2015/16—2017/18

Aboriginal Service Plan and Reporting Guidelines

BRITISH COLUMBIA

Ministry of Advanced Education
December, 2014

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 2015/16—2017/18 Aboriginal Service Plan, the 2014/15 Interim Financial Report and the 2014/15 Final Report.

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December 2014
Victoria, British Columbia

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1.   Overview

These guidelines outline the requirements for the 2015/16—2017/18 Aboriginal Service Plans, 2014/15 Interim Financial Report (previously Interim Report) and 2014/15 Final Report.

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. The goals are to:

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

Aboriginal Service Plans are developed and implemented collaboratively by public post-secondary institutions and Aboriginal communities, including Aboriginal-controlled organizations and post-secondary institutes.[2] As such, they provide an avenue for Aboriginal communities 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.

> The Aboriginal Service Plan initiative provides additional funding to post-secondary institutions to implement **innovative new programs, activities and services for Aboriginal learners**.

Government will provide funding to support development and implementation of Aboriginal Service Plans; however, this funding should be used to leverage further resources, including institutional core funding and external resources. The Aboriginal Service Plan initiative provides additional funding to post-secondary institutions to implement innovative 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 Aboriginal Service Plan funding that the institution continues to invest in those programs, activities and services from its base budget.

It is intended that institutions move successful Aboriginal Service Plan programs, activities and services into the institution's base budget over time.

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

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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.

What were the catalysts for the Aboriginal Service Plan initiative?

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 Aboriginal Service Plan initiative was a key component of the Ministry's 2007 Aboriginal Post-Secondary Education Strategy and began as a pilot where eleven public post-secondary institutions were selected through a competitive process. The 2007 Strategy was evaluated in 2011 and the results of this evaluation informed the development of the 2012 Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan (Framework).[4] In the Framework, the Ministry committed to continue the Aboriginal Service Plan initiative and expand it to other public post-secondary institutions as funding is available. The Framework contains five goals:

> *Goal 1: Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities*
>
> *Goal 2: Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities*
>
> *Goal 3: Financial barriers to accessing and completing post-secondary education and training are reduced for Aboriginal learners*
>
> *Goal 4: Aboriginal learners transition seamlessly from K–12 to postsecondary education*
>
> *Goal 5: Continuous improvement is based on research, data-tracking and sharing of leading practices*

While the continuation and expansion of the Aboriginal Service Plan initiative is a key action under Goal 1, the Aboriginal Service Plan initiative and the Aboriginal Service Plans are intended to support all five goals.

2012 Aboriginal Post-Secondary Education and Training Policy Framework

Goal 1: Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities

Objective 1.2: Public post-secondary institutions work in partnership and collaboration with Aboriginal communities, organizations and institutes to create the systemic change needed for public post-secondary institutions to support First Nations, Métis and Inuit peoples' success.

Action 1: Phase in the implementation of Aboriginal Service Plans in all public post-secondary institutions, ensuring that the Aboriginal Service Plans are developed, maintained and monitored on an ongoing basis in partnership and collaboration with Aboriginal communities, organizations and institutes in order to:
- increase access and success, including programming delivered in Aboriginal communities;
- increase the receptivity and relevance of post-secondary programming and services; and
- strengthen partnerships and collaboration.

Short-Term Results (2013): Aboriginal Service Plans continue in 11 public post-secondary institutions at which they were piloted and are developed, maintained and monitored on an ongoing basis in partnership with Aboriginal communities, organizations and institutes.

Medium-Term Results (2016): Aboriginal Service Plans are implemented in a greater number of public post-secondary institutions and developed in partnership and collaboration with Aboriginal communities, organizations and institutes.

Long Term Results (2020): Credentials awarded to Aboriginal learners increase by 75 per cent.

There is an expectation that institutions are using data to inform Aboriginal Service Plan programming design and prioritization. The Ministry will work with institutions and the Aboriginal Service Plan Steering Committee to develop a data report that will help assess the success of the Aboriginal Service Plan initiative.

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

[4] The Framework can be found online here: http://www.aved.gov.bc.ca/aboriginal/docs/Aboriginal_Action_Plan.pdf.

2.   Formatting, Report Deadlines and Ministry Review

Formatting

The format, sequence, and instructions outlined in the templates are intended to provide consistency and ensure Aboriginal Service Plans and reports receive full consideration in the review. Please see Aboriginal Service Plan Templates for further instructions.

- All Aboriginal Service Plans and reports should be uploaded to the ASP SharePoint 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 Aboriginal Service Plans and reports is included in the body of the plan, and use appendices for supporting documents and supplementary information. Ensure appendices are referenced in the body of the report or they may not be considered.
- 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).
- Wherever possible avoid or limit the use of acronyms, including program titles. If acronyms are used, they must be spelled out when they first appear in the report.
- Minimum font size for the body of the plan, tables and appendices is 11 points.

Aboriginal Service Plans and Reports, once approved by the Ministry, must be posted to the institution's website. The Ministry website will link to the plans and reports on institutions' websites.

Report Deadlines for 2015

Aboriginal Service Plan (2015/16—2017/18)	February 6, 2015
2014/15 Interim Financial Report (replaces interim reports)	January 15, 2015
2014/15 Final Report	June 26, 2015

Ministry Review and Funding Levels

All Aboriginal Service Plans and reports will be reviewed by the Aboriginal Service Plan Steering Committee (see Appendix IV for Terms of Reference) and Ministry staff and then posted on the Ministry website. Evaluation Criteria, included in Appendix I, outline how the Ministry and Aboriginal Service Plan Steering Committee will review and score Aboriginal Service Plans and Aboriginal Service Plan Reports.

Institutions are eligible to receive a minimum of $200,000 per year for the implementation of their Aboriginal Service Plan, provided that the institution continues to make progress in the development and implementation of its Plan.[5] Additional funding may be provided based on the quality of the plan, which is evaluated using the Evaluation Criteria. Decisions on the amount of additional funding available to an institution will be guided by the number of Aboriginal student Full Time Equivalents (FTE) at the institution as a percentage of Aboriginal FTE's at institutions with Aboriginal Service Plans.

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[5] Nicola Valley Institute of Technology, as an Aboriginal-controlled institution with a mandate to serve Aboriginal learners in the province, receives $250,000 annually under the ASP initiative based on its existing planning and reporting processes.

3. Templates

Template 1. Aboriginal Service Plan (2015/16—2017/18)

Table of Contents
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 institution.

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

1) Overview and Context *(maximum 2 pages)*

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

Provide an 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 Plans.

Provide a summary of the challenges, opportunities and lessons learned in previous years' Aboriginal Service Plans.

2) Institutional Commitment *(maximum 1 page)*

Provide an overview of the institution's support for Aboriginal education outside of the Aboriginal Service Plan and how the Aboriginal Service Plan fits into the institution's strategic direction. Hyperlinks to program descriptions of institutional strategic plans may be used.

Outline any policies, programs or services that the institution has put in place that support the goals of the Aboriginal Service Plan initiative or the goals of the Aboriginal Post-Secondary Education and Training Policy Framework. Describe how the institution is moving successful Aboriginal Service Plan activities and programs into the institution's base budget, or increasing its support for Aboriginal students from its base budget.

This section is intended to demonstrate institutional support for Aboriginal education beyond the Aboriginal Service Plan initiative and to help explain the Plan's overall direction by identifying programs and activities outside the Plan that may already be addressing Aboriginal Service Plan goals.

The engagement of other units, faculties or departments within the institution in the development of the Plan can be described in this section.

3) Engagement *(maximum 3.5 pages)*

    a) Description of Aboriginal Student Engagement *(maximum 1 page)*

Please complete the table below and include any supporting documents from Aboriginal students in appendices. Expected outcomes should include qualitative and quantitative outcomes.

Institutions are encouraged to regularly survey Aboriginal students (through online surveys, focus groups, etc.) to identify their interests and to inform planning and prioritizing of initiatives and activities as well as to assess whether programs and activities are achieving intended results.

Student Group	Engagement	Interests
Identify Aboriginal student group (e.g., student society, students generally, a program cohort)	• *Describe engagement undertaken in the development of this year's Aboriginal Service Plan, and planned engagement for implementation and review of the Aboriginal Service Plan*	• *Outline the interests, concerns and key issues identified by Aboriginal students*
	•	•

    b) Description of External Partner Engagement *(maximum 2.5 pages)*

Please complete the table below and include any supporting documents from external partners in appendices. External partners include: Aboriginal communities served by the 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-controlled post-secondary institutes, Aboriginal-controlled organizations, and other public secondary and post-secondary institutions serving the same region. Engagement and planning should be coordinated between institutions where more than one institution with an Aboriginal Service Plan is serving a particular Aboriginal community, Aboriginal-controlled post-secondary institute or organization.

Engagement of internal partners should not be described in this section.

Partner	Engagement	Interests
Name of external partner	• *Describe engagement undertaken in the development of this year's Aboriginal Service Plan, including any partnership agreements or other outcomes of engagement* • *Outline planned engagement for implementation and review of the Aboriginal Service Plan*	• *Outline the interests, concerns and key issues identified by the partner relating to the Aboriginal Service Plan*

The Post-Secondary Education Partnership Toolkit is a good reference document related to the development of partnerships with Aboriginal communities and institutes. It is available at: http://iahla.ca/wp-content/uploads/IAHLA-Toolkit-Dec-2011.pdf

Institutions are encouraged to seek partnerships with Aboriginal-controlled post-secondary institutes in the region served by the institution. For a list of members of the Indigenous Adult and Higher Learning Association (IAHLA), please visit: http://iahla.ca/. If there are Aboriginal-controlled institutes in the region that are not currently partners in the development and implementation of the Aboriginal Service Plan, please explain what steps have been taken to engage with the institute.

c) **Policies and process(es) to ensure respectful use of Traditional Knowledge and/or Indigenous Intellectual Property** *(maximum 0.5 page)*

Briefly describe the policies and process(es) that are in place to ensure the respectful use of Traditional Knowledge and/or Indigenous Intellectual Property. Describe how these policies and processes are formalized and communicated throughout the institution. 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.[6]*
- *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.[7]*
- *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 policies and processes are not already established, please describe how they will be established and the timeline for doing so.

4) **Proposed Programs and Activities for 2015/16** *(maximum 1.5 pages per activity/program)*

Complete the table below for each of the proposed programs/activities.

Note: only eligible programs and activities as outlined in Appendix III of the Guidelines will be considered appropriate for funding under the Aboriginal Service Plan initiative. Aboriginal Service Plan funding is intended to enhance existing operating funding and cannot be used to replace funding already in place for core activities.

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[6] 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 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).

[7] "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/wp-content/uploads/IAHLA-Toolkit-Dec-2011.pdf (Accessed October 6, 2014).

Title	***Please include a short title that clearly describes the activity/program.***
Minimum or Additional Funding	*Identify if activity/program would be supported by minimum or additional funding.*
Priority Ranking	*If additional funding is sought, provide priority ranking.*
New or Continuing	*Indicate if the activity/program is new or continuing (funded in a previous ASP).*
Category	*See Appendix III for description of activity/program categories.*
Description	*Provide a description of the activity/program. Explain any program titles or terminology that may not be commonly understood.*
Rationale	*If this is a new activity/program, 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 (for example, if it was identified by an Aboriginal community and/or Aboriginal students as a need and priority).* *If this is a continuing activity/program, explain why the activity/program is being continued, and how the institution and its partners have determined that the activity/program is successful and achieving the intended results.* *If the activity/program has a priority ranking, explain the ranking.*
Related Goals	*Identify which of the three Aboriginal Service Plan initiative goals, and which of the five 2012 Aboriginal Policy Framework goals, this activity/program supports.*
Measuring Success	*Please describe how the success of this activity/program will be measured. How will you know it is successful? What data or observations would demonstrate the success of this specific activity/program?*
Location(s)	

Timing	Start Date	
	End Date	
	Duration	

Future Plans	*If the activity/program will be continued in future years (or is continuing from a previous Aboriginal Service Plan), outline future plans, including future plans to fund the activity/program out of base funding.*		
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	$	$	$
	Institution Contribution	$	$	$
	Other or In-Kind (Identify Source)	$	$	$
	Total	$	$	$
Expense Breakdown for 2015/16 activities/programs greater than $20,000 (Ministry funding)	Item	Amount		
		$		

Activities/ Programs Delivered in Aboriginal Communities (where applicable)	
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, if activity/program is to be delivered in an Aboriginal community. Include actual documents in an appendix, and provide a reference to where these documents are located (i.e. page number). See Appendix II for further instructions.*

4) 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 the budget section of the proposed activity and program table only (pg. 10). Budgets for 2016/17 and 2017/18 are estimates only.

Programs and Activities Supported by Minimum Ministry Funding

Activity/Program Title	Category	2015/16		2016/17 (Estimate)		2017/18 (Estimate)	
		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**

Programs and Activities Requiring Additional Ministry Funding

Activity/Program Title	Category	2015/16		2016/17 (Estimate)		2017/18 (Estimate)		Priority Ranking
		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**	

Total Funding (Minimum + Additional)

	2015/16		2016/17 (Estimate)		2017/18 (Estimate)	
	Ministry	Institution	Ministry	Institution	Ministry	Institution
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

Supporting Documents from Aboriginal Students and Partners

Please include all supporting documents from Aboriginal students and Aboriginal partners in an Appendix to the Aboriginal Service Plan. See Appendix II for guidelines for supporting documents.

Template 2. 2014/15 Interim Financial Report

1) 2014/15 Interim Budget and Expenditures

Please complete the interim budget and expenditure table below, based on budget and expenditures as of December 31, 2014. This table may be submitted in Excel format.

Activity/Program Title	2014/15 Original Budget		2014/15 Expenditures to December 31, 2014			2014/15 Revised Budget (if applicable)	
	Ministry	Institution	Ministry	Institution	Variance	Ministry	Institution
	$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	$0	$0	$0
	$0	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

2) Explanation of Variance

Please provide an explanation of any significant variance from the original budget for the ASP Programs and Activities as submitted in February 2014. The definition of "significant" is any variance equal to or greater than:

- *5% of the budget for activities/programs with a budget equal to or over $20,000 from Ministry funding, or*
- *$1,000 of the budget for activities/programs with a budget under $20,000 from Ministry funding.*

3) Project Management

The Ministry may allow programs/activities to be deferred to the following fiscal year once per activity/program. Please see the deferrals template document for details.

Template 3. 2014/15 Final Report

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 institution.

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

1) Overview and Summary Assessment *(maximum 2 pages)*
Provide a brief summary of Aboriginal Service Plan implementation in 2014/15. Briefly describe the most important impacts of the Aboriginal Service Plan on the institution, Aboriginal students, Aboriginal communities and the region, those that internal and external partners would be most proud of. Include brief anecdotes if applicable.

Provide a summary assessment of:
   a) major achievements,
   b) leading practices,
   c) lessons learned, and
   d) major impacts (if there were any internal or external factors that created positive or negative impacts in delivery of the Aboriginal Service Plan programs/activities).

This section is not intended to be a thorough description of the Aboriginal Service Plan's success, instead it is meant to give readers a sense of how the Aboriginal Service Plan has changed the institution and the Aboriginal communities served by the institution.

Please attach in an appendix any data that demonstrates how the Aboriginal Service Plan is supporting Aboriginal student success at the institution or in Aboriginal communities served by the institution.

3) Results by Activity/Program *(maximum 1.5 pages per activity/program)*

Please complete the table below for each of the activities and programs approved for the 2014/15 Aboriginal Service Plan and outline the progress achieved.

Activity/Program Title	*Copy from Aboriginal Service Plan for 2014/15*	
Description	*Copy from Aboriginal Service Plan for 2014/15*	
Measuring Success	*Please describe how the success of this activity/program has been measured. How do you know it was (or was not) successful? What data or observations demonstrate the success of this specific activity/program?*	
Location(s)	*Copy from Aboriginal Service Plan for 2014/15 unless changed*	
Timing	Start Date	*Copy from Detailed Aboriginal Service Plan for 2014/15 unless changed*
	End Date	*Copy from Detailed Aboriginal Service Plan for 2014/15 unless changed*
	Duration	*Copy from Detailed Aboriginal Service Plan for 2014/15 unless changed*
Budget and Expenditures		Budget 2014/15	Expenditures 2014/15
	Ministry (ASP)	$	$
	Institutional Contribution	$	$
	Other or In-Kind (Identify Source)	$	$
	Total	$	$
Comments	*Explain any changes from the 2014/15 Aboriginal Service Plan. If applicable, identify any challenges that have emerged and plans to address those challenges.*	

4) Overall Budget and Expenditures

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.

2014/15 Overall Budget and Expenditures						
Activity/Program Title	**Category**	**2014/15 Budget**		**2014/15 Expenditure**		
		Ministry	**Institution**	**Ministry**	**Institution**	**Variance**
	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	$0	$0	$0
		$0	$0	$0	$0	$0
	Total	**$0**	**$0**	**$0**	**$0**	**$0**

5) Explanation of Variance

Please provide an explanation of any significant variance from the original budget for the Programs and Activities as submitted in February 2014. 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). Unspent funds not approved for deferral will be deducted from your 2015/16 allocation.

Appendix I: Evaluation Criteria

The following sets out the evaluation criteria that will be used by the Ministry and the Aboriginal Service Plan Steering Committee to review Aboriginal Service Plans and to make decisions on funding.

Topic	Evaluation Criteria
Rationale (weighting 20%)	• Overview and Context outlines external and internal factors that impact the Aboriginal learners and communities served by the institution. • Overview and Context supports the rationale for proposed programs and activities in the Aboriginal Service Plan by identifying the issues and needs they address. • Proposed programs and activities are coherent, logical and represent a comprehensive approach to achieving the goals of the ASP initiative and 2012 Aboriginal Policy Framework. • Proposed programs and activities are addressing the identified needs and issues of Aboriginal students and communities. • Proposed programs and activities balance change within the institution (internal systemic change) and work in Aboriginal communities (through partnerships, programs and activities) • There is evidence that the Aboriginal Service Plan is building on lessons learned in previous years and adjusting for changes in needs.
Institutional commitment (weighting 25%)	• The institution demonstrates a commitment to Aboriginal post-secondary education, including substantial financial contributions to programs and services for Aboriginal students and communities outside of Aboriginal Service Plan funding. • The institution is moving successful Aboriginal Service Plan activities and programs into the institution's base budget, or increasing its support for Aboriginal students from its base budget. • The institution is contributing matching funding for proposed Aboriginal Service Plan programs and activities. • Aboriginal programs and activities provided by the institution prior to the initiation of Aboriginal Service Plan[8] continue to be funded by the institution or external sources, or new programs and activities have been developed to replace them. • The institution has put in place policies, programs and/or services that support the goals of the Aboriginal Service Plan initiative or the goals of the Aboriginal Post-Secondary Education and Training Policy Framework. • Aboriginal voice is an integral part of institutional decision-making; for example through advisory councils, Boards of Governors, Senates/Education Councils, leadership positions within the institution.

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[8] Based on the institution's inventory of Aboriginal Programs conducted when original ASP was submitted by the institution.

Topic	Evaluation Criteria
Engagement/Partnerships (weighting 25%)	• Aboriginal students have been meaningfully engaged in the development, implementation and review of the Aboriginal Service Plan, and the interests, concerns and key issues identified by Aboriginal students are reflected in the Aboriginal Service Plan. • The institution surveys its Aboriginal students to assess whether the institution and the Aboriginal Service Plan is addressing their needs, and to assess whether programs and activities are achieving intended results. • The Aboriginal Service Plan and supporting documents show that Aboriginal communities and organizations served by the institution have been meaningfully engaged in the development, implementation and review of the Aboriginal Service Plan. • Aboriginal-controlled institutes located in the region served by the institution are partners, or a reasonable explanation is provided if they are not. • Engagement and planning with Aboriginal communities, institutes and organizations is coordinated with other institutions where more than one institution that receives Aboriginal Service Plan funding is serving a particular Aboriginal community, Aboriginal-controlled post-secondary institute or organization. • Policies and processes have been established to ensure respectful use of Traditional Knowledge and/or Indigenous Intellectual Property.
Success (weighting 30%)	• Enrolment (FTE) as a percentage of overall enrolment and credentials for Aboriginal students are increasing. • The institution tracks retention of Aboriginal students and retention is increasing. • Aboriginal students report that their educational goals have been met. • Continued programs and activities are supported by qualitative and quantitative evidence of success. • Programs and activities funded in prior year's Aboriginal Service Plan were completed, and Aboriginal Service Plan funding allocation was expended. • Leading practices, lessons learned and major achievements have been documented.
Guidelines followed (Scores may be reduced by up to 10% if the Guidelines are not followed.)	• Guidelines are followed, including formatting instructions, maximum page limits. • Required supporting documents are provided.

Appendix II: Guidelines for Supporting Documents from Aboriginal students and Aboriginal partners

What are "Supporting Documents"?

The Ministry requests that institutions provide supporting documents to show that Aboriginal students and Aboriginal partners 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 or emails 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 or emailed 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

a) *Support from Aboriginal students and Aboriginal partners 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, email, agreement or sign-off from an institution's Aboriginal Service Plan Aboriginal Advisory Council, provided the Council is representative of Aboriginal students and Aboriginal partners, may show support for the overall Aboriginal Service Plan. In this case, please provide the Terms of Reference for the Aboriginal Advisory Council which shows that the Advisory Council members are identified by the Aboriginal community that they represent. An email or signature from the Chair of the Aboriginal Service Plan Aboriginal Advisory Council 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), emails or signatures of the Chairs of those Councils are acceptable.
b) *Support, capacity and readiness of the Aboriginal community for*	• 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 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

any activity or program to be delivered in the Aboriginal community	statements in the supporting documents that: • A specific number of Aboriginal community members have expressed an interest in the activity/program, • 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 Aboriginal Service Plan.

Appendix III: Eligibility of Programs/Activities by Category

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 and 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 history, culture, issues and knowledge. For example: courses, workshops for faculty/staff related to Aboriginal history, culture, issues and knowledge.
Aboriginal representation for faculty, staff or administration	Initiatives to promote Aboriginal representation within the public post-secondary institution (e.g. hiring policies).
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 or in Aboriginal communities	Delivery of post-secondary programs or courses for Aboriginal learners on public post-secondary institution campuses or 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 Aboriginal Service Plan).
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 Aboriginal Service Plan 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 expenses and activities	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, administrative assistance or clerical support, • Room rentals at public post-secondary institutions, • Activities/programs that would be considered core institutional responsibilities (intended to be covered by the institution's core funding from the Ministry), • Activities/programs previously supported (financially) by the institution, • Activities/programs that could be supported through other programs, such as the Adult Upgrading Grant and the Community Adult Literacy Program. If funding is requested for a program or activity that is eligible for funding under another program, please explain why Aboriginal Service Plan funding is sought in the rationale.

Appendix IV: 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.