



Indian and Northern
Affairs Canada

Affaires indiennes
et du Nord Canada



FIRST NATIONS NATIONAL REPORTING GUIDE

FOR 2004-2005

VOLUME II - REFERENCE

Applicable to Recipients funded under:
Comprehensive Funding Arrangements (CFA);
Alternative Funding Arrangements (AFA);
Financial Transfer Agreements (FTA);
Canada/First Nations Funding Agreements (CFNFA);
and INAC/First Nations Funding Agreements (DFNFA).

Canada

W H A T ' S N E W ?

ENVIRONMENTAL ASSESSMENT

On October 30, 2003, *An Act to Amend the Canadian Environmental Assessment Act* was proclaimed. The amended Act effectively changes reporting requirements for Environmental Assessment Reports and Screening Reports for projects on reserve land:

- ? INAC is solely* responsible for ensuring that the environmental assessment is conducted, and for making the environmental assessment decision for INAC-funded Economic Development and Capital projects (as defined by CEAA) occurring on reserve land, prior to the release of funding;
- ? for this reason the Environmental Assessment section has been removed from funding agreements and the FNNRG;
- ? INAC is also responsible for posting Environmental Assessment information on the Canadian Environmental Assessment Registry at least 15 days before an environmental assessment decision is made; and
- ? if an Environmental Assessment report determines that environmental mitigation or follow-up measures are required for a specific project, First Nations are to report on this in the applicable Economic Development or Capital reports for that project, prior to the release of final funding.

*Unless another federal department is also triggered by CEAA, INAC alone must make the EA decision. The First Nation can no longer make the EA decision.

TAB C1 - ELEMENTARY/SECONDARY EDUCATION

? **Changes to the Nominal Roll Student Census**

- **Special Education:** In order to qualify to funding, students receiving Special Education services must be identified on the Nominal Roll Student Census. Each student record must have either *(1) high cost special education services provided* or *(4) no high cost special education services provided* marked under the Special Education column of the Nominal Roll Student Census.
 - **Status Code (2) Other:** INAC has interim authority to provide funding for all elementary/secondary students who are ordinarily resident on reserve. However, this interim authority expires March 31, 2005 and INAC must seek a new authority prior to this date. In order to support the authority to fund all students ordinarily resident on-reserve, it is essential to gain a clear understanding of the circumstances of all students currently being funded. Additional information on non-registered students will be collected on a table located on the back of the Nominal Roll Student Census Report. All students with Status Code (2) marked on the Nominal Roll Student Census are to be included on this table, together with the details of their situation. The information provided in this exercise will not eliminate a student from funding on the basis of status during the interim authority.
- ? **New Teacher and Curriculum Information Form:** The ability to hire and retain qualified teachers is critical for the success of First Nation schools and learners. INAC is working, in collaboration with First Nations, to provide the opportunity for band-operated schools to offer salaries that are competitive with those offered by provincial schools. INAC has received funding totaling \$15 million in the 2004/2005 fiscal year for salary increments for teachers and para-professionals in band-operated schools. To substantiate a request for additional monies, the new Teacher and Curriculum Information Form collects data that will be used, at an aggregate level, to compare the salaries of teachers in First Nations and provincial schools, within the same geographic area. The collection of new information will also respond to the recommendations of the recent Audit of Teacher Certification. Information regarding gender and Aboriginal identity will also be collected, on a voluntary basis, to inform future policy work for INAC's education programs, especially in relation to teacher training and professional development. Through our joint efforts we will work toward increasing the capacity of First Nation schools to recruit and retain well qualified teachers which, in turn, will help us meet our shared goal to provide a high quality education for First Nation learners.

TAB C1 - ELEMENTARY/SECONDARY EDUCATION (continued)

- ? **Two new reports** will be developed jointly by the Assembly of First Nations and INAC. The *Teacher Recruitment and Retention Final Activity Report*, and the *Parental and Community Engagement Strategy (PCES) Final Activity Report* will be finalized in January 2004 in time for insertion into regional versions of the 2004-2005 FNNRG. This will facilitate the allocation of 2004-2005 funds for these strategies.
- ? The new **Parental and Community Engagement Strategy** supports the integration of social and educational services to on-reserve children and their families. The objectives of the PCES is to support parents and caregivers in the role as their child's first and most influential teacher; support community involvement in education; encourage a home environment that supports children to succeed in school; facilitate family literacy, native language and culture; establish home/ school partnerships; prepare youth for academic and social success in school; support activities for the early detection of learning delays; and support activities that prepare parents for employment or continued education.
- ? **New Paths for Education** resources are used to improve the quality of education in First Nation schools and the academic achievement of First Nation students. INAC is working with the Chiefs' Committee on Education of the Assembly of First Nations to strengthen priorities and proposed activities for these resources in a national allocation methodology. In general, initiatives delivered by organizations are of two types. The school-based type provides programs and services that are part of day-to-day operations, including instructional services, teacher recruitment and retention, curriculum adaptation, technology acquisition and maintenance, aboriginal language and culture instruction and after-school programs. The second type of initiative provides programs and services to groups of schools and includes the establishment or maintenance of First Nation regional management organizations, development of progress measures, school improvement and administration. *Interim* and *Final Project Reports* are required to support performance measurement and program review.

TAB C3 - SPECIAL EDUCATION

Funding for the Special Education Program is an investment in programs and services for First Nation children with identified special needs. Program funds have been targeted to improve the quality of education and level of support services for eligible students with special needs. National Special Education Program Guidelines, including reporting requirements, were developed jointly by the Assembly of First Nations Special Education Working Group and INAC as the operational terms and conditions to guide Regional Offices, First Nations, and First Nation Regional Management Organizations (FNRMO). In 2005 INAC will be returning to Cabinet to request increased funding to provide services to special needs children that are at least equivalent to that provided by provincial education authorities. *The First Nation School Annual Report on the Special Education Program (SEP)* has been included in the FNNRG 2004-2005 to support this request.

TAB D - FIRST NATIONS AND INUIT YOUTH EMPLOYMENT STRATEGY (FNIYES)

- ? The FNIYES has been renewed under an Umbrella Results-based Management and Accountability Framework (RMAF) across 14 federal department and agencies, supported by a INAC-specific RMAF. All FNIYES performance information is reported by INAC to HRDC to support horizontal reporting requirements and YES evaluations, in addition to meeting INAC-specific accountability requirements.
- ? Reporting requirements for each of the FNIYES programs have been enhanced to support ongoing performance measurement and program review. For each FNIYES program, both a *Final Activity Report* and an *Evaluation Report* is required. For the Youth Work Experience Program, A *Youth Needs Assessment Report* is also required to capture participant data. It is designed as an assessment tool to identify participant needs and the appropriate intervention. Parts A & B of this report must be completed upon intake / selection of the youth into the program, and Part C upon

termination of the program. All reports are to be submitted to INAC within 30 days of the due date, in order for the administering agency to qualify for funding in the following fiscal year.

TAB E - SOCIAL DEVELOPMENT

As requested by several operators of Family Violence Shelters, the following questions have been added to the form to reflect services currently provided by shelters:

- ? How many men were referred to other agencies?
- ? How many men received non-residential services provided by the shelters?
- ? Please list the number and types of programs being provided by the shelters (for example, anger management, couples management, counseling)

TAB F - INDIAN GOVERNMENT SUPPORT (IGS)

- ? **Continued Support for First Nation Administration:** To support the implementation of increased funding for First Nation administration by the equivalent of 5% of 2000-2001 Band Support Funding (BSF) in 2004-2005, annual updates to IGS data continue to be required to determine the way in which this additional funding may be provided. Funds may be provided as Band Support Funding if maximum funding levels based on the Band Support formula have not been reached. When BSF is at the maximum defined by the formula, other local administration support such as Band Employee Benefits (BEB) or Indian/Inuit Management Development (IIMD) funding may be used as applicable under current policy. Bands will require increased allocations to BSF due to the new Special Education Program. This would be included with Education under base services on the BSF Application for Grant. Also, under base services, Major Capital includes projects of more than 1.5M.
- ? **Applications for Band Support Funding (BSF) and Tribal Council Funding (TCF):** these applications have been removed from funding arrangements and, subsequently, the FNNRG, as BSF and TCF budgets are set at the very start of the arrangement, based upon receipt of acceptable applications. The structure of the funding agreements is such that they deal with the program delivery and reporting obligations (FNNRG) of First Nations and Tribal Councils once application requirements have been met and funding approved and transferred.
- ? **Band Advisory Services Annual Report:** For those large First Nations whose on-reserve status Indian populations are greater than 2,000, who are not affiliated with a tribal council and who are providing advisory services, a new report has been developed. The report standardizes existing reporting requirements with tribal council reporting requirements and will assist in ensuring that the overall results of expenditures of programs and services are clearly documented and reported. The report will also help First Nations assess their advisory services performance and compare their results with other First Nations and tribal councils.

TAB G2 - COMMUNITY CAPITAL FACILITIES DELIVERY

Certification of Completion for Capital Projects - Provisional and Final: This form has been modified to reflect Capital Project management practices. When a facility has been completed to the stage where it is safely being used for the intended purpose, but still has outstanding work, a *Substantial Completion Certificate* or a *Certificate of Occupancy* can be issued by the consultant and attached to the *Provisional Certificate of Completion*. This is with the condition that the outstanding work are completed within a reasonable time taking into account weather conditions, availability of material and parts etc. A portion of project funding would be held back until 100% completion. In addition, at this stage, only partial O&M funding would be provided. In capital projects, there is usually a hold back amount of money imposed, sometimes known as a deficiency holdback, which is retained until the deficiencies have been rectified. For new facilities, there is also a warranty period that, depending on the circumstances, could commence once the substantial or construction completion certificate has been

issued. Upon the expiration of the warranty period, a final inspection is carried out and if all deficiencies have been rectified, the *Final Certificate of Completion* is issued. At this point, the project is fully turned over to the owner and the warranty of performance bond with the contractor is cancelled. Upon receipt of the *Final Certificate of Completion*, the asset enters full O&M phase.

TAB H - ECONOMIC DEVELOPMENT

- ? For Major Business Projects Program, Resource Partnerships Program and Regional Partnerships Fund, the requirement for long term impact reports several years after project completion has been dropped as of 2004-2005. This information will be gathered through project reviews. However, these reports will continue to be required for projects approved in previous years.
- ? Forms have been streamlined to ensure they are consistent with other forms in the FNNRG and to facilitate data quality and completeness.
- ? For the Opportunity Fund, Resource Acquisition Initiative and Major Business Projects Program, each business is to complete a *Business Report*. Where required in a funding agreement, Community Economic Development Organizations are to complete a *Project Status Report*, which either includes the *Business Report* or describes the efforts to obtain the report and the reason(s) why the business has not provided the report, for each business receiving funding.
- ? For the Resource Partnership Program, Resource Access Negotiations, Regional Partnerships Fund, the reporting due date is 120 days after fiscal year-end to conform to audit report due dates and to ensure maximum flexibility to client groups to provide their reports.
- ? For Regional Partnerships Fund, the requirement to report on project benefits has been eliminated, as it is unrealistic to expect economic benefits immediately following the completion of infrastructure projects. Information on project benefits will be captured by project reviews.

TAB J - NON-REGISTERED ON-RESERVE POPULATION (NRORPs)

NRORPs has been placed at the end of the FNNRG because reporting of the non-registered population living in First Nation communities is voluntary, and is not included in funding agreements. NRORP reporting, however, helps First Nations and INAC develop a better understanding of population dynamics and potential future needs. First Nations may submit/update their data through the NRORP web site which is accessed from INAC's Electronic Service Delivery page at:

http://pse-esd.ainc-inac.gc.ca/esd-pse/index_all_e.asp Contact your regional office more information.

VOLUME II - REFERENCE

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PURPOSE OF THE FIRST NATIONS NATIONAL REPORTING GUIDE

The national version of the FNNRG is a generic reference manual for INAC's national program reporting requirements. INAC regional offices will provide region-specific versions of FNNRGs to First Nations to assist them in complying with their funding agreements . These include Comprehensive Funding Arrangements (CFA), Alternative Funding Arrangements (AFA), Financial Transfer Agreements (FTA), Canada/First Nations Funding Agreements (CFNFA), and INAC/ First Nations Funding Agreements (DFNFA). For a summary of reports to be submitted by AFA/FTA/CFNFA/DFNFA First Nations, please refer to Volume I - Forms, Tab K - Annual Return Management Report.

Throughout this publication the terms "Indian" and "band" (as defined in the *Indian Act*) are used interchangeably with the term "First Nation." The term "region" refers to INAC regional offices (listed on page 8).

HOW TO USE THIS GUIDE

Volume I: Forms ° contains all reporting forms and instructions

Volume II: Reference ° contains program overviews, key terms, reporting requirement summaries, and data element definitions. Data element definitions provide descriptions of what should be included in reports. For example, definitions for nominal roll data on students who leave school have been revised to clearly outline the reasons for the student's departure from school. Included in the definitions is a justification for collecting data elements. First Nations invest a great deal of time and effort to collect and process data that they provide to INAC and should know why each data element is needed. Using the data element "graduation" in post-secondary education as an example, the definition states that this information is required to monitor the effectiveness and successes of the Post-Secondary Education Program. The **source** where the data element **originates** is also listed. This clarifies what documents to use to provide data and helps ensure that data is provided from a consistent source.

Please contact your INAC regional office (page 8) if you have any questions. Information is also available on INAC's Internet Home Page at: <http://www.inac.gc.ca>.

WHY IS REPORTING NECESSARY?

The collection of timely and complete program data is essential for INAC and for First Nations to effectively fulfill their respective obligations.

First Nation administrations are responsible to their communities and members for their activities in band governance and for administering services and programs. Consistent with self-government, First Nations have assumed greater responsibilities for program development and service delivery. As such, program data are an increasingly important tool supporting the decision-making processes of individual First Nations. In effect, INAC's rationale for program reporting is increasingly becoming a First Nation's rationale.

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INTRODUCTION

For INAC, the information received from First Nations is equally important to assess and report that

- < funds have been used for the purposes intended;
- < the terms and conditions of the funding arrangements have been met;
- < there is sound management and financial control ensuring essential services are being/have been delivered to members of First Nations;
- < overall results of expenditures in terms of the efficiency and effectiveness of programs and services are clearly documented and reported; and
- < expenditures are effectively meeting the objectives of Canada's Social Policies.

INAC collects program data to support statutory requirements, resource allocation and performance reporting, accountability, program planning/policy analysis, and operational requirements.

Statutory or Other Government Requirements

All governments/governing bodies are required either by law, regulation or sometimes policy to file reports from time to time on certain events such as births, deaths and conditions. INAC is required by the *Indian Act* (Chapter 1, Section 1), for example, to record in the Indian Register the names of individuals who are registered under the *Act*. Data on the type of residence, age and location are also collected for policy purposes. They help determine where and what level of resources will be required to meet the needs of Canada's Registered Indian population. In other cases, the information is reported directly to the appropriate authority, without INAC's involvement. Fire losses, for example, must be reported to the appropriate authority and subsequently to Human Resources Development Canada (formerly Labour Canada). Reporting information such as this is essential to plan future fire fighting and prevention strategies.

Resource Allocation and Performance Reporting

Data collected from First Nations are also used to justify and defend INAC's budget and current level of resources. INAC must demonstrate that resources have been allocated to regions, and subsequently to First Nations, in a fair and equitable manner. This is especially critical for those programs and services that are discretionary, such as capital, housing, operations and maintenance funds. INAC's ability to acquire funds on behalf of First Nations and to report on achievements depends largely on receiving quality program data.

Accountability

All governing bodies are ultimately accountable to the members of the public they represent. Being accountable requires governing bodies to be answerable to their members for their decisions. First Nations have a responsibility to their members to make the most effective and efficient use of all funds allocated to the First Nation. Similarly, INAC must demonstrate to the Canadian public, through the Minister, Parliament and agencies, such as the Auditor General of Canada, that all funds, including those allocated to First Nations, are being spent wisely and are achieving the desired policy objectives.

The collection of data from First Nations is, therefore, essential for both INAC and First Nations to assess the results of program expenditures against operational, program and policy objectives. Accountability, through data collection processes, can provide a reporting framework for the long run. Although some information can be obtained from external sources such as Statistics Canada, First Nations are the primary source of data on population, assets on reserve, education, social assistance and housing, etc. In addition, the data can also be used to compare against similar data collected for the rest of Canada by agencies such as Statistics Canada.

It is important that both First Nations and INAC know, for example, whether:

- < the elementary/secondary education graduation rate is increasing, decreasing or remaining constant;

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- < students in post-secondary education programs are graduating, in which fields, etc.
- < the proportion of on-reserve residents on social assistance is increasing, decreasing or remaining constant;
- < the First Nation has implemented a maintenance plan to safeguard capital assets; and
- < the First Nation is making progress in resolving housing shortages.

Program Planning/Policy Analysis

First Nations and INAC both have a stake in knowing whether funded programs and policies are having the desired effect and, if not, whether there is a need to devise other options to address the issues more adequately. Success or failure of policies and programs can, in many cases, only be judged by observing results and trends over time.

For example, a declining graduation rate in elementary/secondary education may prompt First Nations and INAC to undertake new policies to improve the retention of students in elementary/secondary education. Similarly, information indicating an increasing dependency on social assistance may prompt the introduction of special efforts to improve the local economy.

Identifying trends, which are useful to both First Nations and INAC, can only be detected by collecting uniform, consistent data. To accomplish this, it is imperative that all First Nations and administering authorities report the same information, at the same time and in the same format. If this is not done, the data could be disproportionate or unreliable.

Operational Requirements

First Nations need to have information to inform their community members about the effectiveness of programs, as well as to be able to adjust the programs to meet the specific needs of their members more efficiently and effectively. Working in partnership with First Nations, INAC tries to ensure that all the information identified and collected through this Guide is beneficial for First Nations or tribal councils, as well as for INAC, in effectively administering and managing funded programs.

FUNDING ARRANGEMENTS AND AUTHORITIES

The department, through the Transfer Payments Directorate, develops and maintains key generic funding agreement models for use with First Nation communities which have not entered into their own self-government agreements. These funding agreements require First Nations to adhere to a common set of accountability requirements which address areas of high risk through transparency, disclosure and redress policies, and emphasize local accountability for local decision making.

Generic funding agreements contain terms and conditions to manage funding that is transferred in one of three ways:

- < General -requirement for an audit; provision for access to records; provision for reporting and data quality; provision for default and remedial management; requirement for representation and warranties and indemnification, etc.
- < Recipient specific - project specific requirements (for example, training, policy development or other capacity development activities).
- < Program specific - minimum program delivery and reporting requirements.

If you have any questions regarding departmental funding agreements, please contact your INAC regional office on page 8.

The **Comprehensive Funding Arrangement (CFA)** is a program-budgeted funding agreement that INAC enters into with Recipients for a one year duration and which contains programs funded by

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means of **Contribution**, which is reimbursement of actual expenditures; **Flexible Transfer Payment**, which is formula funded and surpluses may be retained provided terms and conditions have been fulfilled; and/or **Grant**, which is unconditional. For a generic template of the agreement in use (for reference and information purposes only) please see http://www.ainc-inac.gc.ca/pr/pub/compfn_e.html

Alternative Funding Arrangements (AFA) establish a different relationship between the Crown and recipients than what exists under CFAs. Specifically, AFA recipients may reallocate funds between program areas and redesign programs provided: minimum program requirements are met, capital is expended for capital purposes, and any capital project designated as mandatory is completed. AFAs provide increased authority over programs and funds to First Nations than conventional “comprehensive funding arrangement”.

Financial Transfer Agreements (FTA) also establish a different relationship between the Crown and recipients than what exists under CFAs and AFAs. Specifically, FTA are funding mechanisms that define minimum standards for a local accountability framework in order to transfer increased authority to First Nations over program design and delivery and the management of funds. Recipients may reallocate funds between program areas and redesign programs to meet specific community needs. FTAs provide First Nations with the greatest flexibility.

The **INAC/First Nations Funding Agreement (DFNFA)** is a block-budgeted funding agreement that INAC enters into with First Nations and Tribal Councils for a five year duration. The DFNFA is a funding agreement which defines minimum standards for a local accountability framework in order to transfer increased authority to First Nations over program design and delivery and the management of funds. First Nations may redesign programs to meet specific community needs, subject to maintaining minimum delivery standards, and may reallocate funds between program areas. For a generic template of the agreement in use (for reference and information purposes only) please see http://www.ainc-inac.gc.ca/pr/pub/fundi_e.html

The **Canada/First Nations Funding Agreement (CFNFA)** is a block-budgeted funding agreement that INAC and other federal government departments enter into with First Nations and Tribal Councils for a five year duration. The CFNFA is a funding agreement which contains a common set of federal government funding terms and conditions in the main body of the agreement, while schedules attached to the agreement contain terms and conditions specific to each federal department. The CFNFA defines minimum standards for a local accountability framework in order to transfer increased authority to First Nations over program design and delivery and the management of funds. First Nations may redesign programs to meet specific community needs, subject to maintaining minimum delivery standards, and may reallocate funds between program areas. For a generic template of the agreement in use (for reference and information purposes only) please see http://www.ainc-inac.gc.ca/pr/pub/cana_e.html

FIRST NATIONS DATA REPORTING SCHEDULE 2004-2005

| T A B | C F A | A F A | <small>FTA CFNEA DFNFA</small> | Database / Program Reports (Summary) | First Nations Collection Period / Census Date | DUE DATES First Nations to Regions |
|--|----------------------|----------------------|--|--|---|---|
| B LANDS AND TRUST SERVICES | | | | | | |
| Land Management and Transfers | | | | | | |
| # | # | # | | Quarterly Report on Rentals and Receivables <small>TPMS RR CODE: 0004</small> | annually or twice yearly | Contact Region |
| | | | | Summary Report of Land Management Transactions <small>TPMS RR CODE: 0003</small> | Project-by-project | |
| Indian Registration | | | | | | |
| # | # | # | | Indian Registry Data Entry <small>TPMS RR CODE: 0008</small> | Monthly | Contact Region |
| | | | | Indian Register Events Reports Summary <small>TPMS RR CODE: 0007</small> | | |
| | | | | Certificate of Indian Status Register <small>TPMS RR CODE: 0012</small> | | |
| Band Governance | | | | | | |
| # | # | # | | Electoral Officer's Report (for elections held under Section 74 of the <i>Indian Act</i>) <small>TPMS RR CODE: 0009</small> | Two weeks following every general election and by-election | Contact Region |
| | | | | Custom Election Report (for elections held under a band's own custom election code) <small>TPMS RR CODE: 0010</small> | | |
| C EDUCATION | | | | | | |
| C1 - ELEMENTARY/SECONDARY EDUCATION | | | | | | |
| # | # | # | | Nominal Roll Student Census Report <small>TPMS RR CODE: 0022</small> | September 30 | October 15 |
| # | # | # | | Annual Teacher and Curriculum Information Form <small>TPMS RR CODE: 0028</small> | Annually beginning school year | October 15 |
| # | | | | Provincial/Territorial Educational Services Report <small>TPMS RR CODE: 0024</small> | Annually | Set by Region |
| # | # | # | | School Program Evaluation Report <small>TPMS RR CODE: 0021</small> | Once every 5 years | Set by Region |
| # | # | # | | New Path for Education - Final Project Report (only where applicable) <small>TPMS RR CODE: 0022</small> | Annually | June 30 |
| # | # | # | | Parental and Community Engagement Strategy - Final Activity Report <small>TPMS RR CODE: 0020</small> | Annually | May 15 |
| # | # | # | | Teacher Recruitment and Retention Final Activity Report <small>TPMS RR CODE: 0018</small> | Annually | May 15 |
| C2 - POST-SECONDARY EDUCATION (PSE) | | | | | | |
| # | # | # | | Register of PSE Students <small>TPMS RR CODE: 0030</small> | November 1 | December 31 |
| | | | | Register of PSE <i>Graduates</i> /Summary Total of PSE Funded <i>Students</i> <small>TPMS RR CODE: 0031</small> | Annually | December 31 |
| | | | | Indian Studies Support Program (ISSP) <small>TPMS RR CODE: 0033</small> | Annually | Set by Region |
| C3 - SPECIAL EDUCATION | | | | | | |
| # | #* | #* | | First Nation School Annual Report on the Special Education Program (SEP) <small>TPMS RR CODE: 0027</small> (*funding can only be transferred via an accountable contribution; for multi-year funding agreements, funding must be removed from block/core budgets and funded as targeted/non-core funding, upon renewal of the multi-year agreement. Where the recipient (i.e. First Nation) delegates authority or transfers program funding to an entity authorized to act on behalf of the recipient, the recipient shall remain liable to the Minister for the performance of its obligations under the funding agreement. Neither the objectives of the programs, nor the expectations of transparent, fair and equitable service shall be compromised by such delegation or transfer of funds.) | May 1 | May 15 |
| C4 - CULTURAL EDUCATION | | | | | | |
| # | # | # | | Cultural Education Annual Activity Report <small>TPMS RR CODE: 0025</small> | Annually | Set by Region |

FIRST NATIONS DATA REPORTING SCHEDULE 2004-2005

| T A B | C F A | A F A | FTA CFNA DFNA | Database / Program Reports (Summary) | First Nations Collection Period / Census Date | DUE DATES First Nations to Regions |
|--|-------------|-------------|---------------------|--|---|--|
| D FIRST NATIONS AND INUIT YOUTH EMPLOYMENT STRATEGY | | | | | | |
| First Nations and Inuit Career Promotion and Awareness Program | | | | | | |
| # | # | # | | Career Promotion and Awareness Activities Final Activity Report & Evaluation Report TPMS RR CODES: 170 & 171 | March 31 | Contact Region |
| | | | | Co-operative Education Final Activity Report & Evaluation Report TPMS RR CODES: 172 & 173 | | |
| First Nations and Inuit Science and Technology Program | | | | | | |
| # | # | # | | Final Activity Report & Evaluation Report TPMS RR CODES: 174 & 175 | March 31 | Contact Region |
| First Nations and Inuit Student Summer Employment Opportunities Program | | | | | | |
| # | # | # | | Final Activity Report & Evaluation Report TPMS RR CODES: 176 & 177 | September 15 | Contact Region |
| First Nations and Inuit Student Youth Work Experience Program | | | | | | |
| # | # | # | | Final Activity Report & Evaluation Report TPMS RR CODES: 178 & 179 | March 31 | Contact Region |
| | | | | Youth Needs Assessment TPMS RR CODE: 180 | | |
| E SOCIAL DEVELOPMENT | | | | | | |
| E1 - Social Assistance | | | | | | |
| # | | | | Social Assistance Monthly Reports TPMS RR CODE: 0041 | Monthly | Contact Region |
| | # | # | | Social Assistance Annual Reports TPMS RR CODE: 0057 | Annually | May 31 |
| E2 - National Child Benefit | | | | | | |
| # | # | # | | National Child Benefit (NCB) First Nations Annual Report on Reinvestment TPMS RR CODE: 0059 | Annually (previous fiscal year) | Contact Region |
| E3 - Social Support Services | | | | | | |
| # | | | | Child and Family Services Maintenance Monthly Report TPMS RR CODE: 0045 | Monthly | 15 days after months end |
| # | | | | Child and Family Services Operational Report TPMS RR CODE: 0047 | Annually or twice yearly | Contact Region |
| | | #* | | Child and Family Services Maintenance Monthly Report (*applies only to approved CFS block funding pilot projects) TPMS RR CODE: 0043 | Monthly | 15 days after months end |
| | | #* | | Child and Family Services Operational Report (*applies only to approved CFS block funding pilot projects) TPMS RR CODE: 0044 | Annually or twice yearly | Contact Region |
| # | | | | Adult Services Monthly Report TPMS RR CODE: 0050 | Monthly | 15 days after months end |
| | # | # | | Adult Services Annual Report TPMS RR CODE: 0052 | Annually (previous fiscal year) | May 31 |
| # | # | # | | National Strategy for Integration of Persons with Disabilities Annual Report TPMS RR CODE: 0051 | | |
| # | # | # | | Family Violence <i>Projects</i> Annual Report TPMS RR CODE: 0048 | | |
| # | # | # | | Family Violence <i>Shelters</i> Annual Report TPMS RR CODE: 0053 | | |
| #* | # | # | | Day Care Facilities/ Head Start Program Annual Report (*applies to CFA First Nations in Ontario and Alberta only) TPMS RR CODE: 0046 | | |
| #* | # | # | | Community Social Services Projects Annual Report (*applies to CFA First Nations in Ontario and Alberta only) TPMS RR CODE: 0055 | | |
| F INDIAN GOVERNMENT SUPPORT | | | | | | |
| # | # | # | | Tribal Council Program Annual Report TPMS RR CODE: 0064 | Annually | Contact Region |
| | | | | Eligible Unaffiliated Large Band Advisory Services Annual Report TPMS RR CODE: 0061 | | |
| Indian/Inuit Management Development (IIMD) | | | | | | |
| # | # | # | | Program Proposal TPMS RR CODE: 0070 | Project-by-project | Contact Region |
| Band Employee Benefits Program | | | | | | |
| # | | | | Application for Band Employee Benefits Funding TPMS RR CODE: 0065 | Annually | May 31 |
| # | | | | List of Eligible Employees TPMS RR CODE: 0066 | | |
| # | # | # | | Pension Plan Funding Annual Report TPMS RR CODE: 0068 | | |

FIRST NATIONS DATA REPORTING SCHEDULE 2004-2005

| T A B | C F A | A F A | FTA CFNA DFNFA | Database / Program Reports (Summary) | First Nations Collection Period / Census Date | DUE DATES First Nations to Regions |
|---|---|----------------------|----------------------|---|--|---|
| G | CAPITAL | | | | | |
| | G1 - Operation and Maintenance of Infrastructure - Assets and Facilities | | | | | |
| # | # | # | | Fire Protection Services Summary Report TPMS RR CODE: 0101 | Annually (previous calendar year) | March 31 |
| | | | | Fire Losses Annual Report TPMS RR CODE: 0102 | | |
| | | | | Housing and Infrastructure Assets Annual Report TPMS RR CODE: 0108 | Annually (previous fiscal year) | |
| | | | | Schools Annual Report TPMS RR CODE: 0111 | | |
| Capital Assets | | | | | | |
| # | # | # | | Changes in Capital Assets Annual Report TPMS RR CODE: 0103 | Annually (previous fiscal year) | March 31 |
| # | # | # | | Completed ACRS Project Annual Report TPMS RR CODE: 0104 | | |
| # | # | #* | | Asset Operation and Maintenance (O&M) Review Annual Report (*applies only in cases where O&M is not included in block funding) TPMS RR CODE: 0112 | | |
| # | # | #* | | Maintenance Management Plan Annual Report (*applies only in cases where O&M is not included in block funding) TPMS RR CODE: 0105 | | |
| G2 - Community Capital Facilities Service Delivery (Including Housing) | | | | | | |
| # | # | # | | Community-Based Housing Plan Annual Report TPMS RR CODE: 0123 | Annually (previous calendar year) | March 31 |
| Capital Projects: | | | | | | |
| # | # | # | | Progress Report on Capital Projects TPMS RR CODE: 0120 | Monthly | Set by Funding Agreement |
| | | | | Certificate of Completion for Capital Projects (Provisional and Final) TPMS RR CODE: 0121 | Project-by-project | 90 days after completion |
| | | | | Five Year Capital Plan Annual Update TPMS RR CODE: 0122 | Annually (previous calendar year) | March 31 |
| H | ECONOMIC DEVELOPMENT | | | | | |
| # | # | # | | Community Economic Development Program (CEDP) Economic Development Report TPMS RR CODE: 0131 | Annually (previous fiscal year) | June 30 |
| #* | #* | #* | | Economic Development Log - Part I & II (*These log forms <u>are not</u> required for submission. They are meant to assist First Nations, Inuit and Innu complete the Economic Development Report.) | | |
| # | # | # | | Opportunity Fund Project Status Report TPMS RR CODE: 0132 | Project-by-project | 4 months after the first business year- end that includes completion of project work plan. |
| | | | | Resource Acquisition Initiative Project Status Report TPMS RR CODE: 0134 | | |
| | | | | Major Business Projects Project Status Report TPMS RR CODE: 0133 | | |
| | | | | Resource Partnerships Program Project Status Report TPMS RR CODE: 0135 | Project-by-project | 120 days after end of any fiscal year during which funds have been provided. |
| | | | | Regional Partnership Fund Project Status Report TPMS RR CODE: 0137 | | |
| | | | | Resource Access Negotiations (RAN) Program End of Project Report Form (project results) TPMS RR CODE: 0136 | Annually (previous fiscal year) | |
| I | OTHER PROGRAM REPORTING | | | | | |
| | | # | | Policing (Solicitor General) TPMS RR CODE: 0141 | Contact Region | |
| | | | | Health Services Reporting and Auditing Guidelines (Health Canada) TPMS RR CODE: 0145 | | |
| J | NON-REGISTERED ON RESERVE POPULATION (NRORP) | | | | | |
| * | | | | Band Population Report (to verify and update individuals) TPMS RR CODE: 0150 | December 31 | Feb 15 |
| | | | | Collection Form (to add individuals) TPMS RR CODE: 0151 | | |
| | | | | Certificate Form TPMS RR CODE: 0152 | | |
| | (*reporting of the non-registered population living on-reserve through the NRORP section of the FNNRG is voluntary. However it will help First Nations and INAC develop a better understanding of on-reserve population dynamics and potential future needs.) | | | | | |
| K | # | # | | ANNUAL RETURN MANAGEMENT REPORT TPMS RR CODE: 0154 | Contact Region | |

INTRODUCTION

LIST OF INAC REGIONAL OFFICES

| | |
|--|---|
| <p>ALBERTA REGION Indian and Northern Affairs Canada 630 Canada Place, 9700 Jasper Avenue EDMONTON AB T5J 4G2 Tel: (780) 495-2773 Fax: (780) 495-3228</p> | <p>ATLANTIC REGION Indian and Northern Affairs Canada 40 Havelock Street, PO Box 160 AMHERST NS B4H 3Z3 Tel: (902) 661-6200 Fax: (902) 661-6237</p> |
| <p>BRITISH COLUMBIA REGION Indian and Northern Affairs Canada Suite 600, 1138 Melville Street VANCOUVER BC V6E 4S3 Tel: (604) 775-5100 Fax: (604) 775-7149</p> | <p>MANITOBA REGION Indian and Northern Affairs Canada Room 200, 365 Hargrave Street WINNIPEG MB R3B 3A3 Tel: (204) 983-2475 Fax: (204) 983-0861</p> |
| <p>ONTARIO REGION Indian and Northern Affairs Canada Arthur Meighen Building 5th Floor, 25 St. Clair Avenue East TORONTO ON M4T 1M2 Tel: (416) 973-5282 Fax: (416) 954-4326</p> | <p>QUEBEC REGION Indian and Northern Affairs Canada Jacques-Cartier Complex 320 east, St-Joseph Street, Office 400 QUEBEC QC G1K 9J2 Tel: (418) 648-3270 Fax: (418) 648-2266</p> |
| <p>SASKATCHEWAN REGION Indian and Northern Affairs Canada Room 200, 1 First Nations Way REGINA, SK S4S 7K5 Tel: (306) 780-5945 Fax: (306) 780-5733</p> | <p>NORTHWEST TERRITORIES REGION Indian and Northern Affairs Canada PO Box 1500 YELLOWKNIFE NT X1A 2R3 Tel: (867) 669-2627 Fax: (867) 669-2703</p> |
| <p>YUKON REGION Indian and Northern Affairs Canada Room 415C, 300 Main Street WHITEHORSE YT Y1A 2B5 Tel: (867) 667-3380 Fax: (867) 667-3387</p> | <p>NUNAVUT Indian and Northern Affairs Canada Qimugjuk Building 969, PO Box 2200 IQALUIT, Nunavut, X0A 0H0 Tel: (867) 975-4503 Fax: (867) 975-4560</p> |

LIST OF REGIONAL OFFICE CONTACTS

REGIONS TO INSERT LIST OF REGIONAL CONTACTS

LANDS AND TRUST SERVICES

OVERVIEW

Land Management and Transfers

First Nations councils may be with or without delegated authority from the Minister to administer land transactions on designated and non-designated lands under sections 53 and 60 of the *Indian Act*.

First Nations councils **with** delegated authority must submit the following reports on land transactions:

- ? an quarterly report that includes a detailed listing of rents collected or receivable. Rents not yet paid should be shown as "aged receivables," clearly indicating the amounts owing and the number of days since the last payment.
- ? an annual summary of land transactions that lists all activities such as rental agreements entered into and approvals for development of facilities.

Bands **without** delegated authority under the *Indian Act* are required to provide an annual report on land transactions administered for the previous year. For more details on reporting requirements and deadlines, contact your INAC regional office.

Indian Registration and Band Lists

Indian registration and the maintenance of information for band lists includes information on so-called "tombstone" events in the First Nations communities, including births, age of majority, confirmed deaths, marriages and divorces. Regular information is also needed on adoptions, transfer of child custody, name changes, age of majority and changes in the Indian Registry category. This information is required to update the Indian Registry as operated under the authority of the *Indian Act*.

The Indian Registry Administrator (IRA) is required to provide information at least on a monthly basis to assist INAC in maintaining the accuracy of the Indian Registry **where First Nations have undertaken the Indian Registry program**. *The Indian Registry Reporting Manual* should be consulted for detailed instructions and information on reporting requirements. The Indian Registry Data Entry form and other forms (to provide amendments and summaries of Indian Registry data) should be used.

Certificate of Indian Status Register

A Certificate of Indian Status, commonly known as a *Status Card*, is a document that verifies that the cardholder is a registered Indian. Certificates of Indian Status are usually issued by the region, district or band office charged with the maintenance of the Indian Register of the band list concerned.

The Indian Registry Administrator is required to provide information in the Certificate of Indian Status Register Form at least on a monthly basis to assist INAC in maintaining the accuracy of the Indian Registry **where First Nations have undertaken the Indian Registry program**. Information requirements include up-to-date information on responsibility centre; name, surname; registry number; serial number; date issued; applicant's signature; applicant's address; and who issued the certificate.

Band Governance

Band governance is concerned with the election of band chiefs and council members. The Council shall, in the year of a band council election, appoint an electoral officer in accordance with:

- ? section 2 of the *Indian Band Election Regulations*, where the band is governed by the electoral provisions in section 74 of the *Indian Act*, or
- ? with the Council's custom election codes.

Where the Council is governed by the electoral provisions in section 74 of the *Indian Act* and controls its own membership pursuant to section 10 of the *Indian Act*, the Council shall provide to the electoral officer the voters list, a certified copy of the Band List and the last known addresses of all off-reserve members at least seventy-nine (79) days prior to the scheduled election. The Electoral Officer's Handbook is available online at: http://www.ainc-inac.gc.ca/ps/lts/pdf/ele/eoha_e.html for bands holding elections under section 74 of the *Indian Act*.

LANDS AND TRUST SERVICES

Where the Council is governed by the electoral provisions in section 74 of the *Indian Act* and does not control its own membership pursuant to section 10 of the *Indian Act*, the Council shall provide to the electoral officer a copy of the Band List and the last known addresses of all off-reserve members at least seventy-nine (79) days prior to the scheduled election.

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab B for forms)

| LAND MANAGEMENT AND TRANSFERS | | BAND GOVERNANCE | |
|---|--|--|--|
| <p>Quarterly Report on Rentals and Receivables</p> <p>DUE annually or twice-yearly; date, intervals and format set by INAC regional office</p> | <p>Summary Report of Land Management Transactions</p> <p>DUE on a project-by-project basis, date and format set by INAC regional office</p> | <p>Electoral Officer's Report (election results for elections held under Section 74 of the <i>Indian Act</i>)</p> <p>DUE two weeks following every general election and by-election</p> | <p>Custom Election Report (election results for elections held under a band's own custom election code)</p> <p>DUE two weeks following every general election and by-election</p> |
| INDIAN REGISTRATION | | | |
| <p>Indian Registry Data Entry</p> <p>DUE monthly</p> | <p>Indian Register Events Reports Summary</p> <p>DUE monthly</p> | <p>Certificate of Indian Status Register</p> <p>DUE Monthly</p> | |

DATA ELEMENTS DEFINITIONS AND SOURCE

First Nations are advised to contact their INAC regional office (See Tab A of this volume) for data element definitions that are required for administrative, accountability and operational purposes. For Indian Registration and Band lists, please consult the *Indian Registry Reporting Manual*.

EDUCATION

Please note that the Education chapter is divided into four sections and separated by coloured paper

| | |
|---|------------------|
| ELEMENTARY/SECONDARY EDUCATION | section 1 |
| POST-SECONDARY EDUCATION | section 2 |
| SPECIAL EDUCATION | section 3 |
| CULTURAL EDUCATION | section 4 |

For an overview of the Education programs and data collection exercises, as well as for definitions of data elements, please refer to Volume II: Reference, Tab C. Additional information can be obtained from your INAC regional office. (Tab A of this volume)

ELEMENTARY/SECONDARY EDUCATION

WHAT'S NEW

< **Changes to the Nominal Roll Student Census**

- **Special Education:** In order to qualify to funding, students receiving Special Education services must be identified on the Nominal Roll Student Census. Each student record must have either (1) *high cost special education services provided* or (4) *no high cost special education services provided* marked under the Special Education column of the Nominal Roll Student Census.
- **Status Code (2) Other:** INAC has interim authority to provide funding for all elementary/secondary students who are ordinarily resident on reserve. However, this interim authority expires March 31, 2005 and INAC must seek a new authority prior to this date. In order to support the authority to fund all students ordinarily resident on-reserve, it is essential to gain a clear understanding of the circumstances of all students currently being funded. Additional information on non-registered students will be collected on a table located on the back of the Nominal Roll Student Census Report. All students with Status Code (2) marked on the Nominal Roll Student Census are to be included on this table, together with the details of their situation. The information provided in this exercise will not eliminate a student from funding on the basis of status during the interim authority.

< **New Teacher and Curriculum Information Form:** The ability to hire and retain qualified teachers is critical for the success of First Nation schools and learners. INAC is working, in collaboration with First Nations, to provide the opportunity for band-operated schools to offer salaries that are competitive with those offered by provincial schools. INAC has received funding totalling \$15 million in the 2004/2005 fiscal year for salary increments for teachers and para-professionals in band-operated schools. To substantiate a request for additional monies, the new Teacher and Curriculum Information Form collects data that will be used, at an aggregate level, to compare the salaries of teachers in First Nations and provincial schools, within the same geographic area. The collection of new information will also respond to the recommendations of the recent Audit of Teacher Certification. Information regarding gender and Aboriginal identity will also be collected, on a voluntary basis, to inform future policy work for INAC's education programs, especially in relation to teacher training and professional development. Through our joint efforts we will work toward increasing the capacity of First Nation schools to recruit and retain well qualified teachers which, in turn, will help us meet our shared goal to provide a high quality education for First Nation learners.

< **Two new reports** will be developed jointly by the Assembly of First Nations and INAC. The *Teacher Recruitment and Retention Final Activity Report*, and the *Parental and Community Engagement Strategy (PCES) Final Activity Report* will be finalized in January 2004 in time for insertion into regional versions of the 2004-2005 FNNRG. This will facilitate the allocation of 2004-2005 funds for these strategies.

< The new **Parental and Community Engagement Strategy** supports the integration of social and educational services to on-reserve children and their families. The objectives of the PCES is to support parents and caregivers in the role as their child's first and most influential teacher; support community involvement in education; encourage a home environment that supports children to succeed in school; facilitate family literacy, native language and culture; establish home/ school partnerships; prepare youth for academic and social success in school; support activities for the early detection of learning delays; and support activities that prepare parents for employment or continued education.

< **New Paths for Education** resources are used to improve the quality of education in First Nation schools and the academic achievement of First Nation students. INAC is working with the Chiefs' Committee on Education (CCOE) of the Assembly of First Nations (AFN) to strengthen priorities and proposed activities for these resources in a national allocation methodology. In general, initiatives delivered by organizations are of two types. The school-based type provides programs and services that are part of day-to-day operations, including instructional services, teacher recruitment and retention, curriculum adaptation, technology acquisition and maintenance, aboriginal

ELEMENTARY/SECONDARY EDUCATION

language and culture instruction and after-school programs. The second type of initiative provides programs and services to groups of schools and includes the establishment or maintenance of First Nation regional management organizations, development of progress measures, school improvement and administration. *Interim and Final Project Reports* are required to support performance measurement and program review.

OVERVIEW

Indian and Northern Affairs Canada's (INAC) objective is to ensure that all eligible Indians and Inuit have access to a quality and range of elementary/secondary education programs and services that are relevant to the social, economic and cultural needs and conditions of the individual First Nations and communities being served and that are comparable to those provided by the provincial public education system.

INAC provides funding for the provision of elementary/secondary education to eligible students, registered Indians residing on reserve, and Inuit. These include instructional services in federal schools, the reimbursement of costs for on-reserve students attending provincial and private schools and funding for instruction in First Nation schools and student support services including transportation, accommodation, guidance and counselling services and student financing.

Nominal Roll Student Census

The nominal roll system is an information database and a mechanism for regions, districts and schools to undertake an annual census of both eligible students living on reserve.

Provincial or Territorial Educational Services

INAC and/or First Nation Councils negotiate agreements with provincial school authorities concerning the capital and tuition funds required to provide space and educational services for eligible Indian students. In these cases, school boards invoice First Nation Councils/INAC for the cost of educational services to First Nation students.

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab C1 for forms)

| | | | |
|--|--|---|--|
| Nominal Roll Student Census DUE annually on October 15, based on a census date of September 30 | Teacher and Curriculum Information Form DUE annually on October 15 | Provincial-Territorial Educational Services Report DUE annually for current school year (date set by region). | School Program Evaluation Report DUE once every five years (date set by region). |
| New Paths for Education Final Project Report DUE annually on June 30 | Teacher Recruitment and Retention Final Activity Report DUE annually on May 15 | Parental and Community Engagement Strategy Final Activity Report DUE annually on May 15 | |

First Nations are to provide a list of students registered in schools at the start of the school year so education funding requirements can be estimated by INAC. All students not returning to school must also be reported with the reason for and the destination of their departure. The following information are examples of what to include on the Nominal Roll Student Census form:

- < student identification, including the registration numbers and the full name of each student;
- < date of birth, gender, status code and grade; and
- < details of residence, accommodation, transportation arrangements, special education needs, extent of Indian language instruction, band of financial responsibility, band of residence and reserve of residence.

ELEMENTARY/SECONDARY EDUCATION

Provincial or territorial education services are provided in cases where First Nations students attend off-reserve schools. School boards invoice band councils for the cost of providing provincial or territorial educational services, and funds can be requested from INAC to cover these costs on an annual basis. To verify how funds are spent and to request additional funds if necessary, band councils should provide:

- < copies of all school board invoices or bills for off-reserve educational services; and
- < a list of students attending provincial or territorial schools.

INAC requires that band councils evaluate elementary and secondary educational services every five years. The evaluation must demonstrate that community and school objectives are being met. For more information on the evaluation process and requirements, contact your INAC regional office. The main purpose of the evaluation is review the school curriculum and assess the quality of instruction offered.

DATA ELEMENTS DEFINITIONS AND SOURCE

The nominal roll data elements described below are required for accountability, resourcing and operational purposes. The source for some data elements is a formal document such as a completion certificate or a school register.

| Data Element | Description |
|--|--|
| School Name (student attends) | This information will allow INAC to evaluate the number of students attending a school. <i>Source: School Register</i> |
| School Address | <i>Source: School Register</i> |
| School Type | One of four categories: band operated, federally operated, provincially or privately operated. <i>Source: Region</i> |
| School Number | <i>Source: Region and School Register</i> |
| School Board Number | <i>Source: Region</i> |
| School Board Name | <i>Source: School Register</i> |
| Student Identifier | The number assigned to the student that identifies the band number, family number and child position number. For registered Indian students, this is the Indian Registry number. For non-registered students, this number is an arbitrary, unique identifier assigned by the Region. <i>Source: Student's Status Card and School Register</i> |
| Student Name (surname and given name) | Provide student's full name. <i>Source: Student's Status Card and School Register</i> |
| Date of Birth | <i>Source: Student's Status Card or School Register</i> |
| Status Code | Identifies the student's status as one of the following: 1 - Registered Indians On-reserve or Crown Land Indians 2 - Other (Previously A-F Students) 4 - Inuit 6 - Children of government employees 7 - Indians not yet registered but whose parents are registered 8 - Reinstated Indians <i>Source: Student's Status Card and School Register</i> |
| Sex | This information is required for identification and comparison purposes. <i>Source: School Register</i> |
| Grade | The grade in which the student is registered on the Nominal Roll census date. This information is required to monitor the effectiveness of elementary/secondary funding as well as for comparison to the Canadian population. <i>Source: School Register</i> |

ELEMENTARY/SECONDARY EDUCATION

| Data Element | Description |
|---|--|
| Residence | Identifies the student's residency (Student's parents' residence, ordinarily living on reserve). This information is required to ensure compliance to the program directives. <i>Source: First Nation Residency Records</i> |
| Accommodation | The type of accommodation provided to eligible students (i.e., room and board, private placement, etc.). <i>Source: Application for Accommodation Assistance</i> |
| District of Financial Responsibility | Region or district that is funding the student's education. <i>Source: Region</i> |
| Transportation | Transportation of students while attending school (i.e., regular or special). "Regular" refers to daily busing, public transit and other means. "Other" refers to seasonal transportation, the transport of persons with disabilities, noon lunch and weekend transport. <i>Source: School Register or Bus List</i> |
| Special Education | Services delivered to students with severe learning disabilities, emotional or physical conditions that require highly specialized and costly instructions and program material. <i>Source: Medical Certificate/Assessment</i> |
| Language(s) | Language(s) spoken on entry and language(s) of instruction, including Indian, English, French, Innuksituk or some combination of these. Extent of Indian language instruction and percentage of Indian language instruction in school. This information is required for administrative, operational and comparison purposes. <i>Source: School Register</i> |
| Band of Financial Responsibility | Number of the band, tribal council or authority that is financially responsible for the education of the student. This information is required for administrative and operational needs. |
| Band of Residence | Number of the band on whose reserve the student ordinarily resides. This information is required for administrative and operational needs. <i>Source: First Nation Residency Records</i> |
| Reserve of Residence | Number of the reserve on which the student ordinarily resides (LTS reserve number). This information is required for administrative and operational needs. <i>Source: First Nation Residency Records.</i> |
| Leaver | <p>The REASON and DESTINATION of a student who no longer attends the school.</p> <p>REASON:</p> <p>1 - Graduated - student who has obtained the credits required by the province for secondary school certification.</p> <p>3 - Transferred to Another School - student living on reserve, who has transferred to another school (i.e., federal/band/provincial or private) and is still funded by INAC.</p> <p>4- Withdrew - student who lives on reserve and is no longer attending school.</p> <p>5 - Moved Off-reserve - student who has moved off-reserve and is no longer eligible for INAC funding.</p> <p>7 - Deceased</p> <p>DESTINATION:</p> <p>0 - Employed</p> <p>1 - Still in School</p> <p>2 - Occupational Skills</p> <p>5 - Post-Secondary Education</p> <p>7 - Unemployed</p> <p>9 - Whereabouts unknown/deceased</p> <p>This information is required to monitor the effectiveness of elementary/secondary funding as well as for comparability to the Canadian population. <i>Source: School Register/Transfer Slip</i></p> |

POST-SECONDARY EDUCATION (PSE)

OVERVIEW

Indian and Northern Affairs Canada (INAC) encourages and supports the educational and/or career development opportunities of Indians and Inuit through the provision of financial assistance for post-secondary education studies through the **Post-Secondary Student Support Program**. This is expected to improve access and participation of First Nation and Inuit students in post-secondary studies and lead to higher graduation rates from post-secondary programs. It is expected that students participating in this program will have education outcomes comparable to other Canadians with similar education backgrounds and there will be an improvement in their labour market participation rates.

Under the department's Post-Secondary Student Support Program (PSSSP), and University and College Entrance Preparation Program (UCEP), financial support is provided to eligible registered Indians and Inuits toward the costs of their post-secondary education. First Nation and Inuit organizations managing these programs as well as their delegated administering authorities are responsible for reporting on identified student data.

The *Register of Post-secondary Education Students* is an annual report to INAC that requires:

- ? Indian Registry number, date of birth, gender and student's full name receiving post-secondary funding;
- ? number of the post-secondary institution attended by each student, area of study, length of the program, current year of study and qualification being sought; and
- ? whether or not a student is in attendance part-time or full-time.

Band councils must also submit an annual *Register of Post-secondary Education Graduates* that gives a breakdown of students who have completed their studies in the past year, including:

- ? detailed student information on all graduates; and
- ? the actual total number of students who received post-secondary education funding in the previous year.

The **Indian Studies Support Program** supports the development and delivery of college and university level courses for Indian and Inuit students, and research and development on Indian and Inuit education. This is expected to increase PSE participation by eligible Indian and Inuit students by increasing the availability of post-secondary education programs tailored to their particular cultural and educational needs. This in turn will foster enhanced educational outcomes for Indian and Inuit post-secondary students, and reduce the gap with other Canadians.

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab C2 for forms)

| | | |
|--|--|---|
| Register of PSE Students DUE annually on December 31, based on census date of November 1 | Register of PSE Graduates / Summary Total of PSE Funded Students DUE annually on December 31 | Indian Studies Support Program (ISSP) DUE annually, date set by INAC regional office |
|--|--|---|

POST-SECONDARY EDUCATION (PSE)

DATA ELEMENTS DEFINITIONS AND SOURCE

This table describes the data to be collected. The various data elements are required for accountability and resourcing purposes. For some data, the source is a formal document such as a university transcript.

| Data Element | Description |
|---|---|
| Indian Registration Number | Because only registered Indian and eligible Inuit/Innu individuals are entitled to PSE funding, this data element will confirm their registration. <i>Source: Student's status card</i> |
| Student's Full Name (first name and surname) | This information is required for administrative purposes to further identify the student. <i>Source: Student's status card or transcript</i> |
| Date of Birth Gender | This information is required for administrative purposes (Note: Birth date and gender are required for all students.) <i>Source: Student's status card or transcript</i> |
| Administering Organization | The number of the funding organization that is responsible for managing the allocation of funds for this student. This information is required for administrative purposes to clearly identify the organization responsible for managing the allocation of funds for the student. <i>Source: First Nation</i> |
| Institution Number | Number of institution as per the list of Post-Secondary Institutions provided by your regional office. This information is required for administrative and operational needs. <i>Source: Institution File</i> |
| UCEP | This information is required to better identify programs. |
| Graduation | Successful completion of post-secondary program from which the student is being funded for. This information is required to monitor the effectiveness of post-secondary funding to First Nations, in comparison with other Canadians. <i>Source: Transcript</i> |
| Major Area of Study | The major area of study that the student is enrolled in. This information is required to monitor the effectiveness of post-secondary funding to First Nations, in comparison with other Canadians. <i>Source: Transcript. For new students - letter of sponsorship and/or acceptance letter from PSE institution</i> |
| Qualification Sought | The type of degree, certificate or diploma sought by student. This information is required to monitor the effectiveness of post-secondary funding to First Nations, in comparison with other Canadians. <i>Source: Transcript. For new students - letter of sponsorship and/or acceptance letter from PSE institution</i> |
| Length of Program | The duration of the program (in years) as determined by the institution, required to complete the program on a continuing full-time basis. This is not the time it takes for the student to complete the program. The duration of the program cannot exceed 5 years. This information is required to monitor the effectiveness of post-secondary funding to First Nations, in comparison with other Canadians. <i>Source: Transcript or institution</i> |
| Current Year of Study | The year of study in which the student is currently enrolled. The year of study in which the student is currently enrolled cannot be greater than the duration in years of the program. This information is required to monitor the effectiveness of post-secondary funding to First Nations, in comparison with other Canadians. <i>Source: Transcript</i> |
| Attendance | Whether the student is enrolled on a full-time or part-time basis. This information is required to monitor the effectiveness of post-secondary funding to First Nations, in comparison with other Canadians. <i>Source: Transcript. For new students - letter of sponsorship and/or acceptance letter from PSE institution</i> |

SPECIAL EDUCATION

NEW SECTION

Funding for the Special Education Program is an investment in programs and services for First Nation children with identified special needs. Program funds have been targeted to improve the quality of education and level of support services for eligible students with special needs. National Special Education Program Guidelines, including reporting requirements, were developed jointly by the Assembly of First Nations Special Education Working Group and INAC as the operational terms and conditions to guide Regional Offices, First Nations, and First Nation Regional Management Organizations (FNRMO). In 2005 INAC will be returning to Cabinet to request increased funding to provide services to special needs children that are at least equivalent to that provided by provincial education authorities. The First Nation School Annual Report on the Special Education Program (SEP) has been included in the FNNRG 2004-2005 to support this request.

OVERVIEW

INAC will arrange for the administration of funding for the SEP with Chiefs and Councils or their organizations (including those operating under self-government, sectoral or alternative funding arrangements) by entering into agreements with educational organizations, facilities or agencies for the provision of special education services and programs. Based on the identified special needs of students, SEP funding will include timely funding arrangements that will provide First Nations with the support to deliver appropriate programs for students identified with moderate to profound special education needs.

Special education programs and services in the SEP are divided into two categories: direct service delivery and indirect service delivery, as described in the eligible expenditures' on page 4. The maximum amount of SEP funding that can be spent on indirect services is 25% of the annual new funding, leaving a minimum of 75% for direct services.

FNRMO are eligible to manage the SEP funding provided they meet the minimum national requirements of a FNRMO listed on page 2. Until June 2005, only the First Nations Education Steering Committee (FNESC) in British Columbia, and the First Nations Education Council (FNEC) in Quebec are eligible to receive 100% of the funding to deliver both direct and indirect special education programs and services.

Until the program authorities for SEP funding are renewed, FNRMO in other regions are eligible to manage the indirect portion (up to 25% of the new funding), with the potential to manage the full envelope after June 2005. INAC regional offices will administer the direct services portion of the funding (75%) until June 2005.

Regional Offices, First Nations and FNRMO are required to report on SEP expenditures and programming information as specified in the Terms and Conditions of funding arrangements and through the provision of annual audits.

In keeping with the traditional values and culture of First Nations, it is essential to recognize that special education policy must be responsive to the educational needs of First Nation children.

In this section:

Eligibility 2

Roles and Responsibilities . 2

First Nation Regional Management Organization 2

Eligible Expenditures 4

What needs to be submitted and when? 5

Data Element Definitions 5

SPECIAL EDUCATION

ELIGIBILITY

Band-operated schools will be considered a priority for SEP funding in order to address the gap between provincial and band-operated programs and services. The objective of the program is to provide eligible students with education programs and services of a standard comparable to that of other Canadians.

All on-reserve students whose special education services are funded under this contribution authority must be included, or be eligible for inclusion, on INAC's Nominal Roll - Student Registry data base. Recipients are required to demonstrate the eligibility of students for funding, according to the following criteria:

1. children or dependants of Indians (i.e., persons who are Indians in the meaning of the Indian Act), or band or federal employees enrolled in and attending a federal, provincial, band-operated or private/independent school;
2. aged 4 to 18 years (or the age range eligible for elementary and secondary education support in the province of residence) on December 31 of the school year in which funding support is required; and,
3. be ordinarily resident on reserve or an approved settlement on crown lands - meaning that they usually live at a civic address on reserve, or are children in joint custody who live on reserve most of the time, or are staying on reserve and have no usual home elsewhere. Students continue to be considered ordinarily resident on reserve if they return to live on reserve with their parents, guardians or care givers, even if they live elsewhere while attending school.

The nominal roll student registry system contains data about the students including their school of attendance, band of residence and status. Information shown on the nominal roll shall be supported by the student records maintained by the school and, where applicable, records in the Indian Registry. All questions should be directed to the respective region and FNRMO if applicable.

ROLES AND RESPONSIBILITIES

INAC Headquarters will be responsible for the management and administration of SEP nationally, and achieving the planned results within the resources made available.

INAC Regional offices are responsible for implementing and administering the SEP in accordance with the national program terms and conditions and guidelines. The regions are also responsible for assessing the applications for SEP funding to ensure that all program terms and conditions are met, and for establishing FNRMO as required.

First Nations are responsible for providing the direct services to students and accessing indirect services from a FNRMO where available. First Nations are also responsible for providing regional offices with program and financial information, data and other documentation as agreed to in funding arrangements and by INAC's First Nation Year-End Reporting Guide. All First Nations are required to have a written Special Education policy.

FNRMO are responsible for providing regional offices with program and financial information, data and other documentation in accordance with the terms and conditions of their funding arrangements and by INAC's First Nation Year-End Reporting Guide. All FNRMOs are required to have a written Special Education policy.

SPECIAL EDUCATION

FIRST NATION REGIONAL MANAGEMENT ORGANIZATIONS (FNRMO)

Regional organizations that manage the SEP funding, or a portion thereof, are designated First Nation Regional Managing Organizations (FNRMO). In order to respect First Nations autonomy and diversity, regions/provinces are not limited to having one FNRMO. In the cases where there is more than one FNRMO, the maximum 25% from new funding for indirect services will be allocated between them by region. For those FNRMO who do not qualify for Tribal Council funding, indirect SEP funding may be used for administrative support up to a maximum of 10% of the indirect SEP funding.

In order to enable flexibility and account for regional variances, provinces/regions will be responsible for the development of a regional application and approval process for establishing FNRMO's. Regions will also be required to develop their own measures of readiness when determining which FNRMO will deliver the full envelope of SEP funding in the future. All FNRMO must, however, meet the minimum requirements as listed below.

Minimum National Requirements for a First Nation Regional Managing Organization (FNRMO)

A general framework for an FNRMO has been developed to enable flexibility and to account for regional variances. In order for an organization to be considered an FNRMO, it must meet the following minimum requirements. In general, an FNRMO shall

- Have a documented management framework outlining the governance structure;
- Have documented support from its member First Nations (Band Council Resolutions, letters, etc);
- Have documented policy guidelines, both general to the FNRMO and specific to First Nations Special Education;
- Have a workplan, including a budget and evaluation component;
- Provide second and third level services; and
- Demonstrate economies of scale.

Note: Flow through organizations do not qualify as FNRMO.

FNRMO Phases of Development

Recognizing that organizations, both new and existing, within the provinces/regions are at various stages of readiness in terms of having the capacity to be an effective FNRMO, a list of suggested activities and phases is provided. It is important to note that this list is not intended to be restrictive or limiting in any way. It is meant to provide some clarity in terms of the types of activities and services an FNRMO may provide at various stages of development.

Phase 1

- Provision of Indirect Services
- Capacity Building of FNRMO;
- Further development of workplan and governance structure;
- Development and implementation of a communication strategy to share information with First Nations and to engage First Nations input;
- Development and implementation of an accountability strategy (reporting to First Nations and government);
- Policy development; and
- Knowledge of local/provincial legislation and special education policies.

Phase 2

- Continued Provision of Indirect Services;
- Continuation of the activities in Phase 1;
- Implementation of workplanning;
- Assist in capacity building within First Nations communities and schools;
- Provide professional development opportunities for staff working with First Nations students with special needs;

SPECIAL EDUCATION

- Produce publications related to special education;
- Provide bulk purchasing opportunities to enhance economies of scale;
- Participate in the elevating the awareness of issues related to First Nations special education;
- Conduct research in areas related to First Nations special education;
- Develop or participate in the development of culturally relevant assessment tools and curriculum;
- Liaise with regional and provincial organizations as well as institutions such as colleges and universities;
- Communicate and coordinate activities with First Nations and other Provincial/regional bodies; and
- Negotiate the integration of services for students.

Phase 3

- Provision of both direct and indirect services;
- Continuation of the activities of phases 1 and 2;
- Provide assessments;
- Review assessments and determine eligibility for SEP funding;
- Provide specialists who participate in the development and implementation of programs for individual First Nations special needs students;
- Administer both direct and indirect service delivery funds;
- Monitor the service delivery of students receiving SEP funding; and
- Report on the full SEP program funding.

ELIGIBLE EXPENDITURES

The screening of students is part of classroom management, not the SEP.

Direct Services to students shall include the following classroom or school based services:

- Elder services;
- Counselors;
- Arranging and completion of assessments of students using provincially recognized methods and techniques;
- Developing and monitoring individual education plans (IEP);
- Salary for teachers and classroom para-professionals;
- Hiring or contracting for professional services such as education psychologists, speech and language therapists, and resource and learning assistance staff;
- Acquiring relevant teaching material, equipment assessment materials and student technical equipment;
- Tuition accommodation and transportation costs for students attending a specialized school whose program is designed to meet their needs;
- Educating and training community members and parents to support special education;
- Teacher and classroom para-professional training specifically for delivery of a student(s) program;
- First Nations parents and family members of special need children will be encouraged to play a central role in the education of their child. Specialized training regarding the special needs of their child will be offered;
- Purchasing of teaching and testing materials; and
- Reporting of data as per reporting requirements.

Indirect Services to students shall include the following FNRMO based programs and services:

- Supporting First Nations and federal schools with the design and implementation of special education programs and services;
- Professional development and other instructional support including; information and self-teaching materials for teachers, para-professionals and parents;
- Conduct research to adapt or develop approaches to special education that are culturally appropriate to First Nations students;

SPECIAL EDUCATION

- Hiring or contracting for professional and consultative services such as education psychologists, speech and language therapists, and resource and learning assistance staff;
- Developing relevant teaching materials, programs and equipment;
- Supporting improved coordination with other community programs such as Early Childhood Development, HeadStart, child care, and FAS/FAE programs;
- Liaising with provincial education authorities entering into agreements and ensuring appropriate payments for special education services;
- Administering SEP;
- Counselors;
- Elder services;
- Educating, training community members and parents to support special education;
- First Nations parents and family members of special need children will be encouraged to play a central role in the education of their child. Specialized training regarding the special needs of their child will be offered;
- Establishing and developing protocols with other community agencies (ie. CFS, Social Assistance;
- Community awareness programs; and
- Reporting of data as per reporting requirements.

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab C3 for form)

First Nation School Annual Report on the Special Education Program (SEP)
DUE annually on May 15

DATA ELEMENTS DEFINITIONS AND SOURCE

This table describes the data to be collected. The various data elements are required for accountability and resourcing purposes. Nominal Roll information is based on Nominal Roll forms submitted by First Nations on October 15 of the previous year. Information shown on the nominal roll shall be supported by the student records maintained by the school and, where applicable, records in the Indian Registry.

| Data Element | Description |
|---|--|
| total number of students | Partly from the November 1 nominal roll. Any students that were diagnosed as requiring High Cost Special Education after the November 1 census data, are to be included in the total students. |
| high cost special needs students | Students with severe learning disabilities, emotional or physical conditions that require highly specialized and costly instructions and program material. <i>Source: Medical Certificate/Assessment</i> |
| assessments | Assessments are carried out by medical personnel. |
| certified teachers | Teachers certified in the province they are employed |
| qualified special education teachers | Certified teachers qualified to teach special education in the province they are employed |
| para-professional workers | Staff that work with high cost special education students. |
| Other staffing for special needs | Professionals certified as per provincial standards. |

CULTURAL EDUCATION

OVERVIEW

The Department provides financial assistance to Indian bands, tribal/district councils and Indian/Inuit non-profit corporations to preserve, develop, promote and express their cultural heritage, language, religion, philosophy institutions, inventions, art skills, instruments, and behaviours which distinguish one group from another. Cultural/Educational centres develop and operate cultural/educational programs for First Nation peoples to participate in and for the general public to experience.

WHAT NEEDS TO BE SUBMITTED AND WHEN?

**Cultural Education Annual
Activity Report**

DUE annually, date set by INAC
regional office.

Contact INAC regional office

FIRST NATIONS AND INUIT YOUTH EMPLOYMENT STRATEGY (FNIYES)

What's New

- ? The FNIYES has been renewed under an Umbrella Results-based Management and Accountability Framework (RMAF) across 14 federal department and agencies, supported by a INAC-specific RMAF. All FNIYES performance information is reported by INAC to HRDC to support horizontal reporting requirements and YES evaluations, in addition to meeting INAC-specific accountability requirements.
- ? Reporting requirements for each of the FNIYES programs have been enhanced to support ongoing performance measurement and program review. For each FNIYES program, both a final activity report and an evaluation report is required. A *Youth Needs Assessment Report* captures participant data for each Youth Work Experience participant. Designed as an assessment tool to identify participant needs and the appropriate intervention, Parts A & B must be completed upon intake / selection of the youth into the program, and Part C upon termination of the program. All reports are to be submitted to INAC within 30 days of the due date, in order for the administering agency to qualify for funding in the following fiscal year.

OVERVIEW

Indian and Northern Affairs Canada's (INAC) First Nations and Inuit Youth Employment Strategy (FNIYES) is part of the Government of Canada's Youth Employment Strategy (YES). The FNIYES targets First Nations and Inuit youth, between the ages of 15 and 30, resident on-reserve or in recognized communities. The overall objectives are to develop and enhance essential employability skills, such as communication, problem solving, and working with others, expose youth to a variety of career options, and promote the benefits of education as being key to labour market participation.

With a national annual budget of \$24 million, INAC administers four programs under the FNIYES:

1. First Nations and Inuit Career Promotion and Awareness Program (includes Co-operative Education) - \$4M

Objective ? Support the development and enhancement of essential employability skills;
s ? Expose youth to a variety of career options;
? Promote the benefits of education as being key to labour market participation;
? Co-Operative Education - Support the provision for mentored school-based work and study opportunities, where applicable.

Key ? Career planning and access to career development information, including awareness
Activities and support activities such as, but not limited to career fairs, leadership projects, etc.;
? Life and work skills development for the participant;
? Co-operative Education projects.

2. First Nations and Inuit Science and Technology Program (\$2M)

Objective • Promote Science and Technology as an educational and/or career choice;
s • Support the development and enhancement of essential employability skills;
• Expose youth to a variety of career options;
• Promote the benefits of education as being key to labour market participation;
• Encourage the enhancement of traditional knowledge (where applicable).

Key • Support science and technology related activities that will provide First Nations and Inuit
Activities youth with first-hand experience in various science and technology disciplines which can include the enhancement of traditional knowledge.

FIRST NATIONS AND INUIT YOUTH EMPLOYMENT STRATEGY (FNIYES)

3. First Nations and Inuit Student Summer Employment Opportunities Program (\$8M)

- Objective**
- Support skills acquisition through the provision of wage subsidies for short term work experience;
 - Assist First Nations and Inuit secondary and post-secondary students to prepare for future entry into the labour market by facilitating access to summer employment;
 - Support First Nations and Inuit students to earn wages for post-secondary financing.

- Key Activities**
- Support work experience opportunities during the summer months for First Nations and Inuit secondary and post-secondary students.

4. First Nations and Inuit Youth Work Experience Program (\$10M)

- Objective**
- Support the provision of opportunities for mentored work experience;
 - Support the development and enhancement of essential employability skills;
 - Expose youth to a variety of career options;
 - Promote the benefits of education as being key to labour market participation.

- Key Activities**
- Mentored work experience;
 - Career planning and counselling activities, including a youth needs assessment for each participant;
 - Life and work skills development for participants.

For each FNIYES program, First Nation and Inuit communities and organizations are required to submit both a *final activity report* and an *evaluation report*. All reports must be submitted within 30 days of the due date for communities and organizations to be eligible for funding in the following fiscal year. Minimum data requirements are listed for each report. A template is provided for the final activity report. To complete the evaluation report, please attach separate sheets to the final activity report. All program activities must be completed by March 31.

A *Youth Needs Assessment Report* must be completed for each Youth Work Experience participant. Each participant report is submitted to INAC with the final activity and evaluation reports for the Youth Work Experience program. Parts A & B must be completed upon selection / intake of the youth for a work experience opportunity; Part C is completed upon termination / completion of the work opportunity. The report captures personal information on each participant, including names, SINS, employment status, education level, and plans upon completion of the program.

Final activity reports can require, as applicable:

- number of youth participants by gender, age and education level;
- number of youth participants with disabilities;
- number of youth participants who completed the program;
- number of weeks worked;
- number of jobs provided;
- wages paid to youth participants; and
- total dollar amount spent, revenue from INAC, revenue from other sources (if applicable) and the dollar amount spent to support access for disabled youth.

Evaluation Reports can require, as applicable:

- description of the activities;
- list of youth participants' names and/or Social Insurance Numbers;
- list of participating delivery agents / employers / organizations;
- list of the skills learned/enhanced;
- comments/stories from at least two participants (youth and/or employers where applicable) outlining:
 - the benefits of participating in the activity;
 - their level of satisfaction with the activities provided;
 - whether the youths' employability skills were enhanced;

FIRST NATIONS AND INUIT YOUTH EMPLOYMENT STRATEGY (FNIYES)

- whether the youths' awareness of the benefits of participating in school were enhanced as a result of participating in the activity;
- whether the youth's understanding of career options were enhanced; and
- the youths plans for the following year; seeking employment or returning to school.
- feedback and recommendations from youth participants, employers, communities and organizations.

For information regarding other federal youth programs, please refer to the Government of Canada's website at www.youth.gc.ca or contact 1-800-622-6232. For information regarding the FNIYES, please refer to INAC's website at http://www.ainc-inac.gc.ca/ps/ys/index_e.html

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab D for forms)

| First Nations and Inuit Career Promotion and Awareness Program | | First Nations and Inuit Science and Technology Program |
|--|--|--|
| Career Promotion and Awareness | Co-operative Education | |
| 1. Final Activity Report 2. Evaluation Report Due annually on March 31. | 1. Final Activity Report 2. Evaluation Report Due annually on March 31. | 1. Final Activity Report 2. Evaluation Report Due annually on March 31. |
| First Nations and Inuit Student Summer Employment Opportunities Program | First Nations and Inuit Youth Work Experience Program | |
| 1. Final Activity Report 2. Evaluation Report Due annually on September 15. | 1. Final Activity Report 2. Evaluation Report 3. Youth Needs Assessment Report Due annually on March 31. | |

DATA ELEMENT DEFINITIONS

The following tables describe the data to be collected for each of the FNIYES programs. The collection of this data through the FNIYES final activity and evaluation reports is necessary to support accountability, ongoing performance measurement and program review.

| Data Element | Explanation |
|---|---|
| Evaluation Report - Student Summer Employment Opportunities, Youth Work Experience, Career Promotion and Awareness (Co-Operative Education) and Science and Technology | |
| First Nation or Inuit Community / Organization or First Nation School: name, address, contact person | The name and contact information of the First Nation or Inuit community, organization or First Nation school receiving funding, and a contact person most familiar with the program. |
| Description of Activities | A narrative description of the activities / events / work experience opportunities funded through the program. |
| Names of the Youth Participants | For Student Summer Employment Opportunities and Co-operative Education, a list of the names for each youth participant. |
| Student Social Insurance Numbers (SIN) | For Student Summer Employment Opportunities, a list of the SINs for each youth participant. If the youth does not have a SIN upon selection / intake, one MUST be obtained before the end of the program, and application for a SIN must be made prior to starting the work opportunity. |
| List of participating employers / organizations / delivery agents | A list of employers, organizations or delivery agents who participated in the activity. |
| Employability skills learned and/or enhanced | A narrative description of the employability skills youth participants' learned, and how the skills were enhanced as a result of participating in the activity. |

FIRST NATIONS AND INUIT YOUTH EMPLOYMENT STRATEGY (FNIYES)

| Data Element | Explanation |
|---|---|
| Comments / Stories from Participants | Narrative comments and / or success stories written by at least two youth participants and / or employers (where applicable) outlining the benefits, level of satisfaction, awareness / appreciation and future plans as a result of participating in the activity. |
| Feedback and Recommendations | A narrative assessment of the design and delivery of the program, such as information concerning data / reporting, program / policy issues, objectives and outcomes, lessons learned and best practices that INAC or the regional administering organization could address. Please attach separate sheets if necessary. |
| Prepared by | The name, title, date and signature of person who prepared report. |

Final Activity Report - Common Data Elements for all programs

| | |
|---|---|
| Name of First Nation or Inuit Community / Organization | The name of the First Nation or Inuit community / organization receiving funding to administer the activity. |
| Number of Youth/Students | The total number of youth who participated in the activity. |
| Number of Male / Female Youth/Students | The total number of males and females who participated in the activity. |
| Number of Youth/Students with Disabilities | The total number of youth participants with self-identified physical and/or learning disabilities who participated in the activity. |
| Amount Spent | The total dollar amount spent on the activity from all funding sources. |
| Revenue from INAC | The total dollar amount spent on the program from INAC. |
| Revenue from Other Sources | The total dollar amount spent on the program from funding sources other than INAC (difference between amount spent and INAC revenue). |
| Amount Spent to Support Access for Disabled Youth | The total amount spent on the program to support access for youth participants with self-identified physical and / or learning disabilities (maximum \$3,000 per youth participant) |

Final Activity Report - Career Promotion and Awareness Program

| | |
|--------------------------------------|---|
| Number of Activities / Events | The total number of activities / events funded through the program. |
|--------------------------------------|---|

Final Activity Report - Co-Operative Education (applicable to First Nation Schools)

| | |
|--|--|
| Number of Students in either Elementary or Secondary Institutions | The total number of students enrolled in or attending a federal or band-operated school, up to 21 years of age, who participated in the program. Enrollment is as of September following the summer term. Elementary includes grades 1-8 and secondary includes grades 9-12. |
| Number of Co-operative Education Placements | The total number of placements provided to students who participated in the activity. |
| Number of Participants who Completed the Program | The total number of students who participated in the activity from beginning to end. |

Final Activity Report - Student Summer Employment Opportunities

| | |
|--|--|
| Number of Students in either Secondary or Post-Secondary Institutions | The total number of students who were registered as full-time students during the preceding academic year and who intend to return to school on a full-time basis in the academic year that follows the summer term. Secondary includes grades 9 to 12 and post-secondary includes attendance at an accredited post-secondary institution. |
| Age Range of Participants | The total number of students who fall within each age category: 15-19, 20-24, 25-29, 30. |
| Number of Jobs Provided | The total number of jobs provided to students who participated in the activity. |

FIRST NATIONS AND INUIT YOUTH EMPLOYMENT STRATEGY (FNIYES)

| Data Element | Explanation |
|--|--|
| Number of Weeks Worked | The total number of weeks worked multiplied by the number of students who participated in the activity (placements must provide a minimum of 80 hours of work). |
| Wages Paid in the Non-Profit Sector | The total wages paid to the non-profit sector for students who participated in the work opportunity. Non-profit sector is eligible to receive up to 100% of the applicable wage. |
| Wages Paid in the Private Sector | The total wages paid to the private sector for students who participated in the work opportunity. Private sector is eligible to receive up to 50% of the applicable wage only. |

Final Activity Report - Science and Technology

| | |
|--|--|
| Number of Participating Communities / Organizations | The total number of communities / organizations that participated in the activity. |
| Number of Activities | The total number of activities / events funded through the program. |

Final Activity Report - Youth Work Experience

| | |
|---|---|
| Number of Youth Needs Assessment Reports Completed | The total number of youth needs assessment reports completed (note: a youth needs assessment report must be completed for each youth participant). Parts A & B must be completed upon selection / intake or at the beginning of the program and Part C is completed upon termination / completion of the program. |
| Number of Weeks Worked | The total number of weeks worked multiplied by the number of youth who participated in the activity (projects must not exceed 11 months) |
| Number of Participants who Completed the Program | The total number of youth participants who participated in the activity from beginning to end. |
| Age Range of Participants | The total number of youth participants who fall within each age category: 15-19, 20-24, 25-29, 30. |
| Education Level of Participants | The total number of youth participants who fall within each education category: less than secondary, some secondary, secondary graduation, some post-secondary, post-secondary graduation. |
| Wages Paid in the Non-Profit Sector | The total wages paid to the non-profit sector for youth who participated in the work opportunity. The non-profit sector is eligible to receive up to 100% of the applicable wage. |
| Wages Paid in the Private Sector | The total wages paid to the private sector for youth who participated in the work opportunity. The private sector is eligible to receive up to 50% of the applicable wage only. |

Youth Work Experience - Youth Needs Assessment Report

| PART A - CLIENT INFORMATION - COORDINATOR TO COMPLETE UPON INTAKE/SELECTION | |
|---|--|
| Name | The Surname and Given Name(s) of the youth participant. |
| Social Insurance Number | The Social Insurance Number of the youth participant. If the youth does not have a SIN upon selection / intake, one MUST be obtained before the end of the program, and application for a SIN must be made prior to starting the work opportunity. |
| Male / Female | The gender of the youth participant. |
| Age | The current age of the youth participant. |
| Disability | "Yes" if the youth participant self-identifies with a physical and/or learning disability. If so, please indicate the nature or type of disability. |
| Level of Education Completed | The highest grade level of education completed by the youth participant at time of intake / selection: Less than Secondary, Some Secondary, Secondary Graduation, Some Post-Secondary, Post Secondary Graduation, Other? |

FIRST NATIONS AND INUIT YOUTH EMPLOYMENT STRATEGY (FNIYES)

| Data Element | Explanation |
|---|--|
| Year Education Completed | The year that the highest level of education was completed. |
| Employment Status | The employment status of the youth participant upon intake / selection by checking one of the following 3 categories: 1) employed (indicate type of employment); 2) unemployed; 3) student / attending school. If unemployed, check "yes" or "no" to the following 2 categories: 1) Plan on returning to school? 2) Actively searching for employment? |
| PART B - ACTION PLAN - COORDINATOR TO COMPLETE UPON INTAKE / SELECTION | |
| Does the youth meet the all of the basic eligibility criteria for the Youth Work Experience Program? | Both categories must be checked to be considered eligible: 1) Between 15 and 30 years of age (inclusive); 2) No longer in School / Unemployed / Underemployed |
| Anticipated Program Start Date | If eligible, indicate the expected date the youth will begin the work opportunity. |
| Anticipated Finish Date | The date the youth will likely complete the work opportunity |
| PART C - YOUTH OUTCOMES - COORDINATOR TO COMPLETE UPON TERMINATION / COMPLETION | |
| Program Start Date | The youth participant's first day of work |
| Youth Did Not Complete Program | The date participation in the work opportunity was terminated Indicate the reason(s) for termination in at least one of the following categories: 1) Did not follow through ; 2) Found a job; 3) Moved; 4) No longer searching for employment 5) Returned to school 6) Other? |
| Youth Completed the Program | The date youth completed the work opportunity Indicate what the youth's plan are upon completion in at least one of the following categories: 1) Searching for Employment 2) Making Career Decisions 3) Skills Enhancement 4) Found a Job 5) Returned to School 6) Not Employed 7) Other? |
| Prepared by | The name, title, date and signature of the person who completed the assessment. |

SOCIAL DEVELOPMENT

Please note that this chapter is divided into three sections and separated by colour paper:

| | |
|---|------------------|
| SOCIAL ASSISTANCE | section 1 |
| NATIONAL CHILD BENEFIT (NCB) | section 2 |
| SOCIAL SUPPORT SERVICES | section 3 |

SOCIAL DEVELOPMENT: Social Assistance

OVERVIEW

First Nations people, like other Canadian citizens, are responsible for managing their own affairs and maintaining themselves to the extent that their resources permit. Some individuals and families are unable to provide for themselves and their dependents. Situations therefore exist in which assistance must be available to community members in need. Social Assistance is one type of income-supplement to eligible persons. Other income supports include Old Age Security, Child Tax Benefits, etc.

Social Assistance provides financial benefits and services to First Nations individuals and families who are in need. Need is determined by the application of a needs test and other eligibility requirements. The purpose of the program is to enable individuals and families to maintain health, safety, dignity and family unity. In some cases, specialized employment and training counselling services are offered by First Nation councils for social assistance recipients to assist them find employment. Some First Nations may offer work opportunity projects to further assist recipients gain employment experiences.

First Nations councils are expected to administer social assistance funds to provide for basic and special needs in the community according to regional social assistance policy and procedure directives. They may also be asked to participate in program reviews from time to time according to the Indian and Northern Affairs Canada (INAC) policy. More detailed information on policy directives and program review requirements can be obtained from the INAC regional offices.

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab E for forms)

Depending on their funding arrangement, First Nations councils are required to submit either monthly or annual Social Assistance Reports that provide data on social assistance expenditures and participants.

First Nations funded social assistance on a **reimbursement** basis:

First Nations funded social assistance through **fixed volume Alternative Funding Arrangements (AFA)**:

First Nations funded social assistance through **fixed volume Financial Transfer Agreements (FTA); Canada/First Nations Funding Agreements (CFNFA); and DIAND/First Nations Funding Agreements (DFNFA)**:

| <p>Social Assistance <u>Monthly</u> Report This report will vary from region to region. Please contact your regional office for more details.</p> | <p>Social Assistance <u>Annual</u> Report DUE annually on May 31 for the previous fiscal year ending March 31</p> | <p>Social Assistance <u>Annual</u> Report DUE annually on May 31 for the previous fiscal year ending March 31</p> |
|--|--|--|
| | | |

DATA ELEMENTS DEFINITIONS AND SOURCE

This table describes the data to be collected and justifies their inclusion. Unless otherwise noted, the source documents (i.e. documents, usually maintained by First Nations, required to collect and back-up the data reported) for the data elements below are Budget and Decision Forms or First Nation equivalent.

| Data Element | Description | | | | |
|-------------------------------|--|---------------|---------------------------------|----------------------------|-------------------------|
| <p>No. of Families</p> | <p>Refers to the annual monthly average of the number of eligible families receiving social assistance by reason for requiring assistance. (Total annual social assistance cases divided by 12, where the cases are expressed in full monthly equivalents; e.g., count the case if the recipient is receiving social assistance for more than 14 days, otherwise do not count the case. Note: Exceptional circumstances do not apply to this definition. Please contact your regional office and note accordingly in the submission.)</p> <table border="0"> <tr> <td>1. Employable</td> <td>2. Unemployable - Single Parent</td> </tr> <tr> <td>3. Unemployable - Disabled</td> <td>4. Unemployable - Other</td> </tr> </table> | 1. Employable | 2. Unemployable - Single Parent | 3. Unemployable - Disabled | 4. Unemployable - Other |
| 1. Employable | 2. Unemployable - Single Parent | | | | |
| 3. Unemployable - Disabled | 4. Unemployable - Other | | | | |

SOCIAL DEVELOPMENT: National Child Benefit (NCB)

OVERVIEW

The **National Child Benefit (NCB)** is a national initiative aimed at preventing and reducing the depth of child poverty in Canada. It was initiated in July 1998¹ and is comprised of:

- ? an increase in the federal Canada Child Tax Benefit with the addition of the National Child Benefit Supplement for low-income families with children;
- ? in most provinces, territories and First Nation communities, adjustments to social assistance payments to low-income families with children equal to the amount of the increase in the NCB Supplement; and,
- ? use of offset social assistance dollars by provinces, territories and First Nations to fund reinvestment programs for low-income families with children.

It is expected that First Nations will develop reinvestment programs and services that meet the broad requirements set out in the Regional Management Framework for NCB in First Nations.

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab E for forms)

First Nations councils funded through Comprehensive Funding Arrangements (CFA) are required to submit *monthly* data in accordance with regional requirements. Both CFA and fixed volume First Nations are to submit *annual* NCB Reinvestment Reports that provide statistics on expenditures, participants and projects. For further information please contact your regional office (Tab A of this volume).

NCB First Nations Annual Report on Reinvestment

This report will vary from region to region. Please contact your regional office for more details

DATA ELEMENTS DEFINITIONS AND SOURCE

This table describes the data to be collected and justifies their inclusion. Unless otherwise noted, the source documents (i.e. documents, usually maintained by First Nations, required to collect and back-up the data reported) for the data elements below are with the First Nation or Agency.

| Data Element | Description |
|----------------------------|---|
| First Nation name | Refers to the name of the First Nation or Agency responsible for administering the NCB reinvestment program(s). This information is required for accountability purposes. <i>Source: Band Name System</i> |
| First Nation number | Refers to the First Nation's or Agency's number. This information is required for accountability purposes. <i>Source: Band Name System</i> |
| For the fiscal year | Refers to the year for which the report is being made. This information is required for accountability purposes. |

1. Reinvestment Funds

| | |
|---|---|
| Name of reinvestment Program Developed (New or Continuing) | Refers to the name of the program and whether the program is new or continuing from the previous year. Type of reinvestment programs include child nutrition programs, readiness to learn programs, income support programs for families with children, earned income supplements for families with children, improved benefits for families on social assistance and other social services for low-income families with children, such as child care, that support attachment to the workforce or alleviate poverty. |
|---|---|

1. Due to the implementation of the provincial family policy in 1997, reinvestment funds of First Nations in the Quebec Region have been accruing since December 1, 1997.

SOCIAL DEVELOPMENT: National Child Benefit (NCB)

| Data Element | Description |
|--|--|
| Annual amount of reinvestment fund | Refers to the funds available for NCB reinvestment programs. An NCB reinvestment fund is the money made available through the adjustment to social assistance payments in relation to the increased Canada Child Tax Benefit (National Child Benefit Supplement). <i>Source: Regional NCB Reinvestment Framework</i> |
| Purpose of program | Refers to a short description highlighting the objectives for each program. |
| Results or accomplishments of program | Refers to a description of the results or accomplishments of the program as compared to the original objectives, whether the original purpose was met and which activities were successfully carried out. |

2. Number of Families And Children Benefiting Under Reinvestment Programs

| | |
|------------------------------------|--|
| Number of families | Refers to the number of families who benefited from the NCB reinvestment program(s). |
| Number of children under 18 | Refers to the number of children under the age of 18 who benefited from the NCB reinvestment program(s). |

SOCIAL DEVELOPMENT: Social Support Services

WHAT'S NEW

As suggested by several operators of Family Violence Shelters, the following questions have been added to the *Family Violence Shelters Annual Report* to reflect services currently provided by shelters:

- ? How many men were referred to other agencies?
- ? How many men received non-residential services provided by the shelters?
- ? Please list the number and types of programs being provided by the shelters (for example, anger management, couples management, counselling)

OVERVIEW

Social support services are offered to help community members cope with problems that affect their social and emotional well-being. Services may include child protection and family counselling; adult care programs for people who are ill, have a disability or require geriatric care; shelters for victims of family or domestic violence; and other special community social support projects.

Child and Family Services usually include counselling and education programs to prevent family breakdown and the removal of children from their homes; child protection, foster care and adoption; and placements for children in either group homes, institutions or special counselling programs. The circumstances under which child protection becomes necessary are defined through provincial or territorial legislation. First Nations are required to submit monthly or annual reports on child and family services that provide details on child protection activities including:

- ? number of children in care at the end of the month and type of care placement, whether foster home, group home or other institution;
- ? number of days in care for each child, daily costs and total monthly cost for each placement; and
- ? invoices for special purchase items for children.

An annual or twice-yearly report on child and family services is also required in the regions. Contact your INAC regional office for more information about reporting requirements for the operation of child and family services. Periodic reports on child and family services include the following:

- ? a list of the services provided to prevent children from coming into care as well as the number of families participating in these services and the total number of children served;
- ? a list of local groups providing the services to prevent children from coming into care, such as family services and Native elders' committees;
- ? the number of public education and information sessions such as workshops and seminars, held on child and family welfare issues;
- ? a list of all the child protection services offered for children in care as well as children under legal supervision orders in their own homes; and
- ? the number of families and children affected by protection services, and the number of foster and adoption homes used over the last year.

Regions may also require documentation on each child to confirm eligibility for maintenance funding as per INAC authorities (i.e., status Indian with on-reserve residence status at the time of apprehension).

Adult Care services are provided by First Nations and are intended to give support to families in situations where individuals need special help due to age, illness, or disability. Services include institutional care, foster care and in-home care (primarily homemaking/home management, non-medical care) for the elderly and to those who are ill, or have disabilities. First Nations are required to provide a monthly or annual report on adult care services that outlines:

- ? number of adults using special care services, including in-home care, institutional care or foster care;
- ? a list of adults in institutional care;
- ? details on the type and length of placement; and

SOCIAL DEVELOPMENT: Social Support Services

- ? cost of adult care services.
- ? invoices for special purchase items for adult care.

The **National Strategy for the Integration of Persons with Disabilities** started in 1991 and provides funds to First Nations to help them recognize and address the issues faced by on-reserve persons with disabilities. First Nations receiving funding under the Strategy are required to submit yearly reports that give the name of the project and a short description that outlines the purpose, planned activities, schedule, required resources and accomplishments. The report should also indicate if the project is achieved in collaboration with other federal or provincial departments or other organizations. First Nations that undertake special programs to promote the integration of persons with disabilities are required to submit a yearly report to INAC outlining their activities and accomplishments.

Since the first **Family Violence Initiative** in 1988, INAC has funded the operation of various types of emergency and transitional shelters for victims of family and domestic violence on First Nations reserves. First Nations that receive funding under the Family Violence Initiative and related programs are required to submit yearly reports that include the following information:

- ? name of the project and a short description that outlines the original purpose, planned activities, schedule and required resources. Administering agencies should indicate if the project involved the establishment or operation of an emergency shelter under the Project Haven initiative, the payment of funds to provincial or private sector agencies for emergency shelter use by First Nations individuals and children, or the establishment of second-stage transitional housing units.
- ? short description of project outcomes and accomplishments for the last fiscal year, including the number of clients using the project.

An audited year-end financial statement is also required to show the total costs. Future allocations of family violence initiatives depend on the documented need for services. For more information on funding requirements and reporting guidelines, contact the INAC regional office. To obtain further information on family violence, including the Family Violence Initiative, please contact the National Clearinghouse on Family Violence at the following address:

National Clearinghouse on Family Violence

Population and Public Health Branch, Health Canada,
Jeanne Mance Building, Address Locator: #1907D1, Tunney's Pasture
Ottawa, Ontario K1A 1B4
tel(613)957-2938 or 1-800-267-1291, fax (613) 941-8930
TTY(613) 952-6396 or 1-800-561-5643
Internet Homepage: <http://www.hc-sc.gc.ca/nc-cn>

Other Social Services:

- ? **Community Social Service Projects** is a regionally sponsored activity whereby funding is provided to First Nation communities for assessing and planning the operation of social services. Information requirements are regional specific, please contact your region.
- ? **Day Care Facilities/Head Start Program:** Prior to the implementation of Human Resources Development Canada's (HRDC) Day Care Program, INAC funded a number of day care facilities on-reserve in British Columbia, Alberta and Ontario regions and a Head Start program in the Atlantic region. INAC continues to fund these programs today. First Nation organizations receiving funding from INAC for these programs report the following program information on an annual basis:
 - ? Band Name and Number;
 - ? Address of Centre(s)/Program(s) and Number of Spaces funded by INAC; and
 - ? Total Number of Children in the Centre(s)/Program(s) during the year.

SOCIAL DEVELOPMENT: Social Support Services

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab E for forms)

The six reports below are required from First Nations whose social support services are funded **on a reimbursement basis**.

| | | |
|--|--|---|
| Child and Family Services Maintenance Monthly Report DUE monthly, 15 days after month end | Child and Family Services Operational Report DUE annually or twice yearly | Adult Services Monthly Report DUE monthly, 15 days after month end |
| National Strategy for Integration of Persons with Disabilities Annual Report DUE May 31 for previous fiscal year ending March 31 | Family Violence Projects Annual Report DUE May 31 for previous fiscal year ending March 31 | Family Violence Shelter Annual Report DUE May 31 for previous fiscal year ending March 31 |

The two reports below apply to First Nations whose social support services are funded **on a reimbursable basis** in **Ontario** and **Alberta** only:

| | |
|--|--|
| Community Social Services Projects Annual Report DUE May 31 for previous fiscal year ending March 31 | Day Care Facilities/Head Start Program Annual Report DUE May 31 for previous fiscal year ending March 31 |
|--|--|

The six reports below are required from First Nations whose social support services are funded through **fixed volume Alternative Funding Arrangements (AFA)**.

| | | |
|--|--|--|
| Adult Services Annual Report DUE May 31 for previous fiscal year ending March 31 | National Strategy for Integration of Persons with Disabilities Annual Report DUE May 31 for previous fiscal year ending March 31 | Family Violence Projects Annual Report DUE May 31 for previous fiscal year ending March 31 |
| Family Violence Shelters Annual Report DUE May 31 for previous fiscal year ending March 31 | Community Social Services Projects Annual Report DUE May 31 for previous fiscal year ending March 31 | Day Care Facilities / Head Start Program Annual Report DUE May 31 for previous fiscal year ending March 31 |

The eight reports below are required from First Nations whose social support services are funded through **fixed volume Financial Transfer Agreement (FTA), Canada/First Nations Funding Agreement (CFNFA)/INAC/First Nations Funding Agreement(DFNFA) or Flexible Transfer Payments**.

| | | |
|--|---|--|
| Child and Family Services Maintenance Monthly Report (applies only to approved CFS block funding pilot projects) DUE 15 days after month end | Child and Family Services Operational Report (applies only to approved CFS block funding pilot projects) DUE annually or twice yearly | Adult Services Annual Report DUE May 31 for previous fiscal year ending March 31 |
| National Strategy for Integration of Persons with Disabilities Annual Report DUE May 31 for previous fiscal year ending March 31 | Family Violence Projects Annual Report DUE May 31 for previous fiscal year ending March 31 | Family Violence Shelters Annual Report DUE May 31 for previous fiscal year ending March 31 |
| Community Social Services Projects Annual Report DUE May 31 for previous fiscal year ending March 31 | Day Care Facilities / Head Start Program Annual Report DUE May 31 for previous fiscal year ending March 31 | |

SOCIAL DEVELOPMENT: Social Support Services

DATA ELEMENTS DEFINITIONS AND SOURCE

This table describes the data to be collected, justifies their inclusion and identifies the source documents, usually maintained by First Nations, required to collect and back-up the data reported.

CHILD AND FAMILY SERVICES

Unless otherwise noted, source documents for the data elements below are with the First Nations or CFS Agency.

| Data Element | Description |
|---|--|
| CHILD AND FAMILY SERVICES : MAINTENANCE | |
| Administering First Nation or Child and Family Services Agency | Refers to the name of the administering First Nation or Child and Family Service Agency providing service. This information is required to assess performance and to allocate funds. Name of FN or CFS Agency providing service. |
| Arrangement No. | Refers to the funding agreement number. This information is required for accountability purposes. <i>Source: Funding Arrangement</i> |
| Band No. | Refers to the beneficiary's (child) band number. This information is required for accountability purposes. <i>Source: Indian Registry System</i> |
| Beneficiary's Name | Refers to the name of the child who has been placed in the care of the agency. This information is required for accountability and resource allocation. <i>Source: Indian Registry System</i> |
| Beneficiary's Status No. | Refers to the Indian Registry Number of the child placed in the care of an agency. This information is required for accountability and resource allocation. <i>Source: Indian Registry System</i> |
| Beneficiary's Gender | Refers to the gender of the child who has been placed in the care of an agency. This information is required for accountability. <i>Source: Indian Registry System</i> |
| Beneficiary's Date of Birth | Refers to the child's date of birth. This information is required for accountability and resource allocation. <i>Source: Indian Registry System</i> |
| Name of Family or Institution | Family's name if different than beneficiary's or the name of the institution responsible for the child. This information is required for accountability and resource allocation. <i>Source: First Nation, CFS Agency or Indian Registry System</i> |
| Beneficiary's Parent / Guardian Name | Refers to the name of the child's parent/guardian. This information is required for accountability and resource allocation. <i>Source: First Nation, CFS Agency, or Indian Registry System</i> |
| Beneficiary's Parent / Guardian Residence - On-reserve (Y/N) | Refers to the residency of the child's parent/guardian. This information is required for accountability and resource allocation. <i>Source: First Nation or CFS Agency or Population Statistics Data</i> |
| Beneficiary's Child and Family Service Status | Refers to the child' CFS placement status: 1. (V)oluntary Care Ward 2. (T)emporary Ward 3. (P)ermanent (Crown) Ward |
| Type of Service | Refers to the type of care, by code, in which the child is placed: Indicate type of care service by code: 02420 - InstitutionalCare (children) 02421 - Foster Home (children) 02422 - Group Home (children) *Definitions are listed below. This information is required for accountability and resource allocation. |
| 02420 - Institutional Care | Care provided in a setting where one or more groups of children occupy the premises and permanent full-time staff work on a shift basis. It may provide care and treatment for children with emotional problems. It is distinguished from a group home by the fact that permanent full-time staff work on a shift basis. |

SOCIAL DEVELOPMENT: Social Support Services

| Data Element | Description |
|----------------------------|--|
| 02421 - Foster Care | Care provided in a family setting by persons who are not the parents of the child and where placement was made by an agency, such as a band, INAC, or a provincial child welfare authority. This includes care provided without reimbursement, but excludes care in a family where adoption is clearly the intent. |
| 02422 - Group Homes | Care provided to a small group of 5 to 10 children in a setting where normally the permanent full-time staff is a couple operating in a setting which provides a family atmosphere. Group homes serve the needs of those children who either do not require, or cannot use, the close relationships of a foster family. They do not include either subsidized foster homes used for emergency care or to keep a large family unit together or small residential units which are essentially institutional in nature. |
| Date of Placement | Refers to the start date of the child's placement in care by an agency. This information is required for accountability and resource allocation. |
| Date of Departure | Refers to the discharge date when the child will no longer be under agency care. This information is required for accountability and resource allocation. |
| Daily Rate | Refers to the daily rate for service provided. This information is required for accountability and resource allocation. |
| Special needs | Refers to money allocated to cover expenses required due to a specific problem. Expense can include special clothing or travel expenses. This information is required for accountability and resource allocation. |
| No. of Days | Refers to the total number of days in the month the child has been placed in the care of an agency. This information is required for accountability and resource allocation. |
| Total Amount | Refers to the total cost for the child's care (i.e., the number of days are multiplied by the daily rate then add special needs). This information is required for accountability and resource allocation. |
| Total Expenses | Refers to the Summary of the "Total Amount" by type of service. This information is required for accountability and resource allocation. |

CHILD AND FAMILY SERVICES: OPERATIONS

| | |
|---|---|
| List of Services Provided | Refers to the Type of Service provided by the First Nation or the CFS Agency, such as prevention, protection, adoption and/or alternate care. This information is required to assess performance and for resource allocation. |
| No. of Families Served | Refers to the number of families who were served under the following types of services: prevention, protection, adoption and/or alternate care. This information is required to assess performance and for resource allocation. |
| No. of Children Served | Refers to the number of children within the families served under the following: prevention, protection, adoption and/or alternate care. This information is required to assess performance and for resource allocation. |
| No. of local child and family service committees | Refers to the number of local committees which deal with Child and Family Services. This information is required to assess performance and for resource allocation. |
| No. of Elders' Committees/ Consultations/ Meetings | Refers to the number of Elders' committees and the number of consultations and/or meetings held by Elders. This information is required to assess performance and for resource allocation. |
| No. of Public Information / Education Workshops | Refers to the number of public information/education workshops provided by First Nation or CFS Agency. This information is required to assess performance and for resource allocation. |
| No. of Foster Care Homes | Refers to the number of homes providing foster care. This information is required to assess performance and for resource allocation. |
| No. of Adoption Homes | Refers to the number of homes suitable for the placement of children for adoption. This information is required to assess performance and for resource allocation. |

SOCIAL DEVELOPMENT: Social Support Services

ADULT CARE

Unless otherwise noted, the source documents for the data elements below are Adult Care Placement Forms or First Nation equivalent.

| Data Element | Description |
|---|---|
| Administering First Nation or Services Agency | Refers to the name of the administering First Nation or agency providing the service. This information is required to assess performance and to allocate funds. |
| Arrangement No. | Refers to the funding arrangement number. This information is required for accountability purposes. <i>Source: Funding Arrangement</i> |
| Band No. | Refers to the beneficiary's (adult) band number. This information is required for accountability purposes. <i>Source: Indian Registry System</i> |
| Beneficiary's Name | Refers to name of the adult placed in care. This information is required for accountability and resource allocation. <i>Source: Indian Registry System</i> |
| Beneficiary's Status No. | Refers to the Indian Registry Number of the adult in care This information is required for accountability and resource allocation. <i>Source: Indian Registry System</i> |
| Beneficiary's Gender | Refers to the gender of the adult placed in care. This information is required for accountability and resource allocation. <i>Source: Indian Registry System</i> |
| Name of Family or Institution (if appropriate) | Refers to the name of the family, if different than the adult in care or the name of the institution responsible for the adult. This information is required for accountability and resource allocation. <i>Source: Adult Care Placement Form, Indian Registry System or First Nation equivalent</i> |
| Date of Birth | The beneficiary's date of birth. This information is required for accountability and resource allocation. <i>Source: Indian Registry System</i> |
| Parent/Guardian Name | Refers to the full name of the parent/guardian. This information is required for accountability and resource allocation. <i>Source: Adult Care Placement Form or Indian Registry System</i> |
| Parent/Guardian Status No. | Refers to the Indian Registry Number of the parent/guardian of the adult in care. This information is required for accountability and resource allocation. <i>Source: Indian Registry System</i> |
| Type of Service | Refers to the type of service by code: 02440 - In-Home Care Services 02441 - Institutional Care Type I 02442 - Institutional Care Type II 02443 - Foster Care This information is required for accountability and resource allocation. |
| 2440 - In-Home Care Services | Homemaking and personal care services (non-professional and non-medical) provided to an individual who still resides at home. |
| Institutional Care | Funding for care in Type I and Type II institutions, which may be located on-reserve and off-reserve. Individuals must be assessed according to provincial standards to determine the level of care required. Residents of institutions are generally elderly or with disabilities and in need of supervision and assistance. |
| 2441 - Institutional Care: TYPE I | "is that required by a person who is ambulant and/or independently mobile, who has decreased physical and/or mental faculties, who requires primarily supervision and/or assistance with activities of daily living and provision for meeting psycho-social needs through social and recreational services. The period of time which care is required is indeterminate and related to the individual condition". |
| 2442 - Institutional Care: TYPE II | "is that required by a person with a relatively stabilized (physical or mental) chronic disease of functional disability, who, having reached the apparent limit of his recovery, is not likely to change in the near future, who has relatively little need for the diagnostic and therapeutic services of a hospital but who requires availability of personal care on a continuing 24-hour basis, with medical and professional nursing supervision and provision for meeting psycho-social needs. The period of time during which care is unpredictable but usually consists of a matter of months or years". |
| 2443 - Foster Care | Care provided in a family setting by persons who are not immediately related to the individual requiring the adult foster care. |

SOCIAL DEVELOPMENT: Social Support Services

| Data Element | Description |
|---------------------------------|--|
| Date Beginning Placement | Refers to the start date when the adult was placed in care. Note: For placements continuing from previous months, give the first day of the month as the first day of placement if the adult is still receiving services at time of the report, leave the departure date blank. This information is required for accountability and resource allocation. |
| Date of Departure | Refers to the date on which the adult was discharged or will no longer require services. This information is required for accountability and resource allocation. |
| Daily Rate | Refers to the daily rate for service provided. This information is required for accountability and resource allocation. |
| Special needs | Refers to money allocated to cover expenses required due to a specific problem. Expense can include special clothing or travel expenses. This information is required for accountability and resource allocation. <i>Source: First Nation or equivalent CFS Agency form</i> |
| No. of Days | Refers to the total number of days in the month that the adult has been in care. This information is required for accountability and resource allocation. |
| Total Amount | Refers to the total cost of care for each adult. Calculate the "total amount" by multiplying the total number of days by the daily rate and then adding any "special needs". This information is required for accountability and resource allocation. |
| Total Expenses | Summary of the "Total Amount". This information is required for accountability and resource allocation. |

FAMILY VIOLENCE: PROJECTS

Unless otherwise noted, the source documents for the data elements below are the First Nation or Agency Annual Report.

| Data Element | Description |
|--|--|
| First Nation Name | Refers to the name of the First Nation overseeing the project. This information is required for accountability purposes. <i>Source: Indian Registry System</i> |
| First Nation No. | Refers to the First Nation's number This information is required for accountability purposes. <i>Source: Indian Registry System</i> |
| Name of Project (New or Continuing) | Refers to the project, such as a Project Haven emergency shelter or other type of emergency shelter. Other types of emergency shelters may include private or provincial agencies. This information is required for accountability purposes. |
| Purpose of Project | Refers to a description about the original project as well as the project's specific objectives. This information is required for accountability purposes. |
| Activities | Refers to a description about the project's planned activities. This information is required for accountability purposes. |
| Schedule | Refers to a description about the project's activities time frame or schedule. This information is required for accountability purposes. |
| Resources | Refers to a description about the project's resources required to carry out each activity. This information is required for accountability purposes. |
| Results or Accomplishments of Project | Refers to a description of the results or accomplishments of the project compared to the original project plan. Include information on whether the original purpose was met, which activities were carried out and any changes to the original schedule or resource requirements. Identify information on how many people benefited from the project, including the number of women and children who used the services provided. This information is required for accountability purposes. |

FAMILY VIOLENCE: EMERGENCY SHELTERS

Unless otherwise noted, the source documents for the data elements below are First Nation or Agency Monthly Summary Reports.

| Data Element | Description |
|--------------------------|---|
| First Nation Name | Refers to the name of the First Nation funded/overseeing the project. This information is required for accountability purposes. <i>Source: Indian Registry System</i> |

SOCIAL DEVELOPMENT: Social Support Services

| Data Element | Description |
|--|--|
| Band No. | Refers to the First Nation's band number. This information is required for accountability purposes. <i>Source: Indian Registry System</i> |
| Name of Shelter | Refers to the name of the emergency shelter. This information is required for accountability purposes. |
| Project Haven | It can either be Project Haven emergency shelter or an "Other" type of emergency shelter which is run by a private or provincial agency. This information is required for accountability purposes. |
| Funding | This information is required for policy purposes. <i>Source: Shelter Financial Records</i> |
| Shelter Operator | Refers to the Administering organizations that runs the shelter. This information is required for policy purposes. |
| Shelter Services | <p>Identifies the services provided by the shelter as outlined by the Statistics Canada Transitional Survey. Required for policy and accountability purposes.</p> <p>Transition Home\Shelter: Short or moderate term (1 day to 11 weeks) secure housing for abused women with or without children or youth.</p> <p>Second Stage Housing: Long-term (3-12 months) secure housing for abused women with or without children.</p> <p>Safe Home Network: Subsidiary very short term (1-3 days) housing for abused women with or without children, in private homes.</p> <p>Satellite: Short (3-5 days) secure respite (temporary relief) for abused women with or without children. These shelters are usually linked to a transition home or another agency for administrative purposes.</p> <p>Women's Emergency Shelter: Short-term (1-21 days) respite (temporary relief) for abused women with or without their children.</p> <p>Emergency Shelter: Short-term (1-3 days) respite (temporary relief) for a wide population range, not exclusively abused women. May provide accommodation for men as well as women. This type of facility may accommodate residents who are not associated with family violence but are without a home due to an emergency situation (e.g., eviction for non-payment of rent). Other than residential (room and board) services, these shelters offer few additional client services.</p> <p>Rural Family Violence Prevention Centres: Alberta only. Short (1-10 days) secure respite (temporary relief) for abused women with or without children.</p> <p>Interim Housing: Manitoba only. Subsidized housing for abused women and their children (1 week to 6 months) provided through Manitoba Housing. There are no funding or staffed positions for this type of housing.</p> <p>Family Resource Centre: An Ontario government initiative, which provides services that are identical or similar to transition homes. Must at least provide a residential service.</p> <p>Other: Includes all other residential facilities offering services to abused women with or without children. These services may not be exclusive to abused women. Includes Women's Resource Centres (residential only), mental health shelters.</p> |
| Total No. of units | Refers to the total number of units in each emergency shelter. This information is required for accountability purposes. |
| Total No. of beds for all units | Refers to the total number of beds for all the units in each emergency shelter. This information is required for accountability purposes. |
| Total No. of Bands served by the shelter | Refers to the total number of bands located in proximity to the emergency shelter where residents of the bands would normally use the shelter. This information is required for accountability purposes. |
| Total No. of families receiving shelter | Refers to the actual number of families receiving shelter during the year. This information is required for accountability purposes. |
| Total No. of women and children receiving shelter | Refers to the actual number of persons, including dependants, receiving shelter during the year. This information is required for accountability purposes. |

SOCIAL DEVELOPMENT: Social Support Services

| Data Element | Description |
|--|---|
| Total No. of bed nights spent in shelter | Refers to the actual number of nights that family members remained in the shelter and required a bed during the year. This information is required for accountability purposes. |
| Total No. of persons receiving information or counselling but who do not stay overnight | Refers to the actual number of persons receiving information or counselling, but who do not stay overnight during the year. This information is required for accountability purposes. |
| Total annual project costs | Refers to the total annual operating costs required to operate the emergency shelter. This information is required for accountability purposes. |
| If the shelter opened during this fiscal year | |
| Actual or estimated start-up date | Refers to the actual or estimated start-up/operating date of the emergency shelter. This information is required for accountability purposes. |
| Start-up Cost: one-time cost associated with setting up the shelter. | Refers to the one-time cost associated with setting up the emergency shelter. This information is required for accountability purposes. |

NATIONAL STRATEGY FOR THE INTEGRATION OF PERSONS WITH DISABILITIES

Unless otherwise noted, the source documents for the data elements below are the Yearly Report submitted by the First Nation.

| Data Element | Description |
|--|---|
| Name of Project (New or Continuing) | Refers to the name of the project. Also indicate whether the program is new or continuing. This information is required for accountability purposes. |
| Costs | Refers to the overall costs of the project. If the project is achieved in collaboration with other departments or organizations, this field will identify each partner's financial contribution. This information is required for accountability purposes. |
| Objective of the project | Refers to the overall objectives of the project in terms of activities, schedules, resources, and other departments/organizations taking part in the project. This information is required for accountability purposes. |
| Results or accomplishments of project | Refers to the results or accomplishments of the project as compared to the original project plan. Include information on whether the original purpose was met, which activities were carried out and any changes to the original schedule or resource requirements. This information is required for program justification and accountability purposes. |

DAY CARE FACILITIES / HEAD START PROGRAM

Unless otherwise noted, the source documents for the data elements below are with the Yearly Report submitted by the First Nation.

| Data Element | Description |
|---|--|
| Total No. of day care centres or programs funded by INAC | Refers to the total number of operating day care facilities or Head Start Programs that are funded by INAC. This information is required for accountability purposes. |
| No. of day care places funded by INAC | Refers to the total number of day care or Head Start places that are funded by INAC. This information is required for accountability purposes. |
| Name of centre, address, etc. | Refers to the complete mailing address of the day care facility or Head Start program. This should include the facility's or program's full name, address and postal code. This information is required for accountability purposes. |
| No. of children served in day care during year | Refers to the total annual number of children placed in day care facilities or a Head Start program(s) during the year. This information is required for accountability purposes. |

INDIAN GOVERNMENT SUPPORT

WHAT'S NEW

- ? Continued Support for First Nation Administration: To support the implementation of increased funding for First Nation administration by the equivalent of 5% of 2000-2001 Band Support Funding (BSF) in 2004-2005, annual updates to IGS data continue to be required to determine the way in which this additional funding may be provided. Funds may be provided as Band Support Funding if maximum funding levels based on the Band Support formula have not been reached. When BSF is as the maximum defined by the formula, other local administration support such as Band Employee Benefits (BEB) or Indian/Inuit Management Development (IIMD) funding may be used as applicable under current policy. Bands will require increased allocations to BSF due to the new Special Education Program. This would be included with Education under base services on the BSF Application for Grant. Also, under base services, Major Capital includes projects of more than 1.5M.
- ? Applications for Band Support Funding (BSF) and Tribal Council Funding (TCF): these applications have been removed from funding arrangements and, subsequently, the FNNRG, as BSF and TCF budgets are set at the very start of the arrangement, based upon receipt of acceptable applications. The structure of the funding agreements is such that they deal with the program delivery and reporting obligations (FNNRG) of First Nations and Tribal Councils once application requirements have been met and funding approved and transferred.
- ? Band Advisory Services Annual Report: For those large First Nations whose on-reserve status Indian populations are greater than 2,000, who are not affiliated with a tribal council and who are providing advisory services, a new report has been developed. The report standardizes existing reporting requirements with tribal council reporting requirements and will assist in ensuring that the overall results of expenditures of programs and services are clearly documented and reported. The report will also help First Nations assess their advisory services performance and compare their results with other First Nations and tribal councils.

OVERVIEW

Tribal Council Funding is a contribution for formally incorporated Tribal Councils to fund advisory services (financial management, band government, economic development, community planning, technical services and associated administrative costs) provided to the tribal councils' member bands. With a mandate from their First Nation membership, Tribal Councils may also deliver programs and services, following established program requirements. Please note that Tribal Council Funding allocations remain frozen at 1996-1997 levels unless the Tribal Council undertakes a completely new function funded by INAC or changes membership composition.

Advisory Services Funding Policy for Bands: Unaffiliated large First Nations (First Nations with an on-reserve registered population of 2,000 or more who are not now or who do not intend to be affiliated with a tribal council) are eligible to receive funding for advisory services in professional areas described in the Band Advisory Services Funding Policy.

Indian and Inuit Careers Program funding specifically assists First Nations and Tribal Councils manage their staff training and development portfolio. Funding is approximately 2% of total BSF or 2% of the administration portion of the TCF formula.

The **Indian and Inuit Management Development (IIMD) Program** provides support to First Nations, tribal councils and other First Nation organizations to strengthen the management capacities of their local governments. The program authority and associated program directive refer to five distinct program components: Management Development and Training, Orientation and Community Awareness, Advisory Support, Management Education and Institutional Support. IIMD provides support for management training and development of First Nations' chiefs, councillors and administration and program staff in response to concerns and needs identified by the community. It helps First Nations to improve the management and administration of their own affairs by providing resources and assistance

INDIAN GOVERNMENT SUPPORT

to individuals and communities, post-secondary institutions, and management training institutes. The implementation and operational strategy for IIMD is to identify band management requirements through annual consultations with individual First Nations and through the development of individual Band Management Development Plans. These plans are to be implemented through the use of IIMD Program resources and other sources including other federal government departments such as HRDC.

Band Employee Benefits (BEB) include pension plans and/or group insurance plans (and may also include other optional benefits) offered to employees of First Nations or tribal councils. Eligible First Nations and tribal councils may be funded by INAC to pay the employer's contribution for these benefits under the Band Employee Benefits Program (BEBP), up to specified limits for all eligible employees.

An **Eligible Employee** is one who is performing services of a "public" nature, funded by INAC, HC or other government departments and whose salary is derived from INAC, HC or some other funding source. BEB Program funding does not cover pension plan costs for anyone providing services under a service contract, members of boards of directors, employees working on capital projects or anyone working for a revenue-generating organization. Costs of employees of a Child Welfare Agency are included in the calculations of Child Welfare "Operations". Bands and tribal councils that apply for BEBP funding must refer to the appropriate guidelines for procedures and directives. These guidelines are available from INAC's regional offices.

The Application for Band Employee Benefits Funding includes the following information:

- ? number of employees in each program area and their salaries;
- ? amounts for employer and employee contributions for private pension plans and the Canada/Quebec pension plans; and
- ? a breakdown of employer contributions according to the total benefits payable under INAC-funded program activities.

Each application for band employee benefits funding must be accompanied by a list of eligible employees for whom INAC will pay the employer's share of benefits. The list shows:

- ? the name and occupation of each employee;
- ? the name of the program for which the employee works;
- ? the source of the employee's salary;
- ? the amount of the salary; and
- ? the breakdown of contribution amounts for the employee and the employer in pension and group insurance plans.

Applications for funding new benefit plans will continue to be accepted. However, these applications cannot be approved until INAC receives confirmation from the Office of the Superintendent of Financial Institutions (OSFI) that the plan is registered by both OSFI and Canada Customs and Revenue Agency (Taxation). It is important to note that there will be no increase in departmental contributions to existing BEB plans if the proposed increase can be attributed to decisions that are solely within the sphere of the employer (such as salary increases to employees or increase in the number of employees in the workforce). Contact your INAC regional office for more information.

KEY TERMS

Band Advisory Services Program and Tribal Council Funding Program

The **full-time equivalent (FTE)** assigned to projects is calculated by determining the length of time an employee works on each project, to the maximum numbers of days as per their employment contract.

Example: 1 FTE equals 250 days/year¹

The employee works on a specific project² 150 days/year

Then the calculation would be $150/250 = .6$ FTE for that project

This calculation can be used to determine the staff budget used for various projects.

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Example: .6 FTE worked on a project
 1.0 FTE is paid \$20,000 per year
 Then the calculation would be $.6 \times \$20,000 = \$12,000$ and
 \$12,000 was used for this project from the TC staff budget.

- Notes:
1. The maximum # of days per year will vary per employee contract.
 2. As indicated in the Tribal Council report, specific projects would include:
 - ? Advisory Services: (Band Government, Financial Management, Economic Development, Community Planning, Technical Services, Other);
 - ? Program Service Delivery; and
 - ? Tribal Management, Administration and General Development

Aboriginal Head Start On Reserve: Health Canada program serving the developmental needs of pre-school children living on reserves.

Aboriginal Business Canada: An Industry Canada program aimed at promoting the development of business opportunities for Aboriginal Canadians.

Atlantic Canada Opportunities Agency (ACOA): Industry Canada initiatives to promote economic development and job creation in Atlantic Canada.

Advisory Services: As identified in the INAC Tribal Council Policy and Procedures Directives and Band Advisory Services Procedures and Directives, including, band government, financial, management, economic development, community planning, and technical services.

Aboriginal Human Resource Development Strategy (AHRDS): Human Resources Development Canada.

Capital Financing: Funding to identify, plan, design, construct, renovate or purchase assets for education, housing, or community infrastructure purposes, where such assets have a life of more than one year and are not held for resale.

Community Economic Development Organization (CEDO): Part of INAC's Community Economic Development Program.

Certification: Formal recognition of the completion of a program of study or training or credentials to practice, usually granted by colleges, universities or other institutions (i.e., management accountant associations).

Canada Mortgage and Housing Corporation (CMHC)

Comprehensive Community Plan: An integrated development strategy that considers all dimensions of the community, including its social, cultural, human and natural resources.

First Nations Policing: Solicitor General Canada initiative to support the establishment and operation of First Nation police forces on reserve.

National Native Alcohol and Drug Abuse Program (NNADAP): Health Canada alcohol and drug prevention programming.

Remedial Management Plan: A plan developed and approved by the Minister which reflects decisions and measures which are necessary to remedy a default under a funding arrangement with a First Nations or Tribal Council.

Western Economic Diversification Canada (WD): Industry Canada strategy supporting the development of new business ventures in Western Canada.

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab F for forms)

| TRIBAL COUNCIL FUNDING | BAND ADVISORY SERVICES (For large bands not affiliated with a Tribal Council) | INDIAN/INUIT MANAGEMENT DEVELOPMENT (IIMD) PROGRAM |
|--|---|---|
| Tribal Council Program Annual Report DUE May 31 for previous fiscal year ending March 31 | Band Advisory Services Annual Report - NEW FORMAT DUE May 31 for previous fiscal year ending March 31 | Funding Proposal DUE on a project-by- project basis |

INDIAN GOVERNMENT SUPPORT

| BAND EMPLOYEE BENEFITS PROGRAM (BEBP) | | |
|---|---|--|
| Application for Band Employee Benefits Funding (CFA only) DUE May 31 for previous fiscal year ending March 31 | List of Eligible Employees (CFA only) DUE May 31 for previous fiscal year ending March 31 | Pension Plan Funding Annual Report DUE May 31 for previous fiscal year ending March 31 |

DATA ELEMENTS DEFINITIONS AND SOURCE

This table describes the data to be collected and justifies for their inclusion. These data elements are required for accountability and resourcing purposes **For Indian Government Support Program data elements, the sources for all data elements are the pension plan and employee payroll documents kept by First Nation band officials, unless otherwise noted.**

BAND EMPLOYEE BENEFITS FUNDING:

| Data Element | Description |
|-----------------------------------|---|
| Employer's Name | Name of First Nation or tribal council providing employment. |
| Fiscal Year | Time between one yearly settlement of financial accounts and the next. |
| Underwriter /Administrator | Name of the underwriter, usually an insurance company. |
| PBSA Number | Five-digit number assigned by Office of the Superintendent of Financial Institutions (OSFI) when the plan is registered under PBSA. |
| CCRA Registration Number | Number assigned by Canada Customs and Revenue Agency following approval under the <i>Income Tax Act</i> . |
| Funding | Indicate whether funding is new or ongoing. |
| Employee/Employer Data | For each program listed provide the number of person years (PYs) and salary. |
| Employer Contributions | Employer contributions to pensions and CPP/QPP for each program listed. |

LIST OF ELIGIBLE EMPLOYEES:

| Data Element | Description |
|---|--|
| Employer Name | Name of First Nation or tribal council providing employment. |
| Period | Indicate fiscal year. |
| Employee Name | This information is required for accountability and resourcing purposes. |
| Occupation | Employee's occupation/job title. |
| Program | Program area where individual is employed. |
| Source of Salary | Source of individual's salary, such as INAC, Health Canada or some other funding source. |
| Salary | Individual's salary in dollars. This information is required for accountability and resourcing purposes. |
| Pension Plan Employee %, Employer % | Percentage breakdown between employee/employer pension plan contributions. |
| Group Insurance Employee %, Employer % | Percentage breakdown between employee/employer group insurance contributions. |

CAPITAL

Please note that this chapter is divided into two sections and separated by coloured paper.

**OPERATION AND MAINTENANCE OF INFRASTRUCTURE -
ASSETS AND FACILITIES section 1**

**COMMUNITY CAPITAL FACILITIES SERVICE DELIVERY
(INCLUDING HOUSING) section 2**

For an overview of the Capital program and data collection exercise, as well as for definitions of data elements, please refer to Volume II: Reference, Tab G. Additional information can be obtained at your local INAC regional office (See Tab A of this volume).

OPERATION AND MAINTENANCE OF INFRASTRUCTURE

Assets and Facilities

OVERVIEW

The Operation and Maintenance of the Infrastructure Program is one component of INAC's strategic objective to assist First Nations to build healthy and sustainable communities. The objective of the program is to provide funding to assist First Nations to acquire, construct, operate and maintain basic community facilities and services such as water and sewage, roads, electrification, schools, community buildings and fire protection. The program ensures that these facilities and community services meet recognized standards and are comparable to the services provided to nearby communities by provincial and municipal governments.

The **Housing and Infrastructure Assets (H&IA) Web-site** houses site level information on the adequacy of basic community services, housing conditions, water quality and sewer services to the homes. First Nations may update their housing data and access previous years data through the Housing & Infrastructure Assets web site. This web site may be accessed from INAC's Electronic Service Delivery page at http://pse-esd.ainc-inac.gc.ca/esd-pse/index_all_e.asp Contact your regional INAC office for further instructions.

Capital Asset Management System (CAMS) is an automated system that records information for the Operation and Maintenance of Infrastructure sub-activity. CAMS is comprised of three systems:

- ? **Capital Asset Inventory System (CAIS)** is a sub-system of CAMS, which contains base level information on capital assets such as location of asset, asset type, asset quantity, year of construction, etc. It is also attached to a cost database that is updated yearly to reflect Consumer Price Index (CPI) changes. Combining CAIS and the cost database allows asset Operation and Maintenance (O&M) and replacement costs to be calculated.
- ? **Asset Condition Reporting System (ACRS)** stores the results of asset inspections that are carried out on 20% of the inventory annually. Asset remediation/recapitalization needs identified during inspections to correct deficiencies are also stored in the system.
- ? **Capital Management Database (CMDDB)** holds site level information on School Facilities, Joint School Agreements and Capital Plans.

Services available:

- a. For those communities operating under the new **Housing Policy**, housing funding can be used for a wide-range of activities including new construction, renovations, administration, insurance, training, debt servicing and maintenance.
- b. **Housing Subsidy Funding to First Nations** for constructing and renovating on-reserve housing.
- c. **Capital Construction Funding:** for planing, designing, constructing and maintaining education and other community facilities.
- d. **Facilities Maintenance Funding** for assisting First Nations with the cost of operating and maintaining educational facilities and other community infrastructure facilities.
- e. **Funding for Advisory Services and Program Support**
 - 1. Housing Management
 - 2. Band Community Housing Planning
 - 3. Technical Assistance for Housing
 - 4. Training
 - 5. Housing Inspections
 - 6. Maintenance Management
 - 7. Fire Safety

OPERATION AND MAINTENANCE OF INFRASTRUCTURE

Assets and Facilities

KEY TERMS

FIRE

Fire Protection means the protection of life and the safety of persons and property from fire. It includes everything relating to preventing, detecting, containing and extinguishing fires and alerting people to fire's presence. The following definitions are used in conjunction with fire protection services:

- ? **Suppression**, commonly referred to as fire fighting, refers to extinguishing and controlling fires.
- ? **Prevention** refers to those activities carried out to prevent fires from occurring (e.g., participation of a community in fire prevention week, distribution of literature to homes, the inclusion of fire protection messages in the local media and fire prevention contests). Note: Although they are closely related activities, the term "prevention" excludes the more specific definitions for "inspection" and "education."
- ? **Inspection** refers to fire inspection services and is of two types. The first includes the periodic examination of buildings by a trained and qualified inspector to determine if construction, maintenance and operation conform to applicable fire safety codes, standards and requirements. The second includes the inspection of homes and smaller buildings of simple design and construction. This inspection is usually carried out by a trained member of the community fire brigade or department.
- ? **Engineering** includes the services of a qualified professional engineer to examine building plans and specifications; inspect building projects in progress; and/or participate in the takeover of a building to ensure the structure, services, fire detection and fire fighting systems conform to applicable drawings, specifications, codes, standards and regulatory requirements.
- ? **Education** includes training programs designed to inform community members, normally children and seniors, about applicable fire protection matters including prevention and emergency response. The "Learn Not To Burn" curriculum is a typical example of the type of program included in a well-managed education plan.

HOUSING AND INFRASTRUCTURE ASSETS (H&IA)

Information is required annually from First Nations about changes in housing, housing infrastructure and community services. This information is required to demonstrate a measure of progress and accountability to Parliament as well as for planning purposes to determine outstanding requirements. The data are used in the computerized Capital Management Database (CMDDB). The regional offices of INAC will provide a copy of the previous year's report to bands for corrections and additions. Please note that housing must, at a minimum, meet National Building Code standards. The following definitions are used in conjunction with H&IA:

- ? A **housing unit** is any self-contained dwelling unit on a reserve or settlement with at least one bedroom. It is considered to be a main residence, rather than a seasonal or vacation home, whether or not it is presently occupied or needing renovation or repair. A housing unit can be a detached or semidetached house, a mobile home, a row house or a multi-unit residence such as an apartment, condominium, duplex or triplex, where each unit is counted separately.
- ? **Special purpose units** are self-contained houses that provide on-site care facilities. Examples are: children's aid homes, halfway houses, shelters for homeless people, homes for single mothers, shelters for those experiencing family violence, homes for drug and alcohol rehabilitation programs, residences for physically or mentally disabled adults or children, and nursing homes.
- ? **Community Services** identify the type of electrical services, road access availability, solid waste disposal services and fire protection services provided to the community.
- ? **Housing Conditions** refer to the number of housing units that require replacement, minor and/or major renovations, indoor plumbing; and/or the number of adequate housing units.
- ? **Water Servicing** identifies types of water delivery systems used by the housing units on site.
- ? **Water Quality/Quantity** identifies quality and quantity of the water supply to housing units on site.
- ? **Sewage Servicing** identifies the sewage disposal systems used by the housing units on site.

OPERATION AND MAINTENANCE OF INFRASTRUCTURE

Assets and Facilities

- ? **Sewage Effluent** identifies whether sewage effluent from housing units on site is disposed of properly.

SCHOOLS

Information is required from First Nations concerning the number of classrooms and special purpose rooms in on-reserve schools. INAC regional offices will provide a copy of the previous year's report to bands for corrections and additions.

CAPITAL ASSETS

Detailed information on changes in capital assets is required from First Nations each year to update the computerized Capital Assets Management System (CAMS). The following definitions are used in conjunction with H&IA:

- ? **Capital Assets** are permanent resources in the community such as houses, schools, community buildings, roads, electricity, sewage disposal, water delivery systems and equipment. There are five categories of assets:
 1. buildings;
 2. utilities (includes water supply and disposal equipment such as water mains, community wells, hydro-electricity, street lights, diesel generators, landfills, refuse sites and incinerators);
 3. grounds (includes grass, trees, sidewalks and parking compounds);
 4. transportation (includes any form of transportation infrastructure such as roads, bridges, ditches, and ferries); and
 5. vehicles (includes fire, garbage, water and sewage trucks).
- ? **Operation and Maintenance of Capital Assets** is the performance of work or services and the provision of materials and energy to ensure the day-to-day proper functioning of an asset (e.g., the work activities and associated chemicals and fuel to run a water treatment plant).
- ? **Capital Funding** is any money that is received by First Nations to identify, plan, design, construct, renovate or purchase capital assets.
- ? A **facility** is anything that is built or installed to serve a specific need in a First Nations community. For example, a recreation hall is a facility because it provides a place for people to meet. Facilities form part of the infrastructure of a community.
- ? **Infrastructure** refers to capital assets that are long-term resources held in common for the benefit of the entire community. Infrastructure includes bridges, roads, wells, water and sewage systems and electricity.
- ? **Capital Projects** involve the planning, building, renovation or improvement of a community's capital assets. To receive funding for a capital project, First Nations must submit a project cost estimate, schedule and implementation plan according to the requirements of their funding arrangement. Reports are required for projects worth \$1 million and over.
- ? A **capital plan** lists the capital projects over a five-year period. Capital plans give the estimated costs of new capital projects and show which projects are the most important. These projections should be updated every year to reflect any changes that take place.

Reporting Requirements: Completed ACRS Project

First Nations are asked to provide information and assistance to inspectors contracted by the bands and/or tribal councils with INAC funding who gather information on the condition of capital assets. Inspectors provide a report for the centralized Asset Condition Reporting System (ACRS). They are usually provided in advance with summary information on existing assets by INAC's regional offices. This summary information includes asset numbers, extension numbers and the number of ACRS projects. A report on the condition of capital assets is due once per year for each fiscal year. Details on reporting procedures and deadlines are available from INAC's regional offices.

OPERATION AND MAINTENANCE OF INFRASTRUCTURE

Assets and Facilities

Reporting Requirements: Asset Operation and Maintenance (O&M) Review

First Nations are required to provide information on Asset O&M effort as rated by inspectors through the ACRS process, or as rated annually by First Nations' maintenance personnel for asset groups that did not receive ACRS inspections. **This reporting requirement is applicable only to First Nations funded under CFA or First Nations funded under AFA, but whose O&M budget is administered outside of the AFA agreement.**

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab G1 for forms)

| FIRE | | H&IA | SCHOOLS |
|---|--|--|---|
| Fire Protection Services Summary Report DUE March 31 for previous calendar year | Fire Losses Annual Report DUE March 31 for previous calendar year | Housing and Infrastructure Assets (H&IA) Annual Report DUE March 31 for previous fiscal year ending March 31 | Schools Annual Report DUE March 31 for previous fiscal year ending March 31 |
| CAPITAL ASSETS | | | |
| Changes in Capital Assets Annual Report DUE March 31 for previous fiscal year ending March 31 | Completed ACRS Project Annual Report DUE March 31 for previous fiscal year ending March 31 | Asset Operation and Maintenance (O&M) Review Annual Report DUE March 31 for previous fiscal year ending March 31 | Maintenance Management Plan Annual Report DUE March 31 for previous fiscal year ending March 31 |

DATA ELEMENTS DEFINITIONS AND SOURCE

This table describes the data to be collected justifies their inclusion. The various data elements are required for administrative, accountability and operational purposes. For some data, the source is a formal document. *For example, in Housing and Infrastructure, the source for data on the number of new housing units completed is a completion certificate signed by a qualified building inspector. This means data on the number of new housing units completed is gathered by counting the number of completion certificates. If 10 completed housing units are reported, there must be 10 completion certificates on file.*

For the Operation and Maintenance of Infrastructure (Assets & Facilities) program data elements, the source for the data elements is as noted on the following tables.

FIRE - Fire Protection Services Summary Report:

| Data Element | Description |
|--|--|
| First Nation Name | Allows INAC to link the report to the First Nation. |
| First Nation Population | This information would be obtained from the population statistics count as of August 1. Required for administrative and operational purposes. <i>Source: Population Statistics Policy</i> |
| No. of Housing Units | Number of self-contained dwellings with at least one bedroom. Considered to be a main residence (as opposed to a seasonal or vacation home). Required for administrative and operational purposes. <i>Source: Band Manager / Band Administration</i> |
| Provision of Fire Protection Services | Whether the fire protection is provided by volunteer brigade or municipal agreement. Required for planning and accountability purposes. <i>Source: Band Manager / Band Administration</i> |

OPERATION AND MAINTENANCE OF INFRASTRUCTURE

Assets and Facilities

FIRE - Fire Losses Annual Report: The data listed below is required for statutory and operational purposes and is collected to monitor the number of fires and resulting losses on a national level.

| Data Element | Description |
|---|---|
| Address | Source: Fire Incident Report |
| No. of People Injured (divide into adults and children) | Source: Fire Incident Report |
| No. of Deaths (divide into adults and children) | Source: Fire Incident Report |
| No. of Buildings Damaged | Used to maintain INAC's knowledge base on capital assets on reserves. Source: Fire Incident Report |
| No. of Buildings Destroyed | Used to maintain INAC's knowledge base on capital assets on reserves. Source: Fire Incident Report |
| Losses in Dollars | Used to maintain INAC's knowledge base on capital assets on reserves. Source: Fire Incident Report |

HOUSING AND INFRASTRUCTURE ASSETS: Required for resourcing and policy purposes, this information is also used for long-term capital planning and reporting to Parliament, central agencies and INAC's senior management.

Housing Conditions:

| Data Element | Description |
|--|---|
| First Nation Name (Band Name) | Official name of a First Nation and allows INAC to identify the First Nation. Source: Band Council Resolution |
| Reserve Name | Official name of this site. It is the name used in the Department's Indian Land Registry System for this site. Source: Band Council Resolution |
| No. of Houses that Need Major Renovations Because They Failed to Meet the National Building Code Standards | This could include, but is not limited to, repairs to: - extensive structural faults such as rotting or sagging foundations, faulty roof or chimney; - unsafe outside steps or stairways in need of replacement; - interior structural problems (e.g., falling plaster from walls and ceilings); and - defective plumbing and/or electrical wiring has to be replaced or upgraded. Source: Housing Inspectors Report/Band Housing Co-ordinator |
| No. of Houses Requiring Replacement | Refers to the number of housing units that: - are no longer habitable as a result of, for example, fires or natural disasters, or; - are declared unsafe or unfit for human habitation by a certified inspector because they no longer meet basic quality standards and cannot be economically renovated to an acceptable condition. Source: Housing Inspectors Report/Band Housing Co-ordinator |
| No. of Houses Meeting the Minimum National Building Code Standards, But Requiring Minor Renovation | These are not renovations to fix structural defects, but are normal preventive maintenance or repairs and upgrading, such as replacing doors, windows, painting, etc., to maintain the useful life of the unit. Source: Housing Inspectors Report/Band Housing Co-ordinator |
| No. of Houses Requiring Basic Indoor plumbing Facilities | Refers to houses that do not have an indoor toilet, an assured supply of hot and cold running water, a bath or a shower. Source: Housing Inspectors Report/Band Housing Co-ordinator |

Water Delivery Systems: Number of houses receiving one of the following types of water delivery systems: Source: Housing Inspectors Report/Band Housing Co-ordinator

| Data Element | Description |
|----------------|---|
| Piped | Number of housing units with water service provided by a piped pressurized system. A pipid water system has mains and should also have fire hydrants. |
| Community Well | Number of housing units with water service provided by a community well . Several housing units with pipes connected to a well should be considered as a community well , because the |

OPERATION AND MAINTENANCE OF INFRASTRUCTURE

Assets and Facilities

| Data Element | Description |
|------------------------|---|
| | piping is only a service connection. |
| Individual Well | Number of housing units with water service provided by an individual well . |
| Truck A | Number of housing units with water services provided by a truck. The houses have plumbing and are equipped to accept the trucked water service (i.e., cistern and pressured system). |
| Truck B | Number of housing units with water service provided by a truck and stored in 45 gallon barrel drums. The truck water service is considered adequate, but the houses have not been plumbed to accept the service (i.e., cistern and pressurized system). |
| Other | Number of housing units with water service provided by other means. |
| No Service | Number of housing units with no water service . |

Water Supply: Number of housing units with the following water supply categories:

Source: Housing Inspectors Report/Band Housing Co-ordinator/ Environmental Health Officers

| Data Element | Description |
|--------------------|---|
| Category 1 | Number of housing units with a pressurized water supply that satisfies the health related requirements of the latest edition of the Guidelines for Canadian Drinking Water Quality and in volumes for various requirements of the INAC Levels of Service Standard (LOSS). |
| Category 1A | Number of housing units with a pressurized water supply that SATISFIES the various requirements of the INAC Levels of Service Standard (LOSS), BUT DOES NOT satisfy the health related requirements of the latest edition of the Guidelines for Canadian Drinking Water Quality. |
| Category 2 | Number of housing units with a water supply that satisfies the health related requirements of the Guidelines for Canadian Drinking Water Quality, BUT DOES NOT satisfy the volume requirements of the INAC Levels of Service Standard for adequate hygiene and safety purpose. Typically a Truck Water B service would be classified as a Category 2 service. |
| Category 2A | Number of housing units with a water supply that DOES NOT satisfy the health related parameters of the Guidelines for Canadian Drinking Water Quality, and DOES NOT satisfy the volume requirements of the INAC Levels of Service Standard (LOSS) for adequate hygiene and safety purposes. |
| Category 3 | Number of housing units with no service that meets water supply requirements. Note: The number of housing units with no water servicing should be equal to the number of housing units classified as Category 3 for Water supply. NOTE: A water system should not be deemed inadequate because aesthetic objectives, as defined by the Guidelines for Canadian Drinking Water Quality, are exceeded. A water supply system should also not be deemed inadequate because of poor operator technique, neglect or improper operation. |

Sewage System: Number of housing units with the following sewage system services:

Source: Housing Inspectors Report/Band Housing Co-ordinator

| Data Element | Description |
|-------------------------------------|---|
| Piped | Number of housing units with waste water disposal provided by a piped system. |
| Community Septic Field/Tank | Number of housing units with waste water disposal provided by a community septic tank and field. |
| Individual Septic Field/Tank | Number of housing units with waste water disposal provided by an individual septic tank and field. |
| Septic Truck | Number of housing units with waste water disposal provided by a septic truck . |
| Other | Number of housing units with waste water disposal provided by other means. |
| No Service | Number of housing units with no waste water disposal service . |

OPERATION AND MAINTENANCE OF INFRASTRUCTURE

Assets and Facilities

Sewage Disposal System The number of housing units with the following sewage disposal categories:

Source: *Housing Inspectors Report/Band Housing Co-ordinator /Environmental Health Officers*

| Data Element | Description |
|-------------------|---|
| Category 1 | Number of housing units whose household sewage is discharged to a collection and/or treatment system that is consistent with provincial/territorial practice, the latest edition of the Guidelines for Effluent Quality and Wastewater Treatment at Federal Establishments and the INAC Levels of Service Standard (LOSS), and does not constitute an environmental threat. |
| Category 2 | Number of housing units whose sewage is discharged to a collection and/or treatment system that is INCONSISTENT with provincial/territorial practice, the latest edition of the Guidelines for Effluent Quality and Wastewater Treatment at Federal Establishments and the INAC Levels of Service Standard (LOSS), and poses a health or environmental threat. |
| Category 3 | Number of housing units with no service that meets sewage disposal requirements. Note: The number of housing units with no sewage servicing should be equal to the number of housing units classified as Category 3 for sewage effluent. NOTE: A sewage system should not be deemed inadequate due to poor operation technique, neglect or improper operation. |

Housing Units

| Data Element | Description |
|--|---|
| No. of Houses Completed | Total number of housing units constructed during the reporting period. <i>Source: Completion Certificate</i> |
| No. of Houses Used for Special Purposes | Self-contained housing, used as a principal residence, which includes the number of on-site care services and facilities, related to residents' common physical, social and emotional condition or disability. Examples include Children's Aid Home, homes for ex-prisoners (halfway house), homeless persons shelter, unwed mothers home, victims of family violence home, alcohol and drug abusers home, physically or mentally disabled adults or children home, families of hospital patients residence and senior citizens' nursing home. Special Purpose housing units are excluded from the Total Units count. <i>Source: Band Housing Authority/Band Housing Coordinator</i> |
| No. of Houses Deleted | Total number of housing units lost due to fire, natural disasters, etc. or demolished due to poor condition during the reporting period. <i>Source: Band Housing Authority/Band Housing Co-ordinator</i> |
| No. of Houses with Renovations Completed | Total number of housing units renovated during the reporting period. <i>Source: Band Housing Authority/Band Housing Coordinator</i> |
| Total No. of Housing Units on the Reserve | <u>Actual</u> total number of housing units on the reserve. <i>Source: Band Housing Authority/Band Housing Co-ordinator</i> |

Community Services

| Data Element | Description | | | | | | | | |
|--|--|----------|------------------------------------|-----------------------------------|----------------|--|--|---|--|
| Electrification | Electrification field is used to indicate the type/level of community electrification service provided to this site. Available choices are: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 - Grid</td> <td style="width: 50%;">2 - Diesel Generated, Full Service</td> </tr> <tr> <td>4 - Other Generated, Full Service</td> <td>0 - No-Service</td> </tr> <tr> <td>3 - Diesel Generated, Restricted Service</td> <td></td> </tr> <tr> <td>5 - Other Generated, Restricted Service</td> <td></td> </tr> </table> Note: Electrification service provided to the community and identified by codes 1, 2 and 4 are considered adequate ; those identified by codes 0, 3 and 5 are considered inadequate . <i>Source: Band Housing Authority, Band Housing Co-ordinator, Band Directors of Public Works, Band Managers</i> | 1 - Grid | 2 - Diesel Generated, Full Service | 4 - Other Generated, Full Service | 0 - No-Service | 3 - Diesel Generated, Restricted Service | | 5 - Other Generated, Restricted Service | |
| 1 - Grid | 2 - Diesel Generated, Full Service | | | | | | | | |
| 4 - Other Generated, Full Service | 0 - No-Service | | | | | | | | |
| 3 - Diesel Generated, Restricted Service | | | | | | | | | |
| 5 - Other Generated, Restricted Service | | | | | | | | | |

OPERATION AND MAINTENANCE OF INFRASTRUCTURE

Assets and Facilities

| Data Element | Description |
|---|---|
| Date of Last Fire Inspection | Inspection refers to fire inspection services and includes the periodic examination of buildings by a trained and qualified inspector to determine if construction, maintenance and operation conform to applicable fire safety codes, standards and requirements. This inspection is usually carried out by a trained member of the community fire brigade or department. <i>Source: Fire Protection Specialist inspection reports</i> |
| No. of Classrooms Used by Each Category | <i>Source: Building Certificates/Log Books/ School Register</i> |
| No. of Special Purpose Classrooms Available | <i>Source: Building Certificates/Log Books/ School Register</i> |

CAPITAL ASSETS

Changes in Capital Assets: This information is required for operational, resourcing, planning and accountability purposes. It is also used to allocate resources, develop responses to ministerial and public inquiries, and to maintain INAC's knowledge base.

| Data Element | Description |
|-----------------------------|--|
| Asset Name | <i>Source: CAIS</i> |
| Asset No. | The four-digit number code assigned to all assets. <i>Source: Existing Assets - CAIS</i> |
| Asset Extension No. | Indicates how many assets have the same asset number. Each will have a different extension number. <i>Source for Old Assets: CAIS, Source for New Assets: INAC</i> |
| Class | Numeric code 0-9 that corresponds to an asset class. <i>Source: CAIS</i> |
| Sub-class | Code A-Z that corresponds to the asset sub-class. <i>Source: CAIS</i> |
| Reserve Name | Name of the reserve where the asset is located. <i>Source for Old Assets: CAIS, Source for New Assets: Band Administration</i> |
| Quantity | The quantity of the asset. <i>Source for Old Assets: CAIS, Source for New Assets: Band Administration</i> |
| Capital Cost | This includes the acquisition and construction cost. <i>Source: CAIS</i> |
| Description or Use of Asset | This is in order to match the asset code to the asset. <i>Source: CAIS</i> |
| Category | Five categories are available: A - Buildings B - Utilities C - Grounds D - Transport E - Vehicles <i>Source: CAIS</i> |
| Status of the Asset | Indicates whether asset has been added, deleted, or modified. If so, provide details. |

Completed ACRS Project Annual Report: This information is required for operational, resourcing, planning and accountability purposes. It is used to allocate resources, develop responses to ministerial and public inquiries and to maintain INAC's knowledge base.

| Data Element | Description |
|---------------------|---|
| ACRS Project Number | This is the number assigned to the project. |
| Remarks | Describe condition of the asset. |

Asset Operation and Maintenance (O&M) Review Annual Report: This information is required for planning and accountability purposes. It is used to develop capacity building plans and responses to ministerial and public inquiries and to report to the Auditor General.

| Data Element | Description |
|-------------------|---|
| ACRS O&M Rating | Rating of O&M effort by ACRS inspector. |
| Annual O&M Rating | Annual rating of O&M effort by the First Nation's maintenance personnel |
| Remarks | Describe O&M effort rating of an asset group or of the entire site. |

COMMUNITY CAPITAL FACILITIES SERVICE DELIVERY (Including Housing)

WHAT'S NEW

Certification of Completion for Capital Projects - Provisional and Final: This form has been modified to reflect Capital Project management practices. When a facility has been completed to the stage where it is safely being used for the intended purpose, but still has outstanding work, a *Substantial Completion Certificate* or a *Certificate of Occupancy* can be issued by the consultant and attached to the *Provisional Certificate of Completion*. This is with the condition that the outstanding work are completed within a reasonable time taking into account the weather conditions, availability of material and parts etc. A portion of project funding would be held back until 100% completion. In addition, at this stage, only partial O&M funding would be provided. In capital projects, there is usually a hold back amount of money imposed, sometimes known as a deficiency holdback, which is retained until the deficiencies have been rectified. For new facilities, there is also a warranty period that, depending on the circumstances, could commence once the substantial or construction completion certificate has been issued. Upon the expiration of the warranty period, a final inspection is carried out and if all deficiencies have been rectified, the *Final Certificate of Completion* is issued. At this point, the project is fully turned over to the owner and the warranty of performance bond with the contractor is cancelled. Upon receipt of the *Final Certificate of Completion*, the asset enters full O&M phase.

KEY TERMS

Progress Report on Capital Projects

Regular progress reports are needed on capital projects undertaken by First Nations when funding is through a funding arrangement that requires progress reports. These are required for the cash management policy to ensure that further advances are justified. Progress reports usually must be received by INAC for the next payment to be released.

Certificate of Completion on Capital Projects

A Certificate of Completion showing that a capital project is finished must be completed at the end of every capital project. This is required before funding for operation and maintenance can be provided. The Certificate of Completion should be filed with the overall project completion report within six months of project completion. It must be signed by the project manager after inspection by a CMHC-approved building inspector (for housing projects) or by another qualified inspection authority (for public buildings or facilities where public health and safety are involved). Inspection reports or certificates by these authorities should be attached to the completion certificate.

Five Year Capital Plan

First Nations are required to submit an annual update of their Five Year Capital Plan. This list provides a projection for upcoming capital projects and forms the basis for the region's capital funding in the following fiscal years.

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab G for forms)

COMMUNITY-BASED HOUSING PLAN

CAPITAL PROJECTS:

| COMMUNITY-BASED HOUSING PLAN | | | |
|---|---|--|--|
| CAPITAL PROJECTS: | | | |
| Community -Based Housing Plan Annual Report DUE March 31 for previous calendar year | Progress Report on Capital Projects DUE monthly or as per funding agreement | Certificate of Completion for Capital Projects (Provisional and Final) DUE within 90 days after a capital project is completed | Five Year Capital Plan Annual Update DUE March 31 for previous calendar year |

COMMUNITY CAPITAL FACILITIES SERVICE DELIVERY (Including Housing)

DATA ELEMENTS DEFINITIONS AND SOURCE

This table describes the data to be collected and provides a justification for their inclusion. The various data elements are required for administrative, accountability and operational purposes. For some data, the source is a formal document. *For Housing and Infrastructure, the source for data on the number of new housing units completed is a completion certificate signed by a qualified building inspector. This means data on the number of new housing units completed is gathered by counting the number of completion certificates. If 10 completed housing units are reported, there must be 10 completion certificates on file.* For the Operation and Maintenance of Infrastructure program data elements, the source for the data elements is as noted on the following table.

CAPITAL PROJECTS

Progress Report on Capital Projects over \$1 Million: The following table describes what data are collected and explains their inclusion. As well, a source has been identified to aid First Nations with the data collection. The source for all data elements is the project proposal or the project manager.

| Data Element | Description |
|--|--|
| Project Number | Required for operational, resourcing and accountability purposes. |
| Project Title | Required for operational, resourcing and accountability purposes. |
| Project Start Date | Required for operational, resourcing and accountability purposes. |
| Progress Report for the Period | Required for operational, resourcing and accountability purposes. |
| Completion Date | Required for operational, resourcing and accountability purposes. |
| Work Progress Compared to Original Project Schedule (Time) | Required for operational, resourcing and accountability purposes. To assess project schedule (time) performance. |
| Work Done to Date (%) | To report work progress (%) in each phase to date (design, construction, commissioning or start-up). |
| Work Planned to Date (%) | To indicate work planned (%) in each phase by this date (design, construction, commissioning or start-up). |
| Variance between Work Done and Work Planned to Date (%) | To assess time performance and control project schedule. |
| Actual Expenditures to Date (\$) | To report expenditures (\$) in each phase to date (design, construction, commission, continuing or start-up). Required for operational, resourcing and accountability purposes. |
| Budgeted Expenditures to Date (\$) | Required for operational, resourcing and accountability purposes. To indicate planned budget (\$) in each phase to date (design, construction, commissioning or start-up). |
| Variance between Actual and Budgeted Expenditures to Date (\$ %) | Required for operational, resourcing and accountability purposes. To assess cost and performance. |
| Explanation of Variances between Planned and Completed Work (time and cost) | Required for operational, resourcing and accountability purposes. To assess time and cost performance and control cash flow accordingly. |
| Source of Funds (for the capital project) | Required for operational, resourcing and accountability purposes. To control cash flow. |

ECONOMIC DEVELOPMENT

WHAT'S NEW

- ? For Major Business Projects Program, Resource Partnerships Program and Regional Partnerships Fund, the requirement for long term impact reports several years after project completion has been dropped as of 2004-2005. This information will be gathered through project reviews. However, these reports will continue to be required for projects approved in previous years.
- ? Forms have been streamlined to ensure they are consistent with other forms in the FNNRG and to facilitate data quality and completeness.
- ? For the Opportunity Fund, Resource Acquisition Initiative and Major Business Projects Program, each business is to complete a *Business Report*. Where required in a funding agreement, Community Economic Development Organizations are to complete a *Project Status Report*, which either includes the *Business Report* or describes the efforts to obtain the report and the reason(s) why the business has not provided the report, for each business receiving funding.
- ? For the Resource Partnership Program, Resource Access Negotiations, Regional Partnerships Fund, the reporting due date is 120 days after fiscal year-end to conform to audit report due dates and to ensure maximum flexibility to client groups to provide their reports.
- ? For Regional Partnerships Fund, the requirement to report on project benefits has been eliminated, as it is unrealistic to expect economic benefits immediately following the completion of infrastructure projects. Information on project benefits will be captured by project reviews.

OVERVIEW

INAC's Economic Development Program includes the following:

The Community Economic Development Program (CEDP) assists First Nation, Innu and Inuit communities to develop community economic development plans; provide advisory services; plan business or resource development projects; provide contributions or repayable contributions to community businesses; take or hold equity positions in private or community enterprises; and provide job-related training, employment programs and management of financial and technical services.

The Major Business Projects Program (MBPP) provides financial assistance to eligible First Nation and Inuit businesses via their respective Community Economic Development Organization (CEDO). The recipient uses the funding to obtain conventional debt financing for business start-ups or a business expansion in order to pursue a major industrial, commercial or resource-based opportunity.

The Opportunity Fund provides financial aid in the form of matching equity funding. The objective is to use the funding to obtain conventional debt financing for business start-ups or for business expansion.

The Resource Acquisition Initiative (RAI) helps communities to fund resource-sector and related business opportunities which may include acquiring natural resource permits and licences. In both programs, eligible First Nation and Inuit businesses receive the funding through their CEDO.

The Resource Partnerships Program (RPP) co-funds activities leading to the creation of a joint working agreement. The goal is to obtain economic benefits from major regional resource development projects for First nation and Inuit communities.

The Resource Access Negotiations Program (RAN) provides financial assistance for First Nation, Inuit and Innu communities to assist with resource-related negotiations. The objective of the program is to assist First Nation, Inuit and Innu communities to:

- ? access off-reserve natural resources;
- ? participate in the management of off-reserve natural resources;

ECONOMIC DEVELOPMENT

? benefit from major projects through business, employment and other opportunities; and
 ? dispose of reserve natural resources through projects that are environmentally sound and consistent with community needs and the principles of sustainable development.

The Regional Partnerships Fund (RPF) promotes First Nation and Inuit participation in, and expanded economic benefits from, major regional development initiatives by providing financial assistance for economic infrastructure such as roads.

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab H for forms)

| COMMUNITY ECONOMIC DEVELOPMENT PROGRAM | OPPORTUNITY FUND / RESOURCE ACQUISITION INITIATIVE / MAJOR BUSINESS PROJECTS PROGRAM |
|---|---|
| Economic Development Report DUE June 30 for the previous fiscal year ending March 31. | Project Status Report DUE within 120 days the first business year-end that includes the completion of the project (i.e. the start-up, expansion or acquisition for which funding was provided). |
| RESOURCE PARTNERSHIP PROGRAM / REGIONAL PARTNERSHIP FUND | RESOURCE ACCESS NEGOTIATIONS PROGRAM |
| Project Status Report DUE within 120 days after the end of any fiscal year during which funds have been provided. | End-of-Project Report Form (Project Results) DUE within 120 days after the end of any fiscal year during which funds have been provided. |

DATA ELEMENTS DEFINITIONS AND SOURCE

This table describes the data to be collected. The various data elements are required for administrative, accountability and operational purposes. For the Major Business Projects Program (MBPP), the Opportunity Fund (OF), the Resource Acquisition Initiative (RAI), Resource Partnerships Program (RPP), Resource Access Negotiations (RAN) Program, and the Regional Partnerships Fund (RPF), see the instructions accompanying the required reports.

COMMUNITY ECONOMIC DEVELOPMENT PROGRAM (CEDP)

2004-2005 Economic Development Report

| Data Element | Description |
|---|---|
| A. IDENTIFICATION AND AGREEMENT TYPE <i>Source: DIAND funding arrangement and First Nation records</i> | |
| Recipient Name | Name of recipient (band/tribal council/other organization). |
| Contact | The economic development contact person. |
| Position | The title of the economic development contact person. |
| Recipient No. | The band/tribal council/other organization identifier number used on the funding agreement. |
| Agreement Type | Funding Agreement/Arrangement is one of five types: 1 - Comprehensive Funding Arrangement (CFA) 2 - Alternative Funding Arrangement (AFA) 3 - Financial Transfer Agreement (FTA). 4 - Canada/First Nations Funding Arrangement (CFNFA) 5 - DIAND/First Nations Funding Arrangement (DFNFA) |

ECONOMIC DEVELOPMENT

| Data Element | Description |
|---|---|
| B. FINANCIAL SUMMARY - Revenues <i>Source: First Nation financial statements</i> | |
| DIAND, CEDP (CEDO/ROP) | Funds provided by CEDP (DIAND) for community economic development and where applicable, the Regional Opportunities Program. |
| DIAND, OPP Fund/RAI | This should include any Opportunity Fund and/or Resource Acquisition Initiative project funding provided by DIAND in 2004-2005. |
| DIAND, Other (including RAN) | Funds provided by other DIAND programs for economic development initiatives. Also includes funds provided by DIAND for Resource Access Negotiations. |
| HRDC, Pathways | Funds provided by Human Resources Development Canada for skills training and development. |
| IC | Funds provided by Industry Canada (e.g., ABC (Aboriginal Business Canada program), FedNor, FordQ, WED, etc.) which flowed directly to the recipient for economic development program initiatives. |
| Other Federal | Funds provided by other federal agencies or departments. |
| Provincial/Territorial/Municipal | Funds provided by provincial, territorial or municipal sources for economic development program initiatives. |
| Band Funds | Funds transferred from trust funds or other First Nations/Inuit programs and entities excluding programs specifically mentioned above. |
| Other | Funds that are not included in any other category. |
| B. FINANCIAL SUMMARY - Expenditures/Investments <i>Source: First Nation's financial records</i> | |
| Administration/Operations | Includes all expenditures for salaries, travel, rent, utilities, etc. for staff members directly employed in the delivery of the economic development program and services. |
| Project Funding | Includes expenditures on administrative/operations, training and employment, business support, resource management support and other economic development-related projects. |
| C. STATISTICAL INFORMATION <i>Source: First Nation Log Book (or equivalent documents)</i> | |
| Training and Employment Results | Includes results relating to all people placed in training or employment as a result of training and employment activities. Training refers to practical education in some task and/or profession. Lack of training is the principal barrier to employability, and employment is a key barometer of economic development. |
| No. of People Placed in Training Programs | Number of people placed in training programs, including: those employed at the time of training, unemployed and not in receipt of Social Assistance at the time of training and those in receipt of Social Assistance at the time of training. |
| No. of People Continuing in Employment After Training | Number of people employed at the beginning of training and remained employed after training was completed. |
| No. of Unemployed People Placed in Employment After Training | Number of people unemployed at the beginning of training, but secured employment after the training program ended. |
| No. of SA Recipients Placed in Employment After Training | Number of people receiving social assistance when training began, but secured employment when the training was completed. |
| Total No. of Training Days | Total number of days devoted to training during the year for all those who participated in training programs. |
| Business Support Results | Includes results pertaining to the First Nation or Inuit community member businesses and community owned or controlled businesses that expanded or started during the year. |

ECONOMIC DEVELOPMENT

| Data Element | Description |
|--|---|
| Total No. of Businesses Assisted During the Year (Expansion) | Number of existing businesses which received technical support. Number of existing businesses expanded and number of jobs created through these expansions. Also, total indirect funds levered by the recipient which supported the expansion of existing businesses. |
| Total No. of Businesses Assisted During the Year (New Starts) | Number of new businesses that received technical support. Number of new businesses established and number of jobs created by new businesses. Also, total indirect funds levered by the recipient that supported the creation of these new businesses. |
| Resource Management Support Results | For this report, resource management includes activities in mining, mineral extraction, forestry, sawmills, fishing, hydro generation, wind power generation and tourism and all activity related to co-management or resource access negotiation. |
| Total No. of Resource-Related Projects Assisted | Number of resource-related projects that received technical support and number of jobs created through these projects. Also, total indirect funds levered by recipient that supported resource related projects. |
| Other Economic Development- Related Activities | Includes activities such as winter road management (in regions where these are operated as economic development activities). Also includes expenditures on seminars, conferences, consultant studies and other related development activities. |
| Number of other Economic Development Related Activities | Number of other economic development- related activities that received technical support and number of jobs created through these other related activities the recipient is involved in, which meet the above criteria. |

OTHER PROGRAM REPORTING (Including Policing and Health Transfer Services)

POLICING (SOLICITOR GENERAL) funded by the SOLICITOR GENERAL CANADA through the funding arrangements of Indian and Northern Affairs Canada, such as:
Fixed Volume Financial Transfer Agreement (FTA) /
Canada/First Nations National Funding Agreement (CFNFA) /
INAC/First Nations National Funding Agreement (DFNFA)

First Nations that have agreements with the Solicitor General Canada to provide policing services on reserves, either under tripartite policing agreements, or Band Constables funding agreements, are responsible for ensuring that constables have appropriate provincial authority or certification from the RCMP. As well, they must report on the receipt and use of the funds.

For more details on reporting requirements and deadlines see Volume I - Forms, Tab I or contact your INAC regional office (See Tab A of this volume).

HEALTH (HEALTH CANADA) Canada/First Nations National Funding Agreement (CFNFA)

First Nations who have joint INAC/Health Canada agreements are required to submit reports as outlined in the Health Services' Reporting and Auditing Guidelines (Health Canada) listed in Volume I: Forms, Tab I.

Applicable to recipients funded under Canada/First Nations Funding Agreements (CFNFA), formerly Financial Transfer Agreements (FTA)

For more details on reporting requirements and deadlines see Volume I - Forms, Tab I or contact your INAC regional office (Tab A of this volume).

NON-REGISTERED ON-RESERVE POPULATION (NRORP)

NRORP has been placed at the end of the FNNRG because reporting of the non-registered population living in First Nation communities is voluntary, and is not included in funding agreements. NRORP reporting, however, helps First Nations and INAC develop a better understanding of population dynamics and potential future needs. First Nations may submit/update their data through the NRORP web site which is accessed from INAC's Electronic Service Delivery page at: http://pse-esd.ainc-inac.gc.ca/esd-pse/index_all_e.asp Contact your regional office more information.

OVERVIEW

The purpose of the Non-Registered On-Reserve Population data collection is to develop a common understanding of population trends in your community. Specifically, this initiative is aimed at collecting, consolidating, maintaining and sharing data that identifies the non-registered individuals living on reserves/in communities. Together with the Indian Register (IRS) data, a complete demographic picture will start to emerge and over time, trend analyses will help determine the magnitude and direction of reserve/community population growth.

Currently, the IRS only provides the "registered" segment of reserve/community populations, hence giving an incomplete understanding of demographic growth. Through this demographic data exchange initiative combined with IRS data, First Nations and INAC will begin to develop a common understanding of possible demographic pressures faced by First Nations in their communities.

Annually, around the beginning of November, regional offices send band councils a NRORP call package. The package usually contains a call letter, a Certificate Form, blank Collection Form and the band's Band Population Report (a list of non-registered individuals based on the previous year's data submission).

First Nations' are to review the **NRORP Band Population Report**, verify that all the information is accurate, make changes if required and identify which individuals should not be on the list (deceased, moved off reserve, now registered). In addition, First Nations are required to update the **NRORP Collection Form** by adding non-registered individuals living on reserve who are not listed. By verifying, updating and adding to the original list provided, non-registered individuals who live on reserve will be counted (please refer to the definition for *Non-registered individuals* in the Key Terms section). Finally, the **NRORP Certificate Form** is completed by the authorized band official once the non-registered on-reserve population data are updated and ready to be submitted to INAC. This will certify that the data are accurate and complete. (*Refer to First Nations National Reporting Guide: Volume I Forms for instructions and a copies of all forms*).

Please note that the above-noted procedures may change if First Nations are submitting electronically via the web site. Please see the *NRORP Data Handbook* for more information. The *Data Handbook*, pamphlet and *NRORP booklet "How Population Data Can Benefit Your First Nation"* can be found on the **Internet** at http://www.inac.gc.ca/pr/pub/index_e.html

KEY TERMS

Count Date

Statistics are more accurate when a single day is established for the enumeration event. Information is considered accurate as of that day, and all subsequent changes will be recorded on the next population report. **The collection date for non-registered on-reserve population data is December 31 of every year.**

NON-REGISTERED ON-RESERVE POPULATION (NRORP)

Non-Registered Individuals

For the purposes the NRORP exercise, non-registered individuals are those who are not registered under the Indian Act and who ordinarily live on reserve. Individuals awaiting registration while living on reserve should also be included.

Living on reserve

The term "living on reserve" for the purposes of NRORP includes but is not limited to: reserve(s) as defined by the *Indian Act*, federal and provincial Crown Lands and LSAs (lands set aside for Indian use). For the Northwest Territories and Yukon First Nations, "Resident", for the purpose of this exercise, is defined as a person actually living in the community. For greater detail see the "Glossary of Terms" in Appendix 1 of the NRORP Data Handbook at http://www.ainc-inac.gc.ca/pr/pub/nrorp/hdbk_e.html.

Place of ordinary residence/Ordinary Resident

Generally, a place of ordinary residence is the place of habitation where a person usually sleeps and has his/her meals. A person who is temporarily away from the reserve for reasons of education, medical and seasonal work may also be considered a resident.

The NRORP data are NOT intended to be used to define on-reserve residency for specific purposes and programs. Each funded program activity has clear definitions for on- and off-reserve residency that may differ from the NRORP definition. For program funding purposes, the individual program activity definitions for residency will continue to apply.

A person is considered an ordinary resident for NRORP purposes if he/she normally resides on reserve but is:

- 1) temporarily attending an educational institution and intends on returning to the community (e.g., individuals who go away to school and return home at the end of the school term);
- 2) employed seasonally or short term (e.g., people who work in the construction industry who are seasonally employed and would return home in the off-season);
- 3) in short-term institutional care (less than 6 months);
- 4) incarcerated for a short term (less than 6 months);
- 5) vacationing or visiting other reserves;
- 6) temporarily hospitalized or convalescing;
- 7) a child in joint custody who spends half their time with an on-reserve parent;
- 8) living on the Canadian side of a reserve that crosses an international border; and
- 9) serving in the military for a short duration (less than 6 months).

A person **is not** considered an ordinary resident if he/she is:

- 1) a worker who migrates to another location off-reserve on a permanent basis;
- 2) a student who was not normally resident on reserve before leaving to attend an educational institution;
- 3) residing permanently in an institutional home off-reserve;
- 4) incarcerated for an extended period of time (more than 6 months);
- 5) in the Canadian Forces resulting in an extended absence from the reserve (more than 6 months);
- 6) visiting the reserve for a short period of time;
- 7) residing in the United States or any country other than Canada;
- 8) a child in the custody of a parent who does not ordinarily reside on-reserve;
- 9) a child in joint custody who spends more than half his/her time with the off-reserve parent; and
- 10) living on the United States side of a reserve that is divided by an international border with Canada.

NON-REGISTERED ON-RESERVE POPULATION (NRORP)

NOTES:

In cases where a community has a significant non-Aboriginal component as a result of economic development (i.e. condominiums, cottages, trailer parks, all or some of which may be on leased lands), collection of NRORP data depends on the level of services received by the First Nations as outlined below:

- ? First Nations should include individuals on the NRORP database who are living in these economic developments and are receiving or are eligible to receive direct services from the band. Direct services are defined here as social assistance or social support services (such as child and family services, adult care, etc), education and/or housing.
- ? First Nations should not include individuals on the NRORP database who are living in these economic developments and are not eligible to receive the services listed above. Note: individuals should not be included if they are receiving indirect services from the band such as garbage collection and snow removal.

WHAT NEEDS TO BE SUBMITTED AND WHEN? (See Volume I, Tab J for forms)

| | | |
|---|---|--|
| Non-Registered On-Reserve Population Band Report <i>(to verify and update individuals)</i> Due annually on February 16 | Non-Registered On-Reserve Population Collection Form <i>(to add new individuals)</i> Due annually on February 16 | Non-Registered On-Reserve Population Certificate Form Due annually on February 16 |
|---|---|--|

DATA ELEMENTS DEFINITIONS AND SOURCE

This table describes the data to be collected. These data are important to First Nations for governance and community planning purposes. These data are also important to INAC to better examine and address the potential demographic pressures faced by First Nations that derive specifically from the non-registered population on-reserve. *Additional information on the NRORP data are found in the **Non-Registered On-Reserve Population Data Handbook**. Contact your regional INAC representative for a copy of that handbook or view online at:*

http://www.ainc-inac.gc.ca/pr/pub/nrorp/hdbk_e.html

| Data Element | Description |
|----------------------------|--|
| Band Number | The number associated with a band. <i>Source: Band Name System</i> |
| Surname | The individual's family name. |
| Given Name | The individual's given name(s) - including all given names, in full. |
| Birth Date | The individual's birth date, give in the format: yyyy/mm/dd |
| Gender | The individual's gender, identified by either M or F. |
| On- Reserve (Y/N) ? | This field is used for updating NRORP data from the previous collection period. Indicate "N" (off-reserve) if an individual was in previous NRORP data but has since moved off reserve, deceased or obtained Indian status since December 31 of the previous year. Please indicate the reason for the update in the "Notes" field. <i>Source: Band</i> |
| Reserve Number | The individual's reserve number. <i>Source: Indian Lands Registry System and Regions</i> |
| Notes | Since the previous collection period: a) To identify an individual who has moved off reserve b) To identify an individual who is deceased c) To identify an individual who has obtained Indian status d) To provide additional information, such as an individual's alias <i>Source: Band</i> |