

Charting Our Own Path Forward –  
Education Forum: National Joint  
Collaboration

**Measurement & Mutual Accountability**

Wednesday April 26, 2017

# **MEASUREMENT & MUTUAL ACCOUNTABILITY**

# Background - AFN Mandate

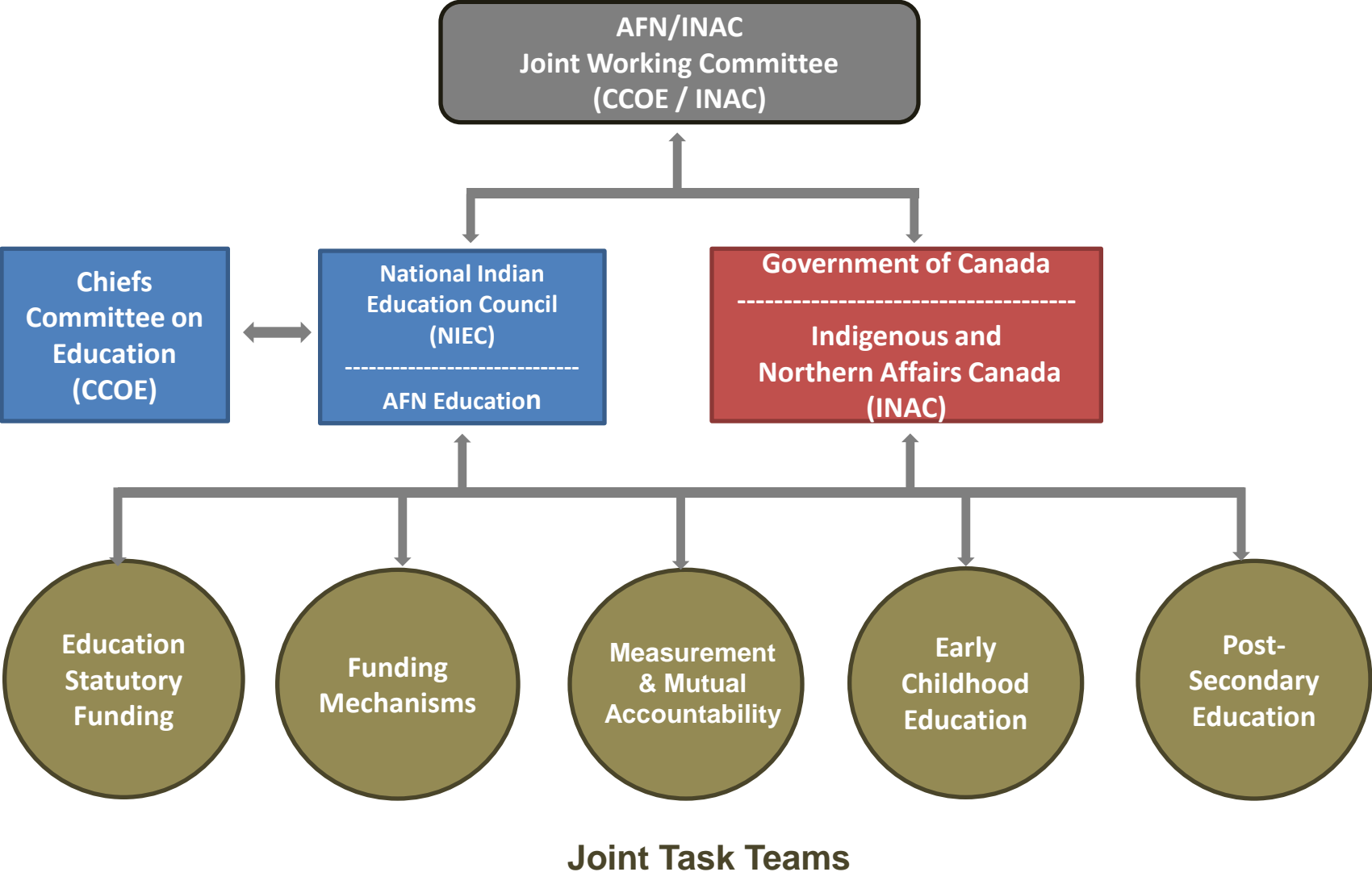
AFN Resolutions and key documents calling for a statutory funding guarantee for education:

- AFN Resolution 35/2014 *A Federal Act for Funding First Nation Education*
- AFN Resolution 16/2016 *Honourable Process to develop recommendations to support First Nations Education Reform*
- 2010 AFN policy document *First Nations Control of First Nations Education*

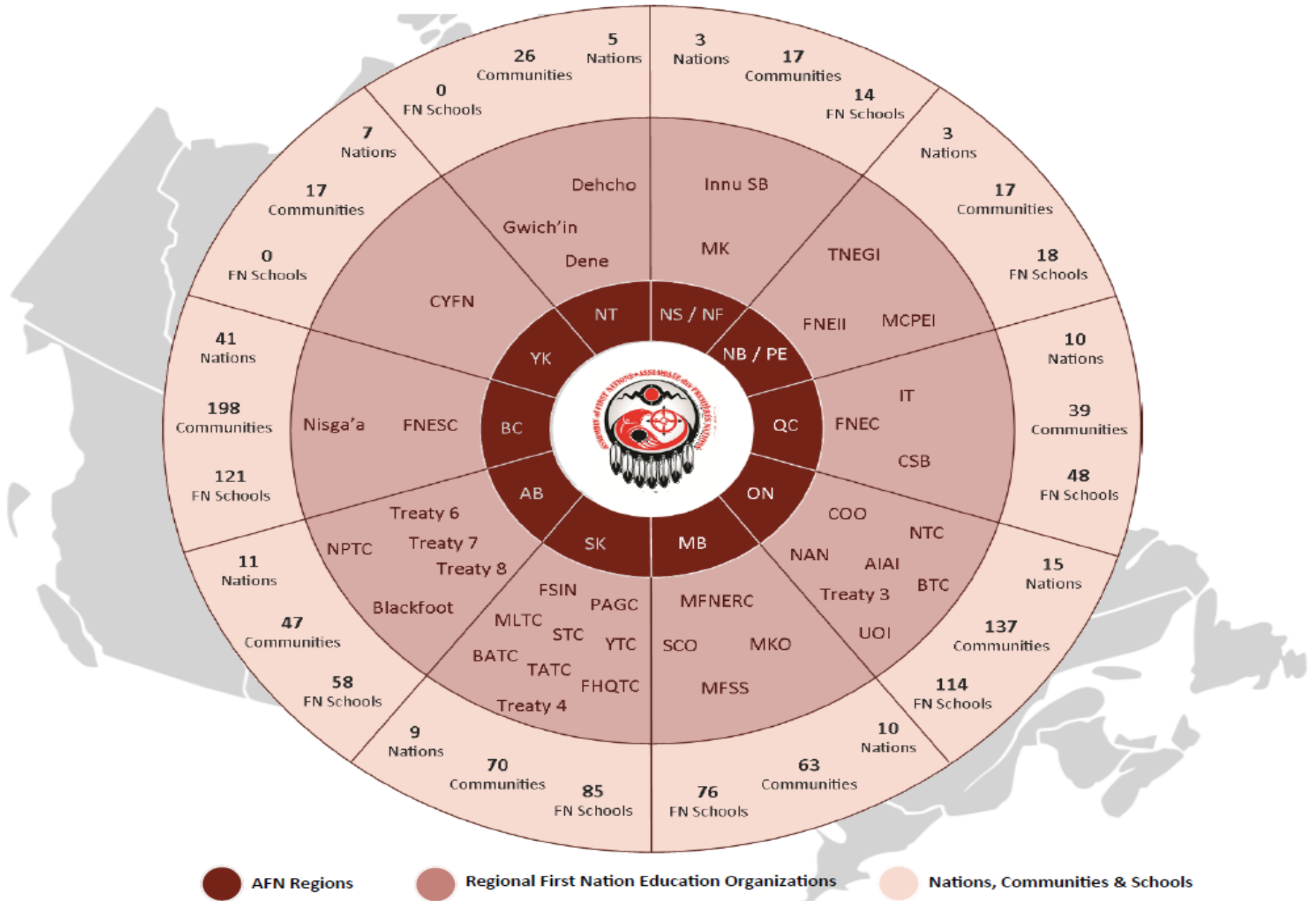
# Background - INAC Mandate

- INAC supports Indigenous peoples (First Nations, Inuit and Métis) and northern peoples in their efforts to:
  - improve social well-being and economic prosperity
  - develop healthier, more sustainable communities
  - participate more fully in Canada's political, social and economic development — to the benefit of all Canadians

# Background - Joint AFN/INAC Process



# Background – FOCUS on First Nations Regional Approaches



# Measurement & Mutual Accountability

## Operational Terms - OBJECTIVE

To provide a national forum for jointly discussing regional criteria to measure First Nations student success and to demonstrate the need for ongoing investment in First Nations education in order to meet the needs of First Nations students and overcome the education outcome gap.

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## Operational Terms – OUTCOMES & GOALS

### Outcomes & Goals:

A list of deliverable(s) will be finalized as the Joint Task Team completes its workplan regarding both short-term and long-term outcomes/goals.

The main Goals will include the following:

1. **Short Term** (By August 2017): Initial draft of a Results Framework to meet TBS funding requirements. To AFN Chiefs in Assembly in July 2017.
2. **Long Term** (By March 2018): A Draft Results Framework which reflects a holistic picture of First Nations student success.
3. Identify regional indicators and measurements to measure student success for First Nations students both on reserve and in Provincial schools.
4. Explore other global models/options on reporting.
5. Discuss mutual accountability ,reporting, INAC's existing EIS, relationships with INAC, OCAP principles, issues of data privacy and data security.



# V17 Terms of Reference

## First Nations – Government of Canada ToR v17

- Section #2: Considerations - Handout
- Section #4: Principles - Handout

# Overview of Work Plan

## ACTIVITIES

**Jan. 2017** 1- INAC shared Performance Measurement Strategy and inventory of data currently collected through different systems.  
2-Brainstormed what to collect at the AFN National Forum in February 2017.  
3-AFN shared ideas generated by First Nations MMA Task Team regarding expectations and needed changes.

**March 2017** 1-INAC shared the findings of the literature review regarding provincial public education (K-12) Indicator Inventory.  
2-Regions shared their views on regional indicators.  
3-SK presented on the CIA Triangle. BC, NB, MK and MFNERC presented regional perspectives.

**April 2017** 1-Reviewed the Performance Measurement Strategy indicators and identified those to retain and revise to tell the immediate short term story on the “Results Framework” to TBS.  
2-AFN shared the results of the “Mini Survey” from the AFN National Forum regarding what is meant by “student success”.

**May 2017** 1- Complete the short term, immediate draft results framework.  
2-Presentation on “deliverology”.

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## Short Term “Results Framework”

- **Based on existing INAC’s Performance Measurement Strategy data and indicators.**
- **The “story” to be based on outcomes – indicators that measure success - that are reported from the data already collected by INAC: student outcomes, student progress, students in school & stay in school, and education resources in place.**
- **The focus is on what exists now.**
- **TBS wants to know how things are going, is there improvement and what gaps?**
- **Due to existing time constraints, existing INAC data indicators were reviewed and will go to TBS.**

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## Draft - Indicators for the Short Term Results Framework

Student Attendance Rate	State of School Buildings
Student and Assessment Results	Teacher Certification Rate
Graduation Rate – Grade 12	Student-Teacher Ratio
Language in the Classroom (All school types) -% schools and % of students	% of Schools with Success Plans in Place
High Cost Special Education – Student Assessment, Learning Plan, and Access to Services	% of Schools with School Data Systems
Language and Culture	% of Schools Using Learning Assessments
School Connectivity	

# Current Status/Activity

- The draft short term “Results Framework” to be reviewed by the NIEC, CCOE and JWC in May 2017.
- Changes to be incorporated and then the draft short term “Results Framework” to be presented to the AFN Chiefs in Assembly in July 2017.

# Next Steps

- The focus will be on the development of a long term results framework to enhance student success from a First Nations holistic perspective.
- It will be a different model that focuses on real change to reflect First Nations perspectives and life long learning.

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## Indicators for the Long Term “Results Framework

High Cost Special Education – Impact of financial allocation approach on children	Culture & Language -Rethink –Cost impacts and implementation of immersion
Partnerships	Graduation (Grades 9-10)
Square foot per student	Adult Education
Teacher Salary	Outsourcing of Specialists
ECD Teacher Qualifications	Turn-around/Retention Rates of Teachers, Specialists, Resources
Teacherages and Buses	Teacher Ancestry

# Discussion

- Form small groups to discuss (15 min.) one of the following topics:
  - What does student success mean?
  - What measures (indicators and targets) should be gathered at the national level by INAC in the long term vision?
  - Why is taking a regional approach so important for First Nations?
- Report back on #1 priority for each small group (10 min.)