

A stylized map of St. John's, NL, showing the city's outline in green against a light blue background. The map includes the main peninsula and a smaller island to the southeast. Dashed lines indicate the map's boundaries.

1<sup>st</sup> Community Access Challenge Charrette

# St. John's, NL

## **TEAM P.L.A.N.**

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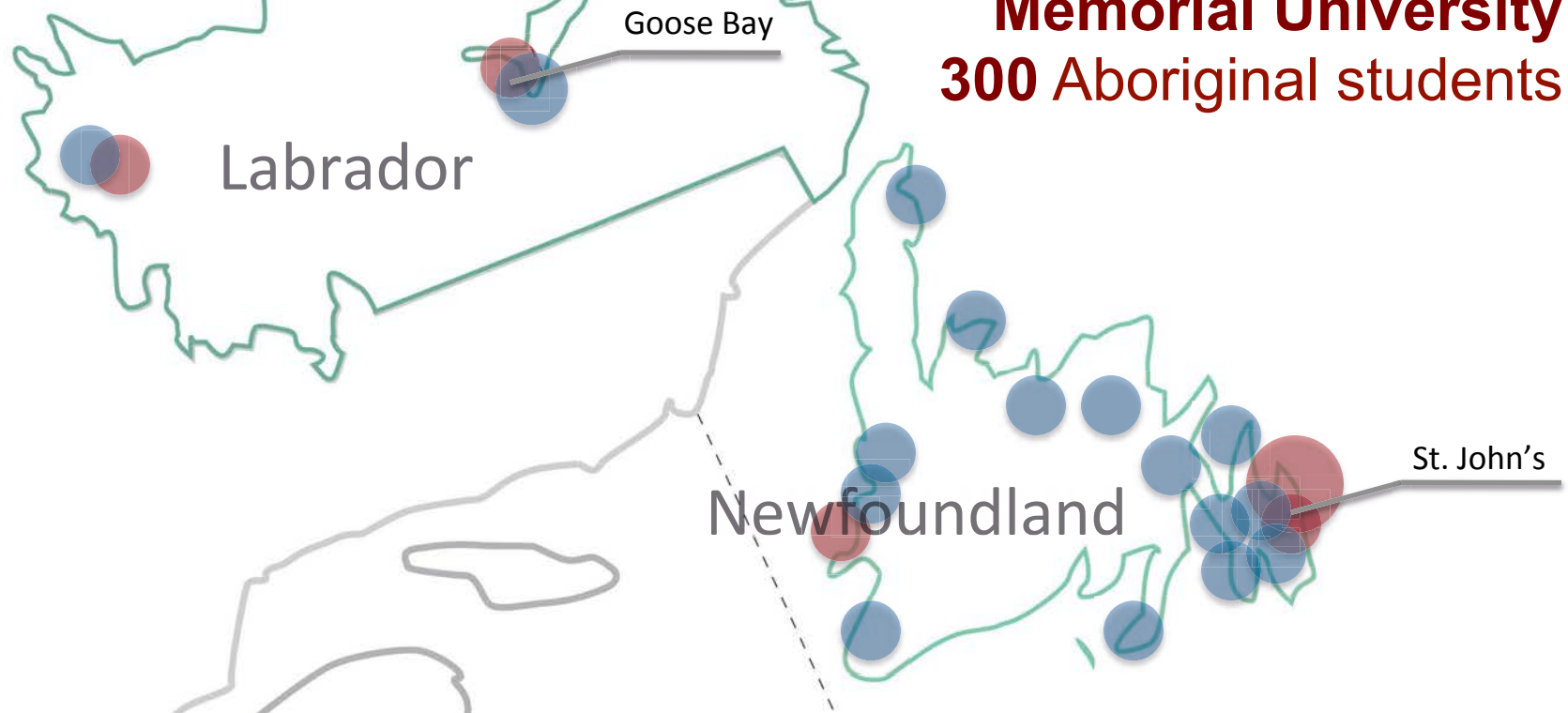
Winnie Montague

Sheila Freake

# Aboriginal population in NL - 23,000

**College of North Atlantic**  
750 Aboriginal students

**Memorial University**  
300 Aboriginal students





The province's Aboriginal population continues to grow. However, as a result of socio-economic status and, in some cases, the extreme remoteness of communities,

the Aboriginal population faces additional challenges, such as **low educational attainment levels**. **Low literacy rates** among the Innu and Inuit adult population and the **small number of coastal Labrador students graduating** from high school

underscore the need to provide increased access and transitional programs to support and encourage Aboriginal Students' participation in post-secondary education. Research has shown that community delivery and Aboriginal control are important keys to success.



*- 2005 White Paper on Public Post-Secondary Education*



# How did we get here?

- CPSAP (Canadian Post-Secondary Access Program)
- Initial focus of aboriginal post secondary access

# MAIN BARRIERS

*Cultural*

*Financial*

*Geographic*

*Academic*

*Psychological*



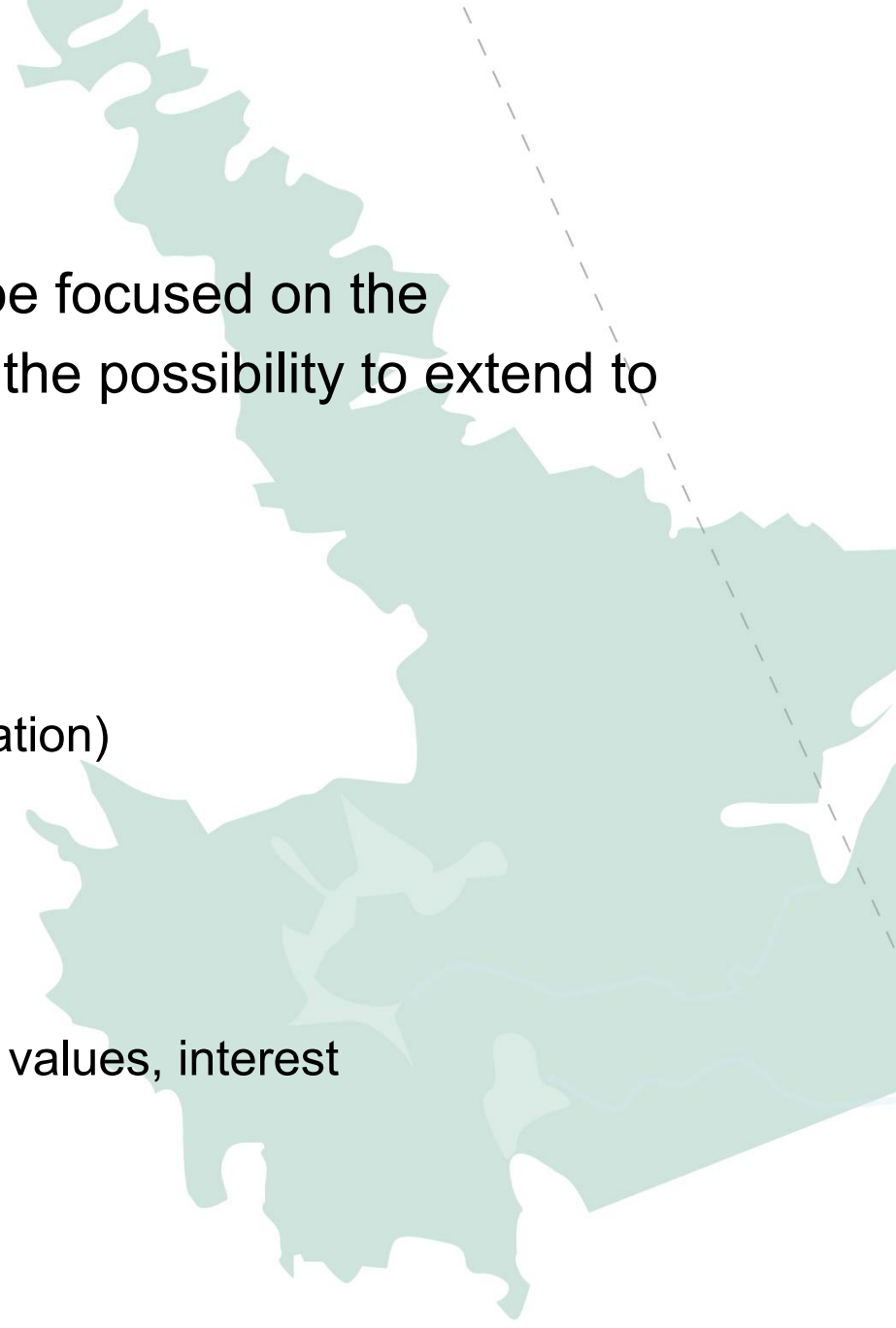
# KEY IDEAS

- Aboriginal scholarships
- Travel distance bursary
- Elders in residence
- Bringing junior high students for visits to post secondary institutions
- Mentoring and Aboriginal role models
- Liaisons between junior high schools and post-secondary institutions
- ECE to PSE curriculum that reflects Aboriginal culture
- Aboriginal centre on campus
- Employment equity
- Family supports



# **NL-PSAN**

**Newfoundland & Labrador  
Post-Secondary Access Network**



**NL-PSAN** will initially be focused on the Aboriginal population but has the possibility to extend to other marginalized groups.

**Members:**

- PSE
- K-12 (teachers & administration)
- Aboriginal communities
- Community organizations
- Government
- Business
- Others who share common values, interest





# VALUES

*Inclusivity*

*Social  
& Economic  
Justice*

*Promotion of  
Multiculturalism  
& Diversity*

*Collaboration*

*Democracy*

*Respect*

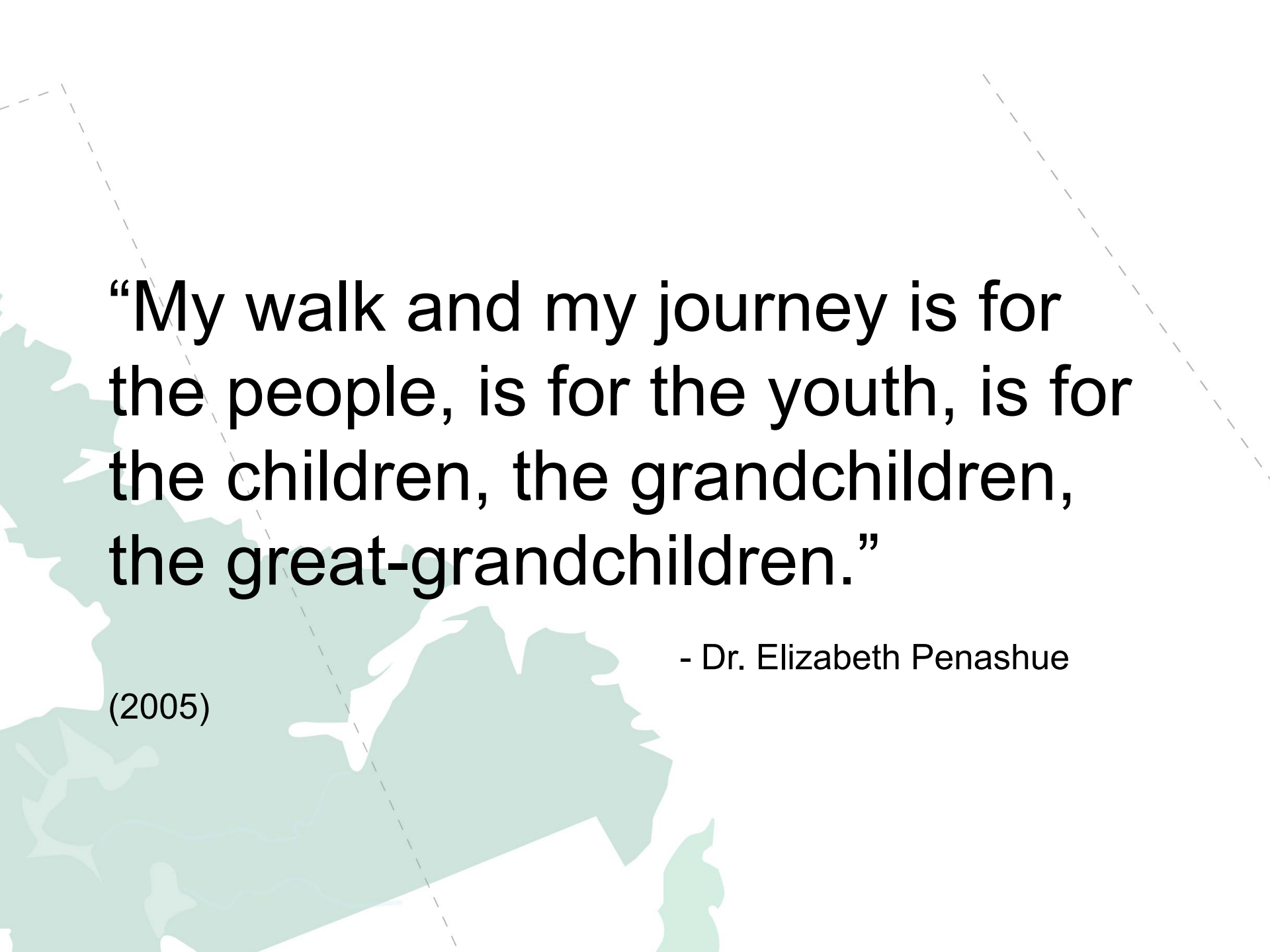
# SHORT TERM GOALS

- Keep charrette group together as the steering committee
- Inaugural meeting
- Building network
- Communications
- Identify existing resources, programs, data & research

# LONG TERM GOALS



- Parity in outcomes (access, persistence, success)
- Community voice
- Creating a post-secondary going culture
- Sustained funding
- Aboriginal Centre for Post-Secondary
  - Staff
  - Academic
  - Research
  - Student support (academic, financial, spiritual, emotional)



“My walk and my journey is for the people, is for the youth, is for the children, the grandchildren, the great-grandchildren.”

- Dr. Elizabeth Penashue

(2005)

**Welalin**

**Nakkumek**

**Tshinaskumitin**

**Thank You**

