



FINAL REPORT

Review of Aboriginal Post-Secondary Education Programs, Services and Strategies/Best Practices & Aboriginal Special Projects Funding (ASPF) Program

Submitted to:

**Ministry of Advanced Education,
Province of British Columbia**

by

HUMAN CAPITAL STRATEGIES

June 30th, 2005

Any errors or omissions in this report are the responsibility of the authors. The opinions expressed in this report have been completed from research by the authors and do not necessarily reflect the views of the Ministry of Advanced Education or the Project Advisory Committee.

ACKNOWLEDGEMENTS

On behalf of the Project Team, I would like to sincerely thank the many individuals and organizations which helped us execute and report on this project. First, we would really like to thank the members of the Project Advisory Committee who provided much feedback and advice on this project at various stages including the drafting of this report. Their names are contained within the report.

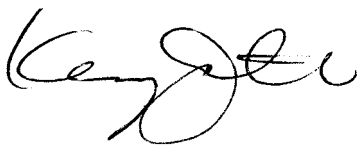
Thank you to the 32 public and Indigenous post-secondary institutions who took the time to substantively and comprehensively respond to a very long survey questionnaire. Thank you to the 24 key informants whom we interviewed; and thanks to the over 50 focus group participants, including members of the Indigenous Adult and Higher Learning Association, members of the First Nations Education Steering Committee Post-Secondary Sub-Committee, members of the Indian Studies Support Program Committee, members of the BC First Nations Coordinators Committee, and individual Aboriginal post-secondary education students.

Thank you to Fran Tait, Malaspina University College, for helping to arrange the focus group session with Aboriginal Post-Secondary Education Coordinators; and to Norma Guerin of the First Nations Employment Society for helping to arrange the focus group with Aboriginal post-secondary education students.

I would particularly like to thank Karen Bailey-Romanko of the First Nations Education Steering Committee and Indigenous Adult and Higher Learning Association, and Fran Hunt-Jinnouchi, Chair of the Indigenous Adult and Higher Learning Association. Karen and Fran provided invaluable assistance in organizing two of the focus groups, in facilitating responses to the Indigenous institutional survey, and in providing on-going advice and encouragement.

Finally, on behalf of our Project Team, I would like to thank Juanita Berkhout, our project supervisor and contact in the Ministry of Advanced Education, for her consistent support, direction and encouragement. Also, thanks to Dawn McKay, Manager, and Kevin Wilson, Research Officer in the Post Secondary and Industry Training Branch of the Ministry.

While our Project Team formally included seven individuals, our “team” really consisted of the over 100 individuals we worked with on this project. Thank you.



Kerry Jothen
CEO, Human Capital Strategies

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SUMMARY AND RECOMMENDATIONS

INTRODUCTION AND PURPOSE

In a Request for Proposal (RFP) AVED6058-04, the Ministry of Advanced Education solicited proposals to undertake a review of the two following interrelated topics: Aboriginal¹ post-secondary education programs, services and strategies/best practices in British Columbia; and, the Ministry's Aboriginal Special Projects Funding (ASPF) Program.

The Ministry intended that this review would inform the Ministry and British Columbia's post-secondary education institutions about the status of Aboriginal post-secondary education in British Columbia; and help inform the Ministry's approach to ASPF given that the information is expected to identify any gaps and/or duplication of Aboriginal post-secondary education programs and services.

Aboriginal post-secondary education within this review project includes 'Aboriginal-specific' programs, courses and services within British Columbia's post-secondary institutions, including private institutions that receive funding from the Ministry for said purpose and special initiatives for said purpose funded by the Ministry of Advanced Education.

PROJECT BACKGROUND AND METHODOLOGY

As indicated in the original RFP, this project relates to the Ministry's responsibilities in providing overall funding and policy direction for British Columbia's public post-secondary education system. The Ministry administers legislation relating to public and private post-secondary institutions in the Province.

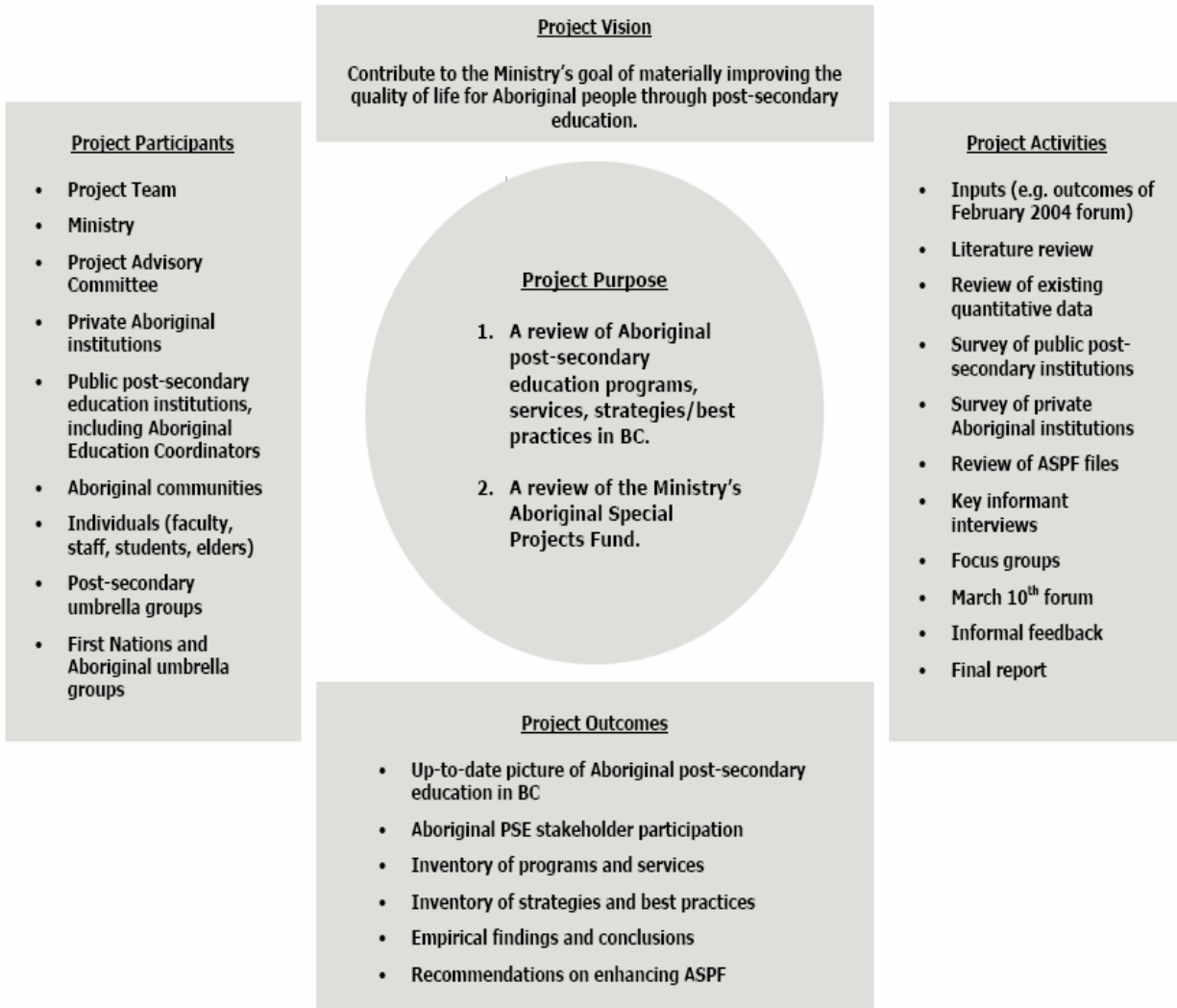
This section briefly highlights Ministry responsibilities and the recent developments that have led up to this project. This includes a Ministry commitment to follow up on a forum in 2004 undertake a review of effective strategies/best practices of Aboriginal post-secondary initiatives in BC as well as a comprehensive review of the types of Aboriginal programs and courses that are currently being delivered by BC post-secondary institutions; and to undertake a review of the ASPF to ensure the funds are allocated in a way that increases knowledge and understanding to increase Aboriginal success.

An important development in Aboriginal post-secondary education in British Columbia during the implementation project was the stakeholder "Memorandum of Understanding on Aboriginal Post-Secondary Education and Training" in March 2005.

The visual on the next page provides a conceptual framework for the planning and implementation of the Aboriginal Post-Secondary Education Review Project and summarizes the methodology and participants of the research. The research methodology is outlined in detail in the main body of this report and it reflects a rich quality and quantity of primary and secondary research activities.

¹ For purposes of this project, "**Aboriginal**" means a person that is one of the "aboriginal peoples of Canada" (Indian, Inuit and Métis) as defined under Section 35 (2) of the Constitution Act of Canada 1982. "Indian" includes status and non-status Indians.

ABORIGINAL POST-SECONDARY EDUCATION REVIEW PROJECT
Sponsored by the Ministry of Advanced Education



RESEARCH FINDINGS

The central part of this report is the summary of research findings. In addition to a high-level literature review, the findings are organized around the following topics:

- Aboriginal Special Projects Fund;
- Aboriginal Post-Secondary Education Programs and Courses;
- Aboriginal Post-Secondary Education Policies and Strategies;
- Effective Aboriginal Post-Secondary Education Practices;
- Aboriginal Post-Secondary Education Support Services; and,
- Aboriginal Post-Secondary Education Funding Sources & Challenges.

At the end of each of these topics – with the exception of the Best Practices section – challenges, gaps and barriers are identified. Particularly for the analysis of programs and courses, there was only time and resources to do a summary analysis of the responses from 32 public and private institutions. The Ministry of Advanced Education will do a more detailed analysis and produce an inventory after this project.

CONCLUSIONS

The Aboriginal Post-Secondary Education Review Project has yielded a large amount and rich quality of interesting and useful data and other information, particularly from public and private post-secondary education institutions and First Nations and other Aboriginal communities. While this has been compiled in a relatively short period and a complete detailed analysis and inventorying of the institutional survey responses was not possible, several conclusions arise from the project research. These are summarized below.

Need for a Strategic Approach. While there is a large amount of activity in the area of Aboriginal post-secondary education within the BC post-secondary system, Aboriginal communities and the Ministry, more significant results could be achieved with a strategic approach that includes a clear sense of and agreement on short and long term priorities. Part of this involves the need to consult on and release the *Aboriginal Post-Secondary Education and Training Policy Framework*, but it also requires a more strategic use of the ASPF funding and the development and implementation of a system-wide plan.

Interest in and Priority of Aboriginal Post-Secondary Education. A high level of interest in and support for expanding Aboriginal persons' access to and success in post-secondary education as a priority was seen among institutional leaders, faculty and staff, and among First Nations and Aboriginal communities and organizations. The project team saw a keen interest in participating in dialogue, research and development and implementation of strategies and programs by these stakeholders, to the extent that stakeholders' expectations for participation could not be fully met within the timeframes and other parameters of this project.

Aboriginal Special Projects Fund. Despite shortcomings identified in the application/review/approval process and guidelines and criteria of the ASPF program, there is strong support for the ASPF as providing resources for programs and services that would not be developed and implemented without this seed funding. One senior university administrator called it a "powerful agent for change." At the same time, many good suggestions for improving the Fund were offered, and questions were raised about the overall budget of the Fund and how it was distributed.

Scarcity of Research. In the review of literature and in talking to key participants in this project, there is confirmed lack of current quantitative and qualitative research on Aboriginal post-secondary education in Canada and B.C. Hopefully this project and other efforts will stimulate the development of a research agenda and priorities that governments, institutions, academics and Aboriginal stakeholders can pursue.

Student Data. The project team saw and heard through the institutional surveys and through interviews and focus groups about inadequacies with current data-gathering and tracking regarding Aboriginal programs and students – both at a system level as well as within institutions. Senior staff in the Ministries of Advanced Education and Education have some good ideas on how to improve student data gathering and tracking. Action in this area will increase the amount of accurate and reliable data with which institutions and the Ministry and Aboriginal organizations can set strategic goals and develop strategies.

Quantity, Quality and Diversity of Aboriginal Programming. The project team was impressed with the huge amount of information on Aboriginal post-secondary education activities provided by public and private institutions. There appears to be a large, growing and diverse amount of Aboriginal programs and partnerships. The challenge is to sustain and build on these and move into new areas of need.

Programming Gaps. Despite the growing number of Aboriginal programs, courses and curriculum content, we heard of gaps in post-secondary programming in terms of disciplines and faculties in which Aboriginal people are seriously under-represented and yet which could be important for Aboriginal self-governance, economic development and prosperity (e.g. Business, Commerce, Economics, and certain Sciences and professions). In order to support expansion in these areas and for other reasons, Access programming for Aboriginal students also needs to be increased.

Aboriginal Community Involvement. Aboriginal communities have become more involved and more proactive in post-secondary education through both building community capacity and partnering with public and private institutions. In this context, institutions are continuing to look for and pursue ways to more systemically, systematically and consistently involve Aboriginal communities, Elders, administrators, faculty, staff, students and families in their processes, priority-setting and program development. At the same time, Aboriginal people and communities challenge institutions to reflect Aboriginal culture, realities and involvement in a way that is more than “token”

Further, the Indigenous Adult and Higher Learning Association and the Post-Secondary Sub-Committee of the First Nations Education Steering Committee and the FNESC organization are very useful organizations for the Ministry and other agencies to bring together the interests and perspectives of First Nations and Aboriginal communities and people to provide substantive, meaningful input on post-secondary education. These mechanisms need to continue to be supported as focal points for two-way communication and consultation.

Barriers to Aboriginal Participation and Success in Post-Secondary Education. Despite hearing and reading about a many success stories, positive models and good intentions in Aboriginal post-secondary education in BC, significant barriers to the participation and success of Aboriginal people continue to exist. The project team confirmed a range of cultural, personal, situational and institutional barriers to post-secondary education facing Aboriginal people. ASPF and other Aboriginal-targeted funding can be very useful in creating projects, programs and services that address these.

Feelings of Alienation and Exclusion. Many research participants spoke of the importance of educators and administrators needing to view this experience through the eyes of Aboriginal people. Some key informants and the literature also underlined the importance of understanding/accepting the history and current examples of racism in our society and in post-secondary education related to Aboriginal people.

The project team heard from many Aboriginal people and groups who, despite the positive findings of the research, pointed to a lack of inclusion and cultural sensitivity and recognition on the part of public post-secondary institutions or the “system.” This feeling among Aboriginal people varies by community and by institution; and it varies by the individual experiences of Aboriginal people in post-secondary education. Further exacerbating this feeling of alienation is the frustration that many Aboriginal people have expressed that they have discussed and heard these issues before and they have made suggestions before but they have seen no follow through on their input to improve Aboriginal post-secondary education.

Demographic Trends. Within the overall demographic shifts in British Columbia, we see the fact that the Aboriginal youth cohort is the fastest growing. This increases pressure on policy-makers, Aboriginal communities and schools and institutions for improve on Aboriginal post-secondary education by taking action in the K-12 system and in transition from high school to further education and the workforce. Also, we heard about the aging of the Aboriginal Elders and the threat to transmission of Indigenous languages and culture, and the pivotal role for post-secondary education in trying to counter this.

Aboriginal High School Student Transition. While it was not totally within the terms of reference of this research project, the project team heard from the outset of the project how important an issue that high school to post-secondary education transition is to First Nations and Aboriginal communities. While Aboriginal high school student graduates have improved in recent years, they are still far behind the non-Aboriginal rates; and the gap is even bigger in terms of Aboriginal students possessing the requisite university entrance courses when they leave high school.

The Need for Support Services. The interviews and focus groups yielded many comments from Aboriginal people, First Nations Coordinators and students about the critical importance of support services for the Aboriginal post-secondary student. These services need to reflect a holistic approach and need to be available from the first day (or earlier) of one's institutional experience, and must be available throughout the educational program. Also, it is most important that support services are provided both within post-secondary institutions and Aboriginal communities.

RECOMMENDATIONS

Based on the findings and conclusions of the project team's research and on what the project team heard from institutional representatives, Aboriginal faculty, students and staff, and First Nations and Aboriginal communities, we offer the following recommendations to the Ministry of Advanced Education. These are organized into two parts: recommendations pertaining to the broader Aboriginal post-secondary education issues; and, recommendations pertaining to the Ministry's Aboriginal Special Projects Fund.

Stakeholders' reactions to many of these recommendations may be, "we've heard this before." In addition to the obvious purpose of these recommendations, it is hoped that the added-value is that they will give "voice" to the many participants in this project and that this report and recommendations will consolidate in one place the discussions and work on these issues of recent years.

A final prefatory comment on these recommendations is that with the timelines and resources in this project, the project team was unable in the context of some recommendations to define the "how." We are confident that Ministry and institutional staff and Aboriginal leaders and educators have many creative ideas with which to bring these recommendations to life if there is the will to do so at the political, policy and program levels.

The following recommendations are not presented in order of priority. Obviously some recommendations are broader and more far-ranging than others, but it would be a disservice to any recommendations to say they are "less" important and longer-term than others. We want to leave this to the judgement and experience of the Ministry and its partners.

Priority Aboriginal Post-Secondary Education Issues

1. *Aboriginal Post-Secondary Education and Training Policy Framework*

We recommend that the Ministry issue a revised draft Aboriginal Post-Secondary Education and Training Policy Framework as soon as possible and embark on a meaningful consultation process involving senior Ministry staff and Aboriginal and institutional stakeholders, perhaps through the recently signed *Memorandum of Understanding on Aboriginal Post-Secondary Education and Training*. Further, we recommend that the Ministry continue to treat Aboriginal post-secondary education as one of its strategic priorities and reflect this strongly and clearly in the Ministry Service Plan). This should also be reflected in the active engagement of senior Ministry staff in Aboriginal relationship-building

and the review, development and implementation of Aboriginal-related policies, programs and initiatives.

2. Bold Strategic Action Plan for Aboriginal post-secondary education

We recommend that with the release of the Policy Framework, that the Ministry work to develop a bold Strategic Action Plan including appropriate targets for improving Aboriginal post-secondary education in British Columbia; and that this plan be an “umbrella” for the actions on the rest of the recommendations in this report as well as other actions determined by the Ministry and stakeholders.

3. Data collection and tracking

We recommend that the Ministry make it a priority to work with institutions and Aboriginal organizations to develop effective system-wide Aboriginal post-secondary student tracking policies and procedures, including students entering directly from high school. This should include encouraging institutions to adopt a provincially standardized process and procedures to the extent possible, and making better use of and providing access to the Ministry’s Data Warehouse databases. Specific actions could include:

- That all post-secondary institutions use a standard question for self-identification and use standard definitions;
- That all post-secondary institutions collect data on Aboriginal students and use the data for improving Aboriginal student success; and,
- That all post-secondary institutions run their student data against K-12 PEN institution information that identifies Aboriginal K-12 (public schools) students

4. Aboriginal post-secondary education research

We recommend that the Ministry work with other stakeholders including research institutions, the Federal Government and Aboriginal organizations and communities to stimulate and support more research on Aboriginal post-secondary education in BC and across Canada. This research should be informed by the Ministry working with institutions, academics and Aboriginal communities to identify a research agenda that prioritizes certain research issues and questions that represent important gaps in our understanding of Aboriginal post-secondary education access, participation, support and success.

5. Ministry FTE funding for Aboriginal programming

We recommend that the Ministry create a working group of Ministry staff, institutional representatives and Aboriginal representatives to review the structure, use and effect of the existing FTE funding to post-secondary institutions and the costs and utilization of such funding for Aboriginal programs and students with a view to identify and recommend alternative funding measures that would be more effective in achieving increases in Aboriginal student transition, access, participation and completion. This should include definitively investigating and making recommendations on the concept of an Aboriginal FTE value.

6. Meaningful involvement in planning and program development

We recommend that the Ministry continue to look for opportunities among institutions, across the post-secondary system, within the Ministry and in Aboriginal partnerships to involve Aboriginal stakeholders more directly in planning, program development, priority-setting and decision-making processes.

7. Aboriginal representation on governing boards

We recommend that the Provincial Government do more itself and the Ministry do more to encourage and influence institutions to ensure appropriate Aboriginal representation on governing bodies and more broadly in institutional and educational governance.

8. Addressing Professional Programming Gaps

We recommend that the Ministry reflect in its priorities in discussions with institutions and First Nations and Aboriginal organizations the need to address gaps in post-secondary programming including Business, Commerce, Economics, certain Sciences (particularly Physical Sciences), Technology, and the Trades. These are “gaps” in the sense that there is low Aboriginal participation in such programs and there appears not to be concerted efforts to change this and to provide support and encouragement to Aboriginal students to enter such disciplines. This can also be reinforced in ASPF criteria.

9. Increasing Access Programming

We recommend that the Ministry review the need for more Access programming for Aboriginal post-secondary education students. Addressing Recommendation #8 above would also increase the demand for Access programs to facilitate Aboriginal student readiness to enter such programs.

10. Increasing Transition Programming and Linkages with the Ministry of Education and the K-12 System

We recommend that the Ministry of Advanced work more closely with the Ministry of Education and encourage post-secondary education institutions and Aboriginal communities to work more closely – in a seamless way – with school districts and schools to enhance high school and high school transition to post-secondary education and to work initiatives. As part of this effort, transition programming could be identified as one priority in a more strategic approach to the ASPF funding.

11. Funding sources

We recommend that the Ministry work with other Provincial and Federal Government agencies to develop a complete inventory of Aboriginal post-secondary funding programs that is organized according to different audiences (i.e. institutions, students, communities, etc.), and that these agencies work together to make this widely available, including on their websites.

12. Connections with INAC/ISSP

We recommend that the Ministry consider options for strengthening relationships and coordination with Indian and Northern Affairs Canada’s programs involved in post-secondary related funding and issues (i.e. INAC Post-Secondary Student Support Program), and for jointly looking for opportunities to more effectively leveraging funding involving institutions, First Nations, students, and Aboriginal communities.

13. IAHLA and FNEESC

We recommend that the Ministry continue to work closely with the Indigenous Adult and Higher Learning Association and the Post-Secondary Sub-Committee of the First Nations Education Steering Committee to strengthen relationships, information-sharing, awareness and these organizations’ input and involvement in Ministry priority-setting, planning and consultation.

14. Trades and apprenticeship

We recommend that the Ministry work with other Provincial ministries, Aboriginal organizations, institutions and the Industry Training Authority to encourage, facilitate and support more Aboriginal trades training programs and initiatives. In part, this involves decreasing fragmentation among

Aboriginal communities in their efforts to pursue trades training. It also relates to the need to harmonize HRSDC and INAC post-secondary funding, as Aboriginal communities cannot use such funding to support trades and apprenticeship training.

15. Successful practices

We recommend that the Ministry work with institutions and Aboriginal organizations to regularly collect and publish an inventory of Aboriginal post-secondary education successful practices. This recommendation is much broader than only profiling successful ASPF projects.

16. Detailed analysis of institutional survey responses

We recommend that the Ministry undertake a more detailed analysis of the responses to the institutional survey administered in this project, including developing and publishing an inventory of the results.

Aboriginal Special Projects Fund

17. Increasing the ASPF Funding “Pie”

We recommend that the Ministry consider increasing the annual ASPF budget and use it as an incentive and recognition for post-secondary institutions and Aboriginal partners to pursue bolder, larger-scale and farther-reaching multi-year Aboriginal post-secondary projects. The Fund is currently too small to achieve this when it has to be divided among many institutions and a combination of program and service goals. Further, when one considers that many institutions have a number of campuses with high Aboriginal populations and they want to share ASPF funds in the Aboriginal community, the final allocations of these finite resources at the end of the program “chain” become almost counterproductive. In some cases, the size of the Fund inadvertently can even create inefficient competition between institutions and within institutions. Hand in hand with this should be a more strategic approach to the allocation of ASPF funds vis-à-vis a clear sense of priorities and gaps, and other funding-related recommendations below.

18. Removing ASPF funding cap and multi-year basis

We recommend that the Ministry consider removing the project funding caps (\$75,000/\$25,000); and in concert with this, we recommend the Ministry consider moving to multi-year project funding commitments, “subject to budget availability”, to ensure project sustainability and allow for institutional and Aboriginal community capacity building. This would also permit larger scale and bolder projects.

19. Dispersing funding using a regional/institutional equity model

We recommend that the Ministry consider creating a formula or model for allocating ASPF funds in a way that reflects regional and institutional equity or balance.

20. Including/reflecting needs/characteristics of the North in criteria/guidelines

We recommend that the Ministry review and consider possible means for ensuring that ASPF funding responds to Aboriginal and institutional needs in the North and other remote parts of the province.

21. Application review and approval timelines

We recommend that the Ministry consider allowing more time for institutions and their partners to develop and submit ASPF proposals through a call for proposals in January each year, “subject to budget approval”, in order to allow the partners to discuss and fully develop project proposals.

22. Aboriginal representation in review process

We recommend that the Ministry consider more directly and extensively involve Aboriginal representatives in the review of and decision-making on ASPF project, perhaps through a mechanism such as the Project Advisory Committee created for this research project.

23. Aboriginal communities

We recommend that the Ministry more strongly reflect in the ASPF criteria a requirement for institutions to work closely and in a timely with Aboriginal communities in identifying priorities, developing proposals and implementing projects. The exception to this would be internal institutional projects which do not involve working with local Aboriginal communities, but which would still need to show Aboriginal Advisory Committee and other internal support.

24. Access to ASPF funding by private institutions

We recommend that the Ministry should not at this time open up direct ASPF funding to private Aboriginal institutions (those currently not receiving operating or FTE funding from the Ministry). However, we recommend the Ministry reflect in its criteria and review/approval process more clearly the requirement for institutions to make as many ASPF resources as possible available to local Aboriginal community partners and institutions. Further, we recommend that the Ministry and Provincial Government consider other means for supporting Aboriginal institutions and communities more directly.

25. Strategic planning as next priority

We recommend that the Ministry reflect institutional/Aboriginal post-secondary strategic planning (internal and external to institutions) as a priority in ASPF criteria in the new few years.

26. Coordination with Federal Government

We recommend that the Ministry work more closely with Indian Northern Affairs Canada – particularly the Indian Studies Support Program – during the various phases of the ASPF cycle in order to share information, coordinate processes and timelines, learn from the best practices in each program, etc.

27. Communication/awareness

We recommend that the Ministry consider working with institutions and Aboriginal organizations to more widely distribute information on the ASPF program, including mechanisms which create awareness among faculty, students and staff and more broader throughout Aboriginal institutions and communities.

28. Supporting joint projects and promoting institutional partnerships

We recommend that the Ministry encourage and allow for ASPF proposals to include joint projects and institutional (public-public and public-private) partnerships.

29. Feedback on proposals

We recommend that the Ministry endeavour to more directly and in a timely way provide feedback to proposal proponents on successful and unsuccessful proposals.

30. Communication of results/outcomes

We recommend that the Ministry more widely and extensively communicate the results and outcomes of ASPF-funded projects.

31. Sharing of information on successful practices

Further to Recommendation #14, we recommend that as funded projects demonstrate success and effectiveness, the Ministry regularly catalogue in an inventory and distribute a successful practice publication.

32. Sharing and making products of projects more accessible

Further to Recommendations #14 and #15, we recommend that the Ministry consider working with institutions and Aboriginal organizations to make products (e.g. programs, services, curricula, tools, etc.) accessible to all institutions and community partners.

33. Financial planning and labour market demand guidelines

The Ministry should more clearly reflect financial planning and labour market demand in the ASPF proposal guidelines and adjudication.

34. Website

We recommend that the Ministry use a section of its website to facilitate many of the information/awareness/sharing/access recommendations in this report; or that it partners with institutional and/or Aboriginal organizations to achieve this.

Final Recommendation

We recommend that for whichever recommendations the Ministry and its partners support, they formally express a strong commitment to follow through on these recommendations in a timely manner. Further, this report and its recommendations should be widely distributed in order that it is considered as part of deliberations and decisions undertaken in various other related projects, particularly the MOU partnership forum.

CONCLUDING REMARKS

As with many important issues in our society, we heard multiple world views from the participants in this research project. There was a continuum of satisfaction about the status quo, ranging from some Aboriginal communities and Aboriginal educators who were very frustrated and concerned about the current state of Aboriginal post-secondary education in British Columbia to those Aboriginal people and institutional representatives who were more optimistic and who felt much had been achieved in recent years. The “voice in the middle”, by and large, were many of the Aboriginal Post-Secondary Education Coordinators, who understand the views on both ends of this continuum and who believe they know what needs to be done but do not necessarily have the resources, decision-making authority or support within their education or Aboriginal communities to effect the necessary changes.

The hope that our project team saw and heard was represented in everyone who participated in this project. They all said, “It is time to take action on these issues – once and for all.” They implored the Ministry of Advanced Education to not let this report and their voices “sit on the shelf.” Everyone we talked to recognized the importance of the issues discussed, experienced examples of success stories, and had hope for the future. This was particularly evident among the young Aboriginal post-secondary education students we met.

1. INTRODUCTION AND PURPOSE

“One of the greatest challenges that face Aboriginal Peoples today is keeping their young in school to complete their high school, enabling them to take advantage of new opportunities in the post-secondary education system” (BC Stats, June 3, 2005).

In the Request for Proposal (RFP) #AVED6058-04, the Ministry of Advanced Education solicited proposals to undertake a review of the two following interrelated topics: Aboriginal² post-secondary education programs, services and strategies/best practices in British Columbia; and, the Ministry’s Aboriginal Special Projects Funding (ASPF) Program.

The Ministry intended that this review would inform the Ministry, British Columbia’s post-secondary education institutions and Aboriginal organizations about the status of Aboriginal post-secondary education in British Columbia; and help inform the Ministry’s approach to ASPF given that the information is expected to identify any gaps and/or duplication of Aboriginal post-secondary education programs and services.

As a result of the RFP, Human Capital Strategies was selected to provide the following services by May 2005:

- Prepare an interim report, which describes and reviews Aboriginal programs, services and strategies/best practices and ASPF;
- Prepare a final draft report, which includes: i) an analysis of Aboriginal post-secondary education programs/courses, services and strategies/best practices in British Columbia as well as recommendations to improve and enhance the current approach to Aboriginal post-secondary education; and, ii) an analysis of the ASPF component of the project. The report will include recommendations to improve and enhance the ASPF program (i.e. ASPF guidelines, criteria, application process, review/adjudication process and reporting/accountability requirements).

² For purposes of this project, “**Aboriginal**” means a person that is one of the “aboriginal peoples of Canada” (Indian, Inuit and Métis) as defined under Section 35 (2) of the Constitutions Act of Canada 1982. “Indian” includes status and non-status Indians.

- Prepare a final report, which includes a final analysis and recommendations based on Ministry input.

Due to allowing public and private Aboriginal post-secondary institutions more time to respond to a long and substantive survey questionnaire and the necessary time to undertake subsequent key informant interviews and stakeholder focus groups, the project deadline was extended to June 30, 2005.

Aboriginal post-secondary education within this review project includes “Aboriginal-specific” programs, courses and services within British Columbia's post-secondary institutions, including private institutions that receive funding from the Ministry of Advanced Education for this purpose and other relevant special initiatives funded by the Ministry.

Human Capital Strategies, a Victoria-based strategic human resources consulting company assembled a research team of professionals to complete this project:

- Kerry Jothen, project Leader and principal, Human Capital Strategies;
- Shell Harvey, S.R. Harvey and Associates Ltd. of Victoria;
- Patricia Ekland of Sidney;
- Linden Pinay, Pinay & Associates of North Vancouver;
- Gail Thomas of Victoria;
- Cairine Green of Sidney; and,
- Tyler Hildebrandt, Human Capital Strategies.

An important overriding theme of this report is to as much as possible try to put forth the findings and conclusions through the voices of the participants in this project. Therefore, we have included samples of quotes at the beginning of each section, as well as including quotes and paraphrasing throughout this document.

2. PROJECT BACKGROUND AND CONTEXT

“People coming from smaller communities moving to larger institutions are not prepared for the demands of mainstream programs” (Aboriginal post-secondary student in a focus group session).

The RFP indicates that the Province of British Columbia is “committed to help materially improve the quality of life for Aboriginal people.” Education and training including post-secondary education is increasingly a key means for achieving this important goal.

As indicated in the original RFP, this project relates to the Ministry’s responsibilities in providing overall funding and policy direction for British Columbia’s public post-secondary education system. The Ministry administers legislation relating to public and private post-secondary institutions in the province.

Management of the public post-secondary education and training system is a responsibility shared between the Ministry and post-secondary institutions. The Ministry provides leadership and direction, establishes policy and accountability, and provides funding through operating grants to public post-secondary institutions and contributions toward capital projects. Post-secondary education institutions develop and deliver programs and courses, provide education and training to students, and undertake research.

On February 23rd, 2004, the Ministry held an one-day forum regarding issues and opportunities for the future of Aboriginal post-secondary education and training in British Columbia. Over 130 Aboriginal post-secondary education experts participated in the forum and made several recommendations including the need for better information sharing, particularly in regards to effective institutional practices for Aboriginal learners.

In follow-up to the forum, in September 2004, the Ministry released a *Response Document* highlighting how the Ministry intends to work towards addressing many of the issues raised at the forum. Two of the twenty actions the Ministry committed to undertaking form the basis for this project

1. The Ministry of Advanced Education will undertake a review of effective strategies/best practices of Aboriginal post-secondary initiatives in BC as well as a comprehensive review of the types of Aboriginal programs and courses that are currently being delivered by BC post-secondary institutions.
2. The Ministry of Advanced Education will undertake a review of the ASPF to ensure the funds are allocated in a way that increases knowledge and understanding to increase Aboriginal success. In addition, the review will focus the fund on Aboriginal priorities more effectively and assess ways to make programs more sustainable and successful. This review will inform the Ministry

on how to better coordinate and collaborate on successful ASPF proposals to ensure that funding recipients connect and network with other post-secondary institutions where appropriate.

Since the Ministry follow up on the Open Forum commitments and since the start of this project, another forum was held in March 2005. The results of this, as they relate to this project, will be released shortly, and a draft version of them was reviewed as part of the analysis for this report.

Aboriginal post-secondary education represents an important part of the goals, objectives, strategies and performance measures in the *Ministry of Advanced Education Service Plan (2004/05 – 2006/07)*. The Ministry is also in the process of updating its *Aboriginal Post-Secondary Education and Training Policy Framework*, and this project will be an important input to inform the Framework, along with other inputs such as the March 2005 Aboriginal Post-Secondary Education Forum and other initiatives.

The review will also inform the Ministry and British Columbia's post-secondary education institutions about the status of Aboriginal post-secondary education in British Columbia. As the project was planned and executed, it was important to keep in mind the second half of this sentence. While this review first and foremost will serve the needs of the client, it should also prove useful to institutions and Aboriginal stakeholders themselves. The review will also help inform the Ministry's approach to ASPF.

An important recent development in Aboriginal post-secondary education landscape in British Columbia during the implementation of this project was the stakeholder "Memorandum of Understanding on Aboriginal Post-Secondary Education and Training" in March 2005. Stakeholders signed a statement reading, "We, the undersigned, acknowledge that although there has been some progress in recent years, there is a need for improved levels of participation and success for Aboriginal learners in post-secondary education and training in British Columbia." The agreement further reads, "We state our intention to work collectively toward this goal within the mandates of our respective organizations and to bring in other partners as appropriate"; and that this "will be accomplished by building on our successes to date, collectively identifying needs, and implementing strategies to improve the success of Aboriginal post-secondary learners in British Columbia."

Signatories to this landmark MOU are:

- First Nations Summit Task Group;
- Strategic Action Committee;
- BC Assembly of First Nations;
- United Native Nations Society;
- Metis Provincial Council of BC;
- Indian and Northern Affairs Development;
- Ministry of Advanced Education;
- The University Presidents' Council;
- BC College Presidents;
- University-College Presidents; and,
- Indigenous Adult and Higher Learning Association.

3. PROJECT METHODOLOGY

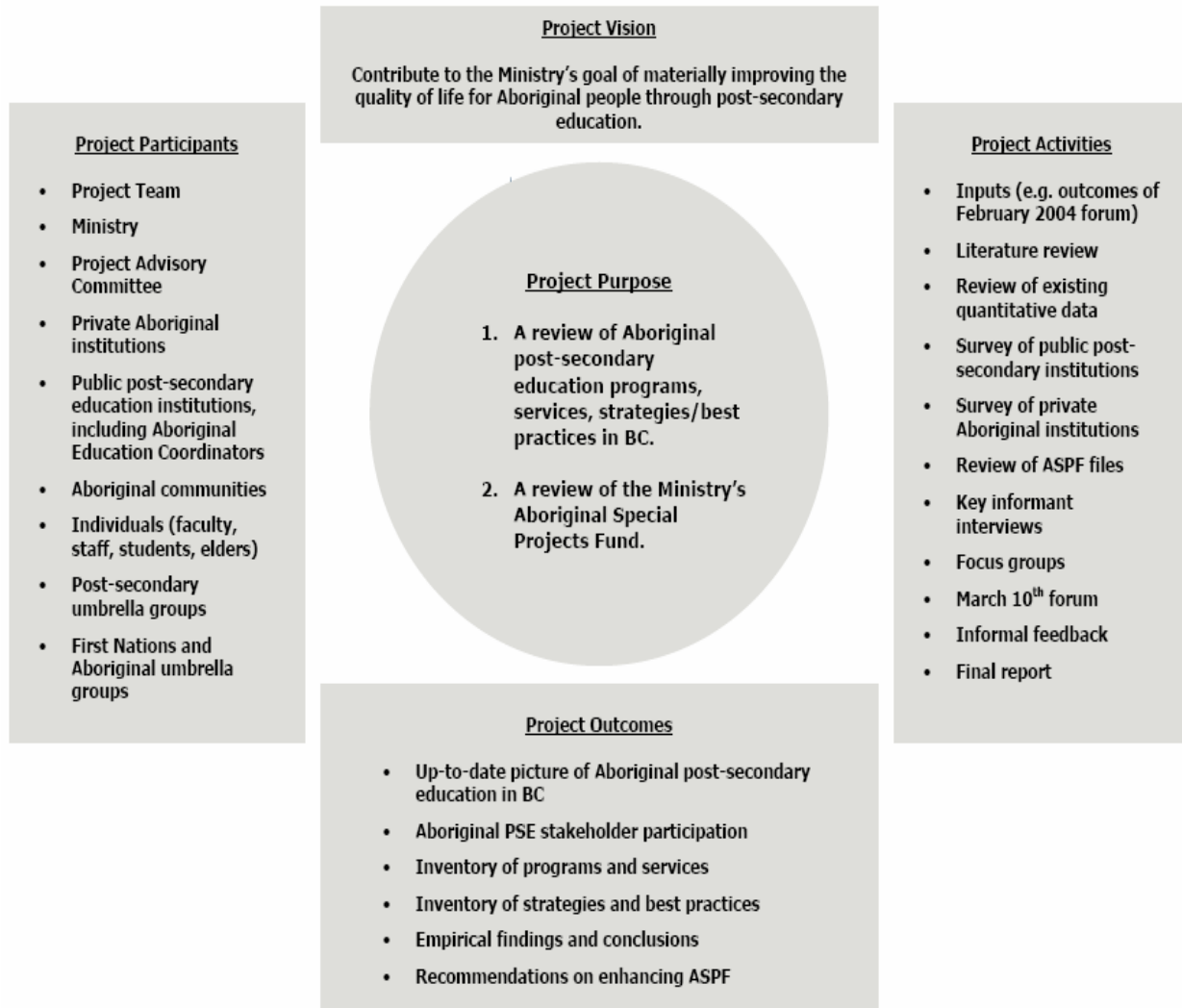
“The results of research and consultation by Aboriginal organizations, education partners and the Ministry of Education suggest that Aboriginal students and families continue to struggle against significant barriers in the education system related to student achievement, including:

- ***Inadequate transition planning (from grade to grade, from band school to public school and from secondary school to post-secondary education);***
- ***Lower Dogwood completion rates (Aboriginal students do not complete high school, or receive only school leaving certificates that do not enable continued education in the areas of business, trades, colleges, technical institutes or universities);***
- ***Aboriginal students are more likely counseled into modified programs, resulting in limited opportunities to pursue post-secondary education and training.”***

(Heather Morin, Ministry of Education).

The visual below provides a conceptual framework for the planning and implementation of the Aboriginal Post-Secondary Education Review Project.

ABORIGINAL POST-SECONDARY EDUCATION REVIEW PROJECT
Sponsored by the Ministry of Advanced Education



The Aboriginal Post-Secondary Education Review Project involved a broad and comprehensive combination of primary and secondary research methodology. It involved the active participation of almost 50 organizations and over 100 individuals, as well as the indirect participation of approximately 120 stakeholders at the Ministry of Advanced Education's March 2005 forum on Aboriginal post-secondary education. This section outlines each part of the project methodology that was used in this project.

Project Advisory Committee

One of the most important critical success factors for the Ministry and the project team was to quickly build a Project Advisory Committee (PAC) of informed representatives of key stakeholder groups involved in Aboriginal post-secondary education. After an initial meeting with representatives of the Indigenous Adult and Higher Learning Association (IAHLA) and the First Nations Education Steering Committee (FNESC), the project team prepared a suggested list of individuals and organizations for the Ministry to invite to join the PAC. After consulting certain groups, the Ministry finalized a list of PAC members and confirmed membership in late January, 2005.

The purpose of the PAC was to act as an advisory committee to advise and guide the Project Team and Ministry of Advanced Education, specifically in the following project areas:

- Input on project methodology and draft research instruments;
- Institutional procedural protocol and Aboriginal protocol;
- Substantive advice on the project analysis and findings; and,
- Feedback on the draft, interim and final reports.

The PAC was composed of the following members:

- Howard Brunt, Vice-President (Academic) and Provost and Dennis Macknak, Director of Regional Operations, University of Northern British Columbia;
- Pat Ross, Vice-President, Support Services, Malaspina University College;
- Madeleine Maclvor, Acting Director, First Nations House Of Learning, University of British Columbia;
- Marlene Erickson, First Nations Studies Coordinator, College of New Caledonia;
- Fran Hunt-Jinnouchi, Chair, Indigenous Adult and Higher Learning Association;
- Karen Bailey-Romanko, First Nations Education Steering Committee;
- Gwen Point, Band Education Coordinator, Sto:lo Nation;
- Erma Robinson, Student, Simon Fraser University;
- Verna Billy-Minnabarriet, Dean of Academics, Nicola Valley Institute of Technology;

- Desiree Stevens, Student, Camosun College;
- Trish Rosborough, Director, Aboriginal Education, Ministry of Education and Heather Morin, Education Officer, Ministry of Education;
- Larry Grant, Elder, Musqueam Nation; and,
- Juanita Berkhout, Ministry of Advanced Education (ex-officio).

The terms of reference of the PAC reflected the value of and contribution of having the guidance of and respect for an Elder in a process/project such as this one.

The PAC met three times, starting in February, 2005 and ending with a last meeting on June 24, 2005, to review and provide feedback on the draft final report. In addition to meetings, the PAC was very efficient in receiving and providing feedback on materials via electronic mail between its meetings.

The Ministry provided support for the PAC by arranging the meeting dates, agenda and logistics and providing financial support for member travel and accommodations.

See Appendix 1 for the formal PAC terms of reference.

Stakeholder Relations and Protocol

In addition to the PAC, before planning and executing the methodology for the project, the project team, in conjunction with the Ministry, identified and made contact with key Aboriginal and post-secondary education organizations and individuals to secure their co-operation during the collection of information. Such organizations included the following:

- First Nations Education Steering Committee (FNESC) Post-Secondary Sub-Committee;
- Indigenous Adult and Higher Learning Association (IAHLA);
- BC First Nations Coordinators Committee (BCFNCC);
- The University Presidents' Council (TUPC);
- University Colleges Presidents (UCP);
- Community College Presidents (CCP); and,

- Indian Studies Support Program (ISSP) Committee.

The project team also drafted a letter to be sent from a senior Ministry manager that was distributed to all institutions and key stakeholder groups announcing the results of the RFP, stating the purpose of the review and indicating timelines and milestones, and encouraging their cooperation and participation.

Throughout the project and particularly during the execution of the proposed methodology, the project team watched for opportunities to “piggyback” on events that were already planned. For example, there were meetings of the FNEESC, IAHLA and BCFNC in which input was received from stakeholders and individuals.

The project team also made special efforts to respect and reflect the established protocols and cultures of public and private Aboriginal institutions and Aboriginal governments and communities. Team members demonstrated as much patience and tact as possible – within the time limits and resources of the project – in extending deadlines and encouraging stakeholders to participate in the project research.

Literature Review

Before planning and executing primary research methodology for the project, the project team undertook a targeted literature review of key documents in order to be informed of relevant key findings, issues, best practices, etc. This was based on literature from the Ministry, literature known to the project team, and literature collected by the project team as a result of a literature search. As the main source of project findings is intended to come from post-secondary education institutions, key stakeholders and other key informants, limited time was available for the literature review.

The literature review included all literature listed in the project Request for Proposal as well as other significant and relevant reports. After discussing the scope and outline of the literature review with the Ministry, it was completed on an interim basis early in the project, but the review was added to throughout the project as new literature was referenced and discovered. As well as informing the development and execution of the primary research, the literature review is included at the beginning of the Findings section later in this report.

It is important to note that this was a targeted policy/program/practices literature review and not a scholarly academic review. The latter type of literature review involves more

academic rigour and an exhaustive search for relevant literature. This type of review would take much longer, involve greater costs and was not deemed as the main priority for this project. The literature search focused mainly on BC materials, as well as any particularly relevant national reports which included a BC focus.

Review of Ministry ASPF Files

The project RFP called for a review of the Ministry of Advanced Education's Aboriginal Special Projects Funding (ASPF) Program by conducting "interviews with key provincial stakeholders and a review of the Ministry's internal ASPF files."

It is important to reinforce that this was not an evaluation or audit of individual ASPF projects or the overall ASPF program; rather, this project is focused on a review to – as stated in the RFP – help to "inform the Ministry on the application of the fund, with the aim of increasing its benefits and sustainability over the long term."

The review of Ministry ASPF files included materials during the period 2000-2005. The purpose of the review was:

- To briefly summarize and categorize the funded ASPF projects by program area;
- To review and summarize the overall outcomes of funded ASPF projects;
- To review the Ministry's ASPF Request For Proposals process (including ASPF guidelines and application process);
- To review the Ministry's ASPF adjudication process;
- To recommend how future ASPF funds can be allocated in a way that increases knowledge and understanding of ways to increase Aboriginal success;
- To recommend how the fund can be more effectively focused on Aboriginal priorities;
- To assess ways to make programs more sustainable and successful; and,
- To Inform the Ministry on how to better coordinate and collaborate on successful ASPF proposals to ensure that funding recipients connect and network with other post-secondary institutions where appropriate.

In addition to being reflected in the Findings section of this report, Appendix 2 includes an analysis of Ministry ASPF files, including a summary of all funded ASPF projects during 2000 – 2005.

Institutional Surveys

The most time-consuming and resource-intensive part of the research methodology was a survey of 32 public and Indigenous post-secondary institutions. The types of post-secondary institutions surveyed were as follows:

- **Colleges** provide academic, career technical, vocational and adult basic education to meet the specific needs of local communities and some colleges offer degree programs in applied areas;
- **Institutes** provide specialized programs in technologies and trades, art and design, law enforcement, and indigenous studies;
- **University colleges** offer the same range of programs as colleges and also, selected courses of study leading to Bachelor's degrees and to Master's degrees in applied areas;
- **Universities** offer a wide range of undergraduate, graduate and professional programs and are major centres of basic and applied research; and,
- **Aboriginal or Indigenous-Controlled Post-Secondary Institutes.**

The RFP identified 28 post-secondary institutions that must be surveyed. These included colleges, institutes, university colleges, universities, and private Aboriginal institutions covered by provincial legislation and/or receiving Ministry funding. In addition, in consultation with IAHLA and the Ministry, the project consultant agreed to survey ten Indigenous institutions (IAHLA members). Four of the 10 institutions (Institute of Indigenous Government, Native Education Centre, Nicola Valley Institute of Technology, and Wilp Wilxo'oskwhl Nisga'a) were also included in the sample of 28 in the RFP list, so they responded to two surveys.

The purpose of the survey was to collect information in order to prepare: a) an inventory of the Aboriginal post-secondary programs and courses currently being delivered by British Columbia's institutions; and b) an inventory of Aboriginal post-secondary services and strategies/best practices currently being undertaken at British Columbia's institutions. After consultation with IAHLA and FNEESC, it was decided to develop a

somewhat different survey instrument for the second sample of 10 IAHLA member institutions. The sample of 10 institutions was determined by the IAHLA Executive Committee.

It was agreed by the Ministry and IAHLA that the two survey instruments would contain a number of questions that were the same, but the instrument for Indigenous institutions would also contain unique questions reflecting the different mandates of Indigenous institutions.

The project team exerted great efforts to ensure the survey instruments and survey procedures were developed in consultation with public institution and Aboriginal stakeholders. After discussions between the Ministry and project team, the project team drafted a number of versions of both instruments and obtained input from key informants before finalizing each one. The survey instrument used with public institutions was pilot tested with six post-secondary institutions, including two face-to-face meetings and some telephone and email communication. PAC members also reviewed and provided input on the survey instruments. See Appendix 3 for both survey instruments.

The survey to 28 public and private Aboriginal institutions was issued February 22nd with a deadline of March 11 of this year. In light of the amount of work required by many institutions in collecting information to answer the survey questions, the deadline was extended twice, to March 25th, and then to March 31st. Many of the survey responses were received in early April, with the last two being received on April 15th.

All 28 institutions responded, many with large amounts of useful and interesting information. Indicative of the depth of the responses is the fact that the content from the 28 responses totalled over 500 pages of text, tables and charts. The summary analysis of the public and private Aboriginal survey responses is contained in Appendix 4. Key findings from the responses are reflected in appropriate sub-sections of the Findings section of this report. Given the large amount of information collected in the institutional responses and the limited resources for this project, the project consultant and Ministry have agreed that after this final report is completed, the Ministry will take possession of the raw survey responses and synthesize it into an organized inventory of information.

The survey of 10 Indigenous post-secondary institutions was distributed on March 15th of this year. Eight responses were received with the last one being received May 11th. The responding Indigenous institutions were as follows:

- Ted Williams Memorial Learning Centre;
- Heiltsuk College;
- Wilp Wilxo'oskwhl Nisga'a;
- Saanich Adult Educaiton Centre;
- Nicola Valley Institute of Technology;
- Native Education Centre;
- First Nations Training and Development Centre; and,
- Institute of Indigenous Government.

A summary analysis of the responses to this survey are contained in Appendix 5.

Key Informant Interviews

The project team worked with the Ministry to identify a representative list of key informants to interview about the ASPF program and related Aboriginal post-secondary education issues. The goal was to interview up to 20 individuals who are informed on Aboriginal post-secondary education issues (and to some extent ASPF), including public post-secondary education administrators, faculty and Aboriginal Post-Secondary Education Coordinators, Indigenous institutions, First Nations and Aboriginal communities.

The key informant list was generally stratified by region, type of stakeholder, type of institution and position within the organization. The list of proposed key informants was also distributed to the PAC for input. The project team also drafted a set of interview questions which was subsequently reviewed by the Ministry and the PAC.

After finalizing the list and the interview questions, the project team arranged the interviews. All of them except for three were conducted in person. Those three were with individuals in remote regions and were therefore conducted by telephone. Face-to-face interviews were conducted in Prince George, Merritt, Kamloops, Nanaimo, Victoria and Vancouver. Interviews on average were 45 to 60 minutes in duration. Key informants had an opportunity to review draft interview notes and make changes to them before they were finalized and analyzed for this report. In a few cases, key informants were joined by one or more of their colleagues in an organization during the interview. This is reflected in the summary of each interview.

Appendix 6 includes the list of key informants interviewed and the interview questions. Appendix 7 includes a summary analysis of the key informant interviews, and its key points are reflected in the Findings section of this report. Interview notes from each interview will be made available to the Ministry.

Stakeholder Focus Groups

The project team and Ministry identified four stakeholder groups to meet with in focus group sessions to obtain their responses to key research questions. In each case, the project team worked with key “umbrella” groups to obtain their help in organizing the focus groups. The four groups targeted were:

- Aboriginal Post-Secondary Education Coordinators (in conjunction with BCFNC);
- Aboriginal post-secondary education students (in conjunction with First Nations Employment Society);
- Aboriginal communities (in conjunction with FNEESC and ISSP); and,
- Indigenous institutions (in conjunction with IAHLA).

Input on questions for each group was provided by the PAC and approved by the Ministry. The four sessions were held on May 3rd and 4th (Vancouver), May 24th (Vancouver) and May 27th (Victoria). The focus groups for Aboriginal communities and Indigenous institutions were held in two parts over two days (May 3-4) in conjunction with the IAHLA, FNEESC Post-Secondary Education Sub-Committee, and ISSP Committee. Over 50 individuals participated in the four sessions.

The questions for each focus group varied and are contained in Appendix 8. These were finalized after feedback from the PAC and Ministry. The summary of each focus group is contained in Appendix 9; the key points in these are reflected in the Findings sections of this report.

Other Activities

Other activities that added value to the project team’s research included reviewing the preliminary findings of the Ministry of Advanced Education’s March forum on Aboriginal post-secondary education and analyzing the results of Ministry of Education’s most recent “How are We Doing” reports. The latter included a project team member meeting with the Ministry of Education expert in this area.

4. RESEARCH FINDINGS

“I first started at the ABE level and felt alone and scared. Yes, my experience changed when I enrolled in First Nations programs (First Nations Family Support Worker Program and later First Nations Community Studies). In these programs, I felt a sense of community that gave me the strength to get through the hard times” (Aboriginal post-secondary student).

As indicated previously in this report, there was a tremendous amount of data and other information collected from the rich combination of secondary and primary research methodology. The project team has had to collect, collate, analyze, synthesize and deduce key findings in a relatively short period of time because the research methodology – particularly institutional surveys – took longer than anticipated. In hindsight, given the amount of questions in the survey questionnaire and given institutions’ good will and interest in responding in a comprehensive way, the overall project timelines should have provided a longer time horizon for the research phase and for the analysis/synthesis/report drafting phase.

In order to meet the project and Project Advisory Committee meeting timelines and in order to keep the project findings in this report at a manageable and readable level, we have tried to balance the need of keeping the analysis at a fairly high level with the need to provide concrete examples and information.

This Findings section starts with a brief literature review.

4.1 Literature Review

“Eight years have passed since the completion of the work of the Royal Commission and, while some gains have been achieved, many of the same concerns remain. We still have not reached a point where even 50 percent of Aboriginal students are graduating and the number may even be dropping in the on-reserve context. Furthermore, it still appears that many of the students who do graduate are doing so without the qualifications they need to successfully transition to the upper levels of Canada’s post-secondary system” (Avison, 2004, p. 5).

The purpose of this project's literature review is to provide an informed context of recent relevant literature over the last decade regarding BC's Aboriginal post-secondary education (PSE) programs, services, strategies, best practices, challenges, critical success factors etc. This review also informed the development of research instruments, particularly the questions that were asked of post-secondary institutions, key informants and focus group participants.

Scope

The search parameters of the literature review cover a ten-year period ending 2005 and targeted post-secondary education material within the categories of Aboriginal programs and courses, Aboriginal services and supports, Aboriginal strategies, institutional and program best practices, public policies, and institutional policies. While the material sought focused on British Columbia, a review of Aboriginal education necessitates consideration of federal policy and national reports given federal responsibilities and by extension the Aboriginal discussion at the national level. A selection of relevant literature from other jurisdictions was found and reviewed to enrich the findings on best practices and strategies.

Overview of Recent Literature

The literature reviewed includes publications from the time of the Royal Commission on Aboriginal Peoples (RCAP) (1995) up to the most recent publication of the Millennium Scholarship Review of 2005. The range of literature includes:

- Government documents, both provincial and federal (e.g. the Royal commission on Aboriginal Peoples [RCAP], CMEC, Statistics Canada);
- Government-funded studies (e.g. Malatest, Holmes, Association of Aboriginal Post-Secondary Institutes [AAPSI], Perra);
- Literature of Aboriginal organizations (AFN, FNEESC, Aboriginal Coordinators); and,
- Aboriginal educators and other educators (e.g. Archibald, Barnhardt, Battiste, Hampton, Kirkness).

During the ten-year period 1995-2005, Aboriginal post secondary education has been reviewed locally, provincially and nationally and the findings have been consistent, rephrased and rearticulated. New studies provide new appeals action, but do not

necessarily reveal new information. The literature reveals various new topics and titles, but the themes remain much the same.

The period 1995-2000 is one where there were several recommendations made regarding Aboriginal post-secondary education. For example:

- Twenty-three recommendations of the 1997 study prepared for the BC Ministry of Education, Skills and Training conducted by the Association of Aboriginal Post-Secondary Institutes and the FNEESC;
- Forty-four recommendations on education within the *Royal Commission Report on Aboriginal Peoples* (1996); and,
- Forty-seven recommendations from the Assembly of First Nations' (AFN) in its *National Report on First Nations Post Secondary Education Review* of August 2000.

What is less clear, is the degree to which these recommendations have been acted upon. This review did not result in a “report card” of action or accountability on recommendations over this period.

Studies found after 2000 include the following:

- The Council of Ministers of Education Canada review of best practices in 2002 (Malatest);
- The work of the Canada Millennium Scholarship Foundation;
- *Aboriginal Peoples and Post-Secondary Education: What Educators Have Learned in 2004* (Malatest);
- *A Challenge Worth Meeting: Opportunities for Improving Aboriginal Education Outcomes* (Avison, 2004); and,
- *Embracing Differences: Post-Secondary Education Among Aboriginal Students, Students with Children and Students with Disabilities in 2005* (Holmes).

During the ten-year period of 1995-2005 in BC, the highlights of relevant BC government literature include the *1995 Aboriginal Post-Secondary Education and Training Policy Framework*, the *BC College and Institute Aboriginal Former Student Outcomes* report (2001), and the introduction of the Aboriginal Special Projects Funds (ASPF) in 2000-2001. In 2004, the Ministry sponsored the first “Open Space Forum Regarding Issues

and Opportunities for Aboriginal Post-Secondary Education in British Columbia.” This report provided hundreds of recommendations in 29 areas. The Ministry produced a Response Document summarizing the recommendations and describing actions previously taken and commitments to further action. This project encompassed two of the actions. During 2004 and 2005, BC’s ten-year-old *Aboriginal Post-Secondary Education and Training Policy Framework* is being revised and redrafted by the Ministry.

Cultural Context

Part of the cultural context for Aboriginal post-secondary education in Canada and BC is the history of the relationship between Aboriginal and non-Aboriginal cultures. At a recent forum for the Canadian foreign diplomatic community on the topic of “Emerging Realities: The Aboriginal Peoples of Saskatchewan”, the remarks of Dr. Eber Hampton, President of the First Nations University of Canada, were paraphrased as follows:

“Dr. Hampton painted the context for aboriginal education in North America. Educated indigenous people are rare; globally, indigenous people are at the bottom of most socio-economic indicators and at the top of poverty and criminal justice indicators. One of the reasons for this low level of educational attainment, said Dr. Hampton, is the legacy of internal and external colonialism” (http://www.dfait-maeci.gc.ca/protocol/041001_session_IX-en.asp).

A review of the literature indicates there is a major challenge in Aboriginal education in BC and Canada. While there have been improvements over the last decade, the literature reveals that changes are limited and to a large extent reflected in the support of “special” post-secondary programs, and a small number of Aboriginal communities that have established post-secondary education institutions in partnership with universities or colleges (Malatest, 2002).

In order to adequately introduce the selection of literature collected, it is respectful to recognize and acknowledge some very fundamental philosophy. Dr. Atleo (Umeek of Ahousat) describes education as “a process of cultural reification”. He asserts that survival occurs through cultural transmission and so it has been for 4,000 years; and that to insist on ethnocentric approaches defies such survival.

A recent publication describes education as follows: “Modern First Nations education is consistent with traditional education” (Assembly of First Nations, 2003). It maintains that

women and Elders were the *natural* teachers and they transferred customs, through modelling behaviours and skills and through story telling. Mothers and Elders were the *institutions* of education: "First Nations education focuses on the well-being of the student. It is a holistic approach that prepares First Nation students for *total living*." The resulting education addresses itself in positive outcomes for the individual and the entire community.

The AFN document describes four philosophical elements of education: preservation of language and culture; values of respect for community, culture and family; preparation for total living; and local jurisdiction. Aboriginal education is based on two fundamental principles of parental responsibility and local control of education. It is necessary to understand that the two concepts of self-governance and self-sufficiency are related.

In order to begin addressing the array of issues in the Aboriginal education challenge, the Royal Commission, for example, suggested four areas of priority for nationally allocated resources are strengthening governance capacity, classroom instruction, increased parental and community involvement, and aid the school-to-work transition (Royal Commission, 1996). From a First Nations perspective, education is a "fundamental tool" to developing self-sufficiency and self-governance in community. Since Royal Commission recommendations, many principled and practical recommendations have continued to be offered.

As the President of BC's University Presidents' Council indicated at the March 2005 Ministry of Advanced Education forum on Aboriginal Post-Secondary Education, the Royal Commission called for action on four fronts which still resonate in the current BC context:

- Improving high school completion rates so that more Aboriginal students qualify for post-secondary education and training;
- Strengthening the teaching of mathematics and science in elementary and secondary schools so that young people entering post-secondary programs have the qualifications to enter fields of study requiring these capabilities and knowledge;
- Improving levels of enrolment in and completion of university education; and,
- Increasing the number of Aboriginal students enrolled in and graduating from programs of study that are particularly needed for the development of Aboriginal outcomes.

The balance of this brief literature review highlights the findings of a selected search of a variety of documents that speak to Aboriginal post-secondary education participation and success, and Aboriginal post-secondary education programs, services, strategies, best practices, challenges, critical success factors and policies.

Aboriginal Participation and Success in the Labour Market, Education and Post-Secondary Education

The demography of the Aboriginal population in British Columbia looks very different from the non-Aboriginal population. The Aboriginal population is younger, and the birth rate is higher and growing. Aboriginal youth will be a critical source of labour over the next decade but, in order to qualify for good jobs, they will need to succeed in post-secondary education. A recent study carried out for Indian and Northern Affairs Canada (INAC) using 1996 Census data demonstrated that, "... As educational levels increase, the difference in unemployment rates between registered Indians and others tends to decrease" (cited in Holmes, 2005).

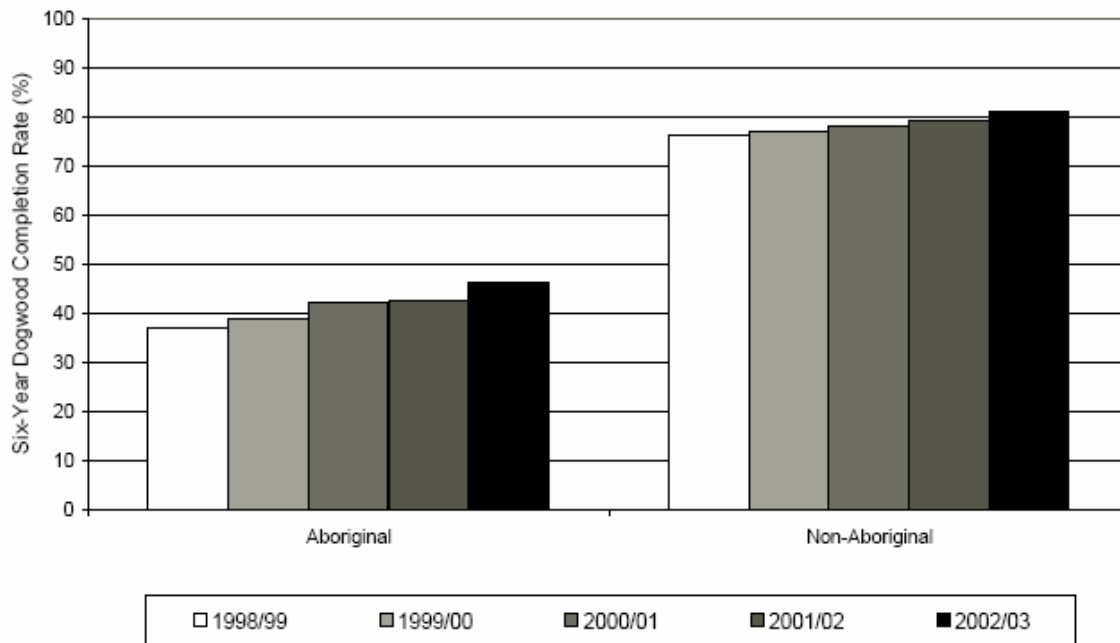
The British Columbia population (Aboriginal and non-Aboriginal) in 2001 was 3,868,875 (2001 Census). Of this total, 216,105 were of Aboriginal origin (Indian, Metis, Inuit and other). This is over 5 percent compared to 2.8 percent in 1996. The median age of the Aboriginal population nationally in 2001 was 24.7 years compared to 37.7 years for the non-Aboriginal population.

There has been some positive change in Aboriginal student success both at the secondary level and the post-secondary level. According to recent Ministry of Education data in *How are we Doing?* (2004), the number of Aboriginal learners who completed high school in 2003/04 has increased from 34 percent to 42 percent over the past five years. Chart 1 below shows the trend over the last previous six years. However, this is still well below the provincial completion rate of 77 percent.

Data from the colleges, institutes and university colleges show that, on average, between 2001 and 2004, close to one in five Aboriginals had not completed high school compared to less than one in ten for non-Aboriginals.

Chart 1

*Six-Year Dogwood Completion Rate, 1998/99 - 2002/03
Province - Public Schools Only*



Source: Ministry of Education, *Aboriginal Report – How are we Doing: 2003/04*, September 2004.

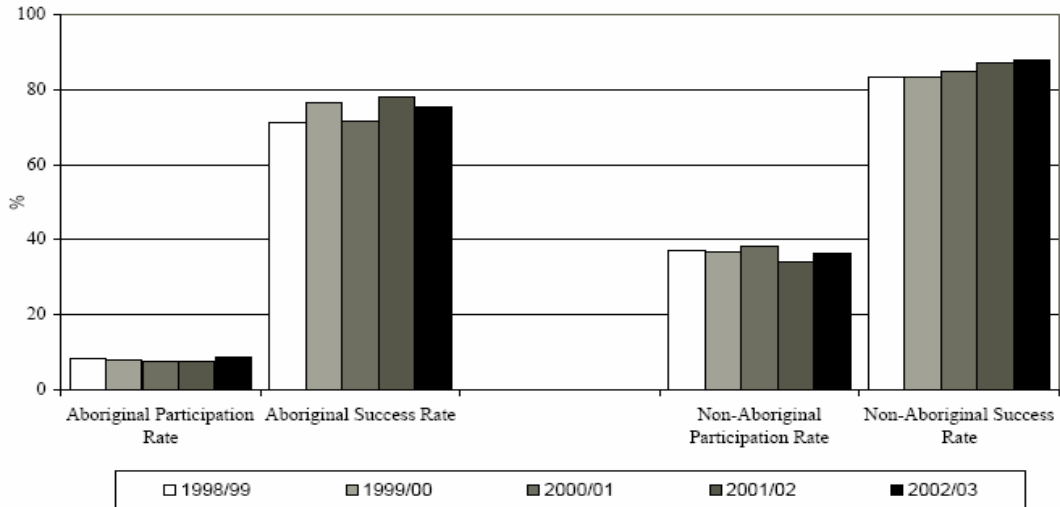
Looking deeper within the Aboriginal graduation rate raises additional concerns. For example, as per Chart 2, based on the same Ministry data, while 31.6% of non-Aboriginal grade 12 students participated in and successfully completed Math 12, only 6.7% of Aboriginal grade 12 students did so. The gap is even larger than this when one considers that almost twice as many non-Aboriginal students entering grade 8 in 1997 graduated than Aboriginal students. As quoted at the start of this section, a report written for CMEC refers to a concern about Aboriginal students leaving school without the necessary skills for transition:

“There is, for example, reason for concern as to whether Aboriginal achievement levels in reading, writing and numeracy have been improved at acceptable levels, Unfortunately, most provinces, First Nations schools and the Government of Canada simply can’t answer that question” (Avison, 2004, p. 4).

The good news is, as the CMEC report indicates, BC is an exception to this lack of data.

Chart 2

*Math 12 Participation and Success Rate, 1993/94 - 2002/03
Province - Public Schools Only*



School Year	Aboriginal				Non-Aboriginal			
	Participation Rate #	Participation Rate %	Success Rate #	Success Rate %	Participation Rate #	Participation Rate %	Success Rate #	Success Rate %
1993/94	153	8	99	62	14528	34	12985	80
1994/95	168	9	114	62	15735	35	14443	81
1995/96	178	9	130	68	16550	38	15648	82
1996/97	189	9	151	74	17358	38	15759	82
1997/98	205	9	141	65	18418	36	17089	84
1998/99	198	8	153	71	18963	37	17764	83
1999/00	225	8	184	76	19475	37	18212	83
2000/01	219	8	175	72	20415	38	19790	85
2001/02	235	8	191	78	18665	34	17920	87
2002/03	282	9	221	75	19984	36	19264	88

Source: Ministry of Education, *Aboriginal Report – How are we Doing: 2003/04*, September 2004.

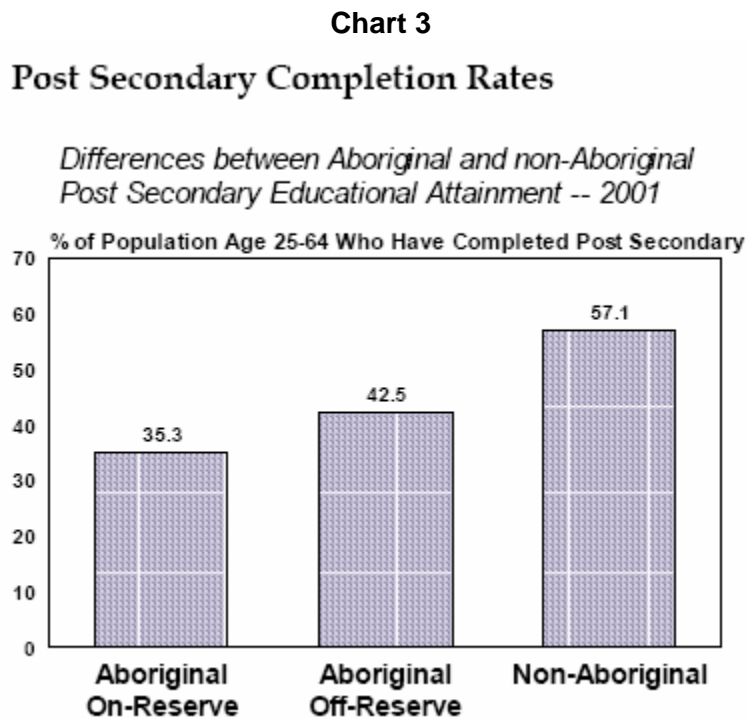
In 2003/04, there were approximately 15,562 Aboriginal students in British Columbia's post-secondary system, representing 4.0 percent of the student population (provided by Ministry of Advanced Education). A higher proportion of these Aboriginal learners attend college as opposed to University. Fifty-two percent of Aboriginal former students surveyed in 2001 attended colleges, while 35 percent attended university colleges and 13% attended institutes (Outcomes Working Group, 2002).

Post-secondary completion rates, based on the 2001 Census, show non-Aboriginal people (aged 25-64) with a 57.1% completion rate compared to Aboriginal on-reserve people with a 35.3% completion rate and Aboriginal off-reserve people with a 42.5% completion rate (BC Stats, 2005). Included in these numbers are those programs leading to a post-secondary credential – certificates, diplomas and degrees obtained from public institutions such as colleges, technical institutions, university colleges and private

institutions. Similar information on university programs was not available to the project team at the time of writing this report.

This equates to 4 out of 10 Aboriginal people completing post-secondary education compared to 6 out of 10 non-Aboriginal people. When this is broken down by trades, college or university degree, the differences are even more significant. A non-Aboriginal person is five times more likely to have a university degree than an Aboriginal on reserve and almost three times more likely than one living off reserve. (BC Stats Infoline Report, June 2005).

The Chart 3 below shows the breakout of differences between Aboriginal and non-Aboriginal post-secondary educational attainment based on the 2001 Census.



Source: BC Stats, *The Educational Attainment of Aboriginal Peoples, Part II – Post-Secondary Completion*, Infoline Report, June 3, 2005.

As Chart 4 on the next page shows, BC Stats has also recently reported that in the trades programs, Aboriginal people have a higher completion rate than non-Aboriginal people. In addition, there is not much difference between the off-reserve Aboriginal people and non-Aboriginal people in those having a college or non-university credential.

Chart 4



Source: BC Stats, *The Educational Attainment of Aboriginal Peoples, Part II – Post-Secondary Completion*, Infoline Report, June 3, 2005.

Another interesting fact from this same data shows that Aboriginal people appear to take similar college programs as non-Aboriginal people, as Table 1 on the next page reflects.

It should be noted that this table contains broad program area categories and a finer breakdown of this data could not be found at this time. For instance, the completion rate and distribution (Aboriginal/non-Aboriginal) may be quite different in Health programs versus Social Science programs, as indicated by a PAC member.

There is also a disparity in the unemployment rates between Aboriginal and non-Aboriginal former students in British Columbia. In 2001, the unemployment rate for Aboriginal students was 19 percent as compared to 12 percent for non-Aboriginal former students (Outcomes Working Group, 2002). It is encouraging to note, however, that labour market participation rates for former students rose to 86 percent in 2001 from 80 percent in 1996. This level is comparable to that of non-Aboriginal students. As well, those Aboriginal former students who are working tend to earn a similar salary to non-Aboriginal former students.

Table 1

Program Area of Completers	Certificate, Diploma and Degree Graduates by Program Area Colleges & Institutes: 2001-2004 Average		
	Per Cent Distribution		
	<u>Aboriginal</u>	<u>Non-Aboriginal</u>	<u>Diifference</u>
Arts & Sciences	29.4	30.2	-0.8
Health, Social and Related	25.0	20.8	4.2
Natural Resources and Construction	19.0	18.8	0.2
Business & Computers	15.4	20.0	-4.6
Rec Tourism & Hospitality	7.3	5.7	1.6
Visual & Performing Arts	3.9	4.5	-0.6
Total	100.0	100.0	

Source: BC Stats, *The Educational Attainment of Aboriginal Peoples, Part II – Post-Secondary Completion*, Infoline Report, June 3, 2005.

With the prediction by INAC that in 2007 the Aboriginal workforce will be “just shy of one million people, with young men and women under the age of 35 representing the bulk of that number”, it is imperative that stakeholders make it a priority to have strategies in place to ensure these young people are prepared to succeed in the jobs that will be available.

The Canada West Foundation recently noted that Canada is facing its lowest birth rate on record at the same time as the Aboriginal population is growing rapidly. It goes on to say that “it’s time to start working with our Aboriginal people to open doors, create access and develop new strategies” to assist them in participating in the labour market.

A recent conference on “Moving Forward in Aboriginal Education” held in Montreal in February 2005 recommended the following actions with regard to obtaining better data on Aboriginal education:

- Obtain better quantitative data on Aboriginal education, especially related to performance levels, retention rates, per-student expenditures, teacher qualifications and experience, and program patterns;
- Analyze these data, publish the results and integrate findings in the processes of planning; and,
- Involve all stakeholders, especially administrators, teachers, parents and Aboriginal leaders, in the policies and processes of data collection and use.

This would be a positive step for British Columbia as, in order to move forward, you need to know where you are starting from and where you are at in the continuum of improvement.

Aboriginal Post-Secondary Education Programs

The literature review identified many interesting perspectives on Aboriginal post-secondary programming. For example, David Holmes currently points out that the RCAP “classified post-secondary programs according to the degree of control Aboriginal Peoples have over the education offered [using] four categories to describe such programs: assimilative, integrative, affiliated and independent” (Holmes, 2005).

The assimilative model is one where students fit into fixed “colonial” programming. The integrative model “recognizes Aboriginal students as a distinct group” and “adapts the institution” to serve their needs. There are many examples of this in BC – some successful, some not. The Malaspina University College’s First Nations Studies program is a model of a successful Aboriginal program that is experiencing supportive exponential growth. (Atleo, Learning Quarterly Spring 1999). The Squamish Nation and Capilano College (Wright, 1998) are cited here also. The affiliated model is one where an institution is under Aboriginal control but affiliated with another institution, often for accreditation purposes. Sometimes the degree of Aboriginal control is a controversial issue. Examples of affiliated Aboriginal institutions are the Institute of Indigenous Governance (IIG) and the Nicola Valley Institute of Technology, which both operate within the framework of provincial legislation. At the national level, a long-standing example in Canada is the First Nations University of Canada in Saskatchewan (formerly Saskatchewan Indian Federated College).

The fourth category, the “independent” post-secondary institution, is under Aboriginal control. Examples in BC include the Native Education Centre and Wilp Wilxo’oskwhl

Nisga'a. Holmes suggests that independent Aboriginal institutions are often not accredited and are financially challenged. Also, this is a contentious issue, as there is not always agreement on "independence." For example, even though it was created under provincial legislation, the IIG with the Union of BC Indian Chiefs would hold that it is independent and Aboriginal-controlled (Perra, 2003).

Outside Canada, a very successful initiative is the Alaska Rural System Initiative, which has resuscitated the marginalized indigenous knowledge system and linked it with the formal education system to strengthen the quality of educational experiences for students throughout rural Alaska (Barnhardt). Also, the project team did not have the time or mandate to study and analyze the extensive tribal college system in the United States or indigenous systems in Australia and New Zealand.

Specific Aboriginal post-secondary programs and program models in BC will be identified through the primary research in this project, and will be discussed later in this report.

Aboriginal Services and Supports

The need for and type of Aboriginal services and supports is well-documented. One program that has documented successes is the Early Childhood Education Program at the University of Victoria which studied the accounts of 103 Aboriginal graduates of the two-year program in seven communities and details the kind of supportive learning and teaching environment which results in high rates of retention and completion. These supports include addressing finances, preparatory programs, personal support, child care, curriculum design, instructors, instructional methods, Elders, practicum settings, program delivery, community based program delivery, and support from community and family members (Ball, 2001).

In her graduate work, Michelle Pidgeon emphasizes the importance Aboriginal student services reflecting a holistic approach to meeting the needs of Aboriginal students. Her conceptual framework and this approach include the physical (e.g. housing, financial advising), emotional (e.g. personal counselling), intellectual (e.g. academic advising/support, tutoring) and spiritual (e.g. establishing cultural identify with the mainstream cultures of the campus for Aboriginal students) realms (Pidgeon, 2005). Pidgeon states, "The interrelatedness and interconnectedness of these realms to the individual, family and community (whether university or home community) are critical components of Aboriginal services" (p. 25).

More best practices in Aboriginal post-secondary services and supports will be identified in the primary research findings later in this report. One example, which Pidgeon references, was the growth of Aboriginal post-secondary education coordinators in institutions throughout BC in the mid and late 1990s, which she indicates was a result of the recommendations of the *BC Provincial Advisory Committee on Post-Secondary Education for Native Learners* in 1990.

Aboriginal Strategies

According to Malatest (2002), the single most fundamental key requirement for successful Aboriginal post-secondary education strategies is for government and the public to have “an understanding of Aboriginal people.” This includes a true understanding of the historic and social factors in which Aboriginal people live in order to appreciate not only the challenges faced but, more importantly, their value-based epistemological perspective (i.e. their way of knowing, seeing, and doing in the world). The fundamental and leading strategies presented to date for meaningful and successful strategies come from an Aboriginal perspective (e.g. RCAP recommendations, Aboriginal literature including that of the AFN and FNEESC in BC, and Aboriginal educators). These perspectives need to be understood and reflected in post-secondary education.

A larger strategy is required that approaches Aboriginal post-secondary education beyond a “recruitment and retention” issue or problem. Aboriginal educators Virkness and Barnhardt argue that “from an institutional perspective, the problem has typically been defined in terms of low achievement, high attrition, poor retention.” Further, they suggest that the issue in more human terms is for a four Rs” strategy – a “higher educational system that *respects* them...that is *relevant* to their view of the world, that offers *reciprocity* in relationships...offers *responsibility* over their own lives.” (Virkness, 1991).

A new and recently reported strategy being nurtured in BC is one at UBC by Graham Smith of New Zealand, its distinguished scholar of Indigenous education. He shares a vision for 250 Aboriginal PhD scholars and the launching of a new centre of excellence, the Indigenous Education Institute of Canada, with a mandate “to create a critical mass of First Nations scholars and to research ways of strengthening Aboriginal education at all levels.” Accompanying this strategy are elements of Aboriginal schools, galvanizing the Aboriginal community and utilizing “communal ties” and “cultural capital” to overcome social disadvantages (Ince, 2004).

Outside BC and Canada there are instances of successful progress and transformation in Aboriginal education from which we can learn much. For example: in Saskatchewan (Battiste), Alaska (Barnhardt) and (Virkness), New Zealand (Smith), and Hawaii (Meyer). Strategic support for Aboriginal educators at the front lines is also necessary. Battiste promotes a strategy of decolonizing education in the university:

...”building] Canadian capacity for valuing and learning from knowledges and educational practices of diverse Aboriginal peoples; developing and refining strategies for identifying and overcoming anti-Aboriginal racist resistance in academic teaching, research...developing non-appropriative ...protocols and practices for ethical research...and enriching Aboriginal and non-Aboriginal graduate students and future faculty” (Battiste, 2004).

Best Practices and Critical Success Factors

Reporting best practices is an obviously positive endeavour. Various practices reported to be particularly effective for retention and completion include community delivery, access programs, partnerships between Aboriginal and mainstream institutions, Aboriginal control of education with curriculum designed by and for Aboriginal people and taught by Aboriginal people, and the range of student support services. Best practices that address issues apart from student retention and completion – such as pedagogy, teaching, epistemology and governance – require an additional search that may yield valuable literature.

Outside BC, in a discussion of the “domestication of the ivory tower” strategy, Barnhardt praises the “field-based program” implemented at the University of Alaska as a “reality-based collaborative learning process with all of us functioning concurrently as students and as teachers;” and with 80% successful completion rates and enhancing the learned experiences of faculty (Barnhardt, 2002). Moreover, Barnhardt suggests, “...it is easier for the students in the field to integrate their training experiences into the framework of a ‘bush consciousness’ ...[and] allow students to use their formal education in ways that are compatible with the ways of thinking and behaving preferred in their communities” (Barnhardt, 2002).

Aboriginal Post-Secondary Education Coordinators and educators have developed some key documents that bring strength and support to the administration and practice field in

BC. The BC First Nations Coordinators (BCFNC)³ developed the *BCFNC Handbook: Guide for Serving Aboriginal Students in the Public Post-Secondary System in BC*, which was funded by the Ministry of Advanced Education through the Aboriginal Special Projects Fund in 2002. Also in 2002, the First Nations Education Steering Committee (FNEESC) developed a policy guide regarding administration of band funding for education. Bands in BC follow INAC policies to administer their budget or to develop their own post-secondary education policies. This guide has samples from seven First Nations for consideration of Bands that wish to develop their own policies. FNEESC also documented a study of adult education with recommendations and issues for further study (FNEESC, 2002), and sponsored a provincial conference on “Transitions in School Counseling” in 2002.

Critical success factors can be drawn from the myriad of challenges cited in the previous section, as addressing many of the challenges would conversely and naturally create a growing pool of success factors. The following are indicators of a quality Aboriginal education and provide factors of success (AFN, 2003):

- Role of Elders in the process;
- The encouraging of pride and identity;
- Aboriginal values;
- Belief and philosophy in education – Every person paying attention to every part of the system;
- Holistic approach;
- Obeying natural laws;
- Qualified and caring teachers and teachings; and,
- Feeling a sense of growth through culture and language.

Implementation techniques for quality education contribute to success factors, including:

- Feeling good about themselves and their families;
- Culturally appropriate curriculum;
- Balance between the multiple Aboriginal and non-Aboriginal world views;

³ While the BCFNC “First Nations” title may appear exclusionary, it is understood and accepted that the organization and individual members represent the broader definition of Aboriginal post-secondary education.

- Programs that reflect traditions and values; and,
- The hiring and recruitment of Aboriginal educators with various teaching methodologies and respect for different ways of learning.

Factors that encourage success were highlighted in a study by Archibald ten years ago and which included supportive students and staff, Aboriginal identity, relevance of course content, and helpful regulations (Archibald, 1995). All of these still apply today.

Challenges

According to AFN, “provincial jurisdiction impedes the exercise of First Nations jurisdiction”. AFN identifies that more basic than this, however, is “Maslow’s Hierarchy of Needs” – the basic unmet needs of food, clothing and housing which extinguish hope for self-actualization as the single most fundamental hurdle (AFN, 2003). Inadequate funding to meet the need at the national level has a ripple-down effect in each province.

Other significant barriers remain; namely, a legacy of distrust of the education “system” based on both historical and recent experiences; and a lack of understanding, by government and the public, of Aboriginal people (Malatest, 2002). Many reports indicate that systemic institutional racism continues. Racism itself is still not understood at the systemic and administrative levels. For example, Malatest (2004) concluded that “the lack of institutional readiness to develop these supports is a significant deterrent.”

Cultural barriers (Malatest, 2004) and differences and assumptions also exist. In turn, this exacerbates and also perpetuates the systemic racism. The challenge is complicated by an unstated expectation or assumption that “students must acquire and accept a new form of consciousness which... displaces [and]... devalues the world views they bring” (Malatest, 2004). Aboriginal people also experience serious geographic and demographic barriers to post-secondary education in Canada (Malatest, 2004).

Malatest (2002) summarizes many other significant challenges including the following:

- Lack of funding and financial support for growing affiliated independent Aboriginal educational institutions;
- Lack of specific funding for Metis, non-Status, and Bill C-31 who are not eligible for funding;

- Specific support services for key student groups are a challenge, particularly women (high numbers), men (low numbers), and mature students (high numbers);
- Lack of Aboriginal instructors and staff;
- Lack of diversification of subjects at the postsecondary level; and,
- Lack of community support at the community level to address cultural and social barriers, including treatment and awareness of chemical/alcohol dependencies.

From a broad educational perspective, the 2004 CMEC paper (Avison, 2004) identifies the following areas for improving Aboriginal participation in education at both the K-12 and post-secondary levels:

- Early childhood education – the key to improved literacy levels;
- Clear objectives and a commitment to report results;
- Strong teacher development and recruitment initiatives;
- Improved accountability arrangements with Aboriginal parents and communities;
- Sharing learning resources;
- Supporting the elimination of inequitable funding levels for First Nations schools; and,
- A national forum on Aboriginal education.

Conclusion

This high-level targeted literature review provides an overview of key issues in Aboriginal post-secondary education in British Columbia. It also provided a foundation on which to base planning and preparation for the primary research part of the project. The resources and time available did not allow the project team to do justice to all the literature and data on the subject related to BC; however, the intent was that the preceding summary of the most relevant literature touches on the most important themes and sets the stage for the reader to review the findings of the primary research and subsequent conclusions and recommendations.

4.2 Aboriginal Special Projects Fund (ASPF)

“It should be mandatory for mainstream institutions to partner with Aboriginal institutions when accessing the Aboriginal Special Projects Fund. By colleges/universities working directly with the community, we believe we can jointly develop true ‘community-based’ and ‘community needs driven’ programming. In addition, the communication that would be fostered would go a long way to enhancing and bridging relationships between mainstream institutions and Aboriginal-controlled institutions (institutions being the Aboriginal community)” (Aboriginal institution survey response).

The Ministry of Advanced Education administers the Aboriginal Special Projects Fund (ASPF) to provide limited, short-term financial support that assists BC’s public post-secondary institutions in developing and delivering culturally-sensitive and quality educational programming and support services for Aboriginal learners. The Ministry also encourages partnerships between public and private institutions, Aboriginal organizations and Bands.

Since the Fund’s inception five years ago, projects funded through the ASPF have included adult basic education, social work, health programs, Aboriginal language programs, justice and the law, community economic development, natural resource management, tourism, math and science, early childhood education, teacher education, trades, governance, film, fine arts and online learning.

ASPF funding has also been used to educate Aboriginal learners in areas of need in their communities. These programs include Social Service Worker, Home Support/Resident Care Attendance Preparation, preparation for Nursing and other health-related careers, Diploma in Aboriginal Justice, Teacher’s Assistant, First Nations Museology Certificate, Native Indian Teacher Education Program (NITEP), Child and Youth Care Bachelor’s Program and Master of Social Work Program with a First Nations focus.

While specific service/program/course examples demonstrate diversity and innovation in development and delivery, it appears that the three major program areas receiving ASPF funds have focused on student support services, self-government and tourism, ranging from the creation of student access/retention programs to established course curriculum.

The ASPF has been well subscribed. Of the twenty-eight BC post-secondary institutions surveyed for this study, data suggests that nearly every college applied for ASPF funding, while universities and university colleges made the greatest number of ASPF applications over time. The Ministry has funded approximately 160 projects under the ASPF involving nearly 3,000 Aboriginal post-secondary students and totaling about \$6M between fiscal 2000/2001 and 2004/2005. In its sixth year, the annual fiscal year budget for ASPF has been as follows:

2000/01 - \$1,900,000
2001/02 - \$1,318,000
2002/03 - \$1,300,000
2003/04 - \$1,300,000
2004/05 - \$1,500,000
2005/06 - \$1,800,000 (estimate)

Thirteen institutions (or almost half) reported that initial ASPF funding also supports or supported significant recruitment and retention initiatives, with the majority confirming that some related programs or courses made a successful transition to ongoing funding support through institutional operating grants.

Application and Adjudication Processes

Each year, the Ministry conducts a call for proposals to public post-secondary education institutions, stating the final deadline for applications (institutions have four weeks to submit their proposals to the Ministry), funding categories with maximum available funding, proposal criteria, evaluation criteria and final reporting procedures. It should be noted that this process has been refined during the past five years as a result of experience and input from Ministry staff and the ASPF External Review Committee (comprised of Ministry staff and Aboriginal Post-Secondary Education Coordinators).

Proposal criteria are:

- Projects should begin within six months of approval and be completed by fiscal year end;
- Proposals must be ranked related to how they fit within their institutional program/planning priorities;

- Proposals must be a partnership or collaborative initiative between a public post-secondary institution and an Aboriginal organization, Band, Tribal Council or Aboriginal Advisory Council (associated with a BC public post-secondary institution);
- Institutions must submit one application form for each proposal, to a maximum of three applications per institution;
- Preference is given to eligible projects that fall within the designated categories, meet Ministry funding criteria and priorities related to program areas such as Aboriginal language/culture/history, adult basic education, teacher training, health, math and science and trades;
- Evaluation and reporting requirements must be met for the previous year before new applications will be considered;
- Projects must include sufficient detail about activities and financial budgets.
- Funding is not intended for capital expenditures;
- Institutions who intend to sub-contract or assign any portion of their funds must declare this information prior to funding approval;
- All reports, publications, electronic media (including software) produced with ASPF funding must confirm to Canadian Copyright Law; and,
- All proposals must be signed and approved by the institutional President or designate.

Proposals are evaluated against the following questions:

- Are they strategic in focus and do they provide innovative or enhanced educational programming and delivery options for Aboriginal learners?
- Do they address government priorities related to Aboriginal language/culture/history, adult basic education, teacher training, health, math and science and trades?
- Do they address other areas such as K-12 to post-secondary education transition and access, community-based training delivery or enhanced Aboriginal student support services?
- Do they improve/enhance educational effectiveness and employability skills for Aboriginal learners?

- Do they demonstrate institution, community and industry partnership support and collaboration?
- Do they support and foster program articulation, and promote laddering between and among credentials, including a Prior Learning Assessment option?
- Do they address participation, completion and unique needs of Aboriginal learners?
- Do they show evidence of commitment to deliver and support the implementation of ongoing programs?
- Do they include confirmation that the institution's Aboriginal Advisory Council chair and designated Aboriginal Education Coordinator have reviewed all of the submitted proposals?
- Does the proposal indicate a partnership or collaborative initiative between a public post-secondary institution and an Aboriginal organization, Band, Tribal Council or Aboriginal Advisory Council?

Aboriginal Special Projects Reporting Requirements

Institutions must submit interim and final reports on their projects by the end of the fiscal year for which they are funded. Related to required information for these reports, institutions must:

- Identify whether or not the institution was successful in achieving its objectives;
- Provide statistics related to the project (e.g. Number of registrants, number of registrants who completed the program – broken out by full and part time status – and identify student contact hours);
- Describe transfer, laddering or bridging opportunities provided and credential(s) received, if applicable;
- Describe/explain benefits and impact on individuals, community, institution or the province;
- Provide financial statements showing revenue received, funding source(s) and actual expenditures;
- Provide a copy of any affiliation or partnership agreement;
- Report on labour market demand and education opportunities accessed by students completing the program;

- Summarize internal program evaluation and provide copies, including any external evaluation conducted;
- Identify institution's long-term plan for the program;
- Summarize recommendations that may be shared with others considering similar work; and,
- Provide copies of the final product, materials of interest or curriculum (where applicable).

ASPF Outcomes

Generally, outcomes resulting from the use of ASPF funding can be measured by the following indicators:

- Number of Aboriginal learners who have benefited from the projects;
- New programs/courses that have been developed;
- Additional support services for Aboriginal learners;
- Continuation of project activity as part of institutions' base funding once ASPF funding ends; and,
- Relationship-building (and subsequent cultural understanding) that occurs when projects include collaboration with other post-secondary public/private institutions and Aboriginal communities.

The Ministry is hopeful that indirect benefits of ASPF funding will be increased partnerships at the community level that ensure programming and services are relevant. The Ministry also believes that ASPF funding should be a phased-in approach that leads to funding recipients continuing with the project under the auspices of their own base funding.

It is important to note that outcomes for Aboriginal students need to respect, and be measured from Aboriginal perspectives. Aboriginal and non-Aboriginal perspectives may view success on a continuum, beginning with an interest by the Aboriginal learner in furthering their education, being able to access education, participation in education for its own sake, etc. While successful completion of a post-secondary course or program by Aboriginal students is an important end in itself, this broader perspective values many other indicators of "success."

ASPF Review

While gaps and barriers in policy, practices and administration of the ASPF program were identified, of the twenty-eight institutions surveyed about the utility and effectiveness of ASPF projects at their institutions, twenty-four reported significant short and long term success of ASPF-supported projects, course/program development and service delivery. Most institutions indicated that because of ASPF support, the ability to develop and implement culturally relevant learning materials and activities has been significantly enhanced.

Despite some concerns about how the Ministry and public post-secondary institutions administer the ASPF program, the following anecdotal evidence reflects the importance of ASPF funding to the viability and longevity of post-secondary institutional planning for Aboriginal recruitment, retention and education/training programs:

- Capilano College cited ASPF-funded initiatives as “critical components in marketing and recruitment strategies on both campuses”;
- Malaspina University-College stated that the ASPF “has been good for recruitment because the process involves the solicitation of support from Aboriginal groups for applications...the general recruitment function has been enhanced by the information and connections made through the projects”; and,
- University of British Columbia reported “a Faculty of Education graduate initiative was funded by the ASPF” as well as “a Faculty of Forestry summer forestry camp as an important recruitment initiative.”

The following additional anecdotal evidence explains why ASPF funding support appears to be a relatively effective method of facilitating and establishing post-secondary Aboriginal program/course development and Aboriginal student recruitment, retention and success initiatives:

- Camosun College reported ASPF funding grants “...have enabled the development of relevant, culturally-grounded curriculum...” and “have had a number of additional benefits...”;
- College of New Caledonia indicated that ASPF funding enabled them “to provide access to credit or credentialed programs at home...” and “each program developed/delivered...is unique in many ways”;

- Douglas College stated "...the ASPF is viewed as a highly beneficial program in the College";
- College of the Rockies cited ASPF funding as "...very important in terms of being able to initiate important new Aboriginal programs...";
- University College of the Fraser Valley credited ASPF funding as having "...provided valuable program initiatives"; and,
- Okanagan University College believed that the "ASPF is the only really effective tool we have to develop programs and services because such programs and services for Aboriginal students do not make the institutional priority list."

Data also suggests that the ASPF appears to have had the greatest success, in terms of benefits for Aboriginal learners, in building/establishing working partnerships and promoting Aboriginal community involvement in post-secondary education programming.

Institutions' responses to the public institution survey and most interviews overall suggested strong support for continuation and enhancement of the ASPF program. Most believed that the program continues to have a positive impact on students, programs and services at post-secondary institutions, suggesting that internal capacity-building is as important for individual post-secondary institutions as it is for Aboriginal students and communities.

While some of the key informants interviewed and focus group participants shared this support for ASPF, there were many constructive criticisms of ASPF offered by some stakeholders interviewed and many focus group participants. This was because the purpose of the interviews and focus groups was to probe more deeply into views on ASPF and other issues. These issues are summarized in the next section.

ASPF Gaps and Barriers

Interview, survey and focus group responses provided a variety of comments, observations and perspectives on gaps and barriers in the ASPF program. As previously mentioned, while there seems to be general support for the program, information also suggests that the program has some significant limitations.

Concerns expressed by many participants ranged from little or no knowledge about the program and inadequate funding to the need for better management/communication of Aboriginal post-secondary education data/results; and, from the need for improved

leadership/commitment at the Ministry level to the need for direct involvement of Aboriginal learners/representatives/communities in the ASPF project development, review and approval processes.

The majority acknowledge that while the ASPF program does provide significant support for Aboriginal educational programming, some fundamental improvements to the program are needed to ensure that it continues to play a meaningful role in Aboriginal post-secondary education.

Many key informants and focus group participants indicated that the ASPF funding needs to be increased in order to adequately resource projects undertaken by a large number of institutions and their Aboriginal partners throughout the province. Further, it was noted by a number of institutional and Aboriginal representatives that trying to “stretch” the Fund to support all the useful projects throughout communities in BC does not facilitate the implementation of bold, large-scale multi-year projects that have a bigger impact for Aboriginal students and communities in the longer term.

There are both regional and institutional disparities evident in allocated funding for ASPF (see Appendix 2). Approximately one-third of institutions have received the bulk of the funding; at least half of institutions have received funding every year; and, about one-third of institutions have had very limited funding. There are various reasons that result in some institutions receiving an apparent disproportionate share of funding. They may not choose to submit a proposal, they may not have the capacity to do so, or they may submit a proposal that does not reflect the criteria required by the Ministry.

Regional distribution of ASPF funding is dependent on submission and approval of proposals, as well as on the number of institutions in the region. For example, institutions in the Vancouver Island, Thompson-Nicola, Peace River and Okanagan regions do well in capturing their share of funding. The institutions in the Lower Mainland Region do not do as well as a whole, although Capilano College, Simon Fraser University and the University of British Columbia have the most success as funding recipients. The nine other Lower Mainland institutions received less than half of available funding. When one considers satellite campuses of smaller regional institutions have to share their opportunity to submit an ASPF and/or have to share ASPF funding, the ASPF project funding “pie” gets even smaller.

The application process to access the ASPF program appears overall to be fair. There are, however, some areas that would improve accountability related to proposal

evaluation. For instance, in the proposal criteria, it is noted that projects must include sufficient detail about activities and financial budgets; but these criteria do not include reference to a sound, detailed financial plan. In fact, the level of detail that is necessary to ensure accountability is not always there. Also, final reports must include how the project met labour market demand, yet there is no requirement in initial proposals to include projected labour market demand.

Specific feedback on gaps and barriers associated with the ASPF program identified in focus groups and key informant interviews are summarized as follows:

Aboriginal Institutional and Aboriginal Community Representatives' Focus Group:

- Program is not directed to Aboriginal organizations and institutions (but should not necessarily be at the expense of public institutions);
- Program funds are not adequate;
- Aboriginal communities and advisory councils are not sufficiently involved in proposal-building and decision-making;
- Lack of stricter requirements for ensuring that public institutions consult/collaborate with interested First Nations, and for influencing protocols and better agreements between Aboriginal communities and public institutions;
- Lack of funding for K-12/post-secondary transition programs;
- Lack of continuous funding resulting in unsustainable projects;
- Projects are not always delivered at the Aboriginal community level and do not often show how communities' needs are being addressed by the projects;
- Does not address "systemic racism";
- Does not reflect "real" partnerships and has no Elder input;
- Lack of ASPF and other provincial funding awareness/information (e.g. more information should be provided on the Ministry website);
- Insufficient information/communication about ASPF project outputs, best practices and evaluation reports;
- Lack of institutional, community and regional equity in funding allocations; and,
- Lack of institutional commitment to project sustainability and partnerships.

Aboriginal Post-Secondary Education Coordinator Focus Group:

- ASPF program implementation does not allow institutions to work collaboratively;
- Nature of funding does not sustain projects;
- No designated Aboriginal FTEs to support administration of ASPF program (institutional/ministry);
- RFP timelines are too tight and do not allow enough time for meaningful consultation/collaboration; and,
- Lack of sufficient funding for proposals that require partnerships.

Aboriginal Post-Secondary Education Students' Focus Group:

- Not aware or have no knowledge of the ASPF program;
- Short-term funding is not successful;
- Lack of student website where students can get timely and relevant information about funding/programs across the post-secondary education system; and,
- No consultation with Aboriginal students about development/delivery of programming/services.

Key Informants Interviews (Public/Private Institutions/Organizations):

- Lack of stable, longer-term or multi-year funding;
- Lack of sufficient/adequate funding;
- Current funding guidelines are restrictive;
- Funding model is not inclusive or equitable and does not recognize that colleges have regional differences;
- Funding criteria are not always well communicated or rationalized;
- Funding information is not always provided in a consistent or timely manner;
- Existing timelines for RFP and approval processes are difficult and sometimes unworkable (often prevents adequate consultation/collaboration, especially with Aboriginal communities and partner groups);
- Lacks a research component and adequate accountability processes;

- Lack of partnership protocol process;
- Lack of established process to consistently share/integrate information across the post-secondary education system about ASPF project evaluations (including unapproved projects), best practices and student outcomes;
- Lack of use of consistent measurement tools that can be shared between public and private Aboriginal post-secondary institutions;
- Ministry policy framework does not reflect the needs of Northern BC;
- Lack of funding support for Aboriginal post-graduate programs, especially at the PhD level;
- Project duplication;
- Institutional project priorities not always shared with local First Nations/First Nations Advisory Councils/Aboriginal communities/Aboriginal students (very little decision-making at the community level and, in some cases, none at all);
- Program accountability is not consistent;
- Insufficient use of existing electronic media to track, monitor and share information/outcomes about ASPF projects;
- Lack of policy implementation at Ministry level to support ASPF program (e.g. Aboriginal Post-Secondary Education (APSE) Policy Framework);
- Absence of higher degree of commitment to permanence of initiatives;
- Has an onerous set of requirements for what appears to be short-term, modest return; and,
- Ministry goals for this program are not always clearly articulated and lack of senior level of engagement does not always communicate program's higher priority.

Common Themes

While individual and group responses in this project represent diverse interests related to the ASPF program and its shortcomings, common themes have emerged related to funding and the roles of the Ministry, post-secondary institutions, Aboriginal learners, communities and organizations. Research input suggests that stronger leadership, influence and involvement at provincial, regional and local levels would enhance the ASPF program, summarized as follows:

- The lack of multi-year, stable and continuous funding negatively impacts project sustainability;
- The size of the Fund is not large enough to support bold, far-reaching projects and reach as many campuses and communities that need such seed funding;
- There is a perceived lack of Ministry senior level commitment to the ASPF program as a high priority;
- RFP/project approval timelines are unworkable and inhibit adequate project development, especially related to community/partner consultation and collaboration;
- ASPF program successes, best practices and other outcomes information not consistently or broadly communicated across the post-secondary education system;
- The Ministry is not making the best use of electronic media, such as websites and the data warehouse to promote and enhance ASPF program administration;
- Decision-making about project development and implementation does not always involve Aboriginal students/learners, local Aboriginal communities and/or Aboriginal organizations (lack of local community level involvement);
- Aboriginal student awareness/knowledge of ASPF program is virtually non-existent;
- ASPF program is not available to private post-secondary education institutions and/or Aboriginal organizations;
- ASPF program does not support research activity;
- ASPF program does not address the needs of post-graduate student programs, particularly at the PhD level;
- Funding allocation does not reflect institutional, regional or provincial equity;
- ASPF process for project evaluation and definitions of success does not include Aboriginal perspectives/definitions;
- ASPF program does not adequately address K-12/post-secondary student transition;
- Partnership protocols/policies are not integrated into ASPF program guidelines and criteria;

- ASPF program is not supported by implementation of a strong policy framework (i.e. the need for the release of a new policy framework); and,
- The fact that IAHLA/FNESC mechanisms involving ISSP project funding and review are similar to ASPF processes can create inefficient duplication or overlaps.

The project team recommendations on ASPF will be provided in the last section of this report.

4.3 Aboriginal Post-Secondary Education Programs and Courses

“I would hope that the programs would look at the person as an individual and not group everyone to be treated the same because they are Aboriginal...and that the program would be developed with the freedom to adapt to the individual’s needs and not have strict guidelines.” (Source: Aboriginal student)

Part of the purpose of this project is for the Ministry to obtain a good understanding of the Aboriginal post-secondary programs and courses currently being delivered by both public and private institutions in British Columbia. A survey was developed for institutions with several questions pertaining to this area. In spite of the high level of coordination needed to provide this information, and the fact that it was a very busy time of year for institutions, they were extremely cooperative and provided thorough responses. As a result, a wealth of interesting and useful information on programs and courses was collected, and is summarized here. As indicated in Section 3, Appendices 4 and 5 contain a summary analysis of the responses to public and private surveys, respectively.

It should be noted that due to the timelines of this project, the researchers were not able to contact responding institutions to confirm unclear responses or obtain missing information.

An important observation regarding the survey responses is that there was a degree of variability in the comprehensiveness, depth, apparent completeness and internal processes that institutions followed for collecting and reporting on the information requested in the survey. To some extent, this reflected the actual differences among institutions in their level, sophistication and amount of experience with Aboriginal-related

programming. However, to some extent these differences may reflect the capacity of certain institutions for collecting and reporting on such information and the amount of time and resources they could devote to this task at this point in time.

It should also be noted that although the project team survey instrument and the institutional responses attempt to quantify Aboriginal post-secondary programs and courses to the extent possible by using as clear as possible definitions and instructions, there was variability in the degree to which institutions provided complete and clear information in response to the survey questions. Therefore, the project team would like to underline the caveat that these factors may affect the validity and reliability of some of the numbers and information referred to in this description of Aboriginal-related programs and courses, particularly where we attempt to quantify certain factors. Nevertheless, this information still provides useful orders of magnitude, examples and indications of the state of such programming. To some extent, this issue may be addressed in a more detailed analysis of the survey responses that the Ministry of Advanced Education has committed to doing after this project.

Programs and Courses Specifically Designed for Aboriginal Students

While most institutions did not have a formal definition of an Aboriginal course or program, many indicated their informal definition was an Aboriginal program or course that was specifically targeted at an Aboriginal learner population and designed specifically to meet their learning needs. Other institutions (e.g., College of the Rockies) indicated their informal definitions included programs/courses developed in collaboration with First Nations or Aboriginal communities.

Some institutions indicated that Aboriginal/First Nations advisory councils were part of the process in this definition. NVIT explained that it is defined as “Aboriginal” under its legislation; and IIG indicated that all of its “courses are defined as Aboriginal in that Aboriginal persons develop them with an Aboriginal perspective utilizing Aboriginal materials and they are taught by Aboriginal professors, and attended by Aboriginal students.”

The questions that were asked both in the survey, and in focus groups and interviews related to whether or not institutions had courses specifically designed for Aboriginal students and, if not, they were asked: whether regular courses contained a significant component of Aboriginal content; which courses were developed by Aboriginal faculty, taught by Aboriginal faculty or had input from Aboriginal people; whether or not

institutions had special admission processes, or reserved seats, for Aboriginal learners; and whether or not any Graduate programs were related to Aboriginal studies.

With regard to programs at public institutions designed specifically for Aboriginal students, the following was revealed:

- The credentials awarded are consistent with mainstream programming (i.e. certificates, diplomas and degrees);
- The majority of programs are “classroom-based”. A significant number of programs are described as “community based” which usually meant that the programs were delivered in the community as opposed to the campus;
- A significant number of programs are “base funded”, and many are described as “contract” or “other”;
- The programs span nearly the entire range of programs offered within the public post-secondary system – academic, technical, vocational, continuing education and college preparation. The areas of academic arts, tourism, social services, education and college preparation are relatively over-represented, and technology and vocational programs are under-represented relative to the overall mix within the system;
- There are numerous examples of unique programs including the following: Aboriginal Youth, Culture and Language Program, Coastal Adventure Tourism, Computer Systems for Aboriginal People and Law Inuit Program;
- Many institutions noted that Aboriginal status is a self declaration on the application form and that the number of Aboriginal students is significantly understated. One institution noted that when compared to the Ministry of Education database, they know that fewer than 40% of Aboriginal students self-identify on the registration form. One institution stated that they “do not filter or record declared student ethnicity or ancestry...”;
- Three institutions do not offer any programs specifically designed for Aboriginal students;
- Aboriginal institutions (NVIT, IIG, NEC and WWN) reported that all of their programs are designed for Aboriginal students. NVIT, IIG and NEC reported all programs as “base funded” while WWN reported none as “base funded”. All of these institutions utilize “classroom” delivery as the primary method of delivery;

- The universities (SFU, UBC, UNBC, UVic and RRU) offer the largest number of programs designed specifically for Aboriginal students (2 to 11) and also have some of the largest enrolments. This finding is not surprising given the relative size of these institutions;
- The Lower Mainland colleges, institutes and university colleges (Douglas, VCC, Langara, Capilano, BCIT, UCFV, KUC and JI) offer relatively fewer programs (0 to 7) designed specifically for Aboriginal students;
- The island institutions (Camosun, UVic, MUC and NIC) offer an above average number of programs (4 to 11) designed specifically for Aboriginal students; and,
- The northern colleges also offer an above average number of programs (7 to 12) specifically designed for Aboriginal students.

Table 2 on the next two pages summarizes much of the information provided by public institutions in response to this question. The data are not all comparable since institutions interpreted the request in different ways or used different definitions. In spite of this, the table provides useful information on the programs offered and some of the key characteristics of the programs.

The public institutions also provided information on courses (as opposed to “programs”) that were specifically designed for Aboriginal students. The following are some observations from these responses:

- The vast majority of courses specifically designed for Aboriginal students are in the academic arts and teacher education. Other significant areas are Human and Social Services, College Prep/ABE, Language and Visual Arts;
- Most courses are described as “classroom based”; however several institutions noted that some courses are “community-based”;
- Of those institutions which reported on funding, the majority of courses were “base funded”. A few courses were described as “cost recovery” and a few more described as “partnerships”;
- Four institutions do not offer any courses specifically designed for Aboriginal students; and,
- Excluding the Aboriginal institutions, UBC, MUC, OUC, UVic, Langara and UCFV offer a comparatively large number of courses.

Table 2⁴
Programs Designed Specifically for Aboriginal Students⁵

Institution	No. of Programs	04/05 Enrolment	Credential (Cert., Dip., Degree)	On-Going Base Funded	Delivery	Years Running (Range and Avg.)
Camosun	7	124	4 Cert. 1 Dip.	6 of 7	Classroom plus community	0 – 16 Avg. 8
Capilano	7	315	1 Dip.	3 of 7	Classroom	1-15 Avg. 6
UCC	5	35 (full numbers not available)	2 Cert. 1 Deg.	5 of 5	Classroom	1
CNC	12	88	5 Cert. 1 Dip.	12 of 12	Classroom	1-8 Avg. 3
Douglas	1	10	3 credits	-	-	1
Langara	5	23 (only given for one program)	1 Dip.	-	-	-
COTR	5	-	3 Cert.	0 of 5	Classroom plus community	1-4 Avg. 2
UCFV	3	22 (only given for one program)	1 Cert. 2 Dip.	1 of 3	1 Off-campus cohort 1 Classroom 1 Co-op	1-3 Avg. 2
Kwantlen	4	22	2 Cert.	0 of 4	2 Classroom 1 "Interactive"	-
Malaspina	7	941	-	-	-	-
NIC	4	46	-	Contract	Contract	-
NLC	8	53	8 Cert.	7 of 8	Face-to-face	2-30 Avg. 15
NWCC	7	22 (only given for one program)	7 Cert.	3 of 7	1 Modular, face to face 1 Workshop / mentorship 1 Field-based+ classroom 1 Community based, Shop +classroom 2 Field + classroom; community based. 1 Community-based; classroom	1-2 Avg. 1
OUC	3	11	1 Cert	2 of 3	2 Classroom 1 ABE course with student support	2 (duration only listed for one)
Selkirk	-	-	-	-	-	-
VCC	na	na	na	na	na	na
BCIT	4	20	2 Cert.	0 of 4	Classroom	1-2 Avg. 1.5
JIBC	1	9	1 Dip.	0 of 1	Face-to-face	1 st year

⁴ A dash ("-") means that either information was not provided or the information was unclear.

⁵ Please note the caveat in the second and third paragraphs of this section of the report relating to validity and reliability of information.

Institution	No. of Programs	04/05 Enrolment	Credential (Cert., Dip., Degree)	On-Going Base Funded	Delivery	Years Running (Range and Avg.)
IIG						
ECIAD	-	-	-	-	-	-
NVIT	12	252	5 Cert./Dip. 5 Cert. 2 Dip.	-	4 On and off campus 2 Off campus 6 On campus	1-10 Avg. 5
UVic	11	-	-	-	-	-
UNBC	1	19	-	1 of 1	Classroom	7
UBC	7	205	2 Cert. 2 Deg.	2 of 7	1 Distance 1 Dist. and workshop 2 Workshop 1 Classroom and field-study 2 Classroom 1 Online	1-30 Avg. 8
SFU	9	-	-	-	-	-
RRU	2	-	2 Cert.	0 of 2	"Blended"	1-2 Avg. 1.5
NEC	17	357	3 Dip. 6 Cert.	0 of 17	10 classroom 1 experience 3 practicum	1-37 Avg. 10
WWN	4	160	1 Deg. 2 Cert.	0 of 4	Face-to-face	3-11 Avg. 11

Source: Aboriginal Post-Secondary Education Review Project, *Public Post-Secondary Institution Survey*, Winter 2005.

- NVIT, IIG, and WWN described all of their courses as being designed for Aboriginal students;

Table 3 on the next page summarizes much of the information provided by the institutions in response to this question:

Mainstream Programs with Significant Aboriginal Content

Public institutions also provided information on which courses contain a significant component of Aboriginal content. Following are some observations:

- The courses fell into a wide range of fields of study or disciplines. A large number of courses were reported in anthropology, First Nations Studies, archaeology, history and other general arts programs;
- Two institutions do not offer any courses with a significant Aboriginal content;
- All courses at IIG, NVIT and WWN met the criteria of significant Aboriginal content;

**Table 3
Courses specifically Designed for Aboriginal Students⁶**

Institution	# of courses	04/05 Enrolment	Base funded	Delivery
Camosun	7	113	7 of 7	Classroom
Capilano	8	222	8 of 8	
UCC	5	22	5 of 5	Classroom
CNC	2	-	No	Classroom
Douglas	-	-	-	-
Langara	16	-		-
COTR	4	-	4 of 4	Classroom
UCFV	16	75	6 of 16	8 Elder plus classroom 8 assroom
Kwantlen	2	-	0 of 2	Classroom
Malaspina	30	-	-	-
NIC	9	24	5 of 9	3 Distance 4 Scheduled 2 Contract
NLC	-	-	-	-
NWCC	2	9	2 of 2	Classroom plus online
OUC	18	65	18 of 18	Classroom
Selkirk	1	0	-	-
VCC	-	-	-	-
BCIT	-	-	-	-
JIBC	5	498	0 of 5	2 Online 3 Classroom
IIG	All courses are designed for Aboriginal students.			
ECIAD	6		6 of 6	Classroom
NVIT	All courses are designed for Aoriginal students.			
UVic	97 ⁷	-	-	-
UNBC	95	-	-	-
UBC	68	172	29 of 62	Lecture/seminar plus direct studies
SFU	12	-	-	-
RRU	13	not available	-	-
NEC	140	1902	-	Classroom
WWN	36	173	0 of 36	Face-to-face

Source: Aboriginal Post-Secondary Education Review Project, *Public Post-Secondary Institution Survey*, Winter 2005.

⁶ Please note the caveat at the beginning of this section (4.3) on pages 45-46 relating to validity and reliability of information.

⁷ Note – In University of Victoria’s submission, it has combined 2.2 and 2.3 data (“Courses Specifically Designed for Aboriginal Students” and “Regular Course Containing a Significant Component of Aboriginal Content”) into one. For the purpose of clarifying what “significant component of Aboriginal content” means for the University of Victoria survey response, we have included courses whose overall focus on Aboriginal projects, readings, assignments, articles, term papers, etc. are 25% or more (i.e. approximately 3 of 12 weeks course content, or more).

- Twelve institutions did not report enrolment data for courses. The reason was generally that the data was not available by course. Some of the institutions that did provide enrolment data noted that the numbers understate Aboriginal enrolment due to the voluntary, self declaration issue;
- Eight institutions reported on the “number of years delivered”;
- The majority of the courses are classroom based with a few described as distance education, one as televised, and many described as community based; and,
- The vast majority of courses are base-funded with a few listed as cost recovery and contract services.

Table 4 on the next page lists examples of the most prevalent disciplines with such courses at specific institutions which offer a number of courses in the same field. Of course even though they are not noted in this table, because of their mandates, IIG, NEC, NVIT and WVN reported large numbers of courses with significant Aboriginal content.

Table 5 on the next page summarizes the number of courses offered by institutions.

Aboriginal Student Enrolment

Public institutions also provided information on Aboriginal student enrolment in, and graduation from, general/mainstream programs. Sixteen institutions were able to provide reports with substantive data. Several institutions stated that they do not collect or cannot access Aboriginal enrolment by programs. The partial data that is available from the 17 institutions is, however, useful as context.

Most institutions had some special admissions processes for Aboriginal students such as reserved seats for certain programs. Usually, this ranged from 5 to 10% with a few exceptions (e.g., up to 20% in Nursing at UNBC). VCC reserves two seats in every program for “qualified Aboriginal students.” Some programs are open exclusively to Aboriginal students (e.g., Film, Tourism, Gateways and all Mt. Currie courses). Some examples of special admission practices are:

- Camosun – First Nations Limited Priority Admissions process sets 5% of Nursing, Practical Nursing and Early Childhood Care and Education aside for qualified Aboriginal students;

Table 4
Regular Courses Containing a Significant Component of Aboriginal Content⁸

Institution	Program Area (Examples Only)⁹	# of courses
UNBC	Languages (Nisga'a, Carrier, Tsimshian, Haisla', Gitksanimx, Gitksan)	26
UVIC	Aboriginal Community Based Child and Youth Care	23
UNBC	Culture (Nisga'a, Carrier, Tsimshian, Haisla', Gitksanimx, Gitksan)	18
UBC	Anthropology	22
UVIC	Indigenous Government	17
UVIC	History in Art	14
KUC	Sociology	14
UCC	Anthropology	12
UBC	Law	10
UBC	Art History	9
KUC	Criminology	9
KUC	Psychology	8
KUC	Anthropology	8
UVIC	Environmental Studies	8
UVIC	Social Work	8
UCFV	Halq'emeylem	8
SFU	Archaeology	8

Source: Aboriginal Post-Secondary Education Review Project, *Public Post-Secondary Institution Survey*, Winter 2005.

Table 5
Number of Regular Courses Containing a Significant Component of Aboriginal Content¹⁰

Courses	Institutions
0	JIBC; BCIT
1 – 5	ECIAD; VCC; Selkirk; Douglas
6 – 10	COTR; OUC; CNC; NLC
11 – 20	SFU; NIC; Camosun; Langara; NWCC; RRU
21 – 50	WWN; UCC; UCFV
50 plus	UNBC; NVIT; UVIC; UBC; Kwantlen

Source: Aboriginal Post-Secondary Education Review Project, *Public Post-Secondary Institution Survey*, Winter 2005.

⁸ Please note the caveat at the beginning of this section (4.3) on pages 45-46 relating to validity and reliability of information.

⁹ Malaspina University College combined its responses for "Programs Designed Specifically for Aboriginal Students", "Courses Specifically Designed for Aboriginal Students" and "Regular Course Containing a Significant Component of Aboriginal Content", therefore it was not possible to separate out specific examples of regular courses (by discipline) containing a significant component of Aboriginal content.

¹⁰ Capilano College and Malaspina University College did not specifically reply to question 2.3, therefore it was not possible to determine the number of regular courses containing a significant component of Aboriginal content for each institution. IIG and NEC indicated that all of their courses are specifically designed for Aboriginal students.

- UCC – all seats in the Aboriginal Tourism Certificate Program and the Aboriginal Teacher Education Consortium are allocated to and for Aboriginal teachers;
- ECIAD has reserved seats in its First Nations Studio Art, Design and Technology course; and,
- UBC has an Aboriginal Admissions Policy where many Aboriginal students gain admission; and in its School of Social Work, five seats are set aside for Aboriginal students in each of its BSW and MSW programs.

Half of the public institutions surveyed indicated that they did not have a standard process in place for including Aboriginal perspectives into mainstream programming; however many of them have informal processes followed by parts of the institution. They also emphasized that their consultation with Aboriginal communities is part of the way that they ensure Aboriginal perspectives are incorporated. Some of the institutions are considering an “indigenization plan” (e.g. Camosun, Malaspina) as a way of better integrating the Aboriginal perspective. A useful definition of the concept of indigenization was provided by Janice Simcoe of Camosun College: “To integrate or infuse Aboriginal knowledge, content, and perspective into the curriculum, planning, policy development, and institutional processes.” Other mechanisms included institutional First Nations/Aboriginal advisory bodies, Education Councils, a Dean’s Standing Committee (North Island College), Aboriginal Coordinators, and faculty or department-specific mechanisms. University of Victoria’s Strategic Plan contains goals on including Aboriginal perspectives across programs and units.

Aboriginal institutions reflected an approach where the Aboriginal perspective was inherent in and integrated with the way they developed and delivered all of their programs. IIG referred to the “heart and body of every course” being based in Aboriginal culture and reality; and WVN referred to the “core of Nisga’a wisdom” being in the minds and lives of Nisga’a elders.”

Table 6 on the next page shows student enrolment in programs specifically designed for Aboriginal students in four Indigenous institutions. Enrolment for the other four Indigenous institutions (IIG, NEC, NVIT, WVN) is covered in the responses to the public institution survey. NVIT and IIG indicated all of their programs are specifically designed for Aboriginal students so they did not complete this table in the questionnaire. For NEC and WVN, their responses were the same as their responses to the public survey.

**Table 6
Programs Designed Specifically For Aboriginal Students**

FN Training & Development Centre																	
Program Name	Field of Study/Discipline	Aboriginal Enrolment			Non-Aboriginal Enrolment			# of Years Delivered	Aboriginal Graduates			Credential Upon Graduation	With or Without Partnership (indicate with which institution)	Funding Source	Number of Instructors		
		02/03	03/04	04/05	02/03	03/04	04/05		02/03	03/04	04/05				Abor.	Non-Abor.	Elder
Aboriginal Tourism Mgmt	Tourism	14	9		0	0		2		8		Diploma	NEC in Vancouver	ISSP	1	4	0
FN Public Admin Prog.	Admin/Mgmt			13			0	1			11	Cert.	NWCC in Pr. Rupert	ISSP	0	5	0
Heiltsuk College																	
Program Name	Field of Study/Discipline	Aboriginal Enrolment			Non-Aboriginal Enrolment			# of Years Delivered	Aboriginal Graduate			Credential Upon Graduation	With or Without Partnership (indicate with which institution)	Funding Source	Number of Instructors		
		02/03	03/04	04/05	02/03	03/04	04/05		02/03	03/04	04/05				Abor.	Non-Abor.	Elder
UCEP	College Prep	15	12	14				11	11	10	12	Adult Dogwood & 1 st Year Univ. Transfer credits	BCOU	ISSP grant	1	1	.5
First Nations Language Proficiency Certificate	Linguistics	8	8	6				11	4	3	2	Certificate	SFU	ISSP grant	1		
Home Support Attendant Program	Residential care or Hospital Nurses' Assistant	12						1	8			Home Support Attendant Certificate	BCOU	ISSP grant	1	1	
Social Service Worker Program	Social Work		10					1		8		Social Service Worker Certificate & transfer credits to 1st year Social Worker Degree	BCOU	ISSP grant		1	
Family & Community Counseling Program	Professional Counseling			10				1			6	1 st year transfer credits to Family & Community Counseling Certificate	Fraser Valley Univ. & Langara College	ISSP grant	.5	.5	

Saanich Adult Education Centre																	
Program Name	Field of Study/Discipline	Aboriginal Enrolment			Non-Aboriginal Enrolment			# of Years Delivered	Aboriginal Graduate			Credential Upon Graduation	With or Without Partnership (indicate with which institution)	Funding Source *	Number of Instructor		
		02/03	03/04	04/05	02/03	03/04	04/05		02/03	03/04	04/05				Abor.	Non-Abor.	Elder
FNFSWP	Health & Human Services	20	18	0	0	0	0	15	19	17	I/P	Camosun Certificate	With Camosun	Camosun Base Funding	2	1	
SEAC	SPECIAL Education	0	0	12	0	0	0	1			I/P	Malaspina Certificate	Malaspina	ISSP	0	3	
Introduction To Horticulture	Prep for Horticulture Technician Program	12	8	0	0	0	0	2	9	6	0	Malaspina Non-credit	Malaspina	INAC Gathering Strength	0	1	4
Trade Links	Trades	0	12	0	0	0	0	3	N/A	7	N/A	Malaspina Non-Credit	Malaspina	ITAC + CSETS	0	2	0
Ted Williams Memorial Learning Centre																	
Program Name	Field of Study/Discipline	Aboriginal Enrolment			Non-Aboriginal Enrolment			# of Years Delivered	Aboriginal Graduate			Credential Upon Graduation	With or Without Partnership (indicate with which institution)	Funding Source	Number of Instructor		
		02/03	03/04	04/05	02/03	03/04	04/05		02/03	03/04	04/05				Abor.	Non-Abor.	Elder
ABE		34	56	34				9	9	3		Adult Dogwood Diploma	BCOU	Nominal Roll	1		6
Post Sec	Finance	2	2					6	2			Certificate	BCOU	INAC	1		

Source: Aboriginal Post-Secondary Education Review Project, *Public Post-Secondary Institution Survey*, Winter 2005.

Faculty/Instructors

In the survey to 28 public institutions, they were asked whether or not they employed faculty/instructors who are Aboriginal. All answered yes with numbers ranging from “do not know” and “we do not track this” to 1 or 2 to almost 20. Many institutions observed the challenge of collecting this data, including the challenge of having to rely on voluntary reporting and limitations vis-à-vis freedom of information/protection of privacy legislation. UBC appeared to have the most detailed information, identifying the number of Aboriginal faculty by department, rank and as a percentage of total faculty (1.1%). NVIT and WVN each identified 14 Aboriginal faculty, and IIG indicated that all of its faculty are Aboriginal but did not specify a total number.

Languages, Culture and Graduate Programming

Seven of the institutions, including two Aboriginal ones, indicated they offered programs/courses in Aboriginal languages. A few others are planning or contemplating doing so. In most cases, the programs/courses were related to local/regional Aboriginal languages (e.g., a Nuu-chah-nulth language course at NIC, NVIT language courses relevant to Thompson, Stolo and Okanagan First Nations, Nisga'a at WVN).

All of the private institutions listed specific courses/programs that had incorporated Aboriginal culture and/or language. Certain institutions such as IIG, NEC and WVN stated that all courses incorporated Aboriginal language and/or culture.

UNBC, UBC, RRU and SFU offer graduate programs significantly related to Aboriginal studies. A few other institutions have long-term plans to do so. Other institutions have undergraduate and diploma programs that ladder into graduate Aboriginal studies in other institutions. WVN accommodates graduate students' (from other institutions) research and thesis defences.

New Program Development

Finally, institutions were asked about their future plans to develop further Aboriginal programs or courses. Responses reflected a significant amount of planned activity around this. Some of the program development is already underway. Only three institutions indicated no future plans in this area. Some institutions indicated future Aboriginal programming and development would depend on funding and approval of proposals.

Some of the development activity was reviewing and updating existing programming; other included the development of new programs or courses. Some of this was part of institutional long term planning, and a few institutions indicated new Aboriginal programming would be part of setting priorities in strategic planning processes.

In addition to reviewing, updating and expanding existing Aboriginal programs and courses, institutions identified over 40 new Aboriginal programs/courses being developed or under consideration. The range of programming includes preparatory/ABE, certificate, diploma, undergraduate, graduate and post-graduate levels. Disciplines include Arts, Culture and Language, Trades and Technologies, Health Care, Social Services and Early Childhood Development, Law, Justice and Self Government. Some examples are:

- Camosun College is developing a First Nations Studio Arts Course;
- College of the Rockies is in community consultations on an Aboriginal Youth Language and Culture program;
- Capilano College is considering a First Nations Tourism Management Co-op Diploma;
- UCFV has plans to develop an Aboriginal Social Work degree option;
- VCC will start a six-week Aboriginal Jewelry Design program this summer;
- The Justice Institute is just launching its first diploma program specifically targeted at Aboriginal communities;
- Emily Carr Institute of Art and Design is submitting a proposal to BC Campus to develop two additional First Nations on-line courses (First Nations Digital Storytelling and First Nations Arts Studio);
- IIG is in the process of developing Organizational Leadership, Human Resource/Administration and Health Administration programs;
- University of Victoria has plans for developing a Certificate in Aboriginal Language Restoration program;
- UNBC has plans for a doctorate program in First Nations studies to add to its Masters Degree program;
- UBC's Faculty of Law plans to develop a pre-law program and develop courses in Indigenous Family Law and Security, and Aboriginal Law;

- RRU is working with Aboriginal and non-Aboriginal groups to develop a Masters in Leadership and Training for Haida Gwaii, to be delivered in the Fall of 2005; and,
- Wilp Wilxo'oskwhl Nisga'a is in the process of developing the Nisga'a Language Teacher Diploma Program.

UCC provided a detailed response to their future Aboriginal programming plans but, generally, it included:

- Maintaining an institutional and divisional commitment to expand delivery of the Aboriginal Tourism Certificate Program; and
- Continuing work with organizations including the Aboriginal Teacher Education Consortium and the First Nations Education Steering Committee to better deliver pre-service teacher education programs to Aboriginal students.

North Island College reported that its current curriculum development (e.g., new courses in its First Nations Associate of Arts Degree program) builds on previous courses developed through ASPF funding.

Many institutions referred to collaborative planning and curriculum development with First Nations, Aboriginal communities and other institutions.

The Ministry, in its *Response Document to the February 2004 Forum on Aboriginal Post-secondary Education*, reaffirmed their continuing support for the development of post-secondary education programming that is responsive to the needs of Aboriginal learners and supports the culture of Aboriginal people. It also stated their support for partnerships with agencies and government to enhance delivery of Aboriginal post-secondary education programs and services.

The Ministry has also committed to improving on-line and distance education opportunities through increasing the number of courses offered and the number of learners enrolled on-line through BC campus. In addition, they intend to work with the Ministry of Management Services to bridge the "digital divide" in Aboriginal communities.

Recommendations that came out of the various surveys, interviews and research regarding the development and delivery of Aboriginal programs/courses were:

- Programs and courses must be culturally appropriate in order to ensure success by Aboriginal learners;
- Where possible, programs/courses should be community-based, or accessible to learners residing in their communities (i.e., on-line);
- Courses should be available in Aboriginal languages;
- Funding for the development and delivery of Aboriginal courses/programs should be adequate, targeted and sustainable; and,
- Programs/courses for Aboriginal students should be developed based on needs articulated by Aboriginal coordinators, communities and organizations.

Gaps and Barriers

There appears to be a need for more diversity in the range of Aboriginal courses/programs. There appears to be a gap in the level of participation of Aboriginal students in Business, Technology, Economics, Commerce, Trades. All of the stakeholders – governments, First Nations, counsellors, instructors – could encourage Aboriginal students to enter these programs. The education of these students has focused on – for appropriate reasons – the social side; this scope needs to be broadened to include economic-related disciplines to support Aboriginal community development.

The participation of Aboriginal faculty and staff in program development and delivery is not uniform throughout the system. Increased effort could be exerted in the recruitment of Aboriginal faculty and staff to develop and deliver courses/programs.

From the review of survey responses, it is apparent that institutions have different levels of capacity for collecting and reporting on Aboriginal program and course information and enrolments. Efforts to make data collection more complete and consistent in this area could be undertaken by the Ministry and institutions in order to aid future planning.

Some of the other considerations for post-secondary Aboriginal programs and courses suggested by key informants and focus group participants include the following:

- All institutions should have programs specifically designed for Aboriginal students or, at a minimum, including significant Aboriginal content;

- There are few examples of culturally appropriate programs that started from Aboriginal core programming;
- There should be increased diversity in course/program delivery (i.e. more community based, more opportunities for distance learning, etc.);
- The philosophies and world views of Aboriginal people needs to be incorporated into program content and delivery;
- There is a gap in information about the trades training for educators, community leaders and students. A campaign should be developed to promote the opportunities of training in this field;
- If governments and institutions are serious about improving outcomes for Aboriginal learners, there must be more consistency in special admissions processes across the system;
- There is still a gap in the inclusion of Aboriginal perspectives in programming at public institutions;
- There is a need for increased flexibility in program delivery which recognizes the learning styles and cultural needs of Aboriginal students; and,
- There appears to be a shortage in transition programs from K-12 to post-secondary.

4.4 Aboriginal Post-Secondary Education Policies and Strategies

“Public institutions need to come to us to learn who we are and our true history...” (May 2005 Aboriginal Focus Group Participant).

While the project research data indicates that there is a diversity of opinions/approaches on how Aboriginal student success is defined and achieved, post-secondary institutional data provides a comprehensive body of evidence to illustrate how institutions are attempting to meet the needs of Aboriginal students, communities and organizations. Formal policies that support strategies/practices are less common, but many institutional practices/strategies are either currently delivered or in the development stage. Despite local, regional and provincial differences and the realities of competing needs and interests, it is clear that all parties share a key goal – to have policies and practices in place that lead to Aboriginal student success.

Aboriginal post-secondary education institutional policies and practices were examined through a series of questions focused on: student tracking methods; use of advisory committees and level of Aboriginal representation in institutional governance; student/staff/faculty recruitment and retention policies/strategies; strategic planning; local community/partnership collaboration/consultation; policies/practices that address class size, co-op/practicum programs; and, admissions policies.

A summary of results includes information from public/private post-secondary institutions, key informants, Aboriginal post-secondary students, Aboriginal Post-Secondary Education Coordinators, Aboriginal organizations and a review of current literature on Aboriginal education.

When asked about institutional tracking of Aboriginal students, five institutions responded “Yes”, stating how that is done: by the First Nations Advisor; by Institutional Research; by Coordinator/Registrar, Associate Registrars; and by Student Services staff and faculty.

The majority of institutional respondents indicated “no” or only qualified tracking. The outstanding challenge is that self declaration of students as Aboriginal is a volunteer/optional component of the application process; and, therefore, data can be unreliable. Institutions noted that the self-declared population’s information is typically tracked; however, five clearly stated that the numbers are not reliable, that the numbers under-represent or do not provide the “full picture” nor do they reflect full enrolment. The majority of interviewees and focus group participants outside the institutional responses stated similar concerns about self-declaration.

Data elements referenced overall were: student number, program; year of study/course enrolment; most recent transcript; campus; home mailing address; phone number(s); contact phone number; Nation and Band affiliation; sponsor; and needs that require special accommodation. Many respondents referenced these data elements and cited the following data sources: department estimates; funded/sponsored students/ Ministry data re: self-identified K-12; financial services; Aboriginal Resource Centres; Student Outcomes report; Data Warehouse (AVED); graduate outcome survey data; internal Vancouver Community College data; and, the Ministry’s Accountability Framework for baselines. Often, respondents referenced the Student Registration System or Student Information System Centre and individual programs faculties.

One university, for example, noted the following:

“Aboriginal students who meet the competitive average are more difficult to track, as we are not involved admitting this group of students...” (i.e. in this case in the Faculty of Arts). In its Faculty of Law alumni are tracked using three elements: percent who graduate; those who article after graduation; and, those who practice law after completion of articles. Most departments track informally. Its Institute for Aboriginal Health in the Health and Human Sciences faculty says that “There is a need to track students from middle school to secondary school to college and university, to identify the reason why Aboriginal students are not streamed to academic courses needed to enter [these] programs...”

One strategy mentioned to address the above issue is networking within the Aboriginal student population via e-mail/list serves, with students encouraging their peers to participate.

Other respondents outside the institutional surveys shared concerns about the need for effective Aboriginal student retention that connects students together and addresses isolation and alienation. Some stated that they track students by using academic, tuition, student performance and/or demographics data while others suggested enhancing student tracking/data monitoring and collection by:

- Making more use of the K-12 student PEN at the post-secondary level;
- Breaking out data by faculty/department/discipline and analyze student enrolment, focusing on where students are not participating;
- Considering funding issues related to FTE costs for some professional programs; and,
- Creating Aboriginal FTEs or program-specific FTEs for Aboriginal students in disciplines where there are gaps.

Institutions were asked about the existence and nature of Aboriginal Advisory Committees. Virtually all informants addressed this, although the Institute of Indigenous Government and the Nicola Valley Institute of Technology said that the question did not apply to them as all of their committees are Aboriginal. Twenty-four institutional responses positively identified Aboriginal Advisory Committees, although at varying levels in the institution. In fact, some institutions have multiple Aboriginal Councils or Committees, often attributed to the reality that the majority is at the program/project or regional/campus level (e.g. University of Victoria identified six bodies, University College

of the Cariboo four bodies and University of British Columbia eleven bodies). A few institutions indicated that the Aboriginal Advisory Committee is not active “currently” or “not currently operational” or is “being rebuilt”.

Some informants provided positive statements of the overall effectiveness: “highly effective...in the development of programs and services” (Camosun College); the “highly valued and pivotal to the community work undertaken by North Island College;” and, “invaluable role” (Okanagan University College).

Several institutions have an Aboriginal Advisory Committee that reports to the President (e.g. Camosun College, North Island College, University of British Columbia’s First Nations House of Learning, Royal Roads University) or the Vice President (e.g. University College of the Cariboo, Malaspina University-College). Several report to a program area and several were not clear about reporting relationships. At the University College of the Cariboo, the Regional Community Advisory Committees report to the Vice President or the Dean at Williams Lake; their Aboriginal Cultural Centre Advisory Committee reports to the institutional Executive. At the College of New Caledonia “in Prince George there is a separate Board-appointed Aboriginal Advisory Committee.

In terms of whether there was Aboriginal representation on institutional governing bodies, ten informants indicated “Yes,” including Institute of Indigenous Government, Nicola Valley Institute of Technology and Wilp Wilxo’oskwhl Nisga’a. Therefore, eight non-Aboriginal public institutions have Aboriginal representation on their governing bodies and three stated “No.” The balance, or over half of informants, provided qualified responses that demonstrated that while many institutions may not have Aboriginal representation now, it is not necessarily their policy or practice and therefore, no, “not officially.” In other words, the “seat” is not an assured or designated Aboriginal seat.” It should be noted that public institutional Board of Governor members are appointed by the Provincial Government and not the institution, as per relevant legislation.

Regarding Aboriginal student representation, the University of Victoria noted that Aboriginal students are elected from the student body to Senate from time to time, “but, there are not designated seats.” Also, there was some Aboriginal representation on the graduate student Societies (e.g. University of Victoria and University of British Columbia).

Some key informants outside the institutional responses indicated that the lack of Aboriginal representation at all levels of the post-secondary education system, including

government and institutional bodies, is a major concern. Suggestions for increasing Aboriginal representation ranged from Ministry-appointed representatives to all institutional Boards of Governors to legislative changes mandating the appointment of Aboriginal representatives to Education Councils.

In terms of institutional recruitment and retention policies or strategies, clearly over half of the informants (fifteen) indicated “No,” their institution does not have recruitment/retention policies or strategies for Aboriginal faculty/staff. This number included four informants who noted an “Employment Equity” approach, such as use of the phrases “is an equity employer” and “preference will be given to qualified applicants with Aboriginal heritage” in job postings. A few informants indicated that their practice is to hire Aboriginal faculty/staff but without a supporting policy or strategy. Data suggested that apart from Aboriginal institutions and development at two colleges, there are minimal strategies for recruitment/retention strategies for faculty and staff at most post-secondary institutions.

The absence of specific provincial and institutional strategies for recruitment/retention of Aboriginal faculty/staff is a major concern expressed by key informants (especially from Aboriginal organizations and students) involved in this review. Suggestions for improving the situation included: implementing tenure track hiring policies for Aboriginal faculty at universities; establishing at all other post-secondary institutions, general hiring equity policies to recruit Aboriginal faculty/staff; and, hiring Aboriginal staff at the Ministry to perform Aboriginal work.

Eleven institutions responded as having the “needs of Aboriginal students identified” in their strategic plans (Capilano College, College of the Rockies, University College of the Fraser Valley, Kwantlen University College, Malaspina University-College, North Island College, Northwest Community College, Vancouver Community College, Institute of Indigenous Government, Nicola Valley Institute of Technology and Wilp Wilxo’oskwhl Nisga’a. Further to their strategic plan, College of the Rockies reported that “[it] and the Aboriginal communities are beginning a strategic planning session (April 2005) to focus on an education plan to meet the needs of our Aboriginal population. Northwest Community College had a final plan reported to be ready in April 2005 (not in hand at the time of writing this review) that identified the needs of Aboriginal students.

Camosun College and College of New Caledonia reported that they had plans in development and College of New Caledonia stated that their plan “will include the needs

of Aboriginal communities/students.” They were not included in the above-mentioned information.

Responses that cited elements of institutional plans that address “diversity” in general or objectives of “increased participation or networking with Aboriginal communities” are not considered affirmative responses in terms of specifically having a strategic plan that identifies the needs of Aboriginal post-secondary education. Nine institutions said “No” or, by their responses, are regarded as having strategic plans that have not identified the needs of Aboriginal students. While the question is intended as more specific than general, responses were broken out accordingly.

Additional institutional data related specifically to “indigenization plans” indicated that some institutions have some form of indigenization plan in place, though such plans cannot be interpreted as “strategic.” Data further suggested that these institutions are committed to taking a comprehensive, systemic approach to general planning that guides Aboriginal program/service development and delivery. An example is the integration of Aboriginal issues in UBC’s vision as articulated in *TREK 2010: A Global Journey*.

Some key informants, as noted earlier, reported that they are using established committees to advise institution-wide planning while others are adopting policy and governance initiatives that reflect Aboriginal education needs.

In terms of institutional policies and practices for working with local Aboriginal communities, nine institutional responses indicated that their institution has a policy for working in collaboration with local Aboriginal communities – a university college works with First Nations but clearly stated “No” for Metis and Inuit. A remote college said “Yes, via our integrated Planning Model;” a Lower Mainland college, regional university and First Nations institution all reported “Yes” but without a breakout of specific categories. One remote college said “Yes, through a First Nations Council;” a university college said “Yes;” and, only a remote college and institute said “Yes” for both First Nations and Metis. On balance, the rest do not have an institutional policy but in practice, there is collaboration and liaison reported with Aboriginal communities. Such activity is not overtly evident with Metis or Inuit groups.

One university reported “There is no policy. The practice at the unit level has been to work collaboratively.” College of the Rockies reported that an MOU was drafted with the Ktunaxa Nation. Others reported agreements with specific Nations at the program level.

Royal Roads University reported that “Many agreements have been signed with First Nations...” One institution reported that “The majority of the relationships with the Aboriginal community are left up to the discretion of the First Nations Coordinator.”

While this overview and additional information from key informants left an impression that a handful of institutions have committed to policy in this area at an institutional level – this largely means with First Nations (as opposed to other Aboriginal communities). In practice, however, there is much effort to engage with Aboriginal communities but this is typically at a unit, program or staff level. Data suggested that there is still a lot of progress to be made at building working relationships with Metis and Inuit groups.

In fact, for many Aboriginal representatives, groups and communities generally, their comments and experiences suggested that they believe that there is still much work to be done to achieve meaningful collaboration /consultation with the post-secondary education system.

Institutions were asked whether they have a policy or guideline for class size for Aboriginal-specific programs or courses. Data suggested that public post-secondary institutions in BC have no policy or guideline on class size for Aboriginal-specific programs or courses, outside the institution’s general guidelines, with the exception of five institutions, as follows: Kwantlen College; North Island College, which stated “As mutually agreed upon with the Aboriginal community or agency for which programs or courses are offered.” University of Northern British Columbia limits their “Arts 101/2 course to 24-30 students;” and Malaspina University-College sets “a maximum level.” Wilp Wilxo’oskuhl Nisga’a stated that they do have a policy/guideline that governs class size.

Institutions were also asked whether they have a policy or practice regarding inclusion of practicum, co-ops or hands-on experience for Aboriginal programs. University College of the Fraser Valley and Wilp Wilxo’oskuhl Nisga’a are the two institutions that reported having institutional policies for practicum, co-op or hands-on experience for Aboriginal programs. On balance, it appears that many institutions in the province that deliver programs with practica attached are program-driven, resulting in variations from program to program.

Additional informant data supported “hands-on” experiences as being the most conducive to Aboriginal learning.

When asked what percentage of Aboriginal students who enter directly from high school, almost two-thirds of respondents indicated they were not able to provide reliable data or have no data available. Of those that provided data, some qualified the percentages. The following institutions provided data for this question:

- Capilano College reported 161 students between 2003 and 2005;
- College of the Rockies reported at less than 10%;
- University College of the Fraser Valley reported at 47% in 2002, 55% in 2003 and 95% in 2004 (excluding Community Education);
- University of British Columbia reported that of the total of new students 26.3% in 2001, 32.1% in 2002, 37.9% in 2003 and 32.3% in 2004. The University also reported that it tracks percentage data by Faculty and noted that “for many of UBC’s programs (e.g. law, medicine, social work, graduate studies), students are not admitted directly from high school”;
- Institute of Indigenous Government reported that “Very few of our students enter direct from high school at less than 1%; and,
- Wilp Wilxo’oskuhl Nisga’a reported 5-10% enter direct from high school.

Malaspina University-College reported that the data was not available when surveyed but the “data can be extracted from our Student Record System.” College of the Rockies reported that many students of the Ktunaxa community go to “Montana...then usually they continue their studies in the United States or Alberta.” Finally, only one institution reported offering advanced credit. Wilp Wilxo’oskuhl Nisga’a reported: “High school students took First Nations Studies 139/3 Nisga’a Language Level 1 for both high school and university credit. It was a very successful pilot project.”

Institutions were asked if they have any specific recruitment or retention strategies specifically for Aboriginal students. Most institutions have recruitment strategies in place ranging from brochures and other marketing tools, to meetings with Aboriginal organizations, to career fairs and summer camps for Aboriginal youth. Retention strategies are not as fully developed across the board, but some are at the proposal stage.

It is important to note, however, that many of the “best practices” identified make reference to practices that focus on retention, such as the use of Aboriginal Coordinators, meeting places, Elders-in-Residence and curriculum/programs that

reflect/integrate Aboriginal culture/perspective/values. The College of the Rockies articulated this very well by stating that "...one of the greatest ways we can impact the recruitment and retention of Aboriginal students is to provide the right programs in the right way."

Wilp Wilxo'oskuhl Nisga'a monitors student progress in courses and helps keep students on track in their studies. They also use their current and graduate students to assist with the recruitment process.

Community outreach is a key strategy used by many institutions to recruit Aboriginal students. This involves attending community functions, sitting on Band Education Committees, advertising in Aboriginal newsletters, visiting high schools, making presentations to Aboriginal youth groups and participating in Aboriginal cultural events.

All institutions expect that their Aboriginal Post-Secondary Education Coordinators will be active in both recruitment and retention efforts. In addition, many institutions have specific activities or outputs that support the efforts of Coordinators. For example, the University of Victoria maintains a mailing list of 300 Aboriginal contacts throughout BC who receive recruitment information packages; and the University of British Columbia has a Health and Human Services Aboriginal Recruitment Committee and a specific position dedicated to Aboriginal student recruitment.

In terms of partnerships, protocols or affiliation agreements with Aboriginal organizations, all institutions reported partnerships with Aboriginal organizations, ranging from informal understandings or responses to community requests, to formal, long-term affiliation agreements. Most of these agreements involve a joint commitment to facilitate success in Aboriginal education, but few commit to any level of ongoing program funding. It should be noted that while the following are examples of ongoing formal/informal partnerships that currently exist, there are also agreements currently in the development stage:

- Camosun College – Affiliation agreement with Saanich Indian School Board since 1996; formally acknowledges joint interest and responsibility for post-secondary education for students represented by the Board;
- Capilano College – First Nations Tourism Management Co-op Diploma Program (developed through a partnership between the college, the Ministry and Musqueam, Squamish and Lil'wat Nations);

- University College of the Cariboo – partnership with Secwepemc Cultural Education Society to create an Aboriginal Studies Degree Program;
- Langara College – agreements with First Nations communities (Katzie, Lower Similkameen, Haida Gwaii) regarding field schools;
- College of the Rockies – Memorandum of Understanding with Ktunana Nation for individual program partnerships;
- University College of the Fraser Valley – ongoing partnership with Sto:lo Shxweli on language development;
- Northern Lights College – partnership with Mulkoti Learning Centre (Saulteau First Nations) on Teacher Assistant Program, and Oil and Gas Field Operations Program;
- Vancouver Community College – Affiliation agreement with Native Education Centre;
- British Columbia Institute of Technology – A multi-party Memorandum of Understanding with First Nations Employment Society, Metis Provincial Council of BC and Aboriginal Community Career and Employment Service Society for delivery of construction trades training;
- Emily Carr Institute of Art and Design – Letter of Agreement with Haida Gwaii Heritage Centre to support/promote Haida culture/heritage;
- University of British Columbia – Memorandum of Understanding with UBC’s First Nations House of Learning and BC Aboriginal Fisheries Commission;
- Simon Fraser University – partnerships with Kamloops Indian Band and Chief Dan George Centre; and,
- Royal Roads University – Memorandum of Understanding with Wilp Wilxo’oskwhl Nisga’a Nation.

Most institutions answered “No” to the question, “*Does your institution have any agreements with Aboriginal organizations such as independent schools for advanced credit/placement?*” There were some exceptions to this among institutions:

- Capilano College – Works with the Mount Currie Nation to deliver provincially articulated ABE and other courses to ensure student transferability;

- University College of the Cariboo – Recently signed an accreditation agreement with the Ts'elcewtzen Cllezmeln (Chief Atahm School, Chase, BC) focused on language credit and integrated teaching program/teaching preparation;
- University College of the Fraser Valley – Agreement with the Institute of Indigenous Government for an Associate Degree in Social Work;
- Malaspina University-College – Through Tillicum Haus' Certificate in Drug and Alcohol Counselling, 12 credits provided towards Bachelor of Art degree; and,
- Institute of Indigenous Government – Agreements with Simon Fraser University, University of British Columbia, University College of the Cariboo, University College of the Fraser Valley, University of Victoria, as well as transfer credit via BCCAT.

Institutions were invited to list any other activities which contribute to Aboriginal student success but which are not listed or described in responses to other questions in the survey.

Many institutions took the time to mention unique activities in this section that did not fit neatly under previous questions. Some institutions referenced their bursaries and awards targeted at First Nations students while others, such as the College of the Rockies, provided information on its Aboriginal Student Association, which brings students together and plans extra-curricular activities for families.

Institutions, students and other respondents also spoke to the importance of Band Education Coordinators and their role in not only acquiring funding approved for their Band members, but also for their ongoing support to their students throughout their program of study. Community partnerships, mentoring, role models, community-level course/program delivery (field schools), Elders and early academic intervention were also cited as effective strategies that contribute to Aboriginal student success. We suspect there are also many worthy initiatives that were not provided by institutions because of the timelines of this review, and available institutional resources.

Gaps and Barriers

Data suggests that the broad range of Aboriginal education policies and practices found at most post-secondary institutions appears to be more discipline- or program-driven than systemic. Most institutions are committed to developing and implementing policies and practices that enhance Aboriginal student access to and participation in higher

education; however, the apparent lack of consistency from institution to institution and from region to region, combined with the need for stronger policy leadership at the provincial level, has implications for Aboriginal education in BC. Specific issues – many of which were underlined during key informant interviews and focus groups – are summarized below:

- Aboriginal student data is not consistently tracked or reliable, either at an institutional or provincial level, due in large part to the issue of self-declaration and/or not having mechanism in place to track;
- While most institutions report having Aboriginal Advisory Committees, how these committees are used, reporting relationships and overall effectiveness are variable;
- Aboriginal representation on institutional governing bodies is lacking;
- Over half of public post-secondary institutions have only minimal recruitment/retention policies/practices to attract Aboriginal faculty/staff;
- Less than half of public post-secondary institutions identified the needs of Aboriginal students in their institutional strategic plans;
- Consultation/collaboration with Aboriginal communities occurs largely with local First Nations but is lacking with Metis and Inuit;
- Almost two-thirds of institutional respondents indicated that they were unable to provide data on the percentage of Aboriginal students who enter directly from high school;
- Student retention strategies are not well developed across the board and should focus on student alienation, isolation and racism;
- Most institutions do not have any agreements with Aboriginal organizations such as independent schools for advanced credit/placement;
- Mainstream institutions are not “Aboriginal friendly”;
- BC is not achieving acceptable levels of success in moving Aboriginal students through K-12 and transitioning to post-secondary education; and,
- “Time to completion” policies, primarily at the federal government level, negatively impact Aboriginal students’ ability to successfully complete their program (need for better federal/provincial cooperation and commitment).

4.5 Effective Aboriginal Post-Secondary Education Practices

“I don’t like the concept of best practices – but rather practices that show evidence of success” (Aboriginal Post-Secondary Education Coordinator).

“Success is not about completing a program. If students experience change and growth while attending post-secondary that later contributes to development in their life and community, then that is success” (Aboriginal post-secondary student).

The Ministry of Advanced Education is interested in learning what initiatives are considered to be best practices from the perspective of both public and private institutions as well as students and Aboriginal leaders. Our results in this section have been gathered from several sources: the literature review; recent reports on Aboriginal post-secondary education and Ministry documents; public and private institution survey responses, focus group outcomes, and personal interviews. This section only provides highlights of the examples the project team read and heard about. A more detailed inventory of best practices can be compiled through the Ministry of Advanced Education’s detailed analysis of the survey results and publishing information on successful ASPF projects.

Various reports plus the literature review have all reached the conclusion that Aboriginal learner success is achieved through curriculum that is designed by and for Aboriginal students, and that reflects Aboriginal values and learning styles; a wide range of student-centered support services covering personal, cultural and academic support; faculty that are either Aboriginal, or have a comprehensive knowledge of Aboriginal culture and values; and community or field-based delivery that brings the learning to the area where the student has familiarity and acceptance.

Agreements between public institutions and community Aboriginal organizations and institutions have the benefit of combining the accreditation and accountability standards of a public institution with the intrinsic and educational value of direct delivery by Aboriginal organizations.

One of the questions on both the public institution survey and the private institution asked institution representatives to list up to five of their most effective best practices regarding Aboriginal post-secondary education. The responses were very encouraging

in that, not only were there a variety of best practices currently in existence, but also that the majority of them were developed by Aboriginal community members, or in partnership with them.

The public institutions outlined effective practices which included a range of student-centred approaches such as support services, orientation programs, gathering places, cultural recognition, peer support and mentoring, Elders-in-residence, and outreach; institution-based policies such as Advisory Councils, hiring of Aboriginal faculty and coordinators, admission policies (including reserved seats), integrated institutional processes and targeted funding; and culturally-relevant curriculum development projects such as teacher education programs, First Nations Art programs, First Nations legal studies, tourism programs, social service worker programs, language programs, and Aboriginal studies programs.

The majority of institutions referenced their student services centre/meeting place as an important best practice that increases the comfort level of students, provides a culturally inclusive, safe environment, eases transition, and is instrumental in a successful outcome for the student. One student, commenting on his experience with such a centre, stated that “the way each of us has come together as a chain of support, trust, dignity and respect has encouraged me to be my best.”

First Nations/Aboriginal Advisory Councils were also mentioned by most institutions as being a best practice that is critical in keeping the lines of communication open between the institutions and the communities that they serve. It was noted, however, that the advice of these Councils must be respected and acted upon.

Partnership development was also an area that several public institutions identified as a demonstration of good practice. UBC outlined its vision in this respect, stating that they will take a three-pronged approach to its engagement with Aboriginal communities by:

- Inviting First Nations to share their perspectives with UBC students and with the general public through expanded or newly-developed credit and non-credit programs;
- Continuing to develop community-based programs in partnership with Aboriginal peoples and seeking to address their learning needs and aspirations, including the preservation of indigenous languages; and

- Exploring ways and means of developing a closer relationship between UBC and the First Nations communities located near their campuses.”

UBC's integration of Aboriginal issues in its vision is reflected in the strategic plan, *TREK 2010: A Global Journey*. Among the initiatives in the Operational Timetable of this document is the commitment to appoint a First Nations Senior Advisor to the President by fall 2005.

UBC also provided information on their First Nations House of Learning (FNHL) which was established in 1987 with a mandate to “make the university’s vast resources more accessible to First Peoples, and to improve the University’s ability to meet the needs of First Nations.” Another best practice of UBC is their First Nations Longhouse, a home away from home for the Aboriginal community at UBC, a site for a wide range of student services, and the site for a wide variety of academic, cultural and social gatherings on campus.

Since its establishment, FNHL has been involved in the establishment of the following initiatives: First Nations Health Careers (now a division within the Institute of Aboriginal Health); First Nations Languages Program; First Nations Initiatives in the Faculty of Forestry; Chinook Business Education; First Nations Studies Program; Faculty of Forestry’s First Nations Initiatives; the Institute of Aboriginal Health; School of Library, Archival and Information Studies First Nations Concentration; the Faculty of Medicine’s Aboriginal Residency Program. FNHL has also been active in the development of student services at the First Nations Longhouse, a “home away from home” for the Aboriginal community at UBC, a site for a wide range of student services, and the site for a wide variety of academic, cultural and social gatherings on campus. It is based on the architectural traditions of the Coast Salish and has won architectural awards.

Other effective practices at UBC include:

- The First Nations Languages Program, established in 1996 as part of UBC’s commitment to community-based collaboration with Aboriginal peoples, and offers courses in three First Nations languages: Musqueam/ hç~œçmĩ~çÂ, N-e-kepmxcin, and Kaska. These courses were developed with the community, courses in two of them are taught in the community; and,
- Faculty of Law, First Nations Legal Studies – The Faculty of Law is a leader in First Nations legal education in North America. Since 1975, over 180 Aboriginal students have graduated from the Faculty of Law with a bachelor of laws degree.

Many of those are now leaders who have helped to redefine First Nations legal issues in Canada. The heart of First Nations Legal studies is the range of courses (10) dealing with Aboriginal legal topics (10 courses).

NVIT also considers partnership development at their institution as a best practice. They have developed several partnerships with Aboriginal organizations, communities, political parties, public and private post-secondary institutions, federal and provincial organizations and the private sector. NVIT also has a strong Elders component which builds upon the ideology of “grandparents” to the NVIT families. They provide leadership, support, governance and practice good medicine to assist their families through the fun times and the not-so-fun times.

UNBC has a First Nations Centre – a staff of seven – that offers comprehensive services to Aboriginal students. The Centre is inclusive and all UNBC students are welcome. The Director is involved with all high level administration planning at UNBC regarding budget, policies and vision.

VCC’s Aboriginal Student Centre is used regularly by students as a meeting place, a study and homework area equipped with computers, and a venue for potlucks and pizza lunches.

OUC has an Aboriginal admission policy which creates access to the institution and programs that provide support to students. They work within the institution and in the community to enhance the participation and success of Aboriginal students.

Camosun College has a very effective First Nations Advisory Council which has been in existence for over 14 years. The Council advises the President on programs and services for First Nations students and communities, and provides direction to the activities of the First Nations Education and Services department. A strength of this Council is that it knows it has impact. It gives direction or advice, and its word is acted on.

Capilano College has established and maintained excellent working relationship with local First Nations communities. These relationships provide an excellent foundation and framework for the College’s work with program development and support to students.

UCC provided details on their Aboriginal Teachers Education Consortium which provides an alternate and indigenized vehicle for Aboriginal learners wishing to pursue advanced credentials in education.

CNC has an Aboriginal Social Service Worker Program which was developed by an Aboriginal person and jointly funded by the Indian Student Support Program, Human Resources Skills Development Canada, and the Ministry of Advanced Education.

Douglas College felt that the availability of Aboriginal Student Assistants, and the inclusion of an Elder position on campus were both effective best practices.

Langara College mentioned their mentoring program and field schools as being very effective.

COTR talked about “a committed, engaged and effective Aboriginal Advisory Committee to guide and support the College” as well as the presence of Aboriginal advisors “to provide and facilitate culturally sensitive support to students, advice to the College, awareness to students, and professional development to staff.”

UCFV defined the role of their Aboriginal Community Council which “provides an opportunity for community representatives from local Bands, Aboriginal organizations and schools...to provide direction and approval of UCFV programs, activities and services for Aboriginal learners.” The Council has governing authority in that their recommendations go directly to the UCFV Board of Governors.

KUC gave an example of their recruitment strategy which allows them to actively connect with Aboriginal students in their final years of high school. This enables them to provide answers, encouragement and assistance towards progressing on to post-secondary studies.

Malaspina University College has an Aboriginal Education Plan which will be instrumental in attaining a higher degree of institutional cohesiveness with regard to best practice. It includes First Nations Student Centres at both campuses, Elders on campus, reserved seats and Aboriginal programs such as the First Nations Child and Youth Care Program and the Arts One First Nations Program.

NIC gave an example of access strategies that are built into existing programs rather than creating separate access programs, and community delivery of programming to support community development.

NLC stated that partnerships, programs, facilities, classroom size and qualified instructors all contributed to a student-centred approach.

Northwest Community College has a Culinary Arts Diploma Program which enrolls predominantly First Nations students, and has placed heavy emphasis on the preparation and serving of traditional food in the curriculum. Students from the Program will be catering for the Canada Games in the Yukon this summer.

BCIT has outreach recruitment activities, a computer lab designated for Aboriginal learners, and Elders support to students.

ECIAD addresses First Nations learner strategies and embraces the diversity of their First Nations student population.

The University of Victoria has a President's Advisory Council on Indigenous Education, special access for Aboriginal students in both Law and Education, and a summer camp for prospective Aboriginal university students.

SFU has Aboriginal representation in senior management, and is developing a First Nations University-wide Strategic Plan.

Several institutions also referenced leadership commitment as a critical component of Aboriginal learner success. The Emily Carr Institute of Art and Design spoke to the support of their President's Office and Board of Governors. Simon Fraser University referenced its Aboriginal representation in senior management. The Institute of Indigenous Government noted that all management decisions are participatory including all faculty and staff.

The private institutions also listed many best practices in existence including individualized support to students, a welcoming physical environment, a non-institutional environment, curriculum that reflects Aboriginal culture and values, recognition of prior learning, involvement of Elders, a committed faculty, and student organizations such as student councils.

Heiltsuk College emphasized the importance of support services which address students' personal and academic growth in a holistic way within a supportive, safe and nurturing college environment.

The Native Education Centre felt that the Aboriginal control governance model was critical to success. They stated that Aboriginal people must make the intentional steps toward self-determination on an individual and institutional level in order to be self-responsible, empowered and whole.

The First Nations Training and Development Centre stressed the importance of students being able to remain in their communities and to keep employment while studying. They also provided information on their module-based format of programming where a course is done in two weeks and then students get one to two weeks off. This enables students that are working to continue to do so, and those students that are living in outlying areas can go back to their communities for two weeks.

The Saanich Adult Education Centre spoke to the importance of a flexible approach which recognizes the cultural and family responsibilities of Aboriginal students. The recruitment begins at the community level, in written form and often through a personal presentation by one or more faculty. Once a student expresses interest in enrolling in a program, staff will assist the individual through the entire process – gathering transcripts, applying for funding/sponsorship, and even driving students to appointments if necessary.

The Ted Williams Memorial Learning Centre stated the importance of celebrating all successes, the importance of the involvement of Elders, and a comfortable environment for students.

WWN also stressed the importance of students being able to study within their own communities with the continued support of their families. They also stressed the importance of having faculty and staff of First Nations ancestry.

Students also provided input on best practices. They talked about indigenizing the classroom (e.g., allowing an oral test in place of a written one), flexible programs that can be adapted to the needs of the students, and mentoring programs (as long as the mentor is chosen carefully and is a person that the student feels comfortable with).

The Aboriginal Post-Secondary Education Coordinators felt that the policies and practices of the Ministry of Advanced Education should mirror best practices of institutions; i.e. provisions in place for preferential hiring for Aboriginal people. They also felt that institutions should gather information on best practices and consult with the Coordinators concerning their effectiveness for Aboriginal learners. They also stated that we need to look at evidence-based practice rather than best practice (i.e. practice that has real – not just anecdotal – evidence that the program/service has been effective).

This report has only listed a sampling of the many effective programs and services that institutions listed within the “effective” or “best” practices themes. What is clear is that there are many good things happening with good intentions by many people, but often good practice is not widely shared, and not sustainable because of funding or capacity challenges.

4.6 Aboriginal Post-Secondary Education Support Services

“The single most fundamental key requirement for successful Aboriginal post-secondary education strategies is for government and the public to have “an understanding of Aboriginal people” (Malatest, 2002).

“The most important support needed to successfully complete a post-secondary program would be a mentor with the knowledge of the institution programs, credits, transferability, funding, and ongoing emotional support for the student” (Aboriginal post-secondary education student).

The need for/type of Aboriginal support services is well documented both in the literature and in the results of this review. Most institutions recognize that Aboriginal learners have unique learning needs that must be reflected at all levels of the institution and all institutions have various forms of support services in place. In fact, some of the data suggests that the ASPF program has been especially effective in this area.

Many institutions and Aboriginal communities, including Aboriginal organizations, are working together to address student needs that require focused/targeted support. Most key informants stress the critical importance of effective Aboriginal student support

services that begin at the home community level and provide a continuum of student transition support, both in school (K-12) and at the post-secondary education level. Student transition – referred to as much more than just academic/institutional – is mentioned often as the single most important need related to support services for Aboriginal student recruitment, retention and success.

Specific responses for institutions related to existing support services are highlighted below.

Institutions were asked whether they employ an Aboriginal Post-Secondary Education Coordinator(s) and a Director of Aboriginal Programs/Services. Most institutions have Coordinators or similarly-titled staff whose responsibilities include broad support for Aboriginal students – academic, financial, personal and social. Some institutions have several Coordinators: University of Northern British Columbia; some in various locations (e.g. University College of the Cariboo, North Island College, Northern Lights College, Northwest Community College or in various programs and faculties: University of Victoria and University of British Columbia). These Coordinators may also have responsibility for program coordination/external liaison and most report to senior institutional managers (e.g. Director/Dean, Vice President). Several institutions have both Advisors and Coordinators (Advisors and counselors typically offer more personal/cultural support/direction to students).

Nicola Valley Institute of Technology reported, “We do not have titles such as ‘Aboriginal attached to staff.’ “Elders are on campus to guide and support staff and students.” At Institute of Indigenous Government the majority of staff is “First Nations so a specific Coordinator is not relevant.” Only one public institutions reported having no Coordinator.

In terms of having student services targeted to Aboriginal students, nearly all institutions surveyed offer support services targeted specifically to Aboriginal students. The services vary and not all institutions offer complete, comprehensive student support services. Some service examples include: student mentoring at Camosun College, College of New Caledonia, Langara College and Okanagan University College; peer tutoring at University College of the Cariboo and peer counselling at University of Northern British Columbia; University College of the Cariboo liaises with local Friendships Centres.

The Indigenous institutions surveyed reported an array of student support services. Of the eight who responded, 1 did not respond to this question in the survey; of the seven who did, Table 7 below shows the frequency of various services reported.

Table 7

Type of Student Support Service	Are these services offered?		
	Under Core Funding	Under Program Funding	Through Partnership
Daycare	-	-	1
Elders support	4	-	3
Personal counseling	5	1	3
Academic counseling	5	2	3
Addiction counseling	2	1	3
Learning centres	2	1	-
Tutoring services	4	3	2
Bursaries	1	1	2
Pre-university orientation	6	-	1
Career counseling	5	1	2
First Nation advisory committees	2	1	2
Cultural advisors	4	1	3
Technology access (current)	5	1	1
Wellness programming	4	1	3
Referral to professional services	4	-	3
Assessment services	5	1	4
Employment assistance	3	2	3
Library	4	-	2
Student housing	-	-	-
Other (Alma Mater Support)	1	-	-

Source: Aboriginal Post-Secondary Education Review Project, *Indigenous Post-Secondary Institution Survey*, Winter 2005.

Some universities reported that student services are not Aboriginal-designated while others reported housing services that target Aboriginal students (e.g. Northern Light College, Selkirk College and Emily Carr Institute of Art and Design). One public post-secondary institution reported no specific Aboriginal-designated support services.

In terms of engaging the services of an Elder, approximately one-third of institutions (ten) reported using the services of an Elder. The balance of institutions (almost two-thirds) reported that Elders participate to some degree in events, opening/closing ceremonies, as Guest Lecturers on an ad hoc/as requested basis and five institutions reported “No” regarding the use of Elders. It appears that while Elder services/involvement are highly regarded, they are not widely implemented in the province. Where these services are offered, they are program-driven, not institution-wide and, otherwise are engaged on a “request” basis.

When asked, “Is there an Aboriginal association/union on campus, half of institutions surveyed reported “Yes,” including Nicola Valley Institute of Technology, although they

note that while the Student Society is open to all students, the majority of students are Aboriginal. Those who responded “No” shared some comments. The Institute of Indigenous Government reported that “the majority of our students are Aboriginal and therefore this is not seen as a need.” Wilp Wilxo’oskuhl Nisga’a said “No...However, students as a group meet to discuss common issues.” It is also noted that University of Northern British Columbia has Tseba Student Association, which works closely with Wilp Wilxo’oskuhl Nisga’a.

Institutions were asked, “Are there any physical facilities designated for Aboriginal students?” Twenty-one or 75% of the institutions reported physical facilities ranging from a room or office to student Resource Centres. Some examples are:

- The Gathering Place (University College of the Cariboo);
- First Nations Centre (Douglas at New Westminster);
- Native Student Centre at the SUB (Langara College);
- Aboriginal Student Lounge (College of the Rockies);
- S’olh Shxwleli (University College of the Fraser Valley);
- Aboriginal Resource Centre (Kwantlen University College);
- First Nations Student Services Centre and Student Lounge in First Nations Student building (Malaspina University-College);
- Smoke House and ceremonial harbour (Selkirk College);
- Three campuses with designated area (Northern Lights College) and Aboriginal Resource Centres (Okanagan University College at three or four campuses);
- Aboriginal Student Centre (Vancouver Community College);
- Welcome Room and Sweat Lodge (British Columbia Institute of Technology);
- Office space (Emily Carr Institute of Art and Design);
- Green Room (Nicola Valley Institute of Technology);
- Native Student Union and HSD (University of Victoria);
- First Nations Centre (University of Northern British Columbia);
- First Nations Longhouse for Child Care, Elders, students and staff (University of British Columbia); and,
- Common Room (Simon Fraser University).

Several institutions reported plans for Aboriginal student facilities, proposed or in development, as follows: Indigenous Learning Lodge (Camosun College); Aboriginal Cultural Centre (University College of the Cariboo-Williams Lake); Big House and Health Wellness Centre (Malaspina University-College-Nanaimo); Longhouse (Northwest Community College); First Peoples' House (University of Victoria); and, Building Champions for a culturally appropriate campus (Wilp Wilxo'oskuhl Nisga'a). Kwantlen University College and Simon Fraser University reported hoping to move to and/or need larger space.

With regard to collaborating in or coordinating a traditional graduation ceremony or recognition ceremony for Aboriginal learners, about half a dozen institutions reported designated traditional graduation ceremonies for the institution. Most institutions do not have college-wide traditional graduations; however, recognition-of-graduates ceremonies and completion ceremonies are expressed otherwise. Typically these are "program-hosted" by staff and students themselves. In other places, Aboriginal graduates are integrated in the main convocation where Aboriginal leaders may be present and/or graduates may have the choice to wear traditional regalia or gowns. Most institutions have several occasions throughout the year that recognize/celebrate Aboriginal students/communities. For instance, *National Aboriginal Awareness Day*, celebrated in June, is a widespread activity.

In terms of daycare services, twenty-one or 75% of the institutions offer daycare services. Aboriginal participation is reported to be anywhere from "none" to two children; some institutions reported no tracking information or ability to report out. Of the twenty-one, two reported waitlists. An overall conclusion is that Aboriginal students/families do not participate in current on-campus childcare services. Wilp Wilxo'oskuhl Nisga'a reported a "desperate need for a qualified licensed program that is culturally appropriate."

Institutions were asked whether they offer communication, writing and computer skills support or service targeted specifically to Aboriginal students. Nine of the twenty-eight institutions indicated communication, writing or computer skills support or service targeted specifically to Aboriginal students, though in most cases these services are also program or course specific. The balance of respondents reporting similar services noted that services are open to the general student population. Participation of Aboriginal students in general student population services have low/sporadic enrolment/participation (3-5 per year). Six informants reported "No" and one had no reply.

Regarding offering Aboriginal specific recreation, cultural and social activities for students, a majority (seventeen) of institutions replied positively. Cultural and social activities were among the most cited. These activities are initiated primarily through the Aboriginal programs staff, Education Coordinators and students, namely through student unions/associations. Eight of the seventeen specifically noted Aboriginal Awareness Day activities are held in June, when most full-time regular students have left for the summer. Potluck dinners are popular and “student fund-raising for social and cultural activities” is in itself an event. Overall, Aboriginal activities are initiated and supported within the Aboriginal community of Aboriginal Post-Secondary Education Coordinators, Advisors, staff or students, with some financial support for funding from institutions themselves.

Gaps and Barriers

General comments identified the very strong correlation between adequate support services and Aboriginal student success. Many respondents mentioned the need for: a nurturing learning environment that is culturally appropriate; the need for implementation of the *Aboriginal Post-Secondary Education and Training Framework*; and, the need for greater policy support from the Ministry.

Interviewees and focus group participants, especially Aboriginal students, Aboriginal organizations and Aboriginal Education Coordinators, cited the need to provide an educational setting that “respects, honours” and views Aboriginal students from a “holistic” perspective, emphasizing again and again that “self-esteem” is an absolute critical success factor for Aboriginal students attending post-secondary education institutions, programs and courses.

When asked what needs to be in place to ensure that adequate resources are available to support Aboriginal learners, Aboriginal interviewees and focus group participants did not hesitate to describe a variety of needs for support services/strategies that should be developed, implemented or enhanced, summarized as follows:

- Recognize that Aboriginal learners need/expect a lot of supports;
- Strong institutional relationships to ensure Aboriginal voice at all levels of decision-making;
- Stronger partnerships and formal agreements between communities and institutions, including community outreach;
- Access to electronic media, especially in the North;

- Transition support to quality employment;
- More ongoing Aboriginal funding [for student support];
- Effective bridging and transition programs;
- Effective admissions/registration processes;
- Increased Elder involvement, Aboriginal staff and faculty members, stressing the importance of mentoring and role models for Aboriginal students;
- Better scholarship/financial incentives system (e.g. Millenium Project) because financial hardship has the biggest impact on Aboriginal student success;
- Relevant, accessible, culturally appropriate programming;
- Cross cultural training for institutional staff, faculty and students;
- Student housing and campus day care programs;
- Improved access to trades programs;
- “Efficiency yardstick” and economies of scale cannot be used to measure success of support services;
- “Whole learning” experience with a high end counselling and [academic] support service;

It is important to note that some Aboriginal students referenced the need for the Ministry and post-secondary education institutions to recognize/acknowledge that “systemic racism” continues to be a challenge for many Aboriginal students attending post-secondary education – particularly at non-Aboriginal institutions. Others further recommended the development of formal strategies and support services to specifically address racism at the classroom, program and institutional levels. This was also underlined by the Project Advisory Committee.

4.7 Aboriginal Post-Secondary Funding Sources and Challenges

“Who funds Aboriginal education? Who is responsible at the federal/provincial levels? The federal and provincial governments need to sort this out” (Source: Participant, March 2005 Ministry of Advanced Education Forum on Aboriginal Education).

Funding for Aboriginal students and for Aboriginal programming/support services continues to be an area of concern, and often confusion, for those interested in increasing success for Aboriginal learners. This issue was a major discussion topic at the Ministry of Advanced Education's February 2004 Open Space Forum and March 2005 Forum on Aboriginal Education.

The Ministry funds 28 post-secondary institutions, including two Aboriginal-controlled institutions. The funding supports universal post-secondary and training programs as well as Aboriginal Post-Secondary Education Coordinators, Aboriginal Advisory Councils and some First Nations educational programming. Aside from the Aboriginal Special Projects Fund, targeted funding for Aboriginal programs is not available, but institutions have the flexibility to determine program priorities based on resources available and local demand.

Some examples of programs covered under the Ministry's operating grants include UVic's First Nations Partnership Program, Langara College's Aboriginal Studies Program, College of the Rockies' First Nations Studies Program, and University of Northern British Columbia's First Nations Studies Program.

The Ministry also provides limited short-term financial support, through the Aboriginal Special Projects Fund, to assist public post-secondary institutions in promoting relevant, quality educational programs and support activities for Aboriginal learners. The ASPF allocation for 2004/05 was \$1.5 Million, and it is being increased by \$300,000 in 2005/06. This Fund was described in more detail in section 4.2 of this Report.

The Federal Government is a major funding source for Aboriginal students as well as for some Aboriginal programming. On the programming side, the Indian Studies Support Program (ISSP) supports research, development and delivery of post-secondary level programs designed for First Nations students, both in Aboriginal-operated institutions and in other eligible Canadian post-secondary institutions. Indian and Northern Affairs Canada (INAC) supports status Indians and Inuit through its Post-secondary Student Support Program (PSSP). This program supports all types of post-secondary education including college diploma and certification programs and university undergraduate and professional programs. It covers tuition support for full- and part-time studies, travel support for students and their dependants and support for living expenses. This program does have a limited budget, however, and it often does not meet the needs of eligible students wishing to access the funding.

One of the issues identified in the literature regarding Aboriginal post-secondary education in BC and Canada is how federal post-secondary funding is used. For example, the *2004 Report of the Auditor General of Canada* draws the following conclusion:

“The number of First Nations people having a post-secondary certificate, diploma, or degree continues to grow. However, we found significant weaknesses concerning the Post-Secondary Student Support Program's management and accountability framework. The Department has not clearly defined its roles and responsibilities. The way it allocates funds to First Nations does not ensure equitable access to as many students as possible, and the Department does not know whether the funds allocated have been used for the purpose intended. In addition, the information available on the performance of the program is inadequate. As a result, the Department does not know whether program funds are sufficient to support all eligible students, and it has no assurance that only eligible students taking eligible courses are receiving funding. The budget for this program is about \$273 million a year” (Auditor General of Canada, Main Points, 5.3, 2004).

The British Columbia Student Assistance Program (BCSAP) is also available to eligible Aboriginal learners. It is a joint federal/provincial program which is needs-based and assists students with the costs of post-secondary studies at colleges, universities, university colleges, institutes and private training institutions.

Canadian Millennium Scholarship (CMS) bursaries are also available to eligible students. The CMS Foundation and the Province of British Columbia have agreed that in the 2004/05 program year, CMS bursaries will be distributed to eligible students as loan reduction grants to be paid at the end of the school year.

The private institutions reported that the majority of their students get their funding from Band INAC funds although a few (e.g. those attending IIG, NVIT) get “top-ups” from student loans. Other funding (e.g. AHRDA, ISSP, HRSDC) is sometimes available, but it is proposal- and project-driven, and not consistent or sustaining. Employment and scholarships/grants can also be a source of funding for some students. One Project Advisory Committee member estimates that there are approximately 10,000 students on the INAC student support waiting list.

The Ministry has committed to undertake discussions with the federal government to encourage them to examine options to increase and enhance funding for Aboriginal post-secondary education (both on and off reserve) to improve:

- Transitions to and within post-secondary education;
- Support services for aboriginal learners;
- Curriculum and programming (which is culturally sensitive and appropriate); and
- Tuition and living supports for Aboriginal learners.

Some of the challenges that exist concerning sources of funding are: confusion as to what is available and who is eligible; lack of coordination of funding; block funding of institutions rather than targeted funding – including no higher value in the Ministry formula for Aboriginal FTEs; Federal government funding caps; and the trend of increases in tuition fees with no additional federal funding.

The project team also heard that the Federal Government's University College Entrance Preparation Program (UCEP) funds only one year of ABE upgrading. This one-year limit is problematic given that this program is to provide funding for prerequisites for students to attain the academic level required for entrance into a college or university programs. One year of funding when a student may be at a grade 8 level is therefore not sufficient.

Gaps and Barriers

The main gaps that are apparent from a review of the institutional survey responses and key informant interviews and focus groups are:

- There appears to be inadequate of funding coordination between K-12 and post-secondary education funding provided by provincial and federal government departments. This includes better harmonization of funding eligibility requirements so that individual Aboriginal learners do not fall through the cracks because of conflicting program requirements;
- The funding limitations of the ASPF budget discussed in section 4.2;
- There is a shortage of information available on the funding for Aboriginal post-secondary education that is available for both students and institutions, as well as a lack of information on eligibility for funding;

- Funding allocations and eligibility requirements need to take into account the different needs of Aboriginal students, and the challenges of institutions providing services in rural areas; and,
- There is no capital funding for on-site buildings, student centres for Aboriginal students.

Several recommendations were put forward by interviewees and focus group participants on this issue, including:

- Both levels of government (federal and provincial) should have websites noting what funding is available for both students and institutions, and what the eligibility requirements are; these websites should also note what funding has been allocated;
- Increasing the ASPF budget to support larger, longer-term and a greater number of projects and programs;
- The Ministry of Advanced Education should establish a new funding mechanism for Aboriginal post-secondary education that moves from ASPF to sustainable funding at levels that recognize the special requirements of students/institutions/Aboriginal communities;
- The Ministry of Advanced Education should recognize, accept and incorporate Aboriginal post-secondary institutions into the funding framework;
- The Province of British Columbia should support a coordinated advocacy initiative designed to secure increased levels of federal funding;
- The Province and the Federal Government should work together to define their respective roles with regard to funding students and institutions;
- The Province should provide capital funding for on-site buildings for Aboriginal students;
- The Ministry should examine the implications of an Aboriginal FTE model (e.g. ~1.6 multiplier value) and other models/approaches (e.g. higher FTE values for Aboriginal students in disciplines in which there are gaps in participation); and
- The Ministry should provide an incentive to institutions for reserved seating for Aboriginal students.

5. CONCLUSIONS

Participants spoke a lot about community-based models of learning, including “field-based” models where instructors taught within the community for a short intensive period and where theory and practice are integrated and the curriculum is culturally relevant. They also talked of the importance of incorporating Aboriginal philosophy and “world view of Aboriginal people in program content and delivery. Including a vocational “hands on” component is important as this is conducive to Aboriginal learning (From a summary of a focus group session with representatives of Aboriginal institutions and Aboriginal communities).

The Aboriginal Post-Secondary Education Review Project has yielded a large amount and rich quality of interesting and useful data and other information, particularly from public and private post-secondary education institutions and First Nations and other Aboriginal communities. While this has been compiled in a relatively short period and a complete detailed analysis and inventorying of the institutional survey responses was not possible, several conclusions arise from the project research. These are summarized below.

Need for a Strategic Approach

While there is a large amount of activity in the area of Aboriginal post-secondary education within the BC post-secondary system, Aboriginal communities and the Ministry, more significant results could be achieved with a strategic approach that includes a clear sense of and agreement on short and long term priorities. Part of this involves the need to consult on and release the *Aboriginal Post-Secondary Education and Training Policy Framework*, but it also requires a more strategic use of the ASPF funding and the development and implementation of a system-wide plan.

Interest in and Priority of Aboriginal Post-Secondary Education

A high level of interest in and support for expanding Aboriginal persons' access to and success in post-secondary education as a priority was seen among institutional leaders, faculty and staff, and among First Nations and Aboriginal communities and organizations. The project team saw a keen interest in participating in dialogue, research and development and implementation of strategies and programs by these stakeholders,

to the extent that stakeholders' expectations for participation could not be fully met within the timeframes and other parameters of this project.

Aboriginal Special Projects Fund

Despite shortcomings identified in the application/review/approval process and guidelines and criteria of the ASPF program, there is strong support for the ASPF as providing resources for programs and services that would not be developed and implemented without this seed funding. One senior university administrator called it a "powerful agent for change." At the same time, many good suggestions for improving the Fund were offered, and questions were raised about the overall budget of the Fund and how it was distributed.

Scarcity of Research

In the review of literature and in talking to key participants in this project, there is confirmed lack of current quantitative and qualitative research on Aboriginal post-secondary education in Canada and B.C. Hopefully this project and other efforts will stimulate the development of a research agenda and priorities that governments, institutions, academics and Aboriginal stakeholders can pursue.

Student Data

The project team saw and heard through the institutional surveys and through interviews and focus groups about inadequacies with current data-gathering and tracking regarding Aboriginal programs and students – both at a system level as well as within institutions. Senior staff in the Ministries of Advanced Education and Education have some good ideas on how to improve student data gathering and tracking. Action in this area will increase the amount of accurate and reliable data with which institutions and the Ministry and Aboriginal organizations can set strategic goals and develop strategies.

Quantity, Quality and Diversity of Aboriginal Programming

The project team was impressed with the huge amount of information on Aboriginal post-secondary education activities provided by public and private institutions. There appears to be a large, growing and diverse amount of Aboriginal programs and partnerships. The challenge is to sustain and build on these and move into new areas of need.

Programming Gaps

Despite the growing number of Aboriginal programs, courses and curriculum content, we heard of gaps in post-secondary programming in terms of disciplines and faculties in which Aboriginal people are seriously under-represented and yet which could be important for Aboriginal self-governance, economic development and prosperity (e.g. Business, Commerce, Economics, and certain Sciences and professions). In order to support expansion in these areas and for other reasons, Access programming for Aboriginal students also needs to be increased.

Aboriginal Community Involvement

Aboriginal communities have become more involved and more proactive in post-secondary education through both building community capacity and partnering with public and private institutions. In this context, institutions are continuing to look for and pursue ways to more systemically, systematically and consistently involve Aboriginal communities, Elders, administrators, faculty, staff, students and families in their processes, priority-setting and program development. At the same time, Aboriginal people and communities challenge institutions to reflect Aboriginal culture, realities and involvement in a way that is more than “token”

Further, the Indigenous Adult and Higher Learning Association and the Post-Secondary Sub-Committee of the First Nations Education Steering Committee and the FNEC organization are very useful organizations for the Ministry and other agencies to bring together the interests and perspectives of First Nations and Aboriginal communities and people to provide substantive, meaningful input on post-secondary education. These mechanisms need to continue to be supported as focal points for two-way communication and consultation.

Barriers to Aboriginal Participation and Success in Post-Secondary Education

Despite hearing and reading about a many success stories, positive models and good intentions in Aboriginal post-secondary education in BC, significant barriers to the participation and success of Aboriginal people continue to exist. The project team confirmed a range of cultural, personal, situational and institutional barriers to post-secondary education facing Aboriginal people. ASPF and other Aboriginal-targeted funding can be very useful in creating projects, programs and services that address these.

Feelings of Alienation and Exclusion

Many research participants spoke of the importance of educators and administrators needing to view this experience through the eyes of Aboriginal people. Some key informants and the literature also underlined the importance of understanding/accepting the history and current examples of racism in our society and in post-secondary education related to Aboriginal people.

The project team heard from many Aboriginal people and groups who, despite the positive findings of the research, pointed to a lack of inclusion and cultural sensitivity and recognition on the part of public post-secondary institutions or the “system.” This feeling among Aboriginal people varies by community and by institution; and it varies by the individual experiences of Aboriginal people in post-secondary education. Further exacerbating this feeling of alienation is the frustration that many Aboriginal people have expressed that they have discussed and heard these issues before and they have made suggestions before but they have seen no follow through on their input to improve Aboriginal post-secondary education.

Demographic Trends

Within the overall demographic shifts in British Columbia, we see the fact that the Aboriginal youth cohort is the fastest growing. This increases pressure on policy-makers, Aboriginal communities and schools and institutions for improve on Aboriginal post-secondary education by taking action in the K-12 system and in transition from high school to further education and the workforce. Also, we heard about the aging of the Aboriginal Elders and the threat to transmission of Indigenous languages and culture, and the pivotal role for post-secondary education in trying to counter this.

Aboriginal High School Student Transition

While it was not totally within the terms of reference of this research project, the project team heard from the outset of the project how important an issue that high school to post-secondary education transition is to First Nations and Aboriginal communities. While Aboriginal high school student graduates have improved in recent years, they are still far behind the non-Aboriginal rates; and the gap is even bigger in terms of Aboriginal students possessing the requisite university entrance courses when they leave high school.

The Need for Support Services

The interviews and focus groups yielded many comments from Aboriginal people, First Nations Coordinators and students about the critical importance of support services for the Aboriginal post-secondary student. These services need to reflect a holistic approach and need to be available from the first day (or earlier) of one's institutional experience, and must be available throughout the educational program. Also, it is most important that support services are provided both within post-secondary institutions and Aboriginal communities.

6. RECOMMENDATIONS

“Research data and anecdotal evidence suggest that transition barriers are reinforced when Aboriginal students do not have access to programs or courses that reflect or integrate their languages and culture. Without a school environment that respects and values the cultural and linguistic components of Aboriginal identity and tradition, many Aboriginal students feel isolated and alienated in school and eventually leave” (Heather Morin, Ministry of Education).

Based on the findings and conclusions of the project team's research and on what the project team heard from institutional representatives, Aboriginal faculty, students and staff, and First Nations and Aboriginal communities, we offer the following recommendations to the Ministry of Advanced Education. These are organized into two parts: recommendations pertaining to the broader Aboriginal post-secondary education issues; and, recommendations pertaining to the Ministry's Aboriginal Special Projects Fund.

Stakeholders' reactions to many of these recommendations may be, “we've heard this before.” In addition to the obvious purpose of these recommendations, it is hoped that the added-value is that they will give “voice” to the many participants in this project and that this report and recommendations will consolidate in one place the discussions and work on these issues of recent years.

A final prefatory comment on these recommendations is that with the timelines and resources in this project, the project team was unable in the context of some recommendations to define the “how.” We are confident that Ministry and institutional

staff and Aboriginal leaders and educators have many creative ideas with which to bring these recommendations to life if there is the will to do so at the political, policy and program levels.

The following recommendations are not presented in order of priority. Obviously some recommendations are broader and more far-ranging than others, but it would be a disservice to any recommendations to say they are “less” important and longer-term than others. We want to leave this to the judgement and experience of the Ministry and its partners.

6.1 Priority Aboriginal Post-Secondary Education Issues

1. *Aboriginal Post-Secondary Education and Training Policy Framework*

We recommend that the Ministry issue a revised draft Aboriginal Post-Secondary Education and Training Policy Framework as soon as possible and embark on a meaningful consultation process involving senior Ministry staff and Aboriginal and institutional stakeholders, perhaps through the recently signed *Memorandum of Understanding on Aboriginal Post-Secondary Education and Training*. Further, we recommend that the Ministry continue to treat Aboriginal post-secondary education as one of its strategic priorities and reflect this strongly and clearly in the Ministry Service Plan). This should also be reflected in the active engagement of senior Ministry staff in Aboriginal relationship-building and the review, development and implementation of Aboriginal-related policies, programs and initiatives.

2. *Bold Strategic Action Plan for Aboriginal post-secondary education*

We recommend that with the release of the Policy Framework, that the Ministry work to develop a bold Strategic Action Plan including appropriate targets for improving Aboriginal post-secondary education in British Columbia; and that this plan be an “umbrella” for the actions on the rest of the recommendations in this report as well as other actions determined by the Ministry and stakeholders.

3. *Data collection and tracking*

We recommend that the Ministry make it a priority to work with institutions and Aboriginal organizations to develop effective system-wide Aboriginal post-secondary student tracking policies and procedures, including students entering directly from high school. This should include encouraging institutions to adopt a provincially standardized process and procedures to the extent possible, and making better use

of and providing access to the Ministry's Data Warehouse databases. Specific actions could include:

- That all post-secondary institutions use a standard question for self-identification and use standard definitions;
- That all post-secondary institutions collect data on Aboriginal students and use the data for improving Aboriginal student success; and,
- That all post-secondary institutions run their student data against K-12 PEN institution information that identifies Aboriginal K-12 (public schools) students

4. Aboriginal post-secondary education research

We recommend that the Ministry work with other stakeholders including research institutions, the Federal Government and Aboriginal organizations and communities to stimulate and support more research on Aboriginal post-secondary education in BC and across Canada. This research should be informed by the Ministry working with institutions, academics and Aboriginal communities to identify a research agenda that prioritizes certain research issues and questions that represent important gaps in our understanding of Aboriginal post-secondary education access, participation, support and success.

5. Ministry FTE funding for Aboriginal programming

We recommend that the Ministry create a working group of Ministry staff, institutional representatives and Aboriginal representatives to review the structure, use and effect of the existing FTE funding to post-secondary institutions and the costs and utilization of such funding for Aboriginal programs and students with a view to identify and recommend alternative funding measures that would be more effective in achieving increases in Aboriginal student transition, access, participation and completion. This should include definitively investigating and making recommendations on the concept of an Aboriginal FTE value.

6. Meaningful involvement in planning and program development

We recommend that the Ministry continue to look for opportunities among institutions, across the post-secondary system, within the Ministry and in Aboriginal partnerships to involve Aboriginal stakeholders more directly in planning, program development, priority-setting and decision-making processes.

7. Aboriginal representation on governing boards

We recommend that the Provincial Government do more itself and the Ministry do more to encourage and influence institutions to ensure appropriate Aboriginal representation on governing bodies and more broadly in institutional and educational governance.

8. Addressing Professional Programming Gaps

We recommend that the Ministry reflect in its priorities in discussions with institutions and First Nations and Aboriginal organizations the need to address gaps in post-secondary programming including Business, Commerce, Economics, certain Sciences (particularly Physical Sciences), Technology, and the Trades. These are “gaps” in the sense that there is low Aboriginal participation in such programs and there appears not to be concerted efforts to change this and to provide support and encouragement to Aboriginal students to enter such disciplines. This can also be reinforced in ASPF criteria.

9. Increasing Access Programming

We recommend that the Ministry review the need for more Access programming for Aboriginal post-secondary education students. Addressing Recommendation #8 above would also increase the demand for Access programs to facilitate Aboriginal student readiness to enter such programs.

10. Increasing Transition Programming and Linkages with the Ministry of Education and the K-12 System

We recommend that the Ministry of Advanced work more closely with the Ministry of Education and encourage post-secondary education institutions and Aboriginal communities to work more closely – in a seamless way – with school districts and schools to enhance high school and high school transition to post-secondary education and to work initiatives. As part of this effort, transition programming could be identified as one priority in a more strategic approach to the ASPF funding.

11. Funding sources

We recommend that the Ministry work with other Provincial and Federal Government agencies to develop a complete inventory of Aboriginal post-secondary funding programs that is organized according to different audiences (i.e. institutions, students, communities, etc.), and that these agencies work together to make this widely available, including on their websites.

12. Connections with INAC/ISSP

We recommend that the Ministry consider options for strengthening relationships and coordination with Indian and Northern Affairs Canada's programs involved in post-secondary related funding and issues (i.e. INAC Post-Secondary Student Support Program), and for jointly looking for opportunities to more effectively leveraging funding involving institutions, First Nations, students, and Aboriginal communities.

13. IAHLA and FNEESC

We recommend that the Ministry continue to work closely with the Indigenous Adult and Higher Learning Association and the Post-Secondary Sub-Committee of the First Nations Education Steering Committee to strengthen relationships, information-sharing, awareness and these organizations' input and involvement in Ministry priority-setting, planning and consultation.

14. Trades and apprenticeship

We recommend that the Ministry work with other Provincial ministries, Aboriginal organizations, institutions and the Industry Training Authority to encourage, facilitate and support more Aboriginal trades training programs and initiatives. In part, this involves decreasing fragmentation among Aboriginal communities in their efforts to pursue trades training. It also relates to the need to harmonize HRSDC and INAC post-secondary funding, as Aboriginal communities cannot use such funding to support trades and apprenticeship training.

15. Successful practices

We recommend that the Ministry work with institutions and Aboriginal organizations to regularly collect and publish an inventory of Aboriginal post-secondary education successful practices. This recommendation is much broader than only profiling successful ASPF projects.

16. Detailed analysis of institutional survey responses

We recommend that the Ministry undertake a more detailed analysis of the responses to the institutional survey administered in this project, including developing and publishing an inventory of the results.

6.2 Aboriginal Special Projects Fund

17. Increasing the ASPF Funding “Pie”

We recommend that the Ministry consider increasing the annual ASPF budget and use it as an incentive and recognition for post-secondary institutions and Aboriginal partners to pursue bolder, larger-scale and farther-reaching multi-year Aboriginal post-secondary projects. The Fund is currently too small to achieve this when it has to be divided among many institutions and a combination of program and service goals. Further, when one considers that many institutions have a number of campuses with high Aboriginal populations and they want to share ASPF funds in the Aboriginal community, the final allocations of these finite resources at the end of the program “chain” become almost counterproductive. In some cases, the size of the Fund inadvertently can even create inefficient competition between institutions and within institutions. Hand in hand with this should be a more strategic approach to the allocation of ASPF funds vis-à-vis a clear sense of priorities and gaps, and other funding-related recommendations below.

18. Removing ASPF funding cap and multi-year basis

We recommend that the Ministry consider removing the project funding caps (\$75,000/\$25,000); and in concert with this, we recommend the Ministry consider moving to multi-year project funding commitments, “subject to budget availability”, to ensure project sustainability and allow for institutional and Aboriginal community capacity building. This would also permit larger scale and bolder projects.

19. Dispersing funding using a regional/institutional equity model

We recommend that the Ministry consider creating a formula or model for allocating ASPF funds in a way that reflects regional and institutional equity or balance.

20. Including/reflecting needs/characteristics of the North in criteria/guidelines

We recommend that the Ministry review and consider possible means for ensuring that ASPF funding responds to Aboriginal and institutional needs in the North and other remote parts of the province.

21. Application review and approval timelines

We recommend that the Ministry consider allowing more time for institutions and their partners to develop and submit ASPF proposals through a call for proposals in January each year, “subject to budget approval”, in order to allow the partners to discuss and fully develop project proposals.

22. Aboriginal representation in review process

We recommend that the Ministry consider more directly and extensively involve Aboriginal representatives in the review of and decision-making on ASPF project, perhaps through a mechanism such as the Project Advisory Committee created for this research project.

23. Aboriginal communities

We recommend that the Ministry more strongly reflect in the ASPF criteria a requirement for institutions to work closely and in a timely with Aboriginal communities in identifying priorities, developing proposals and implementing projects. The exception to this would be internal institutional projects which do not involve working with local Aboriginal communities, but which would still need to show Aboriginal Advisory Committee and other internal support.

24. Access to ASPF funding by private institutions

We recommend that the Ministry should not at this time open up direct ASPF funding to private Aboriginal institutions (those currently not receiving operating or FTE funding from the Ministry). However, we recommend the Ministry reflect in its criteria and review/approval process more clearly the requirement for institutions to make as many ASPF resources as possible available to local Aboriginal community partners and institutions. Further, we recommend that the Ministry and Provincial Government consider other means for supporting Aboriginal institutions and communities more directly.

25. Strategic planning as next priority

We recommend that the Ministry reflect institutional/Aboriginal post-secondary strategic planning (internal and external to institutions) as a priority in ASPF criteria in the new few years.

26. Coordination with Federal Government

We recommend that the Ministry work more closely with Indian Northern Affairs Canada – particularly the Indian Studies Support Program – during the various phases of the ASPF cycle in order to share information, coordinate processes and timelines, learn from the best practices in each program, etc.

27. Communication/awareness

We recommend that the Ministry consider working with institutions and Aboriginal organizations to more widely distribute information on the ASPF program, including

mechanisms which create awareness among faculty, students and staff and more broader throughout Aboriginal institutions and communities.

28. Supporting joint projects and promoting institutional partnerships

We recommend that the Ministry encourage and allow for ASPF proposals to include joint projects and institutional (public-public and public-private) partnerships.

29. Feedback on proposals

We recommend that the Ministry endeavour to more directly and in a timely way provide feedback to proposal proponents on successful and unsuccessful proposals.

30. Communication of results/outcomes

We recommend that the Ministry more widely and extensively communicate the results and outcomes of ASPF-funded projects.

31. Sharing of information on successful practices

Further to Recommendation #14, we recommend that as funded projects demonstrate success and effectiveness, the Ministry regularly catalogue in an inventory and distribute a successful practice publication.

32. Sharing and making products of projects more accessible

Further to Recommendations #14 and #15, we recommend that the Ministry consider working with institutions and Aboriginal organizations to make products (e.g. programs, services, curricula, tools, etc.) accessible to all institutions and community partners.

33. Financial planning and labour market demand guidelines

The Ministry should more clearly reflect financial planning and labour market demand in the ASPF proposal guidelines and adjudication.

34. Website

We recommend that the Ministry use a section of its website to facilitate many of the information/awareness/sharing/access recommendations in this report; or that it partners with institutional and/or Aboriginal organizations to achieve this.

Final Recommendation

We recommend that for whichever recommendations the Ministry and its partners support, they formally express a strong commitment to follow through on these recommendations in a timely manner. Further, this report and its recommendations should be widely distributed in order that it is considered as part of deliberations and decisions undertaken in various other related projects, particularly the MOU partnership forum.

7. CONCLUDING REMARKS

As with many important issues in our society, we heard multiple world views from the participants in this research project. There was a continuum of satisfaction about the status quo, ranging from some Aboriginal communities and Aboriginal educators who were very frustrated and concerned about the current state of Aboriginal post-secondary education in British Columbia to those Aboriginal people and institutional representatives who were more optimistic and who felt much had been achieved in recent years. The “voice in the middle”, by and large, were many of the Aboriginal Post-Secondary Education Coordinators, who understand the views on both ends of this continuum and who believe they know what needs to be done but do not necessarily have the resources, decision-making authority or support within their education or Aboriginal communities to effect the necessary changes.

The hope that our project team saw and heard was represented in everyone who participated in this project. They all said, “It is time to take action on these issues – once and for all.” They implored the Ministry of Advanced Education to not let this report and their voices “sit on the shelf.” Everyone we talked to recognized the importance of the issues discussed, experienced examples of success stories, and had hope for the future. This was particularly evident among the young Aboriginal post-secondary education students we met.

We would like to end this report with the voice of one of the post-secondary students who participated in our research. His comments are poignant and significant for at least two reasons. First, the substance of his remarks obviously provides insight into the issues explored in this project. Second, it symbolizes the hope and future of Aboriginal young people:

"I got my degree from Emily Carr Institute of Art and Design in the Visual Art Department in 2004. I was enrolled in a lot of painting and drawing courses as well as Art history. I would love to teach high school Art. I know it is the course that many slackers take in high school, but they are the students I want to reach most.

I read a paper called Pedagogy of the Oppressed by Paulo Freire (1973). It was about how the education system is static and in a paternal form. 'One teacher, one authoritative voice, one right voice, this is how it is, so it is so.' My philosophy on education is rooted in my maternal First Nations background and it opposes the paternal system we use today. I believe my philosophy can work for all courses. The system we use now is not conducive to overall student success. We can use a more interactive system where all teachers work together to discuss student interests. This means of course that the teachers need to be in direct communication with each other and the students. On top of this, the parents and other family members should be involved – maybe elders or grandparents as well. Children and youth need support from family elements in order to succeed. If support isn't there, in most cases, I think, that is when they stray or have no focus on their education. People with support from family eventually have a better idea of what they want to do in the future.

I am Haida/Tsimshian. Both cultures have a maternal infrastructure where teachings were through the mother's side of the family, which is due to the way lineage was formed. People inherited chieftainship and landrights through maternity. The foundation of family structures were built through the teachings of everyone/adults within the lineage. With that support network, success is inevitable and vital to the family, which is why the foundations were built in such a way. Lineage within these two societies (Haida/Tsimshian) is quite political too, but of course it goes deeper than the education philosophy. But without that extended family, like uncles, aunts and grandparents etc, success was harder to achieve. Family is so important to First Nations people. Success in education will result from family support networks and interaction with the instructors.

Achieving success means teachers need to focus on what the student interests are. In traditional Haida/Tsimshian upbringing, children or youth were taught from an early age to do what they would do for life. Whether they were artists, fisherman, builders, or weavers etc, from an early age, they were watched closely by members of the family. When Family determined what jobs their youth were good at, they honed the skills and abilities for life. The Education system can use aspects of this to create a better learning environment for the students. Students can develop their interests, work towards a goal and be ready for post secondary education. This is where the interactive teaching/learning comes into play. If the teachers are more interactive with each other, there is a lower ratio of students to each teacher, therefore, teachers can use this interactive time to discuss each student's wants and needs, and help them with it. If a student is interested in writing, and has some potential in it, why not get them to focus their attention on it. In Art class, I would allow or be open to students bringing in whatever other subjects they were good in. Every subject is creative - Writing is creative, Math is creative, Science, etc. There are ways that each subject can be presented and interchangeable within the education system. I think it needs to be addressed and changed to create intellectual interests amongst youth.

I know this is idealist, but it has to start with Elementary or High School students and then it will transform into student success within the post secondary levels. Students need to first have a passion for something before they can succeed in a post secondary institution. The sooner a passion is found by students, the more equipped they can be when entering Technical School, College or University."

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APPENDICES

Appendix 1 - Project Advisory Committee Terms of Reference

Appendix 2 - ASPF Review – Analysis of Ministry ASPF Files

Appendix 3 - Survey Questionnaire Instruments

Appendix 4 - Summary Analysis of Public Post-Secondary Survey Responses

Appendix 5 - Summary Analysis of Indigenous Post-Secondary Survey Responses

Appendix 6 - Key Informant Interviewees

Appendix 7 - Summary Analysis of Key Informant Interviews

Appendix 8 - Focus Group Questions

Appendix 9 - Summaries of Focus Group Responses

PROJECT ADVISORY COMMITTEE (PAC)

Aboriginal Post-Secondary Education Review of Programs, Services and Strategies/Best Practices & Aboriginal Special Projects Funding (ASPF) Program

Terms of Reference (January – June 2005)

Purpose

An advisory committee of stakeholder representatives to advise on and guide the Project Team and Ministry of Advanced Education specifically in the following project areas:

- Methodology and draft research instruments, questionnaires
- Institutional procedural and Aboriginal protocol
- Substantive advice on the project analysis and findings
- The draft, interim and final reports.

Composition

Members will be BC residents and will come from all 5 regions of the province.

- University Administrator - Senior Executive or designate (*Dennis Macknak, Director of Regional Operations, UNBC*)
- 1 University College or College Administrator - Senior Executive or designate (*Pat Ross, VP Support Services, Malaspina University College*)
- 1 University Aboriginal Education Coordinator or Aboriginal Education Advisor (*Madeleine MacIvor, First Nations House Of Learning, University of British Columbia*)
- 1 University College or College Aboriginal Education Coordinator or Aboriginal Education Advisor (*Marlene Erickson, College of New Caledonia*)
- 1 Indigenous Adult and Higher Learning Association representative (*Fran Hunt Jinnouchi, Chair*)
- 1 First Nations Education Steering Committee representative (*Karen Bailey Romenko*)
- 1 Band Education Coordinator (*Gwen Point, Sto:lo Nation*)
- 1 Aboriginal University Student (*Erma Robinson, SFU*)
- 1 Aboriginal Post-Secondary Education Faculty representative (*Verna Billy-Minnabarriet, Dean of Academics, NVIT*)
- 1 Aboriginal University College or College Student (*Desiree Stevens, Camosun College*)
- Ministry of Education (*Trish Rosborough, Director, Aboriginal Education (or designate)*)
- Juanita Berkhout, Ministry of Advanced Education (ex-officio)

Elder Participation

The terms of reference reflect the value of and contribution of having the guidance of and respect for an Elder in a process/project such as this one. Teaching and learning are part of the lifelong process traditionally and currently associated with Elders. 2 Elders will therefore also be invited to each meeting.

Commitment and Meetings

The PAC will meet 2-3 times during the life of the project, ideally in conjunction with other major events/meetings to minimize both members' time and travel expenses. The schedule for meetings is currently targeted as mid February, late March/early April, and late April if necessary. Audioconference and electronic mail will also be used if necessary. Telephone or in-person contact will be made with individual PAC members as necessary.

Support:

Both financial and logistical support for the PAC and its travel and activities will be provided by the Ministry of Advanced Education.

Main Contacts for the PAC:

Project Team Contacts: Kerry Jothen, Project Leader (250) 213-9231 kjothen@humancapitalstrategies.ca	Ministry Contact: Juanita Berkhout, Ministry of Advanced Education (250) 952-6114 Juanita.Berkhout@gems9.gov.bc.ca
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SUMMARY REVIEW OF ABORIGINAL SPECIAL PROJECTS FUND (ASPF) PROGRAM

TERMS OF REFERENCE

Purpose

The Ministry of Advanced Education has requested an analysis of the ASPF Program including recommendations to improve and enhance it. They have stated in their Request for Proposal (RFP) that the primary purpose of the Program is to increase participation, success and retention rates for Aboriginal learners in British Columbia. The Ministry would like the review of this Program to “help inform AvED on the application of the fund, with the aim of increasing its benefits and sustainability over the long term”.

This review is part of the larger report on Aboriginal Post-Secondary Education Programs, Services and Strategies/Best Practices in British Columbia that Human Capital Strategies (the Contractor) is undertaking.

The RFP stated that the Contractor would:

- briefly summarize and categorize, by program area, the ASPF projects which have been funded since 2000 (see Appendix);
- review and summarize the overall outcomes of ASPF projects since 2000;
- review the Ministry’s ASPF RFP process (including ASPF guidelines and application process);
- review the Ministry’s ASPF adjudication process;
- recommend how future ASPF funds can be allocated in a way that increases knowledge and understanding to increase Aboriginal success;
- recommend how the fund can be more effectively focused on Aboriginal priorities;
- assess ways to make programs more sustainable and successful; and

- inform the Ministry on how to better coordinate and collaborate successful ASPF proposals to ensure that funding recipients connect and network with other post-secondary institutions where appropriate.

Review Methodology

Program review involves examining current programs, services, organizational efficiency and available resources; validating strengths and/or weaknesses, identifying opportunities for improvement, and recommending ways to improve outcomes.

The review of ASPF has involved the following:

- a review of Ministry internal files; e.g., reports (February 23, 2004 Open Space Forum Regarding Issues and Opportunities for Aboriginal Post-Secondary Education in British Columbia, Draft Aboriginal Post-Secondary Education and Training Policy Framework), briefing notes, ASPF proposals, ASPF evaluations and ASPF summaries;
- a review of ASPF information included in questionnaires completed by public and private institutions;
- information on ASPF gleaned through formal and informal key informant interviews and focus groups;
- information gleaned through attendance at the Ministry's 2005 Forum on Aboriginal Post-Secondary Education; and
- information coming out of team (HCS) discussions.

Various criteria will be used in the assessment of the ASPF Program including:

Is sufficient information on the process included in the Call for Proposals for the funding?

Is enough time given to potential proponents to complete the internal discussions and external collaboration necessary for a good proposal?

Is the adjudication process fair and transparent?

Do the proposal criteria make sense, and is there anything missing?

Are the evaluation criteria relevant?

Are the reporting procedures doable and relevant?

Is information on best practices shared?

Is the funding adequate?

Background

The Ministry has funded approximately 160 projects since fiscal year 2000/2001 under the Aboriginal Special Projects Fund. The total amount of this funding is about \$6M (check this figure to see if it includes 04/05). Approximately 3000 Aboriginal learners (check this figure) have benefited from this funding.

The Fund provides limited, short-term financial support to assist public post-secondary institutions in developing and delivering culturally-sensitive, quality, educational programming and support services for Aboriginal learners. The Ministry also encourages partnerships between the public institutions, Aboriginal organizations, Bands, and private institutions. Since the Fund's inception, projects have included adult basic education, social work, health programs, Aboriginal language programs, justice and the law, community economic development, natural resource management, tourism, math and science, early childhood education, teacher education, trades, governance, film, fine arts and on-line learning.

Programs funded under ASPF

The three top program areas receiving funding under ASPF are student support services, self-government and tourism.

Under student support services, the following services were delivered:

- a series of workshops for Aboriginal students to assist them in preparing for post-secondary studies;
- hiring of a First Nations Student Services Liaison Officer who conducted numerous activities designed to recruit and retain Aboriginal students;
- a program for adults affected by Fetal Alcohol Syndrome to help them develop skills in personal management, literacy and communication, and to assist them in acquiring job-related training;
- a mentoring program matching Aboriginal post-secondary students with Aboriginal high-school students;
- hiring of a Cultural Advisor to provide emotional and personal support to Aboriginal students, including home visits to at-risk students, and organizing events for the First Nations Students Club;
- an Elder support program where Elders provided direction, guidance and support to students;

- a mentoring program that provided course tutoring, and taught skills in writing, time management, computer literacy, communication and study habits;
- a cultural support program to increase Aboriginal students' cultural understanding;
- an outreach program for potential post-secondary students in remote communities to show them how to apply for post-secondary education, how this education will broaden their career opportunities and how to overcome barriers to post-secondary education;
- the opening of student support/learning centres for Aboriginal students;
- hiring of Aboriginal staff/peer counselors to mentor and provide advice to students;
- a program for elementary students (Grades 5-7) to encourage post-secondary education in health, nursing and science;
- support for research on best practices in Aboriginal support services;
- a Learning Centre Outreach Model providing writing instruction and assistance with prior learning assessment portfolios;
- the development of an Aboriginal Speaker Series – Guiding Circles – to help both secondary and post-secondary students develop educational and career plans; and
- a Graduate Enhancement Program to provide academic support, mentoring and networking opportunities to Aboriginal Graduate and Doctoral students.

Self-government capacity is another area of significant interest to Aboriginal learners, and several institutions responded to this need. Some of the programs included:

- an introduction to Indigenous Government studies, tourism and land stewardship;
- community economic development;
- a Public Administration Certificate Program;
- a project to establish an indigenous studies major and minor within the Bachelor of Arts degree program;
- curriculum development for an Indigenous Corporate Relations Program;
- a weekly lecture series (live and interactive) on Aboriginal governance and land claim issues; and

- a certificate program in the Administration of Indigenous Governments.

Related to self-government capacity is the ability of Aboriginals to manage their own Tourism programs. First Nations Tourism Management Programs and Certificate Programs have been offered by several colleges, often in collaboration with Aboriginal and community partners.

ASPF funding has also been used to educate Aboriginal learners in areas of need in their communities. These programs include Social Service Worker Programs, Home Support/Resident Care Attendance Preparation Program, preparation for nursing and health careers, Diploma in Aboriginal Justice, Teacher's Assistant Programs, Aboriginal Health Worker program, Certificate in First Nations Museology, Native Indian Teacher Education Program, Child and Youth Bachelor's Program and Master of Social Work Program with a First Nations focus.

Other program areas covered under ASPF include fine arts programs, language programs, environment and resource management programs, and preparation for careers in trades.

Application and Adjudication Process

Each year, a call for proposals for Aboriginal Special Projects Funding goes out to public post-secondary education institutions. It states the final deadline for applications (institutions have at least 4 weeks to get proposals to the Ministry), the funding categories with maximum funding available, the proposal criteria, the evaluation criteria, and the final reporting procedures. This process has been refined over the five years that the Fund has been in existence as a result of experience and input from AVED Education Officers and the ASPF External Review Committee (comprised of AVED staff and First Nations Education Coordinators).

Proposal criteria are:

- All projects should begin within six months of approval and be completed by the end of the fiscal year.
- Proposals must be ranked in terms of how they fit within their institutional program/planning priorities.
- Proposals must be a partnership or collaborative initiative between a public post-secondary institution and an Aboriginal organization, Band, Tribal Council or Aboriginal Advisory Council (associated with a public post-secondary institution in BC).
- Institutions are required to submit one application form for each proposal, up to a maximum of three applications per institution.
- Preference will be given to eligible projects that fall within the designated categories, meet Ministry funding criteria and priorities related to program areas

such as Aboriginal language/culture/history, adult basic education, teacher training, health, math and science, and trades.

- Evaluation and reporting requirements must be met for the previous year before new applications will be considered.
- Projects must include sufficient detail about activities and financial budgets.
- Funding is not intended for capital expenditures.
- Institutions who intend to sub-contract or assign any portion of their funds must declare this information prior to approval of funds.
- All reports, publications, videos, software, etc. produced with funds provided by this fund must conform to Canadian Copyright Laws.
- All proposals must be signed and approved by the institutional President or designate.

Proposals are evaluated on the following criteria:

- Are they strategic in focus and do they provide innovative or enhanced educational programming and delivery options for Aboriginal learners?
- Do they address government priorities related to Aboriginal language/culture/history, adult basic education, teacher training, health, math and science, and trades?
- Do they address other areas such as K-12 to post-secondary education transition and access, community-based delivery of training or enhanced Aboriginal student support services?
- Do they improve/enhance educational effectiveness and employability skills of Aboriginal learners?
- Do they demonstrate institution, community and industry partnership support and collaboration?
- Do they support and foster program articulation, and promote laddering between and among credentials, including a Prior Learning Assessment option?
- Do they address the participation, completion and unique needs of Aboriginal learners?

- Do they show evidence of commitment to deliver and support the implementation of ongoing programs?
- Do they include confirmation that the institution's Aboriginal Advisory Council chair and designated Aboriginal Education Coordinator have reviewed all of the submitted proposals?
- Does the proposal indicate a partnership or collaborative initiative between a public post-secondary institution and an Aboriginal organization, Band, Tribal Council or Aboriginal Advisory Council?

Aboriginal Special Project Reporting Requirements

Institutions must submit interim and final reports by the end of the fiscal year that they received funding for. The reports must include the following information:

- identification of whether or not the institution was successful in achieving objectives;
- statistics relating to the project; e.g., number of registrants, number of registrants who completed program (broken down by full-time and part-time students), identification of student contact hours;
- transfer, laddering or bridging opportunities provided and credentials received (if applicable);
- benefits and impact on individuals, community, institution or the province;
- financial statements showing revenue received, funding sources, and actual expenditures;
- a copy of any affiliation or partnership agreement;
- labour market demand and education opportunities accessed by students completing the program;
- summary of internal evaluation of the program and copies of any external evaluation conducted;
- identification of the institution's long-term plan for the program;
- summary of recommendations that may be shared with others considering similar work; and
- copy of the final product, materials of interest, or curriculum (where applicable).

The application process to access ASP funding appears overall to be a fair one with clear criteria and guidelines, and realistic reporting expectations (n.b. we need to review input from informants to accurately make this statement). There are, however, some areas that would improve accountability related to proposal evaluation. In the proposal criteria, it is noted that projects must include sufficient detail about activities and financial budgets. Proposal evaluation criteria, however, do not include any reference to a sound, detailed financial plan and, in fact, the level of detail that is necessary to ensure accountability is not always there. Also, final reports must include how the program met labour market demand, yet there is no requirement to include projected labour market demand in initial proposals.

Regional Distribution of ASPF Funding

There are both regional and institutional disparities evident in the allocated funding for ASPF (see attached matrix). Approximately one-third of the institutions have received the bulk of the funding; at least half of the institutions have received funding every year; and about one-third of the institutions have had very limited funding. There are various reasons that institutions may not get their fair share of the funding, from not wishing to submit a proposal, or not having the capacity to do so; to submitting a proposal that does not reflect the criteria laid out by the Ministry.

Regional distribution of ASPF funding is dependent on submission and approval of proposals, as well as the number of institutions in the region.

Vancouver Island region does very well as far as their share of the funding goes, as does Thompson-Nicola, Peace River and Okanagan. However, the Lower Mainland does not fare as well overall, although Capilano College, Simon Fraser University and the University of British Columbia do quite well. The other 9 institutions in this region receive less than half of the funding.

ASPF Outcomes

Outcomes resulting from an infusion of ASP funding can be measured in different ways: number of Aboriginal learners who have benefited from the projects; new programs/courses that have been developed; additional support services for Aboriginal learners; and continuance of project activities as a part of institutions' base funding after ASP funding ends. Another important outcome is the relationship-building (and subsequent cultural understanding) that occurs when projects include collaboration with other post-secondary public and private institutions and Aboriginal communities.

Project Outcomes

As mentioned previously, approximately 3000 Aboriginal learners have directly benefited from the ASP funding. AVED is hopeful that indirect benefits of the funding will be increased partnerships at the community level that will ensure relevance of programming and services. They also feel that ASP funding should be a phased-in funding approach

that will lead to funding recipients continuing with the project under the auspices of their own base funding.

It is important to remember that outcomes need to be measured from an Aboriginal perspective. In other words, how non-Aboriginals measure success – i.e., retention, course completion, employment – could be different from the way in which Aboriginals define success. They may see success more on a continuum beginning with an interest by the learner in furthering their education, the ability to access education funding, and participation for its own sake, even though circumstances may prevent course completion or employment.

Analysis

This section will be expanded when we have input from informant interviews and questionnaires. However, it should answer the following questions for the Ministry:

To what extent is the ASPF RFP process streamlined and efficient? What changes would improve the process itself and the quality of proposals?

Which projects to date have yielded the most positive outcomes, and why (best practices)?

What needs to be put in place to address barriers that have been encountered?

Is the reporting process effective, timely and relevant to AVED needs?

How can ASPF meet Aboriginal priorities while at the same time address the realities of available funding and institutional capacity?

Does the allocated funding for each project match up with outcomes achieved?

What needs to be in place to ensure sustainability of programs?

How is funding allocated at the local level between the community partners?

How can partnerships be strengthened between institutions, and between institutions and communities?

A few thoughts have emerged to date; namely, that Aboriginal learners need to be more involved in proposal development and evaluation; that funding be directed to Aboriginal organizations and private institutions as well as public institutions; and that ASPF outcomes and project details be shared on a wider and more consistent basis.

Summary and Highlights of All ASPF Funded Projects: 2000 - 2005¹¹

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
British Columbia Institute of Technology	00-01	50,000	No	Computer Systems Entry Program for Aboriginal People	<ul style="list-style-type: none"> Implemented a six-month entry-level computer skills program for Aboriginal students on January 8, 2001 and began recruiting students for January 2002. The Aboriginal Business and Computer Systems Access program (ABCSA) is intended to expand upon the existing CSE program. 	15	10
Camosun	00-01	75,000	No	First Nations Community Studies Diploma. With Co-op Internship Option	<ul style="list-style-type: none"> Delivered the first year of a two-year program 	<ul style="list-style-type: none"> 36 students applied, 26 students enrolled, all of First Nations ancestry When the report was submitted, the interest list contained 15 first-year students and 21 returning students 15 students enrolled in co-op, most wanting to work in FN organizations 	
	00-01	25,000	No	FN Coordinators Training Events & the BC First Nations Council	<ul style="list-style-type: none"> Two FN Education Coordinator training sessions held. Purpose of sessions was to share information and ideas amongst coordinators and provide advice and input to AVED re: policy framework, program objectives, etc. 	na	na
	01-02	75,000	No	First Nations Civil Engineering Access Program	<ul style="list-style-type: none"> Nine-month program for FN students preparing for an engineering technologies career. Note: Due to late distribution of ASPF funds, Camosun was unable to attract enough students to participate in the program and therefore not able to implement the full project. Although the full project will not be implemented until September 2002, it was agreed that Camosun could use a portion of the funds to hire a co-op student to focus on recruitment and retention activities. The revised project will now be completed by June 2003. 	na	na
	01-02	23,100	No	Aboriginal Coordinators Handbook	<ul style="list-style-type: none"> Project to develop an Aboriginal Coordinators handbook to assist new and current Aboriginal Coordinators within the post-secondary system to manage their tasks. 	na	na

¹¹ Source: Ministry of Advanced Education ASPF Internal Files (2000-2005).

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Camosun (cont'd)	02-03	\$55,568	No	First Nations (FN) Health and Education Access Program Development Project	<ul style="list-style-type: none"> Project to develop college preparation level access program for FN students wishing to enter health or education training at CAM or other public post-secondary institutions in BC. Completed design for eight-month program. 	na	na
	03-04	\$67,942	No	Research and Development of a First Nations Economic Development Program	<ul style="list-style-type: none"> The program is an articulated certificate to be delivered in modular format to accommodate those currently working in FN communities in economic development or administration. Program will run by, or before, September 2006. 		
	03-04	\$24,068	No	Vancouver Island Aboriginal Authority Transition Team (VIATT) Response Project	<ul style="list-style-type: none"> Project coordinator was hired and established the Vancouver Island Aboriginal Authority Transition Team. Team researched PSI programs and community based programs in the area of Human Services. Programming gaps were identified. CMN (Camosun-Malaspina-North Island College) collaborated in joint planning for First Nations Health and Education programs. 	<ul style="list-style-type: none"> Team hosted a Van Isl. Aboriginal Education and Career Fair on February 25th with 40 info booths for 350 Aboriginal student participants. Developed a brochure and program handouts that were provided at the career fair and mailed to 300 Band Education Coordinators and School District Aboriginal Education Coordinators. 	
	04-05	\$73,880.60	No	Aboriginalization Project: Seeing Red As a Curriculum Norm	<ul style="list-style-type: none"> The purpose of the project is to develop a process for integrating Aboriginal content/perspectives into mainstream programming/curriculum, which will be a model for Camosun College and other post secondary institutions. Development of 3 new courses that will reflect Aboriginal ways, socio-economic realities, history and perspectives in: 1) Aboriginal Tourism; 2) First Nations Art; and, 3) Aboriginal Issues in Criminal Justice. Students will receive credentials for the courses. 	<ul style="list-style-type: none"> Following the development of the courses, Camosun will then deliver to an estimated 78 part-time students in September 2005. 	
Capilano	00-01	\$25,000	No	First Nations Learning Centre	<ul style="list-style-type: none"> The college and Sechelt Nation administrators explored ways to enhance Aboriginal student support services and held a series of workshops for Aboriginal students preparing for post-secondary studies. Partnership between Capilano College and the Sechelt First Nation. 	<ul style="list-style-type: none"> A total of 35 students attended six workshops. 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Capilano (cont'd)	00-01	\$25,000	No	Squamish Nation and Capilano College	<ul style="list-style-type: none"> Hired a First Nations Student Services Liaison Officer and conducted numerous activities designed to recruit and retain Aboriginal students. The Squamish Nation and the institution benefited from increased communication, cooperation and understanding. A Needs Assessment produced under this project contained an analysis of Aboriginal and non-Aboriginal labour market information. 	na	na
	01-02	\$40,000	No	First Nations Studies Program	<ul style="list-style-type: none"> Project to establish a two-year, 60 credit, University Transfer cohort program. The Program has received official college support in the form of Program Approval in Principle by Capilano College Education Council. Capilano has also established a protocol for securing First Nations representation and participation at the college. 	<ul style="list-style-type: none"> Two courses and a seminar series were piloted. Anthropology 206 had 34 students registered of which two-thirds were FN students. Linguistics 101 had 36 students registered; however, there were fewer FN students. 	
	02-03	\$25,000	No	Transition to Early Childhood Care and Education (ECCE)	<ul style="list-style-type: none"> Transition Support Facilitator helped students to register in FN College Prep program and later helped to plan alternative educational paths. In September 2002, the head of the Education Department was indefinitely suspended from work. As a result of this suspension and the concern about the small number of students prepared to enter the program, the Sechelt Indian Band (SIB) cancelled the program. Significant portion of funds will be returned. 	na	na
	02-03	\$75,000	No	Aboriginal Film and Television Production Program	<ul style="list-style-type: none"> Program to provide students with high-quality production training from Aboriginal perspective. Implemented initial consultation and research process in October 2002. New program will start on September 22, 2003 and conclude on April 23, 2004 (28 weeks), including a five-week practicum. 	<ul style="list-style-type: none"> Anticipated enrolment is 25 students in each of the two years of the program for a total of 50 students. 	
	03-04	\$45,000	No	First Nations' Gateways: Personal Management and Planning	<ul style="list-style-type: none"> Intensive 20-week program in partnership with the Sechelt Indian Band Education Centre where Aboriginal students upgraded their English and Math skills and established clear career goals. Included on-line computer training and 2 two-week volunteer work placements. 	<ul style="list-style-type: none"> 17 began the program, 7 found jobs during the program, and 8 graduated with clear plans for the future- All targets were met or succeeded 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Capilano (cont'd)	03-04	\$17,386* (see details)	No	Facilitating On-Line Success: Tutoring Program for First Nations Students Enrolled in the Capilano College On-line Computer Fundamentals Program	<ul style="list-style-type: none"> Funded from excess funds held over from a 2002/03 project. A coordinator was hired to facilitate, tutor and mentor students in the Applied Business Technology (ABT) courses offered for the first time at the Ts'zil Learning Centre in Mount Currie, BC in the Fall and Spring. 	9 students registered in Fall, but low success rate. 11 students registered in Spring semester.	
	04-05	\$75,000	No	First Nations Tourism Management Co-op Program	<ul style="list-style-type: none"> Project to deliver the FNs Tourism Management Diploma program, which was developed in consultation with Squamish, Mt. Currie and Musqueam Nations. The program will ladder into the third year of the Bachelor of Tourism Management degree at CAP, MUC and UCC. 	31 students are enrolled in the program.	
College of New Caledonia	00-01	\$88,500	No	FOCUS Employment Program	<ul style="list-style-type: none"> Delivered a program for adults affected by Fetal Alcohol Syndrome (FAS) or partial FAS to assist them in developing skills in personal management, literacy and communication, and to acquire job-related training, experience and support Students gained employment skills, personal management skills and improved self-esteem 	19 students registered; maximum of 12 students enrolled at one time with new students enrolling as others left.	
	00-01	\$20,000	No	Aboriginal Achievers Team Mentoring Program	<ul style="list-style-type: none"> A six-month pilot project matched Aboriginal high school students (participants) with Aboriginal post-secondary students (mentors). CNC's Long-Term Plans: Continue the program and incorporate it into base-funded student services. CNC presumes that some of the participants will enroll with CNC after graduating from high school. 	20 post-secondary students; 20 high school students participated	
	00-01	\$55,000	No	Customized Technical Education Package for Nazko and L'Hatako Native Bands	<ul style="list-style-type: none"> Pilot project developed 12 computer and vocational courses; 9 courses delivered Final report states that response from the Nazko community was excellent and they asked to have the program expanded. The L'Hatako community experienced political turmoil during the program and, consequently, did not participate in the program as much as had been expected. 	272 students enrolled in 9 courses	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
College of New Caledonia (cont'd)	01-02	\$25,000	No	Cultural Advisor Project	<ul style="list-style-type: none"> Cultural Advisor provided emotional & personal support to aboriginal students and was assisted by the coordinator of the Peer Mentoring Program as well as the FN Education Support Coordinator. The job also included home visits to 15 students that were at risk, and organized events for the FN Students Club. Linkages between communities and the institution were created. 	na	na
	02-03	\$75,000	No	Social Service Worker Program (SSWK)	<ul style="list-style-type: none"> Program to implement year-long college accredited SSWK program with supplementary courses designed to meet unique needs of Aboriginal clientele. Program planning, promotion and organization was completed in August 2002 and student intakes and orientation took place in August and September. 	<ul style="list-style-type: none"> Fall session started with 22 full-time (FT) and two part-time (PT) students for total of 24; out of these, 19 remained in the program. 	
	02-03	\$26,873	No	Home Support/Resident Care Attendant Preparation Program (HS/RCA)	<ul style="list-style-type: none"> Project to provide Tl'azt'en First Nations with a larger selection of individuals eligible to enter training to become home support/resident care workers. This responded proactively to the need for appropriate services for the elderly, disabled, frail, and chronically ill members within its home community. Implemented eight-week program from October to December 2002. 	<ul style="list-style-type: none"> Eleven of the 14 participants enrolled in the Prep program continued with the HS/RCA program in January 2003. 	
	03-04	\$75,000	No	Kwadacha Entry Level Trades (ELT) Carpentry Program	<ul style="list-style-type: none"> Project delivered the 21-week college accredited Entry-level Trade Carpentry Programme to the Kwadacha community in partnership with the Kwadacha Nation Chief and Council and the Kwadacha Education Society. HRDC sponsored some students, and revenue from tuition supported living allowances for others. CNC instructor and 13 students began constructing a shop for the Aatsee Davie School, which met the requirements of the first year technical Carpentry Apprenticeship training. 	<ul style="list-style-type: none"> 8 students completed the program and 3 qualify for an apprenticeship endorsement. As of May 13, 3 graduates and 1 program completer are apprenticing under a certified carpentry journeyman and employed by the Band. 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
College of New Caledonia (cont'd)	03-04	\$23,255	No	Ethno-Mathematics Project	<ul style="list-style-type: none"> Project has conducted research, and then revised/ replaced the 030 Math curriculum to include cultural knowledge and the diverse contributions of many cultures to mathematics. Successful in reducing fear and promoting success in math for Aboriginal learners. 73- page program evaluation and 163- page course manual for Math 030 provided with final report. 	<ul style="list-style-type: none"> Piloted the course materials and methodology in the Spring term to 16 students- 11 Aboriginal. 	
	04-05	\$50,000	No	Cultural Enhancement Curricula Projects	<ul style="list-style-type: none"> Proposal includes 2 projects at 2 different campus locations. 1) Prince George: Revision of Biology 0445 curriculum to incorporate knowledge of Aboriginal people; 2) Mackenzie: Deliver 7-week non-credit Cooks Assistant Training program to 16 students in isolated communities including 4 week Level 1 fundamentals of the short order/camp kitchen, 2 weeks work experience and 1 week employability skills. 	See details	
	04-05	\$25,000	No	Developing and Delivering Learning Support Services for Aboriginal Students	<ul style="list-style-type: none"> The purpose of project is to enhance Aboriginal services in the form of student learning and personal support services at four of CNC's regional campuses. A student tutor will provide students with one-on-one learning skills, in small groups and will hold group sessions to assist in their academic development. At present, the four campuses do not have the on-site capacity to provide direct student centered support services. 	na	na
College of the Rockies	00-01	\$23,000	No	Aboriginal College Orientation & Preparation	<ul style="list-style-type: none"> Project to create a course (COSA 100) that would achieve greater success in terms of course participation and completion than the present College student success course. The Chair of the College Education Council has confirmed that COSA 100 is transferable to any other College certificate or diploma program similar to any other university level course. 	<ul style="list-style-type: none"> 13 registered students; 6 Completed Course; 1.3 FTE count. Of the six students who completed the COSA course, five students continued their studies and were successful in their programs, and one student who was not taking any other courses continued her employment 	
	00-01	\$75,000	No	Natural Resources Technology	<ul style="list-style-type: none"> Created and delivered the second year of NVIT's Forest Tech program as an extension program to Aboriginal students in Cranbrook. 	12	11 (9 with suitable grades to receive diploma)

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
College of the Rockies (cont'd)	01-02	\$75,000	No.	STRIDE Workplace Based Training Program	<ul style="list-style-type: none"> • Bridging program provided participants with an opportunity to acquire the skills to create positive change in their lives through further education, training, employment and community involvement. Program designed to serve individuals with significant learning disabilities (including FAS/FAE) and others who are unemployable and/or not capable or prepared to complete a regular training or educational program. After training, the program also included job placement opportunities. 	• 15 students participated in the program. 12.6 FTEs	
	01-02	\$25,000	No	Aboriginal Advisor / Program Assistant & Elder Support	<ul style="list-style-type: none"> • Elders provided direction, guidance and support to COTR students – assisting them to be successful in their studies. • Aboriginal Program Assistant researched funding resources and developed proposals for new and existing Aboriginal programs. • The Aboriginal Student Liaison's work included compiling academic records for all students of Aboriginal ancestry – an access database was prepared. The Liaison also attempted to establish a regular contact schedule with a few students who were having particular issues. • Creation of these positions enhanced COTR's recruitment and retention rates and likely graduation rates. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
College of the Rockies (cont'd)	02-03	\$75,000	No	Aboriginal Youth, Culture and Language (AYCL) Program Development	<ul style="list-style-type: none"> • Program to support capacity building in the Ktunaxa Nation community. • Completed project work plan, which consisted of four phases: research and consultation; program/course development; program preparation; and program delivery. • After completing two years of AYCL program, students will be eligible for employment in three strands: <ul style="list-style-type: none"> ○ The Aboriginal Education Support Worker certification provides laddering potential into a BA or a BEd ○ The FN Language Training strand offers direct laddering into third-year courses leading to a Developmental Standard Term Certificate and fourth and fifth year of study leads to a BA (Professional Certification). ○ The Child, Youth and Family Studies strand provides laddering potential into a Bachelor of Child and Youth Care at UVic. 		
	02-03	\$75,000	Yes (See 01-02 project of same name)	STRIDE: Workplace Based Training Program	<ul style="list-style-type: none"> • Program to continue to build on successes and recommendations of three previous offerings of STRIDE. • Community is strengthened as individuals complete program and finish with work success, academic achievement and ability to apply life and employment skills to their personal and professional goals. • It is likely that this program will continue. 	<ul style="list-style-type: none"> • Conducted interviews for potential applicants with the result of 20 selected students taking part in initial three-week Intensive Personal Skills Training (five withdrew bringing total to 15). • Training followed by final selection of 15 applicants for Core Program Delivery from January to May 2003 (one withdrew bringing total to 14). 	
	03-04	\$75,000	No	First Nations Tourism Certificate Program	<ul style="list-style-type: none"> • Curriculum focuses on business communication skills, First Nations identity and Tourism related knowledge and skills, including industry training certification courses. • Students received program orientation, elder support, tutoring and financial assistance etc. • \$21,697 remains, which will go towards industry certification in the 2004/2005 offering. 	<ul style="list-style-type: none"> • Delivered a 10-month Certificate to 13 Aboriginal students- 11 remain in the program and will continue in 2004/05 with the next cohort. • 2 students are completing the 6-week practicum. 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Douglas	01-02	\$75,000	No	Work-Based Prior Learning Assessment of Youth Workers in Aboriginal Programs for Youth	<ul style="list-style-type: none"> • Provided work-based learning assessment of youth workers in programs for at-risk Aboriginal youth and college course credit for prior learning. Delivered two Child and Youth Care courses and supported youth workers in their work toward completion of the Child and Youth Care Diploma. 	<ul style="list-style-type: none"> • 25 students started the CYCC course (CYCC 265) and 19 have successfully completed the program. 19 students are actively involved in the second CYCC course (CFCS 410). • Based on preliminary results, the program has been very successful with regard to retention and course completion rates – 80% success rate so far. • All students involved in the project are currently employed by Urban Native Youth Association or the Native Health Youth Safe House. 	
	02-03	Deferred revenue grant is ~ \$35,800 for 2002/03 (Received \$75,000 in 2001/02.)	Yes (see above)	Work-Based Prior Learning Assessment of Youth Workers in Aboriginal Programs for Youth	<ul style="list-style-type: none"> • Project to deliver prior learning assessment, Child and Youth Care courses and writing support courses; and to provide college course credit for prior learning. • Implemented work-based prior learning project in September 2001 and scheduled to conclude March 31, 2003. • Course credit received ranges broadly from 3 to 22.5 credits. 	<ul style="list-style-type: none"> • 38 workers in total from Aboriginal youth and adult programs have participated in this project. 	
	03-04	\$40,000	No	Aboriginal Mentor Support Program (AMSP)	<ul style="list-style-type: none"> • Developed AMSP course objectives, method of instruction, and content, which includes relevant aspects of other courses for Peer Support Workers and Peer Tutors, as well as an Aboriginal spiritual component. • Ensuring the program addresses spiritual development and cultural sensitivity is ongoing as a suitable Elder is being procured for the program. 	<ul style="list-style-type: none"> • The 3-credit AMSP is to be delivered to 25-30 First Nations students with leadership potential in the Fall 2004 semester and will include 4 hours of seminars a week for 15 weeks. 	
	04-05	\$15,000	No	Aboriginal Youth Camps	<ul style="list-style-type: none"> • The goal of this project is to provide 320+ youth in Aboriginal communities in the Lower Mainland with access to educational and interactive courses through the First Nation Youth Camps program. • Eight 1-week camps would be provided including 1 Arts and Crafts camp, 1 indigenous games camp, and 6 computer camps. each camp has 30 hours of curriculum. 	See details	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Emily Carr Institute of Art and Design	02-03	\$75,000	No	FN Studio Art and Design Technology Outreach Program	<ul style="list-style-type: none"> Program to provide interchangeable modules to meet the needs and interests of FN communities. Implemented a three-credit FN Art, Design & Technology pilot program at CNC in summer 2003. Implemented a 15-week, three-credit FN Art, Design & Technology Program at ECIAD Although not formally stated in interim report, this project appears to be led by ECIAD, which oversees a similar program at CNC. 		
	03-04	\$17,000	No	First Nations Recruitment and Community Outreach	<ul style="list-style-type: none"> Project is to contribute to an Emily Carr Recruitment and Artist Guide. Consultations were made and a list of frequently asked questions (FAQs) was compiled. FAQs concerning access issues were addressed in written form for the Artist Guide. The guide will be an invaluable resource for First Nations artists seeking post secondary education. 	na	na
Institute of Indigenous Government	00-01	\$16,000	No	Student Mentor Team	<ul style="list-style-type: none"> Mentors provided course tutoring; taught skills in writing, time management, computer literacy, research, communications and study habits; and provided counseling on personal matters Two mentors provided students with up to 15 hours of mentoring after school Advanced IIG objective of preparing Aboriginal peoples for self-governance (Student support services) 		
	01-02	\$58,734	No	Introduction to Indigenous Government Studies, Tourism and Land Stewardship	<ul style="list-style-type: none"> The NEC and IIG worked in partnership to deliver community development seminars to various First Nations communities in several locations in BC. The purpose of the seminars was to inform community members of the availability of education and deliver workshops that would increase their knowledge in tourism, government studies and land stewardship. 	na	na
Institute of Indigenous Government (cont'd)	04-05	\$25,000	No	Honouring First Nations Students: A Successful Transition to Post-Secondary Education	<ul style="list-style-type: none"> Project to host, in partnership with SFU and the Vancouver School Board, a province-wide two day conference consisting of a series of workshops (and ceremonies) for Aboriginal Gr. 10 students in March 05. 	<ul style="list-style-type: none"> Target is to serve 500 students; 200 chaperones and school support staff are also expected to attend. 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Justice Institute of BC	02-03	\$25,000	No	Diploma in Aboriginal Justice, Public Safety and Human Services Leadership: Feasibility Study	<ul style="list-style-type: none"> Reviewed implementation of a PT diploma program (over a three-year period). Needs assessment, content recommendations and program marketing suggestions have been gathered from focus groups. Laddering opportunities available. Results strongly support the continuation of program development toward full implementation of this diploma program. Anticipated start date is September 2004. 	<ul style="list-style-type: none"> Anticipated annual enrolments include two intakes per year with roughly a cohort size of 23 participants, for annual enrolment of 46. 	
	03-04	\$75,000	No	Diploma in Aboriginal Justice, Public Safety and Human Services Leadership	<ul style="list-style-type: none"> Curriculum development working groups developed 18 new courses. Also eight of the Centre for Conflict Resolution courses were modified to be relevant to Aboriginal contexts. Draft curriculum was circulated to the Aboriginal community for feedback. Needs approval for credit from the JIBC's BOG's and the AVED peer review. 	<ul style="list-style-type: none"> Will have two intakes of 24 students per year. The first year will be delivered at JIBC, with plans to deliver the following cohorts in the communities. 	
	04-05	\$75,000	No	Pilot Aboriginal Leadership Diploma	<ul style="list-style-type: none"> Project to revise, then pilot a 20 course (60 credit) competency based Aboriginal Leadership Diploma Program designed to advance the knowledge and skills for Aboriginal leaders in the areas of justice, public safety and human resources. The diploma will ladder into a degree program at other institutions and the Masters Degree in the Justice and Public Safety Leadership, which JIBC currently delivers in partnership with Royal Roads University. 	<ul style="list-style-type: none"> Training would start Jan 05 and would end Dec 06 with 24 learners. 	
Kwantlen University College	00-01	\$25,000	No	First Nations Cultural Support	<ul style="list-style-type: none"> Goal is to increase Aboriginal students' cultural understanding and deliver culturally relevant services. Funds were spent on a Program Assistant's salary, a number of cultural activities, and the production of program resources. 		

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Kwantlen University College (cont'd)	01-02	\$15,000	No	Kwantlen Capacity Development Camp	<ul style="list-style-type: none"> This project is for the development of a Summer College Camp program aimed at building capacity within Aboriginal communities to assist more individuals in choosing nursing and other health professions as a career. Due to unforeseen circumstances, funding for the project was delayed until fall 2001. Phase I has been completed. KUC and the Indigenetwork: First Nations Women in the Arts Co-op have signed a joint partnership agreement for the implementation of the project. 		
	02-03	\$15,000	Yes (see above)	Kwantlen Capacity Development Camp	<ul style="list-style-type: none"> Project to involve Aboriginal children and youth in educational activities that promote and highlight health and nursing programs offered in BC's post-secondary institutions. Five Aboriginal youth were hired to work as Team Leaders. 	<ul style="list-style-type: none"> 73 Aboriginal youth attended the two, two-week camps: 33 registered for July camp and 40 registered for August camp. 	
	02-03	\$25,000	No	Towards an Aboriginal Approach to Culturally Appropriate Assessment Methodologies	<ul style="list-style-type: none"> A brief literature review will be conducted to explore issues of education and retention rates for Aboriginal students. Initial contacts will be made with key Aboriginal personnel at KUC for guidance and support. Aboriginal people will be invited into conversation through six to eight interviews. It is the intention of the practitioner to disseminate results and suggest key recommendations and guidelines. 	na	na
	03-04	\$25,000	Yes (see above)	Kwantlen Capacity Development Camp	<ul style="list-style-type: none"> Project involved Aboriginal children and youth (targeted Grades 5-7) in educational activities that promote and highlight health, nursing and science careers and increase their interest to pursue post-secondary education. Six Aboriginal youth were hired and trained to work as Team Leaders. 	<ul style="list-style-type: none"> 67 Aboriginal youth attended the two, two-week camps: 21 registered for July camp and 46 registered for August camp. 	
	04-05	\$25,000	Yes (see above)	Kwantlen Capacity Development Camp (KCDC)	<ul style="list-style-type: none"> Project is designed to engage participants in educational activities to increase their knowledge of health related careers. Various courses and activities. 	<ul style="list-style-type: none"> Project enables 80 Aboriginal Grade 5-7 students (2 two-week sessions of 40 students) 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Langara	00-01	\$25,000	No	Symposium: Successful Strategies for Overcoming Systemic Barriers for Aboriginal Post-Sec. Learners	<ul style="list-style-type: none"> A symposium was held May 3-4, 2001 to provide a forum for Aboriginal faculty and others from all BC colleges, institutions and universities to present papers and discuss issues facing Aboriginal students. Sixty-six faculty members attended and 14 presentations and panel discussions were held. 		
	00-01	\$75,000	No	Aboriginal Studies Program	<ul style="list-style-type: none"> Created a program to create awareness of contemporary Aboriginal issues as outlined in the program proposal. 	<ul style="list-style-type: none"> 36 full-time and 39 part-time students registered in first semester to be completed by December 2001. 44.5 FTEs (Langara: 37.47; IIG: 7.03) 	
	03-04	\$25,000	No	LANG and Musqueam Nation Partnership	<ul style="list-style-type: none"> A Memorandum of Agreement between LANG and Musqueam Nation is in draft form. Partnership is increasing promotion and retention for LANG students by providing them access to Elders and mentoring. Partnership will build bridges by holding a weeklong summer camp in July that exposes Musqueam youth to post-secondary education. Also, will hold Elders lunches in the Fall. Final phase will conduct a community needs assessment and survey in Vancouver and elsewhere, which includes bridge building and course offering opportunities. 	na	na
	04-05	\$65,510	No	Haida Gwaii Field Studies Program	<ul style="list-style-type: none"> The purpose of the project is to develop a one-semester summer program for Langara students, with a classroom stream and a 2-3 week field study in Haida Gwaii. The program includes four (yet to be defined) university-transferable courses involving geology, ecology, biology plant, regional cultural traditions, and environmental studies. Students would receive 0-12 credit hours (university transferable), but could also use the credit to satisfy the requirements of an Arts or Science diploma or associate degree from Langara. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Malaspina University College	00-01	\$25,000	No	Aboriginal Student Success - Transition & Support Services	<ul style="list-style-type: none"> This project completed two objectives: <ul style="list-style-type: none"> ➤ Create a course for First Nations learners to develop communication and self-advocacy skills, and to understand the process of entering and committing to a program of study. ➤ Develop a network of professional and peer support 	6	6
	01-02	\$66,625	No	Keys to Success	<ul style="list-style-type: none"> Project to provide opportunity for adult Sliammon community members to upgrade in the areas of English, Math and Educational Career Planning. 	<ul style="list-style-type: none"> 18 PT students registered and 12 PT students completed. 7 FTEs. 4 students were placed in work situations. 8 students who completed the program enrolled in the subsequent term at the MUC campus to continue studies 	
	01-02	\$15,000	No	BC First Nations Coordinators Council	<ul style="list-style-type: none"> Two FN Education Coordinator training sessions held. Purpose of sessions was to share information and ideas amongst coordinators and provide advice and input to AVED re: policy framework, program objectives, etc. 	na	na
	02-03	\$75,000	No	Community-Based FN Language Accreditation Project	<ul style="list-style-type: none"> Project to develop and pilot a mechanism that will assist FN communities and post-secondary institutions to recognize and accredit community-based FN Language course work. Central outcome is to publish a template and guidebook that will be a useful resource for FN communities and post-secondary institutions. Implemented three-phase work plan from October 2002 to July 2003, which consisted of preparing the template and guidebook. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Malaspina University College (cont'd)	03-04	\$75,000	No	First Nations Forest Education Bridging Partnership Program	<ul style="list-style-type: none"> • Program to include two years of MUC courses that will fully transfer into UBC's Bachelor of Science Degree in Forestry. • Program outline, objectives, and procedures have been identified, and upgrading course requirements were assessed. • Upgrading courses will be offered at MUC Nanaimo and Cowichan campuses. • Transferability with UBC is being articulated; after, recruitment activities will begin. 	na	na
	04-05	\$25,000	No	Aboriginal Speaker Series - "Guiding Circles"	<ul style="list-style-type: none"> • Project to deliver four weekly 2-hour sessions targeted to Aboriginal students enrolled at MUC and Grades 11 & 12 Aboriginal students to help them develop career and educational plans. • Project also includes an end of month workshop for next steps for action. 	<ul style="list-style-type: none"> • Each weekly session will accommodate 75-100 students. • The total target is to have 300-400 participating students over the Nov/Dec month period. 	
	04-05	\$45,445	No	Creating Community Capacity for First Nation Community Practitioners Through Leadership Foundations	<ul style="list-style-type: none"> • Project to develop, in joint partnership with the Inter Tribal Health Authority (ITHA), three community-based leadership foundation courses for frontline community health practitioners. • Courses will include: 1) Social Welfare and Health Policy for First Nations Communities; 2) First Nations Governance and Empowerment Strategies; 3) Community Development, Community Organizing and Community Change. 	na	na
Nicola Valley Institute of Technology	00-01	\$25,000	No	Outreach Recruitment for Aboriginal Communities	<ul style="list-style-type: none"> • An individual was hired to meet with potential post-secondary students in remote communities. Potential students were shown how to apply for post-secondary education, how their career opportunities can be broadened, and how barriers to post-secondary education can be overcome. • Barriers to post-secondary education were reduced for many, which, over the long-term, improves the skills and knowledge of those in the labour market 	<ul style="list-style-type: none"> • Meetings were held in thirteen communities. Four to fifteen potential students attended each meeting. 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Nicola Valley Institute of Technology (cont'd)	00-01	\$75,000	No	Aboriginal Community Econ. Dev. Four Streams Diploma Program (ACED)	<ul style="list-style-type: none"> No report submitted, but records of communication between NVIT and the ministry indicate that the program was delayed and modified because the person who was supposed to administer it became seriously ill and had to take leave. Also, the records of communication seem to indicate that this program was funded through SEP. 	na	na
	01-02	\$75,000	No	Native ABE Drama/Arts Integration Project	<ul style="list-style-type: none"> Project to research, design and develop a First Nations Arts & Drama component to ABE curriculum for "high risk" learners, utilizing aboriginal facility and FN cultural support i.e., Elder support. The program will be based on five qualifying courses, which have an arts/drama component, and will be delivered off-site to native communities. The project is currently underway. A final document will be submitted in March 2003. 	na	na
	01-02	\$15,000	No	Student Activity Program	<ul style="list-style-type: none"> Project to increase student access, support students to create a healthy learning community, mentor the student society, and build collaborations with community partners. Numerous benefits to individuals, community, institution and Province. 	<ul style="list-style-type: none"> Almost all of the student population attended at least one event sponsored by the program over the academic year. 	
	02-03	\$75,000	Yes* (may be continued from project of similar name from 00-01)	Aboriginal Community Economic Development Degree Program	<ul style="list-style-type: none"> Program to help students develop basic knowledge and skills necessary to experience independence and success in everyday life and to continue their education endeavors. Implemented September 2002 to April 2003 program delivery with course credit transferable through Simon Fraser University (SFU). Initiating transferability of courses to other large BC public post-secondary universities. 	<ul style="list-style-type: none"> 17 students enrolled with SFU/NVIT and are completing second academic term. These students will do a practicum from May to August 2003 and continue final degree year in September 2003 to April 2004. 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Nicola Valley Institute of Technology (cont'd)	03-04	\$75,000	Yes* (may be continued from project of similar name from 00-01 and 02-03)	Aboriginal Community Economic Development (ACED) 4 th Year of Degree	<ul style="list-style-type: none"> Project fully developed and delivered the ACED program and initiated a block transfer with SFU. 	<ul style="list-style-type: none"> Supported the first cohort of 18 students (27 applied, but only 18 were accepted), who started year 3 of an Integrated Studies degree in conjunction with SFU, delivered at NVIT. 100% retention rate. All 18 completed the two-year degree program with SFU/NVIT, as well as a practicum. All 18 will continue studies and 12 will graduate May 2005. 	
	04-05	\$75,000	No	First Nations Public Administration Certificate	<ul style="list-style-type: none"> Project to deliver a 10-course (30 credit) community based First Nation Public Administration certificate. The program ladders into a diploma with an additional 10 courses (20 credits). The certificate is a prerequisite for three different diploma streams. The program will be delivered on weekends or in 45 hr, one week modules per course, whichever approach suits the community. 	<ul style="list-style-type: none"> 20 students will be accepted into program in summer/04 and program will be delivered from Sep 04 to May 05. 	
North Island College	00-01	\$35,000	No	FN 200 - Pre and Post Contact First Nation in Canada	<ul style="list-style-type: none"> Revised existing curriculum, developed a student manual, developed a course using technology, and delivered a pilot course to First Nations students living in remote regions (Ahousesat and Pt. Alberni). NIC hopes to offer the program as part of its regular university transfer course offerings and plans to continue to develop and modify the program in consultation with First Nations communities. 	na	na
	02-03	\$74,836	No	Aboriginal Coastal Adventure Curriculum Project	<ul style="list-style-type: none"> Enrolled four Aboriginal students in regular offering of NIC's Coastal Adventure Tourism Program to evaluate and form additional foundation for advice concerning integration of Aboriginal components into curriculum for an Aboriginal-emphasized program. Bridging opportunities were examined for academic upgrade and/or advanced standing in the two-year Tourism Management Diploma being developed. Feedback from current Aboriginal students suggests that biggest challenge to program accessibility and Aboriginal student success has more to do with the learning process and personal preparedness than with significant curriculum or content changes. 		

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
North Island College (cont'd)	02-03	\$75,000	No	Aboriginal Applied Business Technology Project (Originally titled: Aboriginal Management Systems Certificate)	<ul style="list-style-type: none"> • Program targets employability skills and builds capacity for Aboriginal administration. • Reviewed learning outcomes and curriculum of existing courses at NIC and other institutions. • Consulted with Aboriginal communities to identify relevant training needs. • Initial laddering opportunities have been explored with the Native Education Centre and Nicola Valley Institute of Technology and formal requests will be pursued once program and course outlines are approved and completed. 	na	na
	03-04	\$75,000	No	Aboriginal Teacher's Assistant Specialty-Human Service Worker Program	<ul style="list-style-type: none"> • Plan to develop at least six courses that will meet the educational demands of teacher aids, to offer flexible delivery options, through modularization of courses, and to pilot the courses Jan 2005. • Maureen Simpkins, project coordinator and curriculum developer, completed a summary review of similar programs in BC and compiled recommendations for project development by conducting 38 interviews. • Simpkin's contract was extended to Jan 2005 for the curriculum development component. 	na	na
	04-05	\$75,000	No	First Nations Associate of Arts Degree with First Nations Community Partnership	<ul style="list-style-type: none"> • NIC in partnership with Camosun College and MUC will develop FN focused courses, which will contribute to an Associate of Arts Degree. The three institutions are currently formalizing an arrangement to provide enhanced laddering and career pathways for Aboriginal learners and the articulation of Aboriginal curriculum. • The expected outcomes include a fully integrated Associate Degree that contains a core of fully transferable First Nations courses, formal partnerships with First Nations communities and/or Tribal Councils, and a communication framework for post-secondary education. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Northern Lights College	00-01	\$25,000	No	Aboriginal Student Support Centre	<ul style="list-style-type: none"> Established and opened the NLC Aboriginal Student Support Centre on January 25, 2001. Long-term plans: locate a person to act as Aboriginal Support Liaison to work with students, bands and college programs. Increased effectiveness of Bands' student support funds; Aboriginal graduates will bring skills and knowledge to their communities. 		
	00-01	\$38,000	No	Fort Nelson First Nation Teacher Assistant Training Program	<ul style="list-style-type: none"> NLC attempted to start this program in 2000, but were unable to because all the students who registered required upgrading. Funds were carried over for start-up in fall 2001. 	<ul style="list-style-type: none"> Seven students enrolled as of Aug 30, 2001 	
	01-02	\$75,000	No	Good Hope Lake Career Transition Project	<ul style="list-style-type: none"> The purpose of the project is to provide literacy and ABE training in combination with industrial safety certificates. Participants will receive admission and exit counseling to plan career and educational goals. Given that the project is still underway, further evaluation/reporting will be required. 	<ul style="list-style-type: none"> 12 students are participating in the program. 	
	01-02	\$25,000	No	Aboriginal Support Liaison	<ul style="list-style-type: none"> Project to fund an Aboriginal Liaison person responsible for: providing support services to Aboriginal students. NLC has allocated funding to continue the position on a permanent basis. Petro Canada has recognized the significance of the position and has contributed \$10,000. 	<ul style="list-style-type: none"> In the past year, NLC has enrolled 62 Aboriginal students. A total of 28 Aboriginal students graduated. NLC attributes this success to the role and function of the Aboriginal Liaison person. 	
	02-03	\$75,000	No	Capacity Building for Self-Government Training	<ul style="list-style-type: none"> To achieve program goals that support students in efforts to overcome substance abuse issues, family and community dysfunction and residential school syndrome. Education officer from Taku River Tlingit FN and NLC staff assessed applicants' suitability for program. Implemented an eight-month competency-based, multi-modality program in fall 2002 that combines online learning in Applied Business Technology with face-to-face ABE instruction. 	<ul style="list-style-type: none"> 11 FT students enrolled in October 2002 with seven PT enrolled in January 2003. 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Northern Lights College (cont'd)	03-04	\$75,000	No	Language, Customs and Culture of Northeast British Columbia First Nations	<ul style="list-style-type: none"> Original project was to develop four First Nations courses, however the number was reduced to three. The three course outline drafts are being reviewed. In Jan 2004 NENAS?? delivered a comprehensive listing of existing books, dictionaries, audio/visual materials, online materials, and other resources to be used in the development and delivery of the three courses. The second deliverable, a portfolio of Elder profiles, is currently being compiled. In the process of developing a comprehensive curriculum guide and student manual, audio support packages for Beaver and Cree language courses, and a video production on the history and customs of Northeastern BC First Nations. 	na	na
	03-04	\$50,000	No	Renewable Resources Technical Assistant Program (RRTAP): Dease Lake Learning Centre aka Tahltan Natural Resources Technician Program	<ul style="list-style-type: none"> The 13 students who registered in 2003-04 are currently working on improving their basic reading, writing and math skills, as well as developing computer literacy. Students completed OFA-level 1, Transportation Endorsement and Avalanche Awareness training. Training in Wilderness First Aid is currently in progress. Additional training includes GPS, Fire Suppression, Bear Awareness and WHMIS. The second semester will be focused on applied forestry and resource measurement skills. RRTAP was designed to ladder into Forest Resource Technology Program offered at the Chetwynd campus of NLC and to assist students in obtaining their Dogwood Certificate. 	13	
	04-05	\$30,000	Yes (see above)	Renewable Resource Technical Assistant Program Phase 2	<ul style="list-style-type: none"> Program to prepare Tahltan First Nation members to be employed in leadership roles in resource industry entry-level positions within government offices of the Tahltan Nation, Tahltan Development Corporation, provincial government offices and private resource developers. This is a 10-month certificate program broken into two parts and will be offered jointly with Tahltan Nation. 	<ul style="list-style-type: none"> Phase 1 was offered last year with 13 students enrolled. Phase 2 will enable 12 students from Phase 1 to continue their basic education and resource skills training to complete the program. 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Northern Lights College (cont'd)	04-05	\$75,000	No	Career and College Transition Program - Adult Basic Education for Telegraph Creek BC	<ul style="list-style-type: none"> Project to deliver, in partnership with Tahltan Band Council, credit courses towards an Adult Dogwood Certificate or a College ABE Provincial Level Adult Graduation diploma. 	6 full-time and 6 part-time mature students	
Northwest Community College	00-01	25,000	No	First Nations Student Access	<ul style="list-style-type: none"> An assessment and education planning program for First Nations learners was held May 22 – June 18, 2001, to support their transition to post-secondary education. NWCC would like to incorporate assessments and education planning into the regular services they offer First Nations students. 	18 students participated for a minimum total of 10 hours each.	
	00-01	40,000	No	First Nations Public Administration Program	<ul style="list-style-type: none"> Six courses were developed for the implementation of a certificate program. Logistical issues delayed program implementation and, with ministry approval, it was launched in the following academic year. The college requested and received base funding approval. The program is now incorporated into the college's educational plan. 	na	na
	02-03	Not stated	No	FN Land Stewardship Program	<ul style="list-style-type: none"> Program to provide students with understanding of public service, sense of pride in community and practical skills including environmental knowledge, land title management and ecology. Implemented 32-credit program with English Communications course. Program will run from August to December 2003 (first semester) and resume in January to March 2004 (second semester). Students will increase their opportunities for employment with FN governments and other land stewardship organizations. 		
	02-03	\$75,000	No	FN Resource Conservation Officer	<ul style="list-style-type: none"> Program has been deferred (please refer to email from NWCC dated Monday, February 03, 2003 at 2:42 PM). 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Northwest Community College (cont'd)	03-04	\$75,000	No	First Nations Community-Based Social Service Certificate	<ul style="list-style-type: none"> The program is scheduled to run for three semesters plus a practicum; the 2nd semester is in its final stage and the 3rd starts following Easter. Hired two project coordinators (1 academic, 1 support); both Haida from Old Massett. Program heavily supported by the community. 	<ul style="list-style-type: none"> Of the 22 full-time registrants, 20 have completed eight courses so far. Most students plan to complete the 6-week practicum requirement by September 3, and hope to find placements in Sep and Oct. 13 of the students are requesting the opportunity to continue with the Diploma program once the Certificate Program is complete. 	
	04-05	\$75,000	No	Combined Skills Carpentry for Aboriginal Students	<ul style="list-style-type: none"> 10 month program targeted to learners seeking to pursue a career in carpentry but lacking the educational and life-skill prerequisites to enter the regularly offered program in Terrace. Learners will receive a provincially recognized certificate in carpentry, and some students may achieve a certificate in the provincial ABE program. 	<ul style="list-style-type: none"> Targeted to 18 full-time learners 	
Okanagan University College	00-01	\$25,000	No	Enhanced Aboriginal Student Initiative	<ul style="list-style-type: none"> Established Aboriginal staff (mentors and advisors) to provide support services to Aboriginal students to enhance enrolment, provide transition support and increase retention. 	na	na
	01-02	\$60,000	No	Indigenous Studies Program Development	<ul style="list-style-type: none"> Project to establish an Indigenous Studies major and minor within the Bachelor of Arts degree program. OUC achieved consensus with its community partners in terms of structure and philosophy of the program. This benefits the community because the program to date clearly addresses the needs of the surrounding FN communities. 	<ul style="list-style-type: none"> OUC intends to offer 300 course seats per semester, which translates to 120 FTE students annually. 	
	01-02	\$60,000	No	Aboriginal Health Worker	<ul style="list-style-type: none"> OUC and the Community Health Associates of BC worked together to establish a certified program for Aboriginal Health Workers. Project is a 35-week program consisting of 20 weeks of classroom instruction and 15 weeks of fieldwork. Students also participate in community health related work experiences /practicums Project to date addresses the ASPF objective related to the development and pilot of new programs/courses. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Okanagan University College (cont'd)	02-03	\$75,000	Yes(?) (See project in 01-02 with similar name)	Indigenous Studies – Major and Minor	<ul style="list-style-type: none"> Project to formulate a fourteen point proposal (FPP) for a major and minor in Indigenous Studies. Developed full BA program. Completed and submitted FPP to AVED. Initiated two sections of a pilot course in January 2003. Advertised for hiring of FT faculty Developed educational resources. Because all courses will carry Arts credit, students will be able to transfer from this program to other Arts programs at OUC. 	na	na
	02-03	\$18,000	No	Enhanced Home Support/Resident Care Attendant Program	<ul style="list-style-type: none"> Program prepares Aboriginal students to care for the elderly in their respective communities as well as public care facilities in the larger community. Applicants completed required preparatory work in Fall 2002. Implemented program from March 3 to August 18, 2003. Partnership among Lower Similkameen, Osoyoos and Penticton Indian Bands. Students benefit by program's holistic approach centred on establishment and maintenance of personal wellness through self-esteem, cultural identity and healthy lifestyles. 	<ul style="list-style-type: none"> 10 full-time Aboriginal students enrolled. 	
	03-04	\$25,000	No	Aboriginal Counselor Development	<ul style="list-style-type: none"> Project consisted of two research activities, including a literature review and a survey of post secondary institutions that have an Aboriginal counseling program. A list of recommendations was derived for OUC, including that there is a need for a counselor of Aboriginal background at OUC. Long-term plan to distribute the best practices findings to other professional support service providers, and to and ensure implementation of recommendations. 	na	na
	04-05	\$50,000	No	Westbank First Nations University College Entrance Program	<ul style="list-style-type: none"> Partnership between OUC and Westbank FN to develop 15 courses towards a qualifying program, including career assessment, counseling and academic support, leading to admission to vocational, technical and academic programs. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Royal Roads University	00-01	\$25,000	No	Aboriginal Program Dev. & Coordination	<ul style="list-style-type: none"> An Aboriginal Program Coordinator was hired to coordinate internal and external activities related to the development of new programs for Aboriginal Learners. Participation agreement signed between RRU and the Esquimalt Nation The outcomes of this project will be used as a blueprint for future program development 		
	00-01	\$40,000	No	Certificate in Distributed Learning for Indigenous Communities	<ul style="list-style-type: none"> Developed a draft undergraduate certificate program to teach First Nations students to develop and manage learning environments for their own communities. RRU will begin delivering the program in January, 2002, and may eventually expand it into a diploma or degree program. This program will increase educational accessibility for Aboriginal learners. 		
	00-01	\$35,000	No	Certificate in Indigenous Corporate Relations	<ul style="list-style-type: none"> Produced a draft program to enable members of Aboriginal governments, organizations, companies, etc. to understand and establish mutually beneficial relationships with other governments, organizations, etc. RRU plans to develop formal affiliation agreements with First Nation communities and with BCAAFC RRU will begin delivering the program in January, 2002, and may eventually expand it into a diploma or degree program. 		
	01-02	\$75,000	Yes (see above with similar name in 00-01)	Indigenous Corporate Relations (ICR) Program Development, Implementation and Evaluation; Distributed Learning Facilitator	<ul style="list-style-type: none"> Project to complete the second phase of detailed course development of the 9-credit ICR certificate program. Five partnership Agreements either signed or underway. RRU is currently preparing a 3-year business plan for aboriginal learners and programs. Plan includes the ICR program. Learners have been accessing employment opportunities within the Private sector such as BC Gas 	<ul style="list-style-type: none"> In the pilot, 6 learners are currently completing the program. RRU estimates that there will be 30 learners in next year's program. 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Royal Roads University (cont'd)	02-03	\$51,000		Undergraduate Certificate – Aboriginal Lands Stewardship Program	<ul style="list-style-type: none"> Completed consultation workshop and course module and modified curriculum plans for the development of a pilot on-line Aboriginal Lands Stewardship Program. Implemented consultation workshop in March 2003. A three-day Aboriginal consultation-training module was designed to be accredited in the Indigenous Corporate Relations Program and in RRU professional development programs. Memorandum of understanding between RRU and the Native Education Centre (NEC) has been finalized to deliver a pilot course in September 2003. NEC will forward statistics to RRU once this project has been delivered. Upon receipt of information, RRU will provide AVED with results. 	na	na
	03-04	\$35,000	N	Curriculum for Non-Timber Forest Products (NTFP) Education	<ul style="list-style-type: none"> Three new courses were developed as part of Phase I of an adapted version of the NTFP Certificate to be delivered on the NVIT campus. Funding was provided to the Nicola Tribal Association and NVIT to facilitate community consultation, needs assessment, identification of potential instructors, curriculum design and learner recruitment and to identify appropriate program content for a locally adapted version of the NTFP Certificate. Communications and marketing efforts were made Royal Roads assisted two First Nations in organizing NTFP conferences and community strategy sessions leading to delivery of NTFP educational programs. 	na	na
	04-05	\$50,000	Yes (no details available yet, but see program of similar name from 03-04)	Southern Interior First Nations and the Non-Timber Forest Products Sector: building a post-secondary program strategy to meet labour market opportunities and needs	<ul style="list-style-type: none"> Project to assess the education and training needs for First Nations employment and creation of new businesses in the NTFP sector in the southern interior of BC. The project includes identifying gaps in existing educational offerings and developing a strategic plan to address those needs and requirements. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Selkirk	01-02	\$70,000	No	Aboriginal Community Tourism Training	<ul style="list-style-type: none"> Project to adapt and package interpretive courses into a specialized Credential in Aboriginal Interpretation training. The credential was offered in two locations (OUC and UCC). Selkirk looking at options to continue this program by focusing on an initiative related to Training the Trainers and/or focusing on Distributed Learning and Non-Timber Forest Products. An opportunity for employment at the Desert Centre was key to the success of the delivery of the OUC offering. 	24 students in the program. 11 of the 24 received Certification. 9.2 FTEs	
	02-03	\$57,400	Yes* (may not be a continuation but is of relation to 01-02 project)	Aboriginal Community Tourism Trainers	<ul style="list-style-type: none"> Worked with certified front-line staff to create and deliver introductory workshops on business opportunities in cultural tourism, eco-tourism and learning travel for their communities, Chief and councils and youth. Laddering opportunity available. Partnership with the Native Education Centre. 	15 applicants will be chosen to receive mentorship and attend. The course will have 45 contact hours.	
	03-04	\$25,000	No	Building Trust: Strategic Development of Aboriginal Tourism Training in BC	<ul style="list-style-type: none"> A tourism forum was organized, in partnership with the Native Education Centre, and held Feb 6 and 7, 2004 at SFU's Chief Dan George Centre with 45 PSI and Aboriginal tourism reps. A training strategy was built, as well as a preliminary inventory of existing educational opportunities and preliminary recommendations. A draft report that summarizes the results of the meeting has been reviewed by forum facilitators and institutions' reps and a final report from the Forum will be made available to every Band in B.C. as well as tourism operators. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Selkirk (cont'd)	04-05	\$41,800	No	Laddering to a Tourism Diploma	<ul style="list-style-type: none"> Project to deliver a credentialed 5 course (15 credit) certificate project to 25 Aboriginal learners that would ladder into tourism diploma programs at SEL and Native Education Centre (NEC) Objectives: 1) reduce the number of hours band members would have to be away from home to obtain a diploma; and 2) increase the likelihood of band members working in tourism completing a post-secondary diploma The program will provide Aboriginals who work in the tourism industry with an opportunity to upgrade their skills and will include a practicum placement. 	Target is 25 students.	
Simon Fraser University	00-01	\$75,000	No	Pilot Project for the Design & Implem. Of the Standard & Developmental Term Certificate	<ul style="list-style-type: none"> Program start-date delayed until September, 2001 As of June, 2001, discussions held between SFU, Squamish First Nations and the North Vancouver School District; and curriculum development in progress. Institution's long-term plans: delay start date but otherwise implement program as planned September 2001 to December 2001 	na	na
	00-01	\$65,000	No	Community Economic Development – NVIT Partnership	<ul style="list-style-type: none"> Designed four courses as of Aug 2001, with three courses remaining to be designed by Sept 2001. SFU received ministry approval on June 4, 2001 to postpone program start date to Sept 2001 to Jan 2002 Project still underway. 	na	na
	00-01	\$75,000	No	Year 2000 Professional Development Program	<ul style="list-style-type: none"> Provided a 12-month teacher education program on the issues and needs of Aboriginal peoples and communities SFU plans to run the program again in 2002/03 and every two years thereafter Most of the program graduates had teaching jobs when the final report was submitted in July, 2001 	<ul style="list-style-type: none"> 14 full-time students 22.75 FTEs 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Simon Fraser University (cont'd)	01-02	\$22,300	No	Support Program Assistant, FN Student Centre	<ul style="list-style-type: none"> Project to provide on-going student support programs to assist FN students with their transition to a larger institution, and provide "survival skills" through the Mentorship Program and Workshops, and research skills and support through the FN Research Project. This project benefits the Province given that role of the Support Program Assistant helped to increase retention and participation rates at SFU. Note: Final report does not cite all of the activities undertaken to achieve the project objectives. AVED has requested a more detailed report from SFU, which is be prepared. 	na	na
	02-03	\$25,000	No	Student Support for Aboriginal Students at Secwepemc Cultural Education Society (SCES)/SFU Program	<ul style="list-style-type: none"> Program to provide enhanced access to student support for new and continuing SCES/SFU students to increase success and retention rates. Implemented project from fall 2002 to spring 2003. Ongoing availability of the Student Support Worker helped students to address crisis issues and improve performance in classes. Tutoring was also beneficial in providing help to students who struggled with classes. 	<ul style="list-style-type: none"> Preliminary figures state a total of 402 registrants for academic year 2002/03. 	
	03-04	\$60,000	No	Post-Baccalaureate Diploma (PBD) in First Nations Studies (FNST)	<ul style="list-style-type: none"> Project included academic planning of the PBD and FNST course enrollment, enhancement, piloting, and delivery. PBD has 21 credits of core FNST credit courses. Prerequisites are FNST 101-3 & 201-3 (both revised and internet components added), along with 9 credits of electives with FN content. Project included the piloting of seven courses in 2003/04 with revised/enhanced content, two of which were newly developed, with one being a distance course. Diploma was submitted (after year delay) for approval prior to June 1, 2004. 	<ul style="list-style-type: none"> The FNST courses had 179 student enrollments from Summer 03- to Summer 04 semester. 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Simon Fraser University (cont'd)	03-04	\$24,200	No	Aboriginal Writing and Research (AWR) Support Project	<ul style="list-style-type: none"> Aboriginal grad student was hired as a coordinator to address transitional issues in workshops and through one-on-one consultations (over 400 half hour appointments with Aboriginal students). Coordinator created Intro to University Writing and Research Workshops for Aboriginal students. 25+ students attended two workshops - 18 NEC students participated in a Writing Workshop. All milestones have been met and exceeded. Coordinator involved in the Aboriginal research and role model series. 400+ students, staff, and faculty attended Speakers Series and Conferences. 	na	na
	04-05	\$25,000	No	The Elder Re-Integration Project	<ul style="list-style-type: none"> Project to re-integrate four Elders into the educational experience of Aboriginal students. The project includes working with three local First Nations: the Tsleil Waututh, Squamish, and Sto:lo First Nations. One Elder will be appointed from each First Nation, plus an Elder from another territory. The Elders will work with the FN student center and be given the opportunity to develop their own workshops and other activities. 	na	na
	04-05	\$60,000	No	Undergraduate Certificate in First Nations Museology	<ul style="list-style-type: none"> The purpose of this project is to develop and pilot a program to provide Aboriginal learners with the relevant training and education for employment in management of FN culture/heritage in museums, archives and other collections. Program partners include SFU's Kamloops program for FN students' Faculty of Archaeology and FN Studies, the Museum of Archaeology and Ethnology at SFU, the Kamloops Indian Band and Kamloops museum. These partners will develop and pilot a certificate in FN Museology program, with 28-30 credit hours of coursework. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
University of British Columbia	00-01	\$20,000	No	Bridging the Gap in Aboriginal Forestry Education	<ul style="list-style-type: none"> Developed recruiting materials to enhance and promote UBC's First Nations Forestry Initiative for the purpose of increasing enrolment and retention of Aboriginal students in the Faculty of Forestry This project was initially a collaborative arrangement between UBC and NVIT, but NVIT did not pursue the project beyond the application for funding stage. The long-term plans for the Faculty of Forestry include developing a partnership agreement with First Nations, building First Nations community capacity in the forestry sector, improving relationships with and understanding of First Nations in the forestry sector and the province, and conducting research projects on integrating First Nations' perspectives in forest land-use planning and practices. 	na	na
	00-01	\$65,000	No	Musqueam FN Language Revitalization Project	<ul style="list-style-type: none"> Project extended through to the end of December, 2001 As of July, 2001, development of Musqueam language multimedia curriculum materials and training of Musqueam students as Musqueam language teachers has progressed. Credential: the curriculum materials produced by this project will be used in three UBC First Nations Language courses worth 6 credits toward an undergraduate degree UBC will continue the program until December, 2001 	na	na
	01-02	\$71,980	No	First Nations Secondary Teacher Preparation Program Project - Native Indian Teacher Education Program (NITEP)	<ul style="list-style-type: none"> NITEP to develop a secondary program and apply for program approval from the Faculty of Education, UBC Senate and BC Colleges of Teachers Note: Primarily due to staff and timing issues, project is currently in the needs assessment phase. AVED agreed to extend the timelines for project completion. The project is still underway. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
University of British Columbia (cont'd)	02-03	\$23,800	No	FN Legal Studies: Spirits of the Past, Faces of the Future	<ul style="list-style-type: none"> Developed eight-month wellness program designed to enhance personal, practical and cultural support offered to FN law students. Implemented project from August 1, 2002 to April 30, 2003. Provided academic support by means of tutorials and completed province-wide recruitment campaign. There is an increase in employment opportunities as a result of the career development events. 	Enrolled 39 FT and two PT FN law students for a total of 41.	
	02-03	\$71,980	Yes* (appears to be connected to project with similar name from 01-02)	Native Indian Teacher Education Program (NITEP) Secondary Option: A Needs Assessment Survey	<ul style="list-style-type: none"> Survey to explore viability of a program to train FN secondary teachers. In January 2002, NITEP initiated Secondary Option project. From June to August 2002, NITEP conducted needs assessment study in FN communities. Secondary Coordinator activities include researching, attending meetings and events, and making presentations. 	na	na
	03-04	\$75,000	No	Chinook: Aboriginal Business Education-Business Foundations Curriculum Development	<ul style="list-style-type: none"> Purpose of project is to identify, develop and share materials/methods that focus on the teaching of business foundations to Aboriginal learners. Identified best practices and measures of success at each of the five partner colleges by conducting a workshop (October 2004) for senior instructors. Collated information in a workbook for math foundations and a workbook for communications for Partner Colleges to use, giving much attention to materials of relevance to Aboriginal learners. Steps are being taken towards implementing an action plan at partner institutions. 	na	na
	04-05	\$25,000	No	Supporting Graduate Enhancement (SAGE) Program	<ul style="list-style-type: none"> Project to provide academic support for and mentoring of current FN graduate and doctoral students and to promote the pursuit of such degrees among future FN learners in collaboration with UNBC and UCC. Cohorts from each of these institutions will meet monthly and the cohorts will network periodically for support under the umbrella of UBC's Indigenous Education Institute of Canada. 	<ul style="list-style-type: none"> The project includes a conference in the spring with 120 FN graduate students in attendance. A longer-term goal of the SAGE initiative is to advance 200 FN doctoral candidates by 2010. 	
Institution	Year	Amount	Continued	Project	Subject/Details	Students Start	Students End

			from last?				
University of British Columbia (cont'd)	04-05	\$45,000	No	Linking the Province: A Live and Interactive Investigation of Aboriginal Governance and Land Claim Issues	<ul style="list-style-type: none"> Project to enable a broadly based, multi-layered public discourse on Aboriginal governance and land claims issues through a weekly lecture series at UBC, which include 8 public lectures. The series will also be available electronically (online and through video links) The project includes a course in UBC's FN Studies Program that would be based on the lecture series. Following the lecture series, the lectures would be made available (at cost) to educators and others. 	na	na
University College of the Cariboo	00-01	\$25,000	No	First Nation Learning Support Centre	<ul style="list-style-type: none"> Provided a location where activities, networking and support services were provided for First Nations students who leave their communities for education purposes. Partnership: Cariboo Friendship Centre Youth Program Individuals: improved grades – average GPA among participants was 2.67 in the fall and 2.96 in the winter 	<ul style="list-style-type: none"> 817 student signatures were gathered on the centre's sign-in sheets 	
	00-01	\$75,000	No	Cariboo/Chilcotin Weekend University Program	<ul style="list-style-type: none"> Provided 10 accredited post-secondary courses on a part-time basis (alternate weekends) to students of the 15 First Nations in the Cariboo/Chilcotin region. Long Term Plans: Ministry funds were transferred to base funding in 2001-02 	<ul style="list-style-type: none"> 497 students participated in courses; 392 successfully completed. In 2001/02, five students were awarded the First Nations Studies or First Nations Public Administration Certificate. 	
	00-01	\$75,000	No	Aboriginal Pre-Health	<ul style="list-style-type: none"> Developed a pilot program to support Aboriginal people interested in health care careers. Pilot intake: September, 2001. Long-term plans include continuing and expanding the program, and establishing future links are with nursing programs at UVic and UBC. Provides the Shushwap Nation with a cohort of trained health care providers. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
University College of the Cariboo (cont'd)	01-02	\$75,000	No	Collaborative Aboriginal Studies Program	<ul style="list-style-type: none"> • Program for access to and registration of UCC students at SCES/SFU and vice-versa in courses with Aboriginal Studies/First Nations Studies content and the development of new courses making use of mutual resources. • SFU and Secwepemc Cultural Education Society (SCES) Agreement signed. • Long-term plans are underway to develop and offer one or more joint credentials in Aboriginal/FN Studies. • Project is still underway. 	na	na
	01-02	\$15,000	No* (appears similar to project from 00-01 but not indicated if it is a continuation or not)	First Nations Learning Centre	<ul style="list-style-type: none"> • Program was a bridging opportunity for students coming from the surrounding communities, as well as a mentoring program for the youth group that it partnered with. • UCC still does not have a main campus in Williams Lake and since many of the Aboriginal students come from the surrounding communities, the Center played an important role for FN students. • Center is a good tool for enhancing recruitment and retention rates which meets one of the objectives of ASPF. 	na	na
	01-02	\$10,000	No	First Nations Awareness Week	<ul style="list-style-type: none"> • Project to raise awareness about Aboriginals on campus as well as in Kamloops and the surrounding area. 	<ul style="list-style-type: none"> • Approximately 200 people attended the opening ceremonies and approximately 250 people attended the Elders luncheon. Good opportunity to bring the institution and surrounding communities together. 	
	02-03	\$24,400	No	Aboriginal Health Career Outreach Program	<ul style="list-style-type: none"> • Designed, developed and delivered interactive, multi-media presentation on health careers to Aboriginal youth. • Developed a web page. • Staff will be hired to deliver up to 25 presentations to approximately 500 Aboriginal learners throughout UCC region. • Eight presentations have been made thus far. • Program will continue at UCC, operating on an outreach basis. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
University College of the Cariboo (cont'd)	02-03	\$67,000	No	Aboriginal Youth Skills Training	<ul style="list-style-type: none"> Program to provide FN youth with foundation in trades and technology skills. Implemented program from July 8, 2002 to September 27, 2002. UCC and Secwepemc Educational Society/Aboriginal Apprenticeship & Industry Training have plans to offer this program again in the future. 	<ul style="list-style-type: none"> Program began with 14 students (10 students successfully completed). 30 percent of students able to find full- or part-time work. 30 percent of students now actively pursuing post-secondary education. 	
	03-04	\$74,977	No	Certificate in Aboriginal Tourism	<ul style="list-style-type: none"> Developed Aboriginal Tourism Certificate program in partnership with the Skeetchestn and Kamloops Indian Bands and SFU/Secwepemc Cultural Education Society. Certificate includes a number of short, industry-specific certificates to increase employability. Certificate is ready to accept cohort of 20 students into the program at UCC in September 2004, with some students commencing their First Nations Studies courses through SFU/SCES in May 2004. Project includes extensive program marketing. The program outline is complete and the Program Manual has been started. Long-term plan for it to become a continually-offered, self-sustaining program 	na	na
	04-05	\$75,00	Yes (appears to be continuation from 03-04 project)	UCC Certificate in Aboriginal Tourism	<ul style="list-style-type: none"> Project to deliver a one year credit Aboriginal Tourism Certificate program focusing on cultural and applied tourism as well as small business skills. Program ladders into UCC's Tourism Management Diploma and Degree programs. The project also includes direct links to employment opportunities at the Six Mile Ranch settlement. The program has been developed in close consultation with the Skeetchestn and Kamloops Indian Bands. 	<ul style="list-style-type: none"> To prepare 20 students for entry-level positions in the tourism industry 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
University- College of Fraser Valley	00-01	\$25,000	No	First Nations Learning Centre	<ul style="list-style-type: none"> On November 8, 2000, the Aboriginal Resource Centre was opened to provide assessment, peer support, mentoring, and social and educational support throughout the academic year By January, 35 students per week visited the centre. Anticipated partnership with the Sto:lo Nation beginning in fall, 2001. UCFV intends to support the centre on an ongoing basis. Centre activities will likely improve Aboriginal student retention. 	na	na
	00-01	\$40,000	No	Access to Success	<ul style="list-style-type: none"> An instructor manual and culturally relevant curriculum for three courses at the university transfer first-year level (the proposal said curriculum for four courses would be developed) Two of the courses for which curriculum was developed offer transfer credit and/or bridging options This program will improve Aboriginal student performance and will provide transfer and laddering options into other programs. 	na	na
	02-03	\$24,400	No	Mentoring and Tutoring Science and Mathematics for Aboriginal Students	<ul style="list-style-type: none"> No report submitted 	na	na
	04-05	\$28,480	No	Community Substance Abuse Counsellor Training	<ul style="list-style-type: none"> UCFV in partnership with Chehalis community, Lhawather Lalem and other Aboriginal communities will deliver an extended Substance Abuse Counseling Certificate Program in the Chahalis community. A program assistant will also be hired to provide academic support to students to meet the level required to transfer to diploma and university level programs. The program is designed to meet the needs of those already working and seeking community health/human services work in First Nations communities. The credential is provincially recognized. 	<ul style="list-style-type: none"> 24 students will participate in the program 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
University- College of Fraser Valley (cont'd)	04-05	\$75,000	No	Honouring our Elders: Articulating our Halq'emeylem Language	<ul style="list-style-type: none"> UCFV to work in partnership with Sto:lo Nation, the Halq'emeylem Language Authority, and the Sto:lo communities to further develop and approve the Halq'emeylem language courses and incorporate them into four courses, including: a Language Proficiency Certificate; Intensive Halqu'emeylem Language Fluency Immersion (IHLFI) Program; a themed minor in Sto:lo studies; and, a program of study to meet the requirements of the Developmental Standards Term Certificate for teaching First Nation language in K-12 public schools. 	na	na
University of Northern British Columbia	00-01	\$25,000	No	Northern Peer Helping Counselling Helping Circle	<ul style="list-style-type: none"> Developed a pilot project that trained ten Aboriginal and non-aboriginal students as peer counselors. UNBC plans to continue the program with expansion and adaptations where deemed necessary. 	<ul style="list-style-type: none"> Ten peer counselors received a combined total of 60 hours of training. Peer counselors provided a combined total of 1,116 hours counseling to Aboriginal students at UNBC 	
	00-01	\$75,000	No	First Nations Social Work Curriculum	<ul style="list-style-type: none"> As of May 30, 2001, data had been collected and curriculum was being developed Pilot implementation is underway. Project will benefit individual students by training them as social workers with FN specialization. FN communities will benefit from the services provided by graduates of the program. 	na	na
	01-02	\$75,000	No	UNBC-Gitksan Partnership Certificate & Diploma Curriculum Project	<ul style="list-style-type: none"> Partnership established between UNBC and the Siwiixo'osxwim Wilnatahl Gitksan Society to develop local programs for the preparation of aboriginal teachers with skills and knowledge in the area of Gitksan language and culture. A preliminary curriculum framework has been developed. Project is currently underway. Long-term goal is to deliver two new programs in the Gitksan territories over the next four years. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
University of Northern British Columbia (cont'd)	02-03	\$50,000	No	Carrier Sekani Family Services Partnership Certificate & Diploma in Curriculum Development Program	<ul style="list-style-type: none"> • Program to develop local programs for the preparation of Aboriginal health care providers with skills and knowledge in the area of Carrier Sekani health knowledge. • Implemented project on July 1, 2002 and completion date will be May 31, 2004. • Established work plan and schedule. • Partnership among UNBC, Carrier Sekani Family Service and Lake Babine Nation. 	na	na
	03-04	\$25,000	No	Masset Advancement Program (MAP): A Partnership of UNBC and Old Masset Village	<ul style="list-style-type: none"> • Program to partner with Masset Nation and assist Masset Nation students to bridge into UNBC. • It is expected that MAP graduates will take part in the UNBC Northern Advancement Program orientation for new students in fall 2004 and make a smooth transition to the Prince George campus. 	<ul style="list-style-type: none"> • 11 students are enrolled in First Nation Studies 100; Arts 102 begins when FNS 100 ends in July 2004. Students will be enrolled until Aug 2004. 	
	04-05	\$75,000	No	UNBC & Carrier Sekani Aboriginal Health Sciences Certificate and Diploma Partnership	<ul style="list-style-type: none"> • Program to develop in partnership with Carrier Sekani Family Services (CSFS), four new university level courses, complete delivery of 31-credit certificate program and continue planning and delivery of the 62 credit diploma program. • All courses are university level credit courses and provide Aboriginal students and CSFS employees with an overview of health services and a basis for self-determination in personal and community health care. • IIG and UBC are proposing a degree program (not yet developed or approved). No other such program exists, especially in the North. 	<ul style="list-style-type: none"> • 12 students are already enrolled 	
University of Victoria	00-01	\$75,000	No	En'owkin Indigenous Fine Arts	<ul style="list-style-type: none"> • Recruited students and ran a series of visual arts courses required for the diploma in Indigenous Fine Arts • 1,521 total contact hours • Program provided new and enhanced educational programming for Aboriginal learners, and it involved a collaborative partnership. 	<ul style="list-style-type: none"> • Six students enrolled, 15 courses offered • Most of the students in this program reported that they planned to continue with their education. 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
University of Victoria (cont'd)	00-01	\$55,000	No	Start-Up Funding – Minor in Indigenous Governance	<ul style="list-style-type: none"> The initial start-up of an interdisciplinary academic Minor has been completed will be ready to accept students in September 2001. Institutions long-term plans: complete a faculty hiring process and implement the program in September 2001. This program is consistent with provincial priorities in that it provides new educational programming for Aboriginal learners. 	na	na
	00-01	\$40,000	No	Indigenous Governance Online Learning Pilot Project	<ul style="list-style-type: none"> As of May 30, 2001, efforts continued to develop curriculum for four electives in the M.A. in Indigenous Governance program, two of which will be delivered online. UVic is considering partnering the program with continuing studies or running the program with a residency requirement combined with online courses. 	<ul style="list-style-type: none"> Ten students were registered in the first pilot course. 	
	01-02	\$74,970	No	Developmental Standard Term Certif. (DSTC) For First Language & Culture Teachers – Kwakiutl, Comox Salish	<ul style="list-style-type: none"> The purpose of this program is to address the shortage of FN language and culture teachers. Benefits to the community include: renewal of the FN languages and the assurance of a new generation FN language 	<ul style="list-style-type: none"> Expect that there will be 23 students enrolled in program. To date, 16 students have registered for the program. 	
	01-02	\$25,000	No	"Widening Our Circle" – Extending Our Hand to Prospective Indigenous Students	<ul style="list-style-type: none"> The objectives of the project include: increasing applications from FN students to the Faculty of Human and Social Development (HSD) and to UVIC; addressing the current applications process to include and validate the cultural experiences and knowledge of FN students; helping FN students with the transition from community colleges to UVIC and HSD programs; and increasing Faculty sensitivity to the applications process for FN students. Program provides FN students with the tools for transition. Project currently underway. 	na	na
	02-03	\$75,000	Yes* (related and may be a continuation from similar project in 00-01)	Certificate in the Administration of Indigenous Governments (CAIG) "On-Line Program"	<ul style="list-style-type: none"> CAIG program will provide leadership and governance training via the Internet to people working in Indigenous organizations. Completed work on the redesign for distributed learning in cost-recovery format (online courses will officially commence in September 2003). 	<ul style="list-style-type: none"> It is estimated that 20 to 30 students will register in each class in the first year. 	

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
University of Victoria (cont'd)	03-04	\$75,000	No	Child and Youth Care (CYC) Bachelor's Program Aboriginal Course Development	<ul style="list-style-type: none"> • Designed and delivered in spring 2004 a campus-based 3rd year course called "Introduction to CYC Practice in Relation to Aboriginal Contexts." Second delivery set for Fall 2004. • One upper-level Aboriginal Child and Youth Care undergrad course is under development. • New courses count towards the BA degree in Child and Youth Care and the Bachelor of Social Work Degree • Data was gathered from a cultural review of the entire child and youth care curriculum. • An Instructor's Manual was created to ensure future course deliveries of the course are informed by the lessons learned in the first delivery. 	na	na
	04-05	\$69,000	No	Master of Social Work, First Nations Program Innovation	<ul style="list-style-type: none"> • Project to undertake community consultations and develop two courses for a Master of Social Work (MSW) program with a First Nations focus. • The program will be an 18 unit accredited MSW FN program building on the strengths of the existing MSW program and the FN and FN Child Welfare specializations within the BSW program. 	<ul style="list-style-type: none"> • The program will be delivered on a pilot basis for 15 students on site in Coast Salish communities. 	
	04-05	\$25,000	No	Aboriginal Language Revitalization Program Curriculum and Instructional Materials Development	<ul style="list-style-type: none"> • Project to develop a curriculum, instructional design strategies and student recruitment. • The project includes hiring a consultant to develop the curriculum (9.0 units [two 3 unit & two 1.5 unit courses] of core courses), and work towards program implementation of a 13.5 unit Certificate program in Aboriginal Language Revitalization (CALR) • The project is an academic and program delivery partnership between UVic and the En'owkin Centre in Penticton. 	na	na

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
Vancouver Community College	02-03	\$23,096	No	Access and Success for Aboriginal Students	<ul style="list-style-type: none"> Information workshops and promotional materials will be delivered to feeder schools and outreach centres. Students will be informed of College programs, FN services and available support. Started project in November 2002. Linkages with all feeder schools have been established. First tours were implemented in January 2003 and more are planned for the near future. Created database of FN students. 	na	na

Other:

Institution	Year	Amount	Continued from last?	Project	Subject/Details	Students Start	Students End
C2T2	00-01	\$20,000 Recipients: NVIT / CEISS	No	Native Adult Instructors Diploma (NAID) in partnership with the Assoc. of Aboriginal Post. Sec. Institutes	<ul style="list-style-type: none"> Project was delayed. C2T2 is re-initiating the NAID project through NVIT based on a 2002/03 PIC Proposal 	na	na
CEISS	00-01	\$37,500	No	1999 College & Institute Aboriginal Former Student Outcomes Report and Highlights Brochure	<ul style="list-style-type: none"> Research, produced and distributed the 1999 College & Institute Aboriginal Former Student Outcomes Report Produced and distributed a Highlights Brochure 	na	na
Nisga'a's	00-01	\$226,000	No	Nisga'a Final Agreement Obligations	<ul style="list-style-type: none"> ? 	na	na
	01-02	\$226,000	? (see above)	Nisga'a Final Agreement Obligations	<ul style="list-style-type: none"> ? 	na	na

3A. Public Post-Secondary Institution Questionnaire

February 22, 2005

Dear Colleague,

Re: Aboriginal Post-Secondary Education Review Project

Thank you for being your institution's contact person on gathering the information to respond to the survey for this project.

Appended is a questionnaire relating to the Aboriginal Post-Secondary Education Review Project in British Columbia. Human Capital Strategies of Victoria, BC was selected by the Ministry of Advanced Education to execute this project as the result of a competitive process. Appended after the questionnaire, is a one page "Project Information Sheet" which provides more information of the project.

This questionnaire is one important part of a larger research project. The support and participation of all of our public post-secondary institutions is essential for the success of this project.

This project is sponsored by the Ministry of Advanced Education as an outcome of the 2004 Aboriginal Post-Secondary Open-Space Forum and will assist in the development of public policy relating to Aboriginal post-secondary education. As you may be aware, the Ministry will release a revised Aboriginal Post-Secondary Education Policy Framework in the coming months.

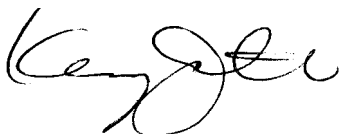
In the last five years, the Ministry has sponsored the Aboriginal Special Project Funding (ASPF) program. This initiative has allocated in excess of \$6 million using an annual merit-based proposal process. The ASPF review will help to inform the Ministry on the application of the fund, with the aim of increasing its benefits and sustainability over the long term.

This attached survey questionnaire has been developed to make it as "user friendly" as possible. Its purpose is to collect information from post-secondary institutions on Aboriginal post-secondary education programs, courses, services, policies, strategies and best practices. The survey will benefit from the work of a Project Advisory Committee and has been pilot tested with a sample of post-secondary institutions. In spite of these efforts, we do recognize that providing the requested data from your institution will be a significant logistical undertaking. We hope that you will agree that the importance of the findings and the potential positive outcomes of the project make your efforts worthwhile.

The attached questionnaire includes an instruction sheet and definitions. If you have questions regarding this questionnaire please contact me at (250) 213-9231 or at kjothen@humancapitalstrategies.ca. The contact for returning a completed questionnaire and other procedural questions is Tyler Hildebrandt. His contact information is in the instructions.

We look forward to your response in order to help us and the Ministry complete a key part of this important project.

Sincerely,

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

Kerry Jothen, CEO, Human Capital Strategies
Project Leader

BC MINISTRY OF ADVANCED EDUCATION

***INVENTORY RESEARCH QUESTIONNAIRE ON
PROGRAMS, COURSES, SERVICES, STRATEGIES AND
BEST PRACTICES***

**(ABORIGINAL POST-SECONDARY EDUCATION
REVIEW PROJECT)**

INTRODUCTION

Scope of Inventory Research

This questionnaire is the first part of the primary research of the Ministry of Advanced Education's Aboriginal Post-Secondary Education Review Project.

The following questionnaire is intended to collect information from post-secondary education institutions in order to compile two comprehensive inventories of Aboriginal post-secondary education programs, services, strategies and best practices.

The scope of this "Inventory Research" includes:

- The public post-secondary institutions (universities, university colleges, colleges, and provincial institutes) and a sample of private Aboriginal institutions in BC that currently deliver Aboriginal post-secondary education programs and courses and those where Aboriginal services, policies and practices are currently being undertaken.
- Two inventories, collected primarily through one questionnaire and process – one inventory on programs and courses; the second on services, policies and practices. Institutions will also be invited to identify which of these they consider to be "best practices" and why.
- The Project methodology and research tools will be informed by the Literature Review stage of the Project.

- The interviews for the Aboriginal Special Project Funding (ASPF) stage of the Project will supplement the Questionnaire results particularly for qualitative and more complex data regarding issues identified by the questionnaire responses.

Inventory Research Objectives

The objectives of the Inventory Research are to:

- Document a comprehensive picture of BC's existing programs and services in Aboriginal post-secondary education
 - Inclusive of identifying gaps of programs and services
 - Inclusive of identifying duplication of programs and services
 - Inclusive of programs and services funded from the Aboriginal Special Project Fund
- To inform the Ministry of the research findings and provide analysis
- To inform the other primary research in the project, specifically institutional/key informant interviews
- To provide the Ministry with recommendations to improve and enhance the current approach to Aboriginal post-secondary education in British Columbia

See the “Project Information Sheet” at the end of the questionnaire for more details.

INSTRUCTIONS

All information collected in this survey will be made available to the Ministry of Advanced Education. This project is not a program evaluation. The objectives are to identify and share best practices and to strengthen and improve the Aboriginal Special Projects Fund. This is a comprehensive questionnaire and it is understood that not every institution will be offering all of the services and programs nor have established all of the policies referred to in this document.

The collected information will only be used by the Ministry for the purposes of this project: To undertake a review of Aboriginal post-secondary education programs, services and strategies/best practices in British Columbia; and, of the Ministry's Aboriginal Special Projects Funding (ASPF) Program.

The review will inform the Ministry and British Columbia's post-secondary education institutions about the status of Aboriginal post-secondary education in British Columbia. The review will also identify any gaps and/or duplication of Aboriginal post-secondary education programs and services in British Columbia. The final report for the review will be completed by mid-May 2005.

Please complete this questionnaire as thoroughly as possible. If you have questions about parts of it, please contact the individuals listed in Section 1 later in this document.

Please provide your responses underneath each question if possible and use the tables provided. If you have supporting documents, please append electronic versions. If you need to append hard copy documents, please fax them separately if 10 pages or less; if they are longer please send via mail.

Please return the completed questionnaire via email (preferred) or fax to:

Tyler Hildebrandt

Email Address: tyler-k-h@shaw.ca

Fax: (250) 474-3972

Phone: (250) 818-4699

Address: c/o Human Capital Strategies, 3533 Promenade Crescent, Victoria BC, V9C 4L8

DEFINITIONS

For the purposes of the Inventory Research questionnaire, the following operational definitions apply.

Aboriginal: A person that is one of the “Aboriginal peoples of Canada” (Indian, Inuit and Métis) as defined under Section 35 (2) of the Constitution Act, 1982 and any individual who self-identifies as Aboriginal within the post-secondary education system. Indian includes status and non-status Indians.

Aboriginal Post-secondary Education: Education targeted to Aboriginal students within public, private or community institutions that leads to a certificate, diploma, degree or other formal educational credential.

Aboriginal Student: A student or learner who is one of the Aboriginal peoples of Canada.

Best practices: Those institutional activities and policies (governance, administrative, services, academic) for Aboriginal students which are especially effective and yield positive outcomes. This is inclusive of program retention and completion, of partnerships and collaboration with community and other organizations outside the post-secondary system of education and policy development that targets and promotes Aboriginal student, teaching, learning and community success. Best practices may be reflected throughout Aboriginal post-secondary education programs, courses, support services, institutional policies and practices, and strategies and other activities.

Course: Short or long-term period of study that is part of a program of continuing study. Within this definition Aboriginal courses and curriculum that have been developed by Aboriginal faculty and community for Aboriginal student learners are highlighted.

Critical success factors: Factors or conditions that promote or result in best practices.

Institutional Policies and Practices: Internal governance and administrative policy that targets the promotion of Aboriginal post-secondary education, Aboriginal inclusion and equity, and Aboriginal student and community success.

Mainstream Programming/Courses: Programs or courses that are designed for the general public.

Post-secondary education with Aboriginal students: Education that is not targeted to Aboriginal students but in which Aboriginal students enrol and participate

Program: An identified collection of courses that leads to a certificate, diploma, or degree, regardless of delivery format (online, on-campus, community-based, off-campus) including relevant community education programs, bridging programs and continuing education. Within this definition Aboriginal programs and curriculum that have been developed by Aboriginal faculty and community for Aboriginal student learners are highlighted.

Public Policies: Provincial or federal policy that directs Aboriginal post-secondary education specifically policy that promotes Aboriginal student and community success in education or creates barriers to it, and public policy initiatives.

Strategies and Other Activities: A set of actions, methods and approaches that are designed to improve access to, recruitment, learning, retention program completion and general success of Aboriginal students. This is inclusive of capacity building projects, alliances with other post-secondary institutions, partnerships and collaboration with community and other organizations outside the post-secondary system of education, and policy development that targets and promotes Aboriginal student success and capacity building.

Support Services: Institutional and administrative student support services as well as services that are Aboriginal specific including contract services. Within this definition services that are developed by and offered by Aboriginal staff and communities are highlighted.

SURVEY QUESTIONS

Section 1 – Respondent Information

Please complete the following information.

Institutional Contact Name (responsible for obtaining/coordinating information for completing this questionnaire and for handling any questions from the project team):

Contact Phone Number(s):

Contact Email Address:

Contact Fax Number:

Alternate Contact Name and Contact Information (if appropriate):

Please direct technical/logistical questions and return the completed questionnaire to:

Tyler Hildebrandt

Email Address: tyler-k-h@shaw.ca

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Address: c/o Human Capital Strategies, 3533 Promenade Crescent, Victoria BC, V9C 4L8

Please direct substantive questions to:

Kerry Jothen

Email Address: kjothen@humancapitalstrategies.ca

Fax: (250) 474-3972

Phone: (250) 213-9231

2.10 Does the institution have a standard process for including Aboriginal perspectives into mainstream programming? If yes, please describe or provide.

2.11 Does your institution employ faculty/instructors who are Aboriginal? If yes, please provide the number and list the programs they teach.

2.12 Are the students in the programs/courses listed in tables 1 and 2 exclusively Aboriginal? If no, please comment.

2.13 Are any of the courses or programs offered in Aboriginal languages?

2.14 For the courses listed in Table 2: which of these courses were designed and developed by Aboriginal people?

2.15 For the courses listed in Tables 2& 3: Does the course syllabus and curriculum focus on:

- First Nations
- Métis
- Inuit
- All of the above

2.16 Please describe any graduate programs that are significantly related to Aboriginal studies?

Section 3 – Aboriginal Post-Secondary Education Support Services

3.1 Does the institution employ an Aboriginal Post-Secondary Education Coordinator(s), Director of Aboriginal Programs/Services or similar title? If so, please describe the person's role, responsibilities and reporting relationship.

3.2 Does your institution offer any student services targeted specifically to Aboriginal students? Please include counseling, financial aid, housing, cultural activity, employment support, special education,

3.3 Does your institution engage the services of an Elder? If yes, please describe role responsibilities and reporting relationship.

3.4 Is there an Aboriginal student association/union on campus?

3.5 Are there any physical facilities specifically designated for Aboriginal students? If yes, please describe. If no, are any in the planning stage?

3.6 Does your institution collaborate in or coordinate a traditional graduation ceremony, a recognition ceremony for Aboriginal learners or other Aboriginal ceremonies? If yes, please describe.

3.7 Does the institution offer a day care service? If yes, describe the participation of Aboriginal families in the service?

3.8 Does the institution offer communication, writing, and computer skills support or service **targeted specifically to Aboriginal students**? What is the participation rate by Aboriginal students?

3.9 Does the institution offer Aboriginal specific recreation, cultural and social activities for students? If yes, please describe.

Section 4 – Aboriginal Post-Secondary Education Institutional Policies and Practices

4.1 Does your institution track Aboriginal students? If yes, please list and describe the data elements available.

4.2 Does your institution have an Aboriginal Advisory Committee(s)? If yes, please provide the terms of reference and membership. Comments on the committee's effectiveness are welcome.

4.3 Does the institution have Aboriginal representation on any of its institutional governing bodies (e.g. Board, Senate, education Council)? If yes, please list.

4.4 Does the institution have a recruitment or retention policy/strategy for Aboriginal faculty or staff?

4.5 Are the needs of Aboriginal students identified in the institution's strategic plan? If yes, please provide the relevant section.

4.6 Does the institution have a policy or practice for working in collaboration with local:

First Nations

Métis

Inuit

4.7 Does the institution have a policy or guideline for class size for Aboriginal specific Programs or courses?

4.8 Does the institution have a policy or practice regarding inclusion of Practicum, Co-op or hands-on experience for all Aboriginal Programs? Or does this vary by program? Please describe and provide a copy. Does your institution have any partnerships with Aboriginal institutions for student placements?

4.9 What is the percentage of Aboriginal students who enter directly from high school? Did any of these students receive advanced credit? If yes, please describe.

Section 5 – Other Aboriginal Post-Secondary Education Activities or Strategies

5.1 Does your institution have any specific recruitment or retention strategies specifically for Aboriginal students? If yes, please describe them and if appropriate, append copies of relevant documents.

5.2 Does the institution have any partnerships, protocols or affiliation agreements with Aboriginal organizations? If yes, please describe, including where appropriate, reference to program funding.

5.3 Does your institution have any agreements with Aboriginal organizations such as independent schools for advanced placement/credit?

5.4 Please list any other activities which contribute to Aboriginal student success but which are not listed or described in earlier answers.

Section 6 – Aboriginal Post-Secondary Education Best Practices and Critical Success Factors

6.1 According to the 'best practices' definition for this project, please list **up to five** of the institution's most effective best practices regarding Aboriginal post-secondary education?

Please consider all types of activity including facilities, services, policy, human resources, programs and courses.

Please explain why these are particularly effective and describe the significant outcomes.

Section 7 – Ministry of Advanced Education Aboriginal Special Projects Funding Program

7.1 How many ASPF applications has your institution submitted since the programs inception in 2000? How many of these applications were approved and funded?

7.2 Did the Aboriginal Special Projects Fund the development of any of the programs or courses listed in section 2? If yes, please describe.

7.3 Are any of the institution's recruitment and retention initiatives a result of funding originally provided through ASPF? If so, are these initiatives now funded through the institution's annual operating grant?

7.4 Please provide any other relevant information on the utility and effectiveness of the ASPF projects at your institution.

7.5 What other comments and observations would you like to make about the ASPF? Do you have suggestions for improvement?

Section 8 – Other Information about Aboriginal Post-Secondary Education

This section is an opportunity for you to provide any additional information that you think is pertinent to the project and which you have not already covered in earlier questions.

Please attach (electronic format if at all possible) any supporting documentation at the end of this questionnaire.

THANK YOU!

On behalf of the Ministry of Advanced Education, thank you very much for completing this questionnaire and contributing to an important part of the Aboriginal Post-Secondary Education Review Project.

Please return the completed questionnaire at your earliest convenience. In order to complete the next steps of the project and submit our findings to the Ministry, we need the requested information by no later than Friday, March 11, 2005.

Please return the questionnaire and any supporting documents in ELECTRONIC FORMAT (or via fax if email not possible) to:

Tyler Hildebrandt
Email address: tyler-k-h@shaw.ca
Phone: (250) 818-4699
Fax: (250) 474-3972

Appendix 3 – Survey Questionnaire Instruments

3B. Indigenous Post-Secondary Institution Questionnaire

From: Kerry Jothen

Sent: Tuesday, March 15, 2005 3:28 PM

To: Suppressed Distribution List

Cc:

Subject: Indigenous Post-Secondary Institution Survey (Ministry of Advanced Education Project)

Dear Indigenous Adult Higher Learning Institution Contact:

Please find attached a questionnaire relating to the British Columbia Ministry of Advanced Education's Aboriginal Post-Secondary Education Review Project.

Your institution was selected by the Indigenous Adult and Higher Learning Association (IAHLA) in consultation with you to be part of the institutional sample for this survey. As you may know, we are also administering a very similar survey to public post-secondary education institutions. Together, they will lead to a comprehensive inventory on Aboriginal post-secondary education programs, services, strategies, best practices, etc. in British Columbia.

My company, Human Capital Strategies of Victoria, BC, was selected by the Ministry to undertake this project as the result of a competitive process. At the end of the questionnaire is appended is a one page "Project Information Sheet" which provides more information of the project.

This questionnaire is one important part of a larger research project. The support and participation of public and Indigenous post-secondary institutions is essential for the success of this project.

This project is sponsored by the Ministry of Advanced Education as an outcome of the 2004 Aboriginal Post-Secondary Open-Space Forum and will assist in the development of public policy relating to Aboriginal post-secondary education. As you may be aware, the Ministry will release a revised Aboriginal Post-Secondary Education Policy Framework in the coming months.

In the last five years, the Ministry has sponsored the Aboriginal Special Project Funding (ASPF) program. This initiative has allocated in excess of \$6 million using an annual merit-based proposal process. The ASPF review will help to inform the Ministry on the application of the fund, with the aim of increasing its benefits and sustainability over the long term.

This attached survey questionnaire has been developed to make it as "user friendly" as possible. Its purpose is to collect information from Aboriginal post-secondary institutions on Aboriginal post-secondary education programs, courses, services, policies, strategies and best practices.

The survey will benefit from the work of a Project Advisory Committee and has also been pilot tested with a sample of post-secondary institutions and with the IAHLA. Notwithstanding these efforts, we recognize that providing the requested data from your institution will be a significant logistical undertaking. We hope that you will agree that the importance of the findings and the potential positive outcomes of the project make your efforts worthwhile.

The attached questionnaire includes an instruction sheet and definitions. If you have questions regarding this questionnaire please contact me at (250) 213-9231 or at kjothen@humancapitalstrategies.ca. The contact for returning a completed questionnaire and other procedural questions is Tyler Hildebrandt. His contact information is in the instructions.

We look forward to your response in order to help us and the Ministry complete a key part of this important project.

Sincerely,

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

Project Leader

BC MINISTRY OF ADVANCED EDUCATION

***INVENTORY RESEARCH QUESTIONNAIRE ON
ABORIGINAL POST-SECONDARY EDUCATION
PROGRAMS, COURSES, SERVICES, STRATEGIES AND
BEST PRACTICES***

**(ABORIGINAL POST-SECONDARY EDUCATION
REVIEW PROJECT)**

INTRODUCTION

Scope of Inventory Research

This questionnaire is the first part of the primary research of the Ministry of Advanced Education's Aboriginal Post-Secondary Education Review Project.

The following questionnaire is intended to collect information from Aboriginal post-secondary education institutions in order to compile two comprehensive inventories of Aboriginal post-secondary education programs, services, strategies and best practices.

The scope of this "Inventory Research" includes:

- The public post-secondary institutions (universities, university colleges, colleges, and provincial institutes) and a sample of private Aboriginal institutions in BC that currently deliver Aboriginal post-secondary education programs and courses and those where Aboriginal services, policies and practices are currently being undertaken. The questionnaires for public and private Aboriginal institutions are similar but not identical.
- Two inventories, collected primarily through one questionnaire and process – one inventory on programs and courses; the second on services, policies and practices. Institutions will also be invited to identify which of these they consider to be "best practices" and why.

- The Project methodology and research tools will be informed by the Literature Review stage of the Project.
- The Project Informant Interviews of the Aboriginal Special Project Funding (ASPF) stage of the larger Project will supplement the Questionnaire results particularly for qualitative and more complex data regarding issues identified in the questionnaire.

Inventory Research Objectives

The objectives of the Inventory Research are to:

- Document a comprehensive picture of BC's existing programs and services in public and private Aboriginal post-secondary education
 - Inclusive of identifying gaps of programs and services
 - Inclusive of identifying duplication of programs and services
 - Inclusive of programs and services funded from the Aboriginal Special Project Fund
 - Sources of funding currently accessed for private Aboriginal post-secondary education
- To inform the Ministry of the research findings and provide analysis
- To inform the other primary research in the project, specifically institutional/key informant interviews
- To provide the Ministry with recommendations to improve and enhance the current approach to Aboriginal post-secondary education in British Columbia
- To provide the Ministry with an overview of the role and benefit to Aboriginal learners of the private Aboriginal post-secondary institutions

See the appended “Project Information Sheet” at the end of the questionnaire for more details.

INSTRUCTIONS

All information collected in this survey will be made available to the Ministry of Advanced Education.

The collected information will only be used by the Ministry for the purposes of this project: To undertake a review of Aboriginal post-secondary education programs, services and strategies/best practices in British Columbia; and, of the Ministry's Aboriginal Special Projects Funding (ASPF) Program.

The review will inform the Ministry and British Columbia's post-secondary education institutions about the status of Aboriginal post-secondary education in British Columbia. The review will also identify any gaps and/or duplication of Aboriginal post-secondary

education programs and services in British Columbia. The final report for the review will be completed by mid-June, 2005.

Please complete this questionnaire as completely as possible. If you have questions about parts of it, please contact the individuals listed in Section 1 later in this document.

Please provide your responses underneath each question if possible and use the tables provided. If you have supporting documents, please append electronic versions if at all possible. If you have to append hard copy documents, please fax them separately if 10 pages or less; if they are longer please send via mail.

DEFINITIONS

For the purposes of the Inventory Research questionnaire, the following operating definitions apply.

Aboriginal: A person that is one of the “Aboriginal peoples of Canada” (Indian, Inuit and Métis) as defined under Section 35 (2) of the Constitution Act, 1982 and any individual who self-identifies as Aboriginal within the post-secondary education system. Indian includes status and non-status Indians.

Aboriginal Special Project Funds: An annual process used by the Ministry to sponsor innovative projects aimed at improving Aboriginal post-secondary education. ASPF has operated for five years and has allocated approximately \$6 million.

Access Programs: Adult Basic Education, upgrading or other preparatory programs for students who lack the prerequisite skills for entry to post-secondary programs.

Aboriginal Post-secondary Education: Education targeted to Aboriginal students within public, private or community institutions that leads to a certificate, diploma, degree or other formal educational credential.

Aboriginal Public Post-Secondary institution: An institution designed to serve the needs of Aboriginal students, with a significant Aboriginal governance model and which is governed by Provincial post-secondary legislation i.e. the College and Institute Act. Currently NVIT and IIG meet this definition.

Aboriginal Private Post-Secondary institution: An institution designed to serve the needs of Aboriginal students and which is NOT governed by Provincial post-secondary legislation.

Aboriginal Student: A student or learner who is one of the Aboriginal peoples of Canada.

Best practices: Those institutional activities and policies (governance, administrative, services, academic) for Aboriginal students which are especially effective and yield positive outcomes. This is inclusive of program retention and completion, of partnerships and collaboration with community and other organizations outside the post-secondary

system of education and policy development that targets and promotes Aboriginal student, teaching, learning and community success.

Best practices may be reflected throughout Aboriginal post-secondary education programs, courses, support services, institutional policies and practices, and strategies and other activities.

Course: Period of study that is part of a program of continuing study. Within this definition Aboriginal courses and curriculum that have been developed by Aboriginal faculty and community for Aboriginal student learners are highlighted.

Critical success factors: Factors or conditions that promote or result in best practices.

Indigenous Adult and Higher Learning Association: An association of private and public Aboriginal post-secondary education institutions in B.C.

Institutional Policies and Practices: Internal governance and administrative policy that targets the promotion of Aboriginal post-secondary education, Aboriginal inclusion and equity, and Aboriginal student and community success.

Mainstream Programming/Courses: Programs or courses that are designed for the general public.

Partnerships: *Affiliation agreements, brokering, letters of intent, MoU's, etc.*

Post-secondary education with Aboriginal students: Education that is not targeted to Aboriginal students but in which Aboriginal students enroll and participate.

Program: An identified collection of courses that leads to a certificate, diploma, or degree, regardless of delivery format (online, on-campus, community-based, off-campus) including relevant community education programs, bridging programs and continuing education. Within this definition Aboriginal programs and curriculum that have been developed by Aboriginal faculty and community for Aboriginal student learners are highlighted.

Public Policies: Provincial or federal policy that directs Aboriginal post-secondary education specifically policy that promotes Aboriginal student and community success in education or creates barriers to it, and public policy initiatives.

Strategies and Other Activities: A set of actions, methods and approaches that are designed to improve access to, recruitment, learning, retention program completion and general success of Aboriginal students. This is inclusive of capacity building projects, alliances with other post-secondary institutions, partnerships and collaboration with community and other organizations outside the post-secondary system of education, and policy development that targets and promotes Aboriginal student success and capacity building.

Support Services: Institutional and administrative student support services as well as services that are Aboriginal specific including contract services. Within this definition services that are developed by and offered by Aboriginal staff and communities are highlighted.

Transfer credit / laddering: Policies and processes which facilitate students' ability to carry or transfer credit from one institution to another.

SURVEY QUESTIONS

Section 1 – Respondent Information

Please complete the following information:

Institutional Contact Name (responsible for obtaining/coordinating information for completing this questionnaire and for handling any questions from the project team):

Contact Phone Number(s)

Contact Email Address

Contact Fax Number

Alternate Contact Name and Contact Information (if appropriate)

Number of years your institution has been in delivering post-secondary programs

Please direct technical/logistical questions and return the completed questionnaire to:

Tyler Hildebrandt

Email Address: tyler-k-h@shaw.ca

Fax: (250) 474-3972

Phone: (250) 818-4699

Address: c/o Human Capital Strategies, 3533 Promenade Crescent, Victoria BC, V9C 4L8

Please direct substantive questions to:

Kerry Jothen

Email Address: kjothen@humancapitalstrategies.ca

Fax: (250) 474-3972

Phone: (250) 213-9231

Section 2 – Aboriginal Post-Secondary Education Programs and Courses

2.1 Please list in Table 2.1 on the next page all of the **programs**, including ABE and access programs, which are **specifically designed for Aboriginal students**. This includes programs that, while designed for Aboriginal students, are open to non-Aboriginal students.

Also list the types of credential provided and the 2002-03, 2003-04 and 2004-05 enrolment (stable enrolment date). Please indicate the source of funding for the programs.

2.2 Please list in Table 2.2 on the next page, the **courses** which are **specifically designed for Aboriginal students**, but which may be open to non-Aboriginal students. Also list the 2002-03, 2003-04 and 2004-05 enrolment (stable enrolment date). Please indicate the source of funding for these courses. Also indicate which courses were designed by Aboriginal faculty or professionals.

2.3. Does your institution include Elders as part of the program review committee?

2.4 Are the students in the programs/courses listed in tables 1 and 2 inclusive of non-Aboriginal students? Table 2.1 _____ Table 2.2 _____

2.5 List the courses or programs that incorporate an Aboriginal language and/or culture.

2.6 For the courses listed in Tables 2: Does the course syllabus and curriculum focus on:

- First Nations
- Métis
- Inuit
- Aboriginal

2.7 Please describe any graduate programs your institution offers in partnership with a public post-secondary institution.

Section 3 – Aboriginal Post-Secondary Education Support Services

3.1 Does your institution engage the services of an Elder? If yes, please describe role responsibilities and reporting relationship.

3.2 Is there an Aboriginal student association/union on campus?

3.3 Are these student support services offered under core funding, program funding or partnership with other organizations/services of the community? Please complete Table 3.3.

Table 3.3

Type of Student Support Service	Are these services offered?			Comments
	Under Core Funding	Under Program Funding	Through Partnership	
Daycare				
Elders support				
Personal Counseling				
Academic counseling				
Addiction counseling				
Learning centres				
Tutoring services				
Bursaries				
Pre-university orientation				
Career counseling				
First Nation advisory committees				
Cultural advisors				
Technology access (current)				
Wellness programming				
Referral to professional services				
Assessment services				
Employment assistance				
Library				
Student housing				
Other				

3.4 What percentage of the budget is targeted to student support services?

3.5 Do students in your institution have access to BC Student loans?

Section 4 – Aboriginal Post-Secondary Education Institutional Policies and Practices

4.1 Does your institution have a data management or tracking system for students? If yes, please list and describe the data elements available. Please provide latest available data including age and gender. How helpful or useful is the system? What system do you use?

4.2 Does your institution sit on an Aboriginal Advisory Committee with a public post-secondary institution? If yes, how often do they meet? Please provide the Terms of Reference.

4.3 Does your institution have a policy for working in collaboration with local:

First Nations
Métis
Inuit

4.4 How is Aboriginal control reflected in your institution's governance model?

4.5 Describe your institution's policy or guideline for defining class size.

4.6 Does your affiliation or partnership with your partnering public institution allow for your students to access practicum, co-ops or hands-on experience?

4.7 Does your institution offer advance credit for high school students registered in certain courses? Please describe.

4.8 Please describe the sources of funding for your students (Band/INAC, student loans, AHRDA, employment, other).

Section 5 – Other Aboriginal Post-Secondary Education Activities or Strategies

- 5.1 Does your institution have any partnerships, protocols or affiliation agreements with
- public institutions
 - Aboriginal institutions
 - Aboriginal organizations?

If yes, please describe including the funding relationship.

5.2 Please list any other activities which contribute to Aboriginal students success but which are not listed or described in earlier answers.

Section 6 – Aboriginal Post-Secondary Education Best Practices and Critical Success Factors

6.1 According to the 'best practices' definition for this project, please list **up to five** of the institution's most effective best practices regarding Aboriginal post-secondary education?

Please consider all types of activity including facilities, services, policy, human resources, programs and courses.

Please explain why these are particularly effective and describe the significant outcomes.

Section 7 – Ministry of Advanced Education Aboriginal Special Projects Funding Program

7.1 Has your institution participated in the Aboriginal Special Project Fund? If yes,

7.2 What is the number of Aboriginal Special Projects that your institution has accessed?

In which years? Amount of dollars accessed per year of this funding?

7.3 What is the percentage of revenue sharing with your institution and the partner public institution.

7.4 Have the courses/programs/services developed through this funding become ongoing offerings at your institution? At the partner public institution?

If no – skip questions 7.5 and 7.6.

7.5 Are any of the institution's recruitment and retention initiatives a result of funding originally provided through ASPF? If so, are these initiatives now funded through the institution's annual operating grant?

7.6 Please provide any other relevant information on the utility and effectiveness of the ASPF projects at your institution.

7.7 What other comments and observations would you like to make about the ASPF? Do you have suggestions for improvement?

Section 8 – Other Information about Aboriginal Post-Secondary Education

This section is an opportunity for you to provide any additional information that you think is pertinent to the project and which you have not already covered in earlier questions.

Please attach (electronic format if at all possible) any supporting documentation at the end of this questionnaire.

THANK YOU!

On behalf of the Ministry of Advanced Education, thank you very much for completing this questionnaire and contributing to an important part of the Aboriginal Post-Secondary Education Review Project.

Please return the completed questionnaire at your earliest convenience. In order to complete the next steps of the project and submit our findings to the Ministry, we need the requested information by no later than Friday, April 15, 2005.

Please return the questionnaire and any supporting documents in ELECTRONIC FORMAT to:

Tyler Hildebrandt
Email address: tyler-k-h@shaw.ca
Phone: (250) 818-4699
Fax: (250) 474-3972

1. OVERVIEW

A survey of the public post-secondary institutions is a major component of the methodology of the Aboriginal Post-secondary Review Project. Other components include a literature review, survey of Aboriginal post-secondary institutions, interviews with stakeholders, and focus group meetings.

The review of public institutions was the first component of the methodology and the analysis was used to inform the other components (e.g. interview instrument design). There was a very high level of cooperation from the post-secondary institutions. The survey was distributed at a busy time of year; it required a high level of coordination across the institution and it was labour intensive. In spite of these conditions the institutions submitted their responses in as complete and timely a manner as their data systems would permit.

Twenty-seven of twenty-eight institutions surveyed submitted their responses by mid-April. The only outstanding response will be submitted by the institution when it submits its response to the Aboriginal institutional survey shortly.

The following analysis of the survey responses provides a useful overview of the diversity of programs, courses, best practices, policies and data. While diversity is often strength, it can also point to opportunities to learn from each other, to share successful practices and to “average up”.

The diversity highlighted in the analysis ranges from institutions with no programs specifically designed for Aboriginal students to those with many and from institutions that do not track students of Aboriginal origin to those that have a rich data base and track Aboriginal students and use the data to set and monitor strategic goals.

The survey and its analysis does not yield a complete set of comparable data but it has provided a very useful overview of many aspects of Aboriginal post-secondary education and it has been valuable to the other components of the project.

Overall, the survey responses from public institutions totaled approximately 500 pages of text and tables, and collectively represent a wealth of interesting and useful information. The consultant will work with the Ministry of Advanced Education on providing more detailed quantitative and qualitative information in a form that can be shared with stakeholders interested in reviewing it.

2. ABORIGINAL POST-SECONDARY EDUCATION PROGRAMS AND COURSES

2.1 Programs Designed Specifically for Aboriginal Students

This question asks institutions to list all programs designed specifically for Aboriginal students and to provide information about these programs including enrolment, graduation, number of years delivered, credential, funding and method of delivery.

A review and analysis of the information reveals a number of areas for generalization or observations to commonalities. Following are some issues of interest:

- The credentials awarded are consistent with mainstream programming i.e. certificates, diplomas and degrees.
- The majority of programs are “classroom based”. A significant number of programs are described as “community based” which usually meant that the programs were delivered in the community as opposed to the campus.
- A significant number of programs are “base funded” and many are described as “contract” or “other”.
- The programs span nearly the entire range of programs offered within the public post-secondary system – academic, technical, vocational, continuing education and college preparation. The areas of academic arts, tourism, social service, education and college preparation are overly represented and those of technology and vocational programs are under represented relative to the overall mix within the system.
- There are numerous examples of unique programs including the following: Aboriginal Youth, Culture and Language Program, Coastal Adventure Tourism, Computer Systems for Aboriginal People and LLB Inuit Program.
- Many institutions noted that Aboriginal status is a self declaration on the application form and that the number of Aboriginal students is significantly understated. One institution noted that when compared to the Ministry of Education data base they know that fewer than 40% of Aboriginal students self identify on the registration form. One institution stated that they do “not filter or record declared student ethnicity or ancestry...”
- Three institutions do not offer any programs specifically designed for Aboriginal students.

By clustering the institutions it is possible to make some observations about the relative numbers of programs designed specifically for Aboriginal students.

- Aboriginal Institutions (NVIT, IIG, NEC, and WWN)
- As directed by each institution’s mandate, all programs are designed for Aboriginal students. NVIT, IIG and NEC reported all programs as “base funded” while WWN reported none as “base funded. All utilize “classroom’ delivery as the primary method of delivery.

- The universities (SFU, UBC, UNBC, UVIC and RRU) offer the largest number of programs (2 –11) designed specifically for Aboriginal students and also have some of the largest enrolments. This finding is not surprising given the relative size of these institutions.
- The lower mainland colleges, institutes and university colleges (Douglas, VCC, Langara, Capilano, BCIT, UCFV, KUC, and JI) offer relatively fewer programs (0 – 7) designed specifically for Aboriginal students.
- The island institutions (Camosun, UVIC, MUC and NIC) offer an above average number of programs (4 –11) designed specifically for Aboriginal students.
- The northern colleges offer an above average number of programs (7 – 12) specifically designed for Aboriginal students.

The following table summarizes much of the information provided by institutions in response to this question. The data are not all comparable since institutions interpreted the request in different ways or used different definitions. In spite of this situation the table provides useful information on the programs offered and some of the key characteristics of the programs.

Institution	# of Programs	04/05 Enrolment	Credential (Cert., Dip., Degree)	Base Funded	Delivery	Years Running (Range and avg.)
Camosun	7	124	4 Cert. 1 Dip.	6 of 7	Classroom plus community	0 – 16 Avg. 8
Capilano	7	315	1 Dip.	3 of 7	Classroom	1-15 Avg. 6
UCC	5	35 (full numbers not available)	2 Cert. 1 Deg.	5 of 5	Classroom	1
CNC	12	88	5 Cert. 1 Dip.	12 of 12	Classroom	1-8 Avg. 3
Douglas	1	10	3 credits	ASPFN	-	1
Langara	5	23 (only given for one program)	1 Dip.	-	-	-
COTR	5	-	3 Cert.	0 of 5	Classroom plus community	1-4 Avg. 2
UCFV	3	22 (only given for one program)	1 Cert. 2 Dip.	1 of 3	1 Off-campus cohort 1 Classroom 1 Co-op	1-3 Avg. 2
Kwantlen	4	22	2 Cert.	0 of 4	2 Classroom 1 "Interactive"	-
Malaspina	7	941	-	-	-	-
NIC	4	46	-	Contract	Contract	-
NLC	8	53	8 Cert.	7 of 8	Face-to-face	2-30 Avg. 15
Institution	# of Programs	04/05 Enrolment	Credential (Cert., Dip., Degree)	Base Funded	Delivery	Years Running (Range and avg.)
NWCC	7	22 (only given for one program)	7 Cert.	3 of 7	1 Modular, face to face 1 Workshop / mentorship 1 Field-based+ classroom	1-2 Avg. 1

					1 Community based, Shop +classroom 2 Field + classroom; community based. 1 Community-based; classroom	
OUC	3	11	1 Cert	2 of 3	2 Classroom 1 ABE course with student support	2 (duration only listed for one)
Selkirk	-	-	-	-	-	-
VCC	na	na	na	na	na	na
BCIT	4	20	2 Cert.	0 of 4	Classroom	1-2 Avg. 1.5
JIBC	1	9	1 Dip.	0 of 1	Face-to-face	1 st year
IIG						
ECIAD	-	-	-	-	-	-
NVIT	12	252	5 Cert./Dip. 5 Cert. 2 Dip.	-	4 On and off campus 2 Off campus 6 On campus	1-10 Avg. 5
UVic	11	-	-	-	?	-
UNBC	1	19	-	1 of 1	Classroom	7
UBC	7	205	2 Cert. 2 Deg.	2 of 7	1 Distance 1 Dist. and workshop 2 Workshop 1 Classroom and field-study 2 Classroom 1 Online	1-30 Avg. 8
SFU	9	-	-	-	-	-
RRU	2	-	2 Cert.	0 of 2	"Blended"	1-2 Avg. 1.5
NEC	17	357	3 Dip. 6 Cert.	0 of 17	10 classroom 1 experience 3 practicum	1-37 Avg. 10
WWN	4	160	1 Deg. 2 Cert.	0 of 4	Face-to-face	3-11 Avg. 11

2.2 Courses specifically Designed for Aboriginal Students

This question asks institutions to list all courses specifically designed for Aboriginal students and to provide additional information on these courses including field of study, enrolment, graduation, # of years offered, funding and method of delivery.

A review and analysis of the information reveals a number of areas for generalization. Following are some issues of interest:

- The vast majority of courses specifically designed for Aboriginal students are in the academic arts and teacher education. Other significant areas are Human and Social Service, College Prep/ABE, Language and Visual Arts.
- The vast majority of courses are described as "classroom based" with several institutions noting that some courses are "community based".

- Of those institutions which reported on funding, the majority of courses were “base funded”. A few courses were described as “cost recovery” and a few were described as “partnerships”.
- As expected, NVIT, IIG, and WWN described all of their courses as being designed for Aboriginal students.
- Four institutions do not offer any courses specifically designed for Aboriginal students.
- Excluding the Aboriginal institutions, UBC, MUC, OUC, UVIC, Langara and UCFV offer a comparatively large number of courses.
- Several institutions noted that Aboriginal status is a self declaration on the application form and that the number of students is significantly understated. One institution noted that they do “not filter or record declared student ethnicity or ancestry...”

The following table summarizes much of the information provided by the institutions in response to this question. The data are not all comparable since some institutions interpreted the instruction for questions 2.1 – 2.4 in different ways. In spite of this situation, the table provides useful information on courses specifically designed for Aboriginal students.

Institution	# of courses	04/05 Enrolment	Base funded	Delivery
Camosun	7	113	7 of 7	Classroom
Capilano	8	222	8 of 8	
UCC	5	22	5 of 5	Classroom
CNC	2	-	No	Classroom
Douglas	-	-	-	-
Langara	16	-		-
COTR	4	-	4 of 4	Classroom
UCFV	16	75	6 of 16	8 Elder plus classroom 8 assroom
Kwantlen	2	-	0 of 2	Classroom
Malaspina	30	-	-	-
NIC	9	24	5 of 9	3 Distance 4 Scheduled 2 Contract
NLC	-	-	-	-
Institution	# of courses	04/05 Enrolment	Base funded	Delivery
NWCC	2	9	2 of 2	Classroom plus online
OUC	18	65	18 of 18	Classroom
Selkirk	1	0	-	-
VCC	-	-	-	-
BCIT	-	-	-	-
JIBC	5	498	0 of 5	2 Online 3 Classroom
IIG	All courses are designed for Aboriginal students.			
ECIAD	6		6 of 6	Classroom
NVIT	All courses are designed for Aoriginal students.			

UVic	97 ²³	-	-	-
UNBC	95	-	-	-
UBC	68	172	29 of 62	Lecture/seminar plus direct studies
SFU	12	-	-	-
RRU	13	not available	-	-
NEC	140	1902	-	Classroom
WWN	36	173	0 of 36	Face-to-face

2.3 Regular Courses Containing a Significant Component of Aboriginal Content

This question asks institutions to list all courses (excluding those listed in Table 2.2) which contain a significant component of Aboriginal content (e.g. history, culture, language) and to provide additional information on these courses including enrolment, years of delivery, field of study, funding and delivery methodology. “Significant component” was not defined and institutions were asked to “use their best judgment” and to describe their rationale.

The review and analysis of the information reveals the very wide range of programs which contain a significant component of Aboriginal content. Following are some observations from the information:

- The vast majority of the courses are classroom based with a few described as distance education, one televised and many as community based.
- The vast majority of courses are base funded with a few listed as cost recovery and contract services.
- The courses fell into a very wide range of fields of study or disciplines. A large number of course were reported in anthropology, First Nations Studies, archaeology, history and other general arts programs.
- Two institutions do not offer any courses with a significant Aboriginal content.
- Twelve institutions did not report enrolment data for courses. The reason was generally that the data was not available by course. For some institutions which did provide enrolment data, they noted that the numbers understate Aboriginal enrolment due to the voluntary, self declaration issue.
- All courses at IIG, NVIT and WWN met the criteria of significant Aboriginal content.
- Only seven institutions reported enrolment data.
- Only eight institutions reported on the “number of years delivered”.

The following table lists specific institutions which offer a number of courses in the same field.

²³ Note from UVic’s submission, they have lumped 2.2 and 2.3’s data into one: For the purpose of clarifying what “significant component of Aboriginal content” means for the University of Victoria survey response, we have included courses whose overall focus on aboriginal projects, readings, assignments, articles, term papers, etc. are 25% or more (ie. approximately 3 of 12 weeks course content, or more

Institution	Program	# of courses
UVIC	Aboriginal Community Based Child and Youth Care	23
UVIC	Indigenous Government	17
UBC	Law	10
UVIC	Environmental Studies	8
UVIC	Social Work	8
UCFV	Halq'emeylem	8
UNBC	Languages (Nisga'a, Carrier, Tsimshian, Haisla' Gitksanimx, Gitksan)	26
UNBC	Culture (Nisga'a, Carrier, Tsimshian, Haisla' Gitksanimx, Gitksan)	18

The following table summarizes the number of courses offered by institutions:

Courses	Institutions
0	JIBC; BCIT
1 – 5	ECIAD; VCC; Douglas
6 – 10	COTR; OUC; CNC; NLC
11 – 20	SFU; NIC; Camosun; Langara; NWCC; RRU
21 – 50	WWN; UCC; MUC; UCFV
50 plus	UNBC; NVIT; UVIC; UBC; Kwantlen

2.4 Aboriginal Student Enrolment and Graduation in general/Mainstream Programs

This question asked institutions to list Aboriginal student enrolment in and graduation from general/mainstream programs. They were also asked for information on type of credential, gender ration and method of delivery.

Sixteen institutions were able to provide reports with substantive data. Several institutions stated that they do not collect or cannot access Aboriginal enrolment by programs. The partial data that is available from the seventeen institutions is useful as context for other components of the project and will be taken into account in the development of the interview instrument. It will also be of use to the Ministry of Advanced Education as policy to reviewed and revised.

The unavailability of data from a very significant part of the public post-secondary system suggests the need for a careful review of the situation. This issue will be addressed in the recommendations section of the report.

2.5 Does your institution define 'Aboriginal program' and 'Aboriginal course'? If yes, please provide.

Most institutions reported having no formal institutional definition. Ten indicated "no" without any elaboration. However, many indicated that they had informally defined these terms. The definitions related to either or both specifically targeting Aboriginal learners and/or developing programs/courses in conjunction with Aboriginal communities.

Many institutions indicated their informal definition of Aboriginal programs/courses was an Aboriginal program or course would be one specifically targeted at an Aboriginal learner population and designed specifically to meet their learning needs.

Capilano College's response was that "Aboriginal programs/courses would be defined as any programs/courses that are developed specifically for an Aboriginal audience and/or delivered to a primarily Aboriginal population." CNC referred to program or courses "designed or delivered" with an Aboriginal community."

Other institutions (e.g. College of the Rockies) indicated their informal definitions included programs/courses developed in collaboration with First Nations or Aboriginal communities. Some institutions indicated that Aboriginal/First Nations advisory councils were part of the process in this definition.

NVIT explained that it is defined as "Aboriginal" under its legislation; and IIG indicated that all of its "courses are defined as Aboriginal in that Aboriginal persons develop them with an Aboriginal perspective utilizing Aboriginal materials and they are taught by Aboriginal professors, and attended by Aboriginal students."

2.6 Describe future plans to develop other Aboriginal programs or Aboriginal courses?

Responses to this question reflected a significant amount of planned activity around development of Aboriginal programs and courses. Some of this development is already underway. Only three institutions indicated no future plans in this area. Some institutions indicated future Aboriginal programming and development would depend on funding and approval of proposals.

Some development activity was reviewing and updating existing programming; other included the development of new programs or courses. Some of this was part of institutional long term planning, and a few institutions indicated new Aboriginal programming would be part of setting priorities in strategic planning processes.

Many institutions referred to collaborative planning and curriculum development with First Nations, Aboriginal communities and other institutions.

In addition to reviewing, updating and expanding existing Aboriginal programs and courses, the responses to this question identify over 40 new Aboriginal programs/courses being developed or under consideration for development across 19 institutions.

The Aboriginal programming planned, contemplated or under development ranges across the spectrum of post-secondary credentials and disciplines. This range includes preparatory/ABE, certificate, diploma, undergraduate, graduate and post-graduate levels of programming. It covers a wide range of disciplines from Arts, Culture and Language to Trades and Technologies to Health Care, Social Services and Early Childhood Development to Law, Justice and Self Government. For example:

- Camosun College is developing a First Nations Studio Arts Course.
- College of the Rockies is in community consultations on an Aboriginal Youth Language and Culture program.
- Capilano College is considering a First Nations Tourism Management Co-op Diploma. UCFV has plans to develop an Aboriginal Social Work degree option.
- This summer, VCC will start a six-week Aboriginal Jewelry Design program.

- The Justice Institute is just launching its first diploma program specifically targeted at Aboriginal communities.
- Emily Carr Institute of Art and Design is submitting a proposal to BC Campus to develop two additional First Nations on-line courses (First Nations Digital Storytelling and First Nations Arts Studio).
- IIG is in the process of developing Organizational Leadership, Human Resource/Administration, and Health Administration programs.
- University of Victoria has plans for developing a Certificate in Aboriginal Language Restoration program.
- UNBC has plans for a doctorate program in First Nations studies to add to its Masters Degree program.
- UBC's Faculty of Law plans to develop a pre-law program and develop courses in Indigenous Family Law and Security and Aboriginal Law.
- RRU is working with Aboriginal and non-Aboriginal groups to develop a Masters in Leadership and Training for Haida Gwaii, to be delivered starting fall 2005.
- Wilp Wilxo'oskwhl Nisga'a is in the process of developing the Nisga'a Language Teacher Diploma Program.

UCC provided a thoughtful response to this question and detailed future Aboriginal programming plans over three pages. Generally, its plans in this area include:

- Maintaining an institutional and divisional commitment to expand delivery of the Aboriginal Tourism Certificate Program.
- Continue working with organizations including the Aboriginal Teacher Education Consortium and the First Nations Education Steering Committee to better deliver pre-service teacher education programs to Aboriginal students."

North Island College reports that its current curriculum development (e.g. new courses in its First Nations Associate of Arts Degree program) "builds on previous courses developed through ASPF funding."

2.7 Are the courses listed in Table 2 developed by Aboriginal faculty/professionals or with input from an Aboriginal Advisory committee?

Institutions reported that most of the courses listed were developed by Aboriginal faculty/professionals/staff; and, generally, those that were not were developed in close consultation with Aboriginal communities. Even many of those courses developed by Aboriginal people were done so in cooperation with Aboriginal communities. Only one institution indicated "no" in response to this question; this institution indicated it "has extensive consultation with Aboriginal communities, bands and other Aboriginal organizations."

Most Aboriginal courses were vetted by a First Nations or Aboriginal advisory committee or council. Some institutions have an Aboriginal advisory committee for specific departments or faculties (e.g. UBC). Some institutions have vetted Aboriginal programs and courses through advisory committees or councils that consist of both Aboriginal and non-Aboriginal representatives. At the very least, some institutions used bodies such as their Education Council that included Aboriginal representation. University of Victoria (President's Advisory Committee on Indigenous Education) and

UNBC (community senate committee on First Nations and Aboriginal people) reflect a very high level of involvement in input on Aboriginal program/course development. Some institutions (e.g. NVIT) included elders in their course development process.

Overall, the institutional reports reflected a relatively high degree of internal and external Aboriginal people involvement in the development of programs and courses.

2.8 Does your institution have any special admissions processes for Aboriginal students? e.g. seats in certain programs are reserved for qualified Aboriginal students.

No institutions had across-the-board special admissions processes for Aboriginal students, but most had some degree of “priority seating” or “reserved seats” for Aboriginal students for certain programs. Five institutions indicated they had no special procedures at all, and two indicated they are under development or consideration.

Some institutions had special provisions for Aboriginal programs and some had them for other programs. In terms of reserving a percentage or number of seats for Aboriginal students in certain programs, the proportion usually ranges from 5% to 10%, but there are a few exceptions (e.g. up to 20% in Nursing at UNBC). VCC reserves two seats in every program for “qualified Aboriginal students.” Some programs are open exclusively to Aboriginal students (e.g. Film, Tourism, Gateways and all Mt. Currie courses).

Examples of special admission practices:

- Camosun – First Nations Limited Priority Admissions process sets 5% of Nursing, Practical Nursing and Early Childhood Care and Education aside for qualified Aboriginal students.
- UCC – All seats in Aboriginal Tourism Certificate program and the Aboriginal Teacher Education Consortium are allocated to and for Aboriginal teachers.
- ECIAD has reserved seats in its First Nations Studio Art, Design and Technology course.
- UBC has an Aboriginal Admissions Policy where many Aboriginal students gain admission; and in its School of Social Work, five seats are set aside for Aboriginal students in each of its BSW and MSW programs.

2.10 Does the institution have a standard process for including Aboriginal perspectives into mainstream programming? If yes, please describe or provide.

Half of the institutions indicated they do not have a standard process in place; however, some of those that do not, indicate that they do have processes in place at faculty or department level (i.e. not institution-wide), or that they have informal processes followed by parts of the institution. These institutions also emphasized consultation with Aboriginal communities as part of their means for ensuring Aboriginal perspectives.

Some of the institutions are considering an “indigenization plan” (e.g. Camosun, Malaspina) or other ways of better integrating Aboriginal perspective into their programming.

Many institutions identified a number of mechanisms for incorporating Aboriginal inclusion and perspective into mainstream programming. These included institutional First Nations/Aboriginal advisory bodies, Education Councils, a Dean's Standing Committee (North Island College), Aboriginal Coordinators, and faculty or department specific mechanisms.

University of Victoria's Strategic Plan includes goals on including Aboriginal perspectives across programs and units.

Aboriginal institutions reflected an approach where the Aboriginal perspective was inherent in and integrated with the way they developed and delivered all their programs. IIG referred to the "heart and body of every course" being based in Aboriginal culture and reality; and WWN referred to the "core of Nisga'a wisdom" being in the "minds and lives of Nisga'a elders."

2.11 Does your institution employ faculty/instructors who are Aboriginal? If yes, please provide the number and list the programs they teach.

All institutions answered "yes", with identified numbers ranging from "do not know" and "we do not track this" to 1 or 2 to almost 20, and many in between these numbers. Many institutions observed the challenge of collecting this data, including the challenge of having to rely on voluntary reporting and limitations vis-à-vis freedom of information/protection of privacy legislation.

Faculty positions filled by Aboriginal people covered a range of disciplines including ABE/Preparatory programs, Arts and Sciences, Aboriginal/First Nations Studies, Business and Marketing, Culture and Languages, Education and Teacher Education, Fine Arts, Health, History, Law and Medicine, Social Work and Social Service (e.g. Family Support Worker), Trades and Technologies, and Tourism Management.

UBC appeared to have the most detailed information, identifying number of Aboriginal faculty by department, rank and as a percentage of total faculty (1.1%). NVIT and WWN each identified 14 Aboriginal faculty, and IIG indicated all of its faculty are Aboriginal.

2.12 Are the students in the programs/courses listed in tables 1 and 2 exclusively Aboriginal? If no, please comment.

Most institutions indicated that the students in programs/courses listed are not exclusively Aboriginal. They indicated these programs/courses are open to all individuals, especially in Table 1.

Some institutions identified some programs that were filled exclusively by Aboriginal students (e.g. Aboriginal Teacher Education Consortium at UCC). Many institutions identified programs/courses in which a portion of seats are reserved for Aboriginal students (e.g. 70% of the First Nations Studies program at Camosun College). Capilano College indicated that for its First Nations Transition program at various sites, it "backfills" with non-Aboriginal students.

The three Aboriginal institutions indicated that some programs and courses include non-Aboriginal students. North Island College's response explains the motive for some individuals in enrolling in Aboriginal programs:

“Non-Aboriginal students may be those who are married into First Nations families, currently employed by Aboriginal agencies, those who wish to gain employment with Aboriginal agencies, or those who have an interest in furthering their own understanding of First Nations culture, history and issues.”

Camosun’s response reflects a perspective across many institutions:

“Camosun College’s expectation is that the majority of students who wish to study in these programs will be Aboriginal. However, if these programs are able to support the learning of non-Aboriginal allies, that is seen as beneficial to all learners and future community leaders.”

2.13 Are any of the courses or programs offered in Aboriginal languages?

Seven of the institutions, including two Aboriginal ones, indicated they offered programs/courses in Aboriginal languages. A few others are planning or contemplating doing so. In most cases, the programs/courses were related to local/regional Aboriginal languages (e.g. a Nuu-chah-nulth language course at NIC, NVIT language courses relevant to Thompson, Stolo and Okanagan First Nations, Nisga’a at WWN).

2.14 For the courses listed in Table 2: which of these courses were designed and developed by Aboriginal people?

Six of the institutions, including three Aboriginal ones, indicated that all courses in Table 2 were designed and developed by Aboriginal people. Most of the other institutions with courses not developed directly by Aboriginal people did involve Aboriginal faculty/staff and Aboriginal communities in the process; and most had such programs vetted by their Aboriginal/First Nations advisory committee/council. Many of the institutions who did not fall in the “all” category had some courses that were developed by Aboriginal people and other courses on the list that did not, reflecting that there is not a standard process followed in the development of such courses.

2.15 For the courses listed in Tables 2& 3: Does the course syllabus and curriculum focus on:

- **First Nations**
- **Métis**
- **Inuit**
- **All of the above**

Most institutions’ courses and curriculum focus on “all of the above”. However, there is a slightly greater emphasis on “First Nations”; and Inuit appears covered least.

Many institutions indicated that this varied by discipline and/or course. For example, certain Anthropology or History courses focus all three Aboriginal categories because of the course topic. UCC, College of the Rockies and UBC each listed examples of each of the four scope options.

2.16 Please describe any graduate programs that are significantly related to Aboriginal studies?

UNBC, UBC, RRU and SFU offer graduate programs significantly related to Aboriginal studies. A few other institutions have long-term plans to do so. Other institutions have undergraduate and diploma programs that ladder into graduate Aboriginal studies in other institutions. WVN accommodates graduate students' (from other institutions) research and thesis defenses at its campus.

3. ABORIGINAL POST-SECONDARY EDUCATION SUPPORT SERVICES

3.1 Does the institution employ an Aboriginal Post-Secondary Education Coordinator(s), Director of Aboriginal Programs/Services or similar title? If so, please describe the person's role, responsibilities and reporting relationship.

Most institutions have Coordinators or similarly-titled staff whose responsibilities include broad support for Aboriginal students – academic, financial, personal and social. Some institutions have several coordinators: UNBC; some in various locations (e.g. UCC, North Island College, Northern Lights College, NWCC or in various programs and faculties: UVIC, UBC). Education Coordinators may also have responsibility for program coordination and external liaison. Several institutions have both Coordinators and 'Advisors'. Advisors and counselors typically offer more personal and cultural support and direction to students. Most coordinators report to a Director or a Dean, or through a supervisor/Director to a Dean or Vice President. CNC reports to the Vice Tribal Chief of the Carrier Sekani Tribal Council and the VP of Student Services of CNC. Camosun College, University of British Columbia.

NVIT reported, "We do not have titles such as 'Aboriginal attached to staff'. At NVIT, "Elders are on campus to guide and support staff and students". At IIG the majority of staff is "First Nations so a specific coordinator is not relevant". Royal Roads University reports no coordinator.

3.2 Does your institution offer any student services targeted specifically to Aboriginal students? Please include counselling, financial aid, housing, cultural activity, employment support, special education,

Nearly all institutions surveyed offer support services targeted specifically to Aboriginal students. The services vary and not all offer all forms of service.

In addition, Student Mentoring is supported at Camosun College, College of New Caledonia, Langara and Okanagan UC. Peer Tutoring is a service that is mentioned by UCC; peer counselling at UNBC. UCC mentioned liaison with the local Friendship Centres. Some universities report that student service is not Aboriginal designated. Housing service is specifically mentioned by CNC, IIG, UBC, Northern Lights College, Selkirk College, Emily Carr IAD. Royal Roads report that they have no specific designated Aboriginal support services.

3.3 Does your institution engage the services of an Elder? If yes, please describe role responsibilities and reporting relationship.

Approximately one-third (10) respondents report engaging the services of an Elder, expressed as follows: Elder in Residence programs (UCC, UCFV, Malaspina UC- both locations); Resident Elder (College of the Rockies); part-time or contracted (CNC, Douglas College); and Elder Program (BCIT-contracted). NVIT reports that it has an Elders' Council of the Thompson and Okanagan people and there are 2 elders on site

daily; UNBC has an Elder available on a daily basis. At UBC, the Faculties/ programs depend on the FNHL which reports that Elders participation is via numerous University Committees. The Faculty of Medicine at UBC does report an Elder in Residence program.

The balance of institutions (almost two-thirds of respondents) report that Elders participate to some degree in events, openings, closing, as Guest lecturers on an ad hoc or as requested basis. Five institutions report “no” regarding use of Elders.

North Island College reports that Elders “participate on a regular basis” and they “do not report to college employees; nor does NIC determine Elder responsibilities”. SFU reports the FN Students Centre has an Elders’ Council but that “Elders are not used throughout administration or the Academic Departments.”

It appears that services of Elders are highly regarded but it is not widely implemented in the province; and where it is offered, it is still program driven – not institution wide. Otherwise it is on a ‘request’ basis.

3.4 Is there an Aboriginal student association/union on campus?

Half the institutions report yes, including NVIT, though they note that the “Student Society’ is open to all students, though the majority of the student body is Aboriginal. Comments for the “no” respondents: IIG reports that “the majority of our students are Aboriginal and therefore this is not seen as a need”; and WWN say no “however students as a group meet to discuss common issues”. It is noted that the UNBC has the Tseba Student Association – which works closely with the WWN.

3.5 Are there any physical facilities specifically designated for Aboriginal students? If yes, please describe. If no, are any in the planning stage?

21 of 28 respondents report physical facilities ranging from a room or office to student Resource Centres. Some centres noted are:

- The Gathering Place (UCC)
- FN Centre (Douglas @ NW)
- Native Student Centre at the SUB (Langara)
- Aboriginal Student Lounge (CR)
- S’olh Shxwleli (UCFV)
- Aboriginal Resource Centre (Kwantlen)
- FN Student Services Centre and designated Student Lounge in FNS building (MUC)
- Smoke House and ceremonial harbour (Selkirk)
- 3 campuses with designated area (NLC), Aboriginal Student Resources Centres (OUC @ 3 or 4 campuses)
- Aboriginal Student Centre (VCC)
- Welcome room; sweat lodge (BCIT)
- Office (ECIAD)

- Green Room (NVIT)
- Native Student Union and HSD (UVIC)
- FN Centre (UNBC)
- FN Longhouse for Child Care, Elders, students, staff, (UBC)
- Common Room (SFU)

Several institutions report plans for student facilities proposed or in development as follows: Indigenous Learning Lodge (Camosun-proceed in 2 years); Aboriginal Cultural Centre (UCC-Williams Lake); Big House and a Health and Wellness Centre (MUC-Nanaimo). Longhouse (NWCC); First People's House-design and site selected-fund raising (UVIC); and Building Champions for a culturally appropriate campus (WWN). Kwantlen and SFU report hoping to move to and/or need larger space.

3.6 Does your institution collaborate in or coordinate a traditional graduation ceremony, a recognition ceremony for Aboriginal learners or other Aboriginal ceremonies? If yes, please describe

Five to six of respondents (IIG, NVIT, UNBC [2xyear], UBC, SFU [2xyear] and WWN [in conjunction with UNBC]) report designated traditional Graduation ceremonies for the institution. UNBC and UBC note that their graduations host some 300 people each. Most institutions do not have college-wide traditional graduations; however, recognition-of-graduates ceremonies and completion ceremonies are expressed otherwise; typically these are 'program hosted' by the staff and the students themselves. For example, "we host/develop our own" – often in conjunction with the traditional host of that territory (e.g. Camosun, UVIC). In other places, Aboriginal graduates are integrated in the main convocation where Aboriginal leaders may be present and/or graduates may have choice to wear the traditional regalia or gowns. UCFV notes that "each Aboriginal graduate receives recognition at the graduation ceremony by the S'olh Shxwleli" and that "off campus Aboriginal cohorts DO have special ceremonies of completion for graduates in these programs." The Justice Institute notes that they have not yet had a group of graduates.

Most institutions have several occasions throughout the year with Aboriginal ceremonies and recognition. Aboriginal Awareness Day (June) celebrations are quite widespread. Several have Welcoming Celebrations/Feasts for students and families.

3.7 Does the institution offer a day care service? If yes, describe the participation of Aboriginal families in the service?

21 institutions, of 28 respondents, offer daycare services. Aboriginal participation is reported at 0 to 2 children; some had no tracking or ability to report out. Of the 21 services, 2 reported wait lists. Eight of 28 institutions did not offer any day care service at all. One institution, the S-Takya Childcare Centre at UBC, offers a service that honours "First Nations culture and tradition and help First Nations children develop positive self-esteem and pride in their heritage." This targeted Aboriginal Day Care service, though it is open to all students with Aboriginal student and Aboriginal staff priority. UBC also has other childcare services on campus; however, "Many Aboriginal students find alternate, more affordable childcare off-campus."

An overall conclusion is that Aboriginal students/families do not participate in the current childcare services on campus. WWN reports a “desperate need for a qualified licensed program that is culturally appropriate”.

3.8 Does the institution offer communication, writing, and computer skills support or service targeted specifically to Aboriginal students? What is the participation rate by Aboriginal students?

Nine of the 28 respondents indicated communication, writing or computer skills support or service targeted specifically to Aboriginal students, though in most cases these services are also program or course specific (e.g. UNBC Research – Art 101 ; Study Skills 102 or Kwantlen where the Employment and Educational Access have participation in this support as a requirement). Exceptions are the IIG that offer services outside program/course specificity and NVIT whose Student Centre offers open workshops. The balance of respondents reporting similar services noted that services are open to the general student population. Participation of Aboriginal students in the general population services have a 3-5 students/year, low enrolment/ sporadic participation rate. The exceptions to low participation are: WWN where sessions brought in from Prince George maintain a 40% participation rate; and SFU with a 25-35% participation rate. Six respondents answered “no” and one respondent had no reply.

3.9 Does the institution offer Aboriginal specific recreation, cultural and social activities for students? If yes, please describe.

A majority (17) of respondents replied positively. Cultural and social activities were amongst the most cited. These activities are initiated primarily through the Aboriginal programs staff, Coordinators and students themselves, namely the student unions/associations. Eight of the 17 specifically noted Aboriginal Awareness Day activities are held in June, when most full-time regular students are gone. Potluck dinners are a popular activity. Student’ “fund-raising for cultural and social activities” is in itself an activity (e.g. Camosun, OUC, UBC). Recreation is cited at 3 locations only: CNC (through the PG-based Aboriginal Mentorship Program); UVIC with a lacrosse team; and a Friday Recreation program among the Indigenous Governance students at IIG (“Aboriginal specific recreation”). NVIT reports that students organize themselves and staff, students and Elders “hold feasts, play traditional games, and have prayer circles”. Douglas College reports that activities happen “when the opportunity presents itself for the Coordinator” and NIC reports “as and when requested by students, advisory committees or communities.” Collaboration with Friendship Centres is noted by both Camosun – with the student Camosun and UVIC student societies – as well as the University College of the Cariboo liaising with the Interior Indian Friendship Centre, the Shuswap Nation Tribal Council and the local storefront school . Overall, Aboriginal activities are initiated and supported within the Aboriginal community of Coordinators, Advisors, staff or students, with some financial support or funding from the institutions. WWN reports that there are no facilities or funds to rent facilities: “It is sorely need in light of over arching aboriginal health issues.”

4. ABORIGINAL POST-SECONDARY EDUCATION INSTITUTIONAL POLICIES AND PRACTICES

4.1 Does your institution track Aboriginal students? If yes, please list and describe the data elements available.

Five institutions respond “Yes” to tracking Aboriginal students, stating how that is done: Capilano by FN Advisor; Langara by Institutional Research; OUC- all elements related to any student; Emily Carr IAD by the Coordinator/ Registrar, Associate Registrars; and NVIT by Student Services Staff & Faculty.

The majority of institutional respondents indicated “no” or qualified tracking. The outstanding challenge is that self declaration of students as Aboriginal is a volunteer/ optional component of the application process and therefore the data is unreliable. Institutions noted that the self-declared population’s information is typically tracked; however, five clearly stated that the numbers are not reliable, that the numbers under represent or do not provide the “full picture” nor reflect full enrolment (UCC).

Data elements referenced overall : Student number, program; year of study course enrolment; most recent transcript; campus; home mailing address; phone number/s; contact phone number; Nation and Band affiliation; sponsor; and needs that require special accommodation (COR). Many respondents referenced these data elements. Data sources cited: Department estimates; funded/sponsored students; Ministry data re self-identified K-12; Financial Services; Aboriginal Resource Centres; Student Outcomes report; Data Warehouse (AVED); graduate outcome survey data; Internal VCC data; and Ministry of AVED’s Accountability Framework for baselines. Often respondents reference the Student Registration System or Student Information System Centre (e.g. SISC at UBC), and Individual Programs/ Faculties (e.g. UBC).

UBC noted that “*Aboriginal students who meet the competitive average are more difficult to track, as we are not involved in admitting this group of students...*” (i.e. for the Faculty of Arts). The Faculty of Law tracks alumni on three elements: % who graduate; after grad those who Article; and after articles those who practice law. Most departments track informally. UBC’s Institute for Aboriginal Health in Health and Human Sciences (HHS) says “*There is a need to track students from middle school to secondary school to college and university to identify the reason why Aboriginal students are not streamed to the academic courses needed to enter the HHS programs...*”

One strategy mentioned to address this is networking within the Aboriginal student population via email /list serves with students encouraging fellow students to join it.

4.2 Does your institution have an Aboriginal Advisory Committee(s)? If yes, please provide the terms of reference and membership. Comments on the committee’s effectiveness are welcome.

Virtually all respondents can address this. IIG and NVIT claim this is not applicable to them as all their committees are Aboriginal. 24 respondents positively identify Aboriginal Advisory Committees, although at varying levels in the institution. In fact, some institutions have multiple Aboriginal Councils or committees, often attributed to the reality that the majority of such committees are at the Program/ Project or regional/campus level (e.g. UVIC @ 6 bodies, UBC @ 11 bodies, UCC @ 4). Some

institutes indicated that the AAC is not active 'currently' (e.g. UCC), or "not currently operational" (e.g. Selkirk) or is "being rebuilt" (e.g. VCC). There were two unclear responses.

Some respondents provide positive statement of the overall effectiveness: "highly effective... in the development of programs and services" (Camosun); the "highly valued and pivotal to the community work undertaken by NIC"; and "invaluable role" (OUC).

Several institutions have an AAC that reports to the President (e.g. Camosun, NIC, UBC – First Nations House of Learning, RRU) or Vice President (e.g. UCC, MUC,). Several report to a Program and several were not clear. At the UCC, the Regional Community Advisory Committees report to the Vice President or the Dean at Williams Lake; their Aboriginal Cultural Centre Advisory Committee reports to the UCC Executive. At CNC, "in Prince George there is a separate Board-appointed AAC."

4.3 Does the institution have Aboriginal representation on any of its institutional governing bodies (e.g. Board, Senate, education Council)? If yes, please list.

Ten respondents indicated "yes"- including IIG, NVIT, WWN. Thus eight non-Aboriginal public institutions have Aboriginal representation on its governing bodies. Three clearly stated "no". The balance, over half of respondents, provided qualified replies that demonstrated that while many institutions may have representation now it is not necessarily the policy or practice and therefore, no, "not officially". In other words, the 'seat' is not an assured or 'designated' Aboriginal seat. UBC states: "Currently there is no Aboriginal representation on the Senate or Board of Governors. A recent referendum on the AMS was unsuccessful."

Regarding Aboriginal student representation, UVIC notes that the Aboriginal students are elected to Senate from the student body from time to time, "(but [again] there are not designated seats)". "There is Aboriginal representation on the Graduate Student Society" (e.g. UVIC, UBC)

4.4 Does the institution have a recruitment or retention policy/strategy for Aboriginal faculty or staff?

Clearly over half the respondents (15) indicate "no", the institution does not have a recruitment or retention policy/strategy for Aboriginal faculty or staff. This number includes four respondents who noted the Employment Equity approach, such as use of "is an equity employer" in postings (UVIC) and use of "preference will be given to qualified applicants with Aboriginal heritage" (MUC) and deemed a "no" response. A few respondents indicated that their practice is to hire Aboriginal faculty/staff but without corresponding policy/strategy. For 5 respondents, the complete data was not received and thereby unclear. There are 5 institutions who report "yes" to a recruitment or retention policy/strategy (IIG, ECIAD, NVIT, UNBC, WWN) and two colleges that indicate it is "in draft" (Kwantlen) or "currently under development" (NWCC). Clearly, besides the Aboriginal institutions and development at two colleges, there are minimal strategies for recruitment/retention for faculty and staff.

4.5 Are the needs of Aboriginal students identified in the institution's strategic plan? If yes, please provide the relevant section.

Eleven institutions respond as having the 'needs of Aboriginal students identified' in the institution's strategic plan (Capilano, COTR, UCFV, KUC, MUC, NIC, NWCC, VCC, IIG, NVIT and WWN). Further to their Strategic Plan, COTR reports that "COTR and the Aboriginal communities are beginning a strategic planning session to focus on an education plan to meet the needs of our Aboriginal population (to start in April 2005)." NWCC's final plan is available in April (not in hand at the time of writing) however they respond "yes, throughout" as to their Strategic Plan identifying the needs of Aboriginal students.

Camosun and CNC have a Strategic Plan in development; CNC says "it *will* include the needs of aboriginal communities/students". They are not included in the above.

Responses that cited elements of institutional plans that address 'diversity' in general or objectives of 'increased participation or networking with Aboriginal communities' are not considered responses in the affirmative. Nine institutions said 'no or by their responses are regarded as having Strategic Plans that have not 'identified the needs of Aboriginal students.' These are UCC, Douglas, NLC, OUC, Selkirk, JIBC, ECIAD, UBC, RRU. The following six responses were neither categorized as 'Yes' or 'No' but are noted here for information: Langara cited partnerships, faculty exchange, website, and publicizing partnerships activity; BCIT refers to 'creating opportunities' (e.g. Aboriginal Ventures Program); UNBC referenced its 'mandate to work in partnership with FN'; SFU said 'informally.

The responses appear to address whether references to Aboriginal students or general Aboriginal references appeared in the Strategic Plan. As the question is intended as more specific than general, we have broken out the responses in this particular manner.

4.6 Does the institution have a policy or practice for working in collaboration with local: First Nations; Métis; Inuit

Nine respondents indicate that the institution has a policy for working in collaboration with local - UCC works with First Nations but clearly state "no" for Metis and Inuit. NIC say "yes via our Integrated Planning Model"; Langara, UNBC and WWN simply report "yes" but without a breakout of particular nations. NWCC says "yes, through a First Nations Council"; OUC says 'yes'. Only Selkirk and JIBC said "yes" for both First Nations and Metis. On balance the rest do not have institutional policy, but in practice there is collaboration and liaison reported with First Nations. Such activity is not evident with the Metis or the Inuit.

UBC reports: "There is no policy. The practice at the unit level has been to work collaboratively." The COTR reports that an MOU is drafted with the Ktunaxa Nation. Others report agreements with specific nations at the program level. RRU reports that "Many agreements have been signed with First Nations..." One institution reports that "The majority of the relationships with the Aboriginal Community are left up to the discretion of the First Nations Coordinator."

This overview provides an impression that a handful of institutions have committed to policy at an institutional level – this largely speaking to a place with First Nations. At a practice level there is much effort to engage with First Nations – this is typically at a

unit, program or staff level. Progress remains to be built with the Metis and the Inuit, both at the institutional and the practice level.

4.7 Does the institution have a policy or guideline for class size for Aboriginal specific Programs or courses?

Public post-secondary institutions in BC have no policy or guideline on class size for Aboriginal specific programs or courses, outside the institutions general guidelines, with the exception of five institutions as follows. For example: Kwantlen; NIC which states "As mutually agreed upon with Aboriginal community or agency for which programs or courses are offered."; UNBC limits their "Arts 101/2 course 24-30 students."; and MUC sets "a maximum level". WVN states they have a policy/guideline for class size".

4.8 Does the institution have a policy or practice regarding inclusion of Practicum, Co-op or hands-on experience for all Aboriginal Programs? Or does this vary by program? Please describe and provide a copy. Does your institution have any partnerships with Aboriginal institutions for student placements?

UCFV and WVN are the two institutions that report having institutional policies for practicum, Co op or hands on experience for Aboriginal Programs. UCFV cites "Partnerships with Sto:lo Child Welfare (Xpolhmeylh) and Xolhemet transition house.)

On balance many institutions in the province that run programs with practica attached are program driven, thus varying from program to program.

4.9 What is the percentage of Aboriginal students who enter directly from high school? Did any of these students receive advanced credit? If yes, please describe.

Almost two-thirds of the respondents indicated they were not able to provide reliable data or have no data available. Of those that provide data some qualified the percentages. The following respondents provided data for this question: Capilano reported 161 students 2003-2005; COTR @ less than 10%; UCFV @ 47% in 2002, 55% in 2003 and 95% in 2004 (these figures do not includes those enrolled in Continuing Education courses); UBC expressed as a percentage of the total new students is 26.3% in 2001; 32.1% in 2002, 37.9% in 2003 and 32.3% in 2004. UBC also has percentage data by Faculty. UBC also notes that "for many of UBC's programs (e.g. law, medicine, graduate studies, social work). Students are not admitted directly from high school." IIG reports that "Very few of our students enter direct from high school @ less than 1%." WVN reports 5-10%.

MUC reports that the data was not available when surveyed but the "data can be extracted from our Student Record System." COTR reports that many students of Ktunaxa community go to "Montana...then usually they continue their studies in the U.S. or Alberta." Finally, only one institution offers advanced credit. WVN reports "High school student took FNST 139-3 Nisga'a Language Level 1 for both high school and university credit. It was a very successful pilot project."

5. OTHER ABORIGINAL POST-SECONDARY EDUCATION ACTIVITIES OR STRATEGIES

5.1 Does your institution have any specific recruitment or retention strategies specifically for Aboriginal students? If yes, please describe them and if appropriate, append copies of relevant documents.

Most institutions have recruitment strategies in place ranging from brochures and other marketing tools, to meetings with Aboriginal organizations, to career fairs and summer camps for Aboriginal youth. The retention strategies are not as fully developed across the board, but some are at the proposal stage. It is important to note, however, that many of the best practices identified in Section 6 make reference to practices that focus on retention such as Aboriginal Coordinators, meeting places, Elders-in-residence, etc. The College of the Rockies articulated this very well in stating that "...one of the greatest ways we can impact the recruitment and retention of Aboriginal students is to provide the right programs in the right way".

The Wilp Wilxo'oskwhl Nisga'a monitors student progress in courses and helps keep students on track in their studies. They also use their current and graduate students to assist with the recruitment process.

Community outreach is a strategy used by many institutions to recruit Aboriginal students. This involves attending community functions, sitting on Band Education Committees, advertising in Aboriginal newsletters, visiting highschools, making presentations to Aboriginal youth groups and participating in Aboriginal cultural events.

All institutions expect that their Aboriginal Coordinators will be active in both recruitment and retention efforts. In addition, many institutions have specific activities or outputs that support the efforts of the Coordinator. The University of Victoria maintains a mailing list of 300 Aboriginal contacts throughout BC who receive recruitment information packages. The University of British Columbia has a Health and Human Services Aboriginal Recruitment Committee and a specific position dedicated to Aboriginal student recruitment.

5.2 Does the institution have any partnerships, protocols or affiliation agreements with Aboriginal organizations? If yes, please describe, including where appropriate, reference to program funding.

All institutions reported partnerships with Aboriginal organizations ranging from informal understandings or responses to community requests, to formal, long-term affiliation agreements. Most of these agreements involve a joint commitment to facilitate success in Aboriginal education, but few commit to any level of ongoing program funding.

Some examples of existing partnerships are:

- Camosun College – Affiliation Agreement with Saanich Indian School Board (in place since 1996 – formally acknowledges joint interest and responsibility for postsecondary education for the students represented by Saanich Indian School Board).

- Capilano College – First Nations Tourism Management Co-op Diploma Program (developed through a partnership between the College, AVED and the Musqueam, Squamish and Lil'wat Nations).
- University College of the Cariboo – partnership with Secwepemc Cultural Education Society to create an Aboriginal Studies Degree Program.
- Langara College – agreements with First Nations communities (Katzie, Lower Similkameen, Haida Gwaii) with regard to field schools.
- College of the Rockies – MOU's with Ktunana Nation for individual program partnerships.
- University College of the Fraser Valley – ongoing partnership with Sto:lo Shxweli on language development.
- Northern Lights College – partnership with Mulkoti Learning Centre (Saulteau First Nations) on Teacher Assistant Program, and Oil and Gas Field Operations Program.
- Vancouver Community College – Affiliation Agreement with Native Education Centre.
- British Columbia Institute of Technology – multiparty MOU with the First Nations Employment Society, the Metis Provincial Council of BC and the Aboriginal Community Career and Employment Service Society for the delivery of construction trades training.
- Emily Carr Institute of Art and Design – Letter of Agreement with Haide Gwaii Heritage Centre to support and promote Haida culture and heritage.
- University of British Columbia – MOU with UBC's First Nations House of Learning and the BC Aboriginal Fisheries Commission.
- Simon Fraser University – partnerships with Kamloops Indian Band and the Chief Dan George Centre.
- Royal Roads University – MOU with Wilp Wilxo'oskwahl Nisga'a Nation.

The above are just examples of many ongoing formal and informal partnerships that currently exist. There are also agreements in the development stage.

5.3 Does your institution have any agreements with Aboriginal organizations such as independent schools for advanced placement/credit?

Most of the institutions answered no to this question, except for the following:

Capilano College – works with the Mount Currie Nation to deliver provincially articulated ABE and other courses to ensure transferability for students.

University College of the Cariboo – has recently signed an accreditation agreement with the Ts'elcewtzen Cilezmeln (Chief Atahm School) in Chase B. C. The agreement

strikes “a partnership in order to work towards the long term goal of providing credit for language learning occurring at the school” and serves to construct an ongoing and integrated teaching program in Aboriginal language and Aboriginal teaching preparation. Through Prior Learning Assessment and Recognition, Aboriginal learners will develop fluency in their language, while earning postsecondary credit that may be applied towards a higher learning credential.

University College of the Fraser Valley – The Bachelor of Social Work program has an agreement with the Institute for Indigenous Government around their Associate Degree in Social Work.

Malaspina University College – MUC provides 12 credits towards of Bachelor of Arts Degree, upon completion of Tillicum Haus’ Certificate in Drug and Alcohol Counselling.

Institute of Indigenous Government – agreements with SFU, UBC, UCC, UCFV, UVIC as well as transfer credit via BCCAT.

5.4 Please list any other activities which contribute to Aboriginal student success but which are not listed or described in earlier answers.

Many institutions took the time to mention unique activities in this section that did not fit neatly under previous questions. Some institutions referenced their bursaries and awards targeted at First Nations students. The College of the Rockies provided information on their Aboriginal Student Association which they felt brought students together and planned extracurricular activities for families of students.

Institutions also spoke to the importance of Band Education Coordinators and their role in not only getting funding approved for their Band members, but also for their ongoing personal support to the students throughout their program of study.

Northwest Community College talked about their efforts in creating a welcoming physical and social environment, from Native artwork on display, to incorporation of traditional elements in the architecture of new buildings.

UBC outlined several youth programs that have been very successful in building relationships with secondary students, and orientating them to the campus. Their Native Youth Program offered by the Museum of Anthropology has been in existence for 25 years. Students come to UBC for six weeks to learn about the Museum, its collection and its history, and to develop cultural pride and knowledge.

Wilp Wilxo’oskwhl Nisga’a pointed out some features of their institution that lead to a successful outcome for students, such as the majority of instructors being Nisga’a, and a high instructor/student ration.

Again, we have attempted to give a sample of initiatives mentioned, but there were many more provided. We suspect there are also many worthy initiatives that were not provided by institutions because of the timelines of the project, and the available resources of the institution.

6. ABORIGINAL POST-SECONDARY EDUCATION BEST PRACTICES AND CRITICAL SUCCESS FACTORS

6.1 According to the 'best practices' definition for this project, please list up to five of the institution's most effective best practices regarding Aboriginal post-secondary education?

Please consider all types of activity including facilities, services, policy, human resources, programs and courses.

Please explain why these are particularly effective and describe the significant outcomes.

Responses to this question were very encouraging in that not only were there a variety of best practices currently in existence, but also that the majority of them were developed by Aboriginal community members, or in partnership with them.

The best practices included a range of student-centred approaches such as support services, orientation programs, gathering places, cultural recognition, peer support and mentoring, Elders-in-residence, and outreach; institution-based policies such as Advisory Councils, hiring of Aboriginal faculty and coordinators, admission policies (including reserved seats), integrated institutional processes and targeted funding; and culturally-relevant curriculum development projects such as teacher education programs, First Nations Art programs, First Nations legal studies, tourism programs, social service worker programs, language programs, and Aboriginal studies programs.

The majority of institutions referenced their student services centre/meeting place as an important best practice that increases the comfort level of students, provides a culturally inclusive, safe environment, eases transition, and is instrumental in a successful outcome for the student. One student, commenting on his experience with such a centre, stated that "the way each of us has come together as a chain of support, trust, dignity and respect has encouraged me to be my best".

First Nations Advisory Councils were also mentioned by most institutions as being a best practice that is critical in keeping the lines of communication open between the institution and the communities that they serve. It was noted, however, that the advice of these Councils must be respected and acted upon.

Partnership development is another way of ensuring relevant support services and curriculum development, and bringing programs out to the community. This was an area that several institutions identified as a demonstration of good practice. UBC outlined its vision in this respect, stating that they would take a three-pronged approach to its engagement with Aboriginal communities by:

- "Inviting First Nations to share their perspectives with UBC students and with the general public through expanded or newly-developed credit and non-credit programs;
- Continuing to develop community-based programs in partnership with Aboriginal peoples, and seeking to address their learning needs and aspirations, including the preservation of indigenous languages; and

- Exploring ways and means of developing a closer relationship between UBC and the First Nations communities located near their campuses.”

Several institutions also referenced top-down commitment as a critical component of Aboriginal learner success. The Emily Carr Institute of Art and Design spoke to the support of their President’s Office and Board of Governors. Simon Fraser University referenced its Aboriginal representation in senior management. The Institute of Indigenous Government noted that all management decisions are participatory including all faculty and staff.

These practices are just a few of the many and varied successes that have been outlined by the institutions as being effective from many perspectives – the student, the institutional priorities, and the needs of the community. Many of the accolades for effective practice are in a student’s mind, a family’s thoughts, or an instructor’s pride, but they have not yet been articulated. There is no doubt that individuals committed to delivering post-secondary education to Aboriginal learners, those contributing to ensure it is relevant, and those benefiting from it, will continue to strive for positive change in this regard.

7. MINISTRY OF ADVANCED EDUCATION ABORIGINAL SPECIAL PROJECTS FUNDING PROGRAM

7.1 How many ASPF applications has your institution submitted since the program’s inception in 2000? How many of these applications were approved and funded?

Data indicates that the ASPF was well subscribed, with almost all surveyed institutions submitting multiple ASPF applications during the period 2000/01 to 2004/05. The total number of applications made from post-secondary institutions across the province is 212, ranging from a minimum of 3 applications from Emily Carr and the Justice Institute to a maximum of 19 applications from the University of British Columbia.

Generally, the three major universities (University of Victoria, University of British Columbia and Simon Fraser University) and university colleges made the greatest number of applications over time, with the exception of the College of New Caledonia, which made a total of sixteen applications between 2001 and 2005. Royal Roads University made four applications in 2003 and 2004, the University of Northern British Columbia did not reply to this survey question and the University College of the Cariboo indicates that data is currently being sought and will be available at a later time.

Data suggests that of the colleges surveyed, nearly all applied for ASPF funding between 2000 and 2005. No data exists for Selkirk College or the Native Education Centre, and Wilp Wilxo’oskwhl Nisga’a states that Northwest Community College had other funding priorities outside Nisga’a during this time.

In total, 25 institutions indicated 218 applications were submitted and 160 approved for funding.

7.2 Did the Aboriginal Special Projects Fund the development of any of the programs or courses listed in section 2? If so, are these initiatives now funded through the institution’s annual operating grant?

Of the 28 institutions surveyed, all but 6 used ASPF funding to support the development of programs or courses. Of these 6, Northern Lights College, Selkirk College and the Native Education Centre did not respond to the survey question. IIG indicated that they did not receive any funding for program development and Simon Fraser and Royal Roads Universities indicated “no” to this question, with no further elaboration.

Aboriginal programming developed through ASPF funding produced a variety of programs and courses, ranging from access programs to established course/program curriculum, with some programs/courses making a successful transition from ASPF funding to institutional based funding. The following examples demonstrate the diversity and innovation of program/course development:

- Camosun College developed First Nations programs or courses in Community studies, Civil Engineering Access, Health and Education Access, Community Enterprise, Studio Arts, Tourism and Criminal Justice.
- Capilano College developed programs such as First Nations Tourism Management Co-op, Gateways, Aboriginal Film and Television and First Nations Studies Program.
- College of New Caledonia funded the development of the Focus Employment Program and the Carpentry Program in Kwadacha.
- Douglas College developed the FINA course, a PLA program for Aboriginal youth workers through Child, Family and Community Studies, a writing Success program and an Aboriginal Youth Camps program (launch for summer 2005).
- Langara College developed the Aboriginal Studies Program.
- College of the Rockies developed programs or courses in Tourism Management, Aboriginal Youth Culture and Language and workplace training and mentoring.
- University of Victoria developed ongoing programs that include a Standard Certificate for First Nations Language and Cultural Teachers, a Certificate in Administration of Aboriginal Governments, a Diploma in Child and Youth Care (including Aboriginal community-based coursework) and course development for the Aboriginal Language Revitalization program.
- University of Northern British Columbia developed a First Nations Studies Program through the Faculty of Arts, a secondary learning module through the Faculty of Education’s NITEP and a speakers’ series through the Faculty of Law, designed to enhance Aboriginal student recruitment.

7.3 Are any of the institution’s recruitment and retention initiatives a result of funding originally provided through ASPF? If so, are these initiatives now funded through the institution’s annual operating grant?

Of the 28 institutions surveyed, 13 indicate that initial ASPF funding supports/supported significant recruitment and retention initiatives, with the majority of these confirming that related programs or courses made a successful transition to ongoing funding support through institutional operating grants. 10 institutions indicated

“no” to this two-part question, 3 institutions did not respond and 2 institutions indicated “not applicable.”

The following anecdotal evidence reflects the importance of ASPF funding to the viability and longevity of post-secondary institutional planning for First Nations/Aboriginal recruitment, retention and education/training programs:

- Capilano College cites ASPF-funded initiatives as “critical components in marketing and recruitment strategies on both campuses.”
- Malaspina University-College states that the ASPF “has been good for recruitment because the process involves the solicitation of support from Aboriginal groups for applications...the general recruitment function has been enhanced by the information and connections made through the projects.”
- University of British Columbia reports “a Faculty of Education graduate initiative was funded by the ASPF” as well as “a Faculty of Forestry summer forestry camp as an important recruitment initiative.”

7.4 Please provide any other relevant information on the utility and effectiveness of the ASPF projects at your institution.

Of the 28 institutions surveyed, 24 report significant short and long term success on the utility and effectiveness of ASPF-supported projects, course/program development and service delivery. Most institutions indicate that because of ASPF support, the ability to develop and implement culturally relevant learning materials and activities has been significantly enhanced. Only 4 of the 28 institutions reported either limited success in the use of ASPF funding, did not respond or indicated “not applicable.”

The following samples of anecdotal evidence explain why ASPF funding support appears to be an effective method of facilitating and establishing post-secondary Aboriginal course/program development and Aboriginal student recruitment, retention and success:

- Camosun College reports ASPF funding grants “...have enabled the development of relevant, culturally-grounded curriculum...” and “have had a number of additional benefits...”
- Capilano College reports “...ASPF projects have been very useful to the College’s efforts in delivering excellence in First Nations education.”
- College of New Caledonia indicates that ASPF funding enables them “...to provide access to credit or credentialed programs at home...” and “each program developed/delivered...is unique in many ways.”
- Douglas College states, “...the ASPF is viewed as a highly beneficial program in the College.”
- College of the Rockies cites ASPF funding as “...very important in terms of being able to initiate important new Aboriginal programs...”
- University College of the Fraser Valley credits ASPF funding as having “...provided valuable program initiatives.”
- Malaspina University-College states “having the ASPF program available has been a tremendous way to help staff and faculty think creatively and pilot initiatives that support Aboriginal students.”

- Okanagan University-College believes that the “ASPF is the only really effective tool we have to develop programs and services because such programs and services for Aboriginal students do not make the institutional priority list.”

7.4 What other comments and observations would you like to make about the ASPF? Do you have suggestions for improvement?

Of the 28 institutions surveyed, 6 did not respond to this question. Of the 21 institutions that did respond, they identified a common theme --- there is a need for funding continuity --- longer term, stable and ongoing ASPF funding that enables colleges, university colleges and universities to fully integrate and anchor Aboriginal-specific programs/courses into post-secondary curriculum and service delivery. The majority of respondents suggest that without a stable ASPF funding model that supports Aboriginal student access, recruitment and retention, student success and Aboriginal community capacity/development over the long term may be jeopardized. Most respondents also suggest that internal capacity building is as important for individual post-secondary institutions as it is for Aboriginal students/communities.

Suggestions for improvement are as follows:

- Add two new categories to the ASPF program --- policy/practices development to guide delivery of institutional programming and services; and, collaborative projects between institutions that enable them to apply jointly on shared recruitment and/or special events projects.
- Provide continuous ASPF funding beyond the first year.
- Increase the funding amount (one institution suggests doubling the current amount).
- Integrate ASPF funding cycle with institutions’ course/program development timetables.
- Promote the ASPF program earlier in the year so that institutions have adequate planning and development time.
- Create broader funding guidelines that will support delivery of full-year certificate and 2-year diploma programs.
- Revise ASPF program policy that suggests that institutions continue funding programs after ASPF funds are exhausted.
- Design a more equitable ASPF funding model that is more inclusive and accessible.
- Provide to every institution \$2,500. to support development and delivery of cultural workshops.
- Evaluate ASPF projects on a continuous basis and track how and where dollars are spent, both institutionally and provincially, to avoid waste and duplication.

2.3 Does your institution include Elders as part of the program review committee?

All of the institutions have some involvement of Elders in program review. The Elders either sit on the Governance Board as is the case with FN Training and Development Centre and Heiltsuk College, or are part of the Program Review Committee in the case of the Native Education Center, Saanich Adult Education Centre, the Ted Williams Memorial Centre and IIG. At NVIT, the Elders Council is not formally a part of the review process but they provide advice on the cultural portions of the curriculum. At Wilp Wilxo'oskwhl Nisga'a (WWN), it is recognized that the core of Nisga'a wisdom lies in the minds and lives of Nisga'a Elders.

2.4 Are the students in the programs/courses listed in tables 1 and 2 inclusive of non-Aboriginal students?

Most of the programs/Courses listed in Tables 1 and 2 are open to non-Aboriginal students although the number of non-Aboriginal students enrolled is generally nominal. The exception is Heiltsuk College which enrolls only Aboriginal students. Also, at the Native Education Center, Table 2.2 does not include non-Aboriginal students.

2.5 List the courses or programs that incorporate an Aboriginal language and/or culture.

All of the institutions listed specific courses/programs that had Aboriginal culture and/or language incorporated into them. Certain institutions such as IIG, the Native Education Centre and WWN stated that all courses incorporated Aboriginal language and/or culture.

2.6 For the courses listed in Table 2, does the course syllabus and curriculum focus on First Nations, Metis, Inuit, Aboriginal?

Four of the institutions (NVIT, IIG, the Native Education Center and WWN) reported that their curriculum focused on First Nations, Metis, Inuit and Aboriginal. The curriculum of the FN Training and Development Centre and the Ted Williams Memorial Learning Centre focused on First Nations. The curriculum of Heiltsuk College and the Saanich Adult Education Centre focused on First Nations and Aboriginal. In addition, the First Nations Family Support Worker Program at Saanich focused on Metis.

2.7 Please describe any graduate programs your institution offers in partnership with a public post-secondary institution.

None of the institutions offer graduate programs, although WWN accommodates graduate student research, and thesis defenses have occurred at this institution.

3.1 Does your institution engage the services of an Elder? If yes, please describe role, responsibilities and reporting relationship.

Only one institution, the FN Training and Development Centre, did not engage the services of an Elder although they stated they would like to if resources were available to do so. All of the other institutions utilized the services of Elders in many different capacities – advisory, language instruction, guest speakers, curriculum development and support to students.

3.2 Is there an Aboriginal student association/union on campus?

Heiltsuk College, the Native Education Center, NVIT and Saanich all have student councils or associations. IIG and WWN have informal student groups. The Ted Williams Memorial Centre and the FN Training and Development Centre do not have student associations.

3.4 What percentage of the budget is targeted to student support services?

Half of the institutions have a set percentage of their budget for student support services ranging from 12% to 40%.

3.5 Do students in your institution have access to BC Student Loans?

Students at Heiltsuk College and the Ted Williams Memorial Learning Centre do not have access to BC Student Loans. Students at the other institutions do have access to this funding; however, in the case of the FN Training and Development Centre, students only have access if the institution that the Centre is brokering the program from is eligible.

4.1 Does your institution have a data management or tracking system for students? If yes, please list and describe the data elements available. Please provide latest available data including age and gender. How helpful or useful is the system? What system do you use?

The Native Education Center and IIG both use GradPro which tracks academics, tuition, student performance and demographics. Heiltsuk College, NVIT and WWN have informal, manual tracking systems. The other three institutions do not have a tracking system for students.

4.2 Does your institution sit on an Aboriginal Advisory Committee with a public post-secondary institution? If yes, how often do they meet? Please provide the Terms of Reference.

The only institution that sits on an Aboriginal Advisory Committee with a public post-secondary institution is the Saanich Adult Education Centre which sits on an Advisory Committee with UVic and Camosun College. WWN provided a Terms of Reference for its Advisory Committee.

4.3 Does your institution have a policy for working in collaboration with local First Nations, Metis, Inuit?

Most institutions do not have a formal policy for working in collaboration with local First Nations, Metis and Inuit; however, the vision/mission of these institutions is one that supports collaboration and community partnerships. NVIT provided a detailed “reason for being” that laid out these partnerships as the premise on which their institution was developed and continues to be built upon. Other institutions mentioned interagency and partnership/protocol agreements.

4.4 How is Aboriginal control reflected in your institution’s governance model?

Because these institutions are Aboriginal institutions serving mainly Aboriginal students, Aboriginal control is almost a “given”. All of the institutions referenced the fact that Board members of their governing bodies are almost exclusively Aboriginal. This also applies to most faculty and support staff. The Native Education Center stated that Aboriginal control was defined by their Board as “a process of community-based decision-making that empowers Aboriginal people in self-responsibility towards self-determination in education matters. Aboriginal control embodies Aboriginal values that are reflected in the governance model and deployed throughout the educational process. Success, in Aboriginal organization education development, is proportional to the level of influence in the decision-making hierarchy.” They further stated that Aboriginal control “calls upon all persons within the educational institution to make a decision to take control of their destiny, reclaiming it from the cycles of government dependency and control, thereby making the clear decision to move forward in self-determination, healing, revitalization, self-responsibility and freedom.”

4.5 Describe your institution’s policy or guideline for defining class size.

IIG follows the guidelines outlined by the Ministry of Advanced Education. All of the other institutions do not have an official policy for defining class size, but work towards keeping class size manageable and appropriate for the available space.

4.6 Does your affiliation or partnership with your partnering public institution allow for your students to access practicum, co-ops or hands-on experience?

Six of the eight institutions responded that students can access practicums/co-ops when these are a component of the program. The FN Training and Development Centre offers practicums locally. IIG reported that this was not applicable to their institution.

4.7 Does your institution offer advance credit for high school students registered in certain courses? Please describe.

WWN reported that high school students have taken FN ST 139-3 Nisga’a Language Level 1 for both high school and university credit. This was a successful pilot.

4.8 Please describe the sources of funding for your students (Band/INAC, student loans, AHRDA, employment, other).

The majority of students attending these institutions get their funding from Band/INAC although a few (e.g., those attending IIG, NVIT) get “top-ups” from student loans. Other funding (e.g., AHRDA, ISSP, HRDC) is sometimes available, but it is proposal-

driven, and not consistent. Employment and scholarships/grants can also be a source of funding for some students.

5.1 Does your institution have any partnerships, protocols or affiliation agreements with public institutions, Aboriginal institutions, Aboriginal organizations? If yes, please describe including the funding relationship.

Most of the institutions reported partnerships/agreements with both public and Aboriginal institutions. The range of partnerships varies from one or two to an extensive list in the case of the Native Education Center and NVIT.

5.2 Please list any other activities which contribute to Aboriginal student success but which are not listed or described in earlier answers.

Some of the activities listed that have a positive impact on student success included First Nations guest speakers, ongoing incorporated life skills training, individual tutoring, support from Elders and Aboriginal faculty. The Native Education Center has a Student Success Committee – a cross-functional work team that addresses all matters pertaining to student success.

6.1 According to the “best practices” definition for this project, please list up to five of the institution’s most effective best practices regarding Aboriginal post-secondary education? Please consider all types of activity including facilities, services, policy, human resources, programs and courses. Please explain why these are particularly effective and describe the significant outcomes.

Many best practices were listed by the institutions. Individualized support to students and a welcoming physical environment are key to successful outcomes. Other examples listed were: a non-institutional environment, student councils, curriculum that reflects Aboriginal culture and values, recognition of prior learning, involvement of Elders and a committed faculty.

7.1 Has your institution participated in the Aboriginal Special Projects Fund?

Four of the institutions have participated in the Aboriginal Special Projects Fund – the Native Education Center, NVIT, the Ted Williams Memorial Learning Centre and IIG.

7.2 What is the number of Aboriginal Special Projects that your institution has accessed? In which years? Amount of dollars accessed per year of this funding?

The Native Education Center accessed ASPF funding in partnership with Selkirk College in 02/03, 03/04 and 04/05. They also accessed funding in 01/02 in partnership with IIG. NVIT has accessed \$75,000 of ASPF funding each year since 00/01. The Ted Williams Memorial Learning Centre accessed ASPF funding in 04/05 in the amount of \$22,043.00. IIG also accessed the Fund in 04/05, but stated that they submitted applications every year and have been denied funding until this year.

7.3 What is the percentage of revenue sharing with your institution and the partner public institution?

The Native Education Center was the only institution that referenced sharing ASPF revenue. They shared the revenue with Selkirk College and received about 30%.

7.4 Have the courses/programs/services developed through this funding become ongoing offerings at your institution? At the partner public institution?

The Native Education Center responded that they have continued to offer the Aboriginal Community Tourism Trainer and Aboriginal Interpreter Credential program to communities but have not had a contract for delivery. This partnership (with Selkirk College) was also extended to a partnership with the University of Saskatchewan for an Aboriginal Tourism Entrepreneur program which is still to be developed. The Nk'Mip Tourism Training program is envisioned to go on for three more years to provide a diploma to students working in the community. NVIT noted that the funding has allowed them to build, sustain and deliver community-based programming, but felt that there needed to be sustainability once the programs were established.

7.5 Are any of the institution's recruitment and retention initiatives a result of funding originally provided through ASPF? If so, are these initiatives now funded through the institution's annual operating grant?

The Native Education Center noted that their ASPF partnership with IIG was a recruitment and retention initiative, but it was not continued at NEC or IIG.

7.6 Please provide any other relevant information on the utility and effectiveness of the ASPF projects at your institution.

The Native Education Center stated that ASPF funding allowed them to deliver elements of core programming in several communities and to develop and share expertise in Aboriginal tourism training. They feel that Selkirk College has been an outstanding partner with them with a strong sense of equality and knowledge sharing. IIG again reinforced that they had not received much ASPF support and the once funded proposal, the Youth in Motion conference, though very successful, did not result in increased enrolment.

7.7 What other comments and observations would you like to make about the ASPF? Do you have suggestions for improvements?

Heiltsuk College: Mandate public institutions to put out a call for proposals and inform Aboriginal colleges about this funding source. We are never informed when it is made available, so do not have an opportunity to submit proposals.

Native Education Center: We have never had an actual contract with Selkirk College but the funding has flowed well despite this. Perhaps a model, similar to the Cost-shared Literacy program, or a letter of partnership between a public institution and a community partner would be helpful. It may make colleges more collaborative in their relationship with their community partner. Not all colleges understand that collaboration is what is sought.

NVIT: As on 7.5 on Post Sec survey.

Saanich Adult Education Centre: It should be mandatory for mainstream institutions to partner with Aboriginal institutions when accessing the Aboriginal Special Projects Fund. By colleges/universities working directly with the community, we believe we can jointly develop true “community-based” and “community needs driven” programming. In addition, the communication that would be fostered would go a long way to enhancing and bridging relationships between mainstream institutions and Aboriginal-controlled institutions (institutions being the Aboriginal community).

Ted Williams Memorial Learning Centre: In order to develop confidence and to retain success, organizations need to make language and culture a funding priority. Pride begins within.

Wilp Wilxo’oskwhl Nisga’a: Projects should be evaluated on a continual basis. Perhaps there could be a map of the Province of BC showing where the dollars have been allocated. Quite often, these dollars for these projects are reinventing projects that have already happened at other institutions. This is an unnecessary public expense.

All Nations Institute (IIG): We believe that all organizations, both public and private, should be treated equally in the distribution of ASPF funding. Also, we are very poorly funded by the Ministry of Advanced Education, and we have the greatest percentage of Aboriginal students attending this school. We provide Aboriginal student services, recruitment, programming, research and community development, yet we are often overlooked for ASPF funding in favour of non-Aboriginal institutions.

Appendix 6 – Key Informant Interviewees and Questions

6A. Key Informant Interviewees

Barry Anderson, Ministry of Education

Dr. Jim Anglin, Associate Vice-President, Academic, University of Victoria

Barb Ash, Dean of Student Services, Vancouver Community College

Liz Ashton, President, Camosun College

Don Avison, President, The University Presidents Council

Verna Billy-Minnabarriet, Dean, Nicola Valley Institute of Technology

Jacque Dennis-Orr, President, Native Education Centre

Casey Dorin, Dean, Squamish Campus, Capilano College

John English, Dean of Construction, BC Institute of Technology

Marlene Erickson, College of New Caledonia

Murphy Greene, First Nations Coordinator, Northwest Community College

Fran Hunt-Jinnouchi, Chair, IAHLA & Saanich Adult Education Centre

Sean Kocsis, President, Institute of Indigenous Governance (Catherine Crow and Terri Walker also participated in the interview)

Madeleine MacIvor, University of British Columbia

Dennis Macknak, Director of Regional Operations, University of Northern British Columbia

Dave Pearson, First Nations Coordinator, Langara

Nick Rubidge, President, College of the Rockies

Susie Safford, Dean of Student Development, Thompson Rivers University

Dr. Lisa Sterling, Special Advisor & Director, Abor. Affairs & Assistant Professor, Faculty of Education, Simon Fraser University

Fran Tait, First Nations Coordinator, Malaspina University College

Pauline Waterfall, Bella Bella Community College

Cathe Wishart, Director of Community, Industry and Business Initiatives, College of New Caledonia

6B. Key Informant Interview Questions

1. Do you have any suggestions in terms of improving the ASPF program, RFP and approvals process? For example, do you have any suggestions regarding ASPF timelines (i.e. timelines for call for proposals, for proposals, for reports, for evaluations)?
2. What types of ASPF projects are institutions prioritizing as important and why?
3. Do you have any suggestion regarding ASPF program guidelines? For example, are the ASPF proposal review criteria appropriate, are the reporting requirements reasonable?
4. In what areas has ASPF had the greatest success in terms of benefits to Aboriginal learners and why? For example, what program and service delivery models were most successful in terms of benefiting/reaching Aboriginal learners?
5. How can the Ministry better coordinate and facilitate collaboration on successful ASPF proposals to ensure that funding recipients connect and network with other post-secondary institutions where appropriate?
6. How can we encourage more community-based delivery of programming? Should ASPF funding be directed to Aboriginal organizations and private institutions as well as public institutions? If so, how/in what way?
7. How can partnerships be strengthened between institutions, and between institutions and Aboriginal communities/organizations? For example, any suggestions in terms of how to communicate and work with Aboriginal groups in your region?
8. How is ASPF funding allocated at the local level between the community partners?

9. To what extent has ASPF funding of project(s) led to the ongoing or permanent delivery of a program or service?

10. What needs to be in place to ensure sustainability of programs and services initiated by ASPF funding?

11. How do you think institutions can more readily collect, monitor and report on Aboriginal post-secondary education data? What support(s) would facilitate this?

12. To what extent has your institution considered developing and implementing an institution-wide indigenization plan? For example, hiring policies for Aboriginal faculty (particularly for tenure track positions), Aboriginal articulation committees, a committee that vets Aboriginal curriculum across all programs, an Elder in Residence, etc.

13. To what extent have you or are you developing initiatives to improve Aboriginal K-12 transition to post-secondary education? What are some of the challenges and/or obstacles faced by Aboriginal students leaving their communities to attend post-secondary institutions?

14. What do you see as your post-secondary education program priorities for Aboriginal people? How do you determine this?

15. What needs to be in place to ensure that adequate resources are available to support Aboriginal learners?

16. Are there any other comments you would like to make or information you would like to provide?

1. Do you have any suggestions in terms of improving the ASPF program, RFP and approvals process? For example, do you have any suggestions regarding ASPF timelines (i.e. timelines for call for proposals, for proposals, for reports, for evaluations)?

While there are acknowledged differences among colleges and universities related to how ASPF funds are used, most informants identified the need for clear ASPF criteria that are better communicated and rationalized. Almost all informants asked that ASPF information be provided to proponents in a timely and consistent manner. The majority of informants also agreed that current timelines set by the Ministry for ASPF RFP and approvals processes are difficult and sometimes unworkable. While most appreciate the flexible and open nature of ASPF funding guidelines, the tight timelines for completion of the RFP process often create barriers/challenges and prevent adequate consultation/collaboration, especially with Aboriginal communities and partner groups.

It was suggested that the timelines of ASPF are too short; it needs to be more strategic and sustained over a longer period of time. Some criteria like requiring partnerships may be too restrictive. For instance some issues may involve internal (to the institution) organization/capacity. Also who does an institution like UBC partner with when they are provincial?

One suggestion calls for a change to the funding year to accommodate institutional planning calendars, many of which complete the bulk of their program/curriculum development/planning in May and June, before the summer hiatus when faculty and staff are less accessible. Others suggest the need for: interim reporting (March 31) and final reporting (May 31); a funding formula that enables sustainable programming, where appropriate; an ASPF research component; and, use of the IAHLA network and ISSP experience to adjudicate proposals. Some also suggested that evaluations should be more collaborative by first including Aboriginal representatives at the project review stage.

2. What types of ASPF projects are institutions prioritizing as important and why?

Informants identified a wide variety of programs that have important priority and shared the following anecdotal comments as to why such programs have significance for their institution:

- Prefer substantive projects that last more than one year (as opposed to single events seen as “fluff”)
- Collaborate with Aboriginal coordinators, communities and organizations valuable to the internal selection process
- Ensure that priorities are those shared by local First Nations
- Base on labour market research and needs articulated by local Aboriginal communities
- Work with First Nations Advisory Councils

- Fund internally on occasion where cost is modest (e.g. \$6,000 to \$10,000), in consultation with faculties.

Program areas identified by informants include:

- Health programs, including Aboriginal health sciences
- Business programs, including First Nations public administration
- Aboriginal graduate education support
- TREK 2010
- Science and technology
- Early childhood education and child and youth care
- Language and culture
- SFU First Nations Teacher Education Certification
- Nisga'a use of technology to teach languages
- Aboriginal teacher education
- Trades and construction
- Tourism
- Natural resources
- Law

3. Do you have any suggestions regarding the ASPF guidelines? For example, are the ASPF proposal review criteria appropriate, are the reporting requirements reasonable?

Almost half of informants had no suggestions for improvement and reported that ASPF guidelines/processes are working appropriately. The remaining informants made suggestions/comments in response to this question, summarized as follows:

- Criteria are the problem – do reviewers even read the substantive proposals?
- Need for multi-year funding.
- Need for support for undergraduates making transition to graduate programs.
- Need for more Aboriginal representation in the review process.
- Reporting needs to be collaborative.
- ASPF is primarily student-focused; need for focus on [institutional] capacity and sustainability.
- Ministry should provide feedback on why proposals were not approved and share this information with other proponents.

4. In what areas has ASPF had the greatest success in terms of benefits to Aboriginal learners and why? For example, what program and service delivery models were most successful in terms of benefiting/reaching Aboriginal learners?

Responses to this question outlined either specific programs or development processes and/or identified desired outcomes for future ASPF programming. A common theme to most informants' comments, however, was the significance of working partnerships and Aboriginal community involvement as keys to success. Anecdotal comments/observations are summarized as follows:

- Need for the Ministry to share information with all public post-secondary institutions about new and successful ASPF programs across the system.

- ASPF should include a research component.
- Share examples of best practice.
- In some cases, lack of consistent funding and program continuity impacts success/sustainability.
- Collaborative, community-based programs are successful.
- Recruitment/training of Aboriginal instructors/faculty leads to community of skilled professionals and program developers.

Some examples of program-specific successes are:

- First Nations Tourism Management
- First Nations Studies
- Bridging programs.
- Mentoring program.
- Language and Culture.
- Curriculum projects.
- Carpentry program.
- Social Services Diploma and Early Childhood Education.
- Youth and Child Care Bachelor's program and Masters of Social Work (in collaboration with the Cowichan Campus of Malaspina University-College).
- First Nations Civil Engineering Access.
- First Nations Community Studies program.
- Indigenization Project.
- First Nations Coordinators' Handbook.
- STRIDE program for learners with multiple barriers.
- Programs that contain Aboriginal content related to FN community/culture.
- Applied programs.

5. How can the Ministry better coordinate and facilitate collaboration on successful ASPF proposals to ensure that funding recipients connect and network with other post-secondary institutions where appropriate?

Improved communication/information-sharing across the system and better leadership at the Ministry level were identified as areas that would enhance the ASPF process.

Comments/suggestions are summarized as follows:

- Ministry should “facilitate” (won’t coordinate) the use of the MOU partners forum – Ministry needs to be more clear in their own mind what they want to achieve in this area. There needs to be Ministry engagement in the process at a more senior level in order to make this a higher priority.
- AVED needs to take a stronger leadership role at all stages of the process, including providing complete and timely ASPF information on Ministry website (enhance web-based communication across the system).
- A need for better program accountability and less duplication.
- Provide additional ASPF resources for networking.
- AVED should establish a partnership protocol process, including a checklist provided to all proponents that ensures proposals are complete and reflect ASPF priorities and guidelines.

- Develop a provincial advisory body for the program that involves “real Aboriginal community input.”
- AVED should facilitate discussion/collaboration by bringing together post-secondary institutions and Aboriginal groups.
- AVED should adjust the ASPF timeline so that applications are accepted earlier.
- Partnerships should be encouraged but not mandatory to the ASPF process.
- AVED should annually share ASPF reports with post-secondary system.
- AVED should consider allocating “partnership FTEs.”

6. How can we encourage more community-based delivery of programming? Should ASPF funding be directed to Aboriginal organizations and private institutions as well as public institutions? If so, how/in what way?

Informants had a range of suggestions for encouraging more community-based program delivery, although common to all comments is the need to ensure that, during program development and delivery, Aboriginal representation is adequate and meaningful. Some informants suggested that while community-based delivery has merit, not all programming needs can be met through community-based models. Other informants supported the concept of ASPF funding for Aboriginal institutions that encourages stronger partnerships with public institutions but cited the need for increased ASPF funding to accomplish this. One informant suggested the use of satellite models (sending institutional instructors into communities to deliver programs) but noted this can be expensive to deliver. Many favoured a combination of community-based and institutional programming and some suggested policy changes to ASPF criteria to address community-based programs. Others suggested additional ASPF funding to enhance such programming.

The majority of informants did not support the expansion of ASPF funding to private institutions, citing the need to protect the heavy investment already made in the public system. One informant pointed out that the public system is motivated more by academic excellence and substance than by market forces. Some informants supported the concept of supplemental funding for *Aboriginal institutions* but suggested that *Aboriginal organizations* have other funding sources and do not need ASPF funds. Related to ASPF program planning, development and delivery, all informants suggested that greater collaboration/cooperation between public institutions, Aboriginal organizations and communities is needed. Finally, one informant suggests the use of “community-based FTEs.”

Another view was that it was an assumption that more community based delivery is needed. It gets really complex when institutions have to engage a number of communities and they become spread too thin across many groups. Financial economies of scale/critical mass are lost and more funds end up being spent on administration and duplication.

7. How can partnerships be strengthened between institutions, and between institutions and Aboriginal communities/organizations? For

**example, any suggestions in terms of how to communicate and work
Aboriginal groups in your region?**

There were a wide range of comments and suggestions in response to this question, summarized as follows:

- Work with other institutions when developing new programs.
- Increase networking opportunities.
- Strengthening partnerships is a resource issue.
- Collaborate with communities by hosting events.
- Understand that bodies are not in competition, that they should value one another.
- Integrate the need for partnerships into ASPF funding criteria.
- Implement institutional Aboriginal education strategic planning at senior levels.
- Develop more formal protocol agreements and partnership guidelines.
- Encourage joint projects between or among institutions.
- Build trust with Aboriginal communities and create structures that encourage and sustain ongoing relationships predicated on respecting and valuing Aboriginal learning.
- The system is working well.

8. How is ASPF funding allocated at the local level between the community partners?

Processes for funding allocation varied with little or no consistency from region to region. Informants' responses suggested that in many cases, community partners were not often involved in decision-making about how funds were allocated. Comments are summarized as follows:

- Mutually agreed upon process among community partners at the proposal development stage.
- Very little decision-making at the local level and in some cases, none at all.
- Funds are administered directly by the institution.
- Allocation process depends on the program.
- Not sure about how funds are allocated.
- Funds are distributed by the First Nations Coordinator who first works towards consensus with local Tribal Council.

9. To what extent has the ASPF funding of project(s) led to the ongoing or permanent delivery of a program or service?

A majority of informants reported that sustainability is a major issue for institutions, with some stating a real need for more funding. The University of Victoria and Camosun College noted that essentially all of their programs remain ongoing but indicated that funding is not always adequate. In some cases, ASPF funding has led to no ongoing or permanent program/service delivery and, in other cases, ASPF funding has enabled institutions to offer ongoing programs/services that directly benefit Aboriginal students. Examples include:

- Native Indian Teachers' Education Program (NITEP)
- First Nations Legal Studies

- Aboriginal Interpreter Credit Program
- Mentoring and Curriculum Development
- First Nations Community Studies
- First Nations Health and Education Access
- Native Access/ABE and Community Projects

10. What needs to be in place to ensure sustainability of programs and services initiated by ASPF funding?

Informants identified funding amounts, institutional commitment, involvement of local communities and government support as some of the important factors in sustaining ASPF-initiated programs and services. Suggestions, comments and recommendations are summarized as follows:

- Emphasize sustainability in ASPF funding criteria.
- Practice better communication/information-sharing about ASPF programs and products.
- Establish multi-year funding cycle.
- Improve provincial/institutional funding policies.
- Link projects to First Nations communities.
- Enhance institutional capacity.
- Examine balance between new funds to sustain activities vs. downside of targeted funds.
- Improve Ministry policy framework that addresses sustainability.
- Provide long-term, additional resources.
- Create another funding envelope to provide a 3-year funding cycle.

11. How do you think institutions can more readily collect, monitor and report Aboriginal post-secondary education data? What support(s) would facilitate this?

While informants had a variety of ideas/suggestions about data collection, three major themes emerged --- use the data warehouse, assess self-identification process for its impact on data integrity and adopt for post-secondary students the use of the K-12 PEN (information integration). Some specific comments are summarized as follows:

- Make better use of student outcomes data.
- Address self-identification problem.
- Address electronic systems issues (use advanced new/innovative software to enhance information management).
- Use consistent measurement tools shared between public and private Aboriginal post-secondary institutions.
- Integrate information with INAC data base to provide more complete student picture.

12. To what extent has your institution considered developing and implementing an institution-wide indigenization plan? For example, hiring policies for hiring Aboriginal faculty (particularly for tenure track positions), Aboriginal articulation committees, a committee that

vets Aboriginal curriculum across all programs, an Elder in Residence, etc.

All but three informants reported that they have some form of indigenization planning in place. These institutions seem committed to taking a comprehensive, systemic approach to planning that guides Aboriginal program/service development and delivery. Some informants reported that they are using established committees to advise institution-wide planning while others are adopting policy and governance initiatives that reflect Aboriginal education needs across the institution. Some informants reported that they have hiring policies that address equity while others reported that they are developing Aboriginal student admission initiatives and hiring practices to attract Aboriginal staff and faculty.

13. To what extent have you or are you developing initiatives to improve Aboriginal K-12 transition to post-secondary education? What are some of the challenges and/or obstacles faced by Aboriginal students leaving their communities to attend post-secondary institutions?

It appears from informants' responses that while there are individual student recruitment initiatives underway to address K-12 transition with partners at the local or regional levels, there appears to be a need for a province-wide and more comprehensive approach by governments, post-secondary institutions and school districts to deal more effectively with Aboriginal student transition. Some informants cited such student transition issues/challenges as:

- geographic re-location
- poverty
- family responsibilities
- day care needs
- pre-university preparation
- health and wellness
- lack of support mechanisms
- lack of affordable housing
- alienation and isolation
- institutional barriers

Informants reported that they want and need to do more to ensure that Aboriginal student transition to post-secondary education is successful.

14. What do you see at your post-secondary education program priorities for Aboriginal people? How do you determine this?

Informants' responses suggested that there is a high degree of diversity related to priorities and how they are determined. This diversity appears to try to reflect local/regional needs and partnerships. Some institutions reported that they conduct needs' assessments with their Aboriginal communities while others include in strategic planning their Aboriginal staff, students, faculty and wider institutional community. Some institutions are guided by First Nations Advisory Councils while others involve senior leadership within the institution that promotes Aboriginal education priorities across the system. Some informants reported that priorities are determined through

program-specific initiatives such as curriculum development, increased access to professional programs and community outreach/consultation.

Capacity building, identifying gaps by faculty (e.g. Business, Engineering, Computer Science, Economics), and entrance policies/requirements were also mentioned.

15. What needs to be in place to ensure that adequate resources are available to support Aboriginal learners?

Informants' responses ranged from the need to provide a nurturing institutional environment to the need for implementation of the APSE Policy Framework and strong policy support from AVED. Most institutions recognized that Aboriginal learners have unique learning needs that must be reflected at all levels of the institution. Informants' comments/observations are summarized as follows:

- They [Aboriginal learners] need/expect a lot of supports.
- Strong institutional relationships to ensure Aboriginal voice at all levels of decision-making.
- More *ongoing* Aboriginal funding.
- Effective transition programs.
- Effective admissions/registration process.
- Increased Aboriginal staff and faculty numbers.
- Better scholarship system (e.g. Millennium Project) because financial hardship has the biggest impact on Aboriginal student success.
- Facilitating transition at third year (college to university).
- Relevant, accessible, culturally appropriate programming.
- Additional resources required from all levels of government.
- Cross cultural training for institutional staff, faculty and students.
- Student housing and campus day care programs.
- Improve access to trades programs.

16. Are there any other comments you would like to make or information you would like to provide?

Informants' responses suggested strong support for continuation and enhancement of the ASPF program. While there are some policy/operational challenges cited by many informants, most believe that the program continues to have a positive impact on students, programs and services at post-secondary institutions. Informants' comments are summarized as follows:

- Teamwork, holistic approach and inclusion of Aboriginal Cultural perspectives important to success.
- AVED should recruit Aboriginal staff and include Aboriginal voice in policy development and implementation.
- Cannot use "efficiency yardstick" and economies of scale to measure success of support services; critical to student success.
- "Aboriginal control" is not just about governance; it's also at student level and is an empowerment model.
- APSE policy framework needs to reflect individual and governance empowerment.

- Re-consider the one-year cap on ASPF funding and move to a two-year funding cycle to accommodate more effective programming.
- ASPF proposal process doesn't guarantee equity across the province for funding and access; same funding could have greater impact if set up differently.
- Give Aboriginal institutions a chance [at funding]; pilot ASPF funding to Aboriginal organizations and tie to a five-year plan.
- Limit of three proposals for ASPF funding should be re-visited.
- Current process puts satellite campuses at a disadvantage.
- AVED needs to follow up with further research and include former students.
- AVED policy framework does not reflect Northern BC.
- ASPF should recognize that colleges have regional differences.
- AVED needs to invest in development of post-graduate programs for Aboriginal learners, especially at the PhD level.
- Establish an Articulation Committee for Aboriginal Programs and Courses.
- Find a way for higher degree of engagement with Aboriginal Coordinators internally – are they being supported adequately to have the skill set to help the students?

Note: The following informant's comments were not included in the previous matrix and appeared as an appendix to the foregoing information.

Heiltsuk College (HC):

Informant's response suggested that the College was not aware of the ASPF fund, reflecting a significant gap in information not available to private institutions located in isolated, rural areas. The informant also heard about the Ministry Forum on Aboriginal Post-Secondary Education and feels that it should have been open to more representatives from the private sector.

The informant believes that BBCC students experience an extremely high success rate, due in large part to a "whole learning" experience which has a high end counselling and support service. There is a truly caring, committed staff that goes "above and beyond" to meet the needs of their students.

While there are gaps in communication between the College and the secondary school system, College staff do attend school-based career fairs and continue to seek ways in which to improve their relationship with the school system.

The College also conducts informal labour market analyses to help determine program priorities for Aboriginal people.

8A. Focus Group Questions – Indigenous Institutions & Aboriginal Communities

May 3-4, 2005

1. What is your overall impression of the Ministry of Advanced Education's Aboriginal Special Projects Fund (ASPF)? Should ASPF funding be directed to Aboriginal organizations and private institutions as well as public institutions? If so, any suggestions in terms of how to administer/coordinate this at the local level?

2. How can ASPF meet Aboriginal priorities while at the same time address the realities of available funding and institutional capacity? How can ASPF better reflect government, Aboriginal and institutional priorities?

3. How can partnerships be strengthened between institutions, and between institutions and communities?

4. How do you define "success" for Aboriginal post-secondary students and Aboriginal post-secondary programs?

5. What supports are not in place that should be for Aboriginal post-secondary students? What would support your parents and community to facilitate your K-12 transition?

6. Should elders live in residence? How do you think the role of the elder should be in a post-secondary institution setting?

7. What are the gaps in post-secondary education for Aboriginal learners? Whose responsibility is it to address these?

8. Do you feel that you are fully informed on what funding sources are available for Aboriginal post-secondary education, both for providers, and for learners?

9. Is there a way of keeping abreast of best practices in Aboriginal post-secondary education?

10. Do you feel that initiatives are in place to facilitate transition for Aboriginal learners from K-12 to post-secondary education? What are some of the challenges and/or obstacles faced by Aboriginal students leaving their communities to attend post-secondary institutions?

11. Is there a mechanism through which you can provide input to Government on Aboriginal post-secondary education? If so, do you feel this input influences policy/practice?

12. What program delivery models were most successful in terms of benefiting/reaching Aboriginal learners?

13. How can Aboriginal participation and success in trades training programs be increased in your community and throughout the province?

8B. Focus Group Questions – Aboriginal Post-Secondary Education Students

May 24, 2005

1. As an Aboriginal student, what is the single most important support service needed to help you successfully complete in post-secondary education programs?
2. How do you define "success" for Aboriginal post-secondary students and Aboriginal post-secondary programs?
3. Is this the first time you have enrolled in this institution? If not, what was your experience earlier, and has it changed in any way?
4. As an Aboriginal post-secondary student, do you see instances of a correlation between early literacy intervention and post-secondary education participation/success?
5. How well did you feel accepted in your institution when you first entered it? Has your experience or perception changed since then?
6. Please identify examples of Aboriginal post-secondary student leadership within the institution and Aboriginal community. How can this be facilitated?
7. As an Aboriginal post-secondary student, what is the extent of your comfort level in the classroom? How is the positively or negatively affected by the instructor and the course methodology?
8. To what extent are you familiar with the Ministry of Advanced Education's Aboriginal Special Projects Fund? How can the ASPF meet Aboriginal priorities while at the same time address the realities of available funding and institutional capacity? How can ASPF better reflect government and Aboriginal student and community priorities?

9. How can partnerships be strengthened between institutions, and between institutions and communities?

10. Do you feel that you are fully informed on what funding sources are available for Aboriginal post-secondary education, both for providers, and for learners?

11. Is there a mechanism through which you can provide input to Government on Aboriginal post-secondary education? If so, do you feel this input influences policy/practice?

12. What program delivery models are the most successful in terms of benefiting/reaching Aboriginal students?

13. How can Aboriginal participation and success in trades training programs be increased in your community and throughout the province?

8C. Focus Group Questions – BC First Nations Coordinators
Committee

May 27, 2005

1. What is your overall impression of the Ministry of Advanced Education's Aboriginal Special Projects Fund (ASPF)? Should ASPF funding be directed to Aboriginal organizations and private institutions as well as public institutions? If so, any suggestions in terms of how to administer/coordinate this at the local level?
2. How can ASPF meet Aboriginal priorities while at the same time address the realities of available funding and institutional capacity? How can ASPF better reflect government, Aboriginal and institutional priorities?
3. How can partnerships be strengthened between institutions, and between institutions and communities?
4. How do you define "success" for Aboriginal post-secondary students and Aboriginal post-secondary programs?
5. What supports services are not in place that should be for Aboriginal post-secondary students?
6. What do you think the role of the elder should be in a post-secondary institution setting?

7. What are the gaps in post-secondary education for Aboriginal learners? Whose responsibility is it to address these?
8. Do you feel that you are fully informed on what funding sources are available for Aboriginal post-secondary education, both for providers, and for learners?
9. Is there a way of keeping abreast of best practices in Aboriginal post-secondary education?
10. Do you feel that initiatives are in place to facilitate transition for Aboriginal learners from K-12 to post-secondary education? What are some of the challenges and/or obstacles faced by Aboriginal students leaving their communities to attend post-secondary institutions?
11. Is there a mechanism through which you can provide input to Government on Aboriginal post-secondary education? If so, do you feel this input influences policy/practice?
12. What program delivery models were most successful in terms of benefiting/reaching Aboriginal learners?
13. How can Aboriginal participation and success in trades training programs be increased in your community and throughout the province?

9A. Indigenous Institutions and Aboriginal Communities

Members of Indigenous Aboriginal Higher Learning Association (IAHLA) Executive, First Nations Education Steering Committee (FNESC) Post-Secondary Sub-Committee, and Indian Studies Support Program (ISSP) Committee (INAC)

BACKGROUND

The consultant requested assistance from IAHLA and FNESC to arrange a focus group with Aboriginal institutional representatives and Aboriginal community representatives. K. Jothan worked with Karen Bailey-Romanko to arrange a focus group when three groups of stakeholders were meeting in Vancouver on ISSP issues.

The focus group was originally planned for the early evening of May 3rd. Given that a few committee members were not able to attend this session, at the end of it, the consultant offered to return the next day and meet with the group again during their lunch hour. The group felt this was a good idea, therefore a second part was added from Noon to 1:30 on May 4th. This afforded a greater number of participants and also the opportunity to revisit some questions the group felt required more time.

The focus group agenda and questions are appended to this document.

PARTICIPANTS

Fran Hunt-Jinnouchi (May 3) IAHLA/Saanich Adult Education Centre	Gwendolyn Point (May 3&4) ISSP/FNESC/Sto:lo Nation
Kaleb Child (May 3) Saanich Adult Education Centre	Chief M. McRae (May 3) Gittsan Govt. Commission (Educ. Advisor)
Amanda Zettergreen (May 3&4) Gitwangak Education Society	Theresa Dennis (May 3&4) ISSP/Lower Similkameen Band
Verna Minnabarriet (May 3&4) IAHLA/NVIT	Brenda Leighton (May 4) IAHLA/ISSP/FNESC
Leslie Williams (May 3&4) FNESC PSSC/Sto:lo Nation	Lisa Wilson Wells (May 4) ISSP/Kwakwiltl District Council
Jacqueline Dennis-Orr (May 3&4) IAHLA/NEC	Jacob McKay (May 4) WWN New Ayanish
Barbara White (May 3&4) FNESC PSSC/Snuneymuxw	Karen Bailey-Romanko (May 4) FNESC
Charlotte Elliott (May 3&4) FNESC PSSC	Richard Papiernik (May 4) INAC (Observer)

The focus group facilitator and recorder was Kerry Jothan of Human Capital Strategies.

SUMMARY

The following points are a summary of the focus group prepared by the facilitator and based on the notes below.

There was a lot of overlap in responses to questions 1, 2 and 3 but we have tried to attribute responses in this summary to each question despite the overlap.

1. What is your overall impression of the Ministry of Advanced Education's Aboriginal Special Projects Fund (ASPF)? Should ASPF funding be directed to Aboriginal organizations and private institutions as well as public institutions? If so, any suggestions in terms of how to administer/coordinate this at the local level?

Generally, the participants are supportive of ASPF but believe that it does not go far enough. There are concerns that it does not provide enough funding and that much of this funding does not get to Aboriginal communities. Most participants felt that the ASPF should be directed to Aboriginal organizations and Aboriginal institutions, not necessarily at the expense of public institutions but by making the funding "pie" bigger. Participants did not feel that Aboriginal communities and advisory councils were sufficiently involved in the proposal building and decision process, and that more lead time had to be provided. Many participants thought that the root cause of this was a lack of respect by some public institutions toward Aboriginal communities and institutions.

Some participants indicated the situation was improving and cited examples of community-based projects funded through ASPF and in partnership with public institutions (e.g. NEC/Selkirk, Sto:lo/UCFV).

Participants called for the Ministry to have stricter requirements in ASPF for ensuring that public institutions consult and collaborate with interested First Nations, and influencing protocols and better agreements between Aboriginal communities and public institutions.

Participants identified shortcomings in ASPF such as that it does not fund K-12/PSE transition programs, its funding limits, and the fact it does not allow for continuing funding of a project.

2. How can ASPF meet Aboriginal priorities while at the same time address the realities of available funding and institutional capacity? How can ASPF better reflect government, Aboriginal and institutional priorities?

Participants focused how ASPF could better address Aboriginal priorities. As indicated, responses to this question overlapped with responses to questions #1 and #2. Participants emphasized that ASPF must facilitate projects being delivered at the Aboriginal community level, and ASPF proposals should show how communities needs are being addressed through the project. Some participants suggested that ASPF should address systemic racism – that public institutions do not believe this exists. Also, the suggested that public institutions need to better profile First Nations in their region.

3. How can partnerships be strengthened between institutions, and between institutions and communities?

First, most participants felt that ASPF do not reflect “real” partnership and that many ASPF projects are not delivered at the community level. Many participants did not believe public institutions were committed to partnership with Aboriginal communities. One commented, “all we are is money and numbers.” The partnership principle could be facilitated by having the call for proposals go out to Aboriginal institutions. It was suggested that ASPF should reinforce institutions to commit to program sustainability and to consult with First Nations on proposals for/in their regions.

4. How do you define “success” for Aboriginal post-secondary students and Aboriginal post-secondary programs?

This was a very popular question with much discussion and many definitions of success offered by participants. A common theme was that success is culturally, individually and temporally relevant. One comment that summed up the discussion well was success is “Program from where the student is to where the student would like to be.” Many referred to an “empowerment model” and a holistic definition relating to the physical, spiritual and mental well-being of the individual. “Healthy” and “self-determining” were also key words. Program success should be driven by the individual needs and by First Nations communities, and should include “personal skill development.”

5. What supports are not in place that should be for Aboriginal post-secondary students? What would support your parents and community to facilitate your K-12 transition?

This was addressed in responses to some of the other questions.

6. Should elders live in residence? How do you think the role of the elder should be in a post-secondary institution setting?

Many participants felt that Elders should be at all public and private institutions. Everyone agreed that Elders can add much value to the institution, students, instructors, etc. It was suggested that ASPF needs Elder input. Participants suggested that Aboriginal advisory committees need to know what the institution is doing to input Elders and that Elders should be resourced out of an institution’s base funding.

7. What are the gaps in post-secondary education for Aboriginal learners? Whose responsibility is it to address these?

This was addressed in responses to some of the other questions.

8. Do you feel that you are fully informed on what funding sources are available for Aboriginal post-secondary education, both for providers, and for learners?

The majority of participants did not feel they were informed about ASPF or other provincial sources of funding for education and training. They suggested that more comprehensive and accessible funding information be provided on the Ministry website.

9. Is there a way of keeping abreast of best practices in Aboriginal post-secondary education?

Participants felt that they did not get much information about examples of best practice projects funded under ASPF and that this could be a good source of best practice information if it was more accessible and more widely distributed, including project evaluation reports. They also suggested that the ISSP evaluation reports were good sources of best practice information.

10. Do you feel that initiatives are in place to facilitate transition for Aboriginal learners from K-12 to post-secondary education? What are some of the challenges and/or obstacles faced by Aboriginal students leaving their communities to attend post-secondary institutions?

Transition

Participants expressed that there was a shortage of such initiatives and a lot of it involved providing good information and strong school/community interface. Intervention should start in early grades and be more intensive and systemic in later grades; teacher training needs to reflect Aboriginal values and cultures and should address racism.

Obstacles

Participants identified a number of obstacles to transition, including the lack of role models and mentors, a lack of awareness of what to expect about and the options in post-secondary education, and the need for public institutions to come onto reserve and network with First Nations and Aboriginal institutions. Participants suggested public institutions should have an outreach transition person to work with Aboriginal students and communities. It was suggested that programs include effective supports in their first week (e.g. “meet and greet”, “buddying”, etc.) and on an on-going basis.

11. Is there a mechanism through which you can provide input to Government on Aboriginal post-secondary education? If so, do you feel this input influences policy/practice?

Participants strongly suggested that IAHLA was a good mechanism for this and that it should continue. They believe IAHLA has started to become successful in providing meaningful input. Participants suggested IAHLA should be better funded by the provincial government to support this input mechanism. One participant suggested that the new MOU was also a mechanism for providing input on these issues.

12. What program delivery models were most successful in terms of benefiting/reaching Aboriginal learners?

Participants spoke a lot about community-based models of learning, including “field-based” models where instructors taught within the community for a short intensive period and where theory and practice are integrated and the curriculum is culturally relevant. They also talked of the importance of incorporating First Nations philosophy and “world view of Aboriginal people in program content and delivery. Including a

vocational “hands on” component is important as this is conducive to Aboriginal learning.

13. How can Aboriginal participation and success in trades training programs be increased in your community and throughout the province?

Participants felt that this promotion and access to trades orientation should start in high schools, and that seats in high school and post-secondary trades programs should be reserved for Aboriginal students to promote this goal. It was also suggested that Aboriginal people should be represented in the governance of various trades structures (e.g. Industry Training Authority, program advisory committees, Aboriginal trades bodies like Act Now, ACCESS, Bladerunners).

14. If you have one last comment to make about the issues we have discussed, what would you say?

Final remarks from participants highlighted the following key points:

- *Greater and more accessible (to Aboriginal communities) funding for ASPF*
- *Public institutions need to reach out more to Aboriginal communities and develop true (two-way) partnerships with them*
- *The Ministry should build on and strengthen its dialogue with IAHLA and other provincial Aboriginal organizations*
- *The project report should not sit on the shelf – we need action and outcomes*
- *Importance of Aboriginal control in program design, delivery, community-based models, operations, student development/support and governance.*
- *Support for local/community control, self determination and cultural integrity is key to student success.*

FACILITATOR NOTES

The following are the verbatim flip chart notes recorded by the facilitator during the focus group. Notes are in chronological order; in some cases they do not follow the order of the questions because there was flexibility to move from question to question in any order.

Part I (May 3)

Questions 1, 2 and 3 (Responses to these three questions were interrelated)

- Get input from an Aboriginal advisory committee
- Who decides on the ASPF approval of projects?
- There is a lack of Aboriginal presence in public institutions (students, staff, curriculum) and involvement in ASPF
- Yes, funding should be directed to Aboriginal organizations and private institutions
- How to administer – with First Nations on every level
- Ministry should have an Aboriginal branch and position
- ASPF projects are not delivered at the community level

- ASPF projects do not reflect real partnerships
- Many Aboriginal groups do not know of the partnership goal in ASPF
- Example of a partnership: MUC and Sliammon First Nation – A hotel on reserve (tourism program); a good model of bringing the project into the community
- Yes if – students feel more comfortable; more control over courses; we provide more support
- ASPF is a good lead in to addressing needs, but does not provide enough money to be sustainable – The Ministry is not able to attach FTEs
- It's good “seed” money, but a mechanism is needed for projects to become sustainable
- The call for proposals should go out to Aboriginal institutions so that they can submit proposals in partnership
- Control of the funds should be more in FNs' hands
- If Ministry goal is to increase the Aboriginal PSE participation rate, then Aboriginal institutions should be able to receive funds on their own
- Aboriginal communities only get small part of the money
- ASPF has added some valuable programming at local level (e.g. Chilliwack – Drug & Alcohol, language, ECE) and we see tangible changes in individuals. This is done through an Aboriginal Community Council in the Fraser Valley, but there is limited money and it is short term
- ASPF is limited because we cannot apply for continuing support, so it leads us so far, and then...
- ASPF funding resembles “131 funds” in K-12; the “real money” is at the block level. We need input into the base level funding
- More ASPF funding shouldn't take away from other Ministry Aboriginal funding
- We are concerned about regional/community equity – How much funding made it up North?
- The provincial government identifies areas where money is needed but doesn't give FN funding to address these priorities
- All we are to public institutions is “money and numbers”; the institutions don't commit to sustainability; what's their commitment to the partnership; if institutions count our FTEs are they double dipping
- We need real change and FNs have to be driving it
- We need better agreements between FNs and institutions on how to spend and prioritize the funding
- ASPF has improved with better FN involvement. For example: NEC/Selkirk – very collaborative, mutual respect, joint administration; resource sharing; however a more formal agreement would help
- Another example: “Building Trust” tourism initiative - NEC – Osoyoos Band; sharing; the whole advisory board are community are behind it
- Also Aboriginal Tourism Diploma Program (citation level); we have an application to ISSP to build on this
- What is critical – “true partnership” model where everyone brings strengths
- ASPF needs to facilitate community leadership support
- Example: Youth Ambassador Program with Capilano College Centre for Tourism Leadership – this was an example of relationship building through a protocol process

- Institutions need to split ASPF funding up and do it with at least two communities (50/50 cost share basis)
- Should be according to the community's priorities (e.g. starting with GMI)
- Ministry should be ensuring Aboriginal communities have access to ASPF funding
- ASPF needs to foster more public/Aboriginal institution partnerships to build capacity and foster ongoing sustainability of the Aboriginal institutions (i.e. not just of the programs) themselves
- There are instances where FNs aren't consulted on ASPF proposals/projects; they use our name to get the funding; public institutions need to respect where they are (in whose territory);
- We need "true partnerships," not cursory or token ones; we need equality in the process
- We do not feel there is respect among public institutions for what the Aboriginal institution and community know about their needs
- ASPF projects should be addressing systemic racism; public institutions do not believe this exists
- Public institutions need to profile FNs in their territory; need to be more inclusive
- The Ministry should host an ASPF conference to review and strengthen partnerships
- Ministry staff need to be in our communities; ask them to go into the FN communities

Question 4

- The individual can come back and be an integral part of the community in capacity building; skills, talents, knowledge
- Empowerment – responsibility, self determining, etc. – as a student feeling empowerment as a result
- The education is accessible and bridges students to the programs – bridging to work (e.g. LPN – all 13 had jobs before end of program – Hazelton)
- Training has to be brought to community level
- Healthy, independent individuals as part of the community; flexibility at the community level
- Basic needs are met and individual receives family and community support – reflect cultural learnings from our elders
- The definition of success needs to be determined by our FNs – what's important is we are a part of it
- What's success for one....One has to determine what success is for themselves
- Institutional environment isn't conducive to meeting their (students) needs – you are considered a failure if you don't go to university
- Shouldn't be a non-native definition of success – "this is what success looks like for you"
- Being mentally, physically, spiritually healthy when one comes out of the program
- Success means being inspired to go in education
- Definition of success is sometimes driven by PSE funding criteria

- “Program” success is different – we are so used to being micromanaged and told what success is
- Aboriginal control is success – being intimately involved in the programming and curriculum development “process”
- Community people – everything revolves around the family
- Program success – all successful programs should include “personal skill development” – this increases completion rates
- Driven by FNs even though in partnership with public institutions
- If one compared ASPF and ISSP models the results would be interesting – look at the ISSP evaluations
- Success is people staying in the community; example – Fisheries Technician program up north

Question 9

- Programs delivered by FNs for FNs
- Look at ISSP evaluations for best practices

Question 8

- No – we are not informed about ASPF and all other provincial sources of funding

Question 12

- We need high speed internet in the North!
- It would be ideal if the public institutions would allow us offer their courses online and we’d hire instructors to deliver (e.g. NWCC program) – distributed learning, including video conferencing and audio conferencing
- Community based models
- Example of a program were one week every month the institution comes in to deliver (e.g. Assoc. Degree program in the North) – we can’t afford instructors for long-term period (10 months)
- These models are used by Aboriginal institutions in South as well
- Field based models – intensive 3 weeks delivered right in the community – accredited/credit transfer → is transitional in that it ladders them into other programs

Question 6

- There should be Elders at all public and Aboriginal institutions – two at each, one male and one female
- They add real value and provide spiritual guidance; they should be invited into classroom to speak with students
- Elders need support systems from institutions
- The advisory council needs to know the support systems in place for elders and students (e.g. MUC FN Advisory Board)
- ASPF needs community and Elder input

- Elders must have a real budget – be part of the base funding
- Elders should be from the territory in which the institution is located

Question 11

- IAHLA should be the mechanism
- It should receive more funding from the Ministry to fulfill this role – more money for research, meetings, advice etc.

Question 13

- This should start in high schools where they start in trades before PSE – provincial government or schools should increase seats for Aboriginal students in such programs (e.g. MUC – 14 seats for 6,000 Aboriginal students)
- Develop formal apprenticeships for Artisans, carving, fishing, culture
- OUC – 6% seat aside in all programs?
- All programs, not just trades - for example: OUC sets aside 6% in all programs;
- Only 2 of every 87 are Aboriginal in HS teacher training in UNBC
- Aboriginal representation in trades governance e.g. ITA, ACCESS, Act Now, Spo7ez, etc.)
- Example of trades – new NEC/Tradeworks CORE (construction) training pilot
- Trades model should reflect Aboriginal institution/FNs/industry partnerships

Part II (May 4)

Question 10 a)

- No – these don't exist
- Aboriginal students are being rushed through the K-12 system without the proper information and courses – so they are not prepared to make transition
- E.g. Some don't even know they need Physics
- Aboriginal students are struggling at lower grades; then it compounds from there on
- We need school/community interface for early intervention; this is needed in a more intensive/systematic way in grade 10, 11, 12 – e.g. counseling, assessment mechanisms to identify gaps in order to prepare to meet gaps
- Such students come out of system thinking automatically they need “upgrade” even if they don't need to
- Teacher training at all levels to address racism (“systemic ethnocentrism”) to de-stigmatify; otherwise teachers don't understand the values and cultures, and therefore make assumptions and label Aboriginal students

Question 10 b)

- Some students don't even know what they are going into PSE for
- Mentoring is important – by role models (those who have made the transition)
- No role models; no Aboriginal history curriculum (their own history)

- Bridging program in one's own community – bridging method all the way along (e.g. NITEP – field centre model – cohorts going through together)

Questions 1 and 2

- ASPF funding doesn't allow transition (into PSE) proposals; students need the time for transition
- ASPF funding should be open to Aboriginal communities – real grass roots community
- Use ISSP committee/model for allocation of ASPF funding

Question 10 b)

- When coming from an isolated community, students don't want to uproot themselves – it is really frightening
- Mentoring needed – from more experienced students: “buddying”; “meet and greet” during week one; make and sustain this contact before and during week one
- Career fairs
- Institutions should come on reserve; institutions should network with FNs and groups of Aboriginal institutions - at least the closest ones
- There should be a transition person in the college – doesn't happen in the larger campuses and when students don't self-identify
- These supports really increase success

Question 11

- It should IAHLA and also the MOU partnership
- There was no such mechanism until recently when IAHLA was formed

Question 9

- ASPF information on best practices and on all projects should be accessible – an inventory or library of projects; this should all be on the Ministry website

Question 8

- More accessible and better funding information should be made available on a website

Question 9

- There should be better sharing of information on the outputs of ASPF projects (programs, tools, research, etc.)
- Project evaluation information should be shared – we don't know where it goes
- The Ministry needs to get this information out there

Question 12

- Those projects developed with or by FNs
- Field based model – ties into community based approach
- Vocational model – “experiential” learning – integration of theory and practice (i.e. translating into application); academic model doesn’t always allow for this unless it involves a community-based model
- Culturally relevant model – e.g. Fisheries Technician program – it was adapted to be culturally specific – (i.e. contextualized to specific needs and culture)
- Models which incorporate FN philosophy in the courses – retain credibility and credit
- Indigenization Plan? World view of Aboriginal people; with FN and local territory (authenticity)

Question 4

- Sometimes getting there every day is success
- Progress from where the student is to where the student would like to be
- Temporal relativity of success – what is success to one individual will change over time individualized
- Empowerment model; more confidence
- “Getting Aboriginal Government Right” concept paper; Aboriginal results for Aboriginals – you define; “Indian control of Indian education”

Question 14

- ASPF funding is not enough to go around – the \$75k cap is even smaller when it is split up among institution and partners
- Mainstream institutions are not Aboriginal-friendly – success can only be realized through community-based development
- Ensure that the results of the Ministry project get implemented, that the report does not sit on the shelf
- ASPF needs more accessible funding; greater accessibility for Aboriginal organizations
- Institutions/proposals need to show more involvement with the Aboriginal community – not just a letter of support
- Not enough funding in the Ministry for Aboriginal PSE
- Aboriginal results for Aboriginals should be a measure of success
- Keep open dialogue with IAHLA, ISSP, FNESEC PSE – this has already started
- Public institutions need to come to us to learn who we are and our true history – this would eliminate a lot of racism
- Incorporate IAHLA/ISSP/FNESEC systems rather than re-invent (e.g. use ISSP for allocation of ASPF)
- After this review project is done, will it mean something to us? We are all different (needs, perceptions, expectations)
- FN institutions have proven themselves yet the Ministry door is closed – They are scared to take a step in a better direction because of what bigger institutions would do; there should be better recognition of our expertise (e.g. linguistics)
- This process wouldn’t be happening to this extent without IAHLA input

- This Review Project should result in true partnerships with the Ministry and with public institutions
- The Ministry and ourselves should increase the awareness of Indigenous institutions of higher learning and the good work they do
- Understanding the Aboriginal world view and Aboriginal philosophy of education (e.g. of grad student dissertation) is needed by the Ministry and public institutions
- We need both cultural and academic “roads” for our lives and communities to be whole

9B. Aboriginal Post-Secondary Students

BACKGROUND

The consultant obtained assistance from the First Nations Employment Society (Vancouver) to arrange a focus group of Aboriginal post-secondary education students. FNES tapped its network of Aboriginal organizations and identified 10 students from public and private post-secondary institutions, of which 9 participated in the focus group. Research team member Linden Pinay worked with FNES to organize the focus group, which was hosted at the FNES boardroom.

The focus group agenda and questions are appended to this document.

PARTICIPANTS

NAME	FIRST NATION	INSTITUTION	DISCIPLINE
Nicola Campbell	Interior Salish/Metis	UBC	Undergraduate BFA Creative Writing & FNs Studies
Wayne Roberts	Haida/Tsimshian/Salish	Capilano College	Film & Television Program
Robin Roberts	Haida/Tsimshian	Langara College	Aboriginal Studies
Judson Pooqak	Cree/Sweetgrass	Capilano College	Aboriginal Film & Television Program
Angie Lewis	Squamish	Capilano College	Bus Admin/Event Coordination
Louie Scow	Gwayasdams	Native Education	Applied Business Technology
Nathan Kinnear	Cree	Capilano College	Aboriginal Film & TV production
Rebecca Jules	Secwepemc	SFU	Criminology/Psychology
Grace Lewis	Squamish	Capilano College	Bach Degree of Tourism Management

The focus group facilitator was Kerry Jothen of Human Capital Strategies. Student Nicola Campbell kindly volunteered to take notes of student responses.

FACILITATOR NOTES

The following are the verbatim notes taken by the volunteer recorder during the focus group. Even though some of the discussion did not follow the chronological order of the questions, the following notes have been organized according to the question order.

A general comment was offered by a student before discussion of the questions commenced. The student observed that 2 hours is not sufficient time to discuss Aboriginal post-secondary education of issues. The facilitator explained that there are finite resources and asked the students to do their best. He indicated that they can offer additional comments after the focus group before the focus group is documented within the next week or so.

Question 1 – Most Important Support Services

- As a student, student loans – average of \$400/month to live on – need better funding for living
- As an artist as well, carving on the side to support living, does not get to carve very often to assist with living costs
- Different programs – mostly upgrading prep for mainstream programs – just want to push you through
- Seem to want to push you through because it looks good, effects funding
- 90% of AFTP made Dean’s list this year – not challenging enough, doesn’t prepare them for mainstream programs, too simple
- They make FNs programs too easy, lack of pressure – not same quality as larger post secondary
- People coming from smaller communities moving to larger institutions are not prepared for demands of mainstream program
- Reading Chief Dan George’s poems
- Programs available for after completion
- Counselor available for transition from school to work, nurture training
- Effects of sexual abuse/physical abuse trauma experienced growing up
- When arrived at college did not know there was a FNs counselor/support worker there that contacted
- One thing that is odd is usually the person is a lot older – not familiar, cannot relate or understand the issues they are faced with – some one in age group
- Culture shock – moving from Prince Rupert to Vancouver, coming out of school, first FNs person in the work place
- Mentors
- Applied business tech. when he got there – shouldn’t have people arriving halfway through program
- Couple students in the program never touched computer before

Question 2 – “Success”

- Get a job in field after program
- Being able to get jobs themselves
- More structure/discipline/programs
- Transition programs such as UBC
- Healthy transitions to Post-secondary
- If you are able to conform
- To transition from getting jobs
- Knowledge about what’s available
- Just passing and successfully completing programs despite the issues at home and communities
- So interconnected to families and communities

- Overcoming all the odds and successfully completing the program and gaining quality employment
- Support groups to help get through education
- Support for trades and industries – the people at FNES do not know anything about trades and industries
- It is a problem the way some programs look at success as passing program
- People just there for the paycheck, not actually doing their studies – get their first checks and they leave – they mess it up for the students who really are there to learn and aspire to succeed
- Funding requirements – inconsistencies of program requirements for funding
- Not enough available to educate students about programs available to educate you on how to build your core structure
- Students taking courses that aren't for degree requirements, but aren't informed and do not have support in course selection
- People who are qualified to be in
- Too much favoritism by teachers
- Students not treated fairly
- Inconsistency by teachers/programs
- Expectations are lower for FN's students
- Some places will not accept FN's students coming from FN's programs because they don't have same quality of skills
- Funding – bursaries/funding conflict
- Some you have to have a job to qualify
- Some you cannot have a job
- Put in a position to lie regarding how much
- Not having same quality of education, requirements teacher allowing students to hand in
- Good thing teachers were understanding of issues faced by students but inconsistency with hand in dates

Question 3 and 5 – First PSE institution experiences and change over time

(These two questions are very similar and thus responses are combined)

- Experience at college – didn't care how it applied, just wanted to get away from community
- No way to prepare students first year experience on campus how to get through their application process
- Only way Aboriginal students get onto campus is through special application
- Students treated differently because professors know their family
- Aboriginal students pointed out because they are Aboriginal
- First experience – assessment tests did not help – forced to go into upgrading stalls everything, then went to University transfer courses, in upgrading with other FN's people
- Felt really lost, failed out twice, didn't have a direction, no support from band or college – 1994-97
- Started to go back through Stitsma – provided support and transition to tourism management program
- All native class
- Now signing up for diploma program

- Langara – applied to Chinook Aboriginal Business Course, talked to coordinator but didn't hear until 1 week before course started that it was cancelled so had to scramble

Question 4 – Early literacy/PSE correlation

- Teachers ready to retire – not really teachers
- Not taught how to write an essay
- Poor quality
- Literacy – concept today when spelling isn't necessary
- Early intervention through rewards for correct spelling provided incentives for children to learn
- Did not learn to write an essay, even how to make an argument
- Responsibility of youth today to assist upcoming youth to be successful
- Parents not supportive of children to attend school barriers like getting them early will help them succeed in high school
- Early grades are very important
- When Louie was in elementary school 4-5 Native students, teachers wouldn't help Native children – prejudice
- School was there, gave him passing grades, didn't assist with learning, didn't go back to school for 20 years
- Funneled into alternative schools – mostly boys – elementary school
- High school & girls started to get funneled in as well

Question 8 - ASPF

(The facilitator provided background on the ASPF program at the start of the focus group session and during discussion of this question)

- No students were aware of the Aboriginal Special Projects Fund; because of this, many of the student comments were questions rather than responses to the question
- Funding only seed money, not ongoing
- Project based funding – 1-2 year funding
- These kinds of funding are always canceled
- Short term funding not a success
- Recommendation: funding should be longer term – 5 years
- Example - Aboriginal Films & TV - \$7500/student/year, high wages to instructors; funding doesn't even go directly to the actual Aboriginal program's students – it goes to the university
- What are the checks and balances of the ASPF fund?
- Getting info to students that the program exists
- Who do they talk to that the program exists?
- Are institutions expected to consult with local FN's community?
- How do they report to the aboriginal groups?
- Where do they get the criteria for the programs and the ideas and how do we ensure we are actually consulted with?

Question 10 – Extent of being informed on funding

- Didn't go to Post Secondary funding until she was sure what she wanted
- Not very many FN students in courses, teachers very supportive – had a really good experience
- We need support for being in Aboriginal community for transition from home community to city

Question 11 – Mechanism for input to government

- A way to provide feedback to funders
- Forming a provincial council re: meeting with post secondary students
- How do post secondary institutions even know these programs are even effective for us?
- Needs in secondary and post-secondary are different
- Student societies – do not allow FN onto society, not a voice for FN students
- Barriers based on discrimination for Aboriginal students to have a voice in post secondary student societies
- A program where Aboriginal students are consulted with regarding programs
- Experience where program receives any kind of negative feedback it is cut rather than changes made to correct those problems
- A website where students can log on, geared towards assisting
- DIA (INAC) online toolkits for finding jobs/careers and options

Question 12 – Most successful program delivery models

- Positive examples came from exchange at University of Auckland
- When support is provided throughout the program
- Coordinators need to keep students' issues confidential
- When coordinators work regularly with students
- Experience of opportunities provided to Maori and students at the University of Auckland
- Best practices – New Zealand University of Auckland
- Programs and initiatives for Maori students at University of Auckland

9C. BC First Nations Coordinators Committee (May 27, 2005)

Conducted at Camosun College, Interurban Campus with over 25 Aboriginal Post-Secondary Education Coordinators and Advisors from public post-secondary institutions through the province and a local Elder.

1. What is your overall impression of the Ministry of Advanced Education's Aboriginal Special Projects Fund (ASPF)? Should ASPF funding be directed to Aboriginal organizations and private institutions as well as public institutions? If so, any suggestions in terms of how to administer/coordinate this at the local level?
 - Very important in the development of programs
 - Allows PSI's to build partnerships with the community
 - Private Aboriginal institutions → concern: community based programs are not able to serve the entire Aboriginal community
 - Diffusing the fund by providing private institutions to access the funding – concern
 - Fund proves that some targeted funding is necessary
 - Important fund that should be increased
 - \$ allow for seed \$ and eventual development of programs that are rolled in the base
 - Has developed some fine programs
 - ASPF is *the* fund that Aboriginal coordinators have access to
 - Administration of ASPF → standing grant for each institution as another approach
 - 3 aspects to be in place to access this additional money
 - i. Aboriginal coordination
 - ii. Aboriginal Advisory Council
 - iii. Admissions policy for Aboriginal students
 - Do *not* want to share \$ with private aboriginal institutions

2. How can ASPF meet Aboriginal priorities while at the same time address the realities of available funding and institutional capacity? How can ASPF better reflect government, Aboriginal and institutional priorities?
 - Fund does not allow for institutions to work collaboratively > i.e. need to have the same priority when wanting to submit joint proposal access – institutions, > i.e. NICS initiative re: Aboriginal health/nursing initiative → possible option to resolve: create a separate funding category → cross-institutional and FN's governing structures are considered
 - Categories:
 - iv. Recognition that some programs are not long term (for larger programs – 2 years)
 - v. Maintain
 - vi. Enabling cross-institutional/Aboriginal community collaboration i.e. NIC example

- vii. Supports indigenization process with institutions
- Project funding is not sustainable – communities are dynamic
- Need more time to prepare proposals i.e. 12 weeks → more time is required to provide/ensure meaningful consultation

3. How can partnerships be strengthened between institutions, and between institutions and communities?

- AVED needs to appoint Aboriginal reps on Board of Governors
- Education Council/Senate Aboriginal representative
- Aboriginal Advisory councils
- Issue: non-Aboriginal people representing Aboriginal interests – not acceptable
- Should be an Aboriginal person – Aboriginal community needs to be consulted to ensure the right person is rep.
- Designated Aboriginal FTEs (e.g. 1.6 FTE value)
- Elders in residence – Ways for students/staff to connect with their communities through connections with Elders
- Need effective Aboriginal people on the boards representing Aboriginal interests
- Education council – change the legislation to allow an appropriate Aboriginal persons to be elected/appointed and who may or may not be “employed” by the college
- Any curriculum developed through ASPF should be shared amongst institutions
- Must have regional Aboriginal support for an ASPF proposal
- Increase to the funding for these proposals that require partnerships

4. How do you define “success” for Aboriginal post-secondary students and Aboriginal post-secondary programs?

- An example would be completing one year of University, etc. not necessarily graduating
- Individual growth – holistic sense of self
- How a person “walks through the community” after
- Cultural/community responsibilities need to be taken into consideration, i.e. need to leave to attend funeral in the community
- Student dealing with health/addiction issues
- Academic setting needs to consider the need to straddle two cultures
- Not having a degree is not the issue – involvement in the community/contributing to community – e.g. my daughter in UBC NITEP
- High functioning academically and in their community – they are high functioning
- Esquimalt/Songhees community in partnership – with city working with RRU – had training with RRU – this was very useful – 3 day intensive course including working with the partnership
- Important role of advisor – when a student reaches out for help and asks questions – helps people to grow
- Success is not just being in the post-secondary system but making it through the K-12 system
- Students going through the process of decolonization – this is success
- E.g. My son making it through K-12

- Spiritual/cultural/academic advising being available – need these services
5. What supports services are not in place that should be for Aboriginal post-secondary students?
- E.g. Capilano College – started with 30 students now over 300 students – Yet coordinator is still the only person doing this
 - Need more Aboriginal Coordinators/Advisors to support students
 - E.g. Kwantlen – Aboriginal coordinators – not classified and no support – do not have the support of administrator
 - Ongoing support in a long-term program – more faculty support – colleges do not have this
 - Need mentoring function throughout
 - Access to someone who makes them feel welcome
 - Support to fill out paperwork
 - Support to prepare academic/educational plans and ask the right questions
 - Need a place to feel welcomed in a culturally appropriate way
 - Recruiters/advisors/coordinators and all of the people should have support staff
 - Jobs are a vocation as well – not regular 9-5 jobs
 - Need to continue to work with communities
 - Support services are not add-ons – should be viewed holistically – “we should not have to change who we are to get an education”
 - Colonial foundation of education systems – a key issue
 - Need a paradigm shift – Aboriginal coordinators are budding
 - Currently don’t have the resources – Need resources to provide adequate capacity building for Aboriginal students (delivered by Aboriginal people)
 - Funds for students are insufficient – some need to drop out of programs because of lack of funds
 - Community support services are very important
 - Need to involve the community – community connections
 - Student with children/families – daycare facilities at post-sec institutions – something similar to the high school model should be looked at/considered
 - Student funding – get their last cheque in April, which may not get them through to May – some drop-out in the last 4 weeks
6. What do you think the role of the elder should be in a post-secondary institution setting?
- Elders acknowledged with PhDs, Elders teaching the language
 - Elders Council funded by ASPF – institution to continue the program
 - Academic workshops/cultural workshops etc.
 - Work with the students, administrators, board
 - Supportive of Elders in Residence
 - Spiritual advisors – Elders serve a lot of capacities
 - UBC – Elders in AAC, teaching medicine wheel
 - Recognize Elder at the academic level, i.e. clinical

7. What are the gaps in post-secondary education for Aboriginal learners? Whose responsibility is it to address these?

- Indigenization – AVED, institutes' Aboriginal Coordinator, Students Community
- K-12 to post-secondary transition – gaps – upgrading required
- Aboriginal faculty and recognition of Aboriginal cultural as a qualification
- Aboriginal curriculum in non-Aboriginal programs
- Employment equity for Aboriginal faculty/staff
- Gap in terms of students trying to meet their goals/aspirations – difficult to afford education - \$ major issue
- Educational system is failing our Aboriginal children – coming to post-sec without the necessary pre-requisites – this is Ministry of Education responsibility
- Happy to see when ABE seats are *not* being filled
- K-12 gap – the belief that Aboriginal learners can achieve the same levels as others
- Need to be flexible – to look at this in a holistic way
- Gap – the general public doesn't know very much about Aboriginal culture – this attitude translates to the K-12 system – for Aboriginal students they are in an environment that is understanding
 - Tell the students that we have high expectations and that they can do it – encourage them
 - Mentoring/making linkages to Aboriginal culture and the history of Aboriginal people
 - Institutions need to be held accountable to Aboriginal learners
- Indigenization!
- Need psychologists services *not* biased to the FN
- Should not have a cultural bias from a FN perspective
- Need a new curriculum – one that is not biased to the colonialism
- Aboriginal base is a “human base”
- Non-Aboriginal base is a \$ money based – needs to be a balance
- Elders: create this balance
- “There is always a choice – encouraged to create a balance”

8. Do you feel that you are fully informed on what funding sources are available for Aboriginal post-secondary education, both for providers, and for learners?

- Fairly well informed but it is a full time job doing just that – it could be someone's job
- Recommendation: that the ministry prepare a website re: funding available

9. Is there a way of keeping abreast of best practices in Aboriginal post-secondary education?

- AVED mirror best practices of institutions – i.e. provisions re: preferences for hiring Aboriginal people – staffing and consulting services, etc – practice what you preach
- Institutions should gather info regarding best practices and should consult with Aboriginal coordinators as key informants

- Don't like the concept of best practices – but rather practices that show evidence of success – need to provide evidence-based practices (provide details, info, evidence that the initiation is working)
- Need to keep abreast of effective practices, and use the BCFNC for example
- Concern: when best practices become dogmatic – this is not how Aboriginal culture works
- Usually \$ go to best practices – but what we should be looking at is effective practices

10. Do you feel that initiatives are in place to facilitate transition for Aboriginal learners from K-12 to post-secondary education? What are some of the challenges and/or obstacles faced by Aboriginal students leaving their communities to attend post-secondary institutions?

- No mechanisms are in place
- Need support in the community and support in the institutions
- Need the \$
- Need cultural support
- Housing is an issue for Aboriginal students going to PSI – many Aboriginal learners have children – need housing to support this
- Study skills – not in place – many times students don't acquire these skills – different learning styles – time management skills they don't have as well
- Challenges:
 - b. don't have a coordinated recruitment program for Aboriginal learners
 - Post Secondary Institute (PSI) provides this kind of service for the past 3 years. The PSI model is also free
 - Targeted provincial recruitment strategy should be brought to the community
 - PSIchooseBC website – kids are really into it – the PSI program has been very successful (community-based, targeted, ongoing program)
- ii. Initiatives in place but maybe need to be revisited re relevance
- iii. Career fairs (made away from the standard career fair model)
- iv. Info that students in the K-12 are not getting
 - I.e. being identified as a person of Aboriginal ancestry does not get explained
 - Also self-declaring in the post-sec system is not the same in that students in the K-12 system receive different benefits not available in the post-sec level
 - Aboriginal Education Coordinators are the most effective tools for Aboriginal K-12 students making the transition to the post-secondary system
 - National conference for youth – recruitment of Aboriginal youth – including the students in an activity i.e. carving statues lead to discussion of issues i.e. addiction issues
 - Students need to know that we are here for them
 - Healing circles – also, cross-cultural educational experience
 - Alienation of Aboriginal students – feeling that they don't belong – can't identify with the institution – systemic issue for Aboriginal learners
 - Isolation as an obstacle – racism is another issue for Aboriginal learners

- University 101 courses – i.e., coping in the institutions, i.e. time management, study skills etc. (maybe something specifically for Aboriginal students)
- When you have one Aboriginal student, you also get their community
- MUC - % of Aboriginal students that are on probation – looking at a UC 101 type of program
- Euro-centred value system – an issue – need to address this – need to look at integrating the cultural variations i.e., individual assessment, need essential skills, retention needs need to be addressed too
- Culture shock, need to find a place to live, develop a relationship with the community
- Need to adapt quickly to a new environment
- \$ is a key issue
- Education of Band Ed. Coordinators – need to provide more guidance
- Bands don't have consistent criteria for funding
- Post secondary coordinators need to educate the band ed. coordinators - hidden disabilities for Aboriginal students- an issue

11. Is there a mechanism through which you can provide input to Government on Aboriginal post-secondary education? If so, do you feel this input influences policy/practice?

- BCFNC sessions
- Participation in the 2 forums
- Participation in this APSE review
- But we need to keep our eyes open, we are always one step away from (marginalization?)
- Specific direction in the Accountability Framework
- Needs to happen annually – need to involve Executive as well
- Aboriginal Policy Framework Review – tremendous amount of input – that input did not appear to influence that policy *at all*
- Internal Government Processes – Aboriginal Coordinator position should be a manager position. If Aboriginal Education is a priority then there should be a manager/director of Aboriginal programs
- Meeting with the Minister 2 times a year
- Aboriginal Coordination rep in the Minister's Advisory Council

12. What program delivery models were most successful in terms of benefiting/reaching Aboriginal learners?

- A successful program is one that involves the Aboriginal community – step #1
- Aboriginal Film and TV Program at Cap College – all Aboriginal instructors, i.e. the instructor has 18 years experience (no degree)
- Aboriginal content in the curriculum
- Always involving an Aboriginal advisory group/Aboriginal community participants as experts
- Always had a core group
- Standards set by the Aboriginal community
- Programs that are flexible to accommodate cultural needs i.e., if there is a death in the community
- Including student, executive, faculty/staff voice

- Self determination initiatives with the community – leads to successful programs
- Always have Elder's support and special support

13. How can Aboriginal participation and success in trades training programs be increased in your community and throughout the province?

- On-site delivery – Mt. Currie, Squamish – Community-based
- Provincial Government – put trades as high as academic education
- Our communities need more trades people
- Need to highlight those Aboriginal trades people – we also need to highlight the successes of Aboriginal people in trades
- Need to work with our communities when they express an interest
- \$ for trades training and reserved seating for trades programs
- Through the institutions and AHRDAs forming partnerships – if they talked together they could come up with some solutions
- Apprenticeships – there is no incentive for journeymen to take on apprentices
- Aboriginal mentors in trades – engage more on site training which also gives students an opportunity to network
- There needs to be more women in the trades
- Programs which ensure that they have the essential skills to succeed
- Training that leads to meaningful employment
- Involving key stakeholders to be part of the process