

# Post-Secondary Education Coordinator Workshops 2021



First Nations  
**Education**  
STEERING COMMITTEE

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## Welcome

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## Recognition of the Territory

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## Workshop Materials

- E-Kit: [www.fnesc.ca/pse-workshops/](http://www.fnesc.ca/pse-workshops/)
- 2021 PSE Coordinator Workshop PowerPoint Presentation
- **Feedback Workbook:** Complete and send to [pse@fnesc.ca](mailto:pse@fnesc.ca) within seven days, along with your full name in the body of the email, and you will be entered to win prizes!

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## Zoom Meeting Procedures

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## Questions and Comments

- After each topic of the presentation, the presenter will ask if there are any further questions or comments. If you wish to ask a question or to indicate that you want to speak, please enter your questions or comment in the chat feature.
- Please ensure you send chat messages to the entire group, not just to the presenter
- Please include your full name and First Nation or Tribal Council.
- Participants are also encouraged to ask questions, seek clarifications, or raise issues throughout the presentation. A staff member will also be monitoring the chat to cover questions and issues as they arise.
- For those attending by phone, contact Jasper Cattell, Policy Analyst, Post-Secondary Education and Training at 236-334-6146 or at PSE@fnesc.ca stating your full name and First Nation or Tribal Council along with your question or comment.

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## Today's Plan

### Today we will review and discuss:

1. FNESC's post-secondary education (PSE) services and resources.
2. COVID-19 Response and Resources
3. Administering the Post-Secondary Student Support Program (PSSSP) and the University and College Entrance Preparation Program (UCEPP)
4. Application and Reporting Processes for the PSSSP/UCEPP

Are there any additions to the agenda for today?

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## Tomorrow's Plan

Tomorrow we will review and discuss:

1. The *Declaration on the Rights of Indigenous Peoples Act*
2. Indigenous Student Data
3. Post-Secondary Partnerships Program
4. PSE Programs, Projects and Initiatives
5. The BC Tripartite PSE Model

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## FNESC Post-Secondary Education and Training Services, Supports and Resources

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## About FNEC

- The First Nations Education Steering Committee (FNEC) 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.
- FNEC works to support First Nations in their efforts to improve the success of all First Nation students and advance First Nations education in BC. FNEC currently has 126 Board members.
- FNEC's PSE work is guided by the Post-Secondary Subcommittee, and supported by FNEC's partnerships with the Indigenous Adult and Higher Learning Association (IAHLA) Board and a range of other organizations.

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## FNEC PSE Advocacy and Research

### **Current areas of focus for FNEC's PSE research and advocacy include:**

- Development of a regional, BC Tripartite Post-Secondary Education Model.
- More funding, reduced reporting, and greater community control of student funding.
- Core funding for First-Nations-mandated institutes
- Equitable, First Nations-driven community-based delivery of PSE programming.
- Funding for BC First Nation post-secondary language programming, in particular the Indigenous Language Fluency/Proficiency Degree (ILFPD).
- Dedicated student housing for Indigenous students.
- Full supports for former children and youth in care.
- Measures to support Indigenous teacher recruitment, retention, and deployment.

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## FNESC Post-Secondary Subcommittee

- Provides direction to staff on PSE matters within FNESC's mandate and Strategic Direction.
- Provides expertise and advises on research relevant to PSE and training issues.
- Makes recommendations to the FNESC board regarding PSE and training issues

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## FNESC Post-Secondary Subcommittee Membership

- Kendra Underwood, Chair, WSÁNEĆ School Board
- Debbie Moore, Vice-Chair, Kitselas First Nation
- Noel Argueta, Gitsegukla First Nation
- Dr. Deanna Nyce, Nisga'a Lisims Government
- June Lulua, Xeni Gwet'in First Nations Government

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## FNESC Post-Secondary Education Staff

- Thane Bonar, Director Communications and Policy  
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- Jasper Cattell, Policy Analyst, Post-Secondary Education and Training  
[jasperc@fnesc.ca](mailto:jasperc@fnesc.ca)

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## PSE Resource Line

- Provides information related to administering Department of Indigenous Services Canada (ISC) post-secondary funding.
- Resource line:
  - Office: 604-925-6087, ext. 127
  - Toll-Free: 1-877-280-4151
  - Email: [pse@fnesc.ca](mailto:pse@fnesc.ca)

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## 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](http://www.aboriginallearning.ca)



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## COVID-19 Response and Resources

- PSE funding and financial support
- Mental health and well-being
- Public Post-Secondary System Response

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## Context: COVID-19 Response and Resources

- The COVID-19 Pandemic has had a significant impact on First Nations communities, students, schools and institutes in the area of education and has presented a number challenges impacting the continuity of learning.
- The suspension of in-person classes and the unavailability of summer employment has resulted in a number of post-secondary students needing to prolong their studies or becoming unemployed, which is causing significant budgetary pressures on First Nations.
- FNEC continues to provide support and information to communities through the Post-Secondary Resource Line and has worked with the Indigenous Adult and Higher Learning Association (IAHLA) on a resource for communities on available sources of financial support for PSE students impacted by COVID-19

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## PSE Funding and Financial Supports for Students

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## COVID-19 Post-Secondary Student Support Program Funding

- In April 2020, the Prime Minister announced a series of new measures to support students and new grads impacted by COVID-19, including an additional \$75.2 M in 2020-21 for First Nations, Inuit, and Métis Nation students pursuing post-secondary education.
- Of this, BC received \$9.8 million, which was distributed to BC First Nations in July 2020 through the Post-Secondary Student Support Program based on total population (on/off-reserve) as of December 31st, 2019.
- This funding can be used to support students financially impacted by the COVID-19 Pandemic, including those who are not currently being supported through the Program at the discretion of their First Nation.
- Communities may use this funding to purchase laptops or provide additional living supports, among other expenditures required for them to complete successfully complete their education.

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## COVID-19 Post-Secondary Student Support Program Funding, cont'd.

Any questions or comments regarding the emergency COVID-19 Post-Secondary Student Support Program funding?

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## Indigenous Emergency Assistance Fund

- In April 2020, the Ministry of Advanced Education and Skills Training announced an additional \$1.5 million for emergency funding for Indigenous students in public post-secondary institutions, as well as Native Education College.
- Up to \$900 in emergency financial support is available for Indigenous students who are experiencing an unexpected financial emergency that may affect their ability to finish their studies.
- To access this funding, students should contact their Indigenous student services centre at their institutions.
- FNEESC and IAHLA are advocating for IAHLA students to also have access to emergency assistance funding.

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## Provincial Emergency Funding for All Students

- In April 2020, the BC government provided a one-time investment of \$3.5M in top up funding for emergency financial assistance provided by BC's 25 public post-secondary institutions to support students who are experiencing financial pressures.
- Indigenous students who accessed the Indigenous Emergency Assistance Fund are not precluded from accessing this funding.
- Need is determined on a case-by-case basis and students must apply through their post-secondary institution's financial aid office.
- FNEESC has objected to the fact that a \$900 cap has been applied to the Indigenous emergency assistance funding but not the general fund.

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## Canada Student Loans and Grants

In response to COVID-19, a number of changes were introduced to the Canada student loan program, including:

- The maximum amount for the grant portion of these loans has gone up to \$6,000 for full-time students and up to \$3,600 for part-time students in 2020-21.
- The maximums for grants for students with Permanent Disabilities and Students with Dependents have also been doubled.
- The weekly maximum loan limit has been increased from \$210 to \$350 for the 2020/21 academic year
- Repayments of Student Loans and Canada Apprenticeship Loans were paused, interest-free from March 30 to September 30, 2020.

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## Financial Supports for Former Youth in Care

- In September, 2020, the Province announced that youth in foster care, out of care placements, and contracted residential agencies will be able to remain in their current place of residence past their 19th birthday, available until March 31, 2021.
- In October, the Province announced additional supports for students accessing the Agreements for Young Adults (AYA) program:
  - AYA agreements can be extended until March 31, 2021.
  - AYA program requirements have been made more flexible, until September 31, 2021.
- FNEC continues to advocate for full post-secondary support for current and former Indigenous children and youth in care.

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## Additional COVID-19 Resources and Information

- FNEC COVID-19 Resources and Response: <http://www.fnesc.ca/covid19/>
- COVID-19 Provincial and Federal benefits: <https://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery/covid-19-provincial-support/financial-benefits>
- Office of the BC Provincial Health Officer: <https://www2.gov.bc.ca/gov/content/health/about-bc-s-health-care-system/office-of-the-provincial-health-officer/current-health-topics/covid-19-novel-coronavirus>
- BC Centre for Disease Control: <http://covid-19.bccdc.ca/>

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## Mental Health and Well-Being

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## BC Mental-health Counselling and Referral Service for PSE Students

- In April 2020, the Ministry of Advanced Education, Skills and Training launched, **Here2Talk**, a free counselling and referral service for post-secondary students who require mental-health support.
- The service offers confidential, free single-session services by app, phone or online chat, 24 hours a day, seven days a week with a professional counsellor, as well as a number of wellness resources and tips.
- Students can access this services by downloading the Here2Talk app on their mobile device or by visiting: [here2talk.ca](https://here2talk.ca).
- Students can also speak to a counsellor by phone, toll-free at 1 877 857-3397 or direct 604 642-5212.

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## BC Mental-Health Counselling and Referral Service for PSE Students, cont'd.

Any questions or comments regarding mental health and counselling services for PSE students during the COVID-19 pandemic?

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## Additional Mental Health and Wellness Resources

- There are number of other resources for Indigenous students who may be facing additional challenges or stresses due to COVID-19, including:
  - FNESC Mental Health and Resiliency Supports:  
<http://www.fnesc.ca/covid19/mental-health/>
  - FNHA Mental Health and Cultural Supports During COVID-19:  
<https://www.fnha.ca/Documents/FNHA-COVID-19-Mental-Health-and-Cultural-Supports.pdf>
  - BC Campus Mental Health Support Webinars:  
<https://covid19.bccampus.ca/category/mental-health-support/>
- You may also consider referring your students to supports available on campus through their Indigenous student services office.

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## Public Post-Secondary System Response

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## Public Post-Secondary Response

- From the onset of the pandemic FNEESC has raised concerns that First Nations communities and institutes have not been adequately engaged in planning around continuity of learning and delivery of community-based programming and responding to the needs of Indigenous students.
- First Nations institutes and communities delivering community-based programming have struggled to adapt to the new climate due to the lack of infrastructure, supports and resources needed to move forward with virtual learning.
- Results from a survey sent to IAHLA members revealed that many IAHLAs did not receive adequate support from their post-secondary partners and were not involved in planning around continuity of learning.

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## Public Post-Secondary Response, cont'd.

- The Ministry of Advanced Education and Skills Training did not adequately involve FNEESC and IAHLA in its response to the pandemic despite repeated calls for participation and FNEESC and IAHLA's leadership role in First Nations education.
- This contrasts significantly with FNEESC's experience with the Ministry of Education, which worked closely with FNEESC from the onset and throughout the pandemic to provide supports and resources to First Nations communities, Schools and parents.
- While FNEESC has now been included in the Ministry's committee related to post-secondary continuity of learning, much work remains ahead to ensure First Nations, as rights-holders, are jointly making decisions with the Ministry and post-secondary institutions as part of the province's recovery.

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## Public Post-Secondary Response, cont'd.

- In October 2020, the Ministry made a formal request to the Vice-President Academics of BC's 25 public post-secondary institutions to reach out to Indigenous institutes and communities on whose territory the public institution is located to identify ways to better support Indigenous learners and communities during the pandemic. The Ministry also requested that they report back on the outcomes of their engagement.
- It is expected that this will help assess the degree to which First Nations were involved in the Ministry and post-secondary system's response to the pandemic, and will inform the development of more appropriate shared decision-making processes and procedures moving forward.

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## Public Post-Secondary Response, cont'd.

Any questions or comments regarding the public post-secondary's response to the COVID-19 pandemic?

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# Post-Secondary Student Support Program Administration

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## Post-Secondary Student Support Program

1. Overview of the Post-Secondary Student Support Program (PSSSP) and University and College Entrance Preparation Program (UCEPP)
2. Review of changes to the PSSSP/UCEPP National Program Guidelines.
3. Implementation of Effective Local Operating Guidelines
4. Sharing of best practices.

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## Overview: Post-Secondary Student Support Program

PSSSP and UCEPP are programs operated by Indigenous Services Canada 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.

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## Changes to the National Program Guidelines

- Indigenous Services Canada has made some significant changes to the PSSSP/UCEPP National Program Guidelines and the federal PSE program terms and conditions over the past two years, some of which reflect changes FNEESC has advocated for.
- We will be reviewing these changes in the next section of the presentation.
- While these give communities increased flexibility in administering post-secondary funding, funding has not increased sufficiently to account for students who have now become eligible.
- It is important that communities update their Local Operating Guidelines to ensure that they reflect any changes to the National Program Guidelines and clearly outline community-specific eligibility requirements and priority selection criteria in order to manage student expectations for funding.

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## Implementation of Effective Local Operating Guidelines

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### Local Operating Guidelines

- Communities are responsible for the development of **Local Operating Guidelines** for the administration of PSSSP and UCEPP.
- Local Operating Guidelines *must* 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.
- It is recommended that First Nations publicly inform all prospective students if funding is extremely limited or has already been allocated for the year.

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## Local Operating Guidelines, cont'd.

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

- How students will be prioritized;
- Rules for deferring applications; and
- A formal process to appeal decisions and to gain additional information regarding funding decisions.

Local operating guidelines should be publicly available and provided to all prospective students.

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.

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## Local Operating Guidelines, cont'd.

Any questions or comments regarding Local Operating Guidelines?

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## PSSSP Administration:

- Key Guideline Sections and Changes
- Troubleshooting Challenges
- Sharing of Best Practices

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## Eligible Students

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

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

- In order to be eligible for PSSSP/UCEPP, students must:
  - have status First Nations (Registered Indians);
  - maintain satisfactory academic standing, as determined by the recipient (First Nation), within an eligible post-secondary institution.
- Key changes:
  - “Satisfactory academic standing” is now defined by the First Nation.
  - The 12 month residency requirement has been removed.

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## Eligible Students: Affiliated Members and the BC General List

The BC Association of Aboriginal Friendship Centres (BCAAFC) administers PSSSP/UCEPP for BC First Nation students who are registered Status Indians and:

- do not have band membership or an affiliation with a band (BC General List); or
- are Status Indian Students who are affiliated with a BC First Nation as indicated on status card but do not have membership.

Such students should apply to the BCAAFC at:

- Email: [education@bcaafc.com](mailto:education@bcaafc.com)
- Phone: 250-388-5522 Ext. 216
- Fax: (250)-388-5502
- Website: <https://bcaafc.com/education/psssp/>

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## Eligible Students: Addressing Challenges and Changes

You may wish to keep the student eligibility section in your guidelines simple and refer mostly to the student eligibility section in the National Program Guidelines.

Given that satisfactory academic standing is now determined by First Nation rather than the student's post-secondary institution you may consider specifying your First Nation's definition of satisfactory academic standing or simply stating that the student must be in satisfactory academic standing with their institution.

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## Eligible Students: Addressing Challenges and Changes

Examples of criteria for this section:

- *Eligible students are members of [insert First Nation name], who are enrolled in an eligible program offered at an eligible institution (as described in section 4.2 of the National Program Guidelines) and maintain satisfactory academic standing.*

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## Eligible Students: Addressing Challenges and Changes

### Examples of definitions of satisfactory academic standing:

- *Satisfactory academic standing is defined as per the institution's definition of satisfactory academic standing or the most equivalent term.*
- *Satisfactory academic standing means successful completion with a passing grade of [X] in each period of study. Students in their first period of study are considered to have satisfactory academic standing.*

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## Eligible Programs

- OVERVIEW
- ADDRESSING CHANGES AND CHALLENGES

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## Eligible Programs: Section 4.3 of the National Program Guidelines

Programs must require grade 12 graduation or the equivalent as defined by the post-secondary institution.

ISC BC Region has confirmed that the following requirements are acceptable:

- 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 – the institute includes any of the following in the program’s entrance requirements:
  - the student is able to pass an entrance test administered by the institute;
  - the student is 19 years of age;
  - the student has mature student status; or,
  - completion of Grade 12 is preferred.

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## Eligible Programs, cont’d.

The Grade 12 or equivalent requirement applies to the student’s program of study, not the student.

- For example: If Johnny Johnson completed Grade 12, but his carpentry program only requires Grade 11, he would not be eligible for sponsorship.

Programs must also be delivered by an eligible institution. We will be discussing eligible institutions soon.

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## Eligible Programs, cont'd.

For students under UCEPP, the institution must provide documentation stating that the program must provide them with the necessary courses to attain the academic level required for acceptance into a certificate, diploma, or degree program.

This may include an email or letter from the institution or a program outline stating the outcomes of the program.

Delivery method may be in-classroom, e-learning, distance learning, or virtual learning as long as it meets all eligibility criteria.

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## Eligible Programs: Addressing Challenges and Changes

### Examples of criteria for this section:

- *[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.]*

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## Eligible Institutions

- OVERVIEW
- ADDRESSING CHANGES AND CHALLENGES

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## Eligible Institutions: Section 4.4 of the National Program Guidelines

“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.”

ISC maintains a list of eligible:

Canadian institutions: <https://www.sac-isc.gc.ca/eng/1429541743524/1531402273996>; &

Foreign institutions: <https://www.sac-isc.gc.ca/eng/1433334714906/1531402394547>.

**Note:** First Nations can only sponsor students that attend institutions on these lists.

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## Eligible Institutions: Addressing Challenges and Changes

### Examples of criteria for this section:

- *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.*

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## Eligibility

Any questions or comments regarding eligibility?

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## Priority Selection Criteria

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

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## 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 decide which students to prioritize.
- The National Program Guidelines include a list of *potential* selection priority criteria, but First Nations may choose their own.
- It is recommended that communities communicate to their students if funding is limited and that priority selection criteria will apply.

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## Priority Selection Criteria: Addressing Challenges

You may wish to open this section in your Local Guidelines Operating with a general statement communicating that funding is limited and not all students may be funded:

- *The [insert First Nation name] receives limited funding from ISC for the delivery of the PSSSP and UCEPP. In the event that there are more applications for funding than available money in the PSSSP and UCEPP budget, the selection of applicants will be based on the following priority selection criteria:*

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## Priority Selection Criteria: Addressing Challenges, cont'd.

Example of criteria for this section:

- |                   |   |
|-------------------|---|
| <i>Priority 1</i> | <i>Students who were attending PSE or high school in the most recent academic year, have successfully completed the year, and are continuing their studies.</i>                             |
| <i>Priority 2</i> | <i>Students who demonstrate clear academic achievement and readiness who have not previously received financial support from [insert First Nation name] for post-secondary programming.</i> |
| <i>Priority 3</i> | <i>Students who have previously completed a post-secondary credential and are returning to complete a credential at a higher level.</i>   |
| <i>Priority 4</i> | <i>Students who were previously sponsored but either withdrew or were unsuccessful.</i>   |

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## Priority Selection Criteria: Rules for Deferred Students

Your community may also consider including provisions in your Local Operating Guidelines for deferred students, such as the example below:

*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 the priority selection criteria in section 3.4/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.*

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## Priority Selection Criteria

Any questions or comments regarding priority selection criteria?

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## Appeals Process: Section 5.3 of the National Program Guidelines

- A formal process to appeal and to gain additional information on funding decisions is required under the National Program Guidelines.
- It must be accessible, fair, and publicly available, and the appeal committee's ruling must be consistent with the intent of the National Program Guidelines.
- The appeal process must include the existence of an impartial appeal committee; specific time frames for the appeal hearing to be set and for decisions to be made; and a governance process confirming that the recipient (First Nation) will abide by the appeal board's decision.
- There is no appeal against refusal of assistance because funds are not available.
- The appeal committee's decision is final and students cannot appeal to ISC if they do not agree with the committee's decision.

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## Appeals Process

Any questions or comments regarding appeals processes?

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## Eligible Expenditures

- OVERVIEW OF ELIGIBLE EXPENDITURES
- ADDRESSING CHANGES AND COMMON CHALLENGES UNDER THIS SECTION

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## Eligible Expenditures: Section 6 of the National Program Guidelines

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

- Tuition and student fees
- Initial professional certification and examination fees;
- Books and supplies;
- Transcript and application fees;
- Living allowance; **Change:** Part-time Students are now eligible for a living allowance and communities may exceed the maximums set by the Canada Student Loans Program
- Expenses associated with travel home; **Change:** The limit on number of return trips has been removed and part-time students are eligible for travel expenses
- Supplemental tutorial, guidance and counseling services
- **Change:** Child Care, as needed;
- Scholarships and incentives payments;
- Administration costs

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## Eligible Expenditures: Tuition and Fees (Section 6.1)

Tuition, including compulsory student fees, is an eligible expense for students attending eligible post-secondary institutions.

- Previous versions of the National Program Guidelines limited the amount of tuition students could normally receive to the tuition rate for a similar program at the Canadian PSE institution nearest to the student's place of residence. This restriction has been removed.
- Tuition is typically paid to the post-secondary institution, but in exceptional circumstances it may be paid directly to the student.

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## Tuition and Fees: Addressing Challenges

### Example of criteria under this section:

*[insert First Nation name] will pay approved tuition amounts directly to the post-secondary institution upon receiving an invoice. In the case that a post-secondary institution does not bill the [insert First Nation name] directly, students are responsible for forwarding invoices directly from the institution to the [insert First Nation name] along with any necessary supporting documentation, information and deadlines.*

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## Eligible Expenditures: Books and Supplies

Books and supplies are eligible expenditures as long as they are required for the program of study.

- 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.

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## Books and Supplies: Addressing Challenges

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.

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## Books and Supplies: Addressing Challenges

### Examples of criteria under this section:

*Full-time and part-time students are eligible to receive assistance for books and supplies that are required for their program of study. Students must submit documentation that indicates the required books and supplies for their courses.*

*An allowance of \$[insert dollar amount] for books and supplies will be issued at the beginning of the school year after the course calendar and book list have been received.*

*No book or supply expenses will be [covered] [reimbursed] without the original paid receipts. Arrangements may be made for payments to be made directly to the bookstore.*

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## Eligible Expenditure: Living Allowances

### Change: First Nations are no longer required to follow the maximums set by the Canada Student Loans Program and part-time students are eligible.

Your community may still wish to refer to the maximums set by the Canada Student Loans Program as guideline for administering living allowances.

Given that part-time student eligibility for living allowances may increase pressures on your budget, you may consider specifying what levels of support for living allowances you are prepared to provide such students.

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## Living Allowances: Addressing Challenges and Changes

- 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.

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## Addressing Challenges and Changes to Living Allowance

### Examples of criteria under this section:

- *Part-time students are eligible to receive a living allowance at an amount equal to half the living allowance they would receive as a full-time student.*
- *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.*
- *The [insert First Nation name here] is unable to provide part-time students a living allowance at this time.*

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## Eligible Expenditures: Travel

- **Change:** Return travel by the most economical means for the student and each dependent, is no longer limited to twice per school year.
- **Change:** 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.

79

## Travel: Addressing Challenges and Changes

- 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.

80

## Travel: Addressing Challenges and Changes

### Example of criteria under this section:

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

81

## Travel: Addressing Challenges and Changes, cont'd.

### Examples if you wish to have different guidelines for part-time students:

- *Part-time students are eligible to 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.*
- *The [insert First Nation name here] is unable to provide part-time students a travel allowance at this time.*

82

## Eligible Expenditures: Child Care Services

- Child care services are now considered an eligible expense.
- 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 community's priorities or there is not space within your budget.

83

## Addressing Child Care Services

### Examples of criteria under this section:

- *Students are eligible to 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.*
- *Students are eligible to apply for financial assistance for child care up to a maximum of \$[dollar amount] per [semester/academic year]. Invoices for such services must be submitted by the service provider directly to the PSE Coordinator and must set out the date, time, hours of service, and services provided to the student.*

84

## Eligible Expenditures: Scholarships and Incentives

**Change:** Scholarships and incentives are eligible expenses under PSSSP but the 2019/20 National Program Guidelines removed the restrictions on how they are provided.

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, it is recommended you:

- 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.

85

## 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/certificate/diploma 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.

86

## 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.

87

## Eligible Expenses

Any questions or comments regarding eligible expenses?

88

## Limits of Assistance

- OVERVIEW OF LIMITS OF ASSISTANCE
- ADDRESSING CHALLENGES AND CHANGES UNDER THIS SECTION

89

## Limits of Assistance: Previously 6.2.1 of the National Program Guidelines

### The previous National Program Guidelines stated:

Assistance can be provided at four levels of post-secondary education:

**Level 1:** Certificate or diploma

**Level 2:** Undergraduate degree program

**Level 3:** Graduate degree or advanced or professional degree

**Level 4:** Doctoral degrees

...**Where students** change programs within one of the levels or temporarily pause their studies, the academic years or semesters used for each program within each level will be counted for assistance purposes.

...For all UCEPP students, the maximum time limit for financial support will be two academic years (as defined by the institution offering the program) or in the case of part-time students, the equivalent of two academic years or a maximum of 24 months.

90

## Limits of Assistance: Previously 6.2.1 of the National Program Guidelines

The limits of assistance section has been entirely removed.

This means:

- 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.
- Students may change their existing program and receive support for the full duration of their new program
- Students may be sponsored to complete lower level credentials
- UCEPP students may receive assistance beyond 24 months.

While the different levels of assistance has been removed, communities must still report on which credentials their students are pursuing when completing the Annual Register of Post-Secondary Students.

91

## Limits of Assistance: Previously 6.2.1 of the National Program Guidelines, cont'd.

Some examples of limits you may wish to continue 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.
- Capping expenses for high cost programs.
- Restrictions on expenses that do not align with your community's priorities, or that are beyond your budget.

92

## Placing Limits on Program Length and Level, cont'd.

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

- *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.*
- *The [insert First Nation name] is only able to fund students for the number of credits required to complete their program of study.*

93

## Placing Limits on Changing or Pausing a Program of Studies

### Example of how you may wish to limit changing or pausing a program of studies:

*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 will be considered when calculating the amount of time that financial assistance is available to the student. Therefore, students must be aware that such changes may affect the overall funding available and their ability to complete their program.*

94

## Limits of Assistance

Any questions or comments regarding the limits of assistance?

95

## Summary of Changes to the National Program Guidelines,

- Childcare became an eligible expense
- Part-time students became eligible for travel and living expenses
- The two-trip per academic year restriction on travel support was removed
- The requirement for communities to use the Canada Student Loan Program living allowance maximums to determine living allowances was removed
- The maximum amount payable per student per year increased from \$50,000 to \$53,000, and, in extraordinary circumstances, from \$83,000 to \$90,000
- The cap on administration costs was raised from 10% to 15%

96

## Summary of Changes to the National Program Guidelines, cont'd.

- Eligible expenditures were expanded to include expenses not explicitly listed in the Guidelines
- Sections 6.2.1 and 6.2.2, specifying the limits of assistance, were removed, including the 2-year (24 month) time limit for UCEPP students
- Section 6.4, Scholarships and Incentives, was removed
- The requirement that applicants must have been a resident in Canada for 12 consecutive months prior to the date of their funding application was removed
- Satisfactory academic standing is now defined by the recipient (First Nation) rather than the post-secondary institution where the student is enrolled

97

## Applications and Reporting Processes for the PSSSP/UCEPP

98

## Allocation Methodology

- Indigenous Services Canada (ISC) BC Region calculates each First Nation's allocation of funding for the PSSSP/UCEPP through three steps:
  - Initial Allocation
  - Protected Pool Application
  - General Pool Application

99

## Initial Allocation

- ISC calculates each eligible First Nation's **initial allocation** using one of the following two amounts:
  - The most recent audited annual PSSSP/UCEPP expenditures of the First Nation
  - The First Nation's per capita amount\*, calculated using the regional budget and the total population as of December 31, 2020
- If the audited annual expenditure amount is lower than the per capita amount, the difference is placed in the **protected pool**
- \*The per capita amount is the maximum allocation for the initial allocation

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## Protected Pool and General Pool

- First Nations may then apply for their protected pool amount.
- Any remaining protected pool amounts which First Nations have not applied for are placed in the **general pool**.
- First Nations may access the general pool if they demonstrate a need above their protected amount in their protected/general pool application form.
- Note that ISC conducts a review of all students included in the application form to ensure they are eligible under the National Program Guidelines.
- Applications are normally due at the end of May each year.

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## Protected Pool and General Pool Application Forms

- To apply for the protected pool and general pool, First Nations must fill out three forms:
  - Financial Information Form
  - List of Eligible Students (PSSSP)
  - List of Eligible Students (UCEPP)
- Instructions on how to fill out these forms are included in your kit for reference.

102

## 10-Year Grants

- A 10-Year Grant is a funding mechanism that allows First Nations to more flexibly allocate and administer funding from ISC, including education funding.
- First Nations under a 10-year grant receive PSSSP/UCEPP allocations based on existing funding levels and benefit, like all First Nations, from changes to program funding levels (i.e. Budget 2019 Enhancements and COVID-19 emergency PSSSP funding).
- First Nations under the 10-year grant receive their full per capita allocation up front, so none of their funding is set aside in their protected pool.
- They may apply for the general pool if they can demonstrate the need for the funding by the established deadline, subject to the availability of funds.

103

## Reporting

- ISC requires PSE Coordinators to report on how their PSSSP/UCEPP funding was expended each fiscal year through the Annual Register of Post-Secondary Education Students.
- Reports are due August 31<sup>st</sup> of each year.
- Expenses for students who are completing programs in April (such as living allowances) may be included in the report for the previous fiscal year.
- Reporting may be completed online through the Education Information System (EIS) or through ISC's Data Collection Instrument (DCI).

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## Reporting: Required Information

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

105

## Reporting: Training and Support

- In order to gain access to the EIS system, please contact ISC in order to complete a Grants and Contribution Information Management System (GCIMS) Data Sharing Agreement
- **Note:** This process can take up to 6 weeks.
- ISC recommends that at least two individuals in each band, including the PSE Coordinator have access to EIS.
- For questions, support and EIS training, please contact:

**Bahar Farahbakhsh**  
Agreement Officer, EIS Access and Support, Job Aids  
Bahar.farahbakhsh@canada.ca  
604-499-4563

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# Day Two

PSE Coordinator Workshops 2021

107

## Reminders

- To prevent background noise disturbance, please keep your microphone muted. If you are attending by phone and need to unmute yourself, press \*6.
- If you are participating with the Zoom app (on your desktop, tablet, or mobile phone), please confirm your attendance at the meeting by clicking the Zoom chat button located at the bottom of your screen and typing your full name and First Nation or Tribal Council
- If you want to make a question or comment during the presentation or discussions, please enter it in the chat feature. Staff will be monitoring the chat throughout the session.
- For those attending by phone, contact Jasper Cattell, Policy Analyst, Post-Secondary Education and Training at 236-334-6146 or at [PSE@fnesc.ca](mailto:PSE@fnesc.ca) stating your full name and First Nation or Tribal Council along with your question or comment.

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## Check-in from Yesterday

Questions?

Concerns?

Something you would like us to review again?

109

## Today's Plan

Today we will review and discuss:

1. The Declaration on the Rights of Indigenous Peoples Act
2. Indigenous Student Data
3. Post-Secondary Partnerships Program
4. PSE Programs, Projects and Initiatives
5. The BC Tripartite PSE Model

Are there any additions to the agenda for today?

110

## The *Declaration on the Rights of Indigenous Peoples Act*

- THE UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES
- BC – FIRST NATIONS COMMITMENT DOCUMENT
- THE *DRIPA* ACTION PLAN

111

## 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.*

112

## First Nations Commitment Document

- In 2015, the Province of BC and the First Nations Leadership Council developed the First Nations Commitment Document, laying out the Province's priorities for reconciliation
- This document affirms the Province's commitment to "jointly design, construct and implement a principled, pragmatic and organized approach to implement the section 35 Constitution Act, 1982 framework in British Columbia, the Tsilhqot'in decision and other established law, the United Nations Declaration on the Rights of Indigenous Peoples, and the Truth and Reconciliation Commission's Calls to Action - with tangible milestones to demonstrate progress."

113

## Declaration on the Rights of Indigenous Peoples Act

- *Bill 41 - Declaration on the Rights of Indigenous Peoples Act (DRIPA)* was passed unanimously in the BC Legislature, receiving Royal Assent on November 28, 2019.
- The legislation requires the alignment of BC's laws with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and an action plan that includes consistent reporting.
- The First Nations Leadership Council and the BC Government engaged with Indigenous organizations, including FNESC, on the development of the action plan in summer of 2020.

114

## The DRIPA Action Plan

FNESC worked with IAHLA on a submission for the DRIPA Action Plan, which includes four key priorities:

- Core-funding for First Nations-mandated institutes
- Equitable, First Nation-led approaches to funding for the delivery of post-secondary education and skills training programs in First Nation communities.
- Increased supports for former children and youth in care to attend and succeed in post-secondary programs.
- A broad capacity building strategy to ensure the public post-secondary system is more responsive to the needs of First Nations learners and communities.

115

## The DRIPA Action Plan, cont'd

- Substantive provincial investments, as well as broader capacity-building for the post-secondary system as a whole will be required in order to advance these priorities and achieve the vision for reconciliation and systemic change set out in DRIPA.
- In the spirit and intent of the legislation, FNESC will continue to work closely with the Ministry to support joint decision-making between First Nations and the public post-secondary system in all matters impacting First Nations post-secondary learners.

116

## Indigenous Student Data

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## Aboriginal Student Data Report

- FNESC 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.
- FNESC has been working closely with the Ministry on the next iteration of the report, which is expected to be released this year.
- The new report will respond to calls from First Nations for data on Indigenous student retention and former children and youth in care in post-secondary, distinctions-based data, and an analysis of the impact of Indigenous population growth on student enrollment.

118

## Aboriginal Student Data Report

While there have been improvements in Indigenous post-secondary learner outcomes, significant work remains in order to close the educational achievement gap between Indigenous and non-Indigenous learners:

- The total number of credentials earned by Aboriginal learners continues to fall short of the targets envisioned in the Aboriginal Policy Framework
- A significantly higher proportion of Aboriginal learners are enrolled in the Developmental programs than non-Aboriginal learners (15.3% vs. 6.3%)
- Just over 50% of credentials earned by Aboriginal learners are at the certificate and developmental level, compared to just under 30% for non-Aboriginal learners.
- Aboriginal learners are more likely to transition to colleges within five years of graduation than non-Aboriginal learners (31% vs. 24%) and less likely to transition to research-intensive universities (8% vs. 23%).
- Aboriginal Males continue to be underrepresented in the post-secondary system

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## Post-Secondary Partnerships Program

120

## BC Post-Secondary Partnerships Program

- The Post-Secondary Partnerships Program (PSPP) supports First Nations and First Nations established post-secondary institutes in delivering community-based programming.
- When the PSPP replaced the Indian Studies Support Program in 2013, the administration of the program was centralized in ISC Headquarters and public post-secondary institutions becoming eligible. FNEESC expressed a number of concerns with this move.
- As a result of advocacy from First Nations across Canada, the national PSPP guidelines now make space for the program to be regionally-delivered and First Nations directed.

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## BC Post-Secondary Partnerships Program, cont'd

- In BC, the PSPP is being administered by FNEESC, working with IAHLA
- Eligibility is limited to BC First Nations, as well as Tribal Councils and First Nations post-secondary institutes designated by a First Nation.
- A call for proposals was released in October 2020, and funding is expected to begin to flow to successful recipients in February 2021 to support program delivery in 2021-22.
- We are expecting to release another call in the spring and will be communicating details with First Nations communities and institutes at a later date.

122

## BC Post-Secondary Partnerships Program, cont'd

- In October 2020, the Province announced \$15 million in funding for Indigenous skills training initiatives as part of BC's Economic Recovery Plan.
- FNEC and IAHLA jointly submitted a proposal for FNEC to administer this funding, working with IAHLA, through the Post-Secondary Partnerships Program (PSP), and received \$5 million bringing BC's total PSP budget to \$7.2 million.
- This is a key milestone in moving towards First Nations control of First Nations education with respect to the community-based program delivery, as envisioned under the BC Tripartite PSE Model.

123

## Updates on PSE Programs, Projects and Initiatives

124

## Aboriginal PSE Policy Framework

- FNEC, IAHLA, and the Ministry of Advanced Education, Skills and Training 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 current Policy Framework are being revisited by the Policy Working Group in light of existing provincial commitments to First Nations and the BC Tripartite PSE Model being developed by First Nations
- The Ministry will be engaging with First Nations on the updated Policy Framework for their consideration and feedback prior to finalizing it.

125

## Core Funding for First-Nations Mandated Institutes

- The majority of First Nations-mandated institutes rely on proposal-based funding, impeding their ability to offer responsive, community-based post-secondary programming on an ongoing basis and putting them in jeopardy of closure.
- In 2019, FNEC and IAHLA initiated worked together on the development of a costing model for First Nations-mandated institutes.
- This work informed the development of a proposal \$4.75 Million to the Ministry for core funding for First Nations-mandated institutes.
- Given that this request falls outside of the scope of the Ministry's existing programming and available budget, FNEC and IAHLA have been working with the Ministry on a treasury board submission to support these institutes.

126

## Children and Youth in Care Strategy

- Indigenous former children and youth and care experience significantly poorer educational outcomes in k-12 and post-secondary compared to their peers.
- Existing mechanisms for identifying children and youth currently or formerly in care are inadequate resulting in fewer supports for these students.
- While the BC NDP committed to removing the age parameters of 19 – 26 for the Tuition Waiver Program for former youth in care, these students require broad wrap-around supports, among a number of targeted measures to ensure they succeed in post-secondary.

127

## Children and Youth in Care Strategy, cont'd

- On May 26, 2020, the First Nations Children and Youth in Care Protocol was signed by First Nations Leadership Council (as represented by the BC Assembly of First Nations, First Nations Summit, and Union of BC Indian Chiefs); the Province (as represented by the Ministry of Education, the Ministry of Children and Family Development, and the Ministry of Advanced Education, Skills, and Training); and FNEC.
- The Protocol commits the signatories to work together on specific issues and initiatives to improve the educational outcomes of all First Nations children and youth in care and former youth in care in BC in the K-12 and post-secondary education systems through legislative, policy and practice reform.
- The Protocol requires signatories to develop a work plan and meet twice a year to review progress.

128

## Indigenous Language Fluency/Proficiency Degree

- FNEESC and IAHLA, working with the Consortium of public post-secondary institutes, communities and institutes, developed a framework for an Indigenous Language Fluency/Proficiency Degree
- FNEESC has begun allocating \$2 million to communities and institutes delivering certificates and diplomas which conform to the framework and ladder into the degree.
- This initiative is expected support efforts underway to revitalize their languages by increasing the number of fluent speakers.

129

## Racism in the Public Post-Secondary System Research

- FNEESC is undertaking research on Indigenous student experiences of racism in the public post-secondary system.
- This project includes 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.
- This research will yield information on the extent and nature of racism experienced by Indigenous students in the public post-secondary system.
- The focus groups and survey components of the research have been delayed, in part due to the pandemic and concerns for student safety, while the remainder of the research continues to proceed.

130

## BC Tripartite PSE Model

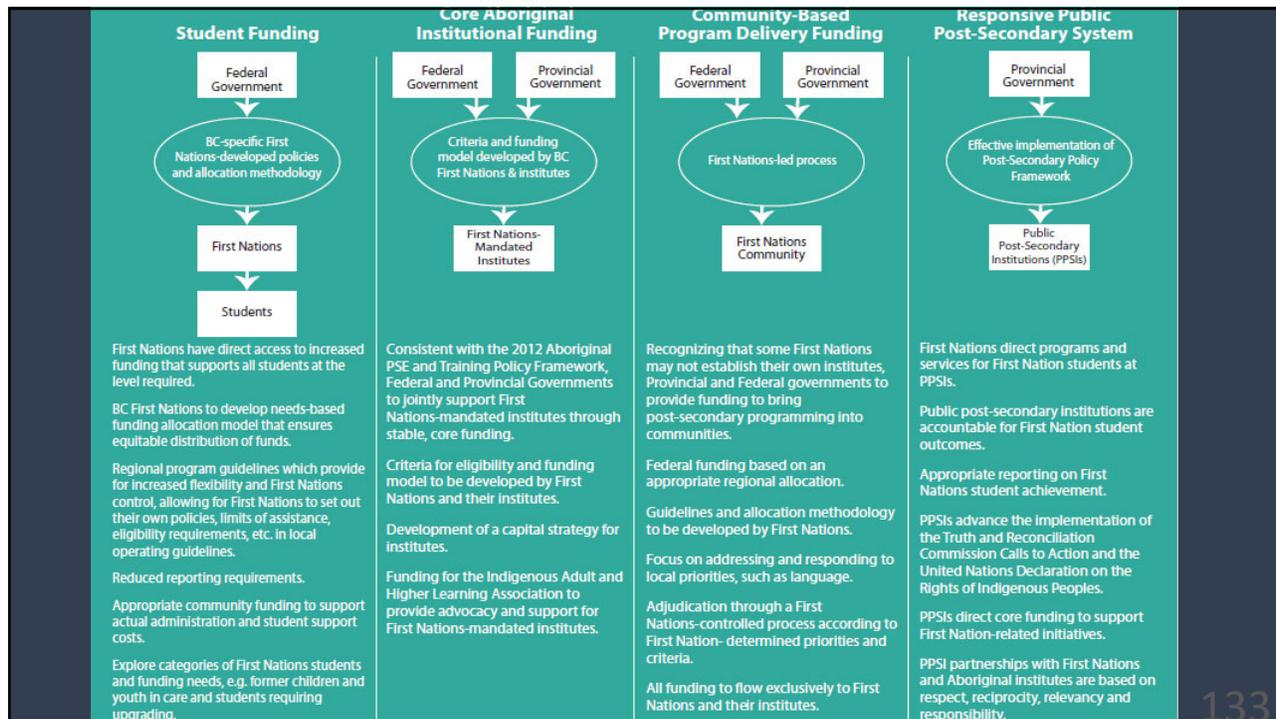
- CONTEXT
- STUDENT PILLAR
- FIRST NATIONS-MANDATED INSTITUTES PILLAR
- COMMUNITY-BASED PROGRAM DELIVERY PILLAR
- RESPONSIVE PUBLIC POST-SECONDARY SYSTEM PILLAR

131

### Context

- First Nations have called for a tripartite regional approach to First Nations post-secondary education consistent with the principle of First Nations control of First Nations education.
- Through engagement with First Nations, FNEC has identified the following key pillars under for the BC Tripartite PSE Model:
  - Student Funding
  - Core First Nations-mandated Institute Funding
  - Community-Based Program Delivery Funding
  - A Responsive Public Post-Secondary System

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133

## BC Tripartite Post-Secondary Model, cont'd

- FNEC participated in the development of a PSE policy proposal with the Assembly of First Nations (AFN) in 2018 that led to a Memorandum to Cabinet and a subsequent commitment from Canada of \$7.5M over 3 years to support the development of regional First Nations PSE models.
- FNEC is administering BC's portion of \$351,206 to support engagement with First Nations. While the COVID-19 pandemic has impacted this work, research is underway and engagement will be proceeding virtually.
- It is expected that the work underway on the new Policy Framework and the implementation of DRIPA will also create space for the development of BC's regional model

134

## BC Tripartite PSE Model, cont'd

Major developments in 2020 related to the model include:

- First Nations and First Nations-mandated institutes continued to be engaged on the model through the PSE Coordinator Workshops, FNEESC Regional Sessions and the Indigenous Adult and Higher Learning Association (IAHLA) board.
- FNEESC and IAHLA submitted a proposal to AEST for core funding for First Nations-mandated institutes and are currently working with the Ministry on a treasury board submission.
- FNEESC worked with IAHLA to develop a BC-specific approach to the Post-Secondary Partnerships Program and is now administering the program in accordance with regional program guidelines.
- FNEESC began allocating funding for the piloting of the Indigenous Language Proficiency/Fluency Degree.
- FNEESC is continuing to advance research on racism in the public post-secondary education system.
- During 2020 BC election campaign, the NDP committed to removing the age parameters of 19 - 26 for the tuition waiver program for former children and youth in care, which FNEESC and others have called for since the program's inception.

135

## Student Pillar

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## Student Pillar

- Currently, funding is provided directly to First Nations communities to support individual students through the Post-Secondary Student Support Program.
- 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, but that there are concerns about the current methodology.

137

## Student Pillar: Feedback from First Nations to Date

### Student Pillar

- Funding must increase and greater support for PSE Coordinators is needed in order to effectively administer student funding and meet the needs of 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.
- The existing reporting requirements and tools are cumbersome and inappropriate.
- Former children and youth in care should receive full funding for PSE.

138

## Student Pillar

Any questions or comments on the student pillar?

139

## First Nations-Mandated Institutes Pillar

140

## First Nations Mandated Institutes

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

- Integrating language and culture education, as relevant for the communities and student populations, and contributing to language revitalization.
- Providing educational opportunities in proximity to students in community or rural locations.
- Providing flexible and supportive programming, based on an understanding their students' and community's needs.
- Offering appropriate programming under the direction of First Nations communities.

141

## First Nations-Mandated Institutes, cont'd

- 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.
- In July 2020, FNEESC and IAHLA submitted a proposal for core and developmental funding for IAHLAs totaling \$4.75 million and is working with the Ministry on a treasury board submission.

142

## 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.
- Institutes need support from a regional body, and IAHLA should receive funding under the model.
- Institutes require quality assurance mechanisms that meet their needs.

143

## First Nations-Mandated Institutes Pillar

Any questions or comments on the First Nations-mandated institutes pillar?

144

## Community-Based Program Delivery Pillar

145

## Community-Based Program Delivery

- Many First Nations do not have an institute and may have no plans to establish one.
- Such communities require access to relevant, quality post-secondary programming.
- Funding is required to meet these needs and must be based on region-specific guidelines and First Nations-led processes.
- This builds on existing funding available through the Aboriginal Community-Based Training Partnerships (ACBTP) Program, Indigenous Skills Training and Development Fund (ISTDF) and Post-Secondary Partnerships Program (PSPP).

146

## Community-Based Program Delivery, cont'd

- In December 2019, AEST announced a new funding approach for Indigenous Skills Training Programs, which combines funding for the Aboriginal Community-Based Training Partnerships Program (ACBTPP) and the Indigenous Skills Training Development Fund in one pot totaling \$24 million.
- First Nations in the province, as well as BC Association of Aboriginal Friendship Centres members and Métis Chartered Communities, were each provided a notional allocation of \$90,000.
- FNEESC and IAHLA have expressed a number of concerns with this approach, in particular that it is not equitable and amenable to communities delivering meaningful post-secondary programming, and that communities have indicated feeling pressured into partnering with other communities when such partnerships are not feasible or appropriate.

147

## Community-based Program Delivery, cont'd

- As mentioned earlier, in October 2020, the Ministry of Advanced Education and Skills Training announced that it would be providing \$15 million in Indigenous skills training and education program funding as part of *BC's Economic Recovery Plan*.
- FNEESC and IAHLA jointly submitted a proposal for FNEESC to administer this funding, working with IAHLA, through the Post-Secondary Partnerships Program (PSPP), and received and received \$5 million bringing BC's total PSPP budget to \$7.2 million.

148

## Feedback from First Nations To Date

### Community-Based Program Delivery Pillar

- The high cost of delivering programs in-community and the lack of funding make it difficult to deliver meaningful programming.
- Communities require support to help design and deliver programs.
- A set annual allocation is preferable to a proposal-based process, if sufficient funding is available for all communities.
- If an independent First Nations adjudication committee is created to adjudicate proposals, it should be transparent and accountable.
- Communities require resources and expertise to support them when they are drafting proposals.

149

## Community-Based Program Delivery Pillar

Any questions or comments on the community-based program delivery pillar?

150

## Responsive Public Post-Secondary System Pillar

151

## 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 ministries, the Industry Training Authority and private donors.
- This also does not include targeted funding for Aboriginal learners through the Aboriginal Service Plan Initiative.

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## 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.

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## Feedback from First Nations To Date

### Responsive Post-Secondary System Pillar

- There is a need for public post-secondary institutes to be more accountable for student outcomes and for the delivery of programming and services to Indigenous students.
- Indigenous advisory councils composed of First Nations on whose territory public post-secondary institutions are operating should be mandatory.
- There is a need for affordable, culturally appropriate housing.
- Indigenous people must be represented at all levels of governance within public post-secondary institutes.

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## Responsive Post-Secondary System Pillar

Any questions or comments on the responsive post-secondary system pillar?

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## Model Development - Next Steps

- FNEESC, working with IAHLA, will continue to develop the Model through a comprehensive engagement process that includes further research and discussion with BC First Nations and First Nations institutes.
- We will continue to involve and seek direction from First Nations Leadership to support its continued development and implementation.

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## Feedback Workbooks

Complete your workbook and send it to [pse@fnesc.ca](mailto:pse@fnesc.ca) within seven days, along with your full name in the body of the email, and you will be entered to win prizes!

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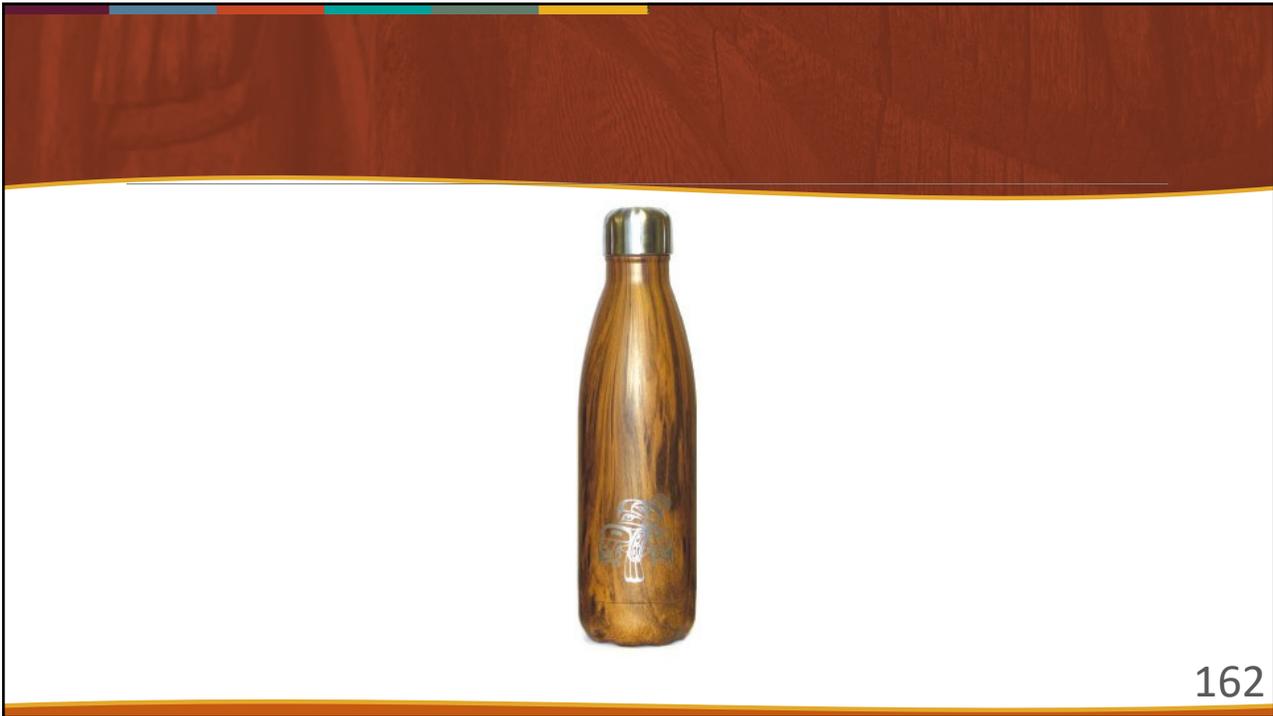
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**EFW2**  
Spirit Wolf  
Paul Windsor,  
Haisla, Heiltsuk

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Thank you for your  
commitment to First Nations  
education.



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