

EMPLOYMENT SERVICES AND SUPPORTS
ABORIGINAL COMMUNITY-BASED TRAINING
PARTNERSHIPS PROGRAM (ACBTP)
2017/18 APPLICATION GUIDE



*Funding provided by both the Government of Canada, through
the Canada-British Columbia Job Fund, and the Province of B.C.*

1. BACKGROUND

a. Employment Services and Supports

Employment Services and Supports (ESS) is one of three streams under the *Canada-British Columbia Job Fund Agreement (CJF)*. The other two streams are the Canada-BC Job Grant program and Employer-Sponsored Training program. The purpose of the ESS stream is to assist long-term unemployed individuals to acquire the necessary education and skills training to enter or return to sustainable employment, which is defined as employment of 52 weeks or more. The CJF helps the B.C. government address skills training gaps in the province and provides \$65-million over a six-year period from 2014 to 2020 for investments in labour market programming.

b. The Aboriginal Community-Based Training Partnerships Program

The Aboriginal Community-Based Training Partnerships (ACBTP) Program is one of several program types under the ESS stream. The others include training for entrepreneurial skills, essential skills, job readiness, industry and trades, and youth.

ACBTP focuses on building partnerships between Public Post-Secondary Institutions and Aboriginal communities to improve access to post-secondary education and training within Aboriginal communities. Developed in collaboration with Aboriginal partners, the post-secondary education sector and government, ACBTP advances one of the main goals of the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future*, to support partnerships for delivering programs within communities.

ACBTP is funded by both the Province of British Columbia and the Government of Canada, through the *Canada-British Columbia Job Fund Agreement*, and is managed by the B.C. Ministry of Advanced Education (“the Ministry”). Program funding is fully committed in fiscal year 2016/17. Up to \$2.7 million in funding is available in fiscal year 2017/18, \$9.1 million in 2018/19, and \$9.3 million in 2019/2020.

Aboriginal Community is defined as a First Nations band, group of bands or Tribal Council, or an off-reserve Aboriginal Community-based entity that represents Aboriginal people living off-reserve, such as Métis organizations and Aboriginal Friendship Centres, but does not include an organization whose primary purpose is to provide training.

The ESS stream provides a large portion of ACBTP funding. This funding is primarily for (a) unemployed individuals who are not eligible for employment insurance (EI) or (b) employed individuals who are low-skilled such as those who do not have a high school diploma or Adult Literacy and Life Skills levels 1 and 2. Therefore, it is expected that ACBTP programming will give priority to participants who fall under one of these two categories and that the majority of participants accessing ACBTP programming will be unemployed individuals who are not EI eligible or employed individuals who are low-skilled. Funding is also available to support Aboriginal people who do not meet these requirements. Please see “Participant Eligibility” on p.4 for further details.

c. Timelines

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| Information Session (Teleconference) | Late February 2017 |
| Closing Date for Proposal Submissions | June 2, 2017, 4:30 PM |
| Proposals Evaluated | June to September 2017 |
| Contract Discussions with Proponents | September to November 2017 |
| Contracts Finalized | November 2017 |
| Program Delivery | Program delivery starts no earlier than January 1, 2018. |
| Program End Date | Program delivery ends no later than February 14, 2020 |

2. REQUIREMENTS

Please note that proposals that **do not meet mandatory requirements** will be **screened out** and will not be included in the evaluation process. Please see pp.12-17 for the mandatory requirements.

a. Objectives

The ACBTP Program is designed to provide Aboriginal learners with the post-secondary education and training they need to further their education and obtain sustainable employment. At a minimum, proposals must be developed to accomplish the following:

- Provide Aboriginal Community members with post-secondary education and skills training in their communities that will lead to sustainable employment,
- Support Aboriginal Community needs and priorities, including responding to new economic opportunities and industry needs for a local skilled labour force, and
- Provide recognized public post-secondary credentials and/or course credits that are portable and transferable to other post-secondary institutions and programs, or that allow students to fulfill the prerequisites towards completion of their Adult Graduation Diploma (Adult Dogwood).

The ACBTP Program is strongly focused on employment and educational outcomes. Participants who complete

ADULT BASIC EDUCATION

*Adult upgrading courses should align with the courses and learning outcomes in the Ministry of Advanced Education's **Adult Basic Education***

Articulation Handbook

2016/17, which can be accessed at:

http://www2.gov.bc.ca/asset/gov/education/post-secondary-education/adult-education/2016-17_abe_guide.pdf

programming are expected to obtain sustainable employment or enroll in further education and training that leads to sustainable employment. All projects funded through the ACBTP Program must provide targets in terms of the number of participants who will complete programming and obtain sustainable employment or enroll in further education and training.

b. Partnerships

The ACBTP Program requires that all proposals are jointly submitted by a B.C. Public Post-Secondary Institution and an Aboriginal Community, and signed by a Public Post-Secondary Institution President or Vice-President and by an Aboriginal Community authority (Chief, Tribal Council Chair, or Executive Director of an off-reserve Aboriginal organization).

If there is an Aboriginal Institute and/or an Aboriginal Skills and Employment Training Strategy (ASETS) holder serving the community, then those organizations should also be partners to the proposal. If this is not possible, then an explanation must be provided.

While the Ministry encourages partnerships to include an Aboriginal institute and ASETS holder, this is not mandatory. **However, the Ministry does require that all partnerships include at a minimum a Public Post-Secondary Institution and an Aboriginal Community.**

Proposals must also describe the partnership including a summary of the engagement process, how leading practices in partnership development and engagement with Aboriginal communities were used, and how funding, administrative and reporting responsibilities will be divided between the partners.

Please consult the *Post-Secondary Education Partnership Agreement Toolkit* developed by the Indigenous and Adult Higher Learning Association (IAHLA), University of Victoria and Nicola Valley Institute of Technology for good practices in negotiating partnerships and suggested content for agreements (<http://iahla.ca/wp-content/uploads/IAHLA-Toolkit-Dec-2011.pdf>). This application guide also includes an optional partnership agreement template that is based on the *Partnership Agreement Toolkit* (see Appendix II).

An Aboriginal Community is not obligated to partner with the nearest Public Post-Secondary Institution, and can instead work with an institution in another region of the province to develop a proposal if the partnership is a better fit.

c. Eligible Programs

To be considered for ACBTP funding, proposals must meet the following eligibility requirements:

For a list of current Indigenous and Adult Higher Learning Association (IAHLA) institutes, see:

<http://www.iahla.ca/current-member-institutes>

For a list of ASETS holders, see:

<https://www.canada.ca/en/employment-social-development/services/aboriginal/agreement-holders.html#bc>

- Led by a partnership that includes a B.C. Public Post-secondary Institution and an Aboriginal Community;
- Lead to employment and further employment-related educational opportunities;
- Incorporate cultural components into the programming;
- Provide sufficient opportunity or a pathway for participants to ladder into further post-secondary education and training; and
- Provide participants with credit towards a portable and transferable credential recognized by a Public Post-Secondary Institution or the Industry Training Authority (ITA) and/or allow students to fulfil the prerequisites towards completion of their Adult Graduation Diploma (see below for further details).

| Eligible as Stand-Alone Program | NOT Eligible as Stand-Alone Program |
|---|--|
| Adult upgrading courses that allow students to fulfill the prerequisites to obtain their Adult Dogwood (i.e. courses at fundamental, intermediate, advanced or provincial level). | Essential skills and similar training programs that do not offer students post-secondary or ITA credits, or that do not allow them to fulfill the prerequisites to obtain their Adult Dogwood. Essential skills courses could be included as a component of a larger program that does offer recognized credits and/or credentials. |
| Trades foundations and other trades programs that offer students post-secondary or Industry Training Authority (ITA) credit towards their apprenticeship. | Introduction to trades, trades discovery and other trades programs that do not offer students post-secondary or ITA credits towards their apprenticeship cannot be included as stand-alone programs. To be eligible for funding such a course would have to be a component of a larger program that offers recognized credits and/or credentials (e.g. trades foundations or Adult upgrading courses). |
| Recognized post-secondary credential such as a graduate or professional degree, bachelor’s degree, diploma, or certificate. | Short certificate under 3 months in duration (e.g. WHMIS, first aid, etc.) cannot be included as a stand-alone program; however, it could be a component of a larger program that does offer recognized credits and/or credentials. |

d. Participant Eligibility

ACBTP programming must deliver education and training to Aboriginal people (“**Eligible Participants**”). It is anticipated that ACBTP programming will give priority to participants who are (a) unemployed and not eligible to receive EI benefits or (b) employed and low-skilled such as those who do not have a high school diploma or Adult Literacy and Life Skills levels 1 and 2, in accordance with the eligibility requirements of the *Canada-British Columbia Job Fund Agreement*. These participants are defined as “**ESS Participants**.” Proposals can also include participants who

do not meet the ESS eligibility criteria, who would be defined as “**AVED Participants**” (see table below for further details). The expectation is that **ESS Participants** will form the majority of those accessing ACBTP programming; however, there is not a set ratio for the number of ESS to AVED participants.

| “ESS Participant” | “AVED Participant” |
|--|---|
| <p>An “ESS Participant” is an individual who is (a) unemployed or underemployed, is not eligible for EI, has not established or been eligible for an EI claim in the last 60 months, and has not been eligible for a maternity or parental EI claim in the last 60 months or (b) employed and low-skilled such as those who do not have a high school diploma or Adult Literacy and Life Skills levels 1 and 2.</p> | <p>An “AVED Participant” is an individual who does not meet the eligibility criteria of an “ESS Participant.” These participants are Aboriginal individuals who are typically underemployed or unemployed and have been eligible for an EI claim within the last 60 months.</p> |

3. ELIGIBLE COSTS

Proposals must include a detailed program budget that lists the costs of delivering and administering the program. The Ministry reserves the right to make final determination to exclude costs deemed to be ineligible and to reduce costs. Eligible costs under this Call for Proposals include: (a) Direct Service Delivery Costs; (b) Participant Support Costs; and (c) Administration Costs. Details for each type of cost are outlined below.

a. Direct Service Delivery Costs

SALARIES

- List each individual part-time and full-time position including job title. Include the role and the full-time equivalency (FTE) for each position where funding is being requested. Do not include positions that are already base-funded by the Ministry.
- Ensure that each job title included in the budget is also explained in the Program Delivery and Supports section of the Proposal Form.
- For full-time positions, the annual salary (pro-rated, if applicable) should be listed.
- Hiring from the community where the services are being delivered is encouraged where practical or possible.
- If the hire is not a party to a collective agreement, wages must be consistent with guidelines established by the Public Sector Employers Council or such other appropriate employer association.
- If the hire is a party to a collective agreement, wages must be at the rates specified under such collective agreement.

MANDATORY EMPLOYMENT-RELATED COSTS (MERCs)

A breakdown of MERCs and other benefits must be provided. They must be detailed by position, with the associated percentages.

The following are not eligible costs:

- Employee's share of the MERCs.
- Pay in lieu of benefits.
- Severance pay, except if a legislated mandatory employer cost.
- Maternity, parental and long-term disability, except if legislated mandatory employer costs.
- Staff bonuses.
- Retroactive salary adjustments resulting from collective agreement bargaining.

TRAVEL, ACCOMMODATION AND OTHER RELATED COSTS

Expenses incurred for employee travel, meals and accommodations specifically related to the delivery of the program are eligible. A breakdown of proposed travel costs and justification for its inclusion must be provided. Travel, meals and accommodation costs will be reimbursed at rates not exceeding the rates paid for Group I employees of the Province set out in the *Public Service Agency Policy Statement 17 – Travel*:

http://www2.gov.bc.ca/local/myhr/documents/travel/travel_allowances_app1.pdf

- Travel is restricted to economy class and must be considered essential, necessary and reasonable in the opinion of the Ministry.
- Alternatives to travel must be considered first.
- Travel must be within British Columbia.
- Out-of-province travel is not eligible without prior approval from the Ministry.
- Employee travel between home and work is not eligible.

PARTICIPANT RECRUITMENT AND MARKETING COSTS

Includes costs related to publicity, purchase of promotional items and advertising to market or promote the proposed program but not to promote the recipient organization itself. Costs associated with recruitment and marketing activities should be listed individually (e.g. radio ads, posters, flyers, etc.). Recruitment and marketing materials must be approved by the Ministry prior to being released; this process typically takes three business days.

DIRECT TRAINING PURCHASE COSTS

Training purchase costs for Eligible Participants (e.g., registration fees, purchase of training services from a Third Party Trainer). Identify if the purchase costs are group-based or individual-based.

EXAMINATIONS OR CERTIFICATIONS FEES

Fees required for Eligible Participants to take exams, challenge exams or receive certifications.

OTHER TRAINING RELATED COSTS

The inclusion of study materials and other associated costs must support Direct Service Delivery to Eligible Participants, including:

- Purchase of text books, online materials or other study materials necessary for program delivery.
- Photocopying, printing and any tariff costs associated with material approved for duplication. Other photocopying or printing is to be included as administrative cost.

- Curriculum adaptation and customization.
- Other costs necessary to the operation of the program such as work-gear (e.g. worksite clothing, boots, tools, etc.).
- All proposed purchased items should be listed individually. Multiple items of one kind can be grouped but total number to be purchased must be identified. A rationale outlining the benefits of purchasing as opposed to renting must be included.
- Criminal record checks for Eligible Participants (if required for work experience).

OTHER OPERATIONAL COSTS NECESSARY FOR DIRECT SERVICE DELIVERY

These costs are required to be directly attributable to the costs of delivering the program and are exclusive of program administration costs. They include rental costs, equipment and computer costs and insurance costs.

- **Rent and other facility costs:** for each space rented detail the cost by month and, if any, list and include other costs related to the rental (security, parking, utilities, etc.). The rent must be in line with fair market value as determined by the Ministry.
- **Equipment and computers:** costs associated with leased items should be listed individually. The rates, number of weeks should be detailed. All proposed purchased items should be listed individually. Multiple items of one kind can be grouped but total number to be purchased must be identified.
- **Depreciation/amortization:** these costs are not eligible.
- **Insurance:** eligible if required for specific program activities (over and above insurance normally carried by the applicants).
- **Completion and Recognition Events:** cost per participant must be identified. The rate should not exceed \$100 per participant.
- **Privacy training:** costs associated with mandatory privacy training. Each person who will provide services that involve the collection or creation of personal information must complete the Province’s online privacy and information sharing training course prior to providing those services.

b. Participant Support Costs

Participant Support Costs may be requested for extenuating circumstances only, where the supports will remove barriers to the success of the participant. Proposals must include a rationale for each category of Participant Support Costs. The rationale should include number of Eligible Participants to receive the support, identification of the specific barriers the Participant Support Costs will address and identify how providing the Participant Supports Costs will contribute to the participants’ success. Indigenous and Northern Affairs

FINANCIAL ASSISTANCE FOR CHILD CARE

A child care subsidy or allowance is available to help low-income families with the cost of child care.

To meet the eligibility requirements, applicants must be attending an educational institution, enrolled in distance education, or participating in an employment-related program.

To learn more about available child care subsidies see:

<http://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/child-care/financial-assistance-for-child-care>

Canada (INAC) may provide funding for participant supports for individuals who ordinarily reside on-reserve and are receiving income assistance to participate in ACBTP programming.

CHILD CARE COSTS

Child care costs may be eligible in emergency circumstances. Proposals will be required to identify an estimate in the proposal budget, but actual expenses that can be claimed will be dependent on extenuating circumstances occurring for individual Eligible Participants during program delivery. All child care shall be in compliance with the Province of British Columbia Child Care Licensing Regulation.

TRANSPORTATION COSTS

Transportation costs (e.g., bus passes, transportation rental by the proponent, gas money based on mileage) are eligible if lack of transportation is a barrier to participants accessing the program.

EXTRAORDINARY COSTS

Extraordinary costs are those that would address barriers to student participation, including disability supports and nourishment (e.g. snacks, refreshments, meals).

c. Administrative Costs (Maximum 10% of total costs)

These are costs that are necessary to the general administration of the program (e.g. human resources, finance support, general office supplies). When preparing the budget, applicants must ensure that no cost associated with administration is included under the Direct Service Delivery category. Administration-related expenses cannot exceed 10 percent of the Ministry's total contribution for program delivery expenses. Administration costs should take into account the respective roles of the post-secondary institutions and Aboriginal communities, institutes and organizations in delivering the program and reporting to the Ministry. For example, if the Aboriginal Community is responsible for administering the program then they should receive the appropriate amount of administrative costs.

Costs associated with administration include the following expenses:

- Personnel costs include salaries, wages and benefits.
- All telephone, facsimile, Internet or other communications costs.
- Information technology (IT) maintenance.
- All postage.
- Printing and photocopying and materials (not related to Direct Service Delivery).
- Bank charges.
- Payroll charges.
- All office supplies.
- Security.
- Financial statement and/or audit costs.
- Standard insurance costs (e.g. property and board of directors' liability).
- Legal fees.

INELIGIBLE COSTS

Examples include but are not limited to:

- Activities and costs that are already paid for through partnerships and by other funders, including government funders.
- Daily and ongoing activities of the organization that are not related to the proposed program.
- Depreciation and amortization of capital assets.
- Fines and penalties.
- Purchase of land and buildings.
- Lobbying activities.
- Professional development and training.

BUDGET TEMPLATE

Proposals must include a program budget using the Budget Template (see Appendix III). Please do not alter the template. The program budget must be broken down into fiscal years (April 1st to March 31st).

Proposed budgets will be analyzed for duplication with federal and other provincial targeted and block funding, comparison with similar programming, in-kind contributions, and reasonableness. Budget submissions must identify any contributions from the Aboriginal Community, Public Post-Secondary Institution or other contributors such as ASETS holders.

INDIGENOUS AND NORTHERN AFFAIRS CANADA (INAC)

Participant supports may be provided through Indigenous and Northern Affairs Canada (INAC).

*Through the **Post-Secondary Student Support Program (PSSSP)**, INAC provides financial assistance to First Nation and eligible Inuit students enrolled in eligible post-secondary programs*

*Through the **University and College Entrance Program (UCEP)**, INAC provides financial assistance to First Nation and eligible Inuit students enrolled in university or college entrance programs to help them gain the academic level required to enter a degree or diploma program.*

In addition to PSSSP and UCEP, INAC may provide funding for participant supports for individuals who ordinarily reside on-reserve and are receiving income assistance to participate in ACBTP programming.

4. REPORTING AND CONTRACT MONITORING

Proposals successful in securing funding must submit regular reports and documentation to the Ministry in order to monitor activities and results, monthly expenses and forecasted spending. The following forms are required:

| Type of Form | Description |
|--------------------------------|---|
| Participant Intake Form | Submitted for each participant upon their acceptance into a program. |
| Participant Exit | Submitted for a participant upon completion or withdrawal from a program. |

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| Form | |
| Monthly Activity Report | Submitted on a monthly basis and includes: <ul style="list-style-type: none"> • Number of participants. • New participant information. • Exiting participant information. • Description of key activities that have taken place during preceding month. |
| Eligible Cost Claim Form | Submitted on a monthly basis and includes detailed breakdown of all expenses during preceding month. |
| Monthly Forecast Form | Submitted on a monthly basis and includes forecast of all expenses over next twelve (12) months. |
| Annual Report | Submitted for each fiscal year and include up-to-date summary of services and outcomes of the program. Must be signed by representatives from both the Public Post-Secondary Institution and the Aboriginal Community. |
| Final Report | Submitted upon completion of program and includes description of how activities were achieved, impact at participant and community level, and recommendations for improvement. Must be signed by representatives from both the Public Post-Secondary Institution and the Aboriginal Community. |

During the contract term, the Ministry will conduct a brief online survey of partnerships funded by ACBTP in order to solicit feedback on successes and challenges.

The Ministry is exploring moving to an online reporting system for the ACBTP Program that we anticipate will be fully functional in 2018. When in place, this reporting system will be mandatory for all contract holders. Further details will be provided to successful applicants during the contract discussions phase in Fall 2017.

All projects funded through the ACBTP Program will be required to report on **Lines of Service** received by each cohort of participants from the time they started the program until completion (see table below). Lines of Service include all activities that help participants acquire the skills, experience and credentials to secure sustainable employment or to enroll in further education to secure sustainable employment.

| Service Category A: Employment Assistance Services | |
|---|--|
| Intake Assessment | Assessment of the applicant to determine eligibility and suitability for the program. |
| Employment Readiness Assessment | Assessment of the participant to determine readiness for employment, potential barriers to employment, and training needs. |
| Aboriginal cultural components | Incorporation of unique Aboriginal protocols / activities in the curriculum and programming. Includes culturally appropriate participant assessment and completion events. |

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| Action planning/ training plan | Working with a participant to develop a specific plan including identifying training needs, key steps, timelines, resources and milestones to achieve employment or career goals. |
| Assessments | Assessment of the participant to identify specific training needs (e.g. personality, vocational and essential skills assessments). |
| Community experience | Volunteer or other unpaid work experience acquired in the community that develops a participant's ability to search for, obtain and maintain employment. |
| Direct supports to employers | Includes supports to employers in hiring and supporting participants to maintain employment, including developing training plans. |
| Employment or career counselling/ coaching | Based on interests and skills, employment or career counselling helps the participant to achieve their employment or career goals. |
| Job entry skills | Encompasses job readiness skills such as job search, resume writing, interview skills, and personal management/life skills. |
| Job placement | Services to assist a participant to find suitable employment, including matching individual's skills and experience with an available job. |
| Mentoring | The pairing of an experienced or skilled person (mentor) with a participant who would like to improve their skills (mentee). |
| Paid work experience | On-the-job training or experience performing duties of a particular position. |
| Post job placement supports | Includes follow-up support to assist participants in maintaining employment. |
| Service Category B: Skills Development Training | |
| Essential skills | Training to develop one or more of the nine essential skills for the workplace. These are: <ul style="list-style-type: none"> • reading; document use; writing; numeracy; oral communication; thinking; • digital technology (originally, computer use); working with others; and • continuous learning. |
| Management or business skills | Includes training targeted to the skills and knowledge required to start and operate a business. |
| Soft skills | Training to develop personal management skills. Generally purchased from a training provider. |
| Specialized or technical skills | Training to develop skills required to operate a particular machine or use a particular technology; sector specific skills. Includes associated examinations and certificates. Also includes short-term certificate training required and recognized by industry. |
| Service Category C: Benefits | |
| Childcare costs | For a participant's child while the participant is attending training or other services. |
| Transportation costs | To get to training, services, job interviews or employment. Includes bus passes and mileage. |
| Textbooks, software, other course materials | Required for training to participate in and complete a course. |

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| Other extraordinary costs | Refreshments, disability supports, equipment or work gear. |
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Proposals that include a multi-phase curriculum (e.g. Adult upgrading courses and occupational training) should be built around the assumption that there will be attrition between the phases. In the event that attrition drops the cohort to or below 50 percent of its intended size, the Ministry will require the contract holder to adjust the program or reduce costs. The priority for the Ministry will be to ensure participants have an opportunity to advance educational goals. Any planned adjustments to the program will be subject to Ministry approval; if not approved then the program will be cancelled.

5. PROPOSAL AND REVIEW TEMPLATE

Proposals must be submitted using the Proposal Form (see Appendix I) and include a Partnership Agreement (Appendix II), Budget Template (Appendix III), and Letters of Support. The Proposal Form must not exceed twenty-five (25) pages in length.

a. Mandatory Requirements

The Proposal Form includes several mandatory requirements. Proposals that **do not meet mandatory requirements** will be **screened out** and will not be included in the evaluation process. Proposals that meet the mandatory requirements will be individually reviewed by assessing the extent to which they clearly and completely addressed each of the desirable criteria identified in the table below. The mandatory requirements are as follows:

- The Proposal must provide the program title, start and end date, and contact person for the Public Post-Secondary Institution and Aboriginal Community.
- The cover page must include signatures from a Chief, Tribal Chair or Executive Director (in the case of an off-reserve organization) of an Aboriginal Community and the President or Vice-President of a Public Post-Secondary Institution.
- The program must provide participants with recognized post-secondary credentials and course credits that are portable and transferable to other Public Post-Secondary Institutions and programs, or that allow students to fulfill the prerequisites towards their Adult Graduation Diploma (Adult Dogwood).
- The program must incorporate cultural components into the education and training.
- The program must be delivered within the Aboriginal Community, and must describe where the Aboriginal Community is located and the facility that will be used for program delivery. A clear rationale must be provided if a component of the program is not delivered in an Aboriginal Community.
- The proposal must describe how many participants will complete the program, obtain employment, or enroll in further education and training, during each fiscal year. It must also specify completion numbers broken down by ESS and AVED participants and fiscal year, as well as the number of participants who will find employment or enroll in further education upon completion of program.

- For programs that include occupational specific training, the proposal must provide relevant, detailed local and regional Labour Market Information about that occupation. (see Review Criteria - Credentials and Employment Pathway, for full information).

b. Review Criteria

Proposals that meet the mandatory requirements will be reviewed and awarded points according to the percentages in the table below. The Ministry requires a minimum score of 50% for each section. Proposals that do not meet minimum scores will be excluded from further consideration.

Mandatory sections are underlined in the table below.

In addition to the proposal assessment process, the Ministry may also take into consideration duplication with other federal and provincial programming, distribution across communities and regions, and the past performance of both the Public Post-Secondary Institution and Aboriginal Community in delivering education and training through ACBTP. Final funding decisions will be made by the Labour Market Priorities Board, whose role is to review all labour market initiatives and to ensure that all spending is targeted effectively and that it addresses provincial labour market needs.

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| <p>Basic Information</p> | <ul style="list-style-type: none"> <input type="checkbox"/> <u>Program Name.</u> <input type="checkbox"/> <u>Public Post-Secondary Institution and Aboriginal Community and Signatories.</u> <input type="checkbox"/> <u>Post-Secondary Institution and Aboriginal Community contact for contract discussions and program delivery implementation.</u> |
| <p>Program Design</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>40 POINTS</p> <p>Minimum Score 50%</p> </div> | <p>Program Overview</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Provide a brief description of the program.</u> <input type="checkbox"/> <u>Describe program start and end date.</u> <input type="checkbox"/> <u>Total funding request by fiscal year.</u> <input type="checkbox"/> <u>Number of AVED and ESS participants served by fiscal year.</u> For proposals with a multi-phase curriculum (e.g. Adult upgrading to occupational training), identify the likely attrition rate between phases. <input type="checkbox"/> <u>Note that a proposal can include only one program; however, the same program may be delivered to multiple cohorts and/or in more than one community. Partnerships seeking to deliver more than one program should submit separate applications for the additional programs.</u> <input type="checkbox"/> <u>Describe where the program will be delivered.</u> <p>Distance to Nearest Institution</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distance of the Aboriginal Community to the closest |

Public Post-Secondary Institution (km). Proposals will be awarded 2 additional points if the Aboriginal Community is 31 to 100 km from the nearest post-secondary institution or 4 additional points if the Aboriginal Community is more than 100 km from the nearest post-secondary institution.

Program Demand

- Describe how the program addresses the Aboriginal Community's identified needs. Please provide evidence of community's identified needs, such as a Comprehensive Community Plan.
- Describe the population size of the Aboriginal Community and the pool of potential participants who would be interested in enrolling in the program and would meet the eligibility requirements, such as unemployed working-age adults who are not eligible for Employment Insurance or who are low-skilled.

Program Delivery and Supports

- Describe the program delivery model and whether it will be a face-to-face, online or blended model.
- Describe the components of the program including the aim of the program, program content, course descriptions, start and end dates of program modules, and overall program start and end dates.
- Indicate the student supports that will be provided by the post-secondary institution, Aboriginal Community and other partners.
- Describe the cultural supports that will be integrated into the program.
- Describe the protocols and policies in place for the protection of Indigenous knowledge.
- Provide a breakdown of the roles and responsibilities of the Public Post-Secondary Institution in delivering the program and reporting to the Ministry. Describe the positions that will be responsible for program delivery and reporting. Staff positions should align with program budget outlined in Appendix III.
- Provide a breakdown of the roles and responsibilities of the Aboriginal Community and/or Aboriginal institute in delivering the program and reporting to the Ministry. Describe the positions that will be responsible for program delivery and reporting. Staff positions should

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| | <p>align with program budget outlined in Appendix III.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe if any education or training will be provided by Third Party Trainers including their roles and responsibilities. <p>Credentials and Employment Pathway</p> <p><u>If the program proposes education or training for a specific occupation, the proposal must:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Identify the geographic/economic region being served by the program; and</u> <input type="checkbox"/> <u>Provide labour market information of employment opportunities for that area/region in the form of:</u> <ul style="list-style-type: none"> - <u>Copies of job advertisements for the program occupation in the local area/region.</u> - <u>A letter from the Public Post-Secondary Institution confirming past success in delivering this program, including as part of a past ACBTP contract (if applicable), and how the program aligns with local labour market needs.</u> - <u>A letter(s) from local/regional employers or from the local WorkBC office, indicating a need for graduates in this area.</u> - <u>Labour market information provided must confirm that there will be sufficient job openings available for the proposed graduates of the program, and that the education/training provided by the program is necessary to prepare graduates for employment in the indicated occupation.</u> <input type="checkbox"/> <u>Describe the post-secondary or Industry Training Authority (ITA) credentials and/or course credits that participants will receive upon completing the program; and</u> <input type="checkbox"/> Identify the Public Post-Secondary Institutions where the credential or credits can be transferred. <p>If the program proposes Adult upgrading courses or other programming that does not focus on a specific occupation, provide evidence there is demand for such programming in the community and a pathway to additional education and training that will lead to employment. <u>Describe how any such programming allows participants to fulfill the prerequisites towards completion of their Adult Graduation Diploma.</u></p> |
| <p>Participants</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>15 POINTS</p> <p>Minimum Score 50%</p> </div> | <p>Participant Recruitment Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how the program will be marketed and how participants will be recruited, including whether they will be recruited through interviews, information sessions, or referrals from other organizations. |

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| | <p>Preparation and Readiness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how the participant’s suitability for the program will be assessed, including methods, sources and leading practices in Aboriginal learner assessment. <input type="checkbox"/> Describe how the program will ensure participants are prepared for their education and training. If the program is occupationally focused, determine potential barriers to employment and training needs. <input type="checkbox"/> Describe interventions and extra supports that will be used to ensure participants are retained in the program and that they successfully complete all the course requirements. <input type="checkbox"/> Describe how individual learning plans or training plans will be developed for each participant and how these will be used. <p>Participant Outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Describe how many ESS and AVED participants will complete the program, obtain employment, and enroll in further education or training, during each fiscal year.</u> |
| <p style="text-align: center;">Partnerships</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">30 POINTS</p> <p style="text-align: center;">Minimum Score 50%</p> </div> | <p>Institution and Community Partnership Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the partnership between the Aboriginal Community and the Public Post-Secondary Institution, including the reciprocal benefits of the project for both partners. <input type="checkbox"/> Provide a summary of the engagement process, and describe how leading practices in partnership development and engagement with Aboriginal communities have been used. <input type="checkbox"/> Describe the involvement of the local Aboriginal post-secondary institute in developing the proposal and delivering the program, or explain why this is not possible. <input type="checkbox"/> Describe the involvement of the local ASETS holder in developing the proposal and delivering the program, or explain why this is not possible. <input type="checkbox"/> Describe the involvement of the Aboriginal Community’s education, employment and social development departments in developing the proposal and delivering the program, or explain why this is not possible. |
| <p style="text-align: center;">Budget</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">15 POINTS</p> </div> | <p>Budget</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Use Budget Template provided in Appendix III.</u> <input type="checkbox"/> Budget must align with program description in Proposal |

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| Minimum Score 50% | <p>Form.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a rationale for all Participant Support Costs requested, including the target participants, specific barriers they will address and how they will contribute to participant success. <input type="checkbox"/> Ensure that costs are reasonable. The Ministry will assess the total cost to student ratio based on the complexity and duration of the program, proximity of the Aboriginal Community to the Public Post-Secondary Institution, and costs for similar programs. <input type="checkbox"/> <u>Ensure that administration costs do not exceed 10% of the budget request and that they are broken out and are not duplicated in other administrative charges.</u> <input type="checkbox"/> Describe any additional sources of funding to deliver the program, including in-kind contributions. |
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6. APPLICATION PROCESS

The closing date for proposal submissions to the ACBTP Program is **4:30 PM on Friday, June 2, 2017**. Application packages should be submitted electronically to ACBTP@gov.bc.ca.

Questions about the ACBTP Program and the application process should be directed to Kevin Wilson, Teaching Universities, Institutions and Aboriginal Programs Branch, at ACBTP@gov.bc.ca.

7. CHECKLIST

The Ministry will only consider complete applications. Please ensure your application includes the following documents.

| Attached (Y/N)? | Form | Description |
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| <input type="checkbox"/> | Proposal Form (Appendix I) | Must include a cover page signed by Aboriginal Community and Public Post-Secondary Institution and other information outlined in Section 5 of this application guide. |
| <input type="checkbox"/> | Partnership Agreement (Appendix II) | A partnership agreement between the Aboriginal Community and Public Post-Secondary Institution must be included. An optional template is included in Appendix II. |
| <input type="checkbox"/> | Budget Template (Appendix III) | A complete budget using the template provided must be included with the application. |

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| <input type="checkbox"/> | Letters of Support | The application must include letters of support from the Aboriginal Community. |
| Only for proposals to provide education and training for a specific occupation | | |
| <input type="checkbox"/> | Letter from the Public Post-Secondary Institution | Confirming past success in delivering program, including as part of past ACBTP contract, and alignment with local labour market needs (as indicated under “Credentials and Employment Pathway”). |
| <input type="checkbox"/> | Letter from local/regional employers or WorkBC Office | Indicating a need for graduates in this area (as indicated under “Credentials and Employment Pathway”). |

8. DEFINITIONS

| Term | Definition |
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| “Aboriginal” | Populations indigenous to Canada and identified in the Constitution, as including Indians (First Nations), Métis, and Inuit. |
| “Aboriginal Community” | A First Nations band, group of bands or Tribal Council, or an off-reserve Aboriginal Community-based entity that represents Aboriginal people living off-reserve, such as Métis organizations and Aboriginal Friendship Centres, but does not include an organization whose primary purpose is to provide training. |
| “Aboriginal Post-Secondary Institute” | A not-for-profit Aboriginal-controlled post-secondary institute that serves the educational needs of Aboriginal people and that may be a member of the Indigenous Adult and Higher Learning Association (IAHLA). See http://www.iahla.ca/current-member-institutes for a list of current IAHLA institutes. |
| “Adult Upgrading” or “Adult Basic Education” | Adult upgrading courses can lead to a British Columbia Adult Graduation Diploma (also known as the Adult Dogwood), and to prerequisites for post-secondary education. |
| “AVED Participant” | An “AVED Participant” is an individual who is not an “ESS Participant.” These participants are Aboriginal individuals who are typically unemployed or underemployed and have been eligible for an EI claim within the last 60 months. |
| “Eligible Participant” | An individual who is Aboriginal and is: |

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| | <ul style="list-style-type: none"> • A protected person legally entitled to work in Canada, a Canadian or a permanent resident; • Living in British Columbia; • Not a full-time student (i.e. not enrolled in high school or in post-secondary training); • Not currently participating in another Canada Job Fund (CJF) funded program; and deemed eligible by the Service Provider to receive Services under the Agreement. |
| “Employed Individual” | An individual who is receiving, or entitled to receive, wages for work performed for an employer and who is subject to regular employment deductions or who is self-employed. An individual who is working part-time is considered an Employed Individual unless they are working equal to or less than 20 hours per week, in which case, an individual is considered Unemployed. An individual who is working for no wages (i.e. volunteering) is not considered employed. |
| “ESS Participant” | An “ESS Participant” is an individual who is (a) unemployed or underemployed, is not eligible for EI, has not established or been eligible for an EI claim in the last 60 months, and has not been eligible for a maternity or parental EI claim in the last 60 months or (b) employed and low-skilled such as those who do not have a high school diploma or Adult Literacy and Life Skills levels 1 or 2. |
| “In-Kind Contribution” | The time, services, supplies, materials or other resources that are donated in support of the program. They are non-monetary goods or services that are donated to the program by the Proponent, program partners or other organizations - for which the sponsor will not be requesting reimbursement. In-kind contributions could include: <ul style="list-style-type: none"> • Staff or consulting time. • Equipment, or goods. • Use of space or facilities in which to carry out the project program activities or use of land. |
| “Letter of Support” | Letter from another organization or group showing support for the proposed program. Letters of support must be current and include: <ul style="list-style-type: none"> • Name and description of the organization |

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| | <p>sending the letter.</p> <ul style="list-style-type: none"> Name, position title and signature of the letter writer, and the date. <p>Letters must endorse the proposed program and clearly demonstrate:</p> <ul style="list-style-type: none"> Knowledge and support of the applicants. Knowledge and support of the proposed program. Need for the proposed program in the Aboriginal Community. Benefits of the proposed program to the Aboriginal Community. |
| “Lines of Service” | “Lines of Service” means the specific types of services that fall within each Service Category as set out in the section on “Reporting and Contract Monitoring” on pp.9-11. |
| “Program” | A “Program” is defined as a course or series of courses delivered in an Aboriginal Community to eligible participants in partnership with a Public Post-Secondary Institution. A Program is either one type of education and training (e.g. Adult upgrading) or multiple types of related education and training delivered to the same cohort of participants (e.g. Adult upgrading transitioning to post-secondary certificate program). |
| “Public Post-Secondary Institution” | Any one of the 11 universities, 11 colleges, or 3 institutes that are publicly funded in British Columbia. A listing is available at http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/find-a-program-or-institution/find-an-institution |
| “Sustainable Employment” | Employment that is expected to be 52 weeks or more in duration. |
| “Third Party Trainer” | Any trainer other than the Public Post-Secondary Institution and Aboriginal Community, who will be delivering training to Eligible Participants, and may include but are not limited to a Public Post-Secondary Institution, community or career college, Aboriginal Institute, ASETS holder, trade union training centre, industry association, or private trainer. The Ministry reserves the right to extend eligibility to a trainer that has proven ability to effectively deliver the training. |
| “Unemployed” or | An individual who does not have work and is either |

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| ‘Underemployed’ | <ul style="list-style-type: none">• Working less than 20 hours per week and actively seeking full time Employment; or• Working less than 20 hours per week and has a disability and is unable to work full-time and is seeking an increase in hours or is seeking more Sustainable Employment. |
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