

BUILDING BRIDGES: STEPS TOWARD SELF SUFFICIENCY

A STRATEGY PREPARED FOR THE
MUSQUEAM CAPITAL CORPORATION

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EXECUTIVE SUMMARY

INTRODUCTION

Approaches to strategic development often focus on needs and weaknesses. We typically begin with a needs assessment to identify issues such as poor performance, and service gaps, while focusing less on intangible assets such as knowledge capital and leadership. In this case, we believe that working from a “needs” perspective is not ideal because it can potentially narrow our focus to only certain aspects of a community, instead of working towards improving the overall community as a whole.

Our strategy is to build relationships with UBC that inspire youth to pursue higher education by creating educational programs that enable them to become a part of future MCC conversations. We hope to address housing constraints through the introduction of micro homes that will also serve to spark discussion around long-term housing solutions. We believe that by building upon your assets, we will be able to move towards achieving self-sufficiency in the Musqueam, and empower the skilled individuals and organizations that already reside within the community.

CURRENT SITUATION

We began by analyzing the Musqueam Band’s current position. We conducted a SWOT analysis to determine internal and external factors relevant to them. The main strengths identified were its stable financial performance as well as the strong culture within the Band. Its immediate weaknesses were the lack of housing as well as lack of branding in the community. An opportunity we identified was a possibility to leverage its already established partnerships in the community. A threat we identified was the receptiveness of the internal and external community. We sought to develop a strategy that could take advantage of its strengths and opportunities, while addressing its weaknesses and minimizing its exposure to threats. More specifically, we wanted to create a strategy that would eliminate Musqueam’s reliance on government funding, reduced the negative reception in the community, raised post secondary education rates, and created opportunities for youth through support programs. A full SWOT analysis table can be found in Appendix I.

BUILD MUSQUEAM-UBC RELATIONSHIPS

There is already an established Musqueam - UBC relationship as shown through this course, Commerce 486M, Bridge Through Sport, and other initiatives. However, there are still opportunities to grow. We conducted a survey of 146 UBC students and professors and found that 94% want to learn more about the Musqueam, and 42% believe that there is a lack of involvement opportunities. We would like to foster relationships that support a greater understanding of Musqueam history and culture, and inspire more Musqueam youth to attend post-secondary education. By reaching out to more UBC students, we will create an avenue for the 42% who want to get involved to truly impact UBC’s and Musqueam’s communities. There is already a list of contacts that are waiting to hear from Musqueam representatives in Appendix III, in the hopes of developing these mutually beneficial relationships.

ON-RESERVE ENGAGEMENT PROGRAMS

We would like to further encourage youth to explore their varied passions and interests. We found an important opportunity to be to introduce programs focused on land use and management. As the future leaders of the Musqueam Band, youth today are a crucial voice within the urban aboriginal community, and are central to some of Canada's most valuable land. Land use is an incredibly complex conversation, and we hope to provide youth with the language and tools to participate in this integral piece of their community. Ultimately, by ensuring feedback cycles are well integrated, we seek to create a framework that we can 'export' to other communities. We hope that this will be the first of many community-sourced topics that youth will be interested in learning about. As well, we are looking to integrate experiential learning aspects, such that we can make difficult topics fun and accessible - to better demonstrate this, a sample lesson plan has been detailed in Appendix V.

INTRODUCE MICRO HOMES

We understand that housing is the issue of primary focus detailed in the CCP. To address this issue, we are proposing the introduction of micro homes as a short term solution. Micro homes are small, prebuilt homes that can be delivered to any location. To suit the Musqueam people's needs, we have sourced sustainable, Eco Micro Homes that are typically 10'x10', customizable, two-storey units. The Musqueam Capital Corporation can connect with landowners with large backyards, who are willing to host micro homes. As an incentive, MCC can make the initial purchase on the units, and share rental income with the landowners. Due to their compact size, these homes target singles, couples, and perhaps small families. This strategy is designed to help reduce number of people on the wait-list in the short term, and create an opportunity for individuals to return to the heart of their community. This has been especially successful in the Squamish and Shísálh community, who have partnered with Ecolink Micro Homes Inc. and Blue Habitat Ecolink to develop their respective Aboriginal communities through the training and education of housing projects.

RISKS AND TIMELINE

We understand that there are risks in our strategy. Although there is potential for concern over Musqueam's receptiveness of micro homes and the new programs, we ultimately believe that we can mitigate the majority of these risks through open discussion and consultation with community members. We want to incorporate feedback and constantly adjust where possible. This strategy is a five-year strategic plan. We want to implement Musqueam-UBC relationship Program and On-Reserve Youth Program starting today, as well as introduce the first micro home within the next three years.

GOALS AND CONCLUSION

In order to measure our progress, we aligned our metrics with the goals outlined in the CCP. This will ensure that we are moving towards reaching the objectives that the Musqueam find most important. Ultimately, we believe that this strategy will allow us to create a meaningful impact that will truly benefit the Musqueam community.

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PART 01

BUILD MUSQUEAM-UBC RELATIONSHIPS



PART 02

LEVERAGE RELATIONSHIPS FOR ON-RESERVE YOUTH PROGRAMS



PART 03

INTRODUCE MICRO HOMES



INTRODUCTION

WHERE ARE WE NOW?

WHERE ARE WE GOING?

HOW DO WE GET THERE?

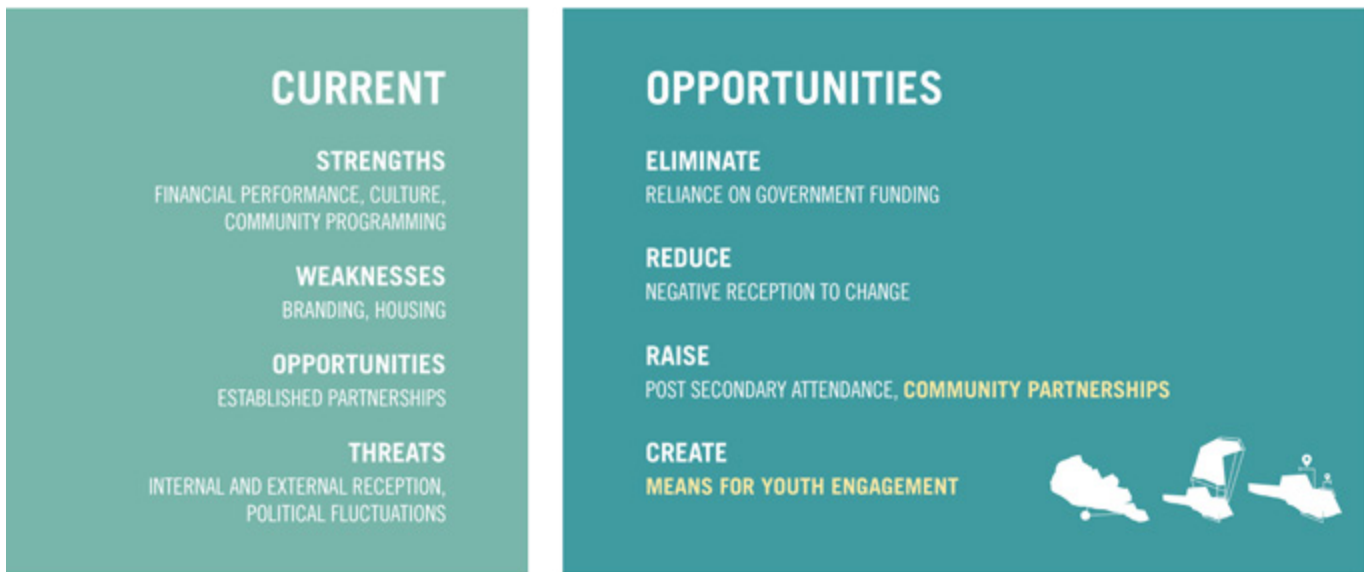
CONCLUSION

INTRODUCTION

We want to leverage the non-Musqueam community in bringing the Musqueam Band closer to financial self sufficiency.

- Our strategy is to build relationships with UBC that inspire higher education, create educational programs that enable youth to become a part of future MCC conversations, and decrease the wait list for housing through the introduction of micro homes that will also facilitate further housing conversations.

- Our report is as follows: brief analysis, how to build relationships, how to build larger education programs, how to address short term housing demand, before concluding with our goals, risks, and how to implement our strategy starting today.



INTRODUCTION

WHERE ARE WE NOW?

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SITUATIONAL ANALYSIS

Before we came up with a strategy, we first did a strategic analysis of the Musqueam Band using tools such as a SWOT analysis, ERRC Grid from the Blue Ocean Strategy, and created goals and metrics outlined in a later slide

Further details on the SWOT and our analysis can be found in Appendix I

- Strengths: Some of the strengths are stable financial performance and that the culture within the Band is very strong
- Weaknesses: Some of the weaknesses are that there is insufficient housing (wait list of ~200 people), as well as a lack of engagement opportunities for youth, branding in the community
- Opportunities: already established partnerships (Bridge through sport, first nations longhouse)
- Threats: receptiveness of internal and external community, and fluctuations in political environment

- From our SWOT analysis, we decided our strategy should encompass the following:

Eliminates Musqueam's reliance on government funding,
Reduces the negative reception in the community,
Raises post secondary attendance rate
Creates opportunities for youth through support programs

- We believe that by addressing these issues, we can promote self-sufficiency in the Musqueam Band

PART 01

BUILD MUSQUEAM-UBC RELATIONSHIPS



WHY?

ENCOURAGE

POST-SECONDARY EDUCATION
THROUGH INVOLVEMENT FROM
SENIORS

ENGAGE

UBC COMMUNITY ON
MUSQUEAM AND CULTURE

FACILITATE

MUTUALLY BENEFICIAL
RELATIONSHIPS INVOLVING
MANY COMMUNITIES

HOW?

STEP 1

DEAN'S OFFICE AND DEAN'S
STUDENT ADVISORY
COMMITTEE

STEP 2

CURRENT UBC PROGRAMS

STEP 3

NEW MENTORSHIP PROGRAMS,
CAMPUS AND RESERVE TOURS

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MUSQUEAM-UBC RELATIONSHIPS

We conducted a survey of 146 UBC students and professors and 94% want to learn more about Musqueam while 42% think there are a lack of involvement opportunities (Appendix II) In the CCP, it outlines that Musqueam worries “Non-Indians and Government” do not understand “what [you] have been through”. This is a major problem. Relationships have already been established as seen through Commerce 486M, the First Nations Studies program, and Bridge Through Sport. However there are a lot of opportunities for more to be done. By building more relationships with UBC students, we will create an avenue for the 42% who want to get involved to actually help impact UBC's and Musqueam Community. This partnership can be mutually beneficial— the students at UBC would learn more about Musqueam culture, while Musqueam youth would learn more about post-secondary education at UBC. This dual learning can create actual emotional relationships and even inspire Musqueam youth to pursue post-secondary. Our hypothesis is that if PSE rates increase, then youth can become involved in the decision making processes. The most important aspect of this program can be the mentorship role between youth and even adults. By building youth education programs, there is the obvious symbiotic relationship, however, MCC building these initiatives and working with UBC will allow

insight into how UBC runs its own business which can provide mentorship opportunities across ages.

THREE GOALS

1. Encourage post-secondary education through involvement from Seniors
2. Inspire youth through active and engaging programs
3. Facilitate mutually beneficial relationships involving many communities

What we have found is that there are a handful of individuals who know what the Musqueam Band is where they are located but know nothing about the traditions and culture of Musqueam people and this land – we want to bridge that gap while providing education to youth to encourage learning and long-term sustainability. These relationships will need to be established by MCC employees using the help of eager staff and students on campus. Firstly, through working with the Dean of Sauder, initiatives can be taken to implement Musqueam learning in the classroom, like 486M has done. Through working with the Dean's Advisory Committee consisting of both students and staff, ideas can be generated on how to provide opportunities, curriculum, and involvement for Musqueam youth. Furthermore, the Dean can be an advocate for Musqueam culture throughout campus and he has been expressly eager to

facilitate an inclusion of Musqueam culture into the Business School. The youth engagement programs will consist of current initiatives on campus and leverage people who are passionate about helping the community. An example of such programs include, I'm Going to UBC where young kids are brought to UBC athletics events by UBC students. Musqueam youth can get the experience and buzz of what university life can be like. Finally, through mentorship programs, we can match students based on interests or goals to encourage facilitation and discussion of passions and ideas. Finally, by accessing orientation leaders, tours throughout campus can be created for Musqueam youth and parents in the hopes of decreasing the negative stigma surrounding higher education in public institutions. Our survey found 99% of people are aware of Canadian native history, yet only 38% of 27 thought they knew that the UBC lands were Musqueam. These relationships would be mutually beneficial in that they would allow for non-Musqueam to engage in learning opportunities as well. In addition, there are further initiatives and programs in Appendix III that can be other channels for involvement.

Finally, we also included in Appendix IV, a recommendation on how MCC could also adapt its website to make it more user-friendly to non-Musqueam users who would like to learn more about Musqueam culture.

CASE STUDY

BUILD MUSQUEAM-UBC RELATIONSHIPS



SIMPCW FIRST NATION

BEYOND SCARED STRAIGHT
PROGRAM WITH HIGH
PARTICIPATION RATES

UNIVERSITY OF SASKATCHEWAN

MENTORSHIP PROGRAM WITH
MEDICAL SCHOOL OVER 100
FIRST NATION STUDENTS

SYCUAN INSTITUTE ON TRIBAL GAMING

FIRST GAMING MANAGEMENT
4-YEAR DEGREE

EDMONDS + TULALIP COMMUNITY COLLEGE

GOVERNMENT GRANTS TO OFFSET
COSTS

50 - 60 STUDENTS PARTICIPATE,
ESTIMATED 85% RECEIVED JOBS

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CASE STUDIES

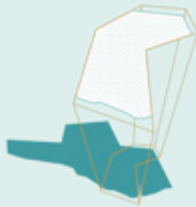
- Our statistics from our survey shows us many issues around partnerships with surrounding communities
- 48% of respondents had never been to a reserve yet 94% are willing to participate in programs working with native youth and education.
- 16% of our respondents found that there was no native education and 42% said there was a lack of opportunity for involvement
- How do we solve this?
- Simpcw Nation of the North Fraser River has actively pursued relationships with organizations in Vancouver. Recently, over 20 youth and seniors of the Band came to Vancouver in their "Beyond Scared Straight" program aimed at learning about Vancouver's East Side, the dangers of addiction, and to inspire these youth to pursue education and life goals. Simpcw, reached out to the city, organizations, and programs to be able to orchestrate the trip.
- Another example is at the University of Saskatchewan where over 100 aboriginal youth have engaged in day trips onto campus to learn more about the medical field
- There are opportunities to expand this to more faculties
- Creates excitement and inspires youth to obtain higher education and focus on the importance of school

- Provides academics and those with passion for giving back to the community to do just that
 - Case study one of Sycuan Institute on Tribal Gaming (SITG) partnered with University of San Diego in 2005 to create the first gaming management 5-year degree
 - It began with the school and Band communicating and finding mutually beneficial opportunities for both of them
 - This led to "incredibly success" having not only Sycuan members partaking in the program, but also other students
 - Both the school and Band were benefited because of the relationships established
 - They included cultural programs and initiatives that students began, such as mentorship programs
 - The interaction of students from many cultures provided diversification of the classroom and learning experience
 - Attendance at the school increased and barriers were broken down
 - Sycuan members gained valuable education and were able to increase the rate of education in their Band
- Source: http://www.indiangaming.com/istore/Dec08_Contreras.pdf
- In another example, Edmonds Community College partnered with Tulalip Tribes to create educational programs for members.
 - There was grants from the government to help assist in the costs and funding of this initiative,

- and at the beginning, we could rely on those here. As time goes on, however, we would like these to taper as Musqueam moves toward self sufficiency
- What was created was a 10 week program that was focused on construction and trades
 - The process again began with relationships and getting staff and students involved
 - In this example, in particular, current students helped teach and assistant in the educational programs which has low cost potential
 - 50-60 students participate and about 85% of them receive jobs in the trades following
- Source: <http://www.edcc.edu/news/2011/1790.html>
- The key here is pointing out how both cases began by building relationships and demand: by doing this, Musqueam can not only engage staff but also leverage the student demand and interest for helping and learning about Musqueam culture
 - What Musqueam can take away is that the long-term sustainability of Musqueam can be achieved through education – before education occurs, there must be relationship establishment. Creates opportunities for youth through support programs
 - We believe that by addressing these issues, we can promote self-sufficiency in the Musqueam Band

PART 02

LEVERAGE RELATIONSHIPS FOR ON-RESERVE YOUTH PROGRAMS



WHY?

SUPPLEMENT

EXISTING LEARNING CHANNELS
WITH ADDITIONAL OPTIONS

PROVIDE

YOUTH WITH THE TOOLS
NECESSARY TO PARTICIPATE IN
THE LAND USE CONVERSATION

INSPIRE

YOUTH THROUGH ACTIVE AND
ENGAGING PROGRAMS

HOW?

STEP 1

OPPORTUNITY TO LEVERAGE
RELATIONSHIPS DEVELOPED IN
PART 01

STEP 2

EXPERIENTIAL LEARNING
ENVIRONMENT

STEP 3

'EXPORTABLE' FRAMEWORK
FOR FUTURE PROGRAMMING

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YOUTH PROGRAMMING

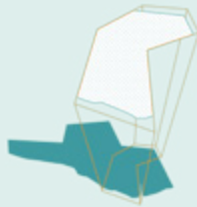
- Based on the examples Andrew has discussed us there are many ways we can leverage relationships
- We believe that a relationship with members of the UBC community in an advisory capacity, to create more programs for youth involvement could be beneficial.
- We have seen that you have many programs in place to provide youth with both academic and recreational support, such as Bridge through Sport, and after school homework help.
- What we would like to do is to build upon these programs, so that Musqueam youth have additional opportunities they can potentially explore.
- A topic education that we found important for urban aboriginal youth such as the Musqueam to learn about is the potential use of land
- As the future leaders of the Musqueam Nation, youth will inherit all of your assets, 90% of which are in the form of land and property.
- This is a complex topic, and we would like to focus on giving Musqueam youth the tools necessary to effectively participate in the discussions around land use.
- We believe that this could be the first of many community-sourced topics that youth will be interested in learning about.
- We imagine an experiential learning framework, with which

we can make difficult topics fun and accessible - as these programs will definitely integrate feedback cycles, we see that the process will come to a framework we can “export” out to other programs.

- To better exemplify this, we’ve included a sample lesson plan in Appendix V, for a more thorough breakdown of what these programs could potentially do.

CASE STUDY

LEVERAGE RELATIONSHIPS FOR ON-RESERVE YOUTH PROGRAMS



URBAN CIRCLE TRAINING CENTRE IN WINNIPEG, MB

TRANSITION PROGRAMS TO
INCREASE POST-SECONDARY
ATTENDANCE

PUBLICALLY ELECTED BOARD
OF DIRECTORS

ONLINE COMMUNITY

OPPORTUNITY TO LEARN
ABOUT AND PARTICIPATE IN
TRADITIONAL TEACHINGS

SOCIETY FOR THE ADVANCEMENT OF EXCELLENCE IN EDUCATION

10 SCHOOLS ACROSS WESTERN
CANADA

ESTABLISHMENT OF STRONG AND
VIBRANT EDUCATIONAL
PARTNERSHIPS WITH PARENTS
AND GUARDIANS

WORK-EXPERIENCE PROGRAMS
OPPORTUNITIES TO EXPERIENCE
POTENTIAL CAREER CHOICES

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CASE STUDIES

- While designing these programs we looked at a number of precedents to help guide us.
- The two we'd like to highlight are Urban Circle and a study done by the Society for the Advancement of Excellence in Education. (SAEE)
- Urban Circle is a transition program in Winnipeg that looks to increase interest and attendance in post secondary education. We found that they were particularly successful, as graduates had employment rates up to 92%!
- What we'd like to highlight about these program in particular, were the importance of an involved and trusted board of directors, and also that they included the option for traditional teachings throughout the term.
- SAEE underwent a study surveying 10 schools across western Canada, to profile their strengths and weaknesses at benefiting aboriginal students. What we took out of this study was again the importance of an integrated program that is trusted and accepts feedback, and also of the value brought by experiential, hands-on programs.
- We've taken these lessons and integrated them into our program framework, which we hope can be adapted and used in furthering opportunities for Musqueam youth.

CASE STUDY 1

Urban Circle, Winnipeg, Manitoba
Why are they successful?

- "Guided by our elders, we offer students an opportunity to learn about and participate in traditional teachings and ceremonies throughout the year"
- "Certified programming that connects to both our cultural teachings and labour-market demands"
- "Students are provided with a sense of belonging and community, and we are committed to enriching the quality of their educational experience by providing them with opportunities for personal growth and success"
- Average graduation rates of 88%
- Employment rates up to 92%
- Board of Directors are publically elected: includes Elders, Educators, Other

CASE STUDY 2

SAEE found successful programs to integrate:

- Strong leadership and governance structures, often with long tenure
- High expectations for students
- Focus on academic achievement and long-term success
- Secure and welcoming climates for children and families
- Respect for Aboriginal culture and traditions to make learning relevant
- Quality staff development
- Provision of a wide range of programs/ supports for learning

Sources:

<http://urbancircletraining.com/>
http://www.cla.sd57.bc.ca/fileadmin/sites/cla.sd57.bc.ca/SPSS/ab_ed/Sharing_our_Success.pdf

PART 03

INTRODUCE MICRO HOMES



WHY?

REDUCE
NUMBER OF INDIVIDUALS ON
HOUSING WAITLIST

CUSTOMIZABLE
PREBUILT, 2 FLOOR HOMES
FROM \$15,000 TO \$42,000
(SMALLEST 10 x 10)

GENERATE
ALTERNATIVE INCOME STREAM
BY SHARING RENT BETWEEN
MCC AND LANDOWNER

FLOOR PLAN

SECOND STORY



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MICRO HOMES

- Earlier this semester we had the opportunity to visit the Musqueam reserve
- While at Musqueam we heard Caroline Thomas' story of how she did not have a home because of the land shortage but through her mother's generosity she was able to build a home on her mother's backyard.
- We used this story as an inspiration for our idea of introducing micro homes to the Musqueam reserve
- Micro homes are small prebuilt sustainable homes that can be delivered to any location and range in size but the typical home is a 10x10 2 story unit
- Micro homes come with many add-ons and customizable furniture and cost \$15,000 - \$42,000 depending on the add-ons, features and the size
- Our proposal is that Musqueam Capital Corporation find landowners who would not mind giving up their back yard in exchange for monthly rental income
- MCC would then purchase the units and split the rental income with the landowners
- Because of the size of these units we would be specifically targeting singles couples, and perhaps small families.
- We understand there is a 200 people wait list because of the land shortage at Musqueam and we are hoping this will help reduce that list
- We found a company in Richmond that could potentially supply these homes called Nomad Micro Homes and it is from them that we acquired most of our data regarding features, pricing etc.
- This is by no means a viable long term solution for the Musqueam housing problem: This strategy is designed to help reduce number of people on the wait-list and give an opportunity for some to come back to the reserve so they can be closer to their community
- The Squamish are currently working on a similar and I am going to hand it off to Priscilla who can elaborate more on that

CASE STUDY

INTRODUCE MICRO HOMES



BLUE HABITAT DISTRIBUTION LTD, CAMPO CONSTRUCTION, SQUAMISH NATION

PARTNERSHIP OPPORTUNITIES
TO MANUFACTURE ECO MICRO
HOMES AND BUILDING
MATERIALS

PRIORITY GIVEN TO
ABORIGINAL CONTRACTORS
AND TRADESMEN

ON-THE-JOB TRAINING
TOWARD BECOMING CERTIFIED
CONTRACTORS



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CASE STUDIES

- Ecolink Micro Homes Inc. partnering with First Nations
- Currently, Ecolink and Blue Habitat are working with Squamish Nation and other native community members to establish business partnerships.
- Ecolink intends for partnering with Aboriginal communities and recognizing their unique cultural and economic and social challenges.
- Consist of local Aboriginal community members with extensive experience in communicating, organizing and researching in Aboriginal business in order to develop a comprehensive solution to support life and labour market skills so people and families can secure employment and self-sufficiency through education, training, and ownership of the project.
- Contact information: tgoddard@ecolinkgroup.com

“ CCP OBJECTIVES

ADDRESS HOUSING NEEDS
TAKE PRIDE IN OUR CULTURE
SUPPORT YOUTH INVOLVEMENT
SUPPORT MEMBERS TO GET THE JOBS THEY WANT
ADDRESS EDUCATIONAL NEEDS
ACHIEVE FINANCIAL SELF-SUFFICIENCY

METRICS

DECREASE HOUSING WAITLIST BY
5-10% IN THE FIRST 5 YEARS

ANNUAL INCREASE IN
PROGRAM ATTENDANCE

RAISE **POST SECONDARY**
ATTENDANCE

RAISE HIGH SCHOOL GRADUATION
RATE FROM 60 - 75% TO **85%**

TARGET

MORE MEMBERS ARE ABLE TO
+ LIVE IN THE HEART OF THE
COMMUNITY

VANCOUVERITES GAIN THE
+ **OPPORTUNITY** TO LEARN
ABOUT MUSQUEAM CULTURE

YOUTH HAVE THE TOOLS
+ NECESSARY TO **PARTICIPATE**
IN THE LAND USE CONVERSATION

INCREASED SELF SUFFICIENCY

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GOALS AND METRICS

- Upon reading the CCP, we found a list of objectives set out by the Musqueam and decided to align our goals and metrics with those objectives
- Address housing needs: We believe that an accurate way to measure whether we are helping members get an opportunity to live on the reserves (addressing housing needs) is by measuring the percentage decrease in the wait-list.
- Take pride in culture: Although it can be difficult to measure pride in culture, we believe that an increase in attendance of our programs every year is a good indicator because the more people that attend the programs, the more people become aware of Musqueam's history and culture.
- Support youth involvement: An annual increase in attendance to our programs will measure whether we are supporting youth involvement in the community. Higher attendance in the programs indicates that more youth are becoming involved.
- We strongly believe that raising the high school graduation rate will bring the Musqueam Band much closer to reaching its goals
- We want to raise the current high school graduation rate so that it is at the same rate as the rest of Metro Vancouver
- According to a report by RBC in 2014:
 - 70% of jobs today require a post-secondary education
 - People who graduate post secondary typically earn 39% higher than those who only graduate a high-school diploma
- By raising the percentage of youth who are being educated, we are also not only helping address educational needs, we are also support members to get the jobs they want as well as helping the community move towards financial self-sufficiency

RISKS

MUSQUEAM UNRECEPTIVE TO MICRO HOMES

ELDERS DO NOT WANT YOUTH TO PARTNER WITH UBC

NOT ENOUGH ROOM TO BUILD MICRO HOMES FOR EVERYONE

LACK OF INTEREST LEADS TO LOW PARTICIPATION RATE IN PROGRAMS

MITIGATION

LANDOWNER RECEIVES RENT AND ENSURE MICRO HOMES ARE ENVIRONMENTALLY FRIENDLY

UBC AND MUSQUEAM FACILITATE MUTUAL LEARNING

EMPHASIZE PERCENTAGE DECREASE IN WAITLIST AND INCREASE DISCUSSION AROUND GROWING NEED FOR HOUSING

INTEGRATE FEEDBACK CYCLES AND IMPLEMENT ROUTINE CHANGES

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RISKS AND MITIGATION

Inevitably, there are going to be risks in every strategy. We have identified some below, along with methods for mitigation.

RISK - Musqueam are not receptive to the idea of having micro homes on their property.

MITIGATION - Emphasize that owner of the land receives rent income, micro homes do not negatively affect the environment (they run on solar power), and micro homes give those on the wait-list an opportunity to live on the land

RISK - Elders do not want youth to partner with UBC

MITIGATION - This is an opportunity for UBC and Musqueam to learn from each other

MITIGATION - The programs are mutually beneficial

RISK - Not enough room to built enough micro homes for everyone

MITIGATION - This is a short-term solution

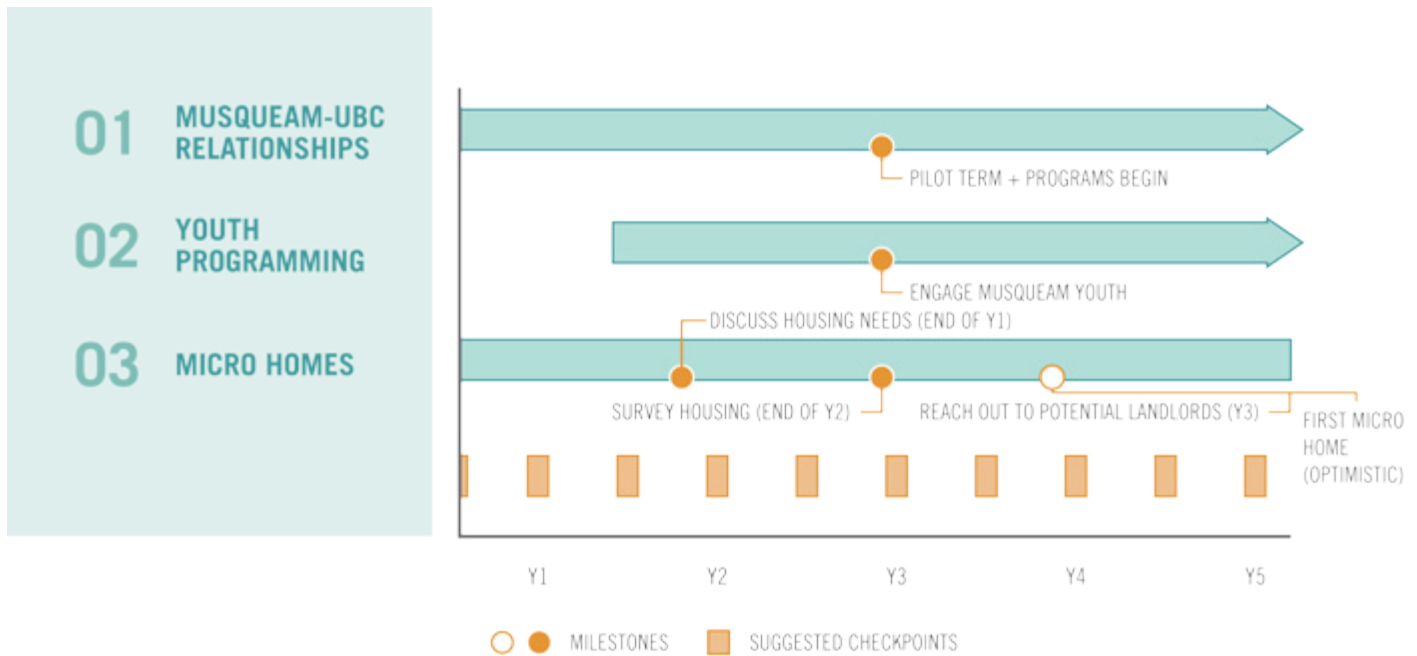
MITIGATION - Will still lead to a significant decrease in the wait-list for homes

MITIGATION - Gives opportunity for more members to live on the reserves

RISK - Lack of interest leading to low participation rate in programs

MITIGATION - Explain the benefits of the programs, encourage participation

MITIGATION - Frequently evaluate programs and adjust to incorporate feedback



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TIMELINE

Our 1 - 5 Year Plan

- Starting from today:
 - Build relationship with UBC, and that is going to be fully completed within 2 years
 - Leverage relationships to build on-reserve youth programs
- In short term introduce micro home to the community
 - 1st year we will be discussing housing need,
 - Survey housing for the 2nd year
 - For the next 3 years we want to reach to potential landlords, introduce first micro home and expand the micro home community

01 MUSQUEAM-UBC RELATIONSHIPS



02 YOUTH PROGRAMMING



03 MICRO HOMES



APPENDICES

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- Leverage the non-Musqueam community so that the Musqueam Band can get closer to becoming self sufficient
- Our strategy consists of building relationships with UBC that encourages the pursuit of education, building on reserve education programs to provide the tools to youth to participate in conversation around land use and development, and encourage deeper conversation around how to best use land through the introduction of micro homes that can address short term housing needs.

APPENDIX I

SWOT AND STRATEGY CANVAS

STRENGTHS

- *FINANCIAL PERFORMANCE
- *STRONG CULTURE / HERITAGE
- *ESTABLISHED PARTNERSHIPS SINCE CCP

WEAKNESSES

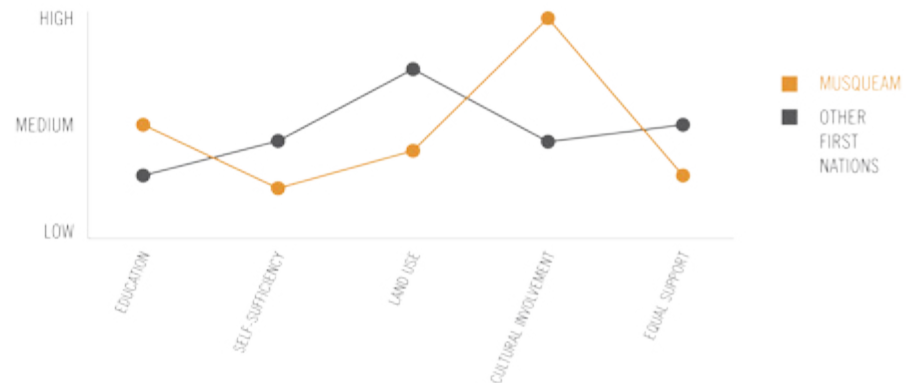
- *BRANDING
- *HOUSING SHORTAGE
- *INEFFICIENT ADMIN PROCESS
- *60% OF HOMES NEED MAJOR REPAIRS
- *PSE SCHOLARSHIPS WAITLIST

OPPORTUNITIES

- *LAND IS VALUABLE
- *LEASES ENDING SOON
- *MORE PARTNERSHIPS
- *HIGH % OF YOUTH

THREATS

- *CHANGES IN POLITICAL ENVIRONMENT
- *PRECONCEIVED NOTIONS
- *COMMUNITY RECEPTIVENESS TO CHANGE



APPENDIX II

SURVEY RESULTS

WHERE DID YOU GROW UP?

57% CANADIAN/AMERICAN, 27% CHINA, 16% OTHER (EUROPE, AFRICA, ASIA, AUSTRALIA)

CURRENT STUDENT

95% STUDENT, 5% PROFESSOR

FEEL AWARE OF CANADIAN ABORIGINAL HISTORY?

99% YES

DO YOU KNOW WHOSE LAND YOU'RE ON?

18% YES

IF YES, WHO?

38% MUSQUEAM, 46% RESIDENCE NAMES, 15% OTHER

IF NO, WHY DON'T YOU KNOW?

11% DIDN'T KNOW, 14% DIDN'T CARE, 16% NO EDUCATION, 42% NO INVOLVEMENT OPPORTUNITIES

HAVE YOU EVER TRAVELLED TO A RESERVE?

48% NO

WOULD YOU TRAVEL TO ONE TO LEARN MORE?

94% YES

APPENDIX III

CURRENT AND FUTURE RELATIONSHIPS

EXISTING RELATIONSHIPS :

- *Paul & Jeff (486M Class)
- *First Nations House of Learning
- *Bridge Through Sport
- *Athletics: Usually intraband, only within native populations
- *Museum of Anthropology
- *Musqueam 101 Seminar
- *Archeological Field School



The Dean's Advisory Committee acts as a voice for the Sauder School of Business. Active in advising and creating ideas for improvement within the school, the SAC can provide further input on developing Musqueam relationships.
Contact Member David Brown
 david.brown@alumni.ubc.ca



Already recognizes the importance of Musqueam cultural awareness, and is eager to facilitate relationships and cultural identification.
Dean Robert Helsley
 robert.helsley@sauder.ubc.ca
Assistant: Katriona MacDonald
 katriona.macdonald@sauder.ubc.ca



Heavily involved in the rebranding of Sauder's student orientation, Shannon is able to provide feedback on our reciprocal relationship building initiatives and spark conversation.
Associate Director, Student Development + Engagement
 shannon.sterling@sauder.ubc.ca



"I'm Going to UBC" encourages elementary students too see what post-secondary education looks like, led by UBC athletes. Encourages sport, education, and a healthy lifestyle.
Ross Hilliam, Group Leader
 ross_hilliam@hotmail.com



Dual Mentorship Program
 Symbiotic mentorship: weekly meetings between students with roles reversing. Week 1 at UBC, Week 2 on reserve; bridging the knowledge gap.
Yuliya Neverova, Student
 neverova.yuliya@gmail.com



Orientation Leaders are ambassadors who already love the campus and are screened for ability and accountability, able to provide tours for Musqueam youth and families.
Lisa Higashi, Senior Programs Director
 lisa.higashi@sauder.ubc.ca



President of the AMS, Aaron Bailey will be able to engage and facilitate further discussion amongst the 40,000 UBC students.
Aaron Bailey
 President@ams.ubc.ca

CONTACTS

- It is important to note that many of the current relationships have potential to grow. The large influencer of future relationships is non-Band students finding the passion for working with First Nations groups.
- The Aboriginal Affairs (AANDC) representative we spoke with said she "can't say [she has] ever heard of any large youth group at Musqueam" and this is exactly what we want to change.
- By developing further relationships, we know we can move closer to self-sufficiency and allow for education to occur on reserve by credible sources and also encourage students to venture off the reserve by only a few kilometres
- Beginning with Sauder, where relationships are beginning to grow in strength, there are three key people that can help to build relationships that benefit UBC and Musqueam.
- Through the Dean's Advisory Committee, we aim to facilitate discussion and idea generation for further programs that could be installed and for how to integrate Musqueam learning and tradition into the education of non-Musqueam.
- By speaking and interacting with Dean Bob Helsley, who has been an advocate of Musqueam culture integration, he has the power and knowledge of how to navigate the school

system to include DAC goals and initiatives. Furthermore, his relationship can aid in advising MCC members and provide mentorship to business leaders in the Musqueam community.

- Engaging with Shannon will provide a link between students and staff and she is organizing student orientation for Sauder.
- In that capacity she has the ability to instill the importance of our Musqueam heritage and leverage her leaders as tour-guides for Musqueam tours of campus and vice versa. These students are the business leaders and ambassadors for the school which means what they do and say has a lot of impact.
- Looking at the Youth Clubs in UBC, the infrastructure and people are already willing to help which means little time setting up Musqueam programs so long as they have Bandwidth.
- Through "I'm Going to UBC", young students at Musqueam will interact with university level students which will provide inspiration and encouragement to achieve and set goals.
- Through a Dual Mentorship Program those who participate as orientation leaders or as I'm Going to UBC leaders. They can be paired up with Musqueam youth based on interests and goals so as to facilitate conversation and bridge the

knowledge gap between Musqueam and Non-Musqueam. Yuliya is very passionate about this initiative and is expecting to hear from you.

- Orientation leaders can take youth and families around campus and also be some of the first to actually go to Musqueam land for tours and to gain knowledge about the community. By doing so, we hope to inspire UBC students to also partake and hopefully this will spark ideas for how to best move Musqueam initiatives forward – we want to inspire the UBC community.
- Aaron Bailey has expressed interest in helping revitalize the community and focus on the roots of UBC. As president of the student body, he has the authority and voice that has enough power to convince and persuade an entire population of students into participation and interest. Through interacting with him, Musqueam can have a massive representation.

APPENDIX IV

WEBSITE IMPROVEMENTS

WHY?

Currently, the musqueam.bc.ca website is an excellent internal communication tool, where members of the Musqueam community are able to view and access newsletters, calendars, and events.

We also see the website as an opportunity to communicate with the Metro Vancouver community; as a tool to educate and foster a greater understanding of Musqueam culture.

POTENTIAL AREAS FOR ENGAGEMENT

NAVIGATION

*Including a tab for 'Visitors' or 'Want to learn more about the Musqueam?'

*Resources: Including links to other sites for those who want to learn more about Musqueam history and culture. Linking to other websites also helps in increasing traffic.

ENGAGEMENT

*Further emphasizing "Current Events" happening, especially as options to visit the reserve. Exhibitions such as The City Before The City can be featured

*Featured Artists: mutually beneficial arrangement where Vancouver community is able to appreciate Musqueam art, and the artist's work is highlighted

APPENDIX V

SAMPLE LESSON PLAN

TIME	ITEM(S)	ACTIVITY DETAILS
4:00	Welcome and Introduction Warm Up Activity	Introduce day's topic, answers questions students may have from last session Sample Warm Ups: Free Draw/Free Write, Icebreakers
4:10	Introduce Activity	Sample activities: 3 Bridges. Under constraints (time and material) students become comfortable with expressing and seeing their ideas take physical form
4:30	Studio / Work Period	Program leader circulates the room, provides guidance where necessary, and answers any questions the students may have
5:00	Check in - Break?	Break if necessary, Students can also take this time to circulate and see what their peers are working on
5:30	Wrap Up and Close	Students share what they have been working on during class time, ask questions of the program leader

* This sample lesson plan showcases the experiential learning environment we hope to create. Future lesson plans should be co-created by educators and the Musqueam community

APPENDIX VI

MICRO HOMES FLOOR PLAN

SECOND FLOOR



FIRST FLOOR



APPENDIX VII

MICRO HOMES ADDITIONAL FEATURES

**TOTAL COSTS DEPENDING ON
FEATURES RANGES BETWEEN
\$15,000 - \$42,000**

FEATURES

Architectural
Structure: patented system using metal insulated panels
Insulation: floor and roof R-24, walls R-12 (can be upgraded to R-36/R-20)
Exterior Finish: galvanized metal siding
Windows: vinyl frame, double glazed
Entry Door: wood grain, fiberglass, full light
Roof, Fascia, Gutter, Downspout: pre-finished aluminum
Interior Wall Finish: pre-finished metal panel
Interior Floor Finish: wood laminate
Cabinets: white melamine
Kitchen Counter: white laminate
Kitchen Sink: stainless steel

Kitchen Faucet: single control
Stove Top: two-burner, propane
Fridge: under counter, electric
Toilet: standard flush
Bathroom Floor: wood block
Bathroom Walls/Door: pre-finished metal panel
Stair/Shelving: solid wood
Baseboards/Trim: painted MDF

PLUMBING/MECHANICAL

Hot Water: hot water on demand, propane
Heat: forced air heater, propane
Ventilation: bathroom, kitchen fan

ELECTRICAL

12V
Lighting: LED
Outlets: living room, kitchen,

bathroom, bedroom, exterior
Smoke Detector: bedroom
Propane Detector: kitchen

ADD-ONS

Bedroom wall cabinet \$60
Bedroom Floor Cabinets \$300
6 Foundation Screws \$300
Cedar Deck \$1,560
Exterior Storage Locker \$1,500
Sliding Sun Shades \$750
60" Sofa Bed \$990
Convertible Foot Stool \$990
Adjustable Coffee Table \$700
Water Generation Plant \$1,500
Solar power system \$3,500
Rain Water collection System \$1,500
Sewer treatment system \$7,850

APPENDIX VIII

MICRO HOME COST ESTIMATES

Base Unit Cost	\$15,000	Monthly Revenue	\$1,000
Add Ons:		Number of Months	12
Bedroom wall cabinet	\$60	Percentage Received by MCC	0.5
Bedroom Floor Cabinets	\$300	Life Cycle of Home (Years)	10
6 Foundation Screws	\$300	Amortization	\$3,650
Cedar Deck	\$1,560	Payback Period (Years)	6.083
Exterior Storage Locker	\$1,500		
Sliding Sun Shades	\$750		
60" Sofa Bed	\$990		
Convertible Foot Stool	\$990		
Adjustable Coffee Table	\$700		
Water Generation Plant	\$1,500		
Solar power system	\$3,500		
Rain Water Collection System	\$1,500		
Sewer treatment system	\$7,850		
Total (assuming all features are purchased)	\$36,500		
Revenue, Annual Rental MCC	\$6,000		

