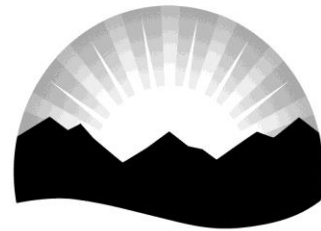


2018/19-2020/21

Aboriginal Service Plan and Reporting Guidelines



BRITISH
COLUMBIA

**Ministry of Advanced
Education, Skills and
Training**
October 2017

These guidelines are intended to provide public post-secondary institutions, Aboriginal communities, Aboriginal organizations and Aboriginal post-secondary institutes, and Ministry staff with common standards, definitions and formats 2018/19-2020/21 Aboriginal Service Plan, the 2017/18 Interim Financial Report and the 2017/18 Final Report.

For more information contact:

Teaching Universities, Institutes and Aboriginal Programs Branch
Ministry of Advanced Education, Skills and Training
Box 9877, Stn Prov Govt
Victoria BC V8W 9T6

Feedback on the guidelines is always welcome and can be sent to: Deborah.Hull@gov.bc.ca

October 2017
Victoria, British Columbia

Table of Contents

1. Overview of the Initiative	3
What is an Aboriginal Service Plan?	3
What were the catalysts for the Aboriginal Service Plan initiative?.....	4
2. Formatting, Report Deadlines and Ministry Review	5
Formatting.....	5
Reporting Deadlines for 2018.....	5
Ministry Review and Funding Levels.....	5
3. Templates	6
Template 1. Aboriginal Service Plan (2018/19-2020/21).....	6
Template 2. 2017/18 Interim Financial Report.....	12
Template 3. 2017/18 Final Report	13
4. Appendices.....	16
Appendix I: Evaluation Criteria.....	16
Appendix II: Guidelines for Supporting Documents from Aboriginal students and Aboriginal partners.	18
Appendix III: Eligibility of Programs/Activities by Category.....	19
Appendix IV: Aboriginal Service Plan Steering Committee Terms of Reference	21
Appendix V: Aboriginal Service Plan Deferral & Reallocation Guidelines	23
Template 4: Aboriginal Service Plan (ASP) Funding Deferral Request	24
Appendix VI: Example Survey	26

1. Overview of the Initiative

These guidelines outline the requirements for the 2017/18-2019/20 Aboriginal Service Plans, 2017/18 Interim Financial Report and 2018/18 Final Report.

What is an Aboriginal Service Plan?

An Aboriginal Service Plan (ASP) is a three-year rolling strategic plan for enhancing the post-secondary educational experiences and outcomes of Aboriginal¹ learners. The goals are to:

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

Aboriginal Service Plans are developed and implemented collaboratively by public post-secondary institutions and Aboriginal communities, including Aboriginal-controlled organizations and post-secondary institutes.² As such, they provide an avenue for Aboriginal communities to participate in shaping programs and services that address the academic, social, emotional, and cultural needs of Aboriginal learners and provide public post-secondary institutions with an opportunity to better meet the needs of Aboriginal learners and communities.

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

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

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

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

¹ "Aboriginal" is used in these Guidelines to be inclusive of all Aboriginal peoples in the province, whether or not they have status or have a connection to a particular community; recognizing that many peoples prefer the terms that are specific and traditional to their communities.

² This could include First Nations, Bands, Tribal Councils, Métis organizations, Aboriginal Friendship Centres, and Aboriginal post-secondary institutes.

What were the catalysts for the Aboriginal Service Plan initiative?

The values and principles of this initiative are grounded in concepts of the New Relationship.³ Guided by principles of trust, recognition and respect, public post-secondary institutions and Aboriginal communities, Aboriginal organizations and Aboriginal post-secondary institutes will continue to build stronger relationships.

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

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

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

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

2012 Aboriginal Post-Secondary Education and Training Policy Framework

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

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

Action 1: Phase in the implementation of Aboriginal Service Plans in all public post-secondary institutions, ensuring that the Aboriginal Service Plans are developed, maintained and monitored on an ongoing basis in partnership and collaboration with Aboriginal communities, organizations and institutes in order to:

- increase access and success, including programming delivered in Aboriginal communities;
- increase the receptivity and relevance of post-secondary programming and services; and
- strengthen partnerships and collaboration.

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

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

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

³ The New Relationship document can be found online here: <http://www2.gov.bc.ca/gov/content/governments/aboriginal-people/new-relationship>

⁴ The Framework can be found online here: <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training>

2. Formatting, Report Deadlines and Ministry Review

Formatting

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

- Remove all template instructions (italicized text with grey shading) from final version of report.
- Ensure all relevant information for assessing Aboriginal Service Plans and reports is included in the body of the plan, and use appendices for supporting documents and supplementary information. Ensure appendices are referenced in the body of the report or they may not be considered.
- All pages should be consecutively numbered, and tables should be properly labelled on every page that they appear (select “repeat header rows” in Microsoft Word table formatting).
- Wherever possible avoid or limit the use of acronyms, including program titles. If acronyms are used, they must be spelled out when they first appear in the report.
- Minimum font size for the body of the plan, tables and appendices is 11 points.

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

Reporting Deadlines for 2018

Aboriginal Service Plan (2018/19-2020/21)	February 9, 2018
2017/18 Interim Financial Report	January 15, 2018
2017/18 Final Report (Activities & expenses conclude May 31)	June 22, 2018

Ministry Review and Funding Levels

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

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

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

3. Templates

Template 1. Aboriginal Service Plan (2018/19-2020/21)

Due February 9, 2018

Table of Contents

Table of contents with page numbers for every item, including appendices.

Letter from the President

The Aboriginal Service Plan should include a cover letter addressed to the Minister of Advanced Education, Skills and Training signed by the President of the institution.

Acknowledgement of Traditional Territory/Territories

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

Situational Context (maximum 2 pages)

This section is intended to provide context on proposed programs and activities in the Aboriginal Service Plan by identifying the issues and needs they address.

Provide an overview of the most important external factors, such as economic opportunities, Aboriginal student demographic trends, and community planning. Describe how these factors impact Aboriginal students and communities served by the institution. This section should build on the situational context in previous years' Aboriginal Service Plans. Provide a summary of the lessons learned in previous years' Aboriginal Service Plans

Institutional Commitment (maximum 1 page)

Provide an overview of the institution's support for Aboriginal education outside of the Aboriginal Service Plan which includes how the Aboriginal Service Plan fits into the institution's strategic direction. Reviewers assess institutional commitment by using the information provided in the body of the plan. Hyperlinks to institutional strategic plans may be included for reference, but will not be evaluated.

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

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

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

Engagement

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

Please complete the table below and include any supporting documents from Aboriginal students in appendices. The purpose of the table is to demonstrate that students were meaningfully engaged in the development of the Aboriginal Service Plan, and that their interests and concerns informed the programs and activities proposed in the Aboriginal Service Plan.

Student Group	Engagement Activities <i>(include month/ year)</i>	Interests	Outcomes
<i>Identify Aboriginal student group (e.g., student society, students generally, a program cohort)</i>	<i>Describe engagement that was undertaken in the development of this year's Aboriginal Service Plan.</i>	<i>Outline the interests, concerns and key issues identified by Aboriginal students.</i>	<i>How did the interests, concerns and key issues expressed by students inform the development of plan?</i>

Institutions are encouraged to regularly survey Aboriginal students (through online surveys, focus groups, etc.) to identify their interests and to inform planning and prioritizing of initiatives and activities as well as to assess whether programs and activities are achieving intended results. For a suggested outline, see Appendix VI: Example Survey. Where surveys are used, please indicate how many students were surveyed and how many responded.

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

Please complete the table below and include any supporting documents from external partners in appendices. External partners include: Aboriginal communities served by the institution (e.g. the First Nations on whose traditional territory the institution is located, other First Nations and Tribal Councils, Métis and urban Aboriginal organizations), Aboriginal-controlled post-secondary institutes, Aboriginal-controlled organizations, and other public secondary and post-secondary institutions serving the same region. The purpose of the table is to demonstrate that Aboriginal communities, institutes and organizations were meaningfully engaged in the development, implementation and review of the Aboriginal Service Plan, and that their interests and concerns informed the programs and activities proposed in the Aboriginal Service Plan.

Engagement and planning should be coordinated between institutions where more than one institution with an Aboriginal Service Plan is serving a particular Aboriginal community, Aboriginal-controlled post-secondary institute or organization.

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

Partner	Engagement Activities <i>(include month/ year)</i>	Interests	Outcomes
<i>Name of external partner</i>	<i>Describe engagement that was undertaken in the development of this year's Aboriginal Service Plan. Outline planned engagement for the implementation and review of the Aboriginal Service Plan.</i>	<i>Outline the interests, concerns and key issues identified by partner relating to the Aboriginal Service Plan.</i>	<i>How did the partner's interests, concerns and key issues inform the development of plan?</i>

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

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

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

Briefly describe the policies and process(es) that are in place to ensure the respectful use of Traditional Knowledge and/or Indigenous Intellectual Property. Describe how these policies and processes are formalized and communicated throughout the institution. For example:

- *In undertaking research involving Aboriginal communities, appropriate methodology is followed in accordance with accepted guidelines for the ethical conduct of research involving Aboriginal communities.⁶*
- *In program or curriculum development or delivery, an agreement or a clause in an agreement clarifies that ownership of all materials relating to Aboriginal language, culture and traditions remain with the appropriate Aboriginal community, and that use of those materials will fully respect and follow the protocols of the appropriate community.⁷*
- *In developing promotional materials or hosting cultural events, imagery and cultural practices of Aboriginal communities are used in accordance with the protocols of the appropriate Aboriginal community, for example by involving the Aboriginal community in the development and/or delivery of the materials and events (may refer to engagement and partnership plan if applicable).*

If such policies and processes are not already established, please describe how they will be established and the timeline for doing so.

Overview of Proposed Plan (1 page)

This section is intended to support the rationale for proposed programs and activities.

- *Identify the overall strategic direction and focus of the proposed plan which should be informed by the situational context and engagement with students and external partners.*
- *Describe how the Aboriginal Service Plan initiative and the 2012 Aboriginal Post-Secondary Education and Training Policy Framework goals align with the institution’s strategic direction.*
- *Describe how the institution’s Aboriginal Service Plan Advisory Committee was involved in the development of the Aboriginal Service Plan.*

⁶ For example, see Chapter 9, “Research Involving the First Nations, Inuit and Métis Peoples of Canada”, *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada (2010). Available at http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf (Accessed June 27, 2012).

⁷ “Post-Secondary Education Partnership Agreement Toolkit,” Indigenous Adult and Higher Learning Association, University of Victoria, Nicola Valley Institute of Technology (Updated October, 2011). Available at <http://iahla.ca/wp-content/uploads/IAHLA-Toolkit-Dec-2011.pdf> (Accessed October 6, 2014).

Proposed Programs and Activities for 2018/19 (maximum 1.5 pages per activity/program)

Complete the table below for each of the proposed programs/activities. Start with activities/programs in the minimum funding amount, then list additional activities/programs in order of priority.

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

If the total costs for an activity are under \$10,000, please consider amalgamating the expense with another activity (where aligned) to minimize reporting.

Title	<i>Please include a short title that clearly describes the activity/program.</i>	
Minimum or Additional Funding	<i>Identify if activity/program would be supported by minimum or additional funding.</i>	
Priority Ranking	<i>If additional funding is sought, provide priority ranking.</i>	
New or Continuing	<i>Indicate if the activity/program is new or continuing.</i>	
Category	<i>See Appendix III for description of activity/program categories.</i>	
Description	<i>Provide a description of the activity/program. Include sufficient detail to enable the reviewer to understand what is being proposed. Explain any program titles or terminology that may not be commonly understood.</i>	
Rationale (New Only)	<i>If this is a new activity/program, explain what issues it will address and how those issues were identified (for example, if it was identified by an Aboriginal community and/or Aboriginal students as a need and priority).</i>	
Rationale (Continuing Only)	<i>If this is a continuing activity/program, explain why the activity/program is being continued, and how the institution and its partners have determined that the activity/program is successful and achieving the intended results.</i>	
Related Goals	<i>Identify which of the three Aboriginal Service Plan initiative goals, and which of the five 2012 Aboriginal Policy Framework goals, this activity/program supports.</i>	
Measuring Success	<i>Please describe how the success of this activity/program will be measured. How will you know it is successful? What data or observations would demonstrate the success of this specific activity/program?</i>	
Location(s)		
Timing	Start Date	
	End Date	
	Duration	
Future Plans	<i>If the activity/program will be continued in future Aboriginal Service Plans, please outline future plans, including funding the activity/program out of base funding. Please identify if this is a multi-year activity/program (for example, to bring a pilot project into implementation) and the year and duration (for example, this is the second year of a three year program.)</i>	

Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$	\$	\$
	Institution Contribution ⁸	\$	\$	\$
	Other or In-Kind ⁹ <i>(Identify Source)</i>	\$	\$	\$
	Total	\$	\$	\$
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000	Item	Amount		
	<i>If salary is one of the expenses, please estimate the staff FTE value. For example:</i> Salary (.5 FTE)	\$25,000		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<i>List supporting documents which demonstrate support, capacity and readiness of Aboriginal community or communities where activities/programs will be delivered, if activity/program is to be delivered in an Aboriginal community. Include actual documents in an appendix, and provide a reference to where these documents are located (i.e. page number). See Appendix II for further instructions.</i>			

⁸ Funding that will be allocated from the institution's budget to deliver the activity/program.

⁹ The dollar value associated with materials, equipment or services that will be contributed by the institution or its partners to deliver the activity/program.

Overall Budget

These tables may be submitted in Excel format. Templates in Excel are available on the ASP Coordinators' [SharePoint site](#). Please do not include "Other or In-Kind" contributions. Budgets for 2019/20 and 2020/21 are estimates only.

Programs and Activities Supported by Minimum Ministry Funding							
Activity/Program Title	Category	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
	See Appendix III.	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0
	Sub-Total	\$200,000	\$0	\$0	\$0	\$0	\$0

Programs and Activities Requiring Additional Ministry Funding								
Priority Ranking	Activity/Program Title	Category	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
			Ministry	Institution	Ministry	Institution	Ministry	Institution
1		See Appendix III.	\$0	\$0	\$0	\$0	\$0	\$0
2			\$0	\$0	\$0	\$0	\$0	\$0
3			\$0	\$0	\$0	\$0	\$0	\$0
		Sub-Total	\$0	\$0	\$0	\$0	\$0	\$0

Total Funding (Minimum + Additional)						
	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
	Ministry	Institution	Ministry	Institution	Ministry	Institution
Total	\$0	\$0	\$0	\$0	\$0	\$0

Documents Showing Support for the Overall Plan from Aboriginal Students and Partners

Please include all supporting documents from Aboriginal students and Aboriginal partners in an Appendix to the Aboriginal Service Plan. Supporting documents for the overall plan should show that all (or most) partners and stakeholder groups approve of the Aboriginal Service Plan as a whole and were engaged in its development. See Appendix II (a).

Template 2. 2017/18 Interim Financial Report

Due January 15, 2018

2017/18 Interim Budget and Expenditures

Please complete the interim budget and expenditure table below, based on budget and expenditures as of December 31, 2017. Templates in Excel are available on the [ASP Coordinators' SharePoint site](#).

Activity/Program Title	Ministry		Variance	Revised Budget (if applicable)
	Budget	Expenditures (to December 31, 2017)		
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0

Explanation of Variance

Please provide an explanation of any variance for a program or activity where more than 2/3rds remains from the approved budget.

Explanation of Variance

	Activity/Program Title	Amount of Variance	Reason
1			
2			
3			

Project Management

The Ministry may allow programs/activities to be deferred to the following fiscal year once per activity/program. Please see Appendix V: Aboriginal Service Plan Deferral & Reallocation Guidelines for details.

Template 3. 2017/18 Final Report

Due June 22, 2018

Table of Contents

Insert a table of contents with page numbers for every item, including appendices.

Letter from the President

The Final Report should include a cover letter addressed to the Minister of Advanced Education, Skills and Training signed by the President of the institution.

Acknowledgement of Traditional Territory/ Territories

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

Overview and Summary Assessment *(maximum 2 pages)*

Provide a brief summary of Aboriginal Service Plan implementation in 2017/18. Briefly describe the most important impacts of the Aboriginal Service Plan on the institution, Aboriginal students, Aboriginal communities and the region, those that internal and external partners would be most proud of. Include brief anecdotes and student success stories if available.

Provide a summary assessment of:

- a) Major Achievements – What were the most important outcomes of the Aboriginal Service Plan?*
- b) Leading Practices – Describe leading practices that have been identified and implemented by the institution.*
- c) Lessons Learned – What new challenges or opportunities arose over the last year? What was done differently, or what will be done differently next year?*
- d) Major Impacts (if there were any new developments that created positive or negative impacts in delivery of the Aboriginal Service Plan programs/activities).*

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

Please include data that demonstrates how the Aboriginal Service Plan is supporting Aboriginal student success at the institution or in Aboriginal communities served by the institution. Where available, please include feedback from Aboriginal students that indicates that their educational goals are being met and retention rates for Aboriginal students¹⁰.

¹⁰When the plans are reviewed, the Ministry uses provincial data sets to evaluate enrollment of Aboriginal students (FTE) and credentials awarded to Aboriginal students. Institutions are no longer asked to provide enrollment and credential data in the plan.

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

Please complete the table below for each of the activities and programs approved for the 2017/18 Aboriginal Service Plan and outline the progress achieved.

Activity/Program Title	Copy from Aboriginal Service Plan for 2017/18 or from the approved deferral request.		
Description	Copy from Aboriginal Service Plan for 2017/18 or from the approved deferral request.		
Related Goals	Copy from Aboriginal Service Plan for 2017/18.		
Measuring Success	Please describe how the success of this activity/program has been measured. What data or observations demonstrate the success of this specific activity/program?		
Location(s)	Copy from Aboriginal Service Plan for 2017/18 unless changed.		
Timing	Start Date	Copy from Detailed Aboriginal Service Plan for 2017/18 unless changed.	
	End Date	Copy from Detailed Aboriginal Service Plan for 2017/18 unless changed.	
	Duration	Copy from Detailed Aboriginal Service Plan for 2017/18 unless changed.	
Budget and Expenditures		Budget 2017/18	Expenditures 2017/18
	Ministry (ASP)	\$	\$
	Institutional Contribution ¹¹	\$	\$
	Other or In-Kind ¹² (Identify Source)	\$	\$
	Total	\$	\$
Comments and Lessons Learned	Explain any changes (in expenditures, success measures/outcomes or delivery) from the 2017/18 Aboriginal Service Plan (including deferral and reallocations). If applicable, identify any challenges that have emerged and plans to address those challenges. What adjustments were made or (if continuing) will be made in future?		

¹¹ Funding that will be allocated from the institution's budget to deliver the activity/program.

¹² The dollar value associated with materials, equipment or services that will be contributed by the institution or its partners to deliver the activity/program.

Overall Budget and Expenditures

This table may be submitted in Excel format. Templates in Excel are available on the [ASP Coordinators' SharePoint site](#). It is not necessary to list in-kind or other contributions. Expenditures include expenses to May 31, including reallocations.

2017/18 Overall Budget and Expenditures							
Activity/Program Title	Category	Budget		Expenditure		Variance	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
MINIMUM							
	<i>See Appendix III</i>	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0
ADDITIONAL							
		\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0
2015/16 DEFERRED FUNDS							
	Total	\$0	\$0	\$0	\$0	\$0	\$0

Explanation of Variance

Please provide an explanation of any significant variance from the original budget for the Programs and Activities as submitted in February 2017. The definition of “significant” is dependent on the size and nature of the activity/program; however, in general, any variance equal to or greater than 5% of the budget for the larger activities/programs (those with a budget equal to or over \$20,000 from Ministry funding), or any variance equal to or greater than \$1,000 of the budget for the smaller activities/programs (those with a budget under \$20,000 from Ministry funding). If you have a request for deferral, include Template 4: Aboriginal Service Plan Funding Deferral Request. Unspent funds not approved for deferral will be deducted from the institution’s 2019/20 Aboriginal Service Plan allocation.

Explanation of Variance

Activity/Program Title	Amount of Variance	Reason
1		
2		
3		

4. Appendices

Appendix I: Evaluation Criteria

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

Topic	Evaluation Criteria
Rationale (weighting 20%)	<ul style="list-style-type: none"> • The Situational Context outlines external factors that impact the Aboriginal students and communities served by the institution, such as economic opportunities, demographic trends, and community planning. • The Overview of the Proposed Plan identifies the overall direction and focus of the proposed plan; it is informed by the situational context and engagement with students and external partners. • There is evidence that the Aboriginal Service Plan is building on lessons learned in previous years and adjusting for changes in needs and opportunities. • Proposed programs and activities are coherent, logical and represent a comprehensive approach to achieving the goals of the ASP initiative and 2012 Aboriginal Policy Framework. • Proposed programs and activities are addressing the identified needs and issues of Aboriginal students and communities. • Proposed programs and activities balance change within the institution (internal systemic change) and work in Aboriginal communities (through partnerships, programs and activities)
Institutional commitment (weighting 25%)	<ul style="list-style-type: none"> • Aboriginal voice is an integral part of institutional decision-making; for example through advisory councils, Boards of Governors, Senates/Education Councils, leadership positions within the institution. • The institution has put in place policies and strategic plans/direction that support the goals of the Aboriginal Service Plan initiative or the goals of the Aboriginal Post-Secondary Education and Training Policy Framework. • The institution demonstrates a commitment to Aboriginal post-secondary education, including substantial financial contributions to programs and services for Aboriginal students and communities outside of Aboriginal Service Plan funding. • Aboriginal programs and activities provided by the institution prior to the initiation of Aboriginal Service Plan¹³ continue to be funded by the institution or external sources, or new programs and activities have been developed to replace them. • The institution is moving successful Aboriginal Service Plan activities and programs into the institution’s base budget, or is increasing its support for Aboriginal students from its base budget. • The budgets (in the plan and final report) show that the institution is contributing matching funding for proposed Aboriginal Service Plan programs and activities.
Engagement/Partnerships	<ul style="list-style-type: none"> • Aboriginal students have been meaningfully engaged in the development,

¹³ Based on the institution’s inventory of Aboriginal Programs conducted when original ASP was submitted by the institution.

Topic	Evaluation Criteria
(weighting 25%)	<p>implementation and review of the Aboriginal Service Plan, and the interests, concerns and key issues identified by Aboriginal students are reflected in the Aboriginal Service Plan.</p> <ul style="list-style-type: none"> • The institution surveys its Aboriginal students to assess whether the institution and the Aboriginal Service Plan are addressing their needs, and to assess whether programs and activities are achieving intended results. • Required supporting documents from Aboriginal partners (communities, institutes and organizations) are provided and show that Aboriginal communities and organizations served by the institution have been meaningfully engaged in the development, implementation and review of the Aboriginal Service Plan. • Aboriginal-controlled institutes located in the region served by the institution are partners, or a reasonable explanation is provided if they are not. • Engagement and planning with Aboriginal communities, institutes and organizations is coordinated with other institutions where more than one institution that receives Aboriginal Service Plan funding is serving a particular Aboriginal community, Aboriginal-controlled post-secondary institute or organization. • Policies and processes have been established to ensure respectful use of Traditional Knowledge and/or Indigenous Intellectual Property.
Success (weighting 30%)	<ul style="list-style-type: none"> • Planned programs and activities have clear success measures that can provide qualitative and quantitative evidence that the activity/program achieved the related goals. • Continued programs and activities are supported by qualitative and quantitative evidence of success. <p>Previous final report shows the following:</p> <ul style="list-style-type: none"> • Success measures provide evidence that the activity/program achieved the related goals. • Leading practices, lessons learned and major achievements have been documented. • Aboriginal students report that their educational goals have been met. • The institution tracks retention of Aboriginal students and retention is increasing. • Enrolment (FTE) as a percentage of overall enrolment and credentials for Aboriginal students are increasing. • Programs and activities funded in prior year’s Aboriginal Service Plan were completed, and Aboriginal Service Plan funding allocation was expended.
Guidelines followed (Scores may be reduced by up to 10% if the Guidelines are not followed.)	<ul style="list-style-type: none"> • Guidelines are followed, including formatting instructions and maximum page limits.

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

The Ministry requests that institutions provide two types of supporting documents.

Types of Supporting Documents Requested

<p>a) Support from Aboriginal students and Aboriginal partners for overall Aboriginal Service Plan</p>	<ul style="list-style-type: none"> • Supporting documents should show that all (or most) partners and stakeholder groups (as identified in the Description of External Partner Engagement section of the plan) approve of the Aboriginal Service Plan as a whole and were engaged in its development. • A letter, email, agreement or sign-off from an institution’s Aboriginal Service Plan Aboriginal Advisory Council, provided the Council is representative of Aboriginal students and Aboriginal partners, may show support for the overall Aboriginal Service Plan. In this case, please provide the Terms of Reference for the Aboriginal Advisory Council which shows that the Advisory Council members are identified by the Aboriginal community that they represent. An email or signature from the Chair of the Aboriginal Service Plan Aboriginal Advisory Council may be accepted as evidence of the Council’s support; however, the signatures of all Council members are preferable. Where there are multiple Councils for a single Aboriginal Service Plan (e.g. regional Councils), emails or signatures of the Chairs of those Councils are acceptable.
<p>b) Support, capacity and readiness of the Aboriginal community for any activity or program to be delivered in the Aboriginal community</p>	<ul style="list-style-type: none"> • The intention of these types of supporting documents is to show that the Aboriginal community has requested that the activity/program be delivered in their community, and that the institution and Aboriginal community have confirmed capacity and readiness for the activity/program to be delivered. • “Capacity and readiness” for activity/program delivery could be demonstrated by statements in the supporting documents that: <ul style="list-style-type: none"> • A specific number of Aboriginal community members have expressed an interest in the activity/program, • The activity/program aligns with the community planning process, • The activity/program will meet an expressed community need, or • Highlight in-kind or financial contributions from the Aboriginal community. • These supporting documents should also be referenced in the Aboriginal Service Plan.

All supporting documents provided should be current (i.e. within the current fiscal year)

A single supporting document may show support for the overall Aboriginal Service Plan and for a specific activity/program(s) to be delivered in the community, so long as the specific activity/program (and capacity and readiness for that activity/program) is stated in the letter or agreement.

Appendix III: Eligibility of Programs/Activities by Category

Activity/Program Categories	Definition
Outreach activities and events	Activities and events that promote Aboriginal culture(s) on or off campus, are culturally welcoming for Aboriginal students and/or encourage potential Aboriginal students to attend post-secondary. Examples include: welcome and orientation events; cultural events (e.g. Aboriginal awareness week); summer camps; Aboriginal language or art on campus; activities that encourage student transitions from the K-12 system, Aboriginal communities Aboriginal organizations or Aboriginal post-secondary institutes; community liaison and Elders activities as they relate to outreach activities or events on campus.
Aboriginal cultural training for faculty, staff or administration	Activities, courses, programs, and workshops for post-secondary faculty, staff or administration to improve understanding of Aboriginal history, culture, issues and knowledge. For example: courses, workshops for faculty/staff related to Aboriginal history, culture, issues and knowledge.
Aboriginal representation for faculty, staff or administration	Initiatives to promote Aboriginal representation within the public post-secondary institution (e.g. hiring policies).
Development or enhancement of programs or courses	Development or enhancement of post-secondary programs or courses by including Aboriginal culture and knowledge, exclusive of program delivery.
Delivery of programs or courses on campus or in Aboriginal communities	Delivery of post-secondary programs or courses for Aboriginal learners on public post-secondary institution campuses or in Aboriginal communities (distinct from development phase, outreach activities, or engagement activities). Educational programming must directly or indirectly lead to a post-secondary credential (developmental programs are considered post-secondary under the Aboriginal Service Plan).
Student support services and initiatives	Activities and initiatives to support Aboriginal post-secondary students, including personal/emotional, financial and academic or career counselling. Includes “wrap-around” services. Examples: mentorship or tutoring, academic advising, holistic student services (e.g. cultural coordinators); transition or retention programs; housing programs; community liaison and Elders activities (e.g. Elders-in-Residence) related to supporting Aboriginal students.
Partnerships and engagement (including agreements)	Activities and initiatives to engage with Aboriginal communities, Aboriginal organizations and Aboriginal post-secondary institutes in order to develop and implement the Aboriginal Service Plan (including identifying community education and training needs). Includes Aboriginal Service Plan Advisory Council meetings and activities; community liaison and Elders activities as they relate to developing partnerships or engaging with Aboriginal communities, Aboriginal organizations and Aboriginal post-secondary institutes.
Policy initiatives	Any Aboriginal related planning or policy development initiatives (unless related to specific category, e.g. partnerships and engagement, or Aboriginal hiring policies which would fall under Aboriginal representation for faculty, staff or administration category).

Ineligible expenses and activities

The following will not be considered for Aboriginal Service Plan funding (this list is not exhaustive but a guideline for institutions and their partners):

- Overhead, administrative assistance or clerical support;
- Room rentals at public post-secondary institutions;
- Activities/programs that would be considered core institutional responsibilities (intended to be covered by the institution’s core funding from the Ministry);
- Activities/programs previously supported (financially) by the institution; and
- Activities/programs that could be supported through other programs, such as the Adult Upgrading Grant, the Community Adult Literacy Program, Aboriginal Community-Based Training Partnerships or programs that could be funded through the Industry Training Authority.

If funding is requested for a program or activity that is eligible for funding under another program, please explain why Aboriginal Service Plan funding is sought in the rationale.

Appendix IV: Aboriginal Service Plan Steering Committee Terms of Reference

Background

An Aboriginal Service Plan (ASP) is a three-year rolling strategic plan for enhancing the post-secondary educational experiences and outcomes for Aboriginal learners. ASPs are developed and implemented collaboratively by public post-secondary institutions and Aboriginal communities and organizations. This includes the development or enhancement of programs and courses, student support services, outreach activities, partnership agreements and community based program delivery. The goals are to:

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

The Ministry of Advanced Education, Skills and Training (AEST) is establishing an ASP Steering Committee to provide advice on the development, implementation and assessment of the ASP initiative.

Selection Process

The following organizations will be invited to send one delegate to participate in the ASP Steering Committee:

1. First Nations Education Steering Committee
2. Indigenous Adult and Higher Learning Association
3. Métis Nation BC
4. BC Association of Aboriginal Friendship Centres
5. BC Association of Institutes and Universities
6. BC Colleges
7. Research Universities Council of BC
8. BC Aboriginal Post-Secondary Coordinators Council
9. Unified Aboriginal Youth Collective
10. Ministry of Education
11. Ministry of Aboriginal Relations and Reconciliation
12. Indigenous Affairs and Northern Development Canada

Organizations should indicate their designate in a letter or email to AEST. Where applicable, organizations should include a statement disclosing any potential conflict of interest regarding their delegate's participation in the ASP Steering Committee.

Tasks

1. Provide advice to AEST on the design and implementation of ASP initiative.
2. Review and provide advice on reports from ASP institutions.
3. Provide advice to AEST on allocation of resources for ASPs.
4. Help in the design and implementation of any assessment of the ASP initiative.

Governance

AEST will chair and provide administrative support for the ASP Steering Committee. The Steering Committee will utilize a consensus decision making model founded in the principles of shared responsibility and cooperation. If consensus cannot be reached, a simple majority will be used, with the opposition noted and recorded.

Participation

The Steering Committee will meet four to six times per year when reviewing annual plans and performance reports. All meetings will be held by conference call unless other arrangements are agreed by the members. Members must make best efforts to attend all Steering Committee meetings. Unless excused by the chair, members who miss more than two meetings will no longer be part of the Steering Committee. As this is a volunteer role, no honoraria will be paid.

Term

Members serve for a one year term. The Steering Committee will review membership annually.

Conflict of Interest

Steering Committee members will be guided by a common purpose of acting in the best interests of Aboriginal learners in British Columbia. Members must declare if they are in any actual or perceived conflict of interest in the course of their duties as members of the Steering Committee. A conflict of interest includes instances where the Steering Committee considers an item for discussion that has funding implications for an institution that directly employs a member of the Steering Committee. Where an actual or perceived conflict arises, the member in conflict may participate in the discussion but must not participate in the final decision. These instances will be noted and recorded.

Conflict Resolution

In undertaking its tasks, the Steering Committee commits to working out the resolution among itself, as professionals with a common interest and united purpose.

Appendix V: Aboriginal Service Plan Deferral & Reallocation Guidelines

Once the Aboriginal Service Plan is approved, the institution is expected to complete the activities/programs as approved. Sometimes funds are unexpectedly secured from another source or the activity/program is delivered under budget. If this happens, the institution should first try to keep the expenses within the overall budget (reallocate to other approved programs/activities). Where this is not feasible, then the institution may request a deferral.

REALLOCATIONS

The institution may reallocate funding if:

- 1) the reallocation is to an approved activity (funds are moving within the Plan as it was approved), and
- 2) Aboriginal Service Plan funds are not used for ineligible expense (e.g., capital or equipment purchases).

It is preferred that institutions reallocate funds to another approved activity rather than request a deferral. Please have a contingency plan for expansion (if more than expected is awarded; for example, from other sources) or prioritization (if where the plan cannot be completed as proposed). Securing non-ASP funds will not be accepted as a rationale for deferral.

Contingencies (to use a surplus) could include:

- 1) offering the same activity/program at another campus,
- 2) offering the approved activity/program to additional participants
- 3) offering the activity/program twice (possibly over two semesters),
- 4) offering the activity/program through an additional partnership or in a new community, and/or
- 5) expanding the scope of the activity/program (hire additional staff, extend tutorial drop-in times, include an assessment tool).

DEFERRALS

If an activity cannot be delivered within the approved timeframe, AEST may make a special allowance to defer into the following fiscal year if the activity/program:

- aligns with the rationale of the originally funded activity/program or a current/future activity/program funded for delivery and
- is completed by May 31 of the following delivery year.

Deferral requests will be reviewed for reasonableness (see *Rationale for Deferral* in the template below) and approval of a deferral is not guaranteed. Funds not approved for deferral will be deducted from the institution's next allocation.

Generally, no more than 10% of the total allocation will be approved to be deferred; if there is more than 10% in unspent funds, please discuss priorities and strategies with AEST as soon as possible.

If the monies are not spent by May 31 of the following year, the Ministry will reduce disbursements in the next cycle.

Template 4: Aboriginal Service Plan (ASP) Funding Deferral Request

IF REQUIRED: Due by or before June 22 , 2018

Name of Institution:

Date:

Contact Name:

Contact Email:

Remove all template instructions (italicized text with grey shading) from final version of this request. Page maximum = 2 pages. If there is more than one activity/program to defer, submit this template for each.

Planned for Delivery in 2017/18

The intent of this section is to explain what was originally funded. If the carry-over is the result of several projects and the sum of the variance is being combined to deliver one, please list them here and show the variance for each in the table below.

Activity/Program Title(s): *Please copy and paste from the 2017/18 Aboriginal Service Plan.*

Page number: **Table number** *(if applicable):*

	Approved	Expended	Variance
Ministry Contribution			

New/Revised for Delivery in 2018/19

The intent of this section is to explain what the institution is proposing to do with the variance. NOTE: If approved, this section should be added to the 2018/19 Final Report.

Activity/Program Title:

Description:

Rationale: *NOTE: Funding cannot be deferred for activities/programs with a new rationale. Funding is eligible for deferral only if it fulfills the original rationale.*

Related Goals:

Measuring Success:

Location:

Timing: *NOTE: Must complete by May 31, 2019.*

REVENUES	Budgeted
17/18 Ministry Contribution	<i>This should add up to the variance stated above.</i>
18/19 Ministry Contribution <i>(if applicable)</i>	<i>If the activity was approved for 2018/19 delivery, show the already approved amount.</i>
Institution Contribution	
Other Contribution <i>(identify source)</i>	
Total	

[In the final report, if the total Ministry contribution is over \$20,000, expenses will require an itemized breakdown.]

Rationale for Deferral

Why is the deferral necessary? What were the unforeseen challenges or circumstances that prevented completion as planned?

How will the institution address these challenges to ensure successful delivery in the 18/19 year?

Has the institution's Aboriginal Service Plan Advisory Committee supported this change? *(yes or no)*

If more than one activity/program to defer, please show total of all deferrals.

Appendix VI: Example Survey

This outline is a suggestion only. Institutions are encouraged to adapt and modify according to programming and goals.

- Below are the events and services our institution provides to support Aboriginal students to meet their educational goals.

		Please indicate your level of familiarity with each of the activities and services by checking one of the following:			
Name of service/activity	Description of service/activity	Attended the event(s) or used the service	Aware of it, but never used or attended	Not aware of it, but interested	Not aware of it and not interested
Event ABC					
Elder drop-in hours					
Tutor drop-in hours					

- Which were the most helpful for you and why?
- Which were the least helpful for you and why?
- What could we do to improve these services?
- The following lists our goals for Aboriginal student success. Please rate how you think our institution is doing in meeting these goals.

Goals for Aboriginal student success	1 excellent	2 good	3 needs improvement	4 some challenges	5 not working
Culturally relevant courses					
Effective academic supports					
Effective personal supports (including financial support)					
Safety and respect on campus and in classrooms					

- What could we do to improve?

Thank you for your feedback! If you are interested in discussing Aboriginal student programs, you can contact Name, Position at ###-###-#### or name@name.com