Private Home Placement Program

Final Project Report
2009 - 2014

MFNERC August 2014

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Executive Summary

The Private Home Placement (PHP) program operates mainly in Manitoba and Northwestern Ontario, and has been in existence since the 1960s. It is funded by Aboriginal Affairs and Northern Development Canada (AANDC) so First Nations students can access secondary education if the high school program or courses of study are not available in their community (AANDC 2009-2010).

The PHP Program Review is a research initiative that includes data collection, development of a PHP Framework, and the formulation of recommendations to enhance the PHP program and to build capacity.

The review is a collaborative process between the Assembly of Manitoba Chiefs (AMC), the Manitoba First Nations Education Resource Centre (MFNERC), Manitoba First Nations, federal and provincial governments and provincial school divisions. A Review Team, representative of these entities provided oversight to the process for Year 1 to Year 4: 2009 - 2010 to 2012 - 2013. In Year 5: 2013 -2014, the Review Team was designated the PHP Taskforce Committee to support to PHP Reform.

In 2009, the AMC called for a review of the PHP program in order to improve coordination between First Nations and provincial schools to ensure smooth transitions by developing and implementing programs/strategies to support First Nation students entering provincial schools.

The methodology was developed through communication/consultation with stakeholders. Several research sites were selected and former and current students, parents, house parents, counsellors, and education administrators and other appropriate staff were involved. Information was gathered through surveys, telephone and face to face interviews, focus groups, and discussions with the Review Team/Task Force from 2009-2010 to 2013-2014. A survey was conducted in March 2014 to monitor and review the completion of the 2013 – 2014 program activities. The feedback from the respondents was to be used for planning and development of future PHP services and supports.

Activities

The following outlines specific activities carried out each year.

Year 1: 2009 – 2010
- Partnership established with AANDC, Manitoba Education, First Nations and students.
- Research conducted on the challenges, needs and barriers experienced by PHP students.
- Review Team meetings convened to review results and guide the research activities.

Year 2: 2010 – 2011
- Review Team meetings continued to develop and implement the Year 2 Work Plan.
- Two First Nations acted as focus groups to discuss guiding principles to the PHP program.
- Research activities continued and a survey was conducted to collect statistical data, and review and document best practices related to the PHP.
- Consultation included 4 student focus groups, a focus group of representatives of First Nation communities/organizations and experts on the PHP and a province-wide forum with First Nations Education Authorities and Boards of Education in attendance.

Year 3:   2011 – 2012
- New contractors selected to start on the project September, 2011.
- A revised work plan completed based on a review and analysis of the existing PHP data including the draft PHP Handbook and PHP Framework .
- An additional survey administered with 248 students respondents from Frontier Collegiate, Southeast Collegiate and others placed in private homes.
- Telephone interviews conducted with parents, Chiefs and Councils, Directors of Education and other service providers.
- Site visits (7) to interview students, Directors of Education, tribal council and residential school counsellors.
- Interview conducted with official at AANDC Manitoba Regional office to collect program data.
- Regular work-in-progress and Review Team meetings convened.
- PHP Program Review Report, the PHP Framework and the PHP Handbook completed.
- Recommendations of the Program Review Report included:
  - *That the MFNERC and its partners ensure the PHP program has adequate funding support.*
  - *That the MFNERC and its partners ensure that the PHP program offers a continuum of standardized services from one system to the other including assessments, placement, transitional programs, tracking and communication.*
  - *That the MFNERC and its partners develop and implement standardized PHP Program and Services.*
  - *That the MFNERC and its partners ensure the PHP program have standardized counselling and academic supports.*
  - *That the MFNERC and its partners develop professional standards for the PHP program.*
  - *That the MFNERC and its partners ensure continued research and knowledge development to enhance the PHP program.*
  - *That the MFNERC and its partners involved in the project establish a Task Force/Implementation Committee to support the PHP program reform* (MFNERC 2010)*.*

Year 4:   2012 – 2013
- Information sessions delivered to First Nations on the PHP Program Review Report, the PHP Framework and the PHP Handbook.
- Review Team meetings continued to provide advice on the work plan activities.
- Work-in-Progress meetings convened monthly to discuss work plan activities.
- Action plan developed to promote positive dialogue among First Nations leadership, service providers, AANDC, Manitoba Education, the participating school divisions and schools.
- A communications protocol developed to ensure continued information sharing on the PHP.
- Information letters sent to all First Nations Schools and followed up (by phone and by email) with the First Nations throughout this period to arrange community-based informational sessions/setting.
- Information sessions conducted in six (6) communities.
- Presentations were made at MFNERC's Regional Education Conferences.
- PHP documents presented to AMC Chiefs-in-Assembly and a support resolution passed.
- An update presented at an Education Directors' Meeting in March 2013.
- A proposal submitted to complete the PHP process.
- A Next Steps document prepared.

Year 5: 2013 – 2014

- A PHP information package, terms of reference, work plan and budget was developed and presented to the Joint Committee (AMC/SCO/MKIO);
- The Review Team was designated to form the PHP Taskforce Committee to support the PHP Reform;
- The Tripartite agreement between AMC and the Federal and Provincial governments was continued and all parties maintained their partnership responsibilities;
- The PHP survey was developed to monitor PHP activities in the communities;
- Presentations were held at the MFNERC Regional Sessions and at annual conferences;
- Presentations of the PHP documents were conducted as requested by First Nations Leadership;
- Updates on the PHP Program activities were presented at Education Directors' Meeting;
- The PHP Communications Protocol was utilized with stakeholders; and
- The PHP Program Review Report, the PHP Framework and the PHP Handbook were presented to other stakeholders as requested.

Year 6: 2014 – 2015 (Proposed)

- Supporting implementation of the 2014-2015 work plan by a small group of pilot schools. The work plan activities include but is not limited to:
    - Prioritization and development of training packages for pilot schools;
    - Provision of orientation sessions through review and information sharing information on PHP Professional Standards to all stakeholders; and
    - Provision of mentorship for counsellors, students and parents currently involved in the PHP program.
- Evaluating the PHP implementation process, monitoring activities, and formulating recommendations for improvement, and preparing a report on the results.
- Ongoing displays and/or presentations at MFNERC Regional Sessions.
- Ongoing presentations of PHP documents, as requested by First Nations Leadership.
- Ongoing PHP Program updates at Education Directors' Meetings.
- Participation in ongoing PHP Taskforce / Committee Meetings.
- Maintaining partnership responsibilities as recommended in the 2011-2012 PHP Program Review Report.

Introduction

The purpose of this document is to provide a final report on the project activities as identified in the EPP: PHP proposal (MFNERC, EPP: PHP Proposal 2009).

The Private Home Placement (PHP) program is funded by Aboriginal Affairs and Northern Development Canada (AANDC). The PHP program makes it possible for First Nations students to access secondary education if the high school program or specific academic and/or vocational courses of study are not available in their community (AANDC 2009-2010). The PHP program operates predominantly in Manitoba and Northwestern Ontario and has been in existence since the 1960s.

The PHP Program Review is a research initiative that entails data collection, PHP Framework development and the provision of recommendations, for the PHP program enhancement and capacity building.

The review is intended to inform and enhance the current program and to provide quality education services for First Nations students who have to leave their communities to access a program of education not offered in their home community.

The PHP Program Review was a collaborative process between the Assembly of Manitoba Chiefs (AMC), the Manitoba First Nations Education Resource Centre (MFNERC), Manitoba First Nations, federal and provincial governments and provincial school divisions. A Review Team, representative of these entities provided oversight to the process for Year 1 to Year 4: 2009 - 2010 to 2012 - 2013.

 In Year 5: 2013 -2014, the Review Team was designated the PHP Taskforce Committee to support to PHP Reform. The Taskforce Committee members include Gail Flett, AMC; Debra Perih, FSD;, Derek Bradley, AANDC;, Perrault, Richard, MB; Bill Gamblin, DOTC;, Don Robertson, Elder;, Sandra Mckay, WRTC; and Sharon McKay, KTC.

Background

In Manitoba, First Nations people, over the past 60 years, have been engaged in a determined effort to create change in the policy and legislation that have had widespread detrimental results for First Nations children, families and communities.

The stakeholders involved in this project and those who have been advocating for First Nations education have long recognized the importance of attaining control of education in order to optimize educational opportunities for First Nations people.

The AMC called for a review of the PHP program as another effort to address a program that is perceived as inadequate to meet the needs of First Nations students.

The objective of the PHP project is to improve coordination between First Nations and provincial schools in order to ensure smooth student transitions by developing and implementing programs and strategies to support First Nation students entering provincial schools (e.g. mentorship, guidance and preparation).

Methodology

The MFNERC partnered with the Assembly of Manitoba Chiefs (AMC), First Nations representatives and stakeholders, AANDC, Manitoba Education and representatives of partnering school divisions to complete the deliverables and inform the study.

To implement the partnership model and conduct the review, the PHP project was guided by a Review Team. The Review Team was representative of the partners and selected by referral and included individuals who had extensive experience with the Private Home Placement program.

The methodology was developed through communication and consultation with various stakeholders. The research sites included Frontier Collegiate, Southeast Collegiate, Sapotawayak Cree Nation, and individual First Nations offices in Winnipeg and Thompson, Manitoba. Participating groups included former and current students, parents, house parents, counsellors, and education administrators and other appropriate staff selected through this process.

The PHP Program Review Report (MFNERC 2010) was informed by surveys, telephone and face to face interviews, focus groups, and discussions with the Review Team.

Consultants were selected to conduct the review. Meetings, workshops, focus groups, group and individual interviews were convened. The Review Team, experts in the field, other stakeholders provided feedback on the PHP program review. Students, parents, house parents and service providers also informed the study.

Activities

Year 1:   2009 – 2010

The first year of the project, a partnership was established with AANDC, Manitoba Education, First Nations and students to perform the PHP research, analysis, program development, and capacity-building required to achieve targeted objectives and desired outcomes. The partners assigned existing staff and contracted the services of professional support to form a Private Home Placement Review Team.

Research was conducted on the challenges, needs and barriers to education experienced by PHP students in collaboration with Manitoba Education, First Nations, PHP students and relevant agencies. An inventory of existing supports available to PHP students was also compiled.

Research Team Meetings were convened over the year to review the results of the research and the available data and to guide the research activities. The Review Team recommended the data collection include Frontier School Division, house parents, former students and service providers and continue in 2010 – 2011. Criteria were developed to guide the evaluation of all PHP and support services through this process.

Year 2:   2010 – 2011

Review Team meetings were continued to review the data collected from Year I and to develop and implement the Year 2 Work Plan. The Review Team initiated a strategic planning process for the next phase(s) of the PHP research. Activities included the development of a PHP Framework for measuring the success of the PHP program and of a PHP Handbook to provide information for service providers. A partnership was entered into with two First Nations to act as focus groups to discuss guiding principles to the PHP program. Discussions were initiated with Frontier School Division.

Year 2 saw the continuation of the research to collect statistical data and to review and document current best practices best practices related to the PHP. The Review Team also recommended another survey of students, parents and house parents, a questionnaire to interview former students and PHP service providers and a video log of interviews with students, service providers and house parents.

Four focus groups involving 17 students were convened at Frontier Collegiate. A focus group was also convened March 9, 2011 with twelve (12) representatives with extensive experience delivering the PHP program and representative of Southern Chiefs Organization, Tribal Councils, Manitoba Indian Education Association, MFNERC, Frontier School Division, Manitoba Education and AANDC.

A PHP province-wide forum was convened March 18, 2011 to discuss the PHP program. All forty-nine (49) First Nations Education Directors and twenty-five (25) other stakeholders were invited to attend. The thirty-six (36) participants of Manitoba First Nations Education Authorities and Boards of Education were representative of the demographics of Manitoba First Nation, small and large schools from the north and south. At this forum, specific questions were formulated to address additional information needed for the draft PHP Framework /PHP Handbook (MFNERC 2012). A draft PHP Handbook was completed September 16, 2011.

A draft PHP Framework (MFNERC 2010) was tabled with the Review Team in November 2011. It included specific policies, best practices/procedures, prescribed support, available resources, and required capacity-building. The Review Team recommended a focus group with the Tribal Councils to

address the challenges and successes of the program, the stakeholders' roles and responsibilities, the support systems needed and to discuss an ideal PHP Program.

The draft PHP Framework and PHP Handbook were not completed and these deliverables were moved to Year 3 of the project.

Year 3:   2011 – 2012

New contractors were selected to start on the project September, 2011. A revised work plan was completed based on a review and analysis of the existing PHP data including the draft PHP Handbook and PHP Framework. The student, parent, house-parents and service providers' surveys were revised and additional surveys were administered during the year.

One hundred and fifty-two (152) students at Frontier Collegiate, fifty-six (56) students at Southeast Collegiate and forty (40) students placed in private homes (predominantly from the Berens River First Nation) were surveyed. All responses were analyzed and compiled to inform the project.

Utilizing a questionnaire to solicit statistics and other information, interviews were conducted with parents, Chiefs and Councils, and service providers. Telephone contacts were made with the 28 First Nation communities utilizing the PHP program. Telephone interviews were conducted with eight Directors of Education.

Seven (7) site visits were conducted to interview students, First Nation Directors of Education, tribal council and residential placement school counsellors.

An interview was conducted with an official at the AANDC Manitoba Regional office to ascertain the First Nations utilizing the PHP program, background information on the program, program guidelines and any available statistical data.

Throughout Year 3, monthly work-in-progress meetings were convened by the Director of Support Services with the contractors. The Review Team also scheduled and convened regular meetings.

The PHP Program Review Report (Appendix A), the PHP Framework (Appendix B) and the PHP Handbook (Appendix C) were completed and presented to the Review Team August 27, 2012.

The review was conducted to provide recommendations to improve the educational services provided to First Nations students through the PHP program.

SUMMARY OF RECOMMENDATIONS[1]

1. *That the MFNERC and its partners ensure the PHP program has adequate funding support.*

2. *That the MFNERC and its partners ensure that the PHP program offers a continuum of standardized services from one system to the other including assessments, placement, transitional programs, tracking and communication.*

3. *That the MFNERC and its partners develop and implement standardized PHP Program and Services.*

4. *That the MFNERC and its partners ensure the PHP program have standardized counselling and academic supports.*

5. *That the MFNERC and its partners develop professional standards for the PHP program.*

6. *That the MFNERC and its partners ensure continued research and knowledge development to enhance the PHP program.*

7. *That the MFNERC and its partners involved in the project establish a Task Force/Implementation Committee to support the PHP program reform* (MFNERC 2010)*.*

Year 4:   2012 – 2013

A PHP Specialist was hired to deliver information sessions to First Nations on the PHP Program Review Report, the PHP Framework and the PHP Handbook. The Review Team continued to provide advice on the work plan activities.

The MFNERC was responsible for monitoring and providing advice on the implementation of the PHP Work Plan activities. Starting in June 2012, the Director of Support Services monitored and advised the implementation of the proposed 2012-2013 PHP Work Plan activities. Work-in-Progress meetings with the PHP Specialist were scheduled and convened monthly from June 2012 – March 2013. Items for discussion included work plan activities: scheduling regional and community presentations, the communications protocol and Partners Next Steps document. Other contacts were made as required.

Partnership meetings with Aboriginal Affairs and Northern Development Canada (AANDC), Manitoba Education, First Nations and MFNERC were scheduled to support the project activities. An action plan was developed to promote positive dialogue among First Nations leadership, service providers, AANDC, Manitoba Education, the participating school divisions and schools. The specific responsibilities of each

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[1] Recommendations are all important and not in order of priority.

partner were identified in relation to the recommendations contained from the 2011-2012 PHP Program Review Report, the PHP Framework and the PHP Handbook to ensure sustainability.

One of the project activities was to develop and implement a communications protocol document to ensure continued information sharing on the PHP. The communications protocol document was discussed at the September 14, 2012 Review Team Meeting, research was completed and the communications protocol was drafted.

An additional 10 regionals and/or community-based PHP sessions for individual First Nations currently managing the PHP Program were to be scheduled for the period of May 2012 to February 2013 in order to increase the number of stakeholders and service providers utilizing the PHP Framework and PHP Handbook. First Nations administer the PHP independently or through the sharing of services and resources of the Tribal Council.

COMMUNITY	AFFILIATION
God's Lake Narrows First Nation	KTC
Manto Sipi Cree Nation	KTC
Shamattawa First Nation	KTC
York Factory Cree Nation	KTC
Bloodvein First Nation	SERDC
Brokenhead Ojibway First Nation	SERDC
Little Grand Rapids First Nation	SERDC
Pauingassi First Nation	SERDC
Poplar River First Nation	IND
Ebb & Flow First Nation	WRTC
Dauphin River First Nation	IRTC
Pinaymootang First Nation (Fairford)	IRTC
Kinonjeoshtegon First Nation	IRTC
Lake Manitoba First Nation	IRTC
Lake St. Martin First Nation	IRTC
Little Saskatchewan First Nation	IRTC
Wuskwi Sipihk First Nation	SCTC
Mathias Colomb First Nation	SCTC
Sapotaweyak First Nation	SCTC
Garden Hill First Nation	ILTC
St. Theresa Point First Nation	ILTC
Wasagamack First Nation	ILTC
O-Chi- Chak-Ko-Sipi First Nation	
Sandy Bay	

Three separate information letters were sent to all First Nations Schools informing them about the completed PHP Program documents and to request expressions of interest in receiving information

sessions at the community level. The PHP Specialist followed up (by phone and by email) with the First Nations throughout this period to arrange community-based informational sessions/setting.

Information sessions were conducted in six (6) communities including Sapotaweyak First Nation, November 14, Wuskwi Sipihk First Nation, November 13, Kinonjeoshtegon First Nation, December 04, Dauphin River First Nation, December 13, Little Saskatchewan First Nation, December 13, and Pinaymootang First Nation, December 13.

Other presentations were made at the following MFNERC's Regional Education Conferences:

October, 2012   Circle of Knowledge Conference   Winnipeg
January 17-18, 2013   Mini Regional Conference   Opaskwayak Cree Nation
February 26-27, 2013   Island Lake Mini Regional   St. Theresa Point

The Director of Support Services presented the PHP Framework, PHP Handbook, and the PHP Program Review Report and provided an update at an AMC Chiefs-in-Assembly. Prior to the June 2012 meeting, a Briefing Note and a Resolution of the PHP Program was submitted to the Executive Council of Chiefs for their review. Following the presentation at the AMC Chiefs-in-Assembly on June 20, 2012, a support resolution was read and passed by the Chiefs in attendance. A follow-up presentation was planned to prepare a next steps for action for the Assembly of Manitoba Chiefs, AANDCE and Manitoba Education.

Finally, an update was presented at an Education Directors' Meeting in March 2013. Participants at these meetings include Education Directors, Principals, Elders, or other First Nation representatives as determined by each community.

The MFNERC submitted a proposal for another year to complete the PHP process intending to participate in future years to ensure successful advancement of partnerships. A Next Steps document to streamline decision-making was prepared for consideration of the representatives of the Partners.

The MFNERC participated in the presentation and ratification of the PHP documents to the Chiefs of Manitoba (i.e. Executive Chiefs in Council, Chiefs-in-Assembly) and in the Review Team meetings to review documents, work plan and meeting schedules, to discuss the communications protocol and to plan next steps to move the project forward. Monthly Work-in-Progress meetings were also convened. All Partners were actively involved in the scheduled Review Team Meetings and the planning process worked well.

Participants in the information workshops who were aware of the program agreed with the findings and the recommendations contained in the PHP Program Review Report and the PHP Framework. Most agreed the PHP Handbook and sample policy would be useful. Others asked for more time to review the documents in more detail before responding. Follow-up was required for these communities and other communities have asked for another visit to present to a larger community group.

Participants who had been previously unaware of the program expressed interest in who was eligible for the program and how to access the program supports. Some asked how and where they could get more information on the program in the future.

The participants in the review process view the program as an opportunity for students to access an education not available in their home community. However, many issues were identified including a lack of program standards, guidelines for social and academic support, a lack of transitional programming from one system to another, poor coordination and communication amongst all stakeholders, inadequate funding, and a lack of record keeping for monitoring and tracking students.

Year 5:   2013 – 2014

In Year 5, the MFNERC secured the services of a PHP specialist and hired a lead researcher and researcher/administrative assistant to implement the 2013-2014 Work Plan. The work plan includes the development of a transition plan to action the recommendations contained within the PHP Program Review Report related to funding, a continuum of services, program and services, counseling and academic supports, professional standards and research and knowledge development.

Other activities in the Year 5 included:

- A PHP information package, terms of reference, work plan and budget was developed and presented to the Joint Committee (AMC/SCO/MKIO).
- The Review Team was designated to form the PHP Taskforce Committee to support the PHP Reform;
- The Tripartite agreement between AMC and the Federal and Provincial governments was continued and all parties maintained their partnership responsibilities;
- The PHP survey was developed to monitor PHP activities in the communities;
- Presentations were held at the MFNERC regional sessions and at annual conferences;
- Presentations of the PHP documents were conducted as requested by First Nations Leadership;
- Updates on the PHP Program activities were presented at Education Directors' Meeting;
- The PHP Communications Protocol completed and will be utilized with stakeholders; and
- The PHP Program Review Report, the PHP Framework and the PHP Handbook were presented to other stakeholders as requested.

Presentations were conducted in the following communities on the dates noted.

FIRST NATION	AFFILIATION	DATE
Wuskwi Sipihk	SCTC	January 29, 2014
Sapotaweyak	SCTC	January 29, 2014
Moose Lake	SCTC	January 7, 2014
Manto Sipi	KTC	November 27 & 28, 2013
KTC		November 26, 2013
Little Saskatchewan & Interlake TC	IRTC	November 13, 2013

Lake MB	IND	October 29, 2013
Ebb & Flow	WRTC	October 29, 2013
Red Sucker Lake		October 23, 2013
Wasagamack	ILTC	October 16, 2013
Garden Hill	ILTC	October 15, 2013
St. Theresa Point	ILTC	October 11, 2013
SCTC		September 10, 2013
AMC & KTC		September 5, 2013
Sandy Bay	DOTC	September 3, 2013
ILTC		August 29, 2013

Evaluation Results

An evaluation of the Private Home Placement (PHP) program was conducted in the March 2014, with feedback being collected through a survey delivered to various stakeholders involved with the program. The main purpose of the survey was to monitor and review the completion of the 2013 – 2014 PHP program activities including information meetings, workshops and other conference sessions on the awareness, knowledge and supports of the PHP Program. The feedback from the individual First Nations, partner representatives and MFNERC personnel was to be used in the planning and development of future PHP services and supports.

Twenty-three responses to the survey were received. Approximately half of the respondents were representatives of a partner agency (a First Nation community, regional First Nation organization, Manitoba Education, or AANDC). Other respondents included MFNERC staff, PHP Task Force members, representatives from sending schools, and house parents. The majority of respondents (74%) had more than one year of experience with the PHP program and were either "very familiar" (65%) or "somewhat familiar" (22%) with PHP activities.

Fifty-five percent (55%) of survey respondents felt that communication between PHP partners could be improved, while another 18% of respondents felt communication was insufficient.

Most respondents indicated they had knowledge with respect to PHP program activities such as the implementation of partnerships, the establishment of a Task Force, program updates to education directors and presentations on the program review for First Nation communities. They were also aware of the availability of information packages, a sample policy manual, a transition plan, a communications protocol and a model and proposed funding formula. Responses of "not sure" on whether an activity had occurred varied between 25% and 48%.

Respondents were split on whether they agreed with statements about the availability of information and opportunities to provide input. The split was even or slightly more towards the positive side (i.e. 37% "very much" and 16% "somewhat" had opportunity to provide input into the PHP program versus. 21% "not very much" and 21% "not at all"). Overall, 19% of respondents felt that their organization or First Nation benefitted "very much" from attending the PHP meetings, information sessions or

presentations, while 24% felt they benefitted "somewhat". Nineteen percent (19%) had not participated in any meetings or presentations and another 10% were not sure about whether their organization or First Nation benefitted.

A clear majority of respondents support the continuation of the PHP program (70% "very much" and 10% "somewhat"). Comments received on what improvements would be welcomed in a continuation of the PHP program mainly revolved around the provision of more or better supports for students, including mentoring, social and academic supports, as well as an improvement in funding levels for the PHP program components and more counsellors.

The greatest successes of the PHP program identified by respondents included the success of students who have participated in order to receive an education and the information and awareness that has come about as a result of the program review process and materials.

The top four recommendations that respondents chose as priorities for implementation were "communication (awareness of PHP documents, information meeting/sessions, conference presentations, current supports and services, information to PHP personnel)" at 79%; "funding (PHP criteria for students, under funding, parity and/or equal funding, program activities, parental visit costs)" at 63%; "room and board (funding, rates, transitional support for adult students attending school, mandatory Criminal and Child Abuse Registry checks for house parents, licensed and certified homes)" at 47%; and "support programs (special needs, cultural, dealing with loneliness, central tracking system)" also at 47%.

In summary, most of the respondents agreed they had knowledge of the PHP program activities but many believed communication could be improved and others felt it was insufficient. Most supported the continuation of the PHP program in order to provide better supports for students, to increase funding levels and to increase the number of counsellors. The priorities selected by the respondents included improved communication, increased funding for additional programs and supports.

Year 6:   2014 – 2015

As in previous years, the objective for the proposed Year 6 is to improve coordination between First Nations and provincial schools in order to ensure smooth student transitions through the development and implementation of programs and strategies to support First Nation students entering provincial schools.

- Maintain three PHP team members (Specialist, Researcher, Research Assistant) to implement 2014-2015 work plan activities.
- Implement the 2014-2015 Transition Plan with a small group of selected school s. Some of these activities may entail the following, but is not limited to the:
  - Prioritization, development and training for pilot schools;

- Orientation sessions for all PHP stakeholders by reviewing and sharing information on the PHP Professional Standards; and
- Monitor current PHP program supports and services with current stakeholders.
- Review the evaluation results of the PHP implementation process, recommendations, and changes as required, and monitor activities.
- Display and present PHP program at the MFNERC Regional Sessions.
- Conduct ongoing presentations of PHP documents, as requested by First Nations Leadership.
- Provide ongoing PHP Program updates at Education Directors' Meetings.
- Schedule and participate in ongoing PHP Task Force Meetings on a quarterly basis.
- Maintain ongoing partnership responsibilities based on the PHP Review Recommendations Report, May 2012.
- Utilize PHP Communications Protocol with provincial and federal governments, including First Nations and provincial schools.
- Review and present PHP Report, PHP Framework and PHP Handbook to additional stakeholders.
- Provide program updates through the MFNERC reports, as required.

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