



FNTI

Sharing and Learning

2012 - 2013 ANNUAL REPORT





TABLE OF CONTENTS

■	<i>Our Mission & Vision</i>	Page 1
■	<i>Board of Directors</i>	Page 1
■	<i>Our Unique Approach</i>	Page 2
■	<i>Message from Chair</i>	Page 3
■	<i>Message from President</i>	Page 4
■	<i>Annual Highlights/Achievements</i>	Page 5
	• <i>Academic Operations and Student Support</i>	<i>Page 5 - 7</i>
	• <i>Community-Building</i>	<i>Page 8 - 9</i>
	• <i>Organizational Strengthening</i>	<i>Page 10</i>
	• <i>Financial Highlights</i>	<i>Page 11-13</i>
■	<i>Road Ahead</i>	Page 14



OUR MISSION

To provide respectful, holistic learning opportunities and experiences that enhance the capacity of First Nations people to regain control over their social, political, cultural and economic future.

OUR VISION

First Nations Technical Institute is an internationally recognized Aboriginal controlled learning institute that provides holistic, culturally relevant and accredited programming to enhance needs, partnerships and pathways to excellence for contribution to our society and future generations.

BOARD OF DIRECTORS

Chair: Ralph C. Brant

Vice Chair: Donna Silver-Smith

Secretary/Treasurer: Winston Brant

Member: Scott Cavan

Member: Bryan Bowers

Member: Jennifer Neepin

Mohawks of the Bay of Quinte Liaison:

Doug Maracle, Councillor



OUR UNIQUE APPROACH

Culturally-Relevant, Supportive and Flexible

Since 1985, FNTI has pioneered a unique, culturally-relevant approach to post-secondary education. Flexible schedules and locations allow FNTI students to study close to home, and continue working, while increasing their professional skills and marketability.

Bringing the Classroom to the Students

FNTI has delivered programs all over Ontario — in First Nations, in large and mid-sized urban centres, and in smaller communities. Our nomadic delivery style means we bring the classrooms to the you. Programs are delivered in locations established to meet student demand and promote access to education.

Condensed Class Schedules

FNTI works with our post-secondary partners to develop a condensed class schedule for post-secondary programs. Class sessions usually take place over a one-week period (5 days) every month, or every other month, (depending on the program) during the academic year.

Indigenous Education

We provide culturally-rich curriculum and learning environments. Traditional celebrations, sharing and activities are integrated into learning experiences. Our program advisory committees include Indigenous industry professionals, Elders, alumni, students and representatives from post-secondary partners. Most of our courses are led by Indigenous instructors.

Student Support

At FNTI, we provide academic and personal support to all students, to help ensure success. Most programs have counsellors and tutor-mentors in place to help students on their learning journey. In many cases, an Elder is associated with the program and is often on-site during the entire course.



MESSAGE FROM THE CHAIR

Dear Friends:

It is my privilege to bring greetings from the Board of Directors and provide introductory comments for the FNTI Annual Report 12-13.

As a relatively new chair, I am continually learning about the scope and breadth of the FNTI organization and encouraged by its long-standing history of educational success for Aboriginal learners. Graduates of this institution are working in leadership and decision-making capacities across the nation - a living testimony of the deep impact of the unique, culturally-relevant programs we deliver.

The high quality of the programs delivered at FNTI results from strong team collaboration in the delivery of the learning transaction. The combined effort of FNTI's instructional, support, administrative and leadership staff culminate to result in learner success and satisfaction. I would like to take this opportunity to thank all the dedicated staff at FNTI for making the difference in the lives of our students a daily priority.

As one fiscal year concludes and another begins, we look forward with excitement to strengthened and expanded partnerships with our college and university program partners. Our partnerships are as varied and diverse as our partners themselves, providing FNTI the opportunity to develop innovative, relevant and timely education services with well-recognized accreditation. Our learners deserve no less.

Learners are the life blood of our institution. We are both honoured and privileged that FNTI continues to be the institute of choice for many Aboriginal learners. Our focus on excellent Indigenous education is inspired by the long list of past, present and future learners who chose to study in our programs. Our collaborative learning framework is purposely designed to enrich the learner's educational experience as well as our institution.

I look forward to the coming year as one filled with opportunity and new beginnings, both for our students and FNTI as a learning institution. Best wishes on the journey ahead.

Sincerely,

Ralph C. Brant, Chair



MESSAGE FROM THE PRESIDENT

I am pleased to present this Annual Report for the 2012-2013 fiscal year ending March 31st. This year has been an exciting and event-filled one that focused on student access and success, community building, and institutional strengthening.

We enrolled 511 learners in our various educational programs during the year. Programming highlights this year included the Bachelor of Social Work Culture Camp where 22 students were able to participate in experiential and transformational learning opportunities right on the land, and the hosting of the 6th annual Restorative Justice Symposium, featuring a keynote presentation by Cindy Blackstock, Executive Director of the First Nations Child and Family Caring Society of Canada.

I am especially excited that Ms. Suzanne Brant, a member of the Mohawks of the Bay of Quinte community and a former FNTI manager for 10 years, started with us in January, 2013 as FNTI's new academic leader! During her previous time with FNTI, Suzanne championed the development and provincial recognition of the Indigenous Community Health Approaches Program and initiated development of a Community Diabetes Worker Program. I am confident that Suzanne's passion for Indigenous education and learners will lead to additional program development in the near future.

As the April 2010 strategic plan is winding down, the Board of Directors has initiated a strategic planning process to take FNTI forward over the next three years. While the new strategic planning process is underway we continue to implement the 2010 strategic plan and as you will read you will see that we have made excellent progress this year in the areas of operations, organizational structure, relationship building, and programming. The Board of Directors has initiated a strategic planning process to take FNTI forward over the next three years.

The past year presented challenges, some unexpected, including the departure of FNTI's previous academic leader early in the fiscal year, the retirement of FNTI's Prior Learning, Assessment and Recognition faculty and environmental issues with the aerodrome campus hangar building. Overcoming these challenges together and progressing toward our goals and objectives is a testament to the resilience, dedication and commitment of FNTI's faculty and staff.

The road forward is abundant with opportunities and fraught with challenges. The funding, regulatory and accountability environment has changed more in the last three years of FNTI's history than in the first twenty-five years; I expect that these external changes will continue into the future. Moreover, the demand for Indigenous educational programs and opportunities has never been greater but is increasingly difficult to meet due to access barriers that prevent interested and motivated students from being able to enrol in a post-secondary program.

I am confident that the faculty, staff and Board of Directors, working together, will realize these opportunities and meet these challenges head-on for the benefit of Indigenous Learners and their communities.

Sincerely,
Derek Sagima, President & CEO



ANNUAL HIGHLIGHTS/ACHIEVEMENTS

ACADEMIC OPERATIONS AND STUDENT SUPPORT

2013 was a year of focusing on our students. Indigenous students are our “raison d’être” at FNTI – our mission and vision contemplates individual capacity building to achieve Indigenous nation and community building.

Marketing and Recruiting

Outreaching to students, providing secondary, post-secondary, and career and professional development access opportunities is a critical component of what we do! Accordingly, marketing and recruiting functions were strengthened during the year with the hire of a part-time manager, and were re-focused to improve FNTI’s outreach to the public and prospective students in particular.

A new FNTI “Viewbook” was created to provide prospective students with a fresh, engaging and informative look at FNTI and its programs. The Aviation program saw the production of a new video commercial that has been placed onto the FNTI and CBC websites, as well as shown at conferences and shows.

Work also began on a redesigned FNTI website that will be more engaging for, and responsive to, visitors and that will be coordinated and linked with social media, marketing collateral, and the Viewbook. Key features of the new website will include an online enquiry and application functionality that visitors will be directed to, and invitations to contact FNTI to have a conversation and begin building a relationship. The new website is slated to launch in the fall of 2013!

Pathways to Post-Secondary Education

FNTI is committed to providing and supporting access to college and university education by providing clear pathways and support that enable Indigenous students to meet the requirements of post secondary education. Indigenous students continue to face unique and well known barriers to post-secondary education - financial, first generation learner, family and community obligations, health, residential school legacy impacts, mistrust of western education models, inability to meet post-secondary admission requirements etc. The result is often that interested and motivated students are unable to enrol in post-secondary programs.

FNTI has pioneered innovative pathways that enable a student to enrol, participate and be successful in post-secondary programs. By providing intensive, flexible, community-based deliveries students are able to continue in their jobs, maintain their family and community commitments, and be financially secure. FNTI offers a distinctive, inclusive education experience that builds on self awareness, self identity and cultural integrity.

During 2013 FNTI had an increasing number of individuals apply to post-secondary programs that were unable to meet the post-secondary admissions criteria. Countless individuals, knowing that they don’t meet the published post-secondary admissions criteria, don’t even apply. FNTI is responding to affected students by assisting them to overcome barriers and eventually enrol in a post-secondary program.



FNTI's Admissions Team explore options and alternatives, and sometimes innovative pathways with students that are unable to meet admissions criteria, including: completion of a CAAT test; enrolment in the Ohahase Adult Education Program to complete their high school diploma or obtain any missing credits required for admission; referral to a community college "ACE" program or a community "General Equivalency Diploma" program; participating in the post-secondary program for the joy of learning to obtain an FNTI Completion certificate.

In addition, FNTI works with our college and university partners to identify other pathways in unique situations, such as simultaneous post-secondary enrolment and secondary upgrading.

Enrolment

FNTI enrolled 511 learners (2012 - 589 learners) in our various educational programs during the year: 289 post-secondary students, 94 Ohahase and Adult Education students, 108 career and professional development students, and 20 participants in community programming (excluding the Justice Circle). All new post-secondary intakes on the 2013 intake plan proceeded.

85 students graduated from our post-secondary programs during the year (71 in 2012), and 14 students graduated with their Ontario Secondary School Diplomas (5 in 2012).

FNTI also hosted two conferences during the year. The 23rd Annual Prior Learning and Assessment Conference, co-hosted with Loyalist College, attracted 80 participants. The 6th Annual Restorative Justice Conference was held at Tyendinaga and attracted approximately 80 participants.

Academic Programming

FNTI is committed to academic advancement and cultural programming that ensures Indigenous knowledge, perspectives and worldview are present in our programs. In addition to program curricula, FNTI provides the opportunity for students to participate in cultural activities such as traditional openings and closings, traditional craft making, drumming and singing, traditional feasts, smudging and circles. Students identified the opportunity to participate in cultural activities as very important to their experience within the classroom.

This year, program and curricula reviews were initiated on the FNTI's Aboriginal Fixed-Wing Aviation advanced diploma program, Office Administration certificate program, and Social Service Worker diploma program.

New partnerships to develop or offer new academic programs at FNTI were entered into with Canadore College, Seven Generations Educational Institute, Confederation College, and Trent University.

The Personal Support Worker College Certificate Program will be offered by FNTI in partnership with Canadore College in 2013-2014. The inaugural delivery of this program will be at FNTI in Tyendinaga.



FNTI has taken the lead to develop an Aboriginal Community Diabetes Worker College Certificate Program with Canadore College and Seven Generations Educational Institute as well as an Indigenous Leadership University Certificate Program with Confederation College and Trent University. We are proud that FNTI's initiative and previous development work on these programs forms the basis of the partnership work to have these programs recognized and accredited by the Ontario Ministry of Training, Colleges and Universities.

Especially exciting is that both of these programs, the Aboriginal Community Diabetes Worker program and the Indigenous Leadership program, are designed from an Indigenous perspective for Indigenous learners - responding to the needs of Indigenous peoples and their communities. Both programs also complement FNTI's existing health and public administration programming.

Student Support

FNTI is committed to increasing the number of Indigenous learners that achieve higher levels of success in post secondary education by providing student support. A Student Support Team was created during the year to strengthen FNTI's capacity to provide personal and culturally appropriate student support to learners enrolled in our programs. Student support activities were focused to ensure that all FNTI learners were being supported consistently and had opportunity and access to assistance.

In addition to making logistical arrangements for program deliveries, providing clerical and technical support to faculty and ensuring a culturally appropriate learning environment, the Student Support Team builds a relationship with each learner and supports each learner to succeed in their program and overcome any challenges – whether they be academic, financial, health, or personal.

As the main point of contact for each learner throughout their program, the Student Support Team will refer learners to appropriate supports in those cases where the underlying matter is beyond the scope of the team.

The Student Support Team will also ensure that an Elder is available and accessible to learners in their programs. For many programs, there is an Elder present throughout the program.

FNTI also provides bursaries to students that demonstrate financial need through funding provided by the Ontario Ministry of Training, Colleges and Universities. Twelve bursaries were awarded last year totalling \$21,000.



COMMUNITY-BUILDING

Community and nation building are at the heart of what FNTI does. We believe that increasing the capacity of individuals will have positive impacts on their families, communities, co-workers and clients, and ultimately lead to nation building.

Community-Based Deliveries

FNTI began an Office Administration Certificate program in Rama, Ontario. Rama First Nation is central to a number of First Nation communities in central Ontario and the intake attracted students from Beausoleil First Nation, Nipissing First Nation, Tyendinaga First Nation, Constance Lake, Georgina Island, M'Chigeeng and nearby urban communities.

FNTI began an Indigenous Community Health Approaches Post-Graduate Certificate in Thunder Bay and a Social Service Worker Diploma program in Ft. Albany Ontario, both attracting students from remote Northern Ontario communities. FNTI also continued a Social Service Worker Diploma program in Nipissing First Nation.

Tontakaieri:ne: Tyendinaga Justice Circle

Tontakaieri:ne, or the Tyendinaga Justice Circle (TJC) is a grassroots community based program that focuses on restorative justice and "making things right". During the year the TJC worked with 38 clients and their families and co-ordinated 54 justice and healing circles and conferences.

The TJC hosted approximately 80 participants for the 6th annual Restorative Justice Symposium. The highlight of the symposium was the keynote presentation by Cindy Blackstock, the Executive Director of the First Nations Child and Family Caring Society of Canada who spoke to a variety of issues facing First Nations children and families. In addition, Cindy brought Tyendinaga's attention to several worthwhile causes including Jordan's Principal and Shannen's Dream.

Building on the success of the annual spring Young Men's Wellness Weekend, the TJC offered a similar culture camp experience for justice system workers and service providers that work with First Nation youth. The two day camp experience included First Nation speakers sharing their culture and hands-on experiences such as participation in a sweat and a medicine walk. The goal is an increased sensitivity when working with First Nation youth.

Training and Professional Development

FNTI offered training and development opportunities to 108 learners at Tyendinaga and Oneida First Nations in the areas of career readiness and job search, customer service, computer software applications and Workplace Hazardous Materials Information System training.



Tyendingaga Youth Program

The Youth Employment Program is designed for unemployed youth that are not in school so that they can gain work experience, labour force transition skills, earn secondary school credits and a modest wage. This was the third year of offering the program which has been very successful in transitioning youth to the labour force or back to school. Twelve participants completed the program in 2013.



ORGANIZATIONAL STRENGTHENING

Strategic Planning

The April 2010 strategic plan is wrapping up in 2014 and the Board of Directors initiated a strategic planning process for the next three year period. Initial work has identified three strategic pillars for further development including, increasing access to post-secondary education for Indigenous students; creating authentic, culturally-based learning opportunities; and fostering a culture of shared responsibility and collegiality.

FNTI People

FNTI increased its commitment to staff professional development for the third year in a row. To emphasize and institutionalize the importance of professional development and training, our annual budgeting guidelines now include a minimum professional development budget allocation.

We are especially proud of the investment in FNTI management capacity; seven managers have participated in the St. Lawrence College Leadership for Managers program since 2010.

Capital Equipment

In addition to our annual computer replacement cycle, FNTI purchased and installed interactive Smartboard technology in its classrooms. As of March 31st, six interactive Smartboards were installed in classrooms.

An air exchange unit was purchased and installed in the Aircraft Maintenance facility during the year.

Organization

Faculty and staff were reorganized to increase the emphasis on academic operations and in particular student support and academic programming. The York Road building was reorganized to create more learning and meeting space and to facilitate enhanced teamwork and communication amongst faculty and staff. The number of York Road campus classrooms was increased from three to nine.



FINANCIAL HIGHLIGHTS

This section of the report describes FNTI's activities, the results of operations, and their impact on financial position and liquidity at March 31, 2013. FNTI's financial statements are audited annually and have received an unqualified audit opinion.

Results from Operations

FNTI generated an excess of revenues over expenses of \$210,617 for the year ended March 31, 2013 (2012 - \$50,373, 2011 - \$505,361). An excess of revenue over expenses increases FNTI's fund balance, which can then be used to finance operations or re-invested into programming or capital equipment. Alternatively, a deficiency of revenues over expenses would decrease FNTI's fund balance.

Revenues were \$4.740 million during the year (2012 - \$5.067 million, 2011 - \$5.588 million), and consisted mainly of grants and contracts (2013 - 71.61%, 2012 - 67.32%, 2011 - 64.67%).

Tuition revenues have decreased by 30% since 2011 due to less favourable revenue sharing agreements with our college and university partners and more stringent admissions criteria resulting in lower post-secondary enrolments.

Operating expenditures were \$4.529 million during the year (2012 - \$5.016 million, 2011 - \$5.082 million), and consisted mainly of salaries and benefits (2013 - 53.29%, 2012 - 51.46%, 2011 - 48.54%).

Statement of Financial Position

FNTI assets totalled \$2.679 million at March 31, 2013 (2012 - \$2.363 million, 2011 - \$2.573 million).

Cash and temporary investments totalled \$1.212 million at March 31st (2012 - \$1.204 million, 2011 - \$0.956 million). At a fixed expenditure rate of \$300,000 to \$400,000 per month, the cash on hand at March 31, 2013 is able to finance continuing operations for three to four months before having to access FNTI's operating line of credit. Coincidentally, the three to four months following FNTI's fiscal year end generally require financing as they are cyclically the months where cash receipts from grants, contracts and tuitions are at their lowest.

FNTI liabilities totalled \$0.839 million at March 31, 2013 (2012 - \$0.734 million, 2011 - \$0.994 million).

FNTI's fund balance was \$1.840 million at March 31, 2013 (2012 - \$1.629 million, 2011 - \$1.579 million). The Fund balance is unrestricted and available to finance operations or to invest in new academic programming or capital equipment.



Working Capital

FNTI's working capital, calculated as current assets less current liabilities, was \$1.432 million at March 31, 2013 (2012 - \$1.161 million, 2011 - \$1.014 million).

FNTI's current ratio, a measure of its ability to settle current liabilities, was 3.22 at March 31st, 2013 (2012 - 3.17, 2011 - 2.28). A current ratio of 3.22 means that there were \$3.22 of current assets available to settle each dollar of current liabilities.

FIRST NATIONS TECHNICAL INSTITUTE

Statement of Operations	F2013	F2012	F2011
Revenue			
Grants and contracts	3,394,596	3,411,016	3,613,808
Tuition	1,063,904	1,313,553	1,538,527
Other income	281,788	342,329	435,515
Total Revenue	4,740,288	5,066,898	5,587,850
Expenses			
Salaries, benefits, staff training	2,413,974	2,581,668	2,466,811
Program and Administrative	1,995,802	2,267,659	2,417,542
Amortization	119,895	167,198	198,136
Total Expenses	4,529,671	5,016,525	5,082,489
Excess of Revenue over Expenses	210,617	50,373	505,361

Statement of Financial Position	March 31st		
Assets	2013	2012	2011
Current			
Cash and bank note	262,412	129,359	106,340
Temporary investments	950,000	1,075,000	850,000
Accounts receivable	757,105	382,112	767,911
Prepaid expenses	51,162	61,081	32,013
Inventory	54,659	47,663	49,320
Current Assets	2,075,338	1,695,215	1,805,584
Property, plant and equipment	603,978	667,959	767,694
Total Assets	2,679,316	2,363,174	2,573,278
Liabilities			
Current			
Accounts payable and accrued liabilities	518,356	452,111	606,753
Deferred revenue	121,786	78,954	163,226
Current portion of long-term debt	-	-	16,560
Current portion of deferred contributions	3,551	3,551	5,004
Current Liabilities	643,693	534,616	791,543
Long-term debt	190,332	190,332	190,332
Deferred contributions	5,385	8,937	12,487
Total Liabilities	839,410	733,885	994,362
Fund Balance	1,839,906	1,629,289	1,578,916
Total Liabilities and Fund Balance	2,679,316	2,363,174	2,573,278



LOOKING TOWARD THE FUTURE

The road forward is abundant with opportunities and challenges, and certain to involve a changing external environment. Accordingly, FNTI's new strategic plan and accompanying academic and operational plans and budgets will be dynamic to the ever-changing environment. We will focus our activities and resources first and foremost on engaging our students.

FNTI's Imperatives Include:

- Increasing post-secondary access opportunities for Indigenous learners to engage Indigenous learners and achieve our mission.
- Building strong relationships with Indigenous communities and organizations to understand and identify future programming and training needs.
- System and work-flow improvements to meet ever-increasing accountability and reporting requirements.
- Investing in and valuing faculty, staff, and volunteers to foster engagement, contribution, professionalism and a continuing culturally respectful environment.
- Creating relationships and strengthening existing ones to develop and achieve new opportunities for Indigenous programming and access.
- Strengthening planning and measurement capabilities to demonstrate our performance and stand-out in an increasingly competitive and outcome-based funding environment.
- Focusing our resources on academic programming and student support is mandated in an increasingly restrictive funding environment.