



Signing of Colleges and Institutes Canada Indigenous Education Protocol,  
May 1, 2015.

NORTH ISLAND COLLEGE



"NIC is privileged to work with First Nations elders, advisors and Aboriginal Education Advisory groups... It was our honour to sign the protocol with First Nations leaders and we look forward to collaborating further with them."

John Bowman, NIC President

# Aboriginal Service Plan 2016/17 - 2018/2019

Submitted to the Ministry of Advanced Education February 5, 2016

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February 5, 2016

Honourable Andrew Wilkinson  
Minister of Advanced Education  
PO Box 9080 Stn Prov Govt  
Victoria, BC V8W 9E2

Dear Minister Wilkinson:

**Re: Aboriginal Service Plan Submission by North Island College**

On behalf of North Island College (NIC), I am pleased to submit the 2016-2019 Aboriginal Service Plan, as well as acknowledge that the college operates within the traditional territories of 35 First Nations from the Coast Salish, Kwakwaka'wakw, and Nuu-chah-nulth traditions.

We are grateful for the opportunity provided by the Ministry to build on our successes since 2009, and look forward to realizing the goals we set out in our College Plan 2020, which sets Aboriginal Education and Indigenization as a strategic priority.

I would like to highlight that, on May 1, 2015, I was honoured to sign the historic Colleges and Institutes Canada Indigenous Education Protocol with representatives from 22 First Nations at the K'omoks First Nation Big House.

Other highlights this year include:

- Providing active frontline student support via Aboriginal Education Advisors, Elders in Residence, and local community Elders engaged via honorariums, which student feedback indicates plays an important role in student access, retention, success, and satisfaction;
- Kwak'wala Language classes starting in the Northern Region; and
- Increasing our total First Nation Education Agreements to 37 (February 2011- February 2016).

Multi-year integrated planning is now underway with communities, both internal and external, to shape NIC's specific directions from 2016 to 2020. We are committed to expanding the indigenization of our curriculum to reflect Canada's first peoples, and will be working with Aboriginal partners to ensure educational programs include indigenous ways of knowing and being. Further, the indigenization of curriculum and reduction of barriers for Aboriginal students are key indicators in the final plan approval process.

We trust that you will find the following proposal to be in order. Should you have any questions, please do not hesitate to contact my office or Kelly Shopland, Interim Manager of Aboriginal Education, at [kelly.shopland@nic.bc.ca](mailto:kelly.shopland@nic.bc.ca), or by phone at 250.923.9749.

Sincerely,



John Bowman  
President

## Acknowledgement of Traditional Territories

North Island College is honored to acknowledge operations respectively within the traditional territories of thirty-five First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions. The region includes the northern half of Vancouver Island from the Alberni-Clayoquot Region in the west; Courtenay, Campbell River north to Port Hardy in the east, as well as the BC mainland coast from Desolation Sound to Klemtu.



This map has been created with the approval of the Aboriginal Education Advisory Council to North Island College

## 1. Situational Context

At North Island College (NIC), we are proud of the successes achieved since implementation of the Aboriginal Service Plan in 2009. With 159,000 residents in its region, NIC serves the largest population of all of the rural colleges. This population, however, resides in many small communities spread across 80,000 km<sup>2</sup> on northern Vancouver Island and central parts of the B.C. mainland coast. The College serves a vast and diverse region made up of more than 35 First Nations, five regional districts, and six school districts. Thirteen percent of NIC's student population is of self-declared Aboriginal ancestry, which exceeds the proportion of Aboriginal people (12%) living in the College's service area. Aboriginal peoples are one of the fastest growing segments in Canada's population.

As indicated in the **2016-2020 Environmental Scan**, over half of Aboriginal students enrolled in credit courses in 2013/14 took courses at the Port Alberni and Comox Valley campuses (approximately 26% at each campus). Approximately 17% of NIC's Aboriginal students took programs offered in-community, exceeding representation at Campbell River and Mount Waddington (15% and 12%, respectively). Almost half of Aboriginal students took *access and upgrading* courses in 2013/14. *Vocational education and training* was the second most popular program area (27%) followed by *university studies* (23%).

Our review of the current Aboriginal Service Plan and preparation for 2016/17 has highlighted, once again, that some of our greatest strengths in delivering post-secondary education to Aboriginal learners also present some of our biggest challenges. As a rural post-secondary institution, we have a track-record of success delivering relevant, on-site programming to remote First Nation communities, as well as establishing local connections and partnerships that bring students to our campuses in Campbell River, Courtenay, Port Alberni, and Port Hardy.

Aboriginal students are moving, as necessary, through Adult Basic Education courses and into university transfer programs – accessing pathways to a vast number of degree, diploma, and certification programs at our institution, our partner institutions including VIU, UVic, Royal Roads, and those beyond.

### **Successes**

- As a rural college, NIC has embraced its role as a community capacity-builder. Through partnership and collaboration with First Nations, community and industry, the college works to grow local economic and social development. In 2013/14, more than 90 training programs were delivered across the region. These programs were in response to industry needs, and over 400 remote learners were served across the North Island and Central Coast regions, extending as far north as Bella Coola and Bella Bella.
- Signing of the historic Colleges and Institutes Canada Indigenous Education Protocol with representatives from 22 First Nations that make up the Aboriginal Education Advisory Council for North Island College (Appendix B)
- Increasing our total First Nation Education Agreements to 37 (February 2011- February 2016) (Appendix C)
- Strong response to the first offering of Kwak'wala Language classes in the Northern Region
- Providing active frontline student support via Aboriginal Education Advisors, Elders in Residence, and local community Elders engaged via honorariums, which student feedback indicates plays an important role in student access, retention, success, and satisfaction (Appendix A).

However, with these successes have come **challenges**, too:

- NIC receives 72% of its revenue from the provincial government, making it the second-most vulnerable public postsecondary institution in B.C. to flat or reduced government funding. NIC also receives less per capita in base government funding (based on regional population) than any other rural B.C. college - a \$12.4M shortfall in 2013/14. The provincial government's base funding model does not provide the flexibility required to support labour-market focused, quick-response training needed for local communities in our unique region. Targeted one-time funding initiatives from the government have uncertain mid- to long-term availability, making it difficult to sustain ASP programs that have been developed and launched.
- While our Regional Learning model has been very successful in drawing high levels of interest and engagement, we have learned that First Nation technological infrastructure cannot support blended or online education efficiently in remote areas. Costs of in-community program delivery will remain high in the foreseeable future.
- Many First Nation communities have important social, labour market, and educational needs not revealed through standard data sources such as Statistics Canada and BC Stats. So, the college must rely on data gathered internally (via our 2016-2020 Environmental Scan) and via personal relationships with local stakeholders to identify unique community needs and propose locally relevant solutions. We have learned that there are costs associated with maintaining these relationships, and we must budget accordingly.

Experience has taught us that Aboriginal programming has the greatest impact when it aligns with and leverages the Provincial Framework and internal strategic planning.

So, moving forward with the 2016/17-2018/19 ASP, opportunities we will be focused on include:

### **1. Expanding Adult Basic Education (ABE) offerings and increasing successful transitions into certificate, degree, and university transfer programs.**

The demand for ABE is established: the high school completion rate in the area served by NIC remains below the Provincial average. ABE offerings are needed, especially where Aboriginal communities still send their youth away (to non-First Nations communities) to complete grade 12. North Island College is well positioned to regionally deliver ABE and upgrading over a large geographic region to Aboriginal learners, both on campus and in community. Experience has shown the need to identify a cohort of prospective students and allow for sufficient time for fundamental upgrading to be completed before program implementation.

### **2. Deliver programming in response to locally defined First Nation needs, and incorporate necessary supports.**

North Island College continues to develop educational agreements with First Nations (Appendix C). This response model has been very successful, as we work with local stakeholders to establish and meet a specific local need – be it social or economic. And this model has resulted in delivery of a wide variety of programming, including Human Services courses, Work Preparedness Training, Indigenous Language programming, Educational Assistant programs, and more. Going forward, we hope to build on previous successes, established relationships, and lessons learned delivering programming “in community” by incorporating Elder support and involvement in program delivery.

### **3. Student supports and activities.**

As indicated in the 2016 Aboriginal Student Satisfaction Survey (Appendix A), frontline student supports via the Aboriginal Education Advisors and Elders in Residence play a vital role in student access, success, and retention. We will build on these successes by increasing services through the development of a communication plan to best serve Aboriginal students.

## 2. Institutional Commitment

North Island College is deeply committed to the success of Aboriginal learners and the First Nations communities we serve.

In the 2015/16 Institution Budget, the college contributed \$164,417 towards jointly funded Aboriginal Service Plan (ASP) Initiatives, plus an additional \$149,457 towards institutional initiatives, which included the Director and Assistant to the Director of Aboriginal Education positions. NIC has also committed funding to offer Adult Basic Education courses in Gold River, Bella Coola, and Campbell River. Adult Basic Education partnerships are also underway with the Dzawada'enuxw First Nation in Kingcome Inlet and School District #71 Aboriginal Education Services. In addition, NIC is proud to offer a Pathways to Employment program with Nuxalk Nation in Bella Coola, and an Employment Transition Construction Labourer program in Port Alberni through special funding initiatives. Through community consultations, NIC is developing an Aboriginal Leadership program to meet Nations' needs.

On May 1, 2015, NIC was honoured to sign the historic Colleges and Institutes Canada Indigenous Education Protocol (Appendix B) with representatives from 22 First Nations at the K'omoks First Nation Big House affirming our commitment to Aboriginal learners and communities in the region. As well, this commitment is prominently reflected as a Strategic Priority in our [College Plan 2020](#). Goals specific to Aboriginal learners and communities include:

- Develop and implement an Aboriginal Education Policy and Action Plans in alignment with the BC Aboriginal Education and Training Policy and the CICan Indigenous Education Protocol commitments.
- Communicate that Indigenous education is a priority.
- Ensure governance structures recognize/respect Indigenous peoples.
- Implement intellectual and cultural traditions of Indigenous peoples throughout curriculum and learning.
- Increase the number of Indigenous employees.
- Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous people.
- Enhance Indigenous-centred services, learning environments, student and community spaces and learner success.
- Build relationships with and be accountable to Indigenous communities.

As was highlighted in NIC's [2014/15 Institutional Accountability Plan and Report](#), despite the fact that we maintain four regional campuses, many First Nations communities are not within close proximity. So to increase access for Aboriginal learners, the college has committed to a regional delivery model of education, whereby programming and instruction are delivered in-community and/or by innovative distributed learning technologies, based on specific community needs.

NIC is undertaking a college-wide process for planning credit, credentialed, and apprenticeship programming within the context of our College Plan 2020. At the center of the process are NIC's departments and schools, which are tasked to develop rolling three-year plans to meet the needs of our diverse region. Defined as a key element in the process is the need to ensure relevant curriculum as well as ensure accessibility for our students. Towards these ends, we have committed to expand the indigenization of our curriculum to reflect Canada's First Peoples and will be working with Aboriginal partners to ensure department programs include indigenous ways of knowing and being. Further, the indigenization of curriculum and reduction of barriers for Aboriginal students are key indicators in the final plan approval process.

Aboriginal representation on the Board of Governors continued in 2015/16, as it has continuously since 1990. As well, NIC has included the Director of Aboriginal Education on the Senior Education Leadership Team, alongside the Vice President of Learning and Students and Deans.

### 3. Engagement

#### a. Description of Aboriginal Student Engagement

At North Island College, our commitment to the success of Aboriginal learners is confirmed not only by our evolving, multi-dimensional engagement of students, but also by our active engagement with Aboriginal communities via regional committees and Educational Agreements.

We get to the heart of specific learner needs, interests, and concerns through personal conversations with students and their communities, and then use prevalent themes to guide our future program and service offerings.

<i>Student Group</i>	<i>Engagement</i>	<i>Interests</i>	<i>Outcomes</i>
<b>Students who engage with Elders In Residence</b>	<p><b>Elders In Residence</b> make themselves available to students by maintaining office hours at our Comox Valley &amp; Campbell River Campuses; being present in the Aboriginal student study areas, and being present at relevant cultural events (35 hours/week, September - May).</p> <p>As well, Elders travel to other campuses, provide cultural guidance, traditional knowledge, plus general support and encouragement.</p>	<ul style="list-style-type: none"> <li>• Cultural connection</li> <li>• Cultural education</li> <li>• Language education</li> <li>• Emotional support</li> <li>• Access to support services</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with Elder in Residence program and increase to Mt. Waddington Campus</li> <li>• Provide Elder support in KWA 096 courses</li> <li>• Set target number for cultural activities and events funded by ASP</li> </ul>
<b>Students who engage with Aboriginal Advisors</b>	<p><b>Aboriginal Education Advisors</b> make themselves available to students by maintaining office hours at our four regional campuses; being present in the Aboriginal student study areas, and being present at relevant cultural events.</p> <p>As well, Aboriginal Education Advisors travel and make themselves available by phone and email. Advisors provide educational guidance and help students secure financial support.</p> <p>Plus, Advisors provide invigilation of Assessment placements in community.</p>	<ul style="list-style-type: none"> <li>• Academic/career advising</li> <li>• Help accessing funding, financial aid &amp; bursaries</li> <li>• Access to Aboriginal Emergency Fund</li> <li>• Financial planning</li> <li>• Access to reserved seats</li> <li>• Access to support services / tutoring</li> <li>• Increasing sense of belonging through communication</li> <li>• More aboriginal content courses</li> </ul>	<ul style="list-style-type: none"> <li>• Attend regional meetings to present concerns and issues brought forward by students</li> <li>• Set target number for cultural activities and events funded by ASP</li> <li>• Aboriginal Scholars program – linking students to supports</li> <li>• Partnerships in communities to offer upgrading courses</li> </ul>
<b>Aboriginal students/cohorts engaged in programming via Education Agreements with First Nations partners</b>	<p>Between February 2011 and February 2016, NIC established 37 Educational Agreements with First Nations communities (Appendix C) to support programming needs identified in the Education Plan.</p> <p>Advisors and instructors provide student feedback to advisory committees.</p>	<ul style="list-style-type: none"> <li>• Interests are specific to the programming offered</li> <li>• Identified and met through the agreement and the programming delivered</li> </ul>	<ul style="list-style-type: none"> <li>• Elder support integrated in delivery of programs in community and on campus</li> </ul>
<b>January 2016 Satisfaction Survey</b>	<p>Administered December 2015 – January 2016 to self-declared students. Survey sent to 405 students with 83 total responses received.</p>	<ul style="list-style-type: none"> <li>• See Appendix A</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of Advisor and Elders, events and outreach in development of this plan.</li> </ul>

## b. Description of External Partner Engagement

NIC's engagement with the First Nations regional committees (Central, Northern, and West Coast) is outlined below, but it should also be noted that the collective forms the Aboriginal Education Advisory Council to North Island College. See Appendix D, Aboriginal Education Advisory Council, 2015/16 Meeting Dates & Member Attendance, for meetings held in 2015/16 and anticipated meeting dates in 2016.

- See Appendix E, Terms of Reference, for an overview of the purpose, goals, and structure of this Council.
- See Appendix F to read the Letter of Support for the current ASP proposal from Council Chair, Fran Prince, on behalf of all members.
- As well, see Appendix D for the complete list of community members in attendance for the January 29, 2016 Council Meeting, where members voted to support the current ASP proposal.

### Partner #1: Central Region Advisory Committee

This committee covers the geographic region of Comox Valley, Campbell River, and Gold River and includes:

- Wei Wai Kum First Nation
- Wei Wai Kai First Nation
- K'omoks First Nation
- Mowachaht/Muchalaht First Nation
- Kwaguilth District Council
- Laichwiltach Family Life Society
- Community Elder
- North Vancouver Island Aboriginal Training Society
- Metis Association
- School Districts 70, 71 & 85 when representatives are available
- Upper Island Women of Native Ancestry

**Engagement Activities:** Regular meetings occur to monitor North Island College Aboriginal specific activities in the region. Recent discussions have centered on gathering space, as well as a continuation of the Aboriginal Education Advisor and Elder in Residence Positions. See Appendix D for all members and meeting dates with attendance lists.

#### Interests:

##### Key Partner Concerns

- Adult Basic Education (ABE) tuition which came into effect in 2015. (Appendix I)
- Need for aboriginal gathering space at both the Campbell River Campus and Comox Valley Campus
- Moving ASP activities into base funding as per letter of Oct 27/14 (Appendix G) to Ministry by North Island College

##### Key Partner Interests

- Increasing the accessibility and relevancy of post-secondary education for Aboriginal Students
- Discussions about need for Aboriginal Leadership and Training for local First Nations.
- Amending Terms of Reference to reflect regional needs
- Ongoing use of Aboriginal Education Advisors and Elders in Residence to both connect Aboriginal Students to relevant programming as well as obtain feedback and indigenize programming to improve relevancy and increase engagement and graduation rates.

#### Outcomes:

##### Partnership Outcomes

- Educational Service Agreement with the Mowachaht/Muchalaht First Nation
- Information sessions with Vancouver Island Health Authority, Aboriginal Branch (VIHA) on NIC Health Programs and Careers with VIHA
- Priority admissions for Aboriginal students to Bachelor of Science Nursing (LPN), Human Service programs, and Health Care Assistant programs at both the Comox Valley and Campbell River campuses
- Planning for the Island Wide Elders Gatherings (occurring February 2016)
- (Ongoing) Regular hosting of the Regional Advisory Committee meetings
- Pilot project with School District 71 to offer ABE in community
- Feasibility study for developing Aboriginal Leadership Program (January 2016).
- Gathering space for Aboriginal Students at the Campbell River campus
- Development of an Aboriginal Leadership program

##### Other External Partners

- Aboriginal Education Administrators Group for Vancouver Island (Camosun, UVic, Royal Roads, & VIU)

## Partner #2: Northern Region Advisory Committee

This committee of external partners covers the geographic region of Port Hardy, Port McNeill, and Alert Bay and includes:

- Gwa'sala'-Nakwaxda'xw (GNN) First Nations
- Kwakiutl First Nation
- Namgis First Nation
- Quatsino First Nation
- School District 85
- North Vancouver Island Aboriginal Training Society (NVIATS)
- Sacred Wolf Friendship Centre

**Engagement Activities:** North Island College regularly meets with the Northern Region Advisory Committee to identify emerging priorities and get feedback on current programming, source funding, monitor existing ASP funding, and monitor NIC Aboriginal specific activities on the North Island. There is one IAHLA institute in the Northern region (K'ak'otlats'i School) and they are represented by the committee member from the Quatsino First Nation. See Appendix D for all members and meeting dates with attendance lists.

### Interests:

Key Partner Concerns	Key Partner Interests
Postpone Indigenous Education Assistant/Community Support Worker program until January 2016 to allow time for prospective students to complete any necessary upgrading	Indigenous Education Assistant/Community Support Program
Moving ASP activities into base funding as per letter of Oct 27/14 to Ministry by North Island College (Appendix G)	Indigenizing Early Childhood Care curriculum
Lack of multi-year funding making it challenging to offer a 3 year strategic plan (Appendix H)	Cultural Tourism/Outdoor Environmental Training
Adult Basic Education tuition which came into effect in 2015 (Appendix I)	Tourism/Hospitality Training
	Implementation Kwak'wala ABE Language Course
	Implementation of Elder in Residence

### Outcomes:

Partnership Outcomes	Other External Partners
Education Service Agreement with Nuxalk Lip'alhayc Learning Centre to offer a funded essential skills training program for Adult Basic Education (ABE) and Applied Business Technology (ABT) in addition to a regular Education Service Agreement with Nuxalk.	Nuxalk First Nation
Delivery of ABE Kwak'wala Language Course in Mount Waddington and Namgis (anticipated start date of February 2016)	Bella Coola
Partnership with Sacred Wolf Friendship Centre to host cultural workshops and explore education pathways	Kingcome Inlet
Partnership with Sacred Wolf Friendship Centre to offer ABE course in community.	
Local Indigenous Food Systems & International Food Systems Project	
Developing a partnership with Kingcome Inlet to offer ABE in community	
Elder support in Kwak'wala 096 and Indigenous Education Assistant Program	

### **Partner #3: West Coast Region Advisory Committee**

*This committee of external partners covers the geographic region of the west coast of Vancouver Island from the village of Anacla near Bamfield to the northern Nuu-chah-nulth communities of Ehattesaht and Kyuquot (near Zeballos) and includes:*

- Ahousaht First Nation
- 'Toquaht First Nation
- Hupacasath First Nation
- Huu-ah-aht First Nation
- Tseshaht First Nation
- Tla-o-quiaht First Nation
- Ucluelet First Nation
- Nuu-chah-nulth Employment & Training Program
- Nuu-chah-nulth Tribal Council
- Port Alberni Friendship Centre
- Metis Society
- Ehattesaht First Nation

**Engagement Activities:** Regular meetings of the West Coast Regional Committee have been supporting ABE initiatives on the West Coast in partnership with Ahousaht Education Authority leading to Early Childhood Care Education (ECCE) training. Recent discussions have centered around developing initiatives to support transitions from high school to post-secondary. See Appendix D for all members and meeting dates with attendance lists.

#### **Interests:**

<b>Key Partner Concerns</b>
Adult Basic Education tuition which came into effect in 2015. (Appendix I)
Transitions from high school to post-secondary, remote communities to urban college campuses, and adult learners returning to school.

<b>Key Partner Interests</b>
Expanding language revitalization initiatives
Introducing an Elder in Residence
Developing a transitions program and courses to prepare students for success
Explore possibilities for health care generalist programming.

#### **Outcomes:**

<b>Partnership Outcomes</b>
ABE English Literacy Alberni Society
Continuation of Aboriginal Education Advisor position
Employment Transition Construction Laborer Program established for persons living with disabilities, with the inclusion of Elder in Residence support. Funding received from the Ministry and a Private Donor.
(Ongoing) Regular hosting of the Regional Advisory Committee meetings
(Ongoing) Regular hosting of project meetings with external partners
Early Childhood Care Education Certificate in Ahousaht (Flores Island)

<b>Other External Partners</b>
Literacy Alberni Society
School District 70
Provincial/Federal Agencies supporting persons living with disabilities

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

As per North Island College Policy & Procedures (#2-08) "Respectful College Environment", the college maintains the Respectful College Environment committee, which includes an Aboriginal representative.

As per North Island College Policy & Procedures (#1-12) "Research Involving Humans", the college regulates and monitors all research involving humans conducted at North Island College through the established Research Ethics Board.

Specific to Indigenous People, Cultures, and Ethnic Groups, Policy #1-12 sets out the standards and requirements of research involving Indigenous People with an emphasis on actively obtaining permissions and approvals from the appropriate communities, groups, and people through a process of informed consent:

"Policy #1-12, Research on Indigenous People and other Cultures and Ethnic Groups: For further guidance on Research Involving the First Nations, Inuit, and Metis Peoples of Canada, refer to Chapter 9 of the Tri-Council Policy Statement, 2010."

Also relevant, see the North Island College Elders Protocol (Appendix J), which outlines NIC's vision, purpose, and mandate for working in collaboration with Aboriginal people in the region.

Finally, it should be noted that North Island College is committed to regularly inviting local Knowledge Holders to share with students; respecting that this knowledge does not form part of the college curriculum and claiming no ownership of the knowledge. Instructional faculty in the ABE, English, Nursing, Social Sciences, Humanities Departments as well as Math/Science faculty who teach Ethno Biology and Ethno Math all frequently engage local Knowledge Holders in this manner. This helps to ensure that local Indigenous knowledge can be respectfully shared without concern for misappropriation of intellectual property.

## 5. Overview of Proposed Plan

The overall strategic direction and focus of North Island College's ASP proposal is to best serve Aboriginal students not only at our four campuses, but also in community, providing a gateway to higher learning. In keeping with its roots, NIC is distinguished by its commitment to serving its diverse and geographically dispersed communities through technology-enabled distance learning and face-to-face in-community programming, delivered onsite at community and First Nations partner's locations. NIC works towards delivering programming in response to locally defined First Nation needs, and incorporating necessary supports in remote regions. NIC has embraced its role as a community capacity-builder, and through partnership and collaboration with First Nations, works to grow local economic and social development.

Developing new and responsive programs and supports while receiving less per capita in base government funding (based on regional population) than any other rural B.C. college - a \$12.4M shortfall in 2013/14, presents a challenge. As a result, the 2016/17 ASP program proposals for the Northern and West Coast Regions focus on programming and training in more remote areas. Programming is presented as a three-year strategic plan to ensure that adequate time and supports are available for students to develop the required essential skills, but also the opportunity to continue with academic programming leading to high skill employment. This plan reflects our commitment to invest in community growth by offering longer term education opportunities, in addition to short term, employment based training. The Central Region priorities focus on Aboriginal representation for faculty and staff to provide student support for Aboriginal students attending NIC campuses.

NIC is dedicated to realizing the goals set out in our College Plan 2020, wherein the institutional strategic priorities complement the 2012 Aboriginal Post-Secondary Education and Training Policy Framework goals. Directly stated in our 2016-2020 Strategic Plan is NIC's commitment to "develop and implement an Aboriginal Education Policy and action plans in alignment with the BC Aboriginal Education and Training Policy and the Colleges and Institutes Canada (CICan) Indigenous Education Protocol commitments." Also noted in College Plan 2020 is our commitment to:

- Implement intellectual and cultural traditions of Indigenous peoples throughout curriculum and learning (related to Framework Goal #1 and ASP Goal #3).
- Increase the number of Indigenous employees.
- Enhance Indigenous-centred services, learning environments, student and community spaces and learner success (related to Framework Goal #1).
- Build relationships with and be accountable to Indigenous communities (related to Framework Goal #2 #5, and ASP Goal #2).

The Aboriginal Education Advisory Council has been instrumental in developing and guiding the direction of this ASP proposal. Throughout the process, NIC has held college-wide Council meetings (Appendix D), and regional committee meetings with the Central, Northern, and West Coast regions, and it is the Council's voice that has determined the priorities set within these pages. NIC is proud to submit this under the guidance and leadership of the Council representing the 35 First Nations in the NIC region.

Central Region priorities include continuing the Elders in Residence program, and our Elders are strongly valued by students as noted in the Aboriginal Student Satisfaction Survey (Appendix A). Elders support an increase in access, retention and completion for Aboriginal learners, as well as ensure cultural relevancy is integrated into the education experience. A youth camp has been identified as a strategy to support transition from the K-12 system.

The Northern Region has identified training, over a three year timeline, as a priority to support economic development in the region. In support of student success, access and retention, Elder support has also been proposed.

West Coast Region priorities include the continuation of programming in Ahousaht to offer the primary goal of the Early Childhood Care and Education certificate. Other initiatives identified include curriculum development in both transition and portfolio courses as well as language revitalization.

NIC would like to extend its appreciation to the Ministry of Advanced Education for not only the ongoing financial support of the Aboriginal Service Plan, but for the vision and leadership in ensuring Aboriginal learners have opportunities for success throughout their education.

## 6. Proposed Programs and Activities for 2016/2017

### Minimum Funding

- a. Four Aboriginal Education Advisors 16
- b. Elder in Residence to Bachelor of Science Nursing (BSN) at the Comox Valley Campus 18
- c. Community Outreach Activities and Engagement 20

### Additional Funding

22

### Central Region

- d. Three Elders-in-Residence (One at the Comox Valley Campus; two at the Campbell River Campus) 23

### Northern Region

- e. Tourism Bridging Program 25

### West Coast Region

- f. Early Childhood Education Certificate in Ahousaht (Flores Island) 27

## Minimum Funding

<b>Title</b>	<b>a. Four Aboriginal Education Advisors</b>	
<b>Minimum or Additional Funding</b>	Minimum Funding	
<b>Priority Ranking</b>	N/A	
<b>New or Continuing</b>	Continuing	
<b>Category</b>	Aboriginal Staff Representation	
<b>Description</b>	<p>The Advisors provide front-line support to potential Aboriginal students (including those in transition from local high schools), existing Aboriginal students, community education coordinators, and/or Aboriginal organizational representatives. Duties include academic and career advising, developing personalized education plans, helping students access funding, financial aid, and bursaries, and facilitating access to support services. As well, Advisors provide invigilation of Assessment placements in community. Advisors also take scheduled and drop-in appointments (on campus and in community); host welcome back events, campus tours, student luncheons, and recognition events; organize and host cultural events such as drum making and weaving; as well as act as college ambassadors at various First Nations specific career fairs and info sessions.</p>	
<b>Rationale</b>	<p>The January 2016 Aboriginal Student Satisfaction Survey (Appendix A) provided data that supported anecdotal evidence gathered by administration and faculty who support Aboriginal Education within the college. The Aboriginal Education Advisors are highly valued by Aboriginal students in the college community and anchor the students by providing ongoing academic, social and financial support, resource access, and guidance. As well, the Advisors receive ongoing feedback from Aboriginal students that is continually used to revise, rethink, and adjust programming to help ensure the total educational experience of Aboriginal students at NIC is culturally relevant.</p>	
<b>Related Goals</b>	<ul style="list-style-type: none"> <li>• ASP Goal #1: Increase access, retention, completion, and transition opportunities for Aboriginal learners.</li> <li>• ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</li> <li>• Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities.</li> <li>• Framework Goal #3: Reduced financial barriers.</li> <li>• Framework Goal #4: Seamless transition from K-12 to post-secondary education.</li> </ul>	
<b>Measuring Success</b>	<p>The success of this program will be measured by the number of meetings the Advisors have with students throughout the year, the number of activities with Advisor involvement both on and off campus and the number of community meetings the Advisor participates in. Using 2014/15 as a baseline year, Advisors will target to increase these numbers by 10%.</p> <p>The annual Aboriginal Student Satisfaction Survey provides data regarding Aboriginal Advisors that is supported by student feedback (Appendix A). Success will show a continued increase in satisfaction responses.</p>	
<b>Location(s)</b>	One advisors at each of the Comox Valley, Campbell River, Port Alberni and Mt Waddington campuses	
<b>Timing</b>	<b>Start Date</b>	Full-time, year-round positions
	<b>End Date</b>	N/A
	<b>Duration</b>	Academic Year (September 1 – August 31)

<b>Future Plans</b>	These positions are anticipated to be continued in future years, co-funded out of base budget and ASP.			
<b>Budget</b>		<b>2016/17</b>	<b>2017/18 (Estimate)</b>	<b>2018/19 (Estimate)</b>
	<b>Ministry (ASP)</b>	\$152,000	\$152,000	\$152,000
	<b>Institution Contribution</b>	\$98,789	\$99,920	\$101,050
	<b>Other or In-Kind (Identify Source)</b>			
	<b>Total</b>	\$250,789	\$251,920	\$253,050
<b>Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000</b>	<b>Item</b>		<b>Amount</b>	
	Salaries (4 FTE)		\$139,500	
	Activities & Events		\$12,5000	
	Total		\$152,000	
<b>Activities/Programs Delivered in Aboriginal Communities (where applicable)</b>				
<b>Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program</b>				

<b>Title</b>	<b>b. Elder in Residence to Bachelor of Science in Nursing (BSN)</b>
<b>Minimum or Additional Funding</b>	Minimum Funding
<b>Priority Ranking</b>	N/A
<b>New or Continuing</b>	Continuing
<b>Category</b>	Aboriginal Faculty Representation
<b>Description</b>	<p>The Elder in Residence to the BSN (Comox Valley Campus) co-teaches classes in all years of the nursing program, and regularly visits all health-related programs at the Comox Valley campus as a guest speaker.</p> <p>Additionally the Elder is involved in organizing cultural activities and/or Aboriginal student events on campus, supports and works in partnership with other NIC Elders, makes community connections by attending Elders luncheons in community, and represents NIC for multiple Vancouver Island health organizations on behalf of Aboriginal Health.</p>
<b>Rationale</b>	<p>The Elder provides culturally relevant and respectful teaching for all students and faculty and provides mentorship to self-identified Aboriginal nursing students and Aboriginal students enrolled in health programs at the Comox Valley Campus. The Elder takes a leadership role in teaching students about Aboriginal health issues, including the history and legacy of residential schools, and Indigenous teachings and practices; also works with faculty to provide skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism as per Truth and Reconciliation Call to Action 24: Medical and Nursing Schools.</p>
<b>Related Goals</b>	<ul style="list-style-type: none"> <li>• ASP Goal #1: Increase access, retention, completion, and transition opportunities for Aboriginal learners.</li> <li>• ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</li> <li>• Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities.</li> <li>• Framework Goal #2: Access to community based delivery of programs, through partnerships with Aboriginal institutes and communities.</li> <li>• Framework Goal #4: Seamless transition from K-12 to post-secondary education.</li> </ul>
<b>Measuring Success</b>	<p>The success of this program will be measured by the number of meetings the Elder has with students throughout the year, the number of activities with Elder involvement both on and off campus and the number of classrooms visited. Using 2014/15 as a baseline year, Elders will target to increase these numbers by 10%.</p> <p>The annual Aboriginal Student Satisfaction Survey (Appendix A) provides data regarding the Elder in Residence that is supported by student feedback. Success will show a continued increase in satisfaction responses from Health and Human Service students.</p> <p>The percentage of Aboriginal students who register in the BSN program and successfully complete Nursing discipline courses continues to remain above 80%.</p> <p>The curriculum is updated and revised, as necessary, to ensure cultural relevancy as determined by a collaboration between the Elder and BSN faculty. Success will be measured by recording the Elders involvement in multi-year program planning and reporting on curriculum and pedagogy changes.</p> <p>The Elder plays a direct role in student access, retention and success in NURS 410 Field School. Success will be measured by enrolling in and completing this course.</p>

<b>Location(s)</b>	Comox Valley Campus			
<b>Timing</b>	<b>Start Date</b>	September (annually)		
	<b>End Date</b>	June (annually)		
	<b>Duration</b>	Academic Year (September 1 – June 30)		
<b>Future Plans</b>	We anticipate having an Elder in Residence to the BSN via the ASP for the duration of this Plan.			
<b>Budget</b>		<b>2016/17</b>	<b>2017/18 (Estimate)</b>	<b>2018/19 (Estimate)</b>
	<b>Ministry (ASP)</b>	\$33,114.00	\$33,305.00	\$33,667.00
	<b>Institution Contribution</b>			
	<b>Other or In-Kind (Identify Source)</b>			
	<b>Total</b>	\$33,114.00	\$33,305.00	\$33,667.00
<b>Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000</b>	<b>Item</b>		<b>Amount</b>	
	Salaries (0.5 FTE)		\$29,206.00	
	Expenses		\$3,908.00	
	Total		\$33,114.00	
<b>Activities/Programs Delivered in Aboriginal Communities (where applicable)</b>				
<b>Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program</b>				

<b>Title</b>	<b>c. Community Outreach Activities and Engagement</b>	
<b>Minimum or Additional Funding</b>	Minimum Funding	
<b>Priority Ranking</b>	N/A Minimum Funding	
<b>New or Continuing</b>	Continuing	
<b>Category</b>	Outreach activities and events	
<b>Description</b>	<p>The Outreach/Events/Engagement covers travel related to these external partnerships (including covering the travel expenses of ASP Committee members to attend meetings), and water taxi travel for NUR410 (4th year BSN Aboriginal Field School). Outreach funds are also used towards bringing knowledges holders into the classrooms as well as special events and workshops.</p> <p>It also covers related catering, office supplies, and printing/copying expenses related to Advisory Council and Committee meetings.</p>	
<b>Rationale</b>	Engaging and maintaining open lines of communication with the 35 First Nations we serve, spread over 80,000 square kilometers, remains a high priority as it is this engagement that results in educational agreements and partnerships as part of ASP implementation.	
<b>Related Goals</b>	<ul style="list-style-type: none"> <li>• ASP Goal #1: Increase access, retention, completion, and transition opportunities for Aboriginal learners.</li> <li>• ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</li> <li>• Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities.</li> <li>• Framework Goal #2: Access to community based delivery of programs, through partnerships with Aboriginal institutes and communities.</li> </ul>	
<b>Measuring Success</b>	<ul style="list-style-type: none"> <li>• Success will be measured by establishing a baseline year recording the number of times community knowledge holders visit classrooms to share local knowledge. Monitor the need at each campus to inform future ASP planning.</li> <li>• Report the number of students registered in NUR 410 who successfully complete.</li> <li>• Strong turnout at regional and college-wide Advisory Committee Meetings.</li> <li>• Signing new Educational Agreements and Memorandums of Understanding with external partners.</li> </ul>	
<b>Location(s)</b>	Port Alberni, Comox Valley, Campbell River, Port Hardy, Ahousaht (Flores Island), Alert Bay (Cormorant Island), Mowachaht/Muchalaht First Nations near Gold River.	
<b>Timing</b>	<b>Start Date</b>	September 1
	<b>End Date</b>	August 31
	<b>Duration</b>	Academic Year (September 1 – August 31)
<b>Future Plans</b>	<p>Advisory Committee Meetings continue to be planned and scheduled (varies by committee, but generally run monthly, quarterly, annually). These meeting schedules are well established.</p> <p>Opportunities to invite local knowledge holders to visit classrooms are actively sought and scheduled.</p> <p>NIC continues to engage external partners and sign Educational Agreements and MOUs. We already have a strong track-record of success in this area, as demonstrated in Appendix C.</p>	

Budget		2016/17	2017/18 (Estimate)	2018/19 (Estimate)
	Ministry (ASP)	\$14,886.00	\$14,695.00	\$14,333.00
	Institution Contribution			
	Other or In-Kind (Identify Source)			
	<b>Total</b>	\$14,886.00	\$14,695.00	\$14,333.00
Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000	Item	Amount		
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				

## End of Programs and Activities Supported By Minimum Ministry Funding

## Programs and Activities Supported By Additional Ministry Funding

*Please Note: The Advisory Committees to NIC chose to submit regional priorities out of respect to each other. The Kwakwaka'wakw, the Nuuchahnulth, and Coast Salish Peoples do not wish to say their regional priorities are more or less important than another region's priorities. They choose to state what is important for their territories and regions.*



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NORTH ISLAND COLLEGE  
**NIC**

ABORIGINAL  
PROFILE  
**ALANNA MITCHELL**  
*K'omoks First Nation*

STUDENT  
**ASSOCIATE OF  
ARTS DEGREE**  
UNIVERSITY TRANSFER

*Where is she now?*  
**Action Plan Coordinator**  
Komoks First Nation  
**Aboriginal Liaison**  
North Island Student Union

"I feel a strong sense of community at NIC. There is a lot of support available. The Elders in Residence are a real encouragement, keeping me on track and helping me look at the world in a new way."

   [www.nic.bc.ca/ut](http://www.nic.bc.ca/ut)

(left) NIC Aboriginal Student success story!

## Central Region

<b>Title</b>	<b>d. Three Elders in Residence</b>
<b>Minimum or Additional Funding</b>	Additional Funding
<b>Priority Ranking</b>	Central Region Priority #1
<b>New or Continuing</b>	Continuing
<b>Category</b>	Aboriginal Faculty Representation
<b>Description</b>	<p>These three positions (one at the Comox Valley Campus, and two at the Campbell River Campus) are campus based and not program specific. The Elders provide support and advice to all areas of the college, including students and employees. Working with NIC policies and guidelines, the Elders primary role is support for students, and to provide advice and support for NIC's mandate for Aboriginal education. The Elders are members of the NIC Faculty Association, and unique as respected individuals who ensure indigenous ways of knowing and being become part of the college community.</p> <p>Through support, respect, leadership, and walking in a good way the Elders:</p> <ul style="list-style-type: none"> <li>• Provide guidance and support for students</li> <li>• Provide guidance with Indigenous Protocol and enact Protocol when required</li> <li>• Provide guidance and support for employees</li> <li>• Demonstrated commitment to student success and be apolitical locally and provincially</li> <li>• Provide cultural guidance throughout the college</li> <li>• Provide mentoring as required</li> <li>• Promote and support the preservation and use of local Indigenous languages</li> <li>• Participate in the instruction of classes when requested by an instructor</li> <li>• Assist the college in promoting a welcoming environment for Aboriginal people and positive relationships between the college and Aboriginal communities served</li> <li>• Provide cultural and spiritual assistance as requested</li> <li>• Participate in NIC events such as student orientation, luncheons, graduation, etc.</li> </ul> <p>Appendix J – North Island College Elders Protocol.</p>
<b>Rationale</b>	<p>Given the diverse cultural traditions being served, NIC and the representatives from the three regional Advisory Committees agree front-line support by Elders in Residence is fundamental in supporting an increase in access, retention and completion for Aboriginal learners, as well ensuring cultural relevancy is integrated into the educational experience of First Nations students.</p>
<b>Related Goals</b>	<ul style="list-style-type: none"> <li>• ASP Goal #1: Increase access, retention, completion, and transition opportunities for Aboriginal learners.</li> <li>• ASP Goal #2: Strengthen partnerships and collaboration in Aboriginal post-secondary education.</li> <li>• ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</li> <li>• Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities.</li> <li>• Framework Goal #4: Seamless transition from K-12 to post-secondary education.</li> </ul>

<b>Measuring Success</b>	<p>The success of this program will be measured by the number of meetings the Elders have with students throughout the year, the number of activities with Elder involvement both on and off campus and the number of classrooms visited. Using 2014/15 as a baseline year, Elders will target to increase these numbers by 10%.</p> <p>The annual Aboriginal Student Satisfaction Survey provides data regarding Elders in Residence that is supported by student feedback (Appendix A). Success will show a continued increase in satisfaction responses.</p>			
<b>Location(s)</b>	Comox Valley Campus and Campbell River Campus			
<b>Timing</b>	<b>Start Date</b>	September each academic year		
	<b>End Date</b>	April each academic year		
	<b>Duration</b>	8 months		
<b>Future Plans</b>	We anticipate these positions will continue via the ASP into the future (Appendix P).			
<b>Budget</b>		<b>2016/17</b>	<b>2017/18 (Estimate)</b>	<b>2018/19 (Estimate)</b>
	<b>Ministry (ASP)</b>	\$96,617.00	\$97,190.00	\$98,277.00
	<b>Institution Contribution</b>			
	<b>Other or In-Kind (Identify Source)</b>			
	<b>Total</b>	\$96,617.00	\$97,190.00	\$98,277.00
<b>Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000</b>	<b>Item</b>		<b>Amount</b>	
	Salaries (0.5 FTE X 3 Employees)		\$29,206 x 3 = \$87,617.00	
	Travel, Expenses, Events		\$3,000 x 3 = \$9,000.00	
	Total		\$96,617.00	
<b>Activities/Programs Delivered in Aboriginal Communities (where applicable)</b>				
<b>Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program</b>	<p>Appendix K - a) Letter of Support, Elders in Residence - K'omoks First Nation  b) Letter of Support, Elders in Residence - Laichwiltach Family Society</p>			

## Northern Region

<b>Title</b>	<b>e. Tourism Bridging Program</b>
<b>Minimum or Additional Funding</b>	Additional Funding
<b>Priority Ranking</b>	Northern Region Priority #1
<b>New or Continuing</b>	New
<b>Category</b>	Delivery of program for Aboriginal Learners on Campus/In Community
<b>Description</b>	<p>Year 1: Tourism and Hospitality Pre-Entry</p> <p>Offer a cluster of short-term employment training based Tourism and Hospitality courses including WorldHost, essential skills, office skills, and required Tourism admission training.</p> <p>Year 2: Foundations of Tourism program</p> <p>This entry level certificate program is designed to provide an introduction to the Tourism industry at the same time as providing students with the essential Math and English skills required to be successful in any program or in employment. Graduates will have the basic skills, knowledge and confidence necessary for an entry level position in the tourism and hospitality industry. Credits from this program are transferable into the Tourism and Hospitality Management Certificate or Diploma.</p> <p>Year 3: Tourism and Hospitality Certificate – Indigenous Focus</p> <p>This program focuses on the specific skills needed for supervisors and managers. Over the span of eight months, you'll learn the business skills necessary to compete effectively in the marketplace, and be introduced to the various tourism sectors: accommodation, food and beverage, adventure tourism and recreation, events and conferences, transportation, attractions, tourism services, and travel trade.</p>
<b>Rationale</b>	<p>With the recent purchase of two hotels in the areas, First Nations in the Mt Waddington region have identified a need for members to receive training in the tourism and hospitality sector.</p> <p>Year 1 will allow for students to develop an interest in the tourism sector by completing short term, employment and training based courses that can lead to entry level employment. During this year, Aboriginal Advisors can begin to develop a cohort or prospective students and allow time for necessary upgrading to be completed.</p> <p>Year 2: There are currently a wide range of potential students who are not able to undertake the Hospitality &amp; Tourism Management Certificate, either because they do not meet the Math and/or English pre-requisites, are unable or unwilling to commit to a one or two year-long program, are unaware of the opportunities available in the tourism industry, or reside in communities where tourism programming is not accessible.</p> <p>The Foundations program is designed to be both an introduction to the Tourism industry as well as a pathway to the Tourism &amp; Hospitality Management Certificate. Graduates will have the option of continuing in the Tourism &amp; Hospitality Management Certificate or using their Foundation in Tourism Certificate to gain experience in an entry level position in the tourism industry.</p>

<b>Related Goals</b>	<ul style="list-style-type: none"> <li>• ASP Goal #1: Increase access, retention, completion, and transition opportunities for Aboriginal learners.</li> <li>• ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</li> <li>• Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities.</li> <li>• Framework Goal #2: Access to community based delivery of programs, through partnerships with Aboriginal institutes and communities</li> <li>• Framework Goal #3: Reduce financial barriers</li> </ul>			
<b>Measuring Success</b>	Success of the program will be measured by the number of students enrolling in and completing the courses offered.			
<b>Location(s)</b>	Mt Waddington Campus			
<b>Timing</b>	<b>Start Date</b>	September 2016		
	<b>End Date</b>	May 2017		
	<b>Duration</b>	9 months		
<b>Future Plans</b>	3 year cohort program funded through ASP with annual entry and exit points leading employment.			
<b>Budget</b>		<b>2016/17</b>	<b>2017/18 (Estimate)</b>	<b>2018/19 (Estimate)</b>
	<b>Ministry (ASP)</b>	\$ 19,970.00	\$42,452.00	\$66,000.00
	<b>Institution Contribution</b>			
	<b>Other or In-Kind (Identify Source)</b>	GNN First Nations - contribute classroom space in community		
	<b>Total</b>	\$19,970.00	\$42,452.00	\$66,000.00
<b>Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000</b>	<b>Item</b>		<b>Amount</b>	
<b>Activities/Programs Delivered in Aboriginal Communities (where applicable)</b>				
<b>Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program</b>	Appendix M - a) Letter of Support, Tourism Bridging Program, Gwa'sala'-Nakwaxda'xw (GNN) First Nations b) Letter of Support, Tourism Bridging Program, Quatsino First Nation			

## West Coast Region

<b>Title</b>	<b>f. Early Childhood Care Education Certificate (ECCE) in Ahousaht (Flores Island)</b>	
<b>Minimum or Additional Funding</b>	Additional	
<b>Priority Ranking</b>	#1 West Coast Region	
<b>New or Continuing</b>	Continuing	
<b>Category</b>	Delivery of courses to Aboriginal learners, in community.	
<b>Description</b>	<p>The Ahousaht Education Authority is governed by a board of trustees and managed by the Ahousaht First Nation Director of Education.</p> <p>Early Childhood Education (ECE) certificate graduates receive an NIC certificate in early childhood care and education, which fulfills the provincial ECE credential requirements for certification and employment in the early childhood education sector in BC.</p> <p>In order to prepare for the next “in community” cohort of adult learners in Early Childhood Education in Fall 2016, NIC has offered upgrading courses for the 2015/16 academic year.</p>	
<b>Rationale</b>	<p>Adult members of the nation are interested in entering Early Childhood Education as there is an identified demand for trained professionals. Currently, there is a cohort of students ready to begin in Spring 2016, who meet all admission requirements. NIC was able to offer the required upgrading in Ahousaht through the 2015/16 Aboriginal Service plan, in preparation for this program offering, which is the primary goal identified by the West Coast Advisory Committee.</p> <p>There is recognition by the Ahousaht Education Authority that in order to fill the positions required in the local village economy on Flores Island, Ahousaht members need the opportunity and time to complete post-secondary education while living at home. There is a higher success rate for adult learners taking scheduled classes in community than enrolling in on-line courses, or leaving Flores Island to attend NIC’s learning centre in Ucluelet.</p>	
<b>Related Goals</b>	<ul style="list-style-type: none"> <li>• ASP Goal #1: Increase access, retention, completion, and transition opportunities for Aboriginal learners.</li> <li>• ASP Goal #2: Strengthen partnerships and collaboration in Aboriginal post-secondary education.</li> <li>• ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</li> <li>• Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities.</li> <li>• Framework Goal #2: Access to community based delivery of programs, through partnerships with Aboriginal institutes and communities.</li> <li>• Framework Goal #3: Reduce financial barriers.</li> <li>• Framework Goal #4: Seamless transition from K-12 to post-secondary education.</li> </ul>	
<b>Measuring Success</b>	Success of the program will be measured by the number of students enrolling in and completing the ECCE courses leading to credentials.	
<b>Location(s)</b>	Adult Learning Centre, Village of Ahousaht, Flores Island	
<b>Timing</b>	<b>Start Date</b>	April 2016
	<b>End Date</b>	June 2017
	<b>Duration</b>	14 months

<b>Future Plans</b>	This program builds on and is a continuation of the Adult Basic Education courses offered in Ahousaht in 2015/16 through ASP. This funding is necessary for students to continue with Early Childhood Care Education training in community.			
<b>Budget</b>		<b>2016/17</b>	<b>2017/18 (Estimate)</b>	<b>2018/19 (Estimate)</b>
	<b>Ministry (ASP)</b>	\$87,750.00		
	<b>Institution Contribution</b>	\$59,000.00		
	<b>Tuition</b>	\$36,540.00		
	<b>Other or In-Kind (Identify Source)</b>	Ahousaht - classroom space, office space, accomodation in community		
	<b>Total</b>	\$183,290.00		
<b>Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000</b>	<b>Item</b>	<b>Amount</b>		
	Instructional Costs:	\$183,290.00		
<b>Activities/Programs Delivered in Aboriginal Communities (where applicable)</b>				
<b>Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program</b>	Appendix O - Letter of Support, Early Childhood Education Certificate in Ahousaht, Ahousaht Education Authority Appendix P - Draft Ahousaht Early Childhood Education Certificate, Educational Agreement			

**7. Overall Budget**

Overall Budget

Programs and Activities Supported by Minimum Ministry Funding	30
Programs and Activities Requiring Additional Ministry Funding	31
Total Funding (Minimum + Additional)	32

## Overall Budget

<b>Programs and Activities Supported by Minimum Ministry Funding</b>							
<b>Activity/Program Title</b>	<b>Category</b>	<b>2016/17</b>		<b>2017/18 (Estimate)</b>		<b>2018/19 (Estimate)</b>	
		<b>Ministry</b>	<b>Institution</b>	<b>Ministry</b>	<b>Institution</b>	<b>Ministry</b>	<b>Institution</b>
Aboriginal Advisors; 4 positions	Aboriginal representation for faculty, staff or administration	\$139,500	\$98,789	\$139,500	\$99,920	\$139,500	\$101,050
<i>and other \$12,500</i>		\$12,500		\$12,500		\$12,500	
Elder in Residence CV 50% (Salary & Expenses)	Aboriginal representation for faculty, staff or administration	\$29,206	\$0	\$29,397	\$0	\$29,759	\$0
		\$3,908		\$3,908		\$3,908	
Community Outreach Activities and Engagement	Outreach activities and events/ Partnerships and engagement	\$14,886	\$0	\$14,695	\$0	\$14,333	\$0
Film rentals, honorariums, resource materials, promotions, catering, travel for faculty and facilitators							
	<b>Sub-Total</b>	<b>\$200,000</b>	<b>\$98,789</b>	<b>\$200,000</b>	<b>\$99,920</b>	<b>\$200,000</b>	<b>\$101,050</b>

<b>Programs and Activities Requiring Additional Ministry Funding</b>								
Priority Ranking	Activity/Program Title	Category	2016/17		2017/18 (Estimate)		2018/19 (Estimate)	
			Ministry	Institution	Ministry	Institution	Ministry	Institution
<b>Central Region</b>								
1	Elders in residence; 0.5 fte x 3 plus expenses	Aboriginal representation for faculty	\$87,617	\$0	\$88,190	\$0	\$89,277	\$0
	plus expenses		\$9,000	\$0	\$9,000	\$0	\$9,000	\$0
<b>Northern/Port Hardy Region</b>								
1	Tourism Bridging Program (3 year initiative including ABE and tourism courses)	Delivery of programs or courses in Aboriginal communities	\$19,970	\$0	\$42,452	\$0	\$66,000	\$0
<b>West Coast Region</b>								
1	Early Childhood Education (following ABE) Ahousaht West Coast; 818018	Delivery of programs or courses in Aboriginal communities	\$87,750	\$59,000	\$0	\$0	\$0	\$0
		<b>Sub-Total</b>	<b>\$204,337</b>	<b>\$59,000</b>	<b>\$139,642</b>	<b>\$0</b>	<b>\$164,277</b>	<b>\$0</b>

**Total Funding (Minimum + Additional)**

	2016/17		2017/18 (Estimate)		2018/19 (Estimate)	
	Ministry	Institution	Ministry	Institution	Ministry	Institution
<b>Total</b>	\$404,337	\$157,789	\$339,642	\$99,920	\$364,277	\$101,050

## 8. Documents Showing Support for the Overall Plan from Aboriginal Students and Partners

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## Aboriginal Student Satisfaction Survey

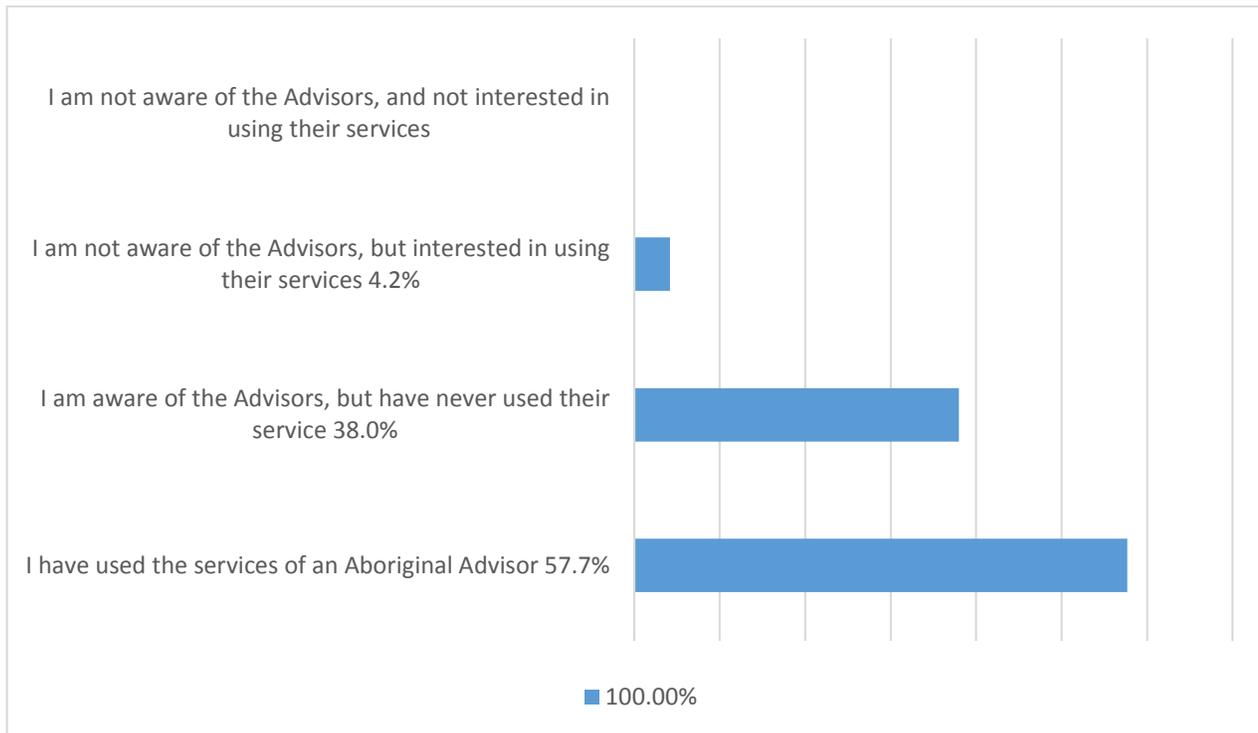
January 2016

### Executive Summary

This report contains a detailed statistical analysis of the results to the survey titled North Island College: Aboriginal Student Satisfaction Survey, successfully emailed to 409 self-declared aboriginal students on December 16, 2015.

The results analysis includes answers from all respondents who took the survey in the 30 day period from December 16, 2015 to January 15, 2016. 83 completed survey responses were received during this time – a 20.2% response rate.

### Question #1 – Aboriginal Academic Advisors



The following highlights some anecdotal responses to the questions below.

#### Was meeting with an advisor helpful and why?

- I feel that I can relate to the aboriginal advisors better than the other advisors because they are aware of the processes around band funding and provide excellent information

- The advisor helped me write up some of my academic goals and also how gain access to some help with my studies and gave me info about getting in touch with the campus elder so I can get involved in local aboriginal activities
- I found it very helpful as I was petrified to transition back into school
- Helped me set up registration using my personal credits I was given by the Residential School Settlement action suit and also helped me access funds to purchase a new laptop as mine crashed 4 days before my first course in the online program.

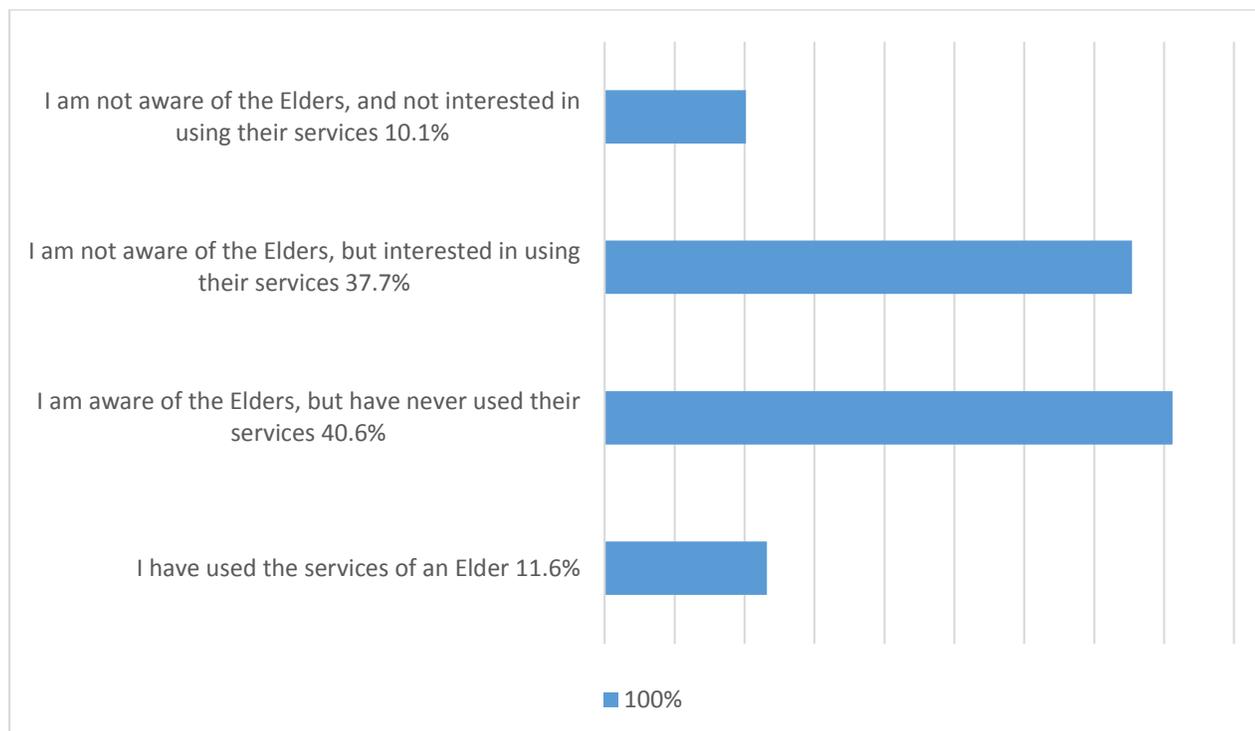
**Was meeting with an advisor not help and why?**

- I needed more specific information that was not provided. Basically had to find out the information on my own
- Registered me in the next module in math, no recommendations of what programming I could access

**How can we improve our service?**

- I’m currently in the BSN program and would like opportunities to have placements within First Nation communities as this is an area I would like to specialize in
- It’d be good to improve communications to students that there is an aboriginal advisor (what kind of programs and things that they can help with) and try to improve communications to self-identified aboriginal students that there are Elders in Residence at the Comox Valley and Campbell River campuses. Examples of improvement can be Facebook, posters, NISU app and email.

**Question #2 – Elders in Residence**



The following highlights some anecdotal responses to the questions below.

### Was meeting with an Elder helpful and why?

- I have had the opportunity to interact with one of the Elders on a couple of occasions and enjoyed his presence and teachings each time. A very unique situation to have them available on campus.
- I was going through a difficult time and she was able to help me and give me guidance
- It's helpful to have an Elder to speak to and visit, ask for advise, or simply just to be in their presence and hear some stories or services that's offered to students.

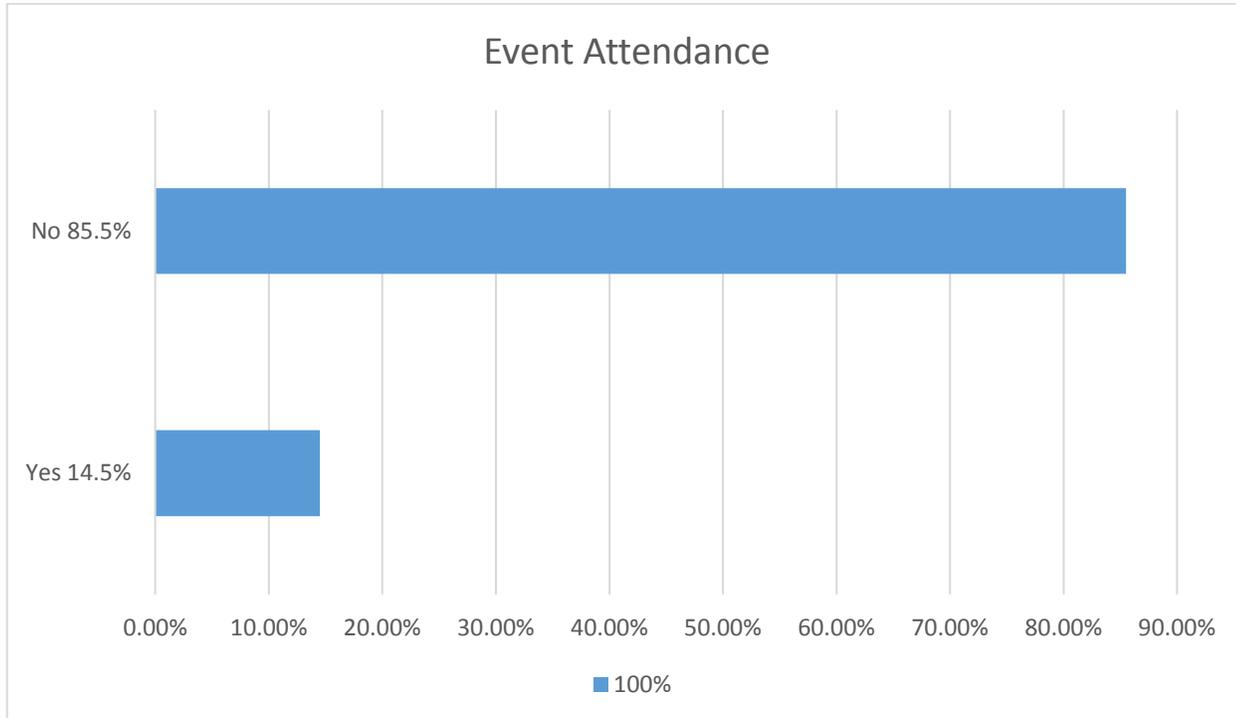
### Was meeting with an Elder not help and why?

- I didn't know there were Elder, but now I do therefor this survey was useful

### How can we improve our service?

- I would love to see them have more time/availability at ALL the campuses
- Let us know you are out there. Provide more readily available information via email, events, discussions, workshops etc. We shouldn't have to struggle to find you.
- This can be improved by having monthly or weekly events that aboriginal students can attend to create a sense of community within the campus

### Question #3 – Have you attended a luncheon, cultural event or workshop put on by an Aboriginal Advisor or Elder in Residence?



- While I was unable to attend the original Drum making workshop I was signed up for, the Elder allowed me to sit in on another class and gave instruction above and beyond that. I have also

had the opportunity to be present during an opening ceremony led by an Elder for a seminar I took at the College.

- The Village workshop was amazing. Changed my perspective of the history of Aboriginal in Canada and made me aware of the residential schools (I didn't really know where or what they were)
- I would like to attend a regalia making event! Dancing is a big part of our culture and I currently do not own my own. I also think a workshop about the different Bands in our local area and a brief overview would be helpful
- I haven't exactly noticed any to be honest. Perhaps a little more expansion on the marketing aspect of these events? If I have, it was usually too late to adjust my schedule.

#### **Question #4 – Aboriginal Student Success**

	Excellent	Good	Needs Improvement	Not Working	I Don't Know
Culturally Relevant Courses	15.9%	40.6%	15.9%	1.4%	26.1%
Culturally Welcoming Environment	26.1%	53.6%	7.2%	1.4%	11.6%
Safety and Respect on Campus and in Classrooms	49.3%	40.6%	0.0%	10.1%	10.1%
Effective Academic Supports	15.9%	52.2%	10.1%	20.3%	20.3%
Effective Financial Supports	26.5%	33.8%	1.5%	25.0%	25.0%
Effective Personal Supports	25.0%	47.1%	4.4%	10.3%	10.3%

#### **What could we do it improve?**

- Let students know about services and how to access them. It is hard for services to be effective if people don't know how to access them or do not know about them. It is hard for some to reach out so maybe an initial contact would be helpful.
- Advertising more financial supports. Definitely need more cultural relevant courses especially in Comox Valley and Campbell River
- Offering more aboriginal language courses – I noticed that Kwak'wala is offered in Port Hardy, but so far, unless I'm mistaken, there are no indigenous language courses at the Comox Campus. I think the time is ripe for reclaiming language and it is a huge aspect of healing.

**Do you have any comments and/or experiences you would like to share?**

- I think NIC is doing a great job at respecting and incorporating the Aboriginal culture into the college environment/experience.
- My experience at the college has been very welcoming and supportive. I use the aboriginal lounge frequently, it is a nice, quiet environment which allows me to focus on my studies.
- Adding these available resources and information while going through admissions would have come in handy
- Overall, I am very pleased and happy with NIC. Each experience has been positive, responsive, helpful, friendly and I find faculty of NIC are caring and real relationship builder with their students. I feel I made the right choice with attending NIC.

**Question #5 – You have the Final Say**

**How have we been meeting your specific, individual needs as an Aboriginal student?**

- The Port Alberni Aboriginal room is a welcome retreat to go and be able to access computers, information and some cultural items – wish the Comox Valley campus had the same set up. Aboriginal services have always been there and helped me when I needed – Thank you.
- I felt supported and encouraged as an aboriginal student, my academic goals are being supported and I know I have help whenever or if I should need it.
- Always having somebody to talk to if I need help or advice.
- The environment is so welcoming and when I need support with the work or even just having a bad day there is always someone to help or listen to me

**In what ways have we NOT been meeting your specific, individual needs as an Aboriginal student?**

- My specific need is to have tutors dedicated to aboriginal students or to have the funding available to access a tutor. I am in a demanding program and could always use some extra help through the semesters
- This is the first time I've been addressed as an Aboriginal student and the first time I've been contacted and heard about the available resources. I am excited to hear the news and will be looking into this information for my future studies
- Need a space for aboriginal students to meet. Also a private space for students to speak privately in the case of an emergency. Space is needed to meet and assist in creating a sense of community to hold events such as luncheons, workshops and simply a general area to meet and mingle like a peer mentoring sort of thing.

**Question #6 – Do you plan to continue your education at NIC in 2016/17?**

<b>Yes</b>	<b>81.0%</b>
<b>No</b>	<b>19.0%</b>



## Indigenous Education Protocol for Colleges and Institutes

The signatory institutions to this protocol recognize and affirm their responsibility and obligation to Indigenous education.

Colleges and institutes respect and recognize that Indigenous people include First Nation, Métis and Inuit people, having distinct cultures, languages, histories and contemporary perspectives.

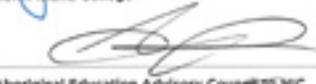
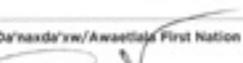
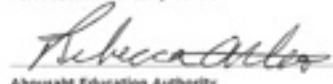
Indigenous education emanates from the intellectual and cultural traditions of Indigenous peoples in Canada.

Indigenous education will strengthen colleges' and institutes' contribution to improving the lives of learners and communities.

**The signatory institution agrees to:**

1. Commit to making Indigenous education a priority.
2. Ensure governance structures recognize and respect Indigenous peoples.
3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Commit to increasing the number of Indigenous employees with ongoing appointments, throughout the institution, including Indigenous senior administrators.
6. Establish Indigenous-centred holistic services and learning environments for learner success.
7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

Signatories endorse the intent of these principles and are committed to developing policies, procedures and practices within their institutions:

 _____ North Island College	 _____ K'ómoks First Nation
 _____ Aboriginal Education Advisory Council (AEAC)	 _____ Howachah / Muchalaht First Nation
 _____ Howachah / Muchalaht First Nation	 _____ Kwakwaka'wakw Band Council
 _____ Tsesah First Nation	 _____ We'wai Kai Nation
 _____ Ehattesaht First Nation	 _____ Hux'ay-dit First Nations
 _____ Tl'ingw'it First Nation	 _____ Quatsino First Nation
 _____ Campbell River Indian Band	 _____ Gw'áda'Nakwaxda'w Band
 _____ Ditidaht First Nation	 _____ Kwakwaka'wakw District Council
 _____ Da'naxda'w/Awaetla First Nation	 _____ Port Alberni Friendship Centre
 _____ Who-La-La-U Area Council Society	 _____ Ahousaht Education Authority
 _____ Lakhw'it Family Life Society	 _____ Sacred Wolf Friendship Centre

Signed May 1, 2015 at the K'ómoks First Nation Big House, Courtenay, British Columbia

**North Island College: Department of Aboriginal Education**  
**Summary of Memorandums of Understanding Agreements: Feb 2011 - Feb 2016**

In Partnership with NIC	Agreement	Location	Agreement Date	Effective Date
Huu-ay-aht First Nation & Uvic	Huu-ay-aht Language Education Services	Port Alberni	February 2011	Jan 2011 - May 2011
Mowachant / Muchalaht First Nation	Huu-ay-aht Language Delivery of Courses	Gold River	May 2011	Sept 2011 - Apr 2012
Huu-ay-aht First Nation & Uvic		Port Alberni	June 2011	June 2011 - April 2012
Lip'alhaysc Learning Centre		Bella Coola	November 2011	Jan 2012 - June 2012
<b>TOTAL MOUS 2011</b>				
<b>4</b>				
Namgis First Nation	Adult Education Resources Agreement	Comorant Island	April 2012	April 2012 - 2015
Lip'alhaysc Learning Centre	Delivery of Upgrading Courses	Bella Coola	May 2012	Sept 2012 - June 2013
Mowachant / Muchalaht First Nation	Education Services	Port Hardy	May 2012	Sept 2012 - June 2013
Gwa'sala-'Nakwaxda'xw	Delivery of ABE	Port Hardy	June 2012	Sept 2012 - June 2015
Namgis First Nation	Educational Services Agreement	Comorant Island	June 2012	Sept 2012 - June 2013
Ahousaht Education Authority	Delivery of Human Services Worker courses	Ahousaht	July 2012	Sept 2012 - April 2013
Ahousaht Education Authority	Delivery of ABE	Ahousaht	July 2012	April 2012 - August 2012
Vancouver Island University	First Nations Leadership	Port Hardy	September 2012	Oct 2012 - May 2013
Camosun College	First Nations Leadership	tttdaht/West Co:	September 2012	Sept 2012 - Dec 2012
North Vancouver Island Aboriginal Training Society	Work Preparedness Training	Campbell River	November 2012	February 2013
Tseshaht First Nation	Educational Collaboration	Port Alberni	December 2012	12/1/2012 - open
<b>TOTAL MOUS 2012</b>				
<b>11</b>				
Tseshaht First Nation	Bridge To Success	Port Alberni	January 2013	1/1/2013 - open
Ministry of Advanced Ed, Innovation & Technology	Aboriginal Health Care Certificate Program	Port Hardy	March 2013	March 2013 - March 2014
Ahousaht Education Authority	Delivery of Human Services Worker courses	Ahousaht	April 2013	May 2013 - July 2014
Gwa'sala-'Nakwaxda'xw	Delivery of ABE	Port Hardy	July 2013	Sept 2013 - May 2014
Lip'alhaysc Learning Centre	Delivery of Math & English courses	Bella Coola	July 2013	Nov 2013 - May 2014
Mowachant / Muchalaht First Nation	Education Services	Gold River	July 2013	Sept 2013 - May 2014
Nuu'chah'nulth, Uvic	Aboriginal Language Revitalization	Port Alberni	July 2013	July 2013 to April 2014
Ahousaht Education Authority	Delivery of Human Services Worker courses	Ahousaht	October 2013	Jan 2014 - April 2014
Kwakiutl Band Council & Uvic	Educational Agreement	Port Hardy	October 2013	Oct 2013 - April 2014
Nuu-chah-nulth Employment and Training Program	Trades Programs	Port Alberni	October 2013	2013-2014
<b>TOTAL MOUS 2013</b>				
<b>10</b>				
Ahousaht Education Authority	Delivery of Human Services Worker courses	Ahousaht	February 2014	May 2014 - June 2014
Gwa'sala-'Nakwaxda'xw Nation	Adult Basic Education	Port Hardy	September 2014	Sept 2014 - May 2015
Nanwakolas First Nation	Educational Agreement	Campbell River	May 2014	5/1/2014 - open
Lip'alhaysc Learning Centre	Classroom Space	Bella Coola	October 2014	Oct 2014 - May 2015
Mowachant/Muchalaht First Nation	Adult Basic Education	Gold River	October 2014	Oct 2014 - May 2015
Namgis First Nation	Adult Basic Education	Cormorant Island	October 2014	Oct 2014 - May 2015
<b>TOTAL MOUS 2014</b>				
<b>6</b>				
Gwa'sala-'Nakwaxda'xw / Kwakiutl Band Council	Education Assistant/CSW Program	Port Hardy	February 2015	Sept 2015-Apr 2017
Ahousaht Education Authority	Adult Basic Education	Ahousaht	February 2015	Sept 2015-May 2016
Huu-ay-aht First Nations	Training needs specific to LNG	Port Alberni	January 2015	TBD
<b>TOTAL MOUS 2015</b>				
<b>3</b>				
Ahousaht Education Authority	Early Childhood Care Education	Ahousaht	April 2016	June 2017
Lip'alhaysc Learning Centre	Adult Basic Education/Applied Business Techn	Bella Coola	January 2016	May 2018
Mowachant/Muchalaht First Nation	Adult Basic Education	Gold River	October 2015	May 2016
<b>TOTAL MOUS 2016</b>				
<b>3</b>				
<b>37</b>				
<b>Total MOUS 2011-Feb 2016:</b>				

Aboriginal Advisory Education Committee - Meeting Dates

**2015 Meetings**

**College Wide council:**

- January 22, 2015
- May 1, 2015
- October 27, 2015

**Northern region:**

- May 27, 2015
- November 18, 2015

**Central Region:**

- April 13, 2015
- November 9, 2015
- December 16, 2015

**West Coast Region:**

- April 10, 2015
- November 23, 2015

**2016 Meetings**

**College Wide council:**

- January 29, 2016

**Northern region:**

- January 18, 2016 (via conference call)
- April 2016 (*anticipated*)
- September 2016 (*anticipated*)
- November 2016 (*anticipated*)

**Central Region:**

- April 2016 (*anticipated*)
- September 2016 (*anticipated*)
- November 2016 (*anticipated*)

**West Coast Region:**

- April 2016 (*anticipated*)
- September 2016 (*anticipated*)
- November 2016 (*anticipated*)

*May 1, 2015 at K'ómoks First Nation Big House & Band Hall, 12:00 noon to 3:00 p.m.*

*In Attendance:*

**WEST COAST REGIONAL ADVISORY COMMITTEE**

Rebecca Atleo, Ahousaht  
Barbara Audet, Tla-oqui-aht First Nation  
Cory Hanson, Ehattesaht FN  
Cyndi Stevens, Port Alberni Friendship Centre  
Darlene Leonew, Port Alberni Friendship Centre  
Brent Ronning, HUU-ay-aht First Nations

**CENTRAL REGION**

Fran Prince, Community Elder & Chair, K'ómoks FN  
Charlene Everson, K'ómoks FN  
Keith Wilson, We Wai Kai Nation  
Audrey Wilson, We Wai Kai Nation  
Chief Ben Jack Senior, Mowachaht / Muchalaht FN  
Chief Norman George, Mowachaht / Muchalaht FN

**NORTHERN REGION**

Grace Smith, Gwa'sala-'Nakwaxda'xw Nation  
Patricia Dawson, Gwa'sala-'Nakwaxda'xw Nation  
Pearl Hunt, Whe-La-La-U Area Council Society  
Michael Jacobson-Weston, Da'naxda'xw/Awaetlala FN  
Coreen Hunt, Kwakiutl Band Council  
Marion Hunt, Kwakiutl Band Council  
Janet Hanuse, Scared Wolf Friendship Centre  
Bonita Wallas, Quatsino First Nation

*October 27, 2015, North Island College, Comox Campus, 12:00 noon to 3:30 p.m.*

**IN ATTENDANCE:**

**WEST COAST REGIONAL ADVISORY COMMITTEE**

Rebecca Atleo, Ahousaht

Vivien Thomas, Ahousaht

Brent Ronning, Huu-ay-aaht First Nations

Dawna Johnson-Day, Nuu-chah-nulth Tribal Council

Charlene Miller, Nuu-chah-nulth Tribal Council

**CENTRAL REGION**

Fran Prince, Community Elder & Chair, K'omoks FN

Avril Henderson, Campbell River Indian Band

Charlene Everson, K'omoks First Nation

**NORTHERN REGION**

Bonita Wallas, Quatsino First Nation

Grace Smith, Gwa'sala-'Nakwaxda'xw Nation

Janet Hanuse, Sacred Wolf Friendship Centre

Marion Hunt, Kwakiutl Band Council

## **Aboriginal Education Advisory Council Meeting**

Friday, January 29<sup>th</sup>, 2016 - 12:00 Noon to 3:30 p.m.

Held in the Boardroom, Komplex Hall, North Island College, Courtenay, BC

### **IN ATTENDANCE:**

#### **NORTHERN REGION**

Bonita Wallis (Qwatsino First Nation)

Grace Smith (Gwa'sala-'Nakwaxda'xw Band)

#### **CENTRAL REGION**

Fran Prince (Chairperson, K'omoks First Nation)

Charlene Everson (K'omoks First Nation)

Susan Guthrie-Dick (Upper Island Women of Native Ancestry)

Audrey Wilson (Laichwiltach Family Life Society)

Norman George (Mowachaht/Muchalaht First Nations)

#### **WEST COAST REGION**

Brent Ronning (Huu-ay-aht First Nations)

Dawna Johnson-Day (Nuu-chah-nulth Tribal Council)

Vivien Thomas (Ahousaht Education Authority)

Victoria Wells (Ehattesaht First Nation)



## Terms of Reference

### Aboriginal Education Advisory Council to North Island College

Revised April 26, 2012

#### **Background:**

Phase one of the Aboriginal Service Plan ended December 31, 2010. North Island College (NIC) has developed a strategic plan for the period 2011 – 2015 that outlines the college's commitment to continuing to build partnerships with First Nations and to expand educational opportunities for aboriginal students.

The vision for the future is for North Island College to be a premier community and destination college, in a spectacular west-coast environment that inspires and prepares students for success in a rapidly changing world. The mission is a commitment to meeting the education and training needs of adults within the college region by providing high quality, affordable higher education and skills training, collaborating with our partners to create pathways to learning, and empowering individuals to achieve their full potential.

Inherent in both vision and mission of the college is a commitment to meeting the educational needs of aboriginal learners and ensuring that students are successful.

#### **Purpose:**

The purpose of the Aboriginal Education Advisory Committee is to:

Advocate for Aboriginal People and provide guidance to the College to ensure the provision of comprehensive education and support services relevant to the needs of Aboriginal People and to ensure the college works with Aboriginal people in culturally appropriate ways

Give voice to the educational goals of Aboriginal people in the College region and provide advice and direction to the North Island College community in all matters relating to the college's vision, mission and strategic directions namely;

- responsive curriculum
- student success,
- being an active Community Partner,
- developing, strengthening and expanding Strategic Partnerships,
- raising Awareness about post-secondary education throughout the region, and
- strengthening and developing employee skills

The term Aboriginal is inclusive of the First Nations, Metis and Inuit Peoples served by North Island College and as defined in the Constitution Act, 1982.

**Goals:**

The Advisory Committee's goals are to:

1. Provide guidance on how services designed to promote the success of aboriginal students are achieving outcomes and can be expanded and monitored
2. Advise the North Island College community on strategic issues related to the recruitment, retention and graduation of NIC Aboriginal students in programs or courses offered on campus or in community.
3. Provide advice on culturally appropriate training for NIC students, instructors and staff.
4. Assist NIC in increasing connections at the program level to support curriculum, program and services development.
5. Increase NIC's connection to Aboriginal communities by expanding use of service learning, internship, employment resource centre's and practicum training
6. Provide advocacy and guidance through partnership with Aboriginal communities to address local education and training needs through programming that recognizes local First Nations history and culture
7. Promote pathways from secondary school to college, further education, training and employment

**Structure of Committee:**

Membership is open to the following

- First Nations representatives from each of the Nations in the college region as appointed or designated by First Nations administration
- Aboriginal organizations in the college region such as Family Life Societies, Friendship Centre's, Metis Organizations, Aboriginal specific training societies, and any other interested representatives from the urban/off-reserve communities
- Four NIC students of Aboriginal ancestry from each campus
- Aboriginal Education Administrators from School Districts 70, 71, 72, 84, 85
- NIC Elder in Residence
- Elders from First Nations communities and/or Elders living away from home

NIC staff are ex-officio and will consist of the President of North Island College, the Director of Aboriginal Education, the four Aboriginal Education Advisors, and when necessary or appropriate department deans and/or representatives.

**Quorum:**

Quorum consists of a minimum of two (2) First Nations representatives from each of the three regions (West Coast, Central and Northern), and representation from as many Aboriginal organizations that wish

to attend. However, if there are no representatives from Aboriginal organizations, the two representatives from each region can vote on decisions.

**Decision Making:**

Decision making will be achieved by consensus: this means that each committee member agrees in principle and is willing to support a decision. If for any reason consensus can't be reach decisions will be made by a majority vote of members in attendance.

**Roles and Responsibilities:**

The Committee includes the following positions

**Chair** – The Chair is responsible for calling meetings

**Co-Chair** – The Co-Chair will be selected by the Committee and will serve as Chair in the Chair's absence

**Secretary** – The secretary is an employee of the college, and responsible for recording, maintaining and communicating Minutes and other information for the benefit of the committee.

**ABORIGINAL EDUCATION ADVISORY COUNCIL**

February 5, 2016

Honourable Andrew Wilkinson  
Minister of Advanced Education  
PO Box 9080 Stn Prov Govt  
Victoria, BC V8W 9E2

Dear Minister Wilkinson

Re: Aboriginal Service Plan Submission by North Island College

I'm pleased to introduce myself as Fran Prince, Kwomoks First Nation Elder and Chair of the Aboriginal Education Advisory Council to North Island College (NIC). The purpose of our Council is to advocate for Aboriginal People and provide guidance to NIC to ensure the provision of comprehensive education and support services relevant to the needs of Aboriginal People and to ensure the college works with Aboriginal People in culturally appropriate ways. Members of the college wide Council also sit on regional committees on the Northern Region (Port Hardy), Central Region (Courtenay/Campbell River), and the West Coast Region (Port Alberni)

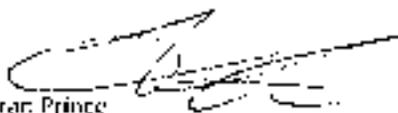
Duly elected by my peers under our Terms of Reference, I'm writing to confirm the 2016/17 - 2018/19 Aboriginal Service Plan Submission came under final discussion during a meeting held January 29, 2016 in Courtenay.

The submission had already been the subject of numerous regional meetings and those in attendance on January 29<sup>th</sup> had participated in shaping the submission. A motion came from the floor to approve the Aboriginal Service Plan and was approved unanimously by representatives from the Gwa'sala-'Nakwaxda'xw, Quatsino, Kwomoks, Mowachalt/Muchalaht, Ahousaht, Haa-ay-ahit, Tla'tsesaht First Nations, as well as by Upper Island Women of Native Ancestry, Laischwilatsh Family Life Society, and Nuu-chah-nulth Tribal Council.

While I understand signatures of all Council members on the Submission is preferable to the Ministry, we respectfully submit our geographic region is vast and includes a number of remote communities. Motions discussed and passed at college-wide Council meetings carry the full weight of Nation support as each Nation sends a designate authorized to make and carry motions. Additional letters of support are attached to the Submission from individual Nations pertaining to additional requests for funding.

I trust you will find the above to be in order. If you have any questions or concerns, you're welcome to contact me by email [princefmp@shaw.ca](mailto:princefmp@shaw.ca) or by phone.

Yours truly,



Fran Prince  
Chair, Aboriginal Education Advisory Council to North Island College

## OFFICE OF THE PRESIDENT



October 27, 2014

Ms. Deborah Hull (*via email*)  
 Executive Director  
 Ministry of Advanced Education  
 Teaching Universities, Institutes and Aboriginal Programs Branch  
 PO Box 9877  
 Stn Prov Govt  
 Victoria, BC  
 V8W 9T6

Dear Deb:

We have reviewed the draft Aboriginal Service Plan and Reporting Guidelines (2015/16 - 2017/18) dated October 1, 2014. I am writing to raise NIC's concern with the expectation *"that institutions move successful Aboriginal Service Plan programs, activities and services into the institution's base budget over time"* as noted on page 3 of the guidelines.

Starting in fiscal year 2008/09, NIC used the minimum ASP funding of \$200,000 to establish the four Aboriginal Advisors positions and one Elder position. Table 1 below, outlines the amount of Ministry minimum ASP funding used for these positions in fiscal year 2013/14 as well as the portion of those costs funded from NIC's base budget. Table 1 also shows the cost of the Office of the Director, Aboriginal Education which is funded from the College's base budget. The Aboriginal Advisors and Elders play a critical role in supporting Aboriginal students at all NIC locations and community programs in Ahousaht, Gold River, Bella Coola and Bella Bella. We believe they have been integral to the successful implementation of the ASP and we want to maintain the positions.

**Table 1: Budget for 2013/14**

Activity/Program Title	Category	2013/14	
		Ministry	Institution
Aboriginal Advisor positions Port Alberni/Comox Valley/Campbell River/Port Hardy <i>Personnel \$139,500</i> <i>And other \$ 12,500</i>	Aboriginal representation for faculty, staff or administration	\$139,500 12,500	\$94,110
Elder in residence 50% position Comox Valley <i>Personnel \$31,926</i> <i>And other \$ 3,000</i>	Aboriginal representation for faculty, staff or administration	\$31,926 3,000	\$1,796
Office of the Director, Aboriginal Education			\$149,158
	<b>Total</b>	<b>\$186,926</b>	<b>\$ 245,064</b>

The ASP has enabled NIC to develop services and deliver needed programming in Aboriginal communities. We started by building a support structure funded by the minimum ASP funding and base budget and, with additional ASP funding, have delivered in-community programs. The ASP has also facilitated our collaboration with Aboriginal communities in the region. We agree with the Ministry's objective to move those support services into the base budget but need additional base funding to be able to do so.

As a small rural college which services 35 First Nations from the Coast Salish, Kwakwaka'wakw and Nuuchahnulth traditions in a large geographical area, we do not have the capacity to use base funding to pay for services that were made possible only with ASP funding. We are concerned that the Ministry has provided funding to get an important initiative like this underway and then asks institutions to absorb those costs into declining base budgets.

As you know, since the ASP was introduced, the financial capacity of the College has been eroded in the following ways: there has been no funding to cover non-salary inflation; tuition increases have been limited to 2%; the college had to self-fund salary increases totaling 4% for unionized employees; and the base operating grant is being reduced by more than \$590K over three years.

From fiscal year 2011/12 to 2014/15, NIC has made budgetary adjustments totaling \$2.82M to cover budgetary shortfalls. Over the four year period, this shortfall represents more than 7% of operating revenue. Administration and service costs were reduced by \$1.49M and reductions to educational programming of \$.63M were made. The balance of the budget shortfall (\$.7M) was covered by increased revenues from international education, continuing education and contract training, and increases in student fees.

As well, NIC has the lowest per-capita funding (\$139/capita) of the rural colleges - our funding level on a per-capita basis is \$78 lower than the rural college average (\$217/capita). This funding disparity has a serious impact on our ability to fully serve our region with its small population spread across 80,000 square kilometers. This is why NIC is not able to move these positions into our base budget.

We would appreciate the Ministry to consider the following:

- Allocating additional base funding to NIC in the amount of \$186,926 to enable NIC to move these positions into the base budget.
- If the Ministry is unable to provide additional base funding, we request an exemption to the requirement to move these costs into the base budget.
- Reassurance that NIC will not be penalized or receive lower ranking in our ASP submission if we continue to fund the Aboriginal Education Advisors and Elders out of the ASP minimum level of funding.

We would like to schedule a meeting with you to discuss this issue more thoroughly. As we are actively engaged in planning our 2015/16 – 2017/18 ASP submission with three Aboriginal Advisory Committees, we would appreciate if a meeting could be set up as soon as possible.

Sincerely,



John Bowman  
President

cc: Bobbi Plecas, ADM  
Institutions and Programs Division  
Ministry of Advanced Education

**ABORIGINAL EDUCATION ADVISORY COUNCIL**

Fran Prince  
Chair, Aboriginal Education Advisory Council to  
c/o North Island College  
3500 Ryan Road  
Courtenay, B.C. V9M 8N6  
Email: [princefrp@shaw.ca](mailto:princefrp@shaw.ca)

January 28, 2016

Ministry of Advanced Education  
Teaching Universities, Institutes and Aboriginal Programs Branch  
Attention: Deborah Hull  
Box 5877, Stn Prov Govt  
Victoria BC V8W 9T6  
Email: [Deborah.Hull@gov.bc.ca](mailto:Deborah.Hull@gov.bc.ca)

**RE: Multi-Year Funding**

Dear Ms. Hull,

I am writing as the Chair of the North Island College Aboriginal Education Advisory Council to express our concern with the Ministry providing one-year funding rather than the necessary multi-year funding for Aboriginal Service Plans.

North Island College (NIC) operates within the traditional territories of 35 First Nations from the Coast Salish, Kwakwaka'wakw and Nuu-chah-nulth traditions, and serves many First Nations students from across the province and Canada.

The lack of multi-year funding creates barriers when exploring and developing responsive programming in a community. It seems unethical for North Island College to consult and develop a three-year strategic plan with a community when funding is only approved for one year at a time. It does not foster trust and confidence when embarking on further education. Our Advisory Committees have identified the need for academic programs in community at the certificate and diploma level; however, the needs of students sometimes require a part-time delivery method, making it difficult to deliver a program in a one-year timeframe. The one-year funding model for a three-year strategic plan does not provide an opportunity for growth or completion. For example, in year one of an ASP plan, a student may be upgrading in preparation for entering a certificate program in year two. It does not instill good faith between the College and the Nations as year two and/or three of a program is not guaranteed to receive the necessary funding.

We respectfully request the Ministry consider multi year funding in the future as a positive change in policy

Yours truly,

A handwritten signature in black ink, appearing to read 'Fran Prince', written over a faint dotted line.

Fran Prince  
Chair, Aboriginal Education Advisory Council

Fran Prince  
Chair, Aboriginal Education Advisory Council to  
C/O North Island College  
3500 Ryan Road  
Courtenay, B.C.  
V9N 8N6  
E-mail: [princefrmp@nsiaw.ca](mailto:princefrmp@nsiaw.ca)

January 29, 2015

Ministry of Advanced Education  
Box 8877, 5th Prov Govt  
Victoria, B.C. V8W 9T6  
E-mail: [Nicola.Lemmer@gov.bc.ca](mailto:Nicola.Lemmer@gov.bc.ca)

cc: Aboriginal Branch Fiona Cubitt, [Fiona.Cubitt@gov.bc.ca](mailto:Fiona.Cubitt@gov.bc.ca)

Attention: Nicola Lemmer

Dear Ms. Lemmer

Re: Adult Upgrading Tuition Policy

I am writing as the Chair of the Aboriginal Education Advisory Council to North Island College to express our concern with the Ministry's recent announcement regarding the new upgrading tuition policy. At a council meeting held January 22<sup>nd</sup>, 2015 a motion came from the membership allowing me to speak on behalf of the Council. Please see the attached Appendix for member nations.

North Island College (NIC) operates within the traditional territories of 35 First Nations from the Coast Salish, Kwakwaka'wakw and Nuu-chah-nulth traditions, and serves many First Nations students from across the province and Canada.

Enrolment in Adult Basic Education courses remains high as evidenced by data provided by the college's Institutional Research Department. In 2012/2013, 33.6% of all self-declared Aboriginal students attending NIC were enrolled in Adult Basic Education. In 2011/2012 the percentage was 29, and in 2010/2011 the percentage was 31.

NIC offers Adult Basic Education at all four campuses in Port Alberni, Courtenay, Campbell River, and Port Hardy, and in community programming at the Mowachaht/Auchahlt First Nation near Gold River; at the Adult Learning Centres in Alert Bay, the Gwa'sala-'Nakwaxda'xw Nation, (near Port Hardy), and for the Nuxalk First Nation in Bella Coola. The plan is to start another community program in Ahousaht on Flores Island on the west coast of the island starting September 2015.

The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan is the Province's commitment to improving outcomes for Aboriginal learners in terms of higher education and

employment outcomes. Goal 2 includes community based delivery of programs and Goal 3 speaks to reducing financial barriers for Aboriginal learners.

We strongly believe the new Adult Upgrading Tuition Policy will create additional financial barriers for individual Aboriginal learners and First Nations funders. We've been made aware an Adult Upgrading Grant will be available by the Ministry for students demonstrating financial need. However, we are concerned Aboriginal students will be unable to access the funding.

We respectfully request the Ministry of Advanced Education reconsider this decision.

Yours truly,

Fran Prince AEAC Chair



## Aboriginal Education Advisory Council Meeting

Comox Valley Campus  
2300 Ryan Road, Courtenay  
Komox Hall Board Room – Xx 146

Attendees:

### WEST COAST REGION:

1. Brent Ranning, Huu-ay-aht First Nation
2. Coral Johnson, Huu-ay-aht First Nation
3. Cyndi Stevens, Port Alberni Friendship Centre
4. Darlene Leonow, Port Alberni Friendship Centre
5. Dawn Johnson-Day, Nuu-chah-nulth Tribal Council
6. Rebecca Allec, Ahousaht First Nation
7. Vivien Louise Thomas, Ahousaht First Nation
8. Victoria Wells, Elhatteah First Nation
9. Maria Gomez, Tseshaht First Nation

### CENTRAL REGION:

10. Fran Prince, Elder Representative/K'omoks First Nation, Committee Chair
11. Pam Lewis, Cape Mudge First Nation
12. Ben Jan, Chief Mowachah/Muchalaht First Nations
13. Marie Lavoie, Mowachah/Muchalaht First Nations
14. Charlene Evanson, K'omoks First Nation
15. Curtis Wilson, Campbell River Indian Band
16. Cara Rochon, NIC Aboriginal student
17. Shan Caudron, North Vancouver Island Aboriginal Training Society

### NORTHERN REGION:

18. Bonnie Malas, Quatsino First Nation
19. Grace Smith, Gwa'sala-Nakwaxda'xw Nations
20. Marion Hunt, Kwakiutl Band,
21. Pearl Hunt, Whe-le-lau Area Council
22. Mike Weston, Wle-le-lau Area Council



# North Island College Elders Protocol

## Aboriginal Education Vision Statement

North Island College will work in collaboration with Aboriginal people in the region through a holistic approach to teaching and learning by embracing local traditions, language, culture and leadership in ways that enhance the lives of Aboriginal peoples

## Values

- To give voice to the educational goals of Aboriginal people in the North Island College Region
- To ensure the unique needs and aspirations of Aboriginal people in the College region are documented, supported, and understood
- To promote relationships between Aboriginal people and non-Aboriginal people based on the values of equality, respect, and justice
- To promote a welcoming environment for Aboriginal people at the college and positive relationships between the college and Aboriginal communities served

## General Purpose and Mandate

The NIC Elders' represent their respective communities and bring knowledge to the wider college community. Further demand for their voice and expertise was identified in the Aboriginal Service Plan 2011.

The Elders' provide support and advice to all areas of the college, including students and employees. Working with NIC policies and guidelines, the Elders' primary role is support for students, and to provide advice and support for NIC's mandate for Aboriginal education. The Elders' are members of the NIC Faculty Association, and unique as respected individuals who ensure indigenous ways of knowing and being become part of the college community.

## Key Duties and Responsibilities

Through support, respect, leadership, and *walking in a good way* the Elders:

- Provide guidance and support for students
- Provide guidance with Indigenous Protocol and enact Protocol when required
- Provide guidance and support for employees
- Demonstrated commitment to student success and be apolitical locally and provincially
- Provide cultural guidance throughout the college
- Provide mentoring as required
- Promote and support the preservation and use of local Indigenous languages
- Participate in the instruction of classes when requested by an instructor
- Assist the college in promoting a welcoming environment for Aboriginal people and positive relationships between the college and Aboriginal communities served

- Provide cultural and spiritual assistance as requested
- Participate in NIC events such as student orientation, luncheons, graduation, etc.
- Actively support the North Island College mission, vision and values

### **Participation at Meetings**

1. At the request of the President's office, one Elder may be asked to attend the NIC College Wide Aboriginal Advisory Committee meetings. The Elders role is to provide support and guidance, and provide an Elders' report. The college wide committee meets annually in the spring.
2. At the request of the Director of Aboriginal Education's office one Elder may be asked to attend the Central Region Aboriginal Advisory Committee meetings at the Campbell River campus. The Elders role is to provide support and guidance to the group and provide an Elders' update. The Central Region committee meets three times per academic year
3. The Elders are encouraged to meet once monthly with the Director of Aboriginal Education to provide advice and direction on Aboriginal Education initiatives

### **Expectations**

Individuals will:

- Be recognized as an Elder in the Aboriginal community
- Be a good role model and mentor
- Be actively involved in their community
- Be a good listener, a good communicator, and be empathetic
- Be committed to working collaboratively with NIC students, employees and the public

### **Compensation, Scheduling and Reporting**

NIC Elders will be paid in accordance with the North Island College Faculty Association collective agreement, and provide Elders services from September to May each year. Requests may be made to attend summer session activities depending on summer enrolment or welcome back planning in late August. The positions are 50% non-instructional which equates to 17.5 hours per week. Work hours and days of the week will be as agreed between the Elders and NIC Administrative Supervisor, the Director of Aboriginal Education at each of the campuses.



**K'ómoks First Nation**

3330 Cormox Road, Courtenay BC V9N 3P8 Tel. (250) 339-4545 Fax: (250) 339 7053

January 19, 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2<sup>nd</sup> Floor, 835 Humboldt Street  
P.O. Box 9877 Stn Prov Govt  
Victoria, BC V8W 4W8

Dear Sir or Madam:

**Re: Letter of Support for 3 Elders-in-Residence Priority (one at the Courtenay Campus and two at the Campbell River Campus)**

Please accept this letter as a confirmation that the K'ómoks First Nation has a representative on North Island College's Central Region Aboriginal Advisory Committee.

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the Central Region. K'ómoks First Nation approves and supports this proposal as the primary priority for the Central Region.

K'ómoks First Nation has already provided cultural and event space for the Elder-in-Residence program and will continue to do so in the future. We assist in getting information out to students and community members for events hosted by the college. The Kumugwe cultural group is always willing to perform and be a part of these events and our Chief and Council provide traditional welcomes.

Respectfully,

Melinda Knox  
Acting Band Administrator



January 25<sup>th</sup> 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
7<sup>th</sup> floor, 835 Humboldt Street  
P.O. Box 9877 Stn Prov Govt  
Victoria, BC V8W 4W8

Dear Sir or Madam:

**Re: Letter of Support for 3 Elders-in-Residence Priority (one at the Courtenay Campus and two at the Campbell River Campus)**

Please accept this letter as a confirmation Laichwiltach Family Life Society has a representative on North Island College's Central Region Aboriginal Advisory Committee.

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the Central Region. Laichwiltach Family Life Society approves and supports this proposal as the primary priority for the Central Region.

Laichwiltach Family Life Society is very interested in being a partner with North Island College to support the 3 Elders-in-Residence priority by providing them the opportunity to connect with other elders in community and families.

Respectfully,

A handwritten signature in black ink, appearing to read "Audrey Wilson". The signature is fluid and cursive.

Audrey Wilson  
Executive Director  
Laichwiltach Family Life Society

**LAICHWILTACH FAMILY LIFE SOCIETY**

4114 Westview Road, Courtenay BC V9W 4W2 Phone: (250) 361-6333 Fax: (250) 361-6334 Email: [laichwiltach@nisc.bc.ca](mailto:laichwiltach@nisc.bc.ca) Website: [www.nisc.bc.ca](http://www.nisc.bc.ca)



**K'ómoks First Nation**

3330 Cormox Road, Courtenay BC V9N 3P8 Tel: (250) 339-4545 Fax (250) 339-7053

January 19, 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2<sup>nd</sup> Floor, 835 Humboldt Street  
P.O. Box 9877 Stn Prov Govt  
Victoria, BC V8W 4W8

Dear Sir or Madam:

**Re: Letter of Support for Indigenous Youth Camp Priority**

Please accept this letter as a confirmation that the K'ómoks First Nation has a representative on North Island College's Central Region Aboriginal Advisory Committee.

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the Central Region. K'ómoks First Nation approves and supports this proposal as the secondary priority for the Central Region.

K'ómoks First Nation would be willing to assist with the program by providing ceremonial space and cultural sharing in its traditional bighouse. We can also provide space for an event at our Puntledge Campground or Community Hall for a nominal fee.

We will actively advertise and seek support from our members to act as hosts and guides to these students. Creating a good network is a cornerstone of success and K'ómoks is willing to be a part of that healthy network for aboriginal students who are far from home.

Respectfully,

A handwritten signature in black ink, appearing to read 'Melinda Knox'.

Melinda Knox  
Acting Band Manager



January 25<sup>th</sup> 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2<sup>nd</sup> Floor, 835 Humboldt Street  
P.O. Box 9877 Stn Prov Govt  
Victoria, BC V8W 4W8

Dear Sir or Madam:

**Re: Letter of Support for Indigenous Youth Camp Priority**

Please accept this letter as a confirmation the Laichwiltach Family Life Society has a representative on North Island College's Central Region Aboriginal Advisory Committee.

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the Central Region. Laichwiltach Family Life Society approves and supports this proposal as the secondary priority for the Central Region.

Laichwiltach Family Life Society would be interested in partnering with North Island College to support the Indigenous Youth Camps priority by offering feedback and ideas on what we have done in past.

Respectfully,

A handwritten signature in black ink, appearing to read 'Audrey Wilson'. The signature is fluid and cursive.

Audrey Wilson  
Executive Director  
Laichwiltach Family Life Society

**LAICHWILTACH FAMILY LIFE SOCIETY**

4017th Avenue, Victoria, British Columbia V8W 4W8. Phone: 250-383-1111. Fax: 250-383-1112. Email: [info@laichwiltach.org](mailto:info@laichwiltach.org)



**GWA'SALA - 'NAKWAXDA'XW NATIONS**

EDUCATION DEPT. • GRACE SMITH, EDUCATION COORDINATOR • GRACE.SMITH76@GMAIL.COM  
10180 York St. • 34' Southside • 42 Street • Fort Henry, Region Columbia, Canada V1V 2Y6  
Cell: 250-492-2720 • Fax: 250-492-4402 • Web: www.gwasala.ca

January 29, 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2<sup>nd</sup> Floor, 835 Humboldt Street  
P.O. Box 9877 Stn Prov Govt  
Victoria, BC V8W 4W8

Re: Letter of Support for the Tourism Bridging Program

Please accept this letter as a confirmation Gwa'sala 'Nakwaxda'xw has a representative on North Island College's Northern Region Aboriginal Advisory Committee.

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the Northern Region, Gwa'sala 'Nakwaxda'xw approves and supports this priority as the primary priority for the Northern Region.

Gwa'sala 'Nakwaxda'xw can also contribute space to run parts or all of the program.

Sincerely,

Grace Smith  
Education Coordinator



**Quatsino Band Council**

305 Quattishe Rd.  
Coal Harbour B.C.  
V6N 1K0  
Phone: (250) 949-6243  
Fax: (250) 949-6249

January 28, 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2<sup>nd</sup> Floor, 835 Humboldt Street  
P.O. Box 9877 Stn Prov Govt  
Victoria, BC V8W 4W8

Dear Sir or Madam:

**Re: Letter of Support for the Tourism Bridging Program**

Please accept this letter as a confirmation Quatsino Nations has a representative on North Island College's Northern Region Aboriginal Advisory Committee.

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the Northern Region. Quatsino First Nation approves and supports this priority as the primary priority for the Northern Region.

Quatsino First Nation can partner with North Island College to support the **Tourism Bridging Program** priority by engaging students and supporting them through the UCEP Program if they are on Assistance.

Respectfully,

A handwritten signature in black ink that reads "Bonita Walkus". The signature is written in a cursive, flowing style.

Bonita Walkus  
Quatsino First Nations



**GWA'SALA - 'NAKWAXDA'XW NATIONS**

EDUCATION DEPT. • GRACE SMITH, EDUCATION COORDINATOR • GRACE.SMITH176@ICMAIL.COM  
PO BOX 1120 • 114 15th St. E. Steves, Port Hardy British Columbia, CANADA • V1N 1P2  
PHONE: 250.702-1750 • FAX: 250.747-3407 • WEB: WWW.GWANAS.NCED

January 26, 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2<sup>nd</sup> Floor, 835 Humboldt Street  
P.O. Box 9877 Stn Prov Govt  
Victoria, BC V8W 4W8

Re: Letter of Support for Elders in Residence Program

Please accept this letter as a confirmation Gwa'sala-'Nakwaxda'xw has a representative on North Island College's Northern Region Aboriginal Advisory Council Committee.

Our representative was actively involved in the decision-making process for the Advisory Committee's regional priorities for the Northern Region. Gwa'sala-'Nakwaxda'xw approves and supports this priority as the second priority for the Northern Region.

Gwa'sala-'Nakwaxda'xw have Elders with various expertise who will be willing to assist in the success of the Elders in Residence Program.

Sincerely,

Grace Smith  
Education Coordinator



**Quatsino Band Council**

305 Quattishe Rd.  
Coal Harbour B.C.  
V6N 1K0

Phone: (250) 949-6245  
Fax: (250) 949-6249

January 28, 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2<sup>nd</sup> Floor, 835 Hornboldt Street  
P.O. Box 9877 Stn Prov Govt  
Victoria, BC V8W 4W8

Dear Sir or Madam:

**Re: Letter of Support for Elders in Residence Program**

Please accept this letter as a confirmation Quatsino First Nation has a representative on North Island College's Northern Region Aboriginal Advisory Committee.

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the Northern Region. Quatsino First Nation approves and supports this priority as the second priority for the Northern Region.

Quatsino First Nation can partner with North Island College to support the **Elders in Residence Program** priority. The contributions we can offer is to support the Elders in every way we can by transportation. I believe we would benefit with this as it is important for us to have our elders in all our decision makings and to have their support for our students.

Respectfully,

A handwritten signature in black ink that reads "Bonita Willas". The signature is written in a cursive, flowing style.

Bonita Willas, Education Coordinator  
Quatsino First Nation



**AHOUSAHT EDUCATION AUTHORITY**

GENERAL DELIVERY  
AHOUSAHT, B.C. V0R 1A0  
PHONE: 250-670-9662 (1-888-670-9662)  
FAX: 250-670-9660



January-28 16

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2nd Floor, 835 Humboldt Street  
PO Box 9877 Stn Prev Govt  
Victoria, BC V8W 4W8

Dear Sir or Madam,

Re: Aboriginal Service Plan Submission by North Island College

Please accept this letter as confirmation the Ahousaht Education Authority has a representative on North Island College's West Coast Aboriginal Advisory Committee, and on the college-wide Aboriginal Education Council.

Our representative was engaged in the development of the Service Plan and the Ahousaht Education Authority approves of the submission as a whole.

You'll note in the document an application has been submitted in partnership with NIC, for an Early Childhood Education and Care Program in community in 2016/2017 and we have a waitlist of 12 potential students, some of whom require applying and are completing this in order to begin the program.

The activities noted in the application are in high demand in Ahousaht, and we are very pleased to be able to provide a modern facility for instruction as the in-kind contribution.

Respectfully,

Rebecca V.R. Atleo, B.Ed, M.Ed.  
Director of Education

"Education is the key to open the door of opportunity for all people."



## EDUCATIONAL SERVICES AGREEMENT

### ECCE IN AHOUSAHT

April 2016

**THIS AGREEMENT** made in duplicate this 1st day of February, 2016

**BETWEEN** Ahousaht Education Authority  
General Delivery  
Ahousaht, B.C., V0R 1A0

**AND** North Island College (NIC)  
2300 Ryan Road  
Courtenay, B.C., V9N 8K6

**Purpose:**

The purpose of this agreement is

1. To create a *living* agreement built upon the premises of equality and reciprocal capacity by adding.
2. To recognize each partner brings significant expertise to the working relationship and cultural respect is premised on recognition of incorporating Aboriginal values and culture into course planning and delivery.
3. To provide an opportunity for adult members of the Ahousaht Nation to enroll in, and complete Early Childhood Care and Education Certificate courses, Career Preparation, and Employment related education and training, subject to successful Aboriginal Service Plan funding for 2016/17.

In the spirit of the purpose of this agreement, and the respective missions and values of the parties hereto:

1. The Ahousaht Education Authority agrees to:
  - a. Provide appropriate classroom space for the delivery of NIC's ECCE program from April 2016 to June 2017 at the Adult Learning Centre in Ahousaht.
  - b. Provide the NIC instructor with access to a photocopier, scanner, and student computers with internet access, and whiteboard for use while teaching.
  - c. Provide the NIC instructor with office space, computer, printer, phone and a secure space to store learning materials and records.

1 of 3

- d. Provide the NIC Instructor with accommodation while in community for program delivery.
- e. Provide computer access for students enrolled in courses.
- f. Arrange for students to sign release of information permission forms for discussion between NIC Instructor and the Ahousaht Education Authority Educational Coordinator as to the students' progress and how their courses are progressing overall.
- g. Facilitate meetings for an NIC Aboriginal Advisor to provide advising support and services to the students.
- h. Purchase prior to the commencement of the Services, and from time to time when requested by NIC, evidence throughout the term of this agreement the following Insurances with Insurers Licensed in Canada:
  - a. Commercial General Liability in an amount not less than two million dollars (\$2,000,000.00) inclusive per occurrence against bodily injury, personal injury and property damage and including liability assumed under this Agreement.
  - b. If applicable, Automobile Liability on all vehicles owned, operated or licensed by the Ahousaht First Nation on College business, in an amount not less than one million dollars (\$1,000,000.00) per occurrence. All insurance described must be primary and not require the sharing of any loss by any Insurer of the College.
  - c. The Ahousaht Education Authority and NIC agree to each other using the other's name in promotional material

**2. NIC agrees to:**

- a. Provide assessment and registration services to ECCE students.
- b. Deliver ECCE courses through on-site instruction.
- c. Provide ongoing feedback to students with regard to their progress in their courses and to ensure the courses are relevant and current.
- d. The NIC Instructor will meet regularly during the delivery of the program to discuss student progress and success in their courses. (Students will have to sign a release of information form agreeing to the type of information to be discussed)
- e. Provide access to advising services for students with disabilities, and library services.

**3. Financial agreement:**

- a. The Nation will pay the cost of the assessment fees (as needed) at \$15.00 per assessment. North Island College to provide an invoice prior to the start of the program to the Ahousaht Education Authority, General Delivery, Ahousaht, BC, V0R 1A0, Attention: Rebecca Atleo or email: [rebecca.atleo@ahousahthead.ca](mailto:rebecca.atleo@ahousahthead.ca)
- b. Students are responsible for the payment of the application fee (\$25.00) as needed, tuition, student union fees, and required course books and supplies.

**\*Access Services for Students with Disabilities at North Island College**

Faculty are available by appointment at the Port Alberni campus to provide confidential support services to students with disabilities. If these services are required please contact the Access for Students with Disabilities Department at the Port Alberni Campus. As funding or specialized equipment may depend on outside agencies we strongly recommend contact be initiated eight months in advance of any course or program start date.

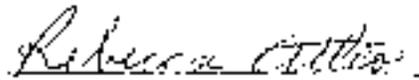
North Island College Policies

All students will be bound by North Island College Policies and will be informed of the policies at the beginning of the course/program.

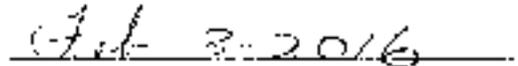
Privacy Protection

The Abousant Education Authority and NIC, acknowledge that NIC is required to comply with its statutory obligations under the *Freedom of Information and Protection of Privacy Act* (British Columbia), as amended from time to time.

This agreement constitutes the entire understanding between the two Parties and nothing else is implied or promised. However, this agreement should be perceived as a living agreement, in that the parties agree to revise, amend, or enhance, to reflect the changing dynamics of the working relationship, if necessary and with mutual consent. This agreement shall survive to the extent of and be binding upon the parties hereto and their respective heirs, executors, administrators and successors.

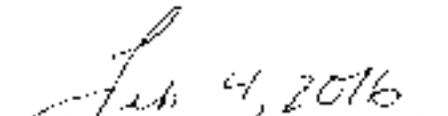


Abousant Education Authority  
Rebecca Atias

  
Date



North Island College  
Kathleen Smith

  
Date



**GWA'SALA - 'NAKWAXDA'XW NATIONS**

EDUCATION DEPT. • GRACE SMITH, EDUCATION COORDINATOR • GRACE.SMITH176@GMAIL.COM  
PO BOX 5125 • 14751 QUATE RESERVE • PORT HARDY, BRITISH COLUMBIA, CANADA • V0R 2P0  
PHONE: 250-907-8373 • FAX: 250-949-7402 • WEB: WWW.GWAXAK.VIC

January 26, 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2<sup>nd</sup> Floor, 835 Humboldt Street  
P.O. Box 9877 Stn Prov Govt  
Victoria, BC V8W 4W8

Re: Aboriginal Service Plan Submission by North Island College, February 5, 2016

Please accept this letter as a confirmation Gwa'sala-'Nakwaxda'xw has a representative on the North Island College's Northern Region Aboriginal Advisory Committee, and on the college-wide Aboriginal Education Council.

Our representative participated in regional meetings for the planning and prioritization of the Service Plan and Gwa'sala-'Nakwaxda'xw approves and supports this submission as a whole.

Gwa'sala-'Nakwaxda'xw can also contribute space for use as an in kind contribution.

Sincerely,

Grace Smith  
Education Coordinator



**Kómoks First Nation**

3337 Comox Road, Courtenay BC V9N 3P8 Tel: (250) 339-4345 Fax: (250) 339-7053

January 19, 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2<sup>nd</sup> Floor, 835 Humboldt Street  
P.O. Box 9877 Stn Prov Govt  
Victoria, BC V8W 4W8

Dear Sir or Madam:

**Re: Aboriginal Service Plan Submission by North Island College, February 5, 2016**

Please accept this letter as a confirmation that the Kómoks First Nation has a representative on North Island College's Central Region Aboriginal Advisory Committee, and on the college-wide Aboriginal Education Council.

Our representative was engaged in the development of the Service Plan and the Kómoks First Nation approves and supports this submission as a whole.

Kómoks First Nation is proud to send our students to North Island College. Our students over time have used all the services available to them through the Aboriginal Service Plan and are particularly grateful for the Elders-in-Residence Program. North Island College is warm and welcoming to our KFN members and to all aboriginal students. Their commitment to aboriginal communities is paramount and we trust and support them in all that they do.

Respectfully,

Melinda Knox  
Acting Band Administrator



January 25<sup>th</sup> 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2<sup>nd</sup> Floor, 835 Humboldt Street  
P.O. Box 9877 StrProvGovt  
Victoria, BC V8W 4W8

To Whom it May Concern

**Re: Aboriginal Service Plan Submission by North Island College, February 5, 2016**

Please accept this letter as a confirmation that Laichwiltach Family Life Society has a representative on North Island College's Central Region Aboriginal Advisory Committee, and on the college-wide Aboriginal Education Council.

Our representative was engaged in the development of the Service Plan and the Laichwiltach Family Life Society approves and supports this submission as a whole.

Laichwiltach Family Life Society is supporting the Aboriginal Service Plan by having a program(s) funded by the ASP, which we have been able to direct community to utilize. If you have any questions of us, please don't hesitate to contact me.

Respectfully,

A handwritten signature in black ink, appearing to read 'Audrey Wilson'. The signature is fluid and cursive.

Audrey Wilson  
Executive Director  
Laichwiltach Family Life Society

**LAICHWILTACH FAMILY LIFE SOCIETY**

437 4th Street, Victoria, BC V8W 2W7 | Phone: 250.686.7443 | Fax: 250.686.5914 | Email: [info@laichwiltach.com](mailto:info@laichwiltach.com) | [www.laichwiltach.com](http://www.laichwiltach.com)



**Quatsino Band Council**

305 Quattishe Rd.  
Coal Harbour B.C.  
V6N 1K0  
Phone: (250) 949-6245  
Fax: (250) 949-6249

January 28, 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2<sup>nd</sup> Floor, 335 Humboldt Street  
P.O. Box 9877 Stn Prov Govt  
Victoria, BC V8W 4W8

Dear Sir or Madam:

**Re: Aboriginal Service Plan Submission by North Island College, February 5, 2016**

Please accept this letter as a confirmation Quatsino First Nation has a representative on North Island College's Northern Region Aboriginal Advisory Committee, and on the college-wide Aboriginal Education Council.

Our representative was engaged in the development of the Service Plan and Quatsino First Nations approves and supports this submission as a whole.

Quatsino First Nation is supporting the Aboriginal Service Plan by being able to educate our peoples in Tourism through our communities and the Elders in residence is to have our elders help our students in pursuing their education with traditional values. We may be able to contribute by engaging our students in these programs and if our students are on assistance we can get support by our Social Development

Respectfully,

A handwritten signature in black ink that reads "Bonita Wallas". The signature is written in a cursive, flowing style.

Bonita Wallas, Education Coordinator  
Quatsino First Nation



## Wei Wai Kum First Nation

1650 Old Spit Road, Campbell River, BC, Canada V9W-3E3

Tel.: (250) 286-6949

Fax.: (250) 287-8838

TOLL FREE: 1-877-286-6949

January 4, 2016

Ministry of Advanced Education  
Aboriginal Post-Secondary Education and Training  
2<sup>nd</sup> Floor, 835 Humboldt Street  
P.O. Box 9877 Stn Prov Govt  
Victoria, BC V8W 4W8

Dear Sir or Madam:

**Re: Aboriginal Service Plan Submission by North Island College, February 5, 2016**

Please accept this letter as a confirmation the Wei Wai Kum First Nation has a representative on North Island College's Central Region Aboriginal Advisory Committee, and on the college-wide Aboriginal Education Council.

Our representative was engaged in the development of the Service Plan and the Wei Wai Kum First Nation approves and supports this submission as a whole.

The Wei Wai Kum First Nation supports each goal set out in the Aboriginal Service Plan and sees each as equally important.

Further to the goals identified, our First Nations feels very strongly that the Ministry of Advanced Education should consider multiyear funding to best support the continuity of programs and support for Aboriginal learners and to acknowledge the recommendations made by Truth and Reconciliation Calls to Action specific to Post- Secondary Education.

Respectfully,

Robert Pollard, Chief  
Wei Wai Kum First Nation