



PATHWAYS TO LEARNING AND SUSTAINING THE JOURNEY

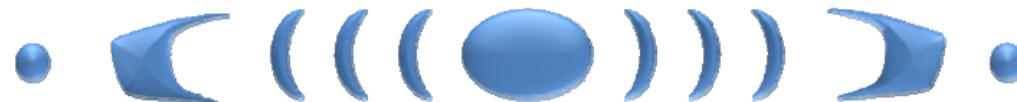
CONTACT INFORMATION

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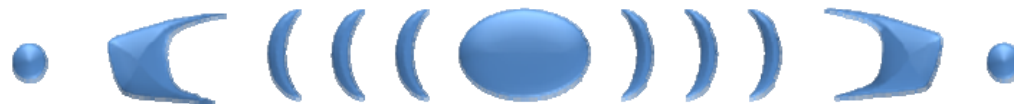
VANCOUVER COMMUNITY COLLEGE

- Is one of the largest & oldest colleges in BC
- VCC, formerly Vancouver City College, was est. in 1965 by bringing together the Vancouver Vocational Institute (1949), The Vancouver School of Art (1925), the Vancouver School Board's Night School Program (1909) & the King Edward Senior Matriculation & Continuing Education Centre (1962).
- Offers more than 140 certificates, diplomas & bachelors degrees
- Two main campuses – one downtown Vancouver & the other about 4 kms away
- At the doorstep of one of Canada's wealthiest economic centres & Canada's poorest postal code
- 25,000 students, high number of new immigrants & average student age is approximately 30 years



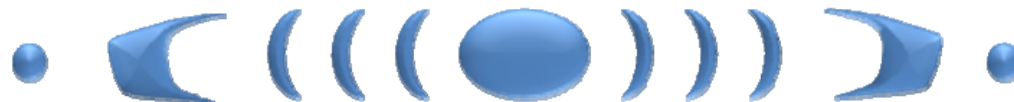
VCC ABORIGINAL DEMOGRAPHIC

- On the traditional territory of the Coast Salish people
- Vancouver is BC's largest "reserve" – 3rd largest Urban Aboriginal population in Canada & increasing
- Aboriginal Gathering Spaces at both campuses
- Aboriginal Art throughout both campuses
- Aboriginal programming includes Aboriginal Culinary Arts, Aboriginal Health Care Assistant, Gateways to Health Careers, Gateway to Transportation Trades, Practical Nursing Program (Seabird Island FN), Aboriginal Music Lab, Aboriginal Graphic Design & Aboriginal Instructors Program
- Aboriginal enrolment priority in courses & programs
- Aboriginal Team – Director, 2 Advisors & Elders



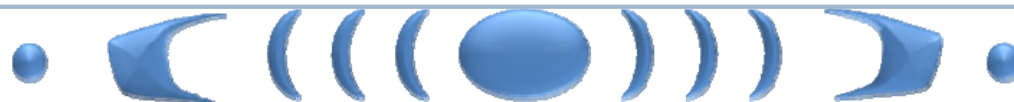
CANADIAN ABORIGINAL DEMOGRAPHIC

- Approximately 605 First Nations, over 50 language groups spread across the 2nd largest country in the world, 1 of the lowest population densities in the world with 3.43 km² vs. the US with 32.19 km², 34 million Canadians.
- Aboriginal People make up about 4% of the total Canadian population. The *Constitution Act, 1982* defines Aboriginal people as First Nations (Indian), Métis & Inuit.
- Federal Government is responsible for “*Indians & land reserved for the Indians*” as articulated in S.91(24) of the *Constitution Act, 1867*. Canada is divided into Federal & Provincial Powers which causes problems as to who has responsibilities & jurisdiction.
- Federal Gov’t determines who is & who is not an Indian
- Forbidden to go to Public school until 1951



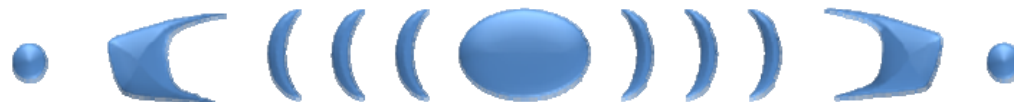
CANADIAN ABORIGINAL DEMOGRAPHIC

- FNs, Métis & Inuit population is growing at 6 times the rate of the general population
- 25% of Cdns have U, 9% Métis, 7% FN & 4% Inuit
- Youngest population, over 50% under 25 years
- Aboriginal People are at the negative end of every socio-economic indicator
- Majority of children in foster care are Aboriginal & over-representation in the Criminal Justice System
- Undereducated & underemployed
- About 30% of Aboriginal students graduate from high school in Vancouver but a high % only have “leaving-school” certificates & not Dogwood



ISSUES FACING ABORIGINAL LEARNERS

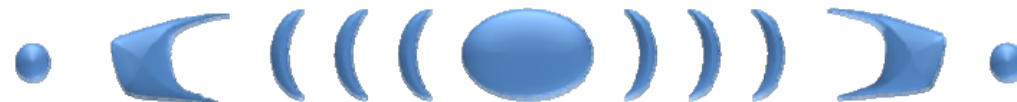
- Legacy of the *Indian Act* & Colonization
- Financial
- Location
- Few role models
- Family commitments
- Poverty
- Cycle of Dysfunction
- Cultural barriers
- Institutional & systemic barriers




IMPLICATIONS

- Canada & BC are in an unprecedented skilled labour shortage & a widening skills gap as the Baby Boomers retire (Cost in CCP/health care)
- Aboriginal population is the largest untapped labour force

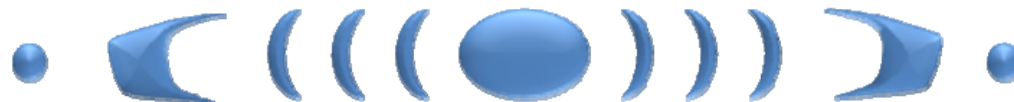
No longer just a MORAL reason to educate Aboriginal people but an ECONOMIC one due to the Demographic Tsunami (Calvin Helin), Federal Government spends 11 billion per year will increase massively unless something is done & this coincides with the baby boomers retiring, drain on health care, & potential increase in Métis rights





The Standing Committee on Aboriginal Affairs and Northern Development affirmed in February 2007:

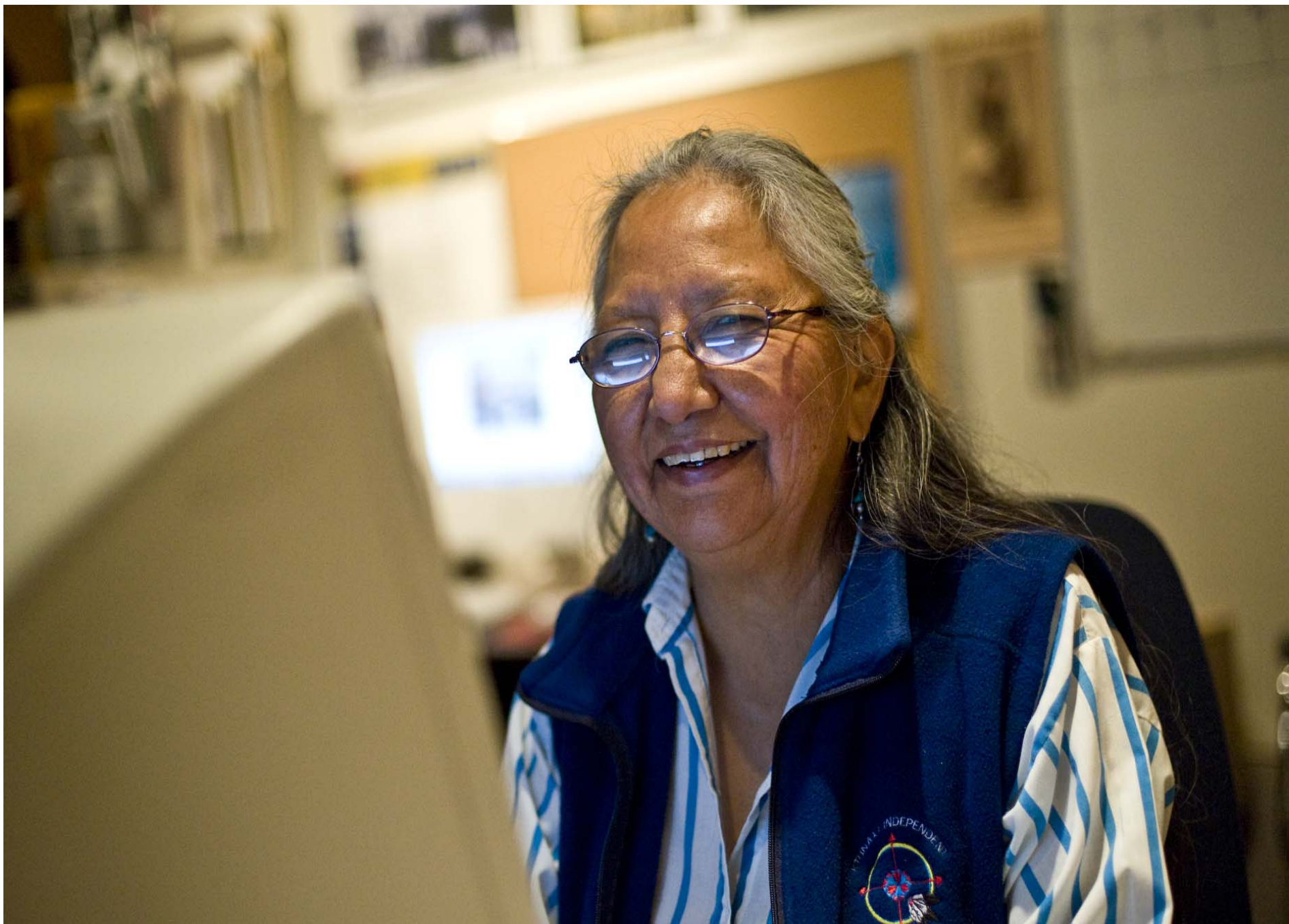
*“It is rare to find unanimity on any topic in the realm of public policy. When it comes to Aboriginal education, however, the now overwhelming consensus [is] that **improving educational outcomes is absolutely critical to the future** of individual Aboriginal learners, their families and children, their communities, and the broader Canadian society as a whole.”*





FOUNDATION OF COASTAL CORRIDOR CONSORTIUM





BRINGING THE PAST INTO THE PRESENT



LEARNER AND COMMUNITY-FOCUSED



GOOD GOVERNANCE



BUILDING A BETTER, STRONGER FUTURE

COASTAL CORRIDOR CONSORTIUM



The Consortium (C3), supported by the Ministry of Advanced Education and Labour Market Development (AVED), is an unincorporated society made up of volunteer board members who work to improve parity in the participation & completion of Aboriginal learners in the region through enhanced programs and services. Phase 1 (2007-2010), Interim Funding (2010-2011), Phase 2 (2012-2015). There are 10 partners:

Lil'wat Nation

Métis Nation BC

Musqueam Nation

United Native Nations

Sechelt Nation

Native Education College

Squamish Nation

Capilano University

Tsleil-Waututh Nation

Vancouver Community College



CONSORTIUM LOGO

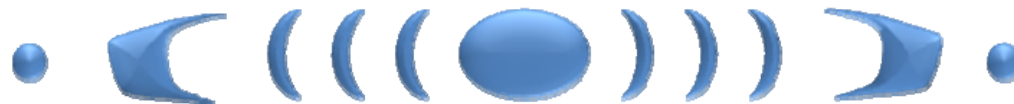


"The 4 split U's represent the 4 dimensions of learning, the medicine wheel (all races, the elements of the earth, the 4 directions/gifts, the 4 teachers) & our people. The split U's were chosen to form the circle to respect the Coast Salish people upon whose traditional territory the C3 operates

The sacred eagles within represent the potential of our people when we learn.

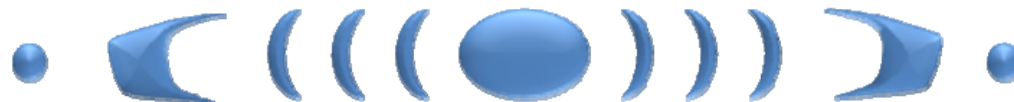
The circle opens up like the tree of life, with the eagle leaving the circle representing the journey our people take when we grow, change and achieve our potential".

- Janine Island (graphics designer/ Aboriginal artist, VCC Aboriginal Music Program student, and winner of the 2008 Consortium Logo Art Contest)



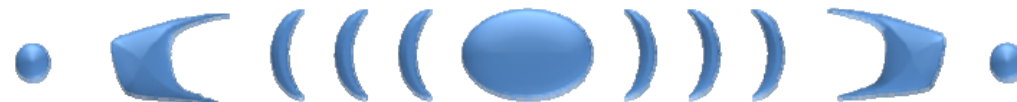
FIRST NATIONS PARTNERS

- Lil'wat, Musqueam, Squamish, Tsleil-Waututh and Sechelt
- Distance from VCC is 10 kms to 160 kms away
- Membership ranges from 470 to 3,324
- Go from Urban to rural & vary in numbers with high school & post-secondary education
- All but Sechelt were one of the Four Host Nations for the Vancouver 2010 Olympics
- Sechelt has been self-governing since 1986



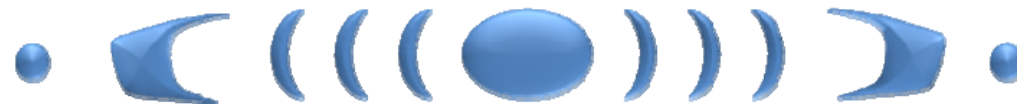
ORGANISATION PARTNERS

- Métis Nation of British Columbia (MNBC) & United Native Nations (UNN)
- MNBC represents Métis people in the Province & was created in 1996
- UNN was created in 1969, non-profit committed to advocating for the inherent rights of Aboriginal people who reside in Urban centres. There are approximately 90,000 members – non-status, status and Métis



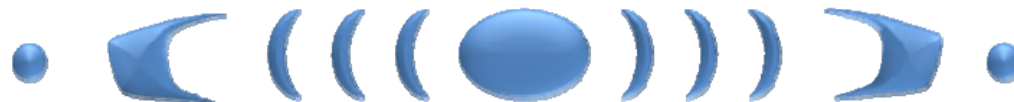
INSTITUTIONAL PARTNERS

- 3 partners – Native Education College (NEC), Capilano University (CapU) & Vancouver Community College (VCC)
- NEC – BC largest private Aboriginal college, within 2 kms of VCC. Over 30 years, NEC has provided a supportive setting for adults to flourish & connect with Aboriginal culture
- CapU – On the traditional territory of the Tsleil-Waututh FN. They offer Indigenous Independent Digital Filmmaking, FNS studies, Chinook Aboriginal Business, Leadership role in developing a Provincial framework for Aboriginal tourism network. Just about to open a new Gathering Space



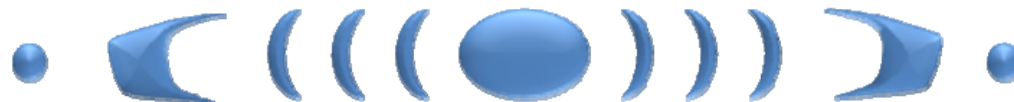
MAJOR CHANGES AT VCC & CAPU

- Committed to improving & enhancing programs & services
- Systemic & institutional change
- New base-funded programs, continued Aboriginal learner advisory roles & major developments with new Aboriginal-focused “space & presence” on campus are evidence
- Faculty incorporates Aboriginal Knowledge & history in programs & courses
- Staff is seeking a better understanding of how to with and support Aboriginal Learners
- Senior administration is considering the Aboriginal Learner in the policy development & decision-making process
- New more holistic approach to all services, based upon the training needs assessments of each community



HISTORY

- 1st ASP activities pre-Vancouver Olympics where First Nations had an unprecedented profile across Canada. VCC's downtown campus being completely transformed into an Aboriginal Business and Arts Showcase
- Post-Games shift → focus on Province's Jobs Plan thus had to be designed with awareness of the economic & jobs impact of the recent recession, & focus on providing skills that support continued cultural strengthening & stable long-term career prospects.
- Now → increased support for Aboriginal Learners at the PSI level has become a more prominent national concern
- C3 members have used regular community input & consultation to identify & prioritize the activities put forth for 2012-2015



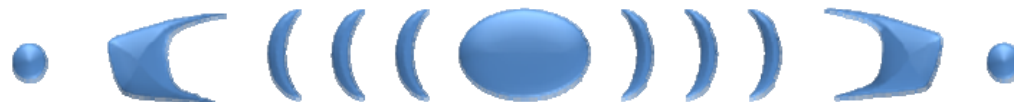
SUMMARY OF PHASE 1 SUCCESS

- Funding approximately 1 million/yr
- Governance Policies & Implementation Plan
- Executive, Program & Services Working Groups
- Consortium Manager of Operations
- Hiring of Aboriginal Elders
- Hiring of Community-based Learning Facilitators (8) to work with Institutions
Aboriginal Advisors to enhance services
- Increased Aboriginal Programs: 17 Aboriginal programs; over 20 Community-based & Rural Training Courses

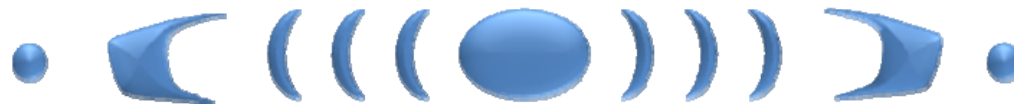


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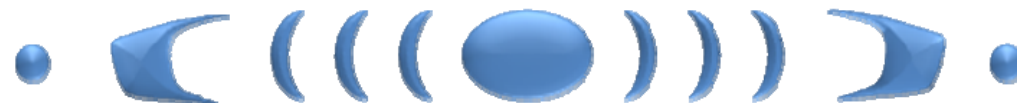
- 4 Discovery Camps aimed at increasing transition rates: CapU Film (Youth) Discovery Camp; Youth Tourism Ambassador Program; Wilderness Guiding Leadership (Squamish); VCC Graphic Design Discovery Camp; VCC Aboriginal Culinary Discovery Camp (Squamish/Lil' wat & Vancouver); Regional Drum Making Workshops (Musqueam, Sechelt, Lil' wat & Tsleil-Waututh)
- Bursaries
 - Increased Learner Participation/ Graduation Rates:
 - Research (Exemplary Practices; Community PSE Needs Framework; Aboriginal Adult Instructors Certificate MOU & Pilot; IP Protocol; TAHL)



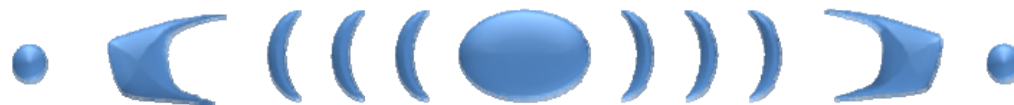
CEDAR BARK STRIPPING



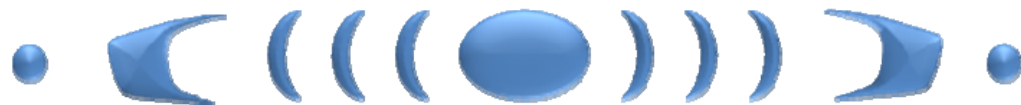
VCC GRAPHIC DESIGN GRADUATION



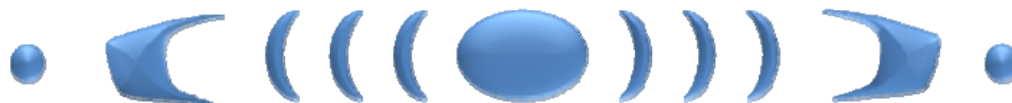
VCC GRAPHIC DESIGN PROGRAM



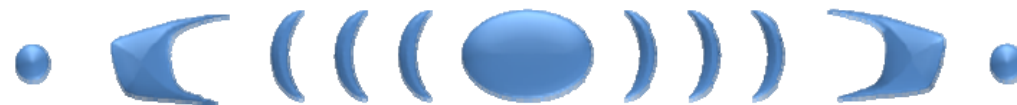
ELDERS AT VCC



VCC BURSARY AWARDS

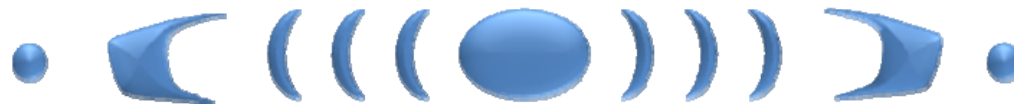


VCC ABORIGINAL GATHERING SPACE OPENING



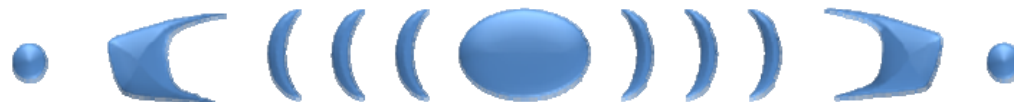
INTERIM FUNDING

- \$707,450 for interim funding for 2011-2012
- Common to all: Bursaries, Learning Facilitators
- Specific: Elders, Music Lab, Photoshop, Jewelry Art, Language & Culture (rural & urban), Landscaping, and Violence Prevention



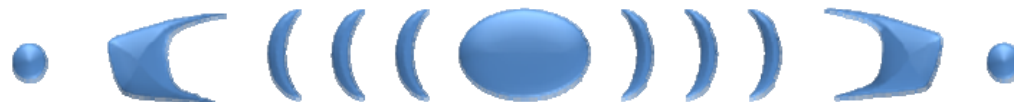
SWOT ANALYSIS

- ▶ Was done after Phase One (2007-2010)
- ▶ Evaluated Strengths, Weaknesses, Opportunities and Threats



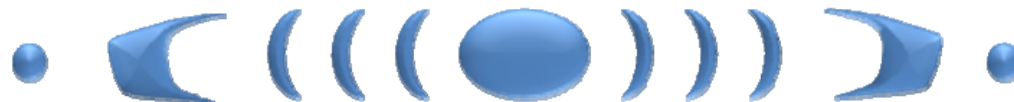
GREATEST STRENGTHS

- Working together & good governance structure
- Sharing Best Practices
- Creating & implementing a unique consortium
- Supporting community based courses that directly meet the needs of each partner
- Innovative programs to support higher learning
- Elders initiatives
- C3 has been a strong community builder
- C3 Model has been showcased as a model
- Teaching AL, train the trainer program workshops
- Has contributed to increased appreciations of Aboriginal culture at the educational institutions



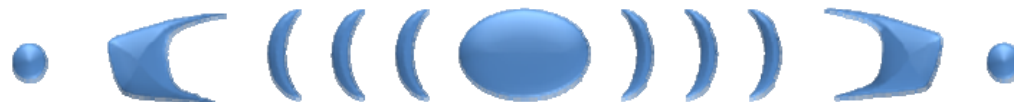
BIGGEST CHALLENGES

- Prioritizing without duplicating services
- Meeting government criteria (past & present)
- Meeting the diverse needs of the partners
- Increasing youth population with budget constraints & decreasing funding
- Difficult to measure intangible successes (like improvements to self-esteem) from ASP efforts. Possible but may take away resources
- Reporting out effectively with so many partners
- Continual changes in personnel/C3 team/Gov't/partner organizations etc



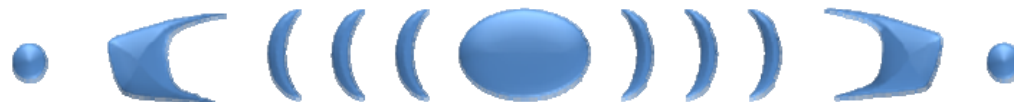
LESSONS LEARNED TO DATE

- Great model involving partnerships which helps streamline goals
- Partners are consistent in their commitment
- Open to inclusion of other partners
- Need to more clearly define & assess the needs of each community partner
- Need to more fully articulate community needs & put consistent measures in place for identifying priorities
- Need to understand the changing needs & gaps – will help us move forward
- We have helped many but there is a limit to what can be done with available resources



GREATEST OPPORTUNITIES AHEAD

- Look at others potential partners (be flexible/value others)
- Streamline communication for data collection, budgets
- Continue building relations with the 10 partners
- Transition to others PSI' s & to the workforce
- Meet with other ASP holders & share lessons learned
- More teaching workshops – TAHL
- Leveraging funds for knowledge sharing
- Reporting out effectively on the overall accomplishments of the C3 ASP (in summary form)
- We can more effectively articulate the value of the C3 investment – build a stronger business case
- We now can expand & build on the “garden” we have started to grow





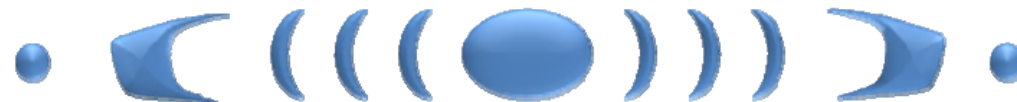
COASTAL CORRIDOR CONSORTIUM

VISION:

The Coastal Corridor Consortium partners will work in unity to increase success and completion of post-secondary education for Aboriginal learners

MISSION:

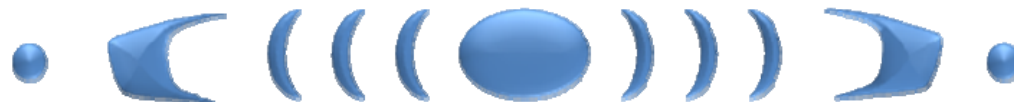
Through innovative, culturally-centered programs and service the Coastal Corridor Consortium will provide pathways to post-secondary education for AL and help sustain their journey. All activities are relevant, build upon each others and are clearly tailored to improve the success rate of Aboriginal Learners



WORKING GUIDELINES

The partners in the C3 will adopt principles of Aboriginal Education by:

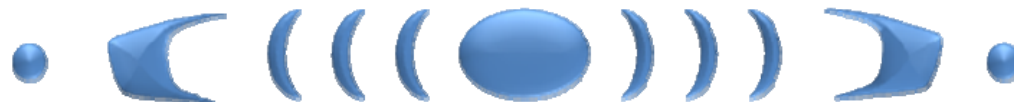
- Respecting traditional cultural knowledge
- Building a holistic approach to land, resources and people
- Supporting Aboriginal self-government and community control of education
- Addressing local community needs by involving the whole community in lifelong learning



WORKING GUIDELINES

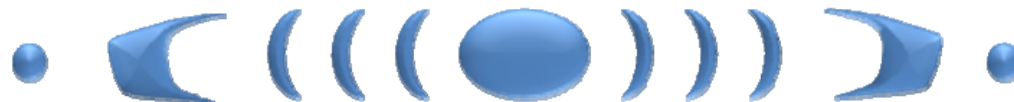
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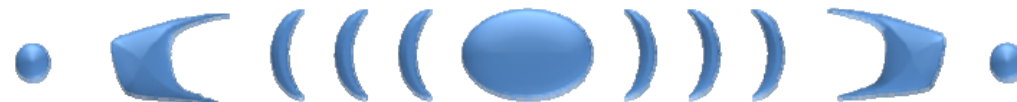
DIFFERENCES

- Builds upon demonstrated success in the initial ASP
- Continues to include the elements of the ASP that worked well
- Includes a number of enhancements in student support & course & Program delivery strategies
- These reflect the new AVED guidelines & recommendations from a thorough C3 strategic planning process



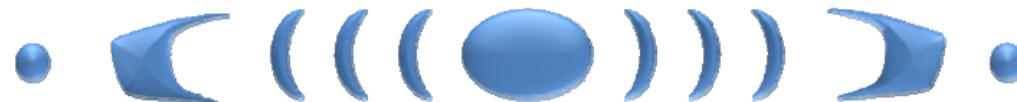
C3 ASP PLANNING PROCESS

1. Review results & prioritize all C3 ASP phase-one programs & services (April 2011)
2. Review & discuss Provincial SSP Evaluation Report recommendations
3. Review & discuss new AVED ASP & Report Guidelines
4. Complete 2 day strategic planning session with full steering committee
5. Discuss & confirm a revised vision & mission
6. Undertake SWOT analysis of ASP phase 1 (2007-2011) activities



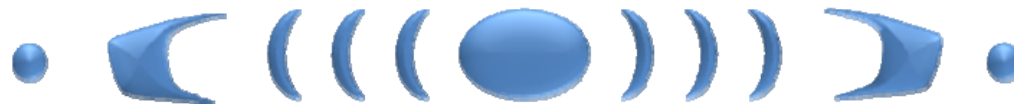
C3 ASP PLANNING PROCESS

7. Develop & agree on new framework (New Motto) ensure a more strategic approach for C3 education institutions in responding to stated community needs
8. Complete individual community & organization needs assessments (L/M/Sec/Sq/T/UNN/ MNBC)
9. Strategize amongst partner education institutions (VCC/CapU/NEC), to collaborate & create a more integrated approach for community & campus-based course & program thus ***Providing Pathways to Learning: Sustaining the Journey***, based on community needs.
10. Develop “menu” of options, based on 4 levels & 5 key topic areas, for C3 partner consideration, modification & approval




C3 ASP PLANNING PROCESS

11. Gather C3 partner information required for partnerships, engagement & reporting components of proposal
12. Full ASP Phase 2 meeting to synthesize all information & agree on activity priorities & funding allocations
13. Develop detailed partnerships, engagement & reporting template
14. Develop draft ASP components (P & S tied to new AVED ASP activity categories) for review by all partners. Modify, based on input and confirm
15. Secure letters of support & develop new C3 partner MOU indicating continued support for Consortium model & approach
16. After 4 full-days proposal planning meetings, submit C3 ASP phase 2 (2012-2015) proposal to AVED by February 2012





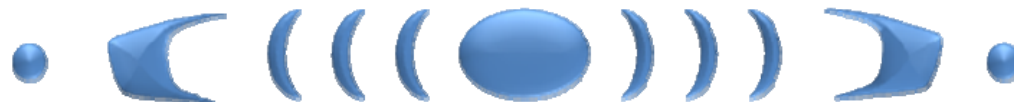
NEW PROVINCIAL (AVED) GOALS



PROVINCIAL ASP GOAL 1: Increase the access, retention, completion and transition opportunities for Aboriginal Learners

C3 ASP Goal 1: To remove barriers for Aboriginal Learners to access quality higher education

- 1.1 Offer student learning facilitation services
- 1.2 Provide student bursary support
- 1.3 Involve elders

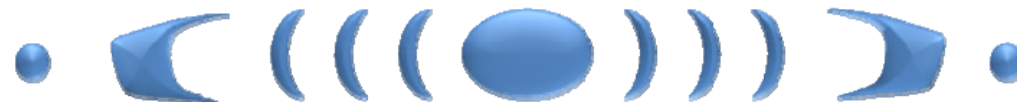




PROVINCIAL ASP GOAL 2: Increase the receptivity & relevance of PSIs & programs for Aboriginal learners

C3 ASP GOAL 2: To offer programs and services that meet the needs of ALs and their communities by providing pathways to employment and/or further learning

- 2.1 Provide pre-employment and skills development
- 2.2 Deliver post-secondary-level course & programs
- 2.3 Support rural delivery
- 2.4 Offer education and career discovery workshops

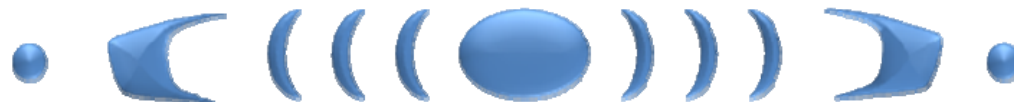




PROVINCIAL ASP GOAL 3: Strengthen partnerships and collaboration in Aboriginal post-secondary education

C3 ASP GOAL 3: To create stronger cultural connections between and among the C3 post-secondary institutions and the Aboriginal organizations to ensure a strong and consistent Aboriginal voice

- 3.1 Strengthen partnership development
- 3.2 Demonstrate good governance & accountability
- 3.3 Promote and share C3 lessons learned



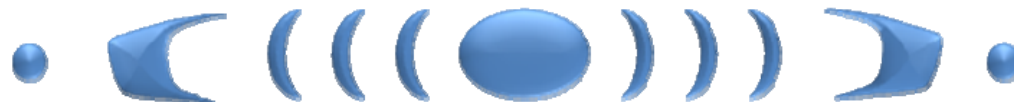


NEW GOALS & GOVERNANCE

NEW GOVERNANCE

GOAL 1 – TO MAXIMISE AVAILABLE RESOURCES & USE THEM AS EFFICIENTLY & EFFECTIVELY AS POSSIBLE

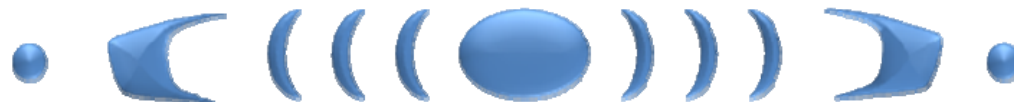
- To increase efficiency, & where possible C3 PSIs will identify ways to collaborate on course design & delivery
- All the partners involved in a particular program course will meet to determine the budget and the best location of the program/course



NEW GOVERNANCE

GOAL 2 – TO DELIVER THE PROGRAMS/COURSES FAIRLY AMONGST THE PARTNERS

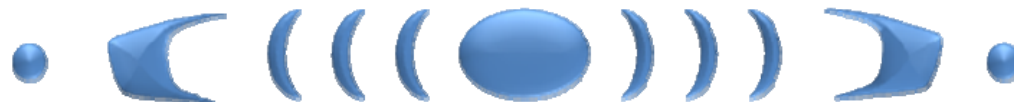
- The C3 group will meet regularly to review the needs, the resources of each community
- The groups will regularly evaluate the fair and appropriate delivers levels for each community
- To ensure that urban and rural learners are considered in equitable manner



NEW GOVERNANCE

GOAL 3 – TO REACH AS MANY ABORIGINAL LEARNERS AS POSSIBLE

- C3 members will consider innovative ways to maximize the benefits of C3 programming
- All programs, no matter where their location, will be open to learners from all C3 communities



OUTCOMES

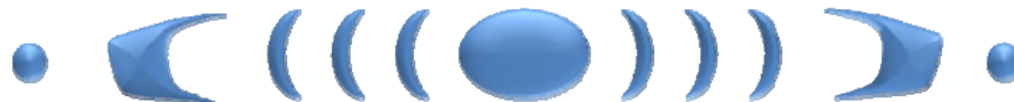
- Asked for \$1,095,000 & received \$814,400

CORE FUNDING:

1. Learning Facilitation (Not VCC/CapU)
2. Systemic Change Activities (VCC/CapU)
3. Project Management & Support

ADDITIONAL FUNDING:

1. Student Bursary Program (All)
2. Elder's Initiative (VCC/CapU/NEC)
3. Systemic Change Activities



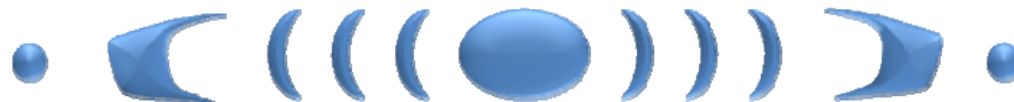
OUTCOMES

COURSE/PROGRAM DELIVERY:

- Aboriginal Adult Basic Education
- Aboriginal Language & Culture
- Business Administration Certificate
- Gateway to Careers
- Pathways to Learning

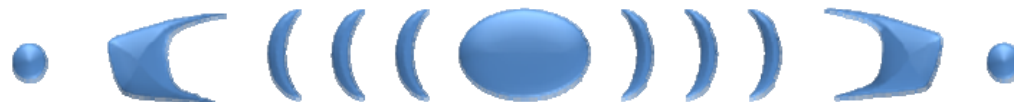
DEVELOPMENT/ENHANCEMENT OF COURSES

- ▶ Gateway to Careers
- ▶ Resource Stewardship & Culture
- ▶ Pathways to Learning



NOW

- C3 Executive meeting, June 4, Musqueam
- ASP Holders Knowledge Sharing Workshop June 6 & 7, Victoria, BC
- Meeting with all partners to begin implementing





ABORIGINAL EDUCATION & SERVICES

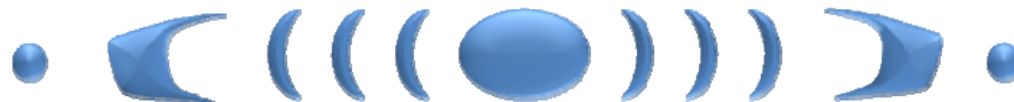
VCC ABORIGINAL EDUCATION & SERVICES DEPARTMENT

Vision:

To provide culturally relevant programs, services that support the increased enrollment, retention and successful graduation rates of Aboriginal higher learners in the GVRD.

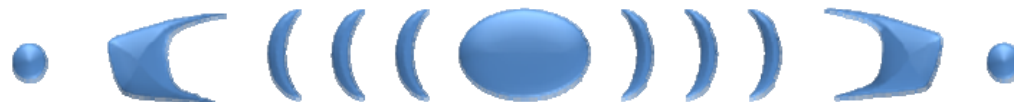
Mission:

This is done by working collaboratively within VCC, and externally with VCC partners through the Coastal Corridor Consortium and other Stakeholders to develop and deliver culturally relevant programs and learner support services.



AES DEPARTMENT SERVICES

- Assistance with pre-admission, personal, educational and career planning
- Liaising between student and band/tribal administration, sponsoring agencies, community resources, VCC programs and other services
- Assistance with transition into VCC and/or transfer to another post-secondary institution upon completion of studies at VCC
- Confidential Elder Support
- Cultural Workshops and Celebrations with Elders

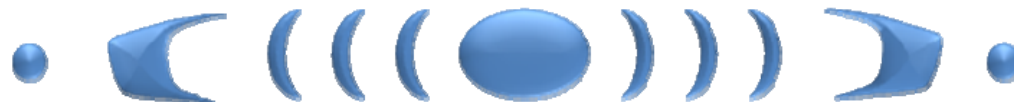


VCC GATHERING SPACES

Both VCC campuses have an Aboriginal Gathering Space and staff that offer friendly, helpful, one-stop learner services in a safe, relaxed atmosphere where we are available to assist you succeed in completing your educational goals whether you are hoping to attend VCC, a current student, or preparing to graduate/ transfer to another institution.

The VCC Aboriginal Gathering Spaces features:

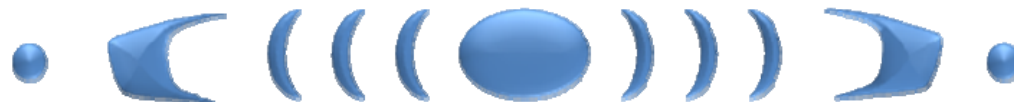
- Aboriginal Student Aids
- Study areas,
- Microsoft Office equipped/internet accessible computers,
- Resource textbooks,
- Lounge and
- Kitchen areas.



VCC AES STRATEGY 2012-BEYOND

Increasing access to PSE, based upon research findings that indicate the need for:

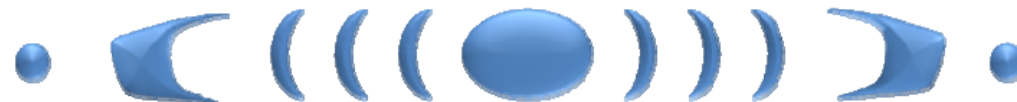
- Increased flexible development programs to transition into PSE (ABE, CCA, Aboriginal Summer Camps).
- More community developed (Aboriginal Culinary Arts/ IP Protocol and Community Based Curriculum Framework) and more community based programs (Seabird Island Health Program).
- Increased supports for existing students to transition into University (Staffing, Elders/ Cultural Workshops, TAHL)
- Pilot project w. NVIT to develop/ deliver a community-based Aboriginal Instructors Certificate to increase the number of faculty teaching at VCC and other post-secondary institutes in BC.



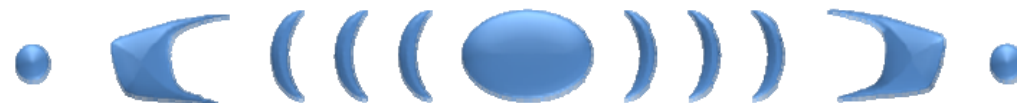
VCC AES STRATEGY 2012 - BEYOND

Increasing access to PSE, based upon research findings that indicate the need for:

- Increased awareness of Aboriginal learners needs (TAHL)
- Improved Gathering Space facilities (BWY/ renovation to DTN campus)
- Increased access/ awareness of VCC Programs/ Services (Aboriginal Learners Handbook developed w. Consortium/ VCC Aboriginal website/ community engagement strategy)
- Improved tracking, accountability, and reporting (Consortium, Aboriginal Learners Survey).
- Improved relationships with our Aboriginal partner organizations who provide funding support to our learners (Bands, AHRDA's).



OTHER PRESENTATIONS



VANCOUVER COMMUNITY COLLEGE

- As C3 partner, VCC has made a significant effort & investment to increase Aboriginal participation, retention, & achievement in the last 3 years.
- New Aboriginal Gathering Spaces are in place at both the Downtown & Broadway campuses.
- Aboriginal art now creates a welcoming environment for Aboriginal learners, increasing awareness & acknowledging Aboriginal history for all.
- The successful Aboriginal Culinary Arts Certificate funded by the ASP in the first 2 years has been approved to be part of regular programming, as has the Aboriginal Health Care Assistant program.
- VCC has also offered a Practical Nursing Program at Seabird Island First Nation with 10 graduates
- An additional Aboriginal Advisor has been included in core funding, a position that was initiated with the C3 Learning Facilitators funding.
- Institutional change has occurred with priority registration for Aboriginal learners in all programs and courses
- Additional core money for recruiting & marketing activities & on-going Aboriginal awareness workshops for faculty, staff & administration
- C3 funding, along with the support of VCC, has been leveraged to increase partnerships such as with ACCESS, which offers several cohorts of Gateway to Health Careers & Gateway to Transportation Trades

