

Aboriginal Service Plan Guidelines

What is an Aboriginal Service Plan?

An Aboriginal Service Plan (ASP) is a three-year strategic and operational plan developed by a post-secondary institution and its Aboriginal communities¹ that outlines goals for Aboriginal learners in terms of access, participation, and success and identifies specific actions to be implemented to meet these goals. Actions may include the development or enhancement of programs, student support services, outreach activities, partnership/affiliation agreements, alternative program delivery models, etc.

Government will provide funding to support the development and implementation of ASPs. This initiative will facilitate partnerships between institutions and communities to:

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

It is intended that this process will provide the opportunity for Aboriginal communities to participate in shaping programs and services that address the academic, social, emotional, and cultural needs of learners.

The values and principles of this initiative are grounded in concepts of the New Relationship. Guided by principles of trust, and by recognition and respect, institutions and Aboriginal communities will continue to build stronger and healthier relationships.

The Ministry is responsible under the Ministry Service Plan to increase the number and percent of public post-secondary learners who are Aboriginal. In addition, through the Transformative Change Accord, the Ministry of Advanced Education (AVED) is accountable for increasing the number of credentials completed by Aboriginal learners.

It is anticipated that ASPs will assist the province in meeting these and other performance targets. In addition, this initiative will allow institutions to monitor the progress of specific actions and goals outlined in the ASP.

¹ Aboriginal community may include private Aboriginal post-secondary institutions, learning centres, First Nations, Bands, Treaty Councils, Aboriginal Friendship Centres, and Métis organizations, etc.

Guidelines for Planning:

It is anticipated that as a Phase 1 institution, your institution's experiences developing and implementing an ASP in collaboration with Aboriginal communities will yield a number of recommendations and leading practices in terms of engagement and institutional planning in the field of Aboriginal post-secondary education.

It is AVED's intention that Phase 1 institutions will serve as "sites of excellence" and will inform future phases of the initiative including shaping a guidelines and leading practices/lessons learned document that can be used by other institutions in British Columbia.

Essential Elements:

It is expected that each ASP will be unique; however, a number of Essential Elements will be required in the plans.

The level of funding allocated to each institution will be determined by a number of factors including demographic and institutional data, regional and sector consideration, the quality and viability of the plan, and the quality and extent of Aboriginal community partnership. The Essential Elements are outlined in the Planning and Development chart (see page 3) included in this document.

The format of the ASP will vary by institution but for purposes of categorizing Essential Elements, AVED has presented these using the following format based on Plan Sections:

- 1. Introduction**
- 2. Current situation**
- 3. Vision, Goals, Objectives**
- 4. Action Plan and Progress Monitoring**
- 5. Implementation and budget**

Please note, planning should consider:

1. Full engagement and consultation with Aboriginal communities.
2. A continued role for Aboriginal communities in decision-making and implementation.

OVERVIEW –Planning and Development of Aboriginal Service Plan

Sections of Plan	Essential Elements/Planning Process	Considerations/Questions
<p>Introduction</p> <p>Overview of institution or consortium members and Aboriginal communities</p> <p>Overview of planning process</p> <p>Signatures of support from Institution and Aboriginal leaders</p>	<p>Partnerships, Roles and Responsibilities:</p> <p>Plans will outline roles and responsibilities for the planning and implementation of the ASP.</p> <p>The intent is to ensure that communities and institutions are mutually accountable.</p> <p>The ASPs will outline the process and protocol for ongoing communication, reporting and collective implementation.</p>	<p>Who has the institution engaged in the development of this plan?</p> <p>How was the plan developed?</p> <p>Do institutions and communities have adequate resources dedicated to the ASP process so that they can participate effectively in program planning and implementation?</p> <p>How will Aboriginal communities continue to be involved in the decision-making and implementation processes?</p> <p>Who supports the Plan?</p>
<p>Current Situation</p> <p>Challenges, barriers, and opportunities</p> <p>Environmental Scan</p> <p>Inventory of programs and Services</p>	<p>Environmental Scan:</p> <p>Current data and emerging trends set the context. Institutions will conduct a needs assessment of the learners/communities in the region.</p> <p>Demographic data along with a thorough consultation will allow stakeholders to identify the key needs of the community (i.e., literacy; developmental programming; Grade 12 completion; college and university preparation; language and culture revitalization; trades access; skill development to meet community and local labour markets requirements; alternate program delivery; and, student services).</p> <p>Inventory of Programs and Services¹:</p> <p>A comprehensive review of programming and services currently being offered to Aboriginal students. This will help establish an inventory and identify gaps that can be addressed through the subsequent plan.</p> <p>The ASP initiative is designed to provide the opportunity for institutions and communities to address ‘gaps’ in services, programs, and initiatives. It is therefore essential that the ASP provide a comprehensive inventory of existing programs and services currently being offered to Aboriginal students in the institution(s). A template will be provided by AVED.</p>	<p>What barriers do learners face?</p> <p>What are the key education related issues facing regional Aboriginal communities?</p> <p>What programs and services currently exist?</p> <p>How successful are these programs and services?</p> <p>What are our successes to date?</p>

	<p>Conduct a Gap Analysis: Identify gaps in programs and services. This analysis will justify the priorities outlined in the ASPs and Actions.</p> <p>Identify Successes to Date: Leading practices as defined by community and institution and key milestones achieved.</p>	
<p>Vision, Goals, Objectives</p> <p>Vision</p> <p>Principles/Values</p> <p>Goals and objectives</p>	<p>Vision, Goals, Objectives, and Priorities linked to provincial objectives: The plan will outline vision, principles and values, goals, and objectives for the institution and its Aboriginal partners.</p> <p>Partners will identify the key priorities to increase access, participation, retention and completion for Aboriginal learners. Actions (programs, services, initiatives) will support these priorities.</p>	<p>What is the institution and partners shared long-term vision for Aboriginal post-secondary education at this institution/these institutions?</p> <p>What are the values and principals that will guide the planning and implementation?</p> <p>What are partners short and long term goals/objectives, and how will these help to improve Aboriginal participation and success?</p>
<p>Action Plan and Progress Monitoring</p> <p>Action Plan Actions to be implemented to achieve goals and objectives</p> <p>Performance measures</p> <p>Targets for three year ASP</p>	<p>Action Plan: Outline strategy and actions for implementation to address plan objectives. ASP action plans will demonstrate clear linkages to overall ASP goals and objectives and will be accompanied with input and output measures.</p> <p>All actions should support overall performance targets (outcome measures) established through the ASP.</p> <p>Performance Measures: The plans will outline baseline data and performance measures. Performance measures should include¹¹:</p> <ol style="list-style-type: none"> 1. input/process measures 2. output measures 3. outcome measures <p>Performance measures should align with the intended outcomes of the ASP initiative including:</p> <ol style="list-style-type: none"> 1. Increase the access, retention, completion and transitions opportunities for Aboriginal learners. 2. Increase the receptivity and relevance of post-secondary programs, services and policy at the institution. 	<p>What are the actions that will help partners achieve these goals and objectives?</p> <p>How can the institution build on successes to date?</p> <p>Is there currently an appropriate level of relevant baseline data available? If not, what steps can be taken to adequately address this issue?</p> <p>What interim (output measures) can be reported on to demonstrate the ASP is successful in moving towards its overall outcome measures?</p>

	<p>3. Strengthen partnerships and collaboration between the institution and Aboriginal partners</p> <p>Outcome measures will be reported on annually for monitoring purposes, but will be formally evaluated at the end of Year Three.</p>	
<p>Detailed Implementation Plan with Budget considerations (for Year One)</p>	<p>Timeline: Outline implementation, measurement, and reporting over the three-year service plan.</p> <p>Budget proposal: Provide a detailed budget for Year One of the plan, specifying Actions and budget implications for each action.</p>	<p>What are the roles and responsibilities of partners in operationalizing the plan?</p> <p>What are the costs associated with implementation in Year One?</p> <p>What actions will have the greatest impact on learner outcomes?</p>

Implementation Funding:

Plans will be reviewed by an Aboriginal Advisory Committee (AAC) comprised of government and non-government representatives. The allocation of implementation funding within the range of \$200,000-700,000 will consider the following criteria. AVED will work with the AAC to further define criteria.

Criteria for Funding:

1. Goals and objectives align with the intended outcomes of the initiative, including:
 - Increase the access, retention, completion and transitions opportunities for Aboriginal learners.
 - Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.
 - Strengthen partnerships and collaboration in Aboriginal post-secondary education.
2. Scope of Plan:
 - Goals are broad in scope and reflect a comprehensive approach to increasing aboriginal post-secondary education outcomes.
 - Goals and objectives are supported by environmental scan and needs assessment and lead to measurable outcomes.
 - Indication that actions address program and service 'gaps' and actions are addressed through a thorough implementation plan designed to achieve performance targets.
3. Engagement of Aboriginal communities and organizations:
 - Evidence of the shared role of community and institution in the development and proposed implementation of the ASP.
4. Inclusion of the Essential Elements (inventory, environmental scan, etc.) outlined in this document.
5. Actions outlined in budget are an efficient and effective response to identified issues.
6. Demographics and institutional data:
 - The AAC will consider location, sector, regional demographics and institutional demographics including enrolment and percent of aboriginal learners at the institution.
 - AVED will allocate a funding premium to consortium institutions.

* The Advisory Committee will meet in coming weeks to finalize criteria for implementation funding

NOTES

ⁱ Please note that AVED will work with all public post-secondary institutions to develop an **inventory template** that can be used by institutions to record and report on Aboriginal programs and services.

This inventory will assist institutions in service planning; inform future government performance indicators; and, will be included in a programs and services database accessible by learners across the province.

The inventory template will be developed over coming weeks and may include the following categories:

- Program descriptions, credential awarded for program.
- Program delivery (i.e., on-line, community-based, distributive learning).
- Faculty composition.
- Support Service Description.
- Professional development.
- Admissions policies (for program and institution).

ⁱⁱ **Performance measures** should align with the intended outcomes of the ASP initiative including:

- Increase the access, retention, completion and transitions opportunities for Aboriginal learners.
- Increase the receptivity and relevance of post-secondary programs, services and policy at the institution.
- Strengthen partnerships and collaboration between the institution and Aboriginal partners

Defining Input/Progress measures, output measures and outcome measures:

Input/Progress measures: These are measures of the resources used to produce an output, such as total dollars spent, the number of teachers, etc.

Output Measures: Indicators of the amount of service provided.

Outcome Measures: Measures that assess how well a goal and objective is accomplished. Outcome measures indicate the quality or effectiveness of a service.

Example:

Issue: Increasing transition rate from Adult Basic Education (ABE) to college level programming.

Scenario – The institution and partners have identified through an environmental scan and review of existing enrolment trends, that a large proportion of Aboriginal learners do not successfully transition from ABE to college programs. The institution and partners have identified a ‘gap’ in student support for these learners. To address this issue the institution has expanded a mentorship program to support learners to transition through ABE into college programs.

Input/Progress Measure: number of mentors enrolled in mentorship program.

Output measure: number of learners or visits between mentors and ABE students.

Outcome measure: number of Aboriginal learners successfully transitioning from ABE to college programs.

iii ***PROJECTED TIMELINE***

Allocation of Planning Funding to institutions for ASPs	March 2007
Development of ASPs - institutions, learners, communities develop plans	March 2007 – June 2007
Institutions submit ASP's to Ministry for review	June 2007
Review of ASPs and associated implementation budgets. Year One funding issued	July 2007
Institutions and communities begin Year One of ASP implementation	September 2007
Report status of plan and review by Ministry	June 2008
Ministry will review status reports and determine Year Two Funding	July 2008
Report status of Plan and review by Ministry	June 2009
Ministry will review status reports and determine Year Three Funding	July 2009
Final Phase 1 Evaluation: Decision on ongoing funding for plan renewal/base funding, additional implementation	