

# The Year in Review

---

## Overview and Highlights of the Past Year

The past year has been an exciting time for the First Nations Education Steering Committee (FNESC), with several new developments and continued progress in terms of existing initiatives. Most of the developments will be discussed in specific program updates during the Regional Sessions. The following are just a few of the highlights of 2008/2009.

- In November 2008, the BC Minister of Education, Shirley Bond, announced that the provincial government and FNESC had reached an Agreement in Principle to provide **reciprocal tuition payments** to all First Nation schools for the education of off-reserve students. The agreement is a result of recent jurisdiction negotiations. This means that First Nation schools in BC that have FNSA certification or independent school status will now receive reciprocal tuition funding from the province for students attending their schools who are not eligible for federal funding. That funding will be equal to the full school district block rate.
- Negotiation of the First Nations **jurisdiction funding agreements continues**, with First Nations negotiating for a position that includes funding for First Nations schools that is comparable to funding for public schools.
- In spite of significant challenges, FNESC and the FNSA were awarded approximately \$2.5 million through the federal government's new funding programs for First Nations education – the **Education Partnerships Program** and the **First Nations School Success Programs**.
- The awareness and use of **English 12 First Peoples (EFP12)** continues to grow throughout the Province. FNESC continues to encourage schools to support increased enrolment of the English EFP12 in their districts. Ongoing progress continues in the development of **English 10 and 11 First Peoples**.
- FNESC held another successful **Annual Provincial Conference on Aboriginal Education**, which brought together hundreds of people with an interest in promoting greater success for Aboriginal learners in BC. FNESC also organized a very successful **Aboriginal Languages Conference** on July 5 and 6, 2009, facilitating important discussions and information sharing to promote progress in this critical area.
- The First Nations Schools Association established formal partnerships with the Industry Training Authority, the BC College of Teachers and the First Nations Health Council in the past year.

### *Welcomes*

Mary Sasakamoose took on the role of FNEESC Executive Director beginning on April 15th 2009. Mary joins FNEESC after working for several years as a professor in the Indigenous Studies Department of the First Nations University. Her employment history also includes being an Education Manager with Alberta Education and the Superintendent of Schools with the Samson Cree Nation. Previously, she has also worked as a First Nations Language Consultant, a Teacher, a Special Education Teacher, and a Cultural Coordinator.

FNEESC also welcomes the following new employees who joined the organization in the past few months.

- Sue Gower, Specialist of Instructional Services
- Curtis Mallett, Director of Special Education
- Evelyn Wedley, Finance Manager
- Shelly Hill, Executive Assistant
- Kim Buksa, Communications Manager
- Victor Bains, Finance Officer
- Benjamin Gonzales, Accounts Payable Clerk
- Riannon Nahanee, Receptionist
- TBC, Data Management Specialist
- TBC, Aboriginal Languages Coordinator

### **What's Upcoming?**

In addition to the continuing activities and programs of FNEESC, the following are a few highlights of the coming months.

- Continued work toward the implementation of First Nations jurisdiction over education.
- Implementation of the Made-in-BC Approach to Education. There was a resolution on this topic at the last FNEESC meeting
- Every five years, FNEESC undertakes a formal evaluation to ensure that it continues to serve the needs of First Nations communities and learners in an effective way. FNEESC is currently launching an evaluation process and results of the evaluation will be made available in the near future.

# National Funding Programs: Education Partnerships Program and First Nations Schools Success Program

---

## Staff Contact

For an overview: Mary Sasakamoose [msasakamoose@fnesc.ca](mailto:msasakamoose@fnesc.ca)

For program implementation: various staff responsible for specific program areas

## Overview and Highlights of the Past Year

In the summer of 2008, Indian and Northern Affairs Canada (INAC) first announced new federal funding for First Nations education – funding of approximately \$260 million over 5 years. The funding was to be used for 2 broad areas:

- relationship building between FNESC, the Ministry of Education and INAC to enhance First Nations student success; and
- accountability related to First Nations schools.

(INAC clearly stated that the funding could not be used for special education or for post-secondary education).

Prior to the formal announcement of this new funding, FNESC and the FNSA made every effort to provide input into the development of the funding guidelines for these programs. However, the new funding guidelines were not consistent with the input we provided.

Nationally, the Assembly of First Nations firmly objected to the new funding guidelines and the lack of consultation that INAC used in their development. FNESC and the FNSA also raised serious concerns with INAC, including concerns regarding the rigid guidelines, the inappropriateness of the requirements in terms of ongoing BC initiatives, and the fact that all regions and interested applicants had to compete for the available funding. A competitive approach is inconsistent with the funding processes that have been established in BC, and it does not respect the collaborative relationships that have been created by First Nations within BC. Also, FNESC and the FNSA asserted that the new funding should benefit all schools and communities – not only those that are successful through a competitive process.

In response to the problematic approach to the new federal funding, FNESC and the FNSA recommended to First Nations communities and schools that BC present a united voice in regard to the new national funding, and that only the collective organizations – FNESC and the

FNSA – submit proposals. This was intended to demonstrate to INAC that First Nations communities and schools in BC do not support a competitive process. Submitting only one collective proposal was meant to insist that INAC respect our commitment to work together to improve First Nations educational success in BC.

FNESC and the FNSA then made every effort to submit the best possible proposal for the new funding. We made every effort to work within the new funding guidelines without adapting any of the principles and priorities First Nations have determined for education in BC. We submitted a proposal that reflects our goals and commitments.

FNESC and the FNSA also continually informed First Nations leadership about the ongoing challenges and sought their assistance in ensuring that First Nations in BC are recognized for the critical work they have done in regard to First Nations education.

After a lengthy proposal process, FNESC and the FNSA were awarded the following funding amounts for the 2009/2010 fiscal year.

- \$710,000 for the Education Partnerships Program (EPP)
- \$1,886,000 for the First Nations Schools Success Program (FNSSP)

This funding will allow FNESC and the FNSA to undertake a number of important new initiatives that are expected to be very beneficial. Also, INAC approved the entire request for the FNSSP funding. Unfortunately, INAC did not approve several key components of the EPP proposal. Of particular concern, INAC did not approve our request for funding to distribute to all First Nations communities in BC. FNESC and the FNSA objected **very strongly** to that decision, arguing the importance of allowing for funding to all communities for relationship building. At the time of this writing, no response had been forthcoming from INAC.

### What Was Funded?

#### *Education Partnerships Program (EPP) Funded Activities*

- Enhancements to the ongoing **joint curriculum development** with the BC Ministry of Education, specifically additions to the development of English 10 and 11 First Peoples and consultations to begin the identification of additional courses for development in future years.
- A new **Aboriginal Languages Coordinator**, who will research language curricula for use in schools and share a range of resources for language learning. The coordinator will collect resources that are suitable for language classes and immersion programs, building on successful, practical programs, strategies and approaches that are now in place. The activities will be intended to support the development of language teaching capacity.

- Research and consultations to explore possibilities for offering specific courses through **distance learning** mechanisms. For example, a school may be able to offer biology without a fully qualified biology teacher on staff if instruction can be effectively provided through on-line access with adequate technological support in the classroom. This year, a research and consultation phase will be followed by pilot projects to implement the ideas developed and explore the feasibility of expanding the efforts in future years.
- **Anti-racism activities**, including between 30 and 40 workshops on cross-cultural understanding as well as more involvement in conferences and meetings to share anti-racism information.
- Support for First Nations schools through cooperation in a broad initiative with **rural schools** in BC.

*First Nations Schools Success Program (FNSSP) Funded Activities*

N.B.: The FNSSP funding will now support some existing, key FNSA efforts. As a result, funding for those initiatives that had been provided through INAC BC Region will be used for new, alternate programs, such as the Teacher Certification Project.

- Support for and enhancements to the **First Nations Schools Assessment Program** and the **First Nations Schools Measures and Data Collection Project**, including in-school mentoring support to assist schools in effectively incorporating performance measures into their school improvement efforts.
- A comprehensive effort aimed at effective education data collection and management, including improved data management at the provincial level and support for First Nations schools and communities to simplify data collection and sharing, and to consider well-integrated and user-friendly systems throughout the province.

**Key Points**

The EPP and FNSSP funding is expected to continue, and the funding will continue to be distributed through a proposal process. The next proposal deadline is expected to be December 2009, for 2009/2010 activities. FNEC and the FNSA intend to apply for funding at that time.

# First Nations Jurisdiction Over Education

---

## Staff Contact

Jan Haugen, Manager, Executive Services, [janh@fnesc.ca](mailto:janh@fnesc.ca)

Pearl Morgan, Senior Administrative Assistant, [pearlm@fnesc.ca](mailto:pearlm@fnesc.ca)

Bonnie Eugene, Community Jurisdiction Coordinator, [bonniee@fnesc.ca](mailto:bonniee@fnesc.ca)

## Overview

In response to the direction set by a number of First Nations in British Columbia (BC), the federal and provincial governments made commitments to recognize the jurisdiction of First Nations people for the education of their children and youth on First Nations land in BC. This included passage of new provincial and federal legislation and a commitment by the federal government to provide adequate funding for the implementation of jurisdiction. This sets the framework for “First Nations control of First Nations education” for First Nations in BC.

In recent years, First Nations in BC (working together through FNESC) and the federal and provincial governments have made significant progress in terms of advancing the recognition of First Nations jurisdiction for education.

A first landmark was reached when First Nations, federal and provincial government representatives signed a full package of jurisdiction agreements on July 5, 2006. Four months later, the federal government passed Bill C-34: *First Nations Jurisdiction over Education Act*, and it received Royal Assent on December 12, 2006. This federal enabling legislation created a new legal entity, the First Nations Education Authority, and established the legal foundation for the creation of Community Education Authorities through First Nations’ laws. Provincial enabling legislation was then passed through Bill 46: *The First Nations Education Act*, which received Royal Assent in the BC Legislature on November 29, 2007. This realization of the vision articulated in the 1973 document *Indian Control of Indian Education* has been informed by extensive community consultation with BC First Nations.

Over a year ago, 13 First Nations have submitted mandate Band Council Resolutions (BCRs) to proceed with negotiations (one more, Kispiox, has done so recently). These BCRs, indicate the direction from Chief and Council on the clauses in the Canada First Nation Education Jurisdiction Agreement (CFNEJA) that are open for negotiation, and the BCR also appoints a Jurisdiction Negotiator/Coordinator that is authorized to conclude the CFNEJA.

Last year negotiations on the CFNEJA have concluded, with 13 of the negotiating First Nations confirming their options on the negotiable items. Currently, the negotiating First Nations received a federal offer on the Canada First Nation Education Jurisdiction Funding Agreement (CFNEJFA). They are now in the process of analyzing the offer and preparing a response for September 2009. These negotiations are proceeding on a collective basis with all Interested First Nations involved in the discussions and decisions.

First Nations are now in the process of finalizing the negotiation of the funding agreements for the recognition of their jurisdiction. The negotiating First Nations are asserting a position that is based upon the need for funding of First Nations schools that is comparable to public school funding. Currently, there is a significant gap between the funding of First Nations and public schools. To date, the Ministry of Education has been extremely supportive of the First Nations' position in regard to funding. The former Minister of Education participated in a meeting with the federal Minister of Indian Affairs, Chuck Strahl, which resulted in a federal government commitment to work with FNEESC to try to reach provincial comparability. Unfortunately, First Nations and the federal government have not yet reached agreement on this issue.

In the meantime, the Ministry of Education and FNEESC have made significant progress in pursuing the commitments made under the BC-FNEESC Jurisdiction Agreement, including important achievements in terms of joint curriculum development and agreement regarding reciprocal tuition.

FNEESC recognizes the leadership and efforts made by the BC Ministry of Education and the Aboriginal Enhancements Branch in moving forward and implementing the commitments made through the jurisdiction agreement.

### **Key Initiatives**

FNEESC developed and submitted a work plan to secure resources to support First Nations who are interested in moving ahead and negotiating their Canada-First Nations Education Jurisdiction Agreements. The work plan will provide resources to communities to develop capacity in areas such as governance and community information, as well as to provide support to for negotiations.

The following are a few of the provincial level activities from the Jurisdiction Work Plan:

**First Nation School Teacher Certification** is an initiative that supports the jurisdiction process. This year the First Nations Schools Association will continue to work with interested First Nation schools to implement Standards and Competencies, (a more detailed report on this is provided under the First Nation Schools Association).

In order to support and build local capacity for First Nations to participate in jurisdiction FNEESC developed an **Education Board Governance Training package**. The training has been piloted using a train the trainer model. The intention of this activity is to build regional expertise in First Nations Education Governance so that the training can be delivered locally, and to more participants as the program grows and the training is being offered regionally this year

The goal of the training is to help build the capacity of communities to take fuller control over their band-operated schools by providing participants with opportunities to:

- Acquire knowledge of the jurisdiction recognition process initiated by the 2006 Education Jurisdiction Framework Agreement (context, requirements, possibilities, and limitations)
- Become familiar with and practice skills of effective educational governance (i.e., skills required to participate effectively as members of a school governance board or Community Education Authority)

In preparation for implementation of the Jurisdiction Agreements several templates are being developed to support First Nations:

- First Nations Education Law that provides certainty through clear lines of authority, reporting, roles and responsibilities
- Co-Management Agreement between Participating First Nations and the First Nations Education Authority
- Transition Checklist (Transitioning current education governance structure to align with Jurisdiction)

FNESC and the Ministry of Education have developed a process for all First Nation schools to receive tuition for students that are not resident on reserve and may be non-status students that attend First Nation schools. The first payments went out to Band operated independent schools in late spring and currently FNESC and the Ministry of Education are finalizing the process for regular Band operated schools, and all payments will be retroactive to September 2008.

### **What's Upcoming?**

The door is still open for those First Nations who would like to express interest in becoming part of the jurisdiction process and they can indicate this interest by submitting a Band Council Resolution, a template is currently available on the FNESC website under jurisdiction.

We hope to conclude negotiations between the 13 First Nations and Canada in 2009-2010. The CFNEJA and the CFNEJFA will then be initialed by the First Nations; there will be a 3-year capacity building period leading to a ratification vote by the First Nation. Upon ratification by the individual First Nation, the First Nations will be fully participating First Nations that will control and have authority over their K to 12 education on reserve.

Updates regarding new products (i.e. templates, brochures, PowerPoints, etc.) will be posted to the FNESC website. FNESC people staff are available by phone, email, community visits to provide additional information.

# English 10/11/12 First Peoples Provincial Courses

## Staff Contact

Karmen Brillon, Curriculum and Standard Coordinator [karmenb@fnesc.ca](mailto:karmenb@fnesc.ca)

## Overview and Highlights of the Past Year

FNESC, in partnership with the Ministry of Education (MOE), completed the curriculum and examinations for the English 12 First Peoples (EFP12) provincial course. The course focuses on First Peoples content, perspective and pedagogy. EFP12 is intended for both Aboriginal and non-Aboriginal teachers and students. It represents an opportunity to all learners to explore and discover First Peoples' worldviews through the study of literary, informational, oral and media text from local, Canadian and international First Peoples sources. Students will develop their literacy skills and will satisfy the English 12 graduation requirements. Students may choose to take English 12 and/or English 12 First Peoples and they may use both towards Provincial Scholarship. It is the intention that students taking this new course will qualify for entry into post-secondary education institutions.

FNESC also developed a Teacher Resource Guide for EFP12 to assist teachers in implementing the course for the first time. The TRG is available on the FNESC webpage or can be requested from the FNESC office.

As of today the following post-secondary institutes have accepted EFP12 for entrance requirements:

- |  |   |                     |
|--|---|---------------------|
| 1. University College of the Fraser Valley | 11. Capilano University                   | 22. Douglas College |
| 2. University of Northern British Columbia | 12. Langara College                       |                     |
| 3. Thompson Rivers University              | 13. Vancouver Community College           |                     |
| 4. Nicola Valley Institute of Technology   | 14. Okanagan College                      |                     |
| 5. University of Victoria                  | 15. Kwantlen Polytechnic University       |                     |
| 6. Simon Fraser University                 | 16. University of British Columbia        |                     |
| 7. UBC Okanagan                            | 17. College of the Rockies                |                     |
| 8. BC Institute of Technology              | 18. Camosun College                       |                     |
| 9. North Island College                    | 19. Trinity Western                       |                     |
| 10. Northwest Community College            | 20. Vancouver Island University           |                     |
|  | 21. Justice Institute of British Columbia |                     |

### **What's Upcoming?**

We have begun the development of English 10/11 provincial courses and exam. The feedback from the last Regional sessions was to have English 10/11 courses so that our kids had the pre-requisites to enroll in the English 12 First Peoples courses. We are very excited to have started the development of these two new courses.

### **Key Points**

- *EFP12 Teacher Resource Guide:* The guide is available for any teacher, school or district that wants to offer the EFP12 course. We developed the guide to provide English 12 teachers with all the information and resources that they needed to make the course successful the first time out. The guide is available on the FNESC website and hard copies can also be requested from the FNESC office. There is a link from the MOE site to the FNESC site for any teachers who wish to use our guide.
- *Teacher Training:* We are hoping to offer a 3 Day Teacher Training Summer Institute for English 10/11/12 First Peoples courses. We want to ensure that the teachers that are implementing EFP10/11/12 courses are fully prepared and are introduced to First Nations pedagogy, worldview, teaching strategies, protocol and resources.

# First Nations Schools Association

## Contact

Marie Matthew [mlmatthew@direct.ca](mailto:mlmatthew@direct.ca) , Sue Gower [sueg@fnesc.ca](mailto:sueg@fnesc.ca) , or Administrative Assistant, Charlene Smoke, [charlenes@fnesc.ca](mailto:charlenes@fnesc.ca)

## Overview

The First Nations Schools Association (FNSEA) is an independent, charitable, non-profit organization dedicated to serving First Nations schools in BC through communication and support activities. All First Nations schools in BC are invited to join and, as of April 2009, 124 of 127 eligible schools were members.

Elections for the ten board members, for two year terms, within eight regions, take place at the Annual General Meeting each April. The following representatives are currently serving:

<u>Representative</u>	<u>Region</u>
Greg Louie, President	Nuu-chah-nulth/Coast Salish
Ernie Hill, Vice-President	Haida/Tsimshian/Haisla/Nisga'a
Len Merriman, Treasurer	Nuu-chah-nulth/Coast Salish
Victor Jim, Secretary	Gitksan/Wet'suwet'en
Karen Aoki	Kwakwaka'wakw/Heiltsuk/Nuxalk/Oweekeno
Jacquie LeDoux	Secwpemc/St'atl'imc/Nlaka'pamux
Louise Lacerte	Tsilhqot'in/Carrier/Sekani
Robert Matthew	Secwpemc/St'atl'imc/Nlaka'pamux
Andreas Rohrbach	Kaska/Dene/Tahltan/Tagish/Inland Tlingit
Sharon Lindley	Kootenay/Okanagan

## Overview and Highlights of the Past Year

- The First Nations Schools Association, with input from membership, established a mission statement as follows: *The First Nation Schools Association will collaborate with First Nation schools to create nurturing environments that develop learners' pride and competence in their First Nations language and heritage and will equip them to realize their full potential, within self-governing First Nations communities. The mission is shared in the phrase: Collaborate, nurture and realize potential.*

- The FNSA has partnered with three organizations, signing agreements to strengthen the role of advocacy for and service to students in First Nation schools:
  - the Letter of Understanding with the **Industry Training Authority** commits the organizations to: supporting students in pursuing trades; enabling students to smoothly make transitions between institutions; completing a survey of trades training needs in First Nation schools; and promoting trades in the schools and with agencies.
  - the **BC College of Teachers/FNSA** agreement supports First Nations schools in sharing school information and BC College of Teacher member information which will ensure that First Nations schools across BC contribute and have access to the College's online Employers' List, a secure and confidential system that allows employers to verify the employment history of potential teacher hires; and
  - the agreement with **First Nations Health Council** identifies service and program barriers for First Nations children and youth and promotes strategies to eliminate those barriers, with a focus on early health screening.
- The FNSA Curriculum and Resources for First Nations Language Programs in BC First Nations Schools Project was completed, and identifies a listing of resources as well as recommendations for next steps for supporting language programs in First Nation schools.
- The FNSA Teacher Standards, Competencies and Performance Indicators have been piloted in 13 First Nations schools.
- In 2008/2009 School Assessments were completed in 19 schools and some schools are receiving FNSA School Certification for the second time, as they enter their second five year cycle.
- The School Measures and Data Collection Project has been completed for the fifth year, with 55 schools participating. (Highlights for this project are included in Tab 4).

### **What's Upcoming**

- Language Coordinator that will be hired to support language program initiatives in schools and communities.
- The FNSA Teacher Standards, Competencies and Performance Indicators will be fully implemented in 13 schools.

- The First Nations School Success Program funding will allow for significant support to schools participating in FNSA School Assessment, School Growth Plan activities and completion of the School Measures and Data Collection project.
- School Measures and Data Collection Project is in Year 6. Please note that this project will be completed between October 16 and November 6, 2009. Participation in this project is critical; the key to collectively demonstrating that we deliver unique, quality First Nations education programs is having data, which describes what we do. We can then celebrate our successes and share effective strategies for making improvements, which will benefit all our children.
- First Nation school focus groups will be held, and research completed, to review and update School Measures and Data Collection information form.

### **Key Points**

- All funding within the First Nations School Success Program and First Nations Partnership Program must be fully expended by March 31, 2010.
- The access to First Nations School Success Program funding will significantly increase support to schools in completing the FNSA Assessment and Data Collection projects.

### **Additional Resources**

School Measures and Data Collection Project 2008/2009 results are posted on the FNSA website.

# Special Education

---

## Staff Contact

Curtis Mallett, Director, Special Education, [curtism@fnesc.ca](mailto:curtism@fnesc.ca)

## Overview and Highlights of the Past Year

The FNESC/FNSA Special Education Department provides support and advocacy services to First Nations schools and delivers high cost special education funding directly to First Nations schools for special education services to students.

The special education team consists of Curtis Mallett, Director of Special Education; Barb O'Neill, Senior Administrative Assistant; Madeline Price, Special Education Consultant; Holly Smith, Special Education Resource Person; Deanne Zeidler, Speech and Language Pathologist; and Ben Perry, Speech Language Pathologist. As well, there are several contracted school clinicians who provide assessment and programming support for students presenting with academic and social-emotional difficulties. Team members provide direct and indirect support to students, staff, parents, and community members.

In the past year, SEP team members assisted student support teams in individualized programming, provided regional and community-based professional development to school staffs, and traveled extensively to First Nations throughout BC in order to respond to requests for service.

### *Speech and Language and Educational Psychology Support:*

- 13 contracted speech and language pathologists provided service to 48 of the 55 schools that applied for service. SPL support mainly involved student assessment, program development/therapy, and follow up;
- The Coordinated Assessment Project saw approximately 94 students from 34 schools provided with assessments, program recommendations and follow-up.

### *Community Support for the past year included:*

- FRIENDS for Life Training for 26 schools, 42 teachers, and 31 parents;

- 5 regional Move'n and Zone'n workshops for 52 schools and 150 participants. Participants were also provided 25 class kits and 171 parent kits; and
- Readwell training for 42 teachers in the area of reading instruction/programming.

*SET-BC Partnership and the First Nation Speech and Language Assistant Certificate (FNSLAC)*

- 14 students and their schools requiring adaptive/assistive technology were provided with equipment and consultative support through the SET-BC/FNESC partnership.
- In the FNSLAC project with Nicola Valley Institute of Technology (NVIT), two courses were offered, FNSL 130 and FNSL 160, which 25 speech and language teaching assistants successfully completed.

**What's Upcoming?**

FRIENDS for Life, SET-BC services, psycho-educational support, and contracted speech and language services will be ongoing for 2009-2010. As well, the full time SEP team members will continue to respond to service and information requests through community visits and the toll-free lines. SEP team members have already scheduled visits for the new year.

FNSLAC students will complete their training during the upcoming school year and become accredited speech and language assistants.

For the upcoming school year, there will be minor changes to the FNESC/FNSA SEP work plan and the student data form. These changes will reflect Indian and Northern Affairs special education reporting requirements and FNSA/FNESC resolutions and will be mainly in the form of a new interim reporting form/requirement and a modified student data form reflecting identifying information

As per the BC region special education reporting agreement and FNESC/FNSA resolutions, band schools will continue to use the FNESC/FNSA student data form included with the SEP work plan for reporting on activities, outcomes, and performance indicators. The changes will not drastically impact reporting for students attending band schools. However, for those bands with students attending provincial schools, the SEP data will need to be reported on the revised nominal roll form by April 1, 2010. INAC would like the SEP data for provincial schools provided by the usual nominal roll deadline of October 15, 2009. Because this is a new requirement, however, schools will be allowed the flexibility to extend the deadline to April 1, 2010 for reporting on SEP data for students attending provincial schools.

**Key Points**

1. Implementation of Indian and Northern Affairs special education reporting requirements and FNESC /FNSA resolutions for a modified SEP reporting procedure.

2. Minor changes to the FNEESC/FNSA SEP workplan, student data form, and interim reporting form.
3. SEP data will need to be reported on the revised nominal roll form by April 1, 2010. INAC would like the SEP data for provincial schools provided by October 15, 2010 but schools will be allowed the flexibility to extend the deadline to April 1, 2010.

# Post-Secondary Education

## Current Issues and Research

---

### Staff Contact

Karen Bailey-Romanko , Director – Post-Secondary Education and Training, karenbr@fnesc.ca

### Overview

Over the past year, there have been interesting developments in First Nations post-secondary education and training at the community and provincial levels. Focus at the provincial level has been on recognition of Aboriginal-controlled adult and post-secondary institutes. At the national level, there has been significant attention to the Indian and Northern Affairs Canada (INAC) Audit Review and support for increased Post-Secondary Education (PSE) funding.

### Key Initiatives

#### *Aboriginal Post-Secondary Education Policy Development*

In July, 2008, FNESC and the Indigenous Adult and Higher Learning Association (IAHLA) presented to the provincial government a policy background paper titled *Aboriginal Post-Secondary Education in British Columbia: A Place for Aboriginal Institutes*. That paper provides information and six recommendations to advance the formal recognition of Aboriginal-controlled post-secondary institutes as a critical component of the BC post-secondary system.

Throughout this past year, FNESC and IAHLA have been meeting with the Ministry of Advanced Education and Labour Market Development (ALMD) to move forward with those recommendations. At this time, discussions are focused on accurate Aboriginal PSE data collection, recognition of IAHLA institutes outside of the Private Career Training Authority (PCTIA) model, and community-based Adult Basic Education (ABE) deliveries.

On July 28, 2009, ALMD announced \$5.5 million in new funding to support Aboriginal Training for Employment Programs (ATEP). The guidelines for this funding demonstrate ALMD's willingness to work with Aboriginal post-secondary institutes, as the lead proponent for the ATEP projects must be an Aboriginal-controlled organization.

FNESC and IAHLA will continue to provide further information as this work proceeds.

*Ministry of Advanced Education and Labour Market Development (ALMD) \$65 Million Commitment to Aboriginal Education*

2009/2010 represents Year 2 of ALMD's \$65 million Aboriginal Post-Secondary Education Strategy, which includes the following.

- *Aboriginal Service Plans (ASP)* articulate strategies within each institution that will meet Aboriginal community needs and improve Aboriginal student success.

All nine original ASP programs were renewed and awarded funding for Year 2 (University of Victoria/Camosun College (partnership); Vancouver Community College/Capilano College (partnership); Malaspina University College; North Island College; Nicola Valley Institute of Technology; Thompson Rivers University; Northwest Community College; College of New Caledonia; University of Northern British Columbia)

IAHLA is continuing to work collaboratively with the University of Victoria and Nicola Valley Institute of Technology (NVIT) on the ASP Education Agreement models. The Year 1 Best Practices research is complete, and this year the group is developing an Education Agreement Tool Kit that will be released in May, 2010 and piloted the following year.

- *Transition Research* - three research projects were awarded to support the development and implementation of strategies to facilitate transitions of Aboriginal students to post-secondary education settings.

IAHLA and the University of Victoria partnered on comprehensive, community-based transition focused research to examine the transition of Aboriginal students from IAHLA institutes to the public post-secondary system. The full research paper is available on the FNEESC web site. Based upon the research findings, three separate pilot projects will now be funded.

FNEESC and IAHLA are striving for more reporting and accountability on ALMD's \$65 million commitment to Aboriginal post-secondary education.

*INAC Post-Secondary Education Audit Review*

In March 2009, the INAC Post-Secondary Education (PSE) Program Audit Review was released, which raised serious concerns about the limited tracking of how PSE program funds are spent and associated difficulties in terms of program planning. The audit also suggested that reporting challenges make it difficult to determine whether there is an equitable allocation of the funding regionally, and the audit raised concerns about the adequacy of existing funding levels as well as the program's guidelines and conditions.

FNESC responded to the audit by strongly asserting the critical importance of involving First Nations in determining the most relevant allocation and accountability mechanisms. FNESC insisted on the need for full First Nations involvement in any comprehensive review of the PSE program. FNESC also requested a BCR from communities supporting the need for INAC to consult with First Nations in this regard. (see TAB 4 in the binder)

#### *Adult Nominal Roll*

In June, several community representatives alerted FNESC to changes and challenges related to INAC's review of the Adult Nominal Roll. In response, INAC reported the following reasons for removing adult students for the Nominal Roll:

Student file deficiencies, such as a lack of attendance records, student program and student progress information

Curricula issues, which must be from the Ministry of Education through a school district (not from the Ministry of Advanced Education and Labour Market Development through a public college)

As a result of the recent problems, INAC and FNESC have agreed to the need for greater clarity and consistency in terminology. INAC is therefore drafting an Adult Nominal Roll handbook, which FNESC hopes to review prior to its release. FNESC also is requesting the reinstatement and collaborative delivery of the Nominal Roll regional workshops early this fall, and FNESC will host Adult Nominal Roll conference calls in early September to assist First Nations in preparing for the Program Reviews.

#### *BC Interim PSE Funding Allocation Methodology Process – 2009/2010*

The 2009/2010 PSE funding allocations followed a process similar to that used in 2008/09, with the additional request for more information on the initial allocation and protected pool allocation forms. INAC also limited the Guidance and Counselling request to an arbitrary 10% of the overall budget.

In terms of the 2009/2010 PSE requests, INAC reported that of the 147 potential CFA First Nations eligible to apply for additional funding:

- \$3,472,685 was the unmet need this fiscal year (2007/08 unmet need was \$2,619,144).

The FNESC Post-Secondary Subcommittee is committed to developing a long-term strategy to address this issue, including guiding principles and minimum standards and conditions for the delivery of the PSE program.

### *Data Collection*

The FNEC Post-Secondary Sub-Committee (PSSC) and INAC representatives continue to discuss the importance of collecting data on all funded students, completion rates, and wait lists. This data is critical for a thorough business case for increased Post-Secondary Student Support Program (PSSSP) funding for the BC Region.

In January 2009, the *PSSSP Funding Gap Analysis: BC Region* study was completed, which gathered data on the number of students who did not receive funding and/or are under-funded. This information will substantiate the amount of funding required to ensure full access to post-secondary educations in fields that are relative to student and community interests and employment needs. The full report is available on the FNEC web site. Highlights of the report, based on 2007/08 PSSSP funded students, include:

- 79% of the students are female, 19% male
- 86% of the students attended full time, 14% part-time
- 12% of students were in UCEP, 46% in Level 1 programs, 35% in Level 2 programs and 7% in Level 3 (Masters or PhD) programs
- 46% of reporting communities reported wait listed students in 2007/08
- 55% of single students received less than the \$1332 maximum living allowance
- 61% of single parents received less than the maximum living allowance
- 75% of married students received less than the \$2065 maximum living allowance

This fiscal year, utilizing the PSSSP Data Gap Analysis report, FNEC will prepare a business case to support the need for adequate regional PSSSP funding.

### *Joint Meeting of ISSP, IAHLA, FNEC/PSSC*

To ensure that there is no overlap or duplication of services, IAHLA, the Indian Studies Support Program (ISSP), and the FNEC Post-Secondary Sub-Committee have signed a Memorandum of Understanding (MOU) (November 20, 2007), which reflects a commitment to work together to identify common areas of interest and jointly address gaps in First Nations post-secondary education and training.

During a February 2008 Joint Strategy Session, representatives of the organizations reviewed draft vision and goals for First Nations PSE. The discussions centered on support for students and communities, language and culture, and recognition and funding for First Nation institutes. There will be two meetings of this group in the upcoming fiscal year.

*Education Coordinator Training*

This year, the first cohort of nine students completed the Education Coordinator Program! A luncheon was held at NVIT in June 2009 to celebrate the completion of the students' final course. The 20 course, accredited program includes topics such as understanding policy, governance, project management, financial planning, communications, and community development. This diploma program ladders into business administration and teacher education degree programs.

With funding from INAC, the community-based course delivery schedule is set for the 2009-10 academic year. Students are encouraged to contact NVIT to determine if any previous course work will transfer to the Education Coordinator Program. This program is continuous intake and students can begin at any point.

# Seventh Generation Club

---

## Staff Contact

Kim Buksa, Manager of Communications, [kimb@fnesc.ca](mailto:kimb@fnesc.ca) [Seventhgen@fnesc.ca](mailto:Seventhgen@fnesc.ca)

## Overview and Highlights of the Past Year

The Seventh Generation Club was established in 1997 to support First Nations students in BC to stay in school and achieve their education goals. The Club provides them with the tools and skills they need to make healthy choices in all areas of their lives. Members receive regular newsletters, specially designed school daytimers and incentive prizes.

Through fun contests and activities, such as Science Day and Sports Day, the club encourages students to participate in fitness and in community activities. Over the years and thanks to the dedicated network of teachers and support staff, the club has enjoyed steady growth. The club has a membership of over 7500 students in 148 schools.

Unfortunately, the Seventh Generation Club is feeling the economic crunch as many partners have reduced or withdrawn their support. It is very important for the club to actively build up its partnership base in the coming year.

The FNSA manages the club in partnership with FNEC. The major club partners who provided support this year were the Vancouver Canucks, First Nations Health Council, and the FNSA. BC Hydro also contributed and there is a trial partnership with the Westin Bayshore that provides \$2 to the club for each hotel night booked by a First Nations organization. A committee of staff and partners continue to guide the club's activities.

## What's Upcoming?

### *Building Club Partnerships*

- The club will be looking at building new partnerships while strengthening existing ones. New partnerships will be explored within the Financial Industry, Post-Secondary Sector and other organizations that share the values and mission for the club.

### *Club Improvements*

- The Seventh Generation website and communications continue to be updated and expanded with the intent of including more "grassroots" input and information. We

hope schools, teachers and students will showcase and share their experiences and successes.

- Keeping secondary students involved and interested until graduation. While the membership of the Seventh Generation club continues to grow overall, we would like to see more growth and participation from senior students through new initiatives/promotion.

### *Efficiencies*

- The Seventh Generation staff and partners continue to modify and streamline the efficiency of associated procedures both internally and externally with the use of technology.
- Pursue new partnerships for the Daytimer which will improve the process, update the books and reduce costs.

### **Key Points**

- The Seventh Generation Club provides a very meaningful tool for the schools that actively participate and make use of the resources provided. The participants indicated that they value the materials they receive tremendously. They believe that the Club helps their students to feel better connected to school and that the Club particularly encourages at-risk students to attend and participate in school activities. (per the Focus groups 2008)
- The Seventh Generation Club is very successful with over 7500 students participating in activities that will lead to a healthy life including staying in school and participating in sports.
- More attention must be given to secondary students ensuring activities and initiatives remain of interest; keeping them involved in health choices and in school through graduation.
- The Seventh Generation Club is seeking new partnerships that will provide support and financial foundations for the future.

# BCeSIS

You are invited to participate in the BCeSIS implementation process for First Nations schools in BC.

## About BCeSIS

The British Columbia electronic Student Information System (BCeSIS) is a provincial initiative, led in partnership with the Ministry of Education. BCeSIS provides First Nations schools as well as public and independent schools with the opportunity to have their student data kept in a safe electronic system that is used by the majority of schools in BC.

BCeSIS creates a network of participating schools that allows for students to transfer schools easily and with complete records. This is one of many factors that make BCeSIS a positive move forward in the education of our First Nations children. For more detailed information please review the, *Implementation Guide* for more about the features and benefits on the FNEsc BCeSIS website: [www.fnesc.ca/bcesis/documentation/BCeSIS%20implementation%20guide.pdf](http://www.fnesc.ca/bcesis/documentation/BCeSIS%20implementation%20guide.pdf)

## Good to Know

Switching over to the BCeSIS is simple. FNEsc offers a reimbursement for the 2-day training session that some school staff will have to attend, this is so that your school may hire someone to backfill for those in training.

Andrew Smit, the BCeSIS Project Manager for FNEsc will come to your school and complete training, data conversion and BCeSIS setup with you.

Andrew and his team are always available to you after you start using BCeSIS and they will be holding a number of different workshops on different areas throughout the year on topics like setting up for the new school year, 1701 reporting, report cards, etc. They are also available for quick questions though our BCeSIS CONTACT US page <http://www.fnesc.ca/bcesis/contactus.php>. You will notice a live chat box appear, this connects you to the BCeSIS help desk instantly. Conventional ways of contacting the help desk (phone, email) are still available to BCeSIS users.

If you have any questions about the process or if you would like to discuss further how you can be a part of this project, please email Andrew Smit, BCeSIS Project Manager, at your convenience. [andrews@fnesc.ca](mailto:andrews@fnesc.ca)

Thank you,  
Andrew Smit, FNEsc BCeSIS Project Manager  
Denise Williams, FNEsc BCeSIS Project Coordinator