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Executive Summary

Cumberland College's multiyear Business Plan covers the period from July 1, 2019 to June 30, 2022. The Plan outlines multiyear program plans, resource planning and allocation, including human resources, facilities, information technology, and budgeting required to achieve the goals and objectives of Cumberland College. The College's goals and objectives are aligned with the Province of Saskatchewan, 2019-20 Ministry of Advanced Education, and 2019-20 Ministry of Immigration and Career Training goals.

The key initiatives Cumberland College will undertake for the 2019-20 Business Plan are based on the Minister's 2019-20 budget letter, assessment of community needs throughout the Cumberland College region, the College's Enterprise Risk Management Strategy, the 2017-2022 College's Strategic Plan and Strategic Directions, and active engagement in the coalition with Parkland College.

Long-term academic planning for programming is critical to ensure stakeholders know and have confidence in College offerings. With that in mind, Cumberland College regularly develops three-year rolling program plans enabling more robust marketing and recruitment initiatives. Provincial and regional needs assessments are taken into consideration by the College's Program Planning Council in the development of program plans. Multiyear capital and Information Technology (IT) plans are also developed to meet the program, support, and administrative needs of the College.

Cumberland College is pleased to present a (\$262,210) deficit budget for the 2019-20 fiscal year, and is planning to draw \$154,210 from ABE and ABE On-Reserve reserves to provide needed supports for students of the region. As illustrated in the financial plan for the 2019-20 fiscal year, Cumberland College will deliver programs and services of approximately \$6.5 million. The College is projecting an operating deficit of (\$67,210) before amortization of \$195,000.

The challenges Cumberland College face for 2019-20 center around the areas of access and the retention of learners, financial sustainability, and human resources. Greater access to post-secondary education in rural and northern Saskatchewan is vital to sustaining economic and social development. The challenge of access is further augmented by the labour market demands in the health and trades sectors. Increased funding to provide a broad array of programs and services over the long-term is essential to ensure rural Saskatchewan and Cumberland College can continue to meet the educational and training needs throughout the region.

A. Goals, Objectives, Key Actions and Performance Measures/2019-20 Target

The following tables outline the College’s 2019-20 objectives for each of the five strategic directions, and the key performance measures that relate to each key action. The objectives and key actions are in direct correlation to the Saskatchewan Plan for Growth, the Advanced Education 2019-20 Ministry Plan, the Immigration and Career Training 2019-20 Ministry Plan, and the five expectations for Saskatchewan’s post-secondary sector.

Goal: 1 - Offer a Signature Staff Experience	
Aligns with the following Government of Saskatchewan Goals:	
<ul style="list-style-type: none"> ✓ Accessible – offers qualified people the opportunity to attend. ✓ Responsive – meets the needs of students, communities and the economy. ✓ Sustainable – operates within available resources. ✓ Accountable – achieves expected outcomes and is transparent; and ✓ Quality - meets standards and builds public confidence in the programs and services provided ✓ Employers have workers with the right skills, at the right time. ✓ Organizational excellence. 	
Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Support staff in their pursuit of professional development.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Increase annual budget for professional development. • Engage staff from multiple areas/departments of the College to plan the all-staff day. 	<p>Percentage of ABE staff that attend SABEA. Target: 95%</p> <p>Percentage of staff that participate in all-staff meeting and PD. Target: 90%</p>
<p>Objective: Promote a safe and healthy work environment.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Hold two noon-hour campus meetings at each campus where Emergency Measure Plan (EMP) is on the agenda. • OH&S Committee will circulate timely workplace and travel safety tips via email. 	<p>Percentage of staff that attend campus meetings where EMP sections are reviewed. Target: 85%</p> <p>Number of months OH&S Committees issue safety-related emails to staff. Target: 9 months each year</p>

Goal: 1 - Offer a Signature Staff Experience	
Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Promote a friendly, team environment for staff.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Conduct bi-annual staff survey in 2018, 2020, 2022. • Collect social fund dues from employees monthly on payroll. 	<p>Percentage of staff that participate in bi-annual staff survey.</p> <ul style="list-style-type: none"> • Target: 75% <p>Number of staff social events planned each year.</p> <ul style="list-style-type: none"> • Target: 2 luncheons/campus and 1 social committee event open to all staff.
<p>Objective: Enhance staff communication and sharing.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Provide all staff with Leadership Committee highlights after each meeting. • Provide ad hoc emails about College activities, opportunities, and significant events. • Provide an opportunity for staff to organize campus coffee breaks by providing funding and coordination time. 	<p>Number of informative emails sent to staff each year.</p> <ul style="list-style-type: none"> • Target: monthly between August and May. <p>Percentage of staff that participate in campus events.</p> <ul style="list-style-type: none"> • Target: 80%
<p>Objective: Provide leadership opportunities for staff.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Encourage leaders of strategic planning teams to expand membership to include a broader range of staff. • Follow Program Planning Council Terms of Reference to ensure full campus and department representation. 	<p>Percentage of College-wide teams that have representatives from each campus or department.</p> <ul style="list-style-type: none"> • Target: 90%

Goal: 2 - Students First – Made a Bold Promise to Students

Aligns with the following Government of Saskatchewan Goals:

- ✓ Accessible – offers qualified people the opportunity to attend.
- ✓ Responsive – meets the needs of students, communities and the economy.
- ✓ Sustainable – operates within available resources.
- ✓ Accountable – achieves expected outcomes and is transparent; and
- ✓ Quality - meets standards and builds public confidence in the programs and services provided. Saskatchewan provides the opportunity for people to build their careers and adapt to changing labour market conditions.
- ✓ Students succeed in post-secondary education.
- ✓ Meet the Post-Secondary education needs of the province.
- ✓ Saskatchewan’s post-secondary sector is accountable and sustainable.
- ✓ Employers have workers with the right skills, at the right time.

Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Identify and reduce institutional barriers to student recruitment, retention and employment.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Review policies and procedures on a rotating schedule for language that may negatively impact retention and recruitment. • Facilitate student focus groups to provide input on potential institutional barriers. • Administer student satisfaction surveys to all exiting students. • Utilize marketing practices that are reflective of the target audience. 	<ul style="list-style-type: none"> • Target: 25% of policies are reviewed on an annual rotating cycle. • Target: Identify 3 key strategies to address barriers identified in focus group feedback. • Target: 95% of students state a positive registration process and learning experience. • Target: 80% increase in social media and college website searches for program offerings. Baseline: 2018-19 data
<p>Objective: Ensure that program-planning council offers programs that are based on regional needs, and are delivered with quality, innovation, accessibility and student employability at the forefront.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Managers solicit staff and student feedback when developing program plans and augmenting support services. • Student feedback is considered in the program planning process. 	<ul style="list-style-type: none"> • Target: 90% of programs offered are reflective of data collected via student focus groups and exit surveys. • Target: 100% of program areas, and campuses are represented in focus groups, program planning council and leadership meetings.

Goal: 2 - Students First – Made a Bold Promise to Students	
Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Create consistency throughout all College programs and campuses in regard to staff and faculty accessibility, and procedures to ensure and enhance student retention.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Develop a strategy to increase student awareness of and comfort with college staff and faculty. • Identify classroom procedures that can be consistently delivered throughout the college that will enhance the student experience and overall satisfaction. 	<ul style="list-style-type: none"> • Target: 95% staff participation in the online staff photo directory available to students via the student portal. • Target: 85% participation rate in two campus-wide community building activities per year.
<p>Objective: Develop a consistent holistic approach to student support from very early inquiries to alumni support with an emphasis on increasing student satisfaction.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Identify and incorporate best practices for the holistic support of students. • Learner Services spearheads initiatives that support the holistic development of students. (i.e. nutrition program, wellness activities, personal development). • Develop data collection strategies to measure effectiveness of holistic practices. • All students are provided with an orientation program to assist with transition to school. 	<ul style="list-style-type: none"> • Target: Strategy team meets quarterly to identify two best practices for implementation and delivery. • Target: 90% of students state enhanced services benefit their learning experience. • Target: Calendar of campus activities updated annually. One wellness activity per month. • Target: 95% participation rate and 90% student satisfaction rate for the ABE student orientation conference and Rise and Shine Transition workshop for all students. • Target: 95% student satisfaction rate, on the exit survey, for the quality of learning experience at Cumberland College.

Goal: 2 - Students First – Made a Bold Promise to Students	
Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Increase and enhance students’ social networks and sense of community connections.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Develop a framework for a peer mentorship process for international students. • Provide opportunities for students to increase community connections that support their personal, career and academic goals. 	<ul style="list-style-type: none"> • Target: 97% of international students will have access to a peer mentor. • Target: 95% of international students report benefiting from peer mentorship program. • Target: 90% of students in the ESL program participate in monthly community connection and/or real life experiences activities. • Target: 75% of ABE students are connected to practical experiences based on career or employment plans and goals.
<p>Objective: Facilitate comfortable, memorable and relevant learning experience inside and outside the classroom.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Seek opportunities to utilize existing space to enhance facilities to create student access and comfort. • Conduct campus-wide student and alumni focus groups to gather feedback on memorable and relevant experiences to facilitate future planning. 	<ul style="list-style-type: none"> • Target: All campuses have a student study area and lounge space that is accessible during daytime and evening hours. • Target: 95% student satisfaction rate with the overall learning experience and 97% with the physical comfort of classroom.
<p>Objective: Increase opportunities for student engagement.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Create a community directory on the student portal listing service groups, sporting and arts groups and volunteer agencies. • Enhance student exit surveys to gather data on student satisfaction with opportunities for engagement. • Explore ways to increase student participation in on-campus and community activities. 	<ul style="list-style-type: none"> • Target: Directory updated annually via survey of staff, alumni and community partners. • Target: 90% of students report benefit from participating in community and campus activities. • Target: two campus-wide activities and 4 cultural events per year.

Goal: 2 - Students First – Made a Bold Promise to Students	
Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Create a comprehensive College plan to increase student retention and completion.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Research best practices on engagement and strategic enrollment management strategies to enhance the existing Strategic Enrollment Management Plan (SEM). 	<p>Number of graduates and completers from Institute Credit.</p> <ul style="list-style-type: none"> • Target: 80% • Baseline: 75% <p>Number of graduates and completers from Adult Basic Education.</p> <ul style="list-style-type: none"> • Target: 60% • Baseline: 55% <p>Number of graduates and completers from special projects.</p> <ul style="list-style-type: none"> • Target: 75% • Baseline: 71% <p>Numbers of international graduates and completers.</p> <ul style="list-style-type: none"> • Target: 10 • Baseline: 6 (2018-19)

Goal: 3 – Drive Innovation, Entrepreneurship, and Community Responsiveness

Aligns with the following Government of Saskatchewan Goals:

- ✓ Accessible – offers qualified people the opportunity to attend.
- ✓ Responsive – meets the needs of students, communities and the economy.
- ✓ Sustainable – operates within available resources.
- ✓ Accountable – achieves expected outcomes and is transparent; and
- ✓ Quality - meets standards and builds public confidence in the programs and services provided.
- ✓ Students succeed in post-secondary education.
- ✓ Meet the post-secondary needs of the province.
- ✓ Saskatchewan’s post-secondary sector is accountable and sustainable.
- ✓ Organizational excellence.
- ✓ Employers will have access to people with the right skills, at the right time.

Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Develop and nurture a culture that rewards risks and innovation.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Engage Leadership Council in the Enterprise Risk Management training. • Develop an Enterprise Risk Management Plan that meets the needs of the Cumberland College. • Implement the Enterprise Risk Management Plan to drive the college forward. 	<p>Percentage of Leadership Council members who have taken the Enterprise Risk Management training.</p> <ul style="list-style-type: none"> • Target: 100% ERM Plan developed. • Target: June 2020 ERM Plan implemented. • Target: 2020-21
<p>Objective: Build strategic alliances and partnerships.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Continue to build a partnership relationship with Lakeland College to offer the Business Diploma Program and explore additional opportunities. • Under the advisement of the Agricultural Advisory Committee, continue to explore a partnership with Lakeland College to offer the Agricultural Sciences Crop Technology Diploma Program. • Under the advisement of the First Nation and Métis Advisory Council (FNMAC), continue to work with First Nation and Métis communities to meet the communities’ program and service needs. • Seek out and stay abreast of opportunities to provide training for the Rio Tinto Star Diamond Mine Project. 	<p>Deliver Lakeland College’s Business Diploma Program.</p> <ul style="list-style-type: none"> • Target: Fall 2019 <p>Sign an agreement with Lakeland.</p> <ul style="list-style-type: none"> • Target: Spring 2020 <p>Number of FNMAC meetings per year.</p> <ul style="list-style-type: none"> • Target: 4 <p>Percentage of communities represented at the FNMAC.</p> <ul style="list-style-type: none"> • Target: 80% <p>Number of touch points with Star Diamond Mine Project.</p> <ul style="list-style-type: none"> • Target: 2 touch points

Goal: 3 – Drive Innovation, Entrepreneurship, and Community Responsiveness	
Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: In recognition of regional needs and strategic alliances and partnerships, provide Business and Industry training.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Offer the Lakeland College 2-year Business Diploma Program at Cumberland College. • Building on the partnership with Lakeland College to explore opportunities to offer the Crop Technology Diploma program. • Provide updates on Rio Tinto Star Diamond Mine training opportunities. 	<p>Number of students (international and domestic) enrolled in Business Diploma Program.</p> <ul style="list-style-type: none"> • Target: Enrolment 7 International, 7 Domestic • Target: Fall 2020 • Target: 2 times per year (program planning council, leadership council and board)
<p>Objective: Improve efficiencies and increase cost saving measures.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Continue to provide leadership provincially in moving the Sask. Polytechnic bookstore pilot project forward with other regional colleges. • Participate in partnership meetings specific to shared space agreements. • To explore efficiencies with the Parkland College and Cumberland College coalition. 	<p>Assist in the development and roll out to other regional colleges.</p> <ul style="list-style-type: none"> • Target: 3 additional regional colleges participate in 2019-20 <p>Number of partnership meetings per year.</p> <ul style="list-style-type: none"> • Target: 2 meetings per year <p>Collaboration at the executive level.</p> <ul style="list-style-type: none"> • Target: 3 meetings per year
<p>Objective: Transform programs to respond to learners, community needs, and the regional needs assessment.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Work with Strategy Team # 2 and Program Planning Council to determine the need for new programs. 	<p>Number of Program Planning Council meetings.</p> <ul style="list-style-type: none"> • Target: Meet 3 times between September to June

Goal: 3 – Drive Innovation, Entrepreneurship, and Community Responsiveness

Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Promote creativity, innovation and entrepreneurial activities on campus.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> Continue to explore opportunities with the Northeast Agriculture Research Foundation (NARF), through the Melfort Research Farm, for Student-Led initiative in the area of agriculture, in conjunction with the Agricultural Sciences programming. 	<p>Number of Agricultural Advisory Council Meetings.</p> <ul style="list-style-type: none"> Target: 3 per year <p>Number of meetings with NARF to discuss Student-Led Initiative in Agriculture.</p> <ul style="list-style-type: none"> Target: 3 per year Target: Fall 2020
<p>Objective: Undertake legislative lobbying, telling our Cumberland College story.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> Fall Presentation to the Ministry, presenting the Cumberland College story. 	<p>Deliver Fall Program Planning Presentation to Ministries of Advanced Education and Immigration and Career Training.</p> <ul style="list-style-type: none"> Target: Fall 2019

Goal: 4 – Leverage Resources to Ensure Smart Stewardship and a Truly Sustainable College

<p>Aligns with the following Government of Saskatchewan Goals:</p> <ul style="list-style-type: none"> ✓ Accessible – offers qualified people the opportunity to attend. ✓ Responsive – meets the needs of students, communities and the economy. ✓ Sustainable – operates within available resources. ✓ Accountable – achieves expected outcomes and is transparent; and ✓ Quality - meets standards and builds public confidence in the programs and services provided. ✓ Saskatchewan provides the opportunity for people to build their careers and adapt to changing labour market conditions. ✓ Organizational excellence. ✓ Saskatchewan’s post-secondary sector is accountable and sustainable. 	
Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Pursue new partnerships, as well as maintain and further develop existing partnerships.</p> <p>Key Action:</p> <ul style="list-style-type: none"> Explore ways to maintain and expand existing partnerships. 	<ul style="list-style-type: none"> Target: Two new partnerships or agreements with current partners during the 2019-20 academic year.

Goal: 4 – Leverage Resources to Ensure Smart Stewardship and a Truly Sustainable College

Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Streamline the proposal process.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Develop a list of priorities for funding to fit with the College's Business Plan. • Respond to calls for proposal and instill a culture of teamwork by receiving input from appropriate College staff. 	<ul style="list-style-type: none"> • Target: Annual funding priorities are determined by April 30, 2019.
<p>Objective: Increase College programming and revenue through proposals.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Investigate new sources of CFP's & funding opportunities based on pre-determined priorities. 	<ul style="list-style-type: none"> • Target: Three proposals approved and funding secured.
<p>Objective: Engage in fundraising activities to raise targeted funds for the College.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Determine one fundraising activity to pursue and deliver. 	<ul style="list-style-type: none"> • Target: Generate \$10K through a fundraising event/activity for student scholarships.
<p>Objective: Pursue opportunities to expand international student revenue.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Provide 2019-20 international enrollment targets to agent. 	<ul style="list-style-type: none"> • Target: 15 international students admitted to full-time Technical Programs.
<p>Objective: Maintain the existing level of scholarship funding.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Determine process to increase new donor support. • Plan fundraising event. 	<ul style="list-style-type: none"> • Target: Continue to approach local businesses and organizations, as well as foundations to maintain 2018-19 scholarship levels. • Target: Plan scholarship fundraiser as outlined above.
<p>Objective: Improve efficiencies by streamlining the internal processes with an efficiency lens.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Examine the opportunities for further streamlining College file management systems. • Identify processes within the College that can be streamlined for efficiency. 	<ul style="list-style-type: none"> • Target: Completion of file matrix by December 2019. • Target: Identify, review, and streamline one process to improve efficiency by June 2020.

Goal: 4 – Leverage Resources to Ensure Smart Stewardship and a Truly Sustainable College	
Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Explore provincial purchasing and tendering opportunities.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Work with other Colleges and Sask Polytechnic to roll-out bookstore pilot. • Determine feasibility of in-campus digital signage paid for by advertising/sponsorship. 	<ul style="list-style-type: none"> • Target: 3 additional regional colleges participate in 2019-20. • Target: Complete analysis by December 2019.

Goal: 5 – Lead the Conversation around Inclusion	
<p>Aligns with the following Government of Saskatchewan Goals:</p> <ul style="list-style-type: none"> ✓ Accessible – offers qualified people the opportunity to attend. ✓ Responsive – meets the needs of students, communities and the economy. ✓ Sustainable – operates within available resources. ✓ Accountable – achieves expected outcomes and is transparent; and ✓ Quality - meets standards and builds public confidence in the programs and services provided. ✓ Saskatchewan provides the opportunity for people to build their careers and adapt to changing labour market conditions. ✓ Students succeed in post-secondary education. ✓ Meet the post-secondary education needs of the province ✓ Saskatchewan’s post-secondary sector is accountable and sustainable. 	
Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Build capacity to support equitable, diverse, and inclusive organizational culture.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Build institutional capacity and culture to recruit diverse students and support their success. • Build institutional capacity and culture to recruit diverse staff and support their success. • Build institutional capacity and culture to integrate equity, diversity and inclusion considerations in research, teaching, and learning. 	<p>Percentage of staff that attend the fall all staff meeting key note presentation on the FN and Métis Lifelong Learning Models.</p> <ul style="list-style-type: none"> • Target: 95% Baseline: 2017-18 • Target: Increase Indigenous student participation by 2% for Univ. & Tech. programs. Baseline: 2017-18 • Target: Increase self-identified Indigenous staff by 1 % annually thereafter. • Target: Hold 4 Elders in Residence and 1 international lunch and learns per year.

Goal: 5 – Lead the Conversation around Inclusion	
Objectives & Key Actions	Cumberland College Key Performance Measure
<p>Objective: Increased availability of results from equity, diversity and inclusion initiatives to inform College practices and policy development.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Develop/Adopt Inclusive Excellence Principles and have Cumberland College, on an annual basis, re-affirm its commitment to the Inclusive Excellence Principles. 	<p>Development/Adoption of Inclusive Excellence Principles.</p> <ul style="list-style-type: none"> • Target: December 2019
<p>Objective: Increased engagement in policy conversations to provide thought leadership on equity, diversity and inclusion.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Position higher education experts/knowledge keepers as thought leaders in Cumberland College regional and provincial conversations on equity, diversity and inclusion. • Raise awareness among government, private and community sector stakeholders of Inclusive Excellence Principles and collaborate on activities to implement them. • Recognize successful higher education leaders and traditional knowledge keepers. 	<p>Number of equity, diversity and inclusive presentations made to Cumberland College staff and students each year, promoting Inclusive Excellence Principles.</p> <ul style="list-style-type: none"> • Target: 2 <p>Sharing of Inclusive Excellence Principles with Cumberland College Leadership Council.</p> <ul style="list-style-type: none"> • Target: November 2019
<p>Objective: Increase regional and provincial support to advance equity, diversity and inclusion at Cumberland College, Saskatchewan regional colleges and institutes.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Promote investments in the K-12 system, in learner supports, mobility and work integrated learning opportunities, scholarships, research grants, and programming to enhance and scale-up progress in achieving Inclusive Excellence at Cumberland College. 	<p>Advocate for increased government support to advance equity, diversity and inclusion at Cumberland College.</p> <ul style="list-style-type: none"> • Target: Ongoing

2019-20 grant funding for the Elder-in-Residence program [outlined in Strategic Directive 5: Lead the Conversation around Inclusion (LCAI)] generously provided by the National Indian Brotherhood Grant and the New Horizons Senior Grant.

B. Strategic Initiatives

Strategic Plan

Cumberland College is in year three of its 2017-2022 Strategic Plan. The five strategic directions are as follows:

- Offer a signature staff experience;
- Place students first and make a bold promise to students;
- Drive innovation, entrepreneurship, and community responsiveness;
- Leverage resources to ensure smart stewardship and a truly sustainable college; and;
- Lead the conversation around inclusion.

Integrated into the Cumberland College Strategic Plan are a number of tactical initiatives developed by the First Nation and Métis Advisory Council (FNMAC). Cumberland College's Strategic Team and team leaders oversee each of these areas and help to implement the Strategic Plan. Each of Cumberland College's five strategic directions are described below, inclusive of the strategic initiatives undertaken for each strategic direction.

Strategic Directive # 1 — Offer a Signature Staff Experience

Cumberland College recognizes that motivated and engaged employees are our greatest asset and as professionals, are part of the larger professional learning community. Engaged staff are more loyal; they deliver greater levels of service and innovation; they drive us forward. Through its shared leadership model, Cumberland College staff are involved and engaged in College decision-making and activities. Cumberland College promotes professional learning communities assigning greater value to professional development and growth, desiring leaders who will coach and inspire. Passionate about the health and well-being of our employees, Cumberland College continues to invest in wellness strategies encouraging staff to challenge themselves and focus on personal growth. By adjusting the culture of Cumberland College to prioritize the experience of our staff, Cumberland College works to attract and retain valuable top-level staff and increase productivity, student ratings, profitability and more. Specifically, under the *Offer a Signature Staff Experience Strategic Direction*, the College will:

- ✓ Put an emphasis on open communication;
- ✓ Provide a safe and healthy work environment;
- ✓ Promote work-life balance;
- ✓ Recognize staff contributions;
- ✓ Provide training and development opportunities.

Outcome: Provide a positive employee experience in a safe, engaging and fulfilling work environment.

Timeframe: 2019-20 through to 2022

Funding Sources: Existing program and operating dollars.

Cost Implications: Successful initiatives dependent upon sustainable funding and continued support from the government.

Strategic Directive # 2 – Students First—Make a Bold Promise to Students

In putting students first, Cumberland College is investing in holistic student development by recognizing and building on the students' search for purpose in life, intellectually, spiritually, physically and emotionally. With a Students First focus, Cumberland College continues to rethink our approach to teaching and advising the increasingly diverse learners of today; our goal is to prepare students to become ethically responsible and active contributors to society, critical thinkers and professionals. By putting students first, the *Students First—Make a Bold Promise to Students* Strategic Direction will promote holistic student development by:

- ✓ Increasing understanding of 21st century adult/post-secondary learners;
- ✓ Establishing the role of faculty in defining culture;
- ✓ Implementing curriculum that meets the needs of learners in our region;
- ✓ Planning and promoting extra-curricular involvement;
- ✓ Fostering relationships with on-campus and off-campus communities;
- ✓ Advocating on behalf of our students and communities;
- ✓ Continuing Cumberland College's commitment to Strategic Enrolment Management.

Outcomes: Create a college environment that effectively supports the learning and development of students.

Timeframe: 2019-20 through to 2022

Funding Sources: Existing program and operating dollars, partnerships and grants.

Cost Implications: Successful initiatives dependent upon sustainable funding, partnerships, and continued support from the government.

Strategic Directive # 3 – Drive Innovation Entrepreneurship and Community Responsiveness

Cumberland College staff share a commitment to the mission and values of the College, and are encouraged to try new and innovative ideas and actions to meet their objectives. Our staff has a sense of purpose. Our staff members are proud of Cumberland's traditions and are open to new and innovative ideas and programming. In today's environment of declining public resources and demand to *do more with less*, Cumberland College recognizes the importance of becoming even more entrepreneurial in its program and business planning. Becoming more entrepreneurial means that Cumberland College will continue to offer high quality programs and services, noting that the best colleges are those that are the most innovative, flexible, and adaptive. The *Drive Innovation Entrepreneurship and Community Responsiveness* Strategy Team works towards expanding the capacities of Cumberland College. It is important that Cumberland College's activities are compatible with and contribute to its mission and values. Specifically, for the *Drive, Innovation, Entrepreneurship and Community Responsiveness* Strategic Direction, the College will:

- ✓ Develop and nurture a culture that rewards risk and innovation;
- ✓ Build strategic alliances and partnerships;
- ✓ Provide business and industry training;
- ✓ Improve efficiencies and increase cost saving measures;
- ✓ Transform programs to respond to learners, community needs and the regional needs assessment;
- ✓ Promote creativity, innovation and entrepreneurial activities on campus;
- ✓ Undertake legislative lobbying, telling our story;
- ✓ Pursuing existing and new diverse and valuable educational partnerships.

Outcomes: Develop entrepreneurial spirit, creativity and innovation at Cumberland College.

Timeframe: 2019-20 through to 2022

Funding Sources: Existing program and operating dollars, fundraising, sponsorships and donor support.

Cost Implications: Successful initiatives are dependent on student interest, sustainable funding, and feasible partnership contributions.

Strategic Directive # 4 – Leveraging Resources to Ensure Smart Stewardship and a Truly Sustainable College

Cumberland College continues to leverage resources ensuring the College continues to offer high-quality programs and services (human and financial) to the communities it serves. In its efforts to become a sustainable college, Cumberland College continues to seek out new resources through partnerships and opportunities (fundraising, grant-writing and scholarships) and will continue to introduce fiscally responsible programming. Additionally, Cumberland College will develop innovative strategies to invest in research, consultation, and human resources to ensure the college has the most up-to-date technology possible. The *Leveraging Resources to Ensure Smart Stewardship Direction* will:

- ✓ Pursue new partnerships as well as maintain and further develop existing partnerships;
- ✓ Streamline the proposal process;
- ✓ Enhance college programming and revenue through proposals;
- ✓ Recruit international students;
- ✓ Maintain the existing level of scholarship funding;
- ✓ Fundraise and friend raise, recognizing the importance of fundraising and seeking out potential donors;
- ✓ Continue to streamline internal processes with an efficiency lens; and
- ✓ Continue to explore provincial purchasing and tendering opportunities.

Outcomes: Seek out new resources through partnerships and opportunities (fundraising, grant-writing, scholarships) and continue to introduce fiscally responsible programs and services.

Timeframe: 2019-20 through to 2022

Funding Sources: Existing program and operating dollars, fundraising, sponsorships, donor support and successful proposal submission.

Cost Implications: Successful initiatives dependent upon sustainable funding and partnership contribution.

Strategic Directive # 5 – Leading the Conversation around Inclusion

Recognized for its strong leadership, with the support of both internal and external stakeholders, Cumberland College will continue to facilitate a culture change needed to achieve inclusive excellence. This means continuing with the College's *Indigenizing the College* initiatives under the advisement of the Elder-in-Residence Program and the First Nations Métis Advisory Council, understanding the issues of inclusion as they relate to other stakeholder groups including newcomers and persons with disabilities, and being aware of, and responsive to, community needs (both internal and external). As such, Cumberland College is committed to supporting staff members' ongoing efforts to create equitable, diverse and inclusive campuses. Additionally, Cumberland College continues to collaborate with Saskatchewan regional colleges and institutes, stakeholders from the provincial government, private and community sectors to:

- ✓ Build capacity to support an equitable, diverse and inclusive organizational culture;
- ✓ Build capacity and culture to recruit diverse students, staff, faculty and administrators, and support their success;
- ✓ Build capacity and culture to integrate equity, diversity and inclusion considerations in research, teaching and learning;
- ✓ Increase availability of results from equity, diversity and inclusion initiatives to inform college practices and policy development;
- ✓ Increase engagement in policy conversations to provide thought leadership on equity, diversity and inclusion;
- ✓ Increase regional and provincial support to advance equity, diversity and inclusion at Cumberland College as well as colleges and institutes throughout Saskatchewan;
- ✓ Foster the replication and scaling-up of best practices.

Outcomes: Increased capacity at Cumberland College to integrate equity, diversity and inclusion in our teaching, research and governance.

Timeframe: 2019-20 through to 2022

Funding Sources: Existing program and operating dollars, grants and successful proposal submissions.

Cost Implications: Successful initiatives (Elder-in-Residence program and 4 major events, Indigenous engagement activities, International mentorship program) will depend upon sustainable funding, partnership contributions and increased support from the government.

C. Collaborative Planning

Over the 2019-20 to 2021-22 three-year period, Cumberland College will continue to work with other colleges on collaborative initiatives to support system-wide priorities and realize efficiencies. In particular, the shared leadership coalition with Parkland College will see efficiencies with governance, guided by shared Board members, and the hiring of one CEO/President to oversee the operations of both Colleges.

The Task Force on Regional College Efficiencies reinforced the direction the provincial Senior Academic Officer (SAO), Senior Business Officer (SBO) and Human Resources (HR) Committees have been actively pursuing and provided specific direction for the collective Colleges to work together, streamline operations, and realize efficiencies in the following areas:

- Pursuit of group purchasing options and improved pricing for vehicles, information technology, insurance, services and supplies. The provincial collaboration on actuarial services for estimating College sick leave liability to meeting accounting standards is one example.
- Human Resource Committee membership's role in bargaining, ensuring consistency in HR practices, Collective Agreement interpretation and application, and supporting other Colleges in investigations, labour relations issues, and policy development.
- System-wide collaboration through Sector Planning Committee to ensure that program delivery is aligned with both regional and provincial labour market demand across the province. The delivery of the University of Regina (U of R) Social Work program to seven locations at four Colleges (Cumberland, Parkland, Northlands, and North West) is a prime example of working together.
- Continue with the collaboration between Colleges in negotiating English as a Second Language (ESL) federal and provincial funding agreements and sharing of best practices and methodologies to provide services to the increasing number of newcomers across the province.

Limited financial and human resources across the system are further necessitating the need to work collaboratively. Collaboration has been and will continue to be a key theme at provincial meetings as Colleges work together to achieve efficiencies and reduce the duplication of services.

D. Programming

Program Categories	2018-19 Budget			2018-19 Forecast			2019-20 Budget			2020-21 Estimate		
	CAP	HC	FLE	CAP	HC	FLE	CAP	HC	FLE	CAP	HC	FLE
Skills Training												
Sask Polytech	168	168	102.6	252	233	122.8	201	201	128.2	186	186	141.1
Total Institute Credit	168	168	102.6	252	233	122.8	201	201	128.2	186	186	141.1
Industry Credit												
Industry Credit	288	288	8.0	470	453	5.2	282	282	8.3	282	282	8.3
Non Credit												
Industry Non Credit	40	40	1.2	41	41	1.6	5	5	0	5	5	0
Community Individual Non Credit	12	12	0.2	1	1	0.1	30	30	0.1	30	30	1
Total Non-credit	52	52	1.4	42	42	1.7	35	35	0.1	35	35	1.0
Total Skills Training	508	508	112.0	764	728	129.7	518	518	136.6	503	503	150.4
Adult Basic Education												
ABE Credit												
Level 4	103	103	73	103	125	80.0	116	157	106.5	91	123	87.4
Level 3	35	35	25	35	72	39.4	59	80	46.3	41	55	39.4
Total ABE Credit	138	138	98.0	138	197	119.4	175	237	152.8	132	178	126.8
ABE Non Credit												
Employability/Life Skills	34	34	6.6	46	46	7.4	40	40	9.1	40	40	11.0
English Language Skills	30	30	3.3	56	56	15.2	40	40	5.8	43.0	43	6.4
General Academic Studies	111	111	62.8	111	116	56.0	107	124	48.4	100	114.8	41.6
Total ABE Non-Credit	175	175	72.7	213	218	78.6	187	204	63.3	183	198	59.0
Total Adult Basic Education	313	313	170.7	351	415	198.0	362	441	216.1	315	376	185.8
University												
University Credit	95	95	60	113	113	50.7	104	104	77.4	104	104	77.4
Total	916	916	342.7	1228	1256	378.4	984	1063	430.1	922	983	413.6

Meeting the Learning Needs of the Region

Cumberland College creates an annual Regional Needs Assessment report which includes both regional and provincial forecasted employment outlooks. This is sourced from government, industry, and professional associations as well as through contact with Indigenous groups, employers, Saskatchewan Health Authority, municipal officials, and school divisions. This ensures that Cumberland College actively meets the employment needs of various groups, industries and communities in the province, and, specifically, in our college's region.

In March 2019, the Government of Saskatchewan's Labour Market Information Unit, Ministry of the Immigration and Career Training prepared a report entitled, *Labour Market Information for Cumberland Regional College*. This report was derived from Sask. Jobs regional information from the 2018 year. 2,629 jobs were posted in 2018 for the Cumberland College region, accounting for 3% of the provincial total. In 2018, job vacancies were up by 6% (+140 vacancies)

from 2017. Provincially, job vacancies were down 0.2% over the same period. Obvious opportunity exists in our region.

The following statistics from this report were used in the College programming and services planning process:

- 53% of job vacancies were lower-skilled, the majority of them typically require grade 12 completion and/or occupation-specific training.
- 27% of job vacancies required a postsecondary certificate, diploma or apprenticeship training.
- Hiring demand was concentrated in sales and service; trades, transport and equipment operators; and health occupations –accounting for 58% of the region’s total job vacancies.
- Occupational groups most impacted by weaker demand (i.e., fewer job vacancies compared to 2017) were art, culture, recreation and sport (-71%; -43 vacancies), management (-24%; -39 vacancies) and manufacturing and utilities (-14%; -7 vacancies) occupations.
- Occupational groups with the largest percentage increase in job vacancies were natural and applied sciences (+43%; +22 vacancies), health (+23%; +68 vacancies) and education, law and social, community and government services (+23%; +57 vacancies) occupations.

Fundamentally, our regional job postings by skill level requirements have followed proportionally with a similar trend to the provincial postings in 2018.

The Saskatchewan Industry Labour Market Demand Outlook, 2017-2021 (Fall 2017) was also used in our 2019 planning process.

The following information was considered:

- An estimated 93, 800 job openings are forecasted for Saskatchewan over the five-year period, 2017-2021.
- Post-secondary certificate, diploma or apprenticeship training is projected to be up to 31% for 2017-21, an average increase of 4% from 2017. Demand for post-secondary certificate, diploma, or apprenticeship training has increased during this forecast period.
- Three occupational groups – sales and service, business, finance and administration; and trades, transport and equipment operators – together account for 60 per cent of job openings over these five years. Another 30 percent of future job openings in education, law, social community and government, natural resources, agriculture and health.
- Most occupational groups have a larger proportion of higher-skilled job openings. A larger portion of lower-skilled job openings are for occupations in sales and service (59%) and manufacturing and utilities (55%).
- All 16 major sectors are expected to have the following job openings over the 2017-2021 forecast:
 - Health care and social assistance - 12, 600
 - Agriculture - 9,600
 - Forestry, fishing, mining, oil and gas - 2,200
 - Construction - 6,300

- Utilities – 1,600
- Manufacturing – 4,600
- Trade (wholesale and retail) – 5,400
- Transportation and Warehousing – 5,400
- Finance, insurance, real estate and leasing – 5,800
- Education Services – 5,900
- Accommodation and Food Services – 7,700
- Public Administration – 3,700
- Professional Scientific and Technical Services – 5,100
- Business, Building and other Support Services – 2,100
- Information, Culture and Recreation – 3,400
- Other Services – 4,800

BuildForce Canada – Construction and Maintenance – Saskatchewan Highlights 2018-2021 report was an additional source considered.

- Saskatchewan’s construction industry’s employment levels stabilized in 2017. In the 34 direct trades and occupations monitored by BuildForce Canada, total industry employment is now 44, 6000 job openings.
- Over the coming decade, 9,300 workers are expected to retire and, based on historical trends, Saskatchewan’s construction industry should be able to draw 10, 000 of the required replacement workers from an anticipated pool of locally available new entrant workers. Overall employment rates are expected to only increase by 1,300 jobs over the decade.
- While construction investment is expected to slow, overall employment levels remain well above the historical levels with the construction industry in the midst of a transition from a market dominated by large engineering projects to one characterized by long-term residential and ICI building construction required to meet the demands of a young and growing population.
- Meeting future demand requirements will likely be made more difficult due to an aging construction work force and the need to replace a large percentage of these workers.

Cumberland College has used the 16 major sectors from the *Saskatchewan Industry Labor Demand Outlook, 2017-2021 The Ministry of Immigration and Career Training* report to identify categories for program offerings.

All of the above information and locally collected feedback from partners strongly indicates that Cumberland College is offering Technical Programs that relate soundly to both regional and provincial needs. The Technical programs forecasted in Cumberland College’s five-year plan (STA- 2018-2023) reflect this. Serving the needs of the northeast region of Saskatchewan, Cumberland College continues to provide educational and training programs, contributing to the overall economic growth and retention of youth in rural Saskatchewan. Additionally, Cumberland College continues to explore new and unique programming for our region in order to meet the demands of an ever-changing economy.

In 2018 the Ministry asked for the addition of a “Plan B” as a contingency plan to Technical program planning. Cumberland College’s current “Plan B” offerings include: Food Service Cook, Food and Beverage Service, Production Line Welding, Agricultural Pesticide Applicator, Water

and Wastewater Technician (part-time), Building Systems Technician (part-time), and Continuing Care Assistant (part-time).

Industry requires workers to take various levels and types of safety training on a regular basis. To meet this need, Cumberland College will continue to offer a variety of safety courses throughout the region through Continuing Education. During regular meetings with employers, the need for programming in business and technology is assessed, and Cumberland College offers courses, as required, to serve that demand. To meet the demand for professional development in the areas of leadership and management, Cumberland College will continue to deliver professional certificate programs in these areas.

Through Strategic Directive #5: Lead the Conversation Around Inclusion, Cumberland College is committed to its *Indigenizing the College* initiatives and, continues to offer employment and training opportunities (off and on-reserve) that align with Indigenous economic development plans and the northeast region, as a whole. Entering into its fifth year of Indigenizing the College, Cumberland College continues to seek private and public funding to support the College's Elder-in-Residence initiative and work-ready programs. Cumberland College continues to strive to model an inclusive and safe learning environment for all of its students.

In order to meet the need for an educated workforce, Cumberland College will offer programming in Adult Basic Education (both at main campuses and on-reserve), business, health and skilled trades as well as several university options.

There is a strong need for Adult Basic Education (ABE) in the northeast area of Saskatchewan, particularly among Indigenous residents. Since 81% of our ABE students are Indigenous, Cumberland College addresses this important need for high school completion by offering levels of ABE programming at three main campuses (Melfort, Nipawin and Tisdale) and with five Indigenous communities.

The North East School Division (NESD) expects a high demand for teachers over the next 10 years due to a variety of factors, including superannuation and employee turnover. As a result, Cumberland College will offer year three of a second cohort of the Bachelor of Education (B.Ed.) program starting in September 2019.

In 2018, Cumberland College offered an innovative new Indigenous program in partnership with First Nations University of Canada (FNUC) in Regina and Eastside LIMB in Nipawin. The 2018 offering of the Indigenous Access Transition Education Certificate (IATEC) proved highly successful resulting in a second full time offering planned for the fall of 2019.

To meet the continuing need for local learners, Cumberland College remains committed to offering a full slate of University courses through a variety of options including: face-to-face, televised, online, and videoconferencing. Furthermore, Cumberland College is an exam-writing hub for a number of institutions and institutes.

The Department of Learner Services is critical to student retention, engagement and success at Cumberland College. The College has a diverse student body of adult learners who have varying motivations and learning needs; Learner Services is involved in all levels and phases of program recruitment and delivery, playing an integral role in providing programs that are responsive, learner-centered, learning focused, collaborative, accessible, and engaging. Learner Services

advisors and community outreach workers collaborate with students and staff to create a campus community that addresses the academic and career goals of each student.

During the 2019-20 program year, Learner Services will continue to facilitate programming and services that create opportunities to link students and project participants to the labour market and further post-secondary training options.

The Program Plans for ABE, Skills Training, ESL, and University are presented in the charts in Appendices B through E. These charts reflect planned programs as well as potential programs that require additional funding. For some of these programs, funding is pending proposal approval. In the interim, the College will strive to secure additional funds through partnerships and funding proposals to address the needs that have not received adequate financial commitment.

Additional programming needs and the College's plans in addressing those needs are identified below:

Skills Training

- Apprenticeship training is currently offered through Level 1 training, Applied Certificates, as well as trades-specific upgrading. The College will offer, Carpentry and Industrial Mechanics Certificates. The College will continue to work with Indigenous leaders to make training available to Indigenous clients in the region. We continue to lobby Saskatchewan Apprenticeship for the ability to deliver more than Level 1 training in rural Saskatchewan.
- When possible, the College will access the Provincial Training Allowance (PTA) to ensure equitable opportunities to Skills Training for eligible participants.
- Work continues with employers to leverage additional supports to make the best use of our Skills Training Allocation; this will include in-kind contributions, partnerships, and shared expertise.
- We continue to implement Technology Enhanced Learning opportunities in all Skills Training Programs. Best practice summaries are developed and placed for access on the College's shared drive.
- The College will work with employers to access the Canada/Saskatchewan Jobs Grant for employees.
- The Practical Nursing Diploma Program had another intake beginning in February of 2019. This program will continue until December of 2021.
- Once again, the College will offer the Primary Care Paramedic program to assist the industry in meeting health needs in rural Saskatchewan. Cumberland College has also expressed a strong interest in making the Primary Care Paramedic program part of its regular programming.
- Continuing Care Assistant will be offered on a full-time basis in Melfort plus two part-time programs in an effort to assist the health region with their employment shortage.
- Early Childhood Education (ECE) programs will continue to be offered throughout the

region in an effort to assist local daycares with their employment needs. Level I ECE will be offered on a part-time basis with programs in Melfort and Nipawin, and Level II will be delivered in Tisdale as a part-time program.

- Year Two of the part-time Youth Care Worker Certificate will be offered at the Nipawin Campus. Many of the students are employees of Nechapanuk Child and Family Services who need the credential as a requirement of employment.
- Tourism, Hospitality, and Customer Service Training may be addressed by offering the Food and Beverage Service and Food Service Cook Applied Certificates.
- Through enhanced distance learning services, clients will have access to many distance delivery opportunities.
- Increased part-time credit programming will assist learners in the region to complete certification.
- The College will work with Rural Service Specialists from the Ministry of Agriculture to plan additional programming to meet the needs of the Agriculture sector. Additionally, the Cumberland College Agricultural Advisory Council actively supports the exploration of agricultural programming in the region.
- The College's three-year program planning process has been very positive. It assists learners in longer-term planning for future programming available in the region.
- The College continues to improve our Strategic Enrollment Management (SEM) initiatives to assist students with all aspects of the enrollment process. This includes updating rollout processes as well as new initiatives from application to employment.

Opportunities and Challenges:

- The College will participate in the Provincial Sector Planning Committee.
- The Practical Nursing program continues to be in high demand throughout the region; the number of applicants continues to exceed the number of seats available.
- There is a high demand for the Primary Care Paramedic program in the region; the College is currently attempting to manage a significant waitlist through additional programming.
- Forty-six percent of the job opportunities in the region require some post-secondary education.
- There is a large youth population in the region that requires Skills Training opportunities. Preparation for Skills Training for these individuals often includes Adult Basic Education (ABE).
- Program staff (in consultation with Saskatchewan Polytechnic) will assist learners and employers to develop individualized learning plans using Prior Learning Assessment & Recognition (PLAR).
- Students' mental health issues pose significant challenges for the College's instructors

and support staff.

- There is a noticeable increase in Skills Training students who present with multiple barriers such as mental health issues, learning disabilities, and access to community services. This creates an increased workload and significant challenges for college support staff and Instructors.
- Few social assistance recipients (SARs) are taking full-time technical training due to their financial status. Many SARs will not consider a student loan; a major issue for them is the fear that they will not have the resources to repay the loan (any default on a student loan makes them ineligible to re-apply for any assistance).
- The educational level and abilities of many individuals in the region often excludes clients from entrance into, or success in, Skills Training programs. This is especially evident in programs with a focus on areas of math and science. Additional funding for upfront bridging programming would be beneficial.
- Due to changes in the entrance requirements of some programs, students may enter these programs without the skills necessary for success.
- Recruitment, retention, and employability of students are of concern provincially. The College's Strategic Plan focuses on these areas.

Industry Credit/Non-Credit Skills Training

- Industry Credit/Non-Credit Skills Training is offered through Cumberland College's Continuing Studies Department and is dependent upon the needs of business, industry, and the general public.
- The College will offer computer skills training, general interest courses, agricultural workshops, and professional development workshops as determined by community need.
- The College will continue to offer a variety of safety courses required by workers to access and maintain employment.

Opportunities and Challenges:

- Small and medium-sized businesses recognize the need for staff development and training but have limited budgets to invest in human resource training.
- The College will concentrate its efforts by providing links to employment to business, industry, and Indigenous groups.
- Demand for First Aid/CPR training (as well as recertification every 3 years) creates an ongoing rotation of training.
- Demand for Truck Driver Training remains high in the region.

University/Distance Delivery

- Currently, Cumberland College offers a wide array of first- and upper-year University courses available through the University of Saskatchewan (U of S) and the University of Regina (U of R).
- The College strives to offer as many University courses as possible to complete the first full-year of numerous degree programs.
- The College will continue to deliver 12 University of Saskatchewan face-to-face classes offered in Melfort, with nine of those classes being available via videoconference to the Nipawin and Tisdale campuses.
- The College will continue to partner with the University of Regina to offer Year 3 of the Bachelor of Elementary Education program in Melfort.
- A second full-time offering of the Indigenous Access Transition Education Certificate (IATEC) from First Nations University will be delivered at the Nipawin Campus.
- Cumberland College will continue partnering with Parkland College, Northlands College, and Northwest College to provide access to U of R Social Work courses, and will explore co-delivery of additional university courses.

Opportunities and Challenges

- The College will continue to explore the possibility of offering different certificates/certifications required for University preparation and professional development.
- The College utilizes a blended distance-delivery system (including video conferencing) to offer University courses throughout the region. The increase in technology-enhanced and blended University courses increases the need for local on-site support from site attendants, tutors, advisors, and IT assistants, as these services are integral to learner success.
- In recent years, the demand for additional student supports, such as tutoring and learning accommodations, has increased dramatically.
- The College plans to continue partnering with other provincial post-secondary institutions on joint marketing activities.

Adult Basic Education

- Adult Basic Education strives to meet two needs of learners, working towards a transition to employment and furthering academic studies and skills to allow for successful entry into post-secondary programming, with the eventual goal of enhanced career opportunities and employment.

- ABE addresses employability skills and transitions at all levels of ABE, with existing curriculums (Life Work Studies 10, Communications 10, and Life Transitions 30) and through learner experiences created in partnerships with the Learner Services team. Our ABE teams are also working to have all students create accounts and resumes in the National Job Bank registry.
- The accessibility of ABE is important and Cumberland College maintains accessibility by offering programs throughout the region. In 2019-2020 Cumberland College will offer programming at our three main campuses, as well as at five First Nation communities within our region.
- In response to long waitlists for the Melfort Level 4 program and due to the creation of additional classrooms, a second Level 4 program will run in Melfort in the Fall of 2019. We have traditionally had as many as 17 students on a waitlist for Grade 12 programming in Melfort.
- Cumberland College will pilot a dual credit ECE Level 1 program as part of the ABE Level 4 program in Tisdale. This dual credit program increases the accessibility of employment ready training for ABE learners, who will be qualified for enhanced employment upon completion of their Adult 12. The program is also responsive to the needs of the region, as access to trained Level 1 ECE workers remains an industry request. The brokerage costs of the program and the one time purchase of student textbooks allows for this to be a sustainable program into the future.
- ABE instructors are all Saskatchewan Professional Teachers Regulatory Board (SPTRB) certified, monitored yearly and required to submit course outlines and year plans, ensuring the quality of instruction. ABE learners write departmental exams ensuring that learners are all able to compete at the same level as provincial high school graduates. ABE programming is accountable to the learners to provide quality instruction and resources. Graduating qualified learners, who have met a provincial standard, also ensures accountability to future employers and other stakeholders.
- ABE works closely with Learner Services to provide opportunities for learners to not only increase direct employment related opportunities, but also provide opportunities for learners to increase their community engagement activities. Learners who work with other community volunteers and organizations demonstrate their own skills and abilities to potential references and to potential employers. This is a great opportunity for learners to represent themselves well in the community, increasing their self-esteem and self-efficacy, and the esteem of ABE learners as a group in the eyes of many community members.
- Cumberland College partners with the First Nation communities in our region to support learners in a holistic manner, with the engagement of the ABE and Learner Services team on each campus and at each off-campus classroom.

- Melfort and Tisdale campuses offered Level 2 programming as a cohort in 2018-19 and this programming was a success both anecdotally and statistically. The semester long program allowed for increased learner academic success and increased learner self-efficacy, by improving their initial success. We will continue to offer programming at this level to meet learner needs and build capacity.
- A welcome and orientation student conference brought learners from all campuses and off-campus programs together to learn about ABE programming and expectations. 93% of learners identified that the conference attended in the fall of 2018 was beneficial to them and 87% identified that it should be hosted yearly. We will look to be responsive to the requests of learners to include more information on career planning and study skills.

Opportunities and Challenges

- Continuing to offer the Ministry of Education Math 10 programs at the ABE 10 level allows learners to move more seamlessly into apprenticeship and Adult 12 programs. Apprenticeship Saskatchewan does not recognize the current ABE Level 3 math and learners are required to pass an accuplacer, an additional stressor to learner success.
- In house Professional Learning Communities will continue to meet regularly to provide opportunities for instructors to network and share best practices for learners across campuses and levels. Instructors share and develop a framework for improved learner success.
- Updated and evolving orientation materials help to alleviate learner stress by providing information up front to learners about programming, daily scheduling, and College staffing. Research indicates that coming to school is very stressful for new learners and possessing additional information before they arrive can alleviate that stress significantly. We continue to work on this as part of our College-wide Strategic Plans. Our Outreach Workers' work in this area has also proved very successful in transitioning applicants into programming. This new initiative is proving to be successful and invaluable to our intake and assessment process.
- Our continued partnerships with our local School Divisions is imperative, as their additional funding allows us to provide supports to learners through our Learner Services department. ABE learners rely heavily on the support provided by Advisors for career counselling, crisis management, as an advocate and a liaison to community programming, such as addictions counselling, mental health programming and support connections, and a link to local accessible housing and childcare.
- Continuing with the success of the student conference held in the fall of 2019, a student conference will be held in the fall as a method of providing student supports. Learners are brought together to receive information and education on a variety of topics, such as available regional mental health supports, financial literacy, lateral violence, healthy lifestyle choices, physical and mental wellness, work/life balance, study skills, test anxiety, addictions, family literacy, social media and digital footprints, student rights and

responsibilities, and more. Bringing students to one place allows us to maximize our in-house and regional resources by having presentations all in one place for all learners.

- Addressing low-level literacy has been an ongoing issue for the College, particularly in some of our more isolated Indigenous communities. We will continue part-time literacy programming to build capacity for level 2 programming. ABE learners struggle with multiple barriers. Learners increasingly identify as suffering from mental health issues; anxiety and addictions issues are commonplace in ABE classrooms.
- A PTA policy that addresses only attendance and not student success creates additional barriers for learners. During prolonged periods of extreme cold, flu seasons that can run through a house of 5-8 people, and on-going struggles to find and maintain reliable transportation, learners often end up withdrawing in order to be able to access Social Welfare programs to ensure that their families will be able to pay the rent, power and heat for the coming months. We can create outreach programs and work with students to maintain contact and support academic success, but passing does not allow for PTA, only attendance does.
- The diverse needs of learners makes responsiveness difficult. Learners who require ABE to increase their academics for an opportunity to enter post-secondary programs that will lead to careers and financial stability for themselves and their families in the future, have very different needs than learners who need to complete a Grade 12 in order to access employment. Providing programming that meets the needs of all learners in our rural communities can be challenging.
- Maintaining regional delivery of additional Math and Science courses and providing the necessary scaffolding skills by offering pre-requisite courses requires additional staffing, space and learner supports. Staffing the position can be difficult as can finding space in our on-campus programs. Off-campus learners are unable to take advantage of the opportunity to take regional classes, because the First Nation communities do not have access to our Polycom programming.
- Off-campus programming is difficult to create and in some cases maintain. First Nation communities are often stretched to their capacity in regards to facilities, so finding adequate facilities to house an ABE program can be challenging. Additionally, staffing ABE programs off-campus can be a significant challenge.

ABE – Essential Skills for the Workplace Programming (ESWP)

Melfort and Tisdale 2019-2020

- Recognizing the need to provide services to both low level learners and to the un- and underemployed in our region, Cumberland College will run two ESWP programs in the 2019-2020 academic year. Both programs will work to serve firstly low-level learners, but will also incorporate un- and underemployed people in the communities.
- Our latest regional needs assessment identified that over 50% of current job openings are for people without post-secondary training. Working with the un- and under employed in the region to provide skills that will help the un- and under employed obtain jobs in the service and retail industry, through training programs such as Service

First, Service Best, WHMIS, First Aid/CPR, Class 5 driver's licenses, and other training programs that will fit their needs will provide them with the skills they require to obtain jobs in our local market.

- The programs will build academic skills as well as personal management and job readiness skills. Academic development will run in concert with development of personal management skills and soft skills, including interpersonal skills, budgeting, time management and lessons designed to increase learner self-confidence and self-efficacy. Learners will move to job readiness and career research skills, designed to prepare learners for entrance into the workforce. Job shadowing and work placements will be incorporated throughout the year, allowing learners to gain a variety of experiences and to reflect and improve on their experiences as they learn new skills and increase their interpersonal soft skills. Our goal is to provide learners with work and career experiences to inform their future work and educational choices and potentially provide them with a work placement that could become a permanent full or part time job.

English as a Second Language (ESL) Program:

- 2019-20 will be the final year of a three-year contractual agreement with Immigration, Refugee and Citizenship Canada (IRCC) for the delivery of language training for newcomers. Negotiations for a new five-year contract will begin spring 2019. With IRCC support and the on-going annual support provided by the Ministry of Immigration and Career Training (ICT), Cumberland College will continue to deliver English as a Second Language training to newcomers in the northeast region of our province.
- Cumberland will continue to work as part of the regional colleges network committed to a collaborative approach to contract negotiations with both federal and provincial funders to meet the language needs of ESL learners in Saskatchewan. This approach continues to provide an effective and efficient foundation to quality programs and services for newcomers in rural Saskatchewan for 2019-20 and onward. Review of best practices and strategies to address challenges in the delivery of language training in smaller, rural and remote communities will create a solid platform for a provincial model.
- Cumberland College is committed to deliver ESL programs that support language skill development, transition to community and links to the workforce. In 2019-20 Cumberland College will continue to partner with Immigration, Refugee and Citizenship Canada (IRCC) and the Ministry of Immigration and Career Training to provide Language Instruction for Newcomers (LINC) and Stage One English for immigrants in the region through three delivery formats:
 - Face-to-face Portfolio Based Language Assessment (PBLA) classes
 - PBLA Blended programming utilizing technology to enhance student access to classroom assignments and learning tools
 - Conversation Circles supplemented by Online English/LINC Home Study
- Face-to-face, multi-level, Portfolio Based Language Assessment (PBLA) classes for Canadian Language Benchmarks (CLB) 1- 8 learners will be offered in both Tisdale and Melfort campuses. Learners will be provided with the opportunity to achieve language growth in all four areas of speaking, listening, reading and writing. Classroom schedules

are created with flexibility to accommodate the varied work schedules of the learners. The Tisdale campus will provide both daytime and evening classes, while Melfort will continue to offer evening hours on two different nights of the week. Recognizing the varied work schedules and significant geographical distances to programs, every attempt will be made to provide flexibility, within the language training options.

- Three Conversation Circles, focused on the development of speaking and listening skills and with making connections to community, will be offered in Porcupine Plain three hours per week and Hudson Bay six hours per week with one daytime and one evening option in place. Consideration to offer additional Conversation Circles within the region will be ongoing as need presents.
- Practical language experiences will be arranged as part of the PBLA classes and Conversation Circles to help participants engage with their community, link to the labour market and develop English-language skills via real-life experiences. Learners will participate in various activities and local events that support knowledge of Indigenous traditions and cultures. All ESL learners will be invited to local campus events delivered through our Elders-in-Residence program.
- The College will continue to ensure staff achieve the standards within the Provincial Education Framework for ESL instructors. All ESL staff meet twice per year to develop program plans and to reflect on best practices. The Lead Instructor will continue to provide on-going mentorship to instructors and conversation circle facilitators and to support PBLA within the LINC classes. Staff are encouraged to attend ESL conferences and working groups as part of their on-going professional development. Staff are provided with the opportunity to identify internally-provided professional development to enhance their skills to deliver language training such as utilizing the SMART board.
- Language assessment will be provided to learners within the LINC programs and to newcomers and conversation circle participants wishing to access on-line language training via LINC Home Study and Online English. Arrangements are made for the assessor to travel to the campus closest to the learner's home community.

Opportunities and Challenges

- On-going collaboration with the Federal and Provincial partners and the regional college working group has significantly enhanced the negotiation and planning process laying the foundation for a stronger provincial model for the delivery of language training to newcomers.
- A large geographical region with small pockets of learners who have varied work demands a flexible language training delivery model. The College will continue to work collaboratively with the ministry, IRCC and other regional colleges to seek opportunities for diversified services to meet the realities of rural Saskatchewan language training. Since Online English is not an option for those with low CLB levels or those without computer access or skills, there is a need for a creative approach to language delivery beyond the traditional technology-based programming. Itinerant tutor services throughout the region may help address these needs at a minimal cost. This option will be explored in the new five-year agreement with IRCC.

- Difficulty to attract and retain qualified instructors due to the limited hours of employment and the strict provincial qualification guidelines continues to jeopardize the ability to deliver programming. There is a need to explore employment opportunities for ESL staff beyond the existing contracts. Conversation needs to continue around a provincial online language training model utilizing Saskatchewan-based ESL instructors.

Learner Services

- Cumberland College is invested in supporting the holistic needs of all learners and believes that student engagement and overall wellness are critical to a high-quality learning experience and ultimately academic success. As such, the Department of Learner Services provides a wide array of supports to students and alumni in Adult Basic Education, Skills Training, University programs, and special projects. Staff assist in the development of career, academic and personal management strategies that support strategic enrollment management, educational success and goal setting.
- Three full-time advisors, five part-time advisors, two part-time outreach workers and one program manager equating to 5.83 FTE make up the Learner Services Team. Staff are available to support both on and off campus programs in an effort to be accessible and responsive to student and community stakeholder needs.
- In alignment with the College's overall strategic enrollment management (SEM) plan, the Learner Services team work collaboratively with College staff and community partners to provide services through individual support and group facilitation:
 - Academic Advising
 - Accessibility and Disability Services
 - Career Planning
 - Crisis Intervention and Response
 - Financial Planning
 - Intake and Assessment
 - Student Retention via Personal Life Management and Inclusion
 - Transition to Employment
- The Outreach Worker positions, created in 2017-18, have been instrumental in building partnerships with external support agencies and in Indigenous communities ensuring a comprehensive support network for students before, during and after program completion. In January 2018, the Outreach Worker role expanded to support applicants on the ABE waitlist focused on helping potential students transition to school and to address potential barriers prior to beginning their education. This process will continue in 2019-20 with students in all program areas attending a one-day workshop supporting transition to school. A menu of topics related to personal and academic wellness will be delivered.
- Learner Services will continue to arrange experiential learning, volunteerism, civic engagement, and community networking opportunities for students with the goal of promoting the development of work essential skills and connecting classroom curriculum to real-world practices and the labour market.

- Collaboration with staff, external agencies and with Indigenous communities to develop strategic enrollment management (SEM) strategies that support Indigenous learners, address barriers to success, and foster inclusion, will be a priority. As such, Learner Services will continue to seek external funding to support the Elder-in-Residence Program and to be active members in partnership committees with First Nation Frontline support workers.
- As part of Cumberland College’s Strategic Plan under the Students First Strategy Team, Learner Services will actively seek student input, via focus groups and surveys, regarding classroom experiences, academic support, co-curricular community development, and retention strategies as a means to enhance services and the overall learning experience.
- Learner Services will continue to seek opportunities for partnership to deliver work essential skills training programs to people within the region. The target participant group will be newcomers, people of Indigenous ancestry, and social service recipients who have multiple barriers and limited employment experience.
- Enhancement to disability support services and the building of internal strategies to assist students with academic challenges related to disabilities is an on-going need in the region.
- Recognizing the importance of supporting mental and physical wellness, the College will continue to offer a Student Health and Dental Plan for learners in student loan-eligible programs. “My Wellness Plan” will be included as part of the health plan and will continue to be free of charge to all students including those in Adult Basic Education. With noted increase in the number of students self-identifying mental health concerns, every effort will be made to provide students with opportunities to access support and to increase their knowledge regarding mental health. In-house training for Safe Talk, Mental Health First Aid and other mental health topics will be arranged throughout the year. Cumberland will again participate in awareness programs such as Bell Let’s Talk.
- In 2018-19 Cumberland College developed a peer mentorship model to support the increasing number of international students in attendance. International alumni will continue to fulfill this critical support role for our international student population.

Opportunities and Challenges

- Cumberland College serves a diverse student body of adult learners from a variety of socioeconomic, ethnic and educational backgrounds. Our student population is comprised of people of Indigenous ancestry, visible minorities, students with disabilities, newcomers, recent high school graduates and mature students, many of whom experience significant barriers to learning. Student support services are a key component to the quality educational service delivery model at the College and to building community support networks with external agencies.
- College support staff continue to foster a working relationship with Indigenous communities for the early identification of barriers and the development of strategies to address obstacles to learning and employment. The Akaménimōg Committee, developed in 2016-17, in partnership with Saskatoon Tribal Council and Kinistin Saulteaux Nation, continues to serve as a model for the development of initiatives with

other First Nation communities in our region.

- First Nation communities continue to seek partnership with the College in the delivery of Work Essential Skills programs allowing participants to take training within their home communities. However, reliance on external funding to deliver special projects, make long-term planning and staff recruitment difficult.
- There is a noted increase in the number of students self-declaring learning disabilities and presenting mental health concerns. The breadth of demographics and increasing student needs, challenge both our human and financial resources. Additional funding to support staff professional development and mental health initiatives would go far in supporting student retention and success.
- Learner Services Advisors have an extremely heavy workload providing a variety of activities and support services that influence students' initial introduction, future enrollment, retention, and success. They work in consultation with College staff, external agencies, and students to address the numerous challenges connected to academic success, the development of work essential skills, and the social determinants of health. It is imperative that funding models for both ABE and STA recognize the correlation between support services and student retention as an allowable expense.

Elder in Residence Programming

- Cumberland College's Elder in Residence program will continue for its fourth year (formerly funded through the Royal Bank of Canada) made possible through the generous support of the National Indian Brotherhood (NIB) grant and the New Horizons Seniors Grant (NHS). The National Indian Brotherhood grant will support a half time Cultural Events Coordinator position and, will provide opportunities for staff professional development and student presentations not possible through our regular programming dollars. The New Horizons Senior Grant will ensure that the Elder-in-Residence program continues with Elders' advisement on the four annual events (Orange Shirt Day, Louis Riel Day, Family Literacy Day with a focus on storytelling and International Women's Day with a focus on Missing and Murdered Indigenous Women and Girls). With the sunset of the Royal Bank of Canada Elder-in-Residence grant (2016-19), the funding provided by the NIB and the NHS grants will help support the Elder-in-Residence program in the 2019-20 academic year. The two grants will ensure the Elder-in-Residence program continues to build capacity to support equitable, diverse, and inclusive organizational culture.

E. Human Resources

Staffing levels in 2019-20 will see an increase in FTE level from 49.86 to 54.27 FTEs as ABE programming and student support services are increased to meet the needs of the students in the region and program complement changes. In addition, grant funding from New Horizons and the National Indian Brotherhood was received to support the College's Elder-in-Residence program, including the hiring of a Cultural Events Coordinator to oversee cultural events and ensure proper Indigenous protocols are followed in existing events (graduations, EIR events, and staff meetings). This demonstrates that staffing decisions continue to be made with a focus on "students first" as the College advances the goals of the Ministries of Advanced Education and Immigration and Career Training.

Organizational Changes

- The College has formed a shared leadership coalition with Parkland College and will share a CEO, under the direction of a Board with membership from the combined College regions.
- The College will enhance student supports for ABE students by increasing instructor aides and advisors to ensure students have every opportunity to succeed and continue their path of learning. This will be funded by a draw on ABE and ABE On-Reserve Internally Restricted Reserves and although beneficial to students, is not sustainable in the long-term.
- We will continue with the two Community Outreach Workers positions (.86 FTE combined) to support the retention and success of on-reserve students. Three part-time On Reserve Advisors will support the retention of students in James Smith, Little Red, and Muskoday programs.
- The College will hire a part-time term Cultural Events Coordinator to oversee planned cultural events and activities at the College.
- The College will continue to standardize and streamline processes across all campuses to increase efficiencies in operations. Continuous improvement will play a key role as Cumberland regularly reviews processes in application and registration, graduations, scholarships, and file and record retention.

Professional Development

- The College will provide \$40,000 of the previous \$60,000 PD allocation in the 2019-20 budget, providing an opportunity for attending the SABEA conference, workshops, and online training. The original reduction has been in place for 2015-16 and 2016-17 as deficit reduction measures and this negatively impacted the morale of College instructional, student support, and administrative staff.

Representative Workforce

- Cumberland College will continue working toward a representative workforce by monitoring baseline statistics regarding Indigenous participation in the College workforce.

Recruitment and Succession Planning

- The recruitment of short-term, skilled instructors for both ESL, Technical, and ABE programs and projects remains challenging as most employees are seeking permanent, ongoing positions. Program location, lack of housing, poor roads in more remote areas, also presents recruitment challenges.
- Uncertainty resulting from the provincial budget deficit and the coalition and potential merger of provincial colleges, has the potential to hinder recruitment, retention, and succession planning in the upcoming year.

Human Resource Policy

- All College policies are reviewed over a three-year cycle. The Human Resource policies scheduled for review this year will be updated and revised as necessary.
- The introduction of bi-weekly payroll has been deferred and will be reviewed during the 2019-20 year to develop a plan for implementation.
- The Saskatchewan Regional Colleges and Saskatchewan Government Employees Union (SGEU) Collective Bargaining Agreement expired on August 31, 2016. Bargaining progress in February 2019 and dates established for May 2019 should be enough time to conclude bargaining for the next Agreement prior to this fiscal yearend.

Cumberland College FTE's

Position	Function	Level	2017-18 FTE	2018-19 FTE	2019-20 FTE	2020-21 FTE
			Actual	Forecast	Budget	Estimate
Out-of Scope:						
CEO/President	Operations		0.90	0.00	0.50	0.50
Interim CEO/President	Operations		0.25	0.83		
Director of Finance and Administration	Operations		0.75	0.17	1.00	1.00
Director of Programs and Services	Operations		1.00	1.00	1.00	1.00
Executive Assistant/HR Assistant	Operations		1.74	1.57	1.60	1.60
Manager, Learner Services	Operations		1.00	1.00	1.00	1.00
Manager, Technical Programs	Operations		1.00	1.22	1.00	1.00
Manager, ABE and Literacy	Operations		1.00	1.00	1.00	1.00
Manager, Marketing & Cont. Studies	Operations		1.00	1.00	1.00	1.00
Total Out-of-Scope			8.64	7.79	8.10	8.10
In-Scope:						
Coordinators:						
Recruitment and Development Coordinator	Operations	7	0.56	0.69	0.70	0.70
Tech Programs Coordinator	Operations	6	0.74	0.84	0.75	0.75
Programmer, Nipawin	Operations	6	0.95	0.79	0.80	0.80
Programmer, Melfort	Operations	6	0.60	0.59	0.60	0.60
LINC Coordinator	Operations	6	0.34	0.35	0.33	0.33
			3.19	3.26	3.18	3.18
ABE Coordinator	Operations	5	0.80	0.76	0.80	0.80
Tech Program Assistant	Operations	4	1.00	1.00	1.00	1.00
ABE Program Assistant	Operations	4	1.00	1.00	1.00	1.00
Marketing & Cont. Studies Prgm Asst	Operations	4	0.74	0.75	0.75	0.75
Program Assistants			2.74	2.75	2.75	2.75
Advisors:						
Advisor, Nipawin	Student Support	7	1.00	1.00	1.00	1.00
Advisor, Tisdale	Student Support	7	1.00	1.00	1.00	1.00
Advisor, Melfort	Student Support	7	1.00	1.00	1.00	1.00
Advisors			3.00	3.00	3.00	3.00
Advisor, James Smith	Student Support	6		0.29	0.06	0.29
Advisor, Muskoday	Student Support	6			0.06	0.34
Advisor, Little Red	Student Support	6		0.29	0.03	0.29
Advisor, Nipawin	Student Support	6		0.34	0.34	0.34
Advisor, Melfort	Student Support	6			0.34	
Job Coach	Student Support	6			0.16	
Cultural Coordinator	Student Support	5	0.04			
Outreach Worker, Tisdale/Melfort	Student Support	6	0.40	0.42	0.42	0.42
Outreach Worker, Nipawin	Student Support	6	0.42	0.42	0.42	0.42
			0.87	1.76	1.83	2.10

Cumberland College FTE's continued

Position	Function	Level	2017-18 FTE	2018-19 FTE	2019-20 FTE	2020-21 FTE
			Actual	Forecast	Budget	Estimate
Registrar	Operations	6	0.17		0.67	1
SIS Application Coordinator	Operations	8	0.17			
SIS/OSCM Application Coordinator	Operations	7	0.66	1.00	0.50	
Accounting Technician	Operations	6	0.77	0.79	0.80	0.80
Accounting Clerk	Operations	5	0.80	0.83	0.80	0.80
AP/AR Clerk	Operations	4	0.81	0.93	0.80	0.80
Information Technology Analyst	Operations	7	1.00	1.00	1.00	1.00
IT Assistant	Operations	4	1.00	1.00	1.00	1.00
Clerical:						
Receptionist, Nipawin	Operations	3	1.06	0.97	0.98	0.97
Receptionist, Melfort	Operations	3	0.97	0.99	0.98	0.97
Receptionist, Tisdale	Operations	3	0.99	1.00	0.98	0.97
Receptionists			3.02	2.96	2.94	2.91
Site Attendant, Nipawin	Student Support	1	0.27	0.28	0.30	0.25
Site Attendant, Melfort	Student Support	1	0.25	0.30	0.29	0.25
Site Attendant, Tisdale	Student Support	1	0.10	0.11	0.20	0.25
Site Attendants			0.62	0.69	0.79	0.75
Facility Operations	Operations	3	0.34	0.32	0.40	0.40
Janitor	Operations	1	0.71	0.88	0.93	0.93
Instructors:						
Technical Programs	Program Delivery		8.11	6.54	7.50	7.13
ABE	Program Delivery		8.42	8.88	10.36	9.22
Literacy/ESL Instructors	Program Delivery		0.69	0.71	0.70	0.70
Tutors/Instructor Aides	Student Support		3.25	3.74	5.04	3.91
Conversation Facilitators	Student Support		0.14	0.27	0.38	0.32
Total In-Scope			41.28	42.07	46.17	43.50
College Total			49.92	49.86	54.27	51.60

F. Sustainability Measures

Cumberland College has undertaken a number of sustainability measures to ensure it remains a high-quality, responsive institution continually meeting the needs of students, businesses, and industry throughout our region. Cumberland College contributes to the provincial landscape, including their participation in the Task Force on Regional College Efficiencies, and will continue to seek alternate partnerships, funding sources, and efficiencies to ensure sustainability.

Coalition with Parkland College

In coalition with Parkland College, the shared leadership of both the Board and CEO will realize savings, both financially and in human resources. Over time, the CEO will lead both Colleges in strategic planning and shaping the future provincial college system.

Continuous Improvement

Cumberland College has fully embraced the principles of continuous improvement in its quest to promote high quality service to students and pursuit of excellence in education. Ongoing evaluation of processes will ensure the College implements the most efficient delivery of high-quality programming and services, possible financial savings, and streamlining of processes. Continuous evaluation and improvements are being made to the processes around student application and registration, scholarships, purchasing, and graduation planning. The College is also embarking on an initiative to digitize files and a College-wide initiative on file retention will continue into 2019-20.

Seeking Alternative Sources of Funding

Post-secondary systems in Canada are in a period of reduced or status quo budgets. At the same time, more and more demands are being placed upon Colleges for training, student supports, social development, and economic stimulus. As a result of these expectations, Cumberland College will continually seek and explore new funding partnerships and alternative sources of funding. One of the funding areas the College has successfully accessed grant funding is the RBC Foundation that has supported the College's Elder-in-Residence initiative and the New Horizons funding that will support this initiative in 2019-20. In addition, Cumberland College has tapped into numerous local and national foundations and trusts to provide students with scholarship opportunities.

International Students

Cumberland College, as an approved designated learning institution, has worked to develop and expand both the number of international students attending Cumberland College and the supports to students coming from other countries. The College plans to enhance recruitment, grow international student numbers, and create a strong revenue flow. The growth of international students will provide a sustainable revenue stream as colleges, collectively, look beyond public funding sources.

Enterprise Risk Management

Cumberland College has developed an Enterprise Risk Management Strategy and established Risk Appetites around Reputational Risk, Strategic Risk, Operational Risk, Compliance Risk, and Financial Risk. The Risk Appetites provide the Board and Management direction in what Cumberland views as acceptable levels of risk we are willing to take on in pursuit of its strategic objectives. This risk philosophy will guide decision making to ensure only those risks for which it has considered carefully and can manage within acceptable levels.

Summary

Cumberland College is committed to ensuring sustainability measures through optimizing its resources, ensuring the efficient operation of programs and services, and continually engaging in continuous quality improvement measures. Through these initiatives, Cumberland College will actively provide high-quality, responsive programs and services to learners and communities throughout the former Cumberland College region.

G. Information Technology Plan

Cumberland College has an ongoing Information Technology plan that positions the College for technological innovation. The plan includes annual reviews from a functional and local perspective and ensures the incorporation of technology for educational programming.

The Information Technology plan addresses cyclical replacement of computers in labs, classrooms, and administrative offices. The IT plan also addresses the replacement of networking hardware such as servers, switches and routers, printers, and the adoption of current software. In addition, the plan addresses other technologies including (but not limited to): video/audio conferencing, web-based collaboration, digital whiteboards, and audio/ visual equipment.

The College provides computer services at five locations with four hundred and sixteen (416) computers in place. Two hundred and seventy two (272) of these computers are dedicated to learner and public use. Cyclical replacement of computers allows the College to upgrade computers in the classrooms. The College will continue to recycle computers to optimize learner access.

Over the next year, the Information Technology focus will be on the following projects.

Over the summer, the College will move all users to Office 365 utilizing services into the cloud. The services will include Microsoft Exchange for email, Microsoft SharePoint for collaboration, and Microsoft Skype for Business for real-time communication and uptime, and reduced IT support time (which will aide in other IT support functions). As demand for Internet- based resources grows, having the ability to control inappropriate Internet usage becomes paramount. The College will analyze methods of tracking and block unwanted Internet usage to better serve its clients and make sure the provincial bandwidth is not negatively affected by usage. Mobile notebook labs will continue to be analyzed and implemented as required to take full advantage of wireless infrastructure and classroom space. Asset management and scheduling at the campuses will be monitored to ensure we have optimum usage of IT resources. There will be ongoing efforts to optimize service delivery and security through the virtualized infrastructure. With the majority of the core network services virtualized in Tisdale, the College has the ability to centrally manage various services such as patch management, antivirus, email, and data backups. The continued goal is to further automate repetitive tasks such as software updates, operating system deployments, asset management, antivirus deployment and monitoring, software usage tracking, and compliance tracking.

The College is maintaining a number of online applications that assist both learners and employees with the day-to-day operations of the College. Time has been dedicated to ongoing updating of the look and function of the College website and applications. The focus has been on making the website and applications as user-friendly as possible for students, staff, and the

general public. The website is the primary source of information for students and staff to log in to their personal accounts.

Most of the applications integrate tightly into the College website. Current applications include remote email and instant messaging, SharePoint (collaboration software), exam invigilation, purchase orders, learner attendance and marking, content management system (CMS) – time/expense management, personnel requisitions, professional development, capital assets, software and book libraries, job postings, employee statistics, computer service requests/maintenance, online application/registration/payment for courses, College merchandise web store, scholarship applications, and College program information/inquiries. Most of these tools have been developed using industry standard tools (PHP, HTML, MySQL, and JavaScript).

Cumberland College supports access for learners to computers and broadband Internet/Community Net at its three College campuses as well as two off-campus locations. Adult Basic Education classrooms have full-time access to computers utilizing mobile laptop carts. The College also has mobile labs for on-reserve ABE programs. Videoconferencing will continue to be utilized on the primary campuses as this mode increases access for many learners.

The College has an Information Technology Analyst and one full-time Information Technology (IT) Assistant to assist with the ongoing development and support of IT services.

Business continuity and disaster recovery as it pertains to Information Technology will be a primary focus moving forward. Infrastructure has been implemented at the main campuses to ensure that the College can continue to function if a major disaster should occur. This has been accomplished by placing redundant backups of all critical data across the 3 main campuses so if one campus should be taken offline the others can continue to function with limited downtime.

During the next fiscal year, the College will address network security by regularly monitor all website activity and website applications for vulnerabilities and suspicious activity. All highly sensitive data will be stored off the website in a secure manner and technical safeguards are in place to prevent access to username and password authentication online. New procedures implemented in the spring of 2016 continue to be reviewed to ensure all data collection and payment information of College students and staff remains secure.

Cumberland Regional College Four Year Information Technology Plan 2019-2023

Location		2019-2020		2020-2021		2021-2022		2022-2023		Total		
	T	#		T	#	T	#	T	#	T	#	
Datacenter	DC Server	7	1	\$ 10,000.00	DC Server	7	1	\$ 10,000.00	DC Server	7	1	\$ 10,000.00
Admin				\$ 10,000.00				\$ 10,000.00				\$ 10,000.00
	Desktops	1	12	\$10,200.00	Desktops	1	12	\$10,200.00	Desktops	1	12	\$10,200.00
	Laptop	4	1	\$1,400.00	Laptop	4	1	\$1,400.00	Laptop	4	1	\$1,400.00
	Tablet	8	2	\$1,200.00	Tablet	8	2	\$1,200.00	Tablet	8	2	\$1,200.00
				\$ 12,800.00				\$ 12,800.00				\$ 12,800.00
Labs	Melfort Lab (GED)	1	7	\$ 4,200.00	Ngaw in Lab (GED)	1	5	\$ 4,250.00				\$ 12,800.00
Misc				\$ 4,200.00				\$ 4,250.00				\$ 8,450.00
	Repurposed Maint.	7	7	\$ 2,000.00	Repurposed Maint.	7	7	\$ 2,000.00	Repurposed Maint.	7	7	\$ 2,000.00
	Printers	7	7	\$ 1,000.00	Printers	7	7	\$ 1,000.00	Printers	7	7	\$ 1,000.00
	AV Equipment	7	7	\$ 2,500.00	AV Equipment	7	7	\$ 2,500.00	AV Equipment	7	7	\$ 2,500.00
	Networking	7	7	\$ 7,500.00	Networking	7	7	\$ 7,500.00	Networking	7	7	\$ 7,500.00
	Polycom/VidConf	7	1	\$ 5,000.00	Polycom/VidConf	7	1	\$ 5,000.00	Polycom/VidConf	7	1	\$ 5,000.00
	Monitors	7	12	\$ 3,600.00	Monitors	7	12	\$ 3,600.00	Monitors	7	12	\$ 3,600.00
	Batteries	7	7	\$ 1,000.00	Batteries	7	7	\$ 1,000.00	Batteries	7	7	\$ 1,000.00
			\$ 22,600.00				\$ 22,600.00				\$ 22,600.00	
Total			\$ 49,600.00			\$ 49,650.00		\$ 45,400.00			\$ 45,400.00	\$ 190,050.00
Type			Cost			Asset Type		Useful Life in Years				
1	Workstation No Mon	\$	850.00			Polycom		7				
2	Workstation Monitor	\$	1,150.00			Smartboard		10				
3	Laptop Basic/Mobile L	\$	950.00			Workstations/Laptops		4				
4	Laptop Advanced	\$	1,400.00			Servers/Datacenter		5				
5	Server	\$	10,000.00			Networking/Wireless		5				
6	Repurposed	\$	-			Printers		5				
7	Miscellaneous	\$	-			Repurposed		n/a				
8	Tablet	\$	600.00			RA - Reallocated		n/a				

H. Facilities and Capital

Nipawin Campus

The College's main administration centre is located in the Nipawin campus, along with full- and part-time technical programs; Adult Basic Education programming; face-to-face, on-line, and televised technical and university courses; project-based programming; as well as other credit and non-credit training.

Melfort Campus

The Melfort Campus is located at the Melfort and Unit Comprehensive Collegiate (MUCC) and leased from the North-East School Division (NESD). Preventative Maintenance and Renewal funding, combined with College funding, was used to renovate the former CanSask Resource and reception areas to house two classrooms and a testing/small meeting room in the winter/spring of 2019. All classrooms are used at full capacity and renovation will provide the additional classrooms needed to accommodate the ABE, Technical, and University programming planned for Melfort.

The College continues to consider an alternate location for a new campus, and will fully utilize the renovated classrooms until new construction is feasible.

Tisdale Campus

The Tisdale Campus operates in two locations. One location is co-located at the RECplex wherein the College owns its space. This location houses the Tisdale campus office, administrative offices, Adult Basic Education Programming, Technical Programming, and distance delivery courses. The conversion of the computer lab to a full-time classroom in the spring of 2018 provided additional classroom space for televised courses and Technical Programming. The second location owned by the College, the Julien LeStrat building houses two classrooms and a fixed computer lab, as well as instructor and administrative offices. Reconfiguration of LeStrat classroom space will take place in 2019-20 with PMR funding. GED testing, Technical Programming and ESL Programming will be run out of the LeStrat building in 2019-20.

Both the RECplex and the Julien LeStrat building are operating at full capacity. Any increase in programming will require additional classroom and administrative space. The availability of suitable rental space in Tisdale is very limited and other options will need to be explored for the medium- to long-term viability of the College.

5-Year Major Capital Plan

Campus Location	Leased/ Owned	Project Detail	Institution Priority	Estimated Cost	Institution Fund \$	Minsitry Funding \$					Next 5 Years
						2018-19	2019-20	2020-21	2021-22	2022-23	
Melfort	N/A	new campus	2	\$ 25,000,000	\$ 342,420						\$25,000,000
Nipawin	N/A	student housing project	2	\$ 3,500,000							\$ 3,500,000
TOTAL				\$ 28,500,000	\$ 342,420	\$ -	\$ -	\$ -	\$ -	\$ -	-

Sustainable Capital Projects Rating Scale

- 1a - Occupational health and safety
- 1b - Handicapped accessibility
- 2 - Deficient/critical space shortages
- 3 - Non critical building repair
- 4 - Building restoration/non-critical space shortages

College Locations (Lease/Owned)

Facility/Land Description	Address	Size	Owned/		Lessor Name	Lease Expiry Date	Annual Cost including GST and PST	Occupancy Plan
			Leased	Owned				
Nipawin Campus	503-2nd St E, Nipawin	1300	owned					
Melfort Campus	400 Burns Ave E, Melfort	1268	leased		NESD	indefinite	\$88,960	ongoing lease
RecPlex	800-101 St, Tisdale	761	owned					
Julien LeStrat Building	706-100A St, Tisdale	250	owned					
Annual Janitorial Services	Tisdale		owned		Flora Morrison	Aug. 31/19	\$22,440	renew annually

Preventative Maintenance and Renewal Funding and Equipment Renewal Plan

Campus Location	Leased/ Owned	Project Detail	Institution Priority	Estimated Cost	Institution Fund \$	Ministry Funding \$		
						2019-2020	2020-21	2021-22
Tisdale RECPlex	Owned	flooring replacement in offices	Architectural	\$ 4,000	\$ 4,000			
Tisdale RECPlex	Owned	replace folding wall between classrooms	Architectural	\$ 35,000		\$ 35,000		
Tisdale RECPlex	Owned	roof replacement	Other/Base funding	\$ 7,075			\$ 7,075	
Tisdale RECPlex	Owned	DC server	Other Equipment Renewal	\$ 10,000	\$ 10,000			
Tisdale LeStrat	Owned	Reconfigure existing program space	Architectural	\$ 30,000		\$ 30,000		
Melfort Campus	Leased	flooring replacement and painting in hallway	Architectural	\$ 18,783			\$ 18,783	
Nipawin/Melfort /Tisdale Campuses	Owned and Leased	back-up servers, polycom units	Other Equipment Renewal	\$ 20,000	\$ 10,000	\$ 10,000		
All Locations	Owned	Vehicle purchases to replaced aged out CVA's and College owned vehicle(s)	Other Equipment Renewal	\$ 40,000	\$ 40,000			\$ 45,000
TOTAL				\$ 164,858	\$ 64,000	\$ 75,000	\$ 25,858	\$ 45,000

[1] Building-related preventative maintenance and renewal work is planned and completed by North East School Division based on the RecPlex partnership Operating Agreement. The College's share is 6%.

I. 2019-20 Budget

Part A – Projected Business Plan Financial Statements and Key

Assumptions:

For the 2019-20 fiscal year, Cumberland College will deliver programs and services of approximately \$6.4 million. The College is projecting a budget of (\$262,210), including the \$87,000 in PMR funding, amortization of (\$195,000), and a proposed draw of \$154,210 from ABE Internally Restricted Operating Surplus.

Key assumptions in budgeting:

- 1.0% economic increment in salaries effective July 1, 2019 and August 31, 2019 and an additional 2.0% for September 1, 2019 to June 30, 2020 on salary costs.
- 2.0% economic increment in salaries effective September 1, 2020 has been factored into 2020-21 salary costs.
- The Operating Grant funding from the Ministry of Advanced Education was reduced by \$53,000 for task force efficiencies to be recognized, include the shared leadership coalition between Cumberland and Parkland Colleges.
- Base PMR funding will be used to cover critical items and some items will be deferred to future fiscal years.
- Targeted PMR funding of \$65,000 will be used to replace the portable wall between classrooms in the Tisdale RecPlex and reconfigure classroom space in the LeStrat building to accommodate larger class sizes.
- The ESL funding from Immigration and Career Training is status quo.
- The dual-credit pilot project will run as part of the Tisdale Level 4 programming.
- Deficit reduction strategies, including sharing a CEO and Board related expenses with Parkland College, reduced staff professional development, and increased use of Skype and alternate meeting options will continue.

The Ministry of Advanced Education, the Ministry of the Immigration and Careers Training, and other contracts with the Government of Saskatchewan provide the majority of the College's funding – approximately 79% through the base grant, program funding, and contracts. Other sources of revenue are tuition, fees and resale items, contractual revenue, federal projects, international students, and miscellaneous revenue.

The College plans to continue the delivery of ABE programs on reserves with the funding received from the Ministries. In partnership with the First Nation communities, ABE programming will be offered at Muskoday, Little Red, James Smith, and on the Nipawin Campus. To ensure ABE students are prepared for post-secondary education, Cumberland will continue to provide math and science programming and additional tutor and advisor support by accessing ABE Program funding from Reserves in the amount of \$154,210. Also included in the

budget are: revenue from continued partnerships with School Divisions for ABE support services provided by learner services, continuation of the federal LINC program, a full array of credit programming and university delivery (including the third year of the second cohort of the 4-year U of R Bachelor of Education program via various delivery methods). Distance delivery services of university and Saskatchewan Polytechnic programs are being provided to learners. The College is also supporting technology for learners and staff.

The skills training funds 2019-20 allocation from the Ministry of Immigration and Career Training will be spent on programming, following the Skills Training Allocation Policy and Procedures Manual and direction from the provincial Sector Planning and College Program Planning Councils. University program offerings and advising services are provided from operating funds and surplus generated by other revenue sources.

Part B - Financial Impacts of Identifiable Risks

In all areas of financial projection there are some risks involved in attempting to project expenses accurately. If actual expenses come in under budget the positive impact to the College reflects in the bottom line. Typically, expenses do not come in significantly under budget. Over the past number of years, focusing on balancing the budget, Cumberland has reviewed and pared down operating expenses, recognizing internally that not all timelines, outcomes, and reporting deadlines may be achieved with the very limited staffing levels supported by current funding.

An agreement with North East School Division has provided additional funding for the College in Adult Basic Education for learners under 22 years of age. This agreement and funding level varies year-by-year; therefore, funding levels are difficult to project. The 2019-20 projections are based on current under 22 student numbers as a best estimate.

The College, along with the other provincial colleges, is anticipating bargaining to be completed by June 30, 2019. The current Collective Bargaining Agreement (CBA) expired August 31, 2016. A 1% increment, effective September 1, 2018, without retroactive pay, and an additional 2% effective September 1, 2019, have been factored into the 2019-20 budget. An additional 2% economic adjustment has been budgeted for in 2020-21. The financial impact of these increments are detailed in the following table:

Function/Category	2019-2020	2020-2021	Total
Out-of-Scope	\$ 18,527	\$15,691	\$34,218
Administrative	\$ 32,593	\$26,108	\$58,701
Instructional	\$ 48,957	\$35,999	\$84,956
Total	\$100,077	\$77,798	\$177,875

Part C - Surplus Utilization/Deficit Management Plan

Based on the operational and program plan and excluding the amortization entry of \$195,000, the College anticipates a deficit of (\$67,210) or (\$262,210) including amortization for 2019-20 fiscal year. This also includes the recognition of one-time PMR funding of \$65,000 which will be capitalized. The College will continue with many of the deficit reduction strategies originally implemented in 2016/17. These strategies include a reduction of original staff professional development (Instructional Skills workshops, conferences, reduced advertising and promotion, courses, etc.), Skyping meetings where possible, deferral of purchases of non-capital equipment, and the shared leadership coalition with Parkland College. The College will also look to alternate revenue sources, including international student tuitions and new proposals to increase revenues to off-set increasing costs. There is no contingency built in for unknowns and quarterly reports and forecasting to the Board and Ministry will monitor progress.

J. 2020-21 and 2021-22 Operations Forecast and Government Budget Input

Status Quo Funding Scenario:

To maintain planned 2019-20 levels of programming and services to students in 2020-21, Cumberland College will require a minimum total funding of \$5,296,956. If the funding level by the Ministry of Advanced Education and the Ministry of Immigration and Careers Training is not increased to these levels, the College would need to draw \$268,615 on Internally Restricted Reserves to cover the deficit. Over time, the College would be unable to deliver the same level of programs, student supports, and services in future years.

In 2021-22, Cumberland will require a minimum total funding of \$5,350,987 to maintain *status quo* programming and services. Internally restricted reserves will not sustain this level of activity and both staffing level and programming reductions will be inevitable.

0% and -2% Funding Scenarios:

Future funding levels with both 0% and -2% applied to base grants and program funding leaves Cumberland with an operating deficits of between (\$463,615) and (\$510,915) over the next two fiscal years respectively (2020-21 and 2021-22).

Cumberland College currently functions at minimum staffing levels both administratively and in providing and supporting programs and services to the residents of northeast Saskatchewan. Further administrative staffing cuts would result in significant program reductions and student supports. Operating in 2019-20 at the same level of Operating Grant as was funded in 2011-12, with expected salary increments, the cost of inflation, increased utilities, and other related costs outside the College's control is not sustainable. A balanced budget would not be achievable and accessing Internally Restricted Reserves to cover deficits, although not a long-term solution, would sustain levels of programs and services at the College over the next few years.

2020-21 and 2021-22 Operations Forecast Schedules

Status Quo

Table 1 Expenditure Level Template	2017-18 Actual	2018-19 Budget	2018-19 Forecast	Year 1 2019-20 Budget	Year 2 2020-21 Estimate	Year 3 2021-22 Estimate
Revenues						
Operating Grant Funding	2,418,000	2,418,000	2,446,500	2,365,000	2,828,615	2,882,646
Program Grant Funding	2,406,800	2,642,908	2,468,000	2,468,341	2,468,341	2,468,341
Tuition	802,216	649,439	663,268	890,008	907,808	925,964
Other Sources	1,107,067	851,568	1,029,696	798,690	745,752	760,667
Total Revenues	6,734,083	6,561,915	6,607,464	6,522,039	6,950,516	7,037,618
Expenditures						
Out-of-Scope Salaries	799,246	784,326	698,062	784,526	800,217	808,219
In-Scope Academic Salaries	2,822,929	2,878,964	2,910,260	3,127,128	3,189,670	3,221,567
In-Scope Professional Salaries		-				
Other Salaries	157,787	103,160	127,944	170,660	174,073	175,814
Benefits	564,344	611,263	587,974	641,191	684,597	688,020
Sub-total Salaries and Benefits	4,344,306	4,377,713	4,324,240	4,723,505	4,848,557	4,893,620
Other Operating Expenses	1,898,080	2,109,197	2,029,403	1,763,405	2,101,959	2,143,998
Total Expenditures	6,242,386	6,486,910	6,353,643	6,784,249	6,950,516	7,037,618
Annual Operating Deficit (Surplus)	491,697	75,005	253,821	(262,210)	(0)	0

Table 2 Operating Surplus Template	2017-18 Actual	2018-19 Budget	2018-19 Forecast	Year 1 2019-20 Budget	Year 2 2020-21 Estimate	Year 3 2021-22 Estimate
Internally Restricted Operating Surplus-beginning						
Internally Restricted Operating Surplus-ending	2,734,775	3,350,926	3,302,781	3,295,189	3,092,979	3,092,979
	3,350,926	3,302,781	3,295,189	3,092,979	3,092,979	3,092,979

Assumptions:

0% Change for Provincial Funding and PMR rolled back to base allocation

2% Increase for Tuition and Other Revenue

2.0% increase 2020-21, 1.0% increase 2021-22 for Salaries

0.5% increase for Benefits

2% increase for Other Operating Expenses

2020-21 and 2021-22 Operations Forecast Schedules

0% Funding increase

Table 1 Expenditure Level Template	2017-18 Actual	2018-19 Budget	2018-19 Forecast	Year 1 2019-20 Budget	Year 2 2020-21 Estimate	Year 3 2021-22 Estimate
Revenues						
Operating Grant Funding	2,418,000	2,418,000	2,446,500	2,365,000	2,365,000	2,365,000
Program Grant Funding	2,406,800	2,642,908	2,468,000	2,468,341	2,468,341	2,468,341
Tuition	802,216	649,439	663,268	890,008	907,808	925,964
Other Sources	1,107,067	851,568	1,029,696	798,690	745,752	760,667
Total Revenues	6,734,083	6,561,915	6,607,464	6,522,039	6,486,901	6,519,972
Expenditures						
Out-of-Scope Salaries	799,246	784,326	698,062	784,526	800,217	808,219
In-Scope Academic Salaries	2,822,929	2,878,964	2,910,260	3,127,128	3,189,670	3,221,567
In-Scope Professional Salaries		-				
Other Salaries	157,787	103,160	127,944	170,660	174,073	175,814
Benefits	564,344	611,263	587,974	641,191	684,597	688,020
Sub-total Salaries and Benefits	4,344,306	4,377,713	4,324,240	4,723,505	4,848,557	4,893,620
Other Operating Expenses	1,898,080	2,109,197	2,029,403	1,763,405	2,101,959	2,143,998
Total Expenditures	6,242,386	6,486,910	6,353,643	6,784,249	6,950,516	7,037,618
Annual Operating Deficit (Surplus)	491,697	75,005	253,821	(262,210)	(463,615)	(517,646)

Table 2 Operating Surplus Template	2017-18 Actual	2018-19 Budget	2018-19 Forecast	Year 1 2019-20 Budget	Year 2 2020-21 Estimate	Year 3 2021-22 Estimate
Internally Restricted Operating Surplus-beginning	2,734,775	3,350,926	3,302,781	3,295,189	3,092,979	2,824,364
Internally Restricted Operating Surplus-ending	3,350,926	3,302,781	3,295,189	3,092,979	2,824,364	2,306,718

Assumptions:

0% Change for Provincial Funding and PMR rolled back to base allocation

2% Increase for Tuition and Other Revenue

2.0% increase 2020-21, 1.0% increase 2021-22 for Salaries

0.5% increase for Benefits

2% increase for Other Operating Expenses

2020-21 and 2021-22 Operations Forecast Schedules

-2% Funding increase

Table 1 Expenditure Level Template	2017-18	2018-19	2018-19	Year 1	Year 2	Year 3
	Actual	Budget	Forecast	2019-20 Budget	2020-21 Estimate	2021-22 Estimate
Revenues						
Operating Grant Funding	2,418,000	2,418,000	2,446,500	2,365,000	2,317,700	2,271,346
Program Grant Funding	2,406,800	2,642,908	2,468,000	2,468,341	2,468,341	2,468,341
Tuition	802,216	649,439	663,268	890,008	907,808	925,964
Other Sources	1,107,067	851,568	1,029,696	798,690	745,752	760,667
Total Revenues	6,734,083	6,561,915	6,607,464	6,522,039	6,439,601	6,426,318
Expenditures						
Out-of-Scope Salaries	799,246	784,326	698,062	784,526	800,217	808,219
In-Scope Academic Salaries	2,822,929	2,878,964	2,910,260	3,127,128	3,189,670	3,221,567
In-Scope Professional Salaries		-				
Other Salaries	157,787	103,160	127,944	170,660	174,073	175,814
Benefits	564,344	611,263	587,974	641,191	684,597	688,020
Sub-total Salaries and Benefits	4,344,306	4,377,713	4,324,240	4,723,505	4,848,557	4,893,620
Other Operating Expenses	1,898,080	2,109,197	2,029,403	1,763,405	2,101,959	2,143,998
Total Expenditures	6,242,386	6,486,910	6,353,643	6,784,249	6,950,516	7,037,618
Annual Operating Deficit (Surplus)	491,697	75,005	253,821	(262,210)	(510,915)	(611,300)

Table 2 Operating Surplus Template	2017-18	2018-19	2018-19	Year 1	Year 2	Year 3
	Actual	Budget	Forecast	2019-20 Budget	2020-21 Estimate	2021-22 Estimate
Internally Restricted Operating Surplus-beginning						
Internally Restricted Operating Surplus-ending	2,734,775	3,350,926	3,302,781	3,295,189	3,092,979	2,777,064
	3,350,926	3,302,781	3,295,189	3,092,979	2,777,064	2,360,764

Assumptions:

0% Change for Provincial Funding and PMR rolled back to base allocation

2% Increase for Tuition and Other Revenue

2.0% increase 2020-21, 1.0% increase 2021-22 for Salaries

0.5% increase for Benefits

2% increase for Other Operating Expenses

APPENDIX A: PROJECTED FINANCIAL STATEMENTS

Statement 1

Cumberland Regional College
Projected Statement of Financial Position
as at June 30, 2020

	Estimated June 30 2021	Budget June 30 2020	Budget June 30 2019	Forecast June 30 2019	Actual June 30 2018
Financial Assets					
Cash and cash equivalents	\$ 3,200,000	\$ 3,483,404	\$ 3,003,190	\$ 3,743,614	\$ 3,741,766
Accounts receivable	75,000	80,000	60,000	80,000	83,827
Inventories for resale	-	-	-	-	-
Portfolio investments	-	-	-	-	-
Total Financial Assets	3,275,000	3,563,404	3,063,190	3,823,614	3,825,593
Liabilities					
Bank indebtedness	-	-	-	-	-
Accrued salaries and benefits	160,000	160,000	140,000	160,000	165,163
Accounts payable and accrued liabilities	150,000	150,000	125,000	150,000	191,235
Deferred revenue	40,000	60,000	50,000	118,000	17,945
Liability for employee future benefits	130,000	130,000	130,000	130,000	129,900
Long-term debt	-	-	-	-	-
Total Financial Assets	480,000	500,000	445,000	558,000	504,243
Net Financial Assets (Net Debt)	2,795,000	3,063,404	2,618,190	3,265,614	3,321,351
Non-Financial Assets					
Tangible capital assets	5,185,828	5,380,828	5,427,847	5,440,828	5,131,270
Inventory of supplies for consumption	-	-	-	-	-
Prepaid expenses	29,364	29,576	27,461	29,576	29,576
Total Non-Financial Assets	5,215,192	5,410,404	5,455,308	5,470,404	5,160,846
Accumulated Surplus	\$ 8,010,192	\$ 8,473,807	\$ 8,073,498	\$ 8,736,017	\$ 8,482,196
Accumulated Surplus is comprised of:					
Accumulated surplus from operations	\$ 8,010,192	\$ 8,473,807	\$ 8,073,498	\$ 8,736,017	\$ 8,482,196
Total Accumulated Surplus	\$ 8,010,192	\$ 8,473,807	\$ 8,073,498	\$ 8,736,017	\$ 8,482,196

Cumberland Regional College
Projected Statement of Operations and Accumulated Surplus (Deficit)
for the year ended June 30, 2020

	2021 Estimated	2020 Budget	2019 Budget	2019 Forecast	2018 Actual
Revenues (Schedule 2)					
Provincial government					
Grants	\$ 4,833,341	\$ 4,898,341	\$ 5,310,908	\$5,164,500	\$4,824,800
Other		-	-	-	344,870
Federal government					
Grants	130,556	130,556	111,418	111,418	105,730
Other		-	-	-	-
Other revenue					
Administrative recoveries		-	-	-	4,784
Contracts	328,289	321,852	297,500	301,500	416,939
Interest	91,800	90,000	48,000	72,000	61,303
Rents	26,724	26,200	27,050	27,050	2,685
Resale items	16,065	15,750	10,050	21,625	44,688
Tuition	907,808	890,008	649,439	727,804	802,216
Donations	46,920	46,000	46,000	46,000	58,623
Other	105,399	103,332	61,550	135,567	67,445
Total revenues	<u>6,486,901</u>	<u>6,522,039</u>	<u>6,561,915</u>	<u>6,607,464</u>	<u>6,734,083</u>
Expenses (Schedule 3)					
General	2,760,796	2,671,915	2,477,452	2,531,912	2,439,043
Skills training	1,476,697	1,449,164	1,565,267	1,438,180	1,466,095
Basic education	1,755,809	1,723,792	1,569,206	1,564,565	1,464,328
Services	371,293	364,710	421,322	348,322	370,635
University	492,081	482,668	361,664	378,664	365,341
Scholarships	93,840	92,000	92,000	92,000	136,945
Development	-	-	-	-	-
Student housing	-	-	-	-	-
Total expenses	<u>6,950,516</u>	<u>6,784,249</u>	<u>6,486,910</u>	<u>6,353,643</u>	<u>6,242,386</u>
Surplus (Deficit) for the Year from Operations	<u>(463,615)</u>	<u>(262,210)</u>	<u>75,005</u>	<u>253,821</u>	<u>491,697</u>
Accumulated Surplus (Deficit), Beginning of Year	<u>8,473,807</u>	<u>8,736,017</u>	<u>7,998,493</u>	<u>8,482,196</u>	<u>7,990,499</u>
Accumulated Surplus (Deficit), End of Year	<u>\$ 8,010,192</u>	<u>\$ 8,473,807</u>	<u>\$ 8,073,498</u>	<u>\$8,736,017</u>	<u>\$8,482,196</u>

Cumberland Regional College
Projected Statement of Changes in Net Financial Assets (Net Debt)
as at June 30, 2020

	2020 Budget	2019 Budget	2019 Forecast	2018 Actual
Net Financial Assets (Net Debt), Beginning of Year	\$ 3,265,614	\$ 2,880,521	\$ 3,321,351	\$ 2,707,314
Surplus (Deficit) for the Year from Operations	(262,210)	75,005	253,821	491,697
Acquisition of tangible capital assets	(135,000)	(500,484)	(511,907)	(36,574)
Proceeds on disposal of tangible capital assets	-	-	-	-
Net loss (gain) on disposal of tangible capital assets	-	-	-	-
Write-down of tangible capital assets	-	-	-	-
Amortization of tangible capital assets	195,000	163,148	202,349	161,028
Acquisition of inventory of supplies for consumption	-	-	-	-
Acquisition of prepaid expenses	-	-	-	(2,115)
Consumption of supplies inventory	-	-	-	-
Use of prepaid expenses	-	-	-	-
	(202,210)	(262,331)	(55,737)	614,037
Change in Net Financial Assets (Net Debt)	(202,210)	(262,331)	(55,737)	614,037
Net Financial Assets (Net Debt), End of Year	\$ 3,063,404	\$ 2,618,190	\$ 3,265,614	\$ 3,321,351

Cumberland Regional College
Projected Statement of Cash Flows
for the year ended June 30, 2020

	Budget 2020	Budget 2019	Forecast 2019	Actual 2018
Operating Activities				
Surplus (deficit) for the year from operations	\$ (262,210)	\$ 75,005	\$ 253,821	\$ 491,697
Non-cash items included in surplus (deficit)				
Amortization of tangible capital assets	195,000	163,148	202,349	161,028
Net (gain) loss on disposal of tangible capital assets	-	-	-	-
Write-down of tangible capital assets	-	-	-	-
Changes in non-cash working capital				
Decrease (increase) in accounts receivable	-	(20,000)	3,827	(12,221)
Decrease (increase) in inventories for resale	-	-	-	-
Increase (decrease) in accrued salaries and benefits	-	-	(5,163)	(8,679)
Increase (decrease) in accounts payable and accrued liabilities	-	(5,233)	(41,235)	42,295
Increase (decrease) in deferred revenue	(58,000)	10,000	100,055	(42,788)
Increase (Decrease) in Liability for Employee Future Benefits	-	5,000	100	1,400
Decrease (increase) in inventory of supplies for consumption	-	-	-	-
Decrease (increase) in prepaid expenses	-	-	-	(2,115)
Cash Provided (Used) by Operating Activities	(125,210)	227,920	513,754	630,617
Capital Activities				
Cash used to acquire tangible capital assets	(135,000)	(500,484)	(511,907)	(36,574)
Proceeds on disposal of tangible capital assets	-	-	-	-
Cash Provided (Used) by Capital Activities	(135,000)	(500,484)	(511,907)	(36,574)
Investing Activities				
Cash used to acquire portfolio investments	-	-	-	-
Proceeds from disposal of portfolio investments	-	-	-	-
Cash Provided (Used) by Investing Activities	-	-	-	-
Financing Activities				
Proceeds from issuance of long-term debt	-	-	-	-
Repayment of long-term debt	-	-	-	-
Cash Provided (Used) by Financing Activities	-	-	-	-
Increase (Decrease) in Cash and Cash equivalents	(260,210)	(272,564)	1,848	594,043
Cash and Cash Equivalents, Beginning of Year	3,743,614	3,275,754	3,741,766	3,147,723
Cash and Cash Equivalents, End of Year	\$ 3,483,404	\$ 3,003,190	\$ 3,743,614	\$ 3,741,766
Represented on the Financial Statements as:				
Cash and cash equivalents	\$ 3,483,404	\$ 3,003,190	\$ 3,743,614	\$ 3,741,766
Bank indebtedness	-	-	-	-
Cash and Cash Equivalents, End of Year	\$ 3,483,404	\$ 3,003,190	\$ 3,743,614	\$ 3,741,766

Cumberland Regional College
Projected Schedule of Revenues and Expenses by Function
for the year ended June 30, 2020

	2020 Projected														
	General		Skills Training		Basic Education		Services		University		2020	2019	2019	2018	
	Credit	Non-credit	Credit	Non-credit	Credit	Non-credit	Support	Counsel	Credit	Scholarships Development	Budget	Budget	Forecast	Actual	
Revenues (Schedule 2)															
Provincial government	\$ 2,452,000	\$ 858,507	\$ 99,834	\$ 1,400,000	\$ 42,000	\$ -	\$ -	\$ -	\$ -	\$ 46,000	\$ -	\$ 4,898,341	\$ 5,310,908	\$ 5,164,500	\$ 5,169,670
Federal government	25,000	-	-	-	105,556	-	-	-	-	-	-	130,556	111,418	111,418	105,730
Other	307,352	419,470	129,110	-	2,900	231,332	-	358,978	-	46,000	-	1,493,142	1,139,589	1,331,546	1,458,683
Total Revenues	2,784,352	1,277,977	228,943	1,400,000	150,456	231,332	-	358,978	-	92,000	-	6,572,039	6,561,915	6,607,464	6,734,083
Expenses (Schedule 3)															
Agency contracts	-	335,100	23,437	1,000	-	3,000	-	282,127	-	-	-	644,664	785,791	674,383	708,377
Amortization	195,000	-	-	-	-	-	-	-	-	-	-	195,000	163,148	202,349	161,028
Equipment	68,364	25,130	337	8,700	3,200	2,000	1,000	12,400	-	-	-	121,131	116,520	112,171	71,618
Facilities	189,446	25,028	3,082	13,251	6,200	-	-	19,391	-	-	-	256,348	220,254	281,884	249,987
Information technology	84,910	42,375	-	35,325	2,200	1,200	-	600	-	-	-	166,610	149,175	125,775	162,386
Operating	319,475	94,660	30,704	117,066	20,510	46,900	2,725	44,950	-	-	-	676,990	674,307	632,841	544,674
Personal services	1,814,720	714,802	154,558	1,378,868	137,472	229,221	78,664	123,200	92,000	-	-	4,723,505	4,377,714	4,324,240	4,344,306
Total Expenses	2,671,915	1,237,096	212,068	1,554,210	169,582	282,321	82,389	482,668	92,000	-	-	6,784,249	6,486,910	6,353,643	6,242,386
Surplus (Deficit)															
for the year	\$ 112,437	\$ 40,881	\$ 16,875	\$ (154,210)	\$ (19,126)	\$ (50,989)	\$ (82,389)	\$ (125,690)	\$ -	\$ -	\$ -	\$ (262,210)	\$ 75,005	\$ 253,821	\$ 491,697

Cumberland Regional College
Projected Schedule of Revenues by Function
for the year ended June 30, 2020

	2020 Projected Revenues											2018 Total Revenues Actual		
	General		Skills Training		Basic Education		Learner Services		University	Scholarships	Development		Student Housing	2020 Total Revenues Budget
	Credit	Non-credit	Credit	Non-credit	Credit	Non-credit	Support	Counsel						
Provincial Government														
Advanced Education/ Economy														
Operating grants	\$ 2,365,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,418,000	\$ 2,418,000	
Program grants	22,000	858,507	99,834	1,400,000	42,000	-	-	-	46,000	-	-	2,642,908	2,510,000	
Capital grants	65,000	-	-	-	-	-	-	-	-	-	-	250,000	250,000	
	2,452,000	858,507	99,834	1,400,000	42,000	-	-	-	46,000	-	-	5,310,908	5,164,500	
Contracts	-	-	-	-	-	-	-	-	-	-	-	-	4,824,800	
Other	-	-	-	-	-	-	-	-	-	-	-	-	183,946	
	2,452,000	858,507	99,834	1,400,000	42,000	-	-	-	46,000	-	-	5,310,908	5,164,500	
Other provincial	-	-	-	-	-	-	-	-	-	-	-	-	130,923	
60 Total Provincial	2,452,000	858,507	99,834	1,400,000	42,000	-	-	-	46,000	-	-	5,310,908	5,169,670	
Federal Government														
Operating grants	-	-	-	-	-	-	-	-	-	-	-	-	-	
Program grants	25,000	-	-	-	105,556	-	-	-	-	-	-	111,418	111,418	
Capital grants	-	-	-	-	-	-	-	-	-	-	-	-	-	
	25,000	-	-	-	105,556	-	-	-	-	-	-	111,418	111,418	
Other Federal	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Federal	25,000	-	-	-	105,556	-	-	-	-	-	-	111,418	111,418	
Other Revenue														
Admin recovery	-	-	-	-	-	-	-	-	-	-	-	-	4,784	
Contracts	113,352	-	-	-	1,000	205,000	-	2,500	-	-	-	297,500	301,500	
Interest	90,000	-	-	-	-	-	-	-	-	-	-	48,000	72,000	
Rents	26,200	-	-	-	-	-	-	-	-	-	-	27,050	27,050	
Resale items	1,800	12,250	1,600	-	100	-	-	-	-	-	-	10,050	21,625	
Tuitions	-	407,220	127,510	-	1,800	-	-	353,478	-	-	-	649,439	727,804	
Donations	-	-	-	-	-	-	-	-	46,000	-	-	46,000	46,000	
Other	76,000	-	-	-	-	26,332	-	1,000	-	-	-	61,550	135,567	
	307,352	419,470	129,110	-	2,900	231,332	-	356,978	46,000	-	-	1,139,589	1,331,546	
Total Other	307,352	419,470	129,110	-	2,900	231,332	-	356,978	46,000	-	-	1,139,589	1,458,683	
Total Revenues	\$ 2,784,352	\$ 1,277,977	\$ 228,943	\$ 1,400,000	\$ 150,456	\$ 231,332	\$ -	\$ 356,978	\$ 92,000	\$ -	\$ -	\$ 6,561,915	\$ 6,607,464	
													\$ 6,734,083	

Cumberland Regional College
Projected Schedule of Expenses by Function
for the year ended June 30, 2020

	General (Schedule 4)	2020 Projected Expenses									2020 Total Expenses Budget	2019 Total Expenses Budget	2019 Total Expenses Forecast	2018 Total Expenses Actual		
		Skills Training			Basic Education		Learner Services		University						Student Housing	
		Credit	Non-credit	Non-credit	Credit	Non-credit	Support	Counsel	Scholarships	Development						
Agency Contracts																
Contracts	\$ -	\$ 335,100	\$ 23,437	\$ 1,000	\$ -	\$ -	\$ 3,000	\$ -	\$ 282,127	\$ -	\$ -	\$ 644,664	\$ 785,791	\$ 628,383	\$ 708,377	\$ -
Instructors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	335,100	23,437	1,000	-	-	3,000	-	282,127	-	-	644,664	785,791	628,383	708,377	-
Amortization	-	-	-	-	-	-	-	-	-	-	-	195,000	163,148	202,349	161,028	-
Equipment																
Equipment (non-capital)	20,000	13,050	-	-	-	-	-	-	3,000	-	-	36,050	13,880	12,680	11,652	-
Rental	46,764	10,580	337	8,700	3,200	2,000	2,000	1,000	9,400	-	-	81,981	100,600	97,451	53,416	-
Repairs and maintenance	1,600	1,500	-	-	-	-	-	-	-	-	-	3,100	2,040	2,040	6,550	-
	68,364	25,130	337	8,700	3,200	2,000	2,000	1,000	12,400	-	-	121,131	116,520	112,171	71,618	-
Facilities																
Building supplies	18,600	-	-	50	-	-	-	-	-	-	-	18,650	6,300	18,300	26,877	-
Grounds	6,200	-	-	-	-	-	-	-	-	-	-	6,200	1,960	6,960	9,577	-
Janitorial	21,520	-	-	2,200	-	-	-	-	-	-	-	6,865	23,720	23,065	20,934	-
Rental	54,396	21,278	3,032	11,001	6,200	-	-	-	19,391	-	-	115,299	158,911	141,011	115,335	-
Repairs & maintenance building:	20,147	3,750	-	-	-	-	-	-	-	-	-	23,897	14,160	22,907	18,562	-
Utilities	68,583	-	-	-	-	-	-	-	-	-	-	68,583	32,058	69,641	58,712	-
	189,446	25,028	3,032	13,251	6,200	-	-	-	19,391	-	-	256,348	220,254	261,884	249,997	-
Information Technology																
Computer services	5,000	-	-	3,325	200	-	-	-	-	-	-	8,525	9,425	9,425	8,350	-
Data communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment (non-capital)	46,850	33,500	-	32,000	2,000	1,200	-	-	-	-	-	115,550	102,850	85,850	130,852	-
Materials & supplies	3,310	500	-	-	-	-	-	-	-	-	-	3,810	4,700	2,500	3,211	-
Rental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & maintenance	2,000	1,375	-	-	-	-	-	-	-	-	-	3,375	2,750	2,750	-	-
Software (non-capital)	27,750	7,000	-	-	-	-	-	-	600	-	-	35,350	29,450	25,250	19,973	-
	84,910	42,375	-	35,325	2,200	1,200	-	-	600	-	-	166,610	149,175	125,775	162,386	-
Operating																
Advertising	15,800	44,000	22,603	11,250	4,500	-	-	-	9,000	-	-	107,153	153,153	116,053	76,185	-
Association fees & dues	6,046	550	-	-	260	100	-	-	-	-	-	6,956	6,971	6,971	9,336	-
Bad debts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(5,577)
Financial services	12,840	-	-	350	-	-	-	-	25	-	-	13,215	10,500	10,500	10,540	-
In-service (includes PD)	4,730	-	-	6,700	1,000	6,000	-	-	-	-	-	18,430	18,682	16,682	6,221	-
Insurance	35,026	-	-	-	-	-	-	-	-	-	-	35,026	31,734	32,440	31,140	-
Materials & supplies	47,370	23,260	2,651	44,050	6,000	24,000	200	1,000	-	-	-	148,531	129,185	128,485	154,494	-
Postage, freight & courier	5,620	-	-	50	-	-	-	1,500	-	-	-	7,170	9,195	9,195	11,360	-
Printing & copying	2,400	-	-	-	-	-	-	4,900	-	-	-	7,300	5,950	5,798	4,223	-
Professional services	36,120	-	-	32,366	-	-	-	15,000	-	-	-	83,486	84,335	78,335	40,423	-
Resale items	1,800	11,700	2,146	-	350	-	-	-	-	-	-	15,996	18,796	30,825	36,081	-
Subscriptions	350	-	-	1,750	-	-	-	-	-	-	-	2,100	2,038	2,038	4,453	-
Telephone & fax	42,690	-	-	4,300	500	-	-	500	3,250	-	-	51,240	57,511	56,311	54,282	-
Travel	72,985	8,600	3,304	6,100	7,200	2,800	2,800	2,000	12,700	-	-	115,689	104,010	98,510	91,751	-
Other	35,698	6,550	-	10,150	700	14,000	-	-	-	-	-	67,098	42,246	40,546	18,186	-
	319,475	94,660	30,704	117,066	20,510	46,900	2,725	44,950	-	-	-	676,990	674,307	632,841	544,674	-
Personal Services																
Employee benefits	317,158	81,434	15,241	155,146	8,766	41,299	6,160	15,988	-	-	-	641,191	590,907	587,974	558,654	-
Honoraria	31,875	-	-	-	-	1,000	-	-	92,000	-	-	124,875	103,160	105,160	157,767	-
Salaries	1,425,687	633,368	139,317	1,218,342	128,301	186,923	72,504	107,212	-	-	-	3,911,654	3,663,290	3,608,322	3,622,175	-
Other	40,000	-	-	5,380	405	-	-	-	-	-	-	45,785	20,356	22,784	5,690	-
	1,814,720	714,802	154,558	1,378,868	137,472	229,221	78,664	123,200	92,000	-	-	4,723,505	4,377,714	4,324,240	4,344,306	-
Total Expenses	\$2,671,915	\$ 1,237,096	\$ 212,068	\$ 1,554,210	\$ 169,582	\$ 282,321	\$ 82,389	\$ 482,668	\$ 92,000	\$ -	\$ -	\$ 6,784,249	\$ 6,486,910	\$ 6,353,643	\$ 6,242,386	\$ -

Cumberland Regional College
Projected Schedule of General Expenses by Functional Area
for the year ended June 30, 2020

Schedule 4

	2020 Projected General				2020	2019	2019	2018
	Governance	Operating and Administration	Facilities and Equipment	Information Technology	Total General Budget	Total General Budget	Total General Forecast	Total General Actual
Agency Contracts								
Contracts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 342
Instructors	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	342
Amortization	-	-	195,000	-	195,000	163,148	202,349	161,028
Equipment								
Equipment (non-capital)	-	-	20,000	-	20,000	6,000	6,000	9,386
Rental	300	-	46,464	-	46,764	46,974	46,974	37,057
Repairs and maintenance	-	-	1,600	-	1,600	1,830	1,830	6,132
	300	-	68,064	-	68,364	54,804	54,804	52,575
Facilities								
Building supplies	-	-	18,600	-	18,600	6,250	18,250	26,777
Grounds	-	-	6,200	-	6,200	1,960	6,960	9,577
Janitorial	-	-	21,520	-	21,520	5,000	21,200	18,914
Rental	-	-	54,396	-	54,396	69,453	69,453	70,220
Repairs & maintenance buildings	-	-	20,147	-	20,147	12,900	21,647	18,562
Utilities	-	-	68,583	-	68,583	32,058	69,641	58,712
	-	-	189,446	-	189,446	127,621	207,151	202,762
Information Technology								
Computer services	-	-	-	5,000	5,000	6,250	6,250	6,250
Data communications	-	-	-	-	-	-	-	-
Equipment (non-capital)	-	-	-	46,850	46,850	49,900	49,900	40,513
Materials & supplies	810	-	-	2,500	3,310	2,500	2,500	1,773
Rental	-	-	-	-	-	-	-	-
Repairs & maintenance	-	-	-	2,000	2,000	2,000	2,000	-
Software (non-capital)	-	-	-	27,750	27,750	22,750	22,750	16,701
	810	-	-	84,100	84,910	83,400	83,400	65,237
Operating								
Advertising	-	15,800	-	-	15,800	40,800	40,800	16,849
Association fees & dues	2,750	3,296	-	-	6,046	5,986	5,986	7,342
Bad debts	-	-	-	-	-	-	-	(5,577)
Financial services	-	12,840	-	-	12,840	10,225	11,210	10,477
In-service (includes PD)	2,985	1,745	-	-	4,730	4,682	1,697	683
Insurance	2,400	32,626	-	-	35,026	31,734	32,440	30,428
Materials & supplies	850	46,520	-	-	47,370	34,090	34,590	38,872
Postage, freight & courier	-	5,620	-	-	5,620	7,520	7,520	9,828
Printing & copying	-	2,400	-	-	2,400	2,400	2,400	650
Professional services	2,000	34,120	-	-	36,120	37,160	37,160	35,938
Resale items	-	1,800	-	-	1,800	10,000	10,000	1,940
Subscriptions	-	350	-	-	350	497	497	2,622
Telephone & fax	-	42,690	-	-	42,690	43,626	42,426	47,070
Travel	12,000	60,985	-	-	72,985	48,280	48,280	54,403
Other	700	34,998	-	-	35,698	10,180	10,180	1,807
	23,685	295,790	-	-	319,475	287,180	285,186	253,333
Personal Services								
Employee benefits	420	316,738	-	-	317,158	291,412	282,318	270,303
Honoraria	14,175	17,700	-	-	31,875	10,060	12,060	18,798
Salaries	-	1,425,687	-	-	1,425,687	1,443,070	1,389,644	1,408,975
Other	-	40,000	-	-	40,000	16,756	15,000	5,690
	14,595	1,800,125	-	-	1,814,720	1,761,298	1,699,022	1,703,766
Total General Expenses	\$ 39,390	\$ 2,095,915	\$ 452,510	\$ 84,100	\$ 2,671,915	\$ 2,477,452	\$ 2,531,912	\$ 2,439,043

Cumberland Regional College
 Projected Schedule of Accumulated Surplus
 for the year ended June 30, 2020

	June 30 2018 Actual	June 30 2019 Forecast	June 30 2019 Budget	Additions During the Year	Reductions During the Year	June 30 2020 Budget	June 30 2021 Estimated
Invested in Tangible Capital Assets							
Net Book Value of Tangible Capital Assets	\$ 5,131,270	\$ 5,440,828	\$ 5,427,847	\$ 135,000	\$(195,000)	\$ 5,380,828	\$ 5,185,828
Less: Debt owing on Tangible Capital Assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 5,131,270	\$ 5,440,828	\$ 5,427,847	\$ 135,000	\$(195,000)	\$ 5,380,828	\$ 5,185,828
External Contributions to be Held in Perpetuity	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Internally Restricted Operating Surplus							
Capital Projects:							
Designated for Tangible capital asset expenditure:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Melfort Campus Development	\$ 246,500	\$ 246,500	\$ 136,016	\$ -	\$ -	\$ 246,500	\$ 246,500
Melfort Campus	\$ 492,420	\$ 342,420	\$ 342,420	\$ -	\$ -	\$ 342,420	\$ 342,420
Nipawin Facility	\$ 180,759	\$ 180,759	\$ 180,759	\$ -	\$ -	\$ 180,759	\$ 180,759
	\$ 919,679	\$ 769,679	\$ 659,195	\$ -	\$ -	\$ 769,679	\$ 769,679
Other:							
Operations	\$ 414,342	\$ 414,342	\$ 277,487	\$ -	\$ (28,000)	\$ 386,342	\$ 317,727
Programs and Service	\$ 454,695	\$ 460,059	\$ 454,695	\$ -	\$ -	\$ 460,059	\$ 460,059
ABE	\$ 209,565	\$ 194,565	\$ 143,200	\$ -	\$ (64,805)	\$ 129,760	\$ 79,760
ABE On Reserve	\$ 208,012	\$ 218,012	\$ 116,680	\$ -	\$ (89,405)	\$ 128,607	\$ 78,607
ESL	\$ 4,741	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ESWP	\$ 51,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Skills Training	\$ 100,533	\$ 250,533	\$ 101,395	\$ -	\$ -	\$ 250,533	\$ 150,533
Learner Support	\$ 378,494	\$ 378,494	\$ 378,494	\$ -	\$ -	\$ 378,494	\$ 378,494
Scholarships- Ministry	\$ 575	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Scholarships- Donors	\$ 19,785	\$ 20,000	\$ -	\$ -	\$ (20,000)	\$ -	\$ -
Building Operating Maintenance	\$ 100,000	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ 100,000
Professional Development	\$ 75,000	\$ 75,000	\$ -	\$ -	\$ -	\$ 75,000	\$ 75,000
Initiatives	\$ 214,505	\$ 214,505	\$ 214,505	\$ -	\$ -	\$ 214,505	\$ 214,505
	\$ 2,231,247	\$ 2,325,510	\$ 1,786,456	\$ -	\$(202,210)	\$ 2,123,300	\$ 1,854,685
Unrestricted Operating Surplus	\$ 200,000	\$ 200,000	\$ 200,000	\$ -	\$ -	\$ 200,000	\$ 200,000
Total Accumulated Surplus from Operations	\$ 8,482,196	\$ 8,736,017	\$ 8,073,498	\$ 135,000	\$(397,210)	\$ 8,473,807	\$ 8,010,192

Appendix B – Program Plans

Skills Training Allocation – Program Management Plan 2019-20

Program Information			ICT Funding				Other Funding			Total Cost	Rationale	
Program Name	Standard Program Name	Location	Start Date (dd/mm/yy)	End Date (dd/mm/yy)	# Program Days	Program Capacity	Projected STA Funding (A)	Use of Carryover (B)	Tuition & Books (C)	Partner Contribution (D)	Total Course Cost (A+B+C+D)	Brief Rationale for Program
Plan A												
Practical Nursing (Semester 2)	Practical Nursing Diploma (Year 1)	Melfort	03/09/19	07/02/20	87	14	\$199,408		\$66,500		\$265,908	Directly tied to Labour Market need. Partners' request for affordable programming. Employment opportunities upon completion. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 510 LPNs in this forecast period.
Practical Nursing (Semester 3)	Practical Nursing Diploma (Year 2)	Melfort	24/02/20	05/06/20	88	14					\$0	Directly tied to Labour Market need. Partners' request for affordable programming. Employment opportunities upon completion. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 510 LPNs in this forecast period.
CCA	Continuing Care Assistant Certificate	Melfort	10/09/19	31/05/20	140	20	\$76,382		\$78,250		\$154,632	Continued shortage of CCAs. High public demand as many students enrolled part-time through distance and require core modules delivered traditionally. Employment opportunities upon completion. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1990 Patient Service Associates in this forecast period.
PCP	Primary Care Paramedic Certificate	Melfort	09/07/19	30/06/20	179 total/122 Theory Only	12	\$179,716		\$74,400		\$254,116	Industry demand for trained individuals in the region for full-time employment. Program required for entry into the fire fighting profession. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1990 Patient Service Associates in this forecast period.
Carpentry	Carpentry Certificate	Nipawin	27/08/19	23/12/19	82	12	\$83,581		\$44,800		\$128,381	Industry demand for trained tradespersons in the region for full-time employment opportunities. According to BuildForce Canada - Construction and Maintenance Looking Forward 2017 to 2026 market conditions for Carpenters and Electricians will tighten in 2019 as there will be a need to replace an aging and retiring workforce.
Industrial Mechanics	Industrial Mechanics Certificate	Nipawin	03/02/20	12/06/20	93	12	\$76,898		\$29,400		\$106,298	Industry demand for trained tradespersons in the region for full-time employment opportunities. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 640 Industrial Mechanics/Millwrights in this forecast period.
Office Admin.	Office Administration Certificate	Tisdale	28/08/19	08/05/20	165	12	\$113,731		\$46,000		\$159,731	Requested by local employers to meet job vacancies in the region. High public demand for training. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1750 Administrative Assistants and 1370 General Office Support Workers in this forecast period.
Victim Services	Victim Services Coordination	Tisdale	16/09/19	30/06/20	37	6	\$45,006		\$4,120		\$49,126	Directly tied to Labour Market need to meet the demand of community service sector. This region houses the NE Victims Services in Tisdale and NE Outreach and Support Services in Melfort. According to the Sask Occupational Labour Demand Outlook 2016 to 2020, there will be demand for 3200 Law and Social Community Post Secondary Certificate/Diploma Training jobs in this forecast period.
General Business Diploma (Year 1)		Tisdale	04/09/19	30/06/20		24	\$83,786		\$76,000		\$159,786	Employment opportunities upon completion. Tied directly to Labour Market need. Ability to accommodate part-time students. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1870 Administrative Officers and 2960 Retail and Wholesale Trade Managers in this forecast period.

Program Management Plan 2019-20 continued

Program Information				ICT Funding			Other Funding		Total Cost	Rationale			
Program Name	Standard Program Name	Location	Start Date (dd/mm/yy)	End Date (dd/mm/yy)	# Program Days	Program Capacity	Projected STA Funding [A]	Use of Carryover [B]	Tuition & Books [C]	Partner Contribution [D]	Total Course Cost [A+B+C+D]	Brief Rationale for Program	
CCA (P/T)	Continuing Care Assistant	Nipawin	23/09/19	30/05/20	39	15	\$11,702		\$16,148		\$27,850	Continued shortage of CCA's. High public demand as Directly tied to Labour Market need. We will work with local daycare employers to release students to attain necessary accreditation. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1230 Early Childhood Educators and Assistants in this forecast period.	
Early Childhood Education Level I	Early Childhood Education Certificate	Melfort	19/10/19	06/06/20	24	15	\$8,158		\$12,001		\$20,159		
Early Childhood Education Level I	Early Childhood Education Certificate	Nipawin	26/10/19	13/06/20	24	15	\$7,115		\$12,001		\$19,116	Directly tied to Labour Market need. We will work with local daycare employers to release students to attain necessary accreditation. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1230 Early Childhood Educators and Assistants in this forecast period.	
Early Childhood Education Level II (Year 1 of 2) - P/T	Early Childhood Education Certificate	Tisdale	21/09/19	20/06/20	46	12	\$17,925		\$16,274		\$34,199	Directly tied to Labour Market need. We will work with local daycare employers to release students to attain necessary accreditation. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1230 Early Childhood Educators and Assistants in this forecast period.	
Youth Care Worker P/T	Youth Care Worker Certificate	Nipawin	09/09/19	05/30/20	77	12	\$37,764		\$18,750		\$56,514	Tied directly to the Labour Market need. A number of the students are employed by Nechapanuk Child and Family Services and require the credential to maintain employment.	
Total							126	\$941,172	\$0	\$494,644	\$0	\$1,277,978	

Program Management Plan 2019-20 continued

Program Information										ICT Funding			Other Funding		Total Cost	Rationale
Program Name	Standard Program Name	Location	Start Date (dd/mm/yy)	End Date (dd/mm/yy)	# Program Days	Program Capacity	Projected STA Funding [A]	Use of Carryover [B]	Tuition & Books [C]	Partner Contribution [D]	Total Course Cost [A+B+C+D]	Brief Rationale for Program				
Plan B Food and Service Cook	Food Service Cook Applied Certificate	Melfort	Jan-20	Mar-20	59	10	\$78,357		\$22,370		\$100,727	1. This program is aimed at getting students into the workforce quickly. It is designed with industry input, therefore students acquire practical skills and experience. 2. Students will get entry level cooking skills and hands-on experience employers want. Food Service Cooks are in demand in restaurants, hotels, health and educational institutions, remote mining camps and more.				
Food and Beverage Service	Food and Beverage Service Applied Certificate	Melfort	20-Jan	20-Mar	59	10	\$84,132		\$22,370		\$106,502	1. Well-trained, knowledgeable food and beverage professionals are always in demand. For those who choose employment upon completion of this certificate, this will provide the basic skills identified by employers for entry level skilled employment in the region. 2. The students can also use this applied certificate as a stepping stone into the Hotel and Restaurant Management diploma. This is a great way to expand career options and earning power.				
Production Line Welding	Production Line Welding Certificate	Melfort	20-Feb	20-Mar	40	10	\$61,082		\$15,494		\$76,576	1. This program provides the skill needed to perform competently in a high volume, high deposition welding production environment. It also provides the basic skills identified by employers for entry level skilled employment. 2. Upon successfully completing WELD 115, students will be eligible to receive credit for WELD 105 in the Welding certificate program if they choose to further their education in this field.				
Ag. Pesticide Applicator		Tisdale	20-Jan	20-Jan	4	10	\$4,568		\$2,850		\$7,418	Operators in need of applicator certification requesting face-to-face instruction.				
Water and Wastewater Modules	Water and Wastewater Technician	Tisdale	19-Oct	20-Mar	27	10	\$9,584		\$7,946		\$17,530	City, town and RM employees in need of CEUs to maintain multiple water systems.				
BST (P/T)	Building Systems Technician Certificate	TBD	19-Oct	20-Jun	76	12	\$80,212		\$21,994		\$102,206	Potential partnerships will allow this program to prepare individuals for full-time employment in industry. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1980 Janitors, Caretakers and Building Superintendents in this forecast period.				

Skills Training Allocation – Program Management Plan 2020-21

Program Name	Standard Program Name	Location	Program Capacity	Brief Rationale for Program
Practical Nursing	Practical Nursing Diploma (Year 2)	Melfort	14	Directly tied to Labour Market need. Partners' request for affordable programming. Employment opportunities upon completion. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 510 LPNs in this forecast period.
Practical Nursing	Practical Nursing Diploma (Year 1)	Melfort	14	Directly tied to Labour Market need. Partners' request for affordable programming. Employment opportunities upon completion. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 510 LPNs in this forecast period.
Continuing Care Assistant	Continuing Care Assistant Certificate	Melfort	15	Continued shortage of CCA's. High public demand as many students enrolled part-time through distance and require core modules delivered traditionally. Employment opportunities upon completion. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1990 Patient Service Associates in this forecast period.
Primary Care Paramedic	Primary Care Paramedic Certificate	Melfort	12	Industry demand for trained individuals in the region for full-time employment. Program required for entry into the fire fighting profession. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1990 Patient Service Associates in this forecast period.
Carpentry	Carpentry Certificate	Nipawin	12	Industry demand for trained tradespersons in the region for full-time employment opportunities. According to BuildForce Canada - Construction and Maintenance Looking Forward 2017 to 2026 market conditions for Carpenters and Electricians will tighten in 2019 as there will be a need to replace an aging and retiring workforce.
Office Admin.	Office Administration Certificate	Tisdale	12	Requested by local employers to meet job vacancies in the region. High public demand for training. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1750 Administrative Assistants and 1370 General Office Support Workers in this forecast period.
Building Systems Technician	Building Systems Technician Certificate	Nipawin	12	Potential partnerships will allow this program to prepare individuals for full-time employment in industry. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1980 Janitors, Caretakers and Building Superintendents in this forecast period.
CCA (P/T)	Continuing Care Assistant Certificate	Melfort	15	Continued shortage of CCA's. High public demand as many students enrolled part-time through distance and require core modules delivered traditionally. Employment opportunities upon completion. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1990 Patient Service Associates in this forecast period.
CCA (P/T)	Continuing Care Assistant Certificate	Nipawin	15	Continued shortage of CCA's. High public demand as many students enrolled part-time through distance and require core modules delivered traditionally. Employment opportunities upon completion. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1990 Patient Service Associates in this forecast period.
Early Childhood Education Level I	Early Childhood Education Certificate	Melfort	15	Directly tied to Labour Market need. We will work with local daycare employers to release students to attain necessary accreditation. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1230 Early Childhood Educators and Assistants in this forecast period.

Program Management Plan 2020-21 continued

Program Name	Standard Program Name	Location	Program Capacity	Brief Rationale for Program
Early Childhood Education Level II (Year 2 of 2) - P/T	Early Childhood Education Certificate	Tisdale	12	Directly tied to Labour Market need. We will work with local daycare employers to release students to attain necessary accreditation. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1230 Early Childhood Educators and Assistants in this forecast period.
Nail Technician - P/T	Esthetician - Nail Technician Certificate of Achievement	Melfort	10	Directly tied to Labour Market need. We will work with local industry partners.
Other Institute Credit Programming				
Program Name	Standard Program Name	Location	Capacity	Rationale
Crop Tech. Diploma (Year 1)		Melfort	20	Employment opportunities upon completion. Tied directly to Labour Market need, according to stakeholders. Opportunity for students in the region to complete program closer to home, allowing them to work on family farms.
General Business Diploma (Year 2)		Tisdale	24	Employment opportunities upon completion. Tied directly to Labour Market need. Ability to accommodate part-time students. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1870 Administrative Officers and 2960 Retail and Wholesale Trade Managers in this forecast period.
Disability Support Worker (P/T)	Disability Support Worker Certificate	Nipawin or Tisdale	15	Employment opportunities upon completion. Tied directly to Labour Market need.

Skills Training Allocation – Program Management Plan 2021-22

Program Name	Standard Program Name	Location	Program Capacity	Brief Rationale for Program
Practical Nursing (Semester 2)	Practical Nursing Diploma (Year 1)	Melfort	14	Directly tied to Labour Market need. Partners' request for affordable programming. Employment opportunities upon completion. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 510 LPNs in this forecast period.
Practical Nursing (Semester 1)	Practical Nursing Diploma (Year 2)	Melfort	14	Directly tied to Labour Market need. Partners' request for affordable programming. Employment opportunities upon completion. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 510 LPNs in this forecast period.
Continuing Care Assistant	Continuing Care Assistant Certificate	Melfort	15	Continued shortage of CCA's. High public demand as many students enrolled part-time through distance and require core modules delivered traditionally. Employment opportunities upon completion. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1990 Patient Service Associates in this forecast period.
Industrial Mechanincs	Industrial Mechanics Certificate	Nipawin	12	Industry demand for trained tradespersons in the region for full-time employment opportunities. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 640 Industrial Mechanics/Millwrights in this forecast period.
Business Certificate	Business Certificate	Tisdale	12	Employment opportunities upon completion. Tied directly to Labour Market need. Ability to accommodate part-time students. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1870 Administrative Officers and 2960 Retail and Wholesale Trade Managers in this forecast period.
Electrician	Electrician Applied Certificate	Nipawin	12	Industry demand for trained tradespersons in the region for full time employment opportunities. According to BuildForce Canada - Construction and Maintenance Looking Forward 2017 to 2026 market conditions for Carpenters and Electricians will tighten in 2019 as there will be a need to replace an aging and retiring workforce.
Office Admin.	Office Administration Certificate	Tisdale	12	Requested by local employers to meet job vacancies in the region. High public demand for training. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1750 Administrative Assistants and 1370 General Office Support Workers in this forecast period.
Media Production	Media Arts Production	Nipawin	12	
Primary Care Paramedic	Primary Care Paramedic Certificate	Melfort	12	Industry demand for trained individuals in the region for full-time employment. Program required for entry into the fire fighting profession. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1990 Patient Service Associates in this forecast period.

Program Management Plan 2021-22 continued

Other Institute Credit Programming				
Program Name	Standard Program Name	Location	Capacity	Rationale
Crop Tech. Diploma (Year 2)		Melfort	20	Employment opportunities upon completion. Tied directly to Labour Market need, according to stakeholders. Opportunity for students in the region to complete program closer to home, allowing them to work on family farms.
General Business Diploma (Year 1)		Tisdale	24	Employment opportunities upon completion. Tied directly to Labour Market need. Ability to accommodate part-time students. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1870 Administrative Officers and 2960 Retail and Wholesale Trade Managers in this forecast period.
CCA (P/T)	Continuing Care Assistant Certificate	Nipawin	15	Continued shortage of CCA's. High public demand as many students enrolled part-time through distance and require core modules delivered traditionally. Employment opportunities upon completion. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1990 Patient Service Associates in this forecast period.
Early Childhood Education Level	Early Childhood Education Certificate	Melfort	15	Directly tied to Labour Market need. We will work with local daycare employers to release students to attain necessary accreditation. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1230 Early Childhood Educators and Assistants in this forecast period.
Early Childhood Education Level	Early Childhood Education Certificate	Nipawin	15	Directly tied to Labour Market need. We will work with local daycare employers to release students to attain necessary accreditation. According to the Sask Detailed Occupational Outlook 2016 to 2020, there will be demand for 1230 Early Childhood Educators and Assistants in this forecast period.
Disability Support Worker (P/T)	Disability Support Worker Certificate	Nipawin or Tisdale	15	Employment opportunities upon completion. Tied directly to Labour Market need.

Appendix C – Program Plans

Adult Basic Education – Program Management Plan 2019-20

Program Background			Partners				Program Information				Program Capacity		ICT Funding			Anticipated Funding Partners		Total Anticipated Program Funding [A+B+C+D]	In-Kind Contribution
Program Name	Program Level	Location	On-Reserve/Off-Reserve	Start Date (dd/mm/yy)	End Date (dd/mm/yy)	Total # of Days	# of Hours per Day	Total Hours	Seat Capacity	# of FLEs	Projected ABE Funding [A]	ABE Carry Over Funds Used * [B]	K-12 Funding for 18-21 Year Olds [C]	Other Funding [D]					
Adult 12	Level 4	Melfort	Off-Reserve	22-Aug-19	22-May-20	168	5	840	19	22.8	\$105,000.00	\$30,610.00			\$135,610.00				
Adult 12	Level 4	Melfort	Off-Reserve	22-Aug-19	22-May-20	168	5	840	19	22.8	\$105,000.00	\$6,890.00			\$111,890.00				
Adult 12	Level 4	Nipawin	Off-Reserve	22-Aug-19	22-May-20	168	5	840	19	22.8	\$140,000.00				\$140,000.00				
Adult 12	Level 4	Tisdale	Off-Reserve	22-Aug-19	22-May-20	168	5	840	19	22.8	\$98,000.00				\$98,000.00				
ABE Level 2/3	Level 3	Melfort	Off-Reserve	22-Aug-19	20-Dec-19	82	5	410	5	2.9					\$0.00				
ABE Level 2/3	Level 3	Nipawin	Off-Reserve	22-Aug-19	22-May-20	168	5	840	19	22.8	\$100,000.00	\$1,440.00			\$101,440.00				
ABE Level 2/3	Level 3	Nipawin	On-Reserve	22-Aug-19	22-May-20	168	5	840	19	22.8	\$116,000.00	\$23,444.00			\$139,444.00				
ABE Level 2/3	Level 3	Tisdale	Off-Reserve	22-Aug-19	20-Dec-19	82	5	410	6	3.5					\$0.00				
ABE Level 2/3	Level 2	Melfort	Off-Reserve	22-Aug-19	22-May-20	168	5	840	15	18.0	\$130,000.00	\$13,739.00			\$143,739.00				
ABE Level 2/3	Level 2	Nipawin	On-Reserve	22-Aug-19	20-Dec-19	82	5	410	19	11.1	\$63,000.00	\$575.00			\$63,575.00				
ABE Level 2/3	Level 2	Nipawin	On-Reserve	6-Jan-20	22-May-20	86	5	430	19	11.7	\$63,000.00	\$575.00			\$63,575.00				
ABE Level 2/3	Level 2	Tisdale	Off-Reserve	22-Aug-19	22-May-20	168	5	840	15	18.0	\$122,000.00	\$12,126.00			\$134,126.00				
Adult 12	Level 4	James Smith	On-Reserve	22-Aug-19	22-May-20	168	5	840	15	18.0	\$123,000.00	\$30,146.00			\$153,146.00				
Adult 12	Level 4	Muskoday	On-Reserve	22-Aug-19	22-May-20	168	5	840	15	18.0	\$128,000.00	\$28,221.00			\$156,221.00				
Adult 12	Level 4	Little Red	On-Reserve	22-Aug-19	20-Dec-19	82	5	410	10	5.9	\$97,000.00				\$97,000.00				
ABE Level 2/3	Level 3	Little Red	On-Reserve	22-Aug-19	20-Dec-19	82	5	410	10	5.9					\$0.00				
ABE Level 1	Level 1	Shoal Lake	On-Reserve	3-Sep-19	13-Dec-19	45	3	135	12	2.3	\$5,000.00	\$3,222.00			\$8,222.00				
ABE Level 1	Level 1	Red Earth	On-Reserve	3-Sep-19	13-Dec-19	45	3	135	12	2.3	\$5,000.00	\$3,222.00			\$8,222.00				
ED Prep Informal	GED Prep Informal	Regional	Off-Reserve	9-Mar-20	1-May-20	18	3	54	18	1.4				\$5,400.00	\$5,400.00				
										89.0	11204.0	285.0	255.8	\$1,400,000.00	\$154,210.00	\$0.00	\$5,400.00	\$1,559,610.00	

* Subject to approval.

In the chart below, please enter the total # of programs in each program category planned for 2019-20.

2019-20 Program Delivery Projections	
Level 1	2
Level 2	4
Levels 1/2	
Level 3	4
Level 4	7
GED Prep Informal	1
ENL	
TOTAL	18

Comments: The highlighted programs will only include learners from this fall completing Level 3. There is no new intake and they will work as a split class with the ESWP program. Funding for these two programs is included in the Level 2 Melfort and the Level 2 Tisdale programs, which are both running as ESWP programs this year.

Adult Basic Education – Program Management Plan 2020-21

Program Details				Program Capacity
Program Name	Program Level	Location	On-Reserve/ Off-Reserve	Seat Capacity
Adult 12	Level 4	Tisdale	Off-Reserve	19
Adult 12	Level 4	Melfort	Off-Reserve	19
Adult 12	Level 4	Nipaw in	Off-Reserve	19
Adult 12	Level 4	Nipaw in	On-Reserve	19
ABE Level 2/3	Level 3	Tisdale	Off-Reserve	8
ABE Level 2/3	Levels 1/2	Tisdale	Off-Reserve	7
ABE Level 2/3	Level 3	Melfort	Off-Reserve	8
ABE Level 2/3	Levels 1/2	Melfort	Off-Reserve	7
ABE Level 2/3	Level 3	Nipaw in	Off-Reserve	10
ABE Level 2/3	Levels 1/2	Nipaw in	Off-Reserve	9
ABE Level 2/3	Level 3	James Smith	On-Reserve	15
ABE Level 1/2	Levels 1/2	Nipaw in	On-Reserve	38
Adult 12	Level 4	Muskoday	On-Reserve	15
ABE Level 1/2	Levels 1/2	Red Earth	On-Reserve	12
ABE Level 1/2	Levels 1/2	Shoal Lake	On-Reserve	12
				193

In the chart below, please enter the total # of programs in each program category projected for 2020-21.

2020-21 Program Delivery Projections		Comments:
Level 1		
Level 2		
Levels 1/2	6	
Level 3	4	
Level 4	5	
GED Prep Informal		
EAL		
TOTAL	15	

Adult Basic Education – Program Management Plan 2021-22

Program Details				Program Capacity
Program Name	Program Level	Location	On-Reserve/ Off-Reserve	Seat Capacity
Adult 12	Level 4	Tisdale	Off-Reserve	19
Adult 12	Level 4	Melfort	Off-Reserve	19
Adult 12	Level 4	Nipaw in	Off-Reserve	19
Adult 12	Level 3	Nipaw in	On-Reserve	19
ABE Level 2/3	Level 3	Tisdale	Off-Reserve	8
ABE Level 1/2	Levels 1/2	Tisdale	Off-Reserve	7
ABE Level 2/3	Level 3	Melfort	Off-Reserve	8
ABE Level 1/2	Levels 1/2	Melfort	Off-Reserve	7
ABE Level 2/3	Level 3	Nipaw in	Off-Reserve	10
ABE Level 1/2	Levels 1/2	Nipaw in	Off-Reserve	9
ABE Level 2/3	Level 3	James Smith	On-Reserve	15
ABE Level 2/3	Levels 1/2	Nipaw in	On-Reserve	38
Adult 12	Level 4	Muskoday	On-Reserve	15
ABE Level 1/2	Levels 1/2	Red Earth	On-Reserve	12
ABE Level 1/2	Levels 1/2	Shoal Lake	On-Reserve	12
In the chart below , please enter the total # of programs in each program category projected for 2021-22.				
2021-22 Program Delivery Projections		Comments:		
Level 1				
Level 2	2			
Levels 1/2	6			
Level 3	5			
Level 4	4			
GED Prep Informal				
EAL				
TOTAL	17			

Appendix D – Program Plans

English as a Second Language Program Enrolment Plan

Funding

2018-19 ESL Funding Carry Over

Total Funding from ICT: \$39,336.92

Total Funding from IRCC: \$105,554.08

Total Other Funding:

Total \$144,891.00

Classroom -Based Instruction								
Outcomes				Acceptability Level				
Students have the English language skills needed to independently perform day to day interactions within their community				25% of active students will achieve growth in a Canadian Language Benchmark level; 40% of active students will achieve growth in at least on CLB skill level				
Students are referred to services or resources and linked to community activities and networks, based on identified needs and goals.				80% of students will participate in a real-life learning opportunity				
Students identify settlement, integration and language learning needs, barriers and strength and set clear and realistic goals				80% of students will identify language learning goals.				
Students obtain information, resources, tools and services that are coordinated and responsive to their needs				60% of students will fulfill language learning goals				
Community	Name of Class	Hours/Week	Seats/Class	Weeks/Year	Total No. Hours	70% Target Participate Rate	Blended	Qualified Teacher
Melfort	CLB 1-8 Evening	6	8	38	1824	1276.8	no	yes
Tisdale	CLB 1-8 Evening	6	8	38	1824	1276.8	no	yes

Canadian Language Benchmarks Placement Test Assessments
Target number of CLBPT Assessments for non IRCC eligible students: 8

Referrals to On-Line English
Target number of referrals of eligible students to ECON on-line English: 6

Conversation Circles	
Outcomes	Acceptability Level
Participants have the English language skills needed to independently perform day to day interactions within their community.	80% of participants will report increased confidence in communicating in day to day interactions within their community.
Participants are referred to services or resources and linked to community activities and networks, based on identified needs and goals.	80% of participants will report increased understanding of, and participation in, community resources, activities and networks.
Participants have the English language skills needed to independently perform day to day interactions within their community.	100% of participants who are eligible for on-line english will be referred to on-line english.

Community	Hours/Week	No. of Seats	Weeks /Year
Hudson Bay	3	8	38
Hudson Bay	3	8	38
Porcupine	3	8	38

Appendix E – Program Plans

University Program Plan

Cumberland College University of Saskatchewan Courses		
Course	Delivery Mode	Location
Biology 120 plus lab	Face-to-face	Melfort
Biology 121 plus lab	Face-to-face	Melfort
Chemistry 112 plus lab	Face-to-face	Melfort
English 113	Face-to-face/videoconferencing	Melfort with video connection to Nipawin and Tisdale
English 114	Face-to-face/videoconferencing	Melfort with video connection to Nipawin and Tisdale
Indigenous Studies 107	Face-to-face/videoconferencing	Melfort with video connection to Nipawin and Tisdale
Nutrition 120	Face-to-face/videoconferencing	Melfort with video connection to Nipawin and Tisdale
PLSC 214 -Statistical Methods	Face-to-face/videoconferencing	Melfort with video connection to Nipawin and Tisdale
Psychology 120	Face-to-face/videoconferencing	Melfort with video connection to Nipawin and Tisdale
Psychology 121	Face-to-face/videoconferencing	Melfort with video connection to Nipawin and Tisdale
Sociology 111	Face-to-face/videoconferencing	Melfort with video connection to Nipawin and Tisdale
Sociology 112	Face-to-face/videoconferencing	Melfort with video connection to Nipawin and Tisdale
Political Studies 111	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Political Studies 112	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Over 50 first and upper year courses (including Arts and Science, Agriculture and Bioresources and Business)	Online	Melfort, Nipawin and Tisdale

Cumberland College University of Regina Courses		
Course	Delivery Mode	Location
Health Studies 100	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Justice Studies 100	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Psychology 101	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Psychology 102	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Religious Studies 100	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Social Work 100	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Social Work 202	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Social Work 405	Face-to-face/videoconferencing	Melfort, Nipawin and Tisdale with links to Parkland College and Northlands College
Social Work 400 level	Face-to-face/videoconferencing	Melfort, Nipawin and Tisdale with links to Parkland College and Northlands College
Social Work 460	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Social Work 469	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Sociology 213	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Women's Studies 100	LIVE (televised live-streamed)	Melfort, Nipawin and Tisdale
Over 60 first and upper year courses (including Arts, Cree, Kinesiology, Social Work, Business)	Online	Melfort, Nipawin and Tisdale

*please note that course offerings may change slightly

Appendix F – Program Training Allowance

2019-20 PTA Forecast

Program Name	Location	Seat Capacity	Estimated Program Fill Rate (%)	Estimated % of learners that will be PTA eligible	Realized Capacity (seat capacity x fill rate x PTA eligible rate)	Length of program (in months) (Jul 2019 to Mar 2020)	Avg payment per learner per month	Total Amount (realized capacity x length of program x avg payment per month)	
		A	B	C	D = (A x B x C)	E	F	D x E x F	
ABE									
Level 4 425639	Melfort	19	100%	86%	16.34	8	\$1,493	\$195,165	
Level 4 432708	Melfort	19	100%	86%	16.34	8	\$1,422	\$185,884	
Level 4 425640	Nipawin	19	100%	90%	17.10	8	\$1,568	\$214,502	
Level 4 425641	Tisdale	19	100%	80%	15.20	8	\$1,465	\$178,144	
Level 3 425636	Melfort	5	100%	90%	4.50	5	\$1,473	\$33,143	
Level 3 425637	Nipawin	19	100%	90%	17.10	8	\$1,554	\$212,587	
Level 3 432710	Nipawin	19	100%	90%	17.10	8	\$1,568	\$214,502	
Level 3 425638	Tisdale	6	100%	90%	5.40	5	\$1,380	\$37,260	
Level 2 ESWP 425633	Melfort	15	100%	90%	13.50	8	\$1,473	\$159,084	
Level 2 ESWP 425635	Tisdale	15	100%	85%	12.75	8	\$1,247	\$127,194	
Level 2 425634	Nipawin	19	100%	90%	17.10	5	\$1,554	\$132,867	
Level 2 432712	Nipawin	19	100%	90%	17.10	5	\$1,554	\$132,867	
Total								\$1,823,199	
STA									
Food Service Cook	Melfort	12	100%	90%	10.80	3	\$1,554	\$50,350	
Food and Beverage Service	Melfort	12	100%	90%	10.80	3	\$1,554	\$50,350	
Ag. Pesticide Applicator	TBD	12	100%	20%	2.40	0.25	\$1,554	\$932	
Production Line Welding	Nipawin	12	100%	90%	10.80	2	\$1,554	\$33,566	
					0.00			\$0	
Total								\$135,198	
Grand Total								\$1,958,397	
NEW CHANGE							1st Quarter Forecast (institution to supply)	Apr-19	\$110,000
								May-19	
								Jun-19	
PTA Forecast Total for 2019-20 Fiscal Year								\$2,068,397	

Note: This model assumes that the student stays in the program for the full program length, or that the seat is utilized by another learner receiving PTA.

Glossary of Terms

ABE: Adult Basic Education

AE: Ministry of Advanced Education

Casual Learner: A person taking courses within a program group that collectively total less than 30 hours of scheduled class time

CBA: Collective Bargaining Agreement

CEO: Chief Executive Officer

CFP: Certified Financial Plan

CLB: Canadian Language Benchmarks

Community/Individual Non Credit: Education and training that (a) leads to or enhances a person(s) employability or (b) enhances community and/or social development but does not result in credentials or certification recognized by an industry, association or sector, regulatory body or licensing agency.

Completer: A learner who has completed the time requirement of a course or all courses within a program session.

Completed Successfully: A learner who has successfully completed all requirements of a non-credit program. (course(s) default: 'completed-passed')

CMS: Content Management System

CPR: Cardiopulmonary resuscitation

Credit: Learning which is certified by a recognized body

Distinct Learner: An individual participating, over an identified period of time, in one or more program sessions offered by the College

ECE: Early Childhood Education

EIR: Elder-In-Residence

ELTS: English Language Testing Systems

ERM: Enterprise Risk Management

ESL: English as a Second Language

ESWP: Essential Skills for the Work Place

FLE: Full Load Equivalency, the total participant hours divided by the generally accepted full-load equivalent factor for a program group.

FTE: Full Time Equivalent

FNMAC: First Nations and Métis Advisory Council

FNUC: First Nations University of Canada

FTE: Full Time Equivalent

Full-Time Learner: A person who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

- for Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
- for university courses: a minimum of 9 hours of scheduled class time per week for a minimum of period of 13 weeks.

GED: General Education Development, is a series of exams that are written to determine grade 12 equivalency.

Graduate: A learner who has successfully completed all program requirements and attained a level of standing resulting in credit recognition from an accrediting institution/industry and/or regulatory body. (course(s) default: 'completed-passed')

HR: Human Resources

Industry Credit: Education and training which leads to a credential that is recognized by an industry association or sector, regulatory body or licensing agency.

Industry Non Credit: Education and training that meets the specific needs identified for an industry(s), group(s), firm(s) or sector(s) that does not result in credentials or certification recognized by an industry, association or sector, regulatory body or licensing agency.

Institute Credit: Education and training which leads to a credential (certificate, diploma, degree) from a recognized credit-granting agency.

IRCC: Immigration, Refugee and Citizenship Canada

IT: Information Technology

IATEC: Indigenous Access and Transition Education Certificate

ISC: Indigenous Services Canada

IRCC: Immigration, Refugee and Citizenship Canada

LINC: Language Instruction for New Comers

MAE: Ministry of Advanced Education

MICT: Ministry of Immigration & Career Training

MUCC: Melfort and Unit Comprehensive Collegiate

MySQL: Open Source Structured Query language database

NARF: Northeast Agricultural Research Foundation

NESD: North East School Division

Non-Credit: Learning which may include some form of evaluation however, does not result in certification by a recognized body.

Participant Hours: The total time (in hours) that a learner is actively involved in a program (courses) session.

Part-Time Learner: A person who is: (a) taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) taking courses that are at least 12 weeks in duration but collectively require less than 18 hour of scheduled class time per week.

Participation Rate: Credit programs only – expressed in terms of enrolment #'s per category as compared to total enrolments in credit programs.

PBLA: Portfolio Based Language Assessment

Personal Interest Non-Credit: Education and training that meets the needs of individual(s) or group(s) for the purpose of enhancing their hobby, leisure and recreation skills.

PD: Professional Development

PHP: Hypertext Processor. A general-purpose scripting language that is especially suited for web development.

PLAR: Prior Learning Assessment Recognition

Program: A course(s) of study based on a curriculum, plan, or system of academic and related activities that have a definite duration (hours/credit hours).

PTA: Provincial Training Allowance

RBC: Royal Bank of Canada

Registration: The number of learners registered

RFP: Request for Proposal

SABEA: Saskatchewan Adult Basic Education Association

SAO: Senior Academic Officer

SARS: Social Assistance Recipients

SBO: Senior Business Officer

Service: The formal act (activities which are tracked) of helping, providing assistance and/or advice.

SEM: Strategic Enrollment Management

SGEU: Saskatchewan Government Employees Union

SIS: Student Information System refers to a computerized system used by the Regional Colleges for all student enrollment information. This system is also referred to as OCSM, or One Client Service Model. OCSM is also used by a number of other partners.

SPTRB: Saskatchewan Professional Teachers Regulatory Board

STA: Skills Training Allocation

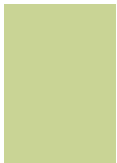
U OF R: University of Regina

U OF S: University of Saskatchewan

WHMIS: Workplace Hazardous Materials Information System



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