

STRATEGIES FOR IMPROVING ATTENDANCE AND COURSE COMPLETION:

**GROWING A LOCALIZED BCFN ADULT
EDUCATION CENTRE**

WELCOME AND INTRODUCTIONS

1. Data Collection

- Keeley Ryan, Tsleil-Waututh Nation School

2. Adult Learning Plans

- Lawrence Northeast, Lip'alhayc/ Nuxalk College

3. Local Content

- Content by Ellen Simmons, PIB Education Centre

4. Incentives

- Kendra Underwood, W_SÁNEĆ SCHOOL BOARD /SAEC

INTAKE AND ASSESSMENT IN THE ADULT LEARNING CENTRE CONTEXT

**OPTIONS FOR DATA COLLECTION TO DETERMINE
STUDENT LEARNING NEEDS AND POTENTIAL
OBSTACLES**

CONNECTING TO PRACTICE



Think
about the question

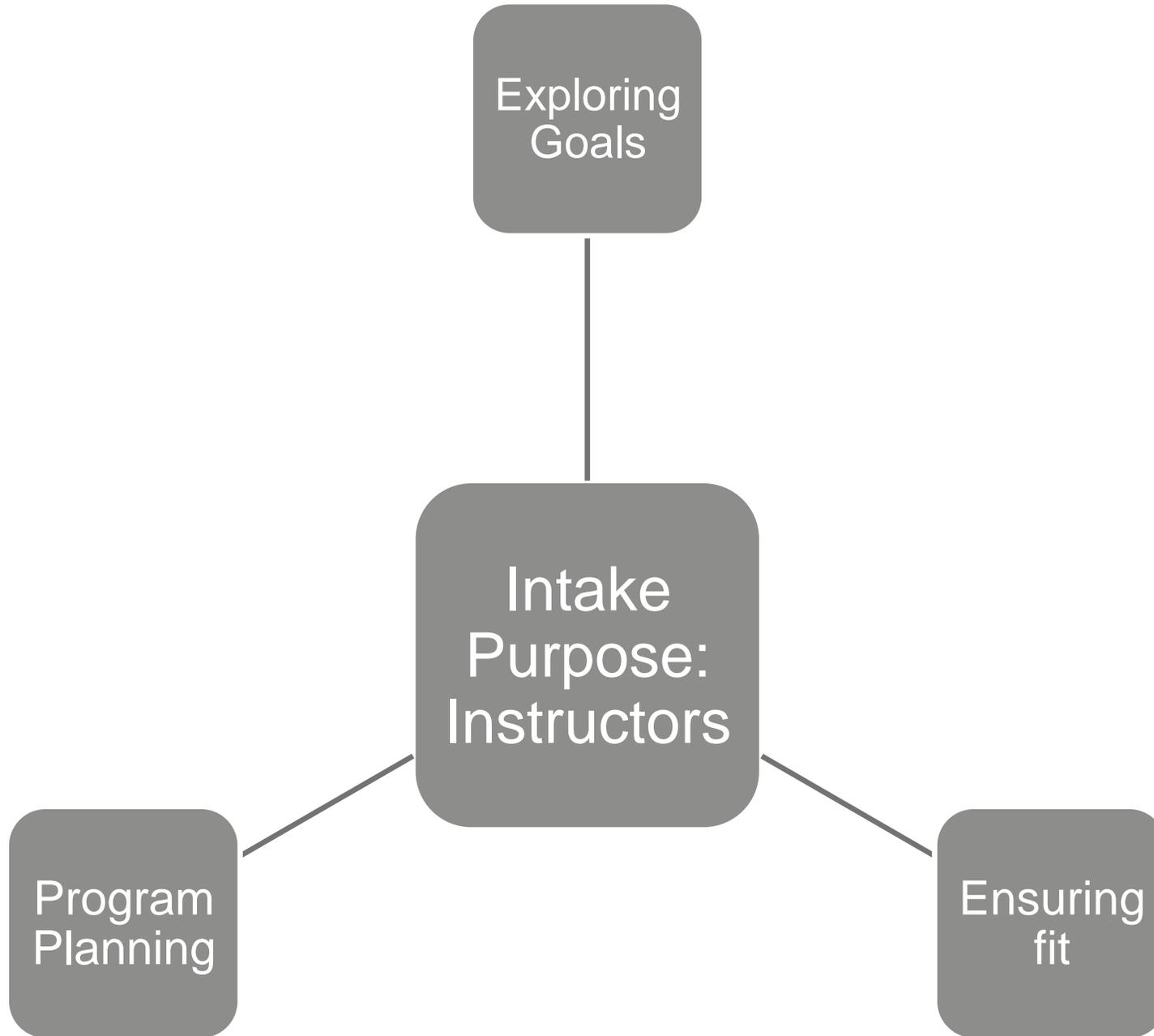


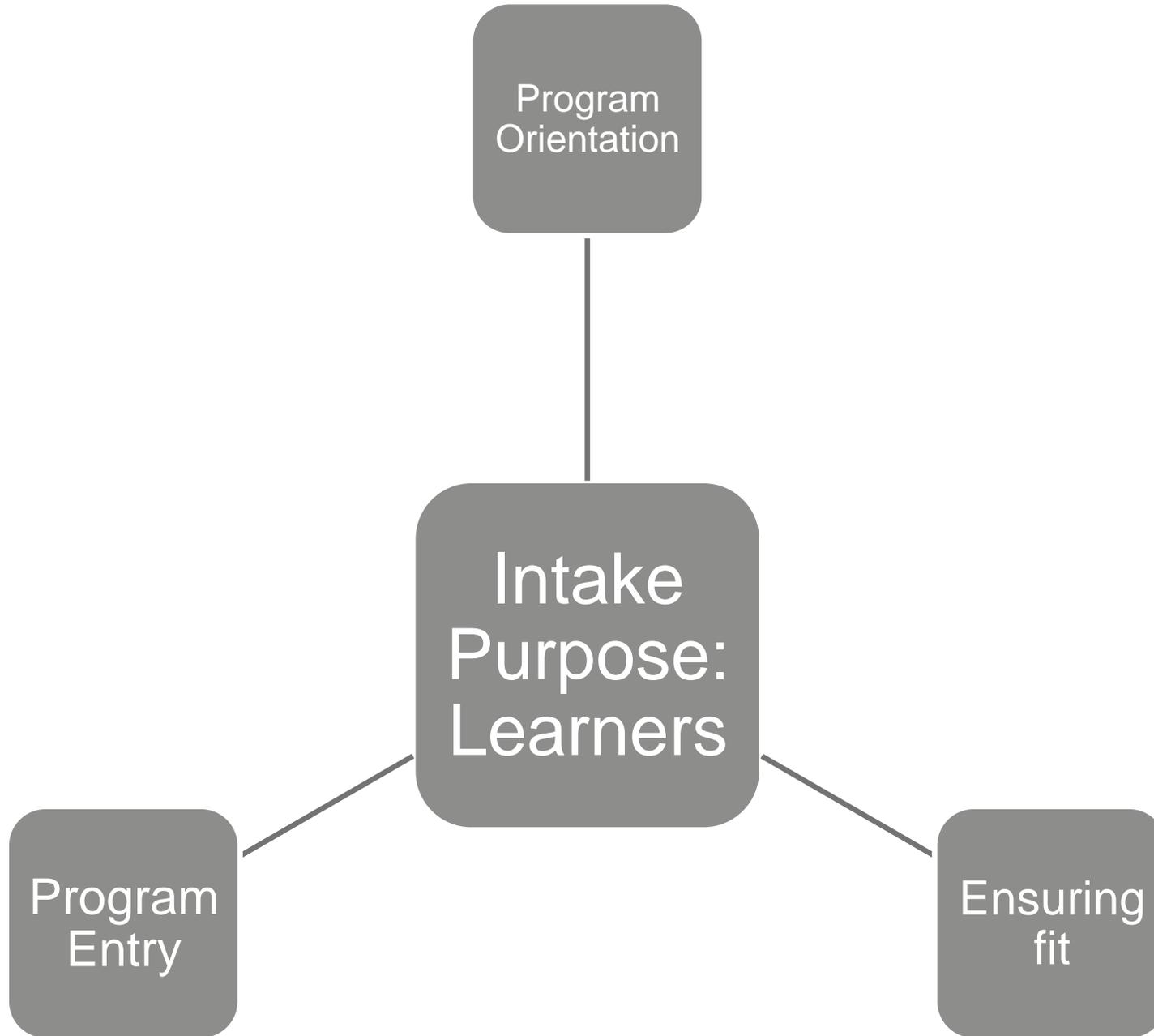
Pair
with your partner



Share
your ideas with
others

What intake procedure are you currently using at your center?





WHAT DO YOU NEED TO KNOW AS AN INSTRUCTOR?



**Limitations of
your program**

**Alternative
programs
accessible for
potential learners**

**Referrals to other
service providers
to support the
potential learner**

CONNECTING TO PRACTICE



Think
about the question



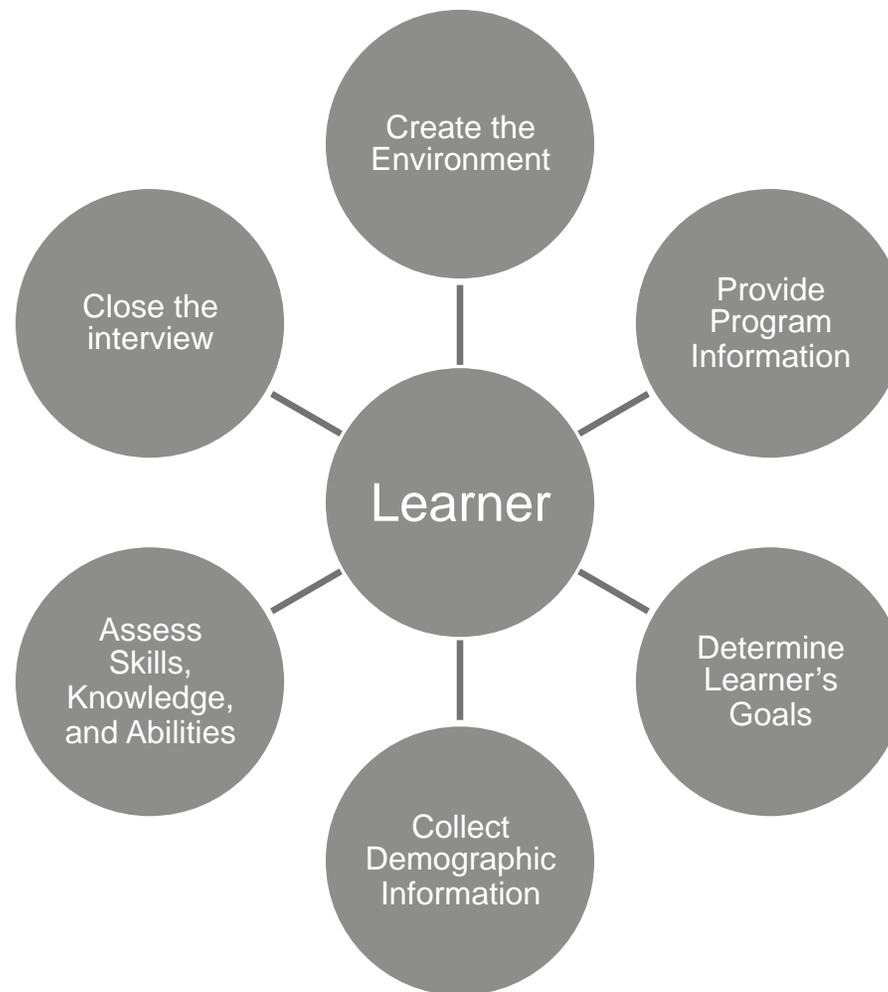
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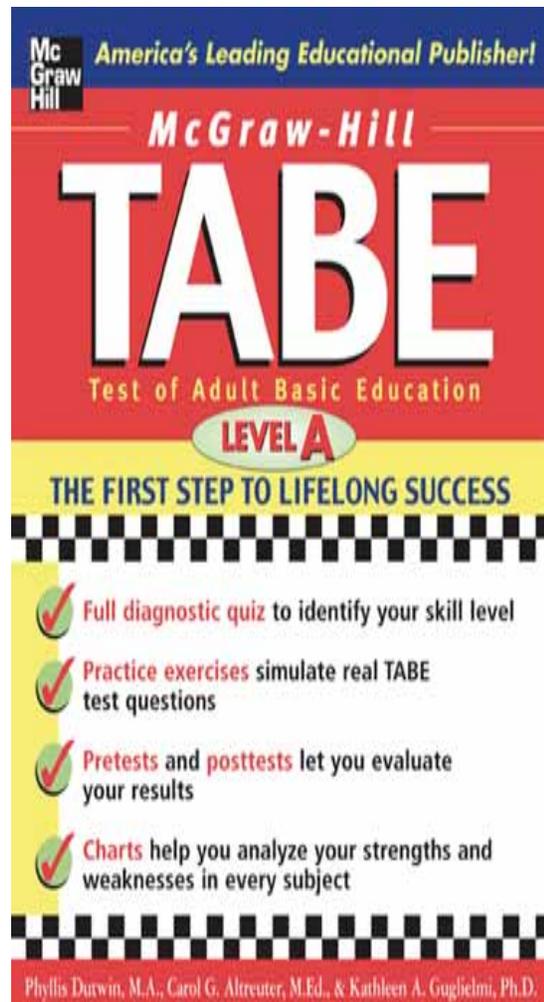
Share
your ideas with
others

**How much time
do you currently
devote to the
intake process?**

STAGES OF THE INTAKE INTERVIEW



TABE: TEST OF ADULT BASIC EDUCATION



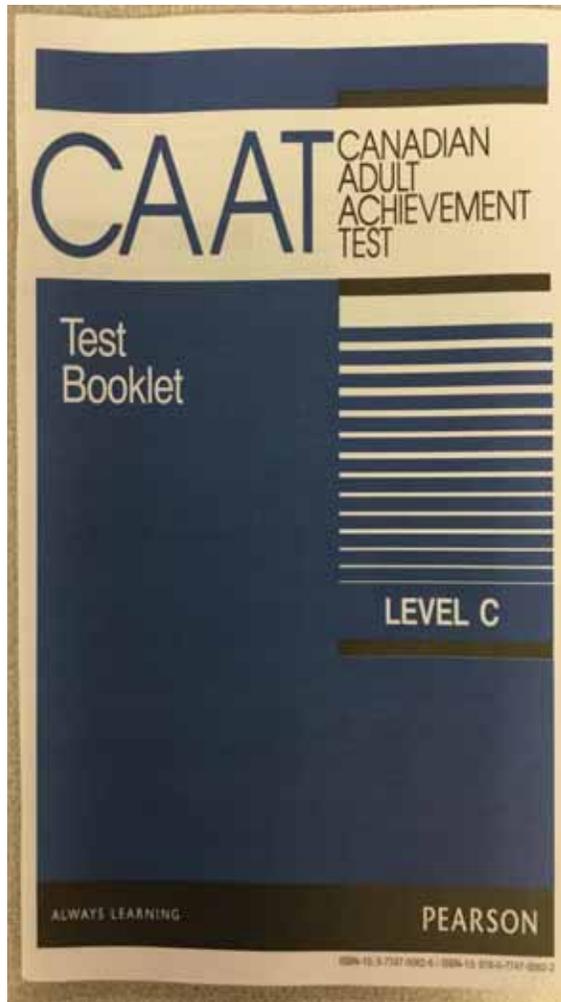
**Paper and Pencil
or Online Version**

**Locator Test and
Multiple Choice**

Simple to Score

**Locator ensures
student writes a
test suited to their
level**

CAAT: CANADIAN ADULT ACHIEVEMENT TEST



Comprehensive Assessment

Three Levels

- A: 1-4 years formal education
- B: 5-8 years formal education
- C: 8+ years formal education

Canadian Norms

DIY: CURRICULUM-BASED ASSESSMENT



**Performance
Standard Based**

**Developed from
school curriculum**

Components

- Material selection
- Test administration
- Performance display and interpretation
- Decision making framework

YOU TRY!



Using a device,
enter this URL:

[https://goo.gl/
forms/
NIs5WBKp2rvjCk
Hu2](https://goo.gl/forms/NIs5WBKp2rvjCkHu2)

REFLECT



How did you experience taking the test?

What might this be like for an adult learner?

What are some pros of administering an assessment during intake?

What are some cons of administering an assessment during intake?

THOUGHTS AND QUESTIONS



ADULT LEARNING PLANS

SHARING SUCCESSFUL STRATEGIES FOR LOCALIZING CONTENT:

**STORIES FROM PIB'S ADULT EDUCATION
SCIENCE PROGRAM**

MAKING IT LOCAL

We have pulled 2 examples from BC's new curriculum for grade 11 Life sciences and Grade 12 Environmental Sciences

These lessons have been adapted from previous lessons and with time, we have been able to expand on them through Elder Knowledge or community feedback.

SCIENCE – LIFE SCIENCES 11

IDEAS FOR MAKING LOCAL

BIG IDEA

Taxonomy

Organisms are grouped on the basis of identifiable similarities

Environmental science can't be holistic without considering indigenous understandings and traditional ecological knowledge.

Content

Students are expected to know the following:

Taxonomy principles for classifying organisms:

Binomial nomenclature

- Taxons
- Phylogentetree and cladogram
- Dochotomous key
- First Peoples uses of local plants

Unifying characteristics of the evolutionary continuum across the kingdoms

EXPLORING THE ACTIVITY OF PLANT IDENTIFICATION / MAKING TEA

Through the use of identifying plants and species around your school, students will research and determine which species could be used to make tea (or other foods/technology).

Core to this is understanding the local indigenous connection (following slides are an example).

Traditional uses of teas/plants. Traditional stories

Create a herbarium

Connect with knowledge keepers in community and have them come in. Have students craft interview questions which are culturally sensitive and appropriate.

**As teachers, we are the facilitators – Some questions: promotion of good health...diet, acknowledging what the land provides, protocols of leaving an offering when using plants, invasive plants, diversity of plants, certain plants that ward insect away (Traditional Knowledge).
Make a tea and give it to someone (social responsibility).**

C'K'WIK'W (N'SYILXCEN SPELLING BERRIES)
C'K'KWIP (N'SYILXCEN SPELLING ELDERBERRY BUSH)
BLUE ELDERBERRY, *SAMBUCUS CERULEA*



Properties:

- Antioxidants
- Antiviral

Benefits:

- Lowers cholesterol
- improves vision
- boosts immunity
- combats influenza.

Traditional Knowledge: The Okanagan, Secwepemc, Nlaka'pmx and Ktunaxa ate large quantities of fresh and dried fruits. The Okanagan harvested the berries in late autumn, buried them under pine needles, and then dug them up in small amount during the winter. The St'at'imc would water proof cedar-root baskets by rubbing berries inside them.. The name 'elder' is probably from the Anglo-Saxon aeld, ' to kindle' because the hollow stems were sued to blow glowing tinder into a flame.

Possible blends:

- Aronia berry (chokecherry)
- Black tree lichens
- Mint
- Lavender



What are anti-oxidants? Free radicals (a chemical capable of damaging cells), generated by the body. Antioxidants give electrons to free radicals, minimizing the amount the free radicals bond with other cells, minimizing the damage to your body.

References:

Armstrong, Richard. En'owkin Center. 2015
Harvard T.H. Chan School of Public Health.
<http://www.hsph.harvard.edu/nutritionsource/antioxidants/>
<http://www.herbwisdom.com/herb-elderberry.html>
Turner, N.J. Food Plants of British Columbia Indians. *Part 2. Interior Peoples.* 1975

SK^wUK^wIW^w (N'SYILXCEN SPELLING ROSEBUD) WILD ROSE, *ROSA ACICULARIS*



Properties:

- Anti-oxidants

Benefits:

- Skin cell regeneration (for acne, burns/scars)
- Immune system booster
- Prevention of colds & flu

Some components:

- Vitamin C (more than 50% than oranges)
- Vitamin A
- Iron
- Calcium
- Sources of bioflavonoids, pectin
- Vitamin E (skin)
- Small amounts of magnesium, P, K and S

Possible blends:

- Elderberry
- Huckleberry
- White tea
- Chamomile



Interesting facts: For Okanagan's, one could not eat the seeds because he or she could develop a condition called "itchy rear ends" (nx^wix^wayups). Hunters boiled or steeped the branches in water and poured the solution over the body after sweat bathing to get rid of the human scent and prevent wild animals from smelling them and being scared off. Branches were also placed around doors & windows to ward off evil spirits. The wild rose is important habitat for one of Canada's endangered species, the Yellow Breasted Chat.

References:

Armstrong, Richard. En'owkin Center 2015.

Harvard T.H. Chan School of Public Health.

<http://www.hsph.harvard.edu/nutritionsource/antioxidants/>

<http://www.herbwisdom.com/herb-elderberry.html>

Turner, N.J.

X^wAʔɬQ^wAYLM'

YELLOW BREASTED CHAT

ICTERIA VIRENS

This lovely, bird is very significant to the Okanagan people. Additionally, x^waʔɬq^waylm' is very dependent on Wild rose for its habitat.

ENDANGERED

In BC – breed only in the South Okanagan - monogamous

Habitat loss is the greatest concern

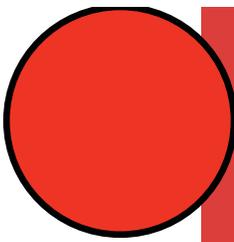
Wild rose shrubs, snowberry, red-osier dogwood and Saskatoon.

A bird of “edge habitat” – where forests meet clearings.

Locatee Lands is the furthest northerly

1 breeding pair in 2002 – 7 now.

They often sing at night



A Syilx Traditional Story About the Yellow-breasted Chat

By Richard Armstrong of the En'owkin Centre Traditional Knowledge Program

The Yellow-breasted Chat is called xwaʔtqwiləm' (Whaa-th-quil lem) in the Syilx language. Xwaʔtqwiləm' means many songs. A long time ago when all life lessons were taught to the young Syilx, the elders would take a young person out to the riparian chat habitat areas and would tell the teen to listen to that bird. Xwaʔtqwiləm' is a mimic and this bird takes snippets of other bird sounds and strings them together and sings it as one song. In Legend times Xwaʔtqwiləm' was a loud mouth and a braggart. Xwaʔtqwiləm' would even practice singing the snippets of other bird songs at night in the moonlight. In the morning he would be the first one up and find the highest tree and sit on top and sing out as loud as he could. His song is very loud and usually sounds terrible. After awhile the elder would ask the teen what he thought about the song of that bird called Xwaʔtqwiləm'. The teen would of course say that it sounded terrible. He also might say that he thought all birds were supposed to sound good. The elder would then tell him as a life lesson that he must not be like that bird. That if he sang the songs of others and tried to call it his own, it would never sound nice. He was then told that one must sing their own song to be the best that they can be. That is why the Xwaʔtqwiləm' is important to the Syilx.

DICHOTOMOUS KEYS & HERBARIUMS



The herbarium can be an entry point for students to identify and key out species local to their area. Foundational to this, is to ensure you follow protocol when taking anything from the land

Name: _____ Date: _____

Who Can It Be Now?



Gru has an uncanny way of telling his minions apart, but can you? Use the dichotomous key below to find the names of Gru's minions. Make sure to write the path (numbers of the questions you said yes to).

- 1a. The minion has one eye.....go to 2
- 1b. The minion has two eyes.....go to 3

- 2a. The minion is smiling.....go to 6
- 2b. The minion is not smiling.....Phil

- 3a. The minion has a toothy smile.....go to 4
- 3b. The minion is not showing teeth.....go to 5

- 4a. The minion is riding on a rocket.....Dave
- 4b. The minion is standing.....go to 7

- 5a. The minion is looking at you.....go to 8
- 5b. The minion is working.....Tim

- 6a. The minion is saluting.....Kevin
- 6b. The minion has his finger on his chin.....Kyle

- 7a. The minion has both hands up.....Stewart
- 7b. The minion has one hand up.....go to 9

- 8a. The minion is smiling.....Mark
- 8b. The minion is frowning.....Ted

- 9a. The minion has his left hand up.....Larry
- 9b. The minion has his right hand up.....Bart

Students can create their own herbarium (or we can), local to our own region.

SCIENCE – ENVIRONMENTAL SCIENCE 12 IDEAS FOR MAKING LOCAL

BIG IDEA

Global Warming and Climate Change

Human activities have caused changes in the global climate system.

Environmental science can't be holistic without considering indigenous understandings and traditional ecological knowledge.

Content

Students are expected to know the following:

Global Warming & Climate Change

Global changes to the Earth's climate system:

- Greenhouse gases & Earth's energy balance
- Sinks & sources

Mitigation and personal choices

BIG TREE – CARBON SEQUESTRATION DICHOTOMOUS KEY (IDENTIFICATION)



Big tree registry:

(www.bigtrees.forestry.ubc.ca)

You will eventually be able to determine biomass based on the tree's height, diameter and species

Natural Resources Canada website will provide you with carbon sequestration values

<http://bit.ly/2dKs4H6>.

A screenshot of the BC Big Tree Registry website. The page features a navigation menu at the top with links like "Nominating a Tree", "Log In", and "About". Below the menu is a search bar and a "QUICK VIEWS" section with a "Species" dropdown. A "Species Search" form includes fields for "Common name" and "Latin name". At the bottom, there is a table of search results with columns for Species, ID#, Location, Nearest Town, Year Nominated, Ownership, and Icon key. The table lists several species including amabilis fir, arbutus, Bebbs willow, and bigleaf maple. A sidebar on the left contains "TREE LISTS" and "CHECK VIEW BY" options. The footer includes a "Records per page" selector and options for "metric / imperial", "display images", and "display locations".

- 1) What is a culturally modified trees?
- 2) Cultural uses of trees.

WHAT DO THE NUMBERS MEAN?

Find some examples of CO₂ emissions and compare with the amount of CO₂ their trees are sequestering.

For example, a jet flight from Vancouver to Prince George, about 500 km distance, produces about 152 kg of CO₂.

DETERMINING PROGRAM INCENTIVES THAT BENEFIT ADULT LEARNERS

**A DISCUSSION AROUND EFFECTIVE STRATEGIES
AND SUPPORTS**

CONTINUED WORK: OUR ADULT ED PLC JOURNEY

Our team hopes to continue dialogue that started at this conference in 2015

Our PLC's desire remains the same- *collaborate, share and support*

BC CONTEXT: TEFA ADULT PROGRAMS

- Through TEFA we now have annual aggregate data for adult nominal roll course completions
- 2016/2017: 16% course completion
- Both affirms what we know and provides motivation to improve
- Demonstrates that we are struggling with similar challenges as a province
- 5%- 88% variance between adult education centres
- Learn from one another- program structure and student supports- and share best practices
- FNSA's PLC groups

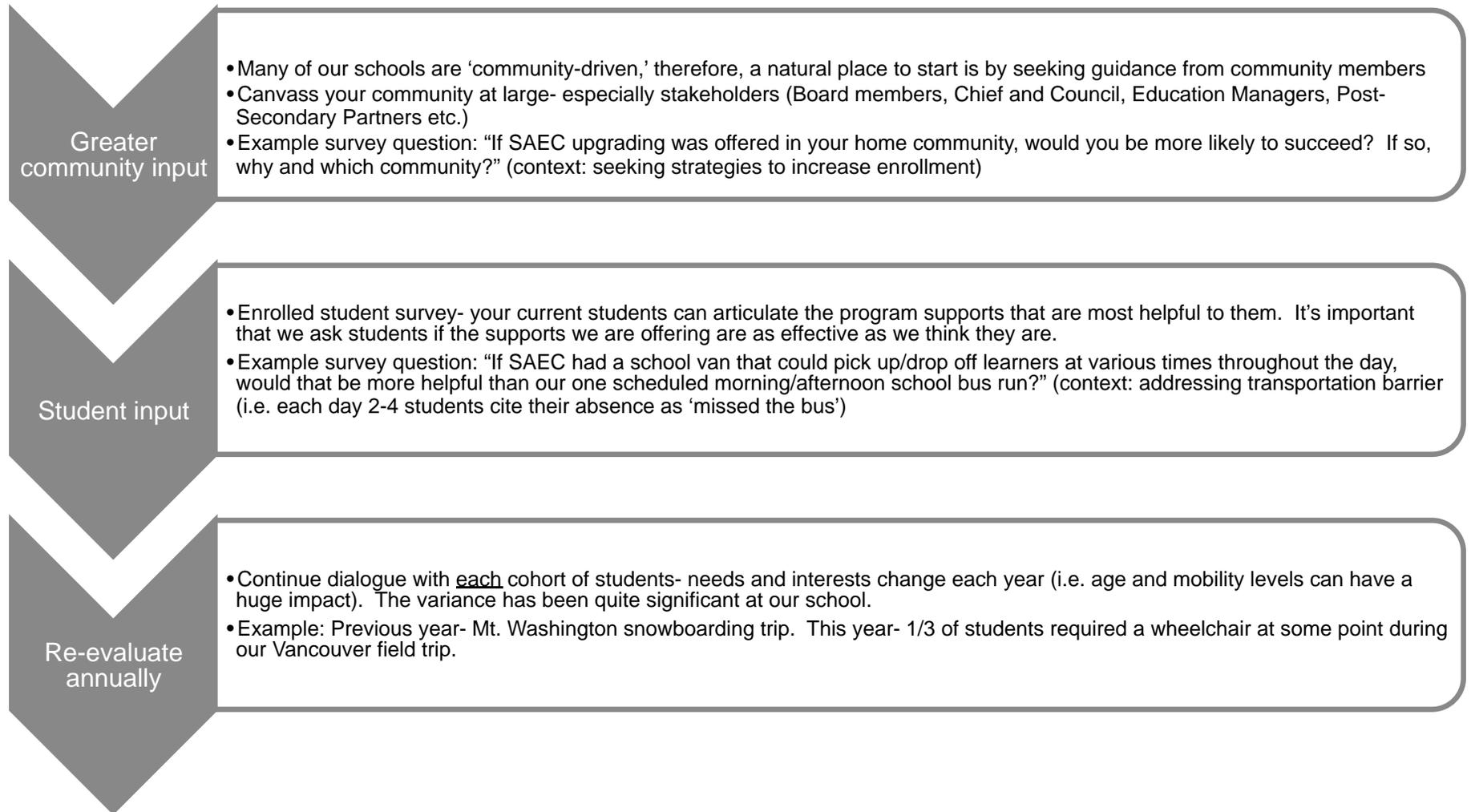
Total Course Completions – Adult And Alternate Programs⁸

- Although this data remains problematic and an issue for serious attention, the adult course completion rates should be interpreted cautiously, as there have been alternating fluctuations in results. No data trend is evident to date. In addition, the results for each reporting adult education centre varied considerably – from a low of 5% course completions to a high of 88% course completions.
- Given the personal and environmental challenges that many adult students experience, as well as serious difficulties related to INAC's adult secondary education funding policy, interpreting achievement results for adult and alternate programs is complicated, and the best measure may be growth over time, which will be possible as data collection continues and additional results become available.
- The unique and serious challenges for many First Nations adult learners have been well documented. Many First Nations adults experienced significant challenges while attending school previously, including alienation, racism, and inadequate expectations, as well as intergenerational trauma resulting from the legacy of the Residential schools experience and Canada's colonial history, coupled with inadequate counseling and support services. Socio-economic circumstances also are strongly associated with educational outcomes. Many First Nations adult students have returned to school after a lengthy break, often without prior access to senior level courses required for a range of opportunities. A large proportion of First Nations students must deal with significant emotional, financial, and family challenges while attending school.

ADULT COURSE COMPLETIONS	2013 / 2014	2014 / 2015	2015 / 2016	2016 / 2017
Total Number of Course Registrations	1,099	1,305	1,905	1,201
Total Number of Course Completions	222	222	402	189
Percent of Course Completions	20%	17%	21%	16%

START BY SEEKING ADVICE FROM YOUR COMMUNITY

(INTRODUCE SAEC 2017-2018 SURVEY PROJECT)



EVERY ADULT EDUCATION CENTRE IS DIFFERENT

In 2014-2015 our PLC's learners shared that their top 3 incentives were:

- 1. FINANCIAL INCENTIVES**
- 2. BREAKFAST/LUNCH PROGRAMS**
- 3. LANGUAGE & CULTURE**

The 10 choices were: lunch/breakfast programs, financial incentives, language and cultural programs, fitness and exercise programs, elders/talking circles, field trips, social events, access to internet, fiends and career fairs

MOST NOTED SUPPORT STRATEGIES (AT THE SAEC)



- Elders talking circles, drum making, prayer songs, traditional territory visits etc.



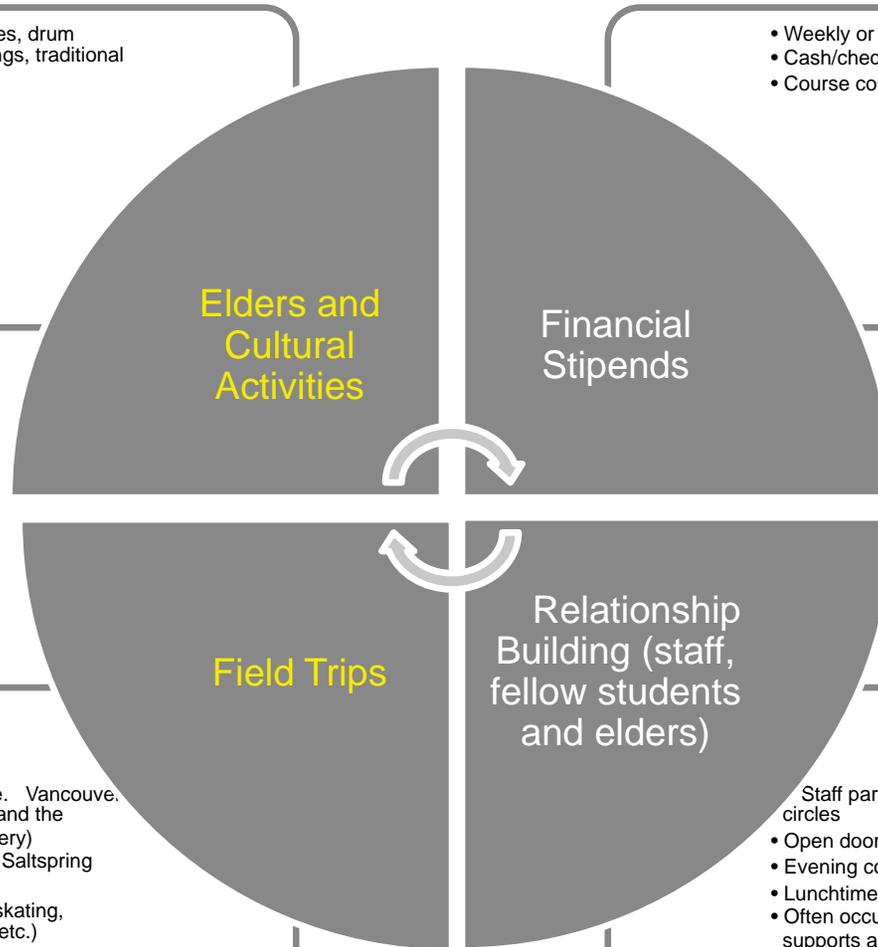
- Weekly or bi-weekly stipend
- Cash/cheque or gift card
- Course completion bonuses



- Overnight Trips (i.e. Vancouver or Science World and the Vancouver Art Gallery)
- Camping trips (i.e. Salt Spring Island)
- Weekly activities (skating, swimming, games etc.)



- Staff participate in talking circles
- Open door policy
- Evening cooking classes
- Lunchtime intramural games
- Often occurs when other supports are in place



2017-2018 SAEC SURVEY PRELIMINARY FINDINGS

40 SAEC students surveyed this year

Tie: 90% of students responded that the most helpful support was either:

- Elders circles (45%)**
- Big field trips (i.e. Vancouver) (45%)**

10% listed financial stipends as #1 support*

*** Important to note: In the 'stipend specific' question- 80% of respondents stated that they were satisfied with the stipend program, and felt \$50/week was a helpful amount (\$200/month)**

IMPORTANCE OF CAREER FAIRS AND CAMPUS TOURS ~ SKILLSLINK, ASP ETC.

**UVIC CAREER FAIR-
MARCH 14TH**



**CAMOSUN CAMPUS
TOUR- DEC 6TH**



WHILE SCIENCE WORLD WAS THE GOAL AND EDUCATIONAL PURPOSE OF OUR TRIP.....



April 11-12th, 2018

WHAT'S BEEN REAFFIRMED FOR US? **NOT TO UNDERESTIMATE THE 'FUN/NEW** **EXPERIENCE' ELEMENT**

FIRST TIME USING **BC TRANSIT IN** **VANCOUVER**



“Fun! I’ve never taken the SkyTrain before!”
“I’ve never been to Vancouver, unless for medical reasons.”

FIRST TIME TO THE **VANCOUVER ART** **GALLERY**



“I’ve never seen this type of art before. I love the colours! I might not understand it, but I can appreciate it.”

**HÍ, SW KE HÁLE
THANK YOU!**

Time for Dialogue

Questions? Comments?