



# Aboriginal Service Plan

## 2016/17

1.877.277.2288

[nwcc.ca](http://nwcc.ca)

Contents

- 1. Letter from the President.....3
- 2. Acknowledgement of Traditional Territory/Territories.....3
- 3. Situational Context.....4
- 4. Institutional Commitment .....5
- 5. Engagement .....6
- 6. Policies and process(es) to ensure respectful use of Traditional Knowledge and/or Indigenous Intellectual Property .....9
- 7. Overview of Proposed Plan.....9
- 8. Proposed Programs and Activities for 2016/17 .....11
- 9. Overall Budget .....22
- 10. Appendices.....23
  - A. Letter from the President.....24
  - B. Stepping Stones Document.....26
  - C. FNAC Job Description.....22
  - D. Letter of Support from First Nations Council.....25
  - E. Letter of Support from Wilp Wilxo’oskwhl Nisga’a Institute .....26

## 1. Letter from the President

(see Appendix A – Letter from President)

## 2. Acknowledgement of Traditional Territory/Territories

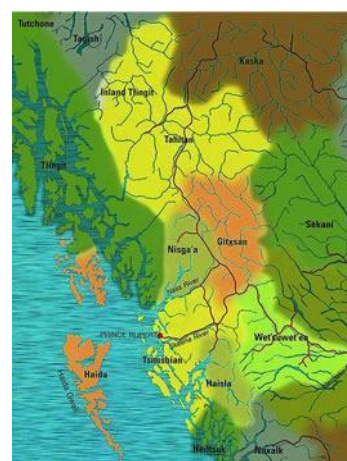
The NWCC region includes twenty-seven First Nations communities representing seven First Nations in a large, remote and rugged geographic area. The Haida reside in the western most part of our region on Haida Gwaii, the Wetsu'wet'en and Gitxsan in the eastern regions, the Tahltan and Nisga'a to the north, and the combined First Nations of the Haisla and Henaaksiala to the south. Much of the land stretching from coast to central interior of this region (following the banks of the Skeena River) is the traditional home lands of the Tsimshian people. In addition, many Métis people have moved into the northwest region in past decades and are part of the recently organized BC Métis Nation.

NWCC further assists in servicing the Tlingit and Tahltan of the far northwest corner of British Columbia – communities considered part of Northern Lights College (NLC) region. Historically the hunting and gathering routes for these Nations were more north/south focused. Many Tahltan students are attending NWCC, and education coordinators for the Tahltan Nation are also active participants on First Nations Council (FNC).

In following with NWCC's commitment and practice to acknowledge and thank the traditional territory holders for the use and occupation of the traditional lands to which we operate and reside, NWCC would like to acknowledge the traditional territories of the Haisla, Tsimshian, Gitxsan, Wet'suwet'en and Haida nations on which our campuses operate and reside. We also acknowledge the traditional knowledge and commitment of all First Nations in the NWCC region for their guidance and continued support. NWCC strives to work collaboratively with First Nations communities and students to create increased opportunities and decreased barriers.

Moving forward, the recent Truth and Reconciliation Commissions of Canada *Call to Action* report will assist in guiding the goals and priorities for NWCC's Aboriginal Student Services Manager and aligning with NWCC's commitment to ensuring all campuses are respectful and inclusive environments. As stated in Strategic Plan 2012-2017 "Together this Way Forward" Mission Statement:

*"Northwest Community College provides quality learning experiences that help prepare our students for successful, positive futures. We celebrate the diversity of our northern and First Nations populations and reflect this diversity in our programs, services and our workforce. We approach every interaction with respect and integrity and collaborate with our partners to meet the unique educational needs of our communities"*



### 3. Situational Context

#### Situational Context

Based on the Aboriginal Economic Report June 2015, Aboriginal on-reserve employment rates declined from 39.0% in 2006 to 35.4% in 2011. The Aboriginal university completion rates (by gender) indicate a gender gap of 5.1% between men and women, (women are 12.7% and men are 7.6%) in comparison to non- Aboriginal gender gap of 1.2%.

Aboriginal people play an integral part in the economy of our region. National Aboriginal Economic Development Board (NAEDB) are spearheading the movement towards highlighting the increasingly central role Aboriginal people play in the modern economy (NAEDB, 2015). NWCC recognizes the importance Aboriginal people play in the local economy and support the continued improvement of present gender gaps and low employment rates for on-reserve populations, further supporting the 2022 objectives of the NAEDB for Aboriginal people to have comparable outcomes to those of non-Aboriginal Canadians.

Recent AVED student transition results indicate that 40.3% of Aboriginal students in BC are graduating and entering post-secondary, a slight increase from the previous year in comparison to non-Aboriginal at 53.2%.

Northwest Community College serves an area poised for economic and population growth in the next five years. The proposed TransCanada Prince Rupert Gas Transmission pipeline is proposed to be constructed on the Gitksan and Nisga'a traditional territory. With final financial commitment decisions of two (2) of the proposed LNG projects in our region anticipated in the 2016/2017 year. Additionally, September 2015 BC Major Projects Inventory indicates numerous proposed projects that will be coming to fruition in 2016/2017 including but not limited to Brucejack Gold Project (\$747 million), BC LNG Energy Project (\$600 million), LNG Canada Facility (\$25000 million), Pacific Northwest LNG (\$11400 million), Kitsault LNG Facility (\$34000 million), and Prince Rupert Gas Transmission Project (\$5000 million). In reviewing the National Household Survey for the communities in our region it is clear that in order to create an opportunity for Aboriginal people to capitalize on the employment opportunities in the region, trades training must play a significant part. We also recognize that supporting all occupations is required to fully support the increasing First Nations population and the socio-economic implications of this growth. None the less, the priority will be what First Nations communities and students deem priority to effectively support Aboriginal students and First Nations communities. We have noted an increase in First Nations communities developing Comprehensive Community Plans and or training goals; NWCC will increase our awareness and potential involvement to support the goals and objectives of the existing community plans. It has been identified in various Community Plans that industry training is a critical need. For example, NWCC is working with Gitanyow on the delivery of a Carpentry foundations program. The Gitanyow Hereditary Chiefs indicate in the Employment & Training portion of their community plan that Construction & Trades training is one of their top priorities.

## 4. Institutional Commitment

### Institutional Commitment

Northwest Community College is a leader in Aboriginal education and has a long history of supporting Aboriginal students. This could not have been achieved without the advice, support, and guidance of long standing First Nations Council. First Nations Council meets face-to-face every six weeks and enables the institution to have direct feedback, consultation, and (moving forward) collaboration with the twenty seven First Nations communities. The FNC *Stepping Stones Relationship* document (1995), identifies goals and objectives intended to guide NWCC to improved First Nations relationships and increase student success rates in the Northwest Community College region. NWCC encourages representation from all First Nations communities throughout the region to participate. NWCC is committed to supporting and sustaining FNC and would like to encourage increased representation of higher-level governance leaders from both elected officials and hereditary Chiefs.

It is the intention of NWCC to continue to collaborate, support, and partner with First Nations communities to offer community-based training and programming over and above ASP. NWCC commits to support Student Services teams to work closely with secondary schools, community Education Coordinators, First Nations organizations, and Aboriginal students to ensure First Nations students feel welcomed and that all NWCC campuses are inclusive and responsive to the needs of new and existing Aboriginal students. The Aboriginal Student Survey being conduct in Fall of 2016 will guide future supports and programming. In response to the survey, NWCC will make adjustments to support and programs. Until then NWCC will continue to offer traditional foods, songs and dances, access to matriarchs of the respective First Nations communities on campus, to create an inclusive and respectful, welcoming environment.

In June 2016 the College developed a new Aboriginal leadership position under base funding. The newly appointed Manager, Aboriginal Student Services will oversee Aboriginal student services and have primary responsibility for administering and monitoring ASP. In addition to this dedicated position, other leadership and support positions have a mandate to support First Nations inclusion, partnerships, and relationships including: Dean of Research and Transformation, Dean of Trades, and the Aboriginal Advisor to the President. NWCC commits to the continued promotion of inclusion of First Nations on internal and external job posting. These postings will be communicated to FNC so they may assist NWCC in recruiting First Nations candidates. In response to feedback from FNC, committees have undergone structural changes. The newly created Aboriginal Course Program Articulation Committee (ACPAC), mandated to support the development and implementation of cultural knowledge into course and program pedagogy and curriculum is being supported by the Dean of Research and Transformation to address the long-term goal to display the inclusion statement on all NWCC curriculum. A representative of First Nations Council actively participates on Education Council (EdCo), ACPAC, and has a non-voting seat on the Board of Governors (BOG). First Nations Council representation on these boards and committees ensures and promotes an inclusive curriculum and services which reflects and respects Aboriginal culture diversity and is inclusive of Aboriginal knowledge. ASP Committee TOR and mandate are unchanged.

FNC's first priority continues to be the First Nations Access Coordinator (FNAC). Therefore, NWCC is committed to continue supporting the goals and objectives of FNC with the addition of intended benchmark to collaborate with the twenty seven First Nations communities in the College region. NWCC contributes \$25,600 annually for FNC travel and honoraria and also provides a recording secretary. Northwest Community College is committed to contributing \$192,900 annually for the First Nations Access Coordinator positions. In addition, NWCC contributes \$4000 annually

in-kind or other funding for the Test Drive event, \$20,000 in-kind or other funding for cultural events and \$2,200 annually in-kind or other funding for the Elders in residence program. Since 2008 the budget for the First Nations Access Coordinators has increased from \$80,000 funding by ASP to a total of \$302,098 in 2016/2017 with 64% of the funding for these positions being contributed by Northwest Community College and 36% from ASP funding. NWCC is committed to compiling the contributions made over and above ASP of those college employees and committees mandated to initiate, support, foster, guide and provide Aboriginal students, First Nations communities and Aboriginal representative's services and supports. Above these contributions, the total amount of base funding contributing to Aboriginal services within the Dean of Research and Transformation and Dean of Trades positions totals \$18,978 and the Aboriginal Advisor to the President amounts to approximately \$15,000.

## 5. Engagement

### Description of Aboriginal Student Engagement

#### Engagement (a) Student Engagement

Upon completion of programs and courses at NWCC all students are asked to complete a student program evaluation which is compiled and reviewed by the institution. This is an anonymous evaluation that is completed by both Aboriginal and non-Aboriginal students. In future, NWCC plans on conducting an Aboriginal Student Survey to ask key questions. The results of these questions will guide Aboriginal student services, ASP, and programs and services over and above ASP. We also are developing an Aboriginal Student Questionnaire to be used at cultural events and activities, giving Aboriginal students continued input to programs and services intended to support students in achieving their respective goals. The intended target is to get at least 500 surveys completed from either online or hardcopy. This will be representative of approximately 40% of the self-disclosed Aboriginal student enrolment.

NWCC recognizes a need for additional feedback with Aboriginal students on an ongoing basis. We currently have Aboriginal students who sit on both the Board of Governors and the First Nations Council (and related committees such as the ASP committees). These students provide input into institutional planning as well as individual programs. An increased effort to engage students who are participating in programs off campus is required.

<b>Aboriginal Student Engagement</b>	<b>Engagement Activities</b> <i>(include month/year)</i>	<b>Interests</b>
Student Representative on First Nations Council (FNC)	8 face-to-face meetings scheduled 2016/2017. Meetings will rotate to various campuses. Will also assist in the development of Aboriginal Student Survey questions and implementation of potential changes. Dates: September 30/16, October 21/16, December 2/16, January 13/17, February 17/17, April 7/17, May 5/17, June 9/17	Interests in Longhouse activities, students on campus atmosphere, student success and activities. Involved in setting of criteria for ranking of 2016/17 activities
Student Representative on Board of Governors (BOG)	5 Board of Governors (BOG) face-to-face meetings. Meetings will be rotated to various campuses. October 6/16, December 2/16 February 24/17, April 14/17, June 16, 2017	Involved in all discussions at the Board of Governors meetings.
Student Representative on Aboriginal Service Plan (ASP) Committee	3 Meetings per year at the Terrace Campus. November 2016, February 2017, May 2017	Participate in the discussion involving ASP priority programming and services. Advise the committee on Student priorities

## Engagement (b) External Partner Engagement

First Nations Council Advisory	Engagement Activities (include month/ year)	Interests/Priorities	Outcomes
<p style="text-align: center;"><b>First Nation Council</b></p> <p><b>Members</b></p> <ul style="list-style-type: none"> <li>- Dze L K'ant Friendship Society</li> <li>- Friendship House Association</li> <li>- Gingolx Band Council</li> <li>- Gitanmaax Band Council</li> <li>- Gitanyow Band Council</li> <li>- Gitksan Wet'suwet'en Education Society</li> <li>- Gitlaxt'aamiks Village Government</li> <li>- Gitsegukla Education Society</li> <li>- Giwinksihlkw Village Council</li> <li>- Gitxaala Nation</li> <li>- Hagwilget Village Council</li> <li>- Haida Heritage Centre</li> <li>- Haisla Nation Council</li> <li>- Hartley Bay Village Government</li> <li>- Houston Friendship Centre</li> <li>- Iskut Band Council</li> <li>- Kermode Friendship Society</li> <li>- Kispiox Band Council</li> <li>- Kitasoo Education Authority</li> <li>- Kitimat Valley Institute</li> <li>- Kitselas band Council</li> <li>- Kitsumkalum band Council</li> <li>- Kyah Wiget Education Society</li> <li>- Lax Kw'alaams Band</li> <li>- Lasgalts'ap Village Government</li> <li>- Metis Nation Bc</li> <li>- Metlakatla First Nation</li> <li>- Nisga'a Lisism Government</li> <li>- Old Masset Village Council</li> <li>- Sik-E-Dakh (Glen Vowell)</li> <li>- Skidegate Band Council</li> <li>- Tahltan band Council</li> <li>- Telegraph Creek</li> <li>- Wilp Wilxo'oskwhl Nisga'a</li> <li>- UNBC</li> <li>- KVI</li> </ul> <p><i>Not all member First Nations communities or Aboriginal organizations attend every meeting. Attendance varies.</i></p>	<p><b><u>FNC Meetings:</u></b></p> <p>September</p> <p>30/16, October 21/16, December 2/16, January 13/17, February 17/17, April 7/17, May 5/17, June 9/17</p> <p><b><u>ASP Meetings:</u></b></p> <p>November 2016, February 2017, May 2017</p>	<p><b><u>FNC 1<sup>st</sup> priority</u></b> The council recognizes the value in increased contact hours for aboriginal students. Therefore, FNAC's hours are extended to increase face-to-face aboriginal student contacts and to create a welcoming cultural environment.</p> <p><b><u>FNC 2<sup>nd</sup> Priority</u></b> - Each campus has a significant increase in cultural events participation. FNAC continue to collaborate and coordinate cultural activities, deemed of interest to students and FNC <b><u>FNC 3<sup>rd</sup> Priority</u></b> – Elders are to be invited to participate in more activities, events, teachings, and territory welcomes. Ensure Elders are on campus.</p> <p><b><u>Additional Priorities not listed in order:</u></b></p> <ul style="list-style-type: none"> <li>• Community-based Programming – (those who have not yet received funding)</li> <li>• Aboriginal Community Liaison position</li> <li>• Stepping Stones Goals and Objectives (see attached)</li> <li>• Longhouse use and intent</li> </ul>	



## 6. Policies and process(es) to ensure respectful use of Traditional Knowledge and/or Indigenous Intellectual Property

### Traditional Knowledge and/or Indigenous Intellectual Property

#### 1. Cultural Intellectual Property.

Northwest Community College's partnership agreements and client contracts used in the delivery of training and educational programs the following clause is present:

***“There is no intention under this Agreement that any cultural intellectual property of the Contract Party used in the Program or to administer the Program will be transferred or assigned to NWCC or licensed to NWCC for any use outside of the Program and NWCC expressly waives any rights to the cultural intellectual property of the Contract Party used in the Program or to administer the Program.”***

#### 2. Curriculum Template

The following statement is included on the template for all curriculum.

***“All NWCC courses acknowledge the traditional lands upon which we teach. Our classes support the First Peoples Principles of Learning and recognize the relationship between the traditional cultures of our region and success of our students. We strive to provide an inclusive learning environment that respects diversity, tradition, and the values of each individual.”***

#### 3. Traditional Acknowledgement to Traditional Territories:

~~During special events on campus or off campus NWCC employees (all) are expected to~~ acknowledge the traditional territories of the respective Nation to which the event is taking place. When NWCC is hosting, a First Nations member is invited to open the meeting and or meal in prayer. Also, new this year, NWCC has commissioned a Northwest Coast traditionally designed paddle to be used at convocation ceremony. In addition to traditional drumming in of students, prior to the acknowledgement of territories. Student are invited to adorn their respective traditional regalia should they so choose.

## 7. Overview of Proposed Plan

This Aboriginal Service Plan was developed through consultation with the Aboriginal Service Plan Committee, First Nations Council, and community partners. All community-based programming was ranked by the ASP Committee prior to submission and all aspects of the plan were discussed at First Nations Council meetings to determine priorities for the potential funding dollars.

Increased supports provided to Aboriginal Students through increased First Nations Access Coordinator hours and the planning and hosting of cultural events providing an inclusive learning environment that assists students to be successful in their chosen educational program. In addition, NWCC is proposing to increase our staff awareness and understanding of Aboriginal students through targeted workshops and professional development opportunities for

faculty and staff to learn about the history, protocols, and traditions of the Aboriginal people in our College region.

NWCC and our community partners have identified numerous community-based training opportunities primarily focused on increasing Aboriginal students' academic levels through ABE instruction to ensure they are able to enter their desired program areas. In specific communities where the capacity exists it is proposed that Intro to Trades and trades training is delivered on reserve. As indicated in the situational context portion of this proposal, it is imperative that Aboriginal communities and Aboriginal students are targeted for trades training in order to meet the skilled labour demands in the region in coming years. By being proactive and innovative with our program delivery through the use of our mobile training capabilities we will assist in the delivery of quality foundation trades training in communities.

In order to successfully support students in all education opportunities at our campuses and in our communities we have requested Aboriginal Service Plan funding for student services including First Nations Access Coordinator support, tutoring, and cultural activities, Elders on campus, Aboriginal Community Liaison position, and Test Drive.

NWCC's Aboriginal Service Plan initiatives meet the Aboriginal Post-Secondary Education and Training Policy Framework Goals in the following ways:

- Systematic change through Staff, Faculty and Management workshops on the history, traditions and protocols of the Aboriginal people in our College region;
- Access to community based delivery of programs by offering CCP, Trades Training and Trades refreshers in Aboriginal communities;
- Reducing financial barriers by access to emergency funding for Aboriginal students and through delivery of programs in community which decreases living expenses for students; and
- Transition from K-12 to post-secondary through our TEST DRIVE events, support of Elders in Residence and First Nations Access Coordinators.

## 8. Proposed Programs and Activities for 2016/17

<b>Title</b>	<b>First Nations Access Coordinators (Top-Up Hours)</b>	
Minimum or Additional Funding	Minimum Funding	
Priority Ranking	First Priority	
New or Continuing	Continuing	
Category	Student support services and initiatives Outreach activities and events	
Description	Increase to First Nations Access Coordinator hours throughout the NWCC	
Rationale	<p>One of the priorities identified by First Nations Council is for NWCC to provide support for Aboriginal students including: a welcoming and comfortable environment, increasing Aboriginal student participation rates and involvement in the College, and recognizing transitions facing First Nations students. First Nations Access Coordinators serve as role models and help support First Nations students as they navigate through the post-secondary system. Additionally, the FNAC's administer Aboriginal Emergency Assistance Funds and assist students in the budgeting process. This request will allow for an increase in direct student contact hours, support increased and ongoing cultural events, and provide outreach to First Nations communities. Increasing the hours of our First Nations Access Coordinators allows us to have full time positions on 3 of our 5 campuses and supports increased cultural activity at all of our campuses.</p> <p>See Appendix C for full FNAC job description.</p>	
Related Goals	<ul style="list-style-type: none"> <li>Increases access, retention, completion and transition opportunities for Aboriginal learners.</li> <li>Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities</li> <li>Financial barriers to accessing and completing post-secondary education and training are reduced for Aboriginal learners</li> </ul>	
Measuring Success	<p>Success is measured by the amount of Aboriginal students who have accessed PSE programming (access/recruitment) and who complete PSE programming. With the support of Aboriginal Student Services Manager, FNAC's will develop the meaning of success and create targets and means to track those targets. FNAC will play a key role in coordinating and collecting Aboriginal Student Surveys and adapting their role and support services as required based on feedback</p> <p>Quantitative: We can compare the amount of self-identified Aboriginal students who have applied in 2016/17 versus 2015/16 and we can measure the amount of students who have completed their declared program.</p> <p>Qualitative: We can survey self-identified Aboriginal student to see their level of post-education satisfaction in terms of employment, mastery of skills, and/or self-empowerment.</p>	
Location(s)	Prince Rupert, Terrace, Hazelton, Smithers, Houston	
Timing	Start Date	July 1, 2016
	End Date	May 31, 2017
	Duration	11 months
Future Plans	To continue to provide immediate access to First Nations Access Coordinators whenever students need. NWCC already funds FNAC's with base funding. ASP	

	allows us to top up our services and to provide an enhanced experience for our Aboriginal students.			
Budget		2016/17	2017/18 (Estimate)	2018/19(Estimate)
	Ministry (ASP)	\$109,198	\$109,198	\$109,198
	Institution Contribution <sup>1</sup>	\$192,900	\$192,900	\$192,900
	Other or In-Kind <sup>2</sup>	\$	\$	\$
	Total	\$302,098	\$302,098	\$302,098
Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000	Item	Amount		
	Salary (1.8 FTE)	Rupert (.5 FTE) - \$31,399 Terrace (.5 FTE)- \$28,010 Hazelton (.4 FTE) - \$25,119 Smithers (.3 FTE) - \$18,839 Houston (.1 FTE) - \$ <u>5,822</u> <b>TOTAL \$109,198</b>		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program				

Title	<b>Cultural Awareness Training (for staff, faculty, and administrators)</b>
Minimum or Additional Funding	Minimum
Priority Ranking	First
New or Continuing	New
Category	Aboriginal cultural training for faculty, staff or administration
Description	Diversity and inclusion are crucial aspects of a strong and stable public service. This training increases understanding about Aboriginal culture, enhances awareness, and promotes a spirit of inclusion. This training also reaffirms Aboriginal values and partnerships as a key foundation of NWCC, based on respect, recognition, and responsibility. Curriculum for this training will be developed in house, in consultation with FNC. Ideal delivery of this training program is multiple sessions with small groups.
Rationale	One of the priorities identified by our First Nations Council is to increase cultural awareness and sensitivity of College staff and personnel. By offering Cultural Awareness Training, NWCC employees will be better able to serve our Aboriginal students.
Related Goals	Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities Increases student retention and support.

<sup>1</sup> This funding will come from college's base funding and includes wages, benefits

Measuring Success	Quantitative: We will track the number of NWCC employees who access this training with a goal of having all employees (200 full time employees) take part.			
Location(s)	Prince Rupert, Terrace, Hazelton, Smithers, Houston			
Timing	Start Date	July 1, 2016		
	End Date	May 31, 2017		
	Duration	11 months		
Future Plans	This is a pilot project. We may expand this program if it is successful.			
Budget		2016/17	2017/18 (Estimate)	2018/19(Estimate)
	Ministry (ASP)	\$20,000	\$20,000	\$20,000
	Institution Contribution <sup>3</sup>	\$10,000	\$10,000	\$10,000
	Other or In-Kind <sup>4</sup>	\$	\$	\$
	Total	\$30,000	\$30,000	\$30,000
Expense Breakdown for 2016/17 activities/programs where	Item	Amount		
	<b>Workshop Development</b>	<b>\$10,000</b>		
	<b>Workshop Delivery</b>	<b>\$10,000</b>		
		<b>\$20,000</b>		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the				
<b>Title</b>	<b>Hosting Cultural Events</b>			
Minimum or Additional Funding	Minimum			
Priority Ranking	First Priority			
New or Continuing	Continuing			
Category	Student Support Services and Initiatives			
Description	Cultural events are events that incorporate or acknowledge traditional cultural practices. Events are varied and include, but are not limited to, welcome feasts, learning feasts, traditional medicine harvesting and preparation, moose hair tufting, bison hide tanning, and talking circles. ASP supports these events through hiring Elders and traditional content experts, supplies, food, and promotional material. Hosting cultural events on campus is a way for Aboriginal students to connect with their culture and for them to experience different First Nations cultures. Additionally, cultural events allow non-Aboriginal students to experience First Nations culture, allowing a greater understanding of Aboriginal culture, which has been identified as a priority by our First Nations Council advisory group. Each campus hosts 5-8 cultural events per academic year (September through April).			

<sup>3</sup> NWCC will contribute office space, facility, and equipment

Rationale	Cultural events are a critical link when it comes to inclusion and awareness. Events throughout the region have increased awareness of differences within the Aboriginal cultures of our students and also within the non-Aboriginal student population. Event participation ranges from 8-10 at the smaller campuses to over 75 at the larger campuses. Feedback from participants is positive, students enjoy staying connected to their culture and learning about new cultures.			
Related Goals	Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities.			
Measuring Success	As a result of these events, Aboriginal students have expressed an increased sense of belonging to a group with many things in common. Non-Aboriginal students have also experienced a connection to Aboriginal culture and ways of understanding. Quantitative: We will measure the attendance of these activities. Quantitative: We will measure the effectiveness of these activities by collecting surveys and compiling statistics.			
Location(s)	Prince Rupert, Terrace, Hazelton, Smithers, Houston, and local communities			
Timing	Start Date	July 1, 2016		
	End Date	May 31, 2017		
	Duration	11 months		
Future Plans	This is an ongoing plan. Cultural activities have historically had extremely good turnout from community (potential partners, students, and influential community members), Aboriginal students, non-Aboriginal students and serve to build an inclusive PSE environment.			
Budget		2016/17	2017/18 (Estimate)	2018/19(Estimate)
	Ministry (ASP)	\$20,000	\$20,000	\$20,000
	Institution Contribution <sup>5</sup>	\$10,000	\$10,000	\$10,000
	Other or In-Kind <sup>6</sup>	\$10,000	\$10,000	\$10,000
	Total	\$40,000	\$40,000	\$40,000
Expense Breakdown for 2016/17 activities/programs where	Item	Amount		
	<b>Supplies, honorariums, gifts</b>	<b>\$20,000</b>		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the				

<sup>5</sup> NWCC has budgeted \$10,000 for this activity

<sup>6</sup> NWCC will in-kind the cost of facility, staffing, and equipment for these events

<b>Title</b>	<b>Aboriginal Community Liaison</b>			
Minimum or Additional Funding	Minimum			
Priority Ranking	First Priority			
New or Continuing	Continuing			
Category	Student Support Services and Initiatives			
Description	The Aboriginal Community Liaison position was created to expand our partnerships and program with First Nation communities in our region – especially communities that have not yet accessed ASP or other related programs and funding opportunities. This position was identified by First Nations Council as a priority within ASP funding.			
Rationale	This position ensures that the development of all of communities within the NWCC region are well informed as to their options for jointly submitting educational proposals to various groups. The ACL travels to communities within the College catchment area to discuss what community needs exist and how NWCC can work together with the community either to deliver on-site training and programs or to increase access to on-campus programs.			
Related Goals	Community-based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities			
Measuring Success	The activities of the Aboriginal Community Liaison position support recruitment of First Nation students in remote communities and provide networks between these communities and Northwest Community College. Quantitative: Measured by the number of communities that are contacted. Qualitative: Measured by the number of communities who receive ASP programming and by improved relationships through outreach.			
Location(s)	Region wide			
Timing	Start Date	July 1, 2016		
	End Date	May 31, 2017		
	Duration	11 months		
Future Plans	The ACL position ensures that First Nations communities are empowered and actively participate in programming, services, and decision-making to ensure NWCC reflects more fully the culture of all communities in our region. At this time, the ACL position is under review. Consultation with FNC will take place to determine if this is a valuable activity and to see if the position can be improved to better meet community needs,			
Budget		2016/17	2017/18 (Estimate)	2018/19(Estimate)
	Ministry (ASP)	\$33,098	\$33,098	\$33,098
	Institution Contribution <sup>7</sup>	\$3,802	\$3,802	\$3,802
	Other or In-Kind <sup>8</sup>	\$	\$	\$
	Total	\$36,900.00	\$36,900.00	\$36,900.00
Expense Breakdown	Item	Amount		
	Salary (.5 FTE)	\$29,275		

<sup>7</sup> Position is a 12 month position, ASP covers 11 months, NWCC will cover the other month wages/benefits.

<sup>8</sup> n/a

activities/programs where Ministry funding is greater than	Materials/Supplies Travel  TOTAL	\$ 1,500 <u>\$ 2,323</u> <b>\$33,098</b>
--	---	--

Activities/ Programs Delivered in Aboriginal Communities (where applicable)	
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the	

<b>Title</b>	<b>Test Drive NWCC</b>
Minimum or Additional Funding	Minimum
Priority Ranking	First Priority
New or Continuing	Continuing
Category	Student support services and initiatives Outreach activities and events
Description	The Test Drive NWCC program allows potential students to attend NWCC and learn about program areas, student support services, and college policies/procedures in an experimental environment. This program takes different shapes at different campuses.
Rationale	Test Drive NWCC is held at our Terrace and Smithers campuses. In Smithers campus this is a 1 day program at Terrace campus it is an overnight event. At Test Drive we see registration from all over the Northwest. More than 90% of the students attending Test Drive are Aboriginal, and many get endorsed by their band to attend. For most participants, this is their first introduction to the College so one of our goals is to get participants familiar and comfortable with the Student Services team. Test Drive establishes a connection with the First Nations Access Coordinators early, so students who are trying to come to NWCC in the future know where they can get financial, academic, and cultural support. With the continuation of these funds, we will continue to build on the cultural events, the option of activities in the evening, help with transportation to off-campus activities and supplies.
Related Goals	Financial barriers to accessing and completing post-secondary education and training are reduced for Aboriginal learners. Aboriginal learners transition seamlessly from K–12 to postsecondary education.



Measuring Success	<p>Experiential learning is an incredible tool, especially for Aboriginal learners. Test Drive NWCC allows potential students to experience different programs and explore support services before they become students at NWCC. Test Drive includes workshops in learning pathways and a comprehensive overview of the Student Services team so that when they are post-secondary students they will already have a solid foundation of support services and successful study techniques.</p> <p>Quantitative: We will measure the amount of self-declared Aboriginal students who attend Test Drive NWCC and will follow up on their long term PSE success (eg enrollment at NWCC, retention in their NWCC program and success in their NWCC program. Long term results of Test Drive are positive, with 100% of the participants</p>																															
	<p>in the first offering (2011) going on to register at NWCC. Because the program is for students in grades 10-12, we don't expect to see results in the form of enrollment for 1-3 years after participation in Test Drive NWCC.</p> <table border="1" data-bbox="402 709 1057 974"> <thead> <tr> <th>Year</th> <th>Participants</th> <th>Applied</th> <th>Registered</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>23</td> <td></td> <td></td> </tr> <tr> <td>2015</td> <td>29</td> <td>9</td> <td>6</td> </tr> <tr> <td>2014</td> <td colspan="3">Canceled – low enrollment</td> </tr> <tr> <td>2013</td> <td colspan="3">Students weren't registered, no data</td> </tr> <tr> <td>2012</td> <td>24</td> <td>20</td> <td>18</td> </tr> <tr> <td>2011</td> <td>28</td> <td>28</td> <td>28</td> </tr> </tbody> </table> <p>Qualitative: Every year we will survey the Test Drive participants and chaperones to measure their satisfaction of the event. We will extend this survey to Education Coordinators to ensure that we are meeting their needs in terms of PSE preparedness.</p>				Year	Participants	Applied	Registered	2016	23			2015	29	9	6	2014	Canceled – low enrollment			2013	Students weren't registered, no data			2012	24	20	18	2011	28	28	28
Year	Participants	Applied	Registered																													
2016	23																															
2015	29	9	6																													
2014	Canceled – low enrollment																															
2013	Students weren't registered, no data																															
2012	24	20	18																													
2011	28	28	28																													
Location(s)	Terrace, Smithers																															
Timing	Start Date	July 30, 2016																														
	End Date	June 30, 2017																														
	Duration	12 months																														
Future Plans	Test Drive is a very popular event and we plan to continue this initiative and expand																															
Budget		2016/17	2017/18 (Estimate)	2018/19(Estimate)																												
	Ministry (ASP)	\$5,000	\$5,000	\$5,000																												
	Institution Contribution <sup>9</sup>	\$2000	\$2,000	\$2,000																												
	Other or In-Kind <sup>10</sup>	\$2000	\$2,000	\$2,000																												
	Total	\$9,000	\$9,000	\$9,000																												
Expense Breakdown for 2016/17 activities/ programs where Ministry funding is greater than \$20,000	Item	Amount																														
	Materials/Supplies	\$4000																														
	Honorariums	\$1000																														
	TOTAL	\$5000																														
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>																																

Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	
---	--

<sup>9</sup> NWCC has budgeted \$2000 for this activity

<sup>10</sup> NWCC will provide dorms and meals for students @ \$100/day per minimum 12 students.

<b>Title</b>	<b>Elders on Campus</b>	
Minimum or Additional Funding	Minimum	
Priority Ranking	First	
New or Continuing	Continuing	
Category	Student Support Services and Initiatives	
Description	Elders bring a sense of leadership to the activities they lead and/or participate in. They are the corner stones of many of the communities NWCC serves and they are very willing to share their stories. Elders serve many different purposes at NWCC. Often they are used to provide support services for students, acting as a mentor or a guide. They are also asked to accompany classes and act as a content expert or consultant. Elders will be present during many of the cultural events and workshops as well as lead the traditional language workshops we have planned. Language revitalization is a very strong desire for communities we serve and sitting and learning from Elders is one way in which NWCC hopes to support the learning of traditional language.	
Rationale	Elders play a critical role in Aboriginal culture as teachers and mentors. Elders provide cultural knowledge and support for our First Nations learners. Having Elders on campus provides students with a direct connection back to their communities. It eases the transition of having to leave their family and community. In July 2016 we initiated an Elder recruitment program. We are now actively recruiting Elders from the community and looking into referrals for Elders.	
Related Goals	Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities Increases student retention and support.	
Measuring Success	Quantitative: We will track the number of student who access Elders on Camps through attendance tracking and, where possible, registration. Qualitative: Students who attend a session with an Elder will be given a survey to rate the quality of the experience. We will use this data to inform future sessions and Elder selection.	
Location(s)	Prince Rupert, Terrace, Hazelton, Smithers, Houston	
Timing	Start Date	July 1, 2016
	End Date	May 31, 2017
	Duration	11 months

Future Plans	We plan to continue and expand upon the Elders on Campus program at NWCC and it is our goal to have a pool of Elders (3-5) at each of our campuses. This will be accomplished through our Elder recruitment initiative. The Elder/s would be able to interact with the students, staff, and faculty; speak and teach about traditional ways of living, learning and being, all the while creating a warm and welcoming atmosphere for all our learners.			
Budget		2016/17	2017/18 (Estimate)	2018/19(Estimate)
	Ministry (ASP)	\$12,732	\$12,732	\$12,732
	Institution Contribution <sup>11</sup>	\$2,200	\$2,200	\$2,200
	Other or In-Kind <sup>12</sup>	\$	\$	\$
	Total	\$14,932	\$14,932	\$14,932
Expense Breakdown for 2016/17 activities/programs where Ministry	Item	Amount		
	<b>Salary (.25 FTE)</b>	<b>\$12,732</b>		

funding is greater		
--------------------	--	--

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	

<sup>11</sup> NWCC has budgeted \$2,200 for this activity

<sup>12</sup> n/a

<b>Title</b>	<b>Career &amp; College Prep/Intro to Trades/Trades Training</b>
Minimum or Additional Funding	Additional
Priority Ranking	First Priority (1)
New or Continuing	New
Category	Delivery of programs or courses on campus or in Aboriginal Communities.
Description	<p>This multi-year program will take students from upgrading to get prerequisite skills for trades training in year 1, into an Intro to Trades program which gives them hands-on experience in a multitude of trades (carpentry, plumbing, electrical, mechanical, welding, professional cook, power engineering) in Year 2, and followed with a Trades foundation program in the community in Year 3.</p> <p>Students will be assessed for their English and Math levels at the beginning of the program and will be assessed again at the end of Year 1. Essential skills will be woven throughout instruction in the Math and English instruction. NWCC instructors will review all assessments and will ensure curriculum is delivered in a manner that meets students' individual needs. Students will also prepare individual education plans which will assist in their ability to determine a career path which is not only achievable but also with a high expectation of employment.</p> <p>The Intro to Trades program is an exploratory program which provides students with an opportunity to try various trades in order to make an informed decision on their future career paths. NWCC has offered this program numerous times with local School Districts and have found increased success in trades training for student who first complete the Intro to Trades program.</p> <p>Year 3 will be a trades training program delivered in community which will be determined based on financial ability, community capacity and student/community need.</p>
Rationale	<p>This multi-year program will enable students to find employment in the growing mining, oil and gas, and construction industries in the Northwest. Programming within community enables students to re-enter into post-secondary education in familiar surroundings and enables them to access existing supports. Starting their career paths in community eases their transition to school and subsequently the workforce. The intent of this program</p>

	<p>the minimum requirements for their desired trades training but also that students are making informed decision on what path their education and career will take. Please see ranking chart for criteria on community programming. Ranking was based on the criteria established by the First Nations Council. (Appendix 2)</p>			
Related Goals	This program relates to the ASP goal particularly “Increase access, retention, completion and transition opportunities for Aboriginal Learners”, as well as meeting the ASP goals 1, 2, and 3.			
Measuring Success	Students will be assessed at the beginning of year 1 and then again at the end of year one. We will be able to determine math and English level improvements and report out on them. We will do a program evaluation at the end to gather data on students to see who will continue in their post-secondary education. We will also be able to measure success by tracking those students that enter into the second year’s Intro to Trades programming.			
Location(s)	Gitwinksihlkw, Gingolx			
Timing	Start Date	September 5, 2016		
	End Date	April 29, 2017		
	Duration	8 months		
Future Plans	This is a three year training plan.			
Budget		2016/17	2017/18 (Estimate)	2018/19(Estimate)
	Ministry (ASP)	\$141,831	\$112,447	\$153,422
	Institution Contribution <sup>13</sup>	\$	\$	\$
	Other or In-Kind <sup>14</sup>	\$4,253	\$10,000	\$10,000
	Total	\$146,084.00	\$122,447.00	\$163,422.00
Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000	Item	Amount		
	<b>Salary (2.2 FTE)</b>	\$125,015		
	<b>Travel</b>	\$ 14,400		
	<b>Materials/Supplies</b>	\$ 1,120		
	<b>Student Fees</b>	<u>\$ 1,296</u>		
	<b>TOTAL</b>	<b>\$141,831</b>		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<p>Appendix 3 – First Nations Council letter Appendix 4 – FNC Terms of Reference Appendix 5 – Wilp Wilxo’oskwhl Nisga’a Institute letter</p>			

<sup>13</sup> n/a

<sup>14</sup> NWCC will in-kind cost for Learning Assistant Specialist – 70 hours wages+benefits for pre and post assessments, Year 1, the use of Mobile Trades Training Unit in years 2 and 3.

## 9. Overall Budget

### Northwest Community College

#### Overall Budget

#### *MINIMUM - Programs and Activities Supported by Minimum Ministry Funding*

Activity/Program Title	Category	2016/17		2017/18 (Estimate)		2018/19 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
First Nations Access Coordinators Top-Up	Student Support Services	\$109,198	\$192,900	\$109,198	\$192,900	\$109,198	\$192,900
Cultural Awareness Training	Aboriginal Cultural Training	\$20,000	\$10,000	\$20,000	\$10,000	\$20,000	\$10,000
Hosting Cultural Events	Student Support Services	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Aboriginal Community Liaison	Student Support Services	\$33,098	\$3,802	\$33,098	\$3,802	\$33,098	\$3,802
Test Drive NWCC	Student Support Services	\$5,000	\$4,000	\$5,000	\$4,000	\$5,000	\$4,000
Elders on Campus	Student Support Services	\$12,732	\$2,200	\$12,732	\$2,200	\$12,732	\$2,200
Sub-Total		\$200,028	\$232,902	\$200,028	\$232,902	\$200,028	\$232,902

#### *ADDITIONAL - Programs and Activities Requiring Additional Ministry Funding*

Activity/Program Title	Category	2016/17		2017/18 (Estimate)		2018/19 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
CCP/Intro to Trades/Trades Found	Delivery in community	\$141,831	\$4,253	\$112,447	\$10,000	\$153,422	\$10,000
Sub-Total		\$141,831	\$4,253	\$112,447	\$10,000	\$153,422	\$10,000

#### *TOTAL FUNDING (Minimum + Additional)*

		2016/17		2017/18 (Estimate)		2018/19 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Total		\$341,859	\$237,155	\$312,475	\$242,902	\$353,450	\$242,902

# 10. Appendices



February 5, 2016

Ministry of Advanced Education  
Teaching Universities, Institutes and Aboriginal Programs Branch  
Box 9877, Stn Prov Govt  
Victoria, BC  
**Postal code**

Aboriginal Service Plan Steering Committee:

The Northwest First Nations communities of British Columbia are impacted by isolation, with those in remote areas particularly, suffering multiple barriers to educational access. For a long time, the communities have expressed their desire to participate and lead during this wave of economic interest and major project expansion in the northwest. Our priority planning process was, and our new 'Together This Way Forward, Strategic Plan 2013 – 2018' is, a giant step towards meeting our communities where they are and forging stronger relationships.

We have enclosed a copy of our new "Together This Way Forward, Strategic Plan 2013 – 2018" for your perusal. The plan clearly articulates Northwest Community College's shared values and principles with the communities we serve. You will see that we were able to consult with 16 of our 34 regional communities face-to-face; we also provided opportunities for online input for those communities we could not get to.

Northwest Community College serves the highest number of Aboriginal learners in the province. Our student population is almost equally Aboriginal and non-Aboriginal. We are working hard to make our curriculum and our processes welcoming and relevant to all of our learners. We strive to be culturally inclusive and to provide the programs and services our students, communities and industries want and need.

I have tasked my team to develop an Aboriginal Service Plan that reflects what our Aboriginal Communities have requested. The plan was developed in consultation with our First Nations Council. This committee which included Aboriginal community members and college personnel engaged community educational advisors, members of Band Councils, Aboriginal Institutions, Friendship Societies and members of the Metis Association to determine the ASP activities and to solicit requests for community-based educational programming.

Our region is imperative to the BC labour market with the provincial government's goal of 3 Liquefied Natural Gas plants and various other major projects located within our college region. Receiving ASP funds will not only ensure that Aboriginal students are receiving inclusive, holistic supports at our campus centres but also that NWCC can bring relevant, in demand community programming to the remote

.../2



Aboriginal communities in our college region. The Aboriginal Liaison position will assist our institution in expanding existing partnerships and consultation with our Aboriginal communities to increase community capacity. Our ASP plan meets the needs of Aboriginal learners both on campus and in our community based programming while assisting our population in meeting the current and future labour market demands of our region.

Receiving ASP dollars will provide NWCC with an opportunity to provide additional First Nations Access Coordinator (FNAC) services to students. FNACs are critical to the success of our Aboriginal students, recruitment in our Aboriginal communities and the K-12 system. Additional funds will allow FNACs to conduct more outreach and to partner with Aboriginal communities and four Aboriginal institutions to host career and college awareness fairs and to identify partnering opportunities. While on campus, FNACs serve as role models and play an essential role in aiding students to navigate college. In our ASP we have also identified the wish to hire Aboriginal Student Ambassadors and tutors to extend the outreach of FNACs.

Our ASP places a high priority on the delivery of community-based programming. We have learned that Aboriginal learners are more likely to complete their programming if they begin their experience in their home community. However, Industry Training Authority (ITA) and base funding place a premium on utilization rates and class size over the reality of how many learners a small community has and how many graduates it can absorb into their workforce. ASP funds allow us to fulfill community requests for programming using a class size that works for the individual community.

Our community partners provide facilities, recruit students, and identify potential instructors. We have completed our strategic planning process and will be working with our internal stakeholders including First Nations Council to develop a new strategic educational plan with measurable outcomes. The implementation of a holistic student success model is at the heart of our planning. We will continue to address funding levels by advocating a base funding formula that takes into account the immense needs of our students and the cost of delivering services in the rural north across a vast geographical distance.

We appreciate the opportunity to seek ASP funds to address the many needs of our students. We want to make sure that our Aboriginal students are able to engage in the economic development and sustainability of the northwest. We are keenly aware of the need for shoulder to shoulder collaboration in meeting the needs of our students and will be focusing our attention on developing further partnerships.

With Respect,



Ken Burt  
President & CEO

## **B. Stepping Stones Document**

### **Stepping Stones to Improved Relationships: Aboriginal Equity and Northwest Community College**

#### **Summary Report**

Prepared for Northwest Community College by  
Deborah Sargent, Northwest Planning  
Elizabeth Wilson, Touchstone Services May  
1995

#### **Background**

In February 1995, Northwest Community College began a long-term process to improve its relationships with the First Nations communities it serves. This was initiated in order to

- make education at Northwest Community College more relevant in the lives of First Nations students;
- develop strong partnerships to support education within First Nations communities; and
- develop ways for the communities to have a greater say in Northwest Community College educational initiatives.

The College contracted two project consultants to begin a dialogue with communities, gather information, work with a Liaison Committee, develop an action plan, and write a summary report including recommendations to the College. This initial work took place between February and May 1995. During this time an Equity / Aboriginal Liaison Committee was established to

- provide information about existing College programs, services, delivery methods, and participation;
- assist the consultants in developing an action plan to implement recommended changes to improve service and programming to aboriginal communities;.
  - provide a link between the College and aboriginal communities, in support of College / community partnerships

#### **Consultation Process**

The consultants conducted a series of interviews and small group discussions with over 50 individuals across the Northwest. People from First Nations communities and Northwest Community College went out of their way to be helpful, and contributed articulate and thoughtful comments about education for First Nations adults. Many indicated that they were pleased with the results of the study and to see changes at the College.

Meetings took place between mid-February and early May 1995 in communities from Smithers to Old Masset Village. In addition, three Liaison Committee meetings were held, with representatives from First Nations communities and the College. Although the consultants tried to meet with as many people as possible, we recognize that some have not yet had the opportunity to express their views. This initial dialogue begins a long-term process, with continuing opportunities for on-going communication.

The meetings that form this dialogue included representatives with a range of experience:

- First Nations Education Coordinators
- First Nations Economic Development Officers
- First Nations Band Council members
- Northwest Community College personnel
- Members of the Equity / Aboriginal Services Liaison Committee
- Student enrolled in Northwest Community College programs

The consultants also reviewed recent reports, research literature, and publications related to First Nations education and drew upon their previous work to provide a context for the development of the Action Plan. Lists of project participants, committee members, related research, and selected bibliography can be found in the Appendix.

The Liaison Committee met three times between March and May 1995 and worked with the consultants to develop an Action Plan. The Action Plan details the implementation of the recommendations in this summary report. It addresses key issues common to many First Nations communities in the region, while recognizing that each community has unique and individual needs. This summary report provides greater detail about the process that has conjunction with the Action Plan.

The consultants would like to express their sincere appreciation for the significant contributions of members of First Nations communities and Northwest Community College to this process.

## **Current Research**

Although there has been considerable research undertaken on the educational needs of First Nations children, relatively little attention has been focused on First Nations adult learners. This trend is changing. There is a growing area of literature that specifically addresses the First Nations education community. A partial listing of related research along with a selected bibliography of related publications can be found in the Appendix.

## **Cultural, Political, and Social Context**

Public schools, colleges, and universities are cultural institutions with implicit values, structures, and behaviours that reflect and support the majority culture in society.<sup>1</sup> Richard Daly (1990) speaks of the process of internalizing the cultural goals and values of the dominant society through social institutions. Basic assumptions that underlie these values, structures, and behaviours are seldom challenged. First Nations students in public educational institutions are surrounded daily with pervasive examples of a culture that is not their own.

In order for education to be meaningful to First Nations adults, it must be connected to the cultural, political, social, and economic values and realities of First Nations communities<sup>2</sup>

A member of the Liaison Committee spoke of culture being the roots of education, anchoring the people and providing them with nourishment and strength:

*It is like a tree. When there is a storm, if the roots are strong, the tree will hold. Recent history has weakened our roots. Our people are now developing a strong roots system, getting back our strength. Education is another way to strengthen our roots. We use our culture to strengthen our roots.*

The initial consultation process between the college and the communities is taking place within the context of major historic processes that will shape future relationships between Northwest Community College and First Nations Communities the most significant of these processes are treaty negotiations which are developing concurrently with the evolution of aboriginal self - government.

The First Nations that comprise the College region are actively involved in negotiating treaties with the governments of Canada and British Columbia over issues ranging from education to land management and jurisdiction. Educational initiatives are integral to these negotiations and to self- government. Key issues in education emerge from the same sources as all other self government issues.

---

<sup>1</sup> Cross, B. E. (1995). The Case for Culturally Coherent Curriculum. In *Toward A Coherent Curriculum*. Alexandria, VA: ASCD, p.71

<sup>2</sup> Wilson, E. & Napoleon, V. (1995). *First a Weaving, Then a Telling* ....Victoria: Ministry of Education, p. 7.

## Major Themes and Issues

Emerging themes and issues discussed in this Summary Report reflect the organization of the Action Plan. The Action Plan details how and when the recommendations will be implemented. Emerging issues are organized within three interrelated themes.

- Building Relationships
- Self-government Initiatives
- Student Support

### *Building Relationships*

Strong relationships between the College and the First Nations communities are vital to developing meaningful partnerships. These relationships must be based on mutual understanding, respect, and trust.

The major issue of the nature of the relationship itself between First Nations people and the College pervades all other issues. Many individuals spoke about their experiences with the College with a high degree of frustration and disappointment. They cited instances of the College acting in a unilateral, paternalistic, and arrogant fashion. Respondents recognized that the College must overcome its previous image and establish a level of trust with First Nations communities. Concomitant with this, the College must avoid the temptation of launching programs and studies prior to establishing working relationships and agreements of understanding between itself and Native communities. Many recommended a movement from *project and product* to *process and participation*.

One community group spoke of the opportunities facing the College:

*The College has a big role as the only post-secondary institution in this area. It should be an initiator and innovator for offering programs relevant to local community needs. There is a great opportunity, if they approach it right, to help us be successful and for the College to be successful too...I'm not aware of a specific mandate that targets First Nations people within the College*

### First Nations Education Council

First Nations communities throughout the northwest and British Columbia are strongly involved in education. They are developing programs, establishing skills centres, writing proposals, obtaining funding, contracting instructors, and providing educational services for the members of their communities. Education Coordinators, Economic Development Officers, Band Administrators, and other community leaders are pivotal to the processes of communication and coordination. They are well informed about the individual and collective educational needs of their communities. They provide support for students within the community or in distant places. They are knowledgeable and articulate about post-secondary educational issues and initiatives.

Virtually all First Nations communities in the region are forging partnerships with the post-secondary institutes that are best able to work with them to deliver the programs they need. There was an overriding sense that the timing is right to begin responsible partnerships with the College.

A major recommendation from the Liaison Committee is the formation of a First Nations Education Council that would provide a strong voice from the First Nations communities, recognizing both common goals and unique needs. This Council would be made up of representatives from First Nations communities and supported by Northwest Community College. It would

- ensure that First Nations communities are involved in decision-making;
- set tangible goals and targets based on common threads of interest and concern;
- work toward common goals in education; and
- work with post-secondary institutes to develop, fund, and implement programs to meet common goals of First Nations communities.

### Cultural Competence

Although the Action Plan includes a range of strategies that may be employed to better serve the needs of First Nations communities, the focus of future action must be on the nature of the relationship itself. The way in which the College and First Nations communities interact cannot be separated from the level of services and type of programming provided, and ultimately, the level of student support and success.

The single most important finding of this study is that the College needs to examine very closely its internal mechanisms and look at how it can take steps towards changing ingrained habits and begin working collaboratively with First Nations communities as equal partners, on an ongoing basis.

Conflicts between people and institutions often emerge from a lack of understanding of cultural assumptions about education and about the importance of culture in providing strength to individuals and communities. Culture and education are integral parts of each other. In order to make education meaningful and relevant for First Nations adults, educators and community members must examine culturally-determined assumptions about culture, history, and education.

People must become “culturally competent,” able to understand their own culture and those of others. They must somehow internalize a sensitivity to First Nations culture, the interrelationship of culture and education, and the influence of culture, history, and education.

### **Mandate for First Nations Education**

Incremental changes to programs and service delivery will have no understandable context without a clear mandate for First Nations education within the College. It is difficult, if not impossible, to expect collaboration with a group that feels its role is unclear at best and nullified at worst. Before the College can begin to work through the Action Plan for

change, it is critical that it clearly articulates its mandate for First Nations Education. Given an identifiable place in the College structure and operations, the relationship between the College and the communities can evolve and grow and provide a starting point for true collaboration in the future.

### **Effective Pathways for Communication**

Many First Nations community members felt that there has been little significant communication between the communities and the College in the past. This lack of communication ranged from the College having no presence at all within a community to inadequate notification of course cancellations and offerings. Lack of timely information was cited as both a frustration and a hardship.

To build true partnerships, the College and the communities must develop a network of people involved in First Nations adult education in the region. There must be ways for people to share information about programs and students easily and effectively. The College must support processes that encourage College personnel and First Nations communities to meet, discuss problems, and seek ways to support First Nations students.

### **Recommendations**

Recommendations based on these issues and expanded in the Action Plan include –

- 1) Establish a First Nations Education Council comprised of representatives from first Nations communities in the northwest.
- 2) Increase cultural awareness and sensitivity of College staff and personnel.
- 3) Develop a College-wide mandate for First Nations education.
- 4) Develop effective pathways for communication between the College and the communities.

### ***Self-Government Initiatives***

Self-government initiatives and treaty negotiations are dynamic, evolving processes which have significant, long-term impact on the future of communities in British Columbia. A prevalent theme throughout community and committee discussions has been the importance of education for the future of First Nations communities. The great need for trained and educated people is evident in discussions about work to be done in resource management, administration, business, trades, education, and other areas. Education must not only fulfill the needs of the community for training; it must be truly integrated with the present and future realities of First Nations communities: “Future educational planning, goal setting, design, and policy must encompass a strong, living, contemporary understanding of the dreams and aspirations of First Nations [people].”<sup>3</sup>

---

<sup>3</sup> Wilson, E. & Napoleon, V. *Enhancing Relationships between Schools and First Nations Families*. Victoria: Ministry of Education, p. 26.

Programs and courses that are developed independent of the First Nations communities too often reflect the values and knowledge of western society and ignore or misrepresent the First Nations culture of the students. When this happens, students may leave a program because it fails to acknowledge what is important in their lives and for the future of their communities.

Concurrent with the need for trained and educated people within the communities to meet these challenges is the need for non-aboriginal people to understand the complex issues that surround self-government. It is not necessary for all people to agree about issues of self-government. It is important, however, that people have the opportunity to discuss these issues in an atmosphere of mutual respect. The College could play a strong role in public education about self-government and treaty negotiations.

Inclusion of First Nations content does not require agreement with all First Nations issues. Rather, the intent is to foster an appreciation of the complexity of the issues and the questions which much be addressed within our province. Land claims and self-government, for instance, will not go away, and we all have the responsibility to understand and develop solutions in our lives and in our communities. What is needed is an acceptance of cultural diversity and difference on the part of our students and instructors.<sup>4</sup>

First Nations people are in the midst of unprecedented and historic change. Turmoil and conflict often occur when people question assumptions and work to redefine education. Discussions between institutions- such as those between the College and aboriginal organizations- often reflect these conflicts. A new vision of education can grow from this conflict when people are willing to listen to each other with respect, even though they may not agree on key issues. People will not grow in their ability to work together and communicate if they ignore or minimize the key issues affecting First Nations education.

## **Recommendations**

Recommendations based on these issues and expanded in the Action Plan include-

- 1) Jointly support, develop, and implement First Nations Studies programs about the cultures of the Northwest.
- 2) Create and support ways to incorporate First Nations culture within the college.

---

<sup>4</sup>Northwest Community College, Locally Initiated Curriculum Project Proposal, 1994:  
Incorporating First Nations Studies: A Proposal for the Forest Technology Program.  
Stepping Stones to improved Relationships:  
Aboriginal Equity and Northwest Community College



## *Student Support*

In the context of First Nations learners, student support must go well beyond providing information and opportunity. In order to attract and keep First Nations students, the College must integrate its programs with the needs of the communities it serves and reflect the values and cultures of the First Nations of the Northwest. The College must become relevant to the needs of First Nations individuals and communities.

### **Supporting Students**

Personnel and staff within College centres should recognize the many transitions that First Nations students make when they enroll in post-secondary programs. A number of students may come from modified school programs that do not prepare them for post-secondary education. Their experiences within the K-12 school program may have minimized their potential and contributions. Many students are adults who have been away from school for some time and may lack the self-confidence needed to embark on College programs.

First Nations communities have support systems in place for students which include strong community and kinship ties. There is, however, a need for the College to provide additional support and to develop a welcoming and comfortable atmosphere. Support can take a number of forms, including

- Providing opportunities for student recognition;
- Supporting First Nations study groups, student associations, and informal networks;
- Integrating First Nations issues and culture into a range of curriculum areas and programs for all students;
- Providing trained student counsellors;
- Establishing mentorships and hiring First Nations instructors who will act as role models. Additional recommendations are included in the Action Plan.

### **Community and Family Ties**

Testimony from First Nations people within the communities is strongly supported by research. Both provide overwhelming evidence that families and communities must be fully involved in initiatives for First Nations education. In the United States, a number of Tribal Colleges have been established to meet the needs of adult Native students. Research on the effects of these Colleges supports the views of community leaders in the Northwest Community College region: "... if Native students were to be well served, Colleges needed to be integral parts of their communities – geographically, culturally, socially, economically, and organizationally."<sup>5</sup>

---

<sup>5</sup>Houser, Schulyler, *Underfunded Miracles: Tribal Colleges*, Dept. of Education, Washington, D.C. 1991

In discussing the Action Plan, the Liaison Committee grappled with the question of how First Nations kinship ties and House support can be effectively translated into the College environment. Recognizing these community supports is the first step in this process. Many people spoke of the roots of their culture and the ties they have to their community, as did this person:

*We have nine traditional chiefs in our community, and strong values that are associated with the land. ...My culture is what has made me what I am. I had to live a certain way because I was carrying a name, and with that name came responsibility*

Family and student orientation is a means of reinforcing and acknowledging the important socio-political structures in First Nations communities. Additional actions focus on holistic approaches to education, including providing opportunities for cooperative learning and co-teaching, as well as integrating First Nations culture into the curriculum in ways that challenge western worldviews and provide understanding for First Nations culture and customs.

According to Houser (1991), much of the strength of viable systems of post-secondary education for First Nations students is based on developing ongoing and personal relationships with students, their immediate families, inclusion of community in culturally relevant ways, including ceremonial occasions to honour the families of the students and recognizing the contributions and values of Elders.

#### Curriculum and Program Development

Attracting and retaining First Nations student goes well beyond the principles and practices of the College operations. Curriculum development is also key. In times of dramatic social and political change, curriculum must incorporate the turbulence of the times to be considered relevant and to avoid negating the importance of the issues.

This is supported by Cajetes' (1994) discussion of community centred curricula which is integrally connected to the social problems and processes of the times.

First Nations communities are experiencing accelerated change. Educational programs must be flexible and responsive to the needs of these communities. Policies and procedures should enable quick response to proposals from the communities. First Nations respondents identified a number of key educational and training areas, including

- Resources Management
- Public Administration
- Business Management
- Technical and Trades
- Clerical Skills
- Human Services
- Conflict Negotiation and Resolution
- Political Science

Joint planning should ensure that educational goals of the communities can be met. Courses and programs should integrate First Nations issues and cultures, and recognize and reflect the realities of First Nations communities. One person summed up educational needs this way:

*There are many shifts in the resource industries, and with land claims and treaty negotiations, these will all translate into future training needs. There are two groups, high school and adult learners, seeking upgrading and college prep. There is a lot of need in the natural resources sector to train our people in restoration, conservation, and stewardship of the forestry and fishery resources. Tourism will also be tied into this. People will need skills in both technical areas and management, including public administration*

## Quality Education

Educational systems at all levels have a history of failing to meet the needs of First Nations students. A number of studies have examined issues of the quality of education for First Nations students (Smith & Pace, 1988; Atleo, 1991; Houser, 1991; Wilson & Napoleon, 1995). Respondents frequently spoke of the low expectations the public school system held for First Nations students and the fact that many leave school without the qualifications needed for postsecondary study. Significant inequities are apparent in a system that sees so many First Nations students complete 13 years of public schooling only to enroll for several years of up-grading programs.

Houser (1991) discusses this issue in his article about Tribal Colleges, and offers recommendations: “Weakening requirements for students, by bending standards or making unwarranted exceptions, weakens the institutions as well. Instead, tribal colleges work to help students acquire whatever skills they need to succeed. If the colleges allowed students to continue with impaired skills or diluted education, those students would only continue to face the limited choices – employment, careers, and further education – with which they are already familiar.” One respondent summed up the opinions of many:

The instructor’s attitude is what is important. If instructors have high standards but low expectations for Native students this creates resentment.

Ensuring quality education and high expectations are universal aims of the First Nations communities of the region. Much can be accomplished toward these goals with increased mentorship opportunities and more individualized and sensitive college entrance and assessment procedures, along with strong partnerships in program development.

## Definitions of Success

No discussion of First Nations education would be complete without also considering the cultural assumptions that determine concepts of success. First Nations community members and students indicated a strong desire for programs that provide credit for future work, but that also provide relevant, viable education to meet personal and community goals.

The College should work with representatives of First Nations communities to develop and deliver flexible programs that meet the goals of the students. Curriculum, assessment, and evaluation should be strongly linked to the personal and community goals of First Nations students.

### **Transitions and Bridging**

In order for First Nations students to access the College, more coordination is required between the K-12 education system and the postsecondary institutions. Students need to understand the available possibilities and opportunities in order to make considered choices. First Nations respondents confirmed that their children's opportunities were being adversely affected by such practices as placement in modified and upgrading programs. First Nations communities across the College region are looking for ways to address these and other inequities.

There are mixed views within the College in terms of how this situation can improve. One respondent, referring to the many Adult Basic Education programs for First Nations young adults, indicated:

*The College has a whole industry in building programs around getting ready, when maybe it would be more advantageous for people to prepare themselves. It is in fact central to the process of empowerment.*

### **Facilities and Space**

First Nations students need to feel that they are part of the College. Feeling of displacement and exclusion can occur when students are separated from their communities and support networks. Providing space for First Nations students to get to know each other and contribute to the College environment seen as critical.

Establishing space for First Nations students, including a First Nations Resource Centre, within each region of the College would not only provide First Nations student support, but also assist in increasing cross-cultural understanding.

The provision of facilities and resources has to go beyond the campus boundaries in order for First Nations students to utilize available community resources:

We must look at the burdens of the personal lives of students looking at day care, housing, and different strategies for alleviating problems.

Student advisors and counselors also have a critical role to play in providing timely information and exploring students' goals within the context of their communities. The responsibilities of student advisors should go well beyond distributing college calendars and course descriptions:

The advisor should be probing deeper, asking perspective students what they really want to do, where they want to live, and if they can get the support of their Band to support them in reaching their goals. Information should be provided regarding transportation and housing, and should be detailed.

A First Nations Student Handbook could be one vehicle for providing information regarding local community resources and acknowledging traditional support systems.

Recommendations based on these issues and expanded in the Action Plan include-

1. Recognize the importance of family and community bonds and support.
2. Address issues of education, curriculum, and program development in a long term systematic way.
3. Ensure that education for First Nations students is of high quality, with high expectations.
4. Include holistic approaches to education within structures and policies relating to First Nations education.
5. Listen to students with respect and understanding.
6. Include in student support programs processes that help non-aboriginal students gain understanding off First Nations students.
7. Provide sufficient and appropriate space and facilities.

### **Summary of Recommendations**

The recommendations in this summary report emerge from the dialogues within the communities and meetings with the Liaison Committee. They are supported by current research literature in the field of education for First Nations adults. These recommendations form the basis of the Action Plan.

1. Establish a First Nations Education Council comprised of representatives from first Nations communities in the Northwest.
2. Increase cultural awareness and sensitivity of College staff and personnel.
3. Jointly develop a mandate for First Nations education.
4. Develop effective pathways for communication between the College and the communities.
5. Jointly support, develop, and implement First Nations Studies programs about the cultures of the Northwest.
6. Create and support ways to incorporate First Nations culture within the College.
7. Provide sufficient and appropriate space and facilities.
8. Address issues of education, curriculum, and program development in a long-term systematic way.
9. Include holistic approaches to education within structures and policies relating to First Nations education.
10. Listen to students with respect and understanding.
11. Recognize the importance of family and community bonds and support.
12. Ensure that education for First Nations students is of high quality, with high expectations
13. Include in student support programs processes that help non-aboriginal students gain understanding of First Nations students.

## **Appendices**

Appendix 1: First Nations within the Northwest Community College Region

Appendix 2: Project Participants

Appendix 3: Equity/Aboriginal Services Liaison Committee Members

Appendix 4: Sample Interview and Small Group Discussion Questions

Appendix 5: Related Research

Appendix 6 Selected Bibliographies

## Appendix 1: First Nations within the Northwest Community College Region

Tribal Council / First Nations	Members Bands
Gitksan	1. Gitwanyow 2. Gitanmaax 3. Gitsequekla 4. Gitwangak 5. Sik-E-Dak 6. Kispiox 7. Nee-Tahi-Buhn
Wet'suwet'en	8. Hagwilget 9. Moricetown
Tsimshian	10. Harley Bay 11. Kitasoo 12. Kitkatla 13. Kitselas 14. Kitsumkalum 15. Metlakatla 16. Lax Kw'alaams
Haisla	17. Kitamaat Village
Lake Babine	18. Nat'oot'en (Babine Lake)
Nisga'a	19. Gitlakdamix 20. Gitwinksihlkw 21. Lakalzap 22. Kincolith
Haida	23. Old Masset Village 24. Skidegate

## **Appendix 2: Project Participants**

This summary report and action plan emerged from the significant involvement of many people in Northwestern BC communities. We would like to acknowledge, with gratitude, the contributions of the following people who took part in either the community discussions or the Liaison Committee:

### **Smithers:**

Ross Hoffman, Northwest Community College  
Sheila Peters, Northwest Community College

### **Moricetown**

Lucy Gagnon, formerly Kyah Wiget Education Society  
Darlene Glaim, Assistant Negotiator, Social Issues  
Sandra Martin, Kyah Wiget Education Society  
Ruby Williams, Kyah Wiget Education Society

### **Hazelton**

Bev Clifton, Northwest Community College and Gitksan Treaty Office  
Pat Egan, Northwest Community College  
Kate Greenal, Northwest Community College  
Leah Marshalls, Northwest Community College  
Anne Yunkws, consultant  
Elmer Derrick, Gitksan Treaty Office  
Ray Jones, Gitksan Treaty Office  
Anne Howard, Gitksan Wet'suwet'en Economic Development  
Harry Cummins, ABE Class  
Allison Davis, ABE Class  
Fred Johansen, ABE Class  
Cheryl Leslie, ABE Class  
Gwendolyn Grace Max, ABE Class  
Melanie McCarthy, ABE Class  
Esther McLean, ABE Class  
Floyd Moore, ABE Class  
Loretta Ruth Pierre, ABE Class  
Tammy Wells, ABE Class

### **Gitwangak**

Debbie Bright, Gitwangak Education Society  
Chester Williams, Gitwangak Education Society  
Darlene Williams, Gitwangak Education Society  
Amanda Zettergreen, Gitwangak Education Society  
Frank Daniels, Sawmill Workers' Retraining Program  
Elliot Duncan, Sawmill Workers' Retraining Program  
Stepping Stones to improved Relationships:  
Aboriginal Equity and Northwest Community College Page 18  
Sarah Elsworth, Sawmill Workers' Retraining Program

Stepping Stones to improved Relationships:  
Aboriginal Equity and Northwest Community College



Dorothy Joseph, Sawmill Workers' Retraining Program  
Nancy Morgan, Sawmill Workers' Retraining Program

**Terrace**

Shirley Bolen, Kitsumkalum Band Office  
Laura Miller, Kitsumkalum Band Office  
Tom Weegar, Kitsumkalum Band Office  
Doug Baker, Northwest Community College  
John Hart, Northwest Community College  
Norma Kerby, Northwest Community College  
Larisa Tarwick, Northwest Community College

**Kitamaat**

Nancy Nyce, Kitamaat Village  
Louisa Smith, Kitamaat Village

**Nass Valley**

Linda Adams, Nisga'a House of Learning  
Laura Wilde, Gitlakdamix  
Darlene Stephens, Lax Galts'ap Village Government  
William Azak, Gitwinksihlkw Band Council

**Haida Gwaii**

Diane Brown, Skidegate Education Council  
Gladys Gladstone, Skidegate Education Council  
Pearl Pearson, Skidegate Education Council  
Gail Russ, Skidegate Education Council  
Joanne Yovaanovich, Skidegate Education Council  
Hope Setso, Old Masset Village  
Sharon Matthews, Northwest Community College, Masset

### **Appendix 3: Liaison Committee Members**

The following people attended one or more of the Liaison Committee meetings and provided strong direction and guidance in the development of the Action Plan:

Margaret Anderson, University of Northern British Columbia  
Doug Baker, Northwest Community College, Terrace  
Bev Clifton, Gitxsan Treaty Office  
Elmer Derrick, Gitxsan Treaty Office  
Kate Greenal, Northwest Community College, Hazelton and Stewart  
John Hart, Northwest Community College, Terrace  
Michael Hill, Northwest Community College, Terrace  
Ross Hoffman, Northwest Community College, Smithers  
Norma Kerby, Northwest Community College, Terrace  
Pat Kucey, Northwest Community College, Prince Rupert  
Sandra Martin, Kyah Wiget education Society, Moricetown  
Sharon Matthews, Northwest Community College, Masset  
Sheila Peters, Northwest Community College, Smithers  
Louisa Smith, Kitamaat Village Council  
Darlene Stevens, Laxgalts'ap Village Government  
Larisa Tarwick, Northwest Community College, Terrace  
Tom Weagar, Kitsumkalum Band Office  
Chester Williams, Gitwangak Education Society  
Anne Yunkers, Hazelton

#### **Appendix 4: Sample Interview and Small Group Discussion Questions**

- 1) What has been your experience with Northwest Community College?
- 2) When you first became involved with Northwest Community College, what were your expectations?
- 3) What role does Northwest Community College currently play in your community?
- 4) How can Northwest Community College support, acknowledge, and respect your culture in its education services, programs, and delivery methods?
- 5) How can Northwest Community College support you and others in your community as you make life and career choices?
- 6) What role would you like Northwest Community College to play?
- 7) What is preventing Northwest Community College from fulfilling your vision of what it could be?
- 8) In what specific areas should Northwest Community College concentrate its efforts to change?
- 9) If you could recommend three changes to Northwest Community College programming and delivery, what would they be?
- 10) Do you have suggestions/ideas for how the Liaison Committee established by the College could best implement changes?
- 11) Do you have any questions you would like to ask? Anything else you'd like to add?

## **Appendix 5: Related Research**

The following research and studies provide additional information about the field of aboriginal education.

- Atleo, E. R. (1991). A Study of Education in Context. In *In Celebration of Our Survival*, D. Jensen and C. Brooks, eds. Vancouver: UBC Press
- Confederation College of Applied Arts and Technology. (1988). *The Native Learner and Distance Education: An Annotated Bibliography*. Thunder Bay: Confederation College.
- Cross, B. E. (1995). The Case for Culturally Coherent Curriculum. In *Toward A Coherent Curriculum*. Alexandria, VA: ASCD.
- Daly, R. *Cultural Hegemony and the Legal System*. Seminar at Hazelton, B. C., October 13-14, 1990.
- Houser, S (1991). *Underfunded Miracles: Tribal Colleges*. Washington DC: Department of Education. ED343772.
- Napoleon, V. R. & Erickson, K. L. (1994). *Gitsanimx Immersion: A Five Year Plan*. Kitwanga: Gitwangak Education Society.
- Northwest Community College. (1994). *Locally Initiated Curriculum Project Proposal*. 1994: *Incorporating First Nations Studies: A Proposal for the Forest Technology Program*. Unpublished proposal.
- Smith, A. F. V. & Pace, J. M. (1988). The Micmac bachelor of Social Work Program: Policy Direction and Development. *Canadian Journal of Native Studies*, VIII, (1), 147-154.
- Stairs, A. (1991). Learning Process and Teaching Roles in Native Education: Cultural Base and Cultural Brokerage. *The Canadian Modern Language Review*, 47 (2), 280-294
- Szasz, M. C. (1991). Current Conditions in American Indian and Alaska Native Communities. Washington, DC: Department of Education. ED343755.
- Te Hennepe, S. (1992). Issues of Respect: Reflections of First Nations Students' Experiences in Postsecondary Anthropology Classrooms. *Canadian Journal of Native Education*. 20 (2), 193-260.
- Vaala, L. (1992). Native Students in a Community College: Perceptions of Upgrading and Career Students. *Canadian Journal of Native education*, 20 (1), 77-86
- Wilson, E. & Napoleon, V. R. (1994). *Enhancing Relationships Between Schools and First Nations Families*. Victoria: Ministry of Education, Communications Branch.
- Wilson, E. & Napoleon, V. r. (1995). *First a Weaving, Then a Telling... Case Studies in First Nations Education Synthesis Report*. Victoria: Ministry of Education, Evaluation and Information Reporting Branch.

## Appendix 6: Selected Bibliographies

The following books would be useful for those who wish to learn more about First Nations issues and First Nations education.

- Brody, H. (1987). *Living Arctic*. Vancouver: Douglas & McIntyre.
- Brody, H. (1981). *Maps and Dreams*. Vancouver: Douglas & McIntyre.
- Cajete, G. (1994). *Look to the Mountain: An Ecology of Indigenous Education*. Durango, Colorado: Kivaki Press.
- Cardinal, D. & Armstrong, J. (1991) *The Native Creative Process*. Penticton: Theytus Books.
- Davis, S. (1988). *Partners at School: A Handbook on How to Involve Indian And Metis Parents in School Activities*. Saskatoon: Saskatchewan Education.
- Davis, W. (1992). *Shadows in the Sun: Essays on the Spirit of Place*. Edmonton: Lone Pine Publishing.
- Findlay, B. (1991). *With All of Who We Are: A Discussion of Oppression and Dominance*. Vancouver: lazara Press.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
- Gattuso, J. (1993). *A Circle of Nations*. Hillsboro, Or: Beyond Words Publishing.
- Gisdaywa & digamuukw. (1992). *The Spirit in the Land: Statements of the Gitsan and Wet'suwet'en Hereditary Chiefs in the Supreme Court of British Columbia 1987-1990*. Gabriola, B.C.: Reflections.
- Haegert, D. (1983). *Children of the First People*. Vancouver: Tillacum Library.
- Haig-Brown, C. (1995). *Taking Control: Power and Contradiction in First Nations Adult Education*. Vancouver: UBC Press
- Jensen, D. & Brooks, C. (1991). In *Celebration of our Survival: The First Nations of British Columbia*. Vancouver: University of British Columbia Press.
- Kirkness, V. (1992). *First Nations and Schools: Triumphs and Struggles*. Toronto: Canadian Education Association.
- Knudtson, P. & Suzuki, (1992). *Wisdom of the Elders*. Toronto: Stoddart Publishing.
- Mercredi, O. & Turpel, M. E. (1993). *In the Rapids*. Toronto: Penguin Books.
- Mills, A. (1994). *Eagle Down Is Our Law: Witsuwit'en Law, feasts, and Land Claims*. Vancouver: UBC Press.
- Native Education Services Associates. (1993). *The NESAs Activities handbook For Native and Multicultural Classrooms, Vol. 1,2,3*. Vancouver: Tillacum Library.
- Slim, H. & Thompson, P. (1995). *Listening For a Change: Oral Testimony and Community Development*. Gabriola Island: New Society Publishers.

- United Native Nations. (1992). *Sharing the Knowledge: A First Nations Resource Guide*. Vancouver: United Native Nations, Legal Services Society.
- York, A., Daly, R., & Arnett, C. (1993). *They Write Their Dreams on the Rock Forever*. Vancouver: Talonbooks.
- York, G. (1990). *The Dispossessed*. Toronto: Little, Brown and Company.

## C. FNAC Job Description

# Northwest Community College

## Job Description

<b>Branch:</b>	Access Services	<b>Job Number:</b>	026T
<b>Location:</b>	Terrace, BC	<b>Job Title:</b>	First Nations Access Coordinator
<b>Date:</b>	October 2016	<b>Job Class:</b>	10

### **PRIMARY FUNCTION:**

To provide guidance, cultural support, resources, and advocacy to Aboriginal students as they navigate the post-secondary environment.

### **JOB DUTIES and TASKS:**

1. Provide educational and personal support, information and referrals to First Nations students
  - a) Provide first line support to First Nation students who require assistance with academic, emotional or financial issues; refer to appropriate resources as required.
  - b) Conduct student interviews to obtain information necessary to determine needs and goals and to encourage and assist students with selecting appropriate service or program
  - c) Assist student in accessing community services and resources, such as daycare, counseling, ID, foodbank and housing information.
  - d) Familiarize self with, and be actively involved with, student policies in order to properly advise students and faculty to ensure students and faculty are given appropriate course of action & treated fairly.
2. Provide a welcoming and supportive environment for First Nations students and work in conjunction with the college community to facilitate cultural events.
  - a) Take the lead in campus activities that promote cultural awareness and actively participate in initiatives that promote a welcoming atmosphere for First Nations students.
  - b) Promote and represent First Nations input on various internal and external committees and boards as coordinated through the office of the Manager, Aboriginal Student Services.
3. Provide NWCC information and related resources to prospective First Nations students, Education Coordinators, other educational institutions, employers, and related groups and agencies
  - a) Organize, facilitate and participate in activities such as community career fairs, high school presentations, and college nights to recruit students and provide general information on college programs.  
Stepping Stones to Improved Relationships:  
Aboriginal Equity and Northwest Community College
  - b) Establish and develop partnerships and contacts to exchange information with communities and agencies as appropriate.

c) Maintain regular contact and good relations with local First Nations communities and First Nations funding agencies.

d) When required, (some travel maybe required) attend, participate in and liaison with Aboriginal representative from other educational institutes.

4. Fiscal Responsibility: Monitor and maintain budgets and establish effective reporting process

a) Assist students regarding band funding as well as refer to outside agencies i.e Tricorp, Step, Nest, WorkBC, assembling documentation and letters to sponsors; support students in their appeal process if necessary. Assist students with funding opportunities for First Nations students with the application process i.e. scholarships/bursaries.

b) Monitor and track on the annual (core) First Nations Access Coordinator budget via EasyR. Provide a report on the activities

c) Track and report on the expenditures of budgets including core and project based funds (for example, Aboriginal Service Plan).

d) Assist in the monitoring and delivery of Emergency Funds to students. Work with students to develop realistic budgets.

e) Complete honorarium forms.

5. Must be an integral part of First Nations Council

a) Be an active and regular attending member of First Nations Council.

b) Travel to communities for First Nations Council meetings around the region; meetings held every 6 weeks.

c) Be an active participant in the review and execution of the Stepping Stones document.

***SUPERVISION RECEIVED:***

Report to the Manager, Aboriginal Student Services.

Supervised by the Regional Director or Director, Student Development, if present.

***SUPERVISION/DIRECTION EXERCISED:***

Responsible for recruiting and hiring, training of Elders and First Nations with cultural knowledge and expertise and training. Campus and Aboriginal Ambassadors (when required). Adhering to traditional protocols of the respective Aboriginal Nations.

***PHYSICAL ASSET INFORMATION MANAGEMENT:***

Regularly (daily) maintain and update student records, retention workflows and project files. Operate calculator, computer, (excel, word and ppt) Colleague, photocopier, fax, social media, camera, website and media relations when requested.



**FINANCIAL RESOURCES:**

Monitor, maintain, and report on core budgets and contract budgets when required (ASP). Interview and for emergency funding. Coordinate and track timesheets, status change forms, and request for Appointment TD1 and TD1BC forms, banking information, receipts and invoices when hiring non union Aboriginal personnel. Using EasyR: in addition to annual administration budgets, monitor and track ASP Cultural Activities and Elders on Campus budgets for both on and off campus activities. Research, submit, track and report on additional funding opportunities available to support Cultural activities on or off campus.

*The above statement reflects the general details considered necessary to describe and evaluate the principal functions of the job identified, and shall not be construed as a detailed description of all the work requirements that may be inherent in the job.*

## D. Letter of Support from First Nations Council

July 18,2017

Ministry of Advanced Education

Attention: Deborah Hull

Executive Director of Aboriginal Programs

Dear Deborah Hull,

RE:letter of Support

As the Chairperson and the Vice Chairperson of Northwest Community College's First Nations Council (FNC),we would like to take this opportunity to thank the Ministry of Advanced Education for your continued support for our AboriginalStudents through the continuation of the Aboriginal Service Plan (ASP) arrangement.

It Is our pleasure to express to you in writing our support for the continuation of ASP funded programs and services at NWCC. FNC has identified the Increase in First nations Access Coordinators (FNAC) time spent on campus as our top priority. On many occasions FNC has expressed the Importance the role FNAC's play In supporting our on campus students. We believe having a First Nations Student Support person on campus,full days each day of the week at each campus,provides Increased access to the unique needs of our Aboriginalstudents.

Overall,the success of our students depends on having local, familiar, understanding faces to greet students to a place that at times,may be viewed as foreign,unfamiliar and an intimidating environment. We as FNC rely on FNAC's to welcome students and assist them to become familiar with campus and college processes. We have also relied on FNAC's to Incorporate cultural activities and events,further supporting a welcoming,Inclusive and understanding environment for them. The FNAC's role is key to the success of our Aboriginalstudents.

FNC priorities are determined and expressed as part of the ongoing FNC meetings,BOG and ASP committee meetings. We as representatives of our communities are granted the opportunity to work with NWCCIn the advancement of our Aboriginal student success,and First Nations community priorities. Our priorities are not always aligned with NWCC,but we are wlling to work together to come to a common resolution,keeping In mind the best Interest of students.

Moving forward,we look forward to continuingour ongoing relationship with NWCC,in the collaborative effort to meet the needs of our communities and students.

Sincerely yours,



Barbara McRae



Charlotte Gung

## E. Letter of Support from Wilp Wilxo'oskwhl Nisga'a Institute

### WILPWILXO'OSKWHL NISGA'A INSTITUTE



A Registered Society under the Society Act of BC  
Registered Charity with Revenue Canada

P.O.Box 70  
3001 Ts'ooohl Ts'ap Avenue  
Gitwinksihlkw, B.C. V0J 3T0  
Phone (250) 633-2292  
Fax (250) 633-2463  
Website: wvmi.bc.ca

July 21, 2016

Lorrie Gowen  
Lead Administrator  
Aboriginal Service Plan Committee  
Northwest Community College  
5331 McConnell Avenue  
Terrace, BC V8G 4X2

Dear Lorrie,

RE: Northwest Community College 2016-2017 Aboriginal Service Plan

This letter is to confirm Wilp Wil o'oskwhl Nisga'a Institute's approval and participation in the co-delivery with Northwest Community College for the 2016-2017 Aboriginal Service Plan 3-Year Career & College Preparation / Introduction to Trades / Trades Training for delivery in Gitwinksihlkw, BC.

Wilp Wilo'oskwhl Nisga'a (WWN) Institute confirms its capacity and readiness to implement Year 1 (2016-2017) by offering a College and Career Preparation program in the Nass Valley. The CCP program is intended to provide prerequisites needed by students in Year 2 (2017-2018) and Year 3 (2018-2019).

Over the past year, WWN Institute has requested community interest for a CCP Program in the Nass Valley. The four Nisga'a Village Governments (Gitlakdamix, Gitwinksihlkw, Lalts'ap and Gingolx) have expressed interest and support to deliver the program in the Nass Valley, and a number of community members have individually expressed their interest to upgrade their academic skills. WWN Institute is actively promoting the Introduction to Trades Program and have 21 individuals on the waitlist who are specifically interested in trades training but require upgrading to meet entrance requirements.

The 3-year Introduction to Trades program also fits in with the community planning process as a continuation of a CCP Pilot Project in 2015-2016 between WWN Institute and School District No. 92 (Nisga'a). This program was for high school students to obtain their dogwood certificate or move into a trades program. The WWN Institute Board of Governors and School District No. 92 (Nisga'a) Board are active community members and were very supportive of this endeavour. The instructor for

this program has considerable education (PhD) and is experienced in delivering quality education on behalf of both School District No. 92 (Nisga'a) and WWN Institute with highly successful results.

As noted in the Northwest Community College 2016/17 Aboriginal Service Plan there is a considerable community need for CCP training and Introduction to Trades in the region which is on the precipice of great industrial projects that require skilled labour. An active waitlist and commitment of community leaders for a CCP Program that will lead into an Introduction to Trades is evidence of the community need and support.

WWN Institute campus in Gitwinksihlkw has two classrooms and a 15-station computer lab with internet access that are regularly used to deliver academic and vocational-technical programs. In addition, School District No. 92 (Nisga'a) is ready to provide additional space as needed.

WWN Institute has successfully delivered post-secondary academic and vocational-technical programs for the past 23 years, and has a qualified, supportive and experienced administration. The success rate for students at the WWN Institute is particularly high, 99% in academic programs and 88.3% in vocational-technical programs.

WWN Institute is confident that there is sufficient interest locally to make Year 1 (2016-2017) of the Northwest Community College Aboriginal Service Plan 2016/2017 a positive success that will roll into year-2 (2017-2018) and year-3 (2018-2019). WWN Institute congratulates Northwest Community College and gives thanks to all who worked on developing this proposal for co-delivery in the Nass Valley. It is the first time in the 25-year relationship between WWN Institute and Northwest Community College that a program will be co-delivered in the Nass Valley. WWN Institute looks forward to its success and the success of the students, and a continuing relationship of program co-delivery with Northwest Community College in the future.

Please do not hesitate to contact me if you require any additional information at: 250-633-2292 or [dnynce@wwni.bc.ca](mailto:dnynce@wwni.bc.ca).

Sincerely,



Deanna . . . Nyce, PhD Candidate  
President and Chief Executive Officer

cc: Nancy Wells, Superintendent of Schools, School District No. 92 (Nisga'a) Raylene Chapman, Chief Financial Officer, Wilp WilKo'oskwhl Nisga'a Allison Nyce, Funds Development Officer, Wilp WilKo'oskwhl Nisga'a Mitch Verde, Vocational Technical Coordinator, Wilp WilKo'oskwhl Nisga'a

