

Aboriginal Service Plan 2018/19

Final Report

June 2019



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1. Letter from the President

June 12, 2019
Honourable Melanie Mark
Minister of Advanced Education,
Skills and Training
PO Box 9080 Stn Prov Govt
Victoria, BC
V8W 9E2

Dear Minister Mark,

RE: ASP 2018/2019 Final Report

The Aboriginal Service Plan is a large contributor to Coast Mountain College's efforts to support the success of Indigenous students and communities. We are grateful for the continued support, as it enhances the longstanding efforts of Coast Mountain College to work collaboratively with local Indigenous community representatives and students.

The College is pleased to report an increase of 26% in Indigenous student outreach and retention contacts, this is quite significant for the College. Our First Nations Access Coordinators work tirelessly to accommodate the needs and interests of Indigenous students. We are also very proud to share our achievement in jointly hosting the College's first Indigenous Language Conference this year. Indigenous community members from across the College region joined in the sharing of best practices, challenges and achievements. The energy in Waap Galts'ap was one of pride and commitment. Also, we are happy to highlight that Cultural Awareness Training has continued this year. Our efforts to build greater awareness and understanding of local Indigenous Peoples history, knowledge and culture within the College community will be ongoing throughout all levels of the College.

Moving forward, the College commits to continue learning and engaging in ways to work together with the Indigenous communities in our region to effectively support Truth and Reconciliation – Calls to Action and the United Nations Declaration of the Rights of Indigenous Peoples.

Coast Mountain College thanks the Ministry of Advanced Education for the 2018/19 ASP funding; it has provided the College with the resources to continue to strengthen supports for our Indigenous students and communities.

Sincerely,



Ken Burt
President & CEO



2. Acknowledgement of Traditional Territories

Coast Mountain College (CMTN) respectfully acknowledges the unceded traditional territory of the seven (7) Indigenous Nations: Tsimshian, Haisla, Gitksan, Wet'suwet'en, Tahltan and Haida, and the treaty lands of the Nisga'a which encompass the CMTN College service area.

We would like to acknowledge the many Indigenous community representatives, knowledge keepers, students and Elders for their continued guidance, teachings and support. Without their support, the College could not provide opportunities to teach and learn about the cultures, practices, contributions of the local First Peoples of these traditional territories.

3. Overview and Summary Assessment

The Aboriginal Service Plan (ASP) continues to be a significant resource in the Colleges efforts to support local Indigenous students and communities. ASP contributes to the Colleges recruitment, retention, welcoming environment, teaching and learning of local indigenous culture, practices and ceremonies. ASP also contributes to the delivery of community-based programs for Indigenous communities.

CMTN continues to meet regularly with First Nations Council (FNC) and the Indigenous student representative, to synthesis ASP priorities. The following are the long-standing ASP priorities:

1. First Nations Access Coordinators top ups
2. Indigenous culture language workshops and events
3. Elders in residence
4. Community-based programming

The above priorities primarily achieve ASP goals 1 & 2. As for goal 3, although over and above ASP activities, the College is working to address hiring policies and practices for Indigenous focused positions.

The two most important impacts of the ASP that partners may be most proud of are, First Nations Access Coordinators (FNAC) student contacts and the Indigenous Language Revitalization Conference. FNAC's work tirelessly to assist students to access education, retention, completion and transitioning. FNAC's also support students to address and overcome issues related to social, economic, housing, transportation and unexpected situations and emergencies. The second important impact partners may be most proud of is the Indigenous Language Revitalization Conference, hosted in Waap Galts'ap (Community house) at the Terrace campus.

FNC Member C. Barton feedback

"I appreciate the ASP funding as the workers are committed to seeing that all Aboriginal students needs are met, and helps them transition from a small high school setting to a college atmosphere (addresses culture shock) and I can say they assist instructors understand some of the learning curves that Aboriginals go through such as the generational effect that residential schools had on Aboriginal students. They also make themselves available to First Nations communities for workshops or information for improvements... I see ASP as a vital part of Coast Mountain College and the success it



brings the college. It makes it easier for aboriginal students to decide that CMTN is the college to attend." Thank you.

a) Major Achievements

In 2018/2019 First Nations Access Coordinators pre-registration appointments were up by 7% at 1,155; community outreach contacts up by 148% at 2,649; registered student contacts up by 76% at 4,049; and students participating in cultural events and Indigenous student gatherings up by 1% to 2,311. Overall, First Nations Access Coordinators student recruitment and retention contacts increased by 26% at 7,863 over last year. We believe we can credit the increase to the effectiveness of student feedback forms, increases in high school visits, assemblies and career fairs.

Sample of student feedback:

- "I want to express to you and the First Nation Council how grateful I am for your continued support."
- "Yes, "very important to me, to have the support and cultural support and connections to make my educational journey possible"
- "Yes. Living away from home, these events help me to feel connected to my culture, especially when I'm so lonely"
- "I feel the school welcomes its First Nations students and values and affirm our culture and Identity"
- (Cultural workshops) "Helps with my First Nations of Canada research paper"

The second major achievement of the 2018/2019 ASP is the Indigenous Language Conference. The conference was designed by a committee of First Nations Council members. The language conference invited representation from each of the seven Indigenous nations in the College region. Representatives shared their language revitalization experiences, challenges, successes and achievements. The College region was well represented, amongst the 79 registered, participants were from all seven (7) local Indigenous nations, School District 82 and 52, and First Nations Education Steering Committee. Anecdotal feedback: enjoyed the opportunity to learn what others were doing, new funding opportunities is great, networking was fun, no video conferencing presentation next time, lovely to have so many people with shared enthusiasm in the longhouse and great pride in the efforts being made to revitalize their respective languages.

A local elementary school with a traditional dance group were the noon hour entertainment. The crowd was on their feet, they were captivated by the children in regalia, singing their traditional songs with such pride.

b) Leading Practices

The leading practice for this year is the student feedback. In 2016, student feedback forms were introduced to collect students' interests, satisfaction and suggestions throughout the year. The forms ask 4 key questions:

- Would you say having cultural events and workshops are important to you? If so, why?
- Has participating in this workshop/activity made a difference for you...and the school?
Please share:
- Should Coast Mountain College continue to offer First Nations cultural activities?
Comments and Suggestions are welcome.



- Please share with us First Nations Cultural Events, workshops, or activities you would like to participate in at Coast Mountain College.

Student feedback forms are one way for students to share their input at CMTN. In addition to feedback forms, student have forums to attend, they also have representation on First Nations Council, and each campus has a student union representative. Students are also invited to share their feedback in a larger forum in response to changes or College initiatives that may impact them. First Nations Access Coordinators (FNAC) meet quarterly to form a community of practice sharing and learning from one another to improve services, communications, events etc.

c) Lessons Learned

The new challenge we are facing recently is decreased attendance at First Nations Council (FNC) meetings. We have engaged the Council more in relation to ASP goals, outcomes and priorities; but poor attendance is making it more difficult to get a sense of group decision making. We have tried rotating meetings and hosting at the various campuses. Anecdotal feedback is, mixed reviews. Some don't like the video conference experience, as it is too hard to hear the discussion, and travel makes for a long day. Others are okay to use technology.

Moving forward, we will have to find ways to improve FNC attendance and engagement. It has been suggested that College staff and FNC chair make face-to-face visits to Indigenous communities and organizations to improve awareness and interests in First Nations Council.

The second lesson learned; we can no longer count on recruiting faculty from the region. Faculty recruitment efforts will have to expanded.

d) Major Impacts

As major industry grows here in the College region, so does the competitive atmosphere to recruit and retain speciality skilled faculty. A major factor in our ability to deliver the community-based program in Gitwinksihlkw at the Wilp Wilxo'oskwhl Nisga'a Institute (WWNI) on time, was securing faculty with the skills and willingness to commute. The inability to secure a suitable faculty member interrupted the program on more than one occasion, causing participants to lose interest and drop out or seek employment. As a result, retention was lower than originally anticipated. We eventually secured a local resident qualified and keen to deliver the program. The program has been extended for a month.

We had interruption within our First Nations Access Coordinator (FNAC) positions as well. We had two FNAC's leave the position. One left to pursue teaching, the other to pursue new employment. Therefore, we had vacant positions which took time to fill. The third was a maternity leave, the new employee was paid at a lower pay rate. As a result, we were underspent in FNAC wages and activities. Despite not having a FNAC at a couple campuses for 5-8 weeks. The overall student contact data increased.

As CMTN moves forward to increase indigenization in the areas of teaching and learning, we are finding it difficult to begin the process as resources within the College are limited.



Acting First Nations Council Chair C. Guno Feedback

- We developed good ideas -- needs follow up
- Not enough Indigenous Peoples input in the actual meat of the college. Reason being: First Nation Council is falling apart -- not all Bands or Friendship Centers sit at the table.
- First Nation Council needs to develop a process to get the Bands back to the table -- my suggestion is Ali and I travel to the communities
- Is there qualified Indigenous people who can take part in the process of including Indigenous knowledge and Pedagogy?
- As it stands now, is there Indigenous peoples on the ACPAC committee? Field school and Freda Diesing school TWO great programs -- the programs are taught by Indigenous peoples at Coast Mountain College or on the Indigenous peoples' land.
- Of the six First Nation Studies program how many are taken during a school term?
- The language is a good idea -- ARE THERE teachers to teach the language in each region?
- FNAC -- great -- without the ASP dollars there would be no FNAC workers
- ASP dollars is used to put an appearance of Indigenizing Coast Mountain College
- Without the dollars there would be no "Indigenizing"
- Acceptance of Indigenous peoples is a must
- RACISM cannot be part of the norm
- All facilities must meet the inspection process and be good for all students





NATION

April 18, 2019

To whom it may concern:

As a member of the First Nations Council at Coast Mountain College, we support the Aboriginal Service Plan (ASP) 2019/2020 submission. The new additions to this year's submission, are gaps that need to be addressed to begin to support students in the classrooms.

Coast Mountain College and First Nations Council have spent time collaborating, to define and articulate our priorities to support an inclusive and respectful environment for our Indigenous students. We need to increase these supports, to include classroom experience and success.

The two ways we can improve upon the supports; firstly, is to bring in the expertise of an Indigenous Educator to support faculty to incorporate Indigenous knowledge into the classroom learning and teaching. Secondly, to provide tutoring supports for students to be more successful in their academic studies. Indigenous students have expressed the need to have access to tutoring. In the past, the College has used a small amount of the Aboriginal Emergency Grant to support the students academic needs to ensure they successfully completed the course. Also, students are expressing the need to have more Indigenous culture and knowledge delivered in the classroom.

We wish to thank the Ministry of Advanced Education Skills and Training for their continued support to our Indigenous students. It is with your support that our students can experience, culture and success at Coast Mountain College.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Brianna Gibson', is written over a light blue circular background.

Brianna Gibson
Program Coordinator
Metis Employment and Training



4. Results by Activity/Program

Activity/Program Title	First Nations Access Coordinators, Outreach and Cultural Activities		
Description	First Nations Access Coordinators (FNAC) support Indigenous students to access education and retention. They also assist with social, financial, educational and cultural needs to overcome barriers. FNAC's regularly collaborate with students to plan outreach activities, cultural events, workshops, student lead activities and social events.		
Related Goals	ASP Goal 1 and Aboriginal Policy Framework Goals 1,2 & 5		
Measuring Success	In 2018/2019 FNAC pre-registration appointments increased by 7% to 1,155, community outreach contacts increased by 148% to 2,649, registered student contacts increased by 76% at 4,049, students participating in cultural events and Indigenous student gatherings increased by 1% to 2,311. Overall, student recruitment and retention contacts increased by 26% to 7863 over last year. We believe we can credit the increase to a few changes: the effectiveness of student feedback forms, increased visits to high schools and outreach increased to include more school assemblies and career fairs.		
Location(s)	Prince Rupert, Terrace, Hazelton, Smithers		
Timing	Start Date	July 1, 2018	
	End Date	May 31, 2019	
	Duration	11 months	
Budget and Expenditures		Budget 2018/19	Expenditures 2018/19
	Ministry (ASP)	\$ 128,899 wages + 35,000 activities/outreach 163,899	\$144,292
	Institutional Contribution	\$ 180,311	\$180,944
	Other or In-Kind (Identify Source)	\$	\$
	Total	\$ 344,210	\$325,236
Comments and Lessons Learned	<p>We have had interruptions to FNAC positions, we had a long term FNAC find new employment at the Prince Rupert campus. We had two (2) failed attempts to secure a FNAC for the 40% position at the Hazelton campus. Hired for a maternity leave, which pays at a lower wage at the Smithers campus. These interruptions an unexpected circumstance resulted in surplus in FNAC wages and outreach and cultural activities.</p> <p>As a solution to the failed search in Hazelton, we extended the Terrace 50% position to 90% and had the FNAC position include the Hazelton campus. This wasn't an ideal situation for both students and employees, but it proved to address the issue for the time being. We will attempt to hire a 40% FNAC at the Hazelton campus and a 50% FNAC for Terrace. We have not yet completely settled the positions in both Hazelton and Terrace.</p> <p>FNAC's gather Indigenous student feedback in order to offer requested traditional Northwest Coast cultural workshops and events. This year, CMTN</p>		



Activity/Program Title	First Nations Access Coordinators, Outreach and Cultural Activities
	<p>offered a variety of student lead or requested activities: designing and sewing regalia, drums, cedar weaving, medicinal salves, traditional foods, residential school awareness, war canoe paddling, missing and murdered women awareness, parents club, elder’s tea, talking circles, storytelling, medicine walks, Northwest Coast Indigenous art, Gitxsan language classes, cedar weaving, eats with Jiits (granny in the Gitxsan language), traditional dance classes. Students have also requested movie nights; Indigenous focused films. These movie screenings have been a popular activity hosted in the Longhouse. Indigenous focused events are now offered at a variety of times during the day, evening and weekends at each campus, increasing the opportunities for intercultural awareness and student life. Student lead activities have increased student involvement and participation.</p> <p>Sample of student workshop feedback: “I have no relatives to teach me, so it is great to be able to attend the workshops.” “Great way to raise your self-esteem and self confidence” “We need to practice our culture more” “Cultural activities are a great way to strengthen identity and gather with Elders.” “No where else to get something like this”</p> <p>Tsimshian Elders feedback: “Thank you to the college for bringing a bit of culture to the Prince Rupert campus as our culture is important to the identity of the students and thank you for inviting me to witness the event. You’re on the right track so keep up what you’re doing to make the campus a more welcome and fun place for all to gather”</p>



Activity/Program Title	Cultural Awareness Training (for staff, faculty, and administrators)		
Description	CMTN management, staff and faculty will participate in a series of half and full day Cultural Awareness training, offered at the various campuses. First workshop is introductory, presents the facts of Canadian history and the relationship and treatment of Indigenous peoples. The second workshop focuses on how to work effectively and respectfully with First Nations communities. The workshops are presentation style with some group work. CMTN has contracted the expertise of a third-party Indigenous company to facilitate the training.		
Related Goals	ASP Goal 1 Aboriginal Policy Framework Goal 1		
Measuring Success	<p>We started the training in 2016 with the goal to have 150 participants by 2017. We exceeded that goal and had 161 employees participate.</p> <p>We continued to offer Cultural Awareness training to management, staff, faculty, and for the first time to student in the Trades department. This year, 47 management, staff, faculty and students successfully completed either level 1 or level 2 Cultural Awareness training (7 management, 15 staff, 17 students and 8 faculty)</p> <ul style="list-style-type: none"> • August 28th 30 attendees • April 4th 17 attendees 		
Location(s)	Terrace, Smithers, Prince Rupert,		
Timing	Start Date	July 1 2018	
	End Date	May 31 2019	
	Duration	11 months	
Budget and Expenditures		Budget 2018/19	Expenditures 2018/19
	Ministry (ASP)	\$20,000	\$ 18,914
	Institutional Contribution	\$10,000	\$ 10,000
	Other or In-Kind (Identify Source)	\$	\$
	Total	\$30,000	\$ 28,914
Comments and Lessons Learned	<p>Participant feedback for the August 28th session 10/30 participants completed the questionnaire. Of those respondents 70% indicated the training was excellent and 30% indicated very good. A 100% of the participants indicated they would recommend the training to others. With this feedback the College is satisfied with the delivery of the training.</p> <p>Participant comments: <i>"It was an eye opener and think everyone should have this training," "It was heavy but factual. A good foundation, but clearly there are so many more questions and discussions that I wanted. It's a big topic" "More in depth/more time on the subject" "More time would have been nice" "fantastic experience, I would highly recommend this training to everyone so that they may gain a better understand of Canadian history."</i></p> <p>Based on the success of the training, we will continue to offer the training with the addition of online option. It was difficult to schedule an appropriate time for faculty and students to participate in the training. To try to accommodate this we will add an on-line option through the same training company. Participants can</p>		



then take the training at their leisure. We also planned for Marie Battiste to visit the College to present her book Decolonizing Education, Nourishing the Learning Spirit; we could not coordinate mutual dates with faculty. We purchased several Indigenous resource books, of various titles, for staff and faculty to read or to use as a classroom resource.



Activity/Program Title	First Nations Language Revitalization Conference		
Description	CMTN partnered with First Nations Council to host a Language Revitalization Conference within the CMTN College region. CMTN management, staff, faculty and students are encouraged to attend and participate		
Related Goals	ASP goal 2 & 3 Aboriginal Post-Secondary Education and Training Policy Framework Goal 1		
Measuring Success	First Nations Council determined the factors to be measured. They deemed it important to have the event represented by all (7) seven nations, and that it be a day to celebrate. A time to share ideas, challenges, successes and showcase the achievement of Indigenous communities. Participation would be tracked through registration; by nation, community, course or program to which they are from/representing.		
Location(s)	Waap Galts'ap (Community House) Terrace Campus.		
Timing	Start Date	July 1 2018	
	End Date	May 31 2019	
	Duration	11 months	
Budget and Expenditures		Budget 2018/19	Expenditures 2018/19
	Ministry (ASP)	\$16,101	\$ 10,837
	Institutional Contribution	\$ 5,000	\$ 5,000
	Other or In-Kind (Identify Source)	\$	\$
	Total	\$21,101	\$ 15,837
Comments and Lessons Learned	<p>The conference was hosted in Waap Galts'ap (Community longhouse) on May 3rd, 2019.</p> <p>The College region was well represented, amongst the 79 registered participants were representatives from all seven (7) local Indigenous nations, as well as the School District 82 and 52 and representative from the First Nations Education Steering Committee were in attendance. The day was filled with presentations from Edōsdi, Dr. Judy Thompson Tahltan Nation, 'Wii Goot, 'Na Aksa Gyilak'yoo School, Suwilaawks Community School Dance group. Ski An (Gitksan elder) presented on their Gitksan Cultural Immersion Camp. Funding sources to support language revitalization were also part of the presentations.</p> <p>The response from presenters and participants was that the day was a success and the intention of the day was achieved. Local Indigenous leaders in Language revitalization were there to present, support, encourage and demonstrate the path to accomplishing great progress in Indigenous language revitalization. Lessons learned, we had 2 video/tele presenters, one planned and one an emergency. Elders indicated they didn't like that. They want to see the people in person. "If we do this again, no videoing please."</p>		



Activity/Program Title	Residential Building Maintenance Program
Description	<p>A Residential Building Maintenance Worker is a person who maintains and repairs buildings (single family unit, multi-unit, low-rise, and high-rise) including minor carpentry, drywall, electrical, flooring, painting, plumbing, refrigeration and ventilation, roofing repairs, maintenance, inspections, testing and problem-identification; including the same for simple commercial, institutional and mixed-use buildings, within BC Safety Authority and WCB regulations.</p> <p>For detailed information on the scope of knowledge and skills taught and assessed in this program refer to the Program Outline, available on the ITA website.</p>
Related Goals	<p>ASP Goal 1 “Increase access, retention, completion, and transition opportunities for Aboriginal Learners”, as well as meeting the ASP goals 1, 2, and 3. Aboriginal Education and Training Policy Framework Goal 2 Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities.</p>
Measuring Success	<p>The Building Maintenance Worker Program (BMWP) that was hosted in Gitwinksihlkw at the Wilp Wilxo’oskwhl Nisga’a Institute (WWNI) was a program that was not without its challenges. Recruitment for the program started as soon as the students graduated from the Intro to Trades program that finished in May of 2018. Most of these students in the previous programs were enthusiastic to hear that the BMW program was coming to Gitwinksihlkw in the Fall.</p> <p>The major challenge presented was the lack of documented academic records from the students that wanted to move forward into the TRADES program. The students needed a minimum of Grade 10 for English and Math, and at the time of registration, few had that. However, many of the students in the Intro to Trades did have the skills and the interest to learn as much hands-on skills as possible. To that end, CMTN did follow the Residential Building Maintenance Worker Program textbook and followed the material in the Level 1 book as well as the skills training that accompany the textbook; however, the students were not registered into the ITA. We were able to recruit nine students for the start of the program.</p> <p>Another challenge was CMTN’s ability to attract instructors to teach this course. We did have a few applications, all of them were from outside our geographic region. By the time it came to interview, 3 of the 5 applicants had already found jobs closer to where they lived. The remaining two instructors were interviewed, and from the time of the interview to the time to hire, another instructor had found a job. We hired the remaining instructor, a Red Seal carpenter from Alberta (via New Brunswick). As it turned out he only stayed</p>



Activity/Program Title	Residential Building Maintenance Program
	<p>with the College for 6 weeks and left without notifying the program coordinator and the client/students. We still had 9 students at Christmas Break when the instructor left.</p> <p>This meant that the College had to post our job positions and search and interview for another instructor to finish instructing the program. The result of this was that there was a delay in continuing the program by approximately two months.</p> <p>We were so lucky to recruit a Red Seal Carpenter, who was Nisga'a, who resided in the Nass Valley and on top of that was a graduate of the former Northwest Community College (now CMTN) Trades Program. He was able to start the 3rd week of February. We were concerned that the students would not be able to get the whole 24 weeks of training in, so we asked the Ministry for an extension and we were lucky to have this program extended until the end of June 2019.</p> <p>During the unplanned break, some of the students were able to take advantage of some camp work to supplement household incomes.</p> <p>CMTN appreciated the support that was received from the Staff at WWNI. They were very helpful in supporting both the instructors and the students. K. Kervel was invaluable in the running of the partnership and the day-to-day operations. A special thank-you to Dr. D. Nyce for her support of this program.</p> <p>Partly because of the delay in restarting the program, and the certain opportunities that presented themselves, we lost 2 students to finding jobs (which was great) so the returning number was 7 students when classes resumed in February.</p> <p>Within the parameters of the program, the students participated in community projects for Elders: replacing several doors and windows, drywall repairs, and repairing an unsafe deck. This program assisted the Village of Gitwinksihlkw with construction of a building for the Elders. Having the local projects there in the Village created opportunity for the students to learn several of the key points in the Level 1 Program.</p> <p>At the beginning of April 2019, another student in the class found a job. There were two other students whose attendance was spotty and by the end of April had stopped all together. Both students had personal issues that they were dealing with.</p> <p>The remaining 4 students have been consistently in class and working at the various job sites. All four of these students will likely be successful in completing this program and will have useable skills that can lead them to successful employment in the carpentry or residential building maintenance worker field.</p>



Activity/Program Title	Residential Building Maintenance Program		
Location(s)	Gitwinksilhkw		
Timing	Start Date	Sept 2018 actual start date was September 18, 2018	
	End Date	March 2019 date extended to June 29, 2019*	
	Duration	24 weeks	
Budget and Expenditures		Budget 2018/19	Expenditures 2018/19
	Ministry (ASP)	\$153,422	\$163,772
	Institutional Contribution	\$	\$ 10,000
	Other or In-Kind (Identify Source)		\$
	Total	\$153,422	\$163,772
Comments and Lessons Learned	<p>This program has not yet completed, the students are finishing the last of the community projects. They also must complete their tests.</p> <p>It looks like 4 of the 9 students will complete the program which is only 44 % completion however, 3 found employment during the program which is 33%. One of the students found work in the Fort McMurray area, one is self employed and has the contract for operating the campsites in the Nass Valley. The third person, I don't know what type of employment they found. Also, one more of the students from this program, will have a job after the last week. So, this makes 5 students that have found employment. Hopefully the remaining 3 students will find employment after the program is completed.</p> <p>Only 2 students exited the program for personal reasons.</p> <p>With the increase in major project activity in Northwestern BC and the aging population and increasing retirements, the difficulty with attracting employees/instructors will get progressively more difficult. CMTN will have to "massage" our current and new instructors and make it so that instructors and employees want to come to work here in this beautiful part of the world.</p> <p>I have been told by the instructor, that more and more community members were coming by the work sites inquiring about what was being done. This stirred an interest in the community for more of this type of training. CMTN also had the Mobile Trades Training Trailer (MTTU) for most of the program (October to May), this is great advertising for our programs.</p>		



5. Overall Budget and Expenditures

2018/19 Overall Budget and Expenditures							
Activity/Program Title	Category	Budget		Expenditure		Variance	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
(FNAC) First Nations Access Coordinators, Outreach and Cultural Activities	Student support services and initiatives	\$163,899	\$180,941	\$144,292	\$180,941	\$19,607	\$630
Cultural Awareness	Aboriginal cultural training for faculty, staff or administration	\$20,000	\$10,000	\$18,914	\$10,000	\$1,086	\$0
Indigenous Language Conference	Outreach activities and events	\$16,101	\$5,000	\$10,837	\$5,000	\$5,264	\$0
Residential Building Maintenance Program	Delivery of programs or courses on campus or in Aboriginal communities	\$153,422	\$0	\$163,772	\$0	\$-10,350	\$0
2017/18 DEFERRED FUNDS							
FNAC wages	Student support services and initiatives	24,680		24,680		\$0	\$0
	Total	\$378,097	\$195,311	\$349,640	\$217,977	15,607\$	\$633



6. Explanation of Variance

Explanation of Variance		
Activity/Program Title	Amount of Variance	Reason
First Nations Access Coordinators, Outreach and Cultural Activities	\$19,607	Challenges with staffing interruptions and delays in hiring. Employees found new employment either inside or outside of the College. We had a term position to cover maternity leave, the employee was paid at a lower rate.
Indigenous Language Conference	\$5,264	We did not receive the number of travel and accommodation expense requests from presenters as anticipated. Also, we budgeted to have Indigenous food catered, we had a delay in approvals, so the Indigenous cater secured another contract and was no longer available. The food catered by the College Professional Cook 2 students was far less than original caterer.
Cultural Awareness	1,086	Difficulty aligning training and faculty schedules.



7. Aboriginal Service Plan (ASP) Funding Deferral Request

IF REQUIRED: Due by or before May 31, 2019

Name of Institution: CMTN Coast Mountain College
Date: June 20 2019
Contact Name: Bridie O'Brien
Contact Email: bobrien@coastmountaincollege.ca

Intended Delivery in 2018/19

Activity/Program Title(s):

1. First Nations Access Coordinators, Outreach and Cultural Activities

	Approved	Expended	Variance
Ministry Contribution	\$163,899	\$144,292	\$ 19,607

2. Indigenous Language Revitalization Conference

	Approved	Expended	Variance
Ministry Contribution	16,101	\$10,837	\$ 5,264

3. *Cultural Awareness Training*

	Approved	Expended	Variance
Ministry Contribution	20,000	18,914	\$ 1,086



New/Revised for Delivery in 2019/20**Activity/Program Title:** Additional Cultural Awareness Workshops**Description:** To offer Cultural and Residential School Awareness workshops offered by local Indigenous consultant Brad Marsden and Indigenous Inc.**Rationale:** Cultural and Residential School Awareness workshops are well received by staff, faculty and students. The feedback from participants indicate they want more time and increased opportunities to engage in learning more about local Indigenous culture and the history of Canada's relationship with Indigenous peoples.**Related Goals:** ASP Goal 1 Aboriginal Policy Framework Goal 1**Measuring Success:**

We will track the number of CMTN management, staff, faculty and students attending the training. We will also use participation surveys to assess the relevance and success of workshops.

Location: Terrace, Prince Rupert, Smithers**Timing:** Completed by May 31, 2020.

REVENUES	Budgeted
Planned year's Ministry Contribution	5,000
Deferred year's Ministry Contribution	15,607
Institution Contribution	10,000
Other Contribution	0
Total	30,607

Rationale for Deferral**Why is the deferral necessary? What were the unforeseen challenges or circumstances that prevented completion as planned?**

The Cultural Awareness Training was successful, but we had difficulty scheduling the training to accommodate both staff, trainer and faculty.

How will the institution address these challenges to ensure successful delivery in the deferred year?

In the coming year we will offer an on-line Cultural Awareness Training to accommodate the various schedules. Allow participants to access training at their convenience. The training is offered by the same Indigenous company we have used in the past to deliver the face-to-face training.

Has the institution's Aboriginal Service Plan Advisory Committee supported this change?

yes

*Total of Deferrals***\$15,607**

