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Introduction

The Cooperative Education Program (CEP) is one of four youth programs funded by the Department of Indian and Northern Affairs (DIAND) Canada. The First Nations Schools Association (FNSA) and the First Nation Education Steering Committee (FNESC) agreed to take responsibility for the funding and the administration of the programs.

The 2002/2003 CEP initiatives have fulfilled their program requirements and we are pleased to provide a compilation of their final reports, edited for consistency, with selections from the reports’ appendices and a summary table.

The on-reserve First Nations schools submitted proposals to apply for the CEP funds. We received 25 proposals and funded thirteen (13) initiatives. This report is a compilation of their final reports, edited for consistency, with selections from the reports’ appendices and a summary chart.

Students eligible to participate in the program included full-time students in Grade 8 through 12, reported under the DIAND nominal roll and attending schools on-reserve.

The length and type of work/community placement activities varied with the level of education of the students and the employment characteristics of the region where the schools were situated.

The CEP not only helped youth gain valuable work experience, but it also gave them the wonderful opportunity to acquire essential employability skills such as career planning, life skills, interviews, resume writing, money management, goal setting, and making important career making decisions through participating in this program.

The work experience that our participating employers has given to the youth helped them to gain an understanding of how to apply their newly-acquired and existing skills and enter, stay in, and progress into the world of work. These employability skills are developed in school and throughout a variety of life experiences outside school, especially in the communities where the youth live.

The FNSA Directors were responsible for reviewing the Cooperative Education proposals. A sub-committee reviewed and recommended approval of proposals and the budget to be allocated for each successful applicant. In order to ensure that the process was free from conflict of interest, any
member of the committee who institution submitted a proposal was ineligible to participate in discussions about or vote on that proposal.

The CEP was intended:

- To increase the number of CEP in schools on-reserve;

- To provide opportunities for students in Grades 8 to 12 with workplace/community experience. Locally designed programs reflect individual circumstances and requirements;

- To increase the rate of high school graduation and subsequent employment among First Nations youth;

- To facilitate the transition from school to employment; and

- To foster partnerships between schools and public and private sector employers for cooperative education work experience.

For many of the students and teachers, one of the greatest thrills of the CEP was that it allowed the participants hands-on learning that is sometimes very difficult to achieve in a traditional classroom setting.

Today, participants are facing many personal and educational barriers in the mainstream society. The competitive job market demands definite transferable work skills, knowledge, and education to become attractive for an employer to considering you a candidate for hiring. Through this valuable and important CEP program, youth have come to learn and recognize the importance of higher learning, knowledge, work experience and career and education planning. Life experiences and exposure to new job opportunities is important for our youth to find a career of their choice and acquire the skills to do a good job.

The First Nations Schools Association (FNSA) and the First Nations Education Steering Committee (FNESC) express our sincere appreciation to all of the CEP Coordinators for the time and effort that they contributed to their programs this year and for their work in compiling the year’s achievements into their final reports.

The final report will be a valuable resource for future coordinators and the program evaluations received from the coordinators, students, employers and parents will help to continue improving the quality of new and existing programs.
Congratulations are also due to all of the employers in the communities who have contributed, supported and supervised the youth on work placements and job shadowing experiences. Lastly, congratulations to all of the youth that have participated in this program and for all the hands-on learning and work experience that will aid in entering into the world of work and higher education.
Introduction

The Nuxalk Education Authority Acwsalcta School Cooperative Education Program (CEP) main focus was to provide students with help to prepare for life beyond high school. Many of the students had expressed their desire to enter a technical training program, an apprenticeships upon completion of high school.

Program Goals and Objectives

The CEP program goals and objectives were:

- To develop curriculum for, and offer CE course for grade 11-12 as part of selected studies –students earn credits towards full graduation as an elective;

- To include a work-week component that represents 30% of the overall course content;

- To incorporate the CEP component into the current CAPP courses for grade 11-12 with a course credit value of two for each course

- To integrate CEP as 25% of the overall course content;

- To introduce CEP as an integral component of CAAP 8-10, which will represent 10% of the total course content for each grade level it is offered; and

- To coordinate a two-day Career Fair for all students at Acwsalcta School in the late spring of 2003.

Program Outline

A CEP Coordinator was hired to oversee the work placement portion of the program. In addition, this individual assisted professional teachers to develop the Life Skills component and assisted with the development of Individual Learning Plans (IEP).- grades 8-12.
Program Participants

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Female Students</td>
<td>10</td>
</tr>
<tr>
<td>Total Number of Male Students</td>
<td>1</td>
</tr>
<tr>
<td>Total Number of Students with a Disability</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of students who completed the program</td>
<td>11</td>
</tr>
<tr>
<td>Total Number of Students in Secondary School</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number of Students Aged:</th>
<th>13-14</th>
<th>15-19</th>
<th>20&amp; Over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Budget Information

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<thead>
<tr>
<th>Total Allocation:</th>
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</thead>
<tbody>
<tr>
<td>Total Expenditures:</td>
<td>$78,200.00</td>
</tr>
</tbody>
</table>

Program Implementation

The program implemented included the following activities:

- Hiring of a CEP Coordinator
- Life Skills
- Integrated CAAP into the CEP
- Introduction of Career/College Learning Plans
- Work Experiences
- Introduction to WCB Standards
- Personal Development and Self Awareness
- Career Development
- Career Fair
## Work Placements

The participants work placements were as follows:

<table>
<thead>
<tr>
<th>Employer</th>
<th>Participants</th>
<th>Job Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sn’ulxk Daycare</td>
<td>2</td>
<td>Daycare of infant and toddlers. Assisted the staff in providing care and programming for children</td>
</tr>
<tr>
<td>Coop Store</td>
<td>1</td>
<td>Observed and assisted in Produce and Meat Department. Observed and assisted cashier. Assisted in general packing area.</td>
</tr>
<tr>
<td>Bella Coola Valley Restaurant</td>
<td>1</td>
<td>Waitressing Cleaning tables, busing tables, using cash register, cash control and Interact transactions</td>
</tr>
<tr>
<td>1st Call Plumbing</td>
<td>1</td>
<td>Jobs associated with plumbing; replaced a leaky pipe, changed faucets on a tub and sink, learned about heating systems, cleaned air ducts in a building</td>
</tr>
<tr>
<td>Nuxalk Education Office</td>
<td>1</td>
<td>Secretarial duties were performed which included answering telephones, faxing and photocopying, filing etc</td>
</tr>
<tr>
<td>Nuxalk Band Office</td>
<td>2</td>
<td>Secretarial duties were performed which included answering telephones, faxing and photocopying, filing, and compiling newsletters.</td>
</tr>
</tbody>
</table>
The students learned the following employability skills while in their work placements:

- Problem solving differences with other employees
- Smiling and greeting customers
- Punctuality
- Dressing appropriately
- Being cooperative
- Always being polite
- Conscientiousness
- Open to instruction and being teachable
- Being trustworthy and reliable
- Being an asset to the business
- Being able to overcome shyness
- Observe to learn
- Being good role models for the community
- Being able to ask questions of your employer
- Importance of an education
- Consistency
- Opportunities for higher learning

**Program Evaluation**

Overall the CEP was a success and the teachers felt that the participants will remember the huge success of the Career Fair and this program was beneficial for all involved. The feedback received consisted of the following:

- Students wanted assertiveness training;
• Students felt more skilled training on computers would have been helpful;

• Career Fair to be earlier in the winter;

• Work again on a team approach for the CEP;

• Invite youth role models to come to the community;

• Parents expressed more invitations to workshops;

• Parents asked if they could be a part of the training;

• Parents expressed a need for them to have more employability skills

• Teachers asked that we divide up the duties, as was done for the Career Fair;

• Students, parents and staff asked if we could have the Elders more a part of the school activities as they were involved with the Career Fair;

• Invite Elders to speak to the students in Speaker Series; and

• That we invite Chief and Council.

The community has an unemployment rate of 90% so it was important to begin at an early age to teach employability strategies and build a stronger base for students to learn from, especially for our future generations.
Introduction

The Chehalis Community School Cooperative Education Program (CEP) was implemented within the school’s established program base. The educational, personal, cultural, and occupational training and experiences challenged the students to reach their own potential, and also served to ready them for their life choices after their formal education program was completed.

Program Goals and Objectives

The CEP program objectives were:

- To develop a wide range of work experiences to provide a foundation for possible vocational choices;

- To develop effective interpersonal skills through the experiencing of differing values, beliefs, and mannerisms;

- To develop positive interactive skills that focus on written and oral communication;

- To develop a respect for the many and varied opinions and personalities that they students will be exposed to in the workplace;

- To develop strong self-esteem through positive and challenging work placements that provide high, yet attainable, standards;

- To encourage healthy lifestyles choices learned through positive work placements and the accompanying expectations for personal growth and development within the position; and

- To develop a foundation for positive post-secondary choices through positive experiences in Cooperative Education.

The CEP was implemented for students in grade 8-12. The students registered in the program received education and preparation for work placements via the school’s Career and Personal Planning course as well as scheduled preparation courses developed within a timetable.
The CEP student objectives were:

- To develop personal goals with regards to education and post-secondary choices;
- To develop a strong sense of self-worth through strong communication skills, personal appearance, decision-making skills, communication skills, and personal interaction;
- To use relevant selections of work placement that meet the interests of the student;
- To prepare for work placements through personal skills development, cover letter writing, resume writing, and interview skills;
- To develop strong interpersonal skills through academics and role playing in a Career and Personal Planning Program;
- To provide personal skills development in areas of direction taking, receiving praise and constructive criticism;
- To develop an appreciation of many and varied work placements, and vocations, available to youth through a Career Fair;
- To develop strong organizations skills to enable students to commit to both academic and work placements expectations;
- To commit to maintaining expected levels of attendance in all aspects of the program; and
- To commit to maintaining academic standards in all aspects of the program.

Program Outline

Students in Grades 8-12 had an opportunity to develop many of the interpersonal and communication skills through a Career and Personal Planning Program. This program was implemented for all grades. This foundation provided a solid base for the CEP.

The Chehalis Community School CEP provided secondary students with an excellent opportunity to explore the world outside of the school. Students who took part in the program gained valuable experiences into possible vocational choices without compromising their education. These experiences
led several students into post-secondary institutions that reflected their work placements.

The program was implemented for students in Grades 8-12 through either job shadowing program or a full-fledged integrated work experiences. Whenever possible, students were placed in the work experience of their choice.

**Program Participants**

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Female Students</td>
<td>9</td>
</tr>
<tr>
<td>Total Number of Male Students</td>
<td>25</td>
</tr>
<tr>
<td>Total Number of Students with a Disability</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of students who completed the program</td>
<td>28</td>
</tr>
<tr>
<td>Total Number of Students in Secondary School</td>
<td>34</td>
</tr>
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<table>
<thead>
<tr>
<th>Total Number of Students Aged:</th>
<th>13-14</th>
<th>15-19</th>
<th>20&amp; Over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>18</td>
<td>0</td>
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**Budget Information**

<table>
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<tr>
<td>Total Expenditures:</td>
<td>$52,716.75</td>
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</table>

**Program Implementation**

**Interest and Aptitude**

All students participated in the program and completed this questionnaire. The results from this exercise assisted the coordinator in finding suitable work placements for the students. Students were encouraged to put forth their work experiences requests.
Career Fair 2002

Daylong exhibits attracted students from several surrounding communities, and gained tremendous popularity with local businesses as well as government agencies. Students toured the sights, collected stamps in their passports for prizes and giveaways. There were also mini seminars with selected presenters especially those geared towards First Nations employees. Presenters were contracted during September 2002.

Training

Students were given the opportunity to utilize a human resource counselor who supported in the area of personal growth and lifestyles choices. Other topics for students included; WHMIS training, first aid training, work search seminars and work preparation workshops.

Healthy Lifestyle Choices

Chehalis Community School was proud to have a full-time counselor on staff to provide services in the area of personal growth and lifestyle choices. Other topics for students included; Alcohol and Drug workshops, Straight Talk initiative, and Family Planning.

Grade 8/9 Academic Programs

Students in Grades 8/9 participated in a job-shadowing component of the program. The purpose of this component was to provide students with the experience of a work placement without the demands of a daily/weekly schedule like that of older students. Prior to the job shadowing, students were required to complete all preliminary academic and CAAP based programs to provide them with the knowledge base necessary for the experience.

Activities/Learning Focus

Academics

As well as expectations for the regular programs, students successfully completed the following prior to job shadowing:

- Success Maker – this very successful program enabled students to develop their language and mathematical skills to a level beyond the classroom component;
• Communication - developing interaction skills, cover letter writing, reading and listening skills; and

• Problem Solving - critical thinking, problem solving, and decision making.

Personal Growth Skills

• Personal Growth - healthy lifestyle choices, alcohol and drug abuse awareness, positive work habits, personal decision making, financing skills;

• Positive Choices – self esteem, personal ethics, attitude and integrity; and

• Work Place Skills – goal setting, prioritizing, time management, accountability.

Job Shadowing

The students were placed in 2/3 days of job shadowing of their chosen interest within the community. Expectations of the work placements followed those outlined in the CEP.

Grade 10/12 Academic Programs

Students were working within the academic requirements of the Ministry of Education for course credits in specific grades. Students also participated in personal growth activities.

Activities/Learning Focus

Academics

Along with regular course requirements, students participated in the following:

• Career Exploration
• Success Maker
• Job Search
• Work Preparation
Personal Development

- Personal Awareness
- Career Choices

Career Aids

- Food Safe
- First Aid – Level One
- Driver License

Work Experience

All secondary students participated in the work experience as part of the course requirement. A successful completion of the work experience component was a component of the CAAP course expectations. Students in workplace training were expected to abide by the school policy as well as the expectations of the work site.

Grade 10

- Maximum three work placements
- 30/40 hours duration to maximum two-week duration
- Student and employer evaluations required
- Two visits by coordinator along with site evaluation

Grade 11

- Maximum two work placements
- 60/120 hours duration to maximum three-week duration
- Student and employer evaluations required
- Pre/Post visit by coordinator

Grade 12

- Maximum two work placements
- 70/140 hours duration to maximum three-week duration
- Student and employer evaluations required
- Pre/Post visit by coordinator
Work Placements

<table>
<thead>
<tr>
<th>Employer</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp;W</td>
<td>Food Services</td>
</tr>
<tr>
<td>Chehalis Store</td>
<td>Clerk</td>
</tr>
<tr>
<td>Fields</td>
<td>Sales Representative</td>
</tr>
<tr>
<td>Glenwood Rest Home</td>
<td>Assistant Care Aide</td>
</tr>
<tr>
<td>Hemlock Valley</td>
<td>Chair Lift Operator</td>
</tr>
<tr>
<td>Kent Veterinary Clinic</td>
<td>Vet Assistant</td>
</tr>
<tr>
<td>Lhawathet Lalem</td>
<td>Kitchen Worker</td>
</tr>
<tr>
<td></td>
<td>Secretary</td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
</tr>
<tr>
<td>OK Tire</td>
<td>Helper</td>
</tr>
<tr>
<td>UBC Research Farm</td>
<td>Farm Care</td>
</tr>
</tbody>
</table>

Program Evaluation

Program summaries and evaluations were divided into four areas as follows:

1. Student Log
2. Student Visitation Reports (summary of site visits by program coordinator)
3. Student Work Placement Evaluation Reports (student work placements)
4. Employer Evaluation Report (summary report from supervisor/employer)

The students learned the following as a result of participating in the CEP:

- How important it was to work in groups;
- More accomplished than working alone;
• Learning to work to a schedule and completed specific tasks;

• In service industry – dealing with a variety of people and having to adjust their own personality;

• Importance of matching personality type to the right type of job; and

• The use of a wide variety of equipment specific to their work placement position
Introduction

The Chemainus Native College Cooperative Education Program (CEP) goal was to provide grade 11-12 students with training and experience through cooperation with the school and local businesses and industry.

The CEP aim was also to prepare students to realize that most occupation required training beyond high school. They made need to further their training by attending colleges, universities, or other post secondary institutions. Classroom instruction provided an opportunity to develop competencies while students were gaining valuable knowledge, skills and techniques in job procedures through work experience.

CEP activities provided leadership and citizenship experiences, social growth, civic consciousness, and a respect for the business enterprise. The students will be better prepared for the future if they are to be successful in a competitive global economy.

The employers were directly involved by assessing the students’ performances, and developed occupational skills standards specific to business and industry enabled a smooth transition into the workforce or post secondary education upon high school graduation.

The CEP was focused on a better link to the formal education that the students achieve in the classroom to the real knowledge, skills, and techniques required in the workplace.

Program Goals and Objectives

The CEP program goals and objectives were:

- To provide opportunities for students in grade 9-12 with workplace and community experience;

- To help prepare students for the transition to the world of work or further training and education;

- To increase the rate of high school graduation and subsequent employment among First Nations youth;
• To facilitate the transition from school to employment; and

• To foster partnerships between schools and public and private sector employers for cooperative education work experience.

Corresponding objectives involved the students:

• To combine classroom theory with experience in the workplace

• To explore possible career directions as articulated in their student learning plans;

• To develop and expand their marketable skills;

• To increase their understanding of employer’s expectations and observe and practice the employability skills and attitudes required in the workplace;

• To discover their true interests and abilities and develop the self-reliance, self-direction, and confidence necessary for effective teamwork, lifelong learning, and workplace success;

• To make contacts for future employment opportunities; and

• To earn credits toward graduation.

**Program Outline**

The CEP provided, primarily the Grade 11 and 12 students with relevant work experience and productive work experience in industry, business and government. The students received classroom instruction on a variety of units including: employability skills, human relations, consumerism, economics, taxation, insurance, and labor laws.

The participants received an introduction to the CEP on the following topics:

• Introduction to Cooperative Education
• Brainstorm on employer requirements in the workplace
• Jobs versus careers and introduction to career exploration
• Post secondary education – training beyond high school
• Suggestions for an employer database
Program Participants

<table>
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<tr>
<th>Description</th>
<th>Number</th>
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<tbody>
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</tr>
<tr>
<td>Total Number of Female Students</td>
<td>20</td>
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<td>Total Number of Male Students</td>
<td>22</td>
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<tr>
<td>Total Number of Students with a Disability</td>
<td>0</td>
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<tr>
<td>Total Number of students who completed the program</td>
<td>42</td>
</tr>
<tr>
<td>Total Number of Students in Secondary School</td>
<td>42</td>
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<table>
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<td>15-19</td>
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<td>20 &amp; Over</td>
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Budget Information

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<td>Total Expenditures</td>
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</tr>
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</table>

Program Implementation

The CEP included students participating in a career fair. Presenters and participants reported that it was a huge success. The students were surveyed to see what career categories they were interested in. They were interested in many careers so it was narrowed down to offering appropriate career categories for general student success. Another factor was to ensure the availability of presenters for the event.

The CAPP 11 and 12 courses began in February 2003 and work placements were entered into without embarking on them too soon. There were work experiences and job shadowing activities that were completed as follows:
Work Placements

<table>
<thead>
<tr>
<th>Employer</th>
<th>Position</th>
<th>Grade Level</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutsumaat Lelum Child Care Centre</td>
<td>Chef Helper</td>
<td>12</td>
<td>Male</td>
</tr>
<tr>
<td>Sh’uklh-etun Health Society</td>
<td>Reception/Staff Assistant</td>
<td>12</td>
<td>Female</td>
</tr>
<tr>
<td>Willow Street Café</td>
<td>Cook</td>
<td>9</td>
<td>Female</td>
</tr>
<tr>
<td>Studio 28</td>
<td>Beautician</td>
<td>9</td>
<td>Female</td>
</tr>
<tr>
<td>Willow Street Café Food Services</td>
<td>Kitchen Help</td>
<td>9/10</td>
<td>Female</td>
</tr>
<tr>
<td>Hul’qumi’num Treaty Group</td>
<td>Janitor</td>
<td>10</td>
<td>Male</td>
</tr>
<tr>
<td>McDonald’s</td>
<td>Short Order Cook</td>
<td>9</td>
<td>Female</td>
</tr>
<tr>
<td>Godfrey-Brownell Vineyards</td>
<td>Vineyard Keeper</td>
<td>9/10/11</td>
<td>Male</td>
</tr>
<tr>
<td>Chemainus Native College</td>
<td>Student/Staff Assistant/Receptionist</td>
<td>12</td>
<td>Female</td>
</tr>
<tr>
<td>Eco Wood</td>
<td>Laborer</td>
<td>9</td>
<td>Male</td>
</tr>
<tr>
<td>Chemainus First Nation Community Center</td>
<td>Property Maintenance</td>
<td>9/10/11</td>
<td>Male</td>
</tr>
<tr>
<td>Stu”ate Lelum Secondary School</td>
<td>Janitor</td>
<td>9/10/11</td>
<td>Male</td>
</tr>
</tbody>
</table>

Employer Visits/Contacts

In the process of arranging work experience and job shadowing, the expansion of an employers list continues to grow. This year, as with others, students were asked for input on what they would like to do, and presented them with an employer database. The employer database was at a level that students were able to fill in time slots for the employers who agreed to participate in the CEP. Students were encouraged to explore career options they may never had considered before.
Program Evaluation

The Cooperative Education Coordinator (CEC) has been involved with the CEP for the past five years. The program has an established agenda and many of the participants were familiarized with the CEP procedures. Challenges continue to arise including retrieving evaluations from the participating employers, the high school dropout rate for students and competition for participating employers (the program competed with three different school districts in the catchment area).

The CEC prior knowledge of the underdeveloped social and academic skills and an emphasis on individual preparation prevented the loss of potential successful participants. The participants were assisted in upgrading their skills. The participants will be intellectually suitable and flexible in their developmental, employable and technological advances. The participants move forward to be participating members of society, as well as being self-sufficient. Courses were developed through assessment of training needs and cooperative planning between CNC/SLSS and local industries, thus designed to respond directly to the needs of industry.

The ceremonial aspect of the participant’s lives was included and integrated into their curriculum. Art, Hul’qumi’num language, classes, and various workshops were great ways of connecting with the participants. The participants being of native heritage took pride in their urban revitalization historic preservation, housing and neighborhood planning, economic development, physical planning, environmental planning, entrepreneurship, and many other avenues. The participants were expanding their realization to all the possibilities that could turn into career choices.

One aim that was strived for was to educate the local community about issues of retention, and developed a permanent structure for monitoring and responding to these issues as they arise. A primary issue in the past was native ceremonial attendance. Students still have higher tendencies to be absent during the ceremonial season, but were still being reached. The social workers involved with individuals put some pressure on them to encourage them to upgrade their education.

Work experiences improved the participant’s chances to succeed in their own careers. In addition, the participants would be cheated if they were not offered and required them to participate in research and interactive activities.

The participants received recognition by being awarded a certificate indicating their completed number of hours in the CEP. The participants in
CEP were either the “haves” or “have-nots.” It was embarrassing and perhaps impossible for some participants in work experiences without suitable clothing for being out in the professional world. These participants were not always assertive enough to verbalize that this was their situation. It would be really great if a number of professional clothes were available for them to use during the work experience days. If clothing donations and ample storage could be worked out this may be a plan for future CEP.

Overall, this was a good year and the students and the staff have worked together for the benefit of a very successful CEP. Community, students and staff members equally have made great efforts to ensure that the students gained supplementary preparedness for the job market.

Through the CEP, the participants were enriched as they journeyed from classroom to employment by empowering each student into self-fulfillment. Some of the previous students in the CEP have moved onto employment and have become assets to their community and individual home lives.
Introduction

The Chief Atahm Immersion School Cooperative Education Program (CEP) was from the direction of the student’s parents who wanted to see a formal CEP that complemented their CAP program.

Program Goals and Objectives

The CEP program goals and objectives were:

- To prepare students to attain their career and occupational objectives to assist in the development of good work habits;

- To offer students grades 8-12 a work/study learning program with 30 hours of short courses related to careers and providing career counseling with 30 hours of work experience within local Band offices and regional-based employers;

- To provide initial student work experience interviews, orientation and work placements; and

- To provide students with specific employability skills.

Program Outline

The CEP was implemented into the school curricula. Each week, students received approximately one hour of in-class instruction. This instruction followed the provincial curricula for Career and Personal Planning at the grade 8-10 levels. In addition, students received training in First Aid, Food Safe, and WHIMIS. Field trips consisted of participation in an annual Dream Makers Information and Career Fair held in Merritt, BC and a visit to the University of British Columbia in Vancouver, BC to investigate careers in health-related fields. When student were on work experience they received individual instruction directly related to the skills needed in the workplace.
Program Participants

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Female Students</td>
<td>5</td>
</tr>
<tr>
<td>Total Number of Male Students</td>
<td>10</td>
</tr>
<tr>
<td>Total Number of Students with a Disability</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of students who completed the program</td>
<td>15</td>
</tr>
<tr>
<td>Total Number of Students in Secondary School</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number of Students Aged:</th>
<th>13-14</th>
<th>15-19</th>
<th>20&amp; Over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Budget Information

<table>
<thead>
<tr>
<th>Total Allocation:</th>
<th>$24,125.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditures:</td>
<td>$24,125.00</td>
</tr>
</tbody>
</table>

Program Implementation

The implementation plan consisted of the following:

- Identification of potential employers
- Selection of students for the program
- Parental consent for student participation
- Pre-placement orientation activities
- Matching students with employers
- Development of student learning plans
- Developed short courses related to careers
- Signing cooperative education agreements
- Work placement and feedback activities
- Evaluation of students and programs
The Program Coordinator performed the following activities:

- Liaised with Band offices, industry, government, social services, health and vocational/trades and academic professionals;
- Assisted with work placements;
- Coordinated short course related to careers (Food Safe, First Aid, and WCB);
- Met with work placement supervisors and ensured that the required hours of work experience were achieved;
- Monitored and evaluated the program, and received program employer and student evaluations;
- Reported student progress to the student’s parents; and
- Maintained program records.

**Work Placements**

The employers who provided the students with work placement were:

- Adams Lake Band Administration
- Neskonlith Band Administration
- Sexqeltin Health Center
- Quaout Lodge
- Squilax General Store
- Safety Mart Groceries
- Adams Lake Band Maintenance
- Chief Atahm School
- Player’s Bench
- Kamloops Wildlife Park
- Valleyview Veterinary Clinic
- Crockets Construction and Tool Rental
- Klahowya Video Productions
- Secwepemc Fisheries Commission
- School District #73 Audio/Video Maintenance
Program Evaluation

The students learned a variety of skills and gained valuable work experience while in the CEP. These learned skills included the following:

- How to shoot video footage;
- Develop construction skills including framing, sheeting walls, cutting out windows;
- How to focus their skills, interests, strengths and challenges;
- Using problem solving strategies; and
- How to avoid violence in solving problems.

The overall development and design of the CEP was based on the learning/work study principles set out in the program mission statement. The program reflected the Chief Atham’s School’s guiding principles towards; sustainable development, environmental sensitivity, recycling practices, ecological understanding, and traditional knowledge and practices.

First Nation students benefited greatly from working within the community as learned employment skills and gained valuable job experience towards their career choices.
Introduction

The Gitksan-Wet’suwet’en Education Society First Nations High School Cooperative Education Program (CEP) was created and provided a very unique learning environment for the students. The school wanted to continue to encourage the grade 11-12 students to complete their education and felt this program inspired them to do so.

Program Goals and Objectives

The CEP program goals and objectives were:

- To affirm and strengthen our Gitxsan values and identify with youth;

- To provide an opportunity for the students to identify the clear linkages and rationale for developing education plans that are consistent with their career aspirations;

- To assist youth in becoming aware of their potential and aide them in establishing a desire for achievement through work experience;

- To assist youth in attempting to overcome pre-determined challenges and to achieve their short and long term goals;

- To help the youth develop a feeling of self-confidence and self-worth through relying on his/her own actions;

- To ensure that the CEP promotes healthy growth and development for the youth in our communities;

- To meet the needs of a target population of male/female youth in grades 11-12 by providing work placement and community experience opportunities;

- To encourage students to participate, learn, and enjoy their high school experiences;

- To prepare students for the transition from high school into the workforce;
• To provide the work experience employers with support and relevant information to understand the detailed circumstances of each of the students; and

• To provide a program that is flexible in a manner that enables the program to adapt to the special and specific needs of each participant.

Program Outline

The program outline consists of the following activities:

• Academic Assessment
• Interview/Orientation
• Life Skills
• Personal Management
• Math Skills - Upgrading, Grade 8-12 Mathematics
• English - Upgrading, Grade 8-12 English
• Science - Grade 8-12 Courses
• Social Studies-Grade 8-12 Courses
• Grade 8-12 Academic Electives
• Reading Improvement
• Communication Skills
• Job Readiness
• Computer Skills
• First Aid
• Food Safe
• Career Exploration
• Career Planning
• Super Host
• Driver’s License
• Job Placement & Work Experience

The participants participated in a “Finding Your Path: A Guide to Career and Education Planning” workshop that was hosted by the First Nation Education Steering Committee (FNESC) in Terrace, BC. This was also a resource for First Nations education coordinators, post-secondary counselors, school staff, and other people who were striving to support First Nations students in achieving success. The workshops included the following topics:

• Trends
• Career Planning
• Where to Go and How to Get There
• Preparing to Find Your Path
• OOPS –What to Do When
The participants’ feedback was that they acquired a plethora of information from this one-day workshop. They walked away with useful tools to help them in career and educational planning. They felt the facilitator spoke to them on a level that could be easily understood and provided great examples to make their learning relevant.

**Program Participants**

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Female Students</td>
<td>6</td>
</tr>
<tr>
<td>Total Number of Male Students</td>
<td>12</td>
</tr>
<tr>
<td>Total Number of Students with a Disability</td>
<td>2</td>
</tr>
<tr>
<td>Total Number of students who completed the program</td>
<td>11</td>
</tr>
<tr>
<td>Total Number of Students in Secondary School</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number of Students Aged:</th>
<th>13-14</th>
<th>15-19</th>
<th>20&amp; Over</th>
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<tbody>
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**Budget Information**

<table>
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<tr>
<th>Total Allocation:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditures:</td>
<td>$55,053.75</td>
</tr>
</tbody>
</table>

**Program Implementation**

The CEP was focused on grade 11-12 students for the first intake and the work experience placement schedule was from October 2002 to January 2003, and February to May 2003, every Friday for seven hours for a total of 28 hours per month with a total of 112 hours. The students received counseling and support services by a CEP Coordinator and Program Manager. The students were also
provided with materials and/or tools for those that required them. Transportation access was provided to and from the work site for those that requested it.

Work Placements

The students received work placements, positions and activities/skills learned as follows:

<table>
<thead>
<tr>
<th>Placement Site</th>
<th>Position</th>
<th>Activities/Skills Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gitxsan Treaty Office</td>
<td>Clerical Library</td>
<td>The reception area required an assistant to answer incoming calls and photocopying. The library required an assistant to organize all Gitksan culture and tradition information.</td>
</tr>
<tr>
<td>Kispiox Elementary School</td>
<td>Maintenance</td>
<td>The participants were involved with general maintenance of the school, playgrounds, and Head Start building. The participants gained knowledge in operating a brush cutter, ride-along mower and carpentry tools.</td>
</tr>
<tr>
<td>Kispiox Gas Bar</td>
<td>Labourer</td>
<td>Excellent feedback was received from the employer/participant. The participant stocked shelves, unloaded delivery trucks, kept the premises clean and was responsible for a cash register and gas jockey duties.</td>
</tr>
<tr>
<td>Location</td>
<td>Position</td>
<td>Details</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kispiox Band Administration</td>
<td>Administration</td>
<td>Knowledge was gained in public relations and the First Nations communities in the surrounding areas. The participant was able to operate a computer, fax machine, photocopier, and a multi-line phone system.</td>
</tr>
<tr>
<td>River Boat Bakery and Gift Gallery</td>
<td>Customer Service</td>
<td>The participant learned new skills in obtaining a positive working environment within a Customer Service Representative field.</td>
</tr>
<tr>
<td>Shopper’s Food Mart</td>
<td>Labourer</td>
<td>Each participant worked in different areas of the store</td>
</tr>
<tr>
<td>Moricetown Band Administration</td>
<td>Maintenance</td>
<td>The participant was responsible for the maintenance of all public buildings in Moricetown. The duties included multiplex, village maintenance and a water plant.</td>
</tr>
<tr>
<td>K’san Historical Village</td>
<td>Maintenance</td>
<td>Gained knowledge by performing tasks that included the building of new signage for tourists, inventory of stock, customer services, tour guides, and maintenance of the campgrounds.</td>
</tr>
<tr>
<td>USCLUS Law Office</td>
<td>Construction</td>
<td>The work details were for the law office for a proposed Art Gallery. The construction consisted of framing, partitions, doorways and windows. The other construction included sanding hardwood floors, electrical work, insulating walls, ceiling and vapor barriers, dry walling, painting rooms and applying wood moulding.</td>
</tr>
</tbody>
</table>
Program Evaluation

The CEP had incorporated a component for assessment and evaluation of the program and was assessed in the following methods:

- Students checked in weekly with the CEP Coordinator;
- CEP Coordinator conducted on-site visits during work placements;
- CEP Coordinator met with students, as a group, to check-in and receive feedback from the participants;
- Each participant was interviewed by the CEP Coordinator;
- The employer completed a Student Evaluation Form;
- The participant completed a Work Placement Evaluation Form;
- The participant completed a CEP Evaluation Form;
- Participants handed in a daily work log book; and
- At the end of the work placements, the CEP Coordinator met with the participants and work placement supervisors individually.

The participant’s attendance to the “Finding Your Path: A Guide to Career and Education Planning” workshop held in Terrace, BC had positive results and impacts. The workshop was motivational and inspirational for participants with one participant applied to college for studying in accounting and the other participant registered to complete grade 12 courses at the First Nations High School. One of the participants will be completing her prerequisites to enroll at Emily Carr and another participant will complete her prerequisites at BCIT for accounting.
Introduction

The Jean Marie Joseph School Cooperative Education Program (CEP) enabled students to develop applicable skills, and link education and training in to the needs of the learners and employers through a combination of classroom and work experience.

Program Goals and Objectives

The CEP program goals and objectives were:

- To promote a strong, healthy cultural identity, understanding the past, challenging the present and believing in the futures;
- To provide a well-rounded education, enriched by the practical application of classroom learning;
- To build self-esteem and self-confidence through success;
- To develop within each student a sense of responsibility for his/her own behavior, education and future;
- To attract early school leavers back into the secondary school environment;
- To help students to develop as productive members of society and potential leaders;
- To assist students to explore career opportunities through their experiences in real work environments;
- To develop valuable workplace skills such as teamwork, communication, writing, and computer skills;
- To offer meaningful, study related work experience to prepare the individual for the world of employment;
- To improve secondary school attendance and retention of Yekoochet’en young people in the educational system;
• To increase the number of Yekoochet’en secondary school graduation;

• To increase the number of students entering into post-secondary programs; and

• To increase the employability of the Yekoochet’en youth.

Program Outline

The CEP was highly participatory, practical and experiential. As the students developed their skills, they were supported and provided with positive, constructive feedback throughout the program. The program was based on the belief that young adults learn best in a relaxed and friendly environment. Each component was designed to include all participants and ensured that each individual benefited.

Mentorship, encouragement and support was provided by a classroom teachers, coop program coordinator, work placement supervisors, he Wellness Team and community Elders and leaders who motivated the participants and encouraged them to complete each of the following components:

1. Orientation
2. Academic
3. Foundation Skills
4. Career Exploration and Development
5. Specialized Training
6. Life/Employment Skills
7. Work Experience

Program Participants

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Female Students</td>
<td>7</td>
</tr>
<tr>
<td>Total Number of Male Students</td>
<td>8</td>
</tr>
<tr>
<td>Total Number of Students with a Disability</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of students who completed the program</td>
<td>15</td>
</tr>
<tr>
<td>Total Number of Students in Secondary School</td>
<td>15</td>
</tr>
</tbody>
</table>
Total Number of Students Aged: | 13-14 | 15-19 | 20& Over |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

**Budget Information**

| Total Allocation: | $49,568.00 |
| Total Expenditures: | $128,539.06 |

**Program Implementation**

The education staff, school administrator and the Band Council representative with an administrative advisor to the Chief and Council completed preparations for the CEP in August 2002. Students were selected for the program in September 2002. The senior students were interviewed for the program, and the senior class students were included as a component of their curriculum.

In this year’s CEP, it was fortunate to have full-time onsite services of a qualified male and part-time female mental health counselors. This has proven to be invaluable to helping the youth and young adult education students to deal with some of their problems and enabled them to attend school on a more regular basis. Additionally, a mental health therapist worked continuously to encourage good work ethics, career development, and helping students to realize their full potential.

**Work Placements**

The Yekooche First Nation has provided a realistic, meaningful and practical work experience placements. For the 2002/2003 school year an employer list was expanded, as there was a number of capital projects and forest-related initiatives taking place in the community.

The number of potential work placements continued to increase within the community, allowed a greater variety of work experiences for the CEP students. As this CEP included career exploration process, the students were provided with a minimum of three different work placements.
<table>
<thead>
<tr>
<th>Position</th>
<th>Supervisor</th>
<th>Duties &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Worker</td>
<td>Contractor</td>
<td>Residential and community facility renovations and new house construction. Various duties according to abilities and aptitude</td>
</tr>
<tr>
<td>Stream Enhancement Worker</td>
<td>Program Coordinator</td>
<td>Removal of various debris</td>
</tr>
<tr>
<td>Chain Link Fence Installer</td>
<td>Contractor</td>
<td>Install backstop and outfield chain link fencing for community baseball field</td>
</tr>
<tr>
<td>Silviculture Worker</td>
<td>Contractor</td>
<td>Juvenile spacing, brushing and weeding, pruning, cone collecting</td>
</tr>
<tr>
<td>Receptionist/Clerk</td>
<td>Treaty Coordinator</td>
<td>Provided administrative support, switchboard, and maintaining reception area and photocopy room</td>
</tr>
<tr>
<td>Parenting Program Assistant</td>
<td>Instructor</td>
<td>Provided administrative support, planning, catering and cleanup</td>
</tr>
<tr>
<td>Assistant Researcher</td>
<td>Assistant Treaty Coordinator</td>
<td>Provided research assistance by conducting surveys, compiling information, photocopying materials for distribution, organizing and advertising Treaty related events, filing and word processing</td>
</tr>
<tr>
<td>Assistant Training Program Coordinator</td>
<td>Special Programs Advisor</td>
<td>Provided administrative and clerical assistance by advertising community training initiatives, compiling data, word processing, producing information packages, newsletters, and reports</td>
</tr>
</tbody>
</table>
### Program Evaluation

The school-based work experience placements have enhanced student skill development and encouraged decision-making. This year was particularly successful in advancing new skills and experiences, and increasing self-esteem in the students.

All professional workers in the community remarked on the enhanced participation in many programs and projects, and remarkable progress in the structures of the work world—punctuality, appearance, attitude, consistency, and efficiency. The school staff sees the CEP as a successful secondary school retention initiative. Also, the supervisors of the work experience placements commented on how much they appreciated the extra help. Occasionally, there was a problem with punctuality or attendance, but for the most part students were learning to take more responsibility for both their schoolwork and their job placements.
The students reported that the CEP components helped them to keep them in school. They also stated that they gained a better awareness of work and had more fun working with one another outside of the classroom. When asked if they enjoyed their work experience placements, most students said they had, albeit there were occasional conflicts with their supervisors. These were generally worked out to the satisfaction of both parties, and actually these conflicts helped the senior students to understand part of the process in a work environment.

As reported last year, the senior students did not like to work and not receive pay. However, in some of the cases these work placements had led to training in new skills and employment opportunities for the summer, which they did appreciate.

It was believed that the community has experienced a reduction of a third in social assistance the six months partially due to the Cooperative Education and Youth Work Experience Program.

The Chief and Council and the Community Wellness Team commented that Yekooche has progressed faster because of the funding from these programs, and the structure of the programs that allowed the youth to gain work experience and workplace foundation skills.
Introduction

The Lax Kw’Aalaams Community School Cooperative Education Program (CEP) main focus was to give the youth an opportunity to complete their Grade 12 education. The grade 10-11 students had the opportunity to integrate academics with workplace experiences.

The work experiences gave participants knowledge needed for success in their education, as well as job experiences that gave them skills needed for their future careers. Participants learned job etiquette and other skills required to become successful employees.

Program Goals and Objectives

The CEP program goals and objectives were:

- To give the community’s youth an opportunity to complete their Grade 12;

- To provide the Grade 10 and 11 students a chance to expand their career choices and integrate academics with workplace experiences;

- To offer work experiences so that students observe and adapt skills needed in the workplace, learn appropriate attitudes required by employers; and

- To use the workplace to help with their career decisions.

The goals that the participants were working towards were:

- To acquire knowledge, skills and attitudes needed in today’s work force, and to realize the importance of education;

- To gain work experience and understand their personal potential to make career decisions;

- To develop effective work habits, and learn effective solutions to deal with challenges and changes in the workplace;
• To obtain an understanding and appreciation of work; and

• To develop self-reliance and self-direction required for teamwork, education and workplace success.

Program Outline

There were five components to the CEP that consisted of the following:

• Hosted six students with good attendance records to a National Aboriginal Career Fair in Vancouver, BC;

• Provided a local carver to teach students traditional carving techniques;

• Provided a work experience program for 18 grade 10 students;

• Hosted a Career Fair; and

• Provided opportunities for parents, support staff and grade 10 students to attend a career development and cultural awareness workshops

Program Participants

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Female Students</td>
<td>6</td>
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<tr>
<td>Total Number of Male Students</td>
<td>12</td>
</tr>
<tr>
<td>Total Number of Students with a Disability</td>
<td>5</td>
</tr>
<tr>
<td>Total Number of students who completed the program</td>
<td>16</td>
</tr>
<tr>
<td>Total Number of Students in Secondary School</td>
<td></td>
</tr>
<tr>
<td>Total Number of Students Aged:</td>
<td>13-14</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Budget Information

| Total Allocation: | $17,546.00 |
| Total Expenditures: | $17,546.00 |

Program Implementation

The CEP program implementation included the following:

- The CEP Coordinator was contracted for two months for locating work experience opportunities;
- The participants prepared resumes and interview training and techniques;
- The participants completed the work placement requirements
- The employers provided supervised work experience opportunities;
- The students attended a local Career Fair; and
- The students had Career Development workshops.

Work Placements

The employers that participated in providing work placement opportunities for the participants were in the following areas:

- Forestry
- Mechanics
- Water Treatment Plant Operations
- Carpentry
- Recreation
- Office Services
- Child Care
- Health Services

The work placements were found in the local village and they were either with Band organizations or private contractors. Sixteen of eighteen participants completed a 35-hour work experience requirement. A grade 11
participant worked on a self-paced program through an Adult Education Center and completed the work experience component to the program. The students learned about punctuality, developing a positive attitude at the workplace, being open and responsive, good telephone manner and that a good work placement can lead to summer employment.

Program Evaluation

The Lax Kw’Alaams Community School goals set for the participants were reached and the students showed a lot of enthusiasm. Many students demonstrated pride in themselves after realizing they accomplished what they chose.

The local career fair was a huge success and was provided for the entire village and involved 17 out-of-town presenters. The most notorious was a local young lady who was the first Aboriginal female to receive a commercial helicopter pilot license. She was a great role model for the grade 10 students and she provided a classroom presentation of her success story.

The CEP was a great opportunity for the youth to explore different career paths and helped to integrate classroom studies with work experiences. All of the Grade 10 students who participated in the CEP now seem to have a much clearer picture of what career they would like to pursue in the future.
Introduction

The Lower Similkameen Indian Band Cooperative Education Program (CEP) main focus was to have students set learning goals, develop plans to achieve them, and study topics that promoted work, career and personal development.

Program Goals and Objectives

The CEP program goals and objectives were:

- To have students set learning goals, develop plans to achieve them, and study topics that promote work, career and personal development;
- To demonstrate and encourage positive interpersonal skills; and
- To provide students with work experience through job placements, career mentoring, and community-based career seminars.

Program Outline

The CEP was scheduled to start in September 2002 and end in December 2002. It was found that it had become necessary to adjust the program to fit the needs of the participants.

The community was heavily dependent on the agriculture industry, and some of the participants could not always accommodate the schedule that was set in place. It became necessary to be more flexible in how the program was presented. Since that time, the program has been more efficient and successful.

Program Participants

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Total Number of Female Students</td>
<td>5</td>
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<tr>
<td>Total Number of Male Students</td>
<td>1</td>
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</tbody>
</table>
Originally there were six participants in the program, one male and five female participants. One participant found full-time employment and the other two participants enrolled in a full-time course.

**Budget Information**

<table>
<thead>
<tr>
<th>Total Allocation:</th>
<th>$48,234.50</th>
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</thead>
<tbody>
<tr>
<td>Total Expenditures:</td>
<td>$81,171.60</td>
</tr>
</tbody>
</table>

**Program Implementation**

The CEP was advertised for eligible persons to apply and a list was created from the Band membership. Individuals were contacted personally by telephone, flyers were posted on a bulletin board and information was printed in the Band newsletter.

Students that were interested in the program came and registered with the Band school, they were given an individual orientation session. The participants involved in the program had little or no computer skills when they started the program and had not met their graduation requirements.

Much time was spent in the classroom developing skills as well as attending various workshops that were culturally based. Each participant was involved in his/her work experience placements.

Classroom instruction included the following:

- Fundamental Math Skills
- English Skills 9
- Mavis Beacon Typing Tutor
Work Placements

The participants in the program completed a minimum of thirty (30) hours of work experience. These work placements were within the community and at job placements where the participants felt more comfortable or where they felt they could contribute most to the community.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Position</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Similkameen Indian Band - Health</td>
<td>Homemaker Services</td>
<td>General household tasks, cleaning and caring for elderly or people with impairments</td>
</tr>
<tr>
<td>Lower Similkameen Band - Culture Resource</td>
<td>Cultural Assistant</td>
<td>Attended cultural functions and helping to prepare for activities</td>
</tr>
<tr>
<td>Lower Similkameen Indian Band – Culture and History</td>
<td>Cultural Advisor</td>
<td>Working at Pow Wow grounds, general cleanup and site preparation</td>
</tr>
</tbody>
</table>

The following workshops were included in the CEP:

- “Sharing Kitchen” concept of preparing and serving healthy foods
- Stress Management
- Okanagan Language taught by a community elder
- Flag Person Training
- Serving it Right certification
- Medicine Wheel Teachings and Beliefs
- Visit to NVIT “Dream Maker’s Conference
- Drum Making
- Okanagan University College Aboriginal Career Fair
- Community Development Workshop
- Overwaitea Tour with Nutritionist
- Science and Technology Fair
- Health Fair and Craft Market
Program Evaluation

The Lower Similkameen Indian Band and the Education Centre was very supportive of this program and its participants.

The participants worked very hard and were committed to the process to learn and to be successful in area that was new and different to them. They preserved and were successful in acquiring new skills and new information. This program helped them develop interpersonal skills by communicating with others. They have gained the respect of other community members by just attending the Band school and by being involved in the CEP activities.

The success of the CEP was seeing how the personal development of the participants had grown over this period of time of interacting with them on a regular basis. The longer period of time was more beneficial to them, in that allowed them to explore more options and activities.

If there was a weakness in the program, it was in the difficulty of attracting more students to the program. The fact that participants did not receive a wage prevented many community members from becoming committed to attending the CEP.

Overall, the Band was pleased with their program; it has enabled the participants to discover what their talents were. For some participants, the idea of going to school or returning to schools was a very scary step, but they seen it is a task that they could complete, much to their personal satisfaction.

Any changes will be made at the grass roots level; some of the participants’ and potential students found there was no public transportation available.

The Band remained fairly flexible with the participants in the CEP, but this had the advantage of keeping their interest and therefore ensured personal successes. It was felt that the CEP was rewarding for all the participants and the Band looks forward to continuing the spirit of learning.
Introduction

The Maaqtusiis Elementary Secondary School Cooperative Education Program (CEP) evolved into an experiential and integrated learning opportunity for students who were “at risk” of leaving school. Entering its fourth year, this community-supported experience enhanced a participant’s opportunity to realize the full benefits of achieving their student-centered learning outcomes.

Program Goals and Objectives

The CEP program goals and objectives were:

- To assist the students to achieve graduation with either a Dogwood, or School Completion Certificate, or re-integration into regular academic programming;
- To apply an integrated and experiential experience tailored to the needs of an individual student;
- To engage the student in community oriented initiatives that returned benefits to the student and their community including self-employment and work opportunities, and feelings of respect, pride and honor;
- To increase the employability of the student through work experiences, job shadowing, career exploration, and an awareness of transition and job finding strategies;
- To increase attendance, retention, and graduation rates by providing an environment that is safe, nurturing, fun and responsive to the needs of each and every student;
- To assist the student to achieve non-academic certification such as Food Safe, First Aid, Orienteering, Driver’s Class %, and operating a small crafts license;
- To enhance the student’s personal management skills including effective communication, goal setting, conflict resolution, and anger management;
• To build the student’s self-esteem, self-confidence on a foundation of trust, respect, responsibility and accountability;

• To expose the student to traditional activities that returned intrinsic and potential financial benefits including language camp(s), *chahpits* (canoe) and paddle building and *himwitsa* (story telling); and

• To enhance linkages with employers, organizations and communities in the delivery of student-centered experiences.

**Program Outline**

The CEP provided the participants with a safe and nurturing environment for learning. All learning was individualized for each student, was experiential and integrated, and included classroom and experiential study, daily weekly activities, work experiences, self-employment opportunities, outdoor education, and a mentorship, and community projects program. The program outline was designed to accommodate those participants that would choose to achieve a Dogwood or School Completion Leaving Certificate.

**Program Participants**

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Female Students</td>
<td>18</td>
</tr>
<tr>
<td>Total Number of Male Students</td>
<td>55</td>
</tr>
<tr>
<td>Total Number of Students with a Disability</td>
<td>1</td>
</tr>
<tr>
<td>Total Number of students who completed the program</td>
<td>68</td>
</tr>
<tr>
<td>Total Number of Students in Secondary School</td>
<td>60</td>
</tr>
<tr>
<td>Total Number of Students Aged:</td>
<td>13-14</td>
</tr>
<tr>
<td></td>
<td>31</td>
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</table>
Budget Information

<table>
<thead>
<tr>
<th>Total Allocation:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditures:</td>
<td>$116,098.00</td>
</tr>
</tbody>
</table>

Program Implementation

A master schedule was established to support the management of the overall CEP that included individual student schedules that were developed in coordination with subject classroom teachers and work experience employers. Academic programming was linked with the work experience and applied skills programming moved the student towards achieving grade appropriate IRP’s. Students also continued their exploration of the Ministry of Education’s BC Life Skills Program.

Work Placements

<table>
<thead>
<tr>
<th>Employer</th>
<th>Type of Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Creek Contracting</td>
<td>Operating Rock Truck and Backhoe Mechanic’s Helper</td>
</tr>
<tr>
<td>Maaqtusiis Grocery</td>
<td>Cashier, Inventory Clerk, Stocking Clerk</td>
</tr>
<tr>
<td>Maaqtusiis Secondary School</td>
<td>Maintenance, Teacher Assistant, Receptionist, File Clerk</td>
</tr>
<tr>
<td>Ahousaht Cultural Centre</td>
<td>Cashier, Inventory Clerk</td>
</tr>
<tr>
<td>Ahousaht Maintenance</td>
<td>Carpenter’s Helper</td>
</tr>
<tr>
<td>Ahousaht Holistic Centre</td>
<td>Receptionist, File Clerk</td>
</tr>
<tr>
<td>Ahousaht Daycare Centre</td>
<td>Early Childhood Education Assistant</td>
</tr>
<tr>
<td>RCMP</td>
<td>Office Clerk</td>
</tr>
</tbody>
</table>
Program Evaluation

The participants in the CEP experienced several successes and benefits that included the following:

- Awareness and understanding of 13 employability skills as determined by the BC Labor Force Development Board, the Human Resource Development Canada and the BC Institute of Technology in their 1996 report: Employability Skills for British Columbia;

- Enhanced capacity to perform at or near age-appropriate coursework;

- Improved accountability for attendance and tardiness;

- Fewer incidents such as disruptive, violent or bullying behaviors;

- Implementation of appropriate interventions for working through deficit issues and routine adjustments;

- Collaborative planning with parents, mentors and school staff;

- Learning in the classroom and the outdoors; and

- Programming implementation adjusted to the needs of each participant while working towards a common goal and with others.

Evaluations completed by attending participants, various parents, and resource personnel from the community were supportive of the success and benefits realized by the full-time and part-time participants who attended the CEP. The feedback consisted of the following:

- Further modification of life skills programming for students who demonstrate behaviors below age appropriate “norms”;

- Enhanced teacher resources including modified curriculum, teaching assistance, program design and implementation;

- Creation of an Individual Learning Plan that further detail, in writing, milestones, goals, and strategies to be implemented to achieve the student’s academic and experiential outcomes;
• Projects that enhanced self-determination, independence, community citizenship and the students’ future opportunities; and

• Administration of staff self-evaluations, school-based evaluation and/or formal evaluation by an outside resource.

The participants learned a variety of socio-economic and academic skills that were supportive of a long-term and successful attachment to life-long learning and the workforce. Skills learned and practiced by the participants included the 13 employability skills promoted by business and government.
Introduction

The Penticton Indian Band and the En’owkin Centre collaborative efforts were created for the benefit of establishing a Cooperative Education Program (CEP). They offered archiving work experience, Okanagan language instruction, mapping, historical research projects and Okanagan traditional studies.

Program Goals and Objectives

The CEP program goals and objectives were

- To provide experiential, culturally-based education for students from grades 8-12;
- To render locally designed and relevant workplace/community experience to reflect the Penticton Okanagan Nation’s intention to increase the knowledge and use of Okanagan language and traditional and historically relationships with the land;
- To increase the rate of high school graduation and subsequent employment among First Nations youth and, in particular, to target youth under the age of 19 who are not in school;
- To facilitate the transition from school to employment by building partnerships between the Penticton Indian Band and the public and private sector; and
- To design and create a CEP that will increase in size and scope in subsequent years.

Program Outline

The design and implementation strategies of the CEP were initiated to determine the scope and sequence of the program. It was structured at the time to detail the following framework:

- Design and Promote CEP;
• Initiate the CEP;
• Academic preparation in English, Okanagan language, Mathematics, Science, Creative Arts, and Social Studies;
• Orientation and introduction to museum work environment;
• Submit Interim Report;
• Pre-placement and communications workshops and seminars;
• Design Individual Learning Plans;
• Work experience at the En’owkin Centre and the Penticton Museum;
• Monitor and interact during work experience;
• Evaluate work experiences and submit Final Report; and
• Celebrate the CEP with the community and presentation of the results of work experiences

**Program Participants**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Total Number of Female Students</td>
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<tr>
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<td>5</td>
</tr>
<tr>
<td>Total Number of Students with a Disability</td>
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</tr>
<tr>
<td>Total Number of students who completed the program</td>
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</tr>
<tr>
<td>Total Number of Students in Secondary School</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Group</th>
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<th>15-19</th>
<th>20&amp; Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students Aged:</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Budget Information**
Program Implementation

The CEP was divided into two sections, and educational component from February 10th 2002 to April 11, 2002 and a work experience component from April 14, 2002 to June 14, 2002. The educational section had students studying Okanagan culture and language, Eco-literacy and New Media studies.

Work Placements

During the work experience the participants worked as a team to complete a replica native village for the Penticton Museum, map local ecological features and manufacture a plastic greenhouse for the En’owkin Centre’s indigenous plants program, and developed a digital presentation of Okanagan wildlife for the Penticton’s Children’s Festival.

The museum exhibit was titled “Sylix” and demonstrated the following features:

- Okanagan First Nation identity
- Okanagan Social Systems
- Village layouts and shelters
- Subsistence types and practices
- Clothing and tools
- Pictographs
- Legends and spirituality
- Political relationships
- Ecology

At the Penticton Museum the students:

- Researched historical, archival and oral sources within the museum, library and community on Okanagan cultural information;
- Worked with museum staff to plan and prepare presentation materials for public viewing;
• Participated in the production of dioramas, cultural replicas, ecological representations and presentations materials for the “Sylix” exhibition;

• Represented First Nations perspectives on culture and heritage for the wider community to share;

• Worked as a team while fulfilling individual responsibilities necessary to help complete the project; and

• Learned about the variety of career options available in the cultural/heritage management field.

At the South Okanagan Similkameen Conservation Society the students:

• Learned how to use a variety of atlases and virtual maps to assist in the documentation of ecological data;

• Researched written, archival, oral and scientific information on ecological features with the land being studied;

• Assisted in the preparation of conservation and restoration of key species in the Locatee Lands;

• Assisted in the planning, preparation and building of a Herbarium;

• Represented First Nations teachings and perspectives on local environment for the wider community to share;

• Worked as a team while fulfilling individual responsibilities necessary to help complete the project; and

• Learned about the variety of career options available in environmental management field.

At the Theytus Publishing (Digital Art Publishing) the students:

• Learned how to use a variety of hardware and software necessary to specific tasks related to digital production;

• Integrated information and data accumulated over the past five months into one presentation;

• Assisted in the planning, preparation and building of a web site;
• Assisted in the preparation of educational activities and exercises for presentation to schools;

• Learned about the variety of career options available in the digital production center;

• Represented First Nations teachings and perspectives on cultural and heritage education for the wider community to share; and

• Worked as a team while fulfilling individual responsibilities necessary to help complete the project.

**Program Evaluation**

The program activities outcomes were as follows:

• Program outcome involved providing participants with the necessary basic skills to communicate in the Okanagan language. The cultural component was tied to the language component in that it dealt with protocols of the culture and discussed the legends and beliefs of the Okanagan culture;

• This program introduced students to the principles and examples of Eco-literacy and how these concepts were represented in the natural environment and in human communities. The course utilized an ecological framework based on traditional First Nations community processes developed by the En’owkin Centre;

• The goal of the New Media module introduced students to career and scholastic opportunities of New Media production. The students learned through hands-on experience the basic skills and resources necessary to create a draft presentation covering cultural and heritage topics relevant to the Indigenous community. The draft was used as a working outline for the development of a final New Media project during the work experience component in the second half of the program;

• Students worked with a qualified mapping technician and TEK specialist and created a virtual map of key traditional ecological features and ecosystems within the Locatee lands of the Penticton reserve. During the second part of the project, students built a living herbarium containing traditional plants from the various ecological niches within the Okanagan territory;
• Students contributed to the development of a digital presentation to be published on the Internet and on CD-rom featuring educational subject matter related to Eco-literacy. The students also worked with relevant software to help prepare and produce video, stills, music, animation and written material to cover the main subjects of language, culture and ecology that were used to support Eco-literacy studies;

• By the end of the course the students were able to define and apply the six basic concepts of Eco-literacy;

• By the end of the course the students were able to understand the differences between examples of “Traditional” and “New” Media in contemporary society;

• Understand the advantages and disadvantages of using New Media applications to communicate culture and heritage to the public;

• Developed hands-on experience using a variety of New Media mediums;

• Developed a personal activity plan for the use of the New Media resource of their choice;

• Designed, layout, and produced a draft New Media project highlighting Okanagan First Nations culture from an Indigenous perspective;

• Worked as a team to integrate their work into a community presentation; and

• Implemented a draft project as a working plan for the final production of a New Media project during the work placement component.

The CEP helped build community partnerships within the Okanagan Valley for the creation of educational and work experience programs that enhanced the traditional ecological knowledge of Aboriginal youth.
Introduction

The Sk’il’ Mountain School Cooperative Education Program (CEP) was to enable students to learn practical job-related skills and to understand the transition from school to work, while allowing to build partnerships with employers in the community which benefit the school for years to come.

Program Goals and Objectives

The CEP goals and objectives were:

• To help students understand the transition from school to work;
• To make school relevant to students’ future;
• To increase employability of students;
• To teach practical job-related skills to students;
• To help students to establish education and long-term career goals by allowing them to explore a number of career choices;
• To build self confidence and self-esteem in students; and
• To build partnerships with employers in the community.

Program Outline

The program outline consisted of the following activities:

Student Goal Setting and Career Planning

Each student in each grade met individually with the CEP Coordinator and discussed career plans and courses leading to their career goals. This information was recorded in their Student Individual Learning Plan.

Pre-employment Training

• Resume and Cover Letter Writing
• Introduction to Computers
• Mock Interviews
• Work Safe
• Food Safe
• Superhost
• WHMIS
• Serving it Right
• First Aid

**Pre-employment Training**

• 30 hour Work Placements for CPP 11/12 students
• 100 hour work experience placements (for students who request more)
• Individual Job Shadowing
• Individual Job Shadowing available for students 15 years and under
• All students perform at least 10 hours of community volunteer service
• Introduce “Take You Child to Work” Program

**Evaluation**

• Weekly Student Reflection for Work Experience Students
• Student Self Evaluation
• Evaluation of student by work placement Supervisors and CEP Coordinator
• Student Evaluation of the Program

**Program Participants**

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Female Students</td>
<td>17</td>
</tr>
<tr>
<td>Total Number of Male Students</td>
<td>18</td>
</tr>
<tr>
<td>Total Number of Students with a Disability</td>
<td>5</td>
</tr>
<tr>
<td>Total Number of students who completed the program</td>
<td>35</td>
</tr>
<tr>
<td>Total Number of Students in Secondary School</td>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number of Students Aged:</th>
<th>13-14</th>
<th>15-19</th>
<th>20&amp; Over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
Budget Information

<table>
<thead>
<tr>
<th>Total Allocation:</th>
<th>$19,500.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditures:</td>
<td>$19,500.00</td>
</tr>
</tbody>
</table>

Program Implementation

Students completed a number of workshops and were given completion certificates for each one. These included:

- WHMIS
- Food Safe
- First Host
- Bear Awareness
- Wilderness Survival
- Fire Suppression S100
- First Aid (Level 1 and Emergency)
- Transportation Endorsement
- Transportation of Dangerous Goods
- Worksafe

All students taking CAPP 11/12 completed 30 hours of work experience sponsored by various businesses and organizations in the community. This work experience has led to summer employment for many students.

All Grade 11 and 12 students attended two Career Fairs, which helped students become aware of some of the careers available and the training required for those careers.

Students in Grades 11 and 12 completed a four (4) credit CAPP 11/12 program that followed the Ministry IRP>

Some Grade 12 adult students completed an intensive 100 hours of work experience, which led to employment for one of them.

Some Grade 11 students took a four-credit Junior Initial Attack (Fire Suppression) course, which led to summer employment and possibly a future career for one of them.

Grade 11 and 12 students traveled to Vancouver and toured post-secondary institutions.
Grade 11 and 12 students were given a tour of a nearby employment assistance office. They are now aware of a broad range of services and resources available to them in seeking employment.

All students in the CAPP 11/12 were given instruction on writing resumes and covering letters. They updated their resumes and wrote sample covering letters. Samples were placed in their student learning plan folders.

Students in CAPP 11/12 courses participated in mock interviews before going to their work experience sites.

**Work Placements**

<table>
<thead>
<tr>
<th>Employer</th>
<th>Position</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seton Store/Restaurant</td>
<td>Cashier</td>
<td>Serving Customers</td>
</tr>
<tr>
<td></td>
<td>Stock Clerk</td>
<td>Stocking Shelves</td>
</tr>
<tr>
<td></td>
<td>Cook’s Helper</td>
<td>Helping in kitchen</td>
</tr>
<tr>
<td></td>
<td>Waiter/Waitress</td>
<td>Waiting Tables</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seton Lake Band Office</td>
<td>Receptionist</td>
<td>General office work such as answering phones, filing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and sending mail and faxing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band Maintenance Department</td>
<td>Maintenance Assistant</td>
<td>Assisted with light maintenance duties</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sk’il’ Mountain Community School</td>
<td>Library Assistant</td>
<td>General assistant tasks</td>
</tr>
<tr>
<td></td>
<td>Office Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canteen Worker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintenance Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preschool Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Silk-Screening Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highline Restaurant</td>
<td>Cook’s Helper</td>
<td>Helping in kitchen</td>
</tr>
<tr>
<td></td>
<td>Waiter/Waitress</td>
<td>Serving tables</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BC Hydro</td>
<td>Electrician’s Helper</td>
<td>General tasks</td>
</tr>
<tr>
<td></td>
<td>Carpenter Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanic Helper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seton Valley Volunteer Fire</td>
<td>Volunteer Fire Person</td>
<td>Fire Suppression Drills and Activities</td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seton Lake Healing Centre</th>
<th>Receptionist</th>
<th>General Office tasks such as answering phones, filing and send faxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seton Lake Health Clinic</td>
<td>Receptionist</td>
<td>General Office tasks and assisting CHR and CHN with sending mail and faxes</td>
</tr>
<tr>
<td>Newhaven Construction</td>
<td>Carpenter's Helper</td>
<td>Light Construction and cleanup</td>
</tr>
</tbody>
</table>

Program Evaluation

The CEP benefited all of the high school students as well as a number of adults in the community. A broad range of workshops were offered and were filled to the maximum allowable number, and for those courses where there wasn’t enough students, they were offered to parents and adults from the community. This practice went along way towards establishing positive relationships with parents and other community members, and since all the training was offered at the school, they became more comfortable with being in a school environment.

Employers in the community were thrilled to have students at their workplace for work experiences. In some cases the students were hired for summer employment. Students were pleased with their work placements and expressed comments on their student evaluation forms.

Overall, the CEP was valuable for all the students, not only because it provided skill development and credentials which will be used for many years to come, but also because it linked the world of work to the school. It became clear to students that perhaps for the first time, that many of the skills taught and the work habits encouraged throughout high school helped to prepare them for employment. For many, the CEP opened doors to summer employment and to possible future careers.
Introduction

The Stein Valley Nlakapamux School Cooperative Education Program (CEP) provided a visual metaphor for the many peaks the children will scale in a lifetime. This analogy provided the inspiration for the name, PEAKS – for life, for our Cooperative Education Program. PEAKS – for life stands for Participatory Education for Attitudes, Knowledge and Skills – for life.

The PEAKS – for life program intended for the Grade 8-12 students, included adults, with a wide range of experiences designed to enhance their transition from Grade 12 to the workplace or to post-secondary education. It was community-based in that all work placements, work experiences, job shadowing, guest speakers, activities, etc., were provided for within the community. Wherever possible, community members provided their expertise in the form of workshops, discussion groups, or training sessions. This program design reflected unique circumstances of individuals in the Lytton community.

Students had the opportunity to feel ownership of PEAKS – for life. Students had fundraising activities. Students were responsible for planning, facilitating and coordinating events, which formed the bulk of the work experience for some of the students.

Program Goals and Objectives

The CEP program goals and objectives were:

- To enhance students’ ability to understand and participate in the economic, political, and social events that are a part of their daily lives;
- To make school a more relevant process to students’ future world of work/career;
- To have students develop positive attitudes towards school and work/career;
- To develop a support program to assist students in developing relevant pre-work/career attitudes, knowledge, and skills for life;
• To help students understand and assume responsibility for their transition from school to work and from youth to adult;

• To increase attendance, retention, and graduation rates;

• To increase students employability;

• To build self-confidence and self-esteem in the students;

• To enhance students’ creative, artistic, and aesthetic capacities;

• To help students assume responsibility for their learning;

• To foster partnerships between the school and public and private sector employers;

• To enhance students’ self concept of being Aboriginal and Nlakapamux;

• To provide, for identified students, additional support in their educational program, either in small groups or one-on-one situations; and

• To increase students’ fluency in Nlakapamuxcheen.

Program Outline

The PEAKS – for life program consists of eleven major components:

1. Introduction
2. Issues for Parents and Employers
3. Job/Career Exploration
4. Legislation
5. Non-Profit Organizations
6. Job Search
7. Technology
8. Nlakapamuxcheen Language & Traditional Art
9. Now That You Have Been Paid
10. Additional Programs Offered
11. Assessment, Evaluations of Program & Coordinator & Reporting
Program Participants

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Total Number of Students with a Disability</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of Students who completed the program</td>
<td>19</td>
</tr>
<tr>
<td>Total Number of Students in Secondary School</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Group</th>
<th>13-14</th>
<th>15-19</th>
<th>20&amp; Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>5</td>
<td>14</td>
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</table>

Budget Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Allocation</td>
<td>$26,870.00</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$26,870.00</td>
</tr>
</tbody>
</table>

Program Implementation

The CEP was scheduled into the high school student’s timetable throughout the year. When there was guest speakers or workshops, the classroom teacher and coordinator would change the timetable to suit everybody’s needs.

The program coordinator began work in September 2002 and prepared all necessary functions for pre-placement activities, such as contacting and interviewing employers, contacting facilitators, etc. as well as contacting parents for parent’s consent to have their child participate in the work experience.
The CEP provided computer training, accessing the Internet, making their own videos, and use of a digital camera. NlakapamuxchEEn continued with the junior students.

New activities to the CEP included a Rising Star Youth Gathering in Lytton, BC in September 2002 with Life Skills courses three times a year, at the beginning of the year, after winter and following spring break.

**Work Placements**

The employers who provided work experience for the participants:

<table>
<thead>
<tr>
<th>Employer</th>
<th>Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nlakapamux Health &amp; Healing Society</td>
<td>Clerical</td>
</tr>
<tr>
<td>Stein Valley Nlakapamux School</td>
<td>Principal for the Day</td>
</tr>
<tr>
<td></td>
<td>School Maintenance</td>
</tr>
<tr>
<td></td>
<td>Primary Teacher Assistant</td>
</tr>
<tr>
<td>Lytton RCMP</td>
<td>Ride along with RCMP</td>
</tr>
</tbody>
</table>

**Program Evaluation**

This was the 5th year the Stein Valley Nlakapamux School has been able to offer the CEP PEAKS – *for life* program. The entire PEAKS for life program, included a wider array of exploratory work, simulations, discussions, guest speakers, and hands-on experiences integrated with a Language Arts outcomes.

Students had learned and demonstrated social importance by understanding the relationship and integration of the personal self, the family and the community. It was another successful year.
Introduction

The Xit’olacw Community School Cooperative Education Program (CEP) focused on curricula, work/community placement activities, links with provincial cooperative education programs and policies for accreditation purposes.

Program Goals and Objectives

The Xit’olacw Community School CEP program goals and objectives were:

- To provide on-going career and personal counseling for Grade 8-12 students;
- To help students make a successful transition to employment in the workforce;
- To develop business and personal skills which will increase each participant’s potential in the job market;
- To develop the attitudes and behaviors which are necessary for obtaining and retaining work;
- To encourage to create their own work opportunities when traditional jobs are unavailable;
- To liaison with Mount Curie Band’s employment and training center, Pemberton and Whistler Chamber of Commerce;
- To communicate community employment trends, career opportunities in the Whistler, Pemberton, and Mount Currie Valley; and
- To create a student career plan and portfolio, resume, individual identification such as a social insurance number, care card and status card.
Program Outline

The Xit’olacw Community School made changes to this year’s CEP. The course remains a valuable asset for the students and compulsory for the 2002-2003 year. The school’s teaching models uses the Personal Planning, Career Development, Career Awareness, and Work Experience sections of the provincial Career and Personal Planning curriculum.

The students received one-to one counseling throughout the school year. Senior students had the opportunity to create their resume, learn how to write covering letters and other relevant job search skills.

Participants were required to research entrepreneurship and self-employment opportunities. Positive guest speakers shared their professions with the participants and also explained about the necessary training they received. Select workshops were provided for the participants and key contacts were made with different area businesses to provide work placements.

Program Participants

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Female Students</td>
<td>10</td>
</tr>
<tr>
<td>Total Number of Male Students</td>
<td>7</td>
</tr>
<tr>
<td>Total Number of Students with a Disability</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of students who completed the program</td>
<td>17</td>
</tr>
<tr>
<td>Total Number of Students in Secondary School</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number of Students Aged:</th>
<th>13-14</th>
<th>15-19</th>
<th>20&amp; Over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>
Budget Information

<table>
<thead>
<tr>
<th>Total Allocation:</th>
<th>$43,594.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditures:</td>
<td>$43,594.00</td>
</tr>
</tbody>
</table>

Program Implementation

The program of three full terms and one term divided into two weeks placed in the four seasons provided a perfect framework in which to offer the CEP.

In addition to the program this year was supplemented with training designed to empower participants and enhance their personal well-being.

The participants participated in “Pathways to Change” and Personal Development training.

Other training included HIV AIDS workshops, Food Safe, Driver’s Education, and several other cultural relevant workshops.

Work Placements

The list of employers who provided work placements were:

<table>
<thead>
<tr>
<th>Employer</th>
<th>Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Sky Golf Course</td>
<td>One</td>
</tr>
<tr>
<td>Blackcomb Whistler</td>
<td>Two</td>
</tr>
<tr>
<td>Scotiabank</td>
<td>Three</td>
</tr>
<tr>
<td>Shell Gas Station</td>
<td>Four</td>
</tr>
</tbody>
</table>
### Program Evaluation

“Pathways to Change” worked in the community on many occasions and this Aboriginal organization helped many of the community members to empower themselves, heal their unhealthy relationships and become personally accountable for their actions, feelings, words and thoughts. These skills were vital to ongoing consistent employment in today’s new economy and workforce.
The High school programming of three full terms and one term divided into three weeks placed in the four seasons continues to provide a perfect framework in which to offer the CEP. The program will continue to be compulsory for Grades 10, 11 and 12 levels.