



Local Education Agreements: BCTEA, Transportation and Supports

FIRST NATIONS EDUCATION
STEERING COMMITTEE





Recognition of the Territory

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S_kw_xwú7mesh (Squamish)

səlílwətaʔt (Tsleil-Waututh)



Introduction

About FNEESC



- The First Nations Education Steering Committee (FNEESC) was founded in 1992 by participants of a provincial First Nation education conference who identified the need for a First Nation-controlled collective organization focused on advancing quality education for all First Nation learners.
- FNEESC works to support First Nations in their efforts to improve the success of all First Nation students and advance First Nations education in BC. FNEESC currently has 126 Board members.
- FNEESC has a formal protocol with the First Nations Leadership Council (FNLC) that recognizes FNEESC as the lead policy and advocacy body, as directed by First Nations governments, working to advance quality education, improved accountability, and improved education outcomes for all First Nation students in BC.

Students in the BC First Nations Education System



5,127

- Students living on-reserve attending First Nations schools [Full-Time Equivalent (FTE) students]

1,216

- Off-reserve reciprocal tuition students in First Nations schools

7,820

- First Nations on-reserve students in public schools

718

- On-reserve First Nations students in off-reserve independent schools

66,142

- Self-identified Aboriginal students in the public system (status on-reserve students are included in the total)

BC Tripartite Education Agreement



- The Government of Canada, Government of British Columbia, and FNEC, with the First Nations Schools Association as a witness, signed the BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA) on July 1, 2018, setting the foundation for further growth and changes to support the improvement of our BC First Nations education system.
- BCTEA is a five-year agreement that replaces the previous Tripartite Education Framework Agreement (TEFA, 2012-2018).
- BCTEA includes new and strengthened processes to support First Nation students.
- BCTEA includes new and significant funding for BC First Nations education, including funding for:
 - Language and Culture
 - Transportation
 - Technology

Ongoing Funding Commitments Through BCTEA



An additional \$20 M annually for First Nations education in BC, with the following priorities affirmed by representatives at a provincial information session held on March 12, 2018.

- First Nations Language and Culture programs – approximately \$14 M
- Additional funding for First Nations schools' transportation needs – approximately \$1.3 M
- Transportation capital (school buses) for First Nations schools – approximately \$1 M
- Increased funding for First Nations adult education – approximately \$0.9 M
- Expanded second and third level services – approximately \$2.7 M

BCTEA Commitments, cont'd



- With BCTEA, and with the Province's commitment to implementing UNDRIP, the TRC Calls to Action and the BC-FNESC Protocol, along with the 10 Principles, we have a good foundation for moving forward positively to bring necessary changes to the public school system.
- Improved accountability and reporting for students in public schools will include First Nations' access to their students' data, a second enrolment count, and annual student outcome reports to FNESC.
- FNESC is working with BC on the development of the new policies and legislations relating to BCTEA (i.e. LEAs).

BCTEA: LEAs & Transportation



- School districts and First Nations will create joint plans to address the transportation needs of students who attend public schools, to be funded through a targeted transportation fund beginning in 2019/20.
- Local Education Agreements (LEAs) between First Nations and School Boards will continue to be supported and encouraged, and First Nations without an LEA will have the option of using a provincial LEA.
- BC will support FNEESC's ongoing engagement with the Ministry of Education.

BCTEA (2018) Schedules H & G
Kit: Tab 5 pgs. 52 & 55

Declaration on the Rights of Indigenous Peoples (Bill 41)



- Bill 41 – 2019 Declaration on the Rights of Indigenous Peoples (Bill 41) anticipates a path of collaboration between the Province and First Nations and will require a cross-government approach.
- The legislation will provide a legislative framework for recognizing the constitutional and human rights of Indigenous peoples and aligning B.C.'s laws with the internationally recognized standards of the U.N. Declaration, as well as the legal rights of Canadian Indigenous peoples.
- The legislation will require:
 - Alignment of B.C.'s laws with the UN Declaration, and
 - An Action plan that includes consistent public reporting

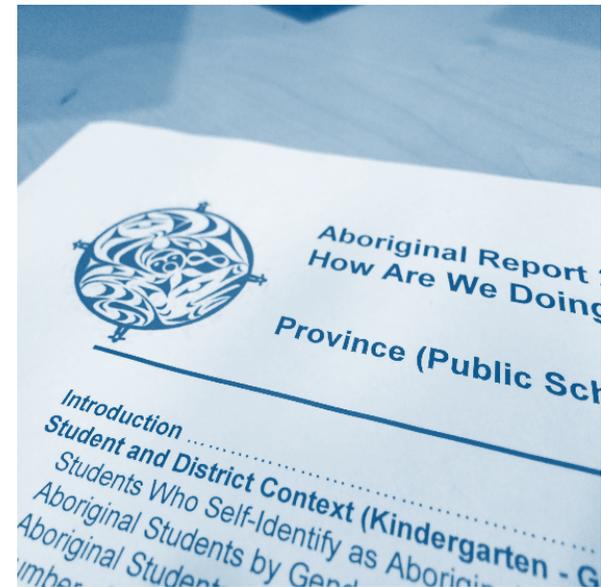


Student Data

How Are We Doing? Report



- This is a comprehensive annual report from the Ministry of Education about Aboriginal and non-Aboriginal students in the public K-12 system.
 - FSA results (reading, writing, numeracy)
 - Graduation rates
 - Evergreens
 - Children in care
 - Alternate programs
 - Students in special needs programs
 - Satisfaction survey results

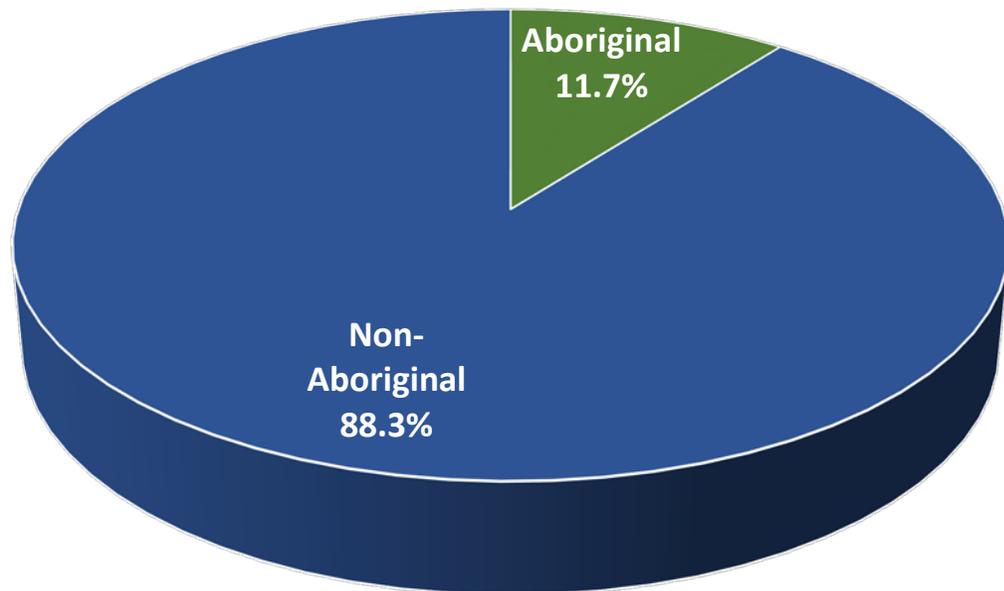


How Are We Doing Report Summary
Kit: Tab 1 p. 6

Student Population in BC Public Schools

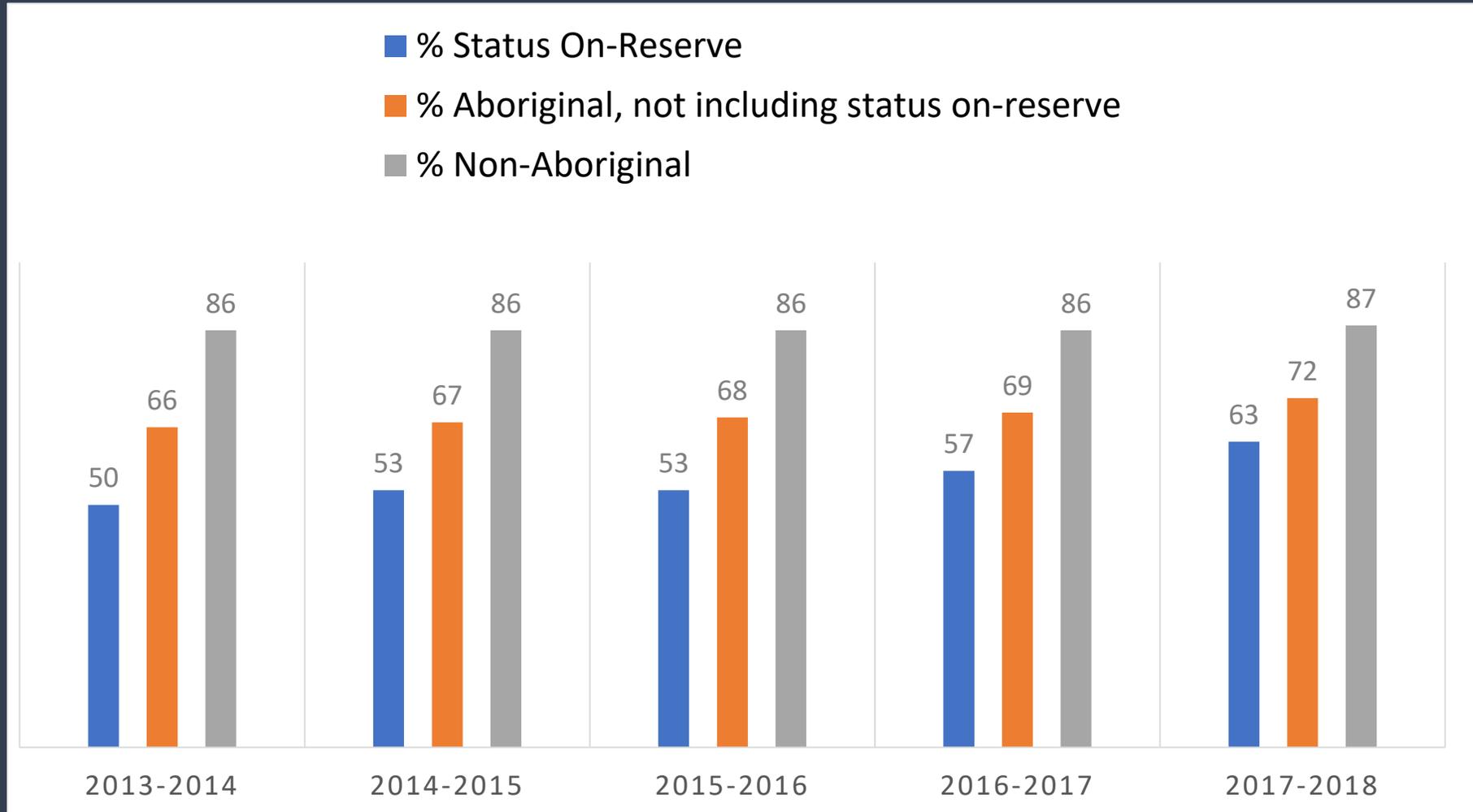


2017/2018 How Are We Doing? Report



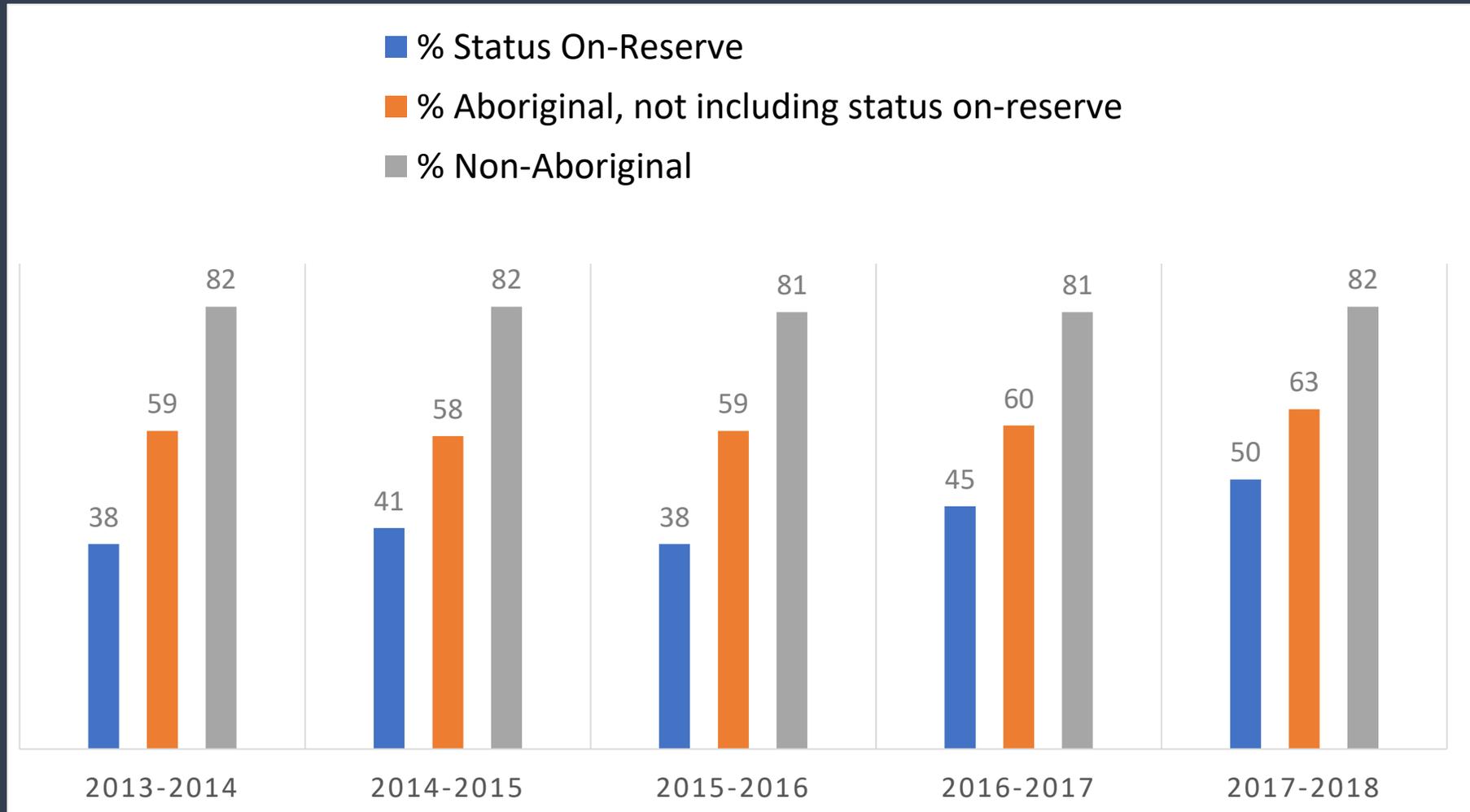
- Of the 563,245 students in BC public schools, 66,142 self-identify as Aboriginal (includes 7,820 status on-reserve students)
- 12% of the Aboriginal student population live on-reserve
- As many First Nations schools do not offer higher grades, over half of the students in BC First Nations schools eventually transition into public K-12 schools.

BC Dogwood Graduation Rate 6-Year Completion Rate, BC Public Schools



See also District Level 6-year
Kit: Tab 1 p. 3

5-Year Completion Rate, Public Schools (Dogwood and Adult Dogwood)



Reading, Writing and Numeracy

“On Track or Extending” Expectations 2017/18

FOUNDATION SKILLS ASSESSMENT			
	% of Status On-Reserve	% Aboriginal, not including status on-reserve	% Non-Aboriginal
Grade 4 Reading	42	63	78
Grade 4 Writing	45	66	79
Grade 4 Numeracy	30	49	69
Grade 7 Reading	44	68	80
Grade 7 Writing	72	84	92
Grade 7 Numeracy	22	46	68

Alternate Programs



- Aboriginal students comprise 40% of students in Alternate Programs
- BC Six Year Completion Rates in Alternate Schools

School Year	% Status on-Reserve	% Aboriginal, not including status on-reserve	% Non-Aboriginal
2017-2018	31	40	51

Children and Youth in Care, BC Public Schools



Educational outcomes for Aboriginal children and youth in public schools who are in the care of the Ministry of Children and Family Development are particularly concerning.

- **Over-representation:** While Aboriginal children and youth comprise only 11% of BC's total student population, 64% of all children and youth in care are Aboriginal.
- **Six-year completion rate:** 58% for Aboriginal students with a Continuing Custody Order, and only 32% if they also had designated special needs. Compared to 87% all BC public school students. A high proportion of CYIC are earning Evergreen (Completion Certificates) and Adult Graduation Diplomas instead of Dogwood Diplomas.
- **Post-Secondary:** 17% of all CYIC students transition to BC public post-secondary institutions within three years of completing high school, compared to 48% of youth who are not in care.

Student Achievement Reports, BC Ministry of Education



- Interactive Reporting: <https://studentsuccess.gov.bc.ca/>
- The website provides interactive information about Aboriginal student outcomes to make it easier for parents to access information about their school district.
- **Step 1:** Select a school district - Hover over the data points to get summary of data
- **Step 2:** Select a report - Access the information offline by downloading the report

First Nation Student Data Committee



- FNEESC, BC, and Canada have established a First Nation Student Data Committee, as per BCTEA Schedule H, Section 5.5
- The Committee will implement commitments related to the sharing and analysis of student outcome data, and will work to ensure that the *How Are We Doing* report continues to reflect the purpose and objectives of BCTEA
- The Committee will be informed by the recommendations of the Office of the Auditor General's 2015 report and the 2019 status update to that report.

Accessing Status On-Reserve First Nations Specific Data



- According to BCTEA, Schedule I, Section 2.5
Subject to the Freedom of Information and Protection of Privacy Act, upon request, the Province will provide First Nation community-specific student data to First Nations to help inform them about their students' progress, and to inform discussions between the First Nation and the board of education on supporting those students.
- We will be working with the Ministry to meet this obligation.



BC Tripartite Education Agreement

Public Schools and Accountability, BCTEA



- There are significant components of BCTEA that are designed to help improve the success of the First Nation learners in BC public schools and to further the positive working relationship between FNESC, the Ministry, First Nations, and their respective school boards.

Consultation with FNEESC



BCTEA Section 12:

Whereas, “For greater clarity, British Columbia will consult with FNEESC regarding any contemplated action or decision that may affect the BC First Nations Education System, FNEESC or First Nations schools.”

- As one example, by April 30 of each year, the Parties will meet to discuss any updates and changes that are made to the Operating Grants Manual and provincial special grants and will jointly determine any adjustments to be made to the BC First Nation Education Funding Model.

New BCTEA Schedules to be negotiated



- In Section 2.1 of Schedule J – Funding Protocol of BCTEA, the Parties commit to “develop a tripartite funding arrangement in the spirit of, and consistent with, the purpose, principles and objectives of the Agreement [BCTEA], the UN Declaration and the TRC Calls to Action, to permanently replace the master tuition agreement and 2016 Funding Agreement by December 2018.”
- British Columbia will enter into an Information Sharing Protocol with FNEESC to facilitate the provision of available First Nation Student-specific data to FNEESC, regarding the performance outcomes of First Nation Students attending BC Schools, including, but not limited to the information set out in section 2.2, by December 1, 2018.

Accountability and Reporting



- As outlined in BCTEA, there will be improved accountability and reporting for students in public schools through the provision of First Nation community specific data, a second enrolment count, and annual student outcome reports to FNEESC.
- This also includes a continuation of the annual *How Are We Doing Report*.

BCTEA Jointly Convened Annual Meeting



- BCTEA includes a commitment to jointly convene, with FNEESC, an annual meeting with school districts to educate and share information about the UN Declaration, TRC Calls to Action, Tsilhqot'in Decision, and the Draft 10 Principles.
- Approximately 120 Superintendents and Chairs of Indigenous Education Councils met for the Jointly Convened Annual Meeting (JCAM) on October 16, 2019, hosted by FNEESC and BC representatives.
- Major focus topics for facilitated discussions included LEAs/Transportation and Professional Development Learning. Information was also shared about BCTEA, First Nations Educational Outcomes Improvement Teams, and Targeted Funds.

Joint Verification of the Nominal Roll



- Under BCTEA, nominal roll enrolment will be verified jointly by First Nations and school district Secretary-Treasurers before October 15th of each year.
- First Nation students enrolling in more than eight courses (including dual credit students) can claim in excess of 1.0 FTE. For example, one additional course (4 credits) will equal 0.125 FTE.
- Indigenous Services Canada (ISC) sends out annual instructions for completing the nominal roll for the BC Region.
- A BC-specific approach to compliance reviews for the nominal roll (student count) will eliminate the attendance requirement that previously resulted in many students being removed from nominal roll.

Nominal Roll: Important Dates and Changes



- **September 30** Nominal Roll count due date
- **October 15** Nominal Roll due for validation to ISC
- **January 31** Deadline for *Addition to Grades Application* for the following school year. Contact the BC Region ISC Program Advisor for more information.



Accountability: BC Public Schools

Education Outcomes and BCTEA



- Educational outcomes for First Nations students vary significantly among BC school districts.
- Article 4.16 of BCTEA states that British Columbia will “undertake a program to build capacity to improve outcomes for First Nation Students within school districts, with a priority for those school districts having consistently low outcomes for First Nation Students.”
- Additionally, article 3.6 of BCTEA states, “the parties will work jointly to develop and implement measures of accountability for First Nations student outcomes.”
- Those commitments are also consistent with the Ministry’s commitments in the Framework for Enhancing Student Learning.

First Nations Educational Outcome Improvement Teams



- As set out in BCTEA, First Nations Educational Outcome Improvement Teams (FNEOIT) will work to support districts to improve learning experiences and educational outcomes for First Nations learners.
- The teams will be comprised of individuals having expertise on the specific issues identified for a specific school district. They will engage with the district and develop a district plan to support the district to improve outcomes for their First Nations students.
- FNEOIT will have a representative on each team.
- Each team will report to the relevant Assistant Deputy Minister, who will communicate with the local First Nation about the intervention outcome. The ADM will report to the Deputy Minister.
- First Nations community engagement will be integral to this process.

Next steps



- FNEOIT and BC are finalizing the terms of reference for the FNEOIT.
- FNEOIT and BC are developing FNEOIT procedures, e.g. reporting templates, templates to track MEd response to FNEOIT team findings.
- Target for 2019/2020 school year: visits to support 2-3 school districts that have consistently low outcomes for First Nations students
- SD#57 (Prince George) is the first school district selected for FNEOIT
 - First FNEOIT visit to SD#57 took place June 18-19, 2019 and the second took place September 25-26, 2019. The FNEOIT team plans 4-5 visits to SD#57 in the 2019/2020 school year.

Framework for Enhancing Student Learning (FESL)



- The Ministry of Education is developing the draft FESL, which is intended to continuously improve education outcomes for all students, with an emphasis on improving equity for Indigenous students, children and youth in care, and students with diverse abilities or disabilities.
- FESL is being piloted in 9 school districts in 2019/20 and will be expanded to all 60 school districts in 2020/21.

FESL, cont'd



- FNESC is advocating for FESL to be more closely aligned with BCTEA and the Office of the Auditor General's 2015 audit on Aboriginal education, particularly with respect to measures relevant to monitoring and improving First Nation student achievement, e.g. attendance data, Adult Dogwoods.
- FNESC is also advocating for the framework to reference the priorities of the three student populations identified:
 - Indigenous Students
 - Children and Youth in Care (CYIC)
 - Students with Special Needs

6th Professional Development Day



- Under new legislation, starting in the 2019/20 school year and continuing each year up to 2022/23, school districts are required to provide an Indigenous-focused professional development day to all teachers in BC public schools.
- This is an opportunity to reach approximately 43,000 teachers in the public school system.
- We recommend that First Nations be involved in the planning of this professional development day.

BCTEA E-Bulletin: Indigenous
Focused non-Instructional Day
Kit: Tab 6 p. 61

A Mandatory First Peoples' Course or Bundle of Credits



- BC's graduation program does not yet include a mandatory First Peoples course or bundle of credits, despite advocacy by FNEESC, FNLC, the BC Teachers' Federation, the BC School Trustees Association and others.
- The Ministry asserts that First Peoples' content is integrated into all grades and subjects, but many Ministry courses have no explicit mandated First Peoples content.
- A mandatory course or bundle of credits would increase understanding among all students and serve as an effective strategy to counter racism and advance reconciliation, consistent with the TRC Calls to Action.
- FNEESC is recommending that the Ministry of Education must act on this recommendation for a mandatory First Peoples' course or bundle of credits, in alignment with its reconciliation objectives and implementation of the UN Declaration.



Children and Youth in Care (CYIC) Education Strategy

Children and Youth in Care Education Strategy



- While Aboriginal children and youth comprise only 12% of BC's total student population, 64% of all children and youth in care are Aboriginal.
- A joint effort is required, inclusive of relevant ministries.
- First Nations leadership has directed that the First Nations Leadership Council and FNESC advance a related outcomes strategy.

Resolutions from First Nations Leadership, CYIC Education Strategy



The First Nations Summit Resolution is one of those recently received. Similar resolutions have been passed by UBCIC and BCAFN.

THEREFORE BE IT RESOLVED:

1. That the First Nations Summit Chiefs in Assembly fully support the efforts of the First Nations Education Steering Committee (FNESC) in developing a First Nation Children and Youth in-care Education Strategy that focuses on:
 - a) achieving systemic shifts that support improved education outcomes of First Nation children and youth in care; and
 - b) addressing the Province's legal obligations to First Nation children and youth in-care in relation to education.

Resolutions from First Nations Leadership, CYIC Education Strategy



2. That the First Nations Summit Chiefs in Assembly direct the First Nations Summit Task Group to work together with the Union of BC Indian Chiefs and BC Assembly of First Nations (collectively as the First Nations Leadership Council) and the First Nations Education Steering Committee to:
 - a) effectively advance the strategy through engagement with the Province and Canada, as appropriate,
 - b) ensure that all advocacy of the Strategy is consistent with the protocol between the First Nations Leadership Council and FNEESC and with the *United Nations Declaration on the Rights of Indigenous Peoples* and the Truth and Reconciliation Commission's Calls to Action.
3. That the First Nations Summit Chiefs in Assembly call on the First Nations Summit Task Group and FNEESC to provide progress reports on this Strategy.



Local Education Agreements

Overview of Local Education Agreements (LEAs)



- An LEA is an agreement between a First Nation and a school board or independent school authority, to purchase education services from the board/authority for First Nation students, using federal funding from the Department of Indigenous Services Canada (ISC).
- LEAs are an integral part of the delivery of education services to First Nation students attending BC schools, as they are an important mechanism for building relationships between First Nation communities and boards of education and schools, or independent school authorities, to support improved First Nation student outcomes.
- Approximately ½ of First Nations with on-reserve students attending public schools have LEAs.
- The FNESC LEA Subcommittee guides our work in this area.

LEAs, cont'd



- The parties developed guiding principles to apply to the negotiation, interpretation and implementation of LEAs in BC, and to inform legislative and policy review and changes to support LEAs (Schedule H, S.2.1).
- As per S.2.4 of Schedule H, BC and FNESC are developing a Provincial LEA that will:
 - serve as a template/default available to First Nations and School Boards
 - apply, at the request of a First Nation, where there is no existing LEA between a First Nation and a School Board
- The parties are working on developing and implementing a strategy and policies to support LEAs between First Nations and boards of education or BC independent Schools

LEAs, cont'd



- Second and third level services can support First Nations to negotiate and implement LEAs.
- As per S.2.6 of Schedule H, BC will:
 - invest in building the capacity of school boards to negotiate and implement LEAs
 - jointly convene, with FNEC, an annual meeting with school districts to educate and share information about the UN Declaration on the Rights of Indigenous Peoples, TRC Calls to Action and First Nations education
 - explore, identify and implement other mechanisms to share LEA information with education stakeholders
- The Parties will develop and implement a process to monitor LEAs (S.2.7).
- LEAs were one of the focus subjects at the Jointly Convened Annual Meeting, October 16th, with Superintendents and Indigenous Chairs.

LEAs, cont'd



- In 2019-20, the BC Ministry of Education:
 - Provided \$1.5 million to support First Nations in working with School Boards to negotiate, renew, or implement LEAs;
 - Distributed \$1 million among 34 school districts to help support the development of Boards of Education and school district staff capacity to work with local First Nations to negotiate or renew unique LEAs; and
 - Allocated \$500,000 to the Focused Education Resources (formerly known as BCEM-ERAC) to help support Boards of Education in developing capacity to work with First Nations to negotiation or renew LEAs.

FNESC LEA Resources



Negotiation/Templates: LEA samples, Step-by-Step LEA Development Plan, Community LEA Presentation template , Sample Letters, Sample Terms of Reference, Q&A

Data: graduation rates, template letter for accessing additional community specific data, links to Ministry data

Additional Funding Information: First Nation Student Rate, Operating Grants Manual, district allocation

These resources will be updated to reflect the new BCTEA commitments.

For LEA Resources, visit: www.fnesc.ca/lea

LEAs and Legislative Amendments



- We have collectively identified LEAs as one of the matters requiring legislative amendments, as well as access to Dogwood/Adult Dogwood for students in First Nations schools and First Nation Authorized Courses.
- This work is consistent with BCTEA Schedule H (Local Education Agreements) Section 2.2, which states that the Parties will “collaborate to identify ... new legislation or revisions to legislation” to support the negotiation and implementation of LEA. It is also consistent with BCTEA Section 3.1.



Transportation to BC Public Schools

Transportation to BC Public Schools



- First Nation students living on reserve, but attending public schools, have often faced inadequate transportation services. This can impede their participation in the public education system and contribute to lower achievement outcomes.
- While the provincial funding formula does not explicitly include transportation, all school districts have a transportation policy and the Ministry has previously provided supplemental transportation funding grants.
- For several years, FNEESC has recommended clearer transportation policies and that responsibilities for First Nations learner transportation be addressed. Through BCTEA and LEAs we are starting to make progress on this issue.

Transportation, cont'd



- In BCTEA, the Parties committed to developing and implementing effective measures to address existing and future issues arising from the transportation of First Nation students to BC public schools.
- Throughout 2018/19, provincial boards of education and First Nations were asked to work together to determine First Nation student transportation needs and to begin a collaborative process to develop Joint First Nations Student Transportation Plans (Transportation Plans), informed by guiding principles and criteria established by the BCTEA Parties.
- The Joint Tripartite Transportation Committee has found that the process has been more complex than anticipated, which has also impacted the final costs.

Transportation in the 2019-20 School Year



- Some reasons for the complexity include:
 - the need for boards and First Nations to take the time needed to build relationships and confirm an approach forward;
 - the complexities in relation to facilitating an informed decision making process for First Nations with block-funded or 10-year grant agreements on whether to opt-in or out of the strategy; and
 - not all transportation plans have been submitted and in a number of cases, plans were submitted without an agreement reached with the First Nation
- The existing funding has proven to be insufficient to meet the total amount requested in the Transportation Plans received. However, the BCTEA Parties remain fully committed to BCTEA and agreed to continued collaboration to find solutions to ensure the full implementation of the transportation commitments.

2019-20 (Interim) Approach to Transportation



- In recognition of the need for further work, the BCTEA Parties agreed to an interim approach to transportation of First Nation students to and from BC public schools for the 2019-20 school year that includes the following steps:
- In BCTEA, the Parties agreed to establish a First Nation Student Transportation Fund for the transportation of First Nation students to BC public schools beginning in the 2019/20 school year. The base amount of the fund, the Student Location Factors and the Transportation Supplement, will not be removed from the First Nations Student Rate in the 2019-20 school year.
- For the 2019/20 school year, school districts are expected to maintain existing service levels and the associated costs for transportation services that were in place in the 2018/19 school year.

2019-20 (Interim) Approach to Transportation



- As part of the interim approach, the BCTEA Parties agreed to the following contributions:
 - Canada – Up to \$3.8M for the following:
 - up to \$1M for transportation for extracurricular activities;
 - up to \$300K for special supports; and
 - up to \$2.5M for reducing travel times and extending services to and from school
 - British Columbia – Up to \$1.77M in one-time costs of acquiring new buses
 - FNEESC will make available funding up to \$700K in total for block-funded First Nations that opt into the Transportation Fund process from existing funds that were set aside for this purpose

2019-20 Letter of Agreement (Interim)



- This interim approach involves:
 - maintaining current service levels and associated spending to be used as a baseline for assessing gaps;
 - introducing a measured approach with regard to transportation for extracurricular activities via application or re-imburement of actual costs; and
 - providing additional funding to level up between existing spending/services and approved Transportation Plans, with services being phased in when funds become available.
- First Nations that have either opted-out of the Fund and/or for whom the Ministry of Education has not received plans as of July 22, 2019 are not considered for supplemental funding at this time, but can be considered as part of future intake processes.

2019-20 Other considerations from FAQs



- Administrative costs and professional development are considered to be part of regular operations
- **Capital.** Due to the Ministry of Education's Bus Acquisition Program procurement cycle, the approved buses will be available for the 2020/21 school year. Operational funding required for routes dependent on capital requests will be adjusted based on the approval and availability of the requested asset
- **Shelters.** Once agreement on transportation and maintenance is reached between the Board of Education and the First Nation(s), partial contributions for shelters will be flowed through the Ministry of Education.

2019-20 Other considerations from FAQs



- **Extracurricular Activities.** Activities/opportunities outside the normal school subjects that enable and develop the overall well-being and education of the student qualify for the extracurricular transportation funding
- Dual credit courses are considered to be part of a regular school day, which are administered by school districts
- Currently, funding for extracurricular transportation does not extend to Self-government and Treaty First Nations
- The BCTEA Parties are working on developing Transportation Policies for First Nations and School Districts

Transportation in 2020-21



- FNEESC will continue to work with Canada and BC to identify the total amount of funding required to meet the transportation needs of First Nation students attending BC Public Schools through the Joint First Nations Student Transportation Plan.
- Consistent with BCTEA, the Parties will establish the First Nation Student Transportation Fund for the transportation of First Nation students to BC public schools for the 2020-21 school year.
- The base amount of the Fund will be the Student Location Factors in the OGM plus other transportation-related factors that Canada pays to BC (e.g. Transportation Supplement). These amounts will be taken from the First Nations Student Rate by Canada before tuition funding is transferred to First Nations with LEAs.
- Canada will pay the First Nation Student Transportation Fund to BC.

Transportation in 2020-21



- The Tripartite First Nation Student Transportation Committee will assess Joint Transportation Plans.
- BC will allocate the Fund to school districts by way of a special grant.
- The Minister will require School Boards to report on the spending, verified using audited financial statements.
- The Parties will review the effectiveness of the strategy after 2 years, or as otherwise agreed.
- BC will communicate back to school districts and FNESC to First Nations as the process for securing the funding required to meet the transportation needs of First Nation students attending BC public schools for the 2020-21 school year takes place.



Funding

Provincial Funding, OGM Summary



- The tables in the Ministry's Operating Grants Manual (OGM) summary includes district by district amounts for the following:
 - Indigenous Education (targeted funds) \$1,450 per FTE (\$88 M provincially)
 - English Language Learning (ELL) \$1,495 per FTE (\$98 M provincially)
 - Student Location Factor (transportation) (\$88 M provincially)
 - Special Education Level 1, 2 and 3 (\$570 M provincially)
 - Level 1 \$42,400/student
 - Level 2 \$20,200/student
 - Level 3 \$10,250/student
- Given the student achievement results, we are calling for better targeted use of these dollars.

Supplemental Grants Summary
Kit: Tab 4 p. 41

Indigenous Education Targeted Funding Policy



- FNESC has worked with the Ministry to develop an Indigenous education targeted funding policy that will outline required annual planning and engagement with First Nations for expenditure of funds, including joint sign-off on spending plans by the First Nations on whose traditional territory the school district operates.
- Indigenous Education Targeted Funding is \$1,450 per FTE (\$88 M provincially).
- Recommendations were included in the 2018 Ministry of Education funding review process and final recommendations support this.
- FNESC would like the Ministry to implement an Indigenous Education Targeted Funding policy that is co-developed with FNESC and approved by the FNESC Board.

First Nation Student Rate



- First Nation Student Rate (formerly First Nations Billing Rate) represents the education costs for a First Nation student attending a BC public school in a school district.
- The rate is calculated annually by BC. According to BCTEA, BC must consult with FNEESC and Canada each year regarding the rate and any changes to it, as per section 8.0 of the Funding Protocol (Schedule J).
- Students can be funded in excess of 1.0 FTE if that student is enrolled in more than 8 courses.

BCTEA: Funding Protocol (Schedule J)



- The Funding Protocol sets out funding procedures to implement BC First Nations Education Funding, including the following:
 - First Nation Students attending BC Schools (public and independent)
 - First Nation Students attending First Nation Schools (the “BC First Nations Education Funding Model”)
 - Second and third level services and other programs

BCTEA: Funding Protocol, BC Public Schools



Funding for First Nation Students attending BC Public Schools:

- Canada will provide funding based on the First Nation Student Rate (formerly the First Nations Billing Rate).
- Funding may exceed 1.0 FTE if a Student is enrolled in more than 8 courses.
- Where there is no LEA, or where a First Nation requests that Canada provide its funding directly to BC, Canada will do so pursuant to a tripartite funding arrangement, with copies of correspondence to the First Nation.

BCTEA: Funding Protocols, Independent Schools



Funding for First Nation Students attending BC Independent Schools:

- Canada will provide funding based on the First Nation Student Rate for the relevant school district.
- Whether there is an LEA in place or not:
 - Canada will flow funds directly to the First Nation; and
 - The BC Independent School will invoice the First Nation directly.
- It is the responsibility of the First Nation and the BC Independent School to address payment or other issues.

BCTEA: Funding Protocol, cont'd



- Block-Funded First Nations:
 - Those First Nations that are block-funded may choose to open up their funding agreement to adjust their education funding to benefit from the BCTEA Funding Model.
- Treaty and Self-Governing First Nations:
 - BCTEA does not apply unless otherwise agreed.
 - FNEESC may enter into service agreements directly with treaty or self-governing First Nations that wish to obtain Second-Level Services, including Special Education and Language and Culture, from FNEESC.

BCTEA: Funding Model Review



BCTEA Schedule J, Section 8.5-8.7:

- British Columbia will include FNEESC as a member of the Technical Review Committee responsible for reviewing and recommending changes to the provincial education funding model.
- The Parties acknowledge the Ministry has commenced a funding formula review that may change the current provincial education funding formula and special purpose grants under the School Act.
- Once the funding review referenced under section 8.6 is complete, the Parties shall meet to examine the implications and impacts of the amended or new provincial funding formula on the Agreement and this Schedule and jointly determine any adjustments to the BC First Nations Education Funding Model.

Funding Model Review



- In 2018 the BC Ministry of Education appointed a panel to review and provide recommendations to the way funding is allocated in the K-12 public education sector and the panel sought feedback from a range of stakeholders.
- Recommendations are set out in *Improving Equity and Accountability: Report of the Funding Model Review Panel (2018)*.

Potential Changes to the Funding Model



- The report sets the stage for the Ministry to make major changes to the provincial funding model.
- Changes to the model impact most First Nations schools because the BCTEA funding model is tied to the provincial model.
- Overall, the Panel recommends a shift to a per-student based funding model and changes to the special purpose grants
- First Nations schools are very sensitive to those measures. For instance, approximately 37% of BCTEA school funding is tied to factors closely relating to school geographic factors.
- The Funding Model Review is not yet finalized.

Upcoming Meetings



- Late February 2020, FNESC will be hosting an Accountability Strategy Session to support First Nations with no signed LEAs in strengthening collaborative dialogue and strategy development initiatives with all levels of the public school administration.
- Early March, First Nations with active LEAs will be invited to a Provincial meeting on LEAs to share experiences and best practices in the implementation of LEAs in the context of BCTEA and Bill 41.



Thank you for your commitment to
First Nations education.

