



Coastal Corridor Consortium (C3) Proposed Aboriginal Service Plan 2015-2018

Providing Pathways to Learning:
Sustaining the Journey

Submission to the Ministry of Advanced Education

February 2015

(Edited based on AVED feedback, January 2016)

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Acknowledgments

Development of this 2015-2018 proposal has involved the continued collaboration between all C3-ASP participants:

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Dan Guinan, Jason La Rochelle, Native Education College

We continue to acknowledge the traditional territories of the five C3 partner First Nation communities and we are grateful for their continued willingness to work together in support of Aboriginal learners.

Part-time Project Manager Terry Hood has served the C3-ASP group by facilitating program and service delivery, and by supporting proposal preparation efforts. C3 is grateful to Jason Brawn (Freelance Imagination) for the graphic design.

Our communities are stronger today because of this cooperative effort. Consistently, the numbers of Aboriginal learners are increasing, and the campuses of our C3-ASP partners are supportive and welcoming for our students and our culture. We are excited about making continued progress in 2015-2016, and in the years beyond.

As required in the ASP Guidelines, the group has reviewed the contents of this proposal, and all partners confirm their support, capacity and readiness of their community to undertake all activities proposed in this ASP. We look forward to the Ministry's continued support in resourcing our students—in ways that will help improve the quality of their lives through success on their education pathways.

Jessie Williams, Coastal Corridor Chair, Skwxwú7mesh Nation





Letter from the Presidents

February 6, 2015

Deborah Hull, Executive Director
Teaching Universities, Institutes and Aboriginal Programs
Ministry of Advanced Education
2nd Floor - 835 Humboldt Street, PO Box 9882, Stn. Prov. Govt.
Victoria BC V8W 9T6



Dear Ms. Hull and Provincial ASP Committee,

Building on Our C3 Goal: Providing Pathways to Learning | Sustaining the Journey

Thank you for considering our 2015-2018 application for the Aboriginal Service Plan. As Presidents of Vancouver Community College (VCC) and Capilano University (CapU), we continue to ensure that our teams are committed to promoting a more welcoming and supportive environment for Aboriginal learners. Our institutions also remain engaged in a range of systemic change activities (from both a policy and programming perspective) to help indigenize our campuses. Increasing the number of Aboriginal learners, providing solid, sustainable pathways, increasing awareness, and community connections and partnerships remain our focus.

Thanks to our key Aboriginal Service Plan objectives, we continue to strengthen the positive relationships with community partners—throughout the Lower Mainland and the Sea-to-Sky Corridor. This past year, we have been pleased with the ongoing achievements of the ASP programs and services. Two highlights:

- We have been able to continue the important urban Aboriginal outreach work—formerly undertaken through the United Native Nations and focused on hard-to-reach prospective students, but now through an alternate delivery model. This has resulted in attracting a number of new Aboriginal learners to our institutions who otherwise would have remained uncertain and struggling with their futures.
- Our C3-ASP group, and the Musqueam First Nation, hosted and facilitated the first provincial ASP Coordinators' Forum—a successful gathering focused on good practices and achieving ASP Goals across the province.

Capilano University has demonstrated commitment toward achieving the goals of the ASP by strengthening support for Aboriginal learners in our new 2015-2018 Academic Plan (www.capilanou.ca/about/academic-planning). The new Kéxwusm-áyakn Student Centre and Pavilion—a gathering place in the heart of the campus—continues to be very well used, and has made a significant impact throughout our North Vancouver campus. C3-ASP resources have helped to make this happen. We recently asked students in the Kéxwusm-áyakn Student Centre what they felt assisted them in their success. One student clearly summed it up saying, "This place gives us connection to the First Nations community and culture, which we believe is extremely important to our success, and the Elder has so much history to share and this often motivates me to work harder towards my studies."



Vancouver Community College continues to show leadership in the provision of Aboriginal Learner support by the development of the Mobile Indigenous Student Success system (MISS), creation of Individual Student Success teams, hiring of a Manager of Aboriginal Education and Community Engagement (AECE), the Director of AECE now reports directly to the President, and ongoing events, awareness and collaboration internally. VCC remains committed to increasing the participation and success rate of Aboriginal learners.

The C3-ASP agreement has also allowed both VCC and CapU to strengthen connections with the Native Education College. This past year we jointly developed our DREAM| LEARN | SUCCEED brochure and video—both intended to help promote future student interest at all three institutions.

This 2015-2018 proposal aligns closely with the three main Provincial ASP goals, and includes a number of programs and services that will deliver the desired outcomes of these goals. Our submission was developed after thorough discussion and consultation between the community partners and our institutions.

Two components of the proposal are presented for your consideration: a core budget of \$400,000 per year, and a set of prioritized additional activities (\$372,000) for a total annual budget of \$772,000. We currently have deferred funds of \$228,811 that could be applied towards the ASP for a net request for this year's ASP of \$543,189 between the two schools. Some highlights:

- We will evaluate and enhance the Aboriginal Learners' Survey (Implemented for the first time in 2014-2015) and offer to more students.
- In the 2015-2016 ASP, programs have been refined to align even more closely with the BC Jobs Plan.
- For the upcoming year, C3-ASP partners have committed to following the new *Indigenous Education Protocol for Colleges and Institutes* (College and Institutes Canada).
- In 2015-2016 the Gateways to Careers (recruitment and student transition support) initiative will expand to involve all community learning facilitators, and become a key network-wide student recruitment, transition and support program. Facilitators will begin to use the MISS system.
- In the past year, the C3-ASP has initiated an internal mid-year review process for all ASP activities, with a focus of improving budget efficiencies and end-of-year reporting to AVED. This will continue.

Throughout all of these activities, we will continue to follow the C3 theme of Providing Pathways to Learning & Supporting the Journey for Aboriginal learners, and your continued support is appreciated.

Sincerely,

Dr. Kris Bulcroft
President, Capilano University

Dr. Peter Nunoda
President, Vancouver Community College



Acknowledgement of Traditional Territories

The Coastal Corridor Consortium partners continue to respectfully acknowledge the traditional territories of the Lil'wat, Musqueam, Sechelt, Squamish and Tsleil-Waututh First Nations. Our group of three post-secondary institutions, five Aboriginal Communities and Métis Nation BC also acknowledges the large numbers of off-reserve Aboriginal and Métis residents in our urban region. Brief profiles of our community members are below:



Figure 1 Traditional territory & languages of C3 partners (from BC First People's language map)



Lil'wat Nation

The community of Mount Currie is home to the Lil'wat Nation. Located approximately 160 kilometers from Vancouver and 32 km north of Whistler, the Lil'wat Nation has a membership of approximately 2000 people. Approximately 1,400 of its members reside on reserve, making Lil'wat Nation the fourth largest on-reserve community in B.C. C3 partner, Capilano University, offers programs in Mt. Currie at the

Ts'zil Learning Centre to reach out to community members who would not otherwise be able to leave the community to continue their education. Through both educational and employability programs, the Ts'zil Learning Centre serves approximately 165 adult learners each year. www.lilwat.ca



Musqueam Nation

The Musqueam people's traditional territory occupies much of what are now the City of Vancouver, the University of British Columbia, and surrounding areas. Descendants of the Coast Salish people, Musqueam community population is close to 1,500. Musqueam sponsors approximately 37 post-secondary students each year. www.musqueam.bc.ca



Squamish Nation

The Squamish are a Coast Salish nation originally occupying present-day Greater Vancouver area, Gibson's Landing, and Squamish River watershed. The Nation's population is scattered among nine communities stretching from North Vancouver to the northern area of Howe Sound. Today, 2,426 of the 4,087 Squamish Nation members live on-reserve. The Squamish Nation education department funds approximately 200 adult learners annually through various funding sources. In the past year, 23 band members reported graduation from certificate, diploma and degree programs. www.squamish.net



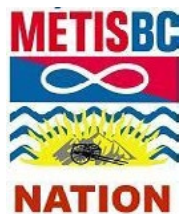
Sechelt Nation

The Sechelt Nation's traditional territory is located in an area known locally as the Sunshine Coast. The Sechelt (shíshálh) Indian Band, a self-governing nation since 1986, has a total registered population of 1,195 members. The traditional territory is 515,000 hectares, and supports many rural industries such as fishing, forestry and mining. It is also a short-haul tourist destination for visitors from Vancouver, and elsewhere in Canada and the world. In recent years, the Shíshálh Nation Education Department has sponsored up to 30 post-secondary students per year. www.secheltnation.ca



Tsleil-Waututh Nation

Also known as People of the Inlet, the 470-strong Coast Salish people known as the Tsleil-Waututh Nation (TWN), mostly live in their community on the north shore of Burrard Inlet. The traditional territory of the Tsleil-Waututh First Nation reaches from the Fraser River (south) to Mamquam Lake near Whistler (north). Their ancient culture is based on a "seasonal round" involving a complex cycle of food gathering, hunting, spiritual and cultural activities. TWN is involved in a number of economic development initiatives, and supports 20 post-secondary students each year, with approximately 20 more members on the wait-list. www.twnation.ca



Métis Nation of British Columbia (MNBC)

Métis Nation British Columbia represents the political, legal, social and economic interests of the nearly 70,000 Métis people in B.C. to Local, Provincial and Federal levels of governments, funding agencies and other related bodies. MNBC undertakes an advocacy, coordination and policy-making role on behalf of the Métis people in B.C. on matters related to Provincial and Federal programs and services. MNBC acts to protect and preserve Métis history, promote and develop Métis culture, ensure Métis rights are understood and protected, and coordinate or facilitate local activities of Métis communities. www.mnbc.ca



The Native Education College (NEC)

BC's largest private Aboriginal College, for over 30 years the NEC has provided a supportive setting for adults to flourish and connect with Aboriginal culture. NEC offers programs leading to the BC Adult Graduation Diploma and college-level certificates/diplomas that provide access to employment or further post-secondary education. The NEC delivers programs at its east Vancouver campus, and in partnership with communities around BC. Programs such as Northwest Coast Jewellery Arts and Family and Community Counselling offer unique learning experiences for Aboriginal adults. The activities of C3 support the NEC's strategic goal of creating a culturally-responsive environment through the ASP student support services. The ASP also supports the goal of building stronger relationships with the C3 community and education partners. www.necvancouver.org



Vancouver Community College (VCC)

VCC has made a significant effort and investment to increase Aboriginal participation, retention, and achievement in the last five years. The Aboriginal Gathering Spaces at both the Downtown and Broadway campuses continue to provide a source of support for Aboriginal learners. VCC's strategic plan makes a commit to Aboriginal learners and success. Currently being developed, the Education Plan will reflect VCC's commitment to Aboriginal Learners and knowledge.

VCC has committed ongoing core funding for a Program Assistant and a Manager for the AECE department and both positions have been successfully filled. We continue to leverage additional funding to support the initiatives of AECE and C3 with a new Learning Facilitator and the online completion of the Gateway to Career Modules. We will soon implement our MISS system. Learners are being supported through our new Indigenous Student Success teams, increasing Aboriginal awareness, our continuously expanded partnerships, and ongoing cultural events.

Our new President's commitment to the AECE department is reflected in the governance structure with the Director of AECE now reporting directly to the President. Further, VCC was integral to the creation of the "Indigenous Education Protocol for Colleges and Institutes Canada" and one of the original signatories in December 2014. VCC continues to seek opportunities to increase our community outreach and delivery. Internally we are working more closely with other departments to expand indigenization in curriculum, services, and program delivery. www.vcc.ca





Capilano University (CapU)



CapU has worked closely for many years with the communities in its vast region, and supports Aboriginal learners at its North Vancouver, Squamish, Mount Currie and Sunshine Coast campuses. C3 ASP programming has enabled CapU to operate a range of programming over recent years including preparatory, early childhood education, tourism and hospitality training including Aboriginal youth ambassadors, business fundamentals amongst others. Recently the C3 ASP has enabled provision of business management programming for urban-based First Nation professionals and an exciting and rewarding field of Aboriginal language and culture programs in Squamish and Lil'wat communities. These programs are designed to play a key role in strengthening language and culture of these nations and will offer a range of career pathways upon completion.

CapU's Kéxwusm-áyakn Student Centre and Pavilion is in the heart of the campus and has become a hub of activity at the North Vancouver campus. The First Nation Advisor and Aboriginal Liaison officer offer a wide variety of support services and cultural events that greatly assist Aboriginal learners to succeed. www.capilanou.ca





Coastal Corridor Consortium: Aboriginal Service Plan (2015/16 - 2017/18)

Overview & Context

The main rationale for all activities being proposed by the Coastal Corridor Consortium in this Aboriginal Service Plan is that, while noticeable improvements in Aboriginal learner success have been made in the last few years (in part to ASP activities and other concerted efforts), much more still needs to be done. Improvements are still needed to increase recruitment, retention and graduation rates of Aboriginal learners in BC's Lower Mainland and Sea-to-Sky areas, so that they reach parity with provincial norms and ambitions. There is still a gap for Aboriginal Learners transitioning from High School to Post-secondary and the job market.

The Consortium approach has started to show evidence of real success in meeting these needs. C3 partners initially came together with the commitment to increase the success of Aboriginal learners, and the resulting partnerships and accomplishments have been most encouraging. For 2015-2018, the C3 group continues to be informed by external and internal factors, and we considered these to ensure our services and programs would be most relevant:

External Factors:

- The graduation rates of BC Aboriginal high school students continues to rise, but there is still a large percentage who do not continue their education at the post-secondary level.
- The BC Jobs Plan, and the focus on the province's economic future, provides the opportunities to assist more young people and career changers move in the direction of acquiring skills for viable future jobs. This has informed our choice of career-entry programs
- AVED continues to encourage BC colleges and universities to evolve more support for Aboriginal learners into base funding. We are responding to the best of our abilities, given the challenging fiscal realities of this period.
- The BC Aboriginal Relations and Reconciliation Ministry is focusing on revitalizing relationships and understanding between First Nations and the Province of British Columbia. Our community-focused educational opportunities can contribute to this long-term initiative.
- Colleges & Institutes Canada has recently developed the Indigenous Education Protocol which the C3 group has begun to review, understand and aims to implement.

Internal Factors:

- Senior Leadership in our institutions continues to identify and support Aboriginal initiatives and indigenization through internal policy, academic and strategic planning, and programming.
- New gathering places on our campuses have meant increased opportunities for Aboriginal learner support staff to engage with the wider campus community.
- The Consortium continues to be responsive to the wide variance in specific partner and community learning needs. This has been reflected in our ongoing communication and discussions.



The C3-ASP group looks forward to a year of providing significant support for Aboriginal learners in our communities and on our campuses. In preparation of this plan we have looked back at our previous year of activity:

Challenges

- Much improvement was made in 2014-2015, but managing the ASP budget with the rationalization required between two financial services departments, and delays in determining actual instructor charges for C3 programs, remains a continued challenge that requires more regular monitoring. As noted in the Presidents' letter, C3-ASP has initiated a new internal mid-year review process for all ASP activities, with a focus of improving budget efficiencies and end-of-year reporting to AVED.
- Like many of the other ASP institutions, we continue to look for ways to show measurable impact on areas where the results are often less tangible, but anecdotal evidence suggests success (e.g. direct impact and influence of informal learning facilitator intervention)

Opportunities

- The C3-ASP group is excited about the major strategy, over the next couple of years, to create a more systematic approach to student recruitment, and support and transition to learner's education journey at our three institutions (Gateways to Careers). This will focus on more coordination, communication and the use of common tools (i.e. MISS system) between all of the C3 community learning facilitators and the campus Aboriginal learner support staff.
- The C3-supported Aboriginal Language and Culture program has been strongly embraced by three First Nations communities, and support for continued education offerings in this critical area is strong.
- Specific attention to aboriginal education as a strategic priority at both CapU and VCC enhances opportunity for ongoing development of aboriginal programming, services, and support.

Lessons Learned

- New program development requiring multi-institutional collaboration, and the need to obtain meaningful community input, often takes longer than projected.
- It remains a challenge (but a decreasing one) to identify the common needs of nine different partners in the consortium, thus requiring a regular and effective communication plan.
- There is much value in communicating regularly with, and learning from, other BC ASP Coordinators. The C3-ASP was very pleased to facilitate, along with our Musqueam Nation hosts, the productive provincial ASP Forum in 2014. The C3 group also appreciates the monthly "Spotlight" feature of AVED-led ASP conference call meeting, allowing innovative ideas from all participating schools to be shared.



Institutional Commitment

Both our public institution partners continue to make progress in this regard. The Native Education College, as an Aboriginal administered institution, is 100% committed to the support of Aboriginal learners. Below is a current summary from Capilano University and Vancouver Community College, and each of these efforts are aligned in support of the main provincial ASP Goals:

Capilano University

Capilano University has recently developed a 2014-2018 Academic Plan (www.capilanou.ca/about/academic-planning) and a 2015-2018 Strategic Plan (www.capilanou.ca/about/strategic-planning) that articulate commitment to strengthening aboriginal learning and support. As noted in these plans:

- We acknowledge that our campuses stand on traditional territories of the Squamish, Sechelt, Lil'wat, Tsleil Waututh, and Musqueam Nations and we will continue to work closely with the Nations, building on our long history (p9 AP)
- We are committed to providing all aboriginal students with programming and services that support their culture and their university learning (p9 AP)
- The university is dedicated to increasing Aboriginal student enrollment and improving graduation rates, expanding collaboration with partners, and raising awareness of indigenous peoples and their histories (p27 AP)
- Capilano University will continue to work collaboratively with indigenous communities, forge new agreements with other post-secondary institutions, and build relationships with our partners in the K-12 sector (p13 SP)

An overriding goal of the Strategic Plan is Student Success. As part of our commitment to aboriginal learning we are currently developing an Aboriginal Student Success Strategy that will be presented to the Board of Governors in the Spring 2015. We will present a range of related aboriginal programming and support initiatives however these are subject to further consultation and as part of the 2015-16 institutional budget process.

- A variety of additional initiatives are already underway as part of our institutional commitment to aboriginal learning and success. These include:
- The Indigenizing the Campus committee continues to be active, and its findings and recommendations are put before senior administrators regularly. Activities and initiatives of the ASP are also discussed regularly at both this meeting and the University First Nations Advisory Committee
- The First Nations Student Centre, Kéxwusm-áyakn, continues to be a hub for learning and sharing knowledge. The centre attracts all members of the campus to participate and celebrate in indigenous culture and learning
- Aboriginal culture and heritage have become essential components of our university celebrations such as convocation and orientation week
- CapU is embarking on an aboriginal signage project for the campus to acknowledge and increase identity of nations of the traditional territories within the region that we operate
- We have integrated aboriginal content more fully in a wide array of program areas. New courses and programs in indigenous studies are underway within our tourism and liberal studies areas in particular. These initiatives as noted by our First Nations Advisor, David Kirk, are a response to the need to create environments at institutions



where Indigenous students' cultural identity can thrive and we can Xéchéxech Swa7áSne'wáyelh "Remember our Ancestors Teachings" (Kirk 2011).

Vancouver Community College

VCC's strategic direction is articulated in our Strategic Plan, Education Plan and College Business Plan and all reflect and support VCC's commitment to Aboriginal Learners. The Director of Aboriginal Education and Community Engagement (AECE) was a full participant in the development of these Plans and is currently involved in their review.

The Strategic Plan identifies student access and success, operational excellence, building our brand and partnership, and collaboration as our four strategic themes and these align with the needs of Aboriginal learners. The themes are supported by the Education Plan which indicates that VCC is student centered and aims to engage our learners and provide multiple, flexible pathways for student advancement. Further it states that VCC is committed to increasing Aboriginal presence and participation, education pathways, community learning partners, and understanding of Aboriginal people and issues. The College Business Plan summarizes the above, along with community engagement and seamless education. It states "Increasing the participation and success rate of the Aboriginal learners is a key goal for VCC" (p5).

VCC's urban student population differs from many other institutions with 72% of students being women and an average age of 32. We are, among other things, a College of Access and Transition and this presents a student population with unique and diverse needs.

The commitment of VCC to Aboriginal learners is authentic and is backed up by action not only by increasing financial support and incorporating that support into base, but more importantly attitudes are changing and Aboriginal initiatives are being envisioned by others outside the AECE department. Together we collaborate and bring what we can into fruition. Examples of initiatives that support the goals of the ASP are:

- Creation of Indigenous Student Success teams, tailored to the needs of the student and their program, to provide cross-institutional collaboration of key groups to thus provide complete support for the student. These increase accountability on the part of the student and the team to work together for the student's success. Challenges and barriers are identified earlier.
- The Director of AECE reports directly to the President as of August 2014
- The Director's portfolio also includes Community Engagement, which allows for efficiencies as opportunities can be better identified, combined if needed, and cross cultural learning and awareness can occur between Aboriginal learners and other multi-barriered learners. Director co-convenes the Vancouver City Local Immigration Partnership, strengthening intercultural and civic engagement.
- The Director wrote "First Peoples: A Guide for Newcomers", (<http://www.nscr.bc.ca/volunteer/pdf/First-Peoples-A-Guide-for-Newcomers.pdf>). Gateways Modules will be developed based on the Guide.
- The Vancouver School Board (VSB) partnership is shaping up to further define the pathway that Aboriginal learners need to post-secondary or the job market.
- Dean of Access is Aboriginal
- Creation of Indigenous Studies Courses is in process
- Reserved Aboriginal seats in every program/course



Coastal Corridor Consortium: 2015-2018 Proposed Aboriginal Service Plan

- Increased involvement of Elder in classrooms
- Cross-department initiatives and collaboration are increasing particularly in Health, Access and Culinary Arts
- Deans are creating and exploring ideas and ways to increase Aboriginal enrollment and how to Indigenize in their areas
- An Indigenous Initiative Committee will replace the more ad hoc committee that has occurred in the past
- Creation of an Aboriginal Student Handbook (Draft form as of February)
- Gateways to Careers has potential to be used with non-Aboriginal learners and expand across the province and country
- The MISS system is being watched by other units
- AECE continues to work in collaboration with program areas to provide training to staff and faculty that focuses on Aboriginal culture, tradition and history with an emphasis on the students we serve.
- Continuously seek partnerships, additional funding and ways to support others groups in ensuring greater success for Aboriginal people (ex. VSB, UNYA, DTES Literacy Table, Minerva etc)

Strategic Plan (2011-2014) www.vcc.ca/deptuploads/governance/vcc_strat_plan_2011-oct27f.pdf

Education Plan (2013-2016) www.vcc.ca/media/vancouver-community-college/content-assets/documents/reports-publications/VCC-education-plan-2011-2016.pdf

College Business Plan (2013/14-2015/16) www.vcc.ca/media/vancouver-community-college/content-assets/documents/reports-publications/college-business-plan.pdf





Engagement

Description of Aboriginal Student Engagement

Student Group	Engagement	Interests & Needs
<p>Current Aboriginal students from:</p> <p>VCC</p> <p>CapU</p> <p>NEC</p>	<p>This year, for the first time C3-ASP modified an existing Survey of Aboriginal Student Satisfaction (originally developed at CapU), and this was recently piloted at all three institutions. The C3 Aboriginal Learners' Survey was distributed as an online survey:</p> <ul style="list-style-type: none"> • Though campus social media networks • Though individual requests to complete • Through lunch-time focus groups. <p>Along with gathering a range of data about students and their pathways to post secondary education, additional specific goals of the survey were to find out:</p> <ul style="list-style-type: none"> • Which programs students wanted to participate in and why? • What challenges and opportunities they experienced in learning at CapU, VCC, and NEC? • What services they needed and their satisfaction with current services? • What encourages them to continue and complete their studies? 	<p>Responses from this pilot survey of student engagement were received from an even distribution of students currently enrolled in programs at VCC, CapU and NEC. We will continue to refine the questionnaire based on our first survey to enhance completion rates and build a longitudinal analysis to monitor needs and outcomes of our programs and services.</p> <p>Results are summarized below in the next section.</p>



Student Group	Engagement	Interests & Needs
<p>Prospective students to our three institutions</p>	<p>C3 Community learning facilitators in the network have engaged in informal discussions with future students, and assessed their interest, their expectations, and potential needs of our post-secondary institutions</p>	<p>Input was received from four of the C3 community learning facilitators and this input helped to inform the services and activities included in this 2015-2018 plan.</p> <p>Detailed feedback from facilitators is provided in Appendix 2. Highlights include:</p> <ul style="list-style-type: none"> • Many students need upgrading assistance within the communities or at the post secondary institutions to enable access to programming of interest • Community based programming that encourages access of all ages of learners is helpful to encouraging a broader sense of access to post secondary for all community members • Language and culture programming in particular encourages participating in post secondary of all age groups of learners • Community programming offering specific skills for learners in a manageable time frame (e.g. culinary arts) are also effective • Increasing realization in the community that more education equals better skills, better jobs and better wages (supporting business studies and culinary arts for example) • Integrated support systems from learning facilitators to institutional advisors and programs are important for access and for staying at university (supporting the gateways programming)



Results of Pilot C3 Aboriginal Learners' Survey

This survey has provided us with profiles of the Aboriginal learners at the three institutions (that we will start to use as benchmarks), and has measured satisfaction with learning facilitation activities and Aboriginal support services. It has started to provide initial indications of systemic change results and how welcoming our campuses are.

Survey results have helped inform the ASP proposal requests for 2015-2016. It is our intention to evaluate the effectiveness of this survey and to determine enhancements for ongoing use.

Aboriginal Learners Survey highlights include:

With regard to programming:

- CapU respondents identified Business Administration, Digital Visual Effects, Acting for Stage & Screen & Facilitation Skills for community Development Practitioners as the more common programs of choice.
- NEC respondents identified ABT, ECE and FCC as the more common programs of choice.
- VCC respondents identified Office Administration, Health Sciences (Nursing) and Upgrading as the most common programs of choice.
- When asked about programs or courses that they'd like to see offered on campus the majority identified a variety of Aboriginal programs ie., history, language, treaties, traditional dance and regalia, as well as preparatory courses for health careers.

With regard to challenges and for learning:

- Nearly one quarter (24%) had to enroll in upgrading courses to meet program eligibility requirements.
- Just over a third of the respondents left a home community to attend classes
- Of those that left home, only 15% said they would return home and those who said they would not return identified job shortage and lack of opportunity as the main reasons.
- Over half of those surveyed found that they needed to supplement funding with employment and only 20% indicated that they did some financial planning prior to enrolment.
- Many identified the challenge with balancing work and school and in many cases their studies suffered as a result of this challenge

With regard to opportunities and support:

- Respondents identified Instructors, family, classmates and peers as the most important to their success and a little over half said they were very satisfied with the level of support they receive from these groups.
- To make a student's experience more enjoyable or rewarding and the responses include: hire more Aboriginal staff, Aboriginal faculty and Administrators, more communication with Instructors, more resources, lower prices at cafeteria, and acknowledge those with high or good academic standing.

This data helped inform our priorities for student learning facilitation, support and gateways programming with the supporting programming as part of a full and complementary 2015-16 Aboriginal Service Plan.



Observations from the C3 Communities: Prospective and Current Students

Please see Appendix 2 for the highlights of this assessment completed by C3 community learning facilitators. The primary findings suggest a real appreciation by community members for the presence and services of C3 learning facilitators. This information was gathered in the Winter of 2014-15 and needs to be built upon and examined further. The C3 steering committee will analyze these findings and consider programming implications in our 2015-2016 planning session.

Description of External Partner Engagement

The need to be fully engaged with all external partners has been a basic reason that the C3-ASP partnership has proven solid over the past many years, and is positioned to build upon the work now commenced in even more efficient ways.

As suggested in the Post-Secondary Education Partnership Toolkit our consortium continually re-assesses common goals, the strengths and weaknesses of partners, the mutual benefits of partnerships, and the advantages of working together. We also appreciate that building meaningful partnerships can take time.

Partner	Engagement	Interests
Aboriginal Community Partners: <ul style="list-style-type: none"> Métis Nation BC Tsleil-Waututh First Nation Squamish First Nation Sechelt First Nation Musqueam First Nation Lil'wat First Nation 	<ul style="list-style-type: none"> Regular active contributions to all C3-ASP meeting Input into all policy decisions Consultation at individual community level regarding evolving learning needs Review and validation of draft ASP proposal and final report Signatory to C3-ASP MOU Presentations to Chief & Councils (and Board members) on C3-ASP initiatives. 	<ul style="list-style-type: none"> Ensure that colleges and universities in region are responding effectively to community learning needs Build on effective communication between communities and schools to increase recruitment, transition and support services
IAHLA partner: Native Education College	All of the above plus: <ul style="list-style-type: none"> Regular consultation about program development and collaborative delivery opportunities Participation in the C3 Aboriginal learners' Survey 	<ul style="list-style-type: none"> Increase opportunity for each institution to strengthen its program offerings for Aboriginal learners through collaborative efforts Increase and simplify laddering opportunities for Aboriginal learners More joint program development/delivery opportunities

This year the C3-ASP Memorandum of Understanding that confirms the active contributions and engagement of all nine C3 partners was revised and renewed. This is included in Appendix 1.



Ensuring Respectful Use of Traditional Knowledge and Indigenous Intellectual Property

All members of the C3 group recognize the need to follow proper protocols when using traditional knowledge and/or intellectual property. The Aboriginal education administrators & support staff at the colleges and university, and the Elders supported by the program, are able to provide guidance and information to colleagues on the campuses. The C3 group also supports and follows the framework for ethical research processes identified in the ASP Guidelines: In program or curriculum development or delivery, an agreement or clause in an agreement clarifies that ownership of all materials relating to Aboriginal language, culture and traditions remain with the appropriate Aboriginal community, and that use of those materials will fully respect and follow the protocols of the appropriate community.

- In developing promotional materials or hosting cultural events, imagery and cultural practices of Aboriginal communities are used in accordance with the protocols of the appropriate Aboriginal community, for example by involving the Aboriginal community in the development and/or delivery of the materials and events.

At the C3-ASP institutions this is regularly demonstrated by Aboriginal input and involvement in campus-wide ceremonies and events, and in the collaboration that is shown in C3-supported programming (e.g. Aboriginal Languages and Culture program).

Proposed Programs & Activities for 2015/16

The following five activities are included as part of the request for C3-ASP minimum funding (\$200,000 per institution):

1 (Minimum funds)	Community Learning Facilitation
Minimum or Additional Funding	Minimum
Priority Ranking	N/A
New or Continuing	Continuing activity
Category	Student Support Services & Initiatives



1 (Minimum funds)	Community Learning Facilitation
<p>Description</p>	<ul style="list-style-type: none"> • The C3 learning facilitator (LF) network is an integral part of what is making C3 efforts effective. Part-time LFs, who clearly understand the local community and its education needs, are tasked with: <ul style="list-style-type: none"> › <i>Providing encouragement and PSI information to future students</i> › <i>Developing recruitment strategies</i> › <i>Providing transition support for existing Aboriginal learners</i> › <i>Ensuring strong liaison with the Aboriginal support staff at VCC, CapU and NEC</i> › <i>Committing to communicate with and serve as a part of an Aboriginal learner support network</i> • This year, a main objective of the ASP will be to solidify the C3 network-wide approach to student recruitment and transition support, using common approaches and tools. This work was commenced in 2014-2015.
<p>Rationale</p>	<p>Even though progress is being made, Aboriginal student participation and retention rates are still below the BC average, and Aboriginal students still report a range of barriers to success. Often the links between PSIs and local Aboriginal communities are weak. Through these designated LF roles, the ASP colleges and universities can address these gaps by creating stronger direct links with our six communities.</p> <p>This ASP activity is being continued based on the significant improvements the full C3 group has seen in community-institution communication, increasing numbers of students being assisted, and the successful jointly developed programming that has been developed in response to stated community needs.</p>
<p>Related Goals</p>	<p>Aboriginal Service Plan Goal 1: Increase the access, retention, completion and transition opportunities for Aboriginal learners</p> <p>2012 Aboriginal Policy Framework: Goal 4: Aboriginal learners transition seamlessly from K-12 to post-secondary education, this activity/program supports.</p>



1 (Minimum funds)	Community Learning Facilitation
<p>Measuring Success</p>	<p>We will know that the LF network approach has been successful if:</p> <ul style="list-style-type: none"> • Results from the (now annual) C3 Aboriginal Learners' Survey indicate the positive impact of the LF role • The "Gateways" network-wide approach shows evidence of additional new students being identified, and increased numbers of students that are benefitting from the new gateways assessment tools (to be facilitated by the LFs) • Anecdotal comments from CapU, VCC and NEC Aboriginal support staff indicate a strengthening of the working relationships • Student testimonials document this success <p>Learning Facilitator success will be measured by completion of activities in their LF service delivery plan and the clearly stated goals and targets are met.</p>
	<p>Highlights include:</p>
	<p>Musqueam Nation</p> <ul style="list-style-type: none"> • Meet individually with 11 Musqueam Grade 12 students to make graduation plans and promote post-secondary schooling • Provide scholarship & bursary connections and information to 15 Nation members who are not being funded at this time • Connect with 20 K-12 youth (who are developing literacy through the Musqueam Comic Book Club) to promote C3 DREAM LEARN SUCCEED message and college/university options • Schedule Learning Facilitator meetings with the 41 current and prospective post-secondary students to support, connect, and assist in their goals • Ensure ongoing tracking of all student support services provided • Begin to implement C3 Gateways Recruitment and Transition support program



1 (Minimum funds)	Community Learning Facilitation
	<p>Sechelt Nation</p> <ul style="list-style-type: none"> • Support the 33 students in the Sechelt Language and Culture Certificate program, 4 of which are high school students earning dual credits towards high school graduation. • Promote and recruit students for future Sechelt Language and Culture courses. Target: up to 35 students per course • Support the 12 Education Assistant Certificate Program students complete their certificate • Promote and recruit high school students (12 grade 12 students) (51 high school students from grades 8-12) to post-secondary/trades programs via career fairs, schedule 1:1 meetings with students to develop/implement personal education plans, PSI tours, Facebook promotion, community newsletter advertisements, SIB website. • Provide individual support for and communicate with current post-secondary students as necessary. Target: 60 total at varying PSIs. (application and transferring procedures, registration issues (add/drop/withdraw etc.), ordering transcripts, applying for scholarships/bursaries/financial aid/band funding, arranging tutorial support, arranging meetings with academic advisors, First Nations Liaisons, disability services departments etc.) • Promote and recruit students from the Sechelt Nation Community: social assistance clients, individuals looking for career changes Target: potentially 100-350 individuals, via career/employment fairs, Facebook promotion, community newsletter advertisements, SIB website • Administer/implement the Gateways C3 Recruitment and Transition Support Program • Liaise with C3 partners for best practices



1 (Minimum funds)	Community Learning Facilitation
	<p>Squamish Nation</p> <ul style="list-style-type: none">• Assist interested HS graduates to enroll in a post secondary level program by scheduling meetings with High School Grade 11 & 12 students (in group and individually), informing them of post-secondary options & application processes etc. Target: 300 prospective students. Organize 4 post-secondary information sessions using C3 DREAM LEARN SUCCEED messages and information.• Promote PSI program options and funding availability to community members via Squamish.net website, weekly newsletters, and off-reserve mail out & information sessions.• Network with employment & training department to determine employment trends. Use this information to identify prospective community members that would be a good fit for available programs• Monitor performance and encourage retention of 81 Squamish students currently enrolled in PSI programs and provide encouragement and personal, emotional and academic tutoring support as required• Liaise monthly with VCC, CapU and NEC Aboriginal support teams regarding student files/needs.• Work with C3 partners to leverage other pools of resources to provide additional educational opportunities and support to Aboriginal• Play active role in, and participate in regular discussions of the C3 network at Executive and Full-Committee meetings.



1 (Minimum funds)	Community Learning Facilitation
	<p>Lil'wat Nation</p> <ul style="list-style-type: none"> • Provide PSI transition support to students in two local secondary schools. Goal: develop a transition plan that engages students, teachers and parents to increase students entering PSI's • Target: provide individual support for 20 grade 12 prospective PSI students • Promote PSI opportunities to community members and identify new students: Goal: Increase community awareness of post-secondary opportunities and increase access to education. Target: establish contact with and provide individual support and encouragement to approx. 100 prospective students – leading to 30 new students • Provide ongoing academic and personal support to students at external PSIs and Ts'zil Learning Centre students: Goal: Increase retention rate and program completion. Target: provide individual support to all 24 students at external PSI's and 80 individuals Ts'zil Learning Centre students • Begin to implement C3 Gateways Recruitment and Transition support program • Communicate regularly with C3 partners and other LFs. Goal: facilitate smooth educational transitions & encourage wrap-around support for continuing & new students. • Increase community awareness of post-secondary opportunities and increase access to education through information sessions, a College Fair, outreach to grade 8 Girls' Group and disseminating information through community newsletters and social media. • Organize a "New Student Orientation" for students entering their first year at an off-reserve PSI to ensure a smooth transition. Goal: ease the transition from living on-reserve to living outside of the community in order to retain students and ensure success



1 (Minimum funds)	Community Learning Facilitation
	<p>Tsleil-Waututh Nation</p> <ul style="list-style-type: none"> • Make individual contact with 6 – 8 Grade 12 students, promoting PSI options and assisting to set personal education goals. • Promote PSI Program choices through information sessions & newsletters to full community (every other week). • Facilitate five PSI community workshops to develop awareness & skills on applying for post-secondary. • Support and encourage 10 learners to acquire their high school Education (ABE programs) at NEC, Capilano University & TWN. • Liaise with Post Secondary partners on a monthly basis. • Support 25 - 30 Tsleil-Waututh students in their post-secondary studies; provide one-on-one counseling, and monitor progress. • Assist TWN PSI students with registration process, bursary and scholarship applications, etc. • Provide information to existing students on new and existing programs as available. • Offer upgrading courses at TWN School to strengthen literacy and numeracy skills for 5 – 10 students.
	<p>Lower Mainland Urban Aboriginal Community: Métis Nation BC</p> <ul style="list-style-type: none"> • Connect with 15 high schools in the Lower Mainland to make presentations to graduating classes • Coordinate communication with MNBC ASETS offices to ensure ongoing promotion of C3 DREAM LEARN SUCCEED student information (options at VCC/NEC/CapU) • Present post-secondary opportunities information at MNBC community engagement sessions throughout the year • Connect with existing Métis students attending PSI's to monitor progress and provide continued encouragement and support • Assist 40 new students with funding sources and applications • Liaise with Aboriginal advisors at non C3 PSI's to offer support services to their Métis students • Continue participation in all C3 meetings and workshops • Ensure ongoing tracking of student support services provided • Begin to implement C3 Gateways Recruitment and Transition support program



1 (Minimum funds)	Community Learning Facilitation
	<p>Lower Mainland Urban Aboriginal Community: Urban Aboriginal Outreach Learning Facilitator</p> <ul style="list-style-type: none"> • This is a key role for the C3 network. This part time Learning Facilitator targets the sometimes difficult-to-reach urban Aboriginal resident who may have potential but faces barriers preventing traditional entry to post secondary education. From June 2015 to May 2016 the UAOLF will: • Provide recruitment and outreach student transition support services to potential new PSI learners including the hard to reach (due to no internet, no phone, no fixed address etc.). Provide these services to an average 10 individuals per month (120 in total) • Provide assistance and supports for existing PSI urban Aboriginal learners. Target: 60 students (average 5 per month) • Schedule weekly visits to Urban Native Aboriginal Youth Centre and the Elder and Young Single Parent Group at Mother Centre • Schedule regular meetings at VCC and attend AECE Team meetings • Schedule post-secondary opportunities information sessions-on going as required. Target three per year • Build our outreach net by maintaining regular community contacts with events/service providers/other C3 partners and other colleges/universities etc. etc. Ongoing • Provide C3 DREAM LEARN SUCCEED information to the 2016 graduating students in the lower mainland area-high schools and adult learning centres • Support and assistance to students and graduates preparing to transition from education to employment 60 (average 5 per month) • Begin to implement C3 Gateways Recruitment and Transition support program



1 (Minimum funds)	Community Learning Facilitation	
	<p>Native Education College (Support for Learning Resource Centre)</p> <ul style="list-style-type: none"> • Review and mark the writing assessment for applicants to post-secondary programs • Provide English tutoring services to applicants with a language deficiency for entry to all programs, including AABE and post-secondary. Target: provide tutorial assistance to 5 individual students /month for a total of 60 per year • Develop and deliver workshops and one-on-one sessions on study skills and learning issues for NEC students • Monitor progress, and connect learners with tutoring services and volunteer tutors for subject areas. • Provide drop-in and scheduled referral support for students in various subjects, including literacy and numeracy. Target: provide these services to approx. 16 students per month for a total of 192 per year • Assist in identifying external assessment opportunities for students with apparent learning disabilities. Target: provide this additional support and referral to approx 3 students a year • Track all student interventions on a monthly basis and complete internal and external reporting requirements. • Maintain individual literacy assessment records at intake and upon program completion • Contribute to and participate in C3 Gateways program initiatives 	
Location(s)	Various locations throughout communities, specified in annual required C3-ASP LF Service Delivery Plans: Musqueam Nation Sechelt Nation Squamish Nation Lil'wat Nation Tsleil-Waututh Nation Lower Mainland Urban Aboriginal Community: Métis Nation BC and Urban Aboriginal LF (through VCC) Native Education College (through Learning Resource Centre)	
Timing	Start Date	June 2015
	End Date	May 2016
	Duration	On-going part-time services provided
Future Plans	This Learning Facilitator role has been the key to all successful ASP activity to date, and would be continued if support as available. In order to maximize ASP minimum allocations we have reduced the amount per facilitator from \$35,000 to \$30,000. The facilitators have committed to continuing to maintain the same standards of service delivery to ensure other activities of the ASP such as the Pathways to Careers program are funded.	



1 (Minimum funds)	Community Learning Facilitation			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$240,000	\$240,000	\$240,000
	Institution Contribution	\$96,000	\$96,000	\$96,000
	Other or In-Kind (Identify Source)			
	Total	\$336,000	\$336,000	\$336,000
Expense Breakdown for 2015/16 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Learning facilitator fees	8 x \$30,000 per C3 community partner (contract or salary subsidy): a clear statement of hours is required; each partner is also required to present a breakdown of costs in invoice.		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community	Through the new C3-ASP MOU (in appendix), the signatories have confirmed the support, capacity and readiness of these Aboriginal communities where the learning facilitators will be working. They have also contributed to the learning facilitator role by providing community-based office space and administrative support.			



2. (Minimum funds)	Systemic Change (VCC and CapU campuses)
Minimum or Additional Funding	Minimum Funding
Priority Ranking	N/A
New or Continuing	Continuing
Category	Outreach activities and events
Description	<p>Capilano University and Vancouver Community College will continue to develop and deliver a range of campus-based activities and initiatives designed to create a more supportive and inclusive educational environment for Aboriginal learners. These activities and initiatives are also designed to create long-term sustainable advancements to benefit Aboriginal learners and further Indigenize the academy.</p> <p>Note: NEC is an Aboriginal-focused campus and is offering additional C3 services through the learning facilitation role.</p>
Rationale	<p>Change has happened in our institutions but we are committed to doing more. Many of the goals in the 2012 Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan require that “old ways” of recognizing and supporting Aboriginal communities and the Aboriginal student populations need to be reconsidered. Systemic change activities will ensure that our campuses and classrooms are inclusive and reflective of the identities of Aboriginal students.</p> <p>ASP activity is being supported due to the significant number of campus community members (students, faculty, staff) that have participated and responded very positively to ASP initiated activities and events in recent years. The “climate” is slowly but surely changing. Continued efforts are needed to maintain and indeed increase this momentum. Findings from our new Aboriginal Learners Survey (as well as our new Aboriginal learners tracking system) will help guide the C3-ASP to refine the systemic changes needed in 2016-2017 and beyond</p>
Related Goals	<p>Our goal is that increased Aboriginal-focused activity and initiatives will change our institutions to be able to provide holistic and complete support for Aboriginal learner success before, during and after their time at our schools. We have already experienced significant changes due to everyone’s hard work and previous ASP efforts but there is more to do. In the next year we will be better able to track participation and engagement of the campus community against the targets set below for VCC and CapU:</p>



2. (Minimum funds)	Systemic Change (VCC and CapU campuses)
<p>Measuring Success</p>	<p>We will measure success of these systemic change efforts by establishing clear targets for activities and events that will raise the presence and profile of the Aboriginal community in positive ways – on each of our campuses. This involves engaging students, staff, faculty and campus visitors in a variety of regularly held activities so that these become an integral part of campus life over time.</p> <p>Our goal is that increased Aboriginal-focused activity, over an extended period, starts to change the campus working environment, thus leading to policy changes and other initiatives in support of Aboriginal learners. We have already seen this change begin due to previous ASP efforts. Specifically, We will track participation and engagement of the campus community against the targets set below for each of the two C3 public PSIs:</p>
<p>Measuring Success</p>	<p>Vancouver Community College</p> <p>The Aboriginal Education & Community Engagement Department (AECE) will use its systemic change funds to initiate unique activities and leverage other AECE activities on campus.</p> <p>We will:</p> <ul style="list-style-type: none"> • Continue to develop Indigenous Success Plans (ISP) with a team committed to supporting Aboriginal students who may benefit from a team support approach. Target: 10 students to start. Each team includes: Student, Department Head and/or faculty, Aboriginal Advisor, Aboriginal Education Manager, Learning Centre Representative, and if necessary, Disability Services Representatives. The number of ISPs will vary from term to term. • Invite a representative from VCC Programs or Service Departments to discuss policies, processes and changes for each area, as well, we will look at collaborative ways the departments can support each other and our students. The inter-departmental meetings will occur once per month. • Plan and host one special event each year that focuses on Aboriginal Education & Aboriginal Health. All events will be open to the public. At each special event, VCC programs and services will be invited to display program information. • Ongoing meetings with Department heads and Coordinators to identify ways to best work together to support Aboriginal Learners, increase awareness and look at service and program delivery. We have meet with all the Senior leaders now we will aim to meet with all the other leaders by the end of June. Target: 12 meetings. • Facilitate four student-led workshops each year representing all of the program areas, from Fashion to Nursing and everything in between. Workshops will be open to students and staff. Target: 200 participants. • Create a study-buddy program for Aboriginal students in Culinary Arts and International Culinary Arts. This program will encourage mentorship and friendship and serve 20 students. Students will meet in our Gathering Space weekly. Target: Minimum 20 students and staff per workshop. • Invite VCC Learning Centre staff to offer time management, stress management, research & study skills workshops in the Gathering Spaces each term. We will promote and offer 1 workshop per term.



2. (Minimum funds)	Systemic Change (VCC and CapU campuses)
Measuring Success	<ul style="list-style-type: none">• Host two Information Sessions per year for Youth in Care; these sessions will be held on campus and at other locations ie. LUMA Native Housing, Vancouver Aboriginal Child & Family Services, First Nations Employment Services, Vancouver Aboriginal Friendship Centre, UNYA and Federation of Aboriginal Foster Parents. Target: 30 youth in care.• Partner with one internal VCC department per year to develop and deliver an Aboriginal focused program in community.• Work in partnership with VSB to deliver events to students between grades 4-12 that showcase post-secondary outcomes at local high schools in partnership with VSB. There will be at least four events per year in various schools in the GVRD. Target: 50 students per event.• Increase the number of communities using the Gateways to Careers Program outside of the GVRD by at least 3 communities per year.• At least two workshops a year titled, "Knowing your Aboriginal Students"• Aim to complete our separate Aboriginal Student Handbook and Faculty Handbook• Model the MISS system for use in other departments• Continue a variety of cultural activities and luncheons in the Gathering Spaces• Continue with existing initiatives





2. (Minimum funds)	Systemic Change (VCC and CapU campuses)
<p>Measuring Success</p>	<p>Capilano University</p> <p>The First Nations Student Support Services department in consultation with the ASP Coordinator, Manager, VP Academic and the Indigenize the Campus committee will facilitate a wide array of activities directed at on-going systemic change at CapU. These build upon many positive past changes in the campus community. These include the following:</p> <ul style="list-style-type: none"> • Weekly singing and drumming to strengthen student’s cultural identity and provide opportunity for all students on campus to learn and participate. Target: 40 participants per session. • Cedar Hat weaving workshop as cultural teachings and provide support and materials for facilitators. Elder facilitator will focus on the Coast Salish existence; demonstrate an appreciation of the values and sophistication of traditional technology, and resource management in the forest. Target: 15 students • A West Coast Aboriginal cultural festival with music and dance for the CapU campus and external community offering an opportunity to share west coast First Nation Culture, similar to a Pow Wow. Target: 10 performers and 200 participants • Aboriginal guest speakers for various classes at request of instructors. Target: support six instructors to provide speakers to 150 students (6 classes). • Co-sponsor four guest lectures with CapU Earthworks committee and other departments to promote cultural awareness in classrooms. • A George Littlechild art workshop to provide cultural awareness for students. Target: 15 students • Graduation cultural ceremony in Spring 2016 to acknowledge and celebrate Aboriginal graduates to recognize these students as role models for their communities. Target: 65 graduates and 2000 community participants. • Organize drummers & Elders at three convocation ceremonies • Providing copying supplies for student centre to provide technical support for those Aboriginal students have no computer or printer at home. Target: 300 students • Initiating activities/discussions to inform and influence institutional policy • Delivery of a Teaching Aboriginal Higher Learners (TAHL) workshop to campus employees to develop an appreciation for the Aboriginal community on campus and provide an understanding of learning styles. Target: 25 employees • Continued “Truth and Reconciliation” week activities including keynote speaker, Forums, related workshops for all campus students and staff. Target: 350 participants • Drum-making workshops for faculty to increase understanding of Aboriginal support staff services. Target: 15 participants • Story telling for the campus daycare facility. Build on the teachings & connections we have built over the past three years and provide a pathway for cultural learning for younger children in the CapU community. Target: 75 participants - Fall and Spring • Facilitating access to the campus through the year for Elders and guests. • Provide blankets and other gifts as token thank you, as per Coast Salish protocol and teachings for guests and elders
<p>Location(s)</p>	



2. (Minimum funds)	Systemic Change (VCC and CapU campuses)			
Timing	Start Date	Sept 2015		
	End Date	April 2016		
	Duration	Academic year		
Future Plans	<p>Similar to the learning facilitators' role, these activities have been the key to all successful ASP activity to date, and would be continued if support as available. As evidence that the PSIs and community partners acknowledge the need to absorb some of these costs, the requested core amount has been reduced this year from \$35k to \$30k for each partner. CapU and VCC intend to keep activity levels the same as 2014-2015 but source additional funds from other internal sources. CapU will continue to seek to absorb some Aboriginal programming into base activities, notably in Language and Culture studies. These are based on budgets and related consultation.</p>			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$60,000 (\$30k x 2)	\$60,000	\$60,000
	Institution Contribution	\$24,000	\$24,000	\$24,000
	Other or In-Kind (Identify Source)			
	Total	\$84,000	\$84,000	\$84,000
Expense Breakdown for 2015/16 activities/ programs greater than \$20,000 (Ministry funding)	Item	Amount		
	CapU		VCC	
	Cultural events, teachings on campus	\$17,000	Student Success Initiatives	\$10,000
	Events for all students/faculty	\$10,000	Partnerships	\$2,000
	Aboriginal student graduation ceremonies	\$3,000	Special Events & Workshops	\$10,000
		Remote program Delivery (travel, accommodation and meals only for faculty) – one community outside of GVRD	Remote program Delivery (travel, accommodation and meals only for faculty) – one community outside of GVRD	\$8,000
Total	\$30,000		\$30,000	
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community	<p>These systemic change initiatives have been discussed thoroughly with the full C3-ASP Steering Committee and ideas from the C3 community partners have been incorporated as part of these lists of activities. C3 community partners spend time on campuses and are welcomed at these on-campus systemic change events.</p>			



3.	Elders on Campus Initiative
Minimum or Additional Funding	Minimum Funding
Priority Ranking	N/A
New or Continuing	Continuing, after not receiving support in 2014-2015
Category	Student support services and initiatives Aboriginal cultural training for faculty, staff or administration
Description	<p>Elders are important for their symbolic connection to the past, and for their knowledge of traditional ways, teachings, stories and ceremonies.</p> <p>1-2 part-time community-nominated elders will be scheduled to work with students, faculty and staff on CapU and VCC campuses – on a regular part-time basis. The objective is to increase the Aboriginal presence on our campuses (complementing the systemic change activities), and provide additional culturally-relevant support for students.</p> <p>One of the tasks of the Elders will be to contribute to overall campus appreciation for Aboriginal culture and the traditional territory of the C3 community partners</p> <p>Elders will be available for direct conversations with students, lead medicine wheel and other cultural workshops, advice on Aboriginal cultural knowledge and protocol issues & participate in key campus events, including graduation.</p>
Rationale	<p>In spite of progress made in this regard, our campuses can often be culturally alienating to many Aboriginal youth. Elders on campus contribute greatly to the creation of a more welcoming, less threatening learning environment—particularly for new students. They also help considerably with the overall goals related to the systemic changes that our college and university are striving for. Elders help students balance the two worlds that they may see themselves living within – that of home and that of the school. Elders may assist Aboriginal students in understanding their ancestry and maintaining a positive identity and self-image by gaining greater knowledge and appreciation of their roots.</p> <p>For all students, Elders can provide a safe and willing sounding board, as well serve as a caring, objective, accepting and non-judgmental confidante during difficult times, whether those difficulties are academic, social or otherwise.</p> <p>Supportive Elders on campus play a pivotal role in providing the encouragement need for learners to succeed and feel comfortable in what for many is a challenging PSI environment.</p>
Related Goals	<p>Aboriginal Service Plan Goal 3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers</p> <p>2012 Aboriginal Policy Framework: Goal 1: Systemic change means that the public post-secondary education system is relevant, responsive and receptive to Aboriginal learners and communities. Goal 4: Aboriginal learners transition seamlessly from K-12 to post-secondary education</p>



3.	Elders on Campus Initiative	
<p>Measuring Success</p>	<p>We will measure success by collecting and reporting evidence from students (through our annual survey and focus groups) the Aboriginal support staff, and the elders themselves. Our report will include details on the campus activities that our elders participate in and effectiveness of the student interactions with elders. Specific goals and activities: that will be evaluated:</p> <p>Vancouver Community College</p> <ul style="list-style-type: none"> • Arrange for regular Elder participation on at least 2 VCC committees (i.e. Community Garden Committee, Indigenization Committee) • Participate on Indigenous Student Success Teams to assist in the development of individual student success plans, this number varies per term, could be up to 3 support teams per term involving various departments (ie. Program Department, Learning Centre, AECE, Disability Services, Library) • Continue Elder participation at VCC convocation (2 per year) • Increase opportunities for Elders to welcome new learners to VCC at the start of programs. Goal: Elder will welcome at least 2 new classes per term • Ensure Elders participate in planning & participation for AECE events (regular monthly meetings) • Continue one-on-one student support with Elders at both campuses <p>Capilano University</p> <ul style="list-style-type: none"> • Promote Cultural Awareness and Understanding for both Aboriginal and non-Aboriginal students by becoming a familiar and accepted part of the campus community • Schedule weekly Elder visits in the gathering space, providing opportunities for group and individual guidance and support for 40 to 50 students each week • Schedule elder presentations to CapU students in at least 5 classes per term (60 students in total) • Ensure elder participates in appropriate planning & policy development meetings and campus ceremonies <p>Native Education College</p> <ul style="list-style-type: none"> • Provide opportunity for NEC students to access and benefit from discussions with part-time resident elder. Target: personal interactions with 100 students. • Facilitate talking circles with students and faculty, when requested and appropriate. • Involve elders in all cultural ceremonies etc. on campus 	
<p>Location(s)</p>		
<p>Timing</p>	<p>Start Date</p>	<p>September 2015</p>
	<p>End Date</p>	<p>April 2016</p>
	<p>Duration</p>	<p>Academic year, part-time</p>



3. Elders on Campus Initiative																					
Future Plans	This program remains a priority for C3 and plans are to continue if funds permit. The requested amounts this year represent a reduction from previous delivery (\$8,000 per school). Attempts are being made with additional internal funding to maintain levels of contact and service similar to before.																				
Budget	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">2015/16</th> <th style="width: 20%;">2016/17 (Estimate)</th> <th style="width: 30%;">2017/18 (Estimate)</th> </tr> </thead> <tbody> <tr> <td>Ministry (ASP)</td> <td>\$14,000</td> <td>\$14,000</td> <td>\$14,000</td> </tr> <tr> <td>Institution Contribution</td> <td>\$5,600</td> <td>\$5,600</td> <td>\$5,600</td> </tr> <tr> <td>Other or In-Kind (Identify Source)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>\$19,600</td> <td>\$19,600</td> <td>\$19,600</td> </tr> </tbody> </table>		2015/16	2016/17 (Estimate)	2017/18 (Estimate)	Ministry (ASP)	\$14,000	\$14,000	\$14,000	Institution Contribution	\$5,600	\$5,600	\$5,600	Other or In-Kind (Identify Source)				Total	\$19,600	\$19,600	\$19,600
	2015/16	2016/17 (Estimate)	2017/18 (Estimate)																		
Ministry (ASP)	\$14,000	\$14,000	\$14,000																		
Institution Contribution	\$5,600	\$5,600	\$5,600																		
Other or In-Kind (Identify Source)																					
Total	\$19,600	\$19,600	\$19,600																		
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	\$6,000 Native Education College																				
Activities/ Programs Delivered in Aboriginal Communities (where applicable)																					
Support, capacity and readiness of the Aboriginal community	This concrete effort to infuse the presence and knowledge of Aboriginal elders on our campuses (with the direct support of students a major goal) is fully supported by all C3 partner communities.																				



4. Part 1; see Table 4A-2-1 for Part 2	C3-ASP Programs and Services for Aboriginal Learners: Gateways to Careers (Part 1) (Recruitment, Assessment and Transition Program for Aboriginal Learners)
Minimum or Additional Funding	Minimum Funding
Priority Ranking	N/A
New or Continuing	Continuing, but expanded in scope
Category	Student support services and initiatives
Description	<p>Part 1 of the Gateways to Careers (GC) activity will allow for a Gateways Learning Facilitator (GLF) to be hired (part-time) to continue delivering GC to Aboriginal learners on our campuses and in the communities. The work will be module refinement and online trouble shooting, providing individual facilitation support to targeted number of students and providing train-the-trainer services for the community Learning Facilitator’s network. Part 2 of this proposal (to be found in “additional funding” tables: \$60k) will ensure that the GLF can be hired full-time, deliver more GC sessions face-to-face and online. In addition, the GLF will be tasked with training all community learning facilitators (CLF) to deliver GC and that all elements of this priority initiative noted below are completed.</p> <p>Gateways to Careers has been in development for the past two years and many students in our pilot have benefitted from using these guided assessment tools to make more informed post-secondary program decisions. This program has been reviewed by the C3 CLFs and the C3 steering committee and is now in the final stage of online development. Once completed, the GLF and the CLF will work together to create a network of facilitators that will reach out to learners in our communities. All facilitators will be connected to each other via the “VCC Mobile Indigenous Students Success System (MISS)” on iPads and they will be better able to support and monitor the student success. They will create a holistic approach to increasing the numbers of prospective students in our C3 communities, and then supporting them into successful transitions into well-chosen programs at NEC, VCC or CapU. Funds have been secured to develop additional modules for Gateways.</p> <p>The C3 network-wide recruitment and student transition support program will be enhanced in 2015-16 to now include these components:</p> <ol style="list-style-type: none"> 1. Common recruitment strategies used by LF in communities 2. Active promotion of new C3 brochure, video and website to motivate new students 3. Delivery of Pathways to Learning workshops in communities 4. All prospective students will be encouraged to work through the Gateways Modules and to consult with a Learning Facilitator (in-person or online). This assessment process leads to completion of individual education & career plans. 5. Personal career/education choices consultation and introductions (through the LF) to the Aboriginal Support Staff and Elders at VCC, CapU, and NEC



4. Part 1; see Table 4A-2-1 for Part 2	C3-ASP Programs and Services for Aboriginal Learners: Gateways to Careers (Part 1) (Recruitment, Assessment and Transition Program for Aboriginal Learners)
Rationale	<p>The “mainstream” student recruitment approaches that are regularly used by our institutions often “miss the mark” with the Aboriginal community, and students are still under-represented. We have learned that a more targeted and personalized approach, that begins in the community, is a part of addressing this gap. Our Gateways to Careers initiative is a holistic and systematic response to the continued need to increase recruitment and retention rates amongst Aboriginal learners in our communities, and the need to provide personalized transition support. It uses ASP supported community facilitators and uses a commonly developed and adopted set of tools and approaches.</p> <p>To address these needs, prospective students are sought out by CLF who know the local Aboriginal community; information is then provided about post secondary opportunities, assessment support is provided to make good program choices and decisions, and new students are then connected with the Aboriginal support staff on campus.</p>
Related Goals	<p>Aboriginal Service Plan Goal 1: Increase access, retention, completion and transition opportunities for Aboriginal learners</p> <p>2012 Aboriginal Policy Framework: Goal 4: Aboriginal learners transition seamlessly from K-12 to post-secondary education</p>





4. Part 1; see Table 4A-2-1 for Part 2	C3-ASP Programs and Services for Aboriginal Learners: Gateways to Careers (Part 1) (Recruitment, Assessment and Transition Program for Aboriginal Learners)	
<p>Measuring Success</p>	<p>Goal: In 2015-16 the C3 network will:</p> <ul style="list-style-type: none"> • Build on last year’s development work at VCC and successful pilot delivery of Gateways to Careers • Complete online adaption of all assessment materials/modules • Add new components as scope is expanded for Gateways to Careers • Pilot the VCC Mobile Indigenous Student Success System (MISS) in six communities and begin to implement as a component of the G to C program • Train network LFs and begin delivery by the full C3 network. <p>We will measure success by reporting out on completion of these objectives and targets:</p> <ul style="list-style-type: none"> • Complete and distribute information piece that describes new GC initiative for all nine C3 partners • Convene August planning session to maximize impact for 15-16 (will build on Feb, 2015 session) Target for training: 15 network partners (CLFs and Aboriginal students support staff) • Convert remaining 5 modules to online platform • Offer at least 1 Pathways to Learning workshop in each of the communities • Promote GC program to 200 prospective Aboriginal learners throughout C3 network communities (Tsleil-Waututh, Lil’wat, Sechelt, Musqueam, Squamish) • Promote GC program to 150 prospective learners throughout the urban Aboriginal communities (MNBC, C3 Urban Aboriginal Outreach LF) • Create and maintain a contact list of participants accessing the program • Organize and provide delivery of Gateways assessment modules face-to-face in communities and with online support on campus. • Provide follow-up culturally sensitive one-on-one career & academic counseling/advice and referrals to Aboriginal support staff and elders for these learners. Where appropriate coordinate introductory meetings with elders • Network target: 150 learners to complete modules leading to individual education and careers plans, and personal introductions made to Aboriginal Services support staff at NEC, CapU or NEC. 	
<p>Location(s)</p>	<p>In all C3 communities and on all C3 campuses. Will include a targeted urban Aboriginal outreach component</p>	
<p>Timing</p>	<p>Start Date</p>	<p>August 2015</p>
	<p>End Date</p>	<p>May 2016</p>
	<p>Duration</p>	<p>As student contacts are made throughout the year</p>
<p>Future Plans</p>	<p>If the evaluation of the 2015-2016 first year of this network approach produces the measurable results we are anticipating, then this would likely be continued into the future</p>	



4. Part 1; see Table 4A-2-1 for Part 2	C3-ASP Programs and Services for Aboriginal Learners: Gateways to Careers (Part 1) (Recruitment, Assessment and Transition Program for Aboriginal Learners)			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$36,000	\$36,000	\$36,000
	Institution Contribution	\$14,400	\$14,400	\$14,400
	Other or In-Kind (Identify Source)			
	Total	\$50,400	\$50,400	\$50,400
Expense Breakdown for 2015/16 activities/ programs greater than \$20,000 (Ministry funding)	Item	Amount		
		Part-time Gateways Facilitator to serve network (+ additional \$20k in Table A-2-1)	\$34,000	
		Meetings, initial network support etc.	\$2,000	
		Total	\$36,000	
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community	Through the new C3-ASP MOU (in appendix), the signatories have confirmed the support, capacity and readiness of these Aboriginal communities where the learning facilitators will be working. They have also contributed to the tasks the learning facilitators will be undertaking with Gateways by providing community-based office space and administrative support.			



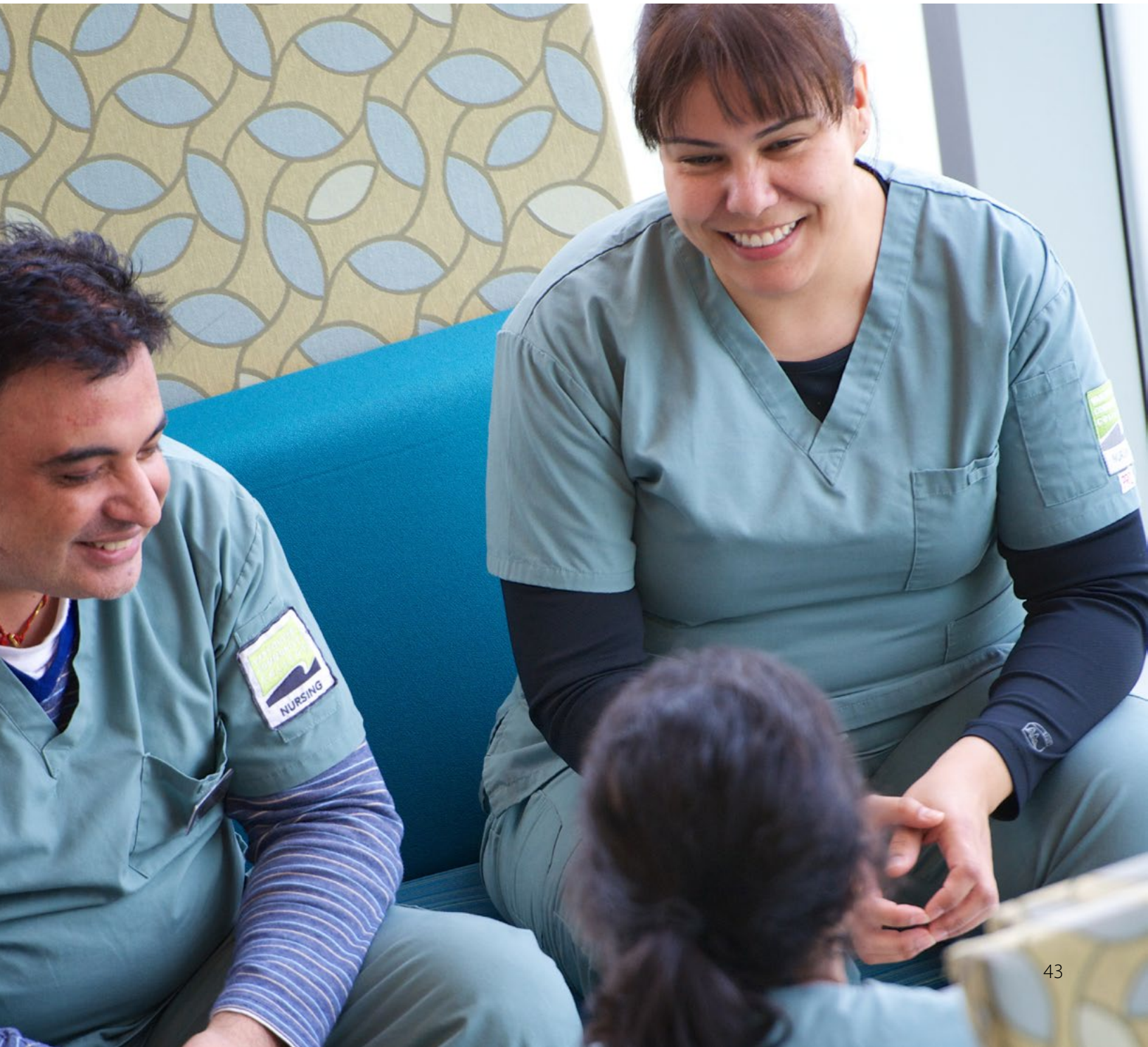
5. Part 1; see Table A-1 for Part 2	Project Management, Community Liaison & Meetings (Part 1)
Minimum or Additional Funding	Minimum funding.
Priority Ranking	N/A
New or Continuing	Continuing
Category	Partnerships and engagement
Description	<p>Effective project management (particularly with multiple partners) is key for ensuring the successful delivery of all activities outlined in this proposal. It is necessary to ensure the achievements of the ASP goals and that enhanced access to programs and more support for Aboriginal learners is provided throughout our consortium. This activity continues to be a vital part of C3 funding, and ensures that all coordination and delivery of programs achieve both AVED and C3 partner expectations.</p> <p>The C3-ASP needs to demonstrate that it has effective governance, budget management and accountability structures. The Project Manager will:</p> <ul style="list-style-type: none"> • Ensure that our network has excellent communication strategies to be successful • Support continual improvement amongst all partners • Undertake regular communications through phone calls and/or site visits of community facilitators
Rationale	<p>This continues to be a vital part of C3 funding, and ensures that all coordination and delivery of programs achieve both AVED and C3 partner expectations.. The C3-ASP needs to demonstrate that it has effective governance, budget management and accountability structures. This requires dedicated project management.</p> <p>The Project Manager will ensure that our network has excellent communication strategies to be successful and will support continual improvement amongst all partners.</p>
Related Goals	<p>Aboriginal Service Plan Goal 1: Increase access, retention, completion and transition opportunities for Aboriginal learners. Goal 3: Increase the receptivity and relevance of post-secondary institutions for Aboriginal learners. This includes providing support for Aboriginal learners and support for initiatives that address systematic barriers.</p> <p>2012 Aboriginal Policy Framework: Goal 4: Aboriginal learners transition seamlessly from K-12 to post-secondary education.</p>



5. Part 1; see Table A-1 for Part 2	Project Management, Community Liaison & Meetings (Part 1)			
<p>Measuring Success</p>	<p>The C3 group will meet and exceed all AVED requirements for reporting and accountability.</p> <p>For the second year, an improved budget reconciliation process will be implemented with fiscal statements completed in full and submitted according to the AVED guidelines. . Our goal is to have no or minimal deferrals.</p> <p>C3 partners will complete and submit individual C3 Service Delivery Plans for all approved programs (in September), and detailed objectives and measurable targets are confirmed at that time. In December the working groups for each activity will meet to measure progress against these goals.</p> <p>Four regular meetings of the steering committee will be planned and convened. Six C3 executive committee meetings will be organized in preparation for the steering committee meetings and will focus on programming and budget issues, interim & final reports, and the 2016-2017 proposal.</p> <p>The C3-ASP will play an active role in participating in ten provincial ASP Coordinator meetings, and is committed to sharing best practices and tools/resources/ideas with this community.</p> <p>The project manager will</p> <p>Facilitate the development and implementation of the Gateways to Careers program, as a main initiative of the 2015-2016 C3 year.</p> <p>Facilitate the evaluation, revision and implementation of the annual Aboriginal Learner Survey (with VCC, CapU and NEC)</p>			
<p>Location(s)</p>	<p>CapU North Vancouver campus and VCC downtown Vancouver campus</p>			
<p>Timing</p>	<p>Start Date</p>	<p>June 2015</p>		
	<p>End Date</p>	<p>May 2016</p>		
	<p>Duration</p>	<p>Ongoing</p>		
<p>Future Plans</p>	<p>This is a required ongoing activity. See also Table A-1</p>			
<p>Budget</p>		<p>2015/16</p>	<p>2016/17 (Estimate)</p>	<p>2017/18 (Estimate)</p>
	<p>Ministry (ASP)</p>	<p>\$50,000</p>	<p>\$50,000</p>	<p>\$50,000</p>
	<p>Institution Contribution</p>	<p>\$20,000</p>	<p>\$20,000</p>	<p>\$20,000</p>
	<p>Other or In-Kind (Identify Source)</p>			
	<p>Total</p>	<p>\$70,000</p>	<p>\$70,000</p>	<p>\$70,000</p>
<p>Expense Breakdown for 2015/16 activities/ programs greater than \$20,000 (Ministry funding)</p>	<p>Item</p>	<p>Amount</p>		
		<p>Project manager role: \$4166 x 12 months</p> <p>Other required project management expenses noted in Table A-1</p>		
<p>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</p>				



5. Part 1; see Table A-1 for Part 2	Project Management, Community Liaison & Meetings (Part 1)
Support, capacity and readiness of the Aboriginal community	The MOU between all partners was signed with the expectation that all activities would be coordinated and delivered to expected college, university, community and AVED professional standards. We are benefitting from professional support services at both Vancouver Community College and Capilano University. Community partners are providing administrative support for C3-ASP Learning Facilitators.





Coastal Corridor Consortium: 2015-2018 Proposed Aboriginal Service Plan

The remaining components in our C3 2015-2018 Aboriginal Service Plan (Additional potential funding) are items relating to other required project management and community liaison needs, and a set of five courses/programs that have been discussed and approved by the full C3 steering committee. Each has been developed in response to community requests and the institutions ability to meet these.



A-2 Summary : ASP Courses/Programs to be Delivered in C3 Communities and on Campus 2015-2018					
Year One 2015-2016	Year Two 2016-2017	Year Three 2017-2018			
PROGRAM	PROGRAM	PROGRAM	COST	REACH	COST
<p>THEME: Language & Culture Revitalization</p> <p>A-2-2: Aboriginal Language & Culture Certificate CapU: (18 credits 9 mo/pt.time). Delivery of 5 courses in three communities; target 15 students per course = 90 students. (CapU to attempt to include one or more courses in base budget, funding permitting – previously funded at \$105,000)</p>	<p>Subject to modification</p> <p>*Aboriginal Language & Culture Certificate CapU: (18 credits 9 mo/pt.time). Delivery of 4 courses in two communities; target 15 students per course = 90 students. (CapU to now include 3 courses in base budget – previously funded at \$105,000)</p>	<p>Subject to modification</p> <p>**Aboriginal Language & Culture Certificate CapU: (18 credits 9 mo/pt.time). Delivery of 3 courses in two communities; target 15 students per course = 90 students. (CapU to now include 3 courses in base budget – previously funded at \$105,000)</p>	\$90,000	<p>Lil'Wat, Squamish, Sechelt</p> <p>TBD – depending on certificate progress in each community</p>	\$60,000
TOTAL			\$90,000		\$60,000



A-2-2. (Additional funds)	C3-ASP Programs and Services for Aboriginal Learners: Aboriginal Language & Culture Certificate Program
Minimum or Additional Funding	Additional
Priority Ranking	3
New or Continuing	Continuing activity
Category	Delivery of programs or courses on campus & delivery of courses or programs in Aboriginal communities.
Description	The Language and Culture Certificate is designed to give current and future Aboriginal Language teachers training in their language and to provide a range of courses that are relevant to the local indigenous culture. It is expected that the stock of language teachers will be increased and that employment will be available in the public school system and in the community, where an immersion school is being planned. See below for course details.
Rationale	<p>Many Canadian Aboriginal languages are in serious threat of becoming extinct, and this has serious implications when acknowledging the critical link between language and culture. One key C3-ASP goals are to use educational partnerships to support the strengthening of community culture. the development of this Language and Culture community-delivered program begins to address this pressing need. It also demonstrates effective collaboration between community elders & language speakers in the Squamish, Lil'wat and Sechelt communities, and the CapU Linguistics department.</p> <p>This program is being continued because of remaining community need and demonstrated success (eg 35 students signed up for the new Sechelt language course offered in Spring, 2015, and the first group of Squamish language students graduated this Spring)</p> <p>As an effort to fund more ASP programs through base funding projections are for the number of ASP-supported courses to drop modestly over the next three years, but for the level of deliveries to remain similar to last year.</p>
Related Goals	<p>Provincial ASP Goal 1: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners.</p> <p>2012 Aboriginal Policy Framework: Goal 2: Community-based delivery of programs is supported through partnerships between post-secondary institutions and Aboriginal institutes and communities.</p>

Description Continued:

For 2015-2016, we will offer the following programs and courses:

Squamish Language & Culture Certificate:

FNLG107 The Squamish Language IV (Skwxwu7mesh Snichim IV)

ENG 100 Academic Writing Strategies

Lil'wat Language & Culture Certificate

FNST103 Lil'wat People and Language II (Ucwalmicw II)

ENG100 Academic Writing Strategies

Sechelt Language & Culture Certificate

FNST 105 The Sechelt People and Language II

FNLG 108 The Sechelt Language I (Sháshíshálhem I)

In addition we will develop new courses for the Sechelt Language & Culture Certificate plus assess opportunity for a diploma program.



A-2-2. (Additional funds)	C3-ASP Programs and Services for Aboriginal Learners: Aboriginal Language & Culture Certificate Program			
Measuring Success	<p>We will measure success by tracking promotion and delivery for 2015-2016 against these targets:</p> <ul style="list-style-type: none"> • Building on 2012-14 program offerings, successfully deliver five courses of program in Lil'wat, Sechelt and Squamish communities • Promote program in 3 communities and successfully enroll an average of 15 students per course (75 in total) • Implement 3 language-related field excursion for students (1 for each community) • Ensure all available 2015-2016 resources (\$80k) are fully used • Ensure effective coordination, scheduling and promotion of program courses (through designated lead role and active involvement of communities) • Create development plan recommendations for 2016-17 and beyond (funding permitting): <ul style="list-style-type: none"> › <i>Develop recommendations for Tsleil-waututh version of program (to be developed in team planning session mid-term)</i> › <i>Define clearer link to diploma program offerings and propose schedule of delivery</i> › <i>Explore potential to collaborate with and link with UVic program</i> › <i>Define future role of and use of language assistants</i> 			
Location(s)				
Timing	Start Date	September 2015		
	End Date	April 2016		
	Duration	Academic year		
Future Plans	The Language & Culture program has had the most community-impact of our programs to date. It is strongly supported and funding permitting (see note about shift in funding above) the C3 plans to continue this program. Continued on next page.			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$90,000	\$75,000	\$60,000
	Institution Contribution	\$36,000	\$30,000	\$24,000
	Other or In-Kind (Identify Source)	\$ 9,000	\$ 7,500	\$6,000
	Total	\$135,000	\$112,500	90,000
Expense Breakdown for 2015/16 activities/ programs greater than \$20,000 (Ministry funding)	Item	Amount		
		Instructor fees and travel (5 x \$15,000)		\$75,000
		Student learning resources		\$1,000
		Student field excursions		\$500
		Pt-time coordination		\$3,500
			\$90,000	



A-2-2. (Additional funds)	C3-ASP Programs and Services for Aboriginal Learners: Aboriginal Language & Culture Certificate Program
Activities/ Programs Delivered in Aboriginal Communities (where applicable)	
Support, capacity and readiness of the Aboriginal community	Through the new C3-ASP MOU (in appendix), the signatories have confirmed the support, capacity and readiness of these three Aboriginal communities where the Language & Culture program is being offered. Communities are providing classroom space, supplies and have identified teaching assistants proficient in the three languages.

Future Plans continued:

At this point there are diminishing enrolments in the Squamish and Lil'wat programs as the first cohorts have progressed through. There is potentially increased demand for diploma courses in the future. We will continue to evaluate demand for Squamish and Lil'wat throughout the year. Sechelt demand is very high. Many graduates are seeking to continue to teaching careers. We will seek to establish Early Childhood Education career options for some graduates in the future.



TABLE 6: 2015/16 – 2017/18 Overall Budget – Programs and Activities Supported by Minimum Ministry Funding

Activity/Program Title	Category	2015-2016		2016-2017 (Estimate)		2017-2018 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
1. Community Facilitation	Student Support Services	\$240,000	\$96,000	\$240,000	\$96,000	\$240,000	\$96,000
2. Systemic Change VCC - CapU	Outreach Activities/Events	\$60,000	\$24,000	\$60,000	\$24,000	\$60,000	\$24,000
3. Elders on Campus Initiatives	Student Support Services	\$14,000	\$5,600	\$14,000	\$5,600	\$14,000	\$5,600
4. Gateways to Careers Transition (1)	Student Support Services	\$36,000	\$14,400	\$36,000	\$14,400	\$36,000	\$14,400
5. Project Management/Community Liaison (1)	Partnerships/Engagement	\$50,000	\$20,000	\$50,000	\$20,000	\$50,000	\$20,000
	Sub-Total Minimum	\$400,000	\$160,000	\$400,000	\$160,000	\$400,000	\$160,000

2015/16 – 2017/18 Overall Budget – Programs and Activities Supported by Additional Ministry Funding

Activity/Program Title (prioritized)	Category	2015-2016		2016-2017 (Estimate)		2017-2018 (Estimate)		Priority
		Ministry	Institution	Ministry	Institution	Ministry	Institution	
A-2 Delivery: Courses & Programs	Delivery: Cmnty./Cmpus.							
A-2-2 Language & Culture		\$90,000	\$36,000	\$75,000	\$30,000	\$60,000	\$24,000	1
Sub-total programs		\$90,000	\$36,000	\$75,000	\$30,000	\$60,000	\$24,000	
	Sub-Total Minimum	\$90,000	\$36,000	\$75,000	\$30,000	\$60,000	\$24,000	

2015/16 – 2017/18 Overall Budget – Total Funding (Minimum + Additional)Additional Ministry Funding

		2015-2016		2016-2017 (Estimate)		2017-2018 (Estimate)		Priority
		Ministry	Institution	Ministry	Institution	Ministry	Institution	
	Total from Above	\$490,000	\$196,000	\$475,000	\$190,000	\$460,000	\$184,000	
	Deferred from 2012-2014	\$228,811						
	Total	\$261,189						



Supporting Documents from Aboriginal Students and Partners

Our main supporting document this year is the newly revised and validated MOU, re-confirming evidence of community support and engagement (at the Chief & Council level, and at the senior Board and Administration level), and the willingness of the three post-secondary institutions to continue this collaborative work.

Also in the appendices is the summary of results from our (pilot) assessment of prospective and current students in the communities (undertaken by the C3-ASP community learning facilitators). This initiative will be expanded next year, as it is beginning to reveal both high levels of satisfaction with services provided, but also gaps and useful recommendations for the C3 steering committee.





Appendix 1:



Revised

Memorandum of Understanding

regarding the development and delivery of the

Coastal Corridor Consortium (C3) 2015-2018 Aboriginal Service Plan

on behalf of the BC Ministry of Advanced Education

between

**Vancouver Community College | Capilano University | Native Education College
Tseil-Waututh Nation | Squamish Nation | Musqueam Nation | Lil'wat Nation
Sechelt Nation | Métis Nation BC**

January, 2015

- This Memorandum of Understanding (MOU) confirms that the undersigned partners are fully committed in continuing our working partnership to address the three main goals of the provincial Aboriginal Service Plan
- Since 2007, our network efforts have been directed to creating stronger relationships between the three post-secondary institutions and the five First Nations & Métis communities and organizations that are part of the consortium.
- The 2015-2018 ASP promises that the consortium will collaborate in identifying learning needs, prioritizing proposed activities and services, and delivering funded programs.
- We commit to following the C3 Vision and Mission:



Vision

The Coastal Corridor Consortium will work in unity to increase the success and post-secondary education completion rates for Aboriginal learners in the Lower Mainland and Sea-to-Sky/Sunshine Coast region.

Mission

The Coastal Corridor Consortium will provide a range of culturally-relevant programs and services supporting our C3 tag line: Pathways to Learning: Sustaining the Journey. All proposed activities will be well-researched and relevant to communities, integrate with each other and designed to improve the success rates of Aboriginal learners.

Values & Working Guidelines










All C3 partners agree to the following values and guidelines:

- Respecting local traditional knowledge and cultural protocols
- Building a holistic approach to land, resources and people development
- Supporting Aboriginal self government and community control of education
- Addressing local community needs by providing educational opportunities available to the entire community
- Supporting the efforts of all campuses to create a more inclusive environment for Aboriginal learners
- Engaging in regular communication between partners, and encouraging the input of all into all ASP activities
- Reviewing and vetting all draft proposals and project final reports
- Showing respect for diverse opinions and ways of learning



Coastal Corridor Consortium: 2015-2018 Proposed Aboriginal Service Plan

The C3-ASP partners below agree to the terms of this MOU. This agreement may be reviewed annually and be modified as necessary, with consensus approval.

Name	Title, Organization & Location	Signature
Tsleil-Waututh Nation	Chief	
Squamish Nation	Co-Chair	
Musqueam Nation	Chief Wayne Sparrow	
Lil'wat Nation	Chief	
Sechelt Nation	Chief Calvin Craigan	
Métis Nation BC	Dale Drown CEO	
Native Education College	President	
Capilano University	Dr. Kris A. Bulcroft President & Vice Chancellor	
Vancouver Community College	President & CEO	

January 15, 2015



Appendix 2:

Observations from Prospective & Current Students in the Communities

In the winter of 2014-2015, C3 community learning facilitators used the guided discussion questions below, combined with their personal observations, to create this useful summary of student needs and suggested support services:

What issues/concerns or observations do you have about the number of adult learners that are choosing to enroll in one of our colleges/universities?

- We are finding that most students are needing at least 2 years of upgrading before they enter a PSI
- With the ongoing support from the C3 ASP, Sechelt has observed the number of adult learners significantly increase, especially with the commencement of the popular Sechelt Language and Culture program. By providing the option for students to audit or sit in, we are exposing them to post-secondary with the goal of showing them that post-secondary is achievable. (Sechelt).
- Many of our students want to enter culinary arts programs, and the only culinary arts program that can be funded per AANDC funding policy is Vancouver Island University because it is the only one that has a grade 12 admission requirement – this needs to be an eligible program (Sechelt)

What are “future students” telling you about why they are (or not) making the decision to pursue a post-secondary program?

- Personal barriers: Access to funds | Not motivated enough | Don't feel they need it | No time | Have to find a job | Discouraged (Lil'wat)
- There is a need for daycare during school hours. The students stated that those with children are unable to attend night classes because daycare is not running during those hours.
- Our learners are communicating that they appreciate and value the increase in course and program offerings at our local Capilano University Campus. As an isolated community, having to move to the city has proved to be a barrier. With the funding from the C3, we are able to offer more programs and courses in our community. This is opening the pathways for our students to register and be successful in post-secondary. (Sechelt)
- The jobs they apply for require higher qualifications
- They require the qualifications for their chosen area of career/ job field
- With higher qualifications they will be earning higher levels of wages
- They want to become economically independent
- Those who decide not to pursue at this time: because of a health/disability issue, or children too young for day care. (Urban Aboriginal Outreach)
- Learners on their journey to economic independence continue to face many barriers/challenges/issues relating to:
 - › *homelessness/affordable housing*



- › *financial need for education/training related expenditures*
- › *employability skills/limited work experience*
- › *health/Addictions/legal/relationships/abuse/violence/discrimination*
- › *meeting entrance requirements-many need upgrading*
- › *effects of residential school/foster care etc. (Urban Aboriginal Outreach)*

What are current students saying about the support they are receiving? What can improve this?

- “She is very helpful. The LF puts in a lot to effort to help us succeed.”
- “She understands our needs and feelings and she listens and helps me find alternative ways to do things.”
- “She pushes us to do the very best and to go to class and come to school. She motivates us.”
- “If there wasn’t a LF, I would lose patience, give up and I wouldn’t come to school.” (Lil’wat)
- Students are receiving more support than ever. Our LF supports students by communicating with them on a regular basis. From these interactions, the learning facilitator is able to identify if a student needs referrals to tutorial services, counseling services, academic advising services and application/registration assistance. The funding provided has only been able to fund a part-time learning facilitator. It would be beneficial to increase learning facilitator funding to full-time to increase the level of support for our learners. (Sechelt)
- There are good Aboriginal support services within the institutions; students need to be encouraged to utilize the services/resources available, help the individual to make the initial contact to access the service. (Urban Aboriginal Outreach)
- They are asking for updated information on other available resources/services/funding (Urban Aboriginal Outreach)
- Good network of support-family, friends, counselors, facilitators etc. contribute to their success



What (C3) community-based programs or services could help increase these numbers?

- More electives
- Creative writing
- Photography/art classes
- Opportunity for physical education/gym time (Lil'Wat)
- The Sechelt Language and Culture Certificate Program in partnership with Capilano University, Sechelt Campus, has been a great way to attract new students to post-secondary. It has offered our students a way of learning about our own history, culture and language and offering post-secondary credits and credentials.
- In the future, Sechelt would benefit from business courses and early childhood education courses in our community.
- Sechelt has seen an increase in our students accessing tutorial support and this is something that we have had to pay for on our own. It would be beneficial if the C3 could provide funding for tutorial support to assist in the successful completion of programs and courses for learners.
- Career exploration-prior to entering post secondary
- Short term College prep-study skills type program
- Ongoing marketing/information on post sec opportunities (Urban Aboriginal Outreach)
- Learners on their journey to economic independence continue to face many barriers/challenges/issues relating to:
 - › *homelessness/affordable housing*
 - › *financial need and access to funds for education/training related expenditures*
 - › *employability skills/limited work experience*
 - › *health/addictions/legal issues/relationships/abuse/violence/discrimination/lack of motivation*
 - › *meeting entrance requirements-many need upgrading*
 - › *effects of residential school/foster care etc. (Urban Aboriginal Outreach)*
 - › *lack of student housing*
- The culture shock of attending college or university is still a significant concern for many
- Many of our students want to enter culinary arts programs, and the only culinary arts program that can be funded per AANDC funding policy is Vancouver Island University because it is the only one that has a grade 12 admission requirement – this is needed to be an eligible program
- We are finding that most students are needing at least 2 years of upgrading before they enter a PSI
- A lot of our students are interested in Trades, but we get more funding for Post-secondary
- There is more success and more requests for programs that are offered IN the community



coastal corridor
CONSORTIUM



Lil'wat Nation



Squamish Nation



Tsleil-Waututh Nation



shisháhl first nation
Sechelt First Nation



Métis Nation



Musqueam Nation



NEC