

Program Guidelines

**Indigenous Student Success Fund
for Colleges & Universities**

**Indigenous Education Branch
Ministry of Colleges and Universities**

Effective April 2020

1. PURPOSE

The Ministry of Colleges and Universities (MCU) is committed to increasing Indigenous learners' access to and success in postsecondary education and training and closing the participation and achievement gap between Indigenous and non-Indigenous people in the area of postsecondary education and training.

In 2011, the ministry released the *Aboriginal Postsecondary Education and Training (APSET) Policy Framework* to guide the work of the ministry and its partners.

Funding of \$18.19 million is available in 2020-21 through the Indigenous Student Success Fund for Colleges and Universities.

2. FUND OBJECTIVES

Funding is available to colleges and universities to develop new or use existing services and programs to meet the following key ministry priorities:

- Increase the number of Indigenous learners accessing and participating in postsecondary education and training, e.g. enrolment and retention of students in colleges and universities;
- Increase Indigenous learners' completion of postsecondary education and training programs resulting in degrees, diplomas and certificates, and/or apprenticeship registration and certification;
- Support/enhance/improve Indigenous learners' transitions from secondary to postsecondary education, and pathways from postsecondary education and training to the workforce or continued education; and,
- Strengthen partnerships and collaboration in promoting Indigenous learners' access to and success in postsecondary education and training.

3. ELIGIBILITY CRITERIA

All publicly-assisted colleges and universities are eligible to receive funding, provided that they, at a minimum:

- a) Maintain an Indigenous Education Council (IEC) such that Indigenous peoples are consistently and regularly engaged in decision-making within the institution:
 - Institutions should ensure that representatives from Indigenous communities/organizations have direct access to the Board of Governors and the Senate (e.g. by reserving a seat on the Board of

Governors for an Indigenous representative or through representation from the President as a member of the Indigenous Education Council).

- b) Maintain at least one Indigenous Counsellor position (broadly defined, Indigenous counselling includes culturally-sensitive counselling, mentoring, clinical counselling services, and/or other aspects of support to Indigenous learners within a counselling office).
- c) Establish and maintain public access to information on the institutional website about their Indigenous Education Council (e.g. membership, terms of reference, minutes, etc.) and how the council can be contacted.
- d) Participate in activities to measure the performance of funded activities by reporting on outcomes using ministry-supplied templates and by sharing success stories with the postsecondary education sector.

4. ELIGIBLE ACTIVITIES

Funding is available to support the design and delivery of programs and services in the following categories:

1. Counsellors and/or Support Staff in counselling offices:
 - Indigenous counsellors, counselling services and support staff within a counselling office.
2. Student Support Initiatives (including but not limited to):
 - Outreach and Recruitment activities;
 - Assistance with application processes and registration (postsecondary programs, financial assistance etc.);
 - Career Planning;
 - Elders, Senators and Knowledge Keepers in Residence;
 - Mentorships;
 - Awareness Raising (e.g. cross-cultural workshops for staff, faculty, students, guest speakers, etc.); and,
 - Cultural Activities.
3. Academic Enrichment/Access Programs (including but not limited to):
 - Academic initiatives to increase access and improve retention (e.g. academic upgrading, targeted academic counselling, peer/faculty-led tutoring, assistance with writing and study skills);

- Transition support from secondary to postsecondary education, and from postsecondary education and training to the workforce or further learning;
 - Equitable admissions policies;
 - Employability supports for Indigenous learners (skills upgrading, job readiness skills, etc.);
 - The inclusion of Indigenous Knowledge into curriculum; and,
 - Incorporation of pedagogical techniques that meet the specific needs of Indigenous learners.
4. Partnerships, Community Engagement and Community-Based Program Delivery:
- Offset costs associated with delivering programs in Indigenous communities, distance education, and development/delivery of Indigenous-designated programs; and,
 - Community engagement activities that promote participation in postsecondary education or training.
5. Evaluation of any of the above:
- Programs/projects should be evaluated against the goals of the APSET Framework including the expected outcomes in section two above.

5. INELIGIBLE ACTIVITIES

Ministry funding may not be used for the following activities:

- Capital and infrastructure (capital refers to large-scale renovation or construction-related activity);
- Research Chairs/Fellows, or other activities related to the development or support of research programs;
- Art or artifacts;
- Bursaries/scholarships programs;
- Core business eligible for support through institutional Core Operating Grant (COG); and,

Funding recipients must provide a rationale and seek prior written approval from the ministry before undertaking any potential travel outside Ontario for project activities.

6. WORK PLAN REQUIREMENTS

All colleges and universities are requested to complete the attached Indigenous Student Success Fund Work Plan Template and submit a copy to the ministry by July 31, 2020

It is expected that the work plan will continue to maintain:

1. Alignment with *Aboriginal Postsecondary Education and Training Framework*:
 - Responsiveness to the needs of Indigenous learners in the postsecondary or training setting;
 - Demonstration of how the institution is working towards/is committed to the objectives of the APSET Framework; and,
 - Indications of institutional commitment to sustainable, long-term programming.
2. Community Engagement:
 - Evidence of institutional commitment to engage with Indigenous communities/partners including an active and engaged Indigenous Education Council.
3. Evidence of effective performance monitoring:
 - Tangible performance measures describing measurement of activities to monitor the efficiency and effectiveness of programs;
 - Description of the expected outcomes for each initiative over each funded year;
 - Description of how past results have been considered in program planning; and,
 - Plans for a program evaluation.
4. Evidence of effective financial planning and project management:
 - Cost-effective budget;
 - Administrative costs do not exceed 10%; and,
 - Adherence to the definition of eligible costs.

7. PAYMENT AND REPORTING SCHEDULE

- Institutions will be required to submit:
 - Interim Financial Report due October 20, 2020
 - Year-End Performance and Financial Report due May 31, 2021

- Funds must be expended within the fiscal year provided; and,
- A payment and reporting schedule and templates will be provided to institutions once the transfer payment agreement has been signed.

8. SIGNATURES AND CONTACT INFORMATION

Work plans must include:

- Any changes to the work plan must include Signatures of the Chair or Co-Chairs of the institution's Indigenous Education Council; and,
- Institutional contact information.

9. WORK PLAN DEADLINE

- Work plans are due to the ministry **by July 31, 2020**
- Institutions may email a signed copy (**1 electronic copy**) to the ministry by the above date to the attention of:

For Colleges:

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