



Annual Report

2020-2021

www.FNTI.net

Welcome Message

She:kon, Aaniin, Greetings,

We are very pleased to present our stakeholders with our 2020-2021 Annual Report.

On behalf of the Board of Directors, we want to express our gratitude to the staff of FNTI for your ongoing commitment to our learners. What we have accomplished together in the last year, especially with the unprecedented challenges we have faced in our Nations with the global pandemic, is something that justly deserves acclamation.

Our students have adapted admirably to virtual classroom delivery and are continuing to achieve success. This year's graduation rate is 99%. From their decision to attend post-secondary, through traditional classes steeped with braided learning, teaching and healing, to persisting through virtual delivery, there is truly much to celebrate.

Our learners continue to thrive with our distinct delivery model, which provides wrap-around student support through the learning continuum. All of our programs are grounded in Indigenous Knowledge, identity, worldviews and traditions guided by our Indigenous scholars and elders.

The unbeatable team of FNTI staff and our learners continue to build capacity and enhance our communities with dignity and integrity. Together we are addressing and correcting the educational gaps in our country's educational, social, economic and health outcomes through Indigenous-directed education.

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

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

We thank our Board members for their focused engagement and unwavering support, which has empowered us to provide students across Canada with uninterrupted, culturally-grounded Indigenous post-secondary education.

Ralph C. Brant
Chair, Board of Directors

Suzanne Katsi'tsiarihshion Brant
President

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About FNTI

FNTI, also known as the First Nations Technical Institute, is an Indigenous-owned and governed post-secondary Institute with over 35 years of rich history delivering programming rooted in culture and Indigenous ways of knowing.

Our community-driven approach, coupled with our program delivery methods, allows 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 Indigenous Advanced Education and Skills Council (IAESC) and the World Indigenous Nations Higher Education Consortium (WINHEC), as well as a proud member of Colleges and Institutes Canada (CICan).

FNTI has over 4,100 graduates with certificate, diploma, degree and graduate degree credentials issued in partnership with recognized Ontario colleges and universities. The Institute plans to begin delivering standalone Indigenous programs in 2022 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.



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 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 of our relationships.

FNTI's Approach

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

FNTI has reshaped the post-secondary education model to reflect methods of program delivery that ensure increased access to Indigenous Knowledge and employment skills through high-quality education.

Learners participate in programs that are rooted in traditional ways of knowing, transforming education into medicine for the heart, mind, body and spirit.

We value the adult learning model and view our learners as already possessing many talents, skills, expertise and knowledge. Our classrooms provide a safe space for learners to share their gifts with their peers and FNTI team members.

▶ Wrap-Around Support

Each course is supported by an instructor, cultural advisor and student success facilitator, all of whom ensure that Indigenous learners can see themselves and their realities reflected in their experience. This team ensures that each learner receives wrap-around support to meet vocational learning outcomes, Indigenous learning outcomes and essential employability skills within their field of study.



▶ Intense Delivery Mode

FNTI strives to remove barriers to create culturally grounded, high-value post-secondary education opportunities available to Indigenous learners across Canada.

Most of our programs* are structured in intense delivery mode, meaning that students can expect to move through a four-week delivery schedule, taking 1-2 full-time post-secondary courses every four-week period. This intensified class schedule enables learners to maintain employment responsibilities, family and community commitments while studying.

*Excluding First Peoples' Aviation Technology -- Flight and work placements.

▶ 4-Week Delivery Schedule*

*Excluding First Peoples' Aviation Technology -- Flight and work placements.

Foundations Week (Week 1)

During the Foundations Week, students are assigned a variety of activities, most notably readings, recordings and self-assessments, to prepare them for the following Live Instruction Week. Many courses will include a graded assessment before moving into the Live Instruction Week. The work assigned during the Foundations Week is mandatory to ensure that students are prepared for the learning outcomes and Indigenous learning outcomes associated with the Live Instruction Week. During the Foundations Week, students can complete the work on their own schedule, at times convenient to them.

Live Instruction Week (Week 2)

Over the course of the Live Instruction Week, students are engaged in scheduled learning activities for full days. Students can expect to receive a class schedule, between 9 a.m. - 4 p.m., during which time they can anticipate being engaged in live (synchronous) classes. During this time, faculty members, cultural advisors and student success facilitators will provide live instruction and support to learners. Students may also be assigned mandatory graded team work, peer evaluations and self-guided exercises during this time frame.

Consolidation Week (Week 3)

On their own time, students will complete items assigned during the Live Instruction Week to represent a culmination of their learning understanding from the Foundations and Live Instruction Weeks. Learners must meet deadlines set by faculty, but work can be carried out at times that are convenient to the student.

Administrative Week (Week 4)

Course grading is finalized by faculty to confirm that the student has met all course learning outcomes and Indigenous learning outcomes, and final grades are remitted to the registrar's office.



SAMPLE MONTH 1

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

SAMPLE MONTH 2

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SAMPLE MONTH 3

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

2020-2021 Programs

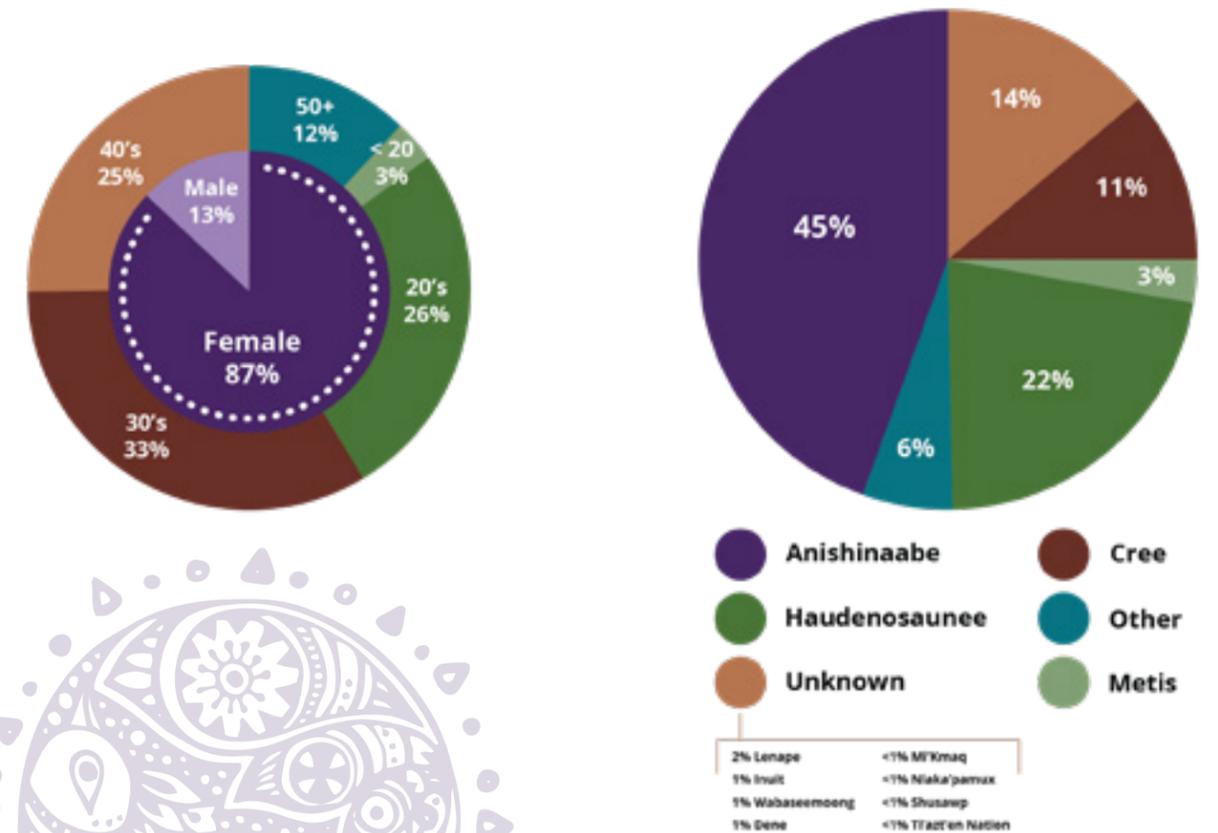
Program	Credential	Granting Institution
Early Childhood Education	Ontario College Diploma	Canadore College
First Peoples' Centre Technology - Flight	Ontario College Advanced Diploma	Canadore College
Mental Health and Addiction Worker	Ontario College Diploma	Canadore College
Social Service Worker	Ontario College Diploma	Canadore College
Social Work	Bachelor's Degree	Ryerson University
Public Administration and Governance	Certificate, Bachelor's Degree	Ryerson University
Public Administration	Master's Degree	Queen's University

COMING SOON!

8 Standalone Indigenous Programs	FNTI
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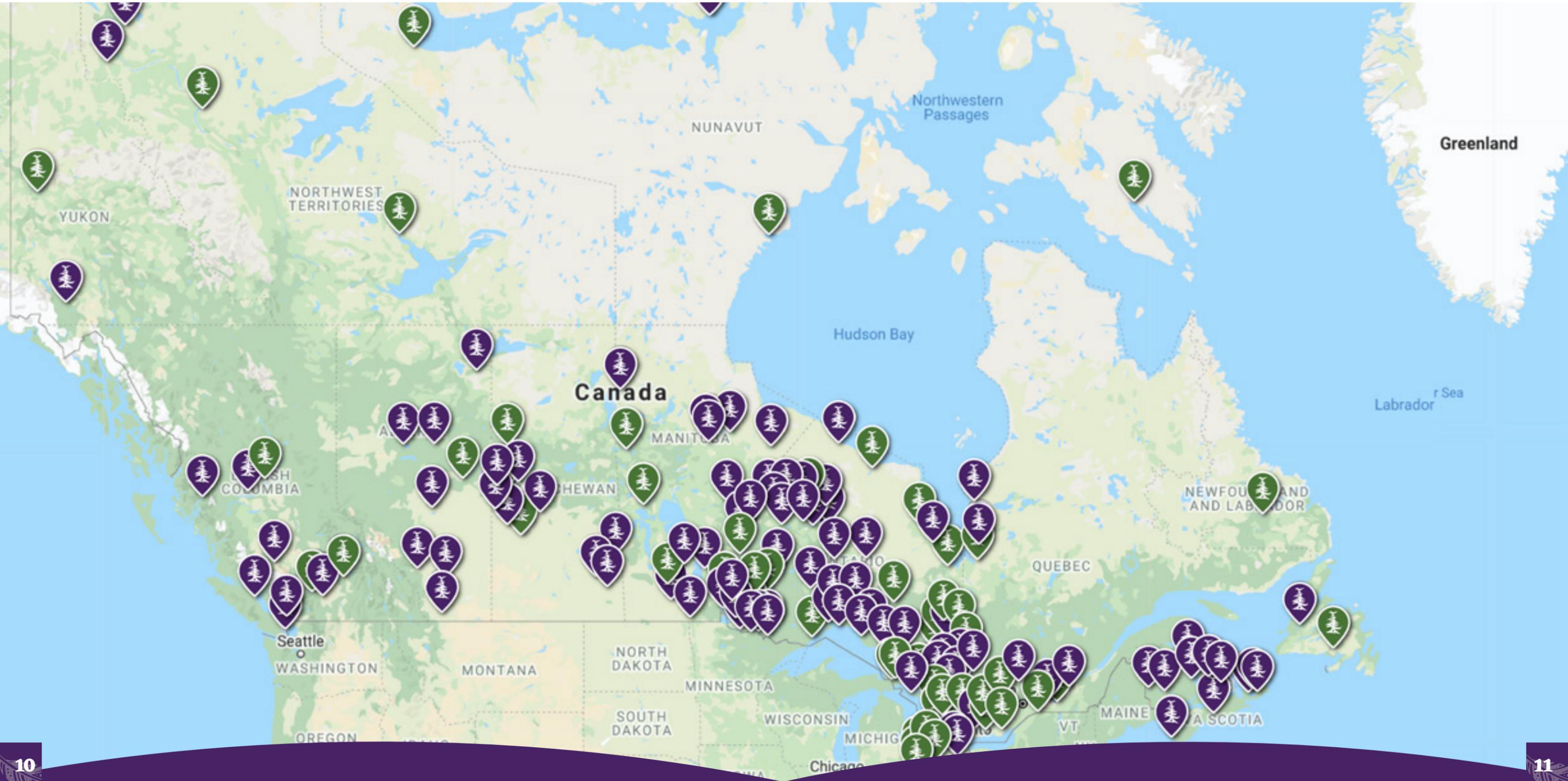
Student Demographics



FNTI Enrollment and Alumni Map

 = Active Students

 = Alumni Students





Milestones

▶ 35th Anniversary

FNTI was federally incorporated as the First Nations Technical Institute on July 31, 1985. In commemoration of our 35th anniversary, FNTI created a logo to honour this significant occasion.



Due to pandemic-related social distancing requirements, our celebration plans shifted to an online broadcast event in October, 2020. We were honoured to welcome dignitaries, guest speakers from various sectors, employees, students, alumni and community partners.



Building Capacity

▶ IAESC Accreditation

In February 2020, FNTI received its institutional accreditation from the Indigenous Advanced Education and Skills Council (IAESC) following a comprehensive review. This exciting development represents the actualization of the *Indigenous Institutes Act, 2017*, an acknowledgement of the *United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), 2007*. It means that FNTI, and our sister Indigenous Institutes in Ontario, now have the legal right to confer our own standalone post-secondary credentials. As leaders in the unique sector of Ontario Indigenous post-secondary education, we have realized our goal of Indigenous control over Indigenous education.

▶ Standalone Indigenous Programs

Our academic teams have been preparing to submit four standalone degree programs to IAESC for program accreditation – Bachelor of Indigenous Sustainable Food Systems; Bachelor of Health Sciences, Indigenous Midwifery; Bachelor of Indigenous Social Work; and Bachelor of Indigenous Justice. An additional four standalone programs, inclusive of certificate and diploma programs, are also under development, including Bachelor of Education, Indigenous Language, Indigenous Languages Specialization; Addressing Trauma Certificate; Family Violence Prevention Worker Certificate; and an Indigenous Leadership program.



▶ COVID-19 Adaptions

FNTI closed its administrative offices on March 16, 2020 due to the COVID-19 pandemic, and immediately implemented remote work policies and procedures. Staff were provided with the equipment and specialized software required for an optimal work-from-home environment. This allowed for effective continued collaboration and teams adjusted to working together virtually to brainstorm, update and support one another on behalf of our learners. We have determined that due to the absence of a ventilation system in the York Road Campus building, and the potential associated health concerns, staff will continue to work from home until further notice.

The transition to remote work was further aided by having previously switched most of its systems to cloud-based solutions. Additional security measures were sourced and implemented for financial transactions and record keeping.

To ensure that all of our plans were aligned with COVID-19 response requirements and guidelines, we established an Online Delivery Task Force. Cross-functional teams developed a conceptual framework for virtual program deliveries to ensure the same high-level of academic rigour, extensive skills training, exposure to culture and ceremony, access to mental health and student success supports were available as during face-to-face delivery.

A learning management system (LMS) called D2L/Brightspace was purchased to create a safe, controlled and learner-centric platform for the virtual delivery.

In our aviation program, we altered our delivery schedules to meet COVID-19 protocols, by incorporating virtual learning practices for academic courses and ground school training. For experiential training components, we adjusted the number of learners scheduled to attend on-site flight training.

To ensure the safety of our staff and students and business continuity at the Aviation Campus, we deployed a Panbio Rapid Testing Program, available through the Government of Ontario. The 8-week pilot project provided an additional layer of COVID-19 screening. Results will support an increased understanding of how rapid antigen testing can be deployed more broadly to support provincial response activities.

Outside of the classroom, we also recognized the importance of tending to the well-being of ourselves, our families and our communities during periods of isolation. To this end, we provided diverse workshops, virtual ceremony and access to professional supports in order to maintain wellness. We acknowledge the support provided by the Ontario and federal governments.

▶ Aviation Receives \$4.9M Funding Agreement

In year two of a \$4.9M three-year contribution agreement between FNTI and Federal Economic Development Agency for Southern Ontario, FNTI's First Peoples' Aviation Technology -- Flight program received delivery of four single-engine Cessna 172's and one twin-engine Piper Seminole. In order to double student intake and expand program capacity in this three-year term, we also increased hiring for roles in flight instruction, dispatch, aircraft maintenance, ground school operations, student success and cultural advising.



▶ Digital Learning

FNTI was the recipient of the Ministry of Colleges and Universities' Virtual Learning Grant, intended to improve digital content, digital capacity, digital fluency and/or digital delivery of virtual learning and programming. FNTI's Online Delivery Task Force worked very hard to digitize all of our curricula with ensured quality assurance and academic rigour. We developed an intensive course storyboard process to align vocational and cultural learning outcomes for each college program course. We hired a number of positions to expand our breadth and capacity to deliver our programs virtually. We continue to plan to hire for roles that support enhanced coordination for our learning management system platform, accessibility considerations and to prepare for future digital projects including online library resources and ongoing licensing for journals and reference materials.

▶ Growth Across Departments

Overall, FNTI created 38 new positions, both permanent and contract. This growth has brought increased capacity across all departments.

Our Aviation team has been able to fill a skilled labour shortage by hiring graduates of the three-year advanced diploma program to fill vacant positions, and they are looking to community to hire skilled trades for aircraft maintenance.

Across all disciplines of study, we encourage graduates to submit applications to join our departments throughout FNTI.

“Traditional teachings and ceremonies have helped me rediscover myself, my connections, and helped me live a good way of life. The knowledge I learned during this program has helped me as I grew as an individual, as a mother and as a wife. I want to be able to help make the same difference in the lives of those around me and to share the knowledge I learned on my journey. It's crucial to help ourselves, so that we may be able to help others. I'm uncertain what the future will bring but I'm more confident in my ability to help those in need.”

Cassandra Valliere-Leonard
(White Owl)
Cochrane, ON
Social Service Worker



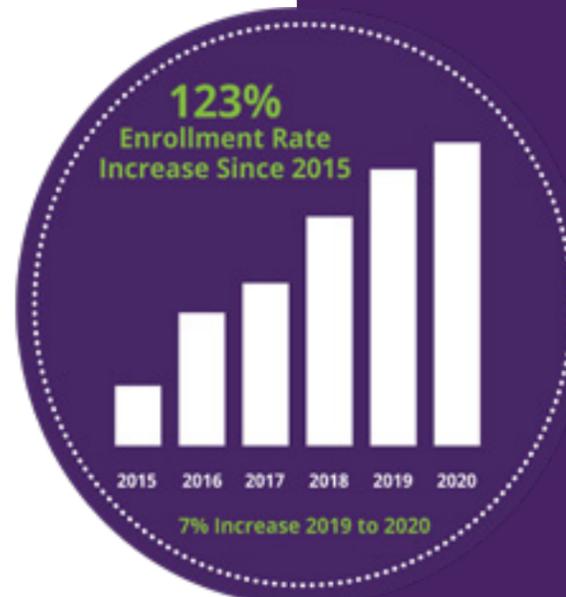
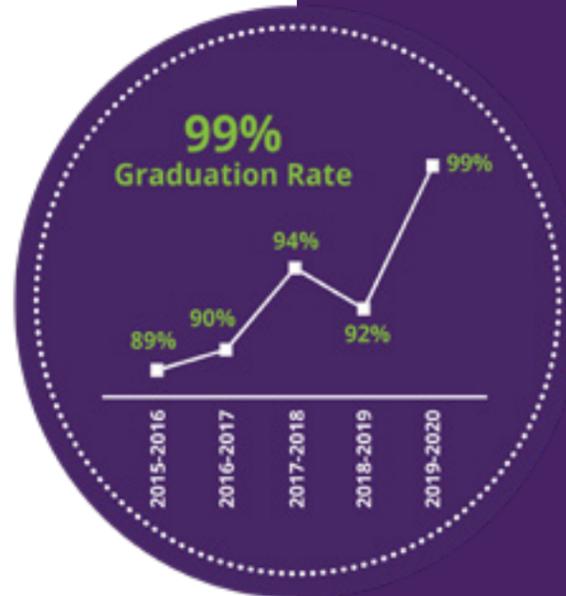
▶ Student Retention and Success

Cross-functional student success and academic teams meet regularly to remove barriers for applicants and follow student progression through the program continuum. Innovative practices have been incorporated to improve course recovery opportunities and present options for admissions criteria requirements.

▶ Enrollment Growth

Despite uncertainty during the pandemic, overall enrollment in 2020-2021 saw the student body climb to 344 students, an increase of 7% from the previous year.

We are serving an additional 168 new students, exceeding our projection of 155 new learners, an increase of 8%.



▶ Financial Aid

FNTI's Emergency Bursary Fund processed requests for support during COVID-19 due to job loss, technology upgrades, emergencies within family. In total 170 emergency bursary applications, with a value of \$89,000 were supported during 2020-21.

▶ Ontario Student Assistance Program Designation

As a part of a provincial investment and commitment, Indigenous learners are now eligible to access OSAP for culturally supportive programs independently delivered at Indigenous Institutes. This is a historic and meaningful change as FNTI prepares to launch our standalone Indigenous programs in the near future.

"Humility, Courage, and Respect were learned throughout all of my training at FNTI. My next career goal after graduating is to be hired to work as an executive pilot for an airline. The one goal that I will strive to achieve until my late years in life is to inspire others, especially the youth. Let it be known that anything is possible when you put the time in and that it all has to start somewhere."

Terrance Elliott-Meloche
Oneida Nation of the Thames
Aviation



Special Projects and Collaborations

▶ Investment Readiness Program, Community Foundations of Canada

To inform FNTI's research into the development of an Indigenous Sustainable Food Systems bachelor of science program, FNTI applied to the Investment Readiness Program which supports social purpose organizations as they contribute to solving pressing social, cultural and environmental challenges across Canada. FNTI received a grant of \$25,500 to source information and attend scheduled roundtables with various incubator hosts from across North America, focusing on Indigenous food systems, food sustainability, food production, and innovative food development for the market. This agreement has successfully concluded and we acknowledge IRP South Central East Ontario and The County Foundation.

▶ Greenhouse Commissioning, Agriculture Canada

FNTI was successful in securing \$25,000 through Agriculture and Agri-Food Canada's Local Food Infrastructure Fund (LFIF) to support our new Indigenous Sustainable Food Systems (ISFS) program. The greenhouse is fully-commissioned and includes installation of a rainwater collection system, natural gas heating system, composting system, automated climate control system, monitoring and data collection sensors, and dashboard. Our learners can look forward to gaining knowledge and experience in a state of the art greenhouse to grow and test food sustainability for their communities. We acknowledge the support of Agriculture Canada.



▶ Incubator Research and Fact-Finding Project

FNTI's future on-site incubator will facilitate Indigenous food-related community development and business ideas, from concept to implementation. To inform our planning, we visited three food incubator facilities virtually.

Groundswell Farm, New York -- shared methods for managing projects, sharing of tools, machinery and processing equipment used from seed to market. FNTI received an overview of food sustainability programs, case studies, resources and plans for future programming.

Biopterre - St Hyacinth, Québec -- presented on their contributions to Canada's agri/horticultural bio-resources sector. FNTI viewed areas of applied research, laboratory technologies, organic crops improvements, enhancements for soil, and potential for new and innovative products from the earth as solutions to food security.

Traditional Native American Farmers Association, New Mexico -- the Pueblo of Taos introduced a 3.3-acre educational farm that empowers cultural stewardship, regenerative agricultural practices, and biomimetic building principles. The Hopi community spoke on their Permaculture Project to weave culture, knowledge, traditions, leadership skills and local food systems into sustainable ecological projects. We met a network of Tribal Nations across the U.S. promoting traditional Indigenous food-ways.



▶ Indigenous Community Sustainable Design Course

In a time of pandemic, this course provided a 'big picture view' of how our new net-zero campus could function sustainably in the landscape, educate Indigenous Peoples, bring hope and a transformative effect to personal lives. In addition, FNTI staff had an opportunity to experience virtual learning prior to rolling out virtual learning programs to communities.

FNTI participants received intensive training in culture-based ecological design, natural farming, seed saving, traditional foods and nutrition, alternative energy, earth building, earth restoration, natural healing, women in agriculture, midwifery, restoring community, and 'permaculture methodology.' FNTI learned how solutions are found through Indigenous Knowledge and wisdom.

▶ Student Seamless Transfer, ONCAT

FNTI continues to look at innovative ways to ensure that education is accessible to all Indigenous learners. In a tri-partnership collaboration between FNTI, Kenjgewin Teg, and Seven Generations, the Ontario Council for Articulation and Transfer (ONCAT) project will address barriers that learners face during recruitment and admissions cycles; identify existing and new programming that can be shared across the three institutions; identify and develop new transitional programming grounded in Indigenous Knowledge, ways of knowing and worldviews; and develop a common framework for the admissions process that acknowledges cultural practice as an admissions component and potential for credit transfer.



Corporate Resourcefulness

▶ Employee Engagement and Development

FNTI deployed a suite of online training to support positive mental health, occupational health and safety and safe working environments for the well-being of all employees. We are also grateful to our committed Social Committee, whose members host virtual social events on a weekly basis ranging from cultural knowledge to entertaining activities, all of which promote positive peer engagement and reduce the challenges of working apart.

▶ Policy Review and Implementation

A detailed review of policy documents was conducted, followed by revisions based on staff feedback. The policies were also reviewed by legal counsel for improved alignment with the increased growth of FNTI, sectoral and global changes. In the case where gaps were identified, such as Work from Home, new policies were created. A policy handbook was generated for all staff, and institution-wide training was conducted to ensure everyone was aware of the changes.

▶ Infrastructure Upgrades

Infrastructure upgrades include greenhouse software solutions integration, and a new fuel tank at aviation. Many enhancements have been made to overall campus safety and virus prevention measures.





▶ Net-Zero Campus and Integrated Project Delivery

The design was completed for our net-zero, sustainable, climate resilient campus and our proposal was updated to include the new design and development work.

To carry out the next steps in construction, FNTI has chosen to implement the Integrated Project Delivery (IPD) method. FNTI's research shows that construction management teams using IPD and lean practices deliver better control over schedule and cost, due to the collaborative team approach. IPD ensures that the project will be properly coordinated, planned and executed with lean philosophy and in an Indigenous style of operation, attaining consensus amongst the team triad made up of FNTI, architect and general contractor, all of whom work collaboratively, maximizing public funds and fiscal responsibility.

A request for proposal (RFP) was posted seeking a general contractor who would support our goals of reaching consensus as a group, targeting 80% Indigenous engagement, and a lean construction process to ensure maximum efficiencies and minimum waste. FNTI hired a Project Manager to lead the Indigenous Project Implementation Team (PIT) during pre-validation with a mandate to secure strong and equitable Indigenous engagement during the project.

Our proposal has been submitted to both the federal and provincial governments for investment consideration.

▶ Fundraising Campaigns

FNTI launched fundraising campaigns with a focus on capital to support the acquisition of furnishings and equipment needed for our net-zero building project and to increase funding for our student bursaries to support student funding requests for tuition and emergencies.

▶ Restorative Justice Circle

Tontakayè:ri'ne (It Has Become Right Again or it has come full circle) Tyendinaga Justice Circle is a restorative justice program providing support services for Indigenous Peoples in Hastings/Prince Edward, Lennox & Addington and Frontenac counties.

We have continued to expand staff and service areas each year for the past four years. Over the past five years we have successfully secured funding for four Gladue Writers, two Gladue Aftercare Workers, one Adult Diversion Worker, and one Indigenous Court Worker.

The TJC team has been working on ease of access and information to the constituents they serve regionally over the past year. The Circle also unveiled a new logo!



Tontakayè:ri'ne

Financial Report

Statement of Operations (Condensed)

	2021	2020	2019
Revenue			
Grants and Contracts	\$8,009,964	\$7,854,979	\$8,176,638
Tuition	\$629,967	\$584,853	\$854,176
Other Income	\$991,022	\$993,171	\$296,639
Total Revenue	\$9,630,953	\$9,433,003	\$9,327,453
Expenses			
Salaries, benefits, staff training Program & Administrative	\$6,166,704	\$5,309,471	\$5,075,155
Amortization & Impairment	\$1,877,809	\$2,598,035	\$2,746,413
	\$474,354	\$385,578	\$366,503
Total Expenses	\$8,518,867	\$8,293,084	\$8,188,071
Deficiency/Excess of Revenue over Expenses	\$1,112,086	\$1,139,919	\$1,139,382

Statement of Financial Position (Condensed)

	2021	2020	2019
Assets			
Current	\$7,361,536	\$4,832,859	\$4,873,035
Property, Plant and Equipment	\$5,180,731	\$3,418,787	\$4,873,035
Total Assets	\$12,542,267	\$8,251,646	\$7,583,963
Liabilities			
Current	\$3,002,914	\$1,533,217	\$2,324,999
Long-term debt	-	\$19,721	\$39,442
Deferred Contributions	\$2,653,560	\$925,001	\$585,734
Total Liabilities	\$5,656,474	\$2,477,939	\$2,950,175
Fund Balance	\$6,885,793	\$5,773,707	\$4,633,788
Total Liabilities and Fund Balance	\$12,542,267	\$8,251,646	\$7,583,963





FNTI generated an excess of revenues over expenses of \$1,112,086 for March 31, 2021.



Revenues were \$9.6M consisting mainly of grants and contracts for the year ending March 31, 2021.



\$8.5M in operating expenditures this year mainly of salaries and benefits for the year ending March 31, 2021.

▶ Statement of Financial Position as of March 31, 2021

FNTI assets totalled **\$12.5M** (\$8.25M in 2020)

Cash and temporary investments totalled **\$4.1M** (\$1.68M in 2020)

In 2021, FNTI liabilities totalled **\$5.6M** (\$2.4M in 2020) and its fund balance was **\$6.8M** (\$5.7M in 2020)

▶ Working Capital as of March 31, 2021

FNTI's working capital, calculated assets less current liabilities was **\$2.7M** in 2021 (\$2.0M in 2020)

FNTI's current ratio, a measure of its ability to settle current liabilities was **\$1.90M** in 2021 (\$2.34M in 2020)

A current ratio of **\$1.90M** means that there were \$1.90 of current assets available to settle every \$1.00 of current liabilities



Funders

Community Futures of Canada/Indigenous People's Resilience Fund
 Employment and Social Development Canada
 Federal Economic Development Agency for Southern Ontario
 Indigenous Services Canada
 Ministry of Agriculture and Agri-Food Canada
 Ministry of Attorney General
 Ministry of Children, Community and Social Services
 Ministry of Colleges and Universities
 Ministry of Community Safety and Correctional Service
 Ontario Council on Articulation and Transfer (ONCAT)
 Prince Edward/Lennox and Addington Community Futures Development Corporation

▶ Private Donors

Through the generosity of our supporters, FNTI received \$9,600 in donations.



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