

Post-Secondary Education Coordinator Workshops 2020



**First Nations
Education**
STEERING COMMITTEE



Acknowledgement of the Territory



Introduction

Workshop Resources

- **Sign-in Sheet:** please sign in both days to ensure you will be reimbursed
- **Binder:** Agenda, Kit and Handouts, Event Evaluation Form, Expense Form
- **E-Kit:** www.fnesc.ca/pse-workshops/
- **Feedback Workbook:** \$50 prize draw!
- **Door Prizes**
- **Travel Claims Form:**
 - must be returned by mail within 30 days to Sarah Lefebvre (email sarahl@fnesc.ca if you have questions)
 - One person per community (band) can claim travel/accommodation expenses

Today's Plan

Today we will review and discuss:

1. FNEESC's post-secondary education (PSE) services, resources, and partnerships.
2. Provincial and federal government programs and initiatives, and FNEESC PSE projects.
3. Administering the Post-Secondary Student Support Program (PSSSP) and the University and College Entrance Preparation Program (UCEPP)
4. Indigenous Services Canada Presentation

Are there any additions to the agenda for today?

Tomorrow's Plan

Tomorrow we will review and discuss:

1. The BC Tripartite PSE Model
 1. Students
 2. First Nations-Mandated Institutes
 3. Community-Based Program Delivery
 4. A Responsive Public Post-Secondary Education System
2. Workbook and Event Evaluation Completion and Draw

Are there any additions to the agenda for tomorrow?



Day 1

PSE Coordinator Workshops 2020



FNESC Post-Secondary Education

- OVERVIEW: FNESC POST-SECONDARY EDUCATION
- PSE ADVOCACY AND SERVICES
- PARTNERSHIPS

About FNEESC

- The First Nations Education Steering Committee (FNEESC) was founded in 1992 by participants at a provincial First Nation education conference at the Vancouver Friendship Centre. The participants determined the need for a First Nation-controlled collective organization focused on advancing quality education for all First Nation learners.
- FNEESC works to support First Nations in their efforts to improve the success of all First Nation students and advance First Nations education in BC. FNEESC currently has 128 Board members.

FNESC Post-Secondary Education

- FNESC is committed to supporting lifelong learning and continues to work to advance First Nations PSE.
- This work is guided by the Post-Secondary Subcommittee, and supported by FNESC's partnerships with the Indigenous Adult and Higher Learning Association (IAHLA) Board and a range of other organizations.

FNESC Post-Secondary Subcommittee

- Provides direction to staff on PSE matters within FNESC's mandate and Strategic Direction.
- Seeks community input to identify and prioritize PSE and trades training issues.
- Advises on research and shares information to keep First Nations informed on relevant PSE and training issues.
- Provides expertise and supports the advancement of the BC Tripartite PSE Model.

FNESC Post-Secondary Subcommittee, cont'd

- Informs and assists First Nations communities on changes in PSE and training policies.
- Makes recommendations to the FNESC board regarding PSE and training issues.
- Recommends an annual PSE Work Plan for FNESC Board approval.

FNESC Post-Secondary Subcommittee, cont'd

- Kendra Underwood, Chair, W̱SÁNEĆ School Board
- Debbie Moore, Vice-Chair, Kitselas First Nation
- Noel Argueta, Gitsegukla First Nation
- Dr. Deanna Nyce, Nisga'a Lisims Government
- Anne Pettet, Ditidaht First Nation

FNESC Post-Secondary Education Staff

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PSE Services and Resources

- FNE SC PSE ADVOCACY AND RESEARCH
- PSE RESOURCE LINE
- ABORIGINAL LEARNING LINKS

FNESC PSE Advocacy and Research

FNESC conducts research into PSE issues and advocates for:

- A regional approach to PSE.
- Development of the BC Tripartite Post-Secondary Education Model .
- More funding, reduced reporting, and greater community control of student funding.
- Community-based delivery of PSE programming.
- Funding for the Indigenous Language Proficiency/Fluency Degree (ILPFD).
- Dedicated student housing beds for Indigenous students.
- Full supports for former children and youth in care.
- Measures to support Indigenous teacher recruitment, retention, and deployment.

PSE Resource Line

- Provides information directly related to administering Department of Indigenous Services Canada (ISC) post-secondary funding.
- Provides support to First Nations communities but cannot support individual 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

PSE Resource Line, cont'd

The Resource Line assists with information such as:

- Program eligibility
- Institution eligibility
- Student eligibility
- Living allowance guidelines
- Eligible expenditures
- PSE funding applications and reporting
- Limits of assistance
- Updating local operating guidelines

Aboriginal Learning Links

- The Aboriginal Learning Links website provides resources and tools to help Indigenous post-secondary students with:
 - Planning their Education
 - Paying for School
 - On-Campus Services
 - Housing
 - Child Care
 - Supports for Former Children and Youth in Care
- See: www.aboriginallearning.ca





Partnerships

- INDIGENOUS ADULT AND HIGHER LEARNING ASSOCIATION
- OTHER PARTNERSHIPS

Indigenous Adult and Higher Learning Association



The Indigenous Adult and Higher Learning Association (IAHLA), an independent non-profit society, is integral to the BC PSE system. IAHLA supports and represents 42 First Nations-mandated institutes.

IAHLA members offer a broad spectrum of courses and programs, including adult basic education, upgrading, academic programming, trades, and training.

For many years IAHLA has advocated for funding for First Nations-mandated institutes, which continue to lack access to core funding.

IAHLA Board of Directors

Executive

Dr. Verna Billy-Minnabarriet, Chair, Region:
Secwepemc / Northern St'at'imc / Nlaka'pamux

Ashley Joe, Vice Chair, Member at Large

Cathy Warren, Treasurer, Region: Kaska / Dene /
Tahltan / Tagish/ Inland Tlingit

Louise Lacerte, Secretary, Region:
Tsilhqot'in/Carrier

Board Members

Bonita Wallas, Region: Kwakwaka'wakw / Heiltsuk /
Nuxalk / Oweekeno / Nuuchahnulth

Dr. Deanna Nyce, Region: Haida / Tsimshian /
Haisla/ Nisga'a

Nancy Seward, Region: Coast Salish/Island

Priscilla Michell, Region: Gitksan / Wet'suwet'en

Tracey Kim Bonneau, Region: Kootenay /Okanagan

Robert Schuster, Region: Coast Salish Mainland /
Lower St'at'imc



FNESC-IAHLA Memorandum of Understanding (MOU)

- Recognizes the longstanding partnership and ongoing collaborative work in PSE between FNESC and IAHLA, including regular Joint Executive meetings, and meetings between the FNESC President and the IAHLA Chair.
- Recognizes the role that each organization plays in the development and implementation of the BC Tripartite Post-Secondary Education Model.

Other Partnerships

FNESC is committed to working in partnership and has memorandums of understanding and protocols with the following organizations working in PSE:

Indigenous Post-Secondary Education & Training Partners (2005)

Association of the BC Deans of Education (2011)

BC Representative for Children and Youth (2011)

Indigenous Adult and Higher Learning Association (IAHLA) MOU (2019)

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



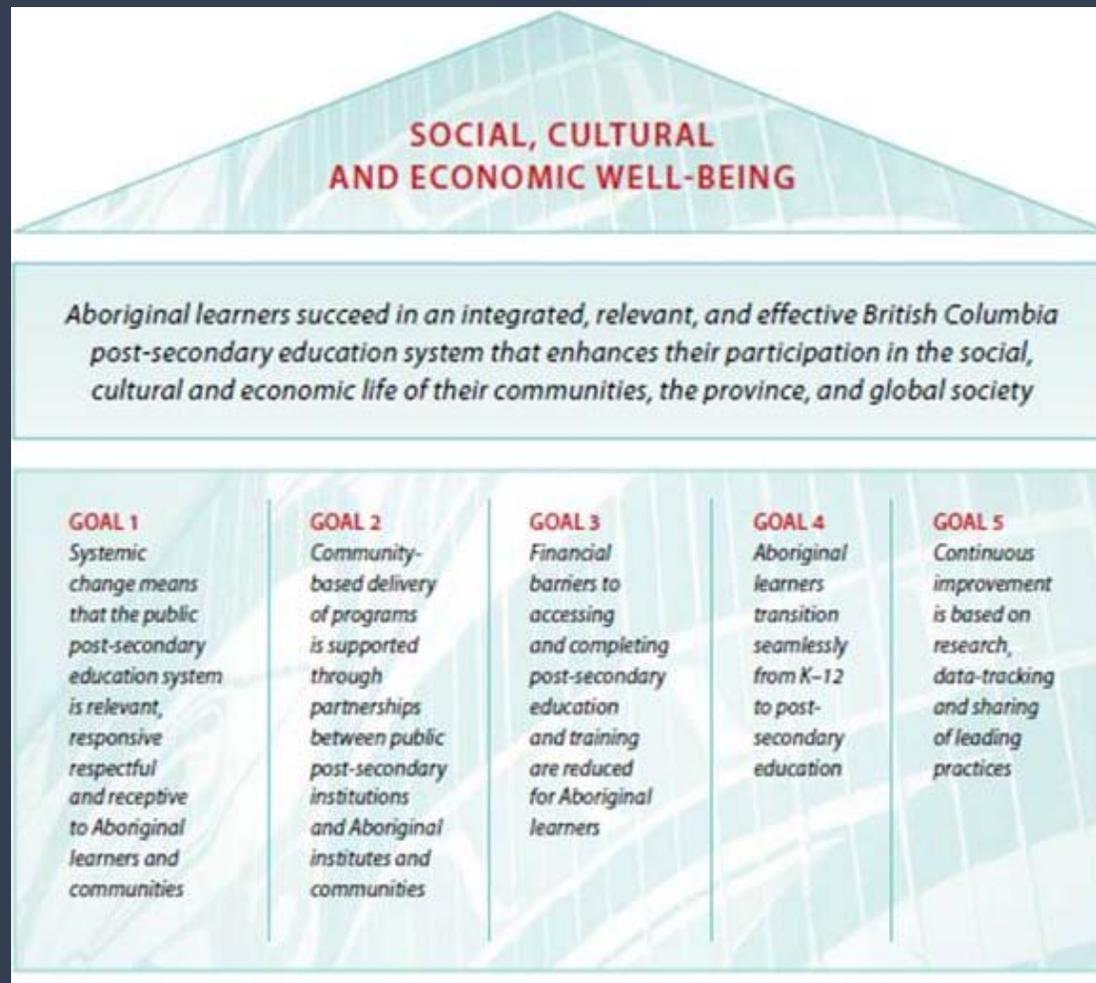
Provincial Programs, Policies, and Initiatives

- ABORIGINAL POLICY FRAMEWORK
- ABORIGINAL STUDENT DATA REPORT
- ADULT EDUCATION
- TUITION WAIVER FOR FORMER CHILDREN AND YOUTH IN CARE
- COMMUNITY-BASED PROGRAM DELIVERY

Aboriginal Policy Framework

- FNESC, IAHLA, and the Ministry of Advanced Education, Skills and Training (AEST) have continued to work together to advance First Nations adult and post-secondary education in BC.
- This work has been guided by the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* (the Policy Framework) and carried out collaboratively with the Indigenous Post-Secondary Education and Training Partners.
- Key areas in the Policy Framework need to be revisited and strengthened in light of existing and developing provincial commitments to First Nations.
- Meaningful engagement with First Nations on the Policy Framework will be key to identifying and advancing emerging and existing priorities.

Post-Secondary Education and Training Policy Framework



Policy Framework Refresh

- FNESC and IAHLA are working with the Ministry and the Indigenous PSE Partners on updating the Policy Framework.
- The Ministry is gathering information and developing an initial draft.
- They are seeking First Nations' input on issues, concerns and opportunities for strengthening existing commitments and identifying new ones to align it with the current PSE context and advance reconciliation.
- Once they have completed the initial draft, FNESC and IAHLA will work with them to support further engagement with Indigenous communities and the post-secondary system.

Key Changes Advocated For by FNEESC and IAHLA

- Commitments to ongoing core funding for First Nations-mandated institutes.
- An equitable, First Nations-driven approach to community-based programming.
- Funding for public post-secondary institutions that is tied to the goals of the Framework.
- Measures to address racism in the public post-secondary system.
- Increased funding and support for language programs, including implementing the Language Fluency Degree Framework.

Key Changes Advocated For by FNEESC and IAHLA, cont.

- Improved data on and accountability for First Nations learner outcomes, including changes to the Aboriginal Student Data Report.
- More robust measures for Indigenous teacher recruitment, retention, and deployment.
- Ensuring that programming and services at public post-secondary institutes is being driven by and responds to the needs of BC First Nations
- Ensuring that housing is more accessible and responds to the needs of First Nations students
- Greater support for Indigenous public post-secondary board members and capacity-building for all board members
- Changes must align with the BC Tripartite PSE Model.

Engagement on the Policy Framework

- Discussions to date have included:
 - Engagement with the Indigenous PSE Partners Table, and its Policy Working Group
 - Bilateral meetings between FNEESC/IAHLA and the Ministry
 - The 2019 IAHLA AGM and Conference
- The Ministry will be developing an engagement strategy, including engagement with:
 - The FNEESC Board
 - First Nations
 - IAHLA institutes

AEST Aboriginal Student Data Report

- FNEESC and IAHLA worked with the Ministry to jointly develop an annual baseline report on Aboriginal post-secondary education to have more regular reporting to inform policy and decision-making regarding Aboriginal students in the BC public post-secondary system. The first report was released in 2018.
- The Ministry has responded to calls from FNEESC and IAHLA to include measures for student retention, and to take a distinctions-based approach to the data for the next iteration of the report.
- Based on advocacy from FNEESC and IAHLA, the Ministry is also gathering data on former children and youth in care in PSE, and is conducting analysis on the impacts of population growth on enrollment rates of Indigenous students.

Student Housing

- FNEESC has participated in the development of the Ministry's new student housing framework, which seeks to increase the number of on-campus student housing beds.
- We have raised concerns that the housing needs of Indigenous students are not being met, and recommended that a mechanism be developed to track the number of beds being allotted to First Nations students.

Tuition-Free Adult Basic Education (ABE)

In 2014, BC made significant changes to adult education:

- Removed the tuition free policy for *Adult Basic Education* courses at the post-secondary level.
- Eliminated the *Education Guarantee*, which provided tuition-free courses to graduated adults upgrading their high school education.

In 2017, the new BC government announced it would reinstate:

- The tuition free policy for *Adult Basic Education* courses at the post-secondary level.
- The English Language Learning (ELL) program.

While this is a positive change, Adult Basic Education learners continue to lack wrap-around supports.

Adult Upgrading Grant (AUG)

- Provides a grant for low-income students in adult education programs at public post-secondary institutions to assist with the costs of fees, books, supplies, transportation, and unsubsidized child care.
- FNEESC and IAHLA continue to 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.

Community Adult Literacy Program (CALP)

- CALP delivers non-credit, community-based adult literacy programs and services across the province.
- Community literacy organizations are able to access funding through three streams: Adult Literacy, Indigenous Literacy, and Family Literacy.
- FNEESC has repeatedly raised concerns that the Indigenous Literacy stream does not include any dedicated funding, and that uptake of this stream has been low.

Tuition Waiver for Former Children and Youth in Care

The Provincial Tuition Waiver program waives tuition fees for students attending any of BC's 25 public post-secondary, under the following criteria:

1. The student was a former youth in care in BC for a minimum of 24 months (consecutive or accumulated) through either the Ministry of Children and Family Development or through a Delegated Aboriginal Agency (DAA) through the *Child, Family and Community Service Act*.
2. The student may receive funding between 19 years of age up until their 27th birthday.
3. The student is a current resident of BC, or was placed in another province under a Ministry of Children and Family Development Interprovincial Placement Agreement.

The program applies to both part-time and full-time students, and *applies to credit and non-credit courses leading to a certificate, diploma, credential or undergraduate degree*. There is no minimum course duration, course load, or maximum tuition fee coverage.

Tuition Waiver for Former Children and Youth in Care

While FNEESC supports this program, we have several concerns:

- The age requirement is not appropriate, as youth begin post-secondary studies as early as 17, and older former children and youth in care may pursue post-secondary education later than 27.
- Students must have been in care for 24 months total in their lifetime in order to qualify (not including interim care orders)
- The application process can take up to six weeks which may affect students' ability to financially plan for their school year.
- Tuition represents only approximately 1/3 of the cost of post-secondary education.
- Graduate studies are ineligible.
- Communication issues that result in former children and youth in care being unaware that it exists.

FNEESC is developing a strategy to advocate for comprehensive education supports for former children and youth in care in K-12 through PSE, which we will be discussing later in the presentation.

Other Supports for Former Children and Youth in Care

- Youth Education Assistance Fund (YEOF)
 - For youth who have aged out of Continuing Custody Orders (CCOs) or were in CCOs at least 5 years prior to adoption.
 - Up to \$5,500 per program year to former B.C. youth in care students between 19 and 24 years of age and up to 4 grants total.
- Agreements with Young Adults (AYA)
 - For youth who have aged out of CCOs or Youth Agreements.
 - Up to \$1,250 per month to help cover the costs such as housing, child care, tuition and health care while returning to school, or attending rehabilitation, vocational or approved life skills programs for up to 48 months.

Community-Based Program Delivery

The Ministry has implemented a new approach to the delivery of community-based program delivery. The total funding envelop for provincial programs is \$24 million for the following programs:

- Indigenous Skills Training Development Fund
- Aboriginal Community-Based Partnerships Program

They are using a new allocation methodology for 2020-21, where each community is notionally allocated \$90,000, and must submit an Expression of Interest followed by a proposal to access the funding. Multiple First Nations may pool their allocations together to deliver programs.

They also are providing one-time funding in 2019-20 for capacity-building.

The deadline for Expressions of Interest was February 14th, 2020.

Community-Based Program Delivery

While FNEESC is pleased that the allocation methodology has changed, and that funding will flow directly to communities, we have raised several concerns regarding the new approach:

- \$90,000 is not enough for a single community to deliver meaningful programming.
- These small amounts may result in low funding uptake or a preponderance of short-term, non-credit programs, rather than long-term, for-credit programs.
- Partnerships between First Nations are not always possible nor desirable, and cannot be a requirement to deliver programming.



FNESC and IAHLA Projects

- RACISM IN THE PUBLIC POST-SECONDARY SYSTEM RESEARCH
- LANGUAGE FLUENCY/PROFICIENCY DEGREE
- FIRST NATIONS-MANDATED INSTITUTE COSTING PROJECT
- CHILDREN AND YOUTH IN CARE EDUCATION STRATEGY

Racism in Public-Post Secondary Institutions Research

- FNESC is undertaking research on Indigenous student experiences of racism in the public post-secondary system.
- This project will include a literature review; an environment scan of institutional policies and mechanisms for addressing racism; interviews; and, a survey of current and recent Indigenous students which will be validated with student focus groups.

Language Fluency/Proficiency Degree

- FNEESC and IAHLA worked in partnership with the Indigenous Language Fluency/Proficiency Degree Consortium to develop a language fluency degree framework that will directly support First Nations language revitalization by establishing a mechanism that BC First Nations can adapt to meet their needs.
- FNEESC received \$2 million from AEST to support the implementation of the framework. The funding is in the process of being distributed to communities in the Consortium to support the piloting of the degree.



First Nations-Mandated Institutes Costing Project

- FNEESC and IAHLA are working together on the development of a costing model for First Nations-mandated institutes.
- Core funding criteria, initial funding models, and estimations of core costs have been developed based on discussions with the IAHLA board and data collected from IAHLA member institutes, which are informing current discussions with the Ministry on an interim funding model.

Children and Youth in Care Education Strategy

- While Aboriginal children and youth comprise only 12% of BC's total student population, 64% of all children and youth in care are Aboriginal.
- A joint effort is required to ensure children and youth in care are fully supported throughout their whole education, inclusive of all relevant ministries.
- The First Nations Summit, the BC Assembly of First Nations, and the Union of BC Indian Chiefs have passed resolutions directing the First Nations Leadership Council and FNEESC to advance a related outcomes strategy that focuses on:
 - a) achieving systemic shifts that support improved education outcomes of First Nation children and youth in care; and
 - b) addressing the Province's legal obligations to First Nation children and youth in-care in relation to education.

Children and Youth in Care Education Strategy

The proposed strategy includes:

- A business case for comprehensive financial supports for former children and youth in care in PSE.
- Increased supports for children and youth in care in the public K-12 system.
- A legal opinion on the province's obligations to former children and youth in care once they have aged out of the system.
- Improved data collection and reporting mechanisms to track First Nations children and youth in care.



Federal Government Programs and Initiatives

- INVESTMENTS AND CHANGES TO FEDERAL PROGRAM TERMS AND CONDITIONS
- FEDERAL PSE REGIONAL ENGAGEMENT PROGRAM
- POST-SECONDARY PARTNERSHIPS PROGRAM
- POST-SECONDARY STUDENT SUPPORT PROGRAM/UNIVERSITY AND COLLEGE ENTRANCE PREPARATION PROGRAM

Federal Budget 2019 Investments

Federal Budget 2019 included commitments to First Nations PSE, including \$824 million over ten years, and \$61.8 ongoing in support of distinctions-based Indigenous PSE.

- Of this funding, the Post-Secondary Student Support Program (PSSSP) will receive \$320 million over 5 years in enhanced funding.
- The PSSSP allocation enhancement for BC for 2019-2020 is approximately \$7.85 million.

These investments fall significantly short of those requested in the AFN's First Nations Post-Secondary Education Policy Proposal.

Changes to Federal Program Terms and Conditions

ISC has made changes to federal PSE program terms and conditions, some of which reflect changes FNEESC has advocated for.

The terms and conditions took effect June 30, 2019, and create some additional flexibility for communities to support their PSSSP/UCEPP students through measures such as:

- Living and travel allowance eligibility for part-time students, the addition of child care as an eligible expense, and the removal of restrictions on number of times a student can travel home.
- Removal of 12 month Canadian residency requirements.
- Raising of admin cap from 10% to 15%.

However, funding for PSE programs has not increased as a result of these changes beyond what was included in Budget 2019, nor have the new program guidelines for PSSSP or PSPP been released.

PSE Regional Engagement Program

- As a result of advocacy from FNEESC and other organizations, the federal government has committed to providing \$7.5 million over 3 years for the development of regional models.
- BC will receive an allocation of \$351,206 per year.
- FNEESC has submitted a proposal to access this funding, which will support:
 - Provincial PSE Gatherings
 - Regional Workshops
 - Focus Groups
 - Research and legal counsel

Post-Secondary Partnerships Program (PSPP)

- The former Indian Studies Support Program was replaced by the Post-Secondary Partnerships Program (PSPP). This resulted in a number of changes which were unacceptable to BC First Nations, including:
 - Decreased funding for BC.
 - Eligibility extended to public post-secondary institutions.
 - Shift from a regional First-Nations adjudication process to a national selection committee based and ISC headquarters.
- The program budget available in 2018-19 totaled \$25.4 million. Approximately 11% of the total national allocation, \$2.8 million, supported 11 BC projects. First Nations-mandated institutes received \$1.7 million (60.7% of BC's total allocation). Since 90% of the 2018/19-2019/20 funding was for multi-year projects, ISC did not launch a call for proposals for 2019/20.

Post-Secondary Partnerships Program (PSPP)

- As part of the new federal PSE Program terms and conditions, substantial changes were made to PSPP.
- Public post-secondary institutions will no longer be eligible to receive funding. Only First Nations or organizations designated by First Nations will be able to apply for PSPP.
- ISC is making changes to the National Program Guidelines for 2020-21. The Guidelines have not yet been released.
- FNEESC is advocating for the new guidelines to allow for First Nations to develop their own regional guidelines, and for BC to receive an allocation that is proportional its share of the First Nations population of Canada.

Post-Secondary Student Support Program (PSSSP) and University and College Entrance Preparation Program (UCEPP)

PSSSP and UCEPP are programs operated by ISC and administered by First Nations communities.

- PSSSP provides non-repayable financial support for First Nations students to access education opportunities at the post-secondary level.
- UCEPP provides non-repayable financial support for First Nations students in university and college entrance preparation programs to enable them to attain the academic level required for entrance into post-secondary programs.

Through the National Program Guidelines ISC determines eligibility, administration, and reporting requirements for the programs.

Inadequacy of PSSSP and UCEPP Funding

- Nationally, **17% fewer** First Nations students funded by Canada (27,500 in 1999/2000 to 22,812 in 2015/16)
- Funding has not kept pace with the increase in First Nations people eligible for PSE funding.
- Tuition at Canadian universities has nearly tripled since 1990, and the cost of living continues to rise.

Changes to PSSSP and UCEPP

- While the changes to the PSSSP/UCEPP Terms and Conditions give communities increased flexibility in administering post-secondary funding, the nature of these changes means that it is important that communities clearly determine and outline their priorities within their Local Operating Guidelines.
- New National Program Guidelines have not yet been released for 2019-20.
- There is no additional funding anticipated for PSSSP/UCEPP beyond what has already been announced.



Administration of PSSSP/UCEPP

- OVERVIEW OF PSSSP/UCEPP AND LOCAL OPERATING GUIDELINES
- STUDENT, INSTITUTION, AND PROGRAM ELIGIBILITY
- PRIORITY SELECTION CRITERIA
- ELIGIBLE EXPENDITURES

Format of the Next Section of the Presentation

1. Review of sections of the National Program Guidelines.
2. Review of changes that have been made.
3. Review how you can address challenges in each section through your Local Operating Guidelines.
4. Open discussion on challenges and best practices related to each section.

During the discussions, we encourage you to write your thoughts down for the corresponding questions, even if you do not plan on sharing out loud with the group.

Overview of Local Operating Guidelines

Communities are responsible for the development of **Local Operating Guidelines** for the administration of PSSSP and UCEPP.

Local Operating Guidelines *must* adhere to and be consistent with the National Program Guidelines.

- Wherever there is a maximum within the National Program Guidelines, that *maximum cannot be exceeded* in Local Operating Guidelines.
- First Nations can choose to set, or to not set, their own maximums regarding any type of eligible expenses. They may even choose not to cover certain types of expenses, such as travel.

Overview of Local Operating Guidelines

First Nations must develop **Local Operating Guidelines** which at a minimum stipulate:

- Priority selection criteria;
- Rules for deferring applications; and,
- A formal process to appeal decisions and to gain additional information regarding funding decisions.

First Nations *must* provide their guidelines to all prospective students.

Overview of Local Operating Guidelines

Communities have flexibility in creating and administering their Local Operating Guidelines, for example:

- A First Nation defines its own criteria for prioritizing students who receive funding, and its own rules for applications which are deferred to the next year.
- A First Nation may set limits on funding for travel, living, and books and supplies, or not fund them at all.
- Local Operating Guidelines may include application forms, release forms, and permission forms.

Administering Local Operating Guidelines

Ensure your local operating guidelines are publicly available and are provided to all prospective students.

Publicly inform all prospective students if funding is extremely limited or has already been allocated for the year.

Consider having a Band Council Resolution from your Chief and Council to allow for mandatory changes to the National Program Guidelines to automatically be incorporated into the Local Operating Guidelines by the PSE Coordinator.

→ This is to ensure compliance with National Program Guidelines and to avoid delays in updating your community's Local Operating Guidelines

Administering Local Operating Guidelines

- Workbook Question 1: When was the last time your community updated its Local Operating Guidelines?
 - If it has been a significant amount of time, what has kept you from updating them?

PSSSP Objective (Section 2.1)

- The objective of PSSSP has changed to include improving the socio-economic outcomes of First Nations, closing the education gap, and to be consistent with First Nations control of First Nations education.
- Change: “The program’s objectives are to improve socio-economic outcomes for First Nations by supporting First Nations in providing eligible students with funding to access education opportunities at the post-secondary level, consistent with the principle of First Nations control of First Nations education. The overall aim of the program is to provide an inclusive and quality education by closing the education gap between First Nations and non-Indigenous Canadians.”

UCEPP Objective (Section 2.2)

- The objective of UCEPP has changed to specify that First Nations should determine which programs to prioritize.
- Change: “The program objective is to provide non-repayable financial support for First Nations (Registered Indian) students who are enrolled in accepted university and college entrance preparation programs to enable them to attain the academic level required for entrance into degree and diploma credit programs, as prioritized and directed by First Nations.”



Eligible Students

- OVERVIEW
- AFFILIATED MEMBERS AND THE BC GENERAL LIST
- ADDRESSING CHANGES AND CHALLENGES TO ELIGIBLE STUDENTS

Overview of Eligible Students (Section 4.2 of the National Program Guidelines)

- In order to be eligible for PSSSP/UCEPP, students must:
 - be Treaty/registered First Nations;
 - provide documentation showing that they have been accepted into an eligible post-secondary program.
 - maintain satisfactory standing, as defined by the college or university they are attending.
- UCEPP students must also obtain documentation demonstrating that the program will provide the student with the necessary courses to attain the academic level for university or college entrance, and that the student will be eligible to be accepted for a university or college credit program upon the completion of their program.
- Changes:
 - The 12 month residency requirement has been removed.

Eligibility: Students Affiliated Members and the BC General List

The BC Association of Aboriginal Friendship Centres (BCAAFC) administers PSSSP/UCEPP for BC registered members who do not have band membership or an affiliation with a band (BC General List) and Status Indian Students who are affiliated with a BC First Nation as indicated on status card but do not have membership.

- Email: education@bcaafc.com
- Phone: 250-388-5522
- Toll free: 1-800-990-2432
- Fax: (250)-388-5502
- Website: www.bcaafc.com/index.php/youth-education-psssp

Addressing Challenges and Changes to the Student Eligibility Section

Student eligibility is found in Sections 3.2.1 of the Local Operating Guidelines Toolkit.

You do not need to include more information in this section than what is already described in the National Program Guidelines. For example:

- *“The [insert First Nation name] can only provide funding support for eligible students as described in the National Program Guidelines. Students that are not eligible may either take steps to become eligible or seek other funding sources.”*

Note: Your community can place additional restrictions beyond what is included in the National Program Guidelines.

Note: Students are technically only required to have Status, not band membership. If you choose to support non-members, you may wish to establish clear parameters regarding the circumstances under which you are willing to fund non-members.



Eligible Programs

- OVERVIEW
- ADDRESSING CHANGES AND CHALLENGES TO ELIGIBLE PROGRAMS

Overview of Eligible Programs

- Programs must require grade 12 graduation or the equivalent as defined by the post-secondary institution. ISC BC Region's interpretation of this requirement is:
 - Completion of secondary studies - having completed Grade 12 or having a Grade 12 Graduation Certificate (BC Dogwood Graduation Certificate or BC Adult Dogwood Certificate)
 - Equivalent - may include the institute statement of any of the following:
 - the student being able to pass an entrance test administered by the institute;
 - the student being 19 years of age;
 - the student having mature student status; or,
 - Grade 12 preferred.

Overview of Eligible Programs, cont.

- Note: Students are not required to have grade 12. This is a requirement for the program, not for the student.
- Programs must also be delivered by an eligible institution. We will be discussing eligible institutions soon.
- For UCEPP, the program must provide the student with the necessary courses to attain the academic level required for acceptance into a certificate, diploma, or degree program.

Addressing Challenges and Changes to Program Eligibility

Eligible programs are found in section 3.2.3 of the Local Operating Guidelines Toolkit. One option is to refer students back to the National Program Guidelines:

- *Eligible programs are described in section 4.3 of the National Program Guidelines. In general, to qualify for PSSSP and UCEPP funding, programs must have a Grade 12 entry-level requirement (or equivalent). For UCEPP funding, the program must provide the student with the necessary courses to attain the academic level for university or college Entrance. Please review the National Program Guidelines and speak with the Education Department to determine if the program in which you are hoping to enroll meets the eligibility requirements as required by ISC.*



Eligible Institutions

- OVERVIEW
- ADDRESSING CHANGES AND CHALLENGES TO ELIGIBLE INSTITUTIONS

Overview of Eligible Institutions (Section 4.4)

Eligible post-secondary institutions are degree-, diploma- or certificate-granting institutions that are recognized by a province or territory in Canada or abroad. They include educational institutions affiliated with, or those that deliver post-secondary programs by arrangement with, a post-secondary institution, as well as First Nations-designated and directed institutions.



Overview of Eligible Institutions (Section 4.4), cont'd

ISC maintains a list of eligible Canadian and foreign institutions. First Nations are only able to report on funded students that attend institutions on these lists.

If you have a student who is enrolled at an institution that is not listed on ISC's lists, you may request to have the institution added. It may be useful to check if the institution is on the Canada Student Loan Program's list of eligible institutions and include that information in your request. You may also wish to check StudentAid BC's list.

Overview of Eligible Institutions (Section 4.4), cont'd

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

Contact: Laura Langs

Phone number: 778-846-5132

Email: laura.langs@canada.ca

Addressing Challenges and Changes to Eligible Institutions

Eligible institutions are found in 3.2.2 of the Local Operating Guidelines Toolkit. As with students, one option is to use the same language as the National Program Guidelines:

- *“Eligible post-secondary institutions are degree, diploma, or certificate granting institutions which are:*
 - *Recognized by a province or territory (in Canada or abroad); or*
 - *Educational institutions recognized to deliver post-secondary programs by arrangement within an eligible post-secondary institution.*
- *Before applying to a post-secondary institution, the student should check with the [insert First Nation name here] Education Department to determine if the institution is eligible according to ISC and [insert First Nation name]’s Local Operating Guidelines.”*

Student, Institution, and Program Eligibility

- Workbook Question 2: What are some of the difficulties you face when determining if a student, program, or institution is eligible for funding?
- Workbook Question 3: What are the steps you take when you are unsure whether a student, program, or institution is eligible for funding or not?



Priority Selection Criteria

- OVERVIEW
- ADDRESSING PRIORITY SELECTION CRITERIA
- RULES FOR DEFERRED STUDENTS

Overview of Priority Selection Criteria (Section 5.2 of the National Program Guidelines)

Recognizing that many communities do not have the resources to support all students, priority selection criteria can help communities prioritize PSE programs that align with their needs. For instance, if a community needs more teachers, they may prioritize PSE students entering into teacher education programs.

An example of simple priority selection criteria could be:

- *“Applications from students in good standing, currently funded and continuing in their same program will be considered first for post-secondary funding.”*

Addressing Priority Selection Criteria

- An example of more comprehensive criteria:
 - *“Applications will be funded in the following order: continuing students, students who have not previously been sponsored at any level, students who have completed a program with funding and wish to enter a program at a higher level, students wishing to complete a program at the same or lower level as a program they have previously completed”*

Priority Selection Criteria

Workbook Question 4: How does your community determine funding priorities?

- Why do you choose to prioritize students the way you currently do?

Rules for Deferred Students

From section 3.4 of the Local Operating Guidelines Toolkit:

“Deferred students are students who met all eligibility requirements for PSE support with [insert First Nation name], but were unable to be funded due to financial constraints. Deferred students will be placed on a waitlist in the order of priority, while also considering the order in which applications were received. As additional funding becomes available, waitlisted students will be funded in the sequence in which they were waitlisted.”

Rules for Deferred Students

Workbook Question 5: What rules does your community have in place for deferred students?

- How do you determine what those rules should be?



Eligible Expenditures – Tuition and Supplies

- OVERVIEW OF TUITION AND FEES
- OVERVIEW OF MAXIMUM AMOUNTS PAYABLE TO STUDENTS
- OVERVIEW OF BOOKS AND SUPPLIES
- ADDRESSING CHANGES AND CHALLENGES FOR TUITION, BOOKS, AND SUPPLIES

Overview of Eligible Expenditures (Section 6)

Change: Eligible expenditures include, but are not limited to:

- Tuition and student fees
- Transcript and application fees;
- Initial professional certification and examination fees;
- Books and supplies;
- Living allowance; Change: Part-time Students are now eligible for living and travel allowance
- Change: Travel (limit on number of return trips has been removed)
- Tutorial, guidance and counseling services
- Change: Child Care;
- Scholarships and incentives;
- Administration costs

We will be discussing the details of these changes in subsequent slides.

Overview of Eligible Expenditures – Part-Time Students

While allowing part-time students to be eligible for living and travel allowance creates additional flexibility for communities, we anticipate this change to place additional pressures on communities, including:

- An increase in the number of applications from students.
- Increased budgetary pressure.

Given this change, your community may wish to update your Local Operating Guidelines to specify levels of support for part-time students. We will discuss some options for addressing part-time students later in the presentation.

Overview of Eligible Expenditures: Tuition and Fees (Section 6.1), cont.

Tuition is an eligible expense for:

- Students attending Canadian public institutions at the actual tuition rate (including student fees).
- Students attending private or foreign post-secondary institutions are normally eligible to be funded at the tuition rate for a similar program at the Canadian PSE institution nearest to the student's place of residence.

Overview of Eligible Expenditures: Tuition and Fees (Section 6.1), cont.

If your community decides to support a student in going to a private or foreign institution at the actual tuition rate, they should keep a note in the student file stating why. Potential examples include:

- The program offers unique or specialized courses that are not offered elsewhere.
- The program offers a more prestigious program than the institution closest to the student's place of residence.

If you are unsure if you are able to cover a student at the actual tuition rate, you can request written confirmation from ISC.

Overview of Eligible Expenditures: Tuition and Fees (Section 6.1), cont.

- Other fees considered eligible include:
 - Student fees (student activity fees, recreation fees, transit pass, etc.)
 - Transcript and application fees
 - Professional certification and examination fees (bar examination and certification fees, nursing examination and certification fees, etc.)

Overview of Eligible Expenditures: Maximum Amounts Payable to Students (Section 6.2)

The maximum amount payable per full-time student under PSSSP or UCEPP cannot be exceeded.

Change: The maximums have increased to:

- \$53,000 per year for undergraduate students
- \$90,000 per year for students in advanced or professional programs (for example: dentistry, medicine, Masters or Doctoral program) on an extraordinary or justified basis.

Communities may set their own maximum limits in their Local Operating Guidelines, so long as they do not exceed the limits described above.

Overview of Eligible Expenditures: Books and Supplies

Books and supplies are eligible expenditures as long as they are required for their program of study. For example, they could be identified in a course syllabus.

- Examples:
 - Most post-secondary courses require online research and electronic submission of assignments, which means a laptop is required.
 - A distance learning course may require eBooks, a webcam, and software.
 - A nursing program may require a uniform;

There is no limit on the amount you can provide for books and supplies.

Addressing Changes and Challenges for Tuition, Books, and Supplies

While there is no limit on the amount your community can spend on books and supplies in the National Program Guidelines, you may set a dollar amount limit that students are issued at the beginning of the school year.

Your First Nation may decide to have different amounts or rules for part-time students.



Eligible Expenditures – Living and Travel Allowance

- OVERVIEW OF LIVING ALLOWANCE
- ADDRESSING CHANGES AND CHALLENGES FOR LIVING ALLOWANCE
- OVERVIEW OF TRAVEL ALLOWANCE
- ADDRESSING CHANGES AND CHALLENGES FOR TRAVEL ALLOWANCE
- CHILD CARE SERVICES

Overview of Eligible Expenditures: Living Allowance (Section 6.0)

- Change: First Nations are no longer required to follow the maximums set by the Canada Student Loans Program.
- It is now up to communities to set their own living allowance maximums.
- Your community may still wish to refer to the maximums set by the Canada Student Loans Program.

Addressing Challenges and Changes to Living Allowance

- Your First Nation may determine the maximum living allowance it will provide for full-time and/or part-time students.
- While your First Nation may decide to use the maximum living allowance established by the Canada Student Loan Program, you are free to establish your own maximums in accordance with your Nation's needs and priorities.
- Your First Nation may also determine whether it will offer a living allowance to part-time students. If so, it should also determine how it will calculate this amount.

Addressing Challenges and Changes to Living Allowance

Some options for addressing part-time student living allowance eligibility:

- *Example 1: Part-time students are eligible to receive a living allowance at a pro-rated amount equal to half the living allowance they would receive as a full-time student.*
- *Example 2: Part-time students are eligible to receive a living allowance at a pro-rated amount equal to the proportion of courses they are taking relative to a full-time student's. For example, if a full-time student is someone who takes four (4) courses, and the applicant is taking one (1) course, then the applicant would be eligible for a quarter of the living allowance of the full-time student.*
- *Example 3: The [insert First Nation name here] is unable to provide part-time students a living allowance at this time.*

Overview of Eligible Expenditures: Travel (Section 6.0)

- Return travel by the most economical means for the student and each dependent, is no longer limited to twice per school year.
- It is now up to communities to determine whether to place limits on the number of times a student can travel to and from home.
- Students taking classes through distance education or e-learning that are required to travel to another location to complete their required exams are 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.

Addressing Challenges and Changes to Travel Allowance

- Your First Nation may determine whether it will provide funding for travel home.
- Your First Nation may decide if it will:
 - cover the actual cost of travel or up to a maximum amount;
 - cover the cost of travel for dependents;
 - and how many trips per semester or academic year it will cover.

Your First Nation may also determine what amount, if any, it will provide to part-time students. If your First Nations decides to provide part-time students with a travel allowance, you may determine how this amount will be calculated.

Addressing Challenges and Changes to Travel Allowance

Some options for addressing travel allowance include:

- *Full-time [and part-time] funded students who must travel [more than X km] from their place of ordinary residence to attend their Post-Secondary Institution may be eligible to receive financial support for the cost of [X] return trip[s], up to a maximum of \$[insert dollar amount] per academic year. The student may be eligible to receive travel allowance for their dependents.*

Addressing Challenges and Changes to Travel Allowance

If you wish to have different guidelines for part-time students:

- *Example 1: Part-time students will only receive financial support for travel if they must travel more than [X]km from their place of ordinary residence and are eligible to receive support for the cost of [X] return trip[s] up to a maximum of \$[insert dollar amount] per academic year. The student [may be/is not] eligible to receive travel allowance for their dependents.*
- *Example 2: Part-time students may receive financial support for travel at a pro-rated amount equal to 50% of their travel costs if they must travel more than [X]km from their place of ordinary residence up to a maximum of \$[insert dollar amount] per academic year.*
- *Example 3: Part-time students are not eligible for a travel allowance at this time.*



Overview of Child Care Services

- Child care services are now considered an eligible expense, though this change is not attached to any additional funding.
- Your First Nation may choose whether funding will be provided for child care services and may determine how this funding is calculated.
- You are under no obligation to provide funding for child care services if it does not align with your communities priorities and/or budget.

Addressing Child Care Services

Some options for addressing child care include:

- *Example 1: Students may apply for financial assistance for child care, however funding for these services will only be provided depending on the [insert First Nation name]'s total post-secondary education budget for the fiscal year.*
- *Example 2: The [insert First Nation name] is not able to provide financial assistance for child care at this time.*

Eligible Expenses

- Workbook Question 6: What living, travel, and supplies expenses does your community cover?
- Workbook Question 7: How do you determine which expenses to provide funding for?
- Workbook Question 8: Do you provide support for tutorial, guidance, and counselling? If so, what costs do you cover?



Eligible Expenses – Limits of Assistance

- OVERVIEW OF LIMITS OF ASSISTANCE
- OVERVIEW OF INCENTIVES
- ADDRESSING LIMITS OF ASSISTANCE
- ADDRESSING INCENTIVES
- OVERVIEW OF ADMINISTRATION COSTS
- APPEALS PROCESS

Overview of Limits of Assistance

The new Terms and Conditions only place limits on the total amount of funding a student may receive each year. Beyond these maximums, it is up to your First Nation to determine additional limits, if any (Section 3.6.2 of the Local Operating Guidelines Toolkit). Some examples of limits you may wish to place are:

- Restrictions on program length or the number of credentials you will fund at each level.
- Restrictions on changing or pausing a program of studies.
- Limits on expenses for part-time students.
- Capping expenses for high cost programs.
- Restrictions on expenses that do not align with your community's priorities, or that are beyond your budget.

Later, we will discuss some detailed examples of limits you may want to place.

Limits of Assistance: Levels of Assistance (Section 6.2.1)

Assistance through PSSSP can be provided at 4 levels:

- Level 1: Certificate/Diploma
- Level 2: Undergraduate Degree Program
- Level 3: Graduate Degree/Advanced or Professional Degree
- Level 4: Doctoral Degrees

Limits of Assistance: Levels of Assistance (Section 6.2.1)

Financial assistance for tuition, compulsory student fees and required books and supplies may be provided to students enrolled in all four levels.

There are no longer limits on the length of time for which students can receive assistance, or on the number of credentials a student can pursue at each level.

This change was introduced in the 2018-2019 guidelines. In previous years, this was not the case.

Overview of Eligible Expenditures: Limits of Assistance for UCEPP (Section 6.2.2)

The maximum time limit for financial support for UCEPP students is two academic years (as defined by the institution), or in the case of part-time students the equivalent of two academic years.

This change was introduced in the 2018-2019 guidelines.

In previous guidelines, the maximum time limit for UCEPP was one academic year.

Placing Limits on Program Length and Level

Some examples of how you may wish to limit program length and/or the number of credentials you will fund at each level:

- *Example 1: The duration of assistance may exceed the official length of the program as long as the student is in satisfactory academic standing at the institution as per the institution's definition of "satisfactory academic standing".*
- *Example 2: The [insert First Nation name] is only able to fund students for the number of credits required to complete their program of study.*

Placing Limits on Program Length and Level

- *Example 3: The [insert First nation name] is only able to fund students for [X years/semesters] for Level 1, [X years/semesters] for Level 2, [X years/semesters] for Level 3, and [X years/semesters] for Level 4. Students may not receive assistance for additional [academic years/semesters] beyond these maximums.*
- *Example 4: The [insert First Nation name] is only able to provide funding for [X] credentials at Level 1, [X] credentials for Level 2, [X] credentials for Level 3, and [X] credentials for Level [4]. Students may not receive assistance for additional credentials beyond these maximums.*

Placing Limits on Changing or Pausing a Program of Studies

Some examples of how you may wish to limit changing or pausing a program of studies include:

- *Example 1: While the [insert First Nations name] recognizes that students sometimes determine that the program in which they enrolled initially is no longer right for them and decide to change their program of studies, we are only able to provide PSSSP funding for the duration specified in Section 3.6.2.1.*

If a student changes programs within one of the Levels, the number of academic years or semesters used at that Level is still counted and may be considered when calculating the amount of time that may be available for assistance. Therefore, students must be aware that such changes may affect the overall funding available and their ability to complete their program.

Placing Limits on Changing or Pausing a Program of Studies

- *Example 2: While the [insert First Nation name] recognizes that students pause their studies for many reasons, often outside their control, we are only able to provide PSSSP funding for uninterrupted studies [for the duration specified in Section 3.6.2.1.].*

If a student temporarily pauses their studies, the number of academic years or semesters for which their studies have been paused is still counted and may be considered when calculating the amount of time that may be available for assistance. Therefore, students must be aware that such changes may affect the overall funding available and their ability to complete their program.



Overview of Limits of Assistance: Part-Time Students

Your community may wish to place limits of the amount of overall assistance part-time students can receive.

The exact extent of these limits are up to your community to determine. For example, you may wish to provide part-time students the same allowance as full-time students, or you may wish to provide them with a reduced (pro-rated) amount that is set by your community. You may even choose not to provide these allowances to part-time students at all.

Placing Limits on Part-Time Students

Some examples of overall limits you may wish to place on part-time students include:

- *Example 1: Part-time students may receive assistance for tuition, compulsory fees, the actual cost of required books and supplies, and living and travel allowances at a pro-rated amount. [Name of Frist Nation] will determine how pro-rated allowances will be calculated, if at all. See Section [XX] of these Guidelines for a definition of “part-time”.*
- *Example 2: Part-time students are not eligible for financial assistance at this time. See Section [XX] of these Guidelines for a definition of “part-time”.*

Limits of Assistance: High Cost Programs

The National Program Guidelines no longer place limits of the costs of programs beyond those specified earlier (\$53,000 per year). However, your First Nation may wish to place additional limitations on programs that differ significantly in cost compared to others.

For example:

- *“Programs that differ a great deal in terms of cost of delivery in comparison with programs that are available locally may be approved at the discretion of the [PSE Coordinator/Committee] if all supporting documentation submitted.”*

Limits of Assistance: Expenses Not Covered

Your First Nation may wish to set out specific items for which it cannot provide PSE funding in your Local Operating Guidelines.

You may list expenses that are already ineligible under the National Program Guidelines. Listing such expenses may help address questions that students have about the limits on their funding.

Expenses that are eligible under the National Program Guidelines, such as travel, can be listed if it is an expense the community chooses not to cover.

For example:

- *“PSE funding cannot be provided for the following: [insert a list of specific items not funded, e.g.: parking, deferred examinations or rewrites, GMAT, GRE, clothes, backpacks, etc.]”*

Limits of Assistance

Workbook Question 9: Does your community place any limits on student funding beyond what is described in the National Program Guidelines?

- If you do, what was your rationale?
- If you do not, what has kept you from doing so?

Limits of Assistance

- Workbook Question 10: Do you anticipate providing any living and/or travel support for part-time students now that they are eligible for such supports? What limits do you anticipate placing on living and/or travel support, if any?
- Workbook Question 11: Do you anticipate providing support to students pursuing multiple credentials at the same level (i.e. two bachelor's degrees, two diplomas, etc.)? What rules do you have in place or will you put in place to deal with such students?

Overview of Eligible Expenditures: Administration Costs (Section 6.3)

- Administration costs include only costs associated with administering PSSSP/UCEPP funding.
 - Administration costs cannot exceed 15% of the total allocation.
 - Change: The administration cap has been raised by 5 percentage points to 15%.
- Travel expenses (by the most economical means) incurred in the administration of PSSSP and UCEPP are allowable but must be included in the 15% maximum for administration costs.
- Other expenses may include: salaries/benefits of personnel directly employed in the administration and delivery of funding, materials and resources required for the management of funds, rent and utilities, printing and communication costs, data collection, maintenance, and reporting, and costs associated with ensuring that personal information is appropriately managed.

Overview of Eligible Expenditures: Scholarships and Incentives (Section 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 in Level 2
3. Incentives for students enrolled in Level 3 or 4 programs

Addressing Incentives

Incentives are located in Section 3.7 of the Local Operating Guidelines Toolkit.

You are under no obligation to provide incentives, and are free to remove this section if your community would rather use its funding for different priorities.

If you do choose to provide incentives:

- Have a **local process** for determining who will receive scholarships and incentives.
- **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.

Topping Up Living Allowances

It is important for communities to fully expend their funding, as this can impact their initial funding for the following year.

One option communities may consider to fully expend their funding is to top up their student(s) living allowance(s) at the end of the academic year.

Overview of the Appeals Process

- A formal process to appeal and to gain additional information on funding decisions is mandatory under the National Program Guidelines.
- Students have the right to an appeal process that is accessible and publicly available.
- There is no appeal against refusal of assistance because funds are not available.
- The Local Operating Guidelines Toolkit (Section 3.10) offers one possible appeal process. It is recommended that your First Nation adjust this process as appropriate to ensure it works for your administration. For example, you may wish only three levels of review instead of four as set out in the Toolkit.

Appeals Process

Workbook Question 12: Does your community have an appeals process in place?

- If yes, what are its strengths and weakness?
- If no, what has kept your community from putting one in place?

Important Dates in Administering PSSSP/UCEPP

- June 30th, 2019 - New National Program Terms and Conditions took effect
- April 1st, 2020 - New PSSSP/UCEPP National Program Guidelines take effect
- May 29th, 2020 - Protected/General Pool Applications due
- August 1st, 2020 - StudentAid BC releases a new Policy Manual listing their new living allowance maximums.
- August 31st, 2020 - Annual Register of PSE Students Reporting

2020 Post-Secondary Education Coordinator Workshops



Indigenous Services
Canada

Services aux
Autochtones Canada

Canada

Overview

- Budget 2019
- Post-Secondary Partnerships Program (PSPP)
- Post-Secondary Education Guidelines - Updates
- 10-Year Grants
- PSE Allocations / Funding Methodology
- Protected / General Pool Application Process
- Reporting requirements
- Who to contact
- Questions?

Federal Budget 2019

- Budget 2019 announced new investments into the Post Secondary Student Support Program (PSSSP/UCEPP) of \$320 million over 5 years.

The PSSSP provides funding for First Nations students to access post-secondary education and skills development opportunities.

The UCEPP provides funding to First Nations students to attain the academic level required for entrance into post-secondary programs

- \$7.5 million nationally over 3 years to support engagement on the development of integrated First Nations regional post-secondary education models
- Distinctions-based approach

Post-Secondary Partnerships Program (PSPP)

- PSPP is a proposal-driven process to support First Nations to define their own partnerships with institutions to increase the availability of post-secondary education programs tailored to First Nations cultural and educational needs.
- The overall aim of the program is to increase the number of First Nations students pursuing post-secondary education and thereby contribute to closing the education attainment gap.
- PSPP did not receive additional investments through Budget 2019.
- All current projects under existing PSPP terms and conditions expire March 31, 2020. Therefore, funding that currently supports mainstream institutions to undertake multiyear projects will not be affected by the changes and all previously approved projects will continue to the end of fiscal year 2019-20.

Guideline changes – new flexibilities

- Residency requirement removed
- Changes to eligible expenditures to better meet the needs of students:
 - frequency limitations for students' travel home have been removed,
 - childcare has been added as an eligible expense.
 - part-time students may be provided with a living allowance and travel, typically at a prorated amount.
 - The maximum percentage allotted for eligible administration expenditures has been increased from 10% to 15%, to support First Nations to run the programs.

10-Year Grants

- Funding mechanism that provides more flexibility and predictability in how a First Nation government uses its funding to address the Nation's needs and priorities;
- Based on existing funding levels;
- Education funding is included;
- Initial PSE allocation as well as the protected pool are included in full – without need for application;
- Any future adjustments, such as Budget announcements or adjustments to escalators would be added to 10-year grants as they occur.

Flexibility with Entrance Requirements

In 2017-2018, BC Region Education Programs outlined the following as an "interpretation" of the National Guidelines criteria for program entrance requirements:

- *The institute's program entrance requirements must outline the completion of secondary studies or equivalent. The following definitions will be used.*
- *completion of secondary studies - having completed Grade 12 or having a Grade 12 Graduation Certificate (BC Dogwood Graduation Certificate or BC Adult Dogwood Certificate)*
- *equivalent - may include the institute statement of any of the following:*
 - *the student being able to pass an entrance test administered by the institute;*
 - *the student being 19 years of age; or*
 - *the student having mature student status.*
- *Grade 12 preferred is also acceptable.*



Protected / General Pool Application Process

Protected/General Pool Application Process

- The Post-Secondary Education (PSE) application process was developed so that BC First Nations would have the opportunity to apply for additional PSE funding.

Overview

1. Funding Methodology
2. How to apply
3. Process and Timelines

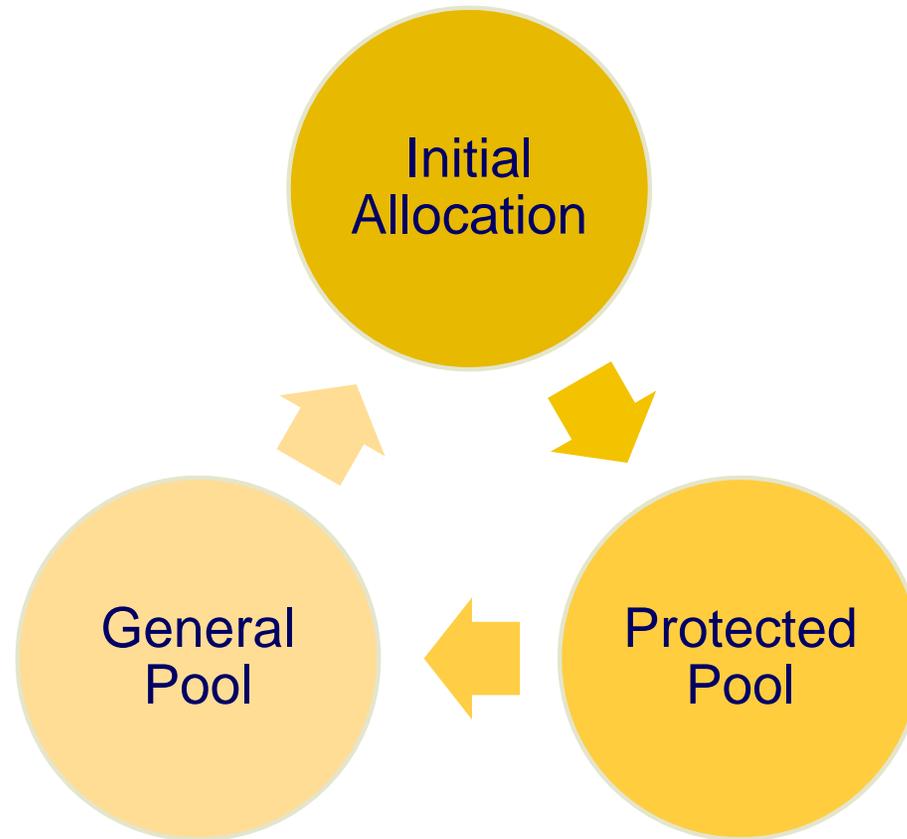
Funding Methodology



A First Nation's PSE budget may be composed of three parts:

- Initial Allocation
- Protected Pool (if applicable)
- General Pool (based on demonstrated need and available funds)

Funding Methodology



Initial Allocation

- Initial Allocations for eligible First Nations are based on the lesser of the reported 2018-2019 audited annual expenditures or the calculated per capita amount.
- The per capita amount is calculated using the regional budget and the total population as of December 31, 2019. The per capita amount is the maximum allocation for the initial allocation.

Protected Pool

- If the audited annual expenditure is lower than the calculated per capita amount, the difference will be placed in a protected pool for each individual First Nation.
- First Nations that demonstrate the need for additional funding through the application process will be supported through funds available in their protected pool.

General Pool

- If recipients do not apply for some of all of their protected pool, the residual funds are placed in a general pool.
- First Nations that demonstrate the need for additional funding through the application process will be supported through funds available in their protected pool.

How to Apply

Applying is not mandatory, therefore, if an application is not submitted you will not benefit from receiving additional funds from the protected pool and/or general pool funds.

To apply for additional funds, there are three forms:

Form #1:
Financial Information

- This form was created to help summarize your budget information for the PSE program and identify the unexpended “Fixed” funding amount from the previous year.

Form #2:
List of Eligible Students
(PSSSP)

- This form was created to list all the eligible students that have been formally accepted into an accredited Post-Secondary program.

Form #3:
List of Eligible Students
(UCEPP)

- This form was created to list all the eligible students that have been formally accepted into accredited university and college entrance preparation programs.

Form #1 – Financial Information


Form #1 2017 - 2018 Post-Secondary Education (PSE) Application Summary

Part A: Recipient Information

Recipient Number: Recipient Name:

Part B: 2016/17 Fiscal Year Funding Summary

2016/17 PSE Carry Forward from Unexpended Funding	
2016/17 PSE Final Allocation	
2016/17 Total PSE Budget (1 + 2)	
2016/17 PSE Actual Expenditure	
2016/17 PSE Unexpended Funding (3 - 4; if deficit, enter "0")	

Part C: Funding Request from IRAC Summary

Total Requested on Form 2 (Identify the Total Cost of Support/Student from Form 2)	
2016/17 Unexpended Funding (Identify 2016/17 Fiscal Year Unexpended Funding from Part B)	
Initial Budget Allocated in Funding Agreement	
Amount Requested from Partner Fund	
Amount Requested from General Fund	
Total Budget Requested (2017/18)	

Part D: Approval

Institution Director: Email Address: *Required
 Province/territory: Institution Name: Date:

For more information, please contact the IRAC Helpdesk at 1-800-387-0000 or visit the IRAC website at www.ontario.ca/irac.

IRAC Office Use Only

2016/17 Final Year Unexpended Fund Funding	2017 - 18 IRAC Approved PSE Funding a.k.a. Allocation	Total 2017/18 Eligible Students

Form #1 Financial Information (A)

 Indigenous Services Canada Services aux Autochtones Canada

Form #1

2019 - 2020 Post-Secondary Education (PSE)
Protected / Personal Pool Application Summary

Part A: Recipient Information

Recipient Number:

Recipient Name:

Form #1 Financial Information (B)

Part B: 2018/19 Fiscal Year Funding Summary

2017/18 PSE Carry Forward from Unexpended Funding <small>(Amount reported on 2017-18 Financial Statements)</small>	1	
2018/19 Final Budget Allocation for PSE	2	
2018/19 Total fiscal year budget for PSE (1 + 2)	3	
2018/19 PSE Actual Expenditure <small>(Amount to be reported on 2018-19 Financial Statements)</small>	4	
2018/19 PSE Unexpended Funding (3 - 4). If deficit, enter "0"	5	

SAMPLE

The first three fields will be pre-populated with data from the Grants & Contributions Information Management System (GCIMS).

Total actual expenditure in 2018-19 for Post-Secondary Education as per financial general ledger.

Equals the 2018-19 total PSE Funding less the 18-19 PSE Actual Expenditure. If (-), the put 0. If (+), then you have an unexpended (surplus).

PSE is funded under 'fixed' funding type. Schedule "DIAND-2" of the Aboriginal Recipient Funding Agreement states that recipients are required to use any unexpended funding (i.e. surplus) towards the following fiscal year.

Form #1 Financial Information (C)

Part C: Funding Request from ISC Summary

Total Requested on Forms #2 & #3 <i>(Identify the Total Cost of Eligible Students from Form #2, 3)</i>	1	<input type="text"/>
2018/19 Unexpended Funding <i>(Identify 2018-19 Fiscal Year Unexpended Funding from #5 in Part B)</i>	2	<input type="text"/>
Initial Budget Allocated in Funding Agreement for 2019/20	3	<input type="text"/>
Amount Requested from Protected Pool	4	<input type="text"/>
Amount Requested from General Pool <i>(if required)</i> (1 -2 -3 -4)	5	<input type="text"/>
Total Budget Requested for 2019/20 (2 + 3 + 4 + 5)	6	<input type="text"/>

SAMPLE

1. Enter the total cost of eligible students from Form(s) #2 and #3.

2. Enter the amount calculated for field #5 in Section B.

3. Pre-populated b ISC.

4. Difference between initial allocation (April 1, 2019) and formula based per capita budget (based on Dec 31, 2018 population statistics).

5. Enter the total cost of eligible students minus the initial budget and protected pool amount.

6. Equals the Initial Budget Allocation in Funding Agreement 2019-20 plus the amount requested from protected pool and general pool.

Form #1 Financial Information (D)

Part D: Affirmation

By signing below you declare that you have read and are following the PSE National Program Guidelines (2018-19) and that the listed students, programs, and institutions are eligible according to those guidelines.

Education Coordinator

Email Address

Telephone #

Finance/Band Manager

Authorized Signature

Date

Fax: 604-775-7400 Email: aadnc.bcreports.aandc@canada.ca Deadline: May 29, 2019

Form #2 List of Eligible Students (PSSSP)

Form #2 **2019 - 2020 POST-SECONDARY STUDENT SUPPORT PROGRAM (PSSSP) Application**
LIST OF ELIGIBLE STUDENTS

Student Name	Indian Registry System (IRS) #	Area of Study - Category Name in Full (No abbreviations)	Post Secondary Eligible Institution (Institution name)	Application Status A = Accepted by Institution	Completion of secondary school studies required for admissions Y/N	Academic Length of Program	Funding Amount Requested Per Student	ISC USE ONLY	
<i>Example: Johnny Adams</i>	<i>1230045601</i>	<i>eg. Bachelor of Science Program</i>	<i>e.g. University of British Columbia</i>	<i>A</i>	<i>Y</i>	<i>4</i>	<i>\$ 18,000</i>		
1									
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16									
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18									
19									
20									
21									
22									
23									
24									
25									
Sub Total							\$	-	
Administration Cost (Cannot exceed 10% of the total budget (no exceptions))							\$		
TOTAL COST of eligible students (Include Administration Cost)							\$	-	

NOTE: Attach additional sheets as necessary to list requested funding for all eligible students. The Administration Cost and Total Cost should only be completed on the last page for all students.

Form #3 List of Eligible Students (UCEPP)



Indigenous Services
Canada

Services aux
Autochtones Canada

Recipient #:

Page ____ of ____

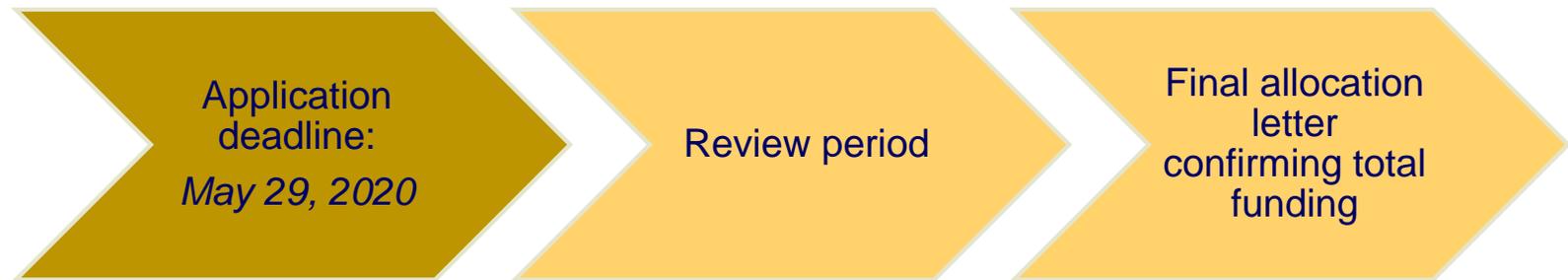
Protected B

Form #3 **2019 - 2020 UNIVERSITY AND COLLEGE ENTRANCE PREPARATION PROGRAM (UCEPP) Application**
LIST OF ELIGIBLE STUDENTS

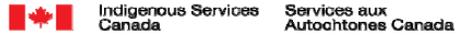
Student Name	Indian Registry System (IRS) #	Post-Secondary Institute - UCEP program will provide the student with necessary courses to attain the academic level for University or College entrance? Y/N	Post Secondary Eligible Institution (Institution name)	Has the student received more than 2 academic years of UCEPP funding? Y/N	UCEPP ONLY Full Time (F/T) or Part Time (P/T)	Funding Amount Requested Per Student	ISC USE ONLY
<i>Example: Johnny Adams</i>	<i>1230045601</i>	<i>Y</i>	<i>e.g. University of British Columbia</i>	<i>N</i>	<i>P/T</i>	<i>\$ 18,000</i>	
1							
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20							
Sub Total						\$ -	
Administration Cost (Cannot exceed 10% of the total budget (no exceptions))						\$ -	
TOTAL COST of eligible UCEPP students (Include Administration Cost)						\$ -	

NOTE: Attach additional sheets as necessary to list requested funding for all eligible students. The Administration Cost and Total Cost should only be completed on the last page for all students.

Review Process



Final Allocation Letter



2018-2019 Post-Secondary Education Final Allocation

Recipient

Recipient Number: Recipient Name:

2018-19 Budget Information:

Total Request for Eligible Students on PSE Application	<input type="text"/>
PSE Carry Forward from 2017-18 Unexpended Fixed Funding	1 <input type="text"/>
Initial Allocation	2 <input type="text"/>
Protected Pool Allocation	3 <input type="text"/>
General Pool Allocation	4 <input type="text"/>
Final Approved 2018-19 PSE Allocation	5 <input type="text"/>
Total available PSE funding for 2018-19 fiscal year (1+5)	<input type="text"/>
Maximum \$ of administration costs (10%) allowed :	<input type="text"/>

Administration costs have already been included in total available PSE funding for 2018-19 fiscal year. Administration costs should not exceed 10% of the total approved PSE budget according to National Program Guidelines. The administration calculation above is for informational purposes only and recipients may opt out of using it for administration cost and allocate toward student funding.

Annual Register of Post-Secondary Education Students

- Identifies students that have attended a Post-Secondary Institution in the previous year

What information is captured?

- Post Secondary Institution
- Student Achievement & Academic Year Just Completed
- Student Information
 - Name
 - Date of Birth
 - IRS #
 - # of Dependents
 - Marital Status

EIS Portal Access Form

- **120 Bands have EIS Portal Access Forms in place for their Nominal Roll – Education Coordinators**
- **We require all Post Secondary Education Coordinators to have their own Access as well**
- **We recommend at least 2 people have Access – Education Manager, Education Coordinator, Band Manager or Finance Manager**

Takes 1 week – AFTER the GCIMS Data Sharing Agreement is signed

TOTAL OF 4 WEEKS IF DATA SHARING AGREEMENT IS REQUIRED

Education Program Contacts

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Language and Culture; BCTEA

Contacts continued

Bahar Farahbakhsh

Agreement Officer

EIS Access and Support, Job Aids

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Day Two

PSE Coordinator Workshops 2020



Check-in from Yesterday

Questions?

Concerns?

Something you would like us to review again?

Today's Plan

Today we will review and discuss:

1. The BC Tripartite PSE Model
 1. Context
 2. Student Pillar
 3. Responsive Public Post-Secondary Pillar
 4. First Nations-Mandated Institutes Pillar
 5. Community-Based Program Delivery Pillar
2. Workbook and Event Evaluation Completion and Draw

Are there any additions to the agenda for today?



BC Tripartite PSE Model

- CONTEXT
- STUDENT PILLAR
- FIRST NATIONS-MANDATED INSTITUTES PILLAR
- COMMUNITY-BASED PROGRAM DELIVERY PILLAR
- RESPONSIVE PUBLIC POST-SECONDARY SYSTEM PILLAR



Context

- GOVERNMENT COMMITMENTS
- NATIONAL CONTEXT
- PROVINCIAL CONTEXT



Government Commitments

- UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES
- TRC'S CALLS TO ACTION
- PRINCIPLES RESPECTING THE GOVERNMENT OF CANADA'S RELATIONSHIP WITH INDIGENOUS PEOPLES
- DRAFT PRINCIPLES THAT GUIDE THE PROVINCE OF BRITISH COLUMBIA'S RELATIONSHIP WITH INDIGENOUS PEOPLES

United Nations Declaration on the Rights of Indigenous Peoples

- First Nations have unique, constitutionally recognized rights that include post-secondary education. Both Canada and BC have made a commitment to fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* (UN Declaration).
- *Article 14 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.*
 3. *States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.*

BC UN Declaration Legislation

- Bill 41 - *Declaration on the Rights of Indigenous Peoples Act* passed unanimously in the BC Legislature, receiving Royal Assent on November 28, 2019.
- The legislation will require the alignment of BC's laws with the UN Declaration and an action plan that includes consistent reporting.
- FNEESC expects that the legislation will have a significant impact on our work with the provincial government.

Truth and Reconciliation Commission Calls to Action

Included in the Truth and Reconciliation Commission Calls to Action are the following:

7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate education and employment gaps between Aboriginal and non-Aboriginal Canadians.

11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

Principles Respecting the Government of Canada's Relationship with Indigenous Peoples

The federal government's 10 principles inform the way forward:

"a starting point for the Crown to engage in partnership, and a significant move away from the status quo to a fundamental change in the relationship with Indigenous peoples."

Principles include:

1. *"...all relations with Indigenous peoples need to be based on the recognition and implementation of their right to self-determination, including the inherent right to self-government."*

Principles Respecting the Government of Canada's Relationship with Indigenous Peoples, cont'd

2. *"...the honour of the Crown guides the conduct of the Crown in all of its dealing with Indigenous Peoples."*

5. *"...that treaties, agreements and other constructive arrangements between Indigenous peoples and the Crown have been and are intended to be acts of reconciliation based on mutual recognition and respect."*

Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples

BC has released similar Draft Principles which are intended to reflect:

“a clear shift in an often troubled relationship with Indigenous peoples to a modern government-to-government relationship that is strong, sophisticated and valued.”

Examples include

1. *“...all relations with Indigenous peoples need to be based on the recognition and implementation of their right to self-determination, including the inherent right of self-government.”*

5. *“...treaties, agreements, and other constructive arrangements between Indigenous peoples and the Crown have been and are intended to be acts of reconciliation based on mutual recognition and respect.”*

6. *“...meaningful engagement with Indigenous peoples aims to secure their free, prior and informed consent when B.C. proposes to take actions which impact them and their rights, including their lands, territories and resources.”*



National Context

- REVIEW OF FEDERAL PSE FUNDING
- AFN PSE REVIEW
- AFN PSE POLICY PROPOSAL

Review of Federal PSE Funding

Federal budget 2017 announced a funding increase of \$90 million over two years, beginning 2017/2018 for the Post-Secondary Student Support Program (PSSSP), as well as \$5M/year for five years for Indspire.

It also referenced the federal government's intention 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."

2017 Assembly of First Nations resolution calling for a PSE Review

In July 2017, the AFN Chiefs-in-Assembly passed resolution 14/2017, *Post-Secondary Education Federal Review*, calling for a First Nations-led post-secondary review.

In response, ISC provided funding for the AFN to lead the First Nations portion of the Review. The Inuit and Metis were also engaged in similar processes. After a series of Working Group meetings, consultants produced a report based on the discussions.



2018 AFN Interim Report and Resolution

Given the diversity of First Nations across the country, conducting a review at the national level presents significant challenges.

Although BC did not agree with all of the findings, the resulting interim report and the subsequent resolution 29/2018 from the AFN Chiefs in Assembly, “First Nations Post-Secondary Education Review Report and Recommendations,” allows for First Nations to implement the recommendations “as appropriate” and creates the space for the development of region-specific approaches to First Nations PSE.

PSE Policy Proposal

Following the AFN Resolution, FNEESC participated in the development of a policy proposal. The proposal calls for:

- Immediate investment of \$544.3M in 2019-2020 and ongoing, in federal PSE programs to meet current demand and respond to the unique needs of First Nations people.
- Authority to support First Nations and ISC to co-develop regional funding models to best support / provide sufficient, predictable and sustainable funding to First Nation students, communities and First Nations-mandated institutes. Related funding of \$15.5M over three years will advance regional-level engagement with a return to cabinet to present the approach and associated funding requirements.

AFN Resolution #05/2018 “First Nations Post-Secondary Policy Proposal”

- At the AFN Special Chiefs Assembly (December 4-6, 2018), the Chiefs in Assembly endorsed AFN Resolution #48/2018 “First Nations Post-Secondary Policy Proposal”.
- The proposal was appended to a Memorandum to Cabinet, which was approved in June, 2019.
- As mentioned yesterday, the policy proposal was approved after the release of Budget 2019.
- FNEESC participated in the development of a Treasury Board Submission to access funding for the development of regional models.
- \$7.5 million has been provided to First Nations in Canada over 3 years.



Provincial Context

- ABORIGINAL PSE POLICY
FRAMEWORK REFRESH
- AEST SUPPORT FOR FNE SC AND
IAHLA PROJECTS



Aboriginal PSE Policy Framework Refresh

Key areas in the current Policy Framework need to be revisited and strengthened in relation to existing provincial commitments to First Nations through the United Nations Declaration on the Rights of Indigenous Peoples and the 94 Calls to Action of the Truth and Reconciliation Commission.

Meaningful engagement with First Nations on the Policy Framework will be key to identifying emerging and advancing existing priorities, in particular, funding for First Nations-mandated institutes, Indigenous teacher recruitment, retention and deployment, and ongoing support for the Language Fluency/Proficiency Degree.

The new Policy Framework is expected to provide the space and support for the further development of the BC Tripartite PSE Model, and align with it.

AEST Support for FNEESC and IAHLA Projects

- In addition to engagement with FNEESC and IAHLA on the Policy Framework Refresh, AEST is supporting a number of projects that will help advance the Model. These include:
 - Research on racism in the public post-secondary system.
 - The First Nations-mandated institute costing project.
 - The Language Fluency Degree.



BC Tripartite PSE Model Overview

- MODEL OVERVIEW
- ENGAGEMENT WITH FIRST NATIONS TO DATE
- DISCUSSION ON MODEL PILLARS

BC PSE Model Overview

First Nations in BC have long demonstrated an ability to design regionally-appropriate, innovative and equitable approaches to First Nations education supports, with flexible regional requirements to address education needs. These include:

- the BC Tripartite Education Agreement (BCTEA, formerly TEFA);
- Education Jurisdiction Agreements and Enabling Legislation;
- the Post-Secondary Student Support Program (PSSSP) regional funding allocation model; and
- the Indian Studies Support Program (ISSP) regional adjudication process.

The Model must be based on First Nations Control of First Nations Education

- First Nations have consistently asserted that they have the right and capacity to make PSE decisions related to First Nations education, including PSE.
- The Government of Canada has communicated that they plan for the Department of Indigenous Services Canada to eventually become obsolete. This means they will transfer the management and responsibility for current ISC education programs to First Nations.
- The Federal PSE Review found that program guidelines should be developed by First Nations, consistent with the longstanding position of BC First Nations.

BC Tripartite PSE Model

- First Nations are developing a BC Tripartite Post-Secondary Education (PSE) Model which includes four pillars:
 - Students
 - First Nations-Mandated Institutes
 - Community-Based Program Delivery
 - A Responsive Public Post-Secondary System
- The proposed Model has received endorsement from the FNEESC Board and First Nations leadership.

Student Funding



First Nations have direct access to increased funding that supports all students at the level required.

BC First Nations to develop needs-based funding allocation model that ensures equitable distribution of funds.

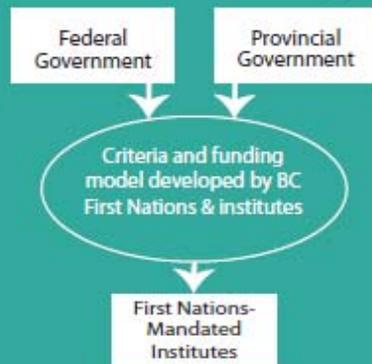
Regional program guidelines which provide for increased flexibility and First Nations control, allowing for First Nations to set out their own policies, limits of assistance, eligibility requirements, etc. in local operating guidelines.

Reduced reporting requirements.

Appropriate community funding to support actual administration and student support costs.

Explore categories of First Nations students and funding needs, e.g. former children and youth in care and students requiring upgrading.

Core Aboriginal Institutional Funding



Consistent with the 2012 Aboriginal PSE and Training Policy Framework, Federal and Provincial Governments to jointly support First Nations-mandated institutes through stable, core funding.

Criteria for eligibility and funding model to be developed by First Nations and their institutes.

Development of a capital strategy for institutes.

Funding for the Indigenous Adult and Higher Learning Association to provide advocacy and support for First Nations-mandated institutes.

Community-Based Program Delivery Funding



Recognizing that some First Nations may not establish their own institutes, Provincial and Federal governments to provide funding to bring post-secondary programming into communities.

Federal funding based on an appropriate regional allocation.

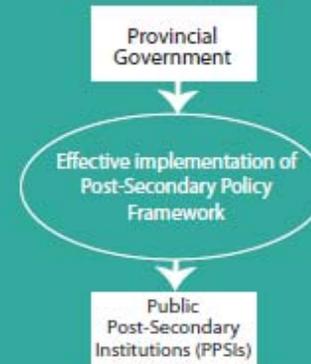
Guidelines and allocation methodology to be developed by First Nations.

Focus on addressing and responding to local priorities, such as language.

Adjudication through a First Nations-controlled process according to First Nation-determined priorities and criteria.

All funding to flow exclusively to First Nations and their institutes.

Responsive Public Post-Secondary System



First Nations direct programs and services for First Nation students at PPSIs.

Public post-secondary institutions are accountable for First Nation student outcomes.

Appropriate reporting on First Nations student achievement.

PPSIs advance the implementation of the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples.

PPSIs direct core funding to support First Nation-related initiatives.

PPSI partnerships with First Nations and Aboriginal institutes are based on respect, reciprocity, relevancy and responsibility.



Engagement with First Nations to Date

- October 2018 PSE Gathering
- 2018 and 2019 Regional Sessions
- 2018 and 2019 PSE Coordinator Workshops
- 2018 and 2019 IAHLA AGM/Conference

Proposal for Regional Engagement Funding

- FNEESC has submitted a proposal to access BC's portion of the \$7.5 million the federal government has committed toward the development of regional PSE Models (\$351,206 per year for three years).
- The funding will support the following activities:
 - Provincial PSE Gatherings
 - Regional Workshops
 - Focus Groups
 - Research and legal counsel



Student Pillar

PSSSP and UCEPP – Existing Funding Model

- Currently, funding is provided directly to First Nations communities to support individual students through PSSSP/UCEPP.
- Objectives for the unique BC Region allocation methodology, as jointly determined by FNEESC and ISC BC Region representatives, were set out as follows:
 - To ensure First Nations PSE allocations fund First Nations students / communities equitably
 - To demonstrate the need for BC to access additional funding in future years based on unmet needs of First Nations students / communities
- We have heard from First Nations that maintaining the principles of the current student funding model, which enables BC First Nations PSE funding to remain in BC, is important. This is currently accomplished through the general pool/protected pool allocation model that is specific to BC.

Feedback from First Nations To Date

Student Pillar

- The proposed model supports First Nations Control of First Nations Education
- Funding must increase in order for coordinators to better support students
- There is a great desire for PSE funding to come to communities with fewer barriers, more discretionary power, and less disclosure of personal information to ISC
- Communities should determine eligible programs, institutions, and expenditures
- There should be both regional guidelines to ensure fairness, and local guidelines to ensure communities needs are met
- Former children and youth in care should receive full funding for PSE

Element: Funding Allocations

- Currently, the national budget for PSSSP/UCEPP is set at the federal level, and is then divided between each region based on population.
- The regional allocation is then distributed to individual BC First Nations recipient based on a per capita amount.
- A First Nation's PSSSP/UCEPP budget is set by comparing the Nation's expenditures the previous year with their per-capita allocation for the current year, and choosing the lesser of two amounts.

Element: Funding Allocations

- The difference between these two amounts is placed in a Protected Pool. First Nations that demonstrate the need for additional funding can apply for funding from their Protected Pool. If a First Nation does not apply for their Protected Pool funding, the funding is moved to a General Pool. First Nations that demonstrate need beyond what is available in their Protected Pool may receive funding from the General Pool.

Element: Funding Allocations

Potential options for the distribution of student funding under the BC Tripartite PSE Model:

- Using the current method (per-capita method based on First Nation's total population and applications for the Protected/General Pool).
- Using a per-capita method where funding stays with each First Nation and is carried over year-to-year.
- Using a base plus per-capita method, where each First Nation is guaranteed to receive an amount which would allow them to support a certain number of students, plus additional funding based on total population.
- Workbook Question 1: Which of these options would your First Nation prefer?
 - If you would prefer a different option other than the ones listed here, please describe.

Element: Supports for Former Children and Youth in Care

- Currently, the provincial Tuition Waiver Program only supports students who have been in care for a minimum total of 24 months, those who are between the ages of 19 and 26 (inclusive), students who are from BC, and attending a BC public post-secondary institution, Native Education College or one of 10 union trades training schools.
- Other funding sources for children and youth in care are often difficult to access.
- Children and youth in care require wrap-around supports.
- Due to the complexity of these programs and the unique needs of this population, students have difficulty in getting the supports they require to attend PSE.
- **Workbook Question 2:** What resources or information do you require to fully support former children and youth in care in their pursuit of post-secondary education?

Element: PSE Coordinator Support

- Currently, Canada provides funding to FNEESC to support First Nations in administering PSSSP and UCEPP, which includes support for the following activities:
 - Regional PSE Coordinator Workshops;
 - The PSE Coordinator Resource Line; and
 - Development of resources.
- Workbook Question 3: What other supports do you think would assist PSE coordinators in carrying out their role?

Element: PSE Coordinator Support

- We have heard that Coordinators require greater onboarding support.
- It has been suggested that an orientation kit be developed for PSE Coordinators to assist new Coordinators in getting up to speed on their roles and responsibilities.
- This handbook could include the Local Operating Guidelines Toolkit, a guide to scholarships/bursaries, a list of hard and soft skills, an overview of different funding processes/agreements and guidelines, information on supports for former children and youth in care and suggestions for improving efficiencies.
- Workbook Question 4: What elements should be included in a PSE Coordinator orientation kit?

Element: PSE Coordinator Supports

- We have long heard that Coordinators go above and beyond when it comes to supporting students, including:
 - Guidance counselling;
 - Travelling to meet with students;
 - Participating on councils and boards; and,
 - Providing advice, resources, and assistance at post-secondary institutions.
- Currently, Coordinators can use up to 15% of PSSSP/UCEPP funding to support administrative duties.
- Workbook Question 5: What key positions are needed to carry out the administration of student funding and all of the additional responsibilities listed above?

Element: Reporting Requirements

- At last year's PSE Coordinator Workshops, we heard that current reporting requires First Nations to provide more information to ISC than they are comfortable with. In particular, we heard that First Nations should not be required to submit students' personal information to the federal government, and that aggregate data should be reported rather than individualized data.
- We have also heard that reporting mechanisms for post-secondary student funding should focus on accountability back to community, rather than accountability to the federal government
- Reporting requirements will need to be negotiated between BC First Nations and Canada

Element: Reporting Requirements

Workbook Question 6: What should be the minimum required indicators that communities report on with regards to post-secondary student funding? Examples may include:

- Number of sponsored students.
- Number of credentials awarded.
- Total funding expended in the academic year.

Element: Program Guidelines

- At last year's workshops, Coordinators suggested that both regional and local guidelines be developed under the BC Tripartite PSE Model.
- Regional guidelines would be developed jointly by First Nations and would replace National Program Guidelines.
- Local operating guidelines would be developed by individual First Nations to ensure that their local needs are being met and that funding is prioritized according to local priorities.
- During discussions at last year's PSE Workshops, participants suggested there be default guidelines at the regional level that could apply if a community does not have Local Operating Guidelines in place.

Element: Program Guidelines

Workbook Question 7: Do you support BC developing its own regional program guidelines? If so, what requirements should be included in such guidelines? Please explain.

- In the event that community does not have Local Operating Guidelines, do you support default regional guidelines applying? Please explain.



Responsive Public Post- Secondary System Pillar

Public Post-Secondary Institutions in BC

- There are currently 25 public post-secondary institutions in BC, with 11 universities, 11 colleges, and three institutes.
- In 2019/20, these institutions received **\$2,040,545,251** in base operating grants from the Ministry of Advanced Education, Skills and Training.
- This does not include funding they received for research, capital and other funding from other provincial ministry, the Industry Training Authority and private donors.
- This also does not include targeted funding for Aboriginal learners through the Aboriginal Service Plan Initiative.

Creating a Responsive Public Post-Secondary System

- While some progress has been made at some institutions, it is clear that the current approach is not leading to the substantive systemic change required to make the public post-secondary system more responsive to First Nations communities and learners.
- This will require mechanisms to ensure that First Nations have a greater role in directing programs and services and greater accountability to communities.
- Institutional activities must be better aligned with broader provincial commitments such as to the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples.

Feedback from First Nations To Date

Responsive Post-Secondary Institutes Pillar

- Should be accountable for student success and student support, and should ensure there is Indigenous representation
- Should provide access to affordable, culturally appropriate housing
- Should be accountable to communities about use of core funding for Indigenous programming and supports
- Communities need support to ensure that PPSIs are respectful when engaging in relationships and collaborations with communities

Element: Public Post-Secondary Accountability

- The “Aboriginal Learners in British Columbia’s Public Post-Secondary System” Report (see tab 6.1 of your kit) tracks the outcomes of Indigenous learners in the public post-secondary system. This report serves as a baseline to support greater accountability.
- Workbook Question 8: What other mechanism(s) could be leveraged to support greater accountability in the public post-secondary system for First Nations learner outcomes?

Element: Programs and Services

- We have heard from First Nations that public post-secondary institutions need to form more respectful partnerships with the First Nations on whose territory they are located to ensure that First Nations are meaningfully involved in the design and delivery of programs and services for Indigenous students.
- Workbook Question 9: Should public post-secondary institutions be required to have Indigenous Councils composed of all First Nations on whose territory the institution is operating on?
 - Would this be an effective mechanism for ensuring that First Nations drive the design and delivery of programs and services at public post-secondary institutions?
 - What other mechanism(s) would be effective in achieving this end?

Element: Indigenous Members of Public Post-Secondary Boards

- As of 2018, all public post-secondary institutions in BC have Indigenous board members.
- Several barriers and key issues remain to be addressed, including:
 - Board members that communities put forward not being selected.
 - Ensuring that Indigenous Board Members are from *BC First Nations* and are jointly appointed by First Nations and public post-secondary institutes
 - Ensuring that the application process for Ministerial appointments is accessible to First Nations candidates, and allows for the consideration of other experience relevant to First Nations applicants.
 - Indigenous board members often feel isolated and tokenized within their respective institutes
 - Capacity-building for all board members to decrease the unfair burden placed on Indigenous board members to create institutional change.

Element: Indigenous Members of Public Post-Secondary Boards

- There are currently two different ways to become a board member of a public post-secondary institution: appointment via Order-in-Council by provincial cabinet, or election by a university body.
- There are 10 appointed board members, including the president, and the Chancellor (if the institution is a university). To be appointed to a board by Cabinet, you must submit an application for a specific board appointment or a general expression of interest to be on a public sector board to the Crown Agencies and Board Resource Office (CABRO). CABRO reviews applications, and recommends appointments to Cabinet, which makes the appointment via an Order-in-Council.
- There are five elected board members at universities and three elected members at colleges. At universities, the elected portion of the board is composed of two faculty members elected by faculty, two students elected by students, and one person elected by non-faculty staff. At colleges, there is one elected faculty member, two elected students, and one elected non-faculty staff.

Element: Indigenous Members of Public Post-Secondary Boards

Workbook Question 10: What mechanisms could help ensure greater representation of First Nations on the boards of public post-secondary institutions on whose territory they are located?



First Nations-Mandated Institutes Pillar

Financial Support for First Nations Mandated Institutes

First Nations-mandated institutes play a critical role in First Nations education and provide important supports and services:

- Integrate language and culture education, as relevant for the communities and student populations, and contribute to language revitalization.
- Are often located in proximity to students in community or rural locations.
- Are flexible and supportive, understanding their students' and community's needs.
- Offer appropriate programming under the direction of First Nations communities.

First Nations-Mandated Institutes Funding Context

- Most First Nations-mandated institutes in BC operate with no core funding and on very small budgets which are typically comprised of multiple grants obtained through annual proposal-based processes.
- This continues to severely impact the ability of First Nations-mandated institutes to offer ongoing, predictable programming which meets the needs of communities and First Nations learners.
- For several years, IAHLA was not receiving funding as a First Nations Service Organization.
- Partial funding was restored in 2018 to support some of IAHLA's core activities and two major projects.

First Nations-mandated Institutes Funding Context

According to a 2018 survey of First Nations-mandated institutes, the main funding sources for First Nations-mandated institutes in BC:

- Adult Nominal Roll
- Aboriginal Community-Based Training Partnerships Programs
- Aboriginal Skills and Employment Training Strategy
- Post-Secondary Partnership Program
- New Paths Grant
- Transfer from a Public Post-Secondary Institute
- Special Project Funding

Feedback from First Nations To Date

First Nations-Mandated Institutes Pillar

- Institutes included in the model must be accountable back to First Nations.
- A comprehensive list of expenses should be covered by Federal/Provincial core funding.
- Institutes should receive similar support to public post-secondary institutions.
- First Nations institutes should be recognized by the province through legislation.
- Students should be able to transition easily between First Nations-mandated Institutes and the public post-secondary system.
- Emerging Institutes need support from a regional body, and IAHLA should receive funding under the model.
- Institutes require quality assurance mechanisms that meet their needs.

Element: Funding Streams for Institutes

- In previous discussions, it was proposed that there be separate funding streams for First Nations-mandated institute under a BC Tripartite PSE Model: core funding and developmental funding. The developmental funding stream would be for communities wishing to expand their existing institute's capacity, or establish an institute or program.
- Workbook Question 11: What activities could be supported as a community increases its capacity and works toward establishing an institute?
 - What would you anticipate the cost of these activities to be?

Element: Funding Criteria

- IAHLA/FNESC have suggested criteria that institutes would need to meet to be eligible to receive core funding under the BC Tripartite Model. Potential criteria include:
 - Meeting an FTE threshold.
 - Having a history of offering a certain number of PSE programs per year.
 - Having designated space to offer PSE programs.
- Workbook Question 12: Do you agree with these categories of eligibility for core funding?
 - Are there any other criteria that institutes under the BC Tripartite PSE Model should be required to meet in order to be eligible for core funding?

Element: Language and Culture Programs

- We have heard that First Nations institutes often lack the necessary supports to offer comprehensive language and culture programs.
- These programs are often not recognized as post-secondary courses, are not for credit, and are not transferrable to the public post-secondary system.
- Offering language and culture programs, especially when developing from scratch, can also be very costly.
- Workbook Question 13: What supports do institutes require specific to the delivery of language and culture programs?

Element: Institute Reporting

- Indicators that have been put forward in discussions to date include program completion rates, expenditures, program costs, and the same indicators that the public post-secondary institutions must report on.
- Workbook Question 14: Do you agree with these indicators? What other indicators should be considered?

Element: Support from a Regional Body

IAHLA's current and past services have included:

- Collecting and disseminating relevant information to assist IAHLA institutes in the provision of educational services.
- Undertaking research that benefits IAHLA institutes and their learners.
- Facilitating network and information sharing activities, such as conferences, meetings and workshops.
- Supporting collective professional development and training opportunities.
- Supporting institutes in gaining recognition and accreditation for their courses and programs.
- Advocating for increased recognition and representation of the needs of IAHLA institutes and their learners in federal and provincial government programs and policies, including the need for adequate, sustained core and program funding.

Element: IAHLA's Role

Workbook Question 15: Are there additional supports or services that IAHLA could provide under the BC Tripartite PSE Model?



Community-Based Program Delivery Pillar

Community-based Program Delivery - Context

- Many First Nations do not have an institute and may have no plans to establish one, or operate smaller institutes with limited capacity to deliver PSE programming on an ongoing basis.
- Such communities require access to relevant, quality post-secondary programming.
- It is well documented that First Nations achieve greater success when programming is offered locally where they can access relevant services and support from their family and community.
- Funding is required to meet these needs and must be based on region-specific guidelines and First Nations-led processes.

Existing Community-Based Delivery Programs

Different levels of government have offered programs intended to support community-based post-secondary education and training:

- Aboriginal Community-Based Training Partnerships (ACBTP) Program by the Ministry of Advanced Education Skills and Training
- Indigenous Skills Training and Development Fund (ISTDF)
- Post-Secondary Partnerships Program (PSPP)

Feedback from First Nations To Date

Community-Based Program Delivery Pillar

- Programming must better respond to the needs of students, and there is a need for greater accountability back to communities rather than the funder.
- Communities require support to help design and deliver programs.
- If an independent First Nations adjudication committee is created to adjudicate proposals, it should be transparent and accountable to First Nations.
- Communities require resources and expertise to support them when they are drafting proposals.
- Reporting should be centered on student outcomes.

Element: Reducing Barriers to Community-Based Programming

Workbook Question 16: What barriers have you faced in accessing funding to bring PSE programming into your community?

Element: Allocation Method

Workbook Question 17: Would a funding model whereby each community receives an annual, set allocation be preferable to a proposal-based process? Please explain.

- How much funding would you require annually in order to deliver at least one program in your community?



Model Development - Next Steps

FNESC, working with IAHLA, will continue to develop and incrementally implement the Model through a comprehensive engagement process that includes further research and discussion with BC First Nations.

This process will involve the further delineation of the Model, which will be brought back to First Nations for consideration and further direction.

We will continue to involve and seek direction from First Nations Leadership to support its continued development and implementation.



Feedback Workbook
Completion and
\$50 Prize Draw

Thank you for your
commitment to First Nations
education.

