



CREATING A SHARED PATH

ABORIGINAL SERVICE PLAN | 2019/20 Final Report



University
of Victoria



ACKNOWLEDGEMENTS

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

The University of Victoria formally acknowledges our Aboriginal Service Plan Community Partners for their commitment to leadership of the ASP initiative. Since 2007, our partners have shown 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
Tsawout First Nation
Tseycum First Nation
WSÁNEĆ School Board
T'Sou-ke 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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25 June 2020

The Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
PO Box 9885 Stn Prov Govt
Victoria, BC V8W 9T6

Dear Minister Mark,

On behalf of the University of Victoria (UVic), I extend my sincere thanks and appreciation to you and the Ministry of Advanced Education, Skills and Training for its continued support of the Aboriginal Service Plan (ASP). UVic is proud of the outcomes of its programming to support the success of Indigenous students and is grateful for the opportunity to work in collaboration with the Ministry for over a decade to support access to education for Indigenous students and communities. In this sense, our initiatives have responded to the needs of Indigenous communities and support greater access to post-secondary education. They also address the university's mandate to implement the 2015 "Truth and Reconciliation Commission of Canada" Calls to Action specific to universities and to advance the United Nations Declaration on the Rights of Indigenous Peoples.

The enclosed report on our activities funded through the ASP demonstrates their positive impact. We have learned from our community partners that innovative programming that promotes Indigenous language proficiency is their top priority. The 2017-2020 ASP funding successfully supported the development and delivery of the Indigenous Language Proficiency Pilot: *Nuu-chah-nulth* Cohort. This was a three-year project involving eleven *Nuu-chah-nulth* Nations and a partnership with the *Quuquaatsa* Language Society. The project saw the creation of a Certificate in Language Proficiency, of which 22 students graduated. Of those students, 20 went on to earn a Diploma in Indigenous Language Revitalization granted in May 2020. While that project is now complete, the 2020-2021 ASP funding will support a cohort model for the students as they transition into the Bachelor of Education in Indigenous Language Revitalization at UVic.

Indigenous students identified the Elders-in-Residence program as a leading practice that provides major support for their success at university. Thus, the Elders-in-Residence program expanded in 2019-2020 to include three new Elders – it enabled the program to expand from four days a week to five – and the program has adapted to new COVID-19 realities by providing the Elders with iPads to stay connected with students and videotaping cultural protocols for events to ensure safety for the Elders. The program continues to evolve and expand, engaging Elders with many activities both on and off the UVic campus.

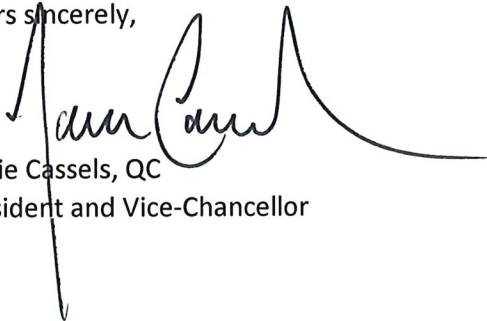
Because of the ASP, community partnerships with UVic have substantially increased, with several communities providing language and educational programming, including new partnerships with *Tla'amin*, *Tseycum*, and *Tsawout* Nations. The UVic Living Lab Project also has new community collaborations, with "Pathways and Opportunities" having several new initiatives that saw Indigenous youth from many communities visit UVic in unprecedented numbers.

In a student survey taken in January 2020, students continuously prioritized the need for land- and water-based, cultural, and wellness programming as well as tutoring. UVic has expanded and enhanced this programming with both an Indigenous Event Coordinator and through partnerships with local health practitioners and tutors, including the ability that now offers tutoring online. One of the students commented on the student survey that the services provide a "very warm welcoming environment and gives me a small sense of family and home away from home."

UVic launched the Indigenous Community Engagement Council in 2019 to strengthen the relationship with local Indigenous communities and had two successful meetings with several Indigenous leaders from local Nations, agencies, and school districts. Moreover, the Centre for Indigenous Research and Community-Led Engagement (CIRCLE) hosted the "Rising Tides: Climate Justice and Indigenous Food Security Conference" with significant involvement of local and provincial Indigenous community partners, the UVic Living Lab, and academic, municipal (CRD), and governmental stakeholders.

Perhaps as important, UVic hired 12 Indigenous faculty and 11 Indigenous staff in 2019-20. Thank you again for your support of UVic and Indigenous students through the Aboriginal Services Plan. We look forward to continuing this important work in partnership with the Ministry.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Jamie Cassels', with a long horizontal flourish extending to the right.

Jamie Cassels, QC
President and Vice-Chancellor



OVERVIEW AND SUMMARY ASSESSMENT

In the 2019/20 academic year, Aboriginal Service Plan (ASP) funding played a critical role in building stronger community partnerships, supporting community-based projects and delivering programming in community and on campus through a range of activities extending access to post-secondary education. UVic's institutional, strategic and planning documents, including the Indigenous Plan (2017-2022), Strategic Framework (2018-2023) and Strategic Enrollment Management Plan (2019-2029), reflect lessons learned through the ASP, demonstrate an alignment with ASP goals and values and build upon relationships emerging from the ASP process. Together, these documents reiterate UVic's commitment to creating better opportunities for Indigenous students, entering respectful educational and research partnerships with Indigenous communities and advancing mutual understanding and collaboration, including providing support for initiatives that address systemic barriers.

Major Achievements

UVic continues to make significant advancements in the delivery of Indigenous education. These include programming, staffing, community engagement and public outreach. Some of the highlights include:

- The launch of the Opening My World of Learning (OWL) program on the UVIC campus, which provided Indigenous high school graduates with an immersive UVic program, exploring university education, campus life and Indigenous cultural experiences
- The expansion of Elders-in-Residence capacity with the recruitment of three new Elders
- The recruitment of twelve Indigenous faculty members as well new Indigenous Learning Coordinator and Indigenous Resurgence Coordinator positions
- The creation of an institutional repository that provides stable archival spaces to house the research output of Indigenous campus organizations: NEȚOLNEW 'one mind, one people': Indigenous Language Research Network; Centre for Indigenous Research and Community-Led Engagement (CIRCLE); and the Indigenous Law Research Unit (ILRU).
- The development and launch of the first ever BC-Aotearoa Indigenous Student Mobility Project
- The successful completion of the first Nuuchahnulth cohort to complete a Diploma in Indigenous Language Revitalization

These initiatives respond to the needs of Indigenous communities and support greater access to post-secondary education. They also address the university's mandate to implement the TRC Calls to Action specific to universities and to advance the United Nations Declaration on the Rights of Indigenous Peoples.

Leading Practices

The university aims to work side-by-side with community partners to advance the goals of the ASP funding program. In response to communities' identification of language proficiency as their highest priority, UVic offers a wide range of academic programs (certificates and diplomas, and Bachelors and Masters degree) on campus and in community that revitalize Indigenous languages and support a broad range of language learners.

UVic offers programs of vital importance to both students and community partners. Students identify the Elders-in-Residence program as a leading practice that provides major support for their success in university. This program continues to evolve and expand, engaging Elders with many new activities both on and off campus.

Lessons Learned

We have learned from community partners that innovative programming promoting Indigenous language proficiency is their top priority. The programming offered by UVic is recognized nationally for its quality and outcomes in language revitalization. Faculty are committed to working in partnership with communities to

ensure the survival of languages and develop proficient language speakers. At the same time, we have learned that community partners and adult education organizations face challenges, particularly limited staff support, that affect their ability to take full advantage of ASP programming within a one-year timeframe. Because the timeline for initiating programs and reporting on ASP funding challenges many small organizations, we have developed reporting templates and offer assistance completing them.

In previous years, we learned from our community partners that the existing Pathways and Opportunities programming for adults seeking access to post-secondary education needed to evolve. We initiated a consultation process with ASP partners to identify new programs and services to support these prospective students with more seamless transitions from public school to post-secondary institutions, and to encourage them at a younger age to experience the UVic campus. As a result, we offered career, education and transition events this year in partnership with UVic Co-operative Education and Career Services, communities and public schools, and designed alternative programming, such as sports and science camps for Indigenous students. We will continue to ensure that programs are community-focused and meet the needs of students, both current and prospective.

We have learned from students that programs supported by ASP funding are critical to their success here at UVic. Survey responses indicate that students benefit from access to food, including special feasts and regular lunches; networking; Elders' visits; cultural activities and crafts; tutoring; land-and water-based activities; and social activities. Students have also indicated that they would benefit from more land- and water-based activities, health-and-wellness activities and cultural activities. Many students talked about these activities and events as great stress relievers, so we added more wellness activities this year. With the advent of COVID-19, some of our year-end activities were curtailed, but we began expanding our online presence to ensure that students were able to remain connected to UVic's Indigenous services. As part of the transition to online learning, our office developed and distributed a survey to current and incoming Indigenous students about the services and programs they accessed and the resources and supports they would need going forward; we will use this survey in future years to measure student engagement and identify their needs.

Major Impacts

The expansion of the Elders-in-Residence Program from four days a week to five, with the advent of three new Elders, was well received by the students, and supported the increasing demand for Elders' engagement. The major impact of this programming is clear from the frequency with which Indigenous students engage with Elders (see Appendix 2). In addition, we are seeing an increase of requests for Elders across the campus, as they support classroom activities and provide cultural guidance to faculties and departments.

The impact of ASP funding for Campus Community Building Programs can be measured not only in terms of how frequent Indigenous students participate, but also how often they offer us feedback about the most effective supports. As the location for Campus Cousins programming as well other activities on campus, First Peoples House provides a meeting place for Indigenous students, Elders, faculty and staff. Students highlight the impact ASP program funding can have on them as individuals and as members of a community on campus. Indeed, students state these activities increase their likelihood of success at UVic.

Over the past decade, through ASP initiatives, UVic has built and fostered many community partnerships. This year we have continued to see an increase in requests for community partnerships, particularly for language programs and after-school programming. Communities report that the impacts of language programs are critical to community identity and pride, and many of the students who begin in community-based ASP funded programs pursue further education at UVic, such as the Nuu-chah-nulth language cohort, who will be pursuing a Bachelor of Education in Indigenous Language Revitalization (BEDILR) in September 2020. The major impact of ASP funding is increased success for Indigenous students at UVic and in community-based programs.

RESULTS BY ACTIVITY / PROGRAM

Activity/Program Title	Community-Based Program Supports		
Description	<p>This funding supports ongoing delivery of successful community-based programs by partner organizations, particularly related to supports for learners. Quuquatsa Language Society (QLS), En'owkin Centre and Tla'amin Nation will each hire a 0.5FTE coordinator 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 new workshops specifically for students transitioning from Camosun College and WSÁNEĆ School Board to UVic.</p>		
Related Goals	ASP Goals 1, 2; 2012 Aboriginal Policy Framework Goal		
Measuring Success	<p>Measures of success were developed in consultation with partner organizations to ensure that they are meaningful to their contexts. Measures focus on current and prospective students' participation rates and degree of engagement. Pathways and Opportunities hosted one Indigenous Education Transition and Information event, in partnership with Camosun College, with over 150 Gr. 9 - 12 and mature students from SD 61, 62, 63, 79, WSÁNEĆ School Board and Camosun College, in attendance and substantial positive feedback, as well as hosting a summer camp at UVic for 30+ Indigenous youth and an Ultimate Frisbee and Education Event for 50+ Indigenous youth, two career events and making numerous community visits. See Appendix 1 for reports submitted by partner organizations about the success of program activities and Appendix 3 for Pathways and Opportunities activities.</p>		
Location(s)	Port Alberni (QLS), WSÁNEC (WSB), UVic, surrounding territories		
Timing	Start Date	June 2019	
	End Date	May 2020	
	Duration	12 months	
Budget and Expenditures		Budget 2019/20	Expenditures 2019/20
	Ministry (ASP)	\$72,000	\$72,000
	Institutional Contribution	\$20,000 (supervision and staff time)	\$20,000 (supervision and staff time)
	Other or In-Kind		
Comments and Lessons Learned	Total	\$92,000	\$92,000
	<p>Capacity constraints significantly impact program delivery in community, so UVic hosted several Pathways and Opportunities events, as well as reaching out to communities. The Education and Transition Event was very successful, with the First Peoples House Ceremonial Hall almost at capacity. Several UVic recruitment staff were necessary to support the event and a substantial amount of coordination. The two sport focused events (summer camp & ultimate frisbee) came out of a newly developed relationship with ISPARC and were very popular with local Indigenous youth, bringing them to the campus to experience the possibilities, with the Indigenous recruitment officer supporting the event. We want to do more of these events in the future. Land- and water-based experiential delivery and language revitalization remain the highest priority for communities.</p>		

Activity/Program Title	Campus Community-Building Initiatives		
Description	The intention is to support 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.		
Related Goals	ASP Goal 1, 3; 2012 Aboriginal Policy Framework Goals 1, 5		
Measuring Success	Success of these programs has been measured by student attendance, participation and engagement at each event offered, along with students' requests for additional activities and more frequent offerings when surveyed. Please see Appendix 2 for a list of events and programs and Indigenous student participation rates, and Appendix 3 for samples of publicity materials.		
Location(s)	UVic, partner communities (Pathways & Opportunities)		
Timing	Start Date	September 2019	
	End Date	May 2020	
	Duration	12 months	
Budget and Expenditures		Budget 2019/20	Expenditures 2019/20
	Ministry (ASP)	\$78,168	\$62,168
	Institutional Contribution	\$80,743 (staff) \$25,000 (continuing funding for Elders) \$25,200 (overhead)	\$80,743 (staff) \$25,000 (continuing funding for Elders) \$25,200 (overhead)
	Other or In-Kind		
	Total	\$209,111	\$193,111
Comments and Lessons Learned	Connecting with Elders remains a high priority for students. Sharing food is an essential component of effective events that build a campus community and ranked the highest in student surveys. Cultural, land- and water-based activities are increasingly popular with students and were highly requested. Due to a deferral request and reallocation approval, the budget was increased by \$11,668. Several community, cultural, land-based and wellness events, as well as sport, student information and transition events, were hosted, which proved to be very successful and well attended. These added events also provided an opportunity to reach out and collaborate with many community partners, including: UVic Co-op and Careers, Camosun College, <u>WSB</u> , several School Districts, VNFC, ISPARC, and local First Nations communities. Extra tutoring, math and writing supports and were also offered, which were deemed essential by students who responded in student surveys. Due to COVID-19, supports had to move to online offerings in March, and the year-end events were cancelled.		

Activity/Program Title	Community-Based Projects		
Description	Eight 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.		
Related Goals	ASP Goals 1, 2; 2012 Aboriginal Policy Framework Goals 2, 4		
Measuring Success	Measures of success have been developed in consultation with partner organizations to ensure that they are meaningful to their contexts. Measures focus on current and prospective students' participation rates and degree of engagement. From the university's perspective, success has been measured through partner communities and organizations' continuing engagement with and participation in the programming and the ASP Community Advisory Committee. Partner communities and organizations have provided feedback to a common set of open-ended questions designed to assess the effectiveness of these initiatives in supporting key ASP and community goals. Please see Appendix 1 .		
Location(s)	UVic, partner communities and organizations		
Timing	Start Date	September 2019	
	End Date	May 2020	
	Duration	10 months	
Budget and Expenditures		Budget 2019/20	Expenditures 2019/20
	Ministry (ASP)	\$64,000	\$64,000
	Institutional Contribution	\$30,000 (admin. and community outreach)	\$30,000
	Other or In-Kind (Identify Source)		
Comments and Lessons Learned	Total	\$94,000	\$94,000
	Connecting with Elders, sharing food, language revitalization, community gardens, homework and after-school clubs and tutoring are all priorities for the communities. Capacity constraints in communities continue to significantly impact program delivery and communities leverage ASP supports to expand their programming and services. Educational success begins with early support, and future access, retention and success at the post-secondary level is based on long-term, tiered planning and programming. Consistency in personnel supports effective communication about program delivery and the relationship between UVic and the local communities is becoming firmly established through the Indigenous Initiatives Coordinator and the Community Engagement Manager. Communities value opportunities to learn about programs and services for Indigenous students through outreach in community and visits to campus. COVID-19 impacted UVic's ability to connect with communities in the Spring and communities had to amend their programming, offering online or drop-off supports to students.		

Activity/Program Title	Indigenous Language Proficiency Development Pilot: Nuu-chah-nulth Cohort Phase 3		
Description	Community partners have requested a process for accrediting language proficiency in ways that both reflect their community standards and are recognized for employment and/or future educational opportunities. This funding will support the delivery of intensive courses in community that will result in community members receiving a Diploma in Indigenous Language Revitalization (DILR) laddering into a Bachelor of Education in Indigenous Language Revitalization.		
Related Goals	ASP Goals 1, 2; 2012 Aboriginal Policy Framework Goal 2		
Measuring Success	Measures of success have been developed in consultation with the Quuquatsa Language Society (QLS) to ensure that they are meaningful to its context. From the university's perspective, success has been measured through partner communities and organizations' continuing engagement with and participation in the programming and the subsequent positive impact on communities. The number of students (20+) who have completed their Diploma in Indigenous Language Revitalization is another significant measure of success. Please see Appendix 2 .		
Location(s)	UVic campus, surrounding territories, BC First Nations		
Timing	Start Date	June 2019	
	End Date	May 2020	
	Duration	12 months	
Budget and Expenditures		Budget 2019/20	Expenditures 2019/20
	Ministry (ASP)	\$56,000	\$56,000
	Institutional Contribution	\$10,000 (supervision and staff time)	\$10,000 (supervision and staff time)
	Other or In-Kind		
	Total	\$66,000	\$66,000
Comments and Lessons Learned	Community leadership in design and delivery ensures the relevance and responsiveness of the programming offered. Communities leverage ASP supports to expand their programming and services, and this project was leveraged with support from the Quuquatsa Language Society. The large size of the cohort was challenging, and smaller cohorts would be preferable moving forward. COVID-19 meant that the cohort had to adapt to online learning and experienced challenges connecting online with Elders/language speakers during the mentorship hours, and that the final celebration had to be cancelled. Despite this, there was still a high level of success and several of the students will be pursuing the BEd in Indigenous Language Revitalization (BEDILR).		

Activity/Program Title	The UVic-Community Living Lab Project: Supporting Indigenous-Led and Place-Based Cultural Restoration and Science Education		
Description	This program is creating the foundation and resources for a long-term, regional place-based and Indigenous-led eco-cultural restoration and experiential field program in the Capital Region. Living Lab will support a community of practice (COP) model to: support Indigenous learners and restoration projects; document Indigenous scientific and cultural knowledge; co-create, document and share transformative community stories as teaching tools for curriculum; and build ethical policies, relationships, partnerships, and practices which bridge the gap between mainstream science paradigms and UVic curriculum.		
Related Goals	ASP Goals 1, 3; Aboriginal Policy Framework Goals 1, 2, 5		
Measuring Success	Success was measured by extensive community engagement, including attendance of 645 participants at several events, workshops and camps held in community and at UVic, the involvement of several UVic faculty and staff and Elders, and numerous partnerships with Indigenous and non-Indigenous agencies, communities and schools. Please see Appendix 2 .		
Location(s)	UVic		
Timing	Start Date	June 2019	
	End Date	May 2020	
	Duration	12 months	
Budget and Expenditures		Budget 2019/20	Expenditures 2019/20
	Ministry (ASP)	\$66,500	\$66,500
	Institutional Contribution	\$20,000 (NSERC) \$675 (Science Venture)	\$20,000 (NSERC) \$5,000 (UVic Grant)
	Other or In-Kind	\$5,000 (UVic Labs) \$5,000 (Horner Fdn) \$20,000 (local business/foundation) \$3,000 (CRD) \$10,000 (Songhees) \$15,000 (WSÁNEĆ)	\$5,000 (Horner Fdn) \$12,500 (Songhees, WSANEC, local NGO, CRD, volunteers for events & space) \$18,600 (UVic lab & office space, faculty time, Science Venture) \$3,000 (CRD staff time)
	Total	\$145,175	\$130,600
Comments and Lessons Learned	The Living Lab was involved with several new initiatives, such as the Living Lab summer camp, Indigenous Climate and Food Security Conference and IdeaFest Living Lab Celebration, which were all successful and new opportunities for growth and information exchange. This was an important year for solidifying existing partnerships and creating new ones. After COVID-19, more emphasis was put on developing online resources, such as the website, instead of strategic planning meetings and outreach to local First Nations communities.		

OVERALL BUDGET AND EXPENDITURES

2019/20 Overall Budget and Expenditures (Revised with Dec. 2018 approved reallocation applied)							
Activity/Program Title	Category	Budget		Expenditure		Variance	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Community-Based Program Supports	Delivery of programs or courses on campus or in Aboriginal Communities	\$72,000	\$20,000	\$72,000	\$20,000	\$0	\$0
Campus Community-Building Initiatives	Student support services and initiatives	\$66,500	\$130,943	\$50,500	\$130,943	\$16,000	\$0
Community-Based Projects	Delivery of programs or courses on campus or in Aboriginal Communities	\$64,000	\$30,000	\$64,000	\$30,000	\$0	\$0
Indigenous Language Proficiency Development and Pilot	Development or enhancement of programs or courses	\$56,000	\$10,000	\$56,000	\$10,000	\$0	\$0
The UVic-Community Living Lab Project	Partnerships and engagement	\$66,500	\$20,675	\$66,500	\$25,000	\$0	-\$4,325
2018/19 DEFERRED FUNDS							
Campus Community-Building Initiatives	Student support services and initiatives	\$11,668	\$0	\$11,668	\$0	\$0	\$0
	Total	\$336,668	\$211,618	\$320,668	\$215,943	\$16,000	-\$4,325

EXPLANATION OF VARIANCE

Explanation of Variance		
Activity/Program Title	Amount of Variance	Reason
Campus Community-Building Initiatives	\$16,000	Several of our year-end events, such as our All Nations Feast and Elders Retreat, were cancelled due to COVID-19

DEFERRAL REQUESTS

IF REQUIRED: Due by or before April 6, 2020

Name of Institution: University of Victoria

Date: Apr. 6, 2020

Contact Name: Dorothea Harris

Contact Email: iaceiic@uvic.ca

Intended Delivery in 2019/20

Activity/Program Title(s): Campus Community-Building Initiatives

	Approved	Expended	Variance
Ministry Contribution	\$66,500	\$50,500	\$16,000

New/Revised for Delivery in 2020/21

Activity/Program Title: Campus Community-Building Initiatives

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: UVic; partner communities (Pathways & Opportunities)

Timing: June 2020 – May 2021

REVENUES	Budgeted
2019/20 Ministry Contribution	\$16,000
2020/21 Ministry Contribution	\$66,500
Institution Contribution	\$134,047
Other Contribution	

Total	\$216,547
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Rationale for Deferral

Why is the deferral necessary? What were the unforeseen challenges or circumstances that prevented completion as planned?

Unfortunately, several of our year-end events, such as our All Nations Feast and our Elders Retreat, had to be postponed due to the COVID-19 outbreak. UVic has not allowed public gatherings since the beginning of March, and we will not be hosting these events before the May 31 deadline, so this deferral is necessary.

How will the institution address these challenges to ensure successful delivery in the deferred year?

We expect that public gatherings and student services will be active again in the coming months, with a hopeful prediction that we will be able to host our Elders Retreat in the latter part of the summer. Regardless, when it is safe to gather once again we will be able to use this funding to bring our Indigenous UVic community together for much needed celebration and community building.

Has the institution's Aboriginal Service Plan Advisory Committee supported this change?

Yes

APPENDIX 1: Community Reports



Aboriginal Service Plan June 1, 2019 to May 31, 2020

Due May 31, 2020 (must be completed in full in order to qualify for funding for 2020-21)

Project Name	Lekwungen Revitalization Project
Project Date(s)	June 1/2019 to May 31/2020
Project Description	Lekwungen is a near extinct language. Project researchers, pre-recordings, interviews elders, provides instruction to adults and pre school.
Did the project proceed as planned?	No
Project Changes If your project changed mid-way, what made prompted the change?	Switch to Zoom Language classes. COVID 19 prevented in class sessions to continue.
Measurements of Success How will you know the funded project(s) were successful? Give examples of how the project was successful. Were there parts of your project that did not achieve your goals? If you were to offer this project next year, what would you change and why?	Participation in adult classes and positive reception at the Pre school. More staff and community are greeting each other using Lekwungen and an effort made to use and learn each other's traditional names. Audio lessons available on-line for community. Still working on curriculum for semi-immersion in the pre-school. Working with SD#61 to include instruction in schools starting with K5 to provide a continuation for students transitioning from pre school. We may need to continue to develop online resources and alternate means of language lessons in the case of not being able to gather in person.
Participation How many participants does your organization aim to serve/reach? How will you track participation in the project?	Attendance in classes provided fluctuates. We aim to have 20 people per class and to have language at the pre school almost daily. Attendance is taken during classes. We would like to develop a way to determine who is accessing audio classes. Pre school – 10 students and booklets provided to parents.

<p>Funding</p> <p>Did your organization have an in-kind or cash contribution to the project? (i.e. what is the estimated cost for your time managing the project?)</p> <p>Were you able to leverage this funding to access other funding sources?</p>	<p>Funding - In kind source - have BCL 1 3 year funding</p>
<p>Final cost of project</p>	<p>\$2000.00</p>



Aboriginal Service Plan June 1, 2019 to May 31, 2020

Due May 31, 2020 (must be completed in full in order to qualify for funding for 2020-21)

Project Name	Lekwungen Revitalization Project
Project Date(s)	June 1/2019 to May 31/2020
Project Description	Lekwungen is a near extinct language. Project researchers, pre-recordings, interviews elders, provides instruction to adults and pre school.
Did the project proceed as planned?	No
Project Changes If your project changed mid-way, what made prompted the change?	Switch to Zoom Language classes. COVID 19 prevented in class sessions to continue.
Measurements of Success How will you know the funded project(s) were successful? Give examples of how the project was successful. Were there parts of your project that did not achieve your goals? If you were to offer this project next year, what would you change and why?	Participation in adult classes and positive reception at the Pre school. More staff and community are greeting each other using Lekwungen and an effort made to use and learn each other's traditional names. Audio lessons available on-line for community. Still working on curriculum for semi-immersion in the pre-school. Working with SD#61 to include instruction in schools starting with K5 to provide a continuation for students transitioning from pre school. We may need to continue to develop online resources and alternate means of language lessons in the case of not being able to gather in person.
Participation How many participants does your organization aim to serve/reach? How will you track participation in the project?	Attendance in classes provided fluctuates. We aim to have 20 people per class and to have language at the pre school almost daily. Attendance is taken during classes. We would like to develop a way to determine who is accessing audio classes. Pre school – 10 students and booklets provided to parents.

<p>Funding</p> <p>Did your organization have an in-kind or cash contribution to the project? (i.e. what is the estimated cost for your time managing the project?)</p> <p>Were you able to leverage this funding to access other funding sources?</p>	<p>Funding - In kind source - have BCL 1 3 year funding</p>
<p>Final cost of project</p>	<p>\$2000.00</p>



Aboriginal Service Plan June 1, 2019 to May 31, 2020

Due May 31, 2020 (must be completed in full in order to qualify for funding for 2020-21)

Project Name	After School Homework Club
Project Date(s)	September 2019 to June 2020
Project Description	<p>Homework Club for the Esquimalt Nation After-School Program provides services to 15-20 children and youth, ranging in age from 5-18 years. The Homework Club runs two days per week with a focus on enhancing education, building positive relationships, providing snacks, and delivering cultural activities for Esquimalt Nation children.</p> <p>ASP funds are utilized to pay contracted Tutors, purchase learning and activity material, healthy snacks, and incentives for students.</p>
Did the project proceed as planned?	The project went as planned until the COVID-19 pandemic surfaced.
<p>Project Changes</p> <p>If your project changed mid-way, what made prompted the change?</p>	<p>COVID-19 caused us to modify how we were able to reach and support the community, as it was no longer safe to provide Homework Club in the historical “in person” format.</p> <p>In an effort to continue to meet the needs of the community in a safe and supportive way the remaining ASP funds have been used for the following:</p> <ol style="list-style-type: none"> 1. Esquimalt Nation brought in a “Student Facilitator” to help meet the individual needs of families as they navigate the changes in education. This individual already had a relationship built with many of the students due to being a teacher on call in the district – she joined Esquimalt Nation as contractor to assist individual families. Part of her wages were funded through the ASP funds. 2. Creating activity packages for families that are being delivered on a weekly or biweekly basis. These packages include games, puzzles, art/craft supplies, learning activities, etc.

<p>Measurements of Success</p> <p>How will you know the funded project(s) were successful?</p> <p>Give examples of how the project was successful.</p> <p>Were there parts of your project that did not achieve your goals?</p> <p>If you were to offer this project next year, what would you change and why?</p>	<p>Homework club had approximately 15 children attending regularly, with an additional 5-8 attending periodically. Children engaged in academic and language learning, as well as activities which integrated social and cultural engagement and outdoor play.</p> <p>Due to Esquimalt Nation not having a Local Education Agreement or Informed Consent documentation with the district, leadership ran into roadblocks with regards to student specific communication. This made it difficult to bridge the gap between school and community to ensure student specific academic needs were being met at Homework Club.</p> <p>Leadership has been working with the district to get these documents in place; come September Esquimalt Nation will be able to further collaborate with teachers regarding student specific information which will help us to provide intentional activities that meet individual students where they are at.</p> <p>We hope to continue this project into the next year, with a focus on meeting the needs of individual student growth.</p>
<p>Participation</p> <p>How many participants does your organization aim to serve/reach?</p> <p>How will you track participation in the project?</p>	<p>15-20 students between the ages of 5-18.</p> <p>Attendance is taken daily and entered into an electronic documentation system.</p>
<p>Funding</p> <p>Did your organization have an in-kind or cash contribution to the project? (i.e. what is the estimated cost for your time managing the project?)</p> <p>Were you able to leverage this funding to access other funding sources?</p>	<p>Esquimalt Nation supported Homework Club by paying the wages for staff to manage and facilitate the program. Approximately \$16,000 annually. Esquimalt Nation also provides the space for the program (ASP funds were used to pay contracted tutors, but not staff wages).</p> <p>Esquimalt Nation was able to access additional funding through Camosun and FNEESC that helped to offset some of the other costs associated with running this program.</p>
<p>Final cost of project</p>	<p>Due to COVID-19 and the disruption in service, we do not have a true representation of the final costs associated with this program.</p> <p>An approximate total, including wages, materials and supplies, food, and incentives is \$30,000.</p>

Tsawout First Nation

Awaiting final community report.

Tsecum First Nation

Awaiting final community report.



Aboriginal Service Plan June 1, 2019 to May 31, 2020

Due May 31, 2020 (must be completed in full in order to qualify for funding for 2020-21)

Project Name	Saanich Adult Education Centre/ WSANEC School Board: Culturally-Relevant, Holistic Student Supports
Project Date(s)	September 3, 2019- May 31, 2020
Project Description	<p>Each week we invited two Elders to join our weekly Talking Circles in the afternoon. Students appreciated the connection and uplifting time they got to spend with the elders who joined us on a rotating basis.</p> <p>We also offered on-the-land learning opportunities through the formation of an ALENENEC program, facilitated by our language and culture coordinator. These opportunities included trips to SNIDØEŁ, Darcey Island and Portland Island where students learned about traditional plants and hunting from knowledgeable community members.</p>
Did the project proceed as planned?	The project proceeded as planned until mid-March when the school was forced to close due the pandemic, at which time we had to suspend the Elder’s circles and on-the-land trips.
Project Changes If your project changed mid-way, what made prompted the change?	The project changed focus in March due to the pandemic. We shifted remaining funds (we had spent roughly 80% of ASP funds up to this point) to supplement counselling services, time and mileage for food delivery for students in need, as well as mileage for our language and culture coordinator to produce ALENENEC solo trip videos and live daily protocol videos on-the-land.

<p>Measurements of Success</p> <p>How will you know the funded project(s) were successful?</p> <p>Give examples of how the project was successful.</p> <p>Were there parts of your project that did not achieve your goals?</p> <p>If you were to offer this project next year, what would you change and why?</p>	<p>The success of our projects is evident in the anecdotal feedback and experiences of students and elders.</p> <p>Our students regularly attended weekly circles and though some did not open up much at the start of the year, after a few sessions, they began to share stories of happiness, struggles and even laughter. Seeing student faces light up when they saw the elders and seeing how uplifted they seemed after circles, shows how important this project was in supporting them holistically.</p> <p>The Elders advisory expressed how much they enjoyed seeing the growth in our students.</p> <p>Students also expressed a love for our ALENENEC trips. They were engaged and full of questions for our hosts and often shared stories from their families and experiences.</p> <p>We feel the projects were successful and if we are able to offer them again next year we would not change any facets.</p>
<p>Participation</p> <p>How many participants does your organization aim to serve/reach?</p> <p>How will you track participation in the project?</p>	<p>Throughout the year, close to 40 different students participated in elders trips circles. Further, over 20 attended various ALENENEC trips.</p>
<p>Funding</p> <p>Did your organization have an in-kind or cash contribution to the project? (i.e. what is the estimated cost for your time managing the project?)</p> <p>Were you able to leverage this funding to access other funding sources?</p>	<p>\$1,000 in-kind contribution in the form of administrative and program coordination costs.</p>
<p>Final cost of project</p>	<p>\$10,500 ASP funds utilized \$1,000 in-kind contribution</p> <p>Total cost of project - \$11,500</p>

Appendix 1: Project Activity Report



Aboriginal Service Plan June 1, 2019 to May 31, 2020

Due May 31, 2020 (must be completed in full in order to qualify for funding for 2020-21)

Project Name	T'SOU-KE FIRST NATION
Project Date(s)	June 1 st 2019 to May 31 st 2020
Project Description	To develop sustainable foods sources and opportunities to do hands on learning
Did the project proceed as planned?	Yes
Project Changes If your project changed mid-way, what made prompted the change?	None
Measurements of Success How will you know the funded project(s) were successful? Give examples of how the project was successful. Were there parts of your project that did not achieve your goals? If you were to offer this project next year, what would you change and why?	<p>The teachings of hands on learning increased our membership knowledge on how to sustain themselves with fresh foods. Seeing the "backyard" gardens that have developed within our community shows us our teachings were successful.</p> <p>Students encouraged their families to grow their own foods by the teachings and now they have a better understanding on foods and medicinal teas.</p> <p>No</p> <p>There wouldn't be much changing, broadening our "outdoor" classroom teachings to include more Youth would be beneficial as we can include many medicinal teas.</p>

Quuquatsa Language Society

ASP Report to UVic

Project Dates: June 01, 2019-May 31, 2020

Project Description: Nuuchahnulth Diploma of Indigenous Language Revitalization Cohort - Language Coordinator and Land-based Program funding

Did the project proceed as planned?

Yes it did. Completely.

Project Changes: In your project changed mid-way, what made prompted changes?

Due the Pandemic we changes the delivery of the courses and interactions with the instructors on March 11, 2020. We changed the way we interacted with our elders and culture support people too. Everything was done remotely and via, internet and telephone. We carried on though.

Measures of Success: How will you know the funded projects were successful? Give examples of how the project was successful? Were there parts of your project that did not achieve your goals?

Our project was completely successful! We have 23 people poised to graduate with their Diploma of Indigenous Language Revitalization. Within this program each participant logged between 100 to 250 hours of language learning each for a group total of approximately 4,200 + hours of language learning! Of these 23, between 4-7 will be advancing to the Bachelor of Education in Indigenous Language Revitalization. This will help lead toward creating new language teachers. Every single person who has taken the program is serving in their families, communities, organizations, tribes, or schools to advance Nuuchahnulth Language. Each of the people are working within their chosen field of learning.

If you were to offer this project next year, what would you change and why?

If we were to offer this program again next year, I would have a larger venue, with cooking facilities, and one the ground floor level with air conditioning.

Participation: How many participants does your organization aim to serve/reach?

The Quuquatsa Language Society serves its members and anyone interested in language revitalization. There are at least 11 Nuuchahnulth Nations with direct participants within this program.

How will you track participation in the project?

We tracked participation in the project through attendance tracking.

Funding: Did your organization have an in-kind or cash contribution to the project? What is the estimated cost for your time managing the project?

Our organization has both in-kind contributions and investment from First Peoples Culture Council. The estimated in-kind cost of time to manage the project was approximately \$15,000.

Were you able to leverage this funding to access other funding sources?

Yes we were able to secure funds in addition to support our overall objective of creating new speakers and new teachers.

Final cost of project. \$175,000. ASP contribution: \$27,500.



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Aboriginal Service Plan June 1, 2019 to May 31, 2020

Due May 31, 2020 (must be completed in full in order to qualify for funding for 2020-21)

Project Name	Tla'amin Language Coordinator
Project Date(s)	June 2019 to March 31 st 2020
Project Description	The Tla'amin Nation received funding to hire a part-time Language coordinator to study the language needs of the Tla'amin Nation, and try to promote a linguistics course with the University of Victoria
Did the project proceed as planned?	Yes, the project was a success
Project Changes If your project changed mid-way, what made prompted the change?	The only change made to the project was a change in language coordinators, as our first coordinator moved on to a full time position elsewhere.
Measurements of Success How will you know the funded project(s) were successful? Give examples of how the project was successful. Were there parts of your project that did not achieve your goals? If you were to offer this project next year, what would you change and why?	The project, in my opinion, was a great success until Covid-19 shut everything down. Our language program had a clear goal, and our community responded to our language survey with 67 complete language surveys returned to us. The Tla'amin Nation is continuing on with this position using Tla'amin funding and have moved the position to full time.

<p>Participation</p> <p>How many participants does your organization aim to serve/reach?</p> <p>How will you track participation in the project?</p>	<p>The Tla'amin Nation has a membership of around 1,165 people. We aim to serve our nation members in a meaningful way, and promote language and culture to as many of our peoples as possible.</p>
<p>Funding</p> <p>Did your organization have an in-kind or cash contribution to the project? (i.e. what is the estimated cost for your time managing the project?)</p> <p>Were you able to leverage this funding to access other funding sources?</p>	<p>The Nation did contribute to this project, the estimated money contribution matches our ASP funds at \$17,000.00.</p>
<p>Final cost of project</p>	<p>\$34,000.00</p>

Appendix 1: Project Activity Report



Aboriginal Service Plan June 1, 2019 to May 31, 2020

Due May 31, 2020 (must be completed in full in order to qualify for funding for 2020-21)

Project Name	En'owkin Centre
Project Date(s)	June 01 to May 31, 2020
Project Description	En'owkin Community Language Coordinator establish a relationship with language learners that may be interested in Certificate in Indigenous Language Revitalization Program (CILR) is being asked for. En'owkin is in process of revitalizing the CILR relationship and program for delivery and beyond.
Did the project proceed as planned?	The Community Language Coordinator carried out duties as planned met with language learners regarding video –taping sessions in the language. Community sessions were carried throughout the year.
Project Changes If your project changed mid-way, what made prompted the change?	En'owkin and CILR were planning to have a strategic planning implementation session regarding the revitalizing delivery in partnership with En'owkin Centre on site. Dr. Maxine Baptiste in March 12, 2020. In light of the COVID 19 Pandemic that strategic meeting with CILR staff from UVIC
Measurements of Success How will you know the funded project(s) were successful? Give examples of how the project was successful. Were there parts of your project that did not achieve your goals? If you were to offer this project next year, what would you change and why?	The community language coordinator worked with CILR instructor Maxine Baptiste to facilitate video recording sessions to build community based curriculum, and connect with the seven bands of the Okanagan and fluent speakers. Milestones: Strategic update and meeting with faculty and partners University of Victoria in December 2019 to share the different approaches to CILR is taking with the unique make-up of language groups. 30 th Anniversary Planning Aug 15 th 3:30 pm teleconference discussions of how we could strategize for the year ahead with a face to face in March 2020

<p>Participation</p> <p>How many participants does your organization aim to serve/reach?</p> <p>How will you track participation in the project?</p>	<p>We serve the seven bands of the Syilx Nation. Each year we reach about 50 members per band on average. We reach them through our language programs at the entry level and through our cultural programming to build language resources for community delivery materials.</p>										
<p>Funding</p> <p>Did your organization have an in-kind or cash contribution to the project? (i.e. what is the estimated cost for your time managing the project?)</p> <p>Were you able to leverage this funding to access other funding sources?</p>	<p>Please see budget as listed below</p>										
<p>Final cost of project</p>	<table data-bbox="634 858 1052 1060"> <tr> <td>ASP Coordinator</td> <td>\$18,750.00</td> </tr> <tr> <td>ACAHL Manager</td> <td>\$ 3,960.00</td> </tr> <tr> <td>Language Coordinator</td> <td>\$ 1,590.00</td> </tr> <tr> <td>Administration/Finance</td> <td>\$ 3,645.00</td> </tr> <tr> <td colspan="2">In-kind Cash Contribution: \$10,945.00</td> </tr> </table>	ASP Coordinator	\$18,750.00	ACAHL Manager	\$ 3,960.00	Language Coordinator	\$ 1,590.00	Administration/Finance	\$ 3,645.00	In-kind Cash Contribution: \$10,945.00	
ASP Coordinator	\$18,750.00										
ACAHL Manager	\$ 3,960.00										
Language Coordinator	\$ 1,590.00										
Administration/Finance	\$ 3,645.00										
In-kind Cash Contribution: \$10,945.00											



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Aboriginal Service Plan June 1, 2019 to May 31, 2020

Due May 31, 2020 (must be completed in full in order to qualify for funding for 2020-21)

Project Name	Knowledge Keepers
Project Date(s) Nov 2019-May 2020	
Project Description	The project is to share with others cultural ways of being, accomplishments and stories from Metis Knowledge Keepers and some of the traditions of the Metis people.
Did the project proceed as planned?	Most of the planning went as hoped for but Covid 19 did influence some of the presentations that were going to be held.
Project Changes If your project changed mid-way, what made prompted the change?	Covid 19 caused some of the presentations to be cancelled or put on hold and some of the educational opportunities to be cancelled or put on hold as well. As we understand the impact of physical distancing and the community's ability to gather, we are hoping to use technology to share. We took advantage of one of the presenters skill set (jigging instruction) and have had them present and teach on an ongoing basis.
Measurements of Success How will you know the funded project(s) were successful? Give examples of how the project was successful. Were there parts of your project that did not achieve your goals? If you were to offer this project next year, what would you change and why?	We know that the Knowledge Keeper event was successful because we had a good turn out of people attending the weekend and the participants and presenters equally identified how much they enjoyed learning from each other. Norman Fleury, a Michif language expert whom we thought might only stay for those portions of the event that related to his work stayed for the entire time. He felt very welcome and interacted with all people as if he had known them a long time. Other people attended for the first time even though they had been part of the community for a number of years and wondered about what they had missed in the past. There were a couple of presenters we hoped to have but there were other Metis events taking place in other parts of Canada that those people were involved in. If we are doing the same style of event next year, we would try and get commitments from our potential presenters earlier in the year.

<p>Participation</p> <p>How many participants does your organization aim to serve/reach?</p> <p>How will you track participation in the project?</p>	<p>There were on an average 50 people attending at any time throughout the day and there were about 75 different people who attended the event itself.</p> <p>As there are different presenters throughout the day, each time the presenters change the number of people in the room are counted.</p>
<p>Funding</p> <p>Did your organization have an in-kind or cash contribution to the project? (i.e. what is the estimated cost for your time managing the project?)</p> <p>Were you able to leverage this funding to access other funding sources?</p>	<p>Because there was a Language event also taking place, we did not have to pay the airfare and accommodation for one of the presenters. Any planning and preparation time for the event is done by volunteer community members as in-kind support.</p> <p>Because of Covid 19 some cultural crafting and learning activities have had to change to "Zoom" instruction. As a result a number of kits with the appropriate supplies have had to be made up for participants. Community members are giving their time to make up the kits and any left-over resources from this funding is going into the purchase of supplies for the kits.</p>
<p>Final cost of project</p>	<p>\$8000</p>



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Due May 31, 2020 (must be completed in full in order to qualify for funding for 2020-21)

Project Name	Strengthening Our Roots through Connection with the Land
Project Date(s)	October 14/2020 to November 30/ 2020
Project Description	Supported and partnered with CSETS Bladerunners to offer a 3-day culture camp on the land as part of a life skills and job readiness program for 12 local indigenous youth who were unemployed/underemployed. Total program length was 5 weeks.
Did the project proceed as planned?	No-we re-evaluated our priorities as a team and decided to focus our funding on our youth, helping them grow their leadership capacity and reconnect with the Land and their Culture
Project Changes If your project changed mid-way, what made prompted the change?	We had planned to use this funding to enhance our supports to our post secondary sponsored students, primarily through gift cards and cash incentives. However, it became clear that this funding could be better utilized in support of our local youth. We were approached by CSETS Bladerunners to partner and with the spirit of connection and continuing to build positive relations with our local nations, we were happy to support and help enhance the program
Measurements of Success How will you know the funded project(s) were successful? Give examples of how the project was successful. Were there parts of your project that did not achieve your goals? If you were to offer this project next year, what would you change and why?	Since Bladerunners is an employment readiness program, we would access employment opportunities and successes for our youth upon completion of the program and at 1 month (and beyond) follow up. Not all success can be measured in numbers...it is more of a felt sense of growth... Upon completion of the 3-day culture camp, youth that had previously not spoken much, opened-up, stood taller and walked more confidently. Many of the youth wore cedar head bands to the completion ceremony, that they weaved themselves while on the land. They also had the incredible opportunity to each make their own hand drum. At the time of the completion ceremony, 75% of our youth had secured meaningful employment and all had gained desired certification to boost employability. Several of the

	<p>youth gained employment with Seaspam, which was particularly exciting as employees start at around \$20/hr for entry level jobs. Two of the 12 youth made plans and took steps to move onto post secondary in the health care field.</p> <p>All goals were achieved with the offer of time on the land through culture camp. Would not change anything next year if have opportunity to offer again.</p>
<p>Participation</p> <p>How many participants does your organization aim to serve/reach?</p> <p>How will you track participation in the project?</p>	<p>12 Youth (under 30)</p> <p>We tracked participation through in person and over the phone check ins with the youth. Also have close relationship with Bladerunners coordinator and he provided regular updates on all participants</p>
<p>Funding</p> <p>Did your organization have an in-kind or cash contribution to the project? (i.e. what is the estimated cost for your time managing the project?)</p> <p>Were you able to leverage this funding to access other funding sources?</p>	<p>We provided space in the program for participants to meet and learn vital life skills and employment readiness. The cost to rent the space would have been approx. \$7200 for 5 weeks, but this was provided in-kind. The Bladerunner’s coordinator was primarily responsible for managing the program and since it was a partnership, our role re: time spent managing this project was minimal.</p> <p>Yes, we partnered with CSETS Bladerunners (Coast Salish Employment and Training Society). They needed training space and funds to enhance their program with the vital component of a 3-day culture camp on the land. We needed participants and a positive way to impact our local youth, so this was a win-win and mutually beneficial partnership.</p>
<p>Final cost of project</p>	<p>8,000 Culture Camp including honorariums for elders/wisdom keepers, supplies, material for cedar weaving and drum making etc. (plus, in kind contributions throughout entire program)</p>

APPENDIX 2: UVic Reports

Indigenous Language Proficiency Development Pilot

Appendix 1: Project Activity Report



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Aboriginal Service Plan June 1, 2019 to May 31, 2020

Due May 31, 2020 (must be completed in full in order to qualify for funding for 2020-21)

Project Name	Indigenous Language Proficiency Development Pilot (Nuu-chah-nulth cohort, phase three)
Project Date(s)	August 2019 to May 2020
Project Description	Community-based Diploma in Indigenous Language Revitalization completion & connecting to teacher education. (Project began in 2017 as Certificate in Indigenous Language Proficiency Development and Pilot). In this phase of this project, 20 students completed coursework for Diploma in Indigenous Language Revitalization & 8 of those 19 are now obtaining final pre-reqs required for their application to the Bachelor of Education in Indigenous Language Revitalization (BEDILR). We expect at least 6 of those Nuu-chah-nulth students to be accepted and enrolled in the BEDILR Sept 2020.
Did the project proceed as planned?	Yes.
Project Changes If your project changed mid-way, what made prompted the change?	COVID 19 abruptly changed the mode of delivery for the January-April term courses. We had to complete courses in a distance/online context which was challenging for many. The Mentorship courses were especially impacted, as students struggling to get enough time with mentors/speakers during social distancing regulations, and concerns of keeping elders safe. Courses were completed, but they were extended a few weeks to do so.
Measurements of Success How will you know the funded project(s) were successful?	The success of this project continues to be measured by the number of enrollments and completions & the proficiency development of the students. Successes of this project so far include: <ol style="list-style-type: none">1. Successful support and delivery of 3 years of community-based Nuu-chah-nulth language programming that has been community lead, and community driven, which has included numerous mentors/elders, local instructors, and students across 11 different NCN nations in partnership with the Quuquaatsa Language Society, resulting in two levels

<p>Give examples of how the project was successful.</p> <p>Were there parts of your project that did not achieve your goals?</p> <p>If you were to offer this project next year, what would you change and why?</p>	<p>of UVIC credentials and an opportunity for laddering into a third.</p> <ol style="list-style-type: none"> 2. The creation of the Certificate in Language Proficiency: 2017 3. 22 graduates of the Certificate in Language Proficiency from within this NCN cohort: 2018 4. 20 of these student will graduate in June 2020 with their Diploma in Indigenous Language Revitalization. 5. The response and partnership of communities who are now seeking another delivery for a new cohort (funding and timing dependant.) <p>And over the long term, success will continue to be measured by the impact the students will have on their communities and languages once they have gained language skills, and confidence in post-secondary & in some cases completed their teaching certification (BEDILR).</p> <p>One part of the project was a final celebration within the NCN community, and this was not achieved due to COVID.</p> <p>We would have a more structured program admission process that began earlier, and we would have smaller classes. A cohort of this size was challenging for everyone, especially instructors.</p> <p>We would also do a more thorough orientation to the program, so students were very clear from the beginning what was entailed (include practicum.). We would have yearly celebrations in the community, rather than waiting until the end (funding permitting).</p> <p>An enormous part of the success of this program/project was due to the involvement and partnership of the Quuquaatsa Language Society. They managed the mentorship and the on-the ground student support, and it made the difference, and created the success of the program.</p>
<p>Participation</p> <p>How many participants does your organization aim to serve/reach?</p>	<p>In this project 20 students completed all their required courses, one student passed away during the last term of courses, and another will continue to work on completing their courses this summer. This participation & completion rate is really high for a community-based program specific to one language (even given there are 4 dialects represented).</p> <p>We usually aim to serve cohorts of 18, so this is a large number for a community-based program. Often our graduate numbers for a single program are 4-15 for a specific language group.</p>

<p>How will you track participation in the project?</p>	<p>We track participation through student registration and completion.</p>
<p>Funding</p> <p>Did your organization have an in-kind or cash contribution to the project? (i.e. what is the estimated cost for your time managing the project?)</p> <p>Were you able to leverage this funding to access other funding sources?</p>	<p>Yes, our project received in kind funding from all three partners in the delivery process. North Island College continues to provide space for the course delivery, cost of security so courses can continue on weekends, as well as partial instruction costs for the English courses. UVIC provides partial tuition recovery, and contributes staff and faculty administration time. Quuquatsa Language Society provides in kind community partnership administration through their time and volunteerism.</p> <p>Estimated NIC in-kind: \$15,000 for space, janitorial, security, instruction.</p> <p>Estimated UVIC in-kind for administration \$35,000</p> <p>Estimated UVIC cash through tuition recovery \$20,000</p> <p>Estimated QLS in-kind for community administration \$20,000</p>
<p>Final cost of project</p>	<p>Total final cost of project \$146,000. ASP contributions: \$56,000</p>

UVic Community Living Lab Project

Aboriginal Service Plan June 1, 2019 to May 31, 2020

Project Name	The UVic Community Living Lab Project.
Project Date(s)	June 1, 2019 to May 31, 2020
Project Description	<p>Living Lab is a community-UVic-schools project connecting ecocultural restoration, science education and indigenous knowledge.</p> <p>The UVic- Community Living Lab Aboriginal Service Plan (ASP) Program is creating the foundation and mobilizing resources, partnerships and systems change to support long-term, place-based and indigenous-led eco-cultural restoration, learning and experiential field programs on Coast Salish traditional territories in the Capital Region.</p> <p>Informed by regular gatherings and community-based outreach and engagement, the Living Lab Community of Practice (COP) included the WSÁNEĆ School Board and the PEPAKEN HAUT'W ecosystem restoration program, Songhees Education, Planning and Language Services, Oak Bay, Esquimalt High School and Shoreline Middle School, SD#61 environmental and Indigenous Education programs, UVic Faculty from Biology, Education, Indigenous Education, History, Env. Studies, Writing, Geography, the UVic Offices of Indigenous Academic and Community Engagement (IACE), and of Community Engaged Learning (CEL) and the NGOs' Science Venture and World Fisheries Trust. The Victoria Native Friendship Centre participated in the Living Lab Summer 2019 Eco-Cultural camp. ASP funds were designed to support a COP to support Indigenous learners, restoration projects, and to demonstrate Indigenous scientific and cultural knowledges. These partnerships and practices are intended to bridge the gap between mainstream science paradigms and Indigenous culture and knowledge, to transform the education systems and ultimately to support community priorities to restore ecosystems and the reefnet fishery.</p> <p>ASP funding specifically funded program coordination, network meetings, partnership development, learning resource products and communications (website, promotions), the Living Lab summer camp (July 2019), public events (e.g. Indigenous Climate and Food Security Conference and IdeaFest Living Lab Celebration), Indigenous Elders Songhees-WSANEC educators and Elders' time, Indigenous youth participation, participation by LLab staff – intern and regional teachers in the 2020 First Nations Education Steering Ctte (FNESC) Science Education workshop, participation in the TETACES (WSANEC-Pender Island) Climate Action Project, program support for the UVic Legacy Gallery's 2020 Reefnet Fishery Exhibit and Schools-Community program, restoration project development and overall event and program delivery supplies. Recovering the regional reefnet fishery is a special focus and frame for the Living Lab (and ASP WSANEC-UVic academic lead Dr. Nick Claxton) and inspires overall vision for action.</p> <p>There are four overall main goals for Living Lab:</p>

	<p>#1 Restoration and Resurgence: Promote and Develop Eco-cultural Restoration Projects and Indigenous Resurgence Support community-driven ecosystem monitoring and protection, traditional land use and access and the resurgence of Indigenous knowledges and rights.</p> <p>#2 Children and Youth: Engage, Support and Empower Future Generations Create skills and capacity building activities with schools and communities which support focused Indigenous children and youth and engage Elders.</p> <p>#3 Education: Create Place-based Education and Learning Resources Organize ecosystem and science-based field trips and create resources that include Indigenous knowledge and community priorities.</p> <p>#4 Community of Practice*: Develop Mutually Beneficial Relationships and a Network of Collaboration Create a sustainable community-campus partnership between local First Nations, community groups and NGO's, government, schools and school districts, and the University of Victoria (*Community of Practice is a group of people who share a concern or a passion for something they do, and learn how to do it better by working together in a partnership)</p> <p>The Living Lab Project via ASP funding also focused on three priorities which reflect and support the UVic Indigenous Academic Plan:</p> <p>#1. Supporting and documenting valuable-disappearing indigenous scientific / Elders' knowledges; #2. UVic being a national –global innovator in indigenous led and based eco-cultural restoration, science and land-marine based curriculum; #3. Creating a shared institutional-community resource platform and long-term wholistic vision for teaching, learning and community –based restoration and education projects.</p>
<p>Did the project proceed as planned?</p>	<p>The project proceeded mostly as planned until March 2020 (e.g. Living Lab 2019 summer camp, Fall 2020 schools, lands and community programming-restoration projects, partnership-program planning, UVic public events). Schools Spring break (March 2020) land-based activities, schools classroom workshops, a teacher's Professional Development Day in late April, the launch of the Reefnet Exhibit and program with UVic's Legacy Gallery in May, the TI'Ches Environmental Studies field school and Living Lab support program beginning in April 2020, the WSANEC-Lau'Wel'New Tribal School reefnet and willow restoration workshop and programs (March-June) and planning for a Summer 2020 Living Lab Science Camp were all cancelled or postponed due to the COVID-19 outbreak. Also the Living Lab planning- development goal to reach out and connect with regional Indigenous Nations as part of the 2020-2030 visioning project could not happen due to the COVID-19.</p> <p>Instead, more focus in the Spring 2020 was spent on the website, a new on-line Living Lab took kit, building an SD#61 and Lekwungen-supported place-based</p>

	<p>learning educational program, creating a sustainable field school and restoration sites with the WSANEC and continued support for the TETACES Climate Action Project. Some summer and Fall 2020 schools and community outdoor and educational programming is being considered or is in progress, with appropriate physical distancing in place.</p>
<p>Project Changes</p> <p>If your project changed mid-way, what made prompted the change?</p>	<p>Besides COVID-19, it became clearer over the 2019-2020 period that more attention and time was needed to listen to and focus on community-led priorities and relationships and to re-think how we could make longer-term systemic change in the education systems. During the year, Songhees Education Services went through major internal shifts in leadership and after several one-on-one and group meetings with key staff and Elders, there is now renewed vision and focus. The UVic-OIACE was very helpful in advising this process; it became clearer to Living Lab that the IACE is integral to navigating and designing our UVic work and presence in the communities alongside the Community Engaged Learning office at UVic. Darcy Mathews, an ethnobotany and archaeology teacher in UVic Environmental Studies, works very closely with the Songhees on their TI'Ches Islands and we teamed up with him to create a successfully funded CEL grant – a community-based archaeology and TI'Ches focused program for 2020-2021. Songhees Elder Frank George, whose great grandfather Cheet-Lum was the leader of the longhouse in Cadboro Bay at the time of the Douglas Treaty (1850), became a new core member of the Living Lab team thanks to ASP support. Kristely Kelly, the new Director of Education Services at Songhees Nation, has also joined the Living Lab team with her widespread experience as a teacher with both Lekwungen and WSANEC peoples. Living Lab is very grateful to her predecessor Fran L'Hirondelle who has been a backbone of support and guidance for Living Lab since the beginning along with Charlotte Charlie and the Songhees Academic Youth Leadership.</p> <p>With the team at the WSANEC School Board and PEPAKEN HAUT'W together we focused more on the TETACES Climate Action Project and, since March 2020, on the creation and possible funding of more sustainable field program-sites, support for WSANEC led learning resource and environmental monitoring with intellectual property rights and capacity building woven throughout.</p> <p>On an institutional level we continued partnership / formal liaison with UVic's IACE and CEL offices and Science Venture while bringing together the UVic interdisciplinary academic team- units which all support Living Lab. We received continued support from the NSERC (the National Science and Engineering Council's) Promo Science funding for Living Lab (with the leadership of Dr. John Taylor - UVic Biology) and midway through the year this funding included the development of a LLab community-based pilot environmental monitoring pilot program focused on water. As part of this, the Capital Region District 's Indigenous Relations Office and Environmental services along with local Oak Bay high school teacher Derek Shrubsole have supported the co-creation of a Water Monitoring Protocol-Procedures guide designed to align with school curriculum and community priorities. Also connected to this new capacity, the Coles Bay Restoration Project, convened by the CRD and Pauquachin Nation, has emerged as a multi-sector pilot initiative to restore the clam beds and health of the bay. Living Lab with Songhees partners, is also continuing to support the ongoing</p>

Bowker Creek restoration project on Lekwungen territory whose headwaters runs from UVic through to Willows beach and already involves Oak Bay high school, the CRD and community groups. Our Living Lab Tool Kit is being designed to support these science and environmental monitoring projects and adding in Indigenous knowledge and educational – curriculum links and out door learning – restoration opportunities in our region.

Finally, a significant change happened in 2020 with a new place-based learning partnership pilot project involving the schools in the Esquimalt-Lekwungen territory and connecting the existing Big Canoe program (based in Shoreline school) with SD#61 environment and Indigenous education (INED) staff-leadership. Dr. Kathy Sanford (Education) helped convene this initiative and now SD #61 INED is becoming centrally engaged in this work. The community- vision and action of the Indigenous youth champion and Esquimalt High staff Charlotte Charlie and the Songhees Academic Youth Leadership (SAYL) team, which Charlotte coordinates, are building blocks and examples of the kind of work which this UVic-SD#61 partnership can support on a systemic basis and start to weave into core curriculum and credits.

To use a reef net metaphor, together we are weaving a net to capture and harness community energy to benefit future generations and the ecosystems which we all depend on.

Measurements of Success

How will you know the funded project(s) were successful?

Give examples of how the project was successful.

Were there parts of your project that did not achieve your goals?

If you were to

Upon reflection, success for Year Two 2019-2020 of the Living Lab ASP Project stemmed from being able to: deepen our relationships and roots in the communities; listen more to the priorities and visions of the Songhees and WSANEC partners and get to know people personally; focus in on the development of specific place-based learning and restoration sites beyond SNIDCEL and the Tribal School in WSANEC to include Coles Bay, the Gulf Islands, the Gorge, Bowker Creek and TI’Ches; and also through the creation of a systems-level longer-term lens for LLab planning. Listening, pausing and being more careful were key especially in recognizing existing community gifts, people and initiatives. It is key to recognize and remember that ‘the University’ and outsiders, settlers and even other non-local Indigenous nations, can rightfully be seen and judged as consciously or unconsciously taking over, appropriating and/ or taking credit for local Indigenous community members’ work and knowledge if proper and transparent protocols and processes are not in place. 2020-2021 will focus more on this key foundation of our ‘community of practice’ – building stronger relationships and a common vision with a special focus on the process of engagement and ethical (including legal) foundations for partnership and intellectual property.

In a nutshell, Living Lab tries to balance **Projects** (micro-level and everyday front line education and restoration work in communities and schools), with **Programs** (meso/ intermediary level curriculum, courses, workshops, new monitoring systems) and **Policy** – macro level discussions and initiatives focused on Indigenous resurgence, community- driven research and institutional partnerships with a community-first ethical and legal infrastructure.

Other specific indicators of success for Living Lab include attendance at

offer this project next year, what would you change and why?

community and schools events, participation of children and youth in hands-on activities, gaining the commitment of community and campus partners, creating new learning resources and communications tools (including websites etc.); and increasing in-kind and financial investment in the project.

Other examples of success from this year include:

Planning Funding: The ongoing development of a Living Lab Songhees- WSANEC- UVIC core staff and faculty team with CRD, schools and NGO partners. The development of team and project plans, a new website and longer range proposal development. We had our annual planning gathering at the Songhees Nation in September 2019, which included over 35 team and partner members prioritizing key values and projects moving forward. A major unsuccessful LOI grant proposal (but helpful development process) was written for 2019-2022 (275k) for the Vancouver Foundation systems change fund and a smaller development grant (20k) is now pending. (Note: Dr. Nick Claxton has received a 3-year SSHRC grant for his ongoing research in this area of work and his colleagues in Child and Youth Care also continue to successfully develop place and land-based learning projects and research. Training and engaging UVic and grad students will continue to build at CYC and beyond.)

We had successful grants from NSERC PromoScience for Living Lab 2019 and additional NSERC funds for 2020 focused on water. Both leveraged ASP funding. We co-wrote and received a UVic Community Engaged Learning Grant with Dr. Darcy Mathews from UVic for a new TI'Ches / Songhees community-based archaeology program.

Regional Youth: The first Regional Living Lab Ecocultural Science camp held in July 2020 involved 17 Indigenous youth from diverse backgrounds co-hosted by the Songhees and WSANEC nation partners.

Restoration (See Appendix One): For the second year Living Lab supported the ʔIKEL Restoration Project on ŁÁU, WELNEW Tribal School (LTS) grounds, field trip with ŁTS classes to Horticulture Centre of the Pacific, and development of the wetland propagation area at PEPÁKĒN HÁUTW greenhouse. Living Lab also support the SNIDŹEŁ Resiliency Project; ongoing restoration but with the new development of community stewardship by WŚÁNEĆ members and *volunteer days. *Many UVic students participate as volunteers.

Environmental Monitoring- Science/Water Lab: As stated above, Dr. John Taylor (Biology) was able to begin the development of a a new pilot water testing program and secure lab space as part of environmental water monitoring with the CRD and other school and community partners in place. Other UVic departments are keen to align with this.

Public Education: Living Lab and Nick Claxton hosted a UVic Gathering at First People's House in March 2020 for IdeaFest co-led with the Pacheedaht Nation and Sarah Cardinal, a UVic CYC professor and Nick's colleague.

Learning Resources: The development of the SENCOTEN and Lekwungen plant and marine field guide project, the first time a joint language resource has been created, coordinated by Darlene Joseph, Songhees Nation. The pending Living Lab Tool Kit for schools and community educators is being coordinated by Chelsea Bonhert, UVic Ph.D student in the Faculty of Education.

Promotion: See Appendix Two: See April 2020 article about Living Lab from HSD-UVic and the revised website www.livinglabproject.ca

Goals Not Achieved: As previously stated we had to curtail Spring and Summer 2020 plans due to COVID. Not creating- completing the 2020-2030 vision for Living Lab and engaging other regional First Nations is one major outcome of that.

Next Year?: In this coming year we will be focused on:

- Consolidating the land-based programming led by Songhees and WSANEC Nations, SD#61 (INED) and the WSANEC School Board as key partners but collaborating with regional schools and other child and youth-school programs and NGOs.
- Developing the social, built and legal infrastructure for community-led learning and access to traditional territories/ reserve lands and protection of their knowledge and intellectual property rights
- Connecting and aligning Living Lab’s work to support the Indigenous Academic Plan and the work of the OIACE.
- Supporting the community-based research activities – esp those related to place-based learning, focused on Child and Youth Care at UVic but including the LLab Community of Practice on and off campus.
- Working with science colleagues to grow the water and environmental monitoring work and tie this to STEM credits by school-age youth and the transformation of science education and new research opps at UVic.

Specifically, the LLab ASP (funded) 2020-2021 program will also address two major systemic issues through education and advocacy:

#1 Increasing access to and co-design of eco-cultural restoration programs on traditional Songhees (Lekwungen) and WSANEC and territories and ;

#2 Transforming educational policy barriers UVic and in BC Schools to increase #'s of indigenous students and local indigenous content in field and lab programs and elders knowledge in university science and related eco-cultural restoration and sustainability courses.

Participation

Living Lab aims to directly serve and offer workshop and events to 2-300 school kids, mainly in SD#61 Esquimalt region (Shoreline and Esquimalt High focus), and Oak Bay high school and approximately 125 of the Tribal school students during

<p>How many participants does your organization aim to serve/reach?</p> <p>How will you track participation in the project?</p>	<p>the school year. Through public events at First peoples House and off campus (e.g. Professional Dev days for teacher) we want to annually reach about 250 people. The LLab 'Community of Practice' which includes core staff, Steering Ctte, and Partner Advisory includes 18 people who are committed to working together and bringing in their own teams and assets. Finally, our website is becoming an increasingly important vehicle for sharing info and connecting the public and partners. We hope the annual traffic (e.g. 2020-2021 will reach 2500-3000 people. This coming year via the TETACES Project we are connecting up other community-campus place-based learning groups.</p> <p>This past year the approx. #'s of participants were:</p> <ul style="list-style-type: none"> ▪ 60 community members and 125 school children from the Tribal School involved in the annual CENQALES celebration. LLab supported the overall event and clam-bake/education booth. ▪ 3 elementary school kids x 3 times (75) participated in the TIKEL restoration programs in Fall – Winter 2019-2020. ▪ 17 youth and core UVic and community partners (10 volunteers-presenters) involved in Living Lab Regional Eco-Cultural Science camp. ▪ 95 - at the Living Lab and Pacheedaht Ideafest event ▪ 120 at LLab Rising Tides- the Climate Change and Food Security Conference workshop at First in Jan 2020. ▪ 4 classes of 25 Shoreline school kids each participated in the LLab- Big Canoe biology, water and archaeology events on the Gorge. ▪ 18 Esquimalt High youth were part of the Lands Program day long LLab workshops held at Goldstream and Wittys Lagoon- June 2019 ▪ 25 community members and school youth were part of the Bowker Creek awareness event in November 2019 <p>Total: 645 (Unknown: website users - will track this coming year)</p>
<p>Funding</p> <p>Did your organization have an in-kind or cash contribution to the project? (i.e. what is the estimated cost for your time managing the project?)</p> <p>Were you able to leverage this</p>	<p>Yes, Living Lab has significant in-kind and cash support for the project. It is a consortium model with UVic and Community staff working together and management – core in-kind office and backbone support via UVic- based staff. The ASP funding is based in the Faculty of HSD - School of Child and Youth Care.</p> <p>In-Kind</p> <p>Approx \$12,500 was contributed from Songhees, WSANEC, local NGO and CRD, and Community Volunteers for events and space etc.</p> <p>\$18,600 was contributed via UVic via labs and office space and the time from Nick Claxton, Science Venture, UVic Faculty, Services, and Staff.</p> <p>\$3000 was donated by the CRD for staff time.</p> <p>Total: \$34,100</p> <p>Cash</p> <p>\$5,000 was from the Horner Foundation for Songhees staff and youth support for summer 2019 programming and Songhees staff time.</p> <p>\$20,000 was from the National Science and Engineering Council's Promo Science Program for student interns, staff time, community-elders funds and supplies.</p> <p>\$5,000 was received from UVic for the TI'Ches Songhees Community Engaged</p>

funding to access other funding sources?	Learning Grant for 2020-2021. Total: \$30,000 Pending (will know June 2020): a 20 k Vancouver Foundation Development Grant for the WSANEC ALENENE Homelands field school development project.
Final cost of project	\$130,600 was the overall cost of the project with \$66,500 from ASP

Appendix One – ASP Report for Living Lab

Living Lab Project

Update: WSÁNEĆ/PEPÁKĒN HÁUTW Restoration Project Activities

May 21, 2020

The Living Lab Project has been evolving to meet the needs that are being expressed by community participants since October 2018. For example, in addition to the TIKEL wetland restoration project being initiated on the ŁÁU, WELNEW Tribal School grounds, the living lab project now also supports the ongoing work of the SNIDČĒL Resiliency Project (Gowlland-Tod Provincial Park), a restoration project which has been an important focus of ecological restoration and cultural revitalization in recent years, as well as a sacred place for the WSÁNEĆ people. Student participation in these projects is being organized through the existing PEPÁKĒN HÁUTW Native Plants & Garden Program at the WSÁNEĆ School Board.

The cultural revitalization elements of these projects are led by WSÁNEĆ community members Dr. Nick Claxton (Living Lab Project lead and WSÁNEĆ Reefnet expert), PEPÁKĒN HÁUTW Programs Director PEPÁKIYE Ashley Cooper, PEPÁKĒN HÁUTW Elder Earl Claxton Jr, and SNIDČĒL Resiliency Project crew member Sarah Jim. The restoration element and team coordination of these projects is led by PEPÁKĒN HÁUTW Ecosystems Director and Living Lab Coordinator Judith Lyn Arney, who liaises with Maeve Lydon to advance the regional and policy goals of the Living Lab Project.

Dr. Nick Claxton and the PEPÁKĒN HÁUTW team are working to build curriculum for the workshops conducted at the school and field sites, utilizing curriculum already developed by PEPÁKĒN HÁUTW. PEPÁKIYE Ashley Cooper and Sarah Jim are also developing journal activity templates and educational worksheets for students to further their inquiry and reflection after restoration activities. All of this material will be available on pepakenhautw.com/learningresources.

TIKEL Restoration Project: In 2019-2020 we coordinated three ŁÁU, WELNEW Tribal School (elementary) classes and two WSÁNEĆ Leadership Secondary School classes to do invasive plant removal according to our schedule (see example attached). Each class came to the TIKEL restoration area 3-4 times per semester. Additionally, each spring we coordinated trips to the Horticulture Centre of the Pacific, where students could see an intact wetland ecosystem, do SXOLE (willow) rope making, and learn more about the reefnet fishery. In the autumn students propagated numerous wetland species during their visits to our native plant nursery through the PEPÁKĒN HÁUTW program. We were partway through our 2020 spring schedule when Covid-19 protocols prevented the continuation of our direct connection with students on the land.

SNIDČĒL Resiliency Project: PEPÁKĒN HÁUTW typically hosts numerous educational events and restoration volunteer days at SNIDČĒL through the year, which includes visiting groups from local schools and universities as well as community members. We also have a core team with the PEPÁKĒN HÁUTW staff that is plans and implements regular restoration activities at SNIDČĒL, including Sarah Jim, a WSÁNEĆ youth who exemplifies the mentorship model we are developing at PEPÁKĒN HÁUTW. We hope to continue to develop this aspect of our work to bring more youth to work at SNIDČĒL and foster the revitalization of SNIDČĒL into the future. During the Covid-19, our core SRP staff (Sarah Jim, PEPÁKIYE Ashley Cooper, Judith Lyn Arney) have been continuing to do

restoration work on the land.

QENENINEW Restoration Project: Through the 2020 TETÁĆES Climate Action Project, in which many Living Lab Project members participated, PEPÁKĒN HÁUTW initiated a new restoration project at QENENINEW, a village site on S, DAYES (Pender Island) adjacent to the Poet's Cove Resort. PEPÁKĒN HÁUTW has been working on a restoration plan for this site including a partnership agreement with Tswaout First Nation to conduct such work on their territory. The Living Lab Project team would like to incorporate this new restoration project into future planning.

Judith Lyn Arney
May 2020

Appendix Two – ASP Report for Living Lab

Written for HSD ANNUAL REVIEW – 2019 to 2020

RESEARCH section

Re: School of Child and Youth Care – interdisciplinary project

Theme – Decolonizing education



WŚÁNEĆ Children restoring the ecosystem – credit Judith Arney

The Living Lab Project –(for Faculty of HSD Annual Review Report)

Supporting Ecocultural Restoration and Place-based Learning with Youth and Communities.

Nick XEMFOLTW Claxton, assistant professor with UVic’s School of Child and Youth Care and now Chief of the Tsawout Nation (elected July 2019), is the UVic Indigenous academic lead behind an historic community-of-practice group overseeing the [Living Lab Project](#). Core funds for Living Lab come from the UVic Aboriginal Service Plan funded by the Ministry of Advanced Education.

As a collaborative, intergenerational and place/land-based learning and teaching ‘hothouse’ for local Indigenous and non-Indigenous youth, the Living Lab Project is an historic venture. The project team includes the Songhees and W̱SÁNEĆ First Nations, Indigenous and non-Indigenous youth, UVic faculty and staff from across campus, as well as NGOs and local and tribal schools, with regional, provincial and federal government supports.

All involved work together to advance understanding by sharing knowledge – be it returning lost, once forbidden Indigenous practices, honouring First Nation priorities, or introducing new and emerging scientific discoveries and sustainability innovations. Shared interests are centred on teaching and hands-on learning and eco-cultural restoration activities in the CRD, the traditional territory of the Coast Salish Peoples.

John Taylor, UVic Professor of Biology has been the UVic academic lead from the Faculty of Science with funding from Promo Science grant from the National Science and Engineering Research Council. The Promo Science project has been focused on marine and plant-ecosystem knowledge and more recently the development of a Community Water Monitoring Pilot project and lab.

Songhees elder and liaison to Living Lab Frank (Bangus) George is excited about the learning possibilities for both young and old; “Our sacred ocean is not like it used to be , we value everything from the sea. It’s all changed and the waters are polluted; we need to recover the ecosystem and understand climate change too while we bring back our language and share our knowledge.” Frank George’s great grandfather Chief Cheetlum is from the Chekonein family and he was a signatory to the Douglas Treaty. His family’s territory is where UVic is today and their longhouse was in Cadboro Bay.

Finally, W̱SÁNEĆ ethnobotany teachings are another key component, offering student workshops on native plants within the [PEPÁKEN HÁUTW](#) -- ‘blossoming place’ – a non-profit foundation and a core Living Lab Project partner. Their ȻIKEL wetland restoration work is part of the recovery of the culture and practice of the Coast Salish reefnet fishery. Students learn how to remove invasive growth and replant areas with native species such as willow used to make reefnets. They, link the stewardship of native ecosystems to local health and food security and connect this to their family and community oral histories.

“All restoration sites are traditional resource areas for the W̱SÁNEĆ people. The students’ work contributes to the healing of these special places for generations to come,” says Judith Lyn Arney, PEPÁKEN HÁUTW Ecosystems Director.

“Getting out of the classroom. Exploring land and water. Learning science within the traditions of our culture and spiritual values. These contribute to essential learning outcomes for Indigenous youth,” says Claxton. “We bring this knowledge to our youth as early as grade three.”

APPENDIX 3: Events and Outreach Activities

Pathways and Opportunities

Date	Activity
Jun. 3, 2019	Outreach to Esquimalt Nation: discuss partnership and student needs
Jun. 17, 2019	ASP Community Advisory Committee meeting: community engagement
Jun. 18, 2019	Meeting with En'owkin Centre: discuss partnership and transitioning students to UVic
Aug. 12-15, 2019	Multi-Sport Camp for Indigenous Youth, in partnership with ISPARC
Sep. 9, 2019	Outreach to VNFC: discuss partnership and student needs
Sep. 25, 2019	Outreach to <u>WSÁNEC (WSB)</u> , Tsawout, Tseycum, Pauquachin and Tsartlip Nations
Oct. 1, 2019	Indigenous Community Engagement Council: discuss student needs with 11 local Indigenous community representatives and how UVic can support student transitions
Oct. 16, 2019	Outreach to Sc'ianew and T'Sou-ke Nation: discuss partnership and student needs
Oct. 17-18, 2019	Attend Indigenous Adult Higher Learning Association Conference to network and hear about best practices and educational needs in Indigenous communities
Oct. 23, 2019	Attend SD 62 Aboriginal Advisory Council meeting: community engagement
Oct. 29, 2019	Attend Camosun College ASP Community Advisory meeting: community engagement
Nov. 14, 2019	Outreach to <u>WSB</u> : discuss partnership and student needs
Nov. 18, 2019	Outreach to Songhees Nation: discuss partnership and student needs
Nov. 19, 2019	Outreach to Esquimalt Nation: discuss partnership and student needs
Nov. 22, 2019	Outreach to T'Sou-ke Nation: discuss partnership and student needs
Nov. 27, 2019	Attend ISPARC Regional Engagement Session: community engagement
Nov. 28, 2019	Outreach to VNFC: discuss partnership and student needs
Dec. 2, 2019	ASP Community Advisory Committee meeting: community engagement
Dec. 12, 2019	Attend SD 62 Aboriginal Advisory Council meeting: community engagement
Feb. 11, 2020	Indigenous Education and Transition Event for SD 61, 62, 63, 73, <u>WSB</u> & Camosun College students
Feb. 19, 2020	Attend SD 62 Aboriginal Advisory Council meeting: community engagement
Mar. 11, 2020	UVic Ultimate Frisbee and Education Event with students from <u>WSB</u> & Stz'uminus First Nation

Elders-in-Residence Activities

Date	Activity	Students
Jun.12 & 14, 2019	Indigenous Recognition Ceremony	60
Sep. – Dec. 2019	Elders visited classrooms 40 times (average of 30 students per class)	1200
Sep. – Dec. 2019	Elders attended approx. 400 openings and gatherings on and off campus	
Sep. – Dec. 2019	Elders maintained scheduled office hours Mon. – Thurs., 10am – 2pm	850
Nov. 13, 2019	November Indigenous Recognition Ceremony	24
Dec. 6, 2019	Indigenous Christmas lunch hosted for Elders and students	60+
Jan. – Feb. 2020	Elders maintained scheduled office hours Mon. – Fri., 10am – 2pm	400
Jan. – Feb. 2020	Elders visited classrooms 20 times (average of 30 students per class)	600
Jan. – Feb. 2020	Elders attended approx. 150 openings and gatherings on and off campus	
April 2020	Elders' Retreat, hosted in partnership with Camosun College and Royal Roads University, attended by 16 Elders and supported by 12 staff	postponed
Feb. – May 2020	Elders events cancelled due to COVID-19, but staff continued to engage with Elders, dropping off supplies, checking on health, and planning online engagement, including providing iPads to connect with students	

Campus Community Building Initiatives

Date	Activity	Students	Staff/Faculty
Sep. 9 – 13, 2019	Week of Welcome: Open House, Wellness Day, Elders' Brunch, Info Session, NSU Lunch, Daily Breakfast	150+	12
Sep. 9 – 12, 2019	Orange Day Banner Building	30+	5
Sep. 17, 2019	Medicine Bag Making	15	2
Sep. 25, 2019	Beaded Feather Making	25	3
Oct. 3, 2019	Moccasin Making	20	2
Oct. 8, 2019	Sweat Lodge Teachings	15	2
Oct. 10, 2019	Moccasin Making	20	2
Oct. 15, 2019	Indigenous Student Co-op and Career Fair	75	5
Oct. 16, 2019	Knitting Workshop	10	2
Oct. 17, 2019	Moccasin Making	20	2
Oct. 23, 2019	Cedar Roses	20	2
Oct. 30, 2019	Sweat Lodge	15	2
Oct. 31, 2019	Pumpkin Carving	25	5
Nov. 18, 2019	Clothing Exchange	25	2
Nov. 21, 2019	Pine Needle Baskets	16	3
Nov. 27, 2019	Sweat Lodge	12	2
Dec. 4, 2019	End of Year Lunch with the Elders	50+	12
Jan. 6 – 10, 2020	Week of Welcome: Daily Breakfast, Elders' Brunch, NSU Lunch, Beaded Earring Making, Two-Spirit Rattle Making	150+	20
Jan. 29, 2020	Drum Making Workshop	25	3
Feb. 4, 2020	Drum Painting	25	2
Feb. 11, 2020	Indigenous Education and Transition Event	150+	40
Feb. 13, 2020	Beaded Earrings	12	2
Feb. 14, 2020	Valentine's Day Cards and Cookies	25	3
Feb. 26, 2020	Rattle Making	20	2
Feb. 27, 2020	Movie Night	25	1
Mar. 5, 2020	Indigenous Student Co-op and Career Fair	50+	5
Mar. 11, 2020	Beaded Lanyards	18	3

Recurring Campus Community Building Initiatives (average attendance)

Date	Activity	Students	Staff/Faculty
Sep. 2019 – Mar. 2020 (weekly)	Monday Lunches	40	4
Sep. 2019 – Mar. 2020 (weekly)	Noon Networking	75	10
Sep. 2019 – Feb. 2020 (bi-weekly)	Two-Spirit Talking Circles	10	3
Sep. 2019 – Mar. 2020 (weekly)	Wellness Wednesday Crafting	25	5
Sep. 2019 – Feb. 2020 (monthly)	Yoga in the House	6	1
Sep. 2019 – Feb. 2020 (monthly)	Burger/KFC and Bingo	50	5
Jan. 2020 – Mar. 2020 (bi-weekly)	Massage	12	1
Jan. 2020 – Mar. 2020 (bi-weekly)	Acupuncture	15	1

APPENDIX 4: Publicity Materials

Questions or comments
about the University of Victoria's Aboriginal
Service Plan please contact:

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