

2006-2007 NEW PATHS FOR EDUCATION NATIONAL GUIDELINES

1.0 BACKGROUND

New Paths for Education is based on the previous initiative on education - *Gathering Strength*. The Areas of Intervention and Areas for Action under the themes stemmed from the recommendations from the National Working Group on Education and were discussed with the Assembly of First Nations' (AFN) National Indian Education Council (NIEC).

2.0 OBJECTIVES

To strengthen First Nation education in accordance with the following themes jointly developed by the AFN's Chiefs Committee on Education and INAC:

- *Strengthening First Nations' education management and governance capacity* through local capacity and educational institutional development;
- *Improving the effectiveness of classroom instruction* through curriculum and language development, pedagogical improvements, school activities and, the development and enhancement of technological knowledge in the school;
- *Supporting community and parental involvement* in the education of children and youth which is conducive to a supportive learning environment; and,
- *School to work transition*.

3.0 KEY ACTIVITIES

The four themes are intended to be broad enough to enable the schools, First Nation education authorities and First Nations Education Management Organizations to make the strategic decisions addressing their education issues. The themes provide a flexible and adaptable framework for program support which aims to improve the quality of education in First Nations schools and will, over time, contribute to reduced teacher staff turnover, enhanced coordination and support of First Nation education programs and services, maintenance and increased use of First Nation languages, increased availability and use of culturally appropriate and relevant curricula, increased level of computer literacy, enhanced quality and quantity of data to monitor and improve academic progress, increased involvement of parents and the community at large in the education system, and a increased level of validation of education through enhanced awareness of potential career paths.

Guidelines for the funding of First Nations Education Managing Organizations are provided in Annex B. As the regions are at different developmental stages of education institutions, initiatives that promote the aggregation of services can be supported.

Project-based proposals may also be supported if they are within the themes, are aimed at specific areas of intervention and have identified output and outcomes. The proposed areas for intervention and action, output and outcomes are provided in Annex C.

4.0 ELIGIBLE RECIPIENTS

New Paths for Education is one of the education initiatives that is funded by INAC for First Nation communities. Chiefs and Councils may choose to deliver the initiative directly, share the initiative with other First Nation communities in tribal/district councils or political/treaty organizations; or enter into agreements for the delivery of the initiative with provincial or municipal governments or agencies, private businesses or non-government organizations.

Contributions for New Paths for Education may be flowed directly to Chiefs and Councils, or to organizations designated by Chiefs and Councils (bands/settlements, tribal councils, education organizations, political/treaty organizations, public or private organizations engaged by or on behalf of Indian bands to provide education services, provincial ministries of education, provincial school boards/districts or private education institutions).

Eligible participants include community members such as: elementary and secondary students, parents and caregivers. Participants can also include staff of Band operated schools, First Nation education authorities and education institutions as well as professional advisors such as Elders and cultural mentors.

5.0 DELEGATION OF SERVICE DELIVERY

Where the recipient delegates authority or transfers funding to an agency (e.g. an authority board, committee or other entity authorized to act on behalf of the recipient), the recipient shall remain liable to the Minister for the performance of all of its obligations under the funding agreement. Neither the objectives of the initiative nor the expectation of transparent, fair and equitable service shall be compromised by this delegation or transfer of funds.

6.0 FUNDING

Funding is proposal driven. Funding will be distributed to INAC regional offices based on a national allocation methodology. Support of eligible activities will be provided in the form of contributions to eligible recipients.

7.0 LEVERAGING OF RESOURCES

Schools, First Nation education authorities and First Nation Regional Management Organizations are encouraged to leverage their resources by fostering partnerships or by demonstrating economies of scale for the provision of New Paths themes and activities. This can include collaborating with provincial school boards, other educational institutions, Aboriginal institutions, accredited institutions or other agencies to undertake mutually beneficial activities.

8.0 STACKING PROVISIONS

The stacking provisions are in place to ensure that different levels of government do not fund a recipient for a same program or project or that the Consolidated Revenue fund is not funding the same program or project more than once. Proposals for funding from each recipient shall address the requirement for the recipient to declare any and all prospective sources of funding for the program or project, inclusive of all federal, provincial or other government sources that is expected to be received. Annual financial reporting shall show all sources of funding received. Provision for repayment shall be included in the funding agreements. In the event that the financial reporting shows more than once source of funding for the program or project in excess of \$100,000 and, when more funding of this nature is provided from all sources than was anticipated or actually required, the recipient shall reimburse to the Minister a portion equal to INAC's contribution to that project. Maximum contribution by INAC and total maximum government assistance can be 100% for eligible projects.

9.0 ELIGIBLE EXPENDITURES AND NON-ELIGIBLE EXPENDITURES

Eligible expenditures include the following:

- Items such as learning materials (purchase and/or development of books, guides, handbooks), fees for professional advisors.
- The salaries incurred as a result of hiring education professionals and para-professionals for New Paths activities only.
- Transportation costs for eligible participants incurred as a direct result of participating in an eligible activity not already covered by elementary/secondary program funding.
- Support for educational institutions or instructional materials (e.g. computers).
- If applicable, administrative costs are not to exceed 10% of the total cost of the contribution.

- In the category of School Board Type Services, eligible expenses are:
 - program modification or adaptation;
 - instructional materials;
 - diagnostic testing and evaluation (not covered under the Special Education Program);
 - professional services;
 - professional development and support activities;
 - development of curriculum and teaching materials;
 - costs associated with providing advice to band administrations (e.g., travel expenses, web sites, internet fees) and consultation with communities;
 - management of education boards (including operational costs);
- advice and support to First Nations in wording and negotiation of funding agreements with provincial education authorities;
- honoraria for school board members;
- monitoring and evaluation and supporting the implementation of the responses to any recommendations; and
- maintaining a regional education management organization infrastructure.

Ineligible expenditures are:

- Construction, operation and maintenance of federal and band operated school facilities such as those covered by the Capital Program.
- Salaries and employee benefits for teachers and education para-professionals already under the Terms and Conditions of the Education Program, including INAC elementary/secondary education and band support/tribal council funding.

10.0 MAXIMUM AMOUNTS PAYABLE

The initiative is regionally based and proposal-driven and the maximum amount payable is set on a case-by-case basis, limited overall by total available funding both nationally and regionally.

Maximum amounts payable is \$7.5 million per organization per year from the New Paths budget.

11.0 ELIGIBLE PROPOSALS

Proposals must include the following:

- States clearly the goals and objectives of the initiative;
- Identifies indicators that demonstrate how the objectives are to be met;
- Identifies the target clientele;
- Identifies partners e.g. neighbouring communities, social services, health services, etc.;
- States the duration of the project; and
- States the amount being sought.

A template for project proposals is attached as Annex A.

12.0 REVIEW AND APPROVAL PROCESS

The proposal process will be developed in consultation with First Nations.

13.0 Reporting Requirements

PLEASE NOTE: The First Nations National Reporting Guide (FNNRG) is the source of this information and is the main point of reference for reporting requirements.

ANNEX A

**2006-07 PROJECT PROPOSAL SUBMISSION FORM
(NEW PATHS FOR EDUCATION)**

Name of Applicant (Organization): _____

Contact Person: _____ Title/Position: _____

Mailing Address:	Phone Number:
	Fax Number:
	E-Mail:

Type of organization:

- First Nation District Council Tribal Council
 FNRMO Other (specify): _____

PROJECT INFORMATION

Project Name: _____

Which *theme* and proposed *area of intervention* does your project target? Indicate by checking the appropriate boxes below. If the *area of intervention* desired is not in the list, check Other and fill in the blank with the additional area of intervention.

Themes (Check only one)	Areas of intervention (check only one under the selected theme)
<input type="checkbox"/> Capacity and educational institutional development	<input type="checkbox"/> Education services <input type="checkbox"/> Progress measures <input type="checkbox"/> Other: _____
<input type="checkbox"/> Improving school effectiveness	<input type="checkbox"/> Teacher recruitment and retention <input type="checkbox"/> Educational programming that meets changing environments <input type="checkbox"/> Language and culture <input type="checkbox"/> Curricula <input type="checkbox"/> Teaching material <input type="checkbox"/> Communication and Information Technology (CIT) <input type="checkbox"/> Extra-curricular Instruction <input type="checkbox"/> Other: _____
<input type="checkbox"/> Parental and community involvement	<input type="checkbox"/> Parental participation in their children=s/youth's education <input type="checkbox"/> Community participation in education <input type="checkbox"/> Extra-curricular activities <input type="checkbox"/> Other: _____

<input type="checkbox"/> School to work transition	<input type="checkbox"/> Aiding in the decision making associated with the school to work transition <input type="checkbox"/> Other: _____
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Estimated Start Date: _____

Estimated Completion Date: _____

(The project must be completed by June 30, 2007)

Is this project a continuation from a project funded last year?

Yes No

Is this project ongoing?

If this is a new project, is it intended for one year?

Duration: _____

What are the specific *areas for action*? Annex C of the National Guidelines provides examples that could be used:

Which need or issue will be addressed with this project?

Does this project address a recommendation from a school evaluation?

Provide details on the recommendation:

Which target clientele is this project aimed at? Check all appropriate boxes.

Students in:

Kindergarten

Grade 1 to 6

Grade 7 to 10

Secondary 1 to 3 in Quebec

Grade 11 to 12

Secondary 4 to 5 in Quebec

Teaching Staff

Professional Staff

Management Staff

Parents

Community at large

Other: _____

Identify project partners (e.g.; neighbouring communities, social services, health services, community service groups, etc.):

Briefly describe the project including goals, objectives, activities, work plan milestones and delivery dates:

Indicate the *output* related to the *areas for action* and any other locally identified output using the attached *Proposed Guidelines* for examples. For each *output*, indicate if you have baseline data/information. *NOTE: Baseline and end of project data/information are required in the final report for all project outputs.*

	Check box below if baseline information is available

PROJECT COST

Total Cost of Project: _____ Total Amount requested from INAC: _____

Provide details of expenditure by category:

Have you also applied or received other funding for this project?

Yes

No

If yes, specify the source:

ADDITIONAL INFORMATION

Other relevant information:

Signature: _____ Date: _____

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**PROGRAM GUIDELINES FOR THE FUNDING OF
FIRST NATION EDUCATION MANAGING ORGANIZATIONS (FNEMO)**

In order for an organization to be considered a First Nations Education Managing Organization (FNEMO) and funded to provide school board-type aggregate services, it must meet the following minimum requirements:

- Have a documented management framework outlining the governance structure;
- Have documented support from its member First Nations (Band Council Resolutions);
- Have documented, publicly available, policy guidelines; and
- Demonstrate economies of scale.

In addition, the following guidelines apply:

- Flow-through organizations do not qualify as a FNEMO;
- Where a FNEMO is currently in place, no other FNEMO will be funded to provide services to a First Nation that is currently being served by the existing organization;
- Initiatives promoting the aggregation of services and related to the development of future FNEMO may be considered for support.

PROPOSED AREAS FOR INTERVENTION AND ACTION

THEMES	AREAS OF INTERVENTION	PROPOSED AREAS FOR ACTION	PROPOSED OUTPUT (Short term)	PROPOSED OUTCOMES (Long Term)
<ul style="list-style-type: none"> Strengthening First Nations education management and governance capacity through local capacity and educational institutional development 	<ul style="list-style-type: none"> Education Services 	<ul style="list-style-type: none"> < Local school governance < Support for principals < Record keeping < Training for community participants in school governance < School improvement action plans < Educational project plans < Institution building 	<ul style="list-style-type: none"> < <i>Increased number of schools supported by the education institutions.</i> < <i>Increased number and types of services provided.</i> < <i>Comprehensive training strategy for future needs resources.</i> 	<ul style="list-style-type: none"> <i>Enhanced coordination and support of First Nation education programs and services.</i> <i>Stronger school governance action.</i>
	<ul style="list-style-type: none"> Progress Measures 	<ul style="list-style-type: none"> < Identification and development of culturally appropriate norms for standardized student assessment tools. < Local research capacity. 		

THEMES	AREAS OF INTERVENTION	PROPOSED AREAS FOR ACTION	PROPOSED OUTPUT (Short term)	PROPOSED OUTCOMES (Long Term)
<ul style="list-style-type: none"> Improving the effectiveness of classroom instruction through curriculum and language development, pedagogical improvements and the development and enhancement of technology in the school 	Teacher recruitment and retention	Development of local and regional recruitment strategies.	<i>Increased number of agencies participating in common recruitment strategies.</i> <i>Increased number of schools benefiting from common recruitment strategies.</i>	<i>More local staff hired.</i> <i>Reduced teacher staff turnover.</i>
		Implementation of Teacher Support Programs, e.g., help Line, mentorship, visitations with other schools, etc.	<i>Increased number of teachers using the support.</i>	
		Professional development activities.	<i>Increased number and percentage of teachers participating in professional development activities and workshops.</i>	
	Educational programming that meets changing environments.	Development of strategic educational programming that meets local needs. (i.e. sports or arts programming)	<i>Provision of services to implement new and innovative programming.</i> <i>Access to professional pool of services.</i>	<i>Flexible programming.</i>

THEMES	AREAS OF INTERVENTION	PROPOSED AREAS FOR ACTION	ROPOSED OUTPUT (hort term)
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