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Aboriginal Service Plan 2018/2019-2020/21

Submitted to Ministry of Advanced Education
February 9th 2018



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1. LETTER FROM THE PRESIDENT

Office of the President



February 2, 2018

Honorable Melanie Mark, Minister
Ministry of Advanced Education
P.O. Box 9870 Stn Prov Govt
Victoria, B.C. V8W 9T5

Dear Minister Mark,
Northwest Community College (NWCC) is pleased to submit the Aboriginal Service Plan for 2018/2019 – 2020/21.

NWCC continues to support the goals and guiding principles identified in the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan as well as the Aboriginal Service Plan for 2018/19-2020/21. NWCC is always seeking innovative ways to maintain and improve the institute's ability to respond, respect and collaborate with First Nations communities, Aboriginal organizations, and students.

NWCC has both Aboriginal community and student representation on the Board of Governors, First Nations Council, and the Aboriginal Course Program Articulation Committee. NWCC's ongoing efforts to infuse the cultural, political, social, and economic values and realities of First Nations into programs and courses is guided by the *Stepping Stones to Improved Relationships partnership* document, developed in collaboration with First Nations communities and partners.

Please find attached Northwest Community College's 2018/2019 Aboriginal Service Plan. On behalf of NWCC, we look forward to the ongoing successful implementation of the Aboriginal Service Plan for 2018/19.

With Respect,

A handwritten signature in black ink, appearing to read "Ken Burt".

Ken Burt
President & CEO

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

The Coast Mountain College (CMTN) region serves 34 communities; of which, twenty-seven are First Nations belonging to 7 Nations: Haida reside in the western most part of our region on Haida Gwaii, the Tsimshian reside on the north coast, the Wet'suwet'en and Gitksan in the eastern region, the Tahltan and Nisga'a to the north, and the combined First Nations of the Haisla and the Henaaksiala to the south.

Territory acknowledgements are considered a symbol of recognition and respect for First Nations rights and title to their respective traditional territories. CMTN has committed to ensuring traditional territories of the First Nations are acknowledged prior to the opening of major public forums, functions and meetings. CMTN invites elders from the respective traditional territories to lead the traditional territory welcome, prayer, song(s) and or dance. A welcome is also appropriate if the function has a broad impact on, or significance for, Indigenous people.

In following with CMTN's commitment and practice to acknowledge and respect First Nations traditional territory holders. CMTN would like to acknowledge the traditional territories of the Haisla, Tsimshian, Gitksan, Wet'suwet'en, Nisga'a, Tahltan and Haida nations. We also acknowledge the traditional knowledge and commitment of all First Nations in the CMTN region for their continued guidance, support and understanding. Without the First Nations communities and students, CMTN could not provide the level of inclusivity, respect, knowledge and awareness of Indigenous peoples to all students enrolled at CMTN.



3. SITUATIONAL CONTEXT

The external factors contributing to the success or barriers of Aboriginal students in the Northwest College region continue to remain the same. First Nations communities and students anecdotally report barriers to success that range from: access to local post-secondary education, lack of a driver's license, timely funding opportunities, limited transportation, adequate and affordable housing, lack of academic readiness and their commitments to culture and family within their home communities.

The overall direction of CMTN's Aboriginal Service Plan 18/19 includes a variety of services to support Aboriginal students to eliminate these barriers. It is reported that more Aboriginal students are completing high school within the College region than ever before. Coast Mountains School District encompasses the majority of the CMTN College region. January 2017, reported the 6 year completion rates are steadily increasing each year. In June 2014, rates climbed to 75.3%, in 2015 increased to 78.8% in 2016 and 84.1% in 2017. Coast Mountains completion rates are reported to match the overall provincial average graduation rate in 2017 at 84%. Aboriginal student completion rates are at a record high 43.7 % to 73.4% in 2017. (Coast Mountains School District, Jan 2017)

CMTN's First Nations Access Coordinators and Student Services team work closely with the Secondary schools in the region to ease the transition for grade 10-12 students entering post-secondary. Although success rates are improving, it remains a priority to maintain full time First Nations Access Coordinator services and programs to support student's high school to college transition. The successful Test Drive introduction and orientation program, which gives high school students the opportunity to explore courses and programs and experience campus life will be offered in the 2018/19 ASP as a continued activity.

CMTN's region encompasses the Traditional Territory of 7 First Nations; within those 7 First Nations are 27 First Nations communities (Bands or First Nations Government). Based on the most recent Aboriginal Economic Report, June 2015, Aboriginal on-reserve employment rates declined from 39.0% in 2006 to 35.4% in 2011. Declining employment rates in First Nations communities drive the need to continue to collaborate with First Nations communities, to build specialized programming for First Nations striving to regain local employment and increase self-sufficiencies. CMTN will continue to collaborate and support First Nations through both ASP community based programming and the Workforce Training and Contract Services Departments. In 2017, CMTN successfully partnered with First Nations communities to deliver 114 community-based programs totaling \$369,000 in contracts, an increase from last year at 98 programs. The efforts and success of these departments delivered to First Nations communities are over and above ASP funding.

CMTN produces 6% of all Aboriginal full time equivalents (FTE's) in BC (AVED 2015). These numbers, although high, are falling short for the 25-54 year olds without post-secondary credentials, 50.3% in CMTN's region lack a post-secondary education (Census 2006). CMTN is increasing the types of educational pathways for students to achieve post-secondary credentials, both locally and internationally. First Nations Access Coordinators are the first point of contact for Aboriginal students, to navigate the processes and overcome the barriers to accessing these new and existing opportunities. Increasing First Nations Access Coordinators contact with Aboriginal students remains the top priority for First Nations Council and students.

Fall of 2017 a total of 1034 students enrolled at CMTN. Of that total, 480 self-identified Aboriginal ancestry. The remaining 247 students did not disclose ethnicity and 307 identified as other. First Nations student enrolment is slightly higher this year. In 2016, 471 Aboriginal students self-disclosed as Aboriginal. New enrolment totals indicate 46% of CMTN student enrolment is of Aboriginal descent.

CMTN has a situational analysis report, titled *Aboriginal Student Support at Coast Mountain College 2016-2017*, the analysis includes existing Indigenous courses, programs, services, staff, and campus environment offered at CMTN. The document was well received and appreciated by First Nations Council; it gives a very clear snapshot of the many ways CMTN supports Aboriginal students and First Nations communities. Areas CMTN could improve upon are First Nations curriculum content and pedagogy. To begin to build First Nations cultural awareness, knowledge, understanding and confidence CMTN will continue to provide cultural awareness training and professional development to management, staff and faculty as an ASP priority activity for this 2018/2019 ASP.

First Nation Council's overall goal is to continue to support the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan goals. The activities identified in this ASP work towards achieving those goals. Aboriginal Post-Secondary Education and Training Policy Framework goals are supported in the following ways:

Goal 1, continue to support both First Nations Access Coordinators wage top ups and Cultural Awareness professional development training for management, staff and faculty.

Goal 2, CMTN continues to support the Workforce Training department to respond and accommodate First Nations community programming and training priority requests and supports.

Goal 3, First Nations Access Coordinators continue to assist students to access funding options and administer the Aboriginal Emergency Bursary to Aboriginal students in need.

Goal 4, First Nations Access Coordinators and Student Services staff continue outreach programs, such as career fairs, Test Drive, school visits and open-houses.

Goal 5, CMTN continues to develop efficient and effective ways to track First Nations enrolment, services and successes.

The overall direction and focus of the plan has been directed by both dialogue with and feedback from Aboriginal students and First Nations community partners. The feedback indicates strong support to continue with existing activities, with the addition of First Nations language revitalization.

Over the last year, CMTN has continued to build on lessons learned. First lesson, collaborating with First Nations communities versus consulting. Collaborating is far more meaningful and beneficial in the improvement of First Nations Council relationships. CMTN increased ASP collaboration with students and partners. With students, feedback forms are distributed and available in various locations at each campus. The feedback forms have given insight to needs and wants of students with regards to First Nations cultural interests, including an increase in requests for culture in the classroom. As a result of student forums, held at each campus, students repeatedly indicate they wish to see First Nations culture activities remain a priority. FNACs have increased poster campaigns, communicated dates and times of cultural events at each student forum, stopped in on classes, all which have improved awareness and attendance at cultural events and workshops. For First Nations Council, increased dialogue and discussions with regards to ASP priorities, longer term plans and improvements are a part of First Nations Council meetings and planning sessions.

4. INSTITUTIONAL COMMITMENT

As previously reported, CMTN provides post-secondary education to 6% of the First Nations full time equivalents (FTE's) in the province (AVED 2015). First Nations communities have entrusted CMTN to work collaboratively in the delivery of quality education for Aboriginal students in the region. CMTN continues to support First Nations communities and Aboriginal students in achieving their goals to deliver quality education.

CMTN encourages and supports First Nations community representatives, within the region, to attend regularly scheduled First Nations Council meetings and College events. First Nations Council meetings are set one year in advance and are usually scheduled every 6 weeks; travel, accommodations, and meals are provided, over and above ASP. In addition to First Nations community representation, there are student elected representatives on CMTN's Education Council, First Nations Council, and the Board of Governors; each having a vote. Elected students are paid a stipend each semester, as well as travel, accommodations and meals – all supported from base funding. Student representatives are an appreciated liaison between CMTN and the student body.

CMTN's base funded staffing include 5 First Nations Access Coordinators, 4 part time and 1 full time, situated at each campus for a total of 2.6 FTE's. In 2016, CMTN revamped two management staff positions: The Vice President, Corporate Services had Truth and Reconciliation added to the portfolio; unfortunately, this position is presently vacant. The second management position is the Associate Dean of Aboriginal Learning Transformation which also includes Aboriginal Student Services Manager, one person holds this role. These duties include overseeing ASP activities, funding and reporting; as well as, supporting the Centre of Learning Transformation in the review and implementation of First Nations Cultural content and pedagogy in the classroom. The title and role of the President's support staff has been changed to reflect a priority in her role. The job title has changed to *Aboriginal Relations and Executive Advisor to the President's office*. Duties for this role include direct contact for First Nations communities to address needs or concerns. Concerns are either resolved or forwarded to the President and or the President's management team. This role also provides guidance with regards to Northwest Coast First Nations cultural knowledge, relations and protocols to CMTN staff and management.

As stated previously, in 2017 the CMTN Workforce Training Contract Services department delivered 114 community-based programs in partnership with First Nations communities, over and above the ASP. Workforce Training Contract Officers duties are vast and must be responsive to meet the immediate needs of community and balance the demand of funding deadlines. Contract Officers are involved in the contract and or proposal submission for First Nations communities from the preplanning to completion of the selected program(s).

CMTN offers a First Nations Studies Specialization Associate of Arts Degree, 4 Field Schools, one of which is instructed by a Hereditary Chief and territory holder, and the Freda Diesing School of Northwest Coast Art Diploma program - the only school of its kind in Canada (Aboriginal student focused). We have an Early Childhood Education program with a post-basic specialization in First Nations.

CMTN continues to direct base funding to support new and existing programs. CMTN commits to supporting Aboriginal Post-Secondary Framework and Aboriginal Service Plan goals. In 2017, a new Relationships and Language, Truth and Reconciliation Field School was offered in May. The target audience was Aboriginal youth between the ages of 18-29, there were three main themes: Early relationships between First Nations people and European newcomers; language restoration and revitalization; and reconciliation through relationship building and understanding. The first offering of this program was very successful.

CMTN is in the final stages of a lengthy rebranding process, which included meetings and discussions with First Nations Council, First Nations staff and the public. Based on the history and creation of the CMTN's Thunderbird logo, it was deemed that the logo fell within the parameters of cultural appropriation, it has since been phased out.

For further details on how CMTN supports Aboriginal students and First Nations culture across the College region, we have included a link to the CMTN's *Aboriginal Student Support at Coast Mountain College 2016-2017* information booklet.¹ CMTN is near completion of a new Strategic Plan; it is expected to be finalized and available to the public in early 2018. The Strategic Plan includes values, core purpose, tactics and timelines specifically supporting CMTN's commitment to improved relationships with First Nations communities and the implementation of Truth and Reconciliation.

CMTN commits to the advancement of our Aboriginal Service Plan and the Aboriginal Policy Framework goals. CMTN in collaboration with First Nations partners will develop a renewed Stepping Stones Action Plan, outlining the shared vision, goals and tasks. Stepping Stones version 2, will incorporate how CMTN will support and implement Truth and Reconciliation Calls to Action.

The CMTN's departments involved in the ASP planning process include the Presidents office, Workforce Training and Contract Services, the Centre of Learning Transformation, the Associate Deans, Student Services, and Facilities.

¹ <https://www.CMTN.bc.ca/sites/default/files/content-files/Reports/Aboriginal%20Student%20Support%20at%20CMTN%202016%20-%202017.pdf>

5. ENGAGEMENT

a) Description of Aboriginal Student Engagement

Student Group	Engagement Activities (include month/ year)	Interests	Outcomes
Student face-to-face forums	September 2017 October 25 2017 Hazelton Campus October 11 2017 Terrace November 2017 December 12 - 2017 January 2018	-Students interested in continuing supports and services of First Nations Access Coordinators. -Outreach and cultural events and activities. Specific activities include: Storytelling, Northwest Coast carving, collect cedar, lunch hour language classes, learning feasts and Test Drive. -FNACs plan cultural events based on forums, feedback almost immediately to ensure students enrolled are able to attend in that semester.	-First Nations Access Coordinator top ups are a continued activity in 2018/19 plan. As is Cultural workshops and Elders on Campus and Test Drive. -We will increase activity promotion methods and frequency.
Student Feedback forms (See Appendix A)	Feedback forms are collected on an ongoing basis. Also, forms are collected at each student gathering ie: forums, cultural event and elders gathering	-Students consistently reiterate their interest to see the same activities as previous years. -Strong support for continuation of ASP priorities FNACs, Culture, Language, outreach career fairs and groups	-Cultural and Student led Activities will be planned and scheduled based on student interests identified on Feedback forms.
First Nations Council with Student Representation	October 2017 December 2017	Increase cultural content in classroom	-Cultural Awareness Training for faculty -Hire indigenous Scholar to begin the indigenization process – evaluate Education Council process. Increase support for faculty to evaluate curriculum to begin to infuse First Nations Cultural content.
Aboriginal Survey is scheduled to be conducted in May 2018	May 2018	AVED’s suggested survey format will be used.	

b) Description of External Partner Engagement

Partner	Engagement Activities	Interests	Outcomes
<p>First Nations Council representatives attended meetings: -Glen Vowell -Gitwinksihlkw Village Govt. -Metis Nation -Gitlaxdamix -Hartley Bay Village Government -Kitsum Kalum Band -Gingolx Band -Haisla Nation -Laxgalts'ap Village -Masset -Gitanyow Band -Gitlaxdamix Village Government -Gitxsan Government Commission-Education department -Kitimat Valley Institute Partner and Student letters(See Appendix B)</p> <p>Gitksan Wetsuweten Education Society (GWES) Wilp Wilxo'oskwhl Nisga'a Institute (WWNI)</p>	<p>Face-to-face meetings: <ul style="list-style-type: none"> • April 7 in Laxgalts'ap • June 9th in Terrace • Sept 29th Smithers • Dec 8th in Terrace <p>All FNC members were invited to participate on the ASP committee regarding ASP development and discussions.</p> <p>-Renewed ASP committee has been formed. First meeting March 2018, to prepare for final reporting.</p> <p>-September 15, 2017 Face to Face</p> <p>-MOU Expires Dec 2018</p> </p>	<p>Continue on with existing ASP activities: <ul style="list-style-type: none"> • FNAC salary top ups, Test Drive and Student lead activities • Cultural activities, Elders on Campus, Cultural Awareness Training for staff • Continue with existing approved community based program. <p>New Activity: <ul style="list-style-type: none"> • Language Revitalization Conference <p>FNC wants to see the Stepping Stones document breath some new life into the goals and objectives</p> <p>-Community Based programming and streamlining First Nations students between CMTN and GWES – continue to support each other; Truth and Reconciliation activities and events</p> <p>Continue with MOU</p> </p></p>	<p>-Dec 8th FNC Members unanimously vote to continue existing ASP activities in 2018/2019 Plan.</p> <p>-Workforce Training and Contract Services (WTCS) department will continue to collaborate with First Nations communities to assist in delivery of priority community programs and courses.</p> <p>-Begin to incorporate indigenous content into curriculum</p> <p>-CMTN and FNC are to Build common goals and direction on moving forward with Truth and Reconciliation.</p> <p>-Support GWES's efforts to host annual Language Revitalization Conference in Hazelton -Support GWES Gitksan Language Classes</p>

6. TRADITIONAL KNOWLEDGE AND INDIGENOUS INTELLECTUAL PROPERTY

Coast Mountain College campuses are located within the traditional territories of 7 Northwest Coast First Nations. CMTN has committed to ensuring that the traditional territories of the respective First Nations are acknowledged prior to the opening for major public forums, functions, and meetings. A traditional welcome is also appropriate if the function has significance for Aboriginal people. Territory acknowledgments are recognition of Aboriginal rights and title over the First Nations respective traditional territories. CMTN invites Elders from the respective traditional territories where campuses are located to lead the welcoming and prayer.

In undertaking research with or for Aboriginal people or First Nations communities, CMTN follows the acceptable practice of the UNBC Human Ethics board policies and practices, which include the [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#). A Memorandum of Understanding between CMTN and UNBC outlining practices, limitations and responsibilities for Animal and Human ethics, guides the partnership and practices of responsible research at CMTN. CMTN has a College representative attending UNBC Human Ethics Board and Animal Ethics Committee meetings.

The following clause clarifies CMTN's common practice with regards to ownership of materials and intellectual property in the development or delivery of Aboriginal content, including culture, knowledge and practices.

“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 CMTN or licensed to CMTN for any use outside of the Program and CMTN expressly waives any rights to the cultural intellectual property of the Contract Party used in the Program or to administer the Program.”

In the development of imagery used in the promotion of First Nations cultural activities and or events, First Nations staff directs the use and layout. In the use of personal imagery, Freedom of Information and Protection of Privacy Act (FOIPPA) are followed. Individuals must sign a release form for CMTN to use their personal imagery on promotional materials. CMTN staff is required to complete the FOIPPA training.

7. OVERVIEW OF PROPOSED PLAN

Barriers to successful completion of post-secondary education for students and communities continue. During student forums and on feedback forms students state they need extra supports to assist in the complicated steps to getting into Post-Secondary, access to funding and adequate resources to support family and at times extended family. They also appreciate assistance with addressing the fear of going to school and the sense they don't belong. It is just as important today as it was 20 years ago to have a First Nations presence in public and post-secondary schools. Students need the first hand contact, support, guidance and reassurance they deserve the same opportunity and chance to be successful. First Nations Access Coordinators provide our Aboriginal students with that initial contact, encouragement, direction and understanding to get them into school and to support and advocate for them to complete their course or program.

Based on student feedback, outreach and First Nations culture activities have contributed to their success. First Nations culture is a big part of building their courage to stay in school. Coming together at cultural events allows students to connect and feel welcomed and supported.

Educational opportunities and supports must also take place in First Nations communities. Communities, as a whole, require the supports to build capacity to achieve their collective goal to have healthy, thriving and vibrant communities. First Nations communities measure success, not only financially, but also with the number of language speakers and practicing culture. Supporting First Nations communities to preserve their First Nations language is a huge part of building a healthy community.

The College takes pride in playing a part in being able to offer solutions to these historic and present day barriers. CMTN has improved First Nations community-based programming by close to 20% in this last year. Contract Officers work diligently to support the 27 First Nations communities within the College region. At times, the demand far exceeds the resources.

In addition to First Nations Access Coordinator Aboriginal outreach and supports, culture and language, the goal for the 2018/2019 ASP plan, as expressed by First Nations Council, is to host a large language symposium to support First Nations to acquire the tools and resources to strengthen their languages. Supporting First Nations community based language is a part of some of our First Nations partner's comprehensive community plans. Collectively, First Nations Council, Gitxsan Wet'suwet'en Society (GWES) and Aboriginal student representatives will collaborate to build the conference, based on First Nations partner and student interests and priorities.

Moving forward, it is expected that by May of 2018, CMTN will have concluded an engaged planning process with First Nations Council. The intent is to collaborate in the development of a shared vision, goals and purpose with timeline and tactics. The discussion and results will be the formation of a revised Stepping Stones Action Plan document. Stepping Stones Action Plan developed in 1995 by First Nations partners, it is a working document used to measure and First Nations Council goals and needs.

CMTN is in the last stage of finalizing the new Strategic Plan. Although the plan is not yet public, it is anticipated it will be in early 2018. It is safe to say, CMTN continues to commitment to supporting the development of Truth and Reconciliation, a revised Stepping Stones document.

8. PROPOSED ACTIVITIES AND PROGRAMS

Title	First Nations Access Coordinators, Outreach and Cultural Activities			
Minimum or Additional Funding	Minimum Funding			
Priority Ranking	First Priority			
New or Continuing	Continuing			
Category	Outreach activities and events			
Description	First Nations Access Coordinators (FNACs) support Aboriginal students to get into school and stay in school. Assisting with social, financial, educational and cultural supports students need to overcome barriers to education. In addition to direct contact with Aboriginal students, FNACs work directly with students to plan outreach activities and cultural events. Events include: Test Drive, Cultural workshops and on demand requests to host specific activities based on Aboriginal student requests. See Appendix C			
Rationale	The top priority identified by First Nations Council (FNC) is FNAC top up, outreach and activities. FNC expressed the importance for Aboriginal students to have a familiar, safe, supportive face that they can relate to. FNACs present in outreach but also in retention. FNC believes that even though the number of Aboriginal students enrolled fluctuates slightly, having FNACs as liaisons for Aboriginal students will be a continued priority. FNC is monitoring the number of Aboriginal students attending the Cultural and Outreach events and are satisfied with the monthly reports. See Appendix A FNAC Job Description.			
Related Goals	ASP Goals: 1 Aboriginal Policy Framework Goals: 1, 2 & 5			
Measuring Success	Success is measured by the number of Aboriginal students enrolled at CMTN and participation in FNAC activities, both outreach and cultural. Quantitative: Aboriginal students enrolled at CMTN, number of participants attending activities and events Qualitative: Feedback Forms and student surveys (May 2018) will be reviewed and will measure satisfaction and if the activities support their student success. Aboriginal Student Survey will be conducted in May 2018.			
Location(s)	Prince Rupert, Terrace, Hazelton, Smithers,			
Timing	Start Date	July 1, 2018		
	End Date	May 31, 2019		
	Duration	11 months		
Future Plans	FNAC 1.8 FTE will continue to be a priority within ASP. The College will continue to support 2.5 FTE's from base funding			
Budget		2018/2019	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$128,894	\$128,894	\$128,894
	Institution Contribution ²	\$160,917	\$165,917	\$170,200
	Other or In-Kind ³	\$	\$	\$
	Total	\$289,811	\$294,811	\$299,094
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000	Item	Amount		
	Salary (1.9 FTE)	Rupert (.5 FTE) -	\$36,028	
		Terrace (.4 FTE)-	\$28,820	
		Hazelton (.5 FTE) -	\$32,023	
		Smithers (.5 FTE) -	\$32,023	
	Outreach & Cultural	\$35,000		
	TOTAL	\$163,894		

² This funding will come from college's base funding and includes wages, benefits for 2.6 FNAC FTE

³ n/a

Title	Cultural Awareness Training (for staff, faculty, and administrators)			
Minimum or Additional Funding	Minimum			
Priority Ranking	First			
New or Continuing	Continuing			
Category	Aboriginal cultural training for faculty, staff or administration			
Description	CMTN management, staff and faculty will participate in a series of half and full day Cultural Awareness training, offered at the various campuses. First workshop is introductory, presents the facts of Canadian history and the relationship and treatment of Indigenous peoples. The second workshop focuses on how to work effectively and respectfully with First Nations communities. The workshops are presentation style with some group work. CMTN has contracted the expertise of a third party Indigenous company to facilitate the training.			
Rationale	First Nations Council considers tracking the number of management, staff and faculty that attend; how the new knowledge is impacting change in faculty's confidence, and increase in cultural dialogue as sufficient measurement.			
Related Goals	ASP Goal 1 Aboriginal Policy Framework Goal 1			
Measuring Success	Quantitative: We will track the number of CMTN employees who access the training with a goal of having 100% of management, 25% of staff and 25% of faculty participate in both workshops. Qualitative: Participation surveys are completed, the results are reviewed and used to determine success.			
Location(s)	Terrace, Smithers, Prince Rupert,			
Timing	Start Date	July 1, 2018		
	End Date	May 31, 2019		
	Duration	11 months		
Future Plans	Continue the activity for another year or two, to allow for further opportunities for staff and faculty to participate.			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$20,000	\$20,000	\$20,000
	Institution Contribution ⁴	\$10,000	\$10,000	\$10,000
	Other or In-Kind ⁵	\$	\$	\$
	Total	\$30,000	\$30,000	\$30,000
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000	Item	Amount		
	Workshop Delivery	\$10,000		
		\$10,000		
	TOTAL	\$20,000		

⁴ CMTN will contribute office space, facility, equipment travel and accommodation

Title	First Nations Language Revitalization Conference			
Minimum or Additional Funding	Minimum			
Priority Ranking	First			
New or Continuing	New			
Category	Aboriginal cultural training for faculty, staff or administration			
Description	Partnership with First Nations to host a Language Revitalization Conference within the CMTN College region. CMTN management, staff, faculty and students are encouraged to attend and participate			
Rationale	First Nations Council have identified First Nations Language in their respective communities is in crisis. They indicated the College ASP to be the venue and source to host a regional First Nations Language Conference. CMTN College region is the Traditional Territory for 7 First Nations. To host at CMTN longhouse, gives all students, staff and faculty the opportunity to attend and participate. All FNC can participate in building the events activities, speakers and resources. It is an opportunity for individuals that don't normally come together, share and learn from one another, about the existence, state and efforts to bring back First Nations languages.			
Related Goals	<i>ASP goal 2 & 3 Aboriginal Post-Secondary Education and Training Policy Framework specifically goal 1.</i>			
Measuring Success	First Nations Council discussed the measures, it is important to the communities that it be a shared events, CMTN participate in the development and participation of classes. We will track through registration attendees, Nation, community, course and or program from which they are from.			
Location(s)	Terrace Campus			
Timing	Start Date	July 1, 2018		
	End Date	May 31, 2019		
	Duration	11 months		
Future Plans				
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$16,101	\$20,000	\$20,000
	Institution Contribution ⁶	\$ 5,000	\$10,000	\$10,000
	Other or In-Kind ⁷	\$	\$	\$
	Total	\$21,101	\$30,000	\$30,000
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000	Item	Amount		
	Language Conference Research and Development	\$11,101		
	IAHLA School - GWES	\$ 5,000		
		\$16,106		
	TOTAL			

⁶ CMTN will contribute office space, facility, equipment travel and accommodation

Title	Residential Building Maintenance Program
Minimum or Additional Funding	Additional
Priority Ranking	First Priority
New or Continuing	Continuing
Category	Delivery of programs or courses on campus or in Aboriginal Communities
Description	<p>A Residential Building Maintenance Worker is a person who maintains and repairs buildings (single family unit, multi-unit, low-rise, and high-rise) including: minor carpentry, drywall, electrical, flooring, painting, plumbing, refrigeration and ventilation, roofing repairs, maintenance, inspections, testing and problem-identification; including the same for simple commercial, institutional and mixed-use buildings, within BC Safety Authority and WCB regulations.</p> <p>For detailed information on the scope of knowledge and skills taught and assessed in this program refer to the Program Outline, available on the ITA website.</p>
Rationale (New Only)	
Rationale (Continuing Only)	Three year education program, in conjunction with WWNI was designed to offer CCP year 1, Intro to Trades year 2 and Trades Training year 3. The plan has proceeded as agreed. As a result, each of the four bands within WWNI in the Nisga'a Territory will benefit in having their members trained with the skills to assist in the maintenance of community homes and infrastructures.
Related Goals	ASP Goal 1 "Increase access, retention, completion, and transition opportunities for Aboriginal Learners", as well as meeting the ASP goals 1, 2, and 3. Aboriginal Education and Training Policy Framework Goal 2 Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities.
Measuring Success	Our target for successful completion is expected to be 85-95%. We will measure success by tracking the number of students who gain employment and continue on in post-secondary training.
Location(s)	Gitwinksilhkw
Timing	Start Date: Sept 2018
	End Date: March 2019
	Duration: 24 weeks
Future Plans	

Title		Residential Building Maintenance Program con't		
Budget		2018/19	2019/20(Estimate)	2020/21Estimate)
	Ministry (ASP)	\$153,422	\$20,000	\$20,000
	Institution Contribution ⁸	\$10,000	\$10,000	\$10,000
	Other or In-Kind ⁹	\$	\$	\$
	Total	\$153,422	\$30,000	\$30,000
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000	Item	Amount		
	Salary (.235 FTE)	\$106,491.00		
	Travel	\$ 25,729.00		
	Equipment/Material/Supplies	\$ 12,726.00		
	Contracts (certificate)	\$ 7,000.00		
	Student Fees	\$ 1,476.00		
	TOTAL	\$153,422.00		
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	(See Appendix D) WWNI 3 Year Program Support Letter			

⁸ CMTN will contribute office space, facility, equipment travel and accommodation

Title	Indigenous Scholar			
Minimum or Additional Funding	Additional			
Priority Ranking	Second			
New or Continuing	New			
Category	Development and or enhancement of programs or courses			
Description	<p>Contract an Aboriginal Scholar, to work with Centre of Learning Transformation Department, to assist in reviewing and improving indigenization processes and implementation of Indigenous content in the classrooms:</p> <ul style="list-style-type: none"> • Review and streamline the Education Council (EdCo) and Aboriginal Course, Program Articulation Committee (ACPAC) curriculum review and submission processes. With the intent to increase First Nations cultural content in courses and programs. • Offer training workshops for faculty on how to self-study curriculum, what to look for and where to start to indigenize their respective program or course. • Work closely with First Nations Council 			
Rationale	Anecdotally students have expressed the need to increase aboriginal content in various programs and courses. First Nations Council representatives have expressed a lack of cultural content and the truth of Canada's relationship with indigenous people.			
Related Goals	ASP goal 2 and 3. 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. Aboriginal Post-Secondary Education Training Policy Framework and Action Plan primarily goals 1. Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities.			
Measuring Success	The success of this activity will be measured by the number of faculty participating in training and the depth of that this learning gets implemented. The number of faculty volunteering to review and seek support to begin the process of infusing First Nations cultural content into their curriculum.			
Location(s)	Terrace Campus			
Timing	Start Date	September, 2018		
	End Date	May, 2019		
	Duration	9 months		
Future Plans	This is a multi- year program. The plan is to continue to seek financial resources both internally and externally to assist in the continuation of this activity.			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$46,578	\$50,000	\$50,000
	Institution Contribution ¹	\$ 5,000	\$ 5,000	\$ 5,000
	Other or In-Kind ²	\$	\$	\$
	Total	\$51,578	\$55,000	\$55,000
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000	Item	Amount		
	Wages/benefits	\$46,578		
	TOTAL	\$51,578		

¹ NWCC will contribute office space, facility, equipment travel and accommodation

9. OVERALL BUDGET

<i>Programs and Activities Supported by Minimum Ministry Funding</i>							
Activity/Program Title	Category	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
FNAC Outreach & Cultural Activities	Student Support Services and Outreach Activities and events	\$163,894	\$165,917	\$163,894	\$165,917	\$163,894	\$170,200
Cultural Awareness Training	Aboriginal cultural training for faculty, staff and administration	20,000	10,000	20,000	20,000	20,000	10,000
First Nations Language Revitalization	Aboriginal representation for faculty, staff or administration	\$16,106	\$10,000	\$16,106	\$5,000	\$16,106	\$5,000
		\$0	\$0	\$0	\$0	\$0	\$0
	Sub-Total	\$200,000	\$185,917	\$200,000	\$190,917	\$200,000	\$185,200

<i>Programs and Activities Requiring Additional Ministry Funding</i>								
Priority Ranking	Activity/Program Title	Category	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
			Ministry	Institution	Ministry	Institution	Ministry	Institution
1	Trades –Residential Building Maintenance Program	Delivery of programs or course on campus or in Aboriginal Community	\$153,422	\$10,000	\$150,000*	\$10,000	\$150,000*	\$10,000
2	Indigenous Scholar	Development or enhancement of programs or courses	\$46,578	\$5,000	\$50,000	\$5,000	\$50,000	\$5,000
		Sub-Total	\$200,000	\$15,000	\$200,000	\$15,000	\$200,000	\$15,000

* First Nations community partners will select community-based programming priorities in March 2018 for 2019/2020/2021

<i>Total Funding (Minimum + Additional)</i>								
			2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
			Ministry	Institution	Ministry	Institution	Ministry	Institution
Total			\$400,000	\$200,917	\$400,000	\$205,917	\$400,000	\$200,200

10. APPENDICES

- A. Student Feedback forms – 5 sample group**
- B. Letter of Support First Nations Partners and Student Representative**
- C. First Nations Access Coordinator Job Description**
- D. WWNI Approval and Participation letter – 3 year programming**

Appendix A Student Feedback Forms

Student Feedback Form



Your comments are important to the success and improvement of our Cultural Activities and courses/programs.

COURSE: University credit DATE: September 18th 2012
 INSTRUCTOR: Derek LOCATION: Terrace BC

Evaluation Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Would you say that having cultural workshops is important to you? If so why?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To help me understand and learn more about the cultures					
Has participating in this workshop/activity made a difference for you...and school?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please share It will help me because I learn more things					
Should the College continue to offer cultural activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any comments I would enjoy the more activities and learn more about the different cultures.					

Please comment on the following:
 Any suggestions to improve or introduce a cultural activity are welcome. I think things are done very well.

If you would like to receive more information about upcoming Cultural Events and Activities by email please provide the following information:

Name: _____ Email: _____

#NWCCBC
 nwcc.ca 1.877.277.2288



Student Feedback Form



Your comments are important to the success and improvement of our Cultural Activities and courses/programs.

COURSE: CCP DATE: Sep 18/2017
 INSTRUCTOR: CCP LOCATION: Terrace

Evaluation Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Would you say that having cultural workshops is important to you? If so why? <u>because I want to be more culturally aware.</u>	✓				
Has participating in this workshop/activity made a difference for you....and school? Please share <u>I would like to be more involved in our community and the many cultures</u>	✓				
Should the College continue to offer cultural activities? Any comments <u>I love attending, culture events.</u>	✓				

Please comment on the following
 Any suggestions to improve or introduce a cultural activity are welcome: _____

If you would like to receive more information about upcoming Cultural Events and Activities by email please provide the following information:
 Name: _____ Email: _____





 #NWCCBC
 nwcc.ca 1.877.277.2288



Student Feedback Form



Your comments are important to the success and improvement of our Cultural Activities and courses/programs.

COURSE: Post graduation Diploma in Business Administration DATE: 17/09/2017
 INSTRUCTOR: _____ LOCATION: NWCC

Evaluation Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Would you say that having cultural workshops is important to you?	✓				
If so why?	yeah it is with this type of cultural activities we get chance to learn different cultural things and there culture				
Has participating in this workshop/activity made a difference for you....and school?		✓			
Please share	yeah the environment in NWCC college is different and very friendly.				
Should the College continue to offer cultural activities?	✓				
Any comments	for sure with these type of gathering helps to communicate with other and good for social experience				

Please comment on the following
 Any suggestions to improve or introduce a cultural activity are welcome: _____

If you would like to receive more information about upcoming Cultural Events and Activities by email please provide the following information:

Name: _____
 Email: _____





 #NWCCBC
 nwcc.ca 1.877.277.2288



Student Feedback Form



Your comments are important to the success and improvement of our Cultural Activities and courses/programs.

COURSE: UC

DATE: Sept 18/17

INSTRUCTOR: _____

LOCATION: Terrace

Evaluation Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Would you say that having cultural workshops is important to you? If so why?	✓				
Has participating in this workshop/activity made a difference for you....and school? Please share <u>It helps me feel less lonesome.</u>	✓				
Should the College continue to offer cultural activities? Any comments	✓				

Please comment on the following
Any suggestions to improve or introduce a cultural activity are welcome: _____

If you would like to receive more information about upcoming Cultural Events and Activities by email please provide the following information:

Name: [Redacted] Email: [Redacted]





 #NWCCBC
 nwcc.ca 1.877.277.2288



Student Feedback Form



Your comments are important to the success and improvement of our Cultural Activities and courses/programs.

COURSE: Unit credit

DATE: September 18 2017

INSTRUCTOR: phil

LOCATION: Terrace BC

Evaluation Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Would you say that having cultural workshops is important to you?	✓				
If so why?	TO help me understand and know about the culture's.				
Has participating in this workshop/activity made a difference for you....and school?		✓			
Please share	It will help me to be aware of the different cultures and not be ignorant about them.				
Should the College continue to offer cultural activities?	✓				
Any comments	I would enjoy to see cultural activities and be part of them so I can have the experience that I don't have and makes us happy to get to know their known habits.				
Please comment on the following Any suggestions to improve or introduce a cultural activity are welcome:	I think things are done very well I enjoyed the feast and enjoyed learning about the cultures.				

If you would like to receive more information about upcoming Cultural Events and Activities by email please provide the following information:

Name: [REDACTED]

Email: [REDACTED]





 #NWCCBC
 nwcc.ca 1.877.277.2288



Appendix B First Nations Partner Letters and Student Representative

January 29, 2018

To Whom It May Concern:

Re: ASP Letter of support

October 2017, I was elected as student representative for both First Nations Council and Education Council, at Northwest Community College. My role is to speak to challenges and successes on behalf of students. I take this role very seriously, as it is an opportunity to give voice to students in assisting and improving upon the ways to which the College provides quality education.

In my opinion, we could improve and expand upon incorporating the cultural content into existing and new course curriculum and pedagogy. I see success within Aboriginal Service Plan activities: Aboriginal student services, culture, Elders on campus and soon, First Nations language revitalization.

As a First Nations student attending NWCC, I have spent time with the First Nations Access Coordinator as she has assisted me with a variety of services such as applying for bursaries, funding requirements, registering for courses and at times, mental health support and other support that have been needed in order to get me successfully to the next hurdle in my life as a student.

Aboriginal Service Plan activities at NWCC are a huge part of the success of my education. First Nations Access Coordinator is a soft place where I feel understood, she understands the barriers and systems, to which I am trying to navigate, she has been integral in my educational and emotional success.

Respectfully,



Ang Smith

Student Representative

First Nations Council and Education Council



Gitksan Government Commission

Box 335
Hazelton, BC V0J 1Y0
Ph: 250.842.2248 Fax: 250.842.6299

December 13, 2017

Honorable Melanie Mark, Minister
Ministry of Advanced Education, Skills & Training
P.O. Box 9870 Stn Prov Govt
Victoria, B.C. V8W 9T5

Dear Minister Mark,

On behalf of the Gitksan Government Commission and its member bands (Gitanmaax, Kispiox, Glen Vowell and Gitanyow) please accept this letter as our formal support for Northwest Community College's (NWCC) Aboriginal Service Plan (ASP). Our communities would like to take this opportunity to thank the Ministry of Advanced Education for your continued support for our Aboriginal students through the continuation of the Aboriginal Service Plan (ASP) priorities. In our communities, Language Revitalization is one of our top priorities and anything that contributes to that goal, the GGC is in full support of.

The communities of Gitanmaax, Kispiox, Glen Vowell and Gitanyow have participated in NWCC's First Nations Council (FNC) for several years. During the years that NWCC has received ASP funding our First Nations students' supports, services, and cultural event opportunities have been continuously improving.

At our December 8, 2017 NWCC FNC meeting we reviewed and refreshed the priorities for the 2019-2020 ASP submission that is being worked on. We would like to reaffirm our ASP activity priorities are as follows for the 2019-2020 ASP submission:

- 1) First Nations Access Coordinator top-ups
- 2) Cultural events and awareness
- 3) Elders on Campus
- 4) Language revitalization

As First Nations languages are under threat of extinguishment, language revitalization is our new 4th priority.

We look forward to our communities' participation in language revitalization at NWCC.

Sincerely,

Karmen Smith
GGC Education Advisor



2017-12-19

Honorable Melanie Mark, Minister
Ministry of Advanced Education, Skills & Training
P.O. Box 9870 Stn Prov Govt
Victoria, B.C. V8W 9T5

Dear Minister Mark,

On behalf of the First Nations community Gingolx please accept this letter as our formal support for Northwest Community College's (NWCC) Aboriginal Service Plan (ASP). Our community would like to take this opportunity to thank the Ministry of Advanced Education for your continued support for our Aboriginal students through the continuation of the Aboriginal Service Plan (ASP) priorities.

The community of Gingolx has participated in NWCC's First Nations Council (FNC) for many years. During the years that NWCC has received ASP funding our First Nations students supports, services, and cultural event opportunities have been continuously improving.

At our December 8, 2017 NWCC FNC meeting we reviewed and refreshed the priorities for the 2019-2020 ASP submission that is being worked on. We would like to reaffirm our ASP activity priorities are as follows for the 2019-2020 ASP submission:

- 1) FNAC top-ups
- 2) Cultural events and awareness
- 3) Elders on Campus
- 4) Language revitalization

As First Nations languages are under threat of extinguishment, language revitalization is our new 4th priority.

We look forward to our community's participation in language revitalization at NWCC.

Sincerely,

Renee Garner
Education Manager

607 Front Street, Gingolx B.C. V0V1B0

Ph: 250-326-4212 / Fax: 250-326-4208
TF: 1-800-736-5511
E: Renee.Garner@gingolx.net



Gitga'at First Nation

January 9, 2018

Honorable Melanie Mark, Minister
Ministry of Advanced Education, Skills & Training
P.O. Box 9870 9th Prov Govt
Victoria, B.C., V8W 915

Dear Minister Mark,

On behalf of the Gitga'at First Nations please accept this letter as our formal support for Northwest Community College's (NWCC) Aboriginal Service Plan (ASP). Our community would like to take this opportunity to thank the Ministry of Advanced Education for your continued support for our Aboriginal students through the continuation of the Aboriginal Service Plan (ASP) priorities.

The community of Gitga'at has participated in NWCC's First Nations Council (FNC) for over 10 years. During the years that NWCC has received ASP funding our First Nations students supports, services, and cultural event opportunities have been continuously improving.

At our December 8, 2017 NWCC FNC meeting we reviewed and refreshed the priorities for the 2019-2020 ASP submission that is being worked on. We would like to reaffirm our ASP activity priorities are as follows for the 2019-2020 ASP submission:

- 1) FNAC top-ups
- 2) Cultural events and awareness
- 3) Elders on Campus
- 4) Language revitalization

As First Nations languages are under threat of extinguishment, language revitalization is our new 4th priority.

We look forward to our community's participation in language revitalization at NWCC.

Sincerely,

Chief Arnold Clifton
Gitga'at First Nation

Gitga'at First Nation, 4000 Highway 100, Kitwano, B.C. V8K 2R7
Phone: (250) 636-2222 Fax: (250) 636-2223
www.gitgaat.com

SIK-E-DAKH

A HEALTHY, SAFE, POSITIVE COMMUNITY THAT IS SELF
SUFFICIENT NOW AND FOR FUTURE GENERATIONS



January 9, 2018

Honorable Melauie Mark, Minister
Ministry of Advanced Education, Skills & Training
P.O. Box 9870 Stn, Prov Govt
Victoria, B.C. V8W 9T5

Dear Minister Mark,

On behalf of the First Nations community Glen Vowell please accept this letter as our formal support for Northwest Community College's (NWCC) Aboriginal Service Plan (ASP). Our community would like to take this opportunity to thank the Ministry of Advanced Education for your continued support for our Aboriginal students through the continuation of the Aboriginal Service Plan (ASP) priorities.

The community of Glen Vowell has participated in NWCC's First Nations Council (FNC) for a number of years. During the years that NWCC has received ASP funding our First Nations students supports, services, and cultural event opportunities have been continuously improving.

At our December 8, 2017 NWCC FNC meeting we reviewed and refreshed the priorities for the 2019-2020 ASP submission that is being worked on. We would like to reaffirm our ASP activity priorities are as follows for the 2019-2020 ASP submission:

- 1) FNAC top-ups
- 2) Cultural events and awareness
- 3) Elders on Campus
- 4) Language revitalization

As First Nations languages are under threat of extinguishment, language revitalization is our new 4th priority.

We look forward to our community's participation in language revitalization at NWCC.

Sincerely,

Barbara McRae
Education Coordinator,

9500 Sik-E-Dakh Road
Glen Vowell, BC, V0J 1Y3

Ph: 250-842-5241 Ext: 205
Fax: 250-842-6601

1-877-653-8833
education@glenvowell.ca

December 13, 2017

Honorable Melanie Mark, Minister
Ministry of Advanced Education, Skills & Training
P.O. Box 9870 Stn Prov Govt
Victoria, B.C. V8W 9T5

Dear Minister Mark,

On behalf of the First Nations community Iskut, B.C. please accept this letter as our formal support for Northwest Community College's (NWCC) Aboriginal Service Plan (ASP). Our community would like to take this opportunity to thank the Ministry of Advanced Education for your continued support for our Aboriginal students through the continuation of the Aboriginal Service Plan (ASP) priorities.

The community of Iskut, B.C. has participated in NWCC's First Nations Council (FNC) for several years. During the years that NWCC has received ASP funding our First Nations students supports, services, and cultural event opportunities have been continuously improving.

At our December 8, 2017 NWCC FNC meeting we reviewed and refreshed the priorities for the 2019-2020 ASP submission that is being worked on. We would like to reaffirm our ASP activity priorities are as follows for the 2019-2020 ASP submission:

- 1) FNAC top-ups
- 2) Cultural events and awareness
- 3) Elders on Campus
- 4) Language revitalization

As First Nations languages are under threat of extinguishment, language revitalization is our new 4th priority.

We look forward to our community's participation in language revitalization at NWCC.

Sincerely,

*Hilda Louie,
Education Coordinator,
Iskut Band Council,
Iskut, B.C.*

KITSUMKALUM



BAND COUNCIL

P.O. BOX 544 TERRACE, BC
CANADA V8G 4R5
TEL: (250) 836-6177 (*04)
FAX: (250) 836-4622

December 12, 2017

Honorable Melanie Mark, Minister
Ministry of Advanced Education, Skills and Training
P.O. Box 9870 Stn. Prov. Govt.
Victoria, B.C. V8W 9T6

Dear Minister Mark:

On behalf of the First Nations community of Kitsumkalum please accept this letter as our formal support for Northwest Community College's (NWCC) Aboriginal Service Plan (ASP). Our community would like to take this opportunity to thank the Ministry of Advanced Education for your continued support for our Aboriginal students through the continuation of the Aboriginal Service Plan (ASP) priorities.

The community of Kitsumkalum has participated in NWCC's First Nation Council (FNC) for 12 years. During the years that NWCC has received ASP funding our First Nations students support, services and cultural event opportunities have been continuously increasing.

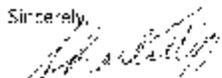
At the December 8, 2017 NWCC FNC meeting we reviewed and refreshed the priorities for the 2019-2020 ASP submission that is being worked on. We would like to reaffirm our ASP activity priorities are as follows for the 2019-2020 ASP submission:

- 1) FNAC top-ups
- 2) Cultural events and awareness
- 3) Elders on Campus
- 4) Language revitalization

As First Nations languages are under threat of extinguishment, language revitalization is our new 4th priority.

We look forward to our community's participation in language revitalization at NWCC.

Sincerely,


Annette Gunn
Education Administrator



340-4546 Park Avenue
Terrace BC
V8G1V4
(250)615-0035
www.mnbc.ca

Date December 19, 2017

Honorable Melanie Mark, Minister
Ministry of Advanced Education, Skills & Training
P.O. Box 9870 Stn Prov Govt
Victoria, B.C. V8W 9T5

Dear Minister Mark,

On behalf of the Métis Nation community please accept this letter as our formal support for Northwest Community College's (NWCC) Aboriginal Service Plan (ASP). Our community would like to take this opportunity to thank the Ministry of Advanced Education for your continued support for our Aboriginal students through the continuation of the Aboriginal Service Plan (ASP) priorities.

The community of the Métis nation has participated in NWCC's First Nations Council (FNC) for over 10 years. During the years that NWCC has received ASP funding our First Nations students supports, services, and cultural event opportunities have been continuously improving.

At our December 8, 2017 NWCC FNC meeting we reviewed and refreshed the priorities for the 2019-2020 ASP submission that is being worked on. We would like to reaffirm our ASP activity priorities are as follows for the 2019-2020 ASP submission:

- 1) FNAC top-ups
- 2) Cultural events and awareness
- 3) Elders on Campus
- 4) Language revitalization

As First Nations languages are under threat of extinguishment, language revitalization is our new 4th priority.

We look forward to our community's participation in language revitalization at NWCC.

Sincerely,

Renee Berschaminski

On behalf of the Métis Nation, Terrace BC

Appendix C First Nations Access Coordinator Job Description

Job Description

Branch: Student Services

Location: All Campuses

Date: February 8, 2017

Job Number: 026T

Job Title: First Nations Access Coordinator

Job Classification: 11

Job Duties and Tasks:

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

Appendix D WWNI Approval and participation letter – 3 year programming

WILPWILXO'OSKWHLNISGA'AINSTITUTE



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

P.O.Box70
3001 Ts'oohl Ts'ap Avenue
Gitwinksihlkw, B.C. V0J 3T0
Phone (250) 633-2292
Fax(250)633-2463
Website: wvmi.bc.ca

July21,2016

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

Dear Lorrie,

RE: Northwest Community College 2016-2017 Aboriginal Service Plan

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

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

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

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

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

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

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

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

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

Sincerely,


Deanna Nyce, PhD Candidate
President and Chief Executive Officer