Vancouver Community College
Aboriginal Service Plan (ASP) 2018/19 – 2020/21

Submitted to: Ministry of Advanced Education, Skills & Training
Date of Submission: 09 February 2018
Submitted by: Indigenous Education & Community Engagement

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Letter from the President

VANCOUVER COMMUNITY COLLEGE

February 2, 2018

Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
PO Box 9877 Stn. Prov. Govt.
Victoria, BC   V8W 9T6

Dear Minister Mark,

Re: Vancouver Community College Aboriginal Service Plan 2018/19-2020/21

On behalf of Vancouver Community College (VCC), I am pleased to submit our annual 2018/19-2020/21 Aboriginal Service Plan (ASP) for your review. VCC is grateful for the generous support from the Ministry of Advanced Education, Skills and Training through the ASP. This important funding, along with our addition of base funding, external funding, dedicated staff, and community relationships allows us to support our goals for Indigenous learners and the communities we serve.

We are proud of the many proposed Indigenous initiatives at VCC for the 2018/19 funding year. We strongly believe that these activities will both advance institutional efforts toward indigenization and contribute to creating a welcoming and culturally safe space for our Indigenous learners. We have increased the number of community partnerships through programs like the Gladue Report Writing Pilot Project, the expansion of Gateways to Careers Program for Correctional Services Canada Agencies and Indigenous and non-Indigenous community organizations and will continue to schedule Reconciliation Dialogue workshops for staff, faculty and students.

VCC has recognized the need to expand Indigenous student recruitment beyond those collaborations with rural communities and plans to increase these efforts within urban Indigenous communities. Through implementation of rigorous, collaborative, data generation and program evaluation activities, the needs of the broader community will be recognized and lead to enhanced program and student support services. The re-design of the Gateways to Careers program from an online learning platform to a paper based version demonstrates VCC's recognition for pre-university, recruitment and access initiatives.

This will be an exciting year for VCC as we ensure that the success of Indigenous learners remains a top priority.

Kind Regards,

Dr. Peter Nunoda
President and CEO

Acknowledgement of Traditional Territories

Vancouver Community College is honoured to acknowledge and thank the peoples of the Coast Salish First Nations for welcoming us onto their traditional territory and for allowing us this opportunity to create programming and services dedicated to, and in support of, Aboriginal learners. We would also like to express our appreciation to the Education Coordinators and Managers of Musqueam, Squamish, Tsleil-Waututh, Sechelt, Lil'wat, as well, to the urban Aboriginal community, including the Native Education College, for their contributions and commitment in setting priorities for the Aboriginal Service Plan (ASP).

An additional thank you to our ASP-C3 Advisory Committee, the VCC President, VP Finance, VP Academic, Students and Research, Institutional Research, Library, Deans and Directors and the Partnership Development Office. We would also like to thank the Native Education College and our Urban Learning Facilitator, who advise us on community education needs such as specific program interests, potential pathway options, and skill-building necessary to support community members.
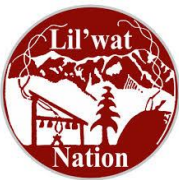
Shíshálh Nation

Musqeam Nation

Skwxwu'&mesh Nation

Situational Context

During the 2017/18 funding year of the Aboriginal Service Plan (ASP), Vancouver Community College (VCC) has placed a strong emphasis on building institutional capacity and meaningful community partnerships, as well as expansion of programs and services. While continuing to work toward these goals, VCC recognizes the need for a more comprehensive implementation and evaluation strategy at both the institutional and community level to better capture the needs of all Indigenous peoples. Several challenges have been identified in previously funded programs, which have remained at the forefront of decision making for proposed programs in the 2018/2019 ASP. It is important for us to be aware, when proposing and implementing programs and initiatives, to assess the capacity and resources of community prior to implementation. This will ensure feasibility and sustainability of programs. Several programs and positions have been re-structured and re-designed to ensure alignment with the strategic direction of the institution, Ministry objectives, and the needs of C3 community partners. The proposed activities in this year's ASP were developed in recognition of the needs of the broader community, faculty, and students. These programs were designed to have a significant positive impact on institutional engagement, increasing meaningful collaboration and involvement with urban and rural Aboriginal community partners.

Aboriginal peoples in Canada face unique barriers in the pursuit of post-secondary education and employment, due to the legacy of colonization. Several significant challenges to increased enrolment and retention in post-secondary programs for Indigenous students have been identified through recent reports and experiences shared by VCC students, C3 and urban community partners. These include education-specific challenges (literacy, the need for increased support in the form of pre-entry preparatory programs), financial barriers (awareness of funding opportunities and how to access them, access to affordable childcare), and multi-domain challenges (housing, child care, family challenges, and other social instability). Another notable requirement for enrolment and retention is the self-confidence to begin and/or continue education. Lack of confidence is a significant barrier to attaining a post-secondary education, with 42% of 25-64 year old urban First Nations people who have not completed a post-secondary program identifying lack of confidence and feeling unprepared for their schooling as the most significant barriers compared with 20% of completers across Canada.[1] We know that many of the challenges faced by Indigenous peoples are a direct result of colonization, including cultural and inter-generational trauma, social and economic exclusion, and disproportionate levels of violence perpetrated through and exacerbated by racism and discrimination. In order to meaningfully advance efforts at reconciliation, it is critical that institutional partners honour, respect and foreground this context. Unless efforts to increase enrolment and retention in Aboriginal learners are grounded in the reality of the situational and social barriers and challenges facing Aboriginal learners, the disparity between Aboriginal and non-Aboriginal groups will continue. VCC aims to address these structural barriers through several targeted initiatives and programs. First, expansion of urban community partnerships along with evidence based, data generation activities assessing the needs of the community, which will help identify gaps and opportunities to close them. Next, the (previously funded) *Aboriginal Gateways to Careers Program* has been re-designed for paper-based administration which will facilitate the ease of use in various settings including the K-12 system, community organizations, rural or on-reserve education programs, and residential settings such as correctional facilities and recovery communities. One need recognized by our regional First Nations partners, was that of increasing capacity and support for Learning Facilitators. The workload of these Learning Facilitators significantly increases and providing supportive resources in this area will enable more individualized attention for both prospective post-secondary learners and current learners at all levels. Finally, forging meaningful efforts toward indigenization practices within the institution through workshops, cultural activities and increasing Elder capacity with the goal of creating a culturally informed and safe space for VCC students, promoting Indigenous culture, history, traditions and practices, and influencing policy changes that reflect Indigenous ways of knowing and being. We are confident that these efforts will make VCC a more welcoming and culturally safe space for Indigenous students.

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[1] http://www.statcan.gc.ca/pub/89-645-x/2015001/education-eng.htm#a3

Although the employment and education needs of off-reserve/urban populations are identified priorities at both provincial and national levels, there remains a significant gap between Aboriginal and Non-Aboriginal populations in both employment and enrolment in post-secondary education. Large segments of the Aboriginal community move fluidly between their home communities and the urban environments. While rural institutions and those in smaller urban areas serve a high proportion of Aboriginal learners, an equal number are coming from on-reserve communities and need to relocate to the Lower Mainland. Although moving from a reserve to an urban setting may offer certain benefits including increased access to social, economic, and educational resources, this population continues to face significant barriers and has not, as a whole, reached the same levels of socio-economic status and well-being as the non-Aboriginal urban population. This increase of numbers within the urban Aboriginal population significantly increases the demand for existing resources. VCC takes seriously their responsibility to respond to the TRC's Calls to Action and the Indigenous Education Protocol through effective and meaningful partnerships. An evaluation of community needs and resources allows for the identification of useful service linkages.

Vancouver Community College is located in three urban locations, situated on the shared territory of the Musqueam, Squamish and Tsleil-Waututh peoples. Two campuses located in Vancouver, with the third on Annacis Island. Although smaller scale needs assessments have been conducted with those living on reserve, the needs of the greater urban community have yet to be assessed. There is a significant need, as identified in the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan[2] to increase the amount of consistent, accurate, and reliable data relating to Aboriginal post-secondary education. This will allow governments, post-secondary institutions and Aboriginal organizations to work together to improve policy decisions and determine the efficacy of various programs. Consistent, accurate, and reliable data is integral to building and maintaining community partnerships, identifying existing resources, and ensuring the education and employment needs of both on- and off reserve Aboriginal peoples are met.[3] VCC will continue to focus on assessing community needs in both urban and rural communities, which supports evidence-based decisions regarding program and service enhancement and development. It will also allow the identification of systemic, social, and economic barriers to enrolment. The implementation of strategies to mitigate and navigate these barriers will, it is hoped, increase enrolment, retention, and program completion.

Indigenous youth are the fastest growing demographic in BC, making the Aboriginal population younger on average than the non-Aboriginal population.[4] Over the next 15 years, Canada will experience a significant labour market shortage. During that same time, over 400,000 Aboriginal young people will reach labour-market age, making preparation and support for transition into post-secondary education and employment critical. In the most recent Labour Force Survey (2015), British Columbia had the second lowest employment rate (67.5%) and highest unemployment rate (12.8%)[5] for Aboriginal people living off-reserve. Of note, the employment rate for off-reserve Aboriginal people who completed post-secondary education was 78.4% in 2015, compared to 42.8% for those with less than a high school education.[6] VCC has found that adult learners, particularly those with lower education and literacy levels, are more likely to participate in adult education and training when they believe their investment of time and money will benefit them in the labor market. We aim to increase Indigenous enrolment overall, and, with emphasis on the Schools of Trades and Health Sciences, to help meet the increased demand for skilled workers in these areas. Our Indigenous Priority Seating Policy for the BScN program, and partnerships including; Health Care Assistant Program (VCC/ACCESS), Culinary Arts (VCC/SASETS), Gladue Writing Program (VCC/IndiGenious & Associates) and Early Childhood Education (VCC/Musqueam) are examples of VCC's commitment to Indigenous education. 2018/2019 will be an exciting year for VCC, as institutional commitment, faculty, and student engagement are at an all-time high, and efforts toward ensuring success in Aboriginal learners are top priorities.

[2] https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/aboriginal-education-training/aboriginal_action_plan.pdf
[3] http://www.metrovancouver.org/services/regionalplanning/homelessness/HomelessnessPublications/2017AboriginalHomelessnessCount.pdf
[4] http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/99-011-x2011001-eng.cfm
[5] http://www.statcan.gc.ca/pub/71-588-x/71-588-x2017001-eng.htm

Institutional Commitment

Since the 2015 Truth and Reconciliation Commission's (TRC) Calls to Action,[6] the political landscape in British Columbia and across Canada has changed, with strong advocacy as a driving force in efforts toward meaningful indigenization practices within post-secondary institutions. In response to the objectives and goals of both the ASP and the TRC, VCC's signing of the Colleges and Institutes Canada's historic Indigenous Educational Protocol demonstrates VCC's commitment to Indigenous education. The Protocol provides a framework of how we will continue in our efforts to better serve Indigenous peoples.[7] Aboriginal voice has informed and is integral to the development of the 2018/2019 ASP, with considerable efforts made by the institution to build intra-departmental capacity, increase institutional awareness, and work toward mobilizing indigenization policies at VCC.

The proposed programs and activities in this year's ASP aim to create alignment with VCC's Strategic Plan, and enhance and increase the efforts of the institution toward a more streamlined and informed approach toward indigenization. According to VCC student enrollment data, 369 students self-identify as Aboriginal which is a 1% decrease in Aboriginal enrollment from the 2016/2017 reporting year. Although increasing accessibility and Aboriginal utilization have remained priorities in the strategic directive of the institution, this decrease highlights the need for increased focus on initiatives meant to attract, support, and retain Indigenous students. Indigenous Education and Community Engagement (IECE) staff, Aboriginal Advisors, and Elders have continued to foster relationships across VCC, for example, with the commitment and support of counselling and disability services we are better able to ensure meaningful support to Indigenous students. IECE implemented a faculty wide survey (see Appendix A) and responses were received from 9 VCC departments. Overall, it remains widely recognized that greater efforts on the part of the institution to provide information and education to support staff and faculty will encourage the movement toward reconciliation and indigenization.

2017/2018 was an exciting year for VCC faculty, staff and students, as a significant shift was seen in the desire for culturally appropriate education to ensure that Aboriginal voice and history are well represented within the institution. English First Peoples curriculum is being considered for ABE English. IECE has increased the frequency and type of cultural activities offered to both faculty and students, including 5 Kairos blanket exercises with 71 staff and faculty and 32 nursing students from VCC. This interactive activity teaches an Indigenous rights history frequently absent from mainstream education. The feedback received from faculty and students has been outstanding and has led to invitations from other institutions to guide faculty and students through the exercise, with 21 BCIT nursing faculty completing it to date, and an invitation to conduct a minimum of 6 more sessions before the end of the academic year. In addition to membership on the Indigenization Committee, Student Enrolment Management Committee, Learning Commons Committee, Academic, Students & Research Committee, the IECE Director and Manager are now voting members of the Curriculum Committee and Education Policy Committee. As mentioned above, IECE staff, Aboriginal Advisors, and Elders foster relationships with program and service areas across VCC, and this has been reported by students to have a positive impact on their educational experience at VCC. This year, VCC's partnerships through Indigenous education initiatives have expanded to include Legal Services Society of B.C., Gladue Writers Association of B.C., the Ministry of Public Safety & Solicitor General, Mediation Services, Britannia Community Services Centre Society & Circle of Eagles Lodge. IECE's partnerships (internal and external) and community engagement activities were recognized by the College with the department receiving an award of excellence in community engagement this past fall. The IECE team, in collaboration with the larger VCC community, will begin development of an institutional indigenization strategy.

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[6] Truth and Reconciliation Commission of Canada. (2015). Truth and Reconciliation Commission of Canada: Calls to Action. Retrieved from www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action__English2.pdf
[7] http://www.vcc.ca/about/college-information/news/article/vcc-signs-cicans-indigenous-education-protocol.html

Engagement

Description of Aboriginal Student Engagement

Learner Group	Engagement Activities	Interests	Outcomes
VCC Current Aboriginal Students	• 14 Aboriginal students enrolled in various programs across VCC participated in a focus group and discussed interests, programs offered, and challenges/barriers at VCC. In response to the item, '*What learning experiences work/worked well for you? What would you like to see more of?'* • IECE hosted several workshops with VCC students included: '*Building your Communication Toolkit'*, '*Sharing our Indigenous Stories'*, pumpkin carving, Indigenous creations, drum making, time management, sage bundling, Christmas craft session and Indigenous Infusion with Chef David Wolfman, member of the Xaxli'p First Nation, and an internationally recognized expert in wild game and traditional Indigenous cuisine. • IECE hosted a National Aboriginal Day event. Keynote speaker was Canadian playwright, author and journalist, Drew Hayden Taylor, other events included Aboriginal alumni panel spoke about transitions in/out of VCC, storytelling with Indigenous VCC students, Indigenizing our Programs Panel • 2 Indigenous Students working in Student Aid positions	• First Nations speakers to talk about history of colonization, these should be mandatory • Pre-university pre-courses, difficulty adjusting to full time course load • Offering child minding on campus • Making Aboriginal culture more visible both within the College and on the VCC website • Offer more support prior to transitioning to larger Universities. • Public speaking writing and professionalism workshops • Workshops on culture (e.g. beading, moccasin making) • Leadership workshops	• Presentations on Indigenization, culture and history increased across campus • Increase in the frequency of Curriculum Committee meetings with various program areas • IECE provides designated office space for Community Learning Facilitators to meet with current or prospective students on campus • IECE staff involved in new class orientations • VCC library hosts Aboriginal students at creating/designing story books. • VCC Library & Learning Centre tutors willing to schedule sessions in Gathering Place • Aboriginal Advisors continues the development and implementation of student success plans in consultation with students, faculty and other support staff • IECE received gift of large Indigenous art piece from VCC culinary department • Early intervention strategies dialogue includes multiple departments including Indigenous Education

Description of External Partner Engagement

Partner	Engagement Activities	Interests	VCC Outcomes
Musqueam Indian Band	• Quarterly meetings with C3 partners in 2017/2018 focussing on community needs and programs for ASP (Appendix B- C3 MOU) **Note:** Increase the frequency of C3 meetings to minimum of 6 times per year ensuring that each nation has the opportunity to host a meeting • VCC has provided ongoing notices of upcoming course and program information, opportunities for Indigenous students, job offerings on campus, event notices and potential funding opportunities	• Urgent need for pre-university preparatory programs for all learners but specifically K-12. **Challenges/Barriers:** • Lack of availability to technology and technology literacy. • Additional support for the community Learning Facilitator. • Community experience is that students don't feel prepared for post-secondary education and attrition rates are high as a result.	• Musqueam will take part in the VCC community needs assessment to take place September 2018. • The *Aboriginal Gateways to Careers Program* has been re-designed for paper-based administration and adapted to include an additional module on '*Getting Ready for College-What can I expect?*'. This will allow Learning Facilitators to work with students offering one-on-one support and guidance and identify challenges/barriers they may face prior to entry into post-secondary. • Continued focus on recruitment efforts in community through addition of the Community Engagement and Research Coordinator (see ASP activity A-5), continuation of Outreach Learning Facilitator. • VCC supports proposed initiatives (see ASP activity B-1) at Musqueam including elementary homework club, summer literacy camp, career fair, and the proposed transition program.
Sechelt First Nation	Same as above.	• Language courses • Early Childhood Education • Education Assistant • Additional support for the Learning Facilitator	VCC will collaborate closely with Capilano University to identify community needs and program delivery.
Lil'Wat First Nation	Same as above.	• Education Assistant • Culture & Language courses • Additional support for the Learning Facilitator • College/University preparation courses • Allow students to get funding for small credit courses (i.e. reading skills, pre-university courses for about 15-20 students • *'Important that capacity is built in the nation itself'*	• The *Aboriginal Gateways to Careers Program* has been re-designed for paper-based administration and adapted to include an additional module on '*Getting Ready for College-What can I expect?*'. This will allow Learning Facilitators to work with students offering one-on-one support and guidance and identify challenges/barriers they may face prior to entry into post-secondary.

		Challenges/Barriers:	• VCC will collaborate closely with Capilano University to identify community needs and program delivery
		• Struggling registering and navigating online courses-learners require ongoing support • Lack of availability to technology	
Squamish First Nation	Same as above. Squamish Nation partnered with VCC to deliver the Provincial Instructor Diploma Program in community.	• Education Assistant program • Adult Basic Education (but also including basic life skills) • Language and Culture • Coordination and communication between institution and community in regards to ASP/programming	• IECE will host staff team meetings in community in 2018 to strengthen institute/community partnerships, share best practices, `discuss the process of ongoing community needs assessments, and identify programs of interest. • VCC will collaborate closely with Capilano University to identify community needs and program delivery • The *Aboriginal Gateways to Careers Program* has been re-designed for paper-based administration and adapted to include an additional module on '*Getting Ready for College-What can I expect?*'. This will allow Learning Facilitators to work with students offering one-on-one support and guidance and identify challenges/barriers they may face prior to entry into post-secondary.
Tsleil-Waututh First Nation	Same as above.	• Preparatory programs pre-university courses. **Challenges/Barriers:** • Struggling registering and navigating online courses-learners require ongoing support	• IECE will increase training opportunities for Learning Facilitators in all C3 communities to facilitate the *Aboriginal Gateways to Careers Program* has been re-designed for paper-based administration. • VCC will collaborate closely with Capilano University to identify community needs and program delivery
Native Education College	• Same as above.	• Ensure ongoing communications between institutions and community so that NEC is aware of any research and program evaluations taking place.	• The *Aboriginal Gateways to Careers Program* has been re-designed for paper-based administration and adapted to include an additional module on '*Getting Ready for College-What can I expect?*'. This will allow Learning Facilitators to work with students offering one-

			• on-one support and guidance and identify challenges/barriers they may face prior to entry into post-secondary. • Conduct regular needs assessments and student surveys in partnership with VCC.
Circle of Eagles Lodge(COEL)	Ongoing engagement with IECE, Elders, and Urban Outreach Facilitator	• Meetings for education and employment preparation courses at COEL. • Partnerships and collaboration between Indigenous institutions and organizations **Challenges/Barriers:** • Accessing funding • Recidivism • Clients being part of the process	• Clients of COEL require education and career planning Gateways was re-designed for paper based administration and can adapted for use in correctional facilities in a pre/post release model.
Britannia Community Services Centre Society	• Ongoing engagement with IECE and Urban Outreach Facilitator • Outreach Facilitator has actively participated in Britannia renewal process/ planning for the new Britannia Community Center/services • Britannia has confirmed facilities and promotions to support a partnership with VCC (Appendix C)	• Post-secondary preparatory courses • Community connection (practicum in the community), applied work experience programs • Youth empowerment and skill/training development programs • Cultural training, literacy workshops, organizational skills, Budgeting, applying for funding, life skills, study skills	• Training will be provided to Britannia staff on the adapted, paper-based *'Aboriginal Gateways to Careers'* program will be made available to Britannia students.

Policies and Process(es) to Ensure Respectful Use of Traditional Knowledge and/or Indigenous Intellectual Property

VCC is working collaboratively both within the institution and through community partnership in planning and writing and adopting policy relating to Respectful Use of Traditional Knowledge and/or Indigenous Intellectual Property. Recognition of the value of Indigenous knowledge has increased tremendously in the past 10 years, at VCC and post-secondary institutions more broadly. However, there is no standardized approach to the protection of Indigenous knowledge systems, whether within an intellectual property regime or some other over-arching legislative or policy framework. The Office of the Vice President Academic, Students and Research and IECE aim to ensure that traditional knowledge and Indigenous intellectual property are protected and used in a respectful manner. We recognize the critical need for a policy that ensures that local Indigenous knowledge can be shared with the VCC community without concern for misuse or misappropriation of intellectual property. VCC strives to be collaborative and inclusive in their approach to developing appropriate frameworks for access to and use of Indigenous knowledge and knowledge practices. When developing agreements between VCC and First Nations communities, VCC endeavors to ensure that Indigenous communities retain the rights to all materials that relate to Indigenous culture, traditions, and language in these partnerships. In order to formalize our commitment to the respectful use of traditional knowledge and Indigenous intellectual property, VCC seeks to finalize such a policy by December 2018.

VCC adheres to the "Research Involving the First Nations, Inuit and Métis Peoples of Canada" framework laid out in the Tri-Council Policy Statement: Ethical Conduct for Research Involving humans"[8] and ensures that the First Nations Information Governance Centre's principles of OCAP® (Ownership, Control, Access, and Possession; originally established in 1998)[9] govern research undertakings whenever possible. The Assembly of First Nations of Canada has produced the document "First Nations Ethics Guide on Research and Aboriginal Traditional Knowledge" (2005) to inform such research.[10] These policies and principles will be kept at the forefront during the development of policies, curriculum, and other materials.

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[8] http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/
[9] http://fnigc.ca/ocap.html
[10] https://www.afn.ca/uploads/files/fn_ethics_guide_on_research_and_atk.pdf

Overview of Proposed Plan

The purpose of all of the activities proposed by VCC in this ASP is to increase the success of Aboriginal learners and to contribute in a positive way to the growth and development of Aboriginal communities. While improvement is evident at VCC, we recognize that we must continue to address recruitment, retention, and graduation rates of Aboriginal learners and respond to systemic issues through evolving efforts. We need to continue to work in partnership with Aboriginal community stakeholders to ensure that Aboriginal learners are transitioning from high school to post-secondary and into the job market. Discussions continue at VCC around developing early warning/intervention practices across campus and IECE is a key participant in this dialogue.

The **Elders Programs** have been identified by students as a supportive resource and that speaking with Elders has been an important part of their educational experience at VCC. There will be 2 Elders programs proposed for the 2018/2019 year: 1) The Elders on Campus program and 2) the Visiting Elders Program. The Elder on Campus program is a continuing program from 2016/2017. Given the upcoming increase in indigenization efforts at VCC and in the community, we are proposing to increase capacity in our Elders on Campus program through the additional role of an Elder on campus and the engagement of additional Elders from various nations and communities. The proposed Visiting Elders program will allow us to build on existing knowledge and cultural practices which includes Elders from various nations or regions. For example, Elders from the Cree or Metis communities can offer support and transfer of knowledge to students of the same territory who may have little connection to their culture. Our Gathering Place must provide a place of inclusivity, where Aboriginal students feel at home and non-Aboriginal students feel comfortable visiting and we know the importance of creating space to engage in the diverse culture and work toward inclusion, so we will be increasing awareness and Aboriginal visibility on campus through promotion of the Gathering Place (Goal 1)

In recognizing the need on behalf of the students, faculty and staff VCC will be developing an **Indigenizing Curriculum Workshop Series.** The goal of these workshops is not only to create a more supportive and inclusive educational environment for Indigenous learners but to ensure more visible Indigenous representation across campus and faculty request for a concrete way to learn about Indigenous ways of knowing and culture (Goal 1). VCC will continue to administer student surveys and host focus groups will assist VCC in identifying student needs and changes to current programs or courses, and evaluating the effectiveness of our programs (Goal 5). Increasing capacity in community engagement and outreach efforts through hiring of 2 staff to take on the role and work in collaboration with rural and urban communities toward the development of a community needs assessment and laisse between learning facilitators in on reserve communities. The 2018/2019 Aboriginal Service Plan includes programs, services, and data generation activities that will ensure that the needs of the institution and communities are addressed and identify the barriers or challenges that the communities might face (Goal 5).

The **Gateways to Careers Program** remains a top priority. The program has been re-designed for paper-based administration which will facilitate the ease of use in various settings including the K-12 system, community organizations, rural or on-reserve education programs, and residential settings such as correctional facilities and recovery communities. We will continue to build on partnerships with Correctional Services Canada (CSC) funded programs like Circle of Eagles Lodge delivering the face-to-face version of the program. The program objectives aim to address learner readiness, meaningful program selection, and preparedness for the post-secondary journey and career exploration. We will continue to train facilitators in local communities to facilitate Gateways, as well as in various organizations throughout the lower mainland. We will continue to support all of our partners, students, and clients who want to begin their education or career journey with *Gateways to Careers* (Goal 4).

Proposed Programs and Activities for 2018/19

Tables A-1 to A-6: Minimum Funding

Title	A-1: Elders on Campus Program
Minimum or Additional Funding	Minimum
Priority Ranking	N/A
New or Continuing	Continuing (expanded)
Category	-Learner Support Services & Initiatives -Aboriginal cultural training for faculty, staff and administration
Description	Elders are knowledge holders who share traditional knowledge, teachings, reinforce cultural connectedness and strengthen the sense of cultural identity and belonging through engagement with students, faculty, staff and members of the community. Over the course of student interactions with the Elder, support and mentorship is provided through participation in a variety of activities and programs including storytelling, cultural teachings, education about their history, advocacy as needed across campus. Our Elder reports interacting with approximately 20-30 students per month, 2 days per week at the Broadway campus. Given both the drastic expansion of proposed programs for 2018/2019 and the need to expand Elder services to the VCC downtown campus, we must increase capacity in the Elders on campus program through the addition of another Elder.
Rationale	• The Elder assist in identifying other Aboriginal resources that contribute to our systemic change efforts including partnership with community members to facilitate sessions at our cultural events and speaking at VCC engagements. • There is an Elder presence during many VCC public events, and active participation in several VCC celebrations including convocation ceremonies (which will now include a traditional drummer at convocation ceremonies), student award ceremonies, Alumni Recognition Event, and various cultural engagement, cultural sensitivity training (on average 2 sessions each month). • Based on student and faculty and staff needs, the role of the Elder will be critical in transmitting this knowledge and cultural awareness across campus. Given the increase in cultural activities and programs set to take place in 2018/2019, the role of the Elders will expand to include an active role in guiding the implementation of Indigenous curriculum, supporting the Aboriginal student voice on campus. • There will be significant efforts made in 2018/2019 regarding data generation activities and assessing the needs and increasing engagement of urban Aboriginal peoples. This will place additional strain on the single Elder in the department. As previously mentioned, the Elder co-facilitated the Kairos blanket exercise took place with 71 staff and faculty and 32 nursing students from VCC. This activity, while incredibly impactful exercise for faculty and students, emotionally drains the Elder on campus. • Aboriginal students moving to Vancouver from either rural and small communities, or from another urban location will have the Elder on campus may provide a sense of belonging and support during what can be a challenging transitional period.
Related Goals	**ASP Goal 3:** Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. **ASP Goal 4**: Aboriginal learners transition seamlessly from K-12 to post-secondary education. **2012 Aboriginal Policy Framework Goal 1**: Systemic change means that the public

	post-secondary education system is relevant, responsive and receptive to Aboriginal learners and communities.
Measuring Success	Success will be measured by: • # of students who attend visits with the Elder • # of students who engage in Elder activities in the Gathering Place • # of committees requesting Elder participation • # of working group meeting for Indigenization activities/classroom presentations, and faculty engagement activities • Student feedback via talking circles, student testimonials, one-on-one consultation and survey data.
Location(s)	VCC (Broadway and Downtown campuses), Native Education College
Timing	Start Date June 2018
	End Date May 2019
	Duration Academic year, part time
Future Plans	The Elders program at VCC remains a priority and future plans include continuing existing activities, strengthening program evaluation efforts, and the addition of an Elder.

Budget		2018/2019	2019/2020(Estimate)	2020/2021(Estimate)
	Ministry (ASP)	$ 15,000	$ 15,000	$ 15,000
	Institution Contribution	$ 5,600	$ 5,600	$ 5,600
	Other or In-Kind *(Identify Source)*	$ 10,800(VCC)	$ 10,800(VCC)	$ 10,800(VCC)
	Total	$ 20,600	$ 20,600	$ 20,600
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than $20,000	Item	Amount		
		$ 9,000-VCC subsidy $ 6,000- Native Education College		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	Letter of Support- Native Education College (NEC) (Appendix D)			

Title	**A-2: Community Learning & Outreach Facilitators**
Minimum or Additional Funding	Minimum
Priority Ranking	N/A
New or Continuing	Continuing (expanded in scope)
Category	-Learner Support Services & Initiatives
Description	The Community Learning and Outreach Facilitators play an integral role in ensuring continuous contact and post-secondary program development efforts in First Nation rural and urban communities. The primary purpose of this position is to increase partnerships and collaboration between VCC and community. The role of the Learning Facilitators also includes training and facilitation of the *Gateways to Careers* program. This proposal will request funding for 3 positions in 2018/2019: • Urban Outreach Facilitator: provides outreach and support to existing and prospective Aboriginal students in the urban centres who are seeking support for training and education, or employment. Provides weekly *Aboriginal Gateways to Careers* information sessions and post-secondary information to local urban community groups such as the Circle of Eagles Lodge, Aboriginal Mothers Centre, Britannia Community Services Centre Society, and Urban Native Youth Association. • Learning Facilitator (Musqueam): provides academic support to Musqueam members transitioning into or currently enrolled in the post-secondary education or into the workforce. • Learning Facilitator (Native Education College): engages in support and outreach to indigenous students transitioning into NEC from rural and urban communities, and those transitioning from NEC into other post-secondary institutes.
Rationale	• Learning Facilitators continue to be instrumental in maintaining the partnership between community and post-secondary institutes for ongoing program development and implementation as well as transitional and enrolment efforts. • Feedback received through conversations with Aboriginal advisors suggests that without the assistance of the Learning Facilitator, some students may not have enrolled in programs. • VCC along with communities has recognized that ongoing communication, data generation activities, and knowledge translation are key activities. Given the increased efforts to assess the needs of urban and rural communities in 2018/2019, the role of the Learning Facilitators will work closely with the Community Engagement and Research Coordinator (Proposed ASP activity B2) and play an active role in these data generation activities. • Preparedness, confidence and the need for one-on-one support were reported across all C3 community partners, in response to this need the role of the Learning Facilitator will be expanded to include Facilitator training and program implementation of on the *Aboriginal Gateways to Careers* program.
Related Goals	**ASP Goal 1:** Increase access, retention, completion and transition opportunities for Aboriginal learners. **ASP Goal 5:** Continuous improvement is based on research, data-tracking and sharing of leading practices **2012 Aboriginal Policy Framework Goal 4:** Aboriginal learners transition seamlessly from K-12 to post-secondary education.
Measuring Success	Success will be measured by: •# of students seen by Learning Facilitator •# of students who access VCC websites and services

	•# of students who enroll in VCC post-secondary programs
Location(s)	Activities will take place both on and off campus and outreach efforts will expand to the Greater Vancouver Regional District.
Timing	Start Date	June 2018
	End Date	May 2019
	Duration	ASP year
Future Plans	These part-time Learning Facilitator roles have been key to the successful ASP activity to date, and would be continued if support is available.

Budget		2018/19	2019/20(Estimate)	2020/21(Estimate)
	Ministry (ASP)	$ 105,000	$ 105,000	$ 105,000
	Institution Contribution	$ 42,000	$ 42,000	$ 42,000
	Other or In-Kind *(Identify Source)*	$	$	$
	Total	$147,000	$147,000	$147,000

Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than $20,000	Item	Amount
	Community Outreach and Learning Facilitation Roles	Urban LF salary subsidy (.8 FTE): $45,000 NEC LF salary subsidy (.6 FTE): $30,000 Musqueam Nation salary subsidy (.6 FTE): $30,000

Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	Letter of Support- Musqueam Indian Band (Appendix E) Letter of Support- Native Education College (NEC) (Appendix D) Letter of Support- Britannia Community Services Centre Society (Appendix C) Letter of Support- Circle of Eagles Lodge (Appendix F)

Title	A-3: ASP Coordinator
Minimum or Additional Funding	Minimum
Priority Ranking	NA
New or Continuing	Continuing (expanded)
Category	-Partnerships and engagement
Description	The primary purpose of this role is to coordinate the development, writing and review of the ASP. The Coordinator works with VCC's C3 and urban community partners to identify priority areas, discuss ideas for activities that address identified needs, and translate this collaborative discussion into program development and implementation strategies to be submitted in VCC's ASP. The ASP Coordinator will also work closely with Community Outreach and Learning Facilitators, Community Engagement and Research Coordinator and the IECE to establish work plans and achieve measurable goals of the program; gather educational needs data from communities; communicate amongst partners and organizing meetings; and other tasks to ensure the full and efficient functioning of the ASP. The ASP Coordinator will look at measurements of success for existing and proposed ASP initiatives, ways to increase student engagement, and plan, coordinate and facilitate stakeholder meetings to ensure that VCC remains on task and also efficient, timely, reliable and inclusive data generation.
Rationale	• The Coordinator works closely in partnership with C3 community partners, the IECE department, Learning Outreach Coordinator in short and long-term planning for ongoing and proposed programs and activities. • The Coordinator has contributed to development of data collection tools, brainstorming sessions with the department and data and information management department to gather student level data and develop methods of ongoing data collection. • In 2016/17, the Coordinator engaged in several strategic planning meetings with the IECE department leading to the development and re-design of the previously funded *Aboriginal Gateways to Careers* program and assisted in the development of this program to better meet the needs of the urban and rural communities and the literacy level of learners. • The Coordinator conducted an environmental scan of urban community agencies and population level demographics of urban and rural Indigenous peoples living in the greater Vancouver area • The Coordinator has played a critical role in identifying partnerships and the early planning stages of community needs assessment set to take place in 2018/2019. • Given the limited resources available to the C3 network and the increase in ASP activities planned for 2018/2019, this role is critical in order to streamline communications and development of the ASP. • In response to the needs of the C3 community partners for additional and ongoing support for Learning Facilitators, the role of the ASP Coordinator will expand to include ongoing communication and engagement with Learning Facilitators across all C3 nations. • At a recent C3 partnership meeting, Capilano University presented findings from a community needs assessment conducted at Lil'Wat First Nation. Results revealed that 49% of the respondents did not know what they wanted to do for school or work. The Community Learning Facilitators from all 5 local communities expressed the need for the support of a Coordinator.
Related Goals	**ASP Goal 2:** Partnerships and engagement (including agreements)
Measuring Success	This activity will be measured by: • Development and uptake of process documents for future ASP planning

	• Engagement of community partners in ASP development • # of meetings and visits with Learning Facilitators			
Location(s)	VCC Broadway and Downtown campus' and urban and rural community locations			
Timing	Start Date	June 2018		
	End Date	May 2019		
	Duration	Full Academic year (part-time)		
Future Plans	The ASP Coordinator will write the ASP and work closely with the Learning Facilitators, Urban Outreach Facilitator, community partners and the department and offer support as needed.			
Budget		2018/19	2019/20(Estimate)	2020/21(Estimate)
	Ministry (ASP)	$30,000	$30,000	$50,000
	Institution Contribution	$10,000	$10,000	$20,000
	Other or In-Kind *(Identify Source)*	$0	$0	$0
	Total	$40,000	$40,000	$70,000
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than $20,000	Item	Amount		
	.6 salary	$30,000		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Documentation of Support.				

Title	**A-4: Indigenizing Curriculum Workshop Series**
Minimum or Additional Funding	Minimum Funding
Priority Ranking	N/A
New or Continuing	New
Category	-Aboriginal cultural training for faculty, staff or administration
Description	The goal of the proposed workshop series is to create a more supportive and inclusive educational environment for Indigenous learners, to ensure a more visible Indigenous representation across campus and in response to faculty request for a more education and training and ways to incorporate Indigenous ways of knowing and culture into existing curriculum. We will build on an existing evidence-based model for curriculum development and incorporate Indigenous ways of knowing and culture[1]. Workshop planning and development will take place in 3 stages including the formation of a working group for the development of content and cultural practices that will take place during the sessions, piloting the first workshop and obtaining feedback on the presentation and content prior to launch and finally, implementation of the workshops series and ongoing evaluation efforts.
Rationale (Continuing Only)	• An institution wide survey was administered to faculties and departments within VCC (see Appendix A). Responses were received back from 9 departments and revealed an overwhelming desire for increased staff education around culture and history so that their department can more effectively contribute to indigenization and reconciliation. • With 7 of 9 departments specifically requesting training and education around curriculum development VCC, in partnership with community stakeholders, Elders, faculty and students will develop a stepwise workshop series that will guide faculty and staff through methods of adapting curriculum toward indigenous. • Requests for IECE presentations has increased considerably and session topics include indigenizing curriculum, indigenization policies, indigenous student support services and programs and services responding to the TRC Calls to Action. • Questions to participants include, "what does collaboration mean to you", "how can we best support Indigenous students", "what does indigenization mean to you" and "how can we best support each other (department to department)"? • Responses include but are not limited to, "more presentations to faculty and students, Indigenous guest speakers from industry, workshops on funding and indigenizing curriculum, luncheons with Indigenous foods, more Indigenous resources (print and people)"
Related Goals	**ASP Goal 1:** Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities. **ASP Goal 3:** Increase access, retention, completion and transition opportunities for Aboriginal learners.
Measuring Success	Evaluation strategies will include pre/post evaluation survey's, feedback generated during the workshop both through talking circles and dialogue/sharing ideas, upon completion of the workshop and again at 4 weeks follow up. Specifically, success of the workshops will be determined through: • # of attendee's and repeat attendees (measured at each workshop-across institutions) • Attendee awareness around Indigenous culture, history and communities, knowledge exchange and implementation efforts (measured prior to and following each workshop) Willingness and comfort in engaging in dialogue relating to Aboriginal history, culture, traditional ways of being across the institute

	More opportunities for Indigenous student involvement in other department activities
Location(s)	VCC (Broadway and Downtown campuses)
Timing	Start Date	June 2018
	End Date	May 2019
	Duration	ASP year
Future Plans	We anticipate evaluation of the workshop series will produce measureable results and therefore will be continued in the future.

Budget		2018/19	2019/20 (Estimate)	2020/21(Estimate)
	Ministry (ASP)	$ 20,000	$ 30,000	$ 30,000
	Institution Contribution	$ 8,000	$ 12,000	$ 12,000
	Other or In-Kind *(Identify Source)*	$ 0	$ 0	$ 0
	Total	$ 28,000	$ 42,000	$ 42,000
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than $20,000	Item	Amount		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	VCC Faculty Indigenization and Engagement Summary- Appendix A			

Title	A-5: Community Engagement and Research Coordinator (CERC)
Minimum or Additional Funding	Minimum funding
Priority Ranking	N/A
New or Continuing	New
Category	-Partnerships and Engagement
Description	The primary role of the Community Engagement and Research Coordinator (CERC) includes working closely with the ASP Coordinator, Learning Facilitators, Urban Outreach Facilitator, IECE, and within the institution to identify key urban community stakeholders (e.g. Aboriginal Friendship Centre, Urban Native Youth Association, LUMA Native Housing, Metis Nation of BC). The CERC will also assist in the develop of assessment methods and program evaluation strategies for new and existing programs and implement and oversee the community needs assessment in communities. The CERC will also oversee data collection and generation activities to ensure a collaborative process between institution and community. The CERC will also work closely with institutional partners to identify needs and support indigenization efforts.
Rationale	• This activity is in direct response to the urgent need for continuous and reliable data generation activities, which will benefit both the institution and Aboriginal community and government partners. • VCC and NEC are both situated in the urban centre and serve a significant population of urban Aboriginal students. The CERC will ensure that urban and rural Aboriginal needs and voice is represented in all ASP activities.
Related Goals	**ASP Goal 2:** Partnerships and engagement **ASP Goal 5:** Continuous improvement is based on research, data-tracking and sharing of leading practices
Measuring Success	This activity will be measured by: # of stakeholders involved in community needs assessment activities # of working group/planning meetings # of community organizations that participate in the assessment **Note:** VCC and IECE is in the early planning stages of the Needs Assessment- direct outcomes have yet to be identified.
Location(s)	VCC (Broadway and Downtown campuses), greater Vancouver area/surrounding urban and rural communities

Timing	Start Date	June 2018
	End Date	May 2019
	Duration	Full Academic year (part-time)

Future Plans	Data generation activities are a critical component of ongoing program development efforts and strategic planning both at the institutional and community levels.

Budget		2017/18	2018/19 (Estimate)	2019/20(Estimate)
	Ministry (ASP)	$30,000	$30,000	$60,000
	Institution Contribution	$12,000	$12,000	$24,000
	Other or In-Kind *(Identify Source)*	$0	$0	$0
	Total	$42,000	$42,000	$84,000

Expense Breakdown for 2016/17 activities/programs	Item	Amount		
	.6 salary	$ 30,000		

where Ministry funding is greater than $20,000		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)		
Documentation of Support.	Community Needs Assessment Survey-DRAFT (Appendix H) **Note:** this survey is a mock up, the survey items will be determined and finalized in working group sessions in the early planning stages.	

Tables B-1 to B-4: Additional Funding

Title	B-1: Musqueam Indian Band (MIB)- Educational Engagement Activities
Minimum or Additional Funding	Additional Funding
Priority Ranking	N/A
New or Continuing	New
Category	-Outreach Activities and Events
Description	There are 4 proposed activities that will support the needs of Musqueam: the elementary homework club, summer literacy camp, career fair, and the proposed transition program. • In partnership with Bridge Through Sport and through the **Elementary Homework Club**, post-secondary students lead afterschool programming for elementary aged community members. Activities are designed to be engaging and educational with a focus on math, science, and literacy. The goal of this program is to assist at least 30 children in completing their homework, increasing comfort with reading and numeracy, and finding mentorship with the tutors. • Musqueam will be partnering with Frontier College on a **Summer Literacy Camp** which will offer training to Musqueam youth and embed various activities with literacy and numeracy skills into the Musqueam Summer Recreation Camp, for children ages 5-13. The goal of this activity is to increase confidence with literacy and numeracy skills among 7 children age 5-13. • Band Education and Employment and Training departments will partner together to organize a **Career and Post-Secondary fair.** Prospective students and employees can engage with potential employers and educators to learn about programs and opportunities. The goal of this fair is to provide community awareness of the variety of post-secondary institutes, existing programs, and potential careers and aim to connect an estimated 15 prospective students or employees with the organizations/agencies. • The **Transition Program** which will provide Grade 12 students with a graduation package at the beginning of the school year with information relating to graduation and post-secondary, followed by one-on-one meetings with graduating student to support as necessary. Students will develop plans for their post-secondary education and increase preparedness and confidence.
Rationale (Continuing Only)	NA-New funding
Related Goals	**ASP Goal 2:** Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities. **ASP Goal 4:** Aboriginal learners transition seamlessly from K-12 to post-secondary education.
Measuring Success	Elementary Homework Club	• # of volunteers attend the Club each week • talking Circles and group discussion on activity components and satisfaction • # of children attending and the recurrence of similar children each week • topic/content of assignments that children worked on each week (i.e. homework, reading, numbers)
	Summer Literacy Camp	• # of children attending and # of books read each day • # of cultural activities and community guests that are part of the camp

		• pre/post evaluation survey's and discussion groups with children
	Career Fair	• # of post-secondary institutes and businesses attend • # of attendees • career fair evaluation survey (e.g. # of tables visited, identified goals, level of education)
	Transition Program	• # of students that register in post-secondary program following graduation • student satisfaction survey (administered at end of academic school year)
Location(s)	Musqueam Indian Band- Community Centre	
Timing	Start Date	June 2018
	End Date	May 2019
	Duration	ASP year
Future Plans		

Budget		2018/19	2019/20 (Estimate)	2020/21(Estimate)
	Ministry (ASP)	$10,000	$10,000	$10,000
	Institution Contribution	$4,000	$4,000	$4,000
	Other or In-Kind *(Identify Source)*	$0	$0	$0
	Total	$14,000	$14,000	$14,000
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than $20,000	Item	Amount		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	Letter of Support- Musqueam Indian Band (Appendix E)			

Title	B-2: Gateways to Careers
Minimum or Additional Funding	Additional Funding
Priority Ranking	1
New or Continuing	Continuing (adapted program model)
Category	-Learner Support and Initiatives
Description	The *Aboriginal Gateways to Careers* program is a non-credit course that was developed to address the challenges of Aboriginal learners transitioning to post-secondary programs and preparing the learner for employment readiness. It is a culturally empowering program that supports learners into transitioning successfully into a post-secondary program or employment. This proposed *Gateways to Careers* activity will supplement the salary of the Gateways Learning Outreach Coordinator and provide funds to continue to modify and develop this program. The Coordinator will also work closely with the Urban Outreach Facilitator to engage community agencies to administer the program, recruit participants, facilitate train-the-trainer sessions and provide administrative support to IECE for enrolment of new students.
Rationale	• Feedback from Musqueam band suggests that students are feeling discouraged and experiencing a lot of anxiety about starting a post-secondary program. Gateways was developed to help learners recognize their strengths, ability and transferable skillset in a one on one supportive environment. The continued development of this program is also in direct response to the Lil'Wat community who expressed the need for a pre-enrolment preparation course. Gateways is being adapted to include an additional module on '*Getting Ready for College- What can I expect?*'. • In previous funding years, the *Aboriginal Gateways to Careers* program was delivered through an online learning platform. Learners experienced several challenges when using this platform including: 1) low technology literacy; 2) the need for one on one or in class support from the learning facilitator and 3) lack of access to technology at the community level. • Our urban partner Circle of Eagles Lodge (COEL), identified a critical need for education and employment resources. COEL has committed to adding the program as a permanent component in their existing service delivery model. • A Facilitators Guide for the Gateways program has been developed specifically for Circles of Eagles Lodge and their particular client population (Appendix F); however, additional revisions are underway on both the Facilitator Guide and Learners Workbook, generalizing the procedures and content for use in various settings.
Related Goals	**ASP Goal 1**: Increase access, retention, completion and transition opportunities for Aboriginal learners. **2012 Aboriginal Policy Framework: Goal 4:** Aboriginal learners transition seamlessly from K-12 to post-secondary
Measuring Success	We will measure success of the adapted Gateways program using a mixed methods design employing both pre/post program evaluation survey's and focus groups with participants from each participating community organization. • # of urban & rural students enrolled in Gateways • # of students enrolled in a post-secondary program • # of youth and adult students pursue post-secondary enrollment • # of new facilitators being trained to facilitate Gateways in their community or organization • student confidence and feeling of preparedness in pursuing education or employment • # of presentations on Gateways given to urban and rural community organizations

Location(s)	Urban and rural Aboriginal communities		
Timing	Start Date	June 2018	
	End Date	May 2019	
	Duration	*As learner contacts are made throughout the year*	
Future Plans	We anticipate the evaluation will produce measureable results and therefore this would likely be continued into the future.		

Budget		2018/19	2019/20 (Estimate)	2020/21(Estimate)
	Ministry (ASP)	$40,000	$ 40,000	$ 40,000
	Institution Contribution	$16,000	$ 16,000	$ 16,000
	Other or In-Kind *(Identify Source)*	$0	$0	$0
	Total	$56,000	$ 56,000	$56,000
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than $20,000	Item	Amount		
	Salary Subsidy (.6)	$ 40,000		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	Letter of Support- Musqueam Indian Band (Appendix E) Letter of Support- Britannia Community Services Society (Appendix C) Letter of Support- Circle of Eagles Lodge (Appendix F)			

Title	B-3: Career Awareness for Indigenous Students with Disabilities
Minimum or Additional Funding	Additional funding
Priority Ranking	
New or Continuing	New
Category	-Student Support Services & Initiatives
Description	This program will provide students with diverse learning needs and barriers to employment, a supportive learning environment designed to increase their level of job readiness and gain practical work experience. The primary purpose of this program is to establish employment and education exploration. The emphasis of the program will focus on entry level employment. The Career Awareness program will be adapted, from the 38-week fulltime program, to include *Aboriginal Gateways to Careers* and 2) job readiness and workplace practicum placement. Students will be introduced to skills for success in competitive employment, supported work options, further education/skill training, or community volunteer work.
Rationale	VCC currently has a waitlist of 150 prospective students, of which 6 have self-identified as Indigenous. We would like to provide the Indigenous applicants on this list as well as community members who meet the criteria for the program an opportunity to enroll in a program that is completely tailored to meet their individual needs.
Related Goals	**ASP Goal 2:** Partnerships and engagement (including agreements)
Measuring Success	• Complete a transition plan supported by personal, education, and career planning learning activities and assessments. • Identify pathways for further education and career exploration. • Have an increased awareness of expectations and requirements of post-secondary courses/programs. • Participate in a supportive workplace practicum interview and present personal strengths and qualifications. • Participate in a supported two-week job shadow in the community. • Follow instructions at the workplace, and demonstrated the ability to work with limited direct supervision while developing an employable skill. • Conduct themselves in a professional manner in the workplace
Location(s)	VCC – Downtown campus

Timing	Start Date	November 2018
	End Date	May 2019
	Duration	Two terms (part-time)

Future Plans	We anticipate the evaluation of the program will produce measureable results and therefore this would likely be continued in the future

Budget		2017/18	2018/19 (Estimate)	2019/20(Estimate)
	Ministry (ASP)	$30,000	$30,000	$30,000
	Institution Contribution	$10,000	$10,000	$10,000
	Other or In-Kind *(Identify Source)*	$0	$0	$0
	Total	$40,000	$40,000	$40,000

Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater	Item	Amount
	Instructor Salary (.5 FTE)	$ 30,000

than $20,000		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)		
Documentation of Support.	Disability Services- Letter of Support- Appendix I	

Title	B-4: Visiting Elders Program & Elder Conference
Minimum or Additional Funding	Additional Funding
Priority Ranking	
New or Continuing	New
Category	Partnerships and engagement
Description	Honoring the diversity of Indigenous perspectives is necessary in the development of curriculum and interactions within the college community. Our Elders provide support to staff, faculty and students. They engage in day-to-day conversations with students and staff, co-facilitate cultural awareness and Indigenous history workshops, conduct territory acknowledgements and are the experts and knowledge keepers around protocol and practices involving Indigenous community. The proposed conference, "Honoring Elder Participation and involvement in post-secondary institutions" will provide Elders with an opportunity to engage in and contribute to sessions on topics such as: health and wellness, cultural safety, language revitalization, cultural protocols and policies, traditional medicines and plants, and self-care.
Rationale	• A diverse group of Elders brings a wealth of knowledge, different practices, skills and teachings to the college. The need for Elders from different nations is evident in the following quote, *"I don't know where my community is and what my history is. I understand the importance of bringing in local Elders but they can't answer my questions and I feel bad asking them to provide my history"* **Cree/Metis BScN Student. I**t is important that institutes support the diversity of Indigenous learners and as a result, we feel it is important to engage Elders who represent the student population. Students who feel disconnected from home territories or nations have expressed a desire to meet and learn from Elders of the same nation or region. • They also are a valuable resource to everyone; however, we need to ensure our Elders' well-being is a priority. Elders listen to many stories, some are not positive and often times they are affected by these stories. VCC hosted an Elder luncheon last year and Elders comments included: • "We need healing and talking circles", "We need support groups – getting together with other elders to support the work that we do"
Related Goals	**ASP Goal 3:** Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. **2012 Aboriginal Policy Framework Goal 1:** Systemic change means that the public post-secondary education system is relevant, responsive and receptive to Aboriginal learners and communities. **2012 Aboriginal Policy Framework Goal 4:** Aboriginal learners transition seamlessly from K-12 to post-secondary education
Measuring Success	We will measure success by: • opportunities to welcome new learners and participation at college events • participation of Indigenous students in Elder sessions and cultural events • students feedback surveys • sense of cultural pride and confidence • engagement with multiple Elders from various Nations • Post evaluation survey
Location(s)	Urban and Rural Aboriginal communities
Timing	Start Date	June 2018

	End Date	*May 2019*		
	Duration	*As learner contacts are made throughout the year*		
Future Plans	We anticipate the evaluation will produce measureable results and therefore this would likely be continued into the future			

Budget		2018/19	2019/20 (Estimate)	2020/21(Estimate)
	Ministry (ASP)	$35,000	$ 35,000	$ 35,000
	Institution Contribution	$12,000	$ 12,000	$ 12,000
	Other or In-Kind *(Identify Source)*	$0	$0	$0
	Total	$47,000	$ 47,000	$47,000
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than $20,000	Item	Amount		
	Elder Honorariums, Travel, Parking, Meals & Gifts	$15,000		
	Conference (2)	$20,000		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program				

Overall Budget

Programs and Activities Supported by Minimum Ministry Funding							
Activity/Program Title	Category	2018/19		2019/20 (Estimate)		2020/21(Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
A-1: Elders on Campus Program	Learner Support Services & Initiatives Aboriginal cultural training for faculty, staff & administration	$15,000	$ 5,600	$15,000	$5,600	$15,000	$5,600
A-2: Community Learning Facilitators	Learner Support and Initiatives	$105,000	$42,000	$105,000	$42,000	$105,000	$42,000
A-3: ASP Coordinator	Partnerships and engagement	$30,000	$10,000	$25,000	$10,000	$50,000	$20,000
A-4: Indigenizing Curriculum Workshop Series	Aboriginal cultural training for faculty, staff & administration	$20,000	$ 8,000	$30,000	$12,000	$30,000	$12,000
A-5: Community Engagement and Research Coordinator	Partnerships and Engagement	$30,000	$12,000	$30,000	$12,000	$60,000	$24,000
	Sub-Total	$200,000	$77,600	$205,000	$81,600	$260,000	$99,600

Programs and Activities Requiring Additional Ministry Funding								
Priority Ranking	Activity/Program Title	Category	2018/19		2019/20 (Estimate)		2020/21(Estimate)	
			Ministry	Institution	Ministry	Institution	Ministry	Institution
1	B-1: Musqueam Indian Band – Educational Engagement Activities	Outreach activities and Events	10,000	4,000	10,000	4,000	10,000	4,000
2	B-2: Gateways to Careers	Learner Support & Initiatives	**40,000**	**16,000**	**40,000**	**16,000**	**40,000**	**16,000**
3	B-3: Career Awareness for Indigenous Students with Disabilities	Student Support and Initiatives	$30,000	$10,000	$30,000	$10,000	$30,000	$10,000
4	B4: Visiting Elders and Elder Conference	Partnerships and Engagement	$35,000	$12,000	$35,000	$12,000	$35,000	$12,000
		Sub-Total	$115,000	$42,000	$115,000	$42,000	$115,000	$42,000

Total Funding (Minimum + Additional)						
	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
	Ministry	Institution	Ministry	Institution	Ministry	Institution
Total	$315,000	$119,600	$320,000	$123,600	$375,000	$141,600

Appendix A – VCC Faculty Indigenization and Engagement Summary- TEMPLATE

Vancouver Community College and the Indigenous Education and Community Engagement Department will be submitting a proposal to the Ministry of Advanced Education for an Aboriginal Services Plan which is a three-year rolling strategic plan for enhancing the post-secondary educational experiences and outcomes of Aboriginal learners[11]. Government will provide funding to support development and implementation of Aboriginal Service Plans.

In recent years, VCC has implemented systemic change initiatives in response to the Truth and Reconciliation Canada's Calls to Action[12], and has signed Canada's Indigenous Educational Protocol which demonstrates VCC's commitment to Indigenous education and provides a vision of how we will continue to strive to improve and better serve Indigenous peoples.[13]

In efforts to build intradepartmental capacity, increase institutional awareness and work toward mobilizing these change initiatives at VCC, we are gathering updates and feedback from you and your department/committee members around activities that have both taken place within your department and activities and goals for 2018/2019. Please complete the information below in as much detail as possible.

Department/Agency *[e.g. Indigenization Committee, IECE, Library, Nursing, humanities, VCC Board of Governors etc.]*	
What are some **key engagement activities** that have taken place since May 2017 (no need to go into details here- just a summary).	*[List all activities that have taken place e.g. Indigenous students initiatives, policy changes, indigenizing curriculum and internal/external events]*
What are some activities that you have planned in your department for the **upcoming year 2018/2019**?	
Challenges you have had in your department regarding indigenization efforts.	
What are some ways that VCC can support your department to continue existing activities?	
Additional Comments/Considerations:	

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[11] https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/aboriginal-education-training/asp-guidelines.pdf
[12] http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf
[13] http://www.vcc.ca/about/college-information/news/article/vcc-signs-cicans-indigenous-education-protocol.html

Appendix B- Coastal Corridor Consortium (C3) 2015-2018- Memorandum of Understanding

coastal corridor
CONSORTIUM

Revised

Memorandum of Understanding

regarding the development and delivery of the

Coastal Corridor Consortium (C3) 2015-2018 Aboriginal Service Plan

on behalf of the BC Ministry of Advanced Education

between

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

January, 2015

- This Memorandum of Understanding (MOU) confirms that the undersigned partners are fully committed in continuing our working partnership to address the three main goals of the provincial Aboriginal Service Plan

- Since 2007, our network efforts have been directed to creating stronger relationships between the three post-secondary institutions and the five First Nations & Métis communities and organizations that are part of the consortium.

- The 2015-2018 ASP promises that the consortium will collaborate in identifying learning needs, prioritizing proposed activities and services, and delivering funded programs.

- We commit to following the C3 Vision and Mission:

Vision

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

Mission

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

Values & Working Guidelines

All C3 partners agree to the following values and guidelines:

- Respecting local traditional knowledge and cultural protocols

- Building a holistic approach to land, resources and people development

- Supporting Aboriginal self government and community control of education

- Addressing local community needs by providing educational opportunities available to the entire community

- Supporting the efforts of all campuses to create a more inclusive environment for Aboriginal learners

- Engaging in regular communication between partners, and encouraging the input of all into all ASP activities

- Reviewing and vetting all draft proposals and project final reports

- Showing respect for diverse opinions and ways of learning

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

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

Appendix C- Britannia Community Services Centre Society- Letter of Support

hello...

February 6, 2018

Honorable Melanie Mark
Minister of Advanced Education
PO Box 9877 Stn. Prov Govt.
Victoria BC V8W 9T6

Dear Minister,

Re: Vancouver Community College Aboriginal Service Plan

Britannia Community Services Center Society located in the Grandview Woodland
neighbourhood of Vancouver is home to many urban Indigenous people and their
families. We are writing to express our support and commitment to the Aboriginal
Service Plan and we look forward to be active partners in the success of the plan.

We are a non-profit organization located in Vancouver on a 18 acre site with 2 schools,
a public library, an ice arena, Indigenous Carving Pavilion and swimming pool. BCSCS
is a recognized leader in building community and providing educational, recreational,
creative and cultural programs. Promoting partnerships, celebrating diversity and
enhancing the life and well-being of everyone who lives, works, and plays in our
community are our mandate and mission. We develop, coordinate, and support a wide
range of excellent programs and services for Grandview-Woodland and Strathcona, by
working with community members, partners, and local agencies.

The Plan not only provides access to much needed services but provides support to
learners to succeed in their goals. Our community members value the service and have
benefited from the service. We look forward to deepen our relationship with VCC to
support our community.

Sincerely,

Cynthia Low
Executive Director

Britannia
COMMUNITY SERVICES CENTRE

T 604 718 5800 F 604 718 5858
1661 Napier Street Vancouver BC V5L 4X4
britanniacentre.org

Appendix D- Native Education College- Letter of Support

Native Education College
Since 1967

Wednesday, January 31, 2018

To the Ministry of Advanced Education:

The NEC Native Education College extends its support for the Aboriginal Service Plan (ASP) proposal of Vancouver Community College (VCC). The NEC is a continuing partner with VCC and both institutions continue to participate in the Coastal Corridor Consortium (C3) advisory network. VCC's ASP initiatives have aided in increasing the successful postsecondary completion rates of Indigenous learners at both institutions. The ASP funding has helped NEC offer our Elders in Residence services and has helped us support our Learning Centre with a Learning Facilitator. NEC has seen more and more students each year access the services of our Elders and the Learning Facilitator. These two areas have become an invaluable service for NEC. As a member of the Indigenous Adult and Higher Learning Association (IAHLA), NEC believes it is important to create and maintain strong partnerships with public postsecondary institutions. NEC has a long standing relationship with VCC which is represented in VCC's upcoming ASP proposal and our continued affiliation. AVED's funding support has been integral to the continued success of Indigenous learners in the postsecondary education system. Thank you for your time and consideration.

Sincerely,

Jason La Rochelle
Dean of Academics

Appendix E- Musqueam Indian Band- Letter of Support

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

February 7, 2018

Re: Musqueam support for Aboriginal Service Plan 2018-2019, 2020-2021

Dear Ministry of Advanced Education,

Please accept this letter as confirmation of the Musqueam Nation's continued support for the 2018-2019, 2020-2021, Aboriginal Service Plan with our Coastal Corridor (C3) partners at Vancouver Community College.

The Musqueam Nation has been involved with C3 past and present efforts and are very satisfied with the proposed plan for 2018-2019, 2020-2021. In conjunction with our support of the plan, our community continues to recognize the Memorandum of Understanding for this Aboriginal Service Plan that was signed.

We are looking forward to supporting the Gateways to Careers Program in the Musqueam community to facilitate the program to high school students, adult learners and community members transitioning into new careers as well as, Musqueam Education Engagement Activities (Elementary Homework Club, Summer Literacy Camp, Career Info Post-Secondary Fair, Transitions Program – this is where Gateways can be facilitated was well), and the ASP Community Coordinator to support the Learning Facilitator through training and facilitation of the various community based programs and events. The role of the Learning Facilitator and network are integral to the support Musqueam has for the Aboriginal Service Plan. Through this role and partnership, our students have achieved more success in their education pursuits.

Thank you for your consideration for the 2018-2019, 2020-2021 Aboriginal Service Plan proposal.

Sincerely,

Faye Mitchell,
Education Coordinator

Appendix F- Circle of Eagles Lodge- Letter of Support

Barb Ellis
Circle of Eagles Lodge Society
1470 East Broadway
Vancouver, BC
V5N 1V6

February 7, 2018

Vancouver Community College (VCC)
1155 East Broadway
Vancouver, BC
V5T 4V5

Tami,

We are looking forward to working with Vancouver Community College and are committed to working with VCC on the delivery of Gateways to Careers to the Brothers and Sisters of our community at Circle of Eagles Lodge Society.

Sincerely,

Barb Ellis
Circle of Eagles Lodge Society
Programs Manager

1470 East Broadway   Vancouver   British Columbia   Canada   V5N 1V6   circleofeagles.com
T 604.874.9610   F 604.874.3858

VCC INDIGENOUS
EDUCATION + COMMUNITY ENGAGEMENT

Acknowledgements

The *Gateways to Careers* program and this Learning Facilitator's Handbook were created on the traditional territories of the Musqueam, Squamish, and Tsleil-Waututh Nations. The Indigenous Education and Community Engagement (IECE) Department of Vancouver Community College (VCC) sincerely acknowledges the dedication and commitment of our Indigenous and non-Indigenous designers, thinkers, participants, and facilitators and collaborating community organizations and for the creativity, wisdom, and sharing of knowledge in the creation of this valuable program.

We also extend thanks to the Ministry of Advanced Education for the continued collaborative efforts. This program would not have been possible without their financial support.

The following policy governs the operation and management of the government's main website and all websites of ministries, and agencies reporting to ministries.

Welcome Facilitators!

Thank you for taking the time to learn more about the *Gateways to Careers* program and for your interest in delivering and creating awareness of this program within your facility or agency. We value your energy, experience, and knowledge and we are here to support you throughout the process.

This handbook is meant to act as a guide for anyone who wishes to contribute to the ongoing efforts of assisting Aboriginal participants in the transition from a correctional facility to post-secondary education or into the work force. This handbook includes a detailed module description, participant engagement strategies, classroom activities and group facilitation techniques. The program objectives of the Gateways program are to address participant readiness, facilitate meaningful program and employment selection and prepare the participant for their transition out of facility and integration back into the community.

Learning Facilitators have been trained throughout local Coast Salish communities to facilitate Gateways, as well as in various community organizations throughout the Coast Salish region. We will continue to support all of our partners, participants, and clients who want to begin their educational and career journey with the *Gateways to Careers* program.

Message from the Elder

"*In the past all of our Nations of people, red, yellow, black and white were hunters of the land and waters. We all used the natural resources available to us, however today in our urban societies these resources are limited, and in order to survive we must maintain our cultures and become modern day hunters through education - degrees, diplomas, and technical trades are the tools that will allow us to grow into the future.*"

~ Elder Leonard George

Background

The *Gateways to Careers* program supports the Truth and Reconciliation Commission's Call to Action to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians[14]. The goal of the Gateways program is to create a pathway to career and educational opportunities. During an individual's transition into employment or post-secondary education we ensure a supportive environment and offer guidance along the way. *Gateways to Careers* program is a non-credit program that can be facilitated and administered either in a traditional, face to face classroom setting or through online learning.

While the *Gateways to Careers* program was originally developed as an online learning platform for facilitation in local urban and Indigenous communities, Vancouver Community College (VCC) recognizes the urgent need to offer correctional facilities and agencies access to this educational and employment program to help prepare clients for re-entry back into the community. Additional challenges also exist in correctional institutions including accessibility to technology and low technology literacy among inmates. To address these challenges, the Gateways program was recently adapted, separating the program modules into two parts: 1) modules and activities modified in format for paper based administration and facilitation (completed pre-release) and 2) modules, careers searches and activities that require the use of technology and the support of the learning facilitator (completed post-release).

Given the complex needs of the inmate population, the transition from a correctional facility back into the community can present several challenges and additional institutional, structural and social barriers do exist for inmates. It is the goal of the program that by increasing confidence and by offering ongoing, step by step facilitator support, participants will be more likely to succeed at obtaining and keeping employment post release. Not all participants share the same challenges or needs, and by allowing the participant to explore their needs, personality, set goals and create a plan and deliver face to face support through the career and educational program finding journey is an important element to truly helping people change their path in life.

It is important that our government and institutional partners support culturally grounded and empowering initiatives that ensure that efforts to increase enrollment in post-secondary institutions are both widely accessible to all participants and grounded in culturally and historically relevant Indigenous material and content. One of the goals of Gateways is to ensure that participants are provided an opportunity to be independent and empowered, so with that model in mind, we want communities and facilities to be able to run this program independently with their members as needed.

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[14] Truth and Reconciliation Commission of Canada. (2015). Truth and Reconciliation Commission: Calls to Action. http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

What is Gateways to Careers?

Gateways to Careers is a non-credit program offered through the office of Indigenous Education and Community Engagement at Vancouver Community College. The Gateways program addresses the challenges of those transitioning into post-secondary and prepares individuals for employment readiness. Through the program, participants identify their strengths and values, match these to a corresponding career and create an education or employment plan to map out their journey.

Some will face financial, institutional, systemic and social barriers to accessing post-secondary education and employment. Often, the transition out of the correctional facility and integration back into the community can be extremely challenging and intimidating and navigating through online employment programs can be discouraging. It is our hope that this program will assist potential participants in identifying which direction they want their path to take and the steps required to get there. Upon full completion of all program components, the participant will be able to visualize the path, learn more about their strengths, develop the contacts and connect with resources, and navigate through the institutional and employment systems; all steps closer to pursuing their chosen educational or career path. While working through the program participants will have a better understanding of who they are as a participant, identify jobs they are well suited for and the requirements of different post-secondary programs that might be needed to achieve their goal.

One of the most important components of the Gateways program is the identification of strengths and challenges that the participant might face upon release and working with the learning facilitator to determine which of these may need to be overcome and how to arrange or access the supports they need to have in place prior to obtaining employment or pursue post-secondary education.

Through engagement and partnership with community organizations and in continuous collaboration with the Indigenous Education and Community Engagement (IECE) office at VCC, this important program has evolved and expanded to community organizations, government agencies and the bands and nations of our indigenous and non-Indigenous partners. It is our goal to build capacity within Aboriginal communities, urban community organizations and other agencies including correctional facilities and transition houses by ensuring that *Gateways to Careers* program remains free and accessible and that ongoing training for facilitators is provided.

The *Gateways to Careers* program will be administered in two parts and includes five modules, adapted to increase feasibility in settings where access to technology is limited:

Part A- Inside the facility (in person administration, ~ 3 hours to complete)
Module 1: Welcome and Program Overview
Module 2: Knowing yourself

Part B- Upon release from the facility (technology required, ~ 4 hours to complete)
Module 3: Making Choices
Module 4: Identifying Strengths and Overcoming Challenges
Module 5: Strategies for Success

While working through the modules, the participant will participate in several activities and exercises, including:

- **Talking Circles:** talking circles and discussion groups are encouraged at any point during the program. We have found that having time to discuss findings, ask questions, and brainstorm ideas as a group led by the Facilitator adds depth and value to Gateways, particularly if this is done each day.
- **Personal Journal Reflections:** these are offered at the end of each activity, usually 1 or 2 per module. They do not have to be long, but help the participant to record their findings and will be very useful when creating their final Action Plan.
- **Participant Action Plan:** this activity will give the participant an opportunity to create multiple plans that focus on post-secondary programs, employment or both. The Participant Action Plan considers potential contacts or resources, program pre-requisites and availability of the pre-requisites prior to reintegration into community. (e.g. what are program pre-requisites, what are job qualifications and where do they get these etc.).
- **Job/Career Searching:** with the support of the Learning Facilitator, this will be the chance for the participant to put what they have discovered about themselves into action.
- **Creating a resume, cover letter, interviewing:** participants will develop valuable skills around creating a resume, cover letter and interviewing techniques and strategies.
- **Program Evaluation:** this will include a talking circle and gathering of feedback and information where participants will discuss with each other and the learning facilitator experiences throughout the course.

At the beginning of class, each participant will be given their own program booklet which will contain easy to read content and all of the worksheets and materials required for the program. At the front of each program booklet, there will be a check list for completing each module and activity. Participants can record completion of each activity and module and visually see their progress. This participant package will also include an extensive list of resources and contact

phone numbers so that upon release, they are able to connect with the Learning Facilitator, employment agencies or cultural organizations in their area.

Participants can carry this with them when they attend Gateways- Part B upon release. Depending on the availability of technology within the facility, the participant may be able to meet one on one with the Learning Facilitator pre-release, or once the participant has transitioned out of the facility, meet with a learning facilitator at an outside agency, transition house, or community agency.

In working through the Gateways program, the benefit to the participant will come not only through completion of the modules and activities in the program, but as they progress through the program, participants will feel culturally empowered, more engaged and invested in their own future and more confident during their transition out of the facility and back into the community.

Role of the Learning Facilitator

The role of the Learning Facilitator is essential in creating engagement in the program, guiding the participants through the program components, and offering ongoing support along the way. The facilitator also has the important role of maintaining contact with the participant following the release from the facility.

The facilitator's role includes the following:
- Recruitment of potential participants into the program, which can take place in several ways. One of the most effective recruitment methods has been face-to-face outreach in the community, engaging individuals, providing a brief description of the program and extending the invitation to register. The facilitator could also post a one-page description of the program, attach a sign-up sheet and follow up with interested participants (see Appendix 12.1 for poster advertisement).
- Registration of students as required, completion of registration forms and communicating directly with the VCC Program Assistant to ensure registration is complete.
- Offering support to participants during completion of journal entries, activities, development of action plans and provide feedback as needed.
- Facilitation of discussions, talking circles, brainstorming sessions and debriefing as required.
- Preparation of weekly outreach and contact reports for the program and communicate this with the Learning Outreach Coordinator on a monthly basis.
- Connect with the Learning Outreach Coordinator at VCC for support as needed as well as any assistance required to input final grades.

- Learning Outreach Coordinator will ensure that Certificates of Completion are issued as needed
- Familiarity with the community groups and agencies, including those that offer Indigenous services, local employment offices, post-secondary institutions and educational resources, and be able to communicate with these groups as part of outreach and retention efforts.
- Work collaboratively with local community organizations and develop partnerships for administration and resource support for the Gateways program.
- Work with other Learning Facilitators, the Learning Outreach Coordinator, and the office of Indigenous Education and Community Engagement. Summarize feedback or challenges that will contribute to further program development.

Engaging Participants

The *Gateways to Careers* program can be facilitated in a traditional classroom setting or online format; whatever is most feasible for participants, facilitators and their community.

One of the benefits of facilitating the program in a traditional classroom setting is that the presence of the group and the learning facilitator can stimulate activity, promote participant engagement and allows the facilitator to gauge the participants' level of interest in the material, and assess comprehension, all helping to increase engagement. Alternatively, if this program is facilitated in an online format, there is the risk that the participant may feel isolated if support isn't provided, presenting a challenge to engagement beyond those already experienced in a traditional setting. Engagement by participants in the program is an essential component of retention and a key ingredient in pursuing enrollment into post-secondary education or employment. Understanding why participants engage (or not) in the program and figuring out how to improve the likelihood of success in education or employment is one of the most important skills that a facilitator can possess. To ensure the success and development of the program, Learning Facilitators should provide continuous feedback and maintain constant communication with both participants and the Learning Outreach Facilitator.

Participants may choose not to engage in the program, with either the facilitator or with the module material for a variety of reasons. They may be intimidated by the information or material, lack a connection with the facilitator, may have a fear of being embarrassed in front of other participants, or they may not clearly understand what is expected of them. Additionally, participants may be overcome with challenges in other areas of their life including family or social issues, unemployment, or financial challenges. Participants may also feel isolated or disconnected from the group or in some cases they may simply be unmotivated. Regardless of the obstacles that might inhibit participant engagement, facilitators can help to overcome these tendencies by adopting some best practices aimed at increasing engagement both in a traditional classroom and online setting. Some of these practices may include:

1. Reward successes
2. Enable participants to monitor their own progress
3. Create an open, accessible environment for participants
4. Help participants set achievable goals in the program
5. Allow participants to participate in enhancing the program through sharing of ideas, and discussion.
6. Be open to feedback

Participant Program Retention & Follow up

Participant retention is essential to the participant experiencing the full benefits of the Gateways program. There are several tools that Learning Facilitators can use to connect with participants upon completion of Part A of the program. Along with the participant registration form, a Contact Form will be completed with the participant (see Appendix 12.2). Participants will be asked to provide the names and any aliases, addresses, and telephone numbers for themselves and at least two other people. These other people should be individuals who could get into contact with the participant; for instance, a parent or other relative or close contact or friend. Permission will also be requested to obtain contact information from local community agencies and publicly accessible databases.

Facilitators may experience difficulty retaining participants in Part B of the program post-release. While some participants may have no challenges or difficulty attending the second part of the program, others may face challenges or barriers that make it more difficult to engage for a variety of reasons (e.g. substance use/mental health issues, homelessness, moving residence, losing their telephone, subsequent incarceration, or hospitalization). The Learning Facilitator will make it a priority to reach out to these participants, and will develop a network of contacts to facilitate that effort.

It is important to both the sustainability and success of the program, and participant outcomes that all outreach and contact efforts are documented. The purpose of documenting outreach efforts is fourfold: 1) first and foremost, it makes future attempts to locate the participant easier and increases our overall efficiency; 2) it is a tool for communicating to program staff which steps have been taken to contact the participant, plus any clues or suggestions for next steps; 3) it demonstrates the effort made to get in contact with the participant thereby helping to explain retention rates and; 4) it gives an indication of what is or is not effective or realistic. Regardless of whether or not your efforts to contact the participant were successful, making a record of actions taken could help with the next attempt. If you were successful, record what method worked, and if you were unable to locate the participant, ensure those attempts are documented as well.

Program Accessibility

In addition to the role and responsibility of facilitating the program, Learning Facilitators are also expected to assist participants who may experience unique challenges and to make the

materials used in the program accessible to all participants. Facilitators should be sensitive to the possible presence of students with low literacy levels or disabilities within their group and be prepared to assist such students or facilitate access to the appropriate resources. There are many resources available to participants, but they may be unaware of the existence of those resources or unaware of how to access them. As a result of these challenges, some participants may feel discouraged and require additional and ongoing support to complete the program.

As previously mentioned, one of the most important features of the *Gateways to Careers* program is its accessibility to participants and communities. The program can take place either in a traditional classroom setting or through the online learning platform. Despite the accessibility of this method, challenges do exist for those individuals or community groups that do not have access to the required technology. To address these challenges, the program has been adapted to include both paper based and online facilitation.

Recognizing Differences in Participants

Participants will learn best when they are provided a safe and comfortable place in which to engage in the program. Facilitators will need to incorporate different techniques and discussion activities to help create the appropriate learning environment for all participants. Participants may include groups not often represented in the traditional classroom setting, including those who are older, have certain structural or institutional constraints that may limit contact with outside organizations, or have family obligations or other challenges. Every participant brings a wealth of diversity or experience to the group, and this diversity can be a tremendous asset in enhancing the group culture and environment.

Learning Facilitators need to maintain a presence in the classroom, checking in with participants consistently and providing clear participation requirements or expectations to ensure ongoing discussions. Facilitators also need to be alert to signs that participants are struggling, failing to participate, not understanding program material, or having an emotional reaction to the course material or student interaction. In a traditional classroom setting, this may be easier for facilitators to pick up on the clues that some of these things are occurring.

Participants may also learn best from their peers and those with whom they share a common history, social or family situation, language or experience. In cases where the group may be from different geographic locations and face different challenges, the facilitator should work hard to create a new shared culture within the group. In a traditional classroom setting, the group engagement efforts on the part of the facilitator should be ongoing. Facilitators should look for opportunities to build "doing" into their classes. One technique for doing this is to offer activities that require students to actually apply what they have been learning to complete these activities.

Registering Participants in the Program

One of the roles of the Learning Facilitator is student registration. Participant registration forms can be found in Appendix 12.3 of this manual. Please have each participant fill out the form completely then scan and e-mail the forms to: gateways@vcc.ca. The internet will be required for email access.

Once the forms are received by the Program Assistant at VCC, a Student ID will be created for each participant, allowing participants and/or Facilitators to access the student dashboard, view and access courses available at VCC.

The following are the steps to registering participants in the program:

1. Complete registration forms for each participant. These may need to be gathered and completed a few days prior the program start date to allow VCC student numbers to be assigned.
2. The facilitator will then e-mail registration forms to the Program Assistant and Learning Outreach Coordinator at gateways@vcc.ca. Please ensure that in the address bar, the subject header is the name of your organization or institution is recorded as this allows the Program Assistant to track different groups.
3. The facilitator will be able to access the Gateways program online, in 'Instructor Mode'. To access the website, start your web browser. In the Address or Location box of the web browser, type www.myvcc.ca to gain access to the my VCC Login Screen to access the platform and Gateways training system.

Learning Facilitators will need to register participants by contacting the Program Assistant at VCC and access the institutions Learning Management System (LMS). Internet access will be required and in order to efficiently access the LMS, it is suggested that the browser Mozilla Firefox is downloaded or installed prior to attempting to login.

VCC Learning Management System

The Gateways program operates through something called a Learning Management System which is "a software application that automates the administration, tracking, and reporting of training events"[15]. But as these systems have evolved, they have evolved to offer both a way to track and report program training and have become an integral part of online learning programs, used to post resources, and host online forums and discussion spaces that are so much a part of the collaborative online learning.

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[15] Ellis, R. (2009). Field guide to learning management systems. Learning Circuits (ASTD), retrieved from http://www.astd.org/~/media/Files/Publications/LMS_fieldguide_20091

Learning Facilitators will use an LMS called Moodle (Modular Object-Oriented Dynamic Learning Environment). Moodle offers facilitators a range of tools for participant tracking, report generation, completion and entry of final grades. If Gateways is offered through online learning platform, this LMS can be used to engage participants. If you need support with logging in, registering new participants, or navigating the system, please contact the Program Assistant or Learning Outreach Coordinator at VCC: gateways@vcc.ca or 604-871-7000 x 8310. If you have any other questions, please feel free to contact us at any time and we will work to find a solution!

Facilitator Support & Troubleshooting

If you have any questions or comments, please contact the Learning Outreach Coordinator or VCC Program Assistant at gateways@vcc.ca. All staff listed below will be available from Monday to Friday from 9:00am-3:00pm.

Role	Contact Information
Learning Outreach Coordinator Available to offer assistance with program content and material, retention and follow up issues	Vancouver Community College Indigenous Education & Community Engagement 250 West Pender Street Vancouver, B.C. Email: gateways@vcc.ca Phone: 604-871-7000, ext.8615
Manager, Indigenous Education & Community Engagement Works closely with Director, monitoring the progress of the program, offering suggestion and providing facilitator oversight	Natalie Wood-Wiens Tel: 604-871-7000 ext. 5047 nwoodweins@vcc.ca
Elder/ Outreach & Recruitment Available to offer guidance and assist in recruitment efforts.	Anne Prince Cell 778-887-8039 Email: anneprince604@gmail.com
Program Assistant Responsible for registration of participants to become VCC student	Alexander Boynton Indigenous Education and Community Engagement Vancouver Community College indigenous@vcc.ca 604-871-7000 ext 8310
Director, Indigenous Education & Community Engagement Oversees and works collaboratively with the Learning Outreach Coordinator	Tami Pierce Vancouver Community College 1155 East Broadway, Vancouver, B.C. V5T 4V5 Email: tpierce@vcc.ca Tel. 604-871-7000, Ext. 7288

GATEWAYS TO CAREERS- PART 1 (Paper-based Administration)

Module 1- Welcome and Program Overview

The first module welcomes the participant to the course, provides an overview of the program objectives, a brief description of the program, then into the journey of self-discovery where the participant can discover "Who they are". At the beginning of the program, each participant will be provided a program booklet containing a checklist for completion, easy to read content, journal entries and materials for the program (see Appendix 12.4). Prior to beginning Module 1, there is an 'Introduction' section. The following activities will take place during Module 1:

1. A 'Welcome to the Territory' message from Elder Dee of Tsleil Waututh First Nation
2. Talking Circle: Following traditional ways of introducing each other, the facilitator will hold a talking circle, which encourages participants to share information about themselves i.e. where they are from, groups they represent, their connection to community and what they hope to get out of the program.

The circle will then take on a non-traditional format where the facilitator can incorporate discussion questions and, participants can ask questions and get to know each other.
3. Reflective Journal Entry: the participant will complete their first reflective journal entry in Module 1. This is a worksheet style activity asking the participant questions about themselves (e.g. their name, where they are from, previous employment etc.)

✎ **Reflective Journal Entry-** 'Introduce Yourself'

At the end of the module, participants can record which activities have been completed on the 'My Gateways Program Progress' page of their *Participant Workbook*.

After completing Module 1 participants will:
- Have an understanding of the goals and content of the program
- Know how to complete reflective journal entries
- Have completed the first reflective journal entry
- Understand the role of the facilitator

Module 2- Knowing Yourself

This module is about the participant self-reflection. There are several activities included in this module, and the facilitator may choose to complete these over more than one session depending on the progress made throughout the day. This is a very exciting, yet potentially challenging module and participants may need the ongoing support of the facilitator to work through and complete the activities. As participants progress through the assessments, encourage positive discussion amongst their peers as they begin the process of self-discovery (i.e. this is what I think or see when I look in the mirror, what do you see when you look at me).

The following activities will take place during Module 2:

1. A personality and a career assessment
2. Reflective Journal Entries: these activities will allow the participant to record the outcome of both the personality and career assessment.
3. Value identification activity: An activity and discussion that will allow the participant self-reflection and identification of values and matching up these values with the outcome of their personality and career assessment.

Learning Outcome: Discover how personal inventory and job/educational assessment results relate to different careers.

Learning Objectives:
- Identify personal strengths based on a reflective journal entry
- Identify possible areas of interest for a job or educational opportunities
- Compare journal entry results with job and/or educational interests
- Identify and list personal strengths and challenges as they apply to job and educational choices

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💡 **Discussion Idea**

Ask the group what really inspires them? Who inspires them? What are some qualities about that person that they admire? The goal here is to generate discussion and ideas around where their strengths may lie and qualities that they admire in others or themselves.

The participants will complete the *Holland Code Career Assessment* in which they will answer questions based on what they LIKE to do, not what they CAN do. This can be a valuable exercise for participants, as often, we are encouraged to pursue and work in

jobs or programs that we may have the ability to do or even do well, as a result may not feel a sense of personal fulfillment.

💡 **Discussion Idea**

This would be a great opportunity hold a discussion or talking circle to allow participants to share with each other their choice and category description.

1.1.1   Holland Code Career Assessment

The *Holland Code Career Assessment* is a tool that was developed to help individuals identify their interests and relate those interests to work and career options[16]. When individuals can match interests with jobs that fulfill those interests, they can make more informed career decisions. This assessment will be administered to and completed by the participant and will take about 20-40 minutes, depending on the participants needs (see Appendix 12.5). Once this assessment is completed, each participant is assigned an "Interest Area" that will include one of the following categories as defined by the *Holland Code Career Assessment*: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional and receive a "Career Type".

📝 **Reflective Journal Entry-** Career Interest and Matching Careers Clusters

The facilitator will then review with the participant the careers that match their 'Career Type'. In efforts to reduce the overwhelming number of jobs that are matched to each of the interest areas, offer support to the participant by working through the options and narrowing down the choices. This can be overwhelming for the participants, so ongoing support should be offered.

Once the *Holland Code Career Assessment* is complete, group discussion is encouraged and participants can share what interest type and career type they are before completing their next reflective journal entry. The participant may need to conduct additional research before determining whether or not a chosen career is consistent with their values. Facilitators should not attempt to move quickly through the content and allow the participant to process the information and debrief if necessary.

📝 **Reflective Journal Entry-** Asking Others about your Skills and Knowledge

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💡 **Discussion Idea**

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[16] Psychometrics Canada, Bakker, S & Macnab, D. (2004). Career Interest Profiler: Manual. https://www.psychometrics.com/wp-content/uploads/2015/08/cip-m.pdf

> What do you think you'd like about this career? How do you feel about the amount of training/school needed? Do you notice a theme in the careers here, and what do you think about it?

Knowdell™ Career Values Card Sort Instructions[17]

The next activity will assist the participant in identifying their personal values and begin to evaluate how these match with their career interests. Participants will learn to prioritize their values into levels and priority of meaning and importance. There are a limited number of values that can be sorted into each category which means that the participant may be required to sort values in order of importance to them. Facilitators should acknowledge that it may be difficult for some participants to narrow down their choices. In this case, facilitators may consider doing a hands-on card sort with the participant, printing out the value cards and have the participant work through the exercise this way (see Appendix). Once participants have been given the opportunity to explore and identify their values, facilitators may bring the group back together to discuss the careers they found and share ideas and thoughts.

🖉 **Reflective Journal Entry-** Knowdell Work Values Card Sort

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💡 **Discussion Idea**

How did it feel sorting your values? Did anything new come up for you during this activity? Were you surprised by what your values are? Did you find any matches with your career choices?

After completing Module 2 participants will:
- Have completed the *Holland Code Career Assessment* activity
- Understand the RIASEC themes
- Know their work personality category/RIASEC theme
- Have completed the Knowdell Career Values Card Sort activity
- Have completed their Reflective Journal Entries

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[17] Knowdell. (2007). Retrieved from URL: www.careernetwork.org

Preparing for Gateways- Part 2

The next part of the *Gateways to Careers* program requires Internet access and computer technology to facilitate. Completion of the next three modules can take place once the participant is released or immediately following Part A (if access to technology is not a challenge in the facility). If the participant will move on to Part B post-release, it is very important during this transition period that the Facilitator gather extensive contact information from the participant and that considerable efforts are made to connect the participant with the VCC Learning Outreach Coordinator. The Learning Outreach Coordinator will ensure that the participant has access to Part 2 in a CSC determined location.

There are several benefits to the continuation of this program after the participant leaves the institution: 1) it may give the participant something to plan for upon release; 2) it will allow the opportunity for action based activities included in Part B (e.g. searching WorkBC and post-secondary websites, resume writing, interview skills) increasing the likelihood of enrollment or employment post-release; 3) it will allow the participant to discuss any challenges of accessing employment or education with the Learning Outreach Coordinator or Facilitator so that they can troubleshoot together. Through making arrangements for continuation of the program pre-release, the participant will feel supported through this potentially challenging transition, which may otherwise be accompanied by stress, anxiety and loneliness.

The following modules are included in Gateways- Part B:
Module 3: Making Choices
Module 4: Identifying Strengths & Overcoming Challenges
Module 5: Strategies for Success

GATEWAYS TO CAREERS- PART B (Technology & Online Access Required)

Module 3: Making Choices

In Module 3, participants will take a much more practical/research based approach as they begin to discover and gather information on training or education required to pursue their career or educational interests. They will gather other important information such as salary expectations, locations of various employment opportunities, tuition and supply costs, education funding sources, program pre-requisites and program dates. This will allow the participant to begin identifying job or educational opportunities and develop a plan and strategy for next steps. The following activities will take place during Module 3:

1. Informational interview: in field or program of interest
2. Research component: the VCC Learning Outreach Coordinator will work closely with the participant and conduct career and post-secondary institution website searches, review information related to their career, assist the participant is identifying important information to include in their work profile.
3. Reflective Journal Entries: the participant will record information from their career searches and develop a summary 'work profile' and document next steps.

Learning Outcome: Selection of a job and/or educational path based on reflective journal entries.

Learning Objectives:

- Select one or two job or educational paths to explore further
- Identify what job or educational options are available for chosen job or educational path.
- Describe the personal, professional and educational requirements for the chosen job or educational path
- Conduct a comparison of reflective journal entries and job or education choice
- Compile a list of preferred occupations or education choices.

The next activities will assist people in identifying training programs and where they can go for such training and how much training or school is needed for their career interests.

Reflective Journal Entry- Informational Interview
In this activity, participants will identify individuals who work in a field that they may want to pursue or lines up with their interests and values, and invite this person to conduct a brief interview with this person. Facilitators can consider this an optional activity which may or may not be feasible depending on individual circumstances or challenges of the participant.

Reflective Journal Entry- Finding Career Information on WorkBC

The remainder of the module is very interactive, yet may be challenging for the participant. The Facilitator or the Learning Outreach Coordinator will work closely and support the participant to login to the WorkBC website to search for information about their career interests. In the event a participant is having difficulty navigating through the site, due to either low technology literacy or emotional barriers, facilitators will continue to offer ongoing support.

At this point, the participant has identified their work personality type, matched a career with their identified interests and has searched for a career. Depending on the career that the participant has chosen, there may be additional training or education required. The Learning Facilitator will work with the participant by working through Education Planner BC. This offers a step by step guide to participants for developing a plan to pursue education, locating programs of interest and finally applying to an institution. The participant may not necessarily be ready to apply at this stage, but now has the resource to access and will be able to navigate through once they are ready.

Reflective Journal Entry- Finding School Information

Discussion Idea

What did you find out about your career interests that you found surprising? Did any of your interests change as a result of the information you found?

The next step is to develop a 'Work Profile', which compiles all of the information gathered including the name of the occupation the training and education required and the participants thoughts and feelings around the details of that particular career.

Reflective Journal Entry- My Work Profile

This activity is a considerable amount of work and facilitators will encourage participants to reflect on the research they have done so far and connect with their peers sharing the information in their work profile. Given the length of time and amount of work participants have put into this activity, facilitators may want to meet individually with participants to review and debrief. Facilitators at this point may also provide the participants with the Dream, Learn, Succeed Brochure.

After completing Module 3 participants will:
- Understand how to conduct informational interviews
- Know how to research school websites to find a program that matches their goals
- Know how to find career information on WorkBC.ca

- Know how to access the Education Planner website
- Create a personal work profile

Module 4: Identifying Strengths & Overcoming Challenges

In the next module, the participant will identify their strengths as well as challenges they may face with accessing post-secondary education or employment. As mentioned, those individuals who are incarcerated or working through the transition out of a facility may face several barriers to access career services post-release (e.g. housing, family, financial, health). Facilitators or Learning Outreach Coordinator will encourage discussion sessions and participants will have the opportunity to discuss with their peers the challenges they may face accessing employment or education. It is also an opportunity to brainstorm and plan solutions for challenges that may exist or arise. It is important that the strengths of the participant are highlighted as well as the challenges. One of the most important objectives of this program is increasing confidence of the participant, and if only challenges are identified this could lead to discouragement. The following activities will take place during Module 4:

1. Discussion groups: the facilitator will encourage discussion both in groups and individually.
2. Journal Entry: participants will identify strengths they possess and challenges of accessing employment or education and discuss with the facilitator or Learning Outreach Coordinator and their peers.

Learning Outcomes:
- Identify the personal challenges and barriers to achieving success for a professional or educational goal.
- Outline personal strengths and how they are used to overcome challenges to succeeding in job or education.

Learning Objectives:
- Describe the challenges associated with employment and post-secondary environments.
- Identify personal challenges associated with job or educational choice.
- Describe personal strengths and how they can be used to overcome challenges.

Reflective Journal Entry- Supports and Challenges

Facilitators should encourage participants to share one or two of their own supports and challenges. When discussing supports, ask them to identify how these supports would help them achieve their goal. For challenges, have them identify a possible solution. Facilitators should also encourage participants to consider people or programs that they have available to help them (e.g. Aboriginal advisors at schools, etc.). Facilitators should also think about the resources within themselves e.g. good study skills, or able to problem solve.

After completing Module 4 participants will:

- Know how to identify their strengths
- Know how to identify their challenges
- Have created a "supports and challenges" reflective journal entry

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Module 5- Strategies for Success (Parts A & B)

This module has two components depending on whether or not the participant plans on going straight into the workforce or chooses to pursue additional post-secondary education or training. Part 5A is for participants who have chosen a career that requires additional education or training to pursue. Part 5B is for participants who have chosen a career that does not require additional education or training, and plans to move directly into the workforce.

The primary purpose of this module is to build capacity with the participant to a) effectively navigate through websites and information and b) identify resources that will help them either get a job or for entrance into a post-secondary institution. Facilitators should encourage participants to identify resources that are in their local communities and/or those that they are most likely to access. The following activities will take place during Module 5:

1. Post-secondary preparation: identifying resources, pre-requisites, funding, and graduate outcomes of desired post-secondary programs.
2. Resume, cover letter, interview skills development.
3. Reflective Journal Entries: the participant will record information from either a job search or post-secondary education and identify the resources and skills required to move forward.

Learning Outcomes:
- Describe the requirements for success in the workplace or educational setting.
- List the resources available for success in the workplace or educational setting.

Learning Objectives:
- Identify resources available within educational or workplace settings.
- List community, institutional and government support/resources available that supports a personal job or educational goal.

Module 5A. Attending School

The term "school" can have many meanings to individuals. Some of these meanings may be cultural and historical in context, some may be a result of past negative personal experiences with the western education system, all of which can be very overwhelming and potential evoke stress or anxiety. The facilitator should be aware that these circumstances may arise and offer ongoing support and encouragement to the participants through this process.

Activities in the next section will assist the participant in identifying key information before the application process begins (e.g. tuition, program requirements, and whether or not the school has Student Services departments (both Indigenous and non-Indigenous) or Advisors they can connect with. Facilitators should ensure that they are

doing everything they can to also facilitate cultural engagement in local community organizations if this is something that is important to the participant. The facilitator should review with the participant the [Get Started Checklist](#) and offer support and help troubleshoot challenges.

Reflective Journal Entry- Visiting the Schools Website

Once the participant identifies an institution, the facilitator should start a discussion with the participant identifying, the length of the program, what are the pre-requisites, tuition, supply needs, application deadlines, waitlists, graduate outcomes and funding. Assist the participant in responding to the following questions:

After completing Module 5A, participants will:

- Have seen a representative case study of a participant returning to school
- Have downloaded the 'Getting Started" checklist from the Education Planner website
- Have identified a school and program
- Have visited the school's website
- Have made an appointment with an Advisor at the school, if possible

Module 5B. Finding Work

The next section of Module 5 will assist participants in identifying their primary goal or objective when applying for a job and learn how to effectively summarize their skillset when searching for employment. The facilitator will provide support and assist the participant with understanding the key components of writing a cover letter, resume, seeking out references, general interview skills, and job searching.

The facilitator should review the basics of resume writing, identifying transferrable skills, or skills & qualities, with the participants, including different types of resumes: chronological and skills based. The facilitator will also review the purpose and composition of a cover letter.

Reflective Journal Entries and activities:

➢ Researching your New Employer
➢ Preparing for the Interview i.e. questions, follow up phone calls, how to handle a negative response
➢ Matching Your Relevant Skills and Experiences to Your Job
➢ After Interview Evaluation

Once the participant has completed these journal entries, they will have the knowledge and tools to move forward and, with the help of the facilitator, develop the confidence to move forward on their journey to employment.

After completing Module 5B, participants will:
- Know how to create a skills-based resume
- Know how to create a chronological resume
- Understand the structure of both types of resume
- Know how to self-assess for skills and abilities relevant to a job
- Know how to read a job description to identify skills that they have that are applicable to the job
- Know how to write a cover letter
- Know how to compile a list of references
- Know how to research their potential employer
- Know how to conduct themselves at an intervie

Participant Action Plan

The final activity that the participant will complete is an artistic/creative representation of the path the participant wants to take either to employment or education. Participants can use information collected in their reflective journal entries to develop this action plan or whichever inspiration they want to draw from. Having a visual representation of goals and strengths will help the participant achieve their goals.

The following is an example of 'Action Plan' created by one of the participants in the Gateways program:
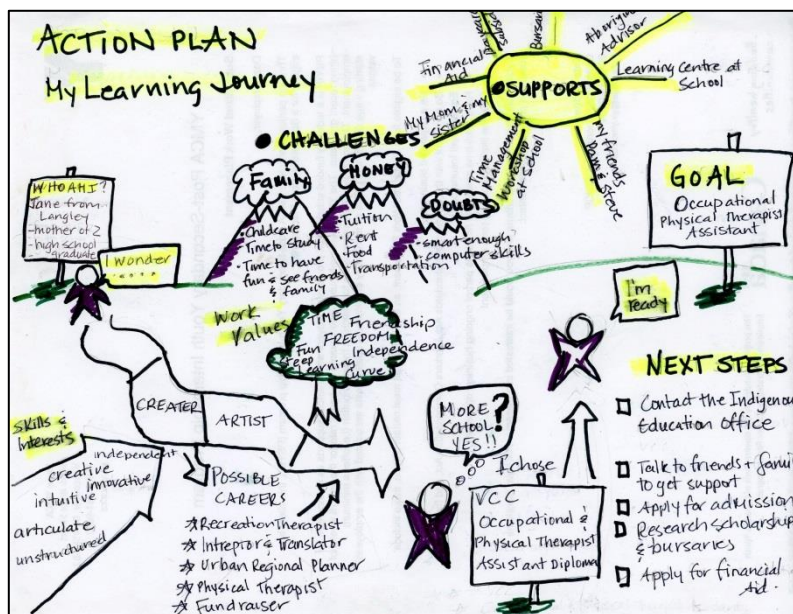
Facilitators should encourage synthesizing the research that they have done in the course and create an artistic diagram to represent it graphically, which could include different visuals (e.g. journey map, tree diagram, totem pole, Medicine Wheel, etc.) and could also include different sections such as 'Challenges' and 'Next Steps' This is an opportunity for the participant to be creative and to celebrate their learning!

Gateways Program Evaluation

It is an important next step for program developers and Learning Facilitators to gather information from participants to understand what components of the program were successful, and which areas could potentially be improved to increase effectiveness and enhance the overall experience of the participant. Learning Facilitators will administer a short survey to each participant once they complete the program.

The *Gateways Program Evaluation Survey* which includes item response options and open item questions so as not to prescribe or limit the responses, suggestions and ideas generated. Some participants may consider this a lengthy step at the end of the program; however, the types of information the program seeks to gather is considered essential to the success of not only those participants who move through the program, but those who have completed, and those who will transitioning out of a facility back into the community. Facilitators may also consider a talking circle to gather participant experiences and ensure that information and feedback is recorded.

It is also important for development of the Learning Facilitator training that facilitators provide feedback to the Learning Outreach Coordinator as challenges or questions arise. It is important for development and success of the program that this feedback from the facilitator to the Learning Outreach Coordinator is ongoing and resolution is timely.

Gateways Program Completion & Celebration

Once the participant has completed the program, it is time to acknowledge the work and effort they have put in and the steps they have taken on this journey. There are a number of activities that the facilitator can engage in to celebrate the success of the participants. These could include hosting a celebration lunch, talking circles for people to share their experiences and future plans, planning college tours to connect them personally with Advisors, ensure that if the participant chose to enter the workforce directly, the facilitator should assist the participant in acquiring any equipment or clothing necessary by getting in touch with local organizations and referring the participant to community agencies (i.e. work boots, jumpsuit, safety vest, tools etc.). Once the participant has completed all components of the program, worked through each module and completed the program evaluation form, the learning facilitator will present the participant with a Certificate of Completion. The most important thing that a facilitator can do at this stage is to recognize the participants achievements!

Learning Facilitators must send in completion marks for the participants. The Gateways program is graded through 'Complete' (greater than 60% of the module material complete) or 'Not Complete' (less than 60% of the material complete). Please send the participants final grades to the Program Assistant at Vancouver Community College.

Learning Facilitators should expect that questions will arise and scenarios will take place where they may, as new facilitators, need guidance or assistance. We encourage you to use the contacts developed during this course; reach out to the Learning Outreach Coordinator, mentors, Elders, instructors- they stand ready to assist.

Thank you for the investment, energy and commitment to facilitating the *Gateway to Careers Program* and offering guidance to participants on their journey.

Appendix H- Community Needs Assessment Survey- DRAFT

Date: _____

Introduction: This survey will ask you questions about yourself and your experience receiving an education and your hopes for continuing on with either more education or employment. Your experience is really important to us and we appreciate you taking the time to complete this survey!

Community Needs Survey

1. **Which gender do you most identify with?** (Select <u>one</u> only)

   ☐ Man
   ☐ Woman
   ☐ Transgender; I identify as:

   > ☐ Man
   > ☐ Woman
   > ☐ Neither
   > ☐ Both

   ☐ I don't identify with one specific gender
   ☐ Other: _____
   ☐ Choose not to answer

2. **Which ethnicity do you most closely identify with?** (Select <u>one</u> only)

   ☐ First Nations
   ☐ Inuit
   ☐ Metis
   ☐ Non-First Nations
   ☐ Other (specify): _____
   ☐ Don't know
   ☐ Choose not to answer

3. **What year where you born?** _____

4. **What is the highest level of education you have obtained?** (Select <u>one</u> only)

☐ Elementary (up to grade 6)
☐ Middle School (grades 7, 8, 9)
☐ Completed some high school
☐ High school Diploma
☐ Completed some College/University
☐ College/University Certificate (typically one-year program full time)
☐ College/University Diploma (typically two-year program full time)
☐ College/University Degree (typically four-year program full time)
☐ Other: _____
☐ Choose not to answer

5. **Where are you currently studying**? (Select <u>one </u>only)

☐ Native Education College
☐ Native Education College and another local community Learning Center.
Which one? _____
☐ College or University. Which one? _____
☐ Other: _____

6. **What program of study are you currently enrolled in?** (Select <u>one</u> only)

☐ Grade 10-12 high school courses
☐ Adult Basic Education upgrading courses
☐ Trades certificate. Which program? _____
☐ College/University **Certificate** (typically one year full time program)
☐ College/University **Diploma** (typically two years full time program)
☐ College/University **Degree** (typically four-years full time program)
☐ Other: _____
☐ Choose not to answer

7. **Which of the following statements best represent your current situation?** (Select <u>one</u> only)

☐ I am employed and not studying at this time
☐ I am employed and studying at the same time
☐ I am unemployed and on **income assistance**
☐ I am unemployed and on **social assistance**
☐ I am unemployed and have **no source of income**
☐ I am unemployed and **retired**

☐ Don't know
☐ Choose not to answer

⇨ *If currently <u>unemployed</u>, continue <u>to Question 11</u>*

8. **What is your current job?** If you have more than one job, indicate the job that provides your <u>primary </u>source of income.

_____

9. **How long have you been employed in your current job?** (Select <u>one</u> only)

☐ Less than one year
☐ 1 - 2 years
☐ 3 - 5 years
☐ 6 - 10 years
☐ More than 10 years
☐ Don't know
☐ Choose not to answer

10. **Which of the following best describes your current employment?**
(Select <u>one</u> only)

☐ Full-time, year-round (usual workweek of 30 hours or more at a main/only job)
☐ Part time, year-round (usual workweek of fewer than 30 hours at a main/only job)
☐ Working at two or more jobs
☐ Seasonal (steady, but not all months of the year)
☐ Temporary work (work in non-permanent positions through an employment agency)
☐ Casual or on call work
☐ Other: _____
☐ Don't know
☐ Choose not to answer

11. **What job field(s) are you interested in?** (Select <u>all</u> that apply)

a. Health care ☐
b. Forestry ☐
c. Fisheries ☐
d. Tourism ☐
e. Land management ☐
f. Legal ☐
g. Finance ☐
h. Business management ☐
i. Operating own business ☐
j. Human Resources ☐

k. Transportation ☐
l. Education ☐
m. Arts ☐
n. Cultural interpreter and/or ☐
   traditional language teacher
o. Trades ☐ Which one? _____
p. Agricultural ☐
q. Other:_____

12. Have you identified a career or employment goals? ☐ Yes ☐ No

⇨ *If no, continue to question 15*

13. What is your main career/job goal?

_____

14. What education do you need to achieve your career/job goal? (Select <u>one</u> only)

☐ High school Diploma
☐ College/University Certificate (1-year program)
☐ College/University Diploma (2-year program)
☐ College/University Degree (4-year program)
☐ I am unsure of what education is needed to achieve my goal
☐ Other: _____

15. For your current or future employment, how important are each the following?
(Select <u>all</u> that apply)

a. I prefer a secure career that I can do for many years ☐
b. I prefer full time work ☐
c. I want a job that pays lots of money ☐
d. I prefer a job where I use my mind and my writing and ☐
   communication skills
e. I prefer a job where I use my hands and physical skills ☐
f. I prefer to work with others ☐
g. I prefer a job that keeps me in my community ☐
h. I prefer a job outside of my community ☐
i. I prefer a job where I can help others ☐
j. I prefer a job that keeps me close to the land and ☐
   nature
k. I prefer a job that keeps me connected to my culture ☐
   and heritage
l. Other: _____

16. What would be helpful in deciding what to study? (Select all that apply)

a. Talking to a career counsellor ☐
b. Talking with a post-secondary student advisor ☐
c. Completing a career planning workshop ☐
d. Having a better understanding of what jobs are out there ☐
e. Having a better understanding of what would interest me ☐
f. Having a better understanding of educational funding ☐
   opportunities
g. Other: _____

17. Which of the following is an obstacle to continuing on with additional education? (Select all that apply).

a. High school is not complete ☐
b. Education is not offered in my community ☐
c. I don't know which education programs are available ☐
d. Lack of time to research possible options ☐
e. Emotional or physical challenges ☐
f. Family responsibilities ☐
g. Financial needs ☐
h. Possibly losing my current job ☐
i. Other: _____ ☐

18. Which of the following is important to you, in order to achieve your educational goals? (Select all that apply)

a. Access to information about job/career possibilities ☐
b. Access to education close to my community ☐
c. Financial support ☐
d. Family support ☐
e. Friends support ☐
f. Community support ☐
g. Self-confidence ☐
h. Having a passion for learning and the program ☐
i. Medical assistance ☐
j. The support of a guidance counsellor or advisor ☐
k. Encouragement of family, friends and community
l. Personal ambition and motivation ☐
m. Transportation to place where I would like to study ☐
n. Access to information about educational opportunities ☐
o. Other: _____ ☐

19. Which of the following would stand in the way of you completing your education? (Select <u>all</u> that apply)

a. Lack of support from the counsellor or student advisor ☐
b. The course content is not interesting and, loss of ambition and/or ☐
motivation
c. Not being prepared given what I've learned in previous courses ☐
d. Not being able to meet assignment deadlines ☐
e. Not enough money to complete program ☐
f. Responsibilities taking priority (i.e. family, work, etc.) ☐
g. Other: _____

20. How effective do you find the following types of learning?

1= Extremely effective
2= Effective
3= Neutral
4= Not effective
5= Extremely not effective

Question	Response
a. Learning by doing	
b. Learning with others	
c. Learning and studying alone	
d. Learning in a traditional classroom	
e. Learning outside	
f. Having conversation with other people	
g. Learning from Elders	
h. Using learning technologies	
i. Learning and studying in a quiet space	
j. Studying in a library or similar learning spaces	
k. Having a defined schedule and set deadlines	
l. Learn at my one pace	
m. Searching and using the internet	
n. Having flexibility to work with my other commitments	
o. Studying full-time	
p. Studying part-time	
q. Other: _____	

Appendix I- VCC Disability Services- Letter of Support

VANCOUVER COMMUNITY COLLEGE

February 6, 2018

Honorable Melanie Mark
Minister of Advanced Education
PO Box 9877 Stn Prov Govt
Victoria BC V8W 9T6

Re Letter of Support for an Indigenous Career Exploration/Awareness Program at VCC within
the offerings of the Community and Career Education Department (CACE)

Dear Minister,

The Community and Career Education Department (CACE) department has been in existence for over 30
years here at VCC, offering programs and courses for individuals with diverse learning needs Over the
years we have had many indigenous learners come through many of our offerings The CACE faculty
regularly encountered different challenges in supporting indigenous learners during their post-secondary
education The attrition rate has been quite high for indigenous learners in CACE for many reasons At
times the challenges were not an area the faculty could support the individual in and would seek
assistance from an indigenous advisor This was met with minimal success

We would like to create an offering of a Career Awareness program for Indigenous learners in CACE
Within this offering we would like to collaborate with our Indigenous Education and Community
Engagement department to be able to meet the needs of Indigenous learners We would take our current
curriculum for Career Awareness and in collaboration with IECE we would indigenize the curriculum and
include community

We currently have an approximate 3-year waitlist for our *Career Awareness* program, with many
indigenous learners on the list The wait time for students with diverse learning needs can be very
challenging

We currently have a rich partnership with the Vancouver School Board (VSB) in our transitions program
called *Gateway to Post-Secondary (GPS)* Students with diverse learning needs from the VSB that are in
their 13th year come to VCC to explore post-secondary options including employment We have had 3
cohorts of students come through and are currently in our fourth GPS has proved extremely successful in
students identifying their possible career paths, gently transitioning to post-secondary and families being
connected to many resources The model of the GPS program would also be incorporated into the
proposed Indigenous Career Awareness program The CACE department is very excited to work with the
IECE department in this endeavor

Sincerely

Ingrid Defert
Department Lead
Community and Career Education Department
Vancouver Community College

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