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Aboriginal Service Plan  
Final Report  
2017/2018

June 2018



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1. Letter from the President

June 21, 2018

Honourable Melanie Mark  
Minister of Advanced Education, Skills and Training  
PO Box 9080 Stn Prov Govt  
Victoria, BC V8W 9E2

Dear Minister Mark,

RE: ASP 2017/2018 Final Report

Attached is the Coast Mountain College Aboriginal Service Plan final report for 2017/18. The funding received for this year has provided continuous improvements to Coast Mountain College's supports and services available for our Indigenous students at all campuses across our region.

Highlights from the 2017/18 ASP funding year include the continued offering of the Indigenous Awareness Training workshop, we are working towards having all Coast Mountain College employees attend this workshop. We had Dr. Kyra Garson from Thompson River University provide an all-day session for Faculty and staff on Enhancing Intercultural Capacities. We are quite excited about the student survey that was conducted at the end of April, while there were 202 responses from the email blast to 1,014 Indigenous students – it was very encouraging to read the feedback regarding our cultural events and Indigenous services. One student stated 'Support services were amazing, she made me feel 100% better. I was ready to quit my course, but she reminded me why I started.' Statements such as this make us realize our First Nations Access Coordinators are making a huge difference every day. We will be utilizing feedback from the survey to make important changes for the coming year.

Coast Mountain College thanks the Ministry of Advanced Education for the 2017/18 ASP funding; it has provided us with the continued ability to strengthen supports for our Indigenous students while also strengthening community relationships within our region. If you have any questions or concerns, please contact me.

Sincerely,



Ken Burt  
President & CEO

## 2. Acknowledgement of Traditional Territories

Coast Mountain College is very fortunate to be able to provide services within and on First Nations traditional territories. The College respectfully acknowledges the traditional territories of the Haisla, Tsimshian, Gitksan, Wet'suwet'en, Nisga'a, Tahltan and Haida First Nations. We would like to take the opportunity to also thank the many First Nations community representatives and knowledge keepers for their continued guidance and support. Without the First Nations communities and students, the College would not be able to provide the level of cultural inclusivity, respect, knowledge and awareness of Indigenous peoples to Management, staff and students.

## 3. Overview and Summary Assessment

The 2017/2018 year has been exciting and busy for Coast Mountain College. The Aboriginal Service Plan (ASP) ensures we have the resources required to provide, the over 400 registered Indigenous students, a welcoming and inclusive College experience. We are excited to share with you the role ASP has played in the College's ability to support the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan 2020: Systemic change, community-based programs, reduce student financial barriers, seamless transition from K-12 to post-secondary.

The College has had the privilege to work closely with various representatives of the 27 First Nations communities on our First Nations Council, since 1996. As a result, the College has successfully embedded Indigenous culture into many facets of the College management and operations.

### *Most Important Impacts*

One of the most important impacts to the institution has been the increase in Indigenous student and community voice. Feedback and insight from students and Indigenous communities has increased this year and will continue to play a pivotal role in the direction and success of the College's pathway to support Indigenous communities and students.

The College engaged Indigenous communities to assist in the recruitment of three new Indigenous representatives on the Board of Governors (BOG), one of which is the new BOG Chair. There is also a new First Nations Council Chair, elected June 8, 2018. These changes are exciting as we anticipate increased liaising between the Board and First Nations Council to collectively plan and implement the new First Nations Council and College Stepping Stones v2 Action Plan.

Indigenous students have a significant voice and representation on Education Council, the Aboriginal Course Program Articulation Committee, First Nations Council, Student Union and the Board of Governors. In addition to the formal opportunities to engage, Indigenous students are regularly invited to share their voice providing insight and feedback through: student forums, feedback forms, the Indigenous student survey and anecdotally, some examples of feedback received:

- "A welcoming campus tour would be great for students just going into college in the mid semester, as that's what I did, and I did not have a tour."



- “The First Nations Access Coordinators were excellent in helping me find the best way to achieve education”
- “It would be nice to find networking connections of graduates and individuals in their new careers to be mentors.”

Indigenous communities would be most proud of the student supports and cultural opportunities provided to Indigenous students. The First Nations Access Coordinator/Guest Speaker activity provided a safe, welcoming and encouraging environment for students to suggest and implement Cultural events, speakers and workshops. First Nations Access Coordinators hosted 51 cultural and 17 Elders events on campus at the request of Indigenous student(s). The opportunity for students to lead a cultural event was slow to take hold, but of the 51 workshops 3 were coordinated and lead by a student(s). *An example:* A full time shy student expressed interest in coordinating a class and public viewing of the cultural “Road Forward” movie. The event was a huge success, more than 100 people attended. In addition to coordinating the event the shy student addressed the audience and did a superb job. The student expressed gratitude for her newfound courage, strength and confidence to undertake such a leadership role with an empowering topic. The student used her experience as a school project crediting her academic requirements.

#### First Nations Council quotes:

“We have to give the College more credit for all they do for our students,” September 2017 FNC vice Chair.

“The College is doing a lot, I had no idea how much was going on and how much they do for our students,” June 2018, FNC Chair.

#### *Major Achievement*

In 2016, a total of 53 credentials were granted to Indigenous students. In 2017, 78 Indigenous student credentials were granted. An increase of 25 credentials, a 32% increase in Indigenous student credentials.

The College has improved upon the number of Community based programs delivered in Indigenous communities from 98 in 2016/2017 to 102 in 2017/2018. Community-based programs are an integral part of empowering Indigenous communities to build community capacity in an effort to strengthen their ability to self-determination. Each College campus has been equipped with the required technology to increase opportunities to minimize distance and increase blended learning models. As a result, our Hazelton Campus increased university credit offerings from no offerings, to 15 video conferenced university credit offerings in 2017.

-During 2017/2018 First Nations Access Coordinators booked 1,082 pre-registration appointments, 1,792 community outreach contacts, 1,066 registered student contacts and 2,292 attended cultural events. Overall, First Nations Access Coordinators made contact with 6,232 students or potential students. Although registered student contacts are down from 2016/2017 by 66 appointments, the overall number of contacts is greater by 1,355. Contact primarily addresses financial barriers, for both school and living expenses. The College Aboriginal Emergency grants increased from 40 in 2016 to 81 in 2017.

-Lastly, the College has made the decision to move forward on the long-standing request from First Nations Council, to apply for Canadian Human Rights exemption for various Indigenous positions. The Human Resources Department is researching and formulating the Canadian Human Rights -Special Program application.



### *Leading Practices*

First Nations Council and the College have made improvements to collaboration and has an on-going meeting schedule which is already set for another year, meeting 4 – 5 times a year. The College collaborates with First Nations Council to seek advice and guidance for College decisions that may impact and or provide improved services to Indigenous students and space. For example, the College engaged a consultant to facilitate a formal workshop session focusing on First Nations Council's interests, priorities and vision to be incorporated into student housing. A committee comprised of First Nations Council Members and College Management has been established to conduct a series of engagement sessions with Indigenous communities to begin the First Nations Council Strategic Planning process, which will refresh the Stepping Stones Action Plan goals and objectives.

Secondly, increased communication with students to expand advertising for cultural events and workshop offerings. Each First Nations Access Coordinator utilized print material, class room visits, forums, information booths, student surveys, elder's teas, website, meetings, and word of mouth to improve advertising and communication with Indigenous students. Students have provided the College with suggestions to use email and Faculty as direct contact methods to advertise Cultural activities and events on campus.

### *Lessons learned*

The challenges we face are implementing Truth and Reconciliation and the Calls to Action into curriculum and pedagogy. The difficulty is a lack of resources to engage an Indigenous educator or scholar. The goal to begin the long process of reviewing and reflecting on existing curriculum and pedagogy to incorporate Indigenous knowledge and resources into specific courses and programs will be more difficult to achieve.

### *Major Impacts*

The Cultural Awareness training has provided major positive impacts to the Indigenous conversation at the College. For those faculty, staff and management attending, there is a change in comfort level to have the Indigenous conversation. More conversations are happening, more questions are being asked, and public expressions of curiosity have greatly improved. Joint dialogue sessions to discuss Indigenous mandates, frameworks and policies (globally, nationally and provincially) have taken place with students, staff and First Nations Council representatives. The dialogue was productive and moving, as participants left wanting more.

The Community Based Language program had major impact in supporting Indigenous communities. Three Nations received a grant to support and enhance existing Language Program offerings in their communities. The Nations' final reports indicated great success and appreciation for the supports, as their Indigenous languages are diminishing. Both the local Indigenous Adult and Higher Learning Association school (IAHLA) and the Wet'suwet'en successfully hosted a culture and language blended program to community and students collectively. The Haida Nation report that only 1% of their population are speakers. They purchased audio equipment to record and assist in translating the Haida language, they are now recording their Elders.



## 4. Results by Activity/Program

Activity/Program Title	<b>First Nations Access Coordinators (Top-Up Hours &amp; Speaker Series)</b>		
Description	<p>First Nations Council continues to identify First Nations Access Coordinators (FNAC) student contact hours as their first priority. The priority was determined by the number of Indigenous students FNACs were meeting with. Increased student contact hours will provide full-time FNAC positions at 5 of the 8 campuses in the college region. The full time presence ensures there is constant support for Indigenous students to provide: a first point of contact, create a welcoming and inclusive campus environment, allows the time required to liaison with Education Coordinators in Indigenous communities to identify needs and gaps and to collaboratively address Indigenous student barriers, work closely with funding and community service agencies, encourage Indigenous student participation on campus, assist in creating a seamless transition to Coast Mountain College. FNACs serve as role models for Indigenous students and provide a familiar face to seek help and support for students as they navigate into and through the post-secondary system.</p> <p>FNACs also administer the Aboriginal Emergency Assistance Funds and when required assist students with budgeting.</p> <p>FNACs collaborate and coordinate cultural events and activities with students and staff, based on student feedback. Increased engagement with students will formulate the Speakers Series</p>		
Related Goals	<p><b>ASP Goal 1.</b> Increases access, retention, completion and transition opportunities for Aboriginal learners <b>Aboriginal Post-Secondary Education and Training Policy Framework Goal 1.</b> Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities <b>Goal 2.</b> Financial barriers to accessing and completing post-secondary education and training are reduced for Aboriginal learners.</p>		
Measuring Success	<p>To measure the success of the First Nations Access Coordinators, we sent out a survey at the end of April VIA email, to 1014 students. There were 202 responses, 20% response rate. Approximately 400 feedback forms were reviewed, anecdotal responses from student forums, all of which determined cultural events, speaker series and elders on campus. The number of student appointment targets in 2017 was 600, the actual was 1,082 pre-registration and 1,066 post-registration. The number of cultural workshops targeted was 15, actual number was 51. Lastly, the student attended FNAC hosted events target was 200, actuals were 2,292. We completely under estimated targets.</p>		
Location(s)	Prince Rupert, Terrace, Hazelton and Smithers		
Timing	Start Date	July 1, 2018	
	End Date	May 31, 2018	
	Duration	11 months	
Budget and Expenditures		Budget 2017/18	Expenditures 2017/18
	Ministry (ASP)	\$145,000	\$119,939
	Institutional Contribution	\$189,292	\$294,110



Activity/Program Title	<b><i>First Nations Access Coordinators (Top-Up Hours &amp; Speaker Series)</i></b>		
	Other or In-Kind <i>(Identify Source)</i>	\$0	\$0
	Total	\$334,292	\$414,049
Comments and Lessons Learned	<p>First Nations Access Coordinator roles have been extremely successful in assisting students. Credentials are up from 53 to 75. We completely underestimated targets for this year. Quantitatively, we were not realizing the depth and impacts First Nations Access Coordinators student supports have on Indigenous students.</p> <p>Challenges we faced throughout the 2017/18 ASP year with the First Nations Access Coordinators were due to not receiving the funding letter until late July, we had to interrupt employee contracts; which created havoc with employees leaving the College, then not being able to fill very short-term positions. We had some great staff come on but also leave throughout the year, this presented problems with being able to plan regular and spontaneous cultural events. To combat this, term contracts have been maintained this year. We will hire for the vacant Terrace FNAC and ensure we offer more events during the times that students have identified as more effective (evenings, weekends if possible). We are requesting a deferral of <b>\$ 24,680</b> for surplus FNAC wages.</p>		





Activity/Program Title	<i>Test Drive</i>		
Description	The Test Drive program allows potential students to attend the College, sleep over night in the student residence and check out campus life for 48 hours. Community chaperones along with College staff supervise and facilitate the weekend orientation. Students experience and learn hands on about trades programs, student support services, and College policies and procedures in an experimental test environment.		
Related Goals	<b>ASP Goal 1.</b> Increase access, retention, completion and transition opportunities for Indigenous learners. <b>Aboriginal Post-Secondary Education and Training Policy Framework Goal 4.</b> Aboriginal learners transition seamlessly from K–12 to post-secondary education.		
Measuring Success	Track Indigenous student participation, participant enrolment and the future post-secondary success of the student. 2016/2017 Test Drive, 13 participants have enrolled in either a Continuing Education course, dual credit program or certificate or diploma program at Coast Mountain College. 2017/18, 23 students' submitted applications, and 17 participated in Test Drive. Participants represented 6 of the local Indigenous communities. 4 students were in grade 12, of the 4 – 1 student has applied and is enrolled at Coast Mountain College. Overall we are seeing some improvement in enrolment from previous years.		
Location(s)	Terrace Campus		
Timing	Start Date	July 1 2017	
	End Date	May 31 2018	
	Duration	Test Drive is conducted over the course of a weekend.	
Budget and Expenditures		Budget 2017/18	Expenditures 2017/18
	Ministry (ASP)	\$5,000	\$5,000
	Institutional Contribution	\$2,000	\$2,000
	Other or In-Kind (Identify Source)	\$	\$0
	Total	\$7,000	\$7,000
Comments and Lessons Learned	Test Drive orientation has its challenges. Students are young and becoming more and more challenging for chaperones and staff to manage. The tracked enrolment into post-secondary programs has increased. Students are expected to spend a night at the College - students of this age are not overly excited about doing that. We will review the program and make recommendations for changes to the way the program is delivered; possibly no overnights in the student housing and offer it earlier in the school year.		



Activity/Program Title	<i>Elders on Campus</i>		
Description	Elders bring a sense of leadership to the activities they lead and/or participate in. Often Elders are used to provide support services for students, acting as a mentor or a guide. They are also asked to accompany classes and act as a cultural content expert and storyteller. Elders will be present during many of the cultural and spiritual workshops and welcome events doing the official traditional welcome. Language revitalization is a very strong desire for communities we serve and sitting and learning from Elders is one way in which Coast Mountain College hopes to support the learning of traditional language.		
Related Goals	<p><b>ASP Goal 1.</b> Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</p> <p><b>Aboriginal Post-Secondary Education and Training Policy Framework Goal 1.</b> Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities.</p>		
Measuring Success	A total of 31 Elder events were hosted with 11 Elders on Campus across the College region. We have had to add the participants from Elders and Culture, as there is a considerable overlap in these activities. 2,292 students attended Cultural and Elders events, total participants has increased from 2,016, by 200. The Indigenous student survey indicates that 17% of the 200 students to respond attended Elders on campus.		
Location(s)	Prince Rupert, Terrace, Hazelton, Smithers,		
Timing	Start Date	July 1 2017	
	End Date	May 31 2018	
	Duration	11 months	
Budget and Expenditures		Budget 2017/18	Expenditures 2017/18
	Ministry (ASP)	\$10,000	\$10,000
	Institutional Contribution	\$ 2,200	\$ 5,800
	Other or In-Kind (Identify Source)	\$	\$
	Total	\$12,200	\$15,800
Comments and Lessons Learned	The Elders on Campus is well received by student participants. The challenge is scheduling for students, classes conflict with Elders availability. We are asking First Nations Council to assist in recruiting a variety of Elders from across the region. It is important to engage Elders from each of the 7 Nations. This too is deemed to be difficult. We have continued our Elders on Campus program with what is working and those students attending have shared positive and anecdotal feedback that having an Elder to talk to supports their educational goals. Students receive the support and some direction from Elders at a time when they need it.		



Activity/Program Title	<i>Hosting Cultural and Spiritual Events</i>		
Description	Cultural events incorporate or acknowledge traditional cultural practices. Events include, but are not limited to, welcome feasts, learning feasts, traditional medicine harvesting and preparation, moose hair tufting, bison hide tanning, talking circles, and regalia design and making. ASP supports cultural and spiritual activities: Elders and traditional content experts, supplies, food, and promotional material. Hosting cultural events on campus is a way for Indigenous students to connect with their culture or be introduced to the local Indigenous culture. Also provides an inclusive and welcoming College experience.		
Related Goals	<b>ASP Goal 3.</b> Increase the receptivity and relevance of post-secondary education institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. <b>Aboriginal Post-Secondary Education and Training Policy Framework Goal 1.</b> Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities.		
Measuring Success	A total of 51 Cultural workshops and or spiritual events were hosted across the College region. First Nations Access Coordinators received approximately 400 Feedback forms and hosted 9 indigenous student forums. A total of 2,292 student contacts were made at the Cultural and Spiritual events. In May 2018, an Indigenous student survey was conducted; results indicate that 31% of registered students (including Continuing Education courses) had attended the event(s). 34% of students indicated they were not aware but interested.		
Location(s)	Prince Rupert, Terrace, Hazelton, Smithers Campuses		
Timing	Start Date	July 2017	
	End Date	May 31 2018	
	Duration	11 months	
Budget and Expenditures		Budget 2017/18	Expenditures 2017/18
	Ministry (ASP)	\$20,000	\$20,000
	Institutional Contribution	\$10,000	\$10 000
	Other or In-Kind (Identify Source)	\$	\$
	Total	\$30,000	\$30,000
Comments and Lessons Learned	<i>A challenge identified in the student survey results is classes and cultural event schedules are conflicting. More students may attend events, if the schedule was more flexible. To minimize the scheduling conflict, staff schedules will change for the new FNAC hire at the Terrace campus. The schedule will accommodate cultural event offerings in the evenings and on weekends. Expanding on how we advertise cultural events has also been identified by students as an issue. We will continue to try new methods, such as social media, to get the word out to students.</i>		



Activity/Program Title	<i>Cultural Awareness Training (for staff, faculty, and administrators)</i>		
Description	College employees require an awareness and understanding of Indigenous culture and Canadian history - increasing the level of cultural competency. Diversity and inclusion are crucial aspects of a strong and stable public service. This training increases understanding of Indigenous culture, enhances awareness, and promotes a spirit of inclusion. This training also reaffirms Indigenous values and partnerships as a key foundation of Coast Mountain College, based on respect, recognition, and responsibility. Training will be in partnership with outside resources while at the same time, in-house orientations will be created.		
Related Goals	<b>ASP Goal 3.</b> Increase receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. <b>Aboriginal Post-Secondary Education and Training Policy Framework Goal 1.</b> Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities.		
Measuring Success	<p>We offered the Indigenous Awareness training workshop 4 times during the timeframe of the 2017/18 ASP; we also offered another Intercultural course with Dr. Kyra Garson, bringing numbers to 116. We worked with Indigenous Corporate Training Inc. again as the workshop has been incredibly successful.</p> <ul style="list-style-type: none"> <li>- August 30, 2017 – 27 Faculty and staff attended at the Terrace campus</li> <li>- October 20, 2017 – 22 Faculty and staff attended at the Smithers campus</li> <li>- December 8, 2017 – 22 Board Members,</li> <li>- First Nations council Members attended at the Terrace campus</li> <li>- May 1, 2018 – 22 Faculty and Staff attended at the Prince Rupert campus</li> <li>- June 4 2018 Intercultural Workshop – 23 participants at Terrace campus</li> </ul> <p>The goal was to offer the training to 150 employees by 2017. To date, we have offered the training to a total of 161, since 2016.</p>		
Location(s)	Terrace, Smithers, Prince Rupert		
Timing	Start Date	July 1, 2017	
	End Date	May 31, 2018	
	Duration	11 months	
Budget and Expenditures		Budget 2017/18	Expenditures 2017/18
	Ministry (ASP)	\$20,000.00	\$20,000.
	Institutional Contribution	\$10,000	\$10,000
	Other or In-Kind (Identify Source)	\$	\$
	Total	\$30,000	\$30,000
Comments and Lessons Learned	<p>Cultural Awareness training is still being met with resistance, slowly but surely, we will have more and more staff attending the workshops. Some challenges faced is location, it is difficult to get attendees to travel to smaller campuses, so we may only offer workshops out of the larger Terrace campus. Comments from attendees:</p> <ul style="list-style-type: none"> <li>• <i>“This eye opening and thought provoking training makes me want to encourage my friends and colleagues to seek a greater understanding of the history and present circumstances of the Indigenous people in Canada and elsewhere.”</i></li> <li>• <i>“The content landscape surveyed in this training is important and necessary for every Canadian. For me, as a person in the world of education, this training highlighted the gravity of journeying toward a greater understanding of the many difficult histories inherent in Canada's nationhood, including an attempted Indigenous cultural genocide, and the role educational institutions took as venues of harm.”</i></li> </ul>		



- *“Going through this training not only helps to prevent further hurt but enables a careful and respectful walk toward recognition and hopefully reconciliation. Special thanks to a gifted and skilled facilitator, who guided and taught so well!”*



Activity/Program Title	<i>Introduction to Trades – ITT year 2 of 3-year Plan</i>		
Description	Year 2 (2017/2018) had the Introduction to Trades (ITT) program being hosted at WWNI situated in Gitwinksihlkw. This is an exploratory program, which provides students with an opportunity to try various trades in order to make an informed decision on their future career paths. The trades chosen for this program were carpentry, plumbing, electrical, mechanical and welding. Safety training and certification was also included. Safety is paramount in any trades training. There were two cohorts planned in order to reach as many candidates as possible.		
Related Goals	<b>ASP Goal 1.</b> Increase access, retention, completion and transition opportunities for Aboriginal learners. <b>Aboriginal Post-Secondary Education and Training Policy Framework Goal 2</b> - Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities		
Measuring Success	Our target for successful completion is expected to be 85-95%. This will be based on the number of certificates presented at course completion. We will monitor students enrolled in year 1 who continue into year 2 and furthering on to trades training in year 3. Year 1 has 24 students registered in career and college prep. Of those 24 students we would anticipate 16 entering year 2 Intro to Trades. Of those 16 students we would then anticipate in year 3, 8 students entering a trades program.		
Location(s)	Gitwinksihlkw, BC		
Timing	Start Date	September 5, 2017	
	End Date	May 7, 2018	
	Duration	2 cohorts @ 10 weeks each	
Budget and Expenditures		Budget 2017/18	Expenditures 2017/18
	Ministry (ASP)	\$112,447.00	\$112,828.00
	Institutional Contribution	\$ 10,000.00	\$ 10,000.00
	Other or In-Kind (Identify Source)	\$	\$
	Total	\$122,447.00	\$122,828.00
Comments and Lessons Learned	<p>There were two ITT cohorts - one in the fall and one in winter. The fall cohort did go quite a bit smoother than the winter cohort just because we endured a year of very heavy snowfall and cold temperatures. This put added pressure on the use of our Mobile Trades Training Unit. In a one-week span, we had snowfall that exceeded five feet, if not more. We had very real concerns about the roof of the trailer collapsing as well as heating and freezing challenges. Several additional trips up to the Nass Valley were made by staff in order to keep everything running and minimize equipment failure and damage.</p> <p>We did have a total of 20 students register into the two cohorts, within the first week of each program we lost a few students. There were 16 students that attended regularly and out of this 16, 12 were successful in meeting the learning outcomes of the program. That means a 75% success rate for the 2<sup>nd</sup> year.</p> <p>There were various factors that led student withdrawals. Some included the personal health of the individual, unforeseen family emergencies, and not being able to get their living allowance funding in order from their bands or Employment Insurance. Others had trouble with reliable transportation to and from Gitwinksihlkw, primarily when the weather got so bad. Preparation is ongoing for the 3<sup>rd</sup> year, with advertising and follow up with each of the students that were in this program to encourage them into the Trades program.</p>		



Activity/Program Title	<i>Conversational First Nations Language (Deferral from 2016/17)</i>		
Description	Deferral Community Based Conversational Indigenous language classes. Indigenous communities to connect to speakers to learn basic language, cultural protocols and beliefs. Indigenous communities will determine appropriate spending on resources, course content, schedules and or teachers. Communities will use the grant as a means to support the advancement of their respective language revitalization programs.		
Related Goals	<b>ASP Goal 1.</b> Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. <b>Aboriginal Post-Secondary Education and Training Policy Framework Goal 2</b> - Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities		
Measuring Success	Three Indigenous communities within the College region determined their language program priorities to enhance their community-based language revitalization programs. As a result, three communities/Nations advanced their language program and met their varied needs. Difficult to determine quantitative measurements, each community programs defines success differently.		
Location(s)	Wet'suwet'en, Gitxsan and Haida Nations		
Timing	Start Date	January 2018	
	End Date	May 15 2018	
	Duration	5 months	
Budget and Expenditures		Budget 2017/18	Expenditures 2017/18
	Ministry (ASP)	\$18,180.18	\$18,180.18
	Institutional Contribution	\$	\$
	Other or In-Kind (Identify Source)	\$	\$
	Total	\$18,180.18	\$18,180.18
Comments and Lessons Learned	This activity was a deferral from 2017/2018. The activity was very successful. We have learned that the need for Language revitalization is more critical than anticipated. Many communities are running programs with little to no supports. Communities are very keen to continue the language grants. Community final reports highlighted successes: purchase translation equipment, run evening classes for 30+ participants, blended the language and cultural teaching within the local IAHLA school. The program was a success; communities were grateful for the opportunity to enhance their existing language programming.		



Activity/Program Title	<i>Intro to Trades (Deferral from 2016/2017)</i>		
Description	The Intro to Trades Program is a 10-week, 300-hour course, providing participants an in-depth opportunity to explore up to 5 trades.		
Related Goals	<b>ASP Goal 1.</b> Increase access, retention, completion and transition opportunities for Aboriginal learners. <b>Aboriginal Post-Secondary Education and Training Policy Framework Goal 2 -</b> Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities		
Measuring Success	Track the number of student who take and complete these Intro to Trades program, and how many of these students apply into a Trades program within two years.		
Location(s)	Gingolx and Gitwinkshilkw		
Timing	Start Date	Sept 5, 2017	
	End Date	April 30 2018	
	Duration	8 months	
Budget and Expenditures		Budget 2017/18	Expenditures 2017/18
	Ministry (ASP)	\$13,758	\$13,758
	Institutional Contribution	\$	\$
	Other or In-Kind (Identify Source)	\$	\$
	Total	\$13,758	\$13,758
Comments and Lessons Learned	This was deferral funds from 2016/2017 implemented in 2017/2018 ASP year. An increase in the budget for the Intro to Trades program due to increase travel and accommodation costs in the remote Nass Valley.		





Activity/Program Title	<i>Career and College Prep Certificate Training (Deferral from 2016/2017)</i>		
Description	The Intro to Trades Program is a 10-week, 300-hour course, providing participants an in-depth opportunity to explore up to 5 trades. Provide additional certificate courses to include Occupational First Aid Level 1, Transportation Endorsement, WHIMIC, H2S Alive, Specialized Chainsaw Safety, Bear Awareness, Transportation of Dangerous Goods, Confined Space Awareness, Fall Protection, Rigging, Attitude, Teamwork and Team Building.		
Related Goals	<b>ASP Goal 1.</b> Increase access, retention, completion and transition opportunities for Aboriginal learners. <b>Aboriginal Post-Secondary Education and Training Policy Framework Goal 2</b> - Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities		
Measuring Success	Track the number of student who take and complete these Intro to Trades program, and how many of these students apply into a Trades program within two years.		
Location(s)	Gingolx and Gitwinkshilkw		
Timing	Start Date	June, 2017	
	End Date	July 30 2017	
	Duration	2 months	
Budget and Expenditures		Budget 2017/18	Expenditures 2017/18
	Ministry (ASP)	\$25,500	\$25,500
	Institutional Contribution	\$	\$
	Other or In-Kind (Identify Source)	\$	\$
	Total	\$25,500	\$25,500
Comments and Lessons Learned	This was deferral funds from 2016/2017 implemented in 2017/2018 ASP year. Due to the late start, we had instructional budget surplus. Deferral were expended on certificates for the Career and College Preparation program. It is an issue to find instructors willing to travel to remote locations. At times, this causes a delay is program start dates.		



## 5. Overall Budget and Expenditures

2017/18 Overall Budget and Expenditures							
Activity/Program Title	Category	Budget		Expenditure		Variance	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
MINIMUM							
FNAC Top Ups & Speaker Series	<i>Student Support and Initiatives</i>	\$145,000	\$189,292	\$119,939	\$294,110	\$25,061	-\$104,818
Hosting Culture Events	Student Support Service and Initiatives	\$20,000	\$10,000	\$20,000	\$28,104	\$0	-\$18,104
Elders on Campus	<i>Student Support and Initiatives</i>	\$10,000	\$2,200	\$10,000	\$5,800	\$0	-\$3,600
Test Drive	Outreach activities and events	\$5,000	\$2,000	\$5,000	\$2,000	\$0	\$0
Cultural Awareness Training	Aboriginal Cultural Training for faculty staff and administration	\$20,000	\$10,000	\$20,000	\$10,000	\$0	\$0
ADDITIONAL							
CCP/Intro Trades/Trades Training	Delivery in Community	\$112,447	\$10,000	\$112,828	\$10,000	-\$381	\$0
2016/17 DEFERRED FUNDS							
Conversational Language	Delivery in Community	\$18,180	\$0	\$18,180	\$0	\$0	\$0
Intro to Trades	Delivery in Community	\$13,758	\$0	\$13,758	\$0	\$0	\$0
Career College Prep Certificate Training	Delivery in Community	\$25,500	\$0	\$25,500	\$0	\$0	\$0
	<b>Total</b>	<b>\$369,885</b>	<b>\$223,492</b>	<b>\$345,205</b>	<b>\$350,014</b>	<b>\$24,680</b>	<b>-\$126,522</b>



6. Explanation of Variance

Explanation of Variance		
Activity/Program Title	Amount of Variance	Reason
FNAC Top Up hours & Speaker Series	<b>-\$24,680</b>	Late receipt of 2017/2018 funding letter FNAC term contracts expired. We could not make up the time; therefore, we have a surplus in FNAC wages. We overspent \$381. in CCP-ITT, this amount has been subtracted from the FNAC Deferral amount.
1		
2		
3		



## 7. Deferral Request

**Name of Institution:**Coast Mountain  
College**Date:** June 20 2018**Contact Name:**

Bridie O' Brien

**Contact:**

Email:bobrien@coastmountaincollege.ca

**Planned for Delivery in 2017/18****Activity/Program Title:**

First Nations Access Coordinators (top up hours and speakers series)  
Increase First Nations Access Coordinators hours throughout the College region. With an increase of cultural, spiritual and Elder's activities and host Speaker Series.

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	<b>Approved</b>	<b>Expended</b>	<b>Variance</b>
Ministry Contribution	145,000	\$119, 939	24,680

**New/Revised for Delivery in 2018/19****Activity/Program Title:**

First Nations Access Coordinators (top up hours and speakers series)

**Description:** To top up First Nations Access Coordinator hours at the Terrace campus, to expand Cultural and Elders workshops to be offered in the evening and weekends; at the request of student.

**Rationale:** Indigenous students have expressed a keen interest in attending Cultural workshops and Elders. Due to competing schedules 31% of the students have expressed interest to attend but did not attend. Student feedback and survey comments indicate a conflict with their class schedule and Cultural and Elders workshops. The intent of this request is to accommodate student needs ad voice.

**Related Goals:** Top up FNAC hours to extend work schedule to include at least 2 evening per week and possibly weekends during the winter months.



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**Measuring Success:** Track the number of workshops and elder's sessions and count the number of participating students. Collect student feedback forms.

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**Location:** Terrace Campus

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**Timing:** September 2018 – May 31, 2019

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<b>REVENUES</b>	<b>Budgeted</b>
Ministry Contribution	24,680
Institution Contribution	160,917
Other Contribution (Identify source)	
<b>Total</b>	<b>24,680</b>

