

# Post Secondary Review Ontario Region

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“Not so much bound by tradition  
as inspired by it”

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# Post Secondary Review 98/99

## Historical Overview

As part of the review process, it is important to have an understanding of the beginnings of the Post Secondary program. This is not intended to be a comprehensive review, but rather a brief glimpse to put the current review in some reasonable perspective.

In the mid-1960's, there were about 200 status Indians enrolled in Canadian universities and colleges. For most students, the continuation of their education was geared more to technical and occupational trades with the anticipation of gaining employment within their own communities or within the much broader Canadian society.

As First Nations began to implement Indian Control of Indian Education, the progress and subsequent improvement in participation rates became evident. It would be difficult to isolate any one factor as significant in the increase of participation. Indeed it could be many, with the following both singular and plural in their application to First Nations success.

Certainly, the local control of education has played an important role in the improvement of Indian education. First Nations have the opportunity to instill the important values that assist students in developing and maintaining self-esteem and confidence to pursue their dreams. With the additional resources, both financial and human, First Nations could move confidently forward to encourage their children in the pursuit of an education that may allow them a greater opportunity in their home community and the broader Canadian community.

Notwithstanding the above, the Canadian culture as a whole experienced tremendous growth and renewed interest in Post Secondary. With the advent of modern technology, First Nation students could envision life and jobs beyond the boundaries of their own communities and this technology improved both the education and the opportunity.

As the demand for Post Secondary continued, the department began to develop policies to define and better meet the need. These policies initially improved access for the technical trades, then considered upgrading opportunities and finally formalized an approach to improve funding opportunities to enhance and encourage greater success.

The last policy development in the late 1980's still serves the department and has been used by First Nations as a model for local community policy development.

Although the Federal government announced in 1991 an increase in Post Secondary funding over a 5 year period, this initiative also ended what had been termed "banking days" that had allowed First Nations to increase their funding to meet the demand through a prescribed process. First Nations deemed this to be a "cap" on the Post Secondary funding. The Federal government announced another increase in 1994, which at the First Nation level was still deemed inadequate to meet the increase demand.

It is from that point that this review was undertaken. Not only to meet the need of the departmental compliance, set full and final allocations, but also to determine how First Nations were meeting their need, and what are the success rates against the increased demand. Herein lay the results of that review.

## The Mandate and Process

The mandate (see appendices for greater detail) was to determine if First Nations were in compliance with minimum program requirements for the administration of the Post Secondary education program and to determine full and final allocations for the current fiscal year. Although, this was the primary focus, it became apparent that an opportunity presented itself to expand the parameters of the review to include programs of study, success rates, and First Nations best practises. With that in mind, a format was developed to include leading questions and forms to simplify the review process. (See appendices)

## Preparation for Approval

- October of 1997 discussions were undertaken on a process to review the Post Secondary for compliance and reallocation.
- A proposal in principle was presented to Operational Policy Steering Committee in November 1997. Direction was given to proceed with the risk analysis.
- Risk analysis presented to RDG Dec. 9, 1997. Approved in principle subject to development of mandate, terms of reference and a work plan.
- Initial allocation to First Nations was 75% of previous years approved funding.
- Presentation of work plan to Operational Policy Steering Committee May, 1998. Approval of work plan May 8, 1998.

A review team was organized that included members from corporate services, funding services, strategic planning, and intergovernmental relations. This team was then assigned areas within the Region.

Teams were to contact First Nations and /or PTOs (Provincial Treaty Organization) for a meeting date and where possible were to meet on site. First Nations were asked to provide a copy of their current policy and to have identified student files ready for review. For each First Nation or

administrating body a minimum 25% random sample of reported student files were to be reviewed.

### **Preparation for Review**

- May 22, 1998, RDG letter to First Nations introducing the review and its objectives. i.e. compliance and final allocations
- Letter to First Nations detailing expectations
  - on site visit
  - copy of current policy and appeal process
  - allowance schedule
  - 97/98 unaudited Post Secondary expenditures
  - student files made available (as selected by INAC through random sample) with the following fields already verified
    - registry number on PSE matched to IRS (Indian Registry System) to confirm status
    - students full name & date of birth, gender matched to IRS to confirm consistency
    - institutions were considered as approved institutions
    - other standard data integrity checks
- Letter to PTOs and Chiefs of Ontario advising of schedule of site visits

## **On Site Review**

### **File Review**

Allowance rates: The review compared published allowances (which would include dependants) for tuition, books, and travel rates to those rates actually paid to individual students as documented in the student file.

Residency: determine confirmation of Canadian residency by looking at the address on a student file prior to attending school.

Acceptance: documentation on the student file that demonstrated a student was actually accepted into and was attending the institution.

### **Policy**

First Nations provided a copy of the current policy in place and questions, using the following as a guide, were posed around the application of the policy. Additional questions would be posed based on the information provided.

- current policy in place
- publicly available
- appeal process
- rate schedule
- general overview on student lists
- potential policy revision

### **Conclusion of the On Site Review**

- First Nations were advised of their funding levels which could be up to 3.4% over the 97/98 eligible base by July 1998.



- Written confirmation followed each meeting, that included budget levels, suggestions for potential improvements, and acknowledgements as appropriate.
- Every opportunity for capacity development was undertaken and offers of future assistance made.
- Best practices were recorded.
- Unfunded demand information was collected.
- Reallocation of identified surplus to address documented unfunded demand were made by August, 1998.

# The Findings

There are 104 administering organizations (see appendices) in the Ontario Region. The Region targeted 72 organizations for the review, the Regional teams were able to review 70. Those not reviewed included communities under remedial action plans where Post Secondary was part of their payback, First Nations under multi-year agreements and one First Nation who chose not to participate. The communities within the aforementioned will be reviewed within the next fiscal year. The following represents the information collected during the 98/99 review process.

## Number of Administering First Nations/Organizations

First Nation/Organization	Number	%
NAN	23	22.12%
UOI	38	36.54%
AIAI	7	6.73%
CGT3	21	20.19%
Independents	15	14.42%
Total	104	100%

**Visits to Administering First Nations/Organizations**

First Nation/Organization	Planned Visits	Actual Visits
NAN	22	22
UOI	26	25
AIAI	6	5
CGT3	7	7
Independents	11	11
<b>Total</b>	<b>72</b>	<b>70</b>

**Records Examined**

First Nation/Organization	# Available	# Examined	% Examined
NAN	967	518	53.57%
UOI	1677	783	46.69%
AIAI	692	213	30.78%
GCT3	77	77	100%
Independents	1596	341	21.37%
<b>Total</b>	<b>5009</b>	<b>1932</b>	<b>38.57%</b>

## Compliance

### Current Policy

- All but one First Nation organization was able to provide a policy to the review team. All policies were publically available through band offices, counselling offices, community bulletin boards and community newsletters.

### Compliance to Policy (where provided)

First Nation/ Organization	Total # of Policies Provided	Compliance to Policy	%
NAN	22	21**	95.45%
UOI	25*	25	100.00%
AIAI	6	6	100.00%
GCT3	7	7	100.00%
Independents	11	11	100.00%
<b>Total</b>	<b>69</b>	<b>68</b>	<b>98.55%</b>

- Policy changes were made to maximize participation against a limited budget.
- Standards of expectation although varying, were in each policy. The following represent standards that were noted:
  - A minimum 60% academic average for continued funding, transcripts must be provided.
  - Student conduct away from the community, including attendance to program.
  - Should students disregard any standard, funding may be immediately suspended or there may be a probationary period with clearly defined and articulated expectations. The change in expectations could include students successfully completing a term under their own funding.

- Students who failed a year or term may have funding suspended indefinitely or permanently.
- Withdrawal or failure students would be expected to pay back funding provided before any further consideration of funding.
- Priorities for funding have generally remained consistent with departmental policy.
- Using the priority system, First Nations are able to fund continuing students and recent graduates.
- Residency has not been used as a criteria for priority ranking.

#### **Financial Assistance**

- Vary across the region.
  - Some have maintained the departmental rates, which have remained constant since 1989. (See appendices)
  - Others have established one flat rate regardless of living arrangements/dependants. Eg. \$800.00 per month
  - Others have increased the allowance rate while maintaining participation rates. Eg. \$850.00 and \$920.00 per month for single rate.
  - Northern First Nations augment their allowances by considering:
    - \$500.00 household allowance / one time only
    - \$200.00 summer storage fees / annual
    - \$1000.00 moving fees with receipts
    - \$200.00 maximum per month with receipts for live in child care
    - \$500.00 maximum for clothing for specialized careers

- Tuition
  - Tuition rates were paid directly to the institution upon invoice, with exceptions being part time students, who were paid directly.
  - Tuition refunds were returned directly to the administrating organization.
  - Tuition rates were paid in Canadian equivalent.
  - Full tuition payments, regardless of cost, were made.
  - In addition academic fees, which included health insurance, locker fees, graduation costs and use of recreation facilities were often added to tuition invoices.
  - Verification of tuition invoices were made against course calenders, and some challenge was made to academic fees.
- Book rates vary from actual cost to a flat rate (\$300-\$500) determined by each First Nation. Receipted expenses over the flat rate allowance could be considered.
- Travel for many First Nations is still covered, with the most expensive being those students travelling from the north.
  - Travel could include monthly bus passes or parking fees. Mileage costs may be considered.
  - Seasonal travel home using the most inexpensive method.
  - Travel for immediate family was also covered.
  - Travel home for extraordinary personal reasons.
  - Most expensive travel occurring from isolated communities.

#### **Incentives / Scholarships**

- Where incentives are offered, they generally follow departmental policy. Provision of incentives is provided in one of two ways:
  - established as part of the budget at the beginning of the year

- is given only upon identified surplus
- Students are encouraged and, in some cases, expected to apply for scholarships where possible.
  - full amount of scholarship is applied against eligible funding
  - full scholarship stays with student as an incentive
  - a portion of scholarship is applied against eligible funding and the student retains the balance

### Appeal

- All First Nations have an appeal process in their policy that may include more than one level.
- Appeals were generally made against denial of funding and insufficient allowance.
- An appeal must be formally presented i.e. written communication.
- The appeal committee established by First Nations could include, community members, senior administrators, Chief and Council and the counsellor responsible for the student file.
- The student presented their case for reconsideration and the decision depending on level was final.
- There are reciprocal agreements between a few First Nations and other organizations for a broader objectivity in the decisions for appeals.
- Students who have failed a term due to personal reasons may not have to undergo a formal appeal process. Counsellors have discretion within the policy to allow for flexibility in decision making.

## Reallocation

Based on the findings of the compliance review, final budgets were established. The reallocation results are reflected in the following tables.

### Budget Adjustments

First Nations/ Organizations	# with No Increase/ or Decrease to Previous Year's Base	# with 3.4% Increase to Previous Year's Base	Additional Funding for "Demand"	Total Budget Adjustments
NAN	4	18	7	553,926
UOI	3	23	9	924,804
AIAI	1	5	1	(245,423)
GCT3	0	7	3	290,204
Independent	0	11	8	808,034
Total	8	64	28	2,331,545
	72			



**Fixed Budget Distribution**

First Nation/ Organization	Amount of \$ (000's)	% of Budget	% of Population
NAN	12,999.6	20.63%	20.81%
UOI	23,849.1	37.84%	30.11%
AIAI	7,044.2	11.18%	11.65%
GCT3	7,453.4	11.83%	8.43%
Independents	11,673.5	18.52%	29.00%
<b>Total</b>	<b>63,019.8</b>	<b>100%</b>	<b>100%</b>

# Opportunities

## First Nation

Notwithstanding the observed achievements in the current administrative process, there are always opportunities to meet the changing demand and exceed the current expectations. First Nations need to take the opportunity to refine and provide vision that ensures the longevity and success of the Post Secondary program.

The following statements are reflective of the discussions held with First Nations staff during the on site reviews.

- 6 out of 70 First Nations were able to identify success through graduation. First Nations should consider defining success within the needs and expectations of their community and how the Post Secondary program can meet them.
  - More consideration could be given to ensure that students registering in courses have a future for employment that allows them to expand beyond their own community.
  - Success could be measured in terms of completion of a course of study or in the attainment of employment for the majority of First Nations.
  - Counselling will assist students who have the desire to return home to make a positive and long standing contribution to their community.
  - Communities may wish to consider the development of the long term needs of their community which can be supported by Post Secondary education.
  - Policy development must be ever changing and be reflective of the current fiscal and community environment. These changes allow for an enhancement of the program and can better serve the needs of students and community.

- Post Secondary administrators could be working within the community to assist in determining long term needs. Policy could be written to reflect the changing needs of the community.
- Record keeping could be well organized and current to the student progress. A tracking system will assist on-site management and student progress.
- Where deadlines have been established, they must be adhered to by all parties. This ensures a fairness in the application process and allows a consistent review of priority.
- Many First Nations expressed the concern that some native specific courses were disguises for upgrading and that upon completion did not allow the student access to a broader job market or further education. Thus, there is an opportunity for First Nations to better partner with the institutions offering native specific programming to ensure that they continue to meet the changing needs of First Nations communities.
- Counsellors may need to be more diligent in advising their students in the transferability and or portability of credits among accredited institutions.
- As with the general population, students tend to focus on general arts and science as well as business studies at both the college and university level. First Nations students should be challenged to pursue careers in health, law practices and science and technology.
- Post Secondary administrators should be encouraged to develop an accountability system back to Chief and Council and the community, indicating not only participation but graduation rates.
- First Nations may need to consider leveraging, other sources of funding such as Pathways Funding, O. S. A. P. (Ontario Student Assistance Program), Millennium Scholarships, Scholarships and bursaries, to supplement available dollars for Post Secondary education.
- First Nations have an opportunity to establish a mentor program. There are many positives to be gained by fostering the model of success.
- Students attending the same institution could be contacted to assist new students in the orientation to the area. Support to students would be another opportunity to ensure success.

- There is an opportunity to create an alumni association that is similar to those used by Post Secondary institutions. These local associations could develop scholarship funds, assist students in developing study skills, orientation to the school community, and expand the communities base of Post Secondary expertise.
- Students could be encouraged to speak with secondary students to assist them in identifying their potential interests and may in fact inspire these students to succeed.
- Partnerships that assist students to success should be considered. Southern communities could be used to assist students from the north in the orientation to southern institutions, mentors for first year students, and use of on site native counsellors would assist students in achieving success.
- The sharing of human resources, policies and success stories can be better utilized.
- As more students become successful, First Nations can use these students as role models by broadcasting their success through community newsletters, local papers, and within the counselling units.

There are tremendous success stories of communities and students who have met the challenges they faced with courage and conviction and these stories should be shared and used as a model for the continuation and enhancement of every student's dream to reality.

## Regional Opportunities

- The Region needs to identify other alternative funding sources within the Federal and Provincial domain and make this information available to First Nations. (O. S. A. P., Millennium Scholarships, Scholarships and bursaries)
- A cyclical review to evaluate the changing demand that supports reallocation.
- To challenge the statistical data to determine actual graduation rates against the increasing demand.
- To liaison with potential employers and to provide that information back to First Nations so that their students may be considered for both long and short term employment.
- Explore the opportunity to develop and maintain an aboriginal inventory of Post Secondary students for long and short term employment opportunities.
- The Region has taken the opportunity to partner with the Grand River Post Secondary unit to develop a database for First Nations that will assist in tracking students success. Upon the completion of this project, the Region can assist in advising First Nations of its availability.
- The Region has supported a pilot project with the Southern First Nations Secretariate to develop a model for tracking employment. The outcome of this pilot will be shared with First Nations. The Region may wish to share this document with other Regions and their First Nations.
- Capacity development may need to be considered as a two step process
  - internal to the Region
  - external to First Nations / Organizations

The Region needs to invest in creative new initiatives that encourage and support the sustainability of Post Secondary programs.

# Best Practices

## First Nations Best Practises

The following are examples of best practises observed during the review.

- Student attitude and commitment is very important. First Nations require potential students:
  - to come before Council to describe their personal goals for Post Secondary education or provide an essay from each student describing why they want to attend.
  - who have never lived on reserve, to make one visit during their educational experience.
- First Nations have good working relationships with College / University counsellors with respect to attendance and program performance of students in efforts to encourage success.
- First Nations require term report cards/transcripts to be provided as a criteria for continued funding.
- First Nations have benchmarks of minimum Grade Point Averages combined with attendance for criteria for continued funding.
- First Nations have a probationary period before withdraw funding.
- Computer usage:
  - a small inventory of lap top computers for student use on a loan basis.
  - physical space where students can come into the office and make use of the computers at the office.
  - purchase plans available

- First Nations verify dependants of band members through the registry system or use the band membership clerk to verify eligibility.
- Use of income tax forms to verify dependant spouse and in addition, copies of birth certificates are on file to verify dependants.
- First Nation invite Post Secondary students to come back for career fairs and talk to secondary students about opportunities.
- Students are profiled as role models in the community and are active participants in local recreation programs with elementary/secondary children.
- First Nations celebrate and acknowledge successful students annually through banquets, awards nights, published list of graduates in local news letters, "walls of fame" in band offices.
- O. S. A.. P. is encouraged.
- First Nations have stated objectives/minimum standards for students for continued funding, as well as formally stated implications of not meeting minimum standards of behaviour.
- Council will hold a job for an individual for educational leave purposes if they are accepted into a program that meets community needs.
- First Nations may encourage employment back with the community where jobs are available.
- Students make either a verbal commitment or statement in their letters of application that they would like to come back to the community or the native community as a whole.
- Students write back to Council thanking them for guidance and financial assistance.
- First Nations over commit up to 10% for the Sept to December anticipating drop outs for the January starts.
- First Nations getting tuition waivers for students 60 years of age and older.
- Orientation is provided to students to acquaint them to banks, shopping, transportation, recreational facilities, etc.

- A mentoring system that partners first year students with continuing students at the same institute regardless of First Nation
- An alumni association that is similar to those used by Post Secondary institutions. These local associations could develop scholarship funds, assist students in developing study skills, orientation to the school community, and expand the communities base of Post Secondary expertise.



# Conclusions

The most noteworthy point of the review, is that at the local level, First Nations Post Secondary administrators are proud of their efforts in meeting the challenges of this program delivery. They continue to recognize the need for ever changing policies and are quick to acknowledge that they can be more demanding in their expectations. Their efforts should be recognized and not minimized in the glare of overwhelming political rhetoric.

First Nations have demonstrated compliance with the terms and conditions of their respective funding arrangements. Given the constant debate on First Nations need for accountability, this is encouraging for the Ontario First Nations. In addition, First Nations are making decisions in the allocation of their resources that may have an impact on their participation rates. Any allocation strategy must become more accountable to the membership upon whom it impacts. Therefore, it may be necessary to work with First Nations, through capacity development, to continue to ensure compliance to agreements and the best use of the available resources.

While, we can point confidently to the increase in participation and the commitment and expertise at First Nations level as indicators of the success of this program, it is also discouraging to add that very few First Nations of any size could accurately and confidently determine their graduation rates. It was difficult to determine if employment had been procured as the result of successful completion and herein lies a positive opportunity.

In an effort to address and improve the participation rate, the Ontario Region re-allocated 2.3 million dollars. As well the Region has entered into two partnerships to support the identification of graduates and their subsequent employment. These efforts will be shared with First Nation communities.

The most glaring point, although not a consideration of this review, is the continued lack of participation of recent high school graduates. This does not speak well for the young and this must become a priority for both the Region and First Nations. There is no doubt that the increase in mature participation is a positive and welcome sign for those students and the community at large.

There is no greater investment or reward, then that in the interest of children. As they mature, and become life long learners, it is imperative that from their first experience to those of later life that they learn within the self esteem and confidence that they gain. It is a never ending task for student and community, but the investment speaks to a brighter future. It is important that First Nations seize the opportunity to create a sustainable vision for the Post Secondary program. Defining and establishing the standards of the program in no way limits its success or the level of participation.

The efforts demonstrated during this review should be recognized by all who have participated and they should be shared as a model for continuing excellence.

# Appendices

1. Risk Analysis
2. Post Secondary Education Program Review: Presentation notes to Operational Policy Steering Committee
3. Communication documentation to First Nations
  - a. May 22, 1998 letter from RDG introduction to review
  - b. Sample letter to First Nations
  - c. letter to Chiefs Office/PTOs
4. On-site review documentation
  - a. Check list 1, 2, 3
  - b. Matrix for decision making: Benchmarks
  - c. sample random sample sheet
5. Post Secondary Review: Interim Report to Operational Policy Committee
6. INAC Facts from Stats: From Intranet
7. Stats Canada Post Secondary Enrolment info from Internet.
8. Ontario Region 1997/98 Post Secondary

Departmental Documents



## **RISK ANALYSIS**

### **Proposal:**

Conduct PSSSP base budget compliance review and adjust base budgets as necessary to improve match of available funding to demonstrated needs

### **Relevant Departmental Objectives:**

- "To encourage and support the educational and career development opportunities of Indian and Inuit people."
- Equitable treatment of First Nations
- Eligible students determined and funded per program criteria
- Efficient use of resources

### **Issues in meeting Departmental Objectives that prompted the Proposal:**

1. Evidence from First Nations that some/many(?) eligible students are not receiving funding
2. Recent data review which found that
  - there is a net audited PSSSP surplus;
  - it appears some ineligible students are being funded or, if not strictly ineligible, may be receiving more support than appropriate (e.g. to attend U.S. institutions when similar programs are available in Canada); but,
  - data is incomplete and open to interpretation.
3. Budgets have been allocated on a 92-93 base plus growth with any incremental resources being distributed equitably, but not on a needs basis; hence, one possible explanation for the data review findings is that there is sufficient funding available to support all eligible students but allocation of available funding is the problem.
4. Time pressure: it has been five years since the last base budget review; as First Nations move to FTAs, scope to review base budgets on a comprehensive basis will be reduced; such reviews will only be possible once in the five year cycle of each FTA, cycles which will vary amongst individual First Nations.

### **Stakeholders:**

First Nations: chief and council; parents; students  
Departmental Staff  
Minister  
Media/Public

### **Risks of Status Quo:**

#### **Operational**

- Program objectives may not be met: eligible students may not receive funding

#### **Financial**

- Apparent net audited PSSSP surplus may lead to future difficulty in accessing new PSSSP resources, if not a future budget cut.
- Some funds may not be used for purposes intended: some ineligible students funded; some eligible students over funded, i.e. inconsistent application of rate structure

### **Political**

- Significant negative reaction from the Minister, media, public, and First Nations can be anticipated under each of the following scenarios:
  - inequities brought to light and department is accused of mismanagement
  - inequities perpetuated to the extent that significant numbers of eligible students are not funded and pressure to increase PSSSP funding mounts
  - apparent PSSSP surplus limits Region's access to additional funding over time and this leads to a significant increase in the number of unfunded eligible students . . .

### **Opportunities provided by the Proposal:**

1. Test adequacy of available PSSSP budget to meet program objectives
2. Improve match of available funds to post-secondary needs/ensure maximum number of eligible students are supported within available resource levels, i.e. improve level of assurance that program objectives are being met
3. Encourage take up of FTAs (once base budgets established, adjustments move to five year cycle)

### **Implementation Issues/Risks:**

- Preliminary Stakeholder Analysis
1. On site review of data and expenditures
    - First Nations unprepared for this change
    - First Nations may see reviews as excessive, interventionist
    - Staff, anticipating negative reaction, will be reluctant to conduct reviews
  2. Acting on data/expenditure information will affect future First Nation budgets
    - Some will get less, if data/expenditure information shows post-secondary surplus: those First Nations who get less will react negatively
    - Some may get more and react very positively
  3. Lack of consultation on the change in methodology
    - Negative FN reaction to unilateral decision
  4. In drawing attention to PSE, concerns may be raised that increases to the regional budget are not keeping up with provincial tuition increases
    - Political pressure for increased budgets

### **Ranking of Risks and Mitigation Measures**

Experience already available from which to assess level of risk: Southern District conducted a rigorous PSSSP data analysis and adjusted budgets accordingly in 1992-1993. There was no significant negative reaction from First Nations. Risks 1-3 above assessed as acceptable with effective advance communication discussed below. Risk 4 is acceptable; criticism of adequacy of PSE funding already occurs and government position of continued support and incremental funding over past few years has effectively responded to criticism.

To mitigate negative reaction to 1-3 above, recommend careful upfront communication to

staff conducting reviews, who in turn can discuss with First Nation officials: purpose for the review, intended use of findings, and expected benefits of the process compared to the "risks of the status quo" noted above.

### **Communication Strategy**

### **Alternatives**

1. Do nothing about base budgets; continue equitable allocation of incremental increases
  - Significant size of net audited surplus in 1996-1997 will *not* likely be noted by headquarters, but with implementation of new data capture practices, any surplus from 1997-1998 on will be visible; if left unexamined, there is a significant risk that Region's ability to justify access to new funds will be limited and a significant risk that management of the program ultimately will be criticized by not only First Nations but also headquarters and the Minister as inequities among First Nations are brought to light and program objectives are not met.
  
2. Proceed to implement with PSE compliance strategy to improve data base for 1997-1998 academic year enrolments; do nothing about base budgets for the interim; obtain results from compliance reports and develop alternative strategies based on the data
  - Significant risk that this only will serve to postpone budget adjustment exercise; pressure to adjust budgets is a likely long term result of the compliance review.
  - Delay also will limit thoroughness of any future budget adjustment process as some First Nations (estimate 25 or more) already will have established FTA base budgets; delay therefore will perpetuate any inequities in these budgets relative to those of other First Nations.

### **Next Steps:**

1. incorporate any hard information, e.g. on data findings: size of surplus; extent of problem with questionable funding recipients; any hard evidence about unfunded eligible students?
  
2. any other mitigating measures required to implement the proposal and limit any negative reaction.





## Post Secondary Education Program Review

### PSE Program Objectives:

1. Policy: assist Indians and Inuit to gain access to PSE, and graduate with skills
2. Reporting Guide: -encourage/support educational and/or career development opportunities through PSE  
-supports increased participation and success in recognized universities or college programs

### Why undertake the review? Undertake the Minister's business

1. A full regional review has not been undertaken since 1991
2. The data we have may not justify the budget we have
3. The information we have does not allow us to interpret financial expenditures to ensure efficient use of funds
4. The information we have does not allow us to determine the effectiveness of PSE programs, (not enough/right data to ensure maximum participation and increased success within available funding).
5. To ensure the management regime for the budget allocation process is applied in a standard and consistent manner, within the principles established. (Regime is unchanged, but is being implemented. Formula is "Base Budget" plus % growth).

### Purpose of the Review:

To gather information to create opportunities for First Nations to:

- a) establish full and final budgets for 98/99
- b) demonstrate best practises for efficient and effective management policies and strategies, e.g. administration, maximize participation, graduation/success rates, other sources of funding
- c) identify areas of concern
- d) have input into future year management regimes and allocation methodologies

To gather information to create opportunities for the Department to:

- a) fully allocate the 98/99 PSE budget in a fair and equitable manner that will maximize participation within available funding levels
- b) to disseminate best practises collected during the review to improve the quality of PSE programs in the Region, and target areas for capacity development
- c) assess the regional situation in terms of where we are with PSE, and determine where we would like to be in the next three years, i.e. plan for the future growth of PSE

- d) defend what we have, both to other Regions, and to Central Agencies, (compliance and accountability).

**Outcomes:**

**Immediate:** Establish a "base budget" and allocate the percentage growth in an equitable manner for 98/99, and re-allocate back to First Nations any efficiency savings identified from the review

**Mid-term:** Gather information from "grass roots" level that will allow us to develop better, more sensitive, more informed decisions, e.g. policy direction and management regimes.

Information will be useful in developing a strategy for accessing Gathering Strength funding for capacity development.

**Longer-term** Ability to plan/anticipate for emerging issues, rather than just react, e.g. know and understand the increasing demand and where it is likely to be and have a plan in place to deal with it.

Provide "tools" for INAC staff to work with First Nations, e.g. identification of legitimate other sources of funding, ability to problem solve in the best interests of First Nations etc.

**PROCESS:** Steering Committee will co-ordinate the efforts of two specialized review teams to undertake the review from mid May to mid July 1998

Proposes Time Frame

Activities

Week of  
May 12, 1998

RDG letter to all First Nations, Tribal Councils, Administering First Nations, PTOs etc informing First Nations of purpose and process of the review

Sample letter for Director of Funding Services signature with details and schedule of review

May 18, 1998

Two day workshop in Thunder Bay to ensure review undertaken consistently in all locations

mid May to mid  
July 1998

Set schedule and meet with all First Nations/administering organizations whose budgets are not yet full and final.

There will be an exit interview with the First Nation to review the findings of the review: recommended budget levels for 98/99, best practises, preliminary feed back on compliance. A formal written response will be provided within two weeks.

Last week of  
July

Identify the efficiency savings generated through this process and recommendations for the allocation of these funds.

August 1, 1998

All PSE budgets finalized and processed

By September

The remaining First Nations will undergo the review. 99/00 base budgets can be determined if necessary, otherwise, program information and compliance reviews will be conducted.

By October

Will utilize information collected to present, in draft format, recommended management regimes and allocation methodologies for 99/00

By November

Final Regional Report prepared and distributed to Senior Management and First Nations.

## MANDATE OF THE REVIEW TEAM:

The mandate of the review is recommended to have:

1. The ability to finalize the PSE budget at the time of the review, within the regimes and principles established, including a reduction from the 97/98 year end budget where expenditures and trends no longer justify the allocation.
2. The ability to recommend funding for extra-ordinary circumstances, where there is demonstrated need, from any efficiency savings generated from the review.
3. The ability to not recommend additional funding where there is no demonstrated need. (This would not preclude the ability of First Nations to appeal that decision to the next level).
4. The ability to identify inefficiencies with the First Nations administration and management of the PSE program **and** identify options and suggestions for improvement.

## PRINCIPLES OF ESTABLISHING BASE BUDGETS:

1. First Nations budgets will not be reduced below their 97/98 expenditures up to their 97/98 approved allocation.
2. Review of expenditure information will not be done in isolation. Other factors that may be considered in the review of expenditures include:
  - participation trends, both secondary school graduation and continuing students
  - population trends: 18 to 35 age group
  - First Nations rates
  - First Nations priorities
  - flexibility afforded First Nations in previous years funding agreements
  - drop out rates
3. First Nations budget will be finalized at time of review with the range of:  
"97/98 Base Budget plus up to 3.4% growth"
4. Any justified extra-ordinary circumstances requirements **may** be considered **if** there are any efficiency savings available.
5. An equitable allocation process be in place for the distribution of any efficiency savings



May 22, 1998

Chief and Council  
PSE Administering Organization  
etc

**Re: 98/99 Post Secondary Education Program Review**

I would like to take this opportunity to inform you that the Region has received a 3.4% increase to the Post Secondary Student Support Program for 98/98. This represents an additional \$1,996,900.00 that is available for students to attend Post Secondary institutions.

In continuing efforts to ensure maximum participation and success within existing resources, the Region is undertaking a Post Secondary education program review. The purpose of this review is to ensure efficient and effective use of available Post Secondary funding. The review will provide an opportunity to exchange information so that Post Secondary budgets may be finalized by mid July 1998. This time frame applies to those First Nations that have signed annual agreements or those in the first year of a new multi-year agreement.

The review will also allow for a current assessment of the program that will encourage the identification and sharing of best practices as well as collect information about increasing demand. In addition, the information learned from this exercise will be important in exploring new and creative ways of maximizing participation and success.

The review will be undertaken during the month of June 1998. The process will take the form of a meeting of approximately two hours, which will also include the review of a random sample of student files. First Nations will have an opportunity to talk to the Review Team about their policies and management regimes for the administration of the Post Secondary program as well provide information about their increasing demands.

First Nations will continue to receive their 97/98 level of expenditures up to the level of their approved 97/98 budgets. However, where First Nations have not fully utilized their Post Secondary allocations, efforts will be made to re-allocate those resources to other communities where there is demonstrated need. I am aware that this re-allocation process will not deal with all of the demand, and that this exercise will be managing at the margins, at best. However, it is an effort to begin to re-align funding to areas where demand is greatest.

...2/

For those First Nations under an existing AFA, 3.4% has been determined as the average regional growth that will be applied to the current budget, as per the terms and conditions of the agreement. The review for those First Nations under existing multi-year agreements will be later in the fiscal year.

Specific details of the schedule, scope and content of the review will follow shortly. In the mean time, should you wish to discuss the nature and format of the review, may I suggest you contact Kathryn S. Hill, Special Projects Officer, at (519) 751-2041.

John Donnelly  
Regional Director General  
Ontario Region

25 St. Clair Avenue East  
TORONTO, ON M4T 1M2

cc member First Nations, if appropriate  
Doug Forbes, Associate Regional Director General, Ontario Region  
Ontario Region Directors

jeb095n2

DRAFT

Date:

Sample Letter to First Nation  
PSE Review

Further to the letter dated May 22, 1998, from John Donnelly, Regional Director General, Ontario Region, this letter will serve to advise you of the date, time and place for your PSE review, as well as provide to you more details of the review.

Date:

Time:

Location:

Review Team:

In preparation for the review, copies of the following documentation should be made available to the Review Team Leader, ideally, prior to the meeting. If not, then these documents must be made available at the time of the meeting:

1. First Nation PSE program policies and procedures, if different than INACs
2. First Nation appeal process, if not included in the First Nation policy and procedures
3. Allowance Schedule in use at November 1, 1997
4. 97/98 unaudited expenditures on the post secondary student support program, not including any Indian Studies Support Program funding.

In addition to the program review and the finalization of the 98/99 PSE budget, the following information will be validated on site via student file review. INAC has already verified specific information through the regular data base submission on post secondary students. These fields are:

1. Registry Number on PSE has been matched to the Indian Registry System to confirm status.
2. The student's full name, date of birth and gender on PSE has been matched to the Indian Registry System to ensure consistency between information systems.
3. Institutions were considered as approved institutions as recorded in the November 1, 1997 PSE data base
4. Other data integrity checks were undertaken to ensure quality data was recorded in the data base, for example, no students were reported as being in year 5 of a 4 year program, that all numeric fields are numbers and that all character fields contain alpha characters etc.



During the meeting, members of the review team will be looking to confirm that the First Nation implemented the policies and procedures in place as at November 1, 1997 and were consistently applied to all students. The following areas will be considered in this file review:

Allowance schedules: The review team will compare published allowances, tuition, books and travel rates to actual rates paid to individual students, as documented in the student file.

Residency: The review team will be looking to be able to determine confirmation of Canadian residency by looking at the address on a student file prior to attending school.

Acceptance: The review team will be looking for documentation on the student file that will demonstrate that a student was actually accepted into and is attending the institution.

Attached please find your random sample of student files that are to be reviewed during the meeting. Please have these files available for review at the specified time and date. As many of these files will be reviewed as can be accommodated with the time frame for the meeting.

I will be contacting you by phone subsequent to your receipt of this letter to confirm the meeting date, time and location.

Should you have any questions in the regard, please do not hesitate to contact me at  
????

Review Team

cc Funding Services Officer

Attachs

June 12, 1998

Regional Chief Tom Bressette  
Chiefs of Ontario  
?  
TORONTO, ON ???

**Re: 1998/99 Post Secondary Education Review and Schedule of Reviews**

Attached for your information, please find copies of letters that were FAXed to First Nations and Post Secondary education administering organizations the week of May 22, 1998, introducing the 98/99 Post Secondary Education Review in Ontario.

In summary, the Region has received an increase of 3.4% to the Post Secondary student support program for 98/99. This represents an additional \$1,996,900.00 that is available for redistribution, among First Nations. First Nations should continue to plan on accessing continued funding at their 97/98 levels of expenditures not exceeding their 97/98 approved budget. However, where First Nations have not fully utilized their Post Secondary allocations, efforts will be made to re-allocate those resources to other communities where there is demonstrated need. I am aware that this process will not deal with all of the demand, and that this exercise will be managing at the margins. However, it is an effort to begin to re-align funding to areas where demand is greatest.

These efforts to re-align scarce resources will not impact the communities with existing multi-year agreements. The regional growth to be allocated to those communities will be 3.4%. These communities will be visited by the review team, however, but not until late fall 1998.

The schedule of visits for your member First Nation is attached for your information. There are four Review Teams covering the Ontario Region for the month of June 1998. The review team will be looking at First Nations policies and procedures and confirming adherence to those policies. It is expected that the reviews be completed by June 1998 and budgets finalized by July 15, 1998. I anticipate sharing with you the interim report that will be prepared by the review teams by the end of July 1998.

Should you wish to discuss the details of this review, may I suggest you contact Kathryn Hill, Special Projects Officer, at (519) 751-2041.

John Donnelly  
Regional Director General  
Ontario Region

25 St. Clair Avenue East  
TORONTO, ON M4T 1M2

cc Directors, Ontario Region  
Kathryn Hill, Special Projects Officer, Brantford Business Centre  
Attachs.



**ONTARIO REGION  
POST SECONDARY REVIEW AND CHECK LIST**

**Date:**

**First Nation:**

**1a) Is there a Post Secondary Policy?**

Yes	No
-----	----

Acceptable	Not Acceptable
------------	----------------

**Comments:**

**1b) Is there an appeal process?**

Yes	No
-----	----

**Comments:**

**1c) Is it publically available?**

YES	NO
-----	----

**Comments/How:**



**ONTARIO REGION  
POST SECONDARY REVIEW AND CHECK LIST**

5. 1998/1999 Established Budget Level:

--

Comments:

Signature of Reviewing Team:

Kathy Hill:	Date:
-------------	-------

Julie Denman	Date:
--------------	-------

\*\*\*

**ONTARIO REGION  
POST SECONDARY REVIEW AND CHECK LIST**

**Date:**

**First Nation:**

**1996/97 Audit Expenditures:**


**1996/97 Allocation:**

**1997/98 Audit Expenditures:**


**1997/98 Allocation**

**1996/97 Estimate of Cost per Student:**


**1997/98 Estimate of Cost per Student:**

**Participation Rates 97/98 Students as  
% of target population (18 - 35)**

--

**Comments:**

\*\*\*

ONTARIO REGION  
 POST SECONDARY  
 AUDIT FOR 1997-98 FISCAL YEAR

FUNDING A 137 SHAWANAGA

REGISTRY #	SURNAME	GIVEN NAME	DOB	AGE	S	F	Q	INSTITUTION NAME	STUDY	STUDY NAME	CURRENT YEAR OF	RESIDENCY IN CANADA	Letter of Acceptance on File	Number of Dependants	ALLOWANCE			TUITION			TRANSPORTATION		
															PUBLISHED RATE	ACTUAL RATE	VARIANCE	ATTENDING RATE	LOCAL RATE	VARIANCE	ATTENDING RATE	LOCAL RATE	VARIANCE
				39	M	T	2	LAKEHEAD UNIVERSITY	U62	SOCIAL SCIENCES & SERVICES	2	4			675	650	25			0			0
				37	F	T	2	LAKEHEAD UNIVERSITY	U56	ENGINEERING & APPLIED SCIENC	3	3					0			0			0
				36	F	F	2	UNIVERSITY OF MANITOBA	U62	SOCIAL SCIENCES & SERVICES	2	4					0			0			0
				26	F	T	1	CAMBRIAN COLLEGE	C11	SOCIAL SCIENCES & SERVICES	2	2					0			0			0
				20	M	T	1	CONFEDERATION COLLEGE	C03	GENERAL ARTS & SCIENCES	1	2					0			0			0
				37	F	T	2	TRENT UNIVERSITY	U59	LAW	1	4					0			0			0
				17	F	T	1	CONFEDERATION COLLEGE	C11	SOCIAL SCIENCES & SERVICES	1	2					0			0			0

# students: 7



	PSE Benchmarks	Surplus Unexpended \$ within 10% of budget	Surplus Unexpended \$ More than 10% of budget	Deficit Over expended Budget	Balanced Budget
Best pract ises	Efficient mgmt/ effective policies	-Keep full allocation -Make sure there is at least a 3.4% cushion available within the "efficiency" savings for future incentive	-Allocate expenditure levels plus up to 10% for good mgmt. -growth is built into this "efficiency" savings -only put top up into the new agrcment -make sure you leave the 75% that is already in the agreement	-allocate 97/98 year budget plus 3.4% -ability to access new funding, from "efficiency" savings pot, after review, if any.	-3.4% growth -ability to access new dollars with appropriate justification from "efficiency" savings pot, after review, if any
Capa city Deve lopment	Inefficient mgmt/ ineffective policies	<i>-Identify "true" budget as core. -balance of expenditures are non-core -Ceiling is expenditure levels -no rewards for inefficient mgmt -no growth, take growth from non core</i>	<i>-Expenditures plus 3.4% growth -Plus INAC advice and assistance, (maybe some IMD \$) to develop policy to improve mgmt capacity -will review annually, maybe can get them to point of good mgmt and retain efficiency surpluses</i>	-clearly no students that should be unfunded -get to keep budget, but no increase -can get more kids into system by better mgmt -75% stays as core -25% non core until can demonstrate better mgmt. --Plus INAC advice and assistance, (maybe some IMD \$) to develop policy to improve mgmt capacity	-No growth -100% core -efficiencies could be generated from existing budget -internally HOLD the 3.4% and ask for a work plan to improve before releasing.
Rem edial Acti on	RMP situations	(a) if PSE dollars already assigned, leave as non-core (b) if PSE dollars not assigned, consider pulling out and look to other sources of funding than PSE	(a) if PSE dollars already assigned, leave as non-core (b) if PSE dollars not assigned, consider pulling out and look to other sources of funding than PSE		



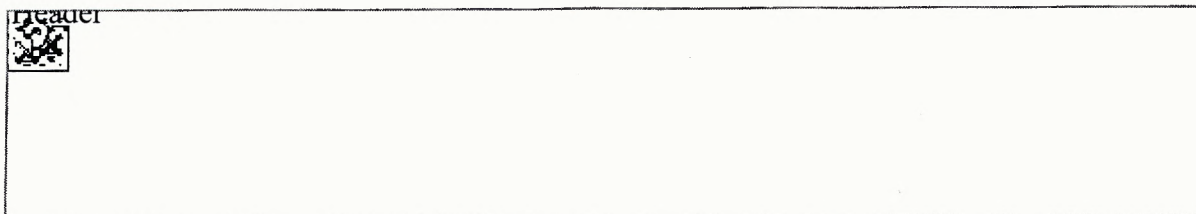
## **Post Secondary Review: Interim Report**

1. Brief Overview
2. Principles of Re-allocation
3. Funding Released to date
4. Next Steps

## POST SECONDARY BRIEF OVERVIEW

- acknowledgments of support team
- the review has been well received within First Nations and administering organizations as verification for the work that has been done and the success within more defined resources.
- the majority of First Nations have current policies, although rates have been developed around the standardized norm of the department..both higher and lower.
- approximately ten First Nations reviews need to be concluded..but this will not prohibit the disbursement of funds..delays have been on timing, illness or the election of Chief and Council
- final report will be provided to ops/policy and First Nations by mid September, which will include an overview of regional post secondary, best practices, other funding mechanisms, new initiatives to promote successful post secondary, (alumni funds, work within the community, etc)
- a significant participation rate of students over 25
- recent high school graduates are yet to significantly impact the post secondary budget, most First Nations see this as a continued lack of success to improve high school graduation rates.
- there seems to be an identified need for a transitional program, ie language, math, study skills for the mature student entering college
- those courses designated as "aboriginal" need to improve the standard and the transferability outside First Nations and colleges.
- there needs to be a better tracking system of success in terms of course completion, graduation, and employment.
- there is an opportunity to work with First Nations in capacity development.
- finally, First Nations are managing this program in an efficient manner and within allocated resources..
- next steps-  
final report  
work plan





Issue No. 9 - December-January 1996

## **INCREASE IN POST-SECONDARY EDUCATION ENROLMENT**

Supporting First Nations in their education and employment aspirations is one of DIAND's priorities. Financial assistance is available, within funding limits, through the department's Post-Secondary Student Support Program (PSSSP) for eligible Indian and Inuit people to encourage and support their participation in post-secondary courses of study. This includes full- and part-time attendance at post-secondary institutions, such as university or college. According to the reporting requirements, as part of their funding agreements, First Nations provide DIAND with data on post-secondary education as of November 1 each year. Data collected include individual student name, residence (on or off reserve), institution, area of study, length of program, full- or part-time attendance, qualification sought, and number of post-secondary graduates. First Nations administer the PSSSP and are responsible for distributing and reporting on funds allocated to eligible students. This issue of *FACTS from STATS* is not based on any specific publication, rather it provides an overview of the data collected on post-secondary education. These data are useful for addressing policy and operational issues, program evaluation, media and statistical enquiries.

### **NUMBER OF POST-SECONDARY STUDENTS MORE THAN TRIPLED IN PAST TEN YEARS**

There were nearly 27,000 Indian and Inuit students enrolled full- and part-time in post-secondary institutions in 1994/95 compared with slightly more than 8,000 in 1983/84. Nearly 90% were full-time students in 1994/95.

### **FIRST NATIONS STUDENT PROFILE**

Generally, First Nation students tend to be older than other Canadians when they enrol in post-secondary institutions. While nearly 80% of Registered Indian students are between 17 and 34 years old, about 95% of all Canadian students fall in this age group. It is interesting to note that women outnumbered men nearly 2 to 1 in post-secondary enrolments in both 1993/94 and 1994/95.

### **OVER 3,500 GRADUATES IN 1993/94**

Collection of data on post-secondary graduates began in 1993/94. In that year, graduates totalled over 3,500.

### **AREAS OF STUDY FAIRLY CONSISTENT**

In 1994/95, areas of study with the highest concentration of students were General Arts and Sciences, Social Sciences, Business and Commerce, and Education, a pattern similar to the previous year. The lowest participation rates were found in Agriculture and Biological Sciences, and in Mathematics and Physical Sciences, also consistent with the previous year's enrolment. Noteworthy are the Native Studies and Humanities areas of study where participation in 1994/95 doubled from 1993/94.

## MAJORITY OF ENROLMENTS FOUND IN UNDERGRADUATE STUDIES

Over half of the students were enrolled in university in 1994/95. The remainder are seeking non-university diplomas or certificates. The majority of university students are enrolled in four-year programs, followed closely by two-year programs in both 1993/94 and 1994/95.

## INCREASE IN POST-SECONDARY FUNDING

Funding for DIAND's Post-Secondary Education Program has grown from \$400,000 in 1969/70 to \$247 million in 1994/95. Included in this amount is \$20 million provided by DIAND in 1994 to address the backlog of applicants for post-secondary funding.

## EVEN SPLIT FOR STUDENT PLACE OF RESIDENCE

Post-secondary students were evenly divided between on and off reserve as place of residence in 1994/95, compared with 1993/94 when the number of off-reserve students was slightly higher.

## FOR MORE INFORMATION

Please call either Christiane Gour at (819) 997-8394, or Steven Peach at (819) 997-8396. You may also find the pamphlet, *Aboriginal Education: The Path to Empowerment!* interesting reading. For a copy, please call general enquiries at (819) 953-9999.



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[\[Statistics\]](#) [\[Facts\]](#) [\[Français\]](#)

## University enrolment, full-time and part-time, by sex

Select Both sexes, Male, Female, or return to the list of tables

Back

Submit

	Both sexes				
	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
<b>Full-time enrolment</b>					
<b>Canada</b>	<b>574,314</b>	<b>575,704</b>	<b>573,194</b>	<b>573,635</b>	<b>573,099</b>
Newfoundland	13,029	13,144	13,472	13,193	13,115
Prince Edward Island	2,691	2,544	2,425	2,313	2,452
Nova Scotia	29,996	29,922	29,723	29,941	30,077
New Brunswick	19,493	19,551	19,401	18,931	18,503
Quebec	137,750	135,603	132,927	132,054	131,074
Ontario	231,156	230,306	228,158	226,998	227,153
Manitoba	20,296	22,962	21,459	22,024	21,024
Saskatchewan	23,018	23,173	23,637	23,571	23,864
Alberta	51,083	50,803	52,399	53,044	52,824
British Columbia	45,802	47,696	49,593	51,566	53,013
<b>Part-time enrolment</b>					
<b>Canada</b>	<b>300,290</b>	<b>283,252</b>	<b>273,215</b>	<b>256,133</b>	<b>249,673</b>
Newfoundland	4,368	4,025	2,745	2,861	2,683
Prince Edward Island	776	587	476	424	482
Nova Scotia	7,989	7,323	6,917	6,894	7,006
New Brunswick	5,566	5,233	5,398	4,698	4,181
Quebec	117,804	112,818	109,106	103,639	101,021
Ontario	99,567	94,081	91,256	79,835	76,255
Manitoba	16,758	12,806	11,950	10,031	9,796
Saskatchewan	8,689	8,060	7,939	7,748	7,364
Alberta	17,685	16,632	15,519	16,990	18,594
British Columbia	21,088	21,687	21,909	23,013	22,291
<b>Source: Statistics Canada, CANSIM, Cross-classified tables 00580701, 00580702.</b>					

If you have any questions or would like to obtain more information, contact [infostats@statcan.ca](mailto:infostats@statcan.ca)



Community college postsecondary<sup>1</sup> enrolment

Select Both sexes, Male, Female, or return to the list of tables

Back



Submit

	Both sexes			
	1993-1994	1994-1995	1995-1996	1996-1997
<b>Full-time enrolment</b>				
<b>Canada</b>	<b>369,192</b>	<b>377,972</b>	<b>389,564</b>	<b>395,326</b>
Newfoundland	5,000	5,971	5,732	5,704
Prince Edward Island	811	819	996	1,275
Nova Scotia	3,036	2,765	6,826	6,956
New Brunswick	3,248	3,560	3,751	4,808
Quebec	169,053	171,997	171,561	166,858
Ontario	121,686	126,433	134,503	141,257
Manitoba	3,990	3,918	3,612	3,598
Saskatchewan	3,593	3,476	3,163	2,787
Alberta	26,864	27,361	27,928	29,366
British Columbia	31,114	30,811	30,418	32,279
Yukon	289	277	454	272
Northwest Territories	508	584	620	166
<b>Part-time enrolment</b>				
<b>Canada</b>	<b>179,210</b>	<b>164,043</b>	<b>158,515</b>	<b>153,736</b>
Newfoundland	151	206	128	107
Prince Edward Island	532	377	319	144
Nova Scotia	194	238	257	287
New Brunswick	42	42	100	170
Quebec <sup>2</sup>	15,882	12,610	11,939	11,009
Ontario	93,979	86,762	83,528	78,619
Manitoba	1,630	1,372	1,357	2,145
Saskatchewan	1,051	461	243	159
Alberta	17,280	16,750	15,091	15,402
British Columbia	47,368	43,833	44,884	44,802
Yukon	324	361	308	382
Northwest Territories	777	1,031	361	510
- nil or zero				

1. Includes related institutions such as hospital schools and agricultural, arts, and other specialized colleges.

2. Decrease between 1991-92 and 1992-93 is due to the reclassification of some part-time enrolment to continuing education.

Source: Statistics Canada, Catalogue no. 81-229-XPB.

*If you have any questions or would like to obtain more information, contact [infostats@statcan.ca](mailto:infostats@statcan.ca)*

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Ontario Region 1997/98 Post Secondary

Qualify 1 is college  
 Qualify 2 is university  
 Qualify 3 is post graduate  
 Qualify 4 is non degree

Qualify	Study No.	Study Name	Total
1	C01	ARTS	101
1	C02	CLERICAL	163
1	C03	GENERAL ARTS & SCIENCES	470
1	C04	BUSINESS & COMMERCE	670
1	C05	EDUCATION	189
1	C06	ENGINEERING & APPLIED SCIENCES	374
1	C07	FINE & APPLIED ARTS	81
1	C08	HEALTH SCIENCES & RELATED	249
1	C09	NATIVE STUDIES	73
1	C10	NATURAL SCIENCES & PRIMARY INDUSTRIES	133
1	C11	SOCIAL SCIENCES & SERVICES	848
1	C12	HUMANITIES & RELATED	59
1	C99	OTHER	323
1	U54	BUSINESS & COMMERCE	1
1	U55	EDUCATION	1
1	U62	SOCIAL SCIENCES & SERVICES	3
2	C03	GENERAL ARTS & SCIENCES	1
2	U51	AGRICULTURE & BIOLOGICAL SCIENCES	66
2	U52	CANADIAN STUDIES	7
2	U53	GENERAL ARTS & SCIENCES	378
2	U54	BUSINESS & COMMERCE	167
2	U55	EDUCATION	406
2	U56	ENGINEERING & APPLIED SCIENCES	99
2	U57	FINE & APPLIED ARTS	81
2	U58	HEALTH PROFESSIONS	136
2	U59	LAW	86
2	U60	MATHEMATICS & PHYSICAL SCIENCES	33
2	U61	NATIVE STUDIES	98
2	U62	SOCIAL SCIENCES & SERVICES	527
2	U63	HUMANITIES & RELATED	82
2	U99	OTHER	139
3	U51	AGRICULTURE & BIOLOGICAL SCIENCES	2
3	U52	CANADIAN STUDIES	2
3	U53	GENERAL ARTS & SCIENCES	7
3	U54	BUSINESS & COMMERCE	11
3	U55	EDUCATION	41
3	U56	ENGINEERING & APPLIED SCIENCES	4
3	U57	FINE & APPLIED ARTS	4
3	U58	HEALTH PROFESSIONS	12
3	U59	LAW	26
3	U60	MATHEMATICS & PHYSICAL SCIENCES	4
3	U61	NATIVE STUDIES	3
3	U62	SOCIAL SCIENCES & SERVICES	39
3	U63	HUMANITIES & RELATED	12
3	U99	OTHER	2
4	C02	CLERICAL	1
4	C04	BUSINESS & COMMERCE	4
4	C05	EDUCATION	1
4	C06	ENGINEERING & APPLIED SCIENCES	2
4	C08	HEALTH SCIENCES & RELATED	1
4	C11	SOCIAL SCIENCES & SERVICES	1
4	C99	OTHER	58
4	U55	EDUCATION	1
4	U58	HEALTH PROFESSIONS	1
4	U99	OTHER	4

Total Number of Records

6287



- [REDACTED]
- a) The objective of the Student Assistance Program is to assist Indians and Inuit to gain access to post-secondary education and to graduate with the qualifications and skills needed to pursue individual careers and to contribute to the achievement of Indian self-government and economic self-reliance.
  - b) The Student Assistance Program provides financial assistance to eligible Indians and Inuit towards the costs of their post-secondary education.
  - c) This document outlines:
    - i) the criteria to be met by students in order to qualify for financial assistance;
    - ii) the types and maximum levels of allowances and incentives available through the Student Assistance Program; and
    - iii) the maximum duration of assistance that may be provided with respect to various levels of post-secondary education.
  - d) This policy is effective April 1, 1989, and will apply to all student applications for the 1989-90 academic year.
  - e) Guidelines pursuant to this policy will be issued by administering organizations.
  - f) The Department's University and College Entrance Preparation Program (UCEP) is provided under a separate policy.

*“The objective of the Student Assistance Program is to assist Indians and Inuit to gain access to post-secondary education and to graduate with the qualifications and skills needed to pursue individual careers and to contribute to the achievement of Indian self-government and economic self-reliance. The Student Assistance Program provides financial assistance to eligible Indians and Inuit towards the costs of their post-secondary education.”*

[REDACTED]

In this document,

- a) “Indian” means a person whose name has been entered in the Indian Register maintained by the Department as defined by the *Indian Act*.
  - b) “Department” and “band” are as defined by the *Indian Act*.
  - c) “Resident” means an eligible Indian or Inuit who has resided in Canada for twelve consecutive months prior to application. This also includes students who have been living outside Canada as a result of their studies.
- [REDACTED]

***“Students who are required to live away from their permanent place of residence may qualify for a travel grant for themselves and any dependents who reside with them.”***

iii) for students enrolled in a foreign institution, actual tuition costs will be paid where no comparable program is available at an institution in Canada.

b) **Travel Assistance:** Students who are required to live away from their permanent place of residence may qualify for a travel grant, once every semester, for themselves and any dependents who reside with them.

Travel assistance will be equal to the cost of return transportation from the student's permanent place of residence to the nearest Canadian post-secondary institution which offers the program of studies selected by the student.

c) **Assistance for Living Expenses:** Allowances to help cover students' living expenses will be provided at a rate not to exceed the department's current established maximum levels. Where the student attends a foreign institution these amounts will not exceed the maximum levels in Canadian dollars. (See Annex I)

Part-time students may receive assistance for tuition and the cost of books and supplies as detailed in 4(a) which are listed as required by the post-secondary institution.

a) Assistance will be provided for three levels of post-secondary education:

*Level I* - Community College and CEGEP diploma or certificate program

*Level II* - Undergraduate programs

*Level III* - Advanced or professional degree programs e.g., M.D., Masters or Doctoral programs.

b) Tuition assistance as outlined in 4(a) will be provided to students enrolled in all three levels without limits.

c) Assistance for travel and for living expenses as outlined in 4(b) and 4(c) will be provided to students to complete one program at each level. Level I will include assistance for an additional degree program at the bachelor level which has as a prerequisite an undergraduate degree.

- d) The duration of assistance in 6(c) will accord with the official length of the program as defined by the post-secondary institution in which the student is enrolled.
- e) Students enrolled in Levels I and II will be assisted for up to one additional academic year per level if such an extension is approved in writing by the institution's dean or the head of department.
- f) Students enrolled in Level III may be assisted for up to one additional academic year for medical or personal reasons.
- g) Students may be assisted in Level I studies after dropping out of Level II studies. If a student resumes Level II studies, the previous time spent at Level II will be counted for assistance purposes.
- h) Students who have completed a Level II program, with or without assistance from this program, are ineligible for Level I program assistance.
- i) Students who have completed a Level III program, with or without assistance from this program, are ineligible for Level I or Level II program assistance.
- j) Where students change programs within one of the levels, the academic years used for each program within this level will be counted for assistance purposes.
- k) Students who are currently being assisted under the E-12 program will continue to be assisted in accordance with this Student Assistance Program. Student support will not exceed the limits set out in 6(d), 6(e) and 6(f). The number of student months used under the E-12 program will be counted against the number of academic years students would be entitled to under this policy. Students enrolled or accepted for enrolment in a doctoral program at the time the Student Assistance Program comes into effect will be assisted to complete their program in accordance with 6(d) and 6(f).
- l) Students who become eligible for assistance and who have previously completed a portion of post-secondary studies without assistance from this program will receive assistance for the balance of their program of studies in accordance with 6(d), 6(e) and 6(f).

*“The duration of assistance will accord with the official length of the program as defined by the post-secondary institution in which the student is enrolled.”*



*“In order to encourage students to engage in studies that directly contribute to achieving self-government and economic self-reliance, the administering organization may award incentive scholarships.”*

*“In recognition of academic achievement, the administering organization may award scholarships to students who are enrolled as full-time students and who have achieved a grade average of B or higher in their program of studies.”*

The administering organization may provide the types of incentives listed in this section.

- a) **Incentives for Students Enrolled in Level III Programs:** Students enrolled as full-time students in a Level III program may receive an incentive from the administering organization, subject to a maximum of \$1,500. This incentive will only be provided once. Students will be eligible for this incentive upon commencement of the second year of the program, or upon successful completion of the program.
- b) **Strategic Studies Scholarships in Level II:** In order to encourage students to engage in studies that directly contribute to achieving self-government and economic self-reliance, the administering organization may award incentive scholarships.
  - i) Students who are currently receiving financial assistance under the Student Assistance Program and who are enrolled as full-time student in a program of studies in the areas of commerce, public or business administration, economics, applied and physical sciences, mathematics, computer science, forestry and engineering are eligible for the Strategic Studies scholarships.
  - ii) The amount of a scholarship awarded by the administering organization will be up to a maximum of \$3,500 annually.
  - iii) Eligibility for the scholarship will be conditional upon successful completion of one year of the program of study and continuation in it. The scholarship will be awarded annually at the beginning of the second year of the program and the beginning of each year thereafter in accordance with the length of the program as defined in 6(d).
  - iv) The Strategic Studies Scholarship will be available to a maximum of five per cent of the Indian/Inuit post-secondary student population. Recipients of the scholarship will be determined by the administering organization. One scholarship will be available where the five per cent maximum is less than one student.
- c) **Academic Achievement Scholarships:** In recognition of academic achievement, the administering organization may award scholarships to students in Levels I and II who are enrolled as full-time students and who have achieved a grade average of B or higher in their program of studies.

- i) Students currently receiving assistance under the Student Assistance Program are eligible for scholarships in recognition of academic achievement.
  - ii) The amount of scholarship awarded by the administering organization will be up to a maximum of \$1,000 annually.
  - iii) Students may be eligible for the scholarship upon successful completion of each year of their program of studies.
  - iv) The Academic Achievement Scholarship will be available to a maximum of five per cent of the Indian Inuit post-secondary student population. Recipients of the scholarship will be determined by the administering organization. One scholarship will be available where the five per cent maximum is less than one student.
- d) Eligible students may be awarded either one Strategic Studies Scholarship or one Academic Achievement Scholarship in an academic year.

*“The administering organization is responsible for maintaining a student registry.”*

To ensure fairness and equitable treatment under the policy, administering organizations must have an appeal process in place. Students may not appeal to the department decisions made by other administering organizations. This includes administrative decisions and appeal rulings.

The administering organization must have in place operating guidelines for the administration of this program. The guidelines issued by the department may be used by other administering organizations. Alternately, they may use their own guidelines if they are consistent with this policy and do not exceed the maximum rates or limits of assistance issued by the department. Such guidelines should include selection priority criteria, an allowance schedule, an appeal process and should be publicly available.

The administering organization is responsible for maintaining a student registry. The department will identify the information requirements which will include the student's name, the institution attended, the program of study, the support provided, the results obtained and any additional information which may be required from time to time. This information will be used for statistical purposes only and will remain confidential. The administering organization must report this information annually to the department.

	Maximum Monthly Allowances	Maximum Monthly * Allowance for High Rental Areas
(a) Single student living with employed parent	\$290	\$290
(b) Single student	\$675	\$675
(c) Married student with employed spouse	\$675	\$675
with 1 dependent	\$850	\$850
" 2 dependents	\$1,030	\$1,030
" 3 dependents	\$1,205	\$1,205
\$50 per month for each additional dependent		
(d) Married student with dependent spouse	\$895	\$895
with 1 additional dependent	\$1,045	\$1,045
" 2 additional dependents	\$1,205	\$1,305
" 3 additional dependents	\$1,355	\$1,505
\$50 per month for each additional dependent		
(e) Single parent with 1 dependent	\$1,045	\$1,045
" 2 dependents	\$1,205	\$1,305
" 3 dependents	\$1,355	\$1,505
\$50 per month for each additional dependent		

\* Only married students with a dependent spouse and two or more dependents and single parents with two or more dependents, whose place of study is located in a high rental area, are eligible for the Maximum Monthly Allowance for High Rental Areas. The high rental areas will be identified and revised annually by the department using the Canada Mortgage and Housing Corporation's rental survey. For the 1989-90 academic year the high rental areas are: Calgary, Peterborough, Thunder Bay, Oshawa, Windsor, Halifax, Barrie, Ottawa, Metropolitan Toronto, Vancouver.

# Post-Secondary Compliance Review Process

*To Outline the Compliance Review Process of the  
Post-Secondary Student Support Program*

**OLD**

## 1.0 PURPOSE

This document provides **national** guidance for regions to conduct their reviews of post-secondary education. The guideline provides regions with general benchmarks and parameters in terms of program of study and student "eligibility."

This guideline helps fulfil Indian and Northern Affairs Canada's (INAC /the department) accountability requirements to Parliament as well as its obligations under the *Financial Administration Act (FAA)*. It provides guidance to departmental staff on the expenditures of public monies, an essential managerial responsibility (e.g., section 34 *FAA*).

The objective of Post-Secondary Education (PSE) Compliance Reviews is to determine compliance with the operating guidelines as set out in the department's Policy on Post-Secondary Student Support Program (PSSSP) as issued on October 5, 1989, which continues to still be in effect (Annex A).

## 2.0 AUTHORITIES AND REFERENCES

Treasury Board minutes, Post-Secondary Student Support Program Policy consolidated under the Memorandum of Understanding with the Treasury Board respecting Increased Ministerial Authority and Accountability (IMAA).

This guideline is issued to help fulfil the department's accountabilities to Parliament.

## 3.0 SCOPE

This guideline applies to recipients within the Indian/Inuit/Innu Class of Recipients, funded for post-secondary education. It includes First Nation (FN) and Inuit communities and their organizations, hereinafter referred to as FN, Inuit and Innu.

Compliance monitoring must be carried out on First Nations and their organizations which are funded by Comprehensive Funding Arrangements (CFA). It does not apply to legislated self-government arrangements or Federal Transfer Agreements (FTA).

However, in order to determine appropriate funding levels, a compliance review should be carried out with First Nations and FN organizations in the process of entering into an Federal Transfer Agreement (FTA). Alternate Funding Arrangements (AFA) with fixed volume budgets are not subject to compliance review except where a First Nation and Administering Organization is requesting an adjustment to its base budget during or at renewal of the agreement, or when a First Nation is converting to a FTA.

## 4.0 ISSUING AUTHORITIES

This guideline is issued under the authority of the Assistant Deputy Minister, Corporate Services.

Except where otherwise indicated, the Regional Directors General are responsible for implementing this guideline.

This guideline represents a minimum standard which regions should implement. There is nothing in this guideline which limits regions from exceeding (e.g., conducting more frequent reviews, using larger samples, etc.) the requirements of this guideline, subject to the terms and conditions of the funding arrangement.

The Finance Branch is responsible for the interpretation of this guideline and for the inserting of any necessary changes.

## 5.0 BACKGROUND

In 1968, DIAND introduced a financial assistance program for technical vocational, college and university training for Status Indians, Inuit. In the 1970s, more and more First Nations and Inuit students began to pursue post-secondary education. As a result, in 1977 DIAND established the Post-Secondary Education Assistance Program. This was revised on October 1989 to become the Post-Secondary Student Support Program. It applies to all levels of post-secondary education, including community college and diploma and certification programs, undergraduate programs and professional degree programs, such as medical degrees (see Annex A).

## 6.0 ELIGIBILITY

Eligibility criteria with respect to who can apply for support under the PSSSP, tuition support, travel support and support for living expenses are set out in the policy on Post-Secondary Support, attached as Annex A.

## 7.0 PRINCIPLES

The basic principles to be followed in the administration and monitoring of the PSSSP are as follows:

- a) everyone has a right to apply for Post-Secondary funding, however, in order to receive support an applicant must be eligible;
- b) it is the applicant's responsibility to provide the necessary information to prove that they are eligible for PSSSP funding and to demonstrate the level of the financial assistance required;
- c) it is the First Nations and administering organizations' responsibility to have in place operating guidelines for the administration of PSSSP. Such guidelines should include:
  - selection priority criteria,
  - an allowance rate schedule,
  - an appeal process,
  - criteria for continuing funding.

## 8.0 REVIEW PROCESS

On-site compliance reviews should follow a process similar to the one outlined below.

**8.1 Notification of First Nation** - First Nations are to be given written advance notice of an intended on site review. Arrangements are to be made to ensure that the documentation required for the review as well as the appropriate First Nation staff and representatives are available to assist in the review and to be briefed on the findings of the review.

**8.2 Review Team** - the review team can be composed of DIAND employees. However, other means to complete the reviews are acceptable. The FN auditor, a third party consultant, or other suitable persons or firm may be used to conduct compliance reviews.

**8.3 Pre-Meeting with First Nations** - Upon arriving at the First Nation, the review team should brief the First Nation on the process and methodology for conducting the review and any follow up actions that may be required. At this time, if deemed appropriate, the review team should liaise with First Nations and/or administering organizations.

**8.4 Components of the Review** - The compliance review process should be composed of the following activities:

- ✓ A review of student file to ensure it contains the necessary supporting documentation:
  - ✓ completed application form signed by the student, date stamped and recommendation/signature of counsellor or designate.
  - ✓ copy of acceptance letter from a post-secondary institution.
  - ✓ confirmation of status (copy of status card).
  - ✓ copies of transcript of marks.
  - ✓ other related correspondences between the First Nation, student, institution etc.
- ✓ A review of student records to verify that students are eligible for funding purposes by:
  - ✓ verifying that the student appears on the Indian Registry as a registered status Indian.
  - ✓ verifying that the student is attending an approved post-secondary institution and program of study.
  - ✓ conducting cross verification to ensure that the student is not already on the elementary/secondary nominal roll, or already in receipt of DIAND or provincial social assistance benefits, or any other benefits which would reduce or eliminate eligibility for those on PSSSP benefits.
  - ✓ verifying that the First Nation or administering organization has PSSSP operating guidelines and/or a policy which includes eligibility criteria, rate schedules, an appeal process and which is publicly available.

- ✓ verifying that there are not significant deferrals of PSSSP applicants at the same time as the First Nation is reporting an audited surplus.
- ✓ verifying that funded PSSSP students are not taking part in ineligible programs.
- ✓ verifying that students are not being funded for more student months than is allowed under the PSSSP policy (Annex A).
- ✓ verifying that no PSE student who is not registered on the Indian Registry is receiving PSSSP assistance.
- ✓ verifying that no students are being funded in excess of one (1) year to attend University and College Preparation (UCEP).

**8.5 On-Site Resolution of Non-Compliance** - The First Nation should be given every opportunity to address and resolve on-site any areas of non-compliance identified. It is highly desirable to minimize the number of follow-up items to the extent possible.

**8.6 Debriefing** - Once the on site review is finished and before leaving the site, First Nation or administering organizations are to be debriefed on the preliminary findings of the review. Written confirmation of these findings are to be provided to the First Nation or administering organizations within a reasonable time frame following the review.

**8.7 Follow-up to On-site Review** - If corrective action/follow-up to the on-site review is required, the process should be follows:

- a) corrective action must be in accordance with the provisions of the First Nation's funding arrangement. DIAND must review the funding arrangements to ensure they include appropriate provisions for corrective action,
- b) where the findings of the review identify items or areas of non-compliance, the First Nation is to be given a reasonable period of time to take remedial action to correct these items,
- c) depending on the extent of non-compliance, the First Nation can be requested to provide copies of the missing or incomplete documentation within a specified period of time. Alternatively, the region may arrange a follow-up visit to assess the corrective action taken on the items identified as not being in compliance during the original review.

## **9.0 REPORTING**

Regions are to report annually on their compliance review activity results from the prior fiscal year on their compliance plans for the upcoming fiscal year. This reporting will normally take place in the first quarter of the fiscal year (exact timing and reporting format to be determined by Finance Branch, Headquarters).



## **10.0 ROLES AND RESPONSIBILITIES**

The Director General, Finance is responsible for promulgating direction on compliance. The Regional Director General is responsible for implementing compliance monitoring. The Regional Director General may delegate that task to a designated compliance unit or Regional Officer.

## **11.0 ENQUIRIES**

Enquiries relating to this guideline should be addressed to the Director, Resource Management and Reporting Directorate, Financial Branch, Headquarters.

**10/10/10**

ANNEX A  
POST-SECONDARY STUDENT SUPPORT PROGRAM  
(AS ISSUED ON OCTOBER 5, 1989)

1. INTRODUCTION

- a) The objective of the Student Support Program is to support Treaty/Status Indians and Inuk to gain access to post-secondary education and to graduate with the qualifications and skills needed to pursue individual careers and to contribute to the achievement of Indian self-government and economic self-reliance.
- b) The Student Support Program provides financial support to eligible Treaty/Status Indians and Inuk towards the cost of their post-secondary education.
- c) This document outlines:
  - i) the criteria to be met by students in order to qualify for financial support;
  - ii) the types and levels of allowances and incentives available through the Indian Student Support Program; and
  - iii) the maximum duration of support that may be provided with respect to various levels of post-secondary education.
- d) This policy is effective April 1, 1989, and will apply to all student applications for the 1989-1990 academic year.
- e) Guidelines pursuant to this policy will be issued by administering organizations.
- f) The Department's University and College Entrance Preparation (UCEP) Program is administered under this policy through separate guidelines.

2. DEFINITIONS

- a) "Treaty/Status Indian" and "Indian" means a person whose name has been entered in the Indian Register maintained by the Department as defined by the *Indian Act*.
- b) "Department" and "band" are as defined by the *Indian Act*.
- c) "Resident" means an eligible Treaty/Status Indian/Inuit who has resided in Canada for the twelve consecutive months prior to application. This also includes students who have been living outside Canada as a result of their studies.
- d) "Administering Organization" means an organization responsible for administering the Student Support Program. This may be the Department of Indian Affairs and Northern Development, bands, tribal councils, Indian education authorities or other Indian organizations which have responsibility for the administration of the program or a portion of it.
- e) "Post-Secondary Education" means a program of studies offered by a post-secondary institution, for which completion of secondary school studies or its equivalent is prerequisite.
- f) "Program of Studies" includes all post-secondary program, at least one academic year in duration,

leading to a certificate, diploma or degree. Programs, e.g., pre-law, less than one academic year which are prerequisites to post-secondary programs of at least one academic year in duration are included.

- g) "Post-Secondary institutions" are degree, diploma, certificate granting institutions which are recognized by a province and include educational institutions affiliated with, or delivering accredited post-secondary programs by arrangement with a post-secondary institution. (The Department of Indian Affairs and Northern Development will maintain a national list of recognized Canadian post-secondary institutions.)
- h) "Canadian public institutions" is post-secondary institution which receives the majority of its funding from federal and provincial governments.
- i) "Private post-secondary institutions" is a Canadian or foreign post-secondary institution which receives the majority of its funding from sources other than governments.
- j) "Full-time students" and "Part-time students" are as defined by the post-secondary institution.
- k) "Academic year" is as defined by the post-secondary institution, but will not be less than eight months duration.
- l) "Semester" refers to a part of the academic year, as defined by the post-secondary institution. Semesters usually cover the periods from September to December, January to April and May to August.
- m) "CEGEP" is an abbreviation of "Collège d'enseignement général et professionnel". CEGEPs operate in Quebec.
- n) "Contingency funding" means financial support provided to students for costs related to emergency situation. Emergency situations eligible for contingency funding include individual or family illness, accident or bereavement.

### **3. ELIGIBILITY**

- a) To be eligible to apply for support under the Student Support Program an applicant:
  - i) must be an Inuit, or a Treaty/Status Indian
  - ii) must have been resident in Canada for the twelve consecutive months prior to the date of application to the Student Support Program; and
  - iii) must have met university or college entrance requirements and have been enrolled or accepted for enrollment in a post-secondary institution for a program of studies.
- b) This program is not available to Indians, Inuk and who are eligible for support under special arrangements for post-secondary support such as the James Bay and Northern Quebec Agreement or the Northwest Territories Student Financial Assistance Program.
- c) Support will be provided within the limits of funds voted by Parliament. If support for the number of eligible applications will be deferred according to the rules set out in each administering organization's operating guidelines.

#### 4. TYPES OF SUPPORT - FULL - TIME STUDENTS

- a) **Tuition Support:** Includes students' fees for registration, tuition, tutorials, initial professional certification and examination fees, and the cost of books and supplies which are listed as required by the post-secondary institution. Administering organizations have the flexibility to adjust tuition support to meet the needs of students. For resourcing purposes support is provided for:
- i) students attending Canadian public institutions at the normal rate charged by the institution for a Canadian student.
  - ii) students attending private or foreign post-secondary institutions at the same rate charged by the Canadian institution nearest to the student's place of residence at the time of application which offers a comparable program.
  - iii) students enrolled in a foreign institution at the actual tuition rate charged by the foreign institution where no comparable program is available at an institution in Canada.

**Travel Support:** Students who are required to live away from their permanent place of residence may qualify for a travel grant, once every semester, for themselves and any dependents who reside with them. Administering organizations have the flexibility to adjust travel grants to meet the needs of students. For resourcing purposes, travel support will be equal to the cost of return transportation from the student's permanent place of residence to the nearest Canadian post-secondary institution which offers the program of studies selected by the student.

- b) **Support for Living Expenses:** The allowances set out in Annex I are for resourcing purposes. Administering organizations have the flexibility to adjust these rates, either higher or lower, to meet the individual needs of students. The support for living expenses is expected to cover such costs as food, shelter, daily transportation, daycare, rental costs and contingency funding.

#### 5. TYPES OF SUPPORT - PART-TIME STUDENTS

Part-time student may receive support for tuition and the cost of books and supplies as detailed section 4a) which are listed as required by the post-secondary institution. Resourcing for part-time students will be provided in accordance with 4b).

#### 6. LIMITS OF SUPPORT

- a) Support will be provided for three levels of post-secondary education:
- |           |   |   |
|-----------|---|---|
| Level I   | - | Community College and CEGEP diploma or certificate programs                             |
| Level II  | - | Undergraduate programs  |
| Level III | - | (i) professional degree programs, e.g., M.D., or<br>(ii) Masters and Doctoral programs. |
- b) Tuition support as outlined in 4 a) will be provided to students enrolled in all three levels without limits.
- c) Support for travel and for living expenses as outlined in 4 b) and 4 c) will be provided to student to complete one program at Level I. Level II will include support for an additional degree

program at the bachelor level which has as a prerequisite an undergraduate degree. Level III will include support for:

- i) professional degree programs e.g., M.D., or
  - ii) Masters and Doctoral programs.
- d) The duration of support in section 9 c) will accord with the official length of the program as defined by the post-secondary institution in which the student is enrolled.
  - e) Students enrolled in Level I and II will be supported for up to one additional academic year per level if such an extension is approved in writing by the institution's dean or the head of the department.
  - f) Students may be supported for up to one additional academic year in Level III for medical or personal reasons.
  - g) Students may be supported in Level I studies after dropping out of Level II studies. If a student resumes Level II studies, the previous time spent at Level II will be counted for support purposes.
  - h) Students who have completed a Level II program, with or without support from this program, are ineligible for Level I program support.
  - i) Students who have completed a Level III program, with or without support from this program, are ineligible for Level I or Level II program support.
  - j) Where students change programs within one of the levels, the academic years used for each program within this level will be counted for support purposes.
  - k) Students who were supported under the previous E-12 program may continue to have their limits of support calculated using the "student months" provision of E-12 providing these students meet the following conditions:
    - i) they have not exhausted the E-12 student month allocation;
    - ii) they remain in the same program of studies as in 1988-1989;
    - iii) they demonstrate they are successful students academically and are within sight of completing their program of studies;
    - iv) Students who become eligible for support and who have previously completed a portion of post-secondary studies without support from this program will receive support for the balance of their program of studies in accordance with section 6 d), e) and f).

## **7. INCENTIVES**

The administering organization may provide the types of incentives listed in this section.

- a) Incentives for Students Enrolled in Level III Programs: Students enrolled as full-time students in a Level III degree may receive an incentive from the administering organization, subject to a maximum

of \$1,500. This incentive will only be provided once. Students will be eligible for this incentive upon commencement of the second year of the degree, or upon successful completion of the degree.

- b) Strategic Studies Scholarships in Level II: In order to encourage students to engage in studies that directly contribute to achieving self-government and economic self-reliance, the administering organization may award incentive scholarships.
- i) Students who are currently receiving financial support under the Student Support Program and who are enrolled as full-time students in a program of studies in the areas of commerce, public and physical science, mathematics and computer sciences, forestry and engineering are eligible for the Strategic Studies Scholarships.
  - ii) The amount of a scholarship awarded by the administering organization will be up to a maximum of \$3,500 annually.
  - iii) Eligibility for the scholarship will be conditional upon successful completion of one year of the program of study and continuation in it. The scholarship will be awarded annually at the beginning of the second year of the program and the beginning of each year thereafter in accordance with the length of the program as defined in 6 d).
  - iv) The Strategic Studies Scholarship will be available to a maximum of five per cent of the Indian/Inuk post-secondary student population. Recipients of the scholarship will be determined by the administering organization. One scholarship will be available where the five per cent maximum is less than one student.
- c) Academic Achievement Scholarship: In recognition of academic achievement, the administering organization may award scholarships to students in Level I and II who are enrolled as full-time students and who have achieved a grade average of B or higher in their program of studies.
- i) Students currently receiving support under the Student Support Program are eligible for scholarships in recognition of academic achievements.
  - ii) The amount of scholarship awarded by the administering organization will be up to a maximum of \$1,000 annually.
  - iii) Students may be eligible for the scholarship upon successful completion of each year of their program of studies.
  - iv) The Academic Achievement Scholarship will be available to a maximum of five per cent of the Indian/Inuk post-secondary student population. Recipients of the scholarship will be determined by the administering organization. One scholarship will be available where the five per cent maximum is less than one student.
- d) Eligible students may be awarded either one Strategic Studies Scholarship in an academic year.

## 8. APPEAL PROCESS

To ensure fairness and equitable treatment under the policy, administering organizations must have an appeal process in place. This process must incorporate the following basic elements:

- a) Formal statement and public distribution of the said policy and procedures.

- b) Ensuring that the student has a right to an established appeal process. This includes the existence of an impartial appeal board.
- c) Ensuring that the student has a right to have support in the form of an advisor or advocate.
- d) Ensuring that first Nations have an adequate level of participation in the appeal process and its structure.
- e) The administering organization will provide costs for board members and the student to attend the appeal hearing.
- f) The establishment of specific time frames for appeal hearing to be set and for decisions to be made.
- g) Confirmation that the administering organization will abide by the appeal board's decision.

Students may not appeal to the Department decisions made by Student Support Program administering organizations. This includes administrative decisions and appeal rulings.

#### 9. OPERATING GUIDELINES

The administering organization must have in place operating guidelines for the administration of Student Support Program. The guidelines issued by the Department may be used by other administering organizations. Alternately, they may use their own guidelines to implement the policy. Such guidelines should include selection priority criteria, an allowance schedule, an appeal process, criteria for contingency funding and should be publicly available.

#### 10. STUDENT REGISTRY

The administering organization is responsible for maintaining a student registry. The Department will identify the information requirements which will include the student's name, the institution attended, the program of study, the support provided, the degree/diploma/certificate awarded and any additional information which may be required from time to time. This information will be used for statistical purposes only and will remain confidential. The administering organization must report this information annually to the Department.

**RATES FOR RESOURCING MONTHLY ALLOWANCES**

	MONTHLY ALLOWANCES	MONTHLY * ALLOWANCE FOR HIGH RENTAL AREAS
a) Single student living with employed parent	\$ 290	\$290
b) Single student	\$675	\$675
c) Married student with employed spouse with 1 dependent 2 dependents 3 dependents \$50 per month for each additional dependent	\$675 \$850 \$1,030 \$1,205	\$675 \$850 \$1,030 \$1,205
d) Married student with dependent spouse with 1 add. dependent 2 add. dependent 3 add. dependent \$50 per month for each additional dependent	\$895 \$1,045 \$1,205 \$1,355	\$895 \$1,045 \$1,305 \$1,505
e) Single parent with 1 dependent 2 dependents 3 dependents \$50 per month for each additional dependent	\$1,045 \$1,205 \$1,355	\$1,045 \$1,305 \$1,505

\* Only married students with a dependent spouse and two or more dependents and single parents with two or more dependents, whose place of study is located in a high rental area are eligible for the monthly allowance for high rental areas. The high rental areas will be identified and revised annually by the department using the Canada Mortgage and Housing Corporation's rental survey. Administering organizations may determine high rental areas as follows:

- i) the rental in the community will be compared to the rental rates for comparable accommodations in the city identified in the high rent survey in the same region.
- ii) regions which do not have a entry in the survey will compare community rents to the nearest city in the survey.