



Aboriginal Affairs and  
Northern Development Canada

Affaires autochtones et  
Développement du Nord Canada

# Aboriginal Affairs and Northern Development Canada

## **New Paths for Education**

## **National Program Guidelines 2013-2014**



Canada



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## **1 Introduction**

The New Paths for Education program provides funding to strengthen First Nation education and improve the quality of education in First Nation schools. As of 2011-2012, New Paths was consolidated to include First Nation SchoolNet, Parental and Community Engagement, and Teacher Recruitment and Retention.

## **2 Objectives**

The objectives of the New Paths for Education program are to:

- Strengthen First Nation education management and governance capacity through local capacity and educational institutional development;
- Improve the effectiveness of classroom instruction through curriculum and language development, pedagogical improvements, Information and Communications Technology (ICT);
- Support parental and community engagement in the education of children and youth which is conducive to a supportive learning environment;
- Assist band-operated schools to recruit and retain qualified teachers and educators and provide them with professional development opportunities; and
- Enhance Information and Communications Technology (ICT) in the school.

## **3 Outcomes**

The program aims to improve the quality of education in First Nations schools and to contribute to the following specific outcomes:

- Enabling First Nation schools, education authorities, and Regional Education/Management Organizations to strengthen their First Nation education management and governance capacity so that they are able to make strategic decisions addressing their education issues to enable student progress;
- Reducing teacher turnover;
- Enhancing the co-ordination and the support of First Nation education programs and services;
- Maintaining and increasing the use of First Nation languages;
- Increasing the availability and use of a culturally appropriate and relevant curriculum;
- Increasing the level of computer literacy;
- Enhancing the quality and quantity of data that allows better monitoring and improvement of academic progress;
- Increasing involvement of parents and the community at large in the education system; and
- Increasing the validation of education through enhanced awareness of potential career paths.

## 4 Activities

Key activities supported by the program include the following:

### 1. First Nation education management and governance capacity

Strengthen First Nation education management and governance capacity through local capacity and educational institutional development:

- Maintain a Regional Education/Management Organization infrastructure;
- Provide education school board type services;
- Support local school governance;
- Support school improvement plans; and
- Manage proposal-based activities.

### 2. School effectiveness

Improve the effectiveness of classroom instruction through curriculum and language development, pedagogical improvements, school activities; and Information Technology (IT) hardware and software purchases:

- Develop educational programming, including extra-curricular and environmental activities like sports or arts;
- Develop or modify curriculum, and conduct activities related to language and culture;
- Develop or modify, and purchase instructional materials;
- Implement activities to improve the effectiveness of classroom instruction;
- Purchase IT hardware and software;
- Undertake school evaluations;
- Support school to work transition; and
- Manage proposal-based program activities.

### 3. Parental and community engagement

Develop and implement strategies that support community and parental involvement in the education of their children and youth which is conducive to a supportive learning environment:

- Organize and hold parent/community meetings;
- Organize and hold workshops and conferences that support community and parental involvement in the education of children and youth;
- Support parental involvement in the educational development of children;
- Support activities that promote the integration of traditional knowledge in school and home learning environments; and
- Manage proposal-based activities.



**4. Teacher recruitment and retention**

Assist band-operated schools to recruit and retain qualified teachers and educators and provide them with professional development opportunities:

- Develop and implement local and regional recruitment and retention strategies and activities to support teachers;
- Conduct professional development leading to professional accreditations for education staff;
- Conduct professional development for education staff such as workshops and conferences; and
- Manage proposal-based activities.

**5. Information and Communications Technology (ICT)**

Enhance the effectiveness of classroom instruction through the development and enhancement of technological knowledge in the school:

- Purchase IT hardware and software;
- Pay for Internet service provider user fees;
- Purchase LAN equipment, cable, dishes, wireless equipment and replacement parts;
- Provide ICT training for education staff;
- Provide Help Desk services, and other ICT services; and
- Manage LANs.

**5 Eligible Recipients**

Funding for New Paths for Education may be flowed directly to band councils, or to organizations designated by band councils, such as tribal councils, education organizations, political/treaty organizations, public or private organizations engaged by, or on behalf of Indian bands, provincial ministries of education, provincial school boards/districts or private education institutions, to provide education services.

In order for an organization to be considered a Regional Education/Management Organization and funded to provide school board-type services or ITC services, it must meet the following minimum requirements:

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

In addition, the following guidelines apply:

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

## 6 Eligible Participants

Participants in the proposed activities can include community members, 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 advisors such as Elders and cultural mentors.

## 7 Proposal Process

### Submission of Proposals

Only complete electronic proposal templates will be considered for assessment.

To access the proposal template, log on to the AANDC Services Portal. If you do not have access to the AANDC Services Portal, contact your regional office. The regional offices coordinates can be found in the [Contact Information](#) section of this document. If you are a national recipient, please write to the address indicated in the [Contact Information](#) section of this document. AANDC education programs funding recipients can also find the proposal template in the Recipient Reporting Guide (RRG).

### Deadline for Submission of Proposals

May 30

### Assessment Criteria

Regional offices review and assess proposals to ensure activities and expenditures are eligible. The following criteria inform the assessment process:

- Capability to manage the implementation of the proposal;
- Engagement and commitment involving support from communities;
- Implementation activities that identify time lines, cost-effectiveness, anticipated impact on outcomes;
- Management activities that support governance, outcomes, monitoring, and reporting; and
- Expenditures that are reasonable in relation to proposed activities.

Organizations are highly encouraged to leverage their resources by fostering partnerships and by demonstrating economies of scale. This may include collaborating with provincial school boards, other education institutions, Aboriginal institutions, accredited institutions or other agencies, to undertake mutually beneficial activities.

**Note:** Meeting these criteria does not guarantee funding from the New Paths program.

## Review and Approval of Proposals

AANDC regional or headquarter staff will review and approve proposals. A written response will be sent to applicants to confirm whether, or not, their proposal has been approved for funding. Funding will be available in the form of a one year Set contribution. The definitions for the different contribution types can be found in the [funding agreement models](http://www.aadnc-aandc.gc.ca/eng/1322746231896/1322746482555) (<http://www.aadnc-aandc.gc.ca/eng/1322746231896/1322746482555>).

## 8 Eligible Expenditures

Eligible expenditures may include the following:

- Learning materials (purchase and/or development of books, guides, etc.);
- Fees for professional advisors;
- Salaries for 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; and
- Administrative costs.

**Note: Administration Costs:** Administration costs cannot exceed 10 % of the sub-total amount requested before administration costs. The Data Collection Instrument (DCI) will automatically calculate the amount.

Further distribution of funds by AANDC's funding recipient: When a funding recipient further transfers, to a Third Party, funds that were received under this program, the 10% allowed for administration costs must be divided between the parties, as agreed to between the parties. The total administration costs retained by all parties cannot exceed 10% of the sub-total amount requested before administration costs.

**In the category of School Board Type Services, eligible expenditures may include the following:**

- Program modification or adaptation;
- Instructional materials;
- Development of curriculum;
- Diagnostic testing and evaluation (not covered under the Special Education Program or First Nation Student Support Program);
- Professional services;
- Professional development and support activities;
- Costs associated with providing advice to band administration (e.g., travel expenses, web sites, internet fees) and consultation with communities;
- Management of education/school boards (including operational costs);
- Advice and support to First Nations for the text and negotiation of funding agreements with provincial education authorities;

- Honoraria for school board members;
- School evaluation and implementation of evaluation recommendations; and
- Maintaining a regional organization infrastructure.

## **9 Ineligible Expenditures**

Ineligible expenditures are as follows:

- Construction, operation and maintenance of federal and band operated school facilities such as those covered by the Capital Program; and
- Salaries for teachers and education professionals and paraprofessionals that are already covered under the Terms and Conditions of the Elementary/Secondary Education Program.

## **10 Maximum Program Contribution**

The maximum amount payable is set on a case-by-case basis for each proposal and is limited overall by available funding both nationally and regionally.

## **11 Monitoring and Accountability**

AANDC is committed to providing assistance to recipients in order for them to effectively carry out the obligations contained in each funding agreement. Regional offices and other departmental contacts are available to answer questions and provide guidance related to AANDC programs and funding.

To ensure that program terms and conditions and funding criteria are being met, that funds are expended on the intended purposes, and that AANDC's accountability to Parliament is being met, in-office and on-site monitoring and compliance activities will be conducted with all recipients.

## **12 Reporting Requirements**

The recipient's funding agreement lists the reporting requirements. To access the reports (Data Collection Instruments), log on to the AANDC Services Portal. If you do not have access to the AANDC Services Portal, contact your regional office. The regional offices coordinates can be found in the [Contact Information](#) section of this document.

## 13 Contact Information

For further program information, please visit the [New Paths for Education Program](http://www.aadnc-aandc.gc.ca/eng/1314212864451/1314212959509) page (<http://www.aadnc-aandc.gc.ca/eng/1314212864451/1314212959509>).

The regional offices coordinates can be found on the [Contact Regional Offices](http://www.aadnc-aandc.gc.ca/eng/1100100033694/1100100033695) page (<http://www.aadnc-aandc.gc.ca/eng/1100100033694/1100100033695>).

You can also write to:

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Aboriginal Affairs and Northern Development Canada

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Fax number: (819) 934-1478

[Education@aadnc-aandc.gc.ca](mailto:Education@aadnc-aandc.gc.ca)

These National Program Guidelines can be downloaded from the departmental website in the [Education](http://www.aadnc-aandc.gc.ca/eng/1100100033601/1100100033605) section (<http://www.aadnc-aandc.gc.ca/eng/1100100033601/1100100033605>).

AANDC education programs funding recipients can also access them through the *View Instructions* button on the first page of this program's Data Collection Instrument (DCI). To access the Data Collection Instruments (DCIs), log on to the AANDC Services Portal.