

**TOWARDS A NATIVE COMMUNITY COLLEGE - WEJKWAPNIAQ
FOR ATLANTIC CANADA**

SUBMITTED TO THE BOARD OF DIRECTORS
UNION OF NOVA SCOTIA INDIANS AND
NATIVE COUNCIL OF NOVA SCOTIA
SEPTEMBER 23, 1986

SUBMITTED TO: THE UNION OF NEW BRUNSWICK INDIANS
NOVEMBER 24, 1986

BY SHIRLEY MITCHELL AND JACK POTTER
ON BEHALF OF THE MICMAC NATIVE LEARNING CENTRE

Updated February 23, 1987

There is a longing in the heart of my people to reach out and grasp that which is needed for our survival. There is a longing among the young of my nation to secure for themselves and their people the skills that will provide them with a sense of worth and purpose. They will be our new warriors. Their training will be much longer and more demanding than it was in olden days. The long years of study will demand more determination, separation from home and family will demand endurance. But they will emerge with their hand held forward, not to receive welfare, but to grasp the place in society that is rightly ours.

I am a chief, but my power to make war is gone, and the only weapon left to me is speech. It is only with tongue and speech that I can fight my people's war.

CHIEF DAN GEORGE

I. INTRODUCTION

Government and private researchers have been addressing the special needs of Indian education for many years, and the concerns, issues, problems, and statistics are well documented in numerous reports and studies. The focus on this topic has increased in recent years as the difficulties facing Indian education -- both for native people and the government -- become more blatant. The general movement to give native people more control over their education is a response to the problems inherent in the current system: lack of native counselling and support systems, native content, life skills, properly trained teachers, management, and funding, to name a few. However, with native control these problems do not disappear but rather become native responsibilities and challenges. Within the context of these challenges, we propose to take immediate action to implement a three year plan that will lead to the formation of a native controlled community college to serve native people throughout Atlantic Canada.

II. PRIMARY OBJECTIVES

1. To expand the Micmac Native Learning Centre to firmly establish a provincial wide recognized native controlled school that offers an integrated academic and vocational education.

II. PRIMARY OBJECTIVES (cont..)

2. To seek and gain an accredited community college status within a system of community colleges in Nova Scotia.

III. DISCUSSION

1. Most studies indicate that in other provinces where education for native people has come under native control that co-ordination of programs, resources, and standards remains the most difficult task. An established school and eventual college that is in good communication with all native bands would be in an excellent position to assist in the co-ordination of educational resources and standards. Consequently, it seems imperative to initiate the formation of such a school at the same time that individual bands take over control of their education -- in other words, immediately.

2. Studies also indicate that it is not financially viable for each and every band to establish its own school to provide vocational, technical, and university entrance options. The plan we propose would create a school to serve all bands throughout the province and eventually Atlantic Canada, thus decreasing the financial burden of establishing post-secondary and vocational programs on each reserve.

III. DISCUSSION (cont..)

3. The Micmac Native Learning Centre has had such outstanding success with native adults in its vocational, job readiness program that it has received national attention; for example, native bands in New Brunswick and Ontario are planning to implement centres modelled on the M.N.L.C. with the approval and support of the Federal and Provincial Government. Our dropout rate has stayed at 9%, and compared to the 93% dropout rate for native students in the provincial secondary school system this figure supports the programs and learning techniques that we have developed. Furthermore, we have been meeting the needs of native students who want to move from upgrading to vocational to post-secondary education. In effect, the Centre is already functioning within the general definition of a community college. We are rapidly growing and have the experience, expertise, and desire to successfully undertake this proposed project.

4. Although primarily designed for upgrading and vocational training, the M.N.L.C. has a number of students attending university this year and a number more who want to attend next year. The centre has taken immediate steps to support and prepare these students within the current resources. In effect, we are already engaged in preliminary steps of our proposal, and we plan to begin a university preparatory and entrance program in April 1987. The local Halifax universities are aware of our plans and have agreed to consider students who complete this program on an individual basis.

IV. PROJECT OUTLINE

YEAR I: April 6, 1987 to April 4, 1988

A. Engage a Co-ordinator to:

1. Research and evaluate native adult education in Nova Scotia and in other provinces where native schools and colleges have been established.
2. Begin curriculum planning and development for a university preparatory program including:
 - a) provincial standards, assessment, and testing methods
 - b) career counselling and support services
 - c) native community and organization input and support
 - d) life skills for university environment
 - e) computer educational resources
3. Initiate contact with local universities and colleges.
4. Begin a data base of university and college programs, admission and degree requirements.
5. Develop a career counselling and support program for students currently in the M.N.L.C. program and for those students who are now in university.

Note: An Academic Co-ordinator has been working on the above since November 17, 1986, and the university entrance program is now set to start in April 1987.

IV. PROJECT OUTLINE (cont..)**YEAR I: April 6, 1987 to April 4, 1988**

- B. Expand the current facilities at the Friendship Centre to accommodate the university preparatory program and increased enrolment in the upgrading and vocational programs. We have presented a proposal to the Board of Directors of the Friendship Centre to relocate current services and make renovations to allow for this expansion. The board has given its approval on condition that we obtain the funding.
- C. Integrate the vocational and academic programs to make best use of current staff and material resources.
- D. Enlarge the advisory board to involve educational expertise and band members.
- E. Hire a native life skills instructor and a native math teacher to work with the Co-ordinator of the university preparatory program.
- F. Continue curriculum planning and development for the university entrance and preparatory program.
Note: Program must be designed to accept students on a continuous basis and to meet the needs of each student
- G. Commence the university preparatory program in April 1987 to accommodate the estimated fifteen students currently enrolled in the M.N.L.C. and who plan to attend university in September.

IV. PROJECT OUTLINE (cont..)

YEAR I: April 6, 1987 to April 4, 1988

- H. Promote the Centre on the reserves throughout Atlantic Canada through the Band counsellors and educational committees

- I. Research, design, and test a software package for a native life skills program. When completed this program would be marketed across Canada.

- J. Design and test a native life skills instructors program to complement the software package. This program would initially be offered to the unemployed native teachers in the Atlantic region.

- K. Work with other native organizations, such as the the Micmac Professional Careers Project, to identify and design additional academic and training programs for the next year.

- L. Design a writing clinic program for students attending the Centre and for native students in the provincial secondary school system and native students attending university.

- M. Design a Continuing Education Program to offer courses in computers, writing skills, office automation, accounting, and small business management for adults in the community.

IV. PROJECT OUTLINE (cont..)

YEAR II: April 4, 1988 to April 4, 1989

- A. Continue upgrading, vocational, technical, and university entrance programs.
- B. Hire a native language and cultural instructor and an additional computer instructor.
- C. Initiate new programs: native language course, native cultural course, accounting course, secretarial course, and others that are identified in Year I.
- D. Initiate the native Writing Clinic designed in Year I.
- E. Design a software package for the native Writing Clinic for marketing across Canada.
- F. Market the Life Skills package created in Year I.
- G. Continue to research, design, and plan for additional courses and programs.
- H. Obtain accredited community college status from the Provincial Government.

V. FISCAL YEAR BUDGET OUTLINE

YEAR I: April 6, 1987 to April 4, 1988

Salaries

Academic Co-ordinator	37,000	
Life Skill Instructor	25,000	
Math and English Instructor	25,000	
Secretary	<u>17,000</u>	
	104,000	104,000

Capital Cost

Rent of Facilities (24,000 - 16,000)	8,000	
Expansion of Facilities	40,000	
Educational Equipment and Supplies	<u>40,000</u>	
	88,000	88,000

Operating Cost

Office Supplies	8,000	
Employee Benefits	10,200	
Administrative Overhead	8,000	
Program Research and Development	15,000	
Travel	<u>5,000</u>	
	46,200	46,200

TOTAL COST: 238,200

Total cost to run upgrading and vocational program from January 1988 to April 1988 (based on current budget): 92,240

GRAND TOTAL COST:

330,440

V. FISCAL YEAR BUDGET OUTLINE

YEAR II: April 4, 1988 to April 4, 1989

Salaries

Director	45,000	
Academic Co-ordinator	39,000	
Vocational/Technical Supervisor	32,000	
Life Skill Instructor	27,000	
Life Skill Instructor/Career Counsellor	27,000	
Math and English Instructor	27,000	
Computer Instructor	27,000	
Computer Instructor	27,000	
Native Language and Cultural Instructor	27,000	
Administrative Assistant	<u>20,000</u>	
	298,000	298,000
Student Wages (Work Experience)	38,400	
	<u>TOTAL:</u>	336,400

Capital Cost:

Educational Equipment & Supplies	80,000	
		80,000

Operating Cost

Employee Benefits	33,840	
Student Allowance (Upgrading and Vocational)	200,800	
Rental of Facilities	25,000	
Utilities	6,000	
Materials and Supplies	12,000	
Bank Charges	1,500	
Legal Charges	1,000	
Audit Charges	<u>5,000</u>	
	Subtotal:	285,140

V. FISCAL YEAR BUDGET OUTLINE

YEAR II: April 4, 1988 to April 4, 1989 (con't)

Operating Cost (con't)

Subtotal	285,140	
Insurance	2,000	
Maintenance	14,000	
Advertising	2,000	
Telephone	4,000	
Travel	5,000	
Equipment Rental	7,000	
Program Research and Development	15,000	
Staff Development	<u>10,000</u>	
	344,140	
		344,140

Year II Budget Summary

Salaries	336,400
Capital Cost	80,000
Operating Cost	<u>344,140</u>
<u>TOTAL:</u>	760,540



Micmac Native Learning Centre

2152 GOTTINGEN STREET, HALIFAX, NOVA SCOTIA B3K 3B4

(902) 422-9577

January 5, 1987

Community College Study Committee
N.S. Department of Vocational and Technical Training
P. O. Box 2086, Station M
Halifax, N.S. B3J 3B7

Dear Study Committee Members:

On behalf of the Micmac Native Learning Centre, I am writing to express our interest in a community college system in Nova Scotia and to request an opportunity to appear before the committee at a public meeting.

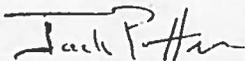
During the summer of 1986, the Learning Centre developed a proposal to establish a community college: "Towards a Native Community College -- Wejkwapniaq." Essentially, this proposal would be an outgrowth of the Learning Centre's current upgrading, vocational, and job readiness program, which has been in operation for two years and is completely funded through CEIC's severely employment disadvantaged (SED) program. The expansion of our program would include a pre-university and parallel university courses option, an extension of the upgrading and life skills programs to the reserves, and other technical and professional training programs as research identifies and funding allows. The proposed college would also play an important role as an educational resource and co-ordinating centre for native people throughout Atlantic Canada.

Since we developed this proposal, it has received formal recognition and support from the Union of Nova Scotia Indians, the Native Council of Nova Scotia, and the Union of New Brunswick Indians, which also represents the Prince Edward Island Indians. We have also received support from Henson College at Dalhousie University and the Micmac Professional Careers Project. The regional directors of education and economic development from the Department of Indian Affairs have favourably reviewed this proposal and, in fact, have suggested a meeting with regional CEIC directors to work out joint funding strategies.

The Department of Vocational and Technical Training's interest in establishing a community college system in Nova Scotia appears to us quite timely. In fact, we are interested and ready now to enter into an agreement with the department to establish a native college, which could also serve as a pilot project to the benefit of future community colleges in Nova Scotia. Our proposal falls well within the community college definition given in the Issues Paper, and we are already successfully meeting the needs of our students who want to move from upgrading to vocational to university education. Also, we have established a highly praised work experience program that exemplifies a cooperative approach to education and training. In our proposal we have recognized the need to work more closely with provincial departments, particularly since native people are moving away from federal control of their education and are in the process of establishing their own control, programs, and standards on a more regional basis.

In conclusion, your request for public submissions provides an excellent opportunity to initiate a joint effort on the part of native people and the government of Nova Scotia in the realization of common educational goals. Please find enclosed a copy of our original proposal for a native community college and a point form response to the topics and questions listed in the Issues Paper. Thank you for your consideration, and we look forward to hearing from you soon.

Sincerely,



Jack Potter
Academic Coordinator

A Community College System Structure
A Response to the Issues Paper

Submitted by the Micmac Native Learning Centre
January 5, 1987

The following is a point form response to the topics and questions listed in the Issues Paper. The response is intended to indicate the thought and planning initiated by the Micmac Native Learning Centre for the establishment of a native community college and how our proposal could exist and interact within a community college system in Nova Scotia.

(1) Students:

(1.1) A native community college would direct its resources and services to native people in Nova Scotia and Atlantic Canada. However, certain programs and services, such as our life skills program, could be adapted and used by other schools and institutes within the system.

(1.2) The entrance requirements for a native community college would depend upon the individual need and background of applicants. For example, applicants for the upgrading program (GED 12) would have to demonstrate the interest and capacity to undertake the program; applicants for the vocational, technical, and university entrance programs would be required to have obtained at least a GED 12.

(1.3) A wide range of student services could be considered in a community college system and, in part, be identified and implemented by the student body itself, perhaps through a provincial student council made up of representatives from each school and institute. An ongoing career counselling and support program would be high on the priority list for a native community college.

(1.4) Almost by definition, a native community college would be serving students with very special needs. Primarily, native students have to make the adjustment from a native environment to a non-native environment and at the same time develop and maintain a strong sense of pride and understanding of their own cultural heritage. The life skills program that we have developed at the Learning Centre is designed to meet this challenge, and, as mentioned above, many of the components of this program could be adapted to meet the special needs of students with cultural, physical, and employment disadvantages.

(2) Human Resources:

(2.1) The staff in a community college system should be organized and represented in a manner that best serves the needs and

educational goals of its students. In the native community college that we have proposed, we plan to organize staff so that there will be a high percentage of native representation in both the administrative and teaching bodies. In order to attain this representation, we must make the most use of qualified native people and encourage other native people to obtain the proper education and training.

(2.2) Staff in a community college system should be certified according to the demands and description of each position. In a community college system, vocational, technical, and academic programs become more integrated and, consequently, so do the qualifications required of its staff members. Strong emphasis should be placed on staff's ability to communicate effectively with students and provide a positive and open context for learning. Certification of staff in a college system could be monitored by a regulatory body comprised of representatives from each discipline and school.

(2.3) Personnel or support staff in a community college system could be best utilized if they first of all possess a diverse range of administrative and interpersonal skills. Such personnel would be able to assist students and staff in a variety of ways and carry on the day to day administrative functions. Also, personnel should be flexible enough to move within the college system as need and situations require.

(2.4) Although the word professional needs to be defined rather carefully and precisely, individual development for all staff in a community college system should be incorporated with job descriptions and responsibilities in order to ensure a healthy learning environment for all involved in the system. Each school or institute within the system should have its own staff development plan; however, a provincial development department could co-ordinate programs to make the best possible use of internal resources.

(3) Programs:

(3.1) Core programs should be offered in a community college system to provide upgrading, vocational, technical, and pre-university options. In addition, programs should be offered to meet needs of the job market and of special groups. For example, in a native community college, temporary programs would be run for small groups of students interested in entering paramedical, health, and law professions.

(3.2) The core programs in a community college system should be standardized as far as possible to allow students to move within the system and to ensure credibility with other educational institutions and the private sector.

(3.3) As noted in 3.1, programs offered in a community college system should be shaped to meet the particular needs of students and the job market. In a native community college even the core programs would be specialized with native content and teaching methods that have proved to work effectively with native people. Additional courses would be offered to increase native students' understanding of their language, history, and culture.

(3.4) Cooperative and open linkages should exist between and among programs offered at community colleges and other educational institutions. Such interaction could be facilitated by a provincial body representing the college system and by each individual school with special interests. The proposed native college has already begun discussions with Henson College regarding common interests in native education and distant education.

(3.5) Delivery mechanisms for educational programs are often determined by external factors: funding, teacher and student ratio, and program content. Priority, in a community college, should be given to mechanisms that have proven successful, in other words, whatever works. At the Learning Centre, continuous intake, individual educational plans, computer-assisted instruction, and self-paced study have provided the most effective approach. However, as the Centre expands to offer upgrading programs on the reserves, distant education would play an important role as a delivery mechanism.

(4) Governance/Administration:

(4.1) Each school or institute within a community college system should maintain a fairly high degree of autonomy in regards to areas of specialization, staffing, delivery mechanisms, program planning, and use of funding. However, each of these areas should remain within the overall context of the system and be monitored by a provincial body comprised of representation from each school. This body would help maintain a standardization of core programs, encourage the sharing and use of various resources, and provide a context for the development of a general philosophy and guidelines. In a native community college, for example, native people would have to retain control of the college but, nevertheless, could interact, contribute, and benefit from active involvement within the overall system.

(4.2) The above degree of autonomy would serve to promote creative and innovative approaches to all aspects of a community college system, including programming, external relationships, and funding. The provincial representative body would free up time and funding wasted in the duplication of services and, consequently, allow each school to pursue its own special interests.

(5) Funding:

(5.1) Initially, a community college system in Nova Scotia would receive and be funded through a variety of sources. Each existing school or institute coming into the system would bring varied levels of funding into the system. For example, the native community college would bring some degree of funding from the Department of Indian Affairs and CEIC. A large sum of money would have to be obtained through provincial and federal sources for the reorganization and expansion of existing schools and for the establishment of new schools. However, this cost would soon be recovered from the more efficient delivery of existing services. If each school maintains a considerable degree of autonomy, they each would continue to seek traditional sources of funding as well as work towards more centralized and cooperative efforts.

(5.2) Student aid could also initially come from the established sources but could be more centrally organized and distributed as the overall framework of the college system evolves.

(6) Facilities:

(6.1) All existing facilities, buildings, and equipment could be reviewed to determine their most efficient use from the perspective of whatever programs and services are to be offered through the community college system. The Native Learning Centre is currently planning to expand its services and programs within its present building; however, the long term plan towards a community college would require moving to another building or the construction of a new facility.



“There
are
no
strangers
here
only
friends we haven't
yet met”

Micmac Native Friendship Centre
2158 Gottingen Street
Halifax, Nova Scotia
B3K 3B4
Phone: (902) 420-1576

Background Information:

The Micmac Native Friendship Centre was first established on September 17, 1973. There are over 102 Friendship Centres across Canada. We are one of two Friendship Centres in the Maritime Provinces, one in Nova Scotia and the other in New Brunswick. The Micmac Native Friendship Centre was one of the first Centres in Canada to provide Hostel accommodations for their clientele.

Our Friendship Centre is a non-political, non-sectarian, autonomous community based organization existing to administer and implement programs to meet the needs of Native people either migrating to cities or living in them. Our goal is to improve the quality of life for Native people in an urban environment by supporting self-determined activities which encourage equal access to, and participation in Canadian society and which represents Native Cultural distinctiveness.

Our objectives are:

- to operate a Friendship Centre for the use and benefit of people of native descent.
- to promote the educational and cultural advancement of native people in and about the Halifax/Dartmouth area.
- to assist people of native descent newly arrived in the Halifax/Dartmouth area to adjust themselves in an urban area.
- to support and assist Provincial and National Native people's organizations.
- to assist in providing shelter to native transients in relocating or seeking employment in the Halifax/Dartmouth area
- to promote continuous public relations aimed at creating and developing mutual understanding and improved relations between native and non-native descent and others.

- to co-ordinate the efforts and encourage the effective use of the resources of the various groups in Halifax/Dartmouth which are concerned with interracial relations.
- to encourage the active participation of persons of native descent in the Centre and it's programs, establishing that the majority of the Directors, Executive and staff of the Centre shall be of native descent.
- to ensure that all Centre activities, programs and directives be non-sectarian and politically non-partisan.

Services & Programs

Hostel:

Our Centre operates a 12 bed hostel which provides room and board to Native people coming to the Metro area seeking employment, education opportunities, etc. The average length of stay is two weeks, personal counselling and other various forms of assistance are available from our staff for these clients.

Outreach:

"Reaching out" is the theme of the Outreach Program, to go beyond the services offered by Canada Employment and Immigration. Outreach provides opportunities for pre and post employment, education, career exploration and social counselling.

Community Release Centre:

All native inmates with two exceptions released on Day Parole, Full Parole or Mandatory Supervision are eligible to come to our Centre. Parolees who are accepted into our Community Release Centre have full use of our programs as well as individual counselling.

Recreation:

We have drop in programs such as weight training and fitness, pool table, ping pong, crib tournaments, pin ball machines and special events such as feasts, gatherings, dancing and chanting.

Micmac Native Learning Centre:

Students are accepted on a continuous basis. The computer instructed courses include: upgrading, office automation, small business management, micro computer specialist course as well as life skills.

Alcohol & Drug Counselling:

Counselling is available to assist those requesting help with an alcohol or drug problem. The counsellor is in constant touch with all other health related services in order to get the best possible help available.

Hospital Liaison Program:

This program is designed to assist clients in accommodations, services from Medical Services or Indian Affairs, acts as a liaison or interpreter between the hospital and the patient, completing medical treatment forms and arranges medical appointments.

Education Liaison Program:

This program operates to provide education information services to Indian Band Councils in Nova Scotia, Native Associations, Education Counsellors and the Micmac population of Nova Scotia.

Micmac Family & Children's Services of Nova Scotia:

This program provides counselling and support services for Indian families and children in the areas of: family counselling, teaching homemakers, assistance with court cases and interpretation. They are available within the Friendship Centre, appointments can be arranged through us.



Funding Sources for our Friendship Centre are:

*Secretary of State
Correctional Services of Canada
Canada Employment & Immigration
City of Halifax*

*Friendship Centre staff and other services
representatives:*

*Executive Director
Assistant Administrator
Program Development & Program Director
Outreach Worker
Receptionist
Supervisors
Hospital Liaison Interpreters
Education Liaison Officer
Alcohol & Drug Counsellor
Micmac Learning Centre Staff:
Director
2 Teachers
Life Skills Instructor
Secretary*



Micmac Native Friendship Centre

2158 GOTTINGEN STREET, HALIFAX NOVA SCOTIA B3K 3B4
PHONE 423-8247

The Micmac Native Friendship Centre cordially invites you to join our Society as a Corporate Member.

As a Corporate Member of our Society you will enjoy many benefits, such as a framed certificate suitable for hanging on your office wall, a receipt which can be used as an income tax deduction, and a copy of the Centre's newsletter which is issued quarterly. We would also like to extend to you an invitation to attend all community events held at the Centre.

Your Corporate Membership fee will benefit our Centre by allowing us to continue the many and varied programs we presently offer as well as making it possible for us to expand our services into other needed areas.

Dr. Andrew MacKay, past President of Dalhousie University and newly appointed Ombudsman for the Province of Nova Scotia, has graciously consented to be our Patron. Dr. MacKay has written you a letter on behalf of the Micmac Native Friendship Centre which you will find enclosed. As well, we have enclosed a brochure which will explain our Centre and our many activities. We would sincerely appreciate your support in becoming a Corporate Member of our Society, the cost of which is \$112.00 the first year and \$100.00 per year thereafter. Cheques may be made payable to: "Micmac Native Friendship Centre", and mailed to the above address, or if you prefer we would be pleased to have someone call on you to discuss fully the services and operations of our Centre.

In Micmac we say, "Welaalin Oochit del Welmudoon", which in English means "Thank you for your kindness".

Yours in Friendship,

Daniel Paul

President

Micmac Native Friendship Centre

To All Perspective
Corporate Members
of the Micmac Native
Friendship Society

I am pleased to be the Patron of the programme for Corporate Membership which has been initiated by the Micmac Native Friendship Centre in Halifax.

The work of the Friendship Centre is dealt with in the materials enclosed. I am confident that its work is of importance and that its activities serve most effectively to support native people in Halifax and Dartmouth. For those who come to these cities, especially for young people, the Centre, its hostel and support services and programmes are invaluable.

I believe the Centre warrants the support of the business and professional communities in Halifax and Dartmouth. I commend to you the Centre's programme for seeking such support through corporate memberships and I invite you to be a Corporate Member, as I now am.

Yours sincerely,


W. Andrew MacKay



Micmac Native Friendship Centre

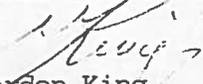
2158 GOTTINGEN STREET, HALIFAX NOVA SCOTIA B3K 3B4
PHONE 423-8247

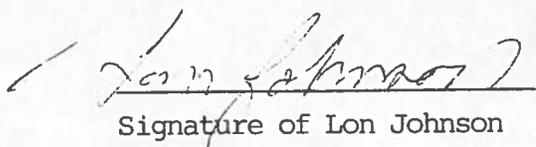
March 4, 1987

To Whom It May Concern:

This letter will serve to introduce to you, Mr. Lon Johnson, who is authorized to solicit "Corporate Memberships", on behalf of the Micmac Native Friendship Centre. For confirmation purposes, Mr. Johnson's signature appears below.

Yours in Friendship,


Gordon King
Executive Director


Signature of Lon Johnson

GK:js