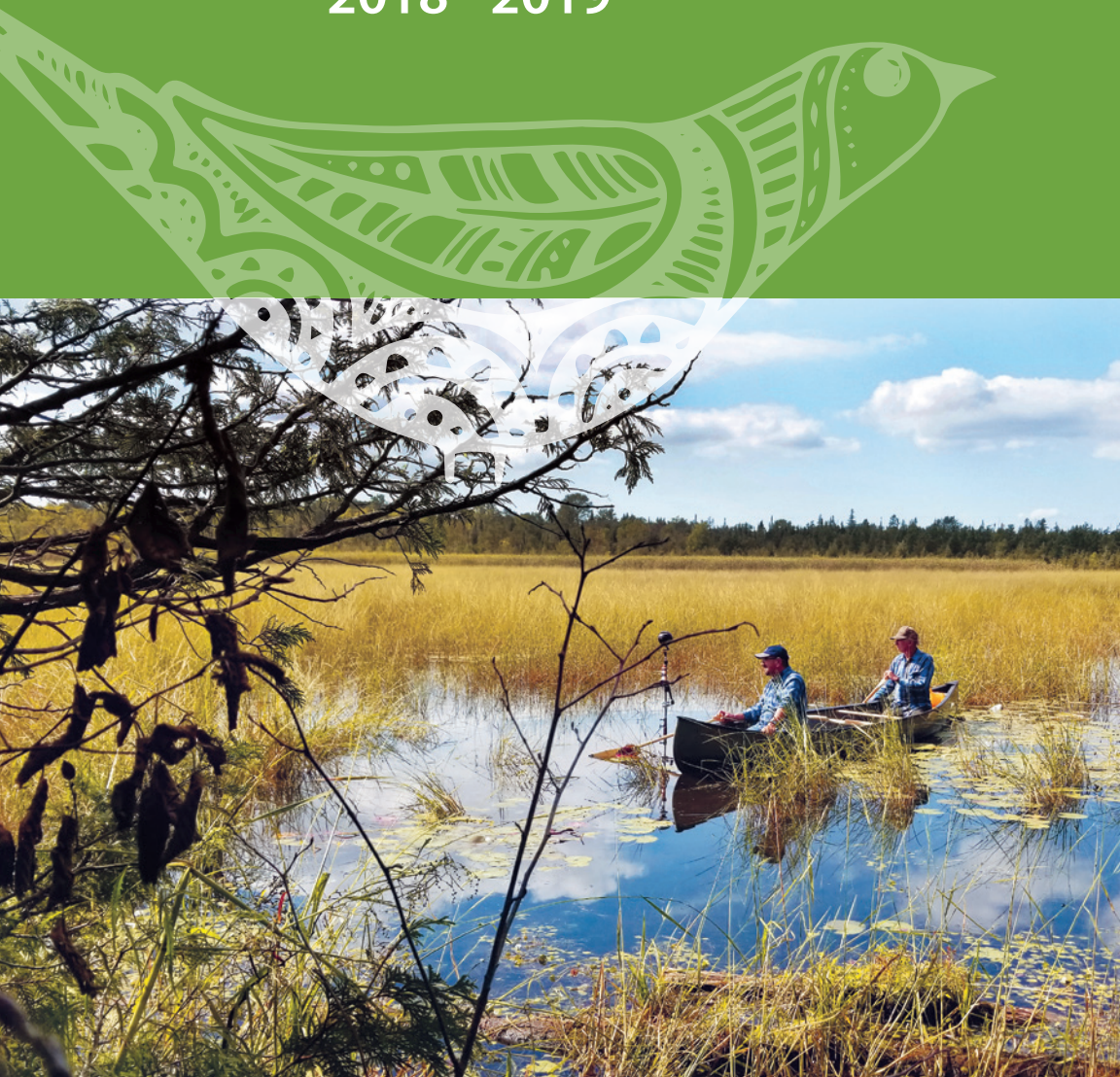




# ANNUAL REPORT

## 2018 - 2019



# WELCOME MESSAGE

We are very pleased to present our stakeholders with our 2018 - 2019 Annual Report.

Our team is very proud of what we have accomplished together in the last year in order to bring responsive and transformative education to First Nations, Métis, and Inuit learners across Canada.

We are extremely proud of our students for their many successes. From the decision to attend post-secondary, through to academic and personal achievements met through our distinct delivery model of braided learning and healing, there is truly much to celebrate.

Our learners continue to thrive with our distinct intensive delivery model, which underlines the importance of Indigenous Knowledge, identity, worldviews and traditions, as well as co-learning.

We are helping to sustain, build capacity, and enhance our communities with dignity and integrity. FNTI is helping to address gaps in our country's educational, social, economic and health outcomes through Indigenous-directed education, and we serve 172 of 667 First Nations, Métis and Inuit communities across Canada, and 102 of 129 in Ontario.

FNTI is actively committed to redressing the legacy of residential schools and advancing the process of Canadian reconciliation. The Truth and Reconciliation Commission of Canada's calls to action help to guide us as we continue to plan extraordinary and culturally-driven programming and services in accordance to the Indigenous Institutes Act, 2017.

We assure our stakeholders that future generations will always have access to a high-quality Indigenous post-secondary education at FNTI; one that effectively satisfies the educational, cultural, social and spiritual needs of our learners.

Congratulations, nya:wen and miigwetch to our learners, alumni, cultural advisors, instructors and staff for this year's successes.

We thank our Board members for their focused engagement, which enables FNTI to exemplify excellence in all that we do. We appreciate their support of our collective effort to maximize the strength of communities as we increase momentum in the Indigenous post-secondary sector.

**Ralph C. Brant**  
Chair, Board of Directors

**Suzanne Katsi'tsiarihshion Brant**  
President

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# ABOUT FNTI

The First Nations Technical Institute (FNTI) is an Indigenous-owned and governed post-secondary institute with nearly 35 years of rich history of delivering programming rooted in Indigegogy and Indigenous ways of knowing.

Our community-driven approach, coupled with our intense program delivery method, allows our Indigenous learners to maintain connections to family and community while they study and prepare for their future careers.

FNTI is a not for profit, registered charitable organization, accredited by the World Indigenous Nations Higher Education Consortium (WINHEC), a member of Colleges and Institutes Canada (CICan), and is undergoing the process of an organizational review with the Indigenous Advanced Education and Skills Council (IAESC).

FNTI has over 4,000 graduates with certificate, diploma and degree credentials issued in partnership with recognized Ontario colleges and universities. The Institute will begin the delivery of standalone Bachelor's degrees in 2020 in accordance with the Indigenous Institutes Act, 2017.

## OUR LOGO



The Great Tree of Peace represents the Haudenosaunee's Great Law of Peace. The eagle that sits atop the tree symbolizes watchfulness and a need to be ever-vigilant and farseeing, and to ensure the peace, the union, and the constitution of the Haudenosaunee is protected. The war club symbolizes the burial of weapons of war and continuing peace and union. The lower belt is modeled after an existing friendship wampum belt which confirms the pure path of peace and friendship between Anishinaabe and Haudenosaunee peoples.

## VISION

Healthy, prosperous and vibrant learners and communities through transformative learning experiences built on a foundation of Indigenous Knowledge.

## MISSION

To share unique educational experiences, rooted in Indigenous Knowledge, thereby enhancing the strength of learners and communities.

## VALUES

### **Indigenous Worldviews, Knowledge and Values**

We incorporate Indigenous worldviews, knowledge and values into all of our programming and activities.

### **Transformative learning**

We provide learners the opportunity to critically reflect on their own purpose, gifts, assumptions and belief systems in order to facilitate autonomous thinking, personal growth and self-determination.

### **Learner Success**

We commit to the success of our learners and this drives our program deliveries, policies, as well as learner and operational supports.

### **Innovation**

We continually evolve our programs and operations to facilitate sustainability, improvement and positive change.

### **Inclusivity**

We value and practice sharing, authenticity, transparency and integrity in all our relationships.



# 2017–2020 STRATEGIC PLAN

The FNTI Board of Directors developed the following plan to inform and direct the Institute’s focus and activities until the year 2020. Key to the plan was the identification of three pillars that represent strategic priorities. A new strategic plan will begin development in 2019, which will be guided through a lens of sustainability based on academics, student enrollment, and corporate services.

## Strategic Priorities – 3 Pillars:

DEDICATION TO OUR LEARNERS	COMMITMENT TO OUR PEOPLE	INVESTMENT IN OUR FUTURE
<ul style="list-style-type: none"><li>• Implement the enrollment management strategy</li><li>• Advance Indigenous Knowledge</li><li>• Strengthen and advance our learner-centred focus</li><li>• Initiate institutional analysis and planning</li><li>• Renew WINHEC accreditation and obtain IAESC accreditation</li><li>• Create a formal attraction and retention strategy</li></ul>	<ul style="list-style-type: none"><li>• Strengthen and align resource systems, processes and programs</li><li>• Develop a human resources strategy</li><li>• Implement a performance evaluation process/system for all employees and the Board</li><li>• Create and implement a communication strategy and plan</li></ul>	<ul style="list-style-type: none"><li>• Maintain and increase financial stability and sustainability</li><li>• Increase institutional capacity</li><li>• Identify and enhance all government and stakeholder relationships</li><li>• Create/improve campus and housing infrastructure to accommodate growth</li></ul>



# RESPONSIVE EDUCATION

In 2017, FNTI participated in the co-creation process to develop the Indigenous Institutes Act, 2017, which provides full recognition to Ontario's Indigenous Institutes and ensures operational funding. FNTI is very excited to begin delivering standalone bachelor's degrees in 2020.



## FNTI'S APPROACH

FNTI provides culturally-responsive post-secondary education that supports the self-empowerment, healing, identity formation, and capacity of Indigenous Peoples and communities across Canada.

Conventional models of education are founded on a traditional business model, which perpetuates the ideal that the greatest student and the best worker is the one who carries out their work in school or industry with high efficiency and consistency.

FNTI has reshaped this model to reflect a method of program delivery that ensures increased access to employment skills, high-quality education rooted in Indigegogy, and Indigenous ways of knowing.

Indigenous learners participate in programs that are rooted in traditional knowledge based on enhancing education as medicine for the mind, body and spirit. We value the adult learning model and view our learners as already possessing many gifts, expertise, experience, and knowledge. They are always invited to share their knowledge equally in the Indigenous classroom.





PROGRAM	CREDENTIAL	GRANTING INSTITUTION
Early Childhood Education	Ontario College Diploma	Canadore College
Mental Health and Addiction Worker	Ontario College Diploma	Canadore College
Social Service Worker	Ontario College Diploma	Canadore College
First Peoples' Aviation Technology – Flight	Ontario College Advanced Diploma	Canadore College
Bachelor of Arts, Public Administration and Governance	Degree	Ryerson University
Bachelor of Social Work	Degree	Ryerson University
Professional Master of Public Administration	Graduate Degree	Queen's University
Master of Social Work	Graduate Degree	Wilfrid Laurier University
Bachelor of Arts and Science Indigenous Sustainable Food Systems	Degree	First Nations Technical Institute
Bachelor of Indigenous Social Work	Degree	First Nations Technical Institute
Bachelor of Health Sciences in Indigenous Midwifery	Degree	First Nations Technical Institute

## PROGRAMS+

FNTI students are anchored in an inclusive environment and are surrounded by cultural advisors, faculty, staff and industry professionals to help them attain a culturally-relevant educational journey that reflects each learner's self-identity. These aspects of cultural integration augment mainstream program delivery. FNTI students meet cultural as well as post-secondary program vocational learning outcomes and employability skills.

FNTI provides culturally relevant teachings, practices and curricula to ensure that Indigenous learners see themselves and their realities reflected in their classes, program delivery and student supports, including:

- Welcoming the presence and guidance of Elders/cultural advisors in the classroom.
- Encouraging inclusive educational experiences through the use of sharing, learning and healing circles.
- Employing Indigenous and adult-friendly methodologies.
- Ensuring that Program Advisory Committees benefit from feedback from Elders, cultural advisors, Indigenous academics, Indigenous professionals, community representatives, alumni and other related stakeholders.
- Providing learner and employee access to FNTI's Cultural Resource Room.



## LEARNER ACCESS INNOVATIONS

FNTI strives to remove barriers in order to make high-quality educational opportunities accessible to all Indigenous learners by:

- Offering admissions support for learners with academic upgrading and/or transitioning. Mature learners who do not hold an Ontario Secondary School Diploma (OSSD) or are missing specific credits required in the post-secondary admissions process are eligible for mature student testing and/or prior learning assessment and recognition.
- Providing a range of financial support referrals and bursaries to learners facing financial barriers. During the 2018 - 2019 fiscal year, 46 FNTI bursaries were awarded, totalling \$34,728.
- Delivering in, or near communities, to enable learners with family and community responsibilities to be close to home, and to lower overall education costs. FNTI has delivered programs all over Ontario – in First Nations, in mid-sized urban centres, and in rural communities. Program delivery locations are selected to meet learner demand and promote access to education.
- Providing intensive class schedules that enable learners to maintain employment responsibilities, family, and community commitments. FNTI works with our post-secondary partners to develop an intensive class schedule for programs. Classes usually take place over a one-week period (five days) every month. Flexible schedules allow learners to continue working while building community capacity and increasing their skills and employability.
- Designing alternative access pathways into our post-secondary programs. For example, FNTI Social Service Worker graduates are eligible to be admitted in the Bachelor of Social Work program with advanced standing; admission to the Public Administration and Governance program is open to all mature Indigenous learners who then complete two post-secondary certificates to gain admission into the Bachelor degree program.

## LEARNER SUPPORT SERVICES

At FNTI, we provide academic, personal, and cultural support to all learners. All programs have access to our I.M. Well program, which helps to direct students to various internal and external sources of assistance in a way that works best for them. The program integrates various campus and community services for students, giving them access to an Elder, cultural advisor and/or student success facilitator, and/or community supports based on their individual needs. Learners are supported to overcome their challenges 24/7, whether they be academic, financial, health-related, or personal in nature.

# 2018–2019 HIGHLIGHTS

## INDIGENOUS WORLDVIEWS

### Consultation to the House of Commons, Parliamentary Standing Committee on Transport, Infrastructure and Communities

FNTI Chief Flight Instructor Jo-Anne Tabobandung was invited to participate as one of three panel experts presenting to the committee in February 2018, which was instructed to undertake a study of flight training schools in Canada. The committee was mandated to identify the challenges that flight schools are facing in providing trained pilots to industry, and to determine whether the infrastructure available to flight schools meets the needs of the schools and the communities where they are located.

### Canadian Council of Aviation and Aerospace (CCAA)

In February 2018, Chief Flight Instructor Jo-Anne Tabobandung attended a CCAA round-table discussion on the current and future participation of Indigenous persons in the aviation and aerospace sector in Canada. She also attended a joint CCAA and Transport Canada labour summit in October 2018, which focused on innovative ways to engage First Nations, Métis and Inuit populations to participate in the aviation industry.



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### First Contact Screening at Queen's Park

Honouring Indigenous Peoples (HIP), a branch of Rotary International, hosted a screening of the APTN series *First Contact*. The screening was held at the Lieutenant Governor's Suite at Queen's Park for MPPs and a variety of stakeholders. The Honourable Elizabeth Dowdeswell was a wonderful host, and fully demonstrated her interest in, and commitment to, the healing process between Nations. FNTI's Dr. Dan Longboat attended and spoke eloquently about the important work HIP is doing to support Indigenous educational efforts and encouraging all Canadians to be aware of Indigenous issues, history and culture.



## Parliament of the World's Religions

FNTI was invited to participate in Parliament of the World's Religions (POWR), the oldest and most diverse global interfaith event. In total, close to 8,500 individuals from 81 countries participated in the Toronto Parliament and our information kiosk attracted many visitors. President Suzanne Brant did a presentation on traditional medicines and practices.



## Kingston Agricultural Fair

Our love of Indigenous food systems found us setting up an info booth at the Kingston Fall Fair. Busloads of school-aged children stopped by to learn about the Haudenosaunee Three Sisters teachings and receive a specially designed t-shirt.



## Engaging Elders

We place immeasurable value on the teachings of our Elders and recognize the importance of recording their stories and experiences in order to archive and protect Indigenous Knowledge, tradition and culture for our future generations. During the winter of 2019, many Indigenous Elders visited FNTI to share and learn. We documented their words in audio and video formats for use in curricula and to further build our Indigenous Knowledge library.

## Community Day

Each year our FNTI's pilots in training make many flights over Tyendinaga Mohawk Territory. We appreciate the generosity and understanding of our community. Community Day is one way we say nya:wen for your support!

## Fly-In Breakfast

Organized by First Peoples' Aviation Flight students, word was sent out to Ontario's pilots that breakfast was being served as a fundraising event. FNTI was pleased to host several pilots, and \$600 in proceeds went to the local Sandy Pines Wildlife Centre.

## Media Engagement

FNTI was very fortunate to be on CBC's radar in 2018. Our stories were told by CBC North who called several times to interview Aviation students partaking in their first solo flights. Tyendinaga Mohawk Territory was also selected as a location to film an episode of *Still Standing* with Canadian actor and comedian Jonny Harris. A portion of the episode was shot at the Tyendinaga Aerodrome where Jonny joined Chief Flight Instructor, Jo-Anne Tabobandung, on a flight over our community. Prior to it being aired on CBC primetime, we enjoyed a public screening at the Mohawk Community Centre.

## TRANSFORMATIVE LEARNING AND LEARNER SUCCESS

### Roundtable on Aviation

The Honourable Marc Garneau, Minister of Transport, hosted a roundtable at FNTI's Tyendinaga Aerodrome in August 2018. Discussions took place on the importance of female recruits and Indigenous Peoples in the aviation industry. The event brought together Indigenous students enrolled in FNTI's unique First Peoples' Aviation Technology – Flight program, as well as industry leaders. The group discussed barriers and other training issues facing these populations, as well how existing education opportunities could support future recruitment and retention within the aviation sector.



## 34<sup>th</sup> Annual Ontario Native Education Counsellors Association Conference

FNTI attended the 34<sup>th</sup> annual ONECA conference in Thunder Bay, Ont. in order to meet and discuss tools and programs designed specifically to improve education and counselling services for Indigenous students.



## Preserving Indigenous Knowledge

With a commitment to documenting and protecting Indigenous Knowledge, FNTI sent a film crew to the Mohawk Valley to capture interviews with Knowledge Keepers and visit sites of historical importance to the Haudenosaunee people. The content is intended for use in curricula and will be stored in a repository of Indigenous scholarly work.

## Food Systems Roundtable

In July 2018, FNTI hosted a roundtable conference focused on the knowledge, traditions and understanding of Haudenosaunee food systems. Indigenous minds came together – Elders, innovation and sustainable development experts, educators and scientists – with the goal of developing FNTI's standalone Bachelor of Arts and Science Indigenous Sustainable Food Systems.



## Aboriginal Diabetes Initiatives Resources Workshop

FNTI'S Suzanne Brant and Dr. Dan Longboat conducted a three-day workshop, which included exploring challenges and solutions relating to modern wellness and Indigenous traditional foods. A short medicine walk was carried out and participants worked together to create a medicinal skin salve to take away with them.

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## Indigenous Learning Centre (ILC)

In response to expanding capacity and our need for space, plans were made to retrofit an unused building at the Tyendinaga Aerodrome. The renovations saw the north side of the building transformed into classroom space, briefing rooms, common space, meeting rooms and a fully-equipped kitchen. The exterior of the Centre includes a rustic cabin to serve the sweat lodge and a post and beam gazebo to facilitate outdoor ceremony. Retrofitting the ILC has provided a much-needed home for learners, faculty and staff, and new space for classes, meetings and presentations.



## Residence Complex

Finishing touches were completed at the residence complex located at the Tyendinaga Aerodrome, including a breezeway connecting the living quarters with the kitchens. Decking levels were added to tie the complex together and patios were newly furnished to provide residents with plenty of outdoor common space. In 2018 our former residence was decommissioned. The space it occupied is now slated to become the footprint for a new net-zero campus building.



## Energy Efficiency

LED lighting was installed throughout all FNTI facilities to reduce our energy consumption, while providing clean, soft lighting. FNTI is taking action against negative climate change. Also in keeping with FNTI's commitment to energy efficiency, solar runway lights were installed along the runways at the Tyendinaga Aerodrome.



## Digital Signage

New signage was installed at both the Old York Road building and at the Airport Road Campus. With this digital signage, messaging and program information are easily uploaded, which makes communication between campuses and externally to our community quick and effective.

## Habitat for Humanity

Employees from FNTI participated in a building project on Tyendingaga Mohawk Territory with Habitat for Humanity. Staff members joined cross-functional construction teams to help build two homes for community members in need.



## INCLUSIVITY

### Enrolment and Alumni Map

FNTI's new digital map was launched in February 2019, chronicling the Institute's student and alumni reach into communities across Canada. We are constantly analysing data in order to guide decision-making for responsive education and enrich the profile of our Institute, the communities we serve and our learners.

### Indigenous Languages Unveiled on FNTI Website

FNTI understands the critical nature of language preservation. In 2018, FNTI added Cree, Kanien'kéha and Anishinaabemowin languages to most of its website content. This effort highlights the significance of language revitalization for FNTI, its students, alumni, employees and partners. Preserving mother tongue education ensures the continuation and transmission of culture, customs and history from generation to generation.

# FINANCIAL REPORT

## Statement of Operations (Condensed)

Revenue	2019	2018	2017
Grants and Contracts	\$8,073,083	\$5,335,765	\$4,350,780
Tuition	\$827,085	\$723,547	\$700,889
Other Income	\$296,639	\$276,594	\$234,961
<b>Total Revenue</b>	<b>\$9,196,807</b>	<b>\$6,335,906</b>	<b>\$5,286,630</b>
Expenses			
Salaries, benefits, staff training	\$5,075,155	\$3,488,847	\$2,675,919
Program and Administrative	\$2,746,413	\$2,128,452	\$1,741,873
Amortization/Impairment	\$366,503	\$408,733	\$153,109
<b>Total Expenses</b>	<b>\$8,188,071</b>	<b>\$6,026,032</b>	<b>\$4,570,901</b>
<b>(Deficiency/Excess of Revenue over Expenses)</b>	<b>\$1,008,736</b>	<b>\$309,874</b>	<b>\$715,729</b>

## Statement of Financial Position (Condensed)

Assets	2019	2018	2017
Current	\$4,873,035	\$5,620,474	\$3,221,660
Property, Plant and Equipment	\$2,710,928	\$1,695,671	\$805,805
<b>Total Assets</b>	<b>\$7,583,963</b>	<b>\$7,316,145</b>	<b>\$4,027,465</b>
Liabilities			
Current	\$2,324,999	\$2,995,206	\$727,315
Long-term debt	\$39,442	\$770,433	\$78,884
Deferred Contributions	\$585,734	\$56,100	\$36,734
<b>Total Liabilities</b>	<b>\$2,950,175</b>	<b>\$3,821,739</b>	<b>\$842,933</b>
Fund Balance	\$4,633,788	\$3,494,406	\$3,184,532
<b>Total Liabilities and Fund Balance</b>	<b>\$7,583,963</b>	<b>\$7,316,145</b>	<b>\$4,027,465</b>



FNTI generated an excess of revenues over expenses of \$1,008,736 for the year ending March 31, 2019. \$309,874 last year.



Revenues were \$9.19M consisting mainly of grants and contracts \$6.33M last year.



\$8.18M in operating expenditures this year mainly of salaries and benefits. \$6.02M for 2018.

## Statement of Financial Position

as of March 31, 2019

FNTI assets totalled **\$7.58M** (\$7.31M in 2018).

Cash and temporary investments totalled **\$2.47M** (\$3.09M in 2018).

FNTI liabilities totalled **\$2.9M** (\$3.82M in 2018) and its fund balance was **\$4.6M** (\$3.4M in 2018).

## Working Capital

as of March 31, 2019

FNTI's working capital, calculated as current assets less current liabilities, was **\$1.6M** (\$1.9M in 2018).

FNTI's current ratio, a measure of its ability to settle current liabilities, was 1.72 (1.65 in 2018).

A current ratio of 1.72 means that there were \$1.72 of current assets available to settle each dollar of current liabilities.



# BOARD TRAINING

FNTI's Board of Directors is committed to continuous improvement. Training workshops were held each quarter to ensure comprehensive governance.

# COMMUNITY ENGAGEMENT

FNTI contributes to strengthening the Mohawks of the Bay of Quinte, and other communities, by operating:

- Tontakaiê:rîne (It has become right again) Tyendingaga Justice Circle
- Workshops responding to the needs of community agencies and organizations in Tyendingaga and other First Nations, Métis, and Inuit communities.
- Corporate training in customer service, interviewing and career readiness.

# TONTAKAIÊ:RÎNE TYENDINGAGA JUSTICE CIRCLE

For over ten years, Tontakaiê:rîne (It has become right again) has been a community-driven program funded by the Ministry of Children and Youth Services offering two main programs for qualifying youth aged 12-17.

Programs include Restorative Initiatives, which offers culturally-appropriate programming for youth who come into conflict with the law, as well as Extra-Judicial Measures, which is a pre-charge program that focuses on ways that youth can be diverted out of the youth criminal justice system. Education and consultations to the wider community in the areas of Indigenous restorative processes are also offered.

The Adult Restorative Initiatives program works with the Indigenous adult population to provide culturally-relevant services to those who have come into conflict with the law. The focus is on healing, reparation, positive reintegration, and crime prevention awareness.

More recently FNTI and Tontakaiê:rîne have partnered with the Ministry of the Attorney General to offer new programming. These programs expand upon FNTI's commitment to assist Indigenous Peoples in conflict with the law.



# GOVERNANCE

The membership of FNTI consists of the Chief and Council of the Mohawks of the Bay of Quinte, FNTI's current directors, and retiring directors in good standing (for three years).

FNTI is governed by the FNTI Board of Directors.

## 2018–2019 Board of Directors

- Ralph Brant, Chair – Tyendinaga Mohawk Territory, Ont.
- Jennifer Neepin, Vice Chair – Tyendinaga Mohawk Territory, Ont.
- Winston R. Brant, Secretary/Treasurer – Tyendinaga Mohawk Territory, Ont.
- Kate Brant, Director – Tyendinaga Mohawk Territory, Ont.
- Donna Loft, Director – Tyendinaga Mohawk Territory, Ont.
- Doug Green, Director – Tyendinaga Mohawk Territory, Ont.
- Pam Detlor, Director – Tyendinaga Mohawk Territory, Ont.

# ACKNOWLEDGMENTS AND AFFILIATIONS

## Funders

- Ministry of Training, Colleges and Universities
- Ministry of Children, Community and Social Services
- Ministry of Attorney General
- Indigenous Services Canada
- Social Sciences and Humanities Research Council
- Employment and Social Development Canada

## Donors

- Anglican Church Women – Kingston
- New Mercy Ministries
- Ontario Public Service Employees Union (OPSEU)

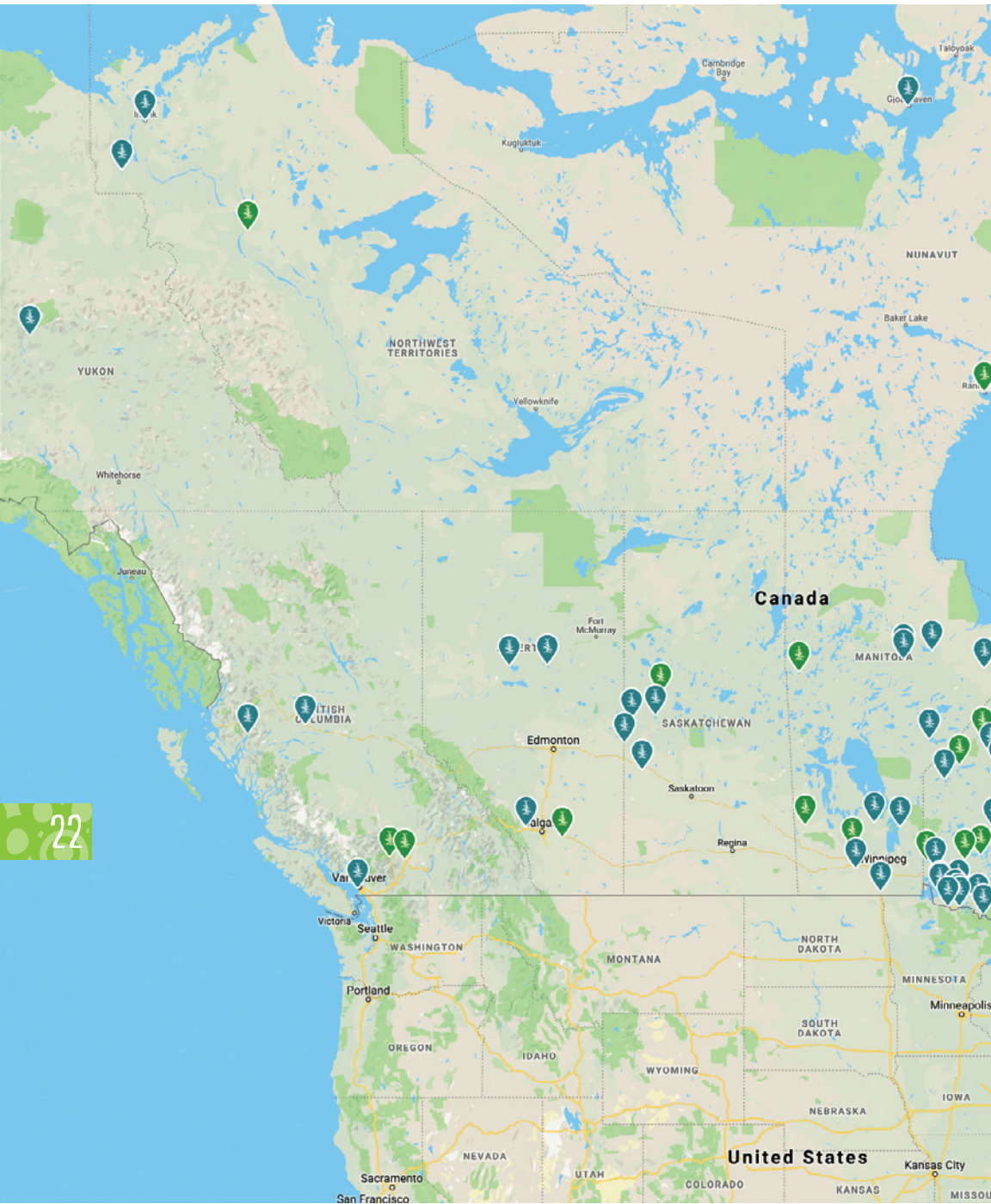
## Affiliations

- Ontario College and University Partners:
- Canadore College
- Queen's University
- Ryerson University
- St. Lawrence College
- Wilfrid Laurier University

## Accreditation and Associations

- Colleges and Institutes Canada (CICan)
- Indigenous Advanced Education and Skills Council (IAESC) -- Pending
- World Indigenous Nations Higher Education Consortium (WINHEC)

# FNTI Enrolment & Alumni Map







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