

Appendix A





Appendix B

List of Contributors and Reviewers

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Appendix C

Case Study: Chemainus Native College

“Protecting what is dear while reaching out to the extended hands of others”

Chemainus Native College is located on the Stz'uminus First Nation territory, central Vancouver Island, in traditional Hul'qumi'num territories. It is four kilometers north of the Town of Ladysmith, and approximately 20 kilometres south of Nanaimo, which is headquarters to Vancouver Island University.

In 2009/10, approximately 70% of Chemainus Native College's learners were from the Chemainus area; most of the students (94%) were studying full-time and three-quarters (75%) were aged 30 and older.¹¹⁶ Chemainus Native College representatives believe the reason learners choose to receive their schooling on-reserve, instead of a public post-secondary institution, is due to the extent of community support. For example, in 2009/10, 63% of learners were reportedly female.¹¹⁷ And, every learner—both male and female—had at least one child, therefore, access to day care and family support in the community was a consideration. Learners also have access to:

- Elder mentorship;
- community involvement;
- traditional ceremonies;
- student peer support;
- traditional teaching entwined in culture;
- celebration and feast;
- transportation to and from College; and,
- small class sizes.

From 2006/07 to 2009/10, a reported 85% of Chemainus Native College learners completed the courses in which they were enrolled.¹¹⁸ This is compared to 2006 census data which reported that “57% of the Aboriginal population on Chemainus First Nation lands aged 25 to 64 had not completed a high school certificate or any post-secondary education, compared to 43% of the Aboriginal population aged 25 to 64 on-reserve in BC.”¹¹⁹ However, of that same Chemainus First Nation population, the percentage with post-secondary qualifications doubled from 13% in 1996 to 26% in 2006.¹²⁰

Chemainus Native College is proud to offer education and training programs and provide a service delivery that is guided by our traditional teachings like our name Stz'uminus – sheltered area or protected bay

As described in the Reciprocal Partnership Pilot Project prepared by Vancouver Island University and Chemainus Native College with facilitation from Toro Marketing Inc., April 2010.

*...three-quarters
(75%) were aged
30 and older...*

116 Tindall Consulting in association with Juniper Consulting, *IAHLA Data Collection Project, Chemainus Native College Student Responses 2009/10*, based on 16 student respondents. March 2010.

117 Tindall Consulting and Juniper Consulting, *2009/10 (Chemainus Native College Student Responses 2009/10)*

118 Joe Elliott, in an interview with the consultants, April 29, 2010.

119 Statistics Canada *2006 Aboriginal Community Data Initiative: Chemainus First Nation*. Statistics Canada. December 2009,

120 Statistics Canada, 2009.

Chemainus Native College opened its doors 25 years ago. Initially providing only adult upgrading courses, for the past 10 years Chemainus Native College has also offered post-secondary education—including programs that ladder directly into degree programs. In the 2009/10 academic year, 22 learners were enrolled at Chemainus Native College: 68% of learners were enrolled in Adult Basic Education (ABE) or adult upgrading and 32% were enrolled in college or university one-year programs.¹²¹ In addition, because First Nations language revitalization (Hul'qumi'num) is a priority, Chemainus Native College offers both credit and non-credit language courses. If the necessary supports and resources were in place, Chemainus Native College would like to offer a four-year, language methodology and teaching program. This would enable learners who have an interest in learning the Hul'qumi'num language to remain in the community while furthering their studies.

"Family units within community settings provide the extended support required to foster success and learning. This is particularly important, given the intergenerational history of family displacement and disunities from previous educational experiences that removed students from a young age. Often, a family-like support system is fostered within the Aboriginal institute setting, where care, nurturing and discipline are provided."

Pauline Waterfall, Fourth Annual Aboriginal Post-Secondary Education Forum. 2007.

Chemainus Native College's classrooms and administrative space are physically situated in the Chemainus Health Centre, on a temporary, in-kind basis. Proximity to health care providers has been advantageous for accessing student support services, such as counselling. Prior to its present location, the College occupied space in what was formerly a United Church.

Chemainus Native College has an affiliation agreement as well as an articulation agreement with Vancouver Island University. In 2009/10, the College offered transferable credits for the Hul'qumi'num Language Program. As well, it offered post-secondary courses in First Nations Liberal Studies and English.

With Vancouver Island University close at hand, there is potential competition for student enrollments. Chemainus Native College has found that involvement in partnerships can help to minimize duplication in terms of what programming is offered to students.

Chemainus Native College is a member of the Coast Salish Employment & Training Society (CSETS). CSETS is an employment and training service agency that was created in 1997 by 19 Coast Salish First Nation communities along with three Aboriginal Friendship Centres. Their range of services assist First Nation people on southern Vancouver Island (from Qualicum to Victoria)¹²² including child care – CSETS offers 35 child care seats to Chemainus First Nation. Also, Chemainus Native College is working with CSETS on a relationship development strategy to help clarify its approach to student recruitment and enrollment.

121 Tindall Consulting and Juniper Consulting, *IAHLA Data Collection Project, Chemainus Native College Student Responses 2009/10*, based on 16 student respondents. March 2010.

122 Coast Salish Employment and Training Society website; <http://csets.com/>, accessed June 15, 2010. Adapted.

Chemainus Native College's Stakeholder Advisory Committee (CNC SAC) is comprised of: First Nation education coordinators, school districts, Aboriginal principals, Vancouver Island University, CSETS, and six First Nations groups. CNC SAC's main objective is to communicate relevant education interests in order to establish needs and priorities in program and curricula development, student success and retention, services and policy development. The Advisory Committee's initial focus is language revitalization.

From 2007/08 to 2008/09, Chemainus Native College acquired funding (\$50,000 over two years) from BC Hydro to provide UCEP courses in specific areas of study, in recognition of the increasing importance of Aboriginal youth in the regional labour market and for capacity building.

Chemainus Native College's Inputs

In developing logic models, inputs are used to describe the resources—such as staff time, equipment and the physical structures—used by a program. The exhibit below “deconstructs” the overarching logic model for Aboriginal-controlled adult and post-secondary institutes in BC (see main report Exhibit 5.2) to examine the inputs that went into operating Chemainus Native College in the periods as noted. It expands upon the inputs that might go into Aboriginal-controlled institutes in general, outlined in the left-hand column.



Three phrases used to describe Chemainus Native College:

- *Culturally relevant; warm and welcoming*
- *Small class sizes*
- *Supportive*

Exhibit C1—Chemainus Native College's Inputs

Institutes in General INPUTS

Partner Agencies

- IAHLA (Association)
- Public colleges & universities
- Other First Nations institutes & organizations, e.g., First Nations Education Steering Committee (FNESEC), First Nations Schools Association (FNSA)
- INAC
- Province of BC

Human/Physical Resources

- Educators and Administrators
- Classrooms
- Meeting Rooms & Offices

Community

- Band Chief & Council
- Education Societies
- Elders
- Families
- Other services e.g., health & social development

Financial Resources

- Community
- INAC/ Fed Depts
- Province of BC
- Tuition
- Industry/business

Chemainus Native College's INPUTS for periods as noted

Chemainus Native College Partner Agencies

- IAHLA (Association) –CNC is an active member of the association with rep. on the BOD
- Vancouver Island University (VIU) - CNC has affiliation an agreement and articulation agreement with VIU and Stz'uminus First Nation has a Learner's Partnership Agreement with VIU
- Chemainus Native College Stakeholder Advisory Committee (CNC SAC) – provides support and advice to CNC
- Coast Salish Employment and Training Society provides 35 day care spaces, strategic planning and relationship building strategy and CNC has signed an MOU with CSETS to collaborate on education and training initiatives
- FNESEC, FNSA – support CNC through advocacy and research
- 12 First Nations communities represented by Nuw-chah-nulth Tribal Council, the Naut'sa mawt Tribal Council, Cowichan Tribes, Hul'qumi'num Stakeholders
- INAC – provides the majority of funding for CNC through ISSP
- Province of BC – funding through New Relationships Trust

Chemainus Native College Human/Physical Resources

- Learners-UCEP: 13 (2006/07), 10 (2007/08) 19 (2008/09), 10 (2009/10)
- Learners-Hul'qumi'num Language: 22 (2006/07), 15 (2007/08) 7 (2008/09), 12 (2009/10)
- 6 Educators and/or Administrators: two-thirds of instructors have a Masters degree; the rest have a Bachelors Degree
- Chemainus Native College's offices, class rooms and meeting rooms are physically located in the local Health Centre. It is temporary, in-kind accommodation
- Reception services are provided by Chemainus Health Centre at no cost to CNC

Chemainus Native College Community Inputs

- The Stu'ate Lelum Secondary School (8 to 12) and Chemainus Native College (DSTC and UCEP programs) together provide education services to the Chemainus First Nation (CFN). Groups involved in the programming/learning include Elders, Students, and the CFN Chief and Council
- CNC works closely with the Health Centre re: referrals and support for health issues affecting their students
- Stz'uminus First Nation are presently working together to develop an integrated education and training program tailored to the community and neighbouring communities

Chemainus Native College Financial Resources

- Community
- The College uses space owned by the CFN. There is no formal lease agreement. Fair market value of the space is estimated at \$30,000
- The College receives administrative support from the CFN staff. The value of the administrative support is estimated at \$20,000
- the College is allowed to use the computers that are owned by the CFN (School) Approximately 15 computers are in use at any time, with an overall market value of \$2000 per unit
- INAC - Provided funding in 2008/09 for ISSP (\$198K)
- BC Hydro 2007/08 and 2008/09 –provided \$25K each year to support their UCEP offerings
- Provincial Government - New Relationship Trust one-time grant for technical equipment (boards, TV, computer) 2008/09 (\$12K) and DSTC funding (\$66K)
- Tuition for DSTC and UCEP courses are set at the same rate as VIU (2008/09 \$108K)

Exhibit C2—Chemainus Native College Financial Summary 2008/09

Source: Financial Statements 2008/09

		Operating		Total
Revenue Sources:		Language	UCEP	Other ¹
Federal Grants	INAC - ISSP	\$ 172,805	\$ 25,000	\$ 197,805
Provincial Grants	FNESC - DSTC	\$ 66,366		\$ 66,366
	FNESC - PEP ²	\$ 12,000		\$ 12,000
Other	Tuition/Books ³	\$ 25,749	\$ 82,600	\$ 108,349
	BC Hydro ⁴		\$ 25,000	\$ 25,000
Total - Revenue Sources		<u>\$ 276,920</u>	<u>\$ 132,600</u>	<u>\$ 409,520</u>
Expenditures				
Personnel Costs	Wages and Benefits – instructors/admin staff ⁵	\$ 120,438	\$ 28,447	\$ 148,885
	Contracted instructors - VIU	\$ 60,675		\$ 60,675
	Contracted Elders	\$ 3,723	\$ 1,327	\$ 5,050
	Honorariums/Guest Speakers	\$ 1,772	\$ 845	\$ 2,617
	Staff Recruitment and Development	\$ 1,419		\$ 1,419
Sub-Total Personnel Costs		<u>\$ 188,027</u>	<u>\$ 31,675</u>	<u>\$ 218,646</u>
Operating	Administration Charge ⁶	\$ 9,400	\$ 4,000	\$ 13,400
	Bldg Maintenance	\$ -		\$ -
	Insurance	\$ 844		\$ 844
	Utilities	\$ 919	\$ 342	\$ 1,261
	Telecommunications/Network Maintenance	\$ 5,264		\$ 5,264
	Instructor/Course Supplies	\$ 3,522	\$ 4,692	\$ 8,214
	Travel and Meeting Costs	\$ 10,596	\$ 9,088	\$ 19,684
	Office Supplies and Expenses	\$ 545	\$ 346	\$ 891
	Professional fees/Memberships	\$ 200		\$ 200
	Bank Charges	\$ -		\$ -
Sub-Total Operating Costs		<u>\$ 31,290</u>	<u>\$ 18,468</u>	<u>\$ 49,758</u>
Other	Student support and tuition/donations	\$ -		\$ -
	Graduation Ceremony	\$ 8,305	\$ 1,319	\$ 9,624
	Equipment Purchases	\$ 14,313		\$ 14,313
	Amortization ⁷			\$ -
	Transfer for CFN207 - sinking fund for new facility			\$ 100,000
Sub-Total Other Costs		<u>\$ 22,618</u>	<u>\$ 1,319</u>	<u>\$ 123,937</u>
Total - Expenditures		<u>\$ 241,935</u>	<u>\$ 50,406</u>	<u>\$ 392,341</u>

¹ Stu'ate Lelum Secondary School and Chemainus Native College use fund accounting procedures; these funds are amalgamated for financial statement presentation. For purposes of this project, the funds transferred to a CFN building fund are included.

² New Relationship Trust one-time grant for technical equipment (boards, TV, computer)

³ Tuition for DSTC and UCEP courses are set at the same rate as VIU. In 2009, CNC had 28 students; normal average is 20 students.

⁴ BC Hydro provided funding to CNC to develop/encourage students to take courses (math, physics, other sciences, etc.) that would lead to jobs in the energy sector. CNC plans to apply for this funding again.

⁵ Includes transfer to CFN526 for qualified language instructor and fluent speaker; and administrator and coordinator staff positions.

⁶ Transfer to Stz'uminus First Nation in recognition of operational support provided for the College. The College receives administrative support from the CFN staff. The value of the administrative support is estimated at \$20,000.

⁷ With recent changes to accounting standards, Stu'ate Lelum Secondary School and Chemainus Native College now capitalize land and school bus purchases; however, at this time, no additional tangible capital assets exist and there is no amortization charge for this year.



Appendix D

Case Study: Heiltsuk College

“Thank you, we’ll do it ourselves.”

Heiltsuk College’s approach to providing post-secondary and adult education over the past 30 years might be described as “thank you, we’ll do it ourselves.” During its tenure, Heiltsuk College has continuously calibrated its programming to the community’s needs. When past partnerships were deemed to be falling short of expectations, Heiltsuk College has taken matters into its own hands and adapted arrangements to achieve a better fit—or, in some cases, terminated relationships altogether.

Part of this self-reliant spirit might be attributed to Heiltsuk College’s remote location. It is located in Bella Bella—also known as Waglisla—on Campbell Island, on BC’s central coast. A resource-based community, Bella Bella is accessible only by ferry and air transportation. The nearest mid-sized urban settlements are Port Hardy, a 165 km ferry ride south, and Prince Rupert, 282 km to the north.

The community of approximately 1500 residents primarily live on-reserve and are governed by the Heiltsuk Tribal Council. Heiltsuk College/Waglisla Adult Learning Centre is a department of the Heiltsuk Tribal Council. It is comprised of the two non-profit societies – Heiltsuk College and Waglisla Adult Learning Centre. Heiltsuk College provides post-secondary programs and employment training initiatives. Waglisla Adult Learning Centre offers adult secondary learning opportunities (basic literacy through grade 10 and Life Skills training).

Coming from a legacy where successive generations of students were sent away to residential school, there is an historic mistrust of education that is borne out by low high school participation rates—when Heiltsuk College began operations in 1976, Bella Bella had a reported 98% drop out rate. Although more students are now staying in school, data from the 2006 census reveals that educational attainment levels of residents of the Heiltsuk Nation lands were lower than their counterparts elsewhere in BC. Fifty-three percent of Aboriginal people on Heiltsuk Nation lands aged 25 to 64 had not completed a high school certificate or equivalent or any post-secondary education, compared to 43% of the Aboriginal population aged 25 to 64 on-reserve in BC.¹²³

According to the 2006 census, 25% of the Aboriginal population on Heiltsuk Nation lands aged 25 to 64 had completed some form of post-secondary education, compared



“Heiltsuk College’s mission and goal, articulated by our students, is to create whole learners who are nurtured, supported, and counselled as needed to remove barriers to personal and academic growth. Although we operate in a remote setting, we have experienced astounding outcomes. I can say without a shadow of doubt that once a student leaves Heiltsuk College and transitions into public systems, success and retention is 98%. We are coming full circle.”

“Hilistis” Pauline Waterfall

123 Statistics Canada, 2006 Aboriginal Data Initiative: Heiltsuk Nation, December 2009. Retrieved June 15, 2010 from BC Stats website <http://www.bcstats.gov.bc.ca/data/lss/abor/profile/abprof.asp>

to 37% of the Aboriginal population aged 25 to 64 on-reserve in BC.¹²⁴

In 1991, Heiltsuk College's enrollment reportedly increased by 600% when Adult Nominal Roll was secured, providing a source of ongoing and stable funding for the first time in the College's history. The large infusion of funds that year enabled the College to hire full-time, qualified teachers, versus contracted tutors. Enrollment averages 40 full-time students per year. In 2009/10, 46 students were enrolled in Heiltsuk College.

In 2009/10, Heiltsuk College had partnerships with several public post-secondary institutions including:

- University of Victoria—computer programs;
- British Columbia Institute of Technology—basic building maintenance;
- Camosun College—Licensed Practical Nurse (LPN);
- Simon Fraser University—linguistics training;
- Thompson Rivers University—individual post-secondary learning;
- Nicola Valley Institute of Technology (NVIT)—individual post-secondary learning;
- North Island College—job skills training e.g., in the fishing industry; and,
- South Island Distance Education School (SIDES)—adult secondary school, Dogwood certificate program.

In the past, Heiltsuk has offered Resident Care Attendant programs which provided training for employees who work at the local hospital; an important employer for the community. In addition to providing access to jobs, the training offers the social benefit of enhancing the small, remote community's capacity to care for its own.

As well as secondary and post-secondary programs, Heiltsuk College offers Hailhzaqvla language courses to support the community in preserving and revitalizing its language. In 2006, 9% of the Aboriginal population on Heiltsuk Nation lands had knowledge of an Aboriginal language compared to 23% of the Aboriginal population on-reserve in BC.

Heiltsuk College is physically situated in three facilities: a Church basement; a portable; and a trailer. The Church basement houses a 15-station computer lab, classrooms and administrative space. Fifteen years ago, the College paid \$50,000 to renovate the space in the Church with the understanding that the monthly lease would remain at \$500 for as long as the premise is required for educational purposes. Unfortunately, the basement is prone to flooding, and at times instructors and administrators have to resort to mops and buckets to stay in operation.

The portable was purchased more than 15 years ago and is therefore not reflected as a capital asset. Equipment such as computers are capitalized and amortized over five years. A building fund has been established for the purpose of building a permanent College facility in the future (current value of approximately \$275,000).

124 Statistics Canada, 2009.

*...in 1976,
Bella Bella
had a
reported
98% drop
out rate.*

Heiltsuk College seeks to empower students and support self-governance. Their programs foster:

- self-identity;
- Heiltsuk history;
- learning opportunities; and,
- life-long learning.

In 2009/10, Heiltsuk supported learners' financial needs in the form of tuition waivers, food vouchers and free meal programs. Heiltsuk College takes pride in its commitment to supporting the whole learner through their learning journey, even when the student no longer resides in the community. When a Heiltsuk alumnus attending university could not afford to purchase text books, he resorted to borrowing the books whenever they became available – sometimes going without entirely. When Heiltsuk College administrators became aware of this, they provided him with a scholarship that helped him to purchase needed supplies. Another learner could not afford either off-reserve travel or the cost of prescription lenses. The College facilitated a trip to Vancouver for the learner to visit an eye doctor and acquire eyeglasses. Similarly, in the past, hearing aids were purchased for a learner in need.

Today, Heiltsuk College has over 600 Alumni to its credit. Of those, 21% have gone on to continue their studies at public post-secondary institutions, 70% are working in trades, 2% are in education and 7% are unemployed. This is in contrast to reported labour participation rates for the community at large—in 2006, the Aboriginal population of Heiltsuk First Nation aged 15 and over had a labour force participation rate of 46.5% compared to 57.1% for the Aboriginal population aged 15 and over on-reserve in British Columbia.¹²⁵



Three words used to describe

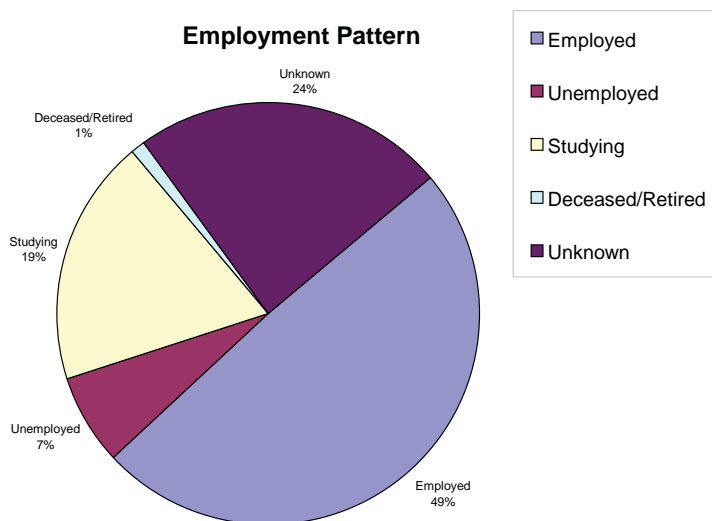
Heiltsuk College:

- *Nurturing*
- *Empowering*
- *Supporting*

¹²⁵ Statistics Canada, 2009

Approximately 75% of Bella Bella’s local workforce—other than professionals—are Heiltsuk College graduates. In 2009/10, the College employed 14 staff including four qualified teachers (two with Post-Baccalaureate certification and two with Masters degrees), an IT specialist and a math instructor.

Exhibit D1—Employment Status of Heiltsuk College Alumni - 1980 to 2005



Source: Pauline Waterfall, 25-year Study of Heiltsuk College Alumni, 2005

Heiltsuk College’s presence in the community has reportedly garnered many social benefits to Bella Bella residents. An estimated 80% of the community’s adult learners began their education journeys with “challenges” that their experiences at Heiltsuk College helped them overcome. According to a Heiltsuk representative, “once students feel safe and esteemed, they ‘explode’ and the academics fall into place.” In 2009/10, a reported 92% of students successfully completed one or more courses or programs they were enrolled in last year (2008/09).¹²⁶

“*Activities*” are those elements of a program logic model that illustrate the main activities or components of a program. “*Outputs*” are the deliverables generated as a result of the activities such as services offered to clients. Outputs are often expressed as a quantitative measure of effort. Activities and outputs are usually grouped together and can be viewed as mirror images e.g., the activity of “negotiating two affiliation agreements” may result in an output of “two affiliation agreements.”

The exhibit below “deconstructs” the overarching logic model for Aboriginal-controlled adult and post-secondary institutes in BC (see main report Exhibit 5.2) to examine Heiltsuk College’s outputs for the periods as noted.

126 Tindall Consulting in association with Juniper Consulting, *IAHLA Data Collection Project, Heiltsuk College Institute Results, 2009/10*.

Exhibit D2—Heiltsuk College's Outputs

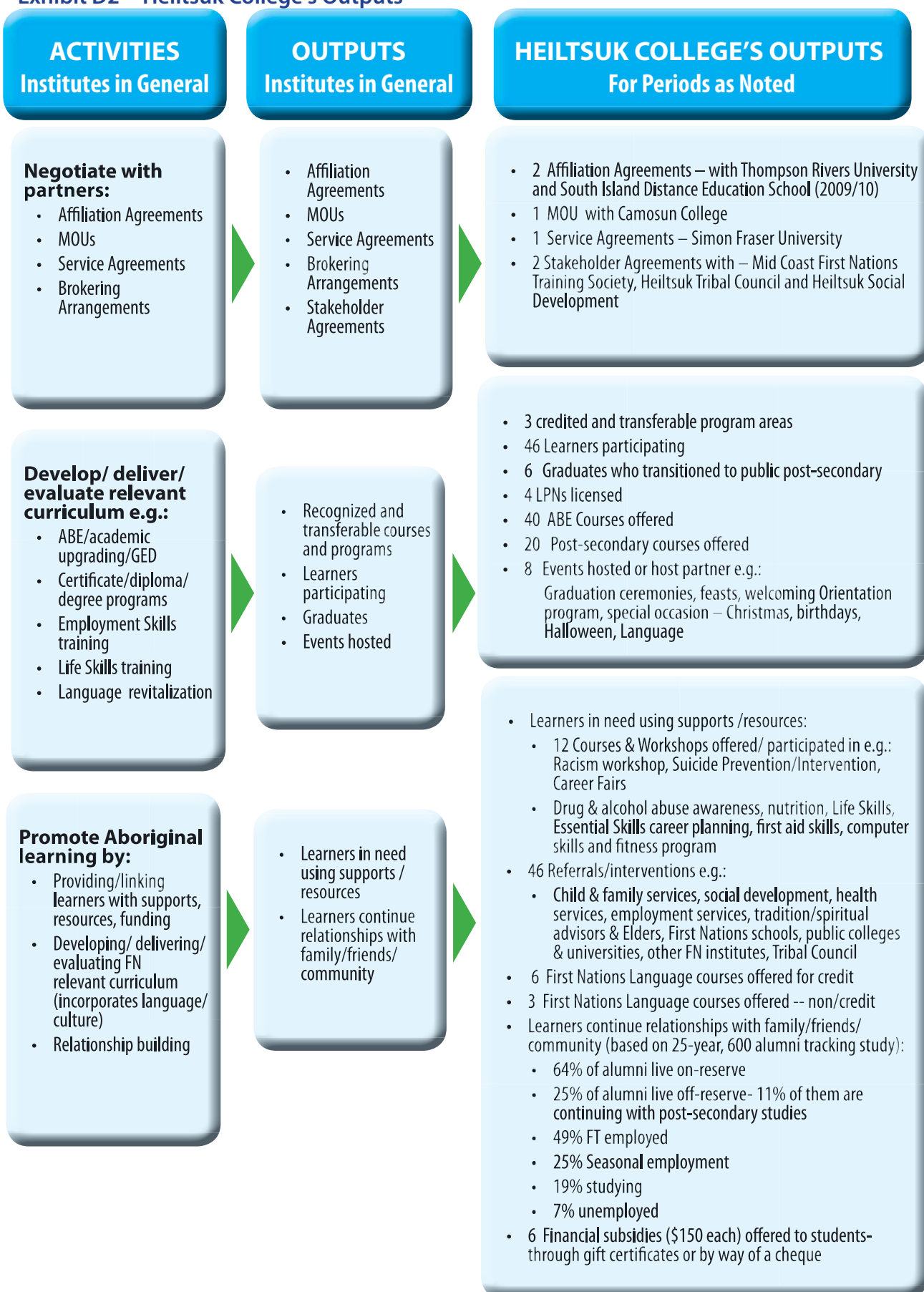


Exhibit D3—Heiltsuk College Financial Summary 2008/09

Source: Financial Statements 2008/09		Operating		Building Fund ¹	Capital Fund	Total
Revenue Sources:		ABE	UCEP			
Federal Grants	INAC Nominal Roll	\$ 410,232				\$ 410,232
	INAC ISSP Program		\$ 113,162			\$ 113,162
	INAC FNESEC - SEP ²	\$ 109,050				\$ 109,050
	Sub-Total Federal Gov't Grants	\$ 519,282	\$ 113,162	\$ -	\$ -	\$ 632,444
Other	Recoveries and other ³	\$ 4,265				\$ 4,265
	Contracts and donations ⁴	\$ 25,772				\$ 25,772
	Rental	\$ 100				\$ 100
	Interest ⁵			\$ 7,314		\$ 7,314
	Total - Revenue Sources	\$ 549,419	\$ 113,162	\$ 7,314	\$ -	\$ 669,895
Expenditures:						
Personnel Costs	Wages and Benefits	\$ 343,686	\$ 93,148			\$ 436,834
	Contracted services ⁶	\$ 21,567	\$ 954			\$ 22,521
	Honorariums/Guest Speakers	\$ 13,035				\$ 13,035
	Staff Development	\$ 8,586				\$ 8,586
	Sub-Total Personnel Costs	\$ 386,874	\$ 94,102			\$ 480,976
Operating	Rental - Facilities and Equipment ⁷	\$ 6,075				\$ 6,075
	Bldg Maintenance	\$ 6,941				\$ 6,941
	Insurance	\$ 2,734				\$ 2,734
	Utilities	\$ 4,780				\$ 4,780
	Telecommunications/Network	\$ 11,879				\$ 11,879
	Instructor Supplies	\$ 22,385	\$ 1,898			\$ 24,283
	Travel and Meeting Costs	\$ 3,211				\$ 3,211
	Office Supplies and Expenses	\$ 31,758				\$ 31,758
	Professional fees	\$ 4,923				\$ 4,923
	Bank Charges	\$ 1,390				\$ 1,390
	Sub-Total Operating Costs	\$ 96,076	\$ 1,898			\$ 97,974
Other	Student support and tuition ⁸	\$ 12,878	\$ 17,162			\$ 30,040
	Donations ⁹	\$ 3,375				\$ 3,375
	Graduation Ceremony	\$ 7,301				\$ 7,301
	Equipment Purchases - Capitalized	\$ 33,595			\$ (33,595)	\$ -
	Amortization ¹⁰				\$ 9,209	\$ 9,209
	Sub-Total Other Costs	\$ 57,149	\$ 17,162	\$ -	\$ (24,386)	\$ 49,925
	Total - Expenditures	\$ 540,099	\$ 113,162	\$ -	\$ (24,386)	\$ 628,875

¹ The College has internally restricted funds for the construction of a building.

² Special funding (SEP) to support program delivery for special needs

³ Marking fees, GST recovery

⁴ Revenue as a result of partnerships, contracts

⁵ There is a restricted building fund, which earned interest in 2009

⁶ Catering services predominantly, for various functions

⁷ Market value would be considerably higher - estimated at \$2000/mo. This low rent is a result of an agreement made several years ago whereby the College renovated the space in exchange for ongoing and indefinite use of the space.

⁸ Tuition and admin fees for their students for the brokered courses

⁹ Donations for support services, field trips etc.

¹⁰ There are 3 facilities - the Church basement; the portable; and the RCMP trailer. The portable was purchased in excess of 15 years ago and is therefore not reflected as a capital asset. The Church basement is rented. Therefore only the RCMP portable is reflected as a capital building asset. Equipment such as computers etc. are capitalized and amortized over 5 years.



Appendix E

Case Study: En'owkin Centre

“Preserving for the sake of handing down...”

Located on the Penticton Indian Reserve, En'owkin Centre is an “Indigenous cultural, educational, ecological, and creative arts organization.”¹²⁷

Governed by the Okanagan Indian Educational Resources Society (OIERS), the En'owkin Centre is a registered private¹²⁸ post-secondary institution. En'owkin Centre offers seven programs of study:

1. N'Syilxcen (Okanagan) Language Program
2. College Readiness Program
3. Indigenous Fine Arts Program
4. Certificate in Aboriginal Language Revitalization
5. National Aboriginal Professional Artist Training Program
6. Developmental Standard Term Certificate Program (N'Syilxcen Language Teachers)
7. University of British Columbia—Okanagan En'owkin Aboriginal Access studies

In addition to stewardship from OIERS, En'owkin Centre reportedly includes Elders, family, community, students and other agencies directly in their programming/learning.¹²⁹

En'owkin Centre was established in 1981 by the seven Bands that form the Okanagan Nation Alliance situated in the southern interior of BC (estimated population is 4,897 members):¹³⁰

1. Upper Nicola Indian Band (Merritt)
2. Okanagan Indian Band (Vernon)
3. Westbank First Nation (Westbank)
4. Osoyoos Indian Band (Oliver)
5. Upper Similkameen Indian Band (Keremeos)
6. Lower Similkameen Indian Band (Hedley)
7. Penticton Indian Band (Penticton—headquarters for En'owkin Centre)

The word En'owkin is an Okanagan concept that describes a respectful dialogue to achieve clarification, conflict resolution and group commitment to come to the best solution; essentially, consensus.

*2010/2011 En'owkin Centre Academic Calendar
(Adapted)*

Indigenous people have the right to practice and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.

Article 11, United Nations Declaration on the Rights of Indigenous Peoples

¹²⁷ En'owkin Centre Academic Calendar 2010/2011, 3.

¹²⁸ One of En'owkin Centre's programs is registered with the Private Career Training Institutions Agency of BC.

¹²⁹ Tindall Consulting and Juniper Consulting, (*En'owkin Centre Institute Results, 2009/10*).

¹³⁰ The Okanagan Nation Territory is spread across the southern interior of BC as well as northern Washington (USA).

The Okanagan Nation is comprised of seven Canadian member Bands with a combined enrollment of approximately 4,897 members. The American Colville Confederated Tribes have about 8,700 members. www.okanaganfirstpeoples.ca/syilx.cfm.

En'owkin Centre has affiliations and partnerships with the following educational institutions and authorities:

Exhibit E1—En'owkin Centre Affiliations and Partnerships

Institution or Authority	Program or Course
University of Victoria	One-Year Certificate in Foundations in Indigenous Fine Arts
Nicola Valley Institute of Technology	Nicola Valley Institute of Technology College Readiness Okanagan Language
University of British Columbia—Okanagan	Baccalaureate Degree in Indigenous Studies Aboriginal Access Studies
Okanagan Language Authority/ BC College of Teachers	Certification for N'Syilxcen Language Speakers/ Teachers
Okanagan College	University College Entrance, Environmental Technician, Health, Tourism

En'owkin Centre faculty are qualified educators as well as professional artists, writers, facilitators and Indigenous advocates. In 2009/10, 27% of En'owkin's 15 instructors held a Bachelors degree. 47% held a Masters Degree and 7% held a Doctoral Degree. 67% of those 15 instructors worked part time.¹³¹

In 2009/10, En'owkin Centre enrolled 42 students on-site and enrolled a total 177 students in various courses. Three-in-five (58%) students were enrolled in ABE or adult upgrading and 25% were enrolled in college or university multi-year programs.¹³²

In 2003, En'owkin Centre introduced a community delivery model – prior to that all courses were taught on the Penticton Indian Band reserve. Since

Aboriginal Post-Secondary Institutions were established primarily out of the mandate to provide Aboriginal students with viable alternatives to access higher learning while supporting their unique learning needs, and at the same time providing a clear pathway into programs of higher learning in Public Institutions armed with the fundamental tools to succeed in those highly competitive systems.

Dr. Jeannette Armstrong and the En'owkin Board of Directors. Discussion Notes prepared for the November 21, 2007 Aboriginal PSE Forum.

131 Tindall Consulting and Juniper Consulting, *IAHLA Data Collection Project, En'owkin Centre Institute Results, 2009/10*. March 2010.

132 Tindall Consulting and Juniper Consulting, *IAHLA Data Collection Project, En'owkin Centre Institute Results, 2009/10*. March 2010. Adapted.

the community model was introduced the number of accredited courses delivered has increased from seven to fifteen (2009/10 academic year).

En'owkin Centre's record of attracting and retaining learners honours the practice of lifelong learning. Many En'owkin Centre learners who choose to study off-reserve or pursue higher level degrees have successfully transitioned to public post-secondary institutions. Within the past decade, at least five learners who have attended En'owkin Centre have went on to complete Doctoral degrees. Today, some of these individuals are educators within the public post-secondary system while also maintaining faculty positions at En'owkin Centre.

En'owkin Centre takes pride in its language program which is stewarded by the Okanagan Language Authority. The Authority provides advice on language priorities, curriculum, language teacher credentials, and helps to create new (modern) phrases and recover rarely used words. En'owkin Centre offers language courses for credit—which has helped produce new speakers—and trains N'Syilxcen Language Teachers. Currently, there are 23 certified N'Syilxcen Language Speakers employed by various Bands. In 2009/10, a total 359 people in all seven Okanagan Bands were learning the community language. Of those, most were children and youth ages five to fourteen.¹³³ Prior to En'owkin Centre introducing its language program, formal N'Syilxcen language training was not available. This coming year, in response to requests from one Okanagan Nation community, En'owkin Centre will introduce videoconferencing to enable remote delivery of language programming. This delivery method will be supplemented with on-site mentors and supervisors, expanding community access to learning.

Theytus Books

Founded in 1980, Theytus Books is one of Canada's oldest Aboriginal-owned and operated publishing houses. Theytus is a Salishan word that means "preserving for the sake of handing down."¹³⁴

Theytus Books is wholly owned by the OIERS and is an incorporated, taxable Canadian corporation. Since it is physically situated under the same roof, it offers En'owkin Centre learners first-hand exposure to the publishing industry along with employment opportunities e.g., some have been hired as illustrators.

Theytus Books publishes an average eight to ten books each year—about 125 in its thirty-year tenure. It also distributes the works of Aboriginal authors on behalf of other publishing companies, providing an economic benefit to the community.

¹³³ Okanagan Language Authority. Language Needs Assessment, 2009/10. Not published.

¹³⁴ ABC Bookworld Website: http://www.abcbookworld.com/view_author.php?id=7372 accessed June 15, 2010.

Locatee Ecommunity Lands Program

As a means to educate and recover Traditional Ecological knowledge practices, the En'owkin Centre, in cooperation with the Land Conservancy of BC, has initiated a long-term trust fund with the Vancouver Foundation. The program involves recovery, conservation and stewardship work on the Locatee lands, a 100 hectare site which serves as an environmental refuge and a rich outdoor learning environment. Two youth students are provided training and summer employment each year to plan and host an Ecommunity Place tour of the Locatee Lands and En'owkin Cultural space in conjunction with the South Okanagan Heritage Tours.

Within the past decade, at least five learners who have attended En'owkin Centre have went on to complete Doctoral degrees.

En'owkin Centre, which had a net profit of approximately \$13,000 in 2008/09, also brings direct and indirect economic benefits to the community. The Centre attracts learners from beyond the Penticton Indian Band Reserve, where it is situated. In 2009/10, one-half (48%) of 23 En'owkin Centre learners reported that their residence when not studying was “elsewhere in BC.”¹³⁵ Also, En'owkin employs approximately 35 people each year, and contracts an additional 58 paid professional mentors and Elders on-site.

En'owkin Centre's Initial Outcomes

With program logic models, initial outcomes can be viewed as the short term indicators of progress toward a goal. Some describe these as the “direct benefits” generated by a program's inputs, activities and outputs.

For illustrative purposes, the logic model for Aboriginal-controlled adult and post-secondary institutes in BC (see main report Exhibit 5.2) is deconstructed to demonstrate this institute's initial outcomes. However, En'owkin Centre's “deconstructed” model differs from the other two case studies' in that directional arrows are used to present the data. For Chemainus Native College and Heiltsuk College's models, bullets quantify a specific number of inputs to—and outputs generated by—those respective institutes for a fairly limited timeframe e.g., one fiscal year.

However, outcomes are generally realized over a longer time period. Further, although they may be inferred, outcomes cannot be attributed, unequivocally to specific activities and outputs. Instead, data from a longer period of time e.g., a five year span, can provide trend information (illustrated by the directional arrows) to help identify whether En'owkin Centre is making progress, as intended, in fulfilling the initial outcomes presented in the overarching logic model for Aboriginal-controlled institutes in BC.



Many former En'owkin students have went on to become national and internationally accomplished writers, artists and educators. They have achieved graduate degrees, accolades and are leaders in their communities.

The En'owkin Centre hosts many regional, national and international Indigenous conferences and forums. Students have access to these networking activities and are always encouraged to participate.

En'owkin Centre website (Adapted)

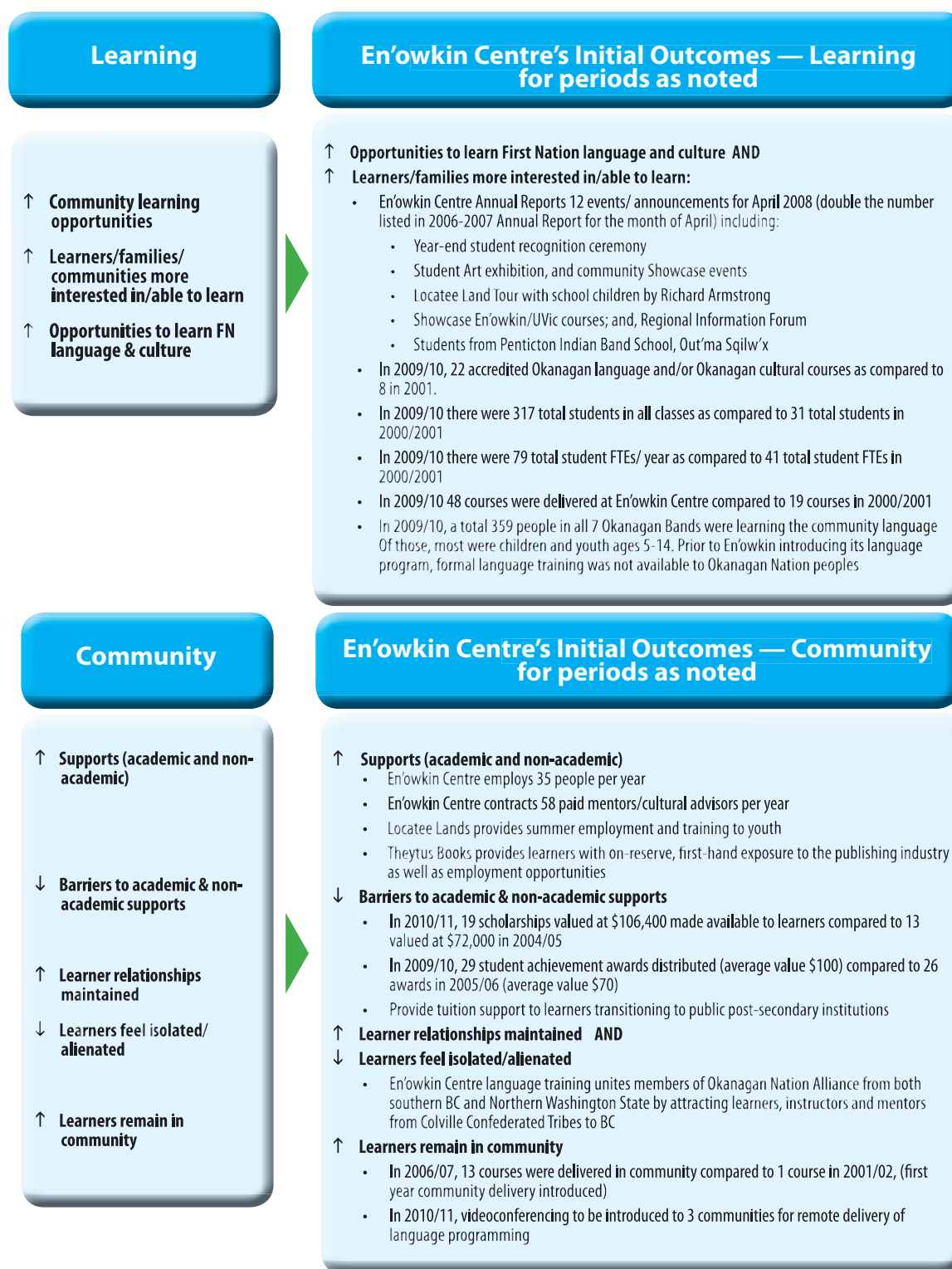
Three phrases used to describe

En'owkin Centre:

- *Community-based*
- *Innovative*
- *Distinctly Indigenous*

135 Tindall Consulting and Juniper Consulting, *IAHLA Data Collection Project, En'owkin Centre Student Responses, based on 23 student respondents, 2009/10*. March 2010.

Exhibit E2—En'owkin Centre's Initial Outcomes



En'owkin Centre Financial Summary 08/09

Source: Financial Statements 2008/09		Operating							Total
Revenue Sources:	Federal Government Grants	Unspecified/Other Program Linkages	Core	Language and Aboriginal Culture	National Training ¹	Indigenous Fine Arts	DSTC	Okanagan Language	
								UCEP	FPHLCC ²
	INAC	\$ 40,000	\$ -	\$ 152,189	\$ -	\$ -	\$ -	\$ -	\$ 192,189
	Canadian Heritage	\$ -	\$ -	\$ -	\$ 240,000	\$ -	\$ -	\$ -	\$ 240,000
	HRDC	\$ 11,805	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,805
	Sub-Total Federal	\$ 51,805	\$ -	\$ 152,189	\$ 240,000	\$ -	\$ -	\$ -	\$ 443,994
Provincial	FNESC - DSTC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 32,724	\$ -	\$ 32,724
	FNESC - PEP	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	PSSG, AG, MCF	\$ 197,578	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 225,763
	Sub-Total Provincial	\$ 197,578	\$ -	\$ -	\$ -	\$ -	\$ 32,724	\$ -	\$ 258,487
Tuition	Sub-Total	\$ -	\$ 129,883	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 129,883
Other	Tuition/Registration Fees ³	\$ -	\$ 112,478	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 112,478
	Curriculum Dev Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Recoveries from programs ⁴	\$ -	\$ 141,089	\$ -	\$ -	\$ 80,000	\$ -	\$ 42,807	\$ 333,896
	Donations	\$ 68,352	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 68,352
	Other	\$ 209,191	\$ 43,647	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 252,838
	Amortization of Deferred Capital Contributions	\$ -	\$ 8,601	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,601
	Theytus - Net	\$ 12,853	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,853
	Sub-Total Other	\$ 290,396	\$ 305,815	\$ -	\$ -	\$ 80,000	\$ -	\$ 42,807	\$ 789,018
	Total - Revenue Sources	\$ 539,779	\$ 435,698	\$ 152,189	\$ 240,000	\$ 80,000	\$ 32,724	\$ 42,807	\$ 1,621,382

¹This program provides training towards the career development of professional Indigenous artists including writers, visual artists, storytellers, drum makers, carvers, weavers, and traditional performers. It has a professional component supplemented with electives from UVic. Mentors are brought in. This is the only program of Enowkin registered linked with PCTIA.

²FPHLCC - Okanagan Language Authority - funded by First Peoples Heritage, Language and Culture Council (provincial crown corporation); the language authority to vet teachers and do teacher accreditation; sets the priorities for language programming in education.

³ Tuition is for brokered courses offered through affiliation agreements and other programs

⁴ NVIT delivers all the languages courses at the 1 and 2 levels; courses are housed at NVIT and provides DSTC programs, which are certified through them as a public PSE institute.

Source: Financial Statements 2008/09

Expenditures:	Unspecified/Other Program Linkages	Operating						Total
		Core	Language and Aboriginal Arts Culture	National Training ⁵	Indigenous Fine Arts	DSTC	Okanagan Language	
Personnel Costs								
Wages and Benefits	\$ 161,252	\$ 128,256	\$ 92,608	\$ 174,797	\$ 57,230	\$ 29,114	\$ 16,922	\$ 717,719
Contracted services/instructors	\$ 190,150	\$ 17,139	\$ 15,538	\$ 16,180	\$ 4,524		\$ 3,961	\$ 267,827
Sub-Total Personnel Costs	\$ 351,402	\$ 145,395	\$ 108,146	\$ 190,977	\$ 61,754	\$ 29,114	\$ 20,883	\$ 985,546
Operating								
Delivery Costs - Outside	\$ -	\$ -	\$ 6,037	\$ 2,406	\$ 2,668	\$ -	\$ 290	\$ 11,401
Administration								
Charge/Contribution to Overhead	\$ (20,677)	\$ -	\$ 6,852	\$ 4,200	\$ 2,400	\$ 3,025	\$ 2,100	\$ -
Rentals - Facilities and Equipment	\$ 90,139	\$ 9,168	\$ 10,593	\$ 11,033	\$ 10,573	\$ -	\$ 10,449	\$ 151,823
Repairs and Maintenance	\$ -	\$ 17,650	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,650
Insurance	\$ -	\$ 8,880	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,880
Telephone/ Other Utilities	\$ -	\$ 8,883	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,883
Automotive	\$ -	\$ 505	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 505
Travel and Meeting Costs	\$ 25,140	\$ 2,607	\$ 6,502	\$ 13,716	\$ 3,153	\$ 263	\$ 414	\$ 53,282
Supplies and Expenses ⁷	\$ 55,459	\$ 18,948	\$ 1,539	\$ 3,460	\$ 1,683	\$ 498	\$ 611	\$ 87,201
Dues and Subscriptions	\$ -	\$ 2,895	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,895
Professional fees/Memberships	\$ -	\$ 11,380	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,380
Bank Charges/Interest	\$ -	\$ 5,560	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,560
Computer lab/library /other equipment	\$ -	\$ -	\$ 7,608	\$ 12,000	\$ 3,996	\$ -	\$ 3,504	\$ 30,612
Advertising	\$ 2,540	\$ -	\$ 357	\$ 3,357	\$ 357	\$ -	\$ 356	\$ 7,324
Sub-Total Operating	\$ 152,601	\$ 86,476	\$ 39,488	\$ 50,172	\$ 24,830	\$ 3,786	\$ 17,724	\$ 397,396
Other								
Student counselling, support and tuition	\$ -	\$ -	\$ 9,132	\$ 14,400	\$ 4,800	\$ -	\$ 4,200	\$ 36,732

⁵This program provides training towards the career development of professional Indigenous artists including writers, visual artists, storytellers, drum makers, carvers, weavers, and traditional performers. It has a professional component supplemented with electives from UVic. Mentors are brought in. This is the only program of Enowkin registered linked with PCTIA.

⁶FPHLCC - Okanagan Language Authority - funded by First Peoples Heritage, Language and Culture Council (provincial crown corporation); the language authority to vet teachers and do teacher accreditation; sets the priorities for language programming in education. This program provides training towards the career development of professional Indigenous artists including writers, visual artists, storytellers, drum makers, carvers, weavers, and traditional performers. It has a professional component supplemented with electives from UVic. Mentors are brought

⁷ Office supplies and expenses includes postage, delivery charges and other sundry items

Source: Financial Statements 2008/09

Expenditures:	Unspecified/Other Program Linkages		Core		Language and Aboriginal Arts		National Training ⁵		Indigenous Fine Arts		DSTC		Okanagan Language		UCEP		FPHLCC ⁶		Total
Graduation Ceremony	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$
Workshops	\$	25,000	\$	-	\$	310	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$ 25,310
Amortization	\$	-	\$	35,803	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$ 35,803
Contribution to Building/Capital Fund	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$
Sub-Total Other	\$	25,000	\$	35,803	\$	9,442	\$	14,400	\$	4,800	\$	-	\$	4,200	\$	4,200	\$	-	\$ 97,845
Total - Expenditures	\$	529,003	\$	267,674	\$	157,076	\$	255,549	\$	91,384	\$	32,900	\$	42,807	\$	76,209	\$	28,185	\$ 1,480,787



Appendix F:

Comparative Public Post-Secondary Education Institutions Financial Statement Analysis Fiscal Year 2008/09

Source: F/S 2008-09	NVIT					COTR				
Revenue Sources	Operating/ Ancillary/ Trust	Special Purpose	Capital	Total		Operating/ Ancillary/ Trust	Special Purpose	Capital	Total	
Federal Grants	0	0	0	0	0%	0	0	0	0	0%
Provincial Grants	7,630,287	409,388	602,178	8,641,853	79%	17,774,604	1,028,787	2,572,355	21,375,746	66%
Tuition	568,009	0	0	568,009	5%	3,430,664	7,683	0	3,438,347	11%
Other	1,578,866	67,861	62,239	1,708,966	16%	3,922,429	3,145,975	294,185	7,362,589	23%
Total - Revenue Sources	9,777,162	477,249	664,417	10,918,828	100%	25,127,697	4,182,445	2,866,540	32,176,682	100%
Expenditures										
Personnel Costs (Note 1)	6,665,937	353,926	0	7,019,863	64%	18,866,334	1,868,462	1,756	20,736,552	64%
Administration (Note 2)	1,226,126	421,840	0	1,647,966	15%	3,042,914	1,105,596	551	4,149,061	13%
Operating (Note 3)	1,154,610	32,267	245,630	1,432,507	13%	2,777,052	420,524	1,058,426	4,256,002	13%
Other (Note 4)	16,907	0	797,708	814,615	7%	783,713	479,268	2,023,716	3,286,697	10%
Total - Expenditures	9,063,580	808,033	1,043,338	10,914,951	100%	25,470,013	3,873,850	3,084,449	32,428,312	100%

	NWCC					NIC				
Revenue Sources	Operating/ Ancillary/ Trust	Special Purpose	Capital	Total		Operating/ Ancillary/ Trust	Special Purpose	Capital	Total	
Federal Grants	2,162,201	0	0	2,162,201	7%	0	0	0	0	0%
Provincial Grants	19,953,164	0	3,000,332	22,953,496	70%	25,249,963	0	2,469,411	27,719,374	77%
Tuition	2,299,384	0	0	2,299,384	7%	4,658,002	0	0	4,658,002	13%
Other	5,190,106	0	202,446	5,392,552	16%	3,424,343	0	51,293	3,475,636	10%
Total - Revenue Sources	29,604,855	0	3,202,778	32,807,633	100%	33,332,308	0	2,520,704	35,853,012	100%
Expenditures										
Personnel Costs (Note 1)	23,109,116	0	0	23,109,116	73%	25,550,873	0	0	25,550,873	70%
Administration (Note 2)	998,682	0	0	998,682	3%	2,667,982	0	0	2,667,982	7%
Operating (Note 3)	4,018,863	0	1,428,071	5,446,934	17%	5,248,630	0	0	5,248,630	14%
Other (Note 4)	490,887	0	1,670,571	2,161,458	7%	95,093	0	3,024,844	3,119,937	9%
Total - Expenditures	28,617,548	0	3,098,642	31,716,190	100%	33,562,578	0	3,024,844	36,587,422	100%

	SELKIRK				
Revenue Sources	Operating/ Ancillary/ Trust	Special Purpose	Capital	Total	
Federal Grants	0	0	0	0	0%
Provincial Grants	27,755,264	324,202	3,172,699	31,252,165	73%
Tuition	5,962,811	53,416	0	6,016,227	14%
Other	3,510,378	1,902,533	54,715	5,467,626	13%
Total - Revenue Sources	37,228,453	2,280,151	3,227,414	42,736,018	100%
Expenditures					
Personnel Costs (Note 1)	27,648,873	1,319,094	0	28,967,967	66%
Administration (Note 2)	578,277	0	0	578,277	1%
Operating (Note 3)	8,426,383	897,886	1,554,119	10,878,388	25%
Other (Note 4)	0	0	3,586,083	3,586,083	8%
Total - Expenditures	36,653,533	2,216,980	5,140,202	44,010,715	100%

Note 1: Includes wages and benefits, contract instruction, staff development and recruiting costs, honorariums and donations.

Note 2: Includes promotional costs, professional fees, contracts, grant transfers, subsidies and awards, memberships and travel, hospitality and meeting expenses.

Note 3: Includes premises costs, leases, all rental costs, vehicle operations, repairs and maintenance, cost of sales and operating expenses related to ancillary operations, general operating expenses, supplies, library resources and communication costs.

Note 4: Includes amortization, bad debt, bank charges, interest costs and other miscellaneous costs.