



# CAPILANO UNIVERSITY

## Aboriginal Service Plan 2018/19-20/21

Submitted to:  
Ministry of Advanced Education  
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## Letter from the President

February 6, 2018

Honourable Melanie Mark  
Ministry of Advanced Education  
2<sup>nd</sup> Floor – 853 Humboldt Street, PO Box 9882, Stn Prov Govt  
Victoria, BC V8W 9T6

Dear Minister Mark,

Thank you for considering Capilano University's 2018 – 2021 application for Aboriginal Service Plan (ASP) support. At Capilano University, we continue to ensure that we are committed to working with First Nations communities, and fulfilling the Ministry's goals for all Aboriginal learners. Capilano University is honored to be part of the North Shore, Sunshine Coast, and Sea-to-Sky communities and acknowledges with respect the Lil'wat, Musqueam, Sechelt, Squamish, and Tsleil-Waututh First Nations and their traditional territories.

Indigenous knowledge enriches our educational environment by broadening learning perspectives, deepening connections to the land and communities, and enhancing our identity as citizens and residents of British Columbia and Canada. Increasingly, Aboriginal identity is becoming essential and embedded as Capilano University identity. This is evident in our award winning re-brand implemented this year that highlights Indigenous symbolism and artistic style. We are also now in our third year of holding an annual week of Truth and Reconciliation activities, and we have embraced recognition and respect toward our Aboriginal heritage in events, celebrations, and daily routines such as acknowledging the traditional territories of the nations upon which we reside in every formal meeting on campus. We continue to strengthen these connections and the Aboriginal Service Plan has been an extremely important incubator for related ideas and actions, and for maintaining our day to day positive connections with the Squamish, Sechelt, Lil'wat, Tsleil-Waututh, and Musqueam Nations.

In preparing this ASP we collaborated with each community to enhance our understanding of their educational needs. This effort involved conducting surveys with Sechelt, Squamish, and Lil'wat Nations, along with increased consultation with Tsleil-Waututh education managers. The outcome of this analysis has confirmed the importance of continuing many of our past practices and introducing a few new initiatives for the benefit of learners and the social and economic goals of each community. In addition, we refreshed the Coastal Corridor Consortium (C3) relationship which was central to our ASP in previous years. We have a rich history in the C3 and the goodwill of working together over many years in a manner of respect and shared contribution is an important relationship.

It is my sincere hope that the Ministry will support this proposal and the work we are undertaking for and with our First Nations partners and their peoples. Together we can address the needs of Aboriginal learners and communities, while we achieve the shared goals of the province, the region, and the university.

Sincerely,



Toran Savjord  
President (acting), Capilano University

## Acknowledgement of Traditional Territories

Capilano University (CapU) is honored to be part of the North Shore, Sunshine Coast, and Sea-to-Sky communities, and acknowledges with respect the Lil'wat, Musqueam, Sechelt, Squamish, and Tsleil-Waututh First Nations on whose unceded traditional territories we live, learn, and work. Our students, staff, faculty, and administration are dedicated to building stronger relationships amongst Aboriginal communities and between those communities and the university. We share with our First Nations partners, and with the Ministry of Advanced Education, a commitment to continuous improvement and systemic change in support of Aboriginal learners and their communities.

This work has been blessed by the participation of our Elders in Residence, Latash and Ernie George, and we acknowledge with gratitude the contributions they make to the lives and learning of our Aboriginal students and our entire community. Likewise, CapU has been enriched through the active participation in our curricular and co-curricular activities of representatives from the Lil'wat, Métis, Musqueam, Sechelt, Squamish, and Tsleil-Waututh First Nations; we recognize with appreciation their singular and collective contributions. CapU's First Nations Advisory Council, Indigenizing the Academy Committee, and above all the students, staff and faculty working with and through our gathering place, Kéxwusm-áyakn, have all been instrumental in supporting the aspirations and accomplishments of our Aboriginal Service Plan (ASP). The support of our entire community is invaluable to the development of a proposal that helps to build partnerships amongst those that support and benefit from this program.

Finally, we acknowledge the unprecedented work since 2008 of the Coastal Corridor Consortium (C3), which has included CapU, Vancouver Community College (VCC), Native Education College, and the Metis Nation of British Columbia, as well as the Lil'wat, Musqueam, Sechelt, Squamish, and Tsleil-Waututh First Nations. This group provided the foundation for extensive systemic change in our institutions and for the success of many Aboriginal learners from our communities. The wisdom and energy that partners have put toward this relationship and our shared objectives over nearly eight years has been extraordinary, and has benefitted all involved.



Squamish  
Nation



shisháhl first nation  
Sechelt  
Nation



Tsleil-Waututh  
Nation



Lil'wat  
Nation



Coastal Corridor  
Consortium

## Situational Context

The Aboriginal Service Plan for CapU and communities of the traditional territories on which our campuses reside has been an essential vehicle for our shared growth and learning. It is much greater than a fund that provides services to learners and indigenizes the academy; it is a program of mutual ownership that has helped build trust and respect. It provides us with collective focus on how to continually improve pathways for Aboriginal learners, and how to improve education for all by incorporating the values and wisdom of Indigenous ways. After several years of operating the ASP, this year we continue to refine our approach of ensuring that we are collaborating together on needs, engaging and encouraging youth and other community members in post-secondary education, and learning from each other to ensure that our partnerships are respectful, responsive, and enduring. While we have always consulted actively with communities, this year we built upon an initiative started in our 2016/17 ASP to more accurately evaluate educational needs through surveys and focus groups. We have now implemented needs analysis surveys in three communities. We have also sought to deepen dialogue on how communities can find their own solutions to needs with our support where relevant. This approach is evolving and may inform new ideas and initiatives to pursue in future ASPs.

Through our ASPs and other relationships with communities, we have long understood the barrier that a lack of knowledge of opportunities, and the confidence to pursue them, presents to young people in both local and remote Indigenous communities. The community learning facilitator model we have developed through the Coastal Corridor Consortium (C3) provides a critical means for individuals in the community to access and succeed in post-secondary education. Facilitators provide a friendly and supportive face to higher education, and help individuals with individual needs. This personalized support has reduced barriers of fear, distrust, and lack of confidence, and enhanced a sense of support, care, and commitment to learning that has changed the lives of many individuals in highly positive ways. The facilitator model is also important for maintaining positive relations with the communities and being constantly aware of emerging issues and needs. This year we have also introduced an Aboriginal Youth Summit, scheduled for March 10<sup>th</sup>. The summit is receiving positive response from the community and aims to bring youth from Grade 8 to 12 to CapU to experience campus life and become engaged and interested in future studies. We intend to build this further through next year's ASP with the goal of creating a yearly event that individuals return to, and look forward to, in their later years of high school.

In addition to feedback from Facilitators, this year, through our needs analysis surveys we also learned of additional barriers to accessing post-secondary education. In Lil'wat Nation for example, 25% of 209 respondents were unable to pursue post-secondary education because they could not afford to leave their current job. Related to this, a further 23% could not attend because the program they wanted was not in their community. In addition, over a quarter of respondents did not know how to find out about educational opportunities. Childcare, financial concerns, family wellbeing and other factors were also identified. Conversely, 28% of respondents wanted a specific job, but did not have the qualifications to get it. This kind of complex picture is evident in other communities as well, which raises the need to continue educating about opportunities, raising awareness, counselling specific interests and needs, and where possible providing programming in a way that is easily accessible both practically and financially.

The needs analyses implemented this year were funded by previous ASPs. They will form the basis of an on-going trend analysis that we will review annually. They also serve to inform community economic development initiatives and job creation efforts. For three of the four communities served by this ASP, business development programming and health care employment were identified as the most preferred individual preference of learners. In Lil'wat for example close to 35% identified interest in business

and/or entrepreneurship courses to help with individual entrepreneurship and employment goals, and 26% for health care and education professions. Showing parallel results these was a strong interest for health care related programs for Squamish (26%) and Sechelt (30%). We will conduct further detailed analyses through the remaining months of the 2017-18 Plan to understand specific program interests, and consult further with community officials on economic goals to inform future ASP requests.

One of our proudest programming outcomes of the ASP is the success of the Sechelt, Squamish and Lil'wat language and culture programs. This has contributed significantly to revitalization of language and culture and related pride and personal enrichment. This year we will be able to bring the first and second offerings of the Language and Culture Certificate programs in Sechelt and Lil'wat respectively to completion. We sought to accelerate completion for many individuals this year by providing an additional two courses from CapU base budget funding. Tsleil-Waututh has requested that we begin developing a language and culture program for their community and we will be asking for assistance in completing current credentials and beginning a new program for Tsleil-Waututh in this year's ASP. In addition, we have worked with each of the communities to determine how to take immersion language studies to another level and remain hopeful that this will be possible in future years. The language and culture programs have had profound personal impact for many as is evidenced in end of year reporting through testimonials and ASP letters of support from each Nation.

Once Aboriginal learners reach university they are often faced with significant cultural barriers to learning and can be ill prepared for independent study at a post secondary level. We have found in the past that around 20% of Aboriginal learners are placed on academic probation in their first year of study. This causes an erosion of confidence and sets in motion ongoing barriers to academic success. Last year with the help of the ASP, we piloted a University Study Skills for Aboriginal Learners (USSAL) workshop program that provided university support measures to learners in their first year to help them succeed. This was run out of the Kéxwusm-áyakn First Nations Student Centre and over 75 students in the fall semester participated on a regular basis in this open and interactive learning activity. This complemented and probably resulted in higher participation in the individualized math and writing support also offered in the Centre. Aligned with the USSAL, we introduced peer mentor support for new learners in the institution. This led to personal connections and lines of support with benefits for both the new and experienced learner. We believe each of these approaches will result in stronger retention and ongoing success for all learners.

Overall, we have learned significant lessons through the ASP about the needs of Aboriginal learners and the need for continuing improvement of our services and approaches to education. We remain committed to the model of community facilitators with close connections to learners in their communities and an understanding of conditions they are facing. We also remain committed to maintaining and/or revitalizing language and culture as this is essential to the emotional and spiritual wellbeing of the community and the pride of the individual. We know that many barriers remain for learners and that many do not feel prepared for university study, so we continue to encourage students to engaging in ways that promote progress and success. We will also respond directly to the needs identified in surveying over 400 prospective learners and seek to implement greater career development supports and we will refine specific program needs as the 2017-18 plan unfolds for future ASPs. The ASP plays a critical role not only in providing support to learners but also in building a bond between the university and the communities, and it is valued for the critical role it plays in achieving these outcomes.

## Institutional Commitment

Capilano University is committed to success of all learners and has placed special emphasis on building an environment of proactive support for Aboriginal students. This commitment is embodied in the [2014-18 Academic Plan](#) and the [2015-2018 Strategic Plan](#), which articulate how Aboriginal ways of being, learning, living, and knowing are woven into our culture, language, practices, and programs. The most evident commitment of the university in this regard is the Capilano University re-brand launched in December 2016 <http://www.capilanou.ca/OurBrand/>. Our Aboriginal heritage and our commitment to Aboriginal education are clearly represented in the symbolism of our new logo. Through consultation with our Elders, Aboriginal students and alumni, and local First Nations communities, the logo features a combination of themes within a distinct rendering emblematic of an eagle wing. The re-brand was awarded the University and Colleges Designers Association (UCDA) sole Award of Excellence from over 1,300 submissions in the category of Innovative Strategy. It was also recognized by Ken Steele, co-founder of Academica Group as number one in a survey of 105 global brands. As Steele noted, “As we celebrate Canada's 150th birthday this weekend, I hope we all do so with the recognition that indigenous peoples on this land trace their history back for thousands of years. So it seems doubly appropriate that the #1 rebrand incorporates indigenous artists and sensibilities in a brilliant and modern way. Perhaps Capilano University's new brand can serve as an inspirational metaphor for the potential for reconciliation in Canada.”

The second highly visual commitment is the renaming of our Sechelt campus to ká lax-ay on September 24, 2017. This was conducted in very close consultation with Sechelt Nation and strengthens this important and close bond. Supporting this change, the Sechelt Indian Band and Capilano University developed and agreed to an official educational partnership agreement in Fall 2017.

We continue to implement our [Aboriginal Learner Success Strategy](#), presented to Senate and the Board in 2016. During the last year, we have committed faculty support for Aboriginal students on academic probation, provided ongoing on-site math and writing tutoring at Kéxwusm-áyakn, and installed Carleen Thomas as a permanent First Nations guest at Senate. We committed to two further staffing positions from base budget with the hiring this academic year of a community engagement officer and a dedicated Aboriginal recruitment staff person. The university also supported our Truth and Reconciliation Week through operating funds, and we provided two additional courses (in addition to ASP funding) to aid completion of the Language and Culture certificate programs in Sechelt, Squamish, and Lil'wat. This year the university also launched 'University One for Aboriginal Learners', a new unique 8-month, 18-credit program applicable toward degree, diploma, and other certificate programs at CapU. The program learning is enhanced by Indigenous content, field trips, storytellers, guest speakers and connections to the university's Elders-in-residence. This year we also extended Kéxwusm-áyakn Centre to include private working space and offices for the new staff positions. We were also privileged to have the Honorable Steven Point accept an honorary doctor of laws at our June 2017 convocation.

Within our university administrative structure, we have recently focused Aboriginal education under the portfolio of Dr. Brad Martin, Dean of Education, Health and Human Development. This provides focus for initiatives, services, community relations, and evaluation in this critical area for the institution. Additionally, we will be implementing a President's Task Force on Aboriginal Education to evaluate needs and identify future directions and commitments. This will begin later in this year. Finally, we commit to an ongoing strengthening of relations with our community partners. This was evident in the President's first Chief and Council gathering at Capilano University in Fall 2017. This inaugural event brought over 50 representatives from our five partner Nations and will be the first of many to come.

## Description of Aboriginal Student Engagement

| Student Group  | Engagement Activities   | Interests  | Outcomes  |
|--|---|--|---|
| Currently enrolled Capilano University Aboriginal Students                                 | Survey of 15 Aboriginal learners (from various nations) conducted at the Kéxwusm-áyakn, First Nation Student Centre | <ul style="list-style-type: none"> <li>• High value of Cap U services including Aboriginal Services</li> <li>• High value on experiential learning and learning from Elders</li> <li>• Challenges with knowing which courses to take</li> <li>• Difficulty of balancing life with education. Notably finances and family responsibilities</li> </ul> | <ul style="list-style-type: none"> <li>• Continued USSAL and other learning support and mentorship programs</li> <li>• Continual growth of the Aboriginal Center (ex.: hours, space, Elder Program, etc)</li> <li>• Offer career path workshops for High School students</li> <li>• Support for independent pathways or interest and passion</li> </ul> |
| Currently enrolled Squamish Nation Students learning at CapU                               | A focus group/forum conducted at Kéxwusm-áyakn, First Nation Student Centre (7 participants)                        | <ul style="list-style-type: none"> <li>• Need career and program guidance before reaching CapU</li> <li>• Needed better orientation to university</li> <li>• Better incorporation of cultural learning</li> <li>• Valued mentorships</li> </ul>  | <ul style="list-style-type: none"> <li>• Career and learning support and counselling in communities</li> <li>• Continuation of USSAL and mentorship programming</li> <li>• Continued efforts to indigenize academy</li> </ul>   |
| Currently enrolled Lil'wat Nation Aboriginal Students at Ts'zil Learning Centre, Mt Currie | A focus group conducted at the Ts'zil Learning Centre. Conducted by Community Facilitator. (5 students)             | <ul style="list-style-type: none"> <li>• High value of learning facilitators and support at Ts'zil</li> <li>• Important to have a the Ts'zil Centre to support learning</li> <li>• need direction for learning and careers</li> </ul>  | <ul style="list-style-type: none"> <li>• Plan for future business/entrepreneurship program</li> <li>• Continued support at Ts'zil at individual and community level</li> <li>• More counselling and career support</li> </ul>   |
| Currently enrolled Sechelt Nation Students at Sechelt Nation                               | A focus group conducted at the Sechelt Indian Band. Conducted by the Community Facilitator.                         | <ul style="list-style-type: none"> <li>• High value of community facilitator and CapU faculty</li> <li>• Support for Programs in community</li> <li>• Flexible programming (part-time/evenings)</li> <li>• Continued support of language revival</li> </ul>  | <ul style="list-style-type: none"> <li>• Continuation of language and culture</li> <li>• Learning support and mentorship programs</li> <li>• Continued involvement of staff and faculty with program related to SIB</li> </ul>  |



## Description of External Partner Engagement

| Partner  | Engagement Activities  | Interests  | Outcomes  |
|--|--|--|---|
| <p>CapU ASP Advisory Committee (consisting of Lil'wat, Sechelt, Squamish, and Tsleil-Waututh First Nations, plus CapU faculty and administrators</p> <p>Plus, Coastal Corridor Consortium (C3) consisting of above, plus Musqueam Nation, VCC, and NEC</p> | <p>Two meetings of CapU Advisory committee to plan and implement programs</p> <p>One December planning session held annually for proposal preparation, this year including C3</p>  | <ul style="list-style-type: none"> <li>• Continue working with Learning Facilitators</li> <li>• Positive impact of language and culture programs on pride and confidence</li> <li>• Programming to serve community health and employment needs</li> <li>• Programming to help with transitions from high school to university</li> <li>• Accurate data from the community on future economic needs and direction</li> <li>• Collaborating amongst C3 partners</li> </ul> | <ul style="list-style-type: none"> <li>• Maintain community facilitation model for learner support</li> <li>• Complete and develop language and culture programs</li> <li>• Maintain connection with the Coastal Corridor Consortium (C3)</li> <li>• Enhance connections with Musqueam and urban learners</li> <li>• Continue rigorous education needs assessment with the community to align with community development goals</li> </ul> |
| <p>Lil'wat First Nation, including the Tz'sil Learning Centre (an IAHLA member)</p>  | <p>Ongoing consultation with Learning Facilitator and Program Advisors</p> <p>Three meetings with CAO on community programming and educational needs analysis</p> <p>Survey conducted in May 2017 of 209 local residents 72 current high school and post-secondary students.</p> | <ul style="list-style-type: none"> <li>• Continued support for language and culture programs</li> <li>• Continue working with Learning Facilitators</li> <li>• Align educational programming and community economic directions/investment</li> <li>• Students need more guidance in choosing a career</li> <li>• Interest in business, Health Care &amp; Education courses</li> <li>• High value of experiential learning</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Engagement with community administrative leadership</li> <li>• Continued support of Language and culture programs</li> <li>• Continued support for Learning Facilitators</li> <li>• Support for programming that helps with high school to university successful transition</li> <li>• Provide career planning workshops</li> <li>• Determine business programming needs</li> </ul>              |

|                                    |   |  |  |
|------------------------------------|---|--|--|
| <p>Sechelt First Nation</p>        | <p>Ongoing consultation with Learning Facilitator and Program Advisors</p> <p>Tablet survey conducted from December 19 2017 to January 19 2018. 102 research participants from the community including 21 current students.</p>                                       | <ul style="list-style-type: none"> <li>• Continue language and culture programming</li> <li>• Continue working with Learning Facilitators</li> <li>• Focus on community health</li> <li>• Experiential learning and support of Campus Elders</li> <li>• Interest in business, health care, programming</li> </ul>  | <ul style="list-style-type: none"> <li>• Ongoing Support for language and culture programs</li> <li>• Support for Learning Facilitators</li> <li>• Consider business and health care programming for 2019/20 following further analysis of interest and demand</li> </ul>  |
| <p>Squamish First Nation</p>       | <p>Ongoing consultation with Learning Facilitator and Program Advisors</p> <p>Tablet survey and online survey collected from January 19<sup>th</sup> to January 30<sup>th</sup> 2018. 273 research participants from the community including 97 current students.</p> | <ul style="list-style-type: none"> <li>• Continue working with Learning Facilitators</li> <li>• Programming to support business opportunities, employment and entrepreneurship</li> <li>• Focus on first year student success</li> <li>• Further develop experiential learning approaches and continue working and learning with elders</li> <li>• Interest in future health care programming</li> </ul> | <ul style="list-style-type: none"> <li>• Completion and transition of language and culture programs</li> <li>• Learning Facilitators with greater urban collaboration</li> <li>• Continue work on community education needs assessments</li> <li>• Further support with university transition programming such as USSAL and University One, plus additional support/services for career and learning guidance</li> <li>• Potential health care programming following further analysis</li> </ul> |
| <p>Tsleil-Waututh First Nation</p> | <p>Ongoing consultation with Learning Facilitator and Program Advisors</p>  | <ul style="list-style-type: none"> <li>• Establish language and culture program</li> <li>• Continue working with Learning Facilitators</li> <li>• Focus on community wellness and social welfare</li> <li>• Focus on upgrading and university prep</li> </ul>  | <ul style="list-style-type: none"> <li>• Language and culture program development</li> <li>• Indigenous community health as part of future programming</li> <li>• Future university transition/preparation programming such as USSAL and University One</li> </ul>   |

## Policies and Processes to Ensure Respectful Use of Traditional Knowledge and/or Indigenous Intellectual Property

CapU is committed to the respectful use of traditional knowledge and Indigenous intellectual property, and continues to support First Nations Peoples in their protection, cultivation, and expansion of cultural capital. We are also committed, as an institution, to the valuing of Aboriginal ways of being, knowing, and seeing. This is perhaps most evident in the collaborative development of language and culture programming, but can also be seen in our campuses' visual landscapes, promotional materials and community events, curriculum development and delivery, and revision of policies and procedures for Senate and the Board of Governors.

This year a task force on research and scholarly activity was formed to ensure related policies, practices, and procedures regarding ethical conduct of research are in place. These recommendations will be presented to the Senate and Board this year. The new policies will include direction and safeguards to ensure that all scholarship is conducted in accordance with accepted guidelines for ethical conduct of research involving Aboriginal communities.

Program and curricular development is always conducted with the participation and consultation of appropriate stakeholder groups, including Aboriginal communities where appropriate. Additionally, CapU is fortunate to have the involvement of our active Indigenizing the Academy Committee. When programming is developed in collaboration with a specific Band, as has been done with our language and culture programs, there is an agreement that all materials fully respect and reference the community's protocols and ownership. This will be strengthened by the above-mentioned policies.

In all promotional material and cultural events, CapU follows the protocols and guidance of our Aboriginal communities. The new brand logo and content is an example of meaningful and proactive engagement of Aboriginal voice in the design and themes of the brand.



## Overview of Proposed Plan

This Aboriginal Service Plan builds upon the strengths of previous plans and remains focused on the goals of the ASP and the 2012 Aboriginal Post Secondary Education strategy. We are proud of our accomplishments which have included building strong relationships with our communities, assisting learners on their pathways, and seeing a comprehensive shift in the inclusion of Aboriginal ways of learning and knowing in our day to day affairs and operations of the university. This year we placed additional focus on consultation and surveying in the communities to understand more accurately what the needs of the communities are and how to best serve them.

The overall strategy of the plan is divided by three components. The first is building a connection to the community and making sure individuals are provided the strongest possible access to post-secondary education. The second is to ensure that once at CapU, Aboriginal learners are provided the strongest possible opportunity to succeed. The third is to provide programming that is a recognized need helps fulfill career goals of individuals, plus accomplish social and economic goals of the community.

The first component of ensuring that there is a strong connection with the community, and to provide access for individuals to post-secondary education is, and remains to be, the community based facilitation model we developed with C3 over 8 years ago. This activity is truly owned by the community. The community decides on who should be conducting the facilitation work, how to accomplish it, and how to meet ASP plan targets. The guidance for these tasks is provided in the community learning facilitation handbook and accountability is achieved by communities fulfilling service agreements established with CapU once ASP funding is confirmed. The facilitator builds a strong connection with First Nation advisors at CapU and other institutions to help transition individuals to appropriate programming. Another component of the community connection strategy is to enhance educational needs assessments and consult with community leadership on appropriate educational programming and investments. This is underway in each of the communities currently. This revealed the need to provide additional education and career counselling services which is featured in the plan this year.

Elements central to the second component of facilitating success are the efforts at the university to connect with communities and provide pro-active support to learners. The USSAL and mentorship program introduced last year has been extremely well received and we intend to continue this program again this year. Systemic change activities are also essential to change the overall culture of the institution and indigenize many elements of our day to day affairs. There is considerable evidence of the positive impact that the ASP has accomplished in the regard including our new brand and commitment to Truth and Reconciliation week activities, plus investment in the University One for Aboriginal Learners program implemented this year and encouraged by the ASP advisory committee last year.

The third element of providing programming of relevance and interest continues with support to complete language and culture programming in two communities and develop this program in Tsleil Waututh. The needs assessment survey this year also showed a need for business and health programming but we will conduct further analysis this year to ensure proposed programming in the 2019/20 plan will have high demand and completion rates.

Capilano University is committed to Aboriginal education and to meeting the goals of the 2012 Aboriginal Post-Secondary education strategy. This is evident in the wide array of initiatives and investments we have made over recent years. This year we are embarking on a President's Task Force on Aboriginal Education to identify all further needs and articulate actions to achieve them. We are grateful for the support of the ASP to provide us with on-going momentum toward these goals.

## Proposed Programs and Activities for 2018/19

### Community Outreach and Learning Facilitation

|                                      |   |
|--------------------------------------|---|
| <b>Title</b>                         | <b>Community Outreach and Learning Facilitation</b>   |
| <b>Minimum or Additional Funding</b> | Minimum Funding   |
| <b>Priority Ranking</b>              |   |
| <b>New or Continuing</b>             | Continuing  |
| <b>Category</b>                      | Outreach activities and events; Student support services and initiatives; Partnerships and engagement (including agreements)  |
| <b>Description</b>                   | The Community Outreach and Learning Facilitator is an individual that lives in the community or the area, understands the individuals and dynamics (including barriers and opportunities) of a community well, and are focused on the task of building access and retention of Aboriginal learners. They play a critical role in linking prospective individual learners to post-secondary learning opportunities, advisors, and programs, and in providing on-going support in a variety of ways to support graduation and success. They also network with local employers, help identify community educational needs, act as a liaison between CapU and the community, provide advice on issues such as employment needs and outcomes, traditional knowledge and other policy development issues, and assist in the on-going development and refinement of our ASP proposals and reports. |
| <b>Rationale</b>                     | Without effective connections to the community, it is difficult for the institution to identify prospective Aboriginal learners, and understand what barriers may exist in creating a learning pathway to post-secondary education. The Learning Facilitator plays a pivotal role in bridging the gap between institutions and Nations and creating a critical human element that helps bind the two. They work with individuals and the community to motivate and encourage learners to participate in post-secondary, identify their strengths and help guide them to programming where they will be engaged and successful, and generally provide encouragement and support Aboriginal learners.   |
| <b>Related Goals</b>                 | <b>Primarily</b> ASP Goal 1: Increase access, retention, completion, and transition opportunities for Aboriginal learners; ASP Goal 2: Strengthen partnerships and collaboration in Aboriginal post-secondary education; and ASP Goal 3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. <b>Framework</b> Goal 2: Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities, and Framework Goal 4: Aboriginal learners transition seamlessly from K–12 to post-secondary education  |
| <b>Measuring Success</b>             | Measureable Functions of Community Outreach and Learning are identified in the new Community Outreach and Learning Facilitation Handbook and each Facilitator prepares a Service Delivery Plan which outlines specific tasks and goals. The general measurable tasks are as follows: <ul style="list-style-type: none"> <li>Identify and meet with prospective learners in the community including regular liaison with K-12 schools and community members on the reserve and at large. Collectively over 500 potential learners reached: Squamish 100, Sechelt 100, Li'l'wat 100, Musqueam 50, Tsleil-Waututh 50. Urban</li> </ul>   |

|                     |  |            |                |          |          |          |                              |
|---------------------|--|------------|----------------|----------|----------|----------|------------------------------|
|                     | <p>100. Target 30% inquiry to application.</p> <ul style="list-style-type: none"> <li>• Build awareness and communicate post-secondary program options in the community through various mechanisms including discussion circles, social media, school presentations, information sessions, individual meetings, council presentations and other approaches</li> <li>• Help facilitate enrolment of students into appropriate programs through proactive consultation with CapU advisors and other institution advisors where relevant; work with university systems for additional supports as necessary. Target: 70 students enrolled in CapU programs</li> <li>• Support retention of learners by supporting access to educational services such as counselling, writing and math support, financial aid support, athletics, health and wellness and other services. Collectively over 180 learners supported: Squamish 60, Sechelt 60, Lilwat 60, Tsleil-Waututh 10.</li> </ul> |            |                |          |          |          |                              |
| <b>Location(s)</b>  | Lil'wat Nation, Musqueam Nation, Sechelt Nation, Squamish Nation, Tsleil-Waututh Nation  |            |                |          |          |          |                              |
| <b>Timing</b>       | <table border="1"> <tr> <td>Start Date</td> <td>September 2018</td> </tr> <tr> <td>End Date</td> <td>May 2019</td> </tr> <tr> <td>Duration</td> <td>Throughout ASP Academic Year</td> </tr> </table>   | Start Date | September 2018 | End Date | May 2019 | Duration | Throughout ASP Academic Year |
| Start Date          | September 2018   |            |                |          |          |          |                              |
| End Date            | May 2019   |            |                |          |          |          |                              |
| Duration            | Throughout ASP Academic Year   |            |                |          |          |          |                              |
| <b>Future Plans</b> | Continue as described above  |            |                |          |          |          |                              |

|  |  |  |                             |                             |
|--|--|--|-----------------------------|-----------------------------|
| <b>Budget</b>  |  | 2018/19  | 2019/20<br>(Estimate)       | 2020/21<br>(Estimate)       |
|  | Ministry (ASP)   | \$115,000  | \$115,000                   | \$115,000                   |
|  | Institution Contribution   |  |                             |                             |
|  | Other or In-Kind<br><i>(Identify Source)</i>   | \$48,000<br>(CapU services)  | \$48,000<br>(CapU services) | \$48,000<br>(CapU services) |
|  | Total  | \$163,000  | \$163,000                   | \$163,000                   |
| <b>Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000</b> | Item   | Amount   |                             |                             |
|  | Salary   | Lil'wat Facilitator: \$30,000<br>Sechelt Facilitator: \$30,000<br>Squamish and Urban Facilitator: \$40,000<br>Tsleil-Waututh Facilitator: \$15,000 |                             |                             |
| <b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>                       |  |  |                             |                             |
| <b>Documentation of support</b>  | This is a continuation of successful past practice. Letters of support and readiness are provided for each community in Appendix 1a, 1b, 1c, 1d. |  |                             |                             |

### Systemic Change

|                                      |   |
|--------------------------------------|---|
| <b>Title</b>                         | <b>Capilano University Systemic Change</b>  |
| <b>Minimum or Additional Funding</b> | Minimum Funding   |
| <b>Priority Ranking</b>              |   |
| <b>New or Continuing</b>             | Continuing with new elements  |
| <b>Category</b>                      | Outreach activities and events; Aboriginal cultural training for faculty, staff or administration, Policy Initiatives |

|                          |  |
|--------------------------|--|
| <b>Description</b>       | <p>Systemic Change activities within Capilano University are essential components of the changing cultural fabric of the institution and enhancing Aboriginal student access, retention, and success. These can be clustered into three groups of activities. <b>1. Activities to increase cultural knowledge and awareness throughout the institution.</b> This will include on-going delivery of cedar weaving, drum making, bi-weekly singing, and storytelling sessions at the Kéxwusm-áyakn Student Centre for Aboriginal and non-Aboriginal students and employees; regular provision of healthy and culturally relevant food and related food events; festivals celebrating and sharing Aboriginal culture such as “First Voices” concerts and Aboriginal speakers in the University Earthworks and Capilano Universe speaker series; installation of art, signage, and special events, continuing to build Truth and Reconciliation activities, and continuing Indigenous cultural ceremonies attached to graduation. <b>2. Activities to enhance teaching skills for Aboriginal learners and increase indigenization of curriculum.</b> This will include a TAHL workshop to educate faculty and staff about Aboriginal history, culture, values, and learning and successful methods of instructional delivery for Aboriginal learners. We will continue activities of the Indigenizing the Academy committee to boost university wide engagement of indigenous cultural practices and learning perspectives; facilitate and advise on content in existing and new Aboriginal curriculum and programming, and pro-actively engage faculty with Aboriginal students, Elders, and communities to indigenize curriculum. <b>3. Activities to inform and influence institutional policy and ensure that Truth and Reconciliation Commission recommendations are addressed.</b> These will include presenting a plan to fulfill TRC recommendations to Senate and the Board, networking with communities, Aboriginal leaders, and institutional leaders to share and increase knowledge generally; consultation around indigenous knowledge and other relevant policies in process; and continue to create more opportunities for Aboriginal language and art to be present throughout the campus. A new President’s First Nations advisory is also in the process of being formed as well to ensure the recommendations of Truth and Reconciliation are being met.</p> |
| <b>Rationale</b>         | <p>Aboriginal learners and faculty alike consistently identify the value of activities to increase cultural knowledge on the campus. Many faculty members now proudly display hats, drums, and other cultural art pieces and they participate in drumming sessions, singing, and storytelling activities regularly. The Truth and Reconciliation week activities are high points of cultural awareness in our institution. We have seen a profound change in desire and comfort to be engaged in Aboriginal education activities.</p>  |
| <b>Related Goals</b>     | <p><b>Primary</b> ASP Goal 3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. <b>Framework</b> Goal 1: Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities</p>   |
| <b>Measuring Success</b> | <p>Systemic change will be measured (with quantitative and qualitative data) based on categories outlined in the program description as follows:<br/> Increasing cultural knowledge and awareness throughout the institution:</p> <ul style="list-style-type: none"> <li>• Participation of at least 635 campus community members in related activities</li> </ul>   |

|                     |  |                              |
|---------------------|--|------------------------------|
|                     | <ul style="list-style-type: none"> <li>• Testimonials from participants of various activities</li> <li>• Focus group outcomes on cultural knowledge and awareness (facilitated by ASP Coordinators)</li> </ul> <p>Enhanced teaching skills for Aboriginal learners and increase indigenization of curriculum</p> <ul style="list-style-type: none"> <li>• Survey of TAHL Workshop participants</li> <li>• Testimonials and updates on activities from faculty</li> <li>• Focus group outcomes on Aboriginal learning skills and indigenization of curriculum</li> </ul> <p>Informing and influencing Institutional Policy and Practices</p> <ul style="list-style-type: none"> <li>• Increased representation of indigenous representation on institutional governance bodies</li> <li>• Evidence of policy changes representing indigenous interests at a university decision making level</li> </ul> <p>Increased investment in Aboriginal programming and support. Target: \$100,000</p> <p>Increased commitment to TRC recommendations</p> |                              |
| <b>Location(s)</b>  | Capilano University Campus   |                              |
| <b>Timing</b>       | Start Date   | September 2018               |
|                     | End Date   | May 2019                     |
|                     | Duration   | Throughout ASP academic year |
| <b>Future Plans</b> | We intend to continue the activities outlined in this plan for the next three years. Ideally, we will increase activities by \$5,000 for 2019-20 to meet the increased demand from institutional members to participate in TAHL workshops and cultural events.   |                              |

| <b>Budget</b>  |                                       | 2018/19  | 2019/20 (Estimate)          | 2020/21 (Estimate)          |
|--|---------------------------------------|--|-----------------------------|-----------------------------|
|  | Ministry (ASP)                        | \$30,000   | \$35,000                    | \$35,000                    |
|  | Institution Contribution              | \$24,000   | \$24,000                    | \$24,000                    |
|  | Other or In-Kind<br>(Identify Source) | \$12,000<br>(CapU services)  | \$14,000<br>(CapU services) | \$14,000<br>(CapU services) |
|  | Total                                 | \$66,000   | \$73,000                    | \$73,000                    |
| <b>Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000</b> | Item                                  | Amount   |                             |                             |
|  | Cultural Knowledge Activities         | Weaving & Drum making workshops: \$8,000; Food & regular celebrations: \$4,000; Special Events, Speaker Fees, etc: \$8,000 |                             |                             |
|  | Curriculum and Programming            | THAL Workshop: \$4,000; hosting and speaker fees: \$4,000; Organization, communications, and hosting: \$2,000              |                             |                             |



## University Success Strategies for Aboriginal Learners

|                                      |   |
|--------------------------------------|---|
| <b>Title</b>                         | <b>University Success Strategies for Aboriginal Learners (USSAL)</b>  |
| <b>Minimum or Additional Funding</b> | Minimum   |
| <b>Priority Ranking</b>              |   |
| <b>New or Continuing</b>             | On-going  |
| <b>Category</b>                      | Outreach activities and events; Student support services and initiatives  |
| <b>Description</b>                   | <p>CapU will provide a retention-improvement program: University Success Strategies for Aboriginal Learners (USSAL). All new Aboriginal learners will be encouraged to participate in this short-term program. This non-credit module based program will include a range of topics and strategies including:</p> <ul style="list-style-type: none"> <li>• Time management and study skills</li> <li>• Mood regulation and anxiety management</li> <li>• Accessing learning and counseling resources at the university</li> <li>• Negotiating accommodation and other life skills</li> <li>• Effectively disclosing learning disabilities in an education and workplace setting</li> <li>• Strategies for participating in small group work settings.</li> <li>• Access to Gateways to Careers decision-making resource for Aboriginal learners</li> </ul> <p>A key feature will be a peer mentorship element allowing current students to support each other throughout their academic studies. Learning modules will be offered in a face-to-face approach, partially through the Kéxwusm-áyakn Student Centre and where appropriate, provided on-line as well. This will be a voluntary enrolment program however all new learners will be encouraged to participate. Our new Student success facilitator is working closely with faculty member providing much needed student support overall. We regularly have one of the In resident Elders be part of the success workshops as well.</p> |
| <b>Rationale</b>                     | <p>Like many students, including some Aboriginal learners enter post-secondary programs ill-prepared for the structure, schedule, and intensity of regular university level courses. In addition, many face a tough transition of moving from their communities to cities to study. Some have learning disabilities that are not identified until they have enrolled in programs. As a result, failure is common in the first year of study and many do then not return to university. At CapU, data from institutional research has indicated that around 20% of Aboriginal students end up on academic probation after their first semester. This is demoralizing and unproductive. Based on specific request from Aboriginal students through ASP consultation, we will continue provision of this program.</p>  |
| <b>Related Goals</b>                 | <p><b>Primary</b> ASP Goal 1: Increase access, retention, completion and transition opportunities for Aboriginal learners <b>Framework</b> Goal 4: Aboriginal learners transition seamlessly from K–12 to post-secondary education.</p>   |
| <b>Measuring Success</b>             | <p>Success measures for this program will include:</p> <ul style="list-style-type: none"> <li>• Number of students participating in the program (approx. 40 students for 18/19)</li> <li>• Number of student volunteer mentors participating in the program. Target 20, including 10 peer mentors and 10 mentees.</li> </ul>  |

|                     |  |
|---------------------|--|
|                     | <ul style="list-style-type: none"> <li>Reduction of Aboriginal students being placed on academic probation after their first year of study – reduction of 5% from previous year</li> </ul> |
| <b>Location(s)</b>  | Capilano University, North Vancouver   |
| <b>Timing</b>       | Start Date     September 2018  |
|                     | End Date        December 2019  |
|                     | Duration        Fall semester  |
| <b>Future Plans</b> | If successful, we will continue program for future years   |

|  |   |   |                         |                         |
|--|---|---|-------------------------|-------------------------|
| <b>Budget</b>  |   | 2018/19   | 2019/20 (Estimate)      | 2020/21 (Estimate)      |
|  | Ministry (ASP)                              | \$16,500  | \$16,500                | \$16,500                |
|  | Institution Contribution                    |   |                         |                         |
|  | Other or In-Kind ( <i>Identify Source</i> ) | \$6,600 (CapU services)                           | \$6,600 (CapU services) | \$6,600 (CapU services) |
|  | Total                                       | \$23,100  | \$23,100                | \$23,100                |
| <b>Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000</b> | Item  | Amount  |                         |                         |
|  | Salary                                      | 1 faculty section: \$15,000                       |                         |                         |
|  | Program Expenses                            | \$1,500 (supplies, promotion, workshop food etc.) |                         |                         |

### Community Education Needs Assessment

|                                      |   |
|--------------------------------------|---|
| <b>Title</b>                         | <b>Community Education Needs Assessment</b>   |
| <b>Minimum or Additional Funding</b> | Minimum   |
| <b>Priority Ranking</b>              |   |
| <b>New or Continuing</b>             | On-going and follow up of results with communities to verify results and identify next actions to be taken. Training with community members to continue the community needs assessments as an ongoing method to gather current information.   |
| <b>Category</b>                      | Partnerships and engagement (including agreements)  |
| <b>Description</b>                   | This project provides funding for on-going development of a consistent needs analysis program in the communities. This will ensure productive and effective investment in programming that aligns with individual interests and community needs. Ultimately, this program will be implemented and managed by the community to monitor education and training needs over time. This year we developed a survey tool that includes a databank, tablets for efficiently conducting surveys, and a programming tool to efficiently and effectively collate and evaluate data. We will need to develop and refine this survey program, and invest in training of researchers in the community that will ultimately be responsible for collecting and interpreting data. In addition, we need to develop additional data gathering tools such as discussion circle topics and on-line data gathering methods to capture a broader audience and remain in touch with |

|                          |   |
|--------------------------|---|
|                          | emerging trends and issues that affect employment and education in the community  |
| <b>Rationale</b>         | Since beginning the ASP, the main consultation method with communities has been through the community Learning Facilitators, other education officers, and key additional community representatives including band administrations, chiefs and councils, plus current Aboriginal learners amongst others. This has been highly productive in identifying overall needs and trends, however the feedback is often general and based on opinion and observations. The new needs assessment is rigorous, statistically accurate, and combines a range of quantitative and qualitative tools. The needs assessment is developed with guidance from experienced researchers at Capilano University but is designed, using on-line tools, and portable data gathering equipment, to be easily implemented at the community level. This will build skills and knowledge within the community that can be applied to a range of purposes. |
| <b>Related Goals</b>     | <b>Primary</b> ASP Goal 2: Strengthen partnerships and collaboration in Aboriginal post-secondary education; and ASP Goal 3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers<br><b>Framework</b> Goal 5: Continuous improvement is based on research, data-tracking and sharing of leading practices   |
| <b>Measuring Success</b> | Measures of success for this program will include: <ul style="list-style-type: none"> <li>• Creation of a relevant and practical evaluation tools and monitoring program, with community involvement and support</li> <li>• Creation of relevant data sets that strengthen the knowledge of Aboriginal community educational needs</li> </ul>   |
| <b>Location(s)</b>       | Squamish Nation   |
| <b>Timing</b>            | Start Date   September 2018   |
|                          | End Date   December 2019  |
|                          | Duration   Two semesters  |
| <b>Future Plans</b>      | This program was piloted in Lil'wat Nation, and implemented in part in Squamish and Sechelt Nations. It will be refined and re-conducted in each of these communities again, and introduced to Tsleil-Waututh for 2018. The program and learning tools will also be utilized by C3 partners for consistency in data and potential future collaboration amongst partners.  |

| <b>Budget</b>   |                                       | 2018/19  | 2019/20<br>(Estimate)      | 2020/21(Estimate)          |
|---|---------------------------------------|--|----------------------------|----------------------------|
|   | Ministry (ASP)                        | \$13,500   | \$8,500                    | \$8,500                    |
|   | Institution Contribution              |  |                            |                            |
|   | Other or In-Kind<br>(Identify Source) | \$5,400<br>(CapU services)   | \$3,400<br>(CapU services) | \$3,400<br>(CapU services) |
|   | Total                                 | \$18,900   | 11,900                     | \$11,900                   |
| <b>Expense Breakdown for 2018/19 activities/programs where Ministry</b> | Item                                  | Amount   |                            |                            |
|   | Salary Expenses                       | 0.5 faculty section and contracting: \$7,500<br>Data collection, hardware, and analysis: \$5,000 |                            |                            |

|  |  |   |
|--|--|---|
| <b>funding is greater than \$20,000</b>  |  | \$1,000 (supplies, materials, software, etc.) in the first year only. |
| <b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b> |  |   |
| Documentation of Support   | Each community identified accurate community needs data as a key need. |   |

### Project Coordination

|                                      |   |
|--------------------------------------|---|
| <b>Title</b>                         | <b>ASP Project Coordination</b>   |
| <b>Minimum or Additional Funding</b> | Minimum   |
| <b>Priority Ranking</b>              |   |
| <b>New or Continuing</b>             | Continuing  |
| <b>Category</b>                      | Partnerships and engagement (including agreements)  |
| <b>Description</b>                   | This activity ensures that all ASP project coordination and reporting requirements are conducted in a professional and timely manner. Specific tasks include: providing skills improvement and ongoing technical support to the community Learning Facilitators; coordinating efforts of Facilitators to establish work plans and achieve measurable goals of the program; gathering educational needs data from communities; overseeing surveys and consultation to gauge feedback and educational needs from learners and communities; communicating amongst partners and organizing meetings; marketing programs within communities; monitoring progress to ensure that all programs are implemented fully and on time; coordination of activities amongst all C3 partners as needed; and other tasks to ensure the full and efficient functioning of the ASP. |
| <b>Rationale</b>                     | The ASP involves multiple stakeholders including several communities, many university departments, student groups, and the Ministry of Advanced Education. Effective project coordination is critical for maximizing outcomes of the ASP and ensuring that we are constantly engaging with the community members to ensure all goals are being met and feedback from communities is being received and addressed. Effective management ensures that all investments of the ASP are utilized wisely and lead to maximum outcomes for Aboriginal learners and fulfillment of the ASP and the Framework. There is a small expense budget for the ASP Manager to facilitate meetings with the C3 advisory group and prepare related program promotional materials.  |
| <b>Related Goals</b>                 | ASP Goal 2: Partnerships and engagement (including agreements)  |
| <b>Measuring Success</b>             | The measures of success are: <ul style="list-style-type: none"> <li>• Completion of all approved activities and programs on budget and on time</li> <li>• Facilitation of Service contracts with learning facilitators establishing targets for fulfillment of success measures</li> <li>• Monthly meetings (in person or by phone) with all learning facilitators to review service contracts and related targets and success measures, status of programs, budgets, and other issues and outcomes</li> <li>• Organizing three in-person meetings per year with learning facilitators on campus to address status of service contracts, status of programs,</li> </ul>   |

|                     |   |                    |
|---------------------|---|--------------------|
|                     | budgets, and other issues and outcomes, plus planning needs for next years ASP. |                    |
| <b>Location(s)</b>  | Capilano University   |                    |
| <b>Timing</b>       | Start Date  | August 2018        |
|                     | End Date  | June 2019          |
|                     | Duration  | Full Academic year |
| <b>Future Plans</b> | Continuation of current pattern and services                                    |                    |

|  |  |  |                            |                            |
|--|--|--|----------------------------|----------------------------|
| <b>Budget</b>  |  | 2018/19  | 2019/20 (Estimate)         | 2020/21(Estimate)          |
|  | Ministry (ASP)                               | \$20,000   | \$20,000                   | \$20,000                   |
|  | Institution Contribution                     |  |                            |                            |
|  | Other or In-Kind<br><i>(Identify Source)</i> | \$8,000<br>(CapU services)                                 | \$8,000<br>(CapU services) | \$8,000<br>(CapU services) |
|  | Total  | \$28,000   | \$28,000                   | \$28,000                   |
| <b>Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000</b> | Item   | Amount   |                            |                            |
|  | Salary Expenses                              | 1 faculty section: \$15,000<br>Operating expenses: \$5,000 |                            |                            |

### Aboriginal Youth Summit

|                                      |   |
|--------------------------------------|---|
| <b>Title</b>                         | <b>Aboriginal Youth Summit</b>  |
| <b>Minimum or Additional Funding</b> | Minimum   |
| <b>Priority Ranking</b>              |   |
| <b>New or Continuing</b>             | Continuing  |
| <b>Category</b>                      | Outreach activities and events  |
| <b>Description</b>                   | CapU will host a Youth Summit for Aboriginal youth called "Inspiration Nation" at the campus on March 19 2018 to explore issues of interest to Aboriginal learners and introduce post-secondary options and learning experiences through an array of interactive activities. We have coordinated this activity through community facilitators with high schools in the Squamish, Sechelt, Musqueam, Lil'wat, and Tsleil-Waututh territories to invite current and prospective students to the event. Involved in event organizing the event are Aboriginal students and Aboriginal mentors. This year's event will feature dynamic speakers, cultural activities, nature interpretation tour, circle discussion, treasure hunts and other fun activities and events. Several faculty areas are involved in planning and activities such Indigenous Film Production, Outdoor Recreation, Human Kinetics. Our goal is to engage future students in a taste of student life and build interest and excitement in the prospect of coming to university. We intend to make this an annual event that the schools and individuals in the communities look forward to attending every year. Our acting President as agreed to waive the University application fee for event participants who wish to apply to the University. |

|                          |  |            |                |          |            |          |               |
|--------------------------|--|------------|----------------|----------|------------|----------|---------------|
| <b>Rationale</b>         | Many individuals feel anxious about transitioning from high school or their community to post secondary education. This event is aimed at breaking down those barriers and building enthusiasm for the start of next semester and creating instant connections for a comfortable and welcoming transition to university or college life. This was a concern identified by many current students that participated in past and current proposal focus groups. |            |                |          |            |          |               |
| <b>Related Goals</b>     | <b>Primary</b> ASP Goal 1: Increase access, retention, completion and transition opportunities for Aboriginal learners <b>Framework</b> Goal 4: Aboriginal learners transition seamlessly from K–12 to post-secondary education  |            |                |          |            |          |               |
| <b>Measuring Success</b> | Success measures for this program will include: <ul style="list-style-type: none"> <li>Number of students participating in the program (approx. 90 students): Target 20 prospective students from Lil'wat, Squamish and Sechelt Nations each, 10 prospective students from Musqueam, urban and Tsleil-Waututh each.</li> <li>Survey of participants to outcomes of event – 80% satisfaction target</li> </ul>  |            |                |          |            |          |               |
| <b>Location(s)</b>       | Capilano University, North Vancouver   |            |                |          |            |          |               |
| <b>Timing</b>            | <table border="1"> <tr> <td>Start Date</td> <td>September 2018</td> </tr> <tr> <td>End Date</td> <td>April 2019</td> </tr> <tr> <td>Duration</td> <td>Fall semester</td> </tr> </table>  | Start Date | September 2018 | End Date | April 2019 | Duration | Fall semester |
| Start Date               | September 2018   |            |                |          |            |          |               |
| End Date                 | April 2019   |            |                |          |            |          |               |
| Duration                 | Fall semester  |            |                |          |            |          |               |
| <b>Future Plans</b>      | If successful, we will continue program for future years   |            |                |          |            |          |               |

|  |   |  |  |   |
|--|---|--|--|---|
| <b>Budget</b>  |   | 2018/19                                | 2019/20 (Estimate)                     | 2020/21 (Estimate)                      |
|  | Ministry (ASP)                              | \$5,000                                | \$5,000                                | \$5,000                                 |
|  | Institution Contribution                    |  |  |   |
|  | Other or In-Kind ( <i>Identify Source</i> ) | \$5,000 (CapU services & Faculty time) | \$5,000 (CapU services & Faculty time) | \$5,000 (CapU services & Faculty time ) |
|  | Total                                       | \$10,000                               | \$10,000                               | \$10,000                                |
| <b>Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000</b> | Item  | Amount                                 |  |   |
|  | Travel, entertainment, food                 | \$5,000                                |  |   |

### Aboriginal Language and Culture Certificate and Diploma

|                                      |   |
|--------------------------------------|---|
| <b>Title</b>                         | <b>Aboriginal Language and Culture Certificate</b>  |
| <b>Minimum or Additional Funding</b> | Additional  |
| <b>Priority Ranking</b>              | 1   |
| <b>New or Continuing</b>             | Continuing  |
| <b>Category</b>                      | Delivery of programs or courses on campus or in Aboriginal communities  |
| <b>Description</b>                   | The 30-credit certificate is designed to give introductory knowledge of language and culture; an understanding of composition and First Nations literature; |

|                          |   |                            |
|--------------------------|---|----------------------------|
|                          | <p>phonetics, language description and analytical skills: and storytelling ability. The program contributes to regeneration of threatened Indigenous languages; enhances pride and confidence of learners in their culture and traditions; and develops tangible skills for teaching the language within communities.</p>   |                            |
| <b>Rationale</b>         | <p>Many Canadian Aboriginal languages are in serious threat of becoming extinct. For all Nations in the traditional territories where CapU lies, rejuvenation of language is a key goal and widely recognized as a critical element of pride and confidence for Nation members. The certificates are an example of how valuable the ASP partnership can be in bringing institutions and communities close together for innovative learning outcomes. The programs have been widely acknowledged by communities as some of the most inspiring and important programs that have been delivered. The combination of traditional knowledge regeneration, academic structure, and experiential and engaged learning methods of the community and CapU has resulted in highly productive outcomes. Squamish and Lil'wat have completed one cycle of the certificate, and Lil'wat will complete its second cycle in 2018/19. Sechelt will complete one full cycle in 2018/19. Tseil-Waututh would like to develop courses in 2018/19 with the goal of implementing the certificate in 2019/20.</p> |                            |
| <b>Related Goals</b>     | <p><b>Primary</b> ASP Goal 1: Increase access, retention, completion and transition opportunities for Aboriginal learners; ASP Goal 2: Strengthen partnerships and collaboration in Aboriginal post-secondary education <b>Framework</b> Goal 2: Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities</p>  |                            |
| <b>Measuring Success</b> | <p>The measures of success for this program are:</p> <ul style="list-style-type: none"> <li>• Successful implementation of four courses over 2018-19 academic year in Sechelt and Lil'wat communities</li> <li>• Effective promotion, coordination, and support for learners in the program (qualitative and quantitative results required) (0.5 sections)</li> <li>• Significant enrolment in courses offered (Average of 10)</li> <li>• Successful delivery of all courses in the three programs with strong (over 40%) retention and completion rates</li> <li>• Demonstrated impact within Sechelt and Lil'wat communities qualitatively measured through focus groups and case study interviews.</li> <li>• Development of Curriculum for Tseil-Waututh certificate first year programming</li> </ul>  |                            |
| <b>Location(s)</b>       | <p>Sechelt First Nation/Sunshine Coast Campus, Squamish Nation, Lil'wat Nation<br/>Ts'zil Learning Centre</p>   |                            |
| <b>Timing</b>            | Start Date  | September 2018             |
|                          | End Date  | May 2019                   |
|                          | Duration  | Full 2018-19 Academic Year |
| <b>Future Plans</b>      | <p>In 2019/20 we intend to begin delivery of the Tseil-Waututh Language and Culture Certificate. We intend to evaluate future language and culture programming at higher levels of study</p>  |                            |

|  |   |   |                             |                   |
|--|---|---|-----------------------------|-------------------|
| <b>Budget</b>  |   | 2018/19   | 2019/20 (Estimate)          | 2020/21(Estimate) |
|  | Ministry (ASP)  | \$72,500  | \$45,000                    | \$45,000          |
|  | Institution Contribution  | \$15,000  | \$15,000                    | \$15,000          |
|  | Other or In-Kind<br>(Identify Source)   | \$29,000<br>(CapU Services)   | \$18,000<br>(CapU services) | \$18,000          |
|  | Total   | \$116,500   | \$78,000                    | \$78,000          |
| <b>Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000</b> | Item  | Amount  |                             |                   |
|  | 2018/19   | 5 faculty sections plus lab support in four courses: \$67,500<br>0.5 coordination sections: \$7,500<br>\$5,000 travel and accommodation for course delivery |                             |                   |
| <b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>                       |   |   |                             |                   |
| <b>Documentation of Support</b>  | Sechelt and Lil'wat all identify Language and Culture Certificate completion as a key priority for their communities. Tsleil-Waututh identify language and culture implementation as a high community priority. Please see letters of Support |   |                             |                   |

### Career Guidance Workshops

|                                      |  |
|--------------------------------------|--|
| <b>Title</b>                         | <b>Education and Career Counsellor and Workshops</b>   |
| <b>Minimum or Additional Funding</b> | Additional   |
| <b>Priority Ranking</b>              | 2  |
| <b>New or Continuing</b>             | New  |
| <b>Category</b>                      | Delivery of programs or courses on campus or in Aboriginal communities   |
| <b>Description</b>                   | There are many career opportunities in the areas of health and education, business development, and other fields, however, evidence from community surveys shows that there is a lack of knowledge for individuals to enter educational pathways to attain the jobs they desire. We propose funding a part time position for an Education and Career Guidance Counsellor that will conduct one-on-one consultation with individuals and workshops to groups to assist with this significant services gap in our communities. The individual will work primarily from Lil'wat Nation as the need for this service was clearly identified in the education needs analysis conducted in this community, but will offer workshops in Sechelt, Squamish, and Tsleil-Waututh communities as well. For Lil'wat Nation, special attention will be placed on working with the two local secondary schools outreaching to grade 8-12 Lil'wat Nation members as well as members of the N'quatqua Nation and the Southern Stl'Atl'Imx Nations which are much smaller Nations in the region, and have very little student support. Another large service gap will be to assist parents of students and prospective mature students which will require further community consultation to determine the most effective approach. The goal will be to help individuals |



|                          |  |                            |
|--------------------------|--|----------------------------|
|                          | acquire the skills and capacity to successfully access and begin post-secondary education in a field that matches their interests and abilities.   |                            |
| <b>Rationale</b>         | <p>In the Lil'wat Education needs assessment, 50% of 209 respondents indicated not having defined career goals and 65% mentioned that career planning workshops and/or courses would be beneficial. In needs assessment surveys for Squamish and Sechelt similar needs were identified. Over the past 5 years, the staff at the Ts'zil Learning Centre has observed that students coming directly out of secondary school need a great deal of capacity building in order to successfully embark on post-secondary education. Knowledge about, and the skills to navigate, the post-secondary system is crucial to increasing the number of Nation members who access it.</p> <p>Even though there are more Lil'wat Nation citizens than ever, attending post-secondary institutes outside of the territory, many of these students are the first person in their family to attend higher education. Because of this, knowledge of the vernacular, paperwork, deadlines, and the entire system need to be learned. When students are aware of this, they are better equipped to successfully enter post-secondary education, as well as deal with the stress of leaving their community and culture.</p> |                            |
| <b>Related Goals</b>     | <p><b>Primary</b> ASP Goal 1: Increase access, retention, completion and transition opportunities for Aboriginal learners; ASP Goal 3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</p> <p><b>Framework</b> Goal 4: Aboriginal learners transition seamlessly from K-12 to post-secondary education; Framework Goal 5: Continuous improvement is based on research, data- tracking and sharing of leading practices</p>   |                            |
| <b>Measuring Success</b> | <p>The measures of success for this program are:</p> <ul style="list-style-type: none"> <li>• Build connections and support with schools in Lil'wat, Sechelt, Squamish and Tseil-Waututh territories</li> <li>• Outreach to over 400 prospective grade 8-12 aboriginal learners</li> <li>• One-on-one education and career counselling services to over 100 prospective students</li> <li>• Outreach to over 80 mature students and student families</li> </ul>  |                            |
| <b>Location(s)</b>       | Lil'wat (primarily), Squamish, Sechelt, and Tseil-Waututh Communities  |                            |
| <b>Timing</b>            | Start Date   | September 2018             |
|                          | End Date   | May 2019                   |
|                          | Duration   | Full 2018-19 Academic Year |
| <b>Future Plans</b>      |  |                            |

|  |   |  |   |                                |                   |
|--|---|--|---|--------------------------------|-------------------|
| <b>Budget</b>  |   | 2017/18  |   | 2018/19<br>(Estimate)          | 2019/20(Estimate) |
|  | Ministry (ASP)                                      | \$49,000   |   | \$49,000                       | \$49,000          |
|  | Institution<br>Contribution                         |  |   |                                |                   |
|  | Other or In-<br>Kind ( <i>Identify<br/>Source</i> ) | \$17,600<br>(CapU<br>Services)   |   | \$17,600<br>(CapU<br>services) | \$17,600          |
|  | Total   | \$66,600   |   | \$66,600                       | \$66,600          |
| <b>Expense<br/>Breakdown for<br/>2018/19<br/>activities/programs<br/>where Ministry<br/>funding is greater<br/>than \$20,000</b> | Item  | Salary   | \$44,000 (half time)                                |                                |                   |
|  |   | Expenses   | \$5,000 (travel, accommodation, workshop materials) |                                |                   |
|  |   |  |   |                                |                   |
| <b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>   |   |  |   |                                |                   |
| <b>Documentation of Support</b>  |   | Education Needs Assessment Survey of 209 community members in Lil'wat Nation, letter of support from Lil'wat Chief (Appendix 1e), consultation with C3 members |   |                                |                   |

## Overall Budget

| <b>Programs and Activities Supported by Minimum Ministry Funding</b> |   |           |          |                    |          |                   |          |
|--|---|-----------|----------|--------------------|----------|-------------------|----------|
| Activity/<br>Program<br>Title  | Category  | 2018/19   |          | 2019/20 (Estimate) |          | 2020/21(Estimate) |          |
|  |   | Ministry  | CapU     | Ministry           | CapU     | Ministry          | CapU     |
| Community Outreach and Learning Facilitation                         | Outreach activities and events, Student support services and initiatives, Partnerships and engagement (including agreements)  | \$115,000 | \$48,000 | \$115,000          | \$48,000 | \$115,000         | \$48,000 |
| Capilano University Systemic Change                                  | Outreach activities and events, Aboriginal cultural training for faculty, staff or administration, Aboriginal Representation for faculty, staff or administration, Partnerships and engagement (including agreements), Policy Initiatives | \$30,000  | \$36,000 | \$35,000           | \$38,000 | \$35,000          | \$38,000 |
| ASP Project Coordination   | Partnerships and engagement (including agreements)  | \$20,000  | \$8,000  | \$20,000           | \$8,000  | \$20,000          | \$8,000  |
| Community Education Needs Assessment Monitor                         | Partnerships and engagement (including agreements)  | \$13,500  | \$5,400  | \$8,500            | \$3,400  | \$8,500           | \$3,400  |
| University Success Strategies for Aboriginal Learners                | Outreach activities and events; Student support services and initiatives  | \$16,500  | \$6,600  | \$16,500           | \$6,600  | \$16,500          | \$6,600  |
| Aboriginal Youth Summit  | Outreach activities and events  | \$5,000   | \$5,000  | \$5,000            | \$5,000  | \$5,000           | \$5,000  |

| <b>Programs and Activities Supported by Minimum Ministry Funding</b> |           |           |           |                    |           |                   |           |
|--|-----------|-----------|-----------|--------------------|-----------|-------------------|-----------|
| Activity/<br>Program<br>Title  | Category  | 2018/19   |           | 2019/20 (Estimate) |           | 2020/21(Estimate) |           |
|  |           | Ministry  | CapU      | Ministry           | CapU      | Ministry          | CapU      |
|  | Sub-Total | \$200,000 | \$109,000 | \$200,000          | \$109,000 | \$200,000         | \$109,000 |

| <b>Programs and Activities Requiring Additional Ministry Funding</b> |  |           |           |                    |           |                    |           |
|--|--|-----------|-----------|--------------------|-----------|--------------------|-----------|
| Activity<br>/Program<br>Title  | Category   | 2018/19   |           | 2019/20 (Estimate) |           | 2020/21(Estimate)  |           |
|  |  | Ministry  | CapU      | Ministry           | CapU      | Ministry           | CapU      |
| Aboriginal<br>Language<br>and Culture<br>Certificate                 | Delivery of<br>programs or<br>courses on campus<br>or in Aboriginal<br>communities | \$72,500  | \$44,000  | \$45,000           | \$33,000  | \$45,000           | \$33,000  |
| Career<br>Guidance<br>Workshops                                      | Delivery in 4<br>communities   | \$49,000  | \$17,600  | \$49,000           | \$17,600  | \$49,000           | \$17,600  |
| <b>Total Funding (minimum and additional)</b>                        |  |           |           |                    |           |                    |           |
|  | Category   | 2018/19   |           | 2019/20 (Estimate) |           | 2020/21 (Estimate) |           |
|  |  | Ministry  | CapU      | Ministry           | CapU      | Ministry           | CapU      |
|  | Total  | \$321,500 | \$170,600 | \$294,000          | \$159,600 | \$294,000          | \$159,600 |



**CAPILANO  
UNIVERSITY**

**Aboriginal Service Plan  
2018/19-20/21**

**Appendices**

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February 2, 2018

To whom it may concern:

The Lil'wat Nation is pleased to support the delivery of the 2018-2019 Aboriginal Service Plan with our post-secondary partner, Capilano University. The funding that the Lil'wat Nation receives from the ASP supports the Learning Facilitator position at the Ts'zil Learning Centre, and has supported the continuation of the Lil'wat Nation Language and Culture program.

The Learning Facilitator assists Nation members in navigating and removing barriers that they encounter when attempting to access higher education. The extensive support that the Learning Facilitator provides has dramatically increased the number of Lil'wat Nation members in post-secondary education, as well as retention levels and the number of students completing programs. Individual student support is critical in assisting Aboriginal learners in making the successful transition from living in a remote community, to attending a post-secondary institute outside of Mt. Currie. Without this support, many of our students simply would not attend post-secondary education.

This academic year has again seen record numbers – 47 students were sponsored in the fall for post-secondary outside of the community, and 43 currently. This is up from 38 last year. Of the current 43 students, *25 are achieving their Bachelor's degree and 3 are attaining their Master's degree.* With the support of the Learning Facilitator, Lil'wat Nation members have successfully moved along the educational continuum.

The ASP has also supported the Lil'wat Nation in continuing the second cohort of the Lil'wat Nation Language and Culture Certificate. This program has been highly successful and is providing foundational learning for many of the participants, who now want to extend their knowledge of their traditional language. This will serve as the basis for language revitalization in the community. The program participants have also experienced a greater sense of identity, pride and educational purpose.

It is with great pleasure that I support the 2018-2019 Aboriginal Service Plan with our post-secondary partner, Capilano University. Please feel free to contact me with any questions.

Best regards,

Chief Dean Nelson  
Lil'wat Nation  
Mount Currie, BC V0N 2K0



## SECHELT INDIAN BAND

Honourable Melanie Mark  
Ministry of Advanced Education

January 18, 2018

Re: *shíshálh* Nation support for Capilano University Aboriginal Service Plan 2018-2019

Dear Honourable Melanie Mark,

The *shíshálh* Nation would like to confirm our support for the 2018-2019 Aboriginal Service Plan as submitted by Capilano University.

The financial support from The Ministry of Advanced Education through the ASP initiative is a positive step in the right direction towards Truth and Reconciliation. Systemic change efforts by Capilano University and all post-secondary institutions is integral for Indigenous Student success and the Provincial funding targeted for ASP is necessary to advance these efforts.

The *shíshálh* Nation values the programming and services that stem from the ASP for our students. Particularly, we appreciate the Sechelt Language and Culture Certificate program, considering our *she shashishalhem* language is near extinction and we only have a couple of elders left who can speak somewhat fluently.

The Learning Facilitation funding has been of great importance to the community to have the direct link between our members and the University to assist with navigating the intricacies of the post-secondary institutes is invaluable.

The *shíshálh* Nation thanks AVED for the financial commitment to Capilano University for ASP initiatives. In the spirit of Truth and Reconciliation, we look forward to the continued support for our learners.

?ul-num-chexw (thank you)

A handwritten signature in blue ink that reads "Warren Paull". The signature is written in a cursive style and is positioned above a horizontal line.

Chief Warren Paull  
*shíshálh* Nation





January 29, 2018

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

RE: Squamish Nation Letter of support of the C3 Aboriginal Service Plan

The Squamish Nation is honored to be a member of the C3 Aboriginal Service Plan (ASP). The ASP supports Squamish Nation Learners' access and retention of post secondary programs and services. This partnership is valuable as it provides a platform to build strong relationships between Capilano University (Cap U) and the Squamish Nation Community. Cap U supports our community through the Squamish Language & Culture Certificate, and by offering various support services provided by the Community Learning Facilitator (CLF).

The Community Learning Facilitator (CFL) plays an important role to advocate and inspire all current and future learners. The CLF role has contributed to our students by:

- Guiding & facilitating students into a successful transition,
- Utilizing research techniques and providing funding avenues,
- Building strong connections and participating in recruitment strategies,
- Providing an education path to help students to qualify for job opportunities,
- Networking with the First Nation support staff at PSI's,
- Providing student support throughout their Cap U studies.

The CFL assisted in the design and implementation of a Squamish Nation Post Secondary needs assessment survey that over 273 community members participated in. The CFL will continue to strive and mentor students and assist them in accessing higher education opportunities by providing continued support and guidance.

Education, belonging and skill development are essential in order to nourish the success of our community members. The partnership Squamish Nation has with Capilano University is fundamental in order to provide dynamic educational pathways that result in graduation, employment, and community capacity building. In this regard, the ASP program effectively supports the needs of our Nation.

Respectfully,

Paul Wick  
Department Head of Education & Employment & Training



# TSLEIL-WAUTUTH NATION

*Children of TAKaya - Wolf Clan*

**BURRARD INDIAN BAND**



January 24, 2018

Ministry of Advanced Education

Re: Tsleil-Waututh Nation support for Aboriginal Service Plan 2018-2019

Dear AVED,

This letter acknowledges that Tsleil-Waututh Nation is in support of the 2018-2019 Aboriginal Service Plan with our C3 partners at Capilano University.

The Tsleil-Waututh Nation is committed to the partners as a part of the C3 committee and to continuing to strengthen relationships between the learning Institutes and our First Nations Communities. The Learning Facilitator role has been a great asset for the community so that members have the guidance and support to transition into the Post-Secondary lifestyle.

Aside from assisting students in their transition into Post-Secondary Learning through a UCEPP, we also look forward to further discussions of offering a Tsleil-Waututh Language and Culture program as a full credit course at Capilano University. Our Language is offered in our community and our goal is to have this instructed to adult learners and build our number of speakers to avoid completely losing our language.

In conclusion, the Tsleil-Waututh Nation fully supports the efforts of the 2018-2019 Aboriginal Service Plan. Any programs that help our students' acquire the knowledge and skills that they require to successfully move through the next steps of their Educational Journey will benefit the student and the community.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Angela George'.

Angela George

Community Development Director  
Tsleil-Waututh Nation

A handwritten signature in blue ink, appearing to read 'Maureen Lerat'.

Maureen Lerat

CAO – Tsleil-Waututh Nation



February 6, 2018

To Whom It May Concern:

The Lil'wat Nation fully supports its continued membership in the Aboriginal Service Plan with its post-secondary partner, Capilano University. This membership has allowed more community members than ever, to gain access to post-secondary institutes outside of the community as well as post-secondary educational opportunities in their home community, in order to build capacity in Lil'wat Nation citizens.

With more Nation members than ever entering into post-secondary programs outside of the community (48 for 2017/18), there is a greater need for an Education and Career Counsellor to ensure all students are receiving the support they require to be successful in post-secondary education, as well as being prepared for students transitioning from high school into post-secondary.

According to the *Community Educational Needs Assessment*, our citizens are in need of much support to understand how to access educational and training opportunities. An Education and Career Counsellor would enable Lil'wat Nation Citizens to break down this very real barrier. Because of the historic, inter-generational trauma that people have suffered, when they do not know what a pathway to educational advancement is or they don't know how to navigate it, they will simply be stopped in their tracks. Therefore, support in accessing these pathways, is crucial to breaking down an extremely large barrier for our people.

One Lil'wat Nation initiative is to develop succession plans for all employees. This entails employees having the knowledge on how to access the training and education that is needed to move into higher positions within the Nation. Our people would benefit from the support of an Education and Career Counsellor to understand and navigate the educational pathways, that will enable them to build capacity, in order to occupy higher positions in the Nation, which will lead to progress for our people.

The ECC position will be critical in meeting the educational needs of the community and will bridge the gap of knowledge that serves as a barrier to many Nation members.

I fully support the Lil'wat Nation's continued partnership with Capilano University to be able to access the funding offered by the Aboriginal Service Plan, which allows our people greater access to, success and completion of post-secondary education.

Sincerely, 

Skalulmecw Chief Dean Nelson  
On behalf of the Lil'wat Nation

## ASP Focus Group Questionnaire

1. How were you made aware of learning opportunities at CapU?
  - High school teacher and Laurel Whitney
  - Through the Squamish Nation Facebook page I was made aware of the Aboriginal Learners program. This has evolve for me to pursuing an advanced diploma.
  - David Kirk and Joel Cardinal informed me of most opportunities on campus
  - Through the Capilano University website
  - Doreen was doing outreach at UNYA
  - Word of mouth: of an Indigenous actor who came to my province to talk. I saw him at work and he told me about the program I am in now.
  
2. What do you love about your program?
  - Flexibility
  - Small class size, easy access to instructors, relevant content (current), easy access to tutors
  - Learning
  - I have instructors who care about me, my future and empower me (communications)
  - Indigenous focus, great instructors
  - Indigenous, cheap, relatives, friends, understanding teachers, culturally aware, own space, healing
  
3. Would you recommend your programs to friends and family? Why or why not?
  - Yes, fantastic opportunity to create your own degree
  - For all the above reasons I would recommend and do recommend
  - I would always recommend for someone to go into post-secondary education
  - Yes
  - Yes, I have and I do, I talk about IIDF all the time
  - Absolutely, it is important that this program exist

4. What support services are valuable to students at CapU? What support services would have been helpful?
- Peer mentor, MLA, writing centre, Aboriginal lounge
  - First Nations lounge, including culturally relevant ents (workshops, elder visits, drumming sessions), easy access to tutors
  - The staff in the First Nations student centre have helped support and guide me on my educational journey at Capu. The accessibility Services Centre have also been very supportive. The math and writing tutors are very helpful. I would like the writing centre/tutors available during finals and reading break days.
  - The First Nations student lounge is a great support. It's a grounding area, physical, mentally spiritually and emotionally. As well, it's filled with great and friendly faces.
  - Counselling check-ins for us anxious ridden types! Yoga would be kewl.
  - Emergency bursaries, Aboriginal emergency bursaries, the Aboriginal lounge, the free printer, free lunches every Tuesday and Thursday, available peer support in the lounge
5. What helped you be prepared? What would have been helpful?
- Teachers, peer mentors would have been helpful
  - AS a mature students coming in through the AL Program I found it difficult to understand the process moving forwards from the ALP. On completion of such programs, provide access and or direction to information on program planning, I met with advisors but always felt that they thought I knew more that I knew.
  - I attend the micro session in August and during the fall 2017 term
  - Utilizing academic advisors
  - Having a mentor in my program to ask questions
  - Funding, child care, transitional housing, Aboriginal mother centre, it would have been helpful for housing in particular
6. What are three words that summarize your learning experience here at CapU?
- Exciting, fulfilling time consuming
  - Rewarding, culturally inspiring, relevant
  - Educational, difficult, amazing, discipline, efficiency, perseverance
  - Team based learning
  - Inclusive, sensitive, encouraging
7. What's next for you? How prepared are you for your next step?
- SFU to obtain a PDP, feeling very prepared
  - I will continue with completion of advanced diploma then plan to work for my own company applying the skills and tools acquired at CapU

- My courses are already picked for summer term and some for fall 2018 and spring 2019. I am working with students at Adler University to assist me getting in Adler when I go for my masters.
- Keep on plugging away
- I'd like to go into MOPA 3 & 4<sup>th</sup> year, funding is a scary topic, getting help with my Band to qualify for funding
- Create my own films, apply for grants, start building connections. I am well equipped but I am going to pursue my degree.

## ASP Focus Group Questionnaire – Lil'wat Nation

1. How were you made aware of learning opportunities at CapU?
  - Facebook – an ad for the Building Service Workers program
  - Info session advertised on Facebook for upgrading
  - What do you love about your program?
  - Self-paced, plus extra help to fill in knowledge gaps
  - Elizabeth dropped of material.
  - Read on bulletin board.
  - Word of mouth
  - Connections in the community
  
2. Would you recommend your programs to friends and family? Why or why not?
3. Would recommend, yes, for upgrading and university preparation. Is nearby. Culture is good, enjoy learning about it.
  - Building service worker program good because it helps with resumes, cover letters, and finding a job when the course finishes
  - Interactions and activities.
  - Classmates are friends.
  - Learning English again.
  - Computers.
  - Get me out of the house, keeps me healthy.
  
4. What support services are valuable to students at CapU? What support services would have been helpful?
  - Extra support from faculty.
  - One student said she doesn't get funding here because she is from a different band, even though her extended family lives here. She is disappointed in this.
  - Extra help in math/English
  - Job readiness
  - Transportation needs to be added – hard to get to Ts'zil based on the bus service.
  - Counselling, transportation.
  - Counselling, listening to students. Teachers keep up here.
  - Bus tickets, but not provided.
  
5. In what ways were you prepared for your educational journey?
  - Showing up, having home base.
  - Ready, mentally.

6. In what ways were you NOT prepared for your educational journey?
  - Moved here from Hope, grew up in Chilliwack. Went to grade 10 in Hope and got behind, struggling. So here doing upgraded (was not prepared for direct university entrance)
  - Homework – when she gets home it's chores and helping out with childcare.
  - Alarm, new schedule.
  - Transportation, not knowing where I would be.
  - Supplies.
  - English, rusty.
  
7. What helped you be prepared? What would have been helpful?
  - Dedicating time to go to the library (Tuesday, thursday nights) to do homework.
  - Knowing classmates.
  - Established place.
  - Past education experience/tickets
  - Restless.
  
8. What types of programs would you like if we could provide them?
  - Art – painting, film, ceramics
  - Tour guiding
  - Veterinarian
  - Landscaping
  - Business/small business course.
  - Language – ongoing. Monthly/first aide, driving license.
  
9. What types of job or careers are you interested in? What ways are your current studies contributing to those goals?
  - Auto mechanic
  - Baking/pastry chef
  - Musician
  - Hair stylist
  - Baking, small business ownership program, upgrading
  - Starting own business/labor/youth programs/handyman
  - Landscaping, all outdoors with people I know/self understanding/improve life skills.
  - Heavy Equipment operator/mining.
  - Permanent job – landscaping/mining.



10. What learning experiences worked well for you? What would you like to see more of?

- Field trips – not all paperwork, is hands on
- Hands on, do to see and feel.
- Hands on.
- Guest speakers
- First Aide/whimis – transferrable.
- On the Job training.

11. What are three words that summarize your learning experience here at CapU?

- Comfortable
- Refreshing my brain.
- Holy.
- Patience, learning to listen
- Good experience, refreshing.
- Fun

12. What's next for you? How prepared are you for your next step?

- Finding a job, not sure of location or type of job, just need the money
- BSW student – finding a janitorial job
- Working, getting there. Need some supplies.
- New building, and more schooling. Yes – ready!
- Permanent/Long term/seasonal work. I'll start tomorrow.
- Work, career planning.
- Work and more upgrading, getting into the groove!

ASP FOCUS GROUP QUESTIONNAIRE – Squamish Nation + other indigenous students

1. How were you made aware of learning opportunities at CapU?
  - a. The opportunity was in the Squamish Nation news letter
  - b. Campus in my home community
  - c. Through my sister who was in the tourism program
  - d. Web site
  - e. In class at Cap U
  - f. High school
2. What do you love about your program?
  - a. It is challenging
  - b. Graduation Project requirement
  - c. I started in the general studies and I transferred to liberal studies and I love that it is interdisciplinary focused.
  - d. Currently I am interested in the communications degree program. I love it because the professors are so community engaged outside of the classroom.
  - e. Flexibility, build your own program
  - f. Everything because I am passionate about my program and working with children
3. Would you recommend your programs to friends and family? Why or why not?
  - a. Only to those that I know that could meet the challenge
  - b. Yes if interested in social and humanity issues
  - c. Absolutely I think LSBA is a recognized program and it is very challenging but fun. Also it will create opportunities.
  - d. Yes especially if they want to feel more empowered
  - e. Yes it is fantastic
  - f. Yes and I have to my sister because it is one of the best programs in BC
4. What support services are valuable to students at Cap U? What support services would have been helpful?
  - a. Math, Writing tutoring seems most important
  - b. Writing Center is very helpful, also instructor office hours, an access to a tutor would be helpful Science, math, English, language
  - c. I appreciate the accessibility services, counselling services, the writing centre, math centre and now I appreciate having tutors and I think additional services would have been support.
  - d. I feel the First Nations lounge has always been so supportive + helpful. It's a home away from home and the computers access is great.
  - e. Peer Mentor, language lab, math lab, all services offered in the English writing center, aboriginal lounge.

- f. Really everything because if you have a problem there is a service that can help support you.
5. In what ways were you prepared for your educational journey?
    - a. The emotional support from friends and
    - b. Graduated grade 12 and had a goal in mind?
    - c. I don't think I was prepared and I struggled a lot
    - d. I had mentors who always asked me what school (post secondary) I wanted to go to. They introduced me to programs and extra groups as well.
    - e. All through high school and life I have been preparing for my educational journey.
  6. In what ways were you NOT prepared for your educational journey?
    - a. He/She was not prepared to take English business writing again. It is difficult then what I experienced in high school.
    - b. How difficult is it to catch up, room mates & peer influences
    - c. Not understanding what Post secondary does all about, not know what resources were available.
    - d. I didn't know which degree program best suited me. So I feel in a way, I wasted my time; by staying in classes I wasn't interested.
    - e. I was misled in high school about what courses I need, like what math now I need to upgrade.
  7. What helped you be prepared? What would have been helpful?
    - a. What would have helped is a pre class in typing
    - b. Attending classes consistently, advice from former/current students could be helpful
    - c. Talking to other students + asking for advice
    - d. My mentors really pushed to be persistent in the application process
    - e. The counselors in high school and the info nights at Cap U, more info for high schools.
  8. What types of programs would you like if we could provide them?
    - a. A typing program and an algebra program
    - b. Sessions of sharing our home town first nations culture with others in the aboriginal lounge, art, language, history ect.
    - c. Cultural centre space for singing / dancing we sing here but I enjoy dancing
    - d. Degree searching
    - e. Higher level language, classes in Spanish 200 is only offered every other year and it was cancelled (not okay).
    - f. I would like to learn to cook and do my own taxes, edit my own papers
  9. What types of program would you like if we could provide them?
    - a. Book keeping, helping me with the electronics age, and how to use the technology
    - b. Education, teaching and tourism
    - c. I want to be more knowledgeable to aboriginal politics and to be part of that in my own nation
    - d. Inter governmental, public relations and data analysis
    - e. Education, LSBA allows me to go straight to my PDP with out additional classes

- f. Teacher for elementary children I am in the ECCE program
10. What learning experiences worked well for you? What would you like to see more of?
- a. Organizational behaviour is helping me set great goals and achieving them.
  - b. Starting assignments early, access to aboriginal lounge on Sundays I'd like to see more of.
  - c. Incorporating cultural aspects in the midst of actual learning's studying, writing, and such is very grounding + calming.
  - d. Having a solid relationship with professors
  - e. Hands on field trips
  - f. More one on one help, and help with grammar + punctuation
11. What three words that summarize your learning experience here at CapU?
- a. Perplexing, challenging, gratifying
  - b. First nations, supportive, friendships
  - c. Adventurous, grounding, determination
  - d. Engaging, empowering, fun
  - e. Exciting, fulfilling, time consuming
  - f. Comforting, peaceful and calming
12. What's next for you? How prepared are you for your next step?
- a. Focusing on finishing my program
  - b. Travelling
  - c. Aside from receiving my associates of arts, I am continuing with getting my BA
  - d. Keeping on track in lines to graduate for 2 years
  - e. PDP @ sfu
  - f. Planning on transferring to sfu to continue teacher training