MEMORANDUM TO: Directors of Education
Secretaries of School Authorities
Principals of Provincial Schools

FROM: Avis Glaze
Chief Student Achievement Officer
The Literacy and Numeracy Secretariat

DATE: November 16, 2006

SUBJECT: $8 Million Investment – Ontario Focused Intervention Partnership: OFIP Investment in Tutoring

Many students face challenges developing and consolidating foundation skills in literacy and numeracy. Yet, research shows that with additional time and appropriate support students can learn the skills they need to be successful. Through the OFIP initiative, The Literacy and Numeracy Secretariat is pleased to provide $8 Million province-wide to enable boards to initiate or extend programs that assist students, beyond their regular day, to strengthen literacy and numeracy skills. This funding is available to boards to run tutoring or after-school academic support programs for students in JK-Grade 6. Programs eligible for funding must be initiated during the 2006-2007 school year and conclude by June 2007.

Before school, after school, lunch programs and community-based partnerships provide opportunities for students to receive the additional support they need to practice and consolidate their skills. There are already many excellent programs in place where children receive support to strengthen literacy and numeracy skills, receive guided practice and a helping hand with school assignments. This additional funding will allow boards to initiate or expand programs such as:

- before and after school tutoring;
- homework support clubs in local arenas on weekends or after school;
- partnerships with local community groups to provide tutoring or homework support in concert with recreation programs;
- boys reading clubs;
- cultural programs that focus on literacy and numeracy skill development;
- evening computer clubs to strengthen literacy and numeracy skills;
- study and sports programs with a focus on academic skill development;
This is just a sampling of the types of opportunities that this funding could allow boards to offer.

Whereas, we do not want you to be bogged down in unnecessary paperwork this funding comes with clear accountability expectations as follows:

- Boards should examine current achievement data to target individual students, specific student populations or schools;
- A board based strategy should be in place to ensure quality in the programs being offered;
- A process should be implemented to monitor individual student progress along the continuum of skills that they are expected to improve.

We encourage partnerships with existing community based programs that, over the years, have provided tutoring for students. In these cases, the requirement to ensure quality in the programs being offered remains the responsibility of the board.

The attached chart will provide a breakdown of the funding available to each board. Boards will receive one amount of money but can offer multiple programs. Boards are invited to complete the attached “Proposal for Funding” giving a brief description of the program(s) to be implemented and funding requested. Boards will be expected to provide an evaluation of the program at its conclusion that will be submitted with the final financial report.

We appreciate your on-going efforts to improve student achievement for all students and we look forward to working with you to provide focused interventions for students in order to strengthen literacy and numeracy skills.

Sincerely,

Avis E. Glaze
Encl.