

Six Nations Education Study – Summary Report

Prepared by Julia Candlish – Manager Education Coordination Office for the Lifelong Learning Taskforce¹

This summary is based on the Executive Summary of the Six Nations Education Study, which details the outcome of a study conducted in partnership between the Six Nations Lifelong Learning Taskforce (LLTF) and Deloitte to identify and cost an education system for Six Nations of the Grand River. The scope of this study includes life long learning and considers the provision of daycare, K-12, post-secondary, adult education, and community learning. Note - the following areas were designated as outside the scope of the study:

- Roads, pavement, and community infrastructure
- Infrastructure to get internet connectivity into schools
- Additional community buildings or meeting space (e.g., library, youth centre)
- The entirety of language, culture, and history. The *education* component of language, culture, and history will be included; e.g. something may be funded/covered partially by education and partially by other areas

The study was undertaken as a result of discussion between Six Nations and Indigenous Services Canada (ISC) regarding the future needs and the current challenges that Six Nations faces. These challenges include, but are not limited to the following:

- Attendance, achievement and graduation rates
- Lack of technology and capital investment
- Lack of student support
- Language and culture programming

The study had two key aims.

1. Firstly, to **identify an education system** that would meet the current and future needs for Six Nations.
2. Secondly, to **provide a high-level costing analysis**, which would identify potential funding needs.

Process

In order to complete the study the following key steps were undertaken:

- Document review and data analysis
- Jurisdictional scan and research into characteristics of successful education systems
- Stakeholder interviews and analysis including the consultations undertaken by the Education Coordination Office (established to support the administrative, technical and coordination needs of the LLTF)
- Three consultation workshops with the LLTF

¹ Note some of the terminology has been updated to what is currently used by the LLTF

Context

It became readily apparent throughout the process that there was very little data available to support the analysis either on school performance or on the overall financial position. This included challenges in identifying the real needs of Six Nations learners as there has never been funding provided to undertake research into areas such as learner support, attendance, mental health, and family engagement.

Outcomes

High Level Vision

Through the interviews and the input during the working sessions, a vision of the new education ecosystem began to take shape. By identifying the existing challenges in the broader ecosystem, and overlaying the proposed changes from the education ecosystem, the expected outcomes will have a significant positive impact on the Six Nations communities overall.

The vision illustrates how the development of an education system that truly meets the needs of Six Nations could address a number of challenges that are currently being experienced. This should be regarded as a high level initial vision and it is strongly suggested that the broader Six Nations Community and leadership is engaged in developing this further in order to articulate in detail why this approach needs to be appropriately funded.



Operationalizing the Vision

The following illustration demonstrates how it is possible to take required outcomes and track these back into the processes and input that will be required in any system. By adopting this approach it was possible to identify a number of functions that would need to be performed in the education system for it to be effective.

Example Input (\$)	Process	Output/Outcome
Language programs	Development of high quality language programming	Increased language fluency
Parent/school liaison	Communication and resource development for parents and families	Increased family engagement
Mental health counsellors	Providing counselling that meets needs of at-risk students	Increased attendance
Nutritionists	Developing nutrition programming for students	Better student nutrition
Professional development	Teachers receiving structured training and coaching in relevant areas	High quality teachers
Education assistants	Providing assistance aligned to needs of special needs students	Increased graduation rate of special education students
Curriculum development	Development of courses in land-based learning, parenting, family studies, etc.	Curriculum aligned to needs to students and community
System set-up, operations, and maintenance	Development of organization structure, key policies and procedures	Core values reflected in organization and governance structure

Potential Education Ecosystem

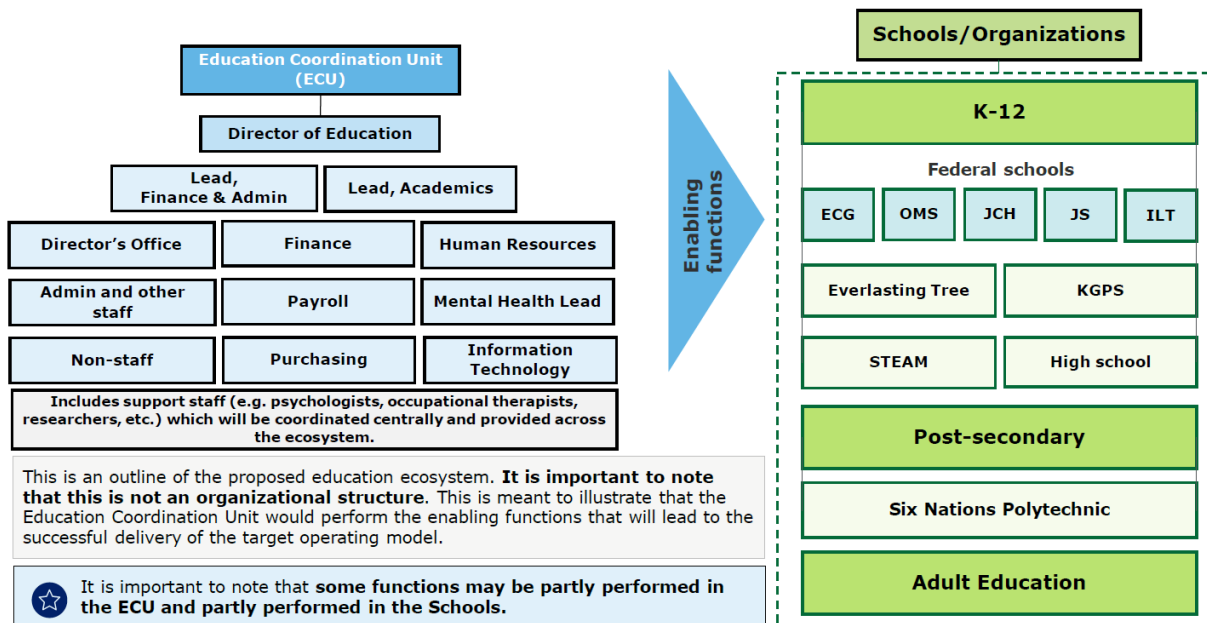
It was clear through the research, best practices elsewhere and in academic studies that there is a need to establish a **central coordination body** at the heart of the new system.

The illustration shows an initial model of the functions that a central coordination body would need to perform. It is important to note that at this stage:

- It has not prescribed where all functions will be performed in order to allow some flexibility in scope to allow for the differing approaches of the schools and program providers
- It does not represent an organization structure
- There is potential as the model develops to align this with the Language Centre and post-secondary (GRPSEO) in order to improve coordination and potentially drive efficiency in operations

The Central Coordination Body will undertake a number of enabling functions to support the system including technology implementation and transportation coordination and provide central resources where required for issues such as teacher development and mental health.

The proposed Six Nations of the Grand River education ecosystem

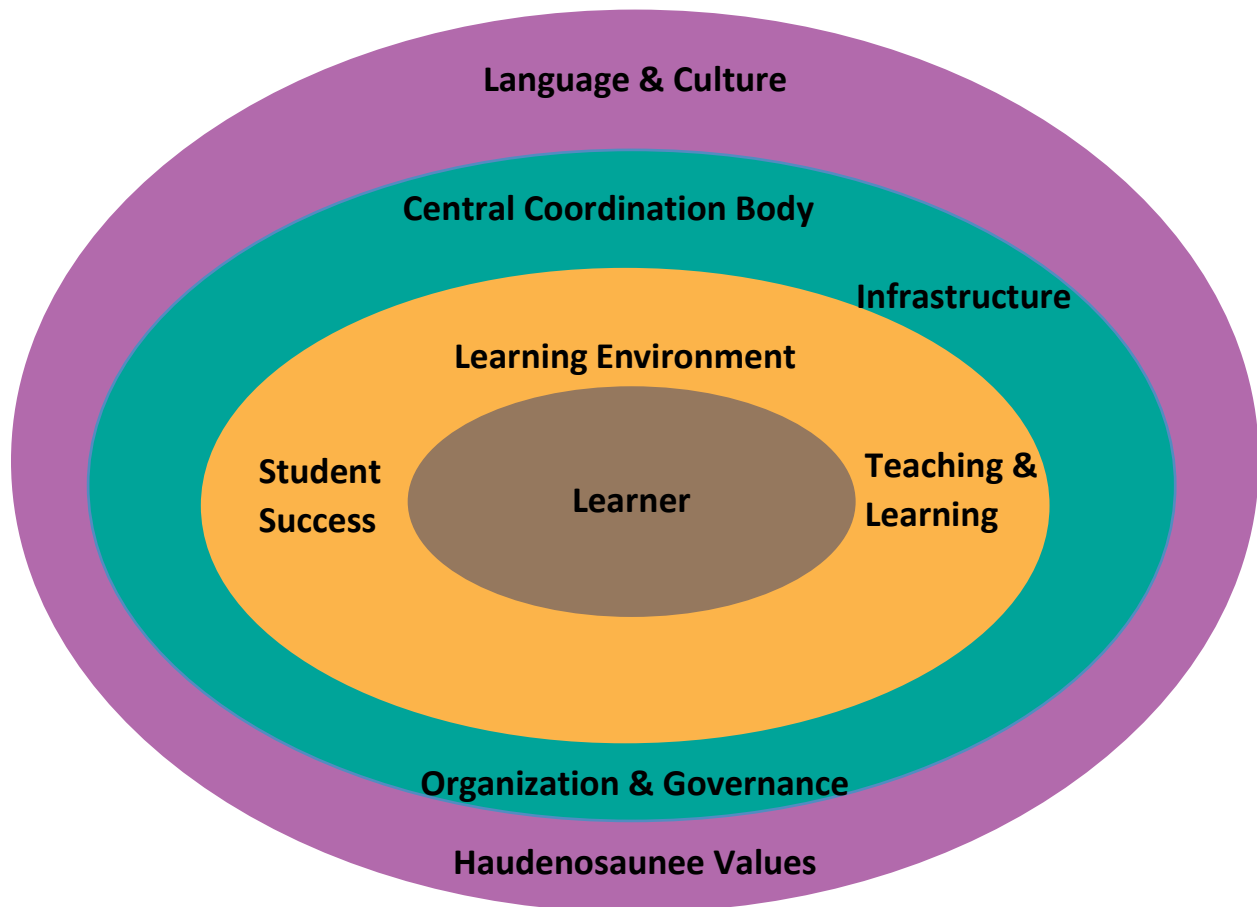


Potential Operating Model

In order to fully understand the potential requirements of an education system it is necessary to establish an overall target operating model. The center of the model is the **Learner**. The idea is that the purpose of the surrounding layers is to support the needs of the learner at all stages of their learning journey. Surrounding the learner is the **Learning Environment**. Professional development is included in **Teaching & Learning**. Extracurricular, Classroom Support, and Student Support have been included under **Student Success**.

The next layer wraps around the Learning Environment, Teaching and Learning and Student Success and represents the “**Central Coordination Body**”. This Unit will perform the enabling functions that are required in order to successfully meet the needs of the lifelong learner. Quality Assurance, Stakeholder Engagement, and Finance have been included under **Organization & Governance**, while Technology has been included under **Infrastructure**.

Holding the entire model together and embedded in all aspect of the operating model is **Language & Culture** and **Haudenosaunee Values**. These elements encompass and permeate all parts of the model and ensure the education system is grounded and guided by Haudenosaunee language, culture and values.



High Level Costing

The analysis identified an initial funding requirement of \$401 million, which is a significant increase from the current \$62 million identified by current data. The major cause of this difference is the increased capital budget, which has been included in Year 1. The analysis was extended to cover a 10-year period, which resulted in an overall funding requirement of \$2.22 billion. It should be noted that this includes considerable capital investment in Year 1 and then incremental growth to reflect inflation and population growth.

It is important to note that the costings that are provided are at a high level and are often not fully grounded in either baseline information, budget or quantified need and will therefore need to be further developed as Six Nations progresses towards developing the system.

Education Component	Proposed Funding Year 1	Recurring costs Year 1	One-time / set up costs	Certainty level
1.0 Education Coordination Unit	\$15.3 MM	\$11.5 MM	\$3.8 MM	
2.0 K-12 Schools	\$56.5 MM	\$55.8 MM	\$0.7 MM	
2.1 Federal Schools	\$25.1 MM	\$25.1 MM	--	
2.2 KGPS	\$4.7 MM	\$4.6 MM	\$0.1 MM	
2.3 Everlasting Tree School	\$3.4 MM	\$3.3 MM	\$0.1 MM	
2.4 STEAM	\$1.6 MM	\$1.6 MM	--	
2.5 High School	\$21.7 MM	\$21.2 MM	\$0.5 MM	
3.0 Post-Secondary	\$57.1 MM	\$57.1 MM	--	
3.1 GRPSEO	\$40.5 MM	\$40.5 MM	--	
3.2 Six Nations Polytechnic	\$16.6 MM	\$16.6 MM	--	
4.0 Adult Education	\$29.2 MM	\$25.2 MM	\$4.0 MM	
4.1 GREAT	\$12.2 MM	\$9.2 MM	\$3.0 MM	
4.2 Adult Immersion	\$17.0 MM	\$16.0 MM	\$1.0 MM	
5.0 Infrastructure and Capital	\$224.4 MM	--	\$224.4 MM	
6.0 Technology	\$12.5 MM	\$11.6 MM	\$0.9 MM	
7.0 Daycare	\$4.6 MM	\$4.6 MM	--	
8.0 Community learning	\$0.2 MM	\$0.2 MM	--	
9.0 Language Centre	\$1.0 MM	\$1.0 MM	--	
Total	\$400.8 MM	\$167.0 MM	\$233.8 MM	

