

Post-Secondary Education Coordinator Workshops 2018

First Nations Post-Secondary Education in BC

FIRST NATIONS EDUCATION
STEERING COMMITTEE



1

Recognition of the Territory



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Introduction

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Housekeeping

Sign-in Sheet:

- Please sign the sign-in sheet for both days to ensure you will be reimbursed

Expense forms:

- For use by those eligible (one per First Nation)
- Must be returned by mail within 30 days

Inside Your Meeting Kit:

- Table of Contents
- Event Evaluation Form
- Expense Form
- Feedback workbook: *\$50 prize draw!*

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Today's Plan

Today we will review

- FNEESC's services, resources and partnerships in regards to post-secondary education (PSE)
- PSE Issues and Context
- Provincial Programs and Initiatives
- Federal Government Programs and Initiatives
- Administration of the Post-Secondary Student Support Program (PSSSP) and the University and College Entrance Preparation Program (UCEPP)
- Other Sources of Funding

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Tomorrow's Plan

- Check-in on the Previous Day
- **PSSSP and UCEPP Application and Reporting** workshop with a representative of the Department of Indigenous Services Canada (DISC) BC Region
- Federal PSE Programs discussion

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Overview: Post-Secondary Education



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About FNEC

The First Nations Education Steering Committee (est. 1992) is comprised of 122 member First Nations. It is an independent non-profit society.

FNEC has been working on behalf of First Nations to achieve quality First Nations education for all First Nations learners in BC, both on- and off-reserve.

TAB 1 p. 2:  Fact Sheet FNEC

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FNESC



- Supports lifelong learning by providing advocacy, program administration, research, communications, information dissemination and networking services.
- Shares information regarding programs, government policies and initiatives and local, provincial and federal education issues that affect First Nations learners.
- Analyzes and researches PSE and K-12 student achievement data, program outcomes as well as identifies leading practices to inform our advocacy.

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FNESC Post-Secondary Subcommittee

- Takes direction from the FNESC Board and report to the FNESC Executive and Board.
- Conducts work on PSE matters within FNESC's mandate and Strategic Direction.
- Seeks community input to identify and prioritize PSE and trades training issues.
- Organizes research and shares information to keep First Nations informed on relevant PSE and training issues.

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FNESC Post-Secondary Subcommittee, cont'd

- Informs and assists First Nations communities on changes in PSE and training policies;
- Makes recommendations to FNESC on PSE and training issues.
- Develops and recommends an annual PSSC Work Plan for FNESC Board approval.
- Continues the development of a long term PSE and Training Strategic Plan for Board approval.
- Works collaboratively with other provincial post-secondary and training organizations.

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FNESC Post-Secondary Subcommittee

Jessie Williams, Chair, Squamish Nation

Karmen Smith, Vice Chair, Gitksan Government Commission

Debbie Moore, Kitselas First Nation

Deanna Nyce, Nisga'a Lisims Government

Stephanie Sam, Akisqnuq First Nation

Tyrone McNeil, FNESC

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Indigenous Adult & Higher Learning Association

- An independent non-profit society serving **Aboriginal-controlled post-secondary and training institutes.**
- Represents **42** member **institutes.**
- IAHLA members are community-based Indigenous institutes that offer a broad spectrum of courses and programs, including **adult education, post-secondary and trades.**



TAB 1 p. 3: Fact Sheet
IAHLA

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IAHLA Board of Directors

Executive

Verna Billy Minnabarriet, Chair, Region: Secwepemc, St'at'imc and Nlaka'pamux

Lauren Terbasket, Vice-Chair, Region: Kootenay and Okanagan

Louise Lacerte, Treasurer, Region: Tsilhqot'in, Carrier and Sekani

Robert Schuster, Secretary, Member at Large

Board Members

Nancy Seward, Region: Nuu-chah-nulth and Coast Salish

Cathy Warren, Region: Kaska, Dene, Tahltan, Tagish and Inland Tlingit

Deanna Nyce, Region: Haida, Tsimshian, Haisla and Nisga'a

Tracey Woods, Region: Gitksan and Wet'suwet'en

Bonita Wallas, Region: Kwakwaka'wakw, Heiltsuk, Nuxalk and Oweekeno

Ashley Joe, Member at Large

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FNESC Post-Secondary Department Staff

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Emily Riddle, Post-Secondary Policy Analyst
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PSE Services and Resources



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PSE Resource Line

- Provides information directly related to **administering DISC post-secondary funding**
- Provides support to **First Nations communities** but cannot support students directly. If you are looking for information for a student, please contact us on their behalf
- Resource Line:
 - **Office: 604-925-6087 ext. 127**
 - **Toll-Free: 1-877-280-4151**
 - **Email: pse@fnesc.ca**

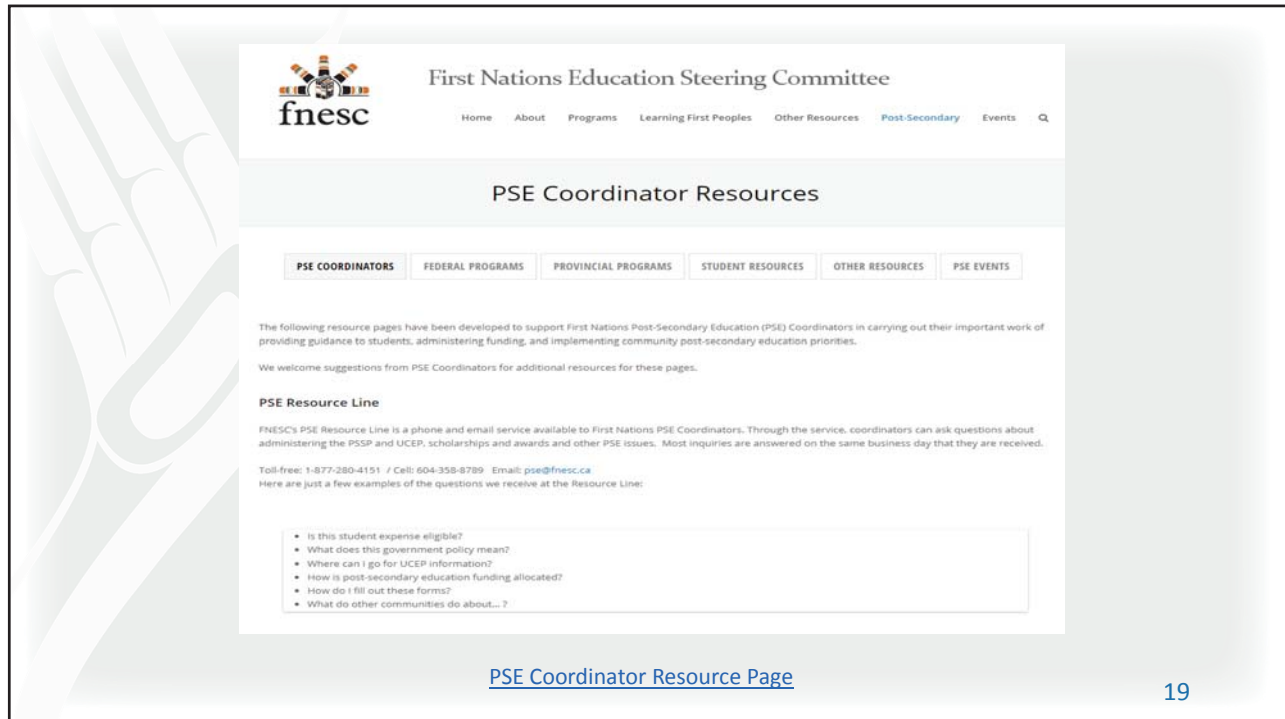
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PSE Resource Line

The Resource Line assists with information such as:

- **Program** eligibility
- **Institution** eligibility
- Living allowance **guidelines**
- Eligible **expenditures**
- PSE funding **applications** and **reporting**
- **Limits** of assistance

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The screenshot shows the FNESC website with the following content:

First Nations Education Steering Committee
 Home About Programs Learning First Peoples Other Resources **Post-Secondary** Events

PSE Coordinator Resources

PSE COORDINATORS FEDERAL PROGRAMS PROVINCIAL PROGRAMS STUDENT RESOURCES OTHER RESOURCES PSE EVENTS

The following resource pages have been developed to support First Nations Post-Secondary Education (PSE) Coordinators in carrying out their important work of providing guidance to students, administering funding, and implementing community post-secondary education priorities.

We welcome suggestions from PSE Coordinators for additional resources for these pages.

PSE Resource Line

FNESC's PSE Resource Line is a phone and email service available to First Nations PSE Coordinators. Through the service, coordinators can ask questions about administering the PSSP and UCEP, scholarships and awards and other PSE issues. Most inquiries are answered on the same business day that they are received.

Toll-free: 1-877-280-4151 / Cell: 604-358-8789 Email: pse@fnesc.ca

Here are just a few examples of the questions we receive at the Resource Line:

- Is this student expense eligible?
- What does this government policy mean?
- Where can I go for UCEP information?
- How is post-secondary education funding allocated?
- How do I fill out these forms?
- What do other communities do about... ?

[PSE Coordinator Resource Page](#)

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Aboriginal Learning Links

Assists Aboriginal **students** who are or will be pursuing **post-secondary** studies in BC with:

- **Planning** their Education
- **Paying** for School
- On-Campus **Services**
- **Housing**
- **Child Care**
- Former **Children and Youth in Care**

See: www.aboriginallearning.ca



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ABORIGINAL LEARNING LINKS
— a BC post-secondary resource —

[Planning Your Education](#) ▾ [Paying for School](#) ▾ [On-Campus Services](#) [Child Care](#) [Housing](#) ▾ [Former Children in Care](#) [About](#) ▾

Planning Your Education

Choosing the university, college, or institute that you want to attend is a big decision. Knowing that you want to go to post-secondary, but not knowing what you want to study, or how to get the skills and knowledge necessary for your dream career is a common concern for many people.

To start, it is helpful to consider the [types of post-secondary institutions in BC](#), which includes universities, colleges and institutes. You'll also want to learn about the differences between [public and private post-secondary institutions](#).



PSE Coordinator Orientation Manual

- As an additional support for PSE coordinators, FNEESC is planning to develop a PSE coordinator manual.
- We welcome your input on what would be useful to include in the manual.
- Feel free to send us an email at pse@fnesc.ca.

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FNESC PSE Advocacy and Research

FNESC conducts research into PSE issues and advocates for improvements to programs and policies such as:

- Post-Secondary Student Support Program (PSSSP) and University and College Entrance Preparation Program (UCEPP) Guidelines and Funding
- First Nations Post-Secondary Comprehensive Review of Federal Programming (Federal PSE Review)
- Community-based delivery of PSE programming through programs such as the Post Secondary Partnerships Program (PSPP) and Aboriginal Community-Based Training Partnerships (ACBTP)
- Adult Basic Education
- Supporting former children and youth in care in post-secondary
- Review of Aboriginal Service Plan Initiative
- Aboriginal Teacher Recruitment, Retention and Deployment
- Advancing post-secondary First Nations Languages programming in BC
- Aboriginal Student Data Report

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Building Partnerships

FNESC is committed to working in partnership and has MOU's and protocols with the following organizations:

K-12 Aboriginal
Education Partners
(1999)

Aboriginal Post-
Secondary Education
& Training Partners
(2005)

First Nations
Technology Council
(2010)

Association of the BC
Deans of Education
(2011)

BC Representative for
Children and Youth
(2011)

Bilateral Protocol with
the BC Ministry of
Education (2015)

Indigenous Adult and
Higher Learning
Association (IAHLA)

First Nations Schools
Association (FNISA)
MOU (2011)

Bilateral Protocol with
Ministry of Advanced
Education, Skill, and
Training (AEST)

FNESC has a formal protocol with the First Nations Leadership Council.

The protocol acknowledges FNESC's leadership, as directed by First Nations governments, in advancing quality education, improving accountability and improving education outcomes for all First Nations students in BC.

**TAB 1 p. 4: Protocol
FNESC, IAHLA, AEST**

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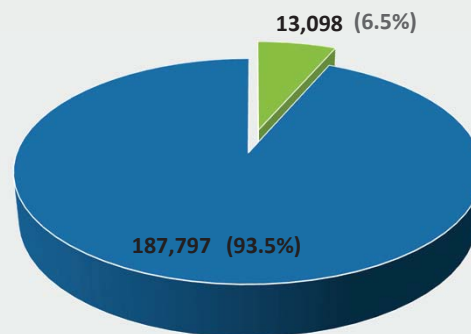
PSE Issues and Context



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Aboriginal and Non-Aboriginal PSE Students in BC

Number of Full-Time Equivalents (2015-16)



■ Aboriginal ■ Non-Aboriginal

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Provincial Government Commitments

Key commitments relative to First Nations include:

- Implement the Truth and Reconciliation Commission (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP);
- Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan;
- Provide greater access to Adult Basic Education;
- Improve the education success of former youth in care by expending the tuition waiver program.

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Mandate Letter, Ministry of Advanced Education, Skills and Training

TAB 2 p. 14: Mandate Letter, AEST

- Provide greater access to Adult Basic Education (ABE) and English Language-Learning programs by eliminating fees.
- Reduce financial burden of students by eliminating interest on B.C. government student loans and establish a \$1,000 completion grant program to provide debt relief to B.C. graduates.
- Encourage excellence in B.C.'s graduate school programs by introducing a new graduate student scholarship fund.
- Work with the Minister of Education to support co-op, apprenticeship and work experience programs for high school and undergraduate students.

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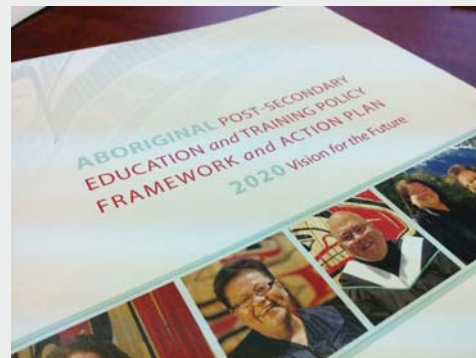
Mandate Letter, Ministry of Advanced Education, Skills and Training, continued

- Work with the Ministry of Child and Family Development (MCFD) to improve the education success of former youth in care by expanding the tuition waiver program.
- Expand B.C.'s technology-related post-secondary programs, co op programs, and work to establish technology and innovation centres in key areas of the economy.
- Develop more degree and certificate programs to increase the number of skilled workers in B.C.'s forestry sector, focusing on growing innovation and the manufactured wood products sector.

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Aboriginal PSE and Training Policy Framework

- The *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future* was developed collaboratively with partners, including First Nations.
- It sets out ways to address **systemic barriers and achieve systemic institutional change** and is intended to **guide the policies and programs** at all public **post-secondary institutions**.
- FNEC recognizes the transformative potential of the Framework and has been working with the Ministry of Advanced Education and other partners on the implementation.



TAB 2 p. 17: Aboriginal PSE and Training Policy Framework

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Aboriginal PSE 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

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 post-secondary education

GOAL 5 Continuous improvement is based on **research, data-tracking and sharing of leading practices**

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Federal Government Commitments

- Dissolution of Indigenous and Northern Affairs Canada (INAC) and creation of the Ministry of Crown-Indigenous Relations of Canada (CIRNAC) and the Department of Indigenous Services Canada (DISC)
- The mandate letters for Minister Carolyn Bennett and Minister Jane Philpott set out the way forward for building a nation-to-nation relationship with Indigenous peoples
- Implementing the United Nations Declaration on the Rights of Indigenous Peoples
- Implementing the Calls to Action of the Truth and Reconciliation Commission
- Supporting First Nation-led initiatives with respect to jurisdiction over education and respecting regional diversity, including the renewal of the Tripartite Education Framework Agreement
- Joint priorities MOU between AFN and INAC
- Principles respecting the Government of Canada's Relationship with Indigenous Peoples
- Federal PSE Review

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Restructuring of INAC

On **August 28, 2017**, the government of Canada announced that INAC would be dissolved and replaced by two new ministries.

- **Department of Indigenous Services Canada (DISC)**, with Minister Jane Philpott
- **Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC)**, with Minister Carolyn Bennett
- The federal government is still in the process of engaging with First Nations on the dissolution of INAC in order to better meet the needs and concerns of communities.

TAB 2 p. 59: INAC
Dissolution Announcement

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Mandate Letter, Minister Jane Philpott, Department of Indigenous Services Canada

- As we move towards **greater Indigenous self-government**, continue to oversee the provision of existing services to Indigenous Peoples, and particularly First Nations under the *Indian Act*, including the provision of community infrastructure, emergency management, water, **education**, moneys and trusts, and registration.
- Ensure the **successful delivery of the significant investments made in Indigenous services through Budget 2016 and Budget 2017**. This includes new and repaired housing, ensuring First Nations children on reserve receive a quality education, and eliminating all long-term boil water advisories by 2021 as a key measure in ensuring First Nations people on reserve have access to clean drinking water.
- **Implement Budget 2017 enhancements to the Post-Secondary Student Support Program, and work with the Minister of Employment, Workforce Development and Labour as well as Indigenous partners to undertake a review of all current federal programs that support Indigenous students choosing to pursue post-secondary education.**

TAB 2 p. 62:
Mandate Letter,
Dr. Philpott

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Mandate Letter, Minister Carolyn Bennett, Crown-Indigenous Relations and Northern Affairs

- Lead a **whole-of-government approach to the renewal of a nation-to-nation, Inuit-Crown, and government-to-government relationship** with Indigenous Peoples including implementation of the permanent bilateral processes, advancing distinctions-based policy, and improving our capacity as a government to consider and respond to the unique realities of Indigenous Peoples in Canada.
- **Work with residential school survivors, First Nations, Inuit, the Métis Nation, provinces, territories, and educators to incorporate Aboriginal and treaty rights, residential schools, and Indigenous contributions into school curricula.**

TAB 2 p. 67: Mandate Letter, Dr. Bennett

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United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

This international human rights instrument was adopted by the UN General Assembly in 2007 and adopted with conditions by Canada in 2010.

TAB 2 p. 72: UNDRIP

Article 14 of UNDRIP states:



1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

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Truth and Reconciliation Calls to Action, Education

TAB 2 p. 93: TRC
Calls to Action



- Make joint strategy to end education and employment gaps (#7)
- Eliminate federal funding gap for students on reserve (#8)
- Report annually on funding for First Nations students (#9)
- Draft new Aboriginal education legislation with Aboriginal participation (#10)
- End post-secondary backlog through funding (#11)
- Develop culturally appropriate early learning programs (#12)

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Review of Federal PSE Funding

Federal budget 2017 includes a commitment to “undertake a comprehensive and collaborative review with Indigenous partners of all current federal programs that support Indigenous students who wish to pursue post-secondary education. The purpose of the review will be to ensure that these programs meet the needs of individual students while supporting attendance at, and completion of, a post-secondary degree or credential.”

In response to calls from First Nations for a separate review for and led by First Nations, DISC has provided funding for the AFN to lead the First Nations portion of the Review.

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BC Government Programs and Initiatives



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BC Government Programs and Initiatives

1. Aboriginal Service Plans
2. Tuition Free Adult Basic Education
3. Former Children and Youth in Care Tuition Waiver
4. Aboriginal Teacher Recruitment, Retention, and Deployment
5. Aboriginal Student Data Report
6. Aboriginal Community-Based Training Partnerships Program
7. Student Financial Assistance Project
8. Language Fluency Degree

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Aboriginal Service Plans (ASP)

In 2007, the Ministry of Advanced Education, Skills and Training (AEST) introduced the Aboriginal Service Plan Initiative which provided funding to select post-secondary institutes for the purpose of enhancing the post-secondary educational experiences and outcomes of Aboriginal learners.

\$34.8 million has been distributed to **11 institutions** since the program was established.

In 2016/17, the Ministry provided the **14 institutions who do not receive ASP funding with \$75,000 each.**

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Aboriginal Service Plans

The following shows the total funding provided by AEST from 2007-2017:

- Camosun College: \$3.3M
- Capilano University: \$3.65M
- College of New Caledonia: \$3.98M
- Nicola Valley Institute of Technology: \$2.64 M
- North Island College: \$2.55 M
- Northwest Community College: \$4.23M
- Thompson Rivers University: \$2.32M
- University of Northern British Columbia: \$1.75M
- University of Victoria: \$2.76M
- Vancouver Community College: \$3.60M
- Vancouver Island University: \$4.02M

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Aboriginal Service Plan Goals

The stated goals of the ASP initiative are:

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

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ASP Review

- The Ministry of Advanced Education, Skills and Training contracted Malatest & Associates in order to develop performance measurement framework for the purpose of evaluating individual ASP's on an annual basis and to conduct an overall evaluation of the program's effectiveness.
- Unfortunately, the Review was put on hold.
- An RFP has been released to complete the review of the program and we are hopeful work will restart soon.

TAB 3 p. 133: ASP
Validation Session

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Tuition-Free Adult Basic Education (ABE)

In 2014, BC removed the tuition free policy for Adult Basic Education courses at public post-secondary institutions and eliminated the Education Guarantee, which provided tuition-free courses to graduated adults upgrading their high school education.

In August 2017, the new BC Government announced it would be reinstating the tuition free policy for ABE.

The Ministry has not yet provided details on this announcement, nor on how it intends to address the wrap around supports by Adult Learners going forward.

TAB 3 p. 105: Tuition-Free
ABE Announcement

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Tuition-Free Adult Basic Education (ABE): Definition of ABE

ABE: Adult Basic Education is a category of courses and programs that are intended to provide adult learners with skills and knowledge to access further education, training and employment. The courses and programs offered under the banner “Adult Basic Education” include **literacy, numeracy and academic skills; academic upgrading; and life skills or career preparation courses**. These courses provide **upgrading that may allow entry into a post-secondary program**, but do not themselves contribute credits toward a post-secondary credential. [1]”

[1] Post-secondary credential refers to an apprenticeship or trades certificate or diploma; a certificate at the post-secondary level (for example but not limited to Health Care Assistant; Early Childhood Education); a post-secondary diploma or degree.

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Tuition-Free Adult Basic Education, continued

FNESC and IAHLA have provided the province with a submission detailing our concerns which include:

- Tuition-free adult basic education does not guarantee increased community-based delivery which is integral to supporting Aboriginal adult learners in BC
- Wrap around supports beyond tuition are necessary for First Nations learners to be successful in their ABE programs
- Increasing income thresholds and improving accessibility to the Adult Upgrading Grant (AUG)
- Improving access to lower-level courses
- Fees are not included

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Adult Upgrading Grant (AUG)

Provides a grant for **low-income students** in **adult education** programs at **public PSIs** to assist with the costs of textbooks, supplies, transportation, and non-subsidized child care costs.

FNESC and IAHLA have concerns about the **low income threshold** and complexity of the **application process**.

To access grants, students can submit a completed application form through the Financial Aid Office of the public post-secondary institution they are enrolled in.

TAB 3: AUG Application

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Tuition Waiver for Former Children and Youth in Care

- Tuition fee waivers/bursaries for former children and youth in care (CYC) were formerly available at only 11 BC public post-secondary institutions who provided these supports out of their core budgets.
- On September 1, 2017, the BC Government announced that it would be expanding the tuition fee waiver program to all 25 public institutions.
- The BC Government has not yet provided details on how it intends to enhance the delivery of wrap-around supports to former CYC.

TAB 3 p. 109: Tuition Waiver for Former Youth in Care Announcement

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Tuition Waiver for Former Children and Youth in Care, continued

The expansion of the tuition waiver program is a positive development, however:

- The age limit of 26 years is not appropriate
- Students must have been in care for 24 months total in their lifetime in order to qualify (not including interim care orders)
- This program is only applicable to a certificate, diploma credential or undergraduate degree. This program does not apply to post-graduate courses or programs.
- There is a lack of consistency between tuition waiver eligibility requirements and other programs in place to support non-tuition living expenses.

Former children and youth in care students currently have to navigate multiple funding sources of funding in order to support non-tuition related expenses.

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Aboriginal Teacher Recruitment, Retention and Deployment

- 71,000 teachers are currently certified through the Teacher Regulation Branch and approximately 41,000 teachers work in the K-12 public system.
- To be proportional with the number of Aboriginal students in BC public schools, we would require 11.5% of teachers to be Aboriginal (4,500 practicing teachers or 7,810 currently certified teachers).
- We do not have current data about how many are Aboriginal but a BC Teachers' Federation survey from 2014 estimated that there were approximately 500.
- We are working with the K-12 Aboriginal Education Partners and PSE Partners to develop strategies to increase the proportion of Aboriginal teachers.
- Currently, the system is graduating about 80 Aboriginal teachers annually.

TAB 3 p. 139:
Aboriginal Teacher
RRD Summary
Recommendation
Table

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Aboriginal Student Data Report

- FNEESC and IAHLA are working together with AEST to jointly develop a **Baseline Report on Aboriginal Post-Secondary Education** to be published annually.
- Goal 5 of the Policy Framework states that “continuous improvement is based on research, data-tracking and sharing of leading practices.”
- The Policy Framework notes that there is a need to increase the amount of consistent, accurate and reliable data relating to Aboriginal PSE so that governments, post-secondary institutions and Aboriginal institutes can work together to improve policy decision and determine the effectiveness of various actions over the short, medium and long-term.
- With this new report, it is our goal **to have more regular reporting and data to inform policy** and decision making regarding the enrolment, achievement, and transitions of Aboriginal students in public post-secondary institutions.

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Bringing PSE into Communities

In recent years, various Ministries in BC have released programs intended to support community-based post-secondary education and training.

Examples:

- **Aboriginal Community-Based Training Partnerships** Program by the AEST (\$25.1M)
- **Aboriginal Skills Development Fund**, by the Ministry of Aboriginal Relations and Reconciliation (\$30M)

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Aboriginal Community-Based Training Partnerships Program

The *Aboriginal Post-Secondary Education and Training Policy Framework* commits to funding partnerships between public post-secondary institutions and Aboriginal institutes and communities to deliver PSE and training in communities. In 2015-16, \$5.7 million was provided through the Aboriginal Community-Based Training Partnerships Program to support 29 partnerships.

The Ministry and FNEESC have worked together on the design and implementation of the program.

TAB 3 p. 111: 2017-18
ACBTP Application Guide

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Aboriginal Community-Based Training Partnerships Program, continued

The Ministry of Advanced Education, Skills and Training released a call for proposals. The closing date for proposal submissions was June 2, 2017.

Contracts may run for up to 25 months, between January 2018, and February 2020.

Successful proponents are currently being contacted. The Ministry has confirmed funding will be able to flow directly to communities rather than to the institutes if both partners agree.

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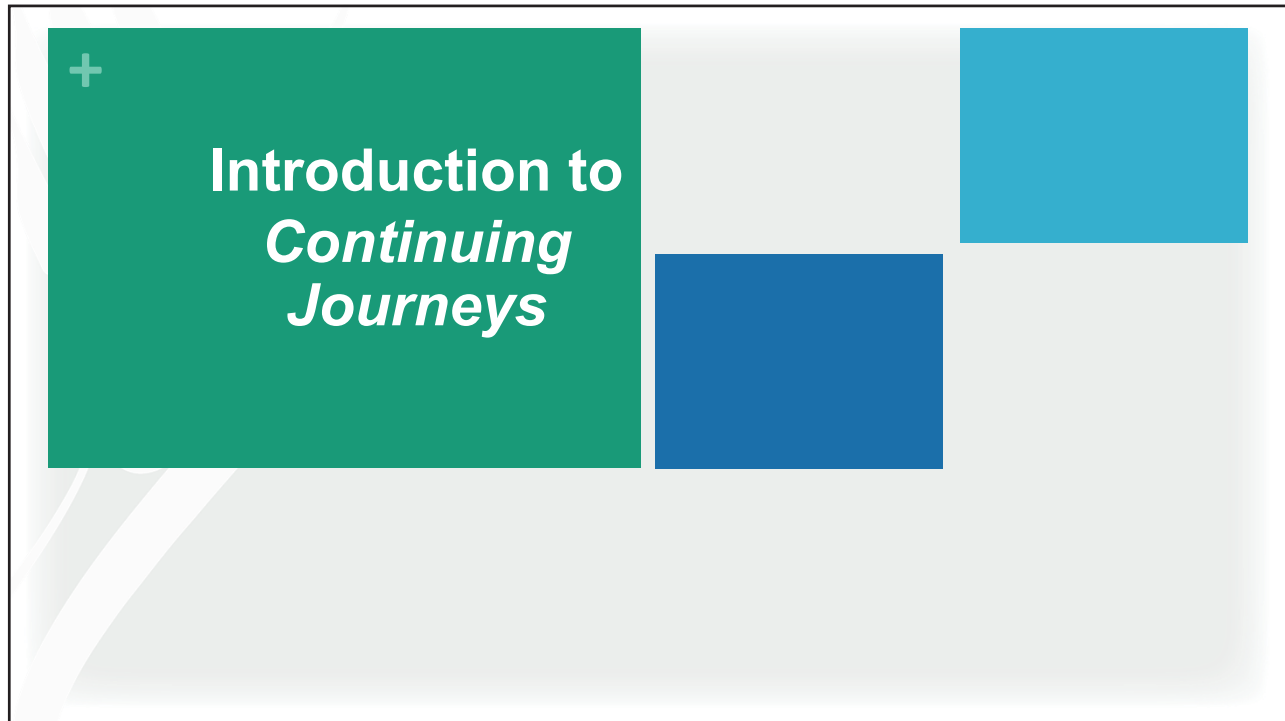
Aboriginal Student Financial Assistance Project

The Continuing Journeys project falls under Goal 3, Objective 3.1 of the Aboriginal Post-Secondary Education and Training Policy Framework to “Review student financial assistance policy with the goal of providing more effective support to Aboriginal learners.”

The goal of the Project is **to evaluate Aboriginal student access of student financial assistance** in order **to ensure that current supports are meeting their needs.**

Samantha Tsuruda is leading the community and student engagement portion of the Project, and she has asked we provide you the following information...

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About Continuing Journeys

Goal: Improve Financial support systems for Indigenous Learners

- Continuing Journeys is part of a program evaluation being managed by the Social Research and Demonstration Corporation (SRDC), which is a not-for-profit research organization. SRDC is partnering with Sam Tsuruda, a First Nations researcher and consultant, to carry out this work.
- The goal of Continuing Journeys is to learn how Indigenous learners think about their educational options, including the role played by available funding for PSE with the purpose of improving the financial aid system.

[Handout: Continuing Journeys Flyer](#)

What the Project Involves:

Continuing Journeys will gather knowledge through surveys and interviews with Indigenous community members.

- This project hopes to explore ways to better support students to meet their educational goals, by hearing from Indigenous learners.
- SRDC wants to engage Indigenous people by sending out an initial survey link to be able to contact individuals to have in-depth phone interviews to hear their stories
- There will be a draw for completing the survey and a \$40 gift card for each interview participant.
- This project can be an opportunity for Indigenous learners to share their experiences and ensure their voices are heard.

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How Your Community can be Involved

- Your role as Post-Secondary Coordinator is extremely valuable in letting community members know about the project, so that they have an opportunity to voice their experiences or suggestions.
- Continuing Journeys hopes to work with 5 or 6 communities across BC, and to conduct around 50 interviews in 2018.
- If you or someone in your community would like to become involved in this project please contact Sam:

samantha.tsruda@gmail.com

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Language Fluency Degree Initiative

FNESC and IAHLA have partnered with a consortium of Aboriginal and public post-secondary institutions to support the development of First Nations language fluency degree pilot projects.

TAB 3 p. 153
Language Fluency
Degree Structure

The language fluency degree project is part of our longstanding efforts to support language revitalization and the creation of new language speakers, recognizing that language fluency among adults who are eligible to enter language teacher training programs is in decline.

The implementation of the pilot projects is intended to create space for more degree programs across the province.

A partnership agreement has been signed to guide the development of this initiative and \$100,000 in funding was provided by the Ministry of Advanced Education, Skills and Training.

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Federal Government Programs and Initiatives



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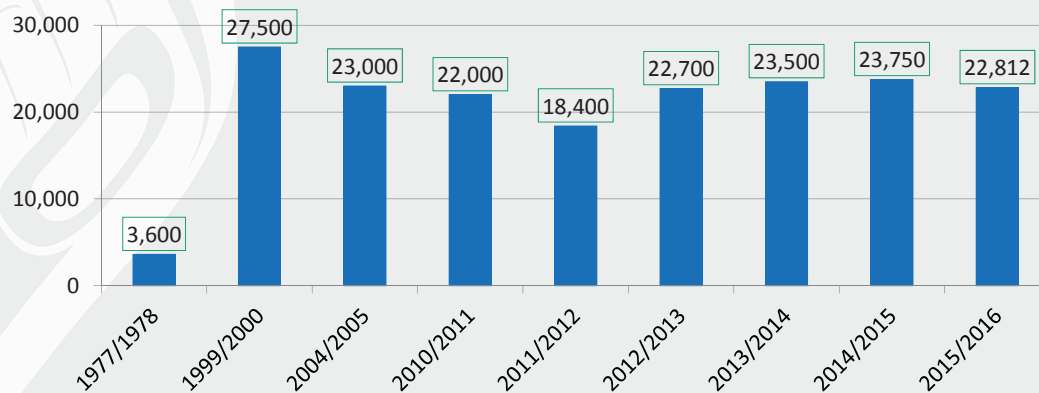
1. Inadequacy of Federal PSSSP and UCEPP Funding

- Nationally, **17% fewer** First Nations students funded by Canada (27,500 in 1999/2000 to 22,812 in the 2015/16)
- There continues to be a disparity in access for First Nations people seeing that in 2016, **8.6%** of First Nations people in BC aged 25 to 64 had a bachelor's degree or higher, compared to **31%** of Non-Aboriginal people.

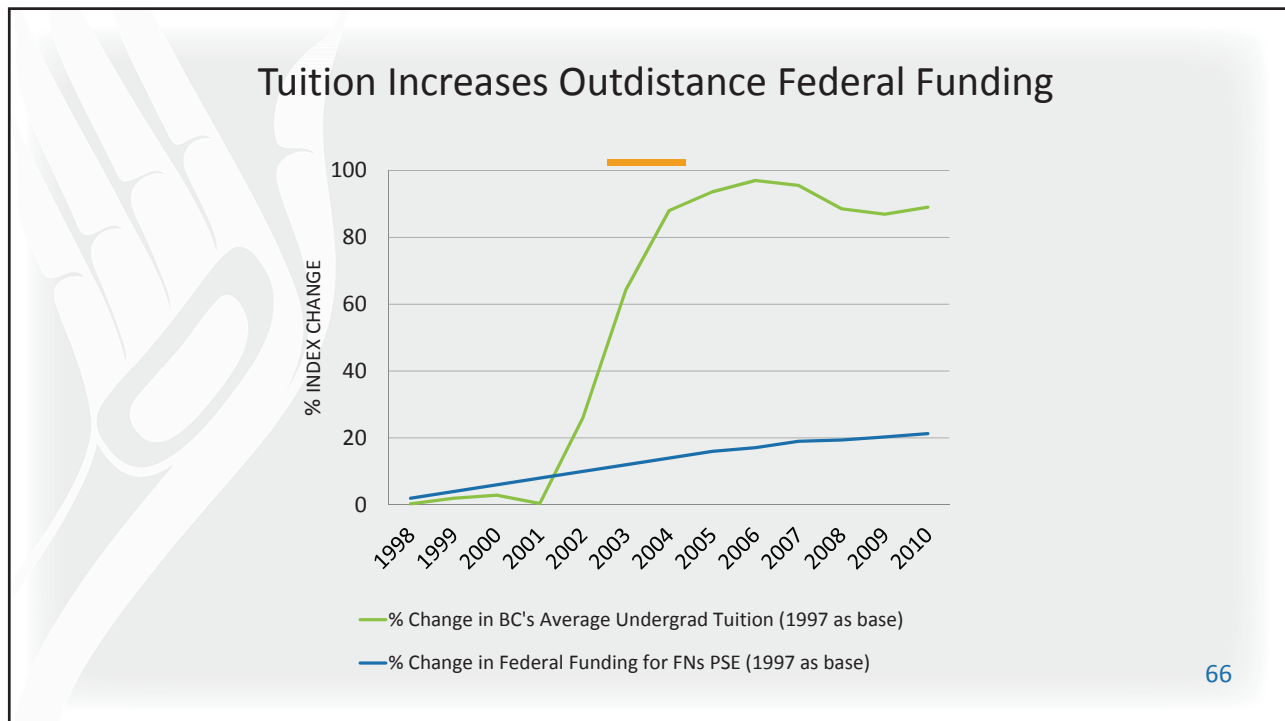
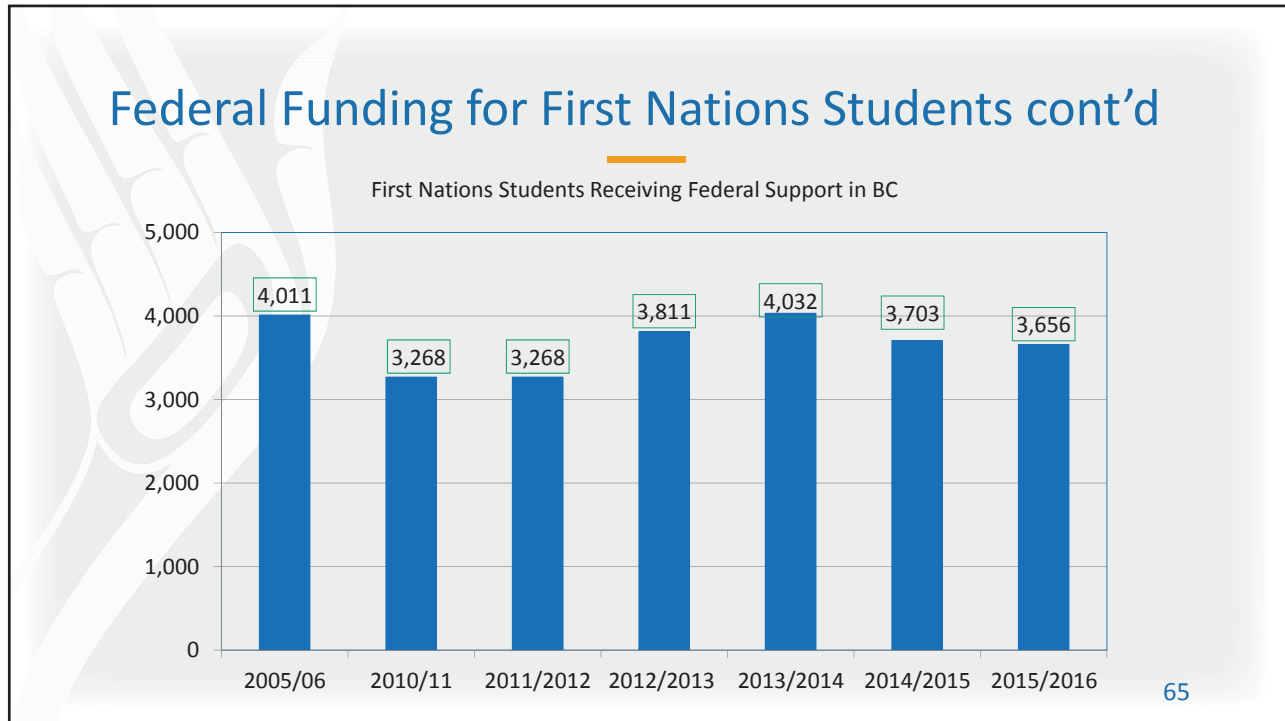
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Federal Funding for First Nations Students

First Nations Students Receiving Federal Support - Canada



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Inadequacy of Federal PSSSP and UCEPP Funding, continued

Funding has not kept pace with increased **demand**:

- Increase in **First Nations students eligible** for PSE funding;
- Tuition **nearly doubled** since 2006 (partly due to cuts in Health and Social Transfers); and
- The cost of living continues to rise.

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Funding in Federal Budget 2017

In a partial fulfilment of the Liberal Party of Canada's 2015 election promise to increase funding for the PSSSP by \$50 million the federal government's 2017 budget, released March 22, 2017, invested an additional **\$90 million over 2 years in the program**.

The federal government has **not committed to providing additional funds past this two year period**.

While this is a significant investment in federal PSE for First Nations and Inuit students, at \$45 million per year, it still falls short of the government's initial commitment by \$5 million.

Instead, it appears this \$5 million will be going to Indspire, an Indigenous-led charitable organization which provides financial support to Aboriginal students.

TAB 4 p. 193:
Budget 2017 Table
Federal Review of
PSE Programs

68

2. Funding to Deliver PSE Programs in First Nations Communities

Over the last several years, DISC has made significant changes to how it funds community-based delivery of programs:

- The former Indian Studies Support Program (ISSP) has been replaced by the Post-Secondary Partnerships Program (PSPP)
- Adjudication changed from a regional First-Nations driven process to a national selection committee
- The PSPP also opened to allow public post-secondary institutions to access funding, rather than only First Nations and First-nations mandated institutes

The program budget for 2016-17 totaled \$30.4 million. Of this, \$23.4 million was allocated through the Call For Proposal process, while \$7 million is provided to First Nations University of Canada and \$1 million for the Purdy Crawford Chair in Aboriginal Business Studies in ongoing, annual funding.

69

Funding to Deliver PSE Programs in First Nations Communities, continued

In 2016-17, BC's allocation was a total of \$2,551,540 (10.9% of the national budget) for 16 projects for 2016-17.

- 80% of the funding (in 2016-17) was for multi-year projects.
- Additional multi-year funding totaled \$18,543,534.
- Of this additional funding, just \$1,628,688 (8.7%) went to 7 BC recipients.

As BC makes up 18.2 % of the total First Nation population of Canada, **a fair allocation would be approximately \$5.5 million** based on the 2016-17 PSPP budget.

70

2016-17 PSPP Allocations

TAB 4 p. 194: PSPP
Selected Projects
2016-2017

- The total 2016-17 PSPP budget was \$23,425,365 after \$7 million was provided to the First Nations University of Canada and \$1 million to the Purdy Crawford Chair of Business.
- Only **3 Aboriginal-controlled** institutes funded (10% of BC Funding or 1.1% of the PSPP budget)

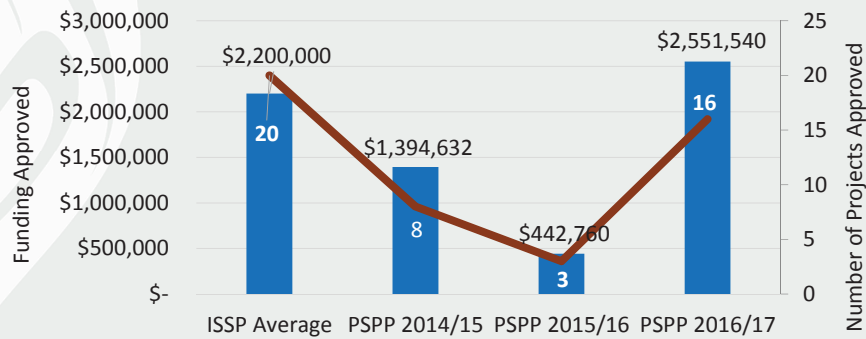
16 projects funded in BC:

- Capilano University
- College of New Caledonia
- **Haida Gwaii Higher Education Society**
- Justice Institute of British Columbia
- North Island College
- Northwest Community College
- Royal Roads University
- **Seabird College**
- Thompson Rivers University
- University of British Columbia
- University of Fraser Valley
- University of Victoria
- **Wilp Wilxo'oskwhl Nisga'a Institute**

71

72

Funding and Projects Approved: ISSP Average v. PSPP



After falling 80% in 2015/16 since disbanding of ISSP Committee, total funding for approved PSPP projects in BC increased to \$2.5 million.

73

Changes to the 2018-2019 PSPP Call for Proposals

- The Department of Indigenous Services Canada (DISC) released the PSPP call for proposals on December 21, 2017. **Applications are due on February 23, 2018.**
- It is not known what BC's allocation will be.
- Re-introduction of a Regional Selection Committee but the details are unknown.
- Focus on labour market priorities remains.

TAB 4 p. 202-220:

- Briefing Note re: 2018/19 PSPP Call for Proposals;
- Proposal Application;
- PSPP National Guidelines; and
- National Selection Committee TOR.

74

Funding for IAHLA

- **IAHLA** has not been funded by DISC for three consecutive years.
- DISC's explanation is that IAHLA does not support the department's core mandate.

A new proposal has been submitted for 2018/19. We are hopeful that funding will be reinstated for IAHLA.

75

3. Adults on the Nominal Roll – Eligibility

- Adults seeking Grade 12
- Full-time program that meets the curriculum standards
- Students must:
 - ✓ Not have graduated or completed the requirements for graduation in another jurisdiction
 - ✓ Over 19 as of July 1 of the current school year
 - ✓ Registered in the Indian Registry System
 - ✓ Ordinarily resident on reserve/designated land in British Columbia
 - ✓ Enrolled and attending full-time in a school able to issue a Dogwood or Adult Dogwood Certificate

TAB 4 p. 226: Adult Nominal Roll Eligibility Checklist

76

Adults on the Nominal Roll – Administration

- Students must be supervised and evaluated by a teacher certified by the BC Teacher Regulation Branch
- Full-time attendance is required
- Attendance and progress must be documented
- Student files must:
 - ✓ include annual application form
 - ✓ course enrollment form and attendance records
 - ✓ documented progress on course assignments
- If you are unsure if the student will be eligible, please contact the resource line



77

TEFA Renewal Adult Education

TAB 4 p. 227: Adult Education TEFA Renewal Summary Paper Short

Context

The cost of educating adult students is at least equal to that of school-age students.

DISC is now funding adults at the same base allocation as school-age students. This is an increase from \$4,565 to \$7,158.

But, Adult funding does not currently include the supplementary grants (transportation, English Language Learning, etc.).

There is also a need for BC-specific First Nations adult education policies in both the public and First Nations systems.

78

TEFA Renewal Adult Education, continued

Recommended Policy/Funding

- First Nations adults eligible for supplemental grants
- Tuition-free upgrading for graduated adults
- Reciprocal tuition for adults attending First Nations schools
- Appropriate nominal roll FTE course load requirements
- Dual credit program eligibility
- Increased flexibility for attendance, timetabling and intake
- Appropriate approach to reporting and data collection
- Funding to support childcare
- More flexible teacher certification requirements

79

4. Aboriginal Skills Employment and Training Strategy (ASETS)

The goals of the **ASETS** agreements are to:

- **Increase Aboriginal participation** in the Canadian Labour Market.
- Strengthen and facilitate **flexible programming** that meets the unique and varied needs of Aboriginal people and employers.
- Provide employers with **skilled workers**.

There are **15 different ASETS** holders throughout BC.

80

ASETS Holders in BC

- Aboriginal Community Career Employment Services Society (ACCESS)—West Vancouver
- Cariboo Chilcotin Aboriginal Training Education Centre (CCATEC)—Williams Lake
- Shuswap Nation Tribal Council—Kamloops
- Coast Salish Employment & Training Society (CSETS)—Duncan
- Ktunaxa Nation Council (KNC)—Cranbrook
- Métis Nation British Columbia—Abbotsford
- Mid Coast First Nations Training Society (MCFNTS)—Bella Bella
- North East Native Advancing Society (NENAS)—Fort St John
- North Vancouver Island Aboriginal Training Society (NVIATS)—Campbell River
- Nuuchah-nulth Employment & Training Program (NETP)—Port Alberni
- Okanagan Training and Development Council (OTDC)—Kelowna
- Prince George Nechako Aboriginal Employment & Training Association (PGNAETA)—Prince George
- Stó:lō Aboriginal Skills & Employment Training (SASET)—Chilliwack
- Tribal Resources Investment Corporation (TRICORP)—Prince Rupert

TAB 4 p. 229: BC ASETS Agreement Holders

81

Administration of the Post-Secondary Student Support Program and the University and College Entrance Preparation Program



82

1. PSSSP and UCEPP Guidelines

- The Post Secondary Student Support Program (**PSSSP**) and The University and College Entrance Preparation Program (**UCEPP**) provide direct **support** to First Nations students and are **administered** by First Nation communities.
- Funding is fairly stable but could be impacted if a **community does not fully expend** their funding in a given year.
- In most communities, available funding is inadequate for current demand.
- Anticipated changes to the 2018-2019 DISC National Guidelines will be discussed throughout this section.

83

DISC National Program Guidelines

The National Program Guidelines, known as for the administration of PSSSP and UCEPP are often released in **January** or **February** each year.

The screenshot shows the website for Indigenous and Northern Affairs Canada. The main heading is "Post-Secondary Student Support Program and University and College Entrance Preparation Program: National Program Guidelines 2017-2018". Below the heading is a "Notice" section with a warning icon, stating that the website will change due to the dissolution of Indigenous and Northern Affairs Canada. A "Table of contents" is provided below the notice, listing 13 sections: 1. Introduction, 2. Objectives, 3. Outcomes, 4. Eligibility, 5. Program Requirements, 6. Eligible expenditures, 7. Funding, 8. Monitoring and Accountability, 9. Reporting Requirements, 10. Contact Information, 11. Annex 1 - Glossary, 12. Annex 2 - List of Provincial/Territorial Ministries of Education Weblinks, and 13. Annex 3 - Student record files.

TAB 5 p. 274
INAC 2017-2018
PSSSP and UCEPP
National Guidelines

84

BC Region Program Guide

The 2017-18 BC Region Program Guide contains vital information for all DISC **programs** administered by Bands, including **reporting deadlines** and **funding formulas**.

TAB 5 p. 231: DISC 2017-2018 BC Region Program Guide



85

Objectives of the PSSSP and UCEPP

2.1 Post-Secondary Student Support Program (PSSSP)

The program objective is to improve the **employability** of First Nation and eligible Inuit students by providing them with funding to access **post-secondary education** and **skills** development opportunities at the post-secondary level.

2.2 University and College Entrance Preparation Program (UCEPP)

The program objective is to provide **financial support** to eligible First Nation and Inuit students who are enrolled in **university and college entrance preparation programs** offered in Canadian post-secondary institutions in order to to attain the academic level required for entrance into degree and diploma programs.

**For 2018/19 we anticipate the UCEPP objective may change to include preparing students for entrance into post-secondary programs more generally, rather than specifically degree and diploma programs.*

86

Eligibility (Section 4)

Within the National Program Guidelines there are three key areas of eligibility that guide the administration of PSSSP and UCEPP funding:

1. **Students**
2. **Programs**
3. **Institutions**

All three must meet eligibility requirements for funding to be provided.

87

Eligible Students (Section 4.2)

- Students must **be Treaty/registered** First Nations and **resident in Canada for 12 months** prior to application (there are some exceptions to residency).
- Students must **provide documentation** showing that they have been **accepted into an eligible program**.
- Students must **maintain satisfactory standing**, as defined by the college or university they are attending.
- For UCEPP, student files must **include documentation** showing that the UCEPP **program will provide the student with the entry level requirements** to the program of their choice.
- For both PSSSP and UCEPP, students **cannot have completed programming at a higher level** or the **same level** previously.

** For 2018/19 we anticipate the guidelines to allow students to complete multiple programs at the same level.*

88

Status and Residency (Section 4.2)

- It is not required, but recommended that you have a copy of the **student's status card**, front and back.
- If there is any question about residency, students need to provide a notarized statement that they have been **resident in Canada** during the full **12 months prior** to application.

89

Residency Exemptions

Exemptions to the 12 Month Residency Requirement:

- Students who are **normally resident in Canada, but for the purposes of attaining PSE** have been living outside of Canada for all or part of the year prior to the application for support.
- For students attending post-secondary institutions outside of Canada, the **12 month residency requirement only applies to their first year of studies.**
- Employees of the federal or provincial government who have been appointed to foreign posts and their accompanying dependent(s).
- Students who, under the authority of provincial or territorial child welfare legislations, **were placed outside of Canada in a foster home, an institution (e.g. a group home), or through an adoption** and have returned to Canada.

90

Affiliated Members (Section 4.2)

Students on the **BC General List** and **affiliated members** must apply for PSSSP/UCEPP funding through the BC Association of Aboriginal Friendship Centres.

Contact: Jamin Zuroski, Education Coordinator

jzuroski@bcaafc.com

Phone/Fax: 250-388-5522

Toll free: 1-800-990-2432

Fax: (250)-388-5502

Website: www.bcaafc.com/index.php/youth-education-psssp

TAB 6 p. 381: 2017-2018 BC Association of Friendship Centre's PSSSP Application

91

Eligible Programs (Section 4.3)

An eligible post-secondary program is one that:

- Requires **grade 12** graduation or the equivalent as defined by the post-secondary institution; **and**
- Is at least **one academic year in length** (as defined by the institution); **and**
- Is delivered by an **eligible institution**.

For UCEPP, the program **must** provide the student with the **necessary courses** to attain the academic level required for **acceptance into a certificate or diploma program**.

** For 2018/19 we anticipate the guidelines may include programs under one academic year as eligible for PSSSP funding.*

92

Eligible Institutions (Section 4.4)

For PSSSP, eligible institutions are:

- **recognized by a province or territory** (in Canada or abroad); or
- recognized to deliver post-secondary **programs by arrangement with an eligible post-secondary institution.**

If the program is in a foreign country, the student must provide evidence that it is recognized in Canada as an acceptable post-secondary program of studies.

For UCEPP, only **Canadian Institutes** are eligible.

**For 2018/19 we anticipate the UCEPP students may be eligible to attend institutions outside of Canada.*

93

Eligible Institutions (Section 4.4)

A **list of eligible** Canadian and foreign institutions for **2017-18** can be found at:

<http://www.aadnc-aandc.gc.ca/eng/1429541743524/1429541857774>

First Nations should contact the DISC **BC Region Office** to **request any additions to the list.**

TAB 5 p. 321: List of Eligible Canadian Institutions

TAB 5 p. 369: List of Eligible Foreign Institutions

** For 2018/19 we anticipate that approval from DISC BC Region may not be required to fund students at foreign institutions, at the actual tuition rate when there is not comparable program at an institution in Canada.*

94

Local Operating Guidelines (Section 5.1)

- First Nations' local operating guidelines must be **consistent with the PSSSP and UCEPP** National Program Guidelines.
- Wherever there is a maximum within the National Program Guidelines, that **maximum cannot be exceeded**.
- First Nations are under **no obligation to provide these maximums**; they can choose amounts that allow them to best utilize their budget, in so far as they do not exceed them.

95

Local Operating Guidelines Toolkit

FNESC has developed a draft Local Operating Guidelines Toolkit to assist First Nations communities in developing their own local operating guidelines mentioned already.

First Nations local operating guidelines must be provided to all prospective students and include the following:

- priority selection criteria;
- rules for deferring applications in situations where there are more eligible applicants than funding available; and
- a formal process to appeal and/or gain additional information on funding decisions.

TAB 5 p. 289: FNESC
Local Operating
Guidelines Toolkit

96

Local Operating Guidelines, continued

- First Nations can choose to **set their own maximums** regarding any type of eligible expenses. They may even choose not to cover certain types of expenses, such as travel.
- Within local operating guidelines, First Nations may choose to **outline expectations** of funded students.
- The guidelines may include **application forms, release forms, and permission forms**.

97

Local Operating Guidelines, continued

- A First Nation **may decide** to refer to the National Program Guidelines for the most part, and keep their **local operating guidelines quite brief**.
- **For example**, they might outline who is allowed to apply, list deadline(s) for application, list only a few selection priority criteria, describe the waitlist process, and outline the appeal process for students who feel their application was denied unfairly.

98

Sample Selection Priority Criteria

An **example** of **selection priority** criteria is:

- “Applications from students in good standing, currently funded and continuing in their same program will be considered first for post-secondary funding.
- The next type of applications that will receive priority are...”

The selection priority criteria in the guidelines is just an example and do not need to be used.

99

Local Operating Guidelines Tips

- **Provide your local operating guidelines to all prospective students.**
- Publicly **inform** all prospective students if **funding is extremely limited** or has **already been allocated** for the year.

100

Tip for Handling Guideline Changes

- Consider having a **Band Council Resolution** from your Chief and Council stating that **mandatory changes** to the National Program Guidelines will be **incorporated into the Local Operating Guidelines** by the Post-Secondary Education Coordinator as necessary in order to ensure compliance.

101

Eligible Expenses (Section 6)

- Tuition and compulsory student fees;
- Initial professional certification and examination fees;
- Books and supplies;
- Living allowance;
- Travel (One trip home every 16 weeks);
- Travel to examination centre (for e-learning/distance education students);
- Tutorial, guidance and counseling services
- Scholarships and incentives;
- Administration costs

Note: Part-time Students are **not eligible** for **living allowances or travel costs**

** For 2018/19 we anticipate that eligible expenses may change to include official transcript fees and application fees.*

102

Eligible Tuition (Section 6.1)

- Tuition and fees should be capped at **the rate** available at the **nearest public institution for the same program**.
- When **no program is comparable** in Canada, actual foreign tuition and fees are eligible, but **DISC BC Region pre-approval** is required.
- **For UCEPP**, programs must be delivered by **Canadian institutions**.

For 2018/19 we anticipate the guidelines to change Eligible Tuition to include the following:

- Approval from DISC BC is no longer required to fund students at foreign institutions, at the actual tuition rate when there is no comparable program available at an institution in Canada.
- Students may be eligible to receive UCEPP funding to attend institutions outside of Canada

103

Maximum Amounts Payable to Students (Section 6.2)

- The maximum amount payable per full-time student under PSSSP or UCEPP cannot be exceeded.
- On an extraordinary and justified basis, the maximum amount payable per year for a student in an advanced or professional degree program (i.e. dentistry or medicine), or a Masters or Doctoral program may be granted, on a special case-by-case basis and approved by DISC BC Regional Office.

For 2018/19 we anticipate the guidelines to change Maximum Amounts to the following:

- Maximum amounts payable to each undergraduate student may increase from \$35,000 per year to \$50,000.
- Maximum amounts payable to students in advanced or professional programs may increase from \$50,000 per year to \$85,000 per year. This no longer requires DISC BC region approval.

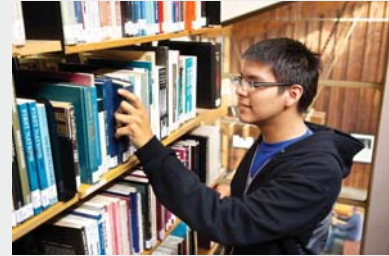
104

Books and Supplies

Books and supplies are eligible expenditures as long as they are officially identified as required.

Examples:

- A nursing program may require a uniform which can be purchased at Mark's Work Warehouse;
- A distance learning course may require eBooks and a certain program to be able to read those; or
- A webcam, editing software and a laptop may be required.



105

Living Allowance

- Living Allowance amounts cannot **exceed Canada Student Loan amounts**.
- These can be found in the **StudentAid BC Policy Manual**: https://studentaidbc.ca/sites/all/files/school-officials/policy_manual.pdf or the PSE Coordinators Resource Page under Provincial Programs.
 - For example, the maximum for a **single student living away from home is \$1,564/month**.
- Bands are **not required to match these high rates**, and most students who apply through Student Aid BC would not qualify for the maximums either.

TAB 5 p. 318: BC Living Allowance Rates

106

Travel

- Return travel by the most economical means for the student and each dependent, is allowable **twice in a school year**.
- More specifically, this cost is to be **calculated** based on a **return trip** to the student's permanent place of residence **from the nearest Canadian PSE institution** that offers the program of studies selected by the student, **every 16 weeks**.
- Students taking classes through **distance education or e-learning** that are required to travel to another location to complete their required exams can be eligible for travel support.
- Other **options not requiring travel**, such as taking the exam in the local school under the supervision of a teacher, **should be explored** to minimize travel costs.

107

Levels of Funding (Section 6.2.1)

There are four program levels for which students can be sponsored through **PSSSP** funding:

Level 1: Community College and CEGEP diploma or certificate programs;

Level 2: Undergraduate university degree programs (certificate, diploma, degree);

Level 3: Advanced or professional degree programs, or masters programs; and

Level 4: Doctoral programs.

For 2018/19 we anticipate that Levels of funding may be based on credential, not institution type.

108

Limits of Assistance

- The duration of assistance must match the **official length of the program**.
- An **additional year** of assistance may be provided if an extension is granted by the institution's **dean or the appropriate department head for Levels 1 and 2**.
- Students enrolled in **Level 3 or 4** may be assisted for up to one additional academic year for **medical or personal reasons**.
- Where **students change programs** within one of the levels or put their studies on hold, the **academic years or semesters already used within a level count**.

109

Limits of Assistance (Section 6.2.1)

- Students who complete **one level are ineligible** for programs at a **lower level**; and
- Students who complete a program at one level **cannot complete another program at the same level**
- **Exception: Level 2 degree programs which have a degree as a pre-requisite** – for example with a Bachelor of Education or a Law Degree.

For 2018/19 we anticipate the following changes to the National Guidelines:

- Students who have completed a Level 2, 3 or 4 program are now eligible for PSSSP funding for program assistance at lower levels.
- Students may now receive assistance to complete more than one program at each level.

110

UCEPP Limits of Assistance (Section 6.2.2.)

- **One year** maximum, no extensions.
- Financial support for the **second term** is dependent on documentation showing **completion of the first semester**.
- Expense limits follow the **same standards** as the **PSSSP**.

For 2018/19 we anticipate UCEPP Limits of Assistance to change in the following ways:

- Students may be eligible to receive UCEPP funding to attend institutions outside of Canada
- Students may be eligible for UCEPP even if they have been previously supported by DISC for post-secondary education.
- The maximum time limit for financial supports for UCEPP may increase to 24 months (2 academic years) rather than the previous 12 months (1 year).

111

Administration Costs (Section 6.3)

- Administration is meant to align with the **costs** associated with administering PSSSP and UCEPP but **cannot exceed 10%** of all PSE costs.
- **Travel expenses** (by the most economical means) incurred in the administration of PSSSP and UCEPP are allowable but **must be included in the 10% maximum** for administration costs.

112

Scholarships and Incentives (6.4)

Scholarships and incentives are eligible expenses under PSSSP but **there are many restrictions** on how these can be provided.

There are three different types of awards:

1. **Academic Achievement Scholarship**
2. **Strategic Studies Scholarship**
3. **Level 3 & 4 Incentive**

Scholarships and incentives can only be provided to 5% of your PSSSP student population.

113

Scholarships and Incentives (Section 6.4)

Scholarships and Incentives are also referred to as “**awards**”.

The maximum number of awards is based on number of students funded.

Scholarships and incentives may be available to a maximum of 5% of the PSSSP-funded student population.

$0.05\% \times \# \text{ of PSSSP students} = \text{Total \# scholarships/incentives}$

For example:

- 1 award if 20 students are sponsored.
- 2 awards if 40 students are sponsored.
- 3 awards if 60 students are sponsored.

114

Academic Achievement Scholarship (Section 6.4.1)

This type of award is directly tied to student performance, and is:

- applicable to **full-time students** in Diploma or Certificate Programs, and Undergraduate Programs (Levels 1 & 2);
- a maximum of **\$1000**; and
- only available to students with an **average of B or higher**.

115

Strategic Studies Scholarship (Section 6.4.2)

This type of award is:

- **only applicable** for students in **Level 2 undergraduate programs**;
- a **maximum** of up to **\$3500**; and
- available to students in a **program of studies** determined to be **in demand** locally, regionally or nationally.

116

Incentives for Students enrolled in Level 3 or 4 Programs (Section 6.4.3)

This type of award is:

- applicable to **full time students** in **Graduate and Doctoral** Programs entering the second year of their program;
- provided upon **successful completion** of the degree program (rather than during the program);
- up to **\$1500**; and
- available to a student **one time only**.

117

Tips for Awarding Scholarships and Incentives

- Have a **local process** for determining who will receive scholarships and incentives.
- Be able to **clearly explain** who is eligible if scholarships are available.
- Ensure the finance department has **written documentation** showing what the award was for and how that decision was made.

118

Expected Changes to the 2018-2019 PSSSP/UCEPP Guidelines

- Students may be eligible to receive UCEPP funding to attend institutions outside of Canada.
- The objective of UCEPP has changed to include entrance into post-secondary programs in general rather than specifying “degree and diploma programs” which makes it now inclusive of certificate programs.
- Students are eligible for UCEPP even if they have been previously supported by DISC for post-secondary programs.
- Programs under one academic year are eligible for PSSSP funding.

TAB 5 p. 285: Briefing Note for 2018-2019 Proposed Changes to PSSSP and UCEPP

119

Expected Changes to the 2018-2019 PSSSP/UCEPP Guidelines, continued

- Official transcript fees and application fees have been added into eligible expenditures.
- Approval from DISC BC Region is no longer required to fund students (at actual cost) at foreign institutions when there is no comparable program available at an institution in Canada.
- Maximum amounts payable to each PSSSP and UCEPP student has increased from \$35,000 per year to \$50,000.
- Maximum amounts payable to students in advanced or professional programs under extraordinary or justifiable circumstances have increased from \$50,000 per year to \$85,000 per year. This no longer needs to be reviewed by DISC BC before approval is granted.

120

Expected Changes to the 2018-2019 PSSSP/UCEPP Guidelines, contd.

The Levels within Limits of Assistance have changed as follows:

- Level 1: Certificate/Diploma
 - Level 2: Undergraduate Degree Program
 - Level 3: Graduate Degree/Advanced or Professional Degree
 - Level 4: Doctoral Degrees
- Students may now receive assistance to complete more than one program at each level.
 - Students who have completed a Level 2, 3, or 4 program are now eligible for PSSSP funding for program assistance at lower levels.
 - The maximum time limit for financial support for UCEPP is now 24 months (2 academic years) rather than the previous 12 months (1 academic year).

121

Additional Proposed Changes from BC

The following are outstanding recommendations that have not been approved:

- The 12-month residency requirement remains in the proposed 2018-2019 guidelines despite the fact that many communities are divided by the Canada/USA border both in the south and with Alaska, and also many individuals reside in the USA due to housing shortages or being adopted out.
- The definition of “satisfactory academic standing” within the guidelines is still defined by each individual institution; this should be based on the community’s definition within their individual guidelines.
- In order for a program to be eligible it still must require completion of secondary school studies or the equivalent as recognized by the post-secondary institution despite many institutions not requiring the completion of grade 12.
- The National Guidelines do not speak to the eligibility of credit/non-credit practicums and internships that are increasingly mandatory to complete post-secondary programs. It remains unclear whether bands can provide living allowances or pay fees for these students.
- Although laptops and technology can be included in Eligible Expenditures under “Books and Supplies” this should be explicitly stated as an eligible expenditure and further funding should be provided for bands to provide these necessary supplies for students.

122

Additional Proposed Changes from BC , continued

The following are outstanding recommendations that have not been approved:

- Bands should be able to provide higher living allowances than the guidelines currently allow should they choose to.
- Bands should be able to fund students who are attending private institutions at their actual tuition rate when there is a comparable program.
- Bands should be able to fund post-degree certificates or diplomas.
- The allowance percentage of PSSSP and UCEPP funding for administrative costs remains at 10% which is not indicative of the human resources requires to administer this funding and provide support students, especially in smaller communities.
- Scholarship and incentive criteria remain rigid and communities are still largely unable to decide how they recognize the achievement of their students and cannot provide scholarships to more than 5% of their students.

123

Other Funding Options and Resources for Students



124

Scholarships and Bursaries

TAB 6 p. 386: Guide to Awards available for former Youth in Care

- DISC Bursary Search Tool: <https://www.aadnc-aandc.gc.ca/eng/1351185180120/1351685455328>
- New Relationship Trust: <http://www.newrelationshiptrust.ca/funding/for-students>
- Indspire: <http://indspire.ca/for-students/bursaries-scholarships/>
- A Guide to: Scholarships, Bursaries, Tuition Waivers and Awards available to Children and Youth in Care in BC (2017) <http://www.fnesc.ca/wp/wp-content/uploads/2015/09/Tuition-Waiver-Guide-March-2017.pdf>
- Aboriginal Student Awards (Irving K. Barber Society): www.ikbbc.ca

Students studying in the US:

- Pell Grants: <https://ed.gov/programs/fpg/index.html?exp=0>; and
- Canada-US Fullbright Program: <http://www.fulbright.ca/>

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Funding and Supports for Students with Disabilities

The British Columbia Aboriginal Network on Disability Society (BCANDS) website lists links for all types of supports for students with disabilities, including:

- Post-secondary institutions that provide services and **accommodations for students with disabilities**;
- **Technology and equipment** for students with disabilities;
- **Grants, scholarships and bursaries** (some specifically for students with disabilities); and
- Organizations that provide **employment supports**.

This information can be found at

<http://www.bcands.bc.ca/links/grants-scholarships-bursaries>

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BC's Single Parent Employment Initiative

This initiative supports the **transition of single parents on income and disability assistance into the workplace**. Support for approved single parents includes:

- **Tuition and education** costs for approved programs up to 12 months long, for high demand occupations
- **Transportation** to and from school
- **Child care**, including before and after school care
- Upon securing employment, **financial supports for required work gear, clothing or supplies**

TAB 6 p. 414 Fact Sheet – Single Parent Employment Initiative

Single parents can be directed to their local WorkBC Employment Services Centre for information. <https://www.workbc.ca/Work-BC-Centres/Pages/Work-BC-Centres.aspx>

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Day Two

FNESC Post-Secondary Education Coordinator
Workshops 2018

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Checking in from Yesterday

Any Questions?

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Presentation from Indigenous Services Canada



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Federal Post-Secondary Programs Discussion



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Federal PSE Review: Overview

Federal budget 2017 includes a commitment to “undertake a comprehensive and collaborative review with Indigenous partners of all current federal programs that support Indigenous students who wish to pursue post-secondary education. The purpose of the review will be to ensure that these programs meet the needs of individual students while supporting attendance at, and completion of, a post-secondary degree or credential.”

In response to calls from First Nations for a separate review for and led by First Nations, DISC has provided funding for the AFN to lead the First Nations portion of the Review.

TAB 6 p. 519: AFN
PSE Review Terms of
Reference

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Federal PSE Review: Overview, cont'd

Objective:

First Nations to review the full federal suite of PSE programming to determine policy and funding changes to best meet First Nations needs based on inherent and Treaty right.

Recommendations:

Upon completion of the PSE Review recommendations will be made regarding how existing programming can be changed to support the needs of First Nation students based on student feedback, community-specific views and regional perspectives. The research conducted will also be used to inform budget allocations for First Nations post-secondary education funding.

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Federal PSE Review: Overview, cont'd

A Post-Secondary Review Working Group is conducting the Review at two separate tables focusing on programming for First Nations students and institutes.

BC's representative on the Chiefs Committee on Education (CCOE), Tyrone McNeil, appointed the following representatives for BC:

Student Table:

- Jessie Williams, Chair of the PSSC (Identified by FNEESC)
- Thane Bonar, Director of Communications and Policy for FNEESC

Institutes Table:

- Dr. Verna Billy-Minnabarriet, Chair of IAHLA (Identified by the IAHLA Board)
- Nicolas Mejia, Manager of PSE and Training for FNEESC

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Federal PSE Review: Timeline

November 22 – 24, 2017:

- Review of existing Programs
- Expected outcomes of the Review
- Key elements, principles and objectives of a new approach

January 23-25, 2018:

- Completion of work on principles and objectives
- Review of PSE student data
- Identification of options for policy and program delivery models

March 20 – 22, 2018:

- Development of costing frameworks
- Agreement of policy and program delivery models

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Federal PSE Review: Timeline

March – June:

- Drafting of a report with recommendations for First Nations federal PSE funding
- CCOE and NIEC review the Draft Report

July 2018:

- Final Report put forward at the AFN AGA for consideration by the Chiefs in Assembly

Fall 2018:

- Memorandum to Cabinet on First Nations Federal PSE funding

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Federal PSE Review: BC-Specific Approach

BC representatives have continuously advanced regional approaches to determining funding allocations, administration and accountability mechanisms for federal PSE programs.

Specifically, BC is advocating for the following principles:

- Increased funding to meet student and community needs
- Increased flexibility
- Region-specific guidelines and allocation methodologies
- Local First Nations control and administration
- Core, stable funding for Aboriginal-controlled institutes

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Federal PSE Review: Discussion Questions

1. What outcomes would you like to see from the National PSE Review?

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Federal PSE Review: Discussion Questions cont'd

2. What new approaches to funding post-secondary education for First Nations students would be more effective than the current PSSSP/UCEPP model?

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Federal PSE Review: Discussion Questions, cont'd

3. Does your community support a regional model for post-secondary education funding?

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Federal PSE Review: Discussion Questions, cont'd

4. Does your community want post-secondary funding administration/ student support to stay at the community level (as opposed to with a regional or national body)?

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Federal PSE Review: Discussion Questions, cont'd

5. Should post-secondary funding be allocated to regions and communities based on population size or should other factors (for example remoteness, number of post-secondary students, need demonstrated in applications, etc.) be taken into account? If so, which?

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Federal PSE Review: Discussion Questions, cont'd

6. Do you support the development of BC specific Guidelines and policies for post-secondary education funding?

If yes, which areas of the guidelines should be left to local operating guidelines and which should be set out in regional guidelines?

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Federal PSE Review: Discussion Questions cont'd

7. Do you see a need for stable, core funding for Aboriginal-controlled institutes?

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Federal PSE Review: Discussion Questions, cont'd

8. Do communities in BC require additional resources to support the delivery of community-based programming?

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Conclusion



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Feedback Workbook Completion & \$50 Draw



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Thank you for participating and for your
commitment to First Nations post-
secondary education.

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