



NORTH ISLAND COLLEGE



NIC

ABORIGINAL EDUCATION

Aboriginal Service Plan

2017/2018 - 2019/2020

Submitted to the Ministry of Advanced Education February 6, 2017

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OFFICE OF THE PRESIDENT



February 6, 2017

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

Dear Minister Wilkinson:

Re: Aboriginal Service Plan Submission by North Island College

On behalf of North Island College (NIC), I am pleased to submit the 2017/18–2019/2020 Aboriginal Service Plan as well as acknowledge that the college operates within the traditional territories of 35 First Nations from the Coast Salish, Kwakwaka'wakw, and Nuu-chah-nulth traditions. Our submission has been guided and approved by the Aboriginal Education Advisory Council, which has representation from these First Nations.

We are grateful for the opportunity provided by the Ministry to build on our successes since 2009, and are working towards North Island College Plan 2020's Strategic Priority #4: Aboriginal Education and Indigenization. We are committed to expanding the indigenization of our curriculum to reflect Canada's first peoples, and are working with Aboriginal partners to ensure educational programs include indigenous ways of knowing and being. Further, the indigenization of curriculum and reduction of barriers for Aboriginal students are key indicators in the final plan approval process.

Other highlights this year include:

- Providing active frontline student support via Aboriginal Education Advisors, Elders in Residence, and local community Elders engaged via honorariums, which student feedback indicates plays an important role in student access, retention, success, and satisfaction;
- Continuing to offer Kwak'wala language classes in the Northern Region with strong participation;
- Commencing the Tourism Bridging Program with Tourism and Hospitality pre-entry courses;
- Offering Early Childhood & Care Education Certificate in community in Ahousaht, Flores Island to fill a need brought forward by the community. This offering is a cohort delivery and includes support of a program Elder;
- Ongoing discussions on developing Nuu-chah-nulth language classes;
- Offering a pre-health block in the West Coast region with a cultural component provided through partnership with Nuu-chah-nulth Tribal Council; and
- Increasing our total First Nation Education Agreements to 42 (February 2011- February 2016).

We trust that you will find the following proposal to be in order. Should you have any questions, please contact my office or the office of the Interim Director of Aboriginal Education, Lou-ann Neel at Lou-ann.Neel@nic.bc.ca or by phone at 250-334-5071.

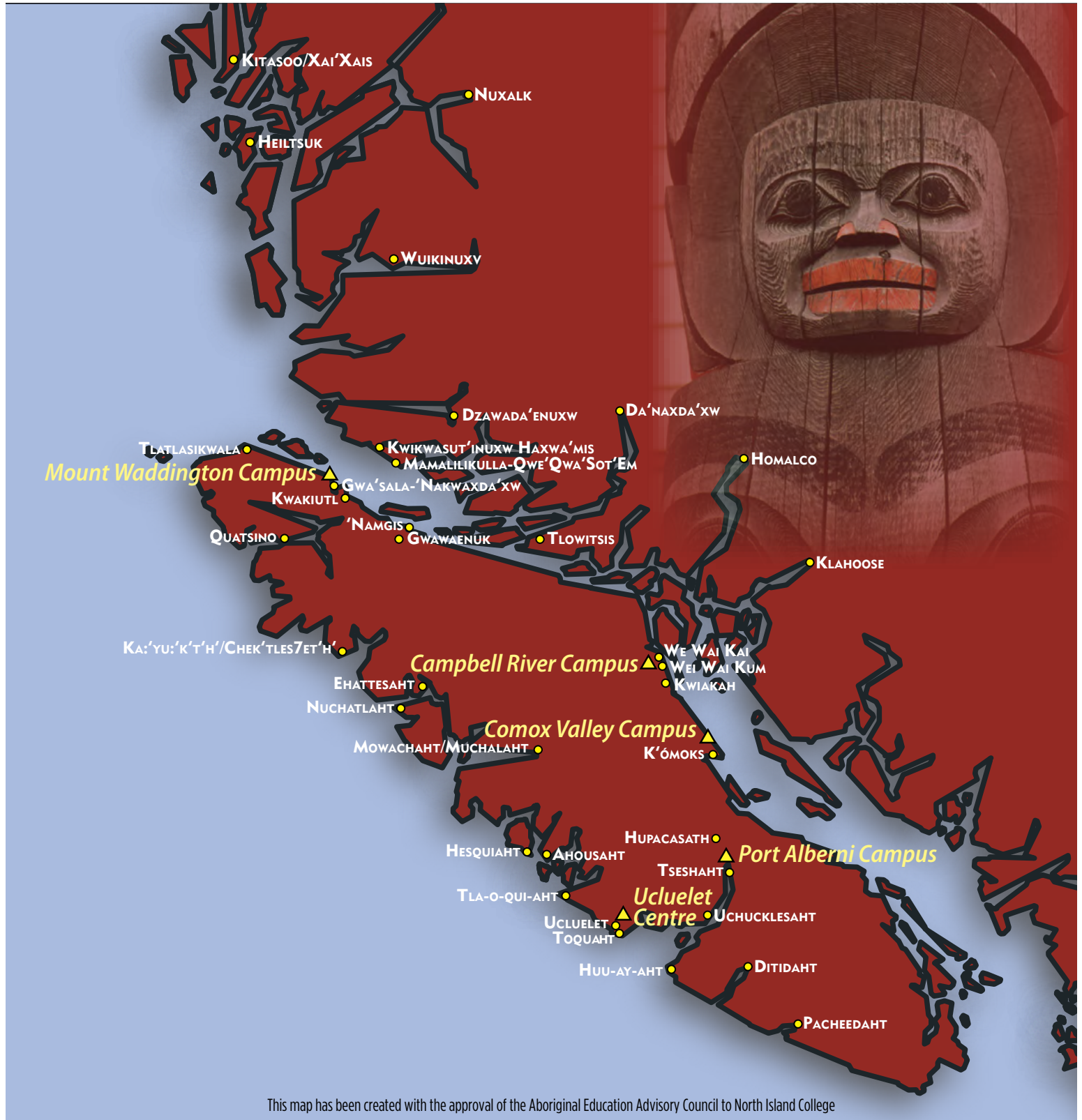
Sincerely,

A handwritten signature in blue ink that reads "John Bowman".

John Bowman
President

Acknowledgement of Traditional Territories

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



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

1. Situational Context

At North Island College (NIC), we are proud of the successes achieved since implementation of the Aboriginal Service Plan in 2009. Celebrating its 40th anniversary in 2015, NIC is a comprehensive community college with a service area that spans approximately 80,000 km² on central and northern Vancouver Island and parts of the B.C. mainland coast from Desolation Sound to Klemtu. With just under 155,000 residents in its region, NIC serves the largest population of all B.C. rural colleges. The college is honoured to acknowledge operations within the traditional territories of 35 First Nations inclusive of the Nuuchahnulth, Kwakwaka'wakw and Coast Salish traditions. The College serves a vast and diverse region which includes five regional districts and six school districts. In keeping with its access-focused roots, NIC serves its diverse and geographically dispersed communities through technology-enabled distance learning and face-to-face in-community programming, which are based on specific community needs and delivered onsite at community and First Nations partners' locations.

Aboriginal Students - On Campus and In-Community Delivery Models

1,045 students of self-declared Aboriginal ancestry took courses at NIC in 2015/16, comprising around 12% of the student population. The proportion of Aboriginal students at NIC is around the same proportion of Aboriginal people living in the college's service area. As the map of First Nations and traditional territories (page 5) shows, First Nations are widely distributed throughout the NIC region. Many First Nations communities are not within commutable proximity to one of NIC's four campuses. To increase access and relevance for Aboriginal learners, the college is committed to a regional delivery model of education whereby programming and instruction are delivered in partnership with First Nations, in Aboriginal communities, based on specific community economic and social needs as indicated by First Nations representatives sitting on the regional Aboriginal Education Advisory Committees. The **2016-2020 Environmental Scan** shows that over half of Aboriginal students enrolled in credit courses in 2013/14 took courses at the Port Alberni and Comox Valley campuses (approximately 26% at each campus). Approximately 17% of NIC's Aboriginal students took programs offered in-community, exceeding representation at Campbell River and Mount Waddington (15% and 12%, respectively). Almost half of Aboriginal students took access and upgrading courses in 2013/14. Vocational education and training was the second most popular program area (27%) followed by university studies (23%).

Our review of the current Aboriginal Service Plan and preparation for 2017/18 has highlighted, once again, that some of our greatest strengths in delivering post-secondary education to Aboriginal learners also present some of our biggest challenges. As a rural post-secondary institution, we have a track-record of success delivering relevant, on-site programming to remote First Nation communities, as well as establishing local connections and partnerships that bring students to our campuses in Campbell River, Courtenay, Port Alberni, and Port Hardy.

Successes

- At the core of Aboriginal education at NIC is an organization-wide commitment to serve the region's diverse and geographically dispersed Aboriginal students and communities in the way that best meets their needs: at one of our four campuses, through technology-enabled distance learning, in community, and/or at First Nations partners' locations. Programming is responsive to locally defined First Nation needs and incorporates necessary supports in remote regions. To achieve this, NIC links directly to three First Nations Regional Advisory Committees (Central, Northern, and West Coast) that collectively form the Aboriginal Education Advisory Council (AEAC). The AEAC provides guidance to the college to ensure the provision of comprehensive education and support services relevant to the needs of Aboriginal people and to ensure that the college works with Aboriginal people in culturally appropriate ways.
- As a rural college, NIC has embraced its role as a community capacity-builder. Through partnership and collaboration with First Nations, community and industry, the college works to grow local economic and social development. So far, in 2016/17 more than 19 training programs were delivered across the region in partnership with First Nations and/or Aboriginal organizations (Appendix A). As well, seven in-community programs were offered (Appendix B), allowing students to remain in their home communities, thus eliminating barriers to education such as transportation, childcare, and living allowances.
- NIC continues to provide active frontline student support via Aboriginal Education Advisors, Elders in Residence, and local community Elders engaged via honorariums, which student feedback indicates plays an important role in student access, retention, success, and satisfaction (Appendix C).

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

- NIC receives 72% of its revenue from the provincial government, making it the second-most vulnerable public post-secondary institution in B.C. to flat or reduced government funding. NIC also receives less per capita in base government funding (based on regional population) than any other rural B.C. college - a \$12.4M shortfall in 2013/14. The provincial government's base funding model does not provide the flexibility required to support labour market focused, quick-response training needed for local communities in our unique region. Targeted one-time funding initiatives from the government have uncertain mid- to long-term availability, making it difficult to sustain ASP programs that have been developed and launched.
- While our Regional Learning model of offering relevant programming to students in-community has been very successful in drawing high levels of interest and engagement, we have learned that First Nation technological infrastructure cannot support blended or online education efficiently in remote areas. Costs of in-community program delivery will remain high in the foreseeable future.
- Identifying, developing, and providing education and training that meets the needs of regional labour markets requires ongoing engagement at a local level with stakeholders and constituents. This is especially important for NIC given the significant regional demographic, social, economic, and labour market variation within its 80,000 km² service area. Many of these labour market needs are not revealed in provincial and national labour market data sources; however, identifying and meeting them are critical to fostering community social and economic development. By partnering with First Nations and community representatives, NIC identifies local needs and develops programming that meets them. We have learned that there are costs associated with maintaining these relationships, and we must budget accordingly.

Lessons Learned

- Responsive community programming requires flexibility in delivery. Sufficient lead-up time for in-community programming is necessary to allow for recruitment of suitable faculty, as well as time for students to meet funding application deadlines as indicated by their Nations. Part-time study options are also necessary. Experience has shown the need to identify a cohort of prospective students and allow for sufficient time for fundamental upgrading to be completed before program implementation. However, challenges arise when applying for annual funding. Many programs require the ability to be offered over multiple years in order to be successful and meet student and community needs.
- Elders in Residence have a positive impact on students attending Post-Secondary, as indicated in the Aboriginal Student Survey (Appendix C). As such, Elder involvement has been included in the delivery of all in-community programs.
- Language courses have positive impact on student success and sense of belonging. The offering of Kwak'waka at the Mt. Waddington campus in Port Hardy gave First Nations students a culturally relevant course option which they could use as credit towards their Adult Graduation or as personal enrichment. As well, language courses built bridges between First Nations and non-First Nations students, and provided an opportunity for non-First Nations students to learn about local First Nations history and culture through the lens of language and through their classmates and Elders.

Experience has taught us that Aboriginal programming has the greatest impact when it aligns with, and leverages, the Provincial Framework and internal strategic planning. Activities and priorities included in the ASP are identified, prioritized, and approved by the AEAC. The AEAC has been instrumental in developing and guiding the direction of this ASP proposal. Throughout the process, NIC has held college-wide Council meetings (Appendix F), and regional committee meetings with the Central, Northern, and West Coast regions (Appendix I, J, K), and it is the Council's voice that has determined the direction set within these pages. Regional economic opportunities based on community planning and research are brought forward to the Council at the regional meetings and incorporated in the priorities set forth. Therefore, NIC's 2017/18 ASP submission has three main areas of focus. Firstly, our focus is on frontline student supports who play a vital role in student access, success, and retention. Secondly, our focus is on programming and training in the Northern region, in response to the recent purchase by First Nations of two hotels in the Port Hardy area. Community planning has provided economic opportunities for Aboriginal students to step into the Tourism and Hospitality industry while staying within their home community. Offering relevant programming in the Northern region is supported by local Nations as by doing so, financial barriers to accessing and completing post-secondary education and training are reduced for Aboriginal learners. Lastly, our focus is on language revitalization in the West Coast region, incorporating a culturally-relevant course option and transition support within a cohort model to foster success as well as a sense of belonging and community.

2. Institutional Commitment

North Island College is deeply committed to the success of Aboriginal learners and the First Nations communities we serve. In the 2016/17 Institution Budget, the college contributed \$202,789 towards jointly-funded Aboriginal Service Plan (ASP) initiatives, plus an additional \$113,190 towards institutional initiatives, which included the Director and Assistant to the Director of Aboriginal Education positions. NIC has also committed funding to offer Adult Basic Education courses in Gold River, Bella Coola, and Kingcome Inlet. In addition, NIC is proud to offer a Pathways to Employment program with Nuxalk Nation in Bella Coola providing students with an opportunity to upgrade as necessary and complete an Applied Business Technology Certification.

NIC is undertaking a college-wide Multi-Year Program Planning process for planning credit, credentialed, and apprenticeship programming within the context of our College Plan 2020. Defined as a key element in the process is the need to ensure relevant curriculum as well as ensure accessibility for our students. Towards these ends, we have committed to expand the indigenization of our curriculum to reflect Canada's First Peoples. In 2016/17, NIC contributed \$69,390 through the Multi-Year Program Planning process to support the following departmental initiatives towards Indigenization:

- Course and program revision to the Education Assistant/Community Support Certificate – Indigenous Focus.
- Revision of core courses in Social Service program to incorporate different delivery methods to better serve remote learners.
- Development of a year one Aboriginal Field School in the Bachelor of Science in Nursing program.
- Course and program revisions to indigenize the Health Care Assistant curriculum delivery.
- Development to create two first year, articulated, Indigenous English courses containing relevant content and pedagogies.
- Course revision to BIO 051 Advanced Level Biology to indigenize the curriculum.

North Island College was successful in receiving funding through the Post-Secondary Partnership Program and is in the process of developing a 1-year (30 credit) Aboriginal Leadership Certificate Program. The program outcomes contribute to developing leadership skills and building human resource capacity in Aboriginal communities to meet workforce needs of First Nations' governance and administration and for leadership and management positions in all sectors (business, education, health and social services, etc.). The proposed program is being developed in direct response to the labour market demand and skills training needed to fill leadership positions with First Nations and community employers in the North Island College (NIC) region and across BC.

To meet community and labour market demands in the Port Alberni region, NIC's Health and Human Services department secured funding to deliver a Pre-Health and Health Care Assistant program in collaboration with Nuuchahnulth Tribal Council and includes Nuuchahnulth Curriculum woven throughout. A Community Mental Health Worker Certificate is also under development in collaboration with Nuuchahnulth Tribal Council.

NIC's Department of Continuing Education and Training continues to be an industry leader in bringing recognized education, safety, management, tourism, industrial, and marine certification to employers and communities. In the 2016/17 academic year, 19 training programs were offered in collaboration with First Nation communities and organizations (Appendix B).

On May 1, 2015, NIC was honoured to sign the historic Colleges and Institutes Canada Indigenous Education Protocol (Appendix D) with representatives from 22 First Nations at the K'ómoks First Nation Big House affirming our commitment to Aboriginal learners and communities in the region. As well, this commitment is prominently reflected as Strategic Priority #4 in our College Plan 2020 (Appendix E).

To be successful in achieving the goals outlined in College Plan 2020, it is fundamental that College staff possess the foundational knowledge and develop/enhance the competencies required to promote positive partnerships with Aboriginal people and communities. As such, NIC has committed \$12,000 to support NIC employees to access Indigenous Cultural Safety (ICS) Training program, developed and delivered by the Provincial Health Services Authority, as well The Villages workshop.

In response to student and community voice and needs, NIC dedicated capital funds to renovate and create a dedicated Aboriginal Student Lounge at the Campbell River Campus. This space has created a sense of belonging and community for both students and Elders in Residence.

Aboriginal representation on the Board of Governors continued in 2016/17, as it has continuously since 1990. There are currently two First Nation representatives on the Board, providing an Aboriginal voice and perspective from across the region. As well, NIC has included the Director of Aboriginal Education on the Senior Education Team, alongside the Vice-President of Learning and Students and Deans. The primary purpose of the Senior Education Team is to act as a decision-making body to ensure the maintenance of high educational standards and quality, and the orderly development, implementation, and evaluation of educational plans, policy, and procedures, and of student services, at North Island College.

3. Engagement

a. Description of Aboriginal Student Engagement

NIC gets to the heart of specific learner needs, interests, and concerns through personal conversations with students and their communities, and then uses prevalent themes to guide future program and service offerings. These personal conversations occur through Aboriginal Education Advisors and Elders in Residence, who share students' interests and concerns to NIC staff and community members through regional Aboriginal Education Advisory Committees and Council meetings. Monthly reports by both the Advisors and Elders identify and include ideas for cultural events and needs for student success. NIC incorporates the barriers and concerns reported by students in the development of the ASP plan. An annual Student Satisfaction Survey is also conducted as a mechanism for students to voice their experience at NIC and how to best serve them.



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NORTH ISLAND COLLEGE
 **NIC**

ABORIGINAL
PROFILE

ALANNA MITCHELL
K'omoks First Nation

STUDENT
**ASSOCIATE OF
ARTS DEGREE**
UNIVERSITY TRANSFER

Where is she now?
Action Plan Coordinator
K'omoks First Nation
Aboriginal Liaison
North Island Student Union

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

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Student Group	Engagement	Interests	Outcomes
Annual Student Satisfaction Survey	Administered November - December 2016 to self-declared students. Survey sent to 440 students with 136 total responses received (an increase of 64% over last year).	<ul style="list-style-type: none"> • See Appendix C for overview • On-campus cultural activities • Village workshops • Access to Elders and Advisors • Need for a culturally safe space to aid in a sense of belonging 	<ul style="list-style-type: none"> • Continuation of Advisors and Elders in Residence • Addition of Port Alberni Elder in Residence • Involvement of Elders in all in-community programming • Continuation of events and outreach activities
Students who engage with Elders In Residence	<p>Elders In Residence make themselves available to students by maintaining office hours at our Comox Valley & Campbell River Campuses; being present in the Aboriginal student study areas, and being present at relevant cultural events (35 hours/week, September - May).</p> <p>In addition, Elders travel to other campuses, provide cultural guidance, traditional knowledge, plus general support and encouragement. They report on student interactions via monthly reports and regional Aboriginal Education Advisory Committees.</p>	<ul style="list-style-type: none"> • Cultural connection • Cultural education • Language education • Emotional support • Access to support services 	<ul style="list-style-type: none"> • Continue with Elder in Residence program • Provide Elder support in KWA 096/097 courses and in-community programming • Set target number for cultural activities and events funded by ASP
Students who engage with Aboriginal Advisors	<p>Aboriginal Education Advisors make themselves available to students by maintaining office hours at our four regional campuses; being present in the Aboriginal student study areas, and being present at relevant cultural events.</p> <p>As well, Aboriginal Education Advisors travel and make themselves available by phone and email. Advisors provide educational guidance and help students secure financial support.</p> <p>Advisors share student interests in the form of monthly reports and keep program interest lists. They participate in regional Aboriginal Education Advisory Committee meetings.</p>	<ul style="list-style-type: none"> • Academic/career advising • Help accessing funding, financial aid & bursaries • Access to Aboriginal Emergency Fund • Financial planning • Access to reserved seats • Access to support services / tutoring • Increasing sense of belonging through communication • More aboriginal content courses 	<ul style="list-style-type: none"> • Attend regional meetings to present concerns and issues brought forward by students • Set target number for cultural activities and events funded by ASP outreach • Aboriginal Scholars program – linking students to supports • Outreach activities to support remote and in-community program students
Aboriginal students/cohorts engaged in programming via Education Agreements with First Nations partners	<p>Between February 2011 and February 2017, NIC established 42 Educational Agreements with First Nations communities (Appendix A) to support programming needs identified in the Education Plan.</p> <p>Advisors and instructors provide student feedback to advisory committees.</p>	<ul style="list-style-type: none"> • Interests are specific to the programming offered • Identified and met through the agreement and the programming delivered 	<ul style="list-style-type: none"> • Elder support integrated in delivery of programs in community and on campus • Flexibility in delivery methods for in community programs (part-time options)

b. Description of External Partner Engagement

NIC programming and services are responsive to locally defined First Nation needs and incorporate necessary supports in remote regions. To achieve this, NIC links directly to three First Nations regional advisory committees (Central, Northern, and West Coast) that collectively form the Aboriginal Education Advisory Council (AEAC). The AEAC provides guidance to the college to ensure the provision of comprehensive education and support services relevant to the needs of Aboriginal people, and to ensure that the college works with Aboriginal people in culturally appropriate ways.

The AEAC has been instrumental in developing and guiding the direction of NIC's 2017/18 – 2019/20 Aboriginal Service Plan (ASP). All activities identified within this proposal have been brought forward as priorities and approved by the AEAC.

NIC would like to acknowledge and raise our hands to Committee and Council members who volunteer their time to participate in regular meetings. The commitment and leadership of members is instrumental in guiding NIC's direction to best serve Aboriginal students across the region. NIC's engagement with the First Nations' Regional Committees (Central, Northern, and West Coast) and the Aboriginal Education Advisory Council is outlined below.

- See Appendix I, J, K, 2016/17 Regional Committee Meeting Dates & Member Attendance.
- See Appendix F, Aboriginal Education Advisory Council, 2016/17 Meeting Dates & Member Attendance, for meetings held in 2016/17 and anticipated meeting dates in 2017.
- See Appendix G, Terms of Reference, for an overview of the purpose, goals, and structure of this Council.
- See Appendix H to read the Letter of Support for the current ASP proposal from Council Chair, Fran Prince, on behalf of all members. Also included is a complete list of community members in attendance for the January 12, 2017 Council Meeting, where the 2017/18 - 2019/20 ASP proposal was approved.



Members of the Aboriginal Education Advisory Council, January 13, 2017 (Aboriginal Leadership Certificate Development - community consultation meeting at K'ómoks First Nation, Administration Building boardroom). Members Back Row, L to R: Iris Frank, Tla-o-qui-aht First Nation; Averil Henderson, Wei Wai Kum First Nation; Randy Bell, Namgis First Nation; Charlene Everson, K'ómoks First Nation; Marion Hunt, Kwakiutl Band Council; Marie Lavoie, Mowachaht / Muchalaht First Nations. Front Row, L to R: Kelly Shopland, NIC's Director of Aboriginal Education; Rebecca Atleo, Ahousaht Education Authority; Brent Ronning, Huu-ay-aht First Nations; and Fran Prince, Chair of the AEAC and K'ómoks First Nation Elder.

Partner #1: Central Region Advisory Committee

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

- Wei Wai Kum First Nation
- Kwakiutl District Council
- School Districts 70, 71 & 85
- WeiWaiKai First Nation
- Laichwiltach Family Life Society
- North Vancouver Island Aboriginal Training Society (NVIATS)
- K'ómoks First Nation
- Community Elder
- Upper Island Women of Native Ancestry
- Mowachaht/Muchalaht First Nation
- Métis Association

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

Key Partner Concerns

- Adult Basic Education (ABE) tuition which came into effect in 2015 (Appendix L).
- Need for Aboriginal gathering space at both the Campbell River Campus and Comox Valley Campus.
- Moving Central region ASP activities into base funding.

Key Partner Interests

- Increase the accessibility and relevancy of post-secondary education for Aboriginal Students.
- Discussion around the need for Aboriginal Leadership and Training for local First Nations.
- Amend Terms of Reference to reflect regional needs.
- Ongoing use of Aboriginal Education Advisors and Elders in Residence to both connect Aboriginal Students to relevant programming as well as obtain feedback and indigenize programming to improve relevancy and increase engagement and graduation rates.
- On campus cultural events such as drum-making workshops, serving bannock and traditional foods, medicinal plant tours, and Truth and Reconciliation Commission discussions.
- (Ongoing) Regular hosting of the Regional Advisory Committee meetings.

Partnership Outcomes

- (Ongoing) Regular hosting of the Regional Advisory Committee meetings, so that the Central region can bring forward their voice to advocate for more funding and services for Aboriginal students.
- NIC contributed capital funds to the renovation of space at the Campbell River campus to develop an Aboriginal Student Lounge. This space supports work done by ASP funded Elders and Advisors in their interactions with students and offerings of cultural events and activities on campus. NIC will continue to work to secure space at the Comox Valley campus.
- Educational Service Agreement with the Mowachaht/Muchalaht First Nation. Advising services provided.
- Continued support for college-wide priority of Aboriginal Advisors, Central region priority of Elders in Residence at the Comox Valley and Campbell River campus.
- Through other funding sources, NIC began developing an Aboriginal Leadership Certificate in 2016 through 2017. The need for this Certificate was brought to NIC by representatives of the K'ómoks First Nation, and development is engaging Aboriginal First Nations and organizations in the NIC service area.
- At a Capacity Building meeting held by the AEAC, the Terms of Reference for the Council was revised (Appendix G).
- Continuation of Aboriginal Advisors to assist students in Adult Upgrading Grants, bursaries, scholarships, loans, and aboriginal funding sources.
- Island-Wide Elders' Gatherings (February 2016 & 2017). This gathering gives the Elders an opportunity to share information and best practices with Elders from other institutions. Ongoing professional development of the Elders supports them in their work, leading to higher quality interactions with students. All students reporting they use the services of the Elders report the Elders are assisting them to be successful in their studies.
- On campus cultural events such as drum-making workshops, serving bannock and traditional foods, medicinal plant tours, and Truth and Reconciliation Commission discussions. These events and opportunities are included in Aboriginal Advisors, Elders, and Outreach activities.

Other External Partners

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

Partner #2: Northern Region Advisory Committee

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

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

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

Key Partner Concerns

Lack of multi-year funding making it challenging to offer a 3 year strategic plan – need for flexibility in program delivery ie. part-time models over more than one academic year.

Move ASP activities into base funding as per letter of Oct 27/14 to Ministry by North Island College (Appendix N).

Adult Basic Education tuition which came into effect in 2015 (Appendix L).

Key Partner Interests

Tourism proposal.

(Ongoing) Regular hosting of the Regional Advisory Committee meetings.

(Ongoing) Regular hosting of project meetings with external partners.

Tourism/Hospitality Training to meet labour market demands within the region. Support economic development initiatives underway by First Nations in the area.

Continue offering Kwak'wala ABE Language Course.

Implementation of Elder in Residence at the Mt. Waddington campus.

Sense of belonging on campus through cultural activities.

Partnership Outcomes

(Ongoing) Northern Activity proposal – Tourism Bridging program at the Mt. Waddington campus.

One year funding limits options to offer programs part-time to meet community needs. The proposed Northern Regional activity aims to offer a certificate program delivered over 2 years, so students may balance work and their pursuit of a post-secondary education. With funding not secured for future years, flexibility in program delivery is limited. There is a risk not only to student completion and success, but also to maintaining positive relationship and integrity with students and community.

In-community program planning suffers from lack of ASP funding security in the second and third year. As well, partnership funding for future years cannot be secured 2 to 3 years in advance, creating overall budget concerns.

(Ongoing) Delivery of ABE Kwak'wala Language Course in Mt. Waddington.

Developed a partnership with Kingcome Inlet to offer ABE in community.

Partnership with Sacred Wolf Friendship Centre to host cultural workshops and explore education pathways. ABE courses offered in-community at their location.

Elder support in Kwak'wala language courses.

(Ongoing) Regular hosting of the Regional Advisory Committee meetings, so that the Northern region can bring forward their voice to advocate for more funding and services for Aboriginal students.

Other External Partners

Nuxalk First Nation - Lip'alhayc Learning Centre

Dzawada'enuxw First Nation

Partner #3: West Coast Region Advisory Committee

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

- Ahousaht First Nation
- 'Toquaht First Nation
- Hupacasath First Nation
- Huu-ay-aht First Nations
- Tseshaht First Nation
- Ehattesaht First Nation
- Tla-o-qui-aht First Nation
- Ucluelet First Nation
- Nuuchahnulth Tribal Council
- Port Alberni Friendship Centre
- Métis Society
- Nuuchahnulth Employment & Training Program

Engagement Activities: Recent discussions have centered on developing initiatives to support transitions from high school to post-secondary. See Appendix K for all members and meeting dates with attendance lists.

Key Partner Concerns

Adult Basic Education tuition which came into effect in 2015 (Appendix L).

Transitions from high school to post-secondary, remote communities to urban college campuses, and adult learners returning to school.

Key Partner Interests

Expand language revitalization initiatives.

Introduce an Elder in Residence.

Develop a transitions program and relevant courses to prepare students for success in post-secondary.

On campus cultural events such as drum-making workshops, serving bannock and traditional foods, medicinal plant tours, and Truth and Reconciliation Commission discussions.

Shared office space on campus to assist students with transition out of high school. A rotation of advisors to include NIC's Aboriginal Education Advisor, Ahousaht Education Authority employee, Huu-ay-aht First Nations Education Coordinators, and possibly more (such as an employee of Nuuchahnulth Tribal Council).

Partnership Outcomes

Continuation of Aboriginal Advisors to assist students in Adult Upgrading Grants, bursaries, scholarships, loans, and aboriginal funding sources. Advisors assist in hosting on campus cultural events.

(Ongoing) Regular hosting of the Regional Advisory Committee meetings, so that the West Coast region can bring forward their voice to advocate for more funding and services for Aboriginal students.

(Ongoing) Regular hosting of project meetings with external partners.

Proposal ABE/Cultural/Language transitions cohort pilot as the top priority from the West Coast region.

Expand NIC's Elder in Residence program to include an Elder at the Port Alberni campus. Outcomes include student support and on campus cultural activities.

Other External Partners

Literacy Alberni Society

School District 70

Provincial/Federal Agencies supporting persons living with disabilities

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

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

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

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

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

Finally, it should be noted that North Island College is committed to regularly inviting local Knowledge Holders to share with students, respecting that this knowledge does not form part of the college curriculum and claiming no ownership of the knowledge. Instructional faculty in the ABE, English, Nursing, Social Sciences, Humanities Departments, as well as Math/Science faculty who teach Ethno Biology and Ethno Math, all frequently engage local Knowledge Holders in this manner. This helps to ensure that local Indigenous knowledge can be respectfully shared without concern for misappropriation of intellectual property. In addition, a pre-health program being offered in collaboration with Nuu-chah-nulth Tribal Council (NTC) incorporates Nuu-chah-nulth Cultural Curriculum developed and delivered by members of the Nuu-chah-nulth Tribal Council. Ownership of this Indigenous Intellectual Property remains solely with NTC.

5. Overview of Proposed Plan

The overall strategic direction and focus of this ASP proposal is to best serve Aboriginal students not only at NIC's four campuses, but also in-community, providing a gateway to higher learning. In keeping with its roots, NIC is distinguished by its commitment to serving its diverse and geographically dispersed communities through technology-enabled distance learning and face-to-face in-community programming, delivered onsite at community and First Nations partners' locations.

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

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

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

Experience has taught us that Aboriginal programming has the greatest impact when it aligns with and leverages the Provincial Framework and internal strategic planning. Activities and priorities included in the ASP are identified, prioritized, and approved by the Aboriginal Education Advisory Council. So, moving forward with the 2017/18 – 2019/20 ASP proposal, the focus of activities will include:

Student supports and activities (Elders and Advisors).

As indicated in the 2016/17 Aboriginal Student Satisfaction Survey (Appendix C), frontline student supports via the Aboriginal Education Advisors and Elders in Residence play a vital role in student access, success, and retention. We will build on these successes by increasing services across the Region and within community programs.

Expanding Adult Basic Education (ABE) offerings to include traditional language courses and increasing successful transitions into certificate, degree, and university transfer programs.

Language Revitalization efforts in the Vancouver Island West Coast region have been strong to date, and implementing a provincially articulated language course is an important next step. The West Coast Regional Advisory Committee has indicated a need to provide First Nations' students a culturally-relevant course option which they could use as credit towards their Adult Graduation or as personal enrichment. Development and delivery of language courses provide First Nations and other students with a true intergenerational learning experience through the opportunity to connect with Elders as teachers. Transition support has been identified as a need, as students are often away from their home communities and need support in essential skills and upgrading training. A cohort model has been shown to foster success as well as a sense of belonging and community.

Deliver programming in response to locally defined First Nation needs and incorporate necessary supports (Tourism Bridging program).

North Island College continues to develop educational agreements with First Nations (Appendix A, B). This response model has been very successful as we work with local stakeholders to establish and meet a specific local need – be it social or economic. With the recent purchase of two hotels in the area, and the continued growth of the tourism industry on northern Vancouver Island, First Nations in the Mt. Waddington region have identified a need for members to receive training in the tourism and hospitality sector. Programming offered in the region is key to allowing students to remain in their home communities, thus eliminating some barriers such as accommodation and loss of supports. Part-time offering has been expressed as a preferred delivery, allowing students to continue working as necessary.

6. Proposed Programs and Activities for 2017/2018

Minimum Funding

- a. Four Aboriginal Education Advisors 18
- b. Elder in Residence to Bachelor of Science Nursing (BSN) at the Comox Valley Campus 20
- c. Community Outreach Activities and Engagement 22

Additional Funding

Central / West Coast Region

- d. Four Elders-in-Residence (One at the Comox Valley Campus; two at the Campbell River Campus; one at the Port Alberni Campus) 25

Northern Region

- e. Tourism Bridging Program 27

West Coast Region

- f. Nuu-chah-nulth Language Course - Aboriginal Transition Program 29

Elders in Residence



Evelyn Voyageur,
Elder to Bachelor of Science in
Nursing (BSN)



Fernanda Pare,
Comox Valley Campus



Daryle Mills,
Campbell River Campus



June Johnson,
Campbell River Campus

Aboriginal Education Advisors



Sarah Lawrence,
Comox Valley Campus



Kash Ward,
Campbell River Campus



Luke George,
Port Alberni Campus



Debra Edzerza,
Mount Waddington Campus

Minimum Funding

Title	a. Four Aboriginal Education Advisors	
Minimum or Additional Funding	Minimum Funding	
Priority Ranking	N/A	
New or Continuing	Continuing	
Category	Aboriginal Staff Representation	
Description	<p>The Advisors provide front-line support to potential Aboriginal students (including those in transition from local high schools), existing Aboriginal students, community education coordinators, and/or Aboriginal organizational representatives. Duties include academic and career advising, developing personalized education plans, helping students access funding, financial aid and bursaries, and facilitating access to support services. As well, Advisors provide invigilation of Assessment placements in-community. Advisors also take scheduled and drop-in appointments (on campus and in-community); host welcome back events, campus tours, student luncheons, and recognition events; organize and host cultural events such as drum-making and weaving; as well as act as college ambassadors at various First Nations specific career fairs and info sessions.</p>	
Rationale	<p>The December 2016 Aboriginal Student Satisfaction Survey provided data that supported anecdotal evidence gathered by administration and faculty who support Aboriginal Education within the college (Appendix C). The Aboriginal Education Advisors are highly valued by Aboriginal students in the college community and anchor the students by providing ongoing academic, social and financial support, resource access, and guidance. As well, the Advisors receive ongoing feedback from Aboriginal students that is continually used to revise, rethink, and adjust programming to help ensure the total educational experience of Aboriginal students at NIC is culturally relevant. As noted in the 2015/16 Final Report, the number of Aboriginal students served college-wide by Aboriginal Education Advisors from January 2015 to December 2015 was 1318 students, an increase over the 941 students served in 2014.</p>	
Related Goals	<ul style="list-style-type: none"> • 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. • Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities. • Framework Goal #3: Reduced financial barriers. • Framework Goal #4: Seamless transition from K-12 to post-secondary education. 	
Measuring Success	<p>The success of this program will be measured by the number of meetings the Advisors have with students throughout the year, the number of activities with Advisor involvement both on and off campus, and the number of community meetings the Advisor participates in. Using 2014/15 as a baseline year, Advisors will target to increase these numbers by 10%.</p> <p>The annual Aboriginal Student Satisfaction Survey provides data regarding Aboriginal Advisors that is supported by anecdotal evidence (Appendix C). Success will show a continued increase in satisfaction responses.</p>	
Location(s)	One advisor at each of the Comox Valley, Campbell River, Port Alberni and Mt. Waddington campuses.	
Timing	Start Date	Full-time, year-round positions
	End Date	N/A
	Duration	Academic Year (September 1 – August 31)
Future Plans	These positions are anticipated to be continued in future years, co-funding through ASP and NIC base budget. At this time, base budget does not support further transition.	

Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$152,000	\$152,000	\$152,000
	Institution Contribution	\$99,920	\$101,050	\$103,202
	Other or In-Kind (Identify Source)			
	Total	\$251,920	\$253,050	\$255,202
Expense Breakdown for 2016/17 activities/ programs where Ministry funding is greater than \$20,000	Item		Amount	
	Salaries (4 FTE)		\$139,500	
	Activities & Events		\$12,500	
	Total		\$152,000	
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/ program	The presence of the Aboriginal student lounges at the Campbell River and Port Alberni campuses support the work of the Advisors and the activities hosted for students.			

Title	b. Elder in Residence to Bachelor of Science in Nursing (BSN)									
Minimum or Additional Funding	Minimum Funding									
Priority Ranking	N/A									
New or Continuing	Continuing									
Category	Aboriginal Faculty Representation									
Description	<p>The Elder in Residence to the BSN (Comox Valley Campus) co-teaches classes in all years of the nursing program, and regularly visits all health-related programs at the Courtenay campus as a guest speaker.</p> <p>Additionally, the Elder is involved in organizing cultural activities and Aboriginal student events on campus, supports and works in partnership with other NIC Elders, makes community connections by attending Elders' luncheons in-community, and represents NIC for multiple Vancouver Island health organizations on behalf of Aboriginal Health.</p>									
Rationale	<p>The Elder provides culturally relevant and respectful teaching for all students and faculty, and provides mentorship to self-identified Aboriginal nursing students and Aboriginal students enrolled in health programs at the Courtenay Campus. The Elder takes a leadership role in teaching students about Aboriginal health issues, including the history and legacy of residential schools, and Indigenous teachings and practices. The Elder also works with faculty to provide skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism as per the Truth and Reconciliation Call to Action 24: Medical and Nursing Schools. Results from NIC's Aboriginal Student Satisfaction Survey reinforced that Elders are highly valued (Appendix C). Success Measures from 2015/16 include:</p> <table border="1" data-bbox="354 1010 1572 1283"> <thead> <tr> <th>Measure</th> <th>Data/Observation</th> </tr> </thead> <tbody> <tr> <td># of students that consulted with Elder-in-Residence</td> <td>38 (monthly average)</td> </tr> <tr> <td># of discussion/planning sessions held with Faculty</td> <td>37 (monthly average)</td> </tr> <tr> <td># of guest lectures and class presentations</td> <td>18</td> </tr> </tbody> </table>		Measure	Data/Observation	# of students that consulted with Elder-in-Residence	38 (monthly average)	# of discussion/planning sessions held with Faculty	37 (monthly average)	# of guest lectures and class presentations	18
Measure	Data/Observation									
# of students that consulted with Elder-in-Residence	38 (monthly average)									
# of discussion/planning sessions held with Faculty	37 (monthly average)									
# of guest lectures and class presentations	18									
Related Goals	<ul style="list-style-type: none"> • 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. • Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities. • Framework Goal #2: Access to community based delivery of programs, through partnerships with Aboriginal institutes and communities. • Framework Goal #4: Seamless transition from K-12 to post-secondary education. 									

Measuring Success	<p>The success of this program will be measured by the number of meetings the Elder has with students throughout the year, the number of activities with Elder involvement both on and off campus, and the number of classrooms visited. Using 2014/15 as a baseline year, Elders will target to increase these numbers by 10%.</p> <p>The annual Aboriginal Student Satisfaction Survey (Appendix C) provides data regarding the Elder in Residence that is supported by student feedback. Success will show a continued increase in satisfaction responses from Health and Human Service students.</p> <p>The percentage of Aboriginal students who register in the BSN program and successfully complete Nursing discipline courses continues to remain above 80%.</p> <p>The curriculum is updated and revised, as necessary, to ensure cultural relevancy as determined by a collaboration between the Elder and BSN faculty. Success will be measured by recording the Elders involvement in multi-year program planning and reporting on curriculum and pedagogy changes.</p> <p>The Elder plays a direct role in student access, retention, and success in NUR 410 Field School. Success will be measured by enrollments and completions in this course.</p>			
Location(s)	Comox Valley Campus			
Timing	Start Date	September (annually)		
	End Date	June (annually)		
	Duration	Academic Year (September 1 – June 30)		
Future Plans	We anticipate having an Elder in Residence to the BSN via the ASP for the duration of this Plan. Base funding cannot support transition at this time.			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$33,359.00	\$32,759.00	\$32,898.00
	Institution Contribution			
	Other or In-Kind (Identify Source)			
	Total	\$33,359.00	\$32,759.00	\$33,898.00
Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000	Item		Amount	
	Salaries (0.5 FTE)		\$30,359	
	Expenses		\$3,000	
	Total		\$33,359	
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<p>The presence of the Aboriginal student lounges at the Campbell River and Port Alberni campuses support the work of the Elders in Residence and the activities hosted for students.</p> <p>Appendix O - i) Letter of Support, K'ómoks First Nation ii) Letter of Support, Mowachaht / Muchalaht Nation iii) Letter of Support, WeiWaiKai Nation iv) Letter of Support, Wei Wai Kum First Nation v) Letter of Support, Laichwiltach Family Society</p>			

Title	c. Community Outreach Activities and Engagement	
Minimum or Additional Funding	Minimum Funding	
Priority Ranking	N/A Minimum Funding	
New or Continuing	Continuing	
Category	Outreach activities and events	
Description	Community Outreach Activities and Engagement cover travel related to external partnerships (including covering the travel expenses of ASP Committee members to attend meetings), and water taxi travel for NUR 410 (4th year BSN Aboriginal Field School). Outreach funds are also used towards bringing knowledge holders into the classrooms as well as special events and workshops. It also covers related catering, office supplies, and printing/copying expenses related to Advisory Council and Committee meetings.	
Rationale	<p>Engaging and maintaining open lines of communication with the 35 First Nations we serve, spread over 80,000 square kilometers, remains a high priority as it is this engagement that results in educational agreements and partnerships as part of ASP implementation. External and internal consultation have indicated the importance of local learning and the need to incorporate teachings from local knowledge holders and Elders in the classroom and programs as needed.</p> <p>Success Measures from 2015/16 indicated in the June 2016 Final Report included:</p> <ul style="list-style-type: none"> • Hosted 3 Regional Advisory Committee meetings in each of the Central, Northern, and West Coast Regions. • Hosted 2 well attended Aboriginal Education Council Meetings. • Engaged with external partners to explore and develop Education Agreements and Memorandums of Understanding (MOUs). Five agreements signed in 2015/16. 	
Related Goals	<ul style="list-style-type: none"> • 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. • Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities. • Framework Goal #2: Access to community based delivery of programs, through partnerships with Aboriginal institutes and communities. 	
Measuring Success	<ul style="list-style-type: none"> • Tracking the number of events, knowledge holders, and Elders that are accessed through this activity and compare to the baseline established in 2016/17. Success will be measured by reporting quantitative and qualitative data indicating the number of students impacted as well as anecdotal evidence. Monitor the need at each campus to inform future ASP planning. • Report the number of students registered in NUR 410 who successfully complete. • Maintain strong turnout at regional and college-wide Advisory Committee Meetings (meet quorum). • Signing new Educational Agreements and Memorandums of Understanding with external partners. 	
Location(s)	Port Alberni, Courtenay, Campbell River, Port Hardy, Ahousaht – Flores Island, Alert Bay – Cormorant Island, Mowachaht/Muchalaht First Nations near Gold River, Kingcome Inlet, Bella Coola	
Timing	Start Date	September 1
	End Date	August 31
	Duration	Academic Year (September 1 – August 31)

Future Plans	<p>Advisory Committee Meetings continue to be planned and scheduled (varies by committee, but generally run monthly, quarterly, annually). These meeting schedules are well established.</p> <p>Opportunities to invite local knowledge holders to visit classrooms are actively sought and scheduled.</p> <p>NIC continues to engage external partners and sign Educational Agreements and MOUs. We already have a strong track-record of success in this area, as demonstrated in Appendix A, B.</p>			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$14,641.00	\$15,241.00	\$15,102.00
	Institution Contribution			
	Other or In-Kind (Identify Source)			
	Total	\$14,641.00	\$15,241.00	\$15,102.00
Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000	Item		Amount	
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<p>NIC would like to acknowledge and raise our hands to Committee and Council members who volunteer their time to participate in regular meetings, often requiring travel away from their home communities. The commitment and leadership of members is instrumental in guiding NIC's direction to best serve Aboriginal students across the region.</p>			

End of Programs and Activities Supported By Minimum Ministry Funding

Programs and Activities Supported By Additional Ministry Funding

Please Note:

The Aboriginal Education Advisory Council (AEAC) chooses to submit regional priorities out of respect to each other. The Kwakwaka'wakw, the Nuuchahnulth, and the Coast Salish Peoples do not wish to say their regional priorities are more or less important than another region's priorities. They choose to state what is important for their territories and regions.

Since implementation of the Aboriginal Service Plan at NIC, priorities have been identified at regional committee levels. This model of collaboration showcases the respectful nature in which we work together to develop the Aboriginal Service Plan annually. The AEAC has voiced the importance of continuing to work in this cooperative way for future years.

Central Region / West Coast Region

Title	d. Elders in Residence									
Minimum or Additional Funding	Additional Funding									
Priority Ranking	Central and West Coast Region Priority									
New or Continuing	Continuing									
Category	Aboriginal Faculty Representation									
Description	<p>Expand current Elders in Residence program to include 4 campus-based positions (one at the Comox Valley Campus, two at the Campbell River Campus, one at the Port Alberni Campus). The Elders provide support and advice to all areas of the college, including students and employees. Working with NIC policies and guidelines, the Elders' primary role is support for students, and to provide advice and support for NIC's mandate for Aboriginal Education. The Elders are members of the NIC Faculty Association, and unique as respected individuals who ensure Indigenous ways of knowing and being become part of the college community.</p> <p>Through support, respect, leadership, and <i>walking in a good way</i>, the Elders:</p> <ul style="list-style-type: none"> • Provide guidance and support for students • Provide guidance with Indigenous Protocol and enact Protocol when required • Provide guidance and support for employees • Demonstrated commitment to student success and be apolitical locally and provincially • Provide cultural guidance throughout the college • Provide mentoring as required • Promote and support the preservation and use of local Indigenous languages • Participate in the instruction of classes when requested by an instructor • Assist the college in promoting a welcoming environment for Aboriginal people and positive relationships between the college and Aboriginal communities served • Provide cultural and spiritual assistance as requested • Participate in NIC events such as student orientation, luncheons, graduation, etc. <p>See Appendix M – North Island College Elders Protocol.</p>									
Rationale	<p>Given the diverse cultural traditions being served, NIC and the representatives from the three regional Advisory Committees agree front-line support by Elders in Residence is fundamental in supporting an increase in access, retention, and completion for Aboriginal learners, as well as ensuring that cultural relevancy is integrated into the educational experience of First Nations students. Results from NIC's Aboriginal Student Satisfaction Survey reinforced that Elders are highly valued (Appendix C). Success Measures from 2015/16 include:</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Data/Observation</th> </tr> </thead> <tbody> <tr> <td># of students that interacted with Elder-in-Residence</td> <td>51 (monthly average per Elder)</td> </tr> <tr> <td># of discussion/planning sessions held with Faculty</td> <td>8 (monthly average)</td> </tr> <tr> <td># of guest lectures and class presentations</td> <td>31</td> </tr> </tbody> </table>		Measure	Data/Observation	# of students that interacted with Elder-in-Residence	51 (monthly average per Elder)	# of discussion/planning sessions held with Faculty	8 (monthly average)	# of guest lectures and class presentations	31
Measure	Data/Observation									
# of students that interacted with Elder-in-Residence	51 (monthly average per Elder)									
# of discussion/planning sessions held with Faculty	8 (monthly average)									
# of guest lectures and class presentations	31									
Related Goals	<ul style="list-style-type: none"> • 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. • 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. • Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities. • Framework Goal #4: Seamless transition from K-12 to post-secondary education. 									

Measuring Success	<p>The success of this program will be measured by the number of meetings the Elders have with students throughout the year, the number of activities with Elder involvement both on and off campus, and the number of classrooms visited. Using 2014/15 as a baseline year, Elders will target to increase these numbers by 10%.</p> <p>The annual Aboriginal Student Satisfaction Survey provides data regarding Elders in Residence that is supported by anecdotal evidence (Appendix C). Success will show a continued increase in satisfaction responses.</p>			
Location(s)	Comox Valley Campus, Campbell River Campus, and Port Alberni Campus			
Timing	Start Date	September each academic year		
	End Date	April each academic year		
	Duration	8 months		
Future Plans	We anticipate these positions will continue partially funded through ASP with institutional commitments into the future.			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$69,822	\$84,066	\$84,572
	Institution Contribution	\$31,000	\$20,000	\$20,000
	Other or In-Kind (Identify Source)			
	Total	\$100,822	\$104,066	\$104,572
Expense Breakdown for 2017/18 activities/programs where Ministry funding is greater than \$20,000	Item		Amount	
	Salaries (0.5 FTE X 3 Employees) Salary (0.4 FTE x 1 Employee) Travel, Expenses, Events Total		$\$23,915 \times 3 = \$71,745$ $\$17,077 \times 1 = \$17,077$ $\$3,000 \times 4 = \$12,000$ $= \$100,822$	
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<p>The presence of the Aboriginal student lounges at the Campbell River and Port Alberni campuses support the work of the Elders in Residence and the activities hosted for students.</p> <p>Appendix O - i) Letter of Support, K'ómoks First Nation ii) Letter of Support, Mowachaht / Muchalaht Nation iii) Letter of Support, WeiWaiKai Nation iv) Letter of Support, Wei Wai Kum First Nation v) Letter of Support, Laichwiltach Family Society</p>			

Northern Region

Title	e. Tourism Bridging Program
Minimum or Additional Funding	Additional Funding
Priority Ranking	Northern Region Priority
New or Continuing	New
Category	Delivery of Program for Aboriginal Learners on Campus / In-Community
Description	<p>Year 1: Tourism and Hospitality Pre-Entry (2016/17)</p> <p>Offer a cluster of short-term employment-training based Tourism and Hospitality courses including WorldHost, essential skills, office skills, and required Tourism admission training.</p> <p>Year 2: Tourism and Hospitality Certificate (2017/18)</p> <p>This cluster of course offerings will provide an introduction to the Tourism industry at the same time as providing students with the essential Math and English skills required to be successful in any program or in employment. Upon completion of the 4 fundamental courses, students will have the basic skills, knowledge, and confidence necessary for an entry level position in the tourism and hospitality industry. Credits from this program are transferable into the Tourism and Hospitality Management Certificate or Diploma, as well as other program areas at NIC.</p> <p>Year 3: Tourism and Hospitality Certificate (2018/19)</p> <p>This program focuses on the specific skills needed for supervisors and managers. Over the span of eight months, students will learn the business skills necessary to compete effectively in the marketplace, and be introduced to the various tourism sectors: accommodation, food and beverage, adventure tourism and recreation, events and conferences, transportation, attractions, tourism services, and travel trade.</p>
Rationale	<p>With the recent purchase of two hotels in the area, First Nations in the Mt. Waddington region have identified a need for members to receive training in the tourism and hospitality sector. Year 1 (2016/17) allowed for students to develop an interest in the tourism sector by completing short term, employment and training-based courses that can lead to entry level employment. During this year, Aboriginal Advisors have begun to develop a cohort or prospective students while allowing time for necessary upgrading to be completed.</p> <p>Year 2 (2017/18): There are currently a wide range of potential students who are not able to undertake the Hospitality & Tourism Management Certificate, either because they do not meet the Math and/or English pre-requisites, or they are unable or unwilling to commit to a one or two year-long program away from their home community. This program is proposed as a two year, part-time program to meet student needs as identified by community representatives. Graduates will have the option of continuing in the Tourism & Hospitality Management Diploma, or using their Tourism Certificate to gain employment in the tourism industry.</p>
Related Goals	<ul style="list-style-type: none"> • 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. • Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities. • Framework Goal #2: Access to community based delivery of programs, through partnerships with Aboriginal institutes and communities • Framework Goal #3: Reduce financial barriers
Measuring Success	Success of the program will be measured by the number of students enrolling in and completing the courses offered.
Location(s)	Mt. Waddington Campus

Timing	Start Date	September 2017		
	End Date	May 2018		
	Duration	9 months		
Future Plans	Year 2 of a 3 year cohort program funded through ASP with annual entry and exit points leading to employment.			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$42,657	\$41,921	
	Institution Contribution	\$19,388	\$5,572	
	Other or In-Kind (Identify Source)	<ul style="list-style-type: none"> • Gwa'sala-'Nakwaxda'xw Nation • Quatsino First Nation 	<ul style="list-style-type: none"> • Gwa'sala-'Nakwaxda'xw Nation • Quatsino First Nation 	
	Total	\$62,045	\$47,493	
Expense Breakdown for 2017/18 activities/programs where Ministry funding is greater than \$20,000	Item	Amount		
	Instructional Costs:	\$42,657		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<p>Gwa'sala-'Nakwaxda'xw Nation will support delivery by providing students with tours of Pier Side Landing and Kwa'lilas Hotels, as well as the Nation's Nakwakto Rapids & Cultural Tour. The Nation is also prepared to offer mentorship and internship to some students.</p> <p>Quatsino First Nation will support delivery by providing tours of Quatsino First Nation territory to show what has happened in the past and what could possibly happen in the future. The Nation is offering Lands and Resource worker, James Redford, to be a guest speaker for students in this program.</p> <p>Appendix P - i) Letter of Support, Gwa'sala-'Nakwaxda'xw Nation ii) Letter of Support, Quatsino First Nation</p>			

West Coast Region

Title	f. Nuu-chah-nulth Language Course - Aboriginal Transition Program
Minimum or Additional Funding	Additional
Priority Ranking	West Coast Region Priority
New or Continuing	New
Category	Year 1: Development of courses with Aboriginal culture & knowledge exclusive of delivery. Year 2 & 3: Delivery of programs or courses on campus or in Aboriginal communities.
Description	<p>Language Revitalization has been underway for many years and there is a desire to create a provincially articulated Adult Basic Education (ABE) language course for the dialects within the North Island College Region. Success of the Kwak'wala language in the Northern Region has provided a strong model for the development of a Nuu-chah-nulth language course to be offered at the Port Alberni campus and/or within the Nuu-chah-nulth communities.</p> <p>Year 1 (2017/18) – Development of two ABE Provincial-level language courses in Nuu-chah-nulth language. This will require course developments, Elder and community consultation, and articulation. NIC has successfully developed and delivered Kwak'wala language in the Mt. Waddington region and will use that success as a model.</p> <p>Year 2 & 3 (2018/19 & 2019/20) – Aboriginal Post-Secondary Transitions program with a Language and culture focus. Emphasis will be on successful transitions within a cohort model for students entering Post-Secondary. This program's goal is to decrease attrition rates, build a sense of belonging, and grow students' respect for place and culture.</p> <p>Program to be offered at the Port Alberni campus and will include:</p> <ul style="list-style-type: none"> • Nuu-chah-nulth language course • Essential skills course (FNS 060, 061) • Cultural component • ABE Math and English (funded through NIC base budget) • Elder Support <p>Elder involvement includes immersion based with Elder support and a language instructor that acts as facilitator. Language will be used as a basis for understanding throughout the transitions program.</p>
Rationale	<p>As in the Northern region, Aboriginal students on the West Coast often require full-time study to receive UCEP funding in their final year of upgrading. Development of a language course in the Nuu-chah-nulth dialect will increase relevant course options. Aboriginal students and community members requested such a course be developed.</p> <p>Language Revitalization efforts in the area have been strong to date; implementing a provincially articulated language course is an important next step. First Nations students will be provided with a culturally-relevant course option which they could use as credit towards their Adult Graduation or as personal enrichment. Development and delivery of language courses provides students with a true intergenerational learning experience through the opportunity to connect with Elders as teachers.</p> <p>Transition support has been identified as a need, as students are often away from their home communities and need support in essential skills and upgrading training. A cohort model has been identified to foster success and a sense of belonging and community.</p>
Related Goals	<ul style="list-style-type: none"> • 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. • 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. • Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities. • Framework Goal #2: Access to community based delivery of programs, through partnerships with Aboriginal institutes and communities. • Framework Goal #4: Seamless transition from K-12 to post-secondary education.

Measuring Success	Year 1 success will be measured by: <ul style="list-style-type: none"> • Development of one ABE course in the Northern Nuu-chah-nulth Dialect • Creation of a partnership agreement with the local First Nations in regards to language course development. 			
Location(s)	Port Alberni			
Timing	Start Date	September 2017		
	End Date	March 31, 2018		
	Duration	7 months		
Future Plans	To offer a provincially articulated Adult Basic Education Language Course in collaboration with culture-based course work, essential skills, and math and English upgrading as the basis for understanding as part of a language and culture post-secondary transitions program in September 2018.			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$15,551	\$23,919	\$23,919
	Institution Contribution		\$8,407	\$8,407
	Other or In-Kind (Identify Source)	<ul style="list-style-type: none"> • Ahousaht Education Authority • Ehattesaht Nation (\$5,000) • Huu-ay-aht First Nations 		
	Total	\$15,551	\$32,326	\$32,326
Expense Breakdown for 2017/18 activities/programs where Ministry funding is greater than \$20,000	Item	Amount		
	N/A			
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<p>Ahousaht Education Authority will provide in-kind contribution of resource materials.</p> <p>Ehattesaht Nation will provide in-kind contribution. Nation has been developing a language curriculum framework. Ehattesaht's in-kind contributions consist of curriculum development in the amount of at least \$5,000. These funds have paid for Elder time to advance the formalized proficiency definitions, the framework for the scope and sequence of the courses, and the actual documented and organized language curriculum.</p> <p>Huu-ay-aht First Nations will provide in-kind contribution of sharing of language resources. Connection to local Elders who are native speakers of the Huu-ay-aht dialect.</p> <p>Appendix Q - i) Letter of Support, Ahousaht Education Authority ii) Letter of Support, Ehattesaht Nation iii) Letter of Support, Huu-ay-aht First Nations iv) Letter of Support, Mowachaht / Muchalaht First Nation v) Letter of Support, Nuu-chah-nulth Tribal Council</p>			

7. Overall Budget

Programs and Activities Supported by Minimum Ministry Funding

Activity/Program Title	Category	2017/18		2018/19 (Estimate)		2019/20 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Aboriginal Advisors; 4 positions and other outreach expenses \$12,500	Aboriginal representation for faculty, staff or administration	\$152,000	\$99,920	\$152,000	\$101,050	\$152,000	\$103,202
Elder in Residence CV 50% (Salary & Expenses) plus other outreach expenses \$3000	Aboriginal representation for faculty, staff or administration	\$33,359	\$0	\$32,759	\$0	\$32,898	\$0
Community Outreach Activities and Engagement	Outreach activities and events/ Partnerships and engagement	\$14,641	\$0	\$15,241	\$0	\$15,102	\$0
	Sub-Total	\$200,000	\$99,920	\$200,000	\$101,050	\$200,000	\$103,202

Programs and Activities Requiring Additional Ministry Funding

Activity/Program Title	Category	2017/18		2018/19 (Estimate)		2019/20 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Central/West Coast Region							
Elders in Residence; 0.5 fte x 3 plus other outreach expenses; 0.4 fte x 1 plus outreach expenses	Aboriginal representation for faculty	\$69,822	\$31,000	\$84,046	\$20,000	\$84,572	\$20,000
Northern Region							
Tourism Bridging Program (2nd year of 3 year initiative including ABE and tourism courses)	Delivery of programs or courses in Aboriginal communities	\$42,657	\$19,388	\$41,921	\$5,572	\$0	\$0
West Coast Region							
Nuu-chah-nulth Language Course - Aboriginal Transition Program	Delivery of programs or courses in Aboriginal communities	\$15,511	\$0	\$23,919	\$8,407	\$23,919	\$8,407
	Sub-Total	\$127,990	\$50,388	\$149,886	\$33,979	\$108,491	\$28,407

Total Funding (Minimum + Additional)

	2017/18		2018/19 (Estimate)		2019/20 (Estimate)	
	Ministry	Institution	Ministry	Institution	Ministry	Institution
Total	\$327,990	\$150,308	\$349,886	\$135,029	\$308,491	\$131,609

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

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North Island College: Department of Aboriginal Education Summary of Memorandums of Understanding Education Agreements, Academic: Feb 2011 - Feb 2017

In Partnership with NIC	Agreement	Location	Agreement Date	Effective Date	
Huu-ay-aht First Nation & Uvic	Huu-ay-aht Language	Port Alberni	February 2011	Jan 2011 - May 2011	
Mowachant / Muchalaht First Nation	Education Services	Gold River	May 2011	Sept 2011 - Apr 2012	
Huu-ay-aht First Nation & Uvic	Huu-ay-aht Language	Port Alberni	June 2011	June 2011 - April 2012	
Lip'alhayc Learning Centre	Delivery of Courses	Bella Coola	November 2011	Jan 2012 - June 2012	
					TOTAL MOUs 2011
					4
Namgis First Nation	Adult Education Resources Agreement	Comorant Island	April 2012	April 2012 - 2015	
Lip'alhayc Learning Centre	Delivery of Upgrading Courses	Bella Coola	May 2012	Sept 2012 - June 2013	
Mowachant / Muchalaht First Nation	Education Services	Port Hardy	May 2012	Sept 2012 - June 2013	
Gwa'sala-'Nakwaxda'xw	Delivery of ABE	Port Hardy	June 2012	Sept 2012 - June 2015	
Namgis First Nation	Educational Services Agreement	Comorant Island	June 2012	Sept 2012 - June 2013	
Ahousaht Education Authority	Delivery of Human Services Worker courses	Ahousaht	July 2012	Sept 2012 - April 2013	
Ahousaht Education Authority	Delivery of ABE	Ahousaht	July 2012	April 2012 - August 2012	
Vancouver Island University	First Nations Leadership	Port Hardy	September 2012	Oct 2012 - May 2013	
Camosun College	First Nations Leadership	ttttdaht/West Co.	September 2012	Sept 2012 - Dec 2012	
North Vancouver Island Aboriginal Training Society	Work Preparedness Training	Campbell River	November 2012	February 2013	
Tseshaht First Nation	Educational Collaboration	Port Alberni	December 2012	12/1/2012 - open	
					TOTAL MOUs 2012
					11
Tseshaht First Nation	Bridge To Success	Port Alberni	January 2013	1/1/2013 - open	
Ministry of Advanced Ed, Innovation & Technology	Aboriginal Health Care Certificate Program	Port Hardy	March 2013	March 2013 - March 2014	
Ahousaht Education Authority	Delivery of Human Services Worker courses	Ahousaht	April 2013	May 2013 - July 2014	
Gwa'sala-'Nakwaxda'xw	Delivery of ABE	Port Hardy	July 2013	Sept 2013 - May 2014	
Lip'alhayc Learning Centre	Delivery of Math & English courses	Bella Coola	July 2013	Nov 2013 - May 2014	
Mowachant / Muchalaht First Nation	Education Services	Gold River	July 2013	Sept 2013 - May 2014	
Nuu'chah'nulth, Uvic	Aboriginal Language Revitalization	Port Alberni	July 2013	July 2013 to April 2014	
Ahousaht Education Authority	Delivery of Human Services Worker courses	Ahousaht	October 2013	Jan 2014 - April 2014	
Kwakiutl Band Council & Uvic	Educational Agreement	Port Hardy	October 2013	Oct 2013 - April 2014	
Nuu-chah-nulth Employment and Training Program	Trades Programs	Port Alberni	October 2013	2013-2014	
					TOTAL MOUs 2013
					10
Ahousaht Education Authority	Delivery of Human Services Worker courses	Ahousaht	February 2014	May 2014 - June 2014	
Gwa'sala-'Nakwaxda'xw Nation	Adult Basic Education	Port Hardy	September 2014	Sept 2014 - May 2015	
Nanwakolas First Nation	Educational Agreement	Campbell River	May 2014	5/1/2014 - open	
Lip'alhayc Learning Centre	Classroom Space	Bella Coola	October 2014	Oct 2014 - May 2015	
Mowachaht/Muchalaht First Nation	Adult Basic Education	Gold River	October 2014	Oct 2014 - May 2015	
Namgis First Nation	Adult Basic Education	Cormorant Island	October 2014	Oct 2014 - May 2015	
					TOTAL MOUs 2014
					6
Gwa'sala-'Nakwaxda'xw / Kwakiutl Band Council	Education Assistant/CSW Program	Port Hardy	February 2015	Sept 2015-Apr 2017	
Ahousaht Education Authority	Adult Basic Education	Ahousaht	February 2015	Sept 2015-May 2016	
Huu-ay-aht First Nations	Training needs specific to LNG	Port Alberni	January 2015	TBD	
Mowachaht/Muchalaht First Nation	Adult Basic Education	Gold River	October 2015	May 2016	
Vancouver Island University/ Heiltsuk Tribal Council	Aboriginal Eco Tourism	North Island	November 2015	October 2017	
					TOTAL MOUs 2015
					5
Ahousaht Education Authority	Early Childhood Care Education	Ahousaht	April 2016	June 2017	
Lip'alhayc Learning Centre	Adult Basic Education/Applied Business Techn	Bella Coola	January 2016	May 2018	
Dzwada'enuxw First Nation	Adult Basic Education	Kingcome Inlet	April 2016	March 2017	
Lip'alhayc Learning Centre	Adult Basic Education	Bella Coola	July 2016	May 2017	
Mowachaht/Muchalaht First Nation	Adult Basic Education	Gold River	July 2016	May 2017	
Quuquatsa Language Society/Uvic	Class room space - Language Revitalization	Port Alberni	June 2016	June 2017	
Nuu-chah-nulth Tribal Council	Pre-Health	Port Alberni	January 2017	June 2017	
					TOTAL MOUs 2016
					7
					Total MOUs 2011-Feb 2017:
					42

North Island College: Department of Aboriginal Education Summary of Memorandums of Understanding Education Agreements with Continuing Education: Feb 2011 - Feb 2017

In Partnership with NIC	Agreement	Agreement Date	Effective Date
Wagalus School	Child Care First Aid	January 4, 2016	January 4, 2016
Namgis First Nation	Marine Emergency Duties (MED A2) Marine Basic First Aid Hazard Recognition, Confined Space, Fall Protection	January 18, 2016	February 5, 2016
Port Alberni Friendship Centre	CPR level C w AED	February 17, 2016	February 25, 2016
Port Alberni Friendship Centre	Foodsafe	February 22, 2016	February 22, 2016
Port Alberni Friendship Centre	Retail Training	February 23, 2016	February 23, 2016
Port Alberni Friendship Centre	Occupational First Aid Lvl 1	March 7, 2016	March 8, 2016
Ka:'yu:'k'h'/Che:k:tles7et'h' First Nation	Marine Basic First Aid	October 31, 2016	January 16, 2016
Ka:'yu:'k'h'/Che:k:tles7et'h' First Nation	Small Vessel Operator Proficiency, Marine Emergency Duties (MED A3) Restricted	November 29, 2016	November 30, 2016
Nanwakolas Council	Operator Certificate	October 31, 2016	March 31, 2017
NETP BladeRunners	Kitchen Attendant	April 5, 2016	April 21, 2016
Maaqtus Day Care - Ahousaht Ed Auth	Child Care First Aid	May 5, 2016	May 5, 2016
Nuu-chah Nulth Tribal Council	Forklift	June 25, 2016	June 25, 2016
Nuu-chah Nulth Tribal Council	WHMIS	June 30, 2016	June 30, 2016
Nuu-chah Nulth Tribal Council	Computer Training	July 18, 2016	July 22, 2016
Tla-o-qui-aht First Nation	Project Crew Training	August 8, 2016	August 26, 2016
Tseshah Market	Occupational First Aid Lvl 1 Communication, Conflict Resolution, Foodsafe	December 14, 2016	December 14, 2016
Port Alberni Friendship Centre	Lillooet Underground Mining	January 18, 2017	March 7, 2017
St'at'imc First Nation	Tofino Container Housing Project	November 14, 2016	March 3, 2017
Tla-o-qui-aht First Nation		August 9, 2016	August 25, 2016

TOTAL MOUs 2016/17

19

2016/17 Aboriginal Education Student Survey Summary Report

Which campus do you most regularly attend?

Response	Chart	Percentage	Count
Comox Valley campus		47.4%	55
Campbell River campus		14.7%	17
Port Alberni campus		19.0%	22
Mount Waddington campus		3.4%	4
In-community programming		5.2%	6
Distance Education		7.8%	9
Other, please specify...		2.6%	3
Total Responses			116

Why do you choose to attend North Island College?

- The most common answer indicated what the convenience of programming offered close to home or in community. As a local, community college, NIC provides students with the opportunity to access education while still residing at home with family and support systems in place.
- Small class sizes
- Affordable Tuition
- Reputation of programs and success

Aboriginal Education Advisors

The Advisors provide front-line support to potential Aboriginal students (including those in transition from local high schools), existing Aboriginal students, community education coordinators, and/or Aboriginal organizational representatives. To learn more about Aboriginal Education Advisors, please visit <https://www.nic.bc.ca/services/aboriginalservices/people.aspx>

I have used the services of an Aboriginal Education Advisor

Response	Chart	Percentage	Count
Yes		60.4%	64
No		39.6%	42
Total Responses			106

Was meeting with an Advisor helpful to you and why?

- Help with sorting out courses, education and advocacy with post-secondary band and aboriginal school funding
- Yes, I enjoy chatting with her and I feel like it is a safe, non-judgemental environment for me to gather my goals.
- Very helpful because I was unaware of all the services that were available and was given detail on these services and how to access them. I was given information so I could further my knowledge in my Aboriginal background by reaching out to faculty and people within the community that are from the same area originally. Advisor is very approachable and personable
- It was helpful because they could help me with my funding from my band, they also know how the system works and its nice to relate to someone from the same culture
- Yes it was, I was in desperate need of some financial help in order to stay in my course and she helped me in any way she could.
- She assisted with pretty much all aspects of the Aboriginal Education system, including funding, emotional support and group activities. She was also very helpful in terms of an academic advisor, giving great advice and guidance.
- Yes my meeting was helpful. We discussed education, and how to get started on upgrading and work towards entering the bachelors of science in nursing program which I am currently enrolled in. I also had help with emergency financial funds, and the process was completed quickly to help me through the semester.

Was meeting with an Advisor not helpful to you and why?

- The vast majority of responses indicated that students found Advisors helpful and beneficial with no concerns
- Concerns that were indicated included external factors, such as being ineligible for funding through Nations or Metis funding sources.
- Overall satisfaction with the Aboriginal Advisors is very high.

How could the Advisors improve their services?



- Perhaps a face to face introduction with classes in the college, (brief presentation) as physical communication is the most effective way to let yourself be know.

- Comox Valley could get a designated Aboriginal student's lounge. This is my second year at NIC and with a bigger population here in Courtenay/Comox it would be nice to have somewhere to go.
- I feel that the aboriginal advisers are very accessible and work with student schedules and provide many opportunities by e-mail to keep us informed of current activities.

Elders in Residence

The Elders are unique and respected individuals who ensure Indigenous ways of knowing and being become part of the college community. They provide support and advice to all areas of the college including students and employees. To learn more about Elders in Residence, please visit <https://www.nic.bc.ca/services/aboriginalservices/people.aspx>

I have used the services of an Elder in Residence

Response	Chart	Percentage	Count
Yes		20.4%	20
No		79.6%	78
		Total Responses	98

Was it helpful to meet with an Elder in Residence and why?

- Guest speakers in some of my classes and some supportive encouragement when schooling gets toughs. Also a link to other learning opportunities
- The Elders in Residence at our campus, are amazing! I see them on a regular basis, and they have such beautiful wisdom to freely share with kindness, respect, generosity and love in their hearts! I absolutely love them!
- Elders have given me information about getting in touch with my culture if I choose. I have been blessed to have them listen to any concerns I am having in school and life. I made a drum, a cedar basket and have the opportunity to make bannock. its important to be in touch with our culture and I've been given the chance to instil these values to myself as well as my children.

Was it not helpful to meet with an Elder in Residence and why?

- Responses indicated that meeting with Elders was both helpful and appreciated

How could the Elders in Residence improve their services?

- more availability - longer hours, at all campuses
- Nothing, their wisdom and caring hearts is what students need in times of doubt. The life experience these Elders have are just what I need to hear at times.
- I believe more workshops on different cultures would be improvement

How do you see Elders supporting your educational journey?

- I feel during my time as a student at NIC, who's parents have both died that if I needed the support of one or our two elders that I could count on them for some comfort. In my opinion it feels comforting to know that there is a safe, person to share my worries or struggles with that simply is a first nations elder.
- They provide insight into issues such as residential schools, and knowledge on how the indigenous peoples are healing and other factors around colonization.
- Having them part of the college and coming to my classes supports my educational goals.



If you have not met with an Elder in Residence, please tell us why in a few words.

- I have not had time as I have been working and studying but I intend on using them. I also am new to connecting with my culture and identity so that has been a part of avoiding calling.
- Elders are not available at the campus I attend (Port Alberni)
- Not aware such a resource was available.
- Have not had the time to connect

Aboriginal Activities and Events

Aboriginal Education supports initiatives that bring knowledge-holders into the classrooms as well as special events and workshops on campus and in-community. Past activities have included: Cedar weaving workshops; Drum-making workshops; Luncheons; Village workshop; Screening of films; Guest speakers; Orientation activities and campus tours; and Cultural workshops.

Have you attended a luncheon, cultural event, or Aboriginal workshop at North Island College?

Response	Chart	Percentage	Count
Yes		35.1%	33
No		64.9%	61
		Total Responses	94

Please share with us your positive and/or negative experience(s) at a luncheon, cultural event, or workshop.

- It is good to have these things happening at the college. It adds to the learning experience
- Mind altering, in a positive way, to learn the history, struggles and resilience of our elders and their local ancestors.
- It was an incredible experience and one I will never forget. The delivery of the Village workshop (at the Big House) made the experience more meaningful. I learned a lot from the workshop leaders and Elders.
- We were introduced to our elders and told of all the services we are able to access through them. It was a positive experience, they were supportive, welcoming, and encouraged us to reach out to them if we ever need to.

Did you find the event valuable to you? Why or why not?

- Yes, as an aboriginal it was comforting to see people willing to open their hearts and hear our story and circumstances. Seeing people care helped me acknowledge my shame of being aboriginal and let go of it a little more.
- The Villages workshop was extremely valuable to me, and each time I have attended I got something different out of it. It was healing and inspirational.
- I found the event valuable because it informed me of the services available to us and where to reach them.
- yes , I believe it helps me be more comfortable about why I am back in school, build myself up and better my life

Aboriginal Student Success - Based on your experience, please rate how North Island College is doing on:

	Very Good	Good	Adequate	Poor	Very Poor	Don't Know	Total Responses
Culturally relevant courses	28 (30.4%)	29 (31.5%)	17 (18.5%)	1 (1.1%)	3 (3.3%)	14 (15.2%)	92
Effective financial supports	25 (27.5%)	38 (41.8%)	11 (12.1%)	5 (5.5%)	0 (0.0%)	12 (13.2%)	91
Culturally welcoming environment	44 (48.4%)	31 (34.1%)	9 (9.9%)	2 (2.2%)	1 (1.1%)	4 (4.4%)	91
Safety and respect on campus and in classrooms	55 (59.8%)	23 (25.0%)	8 (8.7%)	0 (0.0%)	0 (0.0%)	6 (6.5%)	92
Effective academic supports	44 (48.4%)	27 (29.7%)	11 (12.1%)	1 (1.1%)	1 (1.1%)	7 (7.7%)	91
Effective personal supports	42 (46.2%)	29 (31.9%)	10 (11.0%)	3 (3.3%)	0 (0.0%)	7 (7.7%)	91

What do you think we could do to improve?

- I understand it is hard to get information out of each student as there are many of them and a lot of them are busy with their studies. However, sometimes the students need to be directly approached in order to get motivated. To avoid procrastination, or completely disregarding the task, it is best if a facilitator were to approach them and make an appointment or to contact them directly somehow.
- I think every class should have some educational history on Canada's first contact and residential schools. I would love to see some First Nations are in classrooms or the circle shape utilized more often by more teachers. Learning from someone who you feel is there for you and hears you is different than learning from someone who isn't just there to dictate and lecture is so much easier.
- I'd like to have an email update of events
- Student lounges and Elders at all campuses
- What I've learned is that there are always ways to improve. Maybe one way to improve knowledge behind some of the support that the college offers is more advertising around the campus as i do not frequently check my email. Lots of students would be interested in the support provided by an advisor or an elder as it would only further enhance the cultural experience for a First Nations person attending the college.
- It has been almost 30 yrs since I was in school, I felt totally out of place and doubted my own capabilities, but thank goodness the College had a support ready to help me push forward to improve my education.

How have we been meeting your specific, individual needs as an Aboriginal student? Let us know what we are doing well, so we can continue to meet your needs.

- The aboriginal lounge was a great addition to the school. It gave me great resources, and a comfortable spot to work.
- Having the aboriginal advisors, the opportunity to set goals and frequent visits to make sure youre on track helps a lot. Plus the emergency fund has come in very useful!
- It was nice having the elders and Advisor come directly to our class and have a meet and greet with the students.
- I am aware that there are many Aboriginal activities and resources available at NIC, which I am thankful for. I have also found adviors to be very helpful, as well as counselling services for emotional support. The new lounge is also a great place to visit.

Do you plan to continue your education with North Island College in 2017/2018?

Response	Chart	Percentage	Count
Yes		79.3%	73
No		20.7%	19
		Total Responses	92

Do the services of the Aboriginal Advisors and/or Elders in Residence, Aboriginal Activities and Events, student lounges, etc. factor into your decision to return to North Island College?

Response	Chart	Percentage	Count
Yes		52.8%	38
No		40.3%	29
Other, please specify...		6.9%	5
		Total Responses	72

Please share with us how Aboriginal Education services and supports have impacted your journey at North Island College

- Even though I have yet to make use of them, the fact that there is extra assistance and guidance available for students of aboriginal descent is a big draw. Knowing that we are cared for as a community and encouraged to achieve is one of the best things about NIC.
- I appreciate having elders in residence. If people don't have elders within their communities to turn to for support it's nice to have them here
- Emergency fund access when needed, supportive, non-judgemental, open, goal oriented, and everything has made me more culturally aware.
- My journey has just started but I think connecting with the Aboriginal Advisor and setting up my goals for this year really helped me remember what is important and to know there are services available if need be.
- I am so pleased to note that every course I have taken at NIC has in some way incorporated a piece about FN culture and the TRC - very progressive teachings!! Its great to see that we've come so far - when I was child I was taught to down-play my heritage and culture. So wonderful to have an institution that celebrates and cultivates culture.
- Speaking with Aboriginal Student advisors is very helpful to me personally because they take the time to help me, have a discussion with me and give me advice, and make sure I understand everything they have said after helping me. I am grateful for their time and patience to help me succeed as a student at North Island College.
- Aboriginal Education services and supports have been very helpful and beneficial to me. The atmosphere is welcoming and culturally accepting, which ensures that I feel comfortable attending NIC. I have been inspired to reach new goals and find success, and I think that is something that is important for the young Aboriginal population today.
- I have gained so much more knowledge about my aboriginal ancestry, and workshops have helped ground me in a time that is so busy in my life to take a moment to myself and meet new people and learn more about aboriginal culture.

Why are you not returning to North Island College?

Response	Chart	Percentage	Count
I have completed my program		55.6%	10
I am continuing my education at another institution		44.4%	8
I have found employment		0.0%	0
Personal reasons		0.0%	0
Other, please specify...		11.1%	2
My needs were not met because		5.6%	1
		Total Responses	18



Colleges and Institutes Canada
Collèges et instituts Canada

Indigenous Education Protocol for Colleges and Institutes

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

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

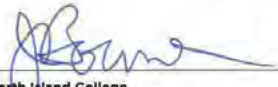
Indigenous education emanates from the intellectual and cultural traditions of Indigenous peoples in Canada.

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

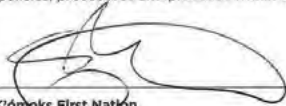
The signatory institution agrees to:

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

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



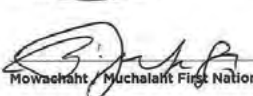
North Island College



K'ómoks First Nation



Aboriginal Education Advisory Council to NIC



Mowachaht / Muchalaht First Nation



Mowachaht / Muchalaht First Nation



Kwakiutl Band Council




Tsoshaht First Nation



We Wai Kai Nation



Ehattosaht First Nation



Huu-ay-aht First Nations



Tla-o-qui-aht First Nation



Quatsino First Nation



Campbell River Indian Band



Gwa'sala-'Nakwaxda'xw Band




Ditidaht First Nation



Kwakiutl District Council



Da'naxda'xw/Awaetiaht First Nation




Port Alberni Friendship Centre




Whe-La-La-U Area Council Society



Ahousaht Education Authority



Laichwiltach Family Life Society

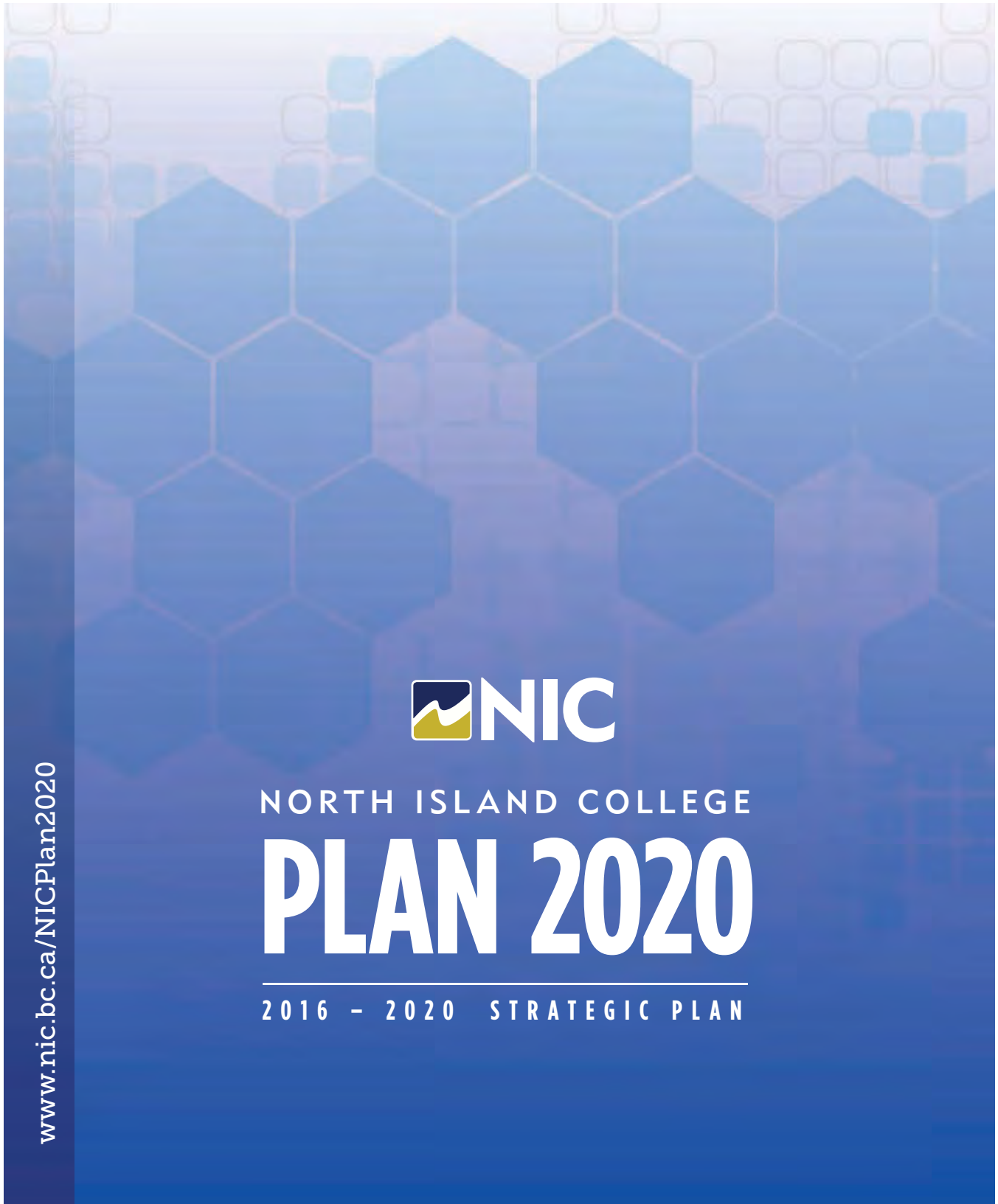


Sacred Wolf Friendship Centre



'Namgis First Nation

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



www.nic.bc.ca/NICPlan2020

Strategic Priority #4:

Aboriginal Education and Indigenization

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

“These priorities identify important approaches required to address the learning needs of Aboriginal students and affirm our commitment to best serve our communities. They directly align with the CICan Indigenous Education Protocol, signed by NIC and our First Nations partners in the region.”

Kelly Shopland
College Plan Committee member
Interim Manager, NIC Aboriginal Education



NIC Signs Ground-Breaking Indigenous Education Protocol

In May 2015, NIC and the regional Indigenous communities signed a historic Indigenous Education Protocol at a ceremony hosted by the K'ómoks First Nation. The Colleges and Institutes Canada (CICan) protocol provides a vision of how NIC can better serve First Nations in the region.

Appendix F

Aboriginal Education Advisory Council (AEAC) & Regional Committees - Meeting Dates

The Aboriginal Education Advisory Council is comprised of all members of the three regional Aboriginal Education Advisory Committees: Central Region, Northern Region, and West Coast Region. As per the Terms of Reference (updated at a Capacity Building Day on October 14, 2016), quorum consists of a minimum of two First Nations representatives from each of the three regions.

2016 Meeting Dates

AEAC - Council:

- January 29, 2016
- June 16, 2016
- October 14, 2016

Central Region - Committee:

- November 21, 2016

Northern Region - Committee:

- January 18, 2016 (via conference call)
- July 20, 2016
- November 3, 2016 (*anticipated*)

West Coast Region - Committee:

- January 18, 2016 (via conference call)
- October 17, 2016

2017 Meeting Dates

AEAC - Council:

- January 12, 2017
- June 2017 (*anticipated*)
- October 2017 (*anticipated*)

Central Region - Committee:

- March 2017 (*anticipated*)
- May 2017 (*anticipated*)
- November 2017 (*anticipated*)

Northern region - Committee:

- April 2017 (*anticipated*)
- July 2017 (*anticipated*)
- November 2017 (*anticipated*)

West Coast Region - Committee:

- April 2017 (*anticipated*)
- July 2017 (*anticipated*)
- November 2017 (*anticipated*)

AEAC Council - College-wide Meeting attendee lists:

January 29, 2016 at North Island College, Comox Valley Campus 12:00 noon to 3:30 p.m.

In Attendance:

Central Region - Committee:

Fran Prince, Community Elder & Chair, K'ómoks First Nation
Charlene Everson, K'ómoks First Nation
Norman George, Mowachaht/Muchalaht First Nation
Audrey Wilson, Laichwiltach Family Life Society
Susan Guthrie-Dick, Upper Island, Women of Native Ancestry

Northern region - Committee:

Grace Smith, Gwa'sala-'Nakwaxda'xw Band
Bonita Wallas, Quatsino First Nation

West Coast Region - Committee:

Brent Ronning, Huu-ay-aaht First Nations
Victoria Wells, Ehattesaht First Nation
Vivien Thomas, Ahousaht Education Authority
Dawna Johnson-Day, Nuu-chah-nulth Tribal Council

June 16, 2016 at North Island College, Comox Valley Campus 12:00 noon to 3:30 p.m.

In Attendance:

Central Region - Committee:

Fran Prince, Community Elder & Chair, K'ómoks First Nation
Charlene Everson, K'ómoks First Nation
Ben Jack Sr., Mowachaht/Muchalaht First Nation
Marie Lavoie, Mowachaht/Muchalaht First Nation

Northern region - Committee:

Bonita Wallas, Quatsino First Nation
Marion Hunt, Kwakiutl Band Council
Michael Jacobson-Weston, Da'naxda'xw/Awaetlala Nation
Pearl Hunt, Whe-La-La-U Area Council Society

West Coast Region - Committee:

Brent Ronning, Huu-ay-aaht First Nations
Rebecca Atleo, Ahousaht Education Authority
Victoria Wells, Ehattesaht First Nation (*via conference call*)
Vivien Thomas, Ahousaht Education Authority
Dawna Johnson-Day, Nuu-chah-nulth Tribal Council

October 14, 2016 at Crowne Isle Resort, Courtenay, 10:00 a.m. to 3:00 p.m.

In Attendance:

Central Region - Committee:

Fran Prince, Community Elder & Chair, K'ómoks First Nation
Charlene Everson, K'ómoks First Nation
Marie Lavoie, Mowachaht/Muchalaht First Nation
Bruce Carlos, School District 71

Northern region - Committee:

Bonita Wallas, Quatsino First Nation
Marion Hunt, Kwakiutl Band Council
Randy Bell, Namgis First Nation

West Coast Region - Committee:

Brent Ronning, Huu-ay-aaht First Nations
Sherri Cook, Huu-ay-aaht First Nations
Rebecca Atleo, Ahousaht Education Authority
Vivien Thomas, Ahousaht Education Authority



Terms of Reference

Aboriginal Education Advisory Council to North Island College Revised October 14, 2016

Background:

The Aboriginal Education Advisory Council (AEAC) to North Island College (NIC), gives voice to the educational goals of Aboriginal people¹ in the College region and provides advice and direction to the North Island College community in all matters relating to the college's vision, mission, and strategic directions.

NIC has developed a *Strategic Plan 2020* that outlines the college's commitment to continuing to build partnerships with First Nations and to expand educational opportunities for aboriginal students. Strategic Direction #4 outlines NIC's commitment to Aboriginal Education and Indigenization.

North Island College Vision and Mission:

The vision for the future is for North Island College to be a premier community and destination college, in a spectacular west-coast environment that inspires and prepares students for success in a rapidly changing world.

The mission is a commitment to meeting the education and training needs of adults within the college region by providing high quality, affordable higher education and skills training, collaborating with our partners to create pathways to learning, and empowering individuals to achieve their full potential.

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

¹ **Definitions of Aboriginal**

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

Purpose:

The purpose of the Aboriginal Education Advisory Committee is to:

- Advocate for Aboriginal People and provide guidance to the College to ensure the provision of comprehensive education and support services relevant to the needs of Aboriginal People and to ensure the college works with Aboriginal People in culturally appropriate ways.
- Give voice to the educational goals of Aboriginal People in the College region and provide advice and direction to the North Island College community in all matters relating to the college's vision, mission, and strategic directions namely:
 - guidance in the development and implementation of the Aboriginal Service Plan; Approval of the finalized plan and priorities.
 - responsive curriculum;
 - student access, retention, and success;
 - involvement in community programming transition support;
 - being an active Community Partner;
 - developing, strengthening and expanding strategic partnerships;
 - raising awareness about post-secondary education throughout the region; and
 - strengthening and developing NIC staff/faculty skills to support the Colleges and Institutes Canada Indigenous Education Protocol.

Goals:

The Advisory Committee's goals are to:

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

7. Promote pathways from secondary school to college, further education, training, and employment.

Structure of Committee:

Membership is open to the following;

- First Nations representatives from each of the Nations in the college region as appointed or designated by an official annual letter from the First Nation.
- Aboriginal organizations in the college region such as family life societies, friendship centres, Métis organizations, and Aboriginal-specific training societies as designated by the organization through an annual letter.
- Other interested Aboriginal representatives from community agencies have the opportunity to submit a letter of interest to the AEAC for consideration. New members will be agreed upon by consensus.
- One Elder from each of the three regions appointed by the Regional Committees.

NIC staff are ex-officio and will consist of the President of North Island College; Vice President, Access and Regions; and the Director, Aboriginal Education, and, when necessary or appropriate, department deans and/or representatives, Aboriginal Advisors, and Elders in Residence.

Quorum:

Quorum consists of a minimum of two (2) First Nations representatives from each of the three regions (West Coast, Central, and Northern).

Decision Making:

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

Roles and Responsibilities:

The Committee includes the following positions:

Chair – The Chair is responsible for calling meetings and will serve a two-year term. The Chair is selected by the Council.

Co-Chair – The Co-Chair will serve as Chair in the Chair's absence and will serve a two-year term. The Co-Chair is selected by the Council.

Administrative Support is provided by North Island College.

The Terms of Reference will be reviewed at the first AEAC meeting of the academic year and amended as needed.



**ABORIGINAL EDUCATION
ADVISORY COUNCIL**

February 6, 2017

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

Dear Minister Wilkinson

Re: Aboriginal Service Plan Submission by North Island College

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

Duly elected by my peers under our Terms of Reference, I'm writing to confirm the 2017/18 – 2019/20 Aboriginal Service Plan Submission came under final discussion during a meeting held January 12, 2017 in Courtenay. The submission had already been the subject of numerous regional meetings and those in attendance on January 12th had participated in shaping the submission. A motion came from the floor to approve the Aboriginal Service Plan and was approved unanimously by representatives from the Gwa'sala'-Nakwaxda'xw, Quatsino, K'omoks, Mowachaht/Muchalaht, Ahousaht, Huu-ay-aht, Ehattesaht, Wei Wai Kum, and Kwakiutl First Nations, as well as Nuuchahnulth Tribal Council.

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

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

Yours truly,

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

Aboriginal Education Advisory Council Meeting

Friday, January 12, 2017 - 12:00 Noon to 2:30 p.m.

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

IN ATTENDANCE:

NORTHERN REGION

Grace Smith (Gwa'sala-'Nakwaxda'xw First Nation)

Marion Hunt (Kwakiutl First Nation)

Bonita Wallas (Quatsino First Nation)

CENTRAL REGION

Fran Prince (Chairperson, K'ómoks First Nation)

Charlene Everson (K'ómoks First Nation)

Averil Henderson (Wei Wai Kum First Nation)

Marie Lavoie, (Mowachaht / Muchalaht First Nations)

WEST COAST REGION

Brent Ronning (Huu-ay-aht First Nations)

Rebecca Atleo (Ahousaht Education Authority)

Victoria Wells (Ehattesaht First Nation)

Victoria MacFarlane (Nuu-chah-nulth Tribal Council)

Appendix I

AEAC – Regional Committee Meeting attendee lists:

Central Region

November 21, 2016 at Campbell River Campus, 10:15 a.m. – 11:30 a.m.

In Attendance:

Fran Prince, Community Elder & Chair, K'ómoks First Nation

Charlene Everson, K'ómoks First Nation

Averil Henderson, Wei Wai Kum First Nation

Bruce Carlos, School District 71

Appendix J

Northern Region

January 18, 2016 via conference call, 1:30 p.m. – 2:21 p.m.

In Attendance:

Bonita Wallas, Quatsino First Nation
Grace Smith, Gwa'sala-'Nakwaxda'xw Band
Marion Hunt, Kwakiutl Band Council

July 20, 2016, Mount Waddington Campus, Port Hardy, 12:30 p.m. – 2:30 p.m.

In Attendance:

Grace Smith, Gwa'sala-'Nakwaxda'xw Band
Marion Hunt, Kwakiutl Band Council

November 3, 2016, Mount Waddington Campus, Port Hardy, 12:00 noon – 3:00 p.m. (Quorum not met; however, meeting notes were taken)

In Attendance:

Bonita Wallas, Quatsino First Nation

Appendix K

West Coast Region

January 18, 2016 via conference call, 10:00 a.m. – 10:45 a.m.

In Attendance:

Brent Ronning, Huu-ay-aht First Nations
Rebecca Atleo, Ahousaht Education Authority
Vivien Thomas, Ahousaht Education Authority
Cynthia Dick, Nuu-chah-nulth Tribal Council
Dawna Johnson-Day, Nuu-chah-nulth Tribal Council

October 17, 2016, Port Alberni Campus, 11:00 a.m. – 1:30 p.m.

In Attendance:

Brent Ronning, Huu-ay-aht First Nations
Sherri Cook, Huu-ay-aht First Nations
Rebecca Atleo, Ahousaht Education Authority
Victoria Wells, Ehattesaht First Nation
Moy Sutherland, Community at Large Representative
Ian Caplette, Quuquatsa Language Society
Robin McFarlane, Nuu-chah-nulth Tribal Council

Fran Prince
Chair, Aboriginal Education Advisory Council to
C/O North Island College
3500 Ryan Road
Courtenay, B.C.
V9N 8N6
E-mail: princefmp@shaw.ca

January 29, 2015

Ministry of Advanced Education
Box 9877, Stn Prov Govt
Victoria, B.C. V8W 9T6
E-mail: Nicola.Lemmer@gov.bc.ca

cc: Aboriginal Branch Fiona Cubitt, Fiona.Cubitt@gov.bc.ca

Attention: Nicola Lemmer

Dear Ms. Lemmer

Re: Adult Upgrading Tuition Policy

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

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

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

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

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

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

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

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

Yours truly,

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

Fran Prince AEAC Chair



North Island College Elders Protocol

Aboriginal Education Vision Statement

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

Values

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

General Purpose and Mandate

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

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

Key Duties and Responsibilities

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

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

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

Participation at Meetings

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

Expectations

Individuals will:

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

Compensation, Scheduling and Reporting

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

October 27, 2014

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

Dear Deb:

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

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

Table 1: Budget for 2013/14

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

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

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

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

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

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

We would appreciate the Ministry to consider the following:

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

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

Sincerely,



John Bowman
President

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



K'omoks First Nation

3330 Comox Road, Courtenay BC, V9N 3P8 | Ph. (250) 339-4545 Fax (250) 339-7053 | E. info@komoks.ca

January 11, 2017

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

Dear Sir or Madam:

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

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

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

K'omoks is happy to support the ongoing work of the Elders in Residence. Our traditional bighouse and boardroom are always here to provide culturally appropriate safe space for the work that they are asked to do on behalf of North Island College.

Respectfully,

A handwritten signature in blue ink, appearing to be 'Charlene Everson', with a long horizontal line extending to the right.

Charlene Everson
Education Coordinator



100 Ouwatin Rd.
Box 459
Gold River, B.C. V0P 1G0

Phone: (250) 283-2015
Fax: (250) 283-2335

Mowachaht/Muchalaht First Nation

January 23, 2017

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

Dear Sir or Madam:

Re: Letter of Support for Elders-in-Residence, Central Region Priority

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

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the Central Region. We, the Mowachaht/Muchalaht First Nation, approve and support this as the primary priority for the Central Region.

We have had the Elder-in-Residence come into our Campus here in Gold River, and the students were appreciative. We look forward to more visits from the Elder.

Respectfully,

A handwritten signature in cursive script, appearing to read 'Marie Lavoie'.

Marie Lavoie
Education Coordinator

Cc Council of Chiefs
Administrator

WeWaiKai Nation
690 HeadStart Cres HeadStart Cres
Campbell River, B.C. V9H 1P9



Brian Kelly, Band Administrator

31 January 2017

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

Dear Sir or Madam:

Re: Letter of Support for Elders-in-Residence, Central Region Priority

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

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the Central Region. The WeWaiKai Nations Council approves and supports this as the primary priority for the Central Region.

Elders are a must in order for students to be successful in any University setting. Students seek them out, they feel more confident and tend to achieve higher grades with having a connection to the Elders. This program should be in all Education Centres across Canada. It is a missed opportunity for our youth and mature learners everywhere if it is not.

Yours truly,

Brian Kelly, Band Administrator, WeWaiKai Nation
CC: Pamela Lee Lewis, Director of Education

Telephone (250)-286-1672 Fax (250)-286-1687



Wei Wai Kum First Nation

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

Tel.: (250) 286-6949

Fax.: (250) 287-8838

TOLL FREE: 1-877-286-6949

January 9, 2017

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

Dear Sir or Madam:

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

Please accept this letter as a confirmation the Wei Wai Kum First Nation (Campbell River Indian Band) has a representative on North Island College's Central Region Aboriginal Advisory Committee.

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

Our First Nation will support and work in collaboration with local Elder's in Residence to provide the best possible learning outcomes for our Indigenous learners.

Further to the goals identified above, our First Nation feels very strongly that the Ministry of Advanced Education should consider multiyear funding to best support the continuity of programs and support for Indigenous Learners and the acknowledge the Calls to Action specific to Post- Secondary Education.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Averil Henderson', is written over a horizontal line.

Averil Henderson, Education Coordinator
Signing on Behalf of Wei Wai Kum First Nation



January 10th 2017

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

Dear Sir or Madam:

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

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

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

Laichwiltach Family Life Society can partner with North Island College to support the 3 Elders-in-Residence priority by working together in community functions or activities that are offered throughout the year and invite them to come to our agency to participate when they can.

Gilakasla

A handwritten signature in black ink, appearing to read 'Audrey Wilson'.

Audrey Wilson
Executive Director
Laichwiltach Family Life Society

LAICHWILTACH FAMILY LIFE SOCIETY

441 4th Avenue, Campbell River, B.C. V9W 3W7 Phone (250) 286-3430 Fax: (250) 286-3483 Toll Free: 1-877-777-8222 E-mail: lfls@shawbiz.ca



GWA'SALA - 'NAKWAXDA'XW NATION

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PHONE: (250) 902-2320 • FAX: (250) 949-7402 • WEB: WWW.GWANAK.INFO

January 11, 2017

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

Dear Sir or Madam:

Re: Tourism and Hospitality Certificate – Northern Region

This letter is to confirm that the Gwa'sala-'Nakwaxda'xw Nation has representation on the North Island College Northern Region Aboriginal Advisory Committee, as well as the college-wide Aboriginal Council.

Our representative was engaged in the development of the Aboriginal Service Plan and in full support of the Tourism Bridging Program as the Northern region's top priority.

The Gwa'sala-'Nakwaxda'xw Nation will support the delivery of the Tourism and Hospitality Certificate program by providing students with tours of our Pier Side Landing and Kwa'lilas Hotels, as well as our Nation's Nakwakto Rapids & Cultural Tour. Gwa'sala-'Nakwaxda'xw may also be prepared to offer mentorship and internship to some students.

Respectfully,

Roger Nopper, Band Manager
Gwa'sala-'Nakwaxda'xw Nation



Quatsino Band Council

305 Quattishe Rd.
Coal Harbour B.C.
V0N 1K0
education@quatsinofn.ca
Phone: (250) 949-6245
Fax: (250) 949-6249

January 9, 2017

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

Dear Sir or Madam:

Re: Tourism and Hospitality Certificate - Northern Region

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

Our representative was engaged in the development of the Aboriginal Service Plan and in favour of the Tourism Bridging Program as the Northern region's top priority.

The Quatsino First Nation is supporting the delivery of the Tourism and Hospitality Certificate. our support is to bring Students out into the Quatsino First Nation Territory to show what has happened in the past and what could possibly happen in the future. Also our lands and resource worker James Redford would be willing to be a guest speaker to the students as well. Looking forward to this opportunity in our communities

Respectfully,

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

Bonita Wallas
Education Coordinator
Quatsino First Nation



AHOUSAHT EDUCATION AUTHORITY

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



January-23-17

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

Dear Sir or Madam:

Re: Letter of Support for Nuuchahnulth Language Course – Aboriginal Transition Program

Please accept this letter as a confirmation the Ahousaht Nation has a representative on North Island College's West Coast Region Aboriginal Advisory Committee.

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

Ahousaht Education Authority is committed to doing all we can to support the Nuuchahnulth Language Course-Aboriginal Transition Program by encouraging students to take the program. AEA could contribute resource materials or connect resource people to NIC for the purpose of the program.

Respectfully,

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

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

The Council speaks first for the children and secondly for the elders.

?iihatis / äiinaxint

Ehattlesaht Tribe



January 18, 2016

Ministry of Advanced Education
Aboriginal Post-Secondary Education and Training
2nd Floor, 835 Humboldt Street
P.O. Box 9877 Station, Provincial Government
Victoria, B.C. V8W 4W8

Dear Sir or Madam:

Re: Letter of Support for Nuu-chah-nulth Language Course – Aboriginal Transition Program

Please accept this letter as a confirmation the Ehattlesaht First Nation has a representative on North Island College's West Coast Region Aboriginal Advisory Committee.

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

Ehattlesaht First Nation, can partner with the North Island College to support the Nuu-chah-nulth Language Course – Aboriginal Transition Program by confirming the need and the benefits that this type of program in our general areas. It would be a valuable asset to our extended community, and the local Nuu-chah-nulth people who reside in Courtenay, Campbell River, Port Alberni, Ahousaht and Ucluelet, and in Port Hardy.

By hosting the program locally in the Campbell River District's North Island College, it would be more direct and easy access for student to access eliminating the need to them to move to distance locations like Victoria to train.

Ehattlesaht's in-kind contributions consist of curriculum development in the amount of at least \$5,000. We have continuously developed curriculum for all learning levels. In addition, our member of the advisory committee is a Masters Candidate in the UVic Master of Indigenous Language Revitalization and she would be willing to provide a direct link to elders and knowledge keepers who can support and develop this program.

Yours truly,

A handwritten signature in blue ink, appearing to read 'Caroline Gladstone', is written over a light blue circular stamp.

Caroline Gladstone
Ehattlesaht Band Administrator



huu ay aht

ANCIENT SPIRIT, MODERN MIND

Office: Anacla Government Office, 170 Nookemus Rd, Anacla, BC
Phone: 1.888.644.4555/ 250.728.3414 Fax: 250.728.1222
Mail: Port Alberni Government Office, 4644 Adelaide St.,
Port Alberni, BC V9Y 6N4
Phone: 250.723.0100 Fax: 250.723.4646

January 19, 2017

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

Dear Sir or Madam:

Re: Letter of Support for Nuu-chah-nulth Language Course – Aboriginal Transition Program

Please accept this letter as a confirmation the Huu-ay-aht First Nations has a representative on North Island College's West Coast Region Aboriginal Advisory Committee.

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the West Coast Region. Huu-ay-aht First Nations approves and supports this as the primary priority for the West Coast Region.

Huu-ay-aht First Nations has been actively involved in Language Revitalization for many years. We would be pleased to share our resources and learnings with North Island College for development of the program. HFN operates active early childhood centres in both Port Alberni and in Anacla on our treaty settlement lands. An ABE Provincial level language course in the Nuu-chah-nulth language would be a natural enhancement of our early childhood language nests, or "Paawats" as we call them in our language. Huu-ay-aht also have a number of language resources that have been produced that we would share with North Island College for course development. We would also connect the college with Elders who are native speakers of the Huu-ay-aht dialect of the Nuu-chah-nulth language.

Huu-ay-aht First Nations looks forward to NIC's successful ASP submission to the Ministry of Advanced Education, and to working with the college on the development of a Nuu-chah-nulth language program in concert with a vibrant post-secondary transitions program.

Respectfully,

Kathy Waddell
Director of Community Services
Huu-ay-aht First Nations

www.huuayaht.org



100 Ouwatin Rd.
Box 459
Gold River, B.C. V0P 1G0

Phone: (250) 283-2015
Fax: (250) 283-2335

Mowachaht/Muchalaht First Nation

January 23, 2017

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

Dear Sir or Madam:

Re: Letter of Support for Nuuchahnulth Language Course – Aboriginal Transition Program

Please accept this letter as a confirmation that the Mowachaht/Muchalaht First Nation has a representative on North Island College's West Coast Region Aboriginal Advisory Committee.

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the West Coast Region. We, the Mowachaht/Muchalaht First Nation, approves and supports this as the primary priority for the West Coast Region.

We would have a few students attending this program as soon as it is available.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Marie Lavoie'.

Marie Lavoie
Education Coordinator

Cc Council of Chiefs
Administrator



Nuu-chah-nulth Tribal Council

AHOUSAHT
DITIDAHT
?IIHATIS / CIINAXINT
HESQUIAHT
HUPACASATH

HUU-AY-AHT
KA:'YU:'K'T'H'/CHE:K:TLES7ET'H'
MOWACHAHT/MUCHALAHT
NUCHATLAHT
TLA-O-QU-AHT

TOQUAHT
TSESHAHT
UCHUCKLES AHT
YUULU?I?ATH

P.O. BOX 1383
PORT ALBERNI, BC
V9Y 7M2

Tel: 250-724-5757
Fax: 250-723-0463

Jan 24th, 2017

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

Dear Sir or Madam:

Re: Letter of Support for NIC: Nuu-chah-nulth Language Course – Aboriginal Transition Program

Please accept this letter as a confirmation that the Nuu-chah-Nulth Tribal Council has a representative on North Island College's West Coast Region Aboriginal Advisory Committee.

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the West Coast Region. Nuu-chah-nulth Tribal Council approves and supports this as the primary priority for the West Coast Region.

We are pleased to have Nuu-chah-nulth language identified as a primary priority and will provide support/collaboration to the development of Nuu-chah-nulth Language Course – Aboriginal Transition Program as needed

Respectfully,

Victoria MacFarlane, B.A., M.Ed
Nuu-chah-nulth Tribal Council
Manager of Education



GWA'SALA - 'NAKWAXDA'XW NATION

EDUCATION DEPT. • GRACE SMITH, EDUCATION COORDINATOR • GRACE.SMITH176@GMAIL.COM
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January 11, 2017

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

Dear Sir or Madam:

This letter is to confirm that the Gwa'sala-'Nakwaxda'xw Nation has representation on the Aboriginal Education Advisory Council to North Island College.

Our representative was fully engaged in the development of the 2017-2018, 2019-2020 Aboriginal Service Plan and the Gwa'sala-'Nakwaxda'xw Nation approves and supports this submission as a whole.

The Gwa'sala-'Nakwaxda'xw Nation is in full support of the priorities set out in the Aboriginal Service Plan. We also support these programs being funded by the Aboriginal Service Plan.

Respectfully,

Roger Nopper, Band Manager
Gwa'sala-'Nakwaxda'xw Nation



100 Ouwatin Rd.
Box 459
Gold River, B.C. V0P 1G0

Phone: (250) 283-2015
Fax: (250) 283-2335

Mowachaht/Muchalaht First Nation

January 23, 2017

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

Dear Sir or Madam:

Re: Aboriginal Service Plan Submission by North Island College, February 6, 2017

Please accept this letter as a confirmation that the Mowachaht/Muchalaht First Nation has a representative on the Aboriginal Education Advisory Council to North Island College.

Our representative was engaged in the development of the 2017/18 -2019/20 Aboriginal Service Plan and the Mowachaht/Muchalaht First Nations approves and supports this submission as a whole.

I have attended all the meetings regarding the Aboriginal Service Plan and agree with the order and outcome of the plan.

Respectfully,



Marie Lavoie
Education Coordinator

Cc Council of Chiefs
Administrator

WeWaiKai Nation
690 HeadStart Cres
Campbell River, B.C. V9H 1P9



Brian Kelly, Band Administrator

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

Dear Sir or Madam:

Re: Aboriginal Service Plan Submission by North Island College, February 6,
2017

Please accept this letter as a confirmation that the WeWaiKai Nation has a representative on the Aboriginal Education Advisory Council to North Island College.

Our representative was engaged in the development of the 2017/18 - 2019/20 Aboriginal Service Plan and the WeWaiKai Nation Council approves and supports this submission as a whole.

These programs are very important to our Nation and we look forward to them continuing in the coming years

Respectfully,

A handwritten signature in black ink, appearing to read 'B. Kelly', written over a horizontal line.

Brian Kelly
Band Administrator
CC Pamela Lee Lewis, Director of Education

Telephone (250)-286-1672 Fax (250)-286-1687



January 10th 2017

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

Dear Sir or Madam:

Re: Aboriginal Service Plan Submission by North Island College, February 6, 2017

Please accept this letter as a confirmation the Laichwiltach Family Life Society has a representative on the Aboriginal Education Advisory Council to North Island College.

Our representative was engaged in the development of the 2017/18 -2019/20 Aboriginal Service Plan and the Laichwiltach Family Life Society approves and supports this submission as a whole.

Laichwiltach Family Life Society is supporting the Aboriginal Service Plan on the priorities that was developed by the NIC advisory committee. We hope that you consider this application for the NIC Aboriginal Service Plan submission.

Gilakasla

Audrey Wilson
Executive Director
Laichwiltach Family Life Society

LAICHWILTACH FAMILY LIFE SOCIETY

441 4th Avenue, Campbell River, B.C. V9W 3W7 Phone (250) 286-3430 Fax: (250) 286-3483 Toll Free: 1-877-777-8222 E-mail: llfs@shawbiz.ca



Nuu-chah-nulth Tribal Council

AHOUSAHT
DITIDAHT
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HESQUIAHT
HUPACASATH

HUU-AY-AHT
KA:YU:'K'TH/CHE:K:TLES7ET'H'
MOWACHAHT/MUCHALAHT
NUCHATLAHT
TLA-O-QUI-AHT

TOQUAHT
TSESHAHT
UCHUCKLES AHT
YUUT.U?I:ATH

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Fax: 250-723-0463

January 23rd, 2017

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

Dear Sir or Madam:

Re: Aboriginal Service Plan Submission by North Island College, February 6, 2017

Please accept this letter as a confirmation that the Nuu-chah-nulth Tribal Council has a representative on the Aboriginal Education Advisory Council to North Island College.

Our representative was engaged in the development of the 2017/18 -2019/20 Aboriginal Service Plan and the Nuu-chah-nulth Tribal Council approves and supports this submission as a whole.

Nuu-chah-nulth Tribal Council is pleased to work with North Island College on their Aboriginal Service Plan and we are excited about the development in the area of language and culture as well as student support services for the Port Alberni Campus.

Respectfully,

A handwritten signature in black ink, appearing to read 'Victoria MacFarlane'.

Victoria MacFarlane, B.A., M.Ed
Nuu-chah-nulth Tribal Council
Manager of Education