



Education Transformation

First Nation Elementary and Secondary Education

New Policy Framework



November 2018





Objectives

- Provide the history and overview of the new policy framework development
- Explain key principles and the transition process to new formula-based regional funding models
- Outline expected funding impact and regional implementation approach for Saskatchewan

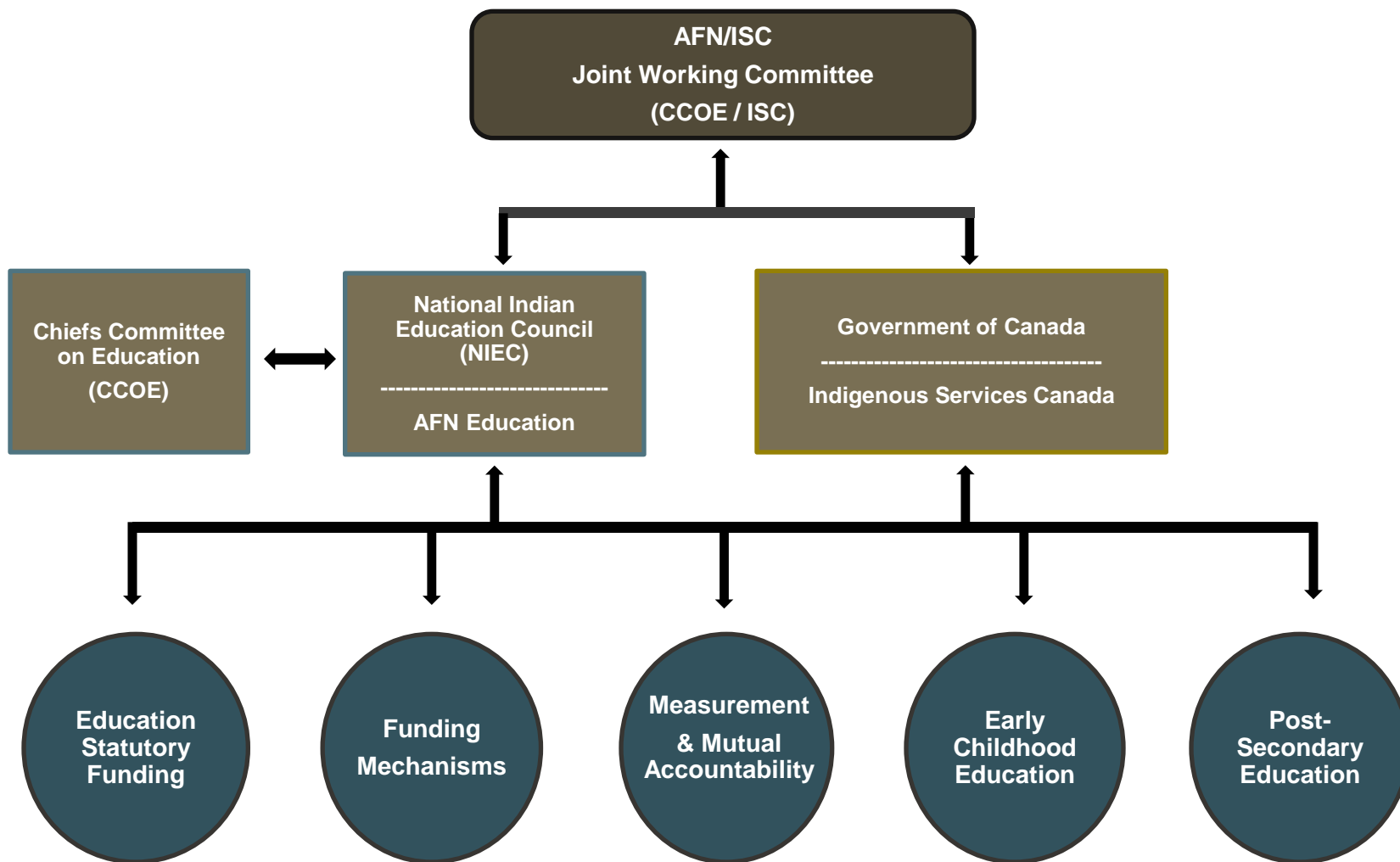


TRC Calls to Action #8 and #10

- *We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.*
- *We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:*
 - *Providing sufficient funding to close identified educational achievement gaps within one generation*
 - *Improve education attainment level and success rates*
 - *Developing culturally appropriate curricula*
 - *Protecting the right to Aboriginal Languages, including the teaching of Aboriginal languages as credit courses*
 - *Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems*
 - *Enabling parents to fully participate in the education of their children*
 - *Respecting and honouring Treaty relationship*



Joint AFN/ISC Process



Joint Task Teams



Step 1: How We Fund Now?

Core Funding

Based on Nominal Roll

Block Education Funding (P2100)

Non-Block Elementary/Secondary (P2101)

Provincial Tuition (P2103)

Student Support Services (P2104)

- Transportation
- Ancillary Support
- Accommodations
- Guidance and Counseling
- Financial Assistance

• Operations and Maintenance

• Band Employee Benefits



Proposal Based Funding

- High Cost Special Education (P2118)
- New Paths for Education (P2107)
- First Nations Student Success Program (P2113)
- Education Partnerships Program (P2116)

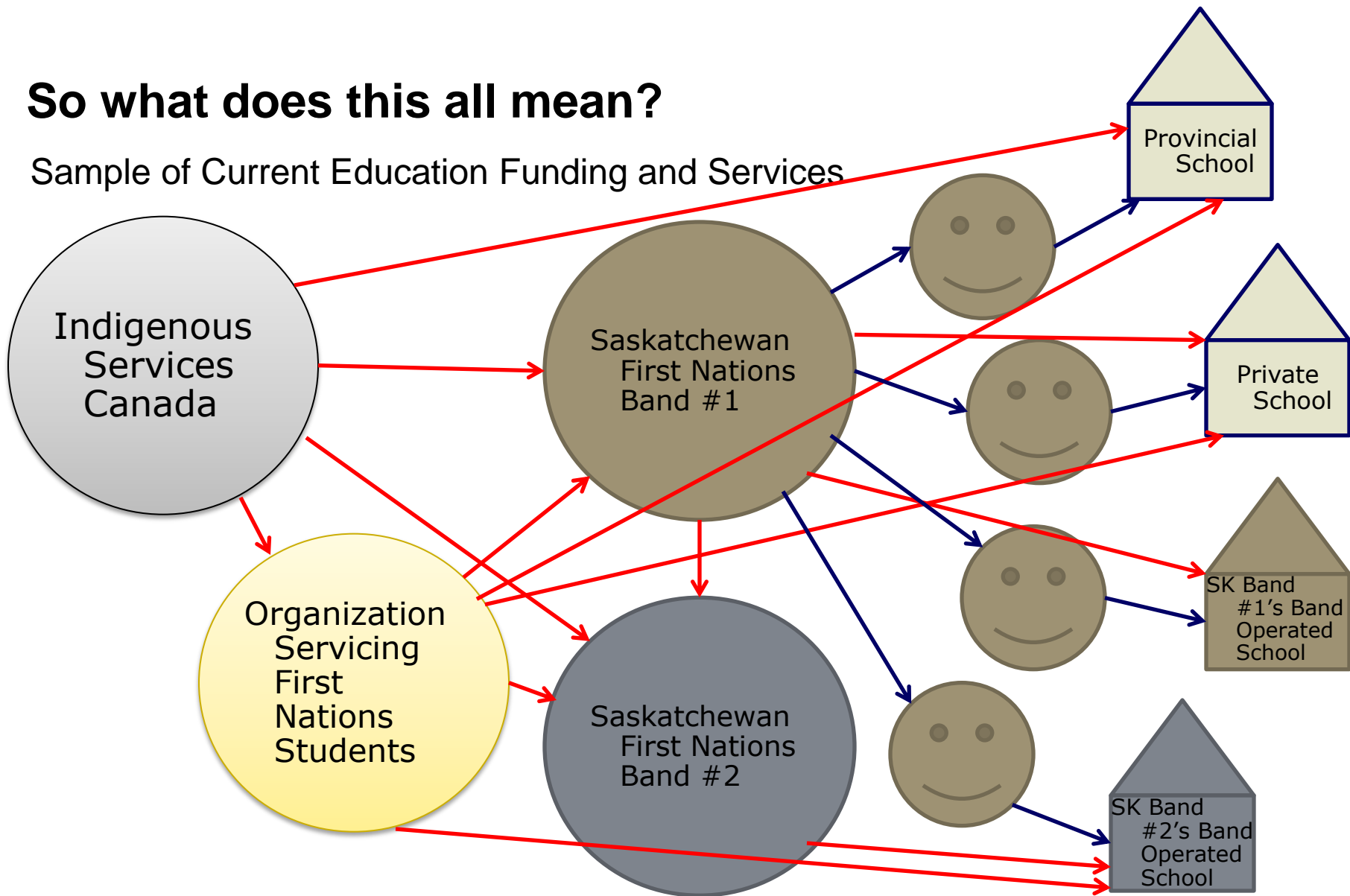


Total Education Funding



So what does this all mean?

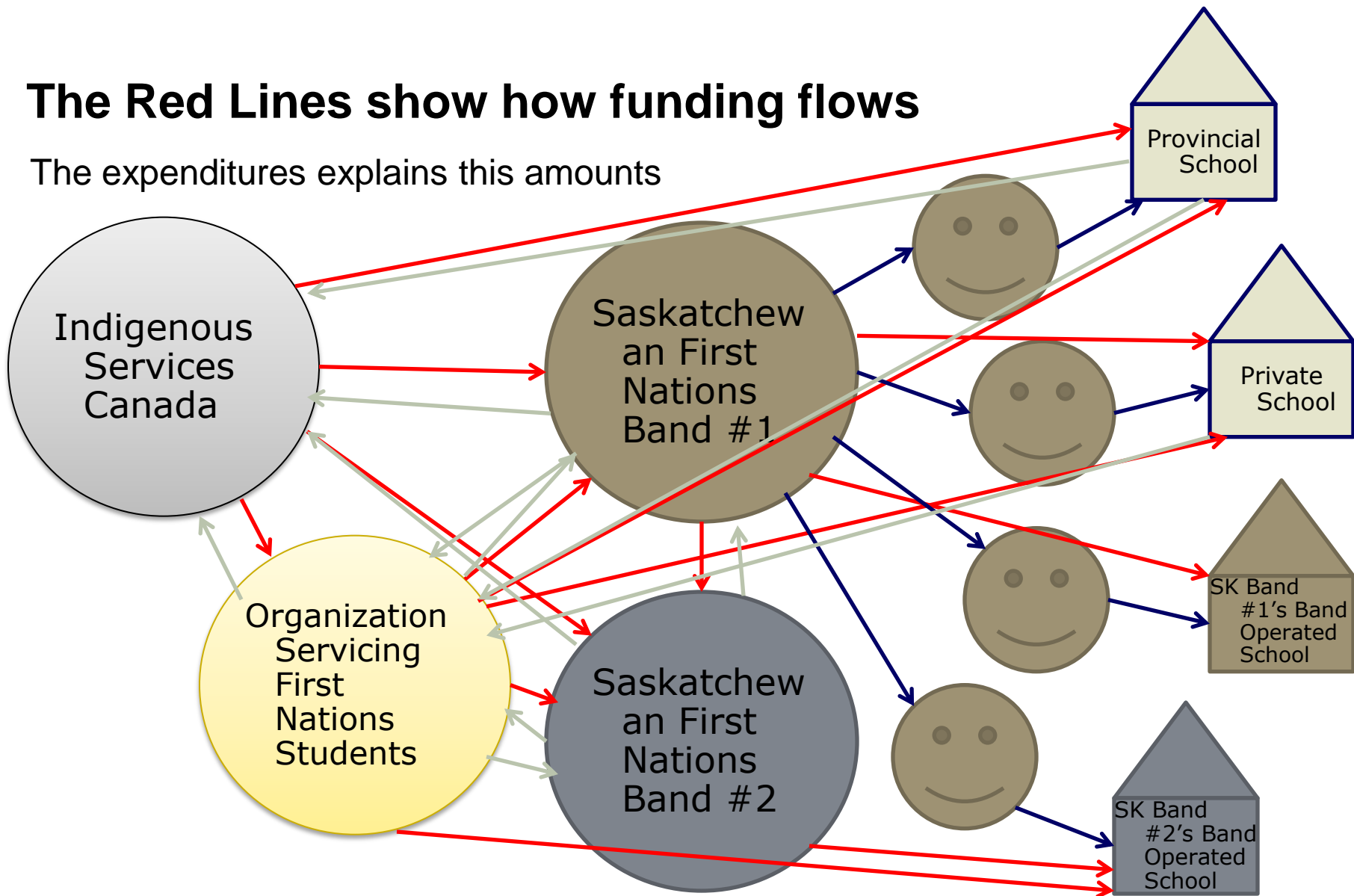
Sample of Current Education Funding and Services





The Red Lines show how funding flows

The expenditures explains this amounts





Understanding What we do now Summary

Funding is broken into two types:

- **Core**
- **Proposal**

Funding can go to three types of groups:

- **First Nations**
- **Organizations Serving First Nations**
- **Private or Provincial Schools**

Services for Students can be provided :

- **Directly by a Nation or School Board**
- **Indirectly by a Services Provider**



Comparing Numbers

Expenditure numbers are compared to the Enhanced Provincial Comparability numbers.

Sample:

No.	Name	Funding Arrangement	First Nations Schools NR	Provincial Schools NR	TOTAL NR
123	ABC	Block	780	273	1053
Band Operated Funding					
Band-OP 2017-18 Expenditures Analysis (A)	Expenditures Per FTE (C)	2017-18 Enhanced Provincially comparable Formula-Based Model (B)	Model per FTE (D)	Difference From Formula to Expenditures (B-A)	Difference from Formula to Expenditures FTE (D-C)
\$ 14,995,758.87	\$ 19,225.33	\$ 16,158,376.04	\$ 20,715.87	\$ 1,162,617.17	\$ 1,490.53
Provincial Tuition Funding					
Band-OP 2017-18 Expenditures Analysis (A)	Expenditures Per FTE (C)	2017-18 Enhanced Provincially comparable Formula-Based Model (B)	Model per FTE (D)	Difference From Formula to Expenditures (B-A)	Difference from Formula to Expenditures FTE (D-C)
\$ 4,172,787.50	\$ 15,284.94	\$ 4,192,415.66	\$ 15,356.83	\$ 19,628.16	\$ 71.90



The New Policy Framework

- Aims to fundamentally improve the way ISC funds elementary and secondary education by
 - Increasing the transparency of ISC's funding approach
 - Providing more predictable core funding and reducing the need for proposals and reporting to ISC
 - Creating greater funding equity with the provincial system
 - Supporting regional and local diversity and respecting First Nations Control of First Nations Education
 - Providing opportunities at the regional level to refine, adapt and improve formula-based funding models to better respond to unique student needs and cost drivers



A New Formula-based Funding Approach

The New Funding Formulas:

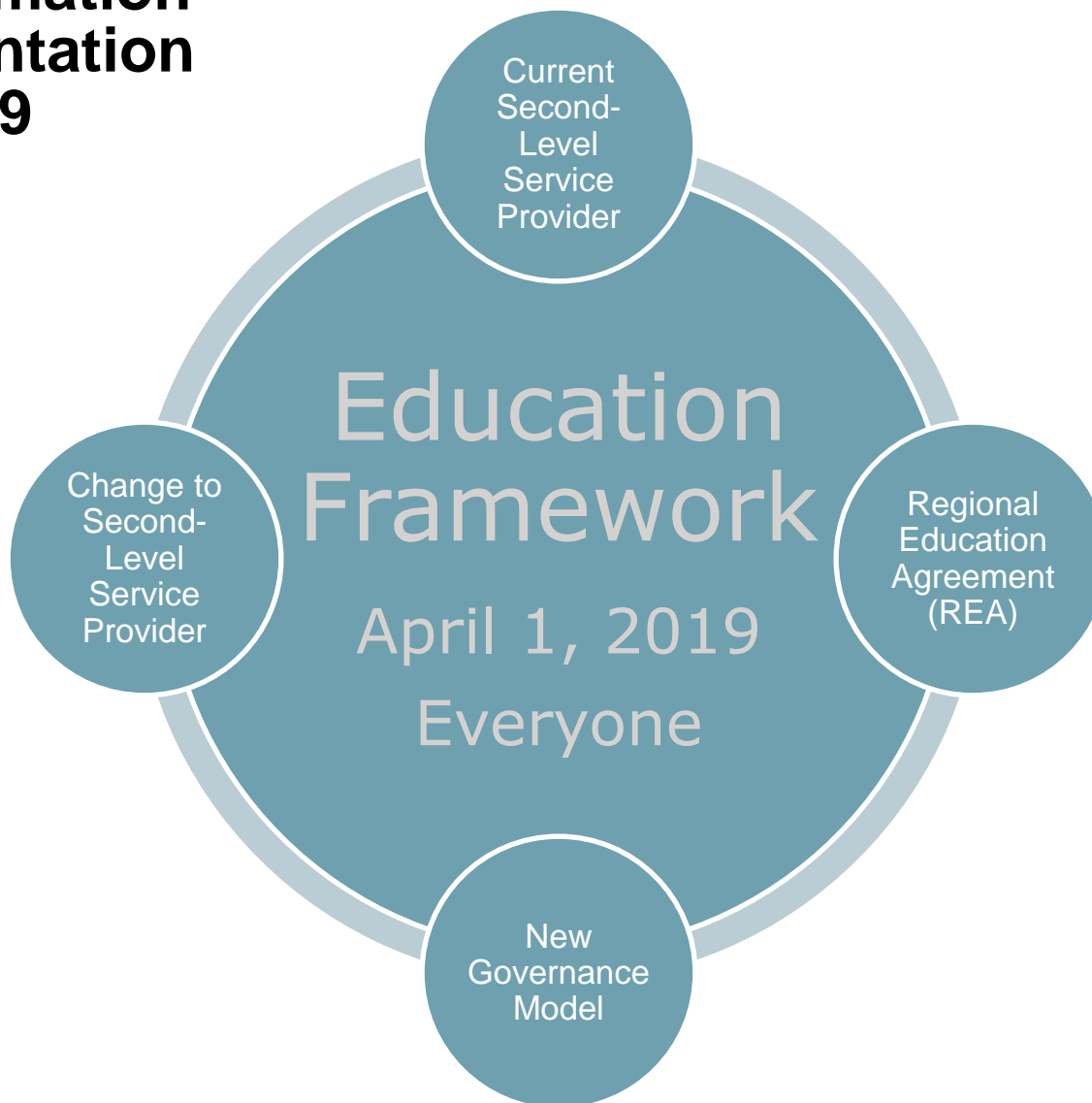
- Respond to variable cost factors such as remoteness, school size, language, socio-economic conditions, and incidence rates for vulnerable students and students with special needs.
- Language and culture programming (\$1500/student based on Nominal Roll)
- Full-time kindergarten on reserve for children ages 4 & 5
- Funding protection in cases where current ISC funding is greater than the amount provided under the new framework formula, the First nation will be protected at the higher amount for at least one year.

Education-related funding that will remain available outside the formulas include:

- A component of the High Cost Special Education Program;
- The Education Partnerships Program;
- Innovation and Research Programming.



Transformation Implementation April 2019





Regional Education Agreements

To provide First Nations with an opportunity to tailor funding and programs to address their unique communities needs and circumstances, Regional Education agreements can be negotiated.

Important to note:

- REAs do not automatically mean that First Nations will receive increased funding
- The intention of REA negotiations is not to build a new funding formula. Their intent is for negotiating enhancements to the current funding formula which is provincially based with additional investments
- As per the First Nations policy proposal, \$14 million per year has been earmarked to support regional technical tables and other associated engagement and policy co-development efforts.



Regional Education Agreements

Regional Education Agreements need to encompass:

1. Comprehensive **funding arrangements**, covering all federal support for First Nations elementary and secondary education;
2. Clear and **defined roles and responsibilities** of First Nations and First Nations education organizations, including applicable service standards;
3. Mutual accountabilities mechanisms with clear **objectives, performance indicators and reporting expectations** for both the Government of Canada and First Nations education system participants; and
4. The **responsibilities** for working with provincial education systems to manage the costs associated with on-reserve students who attend provincial schools and for reporting from provincial school divisions to First Nations and the Government of Canada

First Nations interested in pursuing an REA should begin by:

- Confirming a mandate from community/leadership to enter into regional education agreement discussions, understanding and agreeing to all 4 components above.



Provincial Considerations

- The new policy will not change the funding for students attending provincial schools
- Direct funding to First Nations– Indigenous Services Canada will no longer manage agreements with the school divisions unless REA indicates
- Reciprocal Provincial Tuition Agreements will need to be secured with Nations
- Second-level service providers may change with direct funding approach



Questions?