

BC MINISTRY *of* EDUCATION

# PROVINCIAL AWARDS

PROGRAM REVIEW REPORT



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BRITISH  
COLUMBIA

Ministry of  
Education



# EXECUTIVE *Summary*

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The Provincial Awards Program has largely been in place in its present form for about three decades, and currently operates on a budget of \$15.6 million. There have been various adjustments and additions during this period, primarily in response to changing graduation requirements, a dramatically altered provincial examination program, and emerging educational priorities such as apprenticeship training. BC's Education Plan, currently in the early stages of implementation, provides a timely opportunity to engage in a thorough review of the Provincial Awards Program in order to ensure that it aligns with core values and new directions in education. The review also affords an opportunity to engage with school and community stakeholders in determining how best to recognize student achievement, and how to effectively use the available funds to recognize that achievement in creative and innovative ways.

## Overview of the Current Program and Stakeholder Responses

The current Provincial Awards Program offers scholarships and awards in five different categories:

1. Graduation Program Examinations Scholarship ("Exam Scholarships")
2. District/Authority Awards ("District Awards")
3. Passport to Education
4. Pathway to Teacher Education Scholarship
5. Secondary School Apprenticeship Scholarship

Each is different in terms of its intent, criteria, how recipients are chosen, how the funds are awarded or allocated, and how they are claimed and disbursed.

Stakeholders questioned the use of provincial exam results where three of the five examinations are written by students when they are in grade 10. They indicated a strong preference for considering a broader set of criteria rather than just marks in determining scholarship recipients and advocated for a greater role for districts/authorities in their selection.

There was strong support for the District Awards. The opportunity to add criteria to those provided by the province and the ability to develop selection processes that took into account local needs and circumstances were highly valued. Selection processes vary across the province. A review of a sampling of the processes revealed a number of promising practices which appear to be very much in keeping with the direction of BC's Education Plan. It also pointed out the need to find a balance between having local discretion in terms of setting criteria and developing selection processes and the need to have some measure of consistency and fairness across the province, based on valid and reliable indicators of achievement.

The Secondary School Apprenticeship Scholarship is managed through cooperation between the Ministry of Education, the Industry Training Authority, and School Districts/Independent School Authorities (districts/authorities). Students must meet two sets of eligibility requirements to obtain the \$1000 scholarship. The review has identified a number of issues related to criteria, communications, tracking, and time lines that should be addressed if the program is to expand as intended. There is also the issue of having a sufficient number of eligible students to award the 500 available scholarships.



## Review of Purpose, Criteria, Allocations, Redemptions, Process and Other Management Issues

This review has examined the various organizational components of the current program and has surfaced a number of issues around redemption periods and claim rates. It has also examined some of the potential implications of scholarship amount setting, and allocating funds to districts/authorities in a fair and equitable manner.

### Purpose

The purpose of the Provincial Awards Program is stated as “to award student achievement, motivate high school students to graduate, and encourage students to pursue further education through post-secondary institutions and job training programs”. There was general support for the broad purposes of the program, although very few respondents thought that awards motivated students to graduate. There were also varied opinions as to what was meant by student achievement. There was strong support for having achievement include more than “academic” forms of learning, citing co-curricular, extra-curricular and community activities as being important as well.

### Criteria

Stakeholders were asked about what a broader set of selection criteria should entail. A menu of ideas was offered. The one element that was identified with considerable frequency was the requirement for students to provide some evidence of their learning (ie. project, portfolio) in their chosen area of strength and interest. This is already being addressed by many District Awards selection processes around the province.

### Redemptions/Unclaimed Scholarships

Most stakeholders thought that a redemption period of five years was too long, and given that at least 96% of the scholarships are redeemed within three years, a three year redemption period was suggested as being more appropriate. Suggestions were also offered for reducing the number of unclaimed District Awards (which averages about 20% per year).

### Amounts and Conditions

Respondents were asked whether they preferred to see more scholarships in smaller amounts, fewer scholarships for larger amounts, or maintain the \$1000 amount. Most respondents were of the opinion that most scholarships should be maintained at \$1000 and that they should be conditional upon registration in a post secondary education or training program.

### Allocations

Exam Scholarships are awarded to students based on performance. District Awards are allocated to districts/authorities based on Grade 12 enrolment. A program re-design which eliminates exam results or introduces additional criteria including exam results as a basis for awarding scholarships would necessarily change the equation in terms of how scholarships and awards are distributed across the province.

## Guiding Principles and Recommendations

As a result of the review, nine guiding principles to support a Provincial Awards Program re-design are proposed. A redesigned program should:

- Be reflective and supportive of the directions established by BC's Education Plan and be adaptable as the proposed new Graduation Program becomes more clearly defined.
- Be adaptable as changes to the Provincial Assessment Program become more clearly defined.
- Provide for adjudication of scholarship applications using a broader set of selection criteria than just marks.
- Provide for greater district/authority decision-making and greater responsibility for process management (a necessity if selection criteria are broadened).
- Ensure that process management across the province provides some measure of consistency, fairness, validity and reliability in how scholarships are awarded.
- Learn from and build on promising practices that are currently in use by many districts/authorities.
- Create allocations and incorporate management processes that are not so onerous that they overwhelm staff.
- Ensure that the scholarship amounts and prospects for success justify the time and effort that students are required to dedicate in submitting an application.
- Ensure that practice stays true to the stated purpose of the Provincial Awards Program.

The review offers two suggested frameworks that might be considered in an awards program redesign. The timing of any contemplated changes is also addressed. Timing variables to consider include the following:

- 1) The current Grade 10 student cohort will be writing their provincial examinations with the current criteria and redemption policies in place. There are some commitments that need to be met with these students until they graduate.
- 2) Changes to provincial examinations over the years have resulted in increases to the number of District Awards from 500 to 3000, to the current 5500. Increasing this again (potentially by 4000) under the current selection criteria and with the variable process management practices in place, may not be the best course of action.
- 3) Revisions to the Graduation Program are under continuing discussion and no firm plans are in place. Discussions around the Provincial Assessment Program and its implications for the Graduation Program and the future of provincial examinations have only just begun. It would be prudent to wait until plans for change in both of these areas are more definitive.



This review has surfaced a number of complex and interconnected issues that need to be addressed in a Provincial Awards Program redesign. Award amounts drive volume which in turn impact district/authority capacity to manage criteria and selection processes. Bringing clarity of purpose in terms of what is most important for the Provincial Awards Program to address is fundamental to moving forward with planning a redesign of the program.

The review has proposed a number of recommendations for the Ministry's consideration.

### **1. Pathway to Teacher Education Scholarship**

It is recommended that the Pathway to Teacher Education Scholarship be discontinued, and replaced with a major award that invites applications from students interested in a broader range of post-secondary education and training programs.

### **2. Secondary School Apprenticeship Scholarships**

It is recommended that:

- a) A working group be established to review the criteria and redesign the process for determining Secondary School Apprenticeship Scholarship recipients and to consider a broader range of awards that recognizes a variety of pathways to trades training. The committee should include Ministry, Industry Training Authority, and school district representation.
- b) The working group review the current practice of providing an unconditional \$1000 award upon completion of requirements.
- c) Future increases in the number of available scholarships should only be considered in response to an increase in the number of students registered in the Secondary School Apprenticeship program.

### **3. Purpose**

It is recommended that further clarity be brought to bear on the purpose of the awards program in terms of what is meant by achievement and encouraging students to pursue post-secondary education and training.

### **4. Redemption Periods**

It is recommended that the redemption period for all scholarships and awards be reduced from five to three years.

### **5. Unredeemed Scholarships**

It is recommended that the Ministry establish reasonable redemption rate targets and work with districts/authorities and post-secondary partners to implement appropriate actions to reduce the rate of unredeemed scholarships.

### **6. Conditional Upon Registration**

It is recommended that all provincial scholarships and awards be made conditional upon registration in a post-secondary education or training program.



## 7. Allocation Aligned with Purpose

It is recommended that the Ministry consider the phasing out of Exam Scholarships under the current exam structure. It is further recommended that all funds currently available for Exam Scholarships and District Awards be re-allocated using a new awards framework in a manner that best aligns with the purpose of the Provincial Awards Program.

## 8. Sharing Promising Practices

It is recommended that the Ministry facilitate the sharing of promising practices in the management of scholarship application and selection processes among district/authorities.

## 9. Communications About Scholarships

It is recommended that the Ministry review the extent of the problem of communicating information about scholarships to students and their parents and implement strategies to address it.

## 10. Next Steps – Working Group

It is recommended that a provincial working group be established with Districts/Authority representation, to further develop the proposed frameworks, create an implementation plan with reasonable time lines, and develop further those recommendations approved by the Ministry of Education.



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# Provincial Awards

## PROGRAM REVIEW REPORT

### PURPOSE, SCOPE *and* APPROACH

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### Process and Methodology

The review of the Provincial Awards Program has been wide ranging and multi-faceted. It has included:

- An examination of data pertaining to claim rates, allocations, Grade 12 enrolment and achievement.
- A review of BC's Education Plan and related documents.
- Consideration of submissions from Graduation Program consultations that were undertaken in 2012.
- A jurisdictional scan of awards programs in other provinces and territories in Canada.
- An online survey seeking responses from parents, students, educators and community members (1500 responses). 43% of respondents were parents, 34% were educators, and 12% were K-12 students.
- A telephone survey (1130 responses). 44% of respondents were parents and 36% were community members.



- All BC School Districts, Independent School Authorities and 18 stakeholder groups were invited to provide written submissions. Responses were received from 16 of the province's school districts, independent school authorities, and the 8 stakeholder groups listed below:
  - BC Confederation of Parent Advisory Councils
  - BC School Superintendents' Association
  - BC School Trustees' Association
  - BC Teachers' Federation
  - Federation of Independent School Associations
  - Industry Training Authority
  - Post-Secondary Institutions (responses from Kwantlen Polytechnic University and Vancouver Island University)
- An examination of a sample of 35 selection processes and related documents from the province's 60 school districts was undertaken.
- A stakeholder forum involving representatives from eight public school districts and independent school authorities, as well as BCCPAC, BCPVPA, BCSTA, BCTF, FNEESC, ITA, KPU and VIU, met in early April 2015 to consider some of the feedback received through the surveys and written submissions, and discuss some of the operational implications of suggested directions offered by respondents.
- A student forum with 44 representatives from BC Student Voice was also held in early April 2015.
- Two staff focus group sessions with 12 Ministry of Education staff were held.
- An interview with Ministry of Education staff regarding the Secondary School Apprenticeship Scholarships was undertaken.

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Aside from the quantitative data provided through the online survey, much of the feedback received was anecdotal. Content analysis and synthesis has, by nature, a subjective component and the writer has attempted to identify themes that are mutually exclusive and capture the breadth of responses provided by forum participants, written submissions, interviews and online comments. The goal was to capture the big picture and avoid overemphasizing what appear to be singularly unique or outlying statements.



# OVERVIEW *of the* CURRENT PROGRAM, CURRENT PRACTICES, *and* RESPONSES FROM STAKEHOLDERS

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The current Provincial Awards Program offers scholarships and awards in five different categories:

1. Graduation Program Examinations Scholarship (“Exam Scholarships”).
2. District/Authority Awards (“District Awards”).
3. Passport to Education.
4. Pathway to Teacher Education Scholarship.
5. Secondary School Apprenticeship Scholarship.

Each is different in terms of its intent, criteria, how recipients are chosen, how the funds are awarded or allocated, and how they are claimed and disbursed.

## Exam Scholarships

For 2014/15, approximately 29% of the total scholarship funds that are available are allocated to Exam Scholarships. The top 5000 students in the province are eligible to receive an award of \$1000, based on the average score on required provincial examinations including:

### A Language Arts 10 chosen from:

English 10, English 10 (First Peoples), Français langue première 10

### A Science 10 chosen from:

Science 10, Sciences 10

### A Mathematics 10 Chosen from:

Foundations of Mathematics and Pre-Calculus 10, Apprenticeship and Workplace Math 10, Maths: fondements et pré-calcul 10, Maths: métiers et milieu de travail 10

### One of:

Social Studies 11, Civics 11, First Nations Studies 12, Sciences humaines 11, Éducation civique 11, Études des Premières Nations de la C.-B. 12

### A Language Arts 12 chosen from:

English 12, Communications 12, English 12 (First Peoples), Français langue première 12, Français langue seconde-immersion 12



Additional criteria are provided in Appendix A. Although it varies somewhat from year to year, a cumulative average exam marks of approximately 86% or higher usually qualifies a student for a \$1000 scholarship. The top 20 students are eligible to receive \$2500 scholarships. Students receive vouchers which may be redeemed once registration in a post-secondary program and payment of tuition are confirmed.

The Graduation Program Examinations Scholarship has undergone a significant transformation over the past several decades. When required provincial examinations were reinstituted in 1984, students had the option of writing three or more additional scholarship examinations in a variety of grade 12 courses in Mathematics, Sciences, Languages, and the Humanities, based on their interests and strengths. The best three scores were used to calculate scholarship eligibility.

The examinations included:

English 12	Français langue 12	Biology 12	English Literature 12	French 12
Chemistry 12	History 12	Spanish 12	Physics 12	Geography 12
German 12	Geology 12	Latin 12	Algebra 12	

Optional exams (with the exception of English 12/Communications 12, which remained a requirement) were instituted with Graduation Program revisions undertaken in 2004 and the separate scholarship exam component was eliminated after June 2006. Optional Grade 12 exams were eliminated as of the 2011/12 school year, and the current grade 10, 11 and 12 required examinations remain.

Throughout this transformation, one common element has remained – the use of a singular measure of achievement that offered some degree of consistency, validity and reliability province-wide. Some online respondents have argued that consistency and reliability has been eroded somewhat with the introduction of school-based marking of 9 of the 21 provincial examinations.

Online responses, written submissions by districts/authorities and stakeholder groups, and focus group conversations indicated general dissatisfaction with the current model of basing scholarships solely on provincial exam results. There was a particular concern expressed about the use of grade 10 examinations.

A number of reasons were cited including the following:

- There is a difference in maturity level between grade 10 and 12.
- Three of the five examinations are taken in grade 10 (60%). So much weight is given to learning assessment that takes place in the early part of the Graduation Program and so little is given to the culmination of their K-12 journey.
- Why must there be such a heavy reliance on exam scores in awarding scholarships while students are being encouraged to demonstrate their learning in a variety of ways and are exposed to multiple forms of assessment?
- Basing awards solely on exam results is not in keeping with BC's Education Plan.
- The wisdom of basing a financial award on singular events (exams) was questioned.

Respondents favored the use of a broader set of indicators of achievement such as portfolios and presentations in determining scholarship recipients. Respondents who were aware of or involved in Graduation Program discussions referenced performance on a "capstone project" as a possible indicator.

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**At present awards are based purely on academic achievement; with the exception to some degree with district determined dogwood awards. What our world is demanding is that students have the ability to search for knowledge more so than be able to represent it in a 3 hour exam(s). Presently, students who are exceptional in their devotion to community and global issues are not recognized by our government's award system. We need to recognize students who follow their passions, through Independent Directed Studies as well as through their efforts to support others. ~ Educator**

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## District Awards

For 2014/15, approximately 30% of the total scholarship funds that are available are allocated to District Awards. 5500 awards are allocated across the province based on school district and independent school authority Grade 12 enrolment. Local authorities have responsibility for establishing criteria and selection processes that are based on demonstrated “excellence in their chosen non-academic field(s)” (Handbook of Procedures for the Graduation Program 2014/15: p112). The following areas of study are identified: Fine Arts, Applied Skills, Physical Activity, Secondary Languages, Community Service, Technical and Trades Training. Additional criteria are outlined in Appendix A. Students receive a cheque for \$500 and a voucher for \$500 which may be redeemed once registration in a post secondary program is confirmed.

The District Awards were introduced in 1987 when 500 awards were made available. It was an attempt to acknowledge superior achievement in “non academic” areas. This was expanded to 3000 awards in 2007 with the introduction of the current Graduation Program. Funds from the elimination of the Grade 9 Passport to Education were reallocated to the District Awards at that time. The number of awards was expanded again in 2012 to 5500. The current policy allows for students to win both an Exam Scholarship and a District Award. In 2012/13, 27% of Exam Scholarship winners also received a District Award, and 28% received multiple awards in 2013/14.

A sample of application/selection processes and related documents from 35 of the province’s 60 school districts was reviewed. The processes varied in approach, and in many cases were very comprehensive.

Based on the information provided, the sample indicated that students were required to submit one or more of the following:

- 33 jurisdictions required completion of an application form. 26 of those were specific to the District Award and 7 were a generic application used for the District Award and various other community scholarships and bursaries available to students.
- 22 required provision of references or a named teacher sponsor or mentor.
- 16 required some evidence of student work in their area of interest. This took the form of a project, portfolio, or other documented evidence of learning which was evaluated by an adjudication panel.
- 15 required a presentation, performance, demonstration or interview in the presence of a school or district/authority based adjudication panel.
- 10 required a letter or essay.
- 3 required submission of a resume.

Management of the application and selection process for District Awards and the addition of local criteria, is at the discretion of the district subject to the provincial criteria referenced earlier. It was apparent from the analysis of the submissions that practices vary considerably across the province, and the degree of rigour involved in the application and selection process ranges widely from submission of a basic application form to a school scholarship committee to a comprehensive submission which includes applications, references, evidence of student work and presentations or interviews in the presence of a district adjudication panel.

The sample also revealed a number of other characteristics:

- Decisions regarding process, additional criteria, and selection are made at the school level (10/35 based on the sample).
- Process and criteria are established at the district level, selections are made at the school level (7/35 based on the sample).
- Process and criteria are established and selections are made at the district level (18/35 based on the sample). At least one district had developed a system where the school created a shortlist through an internal process and short listed candidates then made a presentation to a district adjudication panel.

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**Scholarship selection should be a process that invites students to showcase their best work in an area that interests them, they have a passion for and are good at. ~ Educator**

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In 15 school districts the number of awards offered in each school appeared to be allocated according to the size of the grade 12 enrolment, while in 15 districts, the number awarded at a school was determined by the quality of the applications. The allocation was undeterminable for five districts based on the information provided.

It would be easy to make the presumption that the size of a district or school, or number of schools would be major determinants of the process used and degree of rigour required. This does not appear to be the case. Some smaller districts appear to have a very basic school-based process while several larger jurisdictions have opted for a performance-based process administered and adjudicated at the district level.

School districts appreciate the capacity to manage their application and selection processes. That being said, in the interests of having fair and equitable processes, there is a need to find an appropriate balance between having some measure of consistency across the province and providing flexibility and local discretion to accommodate unique circumstances. There will be further comment about this in the Process Management section of this report.

## Passport to Education Awards

The Passport to Education Awards program (38% of the budget in 2014/15) is now in the process of being phased out with funds to be reallocated to other scholarships and awards. The final allocation of \$500 will be made to grade 12 students only in this 2014/15 school year. At its inception, passport stamps were allocated to schools based on enrolment in each of grades 9 through 12 with students being able to earn escalating amounts between \$125 (Grade 9) and \$275 (Grade 12). For 2013/14 the amounts were \$250 for grade 11 and \$500 for grade 12. The criteria have included a weighting of two-thirds academic achievement and one-third school specific criteria (ie student effort, work habits, community involvement). The passport serves as a voucher which may be redeemed once registration in a post-secondary program is confirmed.

A focus group of school district representatives was convened in January 2012 to consider the future of the program. Representatives agreed that cancellation of the Passport Program would be a preferred option, as it was seen to be administratively complex and unwieldy, with subjective school-based criteria that were not often seen as fair and equitable among teachers, parents and students. The recommended option was to redeploy the funds to District Awards where they could be managed at the district level. A three year phase out of the program was announced in August 2013.





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"The revisions will phase out the Passport to Education over the next three years. This change coincides with our ongoing development of District Awards, where students will have more areas to qualify for post-secondary awards and scholarships. These areas will better align with the goals of BC's Education Plan and allow more students to be recognized for their unique interests, like trades, Aboriginal languages, volunteer activity or technology education. With these broad categories, districts will have greater discretion to locally manage allocations, tailoring their decisions to the unique demographics of their community."

~ MoE Information Bulletin 2013EDU0070-001251

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The reasons for the phase out of the Passport to Education awards provide some helpful guidance for a Provincial Awards Program redesign. Having to deal with a large volume of awards can favour selection processes that are seen to be expedient at the expense of pursuing higher educational purposes.

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**The current passport system is a dismal failure in that schools all have different procedures for awarding the passport stamps (yes I know it is being phased out but it is a clear example of how NOT to set up a new program). Some schools demand applications, the majority base it on the top academic students without considering any other aspect of their educational experience — ie: community work, leadership, athletics, artistic etc. As our school principal said "I don't have time to look at all aspects, it's fastest to just grab the top kids". ~ Parent**

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**Encourage schools to select candidates fairly! Passport program is not used based on the suggested criteria by the ministry... schools simply pick top academic students and don't factor in any other areas of achievement! ~ Parent**

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## Pathway to Teacher Education Scholarship

Approximately 1% of the total scholarship funds that are available are allocated to the Pathway to Teacher Education Scholarship (PTES). The PTES is a \$5000 scholarship awarded to 20 graduating students intending to enter a BC faculty of education program. Since it was instituted in 2013, this scholarship has attracted 119 (2013), 128 (2014) and 85 (2015) applicants. Candidates must submit an application to a provincial selection committee based on the criteria described in Appendix A.

The feedback received about this particular scholarship was limited. Although there appeared to be indications of support, there were questions raised about targeting a singular career path while excluding others and promoting a career path where employment opportunities are far more limited than others. It was also pointed out that recipients may have declared their intention to become teachers when they receive the award and could then change their minds several times before concluding their post-secondary education. Student Voice and stakeholder forum participants suggested that if this larger scholarship should continue, it should not be limited to one specific area of study.



### RECOMMENDATION

It is recommended that the Pathway to Teacher Education Scholarship be discontinued, and replaced with a major award that invites applications from students interested in a broader range of post-secondary education and training programs.

[ THIS RECOMMENDATION WILL BE CLARIFIED FURTHER IN THE “POSSIBLE FRAMEWORKS” SECTION OF THIS REPORT. ]



## Secondary School Apprenticeship Scholarships

Approximately 2% of the total scholarship funds that are available are allocated to Secondary School Apprenticeship Scholarships. To qualify for one of 500 available \$1000 scholarships students must be registered as a youth apprentice with the Industry Training Authority (ITA), complete graduation requirements, 16 credits of Ministry developed SSA courses and 900 work-based training hours within six months of secondary school graduation. Every student who meets the criteria is eligible to receive this award. Additional requirements are described in Appendix A. In the past three years, the number of eligible students has remained static at approximately 500.

Responsibility for the program is held jointly between the Ministry of Education and the ITA. The \$1000 scholarships are jointly funded. Both the Ministry and the ITA have criteria that must be met. The 900 work-based training hours requirement typically does not get completed until the late fall of the graduating year. Tracking of completed credits and training hours is quite labour intensive and requires considerable coordination between the Ministry, the ITA, and District SSA Coordinators. Scholarship recipients are not always known until the next calendar year. Without describing the myriad of issues in detail, it is apparent that there is a need for the parties to develop more coordinated processes for managing the necessary information required to award the Secondary School Apprenticeship Scholarships.

In response to recommendations contained in BC's Skills For Jobs Blueprint: Re-engineering Education and Training document, government has directed the Provincial Awards Program to increase its funding for skills-training scholarships by 25% in the near term. It is conceivable that this increase may provide for far more awards than eligible recipients. It is recommended that growth in the number of awards be tied to growth in the number of potential recipients.



### RECOMMENDATION

It is recommended that:

- 1) A working group be established to review the criteria and redesign the process for determining Secondary School Apprenticeship Scholarship recipients and to consider a broader range of awards that recognizes a variety of pathways to trades training. The committee should include Ministry, ITA, and school district representation.
- 2) The working group review the current practice of providing an unconditional \$1000 award upon completion of requirements and consider a voucher award system.
- 3) Future increases in the number of available scholarships should only be considered in response to an increase in the number of students registered in the Secondary School Apprenticeship program.



# SCHOLARSHIP *and* AWARDS PROGRAMS IN OTHER JURISDICTIONS

A jurisdictional scan of scholarship and awards programs in other provinces and territories indicated a variety of approaches to recognizing student achievement and encouraging enrolment in post-secondary programs. In some cases programs operated independently of provincial grants and loans programs, while in others they operated in tandem.

The key findings were as follows:

- Scholarships are largely merit-based, although many jurisdictions consider financial need in determining award recipients.
- Most scholarships awarded to secondary school graduates are conditional upon post-secondary enrolment.
- Many awards programs are tied to the student loan application process.
- Practices vary across jurisdictions, as do the program objectives and budget allocations.

It is particularly noteworthy that there is only one other jurisdiction in Canada besides British Columbia (Newfoundland and Labrador) that solely uses provincial examination results as a basis for awarding a scholarship. Alberta uses course marks with some courses having a provincial exam component. Alberta's highest awards (10 @ \$2500) are based on scholarship exam results. A full reporting of the jurisdictional scan is provided in Appendix B.

## EDUCATIONAL CHANGE - IMPLICATIONS *for the* PROVINCIAL AWARDS PROGRAMS

British Columbia education in the K-12 sector is currently in a state of transition, with change being prompted by a number of guiding principles expressed in BC's Education Plan. The Plan has provided the impetus for discussions about how students should be assessed locally and provincially, what future graduation requirements should look like, and how we prepare students for transition into post-secondary education and the workplace. All of these have implications for any contemplated changes to the Provincial Awards Program.

### BC's Education Plan

In response to this era of rapid, social, economic, and technological change where the educational community is being asked to ensure that graduates be proficient in a growing list of "essential skills", BC's education system is in the early stages of a transformation to one where, in addition to a focus on the basics, there is to be a greater emphasis on developing key competencies like communications, critical, creative, and reflective thinking, and personal/social competency. Learning is to become more personalized, where students are to take a more active role in designing their learning experiences and be increasingly accountable for their success. There is to be greater flexibility and choice with respect to how, when and where learning takes place. There is also to be greater recognition of learning that takes place outside of the classroom (ie performing arts, athletics, leadership, service).



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**As we move towards more personalized learning, BC's scholarships and awards will also need to reflect new forms of achievement and pathways to graduation. We will need to better align the Provincial Awards Program with the objectives of BC's Skills for Jobs Blueprint and BC's Education Plan. ~ BC's Education Plan Update – January 2015**

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**Learning is an activity, not a classroom. ~ BC's Skills for Jobs BluePrint pg. 8**

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## **Graduation Program: Proposed Directions**

Stakeholder discussions have been underway around redesigning the Graduation Program (Grades 10/11/12) since 2012. The intent is to ensure that the program is in keeping with BC's Education Plan direction and focussed on graduating students who possess the necessary knowledge, skills, and competencies to allow them to become successful contributing members of our rapidly changing economy and society. BC's Education Plan (Update, January 2015) states that the goal of the Graduation Program redesign is "to establish a set of graduation requirements that better reflect learning that takes place both in and outside the classroom and demonstrates the competencies, qualities and abilities that students need to succeed in the 21st century". Discussions around the changes to the Graduation Program continue, and there is no firm time line for the release of a draft or an implementation date.

Some proposed directions appear to be emerging:

- The curriculum will consist of both provincial common required learning standards (the set of learning standards that all students must study) and personalized learning standards (provincial electives and locally developed options).
- Curriculum will be developed within domains – broad categories under which one or more subject areas fit.
- Some teachers might want to structure their programs to organize the learning as interdisciplinary inquiries focused on project-based learning, problem-based learning, or learning through design. Others may want to offer independent study options.

[ EXCERPTS TAKEN FROM GRADUATION YEARS CURRICULUM: PROPOSED DIRECTIONS — JANUARY 2015 ]

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**We should be recognizing students for doing amazing things, not just high marks.**

*~ Student*

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## Transforming Provincial Assessment

The entire Provincial Assessment Program is currently under review. Regional consultations on the Graduation Program in the fall of 2012 and spring of 2013 offered two suggestions – that exit examinations should focus on literacy, numeracy and competencies, and that graduation requirements should include an authentic exit demonstration of learning (more recently referred to as a “capstone project”). In 2014, the Ministry engaged an Advisory Group on Provincial Assessment (AGPA) to produce a report on Elementary Years Assessment and Foundation Skills Assessments. The Ministry plans to re-engage the advisory group in 2015 for more details on assessment at the secondary level.

## BC’s Skills For Jobs Blueprint: Re-engineering Education and Training

BC’s Skills For Jobs Blueprint document offers multiple recommendations for recasting the high school experience for students in order to provide for more seamless transitions from high school to post-secondary to the work place, and to shift education and training to provide for a better match with jobs in demand.

The Blueprint proposes the following:

- More pathways to in-demand careers, including more dual credit secondary/post-secondary opportunities, ACE-IT programs, workplace apprenticeships, and industry partnerships.
- A broader range of hands-on and work experiences that allow students to meet graduation requirements.

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**Graduating from high school is an important milestone for students. We need to make changes to recognize a broader range of hands-on learning and work experiences that allow students to meet graduation requirements. As a result, we’ll be graduating more students with skills and knowledge that apply both to academic studies and trades and technical training - students who have more options and are better able to find the right fit after high school.**

*~ BC’s Skills for Jobs Blueprint pg. 10*

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## Implications for the Provincial Awards Program

Re-design of the Graduation Program has been, and continues to be a complex endeavor, with a definitive plan and a firm implementation date still to be established. A number of proposed directions have the potential to impact changes to the Provincial Awards Program.

These include, but are not limited to the following:

- The assessment of fundamental skills and core competencies.
- The future of provincial examinations.
- The emergence of more pathways to graduation.
- The emergence of more seamless transitions between secondary and post-secondary programs (more dual credit opportunities).
- The possible alignment of proposed Graduation Program curriculum domains with the Provincial Awards Program.
- More learning opportunities that extend beyond the school and classroom.
- The implications of greater flexibility and choice with respect to how, when and where learning takes place.

Some changes to the Provincial Awards Program can be made in the short term. There is some risk in making major changes prematurely, as further changes may be necessary as plans for the Graduation Program and Provincial Assessment Program become more definitive. There is a need to provide for some flexibility and adaptability in the coming years.

## REVIEW *of* PURPOSE, CRITERIA, PROCESS MANAGEMENT *and* RESPONSES *from* STAKEHOLDERS

The review of the provincial scholarship and awards program has included an examination of the broad purposes of the program, allocations and redemptions, and the management of selection processes by the districts/authorities. It has sought counsel from various stakeholders as described in the introduction to this paper.

For organizational purposes, this report will examine the program through a lens captured by four key areas:

- Purpose.
- Selection Criteria.
- Scholarship Amounts, Redemptions, Allocations.
- Process Management.

Finally, a number of other issues will be considered that arose during the course of this review.



## Purpose

The 2014/15 Ministry Handbook of Procedures For the Graduation Program describes the purpose of the Provincial Awards Program as follows: “to award student achievement, motivate high school students to graduate, and encourage students to pursue further education through post-secondary institutions and job training programs” (pg. 106).

Through their written submissions, districts/authorities indicated general support for the stated purposes of the program, describing them as being broad and all-encompassing in recognizing student achievement and encouraging post-secondary education and skills training. About half of the respondents questioned whether the awards actually motivated students to graduate. 55% of respondents to the online survey and 51% of telephone survey respondents indicated that scholarships and awards motivated them, their children, or family members to pursue post-secondary education. 74% of online survey respondents indicated that encouraging students to continue their education after graduation should be one of the main purposes of the Provincial Awards Program. 71% indicated that addressing financial need was also important.

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**The definition of post-secondary should be wide to ensure that students who want to pursue alternative paths are able to apply their scholarships - potentially they would be required to provide proof of enrolment.**

*~ Post-Secondary Student*

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Although the program’s broad purpose “to award student achievement” was well supported there were a variety of views expressed about what this means. Some respondents made reference to “excellence in academic” achievement, others included achievement in all curriculum areas, and others favoured the recognition of co-curricular and extra-curricular learning in areas such as community service, leadership, athletics, and the performing arts. There was general support for recognizing student achievement in all of its forms.

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**Participation in society: including but not limited to community service, leadership, participation in extra-curriculars, athletics, and the arts. ...every child has different talents, skills, and personality type, and it takes a variety of such to build a healthy society. So if a student is highly involved in one or more of these areas and has good grades, she/he should be rewarded. ~ Parent**

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Some academic students work very hard and deserve awards, some other students will never be able to read or write well but demonstrate amazing skill and care in working with their hands. Athletic development is just as important as Artistic achievement. Leadership and Community Service are to be admired in young people but others are too busy coping with the responsibilities thrust upon them by their socioeconomic situation that they demonstrate amazing human qualities privately. ~ *Educator*

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Scholarships should be more focused on academic achievement/excellence, rather than volunteer work or extra-curricular activities. Students who work hard for their grades are equally deserving of scholarships as students who volunteer”. ~ *K-12 Student*

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The District Awards criteria (Handbook of Procedures, p 112) makes reference to “excellence in their chosen non-academic fields” and “to demonstrate superior achievement”. What do these mean when the number of awards available is 500, 3000, 5500 and potentially 10,000 or even 15,000? The distinction between “academic” and “non-academic” courses appears to be rooted in an era when there was a clear differentiation between “university” and “vocational” high school programs. To this day, the distinction continues to be made by educators, parents, and students. As technology has changed society and the workplace, the point can be made that traditional “hands-on” learning has required more skill and become more technical and perhaps more “academic”, while “academic” disciplines have sought to incorporate practical applications to real world problems. Pathways to careers have diversified in multiple and non-traditional ways. BC’s Skills for Jobs Blueprint provides further encouragement for the development of multiple pathways. BC’s Education Plan makes reference to “new forms of achievement and pathways to graduation”, “lifelong skills and competencies” and “personalized learning, where students have more opportunities to pursue their passions and interests”. Given this context, is it still appropriate to differentiate between “academic” and “non-academic” courses or programs?





## RECOMMENDATION

It is recommended that further clarity be brought to bear on the purpose of the awards program in terms of what is meant by achievement and encouraging students to pursue post-secondary education and training.

## Selection Criteria

The Graduation Program consultations held in 2012 indicated a preference for having a broader set of criteria when recognizing student achievement and less focus on marks. This was reiterated in the recent round of surveys, written submissions and conversations that have taken place. Stakeholders were asked to respond to the following questions or variations thereof in their written submissions and at the forums.

- What criteria would you include in your description or assessment of student achievement?
- What evidence would you examine to indicate that students have met those criteria at a high level?

Stakeholders offered a variety of suggestions during the forum and in their written submissions, including but not limited to:

- Evidence of student work such as projects, portfolios, performances. This needs to be supported by thoughtfully developed, valid, reliable assessment rubrics.
- Exit Interviews or presentations.
- A capstone project.
- References and recommendations.
- Core Competencies – (With the proviso that consistent, valid, reliable assessment instruments be developed first).
- Financial Need.



Student Voice representatives suggested:

- Personal portfolios.
- Interviews.
- Excellence in a subject area.
- Interviews.
- References.
- Work ethic and attitude.
- Improvement over time.
- Financial need.

**Scholarships should be determined by the teacher – they know you better – they have the story behind the closed door that should be told.**

*~ Student Voice Participant*

Stakeholders also reiterated the position taken at the 2012 Graduation Program forums – that districts/authorities maintain the authority to establish criteria and manage the selection process.

## **Scholarship Amounts, Redemptions, Allocations**

Scholarship funds are all disbursed directly to students by the Ministry of Education's Student Certification Branch. Several key questions were addressed during this review.

- 1) What should be a reasonable amount for a scholarship?
- 2) What is a reasonable period of time in which students can claim their award?
- 3) Should the awards be conditional upon enrolment in a post-secondary school program or should they be unconditional?
- 4) If criteria and selection processes are to change, what would be a fair and equitable way in which to award or allocate scholarship funds?



## 1. Scholarship Amounts

Respondents were asked whether most scholarships and awards should be more than, less than or maintained at \$1000. It was also stipulated that the total amount that would be available in the future would remain unchanged. A majority of survey respondents (56%) indicated that the \$1000 amount should be maintained. 19% of respondents indicated that the amount should be higher and a significant number of these had commented on the amount being unchanged over several decades, while the costs associated with post-secondary education have increased dramatically. 17% supported having more scholarships in lesser amounts in order to encourage as many students as possible to continue their education.

Written responses from district/authorities and stakeholder groups, and advice from both student and stakeholder forum participants also strongly favoured the \$1000 amount. A number of Student Voice participants suggested offering scholarships in variable amounts with \$1000 being the lowest.

In 2014/15, there are 11,000 \$1000 scholarships and awards available to graduating students. Assuming that the total funds available for scholarships remains unchanged, and the amount of \$1000 remains unchanged, there could potentially be 15,000 scholarships and awards available at the conclusion of the Passport to Education phase out. To put this into perspective, the size of the graduating class is approximately 50,000 students each year. About 60% of them pursue post-secondary education within two years of graduation. Approximately 50% of graduates attain graduation with "Honours Standing" province-wide, defined as a 3.0 or better Grade Point Average based on achievement in all required subjects and their best elective subjects totalling 80 credits.

Taking into account:

1. The appetite for using a broader range of criteria to determine scholarship recipients.
2. District/authority preference for a greater role in establishing criteria and selection processes.
3. The potential of having to make well over 15,000 decisions as to which applicants receive or do not receive scholarships, this describes a scenario which can heavily tax the time and resources available to most districts/authorities.

Those districts/authorities that currently have well developed selection processes with a high degree of rigour and complexity would be challenged to continue with the same practices. The inclination for many districts/authorities might be to do what is expedient (ie. awards based solely on marks or Grade Point Average) at the expense of considering more subjective criteria.

## 2. Redemption Periods and Unclaimed Scholarships

Exam Scholarship and District Award recipients currently have up to five years to redeem their scholarships or awards (Pathway to Teacher Education is seven years). The graduates of 2008/09 would have had until June of 2014 to submit their claim. The charts (next page) indicate the redemption periods for scholarships and awards that are claimed by the end of the five year period.

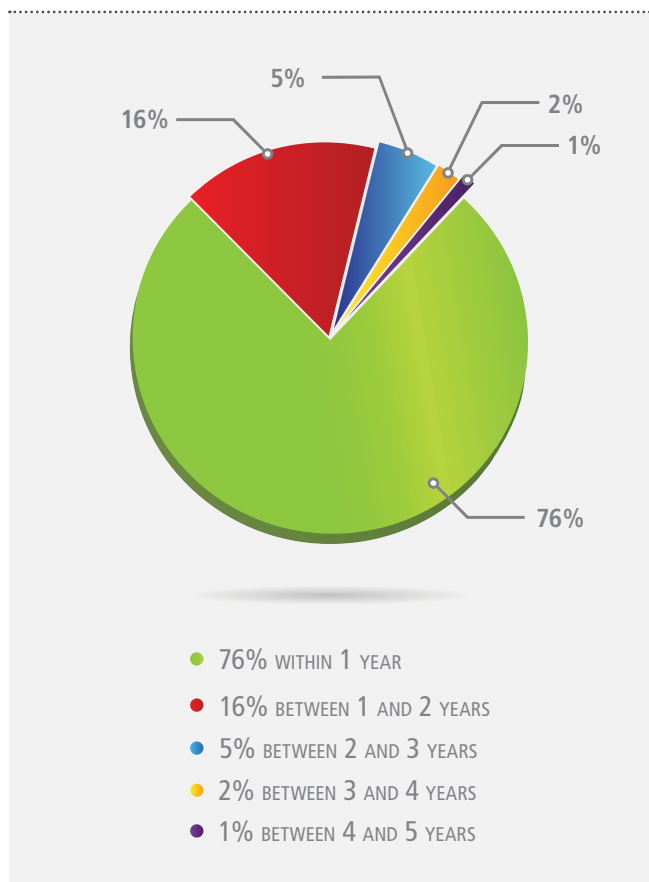


As the charts indicate, 92% of Exam Scholarship recipients and 91% of District Award recipients had claimed their awards within two years, while 97% and 96% respectively claimed them after three years. Online survey respondents were asked their opinion about the length of the redemption period without being aware of this data. 45% of respondents indicated that the redemption period should be three years or less and 41% indicated that the claim period should remain at five years. In response to the claim periods data, there was general agreement among stakeholder forum participants that a five year claim period was too long.

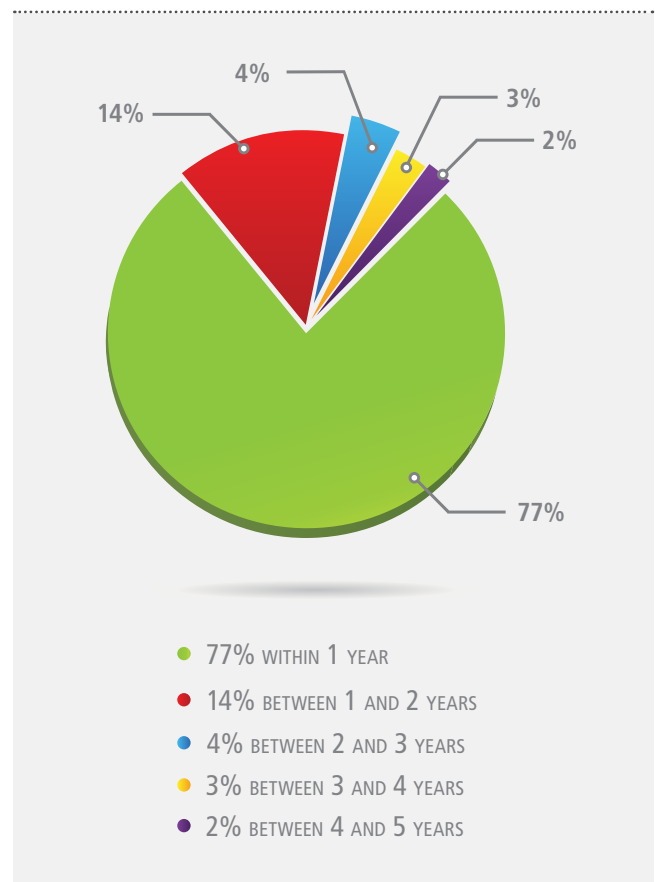
Respondents suggested a number of reasons for having a claim period exceeding one year:

- Some students required at least a year or two to earn money to fund their post-secondary education.
- Some students needed more time to consider their options for a post-secondary pathway.
- Some students face admissions challenges in getting into their program of choice immediately after high school.
- Some students may opt to take a “gap year”, undertaking a year of travelling or humanitarian work, or engage in other educational pursuits.

**Percentage of Exam Scholarships Redeemed by 2008/2009 Graduates**



**Percentage of District Awards Redeemed by 2008/2009 Graduates**



The challenge is to find a balance between providing a reasonable accommodation (length of time) for students who choose to defer post-secondary admission and not committing funds for so long only to have them unused rather than available to others who might have a more immediate need. Given the redemption history, the arguments on behalf of students who wish to defer entry into post-secondary education, and the opinions of respondents, it is recommended that a three-year claim period would be more appropriate.



## RECOMMENDATION

It is recommended that the redemption period for all scholarships and awards be reduced from five to three years.

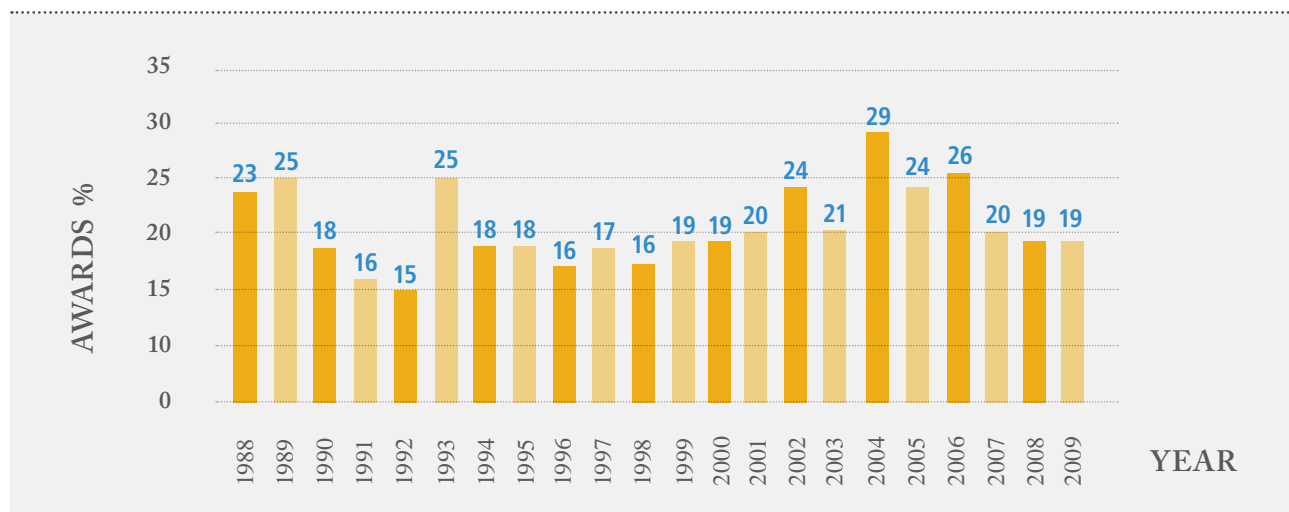
**Unclaimed Scholarships** - Since 1988, the percentage of unclaimed Exam Scholarships has ranged between 1% and 9% per year and the percentage of unclaimed District Awards has ranged between 15% and 29% per year. The chart (page 16) shows the unclaimed scholarship rates since 1988. It indicates an average of about 20% per year.

The reasons for unclaimed scholarships might well be an area for further study, but not one without challenges, as it would involve tracking down graduates five years removed from high school.

Some of the possible reasons raised in the stakeholder forums included:

- Students forgetting that they had a voucher after a period of years.
- Students misplacing their vouchers and not following it up with the Ministry's Student Certification Branch.
- A time lag of as much as four to five months between graduation and notification that they have received an award.
- Students forgoing post-secondary education for various reasons.

## Percentage of unredeemed district awards 1988-2009



Participants offered some suggestions for reducing the number of unclaimed scholarships:

- Include a comment on students' official transcripts indicating that they are recipients. Transcripts are usually required in paper form or electronically by post-secondary institutions, and the comment would serve as a reminder to both the student and the receiving institution.
- Capitalize on plans to have Personal Education Numbers (PENs) follow students into post-secondary institutions by attaching notification of the scholarship or award to any data transfer that takes place.
- Solicit the help of districts/authorities and, in turn, their schools in contacting students who have unclaimed scholarships 15 months after graduation.

There is a possibility that potential changes to the Provincial Awards Program in the coming years could exacerbate the problem of unclaimed scholarships. Clearly there are some actions that might be undertaken to mitigate the problem. Some level of coordination between the Ministry, districts/authorities and post-secondary institutions can be of value in this effort.



## RECOMMENDATION

It is recommended that the Ministry establish reasonable redemption rate targets and work with districts/authorities and post-secondary partners to implement appropriate actions to reduce the rate of unredeemed scholarships.

### 3. Conditional or Unconditional

The current scholarship and awards program provides a combination of vouchers and cash awards. Vouchers are provided when the scholarship is conditional upon post-secondary registration and cheques are provided where there are no conditions.

Each of the awards is managed as follows:

Exam Scholarships	\$1000 voucher or \$2500 voucher (top 20 in the Province)
District Awards	\$500 voucher and \$500 cheque
Secondary School Apprenticeship Scholarships	\$1000 cheque
Pathway to Teacher Education Scholarships	\$5000 voucher



The issuance of cheques for all scholarships with no conditions would be far easier to manage and would certainly address the issue of unclaimed scholarships. However, the degree to which that serves the program's broad purpose of encouraging students to continue their education following graduation would be questionable. This topic elicited the strongest response from online survey respondents. 73% of respondents indicated that scholarships should be conditional upon registration in a post-secondary education program. Anecdotal comments on this topic were numerous and "accountability to taxpayers" and "education as an investment" were recurrent themes. The need to ensure that post-secondary education or training is broadly defined was also a recurrent theme.

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**I would think that scholarships and awards be directly linked to education/training.  
I would not support my tax dollars being awarded without it being tied to education.**

*~ Parent*

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## RECOMMENDATION

It is recommended that all provincial scholarships and awards be made conditional upon registration in a post-secondary education or training program.

## 4. Allocations

The distribution of Exam Scholarships across the province is performance-based while the allocation of District Awards is enrolment-based. A program redesign which excludes exam results or introduces additional criteria while retaining exam results as a basis for awarding scholarships would necessarily change the equation in terms of how scholarships and awards are distributed across the province.

Historically, districts/authorities serving communities with higher average family incomes or located in more urban settings have tended to have a greater proportion of their graduating students earn Exam Scholarships. Taking 2012/13 as our sample year, the proportion of students earning Exam Scholarships ranged between 0% and 20% among districts/authorities.

Participants at the stakeholder forum were asked to suggest alternative allocation methods, and their implications. They expressed a variety of views around what is fair and equitable. Some suggested that if the program was to encourage enrolment in post-secondary education and address equitable access in doing so, consideration should be given to financial need factors such as average family income and proximity to post-secondary institutions. It is suggested that such consideration should also take into account other aid programs such as StudentAidBC (Ministry of Advanced Education) and the Canada Student Loans Program.





Described below are a number of alternatives for the Ministry to consider in distributing the funds currently committed to Exam Scholarships and their possible implications:

- A. Distribute the funds according to district/authority Grade 12 enrolment (like the District Awards). This would have the effect of redistributing the number of scholarship recipients, reducing the proportion of recipients in relation to enrolment in urban or higher average family income communities and increasing them in rural or lower average family income communities. If the objective is to encourage as many students as possible to pursue post-secondary training, this option could have positive effects. It would also indirectly address financial need. On the other hand, it could also increase the number of unclaimed scholarships.
- B. Distribute all funds currently available for both Exam Scholarships and District Awards using an allocation formula that is part performance-based and part enrolment-based. One performance indicator that might be considered is the proportion of students in a district/authority that earned a C+ or better average on provincial exams over the previous three years. This would continue to require a reliance on provincial exam results in a narrow range of subject areas and continue the disproportionate weight given to Grade 10 exams. A preferred performance indicator would be the proportion of students in a district/authority who achieved graduation with Honours Standing over the previous three years. Honours Standing takes into account a student's best 80 credits in the Graduation Program including all required credits and a number of elective credits. This provides a much broader indicator of student achievement and would include subject areas in which students demonstrate particular interest or strength. This method shows some promise but requires more study and analysis.
- C. Consider a weighted formula that takes into consideration family incomes, geographic factors and access to post-secondary opportunities. This method would introduce many complexities requiring the monitoring of census driven demographic data which is not always available on an annual basis.



## How would scholarship allocations align with purpose?

The twofold purpose of encouraging students to undertake post-secondary education and recognizing achievement might be viewed as being at opposite ends of a continuum. If the first inclination is to encourage as many students as possible to continue their education and the second priority is to recognize student achievement, an enrolment-based allocation would provide more scholarships to students who have access to fewer other scholarship opportunities (ie those available from local businesses and community groups). If the inclination is to make recognition of achievement a higher priority, then the allocation would need to be at least partially performance-based. Stakeholder preference for encouraging post-secondary education (74% on the survey), supporting financial need (71%), and "spreading the wealth" by providing multiple scholarships of \$1000, would seem to point to post-secondary encouragement as the highest priority. That being said, if it is a continuum and not "either/or", the challenge is to find an appropriate balance that aligns with the dual purpose of the awards program.





## RECOMMENDATION

It is recommended that the Ministry consider the phasing out of Exam Scholarships under the current exam structure. It is further recommended that all funds currently available for Exam Scholarships and District Awards be re-allocated using a new awards framework in a manner that best aligns with the purpose of the Provincial Awards Program.

## Process Management

During the 2012 Graduation Program consultations and during the course of this Provincial Awards Program review, there have been repeated calls for more discretion, more flexibility and more local decision-making by districts/authorities in establishing criteria and selecting scholarship recipients. This would allow districts/authorities to take unique circumstances in their communities into consideration.

The local management of current District Award selection processes provide some excellent examples of innovative ways in which the program is managed (as described previously). There are a number of promising practices which can contribute to an awards program redesign. There is also huge variation in process management approaches across the province.

In moving to a redesigned program which might offer greater authority and discretion at the local level, there are a number of variables to consider:

- There is a need to find an appropriate balance between having some measure of consistency across the province while at the same time providing flexibility and local discretion to accommodate unique circumstances.
- There is a need to ensure that application criteria and selection processes utilize valid and reliable indicators and measures of student achievement that are perceived to be fair and equitable by students and parents.
- There is an understanding that the volume of scholarships that need to be administered by districts/authorities will have an impact on the design of application and selection processes.
- There is a need for the Ministry and districts/authorities to have some level of assurance that criteria and selection processes are effective, fair and equitable across the province, and to be accountable to the public by reporting out quantifiable results of the Provincial Awards Program.

It is also important to acknowledge the voluntary nature of process management at the school and district/authority levels. Although involvement in the processing and adjudication of scholarship applications may find its way into the job descriptions of some professional and support staff, the work largely depends on the efforts of staff who commit a substantial number of hours in the final few months of each school year.





## RECOMMENDATION

It is recommended that the Ministry facilitate the sharing of promising practices in the management of scholarship application and selection processes among district/authorities.

## Other Issues

**Dual Scholarship/Award Winners** – Winning both an Exam Scholarship and a District Award is permissible under current policy. In 2011/12, when the number of District Awards was increased from 3000 to 5500, the number of students winning both an Exam Scholarship and a District Award rose from 383 to 1384. In 2012/13 there were 1360 dual winners or 27%, and in 2013/14, 28% were dual recipients. This is understandable as decisions regarding District Award recipients are determined in the spring and Exam Scholarship recipients are not known until the fall. It would be difficult to award or deny a District Award based on speculation that a recipient might also earn an Exam Scholarship. If the number of District Awards rises yet again, it is likely that the number and percentage of dual winners will rise as well. A major reason that stakeholders provided for maintaining a \$1000 scholarship amount was that it had the potential to help many students. Should the opportunity to win more than one scholarship continue if Exam Scholarships are discontinued?

**Access to Information about Scholarships** – Online survey respondents and Student Voice forum participants described access to information about the Provincial Awards Program and about scholarships in general as variable. Forty-six percent (46%) of online respondents agreed or strongly agreed that it was easy to find information about the Provincial Awards Program. Student Voice participants mentioned scholarship clubs, handbooks, notices from school counsellors, assemblies and school/district web sites that were available to them. One participant mentioned a 2 credit course on how to search and apply for scholarships, bursaries, grants, and student loans that was available in his school. There were also a significant number of students who were unaware of scholarship opportunities and indicated that information about scholarships was limited in their schools.

Each year the Ministry publishes a “Grad Planner” on its website and notifies districts, authorities and schools of its availability through various means. Information about provincial scholarships and awards as well as links to a variety of other scholarship opportunities are contained therein. There is a reliance on Planning 10 teachers to provide this information when they explore post-secondary education funding sources as part of the curriculum. The program guide for Graduation Transitions also references financial planning for post-secondary.

Much is being done to ensure that students and parents have access to information about scholarships and awards. Yet the feedback received through surveys and from students would indicate that there are some underlying issues in some schools pertaining to communication and treatment of this topic in the curriculum. There appear to be issues with the manner in which scholarship information finds its way to students, and there appears to be a disconnect between curricular expectations and what actually happens in practice. Further study in determining the extent of the problem and how best to address it is suggested.





## RECOMMENDATION

It is recommended that the Ministry review the extent of the problem of communicating information about scholarships to students and their parents and implement strategies to address it.

# AWARDS PROGRAM REDESIGN - SOME GUIDING PRINCIPLES *and* POSSIBLE FRAMEWORKS

The BC K-12 education program is in a state of transition, and revisions to the Graduation Program are still in discussion. To make wholesale changes to the Provincial Awards Program during this transition period would be premature. That being said, there are some things that can be done that will help harmonize a redesigned awards program with proposed Graduation Program changes as well as reflect some of the understandings reached during this review.

## Guiding Principles

Responses from stakeholders and districts/authorities in their many forms, a review of the current program, and the attention that needs to be paid to educational change, give rise to a number of guiding principles which might be used to govern awards program redesign.

A redesigned program should:

- Be reflective and supportive of the directions established by BC's Education Plan and be adaptable as the proposed new Graduation Program becomes more clearly defined.
- Be adaptable as changes to the Provincial Assessment Program become more clearly defined.
- Provide for adjudication of scholarship applications using a broader set of selection criteria than just marks.
- Provide for greater district/authority decision-making and greater responsibility for process management (a necessity if selection criteria are broadened).
- Ensure that process management across the province provides some measure of consistency, fairness, validity and reliability in how scholarships are awarded.
- Learn from and build on promising practices that are currently in use by many districts/authorities.
- Create allocations and incorporate management processes that are not so onerous that they overwhelm staff.
- Ensure that the scholarship amounts and prospects for success justify the time and effort that students are required to dedicate in submitting an application.
- Ensure that practice stays true to the stated purpose of the Provincial Awards Program.



## Possible Frameworks

The two proposed scholarship frameworks described below attempt to address the guiding principles, and offer a basis for further planning in redesigning the Provincial Awards Program. Needless to say they require much more refinement.

### Option 1:

#### 1) BC Graduate Excellence Scholarship *(working title)*

30 SCHOLARSHIPS VALUED AT \$5000

These would be awarded to well-rounded students who demonstrate the desired attributes of a BC Graduate. Districts/authorities would forward nominees for this scholarship. The maximum number of nominees would be dependent on school district enrolment (1-3). Applications would be adjudicated by the Ministry of Education.

#### 2) Provincial Specialty Achievement Scholarships *(working title)*

3000 SCHOLARSHIPS VALUED AT \$2000 EACH

Scholarships would be allocated to districts/authorities proportionate to the average number of students attaining graduation with Honours Standing in the previous three years.

The intent of these scholarships is to provide an opportunity for students to showcase their best work in an area that reflects their strengths, interests and passions. Areas would include Humanities, Sciences, Mathematics, as well as all of the areas currently listed under District Awards. These areas may be subject to addition or alteration once the new direction of the Graduation Program has been established. Applicants would be required to submit some evidence of their best work (ie project, portfolio, performance) and fulfill a number of other requirements that are still to be determined.

Broad criteria, rubrics and parameters for process management would be established provincially with districts/authorities having the ability to refine processes and criteria based on local circumstances. Much can be learned from the promising practices already in place in many districts/authorities across the province.

#### 3) District/Authority Scholarships *(working title)*

8500 SCHOLARSHIPS AND BURSARIES VALUED AT \$1000 EACH

Scholarships would be awarded to students who have demonstrated strong overall academic achievement in their grade 11 and 12 program. Districts/authorities would have the ability to add criteria such as community involvement and financial need. Districts/authorities would also have the ability to reallocate up to 10% of these awards to \$2000 Provincial Specialty Achievement Scholarships.

Broad criteria and parameters for process management would be established provincially with districts/authorities having the ability to refine processes and criteria based on local circumstances. Due to the large volume of scholarships, criteria and selection processes would necessarily need to be more modest in scope and complexity than any that might be contemplated for the Provincial Specialty Achievement Scholarships *(working title)*.



( OPTION 1: CONTINUED... )

#### **4) Skills and Trades Training Scholarships** *(Working Title)*

##### **625 SCHOLARSHIPS VALUED AT \$1000 EACH**

As previously recommended, current processes and criteria should be reviewed and revised and future growth in the number of scholarships be tied to the growth in the number of students registered in the program. There should also be recognition that there are a variety of pathways to undertaking trades training.

### **Option 2:**

#### **1) BC Graduate Excellence Scholarship** *(working title)*

##### **30 SCHOLARSHIPS VALUED AT \$5000**

These would be awarded to well-rounded students who demonstrate the desired attributes of a BC Graduate. Districts/authorities would forward nominees for this scholarship. The maximum number of nominees would be dependent on school district enrolment (1-3). Applications would be adjudicated by the Ministry of Education.

#### **2) District/Authority Scholarships** *(working title)*

Allocate all of the funds proposed for the Provincial Specialty Achievement Scholarships and District/Authority Scholarships toward 14,500 \$1000 scholarships as stakeholders have advised. Processing such a large volume of applications would likely necessitate the use of less complex selection processes and simpler criteria than those suggested by stakeholders.

#### **3) Skills and Trades Training Scholarships** *(working title)*

### **Option 3:**

#### **Maintain the Status Quo**

The Ministry may choose to delay all changes until the future of the Graduation Program and provincial examinations is determined. There is also the presumption that the conclusion of the Passport to Education phase out would result in reallocation of funds to the District Awards. Approximately 10,000 District Awards would be available for 2015/16.



## Timing of Any Contemplated Changes

There are a number of variables that would affect the timing of any contemplated changes to the Provincial Awards Program.

1. The current Grade 10 student cohort will be writing their provincial examinations with the current criteria and redemption policies in place. There are some commitments that need to be met with these students until they graduate.
2. Changes to provincial examinations over the years have resulted in increases to the number of District Awards from 500 to 3000, to the current 5500. Increasing this again (potentially by 4000) under the current selection criteria and with the variable process management practices in place may not be the best course of action.
3. Revisions to the Graduation Program are under continuing discussion and no firm plans are in place. Discussions around the Provincial Assessment Program and its implications for the Graduation Program and the future of provincial examinations have only just begun. It would be prudent to wait until plans for change in both of these areas are more definitive.



### RECOMMENDATION

It is recommended that a provincial working group be established with District/Authority representation to further develop the proposed frameworks, create an implementation plan with reasonable time lines, and develop further those recommendations approved by the Ministry of Education.



# SUMMARY *and* RECOMMENDATIONS

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There is strong support for a Provincial Awards Program that serves the dual purpose of recognizing student achievement and encouraging graduates to pursue further education through post-secondary institutions and job training programs. BC's Education Plan, BC's Skills for Jobs Blueprint, and a redesigned Graduation Program will help redefine what is meant by student achievement and what it means to graduate. The Provincial Awards Program will need to evolve as educational changes are undertaken, and be responsive to introduction of multiple forms of learning and multiple pathways to graduation.

Stakeholders have indicated a preference for having selection criteria other than just marks, and districts/authorities have requested that application processes and selection criteria be determined locally in order to address their unique circumstances. This needs to be balanced with the need for some measure of consistency and fairness across the province, based on valid and reliable indicators of achievement. Much can be learned from the many promising practices that already exist in the province.

This review has examined the various components of the current program and surfaced a number of issues around redemption periods and claim rates. It has also examined some of the potential implications of scholarship amount setting, and allocating funds to districts/authorities in a fair and equitable manner. The phasing out of the Passport to Education program (to be concluded in 2014/15) has released a substantial amount of funding that must be reallocated into a new program framework.

## **Nine guiding principles to support a Provincial Awards Program redesign have been proposed.**

A redesigned program should:

1. Be reflective and supportive of the directions established by BC's Education Plan and be adaptable as the proposed new Graduation Program becomes more clearly defined.
2. Be adaptable as changes to the Provincial Assessment Program become more clearly defined.
3. Provide for adjudication of scholarship applications using a broader set of selection criteria beyond just marks.
4. Provide for greater district/authority decision-making and greater responsibility for process management (a necessity if selection criteria are broadened).
5. Ensure that process management across the province provides some measure of consistency, fairness, validity and reliability in how scholarships are awarded.
6. Learn from and build on promising practices that are currently in use by many districts/authorities.
7. Create allocations and incorporate management processes that are not so onerous that they overwhelm staff.
8. Ensure that the scholarship amounts and prospects for success justify the time and effort that students are required to dedicate in submitting an application.
9. Ensure that practice stays true to the stated purpose of the Provincial Awards Program.







The review has proposed a number of recommendations for the Ministry's consideration.

### **1. Pathway to Teacher Education Scholarship**

It is recommended that the Pathway to Teacher Education Scholarship be discontinued, and replaced with a major award that invites applications from students interested in a broader range of post-secondary education and training programs.

### **2. Secondary School Apprenticeship Scholarships**

It is recommended that:

- a) A working group be established to review the criteria and redesign the process for determining Secondary School Apprenticeship Scholarship recipients and to consider a broader range of awards that recognizes a variety of pathways to trades training. The committee should include Ministry, Industry Training Authority, and school district representation.
- b) The working group review the current practice of providing an unconditional \$1000 award upon completion of requirements.
- c) Future increases in the number of available scholarships should only be considered in response to an increase in the number of students registered in the Secondary School Apprenticeship program.

### **3. Purpose**

It is recommended that further clarity be brought to bear on the purpose of the awards program in terms of what is meant by achievement and encouraging students to pursue post-secondary education and training.

### **4. Redemption Periods**

It is recommended that the redemption period for all scholarships and awards be reduced from five to three years.

### **5. Unredeemed Scholarships**

It is recommended that the Ministry establish reasonable redemption rate targets and work with districts/authorities and post-secondary partners to implement appropriate actions to reduce the rate of unredeemed scholarships.

### **6. Conditional Upon Registration**

It is recommended that all provincial scholarships and awards be made conditional upon registration in a post-secondary education or training program.

### **7. Allocation Aligned with Purpose**

It is recommended that the Ministry consider the phasing out of Exam Scholarships under the current exam structure. It is further recommended that all funds currently available for Exam Scholarships and District Awards be re-allocated using a new awards framework in a manner that best aligns with the purpose of the Provincial Awards Program.



## 8. Sharing Promising Practices

It is recommended that the Ministry facilitate the sharing of promising practices in the management of scholarship application and selection processes among district/authorities.

## 9. Communications About Scholarships

It is recommended that the Ministry review the extent of the problem of communicating information about scholarships to students and their parents and implement strategies to address it.

## 10. Next Steps – Working Group

It is recommended that a provincial working group be established with districts/authorities representation, to further develop the proposed frameworks, create an implementation plan with reasonable time lines, and develop further those recommendations approved by the Ministry of Education.

This review has surfaced a number of complex and interconnected issues that need to be addressed in a Provincial Awards Program redesign. Award amounts drive volume which in turn impact district/authority capacity to manage criteria and selection processes. Bringing clarity of purpose in terms of what is most important for the Provincial Awards Program to address is fundamental to moving forward with planning a redesign of the program.



# REFERENCES

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The following Ministry documents and publication were referenced in the preparation of this review.

BC's Education Plan Update (January 2015)

BC's Skills For Jobs Blueprint: Re-engineering Education and Training (April 2014)

Grad Planner 2014/15

Graduation Years Curriculum: Proposed Directions (January 2015)

Handbook of Procedures for the Graduation Program 2014/15

Planning 10 Integrated Resource Package (2007)

Program Guide for Graduation Transitions (2008)

Transforming Assessment (January 2015)

The Advisory Group on Provincial Assessment – Final Report (June 2014)

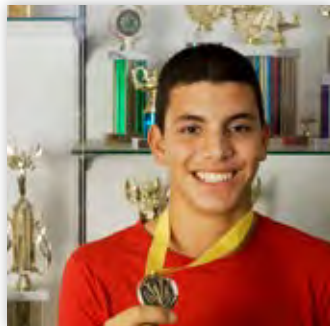


## Chapter 6 Provincial Awards Program



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## Introduction to the Provincial Awards Program



The Provincial Awards Program is currently under review with changes to be announced by Fall 2015 and phased in over the upcoming school years.

The Provincial Awards Program is intended to award student achievement, motivate high school students to graduate, and encourage students to pursue further education through post-secondary institutions and job-training programs. The Provincial Awards Program comprises the following components: Graduation Program Examination Scholarships, District/Authority Awards, Secondary School Apprenticeship Scholarship (SSA), and Pathway to Teacher Education (PTE) Scholarships.



## Graduation Program Examinations Scholarship

The Graduation Program Examinations Scholarship recognizes students' academic excellence across the suite of graduation provincial exams. Graduation Program Examination Scholarships are capped at 5,000 (\$1000), and 20 (\$2500) awards to the top students (based on their exam percentage score).

### BASIC ELIGIBILITY REQUIREMENTS

To be eligible for a Graduation Program Examinations Scholarship a student:

- ✓ Must be a Canadian citizen or permanent resident (landed immigrant) at the time of writing the provincial exams.
- ✓ Must be a BC resident.
- ✓ Must be or must have been enrolled in, or registered as a home schooler in:
  - a BC public school (including Distributed Learning schools), or
  - a Group 1, 2, or 4 BC Independent School, or
  - a Continuing Education Centre.

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NOTE: Citizenship information is taken from TRAX which collects data five times per year. Incomplete or incorrect data in the citizenship field could affect a student's eligibility for a scholarship.

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## QUALIFYING FOR A GRADUATION PROGRAM EXAMINATIONS SCHOLARSHIP

A student will receive a \$1000 Examinations Scholarship if the student:

- ⑤ Meets the basic eligibility requirements.
- ⑤ Fulfills the BC graduation requirements of either the 2004 Graduation Program or the Adult Graduation Program.
- ⑤ Meets all the following requirements:

- ▶ Writes and passes one exam in each of the five (5) provincial exam categories from grades 10 – 12 (list provided on page 108).
- ▶ Achieves at least a “B” (73% or above) final mark (provincial exam and school mark combined) in one of the Language Arts 12 (Communications 12, English 12, Français langue première 12, or English 12 First Peoples).
- ▶ Must have a final course mark (course and exam combined) for the provincial exam to be counted towards scholarship.
- ▶ Ranks among the top 5,000 Grade 12 students in BC (based on their exam percentage score) on all five provincial exams.

## TOP TWENTY SCHOLARSHIP WINNERS

A student will receive a \$2500 Examinations Scholarship if the student:

- ⑤ Meets all the qualifications for the Graduation Program Examinations Scholarship.
- ⑤ Ranks among the top twenty scholarship students in BC (based on their exam percentage score).

A student who achieves a perfect score (100%) in all five (5) provincial exams from grades 10 – 12 (exam mark) will also be awarded an Academic Medal of Excellence.



## PROVINCIAL EXAMINATIONS CATEGORIES:

LANGUAGE ARTS 10 (ONLY ONE OF THESE EXAMS QUALIFIES):	
EN 10	EFP 10
FRALP 10	
SCIENCE 10 (ONLY ONE OF THESE EXAMS QUALIFIES):	
SC 10	SCF 10
MATH 10 (ONLY ONE OF THESE EXAMS QUALIFIES):	
AWM 10	AWMF 10
FMP 10	FMPF 10
SOCIAL STUDIES 11 (ONLY ONE OF THESE EXAMS QUALIFIES):	
SS 11	SCH 11
CIV 11	CIVF 11
FNS12	FNSF 12
LANGUAGE ARTS 12 (ONLY ONE OF THESE EXAMS QUALIFIES):	
COM 12	EN 12
EFP 12	
FRALP 12	FRAL 12

## ADDITIONAL INFORMATION

A student can receive only one Graduation Program Examinations Scholarship in their lifetime. A student can receive both a Graduation Program Examinations Scholarship and a District/Authority Award in the same year.

Aegrotat Standing is not an exam mark and therefore will render the student ineligible for a Graduation Program Examinations Scholarship.

## REWRITING REQUIRED PROVINCIAL EXAMINATIONS FOR SCHOLARSHIP

Students will qualify for an Examinations Scholarship only the year in which they graduate. Students wishing to improve their Grade 12 provincial exam score for the purpose of scholarship must rewrite their exam by August 31st of the year in which they graduate. Any other provincial exam subjects must follow the one-year re-write rule (page 35).



## GRADUATION PROGRAM EXAMINATIONS SCHOLARSHIP CALCULATIONS POLICY

The Graduation Program Examinations Scholarships are awarded based on required provincial examination results from grades 10 – 12 from the following categories: Language Arts 10; Sciences 10; Mathematics 10; Social Studies 11; and Language Arts 12 (see chart on page 108).

The policy in place at the time a student graduates (fulfills graduation requirements) will be used to determine scholarship eligibility.

## AP (ADVANCED PLACEMENT) AND IB (INTERNATIONAL BACCALAUREATE) SCORES FOR SCHOLARSHIP

As of the 2011/2012 school year, due to changes to the Provincial Examinations Scholarship Program, AP and most IB exam scores do not meet the qualifications towards eligibility for the Graduation Program Examinations Scholarships. Only those specific IB exam scores that fulfill the Social Studies 11 graduation credit requirement will meet the qualifications towards eligibility. See the next page for more information.





## INTERNATIONAL BACCALAUREATE (IB) SCORES FOR SCHOLARSHIP

The following IB courses meet the Social Studies graduation requirement; therefore, students enrolled in these IB courses can use only one of these six IB exam scores to count towards earning a Graduation Program Examinations Scholarship:

IBGGH11: IB Geography (HL) 11 and

IBGGS11: IB Geography (SL) 11

IBHIH11: IB History (HL) 11 and

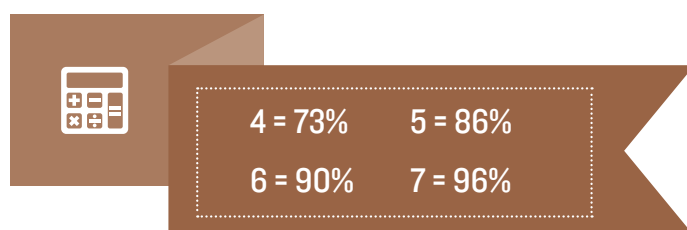
IBHIS11: IB History (SL) 11

IBHNM11: IB Histoire (NM) 11 and

IBHNS11: IB Histoire (NS) 11

The method of calculating for scholarships fits with the IB recognition used by many BC universities.

### IB FINAL RESULTS:



### SUBMISSION PROCESS:

1. Prior to the end of the school year, principals/coordinators should obtain written permission from students taking IB examinations (above) to report their IB score to meet the SS 11 graduation requirement, for scholarship purposes. These should be kept on file at the school.
2. Principals/coordinators should have their summary of individual student results provided by the IB organization.
3. If students have the appropriate IB score (above) to meet the SS 11 graduation requirement, principals/coordinators should complete the IB Social Studies Scores for Graduation Program Examinations Scholarship Form at:



[www.bced.gov.bc.ca/graduation-exam-scholarships](http://www.bced.gov.bc.ca/graduation-exam-scholarships)

(Schools must use the appropriate course codes above)

4. Schools must fax or email the form to the Ministry Awards Program at **FAX. 250.356.0271**  
EMAIL [awards@gov.bc.ca](mailto:awards@gov.bc.ca) by September 30th for students to be included in the eligibility for scholarships. There are no exceptions to this date.
5. The Ministry Awards Program will then equate the students' scores to percents and will count them towards the exam score required to earn a scholarship.

NOTE: The IB exams are restricted against one another and against provincial exams in the Social Studies 11 category. See chart on page 108.



## REDEEMING A GRADUATION PROGRAM EXAMINATIONS SCHOLARSHIP

Students who qualify for a scholarship are mailed a congratulatory letter, a certificate and a voucher in the fall. Students must redeem the scholarship voucher within five years from September 30th of their graduation year from secondary school, before the expiry date stated on the voucher.

A student can redeem an Examinations Scholarship by registering and attending, and paying tuition in a regular program (i.e., a program that leads to a credential) or an apprenticeship program at any post-secondary institution in the world that is accredited and designated (approved for Canada Student Loans) by BC. To verify if an institution is designated, students can access the website at:



[www.studentaidbc.ca/apply/designated](http://www.studentaidbc.ca/apply/designated)

Graduation Program Examinations Scholarships may also be used to help pay for tuition fees for Apprenticeship Programs, Entry Level Trades Programs and Foundation Industry Training Programs offered by designated post-secondary institutions. These are restricted to programs offered by public post-secondary institutions, and a limited number of other training providers who have been designated by the Industry Training Authority (ITA) to deliver specific programs. Students who wish to redeem a scholarship award for an apprenticeship program/school not listed in the "Designated Schools Lookup" database should check the ITA website at:



[www.itabc.ca](http://www.itabc.ca) for additional approved training providers.

**NOTE:** Not all trades training programs offered in BC qualify; therefore, it is important for students to check the database if they wish to redeem their awards.

To redeem a voucher, a student must have it stamped and signed on the back by an official of the institution or program to confirm that the student is registered, attending and paid tuition in a regular program (i.e., a program that leads to a credential). The signed voucher, with the student's Social Insurance Number and current address, should be mailed by the student to the Ministry of Education's address stated on the voucher. The Ministry will mail a cheque directly to the student once the voucher has been processed. This takes approximately six to eight weeks.





## District /Authority Awards

### DISTRICT /AUTHORITY AWARDS

The District/Authority Awards reward graduating BC students for excellence in their chosen non-academic field(s). These scholarships are intended to assist tuition for furthering students' post-secondary education.

The Ministry will allocate 5,500 awards pro-rated to school districts based on each district's September 30th Grade 12 enrolment. The \$1000 award amount will consist of a \$500 cheque and a \$500 voucher that can be used toward a student's post-secondary education tuition.

### BASIC ELIGIBILITY REQUIREMENTS

- ✓ Must be a Canadian citizen or permanent resident (landed immigrant) at the time of applying for the scholarship.
- ✓ Must be a BC resident.

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**NOTE:** Citizenship information is taken from TRAX which collects data five times per year. Incomplete or incorrect data in the citizenship field could affect a student's eligibility for a scholarship.

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- ✓ Must be enrolled in, or registered as a home schooler with:
  - a British Columbia public school (including Distance Learning schools), or
  - a Group 1, 2, or 4 British Columbia Independent School, or
  - a Continuing Education Centre.
- ✓ Has not previously received a District/Authority Award.

### QUALIFYING FOR A DISTRICT/AUTHORITY AWARD

To win a scholarship, a student must apply and:

- ✓ Meet the basic eligibility requirements.
- ✓ Meet the criteria determined by the local District Scholarship Committee, which requires a student to demonstrate superior achievement in any of the following areas:
  - Arts Education (e.g., Visual Arts, Dance, Drama, Music).
  - Applied Skills (e.g., Business Ed, Technology Ed, Home Economics).
  - Physical Activity (e.g., Athletics, Dance, Gymnastics, not limited to Physical Education).
  - Second Languages (including Aboriginal Languages) with IRPs or External Assessments, including AP and IB courses.
  - Community Service (Volunteer Activity).
  - Technical and Trades Training (e.g., Carpentry, Automotive, Mechanics, Cook Training).





Fulfill the BC graduation requirements of either the 2004 Graduation Program or the Adult Graduation Program by August 31st of a student's graduating year.

Committee criteria must ensure that the winning candidates have been cumulatively evaluated in the courses chosen for presentation to the committee, and satisfy other criteria which may include factors such as attendance, punctuality, work habits and cooperation.

**NOTE:** A student can receive both a District/Authority Award and a Graduation Program Examinations Scholarship.

## APPLYING FOR A DISTRICT/AUTHORITY AWARD

Students should apply in the year they are graduating directly to their local District Scholarship Committee, established by the local Board of Education. Decisions made by each District Scholarship Committee are final. A student can receive only one District/Authority Award in their lifetime.

The Independent Schools Selection Committee collectively acts as the District Award Committee for Group 1, 2 and 4 Independent Schools.

Each District/Independent Schools Selection Committee is responsible for providing the Ministry with the report listing the District/Authority Award winners by mid-September.

## REDEEMING A DISTRICT /AUTHORITY AWARD

A student who wins a District/Authority Award is mailed a cheque for \$500 in October, followed by a congratulatory letter, a certificate and a voucher for the remaining \$500 in November. Students must redeem their voucher within five years from September 30th of their graduating year from secondary school, before the expiry date stated on the voucher.

A student may redeem a District/Authority Award by registering and attending, and paying tuition in a regular program (i.e., a program that leads to a credential) or an apprenticeship program at any post-secondary institution in the world that is accredited and designated (approved for Canada Student Loans) by BC. To verify if an institution is designated, students can access the website at:



[www.studentaidbc.ca/apply/designated](http://www.studentaidbc.ca/apply/designated)

District/Authority Awards may also be used to help pay for tuition fees for Apprenticeship Programs, Entry Level Trades Programs and Foundation Industry Training Programs offered by designated post-secondary institutions. These are restricted to programs offered by public post-secondary institutions, and a limited number of other training providers who have been designated by the Industry Training Authority (ITA) to deliver specific programs. To verify if a scholarship award for a particular apprenticeship program/school that is not listed in the Designated Schools Lookup database can be redeemed, check the ITA website at:



[www.itabc.ca](http://www.itabc.ca) for additional approved training providers.

**NOTE:** Not all trades training programs offered in BC qualify; therefore, it is important for students to check the database if they wish to redeem their awards.



To redeem a voucher, a student must have it stamped and signed on the back by an official of the institution or program to confirm that the student is registered and attending, and paid tuition in a regular program (i.e., a program that leads to a credential). The signed voucher, with the student's Social Insurance Number and current address, should be mailed by the student to the Ministry of Education address stated on the voucher. The Ministry will mail a cheque directly to the student once the voucher has been processed. This takes approximately six to eight weeks.



## Replacing a Lost Provincial and/or District Scholarship Voucher

If a student has lost or misplaced his or her District/Authority Award voucher or Graduation Program Examinations Scholarship voucher, the student can request a replacement voucher by accessing the Ministry website at [www.bced.gov.bc.ca/graduation-exam-scholarships](http://www.bced.gov.bc.ca/graduation-exam-scholarships) for the request form. Each request should be fully completed and signed and must be accompanied by a \$25 fee payable by cheque (Minister of Finance), money order, MasterCard or VISA. When the Ministry receives the signed request form, the student will be sent a replacement voucher.



## Secondary School Apprenticeship Scholarships (SSA)



[www.bced.gov.bc.ca/careers/apprenticeship\\_trades.htm](http://www.bced.gov.bc.ca/careers/apprenticeship_trades.htm)

To qualify for the \$1000 SSA scholarship, a student must:

- Be a registered youth apprentice with the Industry Training Authority\*.
- Be enrolled in a BC public school, or a Group 1, 2, or 4 BC Independent school.
- Complete Ministry of Education graduation requirements for either the Grade 12 or Adult Graduation Programs.
- Maintain a C+ average in Grade 12 numbered courses.
- Successfully complete 16 credits of Ministry-Developed SSA courses, which are based on 480 hours of paid workplace training, no later than three months after graduation.
- Report a minimum of 900 work-based training hours to the ITA within six months of secondary school graduation.

\*A student participating in the SSA program is required to be registered with the school district authority (i.e., in an SSA course) and the Industry Training Authority (i.e., have a trade worker number) prior to graduation.





## Passport to Education - Redemption Procedures



### IMPORTANT NOTE:

The Passport to Education Program is now phased out. Students who have already received Passport Stamps will continue to be able to redeem their award towards tuition at their designated post-secondary institution until the expiry dates stated on the stamps.

### REDEEMING PASSPORT AWARDS

Passport Awards must be redeemed within five years from September 30th of a student's expected graduating year from secondary school (expiry dates are on the stamps). Passport Awards can be redeemed by registering, attending and paying tuition in a regular program (i.e., a program that leads to a credential) or an Apprenticeship Program at any post-secondary institution in the world that is accredited and designated (approved for Canada Student Loans) by BC. To verify if an institution is designated, students can access the website at:



[www.studentaidbc.ca/apply/designated](http://www.studentaidbc.ca/apply/designated)

A qualifying educational program or course should last at least three consecutive weeks, and requires a student to spend no less than 10 hours per week on courses or work in the program. A one-day course is not an acceptable program. The tuition should be as close as possible or more than the amount of the Award.

Passport to Education Awards may also be used to pay for tuition fees for Apprenticeship Programs, Entry Level Trades Programs and Foundation Industry Training Programs offered by designated post-secondary institutions. These are restricted to programs offered by public post-secondary institutions, and a limited number of other training providers who have been designated by the Industry Training Authority (ITA) to deliver specific programs. To verify if you can redeem a Scholarship Award for a particular Apprenticeship Program/school that is not listed in the Designated Schools Lookup database, check the ITA website at:



[www.itabc.ca](http://www.itabc.ca) for additional approved training providers.

**NOTE:** Not all trades training programs offered in BC qualify; therefore, it is important for students to check the database if they wish to redeem their awards.



### IN BRITISH COLUMBIA

A student may redeem his or her Passport to Education Award before the expiry date at any post-secondary institution that is accredited and designated for Canada Student Loans by BC by presenting the Passport booklet when paying tuition fees. The fees will be reduced by the amount of the award. If tuition has already been paid in full, the student may redeem the Passport to Education Award directly by sending the actual award with proof of registration and attendance, proof of tuition fees paid (or a large portion paid), his or her Social Insurance Number and current address to the Ministry of Education. The student will receive a cheque for the amount of the award within six to eight weeks.

### OUTSIDE OF BRITISH COLUMBIA

To redeem a Passport to Education Award by attending a post-secondary institution outside of British Columbia, a student should first check if the institution is accredited and designated for Canada Student Loans by BC (most major public colleges and universities in the world are approved). If the institution is approved, students may redeem his or her Passport to Education Award by sending the actual award with proof of registration and attendance, proof of tuition fees paid (or a portion paid), his or her Social Insurance Number and current address to the Ministry of Education. The student will receive a cheque for the amount of his or her Passport Award within six to eight weeks.



If a student has already completed his or her program or term in a designated post-secondary institution and their Passport to Education Award has not yet expired, the student can still redeem the award by sending the award with proof of completion or a transcript showing completion, his or her Social Insurance Number and current address to the Ministry of Education. The student will receive a cheque for the amount of his or her Passport to Education Award within six to eight weeks.

## LOST PASSPORT TO EDUCATION AWARD

If Passport to Education Award stamp(s) have been lost or destroyed, a student must contact their secondary school to report the lost award and request a replacement. The school will complete a Request for Declaration of Lost Stamps Form (from the website) and send it to the Ministry with a \$25 administrative fee, payable by cheque, money order, VISA or MasterCard. The Ministry will prepare a formal replacement letter with the Ministry seal and send it to the school for signature to give to the student. This can be redeemed in the same way as the Award booklet with stamps.

For more information on the Passport to Education, visit the Awards website at:



[www.bced.gov.bc.ca/awards/](http://www.bced.gov.bc.ca/awards/)





## Pathway to Teacher Education Scholarship




The Pathway to Teacher Education Scholarship (PTES) is a \$5000 annual scholarship that recognizes exceptional Grade 12 students planning to enter the field of teaching. The PTES will be awarded to 20 graduating students intending to enter a BC faculty of education program. This new scholarship will support outstanding students in pursuing a career path in teaching. Scholarship winners will be awarded a \$5000 voucher to redeem upon entrance to one of BC's faculty of education programs.









[www.bcteacherregulation.ca/teachereducation/teachereducationoverview.aspx](http://www.bcteacherregulation.ca/teachereducation/teachereducationoverview.aspx)

The application deadline is March 31, 2015. The Ministry will not accept applications unless they are received by March 31, 2015. Before you start your application, make sure that you meet all eligibility requirements. Use the following checklist to be sure that you have all the required documents before beginning. Applications that do not include all required elements will not be considered.

### ELIGIBILITY REQUIREMENTS:

-  Must be a Canadian citizen or permanent resident (landed immigrant) at the time of writing the provincial exams.
-  Must be a BC resident.
-  Must be enrolled in or graduated from a BC Grade 12 graduation program and be eligible for a British Columbia Certificate of Graduation (Dogwood Diploma) by August 31st of the school year in which you are applying.

### SELECTION CRITERIA. YOUR APPLICATION WILL BE RATED ON THE FOLLOWING CRITERIA. YOU MUST:

-  Be in your graduating year with graduation to occur by August 31 or sooner of the year in which you are applying.
-  Have at least a B in your Language Arts 11 final mark and have at least a B average in the three Grade 11 final course marks that fulfill the graduation requirements of Science 11, Math 11 and Social Studies 11, with no more than one C<sup>+</sup> final course mark. Please note: marks lower than C<sup>+</sup> are not accepted.
-  Maintain a B average in all Grade 11 and Grade 12 final course marks required for graduation.
-  Complete a resume.
-  Provide two references, one from your community and one from your school.
-  Show evidence of your commitment to and aptitude for a teaching career by responding to a written-response question.







## Pathway to Teacher Education Scholarship




The Pathway to Teacher Education Scholarship (PTES) is a \$5000 annual scholarship that recognizes exceptional Grade 12 students planning to enter the field of teaching. The PTES will be awarded to 20 graduating students intending to enter a BC faculty of education program. This new scholarship will support outstanding students in pursuing a career path in teaching. Scholarship winners will be awarded a \$5000 voucher to redeem upon entrance to one of BC's faculty of education programs.









[www.bcteacherregulation.ca/teachereducation/teachereducationoverview.aspx](http://www.bcteacherregulation.ca/teachereducation/teachereducationoverview.aspx)

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-  Have at least a B in your Language Arts 11 final mark and have at least a B average in the three Grade 11 final course marks that fulfill the graduation requirements of Science 11, Math 11 and Social Studies 11, with no more than one C<sup>+</sup> final course mark. Please note: marks lower than C<sup>+</sup> are not accepted.
-  Maintain a B average in all Grade 11 and Grade 12 final course marks required for graduation.
-  Complete a resume.
-  Provide two references, one from your community and one from your school.
-  Show evidence of your commitment to and aptitude for a teaching career by responding to a written-response question.





**CONTACT INFORMATION:**

**Ministry of Education**  
Student Certification Branch

Provincial Awards Program  
PO Box 9886 Stn Prov Govt Victoria, BC V8W 9T6

Telephone: 250.356.2443  
Fax: 250.356.0271  
Email: [awards@gov.bc.ca](mailto:awards@gov.bc.ca)



[www.bced.gov.bc.ca/awards/](http://www.bced.gov.bc.ca/awards/)

## JURISDICTIONAL SCAN



1/5/2015

### Provincial Awards Review

In undertaking a broad review of the Ministry of Education's Provincial Awards Program, a scan of key jurisdictions reveals a variety of program objectives, a range of budget allocations, and noteworthy leading practices.



# Jurisdictional Scan

## PROVINCIAL AWARDS REVIEW

### EXECUTIVE SUMMARY

The British Columbia Ministry of Education’s Student Certification branch (SCB) initiated this jurisdictional scan of public sector secondary school scholarship and awards programs across Canada, select U.S. states, and a range of international jurisdictions. The review was conducted to document the current status of government-funded and administered awards programs for students leaving secondary school and moving on to post-secondary education. The findings may guide SCB in making recommendations to the Minister and inform the resulting decisions.

The information contained in this report was gathered from websites and responses to interviews in some cases.

Overall, the key findings were:

- Scholarships remain largely merit-based, although many jurisdictions consider financial need in determining award recipients.
- Most scholarships awarded to secondary school graduates are conditional upon post-secondary enrolment.
- Many awards programs are tied to the student loan application process.

### METHODOLOGY

The information contained in this report was gathered from websites and responses to telephone interviews in some cases. Information was gathered with respect to program purposes and aims, amount and value of awards, selection criteria, program administration and estimated budget where available.

### FINDINGS

**Appendix B** summarizes findings from across Canada. Generally, most jurisdictions have multiple awards to recognize a range of student achievement, as well as key barriers to post-secondary education access, and in many cases, the promotion of in-demand job sectors (ie) fishing, agriculture, oil and gas industry.

### LEADING PRACTICES

#### 1) Awards triggered by post-secondary institution enrollment

Case study: [PRINCE EDWARD ISLAND](#)

Eligible students enrolled in full-time studies at four post-secondary institutions within PEI may be eligible for bursaries and awards offered by the provincial government. There is no application for these awards. The post-secondary institutions send a list of eligible students to Student Financial Services for review.

For eligible students, the award is conditionally credited to the student’s school account in January. The funds are released after the student has been enrolled for 24 continuous weeks, usually the end of February.

Bursaries range from \$150-\$3000. Awards/Scholarships range from \$400-\$2200.

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The purposes of the award program include:

- Recognizing the value of post-secondary education for PEI students,
- Encouraging students to continue studies in the province,
- Providing recognition of volunteer work performed in communities,
- Improving access to higher education by providing financial assistance,
- Developing a sense of community responsibility in youth, and
- Developing career and leadership skills.

The awards are also intended to promote the continued development of PEI's publically funded post-secondary institutions.

## 2) Industry/Sector Promoting Awards

Case study: SASKATCHEWAN

The Saskatchewan Ministry of Agriculture offers the Agriculture Student Scholarship which awards one winning scholarship valued at \$4000 and three runner-up scholarships valued at \$2000 to students by application. Grade 12 students and recent graduates (from the past two years) who are planning to take agriculture-related post-secondary education are eligible to apply.

Saskatchewan has more than 50,000 jobs in agriculture and agri-food across the province, with more jobs predicted in the years to come. Career opportunities are in farming, as well as research, processing, manufacturing, trades, and finance. In 2014, the program awarded four scholarships totaling \$10,000 to recent high school graduates.

Applications must include a video or written essay highlighting career and entrepreneurial opportunities available in agriculture, as well as a letter of recommendation from a teacher, agriculture industry or community leader. Proof of post-secondary institution acceptance is required.

## 3) Scholarship Investment Funds

Case Study: ALBERTA

Created by an initial \$100 million endowment from Alberta Heritage Savings Trust Fund in 1981, the Alberta Heritage Scholarship Fund stimulates the pursuit of excellence by rewarding outstanding achievement and by encouraging and assisting Albertans to achieve their fullest potential. The fund now stands at over \$800 million.

The fund is administered by the Ministry of Advanced Education and Technology and is independent of the Heritage Fund. Scholarships are paid out of investment earnings generated by the fund, which is currently managed by Alberta Investment Management.

The fund administers more than 50 types of scholarships to Alberta high school, undergraduate, and graduate students. Scholarships vary in size and eligibility requirements.

The scholarships and bursaries enable more people to pursue and complete a fulfilling career in trades and at the same time help address Alberta's chronic skilled labour shortages. The fund will allocate \$200 million in awards for 2014-2015.

Starting in the fall of 2015, approximately \$9 million will be available for a portfolio of financial supports to encourage more Albertans to enter and complete apprenticeship programs. This could include new scholarships

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and bursaries. In addition, funding will also be available to enhance innovative training delivery by the post-secondary institutions. Discussions with key stakeholders will take place in the coming months to determine specific program details.

#### 4) Need-based Scholarships (based on acceptance in other need-based government programs)

Case Study: NEBRASKA

The Nebraska Legislature authorized the *Access College Early (ACE) Scholarship Program Act* in 2007, which allows the state to pay tuition and mandatory fees for qualified, low-income high school students to enroll in college courses from Nebraska colleges or universities. To qualify for the scholarship, the student or student's family must be approved to participate in one of the federal need-based government programs (for example, Food Stamps, Free Lunch Program or Supplemental Security Income) or have experienced an extreme hardship that affects family income.

The purpose of the ACE Scholarships is to provide financial assistance to low-income students for courses to be taken for credit from a qualified postsecondary educational institution while still enrolled in high school (dual enrollment or early enrollment courses). Typical award amounts are \$450, and approximately 1400 awards were offered in the previous academic year.

A study conducted by Nebraska's Coordinating Commission for Postsecondary Education (CCPE) reveals that college continuation rates for ACE Scholarship recipients were significantly higher than the college-going rates for other low-income students who graduated from Nebraska's public high schools between 2007-2008 and 2011-2012.

The state of Nebraska also provides the Nebraska Opportunity Grant (NOG) to students who are state-residents attending state post-secondary institutions with demonstrated financial need. The NOG is awarded through post-secondary institutions within the state; therefore, students must apply to the school to be considered for the grant. Colleges submit a list of recommended students for CCPE approval before funds are disbursed to students twice each year. In the 2012-2013 school year approximately 15,000 grants averaging \$960 were awarded.

#### 5) Scholarship Competitions

Case Study: UNIVERSITY OF ALBERTA

The University of Alberta Entrance Leadership Scholarship Competition is valued at \$20,000 with approximately 100 scholarships available. The competition recognizes students who demonstrate exceptional leadership through school and community involvement while maintaining superior academic standing.

Candidates must apply to an undergraduate degree program from high school to the university starting in September the year they graduate high school. They must have an 80% average and be admitted to their program of choice. Award recipients must be well-rounded leaders who demonstrate strong leadership qualities and depth of involvement in their communities. Applicants must provide a summary of their leadership activities, an essay, a reference (who will be contacted independently by the university), as well as demonstrate financial need (for some of the awards).

Successful applicants are notified in February. Scholarship funds are applied directly to the student's account upon confirmation of full-time registration at the University in September.

**CONCLUSION**

A scan of multiple jurisdictions providing government-funded student awards programs shows a variety of successful practices. These practices support goals such as:

- supporting student transitions to post-secondary studies,
- recognizing high-academic achievement in high school,
- alleviating financial barriers to education for those in need, and
- promoting in-demand career training for key sectors in the economy of each jurisdiction.

## APPENDIX B

### APPENDIX A – Canadian Jurisdictional Scan

Jurisdiction	Program Description	Goals /Aims / Purposes	Budget
<b>Newfoundland &amp; Labrador</b>  Department of Education and Early Childhood Development  <a href="http://www.ed.gov.nl.ca/edu/k12/highschool/scholarships.html">http://www.ed.gov.nl.ca/edu/k12/highschool/scholarships.html</a>  Phone 709-729-5097	201 scholarships, \$1000-2500, based on ministry scholarship score derived from results of public exams <ul style="list-style-type: none"> <li>Junior Jubilee Scholarship, 1 @ \$2500</li> <li>Constable W.C. Moss Scholarship, 1 @ \$1000</li> <li>Electoral District Scholarships, 3/district @ \$1000 (44)</li> <li>Centenary of Responsible Government, 55 @ \$1000</li> </ul> Lester B. Pearson Scholarship - \$34, 000 annually Fisheries Scholarship, 1 @ \$1000	To recognize achievement on public exams       To encourage students to pursue studies in fisheries	\$225,500
<b>Nova Scotia</b>  Department of Education and Early Childhood Development  <a href="http://novascotia.ca/news/releases/?id=20120216003">http://novascotia.ca/news/releases/?id=20120216003</a>  Phone: 902-424-7746	2013 only - 70 scholarships, \$2000, includes 10 'Power of Positive Change Awards' for K-12 students who demonstrate leadership by organizing a school or community activity or promote positive attitudes/behavior  Lieutenant Governor's Respectful Citizenship Award - 18 awards total, 2 per district, one individual – one team award – not a monetary award  African Canadian Scholarship Program (approximately 550 awards/year) – Community College/Trade School Award \$1800, Performing Arts Award \$1000, Post-Secondary Award \$2500, Science Profession Scholarship \$7000, Teacher Education \$5,000, University Entrance \$4500, Short-term Job Training Grant \$5000  French Language Bursary – Full time studies, \$3000	To honour Diamond Jubilee      Recognizes K-12 students who are making a positive difference in their schools, communities, and the province , demonstrating commitment to creating safe and inclusive schools/communities  Redress inequity, empower black learners, to address skill shortages in key sectors  Provides students an opportunity to pursue post-secondary studies in French	\$140,000     N/A   \$1.4 million   pending
<b>Prince Edward Island</b>	Students enrolled in full time studies at specified PEI PSIs are eligible for bursaries and awards with no application.	To provide recognition of service for Marine Atlantic employees, to recognize volunteer	\$4 million





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<p>Department of Innovation and Advanced Learning</p> <p><a href="http://www.studentloan.pe.ca/index.php3?number=1040566">http://www.studentloan.pe.ca/index.php3?number=1040566</a></p> <p>Phone: Barry Gosby 902-368-4604</p>	<p>Institutions send list to Student Financial Services for review. Award is conditionally credited to student's school account; funds are released when student has been enrolled for 24 continuous weeks.</p> <p>George Coles Award \$2200, Island Student Award \$400-600, Island Skills Award, Community Service Bursary \$150-\$500, Marine Atlantic Bursary \$3000</p>	<p>work performed in communities, support volunteer organizations, improve access to post-secondary education, develop sense of community responsibilities in youth, develop career and leadership skills, provide meaningful service in Island communities</p>	<p>annually</p>
<p><b>New Brunswick</b></p> <p>Department of Education and Early Childhood Development</p> <p><a href="http://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/Skills/content/FinancialSupport/StudentFinancialServices.html">http://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/Skills/content/FinancialSupport/StudentFinancialServices.html</a></p> <p>Contact: <a href="mailto:Tammy.Strong@gnb.ca">Tammy.Strong@gnb.ca</a></p>	<p>Ministry does not directly fund/administer its own awards program. Districts administer their own scholarship programs.</p> <p>Ministry of Post-Secondary Education, Training and Labour funds PSIs, who use admissions averages to automatically award scholarships.</p> <p>Students are also automatically considered for grants and bursaries when they make application for student loan (Canada Student Grants and New Brunswick Bursary)</p>	<p>To work with Government of Canada to help students access and pay for post-secondary education</p>	<p>N/A</p>
<p><b>Quebec</b></p> <p>Ministry of Education, Recreation and Sports</p> <p><a href="http://www.mesrs.gouv.qc.ca/en/aide-financiere-aux-etudes/loans-and-bursaries-program/">http://www.mesrs.gouv.qc.ca/en/aide-financiere-aux-etudes/loans-and-bursaries-program/</a></p> <p>Phone: 418-646-4505</p>	<p>Bursary and loan program based on financial need.</p> <p>Bursaries only granted if loan does not cover all expenses.</p>	<p>To enable individuals with insufficient financial resources to pursue their studies by providing financial assistance</p>	<p>N/A</p>
<p><b>Ontario</b></p> <p>Ministry of Training, Colleges and Universities</p> <p><a href="https://www.ontario.ca/education-and-training/student-loans-">https://www.ontario.ca/education-and-training/student-loans-</a></p>	<p>Aboriginal Postsecondary Education and Training Bursary, \$1000-3500</p> <p>Bursary for Students with Disabilities, \$2000</p>	<p>To provide targeted financial aid to Aboriginal students with financial need</p> <p>To provide students with disabilities with education-related services or equipment</p>	<p>\$1.3 million</p> <p>(all figures are 2013/14 expenditures)</p> <p>\$9.7 million</p>



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<a href="https://osap.gov.on.ca/OSAPPort al/en/A-ZListofAid/index.htm?ssDynCurYearCursor&amp;ssUserYear=2013-2014">grants-scholarships-and-bursaries</a> <a href="https://osap.gov.on.ca/OSAPPort al/en/A-ZListofAid/index.htm?ssDynCurYearCursor&amp;ssUserYear=2013-2014">https://osap.gov.on.ca/OSAPPort al/en/A-ZListofAid/index.htm?ssDynCurYearCursor&amp;ssUserYear=2013-2014</a>  Phone: 416-327-7949 Christopher.Ste-Croix@ontario.ca	Ontario Access Grant, 25-50% of tuition, max \$3000	To assist first and second-year students from low income families with tuition costs	\$50.9 million
	Ontario Access Grant for Crown Wards, 50-100% max \$3000 per year	To assist Crown wards leaving care with tuition costs	\$1.2 million
	Ontario Distance Grant, \$500/term, max \$1500 per year	To assist students from remote or rural areas with travel costs	\$1.7 million
	Ontario First Generation Bursary, \$1000-3500	For students whose parents have never attended PSI with financial need	\$3.1 million
	Ontario Out-of- Country Bursary for Deaf Students, varies	To assist deaf students attend PSI outside Canada	\$1.2 million
	Ontario Part-time Grant, \$500/academic year	To assist low-income part-time students	\$0.2 million
	Ontario Student Opportunity Grant, varies	To assist in reducing annual loan debt	\$540.6 million
<b>Manitoba</b>  Ministry of Education and Advanced Learning  <a href="http://www.gov.mb.ca/educate/sfa/pages/ourprogram/funding.html">http://www.gov.mb.ca/educate/sfa/pages/ourprogram/funding.html</a>  <a href="http://www.edu.gov.mb.ca/k12/students/index.html">http://www.edu.gov.mb.ca/k12/students/index.html</a>  Lorna Nicholson	Prince of Wales/Princess Anne Awards, \$250/year, for Metis/First Nations students		N/A
	Official Languages Programs – one week summer program in France, \$2500  Intensive French Immersion Studies Bursary, \$2500  Bourses aux étudiants de l'Université de Saint-Boniface, \$500  Explore, 5-week intensive French immersion, \$2200  Michelle Landry-Nanka, Coordinator of Official Language		



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Phone: 204-945-2997	Programs, 204-945-6935		
<b>Saskatchewan</b>  <b>Min of Advanced Education</b>  <a href="http://ae.gov.sk.ca/scholarships-bursaries-grants">http://ae.gov.sk.ca/scholarships-bursaries-grants</a>  <a href="http://www.saskatchewan.ca/liv e/post-secondary-education/scholarships-bursaries-and-grants/scholarships">http://www.saskatchewan.ca/liv e/post-secondary-education/scholarships-bursaries-and-grants/scholarships</a>  Jo-Ann Robert  Phone: 306-787-5810	AVED - Saskatchewan Advantage Scholarship, \$500 per year, max \$2000 – all Gr. 12 grads, applied directly to cost of tuition at Saskatchewan PSIS, 10-year redemption period  D.R. Simmons Memorial Scholarship, 2 @ \$500  James Dickson Scholarship, 1 @ \$500  Saskatchewan Agricultural Student Scholarship, 1 @ \$4000, 3 @ \$2000	To provide all Gr. 12 grades (including Adult Basic Education and General Educational Development graduates) with financial assistance in pursuing post-secondary education in Saskatchewan  To recognize First Nations or Métis students going to PSIs  To recognize student of black ancestry  To assist students pursuing agricultural-related PSE	\$7 million for 2014/15
<b>Ministry of Education</b>  Delores Loewen  Phone: 306-787-6930  <a href="http://www.education.gov.sk.ca/awards">http://www.education.gov.sk.ca/awards</a>  <a href="http://www.education.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=be430f75-bf4f-4e1b-a4e8-b2631f9380bd&amp;MediaID=22998&amp;Filename=Scholarships+and+awards+for+students.pdf&amp;l=English">http://www.education.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=be430f75-bf4f-4e1b-a4e8-b2631f9380bd&amp;MediaID=22998&amp;Filename=Scholarships+and+awards+for+students.pdf&amp;l=English</a>	General Proficiency Awards, 500 @ \$400 for top Gr. 12 grads, students nominated by principals  Prince of Wales & Duchess of Cornwall Fund, 20 @ \$500, for Gr. 11 students  Queen's Diamond Jubilee Scholarship, 6 @ \$1000  Northern Saskatchewan Student Achievement Award, 90 awards totaling \$21,000 – principals receive nominations from Northern Education Office  Lieutenant Governor's Award of Excellence, 6 awards	To recognize high level achievement in school division  To assist Gr. 11 students to complete Gr. 12, based on achievement and financial need  To assist Gr. 12 students transitioning to PSI  To recognize First Nations and Metis students – Grades 7 to 12 for attendance, leadership, respect for culture  (as above)	\$275,000



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	totaling \$7,900		
<b>Alberta</b>  Alberta Learning Information Service  <a href="http://alis.alberta.ca/et/fo/pay/scholarships/info.html">http://alis.alberta.ca/et/fo/pay/scholarships/info.html</a>  Phone: 780-427-8640	2013/14 - \$72.5 million in scholarships and awards were provided to approximately 37, 500 students Three programs: 1) <u>Achievement Scholarships</u> Alexander Rutherford High School Achievement, 13,000 @ up to \$2500, based on min average grade Rutherford Scholarships, 10 @ \$2500, based on Sr. 12 diploma exams Grant McEwan Unite World College Scholarship, 8 @ up to \$30,000 Adult High School Equivalency Scholarship, 200 @ \$500 Dr. Ernest & Minnie Mehl Scholarship, 1 @ \$3500, based on diploma exam marks and financial need China- Alberta Award for Excellence in Chinese, 1 @ \$500 Jo-Ann Koch ABC Society Awards, 2 @\$500 Tiessen Foundation Broadcast Scholarship, 1 @ \$750 Anna & John Kolesar Memorial Scholarship, 1 @ \$1500 Mildred Rowe Weston Memorial Scholarship, 3 @ \$1000 Keyera Energy – Peter J. Renton Memorial Scholarship, \$6,000 available to students planning to study in the oil & gas industry	To encourage and reward excellence of Alberta students	\$72.5 Million annually half is from Heritage, half is allocated from Ministry budget



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	<p>Apprenticeship Scholarships:  World Skills Legacy Scholarship, \$500 – 10,000  Registered Apprenticeship Program Scholarship, 500 @ \$1000  Alberta Apprenticeship &amp; Industry Training, 450 @ \$1000  Athletics:  Earl and Countess of Wessex 2001 – World Championships in Athletics Scholarship, 2 @ \$3000  Citizenship  Premier's Citizenship Award – plaque  Queen's Golden Jubilee Citizenship Medal, 8 @ \$5000 (top winners of award above)  Alberta Citizenship Award, 25 @ \$2,005  High School Specific:  Janet &amp; Horace Allen Scholarship – 1 @ \$1500, top science graduate at Crowsnest Pass High School  Maria Sava Polish Heritage Award, 5 @ \$1000, top Polish bilingual students  Dr. Robert &amp; Anna Shaw Scholarship, 3 @ \$500  Dr. Robert Norman Shaw Scholarship, 1 @ \$1500  Helen &amp; George Kilik Scholarship, 1 @ \$1000</p> <p>2) <u>Alberta Heritage Scholarship Fund</u>  Created in 1981, currently worth \$800 million, 330,000 students have been awarded \$600 million</p> <p>3) <u>Needs-Based Bursaries</u>  Northern Alberta Development Council Bursary</p>		
<p><b>Northwest Territories</b>  Department of Education,  Culture and Employment  <a href="http://www.ece.gov.nt.ca/income-security/student-financial-assistance-sf">http://www.ece.gov.nt.ca/income-security/student-financial-assistance-sf</a>  Phone: 867-873-0336</p>	<p>Basic Grant available to Northern Aboriginal and Northern Schooled students, includes tuition and fees, textbooks, travel – up to \$2325 per semester  Supplementary Grants available based on # of dependents and spouse income (if any)  Study Grants for Students with Permanent Disabilities, up to \$10,000 per academic year</p>	To supplement the cost of attending PSIs	<p>\$11 million, annually</p> <p>Expenditures for 2013/14 were \$16.3 million</p>



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<b>Nunavut</b> Department of Family Services <a href="http://gov.nu.ca/family-services/programs-services/financial-assistance-nunavut-students-fans">http://gov.nu.ca/family-services/programs-services/financial-assistance-nunavut-students-fans</a>  Phone: 1-877-860-0680	Grade 12 Scholarships - \$500 for graduates with 80% or higher in Grade 12 Basic Grant – up to \$1850 per semester plus cost of airfare Supplementary Grant – for Nunavut Land Claim Beneficiaries, amount dependent on number of dependents in household Primary Loan – covers rent, food, clothing – must return to Nunavut for 3+ years for loan forgiveness Grant for Students with Permanent Disabilities – up to \$8000	To recognize academic excellence of Nunavut residents To help students achieve their goals by offering financial assistance, ensuring that financial need is not a barrier to education	pending
<b>Yukon</b> Department of Education <a href="http://www.education.gov.yk.ca/student_funding.html">http://www.education.gov.yk.ca/student_funding.html</a>  Marni Bramadat Phone: 867-667-5929	Yukon Grant - \$1862 per semester plus travel of \$1800, available to any high school student moving on to further studies, not needs-based or academic Yukon Excellence Awards – up to \$3000 (10 @ \$300 per student achieving 80% in one of ten specified courses) – eligibility is tracked automatically by Ministry, but students have to apply for funding when they are registered for post-secondary, 10-year redemption period Student Training Allowance – available for full-time students enrolling in Yukon College for minimum 3-week course, base amount is \$104/week, increases to \$174/week with dependents	To encourage academic achievement and help students pursue post-secondary education	\$3 million annually  \$120,000 expended in 2013/14 school year  \$600,000 annual budget



# APPENDIX C

## APPENDIX C



### Ministry of Education – Scholarships & Awards: WRITTEN SUBMISSIONS

Please respond to the following questions and provide your submission in both Word and PDF formats to [Scholarships@gov.bc.ca](mailto:Scholarships@gov.bc.ca) by **March 10, 2015**, along with the name and contact information for your organization's representative for the stakeholder meeting in April 2015.

The Provincial Awards Program has been in place since 1987 and currently operates on an annual budget of \$15.6 million. Adjustments have been made over the years in response to changes in graduation requirements, a significantly altered provincial examination program, and emerging educational priorities such as apprenticeship training. The [BC Education Plan](#), currently in the early stages, provides a timely opportunity for a thorough review of scholarships and awards to better align with new directions in education. The review involves engaging school and community stakeholders to guide decision making around the purpose and structure of the program.

The Ministry currently offers five [awards](#):

Award	Value	Based on:
<b>Graduation Program Examinations Scholarships</b>	5000 @ \$1000 20 @ \$2500	Academic achievement on provincial exams taken in Grades 10-12
<b>District /Authority Awards</b>	5500 @ \$1000	Allocated by Grade 12 enrollment, criteria determined by local District Scholarship Committee/Independent School Authority
<b>Passport to Education - last allocation to Grade 12 grads only in 2014/15</b>	Grade 12 - \$500	9000 stamps pro-rated amongst eligible BC Schools, based on two-thirds academic achievement, one-third school-specific criteria (i.e. student effort, work habits, community involvement)
<b>Pathway to Teacher Education Scholarships</b>	20 @ \$5000	Academic achievement, resume and references, demonstrated commitment and aptitude for teaching career
<b>Secondary School Apprenticeship Scholarships</b>	About 500 @ \$1000	Completion of SSA courses, work-based training hours, registration with Industry Training Authority (ITA)

During consultations about future directions for the grade 10-12 graduation program held in 2012, stakeholders were asked how awards could recognize student success in a personalized learning environment that supports each student's unique interests and ways of learning. Participants indicated a desire for a broader set of award criteria that values achievement beyond marks and exam scores.

The [BC Skills for Jobs Blueprint: Re-engineering Education and Training](#) offered a number of recommendations to help ensure that education and training programs are aligned with the demands of the labour market by helping students access the full range of options and opportunities available. In response, government has directed a 25% increase in skills-training scholarships.

Questions can be directed to [Scholarships@gov.bc.ca](mailto:Scholarships@gov.bc.ca)



**PURPOSE:**

The intent of the existing [Scholarships and Awards program](#) is “to recognize student achievement, motivate high school students to graduate, and encourage students to pursue further education through post-secondary institutions or job-training programs”.

Should the focus of the program change?

If yes, how should it change? Please provide your rationale.

**1) CRITERIA:**

Which awards from the [current program](#) do you think should be retained and which should be changed?

When we talk about student achievement, what specifically should we be recognizing?

What criteria should be used for selecting award recipients?

**2) ALLOCATION:**

For the most part, awards are currently allocated according to Grade 12 enrolment (District/Authority Awards) or academic standing as determined by required provincial exams.

What other factors could be considered for an equitable province-wide allocation of awards?

What accountability mechanisms would help ensure that any awards allocation assigned to school districts/authorities is effectively managed and distributed in accordance with stated criteria?

**3) STRUCTURE:**

More than 10,000 awards are distributed annually. Students may receive \$1000 on average.

Should the \$1000 amounts continue or should government consider offering fewer awards for larger amounts or more awards for smaller amounts? Please explain.

**4) GRADUATION PROGRAM REDESIGN**

Discussions around the redesign of the graduation program are giving consideration to a set of graduation requirements that better reflect learning that takes place both in and outside the classroom and demonstrates the competencies qualities and abilities that students need to succeed in the 21<sup>st</sup> century. The competencies include:

- Critical thinking and problem solving
- Collaboration and Leadership
- Communication and Digital Literacy
- Personal and Social Responsibility
- Creativity and Innovation
- Global and Cultural Understanding

How might the Scholarships and Awards program recognize the development of these skills and competencies at a high level?



**5) ADDITIONAL COMMENTS:**

Do you have any additional comments that we should consider in reviewing and reshaping the Scholarships and Awards program?

For school district/authority submissions only:

**6) DISTRICT/AUTHORITY AWARDS – EFFECTIVE PRACTICES:**

Please describe the strategy your district/authority currently uses to determine District/Authority Award recipients?

Thank you for your participation in this consultation process.







BC MINISTRY *of* EDUCATION

# PROVINCIAL AWARDS

PROGRAM REVIEW REPORT



Ministry of  
Education