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2016: B07

Memorandum To: Directors of Education
Secretary/Treasurers of School Authorities

From: George Zegarac
Deputy Minister

Date: March 24, 2016

Subject: 2016-17 School Year Education Programs – Other (EPO)
Funding

The Ministry of Education is pleased to announce its 2016-17 projected EPO funding at the same time as the release of Grants for Student Needs (GSN) funding.

Context

The core of Ontario's education success is its continued focus on a consistent vision for the system, with the goals of that vision being widely known and embraced by all partners. *Achieving Excellence: A Renewed Vision for Education in Ontario*, outlines four key goals for our education system: achieving excellence in teaching and learning, ensuring equity, promoting well-being, and enhancing confidence in a publicly funded education system.

Our renewed vision continues to challenge us all to transform to meet the expectations of today and build the vibrant, prosperous province of tomorrow. At the same time, making the most efficient use of resources will ensure our system is sustainable and responsible.

Education Program – Other funding (EPO) is allocated to support our core goals and priorities identified in the renewed vision. Transforming the education system and realizing our shared goals for *Achieving Excellence* while living within our means requires commitment and determination, as well as finding creative ways to implement effectively and for the maximum benefit of our learners.

Changes for 2016-17

Transfers to the GSN

To further balance reporting requirements while continuing to support ministry core goals and priorities, several EPO programs will be transferred into the GSN in 2016–17 (Refer to Memorandum 2016: B07).

- Funding for library staff, projected to be \$10 million in 2016–17, supports the hiring of teacher-librarians and/or library technicians to support the learning of elementary school students. This program will be enveloped individually within the Learning Opportunities Grant.
- Funding for the Managing Information for Student Achievement (MISA) Local Capacity initiative, projected to be \$3.2 million in 2016–17, supports school boards to build capacity to better manage information to inform board decisions, school administration, and classroom practice. This program will be included in the School Board Administration and Governance Grant.
- Funding for Outdoor Education, \$17 million in 2016–17, provides elementary and secondary students with learning experiences in the outdoors. This will be enveloped with the group in the Learning Opportunities Grant that includes six other allocations that directly support programs that improve student achievement; enveloping will apply to the sum of the seven allocations, not to each allocation separately.
- Funding for Technology Enabled Learning and Teaching Contacts, \$7.6 million in 2016–17, provides boards with one Technology Enabled Learning and Teaching contact per school board to support the transformation of learning and teaching in the physical and virtual environment. This program will be included in the School Board Administration and Governance Grant.
- Funding for Board Action Plans on First Nation, Métis and Inuit Education, \$6.0M in 2016-17. The purpose of this funding is to implement Board Action Plans on First Nation, Métis and Inuit Education that include programs and initiatives aligned with the Ontario First Nation, Métis and Inuit Framework Implementation Plan.

Renewed Math Strategy

In the coming weeks, the ministry will outline the details of the *Renewed Mathematics Strategy* – a roadmap that leverages all of the knowledge and evidence that contributes to our collective understanding of the improvement process. In partnership with district school boards, the strategy provides an Early Years to Grade 12 integrated approach that is responsive to the mathematics learning and teaching experiences of children, students and educators.

The *Renewed Mathematics Strategy* will provide new forms of support to *all* schools, increased support to *some* schools, and intensive support to the *few* schools that have the highest percentage of students not yet reaching the provincial standard in mathematics. Support will also include a focus on the strengths and needs of students with learning disabilities and students taking applied compulsory mathematics courses. As well, the *Renewed Math Strategy* will allow district school boards flexibility in configuring these supports to fit with the context of their schools and existing implementation resources and capacity.

The *Renewed Mathematics Strategy* is built upon a foundation of evidence of effective structures and approaches drawn from practice, evaluations, and research, including the EPO-funded programs listed below. The funding for the following programs will be re-focused toward the Strategy and will consequently not appear in the current B-Memo:

- Capacity Building for Differentiated Instruction
- Collaborative Inquiry for Instructional Impact
- Collaborative Inquiry for Learning – Mathematics
- French-Language Math Strategy
- Learning for All, K-12
- School Improvement Teams – Principal Coaches
- School Support and Cross Panel Teams
- School Support Initiative
- Small and Northern Boards Initiative
- Student Work Study Teachers
- System Implementation and Monitoring/Ontario Focused Intervention Partnership

An EPO B-Memo specifically on mathematics will be released in the coming weeks and will outline the Strategy's funding model, its assumptions and the specific allocations for each district school board.

Funding Allocations

To facilitate school boards' budget planning for the 2016-17 school year, we confirm that \$104.1 million of EPO funding will be allocated to school boards and school authorities to support ministry priorities. Within this amount:

- \$79.4 million is allocated by program and by school board in this memorandum; and
- \$24.7 million has been allocated by program, with school board allocations to be confirmed later in the year

The following table illustrates the above monetary breakdown by initiative:

Initiative (\$M)	Allocated	To be Allocated	Total
<i>Section 1. Program Allocations with School Board Detail</i>			
Autism Supports and Training	3.0	0.0	3.0
Community Use of Schools: Outreach Coordinators	6.4	0.0	6.4
Community Use of Schools: Priority Schools	7.5	0.0	7.5
Early Year Leads	8.9	0.0	8.9
Focus on Youth	8.0	0.0	8.0
French Language Literacy Strategy	0.2	0.0	0.2
MISA Network Centres	1.4	0.0	1.4
Politique d'aménagement linguistique (PAL)	0.2	0.0	0.2
School Mental Health ASSIST	1.0	0.0	1.0
Technology and Learning Fund	36.4	0.0	36.4
Well-Being: Safe, Accepting and Healthy Schools and Mental Health	6.4	0.0	6.4
<i>Section 2. Program Allocations To Be Confirmed</i>			
Equity and Inclusive Education - Parent Engagement	0.0	0.9	0.9
First Nation, Métis and Inuit Joint School Support and Re-engagement Initiative	0.0	2.0	2.0
First Nation, Métis and Inuit Leadership and Learning Program	0.0	0.3	0.3
International Education Strategy	0.0	0.4	0.4
Ontario Leadership Strategy	0.0	4.0	4.0
OPS Work and Learn Program	0.0	0.4	0.4
Re-engagement (12 & 12+)	0.0	1.2	1.2
Specialist High Skills Majors (SHSM)	0.0	6.6	6.6
Student Success – Gap Closing in Literacy Grades 7-12	0.0	1.7	1.7
Student Voice	0.0	1.6	1.6
Teacher Learning and Leadership Program (TLLP)	0.0	4.5	4.5
Tutors in the Classroom	0.0	1.2	1.2
Grand Total	79.4	24.7	104.1

Section 1. Program Allocations with School Board Detail

Program funding of \$79.4 million has been allocated board by board (See Appendix A for details).

Autism Supports and Training (\$3.0M)

All boards will continue to receive funding to support training on Applied Behaviour Analysis (ABA) instructional methods, with increasing skill development to implement ABA instructional methods in the classroom, targeting school based teams, including teachers and other educators working with students with Autism Spectrum Disorder (ASD).

Community Use of Schools: Outreach Coordinators (\$6.4M)

Funding is allocated to enable school boards to hire Outreach Coordinators who help ensure the effectiveness of the Community Use of Schools program at the local level through activities such as program coordination, outreach, information sharing, and data collection. The Community Use of Schools program helps all schools offer affordable access to indoor and outdoor school space to not-for-profit groups outside of school hours.

Community Use of Schools: Priority Schools (\$7.5M)

The Priority Schools Initiative, a component of the Community Use of Schools program, helps a set of schools provide not-for-profit groups free after-hours access to school space in communities that need it most.

Early Years Leads Program (\$8.9M)

Funding is allocated to school boards to continue to support a minimum of a 0.5 FTE Early Years Lead position (EY Lead), funded at the Supervisory Officer level. The primary objectives of this position include:

- Leadership of system-wide implementation of the vision of creating a system of responsive, high quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development as outlined in the Ontario Early Years Policy Framework.
- Development of policies, protocols, programs, standards and strategies as required to ensure consistently high quality early years programs and services.
- Coordination of a system plan to strengthen integration of full-day kindergarten, child care, and early years programs and services in each school community.
- Advance knowledge building in the early years community by contributing to the development, review, administration and application of performance measures and indicators.
- Supporting ministry direction in “Achieving Excellence” through extending the principles of play-and inquiry-based learning through to Grade 1 and beyond.
- Supporting FDK educator teams and administrators, in the implementation of the revised FDK program and the new Kindergarten Communication of Learning.

In the 2016-17 school year, an allocation of \$8.5 million will be provided for ongoing EY Lead positions and \$0.5 million will be provided for one-time funding.

Focus on Youth Program (\$8.0M)

Funding for this program continues in 2016-17 to support the partnership between select school boards and local community agencies to provide summer and after-school programming and employment opportunities for students in high-needs neighbourhoods.

French Language Literacy Strategy (\$0.2M)

Funding is allocated to designated French-language school boards participating in a project that supports the use of the effective literacy guide, *La littératie dans toutes les matières : Guide d'enseignement efficace de la 7^e à la 10^e année*, and the use of the *Trousse d'acquisition des compétences langagières en français* (TACLEF) electronic portal.

Managing Information for Student Achievement (MISA)(\$1.4M)

MISA has the objective of increasing the capacity for data collection, information management and analytics within the education system. The funding recipients are Ontario's seven MISA Professional Network Centres (six regional, English-language centres and one province-wide, French-language centre) which are made up of member school boards. The end users are teachers, principals and board administrators who are involved in activities to increase capacity for utilizing information in support of positive student outcomes. The MISA PNC "lead" board will work with other member boards to plan, implement and assess capacity building projects.

Politique d'aménagement linguistique (PAL) initiatives (\$0.2M)

PAL has the objective of ensuring the protection, enhancement and transmission of the French language and culture in the minority settings that are French-language schools in Ontario. Launched in 2004, PAL is Ontario's overarching language planning policy for all 12 French-language school boards. Its key goals (delivering high-quality instruction, building a francophone environment through partnerships) are very much aligned with those of Ontario's renewed vision for education (achieving excellence, ensuring equity, promoting well-being, enhancing public confidence).

School Mental Health ASSIST (SMH ASSIST) (\$1.0M)

Funding will continue for SMH ASSIST that is part of the Ministry of Education's commitment to Ontario's Comprehensive Mental Health and Addictions Strategy. SMH ASSIST is a provincial implementation support team designed to help all 72 school boards and four school authorities as they work to promote student mental health and well-being. SMH ASSIST is focused on building organizational conditions for effective school mental health; enhancing educator capacity in the area of student mental health; and implementing evidence-based mental health promotion and prevention programming in schools.

Technology and Learning Fund (\$36.4M)

Funding related to the Technology and Learning Funds (TLF) supports Ontario's renewed vision to transform and modernize education by investing in deeper learning practices and fostering 21st century global competencies, enabled by technology.

Actual funding, board accountability, research and reporting requirements with respect to TLF allocations and regional supports will be later communicated to District School Boards, School Authority Boards and the Provincial Schools Branch by the Council of Ontario Directors of Education (CODE) as co-sponsor with the ministry for this initiative.

Well Being: Safe, Accepting and Healthy Schools and Mental Health (\$6.4M)

This allocation continues the bundled funding introduced in 2015-16 for safe, accepting and healthy schools and implementation of board mental health strategies in support of Ontario's comprehensive mental health and addiction strategy. This allocation is bundled to allow boards flexibility for better alignment of initiatives. Boards may flexibly allocate funds to any of the three areas within the same bundle, as long as they are able to deliver the same (or better) outcomes that the ministry requires in a cost-efficient way. This reduces administrative burden on boards as only one Transfer Payment Agreement and one report back required.

The purpose of this funding is to support school boards' work around the ministry's goal of promoting well-being. This funding can be used to support:

- continued development and implementation of school board mental health and addictions three year strategies and action plans;
- taking further steps to implementing a whole school approach to promoting safe, inclusive and accepting schools;
- updates to local police/school boards protocols and training of school staff and local police services on revised protocols for implementation by September 1, 2016; and
- supporting strategies and activities that are aligned with the *Foundations for a Healthy School* resource.

Section 2. Program Allocations To Be Confirmed

Funding of \$24.7 million, as outlined below, has been allocated by program, with board-by-board allocations to be confirmed later in the year.

Equity and Inclusive Education - Parent Engagement (\$0.9M)

Funding is provided to support seven school board-led Equity and Inclusive Education (EIE) Implementation Networks (six regional English-language networks and one provincial French-language network). A total of \$875,000 is provided for the networks to support the effective implementation of Ontario's Equity and Inclusive Education Strategy, Parent Engagement policy, and to share promising practices in schools and boards across the province.

First Nation, Métis and Inuit Joint School Support and Re-engagement Initiative (\$2.0M)

This initiative combines the First Nation, Métis and Inuit SSI and Re-engagement Initiatives into one in a few school boards where it has been determined that a more focused and intentional approach combining the two initiatives into one would better serve those First Nations, Métis and Inuit students who are not experiencing consistent success with, or who have dis-engaged from their learning. The bundling of the funding enables participating boards to engage one full-time educator or equivalent to build the capacity of teachers working with self-identified First Nation, Métis and Inuit students in Grades 9 and 10 applied courses who are not yet achieving success and to support self-identified First Nation, Métis and Inuit students who are disengaged from school. There will be an intended focus on applied math.

First Nation, Métis and Inuit Leadership and Learning Program (\$0.3M)

The purpose of the First Nation, Métis and Inuit Leadership and Learning Program is to offer leadership development opportunities to First Nation, Métis and Inuit students (from Grades 7 to 10) in a culturally relevant context. This leadership enables First Nation, Métis and Inuit student leaders to cultivate the skills and knowledge necessary that give agency to their aspirations including addressing the needs in their communities and schools as well as deepening their understanding of their Aboriginal nations respective histories and heritages.

Each region has one lead school board, which acts as the coordinator for the program. The First Nation, Métis and Inuit Learning and Leadership Program's regional structure is grounded in a collaborative milieu that includes First Nation Metis and Inuit communities, Aboriginal Education Advisory Councils and school boards with support from Regional Student Success Leaders and Aboriginal Education Leads.

Nine Student Leadership gatherings are scheduled to be held serving approximately 500 students with approximately \$33,000 in funding per region.

International Education Strategy (\$0.4M)

This funding will support the implementation of Ontario's strategy for K-12 international education, through grants to school boards to support and enhance international education program development. Proposals will be submitted by school boards annually and evaluated by ministry staff according to established criteria. Funding in the amount of \$350,000 will be distributed among the successful proposals.

***Ontario Leadership Strategy and Professional Learning Enhancements:
Mentoring for All (\$4.0M)***

Leadership for Learning is the renewed vision for leadership that builds on the achievements of the past decade. Leadership for learning and the Ontario Leadership Framework are foundations of the Ontario Leadership Strategy. Leadership for Learning provides a lens for reflection and a touchstone for determining next steps in the development of leadership practice that creates the conditions to transform culture as school districts and the province realize the vision set out in *Achieving Excellence: A Renewed Vision for Education in Ontario*. Leadership for Learning serves as a key lever for accomplishing the four goals set out in *Achieving Excellence* that inspire and provide focus to our leadership work.

The renewed vision of Leadership for Learning is reflected in the Board Leadership Development Strategy (BLDS) for 2016-17. School boards will continue to be provided with funding to support succession planning and capacity building; evidence and research; the continued development of effective leadership practices and personal leadership resources through mentoring and coaching; and a growth-oriented culture of continuous improvement. The BLDS continues to support the goals of school and board improvement plans for student achievement and the board multi-year plan.

The *Professional Learning Enhancements* (PLE): Mentoring for All fund provides school boards with a funded opportunity to improve the quality of supports and professional learning opportunities available to teachers. The renewed vision demonstrates a commitment to authentic, collaborative, continuous learning for all our learners. Powerful learning designs like mentorship de-privatize instruction, foster collaboration, and support educator leadership via the intentional sharing of knowledge and practice between colleagues. School boards are best positioned to offer a continuum of mentorship based on the authentic learning needs of the mentors they support.

School boards will be given the opportunity to combine BLDS and PLE: Mentoring for All to provide support along a continuum of mentorship roles that could include: associate teachers, NTIP mentors, VP/P mentors, ECE mentors, business and facilities mentors and board consultants and coordinators.

Ontario Public Service (OPS) Learn and Work Program (\$0.4M)

Selected School Boards will receive funding to support the delivery of the Ontario Public Service (OPS) Learn and Work Program, a specialized co-operative education program that re-engages youth aged 16 to 20 from priority communities. The OPS Learn and Work program provides students the opportunity to earn credits towards their high school diploma and paid work experience in the OPS and/or its related agencies.

Re-engagement (12 & 12+) (\$1.2M)

Funding will be allocated to all English-language school boards to provide support as they contact, mentor and monitor students who, despite being close to graduation, have left school. Boards will provide the ministry with:

- the number of students who were contacted;
- the number of students who returned;
- the number of students who met the literacy and community involvement;
- graduation requirements;
- the number of students who graduated; and
- the number of credits obtained.

Specialist High Skills Major (SHSM) (\$6.6M)

Funding for Specialist High Skills Major programs is provided to school boards both through the GSN (approximately 75 per cent of the total funding) and through an EPO transfer payment (25 per cent of the total funding). This funding allocation to a board may change if student enrolment or program offerings differ from the board's 2016-17 SHSM application.

These funds are to be used by school boards to address costs related to the delivery of

SHSM programs in the following expenditure categories:

- certification and training programs for SHSM students;
- tracking students completion of the SHSM components;
- equipment purchases and consumable expenditures;
- development/renewal of connections with local business and community partners; and
- teacher professional development.

Student Voice (\$1.6M)

Student Voice sets out ways to learn directly from students, to discover what would help them strengthen their engagement or re-engagement in their learning, including improving communication between students and all members of the education community. Student Voice also helps students build citizenship skills, such as leadership, team building, advocacy, organization, creative thinking, problem-solving, self-efficacy, self-confidence and critical thinking.

Student Voice programs include:

- Minister's Student Advisory Council (MSAC);
- *SpeakUp* Projects;
- *Speakup* in a Box; and
- Students As Researchers (StAR).

All school boards are invited to encourage students from Grades 7 to 12, and in particular, students not yet achieving success, to apply for a *SpeakUp* Project grant. Approximately \$1.2 million is available to fund up to 1,200 English and French language projects at up to \$1,000 each. An additional \$350,000 is available to support an additional 140 projects at up to \$2,500 each.

Student Success – Gap Closing in Literacy Grades 7 to 12 (\$1.7M)

All English language school boards can access additional funding to enhance their existing capacity building for effective and differentiated instruction in literacy to meet the assessed needs of students who require additional support in literacy. Our literacy work is based upon the six foundational principles outlined in *Paying Attention to Literacy, K-12* and supported with ministry resources (e.g., *Adolescent Literacy Learning (ALL)* and *Student Achievement Division* resources). Boards will work in collaborative teams to assess and address literacy learning needs of students in grades 7 to 10 and create supports to facilitate their achievement of the literacy graduation requirement.

Collaborative inquiries will use a cyclical process that includes:

- analysis of classroom data/evidence, including student work, to identify literacy learning needs related to gaps in achievement;
- new learning for educators about how to respond to student learning needs;
- educator action, including differentiated instruction, to address individual student learning needs; and
- monitoring to measure the impact of changed instructional and leader practice on student learning, engagement and achievement.

Boards who meet the criteria will be able to apply for additional EPO funding to address both the immediate needs of the Grade 10 cohort preparing for the Ontario Secondary School Literacy Test (OSSLT) and those senior students who have not yet met the literacy requirement, AND long term work to support students in the intermediate division who may require additional support to meet the literacy graduation requirement.

Teacher Learning and Leadership Program (TLLP) (\$4.5M)

This program is aimed at experienced teachers and involves self-directed learning and sharing based on ministry, board or school priorities. It enhances opportunities for experienced teachers to expand their knowledge and leadership skills, and share exemplary practices with others. Since the program began approximately 840 projects, involving the work of over 4,300 teachers, have been approved for funding.

Tutors in the Classroom (\$1.2M)

With this funding boards are able to hire and train postsecondary students to tutor elementary students. The tutors support the work of classroom teachers by working with students to reinforce skills and concepts. Funding is accessed by board application and will be finalized later in the year.

Next Steps

If you require further information about these initiatives, please contact your regular ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The ministry looks forward to working in partnership with school boards in the 2016-17 school year. The collaboration, input and support from boards is a key element in achieving our shared vision goals for education in our province. Your commitments to achieving excellence for all our students and to providing effective leadership are valued. I am confident that, working together, we will build on past success and ensure that our schools continue to be a cornerstone of Ontario's future.



George Zegarac
Deputy Minister

c: Superintendents of Business and Finance
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