

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

December 2015 Progress Report

Colour coding:

Implemented	Underway	2016 activity	Arrow → Partners' priorities ¹
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Actions	December 2015 Status	2020 Goals
LONG-TERM OUTCOMES (2020/21)		
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).²	Number of credentials awarded to Aboriginal learners was 3,241 in 2013/14.	4,609 in 2020/21.
Increase the percentage of Aboriginal Grade 12 graduates making the transition to post-secondary education to 90 per cent (from 67% in 2009/10 to 90 per cent in 2020/21).³	Percentage of Aboriginal Grade 12 graduates transitioning to post-secondary was 66 per cent in 2013/14.	90 per cent in 2020/21.

STATUS OF ACTIONS AS OF DECEMBER 2015		
Actions	December 2015 Status	2016 Goals
Goal 1 Systemic Change		
Objective 1.1 Aboriginal voice is an integral part of the public post-secondary education system.		
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"> Working with Aboriginal partners to build awareness in communities of public post-secondary institution board opportunities. Appointing Aboriginal people to public post-secondary institution boards. Working with Aboriginal post-secondary partners to develop leading practices for Aboriginal Advisory Councils. 	22 of 25 (88 per cent) public post-secondary institutions have an Aboriginal board member as of December 2015. Input gathered on leading practices for Aboriginal Advisory Councils from the BC Aboriginal Post-Secondary Co-ordinators (BCAPSC). Following further engagement during 2016, leading practices will be finalized by December 2016.	At least 90 per cent (23 of 25) of public post-secondary institutions have an Aboriginal board member. Aboriginal people more broadly represented in faculty and administration.

¹In 2014, the Aboriginal Post-Secondary Education and Training Partners prioritized remaining action items in the Aboriginal Post-Secondary Education Policy Framework for earlier implementation; these priority action items are identified with an arrow and shown in bold font in this progress report.

²Includes 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.

³Target from *Skills for Growth*; measured by the five-year cumulative delayed-entry transition rate after high school graduation.

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Actions	December 2015 Status	2016 Goals
1.1.2 Provide financial support to Aboriginal graduate students through the Irving K. Barber British Columbia Scholarship Society (IKBBCSS).	Additional \$2M in one-time funding provided in 2015 (\$3M in total since 2012) to IKBBCSS to support Aboriginal students taking masters and doctoral degrees. In 2015, 51 masters and doctoral awards were awarded totalling \$252,500.	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 BCAPSC to meet twice annually; one meeting coincided with the Indigenous Adult and Higher Learning Association (IAHLA) Forum at which input on the following leading practices was gathered: student supports, protection of Indigenous knowledge, transitions from K-12, culturally welcoming spaces and accountability, reporting and resources. Following further engagement during 2016, leading practices will be finalized by December 2016.	
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.	\$3.7M provided in 2015 for ASPs at 11 public post-secondary institutions. The Ministry is exploring options to expand the program.	ASPs implemented in a greater number of institutions.

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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.	There are currently 31 Aboriginal Gathering Places in public post-secondary institutions; continues as part of capital planning process. The Aboriginal Gathering Place at the Justice Institute of British Columbia (JIBC) New Westminster Campus funded by AVED in 2015, opened in May 2016. All public post-secondary institutions now have at least one Aboriginal Gathering Place.	All public post-secondary campuses have culturally welcoming spaces for Aboriginal learners.
→1.2.3 Work with Aboriginal post-secondary partners to develop and share leading practices regarding the use of Aboriginal Gathering Places.	Input gathered regarding leading practices on culturally welcoming spaces at IAHLA Forum in 2015 and BCAPSC meeting in November 2014. Following further engagement during 2016, leading practices will be finalized by December 2016.	
1.2.4 Support student housing projects at public post-secondary institutions, with an emphasis on serving Aboriginal learners and their families.	Part of the capital planning process. In 2015, Northwest Community College (NWCC) received \$375,000 toward a 49-bed camp model housing project, which opened in September 2015. This provides new student housing that will benefit Aboriginal learners who comprise over 40% of the NWCC student population.	Increased housing spaces available to Aboriginal students.

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1.2.5 Work with Aboriginal post-secondary partners to develop and share leading practices regarding student housing for Aboriginal learners and families.	Part of leading practices work - leading practices to be gathered in 2016. Following further engagement during 2016, leading practices will be finalized by December 2016.	
Goal 2 Support Community-based Delivery of Programs		
Objective 2.1 BC public post-secondary institutions and Aboriginal institutes and communities partner in the delivery of community-based programs for Aboriginal learners.		
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.	\$5.7M (\$1.4M from AVED and \$4.3M from the Employment Services and Supports program) funded 29 Aboriginal Community-Based Training Partnerships (ACBTP) projects in 2015/16. \$25.1M since 2012 has supported more than 2,000 Aboriginal learners in 69 communities through 110 projects.	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.	Royal Roads University hosted an Indigenous Distance Education Conference at which challenges with implementation of distance and online education in remote communities was discussed.	
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 ASP and ACBTP reporting guidelines as well as ACBTP Call for Proposals.	

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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.		
2.2.1 Exempt on-reserve First Nations institutes from <i>Private Career Training Institutions Act</i> .	Exemption will be possible under new <i>Private Training Act</i> when it comes into force on September 1, 2016.	
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 & IAHLA completed a paper on quality assurance in September 2015. Further discussions with FNESC and IAHLA will occur in 2016; focus in 2015 has been on regulations under the new <i>Private Training Act</i> . Indigenous Articulation Committee constituted in December 2015.	Transferable courses increase.
→2.2.3 Work with the Federal Government to explore mechanisms to mutually support Aboriginal institutes.	In 2015, the Aboriginal Post-Secondary Partners sent letters to the Federal Government expressing concern over federal funding, proposing a made in BC approach to the Post-Secondary Partnerships Program.	

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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.	In 2015, \$302,949 in CALP funding was provided to support 15 Aboriginal programs. Since 2012/13, AVED has invested approximately \$1.5M to support 55 Aboriginal Community Adult Literacy Programs in communities across the province. Each year, these programs help approximately 2,500 Aboriginal learners.	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.	FNESC initiated research on Aboriginal adult education programs, policies and services.	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.	Part of leading practices work - leading practices to be gathered and compiled into report in 2016. Following further engagement during 2016, leading practices will be finalized by December 2016.	

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Goal 3 Reduce Financial Barriers		
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 Aboriginal learners.	AVED completed a literature review of research on financial barriers faced by Aboriginal learners.	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.	Additional \$2M in one-time funding provided in 2015 (\$4.3M total provided since 2012) to public post-secondary institutions for emergency relief funding for Aboriginal learners.	
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 (IKBBCSS), and develop actions to encourage additional investment by industry.	\$2M in one-time funding was provided in 2012 to IKBBCSS to augment the Aboriginal Student Award \$10M endowment. In 2015, 207 Aboriginal learners received the award totalling \$479,500.	
3.1.4 Promote and raise awareness of financial support programs for Aboriginal post-secondary learners.	Information has been shared through updated Aboriginal Learning Links website, AVED & FNEESC websites and social media and included in the WorkBC Parents' Guide, as well as BC's Career Guide for Aboriginal People.	
→3.1.5 Continue to make the case that the federal government must improve post-secondary education funding for Aboriginal learners.	In 2015, the Aboriginal Post-Secondary Partners sent letters to the Federal Government expressing concern over federal funding.	

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Goal 4 Seamless Transition		
Objective 4.1 Teachers support Aboriginal learner success in the K-12 system.		
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 in one-time funding provided in 2011 to IKBBCSS to establish the Aboriginal Teacher Education Award. In 2015, 49 Aboriginal learners received the award (21 new awards, 28 renewals) totalling \$235,000.	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 in one-time funding provided in 2011 to IKBBCSS to establish the Aboriginal Teacher Education Award; scope includes First Nations language teachers. Aboriginal Service Plans include Aboriginal language revitalization and cultural programming. Three language-specific programs were funded through the Aboriginal Community-Based Training Partnerships Program in 2015/2016.	First Nations language teachers increase in number.

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<p>→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.</p>	<p>In 2015, the Transitions Working Group (a joint working group of the Aboriginal K-12 and Post-Secondary Partners) developed a work plan. The Ministry of Education designated one non-instructional day for the 2015/16 school year to focus on supporting Aboriginal learners and integrating Aboriginal content and perspectives into the curriculum. The Ministry of Education also released a resource for teachers, "Aboriginal Worldviews and Perspectives in the Classroom," in 2015.</p>	
<p>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.</p>		
<p>→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.</p>	<p>Information on education planning to be included in the Ministry of Education's Graduation Planner, WorkBC Parents' Guide, and BC's Career Guide for Aboriginal People. FNEC developed the Career Journeys First Nations Career Role Model Program for First Nations youth and their families. The program's videos were promoted through the AboriginalEducationBC and WorkBC social media channels.</p>	<p>Aboriginal learners graduating from high-school with the necessary pre-requisites to transition into post-secondary education increase in number.</p>

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4.2.2. Promote existing leading practices in supporting K-12 to post-secondary transitions.	Input gathered from 2013 Transitions Forum, IAHLA Forum and BCAPSC and compiled into draft report. Following further engagement during 2016, leading practices will be finalized by December 2016.	
→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.	Data is being collected to inform the identification of strategies.	
4.2.4 Explore, share and promote opportunities for mentoring.	Part of leading practices work - leading practices to be gathered in 2016. Following further engagement during 2016, leading practices will be finalized by December 2016.	

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Goal 5 Continuous Improvement		
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.	IAHLA forum gathered leading practices in May 2015. Leading practices gathered and compiled into draft report. Following further engagement during 2016, leading practices will be finalized by December 2016.	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.	Part of leading practices work - leading practices to be gathered in 2016. Following further engagement during 2016, leading practices will be finalized by December 2016.	Protocols for researching Aboriginal history, culture and knowledge are shared.
Objective 5.2 Governments, Aboriginal institutes and public post-secondary institutions make evidence-based decisions with respect to Aboriginal post-secondary education.		
→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.	Aboriginal Policy Working Group developed a draft outline for a data report.	Data quality sufficient for decisions, reporting and accountability.
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.	Evidence-based research is available and utilized.
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 are being gathered and compiled into draft report. Following further engagement during 2016, leading practices will be finalized by December 2016.	