

NORTHWEST COMMUNITY COLLEGE



Aboriginal Service Plan 2015-2016

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Letter from the President



February 4, 2015

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

Aboriginal Service Plan Committee;

Northwest Community College is pleased to submit the 2015-2016 Aboriginal Service Plan application for review. In past years ASP funding has allowed our institution to further support Aboriginal Students as well as increase engagement in the Aboriginal Communities in our region.

NWCC is a recognized leader in Aboriginal education. Aboriginal peoples comprise roughly 30 percent of the region's population, the highest among all BC college regions and, at NWCC, Aboriginal students make up roughly 40 percent of the student body. We strive to be culturally inclusive and to provide programs and service our students, communities and industries want and need.

Engaging communities, supporting students and recognizing the specific needs of our Aboriginal student population has had an impact on our Aboriginal FTE count and graduation rate as well as increasing Aboriginal community capacity through community based programming. We have achieved measurable success with Aboriginal students comprising 45% of our students who graduated in the 2013/2014 school year.

NWCC's Aboriginal Service Plan was developed in collaboration with our First Nations communities and approved by our First Nations Council. This plan has strategies that assist our institution in achieving the three goals of the provincial Aboriginal Service Plan program while aligning with our Strategic Plan and the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.

Our region is imperative to the BC labour market with the provincial government's goal of 3 Liquefied Natural Gas plants and various other major projects located within our college region. Receiving ASP funds will not only ensure that Aboriginal students are receiving inclusive, holistic supports at our campus centres but also that NWCC can bring relevant, in demand community programming to the remote Aboriginal communities in our college region. The Aboriginal Liaison position will assist our institution in expanding existing partnerships and consultation with our Aboriginal communities to increase community capacity. Our ASP plan meets the needs of Aboriginal learners both on campus and in our community based programming while assisting our population in meeting the current and future labour market demands of our region.

We appreciate the opportunity to seek the ASP funds that will allow us to continue to meet the needs of our Aboriginal student population and continue to see positive outcomes as a result of our Aboriginal Partnerships.

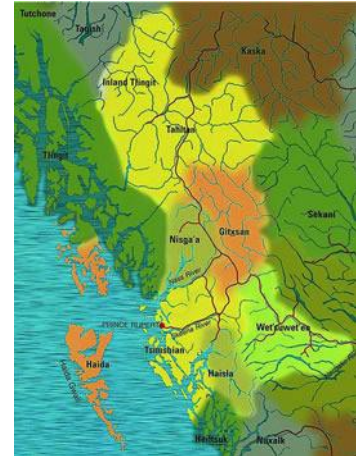
Best Regards,

A handwritten signature in black ink, appearing to read "Ken Burt", with a stylized flourish at the end.

Ken Burt,
President & CEO
Northwest Community College

Acknowledgement of Traditional Territory/ Territories

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



NWCC further assists in servicing the Tlingit and Tahltan of the far northwest corner of British Columbia – communities considered part of Northern Lights College (NLC) region. Historically the hunting and gathering routes for these Nations were more north/south focused plus it is easier for the Tahltan to access NWCC via Highway 37 and the ocean than it is to access NLC. As a result, many Tahltan students are attending NWCC, and education coordinators for the Tahltan Nation are also members of our First Nations Council.

As stated in the “Values and Operating Principles” of our *Strategic Plan 2012-2017 “Together This Way Forward”*: “We honour the cultures and traditions of First Nation communities on whose territory we operate. We will work to resolve historical injustices and inequities and continue an ongoing dialogue free of racism.” (see Appendix 5)

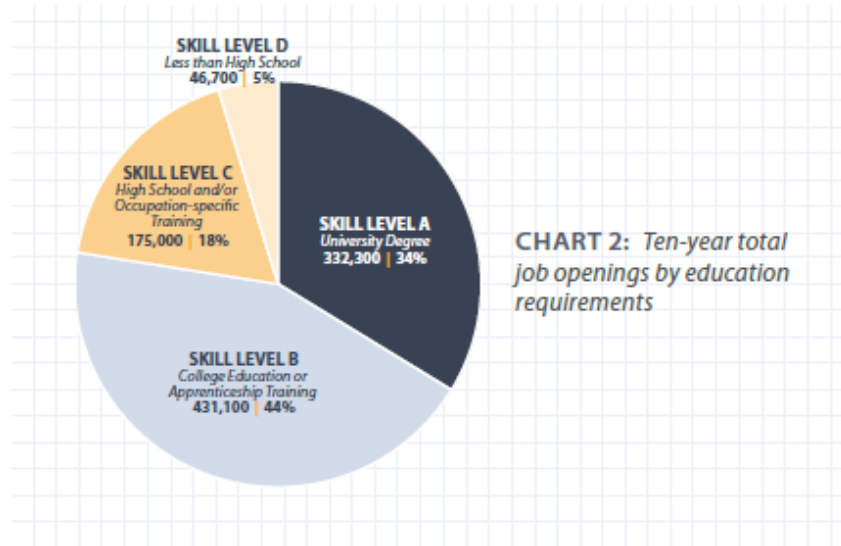
1) Overview and Context

Northwest Community College is uniquely situated for the predicted “boom” in the labour market and poised to respond to the increased demand for skilled labour, trades people and professionals. Within our College region we have 9 proposed LNG plants with the provincial government’s goal to have a minimum of 3 operational in BC. In addition, the Northwest and Nechako regions have numerous other Major Projects currently under construction or proposed including but not limited to, Imperial Metals Red Chris Mine, Port of Prince Rupert Expansion, Rio Tinto Alcan Kitimat Modernization and Avanti Kitsault Mine.¹

It is expected that BC will see one million job openings by 2022 of that 100,000 are expected from the LNG industry alone. WorkBC’s Outlook 2022 indicates that our region has younger population compared to the rest of BC and we must ensure that our population is prepared for the

upcoming employment opportunities. Despite these current opportunities Northwest BC has one of the highest unemployment rates (6.6%) in the province with youth unemployment at 11.1% ⁱⁱ

In addition only 32.9% of the Northwest College Region have a College, Apprenticeship or Trades CF or DP and only 12.5% of the population with a University degree however the Outlook 2012- 2022 indicates that 44% of the new employment in the Province will require College Education or Trades training while another 34% require a University Degree. Currently our region has over 50% of the population age 25-54 without any Post-Secondary credentials and 20.7% of that population who have not completed high school. ⁱⁱⁱ



- ▶ Management occupations are grouped in Skill Level A, although it is recognized that requirements for management occupations can vary in education and experience.
- ▶ Each occupation covered in this analysis is classified to skill level based on the most recent historical patterns for education and skills training requirements.

Northwest Community College’s 2015/2016 Aboriginal Service Plan will assist in ensuring that Aboriginal students in our region have the opportunity to be active in the labour market with in demand skills. In our consultations with our local Aboriginal Communities we are able to create a plan that includes community programming that meets the direct employment opportunities that will occur as a result of the major projects in our region (Carpentry, Intro to Trades etc) as well as the indirect employment opportunities (Computer Applications, Cooks Helper etc). In an effort to enable students to be successful in these programs we have included essential skills as well as math and English refreshers.

In order to successfully support students in all education opportunities at our campus centres and in our communities we have requested Aboriginal Service Plan funding for student services

including First Nations Access Coordinator support, tutoring, cultural activities, Elders on campus, Aboriginal Community Liaison position, and Test Drive.

In past years NWCC has experienced challenges in scheduling Community Based Programming with communities within the funding year of approval and have rolled over programs into the following year. We do not anticipate this to be an issue in the 2015/2016 year.

2) Institutional Commitment

Northwest Community College is a leader in Aboriginal Education and has a long history of supporting Aboriginal education. We achieve this through our First Nations Council which enables the institution to have direct consultation with Aboriginal communities in our region. The FN Council develops policy recommendations based upon the educational issues and strategies of First Nations Communities to increase student success rates in the Northwest community College region. First Nation council encourages representation from all of our First Nations Communities throughout our region as well as three First Nations students elected from various campuses. <http://www.nwcc.bc.ca/about-us/explore-nwcc/first-nations-council/first-nations-council-terms-reference>

NWCC's Aboriginal Service Plan Committee lies within our First Nations Council. In planning our 2015-2016, 2017-2018 Aboriginal Service Plan the ASP committee, provided input into the plan, reviewed and ranked the requested Community Based programming.

Our institution's commitment to Aboriginal learners is apparent in our planning and development of new programs. Our Aboriginal Cultural Knowledge Advisory Committee (ACKAC) works to promote an inclusive curriculum which reflects and respects Aboriginal and Non-Aboriginal cultural diversity and is inclusive of Aboriginal and Non-Aboriginal knowledge and pedagogy. ACKAC engages in discussions around the indigenization of curriculum and advises NWCC's Education Council and First Nations Council on Aboriginal knowledge, cultural and/or pedagogy in curriculum. The combination of ACKAC, First Nations Council and community partnerships aids our Institution

Northwest Community College's Strategic Plan 2012-2017 "*Together This Way Forward,*" was developed with input through the region (internally and externally) which lead to NWCC's 6 priorities: 1) Programming, 2) Trades & Industry Training/Continuing Studies, 3) Student Development, 4) Distributed Learning, 5) Culture/Inclusion, and 6) Partnerships. NWCC's goal with relation to priority #5 is *NWCC will continue to work towards a truly inclusive and equitable environment.* <http://www.nwcc.bc.ca/sites/default/files/content-files/about-nwcc/Strategic%20Plan%202012-2017.pdf>

In addition Northwest Community College’s First Nation Council has adopted the *Stepping Stones to improved Relationships: Aboriginal Equity and Northwest community College* which in March of 2013. This document outlines NWCC and FNC’s commitment to continually improving relationships between NWCC and our Aboriginal Communities and students with strategies to increase partnerships, recognize and integrate First Nation culture into program delivery, increase student supports for Aboriginal students, integrate a holistic approaches to education within the structures and policies relating to FN education.

NWCC is an equitable employer. NWCC employment postings include the following statement *NWCC provides quality learning experiences that help prepare our students for successful, positive futures. We celebrate the diversity of our northern and First Nations populations and reflect this diversity in our programs, services and workforce. In accordance with NWCC’s strategic plan, we encourage applications from First Nations individuals.*

Northwest Community College is committed to providing Aboriginal students with the necessary student and cultural supports to ensure we have successful students. In the 2014/2015 year NWCC committed \$182,676.00 to the Students Services Supports and Initiatives and the Outreach programs and events. In 2015/2015 this will increase to \$188.609 and will incrementally increased by 1% each year to account for NWCC staff wage increases.

3) Engagement

a) Description of Aboriginal Student Engagement

Upon completion of programs and courses at NWCC all students are asked to complete a student program evaluation which is compiled and reviewed by the institution. This is an anonymous evaluation that is completed by both Aboriginal and Non-Aboriginal students. In future NWCC plans on utilizing this system an our online survey system provide Aboriginal students and opportunity to have input into future educational and student support plans.

NWCC recognizes a need to additional consultation with Aboriginal students on an ongoing basis. We currently have Aboriginal Students who sit on both the Board of Governors and the First Nations Council (and related committees such as the ASP committees). These students provide input into institutional planning as well as individual programs.

Student Group	Engagement	Interests
<i>Participants of Cultural Workshops in various</i>	<ul style="list-style-type: none"> <i>Students will be surveyed at the upcoming cultural events to determine a plan of specific cultural events for the 2015/2016</i> 	

communities	funding year. FNAC will compile the information to determine a path for future planning as well.	

b) Description of External Partner Engagement

Partner	Engagement	Interests
<ul style="list-style-type: none"> • Bladerunners • TriCorp • Haida Gwaii Watchmen • HAICO • Aboriginal and Northern Development Canada • Nisga'a Employment and Skills Training • First Nations Council (FNC) - Dze L K'ant Friendship Society - Friendship House Association - Gingolx Band Council - Gitanmaax Band Council - Gitanyow Band Council - Gitksan Wet'suwet'en Education Society - Gitlaxt'aamiks Village Government - Gitsegukla Education Society - Giwinksihlkw 	<ul style="list-style-type: none"> • The decision was made this year for the ASP Subcommittee to be a standing agenda item as part of our First Nations Council (FNC) meetings. • Since this change (effective September 2014), the ASP Coordinator has ensured that all documentation regarding ASP has been distributed to all members of FNC. • At the meetings an ASP report is given and questions by FNC are answered by respective NWCC staff. • FNC as a whole made decisions on the ranking order for community programming. • The Aboriginal Community Liaison position has made telephone connections with all members of FNC, and has been (and will continue) to visit members in their communities. • Because of the broad reach of FNC, letters of interest for community programming has increased from 8 applications in 2014/15 to 11 applications, with 4 of the applications being from communities who have never applied for funding. • NWCC has partnered with Bladerunners to offer programs in Hagwilget and Lax Kw'alaams. We are currently negotiating contract for programs in Gitlaxt'aamiks, and Prince Rupert. • Workforce Training and Continuing Studies department partnered with members of FNC to offer 345 courses in their communities • NWCC partnered with Haida Gwaii watchmen to recertify their staff for work within their protected lands 	<ul style="list-style-type: none"> • FNC has in their "Stepping Stones" documented a number of Goals and Objectives around <ol style="list-style-type: none"> 1) Relationships between the College and the communities; understanding and addressing conflicting expectations 2) Self-Government initiatives 3) Student Support • The Aboriginal Community Liaison is tasked with moving these action items to "completed" status. (See appendix) • FNC has expressed concern over the decision last year to not approve community programs for upgrading. It is very hard for many community members to attend the larger centers to get the pre-requisite training needed for career/trades or technical programs in their career paths. • FNC supports the proposed idea that ASP monies be distributed to colleges based on FTE numbers of aboriginal students.

<p><i>Village Council</i></p> <ul style="list-style-type: none"> - <i>Gitxaala Nation</i> - <i>Hagwilget Village Council</i> - <i>Haida Heritage Centre</i> - <i>Haisla Nation Council</i> - <i>Hartley Bay Village Government</i> - <i>Houston Friendship Centre</i> - <i>Iskut Band Council</i> - <i>Kermode Friendship Society</i> - <i>Kispiox Band Council</i> - <i>Kitasoo Education Authority</i> - <i>Kitimat Valley Institute</i> - <i>Kitselas band Council</i> - <i>Kitsumkalum band Council</i> - <i>Kyah Wiget Education Society</i> - <i>Lax Kw'alaams Band</i> - <i>Lasgalts'ap Village Government</i> - <i>Metis Nation Bc</i> - <i>Metlakatla First Nation</i> - <i>Nisga'a Lisism Government</i> - <i>Old Masset Village Council</i> - <i>Sik-E-Dakh (Glen Vowell)</i> - <i>Skidegate Band Council</i> 		
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<ul style="list-style-type: none"> - Tahltan band Council - Telegraph Creek - Wilp Wilxo'oskwhl Nisga'a 		
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c) Policies and process(es) to ensure respectful use of Traditional Knowledge and/or Indigenous Intellectual Property

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

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

4) Proposed Programs and Activities for 2015/16

Title	First Nations Access Coordinator (Top-up hours)
Minimum or Additional Funding	Minimum Funding
Priority Ranking	<i>1</i>
New or Continuing	<i>Continuing</i>
Category	Student Support Services and Initiatives
Description	Increase to First Nations Access Coordinator hours throughout the NWCC region.
Rationale	<p>FN Access Coordinators serve as role models and help support First Nations students as they navigate through the post-secondary system. This request will allow for an increase in direct student contact hours and for the support of increased and ongoing cultural events.</p> <p>Increasing the hours of our FN Access Coordinators allows us to have full time positions on 3 of our 5 campuses and supports increased cultural activity in Waap Galts'ap, our student gathering place/student service building in Terrace. Aboriginal students utilize the space as a study area, dance group practice venue, and a cultural/educational workshop space. The increase to FN Access Coordinator hours for Terrace ensures our doors remain open.</p>
Related Goals	Increases access, retention, completion and transition opportunities for Aboriginal learners.

Title	First Nations Access Coordinator (Top-up hours)			
Measuring Success	<p>The First Nations Access Coordinators will provide approximately 6200 hours of student contact. Community outreach hours will increase and cultural events on all campuses will also increase. By doing so, NWCC can continue to foster the relationship between students and the support they receive while on campus. At the end of each event, we will provide the student an opportunity to evaluate the workshop/event. Students are currently encouraged to share with us their experiences through narrative. Any information/feedback we receive will be used to alter, change or continue all future events/workshops.</p> <p>NWCC Student services team will collect and evaluate data for the 2014/2015 year and measure it against data collected in the 2015/2016 year to determine success and strategies to improve services to Aboriginal students.</p>			
Location(s)	Throughout institution and northwest communities.			
Timing	Start Date	July 1, 2015		
	End Date	May 31, 2016		
	Duration	11 months		
Future Plans	To continue to provide immediate access to FN Access Coordinators whenever students need.			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$114,784	\$115,931	\$117,090
	Institution Contribution	\$191,241	\$193,153	\$195,084
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$306,025	\$309,084	\$312,174
Expense Breakdown for 2015/16 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Wages & Benefits			
	Hazelton .4 FTE	\$25,373		
	Smithers .3 FTE	\$23,522		
	Prince Rupert .5 FTE	\$31,716		
	Terrace .5 FTE	\$28,293		
Houston .1 FTE	\$5,880			
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community				

Title	Aboriginal Community Liaison Position
Minimum or Additional Funding	Minimum Funding
Priority Ranking	<i>1</i>

Title	Aboriginal Community Liaison Position			
New or Continuing	Continuing			
Category	Student Support Services and Initiatives			
Description	The Aboriginal Community Liaison position was created to expand our partnerships and program with First Nation communities in our region – especially communities that have not yet accessed ASP or other related programs and funding opportunities.			
Rationale	This position will be the link between our FNC, ASP Advisory Committee, EdCo, and various other working groups, and take the lead to ensure that the development of the protocol document is complete and that all of the communities within the NWCC region are well informed as to their options for jointly submitting educational proposals to various groups.			
Related Goals	Increase access to post-secondary education for Aboriginal learners in remote communities. Strengthen partnerships and collaboration in Aboriginal post-secondary education.			
Measuring Success	<p>The ACL will connect with all 27 communities within the NWCC catchment area at least once. We will plan for all visits to be face to face, but due to the challenging nature of travel in the North, some will need to be via teleconference.</p> <p>In addition success will be achieved when this position creates and distributes a student handbook. We anticipate that the student handbook will be completed this year and that the protocol document will be approximately half-done.</p> <p>Success will be measured by the satisfaction of our First Nations Council with the progress in this position as well as by having communities who have not previously expressed interest in ASP Community Based funding submitting letters of interest.</p>			
Location(s)	All communities within the Northwest College Region			
Timing	Start Date	July 1, 2015		
	End Date	May 31, 2016		
	Duration	11 months		
Future Plans	To continue networking with First Nations communities and assist them in accessing ASP money and to continue working on NWCC's Protocol document as well as a Student handbook.			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$68,716	\$69,403	\$70,097
	Institution Contribution			
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$68,716	\$69,403	\$70,097
Expense Breakdown for 2015/16 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Wages & Benefits	\$59,487 (based on 35 hours a week, support level \$1804/bi weekly) benefits @ 28.25%		
	Travel	\$9,229		

Title	Aboriginal Community Liaison Position
Activities/ Programs Delivered in Aboriginal Communities (where applicable)	
Support, capacity and readiness of the Aboriginal community	

Title	Hosting Cultural Events			
Minimum or Additional Funding	Minimum Funding			
Priority Ranking	1			
New or Continuing	Continuing			
Category	Student Support Services and Initiatives, Outreach activities and events, Partnerships and engagement			
Description	Hosting cultural events on campus is a way for Aboriginal students to connect with their culture and for them to experience different cultures.			
Rationale	Cultural events are a critical link when it comes to inclusion and awareness. Events throughout the region have increased awareness of differences within the Aboriginal cultures of our students and also within the non-aboriginal student population. Event participation ranges from 8-10 at the smaller campuses to over 70 at the larger campuses.			
Related Goals	This program relates to the ASP goals particularly <i>Increase access, retention, completion and transition opportunities for Aboriginal Learners</i> & Strengthen partnerships and collaboration in Aboriginal post-secondary education.			
Measuring Success	Cultural events will be held at all 5 campuses throughout the school year (Sept-Apr). There will be at least 8 events (1 event per month) in Prince Rupert and Terrace, 6 events in Hazelton, and 4 events in Smithers and Houston for a total of 30 events. Student service team will collect data regarding the cultural events by student satisfaction surveys in the 2014/2015 year and measure against 2015/2016 data to ensure a consistent level of student satisfaction.			
Location(s)	At all NWCC campuses and in communities			
Timing	Start Date	September 2, 2015		
	End Date	May 31, 2016		
	Duration	9 months		
Future Plans	To continue to offer cultural events on campus that will enhance our learners' experiences while supporting our goal of creating and maintaining an inclusive environment.			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$10,000	\$10,000	\$10,000
	Institution Contribution	\$	\$	\$
	Other or In-Kind	\$	\$	\$

Title	Hosting Cultural Events			
	(Identify Source)			
	Total	\$10,000	\$10,000	\$10,000
Expense Breakdown for 2015/16 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Supplies, meetings and hosting, honorariums	\$10,000		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community				

Title	Test Drive
Minimum or Additional Funding	Minimum Funding
Priority Ranking	<i>1</i>
New or Continuing	<i>Continuing</i>
Category	Student Support Services and Initiatives, Outreach Activities and Events
Description	A recruitment program designed to engage high school students, particularly in remote communities, and allow them the experience of being a NWCC student.
Rationale	<p>More than 90% of the students attending Test Drive are Aboriginal, and many get sponsored by their band to attend. With the continuation of these funds, we will continue to build on the cultural events, the option of activities in the evening, help with transportation to off-campus activities and supplies.</p> <p>Test Drive NWCC allows high school students to stay on campus and take part in mini college courses from all program areas. This experience is designed to expose participants to various educational opportunities at NWCC. Students also have a chance to learn about campus life and to discover what resources are available to them when they are students at NWCC.</p>
Related Goals	Increase access opportunities for Aboriginal learners. Strengthen partnerships and collaboration in Aboriginal post- secondary education. Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.
Measuring Success	Success will be measured by an increase in interest and attendance in the Test Drive events. In 2014-2015 due to lack of registration we offered Test Drive only in Smithers. For 2015-2016 the goal is to offer this in Terrace and Prince Rupert as well. We have had interest from Aboriginal Communities to provide this program again. Our goal is 100 participants at each campus.

Title	Test Drive			
	NWCC Student Services team will track students after the event to determine the percentage of students who have participated in Test Drive and then go on to register in courses or programs at NWCC.			
Location(s)	Prince Rupert, Terrace, Smithers			
Timing	Start Date	July 2015		
	End Date	May 2016		
	Duration	11 months		
Future Plans	We plan on continuing and expanding Test Drive NWCC in our larger campuses.			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$2,500	\$2,500	\$2,500
	Institution Contribution	\$	\$	\$
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$2,500	\$2,500	\$2,500
Expense Breakdown for 2015/16 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Costs for food, housing, transportation, learning resources, and t-shirts for participants with financial barriers.	\$2,500		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community				

Title	Elders on Campus
Minimum or Additional Funding	Minimum Funding
Priority Ranking	1
New or Continuing	Continuing
Category	Student Support Services and Initiatives, Outreach Activities and Events
Description	Elders bring a sense of leadership to the activities they lead and/or participate in. They are the corner stones of many of the communities NWCC serves and they are very willing to share their stories. Elders will be present during many of the cultural events and workshops as well as lead the traditional language workshops we have

Title	Elders on Campus			
	planned. Language revitalization is a very strong desire for communities we serve and sitting and learning from Elders is one way in which NWCC hopes to support the learning of traditional language.			
Rationale	<p>Elders play a critical role in Aboriginal culture as teachers and mentors. Elders provide cultural knowledge and support for our First Nations learners. Having Elders on campus provides students with a direct connection back to their communities. It eases the transition of having to leave their family and community.</p> <p>Elders will be engaged in:</p> <ul style="list-style-type: none"> • Direct dialogue with students during cultural events, workshops. • As speakers in a classroom in two different programs at NWCC • Two Elders led workshops on how to create tumplines and Tan bison hides • Participation numbers vary from very small groups of 4 to large groups of 200. • In 14/15, 10 Elders received honorariums and we would continue this practice. 			
Related Goals	Increase access opportunities for Aboriginal learners. Strengthen partnerships and collaboration in Aboriginal post- secondary education. Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.			
Measuring Success	<p>It is our goal to have an Elder at each of our Campuses. The Elder will interact with the students, staff and faculty. Speak and teach about traditional ways of living, learning and being, all the while creating a warm and welcoming atmosphere for all our learners.</p> <p>Elders provide a level of knowledge and support that cannot be found elsewhere in the college community. Elders will be involved in our cultural events and will be hired throughout the school year to provide guidance and cultural support to our students. Having an Elders on Campus program eases the transition to post-secondary that many of our First Nations students experience.</p>			
Location(s)	Throughout institution and northwest communities.			
Timing	Start Date	July 1, 2015		
	End Date	May 31, 2016		
	Duration	11 Months		
Future Plans	To continue to support learning from Elders			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$4,000	\$4,000	\$4,000
	Institution Contribution	\$	\$	\$
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$4,000	\$4,000	\$4,000
Expense Breakdown for 2015/16 activities/programs	Item	Amount		
	Honoraria	\$4000		

Title	Elders on Campus		
greater than \$20,000 (Ministry funding)			
Activities/ Programs Delivered in Aboriginal Communities (where applicable)			
Support, capacity and readiness of the Aboriginal community			

Title	iCount - Intro to Trades Component			
Minimum or Additional Funding	Additional Funding			
Priority Ranking	3			
New or Continuing	New			
Category	Delivery of programs or courses on campus or in Aboriginal Communities			
Description	The Gitxaala Nation will be launching and iCount program this year. The Intro to Trades component allows students to gain an understanding of 5 different trades over 10 weeks. This component will allow students to explore Carpentry, Electrical, Plumbing, Welding and Mechanical. This would also include 2 week essential skills and trades math and English module which will assist students with the skills to be success in their desired trade. This portion of the program will have up to 16 students enrolled.			
Rationale	This program was requested by the Gitxaala Nation.			
Related Goals	This program relates to the ASP goals particularly <i>Increase access, retention, completion and transition opportunities for Aboriginal Learners</i> ; as well as the <i>Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan</i> goals 2, 3 and 4			
Measuring Success	Success would be determined by tracking students after the completion of this program to determine what trades students enter into and their success rates in their training.			
Location(s)	Gitxaala (Kitkatla)			
Timing	Start Date	September 2015		
	End Date	May 2016		
	Duration	10 weeks		
Future Plans	With sufficient interest and success NWCC would consider delivering any trades foundations program in this community			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$79,536	\$	\$
	Institution Contribution	\$	\$	\$
	Other or In-Kind (Identify Source)	\$	\$	\$

Title	iCount - Intro to Trades Component		
	Total	\$79,536	\$
Expense Breakdown for 2015/16 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount	
	Wages & Benefits	\$58,469.9 (BCGEU Instructor Scale, 1025 contact hrs/year, \$3384/bi weekly, benefits 24%)	
	Supplies	\$8460	
	Travel	\$11,976	
	Student Fees	\$631	
Activities/ Programs Delivered in Aboriginal Communities (where applicable)			
Support, capacity and readiness of the Aboriginal community	Letter of Interest Attached from Gitxaala Nation in Appendices 2. This community has a shop and classroom space available for this training to occur.		

Title	Wet'suwe'ten Language and Culture
Minimum or Additional Funding	Additional Funding
Priority Ranking	3
New or Continuing	New
Category	Delivery of programs or courses on campus or in Aboriginal Communities
Description	Hudih, learn some words and phrases in this unique language. Gain a better understanding of the Wet'suwet'en culture from exploring how the feast system works to the structure of the clan system. The governing system will also be discussed along with stories behind totem poles and how and why they are created.
Rationale	This program was requested by the Kyah Wiget Educations Society to provide an opportunity for community members to strengthen their connection and knowledge of the Wet'suwe'ten Language, culture and protocols.
Related Goals	Increase access, retention, completion and transition opportunities for Aboriginal learners; Strengthen partnerships and collaboration in Aboriginal post-secondary education; and increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.
Measuring Success	We are expecting 18 students to enroll in this program. The course will run for two semesters. The Kyah Wiget Educations Society will provide a certified teacher, fluent speaker and the Wet'suwet'en history book "Ways of Our Ancestors". The core curriculum development of this course will be shared by NWCC as part of the course instructional resources.
Location(s)	Moricetown

Title	Wet'suwe'ten Language and Culture			
Timing	Start Date	September 2015		
	End Date	April 2016		
	Duration	33 weeks		
Future Plans	If successful this program could be incorporated into credit based programming as a University Credit course funded by NWCC or an addition onto non-credit based courses offered in the Wet'suwe'ten traditional territory.			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$15,750	\$	\$
	Institution Contribution	\$	\$	\$
	Other or In-Kind (Identify Source)	\$900	\$	\$
	Total	\$15,750	\$	\$
Expense Breakdown for 2015/16 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Wages & Benefits	\$12,294		
	Books/Supplies	\$2816		
	Student fees	\$640		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community	Letter of Interest Attached from Kyah Wiget Education Society in Appendices 2. Community is poised to offer this program.			

Title	Access to Early Childhood Education
Minimum or Additional Funding	Additional Funding
Priority Ranking	3
New or Continuing	New
Category	Delivery of programs or courses on campus or in Aboriginal Communities
Description	Access to Early Childhood Education will give students on Haida Gwaii the necessary pre-requisites to successfully complete the Early Childhood Education Basic Certificate program. The Access to ECE includes the following courses: LPAT (Learning Pathways 100, First People's English 12, Emergency First Aid, FoodSafe, Resume Writing, Intro to Early Childhood Education, Volunteer Work Experience, as well as a working session with students on Resume Writing, Criminal Records Check, Immunizations, Medical Certifications, and Letters of Reference.
Rationale	This program was requested as a priority by the Skidegate Band Council in order to meet the childcare needs on Haida Gwaii. Skidegate Band Council operates several programs where the Early Childhood Education: Skidegate Day Care, Skidegate Nursery School, 3 year old Preschool and Skidegate Out of School program. In addition in there is need for certified ECE staff in other communities on Haida Gwaii

Title	Access to Early Childhood Education			
	including Old Massett where there are currently no licensed locations, no Aboriginal Headstart nor a preschool program due to lack of qualified workers in the area. The lack of child care options in Massett hinders Aboriginal women's opportunity to enter into training and find meaningful employment.			
Related Goals	This program relates to the ASP goals particularly <i>Increase access, retention, completion and transition opportunities for Aboriginal Learners</i> ; as well as the <i>Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan</i> goals 2, 3 and 4			
Measuring Success	Success will be measured by tracking student retention and completion of the ECE Basic Certificate and on to employment opportunities on and off Haida Gwaii. And anticipated 80% completion rate with 70% employment rate. In addition success will be measured by community and student satisfaction surveys.			
Location(s)				
Timing	Start Date	September 2015		
	End Date	April 2016		
	Duration	10 months		
Future Plans	NWCC will work with Skidegate Band to apply to AANDC (Aboriginal Affairs and Northern Development Canada) Post-Secondary Partnership Programs for funding of a one year face-to-face Early Childhood Education program to run from September 2016 to April 2017 in Skidegate.			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$80,555	\$	\$
	Institution Contribution	\$	\$	\$
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$80,555	\$	\$
Expense Breakdown for 2015/16 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Wages & Benefits	\$74,766 (CUPE faculty wages, 450 contact hours/yr., \$3328/bi weekly, 24% benefits)		
	Supplies	\$500		
	Travel	\$1,000		
	Cert Courses	\$3500		
	Student Fees	\$788		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community	Letter of Interest Attached in appendices 2 from Skidegate Band Council. Northwest Community College has an agreement with Kay Llnygaay where this program will be offered.			

ⁱ *BC Stats*. (2011, 06). Retrieved 01 30, 2015, from Socio-Economic Profiles Northwest College Region 12:
<http://www.bcstats.gov.bc.ca/StatisticsBySubject/SocialStatistics/SocioEconomicProfilesIndices/Profiles.aspx>

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http://www.jtst.gov.bc.ca/ministry/major_projects_inventory/pdfs/September%202014%20MPI.pdf

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<http://www.workbc.ca/WorkBC/media/WorkBC/Documents/Docs/BC-LM-Outlook-2012-2022.pdf>

ⁱⁱ (WorkBC)

ⁱⁱⁱ (BC Stats, 2011)

^{iv} (WorkBC)