

**Ministry of Training, Colleges and Universities
Indigenous Education Branch**

**Indigenous Student Success Fund for Colleges and Universities
2018-19 Year-End Performance Report**

The Indigenous Student Success Fund for Colleges and Universities provides funding to support the development and the delivery of Indigenous student support programs and services in the 44 publicly-assisted colleges and universities and the Northern Ontario School of Medicine.

The intent of this Performance Report is to collect information that demonstrates the success of the Indigenous Student Success Fund for Colleges and Universities program while also acknowledging that activities not funded through the grant may additionally provide support toward meeting the needs of Indigenous learners in the postsecondary sector.

Where possible, please indicate if the initiative described in the template is funded solely through the Indigenous Student Success Fund program or is funded through other budget lines.

Using the Template

The template is divided into four sections:

1. Enrolment and Graduation Data
2. Indigenous Education Council, Student Representation and Staffing Complements
3. Indigenous Student Services
4. Accomplishments

An additional financial reporting template in Excel format must also be filled out and signed as part of the Year-End Performance Report.

Indigenous Student Success Fund for Colleges and Universities 2018-19 Year-End Performance Report

Fleming College

Section One: Enrolment and Graduation Data

1a. Indigenous student enrolment (please provide the Fall student headcount):

Campus ¹	This campus has an Indigenous Student Centre/Space. Check all that apply.	Full-Time Indigenous Student headcount	Part-Time Indigenous Student headcount
Sutherland (Peterborough)	<input checked="" type="checkbox"/>	193	24
Frost (Lindsay)	<input checked="" type="checkbox"/>	75	1
Haliburton	<input type="checkbox"/>	3	0
Cobourg	<input type="checkbox"/>	0	0
Total		271	25

1b. Full-Time Indigenous Students as a percentage of domestic full-time enrolment in 2018-19²

5.6%, Data source for domestic full-time enrolment in 2018-19 is Fall 2018 unaudited CSER headcount file (excluding International students).

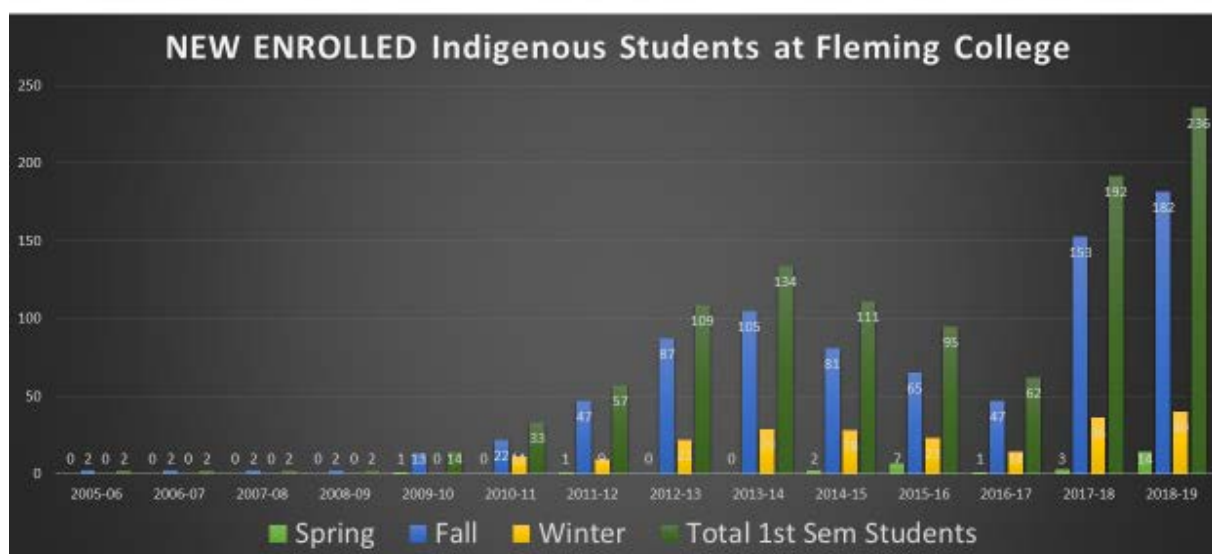
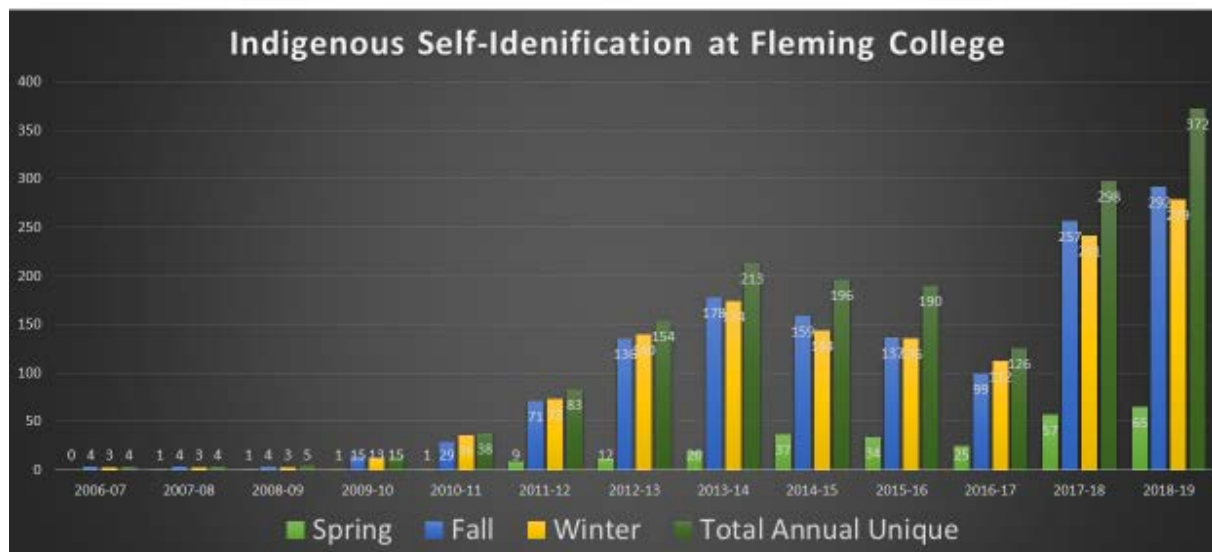
1c. Part-Time Indigenous Students as a percentage of domestic part-time enrolment in 2018-19

7.0%, Data source for domestic part-time enrolment in 2018-19 is Fall 2018 unaudited part-time audit file of part-time students enrolled in post-secondary programs (excludes International students; excludes students registered in Continuing Education certificates; excludes students in non-Credit courses).

¹ Universities define a campus as: any location of program delivery, whether in leased or owned space; a location at which a degree, diploma or certificate is being offered by the reporting institution and for which the reporting institution is academically responsible, either solely or in partnership with another Ontario college or university and where the total enrolment is equal to at least one per cent of an institution's total full-time enrolment but not less than 25 FTEs.

Colleges define a campus as: a campus, whether leased or owned, is defined as any location of program delivery with enrolment of at least 50 students.

² Calculation is based on the total number of Full-Time Indigenous Students, divided by the 2018-19 domestic Full-Time Enrolment Headcount multiplied by 100.

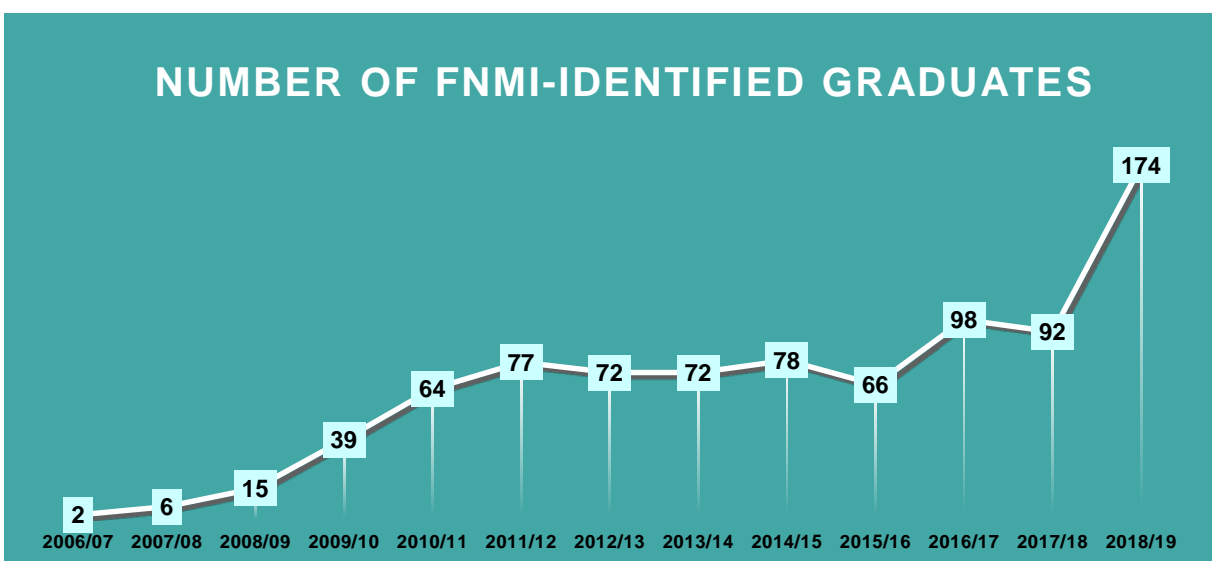


1d. Please provide the following information on graduation numbers for Indigenous students; indicating, where possible, the discipline as well as the credential received (add rows as necessary):

Area of Study/Discipline	Credential Received ³	Number of Graduates 2018
Arts	OCAD	2
Business	OCAD	5
Health	OCAD	3

³ The ministry frequently uses the Ontario Qualifications Framework for categorization. Institutions can use this to respond to the question. The Framework can be found here: <http://www.tcu.gov.on.ca/pepg/programs/oqf/>

Technology	OCAD	6
Arts	OCC	24
Business	OCC	0
Health	OCC	9
Technology	OCC	16
Arts	OCD	27
Business	OCD	5
Health	OCD	39
Technology	OCD	30
Arts	OCGC	3
Business	OCGC	1
Health	OCGC	0
Technology	OCGC	4
Total Arts		56
Total Business		11
Total Health		51
Total Technology		56
Total:		174

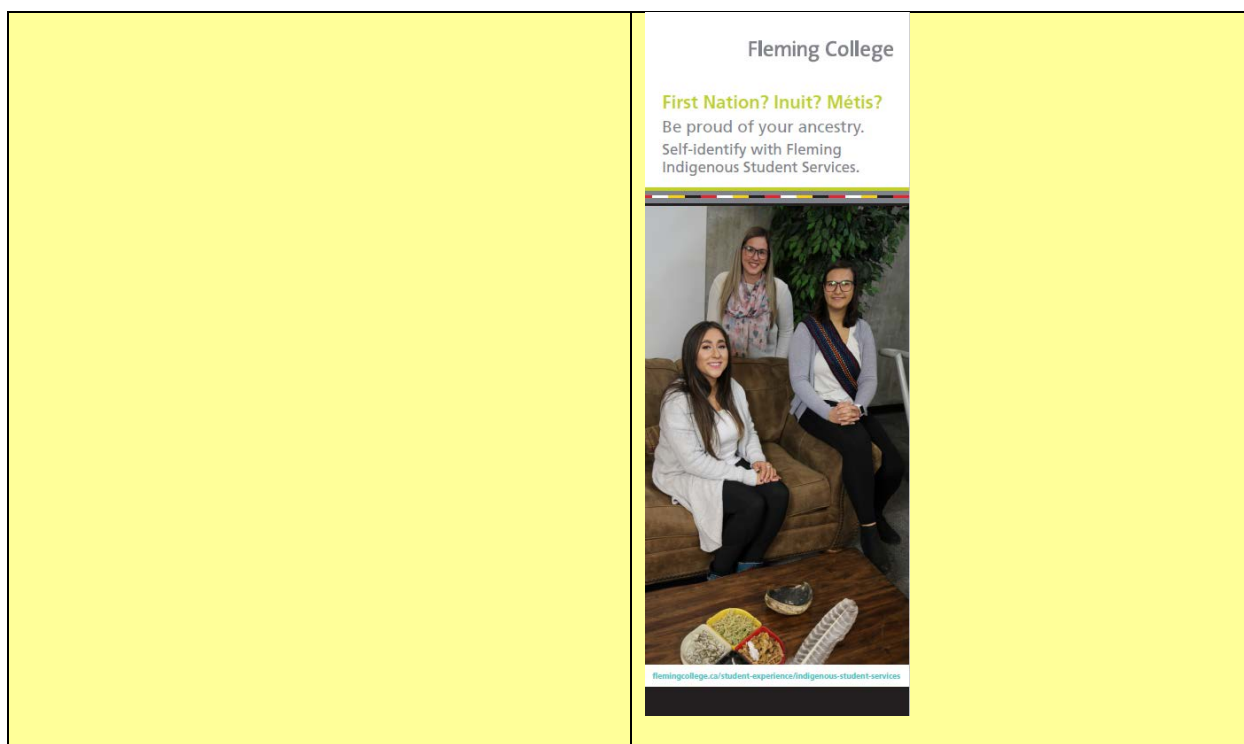


1e. Please describe where and how Indigenous voluntary, self-identification data is collected:

Please select all that apply	
Collected at time of application and through the Ontario College Application Service or the Ontario University Application Centre	<input checked="" type="checkbox"/>
Collected at time of program and/or course registration through your institution's student information system	<input checked="" type="checkbox"/>

Collected upon a student's visit to the Indigenous Student Centre/Space	<input checked="" type="checkbox"/>
Collected prior to student graduation	<input type="checkbox"/>
<p>Other (please describe):</p> <p>Fleming's First Year Student Survey – all who identify can choose to have contact information shared with the Indigenous Student Services Department. We have also done a lot of work recently to centralize self identification data from multiple sources on campus to ensure data is more accurate, reliable and consistent.</p>	

In Question 1a, how were your institution's student enrolment figures collected?	We have done a lot of work in the last year or two to centralize all self-identification data to 'EVOLVE' our into portal and IT system. Reports are generated through this software.
Please briefly describe any challenges experienced with the collection of Indigenous voluntary, self-identification data at your institution:	<p>We find that a lot of data is being collected, however it is not always captured in one centralized space. We have done our best to do this internally, but it continues to be a challenge not all information systems are compatible to merge data.</p> <p>We also still face the challenge that students would like us to know they are Indigenous and access support services, but do not what this reflected in the portal or system anywhere, as trust is still a barrier and students do not always want the institution to track this data.</p> <p>Another challenge exists in that students still feel like they are not 'native enough', there are still a lot of misunderstanding re: non-status, Métis, etc. therefore students will not identify openly.</p>
Please provide a URL to your institution's publicly posted self-identification policies, if available:	n/a we do not have a policy. However, we do a lot of awareness work around self-identification. Here is a sample of our campaign posters:



Section 2: Indigenous Education Council, Indigenous Student Representation and Staffing Complements

2a. To be eligible for the Indigenous Student Success Fund for Colleges and Universities, institutions must establish and maintain an Indigenous Education Council (IEC).

Please provide information on the activities of your Indigenous Education Council:

Name of your institution's Indigenous Education Council	Fleming's Indigenous Education Council	
URL where information about the council can be publicly accessed	https://department.flemingcollege.ca/aec/	
The website link above contains the following information: (Select all that may apply)	Terms of Reference Document	<input checked="" type="checkbox"/>
	Membership List	<input checked="" type="checkbox"/>
	Meeting Agendas	<input checked="" type="checkbox"/>
	Meeting Minutes	<input checked="" type="checkbox"/>
	Strategic Plan or other guiding document	<input checked="" type="checkbox"/>

Describe your IEC's reporting relationship/access to the Board of Governors/Senate/President/Sr. Management.	The College President, Maureen Adamson is an active member of both the IEC and the BOG, she is our link to the BOG.
How do you partner and/or engage with the Indigenous communities your institution serves?	<p>The IEC has representatives from each of our local First Nations, the local Métis (MNO) representative and representatives from the local Indigenous community organizations.</p> <p>Faculty and staff have also developed and maintained very good working relationships with various Indigenous community representatives.</p> <p>We often partner for events, or sponsor one-another, either financially or in kind, in order to support local community initiatives.</p> <p>We also collaborate and partner to provide Indigenous student service programming with Trent University, First Peoples House of Learning.</p> <p>Our Bishkaa program was established out of a unique partnership with Trent FPHL and continues to be a great success today. The Manager, Indigenous student Services will regularly (at least once every 4-6 months) visit each First Nation and meet with their education managers to ensure we are meeting and exceeding their expectations as an institution. If anything comes up in between, we just pick up the phone and vice versa – really great relationships here!</p> <p>Our Indigenous Support Staff are all involved in many community initiatives, committees, working groups, etc. This ensures that we maintain our commitments to reciprocal relationships within community.</p> <p>The Indigenous Student Services Coordinator has established and maintained external partnerships with Indigenous community both on and off-reserve. For example:</p> <ul style="list-style-type: none"> • Curve Lake First Nation – Post-Secondary options workshop (July 2018) • Dibwewin Justice Committee (monthly)

	<ul style="list-style-type: none"> • Nogojiwanong Friendship Centre • Dnaagdawenmag Binnoojiiyag Child & Family Services • Nijkiwendidaa Anishinaabekwewag Services Circle • Community Elders and Knowledge Holders • Health and Wellness Weekend planning committee • Indigenous solidarity events in Curve Lake First Nation – 2018 • North Shore Public School– Pow Wow • Indigenous Diabetes Health Circle • Métis Nation of Ontario, partnerships with Kari Lepine, Health and Wellness Worker
How do you distribute information to communities (e.g. community meetings/engagement strategies)?	<p>Indigenous Student Services currently uses a calendar widget called the <i>Neechee Community Calendar</i> which highlights Indigenous events and programming at Fleming College (all campuses) as well as local Indigenous community events. In the past year, Indigenous Student Services has also worked with the Wireless Information Networking program, where students developed an android application for the Neechee Community Calendar. This allows for increased accessibility and outreach.</p> <p>When local opportunities such as community health fairs, career fairs, pow wows or other community engagement events arise, Indigenous Student Services will participate by setting up an information booth or will collaborate to offer programming support or other event logistics.</p> <p>Brochures, pamphlets and resources are often brought to various meetings and/or community engagement opportunities and left for each organization to display or provide for their participants and service users.</p> <p>Our team prepares regular e-mails containing departmental updates which are sent out through a listserve that contains our IEC members, local FNMI agency workers, and community members. In addition, we have a social media presence where we post upcoming events and photos of programming as they occur to help promote</p>

	<p>Indigenous cultural awareness and support services to the broader college community.</p> <p>If there is something we really want to the community to be aware of, such as a large college announcement or success story, we email to have included in First Nation community newsletters as well – as per FN community request.</p>
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2b. Please provide information about Indigenous student representation at your institution

Are Indigenous students represented on your Indigenous Education Council?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is there an Indigenous student government/association(s) at your institution?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No *An Indigenous Student Club (working towards establishing formal association) This student club also partners with Trent University's well-established Indigenous Student Association (T.U.N.A.)
Are there other ways in which Indigenous students are represented in decision making processes at your institution? If yes, please briefly describe: We have had a number of decisions to make over the past year that would impact Indigenous students and all students, and we ensured that Indigenous students were consulted throughout by way of Focus groups. A few examples: <ol style="list-style-type: none"> 1. The college had hired external agency to create the new college brand. Indigenous students were consulted to ensure their opinions and input were taken into account. 2. The Manager of Indigenous Student Services is leading the development of a stand-alone, Indigenous Rights Policy. We held multiple Indigenous student focus groups to ensure their voices were at the heart of this document and would address any challenges they have had within the institution. 3. Fleming has partnered with Trent University and First Nation Technical Institute to participate in a global research project with UNESCO which "aims to improve the lives of Indigenous youth, in or from traditional communities by enhancing the quality of their education". 	

2c. Please provide details pertaining to the number of Elders/Senators and/or Knowledge Keepers employed at your institution:

Senators/Elders/Knowledge Keepers	Funded through SSF	Not funded through SSF	What is the role of the Elders/Senators/Knowledge Keepers within your institution?

Full-time Elders/Senators/Knowledge Keepers			Joseph Pitawanakwat , traditional knowledge holder and plant based medicine expert. Joseph regularly provides Indigenous healthcare consultations through Indigenous student services at both the Peterborough and Lindsay campus. This includes talking to students about traditional plant based medicine, leading medicine walks, teaching students to make plant based teas and salves. (approx.16 hrs/month)
Part-time Elders/Senators/Knowledge Keepers	6		<p>Elder Dorothy Taylor, local Indigenous Elder. Dorothy visits the Indigenous Student Services Department to share traditional knowledge on a bi-weekly basis at both the Peterborough and Lindsay campus. She often also provides 1:1 support and advising to Indigenous students. (approx.6 hrs/month)</p> <p>Elder Shirley Williams – Shirley visits the Indigenous Student Services Department at the Peterborough campus on a monthly basis to meet with students and share traditional knowledge and teachings. Often will provide mini Anishinaabemowin language workshops. (approx.3 hrs/month)</p> <p>Caleb Musgrave, traditional knowledge holder in relation to hunting, trapping and living off the land. Caleb facilitated workshops through Indigenous Student Services which included fire keeping knowledge, axe use and safety, as well as hunting and trapping skills, skinning and cooking wild meats. (approx.4 hrs/month)</p>

			<p>Nimkii Osawamick, traditional hoop dancer and drummer. Nimkii has participated in Indigenous Awareness Week and many other events doing hoop dance demonstrations as well as hand drumming (occasional)</p> <p>Ryerson Whetung, hand drummer. Ryerson attended and provided an opening or honour song for orientation as well as the president's installment (occasional)</p>
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2d. As described in the *Indigenous Student Success Fund Guidelines*, colleges and universities must maintain an Indigenous Counsellor position.

Indigenous Student Counsellor	Funded through SSF	Not funded through SSF
Full-time	1 (Indigenous Student Services Coordinator, provides 1:1 advising)	
Part-time		

2e. Please provide information on any other positions related to the delivery of Indigenous student services at your institution:

Position Title (List each position separately)	Full-time or Part-time	Funded through SSF (Yes/No)	Type of Service Provided
Indigenous Student Services Coordinator, Frost Campus	PT	Yes	Working with the Fleming Indigenous Student Service Team as part of the larger Student Experience Division, the major duties and responsibilities of the Indigenous Student Services Coordinator can be summarized in three main areas: Indigenous Student Success Programming, Student Life/Cultural Resource Work, and Indigenous Community

			Liaison Support. The Indigenous Student Services Coordinator focuses on enhancing the student experience and ensuring effective support that contributes to Indigenous Student Success and retention of Indigenous Students.
<p>Indigenous Student Transitions Advisor* (Sutherland/Frost Campus)</p> <p>*NEW position, 2-yr pilot funded by college</p>	FT	No	<p>As the Indigenous Student Transitions Advisor (ISTA) will work as a member of the Indigenous Student Services team, and whose primary function is to create and maintain community relationships with the goal of ensuring a seamless transition for FNMI (First Nation (Status and Non-Status), Métis, and Inuit) learners. Mary will have 4 main areas of focus:</p> <ol style="list-style-type: none"> 1. Indigenous community outreach and engagement (offering information sessions and programming in local FNMI communities, school boards, etc. based on community-identified needs); 2. Representing Fleming College throughout APSIP (Aboriginal Post-Secondary Information Program) recruitment events across the Province including rural and remote communities; 3. Coordinating 'Bishkaa', Fleming's Indigenous student orientation and mentorship program; and 4. Developing and delivering programs to support Indigenous students moving beyond Fleming College, including exit programming and the coordination of an Indigenous convocation celebration/ceremony at year end

Indigenous Student Ambassador, Bishkaa Program (Sutherland Campus)	PT	Yes	Assisted the Indigenous Student Transitions Advisor with organizing and planning for our Bishkaa, Indigenous Student Orientation program including recruitment and provided mentorship to 1 st year Indigenous students.
Indigenous Student Ambassador, Bishkaa Program (Sutherland Campus)	PT	Yes	Assisted the Indigenous Student Transitions Advisor with organizing and planning for our Bishkaa, Indigenous Student Orientation program including recruitment and provided mentorship to 1 st year Indigenous students.
Indigenous Student Ambassador, Bishkaa Program (Frost Campus)	PT	Yes	Assisted the Indigenous Student Transitions Advisor with organizing and planning for our Bishkaa, Indigenous Student Orientation program including recruitment and provided mentorship to 1 st year Indigenous students.
Manager, Indigenous Student Services	FT	No	The Manager, Indigenous Student Services (ISS) is accountable for the effective operation of the ISS department. They are a leader who will work collaboratively to develop and promote non-academic programs and initiatives for Indigenous students, and will promote Fleming College as the college of choice for Indigenous learners. They are a member of the Fleming Indigenous Education Council (IEC), and work with the IEC to strengthen Indigenous governance and policy development on campus, supporting all aspects of the student experience and success of Indigenous learners. The Manager works with Indigenous Services staff as a liaison between Fleming and

			<p>Indigenous communities, organizations, and government.</p> <p>Specific Accountabilities:</p> <p>The Manager is accountable to the Vice-President, Student Experience and reports regularly to, and receives guidance from, Fleming's Indigenous Education Council. The Manager oversees all aspects of Indigenous Services, which focus on every stage of the Indigenous student life cycle: 1) Outreach and Recruitment 2) Transitions 3) Retention and Cultural Support 4) Transition and Completion. They leverage resources and programs within the broader Student Services Division to support Indigenous strategies and programs. They will be a consultant to other College departments on the unique needs of First Nation, Inuit and Métis students, providing cultural expertise and leadership on college-wide Indigenous initiatives.</p> <p>In this crucial role, the Manager will lead the development and implementation of college-wide strategies to ensure the inclusion and implementation of recommendations from the Truth and Reconciliation Commission (TRC); the United Nations Declaration for the Rights of Indigenous Peoples; and the CICAN Indigenous Education Protocol, overseeing Fleming's IEP Multi-Year Plan.</p>
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Section Three: Indigenous Student Services

3a. What are the three most successful recruitment strategies that have been used at your institution to promote access to postsecondary education?

1. **Community Partnerships** – Indigenous Student Services works with Indigenous community based agencies to offer information and resources to potential students involved with these agencies. As an example, Indigenous student services hosted youth from the Nogojiwanong Friendship Centre in the Wasa Nabin program at Fleming College to provide youth with an opportunity to tour Fleming College and get an idea of what a “Day in the life of a College Student” looks like. Another example included a partnership where a representative from Trent University, University of Guelph and Fleming College, Indigenous student services attended Curve Lake First Nation to provide a workshop to youth summer employees about Post-Secondary options. This workshop included providing information to youth about their post-secondary options and allowing youth to explore various College/university programs as well as requirements and financial costs and opportunities in preparation to attend post-secondary in the near future.
2. **The development of a new role, the Indigenous Student Transitions Advisor.** This role was created to respond to Indigenous community input regarding needs of Indigenous youth as it related to post-secondary outreach and engagement. We reviewed our supports for Indigenous students at Fleming College and identified 3 main gaps in the Indigenous student experience from the time of outreach, to following graduation. The areas identified were:
 1. Indigenous student engagement, and regular presence in FNMI communities and participation in APSIP (Aboriginal Post Secondary Information Program);
 2. Transitional support through our Bishkaa program needed a dedicated coordinator;
 3. Transitioning beyond program completion. There were unique needs identified for Indigenous students looking to transition beyond the college – specially preparing them for going home.

We soon recognized that all gaps existed around times of transition. So, we designed an Indigenous model for outreach and engagement. The Indigenous Student Transitions Advisor would address all current gaps in support services for Indigenous learners at Fleming.

3. **Indigenous Open House**

The First Peoples House of Learning at Trent University and Indigenous Student Services at Fleming College partnered to host their first Indigenous Open House event on March 21st, 2019. As this event coincided with Spring Solstice we used the theme of New Beginnings to shape our day of events.

This day was open to First Nation, Métis and Inuit students in grades 9-12 for the purpose of welcoming them to our spaces and providing information on post

secondary studies at both institutions. The day will be split between both campuses with the morning at Trent University and the afternoon at Fleming College.

We invited the following school boards: Kawartha Pine Ridge District School Board, Peterborough Victoria Northumberland Clarington Catholic District School Board, Durham District School Board, Trillium Lakelands District School Board and Hastings and Prince Edward District School Board. We had approximately 25 students participate and received a lot of great feedback from the school board staff – it was a success and plan to host this annually.

*Important note: Indigenous Student Enrolment at Fleming College has **increased by 283%** in the last 18 months, we attribute this to our new commitment to Indigenous Student Services, the investment in the hiring of an Indigenous person to manage Indigenous Student Services – for the time in Fleming’s history, and the Indigenous approach to meaningful relationships through community partnerships and regular check ins with our local First Nation and Métis communities to ensure accountability.

3b. What are the three most successful services/supports provided by your institution, that make the most significant impact on the retention of Indigenous students?

1. The **Indigenous Student Services Coordinator** provides one to one support to Indigenous students which includes student advising, advocacy and referrals based on student need. The Indigenous student services coordinator also plans culturally appropriate programming for students which includes Indigenous healthcare consultations, visiting elders program as well as
2. The **Bishkaa** peer mentorship program pairs new Indigenous students with upper year Indigenous students to provide on-campus mentorship. This mentorship is based on student needs and includes a peer to peer support and programming/events specific to Bishkaa participants such as orientation prior to school beginning and a weekend long retreat in the winter semester.
3. Indigenous Student Services has developed many **internal partnerships** with various departments to ensure Indigenous students feel well represented and reflected within other services offered on campus. One example of an internal partnership between Indigenous student services and career services includes, twice weekly visits to the Indigenous student lounge from a career services staff to offer support and assistance to interested students. This partnership also entailed creating a career services brochure that included information specific to Indigenous students for resume/cover letter building and interview skills.

3c. What are the three most successful strategies used to support/improve transitions for Indigenous students from secondary school to postsecondary; from undergraduate to graduate or professional programs; and/or from postsecondary to the labour market?

1. Creation of the **Indigenous Student Transitions Advisor**
Confirmed investment from the college, fall of 2018. It was challenging to find an appropriate candidate for this position as it requires multiple skill sets. However, successful hire took place in June 2019 and we are excited to see how this new role will contribute to improved transitions for Indigenous learners!
2. The **Bishkaa, Indigenous Student Orientation and Mentorship Program** provided support and eased the transition for new students. This program offered support to first year students through peer mentorship from upper year students.
3. During **residence move in day**, Indigenous Student Services Coordinator assisted in welcoming new students to residence. Following the move in, new Indigenous students were invited to the Indigenous Student Services Department and lounge for a dinner. This allowed an opportunity for new Indigenous students to meet each other as well as staff, students and mentors and receive a tour of the Indigenous student services space and resources available. This eased transition and comfortability for new students to access the space and services available.

Section Four: Accomplishments

4a. List up to three of the most important initiatives undertaken by your institution that have contributed to building awareness of Indigenous knowledge/practices and/or promoting reconciliation with Indigenous peoples (this may include initiatives funded outside of the Indigenous Student Success Fund).

1. Proposed and developed a stand-alone **Indigenous Human Rights Policy** – the first of its kind in the country (that we are aware of)
2. Indigenous Student Services **Department Space**. In September 2018, the department secured a much larger space, which accommodates our expanding team with staff offices and improved access to our outdoor cultural spaces.
3. Proposed and oversaw the successful implementation of a new college practice for convocation that involves **graduate Indigenous Rights Declaration** – receiving recognition provincially by Indigenous Peoples Education Council of Ontario. This was established with strengthened partnership with the Registrar's Office. This gives graduates an opportunity to declare *"By signing above, I am making a declaration to move forward in my professional and personal life as a person who acknowledges the rights of Indigenous peoples and will advocate for further respect towards First Nation, Métis and Inuit peoples within the territory that I choose to call home."*

4b. List up to three of the most important activities that you feel made a significant contribution to Indigenous student success overall at your college or university (this may include initiatives funded outside of the Indigenous Student Success Fund).

1. Study retreat – Indigenous students were offered an opportunity to attend a weekend retreat at Camp Kawartha. All transportation, meals and accommodations were provided to allow students a barrier free opportunity to connect with one another as well with culture. During the retreat, students attended a sacred fire and learned about hand drumming. Self-care opportunities such as journaling and talking circles were also offered.
2. The Bishkaa student Ambassadors hosted various “pop ups” in the main foyer as well as partnered with other internal departments to provide awareness of Indigenous student services and culture. The student ambassadors were able to provide peer to peer support, information and resources to all students, including students who identified as Indigenous or student who were interested in learning and participating in cultural events and activities. The Bishkaa student ambassadors also partnered with other peer mentors and departments to ensure visibility and representation of Indigenous perspectives in other areas of the College.
3. Indigenous plant based medicine programming offered an opportunity for students to connect to land and culture. Traditional plant based medicine expert, Joseph Pitawanakwat worked with students weekly – alternating each week between Peterborough and Lindsay campus to provide Indigenous health care consultation which included information about plant based medicine, medicine walks and harvesting, teaching students how to make various plant based teas and salves. Students were also able to meet with Joseph on a one to one basis to ask questions and interact with various plant based medicine by seeing, touching and tasting various plants and teas.

4c. In the box below, please provide any other information you feel is relevant to Indigenous students at your institution (optional).

1. Established the first **“Access to Indigenous Healthcare” program** in a public post-secondary educational institution
2. Built a successful **business case for a Permanent, Full Time Manager** of Indigenous Student Services position. This is the first time in Fleming’s history that an Indigenous person has managed Indigenous Student Services.
3. **Proposed and secured commitment for a new position** that will fill every identified service gap: Indigenous Student Transitions Advisor and received financial commitment from college to fund as 2-yr pilot.
4. Developed **new service delivery model** for Indigenous Student Services department

5. Hosted Grand (re-) Opening of our department space and held large **Community Appreciation Feast**. This was a huge success and have received extremely positive feedback from the local Indigenous Community
6. Proposed and oversaw the successful implementation of a new college practice for convocation that involves **graduate Indigenous Rights Declaration** – receiving recognition provincially by Indigenous Peoples Education Council of Ontario. This was established with strengthened partnership with the Registrar's Office. This gives graduates an opportunity to declare "*By signing above, I am making a declaration to move forward in my professional and personal life as a person who acknowledges the rights of Indigenous peoples and will advocate for further respect towards First Nation, Métis and Inuit peoples within the territory that I choose to call home.*"
7. **Established new Indigenous community relationships** which have led to partnerships (Contract Training: Wiikwemkoong Unceded Territory / Education Assistant Program; Fleming Indigenous Student Services / Durham District School Board, Culture Camp)
8. Developed **new partnership with Durham District School Board** (Public and Catholic), and hosted their annual **Indigenous Youth Culture Camp** right here on Campus
9. Established partnership with Trent University and First Nation Technical Institute to participate in Global Research project on Indigenous Youth and Education with the United Nations Environmental, Science and Culture Organization (UNESCO)

Collected quotes from Indigenous students and alum when asked "what does Indigenous Student Services mean to you?"

- "My Fam, 100%"
- "Sleeping on the couch in a safe place with my niijii's"
- "A welcoming community to those without a community"
- "Friends becoming family"
- "Acceptance of all differences"
- "Home away from home"
- "Wiidbum ge-jike-e-maadbijik"
- "A safe place for Indigenous students to come together without fear"
- "I wouldn't be where I am today without Fleming Indigenous Student Services"
- "Home away from home, my safe place"

**Student Success Fund - Postsecondary Education Fund for Aboriginal Learners (PEFAL)
Financial Report**

Name of Institution: The Sir Sandford Fleming College of Applied Arts and Technology						
April 1, 2018 - March 31, 2019		STUDENT SUCCESS FUND			OTHER RESOURCES	
Title of Project/Program	Budgeted Expenditures	Year-End Actual Expenditures	Variance	Institution's contributions	Other organization(s) contributions	
Total Salaries	\$153,360	\$160,456	\$7,096	\$5,553		
Student Support Initiatives	\$38,880	\$36,984	-\$1,896	\$2,982		
Academic Enrichment/Access Programs						
Partnerships, Community Engagement and Community-Based Program Delivery	\$30,100	\$24,900	-\$5,200			
Evaluation						
Other (please describe)						
Sub-total:	\$222,340	\$222,340	\$0	\$8,535		\$0
Itemized Administration Costs (up to 10% of sub-total)	\$22,000	\$22,000	\$0			

Total	\$244,340	\$244,340	\$0	\$8,535	\$0
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Mark Mordern
Executive Financial Authority


Signature

June 5/19
Date

This report has been verified by:

Name of College/University Representative: Kylie Fox-Peltier

Title/Position: Manager, Indigenous Student Services

Signature: Kylie Fox-Peltier

Date: June 26, 2019

Name of the Indigenous Education Council Chair: Patricia Schneider

Title/Position: Chair, Fleming's Indigenous Education Council

Signature: PS

Date: June 25, 2019