

APPENDIX B

PRINCE GEORGE URBAN ABORIGINAL STRATEGY: 3-YEAR STRATEGIC PLAN



June 10, 2009

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Executive Summary

The Prince George Urban Aboriginal Strategy (PGUAS) Management Team developed this 3 year Strategic Plan over the course of 6 days of face-to-face meetings and follow-up via email and telephone between March and May of 2009. This plan includes both what we want to achieve between now and March 31, 2012; and how we intend to achieve it.

During our strategic planning process, the Management Team reviewed and revitalized our vision and mission. Work that has already been accomplished through the PGUAS was honoured by consistently including it in our discussion and reflection. The following work informed the creation of the current 3 year Strategic Plan:

1. The PGUAS Management Team's previous Strategic Plan and current Terms of Reference;
2. Results of the 2008/2009 Community Assessment Tool (CAT). The CAT is a self-assessment process used by the PGUAS Management Team) to analyze what is working well and what can be improved in delivering the Urban Aboriginal Strategy;
3. The PGUAS Partners Forum Final Report and Action Plan. The Partners Forum was a two-day event held at the Coast Inn of the North. The purpose of the Forum was to identify opportunities for partnerships between service delivery organizations and government agencies in Prince George;
4. Two PGUAS community forums. The PGUAS has hosted two community forums where attendees learn about PGUAS initiatives and provide feedback on future activities. The most recent forum was held on March 29, 2009 while the previous year's event was on March 30, 2008.

Our goals, objectives and activities are divided into 3 distinct areas: organizational, operational and programmatic. This reflects our commitment to doing things right (organizational and operational) and doing right things (programmatic.) The Management Team developed and included a strategy screen to use as criteria in the selection of projects and activities to accomplish our goals.

We decided to take the long-term approach of identifying and committing to projects in each of the four community-identified program areas over a 3-year period, giving more stability and longer term funding so that project proponents can help us to achieve our goal.

Our Overall Strategic Goal and Approach

We are committed to taking a long-term (3-year) approach to **increasing by 5% the number of students staying in school between 2009 and 2012**. We define students to include junior and senior high school students and people enrolled in adult upgrading. We will accomplish this goal by delivering programming in each of our four community-identified priority areas of Elders, Youth, Trades and Training, and Health and Wellness.

Our Vision

The Prince George urban Aboriginal community works together and is healthy.

Our Mission

WE WILL:

- *Use a culturally respectful approach.*
- *Be guided by the Prince George urban Aboriginal community.*
- *Increase the opportunities of the members of the Prince George urban Aboriginal community.*

We Are Guided By The Following Principles:

1. **Transparency** – Transparency is built on the free flow of information and ensures access to relevant, timely and reliable information. Processes, institutions and information are directly accessible to all concerned and information is provided for a clear understanding to monitor the situation.
2. **Accountability** – Accountability is the requirement to explain and accept responsibility for conduct of an assigned mandate and based upon agreed expectations. Accountability includes communications to an external audience, ongoing development of management practices & strategic planning and use of the Community Assessment Tool, (CAT) on an annual basis.
3. **Partnership** – Principles that include mutual trust and respect, joint investment of resources (monetary or in-kind); result in mutual benefits, and shared risks, responsibilities and accountabilities. The partnership should also acknowledge and reflect that planning, policy and program development, implementation, evaluation and decision-making must be undertaken jointly between the Aboriginal members of the PGUAS Management Team and the members from Lheidli T'enneh First Nation, federal and provincial governments, and the City of Prince George.
4. **Inclusiveness** – Provision of broad-based opportunities open to input from, and participation of, the diverse urban Aboriginal community for the benefit of the urban Aboriginal population. Non-aboriginal and Aboriginal service providers are included.
5. **Respect and Open Mindedness** – Be respectful and open-minded while participating in the process.

6. **Culturally Responsive** – Acknowledge and utilize local Aboriginal culture and traditions in order to improve the delivery and accessibility of the Urban Aboriginal Strategy for the Prince George Aboriginal community.
7. **Community Value** – Through consultation with the Aboriginal community and local partners, ensure the value and transparency of PGUAS investments in Prince George for local Aboriginal community members.
8. **Health and Wellness** - Due to historical issues, we believe that health and wellness is the foundation to any holistic approach to improving the lives of Aboriginal people. We define health and wellness to include states of complete physical, emotional, mental, social, cultural and spiritual well being.

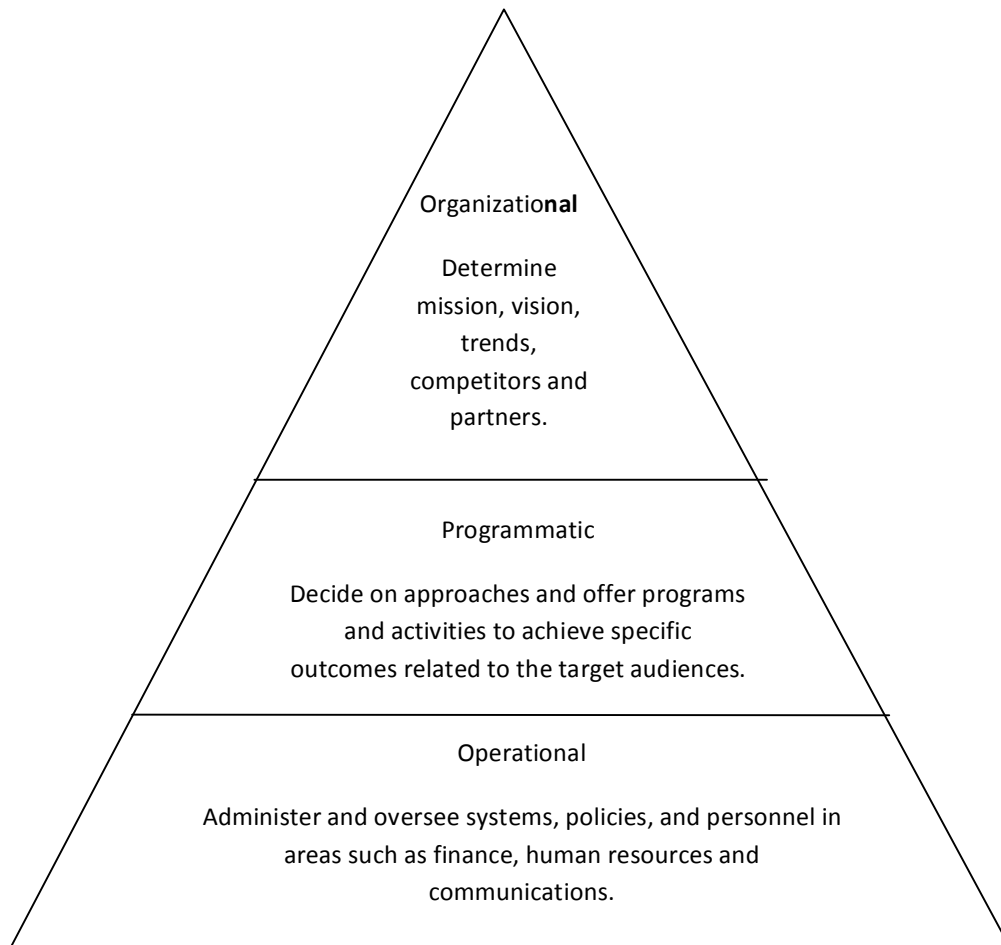
Strategy Pyramid

Nonprofits develop and implement a variety of strategies. These generally fall into one of three categories: operational, programmatic, and organizational, as illustrated in the Strategy Pyramid diagram.

The ability to adapt to major change, and to make decisions on how to do so, requires the ability to form and implement strategy at the highest level of the nonprofit—the organizational level. Strategies at the other levels must be consistent with, and supportive of, our organizational strategy.

At the organizational level, strategies are formed in response to trends, factors, and events in the external environment (the nonprofit’s marketplace) that may impact the nonprofit’s ability to advance its mission, positively or negatively.

At the programmatic level, strategies support the nonprofit’s programmatic work. At the operational level, strategies support the nonprofit’s internal capacity, and its ability to operate efficiently and effectively.



Strategy Screen

We will use the following criteria to evaluate potential activities and projects within each of our four priority areas, as well as projects that are proposed for our “set-aside” pool of funds.

- Includes cultural awareness within the project or programming - projects will demonstrate activities or programming that lead to an increased knowledge and awareness in one or more of the following areas: one's own cultural worldview, cultural differences, different cultural practices, and how to deal effectively with racism and discrimination.
- Health and wellness – demonstrates inclusion of health and wellness approach or activities within the programming. For our definition of health and wellness, please refer to page 4 of our principles section.
- Delivered by an Aboriginal organization; or delivered by an Aboriginal organization in partnership with a non-Aboriginal organization.
- Demonstrates alignment of services / cooperation - projects will demonstrate that new and existing services have been aligned to better serve urban Aboriginal residents of Prince George. Proponents will demonstrate that they have avoided duplication and/or competition of programs and initiatives within the service community.
- Describes a cost / resource sharing with other levels / departments of government, the private sector or other existing initiatives.
- Describes sub-contracts, if applicable, to be used to deliver the programming.

A. ORGANIZATIONAL GOALS

Our Organizational Goals will assist us in achieving our overall strategic goal of **increasing by 5% the number of students staying in school between 2009 and 2012.**

*Please refer to the “Notes” section on page 16 for additional information on indicators and measurement.

Goal	Objective	Activities	Indicators
1. Create a shared vision and commitment to action to meet our overall goal.	1.1. Identify opportunities for integrated planning, coordinated implementation and aligned resource allocation	<ul style="list-style-type: none"> Participate in the City of Prince George’s Integrated Community Sustainability Planning public engagement process Work with educational supports (such as the School District and Aboriginal Education Board) to share our Strategic Plan with the broader community 	
	1.2. Ensure broad and inclusive representation and participation in processes facilitated by PGUAS	<ul style="list-style-type: none"> Secure youth representation on the Management Team Secure Lheidli T’enneh representation on the Management Team 	<ul style="list-style-type: none"> The Management Team has full membership
2. Strategically align initiative funding within the community	2.1. UAS planning process acknowledges other initiatives / plans / priorities	<ul style="list-style-type: none"> Hold annual community forums; ensure forums are combined with other opportunities as appropriate (i.e. Partners Forum, Urban Aboriginal Working Group, Service Canada Youth Programming) 	<ul style="list-style-type: none"> Collaboration
	2.2. Local federal / provincial involvement from representatives not on the Management Team	<ul style="list-style-type: none"> Meeting periodically to discuss issues / collaboration opportunities PGUAS communicates potential areas of common interest to provincial partners as per the Strategic Plan. Identify and include federal champions 	
	2.3. Knowledge of priorities and activities of other major initiatives	<ul style="list-style-type: none"> Add this more formally to our UAS meeting agenda 	

A. ORGANIZATIONAL GOALS

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Goal	Objective	Activities	Indicators
2. Strategically align initiative funding within the community (continued)	2.4. Coordination of UAS and other federal / provincial local initiatives – in line with clear strategic directions.	<ul style="list-style-type: none"> • Aboriginal members and government officials participate in and support productive planning and other activities • Involvement of BC line ministries in the process. • OFI to ensure that federal departments with mandates in Prince George are kept informed of the PGUAS Management Team’s Strategic Plan and partnering initiatives. • Ensure regular contact with Service Canada in Prince George – Invite a Service Canada representative to speak to the Management Team on current initiatives and connection to PGUAS priority areas. • Ensure coordination with initiatives such as Service Canada’s youth funding, the Urban Aboriginal Working Group and other related federal initiatives. 	
3. Influence and impact local (municipal / provincial / federal) policies and programs in a coordinated and responsive manner	3.1. Identify issues / challenges created by policies and programs which impact our ability to achieve our overall goal.	<ul style="list-style-type: none"> • Participate in the City of Prince George’s Integrated Community Sustainability Planning public engagement process • Work with educational supports (such as the School District and Aboriginal Education Board) to share our Strategic Plan with the broader community 	<ul style="list-style-type: none"> • Partnership Measure

A. ORGANIZATIONAL GOALS

Our Organizational Goals will assist us in achieving our overall strategic goal of **increasing by 5% the number of students staying in school between 2009 and 2012.**

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Goal	Objective	Activities	Indicators
4. Capacity Development – as per March community survey	4.1. Organizational development needs/priorities of Aboriginal Service organizations are identified. 4.2. Barriers to capacity building are identified. 4.3. Develop a plan to build capacity.	<ul style="list-style-type: none"> Dialogue with the Centre for Sustainability in the 2009/2010 fiscal year in their consultations with the Aboriginal organizations. 	<ul style="list-style-type: none"> Capacity Development – support for community and institutional capacity building – may include a governance element

B. OPERATIONAL GOALS

Our Operational Goals will assist us in achieving our overall strategic goal of **increasing by 5% the number of students staying in school between 2009 and 2012.**

*Please refer to the "Notes" section on page 16 for additional information on indicators and measurement.

Goal	Objective	Activities	Indicators
1. Keep community members, partners and stakeholders informed about PGUAS activities and initiatives	1.1. Develop and maintain a consistent line of communication to community members, partners and stakeholders. 1.2. Increased visibility of PGUAS activities and initiatives in mainstream media.	<ul style="list-style-type: none"> • Regularly use and update the PGUAS website and ensure it is interactive • Pursue feedback on projects and future initiatives through other community-identified modes of communication • News stories / press releases to public and local community organizations 	<ul style="list-style-type: none"> • Public Awareness
2. Ensure transparent and accountable financial practices	2.1. Stakeholders are aware of annual finances and project funding practices.	<ul style="list-style-type: none"> • Clarify and communicate the process used to select initiatives and spending slippage funds • Ensure preparation of annual financial statements 	<ul style="list-style-type: none"> • Stakeholder Awareness
3. Strengthen the membership and governance of the PGUAS Management Team	3.1. PGUAS Management team roles and responsibilities are clearly set out in existing Terms of Reference and other documentation.	<ul style="list-style-type: none"> • Develop a confidentiality agreement • Develop a code of ethics / conduct • Review terms of reference and clarify roles and responsibilities • Note specific instances of consensus model not working and address these through policy development 	<ul style="list-style-type: none"> • People participating in urban Aboriginal issues • Self reliance – what and how were the skills of local Aboriginal people involved in this project

C. PROGRAMMATIC GOALS – TRADES AND TRAINING

Projected annual allocation: \$90,000.00

*Please refer to the “Notes” section on page 16 for additional information on indicators and measurement.

Goal	Objective	Activities	Indicators	
We are committed to taking a long-term (3 year) approach to increasing by 5% the number of students staying in school between 2009 and 2012 (including junior and senior high and adult upgrading) by delivering programming in each of our four priority areas of Elders, Youth, Trades and Training, and Health and Wellness.	1. Support continuing education resources to assist adults in obtaining their grade 12 (Dogwood) Diploma or equivalency.	To be proposed by PGUAS project proponents	<ul style="list-style-type: none"> • Workplace Readiness – barriers removed within a targeted organization, resulting in individual employment or individuals starting a business • Cultural Awareness 	
	2. Support the delivery of TOWES to adult learners.*1			
	3. Support the delivery of PLATO to adult learners.*2			
	4. Support counselling in junior and senior high schools to support individuals who want to pursue careers in trades and/or training for career re-training.	5. Support counselling within adult upgrading programs to support individuals who want to pursue careers in trades and/or training for career re-training.		
	6. Promote trades in junior and senior high schools by highlighting adult Aboriginal role models in the trades.			

*1 - Note: TOWES – www.towes.com – is an assessment process which uses workplace documents to measure three essential skills that are required for safe and productive employment: Reading Text, Document Use and Numeracy.

*2 - Note: The Plato program is an online / e-learning program which helps develop transferable Essential Skills for the workplace. More information on this program may be found here: http://www.esportfolio.com/Project_Site/newsletter_edition3/EssentialSkillsOnline.htm

D.PROGRAMMATIC GOALS – HEALTH AND WELLNESS

Projected annual allocation: \$90,000.00

*Please refer to the “Notes” section on page 16 for additional information on indicators and measurement.

Goal	Objective	Activities	Indicators
<p>We are committed to taking a long-term (3 year) approach to increasing by 5% the number of students staying in school between 2009 and 2012 (including junior and senior high and adult upgrading) by delivering programming in each of our four priority areas of Elders, Youth, Trades and Training, and Health and Wellness.</p>	<p>1. Support / develop preventative addictions programs for junior and senior high school students.</p>	<p>To be proposed by PGUAS project proponents</p>	<ul style="list-style-type: none"> • Health Measure
	<p>2. Support / develop preventative addictions programs for adults participating in upgrading or trades and training.</p>		<ul style="list-style-type: none"> • Crime Prevention
	<p>3. Prevent junior and senior high school aged youth from getting involved in gang activities; and provide support to those who wish to leave gang activities.</p>	<ul style="list-style-type: none"> • (example) Provide financial support for after school activities. 	<ul style="list-style-type: none"> • Life Skills Services
	<p>4. Support / develop life skills programs (basic activities, rest and sleep, personal wellness, meal planning) for junior and senior high school youth and their families.</p>		<ul style="list-style-type: none"> • Health Measure
	<p>5. Support / develop life skills programs (basic activities, rest and sleep, personal wellness, meal planning) for adults involved in upgrading, trades and training, and their families.</p>		
	<p>6. Increase physical activity for youth in junior and senior high school and their families; as well as adults who are upgrading, and in trades and training.</p>		

E. PROGRAMMATIC GOALS – YOUTH

Projected annual allocation: \$126,000.00

*Please refer to the “Notes” section on page 16 for additional information on indicators and measurement.

Goal	Objective	Activities	Indicators
<p>We are committed to taking a long-term (3 year) approach to increasing by 5% the number of students staying in school between 2009 and 2012 (including junior and senior high and adult upgrading) by delivering programming in each of our four priority areas of Elders, Youth, Trades and Training, and Health and Wellness.</p>	<p>1. Assist youth in junior and senior high school to attend out-of-town workshops and events.</p>	<p>To be proposed by PGUAS project proponents</p> <ul style="list-style-type: none"> (example) Sponsor youth to attend events 	<ul style="list-style-type: none"> Aboriginal students retained within elementary, middle school, high school and post secondary institutions as a result of the UAS project Health Measure Volunteerism
	<p>2. Support youth in junior and senior high school to participate in sports.</p>		
	<p>3. Support youth in junior and senior high school to participate in extra-curricular activities. (Aboriginal Sports and Recreation Association)</p>		
	<p>4. Provide tutors for junior and senior high school learners in need.</p>	<ul style="list-style-type: none"> (example) Funding for tutors (example) Transportation for learners to get to the tutors (example) Food for learners to ensure they are prepared to learn 	<ul style="list-style-type: none"> Aboriginal students retained within elementary, middle school, high school and post secondary institutions as a result of the UAS project Health Measure
	<p>5. Support families to support youth in junior and senior high school when making career choices and understanding the importance of post-secondary education.</p>		<ul style="list-style-type: none"> Aboriginal students retained within elementary, middle school, high school and post secondary institutions as a result of the UAS project
	<p>6. Support parent advocacy / involvement for their youth in junior and senior high school.</p>	<ul style="list-style-type: none"> (example) Inform parents of their rights 	<ul style="list-style-type: none"> Life skills services Risk reduction
	<p>7. Support peer mentoring in junior and senior high school.</p>		<ul style="list-style-type: none"> Aboriginal students retained within elementary, middle school, high school and post secondary institutions as a result of the UAS project
	<p>8. Work with Aboriginal Education Board to identify areas from the Aboriginal Education Task Force Report that PGUAS can help implement (recommendation 8, curricula, instruction, evaluation.)</p>		

F. PROGRAMMATIC GOALS – ELDERS

Projected annual allocation \$54,000.00

*Please refer to the “Notes” section on page 16 for additional information on indicators and measurement.

Goal	Objective	Activities	Indicators
<p>We are committed to taking a long-term (3 year) approach to increasing by 5% the number of students staying in school between 2009 and 2012 (including junior and senior high and adult upgrading) by delivering programming in each of our four priority areas of Elders, Youth, Trades and Training, and Health and Wellness.</p>	<p>1. Develop and share culture through teaching tools in classrooms. Include a cross Aboriginal approach.</p>	<ul style="list-style-type: none"> (example) Deliver a classroom-based elder to youth mentoring program that includes cultural teachings and which is focused on the importance of education – delivers the message to “stay in school.” 	<ul style="list-style-type: none"> Cultural Awareness Aboriginal students retained within elementary, middle school, high school and post secondary institutions as a result of the UAS project
	<p>2. Provide guidance and preparation for Elders to become mentors to youth.</p>	<ul style="list-style-type: none"> (example) Provide personal wellness, life skills programming for Elders as part of their preparation to become mentors to youth. 	<ul style="list-style-type: none"> People Participating in Urban Aboriginal Issues Life Skills Services

G. PROGRAMMATIC GOALS – SET ASIDE OPPORTUNITIES

Projected annual allocation \$40,000.00

**Please refer to the “Notes” section on page 16 for additional information on indicators and measurement.*

Goal	Objective	Activities	Indicators
<p>We are committed to taking a long-term (3 year) approach to increasing by 5% the number of students staying in school between 2009 and 2012 (including junior and senior high and adult upgrading) by delivering programming in each of our four priority areas of Elders, Youth, Trades and Training, and Health and Wellness.</p>	<p>The PGUAS Management Team has set aside the sum of \$40,000.00 for each year, over the 3-year life of this plan; to be used to fund objectives and activities that we have not yet identified but that still lead to the achievement of our overall goal.</p>		

Notes

1. The overall goal of taking a long-term (3 year) approach to increasing by 5% the number of students staying in school between 2009 and 2012 is stated at the beginning of this document; and is also re-stated in each of the programming areas to remind us that all projects must be selected for their ability to help us achieve our goal.
2. We have clearly identified each of the objectives to be achieved in each of our four programmatic areas, as well as some of the activities to be completed. We will take an “activity-based” reporting approach to monitor the implementation of this plan; describing activities that we identified at the start of the plan and those which emerged as we completed the work.
3. Where appropriate, national Urban Aboriginal Strategy project indicators were incorporated into the Indicators portions of this Strategic Plan to aid in tracking the performance of UAS funded initiatives. Further information is available about the measurement of each indicator from the Office of the Federal Interlocutor for Métis and Non-Status Indians, but was not included in this strategic plan due for reasons of brevity. Indicators may be changed to more accurately reflect activities for PGUAS-supported initiatives.
4. Results from PGUAS sponsored initiatives will be added to the Strategic Plan as information become available from our proponents.

Definitions

1. **Adult education** – the practice of teaching and educating adults; in this case we mean adults who are participating in high school upgrading activities.
2. **Goals** – describe future expected outcomes, or what is to be achieved. Goals provide direction for programs and projects.
3. **Objectives** – describe what will be improved or changed, in order to achieve the goal.
4. **Activities** – describe the specific processes or things that will be done in order to accomplish the objectives.
5. **Measures** – provide indicators, described in qualitative or quantitative ways, to show whether our objectives are being accomplished.
6. **Indicators** – is something that helps us to understand where we are, where we are going and how far we are from the goal.
7. **Qualitative** – deals with descriptions, data can be observed but not measured.
8. **Quantitative** – deals with numbers, data can be measured.
9. **Community leaders** – a socially and/or politically well-known and respected member of the community.
10. **Youth** – For the purposes of the 3-Year PGUAS Strategic Plan, youth are considered to be any individuals eligible to be enrolled in high school.
11. **Elders** – Aboriginal Elders are the moral and spiritual leaders given special respect by their communities. They are keepers of traditions, spiritually and culturally. They are also the teachers and mentors who pass their knowledge onto future generations.
12. **Aboriginal** – in Canada, Aboriginal peoples include First Nations (Status and Non-Status), Métis and Inuit people.
13. **Honorarium** – a voluntary payment made to a person for their services in a volunteer capacity or for services for which fees are not traditionally required.
14. **Mentor** - a trusted friend, counsellor or teacher, usually a more experienced person.

Signatures

Karen Ogen

Bonita Seymour

Ben Berland

Jason Morgan

Rose Bortolon

Linda Gordon

**Barb Ward-
Burkitt**

Keith Henry

Leo Hebert

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