



Aboriginal Affairs and  
Northern Development Canada

Affaires autochtones et  
Développement du Nord Canada

# Aboriginal Affairs and Northern Development Canada

## First Nation Student Success Program

## National Program Guidelines 2014-2015



Canada

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# 1 Introduction

The Government of Canada is committed to ensuring that First Nation learners enjoy the same opportunities as other Canadians. To help meet this goal, Aboriginal Affairs and Northern Development Canada (AANDC) is continually seeking new ways to enable First Nation educators to deliver the best possible programs for First Nation children and youth. The First Nation Student Success Program (FNSSP) will enable First Nations to enhance their students' learning experience and improve student and school results. In particular, the Program's components will help First Nation educators to plan and make improvements in the three priority areas of literacy, numeracy and student retention.

The purpose of this document is to describe the First Nation Student Success Program components, the proposal process and the roles and responsibilities of successful applicants.

The FNSSP is designed to support First Nation educators on reserve (kindergarten to grade 12) in their ongoing efforts to meet their students' needs and improve student and school results. The three main components are: school success plans, student learning assessments and performance measurement. It is important to note that the Program supports not just the development, but also the implementation of each component at the school level. As a package, these components will help schools to assess and track how their students are performing, and to plan and make improvements in literacy, numeracy and student retention. The Program will also help to reinforce the ongoing efforts for continuous improvement that many schools are now undertaking in some or all of these activities.

Interested parties must submit a proposal to be considered for funding for this Program. Projects are approved for a three-year period and funding is disbursed on a year-by-year basis. The recipient will submit an annual work plan and supporting budget for years two and three respectively in order to receive continued funding. Continued funding in years two and three is dependent on the recipients achieving their targets and having demonstrated progress in addressing the three school success plan component key priorities of literacy, numeracy and student retention.

Building on early successes, Economic Action Plan 2012 announced time-limited funding to provide early literacy programming and other supports to help ensure readiness for the new First Nation education system to be outlined in legislation. This new funding will be administered through FNSSP and the Education Partnerships Program (EPP) on an annual basis under the *Strong Schools, Successful Students initiative*.

This will support capacity development of regional First Nation organizations that provide education supports and services to First Nation schools, through regional organizations and tripartite education partnerships. To assist applicants self-assess their organizational capacity, the *Education Organization Planning Tool* (EOPT) has been developed. The tool provides a step-by-step guide for organizations to complete their own assessment of the regional First Nation organizations' capacity to deliver education supports and services for band-operated schools.

## 2 Glossary of FNSSP Terms

This table lists terms used in the FNSSP.

Term	Definition
Applicant	<ul style="list-style-type: none"> <li>An entity that applies or has applied for FNSSP funding</li> </ul>
Aggregate	<ul style="list-style-type: none"> <li>A First Nation organization that provides educational services to a group of band-operated First Nation schools</li> </ul>
Regional First Nation Organization	
Recipient	<ul style="list-style-type: none"> <li>An entity that has been authorized to receive an FNSSP contribution <b>or</b> one that has received the contribution</li> </ul>
School	<ul style="list-style-type: none"> <li>An entity that receives services from a given Aggregate or Regional First Nation Organization</li> </ul>
Community	
Work Plan	<ul style="list-style-type: none"> <li>The term work plan refers to the Activities Planned and Expected Results section of the proposal template.</li> </ul>
Early Literacy	<ul style="list-style-type: none"> <li>A new FNSSP program component introduced for 2013-2014 and 2014-2015 to provide additional investments in early literacy (Kindergarten to Grade 3).</li> </ul>
Structural Readiness	<ul style="list-style-type: none"> <li>A new FNSSP program component introduced for 2013-2014 and 2014-2015 to assist in the capacity development of regional First Nation organizations.</li> </ul>

## 3 Objective

The Program's overall objective is to improve the achievement of First Nation students on reserve through the implementation of school success plans, student learning assessments, and performance measurement systems focusing on the priority areas of literacy, numeracy and student retention.

The Program's components work together to achieve this overall objective. The results of the student learning assessments and other information will help schools identify needs, targets and activities to improve results in the areas of literacy, numeracy and retention. Student learning assessments will also provide data for performance measurement, which will in turn generate reports on results for students, families, communities and AANDC.

## 4 Program Components

### 4.1 School Success Plans

The aim of this Program component is to introduce a consistent and comprehensive school success planning process, and to support the development and implementation of the activities outlined within the school success plans. The plan must focus on the three priority areas of literacy, numeracy and student retention.

A school success plan is a multi-year strategy that sets out the goals, activities and targets, with timelines, intended to improve student achievement levels. It also describes how and when these activities will occur.

The school success plan process is a three-year continuous improvement cycle. Apart from an initial assessment and planning phase in the first year (as required), educators are expected to carry out all elements annually, including assessment, plan development/revision, implementation, measurement and reporting.

For schools that already have a school success plan and process underway, the Program will allow for a transition to meet the requirements of the new guidelines under the three priority areas.

Program recipients have two options when preparing their school plan and process:

- the adoption of the respective provincial school success planning model with a focus on the three priority areas of literacy, numeracy and student retention; or
- the development of their own school success plan focusing on the three priority areas.

For both options, the school success plan and process must meet all Program requirements as described in *Annex A: Detailed Program Requirements*. Examples of activities eligible for funding in the three priority areas can also be found in *Annex A*.

## 4.2 Student Learning Assessments

The purpose of student learning assessments is to gather information to support the school success planning process. The results of student learning assessments are used to identify areas to be targeted for improvement. Results are aggregated at the provincial and national levels to measure and report on progress and outcomes.

At a minimum, schools will participate in their respective provincial standard testing process. Schools may also choose to use standardized tests recognized by the provincial Ministry of Education, such as Canadian Achievement Test (CAT) and Canadian Test of Basic Skills (CTBS).

FNSSP will support First Nation schools in selecting and implementing the appropriate student achievement testing tools.

## 4.3 Performance Measurement

The purpose of the Performance Measurement component is to support a First Nation school's ability to monitor the progress of students, manage school and program-related information, and make it easier to gather, analyze and report on financial and performance indicators.

The key elements of performance measurement include:

- School and student performance improvement goals and targets as identified in school success plans.
- Performance indicators: performance measurement identifies indicators to measure success and progress towards the goals of literacy, numeracy, student retention and other goals as identified in the school success plan. Educators may develop a variety of indicators. However, at a minimum, the following core indicators will be included and tracked: monthly attendance rate, number of teaching days, graduation rate, drop-out rate, and literacy and numeracy standardized test results. These core indicators may evolve or change over the course of the Program based on consultation with Program recipients, and ongoing research into best practices and comparisons with provincial outcomes.
- A school data system selected from one of the following three options:
  - Modification of a system currently used by a First Nation or group of First Nation schools that meets the requirements set out in *Annex A: Detailed Program Requirements*;
  - Purchase by a First Nation or group of First Nation schools of an appropriate expandable commercial-off-the-shelf (COTS) education data management system that meets the requirements set out in *Annex A: Detailed Program Requirements*; and
  - Adoption of the respective provincial data management system, modified to add First Nation-specific indicators and data.

- Data analysis and reporting functions: each Program recipient will establish processes for the analysis, roll-up and reporting of performance information to students, families, communities and AANDC. This information will address the objectives, indicators, targets, activities and results related to literacy, numeracy and student retention, on a school or aggregated basis as appropriate.

**Note:** Early Literacy and Structural Readiness are not mandatory requirements under FNSSP. It is at the discretion of the applicant to access this time-limited funding.

## 4.4 Early Literacy

### **\*\*OPTIONAL\*\***

For the 2014-2015 funding cycle, the FNSSP continues to support early literacy programming.

#### **Early Literacy**

Under Early Literacy, applicants can undertake activities focused specifically on students from Kindergarten to Grade 3. New funding can be used to create new activities or supplement activities already underway. These activities should complement any literacy strategies included in the school success planning component and may focus on activities, such as one-on-one or group interventions and/or assessments for children from Kindergarten to Grade 3, etc.

These activities should be supplementary to any that may already be taking place as part of the regular FNSSP project.

See *Annex A: Detailed Program Requirements*.

## 4.5 Structural Readiness

### **\*\*OPTIONAL\*\***

For the 2014-2015 funding cycle, the FNSSP continues to support objectives and activities to strengthen the organizational capacity of regional First Nation organizations. This may assist organizations in advancing their capacities and to prepare for the First Nation education system expected to be addressed in legislation.

#### **Structural Readiness**

The *Education Organization Planning Tool (EOPT)* is available to support regional First Nation organizations to reflect on current priorities and capacities, map assets, assess needs, and to build a capacity development plan in seven core areas.

The completion of a self-assessment using the EOPT tool is encouraged for those organizations who wish to seek funding for structural readiness activities in the FNSSP. However, if an organization has used other organizational capacity tools or has an education capacity development plan, these will also be accepted.

The eligible activities below are intended for applicants who wish to address one or more of the seven core areas. AANDC is encouraging all program applicants submitting a proposal for structural readiness activities to include copies of their capacity development plan as an attachment to their proposal submission. Priority may be given to proposals which include this supporting document and which demonstrate the greatest need for developing structural readiness and, which work to address these needs identified through the self-assessment.

***Structural Readiness – Increasing and sustaining the capacity of regional First Nation organizations to deliver education supports and services.***

**Eligible activities may include:**

- **Governance and Leadership:** May include developing and/or formalizing policies, processes and mechanisms to improve leadership attraction, selection, and professional development; recognizing First Nation membership and establishing codes of conduct; formalizing relationships to local provincial bodies (e.g. school boards, ministries and college of teachers); ensuring transparent and well-respected practices for convening meetings, decision-making, conflict-resolution, conflict of interest, communication, ethics, and fairness.
- **External Relations:** May include developing networks with federal and provincial departments, non-government organizations, professional associations, and corporations; participating in intergovernmental forums, committees, working groups pertaining to education issues; developing process and procedures for communications with the public and other governments and mechanisms for participating in policy and program development.
- **Parental/Community Involvement:** May include developing or formalizing community engagement processes that allow First Nation schools and communities to participate in decision-making, and that keep the community informed of decisions and changes to programs or policies; and dispute resolution measures and appeal mechanisms for First Nation members.
- **Planning, Performance Measurement and Risk Management:** May include defining and acquiring stakeholder input and support for your organization's mission, objectives, and vision; conducting long term strategic planning and ongoing policy development; developing and implementing a risk management framework and reporting mechanisms to foster continuous improvement, accountability and results; and establishing processes to administer, monitor, and report on delivery of second-level services.
- **Financial Management:** May include developing and/or implementing a financial management plan; developing processes to track financial transactions and monitor assets, liabilities, revenues and expenditures; policies, procedures and processes for the collection of revenues, development and distribution of audited financial statements, and tendering/awarding of contracts; and developing formal processes and procedures for allocation of funding to individual First Nations in a fair and transparent manner.
- **Human Resources Management:** May include developing a human resource management plan; and establishing or formalizing human resource policies and processes for recruiting, screening (including volunteers), hiring, retaining, terminating, professional development and/or compensating personnel required to deliver education services.
- **Information Management and Information Technology:** May include developing an Information Management and Information Technology management plan and policies; and, developing or improving business practices related to collecting, storing and distributing information (e.g. data security, access to information and privacy policies, document management, and computer hardware and software).

See *Annex A: Detailed Program Requirements*.

## 5 Eligible Recipients

- Regional First Nation organizations who currently undertake, as a key function, elementary and secondary support for a defined group of band-operated First Nation schools.

On an exceptional basis, First Nation Band Councils and Federal Schools that are not in receipt of any services, support or funding from any regional First Nation organization may be eligible for FNSSP funding. Independent First Nations, however, are encouraged to form aggregates, or join one, in order to facilitate efficient, effective service delivery and economies of scale.

Note that a school may only receive FNSSP services from one regional First Nation organization.

## 6 Eligible Expenditures

### 6.1 Eligible Expenditures

It is important for all applicants to note that the Program supports both the **development** of plans and activities, and their **implementation**.

Eligible expenditures include, but are not limited to, expenditures related to program development and implementation costs, support and coordination, management, and reporting for school success plans, student learning assessments and performance measurement, such as:

- Salaries and benefits incurred as a result of hiring a FNSSP project manager.
- Salaries and benefits for education or technical professionals or paraprofessionals to carry out FNSSP activities.
- Fees for professional advisors or consultants to provide professional services related to FNSSP activities.
- Travel costs for eligible participants incurred as a direct result of participating in FNSSP activities.
- Administration costs that must not exceed 10% of the sub-total amount requested before administration costs. The program's Data Collection Instrument (DCI) will automatically calculate the amount. **ONLY** those costs directly associated with the FNSSP project are eligible, including:
  - office supplies;
  - IT equipment;
  - telecommunications with the exception of community connectivity infrastructure as outlined in Section 6.2;
  - office accommodation rent/lease;
  - clerical support;
  - the collection, maintenance, and reporting of data and information in accordance with program and financial reporting requirements; and
  - costs associated with ensuring that personal information is appropriately managed and safeguarded during its collection, retention, use, disclosure, and disposal.

**Note:** Further distribution of funds by AANDC's funding recipients: 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 must not exceed 10% of the sub-total amount requested before administration costs.



- Software purchases and licensing fees, and IT equipment purchases related to the implementation of the program, repairs and maintenance related to school data systems.
- Purchases of education or research/reference products, tools or materials such as standardized testing instruments and training resources.

## 6.2 Ineligible Expenditures

Ineligible expenditures include, but are not limited to:

- Construction, operation and maintenance of federal and band-operated school facilities and other community assets (infrastructure).
- Development of new software (i.e. development of new, non-prebuilt software rather than the customization of a commercial off-the-shelf (COTS) solution).
- Expenditures dedicated exclusively to high-cost special needs students and eligible under the High Cost Special Education Program.
- Ongoing activities of the organization (e.g. administration costs that are not directly associated with the FNSSP).
- Duplication of funding for the same activity under two different Education programs (e.g. New Paths for Education and the FNSSP).
- Community connectivity infrastructure (e.g. Points of Presence, fibre optics, transfer stations and satellite dishes).
- Costs related to the implementation of full-day kindergarten from half-day kindergarten.
- Any pre-school educational activities (e.g. Head Start, ECE and daycare).
- Costs for the translation of curriculum materials into a First Nation language.
- Modifications to provincial standardized tests.

## 7 Commitment Letters/Community Support

Regional First Nation organizations are required to provide commitment letters from each community. A sample letter is available on the [First Nation Student Success Program](#) page.

Should you choose to use your own letter, it must at minimum, contain the following:

- The school/community will commit to working with the regional First Nation organization for the full three (3) years of the project.
- The school/community will undertake the following three components of FNSSP (school planning, student learning assessments and performance measurement).
- The school/community will provide activity/financial reports to the applicant in order for the applicant to meet AANDC's funding agreement reporting requirements.

## 8 Responsibilities of FNSSP Recipients

Regional First Nation organizations will:

- Identify and engage eligible schools that are prepared to undertake all Program components (School Success Plans, Student Learning Assessments, and Performance Measurement).
- Obtain commitment letters from participating First Nation schools.
- Ensure that schools/communities are following these guidelines.
- Provide coordination and support for all their schools, e.g., support to classrooms, collection, analysis and reporting of data on student achievement, professional development and in-service support, coordination, planning and consistency of approach, provision of goods and services to schools (payment of books and other learning materials), project management, sharing of information and best practices, training, specialist and technical support, monitoring, compliance, evaluation and reporting.
- If applicable, have a written individual funding arrangement with a community or school if any funding is directly provided to a community or school. The funding arrangements must contain the following:
  - start and end dates;
  - details of the types of activities and expenditures that will be eligible; a description of how the recipient will determine the funding;
  - a description of the conditions under which funding will be provided, and;
  - a description of the annual monitoring and reporting that will be required of schools/communities.
- Implement these guidelines as outlined.
- Be accountable for the implementation of all activities included in their work plan.
- Be prepared to share lessons learned and best practices with other potential schools/communities and other regional First Nation organizations.

Schools/Communities that participate in a FNSSP project will:

- Undertake all three components of the Program (i.e. school success planning, student learning assessments and performance measurement) and ensure at a minimum, that Program components commence within the initial three years of funding.
- Provide activity/financial reports to the recipient (Aggregate/Regional First Nation Organization) as outlined in their funding arrangement with that recipient (where applicable).

## 9 Proposal Process

### Submission of Proposals

Only complete electronic proposal templates will be considered for assessment.

Applications (proposals) are to be submitted to the relevant AANDC [regional office](#). Refer to the proposal instructions and the proposal template for application details.

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](#). Reports are also available on the [First Nation Student Success Program](#) page on AANDC's website.

### Assessment Process and Criteria

All proposals will be assessed nationally on their merits, in accordance with the following proposal assessment criteria:

- **Capability:** The experience and capacity of the recipient and identified project leader to manage the implementation of activities within their proposal successfully and complete the project in a timely manner.
- **Consultation and Commitment:** The extent to which the proposal has the support of the community; and the extent of, and approach to, community consultation for the implementation of the three Program components.
- **Implementation Activities:** The extent to which the proposal aligns with the eligible activities for the three components of the FNSSP and meets the Program objective. The assessment process will consider timelines, cost-effectiveness and the degree to which the activities will result in the intended outcomes.
- **Project Management:** How the project will be managed, including project governance, management of project scope, human resources, risk management, and project monitoring, control and reporting.
- **Project Costs:** A demonstration of a realistic assessment of estimated total costs and a justification of the level of the FNSSP funding required.

**Note:** Returning applicants will need to demonstrate that they met the program objective, and identify achievements of their previous three-year FNSSP project.

The number of submissions funded will depend on the strength and quantity of submissions and the funds available each year.

### Program Implementation Schedule

Fiscal Year 2014-2015	
FNSSP Schedule	
Call for Proposals launched by AANDC	November 2013
Deadline for submission of project proposal to regional office	January 15, 2014
Announcement of successful proposals	February to March 2014
Funding Agreements Prepared/Amended	April 2014

## 10 Funding

To qualify for funding, regional First Nation organizations must ensure that all their participating schools are implementing all three components of the Program: school success plans, student learning assessments and performance measurement.

Funding will be provided in the form of a one-year Set contribution. Information on funding approaches can be found through the [Transfer Payments](#) page on the AANDC website.

FNSSP does not employ a regional/per capita based model to determine funding. Each proposal is judged independently and on its own merits. Funding levels are determined by the strength, feasibility and cost effectiveness of the approved submissions. While there is no fixed minimum or maximum amount of funding per applicant, amounts are determined taking into account factors such as the number of schools and students participating, geographic location (isolation), total funding available.

Proposals are approved for a three year period and funding is disbursed on a year-by-year basis. The recipient will submit an annual work plan and supporting budget for years two and three respectively in order to receive continued funding.

Also worth noting is that continued funding in years two and three is dependent on program recipients achieving their targets and having demonstrated progress in addressing the three school success plan component key priorities of literacy, numeracy and student retention.

While the FNSSP does not allow for funding for the same activity under two education programs (e.g. New Paths for Education and the FNSSP), this Program may fund eligible activities previously supported under another AANDC program (e.g. New Paths for Education).

## 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 reporting requirements are listed in the recipient's funding agreement. The recipient (Aggregate/Regional First Nation Organization) will be responsible for ensuring that all reports for the three components are completed by each participating school, and that one aggregated report is submitted to the AANDC relevant regional office.

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](#). Reports are also available on [AANDC's website](#).

## 13 Contact Information

For further program information, please visit the [First Nation Student Success Program](#) page.

The regional offices coordinates can be found on the [Contact Regional Offices](#) page.

You can also write to:

Education Branch

Aboriginal Affairs and Northern Development Canada

10 Wellington Street

Gatineau QC K1A 0H4

Fax: 819-934-1478

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

These National Program Guidelines can be downloaded from AANDC's website, in the [First Nation Student Success Program](#) section. They can also be accessed through the *View Instructions* button on the first page of this program's Data Collection Instrument (DCI).

## ANNEX A: Detailed Program Requirements

### FNSSP Components

#### School Success Plans

The school success plan process is a three-year continuous improvement cycle. Apart from the initial assessment and planning phase in the first year, Program recipients are expected to carry out all elements annually. Recipients will be required to:

- Assess the school environment and student achievement based on performance indicators including graduation rates, retention rates, student learning assessment results, report card marks, family surveys and other relevant information collected through performance measurement;
- Develop/update a plan that includes set performance targets; three to four goals that focus on the three priority areas of literacy, numeracy and student retention; and strategies, targets, timelines, outcomes, indicators, and the roles and responsibilities of the appropriate parties. Recipients should review and update the plan annually as required;
- Communicate the plan to the school's Council and community;
- Implement strategies and monitor progress;
- Measure results, assess whether targets have been met and evaluate effectiveness of strategies; and
- Report on progress and results to families and communities.

#### Examples of activities related to literacy, numeracy and student retention

When developing the plan, recipients can support the three priority areas – literacy, numeracy, and student retention – through a variety of strategies which they identify as best meeting the needs of students and schools. The types of activities that schools could implement include: one-on-one or group intervention projects to address literacy needs; targeted or remedial math skills instruction; problem-solving and project-based learning strategies; student retention initiatives that focus on reducing drop-out rates; involvement of community and families in the design and implementation of initiatives; and incorporating new program structures to ensure smooth and successful grade transitions from kindergarten to high school graduation.

Under the student retention component, schools also have the flexibility to address both language and culture by implementing targeted activities related to one or both. Funding would support the purchase of resources or the development of activities that contribute to the students' sense of connection to their schools, and that engender pride in their heritage and enhance their perception of the value of education.

#### Student Learning Assessments

At a minimum, schools will participate in their respective provincial standards testing process. Schools may also choose to use a student standardized test recognized by the provincial Ministry of Education, such as Canadian Achievement Test (CAT) and Canadian Test of Basic Skills (CTBS). See additional information in the FNSSP [Applicant's Toolbox](#).

Regardless of the type of test selected, the student learning assessment process will include:

- A schedule of the implementation of the testing (grade levels and frequency);
- Arrangement for marking and analysis of test results; and
- A plan to report on results (See Section *Performance Reporting* in this Annex).

## Performance Measurement

The key elements of performance measurement include:

- School and student performance improvement goals and targets as identified in school success plans;
- Performance indicators;
- A school data system; and
- Data analysis and reporting functions.

## Early Literacy

***Early Literacy - Recipients can support early literacy through a variety of strategies which they identify as best meeting the needs of students and schools***

**Example of activities:**

- Addressing early literacy needs through one-on-one or group intervention strategies.
- Implementing targeted or remedial instruction.
- Developing problem-solving and project-based learning strategies.
- Introducing professional development targeted towards early years interventions/assessments.
- Implementing early years assessments.
- Involving community and families in the design and implementation of early literacy initiatives.

## Structural Readiness

***Structural Readiness - Increasing and sustaining the capacity of regional First Nation organizations to deliver education supports and services.***

***Strengthening Capacity for Governance and Leadership***

**Example of activities:**

- Developing processes for improving leadership attraction and selection (e.g. board and executive director selection codes, clear articulation of roles and responsibilities).
- Professional development to strengthen leadership skills of executive director, board members and other managers.
- Leveraging provincial school board expertise to strengthen board governance practices.
- Formalizing processes, policies, protocols and/or agreements for First Nation membership in your organization (e.g. membership codes, codes of conduct):
  - Development of formal education service agreements with individual schools, First Nations, Tribal Councils; and
  - Development of formal mechanisms to assess and support member schools capacity to efficiently and effectively deliver education programming.
- Developing or formalizing of board governance policies, processes, and mechanisms (e.g. for convening meetings, decision-making, conflict-resolution, conflict of interest, communication, ethics and fairness).
- Developing processes for encouraging cultural consideration in policy-making and governance (e.g. involvement of Elders).
- Developing or formalizing of dispute resolution measures and appeal mechanisms for member First Nations.

Development or formalization of processes, policies, protocols and/or agreements with local provincial school boards/authorities (e.g. agreements defining roles, responsibilities and education standards to ensure the transferability of students without academic penalty; protocols amongst partners relating to sharing of information and/or services, reasonable-cost access to education initiatives, performance measurement and reporting, or consultations on curriculum and programming).

***Strengthening Capacity for External Relations*****Example of activities:**

- Developing a network with governments, non-governmental organizations and corporations.
- Participating in education intergovernmental forums, committees, working groups.
- Developing processes and procedures for communications with the public, professional organizations, private and non-government sectors and other governments.
- Developing mechanisms for participating in policy and program development.

***Strengthening Capacity for Parental and Community Involvement*****Example of activities:**

- Formalizing community engagement processes that allow First Nation schools and communities to participate in decision-making and that keep the community informed of decisions and changes to programs and policies.

***Strengthening Capacity for Planning, Performance, and Risk Management*****Example of activities:**

- Developing processes or mechanisms for acquiring stakeholder input and support for organizational vision, mission, priorities and goals.
- Professional development for strategic planning, policy development and risk management.
- Developing reporting mechanisms for accountability, results, and continuous improvement.
- Developing and implementation of a risk management framework.
- Developing a long-term strategic plan based on the organizational assessment conducted through the Education Capacity Planning Tool self-assessment or similar tool.
- Establishing of processes to administer, monitor, and report on the delivery of school supports and services.
- Developing an organizational performance/evaluation framework which links the delivery of school support services to student outcomes and school success.

***Strengthening Capacity for Financial Management*****Example of Activities:**

- Developing of a financial management plan.
- Developing and implementing processes to track financial transactions and monitor assets, liabilities, revenues and expenditures.
- Professional development for financial management.
- Developing policies, procedures and processes for financial management (e.g. for the collection of revenues, development and distribution of audited financial statements, tendering/awarding of contracts).
- Developing formal processes and procedures for allocating funding to First Nations in a fair and transparent manner.



***Strengthening Capacity for Human Resource Management*****Example of Activities:**

- Establishing or formalizing human resources policies and processes for recruitment, screening (including volunteers), hiring, retaining, terminating, professional development and/ or compensation for personnel required to deliver education services.
- Developing a human resources plan.
- Professional development related to human resources management.
- Training or professional development for staff.

***Strengthening Capacity for Information Management and Technology*****Example of Activities:**

- Developing or improving business practices related to information management and information technology (e.g. data security, access to information and privacy policies, document management, and computer hardware and software).
- Developing an Information Management and Information Technology management plan and policies.
- Professional development related to Information Management and Information Technology.

## **Performance Indicators**

Performance measurement identifies indicators to measure success and progress towards the goals of literacy, numeracy, student retention and other goals as identified in the school success plan.

**Performance indicators will meet the following criteria:**

- Be result-oriented.
- Include at a minimum the core indicators below.
- Be comparable to those used in the provincial system.
- Be capable of monitoring student progress against a standard for literacy, numeracy and student retention.
- Be cost-efficient (the costs to collect the information will be justifiable relative to the usefulness of the data).

Recipients may develop and track a variety of indicators. However, at a minimum, performance measurement will include the initial set of core indicators listed below. These core indicators may evolve or change over the course of the Program based on consultation with Program recipients and ongoing research into best practices and comparison with provincial outcomes.

**Monthly Attendance Rate:**

- Monthly attendance rate = the number of days attended by the student divided by the total number of teaching days in a month multiplied by 100.

**Graduation Rate:**

- Graduation rate = the number of students who graduate in June divided by (the number of students registered in September minus the number of students whose reason for leaving was transfer to another school, serious long-term illness or death) multiplied by 100 for each graduating year (e.g. grades 6, 8, 12, 11 in Quebec, etc).

**Retention rate:**

- Calculated annually for each grade from K-4 to grade 12 (grade 11 in Quebec).
- Retention rate = number of students attending school in June divided by (the number of students registered in September minus the number of students whose reason for leaving was transfer to another school, serious long-term illness or death) multiplied by 100.

**Literacy:**

- Annual literacy test results for applicable provincial standardized tests compared with results in previous years.

**Numeracy:**

- Annual numeracy test results for applicable provincial standardized tests compared with results in previous years.

## Performance Reporting

Each recipient will establish processes for the analysis, roll-up and reporting of performance information. Program requirements include:

- Annual reports to students, families, communities and AANDC, that address the objectives, indicators, targets, activities and results related to literacy, numeracy and student retention, on a school or aggregated basis as appropriate.
- Data, information and related processes that demonstrate the following properties: accuracy, reliability, timeliness, confidentiality and security (i.e. compliance with the federal Privacy Act).

## School Data Systems

A school data system supports the day-to-day record keeping (e.g. student identification data, report cards, daily attendance, test results, and the data required for reporting to families, communities and AANDC).

To select a school data system, recipients should begin by identifying system requirements (including features and functionality) through an assessment of the needs of the organization and users and stakeholders.

Recipients have only three options when selecting their school data system:

1. Modification of a system currently used by a First Nation or group of First Nation schools.
2. Purchase by a First Nation or group of First Nation schools of an appropriate expandable commercial off-the-shelf (COTS) education data management system.
3. Adoption of the respective provincial data management system, modified to add First Nation-specific indicators and data.

A school data system selected from Options 1 or 2 must meet the following requirements:

- Capacity to collect data required by First Nations and AANDC to support performance measurement and day-to-day operations of First Nation schools.
- Capacity to collect and report on student achievement test data.
- An expandable data system that is capable of collecting data to meet current and future AANDC reporting requirements.

- An expandable data system that is capable of collecting the same information as the provincial performance data system to ensure data comparability (portability) and enable student information to be transferred between First Nation and provincial schools (for example, student identifier).
- Basing the sharing of data among First Nations, provincial schools, and AANDC on established business practices and compliance with the provincial privacy legislation and federal Privacy Act.
- Hardware and software that is reliable, secure and user-friendly.
- A cost-effective system.