



**REACHING
NEW HEIGHTS**
IN AN AGE OF
DISRUPTION

The Colleges' Submission
for the 2017 Ontario Budget



COLLEGES | COLLÈGES
ONTARIO | ONTARIO



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I. THE TRANSFORMATION OF ONTARIO

The celebration of the Ontario college system's 50th anniversary in 2017 comes at a pivotal moment.

While it is an important opportunity to celebrate the growth and evolution of college education in Ontario, it also takes place at a time of unprecedented change.

The Fourth Industrial Revolution is rapidly reshaping the province in almost unimaginable ways. Every sector is being transformed by computerization. Robots will soon become common in the workplace and in people's homes. Cars will soon drive themselves. The digital revolution, 3D technology and the expansion of the sharing economy will continue to alter the nature of work and the careers of the future.

This new age of disruption is both exciting and challenging.

While the future holds tremendous opportunity for entrepreneurs and innovators, many young people are understandably worried about "job churn" and the growth of precarious employment.

Meanwhile, disruptions in the economy have created tremendous hardship and anxiety for middle-aged and older workers throughout the province. Restructuring and automation in key sectors such as manufacturing have put many people out of work or forced them into new jobs in lower-paying fields.

The anger and uncertainty is being seen throughout the world. In Europe, it led to the United Kingdom's unexpected Brexit vote to withdraw from the European Union.

In the United States, widespread anxiety about job losses and the state of the economy was a key factor in Donald Trump's victory in the 2016 presidential election - the first time in U.S. history that someone with no background in government or military command was elected president.

Automation and technology continue to eliminate or reduce many traditionally high-paying occupations. And that transformation will be even more profound in the years ahead.

As former U.S. secretary of labor Robert B. Reich noted in a recent address to the Higher Education Summit in Toronto, the next 20 years will see automation and new technology replacing employees in fields that have been mostly immune to disruptions up to now, such as health care and finance.

And all of this is occurring at a time when communities face increasing damage and disruption due to climate change and the negative external costs of increasing carbon emissions.

Ontario has only begun to address these challenges.

The pressure to respond in meaningful ways will intensify in the years ahead. More than ever, Ontario must boost its productivity and create more high-paying jobs by greatly increasing the supply of highly qualified people who add value to their sectors.

It is critical that more people acquire the professional and technical skills to succeed in a transformed economy. In particular, Ontario must do a much better job providing post-secondary education to people in lower-income households and to others who have always been underrepresented in higher learning, such as indigenous people and people with disabilities.

The government has made a good start with its planned reforms to student assistance. But that is only the beginning.

The affordability of post-secondary education will have little impact in the absence of a robust supply of quality programs. Whether people are looking to enter the post-secondary system for the first time or are in desperate need of retraining and upgrading, they must have improved access to the high-quality, career-specific programs at Ontario's colleges.

The chronic underfunding of college education cannot continue. While the government has provided funding to support enrolment growth, the escalating costs caused by inflation can no longer be ignored.

Since hitting a peak in 2007-08, per student revenues from operating grants and tuition fees - adjusted for inflation - have fallen every year. By 2016-17, this annual decline has resulted in an accumulated shortfall in college system revenues of about \$900 million.

Colleges have attempted to cope with the escalating costs through internal savings. But that is unsustainable - especially now, as many colleges face years of declining enrolment. In the absence of predictable and improved funding, quality programs must be cut and the quality of Ontario's workforce will deteriorate.

As Ontario celebrates the 50th anniversary of the college system in 2017, it is time to change course. Ontario must use its 2017 budget to launch a robust commitment to the long-term sustainability of high-quality college programs throughout the province.

II. COMMITTING TO LONG-TERM SUSTAINABILITY

College education continues to be Ontario's competitive advantage. As the OECD has noted, Canada is a world leader in post-secondary attainment rates because of the access to college programs.

Ontario has made tremendous strides since the Hon. William G. Davis established the college system 50 years ago. The investments in career-focused programs throughout Ontario continue to produce internationally recognized leaders in business, health care, the arts, and so much more.

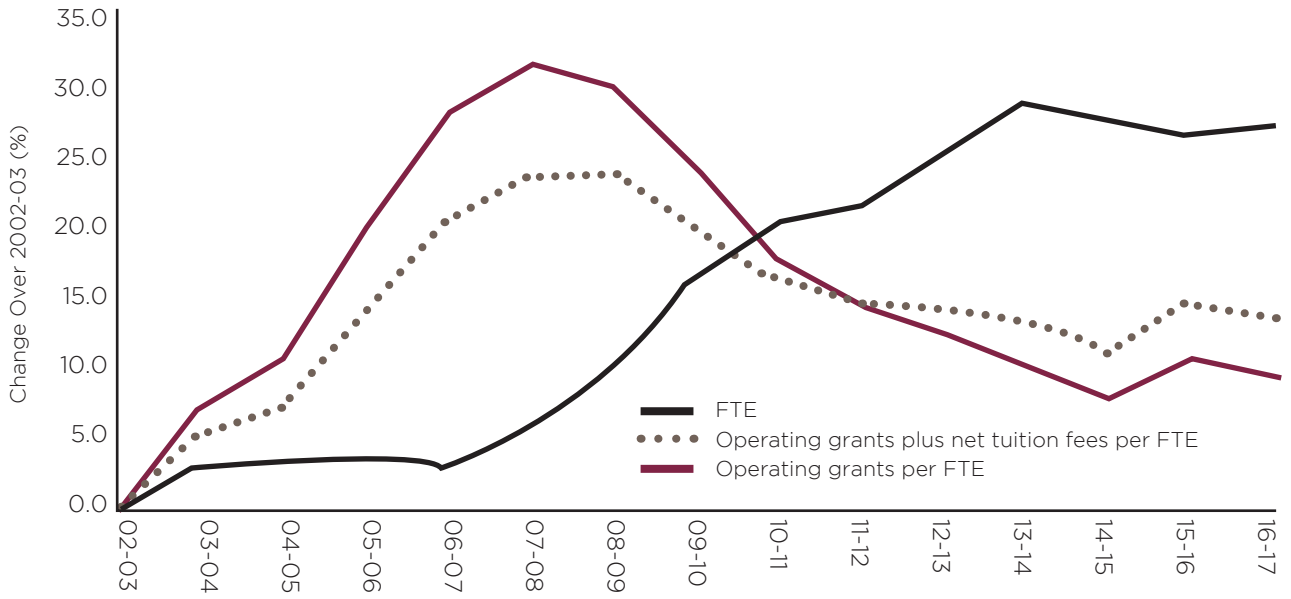
However, Ontario's college system is at the fiscal breaking point. Without sufficient investments, building for the future will be next to impossible. In fact, simply maintaining the quality of programs that exist today will be in jeopardy.

Demographic challenges combined with government funding constraints and policy changes have culminated in significant fiscal sustainability challenges for the sector.

In 2016-17, real operating grants per student are estimated to be \$940 lower than in 2007-08. While increases in tuition fee revenues have helped to offset some of this decline, in real terms, combined revenues from net tuition fees and operating grants per student are still more than \$600 lower than they were in 2007-08 (see Figure 1).

Although the 2016 provincial budget provided an increase in the operating funding for colleges for 2017-18, the increase is marginal and not all colleges will receive funding increases.

FIGURE 1. ENROLMENT AND REVENUE CHANGES, 2002-03 to 2016-17 (INDEXED TO 2002-03)



Source: Ontario Ministries of Advanced Education and Skills Development, Finance, Statistics Canada and Colleges Ontario.
 Note: Revenue figures are in constant 2002 dollars. Figures exclude tuition set-aside, collaborative and second-entry nursing and clinical education funding for collaborative nursing. Regulated tuition fees.

Ontario colleges receive the lowest per student revenue (from operating grants and tuition fees) of any province in Canada. On a per student basis, the revenues provided to Ontario colleges are also less than the revenues available to secondary schools and universities.

TABLE 1. ANTICIPATED INCREASES IN COLLEGE SYSTEM COSTS AND REVENUES IN 2017-18	
Projected increases in system-wide costs	\$120 M
Estimated increase in tuition revenue*	\$25 M
Funding gap	\$95 M

Note: Costs are prorated to reflect only the portion that can be attributed to post-secondary enrolments. These are estimates prepared by Colleges Ontario based on data from CFIS and the College Employer Council.

*In the absence of information on the new tuition framework, the estimate of tuition revenue is the same as that used in last year's submission.

As shown in Table 1, system-wide costs for compensation and other expenses in 2017-18 are expected to be \$120 million higher than in 2016-17.

Increases in domestic tuition fee revenues can help offset some of the anticipated cost increases. Assuming (in the absence of a new tuition framework) that the increase in tuition revenues remains at the same level as last year, colleges will still face a net funding gap of \$95 million in 2017-18. There are also significant local costs that vary by college.

The underfunding of post-secondary education is particularly acute at the college level. While universities receive about 35 per cent of their operating revenue from domestic tuition, domestic tuition only accounts for about 25 per cent of the colleges' operating revenue. Colleges depend more heavily on government grants that have not kept pace with rising costs.

Small, northern and mid-sized colleges are particularly challenged in this environment.

The government has provided funding to cover increases in enrolment. However, many colleges have not experienced enrolment increases in recent years and have subsequently suffered a decline in government grants.

Furthermore, projections done for the government and by third parties confirm the population of young people outside of the Greater Toronto-Hamilton Area and Ottawa will drop significantly in the coming years. While the government's reforms to student assistance may improve access and help offset some of this decline, many colleges will still face significant decreases in enrolment. In the absence of significant funding reform that recognizes inflationary pressure, tuition support for students will not solve this long-term structural crisis.

An independent, third-party forecast of college sector revenues and expenditures concludes that by 2024-25, colleges face an annual operating deficit exceeding \$400 million and a cumulative debt of more than \$1.9 billion over the period from 2015-16 to 2024-25. On a proportional basis, the deficits are expected to be larger among smaller colleges and those located in more rural and remote areas.

The underfunding of college education undermines Ontario's efforts to produce the highly skilled workforce that is critical to the province's future prosperity. Additional investments are essential to ensure the quality of programs at Ontario's colleges can be sustained. Future increases in the federal transfers for post-secondary education through the Canada Social Transfer would provide Ontario with some offsets to improved funding levels for the colleges.

II. COMMITTING TO LONG-TERM SUSTAINABILITY (CONTINUED)

BASE OPERATING FUNDING

Colleges recognize that these are challenging times for the province and that the government has committed to balance the budget in 2017-18.

However, it must be stressed that colleges are facing considerable financial challenges. While demographic trends have contributed to this situation in recent years, over the longer term the failure of the college funding model to recognize the inflationary pressures faced by the college system has been a major culprit.

Colleges have put in place a variety of measures to increase efficiency and make productivity gains. The collective approach in everything from labour negotiations and the running of a system-wide pension plan to bulk purchases, a system-wide library service and more continue to produce efficiencies and cost savings throughout the system.

But after many years of implementing efficiencies to reduce costs, the upper limit of achievable savings has been reached. There is little room to pursue further efficiencies without hurting access to higher education and the quality of programs provided.

For colleges to provide students with the high-quality learning experiences that will help them pursue rewarding careers, colleges need stable and predictable operating funding.

As discussed above, a minimum investment of \$95 million is needed in 2017-18 simply to maintain the status quo.

Colleges recognize that the 2016 budget committed to providing an increase of approximately \$21 million in 2017-18 to support enrolment growth in the college sector. Certainly, the province must ensure that commitment is fulfilled and that future growth is fully funded.

Beyond the funds committed for enrolment growth, an additional \$74 million is required in 2017-18 to address overall cost pressures. The government must also make a firm, long-term commitment to funding increases that cover inflationary cost pressures, similar to the increases provided to school boards and hospitals.

II. COMMITTING TO LONG-TERM SUSTAINABILITY (CONTINUED)

MOVING TO A NEW FUNDING MODEL FOR COLLEGES

To help protect the long-term sustainability of the system, Ontario's colleges have worked with the Ministry of Advanced Education and Skills Development on a review of the college funding formula.

The main focus of these discussions has been on the design of a corridor system that aims to protect colleges from enrolment declines and provide a mechanism for responding to enrolment growth. Under the proposed corridor model, there would be no change to a college's core operating funding as long as its enrolment remained within the corridor.

It is recommended that for the college system, the corridor be asymmetrical, with a floor of minus seven per cent and a ceiling of plus one per cent relative to the mid-point and that the mid-point for each college be based upon its best enrolment in the last two of five years.

To support this change, the colleges are calling for a new investment of \$20 million in 2017-18 to successfully implement an achievable mid-point for the corridor model without affecting a decrease in the weighted funding unit.

It must be emphasized that the \$20 million investment is an essential component of the proposed changes. Without that funding, the model cannot be successfully implemented.

III. DELIVERING HIGHER EDUCATION TO MORE STUDENTS

In this new age of technological innovation, higher education and training has become a necessity. It is essential that everyone has the opportunity to attain professional and technical skills that will help them pursue rewarding careers.

As Ontario moves forward into the next 50 years and the expected demographic changes take hold, ensuring that Ontario has the highly skilled workforce that it needs to compete in the global economy will be challenging. Greater efforts will need to be made towards inclusivity, to ensure that learners from all societal groups are provided with opportunities to acquire and succeed in post-secondary education and contribute to their own well-being and the well-being of the province.

Ontario will need to place a greater focus on college education, which reaches a broad range of students from diverse economic and socio-cultural backgrounds.

For students from lower-income families, the colleges are the destination of choice for post-secondary education, with 57 per cent of college applicants reporting household incomes of less than \$60,000 (see Table 2). Almost one-third of college students are first-generation students – students whose parents never attended a post-secondary institution – and 16 per cent have a physical, intellectual, mental health or learning disability. Almost six per cent of college students self-identify as indigenous and more than one-fifth report a mother tongue other than English or French.

TABLE 2. PER CENT OF COLLEGE APPLICANTS BY HOUSEHOLD INCOME, 2015

Under \$30,000	\$31,001 - \$60,000	\$60,001 - \$90,000	\$90,001 - \$120,000	\$120,000 +
31%	26%	18%	13%	12%

Source: 2015 Applicant Survey (Academica Group Inc.)

Ontario's new student assistance program and the introduction of net tuition billing are critically important access strategies that should stimulate demand, particularly from individuals from lower-income families and groups that are underrepresented in higher education.

Colleges will want to respond positively to greater demands for admission but the continuation of growth funding will be essential for colleges to meet these demands. It is recommended that the government continue to provide enrollment growth funding to support the achievement of higher post-secondary attainment rates.

In particular, emphasis must be placed on expanding access for groups that continue to be underrepresented in higher education. In its 2017 budget, the provincial government must target funding to increase post-secondary attainment levels.

III. DELIVERING HIGHER EDUCATION TO MORE STUDENTS (CONTINUED)

HELPING MORE STUDENTS WITH DISABILITIES COMPLETE COLLEGE

Ontario must ensure that every person has the opportunity to fully participate in the careers of tomorrow.

This is particularly important for students with disabilities. While there has been a great deal of work done to support these students at the elementary and secondary school levels, there is much that must still be done to promote education and training beyond high school.

Certainly, there have been increases in the number of students with disabilities pursuing college education.

For example, there has been a 110 per cent increase in students with mental health disorders over the last five years. As well, the number of students with Attention-Deficit/Hyperactivity Disorder (ADHD) has increased by 70 per cent over that period.

Colleges are also reporting that the complexity of conditions is increasing and that many students have multiple disabilities. The increasing volume and complexity of needs is posing significant resource challenges for colleges.

Despite the progress that has been made, students with disabilities continue to be underrepresented in post-secondary education. Ontario must ensure that greater numbers of students with disabilities enrol in post-secondary education and make it to graduation.

The priority should be to ensure that the financial support for students with disabilities in post-secondary programs is consistent with the level of support at the secondary level.

Estimates suggest that at the secondary level, the two largest components of the Special Education Grant – the Special Education Per Pupil Amount (SEPPA) and the Differentiated Special Education Needs Amount (DSENA) – provide approximately \$4,400 per special education needs student. By contrast, the funding provided for students with disabilities in the college system is about \$1,045 per student.

Colleges understand that the type of support that students from each sector require may be different, and the obligation to provide education may also differ at the JK-12 and post-secondary sectors. However, it is critical to ensure that there is a continuity of supports as students make the transition from high school to college.

For the coming years, Ontario must reduce the large gap in per student funding between the secondary level and college system.

As a starting point, the colleges are recommending the government increase the funding to college supports for students with disabilities by \$15 million in 2017-18.

III. DELIVERING HIGHER EDUCATION TO MORE STUDENTS (CONTINUED)

EXPANDING ACCESS FOR INDIGENOUS LEARNERS

The indigenous population is the fastest growing demographic group in Canada, yet its post-secondary attainment rate still trails that of the general population. Indeed, the Truth and Reconciliation Commission has called upon government to reduce education and employment gaps between indigenous and non-indigenous Canadians.

Forty-nine per cent of indigenous people aged 25 to 34 in Ontario hold no post-secondary credential, compared with 30 per cent of the total population (2011 National Housing Survey).

This shortfall has a dramatic impact on employment rates. For indigenous peoples in the 25 to 34 age group, the employment rate for those with a post-secondary credential was 79 per cent versus 52 per cent among those without a credential.

To ensure more indigenous peoples can realize their potential and participate fully in the labour force, there must be greater access to post-secondary education – particularly a college education, with its focus on career-specific education and training.

Currently, the Aboriginal Student Success Fund provides about \$8 million per year to colleges for student-focused services and programs that increase the number of aboriginal learners accessing and completing post-secondary education and training.

The methodology for allocating the Aboriginal Student Success Fund is based on historical assumptions and data that are out of date. The Ministry of Advanced Education and Skills Development needs to work with the colleges to modernize the funding mechanism and adjust the allocation formula to meet the current needs of institutions and the indigenous learners they serve.

Given the rapid growth of the indigenous population, the fund must be increased in order to sustain college services for this growing demographic group. New funds are also needed as colleges work to reduce education and employment gaps by indigenizing their campuses in ways that respond to the recommendations from the Truth and Reconciliation Commission.

Colleges are proposing that the funding for the Aboriginal Student Success Fund be increased by \$5 million in 2017-18. To allow colleges to plan appropriately and to undertake improvements in a systematic way, a portion of the funding needs to be regularized, as opposed to being proposal-based.

The new funding will allow colleges to develop:

- New transition strategies and programs to increase access to college.
- Indigenization strategies that enhance the learning environment and promote credential completion.
- New programs and initiatives that increase transitions into the labour market.

III. DELIVERING HIGHER EDUCATION TO MORE STUDENTS (CONTINUED)

PROVIDING MORE STUDENTS WITH MEANINGFUL WORKPLACE EXPERIENCES

As Premier Kathleen Wynne's Highly Skilled Workforce Expert Panel emphasized in its June report to government, it is essential that students have access to meaningful experiences in the workplace as part of their education.

Ontario's colleges support the panel's recommendations to produce a more qualified and highly skilled workforce. In fact, college education will be essential to the successful implementation of the panel's recommendations.

Colleges are leaders in providing students with opportunities for experiential and work-integrated learning.

College educational activities that support experiential learning include apprenticeship, co-op placements, clinical and field placements, internships, service learning, simulations and applied research projects. Students are also provided with additional opportunities to apply knowledge in other types of practical settings such as campus incubators, labs, shops, recording studios, radio stations, capstone projects, etc.

Much of the success of these activities can be attributed to the colleges' strong partnerships with businesses and industries throughout the province. For example, Bruce Power recently announced a partnership with four Ontario colleges that will help train more people for the nuclear industry.

Experiential learning improves the student experience and the labour market outcomes of graduates and is increasingly at the forefront of the policy discussions in the area of teaching and learning.

The Highly Skilled Workforce Expert Panel and the Business Council of Canada's Higher Education Roundtable have recommended that every post-secondary student have an experiential or work-integrated learning opportunity prior to graduation. The recent provincial throne speech and Premier Wynne's mandate letter to Advanced Education and Skills Development Minister Deb Matthews confirmed this is a priority.

Work-integrated learning was also a focus in the 2016 federal budget.

The federal government announced that it would provide \$73 million over four years for the Post-Secondary Industry Partnership and Co-operative Placement Initiative. The initiative will support partnerships between employers and post-secondary institutions to better align what is taught with the needs of employers. It will also support new co-op placements and work-integrated learning opportunities for young people, with a focus on high-demand fields, such as science, technology, engineering, mathematics and business.

As established leaders in providing students with opportunities for experiential learning, colleges can help the province meet its goal of ensuring that all post-secondary students have such a learning opportunity before they graduate.

While a significant number of college programs provide experiential learning, not all career-focused college programs include such components. It's estimated about two-thirds of college career-based programs include such learning components.

To close the gap and incorporate experiential learning into 100 per cent of college career-focused programs over the next three years, additional funds are needed.

As it is, the funding that colleges receive only partially covers the costs associated with experiential learning opportunities such as co-op placements, field placements, etc.

Ontario's colleges are recommending the government provide additional funding over the next three years to allow colleges to ensure that all career-focused college programs have an experiential learning component. Specifically, the colleges are recommending that an initial investment of \$10 million be provided for 2017-18, which would increase in subsequent years.

MODERNIZING APPRENTICESHIP

Premier Kathleen Wynne has emphasized that modernizing apprenticeship is necessary to address the shortage of skilled tradespersons, especially women and people from underrepresented groups.

Ontario's colleges deliver close to 90 per cent of the province's in-school apprentice training. The colleges are fully committed to working collaboratively with the government to build an effective, modernized apprenticeship system that will lead to:

- Simpler, more flexible and convenient service levels for apprentices and employers.
- A more open, transparent and equitable process to allow more Ontarians to pursue apprenticeship training and supporting higher apprenticeship participation and completion rates.
- Greater participation of underrepresented groups, including women.
- Closer alignment with industry needs, encouraging more employers to engage in apprenticeship training.
- A higher profile for apprenticeship training, making it equivalent to diploma and degree education.
- Students, parents, guidance counsellors, and employment centres having ready access to comprehensive and clear information about apprenticeship.
- A more cost-effective and efficient system.
- Far better socioeconomic and administrative data to compare the success of apprentices with other post-secondary students.



One critical element of a modern apprenticeship system, as recommended by the Highly Skilled Workforce Expert Panel, is a simplified central application process.

Ontario's colleges are recommending that the Ontario College Application Service (OCAS) pilot a modification of its existing college application website that would register applications for apprentices.

Initially focusing on some select trades, the pilot would use a transparent and single-entry/electronic access/application/registration process to enhance access to apprenticeship training and the support of apprentices through their training. The pilot would be undertaken in full consultation with all the key stakeholders in the apprenticeship training system and will assist in informing broader discussions about apprenticeship modernization.

To support this initiative, colleges are seeking \$4 million in one-time funding for the pilot project. This investment would contribute to planning the business process changes and developing the IT infrastructure to the college application process.

Colleges also need to ensure the instructional equipment used for the in-school portion of apprenticeship training meets industry standards. Colleges are requesting the government provide a renewed three-year allocation in the 2017 budget, including an incremental \$10 million in 2017-18 to the Apprenticeship Enhancement Fund for new capital projects for new equipment, new facilities and new technologies such as welding simulators.

III. DELIVERING HIGHER EDUCATION TO MORE STUDENTS (CONTINUED)

ADDRESSING CAPITAL NEEDS

DEFERRED MAINTENANCE (FACILITIES RENEWAL)

Ontario's colleges were pleased that the 2014 budget committed to providing additional funding of almost \$500 million over 10 years to address critical maintenance repairs in the post-secondary sector.

The increased funding represented an important first step towards an evidence-based infrastructure plan as requested by the 2010 report of the Auditor General of Ontario. The investments in critical repairs will help prevent the deterioration of facilities that will cost even more to repair later.

The Ministry of Advanced Education and Skills Development has now completed an extensive analysis of colleges' deferred maintenance challenges. The current deferred maintenance backlog is over \$1 billion.

The challenge ahead continues to be significant.

Assuming that one-third of the government's funding commitment is allocated to colleges, and that colleges are able to match this funding from their own resources, the backlog is still estimated to grow to more than \$3 billion within a decade. This represents a significant deterioration in the condition of college facilities, which affects the quality of programs provided to students.

It is essential that the backlog of deferred maintenance projects continues to be addressed. Ontario's colleges urge the government to fully implement the 2014 budget commitment to increase the funding levels for critical maintenance repairs and to double the college investment over the next five years.

COLLEGE INFRASTRUCTURE FUNDING

Recently, there have been substantial new federal and provincial investments for college facilities. But even with these investments, the number of square feet per college student at college campuses will be far less than the space provided to secondary students and university students in Ontario (not including space assigned to research).

The shortfall in college space remains particularly acute in the classroom, laboratory and learner support spaces that contribute to student success and program completion. This results in students having insufficient access to such spaces, along with poor timetables, which can be particularly difficult for students with jobs or with children.

In the recent federal fall economic statement, Finance Minister Bill Morneau committed to investing an additional \$81 billion in infrastructure and emphasized the government's commitment to working with the provinces to determine the best ways to invest these funds. To ensure that college facilities can meet the challenges of the coming decades, colleges are proposing that Ontario urge the federal government to provide significant new investments for college infrastructure from this new fund.

The investment would allow colleges to make additional improvements to student learning environments, repurpose existing space to meet changing labour force needs, and address shortfalls in space.

IV. THE NEXT EVOLUTION OF COLLEGE EDUCATION

College education must be at the forefront of Ontario's transformation in the years ahead. In everything from the successful development of a more highly skilled workforce to the great shift to a more innovative and low-carbon economy, the programs and services at Ontario's colleges will be central to the province's long-term prosperity.

PROMOTING TECHNOLOGY-ENABLED LEARNING

“The digital revolution should lead to breakthroughs in education, the way we interact, the way we can share...The tools out there for the motivated learner today are dramatically better than what's ever been out there before, like interactive experiential software.”

- Bill Gates (Vancouver Sun, 09.20.2016)

Today's workplaces are increasingly digitized and technologically advanced and will become even more so in the future.

Ensuring that Ontario has a highly skilled workforce to meet workplace needs will require colleges to be rapidly transforming the delivery of programs, courses and student supports and to fully utilize technology. This includes new technology to support digital delivery (online, remote and blended learning), software designed to support students with the acquisition of knowledge and skills, and simulators that model real-world workplace processes in a virtual environment.

The colleges' 50th anniversary celebrations in 2017 present an ideal opportunity for Ontario to invest in the future. New funding to promote innovation will position Ontario as a leader in the new economy.

Colleges are requesting that the government provide a one-time \$48 million investment (\$2 million per college) for technology-enabled learning resources – including IT infrastructure, simulators, digital delivery, software and the start-up of Digital Innovation Centres. These centres would drive and support faculty, staff and administrators in pursuing new teaching strategies, applications and technologies.

This investment will strengthen the capacity of colleges to prepare graduates for the digital economy. The funding would supplement the current instructional equipment funding.

IV. THE NEXT EVOLUTION OF COLLEGE EDUCATION

TACKLING CLIMATE CHANGE

Ontario's colleges have embraced the global fight to reverse climate change.

Indeed, colleges have already taken significant steps to reduce carbon emissions and move Ontario to a cleaner economy. In everything from the development of new programs and curriculum to campus renewal projects that promote greater energy efficiency, Ontario's colleges are leaders in sustainability.

With provincial support, much more can be done in the years ahead. Ontario's colleges are prepared to be world leaders for the broader public sector, implementing reforms that showcase the comprehensive transformation of an entire sector.

To facilitate this bold vision, Colleges Ontario has submitted a proposal to government that requests funding for an annual grant of \$75 million and \$100 million for a one-time pool of investment funds (repayable interest free loans) to allow colleges to accelerate the implementation of strategies and campus capital projects to battle climate change.

The funding would be used to:

- Reduce emissions by moving campus infrastructure and transportation practices towards a net-zero environment.
- Establish a carbon productivity office at each college that would support efforts to reduce emissions at an individual institution.
- Develop and deliver training/education programs aimed at the growth of a low-carbon workforce.
- Foster innovation and commercialization of new low-carbon technologies by supporting college partnerships with local industry and municipal partners.
- Collaborate with indigenous communities to deliver programs related to renewable energy, energy efficiency, and the green building sector.

The \$100-million pool of investment funds would finance campus-based projects that dramatically reduce emissions. Allocating the funds through a combination of grants and loans will magnify impact as the loan funds will be reinvested into the system to make further reductions. The grants and loans would be available to Ontario's 24 public colleges on an application basis. The loans would be interest-free and repayable over the payback period of the project, and the loan fund would be replenished through such repayments.

The successful implementation of the strategy will require multi-year funding. In 2017-18, it is recommended the government provide colleges with the first \$75 million in annual payments.

IV. THE NEXT EVOLUTION OF COLLEGE EDUCATION

THE COLLEGES' 2017 BUDGET REQUESTS AT A GLANCE

TABLE 3. PROPOSED NEW INVESTMENTS FOR 2017-18

Increase in base operating funding (Net of committed increase in enrolment growth funding)	\$74 M
Moving to the corridor model	\$20 M
Improving support for students in underrepresented groups	\$20 M
Experiential learning	\$10 M
Apprenticeship modernization	\$14 M
Technology-enabled learning	\$48 M
Addressing climate change*	\$175 M

*Includes the request for \$100 million in one-time funding for pool of investments funds.

V. CONCLUSION

Ontario's colleges greatly welcomed the 2016 budget commitment to support the colleges' 50th anniversary in 2017.

The creation of the college system 50 years ago represented a bold step forward in the delivery of higher education and the range of opportunities provided to students. Thanks to the government's leadership and vision, two million Ontario college graduates have made their mark within this province and throughout the world.

Building on this legacy is critical. The challenges facing the province today are truly global in scale and greater than ever. Ontario needs a new vision and commitment that is as bold and transformative as the establishment of the college system 50 years ago.

It is essential for the government to make a long-term and meaningful commitment to the sustainability of college education in the province. And it must ensure the funding will be provided to deliver on that commitment.

At a time when there are grave doubts about Ontario's economy and the future availability of well-paying careers, strengthening the province's workforce must be a priority. Far too many people face little hope for the future if the province continues to ignore the serious fiscal pressures facing Ontario's colleges.

Ontario must change direction. With the right strategies and a long-term commitment to college education, Ontario can be at the forefront of transformational changes that are essential to long-term prosperity and social cohesion.

Algonquin College
Collège Boréal
Cambrian College
Canadore College
Centennial College
Conestoga College
Confederation College
Durham College
Fanshawe College
Fleming College
George Brown College
Georgian College
Humber College
Collège La Cité
Lambton College
Loyalist College
Mohawk College
Niagara College
Northern College
St. Clair College
St. Lawrence College
Sault College
Seneca College
Sheridan College



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