



TRU INDIGENOUS EDUCATION

2021-2022 Aboriginal Service Plan Final Report

Thompson Rivers University Office of Indigenous Education

June 30, 2022

The TRU Indigenous Education image depicts Sek'lep (Coyote) on his educational journey at TRU. For Secwepemc people Sek'lep is our Creator, Trickster, and Teacher. He also brings food, medicine, and teachings to the people. The dark blue circle on the outside represents the water, which is vital for life, the turquoise green represents air and breath that we need to survive. The brown represents the Earth, followed by the orange Sun and yellow Moon in the center of the circle.

THOMPSON RIVERS UNIVERSITY

Aboriginal Service Plan 2021-2022 Final Report

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THOMPSON RIVERS UNIVERSITY

Office of the
PRESIDENT AND VICE-CHANCELLOR

June 1, 2022

Via email: AEST.Minister@gov.bc.ca

The Honourable Anne Kang
Minister of Advanced Education, Skills & Training
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Re: Thompson Rivers University Aboriginal Service Plan 2021/22 Final Report

Dear Minister Kang:

On behalf of Thompson Rivers University (TRU), I'm pleased to submit the final report on activities and initiatives undertaken in 2021/22 in support of Indigenous learners. We are grateful for the Ministry's ongoing support of our Aboriginal Services Plan (ASP), as together, we can increase access to education and training for Indigenous students, as well as provide cultural supports.

TRU campuses are located on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. TRU also serves the peoples of nearby territories including the St'át'imc, Nlaka'pamux, Tsilhqot'in, Nuxalk, and Dakelh, and Métis communities within these territories.

We are committed to truth and reconciliation and being a university where every student finds a sense of belonging. This sense of belonging, as embedded in our university's new vision, extends into the initiatives undertaken through the Aboriginal Service Plan. Through such funded programs highlighted in the ASP such as School District Transition Day, Tsilhqot'in & St'at'imc Summer Science and Language Revitalization camps, and Metis Youth Education Careers, our hope is that Thompson Rivers University will continue to be the "University of Choice" for Indigenous students and that programming meets communities' needs.

It's gratifying to see the number of Indigenous students who have turned to TRU. They represent 12% per cent of our Kamloops campus student population, 18% per cent in Williams Lake, and 6% Open Learning. These students are recent high school graduates as well as mature students continuing their post-secondary education. Regardless of where they may be in their life journey, we are glad to be there with them.

I trust you will find our annual 2021/22 report informative and inspiring. Should you have any questions, please do not hesitate to be in touch.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brett Fairbairn".

BRETT FAIRBAIRN
President and Vice-Chancellor

Territorial Acknowledgement

Thompson Rivers University honours its First House Tk'emlúps te Secwépemc that the Kamloops campus is located on, and our Second House, T'exelc (Williams Lake First Nation) that the Williams Lake campus is located on. These are two of the seventeen bands that make up the Secwepemc nation. Both TRU campuses are in the heart of Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc nation. According to the Ministry of Advanced Education BC College & Universities regions, the TRU service area also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tâilhqot'in, Dakelh, and Syilx nations. There are over 80 First Nation bands in TRU's service area. Please note, throughout this document the term "Aboriginal" has been updated to "Indigenous" to reflect the proper federal and provincial terminology for Canada's First Peoples and Indigenous inhabitants.

TRU currently has regional Continuing Education Centre is in One hundred Mile House (Tsq'escen-Canim Lake), Ashcroft & Cache Creek (Nlaka'pamux), Barriere (Simpchw), Clearwater (Simpchw), Lillooet & Lytton (St'át'imc) and Williams Lake.

The St'at'imc nation includes Bridge River (Xwisten), Pavilion (Ts'kw'aylaxw), Caboose Creek (Sekw'el'was), Mount Currie (Lil'wat), Seton Lake (Chalath), Lillooet (T'it'q'et), Fountain (Xaxli'p), Anderson Lake (N'quatqua), Douglas (Xa'xtsa), Skatin and Samahquam.



Photo courtesy of Ministry of Advanced Education BC College & Universities regions (2022)

The Thompson Rivers University Vision is:

“Community-minded with a global conscience, we boldly redefine the university as a place of belonging — **Kw'seltknéws** (we are all related and interconnected with nature, each other, and all things) — where all people are empowered to transform themselves, their communities, and the world.”

TRU's Values are:

- Inclusion and Diversity
- Community-Mindedness
- Curiosity
- Sustainability

TRU's 10-year strategic change goals are:

1. Eliminate achievement gaps
2. Honour truth, reconciliation & rights
3. Lead in community research and scholarship
4. Design lifelong learning

TRU's vision, values and 10-year strategic change goals are important to the Office of Indigenous Education and the Aboriginal Service Plan (ASP) because this guides the programs and services we offer, and it also guides our relationships with the Indigenous communities. TRU programs are designed to meet Indigenous communities and student needs and it guides the work that we do at the university. We strive to address student and communities' training requirements and remain flexible to provide a variety of on-line classes and programs on & off campus in Indigenous communities.

TRU is committed to responding to the Truth and Reconciliation Commission's 94 Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples by embedding Indigenous efforts at every level of university from governance, Indigenous courses, programs, academic and cultural programming.

TRU has long-standing successful partnerships with Indigenous and non-Indigenous communities and organizations which is an important mechanism for communication and collaboration. It is with considerable pride that we celebrate the accomplishments of our many graduates every year with an Indigenous graduation ceremony.

The Ministry of Advanced Education Skills & Training Aboriginal Service Plan (ASP) is designed to enhance post-secondary educational experiences and improve outcomes for Indigenous learners. The ASP requires ongoing collaboration between post-secondary institutions, Indigenous students, communities, external industry, institutions, and organizations. Many activities and supports are funded under the ASP including outreach to/and the recruitment of students, course and program development, the provision of support services for students, and offering courses and programs at the community level.

TRU recognizes the importance of meaningful learning opportunities for Indigenous learners. We pride ourselves on our continued commitment to meeting community needs and supporting the Indigenous communities in our region to develop relevant programs and initiatives.

Overview of TRU Indigenous Students

TRU is the "*University of Choice for Indigenous students*," and we are proud to host the highest number of Indigenous students of any BC post-secondary. Out of approximately 6,700 domestic students at the Kamloops campus, 12% have self-identified to TRU as having Indigenous ancestry. At the Williams Lake campus, the proportion is 18% out of a campus total of approximately 350 domestic students, and in Open Learning, the proportion is 6% out of a campus total of approximately 13,800 students.

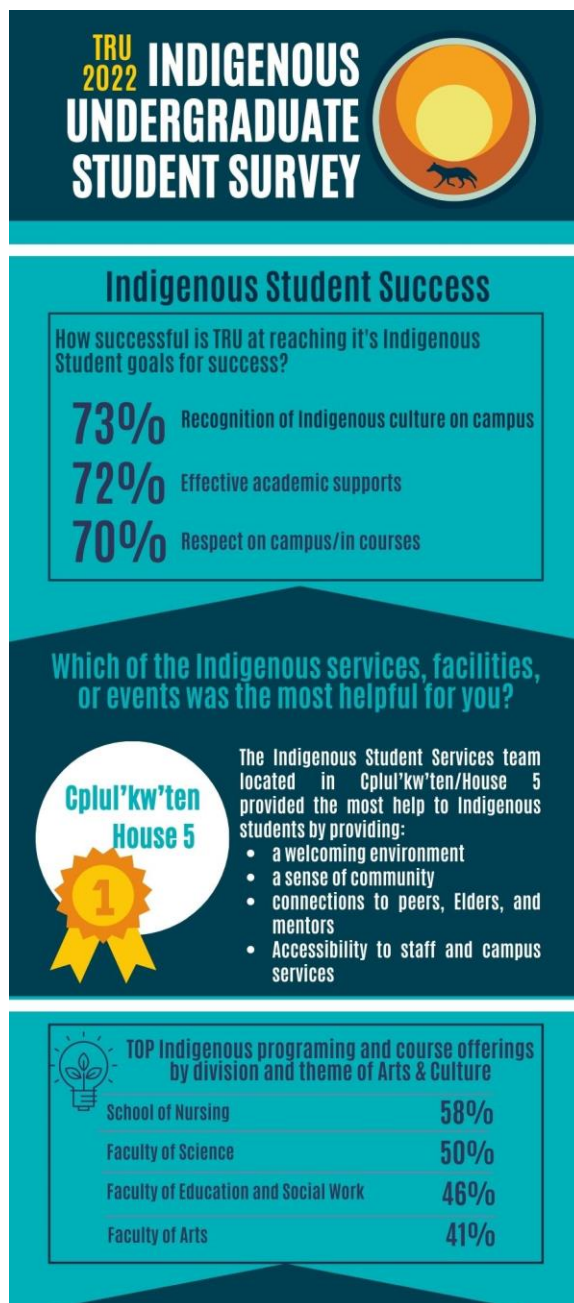
The TRU Indigenous student population is comprised of First Nations, Métis, and Inuit students. The diversity of students is expanding beyond BC with an increase of students from Alberta, NWT, and the lower mainland. We are seeing an increase of Métis and Inuit students that are primarily high school graduates, followed by mature female students and single parents continuing their post-secondary education.

The annual TRU Indigenous Undergraduate Student Survey (IUSS) provides information on Indigenous student identity, overall satisfaction, safety, academic/social supports, curriculum, and participation in on campus activities. This infographic provides feedback from the 2022 IUSS demonstrating TRU's commitment to Indigenous student success and ASP goal alignment.

TRU is doing well in recognizing Indigenous culture on campus. Students have requested more Indigenous arts & culture content in courses across campus, which is consistent with 2021 results.

Indigenous students coming to TRU directly from high school identified the Indigenous Student Development team in Cplul'kw'ten (House 5) as the most helpful support on campus and they emphasized the welcoming environment, staff, services, and sense of community as significant. There was little negative feedback regarding supports for Indigenous students. The most important feedback from students is that they did not know specific events or services were available to them. This is a clear message to TRU on the need for improving our communication with students and utilizing several types of communication to get our messages out to students. Students were satisfied with the types of services and resources available, and those who did not use those services mentioned conflicts of schedule and being unaware of support services as the main reasons they did not access supports.

The request for more Indigenous programs, course offerings, culture, and history are the top priorities for students. As indicated in last year's report, students identified that online course delivery took more effort and was harder to learn virtually, having trouble staying focused, motivated, communicating with



2022 TRU Indigenous Undergraduate Student Survey results.

professors, also feeling isolated or disconnected. Some Indigenous students did not have any challenges with remote learning and virtual learning was preferred. As TRU returned to in-person education in September 2021 a blended learning (virtual/remote and face-to-face) has emerged to meet faculty, student, and community needs.

There was a mix of attendance for Indigenous events due to COVID-19 BC Return to Campus Guidelines and the BC Restart Plan. TRU events experienced a slight decrease in attendance in 2022 compared to 2021, except for the First Friends Feast, TRC Days (Orange Shirt Day), MMIWG Art Exhibit, and Indigenous Awareness Week events which were very well attended. Students remain satisfied with all the events offered by the Office of Indigenous Education and all partner faculties, departments, and divisions with events receiving 89% or higher in satisfaction ratings.

The TRU Indigenous Undergraduate Student Survey is one of the mechanisms we use to obtain feedback directly from Indigenous students on the types of programs and supports they would like to see at TRU. This survey informs the planning for the upcoming year and provides valuable feedback on improving Indigenous student supports and services.

Indigenization at TRU is one of the top priorities as evidenced by the TRU vision statement and 10-year plan. The incorporation of the Secwepemc language in the TRU vision statement and values speaks volumes to the level of commitment of honouring and respecting the Secwepemc communities that our campuses reside on, and our commitment to Reconciliation. www.tru.ca/envision/vision-statement.html

Summary of TRU Aboriginal Service Plan

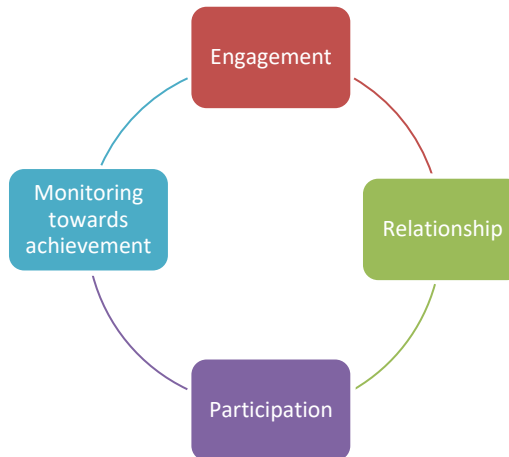
The Aboriginal Service Plan guidelines are as follows:

- Increase the access, retention, completion, and transition opportunities for Indigenous learners.
- Strengthen partnerships and collaboration in Indigenous post-secondary education.
- Increase the receptivity and relevance of post-secondary institutions and programs for Indigenous learners, including providing support for initiatives that address systemic barriers.

The ASP goals provide the foundation for programs and activities that TRU is committed that addressing. It addresses the academic, social, emotional, and cultural needs of Indigenous learners, while engaging with Indigenous communities to better meet their needs. The activities undertaken are designed to connect students to available support services and create safe learning spaces, and positive engagement for a well-rounded post-secondary experience that promotes a sense of connection and belonging at the university.

MAJOR ACHIEVEMENTS

Following more than a year of non-traditional program delivery due to COVID-19, the BC Return to Campus Guidelines and Restart Plan required our team to be flexible and adaptable. The 2021-2022 ASP program coordination focused on elements such as engagement, partner relationships, participation, and monitoring towards ASP achievement activities. Each of these elements contributed to our continued success in connecting Indigenous communities and students with activities and programs offered on & off campus as well as virtually at TRU.



Major achievements focused on four elements for the 2022 ASP program.

The pandemic provincial guidelines for post-secondary institutions aided our outreach and planning at the start of the fall semester. We offered a blend of in-person events as well as virtual options to include school district Transition and Cultural programming events, Metis Nation British Columbia (MNBC), and Kamloops Aboriginal Friendship Society (KAFS), University Preparation programs (UPREP), for programs and community events. More specifically, the strategy to reinforce engagement, relationships, and participation was to connect early on with all community partners to identify key needs to strengthen communication and promoting success for youth through high-quality learning pathways.

New programming included the first ever TRU Art Gallery exhibits for *Missing and Murdered Indigenous Women and Girls* (MMIWG), increased cultural collaboration across campus partnering with the TRU Library Makerspace, Wellness Centre, and International LEAP Program. Events such as the Shoe Box Campaign and the Kindness Initiative multi-day event, aligning events with Anti-Bullying Day and, expansion of Indigenous Awareness Week program to deliver over twenty-seven events by face-to-face, virtual, and live-streaming events for staff, student and community members expanded the Office of Indigenous Education's engagement efforts and community reach. These events were inclusive of the whole TRU community and open for everyone to attend.

Major engagement and relationship outreach resulted in new partnerships formed with the TRU Library Makerspace, TRU Wellness Centre, and Future Students fostering innovative learning through hands-on experimentation and tailoring multi-touch recruitment activities by hosting high school students and urban youth at post-secondary events. With online program delivery one of the challenges students

identified was that it took more effort, and it was harder to learn virtually at the TRU Transitions events. TRU faculty adapted and modified the delivery of curriculum based on feedback from the previous year. Some students mentioned having trouble staying focused, while other student indicated they did not have challenges with remote learning and that virtual learning worked better for them.

The expansion of the University Employment Preparation Program (UPREP) to the regional center in Lillooet and the Williams Lake campus resulted in strengthening relationships with rural community partners and alternate ways for Indigenous community members and students to enter post-secondary. Offering the UPREP program in Williams Lake to include the campus Indigenous Student Service team enhanced communication. The Williams Lake Indigenous Student Coordinator was an important and critical part of program delivery by liaising with communities to promote and recruit participants and provide in person supports to students. This was also an opportunity to highlight the Indigenous Gathering Place at the Williams Lake campus as a safe space for participants during the program. Teamwork and coordination of funding and supports contributed to building stronger relationships across the university to support student success.



2009 TRU Marketing Department,
Indigenous Student Gathering Place
Williams Lake Campus

TRU is fortunate to have strong relationships with the surrounding Indigenous communities in our service area resulting in community-driven programs and activities such as the revitalization of the Tsilhqot'in Winter Indigenizing Science & Language Revitalization Camp; the creation of the Tsal'almec Food Systems Project through the Lands Resources and Cultural Managers office for sustainable food sources and food sovereignty; Cayoose River First Nations towards new "Little Quills Daycare", creation of the land based playground and parent handbook; launch of the first-ever cultural St'at'imc Canoe Journey uniting

five nations to participate in the "*Paddling as One*".

Expanding on our monitoring and evaluation practices at the program level increased effectiveness and the successful completion of programs in this cycle. These were implemented for tracking purposes, as well as to determine the quality of activities, assess impact and determine expected outcomes. The data generated the Transition Day, MNBC MyTRUExperience, and Indigenous Awareness week guided our ability to assess programs immediately with objectivity and obtain the necessary data to guide strategic planning. We introduced timeframes, schedules and "Hold the Date" invitations early on, thus strengthening communication, event organization, collaboration, and improving ASP program fulfillment.

LEADING PRACTICES

TRU offers a wide range of creative, innovative programs and services made possible by an elevated level of institutional and senior administration support. The TRU President Vice Chancellor and Provost Vice President and Academic fully support Indigenization at all levels of the university. TRU is pleased to show its commitment and respect for the Secwepemc nation with Dr. Nathan Matthew from Simpcw First Nation (Secwepemc) completing his second term as TRU Chancellor. This demonstrates an elevated level of commitment and respect for Indigenization at the university.

TRU is also proud to host the first Secwepemc Cultural Advisor position at the university and the groundbreaking work on the Secwepemc Nation Ethics Guidelines. This is the first resource of its kind developed by Secwepemc academic scholars, Elders, and communities. Eleven principles are presented to guide research that involves the peoples, land, and resources of the Secwepemc Nation. The document was created to protect Secwepemc knowledge, and for “**Tellqelmucw: those yet to be born.**” We have the responsibility to build concrete relationships – ones that are authentic, meaningful, and respectful. Please see a link to this resource:

www.tru.ca/_shared/assets/secwepemc-nation-research-ethics-guidelines55048.pdf



Photo courtesy of K. Russell Dreamcatcher activity taken during Indigenous Awareness Week 2022.



Photo courtesy of K. Russell beading activity taken during Indigenous Awareness Week 2022.

Cultural, Transition and University Preparation Programs offered a range of diverse cross-cultural programming for everyone to participate on & off campus. Students and community members led numerous Indigenization workshops and cultural events on campus which contributes towards mentorship, leadership, and event coordination skills. The integration of community members, Elders, and Knowledge Keepers on campus providing workshops and co-teaching courses

ensures that acknowledgement and respect is given to local Indigenous people and that information that is shared in respectful and meaningful ways.

LESSONS LEARNED

Despite the persistent challenges related to COVID-19 regarding rigorous cleaning & safety plans, switching to online presentations at the last minute, and evaluating all aspects of programming TRU was adaptable at meeting communities and student needs. Important lessons were learned about not rushing things, having clear and open communication, and the importance of listening and learning from our partners to gain insight on their needs, and risk mitigation strategies & practices. It is also important to understand one type of program or service does not fit all

nation, bands, or organizations.

In partnership with TRU's Risk Management division on campus and external partners we had the unique opportunity to build stronger relationships while developing engagement and participation plans, as well as introducing monitoring outcomes towards continuity "rethinking future delivery models."

The interior of BC was heavily impacted by environmental challenges such as fires, floods, and heat waves. Our strong partnerships with Indigenous communities brought everyone together and forced us to adapt to changing conditions and remove participation barriers. An example of this is the upcoming canoe journey camp created by the St'at'imc nations called "Paddling as One." Indigenous communities communicated with TRU to ensure funding goal alignments; therefore, they modified their program to a collaboration type model for the purpose of increasing participation, reinvigorating community engagement and sharing of language and cultural teachings. More information is provided within the Results by Activity/program.

Ownership and delivery of programs and services creates sustainable and innovative programs (innovative program for learning) and learning opportunities for both TRU and the communities. In creating a warm, welcoming cultural space, where students feel at home, we can make TRU a space of belonging for all Indigenous students. This past year has taught us many valuable lessons on how to best meet a wide variety of student and community needs, and how to be adaptable and innovative.

As indicated earlier, expanding current monitoring and assessment practices to the program level helped determine if programs were on track, assess gaps, implement changes where necessary, as well as the measuring the quality of activities planned. The information graphics provided in this report are direct outcomes which highlight measurable impacts, while also identifying gaps and/or improvements such as the Indigenous Awareness Week program outcomes.

It is important to have positive relationships with the local communities as it is their students and community members that TRU serves. Community based programs and services include the whole community, from elders, leaders, academic and cultural supports, to program advisors and mentors. We rely on our committed working relationships to include our community partners when planning and organizing programs and activities.

MAJOR IMPACTS

The variety of ASP cultural, transitional and engagement programs offered caters to many different student interests. We work closely with the local school districts to ensure the transition from high school to post-secondary is seamless and that students are connected to supports the moment they register for classes. Connection and mentorship are critical aspects of success for students. Overall, Indigenous students have a positive outlook on the support they receive from TRU and appreciate the events and programs offered on campus.

Community driven programs and services are at the core of what we do. Indigenous communities speak highly of TRU and encourage their members to attend TRU because of the elevated level of support Indigenous learners receive.

Indigenization efforts across the whole university such as the Coyote Brings Food Project ensures that Indigenous content is embedded into curriculum and programs. Indigenization at TRU is supported by administration, faculty, students, and the Indigenous communities. Overall, there is an increase in cross-cultural learning taking place across the university that celebrates diversity and intercultural learning. Thompson Rivers University is committed to the Truth & Reconciliation 94 Calls to Action as evidenced by the efforts being undertaken by every aspect of the university from the Board of Governors, Senate, the President's office, the Provost Vice President Academic and Research, and faculty and student efforts and participation.

The Office of Indigenous Education and All My Relations are excited to be the recipients of \$500,000 over five years (2021-2025) through the Global Skills Opportunity project called

“Kw’seltknéws, TRU Indigenous Culture and Knowledge Makers Exchange Program”. This project is funded by the Government of Canada’s Outbound Student Mobility Pilot Program and provides Indigenous student, staff, and faculty to take advantage of international learning experiences contributing to skill development skills such as problem solving, adaptability, resilience, and intercultural competency. This program enables TRU to send Indigenous students outbound to our international partner universities such as Australia and New Zealand which was not possible in the past.



Global Skills Opportunity is funded by the Government of Canada's Outbound Student Mobility Pilot Program.

The United Nations and the result of the Los Pinos Declaration in 2020, announced 2022-2032 as the International Decade of Indigenous Languages. Several activities are happening locally to support the implementation and preservation of Indigenous languages at TRU. For example, Secwepemctsin is offered at both campuses, and St’at’imc and Tsilhqot’in language classes are also being offered to all students and TRU employees. TRU honours its relationship with Secwepemc people by implanting Secwepemc language greeting on all campus building entry ways, renaming of campus roads, free language classes, expanding language and cultural curriculum resources to support faculty, inviting Indigenous language speakers to share their knowledge, and hiring more Indigenous language faculty.

TRU is also proud to highlight innovative Indigenization programs through various collaborations and partnerships across the university. TRU values inclusion and diversity, community mindedness, curiosity, and sustainability.

RESULTS BY ACTIVITY/PROGRAM

Aboriginal Transitions Day

Activity/Program Title	Aboriginal Transitions Day
Description	<p>Indigenous Transitions Day is an opportunity for Indigenous high school students to visit Thompson Rivers University (TRU), learn about the wide range of academic programs and services available, while becoming comfortable navigating the programs and services available at university. The events highlight different student service areas and provides an opportunity to become familiar with the campus and key contacts. University members are invited to facilitate workshops, host interactive activities, and share opportunities to access resources, programs, and services.</p> <p>This year, the Transitions Day events engaged approximately 130 + students and was coordinated by the Transition Coordinator (current TRU student) along with collaborators from the five School Districts, TRU Future Students (Recruitment) office, Indigenous Elders, and Indigenous Student Services.</p> <p>Each event was designed based on the needs of each Indigenous high school student demographic, and to learn about TRU academic programs and services. School Districts in the TRU service area includes:</p> <ul style="list-style-type: none"> • SD73 Kamloops • SD83 Salmon Arm • SD74 Gold Trail • SD27 Williams Lake • Alternative and First Nation schools
Related Goals	<p>ASP Goals #1: Increase access, retention, completion, and transition opportunities for Indigenous learners.</p> <ul style="list-style-type: none"> • Framework #1: Systematic change means that Thompson Rivers University education system is relevant, responsive, respectful, and receptive to Indigenous learners and communities. • Framework #2: Community based delivery of programs supported through partnerships between Thompson Rivers University and Indigenous institutes and communities. • Framework #4: Indigenous learners transition seamlessly from K-12 to post-secondary education.
Measuring Success	<p>The Transitions Day event provides youth from different school districts within TRU's service area the opportunity to visit and engage with the various faculties and programs available. It is important to visit the campus in person and see the campus firsthand to become familiar and comfortable with navigating a post secondary setting. It is also important to connect with the Student Service employees as they will be a critical part of connecting students to services and programs in the future.</p>

The Transitions events are all about breaking down barriers for Indigenous students, assisting student to become comfortable and familiar with TRU. These events encourage students to build connections with TRU personnel in planning their future career and education goals. Feedback from school district staff and students indicated that barriers to post secondary education are not always obvious and requires time and people to help build familiarity and comfort in academic settings. Another important consideration is to address apprehension associated with attending post-secondary.



Photo courtesy of K.Russell School District 73 Transitions Day event.

Student feedback along with individual survey responses/feedback provides data and analytics to guide future program delivery. Where appropriate, numbers from previous years are used as a baseline to guide innovative approaches to expand service and programs to other school districts.

Each year participants engage in workshops, seminars, and special engagement activities that can be tracked and recorded.

Satisfaction is measured both by survey response and qualitative debriefing by participants and organizers using an online survey which was piloted this year and compliments the need for dynamic delivery, in person and virtual events.

Impact is measured by a survey asking participants to rate and offer feedback on each activity, while also tracking attendance, and areas of interest for future programs to be offered at TRU.

The TRU Indigenous Undergraduate Student survey captures Career Transition events statistical data within the annual report. Ultimately, Indigenous student enrollment is tracked by previous program delivery at TRU in 2021. In total, 130+ students participated in Transitions Day from Kamloops, Williams Lake, Gold Trail and Salmon Arm School Districts.

Location(s)	Thompson Rivers University Kamloops Campus	
Timing	Start Date	September 2021
	End Date	May 2022
	Duration	<p>Delivery was completed in a variety of ways:</p> <ul style="list-style-type: none"> • Three face-to-face events • One multi-day event • One virtual event <p>All programs were developed in collaboration to meet the needs and COVID 19 restrictions outline by each school district.</p>

Budget and Expenditures		Budget 2021/2022	Expenditures 2021/2022
	Ministry (ASP)	\$60,000.00	\$37,159.20
	Institutional Contribution	\$	\$
	Other or In-Kind	\$	\$
	Variance	\$43,041.07	\$43,041.07
	Total	\$103,041.07	\$80,200.27

Comments and Lessons Learned

The Transitions event restart was challenging to navigate due to COVID-19 health restrictions. However, the lessons learned from the year before enhanced our ability to shift quickly to offering online events with school districts. TRU team members contributed extensively and collaboratively to event planning and coordination. Navigating each school district health & safety risks and individual school district practices required flexibility and adaptability as each school had specific safety needs and boundaries. We also had to adhere to TRU's safety protocols to reduce COVID-19 transmission.

The allocation was higher compared to previous years due to deferred funds from 2020-21. Budgetary and program delivery were



Compliments of the Office of Indigenous Education reception desk at School District 73 Kamloops Transitions event.



Photo courtesy of Indigenous Education. Opening remarks of the Transitions Day event for School District 73 Kamloops.

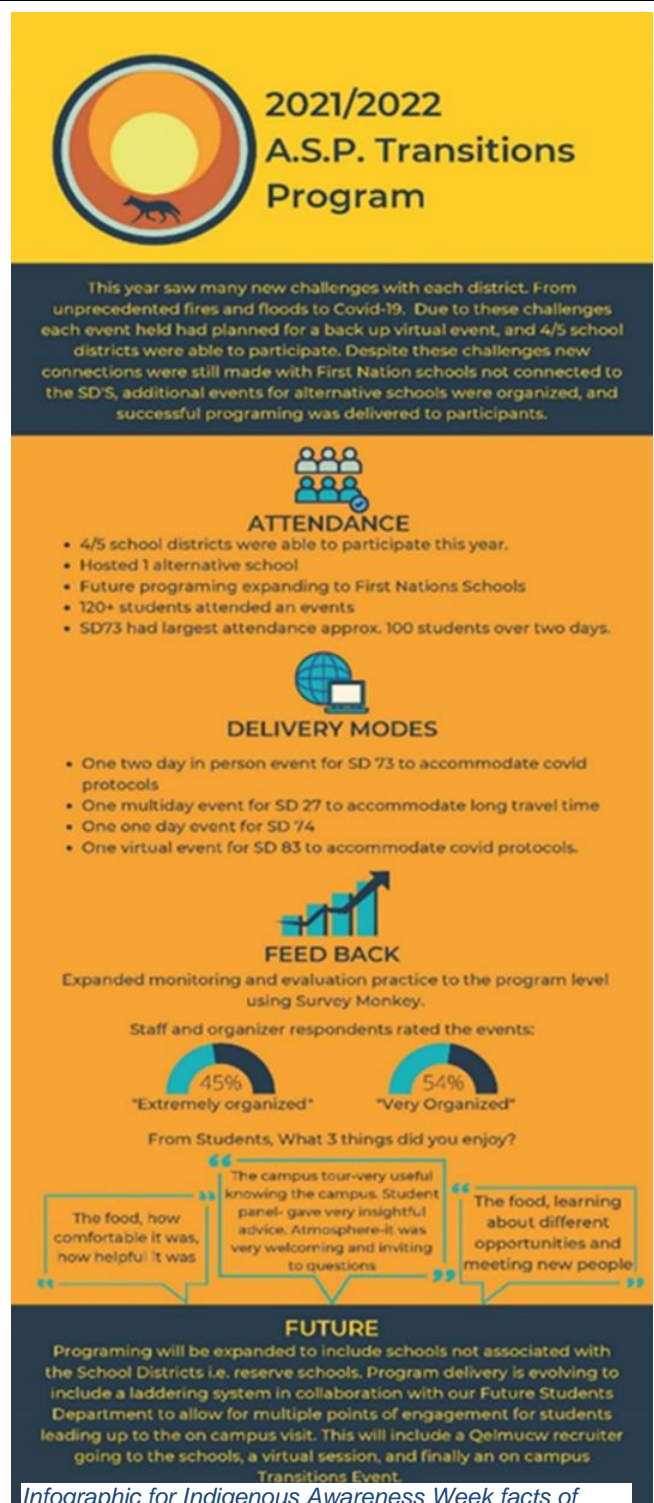
overseen by the ASP Supervisor with Cicyetkwu Dunstan-Bennett hired into the position of Transitions Coordinator to coordinate the delivery of five Transition Day events in collaboration with the following School Districts:

- SD73 Kamloops 2 events, total of eighty students, twelve faculty and twelve staff
- Four Directions Alternate School – 1 event, total ten students, one staff
- SD83 Salmon Arm – 1 virtual event, total
- SD74 Gold Trail – 1 event, total of fifteen students, one faculty and one staff.
- SD27 Williams Lake – 1 two-day event total of twenty-two students, two faculty, and two staff.

The Transitions Coordinator and ASP Supervisor expanded the survey tool to assist data collection to support program outcomes, event analysis, facilitate user-friendly survey response methods by using mobility devices, and providing real-time feedback for program assessment, prioritization, and debriefing.

Results were tabulated and shared with each individual school district to support student needs and program planning for the next year. Positive takeaways included the introduction of a “Hold the Date” for each school district to confirm dates to visit TRU, planning meetings, and student recommendations to incorporate into subsequent programs.

Even though COVID-19 regulations were in place, the impact was minimal to each Transition Day event delivered. The Transitions Coordinator and ASP Supervisor focused on defining transition engagement and collaborative measures to introduce multiple touchpoints with each individual school. Planning a timeline for each Transition event included workflow with tasks, milestones, and goals; and implementing a follow up debrief session for a safe and thoughtful reflection to discuss/focus on program delivery improvements, review data from survey results, discuss lessons learned and move forward for next year’s program.



Infographic for Indigenous Awareness Week facts of program outcomes.

Aboriginal Cultural Coordinator



Activity/Program Title	Aboriginal Cultural Coordinator
Description	<p>The Cultural Coordinator oversees the delivery of several on & off campus events and activities to increase the wellness, language, and cultural workshops, along with a wide variety of other programs. These cultural programs include engaging Elders, Knowledge Keepers, student peers, staff, families, TRU employees, and the broader Kamloops community.</p> <p>To promote and empower Indigenous cultural understanding, the Cultural Coordinator Wynona Edwards was responsible for the planning, development, and delivery of workshops, supporting TRU events and special activities to share Indigenous cultural activities such as:</p> <ul style="list-style-type: none"> • Indigenous First Friends Feast & Winter Feast, • Soup Circle • Orange Shirt Day and beading events • Missing and Murdered Indigenous Women and Girls (MMIWG) Art Exhibit • Louis Riel Day • Rock Your Mocks • Stick Games • Shoe Box Initiative, Kindness Initiative and Anti-Bullying • Smudging 101 • Indigenous Awareness Week events (27 events) • Moose Hide campaign • Indigenous Movie Nights • Ribbon Skirt Making • Indigenous mentorship • Traditional dance styles (pow wow, Secwepemc traditional) <p>To promote responses to the Truth and Reconciliation Commission's 94 Calls to Action, a guest speaker series will be developed on topics such as:</p> <ul style="list-style-type: none"> • Colonialism • Residential schools • Rural to urban centers (rural reserves to university) • On-campus wellness activities for Indigenous students. <p>Collaboration across the university with all faculties, departments and divisions is extremely important for Cultural programs, as this is an important</p>



Courtesy of Marcom TRC Orange Shirt Day 2021-22 ceremony



Courtesy of K. Russell from the Office of Indigenous Education MMIWG Art Exhibit

	aspect of TRU's commitment to Reconciliation.		
Related Goals	<p>ASP Goal #1: Increase access, retention, completion, and transition opportunities for Indigenous learners.</p> <p>ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Indigenous learners, including providing support for initiatives that address systemic barriers.</p> <p>Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Indigenous learners and communities.</p>		
Measuring Success	Cultural programs provide Indigenous students and employees at TRU with the opportunity to participate in a wide range of events and activities to support Indigenous languages, preserve culture, traditions, and connect with other students and Elders, explore Kamloops and surrounding areas, and share knowledge in safe spaces for identity, health, and well-being.		
Location(s)	Thompson Rivers University- Kamloops Main Campus		
Timing	Start Date	September 2020	
	End Date	April 2021	
	Duration	Ongoing activities throughout the year	
Budget and Expenditures		Budget 2021/2022	Expenditures 2021/2022
	Ministry (ASP)	\$64,000.00	\$56,579.26
	Institutional Contribution	\$	\$
	Other or In-Kind	\$	\$
	Variance	\$	\$
	Total	\$64,000.00	\$56,579.26
Comments and Lessons Learned	 <p><i>Courtesy of K. Russell from Orange Shirt Celebration at TRU.</i></p>	<p>Early program event planning and collaboration by the Cultural Coordinator was key for marketing and participant engagement. The Cultural Coordinator collaborates with numerous groups across campus including the TRU Indigenous Student Services team, Indigenous student Mentors, Intercultural Indigenous Club, LEAP program and the Wellness Mentors to connect with students, staff, faculty, and communities. Engaging with all peer mentor groups at TRU contributed to a powerful sense of community, productivity, and interactive learning, while also contributing to increased participation rates and expanded learning for all students at TRU.</p>	
		 <p><i>Poster courtesy of the Office of Indigenous Education.</i></p>	

Marketing and promotions relied on social media, event calendar, student communication, Soup Circle, and via other student service media channels.

In total, the Cultural Coordinator delivered a total of forty-seven cultural events and workshops with two virtual, forty-three face to face, two hybrid workshops in person and virtual with approximately 1090 total people participating.



Courtesy of K. Russell from the Office of Indigenous Education two jingle dress dancers taken during Indigenous Awareness Week 2022.

The impact to events due to COVID-19 affected participation rates, event satisfaction, and overall student mental health and well-being during the fall and winter semesters. Therefore, all planned activities, workshops, and events were themed and included information to guide participants to access resources with Student Service online supports and counselling to deal with feelings of overwhelming anxiety and stress as well as providing coping strategies.

Pre-planning strategies for connections and event promotion are key for event success. Developing creative ways for outreach to students is important, however highlighting the event after the event on social media channels increased participation at following events. Engaging with Indigenous students, TRU Wellness Centre, and Intercultural Club peer groups contributed valuable skills and knowledge to the Cultural Coordinator with the planning and delivery of events. An important aspect of this position is the leadership and coordination skills learned in this role.



Photo courtesy of the Office of Indigenous Education. Pine needle turtle and dream catcher made during Indigenous Awareness Week 2022.

Feedback provided by many of the Indigenous student mentors is that they developed stronger communication skills, benefited from planning events from start to finish in collaboration with the Cultural Coordinator, and they also gained personal confidence which benefits their academic and professional goals.



Indigenous Awareness Week 2022 Feedback

RATING OF THE WEEK

44% 44 % respondents rated the week as excellent and good.



How organized was the week - 16 respondents shared.

- 7 very organized
- 6 organized
- 3 other

What did respondents like most about the week?



- range and variety of events
- virtual options
- awareness of Indigenousness of Kamloops
- learning about Indigenous Culture and Traditions

Participant Comments



Plan it for after PD Week. Have a week or two apart as it is challenging to get additional time off, have managers support participation.

Q: WAY TO IMPROVE FUTURE EVENTS?



Learn more about the history of the Secwepemculw land up to modern day.

Q: LIKE TO SEE MORE OF



Learn more about the history of the Secwepemculw land up to modern-day.

Q: LIKE TO SEE MORE OF



A bit more awareness that it was going to be happening. We heard a ton about PD Week but found out about IAW late.

Q: INFO TO KNOW BEFORE IAW



Congratulations! This year's event had a true presence on campus and made an impact. Lots of room to develop and continue to gain support and participation the TRU community.

Q: ADDITIONAL COMMENTS



TRU Events Calendar



Staff/Faculty Listserv



Other including Marcom Newsletter, word of mouth, TRU bulletin

Kukwstsetsemc (Thank You) to ALL who contributed to this week. Recognition to all guest speakers, MarCom, CELT, Culinary Arts In FACT, ESTR Market in EDSW, Indigenous Student Development, student volunteers and to Tk'emlups te Secwepemc community!

Infographic for Indigenous Awareness Week facts of program outcomes.

Indigenous Awareness Week

Tuesday, March 1, 2022 Photos



Social media post highlighting pictures during Indigenous Awareness Week events.



Indigenous Awareness Week

Thursday, March 3 Photos



Social media post highlighting pictures during Indigenous Awareness Week events.

Schedule at a Glance - Indigenous Awareness Week (IAW) 2022 - Kamloops Campus					
	Monday, February 28, 2022	Tuesday, March 1, 2022	Wednesday, March 2, 2022	Thursday, March 3, 2022	Friday, March 4, 2022
10:00					
11:00					
12:00					
13:00					
14:00					
15:00					
16:00					
17:00					
18:00					
19:00					
20:00					
21:00					
22:00					
23:00					
24:00					

Schedule briefly of the weeklong events and activities of the Indigenous Awareness Week 2022 program.

Kamloops Aboriginal Friendship Society

Activity/Program Title	Kamloops Aboriginal Friendship Society Youth Leadership Conference
Description	<p>This is a partnership with the Kamloops Aboriginal Friendship Society (KAFS). The program is a two-day youth leadership conference held at TRU during the Spring semester (2022) in House of Learning 190 for approximately 50 + youth between the ages of 13 to 24 to attend, along with a chaperone if desired or needed. KAFS invites schools and communities to bring youth of all ethnicity and tradition with a focus on Indigenous culture within the Thompson-Nicola region and local Kamloops area (both urban and rural communities) to join.</p> <p>The KAFS youth leadership conference offered a variety of collaborative cultural workshops, community guest and motivational speakers; cultural activities through song, drum, dance, and smudging; focus-group interactions exploring methods to access post-secondary education; introduction to student wellness services on campus; career and experiential learning programs and opportunities; exploration of student success programs; increased networking opportunities with Indigenous TRU alumni; current students and mentors; along with leadership experience for youth both helping facilitate and attending the two-day conference.</p> <p>Through these various and unique cultural activities and workshops, combined with an inclusive community atmosphere, youth can connect and network while discovering differences and similarities that exist between rural and urban communities. Combined with this is the introduction to university and community supports that will create lasting relationships and offer continued peer support and future youth-led initiatives as students and their families advance their educational and personal goals.</p>
Related Goals	<p>ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Indigenous learners, including providing support initiatives that address systemic barriers.</p> <ul style="list-style-type: none"> • Framework #2: Community based programs are delivered in partnerships between Thompson Rivers University, Indigenous organizations, and communities.



Courtesy of K. Russell from the Office of Indigenous Education of the KAFS opening ceremonies.


	<ul style="list-style-type: none"> • Framework #4: Indigenous learners transition seamlessly from K-12 to post-secondary education. 		
Measuring Success	The KAFS youth leadership conference connects youth with faculty and instructors across TRU, networks to make new connections, and presents educational opportunities. This conference provides numerous interactive workshops, small and large group discussions, as well as engages all participants in extracurricular cultural activities and offers tools for educational and future career goals and planning.		
Location(s)	Thompson Rivers University – Kamloops campus and local Indigenous communities		
Timing	Start Date	November 2020	
	End Date	April 2021	
	Duration	Six months each year	
Budget and Expenditures		Budget 2021/2022	Expenditures 2021/2022
	Ministry (ASP)	\$34,963.20	\$32,740.52
	Institutional Contribution	\$	\$
	Other or In-Kind (KAFS)	\$	\$
	Variance	\$	\$
	Total	\$34,963.20	\$32,740.52
Comments and Lessons Learned	<p>As we look towards the future, we will work to enhance KAFS and TRU's future activities and workshops based on the feedback received from this years' youth leadership gathering. It is important to recognize the KAFS Youth Worker efforts on community engagement. This staff person spent considerable time online, and in-person, providing youth and their chaperones with as many resources and opportunities as possible to attend the gathering.</p>		
	<p>Future planning will include (pending restrictions) physical in-person workshops as this blended manner of infusing educational opportunities, cultural wisdom, anti-oppressive approaches, and holistic traditional knowledge as the most valuable for connecting and accommodating as many Indigenous students, families, and communities as possible in exploring their post-secondary training opportunities.</p>		



Courtesy of K. Russell from the Office of Indigenous Education KAFS participants engaging in drum making.

Metis Youth-Education Careers

Activity/Program Title	Métis Youth-Education Careers
Description	<p>Métis Nation BC (MNBC) in collaboration with Indigenous Education at TRU, delivered a three-day campus tour event called “MyTRU Experience” on April 5-7, 2022. It included a tour of campus, numerous academic and student services and supports information sessions, as well as hands-on workshop in the Makerspace, a library tour, and several cultural activities. This combination of academic and hands-on practical workshops encouraged participants to learn about a particular field or program that interested them, and a hand on, in-person university experience.</p> <p>Participants included nine youth from across British Columbia, two elders, 2 MNBC staff, three volunteer youth, Indigenous Education staff, as well as faculty and student service staff to host information sessions.</p> <p>Learning and engagement activities included:</p> <ul style="list-style-type: none"> • Connect with MNBC’s Ministry of Skills Training (STEPS) to learn about funding options and meet one-on-one to discuss individual situation with STEPS team staff • Connect with representatives from Lii Michif Otipemisiwak Family and Community Services (LMO) and Two Rivers Métis Society a chartered community of Métis Nation British Columbia • Participate in cultural activities such as dot painting, Métis jigging, drumming, and beading • Grounding and conversation circle activities • Information about TRU Student Services, scholarships, awards, and funding • Métis Sashing ceremony and connecting with Métis Elders • Creating connections through food, prizes, and games • Lunch and learn at Scratch Café, the Culinary Arts Training Centre <p>This program encourages Métis youth to become motivated and interested in post-secondary programs and take the necessary steps towards training and increase their success within the field or career they are interested in pursuing. There is a strong connection between health and culture for Métis youth and participants in these events will also be recognized at a cultural community event celebrating their participation and success.</p>
Related Goals	<p>ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Indigenous learners, including providing support initiatives that address systemic barriers.</p> <ul style="list-style-type: none"> • Framework #1: Systemic change means that Thompson Rivers University education system is relevant, responsive, respectful, and receptive to Indigenous learners and communities. • Framework #4: Indigenous learners transition seamlessly from K-12 to postsecondary education.

Measuring Success	Métis youth explore a range of learning and career paths available by participating in hands-on learning opportunities, connect with faculty and student peers from various faculties and trade programs, and become familiar with student services and non-academic programs available on/off campus.		
Location(s)	Thompson Rivers University Kamloops campus.		
Timing	Start Date	September 2022	
	End Date	April 2022	
	Duration	8 months	
Budget and Expenditures		Budget 2021/2022	Expenditures 2021/2022
	Ministry (ASP)	\$17,671.90	\$17,671.90
	Institutional Contribution		
	Other or In-Kind (Métis)	\$	\$
	Variance	\$8,000.00	\$8,000.00
	Total	\$25,671.90	\$25,671.90
Comments and Lessons Learned			
	<p>The feedback received from participants and MNBC staff indicate this program was successful and exceeded its intended goals. The surveys indicate youth found the event helpful and informative in planning their future education. Youth also indicated they appreciated the opportunity to participate in cultural workshops as well as the sashing ceremony with the Elder.</p> <p><i>Courtesy of K. Russell of TRU Services presenting to MNBC participants.</i></p> <p>Various community members attended the event, as well as Métis TRU employees. They participated in activities throughout the event and acted as peer mentors to the visiting students. Participants connected amongst themselves and enjoyed their free time together at the organized evening events. All participants received a follow up e-mail with resources on career exploration, access to career profiles and BC labour market information and informational interviews. This practice will also be implemented into future events.</p> <p>The feedback from students indicates the presentations and duration of the daytime events were too long. For future events, the goal is to shorten the days and provide some presentations and cultural activities during mealtimes. Another hands-on activity is the exploration of Makerspace in their free time and various optional activities for the duration of the event. Another example is to incorporate a scavenger hunt, or another fun activity into the library tour to make it more interactive. The major change to future programs will be incorporating a hands-on activity in Trades. Youth will work on an assigned task and become familiar with different tools and equipment.</p>		



MYTRUExperience Career Days at TRU

April
5-7, 2022
Kamloops, BC

9 youth
from across BC

4.5 / 5
survey satisfaction
score

"It felt powerful and memorable. First time getting sashed. Have not drummed, beaded or sewn since I was a kid, and it was a calm and neat experience." -Youth from Terrace

"Appreciate you guys taking the time to do this. It is a major eye-opener for all of us." - Youth from Terrace

"Invaluable learning experience." - Youth from Burnaby

The feeling of community that was at the event is the part I liked most. Everyone was really friendly and it was great to be a part of it." -Youth from Lions Bay



Sparking creativity in the Makerspace

Exploring the Faculty of Nursing

Touring the Trades 1

Infographic highlighting facts of outcomes for myTRU Experience 2022

Tsilhqot'in & St'at'imc Summer Science and Language Revitalization

Activity/Program Title	Tsilhqot'in & St'at'imc Summer Science and Language Revitalization
Description	<p>This program supports continued relations with Tsilhqot'in National Government (TNG) and St'at'imc nations on the collaboration of youth cultural and educational activities.</p> <p>The funding shared between the two territories as follows:</p> <ul style="list-style-type: none"> • Tsilhqot'in receives half of the project funding • St'at'imc receives and disperses the other half amongst <ol style="list-style-type: none"> 1. Xwisten 2. Sekw'el'was 3. T'it'q'et 4. Tsahlah First Nations 5. Ts'kw'aylaxw First Nation 6. Xaxli'p First Nation <p>Elder and community leaders identified youth, language, cultural and educational programs to support the transfer of knowledge, revitalization of language and history while providing the opportunity to advance language fluency.</p> <p>Funding was utilized to hire a Tsilhqot'in Winter 2022 Camp Coordinator to facilitate the camp with Elders, Tsilhqot'in and to cover expenses associated with guest speakers, community resources, language, and science workshops. The St'at'imc nations utilized their allocated funding to contribute to multiple programs such as supporting a new daycare, learning from the land program, and the first ever canoe journey.</p> <p>TRU supports each program and the importance of embedding activities to motivate language revitalization/fluency, relationship between learning through the application of practical to theory, personal growth, confidence, and connection to culture.</p>
Related Goals	<p>ASP Goal #1: Increased access, retention, completion, and transition opportunities for Indigenous learners</p> <ul style="list-style-type: none"> • Framework # 4: Strengthen partnerships and collaborations in Indigenous postsecondary education <p>ASP Goal # 2: Increase the receptivity and relevance of Indigenous learners at TRU (ASP # 3; Framework # 1).</p>
Measuring Success	<p>Youth engage in both western and traditional science teachings through hands-on activities to investigate and learn from Indigenous community leaders and Elders. Embedding traditional Indigenous language throughout the program creates confidence, excitement, and fluency in revitalization.</p>

Location(s)	Tsilhqot'in & St'at'imc		
Timing	Start Date	November 2021	
	End Date	Various end dates	
	Duration	3 months	
Budget and Expenditures		Budget 2021/2022	Expenditure 2021/2022
	Ministry (ASP)	\$40,000.00	\$39,999.98
	Institutional Contribution	\$	\$
	Other or In-Kind (Tsilhqot'in & St'at'imc)	\$	\$
	Variance	\$3,333.33	\$3,333.33
	Total	\$43,333.33	\$43,333.31
Comments and Lessons Learned	<p>These programs are delivered in six different communities located directly in the communities and this is an excellent example of St'at'imc and Tsilhqot'in (TNG) working together in partnership to share knowledge and best practices in culturally respectful ways.</p> <p>Tsilhqot'in partnered with Yeqox Nilin Justice Society for the Winter 2022 Camp (see Winter 2022 Camp poster below table) to ensure urban out of community youth also had a chance to apply and participate in the camp. The partnership expanded and increased participation reach. A best practice for the future is to identify roles and responsibilities in advance for the event to have greater success, along with collaborating partners including TRU-Williams Lake campus to adhere to campus policies and communications.</p> <p>Youth engagement in both western and traditional teachings through hands-on activities such as object-based language learning, on the land protocols, harvesting and hide scraping to learn from community leaders and Elder positive experiential learning.</p> <p>Overall, each space, place and season plays a part in the youth program and the lessons learned from each aspect of the program contributes to reconciliation.</p> <p>Cultural teachings on the land are one of the best ways to keep stories and the history alive, as well as for youth to learn. These programs are critical to revitalization efforts, keeping Indigenous cultures and languages alive and connecting family and community members in the teaching activities.</p>		



Courtesy of Tsilhqot'in Nation taken during the 2022 Winter Camp.



Compliments of Tsilhqot'in Nation taken during Winter 2022 camp.

TRU Orientation & Academic Skills Preparation Program

Activity/Program Title	TRU Orientation & Academic Skills Preparation Program		
Description	<p>In collaboration and partnership with the Education and Social Work (EDSW) Department of University and Employment Preparation and the Office of Indigenous Education programs are delivered focusing on Math and English upgrading programs In Indigenous communities such as Tk'emlúps te Secwepmec, Williams Lake First Nation, and Lillooet First Nation.</p> <p>The intention of the program is for new, returning, or transfer students to begin the preparation for entry to an academic program at TRU.</p> <p>Indigenous learners from these training opportunities can obtain:</p> <ul style="list-style-type: none"> • Completion of high school equivalency (BC Adult Graduation Diploma), • Pre-requisites for post-secondary programs, • Tools for future employment. <p>Students review, learn and practice Advanced and Provincial level learning outcomes for English and Intermediate Math. The focus was to not only upgrade Math and English skills, but also move the students further toward the completion of the BC Adult Graduation Diploma. This program is designed to make the transition to post-secondary easier and introducing students to a variety of supports and programs available at TRU.</p>		
Related Goals	<p>ASP Goal #2: Strengthen partnerships and collaboration in Indigenous post-secondary education.</p> <p>ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Indigenous learners, including providing support initiatives that address systemic barriers.</p> <p>• Framework #1: Systemic change means that Thompson Rivers University education system is relevant, responsive, respectful, and receptive to Indigenous learners and communities</p>		
Measuring Success	<p>Students will gain skills and pre-requisites for direct entry into many TRU programs and potentially at other institutions and enhance employment skills. Students will complete the courses necessary to obtain the BC Adult Graduation Diploma.</p>		
Location(s)	Thompson Rivers University Kamloops Campus		
Timing	Start Date	September 2021	
	End Date	June 2022	
	Duration	8 months	
Budget and Expenditures		Budget 2021/2022	Expenditures 2021/2022
	Ministry (ASP)	\$16,790.00	\$16,789.75
	Institutional	\$	\$

	Contribution		
	Other or In-Kind	\$	\$
	Variance	\$7,366.50	\$1,882.95
	Total	\$24,156.50	\$18,672.95
Comments and Lessons Learned	<p>This is a collaborative initiative between the Office of Indigenous Education and University Preparation in Kamloops and Williams Lake. There was a considerable amount of planning required to bridge programming between the two campuses. It was determined that there is significant need for upgrading programs for the Indigenous communities in the Williams Lake area. This required thoughtful, collaborative planning to determine how best to connect with the students. Originally, the Math and English were going to be offered on campus; however, with the third wave of Covid, it was decided to deliver the programming for health and safety reasons. Virtual delivery is not suitable for all students, and many struggled without access to proper technology or internet/Wi-Fi access. The students who completed this program were the ones who were comfortable with technology and learning on-line. In the future, we would like to try the same or similar programming in person.</p> <p>Other lessons that were learned included taking into consideration the school district spring break and to refrain from including this break into our program. Numerous students did not return after the spring break. It is best to maintain on going programming as evidenced with this cohort. An Elder and/or cultural advisor was not available in Williams Lake for this program which was a huge disadvantage to this program. In other Indigenous programs that we have offered, this has been key to the success of the program.</p> <p>Of the fourteen students who registered in Math, and twelve in English, there were three students who completed in each. These students appreciated being able to complete their schooling online and preferred to continue their upgrading online because it provided them with the flexibility they required.</p> <p>A completion ceremony was held for the students on June 8, 2022.</p>		

OVERALL BUDGET AND EXPENDITURES

2021/2022 Overall Budget and Expenditures							
Activity/Program Title	Category <i>(See Appendix I)</i>	Budget		Expenditure		Variance	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Aboriginal Transitions Day	Outreach Activities & Events	\$103,041.07	\$0	\$80,200.27	\$0	\$22,840.80	\$0
Aboriginal Cultural Coordinator	Student Support Services	\$64,000.00	\$0	\$56,579.26	\$0	\$7,420.74	\$0
Kamloops Aboriginal Friendship Society Youth Leadership Conferences and Engagement Activities	Outreach Activities & Events	\$34,963.20	\$0	\$32,740.52	\$0	\$2,222.68	\$0
Métis Youth – Education Careers	Outreach Activities & Events	\$25,671.90	\$0	\$25,671.90	\$0	\$0	\$0
Tsilhqot'in & St'at'imc Summer Science and Language Revitalizations	Delivery of enhancement of programs, courses, or Aboriginal Communities	\$43,333.33	\$0	\$43,333.31	\$0	\$0.02	\$0
TRU Orientation and Academic Skills Preparation	Delivery of enhancement programs, courses, or Aboriginal Communities	\$24,156.50	\$0	\$18,672.95	\$0	\$5,483.55	\$0
Total Overall Budget and Expenditures		\$295,166.00	\$0.00	\$257,198.21	\$0.00	\$37,967.79	\$0.00

2021/2022 Extension of Programs to 2022/2023 (Explanation on next page)

Activity/Program Title	Category (See Appendix I)	Budget		Expenditure		Variance	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Aboriginal Transitions Day	Outreach Activities & Events	\$103,041.07	\$0	\$80,200.27	\$0	\$22,840.80	\$0
Aboriginal Cultural Coordinator	Student Support Services	\$64,000.00	\$0	\$56,579.26	\$0	\$7,420.74	\$0
Kamloops Aboriginal Friendship Society Youth Leadership Conference and Engagement Activities	Outreach Activities & Events	\$34,963.20	\$0	\$32,740.52	\$0	\$2,222.68	\$0
TRU Orientation and Academic Skills Preparation	Delivery of enhancement programs, courses, or Aboriginal Communities	\$24,156.50	\$0	\$18,672.95	\$0	\$5,483.55	\$0
Total 2022-2023 Extension Request of Programs		\$226,160.77	\$0.00	\$188,193.00	\$0.00	\$37,967.77	\$0

EXPLANATION OF VARIANCE

2021/2022 Extension of Programs to 2022/2023		
Activity/Program Title		Reason for Extension Request
Aboriginal Transitions Day	\$22,840.80	Use Transitions Day funds towards the upcoming 2022-23 academic year planning and introducing new multi-engagement framework collaborating with Future Students and service area school district partners.
Aboriginal Cultural Coordinator	\$7,420.74	Use remaining funds towards advance planning for upcoming 2022-23 academic year Cultural programming and delivery.
Kamloops Aboriginal Friendship Society Youth Leadership Conference and Engagement Activities	\$2,222.68	Use remaining funds towards 2022-23 leadership conference and inviting urban youth to TRU to engage in Cultural programming earlier to increase participation rates.
TRU Orientation and Academic Skills Preparation	\$5,483.55	Use remaining funds towards closing celebration and recognition of Williams Lake participants. In addition, this extension will support outreach to community partners and identify new programming areas of interest.
Total Extension of Programs	\$37,967.77	