

CREATING A SHARED PATH

Aboriginal Service Plan 2020/21



**University
of Victoria**

Acknowledgments

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationship with the land continues to this day.

The Office of Indigenous Academic and Community Engagement would like to formally acknowledge our Aboriginal Service Plan Community Partners for their commitment to leadership of the ASP initiative at UVic. Over the last twelve years, our partners have shown great dedication to the well-being and the support of their communities, organizations and Indigenous students. Their time and commitment are greatly appreciated.

ASP Community Partners

Songhees Nation
Esquimalt Nation
WSÁNEĆ School Board
Tseycum First Nation
Tsawout First Nation
T'Sou-ke Nation
Sc'ianew First Nation
Quuquatsa Language Society
Tla'amin Nation
En'owkin Centre
Métis Nation of Greater Victoria
Victoria Native Friendship Centre
Camosun College



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President's Letter



President and Vice-Chancellor

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7 February 2020

The Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
PO Box 9080 Stn PROV GOVT
Victoria BC V8W 9E2

Dear Minister Mark,

On behalf of the University of Victoria, I wish to extend my thanks and appreciation to the Ministry of Advanced Education, Skills and Training for its support of the university's Aboriginal Service Plan (ASP) initiatives.

We acknowledge receipt of Jeff Vasey's letter (28 October 2019) explaining that 2020/21 is a second transition year for ASP, and that changes will be made in the future based on the Aboriginal Policy Framework which is being refreshed to reflect the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission's Calls to Action, the Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples, and lessons learned. We appreciate that we will receive similar funding to 2019/20 to continue implementing activities within the three-year plan and we have kept the scope of our initiatives similar to 2019/20. Where initiatives within the three-year plan have completed, we have developed new one-year initiatives in collaboration with our community partners who met at our ASP Advisory Council meeting to prioritize all of the submissions. The attached funding request, including the new submissions, is for \$329,890.

This second year of transition prompts us to reflect on the successes we have had and the lessons we have learned in our twelve years as an ASP institution. We are grateful to our partner communities and organizations, both new and long-standing, for their guidance, feedback and support. Our ASP Community Advisory has been both integral to building and strengthening our relationships with local communities and a model adopted by other institutions. ASP funding has allowed the university to develop and deliver new academic programming and enhanced student services, and continues to support growth in these areas.

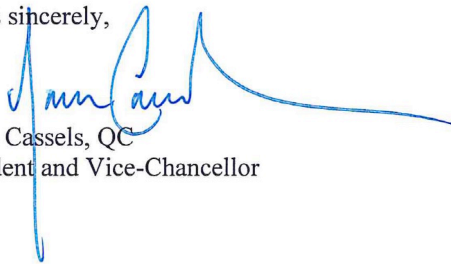
We recognize that there is still important work to be done to implement our new Strategic Enrollment Management Plan (SEM), Strategic Framework and Indigenous Plan, and to build on our responses to the Calls to Action of the Truth and Reconciliation Commission. To that end, our proposal for 2020/21 aligns university priorities with those identified by our partners, especially



those related to community-based language revitalization and student wellness. Building on successes (such as the creation of the Indigenous Community Engagement Council that engages local Indigenous leaders to advise and support UVic in the implementation of the Strategic Framework and the Indigenous Plan, the launch of the first Strategic Enrollment Management Plan, and the admission of the first PhD cohort in Indigenous Language Revitalization), the proposal identifies new opportunities for community-engaged programming while also expanding programs and services that have demonstrated their value for students and communities.

As demonstrated in our strategic documents, Indigenous education and relationships with Indigenous communities will remain a priority for the university in the years to come. We look forward to continuing this important work, and once again extend our gratitude to the Ministry for its ongoing support.

Yours sincerely,



Jamie Cassels, QC
President and Vice-Chancellor



Overview of Proposed Plan

The proposed plan for 2020/21 reflects the university's longstanding commitment to engagement with students and communities and builds upon the wise practices we have identified over the 12 years of ASP funding. It strikes a balance between programs and activities designed for students currently attending the university, at both the undergraduate (Campus Community-Building Initiatives) and graduate levels (Revitalizing SAGE) and those designed to support the transitions of learners to postsecondary education (Community-Based Program Supports). It prioritizes support for community-based language learning, reflecting both the ongoing emphasis that partner communities and organizations place on language and culture (BEDILR, ʔəms qʷaytən, N'AWQEN) and the national leadership of the university in Indigenous language revitalization. The plan also responds to the needs of the local communities (Community-Based Programs) as well as the continued growth of the Indigenous student population at the university (see appendix 1) and to the ongoing feedback from students about the importance of Elders' support, and cultural and community-building programming, particularly land- and water-based learning opportunities (Living Lab), to students' retention and success.

The university has recently launched its first Strategic Enrolment Management (SEM) Plan.¹ Building on the Indigenous Plan and the Strategic Framework, and based on extensive consultations on campus, the SEM Plan has identified ambitious goals and outlines a series of actions and processes to help reach them. By 2029, the university is committed to ensuring that Indigenous students will comprise at least 10% of the overall student population (Goal 6) and that graduate enrolments of Indigenous students will grow from 18.3% to 22% of all Indigenous students (Goal 5a). It will achieve these goals at the undergraduate level by creating a warm, welcoming and respectful learning environment and sense of place (Goal 6.1), by developing and implementing a recruitment, admission and transition plan for Indigenous students (Goal 6.2), by increasing the success of Indigenous students across academic programs of study (Goal 6.3), and by providing sustainable institutional supports for Indigenous students, faculty and staff (Goal 6.4), and at the graduate level by increasing infrastructure to support Indigenous graduate students (Goal 5.2). Specific aspects of the programs and initiatives developed to support these goals reflect feedback collected from students and communities through the ASP.

Staff and faculty in the Office of Indigenous Academic and Community Engagement, along with colleagues from academic and student service units across campus, maintain strong relationships with partner communities and organizations throughout the year. Building on ASP lessons, we have instituted an Indigenous Community Engagement Council to provide an additional executive-level consultative body with the senior leadership of the local nations; we are also continuing with our ASP Community Advisory Council. These consultation processes ensure that our programming and institutional priorities reflect, and respond to, emerging opportunities identified by our partners.

Our ASP planning and engagement process culminated in a Community Advisory Council meeting on campus on December 2, 2019, where representatives from eight partner communities and organizations participated in the ranking by consensus of the proposed programs and activities. Feedback from other communities and organizations, whose representatives were not able to attend in person, was solicited via phone and email.

¹ www.uvic.ca/sem

Proposed Programs and Activities for 2020/21

Title	Community-Based Program Supports	
New or continuing	Continuing	
Priority ranking	1 (Ranking reached by consensus at Dec. 2, 2019 ASP Advisory meeting)	
Category	Delivery of programs or courses on campus or in Aboriginal communities; Development or enhancement of programs or courses; Student support services and initiatives	
Description	This funding supports ongoing delivery of successful community-based programs by partner organizations, particularly related to supports for learners. Quuquatsa Language Society (QLS) and En’owkin Centre will each be able to retain a 0.5FTE language coordinator to continue to recruit and provide support for community-based cohorts of Certificate in Indigenous Language Revitalization (CILR) students, and to serve as a liaison between UVic, Elders, instructors and educational partners. Pathways & Opportunities will continue to offer adult learners and community members education planning, career development and campus visits in conjunction with the LE, NONET Campus Cousins, including workshops specifically for students transitioning from Camosun College and WSÁNEĆ School Board to UVic.	
Rationale	These programs have been developed directly in response to feedback and requests from partners. They are a continuation of previous years’ support for programs. Language revitalization is a key priority for WSB, QLS, and En’owkin Centre, among other community partners. This aligns with UVic’s Indigenous Plan (Strand 1, Goals 1a, 1b, 1c, 1d, 1e) and Strategic Framework (Strategies 4.1, 4.2, 4.3, 4.5).	
Related goals	ASP Goals 1 & 2; 2012 Aboriginal Policy Framework Goal 2	
Measuring success	Measures of success will be developed in consultation with partner organizations to ensure that they are meaningful to their contexts, and will focus on participation rates and the degree of engagement on the part of current and prospective students. For the QLS support, the intention is to enroll a minimum of 8 students in the CILR offered through UVic’s Division of Continuing Studies. Tla’amin and En’owkin have goals of delivering this program to at least 12 students each. Pathways & Opportunities will reach at least 200 prospective students and engage community members at Pathways events in community and at UVic.	
Location(s)	Port Alberni (QLS); Saanich (WSB); Victoria (VNFC); Penticton (En’owkin Centre); Sliammon (Tla’amin Nation); University of Victoria	
Timing	Start Date	June 2020
	End Date	May 2021
	Duration	12 months
Future plans	It is anticipated that the language programs will continue to grow and new partnerships will be established, with some of the sites, such as Tla’amin, eventually developing capacity to support their language coordinators as core staffing.	
Budget		2020/21
	Ministry (ASP)	\$47,500

	Institution Contribution	\$20,000 (supervision and staff time)
	Other or In-Kind	
	Total	\$67,500
Expense Breakdown for 2020/21 activities or programs where Ministry funding is greater than \$20,000	Item	Amount
	<ul style="list-style-type: none"> • WSB • QLS • En'owkin • Pathways & Opportunities 	<ul style="list-style-type: none"> \$2,500 to support land-based learning \$20,000 to support 0.5FTE Language Coordinator \$17,000 to support 0.5FTE Language Coordinator \$8,000 transportation, food, gifts, honoraria
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	See attached letters of support: <u>WSB</u> , QLS, and En'owkin Center	

Title	Campus Community-Building Initiatives	
New or continuing	Continuing	
Priority Ranking	2 (Ranking reached by consensus at Dec. 2, 2019 ASP Advisory meeting)	
Category	Student support services and initiatives; Outreach activities and events	
Description	This initiative supports the building of a strong, vibrant Indigenous community on campus by providing spaces and settings for students to gather and connect, and to support the development and strengthening of Indigenous identity through cultural experiences and connections with the Elders-in-Residence. These events will be co-hosted by partners, both internal and external, where appropriate. Student events will include networking and career development opportunities, along with wellness programming, such as land- and water-based experiences, self-care practices and culturally relevant workshops.	
Rationale	These programs are based on feedback from students. Elders-in-Residence continues to be the highest-rated student support initiative on campus. Continued personal support and community building opportunities contribute significantly to student retention and completion. Students have emphasized the importance of land- and water-based learning opportunities, including self-care activities such as sweats. This aligns with UVic's Indigenous Plan (Strand 1, Goals 1a, 1b, 1c, 1d, 1e, 1f) and Strategic Framework (Strategy 4.4).	
Related goals	ASP Goals 1 & 3; 2012 Aboriginal Policy Framework Goals 1 & 5	
Measuring success	Success of these programs will be measured by student attendance and participation at each event offered. Based on past offerings, we expect to see at least 30 students per week visiting the Elders-in-Residence, at least 50 new students at orientation, at least 100 students at Week of Welcome and Week of Wellness events, a minimum of 50 students at each Noon Networking lunch.	
Location(s)	UVic; partner communities (Pathways & Opportunities)	
Timing	Start Date	September 2020
	End Date	April 2021
	Duration	8 months
Future plans	These programs will continue to support our ability to respond to student-identified needs around building community, developing identity, and promoting belonging. Specific programs and events will continue to be based upon ongoing consultations with students.	
Budget		2020/21
	Ministry (ASP)	\$66,500
	Institution Contribution	\$83,847 (staff) \$25,000 (UVic funding for Elders) \$25,200 (overhead)
	Other or In-Kind	
	Total	\$200,547
Expense Breakdown for 2020/21 activities or programs where Ministry	Item	Amount
	• Elders-in-Residence	\$30,000 (honoraria, Elders' retreat)
	• Student Events	

funding is greater than \$20,000		\$36,500 (orientation, Week of Welcome, Week of Wellness, Noon Networking lunches, cultural and land-based activities)
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program		

Title	Community-Based Projects	
New or continuing	Continuing	
Priority ranking	3 (Ranking reached by consensus at Dec. 2, 2019 ASP Advisory meeting)	
Category	Outreach activities and events; Student support services and initiatives; Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities	
Description	Nine service agreements have been developed and implemented (five First Nations, one IAHLA, two urban community organizations) to support programs and services that have been identified as community priorities. Partners will use the funds to deliver programming in community, including cultural and land- and water-based workshops as well as workshops to provide supports to adult learners and high school students seeking assistance to meet the prerequisites for applications to post-secondary programs.	
Rationale	Community-based program supports identified in previous service agreements continue to assist local First Nations, institutes and organizations to provide workshops and other supports to adult learners and high school students seeking assistance to meet the prerequisites for applications to post-secondary programs. These projects align with UVic's Indigenous Plan (Strand 5, Goals 1b, 1c, 1d, 1g, 1h) and Strategic Framework (Strategies 4.3, 4.5).	
Related goals	ASP Goals 1 & 2; 2012 Aboriginal Policy Framework Goals 2 & 4	
Measuring success	Measures of success will be developed in consultation with partner organizations to ensure that they are meaningful to their contexts, and will focus on participation rates and the degree of engagement on the part of current and prospective students. From the university's perspective, success will be measured through partner communities and organizations' continuing participation in the program and through feedback solicited in ongoing consultations.	
Location(s)	UVic, partner communities and organizations	
Timing	Start Date	September 2020
	End Date	May 2021
	Duration	9 months
Future plans	We intend to support these programs as long as there is interest on the part of our partner communities. We will continue to engage with partners to ensure that their needs and priorities remain at the core of the work being done.	
Budget		2020/21
	Ministry (ASP)	\$72,000
	Institution Contribution	\$30,000 (admin. and community outreach)
	Other or In-Kind	
	Total	\$102,000
Expense Breakdown for 2020/21 activities or programs where Ministry funding is greater than \$20,000	Item	Amount
	• Songhees	\$8,000 (tutoring and language revitalization)
	• Esquimalt	\$8,000 (tutors and supports for Homework Club)
	• T'Sou-ke	\$8,000 (Community Garden Project for students)
	• <u>WSB</u>	\$8,000 (Elder Program)

	<ul style="list-style-type: none"> • VNFC • MNGV • Tsawout • Tseycum • Sc'ianew 	<p>\$8,000 (Post-secondary/career prep. support)</p> <p>\$8,000 (Metis Knowledge Keepers Gathering)</p> <p>\$8,000 (Tutoring and educational supports)</p> <p>\$8,000 (After-School Program)</p> <p>\$8,000 (After-School Program)</p>
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	See attached letters of support: Songhees, Esquimalt, T'Sou-ke, <u>WSB</u> , VNFC, MNGV, Tsawout, Tseycum and Sc'ianew support letters attached	

Title	Bachelor of Education in Indigenous Language Revitalization (BEDILR) “Transition Year”	
New or continuing	New (next steps for the Nuu-chah-nulth language cohort)	
Priority ranking	4 (Ranking reached by consensus at Dec. 2, 2019 ASP Advisory meeting)	
Category	Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities	
Description	This BEDILR transition year will provide the next step for community-based Diploma in Indigenous Language Revitalization cohorts to ladder into a degree program leading to teacher certification. This project provides a transition to gain academic Math, Science and Canadian Studies courses while still building on language proficiency in order to ensure a smooth successful path into final years of education coursework. At least three Indigenous Language cohorts will be served.	
Rationale	There is a strong need for Indigenous Teachers in BC. The ASP has supported three years of development and delivery of the Indigenous Language Proficiency Building Program in the Port Alberni area for the Nuu-chah-nulth languages, along with a sister cohort in <u>WSÁNEĆ</u> for the <u>SENĆOŦEN</u> language, and a recently completed Tahltan Diploma in Indigenous Language Revitalization. Students from all three cohorts are preparing to come to UVic to further their education by completing the BEDILR. The delivery of this final ladder step (bridging into the final two years of the BEDILR) will also serve other Indigenous students who are ready to join this stage of the program. This meets the goals of the Truth and Reconciliation Commission (#16, #62) and UVic’s Indigenous Plan (Strand 1, Goal 1f; Strand 3, Goal 1d) and Strategic Framework (Strategies 4.1, 4.2, 4.3, 4.5).	
Related goals	ASP Goals 1, 2 & 3; 2012 Aboriginal Policy Framework Goals 1 & 2	
Measuring success	The success of this project continues to be measured by: enrolling and graduating more indigenous teachers; monitoring this path for Indigenous students that fit their cultural, work, community and life context in ways that support successful completion; and the impact the Indigenous student teachers will have on their communities and languages with their K-12 provincial teaching credential.	
Location(s)	UVIC campus and surrounding territories and BC First Nations	
Timing	Start Date	September 2020
	End Date	May 2021
	Duration	9 months
Future plans	Delivery of the final two years of BEDILR and graduating of Indigenous teachers proficient in their language.	
Budget		2020/21
	Ministry (ASP)	\$38,000
	Institution Contribution	\$22,000
	Other or In-Kind	\$20,000
	Total	\$80,000
	Item	Amount

Expense Breakdown for 2020/21 activities or programs where Ministry funding is greater than \$20,000	<ul style="list-style-type: none"> • Instruction and adaptation of courses • Mentorship for 2 language courses 	<p>\$28,000 (instruction for 8 courses offset by partial tuition recovery)</p> <p>\$10,000 (\$5000/course) (5-10 Fluent speakers at \$25/hour for 75 hours/course)</p>
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program		

Title	The UVic-Community Living Lab Project Supporting Indigenous-Led and Place-Based Eco-Cultural Restoration and Resurgence	
New or continuing	Continuing	
Priority ranking	5 (Ranking reached by consensus at Dec. 2, 2019 ASP Advisory meeting)	
Category	Partnerships and engagement; Outreach activities and events; Student support initiatives; Policy initiatives	
Description	This year's Living Lab project will enable the launch of a formal regional Living Lab Eco-cultural Capacity Building and Monitoring Program piloted in specific Songhees and W̱SÁNEĆ eco-cultural restoration sites and supported by UVic, CRD, NGO and educational partners. The focus will be on: Indigenous ecosystem and species knowledge documentation led by community knowledge keepers in the Lekwungen and W̱SÁNEĆ dialects/languages and supported by UVic graduate students; a Community-based water quality lab and monitoring program with UVic and CRD scientific and technical support; educational and place-based learning and resource development for youth in First Nations communities; and building collaborative partnerships which transform the systemic legal, policy and educational barriers preventing local Nations access to their traditional lands and marine use in the Capital Region.	
Rationale	Living Lab is Reconcili-Action; its explicit intention is to co-create respectful space and relationships between the campus, schools, regional Indigenous nations and community and together to develop a long-term and impactful land and water restoration program and projects to protect the environment and climate, to sustain communities, economy and future generations. Living Lab addresses the growing demand at UVic for local place-based experiential field programs and curriculum that supports indigenous communities, connects students to the environment, themselves and each other, addresses systemic barriers and weaves Indigenous and western knowledge and science. This aligns with UVic's Indigenous Plan (Strand 1, Goals 1c, 1d, 1e, f, 2b, 3a, 3b, 4a, 4b, 4d; Strand 2, Goals 1a, 2a, 5a, 5c; Strand 3, Goals 1a, 1c, 1d, 2a-e; Strand 4, Goals 1, 2; Strand 5, Goals 1, 2) and Strategic Framework (4.1, 4.2, 4.4, 4.5).	
Related goals	ASP Goals 1 & 3; 2012 Aboriginal Policy Framework Goals 1, 2 & 5	
Measuring success	Success will be measured by engagement with: 25 UVic faculty members, along with partners and UVic staff; a minimum of 10 UVic Indigenous student volunteers/researchers; 10 elders local in program development; 250 children via Science Venture afterschool programs in 13 regional First Nations; 25 high school youth and 75 children via spring/summer camps; 150 children in classroom and field learning in SD 61 & 63; 150 community members at the Annual Living Lab Feast and public events, and the community partnerships that are created as a result.	
Location(s)	W̱SÁNEĆ (Saenich), Songhees, UVic, Salt Spring Island, surrounding areas	
Timing	Start Date	June 1, 2020
	End Date	May 31, 2021
	Duration	12 months
Future plans	The future for Living Lab will be to implement the objectives of the 2020-2030 Vision and Strategic Plan, that will be completed in May 2020.	

Budget		2020/21
	Ministry (ASP)	\$50,000
	Institution Contribution	\$22,500 (NSERC Promo Science) \$1,280 (Science Venture Work Study)
	Other or In-Kind	\$5,000 (UVic labs/office space) \$3,000 (CRD) \$15,000 (WSÁNEĆ - PEPÁKEN HÁUTW Foundation) \$10,000 (Songhees) \$6,000 (UVic and community interns) \$5,000 (Aboriginal Health Initiative via WSÁNEĆ) \$25,000 (local businesses/ foundations)
	Total	\$142,780
Expense Breakdown for 2020/21 activities or programs where Ministry funding is greater than \$20,000	Item	Amount
	1. Community Educators	1. \$15,000 - WSÁNEĆ and Songhees staff/knowledge keepers
	2. Project Coordination	2. \$15,000 - Living Lab planning and program coordination
	3. Reef Net Education Program	3. \$5,000 - ŁÁU,WEL,NEW Tribal School Reef Net Program development
	4. Communications	4. \$5,000 - field Guides, website, digital storytelling, signage, community mapping
	5. Elders	5. \$3,500 - WSÁNEĆ, Songhees and Regional Elders
	6. Supplies	6. \$1,000 - printing, office supplies
	7. Travel and Food	7. \$1,500 - for Living Lab community events
	8. Summer Camp(s)	8. \$2,000 - food, transport, supplies
	9. Training and Engagement	9. \$2,000 - training, conference fees, travel
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	See attached letters of support: UVic Letter (Nick Claxton, Child & Youth Care); WSÁNEĆ School Board Letter; WSÁNEĆ / PEPÁKEN HÁUTW Letter; Songhees Education Services Letter	

Title	ᑲᓐᓂᓂ ᓄᑦᓐᓂᓂ (Our Language) ᑲᓐᓂᓂᓂᓂ Language Revitalization course delivery	
New or continuing	New	
Priority ranking	6 (Ranking reached by consensus at Dec. 2, 2019 ASP Advisory meeting)	
Category	Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities.	
Description	<p>The ᑲᓐᓂᓂ ᓄᑦᓐᓂᓂ ‘our language’ course delivery proposal builds on the successful partnership between Tla’amin Nation and UVic via a community-engaged language learning course. In July 2017, Tla’amin Nation Elder Betty Wilson spearheaded the development and delivery of LING 181 in partnership with the Division of Continuing Studies (and partners Linguistics and En’owkin Center). Fourteen ᑲᓐᓂᓂᓂᓂ students from Tla’amin and sister communities (K’òmoks, Klahoose, and Homalco) successfully completed it. Through the evaluation feedback, learners expressed vital interest in continuing their Certificate in Indigenous Language Revitalization (CILR) courses, and in a larger vision, revitalizing and sustaining the ᑲᓐᓂᓂᓂᓂ language, together. ASP funding will provide resources to support community delivery of the course; instructor(s) from Tla’amin Nation; student resources and Elder involvement.</p>	
Rationale	<p>This proposal responds directly to needs identified by ᑲᓐᓂᓂᓂᓂ language learners in our 4 sister communities via community engage delivery. There is a great desire to relearn our language in our communities. There is also a great need to capacity build language teachers for all of our communities. Due to the systematic barriers of living in remote communities, the delivery of courses in community provide a pathway for our learners to engage in post secondary learning, and also their language learning. Potentially most importantly, these funds will give us the opportunity to come together and learn as one. This aligns with with UVic’s Indigenous Plan (Strand 1, Goal 1f; Strand 3, Goals 1b, 1d) and Strategic Framework (Strategies 4.1, 4.2, 4.5).</p>	
Related goals	ASP Goals 1, 2 & 3; 2012 Aboriginal Policy Framework Goal 2	
Measuring success	The success of this course delivery will be measured by: coordination and delivery of Tla’amin with sister nations for LING/IED 159. Indigenous Language I -ᑲᓐᓂᓂᓂᓂ course delivery and course evaluation report.	
Location(s)	Tla’amin Nation	
Timing	Start Date	August 2020
	End Date	November 2020
	Duration	4 months inclusive of prep, delivery, evaluation
Future plans	To create ᑲᓐᓂᓂᓂᓂ language immersion teachers over the next decade through delivery of LING/IED 159 Indigenous Language I -ᑲᓐᓂᓂᓂᓂ in Tla’amin Nation. This is part of broader vision to complete the UVic Certificate in Aboriginal Language Revitalization (CILR) with laddering into the Diploma of Indigenous Language Revitalization.	
Budget		2020/21
	Ministry (ASP)	\$19,400
	Institution Contribution	\$2,500 (Partnership Development; coordination, administration)
	Other or In-Kind	\$26,000

		(Elders; administration; classroom; technology; accommodation, Language coordinator)
	Total	\$45,500
Expense Breakdown for 2020/21 activities or programs where Ministry funding is greater than \$20,000	Item	Amount
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	See attached letter of support from Tla'amin Nation	

Title	"N'AWQEN" Clarification, Resolution & Commitment to completing Foundations in Indigenous Fine Arts Certificate at the En'owkin Center	
New or continuing	New	
Priority ranking	7 (Ranking reached by consensus at Dec. 2, 2019 ASP Advisory meeting)	
Category	Development or enhancement of programs or courses; Student support services and initiatives	
Description	Building on the 29 year partnership between the En'owkin Center and UVic, this proposal will support students to complete the Foundations of Indigenous Fine Arts (FIFA) Certificate. The En'owkin Centre/UVic ASP partnership will support student success, retention, engagement and completion through: engagement through a survey and follow up academic and career counselling with students who have incomplete Foundations in Indigenous Fine Arts (FIFA) Certificates; evaluating timing & delivery method to complete certificate and interest in laddering to the UVic Fine Arts Program; facilitation of certificate completion through administration and delivery in a flexible delivery format that is learner envisioned; and enhancement of FIFA program by embedding Okanagan culture into a certificate completion ceremony at the En'owkin Center.	
Rationale	The UVic Registrar Information Systems, Office of the Registrar, has identified 152 students with incomplete FIFA Certificates since the partnership began 29 years ago. As adult Indigenous learners, some FIFA students have been unable to complete either due to structural barriers or based on personal, community or professional obligations. The partnership with UVic is the En'owkin Center's longest university-community engaged partnership. Surveying and advising the previous learners, engaging in course delivery, and celebrating the completion of the FIFA certificate is a collective goal of En'owkin, Continuing Studies, and Fine Arts toward the 30 th anniversary of the partnership in 2020. This aligns with UVic's Indigenous Plan (Strand 1, Goals 3c, 3e) and Strategic Framework (Strategy 4.5).	
Related goals	ASP Goals 1 & 3; 2012 Aboriginal Policy Framework Goal 2	
Measuring success	Success of this initiative will be measured by the survey facilitated, students reached via academic & career counselling, courses delivered, and the completion ceremony. A report that evaluates initiative success will be completed.	
Location(s)	En'owkin Center, Penticton Indian Band	
Timing	Start Date	August, 2020
	End Date	March, 2021
	Duration	8 months
Future plans	Supporting diverse Indigenous learners to include Indigenous worldviews in the arts while engaging in fine arts careers. This is part of a larger vision to expand Indigenous Arts & Storytelling training.	
Budget		2020/21
	Ministry (ASP)	\$18,000
	Institution Contribution	\$4,500 (student registration, survey)

	Other or In-Kind	\$7,000 (admin & delivery)
	Total	\$29,500
Expense Breakdown for 2019/20 activities or programs where Ministry funding is greater than \$20,000	Item	Amount
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	See attached letters of support from the En'owkin Board of Directors and the UVic Faculty of Fine Arts	

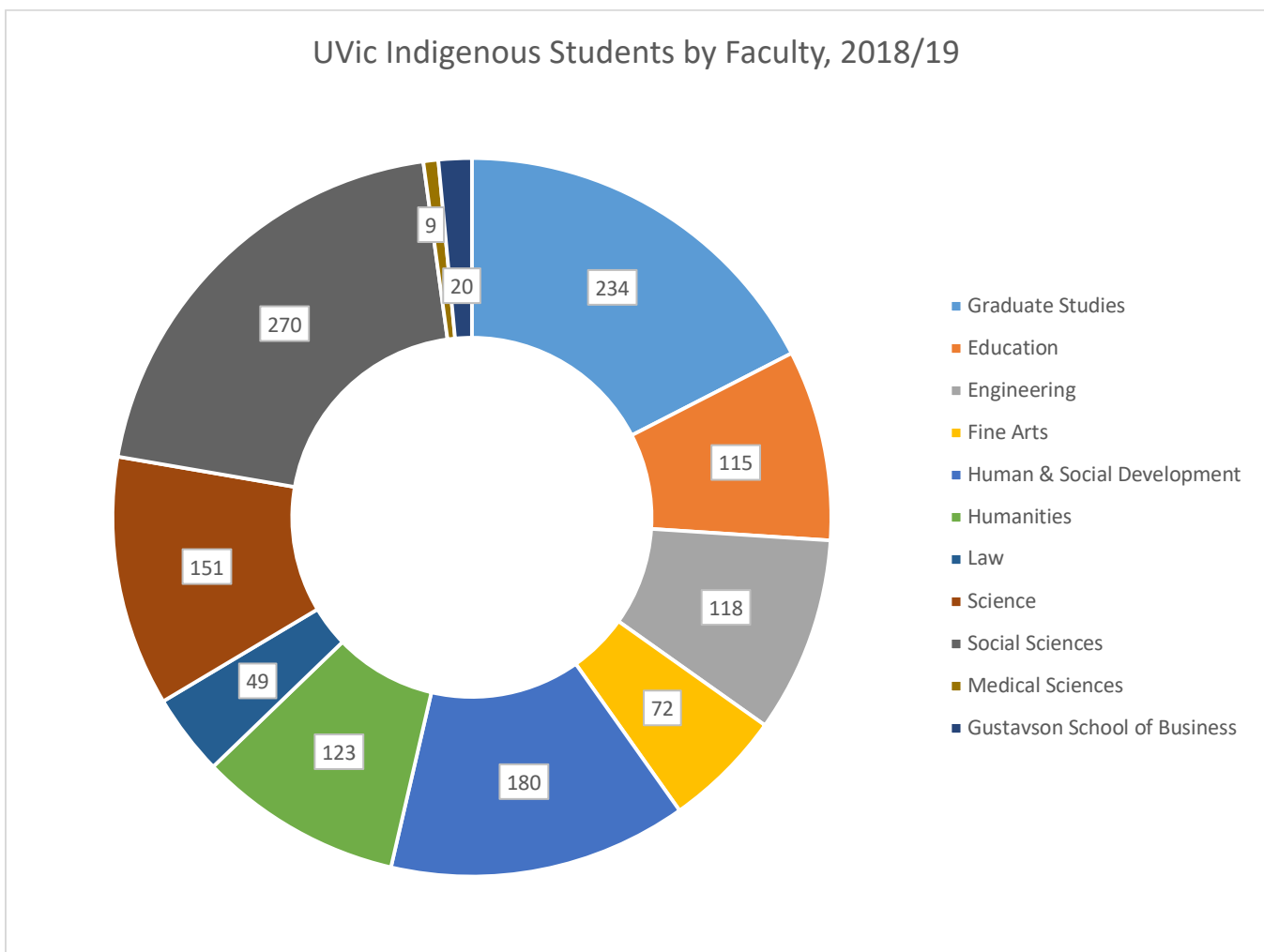
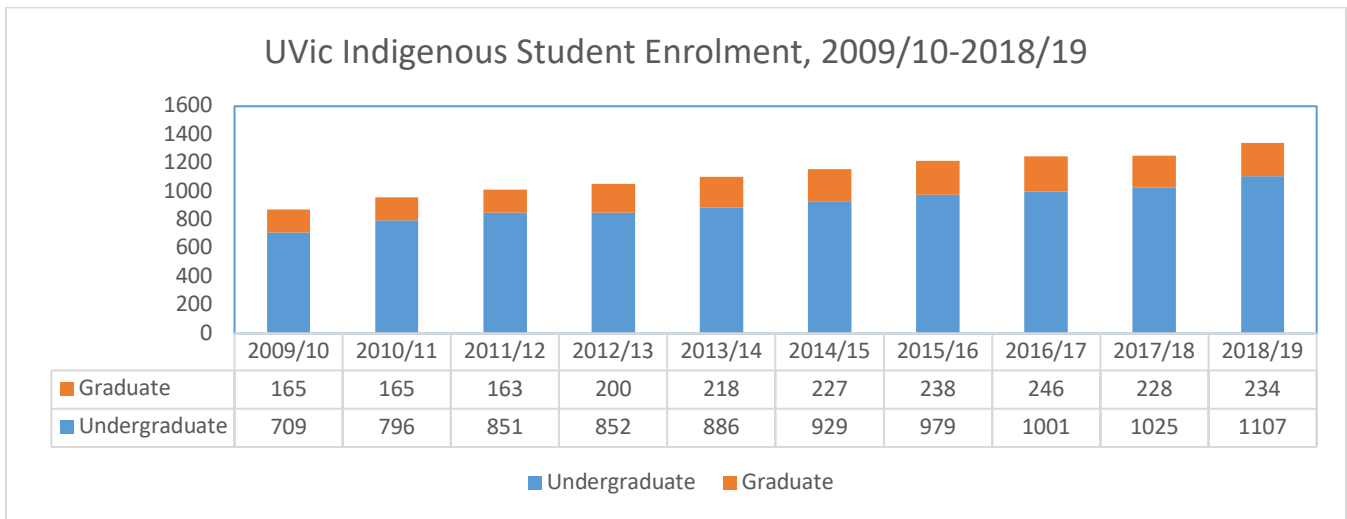
Title	Revitalizing SAGE Fostering Support and Community for Indigenous Graduate Students	
New or continuing	Continuing (formerly part of Campus-Based Program Supports)	
Priority ranking	8 (Ranking reached by consensus at Dec. 2, 2019 ASP Advisory meeting)	
Category	Student Support Services and Initiatives	
Description	<p>Our goal is to provide valuable directed mentorship and new learning opportunities (writing workshops, professional development, land-based practices etc.) for Indigenous students at UVic through the revitalization of the SAGE program.</p> <p>Background: Supporting Aboriginal Graduate Enhancement (SAGE) was founded by Graham Smith and Jo-ann Archibald in British Columbia, Canada, in 2005 as the sister group to “Maori and Indigenous” (MAI) graduate program in Aotearoa (New Zealand). SAGE brings together Indigenous graduate students and provides an Indigenous knowledge orientation to student learning and mentorship. There are various SAGE chapters across Canada, including one at UVic, which was dormant from 2012-17, until we restarted it in 2018.</p> <p>ASP funding is critical to revitalizing the SAGE chapter at UVic and to create cultural and academic supports for Indigenous graduate students so that they can thrive and succeed in their respective graduate programs and fields of study. In order to meet these goals, we met to discuss student needs and start organizing the requested land-based experiences, workshops and writing retreats to enhance their graduate work through direct mentorship and training. Additionally, we have invited Songhees First Nation Elder Sellemah (Joan Morris) to be Community Advisor to SAGE and ASP funding will also assist in paying Joan for her time when taking part in SAGE events.</p>	
Rationale	When holding our initial SAGE meetings in 2018, Indigenous Graduate students often told us that they feel isolated at UVic. The SAGE program helps build a sense of community for new forms of collaboration, experiential and land-based learning, and professional development. These are critical elements of mentorship and provide the basis for the future success of Indigenous graduate students at UVic. SAGE aligns with UVic’s Indigenous Plan (Strand 1, Goal 3c; Strand 4, Goal 4) and Strategic Framework (4.3).	
Related goals	ASP Goals 1 & 2; 2012 Aboriginal Policy Framework Goals 1 & 5	
Measuring success	We can start measuring success by how many students participate in SAGE activities. Additionally, we will conduct post-event surveys and talking circles to better understand the diverse needs and goals of Indigenous graduate students both on and off campus. Finally, we will document examples from SAGE members regarding how this programming has positively contributed to their success.	
Location(s)	CIRCLE, First Peoples House, Pearson College, Tofino, BC	
Timing	Start Date	September, 2020
	End Date	May 31, 2021
	Duration	9 months

Future plans	To continue to develop funding opportunities and partnerships to build future capacity for SAGE.	
Budget		2020/21
	Ministry (ASP)	\$18,490
	Institution Contribution	\$2000 (admin.)
	Other or In-Kind	\$1,000
	Total	\$21,490
Expense Breakdown for 2020/21 activities or programs where Ministry funding is greater than \$20,000	Item	Amount
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	See attached letter of support from Joan Morris	

Budget

<i>Programs and Activities</i>			
Activity/Program Title	Category	2020/21	
		Ministry	Institution
Community-Based Program Supports	Delivery of programs or courses on campus or in Aboriginal communities; Development or enhancement of programs or courses; Student support services and initiatives	\$47,500	\$20,000
Campus Community-Building Initiatives	Student support services and initiatives; Outreach activities and events	\$61,610	\$134,047
Community-Based Projects	Outreach activities and events; Student support services and initiatives; Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities	\$72,000	\$30,000
Bachelor of Education in Indigenous Language Revitalization (BEDILR)	Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities	\$38,000	\$22,000
The UVic-Community Living Lab Project	Partnerships and engagement; Outreach activities and events; Student support initiatives; Policy initiatives	\$50,000	\$23,780
ᑲᓄᓂᓂ ᑲᓄᓂᓂ "Our Language"	Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities	\$19,400	\$2,500
"N'AWQEN"	Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities	\$18,000	\$4,500
Revitalizing SAGE	Student support services and initiatives; Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities	\$18,490	\$2,000
	Total	\$325,000	\$238,827

Appendix 1: Enrolment Data



Source: Institutional Planning and Analysis

Appendix 2: Letters of Support



Songhees Nation

January 20, 2020

RE: UVic Aboriginal Service Plan proposal 2020-21

To Whom It May Concern

Songhees Nation acknowledges our partnership with the University of Victoria and strongly supports the work we have collaboratively conducted through the Aboriginal Service Plan.

As a member of the University of Victoria Aboriginal Service Plan Advisory Committee Songhees Nation has been involved in the development and approval of the 2020-021 Aboriginal Service Plan proposal as a whole.

As a representative for Songhees Nation I confirm our intention to build on existing partnerships with the University of Victoria in the development, delivery and assessment of the programs and services in the 2020-21 proposal.

Yours Truly

Francine L'Hirondelle
Director of Education Services

1100 Admirals Road Victoria, BC V9A 2P6 Phone 250-386-1043 Fax 250-386-4161



ESQUIMALT NATION
1189 KOSAPSUM CRESCENT
VICTORIA, BC V9A 7K7
PH: 250-381-7861
FAX: 250-384-9309

January 7, 2020

To Whom It May Concern,

As the Education and Programs Manager with Esquimalt Nation and as a member of the UVic Aboriginal Service Plan Community Advisory Committee, I confirm Esquimalt Nation's involvement in the development and approval of the 2020/21 ASP proposal.

As a representative for Esquimalt Nation, I confirm our intention to build on existing partnerships with the University of Victoria. I confirm that Esquimalt Nation has the capacity to meet the deliverables of the program being funded, inclusive of its development, delivery and assessment.

Please don't hesitate to reach out should you have any questions or concerns.

Kalie Dyer
Education and Programs Manager
Esquimalt Nation
1189 Kosapsum Crescent
Victoria, BC V9A 7K7
(250) 381-7861
education@esquimaltnation.ca

WSÁNEĆ SCHOOL BOARD

7449 West Saanich Road (P.O. Box 368)
BRENTWOOD BAY, BC V8M 1R3

ŁÁU, WELNEW
TRIBAL SCHOOL
250.652.1811

250.652.2313 or 250.652.4212 (Admin. Office)
FAX 250.652.6929

SAANICH ADULT
EDUC. CENTRE
250.652.2214

January 9, 2020

As a member of the UVic Aboriginal Service Plan Community Advisory Committee, I confirm WSÁNEĆ School Board's involvement in the development and approval of the 2020/2021 ASP proposal as a whole. As a representative for the WSÁNEĆ School Board, I confirm our intention to build on existing partnerships with the University of Victoria in the development, delivery and assessment of the programs and services proposed in this document. Moreover, our organization has the capacity to carryout the plans we have made for the community-based program proposed for 2020/2021 at the Saanich Adult Education Centre.

Please do not hesitate to connect with me if you have any questions or concerns. I can be reached at (250)652-2214 ext. 238 or by email at kendra@saec.ca

HÍSWKE SIÁM.



SŁEMXÁMTENOT
Kendra Underwood
Director, Adult Education
Saanich Adult Education Centre
WSÁNEĆ School Board



Tsawout First Nation

Tsawout First Nation
7728 Tetayut RD
Saanichton, BC
V8M-2E4

January 15th, 2020

University of Victoria
Aboriginal Service Plan

To: Whom It May Concern

Tsawout First Nation is pleased to submit a letter of support to accompany the ASP funding application to the University of Victoria.

This funding will be utilized to support tutoring, afterschool assistance and healthy snacks for students: including students enrolled in our High School and Adult Upgrading programs.

We feel that any support service we can provide always has a positive impact while students of all ages work to achieve their academic goals.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rob Mortin', written over a horizontal line.

Rob Mortin
Financial Controller
Tsawout First Nation
Phone: 250-652-9101
Fax: 250-652-9114



SOCIAL DEVELOPMENT OFFICE

Beecher Bay First Nation
4901B East Sooke Rd
Sooke, BC, V9Z1B9

Phone: 250.478.3535
Toll free: 1888.543.6344
Fax: 250.478.3585
E-mail: bsdwbfn@telus.net

January 21, 2020

To the Ministry of Education,

It is an honor to write a letter for support for UVic's 2020-21 ASP proposal as it contributes and benefits our successful Sc'ianew First Nations Youth programming. Our youth programming inspires our children and youth to be able to engage in our educational, cultural and healthy relationship/ leadership afterschool and summer programming.

Sc'ianew First Nation has increased children and youth to further their education by connecting with the University of Victoria's Co-op student program, hiring their 3rd year students, from the Science and Health departments as our community youth leaders. This strategy continues to build our children and youth to have a strong voice and is a 'driver' to a happy, healthier and educated community. Mentoring, guiding and making change to attitude (the way we think) in providing quality of programming for our children and youth as well as our community.

Our Sc'ianew First Nation Field Team (afterschool youth programming) has evolved into what many other funders consider to be "best practices". The First Nation Health Authority and the Right To Play organization is using our model of success and sharing it with other Nations.

Again, we at Sc'ianew First Nation believe it is essential to build strong relationships with Post Secondary Education (UVic) to increase our success for our children/ youth and community to live happier and healthier lives.

With respect and caring,

Denise Chewka
Sc'ianew First Nation
Band Social Development Manager
Children and youth programming

bsdwbfn@telus.net
250 478 3535



Tseycum First Nation

1210 Totem Lane

North Saanich, BC V8L 5S4

Phone: (250)656-0858 FAX: (250) 656-0868

Hello Dorothea

I am writing this letter in support of Xavier Jack's Uvic Aboriginal Service Plan in the amount of \$8,000.00 and we do have the capacity to offer this program. Thank you for your help and support.

Xavier Jack
Head Start Assistant

Kelli Telford
Tseycum Health Manager



PO Box 307, Sooke B.C., V9Z 1G1
Ph.: 250-642-3957 Fax: 250-642-7808

University of Victoria
Office of Indigenous Academic and Community Engagement
First Peoples House
PO BOX 1700 – STN CSC
Victoria, BC V8W 2Y2

To Whom it May Concern:

As a member of the UVIC Aboriginal Service Plan Advisory Committee, this email confirms T'Sou-ke First Nation's involvement in the development and approval of the 2020/21 ASP proposal as a whole. As a representative for the T'Sou-ke First Nation, I confirm our intention to build on existing partnerships with the University of Victoria in the development, delivery and assessment of the programs and services proposed in the 2020/21 ASP proposal.

Sincerely,

Michelle Thut
T'Sou-ke First Nation Administrator

Date



VICTORIA NATIVE FRIENDSHIP CENTRE

231 Regina Avenue, Victoria, BC V8Z 1J6

Phone: (250) 384-3211 Fax: (250) 384-1586

January 23, 2020

RE: Support for 2020/2021 Aboriginal Service Plan

To Whom It May Concern,

Please be advised that we, the Victoria Native Friendship Centre, fully support and endorse the continuation of the Aboriginal Service Plan agreement for 2020/2021.

Please be assured that we have the capacity to carry out our projects as outlined in the proposal.

This funding is an essential component for the support of our students, and contributes to their success academically, as well as to their overall wellness while pursuing their education and career goals.

It would be an honor and a privilege to continue partnering with the University of Victoria in this project.

Respectively in Community,

Nadia Salmahiw

Director
CEER Department (Career & Education)
Victoria Native Friendship Centre

Logo Created and Donated by Leslie McGarry,
United Way Member Agency –

Métis Nation of Greater Victoria
c/o Victoria Native Friendship Centre
231 Regina Avenue, Victoria, BC V8Z 1J6
Phone 250 380 6070 Fax 250 380 6075



20 Jan 2020

Indigenous Initiatives Coordinator
Office of Indigenous Academic and Community Engagement
First Peoples House
University of Victoria
Victoria BC V8W 2Y2

To Whom it May Concern

Re: Support for Aboriginal Service Plan Proposal

The Metis Nation of Greater Victoria (MNGV) supports the submission of the 2020-2021 Aboriginal Service Plan proposal by the University of Victoria. The funds MNGV receive are very much appreciated as the funds are used to assist the community in its educational sharing of the Metis people, their traditions, culture and history. Our MNGV community is well established and have the capacity to deliver the program that is developed and that we are funded for.

As was said initially, the Metis Nation supports the submission of this proposal and appreciates being a part of the proposal itself.

Respectfully submitted.

A handwritten signature in black ink, appearing to read "Barbara Hulme". The signature is written in a cursive style.

Barbara Hulme
Elder
Metis Nation of Greater Victoria



November 14, 2019

Re: Letter of Support – University of Victoria

To Whom It May Concern:

On behalf of Tla'amin Nation, I am pleased to provide this letter of support for an application to the Aboriginal Service Plan, through the University of Victoria.

For many years, the Tla'amin Nation has driven to have our language documented and preserved for our future generations. Through the help of institutions such as the University of Victoria, we are making this possible. There are still many efforts that need to take place before we are satisfied that our language will not die.

We are appreciative of the support we have received thus far, and are extremely excited to move ahead with our plans to train more people in linguistics, to help our case.

If you have any questions, please contact me at (604) 483-9646.

Emote,

Hegus (Chief), Clint Williams

4779 Klahanie Road
Powell River, BC
V8A 0C4

www.tlaaminnation.com

Tel • 604.483.9646
TF • 877.483.9646
Fax • 604.483.9769



154 En'owkin Trail
Penticton, B.C.
V2A OE1

PH: (250) 493-7181
FAX: (250) 493-5302
EMAIL: enowkin@vip.net

Aboriginal Service Plan
c/o Indigenous Initiatives Coordinator
Office of Indigenous Academic and Community Engagement

November 15, 2019

Attention: Dorthea Harris, Indigenous Initiatives Coordinator with IACE

Re: Aboriginal Service Plan Submission 2020-21

Dear Dorthea Harris.


Please accept this letter to confirm the Okanagan Indian Educational Resources Society (OIERS) (informally known as En'owkin Centre) Board of Director's support for their application to the University of Victoria Aboriginal Service Plan for ASP support proposed for the 2020 and 2021 years titled: *"N'AWQEN" Clarification, Resolution & Commitment to completing Foundations in Indigenous Fine Arts Certificate at the EN'OWKIN Center.*

The proposed service plan outlines costs of \$18,000.00 for 2020 & 2021 associated with: a) Engagement through a survey and follow up academic and career counselling with students who have incomplete Foundations in Indigenous Fine Arts (FIFA) Certificates. Surveying timing & delivery method to complete certificate and interest in laddering to UVic Fine Arts Program b) Assist students with financial barriers to complete courses for travel related costs c) Facilitation of certificate completion through administration and delivery in a flexible delivery format that is learner envisioned.

The Board of En'owkin Centre is very proud of the program that the University of Victoria offers in partnership with our Culture and Arts programming. Building on the 28 year partnership between the En'owkin Center and UVic the proposal will allow students to complete the Foundations of Indigenous Fine Arts (FIFA) Certificate, a much needed outcome for both of our institutions.

Please give the proposal your best consideration. Thank you and we look forward to our continued work ahead.

On behalf of the Board of Directors of OIERS



OIERS Vice-President Jeannette Armstrong, PhD

CC. OIERS President Chief Clarence Louie,

Registered as the Okanagan Indian Educational Resources Society
www.enowkincentre.ca



154 En'owkin Trail
Penticton, B.C.
V2A 0E1

PH: (250) 493-7181
FAX: (250) 493-5302
EMAIL: enowkin@vip.net

Aboriginal Service Plan
c/o Indigenous Initiatives Coordinator
Office of Indigenous Academic and Community Engagement

November 15, 2019

Attention: Dorthea Harris, Indigenous Initiatives Coordinator with IACE

Re: Aboriginal Service Plan Submission 2020-21

Dear Dorthea Harris.

Please accept this letter to confirm the Okanagan Indian Educational Resources Society (OIERS) (informally known as En'owkin Centre) Board of Director's support for their application to the University of Victoria Aboriginal Service Plan for ASP support proposed for the 2020 and 2021 Language coordinator at En'owkin Centre in the Certificate in Indigenous Language Revitalization (CILR) in partnership with *the EN'OWKIN Center*.

The proposed service plan outlines costs of \$17,000.00 for 2020 & 2021 associated with goal of the CILR to support indigenous communities in language Revitalization initiatives, in particular with staff/faculty located at En'owkin Centre.

The Board of En'owkin Centre is very proud of the program that the University of Victoria offers in partnership with in partnership with CILR, building on the 28 year partnership between the En'owkin Center and University of Victoria+.

Please give the proposal your best consideration. Thank you and we look forward to our continued work ahead.

On behalf of the Board of Directors of OIERS



OIERS Vice-President Jeannette Armstrong, PhD

CC. OIERS President Chief Clarence Louie,

Registered as the Okanagan Indian Educational Resources Society
www.enowkincentre.ca



Faculty of Fine Arts | Office of the Associate Dean
Fine Arts Building Room 116 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7756 | F 250-721-7748 | fineasst@uvic.ca | http://finearts.uvic.ca

MEMORANDUM

Date: December 10, 2019
To: University of Victoria Aboriginal Service Plan Advisory Board
From: Dr. Adam Jonathan Con, A/Associate Dean, Faculty of Fine Arts
Copy: Tania Muir, Director, Cultural Management Programs
Re: Letter of Support, FIFA Student Engagement and Retention, En'owkin Centre

To Whom It May Concern,

The Faculty of Fine Arts at the University of Victoria has enjoyed a long-term partnership with the En'owkin Centre since 1991. The En'owkin Centre is widely recognized for its excellence in teaching of the creative arts and its mentorship of upcoming artists, many of whom have received national and international attention for their work.

The current Foundations in Indigenous Fine Arts (FIFA) certificate program is a collaboration between the En'owkin Centre, the Faculty of Fine Arts and the Division of Continuing Studies at the University of Victoria. Foundations courses in writing and visual arts offered at the En'owkin Centre provide emerging Indigenous artists with academic training in the arts with a focus on Indigenous perspectives and approaches. Participants in the program graduate with a recognized credential in the field issued by the University of Victoria or, the FIFA certificate ladders into a Fine Arts undergraduate degree at UVic and other Canadian post-secondary institutions.

The Faculty of Fine Arts greatly supports the En'owkin Centre's proposal for funding through the Aboriginal Service Plan. These resources would be of tremendous support in ensuring Indigenous learners have the student supports necessary to access culturally appropriate learning in the arts, and to complete their credential.

Thank you for your consideration. Please do not hesitate should you require further consultation.

Sincerely,

Adam Jonathan Con, Ph.D.
A/Associate Dean, Faculty of Fine Arts
University of Victoria, British Columbia, Canada
Fineassociatedean@uvic.ca
Ph: 250-721-7756





Indigenous Education
 PO Box 1700 STN CSC
 Victoria, BC V8W 2Y2
 Canada

Tel 250 721-7826
 Fax 250-853-3943

E-mail ied@uvic.ca
www.uvic.ca/ined

February 4, 2020



Chris Paul

*"Honouring those Indigenous to Vancouver Island — Coast Salish, Kwakwaka'wakw and Nuuchahnulth — while recognizing the presence of the Métis and Inuit peoples.
 Artist: Chris Paul of the Tsartlip First Nation"*



To whom it may concern:

Re: Quuquatsa Language Society Nuuchahnulth language programming

Please accept this letter as support for the Quuquatsa Language Society and their application for continued funding for the Language Coordinator through the Aboriginal Service Plan.

Quuquatsa Language Society (QLS) has been undertaking important initiatives that supports their multi-pronged language revitalization strategy. QLS has a signed partnership agreement between UVic and North Island College. QLS undertakes at least three ongoing projects towards language revitalization in their member communities: a Mentor/Apprentice program, non-accredited community language classes in numerous different Nuuchahnulth communities, and an accredited program through Indigenous Education at UVic. The language coordinator position has been key to the success of the organization and UVic and NIC program and partnerships.

The University of Victoria is in partnership with QLS in the delivery of a Diploma in Indigenous Language Revitalization. The first year focused on building proficiency in the Nuuchahnulth language, and involves accredited courses that involve the mentorship. The second year of the program built on proficiency and extended out into practicum applications of language revitalization and currently students are completing their final credits, some are continuing into the Bachelor of Education in Indigenous Language Revitalization, and others plan to stay and work at developing language programming in their communities.

The Department of Indigenous Education at UVic is fully in support of the QLS language revitalization projects and provides the academic framework, instructional expertise, logistical support and student support for the delivery of the direct support to the Diploma in Indigenous Language Revitalization offered in partnership with the QLS. UVic instructors and administrators regularly travel to Port Alberni to work with students, mentors and QLS program administrators.

QLS not only has the capacity to administer and utilize this position and funding appropriately, they have already increased language capacity in their communities in many ways. The positive impact of the programming and initiatives that QLS has undertaken thus far are significant, and far reaching, and they will continue, thanks for funding like this.

With respect and gratitude for your consideration of this important work,

Alik Marinakis
 Indigenous Language Programs Manager
 Department of Indigenous Education
 E iedlang@uvic.ca T: 250-721-7855



SIÁM NE SCÁLEĆE/Respected Colleagues,

re: Living Lab Project – UVic Aboriginal Service Plan Submission 2020-2021

Thank you for considering this proposal for Living Lab, our community-UVic and schools project piloted on WSÁNEĆ and Songhees territories and weaving eco-cultural restoration, science education and indigenous knowledge. Our project is now growing in a healthy way. With financial support from 2020-2021 we will realize our goal to create a strong regional place-based learning and community-campus partnership that builds a collaborative and sustainable program that transforms educational systems for the well-being of the land and waters, local First Nations and future generations. Living Lab is “Reconcili-action” grounded in restoration of our ecological and cultural systems, the resurgence of community self-determination and capacity building to increase access to/use of our traditional territories while transforming and decolonizing our school and post-secondary educational systems through place-based learning.

We started this ASP funded Living Lab Program last year (Fall 2018) and were able to engage hundreds of school-aged children, local youth and community members into our programs. From 2018-2019 we had 303 community and campus members and 125 school-age students participate in restoration and educational programs. At the LAÚ, WEL, NEW Tribal School we started the “TIKEL Reef Net fishery recovery wetland and willow restoration project which created the opportunity for WSÁNEĆ children learn about their own culture and fishery while removing invasive plants, planting willow and connecting this to the stories of their fishery. At SNIDĆEL (Todd Inlet) WSÁNEĆ stewards received training in restoration methodologies, improving their skill sets and building environmental leadership within community. Over 800 planted native plants and the nourishment of soils and native food ecosystems are flourishing in this important WSÁNEĆ place. On Songhees Territory Living Lab worked with both the Songhees Academic Youth Leadership Program and the Esquimalt Lands Program supporting the annual traditional foods feast attended by 75 community members, the four day field program at Goldstream for 18 high school youth, and creating hands on eco-cultural resources and outdoor learning for Songhees youth focused on marine species, archaeology and food systems. The first Lekwungen Biodiversity guide and database is underway and we are now supporting a new ‘Big Canoe’ field program in Camossung- the Gorge Waterway with Shoreline school and supported by Songhees Nation youth and community members.

Together Living Lab also held our annual community event at First Peoples House focused on the Reef et Fishery and Songhees Marine Use Planning. Together with colleague Dr. John Taylor in Biology and with CRD support we are created a Community Water Lab for testing and monitoring ocean and fresh water health. We also held our first Living Lab summer camp in July 2019. Slowly but surely we are also building solid relationships and collaboration to be able to grow and consolidate the program over time. In the coming six months from January-June 2020 we will be consolidating our long-term vision and plan building on the momentum we now have. Please visit our website for more information!

HÍWKE SIÁM.



Nick Claxton



ŁÁU,WELNEW
Tribal School
250.652.1811

WSÁNEĆ SCHOOL BOARD

7449 West Saanich Road (P.O. Box 368)
BRENTWOOD BAY, BC V8M 1R3

SAANICH Adult
Education Centre
250.652.2214

SŁEŁEMW
Child Development Centre
250.652.0074

250.652.2313 or 250.652.4212 (Admin. Office)
FAX 250.652.6929

WSÁNEĆ Leadership
Secondary School
250.544.5140

November 19, 2019

Attention UVic Committee for Aboriginal Service Plan,

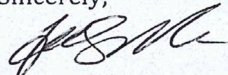
ÍY SCÁCEL HÁLE. The WSÁNEĆ Nation and School Board are founding members and co-designers architects of the Living Lab Project. As lead partners with our umbrella PEPÁKEN HÁUTW program we are engaged in the overall strategic and program plans and the everyday on-the-ground work at our ŁÁU,WEL,NEW Tribal school, with the TIKEL Reefnet and Willow Restoration project and at SNIDŪEL (Tod Inlet) with Native Plant restoration and invasive species removal. Living Lab, via the Aboriginal Service Plan (ASP) funding from 2018 and 2019 has been able to directly support this restoration and education work and to extend its reach and impact to enable a stronger connection between our community and our schools, UVic, the CRD, the Songhees Nation and other community partners in our region. (We have connected Living Lab to another related climate action project in the Gulf Islands called the TETÁCES Climate Action Project.)

This project supports and scales up the decades long work of our WSÁNEĆ people to take back their own education and knowledge systems and to revitalize our language and ecosystems after 150 years of colonization and degradation. Supporting place-based learning and restoration projects for our children and youth as a foundation to their becoming future care takers of our natural ecosystem and community is our common goal shared with our Living Lab regional partners. We are fortunate that our community member, UVic Professor and now STAUTW Chief Nick Claxton is guiding this project and tying it to the recovery of the Reefnet Fishery and knowledge systems.

Funding from the ASP for 2020-2021 will enable us to continue our successful restoration work while building a long term and sustainable community-based monitoring program with our Nations and regional partners. We are confident given the authentic relationships and partnerships being nurtured by Living Lab, and the momentum in our community, at UVic and on the planet (to increase our caring for the earth and to support indigenous language, education and land rights) that we will continue to grow in a good way.

Thank you for your time and attention. Please contact us if you have any questions or want more information.

Sincerely,



Tye Swallow B.Ed, M.A
Facilitator Language Revitalization WSÁNEĆ School Board
Tye@saec.ca (250) 652-2214 ext 247



November 15, 2018

RE: The UVic-Community Living Lab Project – Supporting Indigenous-Led and Place-Based Eco-Cultural Restoration and Science Education 2019-2020 (Year 2)

Dear Aboriginal Service Plan Proposal Review Committee,

The PEPÁKEN HÁUTW Food Systems Education Foundation is a community based non-profit organization operating the PEPÁKEN HÁUTW Native Plants & Garden Program in partnership with the WSÁNEĆ School Board. We have been providing a unique program of traditional and healthy food skills education to the students of ŁÁU, WELNEW Tribal School, WSÁNEĆ Leadership Secondary School and the Saanich Adult Education Centre since 2011. This program includes hands on practical experience in native plant propagation, vegetable gardens, fruit tree/berry cultivation, as well as traditional and healthy foods harvest and processing. Our program also includes opportunities for students to participate in ecosystem restoration projects around WSÁNEĆ territory. The 'restoration stream' of our program is developing rapidly due to interest from the school and community in revitalizing the land to the point where traditional foods, medicines and materials will once again thrive in healthy ecosystems.

We look forward to participating in the Living Lab Project to inform the practical restoration at the ŁTS TIKEL and coordinate classes on the land. We will work with students to propagate native plant species at PEPÁKEN HÁUTW Native Plant Nursery & Garden (the site of our program on school grounds). In addition, we are excited to work with Dr. Nick Claxton and the Living Lab project community to develop new curriculum around this project to support indigenous education and ecosystem revitalization throughout the region and beyond.

HÍSWKE SIÁM!

Sincerely,

Judith Lyn Arney
Executive Director
PEPÁKEN HÁUTW Food Systems Education Foundation



Songhees Nation

November 20, 2019

To the UVic Aboriginal Service Plan committee:

Thank you for considering the 2020-2021 Living Lab proposal focused on launching our community-monitoring program and consolidating educational partnerships with schools and the university. Songhees Nation supports Living Lab's project's goals and activities and is proud to be a founding partner and core participant.

Living Lab connects our community to its traditional territories at the University of Victoria, on the Oak Bay (Tl'Ches) Islands, along the Gorge Waterway (Camossung), is creating learning resources in our Lekwungen language and promoting Songhees worldview, history and community priorities. Our children, youth and community members have been cut off access to, knowledge about and planning of their traditional territories from what is now called Witty's Lagoon to Cadboro Bay-UVic.

There is resurgence in our ecosystem and culture and Living lab helps connect that to the transformation of the education system. The focus on children, youth and capacity building helps make school learning relevant and provides meaningful classroom, community and internship opportunities. Living Lab is providing tools and supports for Songhees Nation members and recent graduates to share their knowledge and culture first hand and on their terms.

Thank you for your time and attention. We will continue to provide in-kind support and will be applying for summer interns for the Living Lab program.

Sincerely,

Francine L'Hirondelle
Director of Education Services

1100 Admirals Road Victoria, BC V9A 2P6 Phone 250-386-1043 Fax 250-386-4161



University
of Victoria

Centre for Indigenous Research
and Community-Led Engagement

November 18, 2019

Joan Morris
113 Cooper Rd
Victoria, BC V9A 4K2

To Whom It May Concern,

I am looking forward to being a Community Advisor for the Strengthening Aboriginal Graduate Enhancement (SAGE) group at UVic, which is dedicated to the mentorship of Indigenous graduate students both on and off campus. I also understand that the Centre for Indigenous Research and Community-Led Engagement (CIRCLE) will be providing leadership and support to SAGE as well as myself in the role as community advisor. It will be my pleasure to take part in events throughout the year and both participate and give guidance around land-based learning events. For all of the above reasons, I support CIRCLE's application to assist in funding SAGE programming for the 2019-20 year. This funding will go a long way in promoting the important work that Indigenous students and myself will engage in this coming year.

I have given a lot of talks at UVic and continue to be active with students in their projects. Educational support is such an important factor in the success of Indigenous students. In the past, I have worked extensively in revitalizing traditional ecological knowledge, disseminating traditional knowledge and practices in the community, and giving educational land-based tours, including my family territory at Tl'ches (aka Chatham/Discovery Island). I look forward to continuing my work and helping to mentor Indigenous graduate students through future SAGE/CIRCLE initiatives.

Hiswke / thank you,


Sellemah / Joan Morris

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