



Aboriginal Service Plan

2016/17-18/19

Submitted to:
Ministry of Advanced Education
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Letter from the President

February 5, 2016

Honourable Andrew Wilkinson
Ministry of Advanced Education
2nd Floor – 853 Humboldt Street, PO Box 9882, Stn Prov Govt
Victoria, BC V8W 9T6

Dear Dr. Wilkinson,

Thank you for considering Capilano University's 2016 - 2019 application for Aboriginal Service Plan (ASP) support. At Capilano University, we continue to ensure that we are committed to working with First Nations communities, and fulfilling the Ministry's goals for all Aboriginal learners. Capilano University is honoured to be part of the North Shore community and acknowledges with respect the Lil'wat, Musqueam, Sechelt, Squamish, and Tsleil-Waututh First Nations and their traditional territories.

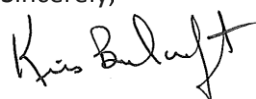
Indigenous perspectives and activities are dedicated focuses for the institution, as evidenced by our 2014-18 Academic Plan and our 2015-2018 Strategic Plan. Institutional support for Aboriginal education and Indigenous knowledge, respect for First Nations communities and learners, and systemic change to encourage this vital segment of our population are all key to Cap's identity and success.

It is important to note that this year Capilano University is submitting an institutional proposal separate from the Coastal Corridor Consortium (C3). This does not suggest that we are stepping back from the collaboration that has provided so much good work for the last eight years—it is an artifact of the growth in programming and clarity of vision for support of Aboriginal learners. We continue to work closely with our C3 partners. But approaching this ASP from an institutional position has enabled Cap to focus more on our strengths and our opportunities.

In this year's Aboriginal Service Plan proposal, we continue the successful Learning Facilitators model. We are also remaining consistent in our commitment to systemic change, and have been successful at moving ASP work into the base budget of the institution. In working with our First Nations partners we have learned of a community need for data collection and analysis, and to that end have included this project in our minimum funding request, because we believe it will have significant impact for the future. We have also shifted resource allocation to new ways of supporting Aboriginal student transition to and success in university coursework. Our commitment to Indigenous language and culture remains, as does our emphasis on individual credentials identified by our Aboriginal communities.

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

Sincerely,



Dr. Kris Bulcroft
President, Capilano University

Acknowledgement of Traditional Territories

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

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

Finally, we acknowledge the unprecedented work during the past eight years of the Coastal Corridor Consortium (C3), which includes CapU, Vancouver Community College (VCC), Native Education College, and the Metis Nation of British Columbia, as well as the Lil'wat, Musqueam, Sechelt, Squamish, and Tsleil-Waututh First Nations. Together, the C3 partners built positive relationships between communities and institutions, and developed programs and services to attract, support, and sustain Aboriginal learners. The wisdom and energy that partners have put toward this relationship and our shared objectives over the last eight years has been extraordinary, and benefitted all involved.



Squamish
Nation



shishálh first nation
Sechelt
Nation



Tsleil Waututh
Nation



Musqueam
Nation



Lil'wat
Nation



Coastal Corridor
Consortium

Situational Context

Aboriginal learners face many barriers to success in post-secondary education, some of them historic or structural, others situational or place-based, and still more that are purely instrumental and practical. Many learners are unaware of the possibilities offered by higher education, have difficulty accessing opportunities available, or do not receive enough support (emotional, psychological, social, and spiritual as well as financial) during their learning journey. Some students encounter challenging social and economic circumstances in their communities, systemic boundaries and discontinuities that seem overwhelming, and employment prospects that are not always aligned with the daily realities of their world and their hopes for tomorrow. There are often “disconnects” between where Aboriginal learners are and where they want to be, sometimes exacerbated by communities grappling with their own transitions and trajectories. For these reasons, and many more, the Ministry of Advanced Education’s and Capilano University’s Aboriginal Services Plans represent a vital conduit for opportunity and change.

Many individuals in Aboriginal communities are not aware of post-secondary opportunities, do not have the necessary entrance requirements, or are anxious about and intimidated by the prospect of going to a post-secondary institution. These external factors often prevent learners from imagining the possibilities awaiting them through post-secondary education. Past experience has taught us that one of the best ways to mitigate these factors is through direct, onsite, engaged intervention with community members. Community Outreach and Learning Facilitators living in the communities and actively engaging new learners in post-secondary education has been a hallmark of previous ASPs and continues to be a successful response to awareness, access, and outreach needs of individual First Nations. Facilitators have provided one-on-one education counselling, collaboration with secondary schools, information exchange, and event coordination for engaging prospective and hesitant learners. This personal relationship, where the Facilitator knows the individuals and can encourage and support them, is a critical ingredient to success and a highly effective way of helping learners navigate the challenges and barriers. The Facilitator becomes a mentor, a conduit to university advisors and programs, and a valued collaborator who understands the pulse of the community and educational needs ahead. (Appendix 4: Community Outreach and Learning Facilitator Handbook).

In addition to generating assistance at the community level, institutions must provide pathways for access, a welcoming environment to Aboriginal learners, more programming of Aboriginal content, and support systems to ensure that all learners maintain progress and develop confidence to succeed. This is necessary to reduce systemic barriers to education for Aboriginal learners and it is also pragmatic, based on growth trends of our Aboriginal population. Last year, we engaged individuals directly on campus through indigenous activities such as events, workshops, committees, forums and our annual Truth and Reconciliation Week. One Aboriginal student remarked that the Kéxwusm-áyakn Student Centre “gives us connection to the First Nations community and culture, which we believe is extremely important to our success. The Elder has so much history to share, and this often motivates me to work harder towards my studies.” (p.4 of [Aboriginal Student Success Strategy](#)) Capilano has made great strides in its work with Aboriginal learners and communities, but systemic change takes time; with the help of this 2016 ASP we hope to see Indigenous knowledge and success become an integral part of our institutional identity, one of the things that distinguishes our university from others in the lower mainland.

These efforts are also based on the growth trends of our Aboriginal population. According to BC Stats and the Ministry of Advanced Education, British Columbia Aboriginal population represents only 5.4% of the total population, but this group is young (50% under 25 years) and growing at a faster rate than any other population group in BC. Related to this, Aboriginal FTEs at post-secondary institutions are

increasing at a relatively faster rate than non-Aboriginal FTEs. Assisting with the learning challenges of Aboriginal students is a central focus of Capilano University's strategic plan and this ASP. Institutional research shows that at CapU 20% of our new Aboriginal students end up on academic probation after their first year of study. This damages confidence and discourages continuation. Furthermore, Capilano University has learned that university-wide support services offered to all students often fail to address the idiosyncratic needs of Aboriginal learners. As a result, we have proposed new programming to provide learning support, including emphasis on learning success strategies, for those that have met entrance requirements and are beginning new programs of study.

Through our work with local First Nations and Metis community organizations, CapU has learned that one of the most significant gaps in our understanding of how best to support Indigenous populations is an absence of evidence-based information regarding the felt needs and concerns of the individual communities. Establishing a more robust and longitudinal record of community concerns would address external factors influencing learner success in the areas of access and engagement, employment and training, long term planning and short-term management. Indeed, one Facilitator remarked that gaining a better sense of community needs and aspirations would provide a solid foundation on which to build lasting impact. In an effort to address this need, Capilano University hopes to pilot a Community Education Needs Assessment that can be scaled from one First Nation to any of the communities with which we connect. This is an important way in which our university can use its knowledge to help our partners gain knowledge of their own.

But there is also knowledge and experience that is being lost on a daily basis. For many Nations, traditional language and culture is slipping away as the young lose their connections to the Elders in their community. The silencing of Aboriginal voices is perhaps one of the greatest losses of our First Peoples and our entire nation, and revitalizing language is a critical need in BC Aboriginal communities. A 2014 study by the First Peoples Cultural Council revealed a decline in fluent speakers throughout the province since 2010 to only 4.08% with results indicating many of the 34 distinct languages in the province being at risk. Our own research reveals that in the Squamish, Sechelt, and Tsleil-Waututh communities there are generally fewer than ten fluent speakers left in each community, with stronger results in the Lil'wat community. The First Peoples Cultural Council reveals that there has been an increase in semi-fluent speakers (<10%), revealing some cause for optimism. Dr. Lorna Williams points out that "language is an important part of our history, but also our future ... [and] we have more work to do to vitalize our languages in the province." Every one of our partners enthusiastically endorses continuation and expansion of Indigenous knowledge learning to preserve and regenerate language and culture in the communities, which enhances opportunities for employment through application of these skills to teaching, business, and community services and administration. CapU is confident that regeneration of native languages is a cornerstone to community health, pride and on-going success of Aboriginal learners, no matter what field of study and employment they pursue. We hope to continue expanding our language and culture programming to support BC sustainable linguistic diversity.

According to the First Nations Health Authority, statistically significant health disparities exist for First Nations people in BC and across Canada. While communities of the traditional territories served by CapU have many positive programs in place to address these kinds of issues, challenges remain. Over the next three years of the ASP we intend to focus on programming that promotes healthy communities with high employability as identified in the BC Jobs plan. This includes the Aboriginal Recreation and Land Stewardship program developed under previous ASP funding, and a new program in early childhood care and education. We anticipate more programming like this in the years to come.

Institutional Commitment

In recent years there has been a profound shift in the way Capilano University engages Indigenous perspectives and activities. This was evident in the development of our [2014-18 Academic Plan](#) and our [2015-2018 Strategic Plan](#), and is demonstrated by the extent to which Aboriginal ways of being, learning, living, and knowing are woven into our culture, language, practices, and programs. Institutional support for Aboriginal education ranges from bursaries and services for individual students, to regional and trans-community engagement in events, to dedicated programming created in collaboration with the First Nations on whose traditional territories our campuses now stand. Our goal, as a learning and teaching focused university, is to honour and celebrate the Indigenous knowledge and rich cultural heritage of Canada's first peoples; to weave Aboriginal respect and reverence into the very fabric of our institution; to enact, enhance, and expand the opportunities for First Nations learners to participate and ultimately succeed in the post-secondary educational system.

Capilano has participated in the Aboriginal Service Plan (ASP) initiative from its outset, and continues to work through and beyond the ASP to achieve our strategic goal of student success. Working with local Aboriginal communities, improving recruitment and retention rates for Aboriginal students, supporting Aboriginal learners as they complete credentials and contribute to the social and economic vitality of British Columbia, all are part of our strategic plan. To this end, Cap has committed personnel, space, and resources in support of First Nations students, and has developed, as part of our academic planning, an [Aboriginal Learner Success Strategy](#) to address the needs of this population. Our Indigenizing the Academy Committee continues to grow in influence and support for curricular and program changes, with a membership of over thirty faculty, staff, and students. We will seek to formalize the relationships of this committee with university decision-making structures throughout the coming year.

Indigenous perspectives and voices are always a part of our academic decision-making processes at the university level, and aboriginal engagement is important to all departments, Faculties, and functional areas. Despite the difficult economic times, CapU has utilized around \$65,000 base budget funding for activities previously supported by the ASP. These include the Elders in Residence program, Business Administration section allowances, and community outreach personnel. In 2016 we will be adding a further \$150,000 of base funding to the hiring of an additional aboriginal staffing position, renaming buildings in the languages of the traditional territories, and continuation of our annual commemoration of Truth and Reconciliation Week with campus activities, cultural events, and invited speakers. In the coming year, we also anticipate an expansion of Kéxwusm-áyakn, additional bursaries for Aboriginal learners, and growth in programs and courses with Indigenous content and practices.

As Capilano forges a new identity on the North Shore, we reaffirmed our commitment to Indigenous peoples, their history and their future. We continue to work for greater access, retention, completion, and transition opportunities for Aboriginal learners through systemic changes in policy and practice. Our partnerships and collaborative activities with First Nations communities have grown substantially, and we look forward to building new connections through programs and outreach. But most important, Capilano University is doing all it can to address systemic barriers to Aboriginal success, provide support for initiatives that forge new pathways of learning and understanding, and open wider the doors of post-secondary education for Indigenous people throughout the lower mainland and the province. CapU's strategic direction is to "provide our learners with an education that helps them become engaged, informed, and committed citizens who are well prepared for success through career related and professional degree pathways," (p.7 [Capilano University's Strategic Plan 2015-2018](#)) and nowhere is that more true than in our work with Aboriginal learners and their communities.

Description of Aboriginal Student Engagement

| Student Group | Engagement Activities | Interests | Outcomes |
|---|--|--|---|
| Self-Identified Aboriginal Students at CapU, NEC, and VCC (2014) | <p>Pilot survey to identify satisfaction with services and barriers to learning</p> <p>There were 328 respondents and a response rate of 25%</p> | <ul style="list-style-type: none"> Integrating, balancing work and school Upgrade courses for program eligibility | <ul style="list-style-type: none"> Increased support of Aboriginal learning services (base budget) Internal assessment of educational support services (base budget) |
| Self-Identified Aboriginal Students at CapU, NEC, and VCC (2015/16) | <p>Survey designed to identify student use of services and levels of engagement</p> <p>There were 159 respondents and a response rate of 16%</p> | <ul style="list-style-type: none"> High value of CapU Aboriginal services Low utilization of CapU support services | <ul style="list-style-type: none"> Increased support of Aboriginal learning services (base budget) Internal assessment of educational support services (base budget) New university prep programming (USSAL, University One) |
| Aboriginal Students and student supporters at CapU | <p>Two open forums to review Aboriginal programming and support</p> <p>Approximately thirty students in attendance</p> | <ul style="list-style-type: none"> Early failure rates and academic probation High value of CapU Aboriginal services | <ul style="list-style-type: none"> Increased support of Aboriginal learning services (base budget) Internal assessment of educational support services (base budget) New university prep programming (USSAL, University One) |
| CapU Aboriginal Education Success Strategy Forum Participants | <p>One forum to consult on the Aboriginal Education Success Strategy</p> | <ul style="list-style-type: none"> High value of CapU Aboriginal services, staff, faculty, Elders, cultural teachings, and activities More courses with Aboriginal focus | <ul style="list-style-type: none"> Increased engagement with Indigenizing the Academy Committee Continuation of systemic change agenda Aboriginal Land Stewardship program |
| Students in previously-funded ASP programs | <p>Classroom conversations with participants in programs regarding success and future needs</p> | <ul style="list-style-type: none"> Endorsement of Language and culture programs High value of CapU Aboriginal services | <ul style="list-style-type: none"> Increase in language and culture programs Systemic change agenda |

Description of External Partner Engagement

| Partner | Engagement Activities | Interests | Outcomes |
|--|--|--|--|
| Coastal Corridor Consortium (C3): includes representatives of the Lil'wat, Musqueam, Sechelt, Squamish, and Tsleil-Waututh First Nations, plus representatives of the Metis Nation of BC, NEC, and VCC | <p>Three C3 meetings held annually to plan and implement programs</p> <p>One December planning session held annually for proposal preparation</p> <p>On-going dialogue between Learning Facilitators and advisors to monitor student needs and progress.</p> | <ul style="list-style-type: none"> • Continue working with Learning Facilitators (esp. in remote areas) but with shared work in urban areas • Impact of language and culture programs • Increased reporting and accountability • Programming to serve community health, employment needs • Value of Facilitator Handbook | <ul style="list-style-type: none"> • Systemic change agenda • C3 as advisory group • Learning Facilitators with greater urban collaboration and distribution of the Facilitator Handbook • Language and culture programs • Staff devoted to ASP accountability and reporting (base budget) • Develop a needs assessment protocol |
| Lil'wat First Nation, including the Tz'sil Learning Centre (an IAHLA member) | Monthly (at a minimum) consultation with Learning Facilitator and Program Advisors | <ul style="list-style-type: none"> • Continue language and culture program • Continue working with Learning Facilitators • Develop teacher training, home support worker, and accounting assistant programming • Focus on community wellness including recreation and land stewardship • Focus on upgrading and university prep | <ul style="list-style-type: none"> • Language and culture programs • Learning Facilitators • Work with the Lil'wat First Nation to develop sustainable programming in education, health, and business (future ASP) • Aboriginal Land Stewardship program • New university prep programming (USSAL, University One) |

| Partner | Engagement Activities | Interests | Outcomes |
|-----------------------|--|--|--|
| Musqueam First Nation | Monthly (at a minimum) consultation with Learning Facilitator and Program Advisors | <ul style="list-style-type: none"> • Continue working with Learning Facilitators • Develop Aboriginal ways of learning assessments • Develop early childhood education programming • Focus on recreation and land stewardship • Focus on upgrading and university prep | <ul style="list-style-type: none"> • Learning Facilitators with greater urban collaboration • Aboriginal ways of learning assessment protocols will be part of learning and teaching centre development (base budget) • ECCE credential will be scaled up to include Musqueam First Nation (future ASP) • Aboriginal Land Stewardship Program • New university prep programming (USSAL, University One) |
| Sechelt First Nation | Monthly (at a minimum) consultation with Learning Facilitator and Program Advisors | <ul style="list-style-type: none"> • Continue language and culture program • Continue working with Learning Facilitators • Focus on community health • Focus on early childhood care and education • Focus on recreation and land stewardship • Focus on upgrading and university prep • Support of Campus Elders | <ul style="list-style-type: none"> • Language and culture programs • Learning Facilitators • Indigenous community health as part of future programming (base budget) • Early Childhood Care and Education Certification • Aboriginal Land Stewardship program • New university prep programming (USSAL, University One) • Campus Elder support (base budget) |

| Partner | Engagement Activities | Interests | Outcomes |
|-----------------------------|--|---|---|
| Squamish First Nation | Monthly (at a minimum) consultation with Learning Facilitator and Program Advisors | <ul style="list-style-type: none"> • Continue language and culture program • Continue working with Learning Facilitators • Develop a way to determine ongoing learner needs • Develop new programming to promote business opportunities, employment and entrepreneurship • Focus on community health and wellness • Focus on first year student success • Focus on upgrading and university prep | <ul style="list-style-type: none"> • Language and culture programs • Learning Facilitators with greater urban collaboration • Create, pilot, review, and scale a community education needs assessment • Indigenous community health as part of future programming (base budget) • Aboriginal Land Stewardship program • Systemic change agenda • New university prep programming (USSAL, University One) |
| Tsleil Waututh First Nation | Monthly (at a minimum) consultation with Learning Facilitator and Program Advisors | <ul style="list-style-type: none"> • Establish language and culture program • Continue working with Learning Facilitators • Focus on community wellness and social welfare • Focus on upgrading and university prep | <ul style="list-style-type: none"> • Language and culture programs (future ASP) • Learning Facilitators with greater urban collaboration • Indigenous community health as part of future programming (base budget) • New university prep programming (USSAL, University One) |

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

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

Policies and procedures regarding ethical conduct of research are currently being revised and will be presented to the Senate and the Board before the end of the calendar year. The new policies will include direction and safeguards to insure that all scholarship is conducted in accordance with accepted guidelines for ethical conduct of research involving Aboriginal communities.

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

In all promotional material and cultural events, CapU follows the protocols and guidance of our Aboriginal communities. One example of this can be found in the recent naming of our campus buildings, which was done in the appropriate indigenous language and in collaboration with the resident band (Sechelt or Squamish).



Overview of Proposed Plan

This Aboriginal Service Plan represents a significant shift for Capilano University, not in terms of initiatives and commitments but with regard to the scale and tenor of our collaboration with First Nations and post-secondary partners. In designing this first solo ASP, we have focused on the core needs of our resident Indigenous learners, the sustainable goals of our proximal First Nations, and the aspirational relationships amidst and amongst our diverse yet interdependent communities.

Our first and most important commitment, articulated in our strategic plan, is student success. To this end, our ASP proposes ongoing support of what has proven to be the key features (Learning Facilitators and systemic change) in attracting and retaining Aboriginal students, realigned to be more in concert with the capacities of the institution and the needs of the communities. Additionally, we propose to devote additional resources to those support structures that have proven most beneficial to Indigenous students, but with new designs and new emphasis on the particular learning needs of this population (USSAL and University One). Because our First Nations partners have indicated their desperate need for language and culture sustainability, we have responded with dedicated programming that is already having a positive impact on the communities (Language and Culture Credentials). This has not only strengthened the cultural capital of individual First Nations, but has provided additional support for learners transitioning from the K-12 to the post-secondary environment, and from both to the world of work and full civic participation. Amidst this renewal of collective agency, we have seen a clearer articulation of community needs and a clearer path for Capilano University in support of community engagement (needs assessment). All of this likewise contributes to the articulation of specific opportunities for collaborative programming, areas of expertise wherein the university and the community can work together to better prepare learners for work in the province, but also in their own First Nations (Aboriginal Recreation and Land Stewardship and Early Childhood Care and Education).

Throughout this proposal, Capilano University has focused not on short term measures and quick fixes, but rather on long term potential for real change, real improvement, for Aboriginal learners, First Nations communities, and the Indigenous consciousness of our campuses, our province, our peoples. Whether it manifests as facilitated learner transition or additional support, rejuvenation of language or understanding of culture, all the initiatives described in this ASP aim at more than mere mitigation.

The Aboriginal Service Plan initiative and the 2012 Aboriginal Post-Secondary Education and Training Policy Framework goals centre on one objective: “Aboriginal learners succeed in an integrated, relevant, and effective British Columbia post-secondary education system that enhances their participation in the social, cultural and economic life of their communities, the province, and global society.” (p.11) Our ASP is in close alignment with this objective, and with the individual goals of systemic change, community based delivery of programming, reduction of financial barriers to Aboriginal participation, facilitation of seamless transition between educational systems and locations, and continuous improvement based on evidence based research. Indeed, our strategic direction reaffirms these outcomes with emphasis on assessment and accountability leading to continuous improvement, community engagement that benefits all partners, and above all student success for indigenous learners.

This ASP was developed in collaboration with the C3, which serves as Advisory Committee and is made up of representatives from all stakeholder groups. Specifically, Capilano University worked directly with VCC to insure a smooth transition into the presentation of two proposals. Additionally, all campus stakeholders were consulted, including the First Nations Advisory Committee, the Indigenous the Academy Committee, and representatives for all catchment regions. This is and will be a team effort.

Proposed Programs and Activities for 2016/17

Community Outreach and Learning Facilitation

| | |
|--------------------------------------|--|
| Title | Community Outreach and Learning Facilitation |
| Minimum or Additional Funding | Minimum Funding |
| Priority Ranking | |
| New or Continuing | Continuing but revised |
| Category | Outreach activities and events; Student support services and initiatives; Partnerships and engagement (including agreements) |
| Description | We intend to modify our network of Community Based Learning Facilitators including changing the title of this activity to Community Outreach and Learning Facilitation. This is an individual that lives in the community or the area, understands the individuals and dynamics (including barriers and opportunities) of a community well, and are focused on the task of building access and retention of Aboriginal learners. They play a critical role in linking prospective individual learners to post-secondary learning opportunities, advisors, and programs, and in providing on-going support in a variety of ways to support graduation and success. They also network with local employers, help identify community educational needs, act as a liaison between CapU and the community, provide advice on issues such as employment needs and outcomes, traditional knowledge and other policy development issues, and assist in the on-going development and refinement of our ASP proposals and reports. |
| Rationale | Without effective connections to the community, it is difficult for the institution to identify prospective Aboriginal learners, and understand what barriers may exist in creating a learning pathway to post-secondary education. The Learning Facilitator plays a pivotal role in bridging the gap between institutions and Nations and creating a critical human element that helps bind the two. They work with individuals and the community to motivate and encourage learners to participate in post-secondary, identify their strengths and help guide them to programming where they will be engaged and successful, and generally provide encouragement and support Aboriginal learners. In 2015/16 for example, COLF's met with over 300 prospective students, facilitated applications for over 180 students to post secondary studies with 115 enrolling at CapU and VCC, and supported around 270 students in their on-going studies. |
| Related Goals | Primarily ASP Goal 1: Increase access, retention, completion, and transition opportunities for Aboriginal learners; ASP Goal 2: Strengthen partnerships and collaboration in Aboriginal post-secondary education; and ASP Goal 3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. Framework Goal 2: Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities, and Framework Goal 4: Aboriginal learners transition seamlessly from K-12 to post-secondary education |
| Measuring Success | Measureable Functions of Community Outreach and Learning are identified in the new Community Outreach and Learning Facilitation Handbook and each Facilitator prepares a Service Delivery Plan which outlines specific tasks and goals. |

| | | |
|---------------------|---|------------------------------|
| | <p>The general measurable tasks are as follows:</p> <ul style="list-style-type: none"> Identify and meet with prospective learners in the community including regular liaison with K-12 schools and community members on the reserve and at large. Collectively over 500 potential learners reached: Squamish 100, Sechelt 100, Lil'wat 100, Musqueam 50, Tsleil Waututh 50. Urban 100. Target 30% inquiry to application. Build awareness and communicate post-secondary program options in the community through various mechanisms including discussion circles, social media, school presentations, information sessions, individual meetings, council presentations and other approaches Help facilitate enrolment of students into appropriate programs through proactive consultation with CapU advisors and other institution advisors where relevant; work with university systems for additional supports as necessary. Target: 70 students enrolled in CapU programs Support retention of learners by supporting access to educational services such as counselling, writing and math support, financial aid support, athletics, health and wellness and other services. Collectively over 200 learners supported: Squamish 60, Sechelt 60, Lilwat 60, Musqueam 10, Tsleil Waututh 10. | |
| Location(s) | Lil'wat Nation, Musqueam Nation Sechelt Nation, Squamish Nation, Tsleil Waututh Nation | |
| Timing | Start Date | September 2016 |
| | End Date | May 2017 |
| | Duration | Throughout ASP Academic Year |
| Future Plans | Continue as described above | |

| | | | | |
|--|---|--|-----------------------------|-----------------------------|
| Budget | | 2016/17 | 2017/18 (Estimate) | 2018/19 (Estimate) |
| | Ministry (ASP) | \$115,000 | \$115,000 | \$115,000 |
| | Institution Contribution | | | |
| | Other or In-Kind <i>(Identify Source)</i> | \$48,000 (CapU services) | \$48,000 (CapU services) | \$48,000 (CapU services) |
| | Total | \$163,000 | \$163,000 | \$163,000 |
| Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000 | Item | Amount | | |
| | Salary | Lil'wat Facilitator: \$30,000 Sechelt Facilitator: \$30,000 Squamish Facilitator: \$20,000 Tsleil Waututh Facilitator: \$20,000 Urban Facilitator (Squamish, Tsleil Waututh, Musqueam): \$15,000 | | |
| Activities/ Programs Delivered in Aboriginal Communities (where applicable) | | | | |
| Documentation of support | This is a continuation of successful past practice. The Facilitators already conducting these tasks in Sechelt and Lil'wat will remain in place and have produced strong measurable results as reported in the 2014-15 ASP final report. Letters of support and readiness are provided for each community in Appendix 1a, 1b, 1c, 1d, 1f. | | | |

Systematic Change

| | |
|--------------------------------------|--|
| Title | Capilano University Systemic Change |
| Minimum or Additional Funding | Minimum Funding |
| Priority Ranking | |
| New or Continuing | Continuing with new elements |
| Category | Outreach activities and events; Aboriginal cultural training for faculty, staff or administration, Policy Initiatives |
| Description | <p>Systemic Change activities within Capilano University have become increasingly important for changing the cultural fabric of the institution and enhancing Aboriginal student access, retention, and success. These can be clustered into three groups of activities. 1. Activities to increase cultural knowledge and awareness throughout the institution. This will include on-going delivery of weaving, drum making, weekly singing, and storytelling sessions at the Kéxwusm-áyakn Student Centre; regular provision of healthy and culturally relevant food and related food events; festivals celebrating Aboriginal culture such as “First Voices” concerts and Aboriginal speakers in the University Earthworks and Capilano Universe speaker series; installation of art, signage, and special events, continuing to build Truth and Reconciliation activities, and continuing indigenous cultural ceremonies attached to graduation. 2. Activities to enhance teaching skills for Aboriginal learners and increase indigenization of curriculum. This will include a TAHL workshop to educate faculty and staff about Aboriginal history, culture, values, and learning and successful methods of instructional delivery for Aboriginal learners. We will continue activities of the Indigenizing the Academy committee to boost university wide engagement of indigenous cultural practices and learning perspectives; facilitate and advise on content in existing and new Aboriginal curriculum and programming, and pro-actively engage faculty with Aboriginal students, Elders, and communities to indigenize curriculum. 3. Activities to inform and influence institutional policy. These will include networking with communities, Aboriginal leaders, and institutional leaders to share and increase knowledge generally; consultation around indigenous knowledge and other relevant policies in process; and continue to create more opportunities for Aboriginal language and art to be present throughout the campus.</p> |
| Rationale | Aboriginal learners and faculty alike consistently identify the value of activities to increase cultural knowledge on the campus. Many faculty members now proudly display hats, drums, and other cultural art pieces and they participate in drumming sessions, singing, and storytelling activities regularly. The Truth and Reconciliation week activities are high points of cultural awareness in our institution. We have seen a profound change in desire and comfort to be engaged in Aboriginal education activities. |
| Related Goals | Primary 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 |
| Measuring Success | Systemic change will be measured (with quantitative and qualitative data) based |

| | | |
|---------------------|---|------------------------------|
| | <p>on categories outlined in the program description as follows:</p> <p>Increasing cultural knowledge and awareness throughout the institution:</p> <ul style="list-style-type: none"> • Participation of at least 635 campus community members in related activities • Testimonials from participants of various activities • Focus group outcomes on cultural knowledge and awareness (facilitated by ASP Coordinators) <p>Enhanced teaching skills for Aboriginal learners and increase indigenization of curriculum</p> <ul style="list-style-type: none"> • Survey of TAHL Workshop participants • Testimonials and updates on activities from faculty • Focus group outcomes on aboriginal learning skills and indigenization of curriculum <p>Informing and influencing Institutional Policy and Practices</p> <ul style="list-style-type: none"> • Increased representation of indigenous representation on institutional governance bodies • Evidence of policy changes representing indigenous interests at a university decision making level <p>Increased investment in Aboriginal programming and support. Target: \$150,000</p> | |
| Location(s) | Capilano University Campus | |
| Timing | Start Date | September 2016 |
| | End Date | May 2016 |
| | Duration | Throughout ASP academic year |
| Future Plans | We intend to continue the activities outlined in this plan for the next three years. Ideally we will increase activities by \$5,000 for 2017-19 to meet the increased demand from institutional members to participate in TAHL workshops and cultural events. | |

| | | | | |
|--|---------------------------------------|--|-----------------------------|-----------------------------|
| Budget | | 2016/17 | 2017/18 (Estimate) | 2018/19(Estimate) |
| | Ministry (ASP) | \$30,000 | \$35,000 | \$35,000 |
| | Institution Contribution | \$24,000 | \$24,000 | \$24,000 |
| | Other or In-Kind (Identify Source) | \$12,000 (CapU services) | \$14,000 (CapU services) | \$14,000 (CapU services) |
| | Total | \$66,000 | \$73,000 | \$73,000 |
| Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000 | Item | Amount | | |
| | Cultural Knowledge Activities | Weaving & Drum making workshops: \$8,000; Food & regular celebrations: \$4,000; Special Events, Speaker Fees, etc: \$8,000 | | |
| | Curriculum and Programming | THAL Workshop: \$4,000; hosting and speaker fees: \$4,000; Organization, communications, and hosting: \$2,000 | | |

Project Coordination

| | | |
|--------------------------------------|---|--------------------|
| Title | ASP Project Coordination | |
| Minimum or Additional Funding | Minimum | |
| Priority Ranking | | |
| New or Continuing | Continuing | |
| Category | Partnerships and engagement (including agreements) | |
| Description | <p>This activity ensures that all ASP project coordination and reporting requirements are conducted in a professional and timely manner. Specific tasks include: providing skills improvement and ongoing technical support to the Community Outreach and Learning Facilitators; coordinating efforts of Facilitators to establish work plans and achieve measurable goals of the program; gathering educational needs data from communities; overseeing surveys and consultation to gauge feedback and educational needs from learners and communities; communicating amongst partners and organizing meetings; marketing programs within communities; monitoring progress to ensure that all programs are implemented fully and on time; coordination of activities amongst all C3 partners as needed; and other tasks to ensure the full and efficient functioning of the ASP.</p> | |
| Rationale | <p>The ASP involves multiple stakeholders including several communities, many university departments, student groups, and the Ministry of Advanced Education. Effective project coordination is critical for maximizing outcomes of the ASP and ensuring that we are constantly engaging with the community members to ensure all goals are being met and feedback from communities is being received and addressed. Effective management ensures that all investments of the ASP are utilized wisely and lead to maximum outcomes for Aboriginal learners and fulfillment of the ASP and the Framework. There is a small expense budget for the ASP Manager to facilitate meetings with the C3 advisory group and prepare related program promotional materials.</p> | |
| Related Goals | ASP Goal 2: Partnerships and engagement (including agreements) | |
| Measuring Success | <p>The measures of success are:</p> <ul style="list-style-type: none"> • Completion of all approved activities and programs on budget and on time • Facilitation of Service contracts with COLF's establishing targets for fulfillment of success measures • Monthly meetings (in person or by phone) with all COLF's to review service contracts and related targets and success measures, status of programs, budgets, and other issues and outcomes • Organizing three in-person meetings per year with COLF's on campus to address status of service contracts, status of programs, budgets, and other issues and outcomes, plus planning needs for next years ASP. | |
| Location(s) | Capilano University | |
| Timing | Start Date | August 2016 |
| | End Date | June 2017 |
| | Duration | Full Academic year |
| Future Plans | Continuation of current pattern and services | |

| | | | | |
|---|--|--|----------------------------|----------------------------|
| Budget | | 2016/17 | 2017/18 (Estimate) | 2018/19(Estimate) |
| | Ministry (ASP) | \$20,000 | \$20,000 | \$20,000 |
| | Institution Contribution | | | |
| | Other or In-Kind <i>(Identify Source)</i> | \$8,000 (CapU services) | \$8,000 (CapU services) | \$8,000 (CapU services) |
| | Total | \$28,000 | \$28,000 | \$28,000 |
| Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000 | Item | Amount | | |
| | Salary Expenses | 1 faculty section: \$15,000 Operating expenses: \$5,000 | | |

Community Education Needs Assessment

| | |
|-------------------------------|--|
| Title | Community Education Needs Assessment |
| Minimum or Additional Funding | Minimum |
| Priority Ranking | |
| New or Continuing | New |
| Category | Partnerships and engagement (including agreements) |
| Description | This project will establish a systematic method to identify robust education needs for communities in the short and long term. Working with Squamish Nation Education Department as a pilot project, we will establish and implement a research methodology that can be applied to any other community setting. This will involve a program and approach that can be implemented and managed by the community (and with related reporting templates and spreadsheets) to monitor education and training needs over time. It will involve a variety of tools with common and applied questions and approaches such as questionnaires, interview guides, discussion circle topics, Facebook competitions, discussion blogs, etc. Specific groups consulted will include Elders, community leaders, employers, current and prospective students, and K-12 educators plus others. The assessment tools will calculate needs and provide evidence for future investments. |
| Rationale | As part of developing the ASP, we consult with communities through the Community Outreach and Learning Facilitators, other education officers, and key additional community representatives including band administrations, chiefs and councils, plus current Aboriginal learners amongst others. This has been highly productive in identifying overall needs and trends, however the feedback is often general and based on opinion and observations. It is difficult to generate specific quantitative education needs data and link this data to economic strategies and conditions and other local to provincial initiatives. In discussion with our C3 partners, and specifically Squamish Nation, there is a strong desire to work with the university to generate more reliable data that can also be monitored annually so that long term trends and needs can be determined and responded to. |

| | | | |
|-------------------|---|----------------|--|
| Related Goals | Primary ASP Goal 2: Strengthen partnerships and collaboration in Aboriginal post-secondary education; and ASP Goal 3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers Framework Goal 5: Continuous improvement is based on research, data-tracking and sharing of leading practices | | |
| Measuring Success | Measures of success for this program will include: <ul style="list-style-type: none"> • Creation of a relevant and practical evaluation tools and monitoring program, with community involvement and support • Creation of relevant data sets that strengthen the knowledge of Aboriginal community educational needs | | |
| Location(s) | Squamish Nation | | |
| Timing | Start Date | September 2016 | |
| | End Date | December 2016 | |
| | Duration | One semester | |
| Future Plans | This program will be established with Squamish Nation for application to other Nations in future, there will be up-front costs for development of the program and longer term implementation will be relatively cost effective for other communities | | |

| | | | | |
|---|--|---|----------------------------|----------------------------|
| Budget | | 2016/17 | 2017/18 (Estimate) | 2018/19(Estimate) |
| | Ministry (ASP) | \$18,500 | \$13,500 | \$13,500 |
| | Institution Contribution | | | |
| | Other or In-Kind (Identify Source) | \$7,400 (CapU services) | \$5,400 (CapU services) | \$5,400 (CapU services) |
| | Total | \$25,900 | \$18,900 | \$18,900 |
| Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000 | Item | Amount | | |
| | Salary Expenses | 1 faculty section: \$15,000 Data analysis: \$2,500 \$1,000 (supplies, materials, software, etc) in the first year only. | | |
| Activities/ Programs Delivered in Aboriginal Communities (where applicable) | | | | |
| Documentation of Support | Each community identified accurate community needs data as a key need. As this project will be piloted in Squamish, specific reference to this need is made in the Squamish Nation ASP letter of support. See Appendix 1b: Squamish Nation Letter of Support | | | |

University Success Strategies for Aboriginal Learners

| | |
|--------------------------------------|--|
| Title | University Success Strategies for Aboriginal Learners (USSAL) |
| Minimum or Additional Funding | Minimum |
| Priority Ranking | |

| | | |
|--------------------------|---|----------------|
| New or Continuing | New | |
| Category | Outreach activities and events; Student support services and initiatives | |
| Description | <p>CapU will provide a retention-improvement program: University Success Strategies for Aboriginal Learners (USSAL). All new Aboriginal learners will be encouraged to participate in this short-term program. This non-credit module based program will include a range of topics and strategies including:</p> <ul style="list-style-type: none"> • Time management and study skills • Mood regulation and anxiety management • Accessing learning and counselling resources at the university • Negotiating accommodation and other life skills • Effectively disclosing learning disabilities in an education and workplace setting • Strategies for participating in small group work settings. • Access to Gateways to Careers decision-making resource for Aboriginal learners <p>A key feature will be a peer mentorship element allowing current students to support each other throughout their academic studies. Learning modules will be offered in a face-to-face approach, partially through the Kéxwusm-áyakn Student Centre and where appropriate, provided on-line as well. This will be a voluntary enrolment program however all new learners will be encouraged to participate. This is a new program and does not replicate previous initiatives.</p> | |
| Rationale | <p>Many Aboriginal learners enter post-secondary programs ill-prepared for the structure, schedule, and intensity of regular university level courses. In addition, many face a tough transition of moving from their communities to cities to study. Some have learning disabilities that are not identified until they have enrolled in programs. As a result, failure is common in the first year of study and many do then not return to university. At CapU, data from institutional research indicates that around 20% of Aboriginal students end up on academic probation after their first semester. This is demoralizing and unproductive. Based on specific request from Aboriginal students through ASP consultation, we will pro-actively provide this program.</p> | |
| Related Goals | <p>Primary ASP Goal 1: Increase access, retention, completion and transition opportunities for Aboriginal learners Framework Goal 4: Aboriginal learners transition seamlessly from K–12 to post-secondary education</p> | |
| Measuring Success | <p>Success measures for this program will include:</p> <ul style="list-style-type: none"> • Number of students participating in the program (approx. 40 students for 16/17) • Number of student volunteer mentors participating in the program. Target 20. • Reduction of Aboriginal students being placed on academic probation after their first year of study – reduction of 5% from previous year | |
| Location(s) | Capilano University, North Vancouver | |
| Timing | Start Date | September 2016 |
| | End Date | December 2016 |
| | Duration | Fall semester |
| Future Plans | If successful, we will continue program for future years | |

| | | | | |
|--|---|---|-------------------------|-------------------------|
| Budget | | 2016/17 | 2017/18 (Estimate) | 2018/19 (Estimate) |
| | Ministry (ASP) | \$16,500 | \$16,500 | \$16,500 |
| | Institution Contribution | | | |
| | Other or In-Kind (<i>Identify Source</i>) | \$6,600 (CapU services) | \$6,600 (CapU services) | \$6,600 (CapU services) |
| | Total | \$23,100 | \$23,100 | \$23,100 |
| Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000 | Item | Amount | | |
| | Salary | 1 faculty section: \$15,000 | | |
| | Program Expenses | \$1,500 (supplies, promotion, workshop food etc.) | | |

Aboriginal Language and Culture Certificate and Diploma

| | |
|--------------------------------------|--|
| Title | Aboriginal Language and Culture Certificate and Diploma |
| Minimum or Additional Funding | Additional |
| Priority Ranking | 1 |
| New or Continuing | Continuing and New |
| Category | Delivery of programs or courses on campus or in Aboriginal communities |
| Description | The 30-credit certificate is designed to give introductory knowledge of language and culture; an understanding of composition and First Nations literature; phonetics, language description and analytical skills: and storytelling ability. The program contributes to regeneration of threatened Indigenous languages; enhances pride and confidence of learners in their culture and traditions; and develops tangible skills for teaching the language within communities. |
| Rationale | Many Canadian Aboriginal languages are in serious threat of becoming extinct. For Lil'wat, Squamish, and Sechelt, rejuvenation of language is a key goal and widely recognized as a critical element of pride and confidence for Nation members. The certificates are an example of how valuable the ASP partnership can be in bringing institutions and communities close together for innovative learning outcomes. The programs have been widely acknowledged by communities as some of the most inspiring and important programs that have been delivered. The combination of traditional knowledge regeneration, academic structure, and experiential and engaged learning methods of the community and CapU has resulted in highly productive outcomes. Squamish and Lil'wat have completed one cycle of the certificate and Sechelt will complete one full cycle next year. Currently they have 28 students enrolled in the program overall. The ASP request is to continue delivery of the Certificate for one further year in each community. |
| Related Goals | Primary 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 Framework Goal 2: Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities | |
| Measuring Success | <p>The measures of success for this program are:</p> <ul style="list-style-type: none"> • Successful implementation of five courses over 2016-17 academic year • Effective promotion, coordination, and support for learners in the program (qualitative and quantitative results required) (0.5 sections) • Significant enrolment in courses offered (Average of 15) • Successful delivery of all courses in the three programs with strong (over 40%) retention and completion rates • Demonstrated impact within First Nations communities qualitatively measured through focus groups and case study interviews. | |
| Location(s) | Sechelt First Nation/Sunshine Coast Campus, Squamish Nation, Lil'wat Nation Ts'zil Learning Centre | |
| Timing | Start Date | September 2016 |
| | End Date | May 2017 |
| | Duration | Full 2016-17 Academic Year |
| Future Plans | In 2017/18 we would like to direct ASP resources to development and implementation of Squamish and Lil'wat Language and Culture Diplomas. This accounts for the increase in proposed spending for 2017/18 and 2018/19 | |

| | | | | |
|--|---|---|--------------------------|-------------------|
| Budget | | 2016/17 | 2017/18 (Estimate) | 2018/19(Estimate) |
| | Ministry (ASP) | \$72,500 | \$100,000 | \$150,000 |
| | Institution Contribution | \$ | \$ | \$ |
| | Other or In-Kind (Identify Source) | \$29,000 (CapU Services) | \$40,000 (CapU services) | \$60,000 |
| | Total | \$101,500 | \$140,000 | \$210,000 |
| Expense Breakdown for 2016/17 activities/programs where Ministry funding is greater than \$20,000 | Item | Amount | | |
| | 2016/17 | 5 faculty sections: \$67,500 0.33 coordination sections: \$5,000 | | |
| Activities/ Programs Delivered in Aboriginal Communities (where applicable) | | | | |
| Documentation of Support | Squamish, Sechelt and Lil'wat all identify Language and Culture Certificate completion as a key priority for their communities. Please see letters of Support: Appendix 1a: Sechelt Nation Letter of Support, 1b: Squamish Nation Sechelt Letter of Support, 1c: Lil'wat Nation Letter of Support | | | |

Overall Budget

| Programs and Activities Supported by Minimum Ministry Funding | | | | | | | |
|--|---|------------------|-----------------|--------------------|-----------------|-------------------|-----------------|
| Activity/ Program Title | Category | 2016/17 | | 2017/18 (Estimate) | | 2018/19(Estimate) | |
| | | Ministry | CapU | Ministry | CapU | Ministry | CapU |
| Community Outreach and Learning Facilitation | Outreach activities and events, Student support services and initiatives, Partnerships and engagement (including agreements) | \$115,000 | | \$115,000 | | \$115,000 | |
| Capilano University Systemic Change | Outreach activities and events, Aboriginal cultural training for faculty, staff or administration, Aboriginal Representation for faculty, staff or administration, Partnerships and engagement (including agreements), Policy Initiatives | \$30,000 | \$24,000 | \$35,000 | \$24,000 | \$35,000 | \$24,000 |
| ASP Project Coordination | Partnerships and engagement (including agreements) | \$20,000 | | \$20,000 | | \$20,000 | |
| Community Education Needs Assessment Monitor | Partnerships and engagement (including agreements) | \$18,500 | | \$13,500 | | \$13,500 | |
| University Success Strategies for Aboriginal Learners | Outreach activities and events; Student support services and initiatives | \$16,500 | | \$16,500 | | \$16,500 | |
| | Sub-Total | \$200,000 | \$24,000 | \$200,000 | \$24,000 | \$200,000 | \$24,000 |

| Programs and Activities Requiring Additional Ministry Funding | | | | | | | |
|--|--|-----------|----------|--------------------|----------|--------------------|----------|
| Activity /Program Title | Category | 2016/17 | | 2017/18 (Estimate) | | 2018/19(Estimate) | |
| | | Ministry | CapU | Ministry | CapU | Ministry | CapU |
| Aboriginal Language and Culture Certificate | Delivery of programs or courses on campus or in Aboriginal communities | \$72,500 | | \$100,000 | | \$150,000 | |
| Total Funding (minimum and additional) | | | | | | | |
| | Category | 2016/17 | | 2017/18 (Estimate) | | 2018/19 (Estimate) | |
| | | Ministry | CapU | Ministry | CapU | Ministry | CapU |
| | Total | \$272,500 | \$24,000 | \$300,000 | \$24,000 | \$350,000 | \$24,000 |



Appendices

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SECHELT INDIAN BAND

June 9, 2016

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

Re: shísháhl Nation Support for C3 Aboriginal Service Plan

Dear Ms. Hull,

The shísháhl Nation is pleased to be a member of the C3 Aboriginal Service Plan. We are grateful for the support of this program to help our members access and complete post-secondary education programs.

We are especially pleased with the activities and outcomes of our Community Learning Facilitator Ashley Joe and the Sechelt Nation Language and Culture Program at Capilano University, supported through the ASP. The tutorial funding has been instrumental in the completion and success of our students in their various programs. The Systemic Change Initiatives at the Capilano University Sunshine Coast Campus *kálaḡ-ay* as it has recently been named in ceremony, are integral for the advancement of Truth and Reconciliation efforts by the Provincial Government.

The continued support by the Ministry of Advanced Education for Aboriginal Service Plans is another step towards Reconciliation from the legacy of the Residential Schools.

The shísháhl Nation looks forward to a continued partnership with the Coastal Corridor Consortium Aboriginal Service Plan and will continue to support the efforts of this invaluable initiative.

I trust this letter will suffice as the shísháhl Nations continued support for the C3 ASP. If you have any questions or require further clarification on this matter, please follow up with my secretary Rochelle Baptiste at 604-885-2273.

?ul-nú-msh-chxw (thank you)

híwus Chief Calvin Craigan

Chris Gust for



Skwxwú7mesh Úxwumíxw | Squamish Nation
Ns7éyxnitm ta SneWéyah | Education

June 22, 2016

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

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

The Squamish Nation is proud to support and be a member of the C3 Aboriginal Service Plan (ASP). The ASP program supports Squamish Nation learners' access and completion of post secondary programs through relevant program development, such as the Squamish Language & Culture Certificate, and through the support services provided by the Community Learning Facilitator (CLF) Jessie Williams.

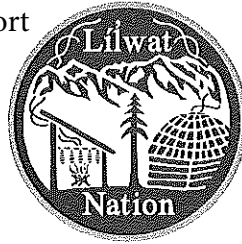
The CLF clearly understands our community's educational needs. The CLF provides support to current and future learners through: transition guidance, sharing PSI information, recruitment strategies, continual support and guidance, counseling, tutoring, and ensuring strong liaison with the Aboriginal support staff at PSI's.

The Squamish Nation has many goals and objectives; a very important one that is supported through the ASP program is to provide productive educational pathways that result in employment and community building. In this regard, the ASP program effectively supports the needs of our Nation.

Respectfully,

Walter Schneider
Executive Operating Officer
Squamish Nation





June 13, 2016

To Whom It May Concern:

Lil'wat Nation fully supports its continued membership of the C3 Aboriginal Service Plan. This membership has allowed more community members than ever, access to post-secondary educational opportunities in their home community and therefore build capacity in the Lil'wat Nation.

Lil'wat Nation Language and Culture Certificate program has been one of the many programs supported by the C3 Aboriginal Service Plan. Through this support, members of the Lil'wat Nation are able to work towards the revitalization of our traditional language as well as gain meaningful employment as language and culture teachers in the local schools. Members of the first cohort are now setting their goals on using their certificate as a stepping stone to gaining their Bachelors of Education degree. The importance of having our own people as teachers, and language and culture experts is paramount in the reclamation of our traditional ways. We are grateful for the support of this program to help our members' access and complete post-secondary education programs here in Mt. Currie.

We are especially pleased with the activities and outcomes of our Community Learning Facilitator, Lisa Fisher. The support provided by her has assisted many from Lil'wat Nation to move along the educational continuum. During the 2015 - 2016 academic year, Lil'wat Nation sponsored 31 students to attend post-secondary institutes outside of the community, which is the most external students that the Nation has ever sponsored at one time, and is a 24% increase from last year. More students are attaining higher levels of post-secondary education; nineteen students are working towards their Bachelor's Degree and 80% of the students who earned a diploma have applied to Bachelor's degree program. The support that the students have received from the Learning Facilitator has proven to increase success and retention of our students.

I fully support the Lil'wat Nation's continued membership in the C3 Aboriginal Service Plan, which allows our people greater access, success and completion of post-secondary education.

A handwritten signature in cursive script that reads "Lois Joseph".

Mámaya7 Lois Joseph

Lil'wat Nation Council Portfolio for Education



June 13, 2016

To Whom It May Concern:

The Lil'wat Nation is grateful for the support that is received by being a member of the C3 Aboriginal Service Plan, in assisting members gain access to and complete post-secondary education. The funding the Nation has received has allowed post-secondary programming and upgrading to be offered in the community, which allows more people to access education and build capacity.

We are pleased with the activities and outcomes of our Community Learning Facilitator, Lisa Fisher. The wrap-around support that Lisa offers the students attending post-secondary education has greatly contributed to their success and retention. More community members are attaining higher levels of education (Bachelor's and Master's degrees) than ever before.

I fully support the Lil'wat Nation's continued membership of the C3 Aboriginal Service Plan. This membership has allowed more community members than ever, to access post-secondary educational opportunities in their home community and therefore build capacity in the Lil'wat Nation.

If you have any further questions, please don't hesitate to call the office at 604.894.6115.

Respectfully,

A handwritten signature in black ink, appearing to read "Ernest Armann".

Ernest Armann
Chief Administrative Officer
Lil'wat Nation



MUSQUEAM INDIAN BAND

6735 SALISH DRIVE
VANCOUVER, B.C.
CANADA V6N 4C4
TELEPHONE: 604 263-3261
FAX: 604 263-4212

June 23, 2016

To Whom It May Concern:

The Musqueam Indian Band is pleased to be a member of the Coastal Corridor Consortium Aboriginal Service Plan (ASP). We are grateful for the support of this program to help our members' access and complete post-secondary education programs.

We are especially pleased with the activities and outcomes of our Community Learning Facilitator, April Campbell and the following programs that are supported through the ASP: transition programs for Grade 7 to Grade 8, Grade 12 to post-secondary, after school Home Work Club, Comic Book Club. Having these programs and support offered to our members is essential in building confidence and success in learning.

Sincerely,

A handwritten signature in blue ink, appearing to read "Wayne Sparrow", is enclosed in a thin black rectangular border.

Chief Wayne Sparrow



Community Development
& Outreach Dept.
Capilano University
2055 Purcell Way
North Vancouver, BC
V7H 3H5

September 30, 2015

Re: Indigenizing the Academy at Capilano University

The emphasis of this initiative at Capilano University has had a meaningful and lasting effect on our work with Aboriginal community members in Vancouver and throughout the region. As an instructor with the Community Development and Outreach Department, I work in Vancouver's Downtown Eastside at the Carnegie Learning Centre, WISH Learning Centre and in outreach sites like Oppenheimer Park. Most of our students at WISH and Oppenheimer are Aboriginal and a large proportion at the Carnegie Learning Centre, too.

The Indigenizing the Academy work embraced by Capilano has created bridges between the university and our literacy and upgrading Aboriginal students in the community. This bridge has been created by:

- A willingness to understand the impact of Residential Schools on survivors, families and communities
- A willingness to explore the continuing strategies of colonization, from our minds to our policies, through professional development sessions, guest speakers at the university, suggestions for curriculum and open discussion with the Indigenizing the Academy committee
- Specific events such hosting the Witness Blanket created by master carver, Carey Newman, Truth and Reconciliation Week events, and workshops that promote healing through culture such as the Medicine Wheel, cedar hat and drum-making sessions
- Invitations to our students to attend ceremonies and special occasions at the Kexwusm-aykan Student Centre at Capilano
- Support for our Invisible Heroes: Aboriginal Stories from Vancouver's DTES project that has enabled contributing members of our community to share parts of their life stories

For our students and elders, these experiences are part of the real healing that needs to happen. Without opportunities to speak and act on truth, reconciliation is an empty concept.

We appreciate the wisdom and leadership of David Kirk and Clay Little at the Kexwusm-aykan Centre at Capilano, but we recognize that without the energy and enthusiasm of faculty,

students and administration behind the larger goal of indigenization, the scope of our efforts at Capilano would not be nearly as significant.

Sincerely,

Lucy Alderson
Project Coordinator/Instructor
Carnegie and WISH Learning Centres,
Hastings Park Learning Centre
Community Dev & Outreach Dept.
Capilano University
lalderso@capilanou.ca
cell: 778-288-6648



September 29, 2015

Dear David,

Following on from last week's events honouring Truth and Reconciliation across the Capilano University campus, I write to express my thanks to you and all the colleagues that were involved with the organization of the week-long event.

Following my arrival in Canada and commencement at CapU a year ago, I have benefitted greatly in terms of my knowledge and understanding from the work undertaken by First Nations Student Services and, in particular, your leadership in ensuring that aboriginal students and their communities have a strong and ongoing voice on campus. This was particularly emphasized via last week's events in which I felt both educated and inspired by all of the speakers in the sessions who shared their experiences so selflessly in the interest of raising awareness with the goal of creating a better environment in Canada for all communities. I was affected both personally – in my feeling of responsibility to share the stories told with my own family – as well as professionally – in the consideration of how Student Affairs at Capilano University can be more sensitive and responsive to the needs of our aboriginal students and their communities. Awareness is certainly the first step but this needs to be followed by action.

As such, I have returned to your excellent 'Aboriginal Student Success Strategy' which plots a very clear direction for the coming years in identifying barriers to aboriginal student success and strategies to address those obstacles to enable and increase aboriginal student success. You write in the document: *'The time is now to bring about necessary changes and provide further support to Aboriginal learners at Capilano University.'* I could not agree more and commit my support to you in enabling the changes needed.

Thank you for your vision, passion and effort at continuing to deliver such an important message to our campus community. I am already looking forward to attending and participating in next year's Truth & Reconciliation events.

Yours truly,

A handwritten signature in black ink, appearing to read 'Peter Hedley'.

Peter Hedley
Manager, Student Affairs



September 30, 2015

To whom it may concern,

I am writing this letter of support for the Truth and Reconciliation event organizers from Capilano University.

The Truth and Reconciliation events at Capilano University have continued annually. The events are varied, well planned, and well attended. The events give our students an opportunity to learn about an important part of Canadian history that is not currently delivered in public school curriculum. As a Program Coordinator and Instructor at Capilano University I believe it is essential for our students to have the opportunity to learn about this part of Canadian history that has been neglected in public school curriculum.

As a survivor of the Indian residential school, I am grateful to David Kirk and the other organizers who put a great deal of effort into delivering many different learning opportunities for our Capilano University students. Learning in this way from so many different events enriches the student experience. It also draws us closer to true reconciliation when vast numbers of students recognize, accept and learn about the devastation that the Indian residential schools caused for the First Nations communities. It opens the door to opportunity for non-First Nations and First Nations to plan and work together to create opportunity for healing.

Each year we screen films about residential school and host a panel of survivors. I participate on the residential school survivor's panel. Although it is very difficult to share details about the abuse that we have suffered in the schools, it is important to give the students first hand, personal accounts of our experience. This event has also been important for my own healing. Each year the theater is full to capacity. Each year I witness students who are willing to embrace the truth about residential schools and the pain and suffering that First Nations children suffered in those schools. It rejuvenates my faith and trust in people and in the education system and it brings validation to our pain and suffering. It is also important to mention that the volunteers who organize the Truth and Reconciliation events are from across the Capilano University faculty. They bring a wealth of ideas, skills and knowledge to the planning and organizing process. David Kirk and Clay Little take a leadership role in drawing us together to meet and plan; and they continually work on fundraising for these events.

I am grateful for the opportunity to share this history. I honor the many people at Capilano University who work to support this learning path for our students.

A handwritten signature in black ink, appearing to read 'Doreen Manuel'.

Doreen Manuel
IIDF Program Coordinator

29 Sept, 2015

David Kirk

First Nations Advisor

Capilano University

Kia ora David Kirk,

I'm writing this letter to thank you, and your support team, for your organisation and promotion of awareness and events during **Truth and Reconciliation Week** at Capilano University. Last week, I was lucky enough to participate in the film screenings and ChatLive, and also attend the sessions where Arthur Manuel, Sonny McHalsie, Maurice Latash Nahanee, shared their knowledge.

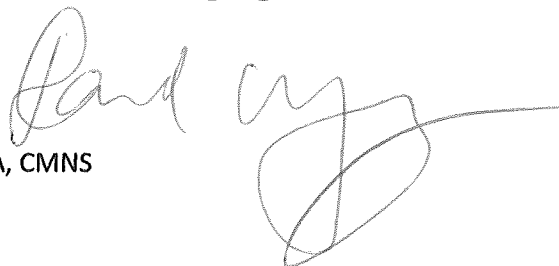
At the ChatLive session, one of the students asked what 'justice' for the Indigenous Peoples of Canada would be. I noted that we have had an official apology by the Prime Minister for residential schools, and residential school survivors have had a chance to tell their stories and be offered compensation, but injustices over land and self-determination still exist. The bigger issue is that the true stories of Indigenous People in Canada, and the world, are only just beginning to be told to the wider populations of colonized countries. The Truth and Reconciliation Weeks David Kirk organizes are the ice-breakers and gate-openers to redressing the balance so that Indigenous People can tell the full story, often in stark contrast to the mainstream narrative. It lets us see Indigenous Peoples as complete individuals, part of complex Aboriginal cultures, and allows us to connect on a human level. The residential school system set out to deny human rights, **The Indian Act** still does. For true justice to exist everyone must tell their story, they be heard, and then action taken to redress any wrongs and restore balance.

In my teaching, by including my students in Truth and Reconciliation events, I hope to educate them (and myself as Maori - Indigenous to New Zealand) about the good, bad and ugly aspects of Canadian history. This offers hope for true reconciliation. By doing this I hope to say we are on the path to being truly 'educated' about where we stand - in BC, often on the unceded territory of First Nations.

I don't believe the impact of David Kirk's work in creating **Truth and Reconciliation Week** is limited to those five days. I have witnessed that he, Clay Little, and the Indigenizing the Academy Committee, work tirelessly all year to seek out the truth, invite as many as possible to witness it, and create reconciliation wherever they can. I encourage everyone to attend their Kéxwusm-áyakn lunches and workshops, join in the drum circles, talk with the Elders, and be part of the story. As a relatively recent citizen of Canada and new Instructor at Capilano, I am fortunate to have been adopted by David and Clay into the Indigenous culture of Capilano, and to receive an ongoing education from them. They are taonga/treasure.

nga mihi nui / many thanks,

David Geary - Instructor IIDF, SMPA, CMNS

A handwritten signature in black ink, appearing to read 'David Geary', with a long horizontal flourish extending to the right.

October 2, 2015

David Kirk

First Nation's Advisor

Capilano University

Dear David,

I wish to thank you and all those involved in planning this year's Truth and Reconciliation week for the Capilano University community. The impact of the week has been profound, both for me and my students. I was able to attend many of the events and did so in a spirit of wanting to listen and learn. The films, panel discussions, lectures, talking circles, and elders' walk all contributed enormously to expanding both my knowledge and my sensitivity to the legacy of the Residential Schools in Canada. Perhaps for me what was most important to learn was that the legacy of the Residential Schools is not past history but a very real experience of intergenerational trauma experienced daily by those linked to them. This new knowledge compels me to want to nurture relations between myself and my Aboriginal students that are qualified by sensitivity and care.

As an instructor in Political Studies teaching a course in Aboriginal politics, the Truth and Reconciliation week also provided an important opportunity for me to bring my students to the world outside the classroom. Through these events, and the eye-opening opportunities provided by them, my students received an education impossible to duplicate in the classroom. Truth and Reconciliation week provided a direct education for students by means of the lessons provided by life itself. Following events, rich discussion and debate occurred in the classroom. Students came into direct contact with those who had suffered as a result of their experience in the residential schools, they learned about the trauma associated with the schools, they learned about Aboriginal peoples pathways to recovery, and were grateful to know that reconciliation is possible. By means of encountering the story of Residential schools my students' sense of civic responsibility was enhanced and openness to the wanting to contribute to the healing journey of Aboriginal peoples stimulated, for many, for the first time.

In short, thank you for providing me, my students, and the University with such a valuable learning experience. By speaking the truth so powerfully, knowledge about Residential schools is established in the hearts and minds of us all thus making true reconciliation possible.

Yours,

Tim Schouls, Ph.D

Instructor, Political Studies

Truth and Reconciliation Week at Capilano University has been a powerful learning experience for me, my students, my family and my community. I strongly recommend that all schools from elementary to university adopt the Truth and Reconciliation Week model that David Kirk has created for Capilano University. Putting aside a week each September to understand the profound legacy of harm caused by residential schools and to explore how this history impacts all of us today is critical to building a stronger Canada for tomorrow. There is so much awareness that needs to be built in our communities about this history and a Truth and Reconciliation Week is a very powerful way to make space on an annual basis for understanding to start and to build.

The speakers, films, discussion sessions, and events that David Kirk brought to our campus through Truth and Reconciliation Week have allowed me to become better educated about residential schools and the harm they have caused. The information and the emotional connections I built during the week have empowered me

as a university instructor, a parent, a parent advisory committee member, and a Canadian to have a number of conversations about Truth and Reconciliation that I would not otherwise have started. Truth and Reconciliation Week has inspired me to take action around personal reconciliation. This has resulted in an attempt to bring Orange Shirt Day to my friends, my neighbourhood and my children's elementary school and preschool. The week has made me feel that I must engage in meaningful dialogue about our residential school past and that I can help foster constructive social change to move our community towards a better future.

Dr. Rachel Brock Clearwater.

Biology Faculty

Capilano University

October 1st, 2015

To Whom It May Concern,

This is a support letter geared towards the Truth And Reconciliation week that took place around the Capilano campus during the month of September.

Being part of the Indigenous Independent Digital Filmmaking program at Capilano University, I feel it is very important for people to know and be educated in the indigenous part of Canada's past, no matter how dark. This is because of how it still affects us today and there are people who still don't even know this happened or even what residential schools are.

Watching the screening in particular was very powerful because in different media forms it showed various perspectives of individual's own experiences of the residential school system. It also showed how powerful people can be in the face of it too, as shown in the documentary on Stephen Lytton where even through the brutality of his past, he still manages to keep an uplifting attitude.

In the talk afterwards with Doreen and Arthur Manuel it was also powerful in it's own way, because we got to see people open up about stuff they kept to themselves for so long. Being part of that as the audience felt like we were part of the healing towards it. Not just from those who experienced it firsthand, but also for the generation that had to deal with the aftermath of the system shown in their parents and relatives.

So it's been through my experiences that week that I feel Truth And Reconciliation is very important to Capilano University.

Sincerely,

Chris Wolfinger

A handwritten signature in cursive script, appearing to read 'Chris Wolfinger', with a long horizontal line extending to the right.

October 1, 2015

To Whom It May Concern:

I attended the Truth and Reconciliation film screening which was organized by David Kirk. My ancestral homeland is Lytton BC, however I grew up in Seattle Washington. I had the opportunity to meet Steven Lytton, a member of own Lytton First Nations band. In the states, residential school are almost never addressed even among few times native issues are addressed at all. I wonder if this is because the states had less residential schools or we just do not talk about them. For someone who has not heard these stories before there is a potential to be overwhelmed. Fortunately, the Capilano TRC allowed for many breaks in order for people to excuse themselves and mentally digest the heavy content. Because of the smart organization of these TRC events, new people will continue to attend and speak afterword.

Sincerely

Ian Pease

A handwritten signature in cursive script that reads "Ian Pease".

October 1, 2015

To Whom It May Concern:

I'm writing in regards to the events surrounding the Truth and Reconciliation awareness week at Capilano University. I would like to take a moment to praise and thank all who organized and contributed to these events.

As a young First Nations Cree woman and daughter of a parent who was subjected to the residential school system, I am incredibly grateful that I had the opportunity to attend a film screening and listen to the following panellists and their profound stories. Being in that room, I could only imagine the pain and sadness others felt while being taken through a journey with strong imagery of the residential school based films. This is why it is vital to share with everyone in its truest, raw form.

In closing, I am genuinely thankful for the knowledge bestowed upon me through the awareness for the hardships our First Nations people endured. I look forward to doing my own research as well as attending future Truth and Reconciliation events. Ay-Hiy.

Sincerely,

A handwritten signature in cursive script that reads "Kaitlyn Redcrow". The signature is written in black ink and is positioned below the word "Sincerely,".

Kaitlyn Redcrow

Letter of support for David Kirk

September 30th 2015

To whom it may concern:

This is a letter of support for David Kirk. David has, and still is, been a support for me when I first arrived to Capilano, extending himself to be there for students of Capilano. Having David organize events and lunches for students helps build community within the university, i find this a great help as i from the Yukon and away from my own community.

David organizing the Truth and Reconciliation week with the University has taught me a lot. Even though being First Nations and knowing the history of residential schools I am continuing to learn the history and hear the stories of what happened. Though it is a harsh subject to bring about, it is healing to bring these issues up in safe spaces to share with everyone. This part of history is something we must turn a chapter on, but not forget, and continue to move on in healthy way. The Truth and Reconciliation week at Capilano University gave me the chance to share with other students of my own knowledge that i know, and educate. So for this I am thankful for David organizing this event to continue learning, sharing and educating myself on these stories. If you have any further questions or concerns with this letter please do not hesitate to contact me. Thank you for taking the time to read my letter of support, take care.

Isaiah Gilson
Capilano University student
Phone #: (867) 335 5726
Email: Isaiah_gilson@hotmail.com

A handwritten signature in cursive script, appearing to read "Isaiah Gilson".

Oct 1 2015

To whom it concerns

I am submitting a letter of support in favor of David Kirk. David's involvement with the Truth and Reconciliation event is appreciated and valued within the community. The presentation is a sobering reminder of not-so-distant tragedy that happened unto our culture and people. This event revitalizes and or strengthens my relationship with my elders and am very glad David continues on the TR organizations.

Sincerely
Sheldon Touchie

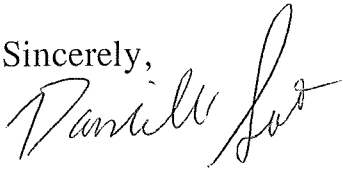
A handwritten signature in black ink, appearing to read "Sheldon T", written in a cursive style.

10/01/15

To Whom It May Concern,

The impact the Truth and Reconciliation week had on me was deep. I seen the films that were playing in the Bosa theater and there was a Q&A at the end. "The film langue of love" really touched me. I feel so privileged to have had the opportunity to be in a room where residential school survivors opening up to us and shared their stories with us. It was not easy to share those stories, but they are strong and I am grateful they did. I felt really connected to the speakers speaking out about Truth and Reconciliation because they were so personal. It is important to know about what happened to Indigenous children within Residential Schools, and I thank David Kirk for helping put this Truth and Reconciliation week together.

Sincerely,

A handwritten signature in cursive script that reads "Danielle Soto". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Danielle Soto

October 1, 2015

To Whom It May Concern:

The film screening and panel to kick off Truth and Reconciliation week at Capilano University, was an eye opener for me. Both my Parents and a few relatives went to residential school, for us the younger generation it was something we didn't discuss. It was sort of taboo.

What I took away from this was the wounds the school system left on First Nations people, with a little time and various resources (I.e.: Counseling) are the best way to eventually deal with the trauma. It raised my awareness on why my family is the way they are, some are still fighting those demons from the past and some are actually getting help.

"The Language of Love" By Marie Clements, evoked an emotional response that I wasn't expecting. This short brought tears of anger, sadness and hopefulness to my eyes. Hearing Stephen's story showed a side of the schools we never seen or heard of, what exactly happens to the disabled First Nations children in the system and how are they functioning in the aftermath?

Truth and Reconciliation Week was a pure delight, it was hard to hear the accounts but it was needed for most of us. It puts things into perspective that with looking back at our past, and looking towards our future we can look for various ways to heal. Today is a gift, and we can take the first step to healing as our present.

Sincerely,

Rylan Friday

A handwritten signature in black ink, appearing to read 'Rylan Friday', written in a cursive style.

Letter of Support

David Kirk

Thursday October 1st 2015

Thank You David for planning a Truth and Reconciliation Week at Capilano University. It is important for our First Nations Peoples history to be acknowledged. The more people know about a situation the easier it is to understand.

I have so much respect and gratitude for the residential school survivors, because I wouldn't be here without them, (none of first nations people would be) They suffered so we can have a brighter future. The residential school survivors are our warriors.

I was pleased to sit in and listen to Dr. Gwen Point, she was truly inspiring to me as a young First Nations woman. This week made me feel empowered as a First Nations person, to learn more about the strengths our people have gained through genocide and trauma. And how we are all brothers and sisters and we come from wise and strong first nations people.

Sincerely

Rachelle George

RGeorge.act@gmail.com

778-898-3606

Letter of support for David Kirk

September 30th 2015

To whom it may concern:

This is a letter of support for David Kirk. David has, and still is, been a support for me when I first arrived to Capilano, extending himself to be there for students of Capilano. Having David organize events and lunches for students helps build community within the university, i find this a great help as i from the Yukon and away from my own community.

David organizing the Truth and Reconciliation week with the University has taught me a lot. Even though being First Nations and knowing the history of residential schools I am continuing to learn the history and hear the stories of what happened. Though it is a harsh subject to bring about, it is healing to bring these issues up in safe spaces to share with everyone. This part of history is something we must turn a chapter on, but not forget, and continue to move on in healthy way. The Truth and Reconciliation week at Capilano University gave me the chance to share with other students of my own knowledge that i know, and educate. So for this I am thankful for David organizing this event to continue learning, sharing and educating myself on these stories. If you have any further questions or concerns with this letter please do not hesitate to contact me. Thank you for taking the time to read my letter of support, take care.

Isaiah Gilson
Capilano University student
Phone #: (867) 335 5726
Email: Isaiah_gilson@hotmail.com

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Truth and Reconciliation Week was a pure delight, it was hard to hear the accounts but it was needed for most of us. It puts things into perspective that with looking back at our past, and looking towards our future we can look for various ways to heal. Today is a gift, and we can take the first step to healing as our present.

Sincerely,

Rylan Friday

Testimonials: Support for ASP Learning Facilitator Role and Services

Overall feedback from community learning facilitators demonstrates that there continues to be on-going success in helping students recognize and appreciate the opportunity for learning, and there is on-going success in helping individuals gain access to post secondary and remain in programming. The seven learning facilitators in the C3-ASP reached over 1200 current or future students and have helped them on their pathway to learning at a post secondary institution.

The following comments, related to C3-ASP 2015-2016 activity, provides evidence of how these support roles are not only appreciated, but effective:

- *Because of the support I have received from our community learning facilitator I have almost completed my Social Work diploma in First Nations studies. My facilitator has been supportive throughout my journey and accomplishments. I feel the role is vital to support our Band members in pursuing careers and life goals. Her support has also enabled me to reconnect with a culture I lost at a very young age. She helped me to reconnect with family members who have enabled me to learn our traditions. I am grateful for her support, knowledge and encouragement.*
SQUAMISH NATION STUDENT
- *My learning facilitator has helped me to feel valued and driven. Jessie's constant encouragement and advocacy has led me to invest even deeper in my education and has made me strive that much harder. Without this support it would have been much harder to navigate my journey through education.*
QUAMISH NATION STUDENT
- *It's important to know how valued Ashley, our learning facilitator, is for the Post-Secondary students of the Sechelt Indian Band. She has demonstrated tremendous support for me over last few terms, as I pursue my degree program. She has always communicated in a timely manner, and is a great communicator, coupled with efficiency and effectiveness, in such a demanding and important role She has provided superior support and motivation toward to me and all of the Shishálh Nation students.*
SECHELT NATION STUDENT
- *I really appreciate the Learning Facilitator, Ashley Joe, whom helps with assisting us in furthering our education. She encourages us and touches base to make sure we are on time. We can count on Ms. Joe with her guidance on enrolling or getting prepared for each semester. Thank you.*
SECHELT NATION STUDENT
- *Returning to school as a mature student has had its stresses. The whole process of applying for school as well as applying funding can be quite overwhelming. It is nice to have Ashley to bounce questions off of as well as be there for support when needed. The learning facilitator is always there to answer questions no matter how minor, and responds back in a timely*

manner.

SECHELT NATION STUDENT

- *I am honoured to be one of the lucky students to be a funded as a full- time student at Capilano University. Thanks to your generous support I am the first in my family to attend university. Without a doubt, the support from the learning facilitator will play a key role in achieving my educational dreams. With less financial burden I can spend more time on my studies, research and extracurricular activities. I also appreciate having tutors to help better my education.*
SECHELT NATION STUDENT
- *I first contacted our learning facilitator when I received my acceptance to the Aboriginal Bridge Program. I was a little lost in the application process and Ashley was very helpful in getting me through it. We communicate primarily by email and she is always prompt in getting back to me. I have had terrific success this term and I count on Ashley's support to continue my academic journey.*
SECHELT NATION STUDENT
- *I really liked the college/university tour we went on with you (Jayne) -- that was really cool and we got to see all the different schools. I would want more Langara trips.*
MUSQUEAM NATION LEARNER
- *In August I took several new post-secondary students on a tour of their campus. We went to all their classes, visited the Aboriginal student centre, book store, and cafeteria. The students really appreciated it and felt much less nervous about their first day.*
MUSQUEAM COMMUNITY LEARNING FACILITATOR
- *Thanks to John (the NEC ASP learning facilitator) I have learned how to use the computer to improve my research skills. John is a great help and very knowledgeable.”*
NEC STUDENT IN FAMILY & COMMUNITY COUNSELLING (FCC)
- *I gained insight about time management and study skills.*
NEC STUDENT IN FAMILY & COMMUNITY COUNSELLING (FCC)
- *I have gained the confidence and competency to master an English essay and manipulate math equations.*
NEC STUDENT IN AABE
- *I am happy to have come back and get my Grade 12. It's a hard journey, but I am getting there, thanks to a lot of help in Math and English.*
NEC STUDENT IN AABE
- *I learned how to do my math without wanting to quit at the first hard problem I ran into.*
NEC STUDENT IN AABE
- *John gives me confidence and helps me believe in myself. It's okay to move at my own pace and not put pressure on myself.*
NEC STUDENT IN HEALTH CARE ASSISTANCE PROGRAM

- *The learning facilitator's workshop on oral presentations helped me with a better understanding of how to speak and present yourself to better your interactions with your listeners | I gained confidence that I could do a presentation after John spoke | I really paid attention and felt the nervousness go away.*
NEC STUDENTS IN ABORIGINAL JUSTICE STUDIES
- *I would like to acknowledge, and thank you for all of your time and energy that went into helping my son.*
PARENT OF STUDENT SUPORTED BY URBAN ABORIGINAL LEARNING FACILITATOR
- *It is amazing how you all work together to help the Aboriginal student. I am so excited and I haven't even started yet!*
STUDENT SUPORTED BY URBAN ABORIGINAL LEARNING FACILITATOR
- *You have helped the whole family, thank you*
STUDENT SUPORTED BY URBAN ABORIGINAL LEARNING FACILITATOR
- *Things are sounding a lot more hopeful, thank you*
STUDENT SUPORTED BY URBAN ABORIGINAL LEARNING FACILITATOR
- *I like working with the Learning Facilitator because she helps me be realistic about my goals and helps me to figure out the steps to work towards being a nurse. If it weren't for her, I would still be playing video games because all of that paperwork is overwhelming! She sat down with me and helped me with everything and made me feel like I could do it!*
LIL'WAT NATION STUDENT
- *I would not have did it [receive her Education Certificate] without your encouragement and your kind heart Tszil learning center is so very fortunate to have such a wonderful person like you Lisa I love you and respect you with all my heart.*
LIL'WAT NATION STUDENT
- *The importance of the Learning Facilitator? Hmmmm... she holds our hand and helps us figure out what we want to do. I used to be stressed out because I didn't know what I wanted to do when I grew up. Now I have a plan and I'm going to go into accounting. I have a lot of upgrading to do but it feels good to be working towards a goal now. I wouldn't have done it without her holding my hand.*
LIL'WAT NATION STUDENT
-
- *I think that having the Learning Facilitator has been really important to my success as a student. There were two times when I was completely stressed out and I wanted to quit. She kept calling and FaceBooking me and talked me through it and really encouraged me. She helped me find a tutor and convinced me to go to the Aboriginal student center. That helped a lot. Without Lisa I*

would have quit.

LIL'WAT NATION STUDENT

- *I am really glad that there is a Learning Facilitator because this support makes my path more clear and stops me from taking unnecessary classes. She is also a great resource for grants and bursaries.*

LIL'WAT NATION STUDENT

- *I really like how the Learning Facilitator always contacts me when I'm at school. She always tells me how proud everyone back home is of me and that builds me up and gives me confidence. It helps me.*

LIL'WAT NATION STUDENT

- *Having the Lil'wat Nation Language and Culture program in Mt. Currie has helped to bring many people together and has connected us to one another, our land and our language and culture. It's like we are a family. Even when I am tired after work, I always look forward to class. We all do. It has made me even more proud to be Lil'wat.*

LIL'WAT NATION STUDENT

- *Over the last year since I have become a TWN sponsored student, I have had the opportunity to appreciate Candice's (our learning facilitator) competence. Because that is what I first noticed and appreciated was that she knew what needed to be done and was committed to establish a system to make it happen.*

TSLEIL-WAUTUTH NATION STUDENT

- *Over time, I began to appreciate her commitment to the students as well as the system. I looked forward to visiting her in the office, and usually bringing my daughter. She is always understanding of my disjointed "trying to entertain the toddler" conversation.*

TSLEIL-WAUTUTH NATION STUDENT

- *I enjoy talking with her and the relationship we've developed - and her genuine pride she shares with me when I am celebrating my accomplishments. Bursaries I win that she has written letters of support for, my acceptance into field school and the first semester I made it onto the Dean's honour roll. These things are made possible in part because of Candice's competence and commitment.*

TSLEIL-WAUTUTH NATION STUDENT

- *Knowing that there is someone doing their job well, who established a working system where there was none, someone who makes my role as a student easier, and someone who deposits my cheques because I can't make it to the reserve during business hours—all of these things allow me to focus, and do my job of achieving, not having to worry about cheque recs and if my paperwork made it into my file, or how I'm going to juggle traffic and toddler to just get my cheques once a month.*

TSLEIL-WAUTUTH NATION STUDENT

- *I am grateful for Candice -- she has been incredibly efficient and reliable in handling my education funding the past couple years. Her prompt replies to questions and helpful answers have made the process of applying for educational/financial support as stress-free as possible, which has been very important to me in the high-stress of post secondary education.*

T

SLEIL-WAUTUTH NATION STUDENT

- *In January I will begin my third year of post secondary education, and my first semester at Simon Fraser University. This will also be the first time I have had the support and aid of the Tsleil-Waututh education department. During my preparation Candice has been professional, supportive, and transparent, and clearly communicated the obligations of my education contract. She has supported and encouraged my education goals, made herself available, and ensured I was able to access the available aid. She has been an invaluable resource as I begin the next portion of my journey. I feel very fortunate to have this opportunity and her support.*

TSLEIL-WAUTUTH NATION STUDENT

Support for Systemic Change Activities at CapU

- *The Indigenizing the Academy committee at CapU has had a meaningful and lasting effect on our work with Aboriginal community members in Vancouver and throughout the region. This bridge has been created by a willingness to understand the impact of Residential Schools on survivors, families and communities.*

INSTRUCTOR, COMMUNITY DEVELOPMENT AND OUTREACH DEP'T, CAPU

- *Following my arrival in Canada and commencement at CapU a year ago, I have benefited greatly in terms of my knowledge and understanding from the work undertaken by the First Nations Student Services and, in particular David, your leadership in ensuring that Aboriginal students and their communities have a strong and ongoing voice on campus.*

MANAGER, STUDENT AFFAIRS, CAPU

- *The Truth and Reconciliation events at Capilano University have continued annually. The events are varied, well planned and well attended. As a Program Coordinator and Instructor at CapU, I believe it is essential to learn about this part of Canadian history that has been neglected in public school curriculum.*

PROGRAM COORDINATOR, CAPU


- *I don't believe the impact of David and Clay's work in creating Truth and Reconciliation week is limited to those five days. I have witnessed both of them, and the Indigenizing the Academy Committee, work tirelessly all year to seek out the truth, invite as many people as possible to witness it, and create reconciliation wherever they can.*

INSTRUCTOR, CAPU

- *Truth and Reconciliation Week provided a direct education for students by means of lessons provided by life itself. Following events, rich discussion and debate occurred in the classroom.*
INSTRUCTOR, CAPU
- *The Aboriginal cultural workshops offered at CapU are VERY important to be me. By nature culture is learned or inherited behaviour: I did not inherit this behaviour so a workshop is the only means that I learn. I really appreciated the hands-on intimate experience of making a drum . . . I learned an incredible amount today . . .*
CAPU STUDENT

Appendix 1f: C3 2014 Memorandum of Understanding

This MOU was signed in 2015 by Chiefs and Senior Administrators of the (then) C3-ASP partners. The groups noted (with the exception of MNBC) are continuing to support the two separate ASPs being submitted in 2016-2017 by CapU and VCC. Current, individual letters of support, building on this MOU, are included in Appendix Two.



Revised

Memorandum of Understanding

regarding the development and delivery of the
Coastal Corridor Consortium (C3) 2015-2018 Aboriginal Service Plan
on behalf of the BC Ministry of Advanced Education

between

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

January, 2015

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

Vision

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

Mission

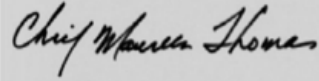


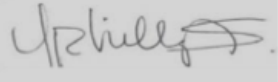
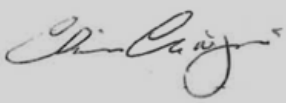

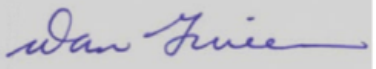


The Coastal Corridor Consortium will provide a range of culturally-relevant programs and services supporting our C3 tag line: Pathways to Learning: Sustaining the Journey. All proposed activities will be well-researched and relevant to communities, integrate with each other and designed to improve the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

Values & Working Guidelines

All C3 partners agree to the following values and guidelines:

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

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

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

January 15, 2015

Appendix 2: Community Needs Self Submissions

Community Education and Training Needs Assessments: Responses

Community: **Sechelt** Key ASP Contact: Ashley Joe

A. Considering your overall community needs, and the trends/issues affecting community development, what are your *top three priority education and skills development needs* (college/university-level):

1. Sechelt Language and Culture
2. Early Childhood Education
3. College and University Prep

B. What are the likely numbers of community members that could benefit from the programs listed above?

1. 30-35
2. 10-15
3. 10-15

C. What evidence do you have to demonstrate these needs (how do you know this)?

1. Current enrollment for this program has been averaging 30 students_____
2. We have 10 current ECCE students and need at least 10 more to staff our new Child Development centre_____
3. We have 12 grade 12 students who need upgrading before they will be university ready plus other community members who need upgrading for university level readiness_____

D. What is your readiness to support these programs (promotion; facilities; joint-funding etd.)?

1. This is a priority and we can look at own source revenue or applying for other sources of funding to continue language and culture offerings
2. ECCE we can also apply for PSPP Post Secondary Partnerships Program federal funding____

Community: **Lil'wat/Mt. Currie**

Key ASP Contact: Lisa Fisher

B. Considering your overall community needs, and the trends/issues affecting community development, what are your *top three priority education, training and skills development needs* (college/university-level):

4. Teacher Training
5. Home Support Worker Certificate
6. Accounting Assistant Diploma

C. What are the likely numbers of community members that could benefit from the programs listed above?

1. Teacher Training – 20
2. Home Support Worker Certificate – 15
3. Accounting Assistant Diploma - 10

D. What evidence do you have to demonstrate these needs (how do you know this)?

4. There are job positions in the community that have been difficult to fill. We have also put out an Expression of Interest.
5. There are job positions in the community that have been difficult to fill . The Home Support Worker Coordinator has also contacted us to state that there is a need for certified support workers and there currently 7 positions that need to be filled by certified workers.
6. There are job positions in the community that have been difficult to fill.

E. What is your readiness to support these programs (promotion; facilities; employment, joint-funding etc.)?

3. The Ts'zil Learning Centre is an adult upgrading facility in the community of Mt. Currie. We are able to fully support any post-secondary program with facilities, extensive student support and a possibility of joint-funding through AANDC. We also work closely with our ASSET holder, SASET, in order to assist students with job placement.

Community: Squamish Nation

C3-ASP COMMUNITY NEEDS ASSESSMENT

Community: Squamish Nation Key ASP Contact: Jessie Williams

A. Considering your overall community needs, and the trends/issues affecting community development, what are your *top three priority education and skills development needs* (college/university-level):

1. University Success Program
2. Social Services education
3. Entrepreneur Programs

B. What are the likely numbers of community members that could benefit from the programs listed above?

- (approx: 25 new students / yr) for a longer time
1. 1st year students who have been out of school
 2. approx a dozen per year
 3. approx Ten per year.

C. What evidence do you have to demonstrate these needs (how do you know this)?

1. The fact that students struggle in 1st year.
2. The challenges faced in community
3. Attendance at Aboriginal Best program and Business Admin Certificate program.

D. What is your readiness to support these programs (promotion; facilities; joint-funding etd.)?

1. willing to discuss partnership and
2. support for each program mentioned
3. above.

Community: **Musqueam Indian Band** _Key ASP Contact: Faye Mitchell, Education Coordinator

Considering your overall community needs, and the trends/issues affecting community development, what are your *top three priority education and skills development needs* (college/university-level):

7. College/University Prep
8. Learning style assessments (psych-ed)
9. ECE Scholarships

D. What are the likely numbers of community members that could benefit from the programs listed above?

4. All grade 12 students: 15 each year
5. 8 per year
6. 10 per year

E. What evidence do you have to demonstrate these needs (how do you know this)?

7. Number of student required to upgrade university/college pre-requisites
8. Many students struggle with literacy/numeracy skills or may have undiagnosed learning disabilities.
9. The number of people who completed Musqueam post-secondary wait list survey.

F. What is your readiness to support these programs (promotion; facilities; joint-funding etd.)?

4. We can promote to Musqueam members and provide classroom facility
5. Require professional and funds to carry out assessments
6. Learning Facilitator can promote ECE program

Community: **Tsleil-Waututh** NationKey ASP Contact: Candice Halls

A. Considering your overall community needs, and the trends/issues affecting community development, what are your top three priority education, training and skills development needs (college/university):

1. Completing grade 12/ Preparation for University & College
2. Business/Administration
3. Education/Social/community

B. What are the likely numbers of community members that could benefit from the programs listed above?

1. 18 - 20
2. 10 – 15
3. 10 – 15

C. What evidence do you have to demonstrate these needs (how do you know this)?

1. We just finished an Employment & Training Skills Inventory Survey in our community and it has been quite helpful in showing us what skills/education the members have and

what interests they have for developing skills/upgrading education. It was really useful information. It also showed that a lot of people are interested in Trades.

2. I have been talking with the TWN members as they come in for services, and in a short time you can find out a lot about what they enjoy doing, and where their interest lies. A lot of this is from face to face conversations and just getting to know the community.
3. Talking to other departments about their struggles with employment and education barriers. This has been helpful in the sense of what kind of people they want to hire and problems that they have had with employees with not enough experience/training/education. There are quite a few employees that are doing great and should pursue post-secondary in the field that they are working in.

D. What is your readiness to support these programs (promotions; facilities, employment, joint-funding, etc)?

1. Tsleil-Waututh Nation Education and Employment and Training is in the midst of major restructure to become a better resource for our community members. This is an exciting time as we are looking at renovating our space to make it more functional for Training/Educational/Upgrading program.
2. We do have pockets of funding that can be used to operate programs and training here in the community.



Aboriginal Language & Culture
Program Review – Page 1-3 highlights
Key Research Findings, Workshop Results & Recommendations

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| 2. Key Findings | Page 2 |
| 3. Key Considerations and Questions | Page 2 |
| 4. Research Findings (draft) (4-a community – page 3 4-b provincial – page 6 4-c university - page 9) | Page 3 |
| 5. Draft Concept Paper for New Diploma | Page 11 (also see separate file) |
| 6. Workshop Results | Page 12 |
| 7. Acknowledgements | Page 13 |
| Appendix 1: Summary of Aboriginal Language and Culture Program Activity (2008-2015) | Page 14 |
| Appendix 2: Student testimonials: Aboriginal Language and Culture Program | Page 15 |
| Appendix 3: Coordinator/Instructor Comments | Page 15 |
| Appendix 4: Proposed Lil'wat Nation Language and Culture Diploma | Page 16 |
| Appendix 5: Potential 5 Year Development and Delivery Schedule for AL&C | Page 16 |
| Appendix 6: UVIC Bachelor of Education in Indigenous Language Revitalization Program Outline | Page 19 |

1. Project Overview

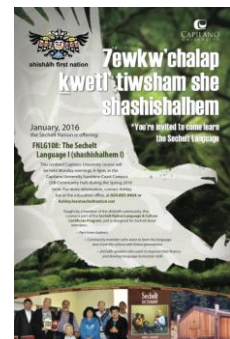
During November 2015, background research was undertaken to provide Capilano University and Aboriginal community partners with current information relating to the:

- Results and lessons learned from the Aboriginal Language & Culture (AL&C) program over the past 7 years.
- Present and future needs of the C3 partner communities for Indigenous language instruction.
- Issues and opportunities that will help create a longer-term plan for the AL&C program.
- Provincial initiatives relating to Indigenous language instruction that might inform future planning (and create opportunities) for this program.



This information was gathered through:

- Personal interviews with language instructors in each of the 3 communities that AL&C is offered.
- Consultation with education departments in 4 communities.
- Discussions with administrators at Capilano University.
- Review of the provincial activity now underway in Indigenous language instruction and credential development (phone conversations with provincial leaders in the field and review of Feb 2015 First Nations Languages Roundtable Report).



The unedited research findings are noted in section 4 below. These notes were prepared to:

- Provide participants in the December 8, 2015 planning session with a good sense of the “lay-of-the-land” so that well-informed decisions can be made about policy and future directions for this important education initiative.

- Provide background information and evidence that has informed the development of a draft **Program Concept Paper** for a **Lil'wat Language and Culture Diploma Program** and a draft **5 year AL&C Development and Delivery plan** . This will be used as a template for the development of diplomas for the other First Nations.
- Provide information that will inform the ASP funding request for 2016-17 and beyond.



Sechelt class

2. Key Findings

- The AL&C program is seen by all of the communities as an essential initiative to support language and cultural revitalization. Language instructors and community education coordinators have expressed real appreciation for C3-ASP funding support and Capilano University's role in this collaborative program.
- The experiences have been considerably different for each community (one size doesn't fit all)
- The impact of these programs on the communities has extended well beyond the course completion and program certificates. They have increased community pride and levels of fluency that allows learners to be more active contributors to the community.
- *There is a risk that without a refreshed look at the AL&C program, the numbers will diminish and this good work will falter. It is expected that it will take time to recruit new cohorts. However there is the potential to take the cohorts that have completed the certificate and move them into an advanced credential.*
- Registration problems that have presented serious challenges in the recent past have now largely been resolved.
- Generally slowing enrolments do not reflect a lack of interest or support from the communities – language revitalization is more urgent than ever. *This is reflected by recent Language Needs Assessments for the three communities. Lil'wat (2015) reports 48 fluent speakers, Sechelt (2014) reports 4 fluent speakers and Squamish (2015) reports 6 fluent speakers.*
- This reality will require creative delivery options (and credential packaging) to provide steady, regular language instruction over the longer term.
- AL&C delivery by CapU can be seen as a real contribution to ongoing Truth and Reconciliation discussions, while also supporting the objectives of the Aboriginal Student Services Department.
- For all communities, whatever future credentials (diplomas) are developed must have transfer agreements into institutions that offer teacher education at the degree level.

3. Key Considerations and Questions

- Is this group committed to carrying on with AL&C initiative (supporting language proficiency and cultural revitalization)? Is there satisfaction with the community relationships developed so far?
- If there is an interest to continue, should there be clearer CapU policy (and perhaps statements of cooperation with the communities) that support ongoing activity in this area?
- Is there support for developing and delivering the recommended next step for the current AL&C —a diploma level program focused on proficiency (incorporating immersion and master-apprentice experiences) – to increase the fluency in the community and to prepare those that want further education or teacher training at the degree level?
- What are the potential funding options for additional development and delivery outside of the ASP? How can diploma development costs be sourced in addition to potential support from the ASP?

- What are other funding options for future program development that can be sourced by communities?
- What are the primary objectives for each community – language instructor training and/or language fluency for wider community members?
- What are the block transfer options with UVic? What would be required for block transfer acceptance of a CapU Diploma? *See an excerpt from the UVic calendar (**Appendix 6**). UVic allows for 25.5 units (51 credits) of transfer credit into the Bachelor of Education in Indigenous Language Revitalization. At least 12 units (24 credits) must be focused on proficiency in an indigenous language. Transfer credit is able to be negotiated by the cohort through community/UVic partnerships. According to Alikei Marinakis, Programs Coordinator, Indigenous Language Revitalization at UVic, this potential for block transfer credit has not been negotiated by any community as yet.*
- Squamish Nation – should we support a community-focused planning session on future Squamish language education/training needs – involving Dwight and Peter Jacobs (Squamish Nation member and Professor of Linguistics at UVic)? Peter has delivered all of the Squamish Language courses to date. Is there potential for CapU and UVic partnerships?
- How can support for increased AL&C coordination and development be achieved, and how can greater participation in provincial efforts be accomplished?
- What are options and potential schedules for phasing in a new diploma over the next few years? (See one draft scenario in **Appendix 5**).
- What can the AL&C do to promote **professional development for instructors and language assistants**? It is recommended that the communities encourage the person responsible for language planning and community language activity explore ways that CapU can assist in community needs.

ASP-developed Handbook for Aboriginal Community Outreach and Learning Facilitators

The CapU and VCC ASPs both support the continuation of the **Community Outreach and Learning Facilitator** network established with the jointly developed C3-ASP. In 2015-2016 this handbook was developed as a resource for these individuals. It highlights good practices for Aboriginal student recruitment, transition, support and retention. The intent is for this group to work together and to use and refine this resource on an annual basis. The Table of contents provides a good indication of the range of support and strategies included in the handbook:

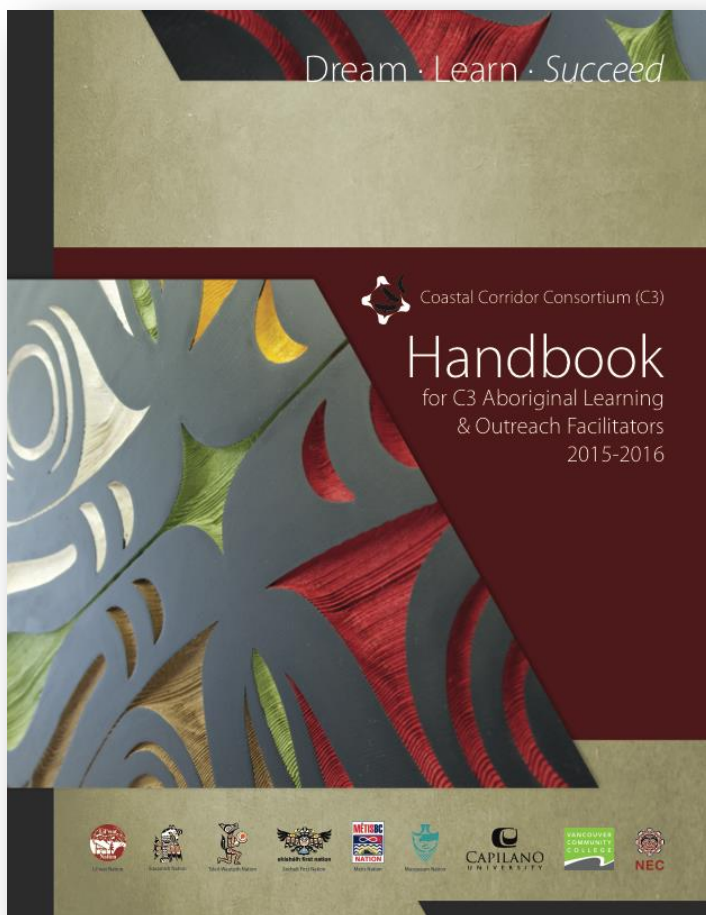


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two sample pages:


3 UNDERSTAND YOUR ROLE

The Learning Facilitator plays a key role in helping identify potential Aboriginal learners in the community, and supporting them in a variety of ways to be successful while at college/ university. Your role, as a part of the C3 team, is to support your community in helping to achieve the main provincial Aboriginal Service Plan goals noted in Section 2.

4 C3 LEARNER SUPPORT TOOLS & STRATEGIES

The C3 network provides a framework for strong collaboration between its members. This means that you can benefit from being an active part of this group, and you are encouraged to use the C3 tools and strategies that have been developed to help you do your job more effectively and efficiently. Your other C3 learning facilitators are likely your most valuable assets, so keep in touch with them regularly!

- Make sure you read through the latest annual Aboriginal Service Plan submitted by the C3 group
- Get to know the Aboriginal support teams at NEC, VCC and CapU; make contact with those you have not met yet; arrange to visit the campuses and meet these colleagues – they will welcome you.
- Familiarize yourself with the option available within the public BC colleges and universities system. Check out the BC Council on Admissions & Transfer site, which hosts a student planning guide for the province at: www.bccat.ca
- Learn all you can about the Gateways to Careers Planning modules and encourage each prospective student to enroll and use this tool.
- Determine how you will best use the C3 student recruitment brochure and poster—and the C3 video. These are all custom-made promotional resources to help you with your personal plan to reach future students in your community. Don't forget to use these at every opportunity!
- Plan to participate in the ASP regular meetings (3-4 per year)
- Become familiar with the organizations that support Aboriginal Post-Secondary Education in BC



4

B. Develop Communication Strategies with Future Students

We all know good communication is key. Below are some ways for you to get essential information out to the people who need it the most.

- Post education-related information on your organization's Facebook page and ask people to share the information with friends and family.
- Write a blurb in the Band/Nation's newsletter and website and include eye-catching photos.
- Send a link out to the C3 video: Dream | Learn | Succeed
- Send out college/university information to be included in all staff emails.
- Hang C3 student recruitment posters in high traffic areas. Include your name and phone number on a tear-off strip below.
- Offer information sessions at varying times so that people can come after work or during their lunch hour.
- Attend other departmental/community meetings to give a short presentation about accessing post-secondary education.
- Speak with Band departments to see if any employees are seeking upgrading or upskilling.
- Request an opportunity to present information to your Nation's leadership so that they can promote education in the community. (Ask the C3 Chair and/or project coordinator for assistance).
- Develop relationships with student advisors at secondary schools so that information can flow through them and to prospective post-secondary students.
- What other ideas do you have?





C3-ASP Service Delivery Plans (2015-2016)

Revised: November, 2015

1. CapU: Aboriginal Language & Culture Certificate Program
2. CapU: Activities Contributing to Systematic Change
3. CapU: Elders on Campus Initiative
4. VCC: Urban Aboriginal Community: Learning and Outreach Facilitator
5. VCC: Activities Contributing to Systematic Change
6. VCC: Elders on Campus Initiative
7. VCC: Gateways to Careers (recruitment, assessment and transition program for Aboriginal learners)
8. NEC: Aboriginal Learning & Outreach Facilitator
9. NEC: Elders on Campus Initiative
10. Squamish Nation: Learning Facilitator Role
11. Sechelt Nation: Community Learning Facilitation and Tutorial Services
12. Lil'wat Nation: Learning Facilitator Role
13. Musqueam Nation: Learning Facilitator Role
14. Tsleil-Waututh Nation: Learning Facilitator Role
15. MNBC: Learning Facilitator Role
16. C3-ASP Project Management

| Activity/Program Title | 10: Squamish Nation: Learning Facilitator | |
|--------------------------|---|--|
| Description | <p>The C3 learning facilitator (LF) network is an integral part of what is making C3 efforts effective. Part-time LFs, who clearly understand the local community and its education needs, are tasked with:</p> <ul style="list-style-type: none"> • <i>Providing encouragement and PSI information to future students</i> • <i>Developing recruitment strategies</i> • <i>Providing transition support for existing Aboriginal learners</i> • <i>Ensuring strong liaison with the Aboriginal support staff at VCC, CapU and NEC</i> • <i>Committing to communicate with and serve as a part of an Aboriginal learner support network</i> <p>This year, a main objective of the ASP will be to solidify the C3 network-wide approach to student recruitment and transition support, using common approaches and tools. This work was commenced in 2014-2015.</p> | |
| Location(s) | Squamish Nation Band Office 320 Seymour Blvd. North Vancouver, BC | |
| Measuring Success | We will measure success by keeping track of, and reporting out on the goals and activities below. We will collect anecdotal comments in relation to the interactions we have with prospective and current students. Our overall objectives are to provide services that lead to an increased numbers of students enrolling in programs, and increased retention and completion rates. | |
| | Goal | Success Measures |
| | <ul style="list-style-type: none"> • Assist interested Squamish Nation Members to enrol in a post secondary level program by scheduling meetings with Adults, High School students (in groups and individually), informing them of post-secondary options, application processes. Target: Reach 300 prospective students through 4 post-secondary information sessions using C3 DREAM LEARN SUCCEED messages and 1 youth leadership camp. | <ul style="list-style-type: none"> • A measurable increase in interested applicants. • Increased number of prospective students attending the Post Secondary Information Sessions. • Increase in the amount of information flyers provided to community through various methods. • Increase of interest from prospective students in areas of demand as identified in work BC reports etc. |
| | <ul style="list-style-type: none"> • Provide ongoing support to 110 current students enabling them to successfully complete current academic year of study. Target: 90% rate of retention of 2015-2016 funded students. • Increase # of students who successfully graduate from their area of study. Increase success rate by 5% of new students in completion of their first year of study. | <ul style="list-style-type: none"> • These goals will be reviewed and results summarized at end of the academic year using official transcripts as indicator. • Of these potential students, 15 have been personally introduced to the Aboriginal Advisors at CapU/VCC/NEC |
| | <ul style="list-style-type: none"> • Network with employment & training department to determine employment | <ul style="list-style-type: none"> • Increased knowledge of community training needs; passed along to C3 group |

| | | |
|---------------|--|--|
| | trends. Target: twice a year. Use this information to identify share with clients during counseling sessions with clients. | |
| | <ul style="list-style-type: none"> Promote PSI program options and funding availability to community members Target: post updates on Nation website, post monthly articles in weekly newsletters, on and off-reserve mail outs for each new opportunity, and organize 2 youth PSI information sessions. Distribute new C3 student recruitment materials. Target: distribute 50 new C3 posters and brochures throughout community | <ul style="list-style-type: none"> Increased awareness in community of PSI opportunities resulting in increased inquiries to education office The LF has made 10 site visits to the three C3-ASP schools and through this interaction, is aware of current programs, opportunities and issues related to student enrolment and retention Through LF activities 50 potential students have been introduced to education program opportunities at VCC/CapU/NEC Of the students provided this introduction, 26 have now enrolled, or are planning to, at VCC/CapU/NEC |
| | <ul style="list-style-type: none"> Promote the use of Gateways to Careers to support students with choosing the educational path best suited to meet their career goals. Target: introduce 20 prospective students to this resource; support their progress through course leading to individual learning plans | <ul style="list-style-type: none"> Increase number of Squamish students making good PSI choices and enrolling in college/university programs. Will be measured by number of individual learning plans |
| | <ul style="list-style-type: none"> Liaise more frequently with VCC, CapU and NEC Aboriginal support teams regarding student files/needs. Target: monthly contact (in person, conference calls). | <ul style="list-style-type: none"> Improvement in LF providing up-to-date PSI information for learners by increasing the amount of communication with the Aboriginal liaisons at VCC, CapU, NEC. |
| | <ul style="list-style-type: none"> Work with C3-ASP partners to leverage other pools of resources to provide additional educational opportunities and support to Aboriginal students by participating in regular discussions of the C3 network at Executive and Full-Committee meetings. | <ul style="list-style-type: none"> Running list of programs and services is kept and offered to Squamish Nation members as a result of partnerships with these institutions. Continue to serve the C3-ASP Consortium as the Chair. |
| | <ul style="list-style-type: none"> Obtain feedback from students regarding post secondary support received from SNED. Request testimonials relating to counselling support, making sure they feel that their needs are being met. Target: 10 testimonials collect and submitted for ASP final report | <ul style="list-style-type: none"> Student feedback provides evidence of effectiveness of learning facilitation role |
| Timing | Start Date | June 2015 |
| | End Date | May 2016 |

