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# Improving educational outcomes – a shared responsibility

## L'amélioration des résultats scolaires – une responsabilité partagée

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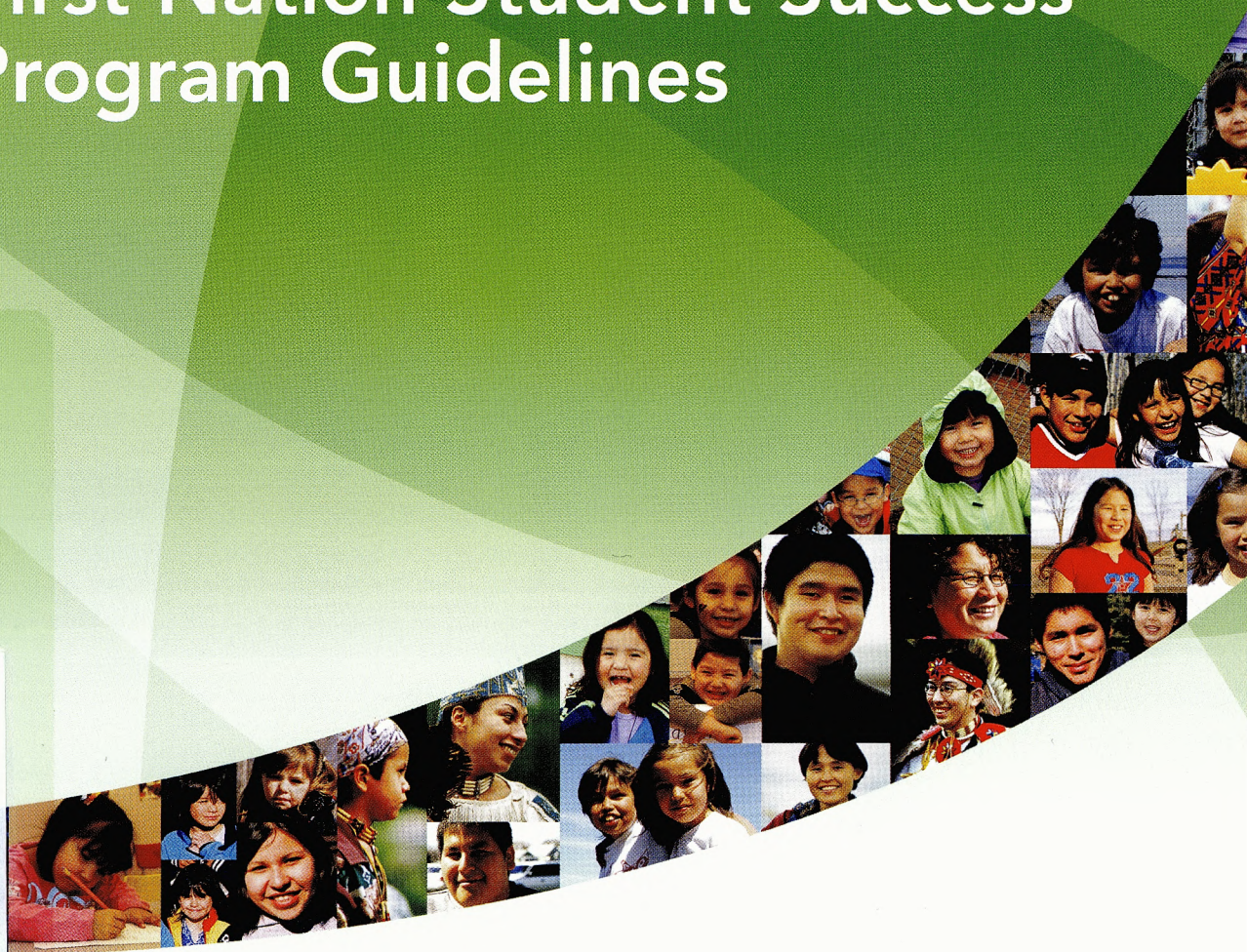


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# First Nation Student Success Program Guidelines

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# FIRST NATION STUDENT SUCCESS PROGRAM GUIDELINES

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# FIRST NATION STUDENT SUCCESS PROGRAM GUIDELINES

The Government of Canada is committed to ensuring that First Nation learners enjoy the same opportunities as other Canadians. To help meet this goal, Indian and Northern Affairs Canada (INAC) is continually seeking new ways to enable First Nation educators to deliver the best possible programs for First Nation children and youth. We believe the new First Nation Student Success Program 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.

## 1. INTRODUCTION

The First Nation Student Success Program (FNSSP) is designed to support First Nation educators on reserves (kindergarten to grade 12) in their ongoing efforts to meet their students' needs and improve student and school results. Regional First Nation organizations and band-operated schools that are interested must submit a proposal to be considered for this Program.

To achieve its objectives, the FNSSP has three interrelated components: 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 the three priority areas of 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.

To encourage greater efficiencies and economies of scale, priority will be given to regional First Nation organizations representing an aggregation of First Nation schools. On a case by case basis, individual schools may be eligible for funding, via their band councils or delegated authority, providing they meet program guidelines.

Funding will be available for regional First Nation organizations to provide coordination and support for the three Program components, including project management, sharing of information and best practices, training, specialist and technical support, and the provision of shared services to First Nation schools.



## 2. OBJECTIVE

The Program's overall objective is to improve the achievement of First Nation students on reserves by focusing on the priority areas of literacy, numeracy and student retention.

The three Program 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 INAC.

## 3. PROGRAM COMPONENTS

All three Program components – school success plans, student learning assessments and performance measurement – will be undertaken within a three-year period (See Annex A for detailed program requirements).

### 3.1 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 (See Section 9 for a detailed list of eligible expenditures).

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:

- 1) 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
- 2) 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. Examples of activities eligible for funding in the three priority areas can also be found in Annex A.



## 3.2 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). (See additional information on the INAC Education Web site.)

This FNSSP will support First Nation schools in selecting and implementing the appropriate student achievement testing tools (See Section 9 for a detailed list of eligible expenditures).

## 3.3 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 (See Section 9 for a detailed list of eligible expenditures).

The key elements of performance measurement include:

- A. School and student performance improvement goals and targets as identified in school success plans.
- B. 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.
- C. A school data system selected from one of the following three options:
  - 1) 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.
  - 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 that meets the requirements set out in Annex A.
  - 3) Adoption of the respective provincial data management system, modified to add First Nation-specific indicators and data.
- D. 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 INAC. 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.

(See Annex A for detailed requirements on all of the above.)



## 4. ELIGIBLE RECIPIENTS

Eligible recipients include regional First Nation organizations (e.g. Regional Management Organizations, Tribal Councils or Political/Treaty Organizations with a dedicated Education Unit) that meet the requirements below; First Nation Band Councils as defined in the *Indian Act*, that have a band school on reserve; and federal schools.

To be funded, a regional First Nation organization must meet the following eligibility requirements:

- Currently undertakes, as a key function, elementary and secondary education support for a defined group of First Nation communities;
- Has an organizational framework that supports existing program management and financial control requirements;
- Has mechanisms in place to support accountability to community members;
- Has a multi-year operational plan completed or in development with stated goals, priorities, investments and organizational development activities to support existing programming; and,
- Is in a sound financial position.

Other Terms and Conditions:

- To encourage greater efficiencies and economies of scale, priority will be given to regional First Nation organizations representing an aggregation of band-operated schools. On a case by case basis, individual schools may be eligible for funding, via their band councils or delegated authority, providing they meet program guidelines.
- A school may not be represented by more than one recipient.
- Provincial and territorial governments are not eligible to receive funding to develop or implement proposals under the FNSSP.

## 5. RESPONSIBILITIES OF FNSSP RECIPIENTS

Recipients will provide coordination and support to First Nation schools for the implementation of the three Program components (See item E below). Band schools not served by a regional First Nation organization and federal school recipients may implement the Program components directly. Roles and responsibilities will vary, depending on the type of recipient.

Recipients will:

- A. Be prepared to 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.
- B. Implement the guidelines as outlined.
- C. Be accountable for the development and implementation of all activities included within their proposal.

Regional First Nation organizations, where applicable, will:

- D. Identify and engage eligible schools that are prepared to undertake all three Program components.
- E. Ensure that school(s) are following the guidelines, and provide appropriate coordination and support services for all three components, including project management, sharing of information and best practices, training, specialist and technical support, monitoring, compliance, evaluation and reporting.



## 6. PROPOSAL ASSESSMENT CRITERIA

All proposals will be assessed using the following 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 Program objectives. 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, 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.

## 7. PROPOSAL SUBMISSION

The First Nation Student Success Program will be launched in the autumn of 2008. The Program will roll out through successive rounds. Each round will begin with INAC's call for proposals from interested applicants. The annual Call for Proposals letter, which includes important proposal information and the deadline for submitting proposals, can be found on the INAC Education Web site under "Key Dates".

Applications are to be submitted to the relevant INAC Regional Education Office. Refer to the proposal instructions and the proposal template for application details. Electronic copies are available on the INAC Education Web site. A National Selection Committee will review proposals by using the proposal assessment criteria (See Section 6).

In Round 1, applicants selected for funding must have the capacity to implement their proposal immediately. Program recipients will be encouraged to share lessons learned and best practices with other potential recipients as the Program rolls out.

Organizations who are not ready to participate in Round 1 of the Program may participate through successive rounds (starting with Round 2). The following chart outlines the Program implementation schedule.

	Round 1 Fiscal Year 2009/2010	Round 2 (Fiscal Year 2010/2011) and Subsequent Rounds
<b>FNSSP Schedule</b>		
Call for Proposals launched by INAC	December 1, 2008	Early September
Deadline for submission of project proposal	February 16, 2009	December 1
Announcement of successful proposals	March 2009	February-early March
Contribution Agreements prepared/amended	April 2009	April



## 8. PROPOSAL SELECTION PROCESS

All proposals will undergo an initial screening process by the INAC Regional Office. Each proposal will be evaluated against the proposal selection criteria (See Section 6) and forwarded to the National Selection Committee. The Committee will then decide which proposals will receive funding. The Committee is made up of representatives from INAC, and other external organizations, including Aboriginal education experts, as appropriate.

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

## 9. PROJECT COSTS

### 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 incurred as a result of hiring project management, 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.
- Costs associated with FNSSP project office administration (office furniture, supplies, IT equipment, telephone, telecommunication, and office accommodation).
- Software purchases and licensing fees, and IT equipment purchases, 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.

### Ineligible Expenditures

- Construction, operation and maintenance of federal and band-operated school facilities.
- High-cost Special Education-related expenditures eligible under the 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 (i.e. New Paths and the FNSSP).



## 10. FUNDING

To be considered for funding under the FNSSP, interested organizations must submit a proposal. Funding will be provided *on an annual basis only as Contributions*. To qualify for funding, applicants must participate in all three components of the Program: school success plans, student learning assessments and performance measurement.

Proposals will be funded based on an allocation methodology that considers per student amounts and fixed costs up to a maximum of approximately \$2M. This \$2M would cumulate year over year (depending on the number of schools and students participating). Funding under this Program is for one fiscal year only, although proposals will cover a three-year period. Continued funding will depend on the Program recipients' achieving their targets and demonstrated progress in addressing the three priority areas of literacy, numeracy and student retention.

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

## 11. REPORTING REQUIREMENTS

The recipient is responsible for ensuring that all annual reports for the three components are completed by each participating school, and that an aggregated annual program activity report is submitted to the INAC Regional Office by June 30<sup>th</sup>, in accordance with the schedule outlined in the funding agreement.

Recipients will be required to report on all the objectives, targets, summary of activities, and outcomes for all three Program components on an annual basis.

Financial reports are due by July 30<sup>th</sup> of each fiscal year, in accordance with the schedule outlined in the funding agreement.

## 12. ONGOING MONITORING

INAC will undertake ongoing monitoring and formative evaluations of each recipient for progress against agreed-upon objectives, timelines and outputs/outcomes as described in the proposal and set out in the Contribution Agreement.







# ANNEX A: DETAILED PROGRAM REQUIREMENTS

## 3.1 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:

1. **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.
2. **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.
3. **Communicate** the plan to the school's Council and community.
4. **Implement** strategies and monitor progress.
5. **Measure** results, assess whether targets have been met and evaluate effectiveness of strategies.
6. **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.

## 3.2 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 on the INAC Education Web site.

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.
- A plan to report on results (See Section 3C on Performance Reporting below and Section 11 on reporting requirements).

### 3.3 Performance Measurement

The key elements of performance measurement include:

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

#### 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.

1) *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.

2) *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).

3) *Drop-out rate:*

- Calculated annually for each grade from K-4 to grade 12 (grade 11 in Quebec)
- Drop-out 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.

4) *Literacy:*

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

5) *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 INAC, 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 INAC).

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 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 INAC 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 INAC 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 INAC 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.

The following is a suggested checklist that recipients should consider when evaluating and purchasing a commercial off-the-shelf school data system. This is not an exhaustive list and other requirements may also be identified.

1) FUNCTIONAL REQUIREMENTS

- Ability to satisfy objectives
- Degree of fulfilment of requirements
- Degree of integration of requirements
- Security and controls

2) EASE OF MODIFICATION

- Customization of screens
- Table-driven capabilities
- Ability to add new functionality
- Use of standard/open technologies (versus proprietary technologies)

3) DESIGN CONCEPTS

- Compatibility with INAC Technology
- Design architecture
- Centralized/decentralized
- Multi-user capabilities/constraints
- Printing architecture
- Volumetric limitations (i.e. # of users, # of expected records to be stored and performance metrics)
- Interfacing capabilities
- Software upgrade approach

4) EASE OF USE

- User interface
- Ease of learning
- Consistency of user views
- Modes of operation (expert versus novice)
- Conversational processing
- Bilingual capabilities
- Inquiry capabilities
- Reporting capabilities
- Documentation (User, On-line, Technical)
- Training (one-time, ongoing)

5) VENDOR

- Vendor stability
- Vendor support
- Vendor reference sites
- Vendor references



## ANNEX B: FIRST NATION STUDENT SUCCESS PROGRAM PROPOSAL – INSTRUCTIONS

DCI Number / Fiscal Year: 1775521 (2009-2010)

**PURPOSE:** INAC requires that organizations seeking funding under the First Nation Student Success Program (FNSSP) provide a proposal which responds to the requirements described in the proposal template, and as outlined in the FNSSP Program Guidelines, on the objectives, targets, activities and budget for the three components of the program.

**REPORTING PERIOD:** Annually

**DUE DATE:** The emailed or faxed version of the proposal must be submitted by midnight of the proposal deadline as outlined in the call for proposals. The hard-copy version may follow. Late proposals will not be accepted.

### HELPFUL HINTS:

- How to obtain forms:
  - You may download the form from the *INAC Education Web* site at <http://www.ainc-inac.gc.ca/edu/frms/index-eng.asp>.
- How to complete the form:
  - Complete sections 1 and 3 of the proposal template electronically and save it.
  - Prepare and attach a document which contains the proposal details outlined in section 2 of the proposal template. Proposals should not exceed 30 pages in length. To ensure eligibility, please ensure that all pertinent sections are fully completed as described in the Field Definitions section of this document. (Incomplete proposals will be returned to the applicant.)
  - Prepare other required supporting documentation.
  - Print the proposal template and secure the required signatures.
- How to submit completed proposal to INAC:
  - Fax, mail, courier or email the proposal to your INAC Regional Office. Refer to the INAC Web site for a list of contacts or contact your INAC Funding Services Officer.
  - Mail or courier one copy of the complete proposal package in hard-copy format with original signatures. As well, include an electronic version on CD, diskette or flash drive in Microsoft Word or Adobe Portable Document Format.
  - Upon receipt, all proposals will be logged and dated. Applicants will be notified of receipt.
- How to check the status of the proposal:
  - FNITP users may check the status of the submission and acceptance in the FNITP system. For further information on how to access FNITP, please contact your regional office.
- Contact your INAC Regional Office for further information.

#### REQUIRED SUPPORTING DOCUMENTS:

- List of the names of the schools, with number of students, that will be participating in the Program.
- Signed letters of support and commitment from the communities that will be represented. Note that these letters may be submitted after the proposal deadline but must be provided to INAC prior to the release of funding.

**PROGRAM DOCUMENTATION:** Education Program Information: <http://www.ainc-inac.gc.ca/edu/index-eng.asp> and/or on *Recipient Reporting Guide* CD.

**PROGRAM AUTHORITY / APPLICABLE LEGISLATION:** Authority for the delivery of programs for elementary and secondary education, post-secondary education and cultural education centres.

#### FIELD DEFINITIONS:

Field	Definition
<b>Section 1: Applicant Summary Information</b>	
Applicant Name	The name of the First Nation or other organization that is submitting the proposal.
Proposal Title	The title given by the applicant to the project.
Start Date of Proposed Activities	The start date of the project in the format YYYYMMDD.
End Date of Proposed Activities	The anticipated end date of the proposed activities in the format YYYYMMDD.
Type of Organization	Indication of the type of organization : <ul style="list-style-type: none"><li>• Regional First Nation Organization (a Regional Management Organization, Tribal Council or PTO) with a dedicated Education Unit</li><li>• First Nation Band Council as defined in the <i>Indian Act</i>, that has a band school on reserve, or</li><li>• Federal School</li></ul>
Street Address	The address where the organization's office is located.
Mailing Address	The full mailing address of the program contact.
Telephone	The telephone number of the First Nation or organization submitting the proposal.
Fax	The fax number of the First Nation or organization submitting the proposal.
Web site	The Web site of the First Nation or organization submitting the proposal.
Contact Person Information	The given name, family name, title, telephone, email address and preferred language of communication of the person who is to be contacted about any questions related to the proposal.
Project Manager Information	The given name, family name, title, telephone, email address, fax, preferred language of communication and mailing address of the person who is the project manager.
Number of First Nation/Band-Operated Schools Represented	The total number of band-operated schools that are within the communities represented by the proposal.
Number of Students Represented	The number students in the band-operated schools that are within the communities represented by the proposal, based on the Nominal Roll.



Field	Definition
<b>Section 2: Proposal Requirements</b>	
Attach a document that includes the following information.	
<b>Section 2.1 Supporting Information</b>	
2.1.1 Eligibility	Include information demonstrating that the organization meets the eligibility requirements listed in Section 4 of the Program Guidelines.
2.1.2 Capability	<p>In this section, provide detailed evidence to demonstrate that both your organization and project leader have the experience and capacity to successfully manage the implementation of the proposal.</p> <p>Describe your current organizational capacity (resources and management structures and practices) and track record, including positive impact/results and effectiveness of related programming to date.</p> <p>Provide a brief resume of the project leader, describing his or her related experience and qualifications. Include examples of two projects, of the same scope as the proposed activities, which the project leader has managed in the past five years. Experience must include management of a community-level project involving multiple stakeholders.</p>
2.1.3 Consultation and Commitment	Describe 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.
<b>Section 2.2 Implementation Activities</b>	
2.2.1 Statement of Need and Current State of FNSSP Related Programming	<p>In this section, identify the need to which you are responding. State why the need exists and who is affected. Where possible, include any available statistics or published information to support your statement.</p> <p>In outlining the reasons for the proposed program, state how long the need has existed. Describe the types of activities that are being undertaken to address the need in each of the three Program components areas (School Success Planning, Student Learning Assessments and Performance Measurement), the resources used for these activities, the sources of funding and the results of those efforts. You should include an assessment of the extent to which these results currently meet the new FNSSP requirements.</p>
2.2.2 Objectives and Approach	<p>Describe the overall objectives of the project and also describe the objectives for each of the three Program components.</p> <p>Explain the approach that will be used to roll out the Program and initiate each of the Program areas across all schools represented.</p>
2.2.3 Three-Year Work Plan	Include a three-year work plan that provides details of all proposed activities for each of the three Program components for Year 1, and an outline of activities for Years 2 and 3. The work plan must include detailed timelines, human resources, and budget requirements for each deliverable.

Field	Definition
<b>Section 2.3 Project Management</b>	
Describe in detail how you intend to manage the project and ensure that the specified outcomes are achieved. Include a description of your approach/plans in the following areas:	
2.3.1 Project Governance	Describe both internal and external governance structures.  Describe internal organizational structure and roles and responsibilities.  For any external groups or organizations that will be participating in the Program, describe their roles and responsibilities as well.
2.3.2 Human Resource Management	Describe the staffing requirements for the project: how many staff members versus consultants will be involved in the project, whether required staff are already employed or will be hired by your organization; and whether they will be employed on a full-time or part-time basis.
2.3.3 Management of Risk	Identify potential risks that may affect the implementation of your project and the possible impacts these may have. Identify strategies or solutions to mitigate the risks and prevent negative impacts.
2.3.4 Project Monitoring, Control and Reporting	Describe your plan for monitoring and controlling the project activities and deliverables to ensure targets are achieved on schedule and within budget. Describe as well the sort of reporting you will require from schools and others involved in the implementation to monitor their progress.
<b>Section 3: Tables</b>	
Complete the tables provided by filling in the information in the form or providing it as part of the attached proposal.	
Table 3.1: Number of Schools with Number of Students Participating by Program Component	This table is to be completed to outline the number of schools that will be participating in each of the three Program components for each year of the proposal with the number of students each year as well.
Table 3.2: Target Performance Indicators	This table is to be used to indicate the targets and planned deliverables for each Program component in each of the three years.
Table 3.3: Detailed Budget	This table is to be used to provide the detailed budget by Program component by year for all eligible expenses.
Table 3.4: Other Sources of Funding (if applicable)	This table is to be used to indicate any other sources of funding, including the name of the organization, the amount expected from each source and indication of whether each source is confirmed or unconfirmed.
<b>Section 4: Required Attachments</b>	
Include the following with your proposal:	1. Signed letters of support and commitment from communities to participate in ALL 3 Program components must be attached.  2. List of schools that will be participating in the project.
<b>Section 5: Signature of Applicant Organization</b>	
Given Name, Family Name, Title, Date	The name and title of the person attesting that the information provided is accurate to the best of the person's knowledge, and the date on which the accuracy of the information was acknowledged, in the format of YYYYMMDD.



#### Privacy Statement:

The information you provide in this document is collected under the authority of Treasury Board's policy on Transfer Payments for the purpose of delivering programs and services for elementary and secondary education. Information on individuals is used by Indian and Northern Affairs Canada Education employees who use the information in order to respond to your request and/or the program requirements. We may share the information you give us with other government departments. The personal information will be kept for a period of 30 years and will then be transferred to Library and Archives Canada. Individuals have the right to the protection of and access to their personal information under the *Privacy Act* (<http://laws.justice.gc.ca/en/p-21/255104.html>). The information collected is described under the Treasury Board Personal Information Bank INA PPU 045 which is detailed at [www.infosource.gc.ca](http://www.infosource.gc.ca).

# ANNEX C: FIRST NATION STUDENT SUCCESS PROGRAM PROPOSAL – TEMPLATE

## FIRST NATION STUDENT SUCCESS PROGRAM PROPOSAL

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### Section 1: Applicant Summary Information

Fill in the following information in the form:

Applicant Name		
Proposal Title		
Start Date of Proposed Activities (YYYYMMDD)		End Date of Proposed Activities (YYYYMMDD)
Type of organization <input type="checkbox"/> Regional First Nation Organization (including Regional Managing Organization, Tribal Council or PTO) <input type="checkbox"/> First Nation Band Council <input type="checkbox"/> Federal School		
Street Address		Mailing Address (if different from Street Address)
Telephone	Fax	Website
Contact Person		
Given Name	Family Name	Title
Telephone	Email	Preferred Language of Communication <input type="checkbox"/> English <input type="checkbox"/> French
Project Manager		
Given Name	Family Name	Title
Telephone	Email	Preferred Language of Communication <input type="checkbox"/> English <input type="checkbox"/> French
Fax	Mailing Address (if different from Mailing Address above)	
Number of First Nation/Band-Operated Schools Represented		Number of Students Represented



## Section 2: Proposal Requirements

Attach a document in Microsoft Word or Adobe pdf format that includes the information described in section 2. Refer to the First Nation Student Success Program (FNSSP) Proposal Instructions for details:

Section 2.1 Supporting Information  2.1.1 Eligibility 2.1.2 Capability 2.1.3 Consultation and Commitment
Section 2.2 Implementation Activities  2.2.1 Statement of Need and Current State of FNSSP Related Programming 2.2.2 Objectives and Approach 2.2.3 Three-Year Work Plan
Section 2.3 Project Management  2.3.1 Project Governance 2.3.2 Human Resources Management 2.3.3 Management of Risk 2.3.4 Project Monitoring, Control and Reporting

## Section 3: Tables

Complete the following tables by filling in the information in this form or providing it as part of your attached proposal.

Table 3.1 Number of Schools with Number of Students Participating by Program Component

Program Component	Number of Schools Participating			Number of Students		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
School Success Plans						
Standardized Testing						
Performance Measurement						

Table 3.2 Target Performance Indicators

School Success Planning			
	Year 1	Year 2	Year 3
Planning process selected			
Indicate the target number of schools at each step in the planning process.			
	Year 1	Year 2	Year 3
Assessments planned			
Assessments completed			
Improvement plans developed			
Improvement plans updated			
Plans communicated			
Improvement strategies being implemented			
Progress measured and reported to families and communities			
Other (specify):			
Other (specify):			

Student Learning Assessments			
	Year 1	Year 2	Year 3
Student Achievement Testing tool selected			
Indicate the target number of schools for each of the following indicators.			
	Year 1	Year 2	Year 3
Learning assessments planned			
Learning assessments administered			
Results of tests published			
Number of students tested			
Other (specify):			
Other (specify):			

Performance Measurement			
Indicate the target date for completion of each of the following deliverables.			
	Year 1	Year 2	Year 3
Performance Indicators and targets defined			
Requirements for school data system defined			
Options evaluated and School Data System selected			
System configured and/or system modifications completed and tested			
Capability for data exchange established			
Performance reporting ready for implementation			
Indicate the target number of schools for each of the following indicators.			
	Year 1	Year 2	Year 3
New system and/or modifications implemented & data loaded			
Other (specify):			
Other (specify):			



Table 3.3 Detailed Budget

Budget Item	Amount Requested from FNSSP			
	Year 1	Year 2	Year 3	Explanation
FNSSP Program Administration				
School Success Plans (including direct program and coordination and support)				
Salaries				
Professional Services				
Travel				
Products, Tools or Materials				
Other (explain)				
Sub-Total School Success Plans				
Student Learning Assessments (including direct program and coordination and support)				
Salaries				
Professional Services				
Travel				
Products, Tools or Materials				
Other (explain)				
Sub-Total Student Learning Assessments				
Performance Measurement (including direct program and coordination and support)				
Salaries				
Professional Services				
Travel				
Products, Tools or Materials				
Software, licensing fees				
IT Equipment purchases, repairs, and maintenance				
Other (explain)				
Sub-Total Performance Measurement				
TOTAL				

Table 3.4 Other Sources of Funding (if applicable)

Source of Funding	Amount Expected	Status (Confirmed/Unconfirmed)

## Section 4: Other Required Attachments

Please ensure that the following documents are also included with your submission.

- ☐ Signed letters of support and commitment from communities
- ☐ List of schools that will be participating

## Section 5: Signature of Applicant Organization

The information provided is accurate to the best of my knowledge.

Given Name	Family Name	Title
Signature		Date (YYYYMMDD)



English: [www.ainc-inac.gc.ca/edu/index-eng.asp](http://www.ainc-inac.gc.ca/edu/index-eng.asp)  
Phone: (toll-free) 1-800-567-9604  
TTY: (toll-free) 1-866-553-0554

Français : [www.ainc-inac.gc.ca/edu/index-fra.asp](http://www.ainc-inac.gc.ca/edu/index-fra.asp)  
Tél : (sans-frais) 1-800-567-9604  
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