

2006-2007 PARENTAL AND COMMUNITY ENGAGEMENT STRATEGY (PCES) NATIONAL GUIDELINES

1.0 INTRODUCTION

These PCES National Guidelines are in effect for fiscal year 2006-2007 and apply to all recipients funded under a Contribution Agreement. Indian and Northern Affairs Canada (INAC) regions may provide additional detail.

It is important to note that these National Guidelines address only the PCES. The First Nations & Inuit Youth Employment Strategy, Special Education Program, Elementary/Secondary Education Program, Post-Secondary Education Program, Cultural Education Centres Program, New Paths for Education and Teacher Recruitment and Retention: Professional Development, are covered under separate National Guidelines.

Any issues that arise concerning the interpretation of these PCES National Guidelines will be resolved by the Education Branch in the Socio-Economic Policy and Program Sector at INAC Headquarters.

2.0 OBJECTIVE

The primary focus of the PCES pilots is to raise the awareness of parents and community members of their valuable role in their children's education and to provide the necessary supports to help ensure that they can be active in that role. As part of this focus, teachers and education staff are encouraged to further develop home/ school partnerships with parents and community members in order to facilitate greater parental and community involvement in the education of children.

The pilots are intended to provide a limited number of communities per region with funding to support and coordinate activities whose objectives are to:

- Support parents and caregivers in the role as their child's first and most influential teacher;
- Support community involvement in education;
- Encourage a home environment that supports children to succeed in school;
- Facilitate family literacy, native language and culture;
- Establish home/school partnerships; and
- Prepare youth for academic and social success in school.

The anticipated outcomes of the 2006-2007 pilots will be used to further demonstrate the continued need for funding to support parents and communities in their involvement in their children's education.

3.0 KEY ACTIVITIES

Key activities that are intended to facilitate achieving the overall objective can include, but are not limited to, the following:

- Parent/ community meetings, workshops or conferences to provide for and/or facilitate the building of home/school partnerships, information sharing, raising awareness, and learning and applying parenting skills;
- Home visits from Parental Involvement Facilitators/Para-professionals to provide the mechanisms/tools/support for parents to:
 - read to their children
 - learn about their child's educational development needs
 - contribute to their child's educational development
 - pursue adult basic education, labour market training, and family literacy (while PCES funding cannot directly be used for job training, support for making linkages to programs that provide these services is an eligible activity);
- Support for activities that promote the integration of traditional knowledge in the school and home learning environment;
- Activities to highlight the importance of screening for detection of any special education needs a child may have; and
- Activities to reinforce the importance of regular check-ups such as hearing, vision, dental, nutrition, immunizations and hospitalizations;

To ensure effective service delivery, activities can support enhanced capacity building and professional development for para-professionals and community volunteers.

4.0 ELIGIBLE RECIPIENTS

Contributions for the PCES 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).

In addition, INAC may also enter into agreements: directly with provincial education authorities for the delivery of elementary/secondary education services; with private firms to administer program funds jointly with or on behalf of the First Nation (i.e., co-managers, or third-party managers); or in some cases, INAC may deliver services directly (e.g., in the remaining seven federal schools).

Eligible participants include community members such as: pre-school children, elementary and secondary students, parents, and caregivers who are ordinarily resident on reserve or in recognized communities. 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 program 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 program 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.

7.0 LEVERAGING

Recipients are highly encouraged to leverage their resources by fostering partnerships or by demonstrating economies of scale for the provision of parental and community engagement activities/initiatives. This can include collaborating with schools, social services, aboriginal 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 one 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. The maximum contribution by INAC and total maximum government assistance can be 100% for eligible projects.

9.0 ELIGIBLE AND INELIGIBLE EXPENDITURES

Eligible expenditures under the PCES may include:

- The purchase and/or development of resource/learning materials such as books, guides, handbooks, computers, computer programs, and parental videos that are directly related to eligible activities and are not directly related to or already covered by the instructional services;
- Costs associated with hosting and/or attending workshops and conferences including fees and expenses for guest speakers;
- The salaries for education para-professionals/specialists/facilitators hired for PCES activities only;
- The transportation costs for eligible participants that are incurred as a direct result of participating in eligible activities which are not already covered by elementary/secondary education program funding;
- The occasional child care costs incurred for pre-school children who are not participating in a specific activity focused on their parent and school-aged sibling(s); and
- Administrative costs up to 10% of the total cost of the contribution.

Ineligible expenditures are:

- For construction, operation and maintenance of federal and band operated school facilities such as those covered by the Capital Program Services.
- Salaries for teachers, education para-professionals, specialists, facilitators that

are already covered under the Terms and Conditions of the Education Program.

10.0 MAXIMUM AMOUNTS PAYABLE

The PCES 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. The maximum amount payable to any one eligible recipient to administer the PCES is \$1 million.

11.0 ELIGIBLE PROPOSALS

Proposals must include:

- A description of the objectives and activities the project will target, including the anticipated outcomes and timelines.
- A description of the community need to be addressed through the proposed PCES activities;
- A description of any existing school and/or community programming targeted towards supporting parents, children and community involvement,
- A list of anticipated project partners; and,
- A detailed budget outlining pilot and administrative costs.

The template for project proposals is attached as Annex A.

12.0 REVIEW AND APPROVAL PROCESS

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

13.0 REPORTING REQUIREMENTS

The First Nations National Reporting Guide is the source of this information, and is the main point of reference for reporting requirements.

PROJECT PROPOSAL SUBMISSION FORM (PARENTAL AND COMMUNITY ENGAGEMENT STRATEGY)

Name of Applicant (Organization): _____

Contact Person: _____ **Title/Position:** _____

Mailing Address: 	Phone Number: Fax Number: E-Mail:
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Type of organization:

- " First Nation
- " First Nation Education Authority _____
- " First Nation Regional Managing Organization (FNRMO)
- " Other (specify): _____

PROJECT INFORMATION

Project Name: _____

Which objectives and proposed activities does your project target? Indicate by checking the appropriate boxes below. If the activities desired are not in the list, check "Other" and fill in the blank with the additional information. Please include the anticipated outcomes and timelines.

Objectives

- ' Support parents and caregivers in the role as their child's first and most influential teacher
- ' Support community involvement in education
- ' Encourage a home environment that supports children to succeed in school
- ' Facilitate family literacy, native language and culture
- ' Establish home/ school partnerships
- ' Prepare youth for academic and social success in school

Activities	Anticipated Outcomes	Anticipated Timeline
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<ul style="list-style-type: none"> ' Parent/ community meetings to provide opportunities for home/ school partnerships, information sharing, raising awareness, and learning and applying parenting skills; ' Home visits from Parental Involvement Facilitators/ Para-professionals to provide the mechanisms/ tools/ and support for parents to: read to their children, learn about their child's educational development needs, contribute to their child's educational development, - pursue adult basic education, labour market training, and family literacy ' Support for activities that promote the integration of traditional knowledge in the school and home learning environment 		
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<ul style="list-style-type: none"> ' Activities to highlight the importance of screening for detection of any special education needs a child may have; and, ' Activities to reinforce the importance of regular check-ups such as hearing, vision, dental, nutrition, immunizations and hospitalizations ' Other 		
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Is this project a continuation from a project funded last year?

" Yes " No

What is the community need that will be addressed through the proposed activities? In addition to parents/ caregivers, which target clientele is this project aimed at? Check all applicable boxes.

- ' Students
- ' Teaching Staff
- ' Para-professionals
- ' Elders
- ' Community at large

Please provide a description of any existing school and/ or community programming targeted towards supporting parents, children and community involvement.

Identify anticipated project partners:

- ' Neighbouring communities
- ' Social services
- ' Health services
- ' Community service groups
- ' Other

PROJECT COST

Total cost of project:

Total amount of PCES funds requested from INAC:

Provide details of expenditure by category:

Category	Amount
Resource/ Learning Materials (books, guides, handbooks, computers, computer programs, parental videos)	
Costs associated with hosting and/ or attending workshops and conferences (including fees for guest speakers)	
Salaries	
Transportation and Child Care Costs	
Administrative Costs	
Other (specify)	
Total	

Have you received other funding for this project?

" Yes " No

If yes, specify the source:

ADDITIONAL INFORMATION

Other relevant information: