



ANNUAL REPORT

2019 - 2020



WELCOME MESSAGE

We are very pleased to present our stakeholders with our 2019-2020 Annual Report.

Our team is very proud of what we have accomplished together in the last year, especially with the unprecedented challenges we have faced in our Nations with the global pandemic.

In this, we cannot overstate how very proud we are of our students, who were able to overcome new adversities and achieve success despite our new reality. 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 wraparound student support through the learning continuum. All of our programs are grounded in Indigenous Knowledge, identity, worldviews and traditions.

Even during these times of uncertainty, FNTI is 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 187 of 671 First Nations communities across Canada, and 111 of 142 in Ontario.

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

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

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 2021 in accordance with the *Indigenous Institutes Act, 2017*.

OUR LOGO



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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.

FNTI was fully incorporated as the First Nations Technical Institute by the province of Ontario on July 31, 1985. In honour of this significant occasion, FNTI has created a commemorative logo for use from July 2020 to July 2021.

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. Key to the plan was the identification of five pillars that represent strategic priorities.

Academics

- Capacity and resource review
- Intellectual property
- Program accreditation
- Indigenous quality assurance framework
- Community needs strategy
- Program innovation and development

Enrolment and Student Services

- Capacity, resources and process review
- Ontario Student Assistance Program (OSAP) designation
- Financial aid, bursaries and scholarships development
- Formalized community partnerships
- Program delivery locations
- Community-driven marketing and recruiting resources
- Student barrier reduction

Corporate Services

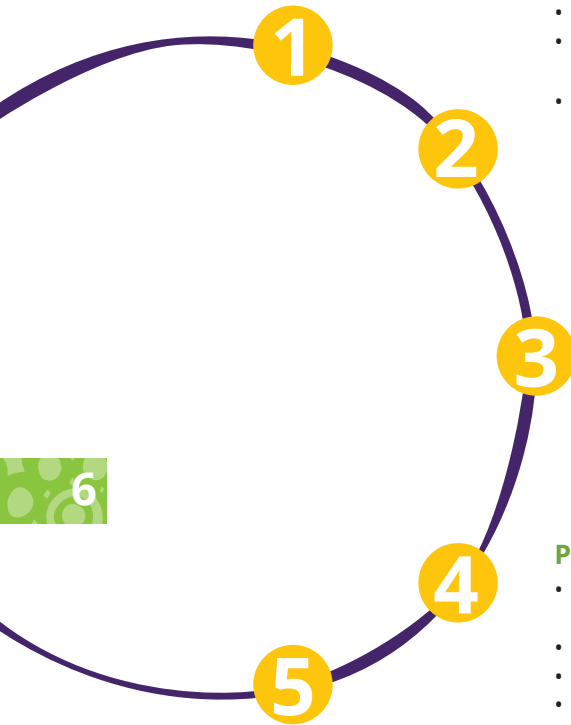
- Refine human resources system and processes
- Enhance finance and payroll policies
- Add value to information technology networking, conductivity, software and end user support
- Create facilities masterplan for maintenance and support

President's Office

- Relationship strengthening with regulatory bodies
- New campus building funding
- Donor engagement
- 35th anniversary recognition and celebration
- Organizational and program accreditation

Organizational

- Core cultural competencies
- Ambassador development and strategy
- Increase research capacity





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 employment skills, high-quality education rooted in culture 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

COMING SOON!

Bachelor of Arts and Science Indigenous Sustainable Food Systems	Degree	FNTI
Bachelor of Indigenous Social Work	Degree	FNTI
Bachelor of Indigenous Law and Justice	Degree	FNTI
Bachelor of Health Sciences in Indigenous Midwifery	Degree	FNTI

PROGRAMS+

FNTI students are anchored in inclusive classroom environments, both virtually and in-person, and are surrounded by cultural advisors, faculty, staff and sector-specific 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 all post-secondary program vocational learning outcomes and essential 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 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 stakeholders.



LEARNER ACCESS INNOVATIONS

FNTI strives to remove barriers 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.
- Providing a range of financial support referrals and bursaries to learners facing financial barriers. During the 2019-2020 fiscal year, 54 FNTI bursaries were awarded, totalling \$41,200.
- Delivering in-community, when possible, as well as offering virtual options, enables learners with family and community responsibilities to be close to home, and to lower overall education costs.
- Intensifying class schedules to enable learners to maintain employment responsibilities, family, and community commitments. These compressed 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 both our standalone programming and partner-based programming.



2019-2020 HIGHLIGHTS

INDIGENOUS WORLDVIEWS

Provincial Institutional Accreditation

FNTI successfully completed its institutional review with the Indigenous Advanced Education Skills Council (IAESC) in February 2020. This process formally grants FNTI with the authority to confer standalone Indigenous certificates, diplomas and degrees for the first time. As leaders in Ontario's Indigenous post-secondary education sector, FNTI has realized our goal of self-determination in Indigenous education delivery. **World**

Indigenous Nations Higher Education Consortium Accreditation Renewal

FNTI has begun the process for renewing of our organizational accreditation through the World Indigenous Nations Higher Education Consortium (WINHEC). The first step was a highly-successful presentation at the WINHEC conference in Hualien, Taiwan, in 2019 which included providing the accreditation panel with an FNTI documentary for review. Our FNTI story is told over approximately 70 minutes through interviews with faculty, alumni and staff with highlights of cultural practices and traditions, as well as classroom experiences.

President Receives Prestigious Leadership Award

FNTI president, Suzanne Katsi'tsiarishshion Brant, was awarded a 2019 Bryden Alumni Award from York University. Suzanne was selected as the recipient for the *Tentanda Via* category award for her demonstrated innovative, unconventional and daring leadership and success, which reflects the university's motto, 'The Way Must Be Tried.' The Minister of Colleges and Universities, Hon. Ross Romano, also presented a recognition award to President Suzanne Brant for her ongoing support to Indigenous education in Ontario.



Employee Development and Engagement

Through the hard work and dedication of skilled and knowledgeable FNTI team members, regular lunch and learn sessions featuring Mohawk and other cultural teachings, as well as a traditional beading circle were introduced. FNTI is fortunate to have a robust Social Committee whose members dedicate their focus to hosting inclusive events such as our annual Christmas party, community gardening, fundraisers and the sharing of traditional foods.

TRANSFORMATIVE LEARNING

Youth Ambassador Program

In Summer 2019, FNTI hosted 20 youths, ages 17-24, for a month-long Youth Ambassador Program. The program provided an opportunity for youth to become immersed in Indigenous Knowledge while participating in cultural teaching workshops that included beading, storytelling, singing and dancing, drum making, corn husk dolls, land teachings, and wampum belts.

Investing in the Virtual Environment

After extensive consultation with our stakeholder groups, an evaluation of our capacity matched with our prioritizing access to uninterrupted, culturally-grounded Indigenous post-secondary education, FNTI determined that we will deliver all 2020-2021 classes virtually for most of our programs. In order to carry through the elements of engaging, supportive and safe spaces for our students, FNTI invested in the purchase of an intuitive learning management system that is fully accessible by all students. A series of professional development sessions were also hosted for employee groups to become familiar with the platform, as well as the new processes and instructional theories that will support student success in the virtual environment.



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Aviation Summer Camp

Our first annual aviation camp for Indigenous youth was hosted at the Tyendinaga Airport in Summer 2019. FNTI welcomed 12 campers from across Canada. While in attendance for the week, they participated in flight training, ground school, drone demonstrations, cultural events and excursions. FNTI is grateful to our industry supporters, who provided sponsorships, swag and air travel for our campers.



LEARNER SUCCESS

Increased Enrolment

Overall enrolment in 2019-2020 is 364 students, an increase of 28.5% from the previous year.

Standalone Indigenous Degree Programs

FNTI has fully developed four new standalone Indigenous degree programs -- Indigenous Social Work, Indigenous Sustainable Food Systems, Indigenous Law and Justice, and Indigenous Midwifery -- all of which are mapped to accreditation criteria and will be submitted to IAESC soon. Curriculum development of an additional five Indigenous degree programs -- Education in Indigenous Language, Trauma Care Worker, Indigenous Shelter Worker, and Indigenous Leadership -- is also well underway, with hopes of submission for accreditation in early 2021.

National Indian Brotherhood Project

We were successful in securing funding to create seven virtual reality Indigenous language-based educational videos. These videos will enhance the 11 other videos that FNTI created and will support the curricula for our new standalone Indigenous degree programs.

Transport Canada Investment Increased Aviation Capacity

FNTI secured \$4.9 million from Transport Canada through the Ministry of Innovation, Science and Industry in September 2019. The funding will allow for the purchase of five new planes, which expands the capacity of the aviation program to double its student intake over the next three years.



Indigenous Innovative Transfer Pathways Project

FNTI is the lead institution for an innovative project with sister institutions Seven Generations Education Institute and Kenjégewin-Teg to promote Indigenous student mobility. The three institutes are creating new learner-centred programming to advance ease of mobility and transferability between them. The organizations will collaborate on developing entry year programming that will allow students to move seamlessly between institutes with funding received from the Ontario Council on Articulation and Transfer (ONCAT). This project will also allow FNTI to raise the profile of our degree offerings in comparison with other provincial universities and colleges and demonstrate that our degrees are equal in scope and quality to all other degree offerings in Ontario. Trent University and Confederation College have participated as partners in the development of formal pathways. This is the first-ever project led by Ontario's Indigenous Institutes that ONCAT has funded.

Partnerships with Indigenous Child and Family Services Organizations

FNTI is in the process of formalizing training partnership agreements with some of our Nations' child and family services organizations to provide dedicated deliveries of our new standalone Bachelor of Indigenous Social Work degree to their employee groups. The agreements are unique to the source organization and will help them to develop capacity in their workforces, meet legislative requirements and will draw on the strength of existing resources within the organizations.

 **INNOVATION**

Funding in Support of Indigenous Food Sovereignty

FNTI was successful in securing \$25,000 under Agriculture and Agri-food Canada's Local Food Infrastructure Fund (LFIF) to support our new standalone Indigenous Sustainable Food Systems degree program. This investment allows us to enhance the commission of our new greenhouse to include the installation of a rainwater collection system, natural gas heating system, and a vermicomposting system to be housed in a sea container to extend its capacity through all seasons.



Net-Zero Building

Ongoing consultation to secure support and investment in FNTI's new net-zero campus building continues with both federal and provincial governments. Many of the building's architectural designs and development were completed and funding proposals were updated to reflect these advancements. The proposal is under consideration by provincial and federal levels of government.



South Side Renovation at the ILC

In order to respond to our aviation expansion, student enrollment growth and the need for more classroom and office space, renovations took place on the south side of the ILC building. The new space features two large teaching spaces well-equipped with teaching technology as well as five more offices.



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Facilities and Capital Renewal

FNTI continues to prioritize facilities and capital renewal to support extraordinary student experiences. Some projects undertaken this year included the expansion of the parking lot at the ILC to support FNTI's growth achievement and strategy, improved interior directional signage, installation of defibrillators, video surveillance systems and enhanced controlled entries, construction of the teaching greenhouse and residence corridor linkage to allow for improved traffic flow.

Inclusivity

Fundraising Campaign

We are establishing and developing a fundraising campaign with a focus on philanthropic foundations and alumni engagement. These two distinct campaigns are intended to raise monies for student tuition and financial aid, as well as for equipment and furnishings required to set up the new net-zero campus building.



FNTI Policy Review and Implementation

A comprehensive review of current policy documents was undertaken, which included employee feedback loops and assessment by legal counsel, with amendments being incorporated to align with FNTI's growth strategy. Where gaps were identified, new policy was created. A handbook was created for all employees, and organization-wide training was conducted to ensure everyone was aware of the changes. Of note, in response to the sudden onset of COVID-19 we instituted a pandemic plan and established a business continuity planning committee to address the health emergency. FNTI quickly mobilized to provide all employees with a work from home policy and the technological support to enable home offices.

Mention in the Federal Fall Economic and Fiscal Update 2019

It was an honour to be mentioned in the federal fall economic and fiscal update, recorded as:

Under Table A1.7, Policy Actions Since Budget 2019:

"Funding provided to the Federal Economic Development Agency for Southern Ontario, as announced on September 6, 2019, to strengthen the aviation training program of the First Nations Technical Institute. This will allow more Indigenous students to become commercial pilots."



FINANCIAL REPORT

Statement of Operations (Condensed)

Revenue	2020	2019	2018
Grants and Contracts	\$7,854,979	\$8,176,638	\$5,335,765
Tuition	\$584,853	\$854,176	\$723,547
Other Income	\$993,171	\$296,639	\$276,594
Total Revenue	\$9,433,003	\$9,327,453	\$6,335,906
Expenses			
Salaries, benefits, staff training	\$5,309,471	\$5,075,155	\$3,488,847
Program and Administrative	\$2,598,035	\$2,746,413	\$2,128,452
Amortization/Impairment	\$385,578	\$366,503	\$408,733
Total Expenses	\$8,293,084	\$8,188,071	\$6,026,032
(Deficiency/Excess of Revenue over Expenses)	\$1,139,919	\$1,139,382	\$309,874

Statement of Financial Position (Condensed)

Assets	2020	2019	2018
Current	\$4,832,859	\$4,873,035	\$5,620,474
Property, Plant and Equipment	\$3,418,787	\$4,873,035	\$5,620,474
Total Assets	\$8,251,646	\$7,583,963	\$7,316,145
Liabilities			
Current	\$1,533,217	\$2,324,999	\$2,995,206
Long-term debt	\$19,721	\$39,442	\$770,433
Deferred Contributions	\$925,001	\$585,734	\$56,100
Total Liabilities	\$2,477,939	\$2,950,175	\$3,821,739
Fund Balance	\$5,773,707	\$4,633,788	\$3,494,406
Total Liabilities and Fund Balance	\$8,251,646	\$7,583,963	\$7,316,145



FNTI generated an excess of revenues over expenses of \$1,139,919 for the year ending March 31, 2020.



Revenues were \$9.4M consisting mainly of grants and contracts of \$9.3M for the year ending March 31, 2020.



\$8.29M in operating expenditures this year mainly of salaries and benefits (\$8.18M in 2019)

Statement of Financial Position

as of March 31, 2020

FNTI assets totalled **\$8.25M** (\$7.58M in 2019)

Cash and temporary investments totalled **\$1.68M** (\$2.47M in 2019)

In 2020, FNTI liabilities totalled **\$2.4M** (\$2.9M in 2019) and its fund balance was **\$5.7M** (\$4.6M in 2019)

Working Capital

as of March 31, 2020

FNTI's working capital, calculated assets less current liabilities was **\$2.0M** in 2020 (\$1.6M in 2019)

FNTI's current ratio, a measure of its ability to settle current liabilities was **\$2.34** in 2020 (\$1.72 in 2019).

A current ratio of 2.34 means that there were \$2.34 of current assets available to settle each dollar of current liabilities.



TONTAKAIÊ:RINE TYENDINAGA JUSTICE CIRCLE

For over ten years, Tontakaiê:rine (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 in to conflict with the law. As well as Extra-Judicial Measures, 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.

FNTI and Tontakaiê:rine work closely with the Ministry of the Attorney General and the Ministry of Youth and Child Services to provide Indigenous populations with access to a First Nations, Métis and Inuit court worker, adult diversion worker, Gladue writers, Gladue aftercare worker, youth diversion worker and youth worker/justice coordinator to provide alternative measures for those who have come into 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.

2019-2020 Board of Directors

- Ralph Brant, Chair – Tyendinaga Mohawk Territory, Ont.
- Doug Green, 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.
- Pam Detlor, Director -- Tyendinaga Mohawk Territory, Ont.

ACKNOWLEDGMENTS AND AFFILIATIONS

Funders

- Ministry of Colleges and Universities
- Ministry of Children, Community and Social Services
- Ministry of Attorney General
- Indigenous Services Canada
- Ontario Council on Articulation and Transfer (ONCAT)
- Social Sciences and Humanities Research Council
- Employment and Social Development Canada

Donors

- 2 Keys
- Babcock Canada
- Maria Sanchez
- Ontario Public Service Union (OPSEU)

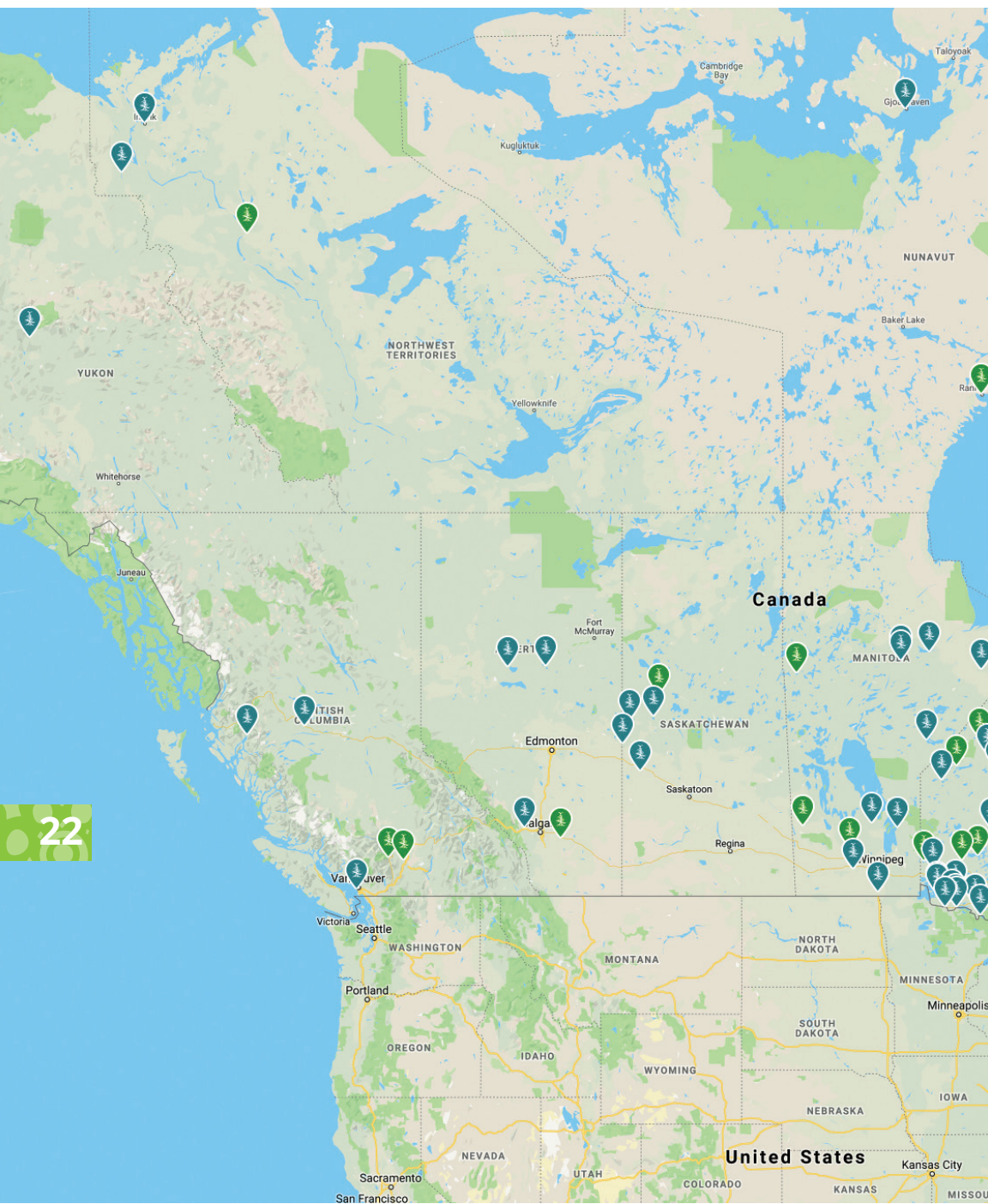
Affiliations

- Ontario College and University Partners:
 - Canadore College
 - Queen’s University
 - Ryerson University
 - Wilfrid Laurier University

Accreditation and Associations

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

FNTI Enrolment and Alumni Map







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