.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	20 (23.0%)	23 (25.0%)
Nationality Classification										
Domestic students	2 (66.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	30 (34.5%)	32 (34.8%)
International students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Domestic & international students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (8.0%)	7 (7.6%)
Not specified	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	50 (57.5%)	53 (57.6%)
Other Category										
With permanent custody of children	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Have dependent children	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Have dependents	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Children of single parents	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Parent or primary caregiver	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Application Method										
Apply online	3 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	60 (69.0%)	65 (70.7%)
Contact secondary school	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
No application required	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	13 (14.9%)	13 (14.1%)
Nomination	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (3.4%)	3 (3.3%)
Not specified/other	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Early Childhood Education n=97, 24.1%	BC-wide n=2, 2.1%	Canada-wide n=0, 0.0%	Interior n=10, 10.3%	Lower Mainland/Coastal/ Fraser Valley n=0, 0.0%	North n=0, 0.0%	Vancouver Island n=6, 6.2%	Multiple BC Regions n=0, 0.0%	Outside BC/Canada n=0, 0.0%	Regions Unspecified n=79, 81.4%	Total
Financial Assistance Type										
(Entrance) award	2 (100.0%)	0 (0.0%)	2 (20.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	0 (0.0%)	0 (0.0%)	40 (50.6%)	45 (46.4%)
(Entrance) bursary	0 (0.0%)	0 (0.0%)	7 (70.0%)	0 (0.0%)	0 (0.0%)	4 (66.7%)	0 (0.0%)	0 (0.0%)	25 (31.6%)	36 (37.1%)

[illegible]

[illegible]



Students with disabilities	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (3.7%)	3 (2.8%)
Students with chronic diseases	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Low/no income students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Ethnic group	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Under-represented population/visible minority	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Affiliation(s) with donors/funders	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Student Gender										
Female	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (1.9%)
Male	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Female and/or male	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
2SLGBTQ+	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Enrollment Status										
Full-time	0 (0.0%)	0 (0.0%)	9 (81.8%)	0 (0.0%)	5 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	41 (50.0%)	55 (51.9%)
Full-time/part-time	0 (0.0%)	0 (0.0%)	1 (9.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (8.5%)	8 (7.5%)
Part-time	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Student Status										
New students	0 (0.0%)	0 (0.0%)	3 (27.3%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	0 (0.0%)	0 (0.0%)	5 (6.1%)	9 (8.5%)
Current students	0 (0.0%)	0 (0.0%)	4 (36.4%)	0 (0.0%)	4 (80.0%)	3 (50.0%)	0 (0.0%)	0 (0.0%)	29 (35.4%)	40 (37.7%)
New & current students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	12 (14.6%)	12 (11.3%)
Current students & alumni	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Alumni	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	0 (0.0%)	0 (0.0%)	4 (4.9%)	5 (4.7%)
Not specified	2 (100.0%)	0 (0.0%)	4 (36.4%)	0 (0.0%)	1 (20.0%)	1 (16.7%)	0 (0.0%)	0 (0.0%)	32 (39.0%)	40 (37.7%)
Nationality Classification										
Domestic students	2 (100.0%)	0 (0.0%)	11 (100.0%)	0 (0.0%)	1 (20.0%)	1 (16.7%)	0 (0.0%)	0 (0.0%)	31 (37.8%)	46 (43.4%)



International students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (2.4%)	2 (1.9%)
Domestic & international students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (3.7%)	3 (2.8%)
Not specified	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (80.0%)	5 (83.3%)	0 (0.0%)	0 (0.0%)	46 (56.1%)	55 (51.9%)
Other Category										
With permanent custody of children	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Have dependent children	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Have dependents	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Children of single parents	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Parent or primary caregiver	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Application Method										
Apply online	2 (100.0%)	0 (0.0%)	10 (90.9%)	0 (0.0%)	4 (80.0%)	6 (100.0%)	0 (0.0%)	0 (0.0%)	55 (67.1%)	77 (72.6%)
Contact secondary school	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
No application required	0 (0.0%)	0 (0.0%)	1 (9.1%)	0 (0.0%)	1 (20.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (1.2%)	3 (2.8%)
Nomination	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	14 (17.1%)	14 (13.2%)
Not specified/other	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Any/unspecified programs n=2,361, 85.5%	BC-wide n=64, 2.7%	Canada-wide n=32, 1.4%	Interior n=108, 4.6%	Lower Mainland/Coastal/Fraser Valley n=133, 5.6%	North n=71, 3.0%	Vancouver Island n=85, 3.6%	Multiple BC Regions n=23, 1.0%	Outside BC/Canada n=16, 0.7%	Regions Unspecified n=1,829, 77.5%	Total
Financial Assistance Type										
(Entrance) award	19 (29.7%)	1 (3.1%)	54 (50.0%)	38 (28.6%)	12 (16.9%)	18 (21.2%)	5 (21.7%)	6 (37.5%)	797 (43.6%)	950 (40.2%)
(Entrance) bursary	24 (37.5%)	2 (6.3%)	37 (34.3%)	43 (32.3%)	35 (49.3%)	53 (62.4%)	7 (30.4%)	2 (12.5%)	606 (33.1%)	809 (34.3%)
(Entrance) scholarship	20 (31.3%)	29 (90.6%)	17 (15.7%)	52 (39.1%)	23 (32.4%)	14 (16.5%)	9 (39.1%)	8 (50.0%)	384 (21.0%)	556 (23.5%)
Entrance award/bursary	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (4.3%)	0 (0.0%)	8 (0.4%)	9 (0.4%)
Fund	1 (1.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (1.4%)	0 (0.0%)	1 (4.3%)	0 (0.0%)	16 (0.9%)	19 (0.8%)



Grant	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (0.5%)	10 (0.4%)
Prize	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	2 (0.1%)
Program	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (0.2%)	3 (0.1%)
Endowment	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (0.2%)	3 (0.1%)
Sociodemographic Attributes										
Indigenous status	8 (12.5%)	2 (6.3%)	6 (5.6%)	5 (3.8%)	1 (1.4%)	2 (2.4%)	2 (8.7%)	0 (0.0%)	190 (10.4%)	216 (9.1%)
(Former) youth in care	1 (1.6%)	0 (0.0%)	1 (0.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	14 (0.8%)	16 (0.7%)
Single parents/mothers	3 (4.7%)	0 (0.0%)	4 (3.7%)	1 (0.8%)	0 (0.0%)	3 (3.5%)	1 (4.3%)	0 (0.0%)	55 (3.0%)	67 (2.8%)
Mature students	3 (4.7%)	0 (0.0%)	5 (4.6%)	10 (7.5%)	1 (1.4%)	8 (9.4%)	1 (4.3%)	0 (0.0%)	31 (1.7%)	59 (2.5%)
Gap-year students	1 (1.6%)	0 (0.0%)	3 (2.8%)	2 (1.5%)	2 (2.8%)	1 (1.2%)	1 (4.3%)	0 (0.0%)	13 (0.7%)	23 (1.0%)
Students with disabilities	4 (6.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	65 (3.6%)	69 (2.9%)
Students with chronic diseases	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	1 (0.04%)
Low/no income students	0 (0.0%)	0 (0.0%)	1 (0.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	2 (0.1%)
Ethnic group	0 (0.0%)	1 (3.1%)	2 (1.9%)	5 (3.8%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	25 (1.4%)	33 (1.4%)
Under-represented population/visible minority	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (0.2%)	4 (0.2%)
Affiliation(s) with donors/funders	0 (0.0%)	0 (0.0%)	0 (0.0%)	12 (9.0%)	2 (2.8%)	0 (0.0%)	2 (8.7%)	0 (0.0%)	49 (2.7%)	65 (2.8%)
Student Gender										
Female	2 (3.1%)	0 (0.0%)	7 (6.5%)	12 (9.0%)	4 (5.6%)	8 (9.4%)	0 (0.0%)	1 (6.3%)	165 (9.0%)	199 (8.4%)
Male	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	60 (3.3%)	60 (2.5%)
Female and/or male	1 (1.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	32 (1.7%)	33 (1.4%)
2SLGBTQ+	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (0.6%)	11 (0.5%)
Enrollment Status										
Full-time	30 (46.9%)	3 (9.4%)	91 (84.3%)	70 (52.6%)	49 (69.0%)	13 (15.3%)	13 (56.5%)	13 (81.3%)	734 (40.1%)	1,016 (43.0%)



Full-time/part-time	2 (3.1%)	0 (0.0%)	4 (3.7%)	10 (7.5%)	7 (9.9%)	2 (2.4%)	1 (4.3%)	0 (0.0%)	146 (8.0%)	172 (7.3%)
Part-time	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (7.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (0.3%)	11 (0.5%)
Student Status										
New students	20 (31.3%)	29 (90.6%)	32 (29.6%)	24 (18.0%)	15 (21.1%)	10 (11.8%)	9 (39.1%)	5 (31.3%)	167 (9.1%)	311 (13.2%)
Current students	8 (12.5%)	0 (0.0%)	48 (44.4%)	61 (45.9%)	12 (16.9%)	21 (24.7%)	3 (13.0%)	7 (43.8%)	780 (42.6%)	940 (39.8%)
New & current students	4 (6.3%)	1 (3.1%)	2 (1.9%)	17 (12.8%)	18 (25.4%)	7 (8.2%)	3 (13.0%)	1 (6.3%)	260 (14.2%)	313 (13.3%)
Current students & alumni	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Alumni	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	2 (0.1%)
Not specified	32 (50.0%)	2 (6.3%)	26 (24.1%)	31 (23.3%)	26 (36.6%)	47 (55.3%)	8 (34.8%)	3 (18.8%)	619 (33.8%)	794 (33.6%)
Nationality Classification										
Domestic students	33 (51.6%)	5 (15.6%)	72 (66.7%)	70 (52.6%)	15 (21.1%)	7 (8.2%)	17 (73.9%)	2 (12.5%)	502 (27.4%)	723 (30.6%)
International students	2 (3.1%)	0 (0.0%)	2 (1.9%)	1 (0.8%)	1 (1.4%)	0 (0.0%)	0 (0.0%)	5 (31.3%)	66 (3.6%)	77 (3.3%)
Domestic & international students	1 (1.6%)	1 (3.1%)	0 (0.0%)	4 (3.0%)	0 (0.0%)	1 (1.2%)	0 (0.0%)	0 (0.0%)	80 (4.4%)	87 (3.7%)
Not specified	28 (43.8%)	26 (81.3%)	34 (31.5%)	58 (43.6%)	55 (77.5%)	77 (90.6%)	6 (26.1%)	9 (56.3%)	1,181 (64.6%)	1,474 (62.4%)
Other Category										
With permanent custody of children	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	1 (0.04%)
Have dependent children	0 (0.0%)	0 (0.0%)	2 (1.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	9 (0.5%)	11 (0.5%)
Have dependents	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	2 (0.1%)
Children of single parents	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (1.2%)	0 (0.0%)	0 (0.0%)	3 (0.2%)	4 (0.2%)
Parent or primary caregiver	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	1 (0.04%)
Application Method										
Apply online	48 (75.0%)	14 (43.8%)	99 (91.7%)	130 (97.7%)	64 (90.1%)	57 (67.1%)	19 (82.6%)	14 (87.5%)	1,251 (68.4%)	1,696 (71.8%)
Contact secondary school	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (7.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	6 (0.3%)
No application required	13 (20.3%)	18 (56.3%)	4 (3.7%)	1 (0.8%)	0 (0.0%)	2 (2.4%)	1 (4.3%)	2 (12.5%)	251 (13.7%)	292 (12.4%)



Nomination	1 (1.6%)	0 (0.0%)	5 (4.6%)	1 (0.8%)	2 (2.8%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	214 (11.7%)	223 (9.4%)
Not specified/other	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	2 (0.1%)

Table D2. Monetary values of financial assistance by field of study relevant to the child and family service sector and post-secondary institutions.

	Specified sector-specific programs	All sector-specific programs					Not specify sector-specific programs	Overall
		Arts and Sciences	Child and Youth Care	Social Work	Early Childhood Education	Human/Social Services		
Overall	\$150-\$15,000	\$150-\$15,000	\$1,000	\$250-\$5,000	\$250-\$5,000	\$250-\$2,500	\$100-\$140,000	\$100-\$140,000
Public Post-Secondary Institutions								
Camosun College	\$425-\$5,000	–	–	–	\$500-\$5,000	\$425-\$2,400	\$1,000-\$5,000	\$425-\$5,000
Capilano University	–	–	–	–	–	–	–	–
Coast Mountain College	\$500-\$2,000	–	–	\$1,000	\$500	\$500-\$1,000	\$250-\$2,500	\$250-\$2,500
College of New Caledonia	\$250-\$2,000	\$1,000	–	–	\$250-\$2,000	\$250-\$1,500	\$100-\$2,000	\$100-\$2,000
College of the Rockies	\$400-\$700	–	–	–	\$500-\$700	\$400	\$250-\$2,500	\$250-\$2,500
Douglas College	–	–	–	–	–	–	\$500	\$500
Kwantlen Polytechnic University	\$700-\$5,000	\$700-\$5,000	–	–	–	–	\$275-\$3,500	\$275-\$5,000
Langara College	–	–	–	–	–	–	\$2,500	\$2,500
Nicola Valley Institute of Technology	\$250-\$400	–	–	\$250-\$400	\$400	\$400	\$250-\$4,000	\$250-\$4,000
North Island College	\$500-\$2,000	–	–	\$1,235	\$500-\$1,615	\$500-\$2,000	\$430-\$3,610	\$430-\$3,610
Okanagan College	\$250-\$2,500	\$750	–	–	\$500-\$2,000	\$250-\$2,500	\$250-\$2,500	\$250-\$2,500
Royal Roads University	–	–	–	–	–	–	\$500-\$8,000	\$500-\$8,000
Selkirk College	–	–	–	–	–	–	–	–
Simon Fraser University	\$1,000-\$6,100	\$1,000-\$6,100	–	–	–	–	\$100-\$140,000	\$100-\$140,000
Thompson Rivers University	\$1,000-\$5,500	\$1,000-\$5,500	–	\$5,000	–	\$1,000	\$500-\$24,000	\$500-\$24,000
University of British Columbia	\$150-\$15,000	\$150-\$15,000	–	–	–	–	\$300-\$16,625	\$150-\$16,625
University of Northern British Columbia	\$250-\$3,000	\$1,000-\$3,000	–	\$250-\$1,500	–	–	\$250-\$10,000	\$250-\$10,000



University of the Fraser Valley	–	–	–	–	–	–	\$1,000-\$5,000	\$1,000-\$5,000
University of Victoria	\$250-\$5,000	\$1,000-\$5,000	\$1,000	\$250-\$1,500	–	–	\$250-\$6,000	\$250-\$6,000
Vancouver Community College	\$1,250	–	–	–	\$1,250	–	\$500-\$1,250	\$500-\$1,250
Vancouver Island University	–	–	–	–	–	–	\$1,000-\$10,000	\$1,000-\$10,000
Private Post-Secondary Institutions								
Trinity Western University	\$400-\$1,700	\$400-\$1,700	–	–	–	\$900	\$600-\$5,000	\$400-\$5,000
Western Community College	–	–	–	–	–	–	–	–
Aboriginal-Controlled Post-Secondary Institutes								
Gitwangak Education Society	–	–	–	–	–	–	–	–
NEC Native Education College	\$2,000	–	–	–	\$2,000	–	\$700-\$5,000	\$700-\$5,000
Seabird College	–	–	–	–	–	–	–	–
Stein Valley Nlakapamux School	–	–	–	–	–	–	–	–



Appendix E. Supplementary Charts

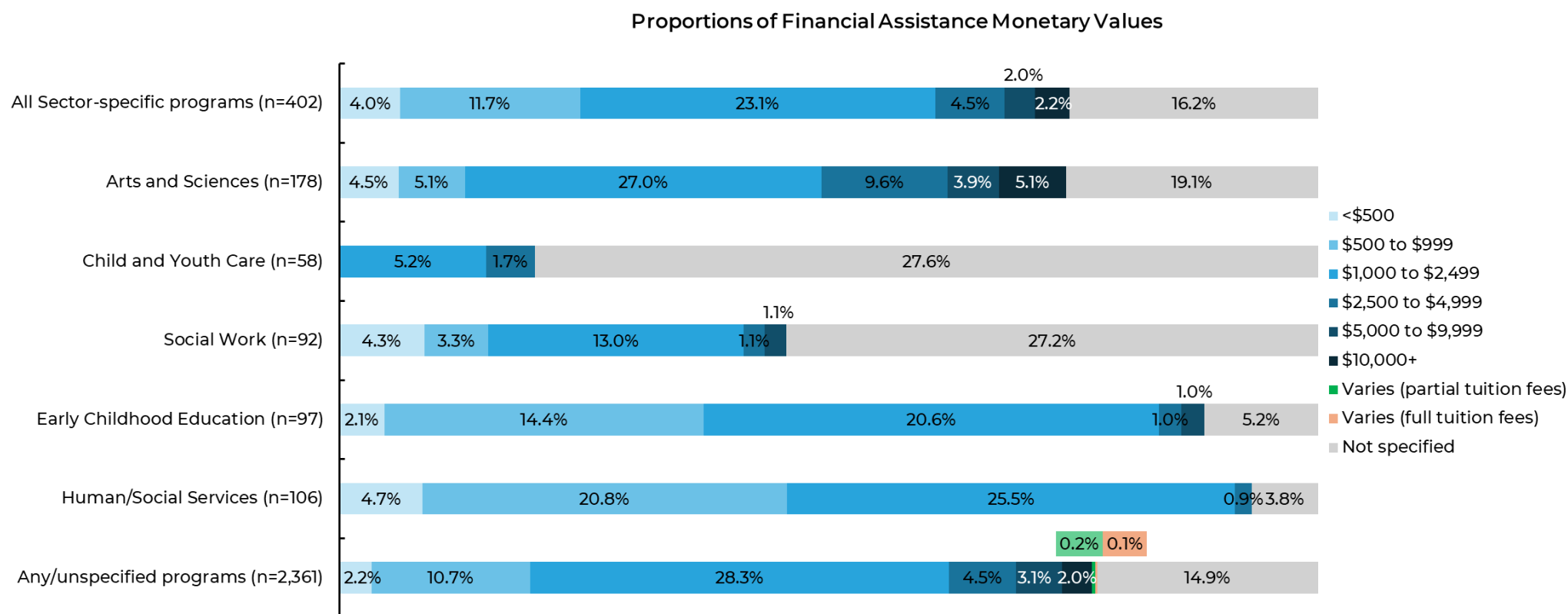


Figure E1. Proportions of financial assistance monetary values by field of study relevant to the child and family service sector.

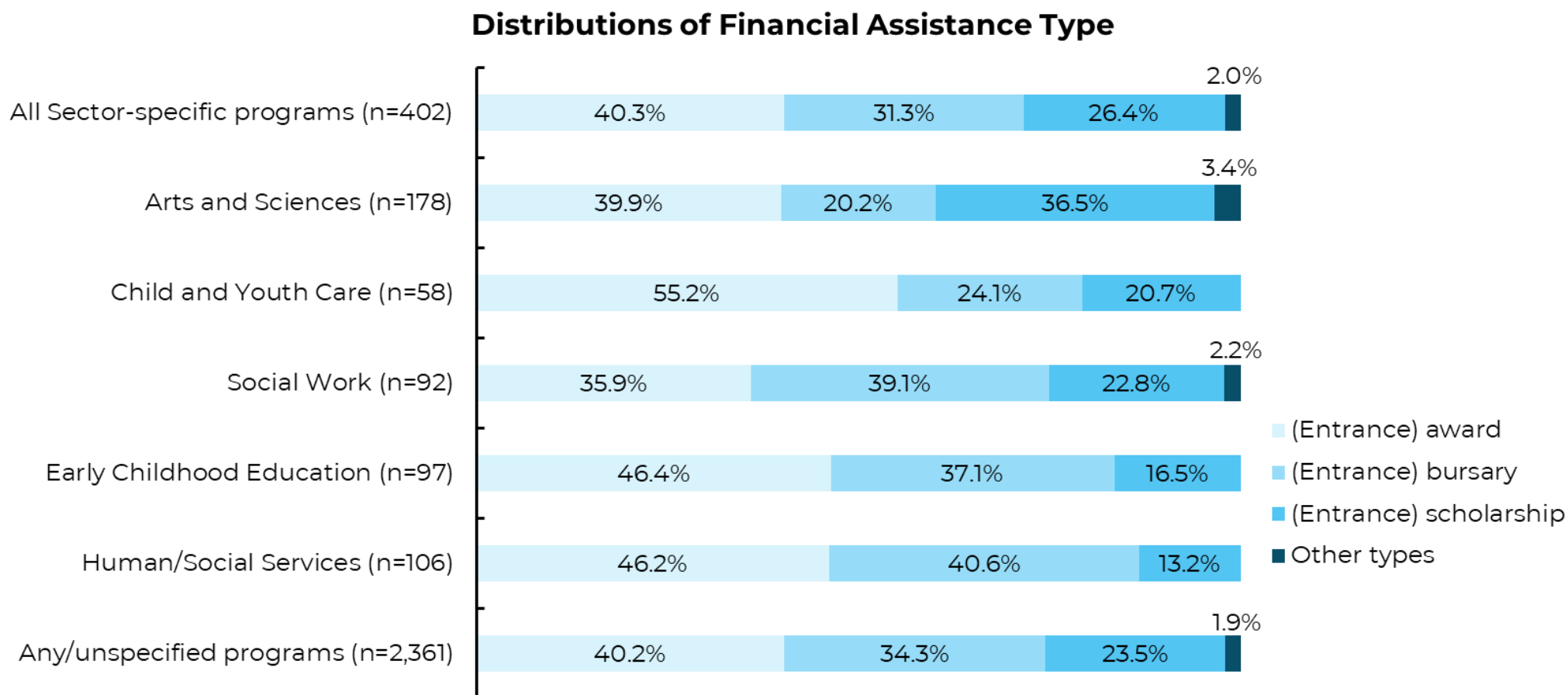


Figure E2. Distributions of financial assistance type by field of study relevant to the child and family service sector.

Other types include financial assistance categorized as fund, grant, prize, program, endowment).

[Detailed data in Table D1].

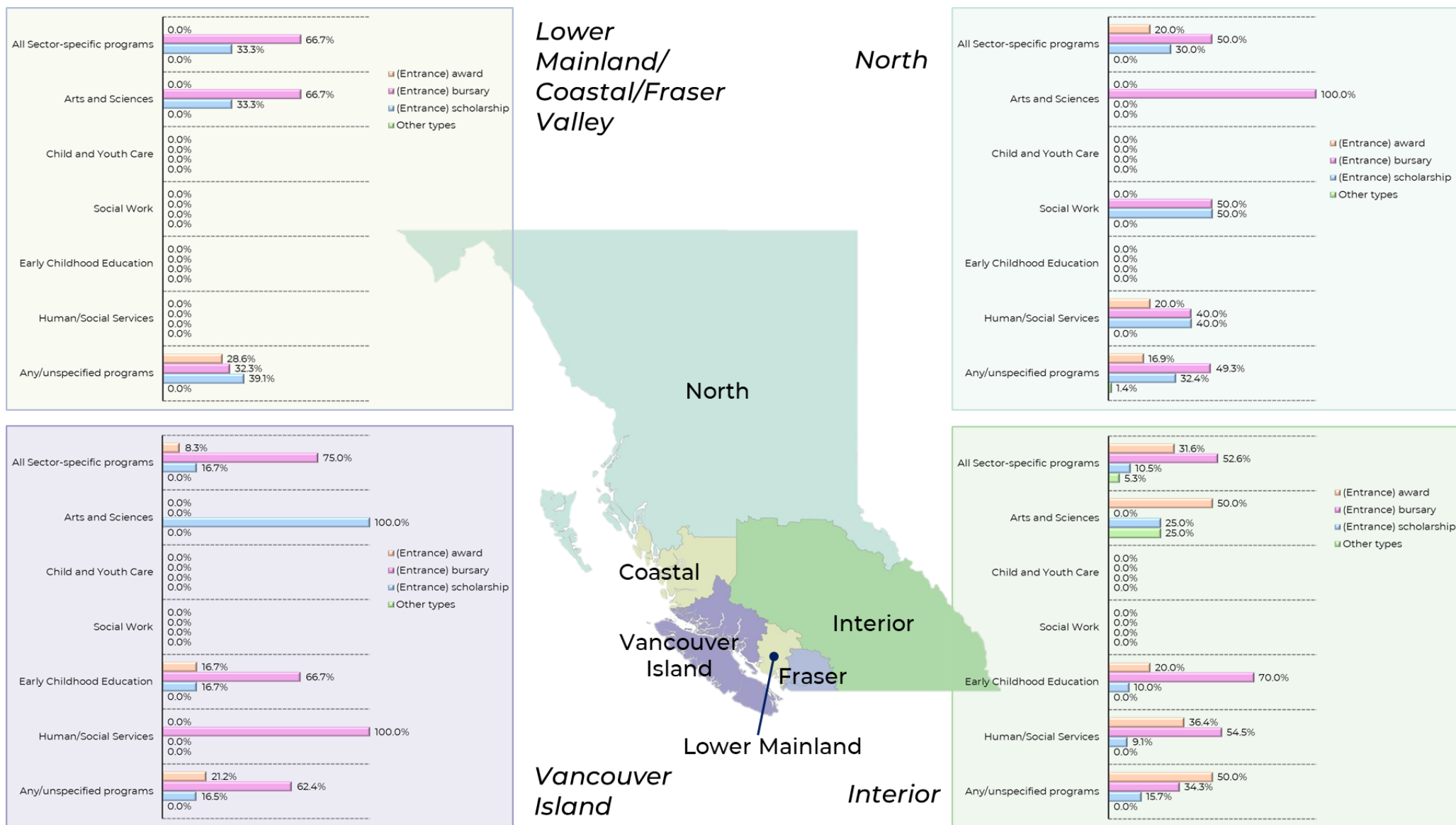
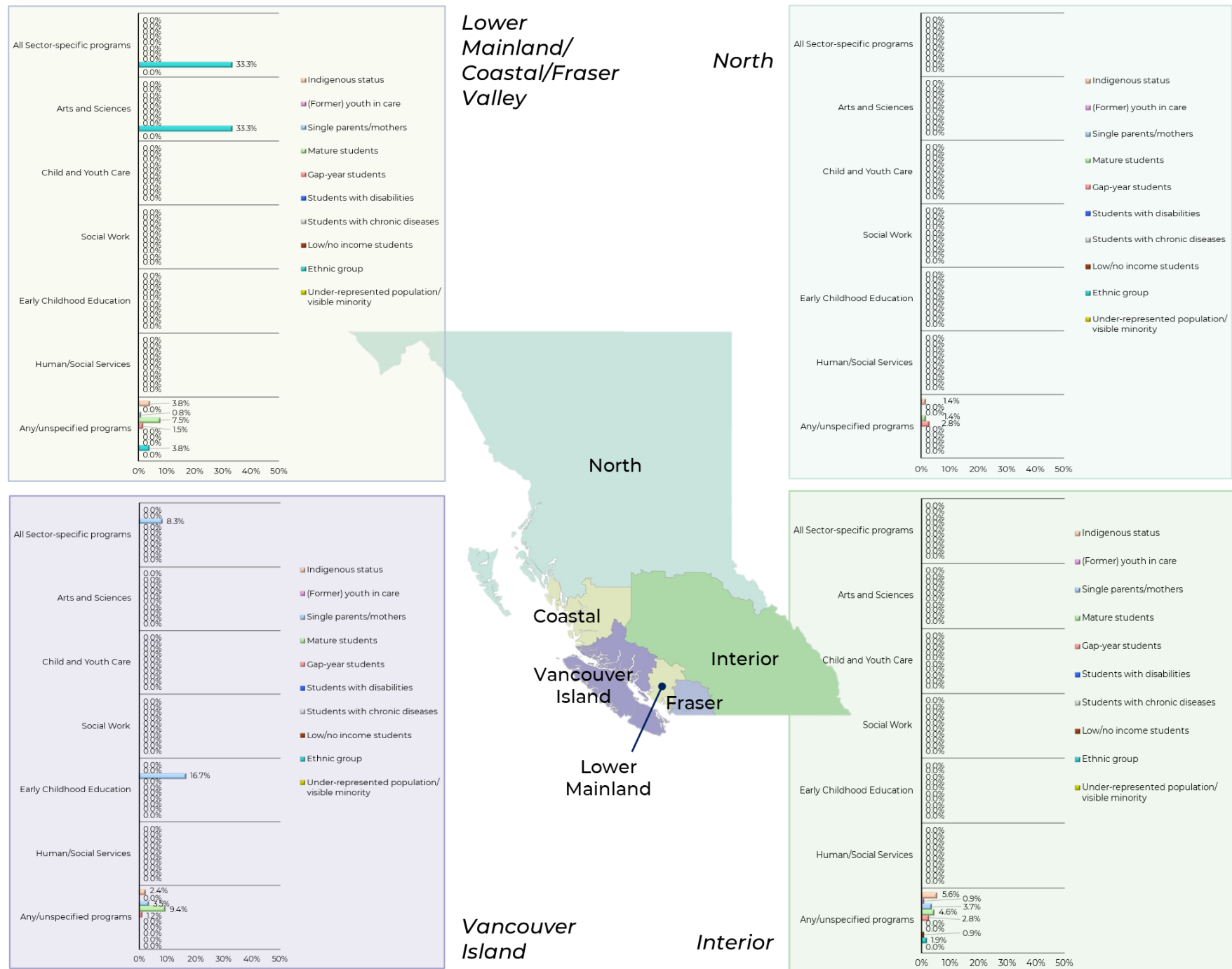


Figure E3. Distributions of financial assistance type by field of study among major BC regions.

Appendix F. Visualizations of Geographic Trends for Compiled Financial Assistance

Figure F1. Financial assistance availability for diverse student groups (based on sociodemographic attributes) by field of study among major BC regions.



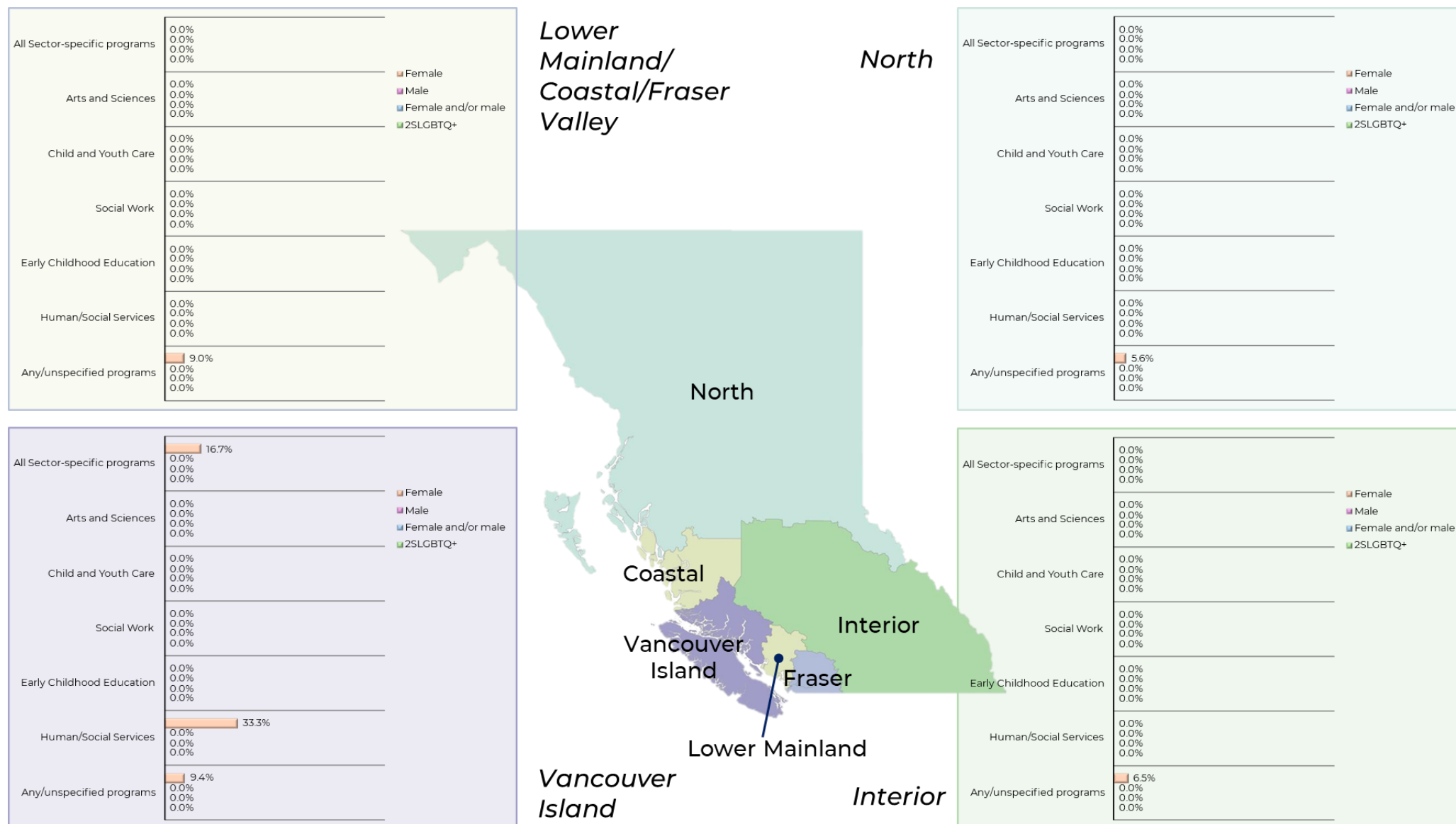


Figure F2. Financial assistance availability for diverse student groups (based on gender) by field of study among major BC regions.

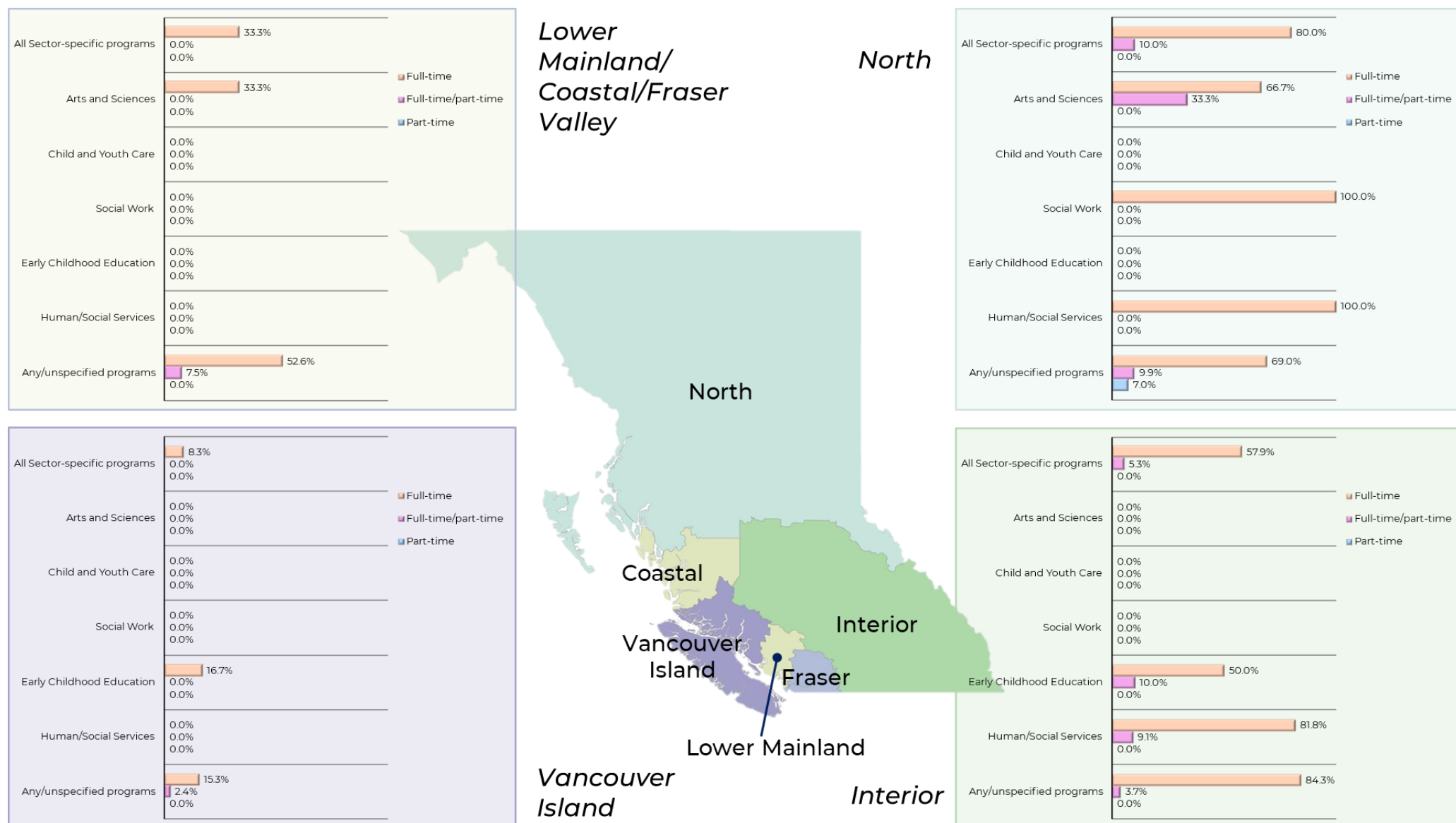


Figure F3. Financial assistance availability for diverse student groups (based on student enrollment status) by field of study among major BC regions.

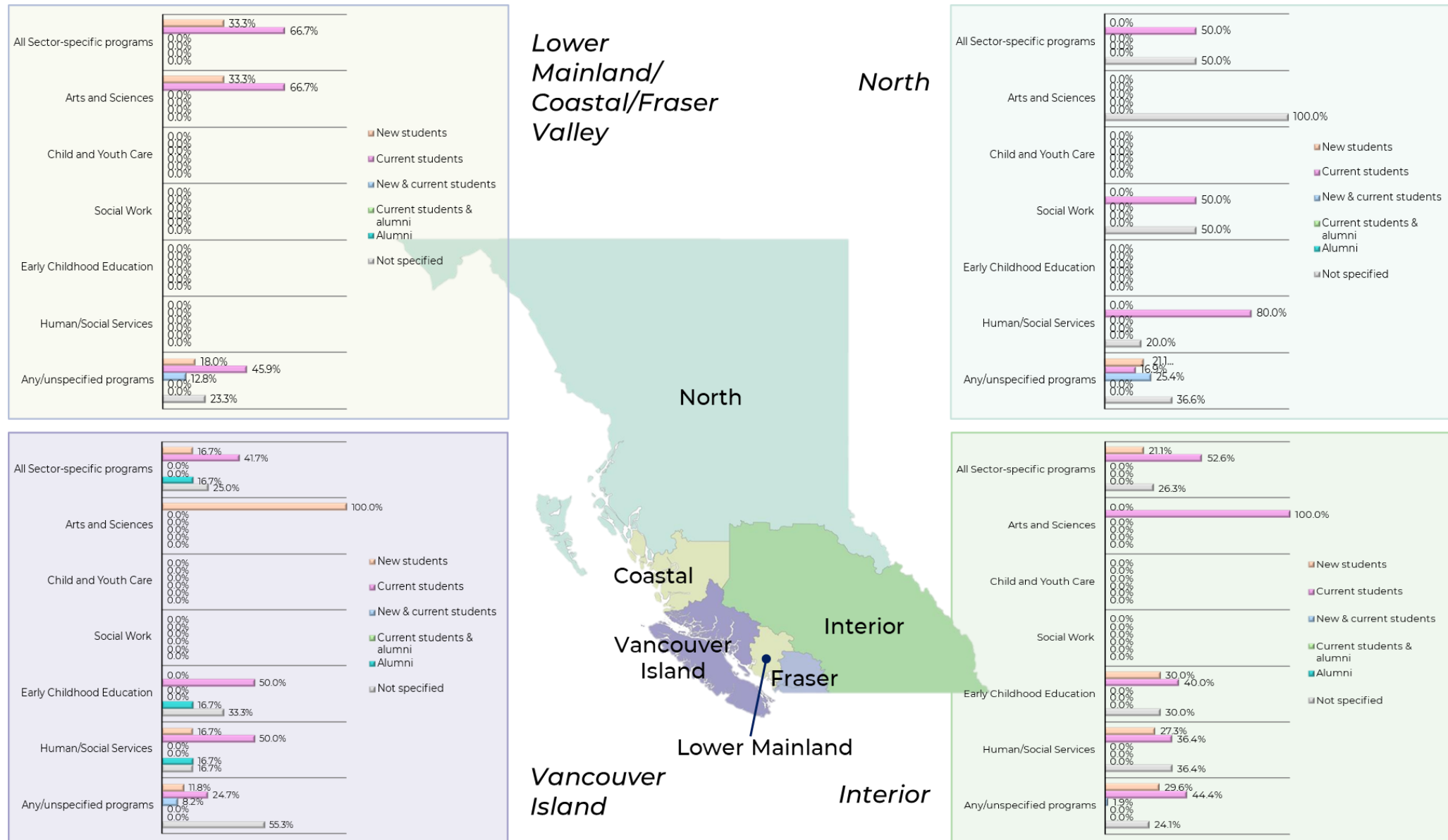


Figure F4. Financial assistance availability for diverse student groups (based on student status) by field of study among major BC regions.

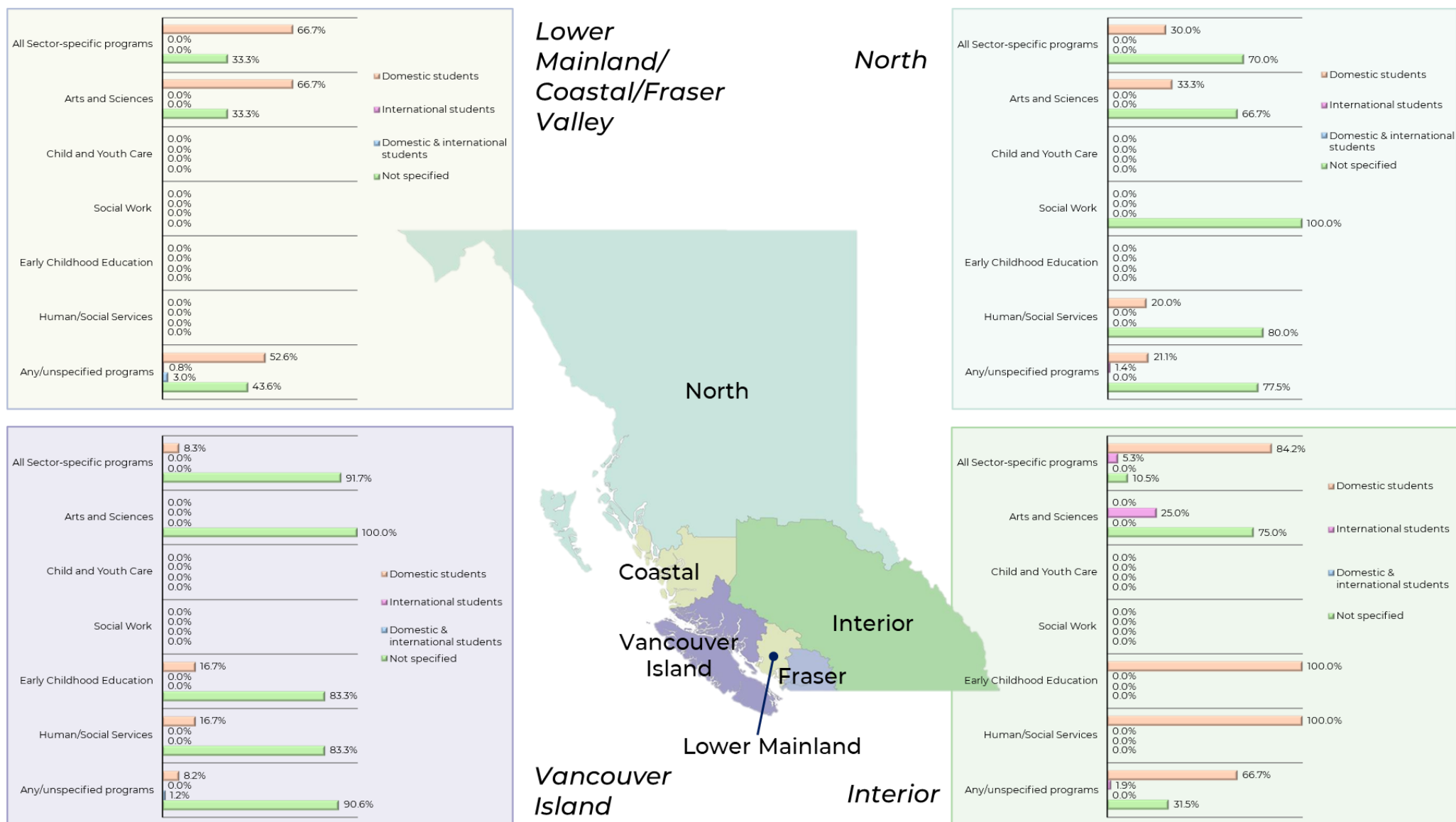


Figure F5. Financial assistance availability for diverse student groups (domestic/international students) by field of study among major BC regions.