TEMPLATE

First Nations

Post-Secondary Education

Local Operating Guidelines

**DRAFT**

Last Revised October 2022

Prepared by the Post-Secondary Subcommittee of the First Nations Education Steering Committee



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**Background**

The First Nations Education Steering Committee (FNESC) was founded in 1992. FNESC works at the provincial level to provide services in the areas of research, communications, information dissemination, advocacy, program administration and networking. FNESC also strives to share up-to-date information about available programs, government policies and initiatives, and local, provincial and national education issues that affect First Nations learners. In addition, FNESC strives to build partnerships with federal and provincial government agencies and other relevant stakeholders in order to communicate the issues and concerns of BC First Nations and to ensure that they are addressed in a meaningful way.

For many years, FNESC has benefited from an active Post-Secondary Subcommittee (PSSC) that works to advance issues related to First Nations post-secondary education (PSE) and to develop united responses to provincial and federal PSE policies and programs. The overall goal of the work done to date has been to ensure that all BC First Nations students have access to high quality post-secondary opportunities. The role of the PSSC will continue to grow as First Nations work towards the development and implementation of a BC First Nations Tripartite Post-Secondary Education Model.

The PSSC is comprised of Board members who appointed to the PSSC by the Board. The role of the PSSC is as follows:

* To participate in and contribute to discussions about PSE
* To identify areas requiring specific attention in the long and short-term
* To advocate for post-secondary initiatives and services as necessary
* To seek community input to identify and prioritize post-secondary issues
* To develop unified responses to provincial and federal PSE issues

The PSSC meets regularly to discuss relevant issues and reports to the FNESC Board regarding PSE matters.

**Purpose**

This toolkit was created by FNESC to support First Nations communities in developing local operating guidelines and meeting program requirements. It also addresses further areas that First Nations may wish to incorporate into their local operating guidelines.

The Indigenous Services Canada (ISC) Post-Secondary Student Support Program (PSSSP) and University and College Entrance Preparation Program (UCEPP) National Guidelines allow for the development of local operating guidelines to assist with the administration of PSE funding, as highlighted in the box below. Please note, local operating guidelines must be consistent with ISC’s National Guidelines which may be updated on a yearly basis.

While the National Guidelines do not require communities to develop local operating guidelines, communities are strongly encouraged to do so. Local operating guidelines provide communities with an opportunity to articulate their vision for post-secondary education, community-specific priorities and criteria for allocating funding, expectations for their learners in order for them to access funding, limits on the assistance available for students and clear procedures for deferrals of funding and appeals of funding decisions.

FNESC is working with First Nations to develop regional program guidelines for student funding which will replace National Guidelines, and these will need to be negotiated with ISC as part of the development and implementation of a BC-specific post-secondary education model. As a result, both the PSSSP/UCEPP guidelines and this toolkit may change substantially in the future. FNESC works to keep PSE Coordinators informed of changes to the administration of the PSSSP/UCEPP and will continue to regularly update this toolkit.

**Local Operating Guidelines: General Requirements**

According to section 6.3 of the 2022-2023 National Guidelines, First Nations must provide the following when administering the PSSSP/UCEPP:

* Publicly available priority selection criteria to use when allocating funding;
* Rules for deferring applicants in situations when there are more eligible students than funds available; and
* A publicly available appeals process.

Section 8 of the National Guidelines requires that First Nations “deliver a clear application process for student applying” and that information on this process be made available to prospective applicants. While the National Guidelines do not require First Nations to develop local operating guidelines, they are a way of clearly satisfying the above requirements and administering the PSSSP/UCEPP. FNESC recommends that communities also include, at a minimum, the following elements in their local operating guidelines:

* Definitions of key terms used in local operating guidelines;
* Information on the eligibility requirements for students (as defined in section 5 of the National Guidelines), programs (section 6.1) and institutions (section 6.2);
* Information on eligible expenditures;
* Limits of assistance, as prioritized by First Nations, provided they fall within the maximum amount payable set out in section 9.1 of the National Guidelines;
* Details on application procedures, as well as administrators’ responsibilities and contact information.

**Summary of Changes to the National Guidelines**

While ISC did not introduce any major changes to the 2022-2023 National Guidelines. a number of major changes were made in 2019-2020 and 2020-2021National Guidelines. These include:

* Child care was added as an eligible expense;
* Part-time students were made eligible for travel and living expenses;
* The two trip per academic year restriction on travel support was removed;
* Use of the Canada Student Loan Program Needs Assessment Table when determining living allowance rates was made voluntary;
* The maximum amounts payable to students increased from $50,000 to $53,000 per year and, in extraordinary cases, from $83,000 to $90,000 per year;
* The cap on administration costs was increased from 10% to 15% of the sub-total amount requested before administration costs;
* Eligible expenditures were expanded to include expenses not explicitly listed in section 7.1;
* Sections 6.2.1 and 6.2.2, specifying the limits of assistance, were removed, including the 2-year 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;
* Inuit students were removed from guidelines and are now supported by the Inuit Post-Secondary Education Strategy; and
* Definition of satisfactory academic standing was made the responsibility of recipients, rather than students’ institutions.

Please see the relevant sections of the toolkit for guidance on updating local operating guidelines in light of these changes.

**TEMPLATE LOCAL OPERATING** **GUIDELINES**

**[INSERT FIRST NATION NAME]**

**Post-Secondary Education Local Operating Guidelines**

**[DATE APPROVED]**

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# **Introduction**

***Example:***

*The [insert First Nation name] is responsible for the development of operating policies and guidelines to guide the administration of the Post-Secondary Student Support Program (PSSSP) and University and College Entrance Preparation Program (UCEPP) for the [insert First Nation name] (the “First Nation Post-Secondary Education Assistance Program”).*

*This policy guides the First Nation Education Department in assessing the eligibility of students to receive financial assistance to attend accredited post-secondary institutions in an eligible program of study. It has been ratified by Chief and Council and applies to all students seeking financial assistance from the First Nation. This policy has been designed to be consistent with the [insert year of National Guidelines] Indigenous Services Canada (ISC) National Guidelines.*

*PSSSP funding is meant to assist eligible [insert First Nation name] students to pursue post-secondary programs. PSSSP funding normally covers costs associated with completion of post-secondary, such as tuition, mandatory fees, application fees, books and supplies, initial professional certification and exam fees, official transcript fees, living allowance and travel, tutorial, guidance, and counseling, and child care services, if it is within the [name of First Nation]’s budget and if the [name of First Nation]’s has chosen to provide these services. Please see eligible expenses in Section X of these local operating guidelines and/or speak with the [name of First Nation]’s Education Department if you require more information on how amounts for eligible expenses are determined.*

# **Program Objectives & Administration**

## [Insert First Nation Name] Vision Statement

* **Drafting Instruction: Insert a description of your community’s vision regarding the education of community youth/members in this section. This is not a mandatory element, but can be useful for providing overarching guidance. Examples have been included below for your convenience.**

***Examples****:*

* 1. *The [Insert First Nation Name] seeks to support the increased participation and success of its members in recognized post-secondary education programs. Such participation and the completion of post-secondary education increases the employability of individuals and helps to develop the governance capacity of the First Nation.*
  2. *The objective of the [Insert First Nation Name]’s PSE program is to support eligible students to gain access to post-secondary education and to graduate with the skills and competencies for gainful employment and individual growth.*
  3. *The [Insert First Nation Name] seeks to provide the best level of support possible to its students for PSE, with the goal of assisting to achieve high student retention, success and graduation rates.*
  4. *The [Insert First Nation Name] seeks to encourage, support and assist its members to access post- secondary education opportunities and to graduate from their respective programs of study with the skills, qualifications and competencies to pursue their chosen careers or employment and to realize their full potential.*

## Objectives

* **Drafting Instruction: Objectives are not mandatory; however, many communities choose to include them. An example is provided below.**

***Examples****:*

1. *To support as many eligible First Nation students as possible to access post-secondary education and graduate from their respective program of study with the skills, qualifications and credentials required to pursue their chosen career path and to realize their individual potential to contribute to the community and society.*
2. *To encourage students to pursue programs that allow them to return to community to contribute to community development and self-determination, as well as build community human resource capacity.*

## Administration

* **Drafting Instruction: The local operating guidelines should include the contact information of the Post-Secondary Education Coordinator. This will need to be kept up to date when there is a change in personnel.**

***Example:***

*The Education Department is mandated by Chief and Council to administer the [Insert First Nation Name] PSE Assistance Program*

*First Nation members seeking PSE funding will be provided a copy of these Guidelines. They may submit their applications in accordance with these Guidelines.*

*The [PSE Director/Committee] will review completed applications and assess whether they meet the terms and requirements set out in these Guidelines. The [PSE Director/Committee] will advise applicants as to whether their application for sponsorship has been approved as soon as possible. Where an application is not approved and the applicant wishes to appeal the decision, they may follow the appeal process set out in these Guidelines. All enquiries about the PSE program should be directed to:*

*Name:*

*Title:*

*Address:*

*Phone:*

*Email:*

*Fax:*

# **Local Operating Guidelines**

## Definitions

* **Drafting Instruction: Definitions can be useful to ensure the First Nation, students and parents all have the same understanding of terminology and how terms apply throughout the Guidelines. Below are commonly used terms. Please note, these definitions come from PSE institutions, BC StudentAid Policy Manual, First Nations’ local operating guidelines, as well as ISC. These definitions are not mandatory, and your First Nation may wish to revise these, or add further definitions to this section.**

**Academic year”** means the length of an academic year for a Program of Study as defined by the Post- Secondary Institution.

**“Affiliated Member”** means a status First Nations individual who is affiliated with [insert First Nation name] but does not have Band Membership. Affiliated Members are not eligible for PSE support through the Band, but are encouraged to apply for PSSSP/UCEPP funding through the BC Association of Aboriginal Friendship Centres at 250-388-5522, ext. 216 or [education@bcaafc.com](mailto:education@bcaafc.com).

**“Band Member”** means a person whose is lawfully registered to the Band List and is a full member. Only full, registered members of [insert First Nation name] are eligible for PSE support through the Band.

**“Dependent”** is defined by Canada Revenue Agency as a “person who, at any time in the year, is dependent on you for support,” and can include a “parent or grandparent by blood, marriage, common-law partnership, or adoption”, or a “child, grandchild, brother, or sister, by blood, marriage, common-law partnership, or adoption and under 18 years of age or has an impairment in physical or mental functions.” To be considered a dependent according to the National Guidelines, the person must not receive income in excess of the income allowed for a dependent spouse by Canada Revenue Agency.

**“Dependent Spouse”** means a person who is married to the student or has lived with the student as a partner, in a marriage-like relationship, for at least one year prior to application for educational support. This person is dependent on the student and does not receive a net annual income in excess of the level of income allowed for a dependent spouse by Canada Revenue Agency.

**"Eligible Post-Secondary Institution"** means a post-secondary institution that is listed as a designated institution on Indigenous Services Canada’s list of designated institutions or Employment and Social Development Canada’s list of designated institutions.

**“Full-time student”** [insert definition here]

* **Drafting Instruction: According to the National Guidelines, full-time status and part-time status are defined by the institution which the student is attending. However, your First Nation may wish to have its own definitions of what it considers to be a full-time student and a part-time student.**

***Example 1:***

*“means a student who is defined as such by the post-secondary institution which they are attending..”*

***Example 2:***

*“means a student who is taking three (3) or more courses at a post-secondary institution.”*

***Example 3:***

*“means a student who is taking a number of credits equivalent to nine (9) or more hours of in-class time per week at a post-secondary institution.”*

**“Part-time Student”** [insert definition here]

***Example 1:***

*“means a student who is defined as such by the post-secondary institution which they are attending.”*

***Example 2:***

*“means a student who is taking three (3) or less courses at a post-secondary institution.”*

***Example 3:***

*“means a student who is taking a number of credits equivalent to less (12) hours of in-class time per week at a post-secondary institution.”*

**“New Student”** means an applicant who has not previously applied for the First Nations Post-Secondary Assistance Program.

**“Continuing Student”** means an applicant who is applying for funding to continue their studies after having already been funded through the First Nations Post-Secondary Assistance Program.

**“Returning Student”** means an applicant who has previously received funding for a program, and is requesting funding for a new program, or who is returning to their studies after a significant hiatus.

**“Graduate Student”** means an applicant who is applying to a Masters or Doctoral program, or who is currently a Masters or Doctoral student. Graduate students may also be new students, continuing students, or returning students as defined in this section.

**“Permanent Disability”** refers to a functional limitation caused by a physical or mental impairment that restricts the ability of a person to perform the daily activities necessary to participate in studies at a post- secondary level or in the labour force and is expected to remain for the person’s expected natural life. The student shall provide, with their funding application, proof of their permanent disability in the form of:

* + a medical certificate;
  + a psycho-educational assessment; or
  + documentation proving receipt of federal or provincial disability assistance.

**“Post-Secondary Institution (or “school”)** means an accredited Institution that grants certificates, diplomas and/or degrees and is a post-secondary institution recognized by the province or territory or recognized to deliver post-secondary education programs by arrangement within an eligible post- secondary institution. See Appendix for more information.

**“Practicum”** means a supervised and mandatory (required for graduation) portion of an educational program emphasizing the practical application of previously learned theory, methods, skills, professionalism, orientation and ethics in a specialized area of study which does not exceed more than 20 percent of the total program. Students must be supervised and evaluated by the employer while doing productive work (not merely observing) where no remuneration is received.

**“Program of Study” or “Program” means** all post-secondary programs leading to a certificate, diploma, or degree.

**“Pro-rated amount”** [insert definition here]

* **Drafting Instruction: A “pro-rated amount” is an amount that is a proportion of what is normally awarded to full-time students. Your First Nation should determine how this amount is calculated in the appropriate section in your local operating guidelines. If your First Nation will not be providing funding for part-time students, remove this definition.**

***Example 1 (Generic):***

*“means a reduced amount for part-time students as compared to the amount allocated for full-time students. A more comprehensive definition can be found in Section [X] of these Guidelines.”*

***Example 2 (Specific Definition):***

*“means an amount equal to half the travel/living allowance for a full-time student that is allocated to part-time students.”*

***Example 3 (Specific Definition):***

*“means an amount equal to the proportion of courses a part-time student is taking relative to a full-time student. For example, if a full-time student is defined as 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 travel/living allowance of the full-time student.”*

**"Recipient"** means an administering organization in receipt of funds intended to finance the PSSSP and UCEPP in accordance with the National Guidelines. This may be bands, tribal councils, First Nations education authorities, or other First Nations organizations which have responsibility for the administration of the program or a portion of it.

**“Satisfactory Academic Standing”** [insert definition here]

* **Drafting Instruction: In previous versions of the National Guidelines, satisfactory academic standing was defined by the institution which the student is attending. While it is now up to First Nations to define, this definition is only relevant to determining students’ eligibility for PSSSP/UCEPP funding. Students must generally meet their institution’s definition of satisfactory academic standing or else risk failing to complete their program of study.**

***Example 1 (Generic):***

*“means successful completion of courses leading towards a formal credential for each period of study. Students in their first period of study are considered to have satisfactory academic standing.”*

***Example 2 (Institution’s Definition):***

*“is defined as per the institution’s definition of satisfactory academic standing or the most equivalent term.”*

***Example 3 (Grades-based Definition):***

*“means achievement of an average grade of [X] for each period of study. Students in their first period of study are considered to have satisfactory academic standing.”*

***Example 4 (Courses Passed/Failed):***

*“means successful completion with a passing grade in [insert minimum number of courses passed] in each period of study. Students in their first period of study are considered to have satisfactory academic standing.”*

**"Semester"** means a part of an academic year, as defined by the post-secondary institutions. Semesters usually cover the periods from September to December, January to April, and May to August.

**"Student"** means an individual who has successfully applied to be funded under the PSSSP or UCEPP and fulfills the conditions of the programs in order to receive financial support or to successfully attain a post- secondary diploma, degree, or certificate.

**"Supplies"** means items which are listed as required by the student's Post-Secondary Institution. This could include a lab coat, iclicker, etc.

**"T****reaty Indian/ Status Indian"** means a person whose name has been entered in the Indian Registry maintained by ISC as defined by the *Indian Act.*

1. 1. **Application Requirements & Deadlines**

* **Drafting Instruction: Section 8 of the National Guidelines requires that First Nations publish application information online to prospective applicants. You may choose to set deadlines and instructions for completing applications in an Applications Requirements and Deadlines section. You may also consider setting timelines for Education Department processes, such as when sponsorship will be confirmed for applicants. If you choose not to include deadlines and instructions for completing applications in this section, you must ensure they are made publicly available online, as per section 8 of the National Guidelines.**

***Example:***

*Students must complete and submit the [insert First Nation name] Post-Secondary Education Application Form” in Appendix A, including all required supporting documentation, to [Education Coordinator title and/or name] by: [insert deadline].*

*Students are responsible for ensuring that their application form is* ***complete, signed and received by the deadline.*** *Incomplete applications will cause delays.*

*Any application that misrepresents the student’s circumstances, or a spouse’s circumstances (where the student is claiming living allowance in relation to a spouse), will result in denial of funding or cancellation of funding.*

* **Drafting Instruction: You may also consider setting timelines for processing late applications.**

***Example 1:***

*Late applications will only be considered if there are sufficient funds available after the processing of completed applications that were received on time.*

***Example 2:***

*Late applications will not be considered.*

* **Drafting Instruction: You may also consider setting timelines for amending incomplete applications or simply stating that late applications will not be considered.**

***Example 1:***

*Applicants submitting incomplete applications may be permitted to complete their application within a timeframe determined at the discretion of the [PSE Coordinator/Committee].*

***Example 2:***

*Incomplete applications will not be considered.*

**Required Documentation**

* **Drafting Instruction: Your First Nation may choose documentation to assist with the application process and monitor a student’s progress. These documents can be described here. The Application Form and checklist should be updated to reflect these.**

***Example:***

*The [insert First Nation name] requires the following documentation to assist with the administration of PSSSP and UCEPP:*

* *Copy of Status Card (both sides);*
* *Copy of acceptance letter from an eligible post-secondary program that will be delivered by an eligible post-secondary institution;*
* *Official Transcripts from all institutions attended (official transcripts are signed and sealed by the institution and have not been opened. Photocopies, scanned and emailed copies and faxes of official transcripts do not meet the reporting requirements for PSE funding);*
* *Signed release form(s);*
* *Dependent Declaration form(s).*
* **Drafting Instruction: You may want to request additional documentation from students applying for assistance through UCEPP to ensure the eligibility of their programs.**

***Example:***

*Students applying for assistance through UCEPP must obtain a statement from the relevant institution (i.e. college or university), which attests that:*

* *UCEPP will provide the student with the necessary courses to attain the academic level for university or college entrance; and*
* *The student will be eligible for admittance as a student of a regular university or college credit program upon successful completion of the UCEPP course of studies.*

## Eligibility Requirements

### Student Funding Eligibility

***Example***

* *The [insert First Nation name] can only provide funding support for eligible students as described in these local operating guidelines.*
* *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 5 of the National Guidelines) and maintain satisfactory academic standing.*

### Eligible Post-Secondary institutions

***Example***

*Eligible post-secondary institutions are described in section 6.2 of the National Guidelines as 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 with 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 the PSSSP/UCEPP National Guidelines and [insert First Nation name]’s local operating guidelines.*



### Eligible Programs

***Example***

*Eligible programs are described in section 6.1 of the National 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 Guidelines and speak with the Education Department to determine if the program in which you are hoping to enroll meets the eligibility requirements as req**uired by ISC.*

## Priority Selection Criteria

* **Drafting Instruction: Priority selection criteria are required under section 6.3 of the 2022-2023 National Guidelines. You may wish to preface the criteria with a general statement. Examples are provided for your convenience below:**

***Examples:***

1. *The [insert First Nation name here] wishes to support as many students as possible who…*

*“will use their skills and knowledge for the betterment of the [insert First Nation]” …or “demonstrate readiness and determination to complete their post-secondary education”.*

1. *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 funding available, the selection of applicants will be based on the following priority selection criterial:*

* **Drafting Instruction: Priority selection criteria, as determined by your First Nation, could then be listed below. The point of this section is to provide clarity to students on how the First Nation will determine which students it will sponsor.**

***Examples include:***

1. *Continuing students that are in satisfactory academic standing (e.g. students already being supported with PSE funding); Recent high school graduates with high academic achievement and clear goals that demonstrate readiness;*
2. *Students [or applicants] that were deferred in the recent past due to lack of available funds;*
3. *Mature students that demonstrate readiness;*
4. *Graduate students (Masters students or Doctoral Degree Programs);*
5. *Returning students;*
6. *Part-time students;*
7. *Students who have initiated their studies without support from the [insert First Nation name] and plan to attend whether they receive support or not.*

**Note: This list is not exhaustive nor is it in order of importance. These are examples of factors that can be considered when selecting students. If there is a clear order of applicants that will be selected first above all other eligible applicants, such as continuing students and students near completion, this should be made explicit in your local operating guidelines.**

* **Drafting Instruction: Below are some examples of the order in which a First Nation may prioritize their students for sponsorship.**

***Example 1:***

*Priority 1 Students who were provided PSE funding in the most recent academic year, have successfully completed the year, and are continuing in their same approved program.*

*Priority 2 Students who demonstrate clear academic achievement and readiness and who have not previously received financial support from [insert First nation name] in completing a post- secondary credential.*

*Priority 3 Deferred students.*

*Priority 4*

*Mature students.*

*Students who were previously sponsored but either withdrew or were unsuccessful.*

***Example 2:***

*Priority 1 Students who were attending PSE or high school in the most recent academic year, have successfully completed the year, and are continuing their studies.*

*Priority 2 Students who demonstrate clear academic achievement and readiness who have not previously received financial support from [insert First Nation name] for post-secondary programming.*

*Priority 3 Students who have previously completed a post-secondary credential and are returning to complete a credential at a higher level.*

*Priority 4 Students who were previously sponsored but either withdrew or were unsuccessful.*

**Note: The National Guidelines provide a degree of flexibility for communities to administer UCEPP and PSSSP funding in accordance with the needs of their membership. To assess community needs related to PSE programs, funding, and supports, communities may wish to develop surveys, engage community members through meetings, and/or develop other feedback mechanisms to engage with both students and band membership.**

* **Drafting Instruction: Your First Nation may wish to further prioritize students based on their financial need.**

***Example:***

*Within each priority selection category, students will be further prioritized based on their overall level of financial need.*

## Deferred Students

* **Drafting Instruction: Procedures for wait listing deferred students are mandatory under section 6.3 of the 2022-2023 National Guidelines. Examples below are provided for your convenience.**

***Example 1:***

*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 X]. As additional funding becomes available, waitlisted students will be funded in the sequence in which they were waitlisted.*

***Example 2:***

*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 in which applications were received. As additional funding becomes available, waitlisted students will be funded in the sequence in which they were waitlisted.*

## Eligible Expenditures and Limits of Assistance

***Example:***

*[Insert First Nation name] receives limited PSE funding from ISC for the delivery of PSSSP and UCEPP. This funding may be below the level required to support all eligible students, and may not be sufficient to cover 100% of approved students’ costs to attend PSE programs. In the event that there are more applications for funding than that which is available, selection of applicants will be based on the order of priority in section three.*

*The National Guidelines refer to maximum amounts of funding that can be provided to students. Students are not entitled to these amounts. The actual amount of funding available to eligible students will depend on the overall amount of funding available to the [insert First Nation name] during a given fiscal year (April 1st to March 31st). Funding must be expended according to eligibility guidelines as shown in these local operating guidelines and cannot be provided for previous years.*

### Eligible Expenses

* **Drafting Instruction: In previous versions of the National Guidelines child care was not an eligible expense, and First Nations could not cover travel and living allowances for part-time students. The 2022-2023 National Guidelines now allow First Nations to cover expenses not included in section 7.1, Eligible Expenditures, as long as they are “associated with pursuing a post-secondary education credential at an eligible post-secondary institution.” First Nations covering such expenses may contact ISC BC Region for information on how to report them in the Annual Register of Post-Secondary Students. If First Nations may contact the FNESC Post-Secondary Education Resource Line for any questions related to eligible expenses/**

***Example:***

*Generally, the [insert First Nation] may cover any of the following expenses:*

* *Tuition and mandatory student fees;*
* *Initial professional certification and examination fees;*
* *Application fees;*
* *Books and supplies;*
* *Official transcript fees;*
* *Living allowances;*
* *Travel allowances;*
* *Costs for guidance and counseling;*
* *Costs for child care services;*
* *Scholarships and incentive payments;*
* *Administration expenses.*

*Limits to and approval of expenses are subject to available funding. Students are responsible for ensuring they pursue other sources of funding if the [insert First Nation name] PSE funding does not meet their financial needs.*

#### **Tuition & Mandatory Fees**

* + - * + **Drafting Instruction: While section 7.1.2 of the National Guidelines allows the payment of tuition, at the rate determined by the institution, First Nations may wish to set their own maximums. National Guidelines.**
        + **Drafting Instruction: Please note that tuition amounts may vary according to the program of study; for example, a nursing program may cost more than a certificate of administration program.**

***Example:***

*[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.*

#### **Books and Supplies**

* **Drafting Instruction: Insert the amount your First Nation will provide for books and supplies. You may consider having different amounts and/or rules that apply to full-time versus part-time students.**
* **Drafting Instruction: If your First Nation wishes to be invoiced directly by the institution (e.g. bookstore), you may amend this section accordingly.**

***Example****:*

*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 [reimbursed] without the original paid receipts. Arrangements may be made for payments to be made directly to the bookstore.*

#### **Travel and Living Allowance**

* **Drafting Instruction: Your First Nation should determine whether it will provide funding for a travel and/or living allowance.**
* **Drafting Instruction: Your First Nation should determine whether part-time students will be eligible for a travel and/or living allowance. If so, your First Nation should:**
  + **Determine whether they will be provided the full amount, or a pro-rated amount.**
  + **Provide definitions of “part-time” and “pro-rated” in the “Definitions” section of your local operating guidelines,**
  + **Clarify how the allowance is calculated for part-time students in this section.**
* **Drafting Instruction: Section 7.1 of the National Guidelines provide that travel allowance may cover “expenses associated with travelling home, including for dependents, if applicable” and that “recipients are encouraged to ensure students always seek economic means for travel, and to set maximum rates for which students are eligible to be funded.” Your First Nation will need to decide if it will:**
  + **cover the actual cost of travel or up to a maximum amount;**
  + **cover the cost of travel for dependents;**
  + **set additional limits, such as a maximum number of eligible trips per year, or a minimum distance between a student’s place of residence and post-secondary institution to be considered eligible.**
* **Drafting Instruction: If the First Nation will not provide financial assistance for travel, this section should be amended to specify that funding for travel is not available at this time.**

***Example 1 for full-time students (and part-time students if eligible):***

*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 are 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 is also eligible to receive travel allowance for their dependents.*

***Example 2 for full-time students (and part time students if eligible):***

*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.*

* **Drafting Instruction: If the First Nation will provide travel support at a different rate for part-time students, or will not provide travel support for part time students, this should be specified.**

***Example 1 if different for part-time students:***

*Part-time students who must travel more that [X]km from their place of ordinary residence to attend their Post-Secondary Institution 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 [is also/is not] eligible to receive travel allowance for their dependents.*

***Example 2 if different 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 that [X]km from their place of ordinary residence up to a maximum of $[insert dollar amount] per academic year.*

***Example if part-time students are not eligible:***

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

***Example:***

*In applying for travel assistance, students are expected to use the most economical means of travel possible. Students wishing to apply for travel assistance must complete a Travel Assistance Request Form [at least X weeks] prior to the expected date of travel.*

* **Drafting Instruction: Your First Nation should decide if it will cover travel required for distance education e-learning and adjust this section accordingly.**

***Example:***

*Students taking classes through distance education or e-learning who are required to travel to another location to complete their required exams are eligible for travel support. Where possible, students should request accommodation (such as taking the exam in the local school under the supervision of a teacher or school principal) to minimize the need for travel.*

* **Drafting Instruction: Your First Nation should 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.**

***Example for full-time students (and part-time students if eligible):***

*Full-time [and part-time] students are eligible receive financial support in the form of a living allowance to be used toward living costs such as food, shelter, clothing, daily transportation, utilities, child-care, and other personal items. The maximum amount a full-time [or part-time] student is eligible to receive will be determined by the Education Department in accordance with the chart set out in Appendix “X”.*

* **Drafting Instruction: If the First Nation will provide living allowances at a different rate for part-time students, or will not provide living allowances for part time students, this should be specified.**

***Example 1 if different for part-time students:***

*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.*

***Example 2 if different for part-time students:***

*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. 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 if not providing a living allowance for part-time students:***

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

#### **Tutorial, Guidance, and Counseling Services**

* **Drafting Instruction: Your First Nation should determine whether funding will be provided for Tutorial, Guidance, and Counseling Services. Where you will provide such funding, you may specify which services funding will be provided for (tutoring, guidance and/or counseling), you may also include what will constitute eligible tutoring, guidance, and/or counseling expenses.**

***Example:***

*Funding may be available for tutorial, guidance and counseling services for students enrolled in eligible programs and for individuals intending to apply to a Post-Secondary Institution. Given limited funding availability, students are encouraged to take advantage of any complimentary tutorial services available to them through services at their post-secondary institution.*

***Example if providing funding for tutorial, guidance, and/or counseling services:***

*Students are eligible to apply for financial assistance for tutoring up to a maximum of $[insert 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.*

***Example if not providing funding for tutorial, guidance, and/or counseling services:***

*The [insert First Nation name] is not able to provide funding for tutorial, guidance, or counseling services at this time.*

#### **Child Care Services**

* **Drafting Instruction: Your First Nation should determine whether funding will be provided for the cost of child care services. If your First Nation decides to provide funding for these services, you should determine how this funding will be calculated.**

***Example 1:***

*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.*

***Example 2:***

*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.*

***Example 3:***

*The [insert First Nation name] is not able to provide financial assistance for child care at this time.*

### Limits of Assistance

* **Drafting Instruction: The only limit on assistance included in the 2022-2023 National Program Guidelines is the maximum amount payable to students. Previous versions of the guidelines set out a variety of other limits in sections that have since been removed. While these limits are no longer mandatory, First Nations may wish to still include them depending on their available budget and priorities. Below, you will find language and instructions for drafting limits on the duration of assistance, the number of times a student may change or pause their program of study, part-time students, high cost programs and summer programs. You will also find language and instructions for specifying categories of expenses which are normally eligible under the National Program Guidelines, but which your community has decided not to sponsor.**

#### **Post-Secondary Student Support Program (PSSSP)**

* **Drafting Instruction: Previous iterations of the National Program Guidelines defined four levels of assistance that students can access to complete their post-secondary education through the PSSSP. If your First Nation finds these classifications useful in defining limits of assistance, you may want to continue including them in your local operating guidelines. You may also choose to include them to aid with reporting, as ISC still requires that First Nations provide information on the levels of education sought by students as part of the reporting process.**

***Example:***

*Assistance through PSSSP can be provided at four different levels of post-secondary education.*

***Level 1 Certificate/Diploma Level 2 Undergraduate Degree***

***Level 3 Graduate Degree/Advanced or Professional Degree Level 4 Doctoral/Postdoctoral Programs***

* **Drafting Instruction: Previous iterations of the National Program Guidelines placed limits on the length of time for which students could receive assistance through PSSSP. While, these limits have been removed, your First Nation should decide if it will continue to place limitations on the duration of assistance. If your First Nation decides to do so, it may determine how it will measure the duration of assistance. Possible measures could include number of credits, credentials, or academic years of study.**

***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.*

***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.*

#### **Changing or pausing a Program of Studies**

* **Drafting Instruction: In addition to placing limits on the duration of assistance, your First Nation may wish to limit the number of times a student is able to change or pause their program of studies.**

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

*Before making any changes to their program of study, students may wish to contact [Name of First Nation]’s Education Department to ensure they will still be eligible for PSE funding. Students who become eligible for assistance and have already completed a portion of their post-secondary studies without assistance may receive assistance for the balance of their program of studies, but cannot be reimbursed for previous expenses in accordance with the National Program Guidelines.*

#### **Part-time students**

* **Drafting Instruction: Tailor the language in this section depending on whether your First Nation decides to fund part-time students.**

***Example 1:***

*Part-time students are eligible to 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 First Nation] will determine how pro-rated allowances will be calculated, if at all for such students. See Section 3.1 of these Guidelines for a definition of “part-time”.*

***Example 2:***

*Part-time students are eligible to receive assistance for tuition and the actual cost of required books and supplies at the full amount. Part-time students are also eligible to receive assistance for living and travel allowances at a pro-rated amount as defined in Section 3.1 of these Guidelines. See Section 3.1 of these Guidelines for a definition of “part-time”.*

***Example 3:***

*Part-time students are not eligible for financial assistance at this time. See Section 3.1 of these Guidelines for a definition of “part-time”.*

#### **Summer programs**

* + - * + **Drafting Instruction: It is at the First Nation’s discretion to provide PSE funding for courses during the summer months. If there are circumstances in which summer courses cannot be funded, this should be described here. Otherwise, this section may be removed.**

***Example 1:***

*May-August courses will only be funded if required [and/or] funding is available. Priority will be given to students enrolled during the September – April academic year. Summer students must fill out an application form, supported by required documentation. The deadline for submission of the application is [deadline]. The student must be enrolled full-time.*

***Example 2:***

*Consideration will be given for summer program funding on a case-by-case basis.*

***Example 3:***

*Summer program funding will only include tuition and books and supplies.*

#### **Expenses NOT covered**

* + - * + **Drafting Instruction: The First Nation may wish to specify specific items for which it cannot provide PSE funding. Expenses that are eligible under section 7.1 of the National Program Guidelines, such as travel, can be listed here if it is an expense the community chooses not to cover due to budget limitations.**

***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.]*

## Student Scholarships and Incentives

* **Drafting Instructions: Previous versions of the National Program Guidelines included detailed guidelines and limits on scholarships and incentives. These no longer apply. If your First Nation decides to provide scholarships and incentives with PSSSP/UCEPP funding, you may consider clearly specifying how such awards will be fairly and transparently administered to students in accordance with your local operating guidelines.**

***Example Incentive 1:***

*Students who have successfully completed one year of study with [a GPA of X/an average of X] in a full-time post-secondary education program will be considered for an academic achievement scholarship valued at $[insert amount here], to be dispersed at [insert date].*

***Example Incentive 2:***

*Students who have successfully completed a semester of post-secondary studies will be considered for an achievement incentive valued at $[insert amount here], to be dispersed at the beginning of the following semester.*

***Example Scholarships and Incentives Selection Process:***

*Scholarships and incentives will be adjudicated by an independent committee, appointed by the Education Department of the [insert First Nation]. The [insert First Nation] will provide clear, publicly available criteria for each scholarship and incentive, including details on eligibility, application procedures and priorities for adjudication in cases where more students are eligible than there is funding available. A list of successful recipients will be posted on the [insert First Nation]’s website.*

## Student Responsibilities

* **Drafting Instruction: This section is not mandatory under the ISC PSSSP/UCEPP National Program Guidelines. However, maintaining satisfactory academic standing is required and your First Nation may wish to set clear expectations for students, such as maintaining a certain average, class attendance, accounting for prolonged or regular absences, submitting transcripts by deadlines, etc. Consider whether you would like to have a “funding contract” and/or “academic plan” with each student that sets out expectations, roles and responsibilities of the student. Alternatively, you may choose to include general expectations and requirements for students in your local operating guidelines, as well as circumstances that may result in the termination or suspension of funding.**

***Example:***

*Students must comply with these Guidelines.*

*Students must maintain satisfactory academic standing, as defined in section 3.1. Where a student does not maintain satisfactory academic standing, their funding may be suspended or terminated, or the student may be placed on funding probation.*

*Students must submit to the First Nation all pertinent documents demonstrating the student’s enrollment and progress in their program of study, including: admission letter, course timetables, official transcripts, progress reports, etc. (as the case may be). Registration enrollment documents indicating course titles and credit allocation must be submitted to prior to the commencement of classes.*

*Students are responsible for registering for courses as required by the post-secondary institution and provide a copy to the [Name of First Nation]’s Education Department. Late registration fees are the responsibility of the student.*

*Students must inform the [Name of First Nation]’s Education Department of any changes in their enrollment status from full-time to part-time student in advance of any such change (this will affect the student’s eligibility for certain types of assistance (e.g. travel and living allowance).*

*Students who intend to drop or add courses must notify the [Name of First Nation]’s Education Department in advance of any such change.*

*Students are responsible for ensuring that the funding received is used to support educational expenses, as set out in these Guidelines.*

*Students must keep their contact information, including home address, home phone, cell phone and email current with the PSE Coordinator. The student must notify the PSE Coordinator of any changes immediately.*

## Termination or Suspension of Funding

* **Drafting Instruction: This section is not mandatory under the ISC PSSSP/UCEPP National Program Guidelines. However, your First Nation may choose to set out all circumstances in which it may terminate or suspend funding to a student. You may also choose to include the consequences of a suspension or termination of funding. These may also be described and clarified in their sponsorship agreement. The First Nation may wish to include procedures for a student to remedy a situation that has rendered them ineligible for funding.**

***Example:***

*The First Nation may terminate funding granted to an eligible student in accordance with these Guidelines for any of the following reasons:*

* *The student makes a misrepresentation or false statement on their Application Form;*
* *The student withdraws from or changes their Program of Study without first notifying the Education Department;*
* *The student withdraws from the Post-Secondary Institution;*
* *The student does not maintain satisfactory academic standing at a Post-Secondary Institution in accordance with these Guidelines;*
* *The student is in breach of, and has not taken acceptable steps to rectify, a breach of their sponsorship agreement.*

*Where a student has their funding suspended in accordance with these Guidelines, the student must work with the [insert First Nation name] Education Department and take all necessary steps to rectify the breach that resulted in the suspension of funding. Once steps have been taken to the satisfaction of the Education Department, the student’s funding may be reinstated at the discretion of [insert First Nation name].*

## Appeal Process

* **Drafting Instruction: A formal process to appeal and to gain additional information on funding decisions is mandatory under Section 8.2 of the 2022-2023 PSSSP/UCEPP 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 following offers one possible appeal process. Your First Nation may consider adjusting this process (and entities) as appropriate. For example, you may wish only three levels of review instead of four as set out below.**

***Example of Appeal Process:***

*Where a student believes they have been unfairly denied access to post-secondary education funding opportunities by [Name of First Nation] and is convinced that the local or national program guidelines are not being fairly applied to them, the student has the right of appeal in accordance with the following process:*

1. *The student must discuss the decision with the Education Department in an attempt to resolve any disagreement that may have arisen in respect of the decision, including disagreements regarding the application process or interpretation of a provision of the Guidelines;*
2. *Where the student and Education Department are unable to resolve the disagreement, the student may file a formal written Appeal Letter, including all relevant documents, with the [Education Committee] [Senior Administrator] of the First Nation within [20] days of the funding decision. The Appeal Letter must clearly state the reason for the appeal.*
3. *The [Education Committee] [Senior Administrator] will review and respond to the Appeal Letter within 10 business days.*
4. *If the [Education Committee] [Senior Administrator] rejects the Appeal, the student has the option of forwarding their Appeal Letter to the Appeal Committee.*
5. *The Appeal Committee will review the Appeal and all related documents and information. The student will be notified in writing of the date and time of the Appeal Committee meeting at which the student’s Appeal will be presented. The appellant should present their position directly to the Appeal Committee if attending the meeting in person. All reasonable attempts to accommodate the student to present their case will be made (i.e. an out of province student may request a conference call, or communication video conference or other electronic method compatible with the First Nation’s available technology).*
6. *The appeal will then be reviewed by the Appeal Committee and a decision that is consistent with the 2021-22 National Program Guidelines and [Name of First Nation]’s local operating guidelines will be made. The decision will be final and carried out as soon as possible.*

*ISC will not accept appeals from students based on decisions made by [insert First Nation name].*

# APPENDIX A: POST-SECONDARY EDUCATION FUNDING APPLICATION FORM

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **POST-SECONDARY EDUCATION FUNDING APPLICATION FORM** | | | | | | | | | | | | | | |
| **[insert First Nation name]**  **Post-Secondary Education Funding Application Form** | | | | | | | |  | | | | | | |
|  | | | | | | Office Use Only | | | | | | | | |
| New Student  Continuing Student  Returning Student | | | | | | | | |
| **APPLICANT INFORMATION** | | | | | | | | | | | | | | |
| Last Name |  | | | First Name |  | | | Male  Female  Other: \_\_\_\_\_\_\_\_\_\_\_\_ | | | | | Date |  |
| Registration # |  | | | | | | | Date of Birth | | | | |  | |
| Street Address |  | | | | | | | Apartment/Unit # | | | | |  | |
| City |  | | | | | | | Prov. |  | | | | Postal Code |  |
| Phone |  | | | | | E-mail Address | | |  | | | | | |
| Years lived at address |  | | Social Insurance Number (SIN) | |  | | | Emergency Contact |  | | | | | |
| Marital Status | | | Single | | Married | | | Common Law | | | | | Separated/Divorced | |
| Are you currently employed? | | | | YES | NO | Employer | |  | | | | | | |
| If yes do you plan to continue employment? | | | | | YES | NO | | If yes, how many hours per week | | | | |  | |
|  | | | | | | | | | | | | | | |
| **SPOUSE'S INFORMATION** | | | | | | | | | | | | | | |
| Last Name |  | | | | | Given Name | |  | | | | | | |
| SIN# |  | | | | | Employer | |  | | | | | | |
| Unemployed | YES | | Receiving  benefits? | YES | NO | Benefits (WCB, Pension, etc.) | | |  | | | | | |
|  | | | | | | | | | | | | | | |
| **DEPENDENTS** | | | | | | | | | | | | | | |
| Dependents are: (insert your First Nation's definition here) | | | | | | | | | | | | | | |
| Last Name | | | | Given Names | | | | Date of Birth | | | | | Relationship | |
|  | | | |  | | | |  | | | | |  | |
|  | | | |  | | | |  | | | | |  | |
|  | | | |  | | | |  | | | | |  | |
|  | | | |  | | | |  | | | | |  | |
| **PROGRAM INFORMATION** | | | | | | | | | | | | | | |
| Institution Name | | |  | | | | | Student Number | | | | |  | |
| Program Name | | |  | | | | | | | | | | | |
| Length of Program | | |  | | Start Date |  | | | | | End Date | |  | |
| Occupational Field | | |  | | | | | | | | | | | |
| Full Time |  | |  | Part-time |  |  | | Current year of program | | | | |  | |
|  | | | | | | | | | | | | | | |
| **EDUCATION AND TRAINING HISTORY** | | | | | | | | | | | | | | |
|  | Name of School | | | Location | | Duration | | Completion | | | Certification | | | Band Funded? |
| High School |  | | |  | |  | |  | | |  | | |  |
| College |  | | |  | |  | |  | | |  | | |  |
| University |  | | |  | |  | |  | | |  | | |  |
| Graduate School |  | | |  | |  | |  | | |  | | |  |
| Other |  | | |  | |  | |  | | |  | | |  |
|  | | | | | | | | | | | | | | |
| **STUDY PLAN (COMPLETE USING YOUR SCHOOL'S CALENDAR)** | | | | | | | | | | | | | | |
|  | Fall Session | | | Winter Session | | Spring Session | | | | | Summer Session | | |  |
| Duration |  | | |  | |  | | | | |  | | |  |
| Number of Courses |  | | |  | |  | | | | |  | | |  |
| Number of Credits |  | | |  | |  | | | | |  | | |  |
| FT/PT |  | | |  | |  | | | | |  | | |  |
| List months for which living allowance requested: | | | | | | | | | | | | | | |
| Total number of months of living allowances requested: | | | | | | | | | | | | | | |
| **PROJECTED COMPLETION PLAN** | | | | | | | | | | | | | | |
| Year 1 | | | Number of Courses: | | | | | Number of Credits: | | | | | | |
| Year 2 | | | Number of Courses: | | | | | Number of Credits: | | | | | | |
| Year 3 | | | Number of Courses: | | | | | Number of Credits: | | | | | | |
| Year 4 | | | Number of Courses: | | | | | Number of Credits: | | | | | | |
| Year 5 | | | Number of Courses: | | | | | Number of Credits: | | | | | | |
| Year 6 | | | Number of Courses: | | | | | Number of Credits: | | | | | | |
| **TOTAL NUMBER OF CREDITS REQUIRED FOR COMPLETION:** | | | | | | | | | | | | | | |
| I have consulted with an academic/career counselor: YES NO | | | | | | | | | | | | | | |
| I have made contact with the Aboriginal support worker at my institution: YES NO | | | | | | | | | | | | | | |
| **FINANCIAL PLAN** | | | | | | | | | | | | | | | |
| **Financial Projection** | | | | | | | | | | | | | | | |
| Estimated Costs | | Current Year | | | | | | Next Year | | | | | | | |
| Tuition | |  | | | | | |  | | | | | | | |
| Books/  Supplies | |  | | | | | |  | | | | | | | |
| Living Expenses | |  | | | | | |  | | | | | | | |
| Transportation | |  | | | | | |  | | | | | | | |
| Travel | |  | | | | | |  | | | | | | | |
| I have additional applications for funding. They are: (please list) | | | | | | | | | | | | | | | |
| SCHOLARSHIPS : | | | | | | | | | | | | | | | |
| BURSARIES : | | | | | | | | | | | | | | | |
| AWARDS : | | | | | | | | | | | | | | | |
| PROVINCIAL/FEDERAL STUDENT LOANS : | | | | | | | | | | | | | | | |
| I have spoken with the financial aid department at my institution about funding: YES NO | | | | | | | | | | | | | | | |
| Signature | |  | | | | | | Date | | | |  | | | |
| **CODE OF CONDUCT AND SIGNATURE** | | | | | | | | | | | | | | | |
| I certify that my answers are true and complete to the best of my knowledge. | | | | | | | | | | | | | | | |
| Signature | | | | | | | Date | | |  | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **OFFICE USE ONLY** | | | |
| Request | Approved | | Denied |
| (reasons attached) |  | |  |
| Application received: |  | |  |
| File Number: |  | |  |
| Total # of months living allowance: |  | |  |
| Total tuition: |  | |  |
| Total books/supplies: |  | |  |
| Travel |  | |  |
| Sponsored to date: |  | |  |
|  | | | |
| Approved by (title) | | Approved by (title) | |

# APPENDIX B: STUDENT SUPPORT FUNDING AMOUNTS

|  |  |
| --- | --- |
| **Tuition:**  (Full-time [and Part-time students]) | Actual cost + compulsory student fees  *[Drafting Instruction: your First Nation may consider capping tuition rates at set amounts in order to limit pressures on your budget. If so, change “Actual tuition rate” to the maximum amount the First Nation may provide.]*  Tuition, including compulsory student fees, will be paid to students:   * Attending an eligible post-secondary institution, in accordance with the PSSSP/UCEPP National Program Guidelines [and X First Nations local operating guidelines], up to a maximum of X, including compulsory student fees, charged by the institution; * Attending a Canadian public post-secondary institution, at the at the actual tuition rate [or up to a maximum of $X], including compulsory student fees, charged by the institution; * Attending a Canadian public post-secondary institution, at the at the tuition rate, including compulsory student fees, charged by a Canadian public post-secondary which offers the least expensive comparable program; * Attending a private post-secondary institution, at the actual tuition rate [or up to a maximum of $X], including compulsory student fees charged by the institution, when it is demonstrated that there is no comparable program available at a public post-secondary institution in Canada; * Attending a private post-secondary institution, at the tuition rate, including compulsory student fees, charged by a Canadian public post-secondary institution which offers the least expensive comparable program; * Attending a foreign post-secondary institution at the actual tuition rate [or up to a maximum of $X], including compulsory student fees charged by the institution, when it is demonstrated that there is no comparable program available at an institution in Canada; or * Attending a foreign post-secondary institution, at the tuition rate [or maximum of $X], including any compulsory student fees, charged by a Canadian public post-secondary institution which offers the least expensive comparable program. |
| **Books and Required Supplies:** (Full-time [and Part-time students]) | $[insert dollar amount]/year  *[Drafting Instruction: Insert the amount your First Nation will provide for books and supplies. Your First Nation may wish or need to consider a lower amount in order to stretch the PSE budget as far as possible.]* |
| **Travel:** (Full-time students [and part-time students]) | Full-time students: students who must travel [more than 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 as well.  *[Drafting Instruction: If your First Nation will provide funding for part-time students’ travel, include language on how they are funded.]*  Students taking classes through distance education or e-learning who are required to travel to another location to complete their required exams can be eligible for travel support.  Requests for accommodation, such as taking the exam in the local school under the supervision of a teacher or school principal, should be examined to minimize costs.  *[Drafting Instruction: Your First Nation should determine how many return trips, if any, you will fund. If your First Nation will not cover actual travel costs and will only cover a set amount, or up to a maximum amount, this table should be amended accordingly.]* |
| **Living Costs/ Allowance:** (Full-time students [and part-time students]) | The living allowance established by the Canada Student Loan Program, as amended from time to time. Rates are based on the Canada Student Loan Need Assessment Living Allowance and what category you fall under as a student. (i.e.: single living away, single with dependents, married, etc.) Maximum rates are available the Canada Student Loans website. The rates are updated every year on August 1.  *(See Appendix C for current living allowance rates)*  *[Drafting Instruction: If your First Nation will provide funding for part-time students’ living expenses, include language on how they are funded.]*  *[Drafting Instruction: Your First Nation is not required to follow the Canada Student Loan Amounts. If your First Nation is not following the Canada Student Loan amounts, amend this Appendix accordingly.]* |

# APPENDIX C: SAMPLE CURRENT LIVING ALLOWANCE RATES

**([Insert Year] SCHOOL YEAR)**

Rates are based [insert First Nation’s method for determining living allowance].

*Example:*

*Rates are based on the maximums established by the Canada Student Loan Program, as amended from time to time. New guidelines are released August 1 of each year.*

*Example:*

*Rates are determined by the [insert First Nation name] in accordance with needs and priorities.*

|  |  |
| --- | --- |
| STUDENT DEMOGRAPHIC | MONTHLY ALLOWANCE |
| Single Student | Up to a maximum of $ |
| Single Student with:   1. Dependent 2. Dependents 3. Dependents   $ per month for each additional Dependent | $ |
| Married student with employed spouse | $ |
| Married student with spouse:  With 1 Dependent  With 2 Dependents  With 3 Dependents  $ per month for each additional Dependent | $  $  $  $ |

# APPENDIX D: DOCUMENT RELEASE FORM

PSE Institution Name & Address:

**Attention: Office of the Registrar**

To Whom It May Concern:

As a student assisted by First Nation, I hereby authorize the above named post-secondary education institution to release all transcripts, attendance records and other documents indicative of my progress, if available, to the First Nation.

Student Name:

Student Number:

Program of Study:

School Year:

Please forward the above-mentioned documentation as they become available to:

First Nation [address]

Attention: [contact name]

Student signature Date

# APPENDIX E: LIST OF ELIGIBLE INSTITUTIONS

For information or to find lists of Post-Secondary Institutions, please visit ISC’s website. The link to both the “List of Eligible Canadian Post-Secondary Institutions” and the “List of Eligible Foreign Institutions” can be found on the FNESC PSE Coordinator Resource Page under “Federal

Programs”.

Important note: The presence of an institution on a list does not

automatically imply that the program of study offered is eligible. A program must also meet eligibility requirements.

Important note: If you wish to sponsor a student to attend an institution that is not on the List of Eligible Post-Secondary Institutions, contact ISC BC Region to inquire about having it added to the list.