

COLLEGE OF NEW CALEDONIA

ABORIGINAL SERVICE PLAN

2018 – 2020



Submitted to:

Aboriginal Post-Secondary Education & Training Unit

The Ministry of Advanced Education & Skills Training

09 February 2018

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Letter from the President

College of New Caledonia

OFFICE OF THE PRESIDENT



February 9, 2018

Honourable Melanie Mark,
Ministry of Advanced Education and Skills Training
PO Box 9877, Stn Prov Gov't
Victoria BC V8W 9T6

Dear Minister Mark,

The College of New Caledonia (CNC) is pleased to submit the 2018-2019 Aboriginal Service Plan. CNC appreciates the Ministry's commitment to Aboriginal education and learner success through funding and policy. The team in the Aboriginal Programs Branch continues to provide vital guidance and feedback on the work we do. CNC's Aboriginal Service Plan continues its focus on community engagement and student retention at each campus.

This year saw the completion of the CNC Education Plan which is founded on pillars of quality programs, delivery and services. It calls for a college-wide review and renewal process which includes alignment with the Truth and Reconciliation Commission's Calls to Action. Seminars and events such as Orange Shirt Day draw increasing more participants as people engage to learn about the dark legacy and impacts of the residential schools. I, along with the Executive Vice President and other administrators, participated in the KAIROS Blanket Exercise which was a powerful learning experience that will be offered to all CNC employees.

To address this growing interest, Indigenization and the Calls to Action, the College expanded the Indigenization Committee, formalizing its Terms of Reference to establish a relationship with the Education Council. CNC also provided the Aboriginal Studies faculty release time to support Indigenization and added administrative support to the Committee.

Communities continue to highlight the need for language revitalization and this year the existing language curriculum was reviewed and resulted in adding a 'basic' conversational language course so there are now first and second year language courses. This restructure of the Aboriginal Studies certificate and diploma was approved by the Yinka Dene Council and is awaiting approval by the Education Council. A Conversational Carrier class was also offered as part of the Lakes campus's Foundations for the Future program.

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OFFICE OF THE PRESIDENT

Highlights of the year were the signing of Memorandums of Understanding with the Lheidli T'enneh and Saik'uz First Nations. These MOUs, "We Learn Together" celebrate the work CNC has done with Lheidli and Saik'uz in the past and enhance a relationship built on respect and shared learning. In November, CNC was honoured to raise the Lheidli T'enneh flag at its Prince George campus.

The Aboriginal Centres continue to offer cultural events and seminars and participation from across the college community and this year the Quesnel and Lakes campus created Aboriginal gathering places. More people are engaging to learn about the vibrant cultures of the Aboriginal students. These events are engaging more departments' participation and this year both the CNC Faculty Association and International Education departments co-sponsored events.

Most importantly, Aboriginal students see their cultures reflected in the college environment and all events draw their participation and foster their growth as volunteers, role models and ambassadors of their communities. This success was reflected in the selection of Stephanie Jack to represent CNC at the United Nations Youth as Peacebuilders Forum in November. As well, CNC continues to honour Aboriginal student success with the *Mary John Award of Excellence* which is one of three awards granted at Convocation.

This proposed Aboriginal Service Plan continues its focus on community engagement and student supports and aligns with the Ministry's ASP goals and its *2020 Vision for the Future*. This proposal is supported by the Aboriginal Advisory Committees at each campus and reflects their priority of student success.

The Yinka Dene Council declined to prioritize the four proposed Additional Activities because they remain reluctant to prioritize one community's needs over another's. The College respects the decision of the Council and is submitting the four initiatives which were agreed to by the Advisory Committees of those campuses.

Sincerely,

Henry Reiser

c Ben Berland, Carrier Sekani Tribal Council, Yinka Dene Council Co-Chair

Statement from Yinka Dene Council

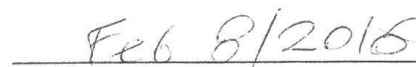
Statement from Yinka Dene Council (YDC)

31 January 2018

The Yinka Dene Council abstains from prioritizing the Aboriginal Service Plan for the following reasons:

- As in previous years, we are reluctant to prioritize one community's needs over another
- There are not representatives present from all First Nations communities
- One abstention: New to Yinka Dene Council


Ben Berland, YDC Co-Chair


Date

Cc Yinka Dene Council

Present:

Advisory Members

Co-Chair: Ben Berland (Carrier Sekani Tribal Council)

Kallie Smith, (Aboriginal Business & Community Development Centre)

Bianca Michell: Yekooche First Nation

Cindy Ashe: Burns Lake Band

Ken Solonas: McLeod Lake Indian Band

Linnea Izony: Tsay Keh Dene Nation (via Teleconference)

CNC Resource Staff:

Marlene Erickson, Director Aboriginal Education

Chad Thompson, Acting Executive Vice President Academic, Applied Research & Students

Susie Tress, Lakes Campus Liaison

Darlene Wooldridge: Quesnel Campus Liaison

Laurie Mercer, Manager Aboriginal Centre

Crystal Kandola, Recording Secretary

Regrets:

Henry Reiser, CNC President (Co-Chair) attendance delayed by weather

Adele Chingee, CNC Mackenzie campus Liaison

Victor Jim, School District 57

Patty Kimpton, School District 28

Mark Prince, Nak'azdli Whut'en

Cathy Warren, Kwadacha First Nation

Deana Poole, Tsay Keh Dene Nation

Jason Alexis, Saik'uz First Nation

Acknowledgement of Territories

The College of New Caledonia is honoured to work with Aboriginal communities of 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.

*̓Esdilagh (Alexandria) First Nation
Cheslatta Carrier Nation
Kwadacha Nation
Lake Babine Nation
Lheidli T'enneh First Nation
Lhoosk'uz Dene Nation
McLeod Lake Indian Band (Tse'Khene Nation)
Nadleh Whut'en
Nak'azdli Whut'en
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 Nation
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, 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 (UNBC), the School Districts of Nechako-Lakes (91), Prince George (57), and Quesnel (28).

Situational Context

The College now has both a Strategic Plan and an Education Plan to guide the work it does, including that done in Aboriginal education. This year saw progress in community engagement as evidenced by the signing of Memorandums of Understanding and in collaborative work that resulted in numerous programs being offered for Aboriginal students, many of them in Aboriginal communities.

The rural to urban migration is reflected in northern BC with Bulkley-Nechako and Cariboo Regional District (RD) populations declining and the more urban Cariboo and Fraser-Ft George RDs increasing¹. Aboriginal people comprise 15% of the population in the CNC catchment region². At the unique headcount of 660, Aboriginal students now comprise 25% of the domestic population at CNC³. School District populations in the region are trending downward overall (Appendix I), although Aboriginal student percentages of the overall population are growing or stabilizing⁴. Aboriginal students at CNC comprise 19% of the population (Appendix I).

The economic outlook for the Nechako/North Coast, Northeast and Cariboo regions is mixed with the Site C dam and increases in oil prices creating more work in the northeast⁵. Uncertainty around NAFTA and the softwood lumber agreement is concerning; moreover, the Annual Allowable Cut (AAC) in the region is being reduced significantly⁶. LNG development has not proceeded and Petronas cancelled a major project in July⁷. Forest fires significantly impacted all businesses and industries⁸ in Central BC and the impacts of the subsequent loss of harvestable timber is still being assessed. Rural communities such as Burns Lake are looking at ways to retain and grow existing businesses and to develop tourism and agricultural sectors⁹ and the College is working collaboratively to support their goals.

¹ Canada Census 2016. Census Division of Cariboo, RD. <http://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-cd-eng.cfm?LANG=Eng&GK=CD&GC=5941>

² Northern Health (NHS) Profile. 2011. : <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/details/page.cfm?Lang=E&Geo1=HR&Code1=5952&Data=Count&SearchText=Northern%20Interior%20Health%20Service%20Delivery%20Area&SearchType=Begins&SearchPR=01&A1=All&B1=All&GeoLevel=PR&GeoCode=5952&TABID=1>

³ *Post-Secondary Central Data Warehouse Standard Reports Aboriginal Identity*. October 2017. https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/standard_reports_aboriginal_totals.pdf

⁴ Ctrl+Click **Error! Reference source not found.**

⁵ Business Vancouver. February 2017. "British Columbia's great northern divide." <https://www.biv.com/article/2017/2/british-columbias-great-northern-divide/>

⁶ My BulkleyLakesNow.com. "Looming reduction to annual allowable cut in BC crosses political lines." February 2017. <https://www.mybulkleylakesnow.com/11998/looming-reduction-annual-allowable-northern-bc-crosses-political-lines/>

⁷ *Petronas cancels \$11.4-billion LNG project near Prince Rupert*. <http://vancouversun.com/news/local-news/petronas-cancels-11-4-billion-lng-project-near-prince-rupert>

⁸ National Observer. "British Columbia towns on a slow burn over forest fires." November 2017. <https://www.nationalobserver.com/2017/12/01/analysis/british-columbia-towns-slow-burn-over-forest-fires>

⁹ Village of Burns Lake. *Economic Development Strategic Plan 2016-2018*. <http://ecdev.burnslake.ca/>

Aboriginal communities continue to cite the need for their members to participate in the regional economy, and to build capacity within their own communities; most of these will require some form of training or post-secondary education. CNC continues its collaboration with the Prince George Nechako Aboriginal Employment and Training Association (PGNAETA) to offer trades and training at four campuses. These include Foundation and apprenticeship trades (pipe, carpentry, welding, Residential Building Maintenance) and various industry certifications. The partnerships with PGNAETA have allowed CNC to deliver much of this training in communities. These programs have enhanced connections in community because they engaged the School District, villages and First Nations to find appropriate facilities and equipment for training.

First Nations and Aboriginal groups are reaching out to PGNAETA, Aboriginal institutions and public post-secondary institutions to provide training and this requires close collaboration to ensure scheduling does not overlap and lead to low enrolment. Northern communities are benefitting from engaging with several institutions in order to meet their training and education needs.

First Nations and Aboriginal communities in the region continue to work with governments to access funding for training to participate in the economy which includes forestry, mining and potential LNG development. The federal government invested \$6.45M on innovation in northern BC's forest sector which included First Nations¹⁰. The college worked with four First Nations partners to obtain Aboriginal Community-Based Training Partnerships Program (ACBTP) funds to deliver upgrading in two First Nations communities and village public works training in another two.

In addition, First Nations continue to train members to work in their communities on various aspects of infrastructure; for example the communities of Tsay Keh and Kwadacha are taking Village Public Works training. The Northern and First Nations Health Authorities continue to work towards having more Aboriginal health professionals trained. The college is engaged in many of these dialogues and continues to seek ways to overcome barriers to access from remote northern communities.

To this end, the college has been expanding its Digital Distance Initiative (DDI) with great success; courses delivered rose from five to twenty this year and registrations from 200 to 600. Courses are offered in real time with responsive video and are set up at all six campuses with the ability to deliver from three campuses. Classroom supports are built in when necessary. Some First Nations have requested to have the DDI technology in their communities which are remote from a CNC campus. The college will work collaboratively to address these requests and is cognizant of the benefits to community capacity building.

With several community-based programs offered, and new programs at each campus, the Aboriginal Service Plan proposal continues to prioritize student supports for these programs. All campuses have proposed initiatives which will provide culturally appropriate supports. Students will have access to supports including academic, social (cultural), community elders, and personal supports.

¹⁰ PG Daily News. January 2018. *Feds announce \$6.45 million for six projects in northern BC.*
<https://pgdailynews.ca/index.php/2018/01/17/feds-announce-6-45-million-for-six-projects-in-northern-b-c/>

Institutional Commitment

The College continues to seek ways of supporting Aboriginal education to increase the success rates of Aboriginal learners. CNC matches the ASP base fund of \$200k annually. The College has committed other base funding to support Aboriginal education.

This includes having a full time Director of Aboriginal Education who is part of the Executive Committee. There is a full-time Manager of the Aboriginal Resource Centre. This year CNC hired a second full time faculty in Aboriginal Studies. Both instructors have release time to support the Indigenization Committee. CNC formally recognized Indigenous Knowledge in 1995 by compensating IK Holders who teach at the top of faculty scale. CNC is proud to say we have had an elder in residence since 1995 and appreciate the Ministry's support as we transitioned this position into base funding.

CNC has had a Human Rights Tribunal Special Program since 2009 to increase the number of Aboriginal employees in faculty and operational positions, and extended to administrative positions in 2014. We have succeeded hiring in all areas, including the following administrative positions: Director Aboriginal Education, Manager Aboriginal Centre, two Regional Principals (Lakes and Nechako campuses). Base funding to these administrative and faculty positions (not including administrative support) is approximately \$645,000 annually. In this way, the Special Program supports systemic change; having Aboriginal employees in key positions strengthens relationships with Aboriginal communities and provides role models for Aboriginal learners.

This year the Indigenization Committee expanded its membership and drafted a Terms of Reference (TOR). The Committee reviewed the Aboriginal Studies program and planned professional development activities for all employees. With increasing scrutiny of curriculum for opportunities to Indigenize, the TOR defines a relationship with the Education Council. Lastly, administrative support was assigned to the Committee. These activities will enhance student success by creating relevant curriculum and providing employees with skills to work effectively with Aboriginal learners.

The growing commitment to Aboriginal engagement was highlighted with the signing of two Memorandums of Understanding with Saik'uz and Lheidli T'enneh¹¹ First Nations. CNC was also honoured to raise the Lheidli T'enneh First Nation flag at the Prince George campus¹². CNC's goal is to sign MOUs with all First Nations in the region.

Administrators at all campuses devote significant time to working with Aboriginal partner groups. This work is reflected in the number of direct purchases programs and CE courses; for example, Lakes campus had 24 direct purchases which trained 176 students, and Mackenzie has 4 programs in communities and 18 Continuing Education courses.

CNC now has Strategic and Education Plans which will keep Aboriginal education as a focus for every department. We look forward to another exciting year with planned activities and initiatives that will enhance our engagement with communities and most importantly increase Aboriginal learner success.

¹¹ PG Daily News. June 2017. *CNC Lheidli T'enneh sign MOU*.

<https://pgdailynews.ca/index.php/2017/06/23/>

¹² CKPGToday.ca November 2017. *Flag Raising at CNC*. <http://ckpgtoday.ca/article/509155/flag-raising-cnc>

Engagement

Student Engagement

Student Group	Engagement Activities (include month/year)	Interests	Outcomes
Aboriginal students and prospective students (Quesnel)	<ul style="list-style-type: none"> Focus groups to determine future programs and gather feedback on successes, concerns and suggestions for programs/activities Individual student meetings gathering feedback to identify issues and concerns Student supports to ensure success and retention Assistance with career planning and accessing financial and community supports 	<ul style="list-style-type: none"> Need for student supports, both financial and personal Cultural elements included in curriculum and the physical campus 	<ul style="list-style-type: none"> Individual feedback and focus group feedback is used when planning directions and activities on campus The Aboriginal Liaison provides updates to the Advisory Committee on how they are addressing emerging needs of students.
Tsay Keh Dene and McLeod Lake Indian Band (Office Assistant students)	<ul style="list-style-type: none"> One-on-one interviews with manager or education & training staff Evaluation or referral forms Career fairs held in their communities Onsite/online Instructors 	<ul style="list-style-type: none"> Band staff lack proper or current office skills to do their jobs Need adult upgrading to improve basic English and math skills Trades desired in community 	<ul style="list-style-type: none"> All feedback brought to Advisory meeting on November 21, met to discuss education plans and upcoming training
Planning for Village Public Works Training	* December 7 –made a serious inquiry for credential camp cook training and entry level office assistant training	<ul style="list-style-type: none"> CNC to provide training for camp cook & housekeeping that is transferable and for members to receive credentials for empowerment and retention. 	<ul style="list-style-type: none"> General information available at Career Fairs Sign-up sheets at Band Office One-on-one interviews with Chief and Education staff

External Partner Engagement

Partner	Engagement Activities (include month/year)	Interests	Outcomes
<p>Quesnel ASP Steering Committee:</p> <ul style="list-style-type: none"> • Lhtako Dene Nation • Lhoosk'uz Dene Nation • Nazko First Nation • North Cariboo Aboriginal Family Program Society • Quesnel Tillicum Society Native Friendship Centre • School District 28 (Aboriginal Education) • Cariboo Chilcotin Aboriginal Training Employment Centre • ?Esdilagh First Nation 	<ul style="list-style-type: none"> • Aboriginal Advisory Committee meetings • Individual contacts by faculty staff and administration • Yinka Dene Council participation 	<ul style="list-style-type: none"> • Student supports • Partnerships • Transition to post-secondary • Transition to work • Essential skills, literacy, workplace skills • Cultural content in courses • Indigenization of the campus 	<p>Direction received from the Aboriginal Education Steering committee and individual Communities is used to develop and guide the actions of the institution as it relates to Aboriginal students and services</p>
<ul style="list-style-type: none"> • Saik'uz First Nation • Nak'azdli Whut'en • Nadleh Whut'en • Yekooche First Nation • Stellat'en First Nation • Takla First Nation • Tl'azt'en First Nation • Metis Nation BC • Prince George Nechako Aboriginal Training & Employment Association (PGNAETA) • School District 91 	<ul style="list-style-type: none"> • Advisory Committees • Yinka Dene Council • Individual Contacts • Community Visits • Attending Community Events • Attending Education Council Meetings • Attending Chief and Council Meetings • President and Director meetings with First Nations Leadership 	<ul style="list-style-type: none"> • Nechako Advisory advised an increase of cultural support to student. Advisory will work with the Liaison position and Aboriginal Student Support Worker to plan events and activities in each campus. • Retention of Aboriginal Students in programs is also a priority for the Advisory, and supported through Liaison and Support Worker 	<p>1. Direct consultation with the Nechako Aboriginal Advisory through regular meetings 2. Regional Principal and Liaison work closely with community partners to address emerging issues, identify funding sources, and plan programming as needed.</p>

<ul style="list-style-type: none"> • Kwadacha Nation (KN) That includes KN Leadership; Kwadacha Education Society; K-12 Aatse School representatives; Kwadacha Natural Resources 	<ul style="list-style-type: none"> • Existing partnership based on mutual respect and cooperation • Six meetings with KN for relevant education plans & program development planning • Discussions on Upcoming training scheduled for the community, which are: Public Works Training; Kwadacha Camp Cook Training Program; and Bootcamp (STOC) training. 	<ul style="list-style-type: none"> • Kwadacha's vision is to empower and build capacity for their community to increase skills that will provide credentials. They want staff to continually upgrade to increase salary and retention, move away from on-the-job training practices, formalize hiring processes • Remoteness impedes access to education & training • Housing shortage for instructors • Immediate access to materials and supplies. 	<ul style="list-style-type: none"> • 7 courses were delivered with 29 students enrolled in 2017 • Students and community have access to Liaison to communicate issues and for support • Monthly meetings for updates and progress reports on training • Instructor provides another form of communication with the College • In 2018: monthly visits to community to meet with leaders and Kwadacha Education Society Staff.
<p>Prince George Advisory</p> <ul style="list-style-type: none"> • Lheidli T'enneh First Nation • Aboriginal Business Development Centre • Carrier Sekani Tribal Council • PG Nechako Aboriginal Education & Training Assoc. • PG Native Friendship Centre • Métis Nation BC • School District 57 • University Northern BC 	<ul style="list-style-type: none"> • Two Advisory meetings 	<ul style="list-style-type: none"> • Supporting students in college • Transitioning high school students into college 	<ul style="list-style-type: none"> • Providing the Access instructors in Aboriginal Centre • High School Visits (5 high schools in Prince George: recruited CNC students as role models; the Cultural Advisor, Manager and Advisor all provided information and encouragement to students in all high schools

Policies and process to ensure respectful use of Traditional Knowledge and/or Indigenous Intellectual Property (0.5 pp)

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 site¹³.

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 benefits¹⁴. 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."

¹³ CNC Research Ethics Board. http://www.cnc.bc.ca/Working/centre-for-teaching-and-learning/Research_Ethics_Board.htm

Overview of Proposed Plan

The meetings with campus Advisory groups has guided this Aboriginal Service Plan. Communities are still engaging in the resource industries and some are looking at ways to develop other economic enterprises to create capacity in their communities. Advisory members are critical in ensuring the College is providing programs and services that meet their needs.

Student supports remain the priority of all partner groups as they work with the College to support their students' success. Aboriginal students too have identified financial barriers, lack of daycare and lack of academic skills as barriers to success. The Liaisons and Advisor have proved invaluable in helping find solutions and overcome these challenges.

As the School District information indicates, the graduation rates are improving; however there are still significant numbers of Aboriginal students who have not completed high school or do not have the prerequisite courses for post-secondary entrance. All Liaisons and the Advisor visit the local high schools to encourage the youth to complete high school and explore post-secondary options. Creating these relationships before college entry ensures a much smoother transition into post-secondary.

Students identified the need for cultural events and seminars as a way of providing cultural support and seeing their cultures reflected in the college environment. The cultural events have become increasingly popular at all campuses and more of the college community engages each year. The cultural events are a way of reaching out and engaging everyone to learn more about each other and have been immeasurable in creating more understanding of the barriers faced by Aboriginal students; more importantly, they learn about their vibrant cultures, and their strengths and knowledge which enrich everyone's learning at CNC.

In all of this, the Liaisons/Advisor are the pivotal employees who engage with the students, communities and college to support student success and community capacity building. They guide college administrators to work respectfully and collaboratively with communities and they provide information to student services staff to work more effectively with Aboriginal students. The Liaisons maintain regular contact with communities to ensure their needs are addressed and they also work together to support students.

As such, the Liaisons/Advisor, the Aboriginal Advisories and the Yinka Dene Council continue to be the priorities for the ASP minimum funding category. As noted in *Institutional Commitment*, CNC has committed base funding to other key Aboriginal initiatives in the past several years. The Liaison and Advisory initiatives have demonstrated to all that CNC cannot effectively provide Aboriginal education to communities and students without them; therefore we commit to moving them into base funding over the next five years.

Proposed Programs and Activities for 2018/19

Summary: Activities for Minimum Funding

Minimum Funding + Matching CNC Funds				
Activity	Ministry Category	CNC	AEST	Total
Aboriginal Advisor Liaison (5 FTE) (all campuses)	Student Supports	\$182,472	\$182,472	\$364,944
Aboriginal Advisories (all campuses)	Partnerships & Engagement	\$12,528	\$12,528	\$25,056
Yinka Dene Council		\$5,000	\$5,000	\$10,000
Total		\$200,000	\$200,000	\$400,000

Minimum Funding Activities

Advisor/Liaison – All Campuses

Title of Activity	Advisor/ Liaison
Min/Add/Funds	Minimum Funding + Matching CNC Funds
Priority Ranking	n/a
New/Continuing	Continuing
Category	Student Support Services & Partnerships and Engagement
Description	<p>A full-time Aboriginal Advisor/Liaison (Liaison) will continue to provide student services at each campus and work closely with Aboriginal communities. The Liaisons provide culturally-appropriate holistic supports to Aboriginal students and address barriers to retention and success. Their participation in staff meetings ensures CNC services are responsive to emerging issues and needs.</p> <p>Liaisons bring Aboriginal culture into the College and some develop and deliver cultural workshops for students, employees, and the community. Liaisons provide guidance to the college on protocol, tradition, and practices, thus ensuring the college is inclusive and respectful of Aboriginal cultures. Liaisons connect with faculty to bring Knowledge Holders into classrooms, and recommend resources for instructors and students. 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 (Continuing)	The Liaisons provide a foundation for student success by nurturing relationships with Aboriginal partners, providing culturally appropriate student supports, and bringing Aboriginal cultures and worldviews into the College. The students, many college employees, and Advisory Committee members have voiced their support for this position.
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>Partnerships and Engagement¹⁵</p> <p>Student Support Services¹⁶</p> <ul style="list-style-type: none"> • Number of Students Served¹⁷ • Number of student activities and number of participants in each (Prince George 1/ semester, minimum 20 participants; All other: minimum 1/semester, 10 participants) • Recruitment activities, including high school outreach, career fairs, conferences. All: visit high school(s) 1x/semester; attend 1 career fair or conference annually • Student Focus Groups/Surveys (All campuses: one focus group, one survey per semester. All student activities should reflect integration of their feedback

¹⁵ See Advisory measures: the Liaisons are key resources or leaders in community engagement

¹⁶ See Appendix for each campus Liaison.

¹⁷ Dependent on number of students in non-CE programs at each campus. Smaller campuses will target contacting all Aboriginal students and providing information seminars to a minimum of 30 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 as these will be documented as recruitment contacts.

	Aboriginal Cultural Training for Faculty, Staff, Administrators <ul style="list-style-type: none">• One seminar/semester with minimum 10 participants each• Participant feedback obtained Outreach Activities or Events <ul style="list-style-type: none">• All campuses: 1 event/semester dependent on funding available			
Location(s)	Campuses at: Lakes, Mackenzie, Nechako, Prince George, Quesnel			
Timing	Start Date	Ongoing		
	End Date	Ongoing		
	Duration	Full-time positions (5)		
Future Plans	The College has always matched the Liaison funding. For some time the College experienced budget deficits and for the last two years has been able to overcome this difficulty. When we are in a position of growth we plan to move the remaining fifty percent of the Liaison positions into base funding.			
Budget		2018/19	2019/20	2020/21
	AEST (ASP)	\$182,472	\$182,472	\$182,472
	Institution	\$182,472	\$182,472	\$182,472
	Other or In-Kind			
	Total	\$369,944	\$369,944	\$369,944
Expense Breakdown for 2018/19	Item	Amount		
	Salary	\$272,263 – 5 FTE		
	Benefits	\$59,215		
	Travel	\$8,205		
	Supplies	\$6,007		
	Other	\$19,254		
	Total	\$369,944		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
	n/a			

Advisory Committees – All Campuses

Title of Activity/Program	Advisory Committees
Minimum or Additional Funding	Minimum Funding + Matching CNC Funds
Priority Ranking	n/a
New or Continuing	Continuing
Category	Partnerships and Engagement
Description	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 members 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 in consultation with Advisory members and minutes are recorded.
Rationale (Continuing)	Advisories provide direction to CNC on the needs of students and communities and are critical to our mandate to provide responsive and relevant programs and services. Communities require training/education to take advantage of local economic activities, and to develop capacity to have their own members employed in their offices and business enterprises. The Advisories are invaluable venues for planning events, courses and programs. As well, Advisory members play a key role in getting information out to their communities and encouraging people to participate. In addition, the Advisory members also work with the Liaisons to support students; for example, helping problem-solve and linking students to community support networks when possible.
Related Goals	<p><i>ASP Goals:</i></p> <ul style="list-style-type: none"> • Increase the access, retention, completion and transition opportunities • Increase the receptivity and relevance of PSE institutions • 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/courses offered that train for participation in regional economy • Number of graduates employed in above targeted industries • Number of programs that build community capacity and number of graduates employed in community offices and enterprises • 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 • Target: Each campus meets with Advisory Committee 3x/year

Location(s)	All campuses and various communities when possible			
Timing	Start Date	Ongoing		
	End Date	Ongoing		
	Duration	Ongoing		
Future Plans	As shown in Institutional Commitment, CNC invested in other initiatives to further the work of Indigenization but will move the remaining 50% of funding into the base budget in the next five years.			
Budget		2018/19	2019/20	2020/21
	AEST (ASP)	\$6,264	\$6,264	\$6,264
	Institution	\$6,264	\$6,264	\$6,264
	Other or In-Kind			
	Total	\$12,528	\$12,528	\$12,528
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Community support, capacity, readiness	n/a			

Yinka Dene Council

Title of Activity	Yinka Dene Council	
Minimum/Additional Funding	Minimum Funding + Matching CNC Funds	
Priority Ranking	n/a	
New or Continuing	Continuing	
Category	Partnerships and Engagement	
Description	<p>The college-wide Yinka Dene Council (YDC) provides direction to the President and Board on Aboriginal education. The YDC is comprised of representatives from each campus Advisory so it is reflective of the Aboriginal communities in the CNC region. ASP prioritization continues to be its focus; however they are updated on the progress of the Indigenization Committee's work, and the Strategic and Education Plans. Also, they have a community roundtable discussion and each member provides highlights of education initiatives, needs and issues in their communities. The YDC meets up to three times annually in Prince George which is geographically central. This fund provides honoraria, travel and accommodations. The YDC is jointly chaired by the CNC president and an elected Council member. The Co-Chair is invited to attend all CNC Board meetings and if they are unable to, the Director of Aboriginal Education and President provide an update of YDC meetings.</p>	
Rationale (Continuing)	<p>The YDC is important for all members and CNC employees to share information and gather a regional perspective on issues pertaining to Aboriginal education and employment needs.</p>	
Related Goals	<p><i>ASP Goals:</i></p> <ul style="list-style-type: none"> • Increase the access, retention, completion and transition opportunities • Increase the receptivity and relevance of PSE institutions • 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; target 3x/year • Minutes reflect how CNC addressed identified issues, and consulted on planning various initiatives 	
Location(s)	Prince George or as decided by YDC members	
Timing	Start Date	Ongoing
	End Date	Ongoing
	Duration	Ongoing
Future Plans	<p>The College wishes to continue supporting this college-wide initiative because their feedback is critical to providing an overall perspective to planning Aboriginal education across six campuses. CNC plans to move the remaining 50% of funding into its base budget over the next five years.</p>	

Budget		2018/19	2019/20	2020/21
	AEST (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				
Community support, capacity, readiness	n/a			

Additional Funding Activities

ADDITIONAL FUNDING				
Activity	Campus	Priority ¹⁸	Funding/Campus	Funding
Student Supports	Lakes Student Support Worker		\$37,500	\$100,000
	Nechako Student Support Worker		\$37,500	
	Prince George Access Instructors		\$15,000	
	Quesnel Aboriginal Achievers Fund		\$10,000	
Total				<u>\$100,000</u>

¹⁸ See Statement from Yinka Dene Council above

Student Support Worker: Lakes District Campus

Title of Activity/Program	Aboriginal Student Support Worker (ASSW)			
Minimum/Additional Funding	Additional			
Priority Ranking	1			
New or Continuing	Continuing			
Category	Student Support Services			
Description	The Student Support Worker supports students, activities and initiatives. S/he works with the Liaison to provide culturally appropriate holistic supports to learners.			
Rationale (Cont'd)	Inclusion of Aboriginal culture and history training is critical at all levels.			
Related Goals	ASP Goal: <ul style="list-style-type: none"> • Increase the access, retention, completion and transition opportunities • Increase the receptivity and relevance of PSE institutions Aboriginal Policy Framework Goals: <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 per semester with 20 participants • Number of students attending recruitment events. Target: 20 students including high school students 			
Location(s)	Lakes District Campus			
Timing	Start Date	September 2018		
	End Date	May 2019		
	Duration	8 months		
Future Plans	It is anticipated that the Aboriginal partners in the Lakes District region will wish to continue with this key activity.			
Budget		2018/19	2019/20	2020/21
	AEST	\$37,500	\$61,607	\$61,607
	Institution			
	In-Kind	\$	\$12,000	\$12,000
	Total	\$37,500	\$73,607	\$73,607
Expense Breakdown for 2018/19 Activity/Program more than \$20k (AEST funding)	Item	Amount		
	Salary	\$25,091		
	Benefits	\$9,659		
	Travel	\$1500		
	Supplies	\$250		
	Other	\$1000 – Cultural Activities and events		
	Total	\$37,500		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness	n/a			

Student Support Worker: Nechako Campus

Title of Activity/Program	Aboriginal Student Support Worker (ASSW)			
Minimum /Additional Funding	Additional			
Priority Ranking	1			
New or Continuing	Continuing			
Category	Student Support Services			
Description	The Support Worker works with the Liaison to provide holistic services including the personal, emotional, financial and academic supports to ensure success for learners.			
Rationale (Continuing)	Holistic student support is vital for retention and success. Inclusion of Aboriginal culture and history training is critical at all levels.			
Related Goals	ASP Goal: <ul style="list-style-type: none">• Increase the access, retention, completion and transition opportunities• Increase the receptivity and relevance of PSE institutions Aboriginal Policy Framework Goals: <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 per semester with 20 participants• Number of students attending recruitment events. Target: 20 students including high school students			
Location(s)	Vanderhoof and Fort St James Campuses			
Timing	Start Date	September		
	End Date	May		
	Duration	8 months (0.6 FTE)		
Future Plans	This is a multi-year support program and is anticipated that the Nechako Aboriginal Advisory will wish to continue with this activity through second and third fiscal years.			
Budget		2018/19	2019/20	2020/21
	AEST	\$37,500	\$61,607	\$61,607
	Institution			
	In-Kind	\$	\$12,300	\$12,300
	Total	\$37,500	\$73,907	\$73,907
Expense Breakdown for 2018/19 Activity/Program more than \$20k (AEST funding)	Item	Amount		
	Salary	\$25,091		
	Benefits	\$9,659		
	Travel	\$1500		
	Supplies	\$250		
	Other	\$1000 – Cultural Activities and events		
	Total	\$37,500		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness	n/a			

Access Instructors: Prince George Campus

Title of Activity/Program	Access Instructors			
Minimum /Additional	Additional			
Priority Ranking	1			
New/Continuing	Continuing			
Category	Student Support Services and Initiatives			
Description	Access Instructors provide tutoring in English, Math and Science. Of 34 students surveyed, 25 identified they utilized the service occasionally, once a week, 2-3 times per week and daily. 30 students want it continued, 4 did not answer. The Advisory Committee ranked the Access Instructors as their first priority.			
Rationale (Continuing)	Students continue to prioritize the Access instructors’ support to support their academic success. Nearly 50% of the students surveyed are 30+ yrs and have been out of the school system for a number of years. As such, they require academic help with Math, English and Science. The Access Instructors fill the need and provide the students with the confidence that they can succeed.			
Related Goals	ASP Goals: <ul style="list-style-type: none">• Increase access, retention, completion and transition opportunities Aboriginal Policy Framework Goals: <ul style="list-style-type: none">• Systemic change means the PSE is relevant, responsive and respectful			
Measuring Success	<ul style="list-style-type: none">• Number of students served; Target 40 unique students/semester• Students evaluations at end of semester; Target 20 evaluations• Working with Cultural Advisor to support 1 cultural event/semester			
Location(s)	Prince George Campus			
Timing	Start Date	Sept 2018		
	End Date	May 2019		
	Duration	Part-time		
Future Plans	The Student Services department allocates some funds and will continue to allocate more to provide this key service.			
Budget		2018/19	2019/20	2020/21
	AEST	\$15,000	\$60,496	\$60,496
	Institution	\$	\$22,000	\$30,000
	In-Kind			
	Total	\$15,000	\$82,496	\$90,496
Expense Breakdown for 2018/19 Activity/Program more than \$20k (AEST funding)	Item	Amount		
	Salary	\$		
	Benefits	\$		
	Travel	\$0.00		
	Supplies	\$0.00		
	Other	\$15,000.00 Students supports; cultural events; seminars		
	Total	\$15,000 – Access Instructor budget moved to CNC base		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness	n/a			

Aboriginal Achievers: Quesnel Campus

Title of Activity/Program	Aboriginal Achievers Support Program			
Minimum/ Additional	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 in the communities. As well, Indigenization of the campus will continue to increase the cultural awareness of staff and students and create culturally welcoming spaces.			
Rationale (Continuing)	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	ASP Goals: <ul style="list-style-type: none">• Increase access, retention, completion and transition opportunities Aboriginal Policy Framework Goals: <ul style="list-style-type: none">• Systemic change means the PSE is relevant, responsive and respectful			
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 per semester with 20 participants• Number of students attending recruitment events. Target: 20 students including high school students			
Location(s)	Quesnel campus and community events			
Timing	Start Date	ongoing		
	End Date	ongoing		
	Duration	Two semesters while students are on campus		
Future Plans	It is anticipated that the Aboriginal Partners will wish to continue these activities.			
Budget		2018/19	2019/20	2020/21
	AEST (ASP)	10,000	10,000	10,000
	Institution			
	In-Kind	\$2,000	\$2,000	\$2,000
	Total	\$12,,000	\$12,000	\$12,,000
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness	n/a			

Overall Budget

<i>Programs and Activities Supported by Minimum Ministry Funding</i>							
Activity/Program Title	Category	2018/19		2019/20		2020/21 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Aboriginal Liaison/Advisors	Student Supports/ Partnerships and Engagement	\$182,472	\$182,472	\$182,472	\$182,472	182,472	\$182,472
Aboriginal Advisory Committees	Partnerships/ Engagement	\$12,528	\$12,528	\$12,528	\$12,528	\$12,528	\$12,528
Yinka Dene Council	Partnerships/ Engagement	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Total	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000

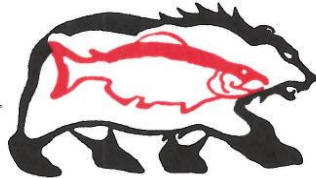
<i>Programs and Activities Requiring Additional Ministry Funding</i>								
Activity/Program Title	Category	2018/19		2019/20 (Estimate)		2020/21 (Estimate)		Priority Ranking
		Ministry	Institution	Ministry	Institution	Ministry	Institution	
Student Supports	Student Support Services	\$100,000	0	\$100,000	0	\$100,000	0	1
	Sub-Total	0	0	0	0	0	0	

<i>Total Funding (Minimum + Additional)</i>						
	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
	Ministry	Institution	Ministry	Institution	Ministry	Institution
Total Minimum Funds	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
Total Additional	\$100,000	0	\$100,000	0	\$100,000	0
Total	\$300,000	\$200,000	\$300,000	\$200,000	\$300,000	\$200,000

Support Documents from Aboriginal Students and Partners

Lhtako Dene First Nation

LHTAKO DENE NATION
(RED BLUFF INDIAN BAND)



BOX 4069
QUESNEL, BC
V2J 3J2

PHONE: 250-747-2900
FAX: 250-747-1341

January 29, 2018

Aboriginal Post-Secondary Education and Training Unit
Ministry of Advanced Education
PO Box 9877, Stn Prov Govt
Victoria, BC
V8W 9T6

RE: Aboriginal Service Plan 2018-2019

Please accept this letter as our support to the College of New Caledonia's 2018-2019 Aboriginal Service Plan. We intend to continue collaboration in the coming fiscal year with the College of New Caledonia Quesnel campus through the Aboriginal Service Plan and, in particular, the campus' Aboriginal Liaison. We appreciate that CNC has committed to having our First Nations Community representation on the Quesnel Aboriginal Education Advisory Committee and the Yinka Dene Council. Our representative provides guidance and direction based on the needs of the Lhtako Dene Nation membership and Community.

The work completed with the Aboriginal Service Plan ensures that the College is able to provide culturally relevant and community-driven support to the Aboriginal learners, which has resulted in better opportunities for academic success. As well, we are able to continue the meaningful partnerships for programs and services offered at the CNC Quesnel campus.

We intend to continue providing our support for the duration of the Aboriginal Services Plan and the long-term planning for Aboriginal Education at the College of New Caledonia.

Sincerely,

Jenni Boyd
Education Coordinator

LOCATION: 1515 ARBUTUS RD.



McLeod Lake Indian Band

General Delivery, McLeod Lake, BC V0J 2G0
Main Office (250) 750-4415 Fax: (250) 750-4420

January 26, 2018

Aboriginal Post-Secondary Education and Training Unit
Ministry of Advanced Education
PO Box 9877, Stn. Provincial Government
Victoria, B.C. V8W 9T6

To Whom it May Concern:

Re: College of New Caledonia – Aboriginal Services Plan 2018-2019

Please accept this letter on behalf of the McLeod Lake Indian Band as a confirmation of our support and intent to continue collaborating, for the 2018-2019 fiscal year, with the College of New Caledonia, Mackenzie Campus through the Aboriginal Service Plan, and in particular, the Campus' Aboriginal Liaison.

Through this program, the College has been able to provide timely and more culturally adequate support to Aboriginal learners, which has resulted in better opportunities for successful completions. This funding also allows CNC and First Nations to collaborate with each other at the Yinka Dene Council (YDC) and to make decisions together for education priorities. The Kwadacha, Tsay Keh Dene, McLeod Lake Indian Band (KTM) Steering Committee brings our communities together and gives us an opportunity for collaboration regarding relevant education, training for employment and relationship building. We continue to support the Aboriginal Advisor/Liaison position and view it as a key role in the development and delivery of all education and training initiatives, such as: Village Public Works Level I Training, ABT Office Assistant Online Training and CALP (adult literacy for addressing barriers); and for facilitating relationship building and providing student support for MLIB students. Furthermore, we have leveraged these resources to plan other upcoming projects in collaboration with the College.

We are very pleased with the work achieved to date and look forward to this project's continuation.

Any other questions, please do not hesitate to call me as per above or by email at JWare@mllib.ca.

Sincerely,

McLeod Lake Indian Band

Ms. Jodie Ware
Education and Employment & Training Supervisor



Prince George Native Friendship Centre

The Gathering Place
1600 Third Avenue
Prince George, BC V2L 3G6
Phone: 250.564.3568
Fax: 250.563.0924
Web Site: www.pgnfc.com
Email: info@pgnfc.com

Aboriginal Infant & Family Development	250.564.5941
Friendship Lodge	250.562.3004
Ketso Yoh Men's Centre	250.563.1982
Native Healing Centre & Ab. Child & Youth Wellness	250.564.4324
POF Aboriginal Head Start	250.564.1840
PG Aboriginal Head Start	250.563.3884
Reconnect Youth Services	250.562.2538
Smokehouse Restaurant & Catering	250.614.7726
Tse'Koo Huba Yoh Women's Centre	250.564.6454

January 16, 2018

Ministry of Advanced Education
Room 133 Parliament Buildings
Victoria, BC V8V 1X4

Re: Support for the College of New Caledonia

As Executive Director of the Prince George Native Friendship Centre (PGNFC), I write this letter in support of the College of New Caledonia's (CNC) Aboriginal Service Plan. Our involvement in the development and support of that Plan has been accomplished through my active participation on the Aboriginal Advisory Council.

The PGNFC's relationship with the College spans over 30 years and has been represented on the College's Aboriginal Advisory Committee since its inception. CNC's reputation for delivering education and skills training to Aboriginal peoples, alongside culturally sensitive student supports, is well known. The PGNFC is pleased to be included in this work in partnership with the College, Lheidli T'enneh First Nation (LTN) and other Aboriginal organizations in Prince George.

The Prince George Native Friendship Centre is a non-profit, non-sectarian organization dedicated to serving the needs of Aboriginal people residing in an urban area, and improving the quality of life in the community as a whole. The Centre is a multifaceted organization currently employing over 200 staff and has been offering a broad range of services to the community of Prince George and surrounding area for over forty years – in fact PGNFC is one of the largest Friendship Centres in BC and in Canada.

We are honoured to be able to conduct our daily business in the traditional territory of the LTN with whom we have a valued relationship. Four years ago, our relationship was formally recognized with the development of a Communications and Collaboration Protocol where we acknowledge protocol at formal business, governance meetings and special events. All new PGNFC initiatives are shared with the LTN Chief and organization. Further, LTN and the Elders of the community have been engaged with naming ceremonies of programs and services. The relationship is deeper than protocol. It is a trusting relationship that extends beyond the leadership, to all LTN Elders and members.

.../2

"Power of Friendship"

Ministry of Advanced Education
Page Two
January 16, 2018

It is in this spirit that we are excited to continue working alongside our community partners in support of CNC and their much needed post-secondary educational and career opportunities for Aboriginal students residing in Prince George. The potential to deliver multiple benefits beyond the individual student also reaches out as a positive example to immediate, extended and community families, and enhances educational diversity as a positive reflection of living and working in Northern British Columbia.

Should you require further information please feel free to contact the undersigned.

In friendship,

PRINCE GEORGE NATIVE FRIENDSHIP CENTRE



**BARBARA WARD-BURKITT, M.Ed., O.B.C.
EXECUTIVE DIRECTOR**

Cc: Prince George Native Friendship Centre Board of Directors

Quesnel Tillicum Society

Native Friendship Centre



319 North Fraser Drive
Quesnel, B.C. V2J 1Y9

Phone: 250-992-8347
Fax: 250-992-5708

January 29, 2018

Aboriginal Post-Secondary Education and Training Unit
Ministry of Advanced Education
PO Box 9877, Stn Prov Govt
Victoria, BC
V8W 9T6

RE: Aboriginal Service Plan 2018-2019

Please accept this letter as our support to the College of New Caledonia's 2018-2019 Aboriginal Service Plan. We intend to continue collaboration in the coming fiscal year with the College of New Caledonia Quesnel campus through the Aboriginal Service Plan and, in particular, the campus' Aboriginal Liaison. We appreciate that CNC has committed to having our First Nations organization's representation on the Quesnel Aboriginal Education Advisory Committee and the Yinka Dene Council. Our representative provides guidance and direction based on the needs of the Urban Aboriginal population and our clients' needs.

The work completed with the Aboriginal Service Plan ensures that the College is able to provide culturally relevant and community-driven support to the Aboriginal learners, which has resulted in better opportunities for academic success. As well, we are able to continue the meaningful partnerships for programs and services offered at the CNC Quesnel campus.

We intend to continue providing our support for the duration of the Aboriginal Services Plan and the long-term planning for Aboriginal Education at the College of New Caledonia.

In Friendship,

Tony Goulet
Executive Director



UNIVERSITY OF NORTHERN BRITISH COLUMBIA

3333 University Way
Prince George, B.C.
Canada V2N 4Z9

Office of the President

Tel.: (250) 960-5600
Fax: (250) 960-7301
Email: daniel.weeks@unbc.ca

January 15, 2018.

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

Re: Letter of support for the College of New Caledonia 2018 Aboriginal Service Plan

To whom it may concern:

The University of Northern British Columbia is pleased to provide this letter of support for the 2018 Aboriginal Services Plan submission by the College of New Caledonia. The inter-institutional relationship UNBC shares with CNC is important and our students, many of whom transition between both institutions, are better prepared to succeed and find relevant services and programming at both institutions as a result of ASP funding.

UNBC values the opportunity to participate in the Aboriginal Service Plan program and we look forward to continuing collaborations with CNC over the coming years.

Sincerely,

A handwritten signature in black ink, appearing to read 'Daniel J. Weeks', is written over a light blue horizontal line.

Daniel J. Weeks
President and Vice-Chancellor



**Aboriginal Business Development Centre
Aboriginal Community Development Centre**

“Action is The Key”

Provincial Aboriginal Business of the Year – 1999
National Economic Developer of the Year Award – 2002

January 22, 2018

RE: Aboriginal Advisory Committee & Aboriginal Service Plan

To Whom It May Concern,

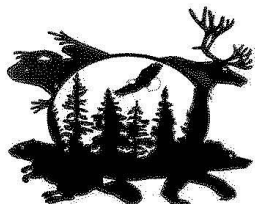
Please accept this letter as our expression of support to the Aboriginal Advisory Committee and the development of the Aboriginal Service Plan. The Aboriginal Business and Community Development Centre has been involved with the Aboriginal Advisory Committee for a number of years and believes that the Committee serves a very important role. Furthermore, ABDC believes that the development of the Aboriginal Service Plan is of critical importance and requires input from local community organizations.

The Aboriginal Business and Community Development Centre supports the Aboriginal Service Plan as it works to address the barriers that face Aboriginal learners so that they are more successful in post-secondary education. Our organization supports this work by providing free Financial Literacy workshops to Aboriginal learners. We greatly value our partnership with the College of New Caledonia and the Aboriginal Advisory Committee in particular.

If you have any questions about ABDC's services please do not hesitate to contact our office at the number listed below.

Sincerely,

Kallie Smith
Executive Director
Aboriginal Business and Community Development Centre



Burns Lake Band

653 Highway 16 W, BAG 9000

Burns Lake, BC V0J 1E0

P: 250-692-7717

F: 250-692-4214

E: blb100@telus.net

January 17, 2018

Aboriginal Post-Secondary Education and Training Unit
Ministry of Advanced Education
PO Box 9877, Stn Prov Govt
Victoria, BC
V8W 9T6

Re: Aboriginal Service Plan 2018-2019

Please accept this letter as our support to the College of New Caledonia's 2018-2019 Aboriginal Service Plan. We appreciate that CNC has committed to having our band representation on the Lakes Aboriginal Steering Committee, Lakes Advisory, and the Yinka Dene Council. Our representative provides the guidance and direction based on the needs of the Burns Lake Band membership and community; this is completed at monthly meetings within the Aboriginal Steering Committee and twice a year at the Yinka Dene Council and Lakes Advisory Meetings.

The work completed within the Aboriginal Service Plan ensures that our Nation continues to have a collaborative relationship to support our students in accessing community-based programs that are culturally-relevant and community-driven. As well, we are able to continue the meaningful partnerships for programs and services being offered at the Burns Lake Campus.

We continue to fund the Aboriginal Advisor Liaison, the Aboriginal Support Worker, and the Community Coordinators with five bands and planning meetings for ASP.

In addition to this, we also fund ongoing monthly cultural activities such as cultural history week, elders tea with students and mayor (mentoring students), elders legend storytelling, traditional soapberry and tea afternoon, student luncheons, students services- use of the ARC center, Aboriginal Day and partnership with E-Fry on Violence against women workshop.

We intend to continue providing our support for the duration of the Aboriginal Services Plan and long-term planning for Aboriginal Education at the College of New Caledonia.

Sincerely,

Dan George, Chief
Burns Lake Band

Cheslatta Carrier Nation



January 17, 2018

CHESLATTA CARRIER NATION

P.O. Box 909 • Burns Lake, B.C. • V0J 1E0
Phone 250-694-3334 • Fax 250-694-3632



Aboriginal Post-Secondary Education and Training Unit
Ministry of Advanced Education
PO Box 9877, Stn Prov Govt
Victoria, BC
V8W 9T6

Re: Aboriginal Service Plan 2018-2019

Please accept this letter as our support to the College of New Caledonia's 2018-2019 Aboriginal Service Plan. We appreciate that CNC has committed to having our band representation on the Lakes Aboriginal Steering Committee, Lakes Advisory, and the Yinka Dene Council. Our representative provides the guidance and direction based on the needs of the Cheslatta Band membership and community; this is completed at monthly meetings within the Aboriginal Steering Committee and twice a year at the Yinka Dene Council.

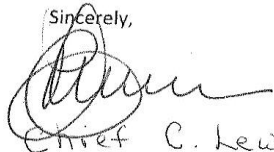
The work completed within the Aboriginal Service Plan ensures that our Nation continues to have a collaborative relationship to support our students in accessing community-based programs that are culturally-relevant and community-driven. As well, we are able to continue the meaningful partnerships for programs and services being offered at the Burns Lake Campus.

We continue to fund the Aboriginal Advisor Liaison, the Aboriginal Support Worker, and the Community Coordinators with five bands and planning meetings for ASP.

In addition to this, we also fund ongoing monthly cultural activities such as cultural history week, elders tea with students and mayor (mentoring students), elders legend storytelling, traditional soapberry and tea afternoon, student luncheons, students services- use of the ARC center, Aboriginal Day and partnership with E-Fry on Violence against women workshop.

We intend to continue providing our support for the duration of the Aboriginal Services Plan and long-term planning for Aboriginal Education at the College of New Caledonia.

Sincerely,


Chief C. Leween

APPENDIX I

School Districts in CNC Catchment Region: 2015 – 2016

School District/ Province	Total Number Students	Number Aboriginal Students	% Aboriginal Students	Alternate Programs % Aboriginal	6 Yr. Completion 2012 - 2016		School Completion Certificate		Dogwood Diploma		Adult Graduation Diploma	
					Abor.	Non-Abor.	Abor.	Non-Abor.	Abor.	Non-Abor.	Abor.	Non-Abor.
Province of BC ¹⁹	553,378	60,706	11%	3,096/7632 41%	64% (From 57% in 11/12))	86% (From 84% in 11/12)	4%	1%	49%	73%	10%	4%
SD 28 Quesnel	3,087	883	29%	38/64 59%	75%	92%	Msk ²⁰	Msk	45%	81%	11%	6%
SD 57 PG	12,988	3,546	27%	193/360 54%	62% (from 55% in 11/12)	78% (From 2% in 11/12)	4%	4%	47% (From 46% in 11/12)	73% (From 4% in 11/12)	16% (From 11% in 11/12)	10% (From 9% in 11/12)
SD 91 Nechako	4,499	1,413	31%	109/150 73%	65% (51% in 11/12)	73% (79% in 11/12)	5%	Msk	46% (50% in 11/12)	39% (49% in 11/12)	9% (18% in 11/12)	6% (9% in 11/12)

Number of Grade 12 Students:

- School District 28: Aboriginal= 89; Non-Aboriginal = 211
- School District 57: Aboriginal =314; Non-Aboriginal = 823
- School District 91: Aboriginal = 217; Non-Aboriginal = 595²¹

¹⁹ BC Ministry of Education. Aboriginal Report 2011/12 – 2015/16 How Are We Doing? Province (Public Schools Only). http://www.bced.gov.bc.ca/reports/pdfs/ab_hawd/Public.pdf

²⁰ The number or percentage must be 'masked' if they are elements of a population that is one through nine.

²¹ ²¹ BC Ministry of Education. Aboriginal Report 2011/12 – 2015/16 How Are We Doing? Province (Public Schools Only). http://www.bced.gov.bc.ca/reports/pdfs/ab_hawd/Public.pdf

School District Populations 2002 – 2016²²

Year	School District 28 Quesnel			School District 57 Prince George			School District 91 Nechako-Lakes			Province of BC		
	All Students	Aboriginal #	% Aboriginal	All Students	Aboriginal #	Aboriginal %	All Students	Aboriginal %	Aboriginal %	All Students	Aboriginal %	Aboriginal %
2002/03	4,645	862	19%	18,089	2,965	16%	5,695	1,466	26%	621,200	50,396	8%
2007/08	4,019	1,077	27%	15,508	4,095	26%	5,455	2,039	37%	583,620	68,445	12%
2012/13	3,450	914	26%	13,520	3,714	27%	4,606	1,618	35%	564,532	62,161	11%
2015/16	3087	883	29	12,988	3,546	27	4,499	1,413	31%	553,378	60,706	11%

CITY POPULATIONS 2016

- Prince George: Aboriginal 12,395; Non-Aboriginal 72,735 = 85,135 & 15% Aboriginal
- Quesnel: Aboriginal 3,250; Non-aboriginal 19,690 = 22,945 & 14% Aboriginal

²² Ministry of Education BC. 2017. *Provincial Aboriginal Report*. http://www.bced.gov.bc.ca/reports/pdfs/ab_hawd/Public.pdf
School Districts 28, 57, 91 at <http://www.bced.gov.bc.ca/reporting/district.php>

**Aboriginal Service Plan:
Performance Measures and Metrics**

June 2017



Enrolment of All Learners in Credential Programs: All Campuses

Performance Measures	Baseline	Year 1	Year 2	Year 3	Transition	Phase II, Year 1	Phase II, Year 2	Phase II, Year 3	Phase II, Year 4	Phase II, Year 5	Change from Baseline
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
Aboriginal headcount, excluding CE	948	1,026	1,104	1,181	1,128	1,139	1,120	1,077	1,000	917	-3.27%
Aboriginal FTEs	605.1	748.1	856.2	987.7	1,003.5	952.1	983.4	961.1	877.0	787.2	30.09%
Aboriginal FTEs as a % of total domestic FTE	21.4%	21.9%	23.0%	25.6%	27.2%	27.3%	28.3%	29.0%	27.1%	25.2%	3.80%
Aboriginal FTEs by BC CIP Program Cluster											
Arts and Sciences	68.7	55.8	81.9	91.4	122.5	104.8	96.8	95.3	97.1	100.1	45.8%
Business and Management	57.6	85.3	52.6	39.1	45.2	33.7	30.2	37.5	42.5	40.3	-30.0%
Developmental	213.0	274.8	260.5	268.5	252.0	207.1	186.4	205.2	167.6	108.7	-48.9%
Education		0.1	0.0	0.7	0.1	0.0	0.4				
Engineering and Applied Science	9.1	6.5	5.5	17.4	21.6	36.7	41.0	29.1	16.6	4.6	-50.1%
Health	36.3	55.6	67.6	58.1	64.6	56.8	61.3	70.6	69.5	64.4	77.4%
Human and Social Services	26.2	24.7	47.1	46.0	70.9	73.1	68.0	62.6	39.6	34.7	32.6%
Personal Improvement and Leisure	49.2	52.5	79.0	138.5	146.8	192.2	199.4	176.6	173.4	179.3	264.9%
Trades	143.5	192.8	257.6	323.9	276.1	245.6	300.0	283.2	268.6	251.4	75.2%
Visual and Performing Arts	1.6		4.4	4.1	3.6	2.0		0.9	2.2	3.7	134.6%
Credentials achieved by Aboriginal learners	140	193	186	266	234	234	228	210	186	188	34.29%
Aboriginal headcount, including CE	1,676	1,959	2,142	2,305	2,432	2,503	2,081	2,224	2,073	1,952	16.5%
Immediate transition rates from highschool to CNC for Aboriginal learners	78	85	84	90	104	123	102	106	101	84	7.7%

Notes

1. For all Measures Aboriginal learners are identified as Aboriginal by using the Ministry provided data set SPOOL_AF_ABORIGINAL_20152016. It captures any student who has identified as Aboriginal ancestry in any BC Post-Secondary Institutions (Research Universities through Student Transitions Project data sets). Unless otherwise noted, the data source for all data combines the forementioned SPOOL_AF_ABORIGINAL_20152016 and the NC2000 (the College of New Caledonia tables required for submission to the Central Data Warehouse) loaded May 2017.
2. Aboriginal headcount (including and excluding CE) are based on student stable enrolment during the academic year (September 1 to August 31).
3. Aboriginal FTE are based on student stable enrolment during the fiscal year (April 1 to March 31). These data may vary slightly from the point-in-time published annual FTE report for each applicable year.
4. Credentials achieved by Aboriginal learners are based on an academic year (September 1 to August 31).
5. Immediate transition rates from high school to CNC for Aboriginal learners data is from the Student Transitions Project - First Transitions dataset (preliminary release - June 2017). These data are the number of BC Aboriginal High School Grads who made an immediate (within one year) transition to CNC. The time intervals are the Academic Year that the student enrolled at CNC. As this dataset has not undergone review and approval (STP/Ministry), it is subject to finalization. Expected finalization is July 31, 2017.

Ministry CIP Cluster	CNC Program	Ministry CIP Cluster	CNC Program
Arts and Sciences	Heritage Building Conservation New Media Communicatons & Design University Transfer	Human and Social Services	Aboriginal Early Childhood Education ABT - Legal Administrative Assistant (Online) Community & School Support Program Early Childhood Education Fetal Alcohol Spectrum Disorder Outreach Advocacy & Support Worker Social Service Worker
Business and Management	Applied Business Technology Aviation Business Diploma Bookkeeping Business Administration Human Resources	Personal Improvement and Leisure	Community & Continuing Education
Developmental	Access Centre Adult Education Adult Special Education (JET, Target, Focus) College & Career Preparation Developmental Program (DSC) English Language Training Job Seeking & Skill Change (Careeer Dir/Street Humanities)	Trades	Automotive Collision & Motor Vehicle Repair (Foundation & CTC) Automotive Technician (Apprenticeship, Foundation, & CTC) Carpentry (Apprenticeship, Foundation, & CTC) Commercial Transport Mechanic Culinary Arts (incl. CTC) Electrical (Apprenticeship, Foundation, & CTC) Heavy Duty Mechanic - Commercial Transport Heavy Duty Trades (Apprenticeship, Foundation, CTC) Light Warehouse Training Machinist Millwright (Apprenticeship, Foundation, & CTC) Mobile Crane Operator Motor Vehicle Body Repair (incl. CTC) Pipe Trade Plumbing (Apprenticeship, Foundation, & CTC) Power Engineering Professional Cook Residential Building Maintenance Worker Residential Framing Technician Road Builder & HD Construction Welding (incl. CTC)
Education	Teacher Replacement Training Program		
Engineering and Applied Sciences	Computer/Network Electronics Technician Horticulture Technician - Foundation Level Information & Communication Technology Mineral Processing Operator Certificate Mining Industry Certificate Natural Resources Technology		
Health	ABT-Medical Office Assistant (Online) Baccalaureate Nursing Program Dental Assistant Dental Hygiene Health Care Assistant Program Licensed Practical Nursing Medical Laboratory Technology Science Medical Radiology Technology Nursing Unit Clerk Primary Care Paramedic Program Sterile Supply Reprocessing Technician	Visual and Performing Arts	Fine Arts

Please Note: This is not an exhaustive list of all CNC programs offered between 2006-07 and 2016-17. Rather it is meant to provide some guidance on what CNC programs belong to which BC CIP used in Ministry groupings. The Classification of Instructional Programs (CIP) is a comprehensive taxonomy of programs of instruction based on subject matter. CIP is used by Statistics Canada and is an accepted standard for the classification of post-secondary education programs in Canada. For more information on BC CIP clusters please see http://outcomes.bcstats.gov.bc.ca/Libraries/Glossary/BC_CIP_Clusters_pdf.pdf. For more information on CNC Student Program offerings, please see <http://www.cnc.bc.ca/programs-courses.htm>.

FTE's by Ministry Funding Codes by Fiscal Year, All Campuses

Program Type	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE
1: Developmental	256.19	510.34	215.65	456.90	204.22	431.97	205.31	420.47	156.76	345.09	108.48	222.98	85.80	172.07
2: Health	69.57	457.48	57.61	447.16	64.31	443.76	73.03	437.21	71.79	431.76	65.50	416.18	69.15	406.59
3: Trades	270.07	1,357.52	239.33	1,215.27	274.79	1,309.51	284.71	1,341.61	266.37	1,376.91	236.49	1,364.07	258.14	1,344.89
4: Critical Skills											21.54	67.37	2.00	31.00
5: Advanced Ed	301.57	1,117.13	333.39	1,116.23	292.80	989.42	267.67	849.93	226.85	779.61	201.82	754.14	178.19	766.21
Sub Total	897.41	3,442.46	845.98	3,235.56	836.11	3,174.66	830.71	3,049.22	721.77	2,933.38	633.83	2,824.75	593.28	2,720.76
Skills Only	106.08	245.78	106.13	252.97	147.31	298.13	130.42	263.46	155.26	298.63	153.34	293.53	105.99	255.31
Grand Total	1,003.49	3,688.24	952.11	3,488.53	983.43	3,472.78	961.12	3,312.68	877.03	3,232.00	787.17	3,118.29	699.27	2,976.07
% of Grand Total	27.2%	100.0%	27.3%	100.0%	28.3%	100.0%	29.0%	100.0%	27.1%	100.0%	25.2%	100.0%	23.5%	100.0%

Notes:

Datasources: NC2000 (CDW Data Definitions) and Aboriginal AF Spool 2015-16

NC2000 datasource based on May 2017 data extract from CNC's ERP.

FTE's are based on extract date and may not accurately reflect actual FTE's submitted annually to AVED due to any changes in student academic programs which directly impacts FTE divisors.

Aboriginal Ever is provided by Ministry and includes all Aboriginal students who have ever self-identified as being of Aboriginal ancestry at any K-12, PSI or within the Student Transitions Project dataset.

Name (Campuses) (group)

All

FTE's by Ministry Funding Codes by Fiscal Year, Burns Lake Campus

Program Type	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE
1: Developmental	147.29	179.14	115.86	157.80	125.79	156.58	96.43	136.48	62.86	79.26	5.15	8.06	2.90	4.07
2: Health	2.90	7.67	0.17	2.91	0.27	1.44		0.11	0.18	0.66	7.34	12.88	0.68	2.84
3: Trades	36.30	51.86	27.67	51.93	48.32	75.91	39.47	44.30	30.28	41.53	6.14	12.17	7.18	11.31
4: Critical Skills											4.62	6.30		
5: Advanced Ed	82.52	115.97	100.10	136.03	63.96	88.98	67.61	87.08	43.58	54.33	37.20	46.39	2.57	7.06
Sub Total	269.02	354.64	243.81	348.68	238.34	322.92	203.51	267.98	136.90	175.78	60.46	85.80	13.34	25.28
Skills Only	26.60	52.96	16.81	35.78	30.78	51.04	39.00	63.97	25.24	35.89	22.40	31.58	8.94	24.02
Grand Total	295.61	407.60	260.61	384.45	269.13	373.95	242.51	331.95	162.14	211.67	82.87	117.38	22.28	49.30
% of Grand Total	72.5%	100.0%	67.8%	100.0%	72.0%	100.0%	73.1%	100.0%	76.6%	100.0%	70.6%	100.0%	45.2%	100.0%

Notes:

Datasources: NC2000 (CDW Data Definitions) and Aboriginal AF Spool 2015-16

NC2000 datasource based on May 2017 data extract from CNC's ERP.

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Name (Campuses) (group)
Burns Lake

FTE's by Ministry Funding Codes by Fiscal Year, Fort St. James Campus

Program Type	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE
1: Developmental			1.13	1.13	0.00	0.00	20.43	20.73			5.74	5.74	12.88	13.17
2: Health							1.73	3.18	0.38	0.68			9.59	9.94
3: Trades	35.96	54.09	17.68	34.35	23.57	46.74	30.57	48.60	11.10	11.11	20.03	30.44	8.02	8.02
5: Advanced Ed	18.79	24.14	24.42	27.17	33.90	42.90	14.22	16.54	14.39	18.10	10.18	12.68	12.25	12.91
Sub Total	54.75	78.24	43.23	62.64	57.47	89.64	66.95	89.05	25.87	29.88	35.95	48.86	42.74	44.03
Skills Only	39.34	55.30	48.40	79.38	61.74	80.96	49.68	62.21	56.54	67.54	51.85	68.14	34.90	53.42
Grand Total	94.09	133.54	91.63	142.02	119.21	170.60	116.63	151.25	82.40	97.41	87.80	117.00	77.64	97.45
% of Grand Total	70.5%	100.0%	64.5%	100.0%	69.9%	100.0%	77.1%	100.0%	84.6%	100.0%	75.0%	100.0%	79.7%	100.0%

Notes:

Datasources: NC2000 (CDW Data Definitions) and Aboriginal AF Spool 2015-16

NC2000 datasource based on May 2017 data extract from CNC's ERP.

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Name (Campuses) (group)
Fort St. James

FTE's by Ministry Funding Codes by Fiscal Year, Mackenzie Campus

Program Type	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE
1: Developmental	18.99	37.06	3.05	13.22	3.89	11.72	3.65	12.76	10.60	27.93	11.56	15.99	10.74	15.55
2: Health	0.61	7.22	0.70	6.46	1.43	9.53	1.50	9.26	0.87	8.46	2.06	8.08	1.72	10.90
3: Trades	7.00	24.00	5.00	10.00	0.14	8.14	1.03	10.48	3.01	11.03		16.01	3.00	11.00
5: Advanced Ed	12.11	28.21	13.98	41.99	14.22	36.57	11.38	39.81	12.64	37.95	7.22	28.46	7.87	31.96
Sub Total	38.71	96.48	22.72	71.67	19.68	65.97	17.56	72.31	27.11	85.37	20.84	68.54	23.34	69.41
Skills Only	2.28	14.40	8.14	25.87	14.20	29.97	4.47	20.60	21.39	38.29	14.10	29.41	8.24	34.59
Grand Total	41.00	110.88	30.86	97.55	33.88	95.94	22.02	92.91	48.50	123.65	34.94	97.96	31.58	104.00
% of Grand Total	37.0%	100.0%	31.6%	100.0%	35.3%	100.0%	23.7%	100.0%	39.2%	100.0%	35.7%	100.0%	30.4%	100.0%

Notes:

Datasources: NC2000 (CDW Data Definitions) and Aboriginal AF Spool 2015-16

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Name (Campuses) (group)
Mackenzie

FTE's by Ministry Funding Codes by Fiscal Year, Nechako Campus

Program Type	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE
1: Developmental			0.00	0.00	0.00	0.00	13.99	13.99	15.12	15.12	7.65	7.83	7.12	7.12
2: Health	4.14	12.99			2.00	15.00			1.36	8.58		0.05		
3: Trades	0.06	0.12	7.31	7.72	9.37	20.51	11.99	12.04	1.50	1.50			6.00	17.00
4: Critical Skills											0.92	2.07		
5: Advanced Ed	3.76	13.27	5.38	23.46	0.34	4.20	3.07	17.38	2.75	9.92	3.04	14.37	0.14	8.79
Sub Total	7.96	26.38	12.69	31.18	11.71	39.71	29.05	43.41	20.73	35.12	11.62	24.32	13.26	32.91
Skills Only	15.69	38.17	14.33	54.41	19.25	50.38	11.38	30.94	22.65	45.09	28.95	49.64	24.61	54.51
Grand Total	23.64	64.55	27.02	85.60	30.96	90.09	40.43	74.35	43.38	80.21	40.56	73.96	37.87	87.42
% of Grand Total	36.6%	100.0%	31.6%	100.0%	34.4%	100.0%	54.4%	100.0%	54.1%	100.0%	54.8%	100.0%	43.3%	100.0%

Notes:

Datasources: NC2000 (CDW Data Definitions) and Aboriginal AF Spool 2015-16

NC2000 datasource based on May 2017 data extract from CNC's ERP.

FTE's are based on extract date and may not accurately reflect actual FTE's submitted annually to AVED due to any changes in student academic programs which directly impacts FTE divisors.

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Name (Campuses) (group)
Nechako

FTE's by Ministry Funding Codes by Fiscal Year, Prince George Campus

Program Type	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE
1: Developmental	79.04	250.08	81.14	236.75	65.44	222.16	61.39	196.51	51.98	175.61	70.15	168.70	44.23	114.28
2: Health	56.99	384.72	54.17	401.68	52.17	370.26	63.74	383.73	59.73	363.39	48.96	344.31	50.38	344.05
3: Trades	166.75	1,125.42	165.66	1,042.05	168.96	1,020.14	173.21	1,075.52	178.89	1,137.15	188.32	1,172.47	217.94	1,181.49
4: Critical Skills											16.00	59.00	2.00	16.00
5: Advanced Ed	166.95	829.29	163.72	784.64	165.74	701.00	155.42	626.67	142.12	594.66	130.90	594.42	137.39	635.59
Sub Total	469.74	2,589.51	464.70	2,465.13	452.32	2,313.56	453.76	2,281.43	432.72	2,270.80	454.33	2,338.90	451.95	2,291.41
Skills Only	8.84	59.28	15.98	51.37	12.63	66.77	14.17	61.67	11.55	80.32	27.74	87.06	7.78	38.92
Grand Total	478.58	2,648.79	480.68	2,516.50	464.95	2,380.34	467.93	2,343.10	444.27	2,351.12	482.07	2,425.95	459.73	2,330.33
% of Grand Total	18.1%	100.0%	19.1%	100.0%	19.5%	100.0%	20.0%	100.0%	18.9%	100.0%	19.9%	100.0%	19.7%	100.0%

Notes:

Datasources: NC2000 (CDW Data Definitions) and Aboriginal AF Spool 2015-16

NC2000 datasource based on May 2017 data extract from CNC's ERP.

FTE's are based on extract date and may not accurately reflect actual FTE's submitted annually to AVED due to any changes in student academic programs which directly impacts FTE divisors.

Aboriginal Ever is provided by Ministry and includes all Aboriginal students who have ever self-identified as being of Aboriginal ancestry at any K-12, PSI or within the Student Transitions Project dataset.

Name (Campuses) (group)
Prince George

FTE's by Ministry Funding Codes by Fiscal Year, Quesnel Campus

Program Type	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE	Aboriginal	All Domestic FTE
1: Developmental	10.86	44.06	14.48	48.01	9.10	41.50	9.40	41.00	16.21	47.18	8.21	16.67	7.93	17.89
2: Health	4.93	44.88	2.57	36.10	8.43	47.52	6.07	40.93	9.29	50.00	7.14	50.85	6.77	38.86
3: Trades	24.00	102.02	16.00	69.22	24.42	138.07	28.44	150.67	41.60	174.60	22.00	132.99	16.00	116.06
4: Critical Skills														15.00
5: Advanced Ed	17.43	106.25	25.79	102.93	14.65	115.76	15.97	62.45	11.35	64.66	13.27	57.83	17.95	69.90
Sub Total	57.23	297.22	58.85	256.25	56.59	342.86	59.88	295.04	78.45	336.43	50.63	258.34	48.65	257.71
Skills Only	13.34	25.67	2.46	6.15	8.71	19.00	11.73	24.07	17.89	31.50	8.31	27.70	21.53	49.86
Grand Total	70.57	322.89	61.31	262.41	65.30	361.86	71.61	319.12	96.33	367.94	58.93	286.04	70.18	307.57
% of Grand Total	21.9%	100.0%	23.4%	100.0%	18.0%	100.0%	22.4%	100.0%	26.2%	100.0%	20.6%	100.0%	22.8%	100.0%

Notes:

Datasources: NC2000 (CDW Data Definitions) and Aboriginal AF Spool 2015-16

NC2000 datasource based on May 2017 data extract from CNC's ERP.

FTE's are based on extract date and may not accurately reflect actual FTE's submitted annually to AVED due to any changes in student academic programs which directly impacts FTE divisors.

Aboriginal Ever is provided by Ministry and includes all Aboriginal students who have ever self-identified as being of Aboriginal ancestry at any K-12, PSI or within the Student Transitions Project dataset.

Name (Campuses) (group)
Quesnel

Transition of BC Aboriginal High School Grads to CNC

K12 Grad School Year	CNC Academic Year										Grand Total
	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	
2005/2006	78 61.90%	15 11.90%	8 6.35%	13 10.32%	Msk 3.17%	5 3.97%	Msk 2.38%	Msk 0.00%	Msk 0.00%	Msk 0.00%	126 100.00%
2006/2007		85 57.43%	20 13.51%	16 10.81%	11 7.43%	Msk 2.70%	Msk 2.70%	Msk 2.03%	Msk 2.03%	Msk 1.35%	148 100.00%
2007/2008			84 56.00%	32 21.33%	16 10.67%	7 4.67%	Msk 1.33%	Msk 1.33%	7 4.67%		150 100.00%
2008/2009				90 62.07%	26 17.93%	11 7.59%	5 3.45%	5 3.45%	5 3.45%	Msk 2.07%	145 100.00%
2009/2010					104 61.90%	32 19.05%	14 8.33%	8 4.76%	5 2.98%	5 2.98%	168 100.00%
2010/2011						123 71.10%	30 17.34%	10 5.78%	9 5.20%	Msk 0.58%	173 100.00%
2011/2012							102 68.00%	30 20.00%	8 5.33%	10 6.67%	150 100.00%
2012/2013								106 80.30%	15 11.36%	11 8.33%	132 100.00%
2013/2014									101 75.94%	32 24.06%	133 100.00%
2014/2015										84 100.00%	84 100.00%

Notes

1. Aboriginal identity of a student is based on available data from both K-12 and post-secondary institutions.
2. The K12 Grad School Year is the TRAX school year in which the student graduated. For the K-12 school system in British Columbia, this is the twelve month period commencing on October 1 and ending the following September 30.
3. Year of First Entry to Post-Secondary (CNC) is the academic year of registration in post-secondary institution (PSI). At the post-secondary level, this is the 12-month period, commencing on September 1 and ending the following August 31.
4. Msk. indicates that the cell is based on one through four students and has been masked in accordance with the Student Transitions Project data sharing agreement.
5. Datasource: Student Transitions Project - First Transitions dataset (preliminary release - June 2017). These data are the number of BC Aboriginal High School Grads who made a transition to CNC since 2006/2007. At time of publication of the ASP, this dataset has not undergone review and approval (STP/Ministry), it is subject to finalization. Expected release of finalized dataset is July 31, 2017.

Transition of BC Aboriginal High School Grads to CNC: by School District

K12 District Number	K12 Grad School Year	CNC Academic Year										Grand Total
		2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	
SD 28 (Quesnel)	2005/2006	6 40.00%	Msk 13.33%	Msk 20.00%	Msk 20.00%		Msk 6.67%					15 100.00%
	2006/2007		11 45.83%	6 25.00%	Msk 12.50%	Msk 12.50%		Msk 4.17%				24 100.00%
	2007/2008			7 38.89%	6 33.33%	Msk 5.56%	Msk 5.56%			Msk 16.67%		18 100.00%
	2008/2009				13 59.09%	Msk 13.64%	Msk 9.09%		Msk 9.09%	Msk 4.55%	Msk 4.55%	22 100.00%
	2009/2010					8 53.33%	Msk 26.67%	Msk 6.67%	Msk 6.67%	Msk 6.67%		15 100.00%
	2010/2011						13 68.42%	Msk 10.53%	Msk 10.53%	Msk 10.53%		19 100.00%
	2011/2012							7 53.85%	Msk 30.77%	Msk 7.69%	Msk 7.69%	13 100.00%
	2012/2013								16 94.12%	Msk 5.88%		17 100.00%
	2013/2014									15 78.95%	Msk 21.05%	19 100.00%
	2014/2015										19 100.00%	19 100.00%

Notes

1. Aboriginal identity of a student is based on available data from both K-12 and post-secondary institutions.
2. The K12 Grad School Year is the TRAX school year in which the student graduated. For the K-12 school system in British Columbia, this is the twelve month period commencing on October 1 and ending the following September 30.
3. Year of First Entry to Post-Secondary (CNC) is the academic year of registration in post-secondary institution (PSI). At the post-secondary level, this is the 12-month period, commencing on September 1 and ending the following August 31.
4. Msk indicates that the cell is based on one through four students and has been masked in accordance with the Student Transitions Project data sharing agreement.
5. Datasource: Student Transitions Project - First Transitions dataset (preliminary release - June 2017). These data are the number of BC Aboriginal High School Grads who made a transition to CNC since 2006/2007. At time of publication of the ASP, this dataset has not undergone review and approval (STP/Ministry), it is subject to finalization. Expected release of finalized dataset is July 31, 2017.

K12 District Number
SD 28 (Quesnel)

Transition of BC Aboriginal High School Grads to CNC: by School District

K12 District Number	K12 Grad School Year	CNC Academic Year										Grand Total
		2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	
SD 57 (Prince George)	2005/2006	41 70.69%	Msk 5.17%	Msk 6.90%	5 8.62%	Msk 3.45%	Msk 1.72%	Msk 3.45%				58 100.00%
	2006/2007		39 59.09%	10 15.15%	7 10.61%	5 7.58%	Msk 3.03%	Msk 1.52%	Msk 3.03%			66 100.00%
	2007/2008			43 58.90%	17 23.29%	8 10.96%	Msk 2.74%		Msk 1.37%	Msk 2.74%		73 100.00%
	2008/2009				39 59.09%	13 19.70%	6 9.09%	Msk 1.52%	Msk 3.03%	Msk 4.55%	Msk 3.03%	66 100.00%
	2009/2010					49 59.76%	17 20.73%	8 9.76%	Msk 3.66%	Msk 2.44%	Msk 3.66%	82 100.00%
	2010/2011						58 71.60%	17 20.99%	Msk 2.47%	Msk 4.94%		81 100.00%
	2011/2012							57 73.08%	14 17.95%	Msk 1.28%	6 7.69%	78 100.00%
	2012/2013								42 75.00%	9 16.07%	5 8.93%	56 100.00%
	2013/2014									42 71.19%	17 28.81%	59 100.00%
	2014/2015										37 100.00%	37 100.00%

Notes

1. Aboriginal identity of a student is based on available data from both K-12 and post-secondary institutions.
2. The K12 Grad School Year is the TRAX school year in which the student graduated. For the K-12 school system in British Columbia, this is the twelve month period commencing on October 1 and ending the following September 30.
3. Year of First Entry to Post-Secondary (CNC) is the academic year of registration in post-secondary institution (PSI). At the post-secondary level, this is the 12-month period, commencing on September 1 and ending the following August 31.
4. Msk indicates that the cell is based on one through four students and has been masked in accordance with the Student Transitions Project data sharing agreement.
5. Datasource: Student Transitions Project - First Transitions dataset (preliminary release - June 2017). These data are the number of BC Aboriginal High School Grads who made a transition to CNC since 2006/2007. At time of publication of the ASP, this dataset has not undergone review and approval (STP/Ministry), it is subject to finalization. Expected release of finalized dataset is July 31, 2017.

K12 District Number
SD 57 (Prince George)

Transition of BC Aboriginal High School Grads to CNC: by School District

K12 District Number	K12 Grad School Year	CNC Academic Year										Grand Total
		2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	
SD 91 Nechako Lakes	2005/2006	23 60.53%	8 21.05%		Msk 7.89%	Msk 5.26%	Msk 2.63%	Msk 2.63%				38 100.00%
	2006/2007		20 74.07%	Msk 3.70%	Msk 3.70%	Msk 3.70%	Msk 3.70%			Msk 3.70%	Msk 7.41%	27 100.00%
	2007/2008			20 57.14%	Msk 11.43%	6 17.14%	Msk 8.57%	Msk 2.86%	Msk 2.86%			35 100.00%
	2008/2009				26 72.22%	Msk 11.11%	Msk 2.78%	Msk 8.33%	Msk 2.78%	Msk 2.78%		36 100.00%
	2009/2010					23 69.70%	Msk 9.09%	Msk 6.06%	Msk 12.12%		Msk 3.03%	33 100.00%
	2010/2011						31 72.09%	7 16.28%	Msk 9.30%	Msk 2.33%		43 100.00%
	2011/2012							25 64.10%	6 15.38%	6 15.38%	Msk 5.13%	39 100.00%
	2012/2013								17 73.91%	Msk 8.70%	Msk 17.39%	23 100.00%
	2013/2014									25 86.21%	Msk 13.79%	29 100.00%
	2014/2015										14 100.00%	14 100.00%

Notes

1. Aboriginal identity of a student is based on available data from both K-12 and post-secondary institutions.
2. The K12 Grad School Year is the TRAX school year in which the student graduated. For the K-12 school system in British Columbia, this is the twelve month period commencing on October 1 and ending the following September 30.
3. Year of First Entry to Post-Secondary (CNC) is the academic year of registration in post-secondary institution (PSI). At the post-secondary level, this is the 12-month period, commencing on September 1 and ending the following August 31.
4. Msk indicates that the cell is based on one through four students and has been masked in accordance with the Student Transitions Project data sharing agreement.
5. Datasource: Student Transitions Project - First Transitions dataset (preliminary release - June 2017). These data are the number of BC Aboriginal High School Grads who made a transition to CNC since 2006/2007. At time of publication of the ASP, this dataset has not undergone review and approval (STP/Ministry), it is subject to finalization. Expected release of finalized dataset is July 31, 2017.

K12 District Number
SD 91 Nechako Lakes

APPENDIX II: Activity Sheets Minimum Funding Activities

Lakes District Campus: Aboriginal Liaison Activity Sheet

Title of Activity/Program	Aboriginal Advisor Liaison (Lakes District)
<i>Minimum/Additional Funding</i>	Minimum
Priority Ranking	n/a
New or Continuing	Continuing
Category	Student Support & Partnerships and Engagement
Description	<p>A full-time Aboriginal Advisor Liaison will continue to provide services at Lakes District Campus and work closely with the six First Nations in the Lakes District.</p> <p>The Liaison at Lakes District Campus, like those at the other campuses, works both with Aboriginal students and the communities to nurture the relationships that are crucial to ongoing engagement with Aboriginal partners. The Liaisons provide a vital three-way connection between the College, Aboriginal students, and Aboriginal communities by facilitating communication and supporting the campus Aboriginal Advisory Committees. The Liaisons also provide culturally-specific supports to Aboriginal students, ease students' transition into the post-secondary system, and address barriers to retention and success. They 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 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.</p> <p>Aboriginal ancestry is a bona fide employment qualification under the CNC Human Rights Tribunal Special Program for this position.</p>
Rationale (Continuing)	The Liaison provides a foundation for Aboriginal student success by nurturing relationships with Aboriginal partners, providing support 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.
Related Goals	<p>ASP Goals:</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	<ul style="list-style-type: none"> • Number of students accessing supports and type of support provided. Target: all Aboriginal students in programs longer than 3 weeks • Number of students attending cultural events. Target: one event per semester with 20 participants • Number of students attending recruitment events. Target: 20 students including high school students
Location(s)	CNC Lakes District Campus, Burns Lake Band, Cheslatta Carrier Nation, Lake Babine Nation, Nee Tahi Buhn Band, Skin Tyee Nation, Wet'suwet'en First Nation.

Timing	Start Date	Ongoing		
	End Date	Ongoing		
	Duration	Full –time position		
Future Plans	It is anticipated that the Aboriginal partners will wish to continue with this key position in its current effective format. Direction for activities will be inclusive of each Aboriginal Advisory.			
Budget		2018/19	2019/20	2020/21
	AEST (ASP)	\$37,500.00	\$37,500.00	\$37,500.00
	Institution	\$37,500.00	\$37,500.00	\$37,500.00
	Other or In-Kind			
	Total	\$75,000.00	\$75,000.00	\$75,000.00
Expense Breakdown for 2018/19 Activity/Program more than \$20k (AEST funding)	Item	Amount		
	Salary	\$54,770.00 (1.0 FTE)		
	Benefits	\$11,913.00		
	Travel	\$1,500.00		
	Supplies	\$1,970.00		
	Other	\$4,850.00		
	Total	\$75,000.00		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness	n/a			

Mackenzie Campus: Aboriginal Liaison Activity Sheet

	Aboriginal Liaison
Minimum/Additional Funding	Minimum Funding
Priority Ranking	n/a
New or Continuing	Continuing
Category	Student Support Services
Description	A full-time Aboriginal Advisor Liaison will continue to provide services at Mackenzie Campus and work closely with the three First Nations in the Mackenzie region. The Liaison works with Aboriginal students and the communities to nurture the relationships that are crucial to ongoing engagement with Aboriginal partners.
Rationale (Continuing)	The Aboriginal Advisor/Liaison position has been identified as a key position and is fully supported by the First Nation partners. The First Nations continue to state, this position is vital for bridging the communities and College together to build and foster a positive relationship to meet the First Nations' education and training needs within their communities. This position will provide constant and consistent communication between the two organizations. Key in monitoring the ASP program and making recommendations for improvement and/or build on the successes. Providing student support and literacy as a mentor and cultural advisor, which is another strong component as no campus-student-support has been awarded.
Related Goals	<p>ASP Goals:</p> <ul style="list-style-type: none"> • Increase access, retention, completion and transition for Aboriginal learners; • Strengthen partnerships and collaboration in Aboriginal post-secondary education; and • Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. <p>ASP 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 • Community-based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities • Financial barriers to accessing and completing post-secondary education and training are reduced for Aboriginal learners • Aboriginal learners transition seamlessly from K-12 to posts-secondary education
Measuring Success	<p>Partnerships and Engagement²³ - 430 hours</p> <ul style="list-style-type: none"> • 3/4 meetings held with KTM Advisory and 12 partners • Number of MOUs and Agreements: 3 • Monthly trips to Kwadacha, Tsay Keh Dene and McLeod Lake • Working with ASETS, such as PGNAETA, collaborating on education supports for the 3 First Nations

²³ 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.

	Student Support Services – 850 hours <ul style="list-style-type: none">Number of students served²⁴ - 12 on campus; 50 off campusNumber of student activities (cultural activities, educational seminars) & number of participants at each – 20 Mackenzie high school students outreach, 40 students in Morfee Elementary			
Location(s)	Mackenzie Campus, Tsay Keh Dene, Kwadacha, McLeod Lake, PG			
Timing	Start Date	Ongoing		
	End Date	Ongoing		
	Duration	Full-time		
Future Plans	<ul style="list-style-type: none">Student support for Village Public Works Training (Feb – Aug) in TK & KNStudent support for Office Assistant Training in TK – Year 2Student support & coordination for STOC (Boot camp) Training in TK & KNCommunity support – Job & Career Fairs in FN CommunitiesLiaise & Network with other Advisors re: best practicesProvide cultural guidance & support to CNC; cultural training to staffProvide literacy training to FN members to overcome barriers			
Budget		2018/19	2019/20	2020/21
	AEST (ASP)	\$35,750	\$36,108	\$36,470
	Institution	\$35,750	\$36,108	\$36,470
	Other or In-Kind			
	Total	\$71,500	\$72,256	\$72,944
Expense Breakdown for 2018/19 Activity/Program more than \$20k (AEST funding)	Item	Amount		
	Salary	\$54,862 (1.0 FTE)		
	Benefits	\$11,933		
	Travel	\$4,205		
	Supplies	\$500		
	Other			
	Total	\$71,500		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	CNC Mackenzie Campus is providing education and training, in: <ul style="list-style-type: none">Tsay Keh Dene/McLeod Lake – Office Assistant ABT Online TrainingBootcamp for STOC Training – Tsay Keh Dene and Kwadacha communitiesCALP Training in Kwadacha, Tsay keh Dene and McLeod Lake Band communitiesSee KTM Steering Committee Meeting Minutes <i>Appendix II Mack</i>See Student numbers from Colleague summary <i>Appendix II Mack</i>			

²⁴ Dependent on total # students on campus who are in longer term programs. Smaller campuses target 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.

Nechako Campus: Aboriginal Liaison Coordinator Activity Sheet

Title of Activity/Program	Aboriginal Liaison
Minimum/Additional Funding	Minimum
Priority Ranking	n/a
New or Continuing	Continuing
Category	Student Support Services
Description	<p>A full-time Liaison will continue to provide student services at the Fort St James and Vanderhoof campuses and work closely with the Aboriginal communities.</p> <p>The Liaison will 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>Liaisons bring Aboriginal culture into the College and in some cases, develop and deliver cultural workshops for students, College employees, and the community. The Aboriginal Liaison will provide guidance to the two campuses 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 for instructors and students. 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 (Continuing)	<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 Goals:</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	<ul style="list-style-type: none"> • Number of students accessing supports and type of support provided. Target: all Aboriginal students in programs longer than 3 weeks • Number of students attending cultural events. Target: one event per semester with 20 participants • Number of students attending recruitment events. Target: 20 students including high school students

Location(s)	Fort St James and Vanderhoof Campuses			
Timing	Start Date	Ongoing		
	End Date	Ongoing		
	Duration	Full-Time Position		
Future Plans	It is anticipated that the Aboriginal partners will wish to continue with this key position through to the second and third fiscal years 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 Nechako Aboriginal Advisory recommendations and be reflected in the Advisory Activity report section.			
Budget		2018/19	2019/20	2020/21
	AEST (ASP)	\$32,722	\$32,722	\$32,722
	Institution	\$32,722	\$32,722	\$32,722
	Other or In-Kind			
	Total	\$65,444	\$65,444	\$65,444
Expense Breakdown for 2018/19 Activity/Program more than \$20k (AEST funding)	Item	Amount		
	Salary	\$51,083 (1.0 FTE)		
	Benefits	\$11,111		
	Travel	\$2000		
	Supplies	\$250		
	Other	Cultural Activities - \$1000		
	Total	\$65,444		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness	n/a			

Prince George Campus: Aboriginal Advisor Activity Sheet

Title of Activity/Program	Aboriginal Academic Advisor	
Minimum or Additional Funding	Minimum	
Priority Ranking	n/a	
New or Continuing	Continuing	
Category	Student <i>Support Services and Initiatives</i>	
Description	A Full time advisor continues to provide key services to Aboriginal students at the Aboriginal Resource Centre in Prince George. The Advisor provides culturally-appropriate supports that ease the transition to CNC and address the barriers to retention and completion of programs. The Advisor recruits at local high schools, career fairs, at youth conferences and participates in the provincial Strengthening Connections recruiting trips. The Advisor participates in CNC student services meetings to provide information about Aboriginal students and finds ways they can cooperate to best serve the students.	
Rationale (Continuing)	This position is continued based on positive feedback from students and the student services department. The Advisor's hours are mostly dedicated to Aboriginal learner support. It is during these one-on-one appointments where the Advisor helps the student find solutions to personal and academic barriers. The Advisor's office is located within the Aboriginal Resource Centre thus being available to address the students' needs. The Advisor is connected to the Aboriginal communities and utilizes this connection to refer students as the need arises.	
Related Goals	ASP Goals: <ul style="list-style-type: none"> • Increase access, retention, completion and transition opportunities • Increase the receptivity and relevance of post-secondary institutions Aboriginal Policy Framework Goals: <ul style="list-style-type: none"> • Aboriginal learners transition seamlessly from K-12 • Financial barriers are reduced • Systemic change means the PSE is relevant, responsive and respectful • Continuous improvement based on data-tracking sharing best practices 	
Measuring Success	<ul style="list-style-type: none"> • Number of students served: 250 unique students • Number of student activities (cultural activities, educational seminars): 1/semester, minimum 20 participants • Number of recruitment activities, including high school: 100 high school students, visit high schools, 1/semester 	
Location(s)	Prince George Campus	
Timing	Start Date	Ongoing
	End Date	Ongoing
	Duration	Full-time position

Future Plans	It is anticipated that the Aboriginal Advisory will wish to continue this key position based on outcomes.			
Budget		2018/19	2019/20	2020/21
	AEST	\$38,000	\$38,000	\$38,000
	Institution	\$38,000	\$38,000	\$38,000
	Other or In-Kind	\$ 0.00	\$0.00	\$0.00
	Total	\$76,000	\$76,000	\$76,000
Expense Breakdown for 2018/19 Activity/Program more than \$20k	Item	Amount		
	Salary	\$57,670 (1.0 FTE)		
	Benefits	\$12,543		
	Travel	\$3000		
	Supplies	\$2,787		
	Other			
	Total	\$76,000		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness	n/a			

Quesnel Campus: Aboriginal Liaison Activity Sheet

Title of Activity/Program	Aboriginal Liaison/Advisor
Minimum or Additional Funding	Minimum Funding
Priority Ranking	
New or Continuing	Continuing
Category	Partnerships and Engagement and Student Support
Description	<p>A full time Aboriginal Liaison/Advisor will continue to provide services at the Quesnel Campus and work closely with the First Nations in the Quesnel region. The Liaison works both with Aboriginal students and the communities to nurture the relationships that are crucial to ongoing engagement with Aboriginal partners. The Liaisons provide a vital three-way connection between the College, Aboriginal students and Aboriginal communities by facilitating communications and supporting the Aboriginal Advisory Committee. The Liaisons also provide culturally specific supports to Aboriginal students, ease students' transition into the post-secondary system and address barriers to retention and success.</p> <p>Academic and personal supports will be provided to Aboriginal students on campus. The academic supports include course planning, assistance with funding applications and information, advocating with the institution and with their community, arranging for tutorial supports if needed, providing training information and maintaining contact with instructors and students to monitor their progress and needs. Personal supports include referrals to community agencies, arranging social/cultural events on campus, providing information on cultural events in the Community, and problem-solving with issues that affect their education. Financial supports include application/placement/assessment fees, tutor salaries, and transportation costs. These supports will be targeted to ensure student retention and success.</p> <p>Cultural curriculum will be included in as many college course offerings as possible. A database of local Elders and Traditional knowledge holders has been developed and instructors will be encouraged to invite these guest speakers into the classroom. Aboriginal resources (written, audio & video materials) will be compiled as a resource for instructors and students.</p>
Rationale (Continuing Only)	<p>Aboriginal learners have benefited from targeted holistic support services. CNC has included cultural curriculum in college offerings when possible. This has made CNC programming more relevant for Aboriginal students. It has also increased awareness and appreciation of Aboriginal culture in all students, which in turn makes the College more welcoming for Aboriginal students.</p>
Related Goals	<p>ASP Goals:</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	Partnerships and Engagement			
	<ul style="list-style-type: none">A minimum of one contact per semester with each of the local Education Coordinators and Employment Assistant Workers			
	Student Support Services			
	<ul style="list-style-type: none">Services will be provided to 20 Aboriginal studentsMinimum of one student activity per semester with 10 participants eachCultural content in CNC programming: arrange a minimum of three guest speakers per semesterRecruitment activities, including high school outreach, career fairs, conferences. Visit high school(s) 1x/semester; attend 1 career fair or conference annually; provide services/information to 30 individual potential studentsStudent Focus Groups/Surveys: one focus group or survey per semester. All student activities should reflect integration of their feedback			
	Aboriginal Cultural Training for Faculty, Staff, Administrators			
Location(s)	<ul style="list-style-type: none">One seminar/semester with minimum 10 participants eachParticipant feedback obtained			
	Outreach Activities or Events			
	<ul style="list-style-type: none">One event/semester dependent on funding available			
	Quesnel Campus			
Timing	Start Date	Ongoing		
	End Date	Ongoing		
	Duration	Full-time		
Future Plans	This is a continuing activity that supports Aboriginal student services.			
Budget		2018/19	2019/20	2020/21
	AEST (ASP)	39,000	39,000	39,000
	Institution	39,000	39,000	39,000
	Other or In-Kind			
	Total	78,000	78,000	78,000
Expense Breakdown for 2018/19 Activity/Program more than \$20k (AEST funding)	Item	Amount		
	Salary	53,878 (1 FTE)		
	Benefits	11,718		
	Travel	1,000		
	Supplies	400		
	Student Supports	11,004		
	Total	78,000		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness				