

**2012/13-2014/15**

# Aboriginal Service Plan and Reporting Guidelines



**Ministry of Advanced  
Education**  
*January 2012*

These guidelines are intended to provide public post-secondary institutions, Aboriginal communities, organizations and institutes, and Ministry staff with common standards and definitions for the 2012/13-2014/15 Aboriginal Service Plan and Report.

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## Background

### What is an Aboriginal Service Plan?

An Aboriginal Service Plan is a three-year rolling strategic plan for enhancing the post-secondary educational experiences and outcomes of Aboriginal<sup>1</sup> learners. Aboriginal Service Plans are developed and implemented collaboratively by public post-secondary institutions and Aboriginal communities, organizations and post-secondary institutes<sup>2</sup>. The goals are to:

- Increase access, retention, completion and transition opportunities for Aboriginal learners;
- Strengthen partnerships and collaboration in Aboriginal post-secondary education; and
- Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.

Government will provide funding to support development and implementation of Aboriginal Service Plans; however, government support should be used to leverage further resources, including institutional core funding and external resources.

Aboriginal Service Plans provide an avenue for Aboriginal communities, organizations and post-secondary institutes to participate in shaping programs and services that address the academic, social, emotional, and cultural needs of Aboriginal learners and provide public post-secondary institutions with an opportunity to better meet the needs of Aboriginal learners and communities. Public post-secondary institutions must engage and demonstrate evidence of this engagement with Aboriginal communities, organizations and post-secondary institutes in the development and implementation of the Aboriginal Service Plan.

The values and principles of this initiative are grounded in concepts of the New Relationship<sup>3</sup>. Guided by principles of trust, recognition and respect, public post-secondary institutions and Aboriginal communities, organizations and post-secondary institutes will continue to build stronger relationships.

The first phase of the Aboriginal Service Plan initiative was a pilot that selected eleven public post-secondary institutions through a competitive process. Based on the recently completed Evaluation of the 2007 Aboriginal Post-Secondary Education Strategy<sup>4</sup>, the Ministry is providing funding to continue the Aboriginal Service Plan initiative at the eleven pilot institutions. The Ministry will be looking for opportunities to expand the Aboriginal Service Plan initiative to other public post-secondary institutions as funding is available.

## Overview

These guidelines outline the requirements for Aboriginal Service Plans and Reports. Aboriginal Service Plan and Reporting Instructions, including templates, will also be made available.

### New and Noteworthy

Based on the findings and recommendations in the Evaluation of the 2007 Aboriginal Post-Secondary Education Strategy, the Aboriginal Service Plan Guidelines have a greater emphasis on:

- a) Engagement of Aboriginal communities, organizations and post-secondary institutes on an ongoing basis; and

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<sup>1</sup> Aboriginal” is used in this document to be inclusive of all Aboriginal peoples in the province including First Nations, Métis and Inuit people.

<sup>2</sup> This would include First Nations, Bands, Tribal Councils, Métis organizations, Aboriginal Friendship Centres, and Aboriginal post-secondary institutes.

<sup>3</sup> The New Relationship document can be found online here: [www.newrelationship.gov.bc.ca/](http://www.newrelationship.gov.bc.ca/)

<sup>4</sup> The evaluation report can be found online here: <http://www.aved.gov.bc.ca/aboriginal/evaluation.htm>

b) Monitoring and evaluation.

The Aboriginal Service Plan initiative will provide ongoing support for the eleven Aboriginal Service Plan institutions, at a minimum level of \$200,000 per fiscal year, based on meeting the criteria set out for Aboriginal Service Plans. This allocation is subject to annual approval of the Legislature. Funding will be contingent on meeting the goals of the Aboriginal Service Plan and the merit of proposals for additional funds beyond the \$200,000 minimum allocation.

Public post-secondary institutions will work in partnership with Aboriginal communities, organizations and post-secondary institutes in the area served by the institution to develop and implement a three-year rolling Aboriginal Service Plan.

### Submission and Ministry Review

2012/13 – 2014/15 Aboriginal Service Plans and 2011/2012 Interim Reports are due to the Ministry by **February 6, 2012**.

Final 2011/2012 Aboriginal Service Plan Reports are due to the Ministry by **June 27, 2012**.

Aboriginal Service Plans and Reports will be reviewed by an Aboriginal Service Plan Steering Committee (see Appendix I for Terms of Reference) and Ministry staff and will then be posted on the Ministry website.

Aboriginal Service Plans and Reports are intended to integrate with existing planning processes. It is anticipated that Aboriginal Service Plans will be updated on an annual basis.

## Main Elements

The following elements are the minimum requirements for the Aboriginal Service Plans and Reports.

Aboriginal Service Plans and Reports should include, at minimum, a statement acknowledging the traditional territory/territories the institution resides on.

## Aboriginal Service Plan

(Due February 6, 2012)

### a) Letter from the President

The Aboriginal Service Plan should include a cover letter to the Minister of Advanced Education signed by the President of the Aboriginal Service Plan institution.

### b) Environmental Scan

- i) Brief situational context: an overview of the most important external and internal factors, such as economic opportunities and community planning, that impact the Aboriginal learners and communities served by the institution.
- ii) Brief summary of the post-secondary needs of Aboriginal learners and communities served by the institution. Include a brief overview of the institution's approach to partnership, engagement and reporting to date. Identify any important external or internal factors that have impacted these partnership, engagement and reporting activities.
- iii) Brief summary of the Aboriginal Service Plan's strengths, challenges, opportunities and lessons learned to date.

**c) Overall Goals and Objectives**

Identify the high level goals and objectives of the activities in the Aboriginal Service Plan for 2012/13-2014/15. Provide a brief rationale for each of the goals and objectives, including linking them to the goals and objectives of the Aboriginal Service Plan initiative, as well as leading practices, major achievements and lessons learned from the pilot of the Aboriginal Service Plan initiative.

**d) Partnerships, Engagement and Reporting**

This section reviews the past year and looks forward to the next three years. It is intended to help institutions and Aboriginal community partners adopt a strategic approach to partnership and engagement. As strengthening partnerships and collaboration with Aboriginal communities, organizations and post-secondary institutes is one of the three main goals of the Aboriginal Service Plan initiative, it is anticipated that some of the activities outlined in this section of the report may also be included in the Activity section.

i) Partner and Stakeholder Analysis

Identify all potential partners and stakeholder groups for the Aboriginal Service Plan. These would include the First Nations on whose traditional territory the institution is located, local Aboriginal post-secondary institutes and organizations, First Nations and Tribal Councils in the area being served by the public post-secondary institution, Métis, and other public post-secondary institutions. For each of these partner and stakeholder groups, identify their interests, concerns and key issues relating to the Aboriginal Service Plan initiative, the current types of partnership, engagement and reporting activities as well as the gaps and challenges. Based on an analysis of the context, the partner and stakeholder needs, and time and resource limitations, also identify the partnership, engagement and reporting level that is most suited to each partner and stakeholder group for the 2012/13-2014/15 Aboriginal Service Plan. Where more than one public post-secondary institution is serving a particular community, engagement and planning must be coordinated between the public post-secondary institutions to ensure a seamless approach to communities. Consortium approaches continue to be encouraged. See Table 1 for examples of partnership, engagement and reporting levels.

<b>Partnership, Engagement and Reporting Levels</b>	
<b>Level</b>	<b>Types of Activities (Examples)</b>
Low	Consulting on prepared drafts, large meetings with multiple partners and stakeholders to inform about upcoming decisions and gather feedback
Medium	Regular meetings with smaller groups of partners and stakeholders, inclusion at the design and development stages, creating space for dialogue and discussion; regular involvement in reporting processes
Deep	Seeking consensus and shared decision making in developing and delivering programs and services, jointly developing reports

**Table 1**

ii) **Detailed Partnerships, Engagement and Reporting**

Based on the partner and stakeholder analysis, list all planned partnership, engagement and reporting activities for 2012/13-2014/15, including the timing, the type of activity, anticipated outcomes from the partnership activity, and the partner or stakeholder groups involved.

**e) Detailed Aboriginal Service Plan**

i) Describe all planned activities, including activities to be supported by the minimum Ministry funding (\$200,000) and any activities for which the public post-secondary institution is seeking additional Ministry funding for 2012/13 – 2014/15. Include the following details for all of the planned activities:

- (1) Description of the activity
- (2) Activity Category (refer to Appendix III for list of Activity Categories)
- (3) Applicable Aboriginal Service Plan Goal(s) for the activity
- (4) Rationale for the activity
- (5) Logistics (timing and location)
- (6) Anticipated outputs and outcomes (e.g. number of participants)

Clearly distinguish between the minimum and additional activities. Activities for which the public post-secondary institution is seeking additional Ministry funding must be ranked in order of priority.

Note: only those activities outlined in Appendix III will be considered appropriate for Aboriginal Service Plan funding. Aboriginal Service Plan funding is intended to enhance existing operating revenue and not replace funding already in place for core activities.

**f) Overall Budget for 2012/13-2014/15**

Provide an overall budget identifying the expenditures for each Aboriginal Service Plan activity being implemented with the minimum budget of \$200,000 in addition to identifying expenditures for each proposed Aboriginal Service Plan activity for which additional Aboriginal Service Plan funding is sought:

- i) Activities costing over \$20,000 require a budget breakdown.
- ii) Identify funding from other sources or in-kind contributions for each activity.

**g) Evidence of support from Aboriginal community partners**

Provide evidence of support from each Aboriginal community, organizations and post-secondary institute partner demonstrating that the Aboriginal Service Plan was developed collaboratively. Evidence should be included in an appendix to the Plan. Aboriginal Service Plan institutions should have an Aboriginal Advisory Council in place to play a role in the development and implementation of the Aboriginal Service Plan.

Evidence could include letters of support, Band Council Resolutions, financial contributions, partnership agreements, memoranda of understanding and protocols and/or sign off on the Aboriginal Service Plan.

## **Interim Report for 2011/2012 Aboriginal Service Plan Transition Plan**

**(Due February 6, 2012)**

### **Results by Activity**

List all activities implemented under the 2011/2012 Aboriginal Service Plan Transition Plan prior to December 31, 2011. Provide a brief update on the progress achieved, including:

- i) Description of the activity
- ii) Logistics (timing and location)
- iii) Outputs and outcomes achieved (e.g. number of participants)
- iv) Comments (explanations for any variations from the 2011/2012 Aboriginal Service Plan Transition Plan, identification of any challenges and plans to address these challenges)

## **Final Report for 2011/2012 Aboriginal Service Plan Transition Plan**

**(Due June 27, 2012)**

### **1) Overview and Context**

Provide a brief summary of Aboriginal Service Plan implementation in 2011/2012 and any major external or internal factors that impacted performance (positively or negatively).

### **2) Results by Activity**

List the activities that were planned under the 2011/2012 Aboriginal Service Plan Transition Plan, and provide a brief update on progress achieved, including:

- i) Description of the activity
- ii) Activity category (refer to Appendix III for list of Activity Categories)
- iii) Logistics (timing and location)
- iv) Outputs and outcomes achieved (e.g. number of participants)
- v) Comments (explanations for any variations from the 2011/2012 Aboriginal Service Plan Transition Plan, identification of any challenges and how those challenges were addressed)

### **3) Financial Information**

Identify the expenditures for each Aboriginal Service Plan activity being implemented with the minimum budget of \$200,000 as well as expenditures for each activity implemented with additional Aboriginal Service Plan funding:

- i) Include an explanation of any variance from the original budget for the 2011/2012 Transition Plan submitted in July 2011.
- ii) Provide an expenditure breakdown for any activities costing over \$20,000.
- iii) Identify funding from other sources or in-kind contributions for each activity.

### **4) Summary Assessment**

Provide a summary assessment of the major achievements, leading practices and lessons learned through the implementation of the 2011/2012 Aboriginal Service Plan Transition Plan.

## Appendix I: Aboriginal Service Plan Steering Committee Terms of Reference

### Background

An Aboriginal Service Plan (ASP) is a three-year rolling strategic plan for enhancing the post-secondary educational experiences and outcomes for Aboriginal learners. ASPs are developed and implemented collaboratively by public post-secondary institutions and Aboriginal communities and organizations. This includes the development or enhancement of programs and courses, student support services, outreach activities, partnership agreements and community based program delivery. The goals are to:

- Increase the access, retention, completion and transitions opportunities for Aboriginal learners.
- Strengthen partnerships and collaboration in Aboriginal post-secondary education.
- Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.

The Ministry of Advanced Education (AVED) is establishing an ASP Steering Committee to provide advice on the development, implementation and assessment of the ASP initiative.

### Selection Process

The following organizations will be invited to send one delegate to participate in the ASP Steering Committee:

1. First Nations Education Steering Committee
2. Indigenous Adult and Higher Learning Association
3. Métis Nation BC
4. BC Association of Aboriginal Friendship Centres
5. First Nations Public Service
6. BC Association of Institutes and Universities
7. BC Colleges
8. Research Universities Council of BC
9. BC Aboriginal Post-Secondary Coordinators Council
10. Unified Aboriginal Youth Collective
11. Ministry of Education
12. Ministry of Aboriginal Relations and Reconciliation
13. Aboriginal Affairs and Northern Development

Organizations should indicate their designate in a letter or email to AVED. Where applicable, organizations should include a statement disclosing any potential conflict of interest regarding their delegate's participation in the ASP Steering Committee.

### Tasks

1. Provide advice to AVED on the design and implementation of ASP Phase II.
2. Review and provide advice on reports from ASP institutions.
3. Provide advice to AVED on allocation of resources for ASPs.
4. Help in the design and implementation of any assessment of the ASP initiative.

### Governance

AVED will chair and provide administrative support for the ASP Steering Committee. The Steering Committee will utilize a consensus decision making model founded in the principles of shared responsibility and cooperation. If consensus cannot be reached, a simple majority will be used, with the opposition noted and recorded.

### Participation

The Steering Committee will meet four to six times per year when reviewing annual plans and performance reports. All meetings will be held by conference call unless other arrangements are agreed by the members. Members must make best

efforts to attend all Steering Committee meetings. Unless excused by the chair, members who miss more than two meetings will no longer be part of the Steering Committee. As this is a volunteer role, no honoraria will be paid.

**Term**

Members serve for a one year term. The Steering Committee will review membership annually.

**Conflict of Interest**

Steering Committee members will be guided by a common purpose of acting in the best interests of Aboriginal learners in British Columbia. Members must declare if they are in any actual or perceived conflict of interest in the course of their duties as members of the Steering Committee. A conflict of interest includes instances where the Steering Committee considers an item for discussion that has funding implications for an institution that directly employs a member of the Steering Committee. Where an actual or perceived conflict arises, the member in conflict may participate in the discussion but must not participate in the final decision. These instances will be noted and recorded.

**Conflict Resolution**

In undertaking its tasks, the Steering Committee commits to working out the resolution among itself, as professionals with a common interest and united purpose.

## Appendix II: Aboriginal Service Plan (ASP) Timelines



*Note: For planning, reporting, and funding purposes we will be using Fiscal Years, i.e. April 1 to March 31 of each given year.*

## Appendix III: Aboriginal Service Plan Activity Categories and Definitions

Activity Categories	Definitions
<b>Outreach activities and events</b>	Activities and events that promote Aboriginal culture(s) on or off campus, are culturally welcoming for Aboriginal students and/or encourage potential Aboriginal students to attend post-secondary. Examples include: welcome & orientation events; cultural events (e.g. Aboriginal awareness week); summer camps; Aboriginal language or art on campus; recruitment activities on campus, in K-12 system or in Aboriginal communities, organizations and post-secondary institutes; community liaison and Elders activities as they relate to outreach activities or events on campus.
<b>Aboriginal cultural training for faculty, staff or administration</b>	Activities, courses, programs, workshops, etc., to improve understanding of Aboriginal culture. Examples include: Faculty/staff professional development activities (courses, workshops, etc.) related to Aboriginal culture, issues, knowledge, etc.
<b>Aboriginal representation for faculty, staff or administration</b>	Initiatives to promote Aboriginal representation within public institution (e.g. hiring policies).
<b>Development or enhancement of programs or courses</b>	Development or enhancement of programs or courses targeted to Aboriginal learners or the enhancement of programs or courses by including culturally relevant curriculum for Aboriginal learners, exclusive of program delivery.
<b>Delivery of programs or courses on campus</b>	Delivery of programs or courses targeted to Aboriginal learners on public post-secondary institution campuses (distinct from development phase).
<b>Delivery of programs or courses in Aboriginal communities</b>	Delivery of programs or courses in Aboriginal communities (distinct from development phase, outreach activities, or engagement activities).
<b>Student support services and initiatives</b>	Activities and initiatives to support Aboriginal students, including personal/emotional, financial and academic or career counselling. Includes “wrap-around” services. Examples: mentorship or tutoring, academic advising, holistic student services; transition or retention programs; housing programs; community liaison and Elders activities related to supporting Aboriginal students.
<b>Partnerships and engagement (including agreements)</b>	Activities and initiatives to engage with Aboriginal communities, organizations and post-secondary institutes in order to develop and implement the Aboriginal Service Plan (including identifying community education and training needs). Includes Aboriginal Service Plan Advisory Council meetings and activities; community liaison and Elders activities as they relate to developing partnerships or engaging with Aboriginal communities, organizations and post-secondary institutes.
<b>Policy initiatives</b>	Any Aboriginal related planning or policy development initiatives (unless related to specific category, e.g. partnerships and engagement, or Aboriginal hiring policies which would fall under Aboriginal cultural training category)
<b>Ineligible Activities</b>	The following will not be considered for Aboriginal Service Plan funding (this list is not exhaustive but a guideline for institutions and their partners): overhead; room rentals at institutions; educational programming that does not directly or indirectly lead to a post-secondary credential; and activities that would be considered core institutional responsibilities (intended to be covered by the institution’s core funding from the Ministry), such as disability accommodations and assessments.

## Appendix IV: Aboriginal Service Plan Review Criteria

This is an overview of the criteria that will be used by the Ministry and the Aboriginal Service Plan Steering Committee to review Aboriginal Service Plans and Reports.

*The level of funding allocated to each institution will be determined by a number of factors including the quality and viability of the Aboriginal Service Plan, and the quality and extent of Aboriginal community, organization and post-secondary institute partnerships. Please note, planning should consider:*

1. *Full engagement and consultation with Aboriginal communities, organizations and post-secondary institutes; and*
2. *A continued role for Aboriginal communities, organizations and post-secondary institutes in decision-making and implementation.*

Section	Essential Elements	Considerations/Questions
Letter	Letter from President of institution to the Minister of Advanced Education	
Environmental Scan	Sufficient background and context provided to understand planned activities, major players involved, general progress of Aboriginal Service Plan to-date	<p>Was an inclusive process taken to identify strengths, weakness, opportunities and threats for Aboriginal education and services in their area or at their institution?</p> <p>Is the institution working with all post-secondary education providers in the area to collaboratively meet the learning needs of the Aboriginal communities?</p> <p>Is the institution capitalizing on existing resources and expertise in the system to meet the needs of the Aboriginal communities and learners?</p>
Goals and Objectives	Sufficient detail is included to understand rationale for goals and objectives	<p>Are the goals and objectives outlined in the Plan linked to both institutional strategic directions and goals of the Aboriginal Service Plan initiative?</p> <p>Are the goals and objectives in the Plan reasonable?</p> <p>Are the goals and objectives in the Plan linked to Aboriginal learner and community needs?</p>
Partnerships, Engagements and Reporting	<p>Background and Context</p> <ul style="list-style-type: none"> <li>• Sufficient background and context provided to understand planned partnership, engagement and reporting activities and general progress to date</li> </ul> <p>Partner and Stakeholder Analysis</p> <ul style="list-style-type: none"> <li>• All major partners and stakeholders are identified, including but not limited to First</li> </ul>	<p>Is the partnership activity respectful, collaborative, and reciprocal? Is the partnership ongoing?</p> <p>Is there evidence of the shared role of community and institutions in the development and proposed implementation of the Aboriginal Service Plan?</p> <p>Are there activities that inform the content of the institution's Aboriginal Service Plan?</p> <p>Has the institution used a collaborative approach</p>

Section	Essential Elements	Considerations/Questions
	<p>Nations, Métis, Inuit, and Aboriginal communities, organizations and post-secondary institutes as well as other public post-secondary institutions in the areas served by the public post-secondary institution</p> <ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of partners and stakeholders</li> <li>• Partnership, Engagement and Reporting levels for each group are reasonable</li> </ul> <p>Detailed Partnerships, Engagement and Reporting Plan</p> <ul style="list-style-type: none"> <li>• Sufficient detail is included to understand all planned activities</li> <li>• Planned partnerships, engagement and reporting activities are reasonable</li> <li>• Planned partnerships, engagement and reporting activities show efforts to improve relationships with Aboriginal Service Plan partners, in particular to address challenges and gaps</li> </ul> <p>Previous year reporting requirements were met</p>	<p>with other public post-secondary institutions in the region to coordinate engagement with Aboriginal communities, organizations and post-secondary institutes?</p> <p>If there was an opportunity for a consortium approach was it identified and proposed?</p>
<p>Detailed Aboriginal Service Plan Activities</p>	<p>Activities are appropriate for Aboriginal Service Plan funding and are linked to institutional strategic plan</p> <p>Activities build on lessons learned, leading practices and major achievements from Aboriginal Service Plan pilot and Transition Plan</p> <p>Appropriate level of detail included to understand what is planned</p> <p>Rationales are reasonable and are linked to identified needs, in particular Aboriginal learner needs</p> <p>Activities requiring additional Ministry funding are prioritized, and rationale is reasonable</p> <p>Anticipated outputs and outcomes are linked to Aboriginal learners and communities</p> <p>Plan explains how needs were identified</p>	<p>Are all three of the Aboriginal Service Plan initiative goals being addressed?</p>
<p>Overall Budget for 2012/13 – 2014/15</p>	<p>2012/13-2014/15 Aboriginal Service Plan overall budget completed and details for activities over \$20,000 are identified</p> <p>Budget is explained and appears reasonable</p>	<p>Have in-kind contributions been identified?</p> <p>Are all Aboriginal Service Plan activities identified?</p> <p>Are the actions outlined in the budget an efficient</p>

<b>Section</b>	<b>Essential Elements</b>	<b>Considerations/Questions</b>
	Institutional and other funding contributions are present	and effective response to identified issues?
Evidence of Support from Aboriginal community partners	Evidence of support from Aboriginal community partners indicating that the Aboriginal Service Plan was developed collaboratively is included	What kind of evidence is provided and what level of engagement and partnership does it demonstrate?