

Aboriginal Service Plan

Phase 2 (Year 3) Plan

(2016/17 – 2018/19)

Submitted to:
Aboriginal Post-Secondary Education and Training Unit
Ministry of Advanced Education

February 5, 2016

College of New Caledonia
3330 – 22nd Avenue
Prince George, BC
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Letter from the President

College of New Caledonia

OFFICE OF THE PRESIDENT



February 4, 2016

Honourable Andrew Wilkinson, Minister of Advanced Education
Ministry of Advanced Education
PO Box 9877, Stn Prov Govt
Victoria, BC V8W 9T6

Dear Minister Wilkinson:

The College of New Caledonia (CNC) is pleased to submit the 2016 – 2019 Aboriginal Service Plan. CNC appreciates the Ministry's commitment to Aboriginal education through funding, policy and the support of the Aboriginal Programs Branch. CNC's Aboriginal Service Plan (ASP) continues to strengthen community engagement and student retention.

Aboriginal partners and Advisories continue to provide feedback and guidance with a key focus on learner needs. This proposal reflects the priority of providing supports for students at all campuses, including for students in various community-based programs throughout the region.

This year CNC is renewing its Strategic and Education Plans and it will embed goals for Aboriginal education. In October, the Director of Aboriginal Education and I began meeting with First Nations leaders to inform them of the process. As well, the Director collaborated with the Senior Policy Advisor on Aboriginal Education at UNBC to begin discussions with Advisory committees to develop an Aboriginal strategic plan which will strengthen CNC's Strategic Plan over the next five years; it will also foster a seamless transition from CNC to UNBC for Aboriginal students.

The cultural events and seminars reflect an increasing awareness of Indigenous Knowledge within the college community. The ASP funds have allowed elders and Knowledge Holders to share their wisdom in various classrooms and we see more students, staff and faculty participating in cultural events and seminars each year.

This Plan moves forward in supporting students to be successful in community-based programs and collaborating with communities to leverage other funding sources into programs and services. This Plan meets the goals established in this initiative and in the *Aboriginal Policy Framework and Action Plan*; most importantly it reflects the needs of Aboriginal learners and communities in this region.

Thank you for your continued support of our collaborative efforts and for considering the proposed activities within.

Sincerely,

Henry Reiser
President

Acknowledgement of Traditional Territory

The College of New Caledonia is honoured to work with the Aboriginal people in this region, inclusive of the First Nations, Métis and Inuit peoples. We acknowledge the graciousness of the First Nations peoples in welcoming those who are seeking knowledge to their traditional territories.

*Alexandria First Nation
Cheslatta Carrier Nation
Kwadacha Nation
Lake Babine Nation
Lheidli T'enneh Nation
Lhoosk'uz Dene Nation
McLeod Lake Indian Band
Nadleh Whut'en
Nak'azdli Band
Nazko First Nation
Nee Tahi Buhn Band
Saik'uz First Nation
Skin Tyee Nation
Stellat'en First Nation
Takla Lake First Nation
Tl'azt'en First Nation
Tsay Keh Dene Band
Ts'il Kaz Koh (Burns Lake Band)
Wet'suwet'en First Nation
Yekooche First Nation*

It is important to acknowledge the participation of other Aboriginal groups whose contribution and commitment to Aboriginal communities also make the Aboriginal Service Plan a success: Carrier Sekani Tribal Council, PG Nechako Aboriginal Employment & Training Association, Métis Nation of BC, New Caledonia Métis Association, Prince George Native Friendship Centre, North Cariboo Family Program, Cariboo Chilcotin Aboriginal Training Centre, Tillicum Friendship Centre, and Aboriginal representatives from the University of Northern British Columbia, School Districts of Nechako-Lake s(91), Prince George (57), and Quesnel (28).

Situational Context

This year has numerous highlights which impact Aboriginal education in positive ways. Provincially the Ministry of Aboriginal Relations and Reconciliation allocated \$30M to support Aboriginal skills training for First Nations connected to LNG development. As well, the Truth and Reconciliation Commission handed down ninety-four recommendations, with seven directly linked to education and five to language and culture. At the same time the College was engaging communities across the region in developing a Strategic Plan. It was very exciting to visit the communities and discuss how the college can support their participation in local industries, and further support teaching mainstream society about the intergenerational impacts of residential schools. All these events combined with the change in federal government have given new hope and optimism in achieving communities' and students' goals in improving the health and well-being of Aboriginal communities.

As noted in previous reports, the Aboriginal population is young and growing in this region. Graduation rates are increasing thus offering more opportunities for transitioning to post-secondary education; however a majority of learners still require transition and access to post-secondary programs. Nevertheless, all three School Districts are experiencing declines in enrolment from six to twenty-one percent¹. These factors highlight a need to strengthen connections to high school students including collaboration with Aboriginal support workers in the School Districts.

Participation in the Liquefied Natural Gas (LNG) industry is still high on most communities' priority list. Primary metal manufacturing is forecast to be the fastest growing industry in the region and jobs will be opening due to retirement². The Ministry of Aboriginal Relations and Reconciliation (MARR) allocated \$30M over three years for LNG-related skills training to First Nations impacted by LNG development. The College provided training to First Nations communities who received this funding and will continue to do so upon request³.

The College received \$2.8M of Employment Services & Supports (ESS) funding to offer programs in six First Nations communities; we are finding that labor market attachment programs often serve as gateways to further education so we anticipate that these initiatives will precipitate requests for other kinds of training over the next three years. The College will review ways to track CE students into post-secondary education or training through data collected by the Institutional Research department⁴.

Despite the positive factors, the North Coast and Nechako regions have the highest unemployment rates in BC⁵. The forest industry is facing reduced allowable cuts to address the impact of the Pine Beetle epidemic;⁶ but it remains the main industry in most communities. Downturns include the Huckleberry

¹ See Aboriginal *How Are We Doing* Reports for School Districts 91, 57, 28.

https://www.bced.gov.bc.ca/reports/pdfs/ab_hawd/091.pdf

https://www.bced.gov.bc.ca/reports/pdfs/ab_hawd/057.pdf

https://www.bced.gov.bc.ca/reports/pdfs/ab_hawd/028.pdf

² Work BC. *BC 2024 Labour Market Outlook*. P. 24.

³ Ministry of Aboriginal Relations & Reconciliation. "Moving Forward with Aboriginal Skills Training." December 3, 2015. <https://news.gov.bc.ca/releases/2015ARR0050-002021>

⁴ This would involve programming Colleague or re-coding CE students so data can be extracted from Central Data Warehouse (CDW).

⁵ *BC 2024 Labour Market Outlook*. p. 24.

⁶ Community Futures Stuart Nechako. *Performance Reporting 2014/15*. p. 1.

Mine halting pit operations in January 2016⁷ and the Nak'azdli Whuten's finger joint mill closing in August. The College is attending community meetings to plan transitions for these employees. CNC received funding from the province to provide training resulting from the suspension of operations at the Endako Mine⁸. Some communities such as Kwadacha do not have nearby resource development so are researching other economic opportunities⁹. In all the future will see employment opportunities in resource development, health care, education and administration fields.

It is important to note that the Aboriginal Director and Liaisons do not work in isolation. They are supported by administrators, operational staff and faculty who work to implement the recommendations from students and communities. Over time these recommendations are affecting organizational changes which benefit the entire college community. These include the integration of Indigenous Knowledge (IK) into classrooms, the use of traditional methodologies for teaching, and the 'normalization' of ceremonial smudging which has drawn in many non-Aboriginal participants. The Human Rights Special Program was renewed for another five years with a target to hire sixty-five Aboriginal employees. Moreover, it includes the ability to designate administrative positions so the new Regional Principals positions for Nechako and Lakes campuses have been designated under the Special Program.

In moving forward, communities have requested upgrading, Business Administration, professional development for Social Work graduates, Aboriginal Studies Certificate, Industry Training and Business Management. The college expects to have their Strategic Plan completed by July and it will have complementary Education and Aboriginal Strategic Plans. These Plans will assist CNC in addressing long-term goals in a collaborative and coordinated way and will support communities in updating their current Community Plans for capacity building. The Aboriginal Service Plan addresses the issues identified by communities and students. It also aligns with the Ministry's Aboriginal Policy Framework and the College's new Strategic Plan and will serve to enhance the College's ability to achieve the goals set out in each.

⁷ It will close on August 31, 2016. http://www.interior-news.com/breaking_news/367753521.html

⁸ Opinion 250. May 22, 2015. *Funding Announced to Help Displaced Miners*.
<http://www.250news.com/2015/05/22/funding-announced-to-help-displaced-miners/>

⁹ Minutes from Advisory Meeting Prince George campus. December 9, 2015.

Institutional Commitment

The College remains committed to enhancing Aboriginal student success and working with Aboriginal partners to enhance community capacity. Aboriginal students now comprise 27% of total domestic FTEs which is above the region's representative population of 20% Aboriginal¹⁰. Three campuses have Aboriginal student numbers that comprise over fifty percent of the student population. This year CNC will develop a five year Strategic Plan and Aboriginal-focused goals will be embedded in it; moreover the accompanying Education and Aboriginal Strategic Plans will ensure that every department at CNC establishes measurable objectives in Aboriginal education and reports on them annually¹¹.

Although the college faced challenges this year which included a budget deficit, the base funding for Aboriginal initiatives did not decrease. These include the positions of Director Aboriginal Education, Manager of the Aboriginal Resource Centre (full-time); 50% of the salary costs for: five Aboriginal Liaisons, a Cultural Advisor position, and advisory committee costs. The Regional Principals devote significant time to Aboriginal community engagement and they attend all Advisory Committee meetings.

Various programs continue to integrate Aboriginal issues, history and Indigenous Knowledge (IK) into curriculum as appropriate. One long-time success the College has is the co-teaching model for first year ABST courses; elders from various communities in the region co-teach with an Aboriginal instructor. These courses are some of the most popular courses at CNC and many students have said that the elders' teachings have profoundly impacted them. The same co-teaching model is applied to the first year language course whereby a linguist and fluent elder speaker teach the UT course. Since 1995 the College has had a practice of compensating teaching elders at the top of faculty scale; that is, recognizing Indigenous Knowledge as the equivalent of instructors with PhDs. In addition, the Cultural Advisor has begun obtaining feedback from various classes and it is overwhelmingly positive (see Appendix IV). The Lakes campus now includes ASP staff in planning, development and delivery of programs and services and they have given final authority to their Advisory on the ASP.

The role of the Director of Aboriginal Education was changed this year and the Director is now a member of the CNC Executive. As such, the Director is involved in all key discussions and decision-making at CNC and ensures Aboriginal issues are addressed at this level. The Director is now a member of the President's Industry Council. The College also supported her role as Director of the First Peoples' Cultural Council by paying the salary and some travel costs as a way of supporting language revitalization efforts in the region (2009-2016).

In conclusion, the College now has an organizational structure that enhances community engagement and the College's ability to be responsive to community needs. Externally, each campus has an Aboriginal Advisory that appoints representatives to the Yinka Dene Council which is advisory to the President and Board. The YDC Co-Chair is an ex-officio Board member.

Internally each campus has an Aboriginal Liaison who works with the communities. The Director of Aboriginal Education works with the Liaisons, Advisories, Executive and Yinka Dene Council. In this way, there are direct linkages from the community to the Executive and to the Board. The College is honored

¹⁰ For FTE counts please see Appendix V.

¹¹ The Strategic Plan can be viewed at <http://www.cnc.bc.ca/Assets/Strategic+Plan+2016-2020.pdf>

to be a part of Aboriginal community initiatives and we look forward to another year of ongoing collaborative work.

Engagement

Aboriginal Student Engagement

Engagement	Interests	Outcomes
<ul style="list-style-type: none"> Focus Group Meetings with Student Association Online Survey Meetings with Aboriginal Student Club First Nations Education/ Employment Committees Career Fairs High School Visits 	<ul style="list-style-type: none"> Prince George focus group: Access instructors are the most valuable service, overall satisfaction with all ARC services, better communication of events, more Access instructor hours. Director of Student Services meets monthly with the executive of the Student Association. Aboriginal learners' needs are identified by their Aboriginal representative who is very involved in supporting students. The ARC Aboriginal & Cultural Advisors meet bi-weekly with the president and other members of the Aboriginal student club; students' needs and emerging issues are identified. The Ft St James & Vanderhoof campuses consulted with students from all programs: transportation (incl. fuel, mechanical supports), food, tutoring, accommodation, housing, childcare, financial, academic advising, culture, extra-curricular activities, academic home supports, stress/depression, legal problems, family/marital issues, emergency funds, job search supports incl. resumes, travel, spiritual/cultural supports, program entrance requirements. The Quesnel campus conducts student focus groups: need for financial and personal supports, cultural elements in curriculum and on campus. The Liaison at the Mackenzie campus works individually and in groups with the students. Student supports and daycare are major concerns. Lakes campus consulted with students from all programs: food, transportation, childcare, housing, mentoring/tutoring, connection with funders & community/band 	<ul style="list-style-type: none"> Most issues identified are addressed by the Aboriginal and other college staff on an ongoing basis throughout the year at each campus. Having an Aboriginal support person there is a key factor to retention and success. The students' prioritization of the Access instructor services were brought to the Prince George Aboriginal Advisory for prioritization. The Student Association (SA) rep attended planning meetings for Orange Shirt Day and the joint collaboration resulted in CNC staff and students purchasing orange shirts, proving a success across the campus. The Activity Planner position reflects the need for an ongoing position to work with the students, SA and ARC staff to plan and implement the cultural and educational events/seminars identified by the students. Meetings with the Student Club are another way of identifying specific supports including cultural events; the ASP proposal reflects the increase in demand for cultural/educational support needs. The Aboriginal Support Workers at the Ft St James & Vanderhoof campuses are able to assist students in finding resources and supports in the community; this position is vital to student retention because they have someone to help when they encounter financial and other challenges. Elder Advisor funding was not approved; however the college began writing Elder support into other proposals and was able to retain a part-time Elder in Ft St James. Although the issues identified are beyond the scope of ASP funds to address, the campuses have been successful in obtaining supports, including food/transportation/unsubsidized daycare, through sources such as the ESS initiatives, LNG and First Nations funding. The Liaisons provide updates to the Advisories on how they are addressing the emerging needs of students

External Partner Engagement

(see Appendix I for list of Aboriginal communities and organizations and representatives' names)

Engagement	Interests	Outcomes
<ul style="list-style-type: none"> • Advisory Committees • Yinka Dene Council • Individual Contacts • Community Visits • Attending Community Events • Attending Chief & Council Meetings • President & Director meetings with First Nations Leadership 	<ul style="list-style-type: none"> • Prince George (PG) Advisory supported the continuation of the Access instructor and recommended that member organizations could have their staff tutor students in various topics. As well they volunteered to talk to students as role models. • Quesnel Advisory: issues identified: transitions to post-secondary, student supports, transitions to work, essential skills and literacy, language revitalization • Mackenzie Advisory issues: lack of graduation credentials, lack of continuity in programming/instructors, work placements in Aboriginal communities, recognition & acknowledgement to CNC of actively listening to the community voice • Lakes campus: supporting transition of students from Family Programs that are being discontinued or transferred to other agencies, trades training partnership opportunities to participate in local industry 	<ul style="list-style-type: none"> • PG: Student services developed a community tutoring framework which reflects the Advisory's recommendation. The Advisory supports the students' recommendations and prioritizes accordingly. • Campuses with LNG-funded bands are strengthening partnerships with industry • Mackenzie: Principal and Liaison work closely with communities to address emerging issues, identify funding sources. The need for community-based student supports is reflected in this Plan. • CNC administrators including the Regional Principals and the Director of Aboriginal Education work with community partners to identify program needs and many are applied for from other sources of funding.

Policies and Processes to Ensure Respectful Use of Traditional Knowledge

As detailed below, the College adheres to *The Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans*.

At each campus, the cultural material in courses, programs and workshops is delivered by Elders and Traditional Knowledge Holders or developed in consultation with Aboriginal experts. The Aboriginal Liaisons act as resources within the college to ensure that protocols are being followed and no recording is done without permission. The Lakes campus Advisory Terms of Reference and partnerships protocols ensure the respectful use of Traditional Knowledge and Indigenous intellectual property.

Because the college now has a research forest with the ability to apply for National Sciences and Engineering Research Council (NSERC) grants, the Director of Aboriginal Education, the Director of Applied Research and Innovation, and the Dean of University Studies and Career Access drafted the following interim statement:

The College of New Caledonia has a Research Ethics Board that adheres to the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans* accessible on the ILTR site¹².

The Research Ethics Board (REB) has the responsibility for independent, multidisciplinary review of the ethics of research conducted within the College to determine whether the research should be permitted to start or to continue.

The Guiding Ethical Principles for the Research Ethics Board include respect for human dignity, vulnerable persons, justice and inclusiveness, and balancing harms and benefits.

http://www.cnc.bc.ca/Research/Resources/Research_Ethics_Board.htm . All research involving Aboriginal peoples must comply with the policies and procedures set forth by the Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council of Canada as *The Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans*, in particular chapter 9, "Research Involving the First Nations, Inuit and Métis Peoples of Canada."

¹² CNC Research Ethics Board. http://www.cnc.bc.ca/Working/centre-for-teaching-and-learning/Research_Ethics_Board.htm

Overview of Proposed Plan

This Aboriginal Service Plan focuses on supporting Aboriginal students at the College of New Caledonia (CNC) to achieve academic success. A key component of their success lies in the engagement of Aboriginal communities whose representatives work collaboratively to identify community needs, to address barriers to student success and enhance successful initiatives, as outlined in the Situational Context.

The priority of this Aboriginal Service Plan remains on providing students with holistic and culturally appropriate supports that will enhance their retention, completion and success rates at the CNC. Based on the needs of each campus, these include cultural, educational, financial and academic advising supports. Most campuses have allocated the funding to Aboriginal Support Worker positions whose primary responsibility is providing supports to students in programs that do not have funded wrap-around supports¹³. Student transitions will be a priority area for Aboriginal Liaisons and Support Workers and they will connect with high school students through attendance at events, providing information and being role models.

Strengthening partnerships and collaboration will also remain a priority, with the Aboriginal Liaisons having a lead role in community engagement. Campus Advisory members identified needs for transitioning graduates to employment, particularly for Foundations Trades students. The support workers and Liaisons will work internally with other CNC administrators to target these areas which include assisting the students in transitioning to work and advocating with industry partners to hire and apprentice Aboriginal graduates.

The college will also begin working with the Advisory tables to share labour market and other regional data that will contribute to updating the Advisory members' respective community plans. This collaborative process will enhance the college's success in meeting the needs of community and provide communities the statistical information they need to update their community plans; in some cases these plans have not been updated for more than five years. In addition, PGNAETA received funding to conduct an Aboriginal Labour Market Survey in this region¹⁴ and CNC will be part of the Steering Committee.

Inclusiveness and engagement will also continue be a focus at all campuses, creating awareness about Aboriginal cultures and communities through cultural events and seminars. The Cultural Advisor (Elder) position is increasingly being invited to many classrooms and college events and her participation provides a vibrant presence of Aboriginal culture at all these events. Cultural events at all campuses draw increasing numbers from the community as students invite their families and others to learn more about their college life. In this way, families become more supportive and the community-at-large learns more about the local Aboriginal culture. It goes without saying that these events serve as a recruitment tool for the college.

Finally, the Aboriginal Service Plan aligns with the College's Strategic Plan whose actions include student supports for participation and completion, incorporation of culture to enrich all students' experiences, building relationships and being accountable to communities for educational goals¹⁵. These actions were identified in community and advisory consultations in 2015-16 and will be addressed in the pending Education and Aboriginal Education Plans.

¹³ The ESS programs fund supports such as Coordinator, Classroom Aide, Elder hours, food/transportation. Students at campuses without these funded programs were prioritized for the Aboriginal Support Worker positions.

¹⁴ Govt funds Aboriginal labour study. <http://www.princegeorgecitizen.com/news/local-news/gov-t-funds-aboriginal-labour-study-1.2304367>

¹⁵ College of New Caledonia. *2016 – 2020 Strategic Plan – Promoting Student Success*. <http://www.cnc.bc.ca/Assets/Strategic+Plan+2016-2020.pdf>

Proposed Programs and Activities for 2015/16

Activities for Minimum Funding

Minimum Funding + Matching CNC Funds				
Activity	Ministry Category	CNC	AVED	Total
Aboriginal Advisor Liaison (all campuses)	Student Supports	\$178,800	\$178,800	\$357,600
Aboriginal Advisories (all campuses)	Partnerships & Engagement	11,900	11,900	23,800
Yinka Dene Council		5,000	5,000	10,000
Community Coordinators (Lakes District)		4,300	4,300	8,600
Total		\$200,000	\$200,000	\$400,000

Aboriginal Advisor Liaisons

Title of Activity/Program	Aboriginal Advisor Liaison All Campuses
Minimum or Additional Funding	Minimum
Priority Ranking	
New or Continuing	Continuing
Category	Student Support & Partnerships and Engagement
Description	<p>A full-time Aboriginal Advisor/Liaison will continue to provide student services at each campus and work closely with the Aboriginal communities¹⁶.</p> <p>The Advisor/Liaisons provide culturally-appropriate holistic supports to Aboriginal students to ease their transition to the post-secondary system, and address barriers to retention and success. Their participation in college staff meetings ensures that CNC services are responsive to emerging issues and needs.</p> <p>Advisor/Liaisons bring Aboriginal culture into the College and in some cases, develop and deliver cultural workshops for students, College employees, and the community. At all campuses, the Aboriginal Advisor/Liaisons provide guidance to the College on matters of protocol, tradition, and practice, thus ensuring that the College is inclusive and respectful of Aboriginal culture. This includes providing contact information for faculty to bring in Knowledge Holders into classrooms, and recommending resources (written/audio/video materials) for instructors and students.</p> <p>Advisor/Liaisons are critical to maintaining meaningful relationships with communities. While administrators are the primary community contacts, the Liaisons arrange and support the Advisory meetings, and provide follow-up assistance on all meeting outcomes.</p>
Rationale	<p>The Liaison provides a foundation for Aboriginal student success by nurturing relationships with Aboriginal partners, providing culturally appropriate supports to Aboriginal students, and bringing Aboriginal culture and language into the College. The students, many college employees and Advisory committees have voiced their support for this position and the College is committed to continuing this activity.</p>
Related Goals	<p>ASP Goal:</p> <ul style="list-style-type: none"> • Increase the access, retention, completion and transition opportunities • Increase the receptivity and relevance of PSE institutions <p>Aboriginal Policy Framework Goals:</p> <ul style="list-style-type: none"> • Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities
Measuring Success	<p>Number of Hours allocated to:</p> <ul style="list-style-type: none"> • Partnerships and Engagement¹⁷ • Student Support Services*

¹⁶ The Prince George campus differs in that the primary focus is on providing culturally appropriate student supports. They attend the campus Advisory and YDC as a CNC resource; however, the Manager is responsible for community engagement and the Cultural Advisor for cultural supports. The PG Advisor works as part of a team with the Manager and Cultural Advisor in inviting/hosting elders for cultural events, student information sessions and teaching in classrooms.

¹⁷ See Advisory measures: the Liaisons are key resources or leaders in community engagement so this section notes only hours devoted to community engagement. Advisory Committees Activity Sheet outlines measures.

	<ul style="list-style-type: none">▪ Number of students served¹⁸▪ Number of student activities (cultural activities, educational seminars) & number of participants at each▪ Number of recruitment activities, including high school outreach & number of participants at each• Aboriginal Cultural Training for Faculty, Staff, or Administration*<ul style="list-style-type: none">▪ Number of seminars/events and number of participants at each• Outreach Activities or Events*<ul style="list-style-type: none">▪ Number of workshops/events held and attendance• Student Survey or Focus Group Feedback: evidence of integration into services provided• <i>* Note: participant feedback forms will be distributed at each of the above noted activities to measure their impacts; reports will reflect how feedback was integrated</i>			
Location(s)	Campuses at: Burns Lake, Vanderhoof/Ft St James, Mackenzie, Prince George and Quesnel			
Timing	Start Date	Ongoing		
	End Date	Ongoing		
	Duration	Full-time positions		
Future Plans	It is anticipated that the Aboriginal partners will wish to continue with this key position in its current effective format which is focused on the unique needs of each campus and associated Aboriginal communities/organizations. Direction for activities will reflect Aboriginal Advisory recommendations and be reflected in the Advisory Activity report section.			
Budget		2016/17	2017/18	2018/19
	AVED (ASP)	\$178,800	\$178,800	\$178,800
	Institution	\$178,800	\$178,800	\$178,800
	Other or In-Kind			
	Total	\$357,600	\$357,600	\$357,600
Expense Breakdown for 15/16 Activity/Program more than \$20k (AVED funding)	Item	Amount		
	Salary	\$133,979		
	Benefits	\$29,140		
	Travel	\$6,425		
	Supplies	\$9,261		
	Other	\$		
	Total	\$178,805		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness	n/a			

¹⁸ Dependent on total # students on campus who are in longer term programs. Smaller campuses targets contacting all students & providing information seminars to 30 high school students; Prince George target: 250 unique students; providing information seminars to 100 high school students. Note: high school targets do not include recruitment/career fair events – these will be documented as recruitment contacts.

Advisory Committees

Title of Activity/Program	Advisory Committees CNC
Minimum or Additional Funding	Minimum
Priority Ranking	
New or Continuing	Continuing
Category	Partnerships and Engagement
Description	<p>Each campus meets regularly with its respective Advisory committee to provide direction to CNC. The Advisories are comprised of representatives of local First Nations and Aboriginal organizations. Each campus Advisory appoints members to attend the Yinka Dene Council meetings. Meetings are held on campus and member organizations offer to host meetings when possible. Honoraria are offered and all travel is paid for. A chair is elected by the Committee, agendas are prepared by the Liaisons and minutes are recorded.</p> <p><i>Advisory and Yinka Dene Terms of Reference are attached.</i></p>
Rationale	<p>Advisories provide direction to CNC on the needs of students and communities. Communities are working to take advantage of local economic opportunities (including resource extraction and LNG training through MARR funding¹⁹), and to develop capacity to have their own community members employed in their respective offices and business enterprises.</p> <p>The meetings are a valuable resource of cultural wisdom for the College because CNC administrators learn protocols involved in working with the numerous communities. Advisories are critical to the college's mandate to provide relevant and responsive programs and services to the communities it serves.</p>
Related Goals	<p><i>ASP Goals:</i></p> <ul style="list-style-type: none"> • Increase the receptivity & relevance of post-secondary institutions • Increase access, retention, completion and transition opportunities • Strengthen partnerships and collaboration in Aboriginal post-secondary education <p><i>Aboriginal Policy Framework Goals:</i></p> <ul style="list-style-type: none"> • Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities • Sharing of leading practices • Collaborative planning for community-based programs
Measuring Success	<ul style="list-style-type: none"> • Number of programs offered that train for participation in regional economy • Number of graduates employed in above targeted industries²⁰

¹⁹ Ministry of Aboriginal Relations & Reconciliation. 2015. *BC boosts investment in Aboriginal skills training*.

<https://news.gov.bc.ca/stories/bc-boosts-investment-in-aboriginal-skills-training>

²⁰ This information would only be anecdotal until there is a way to compile this data which is not gathered by HRDC; however, the province recently allocated funding to PGNAETA to conduct a labour market survey for Aboriginal communities in this region which should provide more clarity in past results and strategic planning.

<http://www.princegeorgecitizen.com/news/local-news/gov-t-funds-aboriginal-labour-study-1.2304367>

	<ul style="list-style-type: none">• Number of programs that build community capacity and number of graduates employed in community offices and enterprises²¹• Number of students transitioning to more post-secondary education²²• Number of leading practices in Aboriginal education integrated to enhance the success rates of Aboriginal students• Minutes of Advisory meetings show evidence of consultation and collaboration on the programs and services offered, including reflecting the communities' requests for capacity building in specific areas and training to participate in local industries and collaborative efforts on feasibility planning and implementation			
Location(s)	All campuses, and various communities			
Timing	Start Date	Ongoing		
	End Date	Ongoing		
	Duration	Ongoing		
Future Plans	CNC recognizes it could not provide programs and services for Aboriginal students without consultation with Aboriginal communities.			
Budget		2016/17	2017/18	2018/19
	AVED (ASP)	\$11,900	\$11,900	\$11,900
	Institution	\$11,900	\$11,900	\$11,900
	Other or In-Kind	\$	\$	\$
	Total	\$23,800	\$23,800	\$23,800
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of Aboriginal community	n/a			

²¹ As First Nations leaders negotiate co-management agreements over natural resources, health care and social services, there is an increasing need to train community members to work within these sectors.

²² Tracking students from CE programs into post-secondary will take some work on the Institutional Research department's side which will involve programming and 'clustering' the CE courses into programs or re-coding them within the Central Data Warehouse. This is being discussed now.

Yinka Dene Council

Title of Activity/Program	Yinka Dene Council	
Minimum or Additional Funding	Minimum	
New or Continuing	Continuing	
Category	Partnerships and Engagement	
Description	<p>The College-wide Yinka Dene Council (YDC) provides direction on issues pertaining to Aboriginal education to the President and Board of Governors. The YDC is comprised of representatives from each campus Advisory so it is reflective of the Aboriginal communities in the CNC region. The prioritization of ASP activities has been a main focus of YDC meetings; however, the College will discuss other college-wide issues such as the progress of the Strategic Plan and prioritizing programs and services outside of the ASP. Ensuring respectful use of Traditional Knowledge is another area of consultation that needs reviewing.</p> <p>The YDC meets up to three times each year at the Prince George campus which is geographically central. Honorariums are offered and all travel expenses are covered. Representatives are appointed by each campus Advisory, and the YDC is jointly chaired by the CNC President and a YDC member elected by the Council. The Co-chair attends the College Board meetings.</p>	
Rationale	<p>The Yinka Dene Council provides an opportunity for all campuses to share leading practices and discuss common issues. They also discuss and prioritize the Aboriginal Service Plan initiatives. As the College develops its Strategic Plan the YDC will also help set strategic direction for Aboriginal education.</p>	
Related Goals	<p><i>ASP Goals:</i></p> <ul style="list-style-type: none"> • Increase the receptivity & relevance of post-secondary institutions • Increase access, retention, completion and transition opportunities • Strengthen partnerships and collaboration in Aboriginal post-secondary education <p><i>Aboriginal Policy Framework Goals:</i></p> <ul style="list-style-type: none"> • Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities • Sharing of leading practices • Collaborative planning for community-based programs 	
Measuring Success	<ul style="list-style-type: none"> • Number of meetings • Minutes reflect how CNC addressed identified issues, and consulted regarding the Strategic Plan and use of Traditional Knowledge, and consulted regarding the Strategic Plan and use of Traditional Knowledge 	
Location(s)	Prince George, or as decided by YDC representatives	
Timing	Start Date	Ongoing
	End Date	Ongoing
	Duration	Ongoing
Future Plans	<p>It is anticipated that the Aboriginal partners at all campuses will wish to continue with this key activity.</p>	

Budget		2016/17	2017/18	2018/19
	AVED (ASP)	\$5,000	\$5,000	\$5,000
	Institution	\$5,000	\$5,000	\$5,000
	Other or In-Kind			
	Total	\$10,000	\$10,000	\$10,000
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity	n/a			

Community Coordinators (Lakes District Campus)

Title of Activity/Program	Community Coordinators (Lakes District Campus)
Minimum or Additional Funding	Minimum
Priority Ranking	
New or Continuing	Continuing
Category	Partnerships and Engagement
Description	<p>The Community Coordinators are individuals designated by the Bands in the Lakes District region. These Coordinators (one from each Nation in the region) are a direct link between the First Nations Chief & Council and CNC. They provide support for the CNC Aboriginal Liaison by ensuring information about meetings and events gets to the Advisory members and leadership as appropriate.</p> <p>The College enters into a Memorandum of Understanding with each First Nation which then identifies Community Coordinators from within the First Nation.</p> <p>The community coordinators are subsidized funds for existing staff in the communities. This allows for engagement with all areas in addition to education, for example if there is a housing need we can meet with the housing staff or if there is a need for child care we can discuss options with family & children or social development. This arrangement provides more flexibility to work with Aboriginal Partners.</p>
Rationale	<p>The availability of a dedicated contact person identified by the Bands has greatly facilitated all ASP activities in these communities (Advisory meetings, student supports, collaborative program development, etc.). The Coordinators help to link CNC instructors to Elders and Traditional Knowledge Holders. The Coordinators also assist the College by identifying community resources.</p>
Related Goals	<p><i>ASP Goals:</i></p> <ul style="list-style-type: none"> • Increase the receptivity & relevance of post-secondary institutions <p><i>Aboriginal Policy Framework Goals:</i></p> <ul style="list-style-type: none"> • Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities.

Measuring Success	<ul style="list-style-type: none">• Coordinators will recruit 10 or more community leaders & Members to attend cultural events• Coordinators will ensure Advisory members are informed of Advisory meetings• Coordinators will recruit 10 or more high school students to attend each career fair, campus tour or information session for high school students• Coordinators will support CNC Aboriginal Liaison in linking their students to community supports (housing, child care, counseling, etc.)• Number of MOUs signed• Coordinators will communicate with Liaisons at a minimum of 2x/month• Number of hours: average .5hrs/week x 52 weeks = 130 hours per community• Summarized report – issues and outcomes for community support for students			
Location(s)	Six First Nations Communities and Lakes Campus			
Timing	Start Date	Ongoing		
	End Date	Ongoing		
	Duration	Determined by each First Nation		
Future Plans	It is anticipated that the Aboriginal partners in the Lakes District region will wish to continue this key activity.			
Budget		2015/16	2016/17	2017/18
	AVED (ASP)	\$4,300	\$4,300	\$4,300
	Institution	\$4,300	\$4,300	\$4,300
	Other or In-Kind	\$	\$	\$
	Total	\$8,600	\$8,600	\$8,600
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness	The communities have the capacity to support and administer these positions and have been doing so for several years.			

Activities for Additional Funding

Please Note: The Yinka Dene Council choose to submit the Priority One Additional Funding Request as one sum under the category of Student Supports. They agreed that the College is required to engage students and community partners to decide on what is best for their students and communities; therefore, this funding request reflects their common need to place students' needs as most important regardless of where the students are studying.

ADDITIONAL FUNDING				
Activity	Campus	Priority	Funding/Campus	Funding
Student Supports	Lakes District	1	\$40,000	\$175,000
	Mackenzie		\$10,000	
	Nechako		\$25,000	
	Prince George		\$85,000	
	Quesnel		\$15,000	
Total				\$175,000

Student Supports: All Campuses

Title of Activity/Program	Student Supports: All Campuses
Minimum or Additional Funding	Minimum
Priority Ranking	1
New or Continuing	Continuing
Category	Student Supports
Description	Both students and community partners prioritized student supports. These supports are mostly Aboriginal Support Worker positions (Lakes, Mackenzie, Vanderhoof, Ft St James), and cultural events/seminars. However due to the differences in campuses and community populations, other supports were identified to fit their students' needs. These include Access (tutoring), mentoring, Cultural Advisor, Activity Planner, Language, individual supports such as transportation, and Industry Certificate training.
Rationale	Holistic academic and personal supports increase retention and completion rates. Most students emphasized a need for cultural events/seminars to create a sense of belonging and to foster understanding and acknowledgement from the non-Aboriginal college community. Students appreciate having an Aboriginal support person when they encounter problems, regardless of whether they are on campus or participating in a community-based program. One campus's students identified a Cultural Advisor and tutoring as important to their academic success. In all, each of these proposed positions focuses on supporting the students academically, emotionally or spiritually. For specific descriptions of each student support position and detailed budgets, please see Appendix II.
Related Goals	<p><i>ASP Goals:</i></p> <ul style="list-style-type: none"> • Increase the receptivity & relevance of post-secondary institutions • Increase access, retention, completion and transition opportunities • Strengthen partnerships and collaboration in Aboriginal post-secondary education <p><i>Aboriginal Policy Framework Goals:</i></p> <ul style="list-style-type: none"> • Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities • Sharing of leading practices • Collaborative planning for community-based programs

Measuring Success	Number of Hours allocated to ²³ : <ul style="list-style-type: none">• Student Support Services<ul style="list-style-type: none">▪ Number of students served▪ Number of student activities (cultural activities, educational seminars)▪ Number of recruitment activities, including high school outreach▪ Number of student consultations/focus groups to assess and identify needs▪ Number of seminars focusing on employment skills• Aboriginal Cultural Training for Faculty, Staff, or Administration<ul style="list-style-type: none">▪ Number of seminars/engagement sessions with Knowledge Holders▪ Number of participants▪ Evaluation surveys for professional development participants• Outreach Activities or Events<ul style="list-style-type: none">▪ Number of workshops/events held<ul style="list-style-type: none">• Number of seminars/events related to high school students▪ Number of participants• Industry Certificate Training<ul style="list-style-type: none">▪ Number of credentials awarded			
Location(s)	All campuses, including providing supports to students in community-based programs.			
Timing	Start Date	Ongoing		
	End Date	Ongoing		
	Duration	Ongoing		
Future Plans	It is anticipated that the Aboriginal partners at all campuses will wish to continue with this key activity.			
Budget <i>See Campus Budgets for Details</i>		2016/17	2017/18	2018/19
	AVED (ASP)	\$175,000	\$499,175	\$499,175
	Institution			
	Other or In-Kind			
	Total	\$175,000	\$499,175	\$499,175

²³ Measures relevant to the Support Position. For example, Access instructors' only responsibility is to tutor students and Aboriginal Student Support Workers only provide culturally appropriate student supports, the Cultural Advisor provides cultural supports which address the emotional, spiritual and physical needs of students and employees.

Expense Breakdown Additional Activities

Expense Breakdown Additional Activities									
Campus	Salary	Benefits	Travel	Supplies	Cultural Events	Elders/ Knowledge Holders	MOU	Personal supports	Total
Lakes									
Support Worker	25,680	5,670	850	1,000	5,100	1,700			40,000
Faculty Mentor									
<i>Campus Total</i>	<i>25,680</i>	<i>5,670</i>	<i>850</i>	<i>1,000</i>	<i>5,100</i>	<i>1,700</i>			<i>\$40,000</i>
Mackenzie									
Support Worker (3)	5,480	1,570	1,050	1,900					10,000
<i>Campus Total</i>	<i>5,480</i>	<i>1,570</i>	<i>1,050</i>	<i>1,900</i>					<i>\$10,000</i>
Nechako									
Support Worker (2)	19,697	4,284		1,019					25,000
<i>Campus Total</i>	<i>19,697</i>	<i>4,284</i>		<i>1,019</i>					<i>\$25,000</i>
Prince George									
Access Instructor	38,525	8,475							47,000
Indigeni- zation					8,500				8,500
Cultural Advisor Salary							29,500		29,500
<i>Campus Total</i>	<i>38,525</i>	<i>8,475</i>			<i>8,500</i>		<i>29,500</i>		<i>\$85,000</i>
Quesnel									
Aboriginal Achievers					3,000	2,000		10,000	15,000
<i>Campus Total</i>					<i>3,000</i>	<i>2,000</i>		<i>10,000</i>	<i>\$15,000</i>
Total	89,382	19,999	1,900	3,919	16,600	3,700	29,500	10,000	\$175,000
Support capacity	<i>The three First Nations in the Mackenzie catchment region have agreed to provide resources as noted on the Activity Sheet in Appendix II.</i>								

Overall Budget

<i>Programs and Activities Supported by Minimum Ministry Funding</i>							
Activity/Program Title	Category	2016/17		2017/18		2018/19 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Aboriginal Liaison/Advisors	Student Supports/ Partnerships and Engagement	\$178,800	\$178,800	\$178,800	\$178,800	\$178,800	\$178,800
Aboriginal Advisory/ Steering Committees	Partnerships/ Engagement	\$11,900	\$11,900	\$11,900	\$11,900	\$11,900	\$11,900
Yinka Dene Council	Student Support Services	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Community Coordinators	Partnerships/ Engagement	\$4,300	\$4,300	\$4,300	\$4,300	\$4,300	\$4,300
	Sub-Total	\$200,000	\$200,00	\$200,000	\$200,000	\$200,000	\$200,000

<i>Programs and Activities Requiring Additional Ministry Funding</i>								
Activity/Program Title	Category	2016/17		2017/18 (Estimate)		2018/19 (Estimate)		Priority Ranking
		Ministry	Institution	Ministry	Institution	Ministry	Institution	
Student Supports	Student Support Services	\$175,000	\$0	\$473,875	\$0	\$473,875	\$0	1
	Sub-Total	\$175,000	\$0	\$499,175	\$0	\$499,175	\$0	-

<i>Total Funding (Minimum + Additional)</i>							
	2016/17		2017/18 (Estimate)		2018/19 (Estimate)		
	Ministry	Institution	Ministry	Institution	Ministry	Institution	
Total Minimum Funds	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
Total Additional	\$175,000	\$0	\$175,000	\$0	\$175,000	\$0	\$0
Total	\$375,000	\$200,000	\$375,000	\$200,000	\$375,000	\$200,000	\$200,000

Appendix I: Advisories & Representatives

ABORIGINAL ADVISORY MEMBERSHIP LIST	
<i>* Denotes membership on Yinka Dene Council (YDC)</i>	
NAME	COMMUNITY
Lakes District Campus	
Brenda Michell-Joseph	Lake Babine Nation
Cindy Ashe-Price	Burns Lake Band (Ts'il Kaz Koh)
Hazel Burt	Cheslatta Carrier Nation
Chantal Burt	Cheslatta Carrier Nation
Bobby Skin	Skin Tyee Nation
Janice Nooski	Wet'suwet'en First Nation
Felicia Erickson	Wet'suwet'en First Nation
Erwin Tom	Wet'suwet'en First Nation
Mackenzie Campus	
Cathy Warren*	Kwadacha First Nation
Christian Gonzales*	Tsay Keh Dene First Nation
Margaret Solonas*	McLeod Lake Indian Band
Nechako Campus	
Mark Prince *	Nak'azdli Band
Eleanor Lowe*	Nadleh Whut'en
Bianca Michell*	Yekooche First Nation
Jason Alexis	Saik'uz First Nation
Angela Reynolds	Stellat'en First Nation
Sylvia Jack*	Takla Lake First Nation
Georgina Alexis	Tl'azt'en First Nation

Charlotte Alfred	Carrier Sekani Family Services
Vacant due to Association re-structuring	New Caledonia Métis Association
Marvin George	PGNAETA
Calvin Desmarais	School District No. 91
Prince George Campus	
Jason Morgan	Lheidli T'enneh First Nation
Vincent Prince*	Aboriginal Business Development Association
William Phang	PGNAETA
Ben Berland*	Carrier Sekani Tribal Council and YDC Co-Chair
Barb Ward-Burkitt	Native Friendship Centre
Joan Sutherland	Dakelh Elders
Joyce Roberts	All Nations Elders
Victor Jim	School District No. 57
Rheanna Robinson	UNBC
Gwen Budskin	PGNFC
Karen Aubichon-Erickson*	MNBC
Zandra Ross	Community Representative
Quesnel Campus	
Terri Boyd*	Lhtako Dene Nation
Melissa Boles	Nazko First Nation
Lana Koldeweihe	Lhoosk'uz Dene Nation
Crystal Cahoose	CCATEC
Joey Shaw	North Cariboo Aboriginal Family Program Society
Selena Longe	Quesnel Tillicum Friendship Centre
Patty Kimpton*	School District No. 28

COLLEGE OF NEW CALEDONIA RESOURCES TO ADVISORIES	
NAME	JOB TITLE
Henry Reiser*	President & YDC Co-Chair
Marlene Erickson*	Director Aboriginal Education
(Vacant to September 2016)	Regional Principal Nechako-Lakes Campus
Corrine George*	Aboriginal Liaison Nechako-Lakes Campus
Shannon Bezo	Regional Principal Mackenzie Campus
(Vacant to September 2016)*	Aboriginal Liaison Advisor Mackenzie Campus
(Vacant to September 2016)*	Aboriginal Liaison Coordinator
Laurie Mercer (August 2016)	Manager Aboriginal Resource Centre PG
Shannon Mackay*	Aboriginal Academic Advisor Prince George
Morgan Ross	Regional Principal Quesnel Campus
Darlene Wooldridge*	Aboriginal Liaison Quesnel Campus

Appendix II: Activities & Budgets by Campus

Lakes District Student Supports

Title of Activity/Program	Lakes District Campus Aboriginal Student Supports
Minimum or Additional Funding	Additional
Priority Ranking	1
New or Continuing	Continuing
Category	Student Support Services
Description	The Aboriginal Student Support Worker and Mentor work with the Aboriginal Liaison, Academic Advisor and Counsellor to provide wrap-around supports for Aboriginal learners. The Support Worker is a full-time position and the Mentor is a part-time faculty position. These staff work with six First Nations communities to host outreach and cultural events to teach about local history, culture and language. Events include orientation, luncheons, cultural events, language teachings (in-class, publications, and signage). They will engage local Knowledge Holders in a series of discussion circles to enhance programs and courses and provide professional development for its implementation.
Rationale	Holistic academic and personal supports increase retention and completion. In particular, the ability for students to participate in their culture creates a sense of belonging and strengthens their identity as Indigenous students. Inclusion of family and community provides emotional and cultural supports. Having a Support Worker to help identify various supports and resources when students encounter barriers is critical to retention. The engagement of Knowledge Holders will strengthen CNC's ongoing efforts of consultation and engagement.
Related Goals	<p><i>ASP Goal:</i></p> <ul style="list-style-type: none"> • Increase access, retention, completion and transition opportunities for Aboriginal learners • Increase the receptivity and relevance of PSIs and programs <p><i>Policy Framework Goal:</i></p> <ul style="list-style-type: none"> • Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities
Measuring Success	<p>Student focus groups and surveys throughout the year will obtain feedback on their success in increasing retention and completion in programs.</p> <p>Number of Hours allocated to:</p> <ul style="list-style-type: none"> • Student Support Services <ul style="list-style-type: none"> ▪ Number of students served (target: all students registered in programs longer than three weeks) ▪ Number of student activities (cultural activities, educational seminars) & number of participants (target: minimum one cultural event and four seminars per semester) ▪ Number of recruitment activities, including high school outreach (target: attending one career fair per year with 30 high school contacts) • Aboriginal Cultural Training for Faculty, Staff, or Administration

	<ul style="list-style-type: none">▪ Number of seminars/engagement sessions with Knowledge Holders (target: two per semester)▪ Number of participants▪ Evaluation surveys for all professional development participants• Outreach Activities or Events<ul style="list-style-type: none">▪ Number of workshops/events held (target: two per semester)▪ Number of participants, including family members▪ Evaluation surveys for participants			
Location(s)	Lakes District Campus			
Timing	Start Date	Ongoing		
	End Date	Ongoing		
	Duration	Full-time and part-time positions		
Future Plans	It is anticipated that the Aboriginal partners in the Lakes District region will wish to continue with this key activity, based on continued positive outcomes as measured above.			
Budget		2016/17	2017/18	2018/19
	AVED (ASP)	\$40,000	\$98,765	\$98,765
	Institution	\$	\$	\$
	In-Kind CNC	\$14,000	\$36,543	\$36,543
	Total	\$54,000	\$135,308	\$135,308
Expense Breakdown for 16/17 Activity/Program more than \$20k (AVED funding)	Item	Amount		
	SW Salary	\$25,680		
	Benefits	\$5,670		
	Travel	\$850		
	Supplies	\$1,000		
	Cultural Events	\$5,100		
	Knowledge Holders	\$1,700		
	Total	\$40,000		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of Aboriginal community	Resources will be determined with the Aboriginal Steering Committee. Including but not limited to: Financial Aid, Transportation, Childcare, Housing, and Counselling Services			

Mackenzie: Community-based Student Supports

Title of Activity/Program	Mackenzie: Community-based Student Supports	
Minimum or Additional Funding	Additional	
Priority Ranking	Mackenzie Campus Number 1	
New or Continuing	Continuing	
Category	Student Supports	
Description	Currently the college offers various programs in each community of McLeod Lake, Kwadacha and Tsay Keh; these include adult basic upgrading and various labour-attachment programs. Community-based delivery responds to the issue that students from these remote communities find the transition to urban living too much to overcome while trying to succeed at their studies. The college will work in partnership with the 3 communities to deliver a Student Supports program in each community. The communities will experience full “wrap-around” services from the college. All programs are offered using a holistic approach and maintaining Aboriginal perspectives.	
Rationale	There are huge economic opportunities for First Nations; however, low academic skills are a barrier to post-secondary education and training programs. Targeted and holistic academic and personal supports increase retention and success for Aboriginal learners. Delivering services into each community will enhance students’ success in reaching their goals.	
Related Goals	<p><i>ASP Goals:</i></p> <ul style="list-style-type: none"> • Increase the receptivity & relevance of post-secondary programs & support initiatives that address barriers <p><i>Aboriginal Policy Framework Goals:</i></p> <ul style="list-style-type: none"> • Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities. • Community-based delivery of programs • Aboriginal learners transition seamlessly to post-secondary education. 	
Measuring Success	<ul style="list-style-type: none"> • Number of participants in each community • Number of hours engaged in providing student support, and • Description of type of support: advising, cultural events, information seminars etc • Achievement of credentials by Aboriginal learners (ie upgrading) 	
Location(s)	First Nations communities: Kwadacha, Tsay Keh Dene Band, McLeod Lake	
Timing	Start Date	Fall 2016
	End Date	Spring 2017
	Duration	Variable
Future Plans	It is anticipated that the Aboriginal partners in the Mackenzie region will wish to continue with this activity through Phase II.	

Budget		2016/17	2017/18	2018/19
	AVED (ASP)	\$10,000	\$130,926	\$130,926
	CNC In-Kind	\$3,500	\$48,655	\$48,655
	First Nations ²⁴	\$77,500 ²⁵	\$77,500	\$77,500
	Total	\$91,000	\$257,081	\$257,081
Expense Breakdown for 2016/2017 Activity/Program more than \$20k (AVED funding)	Item	Amount		
	Salaries	\$5,480		
	Benefits	\$1,570		
	Travel	\$1,050		
	Supplies	\$1,900		
	Total	\$10,000		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of Aboriginal community	The KTM Steering Committee has identified the need for this activity and requested that the College deliver it for their members. The Bands have provided and will continue to provide support and facilities.			

²⁴ The \$77,500 reflects a minimum contribution from the First Nations who provide the facilities for the projects and staff accommodation at no cost to CNC; they also provide free daycare to participants.

²⁵ May be subject to change with reduced amount of Additional funds provided to Mackenzie campus.

Nechako Campus Student Supports

Title of Activity/Program	Nechako Campus Student Supports
Minimum or Additional Funding	Additional
Priority Ranking	Nechako Campus Priority 1
New or Continuing	Continuing
Category	Student Supports
Description	The Aboriginal Student Support Worker supports Aboriginal students, activities and initiatives. They work with the Aboriginal Liaison Coordinator to provide "wrap-around" services including the personal, emotional, financial and academic support necessary to ensure success for Aboriginal learners.
Rationale	Targeted and holistic academic and personal supports increase retention and success for Aboriginal learners.
Related Goals	<p><i>ASP Goals:</i></p> <ul style="list-style-type: none"> • Increase the receptivity & relevance of post-secondary programs & support initiatives that address barriers. • Increase access, retention, completion and transition <p><i>Aboriginal Policy Framework Goals:</i></p> <ul style="list-style-type: none"> • Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities.
Measuring Success	<p>Number of Hours allocated to:</p> <ul style="list-style-type: none"> • Student Support Services <ul style="list-style-type: none"> ▪ Number of students served (target: all students registered in programs longer than three weeks) ▪ Number of student activities (cultural activities, educational seminars) & number of participants (target: minimum one cultural event and four seminars per semester with 20 participants/event) ▪ Number of recruitment activities, including high school outreach (target: attending one career fair per year with 30 high school contacts) • Aboriginal Cultural Training for Faculty, Staff, or Administration <ul style="list-style-type: none"> ▪ Number of seminars/engagement sessions with Knowledge Holders (target: two per semester) ▪ Number of participants (target: 10 participants/event) ▪ Evaluation surveys for all professional development participants • Outreach Activities or Events <ul style="list-style-type: none"> ▪ Number of workshops/events held (target: two per semester) ▪ Number of participants, including family members (target: 20 participants/event) ▪ Evaluation surveys from participants
Location(s)	Vanderhoof and Ft St James campuses

Timing	Start Date	Ongoing		
	End Date	Ongoing		
	Duration	One full-time position at Fort St James campus and one part-time position at the Vanderhoof campus		
Future Plans	It is anticipated that the Aboriginal partners in the Nechako region will wish to continue with this activity through Phase II based on continuing positive outcomes as measured above.			
Budget		2016/17	2017/18	2018/19
	AVED (ASP)	\$25,000	\$98,684	\$98,684
	Institution	\$	\$	\$
	Other or In-Kind	\$8,750	\$36,513	\$36,513
	Total	\$33,750	\$135,197	\$135,197
Expense Breakdown for 15/16 Activity/Program more than \$20k (AVED funding)	Item	Amount		
	Salary	\$19,697		
	Benefits	\$4,284		
	Travel/Supplies	\$1,019		
	Other	\$		
	Total	\$25,000		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of Aboriginal community	n/a			

Prince George Campus Student Supports

Title of Activity/Program	Prince George Campus Student Supports
Minimum or Additional Funding	Additional
Priority Ranking	
New or Continuing	Continuing
Category	Student Supports
Description	<p>The Prince George Aboriginal Resource Centre (ARC) has three main areas of support which include the Cultural/Elder Advisor, Access Instructors and Academic Advising, with the Academic Advisor funded under Minimum funding. The Cultural/Elder Advisor²⁶ provides cultural supports to fulfill the emotional, spiritual and physical needs of students. She engages students and the broader CNC community to participate in cultural activities on campus, and the sharing of traditional knowledge and cultural wisdom. The Elder participates in local recruitment visits to high schools. CNC has had a part-time Elder for many years in partnership with the Carrier Sekani Tribal Council; however this additional funding will allow her to work full time to meet the needs of the large student population at this campus. Culture is especially important to urban students because they cannot return home to participate in cultural events and learn from elders. This position is an MOU with the Tribal Council and they establish the rate of pay and hours.</p> <p>The Access Instructors fill a gap in academic supports for Aboriginal students in the areas of Math, Science and English. These positions were once again identified as priorities by the Aboriginal students themselves. There is an ongoing need for tutoring in other areas such as accounting.</p>
Rationale	<p>These positions are overwhelmingly prioritized by students as part of a holistic support system. With the increased hours the Cultural/Elder Advisor was able to engage broader participation in cultural events such as the daily smudging ceremony and to provide cultural teachings to several classes such as Nursing, English, Natural Resources Technology, Community Support Worker and at conferences. The Access Instructors' utilization rates continue to increase as students see the benefits of tutoring. They especially appreciate the availability via drop-in or by appointment, and the culturally safe environment of the Aboriginal Centre. This year will see 20 Aboriginal students enter the Nursing program making these instructors' roles even more important.</p>
Related Goals	<p><i>ASP Goals:</i></p> <ul style="list-style-type: none"> • Increase access, retention, completion and transition rates • Increase the receptivity & relevance of post-secondary programs & support initiatives that address barriers <p><i>Aboriginal Policy Framework Goals:</i></p>

²⁶ The Cultural Advisor position differs from the Aboriginal Advisor position in that the Cultural Advisor provides cultural supports in relation to the physical, emotional and spiritual needs of students (smudging, meditation, listening, providing cultural teachings/activities) whereas the Advisor provides *culturally appropriate* supports in relation to the students' intellectual needs (career, financial, academic advising, liaison, advocate).

	<ul style="list-style-type: none">• Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities.• Aboriginal learners transition seamlessly from K-12			
Measuring Success	<ul style="list-style-type: none">• Number of students supported by Cultural Advisor/Elder (not including outreach events such as cultural events, information seminars and class presentations) Target: 100 unique CNC students• Number of cultural events supported by Elder & number of participants (target 8/per semester not including ceremonial smudging done in classrooms)• Number of professional development events supported by Elder and "" . Target: 1/semester• Number of students accessing each Access Instructor. Target: 50 unique students/semester for each instructor			
Location(s)	Prince George campus			
Timing	Start Date	August & September 2016		
	End Date	May 2017		
	Duration	2 semesters while students on campus		
Future Plans	It is anticipated that the Aboriginal partners in the Prince George community will wish to continue these activities based on continued positive outcomes as measured above. As in the past, the college continues to seek other internal and external funding sources for these initiatives.			
Budget		2016/17	2017/18	2018/19
	AVED (ASP)	\$85,000	\$110,500	\$110,500
	Institution	\$	\$	\$
	Other or In-Kind	\$29,750	\$38,765	\$38,765
	Total	\$114,750	\$149,175	\$149,175
Expense Breakdown for 15/16 Activity/Program more than \$20k (AVED funding)	Item	Amount		
	Salaries Access	\$38,525		
	Benefits	\$8,475		
		\$8,500 Cultural Events on campus		
	Other	\$29,500 (MOU with Carrier Sekani Tribal Council re Cultural Advisor Salary)		
	Total	\$85,000		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of Aboriginal community	n/a			

Quesnel Aboriginal Achievers Support Program

Title of Activity/Program	Quesnel Campus Aboriginal Achievers Support Program	
Minimum or Additional Funding	Additional	
Priority Ranking	1	
New or Continuing	Continuing	
Category	Student Supports	
Description	Recruitment activities and cultural supports will be provided to Aboriginal students and potential students to ensure access, success and retention. The College will work in partnership with the local Aboriginal Community to deliver cultural events, both at the College and out in the Communities. As well, indigenization of the campus will continue, to increase the cultural awareness of staff and students.	
Rationale	Aboriginal learners benefit from targeted culturally-appropriate support services. Language, cultural events and campus indigenization serve to increase general awareness and understanding of Aboriginal culture, and enhance the receptivity and relevance of CNC for Aboriginal learners. These change from year to year, based on feedback from students and Advisory.	
Related Goals	<p><i>ASP Goals:</i></p> <ul style="list-style-type: none"> • Increase access, retention, completion and transition rates • Increase the receptivity & relevance of post-secondary programs & support initiatives that address barriers <p><i>Aboriginal Policy Framework Goals:</i></p> <ul style="list-style-type: none"> • Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities. 	
Measuring Success	<ul style="list-style-type: none"> • Number of students accessing supports and type of support provided. Target: 30 students in programs longer than 3 weeks. • Number of students attending cultural events. Target: one event/semester with 20 participants each • Number of students attending recruitment events. Target: 20 students including high school students 	
Location(s)	Quesnel campus	
Timing	Start Date	Fall 2016
	End Date	May 2017
	Duration	2 semesters while students on campus
Future Plans	It is anticipated that the Aboriginal partners in the Quesnel community will wish to continue these activities.	

Budget		2016/17	2017/18	2018/19
	AVED (ASP)	\$15,000	\$15,000	\$15,000
	Institution	\$	\$	\$
	Other or In-Kind	\$5,250	\$5,250	\$5,250
	Total	\$20,250	\$20,250	\$20,250
Expense Breakdown for 15/16 Activity/Program more than \$20k (AVED funding)	Item	Amount		
	Student Supports, Cultural Events and Indigenization	\$15,000		
	Total	\$15,000		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness	n/a			

Appendix III: Support Letters



Unit #11-13, 1839 1st Ave, Prince George, British Columbia, V2L 2Y8

February 4, 2016

Teaching Universities, Institutes and
Aboriginal Programs Branch Ministry of Advanced Education
Box 9877, Stn Prov Govt
Victoria BC V8W 9T6

RE: Aboriginal Service Plan 2016/2017

On behalf of Takla Lake First Nation, we provide our support to the College of New Caledonia on their submission to the Ministry of Advanced Education for the 2016-2017 year. Through the CNC Nechako Advisory, we provide direction on the programs and services offered at the campus, and collectively we agreed that ensuring our students are successful in any program requires a holistic approach such as the one detailed in the proposal.

Please give serious consideration to the proposal. We look forward to being informed of a favorable response.

Respectfully,

A handwritten signature in cursive script that reads 'Dawn George'.

Dawn George
Education, Takla Lake Band Councilor
Member of the Nechako ASP Advisory



July 20, 2016

To whom it may concern,

Re: College of New Caledonia Aboriginal Service Plan, 2016 – 2019

The Aboriginal Advisory Committee of the Prince George campus is pleased to provide this letter of support for the Aboriginal Service Plan, 2016 to 2019.

Aboriginal students at the Prince George campus have greatly benefitted from having the extra support services of the Academic Advisor, Cultural Advisor, Activity Planner and Access Instructors / Tutors. In particular, students who are in Health Sciences programs are very pleased with the Access instructors who specialize in higher levels of Math and Science.

Our Advisory continues to meet to receive updates and to provide guidance on issues the staff deals with. As well, we receive emails or phone calls from the staff if needed. We look forward to continue meeting with CNC to ensure that Aboriginal student and community needs are being met.

With respect,

Victor Jim

Prince George Aboriginal Advisory Committee



NAK'AZDLI WHUT'EN

P.O. Box 1329, Fort St. James, B.C. V0J 1P0
Telephone (250) 996 – 7171
Fax (250) 996 – 8010

February 4, 2016

Teaching Universities, Institutes and
Aboriginal Programs Branch Ministry of Advanced Education
Box 9877, Stn Prov Govt
Victoria BC V8W 9T6

RE: Aboriginal Service Plan 2016/2017

On behalf of Nak'azdli Whut'en, we provide our support to the College of New Caledonia on their submission to the Ministry of Advanced Education for the 2016-2017 year. Through the CNC Nechako Advisory, we provide direction on the programs and services offered at the campus, and collectively we agreed that ensuring our students are successful in any program requires a holistic approach such as the one detailed in the proposal.

Please give serious consideration to the proposal. We look forward to being informed of a favorable response.

Respectfully,

Mark Prince
Education Coordinator
Member of the Nechako ASP Advisory



SAIK'UZ FIRST NATION
135 Joseph Street
Vanderhoof, B.C. V0J 3A1
PH: (250) 567-9293 FAX: (250) 567-2998

February 4, 2016

Teaching Universities, Institutes and Aboriginal Programs Branch Ministry
of Advanced Education
Box 9877, Stn. Prov. Govt.
Victoria BC V8W 9T6

RE: Aboriginal Service Plan 2016/2017

On behalf of Saik'uz First Nation we provide our support to the College of New Caledonia on their submission to the Ministry of Advanced Education for the 2016-2017 year. Through the CNC Nechako Advisory, we provide direction on the programs and services offered at the campus, and collectively we agreed that ensuring our students are successful in any program requires a holistic approach such as the one detailed in the proposal.

Please give serious consideration to the proposal. We look forward to being informed of a favorable response.

Respectfully,

Sandra Harasin, General Manager

Lakes Aboriginal Steering Committee

February 4, 2016

Teaching Universities, Institutes and Aboriginal Programs Branch
Ministry of Advanced Education
Box 9877, Stn Prov Govt
Victoria, BC V8W 9T6

RE: 2016 – 2017 CNC LAKES ABORIGINAL SERVICE PLAN

We strongly support the College of New Caledonia's application for Aboriginal Service Plan. We understand that the funds will provide assistance to CNC to work towards the second phase of the Aboriginal Service Plan, which has had a very positive impact for Aboriginal learners in our region.

As the Aboriginal Steering Committee (ASC), we work collaboratively with CNC Lakes District and provide direction for programs and services. The ASC consists of representatives from each of the six local First Nations: Burns Lake Band, Cheslatta Carrier Nation, Lake Babine Nation, Nee Tahi Buhn Band, Skin Tyee Nation and Wet'suwet'en First Nation. The committee has been directly involved in planning activities and events that are culturally responsive to the needs of the Aboriginal Students at CNC. Additional funds have been requested to enable the College to deliver new activities in response to the Steering Committee requests.

Through the direction provided by our Steering Committee we have seen significant changes in College practices and processes for students and at the Aboriginal community level. We intend to continue working with the College to support access, retention, completion and transition for Aboriginal learners. We strongly encourage the Ministry to provide ongoing and higher levels of funding for Aboriginal education.

Respectfully,



On Behalf of the Lakes Aboriginal Steering Committee
Chantal Reid, Interim Chair, Cheslatta Carrier Nation



TL'AZT'EN EDUCATION

P.O. Box 2176, Fort St. James, B.C. V0J 1P0
Phone 250-648-3227 • Fax 250-648-3288



February 4, 2016

Teaching Universities, Institutes and
Aboriginal Programs Branch Ministry of Advanced Education
Box 9877, Stn Prov Govt
Victoria BC V8W 9T6

RE: Aboriginal Service Plan 2016/2017

On behalf of Tl'azt'en First Nation, we provide our support to the College of New Caledonia on their submission to the Ministry of Advanced Education for the 2016-2017 year. Through the CNC Nechako Advisory, we provide direction on the programs and services offered at the campus, and collectively we agreed that ensuring our students are successful in any program requires a holistic approach such as the one detailed in the proposal.

Please give serious consideration to the proposal. We look forward to being informed of a favorable response.

Respectfully,

Georgina Alexis
Education, Tl'azt'en Band Councilor
Member of the Nechako ASP Advisory

'Alhgoḥ 'uts'ut'én - We all work together

YEKOOCHE FIRST NATION

Finance Office
1890 Third Avenue
Prince George, BC V2M 1G4
Ph: (250) 562-0592
Fax: (250) 562-0530



Band Office
Ph: (250) 649-2044 ext. 8044
Fax: (250) 649-2031
www.yekooche.com

February 4, 2016

Teaching Universities, Institutes and
Aboriginal Programs Branch Ministry of Advanced Education
Box 9877, Stn Prov Govt
Victoria BC V8W 9T6

RE: Aboriginal Service Plan 2016/2017

On behalf of Yekooche First Nation we provide our support to the College of New Caledonia on their submission to the Ministry of Advanced Education for the 2016-2017 year. Through the CNC Nechako Advisory, we provide direction on the programs and services offered at the campus, and collectively we agreed that ensuring our students are successful in any program requires a holistic approach such as the one detailed in the proposal.

Please give serious consideration to the proposal. We look forward to being informed of a favorable response.

Respectfully,

A handwritten signature in cursive script, appearing to read 'Rachel Yordy'.

Rachel Yordy
Director of Community Development
Member of the Nechako ASP Advisory

Appendix IV: Student and Staff Feedback

Melinda Worfolk
Instructor (English and Placement Testing)
Academic Upgrading Program
College of New Caledonia
Prince George, BC

Darlene McIntosh
Elder
Aboriginal Resource Centre
College of New Caledonia
Prince George, BC

Jan. 28, 2016

Dear Darlene:

I want to thank you for all the wonderful work you have done throughout your time as Elder in the Aboriginal Resource Centre. You are a warm, caring presence in the college, and you have done so much for the students, staff, and faculty here. More than that, you are an intrinsic part of our cultural fabric of this college and a big part of helping CNC become a more welcoming place for Aboriginal people.

I have really enjoyed getting to know you, as you have provided me with advice while I was developing a First Peoples English course. You have continued to be an amazing resource for me, and for my students, too. You have welcomed us to the traditional territory of the Lheidli T'enneh and shared your personal story to help us understand the effects of colonization on you and your family.

In addition, together with Shannon Mackay, you have organized some amazing workshops to help bring cultural awareness to the students and employees here at CNC. Thanks to you, my students and I have learned about traditional medicine, the potlatch, language, dance, art, traditional foods, and more. You have also generously shared your knowledge and practice of smudging with us.

When I describe the work done by you and the other people in the Aboriginal Resource Centre, my colleagues in other BC colleges and universities always express admiration and envy. I think we have a unique and valuable resource in you and in the ARC, and it is very important for CNC to maintain and support your work.

Thank you again for all you do. Mussi Cho!

Melinda

Traditional Medicine Workshop

Everyone is welcomed to join in a workshop and demonstration by Nak'azdli Elders and sisters,

Violet Prince

and

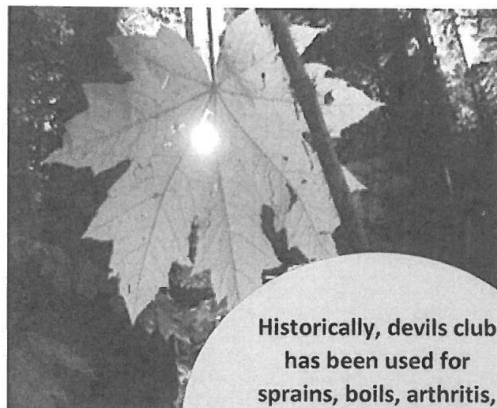
Margaret Morris

This workshop will be focused on traditional Dak'elh (Carrier) medicines. Violet Prince and Margaret Morris will also do a demonstration on how to make devils club cream.

Date: November 12th

Time: 12:00-1:30

Where: lecture hall 1-306



Historically, devils club has been used for sprains, boils, arthritis, diabetes, stomach troubles, tuberculosis, colds, as a general tonic and much more.

For More information please contact:
Aboriginal Resource Centre Cultural Advisor
Darlene McIntosh at 250-562-2131 ext 5433

College of New Caledonia





Centre for Teaching, Learning and Technology
3333 University Way
Prince George, BC V2N 4Z9

October 20, 2015

Darlene McIntosh
Cultural Advisor
College of New Caledonia

Dear Darlene:

On September 3, 2015, you presented an 80-minute workshop entitled, "Smudging – How and Why", at the UNBC/CNC Teaching and Learning Conference. This year's conference was our largest ever and feedback from participants shows that it was very successful overall. You are a big part of this success. We very much appreciate your willingness to contribute to the culture of teaching and learning and to share your experience with students and fellow faculty.

On behalf of the conference committee, we would like to thank you very much for participating in the conference as workshop facilitators.

Sincerely,

A handwritten signature in dark ink, appearing to read "Heather", written in a cursive style.

Heather Smith
Director, Centre, for Teaching, Learning and Technology
Conference Co-Chair, UNBC

A handwritten signature in dark ink, appearing to read "Grace", written in a cursive style.

Grace Dyck
E-Learning Assistant, Centre for Teaching, Learning and Technology
Conference Co-Chair, CNC

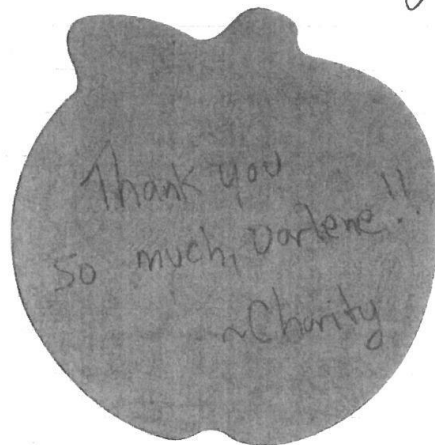
Oct 28/15
4pm

Darlene's Presentation

- I enjoyed the presentation
- it was interesting as I've taken two aboriginal studies classes and have not touched on smudging and such before
- the smudge was helpful in the practice itself, but the description of it kind of helped me find ways on how to keep sane through midterm season
- very friendly person
- spoke loud and fluent
- I liked how she welcomed us to the I'heidi teneh land (sorry if I spelt that wrong!)
- really cool that share this stuff throughout CNE!

thx again

- Jayna ☺



Darlene,

Thank you so much for that wonderful experience!

A lot of what you had to say really stuck with me. This school is lucky to have someone like you. Thank you for taking the time to come talk to us, it really was a very uplifting and lovely experience.

- Taylor
Jade

Oct 28 2015 4 pm

Charity's English 204 Canadian Literature

Presentation: - Traditional Welcome

- presentation in Smudging

- Shared Smudge Ceremony

LIVE LAUGH LOVE

Oct 28/15
4pm

Darlene,

Thank you so much for joining our class to show us a smuggling. I really enjoyed the experience. With school and pregnancy a lot of things have been very stressful. After the smug I felt very relaxed and stress free. It is something that baby loved too, after the smug he was squirming around, he seemed very happy.

It was a very enjoyable first experience and I feel it is something I would participate in again.

Again Thank you
- Kylee

Oct 28/15
4pm

Dear Darlene,

Thank you very much yesterday. I could get a precious experience yesterday! Actually, I have never learned about first nation's cultures until now. I learned a lot of culture and history of first nations through this class. Also, I learned a lot from you. I am really glad to learn and get great experience. I am more interested in first nation's culture. That's a great experience!!
Thank you very much ☺

Saeri Seki

Oct 28/15

4pm

To: Darlene

→ I enjoyed it very much

→ felt very grounded after!

→ I would like to know more history
about the culture

→ Like to see it in more classroom

Ps: You are a very ~~the~~ wonderful person
😊

Andrea Erwin
Instructor – Nret

1st year class – Indigenize Plants
Nov. 30th 2015 9am
22 students and instructor

Presenter – Darlene McIntosh
ARC – Cultural Advisor

Presentation

Welcome to Traditional Territories

Talk about the 4 Sacred Medicines

Why we give back to Mother Earth

Why we do the Sacred Ceremony of Smudging

Share a Smudging experience

Feedback from class

Thank you for sharing your knowledge. I feel it is very interesting & important for cultural resource students. I would enjoy future lessons.

- It was a really cool experience. Being a first nations person who hasn't grown up with any sort of cultural traditions, it was nice to connect and learn.

M. Spooner.

Very wonderful and meaningful ceremony. It is refreshing to have a spiritual experience so in tune with the natural world. Very inspiring.

-Damon Faulkner

I think the smudging ceremony was
fantastic. Definitely worthwhile, a great experience.

Wish I could come more
often!

Loved this experience
Amazing tea.

Thank You

P.S. I smell like sage
and I love it.

Thank you,

I enjoyed your

Presentation talk. Good to

hear about other culture.

I think that Darlene is an asset to CIVC. She seems very knowledgeable about her field and is very inviting.

Awesome.

I thought it was a good presentation full of good, interesting information.

Darlene was very genuine and kind,

The snuggling was a great experience and made the day so much better. Darlene is also the best hugger in the world.

- Definitely a nice change of pace for the morning

- Interesting to experience new cultures
- Always valuable!

Best part was definitely a sincere hug!!

Darlere's class today was great. She taught us a lot of important points. I felt it was a very nice break, and a perfect time for her to talk about the importance of spirituality, in such a stressful time. I found it very beneficial and would love to do more things like that. I really appreciate her taking the time to do a smudging ceremony with us.

I THINK IS VERY VALUABLE
TO HAVE PERSON WITH YOUR
EXPERIENCES, KNOWLEDGE AND
POINT OF VIEW AT THE
COLLEGE OR IN SOCIETY IN
GENERALLY.
KEEP ON KEEPING ON! *Matt*

Your presentation this morning is
useful for me. It made me learn
a lot of knowledge

It was great time to get in touch
with other culture.

Very interesting of aboriginal culture
Thanks!!

Enjoyable experience.

Very & relaxing experience for
many students, think its beneficial
to stressed students.

Appendix V: Aboriginal FTEs by Campus

Lakes Campus

		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
Program Type	Ministry Funding Code	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE
No Skills	Trades	17.05	55.44	19.10	42.55	31.93	60.50	33.72	49.22	26.51	50.57	46.50	72.50	35.71	40.36
	Advanced Ed	8.68	18.06	12.78	27.27	6.74	17.22	27.90	51.75	22.57	44.83	26.74	46.14	36.67	51.65
	Health	5.93	17.73	1.13	5.01	10.95	32.47	2.64	7.41	0.17	3.01	0.27	1.63		0.10
	Developmental	158.89	210.87	171.95	212.45	170.66	207.98	147.12	178.96	114.98	156.60	124.87	155.61	96.65	136.70
	Subtotal	190.56	302.10	204.96	287.27	220.29	318.17	211.38	287.35	164.23	255.02	198.37	275.87	169.03	228.80
Skills	Skills	32.52	65.85	51.24	82.11	71.99	98.66	83.81	120.03	95.07	127.79	68.18	95.93	72.96	103.15
Total		223.07	367.94	256.21	369.38	292.28	416.83	295.19	407.38	259.31	382.80	266.55	371.80	241.99	331.95
Aboriginal FTE as % of all FTE		60.6%	100.0%	69.4%	100.0%	70.1%	100.0%	72.5%	100.0%	67.7%	100.0%	71.7%	100.0%	72.9%	100.0%

Mackenzie Campus

		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
Program Type	Ministry Funding Code	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE
No Skills	Trades	2.00	15.00	7.00	47.04	8.44	30.19	7.00	24.00	5.00	10.00		8.00	1.00	10.35
	Advanced Ed	5.60	18.37	6.40	45.49	11.71	36.49	11.90	27.43	13.90	41.71	13.85	35.84	11.16	38.41
	Health			1.00	11.91		1.57	0.61	7.10	0.70	6.46	1.34	9.50	0.82	8.59
	Developmental	6.64	39.88	7.03	43.00	11.10	39.47	18.99	37.06	3.05	13.22	3.89	11.72	3.65	12.76
	Subtotal	14.24	73.25	21.43	147.44	31.26	107.72	38.50	95.58	22.64	71.39	19.08	65.06	16.65	70.11
Skills	Skills	1.51	14.92	2.12	20.70	2.42	9.73	2.48	15.30	8.22	26.13	14.66	30.84	5.20	22.53
Total		15.75	88.16	23.55	168.14	33.68	117.45	40.98	110.88	30.86	97.52	33.74	95.89	21.84	92.64
Aboriginal FTE as % of all FTE		17.9%	100.0%	14.0%	100.0%	28.7%	100.0%	37.0%	100.0%	31.6%	100.0%	35.2%	100.0%	23.6%	100.0%

Nechako Campus (Vanderhoof & Ft St James)

Vanderhoof

		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
Program Type	Ministry Funding Code	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE
No Skills	Trades	9.33	42.67	17.67	47.33	7.00	25.00			7.48	7.82	6.00	13.00	11.00	11.00
	Advanced Ed	27.98	46.12	4.58	16.28	1.19	13.95	3.46	11.56	4.95	21.25	1.94	6.06	2.50	14.10
	Health			1.10	13.9734	1.81	1.81387	4.07	12.07			2.00	15		
	Developmental					0.80	0.8			0.00	0	0.00	0	13.99	13.9941
	Subtotal	37.31	88.79	23.35	77.58	10.80	41.56	7.53	23.63	12.43	29.07	9.94	34.06	27.49	39.09
Skills	Skills	14.16	37.74	3.93	20.03	13.03	32.82	16.16	40.98	14.76	56.53	20.92	55.97	12.73	35.26
Total		51.47	126.53	27.28	97.62	23.84	74.38	23.68	64.61	27.19	85.60	30.86	90.03	40.23	74.35
Aboriginal FTE as % of all FTE		40.7%	100.0%	28.0%	100.0%	32.0%	100.0%	36.7%	100.0%	31.8%	100.0%	34.3%	100.0%	54.1%	100.0%

Fort St. James

		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
Program Type	Ministry Funding Code	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE
No Skills	Trades	13.00	16.00	21.42	35.68	59.96	85.11	33.00	51.00	17.11	33.11	20.52	43.02	29.00	47.00
	Advanced Ed	1.15	1.46	22.12	22.36	15.81	19.32	18.45	23.30	23.83	25.58	34.34	42.85	14.00	16.18
	Health					0.10	0.1								
	Developmental	10.76	12.92			0.59	1.17			1.13	1.13	0.00	0.00	20.43	20.73
	Subtotal	24.91	30.38	43.54	58.04	76.46	105.71	51.45	74.30	42.06	59.81	54.86	85.87	63.43	83.91
Skills	Skills	3.25	6.85	24.51	46.09	26.49	41.04	43.89	60.49	49.98	82.45	63.99	85.44	53.35	67.59
Total		28.16	37.23	68.05	104.13	102.95	146.75	95.34	134.79	92.05	142.26	118.85	171.31	116.78	151.50
Aboriginal FTE as % of all FTE		75.6%	100.0%	65.4%	100.0%	70.2%	100.0%	70.7%	100.0%	64.7%	100.0%	69.4%	100.0%	77.1%	100.0%

Prince George Campus

		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
Program Type	Ministry Funding Code	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE
No Skills	Trades	119.09	1,095.64	159.39	1,268.67	173.53	1,245.36	165.91	1,119.99	162.91	1,035.88	165.66	1,012.56	173.21	1,071.97
	Advanced Ed	112.83	745.85	123.84	705.21	139.02	800.75	166.16	833.68	164.82	788.61	166.13	703.39	154.99	633.91
	Health	43.23	328.21	51.61	368.98	45.52	365.80	55.53	374.94	53.62	392.67	51.06	361.71	63.63610767	370.93
	Developmental	81.88	282.21	81.63	266.21	92.12	292.70	79.04	250.43	81.14	236.58	65.81	222.26	60.33	195.50
	Subtotal	357.04	2,451.91	416.47	2,609.07	450.18	2,704.62	466.64	2,579.04	462.50	2,453.74	448.66	2,299.92	452.17	2,272.31
Skills	Skills	4.59	70.72	6.47	68.36	5.89	65.01	9.97	68.62	16.35	62.45	13.39	76.67	15.16	81.94
Total		361.63	2,522.64	422.94	2,677.43	456.07	2,769.63	476.62	2,647.65	478.85	2,516.19	462.05	2,376.60	467.33	2,354.25
Aboriginal FTE as % of all FTE		14.3%	100.0%	15.8%	100.0%	16.5%	100.0%	18.0%	100.0%	19.0%	100.0%	19.4%	100.0%	19.9%	100.0%

Quesnel Campus

		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
Program Type	Ministry Funding Code	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE	Aboriginal FTE	All FTE
No Skills	Trades	29.00	117.00	25.00	102.00	28.00	122.00	24.00	102.00	16.00	69.00	24.33	137.97	28.44	151.67
	Advanced Ed	11.02	52.82	8.94	47.58	20.04	103.16	17.33	106.25	22.23	99.07	14.55	116.26	11.50	57.46
	Health	6.05	51.08	7.78	67.52	4.37	43.94	4.93	44.67	2.57	36.10	8.43	47.35	6.07	40.93
	Developmental	9.12	48.04	5.01	35.52	10.57	43.15	10.14	43.98	14.48	48.01	8.66	41.39	9.40	41.00
	Subtotal	55.19	268.94	46.73	252.62	62.97	312.24	56.40	296.90	55.28	252.18	55.98	342.96	55.41	291.06
Skills	Skills	6.33	7.48	1.58	5.16	11.36	17.72	13.31	25.91	6.04	10.45	8.66	19.24	16.29	29.27
Total		61.53	276.42	48.31	257.78	74.33	329.96	69.71	322.81	61.32	262.63	64.64	362.20	71.69	320.33
Aboriginal FTE as % of all FTE		22.3%	100.0%	18.7%	100.0%	22.5%	100.0%	21.6%	100.0%	23.3%	100.0%	17.8%	100.0%	22.4%	100.0%