

INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2022/23



JUNE 2023

BC'S INDIGENOUS
PUBLIC POST-SECONDARY
INSTITUTE



2023 Language Fluency Graduates



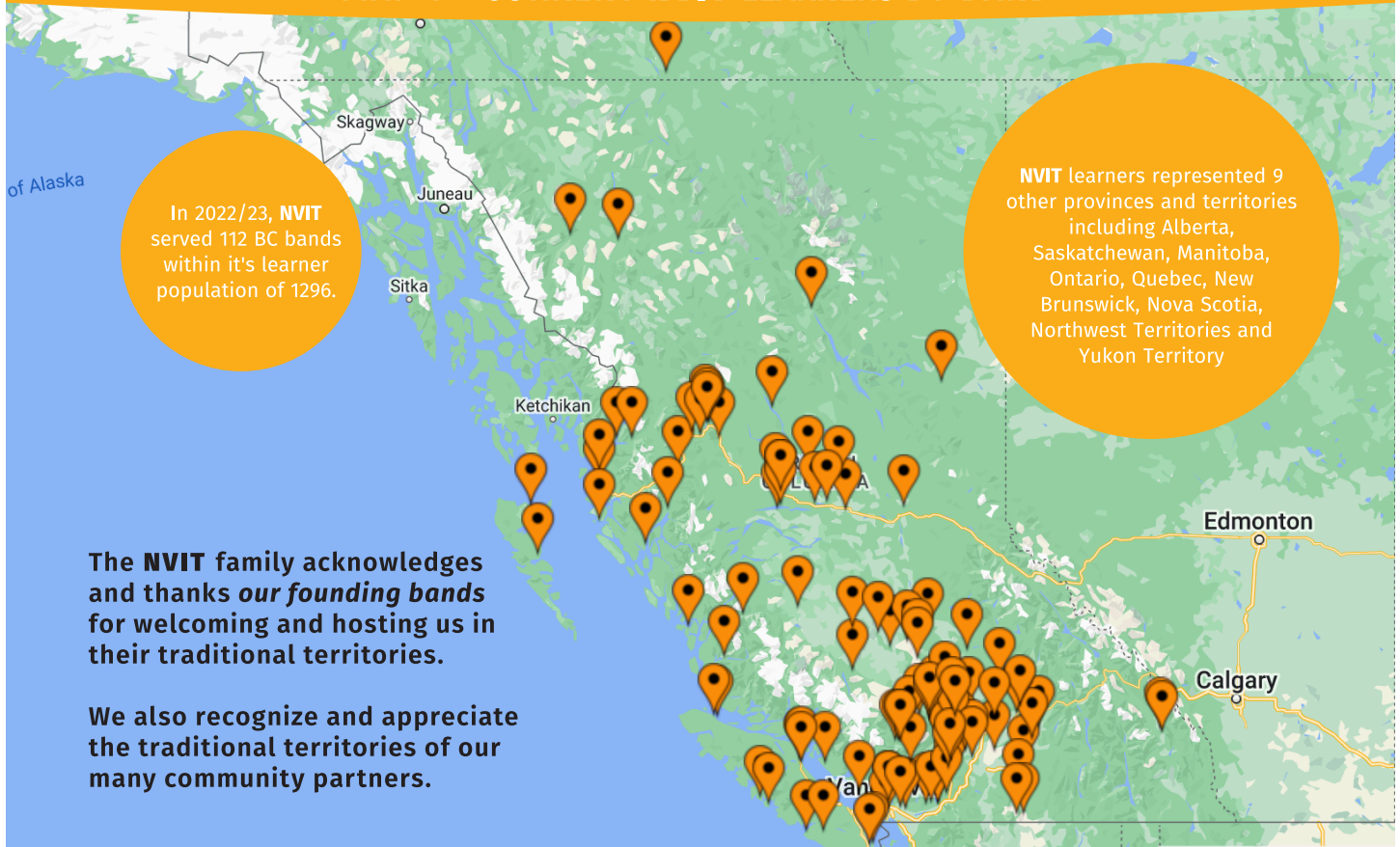
1983 NRT Class

SHARING KNOWLEDGE
PREPARING LEADERS

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MAP 1 – CURRENT NVIT LEARNERS BY BAND



MAP 2 – NVIT GRADUATES BY BAND

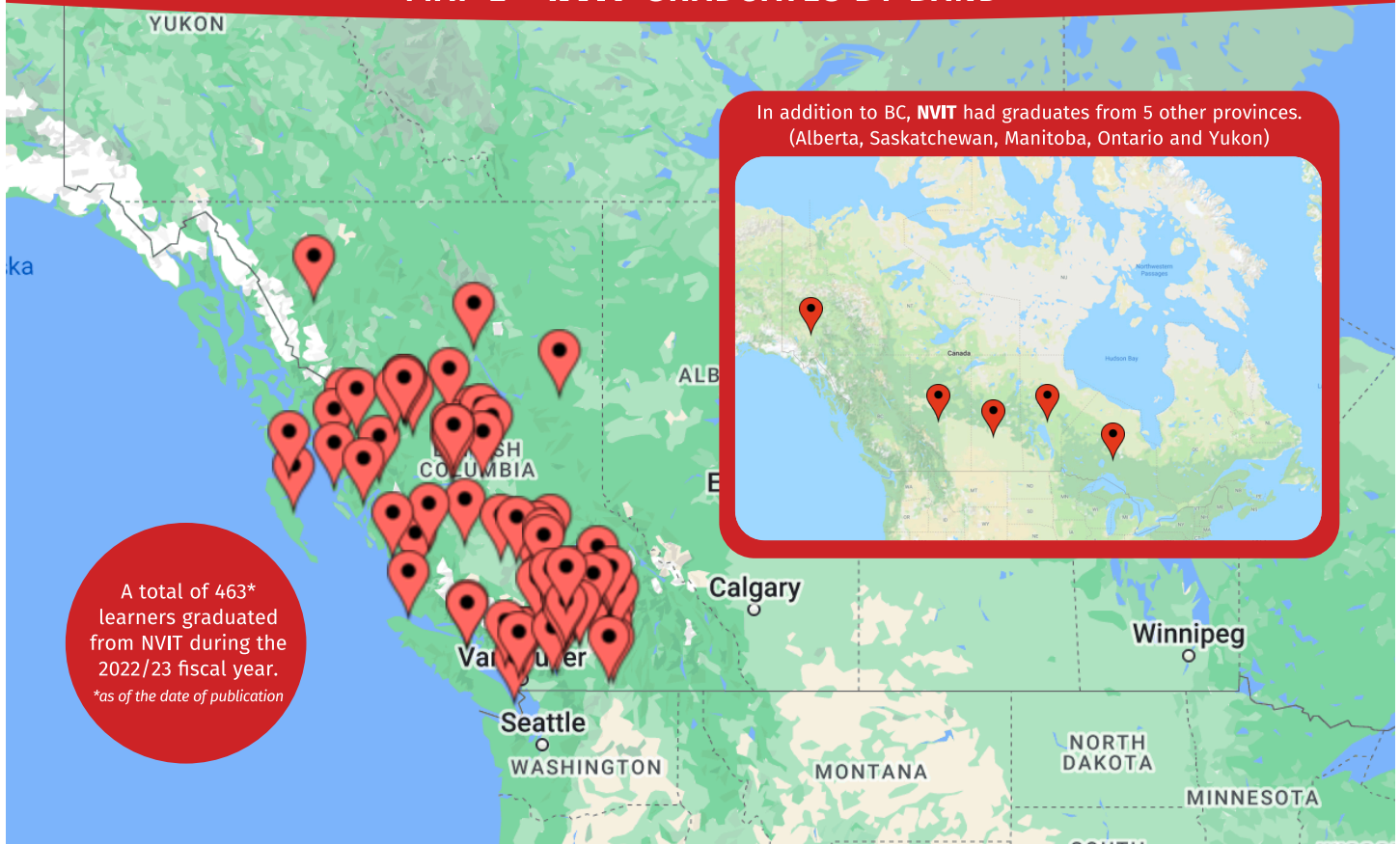


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I. Accountability Statement

Minister, Post-Secondary Education and Future Skills
c/o Governance Branch
P.O. Box 9080, Stn Prov Govt
Victoria, BC V8W 9E2

Dear Honourable Minister Robinson,

As required under the Accountability Framework guidelines provided by your Ministry, NVIT is pleased to provide you with our Institutional Accountability Plan & Report for the 2022/23 reporting cycle. As BC's Indigenous Public Post-Secondary Institute, NVIT is strategically positioned to play a significant role in the education of Indigenous students and support the education priorities of Indigenous communities across the province. The recognition and commitment your Ministry make to Indigenous education have a significant impact on Indigenous learners and their communities.

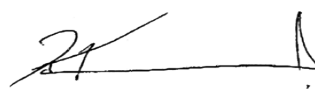
In the development of this year's Accountability Plan, NVIT considered the Ministry of Advanced Education and Skills Training 2022/23 – 2024/24 Service Plan, the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, the AEST Aboriginal Service Plan and Reporting Guidelines, as well as PSFS's Accountability Framework Standards and Guidelines Manual. NVIT's Accountability Plan & Report addresses the linkages between our goals and objectives and the system-level strategic objectives that have been set according to the Ministry's mandate letter. NVIT's response to the 2022/23 Mandate Letter forms part of this Accountability Statement. The performance measures flow from the Ministry's Accountability Framework and NVIT's Strategic Plan and its four strategic directions. Although inception was well before the Truth and Reconciliation Report, NVIT, by its very nature, is a comprehensive response to the educational calls for action identified within the report.

As Board Chair and President, we accept responsibility for NVIT's Institutional Accountability Plan & Report and confirm the report includes the Institute's major achievements and new or unique goals. NVIT takes pride in being BC's leader in Indigenous Post-Secondary Education. The direction, goals, and objectives that NVIT seeks to accomplish are directly related to our mission of "empowering learners by strengthening voice and identity through education."

Respectfully,



Melissa Louie, Board Chair



Ken Tourand, President

A. Reporting on Mandate Priorities

Mandate Letter Priorities

2022/23 Update

1. **Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff, following the direction and guidance of the Provincial Health Officer and the [COVID-19 Go-Forward Guidelines from B.C.'s Post-Secondary Sector](#), and support your academic communities as you respond to COVID-19 impacts and recovery.**

NVIT returned to full on-campus learning and services in Fall 2022.

NVIT collaborates with the First Nation and Indigenous communities it serves to ensure the health and safety of Indigenous learners and communities and all safety measures, specific to any community, are followed.

NVIT continues to follow all directions and guidelines of the PHO and provides free COVID-19 test kits to students, staff, and faculty.

2. **Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training initiatives for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.**

a. Micro-credentials

In 2022, a partnership between NVIT and the Lower Similkameen Indian Band delivered the Building Indigenous Theory Micro-Credential program to that community with 17 graduates. This year, NVIT created the Indigenous Early Childhood Education Assistant micro-credential which provides learners with the skills and knowledge to work alongside certified Early Childhood Educators and provide quality care and education for young children. The intent of the IECE Assistant micro-credential is to encourage employment while completing the additional academic requirements to attain a certificate in Indigenous Early Childhood Education at NVIT. The program honours Indigenous ways of knowing and being by placing local and traditional child development practices at the center of the program and by preparing Early Childhood Educators to work with children in the community in which they reside. The program was delivered in partnership with School District 22 (Vernon) and 9 learners successfully completed the micro-credential.

b. Co-op, Work Integrated Learning and Career Planning

In 2022/23, 27 students participated in NVIT's Co-op program. NVIT's partnership with the Merritt Chamber of Commerce includes NVIT's Co-op Coordinator participating as a board member. The partnership provides opportunities for local businesses to learn about the benefits of supporting NVIT's Co-op program.

c. High-demand Occupations

NVIT continues to produce health care assistant and practical nurse graduates to fill the labour demand. NVIT appreciates the support of the Ministry in approving the procurement of 3 mobile training trailers (1 for health, 1 for technology, and 1 multi-use) which will support the health and technology programs NVIT offers in Indigenous communities across BC. Supply chain issues affected the delivery schedule, the

multi-use trailer has arrived and is being outfitted and the other trailers are expected by the end of summer 2023. This year NVIT offered a Youth Explore Trades Sampler Program to 17 dual-credit learners from Merritt Secondary School. The program provides an opportunity for high school learners to explore five different trades: carpentry, culinary, welding, electrical and automotive technician. The program includes safe workplace practices, skills development, and workforce skills which add to the learners' job readiness. Carpentry and Culinary Arts Apprenticeship level programs were offered by NVIT for the first time this year. NVIT also offered a Bachelor of Social Work degree in partnership with the Carrier Sekani Family Services in rural, northern BC communities where 15 graduates completed their degree and are now working within the Social Work field.

Lastly, NVIT participated in the Health Care Assistant Pathway program again in 2022/23 with cohorts of Interior Health employees in Merritt and in the South Okanagan.

d. Initiatives to support vulnerable and underrepresented groups

As BC's Indigenous Public Post-Secondary Institute, NVIT's mandate is to serve Indigenous learners from BC's 203 First Nations communities together with Metis, Inuit, and Non-Status. In June 2018, NVIT committed to increasing the transition rate from grade 12 graduation to post-secondary by offering an Immediate Entry Bursary (tuition equal to a maximum of 30 first-year arts credits) to every Dogwood graduate from School District 58, the local School District of NVIT's five founding bands (Coldwater, Lower Nicola, Nooaitch, Shackan and Upper Nicola). NVIT also offered six Immediate Entry Bursaries to Indigenous students graduating from School District 40 for learners immediately transitioning to NVIT's Vancouver Campus. In meeting our unique Indigenous and Province-wide mandate, NVIT expanded the IEB Bursary in 2019/20 for all grade 12 graduates in BC First Nations School Association Schools. As of 2021/22, the bursary is available to all graduates of School District 58 together with all Indigenous graduates across British Columbia. Since 2018, more than 175 students have benefitted from the bursary. Expansion to include School District 74 (Gold Trail), Logan Lake Secondary, Similkameen Elementary Secondary, and Hope Secondary starts in 2023/24. Transition planning starts early with campus visits planned for SD58 students in Grade 5, Grade 10, and Grade 12.

NVIT was one of the first to offer a Youth in Care tuition waiver and continues to offer the waiver to fill the gaps in the Provincial Tuition Waiver Program. In 2022/23, NVIT saw 15 learners benefit from the BC Government's tuition waiver program, totaling more than \$34,000, an increase of 10% over the previous year. NVIT supports the Campus Navigator Community of Practice initiative and the opportunity to share knowledge, resources, and best practices supporting former youth in care.

NVIT, "Start here go anywhere..." in supporting this motto, NVIT offers its Community-Based Assessment services to learners interested in exploring post-secondary at NVIT or elsewhere. The service, offered in remote and rural communities, develops an educational pathway to assist the participants in identifying the steps to meet their educational and career goals. More than 1100 prospective learners have participated since the project's inception in 2011/12.

Other student support at NVIT includes emergency financial aid, career exploration and planning seminars, study and writing seminars, Indigenous supports including Elder support and clothing/ food banks.

Additionally, many on-campus supports are now available virtually for online or community-based learners such as wellness and academic supports provided through the Student Success Centre including tutors, disabilities and accommodations support, and counselling and nurse practitioner access.

e. Student Safety and Well-being

NVIT continues to advance the initiatives identified within the Sexualized Violence and Misconduct policy review. Online and face-to-face policy review sessions were coordinated for staff and faculty in early 2023 with student sessions scheduled for the 2023/24 academic year. Initiatives include a dedicated information and response tool on the NVIT website, continuance of the Let's Get Consensual and Respectful Relationships program, multi-media information regarding the response, and general campus safety. Since 2017, NVIT's Stronger Together Project, a team of faculty, staff, learners, and administrators, advocates for safe and positive spaces campus wide. Rainbow crosswalks welcome visitors to both campuses. NVIT was a proud sponsor of the 2022 Kamloops Pride parade and looks forward to sponsoring both the Vancouver and Kamloops Pride parades in 2023!

NVIT continues to utilize the Healthy Minds/Healthy Campus "Health and Wellness Space" created for students to access a Mental Health Clinician and Nurse Practitioner. Students are also able to access traditional and cultural medicines that are stored within the health and wellness space, access Elder supports and participate in workshops or individual support as needed.

The safety of learners and employees is a top priority of the institution. NVIT adheres to PHO guidelines. NVIT engaged a risk management consultant to update/ revise the Emergency Management Plan and Procedures. The new plan will be ready for the upcoming academic year. A review of security needs was completed and NVIT increased security presence on the Merritt campus.

3. Fully engage with government in implementing mandate commitments to support a future-ready post-secondary system and workforce, increasing access to post-secondary education and skills training and high-opportunity jobs for British Columbians. This includes cross-government and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

a. Cross-government and stakeholder collaboration

NVIT President met with Deputy Minister, Bobbi Plecas, to discuss how NVIT can support government in their priorities through an Indigenous lens.

b. Funding Review

NVIT is disadvantaged by the current funding formula and looks forward to the gaps being addressed in the funding review or through alternative solutions. A change in the funding formula will allow NVIT to be a dynamic contributor to BC's StrongerBC Economic Plan.

c. Tuition Policy

NVIT adheres to the Tuition Policy and its reporting requirements.

d. Digital Services

NVIT continues to support and implement EducationPlannerBC application and transcript exchange services and will be going live with EPBC 3.0 in June 2023. NVIT added the following enhancements to our cybersecurity measures: Multi-Factor Authentication for employees and students, conditional access for O365 Tenant, and geo blocking.

Minister's Letter of Direction 2022/23 Update

1. Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:

- **Working to align education and skills training to goals of the B.C. Economic Plan; and**

NVIT has strong and collaboratives relationships across the sector and within Indigenous communities. Examples of current collaborations include University of British Columbia Okanagan and the Indigenous Language Fluency program, Thompson Rivers University's delivery of an MBA to an Indigenous cohort. Additionally, NVIT collaborates within the health training, trades training, and natural resources to ensure that our colleague schools have an Indigenous lens through which to view the new British Columbia under the DRIPA legislation.

- **Supporting the implementation of Skilled Trades Certification.**

NVIT offers the Electrician Pre-Apprentice (Foundation) program which caters primarily to Construction Electrical. Currently, NVIT doesn't have the workshop space, instructional staff, curriculum, or equipment to run or contemplate expanding additional trades offerings. NVIT's Dean of Trades participates in the BC Trades Dean organization to keep up to date on trade requirements and new opportunities. NVIT schedules trades training deliveries to coincide with the semester system of the local school district to allow dual credit students to participate. Over the last couple years NVIT has delivered carpentry training in several communities across the province at the foundational and apprentice levels.

2. Contribute to Ministry engagement on upcoming initiatives, including:

- **Stronger BC: Future Ready Action Plan (formerly known as the *Future Ready Skills for the jobs of Tomorrow* plan);**

Although NVIT has two Micro-Credentials that meet the Future Skills Grant requirements, we have determined that the individual model of serving individual students does not flow well with how NVIT serves the Indigenous community in a cohort model. NVIT has opted to be removed from this model of training and look forward to seeing how we may be able to support this initiative in the future.

- **The Ministry's sexualized violence policy review;**

NVIT participated in the Student Perceptions of Sexual Violence survey. The survey report will assist in informing the Sexual Violence Policy update for 2023/24, specifically in the prevention, training, and education. The key findings related to safety, prevalence, and perceptions of consent will be shared with NVIT's Stronger Together team to update materials for consent workshops. NVIT continues to participate in engagement sessions related to the review.

- **Further tech-relevant seat expansions; and**

NVIT is redesigning our Renewable Energy Program in collaboration with Riverside Energy. The redesigned program focuses on solar energy and the opportunities for Indigenous people within this sector. NVIT and First Nation Technology Council (FNTC) are renewing the partnership to deliver the Foundation and Innovation in Technology program to two cohorts per year for five years.

- **The funding formula review of provincial operating grants.**

NVIT continues to actively participate in the funding review initiative.

II. Strategic Direction and Context

A. Institutional Description

Purpose

The Nicola Valley Institute of Technology was founded in 1983 by the Coldwater, Shackan, Nooaitch, Upper Nicola, and Lower Nicola Indian Bands to offer a relevant and high-quality educational experience for Indigenous learners. Designated as a Provincial Institute under the British Columbia College and Institute Act on September 1, 1995, NVIT now operates as an accredited public post-secondary institute and is an independent and equal member of BC's post-secondary education system with legislated authority to grant its own certificates, diplomas, and associate degrees. The Institute also has the authority to jointly confer a Bachelor of Social Work Degree with Thompson Rivers University.

In response to *Indian Control of Indian Education* (1972), NVIT was constructed over thirty years ago with the intention of improving the quality of life for Indigenous people of the Nicola Valley. Today, this now, global vision is reinforced through the emerging landscape to Indigenize education through the adoption of the recommendations of the Truth and Reconciliation Commission (TRC), the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Royal Commission on Aboriginal Peoples (RCAP). NVIT responds to community needs throughout British Columbia and Canada by ensuring public post-secondary education remains accessible and relevant. In being committed to its vision, NVIT not only continues to support our communities and create Indigenous academic space but also expands our Indigenous circle of belonging among those with whom we serve.

Response

As the Indigenous Centre for Excellence in public post-secondary education for the Province of British Columbia, NVIT enjoys an award-winning main campus situated in Merritt, BC, a satellite campus in Burnaby, BC, and in any given year partners with an average of 30 Indigenous communities and agencies across BC and Canada to deliver community-based education. NVIT offers innovative, relevant credentials for future Indigenous leaders in a comprehensive range of courses and programs from literacy to a four-year baccalaureate degree. While face-to-face instruction is the primary means for delivering on and off-campus courses, online learning using the Moodle Learning Management System and Microsoft Teams are also utilized to increase access and support to learners. The overall programming focus of the Institute, regardless of a program's field and credential, is on inspiring learners to strengthen community.

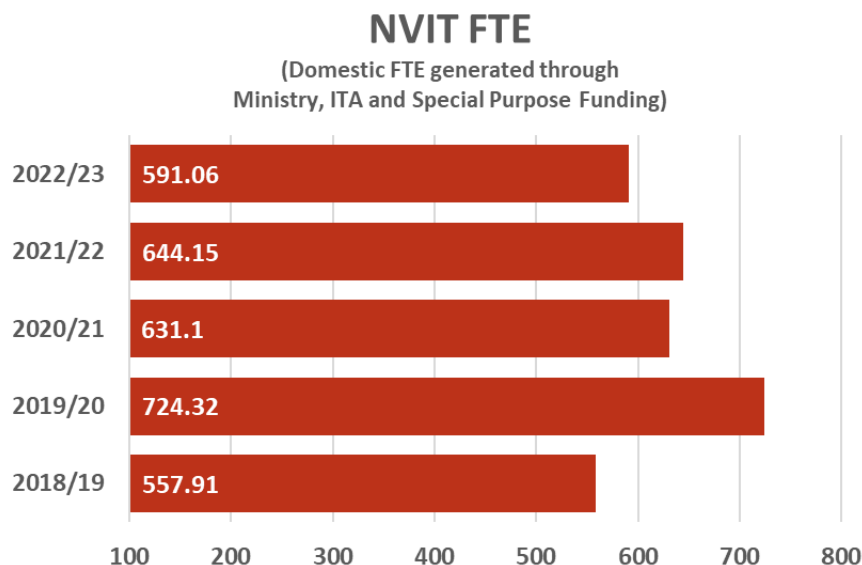
The importance of partnerships is a key deliverable within the Aboriginal Post-Secondary Education and Training Policy Framework. A core focus in the day-to-day operations, as well as in NVIT's vision for the future, is working in partnership with other organizations and Indigenous communities. NVIT believes this approach not only enhances services but also provides a leveraging effect to serve more

students and communities. NVIT has working relationships with communities throughout British Columbia and continually strives to serve them effectively, particularly by meeting the communities' needs with relevant training that recognizes and respects their traditional cultures and values. Examples of ongoing and new collaborations with institutions and organizations include Thompson Rivers University (Bachelor of Social Work and Master of Business Administration); Carrier Sekani Child and Family Services (Indigenous Human Services Certificate and Diploma and Social Work Degree); and En'owkin Centre in Penticton (ongoing affiliation agreement). NVIT also has relationships with the First Nations Wellness/Addictions Counsellor Certification Board (Indigenous Holistic Wellness and Addictions); the University of the Fraser Valley (Bachelor of General Studies Degree-Indigenous Holistic Wellness and Addictions); BC Aboriginal Child Care Society (Indigenous Early Childhood Education); the St'át'imc and Lake Babine Nation (Indigenous Language Fluency Diploma); and Interior Health Authority (Health Care Assistant Pathway Program). In addition, NVIT has educational affiliations with the Coastal Training Centre (Indigenous Holistic Wellness and Addictions Program), and the Gitksan Wet'suwet'en Education Society (Developmental and Indigenous Early Childhood Education).

We are also proud of our relationships with the Indigenous Adult and Higher Learning Association, the First Nation Education Steering Committee, the University of Northern BC, the University of British Columbia, and the Justice Institute of British Columbia. In relation to the Indigenous Language Fluency Program, NVIT currently has strong partnerships with Scw'exmx Tribal Council, En'owkin Centre, Lillooet Tribal Council, and the Lake Babine Nation delivering Indigenous language programs. A block transfer agreement with the University of British Columbia – Okanagan Campus allows the Language Fluency Diploma students to transfer to UBCO's Language Fluency Degree program. Exciting new and ongoing collaborations include progress towards a Bachelor of Education Degree with UBC and a Master of Business Administration with Thompson Rivers University.

Results

In fiscal year 2022/23, NVIT's combined full and part-time student body was almost 1300 students. This year 78% of NVIT's domestic full-time equivalent students identify as Indigenous. In 2022/23, NVIT's student body represented 112 or 55% of British Columbia's First Nations communities as well as First Nations communities in 9 other provinces and territories across Canada. NVIT's FTE production continues to produce solid results; this year, NVIT operated at 97% of our 2022/23 AEST FTE target.



In addition to being part of British Columbia's public post-secondary system as a provincial institute within the Ministry of Post-Secondary Education and Future Skills, NVIT is a member of:

- Colleges and Institutes Canada (CICAN)
- the Canadian Association of College & University Student Services (CACUSS)
- BC Council of Senior Student Affairs Leaders (CSSAL)
- the British Columbia Registrars' Association (BCRA)
- the B.C. Association of Institutes and Universities (BCAIU)
- the Western Association of Registrars of the Universities and Colleges of Canada (WARUCC)
- the B.C. Indigenous Adult and Higher Learning Association (IAHLA)
- the National Association of Indigenous Institutes of Higher Learning (NAIIHL)
- BCNET
- the Administrative Systems Consortium (ASC)
- the Rural Community College Alliance (RCCA)
- the League for Innovation
- numerous program and services-related organizations.

B. Strategic Direction

In June 2022, the NVIT Board of Governors engaged in strategic planning to develop the 2023–28 Strategic Plan. The Board of Governors approved the new 2023-28 Strategic Plan on November 22, 2022. Continuing with the four strategic directions, NVIT's new plan is built upon Indigenous Ways of Knowing, Being and Doing, and provides Indigenous people and our allies the education, strength, and leadership required to rebuild, enhance, and grow Indigenous communities. NVIT's updated Vision, Mission, and Values are as follows:

NVIT's Vision

ýehetłł ~ ǵstcawt – our spirit, essence, emotions, intelligence are good

NVIT's Mission

sǵǵmǵt ~ nakʷúlaʔmnt – sharing our traditional ways

NVIT'S Values Aligned with the Four Strategic Directions

zǵʷzo ǵwt ~ kʷckʷact – strength – Academic Excellence:

We are leaders in academia that value and embrace diversity, grounded in Indigenous pedagogy.

qʷǵmǵǵt ~ qʷǵm qʷǵm – balance/ beauty – Learner Centred:

NVIT ignites curiosity, highlights opportunities, and supports growth in a welcoming, inclusive, safe place.

nkseytkn ~ nǵsílł – the all, people you travel with – Community Relevance:

Responding to community needs, NVIT provides access to education opportunities that champion community advancement.

sneʔm ~ ǵayntwíxʷ - song/ our spirit – Organizational Effectiveness:

NVIT is an accountable and transparent organization.

Strategic Directions

The following four strategic directions are fundamental for NVIT to achieve its vision and mission. NVIT strives to achieve excellence in each of the identified directions. The NVIT Board of Governors reaffirmed these foundational strategic directions in the 2023-2028 NVIT Strategic Plan.

NVIT's four strategic directions are:

Learner Centred



Academic Excellence



Community Relevance



Organizational Effectiveness



III. Strategic Context

A. External Scan: Post-Secondary Indigenous Student Context

This section provides selected Indigenous population and student data relevant to NVIT as an Indigenous public post-secondary institute. It describes elements of the external operating environment that influence the development of institutional direction and action. It is important to note that this provincial level, and to a degree national level, data is important to NVIT for the following reasons:

- NVIT has a provincial mandate to provide Indigenous post-secondary education.
- NVIT has campuses in Merritt and Vancouver.
- NVIT delivers programs, on average, in 30 Indigenous communities across the province.
- In 2022/23, approximately 78% of NVIT's domestic learners identified as Indigenous and reflected 112 (55%) of BC's First Nations communities.
- According to the Representative for Children and Youth's Annual Report 2021/22, as of March 31, 2022, Indigenous children accounted for 68% of BC's Youth in Care.
- The five goals outlined in the Aboriginal Policy Framework are linked to the mission, vision, and strategic directions of NVIT.
- NVIT has partnerships with industry, post-secondary institutions, the RCMP, and other Indigenous organizations that are committed to Indigenous education including First Nations Education Steering Committee (FNESC), Indigenous Adult and Higher Learning Association (IAHLA), Indigenous Skills and Employment Training (ISET), School District #58 (Nicola Similkameen) and Steps Forward.

1. Statistical Attributes of Prospective and Current Indigenous Learners

a) Young and Expanding

Changes to federal legislation have generated opportunities for traditionally non-registered Indigenous people to qualify for registered status. This change created significant increases in the registered Indigenous population across Canada. On a national level, census data indicates the Indigenous population increased by 9.4% since 2016, almost twice as fast as the rest of the population, and now comprises 5% of Canada's total population. Population growth viewed over a longer period of 2006 – 2021 shows the Indigenous population grew by 56.8%, nearly four times faster than the non-Indigenous population in the same period (15.4%). Statistics Canada projects the Indigenous population could reach between 2.5 million and 3.2 million over the next twenty years. The average age of the Indigenous population in Canada is 33.6 years more than 8 years younger than the non-Indigenous population. The number of Indigenous youths aged 15 to 34 increased by 39% between 2006 and 2016, compared to an increase of just over 6% for non-Indigenous youth.

Currently, BC has 203 (32%) of Canada's 630+ First Nations communities recognized by the British Columbia Assembly of First Nations and the B.C. Treaty Commission. This number reflects 17.2% (180,080) of Canada's First Nations population, suggesting the average size of BC First Nations communities is approximately half that of the average for Canada (887 vs. 1664). According to the 2016 census data, British Columbia's Indigenous population increased to 270,585 in 2016, a 16.5% increase over 2011 (almost three and a half times the rate of the non-Indigenous population which increased by only 4.8%). In 2016 and 2021, BC's Indigenous population was 5.9% of the total population compared to 5.4% in 2011, 4.8% in 2006, and 4.4% in 2001. First Nations people made up 2.8% of Canada's population in 2021, while Metis people comprised 1.7% and Inuit people 0.2%, the same as in 2016.

The 2021 Census data indicates the average age of BC's Indigenous population is 34.3, slightly higher than the 2016 Census data when the average age of Indigenous people in BC was 32.8 compared to 43.1 for the non-Indigenous population. Related to this, the Indigenous 0-14 age cohort is 25.8% of the Indigenous population as compared to 14.5% of the non-Indigenous population. Similarly, the Indigenous 15-24 age cohort is 16.7% of the Indigenous population as compared to 11.6% of the non-Indigenous population.

b) Education

The BC Ministry of Education's 2021/22 Aboriginal Students: How Are We Doing? Report shows the Six-Year High School Completion rate (Dogwood or Adult Dogwood) for Indigenous students is 75% compared to 94% for non-Indigenous students. The percentage of Grade 12 Indigenous students who took English 12 in 2021/22 and received a C+ grade or better was 62% as compared to 81% for non-Indigenous students. It is interesting to note that when the comparison is for students who received a C- or better, the gap is only 2%, 95% for Indigenous students and 97% for non-Indigenous students. The 2021/22 data for Math shows 66% of Indigenous students who took Foundations of Math 12 received a C+ or higher compared to 72% of non-Indigenous students.

With a focus on ensuring relevance to the communities it serves, NVIT offers community-based assessment services. Since 2011/12, NVIT has provided 116 community-based assessments to more than 1100 prospective learners. Overall results continue to show a need for access to key prerequisite courses that assist in post-secondary access and success.

As BC's Indigenous post-secondary institute, NVIT has an intimate understanding of the struggles that current and prospective Indigenous learners experience when attempting to access and be successful at pre-requisite level studies. Family commitments, access, readiness, funding, and confidence are primary considerations. Unfortunately, various factors restricted NVIT's ability to deliver developmental-level programming in communities. Federal government education funding policies and reductions, combined with family commitments and personal readiness severely reduce the likelihood of Indigenous learners in rural and remote communities relocating to access and/or recognize success in developmental-level studies on established campuses. This year NVIT delivered developmental-level programming and support services on campus and was happy to once again be able to offer this programming to BC's Indigenous communities. Partnerships with the following eight communities Stein Valley Nlakapamux School Society (Lytton), Carrier Sekani Family Services (Vanderhoof), Sik-E-Dakh, Hagwilget Village Council (Hazelton), Gitxsan Wet'suwet'en Education Society (Hazelton), Lil'wat Nation (Mount Currie), En'owkin (Penticton), and Bonaparte First Nation, provided opportunities for 120 students to enroll in one or more developmental-level courses in their community or online. Despite these efforts, NVIT feel short of meeting the FTE target.

Bridging the gap for those who require developmental level (including literacy and numeracy) programming to access post-secondary level studies remains a constant priority for the Institute. NVIT estimates that there are approximately 35,000 prospective Indigenous post-secondary learners in British Columbia without a Grade 12 education.

Long before the Ministry of Post-Secondary Education and Future Skills mandated tuition-free ABE, NVIT delivered all developmental level courses tuition-free and will continue to deliver developmental studies on a tuition-free basis. Through the delivery of NVIT's College Readiness programming, NVIT was able to increase access to training within communities. These programs align with NVIT's commitment to maintaining affordable access to literacy, numeracy and essential skills education and development.

An examination of 2021/22 Student Transitions Project data indicates the five-year transition rate (rate of enrolment in a BC public-post-secondary institute within five years of graduation) for Grade 12 Indigenous students is 62% compared to 69% for non-Indigenous students. The 2020/21 report shows the 10-year transition rate of Grade 12 Indigenous students to post-secondary is 71% (2478) compared to 76% (31,705) of non-Indigenous students. While these gaps may appear small, the reality is that many Indigenous students do not make it to Grade 12. Additionally, if one factors in the decrease in potential earnings due to a 10- or even 5-year delay in transition, promoting immediate entry becomes even more beneficial.

NVIT continues to be cognizant of the existing demands and needs of its target population. The Institute responds to current and anticipated trends by reviewing existing programs while exploring and developing new program areas and partnerships.

c) Employment

British Columbia's First Nations communities tend to be rural and economically underdeveloped. The on-reserve population faces a much higher unemployment rate than the non-Indigenous population. Anecdotal information from communities suggests the real unemployment rate is far greater than that formally reported.

Further insight into Indigenous unemployment is provided by comparing educational attainment and unemployment data offered by the Labour Force Survey. In general, employment rates increase with education level. In 2022, 17% of the Indigenous people in the labour force, age 25 years and over had less than a high school education compared to 11% for non-Indigenous, while 56% of Indigenous people in the same group had completed a post-secondary education compared to 68% of non-Indigenous people. The corresponding unemployment rate gap for those who have less than a high school education is 6% and falls to 1.3% for those who completed a post-secondary education. Despite post-secondary education attainment, Indigenous students continue to experience higher unemployment rates upon return to their community. Many communities do not have a sufficient economic base to provide them with employment.

Labour market indicators had shown some economic improvement for Indigenous people aged 25 to 54 between 2015 and 2019 when the Labour Force Survey Indigenous employment rate increased 5.4% to 72.8%. In the same period, the non-Indigenous population employment rate increased 1.9% to 83.8%, an employment gap of 11%. The gap dropped to 7.6% in the 2022 data where the employment rates are 77.3% (the highest rate since the LFS started) and 84.9% respectively. It is important to note the Labour Force Survey does not include on-reserve data so the true employment rate for Indigenous people is likely significantly lower than the LFS suggests.

In 2022, 58.2% of Indigenous youth, ages 15-24, were employed, only 0.4% lower than their non-Indigenous counterparts at 58.6%, the smallest gap since the inception of the LFS. The participation rate, the number of labour force participants expressed as a percentage of the population, for Indigenous youth was 66.3% up 5.1% from 2021, compared to 65.2% up 0.9% for non-Indigenous people in the same age group. The overall labour force participation rate for 2022 was 65.2%. As baby boomers age out of the labour force, overall participation rates are projected to drop to between 59.7% and 62.6% by 2031, the lowest levels since the late 1970s.

Note that the unemployment rate of post-secondary graduates is one accountability measure used by the Ministry to assess institutional performance and this measure cannot be assessed for NVIT due to on-reserve unemployment rates. The on-reserve unemployment rates may also affect the ability of Indigenous students to repay their Canada Student Loan, resulting in Indigenous students potentially having higher default rates than non-Indigenous students.

B. External Scan: Institutional Context

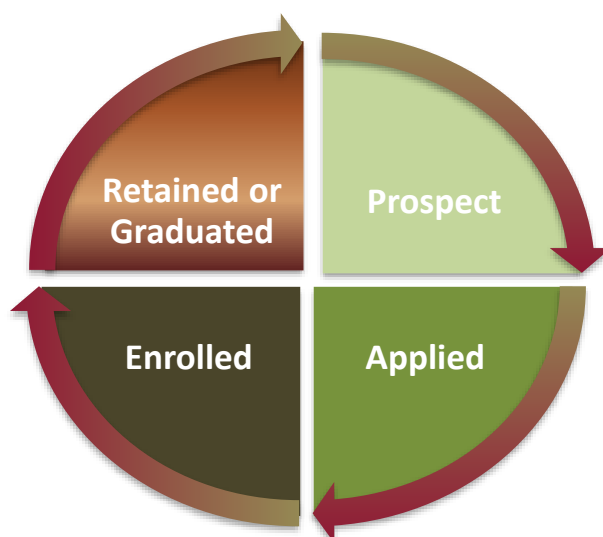
1. Meeting the Increasing Demand

The combination of the socio-economic realities for NVIT's target population and communities, gaps in success and completion for Indigenous learners in the K-12 system, and pressures from industry for skilled talent confirm the need for NVIT's unique mandate. The current environmental context also emphasizes the importance of NVIT's relevance to its prospective and current learners and their communities. NVIT is pleased that BC has placed significant priority on improving the quality of life for Indigenous people. NVIT is a key strategic partner for the Ministry toward meeting the capacity, quality, access, relevance, and efficiency performance measures related to Indigenous education.

Ministry priorities related to Indigenous education in the province increase the profile of Indigenous learners. BC's mainstream public post-secondary institutions have progressed significantly in addressing the needs of their Indigenous students in terms of programming relevance, access, and support. The focused priority on Indigenous education system-wide also increases competition for NVIT's Indigenous learners, faculty, and staff. Responding to the growing Indigenous education priorities and competition necessitated the implementation of strategic enrolment management practices at NVIT.

Enrolment management at NVIT brings together all the parts of the Institute to integrate a combination of educational options and services for prospective learners with a means to effectively communicate these options and services while nurturing current learner engagement and achievement. As BC's Indigenous Post-Secondary Institute, NVIT has developed comprehensive processes to recruit and retain students. NVIT's strategic enrolment management and retention initiatives are an integral component of NVIT's operation and strategic direction in working towards provincial FTE and graduate goals and in ensuring that student experiences are relevant and positive. Overall, an effective enrolment management strategy includes short and long term institutional and program targets, educational and learner services planning, and communications/marketing and recruitment priorities informed by institutional data and internal and external systemic needs. NVIT's Enrolment Management strategy focuses on:

- the individuals (prospects, applicants, students, graduates) at each phase of the cycle.
- the transitions of individuals through the cyclical process.
- reviewing the initiatives undertaken to assess the effectiveness of NVIT processes and practices.
- revising NVIT processes and practices to increase the transition rates between Prospects, Applicants, Students and Graduates.



The higher rate of increase for the Indigenous population and its younger median age than the non-Indigenous population and the vast provincial locale of the Indigenous communities provide a significant opportunity for NVIT. This information suggests NVIT must focus on providing relevant on-campus programs and services while expanding community-based curriculum delivery and support. There are 203 First Nation communities with small populations – increasing the likelihood of low student numbers. The data highlights the continuing challenges in providing in-community delivery in cost-effective ways.

2. Learner and Community Relevance

A high percentage of the Indigenous population has less than high school graduation as their highest education level. According to the Ministry of Education's *Aboriginal Report 2021/22 How Are We Doing?* a five-year average of the six-year completion rate indicates 28% of Indigenous students have not graduated from high school or received an Adult Dogwood within six years from the first time they enroll in Grade 8 compared to 8% of non-Indigenous students. This challenge compounds when considering the rural locale and number of prospective Indigenous learners, high school graduates or not, who lack the academic prerequisites for post-secondary.

BC Indigenous students are more likely to have to relocate from their home community to study compared to non-Indigenous students. Indigenous students are also more likely to be single parents and interrupt their studies for financial reasons. The high on-reserve annual population growth rate also points to an increasing opportunity for community-based programming. The current situation highlights the need for NVIT to address the literacy and numeracy gaps, both on-campus and in communities, to bridge the learners to post-secondary – a critical element to ensuring equivalent participation and completion rates in post-secondary between the Indigenous and non-Indigenous population. NVIT's community-based assessment initiatives and Youth in Care Tuition Waiver policy are examples of NVIT's ongoing efforts to remain relevant and provide access.

Feedback from Indigenous students in BC's post-secondary system includes the desire for more Indigenous content (e.g., Elders' input, accurate Indigenous history, aspects of traditional beliefs and values, and traditional ecological knowledge) in their curriculum. Indigenous learners also raised the need for more student support including increased tutoring, accommodations and support, smaller classes, and more time with instructors. NVIT's Education Plan identifies these learner priorities by ensuring all programs are based in Indigeneity, epistemology, and taxonomies. The Strategic Enrolment Management (SEM) activities include various ways of offering relevant and effective learner supports intended to increase the retention and success rates of NVIT's learners.

Unless pathways to high school completion and completion of course and program prerequisites are facilitated, many Indigenous students will not be able to enter post-secondary education and training. The fundamental issue is that post-secondary access for Indigenous students is significantly addressed when NVIT can arrange for programs and supports to be available in Indigenous communities. Despite the challenges that exist in providing cost-effective delivery of such programs,

the need and opportunity exist for NVIT to expand activities related to flexible, off-campus delivery of curriculum and services.

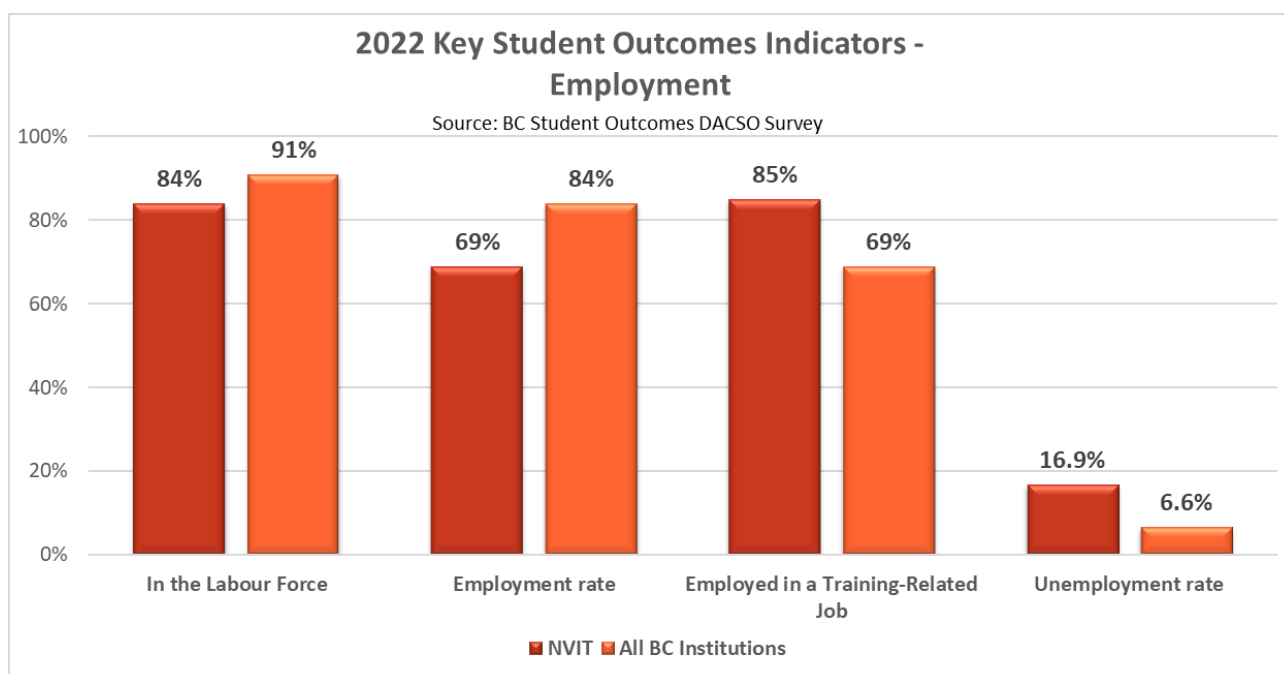
3. Programs and Skills that Lead to Jobs

In many remote and rural areas of the province, particularly Indigenous communities, connectivity to participate in the anticipated tech sector is limited. This includes the opportunity for prospective learners to access educational opportunities within the alternative delivery/ virtual learning environments. As BC's Indigenous Public Post-Secondary Institute, NVIT is well positioned to support the advancement of technology sector training within Indigenous communities. NVIT is flexible and innovative in its relationships with partner post-secondary schools and industry to meet the digital education and training needs of Indigenous communities.

NVIT is responsive to in-demand job training by offering Trades programs such as Bridging to Trades, Automotive Service Technician (SkilledTradesBC Foundation Level), Electrical Pre-Apprenticeship (SkilledTradesBC Foundation Level), Plumbing and Piping Trades Certificate (SkilledTradesBC Foundation Level), Residential Construction (SkilledTradesBC Foundation Level), Culinary Arts Professional Cook 1 Certificate and



Welder Foundation Certificate. Apprenticeship level programs were delivered for the first time this year with Level 2 deliveries of Culinary Arts and Carpentry. Last year, NVIT received approval for 3 mobile training trailers (1 for health, 1 for technology, and 1 multi-use) which will support the health and technology programs that NVIT offers in Indigenous communities across BC. Supply chain issues affected the delivery schedule; the multi-use trailer has arrived and is being outfitted, the other trailers are expected by the end of summer 2023. The delay in delivery of the health trailer, low enrolment in the Merritt offering of the Health Care Assistant Partnership Pathway (HCAP) programming, and the HCAP offering spanning two fiscal years all attributed to NVIT falling short of its Health programming FTE target. NVIT has also worked with several Indigenous communities to deliver essential and employment skills for transition to job training programs. The Health Care Assistant Program is one example of a long-standing and successful NVIT program offered in remote Indigenous communities that leads to employment. To meet the increased demand for Early Childhood Education Assistants, NVIT developed the Indigenous Early Childhood Educator Assistant Micro-Credential program and offered the program in partnership with School District 22 (Vernon).



4. Conclusions

Whereas Indigenous demographics point to opportunities for NVIT as the province's Indigenous Post-Secondary Institute, the institutional operating environment nevertheless contains a number of threats and challenges. At the forefront among these, and possibly the longer lasting, is the competition NVIT faces for Indigenous students and faculty. In response to increased competition, labour market demands, and multiple Key Performance Indicators and accountability measures, NVIT relies on its strategic enrolment management initiatives and Indigenous institutional partnerships to ensure strategic positioning within the post-secondary system and First Nations communities. Not only does NVIT offer an Indigenous educational experience on our campuses, but we are also the most sought-after public post-secondary school to deliver programming within Indigenous communities.

NVIT differentiates itself from other public post-secondary institutions by ensuring enhanced use of Indigenous epistemologies, philosophies, traditional ecological knowledge, and taxonomies that serve the "Indigenous identity" that is lacking in other post-secondary institutes. NVIT's commitment to providing highly efficient, effective, and relevant programs and services directly aligns with the spirit and intent of the Ministry's Aboriginal Framework and Aboriginal Service Plan.

In short, NVIT will compete most effectively for students and faculty if the Institute is true to its origins and mandate. NVIT will continue to empower learners by strengthening their voice and identity by hosting an accessible and relevant educational experience.

C. Internal Scan

1. NVIT's Strengths - People

Students

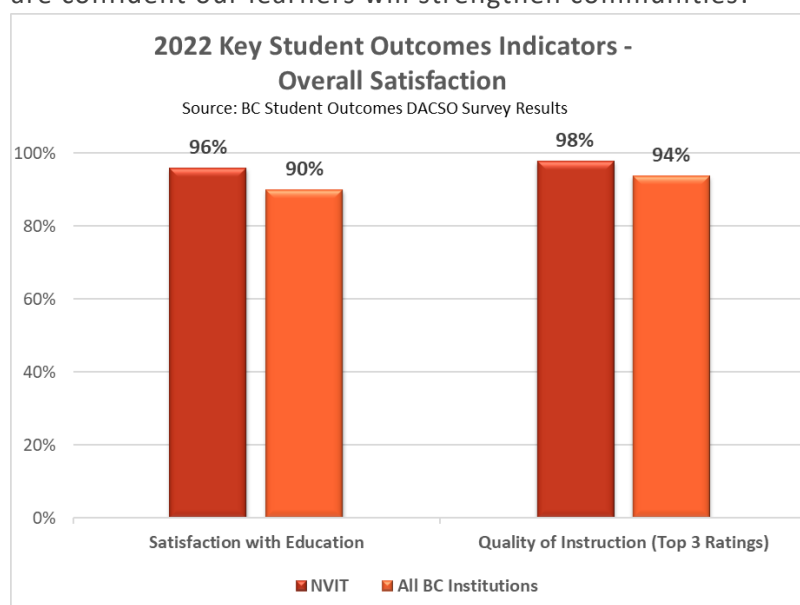
Over the past five fiscal years, an average of 80% of NVIT's student body self-identified as Indigenous. In the 2022/23 reporting cycle, learners from 112 First Nations communities across British Columbia and 9 provinces and territories

NVIT Learners: Age by Academic Year

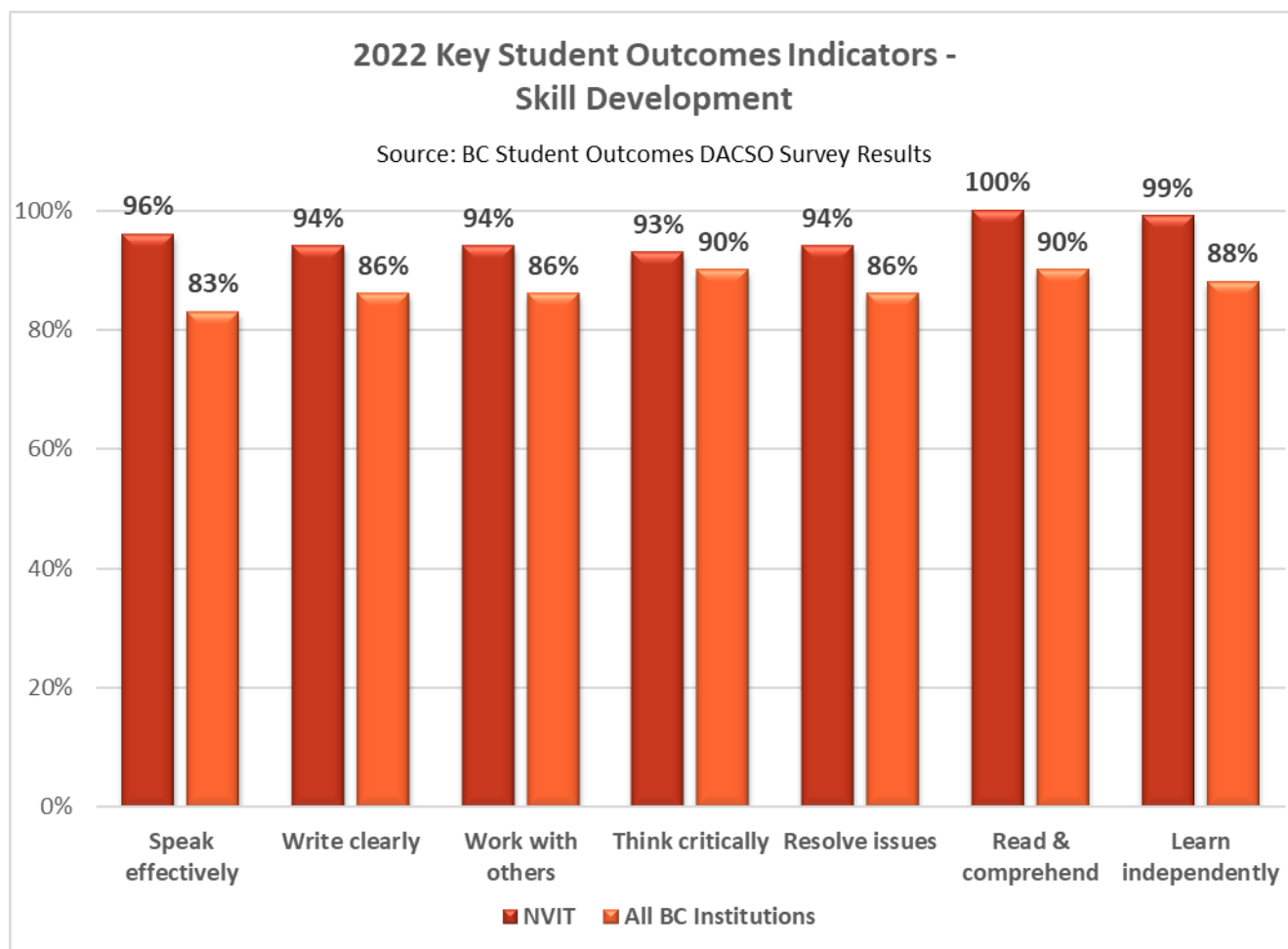
Age Range	2017/18	2018/19	2019/20	2020/21	2021/22
17 & <	3 %	3 %	3 %	3 %	9 %
18 to 21	16 %	16 %	14 %	13 %	11 %
22 to 24	9 %	9 %	9 %	9 %	7 %
25 to 29	16 %	14 %	14 %	14 %	12 %
30 to 39	23 %	22 %	23 %	22 %	25 %
40 to 49	15 %	16 %	17 %	18 %	17 %
50 to 64	15 %	16 %	15 %	15 %	16 %
65 plus	3 %	4 %	4 %	4 %	3 %

committed to the NVIT experience. NVIT's learner population serves a vast age range with a predominant 30 – 39-year-old group. In total, NVIT served 1296 learners on-campus, in-communities and online in the 2022/23 fiscal year. More than 290 learners successfully completed programs and attended graduation ceremonies in Merritt, Vancouver, or in their community.

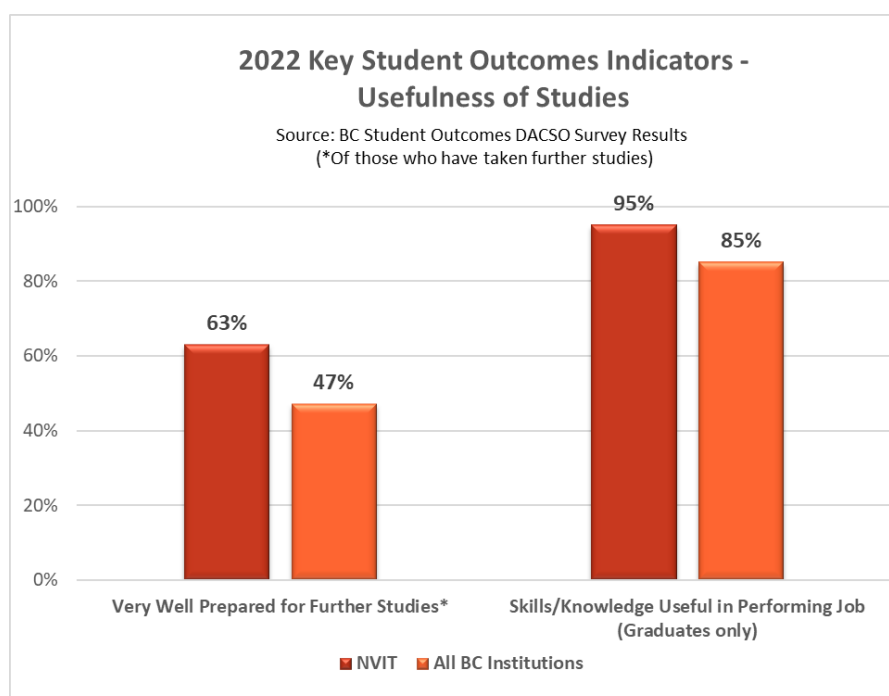
The NVIT community is strengthened by an increasingly engaged and committed student population who actively participate in NVIT's Board of Governors, Education Council, Strategic Enrolment Management Committee, Indigenization Committee, Student forums, provincial and national initiatives, and various campus-wide events. In addition to NVIT achieving all outcomes targets, the 101 NVIT respondents to the Student Outcomes Survey for Diploma, Associate Degree and Certificate programs, consistently rated their NVIT experience higher than the system norm in the areas of overall satisfaction, quality of instruction, and skill development. Just as they are NVIT's strength, we are confident our learners will strengthen communities.



Students continue to indicate overall satisfaction with their NVIT experience. Student outcomes data supports that NVIT's learners reflect a high level of satisfaction with their education and instruction at NVIT and further rated their skill development higher than the system-wide averages. (See chart on next page.)



The success of our learners after their NVIT experience is critical. Employed graduates of NVIT's diploma, associate degree and certificate programs assessed the skills and knowledge from their program as useful or very useful in performing their job higher than their BC counterparts perform and were more inclined to indicate their program prepared them for further studies.



Staff and Faculty

NVIT prides itself on having the largest percentage of Indigenous employees in the public post-secondary system. The large number of Indigenous employees contributes to the fact that we are truly BC's Indigenous Public Post-Secondary Institute and ensures that NVIT's students, that currently represent 55% of the Bands in BC, are welcomed into an educational experience that reflects a commitment and inherent knowledge related to Indigenous education.

Elders' Council

NVIT's Elders' Council is integral to NVIT's success. Elders are recommended by Council members and communities and are representative of the traditional territories of our Merritt and Vancouver campuses, including the Métis. For in-community services, such as community-based assessments, local Elder support is planned and integrated into the service delivery. Activities of NVIT's Elders' Council members include participation in campus-wide activities including attending classes, committees, governance, and curriculum development. Elders support NVIT's learners and staff by sharing traditional and cultural knowledge, advice, and support.

Board of Governors

NVIT is fortunate to have a 100% First Nations appointed Board of Governors possessing expertise including governance, education, finance, and law. The relevant and strong collective competency of NVIT's board members is a primary strength. The Order in Council appointed Board members are drawn from across British Columbia while maintaining linkages to NVIT's five founding bands. With a student body representing 55% of BC's First Nation communities, the Board of Governors is reflective of perspectives and communities across the province. Appointing two Board members from NVIT's founding bands ensures the Institute remains grounded in its founding communities and purpose.

2. Collaborative Partnerships

NVIT's ability to collaborate and create purposeful and effective relationships with other post-secondary institutes, First Nations communities, and Indigenous and non-Indigenous organizations across BC provides access, relevance, and efficiencies. NVIT strives to address community priorities through program development and works collaboratively with community partners for the successful delivery of educational programs and services. Collaboration with other organizations is a key factor in NVIT's ability to offer an expanded range of programming. Examples include the Bachelor of General Studies – Indigenous Holistic Wellness and Addictions with the University of the Fraser Valley and the Bachelor of Social Work Degree with Thompson Rivers University. NVIT is delivering a Master of Business Administration with Thompson Rivers University and a Language Degree with UBC in addition to numerous programs with our Indigenous Adult Higher Learning Association (IAHLA) partners.

Through the B.C. Student Outcomes Project, NVIT's former students consistently report a high level of satisfaction with NVIT programs and their relevance to employment. NVIT courses and programs

are recognized at public post-secondary institutions throughout British Columbia under the course transfer framework of the B.C. Council of Admissions and Transfer. Programs have also increasingly formed the foundation for collaborative degree programs with partner universities. NVIT is incredibly pleased to receive reports that some of our graduates have gone on not just to baccalaureate degrees, but also to the successful completion of graduate degree programs. NVIT will continue to enhance the readiness of graduates to find employment or to succeed at higher levels of education through its Education Plan and associated program reviews.

NVIT continuously seeks opportunities to better meet the needs of Indigenous students and their communities. As many of NVIT's learners are situated in rural and remote communities, exploring ways of providing access to Indigenous public post-secondary education remains a priority for NVIT. Through extensive support from the Ministry in partnership with Urban Native Youth Association, NVIT was pleased to complete the concept plan and submission to Treasuring Board in early 2022. The announcement on May 6th indicates significant progress. Over the past year, NVIT, UNYA, City of Vancouver and Infrastructure British Columbia have been working diligently on the completion of the business plan. It is expected that the business plan will be completed and submitted to Treasury Board for approval in Fall 2023.

Regarding dual credit initiatives, NVIT has partnerships with local school districts (Surrey, Penticton, South Okanagan and Nicola-Similkameen). These initiatives include the delivery of a course within NVIT's Community and Public Safety Professional Program (CAPS) with the Surrey School District 36, Health Care Assistant with the Okanagan Skaha School District 67, Nle'kepmx Language and Bridging to Trades courses at Merritt Secondary School, and the MOU with Nicola Similkameen School District 58 that supports the district's students who wish to enroll in the Trades Foundation or Youth Explore Trades Sampler programs offered at NVIT through the ACE-IT program. In total, 86 dual credit students were enrolled at NVIT in 2022/23.

NVIT is a flexible, responsive institute. To achieve relevant and effective services, NVIT uses multiple and often integrated approaches in the delivery of programs such as:

- on-campus face-to-face instruction.
- in community face-to-face instruction.
- online and blended delivery courses and programs.
- technology-assisted instruction using the Moodle learning management system and Microsoft Teams classes.
- mobile computer lab for delivery in First Nations communities.
- semester, weekend, or periodic scheduling.

3. Efficiencies

NVIT's ability to grow continues to be constrained due to the lack of base funding. Should additional funding be provided, NVIT is confident that system wide efficiencies will be found that support the growth momentum and cover cost pressures. NVIT is struggling to deliver programs and student

supports that meet our students' expectations with the base operating grant NVIT is currently receiving. It is apparent that NVIT, as BC's only Indigenous provincially mandated Public Post-Secondary Institute, is overproducing FTEs and yet continues to be disadvantaged by a discrepancy in funding allocation. The current state of the economy, provincially and nationally, increases concern about future funding available to NVIT. NVIT strongly suggests the Ministry address this inequity for BC's indigenous post-secondary Institute. NVIT will not be able to sustain our growth and offer new programs without additional funding. NVIT anticipates the Funding Review included in the Minister's Mandate Letter will address these concerns.

While NVIT remains the smallest public post-secondary Institute in the province, the results are impressive. In 2022/23, NVIT achieved 97% of its FTE target. The NVIT Board of Governors and Leadership Team believe that NVIT has demonstrated the capacity and is strategically positioned to increase FTEs. NVIT's Centre for Excellence in Sustainability provides space for NVIT to deliver in-demand programs related to sustainability and green technologies as well as culinary arts. The greenhouse enhances the experiential learning components of the Environmental Resources program and provides opportunities for students and Elders to grow traditional foods. The building includes a gymnasium and fitness centre to provide recreational facilities and equipment to promote holistic



wellness across the campus community.

The culinary arts program allows NVIT to augment the partnership with the local school district to provide ACE-IT spaces, expand our opportunities for dual credits, support the SkilledTradesBC initiative of increasing female and Indigenous apprentices, and lastly, meet the needs of Indigenous youth and

Indigenous communities.

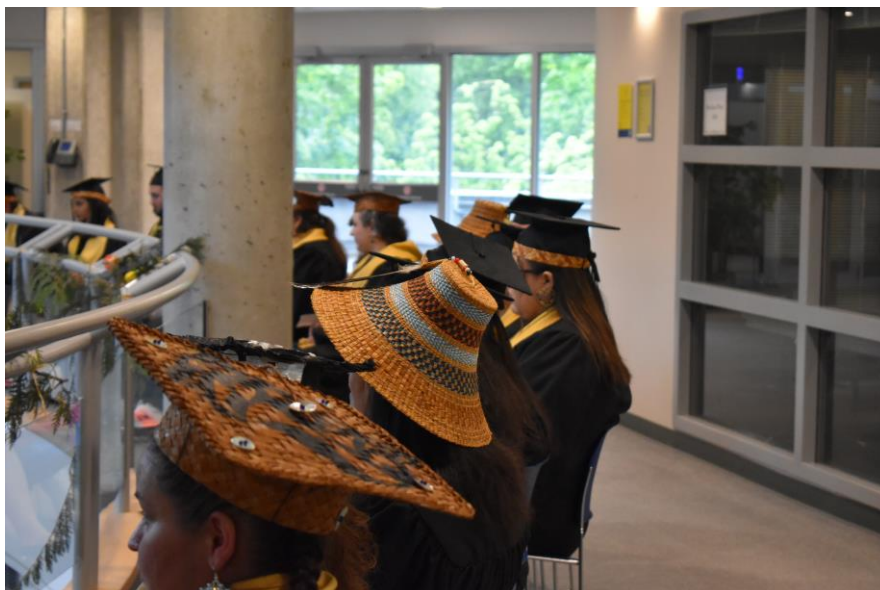
NVIT selectively uses online classes between campuses to increase student choice. NVIT continues to develop expertise in faculty who utilize online in their classes. This service allows students and employees to connect online using Microsoft Teams and Moodle and is used for classes, meetings, and instructor support. The use of hybrid learning models is becoming more popular with students. The ability to combine online learning with face-to-face instruction has proved to be very popular. NVIT delivered several courses using a hybrid-learning model.

4. Opportunities

NVIT's new Strategic Plan provides the Institute with an Indigenized mission and vision along with four strategic directions to guide operations. Having a significant portion of Indigenous employees and continuing to grow the Institute in student FTEs and headcount through on-campus, in community and online curriculum delivery has contributed to NVIT's success. NVIT is committed to a growth strategy and wishes to see both the FTE target and related funding increase substantially.

The AEST Service Plan and Aboriginal Framework identify Indigenous youth, trades, and partnerships as priorities over the coming years. BC's Aboriginal Service Plan (ASP) identifies increasing access, retention, completion, and transition for learners. NVIT is strategically positioned to assist the Ministry in fulfilling these mandates. NVIT's unique mission, vision, and comprehensive strategic directions and initiatives directly link to the priorities identified by government related to Indigenous public post-secondary education. As BC's Indigenous Public Post-Secondary Institute, NVIT supports these initiatives and recommends NVIT's funding be targeted towards Indigenous programming. With 55% of BC's First Nations Bands represented by our student body, a First Nations Board of Governors, an Elders' Council, and 78% of our students self-identifying as Indigenous, targeting NVIT's funding under Indigenous programming will assist the Ministry in meeting that target.

NVIT has demonstrated the ability to deliver relevant, quality programs and services for Indigenous learners and communities. We have used designated ASP funding to develop and implement various bridging (K-12 and stop-outs), persistence (on-campus) and transition (industry, workplace, and further post-secondary) activities as well as provided access to relevant programming through the delivery of curriculum in communities. NVIT continues to request that the Ministry support NVIT's strategic efforts through capital expansion and an increase in our FTE target and related funding levels. NVIT has been very successful at fulfilling its mandate of providing quality Indigenous education to British Columbia's Indigenous students while advancing the Ministry's Indigenous education priorities. NVIT is proud to be BC's Indigenous Public Post-Secondary Institute.



IV. 2022/23 Reporting Cycle Results Summary

The 2022/23 Reporting Cycle is based upon NVIT's Strategic Plan and is presented in NVIT's four strategic directions of Learner-Centred, Academic Excellence, Community Relevance and Organizational Effectiveness which support Ministry objectives identified in the current Ministry of Advanced Education and Skills Training Service Plan; Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan; and Ministry of Post-Secondary Education and Future Skills Accountability Framework Standards and Guidelines Manual.

NVIT Strategic Direction⁵: Learner Centred NVIT ignites curiosity, highlights opportunities, and supports growth in a welcoming, inclusive, safe space.		
NVIT Goals ⁵	Government Priorities	NVIT Key Strategies ⁵
1.1 Motivated & engaged learners 1.2 Commitment to a learner-centred environment 1.3 Opportunities for NVIT learners 1.4 Services & supports honouring Indigenous Ways of Knowing	<u>AEST Service Plan¹</u> Goal 1: British Columbians have access to inclusive, responsive, and relevant post-secondary education to reach their full potential. Goal 2: British Columbians have workforce connections, training, supports and information to be job-ready and prepared for opportunities in BC's economy. Goal 3: Lasting and meaningful reconciliation with Indigenous Peoples in BC through post-secondary education and skills training. <u>Aboriginal Framework²</u> Goal 1: Systemic change Goal 3: Financial barriers Goal 4: Aboriginal learners' transition Goal 5: Continuous improvement <u>Accountability Framework³</u> Strategic Objective: Access <u>Aboriginal Service Plan⁴</u> Increase access, retention, completion and transition	1. An environment where learners are motivated and actively engaged in learning, campus life and governance. 2. Create an environment of shared responsibility and accountability. 3. Expand initiatives that promote academic and career pathways. 4. Provide culturally responsive student services and supports.

NOTES: ¹Ministry of Advanced Education and Skills Training 2022/23 – 2024/25 Service Plan February 2022

²Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan

³Ministry of Post-Secondary Education and Future Skills 2022/23 Accountability Framework Standards and Guidelines Manual

⁴Ministry of Advanced Education and Skills Training Aboriginal Service Plan and Reporting Guidelines

⁵Nicola Valley Institute of Technology 2023 – 2028 Strategic Plan

NVIT Strategic Direction⁵: Academic Excellence We are leaders in academia that value and embrace diversity, grounded in Indigenous pedagogy.		
NVIT Goals ⁵	Government Priorities	NVIT Key Strategies ⁵
2.1 School of excellence 2.2 Academic integrity 2.3 Indigenize education 2.4 Innovative programming & supports	<u>AEST Service Plan¹</u> Goal 1: British Columbians have access to inclusive, responsive, and relevant post-secondary education to reach their full potential. Goal 2: British Columbians have workforce connections, training, supports and information to be job-ready and prepared for opportunities in BC's economy. Goal 3: Lasting and meaningful reconciliation with Indigenous Peoples in BC through post-secondary education and skills training. <u>Aboriginal Framework²</u> Goal 1: Systemic change Goal 5: Continuous improvement <u>Accountability Framework³</u> Strategic Objective: Quality <u>Aboriginal Service Plan⁴</u> Increase the receptivity and relevance	1. Excellence and relevance in teaching, supports, and curriculum. 2. Deliver transferrable programs that meet or exceed industry standards. 3. Deliver programming that reflects flexible and innovative approaches to teaching and learning. 4. Provide educators with the tools to effectively facilitate learning.

NOTES:

¹ Ministry of Advanced Education and Skills Training 2022/23 – 2024/25 Service Plan February 2022

² Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan

³ Ministry of Post-Secondary Education and Future Skills 2022/23 Accountability Framework Standards and Guidelines Manual

⁴ Ministry of Advanced Education and Skills Training Aboriginal Service Plan and Reporting Guidelines

⁵ Nicola Valley Institute of Technology 2023 – 2028 Strategic Plan

NVIT Strategic Direction⁵: Community Relevance

Responding to community needs, NVIT provides access to educational opportunities that champion community advancement.

NVIT Goals ⁵	Government Priorities	NVIT Key Strategies ⁵
3.1 Advocate for Indigenous education 3.2 Indigenous language revitalization 3.3 Partnerships 3.4 Meet the educational & training needs of Indigenous communities & organizations	<p><u>AEST Service Plan¹</u> Goal 1: British Columbians have access to inclusive, responsive, and relevant post-secondary education to reach their full potential. Goal 2: British Columbians have workforce connections, training, supports and information to be job-ready and prepared for opportunities in BC's economy. Goal 3: Lasting and meaningful reconciliation with Indigenous Peoples in BC through post-secondary education and skills training.</p> <p><u>Aboriginal Framework²</u> Goal 2: Community-based delivery of programs</p> <p><u>Accountability Framework³</u> Strategic Objective: Relevance</p> <p><u>Aboriginal Service Plan⁴</u> Strengthen partnerships and collaboration</p>	<ol style="list-style-type: none"> 1. Provide access and support to meet the needs identified by Indigenous communities. 2. An environment where learners are motivated and actively engaged in learning campus life and governance. 3. Positive relationships with government, industry, and other stakeholders. 4. Positive strategic relationships with Indigenous communities and organizations.

NOTES: ¹ Ministry of Advanced Education and Skills Training 2022/23 – 2024/25 Service Plan February 2022

² Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan

³ Ministry of Post-Secondary Education and Future Skills 2022/23 Accountability Framework Standards and Guidelines Manual

⁴ Ministry of Advanced Education and Skills Training Aboriginal Service Plan and Reporting Guidelines

⁵ Nicola Valley Institute of Technology 2023 – 2028 Strategic Plan

NVIT Strategic Direction⁵: Organizational Effectiveness NVIT is an accountable and transparent organization.		
NVIT Goals ⁵	Government Priorities	NVIT Key Strategies ⁵
4.1 Evidence-based planning and decision-making 4.2 Trusted financial processes 4.3 Engaged employees 4.4 Value-based HR practices	<u>AEST Service Plan¹</u> Goal 3: Lasting and meaningful reconciliation with Indigenous Peoples in BC through post-secondary education and skills training. <u>Aboriginal Framework²</u> Goal 1: Systemic change Goal 5: Continuous improvement <u>Accountability Framework³</u> Strategic Objectives: Capacity, Efficiency <u>Aboriginal Service Plan⁴</u> Strengthen partnerships and collaboration	1. Create a culture of accountability through planning and informed decision-making. 2. Ensure that financial processes support the accountability and viability of NVIT. 3. Everybody, every day, embraces and models a respectful and positive environment. 4. Recruit and retain committed employees.

NOTES:

¹ Ministry of Advanced Education and Skills Training 2022/23 – 2024/25 Service Plan February 2022

² Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan

³ Ministry of Post-Secondary Education and Future Skills 2022/23 Accountability Framework Standards and Guidelines Manual

⁴ Ministry of Advanced Education and Skills Training Aboriginal Service Plan and Reporting Guidelines

⁵ Nicola Valley Institute of Technology 2023 – 2028 Strategic Plan

2022/23 Indicators of Strategic Advancement		
NVIT Goals	PSFS System Objectives	Indicators of Strategic Advancement
1.1, 4.1	Access Quality Relevance Efficiency	Student Forums held between March 14 and March 25 gathered student feedback regarding campus services and student experience. Again, this year, rather than holding a forum on each campus, as many classes/programs as possible were visited face-to-face and/or online. This cohort-based approach provided a more comfortable atmosphere for students to share their experience.
2.1, 4.2	Access	<i>Awards:</i> Approximately, \$125,500 in scholarships, bursaries, and gifts were awarded to 70 recipients between the two campuses. \$67,000+ of this total was provided to 28 Immediate Entry Bursary recipients for the 22-23 Academic Year.
1.2, 2.2, 4.4	Quality	Policy and Curriculum Committees formed to review all institutional policies and curriculum additions/ changes before presentation to Education Council and/ or the Board.
1.1, 2.4	Quality	Change of Season Ceremonies, Red Dress Unveiling ceremony
2.1, 3.1, 3.4, 4.1	Access	Experience NVIT 2023: Virtual Information Sessions Over two weeks, approximately 50 prospective learners attended their choice of 10 virtual presentations related to NVIT programming and the Elders.
4.1	Efficiency	Central Data Warehouse submission completed. All Ministry data quality thresholds were met or exceeded.
4.2	Efficiency	Year-end Audit complete.
4.3	Capacity Access Relevance	Twelve employees took advantage of the computer purchase plan. The plan supports continuing employees by offering the opportunity to purchase a computer to encourage access to and development of information technology.
4.3	Access	Health Benefit – 35 employees utilized this plan.
1.2, 4.3	Relevance Access	Active occupational health and safety committee. <ul style="list-style-type: none"> Increased campus accessibility by installing hand bars and door closers in washrooms, reconfiguration of soap and paper

		<p>towel dispensers, on-campus scooter, and fixing sidewalk accessibility</p> <ul style="list-style-type: none"> Updated Emergency Management Plan
1.2, 4.3	Access Efficiency	As part of the onboarding experience, all new employees review NVIT's Human Rights Policy online and complete training on bullying and harassment to reinforce a culture of respect at NVIT. Cybersecurity training is also part of the onboarding process.
4.3	Capacity Quality	Long Service Awards presented during Welcome Back events on August 31. One employee was recognized for 30 years of service, two for 25 years of service, eight for 15 years, and three for 10 years. The day included several updates, the long service awards, introductions of new employees, and a keynote address from Certified Life Coach, Earl Lambert. Employee families were invited to join for a BBQ lunch and games.
4.1	Efficiency	Coordinated & prepared the Ministry FTE Report.
4.1, 4.4	Quality Efficiency	HR employees continue to review all HR policies and practices and participate in the Healthy Campus Charter.
1.3, 4.1	Access Capacity Quality Relevance Efficiency	New Marketing, Communications and Events department including the hiring of an Events Planner and a Communications Planner working with the Manager of Marketing, Communications, and Events. The creation of this new department benefits the entire NVIT community with monthly newsletters, social media presence, and campus events.
1.1, 1.4	Relevance Access	Healthy Minds/Healthy Campus initiatives include promoting the new health and wellness space, renewing counselling contracts, providing health and wellness workshops and training, and promoting Here2Talk – the 24/7 counselling and referral helpline.
1.4, 4.3, 4.4	Quality	The Employee Wellness Committee, which includes members from across NVIT, continues to meet monthly to share resources and tools for employee health. The committee provides wellness bags at the Welcome Back events and to new hires, and in collaboration, with NVIT's Indigenization Committee, provides workshops and gathers traditional medicines. Additional initiatives this year include encouraging employees to take a sustainable living pledge in exchange for a re-usable lunch kit, participating in NVIT's entry to the Merritt Country Christmas parade, Employee Wellness Survey (via Manulife), Fitness Challenge, and a wellness webinar on The Science of Happiness.

		The Committee's work includes monthly recognition and celebrations (Orange Shirt Day, Employee Welcome Back, Employee Birthdays, World Diabetes Day, Bell Let's Talk, Pink Shirt Day, World Mental Health Day, Employee Christmas Celebrations, TRC National Day ceremony, Moosehide Campaign).
1.1, 1.4, 2.3, 4.3, 4.4	Quality Relevance	<p>Indigenization Committee initiatives for 2022-23 include ongoing drum making workshops, drumstick workshop and drum bags as well as weekly hand drumming sessions. Ribbon Skirt workshop for 30 staff members collaborating with LNIB cultural center, medicine pouch workshops, medicine gathering and harvesting. The committee purchased sewing machines for each campus to provide opportunity for various ongoing projects with our newfound skills such as ribbon skirt and medicine pouch making.</p> <p>Dance group arrangements with a local performer to provide a safe space to practice, teach and learn about sacred dance. Veteran's Day events with invited veterans from the community to share stories, songs remembering. The committee has supported Pink Shirt Day and continue to support Events officer to ensure Indigenous perspectives and protocols are being met.</p> <p>Planning to pick and harvest traditional tea on the land in the fall for giving away to our guests and students throughout the year.</p>
3.2, 3.4, 4.3, 4.4	Quality	50+ new employee postings and 378 employment agreements/ contracts
1.1, 1.3, 1.4	Access Quality Efficiency	<p>Learning Commons initiatives: Lunch and Learn sessions on Database/ Online Research skills and APA/MLA citation provide an opportunity for students to become more familiar with Learning Commons resources and a free lunch. Livestreamed a webinar series co-hosted by The League for Innovation in the Community College which included the following topics: ChatGPT and AI's Effect on Community Colleges, Evolving Alongside Artificial Intelligence, and Demystifying and Navigating AI-Detection.</p> <p>Purchased the Journal of Aboriginal Economic Development which provides a uniquely Indigenous perspective of economic development. It is the only journal of its kind in Canada and is peer-reviewed to ensure high quality Indigenous content.</p>
1.1, 1.3, 1.4, 2.1, 4.3	Access	Student Success Centre initiatives: Disabilities funding supported peer and professional tutoring online or in-person. Each academic term saw approximately 50 students receive accommodation or disability supports to ensure their success throughout the academic

		year. Streamlining accommodation and accessibility services by shifting processes to the SSC. Finished creation of additional SSC spaces including the wellness space in Merritt and re-visioned space in Vancouver.
4.1	Efficiency	Six level-two electric vehicle chargers were installed at the Merritt campus outside the Centre of Excellence in Sustainability building.
4.1, 4.3	Efficiency Quality	<p>Fleet procurement - to enhance our CE programming, community outreach, moving toward EV fleet with purchase of PHEV,</p> <ul style="list-style-type: none"> ▪ On Order - Class 8 Heavy Duty Truck to haul Mobile Training Units (arrives Nov. 2023) ▪ Purchased 30 passenger Bus for program field trips ▪ 4 new Equinox (2 for each campus), traded in old fleet (3 CRV's, 1 Honda Civic) ▪ 1 PHEV 2023 Ford Escape
1.1, 4.2, 4.3	Efficiency	<p>HVAC controls upgrade to the Daycare, Lecture Theatre and Student Housing buildings on the Merritt campus puts all campus buildings on the same system and allows access to reliable local (Kamloops) support.</p> <p>Prescribed burning plan implemented in response to Climate Preparedness and Adaptation Strategy – Wildfire Prevention and Mitigation</p>
4.3, 4.4	Capacity Efficiency	Union Management Committee continues to meet regularly and was critical in the collective bargaining process and subsequent new contracts.
1.1, 1.2	Relevance	NVIT Culinary Arts students held a bake sale in December with proceeds going to the Nicola Valley Food Bank. A post of the event on LinkedIn generated a matching donation from Oasis Cooler Rentals resulting in a donation of \$634 to the Food Bank.
3.3	Relevance	NVIT initiated discussions with the Ministry of Emergency Management and Climate Readiness to become a provincially delegated Indigenous Emergency Support Services (IESS) Centre. The initiative will allow NVIT to offer immediate supports to our communities in the event of a disaster and/or evacuation. IESS Training is planned for June 2023.

Appendix A - Performance Measure Results 2022/23

Nicola Valley Institute of Technology						
2022/23 Accountability Framework Performance Measure Results						
		Actual			Target	Assessment
		2020/21	2021/22	2022/23	2022/23	2022/23
Student Spaces	Total student spaces (PSFS)	603	598	566	≥585	Substantially Achieved
	Nursing and other allied health programs	24	57	49	≥74	Not Achieved (pg 17)
	Developmental programs	27	21	30	≥34	Not Achieved (pg 13)
Credentials Awarded	Credentials	259	267	293	≥245	Achieved
Indigenous student spaces	Total Indigenous student spaces	596	519	495	≥75% of FTE target	Achieved
	Ministry (PSFS)	582	492	452		
	SkilledTradesBC	14	27	43		
Student satisfaction with education	Former diploma, associate degree and certificate students	95.2% +/- 2.8%	97.2% +/- 1.9%	96.0% +/- 2.5%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	N/A	N/A	N/A		Not Assessed
	Bachelor degree graduates	100% +/- 0.0%	100% +/- 0.0%	N/A		Not Assessed
Student assessment of the quality of instruction	Former diploma, associate degree and certificate students	95.2% +/- 2.8%	97.1% +/- 2.0%	98.0% +/- 1.8%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	N/A	N/A	N/A		Not Assessed
	Bachelor degree graduates	100.0% +/- 0.0%	92.6% +/- 3.6%	N/A		Not Assessed
Student assessment of skill development	Former diploma, associate degree and certificate students	93.7% +/- 2.7%	94.9% +/- 2.8%	95.7% +/- 2.2%	≥85%	Achieved
	Trades foundation and trades-related vocational graduates	N/A	N/A	N/A		Not Assessed
	Bachelor degree graduates	96.9% +/- 3.0%	92.4% +/- 6.0%	N/A		Not Assessed
Student assessment of the usefulness of knowledge and skills in performing job	Former diploma, associate degree and certificate students	91.1% +/- 5.7%	93.2% +/- 4.4%	95.5% +/- 4.0%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	N/A	N/A	N/A		Not Assessed
	Bachelor degree graduates	95.7% +/- 2.4%	100.0% +/- 0.0%	N/A		Not Assessed

2022/23 Accountability Framework Performance Measure Results

APPENDIX – Student Assessment of Skill Development

		Actual			Target	Assessment
		2020/21	2021/22	2022/23	2022/23	2022/23
Former diploma, associate degree and certificate students	Skill development	93.7% +/- 2.7%	94.9% +/- 2.8%	95.7% +/- 2.2%	≥85%	Achieved
	Written communication	90.0% +/- 4.2%	96.0% +/- 2.4%	94.4% +/- 3.4%		
	Oral communication	93.9% +/- 3.2%	96.0% +/- 2.4%	95.7% +/- 2.9%		
	Group collaboration	95.2% +/- 2.8%	93.3% +/- 3.0%	93.9% +/- 3.2%		
	Critical analysis	96.4% +/- 2.5%	97.1% +/- 2.0%	93.1% +/- 3.2%		
	Problem resolution	91.4% +/- 3.8%	93.1% +/- 3.1%	93.8% +/- 3.2%		
	Learn on your own	96.3% +/- 2.6%	92.2% +/- 3.3%	99.0% +/- 1.3%		
	Reading and comprehension	92.9% +/- 3.4%	97.1% +/- 2.1%	100% +/- 0.0%		
Trades foundation and trades-related vocational graduates	Skill development	N/A	N/A	N/A	≥85%	Not Assessed
	Written communication	N/A	N/A	N/A		
	Oral communication	N/A	N/A	N/A		
	Group collaboration	N/A	N/A	N/A		
	Critical analysis	N/A	N/A	N/A		
	Problem resolution	N/A	N/A	N/A		
	Learn on your own	N/A	N/A	N/A		
	Reading and comprehension	N/A	N/A	N/A		
Bachelor degree graduates	Skill development	96.9% +/- 3.0%	92.4% +/- 6.0%	N/A	≥85%	Not Assessed
	Written communication	95.7% +/- 2.4%	92.6% +/- 3.6%	N/A		
	Oral communication	95.7% +/- 2.4%	96.0% +/- 3.4%	N/A		
	Group collaboration	95.7% +/- 2.4%	85.2% +/- 4.9%	N/A		
	Critical analysis	100.0% +/- 0.0%	92.6% +/- 3.6%	N/A		
	Problem resolution	100.0% +/- 0.0%	88.9% +/- 4.3%	N/A		
	Learn on your own	95.7% +/- 2.4%	96.3% +/- 2.6%	N/A		
	Reading and comprehension	95.7% +/- 2.4%	96.3% +/- 2.6%	N/A		

2022/23 Accountability Framework Performance Measure Results

Notes

Please consult the 2021/22 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> for a current description of each measure.

Institutional Accountability Plans and Reports, which report on and provide context on these performance measures, are also published at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework>

Student Spaces

Results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year; results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year. Only Ministry funded Full-Time Equivalents are included.

Indigenous Student Spaces

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year; results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

Credentials Awarded

Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2022/23 reporting year are a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

Student Outcomes Measures

Results from the 2022/23 reporting year are based on 2022 survey data; results from the 2021/22 reporting year are based on 2021 survey data.

For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

Credentials Awarded to Indigenous Students

The target for this measure is currently under review. Assessment will show as "Increased" or "Decreased" over the previous year.

Assessment Scale

Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved.

N/A = Not Assessed

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	<90% of the target

V. Conclusion

The Centre for Excellence in Indigenous Public Post-Secondary Education

Being the Indigenous centre of excellence in education in British Columbia requires the vision and leadership of the Indigenous community and a solid foundation based on Indigenous culture, tradition, and knowledge. NVIT's 2023 – 2028 Strategic Plan ensures that learners seeking an education grounded in relevant experiences and Indigenous Knowledge find their way to NVIT. NVIT's Strategic Plan sets a clear vision for the future.

NVIT will continue to expand on the success of its past by working toward the identified strategic directions and goals. The directions and goals support NVIT as a leading comprehensive Indigenous public post-secondary institute. Our combined directions ensure that NVIT can anticipate and respond to the educational needs of our communities, one learner at a time. Our learners are our family, and through an unwavering commitment to providing an educational environment that empowers learners so they can strengthen communities and champion change, NVIT welcomes, embraces, and celebrates the achievements of our family.

Through NVIT's Strategic Plan and the work NVIT is involved on a day-to-day basis, NVIT continues to advance the original vision of the five founding bands of the Nicola Valley while meeting government priorities and objectives. The results of our key performance measures in the preceding section reflect the overall outcomes of our initiatives and activities toward achieving Ministry targets. NVIT is a true success story.

Financial Information:

Audited Financial Statements can be found on the NVIT website or follow this link: [NVIT audited financial statements to March 31, 2023.](#)

Appendix B – Report on Lasting and Meaningful Reconciliation

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (U.N. Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in BC

The provincial government is committed to implementing the U.N. Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the U.N. Declaration on the Rights of Indigenous Peoples to varying degrees. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION ¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> • New² • Planned / In Progress / Implemented or Ongoing 	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.

¹ "..." represents omitted text not related to post-secondary education from the original Call to Action.

² New initiatives start in the current reporting year and have not been previously reported.

1: SOCIAL WORK

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.

... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	NVIT offers an Indigenous Bachelor of Social Work Degree in partnership with Thompson Rivers University. This degree has been offered for over 25 years and is unique in Canada.
Ongoing	NVIT has designed, developed, and implemented an Indigenous Human Services Certificate and Diploma (IHMS) that ladders into the Bachelor of Social Work degree. This program is delivered on campus as well as in Indigenous communities.
Ongoing	IHMS cohorts, in partnership with the Carrier Sekani Child and Family Services, continue to ladder into the BSW program.
New	The Bachelor of Social Work North cohort is the first off-campus degree program offered by NVIT. The first graduates of this program will cross stage in June 2023.

12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	NVIT offers both a one-year certificate and two-year diploma in Indigenous Early Childhood Education (IECE) offered in communities across British Columbia.
Ongoing	NVIT has created a curriculum committee to review and indigenize the IECE program. The program will no longer be delivered on campus and will only be delivered in community so students can take the program immersed in the culture of their specific community.
	The committee included a partnership with British Columbia Aboriginal Childcare Society to review Indigenous content and resources in the AECE program. NVIT has a joint proposal for a mentorship program to increase Indigenous ECE Educators through mentoring and support.
New	This year, NVIT created the Indigenous Early Childhood Education Assistant micro-credential which provides learners with the skills and knowledge to work alongside certified Early Childhood Educators and provide quality care and education for young children. The intent of the IECE Assistant micro-credential is to encourage employment while completing the additional academic requirements to attain a certificate in Indigenous Early Childhood Education at NVIT. The program honours Indigenous ways of knowing and being by placing local and traditional child development practices at the center of the program and by preparing Early Childhood Educators to work with children in the community in which they reside. The program was delivered in partnership with School District 22 (Vernon) and 9 learners successfully completed the micro-credential.

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NVIT is a member of the Language Fluency Degree Framework working group. This working group has collaboratively developed a language fluency degree model. NVIT's existing two-year language program has established the framework for the degree.</p> <p>NVIT has approved the Nadut'en, St'át'imcets, Nsyilxcen and Nt̓eʔkepmxcin Language Fluency Certificate and Diploma Programs. NVIT's Language programs generated over 150 FTE in 2022/23.</p> <p>NVIT's Language Diploma programs ladder into UBC's Language Degrees.</p>

23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NVIT currently offers the Health Care Assistant programs on campus in Merritt as well as in First Nation communities across British Columbia. This program includes cultural competency training for the learners.</p>
Ongoing	<p>NVIT continues to participate in the Health Care Assistant Pathway (HCAP) program and delivered the program to two cohorts, consisting of 26 students, in 2022/23. The program is a collaboration with Interior Health.</p>

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (U.N. Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NVIT currently offers the Access to Practical Nursing program at our campus in Merritt. The curriculum includes Indigenous health issues, the history and legacy of residential schools, the United Nations Declaration (U.N. Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. The program includes skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the U.N. Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented within scope	NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Law program, students benefit from courses infused with Indigenous knowledge and immersed in an Indigenous learning experience. Rather than one course as suggested, the many courses and experiences at NVIT provide historical context and legacies relevant to Indigenous people and the law. Graduates will have a breadth of knowledge to transfer into the third year of studies at any research or teaching-intensive institute. Many NVIT Associate of Arts-Criminology and First Nations Studies students go on to pursue careers or further education in the Law field (court workers, border security, policing, and law).
Ongoing	NVIT introduced the Community and Public Safety (CAPS) program in 2020. The program is offered in collaboration with local RCMP. The CAPS program supports Indigenous learners in furthering their careers in Policing, Court Workers, Security, etc.
Ongoing	Through NVIT's Continuing Studies program, NVIT offers an Indigenous Court Orientation Program course which is offered to Indigenous Elders and Knowledge Keepers to prepare to participate in Indigenous Courts and other justice initiatives. The overrepresentation of Indigenous peoples in the Canadian criminal justice system is attributable to the lingering impacts of colonization on Indigenous individuals and communities. In recognition of these impacts, the Criminal Code of Canada now requires that in sentencing, judges must pay "particular attention to the circumstances of Aboriginal offenders" (sometimes called Gladue factors). This course is intended to assist and orientate Indigenous Elders and Knowledge Keepers to understand court principles, procedures, and the goals of Indigenous (First Nations) Courts so that they can contribute their knowledge and experiences to the sentencing of Indigenous individuals and assist Judges in crafting probation conditions and healing plans consistent with Indigenous values and traditions. This course is designed for delivery in the province of British Columbia, including class activities and court watching in an existing Indigenous Court and regular Provincial Court. Sessions are designed to take place in a circle setting and to encourage the incorporation of local cultural protocols and resources. In 2022/23, the course was delivered to 14 participants. Another delivery is scheduled for summer 2023.

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the U.N. Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	NVIT offers an Aboriginal Leadership and Governance Program designed specifically for Chief and Council of Indigenous communities. Program delivery is targeted to the growing number of Indigenous working professionals/ public servants from First Nation communities, administrators, councils/ governments, Tribal Councils, Indigenous organizations (for profit and not-for-profit), and aspiring Indigenous leaders. Curriculum supports the growth and establishment of ethical, effective leaders and public servants who contribute to improving governing systems and sustainable development outcomes in Indigenous communities and institutions for the benefit of current and future generations. Community deliveries continued in Lillooet.

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress (Degree)	NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Teacher Education program, students benefit from courses infused with Indigenous knowledge and immerse in an Indigenous learning experience. The courses and experiences at NVIT provide historical context and legacies relevant to Indigenous people. Graduates from these programs transfer to various degrees.
	Further, NVIT offers the Indigenous Adult Instructor Diploma (IAID). The IAID program Indigenousizes the standardized PID.
	NVIT is still interested in developing and offering a Joint Degree of Bachelor of Indigenous Education. Education Council has approved the Arts elective courses.
Ongoing	NVIT's Building Indigenous Theory Micro-Credential program creates access for non-traditional learners who do not meet the admission requirement of a Masters program. The micro-credential is designed to assist learners and Indigenous communities build upon their academic foundation to achieve success in graduate studies and includes courses from NVIT's Indigenous Adult Instructor Diploma program.

86: JOURNALISM AND MEDIA SCHOOLS	
We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the U.N. Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented within scope	NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Journalism and Media program, students benefit from courses infused with Indigenous knowledge and immersed in an Indigenous learning experience. The courses and experiences at NVIT provide historical context and legacies relevant to Indigenous people and the law. Graduates will have a breadth of knowledge to transfer into the third year of studies at any research or teaching-intensive institutes.
92: BUSINESS SCHOOLS	
We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the U.N. Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	NVIT offers a one-year certificate and a two-year diploma in Administrative Studies. We also offer a two-year diploma in Public Administration and Aboriginal Community Economic Development. In these programs, there is a commitment to educate on the history of Indigenous peoples, the skills required to work in Indigenous communities, for Indigenous organizations, and the importance of working in a cross-cultural workplace.
Ongoing	NVIT, in partnership with TRU, is delivering an MBA to 19 students. The program focuses on Indigenous business and economics.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education and public information.

Article 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NVIT is BC's Indigenous Public Post-Secondary Institution. With a First Nations Board of Governors, Indigenous programs, a strong connection to Indigenous communities, and a resolute and committed staff, NVIT is Indian control of Indian Education. NVIT's program breadth either offers or prepares learners to advance in all areas.</p> <p>In addition, NVIT is a member of the Indigenous Adult Higher Learning Association (IAHLA), a consortium of Indigenous Education Institutions and is an advocacy and policy table.</p> <p>NVIT exists to improve the lives of Indigenous people. Every program that is offered, every support that is provided, and every decision that is made is for the betterment of Indigenous students and communities.</p>