



# BENEFITS FUND: SUMMARY OF OPTIONS REPORT

August 18, 2017

QIA staff prepared this summary report for presentation to the Board. It is based on a longer report prepared for QIA with the help of consulting firm, DPRA. This report follows consultation with QIA and builds on existing engagement efforts with respect to identifying programming options for the Benefits Fund.

## EXECUTIVE SUMMARY

### PURPOSE

The purpose of this report is to support the QIA Board in deciding how to invest the Benefits Fund over the next two years. QIA staff have been provided with the full report that contains considerations with respect to program implementation. The summary report describes the program design process undertaken by the Interim Benefits Funding Working Group (Working Group <sup>1</sup>) and presents recommended program options for the Board's review for each of the two key themes: ***Cultural Activities, and Daycare & Early Childhood Learning.***

The recommended program options described below reflect rigorous analysis of community needs, gaps in existing programs and services, and QIA organizational capacity. Other options that were considered but ultimately rejected are included in the report for the Board's reference.

### CULTURAL ACTIVITIES

The primary issue addressed with respect to the cultural activities theme is a concern related to **the loss of cultural identity.**

The 2017 Key Themes Report identified two program areas as top priorities by Qikiqtani Inuit: **land programs** and/or **sewing programs**. Accordingly, these two areas form the basis of the recommended program option.

In order to address both the acquisition and retention of Inuit cultural skills, the Working Group considered the existing landscape of cultural programs as well as the unique role played by QIA. The recommended approach focuses on ensuring that each community has access to at least one land program and/or sewing program. To accomplish this goal, the working group recommends that QIA:

- Provide funding for cultural activities through an application-based program
- Directly provide cultural programs in communities that lack the capacity to successfully access and administer funding to run cultural activities programs.

Through this dual approach, QIA will ensure that local autonomy and capacity to develop and administer programs is maintained, while also ensuring equality in access to programs across the region among communities lacking in capacity. Based on an analysis of past programming, **this program option would cost approximately \$430,000.**

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<sup>1</sup> Given that the Benefits Fund Advisory Committee is not yet in place, an internal Working Group was temporarily struck to assist in the elaboration of options for Board consideration.

## DAYCARE & EARLY CHILDHOOD LEARNING

In many ways, the daycare and early childhood learning theme resonated with the cultural activities theme in that there were concerns related to the lack of culturally relevant childcare and early learning capacity in the region. There were also concerns related to the need to support Qikiqtani Inuit who are in the work force but struggling financially and impacted by the economic burden of childcare.

To address these challenges, the working group suggests a focus on improving access to Inuit-specific early learning and childcare opportunities. There are a number of different ways to achieve this goal, but after considering the existing landscape of programs and services, the jurisdictional responsibilities of different stakeholders, and QIA's unique strengths, the Working Group recommends that QIA:

- Improve access to daycare for Qikiqtani Inuit by enhancing the existing parental subsidy administered through Kakivak
- Develop and disseminate Inuit-specific early learning resources to all daycare facilities in the region to assist service providers with Inuit cultural programming.

These two approaches will both enhance access to childcare services, while also ensuring that the daycare facilities have the resources they need to provide Inuit-specific programming.

**This program option would cost approximately \$470,000.**

## RECOMMENDATION FOR CONSIDERATION

It is recommended by the Working Group that the Board direct staff to proceed with the planning required to develop the recommended strategies to deliver these programs.

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## PROGRAMMING DECISION

### 1.0 INTRODUCTION

In 2016, QIA established a revenue policy that created two new funds – (1) a **Legacy Fund**, intended to invest monies such as royalties from the Mary River Project Inuit Impact Benefits Agreement, dividends received from subsidiary organizations, income from Inuit Owned Land leases, and other revenue sources; and (2) a **Benefits Fund** intended to ensure a stable base of funding for programs.

As a result of the establishment of the Benefits Fund, the Community Initiatives Program (CIP) will be eliminated. However, the Board has the discretion to decide how to spend the Benefits Fund and could choose to administer a similar application-based funding program, or select a different program model.

The Benefits Fund policy requires that any programming address a key theme and accomplishes at least one of the following objectives:

1. Positively benefits as many enrolled members as possible;
2. Ensure equity and fair distribution of benefits within and between communities and across generations;
3. Support QIA Enrolled Members' economic self-sufficiency;
4. A program's benefits reaching eventual self-sufficiency so that financial support from the Benefits Fund is no longer needed; and/or
5. Make a significant and measurable contribution to Qikiqtani community.<sup>2</sup>

The process of identifying potential programming options under the Benefits Fund has been one that has followed a fairly rigorous path. QIA has undertaken a series of steps that include engagement with key stakeholders as well as contracting a third-party contractor to undertake a review of existing programs. This review helped identify whether investment in QIA funded programs were maximizing benefits to Inuit.

In line with the Benefits Fund Policy, QIA executed the necessary steps to identify the Key Theme(s) for the investment period. Broad consultation suggested several themes of interest and the QIA Board narrowed their choice for focus over the next two years to **Cultural Activities** and **Daycare & Early Childhood Learning**.

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<sup>2</sup> QIA (2016). Benefits Fund Policy.

In lieu of the Benefits Fund Committee, which has not yet been struck, an Interim Benefits Fund Working Group (Working Group) was struck to guide the program design process.<sup>3</sup> The priorities and recommendations contained in this report reflect the efforts of this Working Group.

This summary report proposes a programming focus for consideration by the Board that lays out how QIA might invest in both themes – **Cultural Activities** and **Daycare & Early Childhood Learning** - by proposing goals and objectives, and more specific details on programming related to both themes.

The goal of this report is to support a decision to adopt an investment approach for the next two years. QIA staff have been provided with the full report that contains considerations with respect to program implementation.

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<sup>3</sup> The Working Group includes: PJ Akeegok, Navarana Beveridge, Jeremiah Groves, Hagar Idlout-Sudlovenick, Bethany Scott, Joanna Awa

## 2.0 METHODOLOGY

As mentioned in the Introduction, several steps were taken to arrive where we are today with respect to proposing new programming options. QIA staff have led some phases, and contracted resources have been retained in other instances to support the research necessary to define programming options.

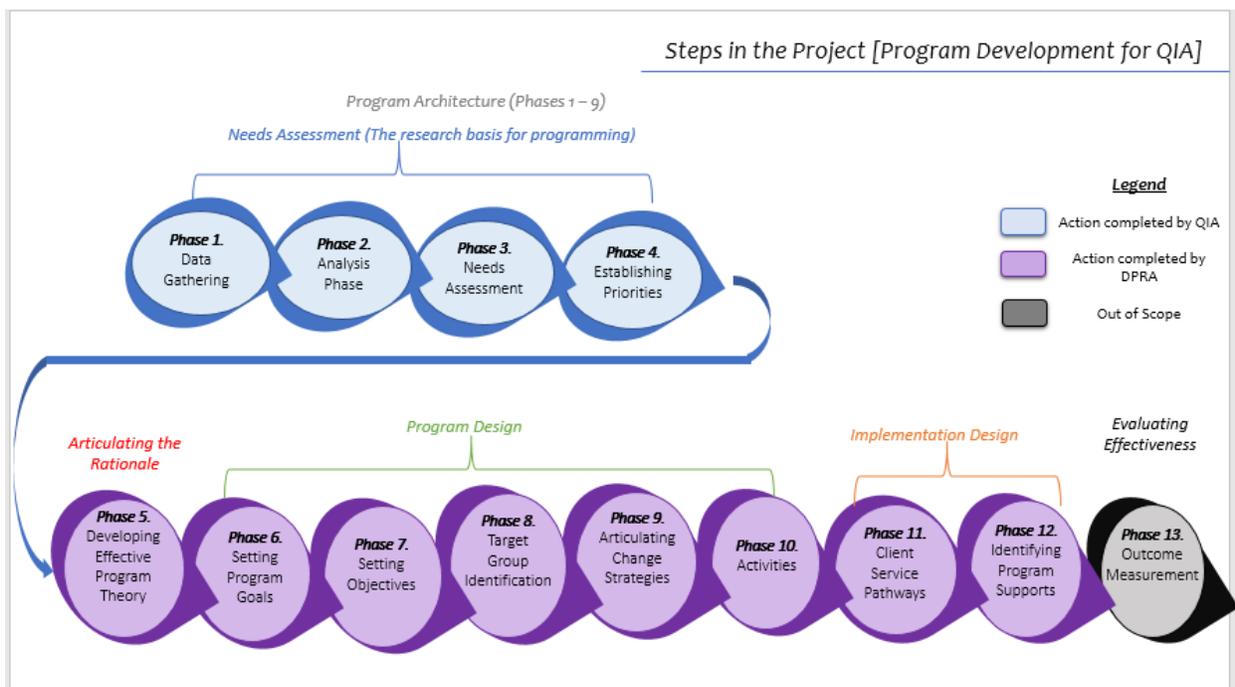
Program design involves two primary aspects – Program Architecture and Program Implementation (see Section 3.0 for high-level overview). Research related to both of these design components was led by both QIA as well as contracted services, including DPRA.

**Diagram 1** highlights the roles played by QIA and DPRA in the elaboration of options for programming. With respect to Program Architecture, the boxes in blue relate to the Needs Assessment Phase of program development and they are steps that QIA initiated.

The purple boxes represent two distinct phases of program development within the Program Architecture area (Establishing the Rationale for the Program, and Program Design), both led by DPRA. DPRA has also provided some initial considerations for the Program Implementation and Delivery stage (contained in the full report). The work required to prepare for program implementation and delivery will be undertaken if the Board approves the proposed program design.

The grey/black box is a step that is necessary but outside the scope of this current project. This step represents the final phase related to measuring program effectiveness.

**Diagram 1: Steps in the Elaboration of Options for Programming**



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## 2.1 DOCUMENTATION REVIEW

This work of narrowing options involved a review of existing reports and previous engagement efforts from QIA and other relevant stakeholder groups. QIA staff provided a number of documents for review, and DPRA staff acquired further documents through online research and conversations with key stakeholders.

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## 2.2 FACILITATED SESSION

On June 22-23, 2017, DPRA staff facilitated a session with the Working Group comprised of members representing QIA executive and staff. The purpose of the session was to guide the Working Group through the program design process to understand the context of cultural programs in Nunavut, identify needs and priorities, and begin to outline the goals, objectives, and activities of the recommended program.

### 3.0 PROGRAM DEVELOPMENT

This section highlights the main elements of a program. This detail is presented in order to make clear how all elements of a program work together to deliver results and as such, must be addressed in the design phase.

In developing a program, there are generally two main aspects to consider.

- **Program Architecture** [*what will be done*]; and
- **Program Implementation & Delivery** [*how it will be delivered*].

Each in turn is made up of distinct components as discussed below.

**Program Architecture** involves the following components:

- Program theory [*Program Rationale*];
- Program Goals;
- Program Objectives;
- Target Groups;
- Strategies;
- Activities.

**Implementation and Delivery** is about the structures and processes required to deliver the benefits of the program, which include the following components:

- Service Pathways [*how the program will be accessed by clients or delivered by the agency*].
- Operational Tools
- Statutory/Policy Instruments
- Operations & Maintenance [O & M]
- Performance Management
- Program Evaluation

**Diagram 2** shows both elements of Program Architecture and Implementation and their various components.

**Diagram 2: Program Elements [Architecture and Implementation]**



Detailed information about program development is available in the full report.

## 4.0 RECOMMENDATIONS - PROGRAM OPTIONS

This section presents the recommended program option under each of the two themes. What follows is a brief description of the recommended option along with a brief discussion of the other options that were considered, but discarded, for each theme.

**For details of the existing program landscape of Early Childhood Learning, see Appendix A.**

Logic models were developed for the program options under each theme. A logic model articulates the program theory and describes the intended results of a program. Logic models will serve as a solid foundation upon which to build the program evaluation approach.

**For the Logic Models for each theme, see Appendix B.**

### 4.1 RECOMMENDED OPTIONS: CULTURAL ACTIVITIES

#### 4.1.1 THEME: CULTURAL ACTIVITIES

The primary issue addressed with respect to the cultural activities theme is a concern related to the **loss of cultural identity**.

Through the Key Themes Report, two areas were identified as top priorities by Qikiqtani Inuit: **land programs** and **sewing programs**. These two areas form the basis of the recommended program option.

In order to address both the acquisition and retention of Inuit cultural skills, the Working Group considered the existing landscape of cultural programs as well as the unique role played by QIA.

The recommended approach focuses on ensuring that each community has access to at least one hunting/survival/land program or craft/sewing program each year.

To accomplish this goal, the Working Group recommends that:

1. QIA provide funding for cultural activities through an **application-based** program; and
2. **Directly provide** cultural programs in communities that lack the capacity to successfully access and administer funding to run cultural activities programs.

Through this dual approach, QIA will ensure that local autonomy and capacity to develop and administer programs is maintained, while also ensuring equality in access to program across the region among communities lacking in capacity.

Below in Table 1 is a high-level overview of the various components of this approach as it relates to the Cultural Activities theme.

Table 1: Cultural Activities Theme Components

<b>CULTURAL ACTIVITIES</b>	
<b>ISSUE TO BE ADDRESSED</b> [What Change is organization seeking to make; what issue is to be addressed] <b><i>Loss of Cultural Identity</i></b>	
<b>GOAL</b> [What is the broad outcome you want to achieve] <b><i>To enhance knowledge, awareness, and practice of Inuit cultural activities</i></b>	
<b>OBJECTIVES</b> [What specifically will you accomplish in next two years] <b><i>To ensure each community in Qikiqtani has at least one QIA-funded cultural program provided each year</i></b>	
<b>STRATEGIES</b> [What is the broad approach to facilitating change]	
<b>STRATEGY 1</b> <b><i>Provide cultural programs</i></b>	<b>STRATEGY 2</b> <b><i>Make funding available to facilitate access to existing cultural programs</i></b>
<b>TARGET GROUP</b> <b>Qikiqtani Inuit</b>	
<b>SERVICE PATHWAYS</b> [How will this service be provided?]	
<b><i>QIA will develop and deliver programs</i></b>	<b><i>QIA will administer a proposal driven fund</i></b>
<b>ACTIVITIES</b> [How the activity will support the objective]	
<p style="text-align: center;"><b>Activity 1:</b></p> <p style="text-align: center;">[What things will the fund support?]</p> <p><b><i>DEVELOPMENT &amp; DELIVERY</i></b></p> <ul style="list-style-type: none"> <li>▪ <i>Development of program</i></li> <li>▪ <i>Refreshments during program</i></li> <li>▪ <i>Facilitator fees, including travel and accommodation</i></li> <li>▪ <i>Program materials</i> <ul style="list-style-type: none"> <li>▪ <i>Elder Participation (in delivery)</i></li> </ul> </li> <li>▪ <i>Participant accommodation, if applicable</i></li> </ul>	<p style="text-align: center;"><b>Activity 2:</b></p> <p style="text-align: center;">[What things will the fund support?]</p> <p><b><i>DELIVERY AGENT COSTS</i></b></p> <ul style="list-style-type: none"> <li>▪ <i>Facilitators</i></li> <li>▪ <i>Refreshments (snacks)</i></li> <li>▪ <i>Travel for facilitators, if applicable</i></li> <li>▪ <i>Materials, Equipment, &amp; Supplies</i></li> <li>▪ <i>Insurance</i></li> <li>▪ <i>Participant accommodation, if applicable</i></li> </ul>

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#### 4.1.2 FUNDING LEVEL

To assess the funding needed to run one land-based or sewing program in each community in Qikiqtani, previous program budgets submitted through CIP were assessed. It was estimated that for this component, **approximately \$430,000** would be needed. However, it should be understood that this costing is purely an initial estimate, and upon approval, a more detailed program budget would be required to implement the program.

The funding level is based on the following information and assumptions:

- A previous week-long land-based program administered by QIA cost \$33,000 to run, inclusive of supplies, transportation, instructor fees, etc.
- There are 13 communities in Qikiqtani region and each one would be funded to run one land and/or sewing program per year.
- Programs run by QIA and programs run by community organizations/individuals would be comparable in budget.
- Each community would be allocated the same amount of funding.
- QIA staffing costs to design and administer programs are covered through the organization's operations budget.

**For a sample of a detailed program budget of a land-based program, please see Appendix C.**

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#### 4.1.3 ADVANTAGES & DISADVANTAGES

Table 2 below identifies some considerations (advantages and disadvantages) of the two recommended strategies ("*provide cultural programs*" and "*make funding available to facilitate access to existing cultural programs*") and their related service pathways ("*QIA will develop and deliver program(s)*" and "*QIA will administer a proposal-driven process*").

The intention of the table is to first compare the pros and cons of each strategy separately to understand the specific challenges and opportunities associated with each approach under specific themes relating to program implementation. Then, a discussion on the merits of using both strategies at once is provided, to ensure the Board understands fully the implications of the joint approach.

Table 2: Pros and Cons of the Recommended Cultural Activities Program Option

Theme	Pros	Cons
<b>Effectiveness</b>	<b><i>Proposal-Driven Approach</i></b>	
	<ul style="list-style-type: none"> <li>▪ May result in programming better designed to meet community needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>▪ May result in significant variations in programming (e.g., different content, length) and potentially of effectiveness within different communities</li> <li>▪ Is dependent upon the capacity / appetite of existing agencies and qualified individuals to submit proposals</li> </ul>
	<b><i>QIA Developed Programming</i></b>	
	<ul style="list-style-type: none"> <li>▪ May be more consistent with the objectives and standards of the organization</li> <li>▪ Ensures equal access to cultural activities across Qikiqtani</li> </ul>	<ul style="list-style-type: none"> <li>▪ May not reflect the local community needs or interests</li> </ul>
<b><i>Using the Two Strategies Together</i></b>		
<p>By combining the two strategies, QIA may increase the likelihood of meeting the objective by leveraging community organizations that could offer the programs themselves while also directly providing programs to communities that lack the capacity. However, the quality of programs may differ between programs delivered by community members/agencies and those delivered by QIA.</p>		
<b>Efficiency</b>	<b><i>Proposal-Driven Approach</i></b>	
	<ul style="list-style-type: none"> <li>▪ Allows use of existing programming and may minimize overhead and start-up costs by capitalizing on investments / organizations already in place</li> </ul>	<ul style="list-style-type: none"> <li>▪ Resources provided to community-led programs may not be spent efficiently</li> </ul>
	<b><i>QIA Developed Programming</i></b>	
	<ul style="list-style-type: none"> <li>▪ Carrying out program design and implementation in house would minimize associated costs by avoiding duplication</li> <li>▪ Having standardized program materials on hand:                             <ul style="list-style-type: none"> <li>○ Increases the ability to provide additional offerings if there is interest/ability</li> <li>○ Makes it easier to implement changes to program materials (e.g. based on stakeholder feedback)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ There may be a risk that the costs of program design and management outweigh the benefits if there is low uptake, or duplicate existing programs that already exist in the communities</li> <li>▪ May be more difficult to ramp up or down a program with dedicated staff</li> <li>▪ Designing and running an in-house program requires more resources than managing a proposal driven process</li> </ul>
<b><i>Using the Two Strategies Together</i></b>		
<p>By combining the two strategies, QIA may encounter administrative challenges to monitor funding applications to identify communities in need of QIA-developed programming. Additionally, if QIA needs to wait to see which communities apply for program funding in order to plan and</p>		

Theme	Pros	Cons
	<p>deliver programming, this may result in delays to accessing programs for those communities receiving QIA-developed programming. It would also require more resources than either delivery stream on its own.</p>	
<b>Administrative and Resourcing Requirements</b>	<b><i>Proposal-Driven Approach</i></b>	
	<ul style="list-style-type: none"> <li>▪ Supports and leverages organizations and resources already established in communities</li> <li>▪ Policy and administrative framework may already be largely in place</li> <li>▪ Requires less staff resources to administer funding than to design and run programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community-run programs may struggle with meeting reporting requirements</li> </ul>
	<b><i>QIA Developed Programming</i></b>	
	<ul style="list-style-type: none"> <li>▪ Requires more staff resources than a proposal-driven approach</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional staff or training may be required to coordinate programs</li> </ul>
	<p style="text-align: center;"><b><i>Using the Two Strategies Together</i></b></p> <p>By combining the two strategies, QIA would be able to use readily available QIA staff resources. In addition, existing staff may acquire new skills and be deployed in work of higher value to the organization. However, combining the two approaches would necessitate more staff resources than using either one of the strategies independently, which would take away resources from other QIA initiatives. Using both strategies may also require the development of some new policies / processes (e.g., concerning eligibility of delivery organizations and participants, whether existing programming can be amended, eligible costs, reporting requirements, whether multiple offerings will be funded in one community, etc.).</p>	
<b>Stakeholder Considerations</b>	<b><i>Proposal-Driven Approach</i></b>	
	<ul style="list-style-type: none"> <li>▪ Programs previously funded through CIP would have an avenue to access continued funding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communities that were under-funded through CIP may feel that QIA funding does not benefit them</li> </ul>
	<b><i>QIA Developed Programming</i></b>	
	<ul style="list-style-type: none"> <li>▪ Stakeholders in communities that do not have the capacity to submit funding applications would benefit from QIA delivered programming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stakeholders may have concerns about programming developed outside their community</li> <li>▪ As a result of CIP program being eliminated, if QIA does not offer any application-based programming for cultural activities, previously funded cultural activities will cease to exist</li> </ul>
	<p style="text-align: center;"><b><i>Using the Two Strategies Together</i></b></p> <p>By combining the two strategies together, QIA would likely be able to satisfy a broader group of stakeholders.</p>	

#### 4.1.4 OTHER OPTIONS CONSIDERED RELATED THE CULTURE THEME

The Working Group discussed several issues, and potential programming options under the theme Cultural Activities; but these were ultimately considered less favourable than the recommended option.

The Working Group strived to have a clear vision of the issue they wanted to address (goals) and the mechanisms to address the issue (objectives). In total, 5 distinct goals and 7 objectives were discussed.

**The full list of goals and objectives is in Appendix E**

Below, a summary of the discussion is presented with the rationale for why each option was ultimately rejected.

**Table 3: Options Considered with Respect to Cultural Activities**

<i>Issue</i>	<i>Proposed Solution(s)</i>	<i>Challenges Identified</i>
Transmission of knowledge from Elders to the next generation	Develop and administer an Elder/knowledge keeper training program	<ul style="list-style-type: none"> <li>Each year, Nunavut Arctic College offers a full-time two-year Inuit Studies program where students learn about traditional aspects of language and culture as well as contemporary issues in Inuit society. Accordingly, a formal training program may be a duplication of efforts.</li> <li>Instead of developing a formalized program, the group decided that this issue could be addressed through the proposed cultural activities program option by requiring an intergenerational learning component in all funding cultural activities programs.</li> </ul>
Lack of Inuit cultural resources	Earmark a certain percentage from the Benefits Fund for the development of Inuit cultural resources, such as radio programs, tools, music festivals, books, etc.	<ul style="list-style-type: none"> <li>There are several other modes to fund these initiatives, including grants from the GN Department of Culture and Heritage, as well as QIA's Opportunities Fund and Grants and Contributions. As such it was determined that this is potential duplication.</li> </ul>
Lack of capacity to write proposals to access cultural activity funding	Developing and administering a proposal writing capacity development and support program (e.g. in-person training on proposal writing)	<ul style="list-style-type: none"> <li>The conversation related to this type of support centered on the "visibility" of such a support and how this is not the most visible and tangible support and may, or may not, result in achieving the objectives of increased programming as it is dependent on third party funders approving projects.</li> </ul>

## 4.2 Recommended Options: Daycare & Early Childhood Learning

The theme of Daycare & Early Childhood Learning was selected through the Key Themes Report, approved by the Board in May 2017. The theme is inclusive of elements such as early childhood language resources, preschool/daycare spaces, supports for parents, physical infrastructure, organizational and administrative support, parents and tots programs, two-generational activities, and professional development for workers. The daycare and early childhood learning theme scored second highest in the Key Themes Report.

There are a number of daycare and early childhood learning funders and service providing agencies operating in the Qikiqtani region. The service agencies tend to receive funding from a variety of sources, which results in significant administrative challenges with respect to applying for the different funding sources and fulfilling reporting requirements.

**For a summary of all of the programs reviewed, please refer to Appendix A.**

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### 4.2.1 RECOMMENDED OPTION

A major gap identified was the **lack of culturally relevant Inuit early learning capacity** in the Qikiqtani region. In addition, the unaffordability of daycare makes it difficult for Qikiqtani Inuit who are in the workforce but struggle with the economic burden of childcare. These two issues are what directed the focus of programing in this theme for the next two years as depicted in Table 5 below.

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### 4.2.2 EARLY LEARNING INUIT-SPECIFIC RESOURCE KITS

To address the **lack of quality Inuit-specific childcare and early learning opportunities**, the Working Group suggests a focus on improving access to Inuit-specific early learning and childcare opportunities. There are a number of different ways to achieve this goal. In support of this, the Working Group suggests developing and disseminating Inuit-specific early learning resources to all daycare facilities in the region to assist service providers with Inuit cultural programming.

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### 4.2.3 DAYCARE SUBSIDIES

While one of the biggest issues is access to daycare spaces, the ability of a single agency to effect real change in this area is severely constrained. Accessing capital to build new daycares is a lengthy process, usually involving multiple partners and levels of government.

Given this constraint, it was suggested that QIA enhance access to daycare for Qikiqtani Inuit by **enhancing the existing parental subsidy**. While the limited funding available through the Benefits Fund would not be substantial enough to completely eliminate the financial pressures experienced by families, it would provide some relief to families, and also demonstrate a commitment by QIA to supporting Qikiqtani Inuit directly.

These two approaches will both enhance access to childcare services, while also ensuring that the daycare facilities have the resources they need to provide Inuit-specific programming.

Table 4: Daycare & Early Childhood Learning Theme Components

<b>THEME</b>	
<b>DAYCARE &amp; EARLY CHILDHOOD LEARNING</b>	
<b>ISSUE TO BE ADDRESSED</b> [What Change is organization seeking to make; what issue is to be addressed]	
<b>LACK OF QUALITY INUIT SPECIFIC CHILDCARE AND EARLY LEARNING OPPORTUNITIES</b>	
<b>GOAL</b> [What is the broad outcome you want to achieve]	
<b>Improve access to quality Inuit-specific early learning and childcare</b>	
<b>OBJECTIVES</b> [What specifically will you accomplish in next two years]	
<b>Increase access to daycare by enhancing affordability for 250 children in Baffin region</b>	<b>Ensure each daycare in Baffin region has access to quality Inuit-specific early learning resources</b>
<b>STRATEGIES</b> [What is the broad approach to facilitating change]	
<b>STRATEGY 1</b> <b>Daycare subsidies</b>	<b>STRATEGY 2</b> <b>Resource Development</b>
<b>TARGET GROUP</b>	
<b>Qikiqtani Inuit who are in labour market but are struggling financially</b>	
<b>SERVICEATHWAYS</b> [How will this service be provided]	
<b>QIA will distribute the subsidy through Kakivak</b>	<b>QIA will develop and deliver resources through partnerships</b>
<b>ACTIVITIES</b>	
<b>ACTIVITY 1</b> <b>QIA will enhance daycare subsidies by \$5 a day</b>	<b>ACTIVITY 2</b> <b>QIA will develop and disseminate Inuit early learning resources to daycares in Baffin region</b>

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#### 4.2.4 FUNDING LEVELS

To assess the funding needed to successfully execute the proposed program design described above, previous early learning resource creation projects were analyzed. The following cost projection provides an estimate of the budget needed to execute the program option described above. Upon approval of the proposed program, a more detailed budget would be required to implement the program.

The proposed program for daycare and early learning is expected to cost approximately **\$312,500** for the subsidy program, and **\$157,500** for new resource development, for a total of **\$470,000**.

The estimate assumes the following:

- Daycares are open five days a week, 50 weeks per year.
- Approximately 250 children would be eligible for the subsidy enhancement.
- Kakivak requires no additional administrative funding to administer a larger subsidy amount.
- Recent production of two books with an 800-copy print run in partnership with Inhabit media cost approximately \$70,000.
- Early learning resources kits could include existing resources created by QIA as well as up to 3 new resources (e.g. books, games)
- QIA staffing costs are covered through operations budget.

**For a detailed budget, please see Appendix D.**

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#### 4.2.5 ADVANTAGES & DISADVANTAGES OF RECOMMENDED OPTION

The table below identifies the advantages and disadvantages of the two recommended strategies to support the childcare and Early Learning theme (“*daycare subsidies*” and “*resource development*”) and their related service pathways (“*QIA distribute the subsidy through Kakivak*” and “*QIA will develop and deliver resources through partnerships*”).

The table compares the strategies to each other and identifies the key factors that could affect the success of the implementation of the recommended approach.

Table 5: Pros and Cons of the Recommended Daycare & Early Childhood Learning Program Option

Theme	Pros	Cons
Effectiveness	<ul style="list-style-type: none"> <li>▪ Provides direct support to Qikiqtani Inuit seeking childcare services</li> <li>▪ With the existing Kakivak subsidy (\$19/day), an additional \$5/day subsidy would reduce the cost of daycare for families from \$55-60/day to \$31-36/day.</li> </ul>	<p style="text-align: center;"><b><i>Daycare Subsidies</i></b></p> <ul style="list-style-type: none"> <li>▪ Depends on the existence of appropriate daycare spaces in the community</li> <li>▪ Assumes cost is currently an issue limiting access to quality Inuit-specific early learning and childcare, and that the proposed subsidy amount is adequate to address the cost barrier</li> <li>▪ Due to limited Benefits Funds, the subsidy amount QIA could provide would be low (\$5/day) and therefore families would only save approximately \$1,250 per year</li> </ul>
		<p style="text-align: center;"><b><i>QIA Developed Resources</i></b></p> <ul style="list-style-type: none"> <li>▪ Will require expertise in both early childhood learning and development of learning resources, and is likely dependent on partnering with other agencies or consultants</li> <li>▪ Is dependent upon support from child-care providers for implementation</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Will be consistent with the objectives and standards of the organization.</li> </ul>	<p style="text-align: center;"><b><i>Using the Two Strategies Together</i></b></p> <p style="text-align: center;">By combining the two strategies together, QIA may increase the likelihood of meeting the objectives by bringing a multi-pronged approach to support Inuit child care. However, the available subsidy amount to parents would be lower, due to some funding going towards resources, which mitigates the effectiveness of the intervention.</p>
	<p style="text-align: center;"><b><i>Using the Two Strategies Together</i></b></p> <p style="text-align: center;">By combining the two strategies together, QIA may increase the likelihood of meeting the objectives by bringing a multi-pronged approach to support Inuit child care. However, the available subsidy amount to parents would be lower, due to some funding going towards resources, which mitigates the effectiveness of the intervention.</p>	

Theme	Pros	Cons
Efficiency	<b><i>Daycare Subsidies</i></b>	
	<ul style="list-style-type: none"> <li>▪ Leverages and supports existing facilities and staff in communities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administration of subsidy programs can be cumbersome to design and implement/manage for relatively low dollar benefits to clients</li> </ul>
	<b><i>QIA Developed Resources</i></b>	
	<ul style="list-style-type: none"> <li>▪ Developing resources in-house for daycare operators in all QIA communities brings some economy of scale benefits</li> <li>▪ Has one-time development costs and minimal ongoing costs (e.g. for revisions or additional printing/distribution)</li> <li>▪ Having standardized resource materials:               <ul style="list-style-type: none"> <li>○ Makes it simpler for childcare workers and families to move between childcare facilities</li> </ul> </li> <li>▪ Makes it easier to implement changes to materials (e.g. based on stakeholder feedback)</li> </ul>	<ul style="list-style-type: none"> <li>▪ There may be a risk that the costs of resource development outweighs the benefits if there is low support for usage among daycare operators</li> <li>▪ May require QIA to invest in program / resource development in an area where the organization does not have expertise and does not expect to require ongoing expertise</li> <li>▪ May duplicate efforts of other organizations (e.g. Department of Education) or of existing materials.</li> </ul>
<b><i>Using the Two Strategies Together</i></b>		
<p>By combining the two strategies, QIA can address both quality and access to programs. However, the use of both strategies will require more resources than either delivery stream on its own.</p>		

Theme	Pros	Cons
Administrative and Resourcing Requirements	<b><i>Daycare Subsidies</i></b>	
	<ul style="list-style-type: none"> <li>▪ By relying on Kakivak, who is currently already managing the delivery of daycare subsidies, QIA will reduce costs and may provide support in designing the subsidy guidelines and administration processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Resource requirements to administer subsidies (e.g. verifying eligibility, reviewing attendance documentation, calculating payments, issuing cheques/payments, budget management, etc.) may be high compared to subsidy value, and may only be acceptable if there is significant uptake and the ability to partner with an existing organization administering a similar program.</li> <li>▪ Some development of new policies / processes likely required (e.g. concerning eligibility of daycare operators and funding recipients, eligibility of part-time care recipients)</li> <li>▪ Requires willingness of part of Kakivak to administer subsidy</li> </ul>
Administrative and Resourcing Requirements	<b><i>QIA Developed Resources</i></b>	
	<ul style="list-style-type: none"> <li>▪ QIA already has the capacity to coordinate the development of resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Will require expertise in both early childhood learning and development of learning resources, and is likely dependent on partnering with other agencies or consultants</li> <li>▪ Is dependent upon support from child-care providers for implementation</li> </ul>
	<b><i>Using the Two Strategies Together</i></b>	
<p>By combining the two strategies, QIA would be able to use readily available QIA staff resources. In addition, existing staff may acquire new skills and be deployed in work of higher value to the organization. However, this requires dedicated staff for both programs, who are then no longer available to carry out other QIA initiatives. It also requires more staff resources than delivering just one of the two programs and skill sets required may not match those of available staff or potential recruitment candidates. This may also require additional time and funding to provide training to QIA staff in order for them to be able to carry out the necessary functions.</p>		

Theme	Pros	Cons
Stakeholder Considerations	<b><i>Daycare Subsidies</i></b>	
	<ul style="list-style-type: none"> <li>▪ Demonstrates to Qikiqtani Inuit how QIA is supporting them in their daily life</li> <li>▪ Impact would be felt as soon as subsidy is implemented</li> </ul>	<ul style="list-style-type: none"> <li>▪ If subsidy is withdrawn as a result of the new Benefits Fund key theme cycle, Qikiqtani Inuit may be adversely affected financially</li> </ul>
	<b><i>QIA Developed Resources</i></b>	
	<ul style="list-style-type: none"> <li>▪ Shows a commitment to meeting the needs of early childhood educators</li> </ul>	Stakeholders may have expectations about community input to the development of resources that may be difficult to identify or meet
<b><i>Using the Two Strategies Together</i></b> By combining the two strategies together, QIA would likely be able to satisfy a broader group of stakeholders.		

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#### 4.2.6 OTHER OPTIONS CONSIDERED

The Working Group discussed several issues, priorities, and potential programming options under the theme Daycare & Early Childhood Education. In total, 5 distinct goals and 9 objectives were discussed by the Working Group.

Below, a summary of the discussion is presented with the rationale for why each option was ultimately rejected.

**The full list of goals and objectives can be found in Appendix E.**

Table 6: Options Considered with Respect to Daycare & Early Childhood Learning Programs

<i>Issue</i>	<i>Proposed Solution</i>	<i>Challenges Identified</i>
Lack of available daycare spaces	Provide funding to existing daycares to increase number of daycare spaces	<ul style="list-style-type: none"> <li>▪ Even if QIA funded existing daycares to offer more daycare spaces, they may be unable to fill the spaces due to difficulties recruiting and retaining staff. Several concerns related to staffing were identified including:               <ul style="list-style-type: none"> <li>○ Pay equity with respect to salaries for daycare workers in Nunavut as compared to Southern jurisdictions and/or pre-school teachers in Nunavut who are paid more and such positions tend to attract childcare workers</li> <li>○ Constraints with staffing in some communities and ability to attract staff to certain locations</li> </ul> </li> <li>▪ For many daycares, increasing the number of daycare spaces depends on expanding square footage. This would require capital funding and is very costly. It was determined that introducing a third party into QIA’s project, and the need to depend on them in order to achieve the objectives, creates risks for QIA and reduces QIA’s ability to control the outcome and as such, was discarded.</li> <li>▪ Concerns were raised with respect to the potential problematic optics of opening up new spaces and then cancelling this funding two years later if a new theme is selected.</li> </ul>
Lack of physical infrastructure for new daycares	Conduct a needs assessment to identify a community in need of a new daycare and use the Benefits Fund as “seed money” to partner with GN Department of Education to jump-start the capital investment.	<ul style="list-style-type: none"> <li>▪ The Department of Education does not currently fund capital investments for childcare centres. It is unclear whether they would be willing to co-invest in capital improvements in partnership with QIA. In addition, given the level of effort required to identify communities in need and negotiate with the GN, it is unlikely that the seed money could be spent within the two-years assigned to the current theme.</li> </ul>
Lack of administrative capacity to run daycares and early learning programs	Provide additional funding to Kakivak to hire additional staff to administer the existing daycare programs (parental subsidy, wage subsidy, O&M)	<ul style="list-style-type: none"> <li>▪ While providing funding for administrative support would enable Kakivak to better serve families and daycare workers, and ultimately benefit families over the long-term, the direct benefit would not be felt immediately. The group felt that families need to see how QIA is supporting them directly.</li> </ul>

<i>Issue</i>	<i>Proposed Solution</i>	<i>Challenges Identified</i>
Lack of capacity of daycare Boards and managers to run daycares	Offer a professional development training opportunity to enhance manager and board members' understanding of their roles and responsibilities and build the concrete skills needed to run daycare	<ul style="list-style-type: none"> <li>QIA recently put in a proposal to do professional development training for daycare managers and boards through Makigiaqta Inuit Training Corporation. This funding was approved and will address this need.</li> </ul>
Daycare staff recruitment and retention	Increase the wage subsidy currently being provided by Kakivak	<ul style="list-style-type: none"> <li>Given that the funding may be reallocated to a different theme in two years time, there were concerns about the impacts of repealing the enhanced wage subsidy on staff retention. Several concerns were raised with respect to the optics of introducing a wage benefit which was later withdrawn and the possible collateral damage which might ensue to QIA.</li> </ul>
Lack of capacity of daycare staff to deliver Inuit-specific early learning programming	Offer professional development opportunities to daycare staff on Inuit cultural activities, history, and culturally appropriate early years programming	<ul style="list-style-type: none"> <li>The Department of Education provides professional development training opportunities to early learning staff upon request.</li> </ul>
Lack of certification training in communities for childcare workers	Offer on-the-job training to certify existing daycare workers in their home community	<ul style="list-style-type: none"> <li>Nunavut Arctic College runs an applied certification program for current daycare workers that rotates between communities each year. The program is not being offered in the Baffin region in 2017-2018 and this provides an opportunity for QIA to advocate for offering the program in the Baffin region. Given that the College already runs such a program, it was determined that no Benefits Funds are required to support this initiative. It would be possible for QIA to use its funding to partner with the College and to offer the program in the Baffin but it was determined that this seemed like a weaker use of the funds given that it might be possible to get the college to focus on Baffin without an additional infusion of QIA financial support.</li> </ul>
Daycare workers lack access to Inuit-specific early learning resources	Create a repository of Inuit-specific early learning resources so that daycare workers can easily access materials from one location	<ul style="list-style-type: none"> <li>ITK has already produced a resource hub of Inuit early learning resources.</li> </ul>

## 5.0 CONCLUSION

This report laid out programming options related to the two themes of **Cultural Activities** and **Daycare and Early Learning**. What follows is an assessment of how the proposed options meet a few criteria which we believe might be important in the Board's decision.

What follows is not an attempt at ranking the options according to the criteria but rather the criteria are presented as a means of supporting the conversation at the Board table and are offered as further factors to consider.

### SUMMARY CONSIDERATIONS - AT REQUEST FOR PLANNING APPROVAL STAGE

Consideration	Cultural Programs		Daycare and Early Childhood Learning	
	Strategy 1: Provide Program	Strategy 2: Provide funding for local programs	Strategy 1: Provide Childcare Subsidy	Strategy 2: Develop Inuit Specific Resources
Is the strategy consistent with QIA's mandate and strategic plan?	Y	Y	Y	Y
Is the strategy consistent with QIA's draft Benefits Fund Policy?	Y	Y	Y	Y
Is there a clear governance structure or owner for the next steps in planning?	Y	Y	Y	Y
Does the strategy fit within QIA's current policy and organizational environment?	Y	Y	Y	Y
Are the skills and capabilities required to carry out the next planning steps understood and available?	?	Y	Y	Y
Are the anticipated staffing and financial resources required to deliver the program/strategy in future available within the organization's allocation, given existing commitments?	IP	Y	Y	Y
Is there a clear understanding of the outcomes intended to be delivered from the strategy?	Y	Y	Y	Y
Have key stakeholders been identified and are they supportive?	IP	IP	IP	IP
Is the proposed strategy affordable?	Y	Y	Y	Y
Have the key risks been identified and is there a plan in place to manage them?	IP	IP	IP	IP
Have a range of options been considered before recommending the proposed strategy?	Y	Y	Y	Y
Have collaboration and potential duplication with other agencies been adequately considered?	Y	Y	IP	IP
Does the strategy allow flexibility to fit local conditions or initiatives?	Y	Y	N/A	N

Y = Yes; N=No; ? = Uncertain; IP = In Progress (will be provided with update and recommended decisions for implementation); N/A = not applicable

## 6.0 RECOMMENDATIONS

The establishment of the Benefits Fund provides a unique opportunity for QIA to strategically consider how to best support Qikiqtani Inuit in the Qikiqtani region. The process of selecting key themes has allowed QIA to obtain community input into guiding program priorities.

To address the two key themes for this funding period, **Cultural Activities** and **Daycare & Early Childhood Learning**, the Working Group went through a detailed program design process (as described in section 3.0 of this report). By carefully considered the existing landscape of services, political context, community needs, and QIA capacity to deliver programs, the Working Group recommends the following programs under each key theme.

### CULTURAL ACTIVITIES

- 1) Provide funding for cultural activities through an **application-based program**, and
- 2) **Directly provide cultural program** in communities that lack the capacity to successfully access and administer funding to run cultural activities programs.

### DAYCARE & EARLY CHILDHOOD LEARNING

- 1) Enhance access to daycare for Qikiqtani Inuit by **enhancing the existing parental subsidy** administered through Kakivak; and
- 2) Develop and disseminate **Inuit-specific early learning resource** kits to all daycare facilities in the region to assist service providers with Inuit cultural programming.

Through these proposed programs, QIA will be able to address important system gaps and community needs, while also meeting the obligations set out by the Benefits Fund Policy. The work completed to date provides a solid foundation upon which to build the proposed programming, but **significant program planning and development work is still required to give shape to these initiatives and prepare for their delivery**. The two-year theme cycle necessitates programming that can be operationalized quickly, so the benefits can be realized over the short-term. This funding cycle has implications for resource use within QIA, as it requires significant staff and Board time to lead community consultations and decide on strategic areas of focus frequently, which takes staff away from program operations.

## RECOMMENDATION

**It is recommended by the Working Group that the Board direct staff to proceed with the planning required to develop the recommended strategies.**



## APPENDICES



APPENDIX A: EXISTING PROGRAM LANDSCAPE

Table 7: Daycare & Early Childhood Learning Program Landscape

<i>Department</i>	<i>Program Name</i>	<i>Details</i>	<i>Categories</i>
<b>Territorial Government</b>			
GN Department of Education	Licensed Daycare Facilities	<p>The Department of Education licenses community early childhood facilities under the Child Day Care Act, providing start-up and annual operations funding to non-profit licensed childcare facilities and family day homes. The following areas are funded:</p> <p><b>Operation and Maintenance</b></p> <p>Program contribution funding helps maintain established, licensed child care programs. It also encourages the development of qualified staff and programs, and the provision of infant and special needs spaces. O &amp; M program contribution money is annual funding that can be used for any operating expenses.</p> <p><b>Health and Safety</b></p> <p>Health &amp; safety funding (limited to \$5,000.00) is provided to correct or improve the facility through repairs, renovations or additional equipment so that it meets all fire and health regulations. Facilities in currently operating GN buildings are not eligible for this funding component of the Early Childhood Program.</p> <p><b>Start-Up contributions</b></p> <p>Funding for non-profit organizations is offered to promote the development of licensed non-profit childcare programs. This funding is a one-time source of money to help childcare facilities purchase</p>	<ul style="list-style-type: none"> <li>▪ O &amp; M</li> <li>▪ Licensing</li> </ul>

<b>Department</b>	<b>Program Name</b>	<b>Details</b>	<b>Categories</b>
		the necessary toys, equipment and program materials needed to open. This funding cannot be used to purchase, construct or do major renovations to a building. <sup>4</sup>	
	Early Childhood Educators Training	<p>The Early Childhood Education staff offer training to groups and individuals interested in improving their early childcare skills, be it in the field of program management or hands-on childcare.<sup>5</sup></p> <p>Annual funding is given to Nunavut Arctic College so that they will offer Early Childhood Education certificate or diploma courses in Nunavut.<sup>6</sup></p>	<ul style="list-style-type: none"> <li>▪ Professional Development</li> </ul>
	Young Parents Stay Learning	<p>The Young Parents Stay Learning Program is a daycare subsidy program to help young parents with the cost of childcare while the parent attends school.</p> <p>Eligibility Criteria:</p> <ul style="list-style-type: none"> <li>▪ Not receiving the day care user subsidy funded by the Department of Education</li> <li>▪ You must be the parent or legal guardian of a child or children who need care</li> <li>▪ Enrolled in a full-time program of study for middle or high school within Nunavut or under the age of 18 years of age and enrolled in a full-time post-secondary program of study within Nunavut</li> <li>▪ Student prepared letter of why this subsidy is important to them</li> <li>▪ Application form signed by a school counselor or principal.</li> <li>▪ Sign an agreement to attend full-time and to commit to progressing in studies</li> <li>▪ Not receiving funding from a Regional Inuit Association.</li> <li>▪ Space available at a licensed childcare facility or with a private unlicensed caregiver (only with approval from the Department when licensed childcare is not available)</li> <li>▪ Evidence of satisfactory attendance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parental Subsidy</li> </ul>

<sup>4</sup> Accessed on June 25 from: <http://www.gov.nu.ca/education/information/licensed-facilities>

<sup>5</sup> Accessed on June 25 from: <http://www.gov.nu.ca/education/information/early-childhood-educators>

<sup>6</sup> Accessed on July 13 from: [http://www.gov.nu.ca/sites/default/files/annual\\_report\\_2013-2014\\_english\\_web.pdf](http://www.gov.nu.ca/sites/default/files/annual_report_2013-2014_english_web.pdf)

<i>Department</i>	<i>Program Name</i>	<i>Details</i>	<i>Categories</i>
		<ul style="list-style-type: none"> <li>Evidence of satisfactory progress<sup>7</sup></li> </ul>	
	Healthy Children Initiative	<p>Healthy Children Initiative is funding for licensed childcare facilities or other eligible organizations which supports children's healthy development, especially in the cases of those with special needs. This funding is available for supportive programs that fall under two categories:</p> <p><b>Community Initiatives</b> Health-development program for children involving families and communities.</p> <p><b>Supportive Child Services</b> Supportive services offered to children on an individual basis.<sup>8</sup></p>	<ul style="list-style-type: none"> <li>Program Funding</li> </ul>
	Resources	<p>This Early Childhood Resources unit is responsible to research, develop and recommend resources and assessments for use within an Inuit and northern context in early learning facilities. This is where funding is located to support the research and development of those resources to be used to support high-quality learning within child care centres.<sup>9</sup></p>	<ul style="list-style-type: none"> <li>Early Learning Resources</li> </ul>
Department of Family Services	Daycare User Subsidy	<p>Low-income families residing in Nunavut can receive this subsidy to help with the cost of childcare programs. Applicants must be over age 18, with a child under 12, and must either be employed, attending an education program, or both.<sup>10</sup></p>	<ul style="list-style-type: none"> <li>Parental Subsidy</li> </ul>

<sup>7</sup> Accessed on June 24 from: <http://www.gov.nu.ca/young-parents>

<sup>8</sup> Accessed on June 24 from: <http://www.gov.nu.ca/information/healthy-children-initiative>

<sup>9</sup> Accessed on July 13 from: [http://www.gov.nu.ca/sites/default/files/files/Finance/Budgets/business\\_plan\\_2017-2020\\_english.pdf](http://www.gov.nu.ca/sites/default/files/files/Finance/Budgets/business_plan_2017-2020_english.pdf)

<sup>10</sup> Accessed on June 26 from: <http://www.gov.nu.ca/family-services/information/daycare-subsidy-ds>

<b>Department</b>	<b>Program Name</b>	<b>Details</b>	<b>Categories</b>
GN Department of Culture and Heritage	Grants and Contributions	The Department of Culture and Heritage provides grant and contribution funding to non-profit, community-based organizations, individuals, and municipal corporations who direct their efforts to the promotion, protection and preservation of Nunavut’s culture and heritage, official languages, and activities that support elders and youth.	<ul style="list-style-type: none"> <li>▪ Program Funding</li> </ul>
<b>Government Agencies</b>			
District Education Authorities	Early Childhood Education Inuit Language and Culture funding	<p>Section 17 of the Nunavut Education Act states that the, “District Education Authority shall provide an early childhood program that promotes fluency in Inuit language and knowledge of Inuit culture.”</p> <p>There are two ways that DEA’s can provide an early childhood education program for Language and Culture:</p> <ul style="list-style-type: none"> <li>▪ A DEA can create and operate its own early childhood education program – this could be a language nest, a lending library, a parent and tot group, etc.; OR</li> <li>▪ A DEA can support an existing early childhood program through funding, staffing or providing resources – this could be a daycare, preschool, language nest, parent and tot group, library program, etc.</li> </ul> <p>The DEA may choose to do either or both of these; it is up to each DEA to decide what will work best for their community.</p> <p>Some expenses that can be covered by this funding are:</p> <ul style="list-style-type: none"> <li>▪ Elder and/or cultural expert honoraria to assist instruction of an Inuit language or culture</li> <li>▪ Purchase and/or materials to produce culturally relevant items to facilitate instruction (i.e. traditional tools, instruments, toys, etc.)</li> <li>▪ Purchase and/or materials to produce Inuit language relevant items to facilitate instruction (i.e. books, toys, CDs, writing supplies, glue, scissors, paint, skins, furs, fabric, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program Funding</li> </ul>

<b>Department</b>	<b>Program Name</b>	<b>Details</b>	<b>Categories</b>
		<ul style="list-style-type: none"> <li>▪ Equipment to facilitate language development for the children in the early childhood program (i.e. developmentally appropriate, child sized, and where possibly culturally appropriate cushions, shelves, carpets, couches, chairs, etc.)</li> <li>▪ Nutritious food including country food as per the Nunavut Food Guide recommendations<sup>11</sup></li> </ul>	
Nunavut Arctic College	Early Childhood Education Diploma	The ECEP is a two-year post-secondary, accredited diploma program that prepares students with the knowledge and skills to develop and deliver quality Early Childhood Education in Nunavut. The program enhances the workplace three-fold: by providing graduates with professional credentials to work in the child development field; by improving essential childcare services for working families; and by improving the opportunities for success in school and life for generations of Nunavut children. The program takes place at the Nunatta Campus. <sup>12</sup>	<ul style="list-style-type: none"> <li>▪ Training</li> </ul>
	Early Childhood Education Applied Certificate Program	<p>The Early Childhood Education Applied Certificate meets the logistical needs of Nunavut communities and the learning needs of childcare workers by providing onsite training with minimal disruption to the childcare centre.</p> <p>The Applied Certificate Program trains current childcare workers through a series of intensive, two-week accredited courses that build capacity in early childhood development in all three regions of the territory.</p> <p>A 'blended delivery model' integrates workplace, classroom and distance learning utilizing new technology to access current research and adapted resources. Students must be employed by a childcare centre or early childhood program participating in the ECE Applied Certificate Program.<sup>13</sup></p>	<ul style="list-style-type: none"> <li>▪ Training</li> </ul>

<sup>11</sup> Accessed on June 26 from: [http://www.gov.nu.ca/sites/default/files/guide\\_-\\_ece\\_inuit\\_language\\_and\\_culture\\_funding\\_-\\_eng.pdf](http://www.gov.nu.ca/sites/default/files/guide_-_ece_inuit_language_and_culture_funding_-_eng.pdf)

<sup>12</sup> Accessed on from June 25 from: <http://www.arcticcollege.ca/en/education-programs/item/6100-early-childhood-education-diploma>

<sup>13</sup> Accessed on from June 25 from: <http://www.arcticcollege.ca/en/education-programs/item/6101-early-childhood-education-certificate>

<i>Department</i>	<i>Program Name</i>	<i>Details</i>	<i>Categories</i>
		The program rotates communities each year. In 2017-2018, the program will be offered in Cambridge Bay, Rankin Inlet, and Coral Harbour. <sup>14</sup>	
<b>Non-Governmental Organizations</b>			
Kakivak	Childcare Program	<p>Childcare Program offers support in five areas; basic operations and maintenance, attendance-based operations and maintenance, support for culture and language instruction, operational equipment and worker training.<sup>15</sup></p> <p>Kakivak administers a \$19/day parental subsidy to Qikiqtani Inuit to reduce the cost of daycare feed. Parents are eligible if they are Qikiqtani Inuit who are employed, in school, or contributing to the traditional economy.<sup>16</sup></p> <p>Kakivak administers a \$3.50/hour wage incentive to Qikiqtani Inuit working in daycare facilities.<sup>17</sup></p>	<ul style="list-style-type: none"> <li>▪ Parental Subsidy</li> <li>▪ Daycare Worker Wage Subsidy &amp; M</li> <li>▪ Early Learning Resources</li> </ul>

<sup>14</sup> Conversation with Admissions Officer, Nunavut Arctic College, June 28, 2017

<sup>15</sup> Accessed on June 25 from: [http://www.kakivak.ca/data/UPLOADS/files/Annual\\_reports/2015\\_Annual\\_Report\\_English.pdf](http://www.kakivak.ca/data/UPLOADS/files/Annual_reports/2015_Annual_Report_English.pdf)

<sup>16</sup> Correspondence with Kakivak staff, July 6, 2017.

<sup>17</sup> Correspondence with Kakivak staff, July 6, 2017.

<b>Department</b>	<b>Program Name</b>	<b>Details</b>	<b>Categories</b>
Qaujigiartiit Health Research Centre (QHRC)	Inunnguiniq Parenting Program	<p>Parenting support program that covers:</p> <ul style="list-style-type: none"> <li>▪ Roles of parents in raising and guiding children and reflection on colonial policies which impacted families in the North</li> <li>▪ Rebuild the role of extended family and community in child-rearing</li> <li>▪ Importance of the land in our lives and wellness</li> <li>▪ Stages of child development</li> <li>▪ Inuit perspectives on child-rearing and family relationships</li> <li>▪ Inuit naming and kinships</li> <li>▪ Heart-centred approach to childrearing</li> <li>▪ Revitalizing Inuit stories and recognizing the power of story in our lives and in the lives of children</li> <li>▪ Practicing and adopting positive life habits and role modelling</li> <li>▪ Practical life skills grounded in Inuit Qaujimajatuqangit</li> <li>▪ Relationships communication skills for spouses, family, and children</li> <li>▪ Setting expectations for children and ourselves</li> <li>▪ Budgeting</li> <li>▪ Exploring ourselves and our actions through reflection</li> <li>▪ Healthy eating and family nutrition</li> </ul> <p>Facilitators for the program are provided with the following materials in English and Inuktitut:</p> <ul style="list-style-type: none"> <li>▪ Inunnguiniq Curriculum book</li> <li>▪ Inunnguiniq Participant Handbook, which includes materials to be photocopied and handed out to parents to take home</li> <li>▪ Inunnguiniq Facilitator Guide, which includes relevant information for developing funding proposals to help continue delivering Inunnguiniq in your community</li> <li>▪ Inunnguiniq Child Development Pamphlet Series for prenatal to 18 years<sup>18</sup></li> </ul>	<ul style="list-style-type: none"> <li>▪ Parental/Child Program</li> </ul>

<sup>18</sup> Accessed on June 25 from: <http://www.qhrc.ca/family-health-1>

<b>Department</b>	<b>Program Name</b>	<b>Details</b>	<b>Categories</b>
Inuit Tapiriit Kanatami (ITK)	Katiqsugat: Inuit Early Learning Resources	<p>In September 2015, Inuit Tapiriit Kanatami (ITK) and the Inuit Early Childhood Development Working Group successfully launched Katiqsugat: Inuit Early Learning Resources. This digital library collection of Inuit-specific early childhood education materials is a collaborative effort between ITK's Department of Health and Social Development and Inuit Qaujisarvingat to support knowledge exchange between Inuit communities and provide better access to information about Inuit early childhood development, child rearing and parenting practices.</p> <p>Designed as an online resource primarily for educators, teachers, parents, and childcare centre managers in Inuit Nunangat, Katiqsugat provides free access to a diverse collection of Inuit-specific educational materials available in both English and Inuktitut (Katiqsugat means "collection" in Inuktitut).</p> <p>Currently the collection includes policy manuals, teaching tools, fact sheets, recipes, activity ideas, and original research on Inuit early childhood development. While to date the majority of materials in the collection come from Inuit organizations and governments, we warmly encourage individuals, especially educators, teachers, parents, and managers, to submit and share materials they've created and use, be it at home or as part of an early years program.<sup>19</sup></p>	<ul style="list-style-type: none"> <li>▪ Early Learning Resources</li> </ul>

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<sup>19</sup>Accessed on June 25 from: <http://www.inuitknowledge.ca/our-work/katiqsugat>

<b>Department</b>	<b>Program Name</b>	<b>Details</b>	<b>Categories</b>
Ilisaqsivik Society	Piruaqsiaqqut (CAPC and CPNP)	Piruaqsiaqqut (CAPC and CPNP) – Through our Community Action Program for Children (CAPC) and Canada Prenatal Nutrition Program (CPNP), Ilisaqsivik serves healthy meals and snacks six evenings a week to women, infants and children from pregnancy through age six. These programs emphasize knowledge needed to make healthy choices, from information about Fetal Alcohol Spectrum Disorders (FASD) to diabetes to the health benefits of country food. Participants learn in a fun, supportive environment where they do sewing and crafts. Elders share stories and knowledge about traditional parenting and offer parenting advice. <sup>20</sup>	<ul style="list-style-type: none"> <li>Parental/Child Program</li> </ul>
	Preschool	Ilisaqsivik Society offers preschool five days a week with instructors who are trained early childhood educators and Ilisaqsivik Society’s Counselling Elder. Through cooperative play and interaction, the children develop fine motor skills and learn traditional crafts, songs and stories. Children are taught in Inuktitut, and are introduced to numbers, syllabics, and the Roman alphabet. <sup>21</sup>	<ul style="list-style-type: none"> <li>Parental/Child Program</li> </ul>
	Parents and Tots	Ilisaqsivik offers a Parents and Tots program five afternoons a week for parents and their infants and toddlers up to two years of age. The program is designed to strengthen the relationship between parent and child and promote the parent as the child’s first and most important teacher. <sup>22</sup>	<ul style="list-style-type: none"> <li>Parental/Child Program</li> </ul>

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<sup>20</sup> Accessed on June 25 from: <http://ilisaqsivik.ca/programs-and-services/children>

<sup>21</sup> Ibid

<sup>22</sup> Ibid

<b>Department</b>	<b>Program Name</b>	<b>Details</b>	<b>Categories</b>
	Home Visits	For parents who need extra support or who are unable to attend programs at Ilisaqsivik, a trained early childhood educator conducts 45 minute home visits two to three times a week. The Home Visits teacher brings activities, books and snacks to the home and shares learning with parent and child. An important aspect of Home Visits is to improve children’s Inuktitut language skills and to practice motor skills as appropriate for their age group. <sup>23</sup>	<ul style="list-style-type: none"> <li>Parental/Child Program</li> </ul>
	Special Needs	Ilisaqsivik Society employees a special needs tutor who conducts speech and language therapy in Inuktitut and English five days a week with young children (1 – 5 years old). <sup>24</sup>	<ul style="list-style-type: none"> <li>Parental/Child Program</li> </ul>
	Radio Show	Community radio is a very important means of communication in Clyde River. Many households keep the radio tuned to the radio throughout the day, stopping to listen to their favorite shows and calling in to share news and stories. Once a week, Ilisaqsivik teachers and instructors host a two-hour Children’s Literacy Radio Show for parents and preschool children (daytime show) and school-aged children (evening programming). The shows features stories in Inuktitut from teachers, visiting community members, Elders, and children, as well as literacy games and call-in contests with prizes. The games and contests challenge local children to practice their Inuktitut in a fun and supportive way, and rewards them for their participation. The show also features call-in segment for parents or guardians to share a story about their child with the community, and a weekly activity that parents and children can do at home together. The hosts share knowledge with the entire community about healthy childcare practices and responsible, effective parenting techniques. <sup>25</sup>	<ul style="list-style-type: none"> <li>Parental/Child Program</li> </ul>

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<sup>23</sup> Ibid

<sup>24</sup> Ibid

<sup>25</sup> Ibid

APPENDIX B: LOGIC MODELS

Table 8: Cultural Activities - Logic Model

Inputs <i>(what we invest in)</i>	Activities <i>(what we do)</i>	Participants <i>(who we reach)</i>	Outputs <i>(what we produce/provide)</i>	Short Term Outcomes	Medium / Long Term Outcomes
<b>QIA Develops and Delivers its own Programs</b>					
<ul style="list-style-type: none"> <li>Staff for program development and delivery</li> <li>Funding for program delivery and participants costs (e.g. venue rental, travel costs)</li> </ul>	<ul style="list-style-type: none"> <li>Develop cultural programming</li> <li>Coordinate delivery of cultural programming</li> <li>Deliver cultural programming (workshops, training sessions)</li> <li>Gather and report on program performance data</li> </ul>	<ul style="list-style-type: none"> <li>Qikiqtani Inuit in all target communities</li> </ul>	<ul style="list-style-type: none"> <li>Content for land-based and sewing cultural programming or training</li> <li>“Seats” in cultural programming sessions or training</li> </ul>	<ul style="list-style-type: none"> <li>Participants have improved skills in cultural practices</li> <li>Participants have increased knowledge about traditional practices</li> </ul>	<ul style="list-style-type: none"> <li>Qikiqtani Inuit pass along knowledge of sewing or land based activities to others</li> <li>More Qikiqtani Inuit participate in sewing or land-based activities on an ongoing basis</li> <li>Preservation and strengthening of cultural practices</li> </ul>
<b>QIA Delivers a Proposal-driven Fund</b>					<ul style="list-style-type: none"> <li>Improved economic and social resilience based on cultural activities</li> </ul>
<ul style="list-style-type: none"> <li>Staff for funding guideline development and administration</li> <li>Funding for community organizations to develop programming</li> <li>Funding for community organizations to deliver programming (e.g. facilitator and participant costs, venue costs, program materials)</li> </ul>	<ul style="list-style-type: none"> <li>Develop funding guidelines</li> <li>Administer funding guidelines (e.g. manage contribution agreements, gather and report on program data)</li> <li>Encourage and provide funding to community organizations/partners to <b>extend existing</b> sewing or land-based programs</li> <li>Encourage and provide funding to community organizations/partners to <b>develop new</b> sewing or land-based programs</li> <li>Provide advice and support to community organizations / partners to resource and deliver programming</li> </ul>	<ul style="list-style-type: none"> <li>Community / partner organizations</li> <li>Qikiqtani Inuit in communities with service delivery capacity</li> </ul>	<ul style="list-style-type: none"> <li>Funding guidelines and communications</li> <li>Decisions about funding proposals</li> </ul>		

**Note** this does not incorporate some potential secondary objectives/outcomes such as those that could be related to investing in community organizations or local facilitators

Table 9: Logic Model – Daycare & Early Childhood Learning

Inputs (what we invest)	Activities (what we do)	Participants (who we reach)	Outputs (what we produce/provide)	Short Term Outcomes	Medium / Long-Term Outcomes
Daycare Subsidy					
<ul style="list-style-type: none"> <li>▪ Funding for childcare subsidy (\$5/day for 250 children)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Channel funding to Kakivak</li> <li>▪ Gather reporting data on subsidy administration and reach</li> </ul>	<ul style="list-style-type: none"> <li>▪ Qikiqtani Inuit who have young children and are either employed, in school, or contributing to the local economy</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$5 a day per child daycare subsidy for Qikiqtani Inuit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Childcare is more affordable for Qikiqtani Inuit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fewer Qikiqtani Inuit leave the workforce to care for children</li> <li>▪ Fewer Qikiqtani Inuit drop out of educational programs to care for children</li> <li>▪ The financial status of Qikiqtani Inuit is improved</li> </ul>
Inuit-Specific Early Learning Resources					
<ul style="list-style-type: none"> <li>▪ Staff to coordinate resource development</li> <li>▪ Funding for resource content development</li> <li>▪ Funding for resource production</li> <li>▪ Funding for shipping resource kits</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner with Inhabit Media</li> <li>▪ Contract content writers/advisors to develop resource content as necessary</li> <li>▪ Contract illustrators/designers as necessary</li> <li>▪ Administer funding (e.g. manage contracts, gather and report on production data)</li> <li>▪ Assemble resource kits</li> <li>▪ Disseminate resource kits to daycare facilities</li> <li>▪ Monitor receipt of kits</li> <li>▪ Gather reporting data on kit use and impact</li> </ul>	<ul style="list-style-type: none"> <li>▪ Childcare workers</li> <li>▪ Children enrolled in daycares in the Qikiqtani region</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inuit-specific early learning resource kits for each daycare facility in Qikiqtani region</li> </ul>	<ul style="list-style-type: none"> <li>▪ Childcare workers have increased access to Inuit-specific early learning resources</li> <li>▪ Inuit children have greater access to Inuit-specific early learning resources and activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enhanced competency of childcare workers to delivery Inuit-specific childcare activities</li> <li>▪ Inuit children have a greater awareness and knowledge of Inuit culture and language</li> <li>▪ Improved educational outcomes and graduation rates for Inuit youth<sup>26</sup></li> </ul>

<sup>26</sup> According to the National Dropout Prevention Centre, participation in quality, culturally-appropriate early childhood learning programs has been shown to positively effect primary and secondary school grades and graduation rates. Accessed on July 24, 2017 from: <http://dropoutprevention.org/effective-strategies/early-childhood-education/>

APPENDIX C: LAND PROGRAM FUNDING LEVELS

Table 10: Sample Budget for Land Program

Winter Land Trip, 15 kids, 7 days		
Snowmobile + Qamutik rental	5machines*\$250/day*7days	\$8750
Food	\$50*21	1050
Gas	\$40/gal*20gal*5	4000
Naptha	\$200	200
Bullets	\$40/box*4boxes	160
Guides	\$250/day*10days*2	5000
Cooks	\$250/day*10 days*2	5000
Elders	\$250/day*7 days*2	3500
Coordinator (per project)		2500
Admin		3000
Total for 1 Land-Trip		\$33,160
Estimated Total for 13 Land-Trips		\$431,080

APPENDIX D: DAYCARE & EARLY LEARNING PROGRAM FUNDING LEVELS

Table 11: Sample Budget for Daycare & Early Childhood Learning Program

	Task	Description	Cost
Increase childcare subsidy by \$5/day	Provide Kakivak with additional funding to increase the existing childcare subsidy by \$5/day	\$5/day x 250 children x 5 days a week x 50 weeks a year	\$312,500
Develop and disseminate early learning kits to all daycare facilities in Qikiqtani region	Hire professional consultants (E.g., Elders, writers/editors, graphic designers, illustrators, etc.)	Consultant fees for the production of 2 books recently cost approximately \$45,000. This costing assumes the equivalent of 4 books being published.	\$90,000
	Publishing and printing (printing, binding, materials, supplies)	Publishing of 2 books recently cost approximately \$12,500. This costing assumes the equivalent of 4 books being published.	\$25,000
	Literary and layout editing	Literary and layout editing for 2 books recently cost \$4,500. This costing assumes the equivalent of 34books being published.	\$12,000
	Production company project coordinator salary	Project coordination of 2 books recently cost \$6,000. This costing assumes the equivalent of 4 books being published.	\$12,000
	Shipping	Shipping 800 copies of books to various stakeholders recently cost \$7,500. This costing assumes shipping one large resource kit to each daycare facility.	\$15,000
	Accounting and Administration	Accounting and administration for a 2-book production project recently cost \$2,000. This costing assumes the equivalent of 4 books being published.	\$4,000
<b>Total</b>			<b>\$470,500</b>

## APPENDIX E: OTHER OPTIONS CONSIDERED

### CULTURAL ACTIVITIES

#### GOALS CONSIDERED

- Increase knowledge, awareness, and practice of Inuit cultural activities
- Strengthen transmission of Inuktitut and Inuit culture across generations
- Enhance local capacity to delivery cultural activity programs for children and youth
- Enhance positive cultural identity among Qikiqtani Inuit
- Strengthen opportunities to enhance and or practice Inuit culture

#### OBJECTIVES CONSIDERED

- To facilitate the acquisition of Inuit cultural skills by funding up to 25 individuals and/or organizations in the region in cultural activity training
- To train up to two individuals in each community in Qikiqtani region to be knowledge keepers
- To fund at least one cultural activity program in each community in Qikiqtani region
- To design and administer one cultural activity program in each community in Qikiqtani region
- To support each community in the region to develop at least one proposal for cultural activity funding from QIA, government of Nunavut, or the federal government
- To bring at least 2 youth from each community in the region to a training session on writing grant proposals
- To train each CLO in supporting community members in writing proposals to QIA, government of Nunavut, or the federal government

### DAYCARE & EARLY CHILDHOOD LEARNING

#### GOALS CONSIDERED

- Enhance Inuktitut language skills among children
- Increase Inuit-focused parenting skills
- Improve access to daycare spaces
- Strengthen staff capacity to delivery early childhood learning roomed in Inuit culture
- Enhance system integration and coordination between early childhood development organizations

#### OBJECTIVES CONSIDERED

- To increase access to daycare by making childcare more affordable by providing subsidies for up to 250 families
- To enhance daycare staff retention by increasing the wage subsidy by 5%
- To support one professional development training opportunity in each community in the region of childcare providers on Inuit cultural skills and activities
- To develop a “childcare-training-in-a-box” module that is disseminated to all daycares in the region
- To double production of children’s books in partnership with Inhabit Media
- To conduct an inventory of existing Inuit early learning materials by 2019
- To enhance administrative capacity for childcare and early learning programs by funding an additional position at Kakivak
- To spend \$200,000 as “seed money” to enhance daycare physical infrastructure in partnership with the GN Department of Education
- To conduct a needs assessment to determine one community in need of support to seek capital funding investment from the GN Department of Education.