

2025-2026 BC First Nations Post-Secondary Partnerships Program

PROGRAM DELIVERY ASSESSMENT CRITERIA

Name of First Nation or Organization	
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Summary:

- **Program:**
- **Partner:**
- **Students: (#)**
- **Courses: (#)**
- **Timeline:**

Checklist:

- 15 pages or less.
- Proposal is signed by an authorized signatory for the First Nation Band Council, First Nations-mandated post-secondary institute, or Tribal Council.
- If submitted by a First Nations-mandated post-secondary institute or Tribal Council, documentation has been provided designating the First Nations-mandated post-secondary institute or Tribal Council to submit proposals on behalf of the First Nation(s) served.
- Public post-secondary institution Letter of Intent or Partnership Agreement is attached.
- All activities will be completed between May 1, 2025 and May 31, 2026.

Description (5 points)
<i>Criteria – Description</i> <input type="checkbox"/> Program is named. <input type="checkbox"/> A brief and clear description of the program is provided.
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Rationale (20 points)
<p><i>Criteria – Need for the Program</i></p> <p><input type="checkbox"/> <i>Rationale for the program is provided.</i></p> <p><input type="checkbox"/> <i>Rationale is compelling.</i></p> <p><input type="checkbox"/> <i>Benefits for students are described.</i></p> <p><input type="checkbox"/> <i>Benefits to the community are described.</i></p> <p><input type="checkbox"/> <i>Evidence of need is provided (e.g., reference to comprehensive community plan, economic development strategy, priorities of the First Nation, labour market information, projects in the region).</i></p> <p><input type="checkbox"/> <i>Clear link between the identified need/goal and the program to be delivered.</i></p> <p><input type="checkbox"/> <i>If the program has been delivered in the community before, strong evidence of continuing need is provided.</i></p> <p><input type="checkbox"/> <i>If the program has been delivered in the community before, proposal indicates whether adjustments have been made to the program as a result of lessons learned in the prior delivery of the program.</i></p>
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<p><i>Criteria – Student Demand</i></p> <p><input type="checkbox"/> <i>Proposal provides evidence that there are community members who are interested in taking the program.</i></p> <p><input type="checkbox"/> <i>Proposal identifies how students will be recruited for the program.</i></p> <p><input type="checkbox"/> <i>Recruitment activities are likely to be successful in recruiting sufficient qualified students.</i></p> <p><input type="checkbox"/> <i>If students from another First Nations community will be recruited, a letter or email is attached from that community's Post-Secondary Education Coordinator supporting the need for the program and indicating how many students from that community would likely participate in the program.</i></p>
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Credits and Credentials (mandatory requirement – no points assessed)
<p><i>Criteria</i></p> <p><input type="checkbox"/> <i>Credits and/or credentials to be received are named.</i></p> <p><input type="checkbox"/> <i>Evidence is provided that at least one other public post-secondary institution will accept the credential and/or course credits for transfer.</i></p>
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Criteria met? Yes No

<p>Program/Course Delivery (30 points)</p> <p><i>Criteria – Delivery Model</i></p> <p><input type="checkbox"/> Proposal indicates whether the program delivery model is face-to-face, online, or a blended model.</p> <p><input type="checkbox"/> If the delivery model is online or blended, a strong rationale is provided.</p> <p><input type="checkbox"/> Proposal specifies the facility or facilities where the program will be delivered.</p> <p><input type="checkbox"/> Facilities are described and description makes it clear that the facilities will be appropriate for the program.</p> <p><input type="checkbox"/> Program will be delivered in the First Nation community/communities, and if the program cannot be delivered in community (for example: at the public post-secondary institution's campus), a compelling rationale is provided.</p> <p>•</p>
<p><i>Criteria - Instructor Qualifications</i></p> <p><input type="checkbox"/> Instructor qualifications are provided and are appropriate.</p> <p><input type="checkbox"/> Instructors are from or have experience working with the community or other First Nations Communities.</p> <p>•</p>
<p><i>Criteria – Plan for Delivery</i></p> <p><input type="checkbox"/> Components of the program are clearly described and logical.</p> <p><input type="checkbox"/> Program is adapted to the needs of the First Nation.</p> <p><input type="checkbox"/> Program will meet the need identified in the rationale section.</p> <p><input type="checkbox"/> Plan for program delivery is well thought out and is likely to be effective and lead to student success.</p> <p><input type="checkbox"/> Cultural activities will be available to students as part of the program.</p> <p><input type="checkbox"/> Cultural activities are described, including how and when they will be integrated into the program.</p> <p><input type="checkbox"/> Course descriptions are provided, and state which courses will be delivered in-person or online (if applicable)</p> <p><input type="checkbox"/> All courses are associated with the program for which PSPP funding is being requested.</p> <p><input type="checkbox"/> Expected timeline (start and end dates) for delivery of each course/module and location for the delivery of each course/module is provided.</p> <p><input type="checkbox"/> If the program includes a practicum or work experience component, the plan for that component is described.</p> <p><input type="checkbox"/> If curriculum is to be developed or adapted in order to deliver the program, a description is provided of the curriculum to be developed or adapted.</p> <p><input type="checkbox"/> If curriculum is to be developed or adapted, a description is provided of how and when that will occur, including who will be involved and their qualifications.</p> <p><input type="checkbox"/> If curriculum development or adaptation is proposed, it will be completed within the timeframe for the call (May 1, 2025 – May 31, 2026).</p>

Start and end dates for the program are provided and are achievable within the timeframe for the call.

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Student Supports (15 points)

Criteria

- Readiness of potential students will be assessed.*
- Interventions and extra supports are described and will likely lead to student success.*
- If the program is to be delivered online or in a blended model, additional supports that will be provided to students in order to contribute to their success are described.*
- If required based on assessment of potential pool of students and student readiness for the program, there is a plan for individual learning plans/training plans to be developed for each student.*
- If an ABE or UCEP program will be delivered, a plan for students to transition to a post-secondary program has been identified.*
- If students will not be receiving a credential as result of the courses delivered through the proposal, plans are in place for ensuring that students are able to attain a credential if the recipient is unsuccessful in accessing funding through PSPP in subsequent years.*

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Partnerships (10 points)

Criteria

- Partnership with public post-secondary institution is described.*
- Partnership with public post-secondary institution supports shared decision-making and First Nations control.*
- Copy of the signed partnership agreement or letter of intent signed by a Dean, Associate Dean, Director, Vice-President Academic or President of the public post-secondary institutions that commits to partner in the delivery of the specific program is attached.*
- Proposal reflects efforts to include all feasible partnerships and supports for the program (e.g., the First Nation's education, employment and social development departments, the local ISET, other potential partners).*
- Mechanisms are in place to ensure that traditional knowledge and intellectual property will be used and shared in accordance with the appropriate protocols and that the First Nation will retain ownership and copyright of the content.*

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Project Management and Evaluation (5 points)

Criteria

- Plan is in place for managing the project, including project monitoring and oversight.*
- Proposal names the individuals or positions who are responsible for managing the project and for reporting.*
- Success measures are identified.*
- There is a plan to evaluate the project.*
- Leadership of the First Nation will be kept apprised of the project and the outcome.*

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Budget (15 points)

Criteria

- Realistic estimated costs are provided.*
- All columns of the budget are completed in full.*
- Clear justification is provided for the funding requested.*
- Costs are directly related to the development and delivery of the program.*
- Total cost is reasonable relative to the scope of the work (for example: number of courses delivered) and potential pool of students that will enroll in the program.*
- If the applicant is not paying instructors or employees directly and will have a service agreement in place with a public post-secondary institution, the proposal from the public post-secondary institution or draft service agreement is attached to the proposal.*
- The public post-secondary institution is contributing resources to delivery of the program.*
- The request of PSPP does not include costs that are already covered by the public-post-secondary institution's base budget.*
- Request of PSPP does not contain any ineligible expenditures.*
- Student support costs are no more than 20% of the subtotal of other costs.*
- Administration costs are no more than 15% of the subtotal of other costs.*
- No more than \$50,000 per course is requested (total request divided by the number of courses to be delivered or developed), if the recipient isn't delivering a full program.*
- No more than \$100,000 is requested for Curriculum Development or Adaptation.*
- No more than \$300,000 is requested overall.*

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