

National Child Benefit Reinvestment (NCBR) Fast Facts

OBJECTIVE

THE National Child Benefit (NCB) Reinvestment initiative was implemented in July 1998 and is a joint federal/provincial/territorial initiative that supports children and families. First Nation communities have developed NCB programs based on the following three objectives of the NCB:

- ♦ to help prevent and reduce the depth of child poverty
- ♦ to promote attachment to the workforce; and
- ♦ to reduce program overlap and duplication.

SOCIAL ASSISTANCE RECIPIENTS

Families in receipt of social assistance report to the First Nations Administering Authority the amount of NCB payments they receive through the Canada Child Tax Benefit. The First Nations Administering Authorities report monthly to DIAND the amount of NCB received and DIAND provides NCB Reinvestment funding for on-reserve projects to assist in reducing child poverty and providing opportunities for transition to the workplace for families with children.

HOW THE FUNDING WORKS

The funding is realized through savings offset by NCB payments to social assistance recipients.

FUNDING FORMULA

Your NCBR budget = (25% of Regional NCBR budget/# of eligible FN) + (25% of Regional NCBR budget/2005 total Regional on-reserve Population x your on-reserve population) + (50% of Regional NCBR budget/Total regional on-reserve population age 0-18 x your on-reserve population age 0-18)

ALLOWABLE COSTS

Costs may include community priorities in the 5 areas of child nutrition, cultural enrichment, child care, supports for working parents and home-work transitions. Disbursement for administrative costs in support of program and service delivery which do not exceed 15% of the total allocation are eligible under this contribution and may include: salaries, wages and benefits; travel; accommodation; transportation; training and professional development for professional or paraprofessional administrators; testing, policy development and program modification or adaptation; instructional and information materials; office supplies; office equipment; telecommunications; printing; professional services; research; data collection, analysis and reporting; evaluation; incremental fees for accounting and audit services and related office costs.

HOW FIRST NATIONS CAN ACCESS FUNDING

First Nations Administering Authorities can access the funds by meeting the following criteria:

1. reporting the NCB payments received by their Social Assistance recipients.
2. ensuring monthly and annual reports are submitted in a timely and accurate manner.
3. submit an accurate and timely annual report on the NCB Reinvestment project(s).

For each fiscal year, the deadline to meet the above criteria is May 31. Only those First Nations who meet the above criteria will receive an allocation. For 2006/2007 Fiscal year allocation NBCR Proposals due February 27, 2006 for May 1, 2006 transfer. Proposals were to be mailed/faxed to:

Pauline Bechtel, Allocation Officer
Resource Management Unit, Funding Services Directorate
Indian & Northern Affairs Canada
600 – 1100 Melville Street, Vancouver, BC V6E 4S3
Fax: (604) 775-7400

NCBR ACTIVITY AREAS

Eligible NCBR projects fall into five activity areas:

1. Childcare

This area includes activities that cover the costs of developing new and enhancing existing day care services. Such initiatives allow more families with low incomes to gain access to daycare spaces or to have their share of child care costs reduced. Examples include:

- ♦ enhancements to existing day care services
- ♦ increasing day care spaces
- ♦ child care for children of parents completing employment or training programs

2. Child Nutrition

Improve the health and well-being of children by providing school meal and snack programs (available for children who are pre-school, in-school or out-of-school). This activity area also includes education to parents on family nutrition and meal preparation. Examples include:

- ♦ educational programs aimed at nutrition
- ♦ food hampers
- ♦ meal programs (hot lunches, breakfasts and snacks) provided in schools, nurseries, play groups, support centres, etc

3. Support for Parents

Offer early intervention for parents to help their children with a healthy start in life. Examples include:

- ♦ parenting programs (skill development, workshops on prevention of substance abuse, youth and sexuality, fetal alcohol syndrome)
- ♦ drop-in centers for parents and children
- ♦ parent and child activities

4. Home-to-Work Transition

Offer training opportunities to increase the skill level of parents and/or eligible youth which can increase their chances of obtaining work. Examples include:

- ♦ employment and training programs
- ♦ youth summer work programs
- ♦ personal development workshops (e.g. job-readiness training).

5. Cultural Enrichment

Offer classes for traditional teachings and support programs for youth; available to children who are pre-school, in-school or out-of-school. Examples include:

- ♦ cultural teachings
- ♦ family and community support (life skills)
- ♦ traditional gatherings (workshops on teaching traditional food gathering and preparation)

Reinvestment funds can be used to complement funding available to First Nations from other sources as long as the project falls within one of the five activity areas.

SOME EXAMPLES OF SUCCESSFUL NCBR PROJECTS INCLUDE

Childcare

- ♦ Child care supplement for single parents in training (direct subsidies to parents are not provided).

Child Nutrition

- ♦ Promoting healthy childhood growth and development through nutrition programs.
- ♦ Hot lunches for the Head Start program

Support for Parents

- ♦ A drop-in centre to give youth a place to meet and associate with their friends.
- ♦ Skill development opportunities for parents that promote positive parent-child relationships.
- ♦ Workshops on the prevention of substance abuse; youth and sexuality; and fetal alcohol syndrome.

Home-to-Work Transition

- ♦ A summer employment program for students who plan to return to school in the fall. The earning enabled students to purchase goods such as school supplies.

Cultural Enrichment

- ♦ A local project to integrate the community child-centered and youth-centered programs and cultural programs.
- ♦ Workshops that teach traditional food gathering and preparation.

Early Intervention

- ♦ Early literacy programs: book club and preschool reading circles
- ♦ Early cultural/language programs: teachings, songs, dance, stories, language, arts & crafts
- ♦ Readiness to learn programs: materials for teaching and learning with kids, art and lessons
- ♦ Infant stimulation programs: water babies, infant massage, motor development, dance, songs
- ♦ Healthy start programs: pre/post natal, drug-affected babies and low birth rates
- ♦ Home visiting programs for families: for parents with new born or children with special needs, FAS and FAE
- ♦ Special need programs: dietary products, learning to care for children with special needs and provide support services
- ♦ Making healthy choices: smoking effects, drug & alcohol effects, nutrition and stress
- ♦ Infant development programs: learning activities, educational activities, parenting skills for child development and traditional/contemporary

Healthy Kids

- ♦ Play groups: daycare, nighttime – care, and after-school clubs
- ♦ Child nutrition programs: hot lunch program, breakfast program, community kitchen
- ♦ School related activities: cultural/language, extra curricular
- ♦ Readiness to learn in school: counselors, support kids with subjects and community tutors
- ♦ Special needs for school support: In-school counselor, extra support for kids and subjects
- ♦ Sports activities: sport programs for kids, soccer camps, baseball, tiny tots and summer outings

Family Resource Center

- ♦ Positive parenting: support group for parents, time-out group for parents and caring for parents
- ♦ Workshops for parents: AIDS, HIV, cocaine effects, relaxation, racism and planning for future
- ♦ Violence prevention: physical abuse, emotional abuse, criminal charges, banishment and stress
- ♦ Consumer education: family budgeting, good or bad credit and shopping
- ♦ Floating foster parent: a foster parent to live with kids in own home rather than remove them
- ♦ Nesting: camp for mother and child to participate, receive support and teachings from elders
- ♦ Making healthy choices: safe sex, sex education, smoking, alcohol, drugs and nutrition
- ♦ Grandmother/Senior women mentor program: work with young mothers, teach traditional and contemporary parenting skills, house organization, budgeting, and other related skills

Youth

- ♦ Support programs for youth at risk: teen support groups, prevention programs, HIV and AIDS
- ♦ Recreational: after school activities, swimming dancing, hiking, canoeing and camping
- ♦ Cultural/Spiritual: teachings, song, dance, art, story telling, games and cultural camps
- ♦ Language: teaching of language, developing materials for youth to learn and support/awareness
- ♦ Peer counseling: teens talking to teens, chat line, column in newsletter, welcome committee
- ♦ Back to school initiatives: support extra fees required by school, materials, equipment, outfit and after school tutors
- ♦ Gang prevention: safety, racism, violence, label crime, weapons, drugs and criminal charges
- ♦ Teen pregnancy prevention: sex education, birth control, responsibilities for the future and nutrition
- ♦ Positive Role Model/Mentoring: Elders, Chief, Council, national/local celebrities, sports, art, academic, traditional dances and drummers
- ♦ Making healthy choices: sex education, safe-sex, smoking, alcohol, drugs and solvent abuse, physical abuse and nutrition

Work Force Transition

- ♦ Child care supplement for single parent in training: assist with financial subsidy for single parent in training for employment/education
- ♦ Employment incentive programs for families with children: daycare supplement, travel supplement, job retention reward program and wood cutting program

Traditional Ways

- ♦ Teaching traditional food gathering: hunting, fishing, berry picking and planting vegetables
- ♦ Teaching traditional preparation of food: smoked meat and dried food
- ♦ Family structure; roles and responsibilities within family, elders and children respected
- ♦ Language: teach language to all families and children and develop materials for families to learn
- ♦ Cultural/Spiritual: teach the songs, dances, family traditions, teach spiritual ways to families that promote values and pride and cultural camps for all age groups.

TYPES OF INITIATIVES THAT DO NOT QUALIFY FOR REINVESTMENT...

- ♦ Those not targeted to low-income families with children
- ♦ Housing/renovations
- ♦ Capital expenditures such as repair/purchase of buildings
- ♦ Infrastructure
- ♦ Clothing
- ♦ Paying down any debt