

# Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan

## December 2014 Progress Report

Colour coding:

Implemented	Underway	2015 activity	Arrow →	Partners' priorities
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Actions	December 2014 Status	2020 Goals
<b>LONG-TERM RESULTS (2020)</b>		
<b>Increase the number of credentials awarded to Aboriginal learners by 75 per cent (from 2,634 in 2009/10 to 4,609 in 2020/21).<sup>1</sup></b>	Number of credentials awarded to Aboriginal learners was 3,070 in 2012/13.	4,609 in 2020/21.
<b>Increase the percentage of Aboriginal Grade 12 graduates making the transition to post-secondary education to 90 per cent.<sup>2</sup></b>	Percentage of Aboriginal Grade 12 graduates transitioning to post-secondary was 67% in 2012/13.	90 per cent in 2020/21.

<b>MEDIUM-TERM RESULTS (2016)</b>		
Actions	December 2014 Status	2016 Goals
<b>Goal 1 Systemic Change</b>		
<b>Objective 1.1 Aboriginal voice is an integral part of the public post-secondary education system.</b>		
1.1.1 Work with public post-secondary institutions and Aboriginal communities and organizations to increase Aboriginal voice in institutional governance and leadership by: <ul style="list-style-type: none"> <li>• Working with Aboriginal partners to build awareness in communities of public post-secondary institution board opportunities;</li> <li>• Appointing Aboriginal people to public post-secondary institution boards;</li> <li>• Working with Aboriginal post-secondary partners to develop leading practices for Aboriginal Advisory Councils.</li> </ul>	84% (21 of 25) of institutions have Aboriginal board members as of December 11, 2014.  Feedback from Aboriginal board members gathered.	At least 90% (23 of 25) of public post-secondary institutions have an Aboriginal board member.  Aboriginal people more broadly represented in faculty and administration.

<sup>1</sup> Includes the following credentials awarded by post-secondary institutions: doctorate, master's degrees, first professional degrees, graduate diplomas, graduate certificates, post-degree diplomas, post-degree certificates, bachelor's degrees, diplomas, associate degrees, certificates and advanced certificates. Data do not include apprenticeship, short certificate, and other programs that do not offer a credential in any of the listed credential types.

<sup>2</sup> Target from *Skills for Growth*; measured by the five-year cumulative delayed-entry transition rate after high school graduation.

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1.1.2 Provide financial support to Aboriginal graduate students through the Irving K. Barber British Columbia Scholarship Society (IKBBCSS).	Fund established at IKBBCSS in 2012.	Increased enrolment of Aboriginal graduate students.
1.1.3 Continue to support the Aboriginal Post-Secondary Coordinators (BCAPSC) to meet to share leading practices regarding supports for Aboriginal learners.	Funding provided to support coordinators to meet twice annually.	
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.		
→1.2.1 Phase in the implementation of Aboriginal Service Plans (ASP) 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.	Revised guidelines and reviewing options to expand program.	ASPs implemented in a greater number of institutions.
1.2.2 Ensure that capital projects at public post-secondary institution campuses consider the need for culturally welcoming places for Aboriginal learners and that Aboriginal communities are involved in the design and use of these places.	30 Aboriginal Gathering Places completed in public post-secondary institutions; continues as part of capital planning process. Initial input gathered on definition of culturally welcoming spaces from BCAPSC.	All public post-secondary campuses have culturally welcoming spaces.
→1.2.3 Work with Aboriginal post-secondary partners to develop and share leading practices regarding the use of Aboriginal Gathering Places.	Initial input gathered from BCAPSC; leading practices project work plan to be completed in 2015.	
1.2.4 Support student housing projects at public post-secondary institutions, with an emphasis on serving Aboriginal learners and their families.	Part of capital planning process.	Increased housing spaces available to Aboriginal students.
1.2.5 Work with Aboriginal post-secondary Partners to develop and share leading practices regarding student housing for Aboriginal learners and families.	Leading practices project work plan to be completed in 2015.	

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<h3>Goal 2 Support Community-based Delivery of Programs</h3>		
<p><b>Objective 2.1 BC public post-secondary institutions and Aboriginal institutes and communities partner in the delivery of community-based programs for Aboriginal learners.</b></p>		
2.1.1 Provide funding for partnerships between public post-secondary institutions and Aboriginal institutes and communities to deliver programs in Aboriginal communities that meet community needs and position Aboriginal communities to take advantage of economic opportunities.	\$7.4 million funded 28 projects through Aboriginal Community-Based Delivery Partnerships Program (ACBDPP) in 2014/15. New Employment Services and Supports Program to continue Aboriginal Community-Based Training Partnerships for 2015/16.	Aboriginal learners in rural and remote communities accessing post-secondary programs increase.
2.1.2 Support Aboriginal learners to access distance and online education opportunities in their communities.	Not yet started.	
2.1.3 Promote reciprocal partnerships between public post-secondary institutions and Aboriginal institutes and communities by sharing the <i>Post-Secondary Education Partnership Agreement Toolkit</i> developed by the indigenous Adult and Higher Learning Association, the University of Victoria, and the Nicola Valley Institute of Technology with both public post-secondary institutions and Aboriginal institutes.	Shared through ACBDPP and ASP guidelines, as well as new Employment Services and Supports Program Call for Proposals.	
<p><b>Objective 2.2 Aboriginal institutes have a unique and critical role in BC's post-secondary system to increase Aboriginal learner participation and completion in post-secondary education.</b></p>		
2.2.1 Exempt on-reserve First Nations institutes from <i>Private Career Training Institutions Act</i> .	Exemption was to be completed in 2013. First Nations Education Steering Committee (FNESC) and Indigenous Adult Higher Learning Association (IAHLA) quality assurance research and analysis underway.	Aboriginal learners transfer seamlessly from Aboriginal institutes to public post-secondary institutions.
2.2.2 Work with Aboriginal institutes and public post-secondary institutions to support effective models that ensure the recognition of program quality and transfer and articulation of courses and programs.	FNESC and IAHLA quality assurance research and analysis underway.	Transferable courses increase.

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Actions	December 2014 Status	2016 Goals
→2.2.3 Work with the Federal Government to explore mechanisms to mutually support Aboriginal institutes.	Aboriginal Post-Secondary Education Partners established a Funding Working Group and completed a paper that identifies issues with Federal funding.	
Objective 2.3 Aboriginal adult education programs enable Aboriginal learners to transition to post-secondary education and employment.		
2.3.1 Continue to target Community Adult Literacy Program (CALP) funding to Aboriginal learners.	\$418,007 in CALP funding was provided for 16 Aboriginal programs in 2014/15.	Learners show skill gains.
2.3.2 Work with Aboriginal post-secondary partners to complete an environmental scan of Aboriginal adult education programs, policies and services, and prepare a discussion paper that examines issues and opportunities.	Environmental scan was to be completed in 2013. FNEESC is developing a paper.	Issues and opportunities paper completed.
→2.3.3 Work with Aboriginal post-secondary partners to support Aboriginal adult education program development and leading practices in assessment and benchmarking.	Leading practices project work plan to be completed in 2015.	
<b>Goal 3 Reduce Financial Barriers</b>		
Objective 3.1 Financial supports to access and complete post-secondary education and training are available to Aboriginal learners who need them.		
3.1.1 Review student financial assistance policy with goal of providing more effective support to the Aboriginal learners.	AVED is conducting the review, including a literature review of research on financial barriers of Aboriginal students.	Retention of Aboriginal learners in post-secondary programs is increased.
3.1.2 Establish an Aboriginal Emergency Assistance Fund to provide emergency relief funds to Aboriginal learners attending British Columbia public post-secondary institutions.	Fund established in 2012; top-up of \$306,604 provided in 2014.	
3.1.3 Continue to build and support the British Columbia Aboriginal Student Award, which was established as an endowment by the Ministry and is administered by the Irving K Barber British Columbia Scholarship Society, and develop actions to encourage additional investment by industry.	\$2M additional funding provided to IKBBCSS in 2012.	

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3.1.4 Promote and raise awareness of financial support programs for Aboriginal post-secondary learners.	Maintenance of Aboriginal Learning Links website, AVED & FNEC websites and social media.	
→3.1.5 Continue to make the case that the federal government must improve post-secondary education funding for Aboriginal learners.	Aboriginal Post-Secondary Education Partners established a Funding Working Group and completed a paper that identifies issues with Federal funding.	
<b>Goal 4 Seamless Transition</b>		
<b>Objective 4. 1 Teachers support Aboriginal learner success in the K-12 system.</b>		
4.1.1 Increase the number of Aboriginal teachers for the elementary and secondary system through a new Aboriginal Teacher Education Award available to Aboriginal students enrolled in teacher education programs, including First Nations language teacher programs.	\$2M Aboriginal Teacher Education Award established at IKBBCSS in 2012.	Aboriginal people with teaching credentials increase in number.
4.1.2 Work with First Nation and post-secondary partners to increase the number of First Nation language teachers.	\$2M Aboriginal Teacher Education Award scope includes First Nations language teachers.	First Nations language teachers increase in number.
→4.1.3 Work with Aboriginal K-12 Partners and the Association of BC Deans of Education to support initiatives that better equip all teachers to meet the needs of Aboriginal learners in the K-12 system.	Aboriginal K-12 and Post-Secondary Partners established a joint Transitions Working Group and initiated a work plan.	

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Objective 4.2 Aboriginal learners and their families have information and are better supported to make choices for their transition from K-12 to post-secondary and the labour market.		
→4.2.1 Work with the Ministry of Education and Aboriginal K-12 and post-secondary partners, Band Education and School Education Counsellors to provide K-12 students and their families in public and First Nation schools with career and educational planning tools and resources to enable them to make informed choices that will support their transition to post-secondary education and the labour market.	Established Transitions Working Group and initiated work plan. FNEESC is developing parent and teacher resources.	Aboriginal learners graduating from high-school with the necessary pre-requisites to transition into post-secondary education increase in number.
4.2.2. Promote existing leading practices in supporting K-12 to post-secondary transitions.	Initial input gathered from BCAPSC. Leading practices project work plan to be completed in 2015.	
→4.2.3 Work with Aboriginal K-12 and post-secondary partners to identify specific strategies to increase the number of Aboriginal males participating in post-secondary education.	Established Transitions Working Group and initiated work plan.	
4.2.4 Explore, share and promote opportunities for mentoring.	<i>Framework</i> identified increasing mentoring as target for 2013. Leading practices project workplan to be completed in 2015.	
<b>Goal 5 Continuous Improvement</b>		
Objective 5. 1 Sharing of leading practices creates an environment of informed leadership, effective practices and results in Aboriginal post-secondary education.		
→5.1.1 Work with Aboriginal post-secondary education partners to facilitate the sharing of leading practices, research, information, and events to support Aboriginal learner success via the AVED website, social media, Aboriginal and post-secondary communication networks, and by hosting an annual forum.	Leading practices project work plan to be completed in 2015.	Implementation of policies, programs and services based on leading practices.
5.1.2 Work with Aboriginal post-secondary partners to develop and share protocols and guidelines for researching and sharing Aboriginal history, culture and knowledge.	Leading practices project work plan to be completed in 2015.	Protocols for researching Aboriginal history, culture and knowledge are shared.

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Objective 5. 2 Governments, Aboriginal institutes and public post-secondary institutions make evidence-based decisions with respect to Aboriginal post-secondary education.		
<b>→5.2.1 Work with Aboriginal post-secondary partners to report accurately and regularly on post-secondary education and training progress and outcomes, including the results and outcomes contained in this framework.</b>	2013 and 2014 Progress Reports have been issued. Data Working Group is working on a more comprehensive report.	Data quality sufficient for decisions, reporting and accountability.  Evidence-based research is available and utilized.
5.2.2 Develop an “Aboriginal Institutes Identifier” that will allow the use of Personal Education Numbers to identify learners enrolled in programs delivered in partnership with Aboriginal institutes, in order to better understand and respond to learner pathways.	Data flag created. Further work required to ensure successful implementation.	
5.2.3 Undertake research, in partnership with public post-secondary institutes, to test leading practices in Aboriginal post-secondary education, beginning with K-12 to post-secondary and post-secondary to labour market transition points.	Leading practices project workplan to be completed in 2015.	