

College of New Caledonia



ABORIGINAL SERVICE PLAN 2007 - 2009



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Introduction

CNC Regional Overview

The College of New Caledonia (CNC) has been serving the north-central region of British Columbia (BC) since 1969. As one of the 22 post-secondary institutions in the province, CNC's region spans 117,500 square kilometers with a population now exceeding 140,000.

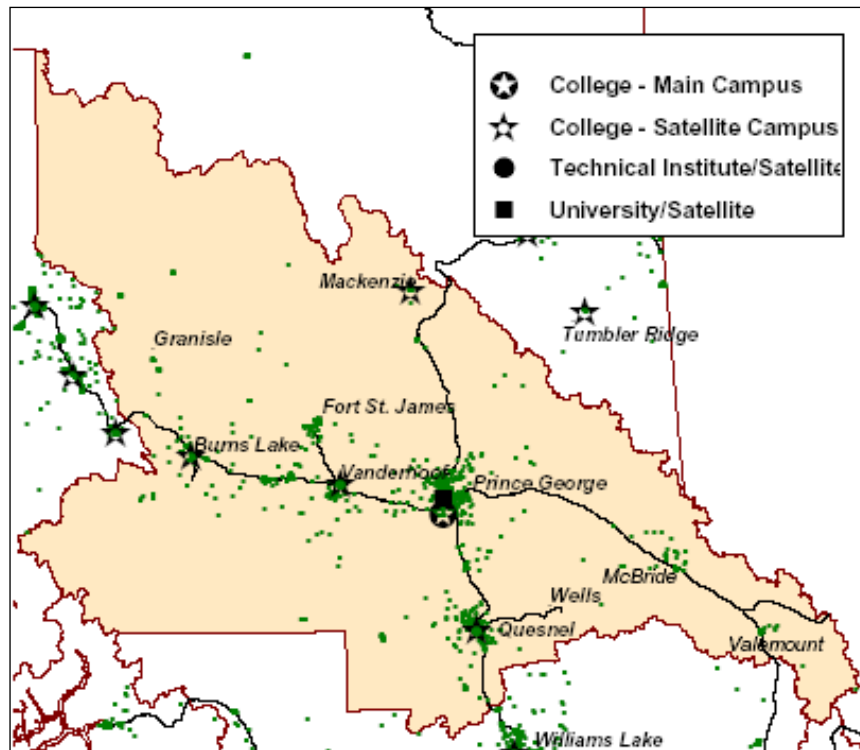


Figure 1.0: the College of New Caledonia Service Delivery Area

CNC operates campuses in Prince George, Vanderhoof, Burns Lake, Mackenzie, and Quesnel with additional offices in Fort St. James, Valemount, Southside, and Granisle. Through these facilities the College offers a wide range of upgrading, career, technical, vocational, and university-credit programming.

Within the context of Aboriginal education, CNC's roots are tied to both its rural and urban Aboriginal communities. The College's role has been to facilitate access to post-secondary education, to advance Aboriginal learners along their educational journeys, and to work with Aboriginal communities to provide relevant programs and services. In a rapidly changing economic, political, social, and demographic environment, CNC is focusing on new directions and initiatives that will improve and enhance its ability to respond to Aboriginal needs.

Overview of Aboriginal Communities

CNC serves a geographically large region in which a substantial segment of the population is Aboriginal, and this demographic is young and growing. The indigenous people of the region are the central *Yinka Dene* (Carrier/*Dakelh-ne*), the northern *Tsek'ehne* (Sekani), the southern *Ts'ilhqotin* (Chilcotin) and the western *Wet'suwet'en*. Other peoples with significant populations in the region are the Métis and the Cree.

Population Demographics

Within its service delivery area, the College of New Caledonia provides post-secondary education and support services to 21 rural Aboriginal communities. The registered on and off reserve population of these communities is 11,187 with 5,776 Aboriginals residing on First Nations reserves located in the CNC region.

The following table summarizes Aboriginal Community Populations by Campus Area.

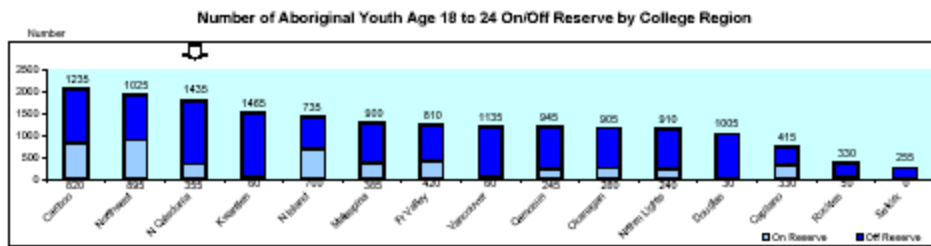
Table 1: First Nations Communities – Population by Campus

Campus	First Nation	On Reserve Population	Off Reserve Population	Total Registered Population	
Prince George	Lheidli T'enneh	93	28	321	
Quesnel	Nazko	166	159	325	
	Alexandria	30	144	174	
	Kluskus (Lhoosk'uz Dene)	124	73	197	
	Red Bluff (Lhatko Dene)	104	46	150	
	Nechako	Takla Lake	324	317	641
Nechako	Stellat'en	231	186	417	
	Tl'azt'en	564	953	1517	
	Nadleh Whut'en	186	230	416	
	Saik'uz	532	330	862	
	Yekooche	159	53	212	
	Nak'azdli*	759	898	1657	
	Lakes	Lake Babine	1425	799	2224
	Burns Lake (Ts'il Kaz Koh)	43	58	101	
	Wet'suwet'en*	90	119	209	
Lakes	Cheslatta Carrier	134	180	314	
	Skin Tyee	53	84	137	
	Nee Tahi Buhn	58	73	131	
	Mackenzie	Kwadacha*	443	n/a	443
	Tsay Keh Dene*	176	181	357	
	TseK'hene (McLeod Lake)*	82	300	382	
Total		5776	5211	11187	

Source: Statistics from www.inac.gc.ca, except for Nations marked with * who provided statistics directly to CNC.

The number of Aboriginals indigenous to the region living off-reserves combined with Métis, Non-Status and Indigenous peoples from across Canada is estimated at 12,500. In addition, Prince George has the largest urban Aboriginal population of any BC College region (see Figure 2.0).

Figure 2: Illustration of Regional Aboriginal Youth Growth Demographic



As illustrated, the collective on and off reserve Aboriginal population in the CNC region exceeds 18,000. This segment represents nearly 13 percent of the region's total population and encompasses a full 10 percent of the total BC Aboriginal population.

Moreover, the region's Aboriginal population is growing rapidly. Of the total child population (age 0-14) within the CNC region, 14 percent are Aboriginal and account for 10.4 percent of total Aboriginal children under the age of 15 in BC. Indian and Northern Affairs Canada (INAC) predicts an annual on-reserve growth rate to be as high as 4.4 percent per year for each of the next four years. Clearly, the Aboriginal population will be a significant segment of the region's demographic in the years to come.

Current Situation

Environmental Scan

Aboriginal people in BC are challenged by both poor health status and inequities in health services. For example:

- The birth rate for Aboriginal peoples is twice the Canadian average; 27 per 1000 people compared to the national average of 13 per 1000
- The BC Infant Mortality Rate (IMR) for Aboriginal people is more than twice the provincial average
- Aboriginal life expectancy is estimated by various agencies to be 7 to 12 years less than the provincial average
- Unemployment rates for Aboriginals are nearly 3.5 times the provincial average
- Suicide rates of Aboriginal youth (ages 15-24) are 8 times (males) and 5 times (females) higher than the national average

Six health goals for Aboriginal people have been identified by the BC Ministry of Health. These specific targets, which are intended to improve the living and working conditions for Aboriginal people, include the provision of opportunities for individual capacity development and the improvement of health through the reduction of preventable illness and injury. The need for extensive involvement of Aboriginal peoples in order to accomplish these goals is also identified. Strategies that include and prepare Aboriginal peoples to fill the roles of social workers, health care providers and teachers in Aboriginal communities (both on and off reserve) can be accomplished through education.

Statistics show that Aboriginal students fall well behind other Canadians in completing a Grade 12 education, and low educational attainment has been identified by both CNC and local Aboriginal communities as being a critical issue for Aboriginal peoples in the north. A Ministry of Education (BC) study found Grade 12 completion rates for Aboriginal students of only 42 percent in 2001/02, increasing to 47 percent in 2005/06. The CNC region encompasses three School Districts: SD28 (Quesnel), SD57 (Prince George) and SD91 (Nechako-Lakes). Dogwood completion rates for Aboriginal students in each district in 2006 were 47 percent, 37 percent and 40 percent respectively.

Aboriginal post-secondary statistics are difficult to capture accurately; nonetheless CNC data, provincial data, and anecdotal evidence indicate that a gap exists between Aboriginal and non-Aboriginal attendance rates. Moreover, attrition rates of Aboriginal students are considerably higher than non-Aboriginal attrition rates.

Specific environmental scans for each campus are provided within each campus plan.

Barriers

There are many barriers and key education-related issues facing regional Aboriginal communities. While each community identified different issues as being a priority, some common themes emerged. Major challenges influencing the participation and completion rates of Aboriginal learners in post-secondary education include:

- The transition from K-12 to post-secondary. As noted above, a significant percentage of the Aboriginal population does not complete high school nor do they have the prerequisites for college or vocational training.
- Lack of culturally-appropriate services. Aboriginal post-secondary learners lack access to culturally-appropriate services, and this correlates directly to lower Aboriginal participation, retention and overall success.
- Lack of culturally appropriate space. A sense of belonging within the institution can have a significantly impact on Aboriginal learners. This sense of belonging is generated by the learning spaces, the staff, and the faculty.
- Lack of culturally appropriate content. Content in college programming must reflect Aboriginal culture, traditions and values.
- Lack of funding resources. The funds available are well below the amount required to make an effective improvement in access, retention and completion rates. A new funding mechanism for Aboriginal post-secondary education is needed to provide targeted sustainable funding that recognizes the special requirements and needs of students, institutions, Aboriginal groups and communities. Individual learners also require adequate funds to access and complete their education.
- Geographic and transportation barriers. Large distances and lack of public transportation for learners living in rural and remote Aboriginal communities is a strong theme in the north. Learners will need extensive supports whether educational opportunities are provided on reserve or whether learners access post-secondary programming outside the community.

Challenges and Opportunities

The challenges noted throughout the consultation processes included a lack of cultural sensitivity, inadequate representation of Aboriginal cultures, and the presence of systemic barriers for Aboriginal learners. Inadequate exposure to career opportunities and lack of the prerequisite knowledge for entry to post-secondary were other identified challenges for Aboriginal learners. The relatively low numbers of Aboriginal employees, inadequate support services, and lack of a cultural presence (i.e. signage, art, etc.) were common themes. These challenges highlight the need for further consultation as well as the need

for development, involvement, and direction of educational processes by Aboriginal leaders, administrators, and Elders.

Over the past several years CNC has worked with Aboriginal community members and learners to identify challenges and barriers learners face in applying to and attending the College. A literature review was conducted in 2005 (Appendix A) to identify best practices for retention and recruitment of Aboriginal learners. The findings of this review are consistent with the outcomes of the Aboriginal Service Plan process and can be summarized as follows:

Recruitment

- Develop relationships with parents, potential students and education coordinators within Aboriginal communities
- Ensure intake processes are culturally inclusive
- Consult with Elders and Aboriginal leaders
- Work with communities to ensure that potential students are academically prepared for post-secondary
- Work with school districts to support graduation and transition
- Implement orientation sessions for incoming students

Retention

- Offer “access programs” to provide support with transition to post-secondary
- Provide designated social and study space
- Hire Aboriginal support staff
- Provide support services and programs
- Ensure broad Aboriginal representation within the institution
- Offer Aboriginal content, perspectives, and curriculum

The many opportunities that were identified during the planning process are captured within each campus plan under the priorities and outcomes. Themes emerged that centered around increasing Aboriginal cultural presence, increasing the number of Aboriginal faculty and staff, and enhancing student supports. Infusion of Aboriginal cultural, history and language into all curriculum was also an essential theme, as was the opportunity to enhance cross-cultural learning and celebrate Aboriginal cultures.

Opportunities have already been realized through the consultation process that opened up, or expanded, thoughtful communication between CNC and local Aboriginal communities. With the first steps well under way, all parties can move forward to increase the recruitment, retention and success of Aboriginal learners.

Emerging Trends in Aboriginal Communities

Today’s Aboriginal communities are confronted with myriad issues at economic, social, and political levels. Most communities struggle to deal with all these issues because of

the lack of resources and the lack of community members with the necessary academic skills and knowledge. Urgent issues also arise that must be dealt with. Moreover, opportunities arise that communities cannot capitalize on because they do not have the resources to participate. CNC can play a key role in supporting Aboriginal communities by providing relevant programs and services that will give community members the needed skills to deal with issues that are currently emerging in their communities.

The Treaty Process

For many years, the treaty process has been at the forefront of most community planning. As leaders negotiate, communities recognize the need for their members to have the necessary administrative and leadership skills to become self-governing communities. However, in the CNC region the Lheidli T'enneh First Nation recently rejected what would have been the first treaty signed under the BC Treaty Process. The federal government has just announced a new process for Specific Land Claims that they hope will speed up the process. These realities continue to highlight the continuing need for capacity building in all Aboriginal communities.

One key issue arising from the Treaty process is the Interim Measures policy in which most First Nations are negotiating co-management agreements over services and resources. With forestry being the largest industry in this region, First Nations are actively defining their role in these administrative structures. Several First Nations have met, and they have agreed to work on the following issues:

- ♣ Rights to forest resources
- ♣ Consultation and accommodation
- ♣ Environmental sustainability
- ♣ Development of new economic opportunities and economic sustainability
- ♣ Institutional arrangements consistent with the *New Relationship*
- ♣ Representation on domestic and international negotiations which affect forest policy
- ♣ Social and cultural sustainability

A regional office has been set up in the Prince George area and CNC is ready to work with First Nations to develop relevant programs and services to support these issues.

Mountain Pine Beetle

The devastation caused by the Mountain Pine Beetle (MPB) poses concerns for Aboriginal people beyond those related to forestry resources. Many are concerned the primary focus is on impacts to the industry and not enough attention is being given to other issues arising from the MPB infestation. Forefront in many Elders' minds is the impact on the animals and birds that live in these devastated forests, and especially those species that rely on the pine trees for survival. Hence, ecological restoration is a key issue for Aboriginal communities.

Social Impact of Mining and Other Industrial Development

The mining explorations and a recent announcement of a copper and gold mine near Fort St. James has impacted First Nations in the CNC region. Aside from the economic benefits to communities in the north, there is a cost to the environment that is of concern to local First Nations. For example, Kemess North is poised to utilize the Amazay Lake as a tailings pond in spite of the First Nations' opposition. As well, oil and gas companies propose to put pipelines through the north central interior, cutting across several First Nations' traditional territories. At this time, there are very few Aboriginal people with relevant academic diplomas and degrees who can assist communities in assessing ecological impacts.

On the other hand, some First Nations in this region support the mines for the economic benefits. However, their community members cannot participate in the economic benefits if they do not have the skills to apply for the various technical, trades and administrative positions the new industries will create. CNC will work with Aboriginal communities to provide the specific training needed to participate in this burgeoning economy.

Social Services for Aboriginal Communities

The provincial government report "Health and Well Being of Children in Care in British Columbia."¹ presents alarming statistics in regard to Aboriginal children. In October 2005, 49 percent of children in care were Aboriginal even though they constitute only 7 percent of all children in BC. In the North, 77 percent of children in care are Aboriginal.

There is growing concern over these issues and Aboriginal communities require a spectrum of skills and knowledge related to improving the well-being of their children. Many are encouraging their youth to become social workers and they are also trying to provide enhanced parenting skills to families and to prospective foster parents.

CNC will work with Aboriginal communities to provide relevant programming. As well, CNC will partner with Aboriginal communities to provide non-Aboriginal professionals and organizations with the necessary information and knowledge about Aboriginal culture and history so the non-Aboriginal professionals in turn can provide effective and relevant services to Aboriginal clients.

Language Revitalization

All focus group participants emphasized the urgent need for language programs. The issue is growing more urgent as the Elders who speak the language are lost. In many communities in this region there are fewer than 50 people who can speak fluently. In addition, the language teachers who were trained through a partnership between the College and the Yinka Dene Language Institute (YDLI) in the 1990s are on the verge of retirement giving rise to the need for a new generation of teachers.

¹ Province of British Columbia. http://www.gov.bc.ca/cyo/down/children_in_care_population.pdf

UNBC has begun to address this need by initiating the process to deliver a Developmental Standard Term Certificate (DSTC) in Fort St. James and to partner with CNC and Lake Babine Nation to host the program in Burns Lake. However, the existing curriculum has to be modified to accommodate a new reality; that is, providing the teacher training to students who are not fluent speakers of the language. As well, curriculum must be developed for the Babine-*Wet'suwet'en* dialect.

Challenges in accommodating dialects are compounded by the numerous languages in the CNC region. The largest Aboriginal group, the *Yinka Dene* (Carrier) has ten dialects. Other indigenous groups are the *Tsek'hene* and the *Tsilquot'in*. As well, there are significant numbers of Cree and Métis groups who are also asking CNC to offer language courses.

British Columbia's *New Relationship* Vision and Outcomes

In 2005 the government of British Columbia established a new government-to-government relationship with Aboriginal peoples regarding legal, social and economic issues. Goals of this initiative include closing the gap in the standard of living and revitalizing and preserving Aboriginal languages.

Many agreements have been reached with First Nations and Métis peoples under this New Relationship, including this Aboriginal Service Plan. Recently on June 11, 2007, the government signed a First Nations Health Agreement with the First Nations Leadership Council that outlines a ten-year plan with four priorities that ensure First Nations “can have an effective role in the design and delivery of health care services for their people, and they have responsibility for achieving results.”²

In this way, Aboriginal peoples are working with government to develop policy, programs and services that will bridge the socioeconomic gap with the rest of British Columbia. Thus, it is clear that CNC has many opportunities to continue engaging with Aboriginal communities to address their unique and specific needs. CNC campuses are currently involved in partnerships and collaborative processes to address current needs identified by the communities. These emerging trends confirm there is much more work to be done. CNC will be honoured to assist Aboriginal people in making their communities healthy, dynamic places to live as these communities become self-determining.

Gap Analysis

The extensive consultation process undertaken in the CNC region revealed that while the College has had many successes in meeting the needs of communities and learners, many gaps in services and programs continue to exist. Two primary gaps were identified by community stakeholders, Aboriginal organizations, communities and individuals:

² http://www.gov.bc.ca/bvprd/bc/channel.do?action=ministry&channelID=-536896053&navId=NAV_ID_province

1. The need for enhancement of programs and services that recognize and preserve culture and language. Language revitalization is a high priority for College-region Aboriginal peoples, and it was felt that the College should be more proactive in supporting languages initiatives by delivering language classes, training language instructors and working with communities to preserve oral histories and historical records. It was also felt that Aboriginal cultures need to be emphasized more strongly through the integration of Aboriginal perspectives in curriculum, more Elder participation with students, more visual displays of Aboriginal arts and crafts, more courses in Aboriginal historical and contemporary cultures, arts, literature, etc., and cultural awareness training for all College employees and students.
2. The need for enhanced supports to increase student success. Student success is a high priority for all stakeholders. Daycare, transportation, accommodation, tutoring, designated space, and outreach and transition support were identified as initiatives that would support student success.

Three Athapascan/Dene languages are indigenous to the CNC catchment area: *Yinka Dene* (Carrier/*Dakelh*), *Tsilhqot'in* (Chilcotin) and *Tsekehne* (Sekani). They are by no means homogeneous; Carrier in particular exhibits a great deal of dialectical variation.

While the status of *the Yinka Dene* (Carrier/*Dakelh*) language varies from community to community, there is no community in which most children are learning the language, and in most communities few or no children speak the language. In all communities the majority of speakers are Elders and the total number of speakers is dwindling.³ Indeed, some dialects are in critical condition, with as few as three fluent speakers.

In addition, significant numbers of Cree and Métis people live in the region and participants in focus groups and consultations requested that Cree and Michif be taught in schools, the college and university.

The loss of language has been directly to loss of cultural and intellectual diversity. Language is embedded in the social context of Aboriginal communities and the loss of it can significantly impact the strength of communities. Language revitalization initiatives can make a difference in how individuals and communities value themselves.⁴

As identified through the consultation groups appropriate support services for Aboriginal students can directly affect their success navigating through post-secondary institutions. The consultation processes confirmed the need for institutions to strive to address the issues of mental, emotional, spiritual, and physical well-being and to create a healthy and balanced Aboriginal student-centered experience. This input supports the evidence-based best practices that institutions throughout the world have implemented. Examples include:

³ www.ydli.org/dakinfo/dalstat.htm

⁴ (<http://web.mit.edu/linguistics/mitili/proposal%20-%20MITILI.pdf>)

- ♣ Gathering spaces
- ♣ Involvement of Elders
- ♣ Academic support
- ♣ Cultural practices
- ♣ Peer support programs
- ♣ Daycare, transportation and accommodation supports
- ♣ Access and transition support

Each campus plan identified needs at the community level in order to determine areas of focus. The Aboriginal stakeholders and the College reviewed existing college programs and services (see inventory of program and services below) to identify gaps. The Aboriginal stakeholders then prioritized actions based on this information in order to increase access, participation, retention, and completion for Aboriginal learners.

Programs and Services for Aboriginal Learners

The Aboriginal Service Plan builds on CNC's existing specific Action Plans in the area of Aboriginal education as identified in CNC's comprehensive Strategic Plan (2006-2010). The 2007-2009 ASP will be harmonized with the CNC Strategic Plan.

CNC conducted extensive consultations with a broad cross-section of the community to develop the five-year Strategic Plan. These consultations took place in 2005 and included Aboriginal peoples. Participants identified community and student needs and these were integrated into the Strategic Plan as goals and priorities. In 2006 the College developed an Action Plan to translate the goals and priorities into shorter term specific objectives and activities. This resulted in several initiatives related to Aboriginal Education:

- ♣ Hiring of a part-time Cultural Advisor
- ♣ Hiring of a part-time Assistant for the First Nations Education Support Services (FNESS) Coordinator
- ♣ Allocation of \$1000 to each campus to host Aboriginal History Month activities
- ♣ Piloting of an Aboriginal Access Program for the Forest Resource Technology program

Several future initiatives were also identified in the Strategic Plan. A major initiative for 2007-2008 will be a comprehensive review of CNC's *Aboriginal and Education Services Policy*. CNC will consult with Aboriginal communities and partners throughout the region to ensure the Policy is still relevant to Aboriginal education. An outline of the review process is included in Appendix B. In addition, the Aboriginal Access Program will be expanded to provide services to students entering any science or technology program. The hours of the Access Facilitator will be increased to accommodate the larger number of students.

The CNC Strategic Plan and associated Action Plan reflects the work that CNC has already undertaken to meet the needs of local Aboriginal communities. The College will

work with Aboriginal partners to ensure that the Strategic Plan and the ASP will be harmonized to provide programs and services to the greatest number of students.

Inventory of Programs and Services

Contained in the appendices of each attached CNC Campus Aboriginal Service Plan is a combined listing of over 200 current and past programs funded in partnership, or developed and delivered in partnership, with the region's 21 Aboriginal communities and numerous agencies. While many gaps in programs and services were identified through this process, it also highlighted many CNC – Aboriginal Community and Agency collaborations. These partnerships are indication that CNC is striving to meet a strategic goal to provide the “Right Programs, in the Right Place at the Right Time”.

It is important to note that the appendices noted above do not contain a complete inventory of programs and services. The full inventory will be submitted to the Ministry once completed.

Successes

At the five CNC campuses and throughout CNC's history, there are numerous examples of successful partnerships between CNC and the Aboriginal communities and agencies in its service area. The nature of these partnerships varies by Aboriginal community and agency. However, all these partnerships fall within three main areas: program delivery, learner support services, and cultural support. A few examples are noted below.

Lake Babine Nation and CNC Lakes Campus

The Lake Babine Nation (LBN) and CNC Lakes Campus formed a partnership that addresses many of the deficiencies in the traditional model of program development. The resulting process for program co-design and co-implementation can best be described as “learner centered and anchored in community need”. The outcomes have been rewarding for both the College and the local First Nation Community. Many programs have been developed within this program development model. One recent example is the CNC Lakes Campus and LBN education services agreement to deliver a 10-month Aboriginal Teacher Assistant Certificate Program, where existing college and university credit courses were combined with specific cultural and language components.

Cheslatta Carrier Nation and CNC Lakes Campus

The relationship with the Cheslatta Carrier Nation is another example of successful partnership. In addition to other education service agreements, Cheslatta Carrier Nation, CNC Lakes and School District 91 have partnered to provide Adult Education to the communities south of Francois Lake. The band strongly encourages its members to attend school, supplies daily hot lunches for all students (both adults and school-aged), and provides bus transportation to school. Without these supports, it is unlikely that the students would be successful.

Carrier Sekani Tribal Council and CNC Prince George

Carrier Sekani Tribal Council is contracted each year to provide full operation of the First Nations Student Support Services Center at the Prince George campus, and more recently, an Elder Advisor to provide cultural support at the Campus.

Kwadacha Band, McLeod Lake Indian Band and CNC Mackenzie

Previous partnerships with Aboriginal communities are the community-based cost share and delivery of the Carpentry Entry Level Trade Training program in Kwadacha and the archiving of the Tse'kehne Language for the McLeod Lake Indian Band. This Tse'kehne project is inspiring the expansion of archiving and language projects for the region. In addition, CNC Mackenzie is presently endorsed by the Kwadacha Band to develop inclusive curriculum for a certificate in Early Childhood Education Specializing in Aboriginal Settings. This effort will address the shortage of available ECE instructors, improve access, retain learners in the community, and potentially appeal to a wide audience of Aboriginal ECE learners.

Nazko Band Government and CNC Quesnel

In 2006, the Quesnel campus was contracted by the Nazko Band Government to offer an Administrative Skills Training program consisting of ten workshops designed to assist band members in understanding and appreciating the treaty negotiation in progress at the time. Originally the training was designed for 12 to 15 participants; however, within a week the series was extended to include 32 band members. Notable as a measure of success was a 98 percent attendance record and 100 percent participant satisfaction.

This shared experience was made possible because Nazko arranged the transportation for all participants, some from Nazko reserve to the campus, and organized daily potluck lunches. The campus arranged the workshops and a wind-up celebration meal at the conclusion of the training.

Carrier Sekani Tribal Council & CNC Prince George

In 1991 CNC and Carrier Sekani Tribal Council (CSTC) established a partnership that endures as unique in the province. Through this partnership, CNC transfers the budget for delivery of First Nations support services to CSTC who in turn hire a Coordinator to provide support services at the College. CSTC provides a travel budget and funds professional development for the Coordinator. From 1997 to 2006 CSTC also fully funded the Cultural Advisor position at CNC. Moreover, CSTC applied for funds CNC was ineligible for to hire the Coordinator of the Aboriginal Youth Mentoring program hosted by CNC. In these ways, the Tribal Council plays a key role in Aboriginal education at CNC.

This completes an overview of the Aboriginal communities and the College of New Caledonia. The CNC region is vast with diverse communities that require programs and services specific to their needs. Aboriginal communities, while burdened with socioeconomic barriers, also have a rich cultural heritage which has much to offer mainstream communities. As a young and growing population, Aboriginal youth represent an untapped resource of labor to fill the huge gap created by baby boom retirement.

CNC has established a solid foundation of partnerships with Aboriginal communities and organizations as evidenced by the many programs and services being offered throughout the region. Now, the province's Aboriginal Post-Secondary Strategy presents an exciting opportunity to extend and enhance these partnerships to "bridge the gap between mainstream and Aboriginal peoples." Thus, in this milieu, the planning process began for the Aboriginal Service Plan.

Overview of Planning Process

The Aboriginal Service Plan (ASP) is in alignment with the College's Aboriginal Education and Services Policy, which states:

The College of New Caledonia recognizes and supports First Nations, Métis and Inuit peoples in their goals of self-determination. CNC recognizes that the learning environment is enriched by diversity, and will specifically include Aboriginal cultures. CNC will actively work with Aboriginal people to identify and respond to their needs. CNC commits to the principles defined by the Aboriginal Post Secondary Education and Training Policy Framework, including:

- ♣ *accessibility*
- ♣ *lobbying for and maintaining appropriate resources*
- ♣ *recognizing and implementing instructional styles that respect different ways of learning*
- ♣ *supporting Aboriginal post-secondary institutions*
- ♣ *finding ways to increase Aboriginal participation and success*
- ♣ *recognizing the validity and worth of traditional knowledge of Aboriginal peoples, including the role of community-identified Elders in education*
- ♣ *supporting Aboriginal advisory committee(s) throughout the College region*

Respecting Aboriginal self-determination of education, the College acknowledged the need for Aboriginal communities to direct the ASP. Therefore, the College consulted with individuals from numerous Aboriginal communities, organizations and agencies in identifying and prioritizing the unique needs of their respective communities.

Furthermore, in recognition and respect of ongoing and past partnerships, it was determined that Service Plans should be developed at the local campus level. These plans were developed through a consultative process with local First Nations and Aboriginal organizations and reflect the many voices and broad scope of feedback that arose.

The following joint planning processes relied on comprehensive community involvement. The College employed a variety of consultation processes that involved Chiefs, councilors, Elders, individual First Nations band members, students, Aboriginal organizations and agencies. Processes that are detailed within each college campus plan include:

- ♣ Large group community consultation
- ♣ Individual interviews with Aboriginal leadership
- ♣ Aboriginal student surveys (College and public school)
- ♣ Focus groups
- ♣ Revisiting previous recommendations from Aboriginal Advisory groups

Throughout the above processes, the role of the College was to listen and to facilitate. The resulting priorities, objectives and action plans were established by the following Aboriginal participants (see table below).

Table 1: List of Aboriginal Participants in the CNC Aboriginal Service Plan

First Nations Communities:	Aboriginal Organizations & Agencies:
<ul style="list-style-type: none"> ♣ Nazko ♣ Lhoosk'uz Dene (Kluskus) ♣ Lhatako (Red Bluff) Indian Band ♣ Lheidli T'enneh Nation ♣ Cheslatta Carrier Nation ♣ Lake Babine Nation (Woyenne, Tachet, Fort Babine, Old Fort) ♣ Nee Tahi Buhn Band ♣ Skin Tyee Nation ♣ Ts'il Kaz Koh (Burns Lake Band) ♣ Wet'suwet'en First Nation ♣ Nadleh Whuten ♣ Nak'azdli ♣ Saik'uz ♣ Stellat'en ♣ Takla Lake ♣ Tl'azt'en ♣ Yekooche ♣ Kwadacha ♣ Tsay Keh ♣ McLeod Lake 	<ul style="list-style-type: none"> ♣ Quesnel Tillicum Society Native Friendship Centre ♣ Cariboo Chilcotin Aboriginal Training Education Centre (CCATEC) ♣ North Caribou Aboriginal Family Program Society ♣ Prince George Native Friendship Centre ♣ Carrier Sekani Tribal Council ♣ CNC Aboriginal Advisory Committee ♣ Aboriginal Business Development Association ♣ Prince George Nechako Aboriginal Employment and Training Association (PGNAETA) ♣ Burns Lake Native Development Corporation ♣ Carrier Sekani Family Services ♣ United Native Nations ♣ Metis Nation of British Columbia ♣ Prince George Metis Community Association ♣ Dakelh Elder's Society ♣ Aboriginal Education Board SD #57 ♣ First Nations Education Council SD #91 ♣ Aboriginal Education Centre SD #28 ♣ Kwadacha Education Society ♣ Kwadacha Natural Resources Agency Ltd. ♣ Duz Cho Logging ♣ Duz Cho Construction ♣ First Nation Pine Beetle Coalition
<p>Aboriginal Students:</p> <ul style="list-style-type: none"> ♣ High school students from SD #91, SD #57 ♣ Current and future CNC students ♣ Past CNC students 	

Essential to engagement in this process was the allocation of resources. This included honouraria, travel, meals and accommodation for participants. This was integral to the recognition of the expertise, time and work required by the Aboriginal individuals

involved in the plan. Furthermore, this ensured that the process was inclusive and that there were no barriers to participation.

As a result, the College had direct involvement in the various community plans. This is evident by the extensive participation and attached signatures of support, which are within each campus plan. (Please note: there are additional letters of endorsement to follow). In addition, existing and new Aboriginal Steering Committees, planning groups, and Advisory Committees will direct the implementation and ongoing processes surrounding the Aboriginal Service Plans.

Vision

The College of New Caledonia's Aboriginal Education and Services Policy states that CNC recognizes and supports First Nations, Métis and Inuit peoples in their goals of self-determination. This Policy has informed CNC's relationships with Aboriginal communities. More recently the focus group participants at several of the campuses have developed vision statements for the ASP. The essence of these statements is captured below:

We are a strong, healthy, and self-determined Community, grounded in traditional culture and values. In mutual support with other Aboriginal communities, agencies and the College of New Caledonia, we will challenge ourselves to take a road of life long learning towards a better future.

Shared Principles and Values

CNC is committed to the cultural diversity and the future of individuals, families and communities through the following values:

- ♣ Empowerment
- ♣ Cultural inclusiveness
- ♣ Mutual Recognition
- ♣ Respect
- ♣ Reconciliation

Goals and Objectives

CNC and the Aboriginal communities support the following fundamental goal: *access, retention, completion and transitions opportunities for Aboriginal students will be increased.*

This goal will be achieved by:

- ♣ Developing student resources
- ♣ Taking a life-long learning approach
- ♣ Teaching Aboriginal traditional languages
- ♣ Supporting traditional values
- ♣ Developing capacity within the communities
- ♣ Nurturing strong relationships
- ♣ Taking a holistic approach to education from an Aboriginal perspective.

Key Priorities

The participants in all the community consultation sessions within each campus service area have identified the following common, top-three priorities within each of the three key areas: programs, services, culture and inclusiveness.

Programs

- ♣ Develop and deliver language programs to preserve traditional languages and dialects
- ♣ Integrate Aboriginal history, language and culture into curriculum and delivery
- ♣ Develop and deliver cultural-awareness training for employees and students

Support Services

- ♣ Establish and expand Aboriginal student learning centers and increase support services for Aboriginal students (e.g. daycare, transportation and accommodation)
- ♣ Hire Aboriginal Liaison Coordinators to connect with communities and students
- ♣ Develop pre-planning, pre-assessment, transition and ladder programming support services for Aboriginal students

Culture and Inclusiveness

- ♣ Increase cultural presence (e.g. acknowledge traditional territories at each campus and increase Elders' involvement)
- ♣ Increase Aboriginal employment through development of an Aboriginal Employment Strategy
- ♣ Expand Aboriginal involvement in governance

Given the time frame for the ASP process, the Aboriginal communities and CNC view this plan as an evolving document requiring future consultation and refinement. CNC is committed to continued consultation with the Aboriginal community.

Action Plans and Progress Monitoring

Introduction to the Action Plans

As the demographic information indicates, the CNC region is vast and diverse. In developing the ASP, the College emphasizes that a homogeneous approach and an institutional prioritization of the Service Plan does not meet the needs of First Nations, Metis and Inuit peoples within the CNC region. Rather, each campus consulted with the Aboriginal communities and the Aboriginal agencies in its respective region and ensured that individual community voices remained in their discrete forms within campus action plan.

From this consultation process and with this direction from the Aboriginal peoples, the college offers a unique approach to the building of the CNC ASP. Each CNC campus has developed yearly Action Plan. The next critical step is to return to the communities to receive further direction from ASP Steering Committees, Advisory groups, and First Nations administrators in order to prioritize the actions and initiatives for each campus. In this way, CNC's allocation of funds from the Ministry of Advanced Education will be distributed among the five campuses and will parallel the Ministry's value of providing the greatest good for the greatest number of people.

Keeping this unique approach in mind, following is a short summary of each campus's action plan and also a plan for the renewal of CNC's Aboriginal Education and Services Policy. Performance measures and targets are detailed in each campus plan. All campus plans will increase access, retention, transition, and completion opportunities for Aboriginal learners. CNC affirms that continued linkages to and direction from Aboriginal partners are critical to the success of implementing and delivering the CNC ASP.

Renewal of the CNC Aboriginal Education and Services Policy

CNC will conduct a region-wide assessment of its current *Aboriginal Education and Services Policy* to ensure that the policy remains current with contemporary perspectives and best practices for the delivery and support of Aboriginal education and services. This review of the policy will be a college-wide responsibility that will be based on continued consultation with Aboriginal peoples and Aboriginal agencies within the CNC region and on approval from the CNC Board of Directors.

Another substantial aspect of the CNC vision for delivering high-quality programs, services, and supports to First Nations, Metis and Inuit learners will be increasing the awareness of Aboriginal perspectives and practices within the college community and within CNC curriculum.

Year One Priorities and Outcomes Summary

Prince George

The first year priorities identified through the Prince George Campus fall into the following three areas:

- ♣ Programs - Integrate Aboriginal history and culture throughout the campus
- ♣ Support Services - Enhance and broaden Aboriginal support services
- ♣ Culture and Inclusiveness - Foster inclusiveness through cross-cultural awareness.

Priorities and measurable outcomes for Year One have been identified and are detailed in the Prince George campus plan. A short summary of Year One actions is noted below.

Program priorities target the need for stronger integration of Aboriginal history and culture throughout the Prince George campus. Carrier language course delivery, cultural-awareness training for campus employees, and support for the integration of Aboriginal perspectives in curriculum have been identified as key strategies.

Services priorities identified address the need for more direct support for students. Actions include increased hours for the Access Support Instructor to provide expanded tutoring services for students; enhancement of the Youth Mentoring Program; and expansion of the First Nations Education Support Services Centre which provides transition planning and support for college and high school students.

Culture and inclusiveness actions include increasing involvement of Elders at the Prince George campus, which benefits Aboriginal students and campus community as a whole. Cross-cultural awareness seminars will be offered to all CNC Prince George faculty and staff. In addition, the Prince George campus will acknowledge the traditional territory of the Lheidli T'enneh by putting a sign with their logo in the entrance of CNC Prince George.

Lakes District

Aboriginal communities and organizations in the Lakes District identified first-year priorities in three areas as follows:

- Programs - Delivery of language programs/courses
- Services - Build community capacity and share resources
- Culture - Expand First Nations' involvement and governance

Priorities and measurable outcomes for Year One have been identified and are detailed in the Lakes campus plan. A short summary of Year One actions are noted below.

In the area of *programming*, local Aboriginal experts will be used to teach language and culture in at least 50 percent of programs. It is anticipated that this will impact approximately 100 individual Aboriginal learners. In addition, an accredited train-the-trainer program will be offered at or through Lakes campus for up to 20 Aboriginal

learners. Thirdly, a university-credit Carrier language course will be developed and offered at Lakes Campus to an additional 25 Aboriginal learners.

In the area of *services*, community capacity will be built and resources shared by developing additional partnership agreements among CNC Lakes and Aboriginal organizations and agencies. Increased formal arrangements will be sought with the Lakes First Nations communities.

Culture will be addressed in Year One by building capacity (Aboriginal instructors) through the Provincial Instructor Diploma Program, hiring more Aboriginal staff (10 percent increase); recommending to the Ministry that Aboriginal representation on the Board be increased; and encouraging increased attendance of Aboriginal representation on the CNC Lakes Advisory Committee.

Nechako

Aboriginal communities and organizations in the Nechako District identified first-year priorities in three areas, as follows:

- ♣ Programs – Preserve Aboriginal culture
- ♣ Services – Increase Aboriginal support services and centres for all Aboriginal students
- ♣ Culture – Have a reconciliation ceremony

Priorities and measurable outcomes for Year One have been identified and are detailed in the Nechako campus plan. A short summary of Year One actions are noted below.

In the area of *programming*, cultural programming will be developed. This will result in a cultural curriculum unit, developed using local Aboriginal expertise. The cultural component will be included in 50 percent of Nechako programs; approximately 50 Aboriginal learners will be directly affected. In addition, a process for formal recognition of the expert knowledge of Elders and other local Aboriginals will be initiated by preparing a process document for the VP Academic.

In the area of *services*, the need for support services and centres for all students will be addressed by hiring an Aboriginal Liaison Coordinator and establishing Aboriginal student gathering places. The Aboriginal Liaison Coordinator will establish relationships with First Nations and Aboriginal organizations in the region, and will provide services to 75 percent of Nechako Campus Aboriginal learners (up to 75 individuals) in the first year.

Culture will be addressed in Year One by coordinating a reconciliation ceremony in partnership with Aboriginal communities.

Mackenzie

Aboriginal communities in the Mackenzie region identified first year priorities in the three areas, as follow:

- ♣ Programs – Office Assistant Certificate
- ♣ Services – Increase Aboriginal support services for all Aboriginal learners
- ♣ Culture – Tsek’hene History Curriculum Project and cross-cultural education opportunities for college staff and all students

The first year of implementation will build on the initial consultation process and promote a model of shared governance for ongoing engagement in our joint-efforts towards increased post-secondary opportunities for Aboriginal learners in our region. CNC Mackenzie and Aboriginal communities will firm up objectives for Year Two and Three of the service plan, including the evaluation of driving training and the potential for a partnership in delivering CNC’s Outdoor Recreation Certificate.

Priorities and measurable outcomes for Year One have been identified and are detailed in the Mackenzie service plan.

In the area of *programming*, CNC Mackenzie staff will provide an orientation to education coordinators and students living in Kwadacha, Tsay Keh and McLeod Lake who express a need to remain on reserve and needing access to training in the area of Office Administration. CNC Mackenzie offers the Office Assistant Certificate online through the collaborative environment of BC Campus. Students will be provided to an orientation to the program, be assessed for readiness and be introduced to Online Learner Success. Participants will also have the opportunity to develop individualized educational plans. This effort is in response to the common imperatives of Aboriginal communities in our area.

In the area of *Services*, all Aboriginal learners and community leaders will have access to an Aboriginal Liaison Coordinator to work closely with both leaders and learners. It has also long been recognized by all bands that additional learner supports would be instrumental for the retention and success of Aboriginal learners. The service plans provides for two Learning Coaches positions.

In the area of *Culture*, provisions are in place to support the efforts of Kwadacha Elders’ initiative to develop and produce the Tsek’hene History and Curriculum project. In addition to being an important resource for educators and learners of all ages, this will be an important historical and cultural piece for the Mackenzie area. Enrichment opportunities for staff and all learners will be made available throughout displays and activities that celebrate the Tsek’hene heritage and traditional knowledge.

Quesnel

The main priorities for CNC-Quesnel are as follows:

- ♣ Begin to preserve an additional six oral stories of a number of Elders from the Nazko, Lhoosk’uz Dene, and Lhatako Bands
- ♣ Begin translation of the stories into Carrier, English and where possible French
- ♣ Initiate curriculum development project that explores linkages between Southern Carrier and English

This plan links and builds on a very special project that originated with Nazko, Lhoosk'uz Dene, and Lhatako Bands and the Quesnel and District Museum and Archives. It involves recording of the Elder's stories in DVD format and translation into Carrier, English and where possible French. The existing six stories will provide the initial material to start the development of culturally relevant curriculum designed to teach reading comprehension and essay writing skills. At the end of the three years, the overall goal is to have a minimum of 12 stories in video/DVD format and embedded within the writing curriculum. Specific details and outcomes are contained within the Quesnel campus plan.

Implementation Budget and Impact

Roles and Responsibilities of Partners

The campus consultation processes identified responsibilities and roles whereby the college will receive direction from the ASP Steering Committees, Advisory groups and Aboriginal administrators to prioritize and operationalize the plan and the budget. This will occur at the both the college and campus levels to ensure Aboriginal community direction is maintained.

Aboriginal Service Plan implementation

Once funding is allocated, CNC will distribute the funds among the five campuses. Regionally based processes, such as Aboriginal Steering committees, will reassess the first year priorities and designate funding to meet identified outcomes. Initial meetings will determine the following:

- ♣ Protocols for ongoing input and decision making
- ♣ Roles and responsibilities
- ♣ Principles and values that will guide the Aboriginal partners and the College
- ♣ A conflict resolution process
- ♣ Meeting and reporting dates, times, and topics.
- ♣ And other items as identified.

These plans will bring meaningful and ongoing change to the learning and service environments of CNC and are outlined in each campus service plan.

Accountability

Reporting structures and follow-up strategies will be determined within each region. First Nations, Metis and Inuit communities will continue to be engaged in all areas of the ASP as reflected in the consultation processes. At each campus, Aboriginal community and involved agencies will have a role and responsibility in determining and maintaining accountability processes.

Each campus will begin to implement its respective plan starting in September, 2007. Further consultation with Aboriginal communities will continue to guide action through Year Three. The ASP is expected to be a work in progress with status reports occurring at regular intervals as identified by community representatives. Accountability through progress reporting, monitoring and community feedback is specified in each campus plan.

CNC: Year One Implementation Budget

Following is the comprehensive budget for the CNC's ASP. This comprehensive budget is not listed in priority order. However, once funding commitments are confirmed, Aboriginal communities, Advisory Committees and stakeholder groups will provide further direction on regional priorities. Funding allocations per campus will be distributed based on the principle of meeting the greatest need.

Activities and costs are further outlined in the detailed campus budgets. All budgets are designed to increase access, retention, completion and transitions opportunities for First Nations, Metis and Inuit learners. Through this process, the College is committed to increasing the relevance of programs and services for Aboriginal learners, as well as strengthening partnerships and collaboration with Aboriginal communities.

Please see separate Consolidated Budget Spreadsheet Document

Comprehensive Aboriginal Service Plans

CNC Prince George Campus Aboriginal Service Plan

CNC Nechako Campus Aboriginal Service Plan

CNC Lakes Campus Aboriginal Service Plan

CNC Quesnel Campus Aboriginal Service Plan

CNC Mackenzie Campus Aboriginal Service Plan

The Campus Plans, which were developed by each regional Campus in consultation with their local Aboriginal communities, form the heart of this document. In order to accommodate the unique formatting of each Plan, the campus plans have been provided as separate documents

APPENDICES

Appendix A: Recruitment and Retention Strategies: Evidence-based Practice

Appendix B: Aboriginal Education and Services Policy Review

Appendix A: Recruitment and Retention Strategies: Evidence-based Practice

To address the high attrition rates and lower than mainstream average participation, we conducted a literature review of best practices in Aboriginal retention and recruitment, and consulted with Aboriginal students and community members.

Recruitment Strategies

1. Develop relationships with parents, young students, education coordinators within Aboriginal communities: Leaving rural communities to attend post-secondary can be difficult for youth and for their parents. Students experience culture shock, urban shock, homesickness, and loneliness when they leave their communities. In addition, walking through the doors of the large mainstream institution can be traumatizing. Developing the relationship so that parents and students have knowledge of the institution and feel secure that the students will be safe will increase the likelihood of attending post-secondary. Sharing success stories of current and former students with perspective students will encourage and inspire them to attend post-secondary.
2. Ensure intake and entrance processes (e.g. entrance testing) are culturally inclusive – assess tests to ensure culturally inclusive and redesign processes to eliminate barriers.
3. Consult with Elders, Aboriginal Leaders and administrators: Request input from Aboriginal leaders, Elders and administrators on programming direction and elements. Conduct joint program development with Aboriginal organizations to ensure programs and services meet community needs. This may require adding additional components, or modifying length, etc. Request Aboriginal expertise to direct college approaches and processes, including provision of formal and informal staff training. Actions are directed by advice received regarding Aboriginal protocols, traditional responsibilities and cultural needs. Provide early notification and facilitate discussions with Aboriginal organizations in regards to upcoming programs. Ensure processes meet funding deadlines/requirements, etc.
4. Work with high school students in their communities. Ensure that potential students are academically prepared for entrance to post-secondary through providing on-site academic counsellors to deliver workshops on career decision making, prerequisites and study habits will make the transition smoother and more successful. Provide information about housing, transportation, daycare, and community resources.
5. Ensure that education coordinators are knowledgeable about the institution by providing information on support services, academic programs and the

- community. Education coordinators should be invited to the College at least once a year for orientation and information sessions.
6. Work with the school districts to support graduation and transition. Develop relationships with Aboriginal education workers and counselors and encourage them to informally visit the campus with students. These visits can be effective in easing the fear of the institution. Providing mini discovery programs, such as, trades exploration and health science opportunities, can be effective in motivating students to complete high school.
 7. Implement orientation sessions for in-coming students. Orientation sessions will ensure that students will be knowledgeable about services and opportunities within the institution and community. The students should become aware of housing, daycare services, transportation, counselling services, and financial management assistance. The knowledge gained from orientation sessions can contribute to the successful pursuit of education by the students.

Retention

1. Access Programs: Throughout the province, Aboriginal students have lower than average high school graduation rates and therefore do not have the prerequisites to enter directly into college training and education programs. In addition, there are many adults in the community that desire to enter post-secondary, but also do not have the prerequisites to enter. Access programs offer transition support and guidance that can help to improve Aboriginal success rates. In Access programs, students obtain the prerequisites to enter credit courses and gain the confidence to succeed. Features of successful access programs are orientation sessions prior to classes starting; assistance with housing; childcare and funding; direct personal support i.e., counsellors, Elders; life skills workshops; peer tutoring; curriculum in which Aboriginal perspectives are reflected; and reduced workloads.
2. Designated study and social space: The students are more comfortable in the institution when they have a designated space to gather for study and socialization with other Aboriginal students. The space should reflect Aboriginal culture; be conducive to academic focus and provide opportunities to practice Aboriginal rituals; such as smudging and talking circles. In this space, students can work together to achieve success and students can practice shared learning models and benefit from each other's experience and learning at multi levels within the College. This space should be welcoming to the larger College community so that cultures can be shared.
3. Aboriginal Support staff: A First Nations Coordinator and Elder Advisor should be available within the designated space for Aboriginal students. The First Nations Coordinator must be an Aboriginal person with the knowledge of academic and traditional practices. The Coordinator offers support to all current

and perspective students, which include academic advising, limited personal counseling, assistance with pursuing and securing Band funding, maintaining a list of other financial resources, and assistance with activities occurring in the designated space. The Elder Advisor must be an Aboriginal Elder who has knowledge of traditional practices and rituals and the post-secondary system. She/he must have the skills to incorporate the academic knowledge needed for the student to succeed. The Elder Advisor is a welcoming factor in the designated space as he/ she creates the sense of a traditional environment and the students can look to him/her for advice and assistance within the system.

4. **Support Services and Programs:** Programs and services that are designed to address the barriers that many Aboriginal students face are crucial to retention and the academic success of the students. Many such programs, such as peer counseling, mentoring, peer tutoring, cultural validation activities, life skills and Aboriginal spaces have been identified as successful support programs for students.
5. **Broad Aboriginal representation within the institution:** Aboriginal representation in faculty and staff provide Aboriginal expertise in academic areas, serve as role models and mentors, act as advisors to students, and reflect general equity. Currently, in most institutions, the percentage of Aboriginal staff does not reflect the overall representation of these groups in the general population. This lack of representation adds to the barriers faced by students.
6. **Aboriginal content, perspective and curriculum:** Historically, curriculum delivered in traditional post-secondary institution does not reflect Aboriginal knowledge, learning styles or context. Students do not see their culture reflected; and therefore, they do not feel validated or respected. Many of the graduating students go back to their communities and would like to be able to incorporate what they have learned into the community and their jobs. However, in many cases mainstream curriculum does not fit into the context of the Aboriginal communities. Curriculum should be developed with the input of the Aboriginal communities.

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Appendix B: Aboriginal Education and Services Policy Review

Year One:

- Consult with Aboriginal communities and agencies to review the Aboriginal Education and Services Policy.
- Compile an inventory of culturally inclusive programs and services for Aboriginal learners and identify gaps in these areas.
- Develop and deliver cross-cultural awareness training and education programs for current CNC employees, new employees and students.

Year Two:

- Review CNC governance models to include appropriate Aboriginal perspectives, styles of organization and operation.
- Bring awareness of the need to include Aboriginal perspectives and practices within CNC curriculum.
- Increase the number of programs and services that incorporate Aboriginal perspectives and practices.
- Develop detailed campus plans for Aboriginal cultural inclusivity.
- Continue to increase Aboriginal cultural awareness opportunities at CNC.
- Increase support services to Aboriginal learners.

Year Three:

- Continue to increase the number of programs and services that embrace Aboriginal inclusion and success.
- Continue to develop and grow partnerships with Aboriginal peoples to ensure success of Aboriginal learners.
- Consider revisions to governance and administrative models to acknowledge and include Aboriginal representation.