

# FIRST PEOPLES ABE ARTICULATION WORKING GROUP Minutes

Thursday and Friday, March 6 and 7, 2025

In Attendance:

Melinda Worfolk (Acting Co-Chair, College of New Caledonia—CNC)  
Leanne Caillier-Smith (Acting Co-Chair, College of the Rockies—COTR)  
Sara Fulla (Vancouver Island University—VIU)  
Tyrone Joe-Mayes (Capilano University—CapU )  
Wilma Gus (North Island College—NIC)  
Notice Ringa (Thompson Rivers University—TRU)  
Greg St. Hilaire (University of the Fraser Valley – UFV)  
Lisa Tremblay (Vancouver Community College—VCC)  
Shoshanna Wiley (Native Education College – NEC)  
Sonya Stone (Native Education College – NEC)

GUEST - Sara Brown (VIU)

## MARCH 6, 2025 (MORNING)

### ABE ARTICULATION SUPER MEETING

1. Orientation by Sara Fulla and Summer Crosson and Welcome to the Territory by Elder Uncle Randy Fred
  - a. It was acknowledged that the meeting was hosted on the traditional territories of the Coast Salish Nations.
  - b. Randy Fred is a member of the Tseshaht First Nation, Port Alberni. He has lived in Nanaimo most of his life. Before school he lived in Barclay Sound, the Deer Group and Broken Island Groups, now Pacific Rim Park. He survived 9 years in the Alberni Indian Residential School. He began his working life as an accountant but loss of eyesight led him into the multi-media field. He founded Theytus Books, Canada's first aboriginal owned and operated commercial book publishing company. He founded One in Spirit Healing Arts Society, which is becoming more active in Central Vancouver

## **(BREAKOUT) FIRST PEOPLES ABE ARTICULATION WORKING COMMITTEE MEETING**

1. Introductions
2. Approval of Spring 2025 FPABE Agenda

MOTION: The FPABE Articulation Working Committee moves to approve the Spring 20245 Agenda with minor adjustments. MOVED/SECONDED/CARRIED unanimously

3. Approval of 2025 FPABE Articulation Working Committee Meeting Minutes

MOTION: The FPABE Articulation Working Committee moves to approve the Spring 2024 Minutes. MOVED/SECONDED/CARRIED (abstentions from members who were not present last year]

4. Roundtable Discussion:
  - a. What is the state of First Peoples ABE at your institution?
    - i. Insufficient support services
    - ii. limited indigenous courses or pathways offered
    - iii. limited resources
  - b. What is your institution doing about indigenization/decolonization
    - i. Curriculum revisions - Indigenous content added to courses
    - ii. Developing indigenous courses
    - iii. Hiring indigenous faculty and managers/deans
    - iv. Land acknowledgments in events, meetings, and communication
    - v. Partnerships with indigenous communities
    - vi. Cultural competency and decolonization training
    - vii. Gathering place
  - c. What is your institution doing to retain indigenous students and/or retain students in general?
    - i. Implementation of UDL but lack of indigenous employees in the center of design and learning department
    - ii. Inclusion of Elders
    - iii. Support staff/Student networks – indigenous/student navigators
    - iv. Academic support programs – peer tutoring
  - d. Bonus Question: How is AI affecting your institution?
    - i. Realizing there is much to be figured out when it comes to AI
    - ii. A notable challenge with students using AI for English assignments
    - iii. Enhancing learning opportunities
    - iv. Challenges

## **BREAK FOR LUNCH**

## MARCH 6, 2025 AFTERNOON

### 1. Articulation of Courses (amendment to agenda)

Discussion: ENGL 040: (NEC) English 040 (Intermediate English), presented by Shoshanna Wiley and Sonya Stone.

- a. The NEC reps confirmed that there had been consultation with the local First Peoples in creating the course.
- b. There was a discussion regarding listing all the “example” outcomes on the course outline and not the three required outcomes. Additionally, there was a reference to the 2022/23 handbook rather than the most current version.

**MOTION:** Pending approval from the NEC Education Council of the stated changes and emailed confirmation to the FPABE, the FPABE Articulation Working Committee recommends that the ABE Steering Committee approve FPE 040 (NEC) for articulation and addition to the grid based on the following changes: 1) The addition of the three main First Peoples outcomes 2) a change to the link to the ABE handbook along with a statement that the learning outcomes are from the 2024-25 ABE handbook. **MOVED/SECONDED/CARRIED/1 ABSTAINED**

2. Round Table Discussion Continued
3. Adjournment 3:05 pm.

## MARCH 7, 2025 MORNING

### **ABE ARTICULATION SUPER MEETING (CONTINUED FROM YESTERDAY)**

1. Orientation and Territorial Welcome – Stephanie Boychuck and Sara Fulla
2. BCCAT Update—Mike Winsemann
  - a. Many resources are available for articulation reps on the BCCAT website
  - b. BCCAT is developing a Pathways tool for block transfer pathways; institutions can add pathways to the system for easy searching by potential applicants
  - c. English for Academic Purposes (EAP) Learning Outcomes and Canadian Language Benchmarks (CLBs) 2024 ALIGNMENTS
    - i. The document outlines the 2024 alignments for English for Academic Purposes (EAP) Learning Outcomes and Canadian Language Benchmarks (CLBs), as approved by the English as an Additional Language (EAL) articulation committee at their May 2024 meeting
  - d. BCCAT now recommends groups rearticulate every 5 years instead of every 7
  - e. Ted James Report - Student Transitions from Adult Basic Education Upgrading Programs into Further Studies at BC Post-Secondary Institutions
  - f. Jam 2025 – November 6 & 7
3. Ministry of Post-Secondary Education and Future Skills (PSFS) Update—Heather Collins (written statement read by Stephanie Boychuck)
  - a. ABE/ELL Pathways

- i. On December 9, 2024, the Ministry of Post-Secondary Education and Future Skills announced a Call for Proposals for a fourth round of one-time funding for 2025/26 ABE/ELL Pathways to High-Priority Career Programs.
    - ii. The Pathways are intended to run from April 1, 2025, to August 31, 2026.
    - iii. Emails were sent to the Deans and Directors of Developmental Education, Health Education, and Human Services Education, as well as the Co-Chairs of the ABE and ELL Articulation Steering Committees for distribution.
    - iv. The Call for Proposals closed on Friday, January 24. All applicants will be notified of the outcome by the end of March.
  - b. Community Adult Literacy Program (CALP)
    - i. In the second year of the current 2-year funding cycle (2023-2025).
    - ii. In this funding cycle, the \$3.4 million annual CALP budget supports 102 literacy programs delivered by 71 organizations in 132 communities across the province.
    - iii. The application process for the 2025-2027 CALP funding cycle is anticipated to open in March 2025.
    - iv. PSFS has made a few changes to the upcoming application process: Organizations are no longer required to apply for CALP funding in partnership with a public post-secondary institution.
    - v. CALP applicants will be required to complete an online application form and submit the completed form via an online platform.
    - vi. CALP applicants will be required to have a Business BCeID to apply for CALP funding via the online application platform.
    - vii. More information is available on the Adult Upgrading webpage.
  - c. Adult Upgrading Grant (AUG)
    - i. In 2023/24, AUG supported just over 2,800 students (up 14% from 2022/23).
    - ii. Recent conversations with Financial Aid Officers indicate that some institutions have seen a return to pre-pandemic numbers for AUG in 2024/25.
    - iii. In 2024/25, we continued to consult with Financial Aid Officers on AUG policies and procedures.
    - iv. The 2025/26 AUG student application and policy manual will be published April 1st.
  - d. Accessible Education and Training (AET)
    - i. Of the 2,800+ students supported by AUG in 2023/24, nearly 700 were enrolled in AET programming (a small increase from the previous year).
    - ii. Unfortunately, there are no further updates at this time but will share more AUG and AET system data for the 2024/25 program year once they receive reports from the institutions in April/May 2025.
4. Steering Committee Update – Stephanie Boychuk, co-chair -Questions from ABE Articulation Steering Committee
- a. Scope of ABE and Articulation

- i. In the Colleges & Institutes Act, the objectives of a college include providing comprehensive Adult Basic Education. What counts as “comprehensive” adult basic education? Specifically: a) Are all levels of ABE (fundamental through intermediate, advanced, and provincial) required to be considered comprehensive? b) Are there any requirements to offer “core” or elective courses to be considered comprehensive? c) In the case of institutions with multiple campuses, does comprehensive programming need to be offered at all campuses/sites? **Response:** What constitutes “comprehensive” programming at a college is a question of legal interpretation that each institution must determine based on their specific circumstances. If you have further specific concerns, we recommend that you seek out independent legal advice.
  - ii. We have a list of courses designated as “equivalent” and “external” to Ministry of Education courses (bottom of the page here: <https://pressbooks.bccampus.ca/abehandbook/chapter/thebc-adult-graduation-diploma-questions-and-answers-2/>). Does PSFS have any input into this list, or does authority live solely with the Ministry of Education? **Response:** The Ministry of Education and Child Care sets the graduation requirements for the British Columbia Adult Graduation Diploma. It is the role of the Articulation Committee to determine which ABE courses offered at the colleges and institutes across the province are equivalent to the courses that make up those graduation requirements.
  - iii. Many provinces are adopting the Canadian Adult Education Credential to replace the GED. Will British Columbia adopt this credential? If yes, is there a timeline or any additional information about adoption at this time? **Response:** PSFS staff ( are aware of the adoption of the Canadian Adult Education Credential (CAEC) in other provinces across Canada. PSFS does not currently have plans to adopt the CAEC in BC. We will keep the ABE Articulation Steering Committee informed of any future developments in this area.
  - iv. Who has the authority to change the Adult Graduation Diploma (formerly Adult Dogwood) requirements? Does PSFS have input/authority in the Adult Graduation Diploma, or does authority live solely with the Ministry of Education? If PSFS has this authority, what is the process to formally make changes? **Response:** Changes to the Adult Graduation Diploma requirements would require collaborative engagement between staff in the PSFS and the Ministry of Education and Child Care. If the ABE Articulation Steering Committee (or an individual member) would like to propose changes to the requirements, the first step would be to submit an email to the primary contacts at the Ministry of Post-Secondary Education and Futures Skills: Heather Collins and Darryl Soper.
- c. Trends and Student Need

- i. Program funding: Most members are finding base funding is not covering the costs of running developmental programming, so items like marketing and articulation have been cut or entirely removed from many budgets. Pathways one-time funding has been helpful, but, as it is not stable, programs cannot address ongoing gaps with it. Are there any plans for more stable funding in the future? **Response:** PSFS staff are aware of the financial challenges faced by institutions in relation to delivery of developmental programming. Currently, PPSIs receive funding for a range of programs including ABE through their base operating grants. Although PSFS targets delivery of developmental FTEs through the Budget Letter, institutions are responsible for decisions around how the budget is allocated to achieve that target. Pathways funding is one-time, targeted funding intended to support only the programs approved under that initiative. Pathways funding is not intended to supplement gaps in funding developmental programming more broadly.
- ii. Many members are reporting developmental level students are seen as a “drain” on institutional supports like counselling and accessibility/disability services. This has led to a reduction in recruitment initiatives for developmental students, who are more difficult to reach than “traditional” students. Does PSFS have any initiatives or funding that can be accessed to support recruitment and/or support of developmental students? **Response:** Developmental programs have student enrolment delivery targets set and monitored by PSFS. Any decreases in the number of students will be noted and discussed with the relevant institution as part of PSFS’s regular accountability processes. PSFS does not have any additional funding available to support recruitment and/or support of developmental students beyond what is provided in the operating grant.
- iii. Student support: Many members have noticed that the increased cost of living (especially but not limited to the lower mainland) has pushed many students to delay or quit school. Given the cost-of-living expenses significantly impact the populations our programs seek to serve, is it possible that AUG could include some cost of living coverage? **Response:** PSFS is aware of the impact the rising cost of living has on the populations our programs aim to serve and will explore potential funding options that could address this need in the future. We appreciate your understanding and will keep you informed of any developments.
- iv. Members expressed the helpfulness of the technology grant of \$500 within the AUG framework. However, with the push to online learning to address class size requirements and access for remote communities and campuses, the \$500 cannot cover an appropriate basic laptop plus the necessary internet access and/or online learning accessories (microphone, webcam). Is there a possibility of increasing the technology grant? **Response:** PSFS has heard similar feedback from Financial Aid Advisors regarding the limitations of the current \$500 technology grant,

especially considering the increased reliance on online learning. PSFS will continue to monitor the situation and explore potential funding options in the future. We appreciate your understanding and will keep you informed of any developments.

- v. Program reporting and evaluations: Does PSFS have a position on appropriate metrics for program reporting/evaluation for developmental programming, in addition to current enrolment reporting? **Response:** No, PSFS does not advise on metrics for developmental programming reporting/evaluation beyond the standardized reporting requirements outlined in the Budget Letters.
- b. 5 themes that Steering highlighted for Deans and Directors of Developmental Education (DDDE):
- i. Theme 1: Attendance and Committee Work
    - a. We are seeing better attendance from all institutions in the last year
    - b. Steering flagged that turnover and increased number of term appointment are making it difficult to find people to take on leadership roles
  - ii. Theme 2: Changing Student Populations
    - a. Students have more complex needs and are in more precarious financial places, and supports are not keeping up
    - b. Early course cancellation exacerbates recruitment issues as the trend is for students to wait to register in recent years
  - iii. Theme 3: Supporting ABE Students
    - a. The \$500 AUG technology grant is not enough to support technology enhanced or enabled learning
    - b. Living expense are increasingly cited as reasons students leave school
    - c. Complex university systems are a big barrier, and many institutions have implemented a “concierge” model for ABE applications
  - iv. Theme 4: Examining the BC Adult Graduation Diploma (BCAGD)
    - a. Many provinces are adopting the new Canadian Adult Education Credential, we are not sure what BC’s stance/plans are
    - b. An ad-hoc committee would like to explore how accessible the BCAGD is and how we can keep it both rigorous and attainable for students
  - v. Theme 5: PSFS Reporting & Metrics
    - a. Lots of questions about interpreting program mandates in the University Act and College and Institute Act
    - b. How FTE calculations that include domestic ABE and ELL could either support or hurt our programs

- c. Steering Committee and BCCAT are keen to encourage in-person attendance of articulation

## **BREAK FOR LUNCH**

### **(BREAKOUT) FPABE WORKING GROUP MEETING (CONTINUED FROM YESTERDAY)**

1. Updating Course Grid for First Peoples ABE
  - a. Follow up with NEC, NVIT, Northern Lights, OK College, Selkirk to see if all courses on the grid are correct. Notice Ringa will check with TRU to see if any courses are missing.
2. Discussion: Revisiting the Structure of First Peoples ABE Committee Responsibilities
3. Chair/Co-Chair Nominations based on restructure of roles:

#### **CHAIR/CO-CHAIR – SARA FULLA**

- Be the contact person for BCCAT and SLP.
- Ensure that communications channels are available for the committee throughout the year (e.g. Moodle site, mailing list, Google Groups or website) and liaise with BCCAT as appropriate to maintain those channels.
- Attend BCCAT's Joint Annual Meeting (JAM) in November of each year.
- Chair the FPABE articulation working committee meeting.

#### **AGENDA COORDINATOR – TYRONE JOE-MAYES**

- Put out a call for courses to be articulated or rearticulated.
- Check previous meeting minutes to identify agenda items that should be brought forward to this year's meeting and solicit meeting agenda items. Then produce and distribute the meeting agenda one month before the meeting. (There is a template for the meeting agenda on the BCCAT website.)
- Circulate the draft agenda (template) and the minutes from the most recent meeting one week before the super meeting.

#### **LOGISTICS AND MINUTES COORDINATOR – MELINDA WORFOLK**

- Connect with the host institution for directions, zoom links, important information, etc. and notify all committee representatives of upcoming committee meeting dates and locations.
- Take minutes at the meeting, circulate draft meeting minutes to BCCAT's Committee Coordinator for posting on the BCCAT website.

#### **FPABE WORKING GROUP REP TO ABE STEERING COMMITTEE – LEANNE CAILLIER-SMITH**

- Update Excel Sheet—representative contact information, articulated courses that belong on the grid, minutes sent to BCCAT or Steering

- Attend the steering committee meeting as the FPABE Working Committee representative to present the motions from the last meeting and any other duties requested by the steering committee.

MOTION: The FPABE Articulation Working Committee moves to approve Sara Fulla as FPABE Chair and Tyrone Joe-Mayes, Melinda Worfolk, and Leanne Caillier-Smith as Co-Chairs, with roles as Agenda Coordinator, Logistics and Minutes Coordinator, and FPABE Working Group Representative to the Steering Committee, respectively. MOVED/SECONDED/CARRIED unanimously

### **ABE ARTICULATION SUPER MEETING (CONTINUED FROM THIS MORNING)**

1. Institutional Updates

Meeting adjourned at 3:40 PM.