Aboriginal Service Plan and Reporting Guidelines
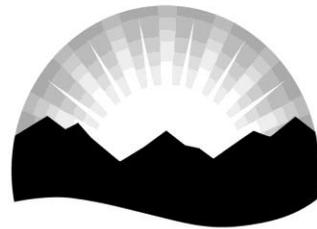
British Columbia

These guidelines are intended to provide public post-secondary institutions, Aboriginal communities, Aboriginal organizations and Aboriginal post-secondary institutes, and Ministry staff with common standards, definitions and formats for the 2014/15-2016/17 Aboriginal Service Plan, the 2013/14 Interim Report and the 2013/14 Final Report.

For more information contact:

Teaching Universities, Institutes and Aboriginal Programs Branch
Ministry of Advanced Education
Box 9877, Stn Prov Govt
Victoria BC V8W 9T6

Feedback on the guidelines is always welcome and can be sent to: Deborah.Hull@gov.bc.ca

December 2013
Victoria, British Columbia

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Overview

These guidelines outline the requirements for the 2014/15-2016/17 Aboriginal Service Plans, 2013/14 Interim Reports and 2013/14 Final Reports.

Background: What is an Aboriginal Service Plan?

An Aboriginal Service Plan (ASP) is a three-year rolling strategic plan for enhancing the post-secondary educational experiences and outcomes of Aboriginal[1] learners. ASPs are developed and implemented collaboratively by public post-secondary institutions and Aboriginal communities, Aboriginal organizations and Aboriginal post-secondary institutes[2]. 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 ASPs; however, government support should be used to leverage further resources, including institutional core funding and external resources. The ASP initiative provides additional funding to post-secondary institutions to implement new programs, activities and services for aboriginal learners in addition to investments the institution is already making in programs, activities and services for Aboriginal learners. It is a condition of ASP funding that the institution continues to invest in those programs, activities and services from its base budget.

ASPs provide an avenue for Aboriginal communities, Aboriginal organizations and Aboriginal 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, Aboriginal organizations and Aboriginal post-secondary institutes in the development and implementation of the ASP.

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

The first phase of the ASP initiative was a pilot that selected eleven public post-secondary institutions through a competitive process. Based on an Evaluation of the 2007 Aboriginal Post-Secondary Education Strategy[4], the Ministry has continued the ASP initiative at the eleven institutions. The Ministry is currently reviewing the ASP initiative to determine how best to strengthen the proposal review process, ensure ASP goals are being met, ensure reporting is effective and that institutions demonstrate accountability for funds received, and suggest ways to expand the ASP initiative to other public post-secondary institutions.

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[1] "Aboriginal" is used in these Guidelines to be inclusive of all Aboriginal peoples in the province, whether or not they have status or have a connection to a particular community; recognizing that many peoples prefer the terms that are specific and traditional to their communities.

[2] This could include First Nations, Bands, Tribal Councils, Métis organizations, Aboriginal Friendship Centres, and Aboriginal post-secondary institutes.

[3] The New Relationship document can be found online here: www.newrelationship.gov.bc.ca/

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

Aboriginal Service Plans, Interim Reports and Final Reports are intended to integrate with existing planning processes. Aboriginal Service Plans are updated on an annual basis.

Main Elements

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

Aboriginal Service Plan 2013/14 - 2015/16 (Due February 7, 2014)

Table of Contents

Letter from the President

Acknowledgement of Traditional Territory/ Territories

a) Environmental Scan (3 pages maximum)
   i) Situational context
   ii) Overview of institution's support for Aboriginal education
   iii) Summary of the Aboriginal Service Plan's strengths, challenges, opportunities and lessons learned
b) Three Year Goals and Objectives (3 pages maximum)
c) Partnerships and Engagement Plan for 2014/15 (5 pages maximum)
d) Detailed Aboriginal Service Plan for 2014/15
   i) Activities and Programs for 2014/15 (maximum 2 pages per activity/program)
   ii) Process(es) to ensure respectful use of Traditional Knowledge and/or Indigenous Intellectual Property
e) 2014/15-2016/1 Overall Budget

Supporting Documents from Aboriginal students, Aboriginal partners and stakeholders (Appendix)

Interim Report for 2013/2014 Aboriginal Service Plan (Due February 7, 2014)

Update on progress by activity/program

Final Report for 2013/2014 Aboriginal Service Plan (Due June 27, 2014)

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Letter from the President

Acknowledgement of Traditional Territory/ Territories

a) Overview and Summary Assessment
b) Results by Activity/Program
c) Overall Budget and Expenditures

Formatting, Submission and Ministry Review

Overall Formatting Instructions

The format, sequence, and instructions outlined in the templates should be followed in order to provide consistency and ensure each activity/program in the plan receives full consideration in the review. Evaluation Criteria are included in Appendix IV.

- Aboriginal Service Plans, Interim Reports and Final Reports should be submitted to the Ministry via email in PDF format. Budget tables must also be provided in word or excel format.
- Remove all template instructions (italicized text with grey shading) from final version of report.
- Ensure all relevant information for assessing the Aboriginal Service Plans is included in the <u>body</u> of the plan, and use appendices for supporting documents from Aboriginal students, Aboriginal partners and stakeholders and supplementary information.
- All pages should be consecutively numbered, and tables should be properly labelled on every page that they appear (select "repeat header rows" in Microsoft Word table formatting).
- Avoid or limit the use of acronyms, including program titles, and ensure that any acronyms used are spelled out when they first appear in the report.
- Minimum font size for the body of the plan, tables and appendices should be no less than 11 points.

Submission

2014/15 – 2016/17 Aboriginal Service Plans and 2013/14 Interim Reports are due **February 7, 2014**.

2013/2014 Aboriginal Service Plan Final Reports are due **June 27, 2014**.

Ministry Review

The Plans and Reports will be reviewed by the ASP Steering Committee (see Appendix II for Terms of Reference) and Ministry staff and will then be posted on the Ministry website.

[Template 1] Aboriginal Service Plan 2014/15-2016/17

Table of Contents
Insert a table of contents with page numbers for every item, including appendices.

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

Acknowledgement of Traditional Territory/ Territories
Aboriginal Service Plans should include, at minimum, a statement acknowledging the traditional territory/ territories on which the ASP institution resides.

a) Environmental Scan *(3 pages maximum)*
i)   Situational context
Overview of the most important external and internal factors, such as economic opportunities and community planning, that impact Aboriginal students and communities served by the institution. This section should build on the situational context in previous years' Aboriginal Service Plan. This section is intended to support the rationale for proposed programs and activities in the Aboriginal Service Plan by identifying the issues and needs they address.

ii) Overview of institution's support for Aboriginal education
Overview of the institution's support for Aboriginal education outside of the ASP initiative and how the ASP fits into the institution's strategic direction. Hyperlinks to program descriptions or institutional strategic plans may be used. This section is intended to demonstrate institutional support for Aboriginal education beyond the ASP initiative and help explain the Plan's overall direction by identifying programs and activities outside of the Plan that may already be addressing ASP goals.

iii) Summary of the Aboriginal Service Plan's strengths, challenges, opportunities and lessons learned
This section should build on the strengths, challenges, opportunities and lessons learned in previous years' Aboriginal Service Plan. This section is intended to support the rationale for proposed programs and activities in the Aboriginal Service Plan by identifying the issues and needs they address.

b) Three Year Goals and Objectives *(3 pages maximum)*
High level goals and objectives of the activities/programs for the next three years of the Aboriginal Service Plan (2014/15 - 2016/17), including a brief rationale for each of the goals and objectives which builds on factors identified in the environmental scan. Show how goals and objectives align overall ASP initiative goals and the institution's strategic direction. This section is intended to show the longer term vision for the Aboriginal Service Plan, and explain how the plan either addresses all three goals of the overall ASP initiative or emphasizes certain goals over others.

c) Partnerships and Engagement Plan *(5 pages maximum)*

Please use the table below in the <u>body</u> of the plan, and include supplemental information in appendices. This section should build on the Partnerships, Engagement and Reporting section of the 2013/14-2015/16 Aboriginal Service Plan. Partner and stakeholder groups should include: Aboriginal students, Aboriginal communities served by the ASP institution (e.g. the First Nations on whose traditional territory the institution is located, other First Nations and Tribal Councils, Métis and urban Aboriginal organizations), Aboriginal post-secondary institutes, Aboriginal organizations, and other public post-secondary institutions serving the same region.

The Ministry strongly encourages a seamless approach to engaging Aboriginal communities, Aboriginal post-secondary institutes and Aboriginal organizations. Engagement and planning should be coordinated between ASP institutions where more than one ASP institution is serving a particular Aboriginal community, Aboriginal post-secondary institute or Aboriginal organization. Consortium approaches continue to be supported.

Partner/ Stakeholder Group	Interests, Concerns & Key Issues with ASP	Planned Partnership and Engagement Processes
List partner and stakeholder groups.	• *Identify the interests, concerns and key issues of partner/ stakeholder group relating to the Aboriginal Service Plan*	• *List planned partnership and engagement processes for 2014/15 for partner/ stakeholder group*
	•	•
	•	•
	•	•
	•	•
	•	•

d) Detailed Aboriginal Service Plan for 2014/15

i) Activities and Programs for 2014/15 *(maximum 2 pages per activity/program)*

Complete the table below for <u>each</u> of the planned activities/programs, including activities/programs to be supported by the minimum Ministry funding ($200,000) and any activities/programs for which additional Ministry funding is sought. Note: only those activities/programs outlined in Appendix III will be considered appropriate for funding under the ASP initiative. ASP funding is intended to enhance existing operating funding and cannot be used to replace funding already in place for core activities.

Title	
Minimum or Additional Funding and Priority Ranking	*Identify if activity/program would be be supported by minimum or additional funding. If additional funding is sought, provide priority ranking.*
Category	*See Appendix III for description of activity/program categories*
Description	*Provide a general explanation of the activity/program, what is involved, and what it is intended to achieve. Explain any program titles or terminology that may not be commonly understood.*
Rationale	*Explain why the activity/program is needed (why it was chosen to be included in this Aboriginal Service Plan, what issues it will address and how those issues were identified). If activity/program has a priority ranking, explain the ranking.*

Relevance to post-secondary education	*Explain how activity/program directly or indirectly supports Aboriginal learners to obtain a post-secondary credential.*			
Related ASP Goal(s)	*List the goal(s) (outlined in Three Year Goals and Objectives) that this activity/program will help to achieve.*			
Outputs	*Please list the anticipated outputs of the activity/program, such as anticipated number of student participants, number of events held, materials developed, etc.*			
Outcomes	*Please list the anticipated outcomes of the activity/program, such as students earning credentials, entering credentialed post-secondary programs, increased confidence, increased awareness, etc.*			
Location(s)				
Timing	Start Date			
	End Date			
	Duration			
New or Ongoing Activity/Program	*If activity/program is continued from previous years, explain how it has grown or evolved*			
Future Plans	*If activity/program will be continued in future years (e.g. multi-year program or curriculum development), outline future plans, e.g. logistics, outputs and outcomes.*			
Budget		2014/15	2015/16 (Estimate)	2016/17 (Estimate)
	Ministry (ASP)	$	$	$
	Institution Contribution	$	$	$
	Other or In-Kind (Identify Source)	$	$	$
	Total	$	$	$
Budget Breakdown for 2013/14 activities/programs greater than $20,000 (Ministry funding)	$			
Activities/ Programs Delivered in Aboriginal Communities				
Support, capacity and readiness of the Aboriginal community	*List supporting documents which demonstrate support, capacity and readiness of Aboriginal community or communities where activities/programs will be delivered. Include actual documents in an appendix, and provide a reference to where these documents are located (i.e. page number). See Appendix I for further instructions.*			

ii)Process(es) to ensure respectful use of Traditional Knowledge and/or Indigenous Intellectual Property

Briefly describe the process(es) that will be followed to ensure the respectful use of any Traditional Knowledge and/or Indigenous Intellectual Property in the development and delivery of the 2014/15 Aboriginal Service Plan. For example:

- *In undertaking research involving Aboriginal communities, appropriate methodology is followed in accordance with accepted guidelines for the ethical conduct of research involving Aboriginal communities.[5]*

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[5] For example, see Chapter 9, "Research Involving the First Nations, Inuit and Métis Peoples of Canada", *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, Canadian Institutes of Health Research*, Natural Sciences and

- *In program or curriculum development or delivery, an agreement or a clause in an agreement clarifies that ownership of all materials relating to Aboriginal language, culture and traditions remain with the appropriate Aboriginal community, and that use of those materials will fully respect and follow the protocols of the appropriate community.[6]*
- *In developing promotional materials or hosting cultural events, imagery and cultural practices of Aboriginal communities are used in accordance with the protocols of the appropriate Aboriginal community, for example by involving the Aboriginal community in the development and/or delivery of the materials and events (may refer to engagement and partnership plan if applicable).*

If such processes are not already established, please describe how they will be established.

Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada (2010). Available at http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf (Accessed June 27, 2012).

[6] "Post-Secondary Education Partnership Agreement Toolkit," Indigenous Adult and Higher Learning Association, University of Victoria, Nicola Valley Institute of Technology (Updated October, 2011). Available at http://iahla.ca/sites/default/files/IAHLA%20Toolkit%20Dec%202011.pdf (Accessed June 27, 2012).

e) **2014/15-2016/17 Overall Budget**

These tables may be submitted in excel format. It is not necessary to list institution in-kind or other contributions - please include in Detailed Aboriginal Service Plan only. Budgets for 2015/16 and 2016/17 are estimates only.

2014/15-2016/17 Overall Budget - *Programs and Activities Supported by Minimum Ministry Funding*		2014/15		2015/16 (Estimate)		2016/17(Estimate)	
Activity/Program Title	**Category**	**Ministry**	**Institution**	**Ministry**	**Institution**	**Ministry**	**Institution**
	See Appendix III	$0	$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0	$0
	Sub-Total	**$200,000**	**$0**	**$0**	**$0**	**$0**	**$0**

2013/14-2015/16 Overall Budget - *Programs and Activities Requiring Additional Ministry Funding*		2014/15		2014/15 (Estimate)		2015/16 (Estimate)		**Priority Ranking**
Activity/Program Title	**Category**	**Ministry**	**Institution**	**Ministry**	**Institution**	**Ministry**	**Institution**	
	See Appendix III	$0	$0	$0	$0	$0	$0	1
		$0	$0	$0	$0	$0	$0	2
		$0	$0	$0	$0	$0	$0	3
	Sub-Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	

2013/14-2015/16 Overall Budget - *Total Funding (Minimum + Additional)*		2014/15		2014/15 (Estimated)		2015/16 (Estimated)	
		Ministry	**Institution**	**Ministry**	**Institution**	**Ministry**	**Institution**
	Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

Supporting Documents from Aboriginal students, Aboriginal partners and stakeholders
Please include all supporting documents from Aboriginal students, Aboriginal partners and stakeholders in an Appendix to the Aboriginal Service Plan (except for sign-off on the Aboriginal Service Plan).

[Template 2] Interim Report for 2013/2014 Aboriginal Service Plan

Complete the table below for each of the activities and programs approved for the 2013/14 Aboriginal Service Plan, providing an update on the progress achieved prior to December 31, 2013.

Title	*Copy from Detailed Aboriginal Service Plan for 2013/14*	
Outputs	*Explain progress achieved in the outputs of the activity/program (e.g. 8 students enrolled), or if activity/program has not yet started, copy anticipated outputs from Detailed Aboriginal Service Plan, making any changes or additions as applicable (e.g. if interest in activity/program has changed since the plan was developed, list the new anticipated number of student participants)*	
Outcomes	*Explain progress achieved in the outcomes of the activity/program (e.g. 8 students earned credentials), or if activity/program has not yet started, copy anticipated outcomes from Detailed Aboriginal Service Plan, making any changes or additions as applicable (e.g. if interest in activity/program has changed since the plan was developed, list the new anticipated number of students who would earn a credential)*	
Location(s)	*Copy from Detailed Aboriginal Service Plan for 2013/14 unless changed*	
Timing	Start Date	*Copy from Detailed Aboriginal Service Plan for 2013/14 unless changed*
	End Date	*Copy from Detailed Aboriginal Service Plan for 2013/14 unless changed*
	Duration	*Copy from Detailed Aboriginal Service Plan for 2013/14 unless changed*
Future Plans	*Copy from Detailed Aboriginal Service Plan for 2013/14 unless changed*	
Comments	*Explain any changes from the 2013/14 Aboriginal Service Plan* *If applicable, identify any challenges that have emerged and plans to address those challenges*	

[Template 3] Final Report for 2013/14 Aboriginal Service Plan

Table of Contents
Insert a table of contents with page numbers for every item, including appendices.

Letter from the President
The Final Report should include a cover letter addressed to the Minister of Advanced Education signed by the President of the ASP institution.

Acknowledgement of Traditional Territory/ Territories
Aboriginal Service Plan Reports should include, at minimum, a statement acknowledging the traditional territory/ territories on which the ASP institution resides.

a) Overview and Summary Assessment
Provide a brief summary of Aboriginal Service Plan implementation in 2013/14 and any major external or internal factors that impacted performance (positively or negatively).

Provide a summary assessment of the major achievements, leading practices and lessons learned through the implementation of the 2013/14 Aboriginal Service Plan.

b) Results by Activity/Program *(maximum 2 pages per activity/program)*
Please complete the table below for each of the activities and programs approved for the 2012/13 Aboriginal Service Plan, outlining the progress achieved.

Activity/Program Title	*Copy from Detailed Aboriginal Service Plan for 2013/14*
Minimum or Additional Funding and Priority Ranking	*Copy from Detailed Aboriginal Service Plan for 2013/14*
Category	*Copy from Detailed Aboriginal Service Plan for 2013/14*
Description	*Copy from Detailed Aboriginal Service Plan for 2013/14*
Rationale	*Copy from Detailed Aboriginal Service Plan for 2013/14*
Relevance to post-secondary education	*Copy from Detailed Aboriginal Service Plan for 2013/14*
Related ASP Goal(s)	*Copy from Detailed Aboriginal Service Plan for 2013/14*
Outputs	*Please list the outputs of the proposed activity/program, such as number of student participants, number of events held, materials developed, etc. Please ensure outputs reported match those from Aboriginal Service Plan, and if alternative outputs are reported, please provide a rationale.*
Outcomes	*Please list the outcomes of the proposed activity/program, such as students earning credentials, entering credentialed post-secondary programs, increased self-esteem, increased awareness, etc. Please ensure outcomes reported match those from Aboriginal Service Plan, and if alternative outcomes are reported, please provide a*

	rationale.	
Location(s)	*Copy from Detailed Aboriginal Service Plan for 2013/14 unless changed*	
Timing	Start Date	*Copy from Detailed Aboriginal Service Plan for 2013/14 unless changed*
	End Date	*Copy from Detailed Aboriginal Service Plan for 2013/14 unless changed*
	Duration	*Copy from Detailed Aboriginal Service Plan for 2013/14 unless changed*
New or Ongoing Activity/Program	*Copy from Detailed Aboriginal Service Plan for 2013/14*	
Future Plans	*If activity/program is being continued in future years, please provide an update on future plans, e.g. logistics, anticipated outputs and outcomes.*	

Budget and Expenditures		Budget 2013/14	Expenditures 2013/14
	Ministry (ASP)	$	$
	Institutional Contribution	$	$
	Other or In-Kind (Identify Source)	$	$
	Total	$	$

Budget and Expenditure Breakdown for 2013/14 activities/programs greater than $20,000 (Ministry funding)	Budget		Expenditures	
	Item	Amount	Item	Amount
		$		$

Comments	*Explain any changes from the 2013/14 Aboriginal Service Plan* *If applicable, identify any challenges that have emerged and plans to address those challenges*

c) Overall Budget and Expenditures

Please provide a brief explanation of any significant variance from the original budget for the 2013/14 Aboriginal Service Plan submitted in February 2013. The definition of "significant" is dependent on the size and nature of the activity/program; however, in general, any variance equal to or greater than 5% of the budget for the larger activities/programs (those with a budget equal to or over $20,000 from Ministry funding), or any variance equal to or greater than $1,000 of the budget for the smaller activities/programs (those with a budget under $20,000 from Ministry funding), could be considered "significant."

This table may be submitted in excel format. It is not necessary to list institution in-kind or other contributions - please include in Results by Activity/Program only.

2013/14 Overall Budget and Expenditures					
Activity/Program Title	**Category**	**2013/14**		**2013/14 Expenditure**	
		Ministry	**Institution**	**Ministry**	**Institution**
	See Appendix III	$0	$0	$0	$0
		$0	$0	$0	$0
		$0	$0	$0	$0
		$0	$0	$0	$0
		$0	$0	$0	$0
		$0	$0	$0	$0
		$0	$0	$0	$0
		$0	$0	$0	$0
	Total	**$0**	**$0**	**$0**	**$0**

Appendix I: Guidelines for Supporting Documents from Aboriginal students, Aboriginal partners and stakeholders

What are "Supporting Documents"?

The Ministry requests that ASP institutions provide supporting documents to show that Aboriginal students, Aboriginal partners and stakeholders have been involved in the development and support the Aboriginal Service Plan. Processes to develop supporting documents can be integrated into already existing engagement and planning processes. Supporting documents can include:

- Letters of support,
- Partnership agreements, memoranda of understanding or protocols,
- Band Council Resolutions, and
- Sign off on the Aboriginal Service Plan.

All supporting documents provided should be current (i.e. within the current fiscal year) and relevant to the Aboriginal Service Plan being submitted.

The Ministry requests that any supporting documents from Aboriginal communities be signed by the Chief, Education Coordinator or Executive Director (for off-reserve First Nation, Métis or Aboriginal organizations), or another individual identified by the Aboriginal community as being responsible for education and training.

A single supporting document may show support for the overall Aboriginal Service Plan and for a specific activity/program(s) to be delivered in the community, so long as the specific activity/program (and capacity and readiness for that activity/program) is stated in the letter or agreement.

Types of Supporting Documents Requested

i)	*Support from Aboriginal students, Aboriginal partners and stakeholders for overall Aboriginal Service Plan*	• Supporting documents should show that all (or most) partners and stakeholder groups (as identified in the Partnership and Engagement Plan) approve of the Aboriginal Service Plan as a whole and were engaged in its development. • A letter, agreement or sign-off from the ASP Aboriginal Advisory Council, provided the Council is representative of Aboriginal students, Aboriginal partners and stakeholders (in particular Aboriginal communities and students), may show support for the overall Aboriginal Service Plan (in this case, please provide the Terms of Reference for the ASP Aboriginal Advisory Council). The Chair of the ASP Aboriginal Advisory Council's signature may be accepted as evidence of the Council's support; however, the signatures of all Council members are preferable. Where there are multiple Councils for a single Aboriginal Service Plan (e.g. regional Councils), the signatures of the Chairs of those Councils are acceptable.
ii)	*Support, capacity and readiness of the Aboriginal community for any activity or program to be delivered in the*	• The intention of these types of supporting documents is to show that the Aboriginal community has requested that the activity/program be delivered in their community, and that the ASP institution and Aboriginal community have confirmed capacity and readiness for the activity/program to be delivered • "Capacity and readiness" for activity/program delivery could be demonstrated by statements in the supporting documents that: • A specific number of Aboriginal community members have expressed an interest in the activity/program,

Aboriginal community	• The activity/program aligns with the community planning process, • The activity/program will meet an expressed community need, or • Highlight in-kind or financial contributions from the Aboriginal community. • These supporting documents should also be referenced in the Detailed Aboriginal Service Plan.

Appendix II: 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. BC Association of Institutes and Universities
6. BC Colleges
7. Research Universities Council of BC
8. BC Aboriginal Post-Secondary Coordinators Council
9. Unified Aboriginal Youth Collective
10. Ministry of Education
11. Ministry of Aboriginal Relations and Reconciliation
12. 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 III: Aboriginal Service Plan Activity/Program Categories and Definitions

Activity/Program Categories	Definition
Outreach activities and events	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, Aboriginal organizations and Aboriginal post-secondary institutes; community liaison and Elders activities as they relate to outreach activities or events on campus.
Aboriginal cultural training for faculty, staff or administration	Activities, courses, programs, and workshops for post-secondary faculty, staff or administration to improve understanding of Aboriginal culture. Examples include: Faculty/staff professional development activities (courses, workshops, etc.) related to Aboriginal culture, issues, knowledge.
Aboriginal representation for faculty, staff or administration	Initiatives to promote Aboriginal representation within the public post-secondary institution (e.g. hiring policies). Note: if hiring an Aboriginal staff person to provide Student support services, please categorize as Student support services and initiatives.
Development or enhancement of programs or courses	Development or enhancement of post-secondary programs or courses by including Aboriginal culture and knowledge, exclusive of program delivery.
Delivery of programs or courses on campus	Delivery of post-secondary programs or courses targeted to Aboriginal learners on public post-secondary institution campuses (distinct from development phase). Educational programming must directly or indirectly lead to a post-secondary credential (developmental programs are considered post-secondary under the ASP).
Delivery of programs or courses in Aboriginal communities	Delivery of post-secondary programs or courses in Aboriginal communities (distinct from development phase, outreach activities, or engagement activities). Educational programming must directly or indirectly lead to a post-secondary credential (developmental programs are considered post-secondary under the ASP).
Student support services and initiatives	Activities and initiatives to support Aboriginal post-secondary students, including personal/emotional, financial and academic or career counselling. Includes "wrap-around" services. Examples: mentorship or tutoring, academic advising, holistic student services (e.g. cultural coordinators); transition or retention programs; housing programs; community liaison and Elders activities (e.g. Elders-in-Residence) related to supporting Aboriginal students.
Partnerships and engagement (including agreements)	Activities and initiatives to engage with Aboriginal communities, Aboriginal organizations and Aboriginal post-secondary institutes in order to develop and implement the Aboriginal Service Plan (including identifying community education and training needs). Includes ASP Advisory Council meetings and activities; community liaison and Elders activities as they relate to developing partnerships or engaging with Aboriginal communities, Aboriginal organizations and Aboriginal post-secondary institutes.

Policy initiatives	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 representation for faculty, staff or administration category)
Ineligible Activities	The following will not be considered for ASP funding (this list is not exhaustive but a guideline for institutions and their partners): overhead, administrative assistance or clerical support; room rentals at institutions; educational programming that does not directly or indirectly support Aboriginal learners to obtain a post-secondary credential (please note developmental programs are eligible); 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, or activities/programs previously supported by the institution.

Appendix IV: Aboriginal Service Plan Evaluation Criteria

The following criteria may be used by the Ministry and the ASP Steering Committee to review Aboriginal Service Plans and make decisions on funding specific programs and activities.

Section/ Sub-Section	Evaluation Criteria
Overall	- All sections outlined in Main Elements, Aboriginal Service Plan 2014/15 - 2016/17 (p. 3-4) are included - All relevant information is included in the body of the plan, and supplementary information in appendices is appropriately referenced (e.g. described and exact page number provided)
a) Environmental Scan (Overall)	3 pages maximum - Helps to explained the planned activities and programs, partner and stakeholder groups identified, and general progress of Aboriginal Service Plan to-date
i) Situational context	- Outlines external and internal factors that impact the Aboriginal learners and communities served by the institution - Supports the rationale for proposed programs and activities in the Aboriginal Service Plan by identifying the issues and needs they address
ii) Overview of institution's support for Aboriginal education	- Shows institutional support for Aboriginal education and alignment with institution's strategic plan - Helps explain the overall direction of the Aboriginal Service Plan by identifying programs and activities outside of the ASP that may already be addressing Aboriginal Service Plan goals.
iii) Summary of the Aboriginal Service Plan's strengths, challenges, opportunities and lessons learned	- Institution is working with all post-secondary education providers in the area to collaboratively meet the learning needs of the Aboriginal communities - Institution is capitalizing on existing resources and expertise in the system to meet the needs of the Aboriginal communities and learners - Supports the rationale for proposed programs and activities in the Aboriginal Service Plan by identifying the issues and needs they address
b) Three Year Goals and Objectives	3 pages maximum - Goals and objectives align with all three of the overall ASP initiative goals, or an explanation is provided for why there is more emphasis on certain of the goals - Goals and objectives align with institution's strategic direction. - Rationale for goals and objectives builds on factors identified in the environmental scan, in particular Aboriginal student and community needs - Longer term vision for the Aboriginal Service Plan is apparent.

Section/ Sub-Section	Evaluation Criteria
c) Partnerships and Engagement Plan for 2013/14	• 5 pages maximum

Partner/ Stakeholder Group	• Major partner and stakeholder groups are identified, including:
	  • Aboriginal students,
	  • Aboriginal communities served by the ASP institution (e.g. the First Nations on whose traditional territory the institution is located, other First Nations and Tribal Councils, Métis and urban Aboriginal organizations),
	  • Aboriginal post-secondary institutes,
	  • Aboriginal organizations, and
	  • Other public post-secondary institutions serving the same region.

Interests, concerns and key issues	• Demonstrate an understanding of the Aboriginal students, Aboriginal partners and stakeholders
Planned partnership and engagement	• Show efforts to genuinely involve all partner and stakeholder group in developing and implementing the Aboriginal Service Plan programs and activities at a level appropriate for the group • Aboriginal students have been engaged • Engagement and planning is coordinated between ASP institutions where more than one ASP institution is serving a particular Aboriginal community, post-secondary institute or organization
d) Detailed Aboriginal Service Plan for 2014/15	
i) Activities and Programs for 2014/15	• maximum 2 pages per activity/program • Geographic distribution of funding and other Ministry support will be considered when reviewing proposed activities/programs
Priority Ranking	• Activities/programs requiring additional Ministry funding are prioritized, and ranking is explained
Rationale	• Explains why the proposed activity/program is needed, or why it was chosen to be included in the Aboriginal Service Plan • Explains how the proposed activity/program will address Aboriginal student or community needs, and explains how those needs were identified • Supporting documents verify identified student or community needs • Aligns with issues identified on the environmental scan (e.g. Aboriginal student and community needs, strengths, opportunities, lessons learned and challenges) • Allows institution to improve or expand its support for Aboriginal learners

Section/ Sub-Section	Evaluation Criteria
	• If the proposed activity/program has a priority ranking, the selected ranking is explained and is reasonable given the issues identified in the environmental scan and the overall ASP initiative goals
<u>Relevance to post-secondary education</u>	• Proposed activities and programs support student access, retention, completion or transitions in post-secondary education • Educational programming directly or indirectly leads to a post-secondary credential (including developmental programs)
<u>Related ASP Goal(s)</u>	• Proposed activity/program helps to achieve goals of the overall ASP initiative • Overall, proposed programs and activities align with all three of the overall ASP initiative goals, or an explanation (in other sections of the report) is provided for why there is more emphasis on certain of the goals
<u>Outputs and Outcomes</u>	• Anticipated outputs and outcomes are clear, reasonable, and will help achieve the goals of the overall ASP initiative
<u>Description, Location, Timing</u>	• Appropriate level of detail included to understand what is being proposed and to give a sense that institution and Aboriginal community partners possess the capacity and readiness to implement or deliver proposed programs and activities
<u>New or Ongoing Activity/Program, Future Plans</u>	• Clarifies how proposed activity/program builds on, and does not duplicate, past Aboriginal Service Plan programs and activities • Appropriate level of detail included to ensure institution and Aboriginal community partners possess the capacity and readiness to implement or deliver proposed programs and activities through to completion • Sets out a reasonable timeline for development and implementation/delivery of proposed programs and activities
<u>Budget</u>	• Budget appears cost-effective relative to similar programs and activities • Institutional contributions show an effort to support Aboriginal education • Other contributions show a leveraging of funds • Budget breakdowns for activities/programs over $20,000 (Ministry funding) demonstrate how funds will be used
(For activities/programs delivered in Aboriginal communities only)	
<u>Support, capacity and readiness of the Aboriginal community:</u>	• Supporting documents meet requirements in Appendix I • Supporting documents show that Aboriginal community understands activity/ program (e.g. number of students identified, intention of the program stated, etc.) • Supporting documents show that Aboriginal community has requested the activity/program to be delivered in their community (e.g. it addresses Aboriginal community needs or challenges), and has participated in the design and

Section/ Sub-Section	Evaluation Criteria
	development of the activity/program (e.g. process to develop program is explained) • Supporting documents show that the ASP institution and Aboriginal community have confirmed capacity and readiness for the activity/program to be delivered
ii) Process(es) to ensure respectful use of Traditional Knowledge and/or Indigenous Intellectual Property	• Processes are established, or will be established, to ensure the respectful use of Traditional Knowledge or Indigenous Intellectual Property for all proposed activities/programs, in accordance with the protocols of the Aboriginal community
e) 2014/15-2016/17 Overall Budget	• Budget appears cost-effective relative to similar programs and activities • Institutional contributions show an effort to support Aboriginal education
Appendix: Supporting Documents from Aboriginal students, Aboriginal partners and stakeholders	• Supporting documents meet requirements in Appendix I • Supporting documents show that partner and stakeholder groups (as identified in the Partnership and Engagement Plan), in particular Aboriginal communities, Aboriginal organizations and Aboriginal post-secondary institutes and students, approve of the Aboriginal Service Plan as a whole and were engaged in its development.

Appendix V: Aboriginal Service Plan Policy for Deferral and Reallocation of Funding

For deferrals and reallocations	
Why is the deferral or reallocation necessary?	
Does the ASP Advisory Committee support the request?	
For deferrals	
If the change involves a deferral of funding, is the project/activity already underway?	
If the change involves a deferral of funding, do you have any indication your institution's auditors will approve?	
For reallocations	
If the change involves a reallocation on funding, is it consistent with the ASP goals and is there evidence of the need for the proposed project/activity?	
What is the rationale for using the funds for the proposed project/activity? Is there evidence of the need for the proposed project/activity?	

If the change involves a reallocation of funding, will the institution be applying for funding to do the original project/activity next year?	