



NORTH EAST NATIVE ADVANCING SOCIETY

ANNUAL REPORT

FISCAL YEAR APRIL 2021 TO MARCH 2022



Dedicated to the Memory of
Ben Raymund Cardinal
October 3, 1949 - April 20, 2021

For your unwavering years of dedication, inclusiveness and sharing of your visions.

*Ben was one of NENAS Founders, our Board Chairman and Resident Elder.
Ben had dedicated his life to helping others and had touched so many. His love for life,
his humour and his willingness to share his knowledge will forever be missed.*

Thank you, Moosum Beans

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A MESSAGE FROM DEANNE McLEOD, OUR EXECUTIVE DIRECTOR

Year 2 of the pandemic continued to teach us to be flexible to adapt to challenges and maneuver through coming out of lockdowns. It has been a strange year, to say the least, and I know our staff, students, clients, Elders, and communities are cautiously optimistic that the worst is behind us. We are, if not anything, resilient! With the support from our Board of Directors, our dedicated staff still continued to provide needed services to our clients and I would like to thank everyone for all your hard work. Job well-done everyone!

In the past year, we have seen many student successes despite the challenges they faced. In our Indigenous Skills, Employment and Training program (ISET), we had 18 students become certified crane operators, 4 students became certified Heavy Equipment Operators, and 1 student became a Class 1 Professional Driver. All are working and 2 have started their own businesses. We had numerous students attending individual post-secondary programming and delivered various trades training programs at the end of the year. Congratulations to all those students who endured countless hours on the computer as most programs moved to online or a blended model of delivery. You did it!

I would also like to highlight that 2 of our students were chosen to participate in a student exchange program and will be off to Hawaii in May. Congratulations to Danica Spittal and Clayton Davis. Both enrolled in the Social Worker Diploma Program at Northern Lights College. I would also like to send a special congratulations out to Coline Mitchell who completed her Business Management Diploma at Northern Lights College, and is Valedictorian this year.

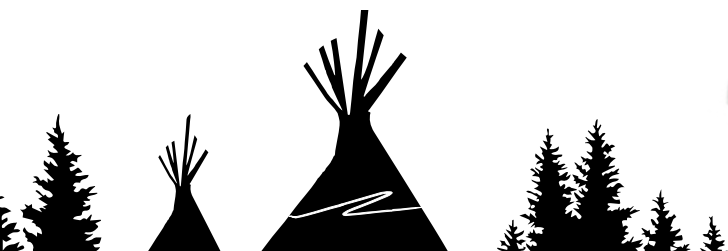
Our "Keeping Elders connected through Technology" Program was a huge hit, and the Elders were very

happy to be able to get out and participate in person. This 12-week Program assisted our Elders in how to navigate their cell phones, tablets, and iPads, learning how to keep them connected to family and friends through social media platforms such as Facebook, Zoom, and FaceTime. The Elders also learned how to email, fill in online applications, attend virtual Doctors' appointments, and how to conduct safe internet searches. Guest speakers gave insight on how to detect a phone call or email scam and online spam, and gave resources on wills, financial planning, and provincial and federal senior programs available to them. Guest speakers included the RCMP, Royal Bank, TELUS, and Save our Northern Seniors.

During the pandemic, we worked with our Head Start parents to be able to continue to provide pre-school services to our little ones. Our student enrollment was lower than pre-COVID-19 due to parents being anxious to send their children back to school. We are very happy to have our little ones back in our center. We successfully launched our new Community Sponsorship Program which supports our communities with Elder, Youth and, Community Programs and events that our regular funding cannot fund. On behalf of our Board of Directors and our communities, I would like to thank all our Community Sponsorship Sponsors it is truly appreciated!

Additionally, we were able to update our website and will continue to add more features, I encourage everyone to check it out or stop in and see us, and you are always welcome as we return to pre-pandemic normalcy!

Deanne McLeod



MISSION, VISION, MANDATE

MISSION

To improve the quality of life of First Nations and Inuit people of Northeastern British Columbia, by nurturing their health, wellness, education, and economic self-sufficiency.

VISION

To create opportunities for First Nations and Inuit people to realize their full potential, while supporting the unity and cohesiveness of First Nations in Northeastern British Columbia.

MANDATE

To work collaboratively in providing holistic human resource development for First Nations and Inuit people of Northeastern British Columbia.



WHO WE ARE

1990

North East Native Advancing Society (NENAS) was incorporated under the Society Act in 1990 as a coordinating group under the North East Aboriginal Management Board, working in collaboration with Human Resources Skills Development Canada (HRSDC). Prior to the incorporation, NENAS was a joint committee between the surrounding First Nations communities education coordinator departments.

1990 - 2000

As the program evolved, the Society adapted in 1996 to become a Regional Bilateral Agreement holder, and again in 1999 to emerge as an Aboriginal Human Resource Development Agreement (AHRDA) holder.

On April 1, 1999, Aboriginal organizations across Canada took over the responsibility for designing programs to support Aboriginal Employment and training. This devolution is the culmination of a fifteen-year trend which has seen the gradual transfer of programming authority from the Federal Government to Aboriginal people at the national, regional, and community levels.

The two main objectives of the Aboriginal Human Resource Development Society (AHRDS) are to:

enable Aboriginal groups to deliver a wider range of human resource programs; and to enable Aboriginal organizations to assist clients to prepare for, obtain and maintain employment. NENAS became the Northeastern BC AHRDS agreement holder providing holistic wraparound services in social development, employment and training programming.

In the mid 1990s, NENAS created the Rising Spirit Aboriginal Youth Centre which offered cultural activities, family programs, recreation, community events, social opportunities, resources, information, community education and one-to-one supports to First Nations youth. These holistic programs addressed skill development, healthy lifestyles, preventative measures against substance abuse, academics and parenting.

2005-2009

2005 - 2006, NENAS administration began to utilize the teachings of the Medicine Wheel of Life to deliver culturally appropriate programming. The Medicine Wheel is inclusive of all individuals within the family circle and includes the four quadrants that make up an individual - Mental, Emotional, Physical, and Spiritual. It is believed by Aboriginal people that for a person to be healthy and happy, the four quadrants need to be in balance.

To reflect the teachings of the Medicine Wheel, NENAS staff have worked towards including all family groups into NENAS programming: Infants, Youth, Adults and Elders. Our program is designed to address the person as a whole.

In 2008, the Government of Canada contributed over \$2.3 million to the North East Aboriginal Skills and Employment Program (NEASEP) managed by NENAS.

In this same year, NENAS received a Sci-Tech award for Innovation in Education for the "Go Kart 4 Girls" initiative, which was featured as a Success Story by the Ministry of Small Business, Technology and Economic Development.

In early 2009, NENAS was a recipient of the Premier's Award in the Promoting Innovation and Excellence Partnership category.

2009 to 2018

June 2009, the Government of Canada announced a new Federal framework for Aboriginal Economic Development. A government-wide platform for the improvement of Aboriginal participation in the economy, which resulted in The Aboriginal Skills and Employment Training Strategy (ASETS) launching in 2010. ASETS supported one of the key pillars of the framework being a skilled Aboriginal workforce by improving labour market outcomes for First Nations, Métis, and Inuit people.

ASETS was a partnership and results based, integrated approach to Aboriginal labour market programming that links training to labour market demand and ensures that the growing Aboriginal population were able to fully participate in economic opportunities. The objective of the ASETS was to increase Aboriginal participation in the Canadian labour market, ensuring that First Nations, Inuit, and Métis people are engaged in sustainable, meaningful employment. Using an integrated approach, ASETS linked training needs to labour market demands, providing training or skills upgrading, and helping with finding a job. All Aboriginal people, regardless of status or location, could access its programs and services. Services included: skills development, training for high-demand jobs, job finding, programs for youth, programs for urban and Aboriginal people with disabilities, and access to child care. There were 57 ASETS holders within Canada, 14 ASET holders (including MNBC) were located within the Province of BC. The BC ASETS holders were the only province in Canada to form a united coalition group (BCATEAM), which greatly assists our ability to ensure our clients and communities have every employment and training opportunity possible.

In the mid 2010s, NENAS established the Innovative Learning Centre which offered programs and training including Aboriginal Training to

Employment Program (ATEP), North East Aboriginal Trades Training (NEATT), the Building Environmental Aboriginal Human Resource training (BEAHR), BladeRunners (still available), Trades training (still available), and the Quick Start program for driver training and assistance in obtaining a driver's license.

Sas Natsadle, the Aboriginal Head Start program, was created in 1995 and is still available today. The primary goal of Sas Natsadle is to demonstrate that locally-designed and administered early childhood programs can provide Aboriginal children with a positive sense of themselves, a desire for learning, and opportunities to develop fully as successful young people.

In 2017 and 2019, we engaged with key Indigenous partners and organizations across the country to review and renew the Aboriginal Skills and Employment Training Strategy (ASETS). The ISET Program is a result of these engagements.

2019 to Present

The ISET Program builds on what was successful about ASETS and reflects what was heard from Indigenous partners to include:

- * a co-developed program with Indigenous partners;
- * increased funding;
- * greater flexibility for organizations to design programming to meet the needs of their people and communities; and
- * a new distinctions-based strategy that recognizes, respects and reflects Canada's Indigenous peoples, specifically the First Nations, Métis and Inuit, and urban/non-affiliated service delivery needs.

There are 91 ISET holders in Canada, and 21 ISET holders within the Province of BC.

FIRST NATIONS ISETs



MAP OF THE FIRST NATIONS LABOUR MARKET

BRITISH COLUMBIA

- 1 Cariboo-Chilcotin Aboriginal Training Employment Centre Society
280 - 1807 North 2nd Avenue,
Williams Lake, BC, V2T 1G5
250-860-2518
www.ccsbc.ca
- 2 Coast Salish Aboriginal Employment & Training Society (CSETS)
280-6045 Pave Canada Hwy,
Okanagan, BC, V1K 4H5
250-749-1132
www.ccsbc.ca
- 3 Kwantlen Nation Council
7625 Main Street,
Surrey, BC, V4C 2G8
779-439-2444
www.kncc.ca
- 4 Lillooet Nation
P.O. Box 480, 42-9119 Rd.,
Meadow Lake, BC, V2M 2H8
604-868-4715
www.lillooet.ca
- 5 Mid Coast First Nations Training Society
P.O. Box 111, 101 Maple Street,
Bulkley Valley, BC, V2T 1G5
250-749-2528
www.mcsbc.ca
- 6 Musqueam, Squamish, Tselil-Waututh Employment & Training Society (MST)
www.mstbc.ca
- 7 Nisqually Nation services provided by Aboriginal Community Career Employment Services Society (ACCES)
Suite 100 - 100 Park Street,
West Vancouver, BC, V7V 1A2
604-271-7123
www.nisqually.ca
- 8 Nisqually's Employment Skills and Training (NIST)
P.O. Box 231, 2380 Lorne St.,
Gulf Islands, BC, V8B 1A8
250-415-1318
www.nistbc.ca
- 9 North East Native Advancing Society (NENAS)
1000-777 Avenue,
Fort St. John, BC, V1J 2H1
250-749-2917
www.nenas.ca
- 10 North Vancouver Island Aboriginal Training Society
6271 Highway 50, Campbell River,
BC, V9W 1G5
250-749-1425
www.nvatisbc.ca
- 11 Nanaimo-Island Employment and Training Program (NETP)
1871 St. James,
P.O. Box 1000, BC, V1K 4G4
250-721-1101
www.netpbc.ca
- 12 Okanagan Training & Development Council (OTDC)
Suite 201, 881 - 1101 Stewart Drive,
Kelowna, BC, V1Y 1B8
250-749-1101
www.otdc.ca
- 13 Prince George Metlakwa Aboriginal Employment & Training Association (PONAETA)
810 Kingston Street,
Prince George, BC, V2N 1Y3
250-540-1199
www.ponaeta.ca
- 14 Sechelt First Nation (Shishalh)
P.O. Box 210, 1550 Sechelt Coast Highway,
Sechelt, BC, V8N 2A0
438-955-2273
www.shishalh.ca
- 15 Shuswap Nation Tribal Council
460 Main Street West,
Kamloops, BC, V2Y 1A4
250-427-1000
www.shuswap.ca
- 16 Stic-Lia Aboriginal Skills & Employment Training (SAS-ET)
Highway 227, Hutter Road,
Osoyoos, BC, V2Z 1G5
438-955-1014
www.sticlia.ca
- 17 Tribal Resources Investment Corporation (TRICORP)
P.O. Box 123, 1800 Highway 101,
Fort St. John, BC, V8A 3H1
250-424-1008
www.tricorp.ca
- 18 Tsawwassen First Nation
1010 Tsawwassen St.,
Tsawwassen, BC, V8M 6G4
438-942-2112
www.tsawwassenfirstnation.ca

ALBERTA

- 19 Athabasca Tribal Council
4219 McCarroll Drive,
Lethbridge, AB, T1K 1G7
403-741-4558
www.atc.ab.ca
- 20 Bigstone Cree Nation
P.O. Box 940, 151 P.O. Drive NW,
Bigstone, AB, T3G 0H3
780-891-1634
www.bigstone.ca
- 21 Community Futures Treaty Seven
Suite 101, 1881 16th St. SW,
Lethbridge, AB, T1K 1G5
403-741-4552
www.cfs.ab.ca
- 22 Enoch Cree Nation
P.O. Box 21,
Enoch, AB, T1K 1G5
780-635-4000
www.enoch.ca
- 23 Ermineville Cree Nation
P.O. Box 277,
Hawthorn, AB, T0C 1H0
780-545-2141
www.ermineville.ca
- 24 Kne-Tsa-Kee-Ne Tribal Council
P.O. Box 110,
Ak-Nag, AB, T0B 0E1
780-742-2246
www.kne-tsa-kee-ne.ca
- 25 Lesser Slave Lake Indian Regional Council
P.O. Box 210,
Tweedale, AB, T0A 1A1
780-461-4163
www.slirc.ca
- 26 Little Red River Cree Nation
P.O. Box 10,
Box 870 Prairie Ave, 180 180
780-751-2122
www.lrrc.ab.ca
- 27 Louis Bull First Nation
P.O. Box 100,
Medicine Hat, T1C 1B8
780-545-2678
www.louisbull.ca
- 28 Mikisew Cree First Nation
Suite 2, 4014 Power Source,
Fort McMurray, AB, T1A 3K2
780-714-1338
www.mikisew.ca
- 29 Montana First Nation
P.O. Box 20,
Medicine Hat, T1C 1B8
780-545-2144
www.montanafirstnation.ca
- 30 North Peace Tribal Council
P.O. Box 1889, 1836 - 18th St.,
St. John's, AB, T0K 1T0
403-741-2444
www.nptc.ca
- 31 Owanee Employment & Training Society
10027 - 14th St.,
Edmonton, AB, T5C 2T8
780-444-2119
www.owaneesociety.ca
- 32 Paul First Nation
P.O. Box 10,
St. Paul, AB, T1A 1B8
780-461-2199
www.paulfirstnation.ca
- 33 Saddle Lake Cree Nation
P.O. Box 100,
Saddle Lake, AB, T9A 0R0
780-414-1771
www.saddlelake.ca
- 34 Sarsen Cree Nation
P.O. Box 100,
Medicine Hat, T1C 1B8
780-545-2173
www.sarsencree.ca
- 35 Tribal Chiefs Employment and Training Services Association
17621 - 84 Ave.,
Edmonton, AB, T6C 6C7
780-437-4595
www.tcsa.ca
- 36 Western Cree Tribal Council
P.O. Box 2179,
Vancouver, BC, V6M 3A0
780-514-5573
www.wctc.ca
- 37 Yellowhead Tribal Development Foundation
P.O. Box 3030,
Winnipeg, MB, R3T 1G2
204-475-4594
www.ytfd.ca

SASKATCHEWAN

- 38 Saskatchewan Indian Training Assessment Group Inc. (SITAG)
100 Padlock Avenue,
Saskatoon, SK, S7N 4S1
306-421-4559
www.sitag.ca
- 39 First Peoples Development Inc.
121 - 8222 Highway 40,
Weyburn, SK, S4T 0A6
306-933-0578
www.fpd.ca
- 40 Island Lake Tribal Council
100 Broadway Avenue,
Weyburn, SK, S4T 0A6
306-933-0578
www.iltc.ca
- 41 Manitoba Kewatinowik Ojibwamun Inc.
1001 20th Avenue,
Weyburn, SK, S4T 0A6
306-933-0578
www.kewatinowik.ca

MANITOBA

- 42 Sioux Valley Dakota Nation
P.O. Box 34,
Sioux Valley, SK, S0M 1S1
306-945-2178
www.svdn.ca
- 43 Southwest Resource Development Council
P.O. Box 31,
Sourthern, SK, S0E 0H8
306-945-2178
www.srdc.ca
- 44 Aboriginal Labour Force Development Circle (First Nation)
P.O. Box 87, 100 Main Street,
Weyburn, SK, S4T 0A6
306-933-0578
www.alfdc.ca
- 45 Akwesasne Area Management Board
P.O. Box 100,
Sourthern, SK, S0E 0H8
306-945-2178
www.almb.ca

ONTARIO

WWW.AFN.CA

BCATEAM

BCATEAM

Goals:

- The Creation and implementation of a BC Aboriginal Employment Strategy
- A strategy that is inclusive of and supported by all Human Resource Development Sectors.
- The development of improved services direct to industry, employers and government partners
- A cohesive, made in British Columbia system of services focused on addressing labour market challenges facing industry and the First Nations labour force across British Columbia.
- Reduce / Eliminate unnecessary overlap and duplication in the labour market development programs, by increasing partnerships and cost sharing, i.e. Aboriginal Training Employment Program (ATEP)
- Increased employment or employability and work readiness of Indigenous clients.
- The collection of L.M.I. and analysis of patterns and trends to enhance service delivery.
- Build the awareness of ISETS programs and services and BCATEAM.
- Provide effective monitoring and assessments of trends of Provincial/National Labour Market and LMD systems.



BC ISETS is currently 13 First Nations Aboriginal Skills Employment Training Strategy (ASETS) leading providers of training & employment services for Indigenous peoples in the province of BC.

Cariboo Chilcotin Aboriginal Training Employment Centre (CCATEC)
Rhonda LaBelle 250-382-0510 Ext 2

Okanagan Training Development Council (OTDC)
Karen Abramson 250-789-1977

Prince George Nechako Aboriginal Employment & Training Association (PONAETA)
Karin Fiddler-Hart 250-681-1192

Stechko Aboriginal Skills & Employment Training (SASET)
Anna Celesta 604-826-3891

North East Native Advancing Society (NENAS)
Deanne McLeod 250-785-6887

Mid Coast First Nations Training Society (MCFNTS)
Duff Stern 250-867-2226

Klaskanin Nation Council (KNC)
Codie Murgess 250-429-2444 Ext 3068

Coast Salish Employment & Training Society (CSETS)
Bruce Underwood 250-746-0183

Shuswap Nation Tribal Council (SNTC)
Cheryl Billy 778-471-8294

North Vancouver Island Aboriginal Training Society (NVIATS)
Sherry Simms 250-266-3456

New-Chain-Nuth Employment Training Program (NCTP)
Marka Benner 250-723-1331

Tribal Resources Investment Corporation (TRICORP)
Frank Parnell 250-624-2636

Nisga'a Employment, Skills & Training (NEST)
Janice Angus 250-575-1296

Aboriginal Community Career Employment Services Society (ACCESS)
Lynn White 604-813-7933

Tsawwassen First Nation (TFN)
Terry Baird 604-946-6230



British Columbia Aboriginal Training
Employment Alliance Members

Building Futures &
Strengthening Partnerships

www.bcateam.partners

BCATEAM

British Columbia Aboriginal Training
Employment Alliance Members
(BCATEAM)

Signers of the Indigenous Skills and
Employment Training Strategy (ISETS)

The "Go to Body" for Indigenous
employment and training initiatives in
British Columbia

Respected and Supported by our First
Nation Leadership within BC.

Champions of First Nations training and
labour market needs

Service providers to the 203 First Nation
communities in BC, off and on reserve
and trust Peoples

Indigenous organizations delivering
employment and training services and
funding to Indigenous communities
and individuals

Building Futures

Purpose

To increase Indigenous participation in the
Labour Market by:

- Formulation of BC Aboriginal Training
Employment Alliance Members
development policies and strategies
- Advocate for the successful
implementation of those policies and
strategies

Vision

Focus on creating thriving sustainable
employment opportunities and practices for
all Indigenous Peoples in the Province of BC

Objectives

- Create job opportunities through investing
in new partnerships and to support viable
existing partnerships.
- Improve the quality and availability of jobs
for all Indigenous Peoples.
- Provide training opportunities that will lead
to sustainable employment.
- Building equitable
relationships/partnerships with
government, communities and industry
sectors.

The BC Aboriginal Training Employment
Alliance Members

Strives:

- To be inclusive of all Indigenous peoples
who are often excluded from participating
fully in the economy
- To undertake Human Resource
development in a manner that is in
keeping with Indigenous values
- To combine the development of an
"enterprising culture," based on a
philosophy of self-reliance, creativity, and
innovation, with a belief in, and
commitment to, cooperation, equity, and
equal opportunity
- To develop capacity, skills and resources
for all BC ISETS holders
- Create economic sufficiency as well as
enhance social and environmental
conditions, resulting in healthier
communities

Principles

- Respect for divergent viewpoints
- Responsive to regional needs
- Strategic in approach
- Purpose driven
- Together as one
- Champion of Indigenous training and
labour market issues

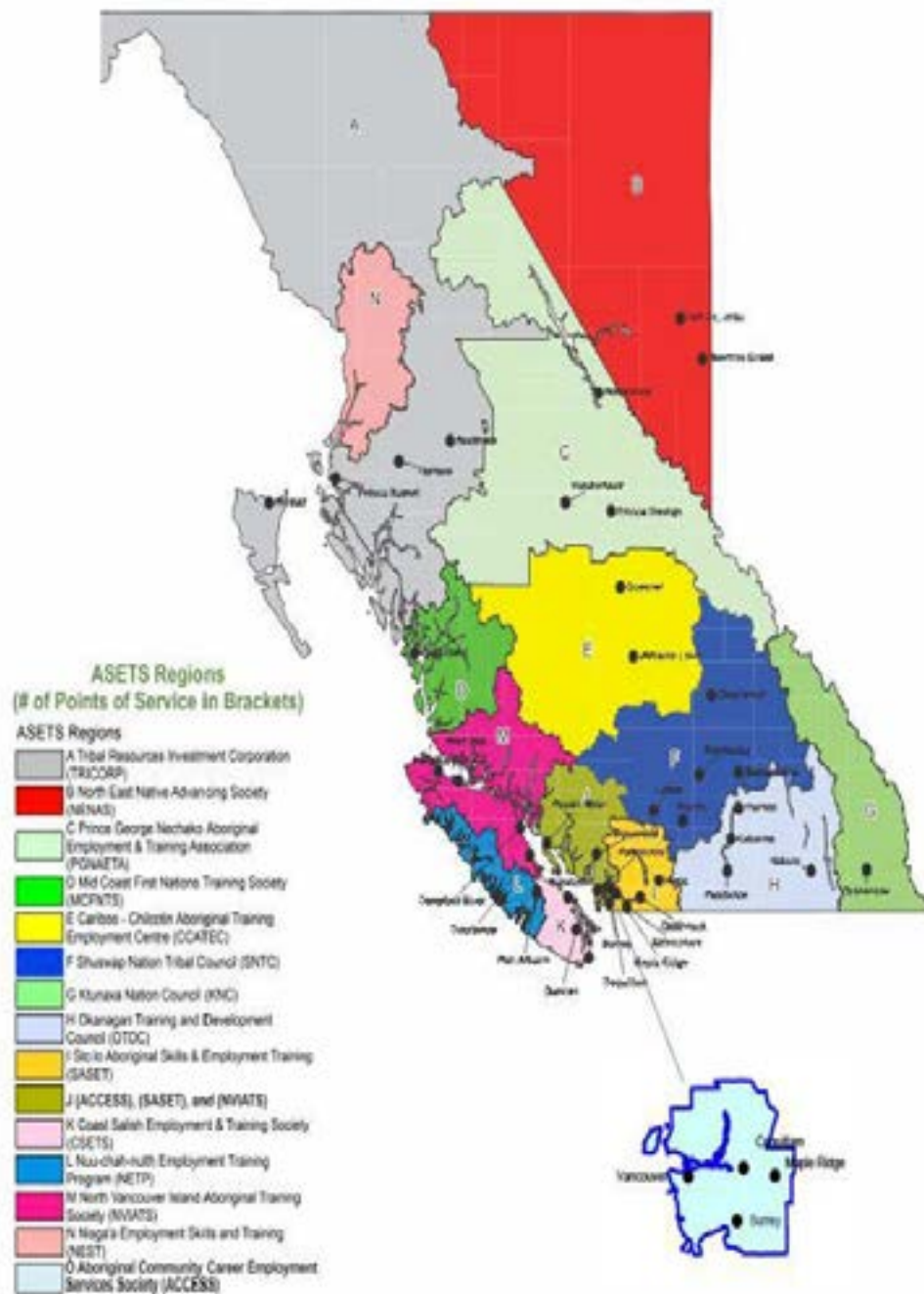
Strengthening Partnerships

British Columbia Aboriginal Training Employment Alliance Members



BC FIRST NATIONS ISETs

BCATEAM Regional Map



NENAS COMMUNITIES WE SERVE

The North East Native Advancing Society administers, coordinates and facilitates wraparound services focusing on employment and training programs and services according to the Indigenous Skills and Employment Training Program (ISET) to the First Nations Status, Non-status and Inuit peoples, living on-reserve and off-reserve in Northeastern BC. This includes the following communities:

Fort Nelson First Nation, located 6 km. southwest of Fort Nelson and 387 km. northwest of Fort St. John. Number of band members: 810. Linguistic group: Slavey (Dene) and Cree.

Halfway River First Nations, located 112.7 km. northwest of Fort St. John. Number of band members: 295. Linguistic group: Beaver.

Prophet River First Nation, located 100 km. south of Fort Nelson and 302 km. from Fort St. John. Number of band members: 300. Linguistic group : Beaver.

Saulteau First Nations, located 163.5 km. Southwest of Fort St. John. Number of band members: 1189. Linguistic groups: Beaver and Cree.

West Moberly First Nation, located 155 km. Southwest of Fort St. John. Number of band members: 366. Linguistic groups: Beaver and Cree.

Blueberry River First Nation, located 98 km. northwest of Fort St. John. Number of band members: 548. Linguistic groups: Beaver and Cree.

Daylu Dena Council is also known as Lower Post First Nation. Located 916 km. northwest of Fort St. John. Number of band members: 160. Linguistic group: Slavey (Dene) .

Dawson Creek is located 80 km. south of Fort St. John and is serviced by the Fort St. John office. With a population of 12,978 people and an Aboriginal population of:1,650.



Chetwynd is located 176 km. southwest of Fort St. John and is serviced by the Fort St. John office. With a population of 2,635 people and an Aboriginal population of: 505.

Fort Nelson is located 408.5 km. north of Fort St. John and is serviced by the Fort Nelson satellite office. With a population of 3,902 people and an Aboriginal population of: 760.

Fort St. John houses the main administration office of the North East Native Advancing Society. With a population of 20,155 and an Aboriginal population of: 3,025.

Hudson's Hope is located 86.4 km. southwest of Fort St. John and is serviced by the Fort St. John office. With a population of 1,012 and an Aboriginal population of: 175.

Tumbler Ridge is located 169.5 km. south of Fort St. John and is serviced by the Fort St. John office. With a population of 1,987 and an Aboriginal population of: 350.

OUR COMMUNITIES

Treaty 8 Territory

In unity, we live and learn on Treaty 8 Territory, a traditional meeting ground, gathering place, and traveling route to the Dane-zaa, Cree, Dene, Metis and Inuit whose footsteps have marked these lands for centuries.

The Fort St. John Beaver Band, known as I.R. 172, was created in 1916 pursuant to Treaty No. 8. They received 18,168 acres of reserve land and the I.R. 172 was surrendered around 1945. The families at that time were nomadic and moved to various regions throughout the years.

In 1977, the Fort St. John Beaver Band became two separate bands, I.R. 205 the Blueberry Band and I.R. 206 the Doig River Band. They were compensated with 6,194 acres of reserve land. Doig holds the northern portion of this land, and Blueberry has the southern portion which has two distinct ethnic groups, Beaver and Cree.

BLUEBERRY RIVER FIRST NATION

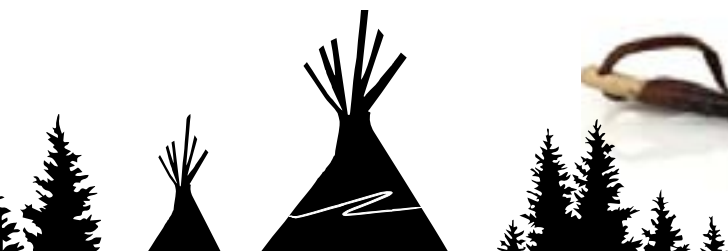


Blueberry River

Named Blueberry River First Nation (BRFN) due to the abundant supply of blueberries found in the residing river valley. Covered under Treaty 8, this community has a band operated school, fire hall, store, administration office, wellness centre, BRE office, community hall and a hockey arena.

Another area which is under the jurisdiction of BRFN is Pink Mountain. Within Pink Mountain, you can find a lodge, a few small cabins and a guiding area. The main community is located on Blueberry River I.R. NO.205, approximately 80km northwest of Fort St. John. Between the two reserves, they share 1505.8 hectares of land.

The band has 548 registered members.



PROPHET RIVER FIRST NATION

Located 100 kilometres south of Fort Nelson on the world famous Alaska Highway. The reserve is 924 acres in size and they are covered under Treaty 8. Prophet River has its own school which teaches kindergarten through to 6th grade. Languages spoken in the community are Beaver and English.

The band has 300 registered members.



Prophet River Methodist Church

HALFWAY RIVER FIRST NATION

Halfway River First Nation originally from Chowade River (Stony River), Halfway River First Nation was the last tribe to move to its new location in the early sixties. The Nation was once the Hudson's Hope Band until it amalgamated with West Moberly First Nation and Halfway River First Nation. The communities separated in 1971. Facilities available on the reserve include: band office, community hall, health clinic, band school and lands office. Halfway River is covered under Treaty 8 and the community is located 75 kilometers northwest of Fort St. John, BC. The languages spoken are Beaver and English.

The band has 295 registered members.



Halfway River

WEST MOBERLY FIRST NATION

This community was originally part of the Hudson's Hope Band, which was split into West Moberly and Halfway River in 1977. West Moberly First Nations is covered by Treaty 8. Facilities available on the reserve include, a band office and a community center. The community is located on the west end of Moberly Lake, approximately 90 kilometers southwest of Fort St. John. It has one reserve situated in 2033.6 hectares of land.

The band has 366 registered members.



Moberly Lake

FORT NELSON FIRST NATION (FNFN)



Welcome to Fort Nelson First Nation

Fort Nelson First Nation is located on the outskirts of Fort Nelson, and is situated on Mile 295 of the Alaska Highway. Traditionally a Dene community, the Fort Nelson First Nation is now a Dene - Cree community with over 700 members. The main community is located at IR# 2 on Mile 295. They were historically known as the Fort Nelson Slavey Band. Chief Jimmy Badine and Headman Tommy Whitehead signed their adhesion to Treaty 8 on August 15, 1910 at the Old Fort.

Their total reserve land base is 9556.5 hectares. IR #2 is the largest of their 10 reserves and is the main reserve and home to about half of their population. They have reserves at Fontas, Kahntah, Snake River, Moose Lake, Francois and Maxhamish Lake. Current day facilities include: administration office, justice building, Chalo School, daycare/Head Start, lands building, adult learning centre, health centre, cultural arbor, capital works and youth centre.

In the Spirit of the Treaty of peace, sharing and co-existence, they welcome others to their Territory. They do this with the expectation that others will respect their land, their ways and the intent of their Treaty.

The band has 810 registered members.

DAYLU DENA COUNCIL (LOWER POST)



*Lower Post
First Nation*

Daylu Dena Council (Lower Post), British Columbia is located along the Alaska Highway, approximately 23 kilometers south-east of Watson Lake, Yukon. The Kasha Daylu Dena Council is comprised of 3 BC Kaska Dena Nations with it's 2 sister nations calling the Yukon Territory home. The Kasha Dena share a common culture based on our clan system, a common language with distinct dialects, a common history tied to our stories, myths, the oral traditions of our Elders, and our traditional laws.

Before Europeans arrived, we occupied and hunted in an area of approximately 240,000 km in parts of what today is known as Northwest Territories, Yukon, and British Columbia.

The band has 160 registered members.

SAULTEAU FIRST NATION



The Saulteau (Anishinabe), Nehiyaw (Cree) and Mountain Dunne-Za (Beaver) people have existed together in this area prior to adhering to Treaty 8 in 1914.

The Saulteau people migrated here from southern Manitoba led by their spiritual prophet who was guided to this location. An agreement was reached with the Dunne-Za to co-exist and live-in peace. The Nehiyawak arrived in different phases and since they already had a foothold as trading partners in the fur trade, theirs became the language of commerce. The Cree language eventually became the primary local language.

Today we are bound by our collective history, worldviews, ancient unwritten laws and our kinship through intermarriage. We maintain our own unique forms of governance, spiritual traditions and connection to land that predates the forming of Canada. From certain angles looking out west from the lake, you can see glimpses of the Twin Sister sacred mountains.

Saulteau First Nation facilities available on the reserve are the band office, band hall, healing center, daycare, Aboriginal Head Start program, Muskoti Learning Centre for grade K4, K5 to Grade 2, and a fully functioning medical clinic with an in-house doctor.

The Band has 1189 registered members.

FORT ST. JOHN



The city of Fort St. John is the largest city in Northeastern BC, with a population of 22,283 and growing. Located on Mile 47 of the Alaska Highway. Originally established in 1794, as a trading post, Fort St. John is the oldest European-established settlement in present day British Columbia. The city's slogan is, "The Energetic City" which highlights the community's mass contribution to oil, natural gas, forestry, agriculture and tourism industries. A member municipality of the Peace River Regional District, the city covers an area of approximately 22 km².

Total population: 22,283

TUMBLER RIDGE



Tumbler Ridge is nestled on the eastern slopes of the Rocky Mountains 100 kilometers south of Chetwynd, BC. With a population of 2,399, the town is located at the intersection of Highway 29 and 52, creating a loop that joins Chetwynd and Dawson Creek. Tumbler Ridge is home to multiple industries including: coal mining, oil and gas exploration and forestry.

Total population: 2,399

HUDSON'S HOPE



Hudson's Hope, with a population of 1,012, is located on the banks of the Peace River and it is nestled in the foothills of the Rocky Mountains. The community is situated between Chetwynd and Fort St. John and the route is very scenic as the highway follows the Peace River. Hudson's Hope is the third oldest community in British Columbia, it is steeped in fur trading history dating back to the late 1700's and the days of Alexander Mackenzie Northwest Company. The Hudson's Bay Company established a trading post there in 1805, but it closed for 57 years to punish the First Nations people for resisting the white man's invasion. The area is one of the richest sites of fossils and dinosaur footprints in the world. Hudson's Hope extends a warm welcome to visitors and entrepreneurs alike, to share their unique northern bounty and hospitality.

Total population: 1,012

CHETWYND

Chetwynd is located at the junction of Highway 97 and Highway 29, 310 kilometers north of Prince George, BC. It has a population of 2,503 and a trading area of about 7000 people. It is situated in the foothills of the Rocky Mountains, Chetwynd was first known as Little Prairie when the first settlers arrived in the early 1900's. The name of the community was later changed and named after one of the early settlers, Ralph Chetwynd. Around the same time the Pacific Great East Railway was introduced to the community, Ralph Chetwynd became the Provincial Highways Minister. In 1952, the first highway was built between Prince George and Dawson Creek. Chetwynd was incorporated as a village in 1962. In 1983, the municipality was reincorporated as a district municipality. Chetwynd is economically strong in oil, gas, coal and forestry industries.

Total population: 2,503



DAWSON CREEK

Dawson Creek is a small city located in northeastern British Columbia. The municipality of 20.66 square kilometers has a population of 12,323. Dawson Creek derives its name from the creek that runs through the community. The creek was named after George Mercer Dawson when his survey team passed through the area in August 1879. Once a small farming community, Dawson Creek went on to become a regional center when the Northern Alberta Railway was extended to the area in 1932. The community grew rapidly in 1942 as the US Army used the rail terminus as a trans-shipment point during construction of the Alaska Highway. In the 1950's, the city was connected to the interior of British Columbia via a highway and railway through the Rocky Mountains.

Total population: 12,323



FORT NELSON



With a population of 810, Fort Nelson is the administrative center of the newly formed Northern Rockies Regional Municipality, a first for BC. The majority of Fort Nelson's economic activities have historically been concentrated in the energy and tourism sectors, and until very recently, forestry. The forests surrounding Fort Nelson are part of Canada's boreal forest. Fort Nelson is on the southwest edge of Greater Sierra Oil and Gas Field.

Total population: 810

W.A.C. BENNETT DAM



The W. A. C. Bennett Dam is a large hydroelectric dam on the Peace River in northern British Columbia, Canada. At 186 metres high, it is one of the world's highest earth fill dams. Construction of the dam began in 1961 and culminated in 1968. At the dam, the Finlay, the Parsnip and the Peace Rivers feed into Williston Lake, also referred to as Williston Reservoir. It is the third largest artificial lake in North America as well as the largest body of fresh water in British Columbia. Williston Lake runs 250 kilometres north-south and 150 kilometres east-west.

ISSET EMPLOYMENT AND TRAINING PROGRAM DESCRIPTIONS

<p>EMPLOYMENT ASSISTANT SERVICES</p> <p>To provide unemployed individuals with services to help them find and keep work; services may include counselling, job search, job placement services and labour market information.</p>
<p>CONFIRMED JOB SUPPLEMENT</p> <p>Intended to provide a supplement for essential work related items and short term training.</p>
<p>SKILLS DEVELOPMENT</p> <p>To purchase occupational skills training courses that will develop basic and/or advanced skills.</p>
<p>SKILLS DEVELOPMENT PROGRAM NON-TRADES</p> <p>Intended to assist individuals who lack specific employment skills to increase their employability.</p>
<p>TRADES & APPRENTICESHIP PROGRAM</p> <p>To assist individuals that are interested in pursuing long term employment in trades.</p>
<p>TARGETED WAGE SUBSIDY</p> <p>To assist individuals experiencing difficulty in finding work benefit from on-the-job experience.</p>
<p>YOUTH INITIATIVES</p> <p>To help youth make the transition into the labour market by providing skills, work experience and access to relevant labour market information.</p>
<p>OPPORTUNITIES FOR PERSONS WITH DISABILITIES</p> <p>To assist persons with disabilities in preparing for, obtaining and keeping employment or becoming self-employed.</p>
<p>PROJECT BASED TRAINING</p> <p>To provide on and off the job training for persons who face difficulties in securing and maintaining employment.</p>
<p>LABOUR MARKET PARTNERSHIP</p> <p>To facilitate partnerships of local resources, for the development of viable responses to long term community needs, and the coordinated application of necessary resources and expertise to meet the objective of community economic development, stabilization and adjustment.</p>
<p>JOB CREATION PARTNERSHIP</p> <p>To provide persons with work experience on projects development in partnership with a community.</p>
<p>FIRST NATIONS CHILDCARE INITIATIVE</p> <p>To increase the supply of quality child care services for children with working or studying parents residing in First Nations communities.</p>



NENAS was incorporated under the Society Act in 1990.

Our Board is comprised of a Director from each of our First Nations communities in our service area and one Urban Representative Director.

BOARD OF DIRECTORS

APRIL 2020 TO MARCH 2021

EXECUTIVE BOARD OF DIRECTORS

**Councilor
Asher Atchiqua**

West Moberly First Nations
Chair of the Board

Jacqueline Reno

Prophet River First Nations
Board Vice Chair

Chief Darlene Hunter

Halfway River First Nation
Secretary/Treasurer

BOARD OF DIRECTORS

Helen Loots

Daylu Dena Council

Councilor Lycrecia Adin

Fort Nelson First Nation

Tonia Richter

Saulteau First Nation

**Ben Cardinal/
Dean Dokkie**

Urban Representative

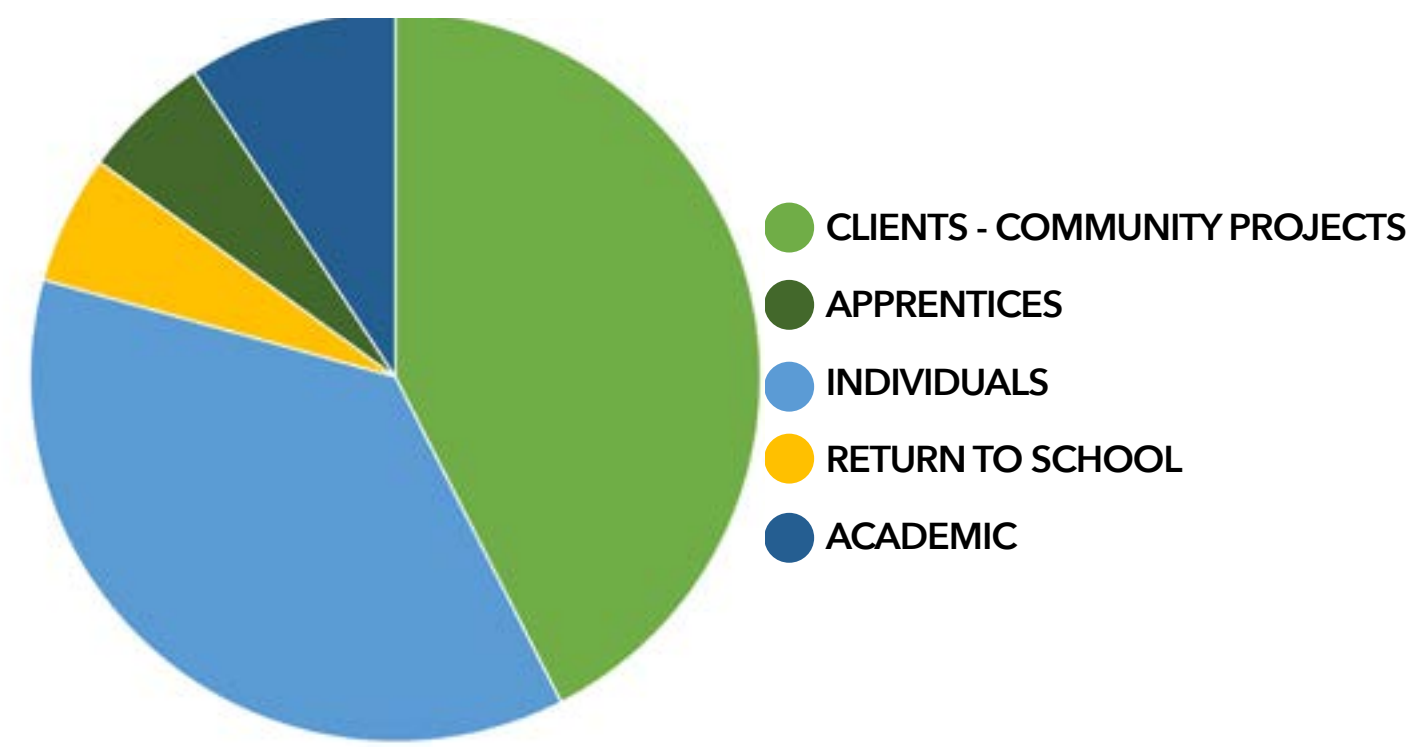
BOARDS AND COMMITTEES

Provincial ISET Association - BC Aboriginal Training Employment Associate Members (ATEAM)	Deanne McLeod
BC Indigenous Post Secondary Education Technical Working Group - Updating the BC Indigenous Education and Training 2020 Framework	Deanne McLeod
North East Regional Workforce Table	Deanne McLeod
UNBC Advisory Committee	Deanne McLeod
BC Indigenous Post-Secondary Education & Training Partners Group (IPSE)	Deanne McLeod
BC Ministry of Social Development and Poverty Reduction Technical Working Group - Updating the BC Career Guide for Indigenous People	Deanne McLeod
The National Skills Match Advisory Committee	Deanne McLeod
Northeastern Indigenous Employment and Training Committee	Deanne McLeod/ Margrit Carter
School District #59 Aboriginal Education Advisory Council School District #60 Aboriginal Education Advisory Council	Margrit Carter/ Deanne McLeod
Northern Opportunities Table	Margrit Carter
Northern BC Tourism Association	Margrit Carter
Alaska Highway Community Society	Shannon Morrow
Aboriginal Head Start Association of BC	Jobin Kulathinal Manu/ Deborah Godler
Northern BC Post-Secondary Education Marketing Strategy Consultation	Shannon Morrow
Forestry Association of BC	Shannon Morrow
Seniors Task Force Team	Carol Paynter

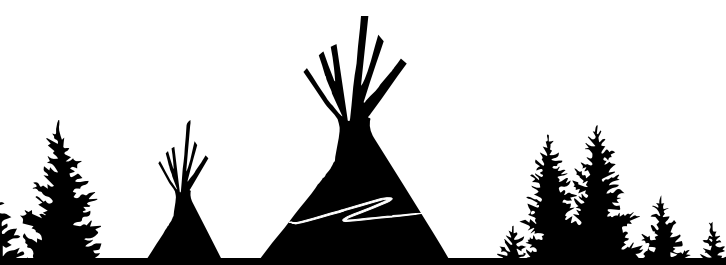
ISSET/ FES INTERVENTION REPORT

INTERVENTIONS	STATUS	NON STATUS	TOTAL
CAREER AND EXPLORATION	200	17	217
DIAGNOSTIC ASSESSMENT	5	2	7
EMPLOYER REFERRAL	1	0	1
EMPLOYMENT COUNSELLING	281	25	306
EMPLOYMENT RETENTION SUPPORTS	2	1	3
GROUP INFORMATION SESSIONS	5	1	6
INTAKE CLIENT ASSESSMENT	354	26	380
JOB SEARCH PREPARATION STRATEGIES	2	1	3
JOB STARTS SUPPORTS	39	6	45
OCCUPATIONAL SKILLS TRAINING - APPRENTICESHIP	6	4	10
OCCUPATIONAL SKILLS TRAINING - CERTIFICATE	15	1	16
OCCUPATIONAL SKILLS TRAINING - DEGREE	3	2	5
OCCUPATIONAL SKILLS TRAINING- DIPLOMA	6	1	7
OCCUPATIONAL SKILLS TRAINING - INDUSTRY RECOGNIZED	118	5	123
PRE-CAREER DEVELOPMENT	6	1	7
REFERRAL TO AGENCIES	6	3	9
SKILLS DEVELOPMENT - ESSENTIAL SKILLS	13		13
SKILLS DEVELOPMENT - ACADEMIC UPGRADING	8		8
WORK EXPERIENCE JOB CREATION PARTNERSHIPS	5		5
WORK EXPERIENCE- STUDENT EMPLOYMENT	25	1	26
WORK EXPERIENCE - WAGE SUBSIDY	9		9
		TOTAL	1206

FUNDING CATEGORIES

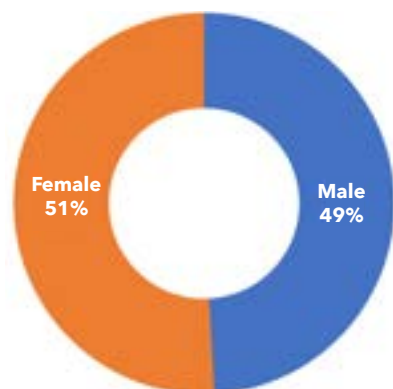


Type	Definition	
Community Projects	Group Training Funds Expended Students	119 Clients - 24 Projects
Individual Training	Funded Training Expended Clients	103
Apprenticeships	Funded Trades Training Clients	16
Returned to School	Funded Students Returning to Post Secondary Programming	16
Academic		26

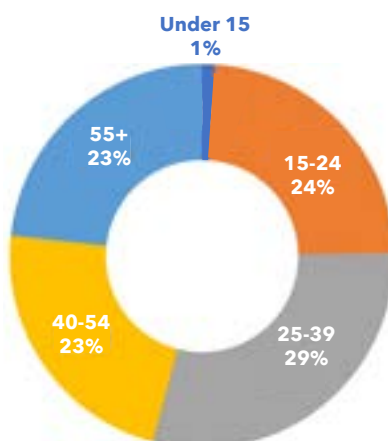


DEMOGRAPHICS

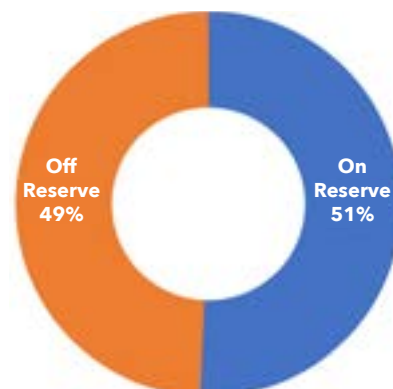
ISET



Gender
Male -116
Female -120

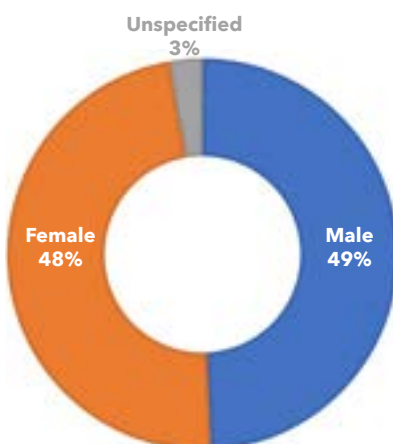


Age Groups
Under 15 - 3
15 to 24 - 66
25 to 39 - 82
40 to 54 - 63
55 plus - 65

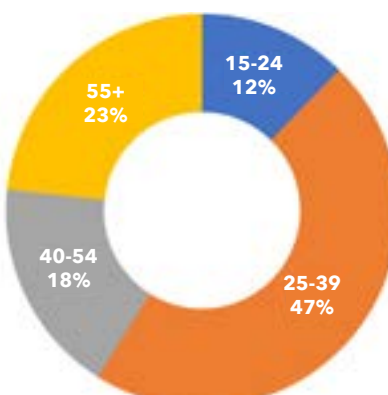


On Reserve - 150
Off Reserve- 146

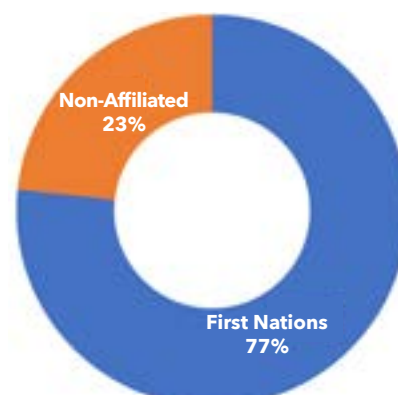
FES



Gender
Male -36
Female-35
Unspecified -2



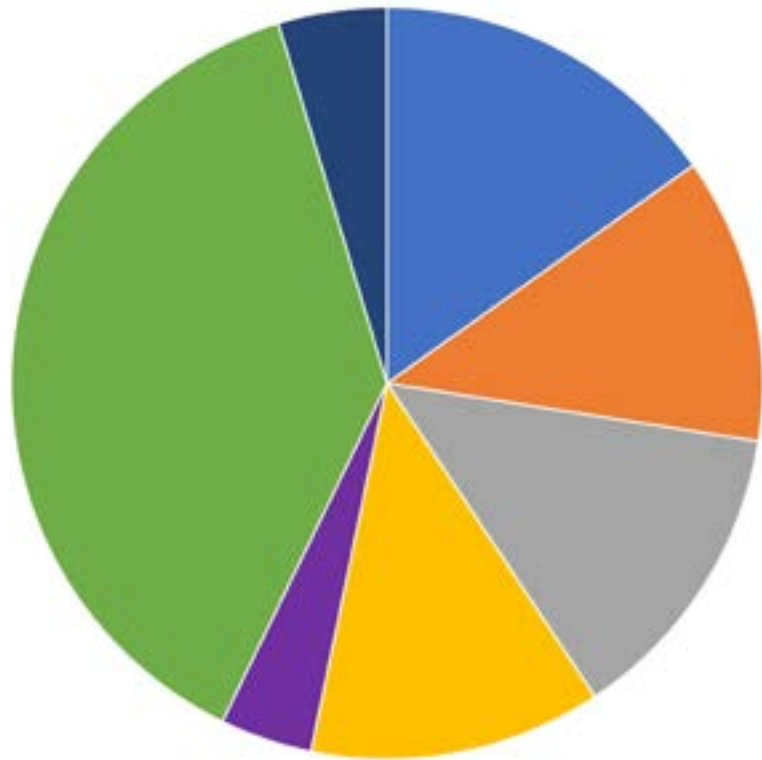
Age Groups
15 to 24 - 9
25 to 39 - 34
40 to 54 - 13
55 plus - 17



First Nations - 56
Non-Affiliated -17

Note: Our Urban clientele is comprised of our surrounding seven First Nation Communities residing in the urban areas.

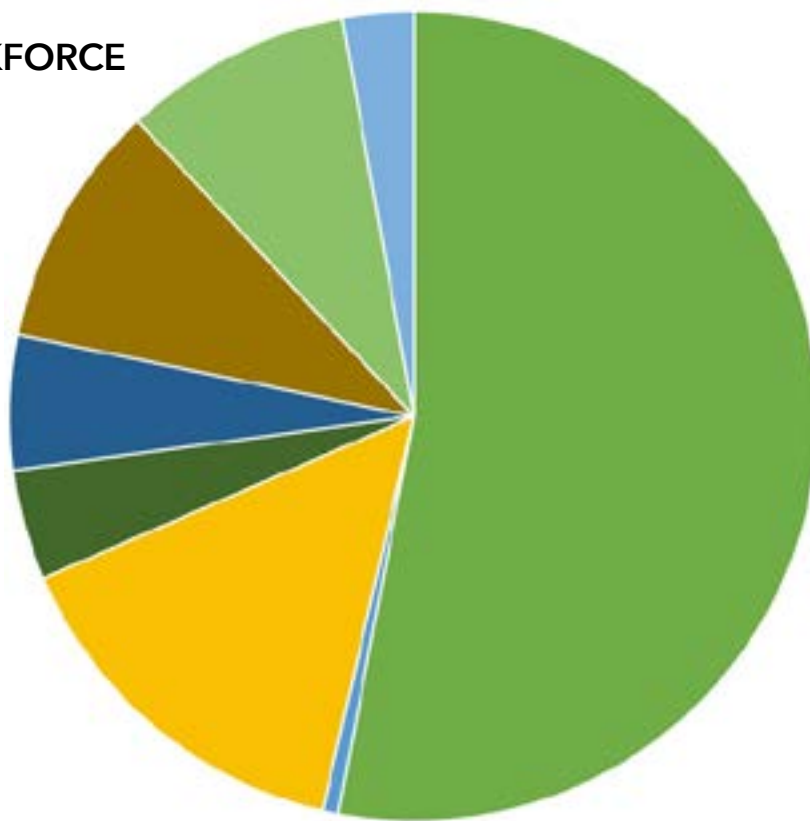
INDIGENOUS SKILLS, EMPLOYMENT AND TRAINING (ISET) PROGRAM SPENDING



Administration	\$382,151.14
EI Core Program Services	\$310,182.39
EI Programs	\$332,806.06
CRF Core Program Services	\$317,198.70
CRF Partnership Development	\$100,032.44
CRF Programs	\$960,760.04
FNICCI Programs	\$117,800.00

ISSET EMPLOYMENT RESULTS (EI AND CRF):

- EMPLOYED
- SELF-EMPLOYED
- UNEMPLOYED
- RETURN TO SCHOOL
- NO LONGER IN THE WORKFORCE
- UNSPECIFIED
- STAY IN SCHOOL
- READY FOR WORK

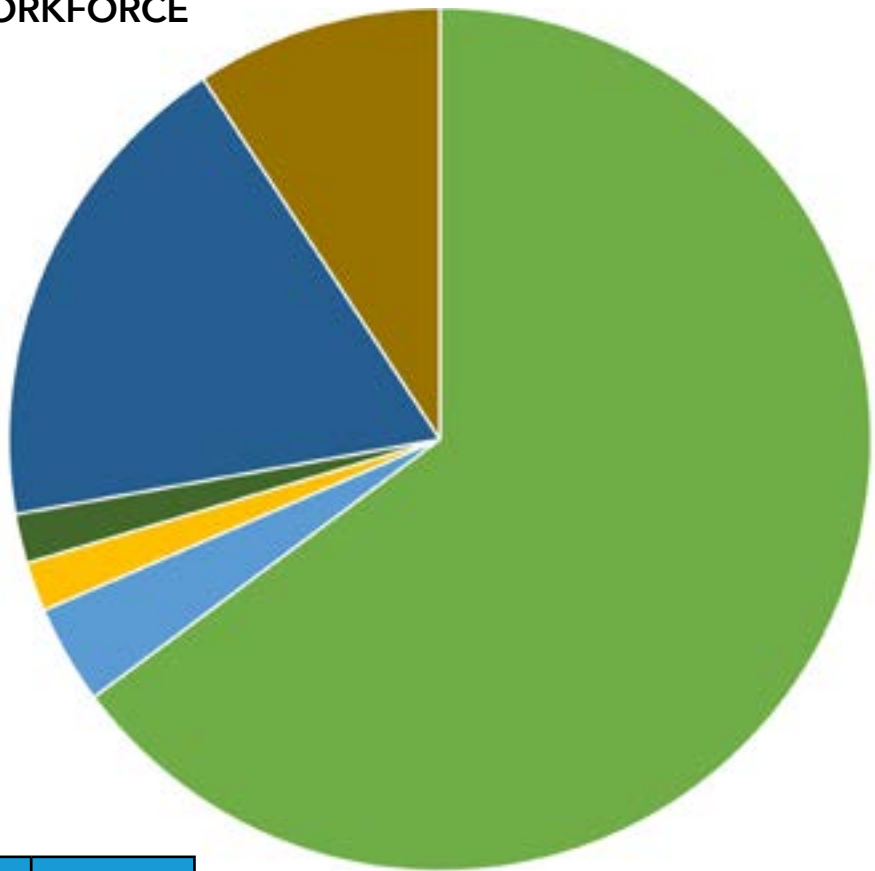


Results	Number of Clients
Employed	168
Self-employed	2
Unemployed	47
Return to School	14
No longer in the workforce	17
Unspecified	31
Stay in School	29
Ready for Work	9

COVID-19 restrictions continued in 2021; however, we were able to have limited capacity in our building for clients when restrictions were lifted to utilize our front-end client services for resumé and cover letter writing, job searches, review the job board, and for job-related on-line training. We served 336 walk-in clients.

FALL ECONOMIC STRATEGY (FES) - URBAN FUNDING EMPLOYMENT RESULTS

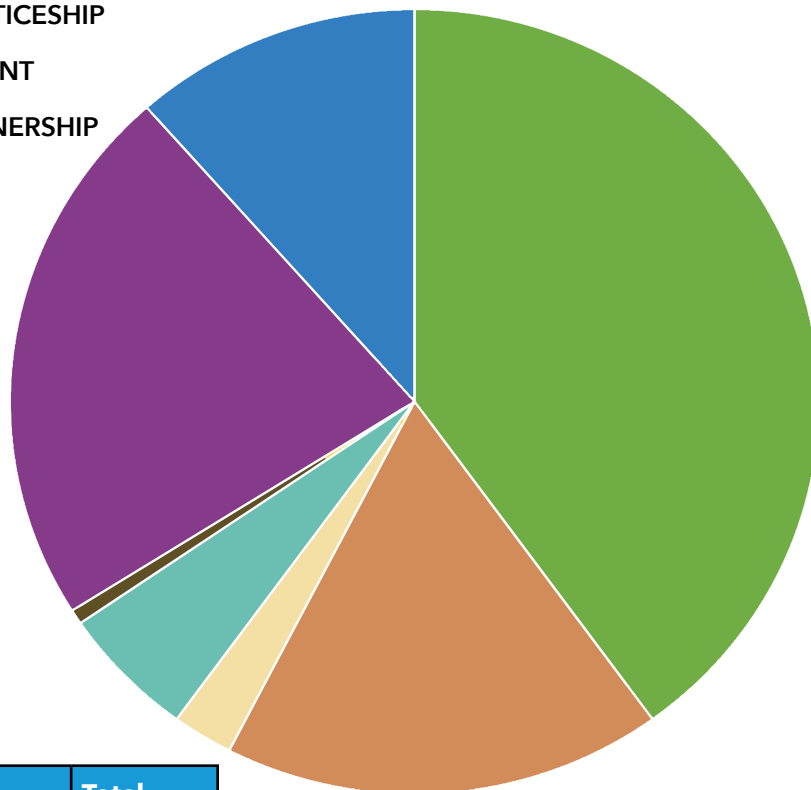
- EMPLOYED
- UNEMPLOYED
- RETURN TO SCHOOL
- NO LONGER IN THE WORKFORCE
- STAY IN SCHOOL
- READY FOR WORK



Results	Number of Clients
Employed	35
Unemployed	2
Return to School	1
No longer in the workforce	1
Stay in School	10
Ready for Work	5

16 Youth
38 Non-Affiliate (Out of Area)

FES INTERVENTION REPORT



Type of Intervention	Total
Client Assessments	66
Occupational Skills Training Industry Recognized	29
Occupational Skills Training - Apprenticeship	4
Work Experience - Student Employment	0
Work Experience - Job Creation Partnership	0
Skills Development - Essential Skills	0
Job Starts Supports	9
Work Experience - Wage Subsidy	0
Diagnostic Assessment	1
Employment Counselling	37
Career and Research Exploration	19

SAS NATSADLE ABORIGINAL HEAD START



The Aboriginal Head Start program is a community-based early intervention program funded by the Public Health Agency of Canada (PHAC). The program focuses on early childhood development for First Nations, Inuit and Métis children and their families living off-reserve.

Since 1995, funding has been provided to Indigenous community-based organizations to develop and deliver programs that promote the healthy development of Indigenous children from 3 to 5 years of age. The program focuses on six core components: Indigenous culture and language, education and school readiness, health promotion, nutrition, social support and parent/guardian involvement.

NENAS is the host agency of Sas Natsadle Aboriginal Head Start (AHS) in Fort St. John. Our program is designed around activities that will give children a successful start in pre-school in areas such as, arts (draw, paint and sing), language (how to communicate, participate in conversation with others), social skills (follow rules and routines, making friends), and physical (catching a ball, jumping).

The AHS Program objective is to:

Help Aboriginal children develop socially, spiritually, emotionally, intellectually and physically.

Inspire children to become lifelong learners.

Support and involve parents/guardians as the prime educators of their children, by increasing their knowledge and understanding in child growth and development.

Ensure that parents/guardians play a key role in the planning, development, operation and evaluation of the program.

Recognize and support extended families in the teaching and caring for children.

Ensure that local Aboriginal culture is integrated into all components of the planning, development, operation and evaluation of the Program.



Receiving fluoride treatments



Drum circle

Teacher Shirley received the Métis Early Childhood Education Professional Recognition Award 2021 for the Northeastern Region. MNBC's Ministry of Education - honoured and recognized her 30 years plus of service and dedication in the childcare field.



SAS NATSADLE ABORIGINAL HEAD START



Arts and crafts are so important and fun for our children's creativity. It focuses on forming new ideas through exploring, discovering, and imagining, and lets the children express their own feelings.





Visit to the bison ranch ^



Visit from the pet store v



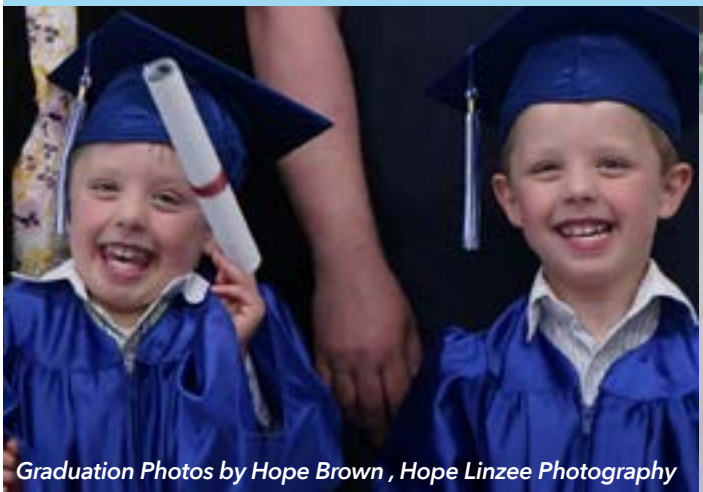
Christmas 2021 at Sas Natsadle Aboriginal Head Start ^



Visit from the librarian v

Through the COVID-19 pandemic, Sas Natsadle Aboriginal Head Start continued to provide our children with the opportunity to learn, grow, and play. Our children have a good capacity to adapt. The teachers made each day fun despite the complications created by the pandemic.

We were excited to congratulate our 15 graduating students in June 2021.



Graduation Photos by Hope Brown , Hope Linzee Photography



FIRST NATION INUIT CHILD CARE INITIATIVE (FNICCI)

The First Nations and Inuit Child Care Initiative (FNICCI) program provides access to child care services to First Nations and Inuit children of parents attached to the labour market that promote and nurture healthy child development through formal child daycare programs and related support services which reflect and promote First Nations and Inuit child-rearing practices. The initiative provides funding to First Nations and Inuit communities to develop and maintain child care spaces.

ACTIVITIES

PHYSICAL DEVELOPMENT:

- *Provide indoor and outdoor activities that encourage the development of large and small muscle skills appropriate to each person in care's level of development*
- *Promote the development of self-help skills.*
- *Encourage good health and safety habits*

INTELLECTUAL DEVELOPMENT:

- *Develop a flexible daily program that responds to the needs and interests of the persons in care.*
- *Provide an environment that facilitates the development of curiosity, reasoning, and problem-solving skills*
- *Provide age-appropriate activities which encourage the development of the following concept-building skills-classifying, ordering, determining the direction, and perceiving spatial relationships.*
- *Provide activities and material that encourage reactive endeavors such as art, music, movement, imaginative play, story-telling, and construction.*
- *Provide activities and materials that foster a greater understanding of the environment.*

LANGUAGE DEVELOPMENT:

- *Model good language and listening skills.*
- *Provide opportunities for persons in care to develop receptive and expressive language skills.*
- *Encourage communication.*

EMOTIONAL DEVELOPMENT:

- *Help persons in care develop a positive self-concept.*
- *Help persons in care develop an accurate perception of self.*
- *Help persons in care express positive and negative feelings appropriately.*
- *Provide a comfortable atmosphere in which persons in care feel proud of their cultural heritage, and cultural sharing are encouraged.*

SOCIAL DEVELOPMENT:

- *Provide an environment for persons in care to work independently and to share and work cooperatively in small groups*
- *Provide an environment that fosters positive behaviour in the person in care.*
- *Help persons in care appreciate differences and respect the personal feelings and property of others.*
- *Provide opportunities for social interactions that help persons in care develop appropriate skills for social relationships.*
- *Provide experiences that facilitate a person in care's feeling of belonging to family, community, and the world at large.*

FIRST NATION INUIT CHILD CARE INITIATIVE (FNICCI)

DEH ZONA DAY CARE

Deh Zona Childcare Center - Funded for 16 Daycare Spaces

- Dehzona Day Care is a licensed childcare center.
- We have 3 children registered in the multi-age child care with 1 ECE/IT, and 1 ECEA with an exemption to act as ECE during lunch and breaks of ECE/IT.
- 6 children are registered in Group Child Care with 1 ECE and 1 ECEA.
- Services Administrator, Leslie Blaikie, is available to act as responsible adult as necessary.
- Head Start Educator, Miranda Dendys, is an ECE and will be used as last resort coverage when pending availability.
- We follow licensing and policy direction, and seek resources to assist in child development.
- Center was closed periodically throughout the year due to the COVID-19 pandemic.

TSUDANE KQ CHILDCARE

Tsudane Kq Childcare Center - Funded for 2 Childcare Spaces

Tsudane Kq Childcare - the program focuses on the six components outlined in the Aboriginal Headstart Program. The structure of the program is around meeting the goals of teaching the six areas. Tsudane Kq program targets the six components on Reserve Program which are Language and Culture, Education, Health, Social Support, Nutrition, Parental and Family Involvement and Educational Component.

The program teaches the children the following: calendar (days of the week, month, seasons), alphabet, numbers, shapes, and colours; large motor skills; learning the Kaska language in greetings, animals, body parts; to brush their teeth after meals and establish a hand-washing routine; daily exercising such as walks or outdoor play (weather allowing); recognizing emotions, and establishing healthy ways to deal with them; learning problem solving skills; and providing the children nutritional snacks and meals.

BRFN HEAD START PROGRAM

Blueberry River First Nation Headstart accessed funding to sponsor Kristian for her Early Childhood Education Certificate. This enables her to work for BRFN and her community which will allow BRFN to reopen their Centre as they have not had a qualified ECE. BRFN is excited to have a member with this certification

DAKII YADZE CHILDCARE CENTER IMPROVEMENT PROJECT (WEST MOBERLY FIRST NATIONS)

The project included operating and maintaining a high-quality childcare program in a safe environment for children with the necessary space, equipment, resources, and opportunities for exceptional child development to occur. We purchased 2 new laptops, staff uniforms, and high chairs. They are a great addition to our program.

Our staff utilize the laptops daily, they are a great help with parent communication, WMFN staff communication, utilizing our HiMama app, creating program ideas, staff professional development, and staff training.

CREE-ATIVE CHILDCARE CENTER IMPROVEMENT PROJECT (SAULTEAU FIRST NATION)

We hired additional part-time staff to help with the development of the land-based learning program.

This position works in the afternoons to allow the morning teacher to plan and develop the land-based program. The new position also works with children in an afternoon after-school, land-based program.

COMMUNITIES SUMMER STUDENT PROJECT



WEST MOBERLY FIRST NATION SAULTEAU FIRST NATION

**West Moberly First Nations and Sauleau First Nation
Summer Student Beautification Project.**

Working with community Elders, youth were engaged in preparing sites for planting seedlings along a trail, developing interpretive signs for each plant; maintaining the care of seedlings planted and planting flowers and shrubs for the golf course.

This project provides the youth with an opportunity to raise awareness of native plants – the many uses as medicine, food source and ceremony, planting, and care and maintenance of the plants. It also teaches teamwork, communication, and planning skills, and the importance and value of developing strong work ethics. This knowledge helps strengthen their culture and traditions for future generations.



COMMUNITIES SUMMER STUDENT PROJECT



HALFWAY RIVER FIRST NATION

- Students continued to learn about recycling.
- One student learned how to set up trail cameras.
- Students maintained the lawns.
- Seven Youth completed this project.



FORT NELSON FIRST NATION

- Three students were hired.
- One junior maintenance worker received experience as a Welder's helper working on small equipment engines, using power tools, and setting up and tearing down for an annual celebration.



BLUEBERRY RIVER FIRST NATION

Seven participating students worked with BRFN Youth Coordinator in July and August 2021 working around the community and the community gardens helping Elders with household garden box programs, community clean-up and beautification, trail maintenance and exploration to plot and build a walking trail; and field trips to Pink Mountain. The Program was beneficial to the community in providing food through the community garden, the youth had to think of ideas to protect the gardens from the wild horses.

The Community and students considered this summer program successful, and parents were elated to have their youth employed in community. For some of the youth, this was their first job. A real connection was made between the youth and the community Youth Coordinator. The youth showed good development of working skills, punctual for work every day, and interacting with the community and their peers in a positive and productive manner.

Due to the excessive heatwave last year, some of the activities will be planned for the 2022 Summer Student Program. One of the best experiences was the youth and Elder connection.

COMMUNITIES SUMMER STUDENT PROJECT



PROPHET RIVER FIRST NATION

The Student Summer Employment Program through NENAS has been a designated priority project for Prophet River because we are an isolated community with limited employment options. Prophet River Students are not in school during July and August. The purpose and main priority of the Student Summer Program for Prophet River First Nation is to help youth who are students to find summer work through wage subsidies and internships with employers that provide youth with skill enhancement and work experience.

The students at Prophet River will benefit from this program by providing access to and learning experiences in the labour market, and teaching work ethics for early transition to adulthood. The main outcome is that a community that is isolated and lacking resources now has employment opportunities for youth who are on summer break. The students can gain skills, work experience, maintain a schedule, create time management, and contribute to their growing community.



BC AEST PROGRAM

Our Urban Indigenous population received occupational career training as crane operators, class 1, 3 or 4 drivers and Heavy equipment operator for long term employment in the areas of mining, hydroelectricity, forestry, and the oil and gas sectors.

The BC Good Jobs report identifies 31 500 job openings in the natural resource sector, 11 000 alone in our area's primary industries of mining and oil & gas extraction. Currently we are seeing a labour shortage for skilled workers for these occupations.

Participants receive Employment Assistance Services, industry specific and vocational safety training. All participants are employed during or after their training.

Delivery areas:

Fort St. John, Dawson Creek, Fort Nelson, Chetwynd, Tumbler Ridge, Taylor, Pouce Coupe

YES

Keeping Elders Connected to Family and Friends through Social Media

Timeline:

12 week program

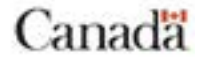
2 days a week 2.5 hrs a day

Day 1 Guest speakers - on topics and general information sessions on program related topics chosen by Elders. We usually have a 3 quick meat Bingo's on this day Elders share the week's homework assignments (see below). If a speaker isn't coming in then we usually do a craft that the Elders found on YouTube or Pinterest.

Guest Speakers: RCMP/Phone Scams, Local Bank on Email scams, Library staff on programs and computer usage, speakers on good mental health to combat isolation etc...



Funded by the Government of
Canada's New Horizons for Seniors Program



Day 2 Technology Learning Day - followed by practice at home

Teaching method: Introduction using YouTube and followed by a lesson with handouts for reference.

*See Facebook Program outcomes below for example.

NOTE: Instructor installs all necessary applications and platforms on Elders laptops with icons on their homepage for easy access. All Elders receive a "Password" note book to keep track of all usernames and passwords.



COMPUTER BASICS FOR SENIORS

Program outcomes: What is it and how do you use it?

How to run your tablet and a home PC. Homepages: Google, Microsoft Edge, Yahoo,

Internet basics

What is a computer application, how are they used and which ones are necessary for running social media programs, common types of social media platforms eg: Facebook, Twitter, YouTube, Instagram, Snapchat, Tiktok,

Introduction and skill building for email

Introduction and skill building for social platforms

YouTube, Facebook, Pinterest

Introduction to virtual and online platforms used in everyday life

- Online banking
- Online ordering
- Virtual Dr calls

Daily Practice

Give Elders "homework" for each day they are not in the classroom to reinforce what they are learning. Eg:

- Look up funny jokes on the internet and send me a joke every day by email
- Give them a YouTube/Pinterest search item for each day of the week then have them share one of their favorites with the class or a fellow classmate.
- Holiday craft ideas are also fun, then do one with class.
- Once they are on Facebook have them add all classmates, family, band homepage, local newspaper etc... as friends and have them contact 1 person each day "Facebook Check in".

Note: We were able to secure tablets through First Nation Health Authority so all the Elders were working on the same device.



INTERGENERATIONAL LEARNING

Program outcome: Sharing knowledge

Elders paired up with a youth kind of like "buddy readers" where the youth can be their FB friend and the youth can share Tiktok, snapchat pics etc daily with their Elder. They can show them how to run the social media platforms.

Our youth are from the high school and the hours spent in the Elders program will be put towards their volunteer/community credits to graduate.

Some Common projects:

- A calendar or booklet Story Telling: Pick a topic and have the Youth and Elder create a poster of the Elders story using Power Point or Publisher, photoshop, Snapchat Geo filter, etc... what ever the student knows and is comfortable with.
- Sharing the Wisdom: Traditional Medicine, Healing plants, community traditions, ceremonies, family traditions, history (back in the day), band traditions, how to.... etc....
- Favorite Recipes - Student adds or draws picture etc.
- My family or Family Trees - with pictures

BLADERUNNERS

Discovery to Trades

8-week BladeRunners/Discovery to Trades Program

Discover your future in Trades:

Millwright

Parts/Warehousing Technician

Industrial Coatings

Electrical

Instrumentation

Cement Mason

Piping

The BladeRunners Program assists with:

- Job Readiness Skills, to include job coaching, resume writing, basic computer skills
- Life Skills, to include setting goals, dress for success, budgeting, etc.
- Tickets suited for your career path (Oil and Gas or Service Industry related tickets)
- Assist with Job Placements and/or Continuing Education
- Assist in overcoming barriers to employment





BladeRunners has been helping youth for more than 25 years, helping more than 1,000 participants gain employment.

BladeRunners assists individuals between the ages of 19 and 30, who live in Northeastern BC and are looking for a job. We provide the participants with 2 weeks of basic safety training which includes First Aid, WHMIS, Fall Protection and many more. While they are in training, they receive a hot breakfast and lunch each day. When they complete their training, we provide them with work gear and tools and then we find employment for them.

Our Job Coaches are on staff to assist participants from the time they enter the program until they no longer need support and for those who take part...Once a BladeRunner Always a BladeRunner!

CRANE OPERATOR TRAINING STIFF BOOM 40 TONNE AND FOLDING BOOM

Matterhorn is an industry leader in Crane and Rigging Training. Their trainers are Certified Journeyman Red Seal Crane Operators. Students graduating from this Program have long-term careers in a thriving oil and gas, and construction industry.

The training consisted of 30% theory and 70% practical training on the most common cranes in the industry. The Certification Assessment was completed by Fulford Certification.

Four Community Members were certified.



PASSING IT ON (ATCO AND ACL)



ESSENTIAL SKILLS PRE-EMPLOYMENT PROGRAM

Participants learned essential skills in preparation for employment opportunities with ATCO and ACL Construction



PROGRAM OVERVIEW

In this 16-week customized ESSENTIAL SKILLS PRE-EMPLOYMENT PROGRAM, the NENAS team worked directly with ATCO and ACL to develop a program that matched their particular employment needs for positions in: ATCO - janitorial, road and grounds labourers; ACL - labourers and junior operators (skid steer, packers, rock truck drivers, and loaders).

Once approved through the Program eligibility requirements, candidates interested in any of these positions were able to apply and interview directly with ATCO and ACL Construction.

PROGRAM DETAILS AND ELIGIBILITY

- * Learn Employment Essential Skills
- * Applicable site safety orientations, safety tickets, and PPE
- * Program consists of 8-weeks in class, and 8-weeks on-site paid Practicum
- * Aboriginal ancestry
- * Complete ARMS Registration Form (at the Intake session with an Employment Assistance Services Officer)
- * Social Insurance Number required
- * Identification - one piece of Government issued photo ID (Status card, Driver's License)
- * Resume with a copy of existing/expired tickets (if available)

Location: NENAS office, and Site C Dam Construction Site in Fort St. John

BC HYDRO ENVIRONMENT TRAINING PROGRAM



The purpose of the Environmental Training program is to:

- Demonstrate the pathway to Environmental Monitoring work at Site C or within the region;
- Provide potential employees with insight into the skills and knowledge required to work as environmental monitors;
- Create opportunities for potential employers to share their expectations and wisdom regarding Environmental Monitoring positions at Site C and within the region;
- Provide time for potential employers to engage with program participants and determine their suitability for environmental monitoring and;
- Ensure that program participants have an opportunity to determine if this work, which includes varied schedules and remote locations is a good fit for their lives and career aspirations.

The project team is comprised of BC Hydro subject matter experts, professional trainers for industry specific credentials, an Essential Skills Practitioner, and Northern Lights College continuing education professionals. The project team has been meeting regularly for months to establish recruitment and

support processes. Additionally, the team has built on knowledge acquired during the Fish Monitoring Program in 2020 to build a robust and relevant workplace training program.

This training will certify candidates who complete the training to participate in the Site C Environmental work that is ongoing during the construction phase of the project, and it is expected to be a busy 2021 Field season.

The training program will have a class size limit of 8 and training will be held off the dam site. Training providers, contractors and participants will be required to comply with the Site C COVID 19 Compliance form and follow safe working procedures. In addition, training providers will uphold COVID 19 WorksafeBC protocols and regulations regarding safe work environments when delivering training.

The Site C Environmental Field Programs are continuing this summer, by offering a safer, restructured plan; candidates will have the opportunity to participate in this seasonal work.

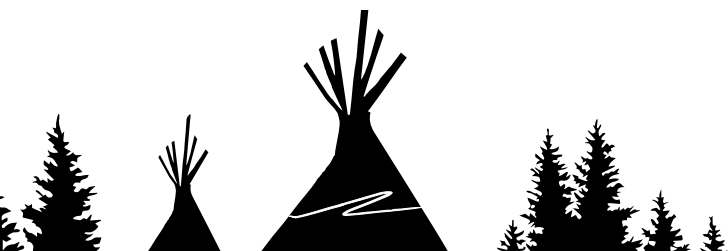
The goal of the program is to provide participants with an opportunity to increase their awareness regarding Environmental Monitoring so they participate in the Site C 2021 Field Work.

Who will benefit?

- The students who complete the program and can become gainfully employed.
- The families in which new employment opportunities are available to support the family's income.
- The community at large with representation from Regional Indigenous communities on the topics of environmental monitoring in Northern BC.
- BC Hydro with Regional representation doing the important work of keeping our waterways healthy.

What is the main outcome?

To provide industry relevant training that will lead to gainful employment.



ABORIGINAL LAND GUARDIANSHIP PROGRAM

The Aboriginal Guardian Program (AGP) is a very practical, field-based 200-hour applied training program that provides participants with skills and abilities in five core skill areas: safety and fieldwork, management, environmental monitoring and construction projects, identification and assessment, and management skills. AGP 'graduates' are qualified and capable to fulfill Land Guardian, Watchman, Field Supervisory, and Land Management positions.

The format of the online AGP is as follows: Fully online, which includes a couple hours (1-3) per day of online training, followed by student-led activities where students complete field assignments (under our guidance and mentoring), collecting notes/data, images and completed field forms. Students then meet back online to share results, data and images and discuss as a group. We've used this 'blended' delivery for the past year with excellent results and feedback. Students really appreciate the opportunity to complete the course close to home in a safe environment, while maximizing their learning with lots of hands-on training.

The role of the Aboriginal Guardian is independent and impartial from that of a contractor or project owner. The Guardian observes, records, and reports upon activities relating to natural resource projects and possesses a suite of skills and abilities in field techniques, communications, safety, and management. However, the Guardian is not an environmental monitor. An environmental monitor is involved in performing the technical aspects (e.g., water quality monitoring, fish, wildlife, and vegetation surveys, monitoring, etc.) of a natural resource-related project.

The Aboriginal Guardian interacts much more with communities, regulators, project personnel, engineers, biologists, and other professionals. They are viewing activities upon the land and water through the lens of Indigenous concerns and rights, and this position entails a considerable amount of written and verbal communication with a very wide range of people. The environmental monitor has a much smaller scope of responsibilities with a focus on monitoring day-to-day construction activities or specific concerns.

The Guardian needs to be familiar with the activities and sampling methods – their efficacy and limitations – of the environmental monitor in order to interpret the results. Thus there is some overlap between the two positions. The relationship between the two is analogous to the apprentice and journeyman process in vehicle repair – the apprentice (environmental monitor) completes the day-to-day tasks but may not see the bigger picture. The journeyman (guardian) may delegate the routine tasks to the apprentice while keeping her their on the bigger picture. Both positions are integral and they rely upon each other.

This program qualifies for the Access to Technology (A2T) program where the students will receive a new laptop for their studies. Students are permitted to keep the laptop upon completion of the program and if it is needed for employment.

Students will also receive up to \$500.00 for PPE/work gear for the field studies portion of the program and employment.



TSE'K'WA HERITAGE SOCIETY CULTURAL HERITAGE & CURATION TRAINING PROGRAM

Tse'K'wa is "Chqde Wuujo" (a good place) where we gather, preserve, and celebrate Dane Zaa language, culture, and heritage. Ts'k'wa is owned, governed, and managed by the Tsekwa Heritage Society (THS). Located on a bluff at the southern end of Charlie Lake, west Fort St. John, the Tsekwa National Historic Site was established in 2015 as unique in Canada and northeastern BC's only National Historic Site with over 11,000 years of human stories documented. The site is managed by the Tsekwa Heritage Society (THS), a collaboration of three Dane-zaa First Nations communities with a vision to share the Dane-zaa stories and culture with the world: Doig River First Nations, West Moberly First Nations, and Prophet River First Nations. The Tsekwa Heritage Society was formed in 2012 and is a registered charitable organization.

Virtual (13&14 July) and Tse'k'wa Heritage Site (14-23 July) at Charlie Lake, BC

Project Activities: The training will have four major components:

Virtual Orientation: The virtual orientation will provide participants with an opportunity to meet co-participants, gain a deeper understanding of program expectations, workplace communications, and develop a sense of team prior to joining together in-person for the remainder of the program.

Dane-zaa Culture Camp: The culture camp will welcome participants to the grounds of Tse'k'wa, introduce them to cultural protocols, and expose them to a variety of Dane- Zaa cultural teachings in order to contextualize the remainder of the program. Activities may include drumming, site tours, Elder storytelling, revitalization of a traditional bushcamp, Dane-zaa language lessons, and creation of Indigenous hand tools using traditional techniques.

Archeology Workshops: The archeology workshops will introduce participants to the basic methods and techniques of archaeology. The workshops will be tailored to the general pre-existing knowledge or experience of the participants, but may include archaeological research and problems of interpretation, archaeological materials, and basic techniques of analysis. Special attention will be given to the archeological artifacts uncovered at Tse'k'wa.

Curation Workshops: During the curation workshops, participants will learn the processes and procedures for cataloguing and curation of artifacts. They will deepen their understanding of the journey of the artifacts and create a personal reflection of their learnings.





**THANK YOU TO ALL OUR PARTNERS
FOR THEIR CONTINUED SUPPORT,
ESPECIALLY DURING THIS UNPRECEDENTED TIME!**



Funded by the Government of
Canada's New Horizons for Seniors Program



CLIENT SUCCESS STORIES

GILBERT ISADORE

Gilbert Isadore – Assisted with Class 2 Drivers License and Employer Partnership – went from a flagger to a bulk truck driver!

“

“Well I must say I am very fortunate to have such a great support from the NENAS organization. I am very thankful for the funding they came up with to help in my journey for a better job opportunity.

Thank you.”

”



CLIENT SUCCESS STORIES

SHEENA RAE FREEMAN

Dear NENAS

Hello, my name is Sheena Freeman, I am an Indigenous woman from treaty 8. I just graduated from the Northern Lights College in Dawson Creek, BC, with my social services worker diploma and I could have not done it without your generous help.

A little about my life and how I wanted to become a social worker. I come from a family of nine, my parents and six siblings. My childhood was not always the best, I grew up around addict parents. My dad died at the age of 13 and I moved to Toronto with my mom and some of my siblings. I got pregnant at the age of 15 and shortly after I had my son the doctors told me that he had holes in his heart and might not make it. When he was four months old, he had a five-hour heart surgery, and the doctors successfully saved his life.

When I turned 19, I became addicted to drugs, I hit my rock bottom when I lost everything in my life at the age of 24. I moved back to Dawson Creek and had the opportunity to start over again and build my life back. I met my hard-working boyfriend, and we had two more kids together who are now five and six. After being a stay-at-home mom for four years, the time was coming to go back into the work force, I knew I wanted a job that I could help people, and I am not going to lie I also wanted a job that I could work 9-5 and home on the weekends.

I had reached out to my band office in northern Alberta to see if they could help fund me for school. It turned out to be harder than I thought. I called countless numbers to try and talk to someone, it seemed like the right person was never there to sign me up for school. After 4 months of calling my band office and always reaching a dead end, I decided to call you guys NENAS. I had met with one of your workers, filled out all the paperwork and within a couple of weeks I was fully funded from you and started my English 099 that summer to up grade and started school full time September of 2019. The feelings I felt finally starting school, excited, overwhelmed, scared but very happy. Going back to school was one of the best decisions of my life.



January 2021 was one of the hardest months I have ever had in my life, that I wish no one would ever have to go through. I lost my baby brother to suicide, overdose. My heart broke, my mind broke and I felt like nothing matter anymore in life. School was the last thing on my mind, and I did not think I was going to go back and finish. I just kept my baby brother in my thoughts, and I knew he would never want me to stop moving forward. It was my last semester of my two years of school, and it took every bit of power I had in my body to push my grieving feelings down to stomach and push my mind back to focused on school.

During the last semester of school, I was able to do my practicum at the Nawican Friendship Centre. It was such a great experience, to see how much the Nawican helps the community and an amazing learning experience. A couple of weeks before my practicum ended the Nawican Friendship Centre offered me a great job. I am now the Family Wellness Coordinator, some of my job duties include, homeless prevention, mental health and addictions support groups, client support, and providing food/hygiene hampers.

I want to thank you again for funding me for school and giving me this great opportunity to give back to my community. I have confidence in myself to succeed at my job because I was able to go to college.



CLIENT SUCCESS STORIES

KERRY-ANN LAVALLEE

Dear North East Native Advancing Society,

I wanted to thank you for the funding and support I received in the 2020/2021 academic school year. Without it, I would not have been able to attend the ABT program at the Northern Lights College and have been able to pass all my courses. I got a job fresh out of college and I am absolutely loving it!

I would personally like to thank Monica for the support I received through the school year and her checking up on me to make sure I was doing good in school (and personally) and if I needed help with anything. I also would like to thank NENA's for being able to fund me for this program, I got laid off due to covid and I didn't know what I was going to do next but with their help I got to attend a college program for a year and start a wonderful new career. You have helped me get one step closer to my future success.

Best Regards,

Kerry-Ann Lavallee

CLIENT SUCCESS STORIES

CLAYTON DAVIS

Clayton Davis

NENAS

NLC College Campus

11401-8th Street Dawson Creek, BC

V1G 4C2

RE: Monica Gardner, Employment Assistant Services Officer

To Whom It May Concern,

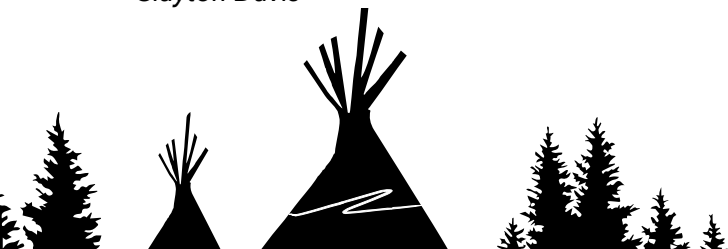
Please allow me to introduce myself. My name is Clayton Davis I am a band member from the Saulteau First Nations, located at Moberly Lake, BC. I am currently twenty-two months into my Recovery Program from my Drug and Alcohol Addiction.

When I was participating in the Treatment Program offered by the Northwind Wellness Centre (NWCC), Monica made a presentation on behalf of NENAS regarding the services offered. During her informative and entertaining presentation, she presented the "Transition-to-Work Inventory" pamphlet (TWI). The aforementioned pamphlet produced results and an insight into my career choices, which were directly influenced by my interests throughout my life. Each of the identified careers which were identified as being a possible career choice based on my input were careers, I had previously worked at! I recommend the TWI for anyone who is going through any transitional phases in their life.

Monica also mentioned NENAS's funding opportunities for people interested in updating their skills and education. After she answered a couple of my questions regarding this, I immediately decided that I would apply for funding assistance and return to school. When I successfully completed my treatment program and commenced with my Recovery Program, I contacted Monica regarding accessing NENAS funding. During our initial meeting Monica, provided me with the funding requirements and tasks I needed to proceed with obtaining funding, enrolling in the Social Worker Diploma Program at the Northern Lights College. Throughout this period Monica was always readily available to meet and/or speak with me regarding this process. She promptly returned my calls and was informative and helpful, when I was trying to work my way through the various tasks, she ensured I did my due diligence and actively participated in fulfilling my obligations in a respectful manner.

Even though I am being sponsored by my nation, Monica was instrumental in my acceptance and placement in the program of my choice at the Northern Lights College. She continues to provide me with guidance and support. In my view she went over and beyond her duties to assist me. I would not be where I am if it were not for her. I would like to express my thanks and appreciation for her hard work and dedication to my situation.

*Sincerely,
Clayton Davis*



CLIENT SUCCESS STORIES

DARRYL ARNDT

Thank you, NENAS Dawson Creek, for the sponsorship in starting my career in the plumbing trade.

Shortly after starting my new job as an apprentice plumber, I was told about NENAS from a friend. After making an appointment to see Monica, I was given a check list of materials I needed to get back to further the process of my application.

Once all required information was in, Monica went well above and beyond, as it was a challenge to find an open first year course. Many calls and college applications were filled out. Finally, after a few months, I received a call from a college with an opening. Once again, with Monica's hard work, tuition was sponsored, flights were booked with accommodations for my stay were looked after.

Thank you, Monica, for the hard work; I know your hard work benefits many people giving them opportunities that would be hard to reach without you and the NENAS program.

*Sincerely,
Darryl Arndt*

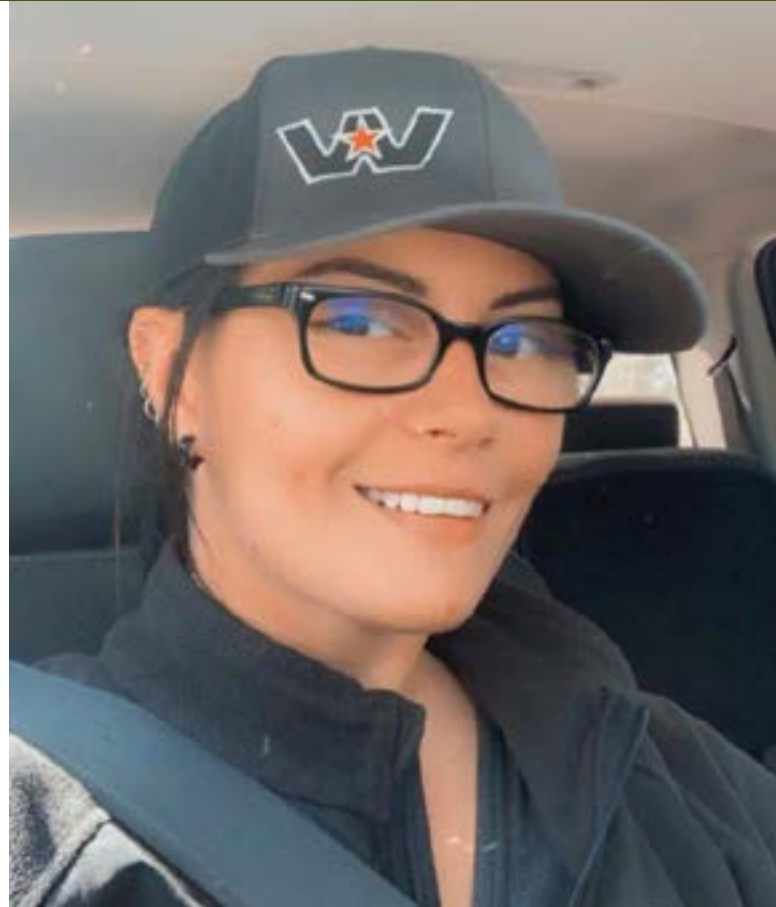
CLIENT SUCCESS STORIES

SAM BAILEY

In November of 2012, I started a job at a repair shop in Fort Nelson, BC. Little did I know at the time it would become an amazing career. The parts trade is not only a trade, it is designated as an interprovincial Red Seal endorsable trade. After being employed with the company for 3 years I had enough hours to start going to school for my level 1, 2, and 3 parts training. After contacting my band back in NL for funding I was denied solely because I was not in the province. After a little research, thankfully I found NENAS.

The funding process was extensive, but not difficult. There was someone there every step of the way to help. Because I was in Fort Nelson, the closest school available for the training I had to take was in Langley, BC. Meaning, that I would have had to take a layoff from work and leave my family for a while. I found another option through a school in Saskatchewan that offered classes online. I was able to work and "go-to" school. You are given from September to May per level for the online program, but because it was self-paced and I am the way I am, I was able to finish level one and level 2 technical training online through Saskatchewan Polytechnic by April 2016. The level 3 program from Saskatchewan Polytechnic wouldn't start until September and I was already on a roll, so again, I chased down another option to get it done faster. I applied at Kwantlen Polytechnic in Langley, BC to start the 3 weeks of level 3/ Red Seal training in late May. NENAS helped me get all of this done, I'm sure I had them pulling their hair out at how fast things were happening. By June 2016 I received my Red Seal Parts person endorsement which led me to further my career in different positions in the trade such as shipping and receiving, front and back counter sales, procurement, outside part sales, and now, an instructor for the school that started it! That part of the story is next.

After all of that, I was still hungry for more, I love my trade and wish that more people got into it. I was missing something though, so I decided I wanted to go back to school to further my career in some sort of business or leadership role. This is known as the Blue Seal endorsement for the trades. To get this endorsement, you must have training specifically in management and leadership skills, as well as a certain number of hours of practical



use of these skills. I contacted my old instructor from Saskatchewan Polytechnic to ask for more information on their leadership training because of the online platform, and that somehow turned into a job opportunity. At that time, I did meet the bare minimum for employment, having my Red Seal for 2 years, but by taking this Indigenous Leadership program I will be better prepared to step into a classroom. There are quite a few benefits of me taking this program, the leadership skills it teaches will help me are going to be paramount for dealing with adult students, it also qualifies me to teach multiple programs and courses, plus, the pay bump is a pretty good deal too.

At the time when I applied to the program the job was not a guarantee. The blue seal was something I wanted before I had even considered changing fields because it would have prepared me for an entry-level management position. Just like the first time I had applied for funding, it was extensive, but not hard. I had a bit of a later start than I had wanted due to a family emergency. I couldn't start the course until mid-late October. There are 8 classes in this program, at this point, on November 26, I have completed 2, partway through one, and expect to have at least two more done by the end of the year.

Thank you NENAS for your support over the years!

CLIENT SUCCESS STORIES

SHEENA

“

A friend recommended me to NENAS in order to get funding for schooling. There I met Monica and she has helped me every step of the way from helping me fill out papers to believing in me when I didn't think I could keep going.

Thank you, Monica and NENAS, for helping me achieve my opportunity in the career I wanted.

”





Fort St. John
Dawson Creek
Fort Nelson

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