

**College of New Caledonia
(Public Session - For Information)**

TO: COLLEGE BOARD

Date: June 17, 2009

RE: Annual Report on the Aboriginal Education and Services Policy

Each year a summary report is prepared for the Board on the activities undertaken by the College relating to the Aboriginal Education and Services Policy. The report for 2008 - 2009 is attached, as is a copy of the policy. The report from CNC Quesnel will be provided as a handout at the Board meeting.

Much of this year has been dedicated to the Aboriginal Service Plan, which has provided a new framework for collaboration with Aboriginal communities and organizations throughout the region.

Available to speak to this item:

Catherine Wishart
Lynn Jacques
John Bowman

Respectfully submitted,



Catherine Wishart
Vice President, Community & Student Services



John Bowman
President

Policy #8.0

POLICY: ABORIGINAL EDUCATION AND SERVICES

Title: Aboriginal Education and Services Policy

Effective Date: September 17, 1999 **Reviewed & Revised:** June 15, 2007

Policy Statement

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

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

Scope and Limitations of the President

The President will pursue this policy within the designated fiscal resources.

Information and Monitoring Requirements

Reports will be made available to the Board on an annual basis.

Members, Aboriginal Education Policy Drafting Committee

Peter Martin, Prince George Native Friendship Centre
Coreen Jenner, Tillicum Native Friendship Centre
Rose Patrick, Nazko Band
Karin Hunt, Prince George Nechako Aboriginal Employment and Training Association
Mavis Erickson, Carrier Sekani Tribal Council
Tom George, Elder, Carrier Sekani Tribal Council
Marlene Erickson, Carrier Sekani Tribal Council/CNC
Bruce Allan, Carrier Sekani Tribal Council/CNC

Resource: Catherine Wishart, Director, Community & Continuing Education, CNC

Agencies and Individuals Consulted During Process

School District 28 First Nations Education Council
Nhahatko Band, Chief, councillors, staff and band members
Tillicum Friendship Centre (Donelda Mitchell, Kurtis Cunningham)
Carrier Sekani Family Services (Mario Truant)
CNC Board (Murry Krause, Bridget Moran)
CNC Student Representative (Dean Prince)
United Native Nations (Carla Wallis)
Metis Women's Association (Murline Browning)*
Apehtaw Kosisan Child & Family Services (Ken Browning)*
Nechako Fraser Junction Metis Association (Faith Landry)*
Lheidli T'Enneh Nation (Barry Seymour)*
Yinka Dene Language Institute
Lake Babine Band
Burns Lake Native Development Corporation
Nechako/Lakes District First Nations Advisory Board (School District 91), including:
 Nak'azdli Band (Abby Prince)
 Tl'az'ten Nation (Amelia Stark)
 Saikuz (Marilyn Vickers)
 Nadleh Whut'En (Sue Ketolow)
 Broman Lake (Carla Louis, Pauline Gertzen)
 Burns Lake Band (Monty Palmantier, Betty Patrick)
Tsay Keh Band*
MacLeod Lake (Rita Hanson, Lillian George)
Kwadacha (Band Manager, Education Director, Council and community members, members of the
 Kaska Dene Tribal Council, including the Grand Chief)

*were not able to participate in meetings, but were contacted regularly and kept informed of the policy development status, and provided ample opportunity for input

Lakes District

Aboriginal Education and Services Report 2008 – 2009

*“Being proud to be First Nations” and
“A sense of belonging”*

- Impact Statements from DSTC students.

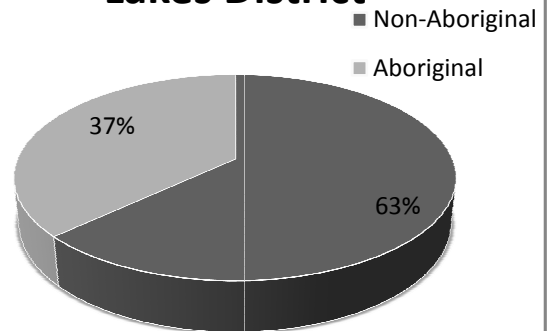
The Lakes District is comprised of Six First Nations/Bands and off-reserve Aboriginal populations consisting of 37% of the total population. Although the number of Aboriginal people is lower than 50% in the Lakes District area, it is significantly higher than 50% at the CNC Lakes Campus. Aboriginal students account for 60% of all campus enrollments.

The College’s role in ensuring the success of its aboriginal learners is that of a holistic approach. The planning process for programs and services gives focus to identifying and meeting the needs of its Aboriginal learners. This is achieved by providing various levels of support, including, but not limited to, daycare, family development & interaction, personal and academic counselling, professional instruction, cultural inclusiveness, administrative support, and student recognition. Community-based learning is a primary goal for the First Nations in the Lakes District, where Aboriginal learners can remain in their communities with their families and peers while obtaining their Post-Secondary Education and/or training.

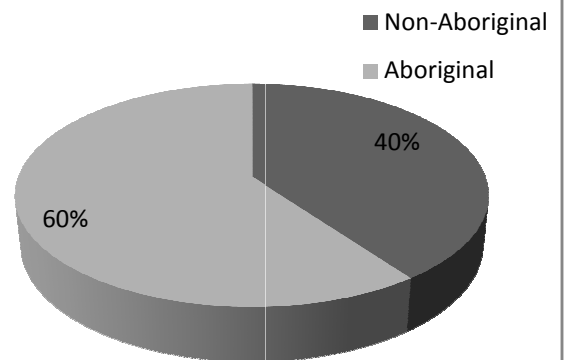
Another focus that the college is undertaking is the increase in partnerships and improving the quality of its relationships with its Aboriginal Partners (6 First Nations – Cheslatta Carrier Nation, Lake Babine Nation, Nee-Tahi Buhn Band, Skin Tye Nation, Ts’il Kaz Koh Nation, and Wet’suwet’en First Nation).

Involvement of Aboriginal Partners at various groups within the College has provided much needed and valued input. This includes obtaining direction from the Aboriginal Steering

Aboriginal Representation within Lakes District



Aboriginal Enrollments at CNC Lakes Campus 2008-2009



Committee, jointly working with Community Coordinators, and encouraging Elder involvement with students.

Programs/ Courses /Services	T.E*	A.E**	% of Ab.***	Highlights (Aboriginal Focused)
Adult Education Centre	294	232	79%	25% of all students receiving Adult Dogwood Certificates are Aboriginal.
Applied Business Technology	11	5	45%	All aboriginal students are currently in job placements with local businesses.
Carpentry	15	2	13%	
Continuing Education (Short term courses)	1342	228	17%	
Continuing Education (Family Programs/Services)	1288	966	75%	
Counselling & Academic Advising	1370	1027	75%	
Culinary Arts (CA)	17	12	71%	Aboriginal cultural dishes learned and practiced with campus events. Catered 36 external functions.
Early Intervention Services (EIS)	591	358	61%	
FASD Online	154	6	4%	
Focus Program	15	15	100%	Students are practicing their skills at the Focus Coffee Cart.
Forestry Online	55	0	0%	
Residential Construction Framing Technician	16	3	19%	
University Transfer Courses	94	82	87%	The Carrier Developmental Standard Term Certificate is in its first year.
Welding Level "C"	16	6	38%	

***-Total Enrolment / **-Aboriginal Enrollment / ***% of Aboriginal Students**

Aboriginal Service Plan

The Aboriginal Advisor/Liaison's (AAL) role is to work with and develop strong positive relationships with the Aboriginal leaders and students with the intent of helping expand and improve College programs and services for Aboriginal students. The hiring of the AAL was advanced in the Aboriginal Service Plan by two years as the responsibilities were fundamental to

the plan activities. The Lakes AAL has proven to be invaluable. The impact this position has had on improving relationships and involvement with local First Nations has been astounding.

Accomplishments over the last year:

- Established the ASP Steering Committee (ASPSC)
- Successfully facilitated the regular involvement of all 6 First Nations in the ASPSC
- Created unique connections with First Nations by implementing the Community Coordinators program where individuals were selected from each Nation
- Designed a structure for the ongoing involvement of the Community Coordinators in the college and the ASP
- Assisted with the overall college design of the provincial presentation and was one of the key presenters to ALMD and other post secondary institutions on the ASP results
- Ensured the first year goals for the ASP were met as noted below:
 - o Enhanced the college environment for Aboriginal learners through events and art work
 - o Assisted with the implementation of the UNBC/CNC Carrier Developmental Term Certificate Program to train Aboriginal Culture and Language teachers for the K-12 system
 - o Organized successful Aboriginal education related events like the Aboriginal History Week, Nations' Fair, and National Aboriginal Day

The work and commitment of the AAL has had a profound impact on the college students and staff; increasing awareness and an appreciation for the body of knowledge, insight, history and culture held by local Elders and Aboriginal experts. The campus staff and students have benefitted greatly from the increased knowledge. For Aboriginal learners the atmosphere has been transformed; they have an increased sense of pride, a feeling of acceptance and belonging and the confidence to pursue and complete post secondary education.

College Programs/Services

Adult Education Centre (AEC):

Improving on reading, writing, math, and computer skills is the key to finding work or moving on to further education and training. Through the AEC adult students have access to courses offered at all grade levels, and are self paced, enabling them to work on areas for as long as needed. As the majority of Aboriginal learners have families, jobs, and other commitments, course schedules remain flexible.

Applied Business Technology (ABT):

This program is an 8 ½ month program that trains students for employment in today's business, government, and industrial offices. Students receive comprehensive computer training using the

most current programs and practical experience with community businesses and host agencies during student placements.

Carpentry:

Carpenter means a person who performs all work in connection with concrete, wood, and metal frame construction for residential, commercial, and industrial projects. The program follows the Year One curriculum as set out by the Industry Training Authority.

Continuing Education (Short Term Courses):

In Aboriginal communities the need for professional development by staff and potential employment opportunities requires training in areas including business, industry, safety and first-aid. These are all provided by the Lakes Campus.

Continuing Education (Family Centred Programs & Services):

The Family Centred Program has been offering support to families of the Lakes District since 1989. Program offerings include parenting classes and drop-in group sessions.

- #1 Dads –This drop-in program consists of a healthy meal prepared by the participants, group time to work on a project or craft and a peer support discussion time. The goal of this group is to encourage Dads to be active in their children's lives, develop parenting skills and help Dads understand the importance they play in their child's development.
- You Make the Difference – This is a parenting program for children 0-5 years. The program builds on the participant's strengths and the relationship between the parent and child. There is a new topic each week teaching a new strategy and building on the week before.
- Food for you, food for two - A program for prenatal moms and moms of infants. This program for pregnant and newly parenting women who face a number of challenges and barriers on a daily basis is well attended. Originally this group was going to be for women only, but to our surprise and delight their partners soon began attending as well.
- First Steps – Following the success of the [Food For You, Food For Two](#) program, parents of children over one year of age wanted to continue in the program. To meet the needs of this group, the First Steps program was developed. It runs during the same times as the Food For You, Food For Two program, giving the two groups the opportunity to network during the program.
- Healthy Eating, Healthy Families – Participants learn healthy nutrition, budgeting skills, how to prepare meals for their families, and safe food handling procedures. This is a hands-on program where participants are cooking in CNC's kitchen and shopping at local grocery stores together.

Counselling & Academic Advising:

This service is available to all potential and current students of the college. The counselling department provides in-class sessions, individual advising/counselling, and is actively involved in informational booths at public events. This service provides much needed support to the students and the community as a whole. The AAL is often the first point of contact for Aboriginal students seeking counselling or academic advice; hence there is a close linkage to programs and services.

Culinary Arts:

This 10 month Culinary Arts Certificate program provided the training needed for students to enter the cooking field. Students progressed through three levels and gained a wide variety of skills. The Culinary Arts program catered 36 functions from meetings up to campus events such as the Nations' Fair, where they had a culturally focused luncheon with dishes made from wild game, fish, and berries. In addition to catering, they prepare luncheons for sale to the public, which always has a significant turnout.

Early Intervention Services (EIS):

The goal of the EIS is to work together with families and other service providers to help all children reach their full potential through qualified professionals, including a speech pathologist, occupational therapist, physical therapist, family support worker and administrative support. This service is often provided within the Aboriginal communities, both through early learning centers and directly in the homes.

Fetal Alcohol Spectrum Disorder (FASD) – Online Advanced Diploma Program:

This year, four university courses have been offered for the online program. These courses are targeted to provide professionals with the skills to improve services, impact policy and understand the complex challenges facing individuals, families, and communities impacted by FASD.

Focus Employment Program:

The Focus Program is a specialized employment program for adults affected with Fetal Alcohol Spectrum Disorder (FASD). It is offered in a learning environment that is both structured and individualized. This year through donations and grants the Focus program has started a coffee-cart as a small business. It is available for all to purchase assorted coffees, teas and assorted treats. This new initiative has provided the students with the confidence and skills to practice personal management and work experience.

Residential Construction Framing Technician (RCFT):

This new provincial trade and certificate has been recognized by the Industry Training Authority. It provides the training for students to become framing professionals. In addition to all three levels of apprenticeship for RCFT, students receive their level 1 carpentry.

University/College Transfer Courses:

These provide students with the opportunity to obtain their foundational level courses prior to entering a program or as a means to improve their skills with a specific focus. This year the college has offered various courses including English, Carrier Language, Early Childhood Education, and FASD.

Carrier Developmental Standard Term Certificate Program:

This is a credit program that prepares graduates to teach Carrier Language and Culture within school systems. Upon completion of the full 3-year program, students will be eligible to apply to the BC College of Teachers for a Level One Teaching Certificate. To acknowledge the diversity between communities and students, the Language Instructor is teaching three dialects from three Nations; Lake Babine, Wet'suwet'en, and Hagwilget.

Welding Level "C":

"Welder Level C" means a person who has training in and is capable of welding various steel and aluminum parts using 3 different processes, in the fabrication, construction, erection and repair of components or structures. Students were provided with the practical experience and theoretical knowledge needed to complete employers' skill assessments.

Nechako

The College of New Caledonia Nechako Region continues to focus on quality programs and services. CNC Nechako serves 12 multicultural communities of varying size with a total population of over 18,000 in a geographical area covering 1,105,900 hectares – half the size of Vancouver Island.

First Nations comprise seven of the regional communities served, totaling 20% of the regional population^a. The First Nation communities include Carrier Sekani members from Nadleh Whut'en, Saik'uz, Nak'azdli, Tl'azt'en (Tache and Binche), Stellat'en, Takla Lake, and Ye Koo Che.

CNC Nechako's learner-centred approach is dedicated to providing an inclusive environment. The demonstrated commitment to multiculturalism and cultural diversity ensures program design and delivery that is accessible and inclusive.

CNC Nechako maintains strong community relationships and partnerships by ensuring cross-cultural participation during consultation processes for the development of services. This process

^a These people self-identified as Aboriginal in the 2001 Census. Other more recent sources record the Aboriginal population of the region as more than 5,600 which is about 31.2% of the population.

includes all sectors – service agencies, community organizations, general public, First Nations, government and private industry.

Aboriginal Student Enrollments College of New Caledonia - Nechako Region (Fort St. James, Fraser Lake, Vanderhoof) 2008 - 2009	
Program enrollments	195
Aboriginal program enrollments	128
Aboriginal Program Enrollment Percentage	65.56%
Total enrollments (all programs and courses)	3756
Aboriginal total enrollments	1240
Aboriginal Total Enrollment Percentage	33.01%

Activities and initiatives at the College of New Caledonia – Nechako Region - Fort St. James, Fraser Lake and Vanderhoof Campuses include the following:

Community Connections

- Aboriginal History Week — April 27 – May 1**
 All seven First Nation communities, as well as the New Caledonia and Prince George Métis Communities, participated in the Celebration Ceremony held on Friday, May 1st 2009. The event was hosted in Fort St. James on the traditional territory of the Nak’azdli people. The celebration was coordinated by the Aboriginal Service Plan working group and the theme was “*Sharing our Gifts: a celebration of diversity*”. There were 250+ people in attendance, many of whom were Aboriginal (**approximately 80%**). The gathering was to celebrate how far our communities have come and our commitment to working together to ensure the success of Aboriginal learners.

- **Student Appreciation Day**
In Vanderhoof, there were 51 participants, 32 Aboriginal (**63%**).
In Fort St. James, there were 102 participants, with about 75 Aboriginal (**74%**).
- **Human Resources (staffing)**
Of 35 employees at CNC Nechako, 7 are Aboriginal (**20%**)
Throughout the year an additional 7 part-time and casual staff (of Aboriginal ancestry) worked in various roles within the college region.
- **Good Neighbours Committee (GNC) Diversity Initiative – Vanderhoof**
CNC - Nechako continues to work closely with the Good Neighbours Committee (GNC). The committee was formed in 1999 as a CNC led initiative to address racism and to encourage dialogue and respectful communication between all cultures represented in the Vanderhoof Community.

We successfully submitted a Request for Qualifications (RFQ) to the Ministry of Advanced Education and Labour Market Development and have been approved as a Qualified Supplier to deliver *Welcoming and Inclusive Communities and Workplaces Program (WICWP) projects*, one of 17 Qualified Suppliers provincially and one of two from Northern BC.

We look forward to funding that will support our work on the Welcoming BC initiative, *Welcoming and Inclusive Communities and Workplaces Program (WICWP)*. WICWP seeks to engage diverse sectors and groups to enhance social cohesion and advance community change. It serves as a bridge between diverse sectors and provides an opportunity for collaboration and broader sector engagement in fostering welcoming and inclusive communities.

The Good Neighbours Committee (GNC) continues to meet on a regular basis and is proud to be coordinating the Vanderhoof Community Accord, a document based on the Canadian Charter of Rights and Freedoms that will be used as the vehicle for anti-racism and diversity education sessions, workshops, discussions and project-based initiatives over the next year. The Vanderhoof Community

Accord has been signed by the District of Vanderhoof, SD#91, CNC, Vanderhoof Chamber of Commerce and the Vanderhoof Rotary Club. The GNC has a dedicated councilor from Saik'uz who is representing the First Nation voice. We will continue to build capacity amongst our First Nations communities to ensure we have a representative committee. Our goal over the next year is to have as many citizens of Vanderhoof and Saik'uz as possible individually sign the accord with a full understanding, appreciation and conviction of the need to stand up and be counted as someone who represents a '*Welcoming and Inclusive*' community.

- **FASD Community Dialogue Forum**

With funding granted by the Victoria Foundation, CNC hired three FASD Dialogue Coordinators, located in Vanderhoof, Fraser Lake and Fort St. James, to implement the *Nechako FASD Dialogue Centre Project*. Under the guidance of an FASD Advisory Group in each of the communities, the coordinators successfully hosted three FASD Community Dialogues in Vanderhoof, Saik'uz First Nation and Fort St. James. Collectively, the three advisory groups had **20% Aboriginal** participation.

Local community partners such as Saik'uz First Nation, School District #91 and Omineca Safe Home Society helped make the forums a success. These forums provided participants opportunities to learn more about FASD and to discuss FASD-related issues, primary prevention activities and training.

The evening forums brought together many members of the community from all areas including social services, businesses, education, students and First Nations groups. In Vanderhoof, of 39 participants, 15 were Aboriginal (**38.5%**). In Saik'uz, of 42 participants, 40 were Aboriginal (**95.2%**), and in Fort St. James, of 21 participants, 13 were Aboriginal (**61.9%**).

- **FASD Education, Training and Dialogue**

The three FASD Dialogue Coordinators also connected with the community through various avenues including: one-on-one discussions, classroom workshops and FASD information booths at community health fairs.

In Vanderhoof, the coordinator regularly visited the First Nations Centre at the high school, the Saik'uz Adult Learning Centre and alternate education classroom, in addition to presenting at the high schools First Nations student luncheon. The coordinator impacted approximately 150+ individuals (**60% were Aboriginal**).

In Fraser Lake, the coordinator set up FASD awareness booths in Nadleh Whut'en and Stelat'en First Nations' Youth Fairs where 100+ individuals were in attendance (**90% were Aboriginal**). The coordinator also co-facilitated FASD workshops in the elementary school classrooms, teachers and nurses' staff meetings and with sports club coaches. The coordinator impacted approximately 200+ individuals (**30% were Aboriginal**).

In Fort St. James, the coordinator set up booths at the Takla Lake Career Fair and the Yekooche Health Fair. In Takla, the coordinator impacted approximately 75+ individuals (**95% were Aboriginal**). In Yekooche, the coordinator impacted approximately 50+ individuals (**95% were Aboriginal**). An FASD workshop on strategies for professionals was offered at the high school where 39 people participated (**15% were Aboriginal**).

Overall, the one-on-one discussions in the communities were extensive. The coordinators have dialogued with hundreds of individuals in all areas of the community (**40% were Aboriginal**).

Programs

- **Aboriginal Early Childhood Education (ECE) – Fort St. James**
The Aboriginal ECE program is designed to train women and men to be skilled, sensitive teachers of young children in Day Care Centers, Preschools, Child Development Centers, and other Early Childhood settings. While the focus is on teaching young children in Aboriginal settings, students will also be prepared to work in mainstream programs. Of 13 full-time students and 3 part-time students, all were Aboriginal (**100%**).
- **Adult Learning Centres**
In partnership with School District #91, Adult Basic Education and upgrading programs are accessible at all 3 of the Nechako campuses. Students can complete Grade 12 (Adult Dogwood), GED (Grade 12 Equivalency), CCP certificates, upgrading and course prerequisites.
- **Administrative Assistant Certificate – Applied Business Technology (ABT)**
This full-time certificate program trains participants for employment in today's business, government and industrial offices. The program was offered in both Fort St. James and Vanderhoof this year and eleven of twenty-five students were Aboriginal. In Vanderhoof 3 of 13 students were Aboriginal (**23%**) and in Fort St. James 8 of 12 (**67%**).
- **Office Worker Prep Program – Fort St. James**
The Office Worker Prep Certificate (OWPR) provides comprehensive entry-level training for individuals with limited or no administrative experience. Participants acquire the

knowledge and skills necessary to gain employment in an office or retail environment. This year's program was supported by the Aboriginal Special Projects Fund. Of 12 students, all were Aboriginal (**100%**).

- **Targeted Initiative for the Older Worker – Fort St. James**
Participants in this program completed 300 hours of training: specific skills certification, job skills upgrading, job readiness skills enhancement, and basic skills upgrading. Partnerships are key in the project as local organizations deliver the job readiness skills enhancement section as in-kind contributions.
Delivery #1: Of 12 students, 9 were Aboriginal (**75%**).
Delivery #2: Of 12 students, 10 were Aboriginal (**83%**).
- **Credit Courses**
 - Fort St. James**
 - MATH 190 – Principles of Math for Teachers**
All 12 students were Aboriginal (**100%**)
 - BIO 104- Biology for Humanities and Social Science Students II**
All 13 students were Aboriginal (**100%**)
 - Vanderhoof**
 - CLCT 110 - Carrier Language Level 1**
13 of 15 students were Aboriginal (**87%**)
 - CLCT 112 - Carrier Language Level II**
All 8 were Aboriginal (**100%**)
- **UNBC Partnership**
Four courses were offered by UNBC within the Carrier Dakelh – Nak'azdli Dialect – Developmental Standard Term Certificate Program. All these courses were housed at the CNC Fort St. James Campus. Of 13 students, 13 were Aboriginal (**100%**)

Trades/Technologies Training

- **Carpentry, Level 2 — Vanderhoof**
Carpentry Level 2 prepares students with applied knowledge and theory required to work as a second year carpentry apprentice. Of 16 students, 5 were Aboriginal (**31.25%**)
- **Computer /Networking Electronics Technician (Prep Program) – Fort St. James**
This three month prep is being offered prior to the one-year Computer/Networking Electronics Technician (CNET) Certificate program scheduled to begin September 2009. The prep program supports the grade 11/12, or equivalent, education upgrading required for entrance in to the CNET program including: intermediate level math, English,

keyboarding, computer science and data processing. Of 13 students, 12 are Aboriginal **(92%)**

- **Culinary Arts – Fort St. James**

Each of the program's three levels provides theory, lab work, and practical experience. The Culinary Arts program is housed in the new Fireweed Kitchen. The Fort St. James Campus and the Fireweed Collective Society partnered to support a training kitchen within the Fort St. James building. Of 16 students, 15 are Aboriginal **(94%)**

NOTE: Food Services Practical Experience

The Culinary Arts students have provided food services for Minerals North 2009 a regional Mining Conference (450 people), Aboriginal Service Plan Celebration (250 people) and the CNC staff and student body (100 people) at the Fort St. James Campus.

- **Electrical, Foundation Level — Fort St. James**

Offered in Fort St. James this year, this program prepares the student for the electrical apprenticeship program, or for employment in wholesale/distribution outlets. Of 15 students, 7 were Aboriginal **(43.75 %)**

- **Plumbing, Foundation Level — Vanderhoof**

Students receive credit towards Year One theory of a plumbing apprenticeship and a percentage of practical hours are applied towards the work hours required for Year One apprenticeship. Of 10 students, 5 were Aboriginal **(50%)**

- **Welding, Level C — Fort St. James**

Graduates will be qualified to work in a variety of jobs in the construction and metal working industries. Incorporating theoretical knowledge and practical experience, this program is designed in a modular format to accommodate varying student learning rates. Of 16 students, 11 were Aboriginal **(69%)**

- **Residential Construction Framing Technician (RCFT) — Fort St. James**

This new provincial trade and certificate is recognized by the Industry Training Authority (ITA). In addition to all 3 levels of apprenticeship for RCFT, the program includes Carpentry Level 1 training. ITA issues a Residential Construction Framing Technician (RCFT) Certificate after the student completes 500 hours of on-the-job training. The program covers 64 competencies. Of 16 students, 15 are Aboriginal **(94%)**

- **Workshops and Vocational Training**

Continuing Education continues to offer part-time vocation training open to the public, on a tuition fee basis, as well as direct purchase training relevant to the communities. There has been an increased level of contract and direct purchase activity with First

Nations communities and Aboriginal organizations. Over the past year 102 programs and vocational courses have been successfully delivered, 39 of these to First Nations communities and Aboriginal organizations. **38.24%** of the enrolments in vocational part-time courses were Aboriginal.

Services

- **Aboriginal Service Plan — Nechako Region**

In the spring of 2007, the College of New Caledonia received initial funding to develop an Aboriginal Service Plan (ASP). After extensive consultation with the seven local Aboriginal communities, an ASP was developed, submitted and subsequently accepted by the Ministry of Advanced Education. Funding for the Aboriginal Service Plan (ASP) began in January 2008.

CNC is focusing on new directions and initiatives that will improve and enhance its ability to respond to Aboriginal needs. Implementation is guided by the ASP Nechako Working Group, with ongoing representation from our local Aboriginal communities and organizations.

A number of milestones/activities have been achieved this year:

- A cultural curriculum unit has been developed using local Aboriginal expertise. This cultural component is being included in 50% of Nechako programs directly affecting **approximately 50 Aboriginal learners**.
- A process for formal recognition for the bearers of expert knowledge has been initiated.
- Cross cultural training was delivered for faculty and staff. 15 staff participated (**3 Aboriginal**) in the 1-day workshop.
- 2 Casual Liaison/Coordinators (**both Aboriginal**) have been hired to implement the Aboriginal priorities for the Nechako region (the position will be filled full-time effective July 2009). The casual ALC duties include: coordinating meetings for the ASP Nechako Working Group, keeping all ASP documents current and updated and collaboratively working towards implementing suggestions/action items that arise from the group. In addition, the casual ALC meets regularly with students at the Saik'uz adult learning centre, the Saik'uz alternate classroom and the First Nations centre at the high school. On average, the casual ALC provides service to 8 individuals per week (**100% Aboriginal**).
- Gathering places have been established in both Vanderhoof and Fort St. James.
*The casual ALC engaged **40+** community members (**100% Aboriginal**) and **8 Elders (100% Aboriginal)** from Saik'uz as to what would make the college in Vanderhoof a more welcoming and inclusive environment for all.

Changes to the Vanderhoof campus included: painting the doors a brighter color; making the gathering space comfortable by making it feel 'at home' (plants, water fountain, toys for kids, reading materials; comfortable seating); hanging pictures of Saik'uz ancestors with a theme of strength in women and hard workers of the past (the Elders picked their favorite 8 pictures that we presented from the library archives; all are Saik'uz people in the late 19th century). Two murals of the four Dakelh clans (painted by a Nak'azdli member) and of the two Saik'uz clans (painted by a Saik'uz member) have been displayed.

- The celebration ceremony (see Community Connections) was successfully hosted in Fort St. James in partnership with Aboriginal communities and organizations.

Learning Support Services

These services continue to be delivered and developed at each of the campuses on an ongoing basis. They have continued to enhance the ease in which local First Nations students have successfully transitioned into post-secondary education. The continuous support throughout the year was tailored to meet students' developing needs and ongoing challenges.

Direct services included support such as: small group tutoring, time management and note taking sessions, discussion groups and computer support. Indirect services included support such as: referrals to agencies for counseling, funding support, transportation and childcare needs and assistance with student loan applications.

These services help provide the bridging support required for students to meet their educational goals and increase the successful retention of students. As a result the majority are continuing in post-secondary education.

Many factors contributed to the successful incorporation of the support services. Assessments conducted without standardized timing procedures reduced test anxiety and increased comfort level with the process. This resulted in a relatively clearer understanding of academic levels and assisted with the development of appropriate support services.

Developing and implementing direct and indirect services that evolved to meet the needs of each group throughout the progression of the program increased the retention and completion rate.

- **Nechako Career Centre - Vanderhoof**
The Nechako Career Centre at the Vanderhoof campus provides confidential and client centred academic and career counselling. It is a source of constant support to a number of First Nations students, as **45%** of the clients accessing the Centre are First Nations.

The students at the Nadleh Adult Learning Centre and CNC Fort St. James have been supported by the services available through the Nechako Career Centre with the coordinator making trips out to both centres. Saik'uz also had eighteen students participating in Life Skills courses complete very comprehensive career assessments through the Career Centre; the career assessment gives students a much clearer understanding of the career planning process.

- **Supporting and Advocacy for Vibrant Youth (SAVY)**

The SAVY program is an intensive advocacy and support program for youth (ages 13-18) who may have characteristics of FASD. This project has a dual focus: drop-in based group activities, and one-on-one support. The goals and objectives of the SAVY program are: to improve the quality of life for those living and working with FASD by creating understanding of FASD and reducing the secondary disabilities such as homelessness, trouble with the justice system, drug and alcohol misuse, school dropout, problems with parenting, mental health concerns, joblessness, and maintaining healthy relationships.

Youth Support Workers (YSWs) create awareness and understanding of FASD while breaking down barriers for at-risk youth. YSWs liaise with schools and other agencies, assist with securing housing, connect participants to supported employment, support participants to access substance misuse treatment options, connect participants to appropriate counsellors, mentor and support youth in life skills and education, accompany participants to court appearances and other appointments, and offer other activities as appropriate. YSWs are located in the communities of Burns Lake, Vanderhoof and Fort. St. James. This program is administered from the Lakes District Campus.

Vanderhoof

Group Activities: Of 10 students, 8 are Aboriginal (**80%**)

One-on-one: Of 4 students, 4 are Aboriginal (**100%**)

Fort St. James

Group Activities: Of 14 students, 14 are Aboriginal (**100%**)

One-on-one: Of 4 students, 4 are Aboriginal (**100%**)

- **Planting the Seeds of Literacy – Fort St. James**

A number of literacy initiatives are now underway in Fort St. James. As of January 2009, all of the services are now housed in one location. The *Learning Hub's* programs and services help adults develop literacy, math and life skills using a supportive and holistic approach, so that they can realize their fullest potential at home, in the workplace, and in

the community. The centre is a relaxed, friendly, accessible and non-threatening place where adults can begin exploring learning options. The Learning Hub is accessible to all the diverse cultures in our community including Aboriginal learners. Within this learning space we deliver both adult and Aboriginal programming, using a hands-on approach to instruction. In addition, mentoring and personal support are provided to help the learner establish community contacts, networks and deliver learner identified workshops, special programs and events on request.

Drop In: Of an average of 52 drop-in learners per month, **14 are Aboriginal (27%)**
Nak'azdli Learner Group: Of 10 learning sessions, an average of 15 people attend each group session. A total of 56 different individuals have been to this learning group (**100% Aboriginal**).
Outreach Literacy Services are also provided to Tl'azt'en and Yekooche First Nations.

Mackenzie

The College of New Caledonia, Mackenzie campus, works closely with three Aboriginal communities in the region: The McLeod Lake Indian Band, the Kwadacha Nation, and the Tsay Keh Dene Band. Two of the communities, Kwadacha and Tsay Keh Dene are situated north of Williston Lake Reservoir and accessible by air or a nine-hour drive on a logging road. Through consultation and partnering, CNC Mackenzie continues to encourage participation and enhanced accessibility for Aboriginal learners in college and community initiatives.

Activities this year included:

- Regular community visits and on-going consultation and planning for program delivery and learner supports;
- Response to Band requests to provide quotes for courses and programs for delivery in their respective communities;
- Elder recognition and contributions to ensure cultural inclusion in campus programming and/or activities;
- Engagement with Chiefs, Council members, and aboriginal learners for the implementation of the Aboriginal Service Plan;
- College participation in various community events in respective Aboriginal communities;
- Recruitment of Aboriginal individuals to instruct or liaise when possible;
- Aboriginal representation on the campus Program Advisory Committee.

Funded Projects:

Aboriginal leadership articulated concern regarding the critical shortage of trained and qualified Early Childcare providers in their communities. With the support of Band Councillors in Kwadacha, the Ministry of Advanced Education & Labour Market Development (ALMD), and the Aboriginal Special Projects Fund for the development of curriculum, we are pleased to report a successful first year of delivery of the *Aboriginal Early Childhood Education Certificate*. This certificate program is available online and will be delivered in partnership with Northern Lights College, Northwest Community College and Yukon College in subsequent years. The online approach for the delivery ensures access to credentialed Early Childhood Education certification for individuals living in remote communities, and particularly supports the childcare licensing needs of Aboriginal communities. We estimate that 70% of participants are Aboriginal learners living in remote areas in British Columbia, the Yukon and Northwest Territories.

Aboriginal learners accessed existing College of New Caledonia programming and services at the Mackenzie campus including College and Career Preparation, Applied Business Technology (ABT) and the Career and Employment Centre.

Contracted continuing education opportunities continued in Kwadacha and McLeod Lake for safety training and courses such as First Aid – Level I and Transportation Endorsement.

CNC Mackenzie is also participating in the Aboriginal Service Plan. This past year, the focus was on supporting the efforts of the Elders of Kwadacha who are the lead for the Tsek'hene History Project. Discussions are currently underway between the three Tsek'hene First Nations in CNC Mackenzie's service area to work collaboratively on this particular initiative and continue to advance the History Project towards the publication of a book that will be relevant curriculum in a number of programming areas.

In addition, and at the request of the Chief of the Kwadacha Band, CNC Mackenzie is working towards providing a Guiding and Outfitting program for the community. Overall, Aboriginal communities in the region continue to call for qualified and available instructors to deliver training in their communities. Other areas of need include Literacy, College & Career Preparation, Access to Health Sciences, and Trades.

Prince George

Gathering Places

This was a very exciting year with the Prince George campus expanding the Aboriginal Resource Centre (ARC, formerly FNESS Centre). The new space has more offices, storage, a larger group study area and a shared kitchen. The official opening will be in Fall 2009.

Metis History and Culture Curriculum

The Metis curriculum project was started with research and videotaping of the Metis elders. This curriculum focuses on local Metis peoples and the Metis elders will provide most of the information. As well, CNC assisted Emily Carr University of Art and Design (ECUAD) in developing a regional Metis arts and crafts curriculum which will be piloted at the CNC Prince George campus in June 2009.

Aboriginal Youth Mentoring Program (AYMP)

The long-running AYMP greatly benefited from additional funding from the Aboriginal Service Plan in 2008-09. This allowed the Coordinator to work more hours per week and as a result the program saw more students and mentors than ever before: 36 high school students and 15 mentors.

The students were very positive about the social, educational and career activities and there were many more students who wanted to participate. This year the students attended Healthy You Expo, attended drug and alcohol awareness sessions at Northern Health, attended the Crank play about crystal meth, and toured UNBC and CNC. As well, mentors went into the high schools during their mentee's spare block to tutor and encourage the students. For the second year in a row we were successful in obtaining the sponsorship for twelve students to participate in the CHILL snowboarding program. CHILL combines physical activity with teaching leadership skills.

This year, Thompson River University used our Training curriculum to begin a similar program there. There is a greater awareness of the need to transition high school students into post-secondary education because currently most Aboriginal students enter college/university at age 28.

Aboriginal Service Plan (ASP) Prince George

As required by the Ministry of Advanced Education and Labour Development (ALMD), CNC put together a video presentation of the highlights of the Service Plan. Cathy Ashurst and Sean Siddalls did an excellent job of selecting the highlights of the year from each campus. Each campus was responsible for providing information about their piece of the ASP activities; the PG campus highlighted the language program, the partnerships with Aboriginal organizations and the appointment of the Senior Policy Advisor. Burns Lake Advisory member Monty Palmantier, Burns Lake campus Aboriginal Liaison Priscilla Mueller and Senior Policy Advisor Marlene Erickson presented this report to the Ministry, Aboriginal stakeholders and ASP institutions in January and was very well received. First Leadership Council member Ed John urged the Ministry to implement Aboriginal Service Plans at every institution; so it is very positive to have the Aboriginal leadership advocating in the area of post-secondary education.

ASP Brochure – CNC wide

CNC developed a brochure of highlights of the ASP to be distributed internally and externally. In Prince George we assisted by identifying Aboriginal students to be in the brochure and coordinating the picture taking. As well, we reviewed the various drafts. The brochure is very colourful and we have already received many requests for more.

ASP Year Two Prince George

CNC Prince George met with the Aboriginal Advisory to review Year One and approve the second year budget. Essentially Year Two will continue to fund all the initiatives started with Year One funding: Access instructor, Academic Advisor, AYMP Coordinator and language curriculum.

Language Curriculum

CNC retained linguist Dr. William Poser to work with two *Lheidli* elders, Mary Gouchie and Jeanette Kozak. They modified the existing *Saik'uz* dialect curriculum to the *Lheidli* dialect. This course will be offered beginning in September 2009.

Academic Advising

The new Academic Advisor position in the Aboriginal Resource Centre made a significant difference for students and staff at the College. This position is funded through the Aboriginal Service Plan. The students appreciated having someone there full time to assist them, and many staff and personnel noticed the work the Academic Advisor was doing on behalf of the Aboriginal students, including advising, problem

solving, and tutoring. In addition, the Advisor was able to accompany advisors from Nicola Valley Institute of Technology, UNBC, and Simon Fraser University on a recruiting tour to several Aboriginal communities in the Nass Valley, Terrace and Prince Rupert. The students were very excited because no one had never recruited in their communities, and they did not realize there were still opportunities available to them in post-secondary education.

Access to Health Sciences: Pathways to Success

The largest project this year was the Health Science Access Program, Pathways to Success. This project is funded by Health Canada through the Aboriginal Human Health Resource Initiative (AHHRI). There were three phases to this funding: Phase One was developing a curriculum for a Health Science Explorer seminar; Phase Two was piloting the week long Explorer seminar; Phase Three is the three year Access to Health Science program which is called Pathways to Success.

The Health Science Explorer seminar was piloted in August 2008 and four students registered in upgrading to enter a Health Science program. The next one was offered in March 2009; there is one planned for Nechako and another for Prince George.

The Explorer participants are toured through the labs, given a library orientation, an academic advising session and a career opportunity seminar at Northern Health. In addition, students are made aware of barriers such as daycare, housing and lack of funding so they can begin addressing these issues well before they begin their studies. This program was very effective in recruiting students; therefore we are looking at doing similar seminars to introduce students to other programs at CNC.

The Access to Health Sciences, Pathways to Success, will begin in August 2009 with 15 students. Students will be doing upgrading, academic preparation while receiving tutorial and elder support. They will also work with an Academic Advisor to develop an Education Plan to ensure they are taking the pre-requisites for their program of choice. The program is funded for three years.

The Northern Health Authority (NHA) provided funding to enhance CNC's Access to Health Sciences, Pathways to Success program. Additional supports will include more elder participation, a student bursary and more hours for the Pathways tutor. This additional support will be significant for students and is much appreciated.

Ch'nook Program with UBC

CNC continues to collaborate with UBC on providing the Ch'nook program information. The purpose of this program is to recruit more Aboriginal people into Commerce programs. This year an official partnership agreement was signed with the institutions. The provincial Advisory Board now includes First Nations Leadership Council and Chief Sophie Pierre; so it has the support of very high profile First Nations representatives.

CNC will continue to inform Business Administration students about the Ch'nook Program so they can choose to take the Aboriginal-specific online courses from UBC. As well, Ch'nook students travel to Vancouver to spend two days with their cohort from all six participating institutions to learn about Commerce programs and to motivate and encourage each other. Finally, students can apply for Ch'nook scholarships. CNC also continues to lobby UBC for a Coordinator who can recruit and support Ch'nook students.

Quesnel

Will be provided as a handout at the Board meeting.